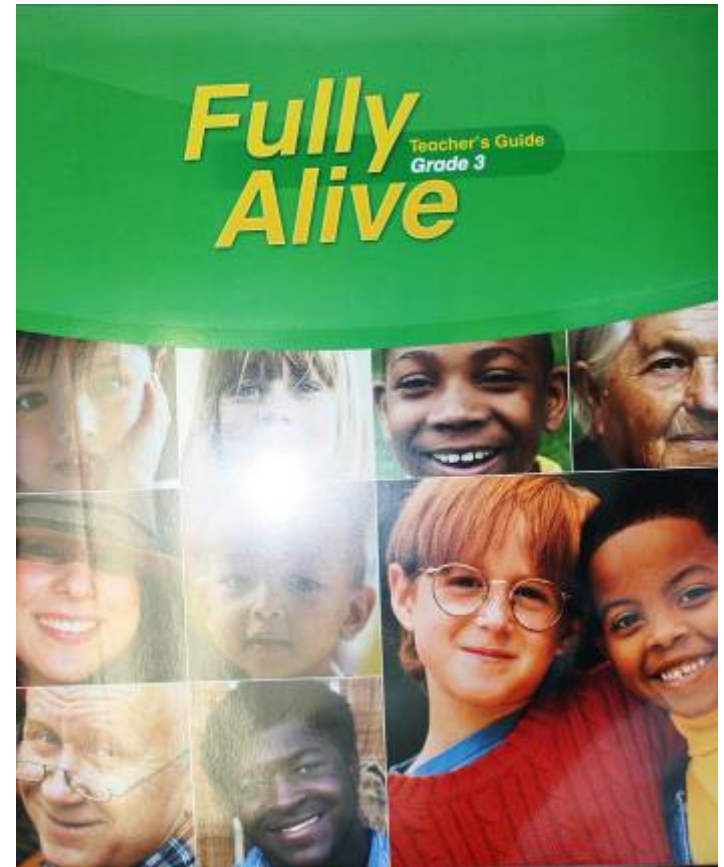
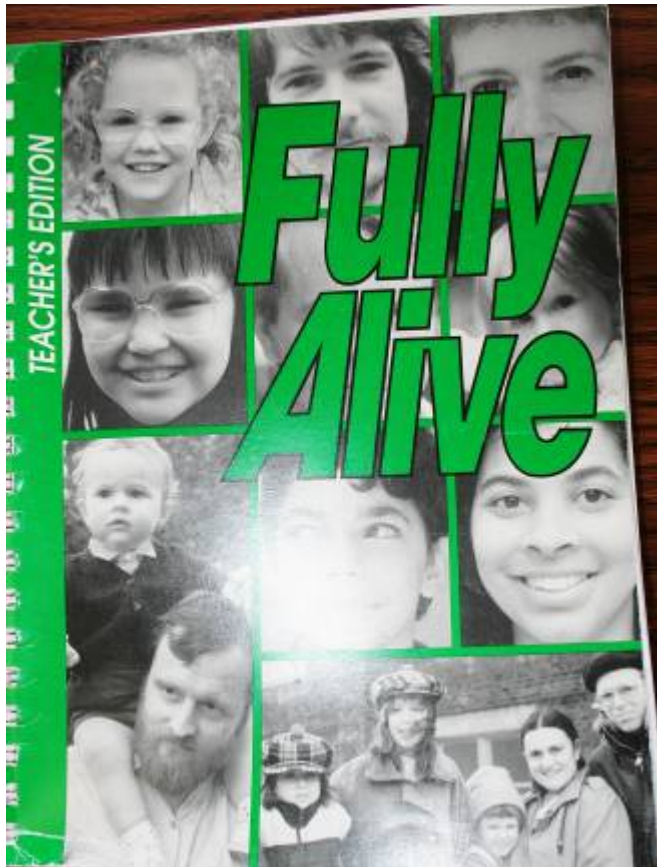




Fully Alive: Renewed

Changes and New Features

Fully Alive





Student Edition, Grade 3

- Replacement of consumables
- Addition of new pages to enrich and deepen the topic
- New art and photos
- Text added to several of the picture stories

Student Edition: Replacement of consumables

Original Page, Grade 3




■ New Page, Grade 3



Student Edition: ... new pages ...

All Kinds of Feelings

What do you do when you're happy? Do you smile and laugh? Do you jump up and down and shout? What happens when you're sad? Do you cry really hard or do you curl up and hide your face? What do you do when you're angry? Do you get very quiet or do you explode?



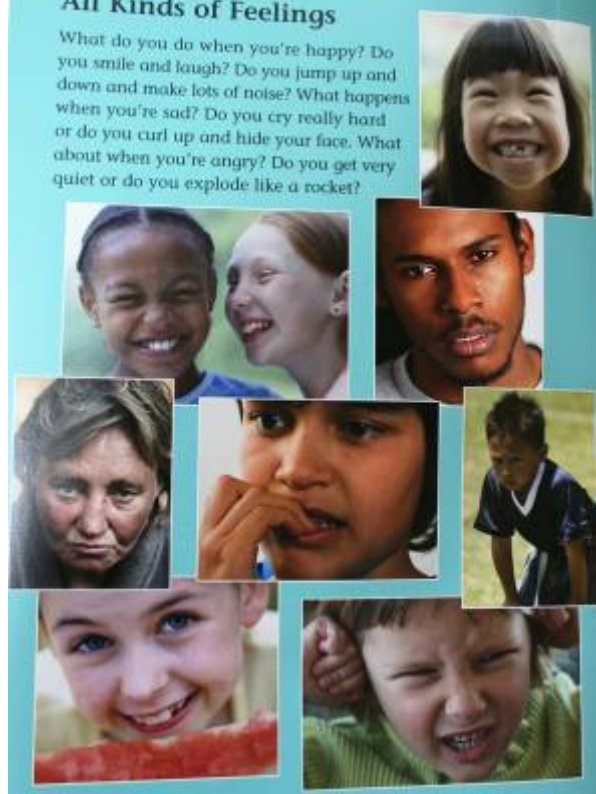
Everyone has feelings. Everyone feels happy sometimes, sad sometimes, and angry sometimes. But we don't all show our feelings in the same way.

Remember Eddie Petrowski? Eddie and his best friend, John, don't show their feelings in the same way. John gets angry easily. His face gets all red. Sometimes he hits other people when he's really angry. Eddie doesn't get angry easily. But when he does, he gets very quiet and wants to be by himself.

10

All Kinds of Feelings

What do you do when you're happy? Do you smile and laugh? Do you jump up and down and make lots of noise? What happens when you're sad? Do you cry really hard or do you curl up and hide your face. What about when you're angry? Do you get very quiet or do you explode like a rocket?



10

Theme 1



Teacher Guide: Grade 3

- Reorganized theme openers for greater clarity
- Topic development — revisions and additions
- Optional assessment component



Teacher Guide: Reorganized theme openers (1)

- Now organized in three sections:

- **About Theme One —**

The first section provides a rationale for the theme within the context of the program, and in its application to the students at their stage of development.



Teacher Guide:

Reorganized theme openers (2)

■ Overview of Topics —

- **Topic 1: God Knows My Name** – As in previous grades, Theme One begins with an affirmation of our belief that God knows and loves each one of us. In Topic 1, the focus is on the personal relationship that God has with each child.
- **Topic 2: Different and Alike** – In this topic the students are invited to explore some of their own unique characteristics and experiences and those of others. They learn that it is part of God's plan that each of them should exist as the unique people that they are. The students are also encouraged to recognize that, although we are different from each other, we are also alike in many essential ways.



Teacher Guide: Reorganized theme openers (3)

- **A Closing Note —**

The final section is a more direct and personal communication to teachers — the importance of their role, their influence, and the difference they can make in children's lives.



Teacher Guide — Topic Development: Revisions and Additions

- Title ✓
- Quotation for teacher ✓
- Student page images ✓
- *Expectations* ←
- Note to the Teacher
- Important Words
- Material/Preparation
- Program Resources
- Assessment
- Curriculum Connections
- 3-part Lesson Plan and We Explore



Teacher Guide — Topic Development: Expectations

Original: Objectives

- recognize that our bodies are gifts from God.
- be encouraged to develop an attitude of appreciation and respect for the body.

New: Expectations

- describe some of the ways they can show respect and care for their bodies.
- recognize that our bodies are gifts from God.



Teacher Guide — Topic Development: Revisions and Additions

- Title ✓
- Quotation for teacher ✓
- Student book pages ✓
- Expectations ✓
- *Note to the Teacher* ←
- Important Words
- Material/Preparation
- Program Resources
- Assessment
- Curriculum Connections
- 3-part Lesson Plan and We Explore



Teacher Guide — Topic Development: Note to the Teacher

- The revised Note to the Teacher is very similar in content: It introduces the topic and any relevant information about the children's development.
- The main changes are the highlighting of important information, cautions regarding sensitive material, and answers to sensitive questions children ask.



Note to the Teacher: Example of highlighted caution

Here is an example from the “Note to the Teacher,” Grade 3, Theme Two, Topic 2;

Caution: In presenting this topic, you will want to be sensitive to the variety of family circumstances that may be part of your students’ lives. Some will have many experiences of gatherings that include extended family members and friends; others will not. Some may have experienced the challenge of sharing family love with parents who do not live together. Others, for a variety of reasons, may have little or no contact with extended family members or family friends. Your awareness of the variety of family situations in your class and your sensitivity will guide your approach to this topic.



Teacher Guide — Topic Development: Revisions and Additions

- Title ✓
- Quotation for teacher ✓
- Student book pages ✓
- Expectations ✓
- Note to the Teacher ✓
- *Important Words* ←
- *Material/Preparation* ←
- Program Resources
- Assessment
- Curriculum Connections
- 3-part Lesson Plan and We Explore



Topic Development: Important Words, Materials/ Preparation — examples

Important Words

- *custom, extended family*

Materials/Preparation

- Send the Theme Two family letter home with the students.
- Before you begin this topic, you may also want to check the internet or a reference book for the meaning of your family name so that you can share it with the students. You might also speak to someone from the library services of your board about reference books for family names.



Teacher Guide — Topic Development: Revisions and Additions

- Title ✓
- Quotation for teacher ✓
- Student book pages ✓
- Expectations ✓
- Note to the Teacher ✓
- Important Words ✓
- Material/Preparation ✓
- *Program Resources* ←
- *Assessment* ←
- Curriculum Connections
- 3-part Lesson Plan and We Explore



Topic Development: Program Resources, Assessment — examples

Program Resources

- Family and Friends (Big Book, p. 7)
- Family Customs (Big Book, p. 8)
- Student Book, pages 19-23
- BLM #8 — Family and Friends
 - BLM #9 – My Family Tree (related activities)
 - BLM #10 – My Family Flag (related activities)

Assessment

- For assessment suggestions for Theme Two, see Appendix A, pages 190-191, 192, 198-199



Teacher Guide — Topic Development: Revisions and Additions

- Title ✓
- Quotation for teacher ✓
- Student book pages ✓
- Expectations ✓
- Note to the Teacher ✓
- Important Words ✓
- Material/Preparation ✓
- Program Resources ✓
- Assessment ✓
- *Curriculum*
- *Connections* ←
- 3-part Lesson Plan and We Explore



Topic Development:

Curriculum Connections — Theme Two, Topic 1

Within the main lesson:

- Curriculum Connections

This topic has a connection with Unit 4 and Theme 13, “God Dwells Among Us,” in the *In the Spirit We Belong*, from the *Born of the Spirit* Catechetical program. (See Appendix B, page 212). You may want to present it during Advent.

The letter writing activity in *We Respond* offers a connection to the Language curriculum (Writing: Using Knowledge of Form and Style in Writing).



Topic Development: Curriculum Connections — Theme 2 Topic 2

Within an optional activity (We Explore):

- **Family Recipes** – Tortiere is a favourite family recipe of the Petrowski family, especially for Christmas celebration. Invite the students to ask at home for favourite family recipes, especially those that have been handed down from older generations. These could be items made for special occasions like birthdays, Christmas, or Easter, or something the family enjoys quite often. As a Christmas activity, these recipes could be typed by the students on computers, illustrated, organized into categories (main dishes, desserts, etc.), and then gathered together to create a Classroom Cookbook. These cookbooks could be presented to families as a Christmas gift.

(Curriculum Connections: Language, Media Literacy, Creating Media Texts; and Health and Physical Education, Healthy Living, see Appendix B, Pages 121 and 213



Teacher Guide — Topic Development: Revisions and Additions

- Title ✓
- Quotation for teacher ✓
- Student book pages ✓
- Expectations ✓
- Note to the Teacher ✓
- Important Words ✓
- Material/Preparation ✓
- Program Resources ✓
- Assessment reminder ✓
- Curriculum Connections ✓
- *3-part Lesson Plan and We Explore* ←



Topic Development: 3-Part Lesson Plan — We Experience, We Discover, We Respond

- The organization of the 3-part lesson plan remains the same, but other changes have been made:
 - Many of the activities have been updated and improved.
 - There is a greater emphasis on critical thinking.
 - The key concepts in each topic are highlighted for the teacher, almost always in the We Discover section of the lesson; these key concepts are closely tied to the expectations.



Topic Development: 3-Part Lesson Plan

Key Concepts in We Discover — example

Display the Big Book page, “Family Love is Open,” and read the text and explore the illustrations with the students.

- How are these families sharing love and keeping in touch with each other (talking on the telephone; writing letters and e-mails; taking trips to see each other; communicating through the Internet)

- Does your family use any of these ways of keeping in touch with relatives or close friends?

- How did the Petrowskis show that their family love was open and welcoming? (they invited people to their house to celebrate Christmas Eve; they made everyone feel welcome; they included Angela and Richard in their celebration)

- Why is it important for family love to be open to others? (it makes people feel welcome; it's a way of sharing God's love)

- What special occasions does your family celebrate? What makes these occasions a happy time?



Topic Development: We Explore — optional activities

- The optional We Explore activities offer a variety of Curriculum Connections including:
 - Mathematics (Data Management and Probability; Measurement)
 - The Arts (Visual, Music, Drama and Dance)
 - Health and Physical Education (Healthy Living, Fundamental Movement Skills)
 - Social Studies (Heritage and Citizenship)
 - Religion
 - A Catholic Educational Approach to HIV



Teacher Guide: Optional Assessment Component

- Two strategies for evaluation have been included in the revised edition of *Fully Alive*:
 - **Sample student demonstrations** related to key learning expectations for the five themes. These demonstrations are drawn from the core learning activities in the various topics.
 - **A culminating project** for each of the five themes with accompanying rubrics.

Optional Assessment Component: Sample Student Demonstrations

Theme One: Created and Loved by God

Key Expectations	Sample Demonstrations/Activities
<ul style="list-style-type: none">• recognize and appreciate that God knows them and loves them. (Topic 1)	<ul style="list-style-type: none">• contribution to class discussion of first names• contribution to class reflection and celebration of being known to God by name as unique people
<ul style="list-style-type: none">• identify personal characteristics of themselves and their classmates (Topic 2)	<ul style="list-style-type: none">• contribution to class discussion of personal characteristics and the differences and similarities of people
<ul style="list-style-type: none">• describe some differences in the way people express feelings and explain why it is important to be in charge of our feelings (Topic 3)	<ul style="list-style-type: none">• contribution to class discussion of common feelings, differences in the way people express feelings, and the need to be in charge of feelings• response to scenarios involving choices for expressing feelings (BLM #6)
<ul style="list-style-type: none">• identify talents and gifts and recognize that they are meant to be shared with others (Topic 4)	<ul style="list-style-type: none">• contribution to class discussion of a story about talents and sharing them with others• creation of a cinquain about the gifts and talents of a classmate



Optional Assessment Component: Culminating Projects

Theme One: Created and Loved by God

Precious in God's Eyes: (child's name)

The children will produce a collage about themselves, using a mixture of media, including writing, photos, and artwork. This project is to include:

- information about their first name (why this name was chosen and what it means) and a design that incorporates their name.
- an example of something they are good at, and an example of a gift they are trying to develop.
- an example of how they try to share their talents with others.
- information about their unique characteristics: Appearance, personality, position in the family, likes, and dislikes.
- a short written description of something that makes them happy.



Optional Assessment Component: Culminating Projects (2)

Assessment Rubric

Theme One Project: Precious in God's Eyes

Categories:

- **Knowledge and Understanding:** concepts
- **Thinking:** planning skills, processing skills, creative processes
- **Communication:** expression of ideas and organization of information
- **Application:** of knowledge and skills in familiar contexts



Resources for Families

- Letters
- Family Connections sheets
- *Fully Alive* Online Family Resource



Resources for Families: Letters

- An introductory program letter with general information
- Letters for each theme with a summary of main content and suggestions for home involvement



Resources for Families: Family Connections sheets

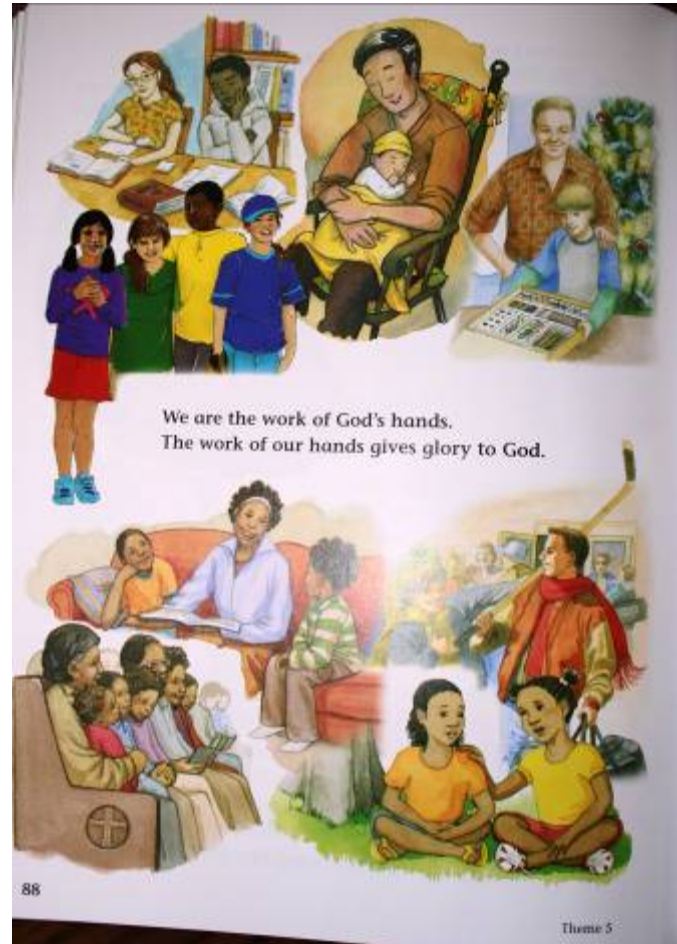
- These sheets include the key concepts from the topics. They are written in the form of a letter from the child, telling the family what the class has been learning.
- It is not expected that teachers will send all of them home, but will pick and choose among them.
- The introduction to the program offers several suggestions for use of these Family Connections sheets (or the key concept charts created during the lessons) in the classroom.



Resources for Families: *Fully Alive Online Family Resource*

- This Online Resource for Grade 3 is on the OCCB website. It includes:
 - general information about the program, its history, approach and themes
 - an introduction and user's guide to the Online Resource
 - summaries, main ideas, and suggestions for family participation from each topic
 - stories and poems from each theme
 - prayers from the program for each grade

We are God's Children.



We are fully alive!

