



Grade 4

# Week 5 – Term 2

*Weekly Progress Checks*

## Progress Check Guide

TERM 2: Week 5

|                                                   | Domain                               | Specific Student Learning Outcomes (SSLOs)                                                                                                                                                                                                                                                                                                                            | Example Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Resources          | Page   |
|---------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------|
| <b>PROGRESS CHECK 1</b><br>Vocabulary Development | LITERACY READINESS & SLOC (SPEAKING) | 4.LH.P.4: Use pattern recognition to decode and spell new vocabulary.<br>4.SLOC.OLD.1: Use appropriate words and phrases to communicate ideas and/or emotions.<br>4.R.ERT.4: Identify how different text features support understanding.                                                                                                                              | <b>Teacher</b> - Review new vocabulary, eliciting all and any words learners can recall. Note any relevant vocabulary on the board for reference throughout the lesson. Go through an example if necessary to guide learners through the task. Monitor and assist with spelling and grammar where necessary.<br><b>Learners</b> - practise using new words to describe the images and their related functions. Take turns describing a machine for their partner to guess what it is. Learners complete the vocabulary tasks and check their answers with a partner. | Worksheet & Rubric | 4-5, 9 |
| <b>PROGRESS CHECK 2</b><br>Reading                | READING                              | 4.R.ERT.2: Compare and contrast information between two texts on the same topic.<br>4.R.TTP.1: Identify distinguishing features of various text types.<br>4.R.ERT.4: Identify how different text features support understanding.                                                                                                                                      | <b>Teacher</b> – read through the text, one paragraph at a time, using questions to check understanding. Remind learners that they don't need to understand every word and they should continue reading if they find a word they don't know.<br><b>Learners</b> - Listen and follow along with the reading. Answer questions individually and check with a partner. Discuss questions where necessary.                                                                                                                                                               | Reading Text       | 6      |
| <b>PROGRESS CHECK 3</b><br>Language focus         | LITERACY READINESS & READING         | 4.LH.P.4: Use pattern recognition to decode and spell new vocabulary.<br>4.R.ERT.4: Identify how different text features support understanding.                                                                                                                                                                                                                       | <b>Teacher</b> – Go through one question with the whole class, if necessary, to support learners with the task. Assist with spelling where necessary.<br><b>Learners</b> - Answer questions individually and check with a partner.                                                                                                                                                                                                                                                                                                                                   | Language focus     | 7      |
| <b>PROGRESS CHECK 4</b><br>Writing                | WRITING                              | 4.LH.HP.2: Produce well-formatted written work that enhances readability and visual appeal.<br>4.SLOC.OLD.1: Use appropriate words and phrases to communicate ideas and/or emotions.<br>4.W.WPD.4: Develop informative texts using facts and explanations related to familiar topics.<br>4.W.WC.3: Apply commas in compound sentences and after introductory phrases. | <b>Teacher</b> – Explain that learners can use a machine from the lesson or choose or create their own machine.<br><b>Learners</b> - work in pairs or individually to complete their fact card. When ready, present to their group.                                                                                                                                                                                                                                                                                                                                  | Writing & Rubric   | 8, 9   |

# Machines: Then and Now



## VOCABULARY

4.LH.P.4: Use pattern recognition to decode and spell new vocabulary.

4.SLOC.OLD.1: Use appropriate words and phrases to communicate ideas and/or emotions.

### A. Name the machines. Then, match each one to what it does.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

a. washes clothes

b. cleans the floor

c. cooks food

d. sends messages

e. checks health

### B. Describe a machine and ask your partner to guess what it is.

It cooks food.

Is it a....?



## VOCABULARY

4.LH.P.4: Use pattern recognition to decode and spell new vocabulary.

4.SLOC.OLD.1: Use appropriate words and phrases to communicate ideas and/or emotions.

4.R.ERT.4: Identify how different text features support understanding.

### C. Circle the best word to complete the sentences.

1. A \_\_\_\_\_ helps clean the floor.  
robot cleaner / camera / tablet
2. People cook food with an \_\_\_\_\_.  
smartwatch / electric cooker / smartphone
3. A \_\_\_\_\_ can send messages and take photos.  
computer / smartphone / robot cleaner
4. A \_\_\_\_\_ helps people get information online.  
camera / tablet / electric cooker
5. A \_\_\_\_\_ is something that makes work easier for people.  
machine / smartwatch / camera

### D. Which one is different? Why is it different? Talk with your partner.

1. smartphone – tablet – computer – electric cooker
2. smartwatch – camera – robot cleaner – electric cooker
3. robot cleaner – machine – smartwatch – tablet

## READING

4.R.ERT.2: Compare and contrast information between two texts on the same topic.

4.R.TTP.1: Identify distinguishing features of various text types.

4.R.ERT.4: Identify how different text features support understanding.

### A. Read the text and answer the questions.

#### Machines: Then and Now

In the past, people did many jobs by hand. They washed clothes by hand and cooked food over a fire. People wrote letters to their friends and got information from books.

Today, machines help people every day. Washing machines wash clothes quickly, and electric cookers cook food safely. People write messages on smartphones and get information from tablets and computers.

Technology has also changed other machines. Watches once told only the time, but smartwatches now check our health. People used film cameras before, but now they take photos with digital cameras. In the past, people built machines. Now, robots build machines.

Decide if the statements are true (T) or false (F).

1. In the past, people used machines to wash clothes and cook food. T / F
2. Today, people use smartphones to cook food and wash clothes with tablets. T / F

Discuss the questions with your partner.

3. How has technology changed other machines?
4. How do machines make life easier today?



### LANGUAGE FOCUS

4.LH.P.4: Use pattern recognition to decode and spell new vocabulary.

4.R.ERT.4: Identify how different text features support understanding.

#### A. Read the text and find two sentences about the past and two sentences about now.

In the past:

1. \_\_\_\_\_
2. \_\_\_\_\_

Now:

1. \_\_\_\_\_
2. \_\_\_\_\_

#### B. Underline the correct verb.

1. In the past, people **wash / washed** clothes by hand.
2. Now, electric cookers **cook / cooked** food safely.
3. People **write / wrote** letters in the past.
4. Today, people **get / got** information from tablets and computers.

#### C. Complete the sentences.

1. In the past, people \_\_\_\_\_ food over a fire.
2. Now, people \_\_\_\_\_ messages on smartphones.



## WRITING

- 4.LH.HP.2: Produce well-formatted written work that enhances readability and visual appeal.  
4.SLOC.OLD.1: Use appropriate words and phrases to communicate ideas and/or emotions.  
4.W.WPD.4: Develop informative texts using facts and explanations related to familiar topics.  
4.W.WC.3: Apply commas in compound sentences and after introductory phrases.

**A. Choose one machine (robot, phone, camera, watch, etc.) or create your own and write a fact card comparing the past and now.**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

### Machines: Then and Now

Machine Name: \_\_\_\_\_

#### My Fact Card

In the past, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Draw a picture of the machine: (past or now)

### Machines: Then and Now Fact Card

# Rubrics (MENs)

Term 2 – Week 5

| Skill   | SSLO                                                                                  | Assessment Criteria                                                                                                                                          | Towards Mastery<br>              | At Mastery<br>     | Mastery at Greater Depth<br>    |
|---------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| WRITING | 1. Develop informative texts using facts and explanations related to familiar topics. | The student independently writes informative texts that include relevant facts and clear explanations about familiar topics.                                 | Develops informative texts using some facts and explanations; may need support organising information clearly.      | Independently develops informative texts using relevant facts and explanations about familiar topics. | Creates well-organised informative texts with clear facts and explanations that help readers understand the topic. |
|         | 2. Apply commas in compound sentences and after introductory phrases.                 | The student consistently uses commas correctly before coordinating conjunctions in compound sentences and after introductory phrases in independent writing. | Uses commas in some compound sentences and after obvious introductory phrases; may need support with complex cases. | Consistently applies commas correctly in compound sentences and after introductory phrases.           | Uses commas correctly in various sentence types and can explain how commas help connect and organise ideas.        |
| SLOC    | Use appropriate words and phrases to communicate ideas and emotions.                  | The student independently selects and uses appropriate, precise vocabulary to clearly communicate ideas and emotions in various speaking contexts.           | Uses generally appropriate vocabulary; may struggle with precise word choice or emotional expression.               | Independently chooses appropriate words and phrases to clearly communicate ideas and emotions.        | Uses appropriate words consistently and can choose between different words to express exactly what they mean.      |