

Grade 3 Pathways Activities

Description of AAM Activity	Connection(curriculum, school wide, extra-curricular, community)
<p>Journal Response: -Navigating the different box/Categories and reflecting on them individually -Term 2 Goals- setting learning goals with steps to achieve them</p>	<p>21st Century skills- CGE4e Catholic graduate expectation: A self directed, responsible, life long learner who sets appropriate goals and priorities in school, work and personal life. Learning Skills- Self Regulation</p>
<p>Subject: <u>Family Life Education</u></p> <p>Activity: After a lesson on what it means to be "unique", students will be asked to share a paragraph outlining their special gifts and talents and what makes them unique. They can think about the following questions when writing their paragraph. What are your interests? What are you good at? What type of family do you live in? Who are your friends?</p>	<p>Overall Expectation: A3 Reflecting, Responding, Analyzing: apply an understanding of the unique and shared aspects of human nature in personality relevant contexts</p> <p>Specific Expectation: A2.3 recognize that their talents and gifts are meant to be shared with others A3.3 identify some of the talents and gifts that God has given them</p>
<p>-AMM was utilized as a "Scavenger Hunt" that was complete at home together with the child's parental figure. It - In this activity the student was asked to reflect upon their strengths, weaknesses and personal interests</p>	<p>Self reflection</p>
<p>Following a field trip, students were asked to reflect on the day by composing a journal on My Blueprint. This students were given class time, during computers, to input their entry. They were asked to reflect on the day, identifying their most memorable part, something they would have like to have experienced that they didn't as well as a similarity and difference between present day school and school during the 1800s.</p>	<p>The grade 3 classes went on a social studies trip to the Jordan Historical Museum to experience an authentic day of school during the 1800s. This trip was connected to the Social Studies curriculum, specifically "Communities in Canada 1780-1850" and identifying the way of life of people in colonial Canada</p>
<p>Pledge and Reflection</p> <ul style="list-style-type: none"> • Using the Internet to look for an Anti Bullying Ad. (one was given as a starter). Copy the URL post it into your AAM. Reflect on the video - How do you think the boy felt? What did the bystander do? • Make a pledge to respect and preserve through challenging times. "In 2016 I pledge to prevent bullying from happening around me by..." 	<ul style="list-style-type: none"> • Religion and Family Life Feelings - The pleasures and challenges of friendship • Focus on Faith - Community and the Common Good
<p>Goal for 2016: How are going to show God's love? What can you do to reflect Jesus?</p>	<ul style="list-style-type: none"> • Bucket Filling See a Problem-Be the solution

<ul style="list-style-type: none"> • Family (completing some sections) • All About Me (interests, goals etc.) 	<p>Acting like a good shepherd</p> <ul style="list-style-type: none"> • Family Life (gifts, talents, All About Me, strengths/needs, about their family) • Continue to build relationships between home and school
<p>Mini-lesson: Prior to going to the computer lab. Think-Pair-Share: invite students to share what a GOAL is. Reflect with students after sharing that goals can change once we achieve them. Go to the computer lab and introduce All About Me.</p> <p>Walk students through log in</p> <ol style="list-style-type: none"> 1. Students go in to All About Me Portfolios 2. Click on Get started and go to add a box 3. Click my goals and then go to learning skills 4. Choose one of the 6 learning skills i.e ind. Work 5. Type in their goal for ind. Work 6. Complete 2 more goals for 2 more of the learning skills 7. Add reflections about their chosen learning skills <p>Quick finishers: Explore All About Me Encourage students to continue their work at home on their portfolios</p>	<p>-Connects to goal setting- school work or extra curricular</p>
<p>In January, I introduced the online portfolio. First, I explained to my students that they have the opportunity to set up their own online portfolios. I told them that it'll be unique just like them - no two portfolios will be the same, they'll have the chance to update the portfolio regularly, it'll change and grow with them as they move through all the grades not only in elementary school, but throughout high school too. Eventually, it'll help them to make decisions about what they may like to study at college or university and what type of job they'd like to have. Next, I showed them the 3-minute introductory video. Then, I showed them my portfolio and explained what I did to set it up. This example got their attention and built excitement. After that, I gave them their login information and had them write it in their agendas. Finally, I gave them a challenge. During that day's computer</p>	<p>Curriculum-writing</p>

<p>time (approximately 40 minutes), they were to create 3 boxes and write one journal entry about what they want to be when they grow up. Students had no trouble logging on or setting up three boxes. In fact, most set up more boxes than that. Most students got started on their journal entry and finished it on the weekend at home. All of them enjoyed the experience and have since added more information to their portfolios.</p>	
<p>Students recognized that families are a type of community and they listed their family members and a characteristic in their portfolio.</p>	<p>The connection was curriculum and community.</p>