

GRADE 3 LEARNING PACK

The Project Passport

Reflect on progress using evidence rather than relying only on points or scores.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Reflect on progress using evidence rather than relying only on points or scores.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Read the story

PART 1

At the end of a BrightPencil project, Keira's screen showed six stars. She was pleased, but her parent asked which star represented the most useful learning.

PART 2

Keira chose the star from a difficult map task because she had first used the wrong scale, checked it and corrected her route.

PART 3

For her Project Passport, she added a screenshot of the corrected map, one sentence about the mistake and one next goal.

PART 4

She did not choose the activity with the highest score. She chose the one that best showed a strategy she could reuse.

PART 5

The stars were fun, but the passport helped Keira explain what she had actually learned.

Read story section 1: At the end of a BrightPencil project, Keira's screen showed six stars. She was pleased, but her parent asked which star represented the most useful learning.

Read story section 2: Keira chose the star from a difficult map task because she had first used the wrong scale, checked it and corrected her route.

Read story section 3: For her Project Passport, she added a screenshot of the corrected map, one sentence about the mistake and one next goal.

Read story section 4: She did not choose the activity with the highest score. She chose the one that best showed a strategy she could reuse.

Read story section 5: The stars were fun, but the passport helped Keira explain what she had actually learned.

Try it beyond the page

Real-world / hands-on connection

Retell the text in five key events, then identify one sentence that carries the central idea.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Create a six-frame storyboard or evidence map that shows the turning point and the final learning idea.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. Why did Keira choose the map star?

2. What evidence did she add to the passport?

3. What is the story saying about rewards and learning?

Quick review

1. In one sentence, explain the big idea of “The Project Passport”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

Use details directly stated or strongly supported by the story.

2. Suggested response

Equivalent evidence-based wording is acceptable.

3. Suggested response

Open responses should distinguish evidence from unsupported guess.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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