

Ngunnawal Primary School

Year 3 English Learning Matrix

Spell me!	Rhyme Time	Get creative	Family definition
Learning Intention: To increase spelling vocabulary and word knowledge. Success Criteria: I can spell unfamiliar words. Learning Task: Create a list of 10 unfamiliar words with any of the following letter sound combinations. 'cl', 'ew', 'tt' or 'uni'.	Learning Intention: To investigate other words that rhyme and use the connecting strategy to spell new words. Success Criteria: I can spell new words that have the same rhyming pattern. Learning Task: Select 5 of your spelling list words and discover words that rhyme with them. Use the original word and it's rhyming words to write an imaginative sentence. Blew Threw Drew Drew blew so hard that he threw a hippo over the Zoo.	Learning Intention: To practice spelling unfamiliar words. Success Criteria: I can think creatively, to produce my spelling words using things I have at home. Learning Task: Get creative! Find a material that you already have at home (Lego, dolls, playdough etc) and  spell out your spelling list. If possible, take a photo and upload it to Seesaw.	Learning Intention: To explore the meaning of unfamiliar words. Success Criteria: I can ask others about the meaning of words and be able to express these in my own way. Learning Task: To help you understand what your spelling words mean, create a survey and ask people in your family (in person or over the phone) what each word means and write this in your own words into your book.
Comic Visualizing	Describe your image	Put yourself in a story	Story who...
Learning Intention: To create detailed images in our minds to help us understand what we are reading. Success Criteria: I can create a comic using images to retell what I have just read. Learning Task: Task:	Learning Intention: To describe images that are visualized when reading. Success Criteria: I can create a list of adjectives that describe the images I see in my head. Learning Task:	Learning Intention: To make connections between elements of what I am reading to myself. Success Criteria: I can make personal connections to texts I read. Learning Task:	Learning Intention: To make connections between elements of what I am reading and other texts I have read. Success Criteria: I can make personal connections to texts I read.

While reading, think about the images that are coming to you. After you have finished reading for 20min, recreate the images in a comic style to retell what you have just read. 	While reading, think about the images that are coming to you. After you have read for 20min, write a list of adjectives (describing words) that described the image in your head.	While reading, think of how to connect the text to your own experiences. Questions to consider: • This reminds me of something that happened to me because... • This character reminds me of myself because... Draw yourself as a character in the book you have just read.	Learning Task: While reading, think of how to connect the text to other texts you have read. Questions to consider: • What things does this character have in common with another character... • This reminds me of the book... Create a new story book, with features that you can connect to what you have just read.
Noun Hunt!	Monster Describing	Syllables and Sounds	Sentence Fixer
Learning Intention: I can identify nouns. Success Criteria: I know that nouns are the names of people, places or things. Learning Task: Write a list of nouns based on the people and things in your home. How many nouns can you list? Can you use them in a sentence? Hint: Remember people's names are proper nouns and we use capital letters.	Learning Intention: I can identify adjectives. Success Criteria: I know that adjectives are describing words. Learning Task: Write at least one sentence to describe the monster using adjectives: 	Learning Intention: I can identify the number of syllables in a word. Success Criteria: I understand how to determine the number of syllables in a word. Learning Task: Look at each word in your spelling list and write down how many syllables each word has beside them. Can you think of a four or five syllable word?	Learning Intention: I can use sentence boundary punctuation to edit a sentence. Success Criteria: I know where to place a capital letter and full stop in a sentence. Learning Task: Edit the text below by placing capital letters and full stops in the correct places to make sentences: i think dogs are just delightful they are the most loyal and playful animals I think it would be wonderful to have a dog of my very own
Make Recess Two Hours!	I Can Run Faster Than the Wind!	Exercise is Good For You!	Chefs of Ngunnawal Primary
Learning Intention: I can use modal words in a persuasive text. Success Criteria: I understand the purpose of modal words.	Learning Intention: I can use exaggeration in a persuasive text. Success Criteria: I can identify examples of exaggeration.	Learning Intention: I can give examples for and explain a statement. Success Criteria: I can give examples or explain why exercise is good for you.	Learning Intention: I can give reasons and examples for a point of view. Success Criteria: I can give one reason and one example to support my point of view.

I can use a range of modal words in my writing. Learning Task: Write 3 reasons to convince the principal to make recess 2 hours long. Use at least 1 modal word in each and underline it.	Learning Task: An exaggeration is an over the top statement. E.g. I could eat a horse I'm that hungry. Can you find at least one other example of exaggeration?	Learning Task: <i>Exercise is good for you.</i> Can you explain this in more detail or give examples of why exercise is good for you?	Learning Task: <i>Question: Children should be taught how to cook at school.</i> Can you write at least one reason for or against this? Also try to give one example for your reason.
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