



# PYP 5 Newsletter- 8

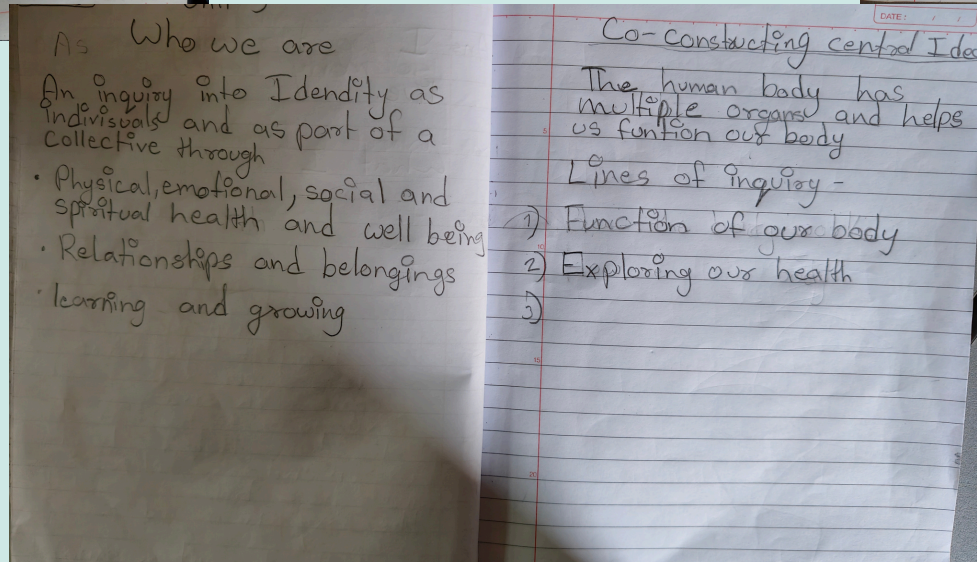
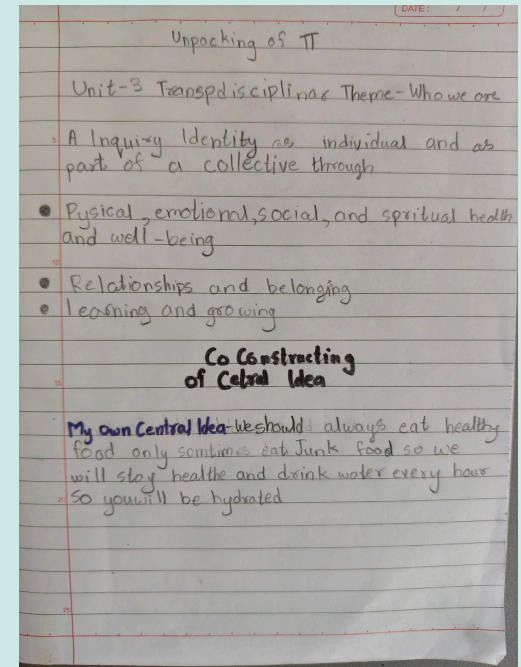
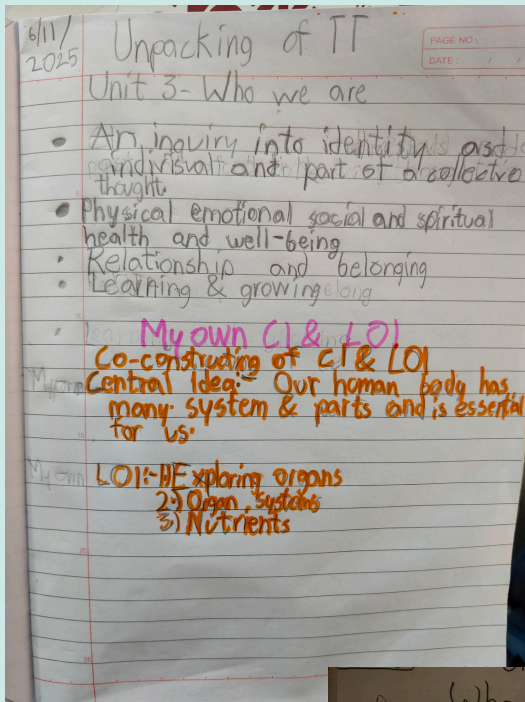
## Week 27th October to 7th November

### UNIT - 3: Who We Are

**Students had an engaging start to our new unit “Human Body” under the transdisciplinary theme Who We Are. For the provocation, children participated in a Mystery Bag Challenge where each group was given a plastic bag containing plastic model organs. One by one, students picked an organ, identified it, and shared what they knew about it. This activity was fun and helped activate their prior knowledge. The students also connected this exploration to our K-W-L VTR. They unpacked the theme, discussed big ideas and co-constructed their own Central Idea and LOI. The unit has begun with curiosity, excitement, and inquiry, and students have already added thoughtful questions to our Wonder Wall display in the classroom.**







## Co-constructing Central idea and LOI's

# Developing Language Skills

Our students are enhancing their literacy skills through Reading, Writing, Speaking, and Listening. They are using the Oxford International Resources workbook. As part of their learning engagement, they compared meaningful aspects of their lives and created a thoughtful mind map highlighting the people, activities, and things that shape who they are today. This activity allowed them to reflect on their identities and understand how each learner is unique and different from others.

The students also engaged in reading comprehension tasks by reading a text from the book and answering questions independently.

Currently, the students are continuing to strengthen their grammatical understanding as they explore pronouns and plurals through applied tasks and learner-centered activities. Through these engagements, they are developing essential ATL Communication and Thinking skills while becoming more confident and reflective learners.

**5 Introduce yourself**

"Oh, I get by with a little help from my friends"  
John Lennon

**SA Non-fiction Speaking and Listening**

**What makes you the person you are?**

- Create a thought map of the things, activities and people that are most important to you. Look at the example below to give you some ideas.
- Create a thought map.
- Talk about similarities and differences.
- Deliver and listen to a talk.

My parents and my grandparents  
Drama club  
Eating goring piping banana fritters at festival time  
My friends Laura, Nellie and Jake  
Listening to music and buying new clothes  
My pet cat Rufy  
Playing guitar  
Playing basketball for my team  
My cousins in Kuala Lumpur

**B** Compare your thought map with a partner's. What things are different? What are the same?  
2 What other things make up your identity? Look at the list below and decide which three are the most important.

name family **personality** food  
languages spoken **nationality**  
home town or city **culture** hair and eye colour

**C** Every person is different. Like your fingerprint, no one else is exactly the same as you.  
Plan a short talk to present to a small group in your class. You should include:

- a description of the items in your thought map
- an explanation of your choices about the three most important things that make up your identity.

**Glossary**

**Identity** who somebody is  
**personality** your nature and character  
**nationality** the nation someone belongs to (as written on their passport)  
**culture** all the traditions and customs of a group of people

**Talk time**

- 1 What do you think this picture is about?
- 2 What different things can you see?
- 3 What would be in this picture if it was about you?

**5B Non-fiction Reading**

**Home country, what's that?**

In his interview, Hunter Emigh explains how he prepared for a presentation at his international school in Beijing.

**Interview**

**Hunter, where do you think of as 'home'?**

It's not easy to give an answer to this question. I remember when I was in third grade our teacher asked us to do a research project on our 'home' country and give a presentation. I felt confused. I was born in Texas, USA, but lived in Beijing, China. I liked my school in China and my friends. It felt like home.

**Where does your family come from?**

My great grandfather was born in Germany, but lives in the USA. My great grandfather was born in Ireland, but lived in France. When I hear the phrase 'home country' I think, 'what is that? My family come from all over the world.'

Nearly all my grandparents had relatives in Germany. I spoke to my grandparents about their childhoods.

**What did you learn from your grandparents?**

I learned about children growing up in Germany: how their language was different and how their school holidays were different. Even the **geography** of their land was different. I learned about German customs like the 'Schuhle', that's a special gift of sweets and school supplies that parents give their child on their first day of school.

**What did you present for your research project?**

When it was time for the presentation, my teacher asked me, "Which country are you from?" Even though I was not born there, never lived there, and don't have any living relatives there, I proudly answered, "Germany." Really, I consider myself a person of the world.

**23 What advice would you give to a student moving to a new region or country?**

There is an old American saying, "Home is where you hang your hat." It means that wherever you live you can make a 'home' and enjoy the culture and people that live there – no to forget or leave behind your family history, it's always a part of you wherever you live.

Adapted from *Slurping Soup and Other Confusions*, www.slurpingsoup.com

**Glossary**

**geography** the shape, climate and people

**5C Non-fiction Comprehension**

**Comprehension**

**A** Write answers to these questions. Include evidence from the interview on page 78 to support your answers.

- 1 Which one fact about Hunter is true?
  - a Hunter was born in the USA.
  - b Hunter doesn't like his school in China.
  - c Hunter's grandparents taught him about Chinese customs.
- 2 Which one statement best describes the extract?
  - a It only contains facts.
  - b It has only opinions.
  - c It has both facts and opinions.

**B** Write answers to these questions using your own words.

- 1 Why does Hunter find it difficult to name his 'home' country?
- 2 Why was Hunter proud to choose Germany?
- 3 Give a short summary of the key points in each of Hunter's answers.
- 4 Write two more questions to ask Hunter that would help the reader understand more about his life.

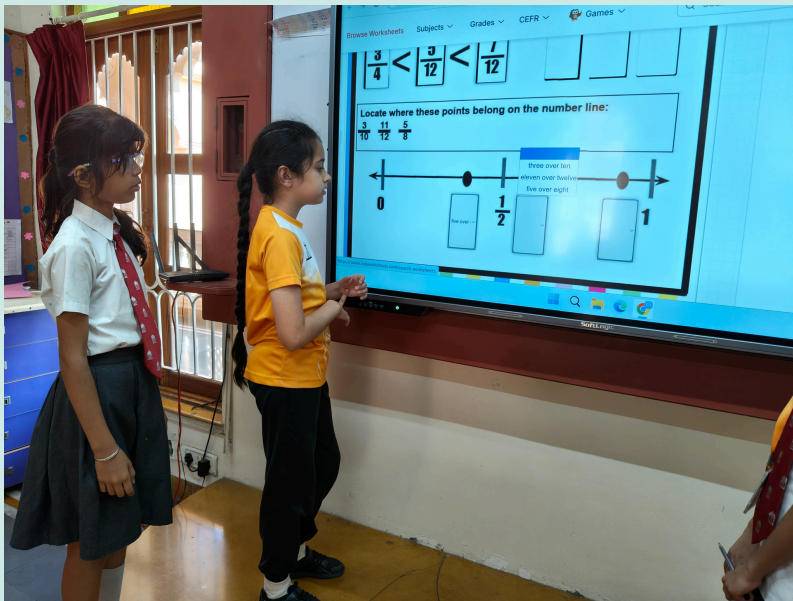
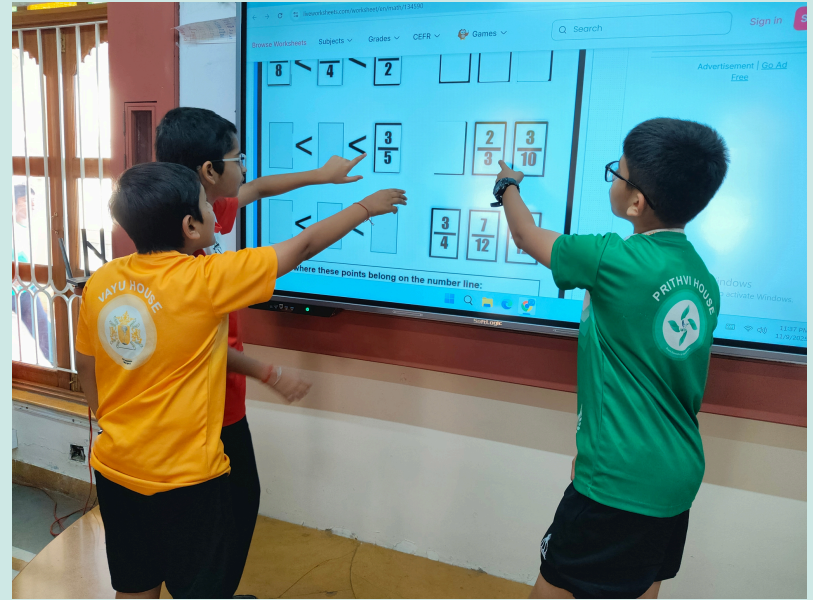
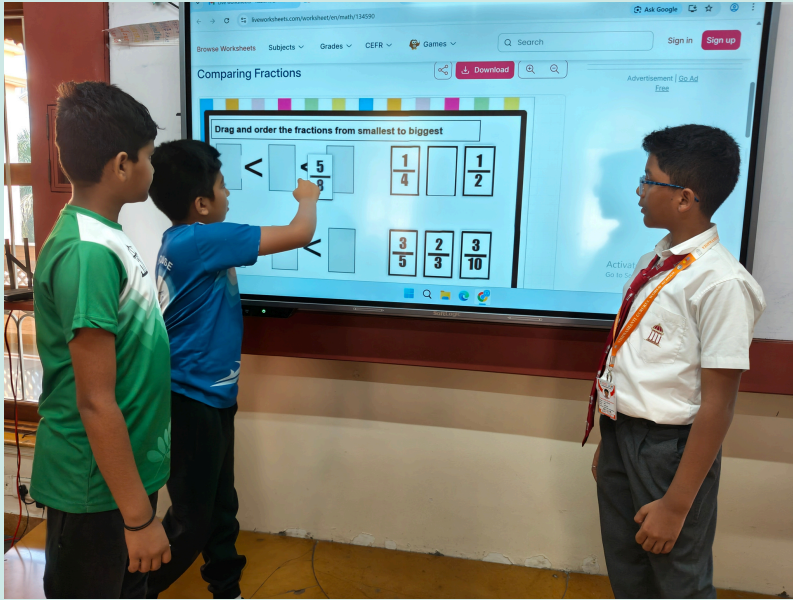
**C** What about you?

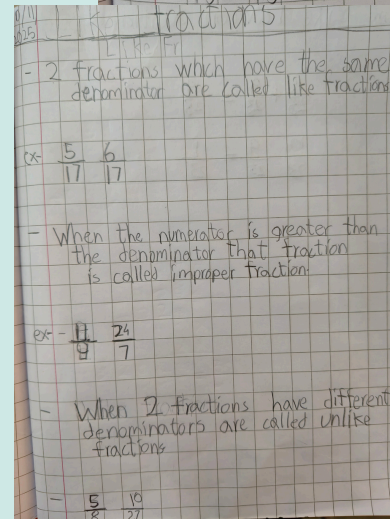
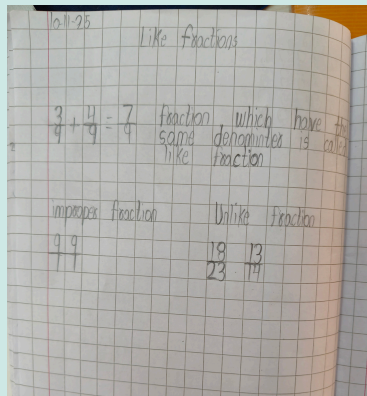
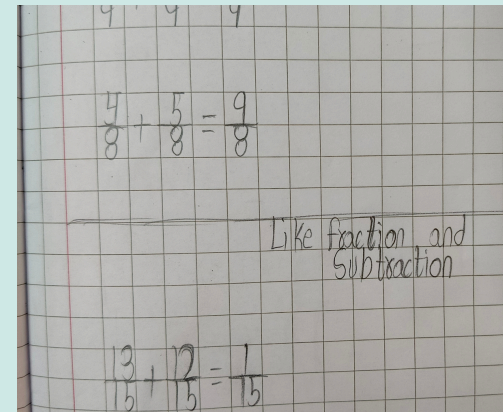
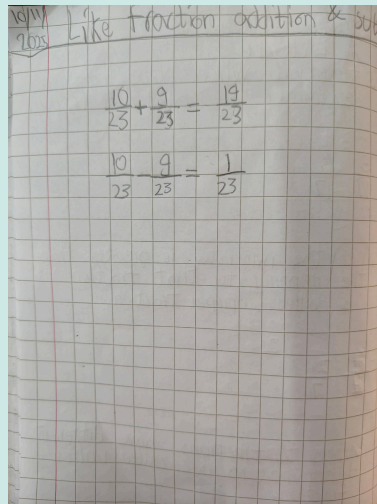
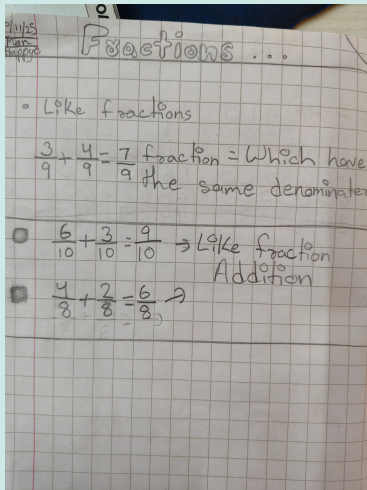
- 1 With a partner, plan and write an interview about your life at school and where you consider 'home.' Look at the questions in the extract for ideas.
- 2 Present your interview to a small group in your class as a role-play.

**?** "Children should learn about other countries and cultures to help them grow up to be a person of the world." Explain why you agree or disagree with this opinion.

- Understand the difference between facts and opinions.
- Identify the features of an interview.
- Prepare and present an interview.

# Strengthening Fractions- Inquiry & live worksheets





**Our students are actively exploring the concept of fractions in depth. They have already developed a strong understanding of proper and improper fractions, like and unlike fractions, and equivalent fractions. They have also learned how to add and subtract like fractions with accuracy.**

**Currently, the students are learning how to compare and order fractions, which is helping them develop stronger number sense and refine their critical thinking skills. Through engaging and interactive live worksheets, learners are not only having fun but also reinforcing their prior knowledge and applying new concepts independently. This hands-on practice is supporting them in building confidence, fluency, and a deeper conceptual understanding of fractions.**

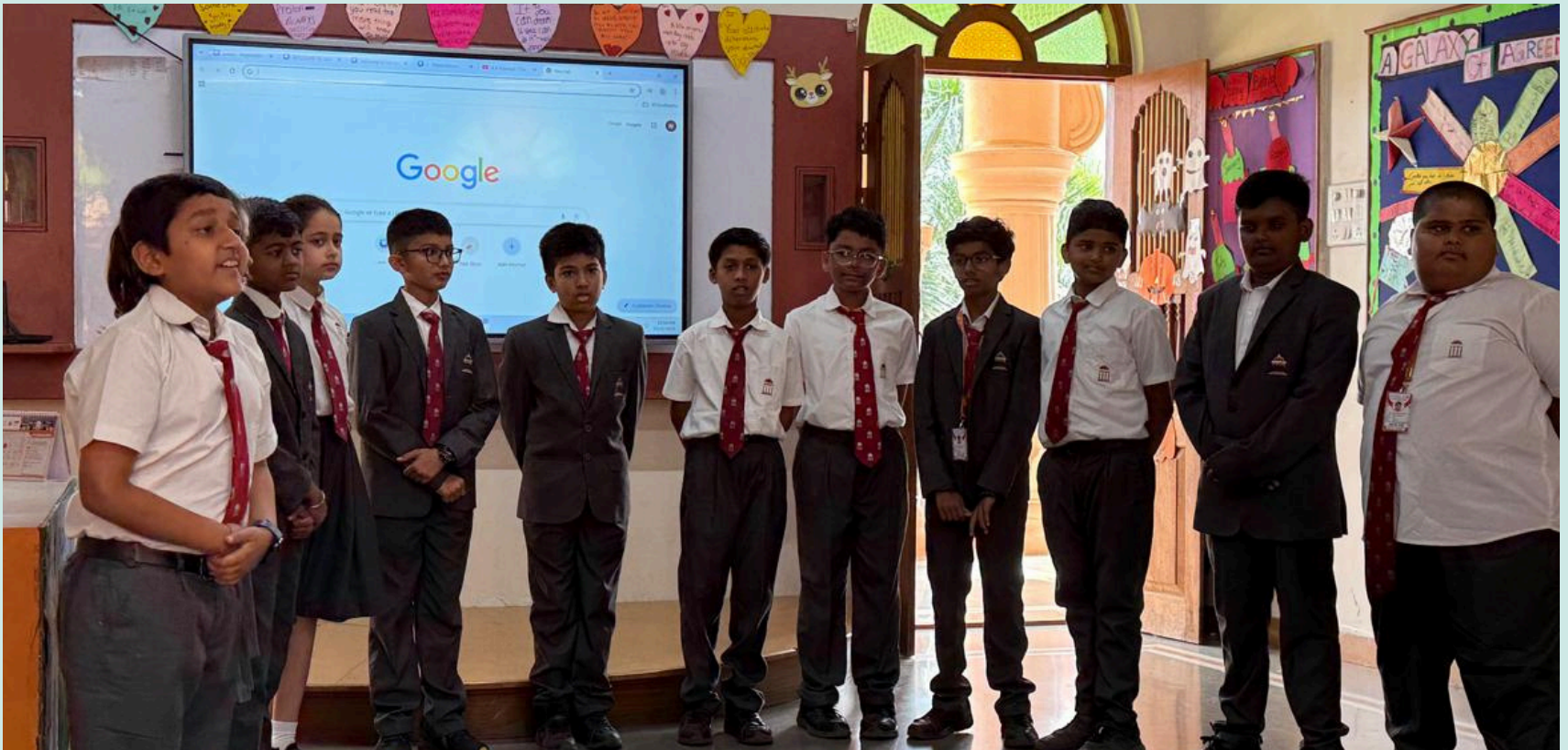
# SLC Reflection – Unit 2: How the World Works

The SLC was highly successful as it made student learning visible and allowed them to articulate their understanding confidently to parents. The quality of presentations reflected deep engagement and authentic conceptual connections.



# SLC - Multilingualism

**To promote multilingualism and international mindedness, the students also introduced themselves in their additional languages such as Spanish, German, French and Hindi during their SLC presentations. This not only highlighted linguistic diversity but also reflected their openness towards global cultures and perspectives, aligning strongly with the IB philosophy and enhancing their communication skills as internationally minded learners.**



**The highlight of the SLC for Unit 2 was the students' self-led digital presentation created through Canva. Students successfully demonstrated their digital literacy skills as well as their conceptual understanding of the Central Idea and Lines of Inquiry. They took ownership of their learning by conducting interviews, preparing questionnaires, and performing home-based experiments independently during the Diwali vacation.**

**This was a collaborative group task, and all learners demonstrated strong agency, responsibility, and commitment by ensuring that every group member actively participated in the planning and creation process. Students also upheld academic honesty by including a correct bibliography and citations to acknowledge sources used in their research.**

