

GRADE 3 LEARNING PACK

The Quiet Redesign

Infer design purpose and explain revision using evidence from a narrative.

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

Infer design purpose and explain revision using evidence from a narrative.

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

Ava designed a classroom reading sign with twelve bright colours, six fonts and tiny labels around the edge.

PART 2

She loved every decoration, but when her class tested the sign from across the room, nobody could quickly find the words “Reading Corner”.

PART 3

Ava felt disappointed for a minute, then asked what information mattered most. The class said the title, an arrow and one simple symbol.

PART 4

She made a second version with stronger contrast, fewer colours and much larger lettering.

PART 5

The redesign looked quieter, but it worked better. Ava wrote, “Design is not about adding the most. It is about helping the intended user.”

Read story section 1: Ava designed a classroom reading sign with twelve bright colours, six fonts and tiny labels around the edge.

Read story section 2: She loved every decoration, but when her class tested the sign from across the room, nobody could quickly find the words “Reading Corner”.

Read story section 3: Ava felt disappointed for a minute, then asked what information mattered most. The class said the title, an arrow and one simple symbol.

Read story section 4: She made a second version with stronger contrast, fewer colours and much larger lettering.

Read story section 5: The redesign looked quieter, but it worked better. Ava wrote, “Design is not about adding the most. It is about helping the intended user.”

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. What problem did testing reveal?

2. Which changes improved the sign?

3. How did the idea of “user” affect Ava’s design?

Quick review

1. In one sentence, explain the big idea of “The Quiet Redesign”.

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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