

MAIRA DOSHI
UNIT 4
INTERACTION

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people, who help to create better and a 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 MISSION 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.

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."





TD Theme: Sharing the planet

Central Idea: People's actions promote animal survival

Lines of inquiry:

1. The different roles animals play in people's lives
2. Sustainability of animals
3. Our responsibility for the well-being of animals

Key Concepts: Connection, Causation, Responsibility

Related Concepts: Characteristics, needs, relationships

Approaches to learning: Research skills

Learner Profile Attributes: Inquirer, Knowledgeable



1st line of inquiry

The different roles animals play in people's lives
*I inquired about the various ways in which
animals are helpful to us.*

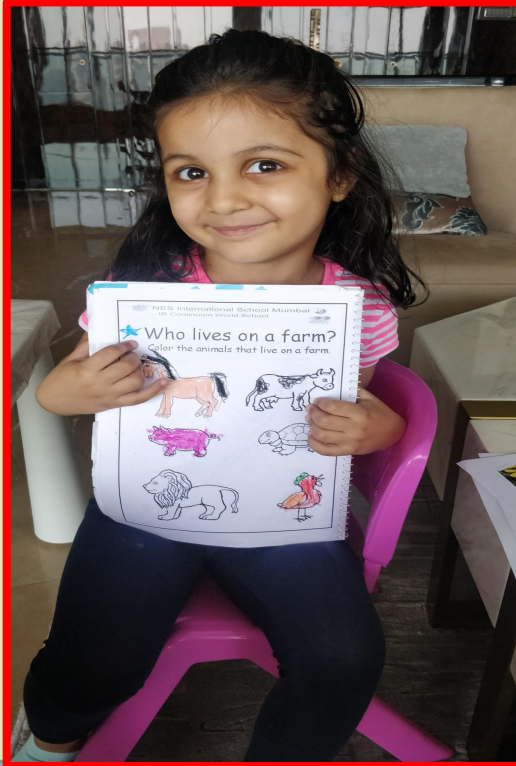


Task: Cow handprint activity

Learning Outcome:

- recognize the characteristics of domestic animal-cow
- develop eye-hand co-ordination

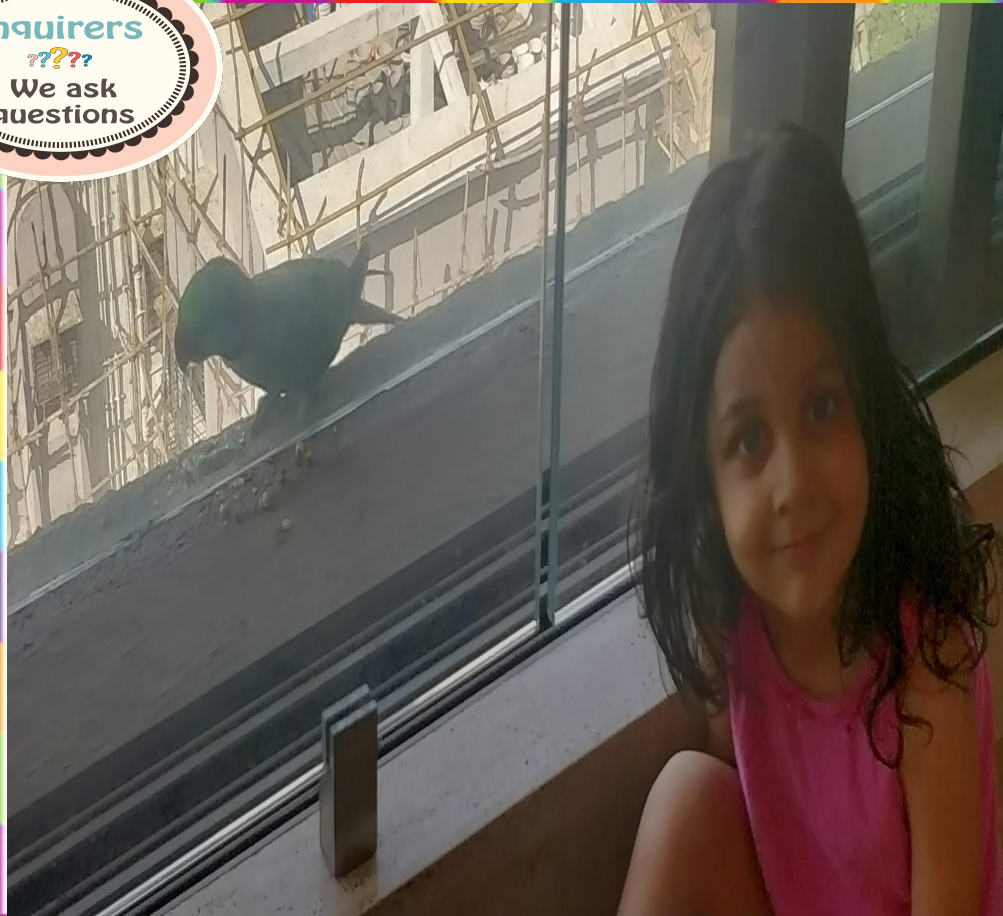
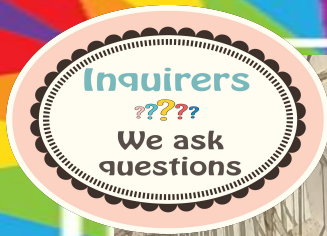
Task: Identifying and colouring farm animals



**Related
concept:
Characteristics**

Learning Outcome:

- gain insight into farm animals
- enhance fine motor skills



**Task: Observing
nature/animals
around us**

Learning Outcome:

- learn about animal instincts and intelligence
- develop a sense of wonderment and appreciation for life on earth

Task: Making a lion's face mask



Learning Outcome:

- form a deeper understanding of the many qualities and facts about a lion
- enjoy and express themselves confidently



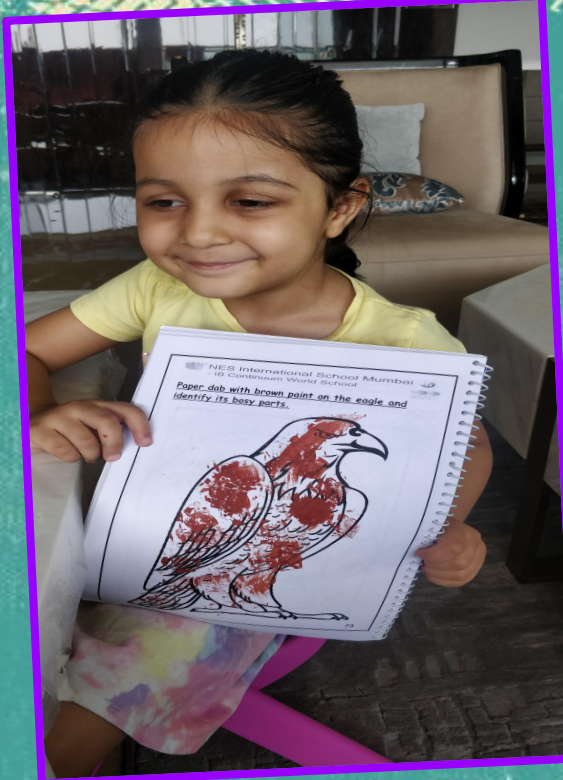
Task: Identifying and circling the beginning sound of animals



Learning Outcome:

- recognise different animals
- foster literacy and thinking skills

Task: Making various birds



Learning Outcome:

- recognize the features of birds
- helps to enhance the understanding of ecosystems that support life on earth

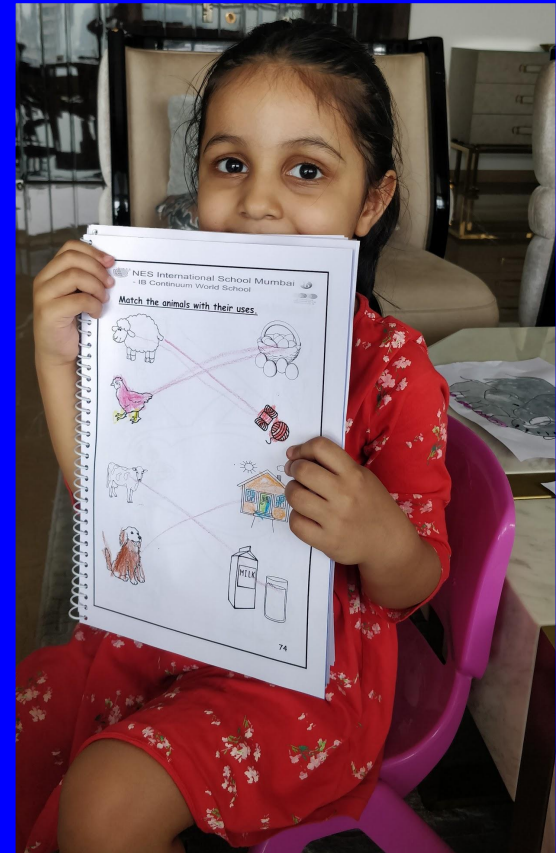
Task: Recognizing and matching the animals with their uses

Key concept:
Connection

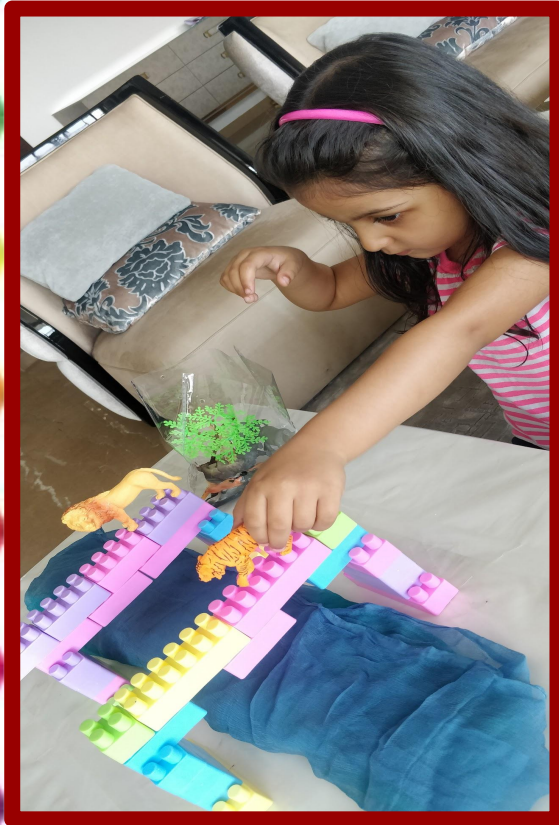


Learning Outcome:

- gain knowledge on the roles of animals in our lives
- develop curiosity to find out more about the animals



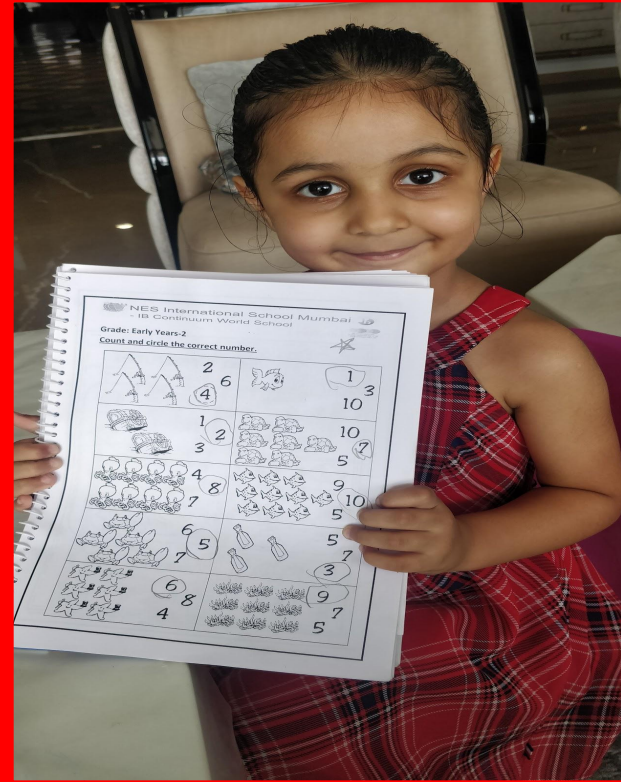
Task: Building a bridge for animals using blocks



Learning Outcome:

- enhance spatial awareness
- develop language, numeracy and thinking skills
- foster engineering skills

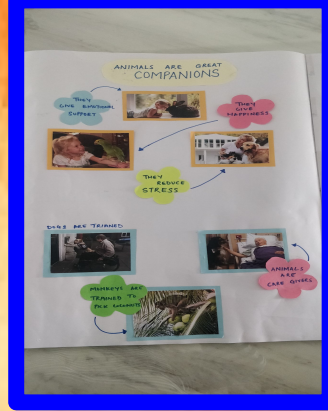
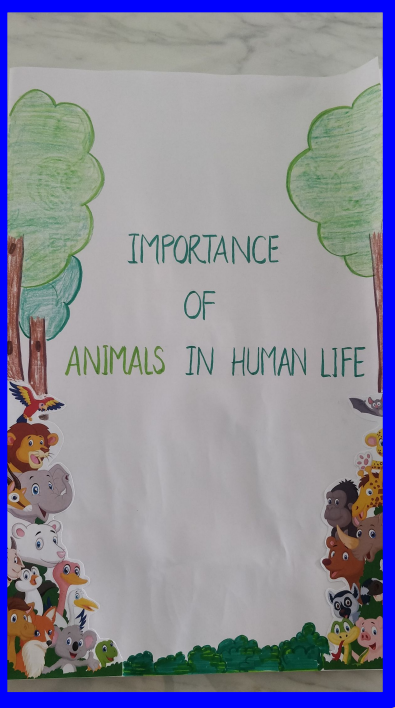
Task: Colouring, counting and circling different types of animals



Learning Outcome:

- identifying various animals
- improving fine motor skills
- enhance number recognition and counting skills

Assessment for learning: Presenting a chart on importance of animals in our lives

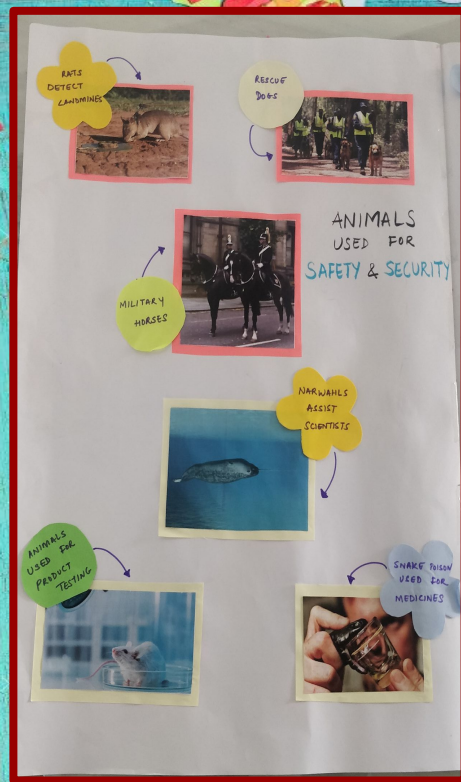
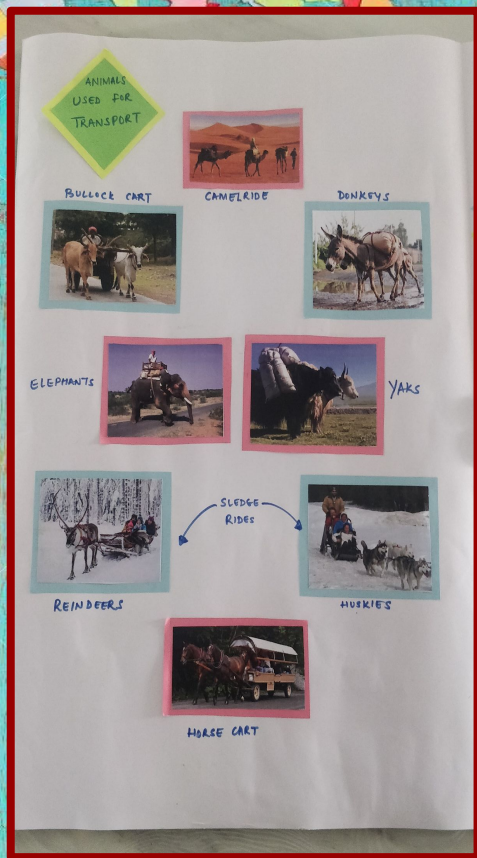
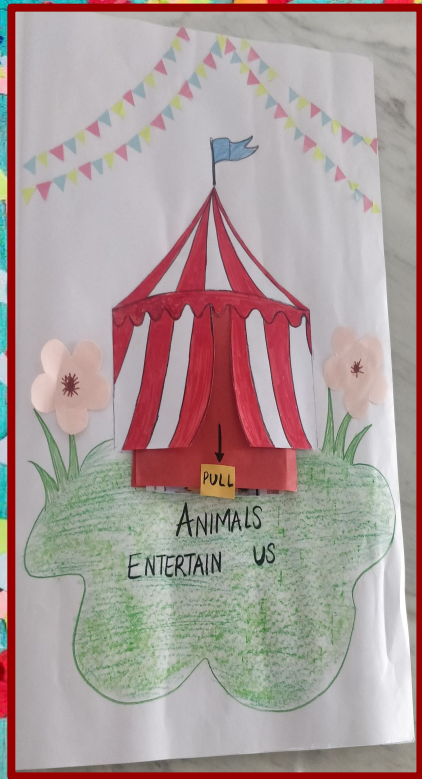


Learning Outcome:

- built a sense of connection, empathy and care
- stimulate knowledge about animals around us

Listen to
my
reflection

Research skills





2nd line of inquiry

Sustainability of animals

I researched about the different features, attributes and habitats of animals

Task: Fork painting to make a panda face

Learning Outcome:

- expand creative skills
- provide a new set of skills for self-expression and communication
- gain knowledge on the features and habitat of the animal



Task: Classifying animals which live on land, water and both the places

Key
concept
Causation



Learning Outcome:

- explore about animals
- magnify science skills
- expand language and thinking skills



Task: Making a giraffe using hand print



Related concept:
Characteristics



Learning Outcome:

- acquire knowledge on the features and habitat of the animal
- enjoy and experience different forms of art

Task: Using creativity to make aquatic animals



Learning Outcome:

- learn about the characteristics, habitat of sea creatures
- strengthen artistic skills

Task: Making a frog headgear



Learning Outcome:

- to help in expressing oneself confidently
- aid in understanding the features, habitat and needs of the animal
- enhance research and creative skills



**Task: Matching letter cards
with the beginning
sounds of animals**

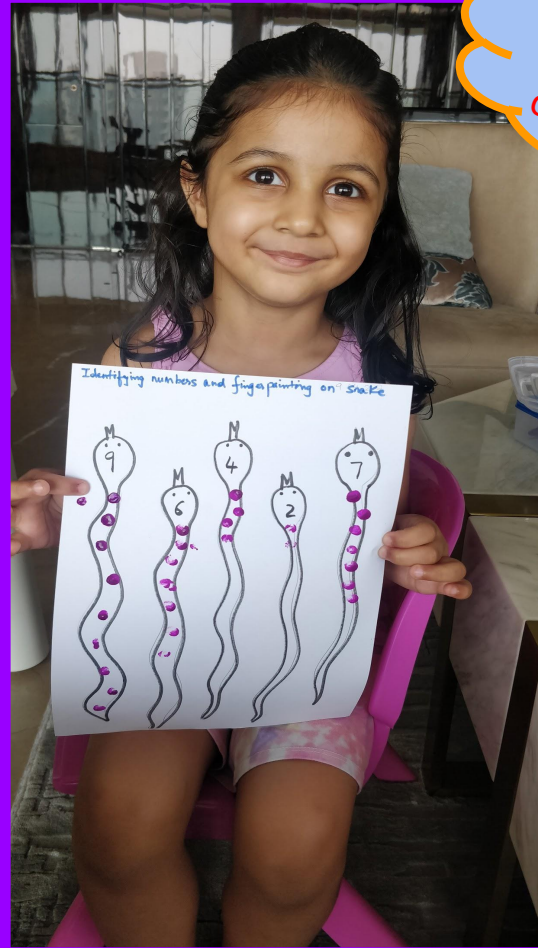
Learning Outcome:

- identify various animals
- foster language and thinking skills



**Maira can recognize the animals
and their beginning sounds aptly.**

Task:
Identify the
number and
add the
related
number of
spots



I can count, identify
the numbers and
the characteristics
of a snake

Learning Outcome:

- improve number recognition skills
- identify the animal and its needs
- enhance counting skills

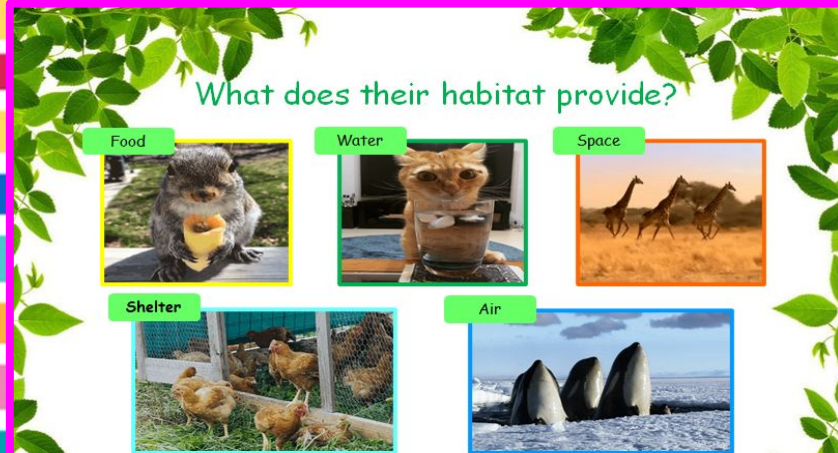
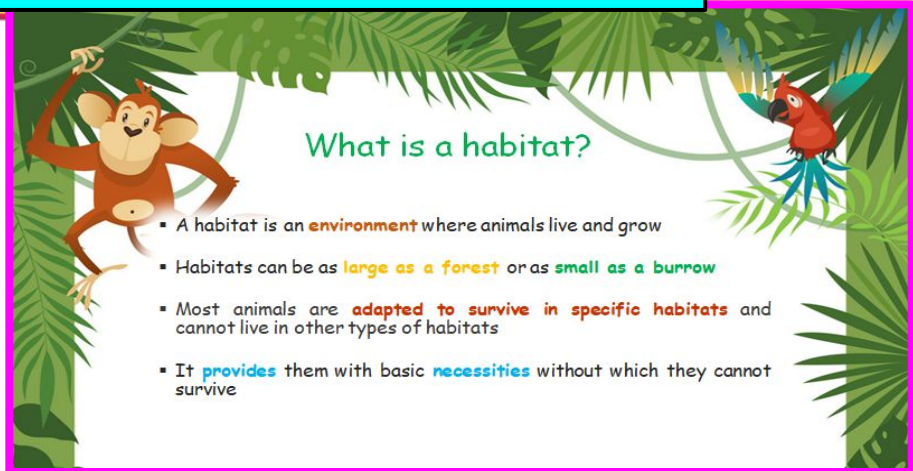
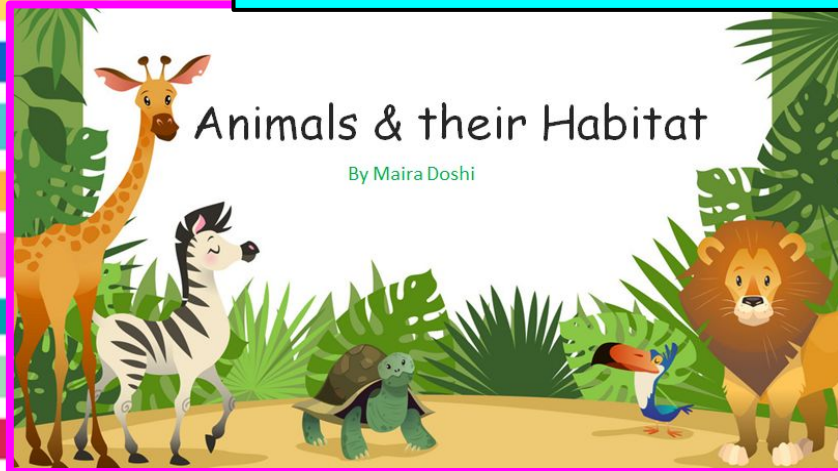
Task: Sorting animals according to their attributes



Learning Outcome:

- explore attributes in science
- learn to distinguish between animals
- develop thinking skills

Assessment : Giving a presentation on the habitat and needs of animals



Learning Outcome :understand about the sustainability of animals and their needs for specific functions

Domestic Animals and their habitat

- A **Farm** is a natural habitat for domesticated animals where they are **cared and raised** by humans
- These **animals are bred** to provide food and materials in return
- These animals cannot survive in natural setting as they **depend on humans** to provide Food, Water, Shelter and Space



Wild Animals and their habitat

- Forests are places that have **many trees** that grow close together
- Forests are dark, very hot during summers and very cold during winters
- Animals and insects depend on trees in the Forest to provide them with food, shelter and protection from other animals
- To survive the cold winters; animals **store food, Hibernate, Migrate, or stay**



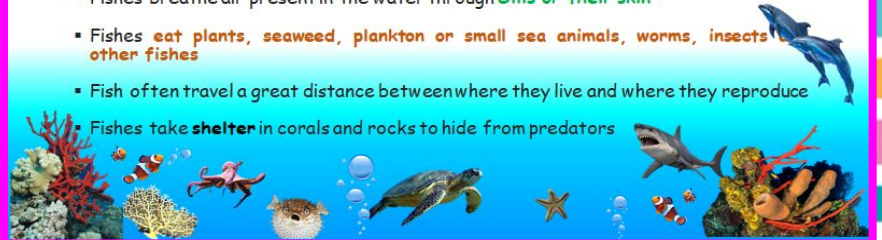
Desert Animals and their habitat

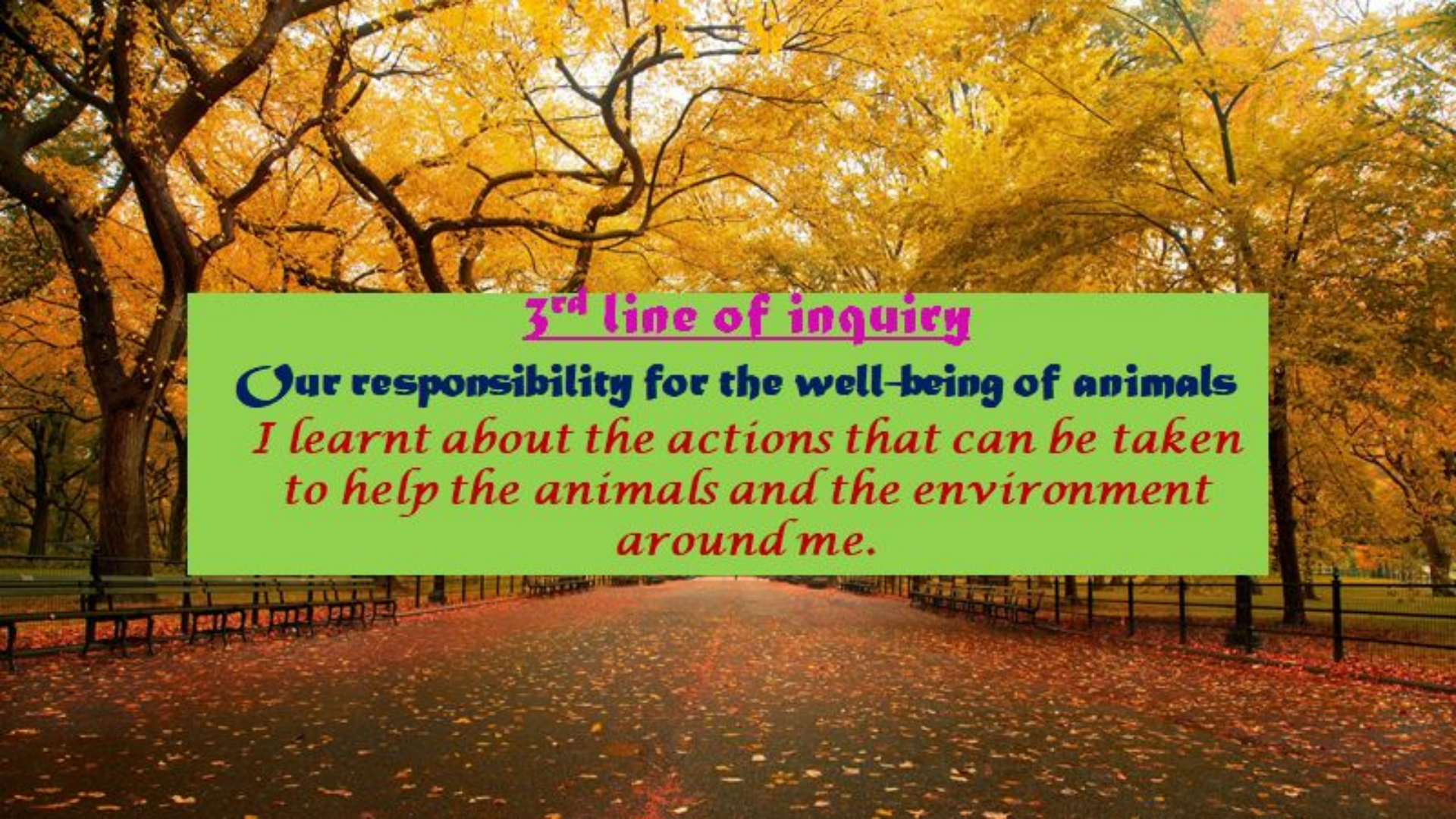
- Deserts are wide **dry regions** with little rainfall and plants
- Deserts are either **very hot** and humid or **very cold**
- Some desert animals get water from their food such as cactus and some can store water for long hours
- Desert animals mostly feed on **plants, insects, carcasses and other animals**
- During hot summers animals live underground or in their burrows during day and come out to hunt for food at night, when it's cool



Aquatic animals and their habitat

- **Aquatic habitats** are ones that are found in and around bodies of water, like lakes, rivers, ponds, and wetlands
- **Water** is the most important thing for aquatic animals to survive. Their habitat also comprises of **rocks, coral, gravel, sand and mud**
- Fishes breathe air present in the water through **Gills or their skin**
- Fishes **eat plants, seaweed, plankton or small sea animals, worms, insects or other fishes**
- Fish often travel a great distance between where they live and where they reproduce
- Fishes take **shelter** in corals and rocks to hide from predators



A scenic autumn park path with yellow trees and fallen leaves. The path is paved and covered with fallen yellow and orange leaves. The trees on either side have vibrant yellow foliage, and the ground is also covered in fallen leaves. The scene is peaceful and beautiful, capturing the essence of autumn.

3rd line of inquiry

Our responsibility for the well-being of animals
*I learnt about the actions that can be taken
to help the animals and the environment
around me.*

Task: Making a zoo



Learning Outcome:

- foster language and thinking skills through play
- develop cognitive skills



Task: Animal tape rescue



Maira inquired about the needs and our responsibility towards the animals.

Learning Outcome:

- develop problem-solving skills
- enhance fine motor skills
- foster language and recognition skills



**Task: Tracing on shapes
and placing the
animals on the outline
of shapes**

Learning Outcome:

- improvise shape recognition
- identify various animals
- enhance counting skills
- develop visual spatial skills



Task: Safari animal hospital imaginative play



Learning Outcome:

- boost language and research skills
- encourage to care and be empathetic towards animals
- perceive our responsibility towards the well-being of animals



Task: Sharing real life experience with animals

Learning Outcome:

- learn about our responsibility towards animals
- foster leadership
- encourage environmental awareness

Task: Creating a poster on saving sea animals

Key concept
Responsibility



Learning Outcome:

- built a sense of connection, empathy and responsibility
- acquire knowledge about animals around us

Assessment: Presentation on our responsibility towards animals



Listen about my
research work

Learning Outcome:

- develop confidence and communication skills
- gain knowledge and be aware of our role in the wellbeing of animals

Task: Singing the song- Animal tea party



Hear me sing

Learning Outcome:

- **strengthen memory skills**
- **practice self-expression**

I had fun inquiring on various animals through guest sessions



Mrs. Zeel Sheth



Ms. Ritujyot Kaur Ragi



Assessment of learning: Exhibiting on “My favourite animal”

Maira's
reflection



Learning Outcome:

- share the knowledge acquired on the animal confidently
- foster the research skills