



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Grade 4

Week 3 – Term 3

Weekly Progress Checks

Progress Check Guide

TERM 3: Week 3

	Domain	Specific Student Learning Outcomes (SSLOs)	Example Tasks	Resources	Page
PROGRESS CHECK 1 Vocabulary Development	LITERACY READINESS & READING	LR.SP.1: Spell multisyllabic and subject specific vocabulary correctly. 4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.	Teacher – Go through one example with the class to ensure learners know what to do. For Part B, go through each sentence slowly, modelling each variant and asking learners why they made their choices. Learners – Work individually or in pairs, checking their answers with a partner before checking with the whole class.	Vocabulary	4
PROGRESS CHECK 2 Language	WRITING & READING	4.W.WC.5: Edit and correct common punctuation and capitalization errors in written work. 4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.	Teacher – Model or two examples using ‘and’, ‘but’, ‘or’ and ‘so’ to remind learners of the meaning of these words. Remind learners of the importance of using correct punctuation, such as full stops and capital letters. Learners – Work individually or in pairs, checking their answers with a partner before checking with the whole class.	Language	5
PROGRESS CHECK 3 Reading	READING	4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.	Teacher – Read through the text slowly, pausing and allowing learners to take in the information. Go through one or two questions with the whole class until they can work alone. Learners – Listen and follow along with the reading, acting out the customs where possible. Work individually to complete the questions, then check with a partner.	Reading	6
PROGRESS CHECK 4 Writing	WRITING	4.W.WC.5: Edit and correct common punctuation and capitalisation errors in written work. 4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.	Teacher – Explain that learners should focus on the use of ‘and’, ‘but’, and ‘or’ and not worry about words they do not know. If necessary, write one or two examples on the board to guide learners. Learners – Work in pairs or individually to complete their writing. When ready, present to their partner or group. Fast finishers can review each other’s sentences and check for spelling and punctuation.	Writing	7,8

Exploring



Cultures

VOCABULARY

LR.SP.1: Spell multisyllabic and subject specific vocabulary correctly.

4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.

A. Unscramble the words.

1. obw = _____
2. tnereffid = _____
3. gtsif = _____
4. tomcus = _____
5. notidirat = _____
6. rueluc = _____
7. limisar = _____

B. Choose the best word to complete the sentences.

1. Every country has interesting **customs** / **bow**.
2. Our food is **different** / **similar**. We both eat rice.
3. Traditions and customs are part of our **language** / **culture**.
4. We give **gifts** / **customs** to each other on special days.
5. It is a **tradition** / **similar** to give coffee to guests in the UAE.
6. It is interesting to see **gifts** / **different** cultures around the world.
7. Countries like the UK and Canada have **similar** / **bow** customs.





LANGUAGE

- 4.W.WC.5: Edit and correct common punctuation and capitalization errors in written work.
4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.

A. Fill in the blanks with 'and', 'but', 'or', 'so'.

or

but

so

and

1. In the UAE, people drink coffee _____ eat dates.
2. In Japan, people bow, _____ in the UAE people shake hands.
3. It is a special day, _____ families celebrate together.
4. On National Day, you can wear traditional clothes _____
wear your school uniform.

A. Find the mistakes and write the correct sentences below.

1. in the uae people give gifts

2. in japan people bow but in france people shake hands

3. it is a tradition so families celebrate together



READING

4. R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.

A. Read the text and answer the questions.

Customs Around the World

People in different countries have different customs.

In the UAE, people give dates and drink Arabic coffee.

In Japan, people bow when they meet someone.

In India, people give sweets as gifts.

Some customs are different, but some are similar.

For example, many cultures celebrate with their family, so people feel happy together.

1. What do people give in the UAE?
2. What do people do in Japan when they meet someone?
3. What do people give in India?
4. Are all customs different?
5. Why do families celebrate together?



B. Read again and choose True (T) or False (F).

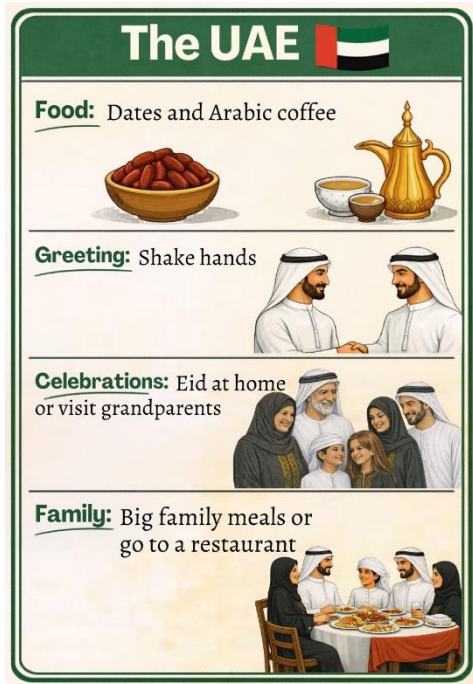
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|--|-------|
| 1. In the UAE people bow when they meet someone. | T / F |
| 2. In India, people give coffee as a gift. | T / F |
| 3. Customs are the same all over the world. | T / F |
| 4. Many cultures celebrate with their families. | T / F |

WRITING

4.W.WC.5: Edit and correct common punctuation and capitalisation errors in written work.

4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.

A. Read about the two countries and complete the sentences.



1. In the UAE, people eat _____ and drink _____.
2. In Japan, people _____ as a greeting, but in the UAE, people _____.
3. For celebrations, people in the UAE spend _____ or _____.
4. For dinner, in Japan, people eat together quietly _____ go out for dinner.

B. Write your own sentences about the UAE and Japan. Remember to use 'and', 'but', and 'or'.

1. In the UAE _____
2. In Japan _____
3. People in the UAE _____
4. People in Japan _____

WRITING

4.W.WC.5: Edit and correct common punctuation and capitalisation errors in written work.

4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.

Look at the country profile cards.

Write 3-4 sentences about how the countries are different or similar.

Remember to use 'and', 'but', and 'or'.



Rubrics (MENs)

Term 3 – Week 3

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
WRITING	Edit and correct common punctuation and capitalisation errors in written work.	The student independently identifies and corrects punctuation and capitalisation errors during the editing process in their own writing.	Identifies and corrects some punctuation and capitalisation errors with teacher support.	Independently edits and corrects common punctuation and capitalisation errors in their own writing.	Edits effectively for punctuation and capitalisation and can help others identify and correct similar errors.
READING	Use new vocabulary accurately in a range of oral and written tasks.	The student consistently incorporates new vocabulary accurately and meaningfully across various oral and written communication tasks.	Uses new vocabulary in oral and written tasks; usage may occasionally be imprecise.	Consistently uses new vocabulary accurately in a range of oral and written tasks.	Uses new vocabulary precisely and can adapt word choice for different audiences and purposes.
SPELLING	Spell multisyllabic and subject specific vocabulary correctly.	The student accurately spells multisyllabic and content-specific words independently.	Attempts to spell multisyllabic/subject-specific words with partial accuracy and support.	Spells multisyllabic and subject-specific vocabulary accurately with few errors.	Spells complex multisyllabic and subject-specific vocabulary independently and correctly across subjects.