



My IB Portfolio by Student Leader

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



School Statement

NES International School Mumbai, provides a holistic educational programme for students to become knowledgeable, open minded, caring inquirers with intercultural perspective, instilling in them a strong urge to become lifelong learners, peace ambassadors and tomorrow's leaders in local as well as global context.

The Purpose of the Portfolio

“Portfolios document student work and growth over time. They provide evidence of achievement toward outcomes and overall student performance, thus enhancing the assessment process.

Portfolios are used to guide instruction, to motivate students and to showcase work that will be passed on to parents and the next grade level or school. The portfolio contains samples of work that represent the learning process and product, the student’s best work and work in progress. It includes focus questions for self-reflection and a portfolio rubric.

Portfolios provide students with opportunities to learn the language of evaluation through reflection on their growth and to share their work with others. Students, teachers and parents will have opportunities to choose and comment on the work.”



How we express ourselves

Central Idea:-Through play we express our feelings, ideas and come to a new understanding

LOI 1: Communicating through Play

LOI 2: Imaginative use of materials

LOI 3: Roles of toys in play

Concepts: Connection Function Perspective

Related Concepts: Imagination, creativity

Learner Profile- Communicators, Reflective Thinkers

Approaches to Learning: Thinking Skills, Communication Skills

Sustainable Development Goals- Good health and well-being

-SDG-3

Thinking Skills

Inquirer

Curiosity



Communication Skills

Tuning In to the TD Theme

Students were given 15 minutes of free time and were asked to do any activity of their choice.

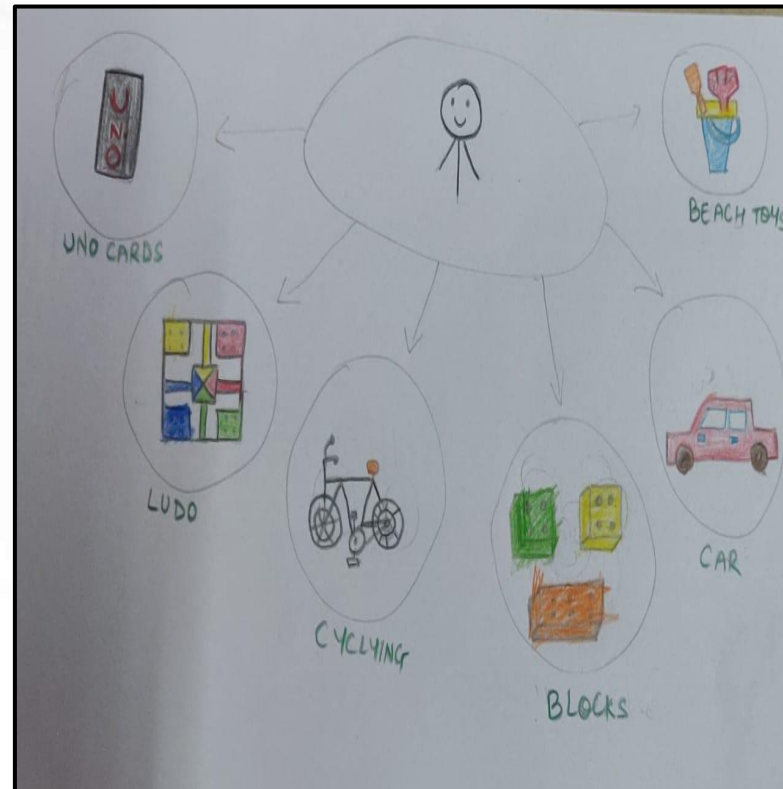
Students actively participated and were engaged in different activities like playing with doll set, playing with their favourite toys, drawing/colouring etc. and finally after a healthy discussion, students unfolded the new unit on **Play**.

Pre-Assessment

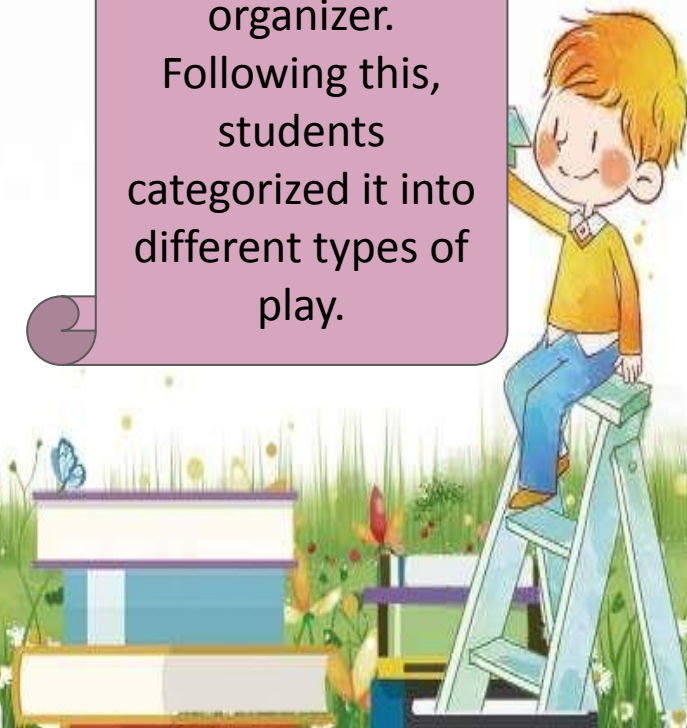
Pre-assessments help to differentiate instruction. It also helps the learning process by identifying misconceptions and pinpointing a starting points for learning.

Pre-assessments are conducted at the beginning of a learning event. There is usually no grade attached to the assessment.

Pre assessment



As a part of students' pre assessment, students were asked to draw their favourite game using the graphic organizer. Following this, students categorized it into different types of play.



What I understand on the different types of play

Classification of our favorite games

Dramatic / Fantasy	Exploratory	Manipulative/ Constructive	Physical play
			

Aarav
demonstrating
his
understanding
on the different
types of play



LO1 1- Communicating through play



Dramatic Play Allows Children To:

- see the world from a different perspective
- expand imaginations
- increase vocabulary
- develop confidence
- build problem-solving skills.

And it's FUN!

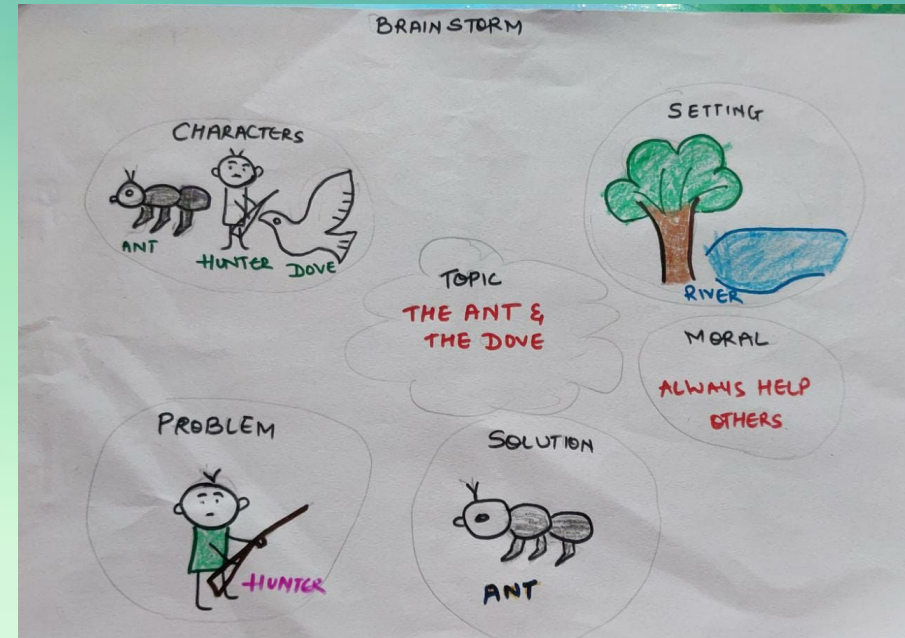
Driving into the world of stories-Dramatic Play

Learning outcome - The student was able to use his/her sensory capabilities and dispositions with increasing integration, skills and purpose to explore the world of stories.

Visual Thinking



Reflect



Task - Student were asked to carefully see any story of their **CHOICE** and then reflect on the elements of the story

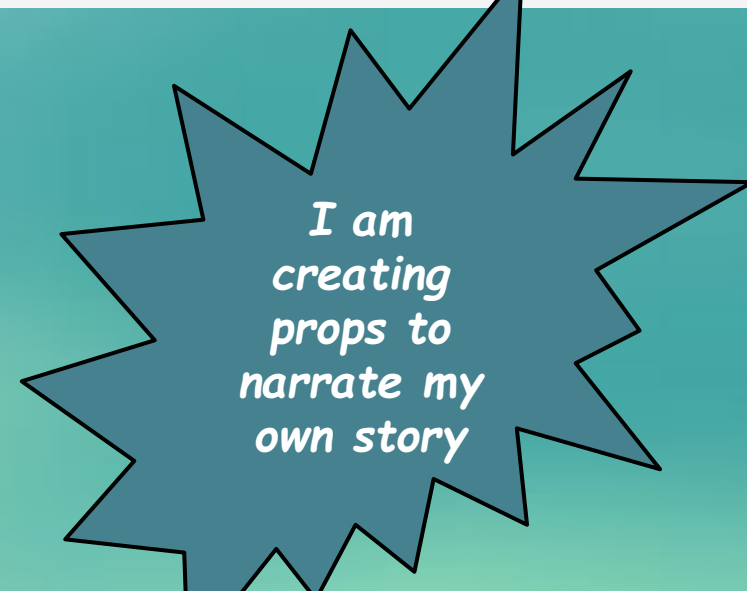
Let's
Create

I used my
creativity to
create my own
Pretend Play
corner.



Learning outcome - The student was able to create a physical and social learning environment that will have a positive impact on his/her learning.

Creating my own story



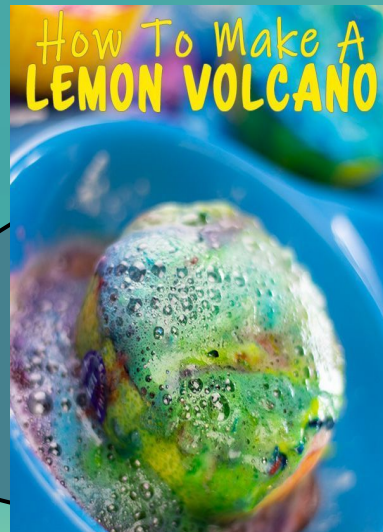
Learning outcome - The student was able to create and convey his/her self-made story with purpose and confidence thus building on their literacy skills.

Exploratory play

I am independent



It's time to explore and that's when I became curious



Learning outcome - Student was able to learn about the world and the effect he/she can have on the environment through exploratory play, they examined objects by using their sensory organs, thus developing curiosity.

Secret message

It was fun
exploring the
reaction of the
lemon with the
sources of
heat.



WRITE WITH INVISIBLE INK

Send a mysterious message to someone,
using ingredients you have at home!

MATERIALS:

- Lemon
- Small Bowl
- Water
- Spoon
- Paintbrush
- White paper



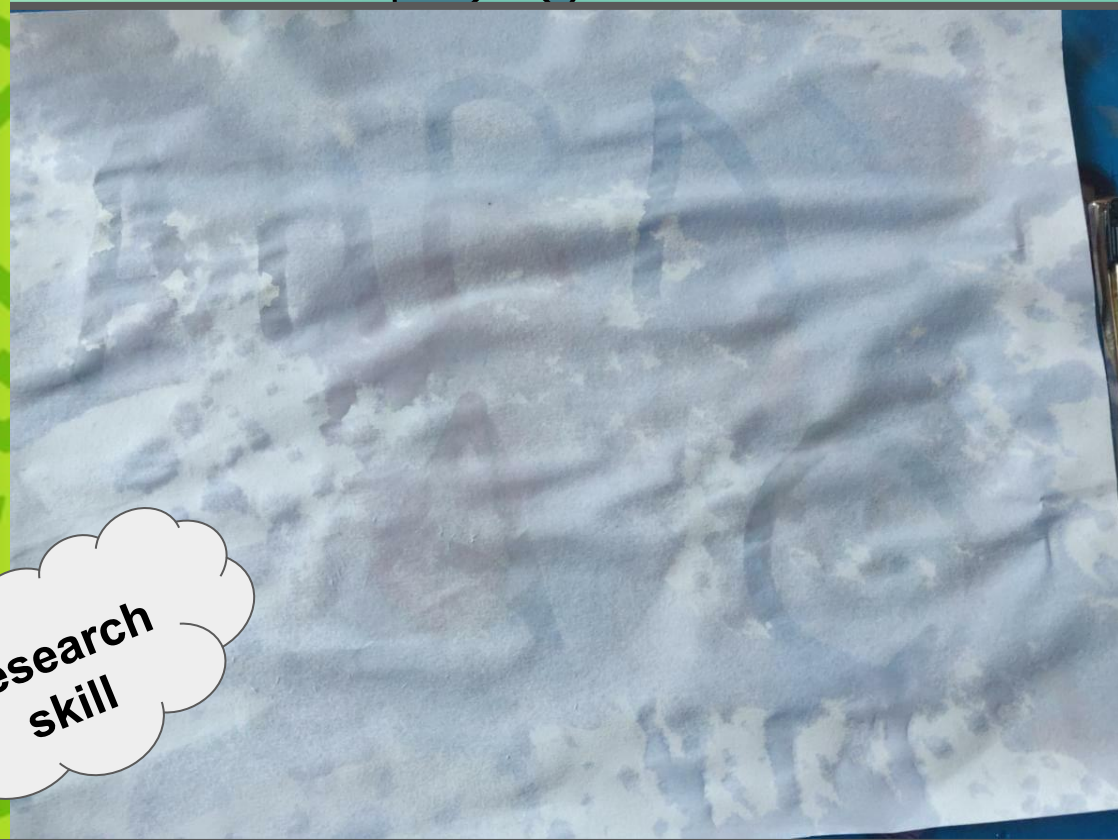
HOW TO DO IT:

1. To make the invisible ink, cut a lemon in half with the help of an adult. Squeeze the lemon juice into your small bowl and remove any lemon seeds you find.
2. Add a few drops of water to the lemon juice and stir with the spoon.
3. Use the ink you just created to write a message on a white piece of paper using the paintbrush.
4. Once the ink has dried, you can give the invisible note to someone. To read the mystery message, you'll need to hold the paper up to a heat source like a lamp.
5. Watch as the invisible ink slowly becomes visible! You're observing some cool chemistry! The lemon juice contains carbon, a chemical element. When you add heat some of the chemical bonds in the lemon juice break down, releasing the carbon. When the carbon meets the air it oxidizes and turns brown or black.
6. You can try this experiment with other acids like vinegar and orange juice - see which ones make the best ink!



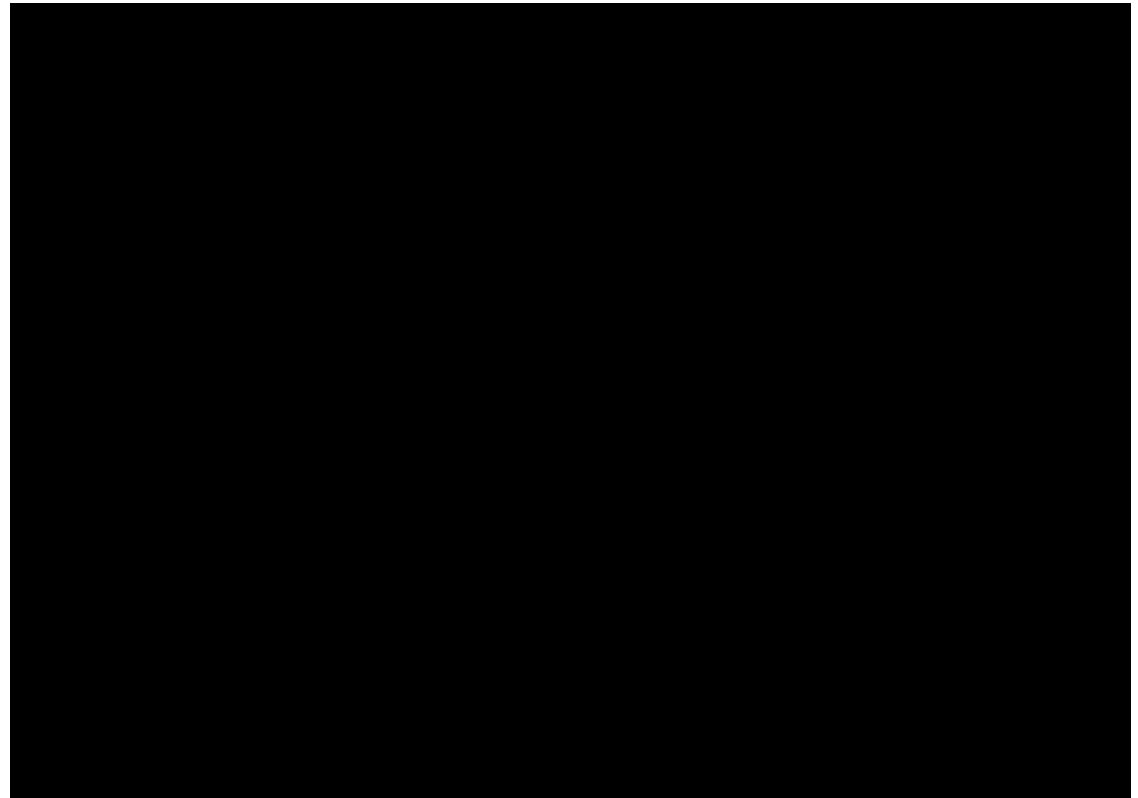
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Research
skill



1st Line of inquiry -Assessment of learning

Task - Students had to make the props of their favourite story using clay, blocks, toys etc. and narrate the story, they uploaded a video of the same in the dropbox.



Learning outcome -

The student was able to use language to engage, imagine and create roles, scripts and ideas and use props to convey its meaning.

Literacy Assessment

Task - Students will create an alphabet story emphasizing on the phonic sounds.

Learning outcome:- *The student was able to-*

- *create stories fostering his/her creative skills and develop their language skills*
- *develop his/her presentation skills and organizational thoughts when telling stories.*

2nd LOI - Creative use of Materials



As a part of unfolding the 2nd LOI, students were asked to observe the picture carefully and then were asked to make a replica of it using any available materials



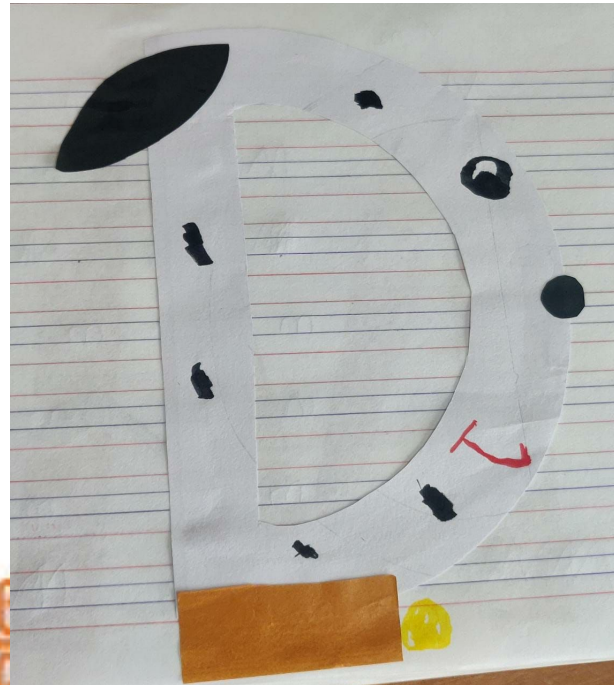


I used my thinking skills and used my creativity to make the replica of the image and was shown.





I used my thinking skills and used my creativity to make the following letters, numbers and objects

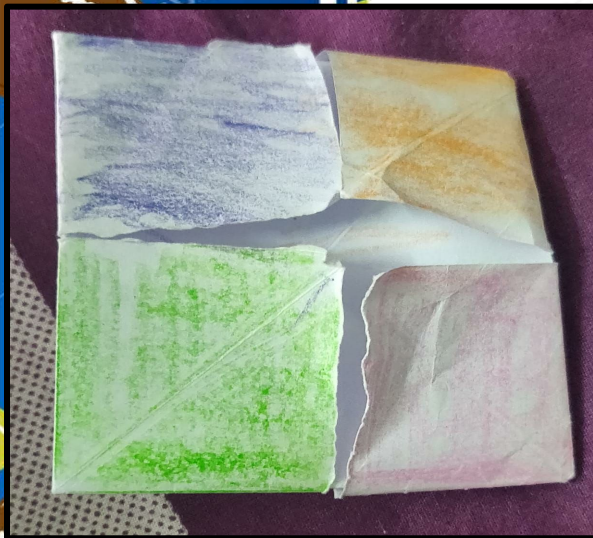


Task- Students were asked to use the letters and numbers that they learn to create their own game.

Instructions

I am creative
and could make
my own games
to play

Pass the ball
through the
tunnel, but in
a sequence-
1,2,3,4,5. See
how much time
to require



Know your quality game- First you need to ask
colour colour which colour do you want, once the
colour is chosen

Fireless cooking

I loved making monaco sandwich and enjoyed eating it.



Learning outcome -

The student was able to-

- find innovative ways of thinking, problem solving and recognizing the impact of their actions to be responsible.
- gained confidence

Blocks

Sorting	Tall & short	Tower	Alphabet	Number
				

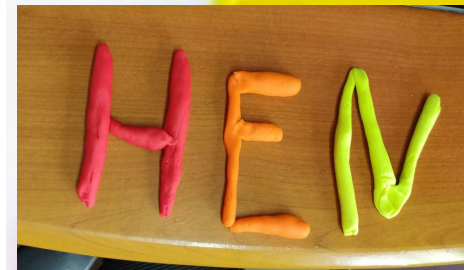
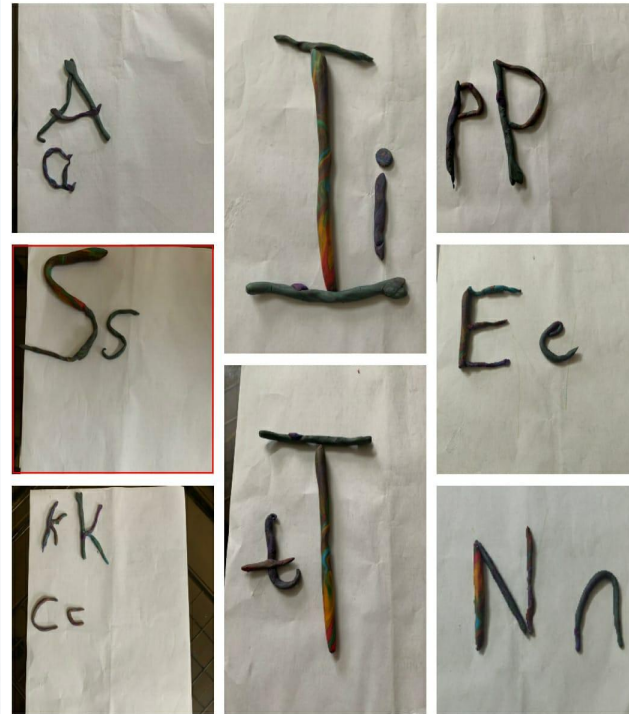
Learning outcome -

The student was able to-

- develop fine and gross motor skills
- be independent
- readily accept challenges

Learning with Clay

I used my thinking and creativity skill to make a game and letters using clay



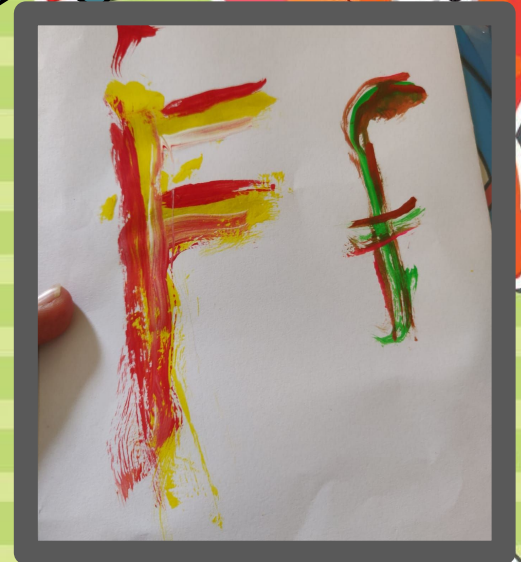
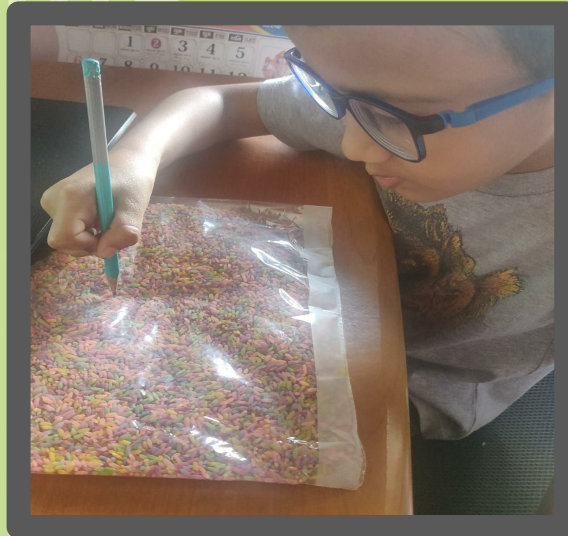
Learning outcome -

The student was able to-

- develop thinking skills for his/her sculpture with connection to discussion, observation and experimentation.

Learning with Paints and tracing materials

I enjoyed
exploring on
different ways
of learning letter
formation



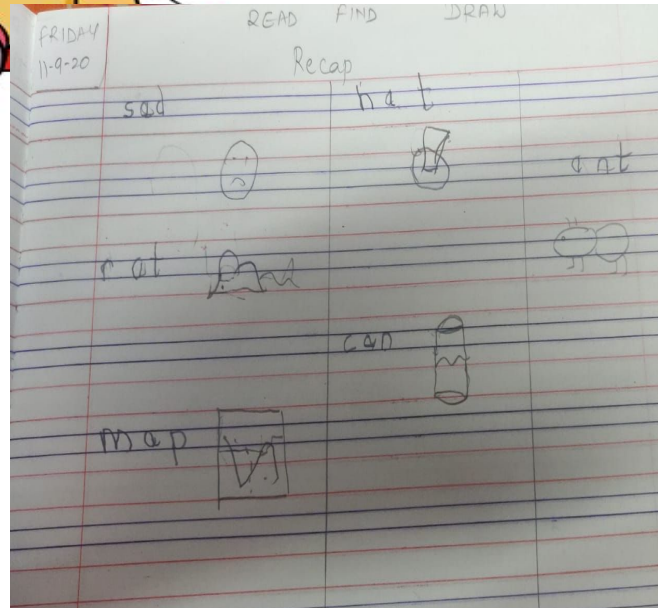
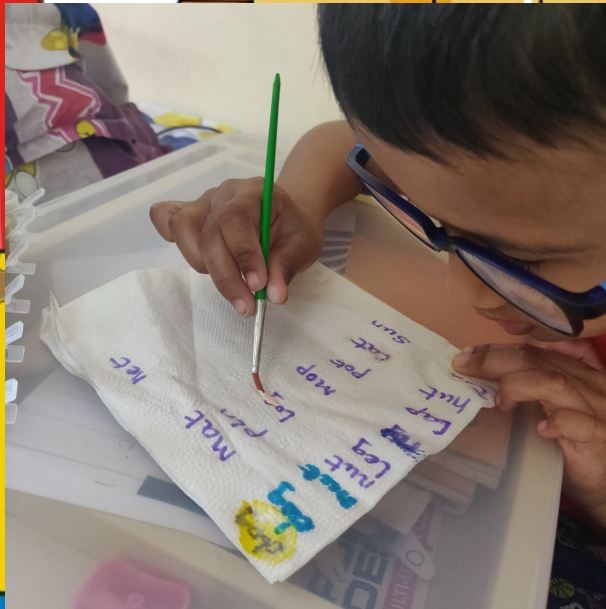
Learning outcome -

The student was able to-
use the creative arts such as tracing and painting to reflect on his/her learning.



Reading activities

I tried blending the words to read and draw different objects

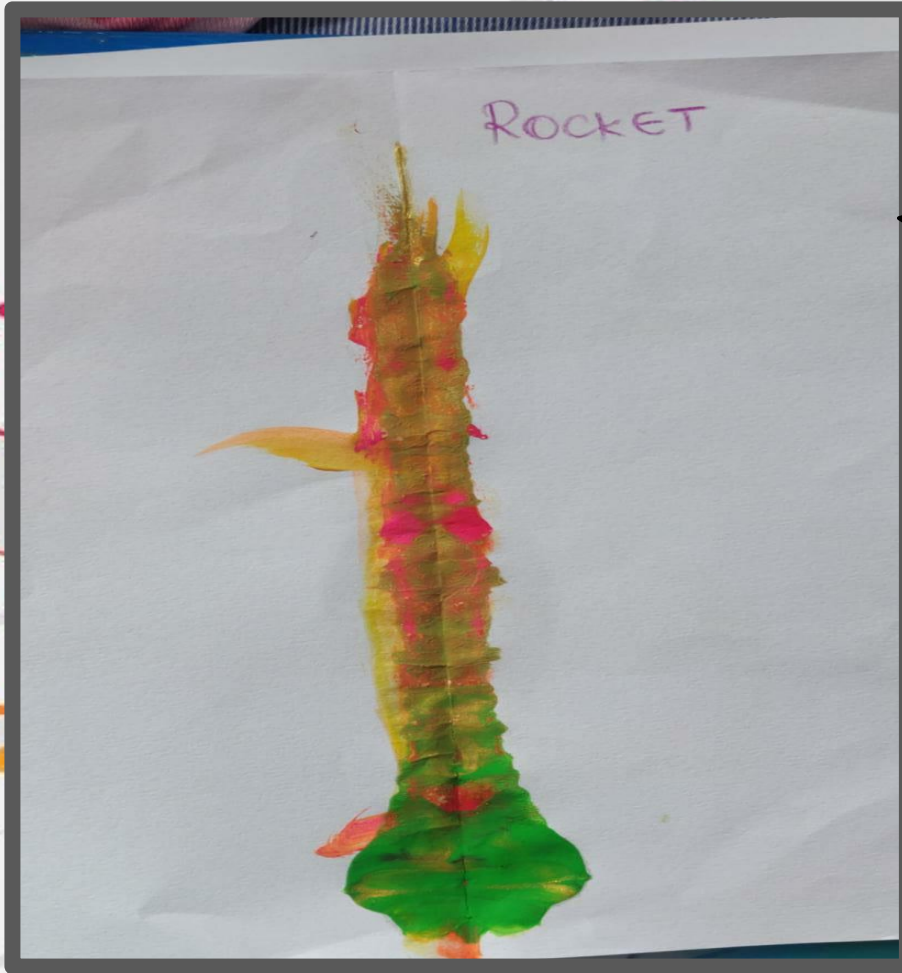


Learning outcome -

The student was able to-

- experiment with ways of expressing ideas and meanings using a range of reading materials.
- becomes aware of the relationships between oral, written and visual representation.

Symmetrical paint



*I can imagine
this painting
as a rocket*

Learning outcome -

The student was able to-

- develop his/her creativity, intuition and imagination.*
- generate novel ideas and consider new perspective.*

Toys with Utensils

2nd Line of inquiry -Assessment learning

I used utensils to make Robot

Task - Students used their creativity and thinking skills to create a new product using different utensils.



Learning outcome -

The student was able to:

- *construct his/her own understanding using his/her creativity and thinking skills*
- *recognize his/her agency, capacity to initiate and lead his/her learning*

3rd LO1 - Roles of toys in play

To unfold the 3rd Line of Inquiry, students were given a picture of an empty playground and were asked to draw what was missing in the picture.

Task - Designing our playground



Learning outcome-

The student was able to:

- use creative arts such as drawing, colouring to express ideas and make meaning to the task at hand.
- develop visual analysis.

My own toy shop

Task- *Students collected all their toys , organised the same and attached a price tag to make a toy shop.*

I enjoyed organising my toy shop and attaching price tag to it.



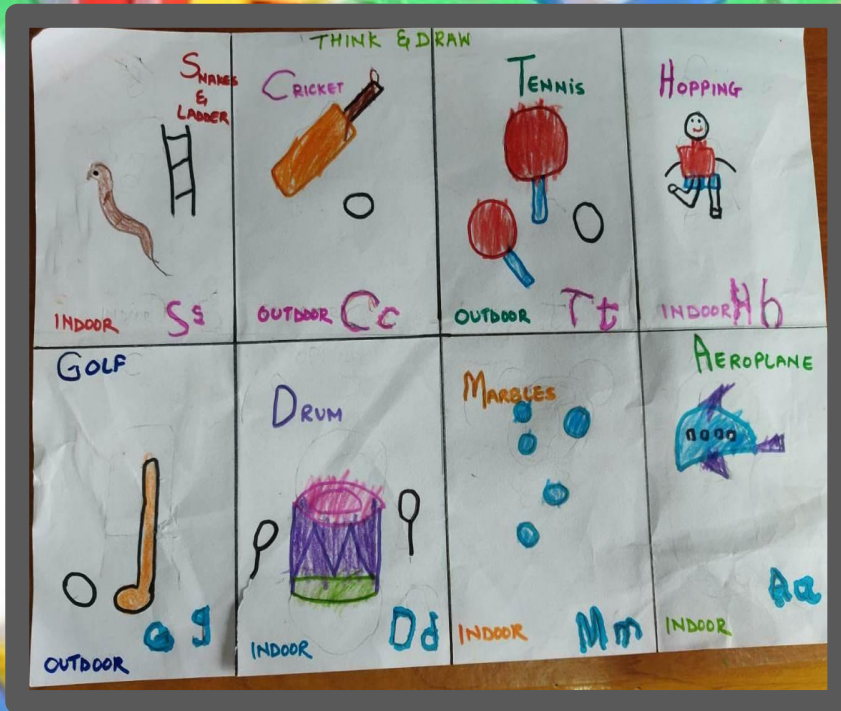
Learning outcome-

The student was able to-

- develop new mathematical understanding through engaging with play.
- draw on his/her creativity, intuition and imagination to help him/her improvise and adjust their practice to suit the time, place and context of learning.

Literacy connection to play

I used my thinking skills to draw the games beginning with the letters I have learnt



Task- Students had to draw the corresponding game that begin with the letter called out by the instructor followed by classifying the games as indoor and outdoor

Learning outcome-

The student was able to-

- understand key literacy concepts and process as the sound of language, letter-sound relationships.

Literacy connection to play

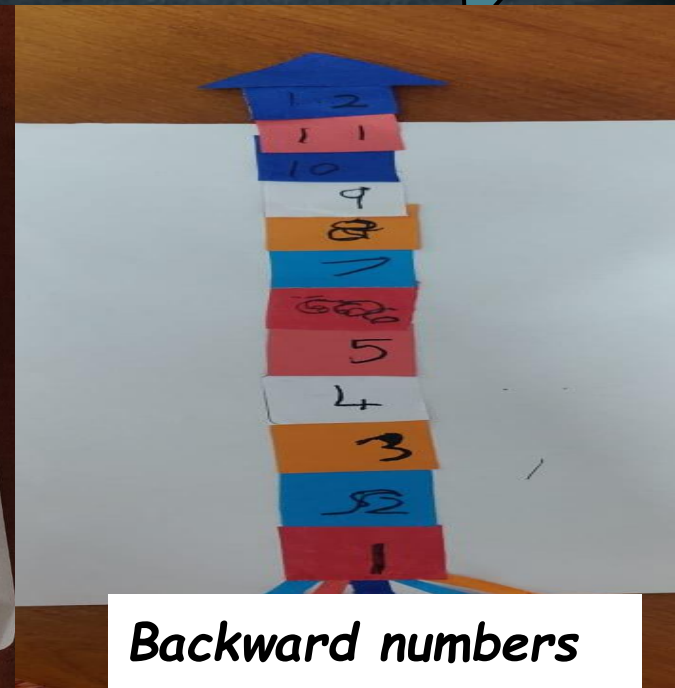


*I enjoyed
participating in
the obstacle race
which was
connected to the
letter Oo*

Made Toy with different types of shapes

Creativity with shapes

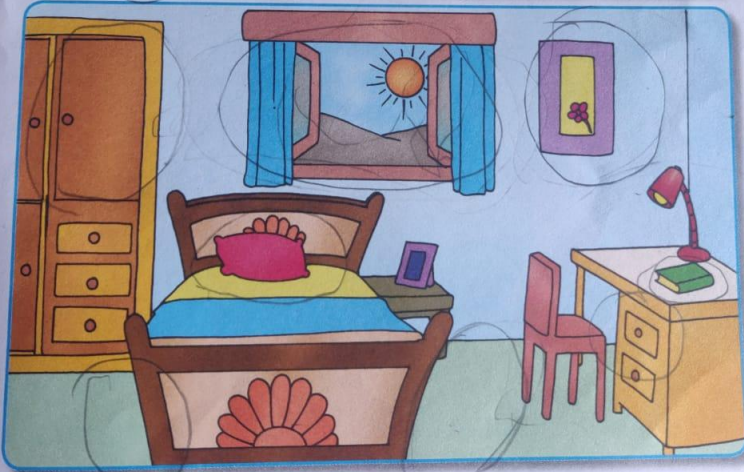
I used my creativity to make my favourite objects using different shapes.



Backward numbers

Spot the difference

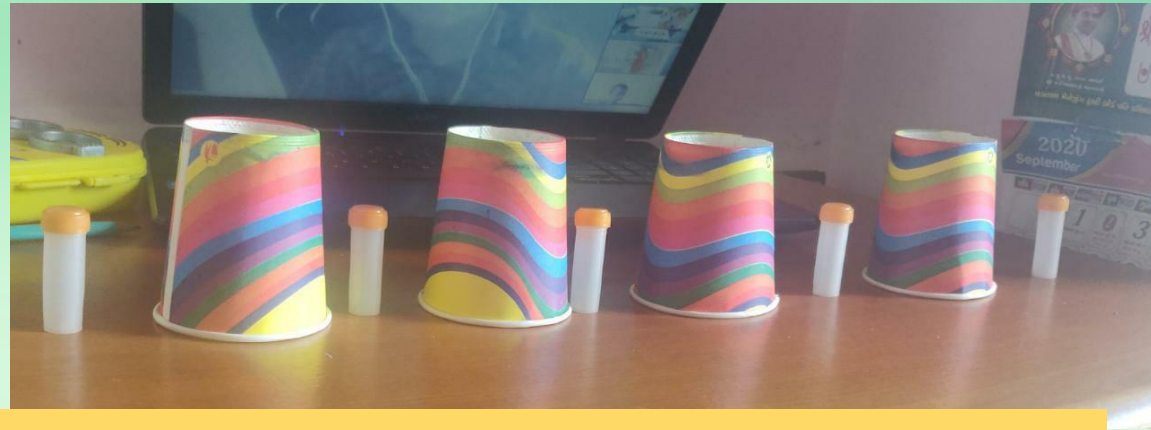
Find the differences.



This was a new
concept that I
learnt and
enjoyed finding
the differences
independently

Pattern strand

*This concept
helped me to
build my
creativity
and thinking
skill*



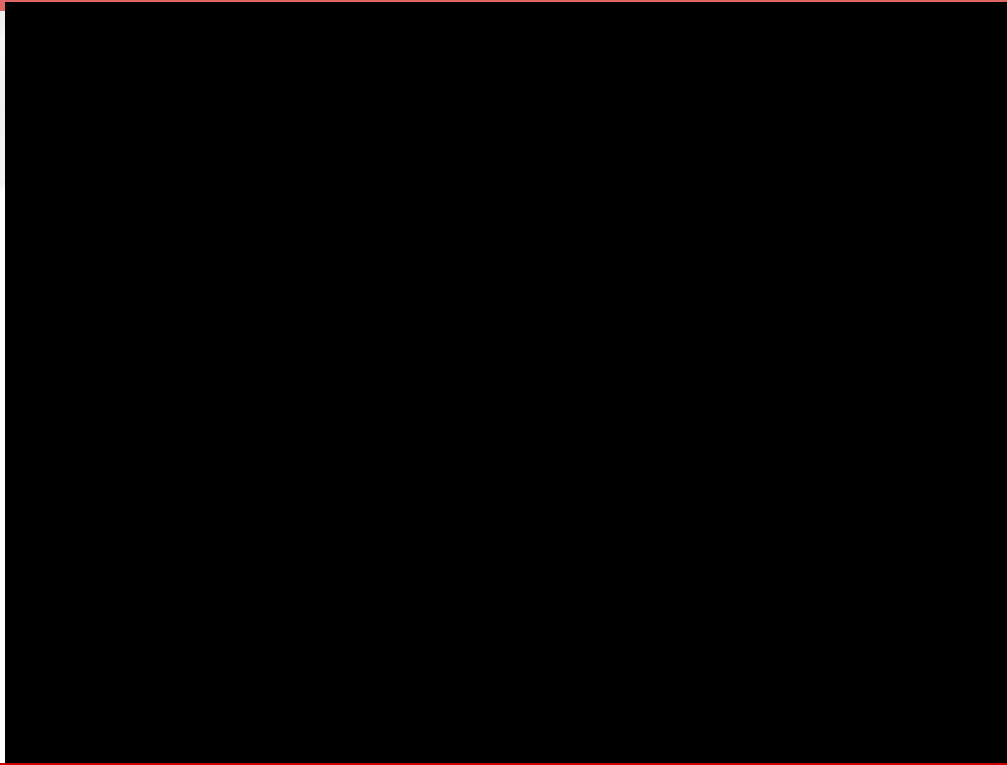
Learning outcome-

The student was able to-

- use patterns to generate or identify and communicate these using mathematical language and symbols

3rd Q1 - Roles of toys in play Assessment of learning

Task- Students created their own toy shop and selected any two toys from it to explain the role of toys in play.



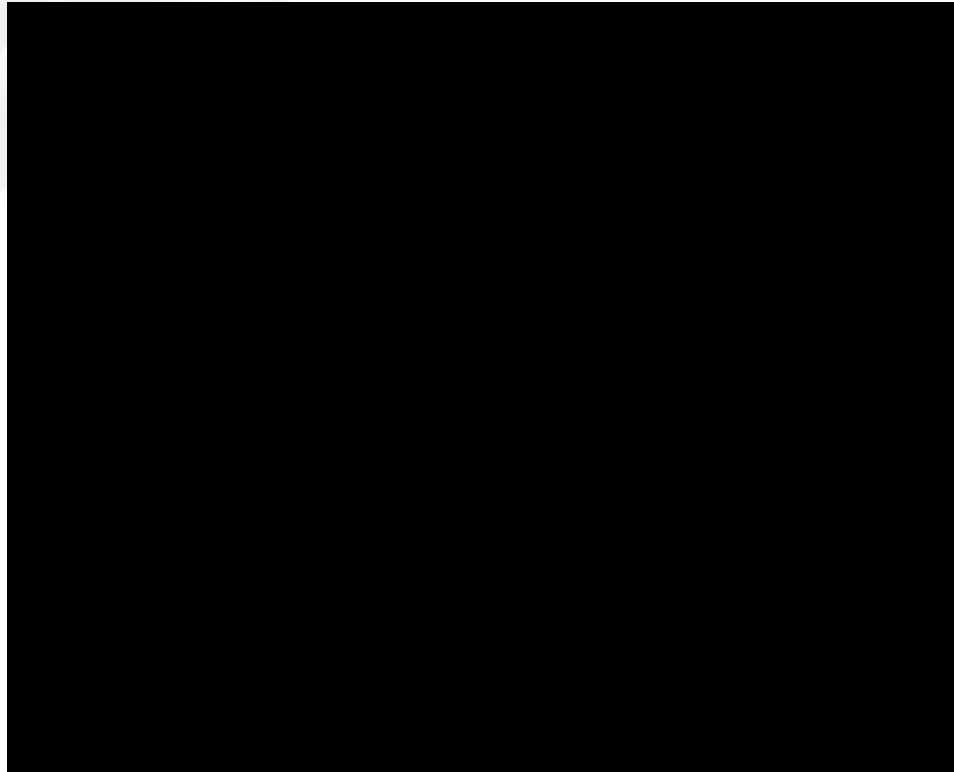
Learning outcome-

The student was able to:

- create innovative ideas
- make connections to the acquired knowledge.
- justify the skills required in each play.

Assessment as learning

Task -Students will create a new game and explain the same.



Learning outcome -

The student was able to:

- use his/her innovative ideas
- reflect confidently and independently