



NES International School Mumbai
- IB Continuum World School



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUUM DEL IB

My Portfolio

Fiona Jain

Unit 3

Plants



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."





Sharing the Planet

Central Idea: Plants support life on Earth and also contribute to people's lives.

LO1 1: Types of plants

LO1 2: How people use plants

LO1 3: How plants contribute to the earth

LO1 4: Our responsibility towards plants

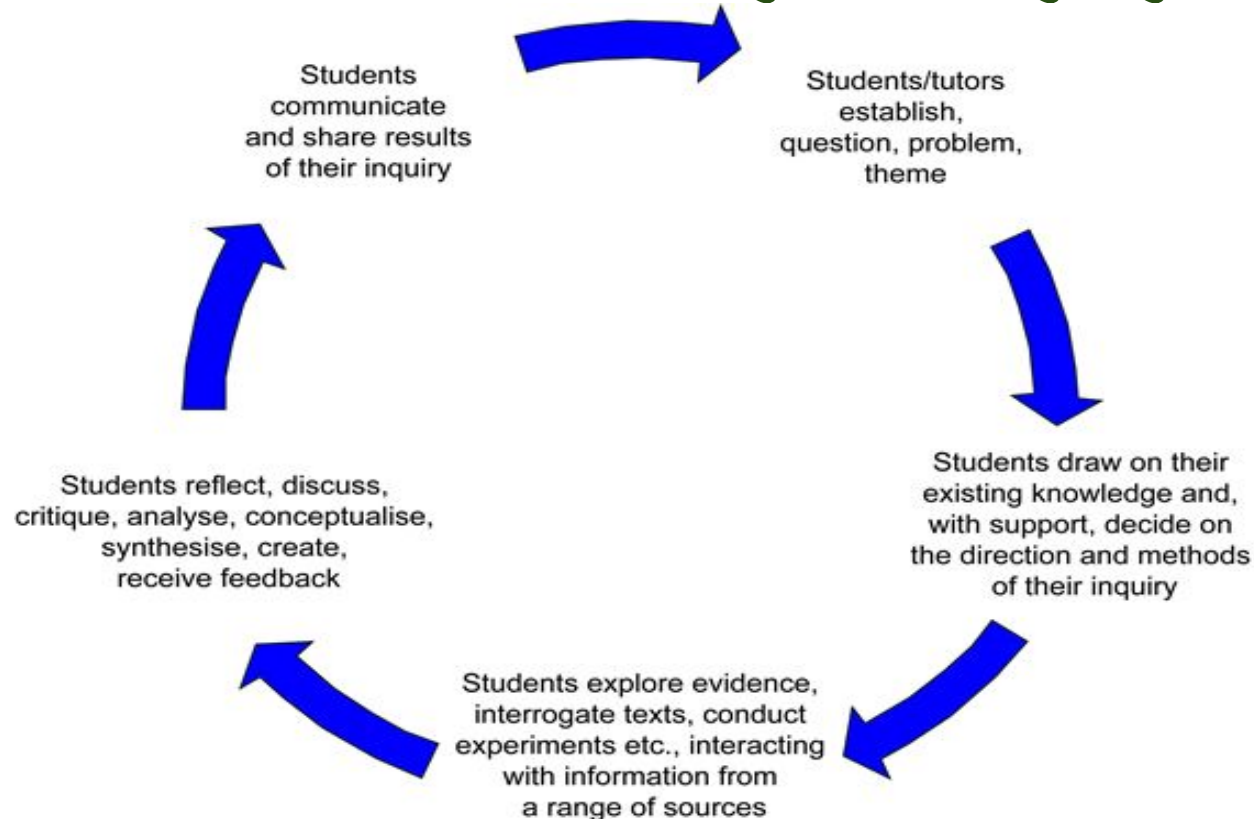
Key Concepts: Form, Function, Connection

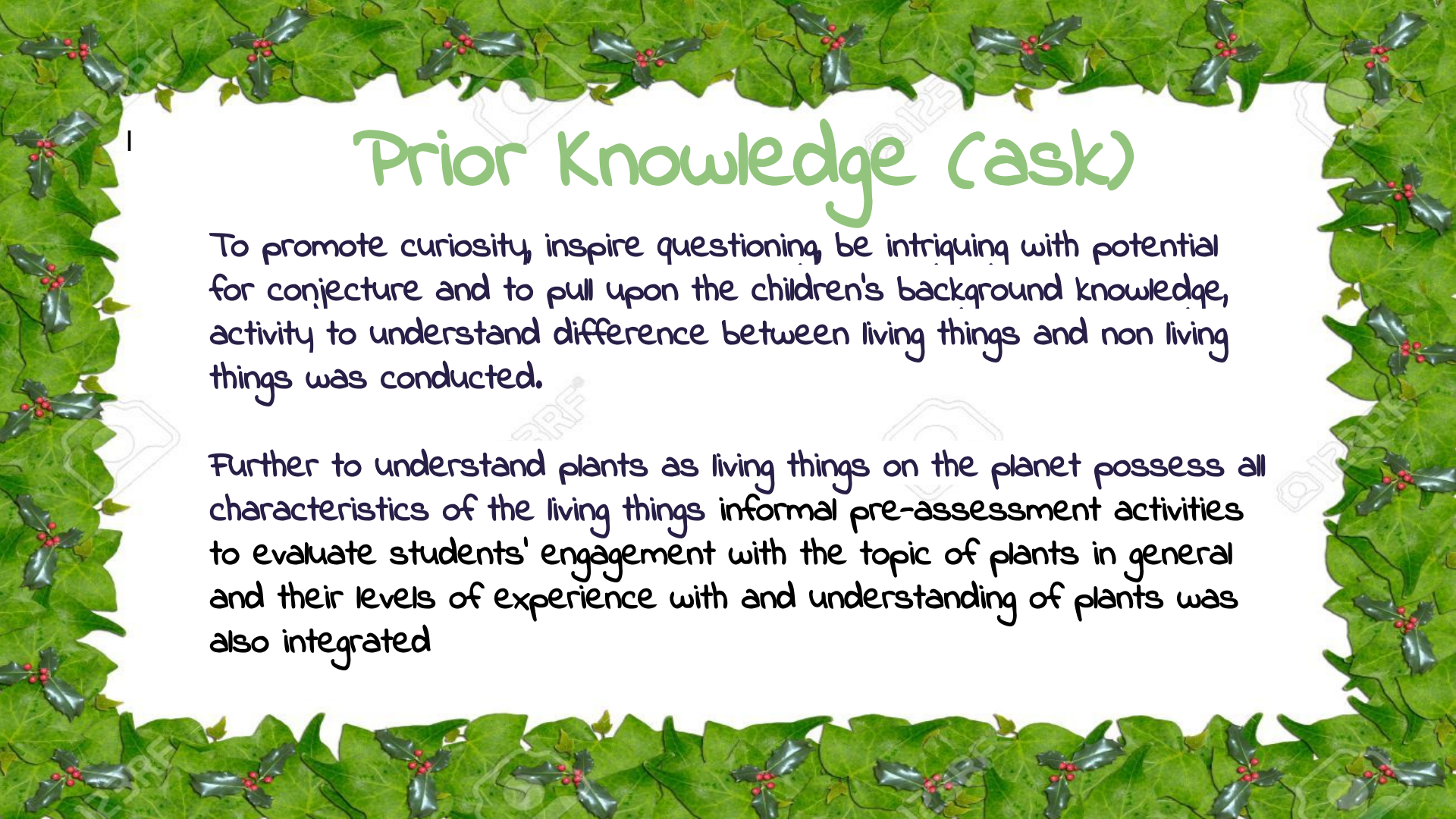
Related concepts: Interdependence, Systems, Classification

Learner Profile: Inquirers, Risk takers, Caring

Approaches to Learning: Research Skills, Thinking Skills

Based on John Dewey's inquiry cycle





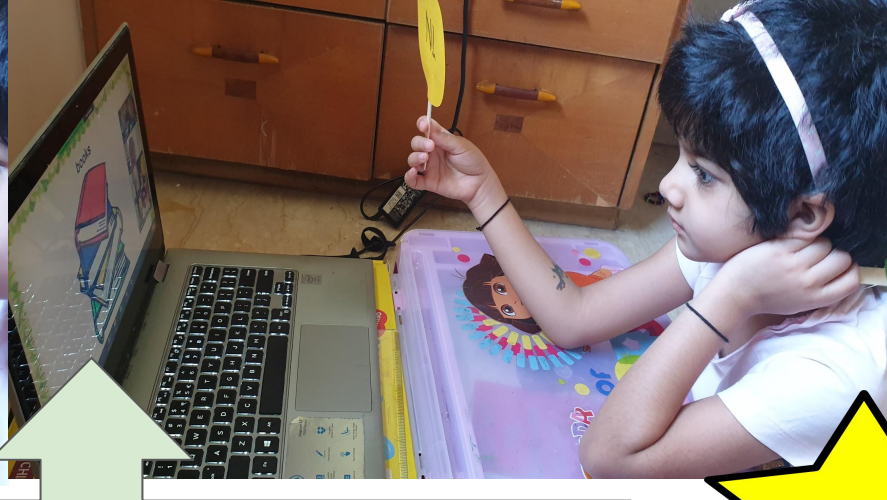
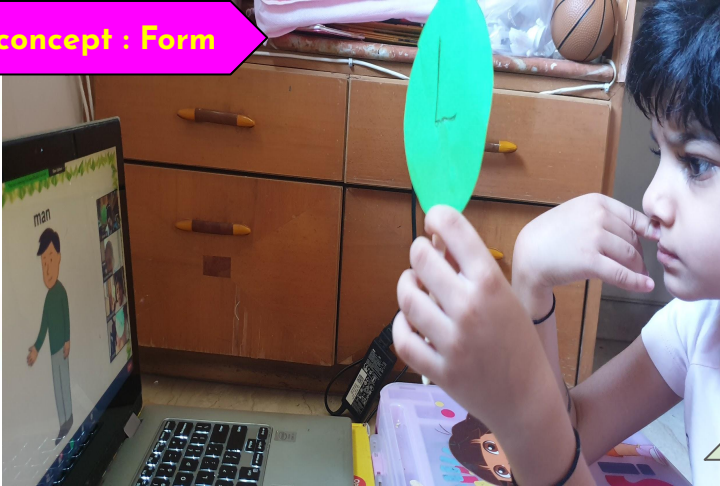
Prior Knowledge (ask)

To promote curiosity, inspire questioning, be intriguing with potential for conjecture and to pull upon the children's background knowledge, activity to understand difference between living things and non living things was conducted.

Further to understand plants as living things on the planet possess all characteristics of the living things informal pre-assessment activities to evaluate students' engagement with the topic of plants in general and their levels of experience with and understanding of plants was also integrated

Pre assessment task 1 : Student to identify the objects shown as living or non living things as they play a placard game

Key concept : Form

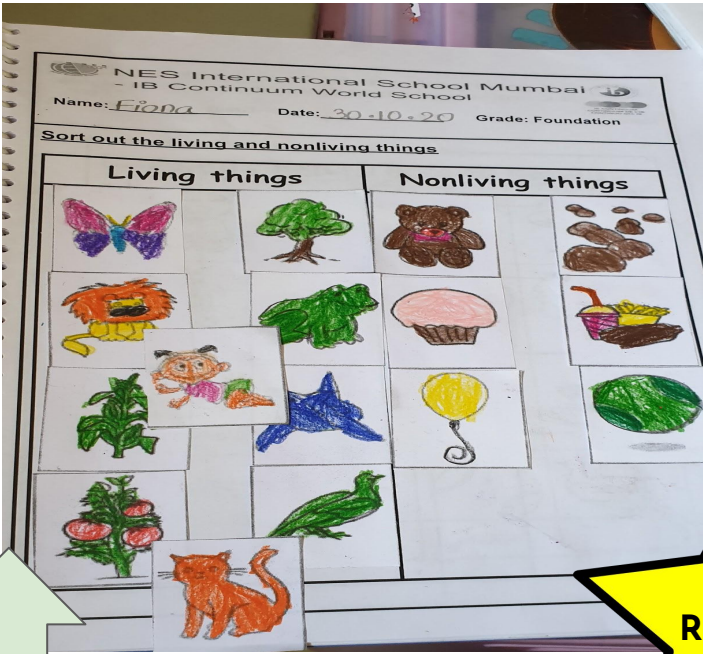


Fiona identifying living and nonliving things with colour coded placards

Thinker

Pre assessment Task 2 : Student to sort the pictures shown as living things or non living things

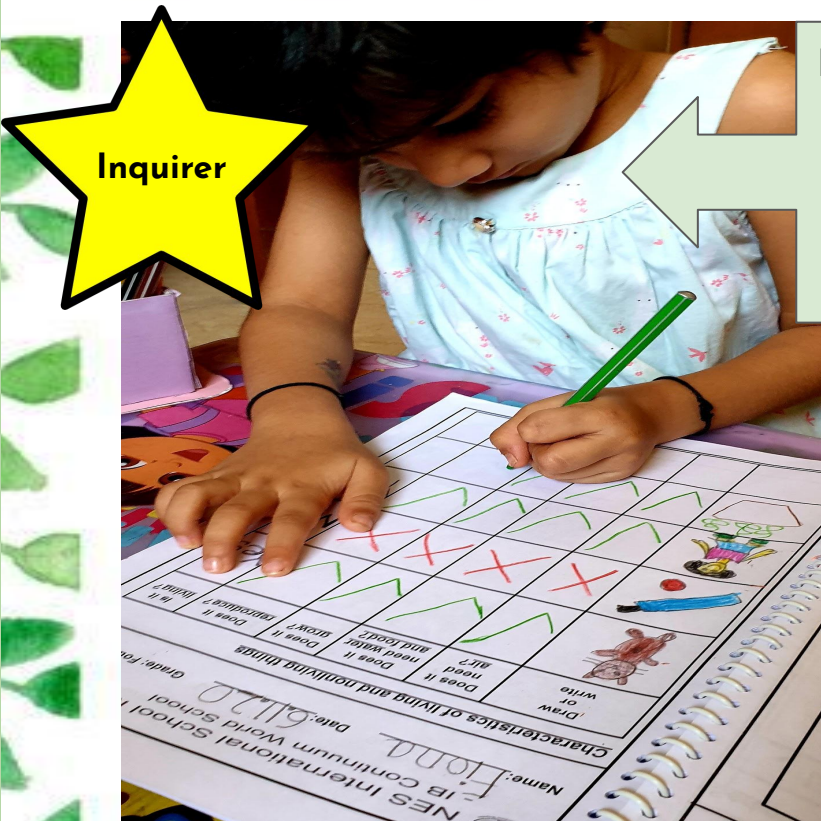
Related concept :
Classification



Fiona sorting pictures of living and nonliving things



Pre assessment task 3: Student to inquire on characteristics of living things with a checklist chart



Inquirer

Fiona reflecting on her understanding of the characteristics of living things

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Name

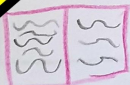
Fiona

Date

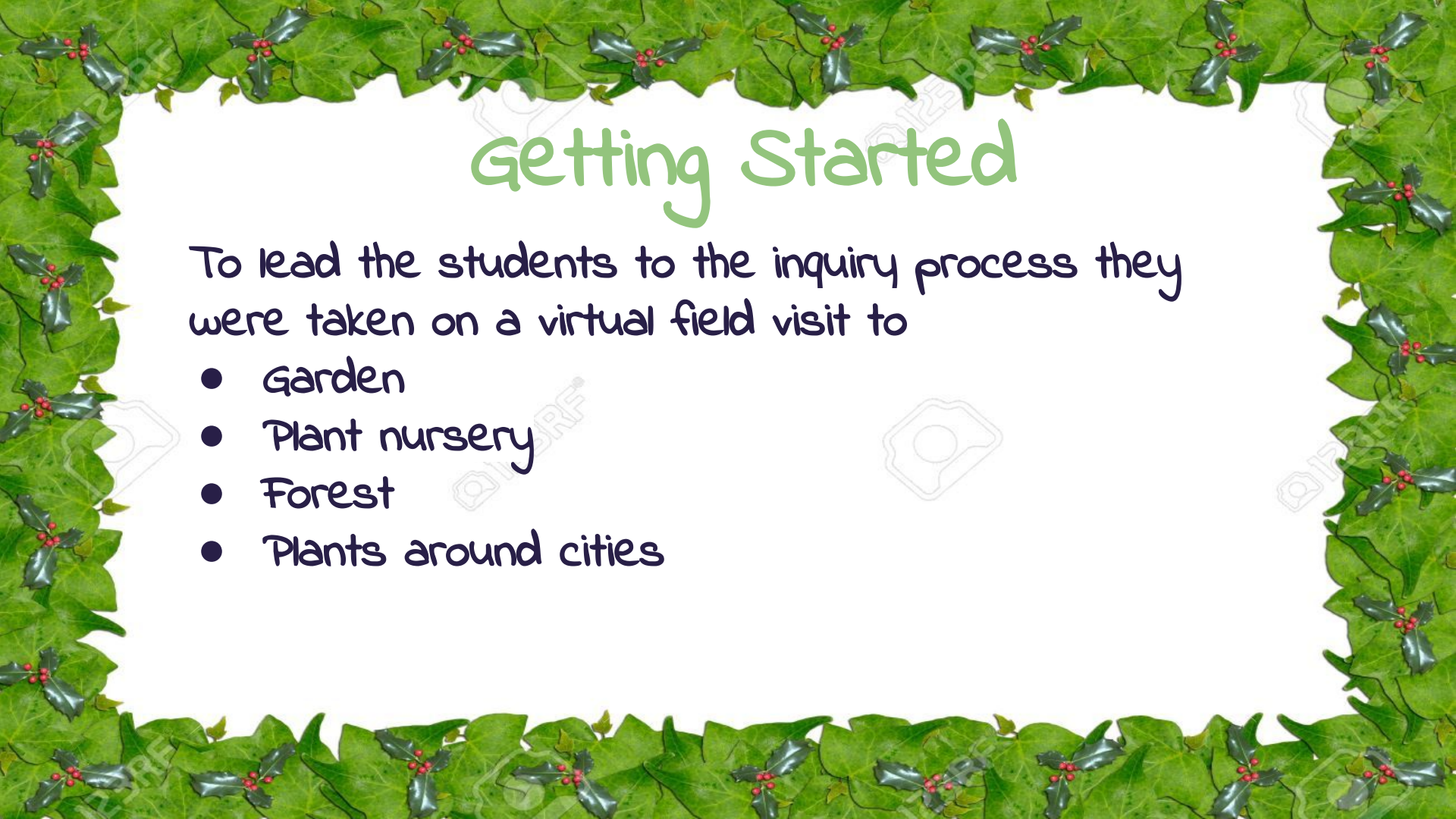
6/12/20

Grade: Foundation

Characteristics of living and nonliving things

Write	Does it need air?	Does it need water and food?	Does it grow?	Does it reproduce?	Is it living?
	✓	✓	✓	✓	Yes
	✗	✗	✗	✗	No
	✓	✓	✓	✓	Yes
	✓	✓	✓	✓	Yes
	✗	✗	✗	✗	No

Knowledgeable

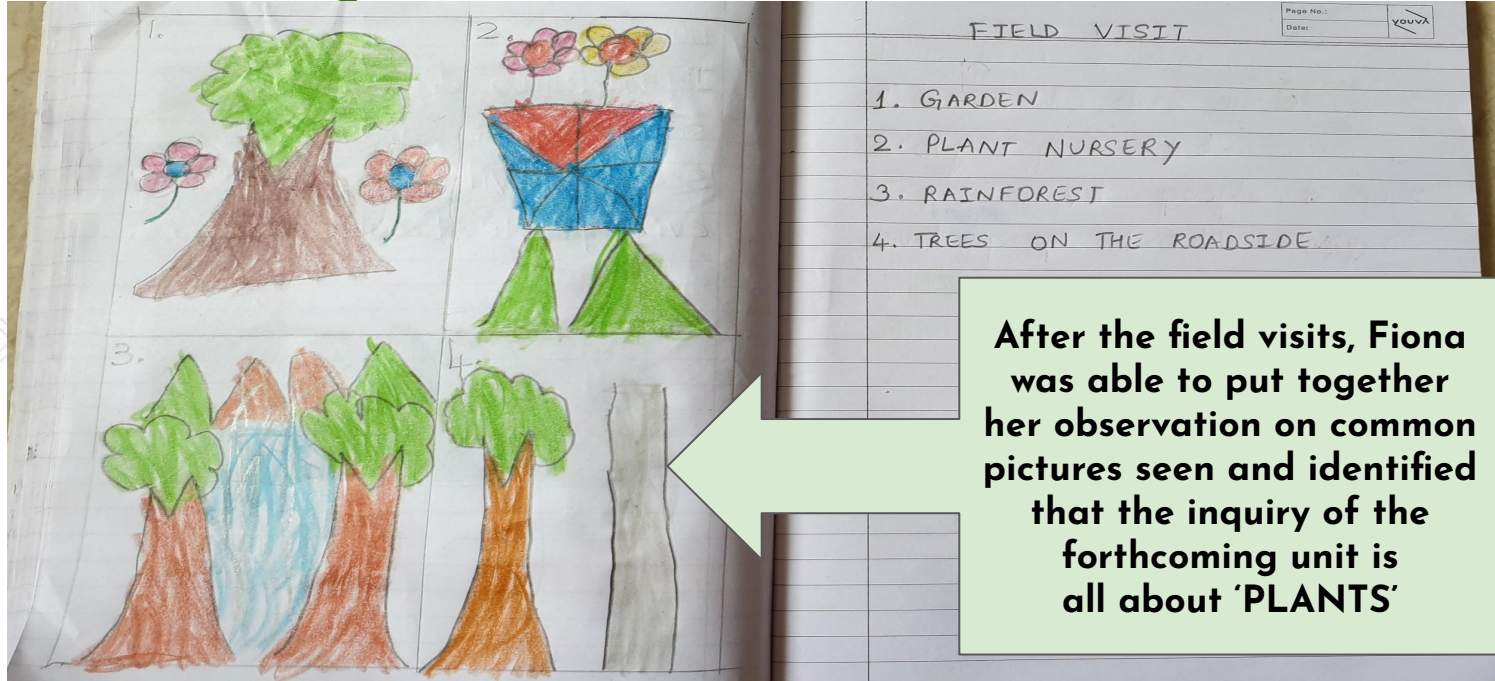


Getting Started

To lead the students to the inquiry process they were taken on a virtual field visit to

- Garden
- Plant nursery
- Forest
- Plants around cities

Making connections on the Provocation



The image displays a collage of children's drawings and a list of field visits, illustrating the process of identifying common themes from observations.

Field Visits List:

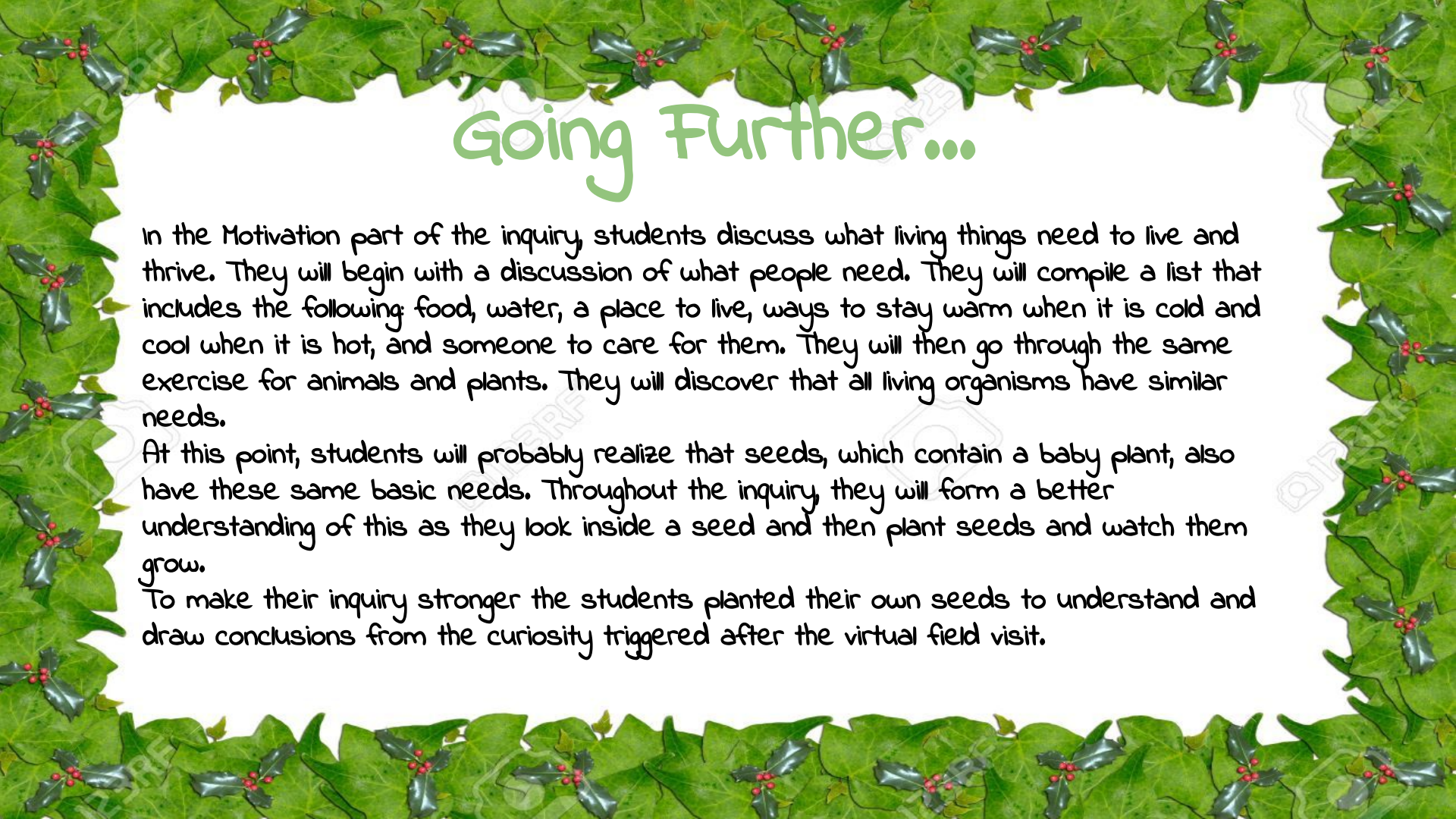
- 1. GARDEN
- 2. PLANT NURSERY
- 3. RAINFOREST
- 4. TREES ON THE ROADSIDE

Drawings:

- 1.** A drawing of a tree with a brown trunk and green foliage, with two small pink flowers on either side.
- 2.** A drawing of a plant nursery, showing a blue and red structure with two green plants in front and two flowers (one pink, one yellow) on top.
- 3.** A drawing of a rainforest, featuring three trees with brown trunks and green foliage, with a blue waterfall in the background.
- 4.** A drawing of trees on the roadside, showing a tree with a brown trunk and green foliage, and a tall, thin, grey tree trunk next to it.

Text Box:

After the field visits, Fiona was able to put together her observation on common pictures seen and identified that the inquiry of the forthcoming unit is all about 'PLANTS'



Going Further...

In the Motivation part of the inquiry, students discuss what living things need to live and thrive. They will begin with a discussion of what people need. They will compile a list that includes the following: food, water, a place to live, ways to stay warm when it is cold and cool when it is hot, and someone to care for them. They will then go through the same exercise for animals and plants. They will discover that all living organisms have similar needs.

At this point, students will probably realize that seeds, which contain a baby plant, also have these same basic needs. Throughout the inquiry, they will form a better understanding of this as they look inside a seed and then plant seeds and watch them grow.

To make their inquiry stronger the students planted their own seeds to understand and draw conclusions from the curiosity triggered after the virtual field visit.

Task : Student to plant their own seeds, observe, investigate and make connections to draw conclusions

ATL : Research Skills

Fiona planting her own seeds

Inquirer



Fiona reflecting on the journey of a seed to plant....

**Watch
me
reflect !!!!!**

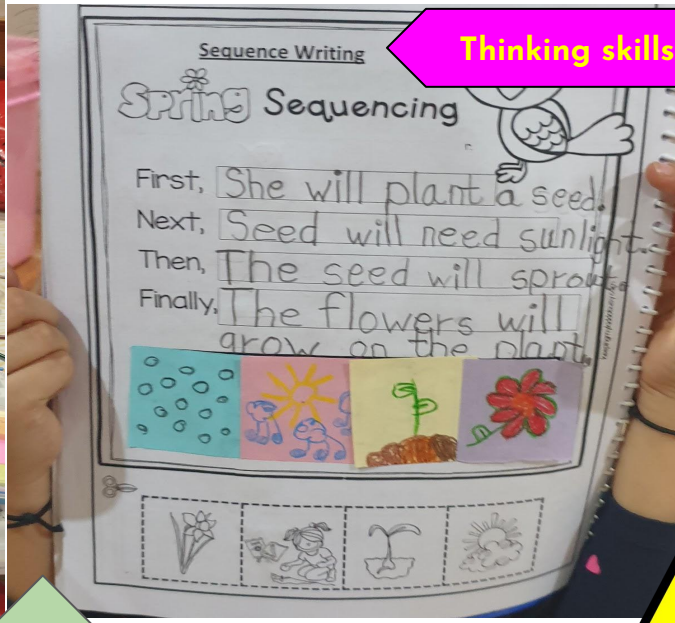


Task : Sequence writing - Student to sequence the events appropriately to create an understanding for the process of seed growing into a plant - Integrated Literacy activity

Key concept:
Connections



Thinking skills



Learning outcome

The student was able to:

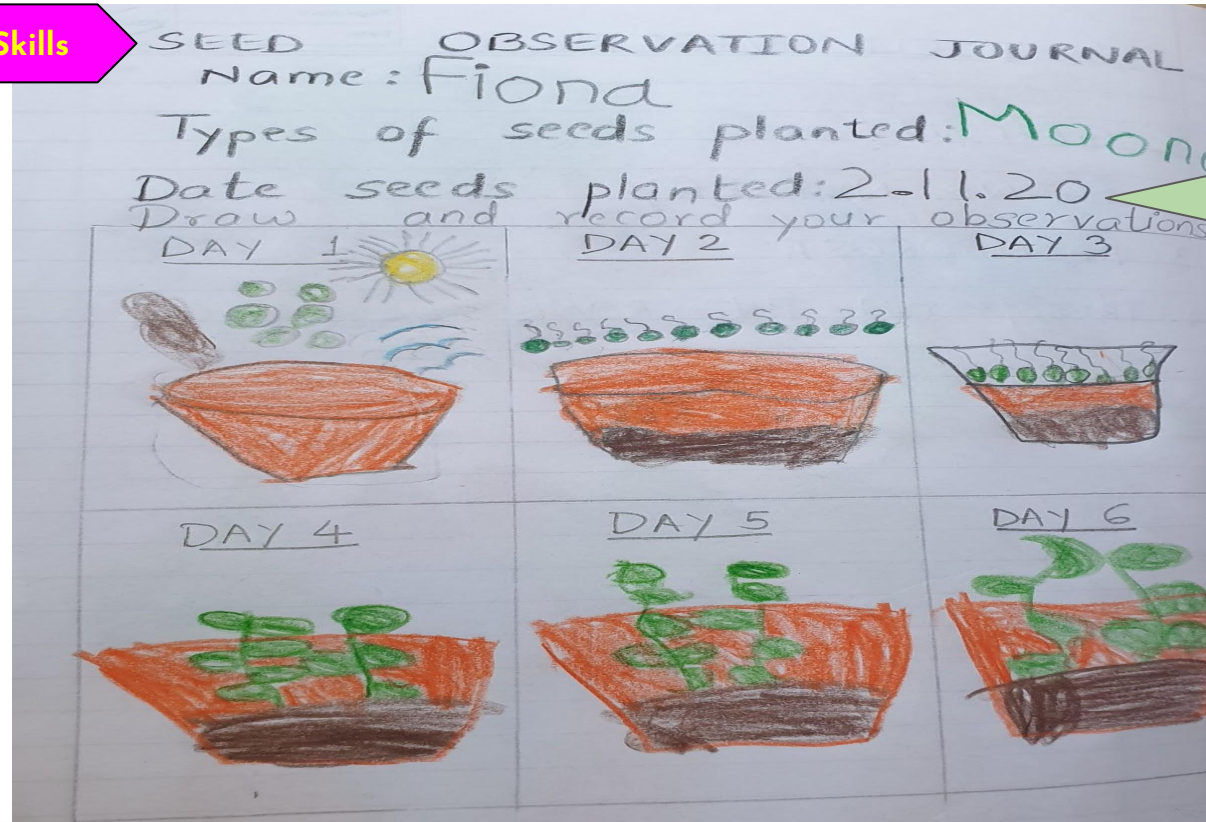
- show curiosity and ask questions about pictures or text
- use his/her own experience as a stimulus while drawing and "writing"
- experiment with writing using different writing implements and media.

Fiona arranging the pictures according to the sequence for a seed growing to a plant supporting the same with written text.

Reflective

Task : Student to plant their own seeds, observe, investigate and make connections to draw conclusions

Research Skills



Fiona's day wise seed observation journal

Curiosity

Task : Student to plant their own seeds, observe, investigate and make connections to draw conclusions and identify different parts of a plant

**Key concept:
Connection**



**Related concept:
Systems**

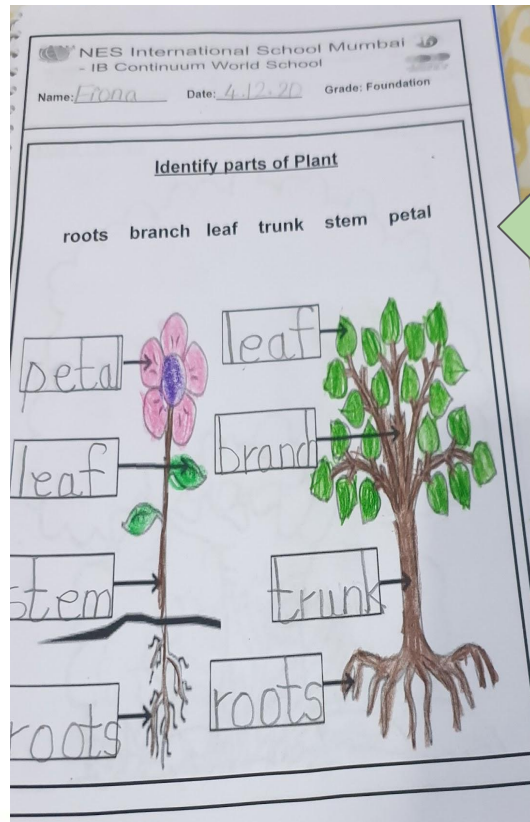
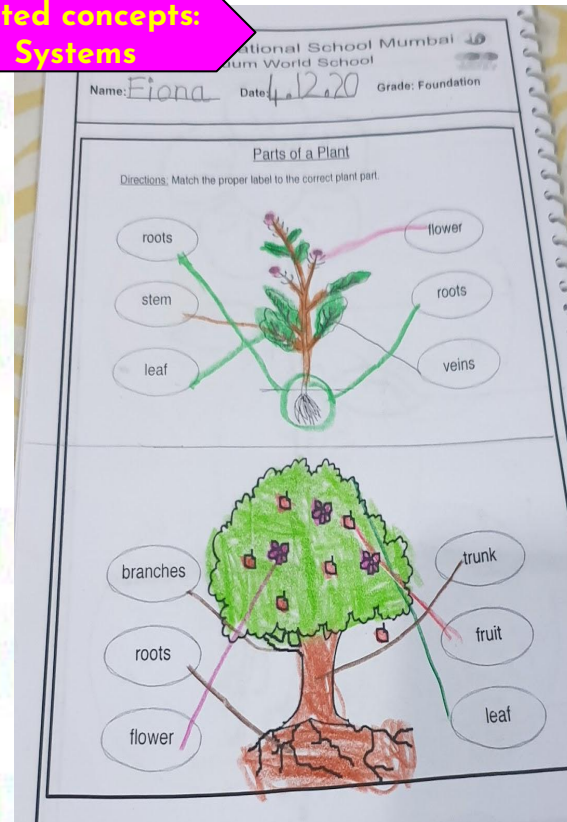


While making observations
Fiona was able to
identify the
different parts of
the plants.

Independence

Task : Student to plant their own seeds, observe, investigate and make connections to draw conclusions and label and match parts of a plant

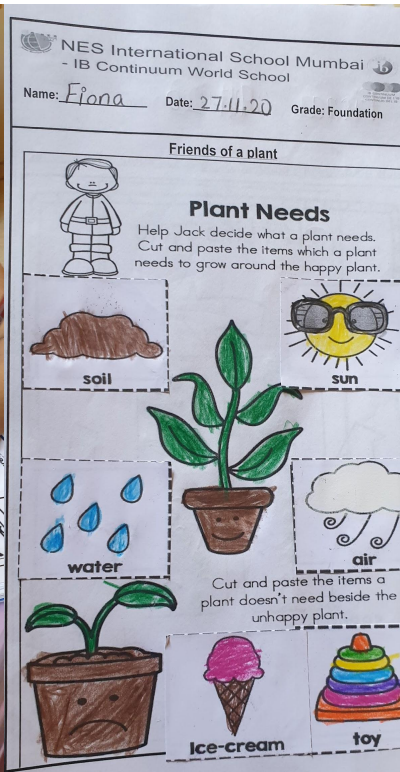
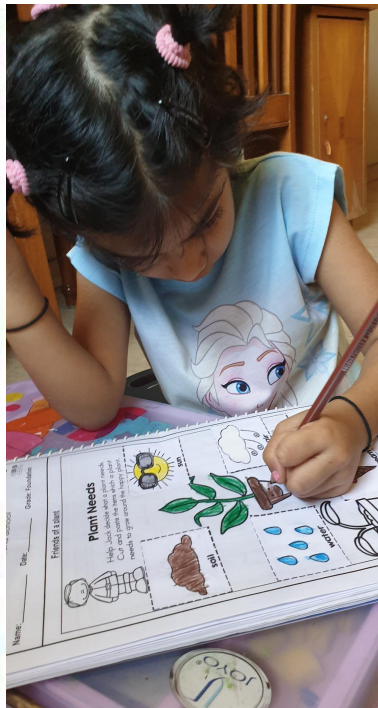
**Related concepts:
Systems**



While making observations Fiona was able to identify and match different parts of a plant on the reflection sheet



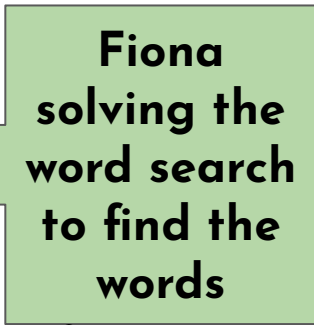
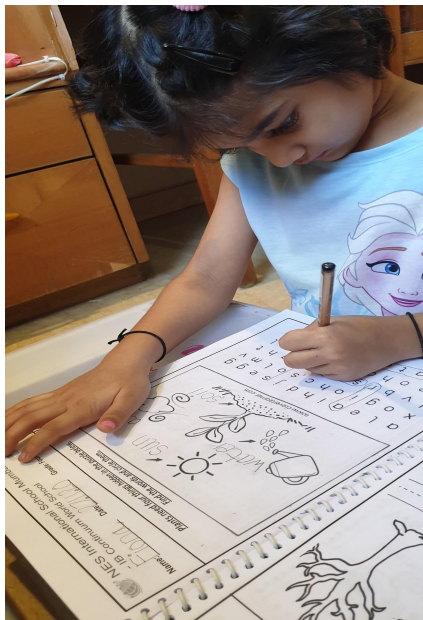
Task : Student to plant their own seeds, observe, investigate and make connections to draw conclusions to identify needs of plant



While making observations Fiona was able to make connections and identify that plants need sunlight, water, soil and air to grow.

Related concept:
Interdependence

Thinking skills

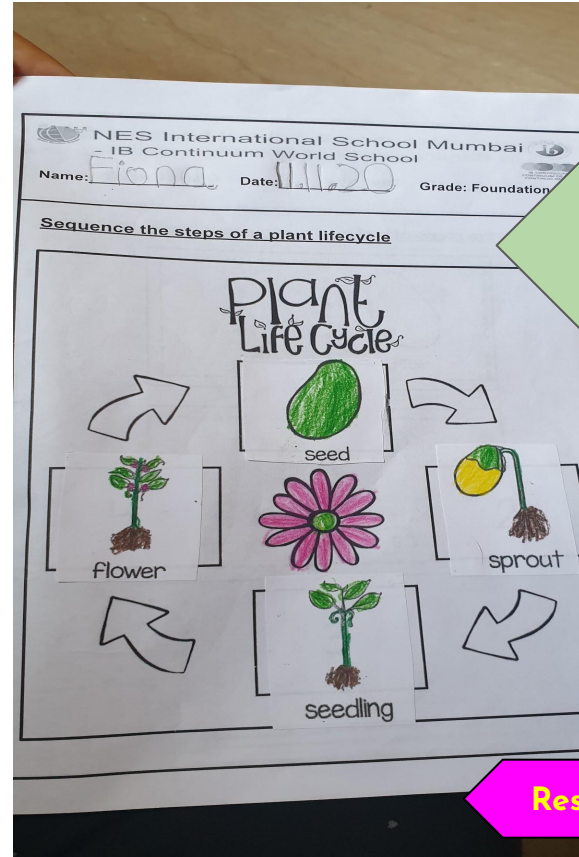


The student was able to:

- make connections to their own experience when listening to or "reading" texts
-

Task : Student reflecting on life cycle of a plant.

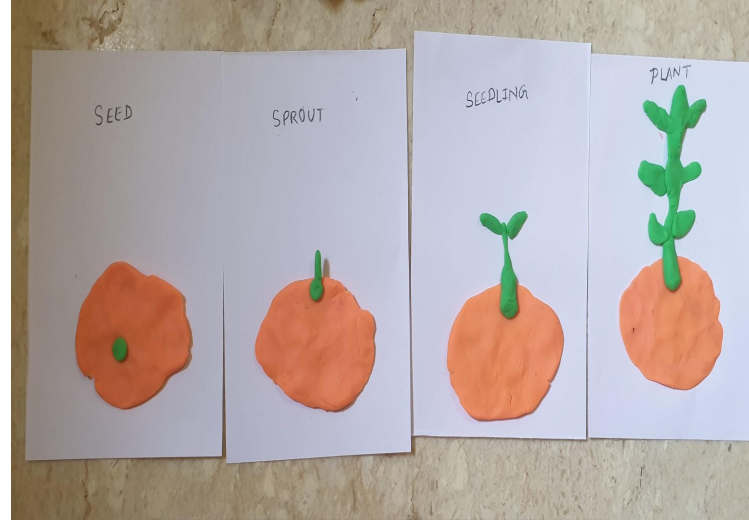
Key concept:
Function



While making observations Fiona was able to make connections and identify the stages involved in the life cycle of a plant.

Research Skills

Task : Student reflecting on life cycle of a plant.



While making observations Fiona was able to make connections and create a life cycle of a plant

Learning outcome

The student was able to:

- make choices to construct meaning about the world around them.

Creativity

A decorative border made of green holly leaves and red berries surrounds the central text area.

LOI 1

TYPES OF PLANTS

Provocation to LOI 1 : Types of plants. Students were taken on virtual nature walk and were asked to reflect on different types of plants they saw.



Fiona reflects through illustrations on different types of plant she came across while the virtual field visit



Task : Student inquiring on types of plants at their garden in the nearby vicinity

Related concept:
Classification



Learning outcome

The student was able to:

- develop their observational skills by using their senses to gather and record information
- display conceptual understanding and reflect on different types of plant according to their observation

Curiosity

Task : Student inquiring on types of plants at their garden in the nearby vicinity

Related concept:
Classification



Learning outcome

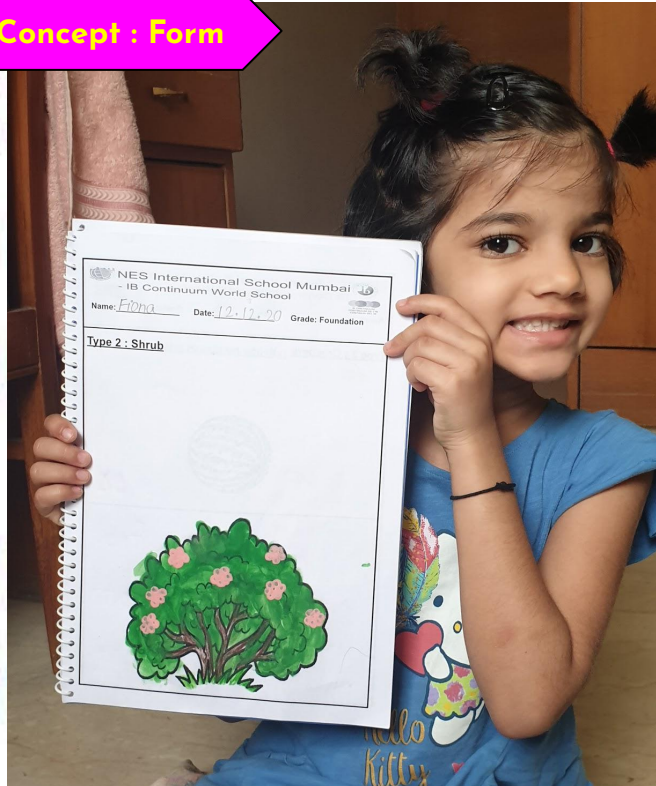
The student was able to:

- develop their observational skills by using their senses to gather and record information
- display conceptual understanding and reflect on different types of plant according to their observation

Curiosity

Task : Student inquiring on various types of plants with different activities

Key Concept : Form

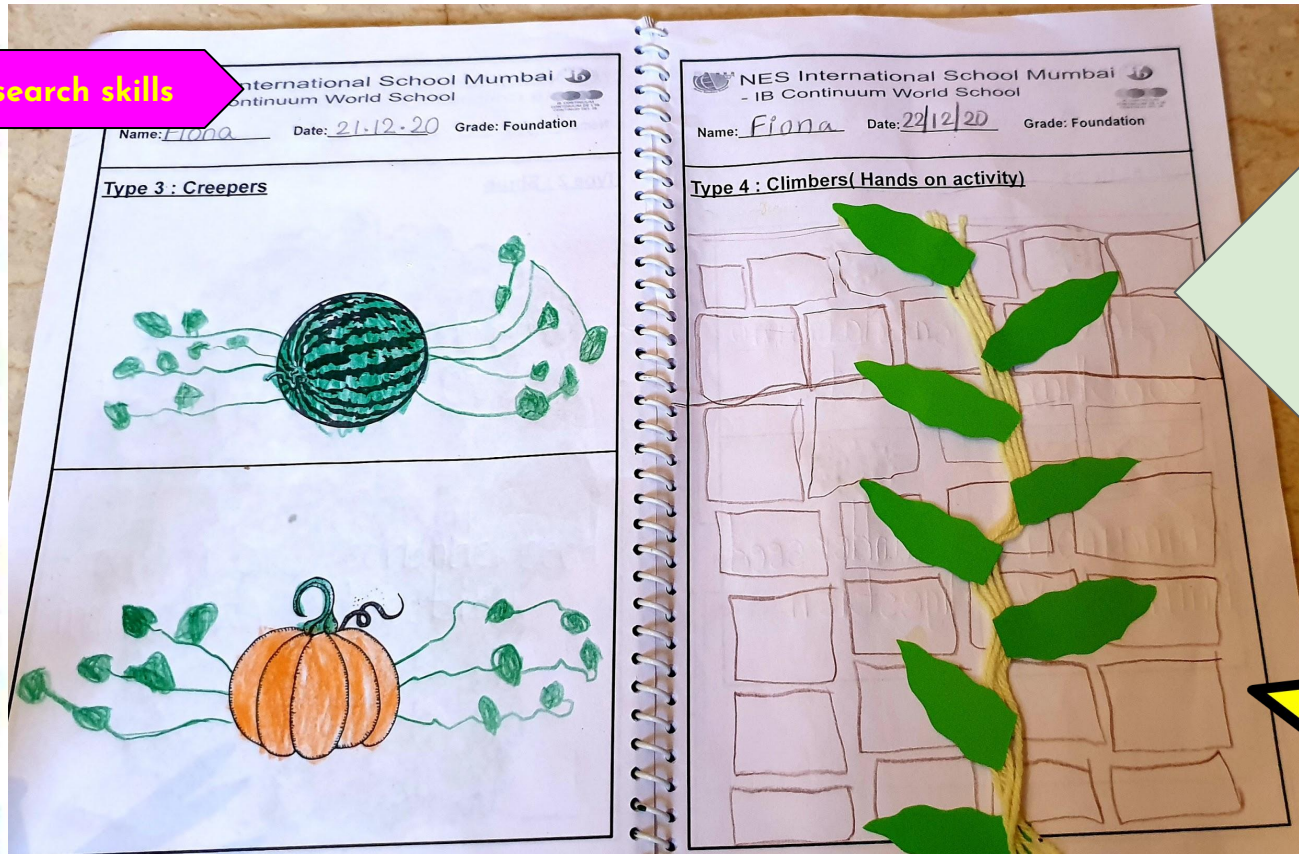


Fiona finger painting on the 'Rose Shrub' and describing that the shrubs are short plants with strong branches.

Reflective

Task : Student inquiring on various types of plants with different activities

Research skills



Fiona inquired between the creepers and climbers and reflected saying that creepers like watermelon and pumpkin plant creeps on the ground because of the heavy fruit. She also reflected on climbers who climb on nearby object for support due to weak stem.

Knowledgeable

Task : Student inquiring on various types of plants with different activities

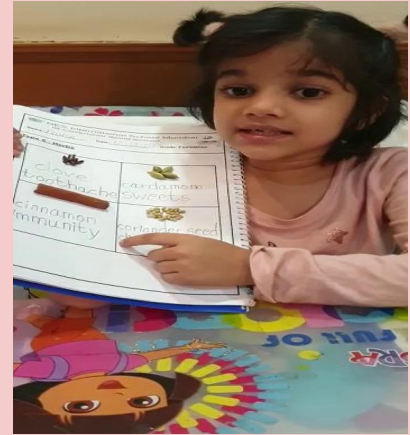


**Fiona inquiring
on different
herbs by
smelling and
tasting them**



Fiona reflecting on different types of spices and herbs....

Watch
me
reflect !!!!!



cloves	cardamom
lemon balm	sweet basil
cinnamon	mint
immunity	oregano

Task : Student to use different spices to build a sight word.



Fiona building sight word 'want' using cinnamon sticks and cloves

Learning outcome

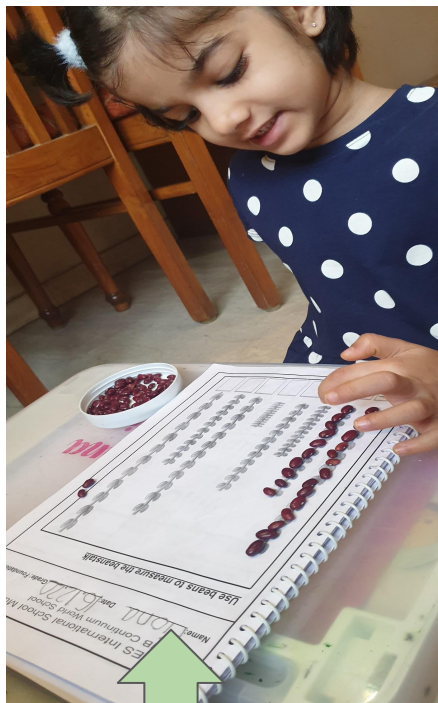
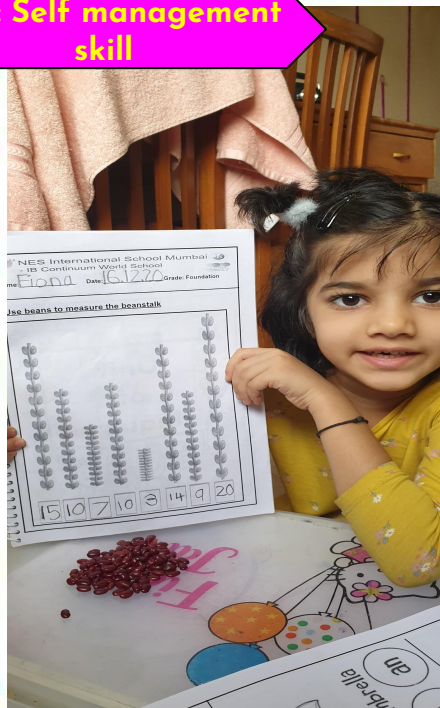
The student was able to:

- experiment with writing using different writing implements and media
- use their own experience as a stimulus when drawing and "writing"

Knowledgeable

Task : Student measuring the height of the beanstalk - Integrated Numeracy activity

ATL : Self management skill



Fiona uses beans to measure the height of the beanstalk

Learning outcome

The student was able to:

- use non-standard units of measurement to solve problems in real-life situations involving height
- use number words and numerals to represent quantities in real-life situations

A decorative border made of green holly leaves and red berries surrounds the text.

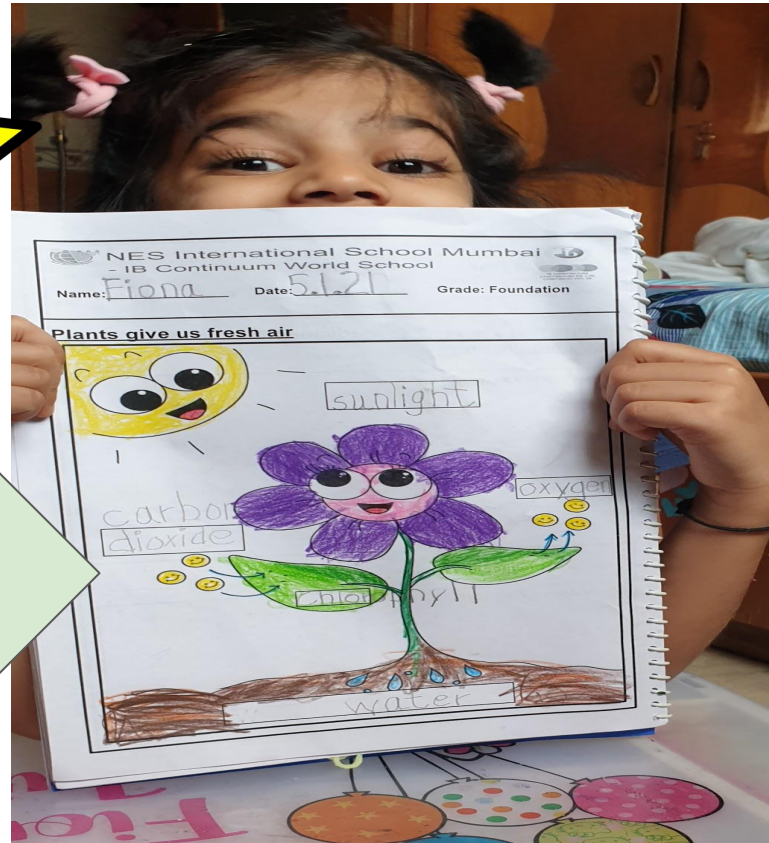
LOI 2

HOW PEOPLE USE PLANTS

Task : Student to make an inquiry on the process of photosynthesis

Inquirer

Fiona reflecting on the process of photosynthesis by which the plant give out oxygen used by people and other creatures for breathing



Learning outcome

The student was able to:

- create an understanding on the role of plants in sustaining life

Task : Student to make an inquiry on the different use of plants

Research skills

Useful things we get from plants- 2



Useful things we get from plants- 1



Reflective

Learning outcome

The student was able to:

- create an understanding on the role of plants in sustaining life

Fiona inquiring on different uses of plants using her research skills

Task : Student to make an inquiry on the different medicinal plants

Research skills

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Name: Fiona Date: 11.1.21 Grade: Foundation

Plants that are used as medicines
Let's inquire on :

Draw any one medicinal plant



Name of the medicinal plant : Tulsi

How does it help you? cold and cough

Learning outcome

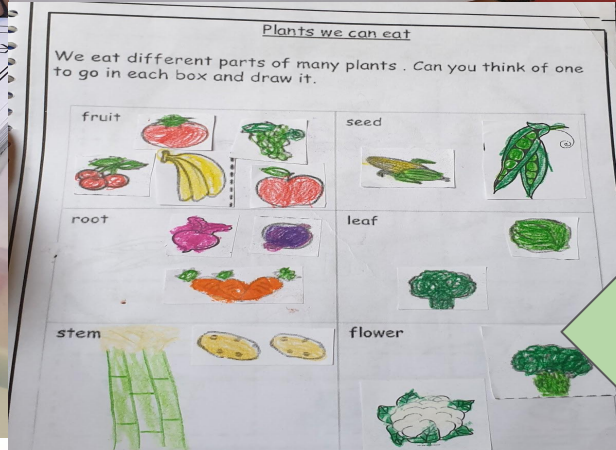
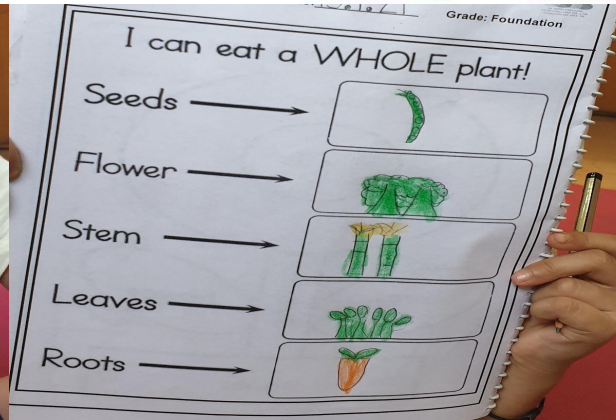
The student was able to:

- create an understanding on the role of plants in sustaining life
- identify the parts of plants that are used by other living things

Fiona inquiring on plants being used as medicines

Task : Student to make an inquiry on the different parts of plants we eat

Related concept:
Classification



Learning outcome

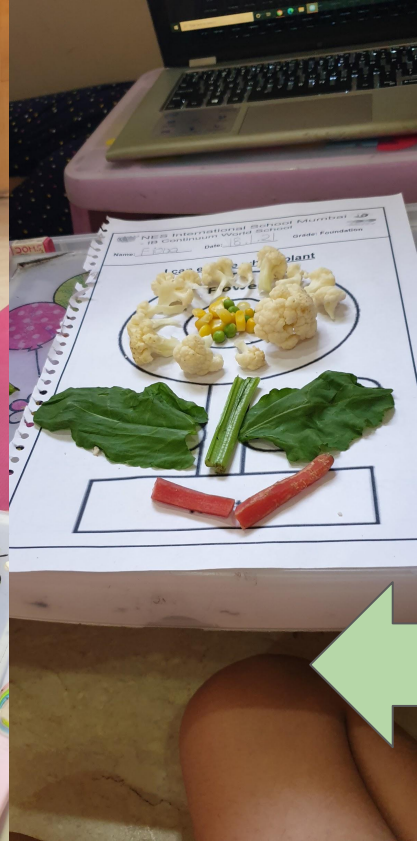
The student was able to:

- create an understanding on the role of plants in sustaining life
- identify the parts of plants that are used by other living things

Fiona inquiring and sorting on different parts of plants we eat

Task : Student to make an inquiry on the different parts of plants we eat

Related concept:
Classification



Learning outcome

The student was able to:

- create an understanding on the role of plants in sustaining life
- identify the parts of plants that are used by other living things

Fiona sorted vegetables we eat according to different parts of the plants they grow as...

Task : Student to make use of dry leaves instead of paper to write and sort Long Vowel 'O' words.



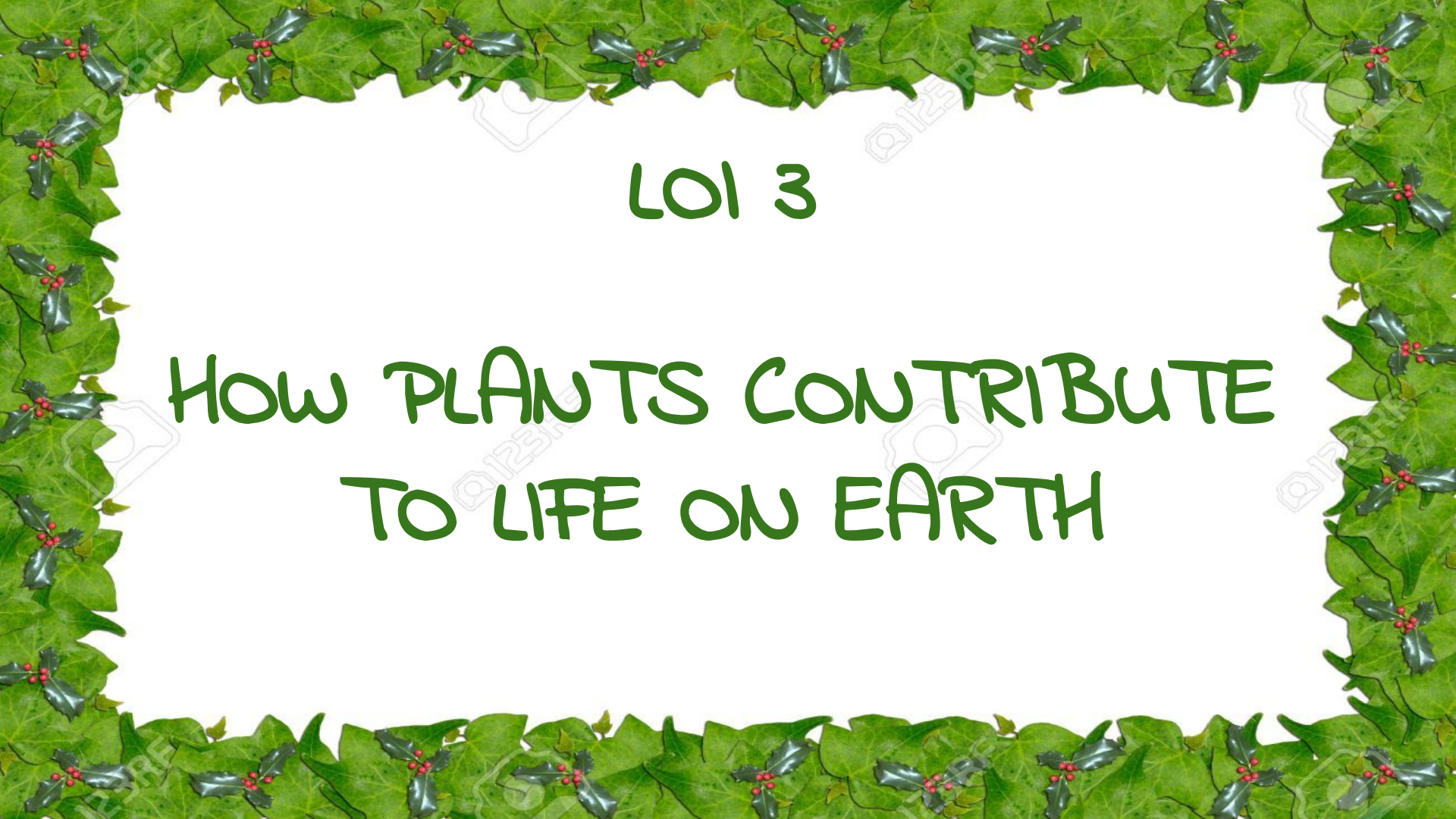
Fiona displayed her understanding on 'How people use plants' by writing on the dry leaves and sorting the leaves according to the Long Vowel 'O' sound.

Learning outcome

The student was able to:

- show an awareness of sound-symbol relationships and begin to recognize the way that some familiar sounds can be recorded

Thinker

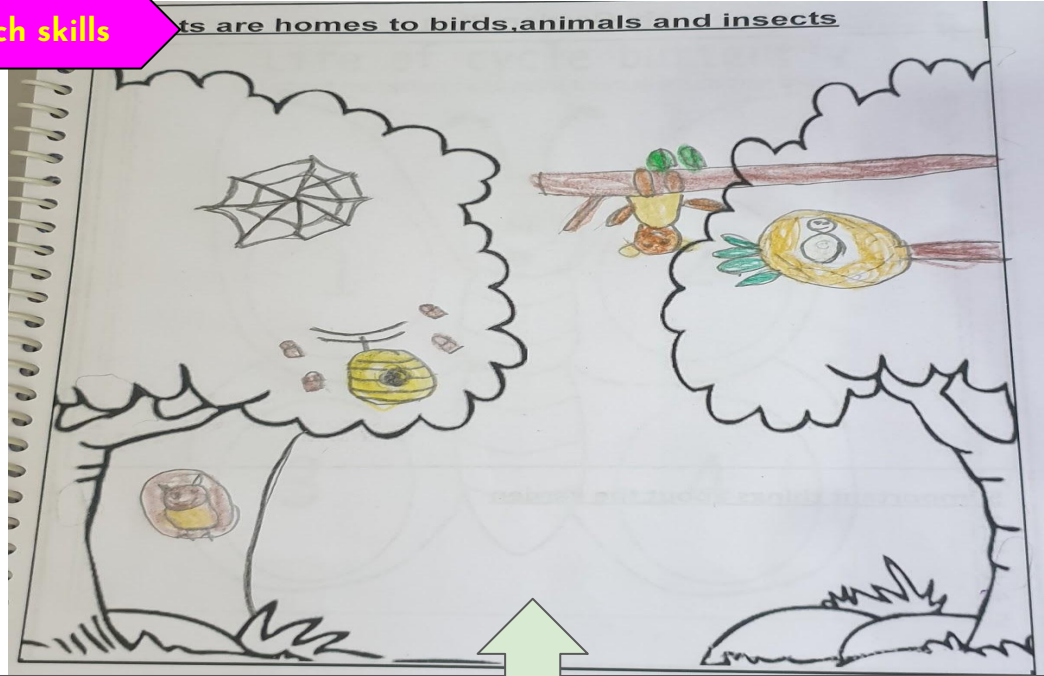
A decorative border of green holly leaves with red berries frames the top, bottom, and sides of the page.

LOI 3

HOW PLANTS CONTRIBUTE TO LIFE ON EARTH

Task : Student to inquiry how plants contribute to make homes for animals.

Research skills



Fiona reflected on plants and trees to support the animals for building their homes .

Learning outcome

The student was able to:

- understand the role of plants in the environment.
- how plants contribute to life on earth.

Inquirer

Task : Student to inquiry how plants around us contribute to our daily life.



Fiona making her own garden plan to develop a green area in a small place. She reflected that she will make a small garden in her house balcony

Learning outcome

The student was able to:

- display different perspectives, and showed care and respect for themselves, other living things and environment.

Risk- taker

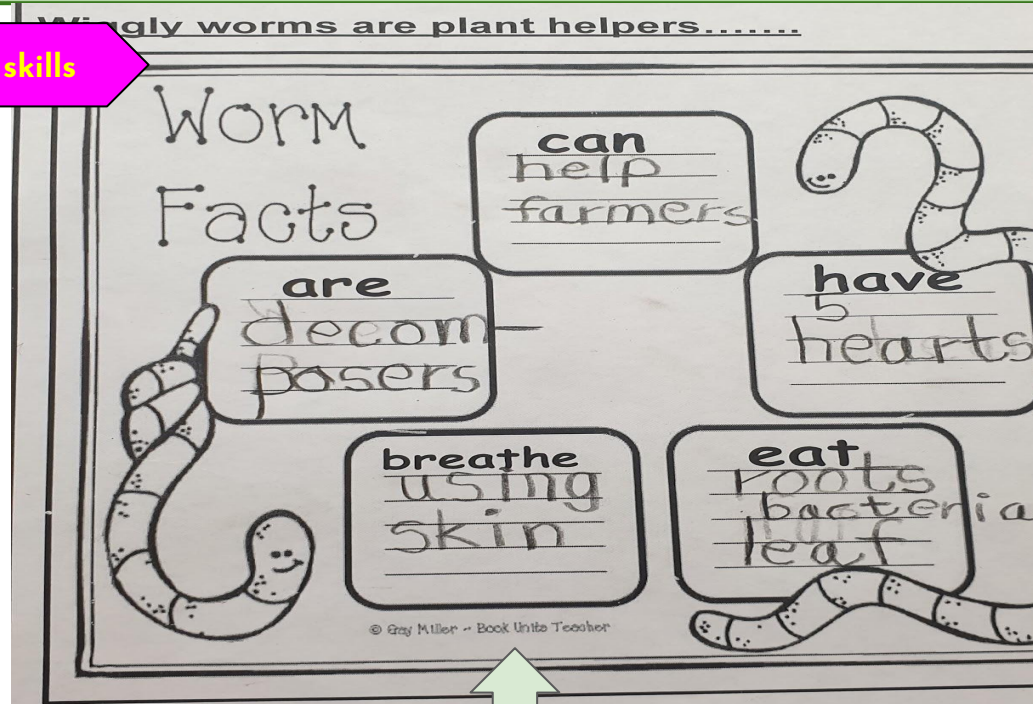
Fiona reflecting on her garden plan.....

**Watch
me
reflect !!!!!**



Task : Students to research on wiggly worms and their connection with plants

Research skills



Fiona researched on wiggly worms as plant helpers

Learning outcome

The student was able to:

- start to develop an understanding of their relationship with the environment.
- develop their observational skills by using their senses to gather and record information

Knowledgeable

Task : Student to inquire on how plants in form of rainforests contribute to life on Earth

Fiona inquired on

- different layers of rainforests and animals living there.
- impact of rainforest on our planet



Learning outcome

The student was able to:

- observe and describe the different forms of life in the rainforest.
- identify different forms of life in rainforest

Inquirer

LOI 4

OUR RESPONSIBILITY
TOWARDS PLANTS

Task : Student to make a poster to spread awareness on our responsibility towards plants



Fiona made a poster on 'save trees' to spread awareness and show her responsibility towards plants

Learning outcome

The student was able to:

- make personal connections to artworks.
- express opinions with artwork.

Caring

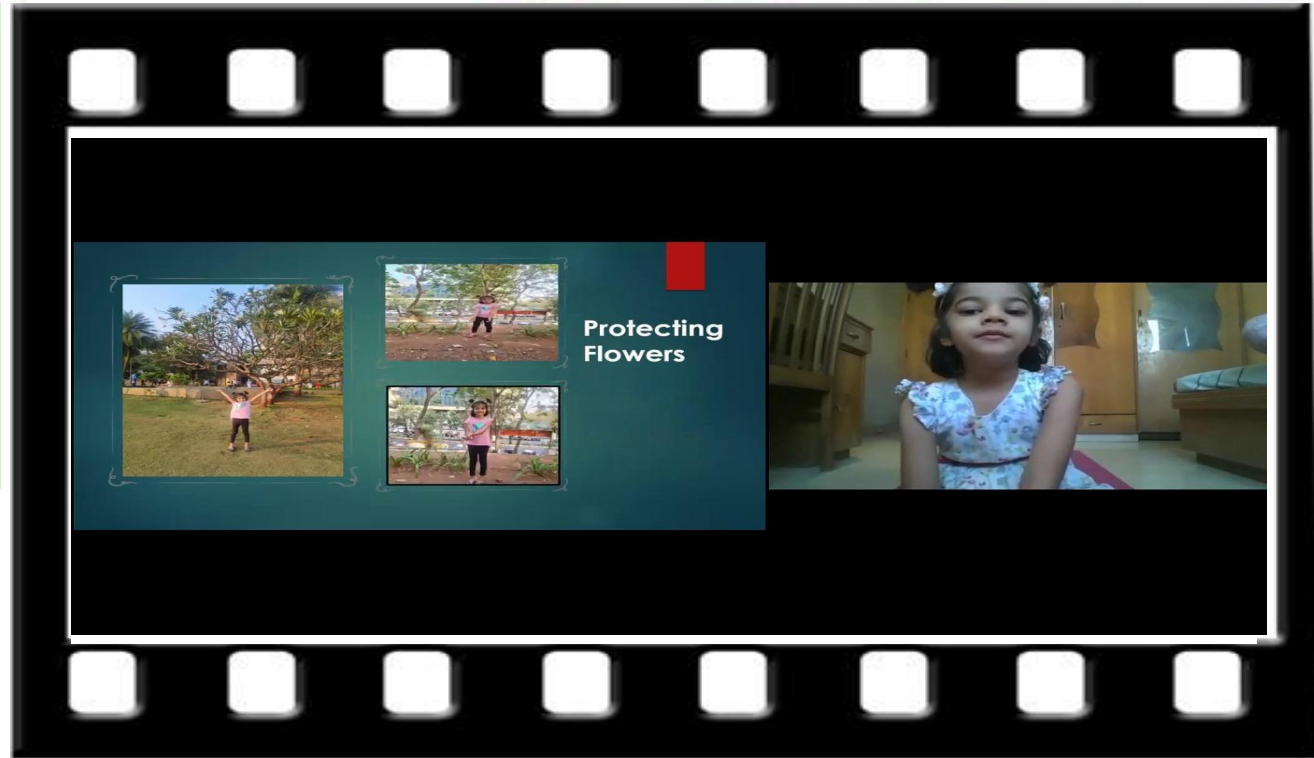
Task : Students to reflect on their responsibilities towards plants (Action taken/to be taken)

Learning outcome

The student was able to:

- identify the cause and effect of protection and destruction
- show responsibility towards plants

Risk taker



Fiona expressing her thoughts and ideas to show responsibility towards plants

Inquirer

"Plants UOI has developed lot of curiosity in Fiona as to how trees are planted big and small. Cow dung is the fertilizer and food for plants. Also made her more responsible. Thanks to the school."





Thank you