

Tokyo International School



To nurture confident, open-minded,
independently thinking,
well balanced inquirers for
global responsibility

June 2007 : Grade 2

Student Name: Nazir Fuad

Teacher Name: Glenn

Teacher's Signature:

Administrator:

IB Learner Profile

The IBO (International Baccalaureate Organization) outlines a set of characteristics and attitudes that define the type of students we are attempting to develop at TIS. The Learner Profile and attitudes pervade throughout the whole school; Pre-3-grade 8; through the mission statement, the way we interact with each other and the way we teach, learn and assess everything we do.

IB Learner Profile	
Inquirers	They develop their natural <i>curiosity</i> . They acquire the skills necessary to conduct inquiry and research and show <i>independence</i> in learning. They are <i>enthusiastic</i> about learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and <i>creatively</i> to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and <i>creatively</i> in more than one language and in a variety of modes of communication. They work <i>cooperatively</i> , effectively and willingly in collaboration with others.
Principled	They act with <i>integrity</i> and honesty, with a strong sense of fairness, justice, <i>respect</i> and <i>tolerance</i> for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and <i>appreciate</i> their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show <i>empathy</i> , compassion and <i>respect</i> towards the needs and feelings of others. They have a personal <i>commitment</i> to service and act to make a positive difference to the lives of others and the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the <i>independence</i> of spirit to explore new roles, ideas and strategies. They are brave, <i>confident</i> and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

* highlighted attitudes are considered part of the essential elements by the PYP.

The following descriptors have been used throughout the report. Please read them carefully so that you are fully conversant with how to interpret the information that follows.

N Not demonstrated at this stage

M Demonstrated in **Most** Situations

S Demonstrated in **Some** situations

C Demonstrated **Consistently**

Student Name:

Nazir Fuad

June 2007 : Grade 2

Language Arts

Speaking & Listening	N	S	M	C
Listens appreciatively and responsively in a variety of situations (stories and discussions)				√
Actively listens and participates in discussions				√
Uses language confidently, appropriately and with increasing accuracy			√	
Organises thoughts and feelings before speaking			√	
Uses a range of specific vocabulary to suit different purposes			√	
Explains and discusses their own stories and writing with peers and adults			√	

Reading	N	S	M	C
Makes appropriate choices of self-selected reading material				√
Uses reading for pleasure, instruction and information				√
Understands the ideas, feelings and attitudes expressed in various texts			√	
Identifies and describes elements of a story (setting, plot, characters, theme)				√
Reads text aloud with fluency, expression and with regard to punctuation			√	
Beginning to locate, select and use non-fiction texts and dictionaries to find information			√	
Beginning to skim and scan texts to retrieve relevant information			√	

Writing	N	S	M	C
Accurately spells many high frequency words				√
Applies knowledge of spelling patterns using a range of strategies to spell words of increasing complexity			√	
Writes for a range of purposes, both creative and informational			√	
Rereads their written work in order to make revisions and improve their writing		√		
Uses appropriate punctuation when writing			√	
Pays attention to:				
.....letter formation			√	
.....size of letters			√	
.....appropriate spaces between words				√

Teacher Comment

Nazir enjoys language activities and has made good progress in this area this year. He listens usually carefully to others, is able to follow verbal instructions, and enjoys sharing his ideas. Nazir reads with developing fluency and expression, and has made great progress this year with regards to the development of his overall reading comprehension. He enjoys both fiction and non-fiction texts, and this can often be seen during times of self selected reading. Nazir has shown great improvement in many areas of his writing this year. He pays attention to grammar conventions (full stops, capital letters, speech marks etc.), is getting better at independently checking his writing for errors, and always makes an effort to present his written work neatly. His spelling test results have been good, and he is developing the ability to transfer this knowledge into his writing throughout the curriculum. Nazir should continue try and expand on his ideas when writing, and make sure that he checks his work before submitting it for correction. He would also do well to keep a journal through the summer break, practicing recounts and narratives, and be encouraged to experiment with different writing styles.

Student Name:

Nazir Fuad

Mathematics

Number	N	S	M	C
Reads, writes and models numbers using the base 10 system to 1000				√
Automatically recalls basic addition facts to 20				√
Automatically recalls basic subtraction facts to 20			√	
Counts in 2's, 3's, 5's, and 10's			√	
Models addition problems to 1000 without regrouping				√
Models subtraction problems to 100 without regrouping			√	
Models addition problems to 100 with regrouping				√
Uses and describes strategies to solve addition and subtraction problems			√	
Beginning to select and explain an appropriate method for solving word problem			√	

Pattern and Function	N	S	M	C
Analyzes patterns in number systems to 100				√
Understands and uses the relationship between addition and subtraction ($4+3=7$, $7-4=3$)			√	

Measurement	N	S	M	C
Beginning to select and use appropriate tools to measure and label using standard units of measurement				√
Can estimate, measure and label perimeter using standard units of measurement			√	
Can read and write the time to the nearest hour, half hour, and quarter hour			√	

Teacher Comment

Nazir has made a lot of progress in math this year. He did well with addition and subtraction activities (with and without regrouping), and is becoming more confident when presented with these kinds of abstract number problems. Nazir did well with multiplication problems, specifically with regards to their relationship to repeated addition. He was also introduced to the concept of division, and was involved in activities where whole numbers were shared into equal groups. Nazir has a basic understanding of how to read and write fractions, is able to model equivalent fractions to one, and successfully completed tasks involving measurement using appropriate tools and units of measurement. He is developing the ability to choose an appropriate strategy to solve word problems, usually records his working out, and is getting better at explaining the strategies he is using to solve problems. Nazir should continue to work on times tables and automatic recall of addition and subtraction facts, problem solving activities to develop the ability to choose the correct operation, and 'real world' math to help him make connections between the classroom and the outside world.

Student Name: Nazir Fuad

June 2007 : Grade 2

Unit of Inquiry

Unit Title: Our Solar System

The Central Idea: You need to do and have special things to live in space

Inquiries into:

Physical features of our solar system, basic requirements for living in space.

Major focus: Science, Technology. The first activity involved students brainstorming their knowledge of the solar system and reading many non-fiction texts to increase their knowledge. They then went to Yokohama Science Centre where they investigated a range of hands-on space concepts. They created a 'Space Research' booklet about the physical features of the solar system and investigated the needs of humans (health, happiness, comfort) As the final assessment, students used all of their knowledge to firstly to describe in written form and then design and build a model space station.

Profile: inquirers, communicators, risk takers

Attitudes: creativity, cooperation, enthusiasm

Skills		N	S	M	C
Social	group decision making, cooperation, respecting others				√
Research	planning, collecting and organizing data			√	
Thinking	acquisition of knowledge, comprehension		√		
Communication	reading, listening, presenting			√	
Self Management	fine motor skills, organization, time management			√	

Unit Title: Structures

The Central Idea: Structures are designed in different ways to suit different purposes and available

Inquiries into:

The materials people use to build traditional structure, types of structure people choose to build, the similarities and differences between traditional and modern structures

Major focus: Technology. Students participated in a brainstorm activity to define their understanding of what a structure is. Using photos, the appropriate vocabulary was developed. The students then went to the Tokyo Edo Museum to observe model and replicas of traditional and modern structures of Japan. They then did a community walk in the local area observing shapes, materials and purposes of the structures. Students then researched through text and the internet about structures in a country of their choice and put this knowledge into a power point presentation.

Profile: knowledgeable, inquirers, thinkers

Attitudes: commitment, independence

Skills		N	S	M	C
Social	accepting responsibility				√
Research	collecting data presenting research findings			√	
Thinking	analysis, application of knowledge		√		
Communication	non-verbal, viewing				√
Self Management	time management			√	

Student Name:

Nazir Fuad

Unit Title: Inventions for Life

The Central Idea: New technologies are invented to make our lives easier.

Inquiries into:

The process of invention, why people invent, how inventions affect our daily lives.

Major focus: History. Students brainstormed what an invention was and went on a field trip to the National Science Museum. Students then used 'Kidspiration' to create a chart showing the invention, the purpose of the invention and how this invention improves our lives. They then researched an invention of their choice and interviewed family members to discuss their favourite inventions. This information was shared orally with the class. For the final assessment students planned and designed an invention to make their own lives easier. This procedural report included the design, materials needed and its function.

Profile: thinker, inquirers, reflective

Attitudes: confidence, appreciation, curiosity

Teacher Comment

Nazir works hard in Unit of Inquiry sessions, enjoying the opportunity to work both independently and with his peers to complete projects and activities. The focus of our Units of Inquiry this year has been the development of skills needed to retrieve, analyze and organize information related to each central idea. Nazir did well with all of the research-based activities this semester, developing his skills using non-fiction texts (contents pages, indexes, and skimming and scanning for information), and the internet (using key words and search engines). He is developing the ability to brainstorm and organize information using: venn diagrams; concept maps; Powerpoint; and Kidspiration. He usually manages his time well, and finishes his tasks within the allotted time. He enjoys doing presentations, and has made good progress with regards to organizing his thoughts and presenting them to others with confidence.

P.E. (Physical Education)

Attitudes	N	S	M	C
Is able to listen attentively and follow instructions.				√
Participates independently.				√
Cooperates in a group.				√
Skills				
Is able to pass and trap a ball using the correct technique.				√
Is able to control a ball using their feet at different speeds whilst changing direction.			√	
Is able to land correctly from a variety of Gymnastics apparatus.				√
Can perform Gymnastic award level 7 and 6 positions correctly.				√
Teacher Comment <p>Grade 2 students have undertaken 4 units in Physical Education this term. Earlier this term, students participated in a Soccer unit. They took part in a variety of activities and games to improve their passing and trapping skills. This unit also focussed on cooperation and sportsmanship. During the second unit, Athletics, students participated in completing drills and activities to learn how to improve their running technique and consolidate their knowledge of relays methods. The third unit this term was Gymnastics. Activities focussed on students consolidating their balancing skills as well as improving core body strength and flexibility. This was done through working through level 7 and 6 of the British gymnastic proficiency program. At the time of writing this report, Grade 2 has just begun their final unit, Water Awareness.</p>				

Japanese

Attitudes	N	S	M	C
Respects and follows classroom guidelines.			√	
Completes and submits class work/homework on time.			√	
Shows appreciation for Japanese culture.			√	
Skills				
Can read and write all Hiragana.		√		
Can use nouns and verbs in sentences.		√		
Attempts to use the new vocabulary.		√		
Can ask and answer basic questions using “What” and “where”.			√	
Teacher Comment <p>This term students in grade 2 learned phrases and vocabulary for the two units, “Shopping” and “Day in my Life”. Nazir could say “ It is ~ o’ clock” . Nazir could say “ I wake up and go to bed at ~ o’ clock.” and Nazir tried to say what month and day it is. Nazir understood time and some verbs in Japanese, and Nazir worked cooperatively in class. Nazir practiced writing all of Hiragana.</p> <p style="text-align: right;">Intermediate: Midori Katayama</p>				

Fine Arts

Attitudes	N	S	M	C
Is able to follow instructions and listen attentively				√
Works independently and co-operatively				√
Enjoys exploring their creative abilities				√
Skills				
Draws from observation with increasing ability			√	
Uses card, sticks and other materials to create a boat				√
Crops and presents work for display				√
Reflects on and discusses their artwork and the artwork of others				√
Teacher Comment Grade Two Visual Art focused on drawing, sculpture and presentation techniques. The children created a series of drawings, a whimsical boat and an 'unseen' portrait. At the time of this report, they were also using oil pastels to create a scenic drawing of themselves as a pirate. Children have been exposed to the work of other artists and encouraged to reflect on and discuss their own work.				

Music

Attitudes	N	S	M	C
Listens attentively and follows instructions				√
Works independently				√
Works co-operatively				√
Skills				
Sings in a group, a variety of songs and responds to the cues of a conductor.				√
Plays and creates rhythmic patterns that include quarter, eighth and half notes and rests with percussion and tuned instruments (Orff instruments).				√
Read notes on the staff.				√
Recognizes and identifies families of instruments.				√
Teacher Comment The students have learned a variety of songs and have accompanied these with tuned and un-tuned instruments. They have begun to read traditional notation and have learnt the names of notes and where they would be written on the staff. Students have learnt about the sections of the orchestra and can name instruments of each section.				

Information Literacy

Attitudes	N	S	M	C
Independence		√		
Respect				√
Confidence				√
Skills				
Students used Comic Life to create a photo report related to their Space unit.			√	
Using PowerPoint students created a presentation about their Structures unit.			√	
Using Kidspiration students organized information about their Inventions unit.				√
Students located non-fiction texts to select, organize and present information.			√	
Teacher Comment During their Information Literacy sessions, students in grade 2 used non-fiction texts to gather and retrieve information related to their Units of Inquiry. During their time in Information Technology students were introduced to the PowerPoint program and used other various applications to complete work related to their Units of Inquiry.				

General Comment

Nazir has had a great year in grade two. He enjoys playing with his friends, and everyone appreciates his fun loving and caring nature, and sense of humor. He is well balanced, and has a good attitude both towards his academic studies, and his outdoor pursuits. Nazir enjoys learning, has made good progress in all curriculum areas, and is proud of his ongoing development. He always does well with his homework and home reading, listens well during story time, and is able to share insights and make connections with his reading material. Nazir's ability to communicate in group situations has improved a lot this year. He is also beginning to ask good questions, and think critically when confronted with a problem. Nazir enjoys the process of inquiry, and learning about the world around him. He enjoys being creative, and this can often be seen in his drawings and story ideas. He is becoming an entertaining writer that is gaining confidence in his abilities. His efforts are usually interesting, and he enjoys the opportunity to share and talk about his work. While he struggled with expanding on his written ideas at the beginning of the year, he has made great progress in this area, and should continue to make this a focus in grade three. Nazir usually does his best with his work tasks, but can become distracted and/or lose focus during instruction time. This can sometimes cause him to miss the lesson point, and not finish his tasks within the allotted time. He should make sure that he makes every effort to listen carefully to instructions, ask for help when he is unsure of what to do, make every effort to stay on task, and read through his work carefully when he has lost focus. I have really enjoyed having Nazir in my class this year, and wish him all the best for grade three.

Well done Nazir!

Student Name:

Nazir Fuad

June 2007 : Grade 2