UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

عـام الأسـرة
YEAR OF FAMILY
UAE

نحن الإمارات
WE THE UAE 2031

Grade 3

Week 2 – Term 3

Weekly Progress Checks

Progress Check Guide

TERM 3: **Week 2**

	Domain	*Specific Student Learning Outcomes (SSLOs)*	*Example Tasks*	*Resources*	*Page*
PROGRESS CHECK 1 *Vocabulary*	*LITERACY READINESS*	3.LR.SP.2: Recognise and apply basic spelling rules.	**Teacher** – Part A - Read through the eight activities, modelling pronunciation as learners listen and repeat. Extend by asking learners to name more activities they do during the day. Part B – Go through the sentences, ensuring learners know the meaning. DO one example together to support. **Learners** – Part A - Match the activities to the images then check with their partner. Part B – Complete the sentences and then check with a partner.	*Vocabulary*	4,5
PROGRESS CHECK 2 *Reading*	*READING*	3.R.RF.1 Read texts at an appropriate pace, adjusting speed for text difficulty and purpose. 3.R.RF.2 Use phrasing, pausing, and expression to reflect meaning and tone in the text.	**Teacher** – Read through the text slowly, pausing and asking learners to mime the actions of Ali as you read them. Model correct pausing after commas in the text to show meaning and tone. Encourage learners to give the correct version of the 'false' statements. **Learners** - Read along as they listen to the text being read out. Read again in small groups and answer the questions, checking with a partner. Correct the 'false' statements by giving the correct information.	Reading	6
PROGRESS CHECK 3 *Speaking*	*SPEAKING*	3.SLOC.PP.1: Present information on familiar topics using complete sentences and clear speech.	**Teacher –** Put learners in pairs or small groups and encourage learners to take turns asking and answering questions. When finished, invite learners to describe one of their friend's daily routine (do not worry about grammatical accuracy here). **Learners –** Take turns to ask and answer questions about daily routine.	Speaking	7
PROGRESS CHECK 4 *Writing*	*WRITING*	3.W.WC.5: Maintain consistent use of punctuation throughout a paragraph. 3.SLOC.OLD.3: Connect ideas using appropriate transition words and conjunctions.	**Teacher** – Guide learners to use the planner to make notes. Monitor and assist with spelling where necessary as learners write their sentences. **Learners -** Use the planner first to prepare for writing. Fast finishers can write an extra one or two sentences.	Writing	8

My Daily Routine

VOCABULARY

3.LR.SP.2: Recognise and apply basic spelling rules.

A. Match the images to the activities from your daily routine.

1. wake up
2. get dressed
3. have breakfast
4. go to school
5. go home
6. do homework
7. have dinner
8. go to sleep

VOCABULARY

3.LR.SP.2: Recognise and apply basic spelling rules.

B. Complete the sentences with activities from your daily routine.

1. I _____ at 6:30 in the morning.
2. I _____ dressed and get my school bag ready.
3. I _____ at 7:30 and see my friends.
4. I do _____ . I have maths and science.
5. I _____ at 9 o'clock.

C. Complete the sentences with '*at*' or '*in*'.

1. I wake up _____ 7o'clock.
2. I go to school _____ the morning.
3. I do my homework _____ the evening.
4. I go to sleep _____ night.
5. I play football _____ the weekend.

READING

3.R.RF.1 Read texts at an appropriate pace, adjusting speed for text difficulty and purpose.

3.R.RF.2 Use phrasing, pausing, and expression to reflect meaning and tone in the text.

A. Read the text and answer the questions.

Ali's Daily Routine

Ali wakes up at 7 o'clock in the morning.

He has breakfast with his family.

Then he gets dressed and goes to school at 8 o'clock.

In the afternoon, he goes home and does his homework.

In the evening, Ali plays with his friends.

At night, he eats dinner and goes to sleep at 9:30.

1. What time does Ali wake up?
2. What does he do after breakfast?
3. What does he do in the afternoon?
4. When does he play with his friends?
5. What time does he go to sleep?

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

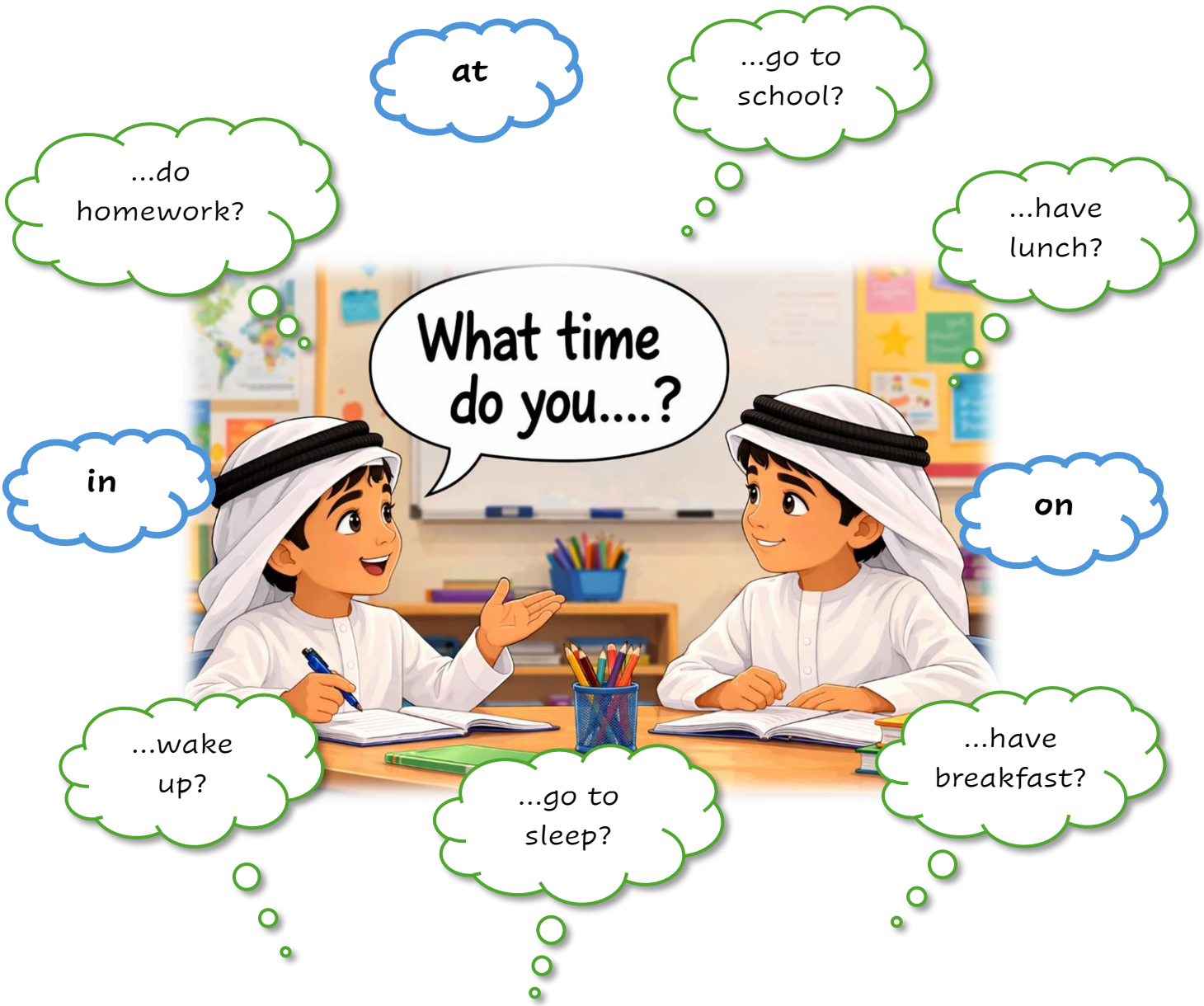
1. Ali wakes up at 9 o'clock in the morning. T / F
2. Ali goes to school at half past ten. T / F
3. Ali does his homework in the afternoon. T / F
4. Ali plays with his friends in the morning. T / F
5. Ali goes to sleep at 9:45 at night. T / F

SPEAKING

3.SLOC.PP.1: Present information on familiar topics using complete sentences and clear speech.

Ask and answer questions with your partner.

Use the words and phrases to help you.



WRITING

3.W.WC.5: Maintain consistent use of punctuation throughout a paragraph.

3.SLOC.OLD.3: Connect ideas using appropriate transition words and conjunctions.

A. Plan your routine. Complete the notes below.

Morning

- I wake up at _____
- I have breakfast at _____

Afternoon

- I go home at _____

Evening

- I do my homework at _____

Night

- I go to sleep at _____

B. Write 4-5 sentences about your daily routine. Use your notes to help you.

_____

_____

_____

_____

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_____

Rubrics (MENs)

Term 3 – Week 2

Skill	SSLO	Assessment Criteria	Towards Mastery	At Mastery	Mastery at Greater Depth
WRITING	1. Maintain consistent use of punctuation throughout a paragraph.	The student consistently uses appropriate punctuation throughout paragraphs without mixing punctuation styles or making inconsistent choices.	Uses punctuation consistently in most sentences; may have occasional inconsistencies within paragraphs.	Consistently maintains appropriate punctuation use throughout paragraphs.	Maintains consistent punctuation and can edit paragraphs to improve punctuation consistency.
	2. Connect ideas using appropriate transition words and conjunctions.	The student independently uses appropriate transition words and conjunctions to clearly connect ideas when speaking.	Uses basic transition words (and, then) with prompting; may struggle to connect ideas clearly.	Independently uses appropriate transition words and conjunctions to connect ideas in speech.	Uses transition words naturally and can choose the right word to show different connections (but, so, because).
SPEAKING	1. Present information on familiar topics using complete sentences and clear speech.	The student independently presents information on familiar topics using complete sentences and clear, understandable speech.	Presents information on familiar topics; may have some incomplete sentences or unclear speech.	Consistently presents information on familiar topics using complete sentences and clear speech.	Presents information using complete sentences and clear speech and organises ideas in a logical order.