



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Grade 4

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 Development	LITERACY READINESS & READING	VOCABULARY 4.LR.P.2: Read and spell words with less common vowel and consonant patterns. 4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.	Teacher – Ask learners to act out as many of the verbs as they can as their partner or group guesses. Confirm that ‘cut’ = girl cutting a carrot; ‘chop’ = boy chopping vegetables; ‘mix’ = girl with salad; ‘stir’ = girl stirring sauce. Learners – work individually or in pairs, checking their answers with a partner before checking with the whole class.	Vocabulary	4,5
PROGRESS CHECK 2 Speaking	SPEAKING	4.SLOC.OLD.5: Organise ideas clearly when sharing information. 4.SLOC.PP.2: Use a clear voice and simple gestures to help listeners understand.	Teacher – Point out that the instructions for the recipe are not in the right order. Read through each step, focusing on the adverb of sequence (First, Next, After that, etc), checking students’ understanding. For the role play, demonstrate an example if necessary. Learners - Use the example foods in the box to guide them. Change partners and repeat the role-play.	Speaking	6
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 with natural pauses after each comma. Ask learners to act out the actions. For Part B, go through the questions slowly, ensuring learners notice the difference between the pairs of sentences. Learners - Listen and follow along with the reading, acting out the instructions. Work individually to complete the questions, then check with a partner.	Reading	7
PROGRESS CHECK 4 Writing	WRITING	4.W.WC.3: Apply commas in compound sentences and after introductory phrases. 4.W.WC.4: Construct and punctuate lists clearly and accurately in writing.	Teacher – Explain that learners should think of something they know how to make and then list the ingredients. Monitor and assist learners with spelling and grammar where necessary. Put learners in pairs to offer support, and ask fast finishers to review each other’s recipes, saying if they think they sound delicious or not. 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 recipes.	Writing	8,9

Cooking with Friends



VOCABULARY

4.LR.P.2: Read and spell words with less common vowel and consonant patterns.

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

A. Match the words and images. Write the correct number in the box.

1. ingredients

2. stir

3. pour

4. chop

5. boil

6. add

7. recipe

8. mix

9. cut





















VOCABULARY

4.LR.P.2: Read and spell words with less common vowel and consonant patterns.

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

B. Complete the sentences with the correct word.

1. I read a _____ to learn how to make a cake. (recipe / ingredients)
2. We need these _____: eggs, milk, and flour. (ingredients / recipe)
3. Please _____ the mix and flour together in the bowl. (boil / mix)
4. Use a spoon to _____ the soup in the pot. (stir / pour)
5. _____ some sugar to it sweet. (add / chop)
6. _____ the carrots into small pieces. (mix / chop)
7. Use a knife to _____ the bread. (cut / add)
8. _____ the juice into the glass. (boil / pour)
9. We _____ the water to cook the pasta. (pour / boil)

A. Circle the correct spelling.

1. ingredients / ingridients
2. recepe / recipe
3. chop / chopp
4. pour / por
5. boyl / boil
6. cot / cut
7. miks / mix
8. stir / stur
9. ad / add

BONUS POINTS!!

⇒ First, read the _____ before you start cooking.

⇒ Then, get all the _____ ready.

⇒ Next, _____ the vegetables and _____ them together in the salad bowl.



SPEAKING

4.SLOC.OLD.5: Organise ideas clearly when sharing information.

4.SLOC.PP.2: Use a clear voice and simple gestures to help listeners understand.

B. Put the instructions for the recipe in the correct order. Then, give your recipe a name!



Finally, pour the soup into bowls.

Next, add some carrots.

First, boil some water.

Then, chop the vegetables.

After that, stir the soup.

C. Take turns to talk about recipes. Student A, explain a recipe. Student B, act out the steps.

First...

...chop some...

After that...

...add a little...

Finally...

...mix some...

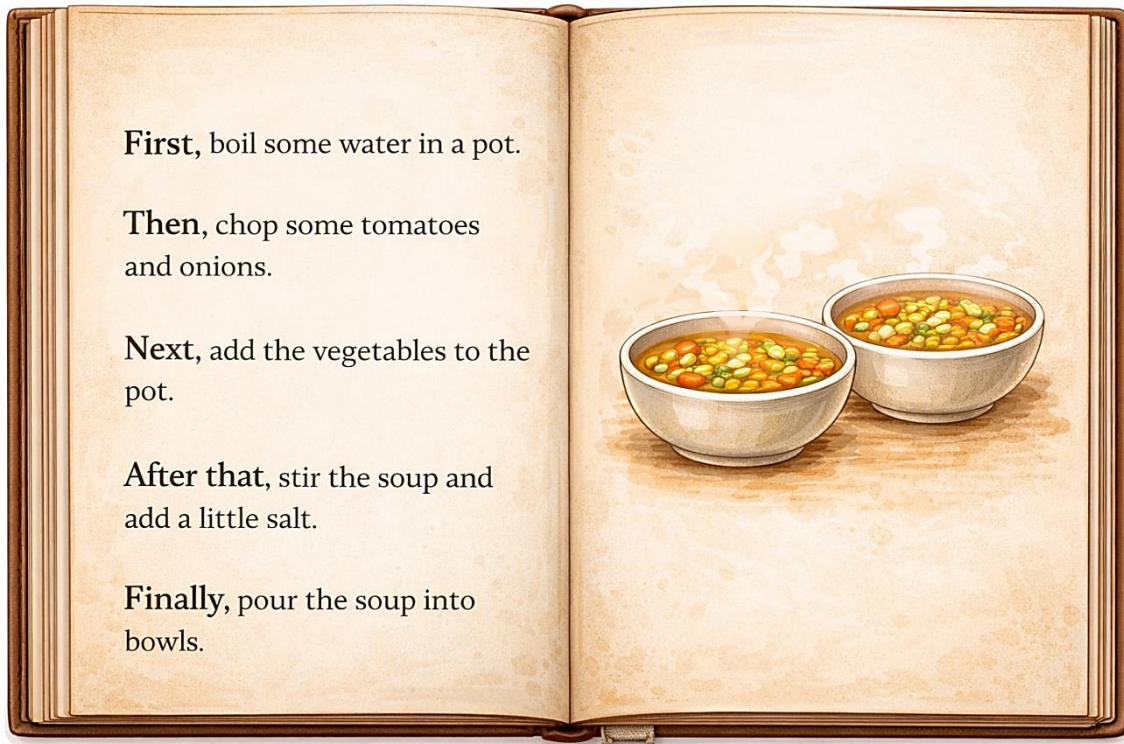
Example foods

- fruit salad
- sandwich
- noodles
- soup

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.



1. What do you chop? _____
2. What do you add after the vegetables? _____
3. What is the last step? _____
4. Name two ingredients in the soup. _____

B. Choose the sentences that are correct. What were the mistakes?

- | | | |
|----------------------------|---|--------------------------|
| 1. First, boil some water. | / | First boil some water. |
| 2. Chop some vegetable. | / | Chop some vegetables. |
| 3. Next, add little salt. | / | Next, add a little salt. |



WRITING

4.W.WC.3: Apply commas in compound sentences and after introductory phrases.

4.W.WC.4: Construct and punctuate lists clearly and accurately in writing.

You are going to write a recipe for a friend. Think of something nice you like to eat.

First, write down your ingredients:

Ingredients

☐☐☐☐☐☐☐☐☐☐☐

WRITING

4.W.WC.3: Apply commas in compound sentences and after introductory phrases.

4.W.WC.4: Construct and punctuate lists clearly and accurately in writing.

Now, write your recipe.

Try to write 4-5 sentences. Try to use words like 'First', 'Then', 'Next'.

Remember to use commas!

[illegible]

Rubrics (MENs)

Term 3 – Week 2

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
WRITING	1. 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.
	2. Construct and punctuate lists clearly and accurately in writing.	The student consistently creates clear, well-punctuated lists using appropriate formats (bulleted, numbered, or in-text series) in independent writing.	Constructs lists with appropriate punctuation; may need support with complex list formats.	Consistently constructs and punctuates various types of lists clearly and accurately.	Creates well-organised lists and can choose appropriate list formats for different purposes.
SPEAKING	1. Organise ideas clearly when sharing information.	The student independently organises and presents ideas in a clear, logical sequence with appropriate transitions when sharing information orally.	Attempts to organise ideas but may jump between topics or lack clear structure.	Independently organises ideas clearly with logical sequence and transitions when sharing information.	Organises ideas in a logical order and can plan what to say before speaking to make it clearer.
	2. Use a clear voice and simple gestures to help listeners understand.	The student consistently uses clear voice and appropriate simple gestures that enhance audience understanding.	Uses generally clear voice and some gestures; may need reminders about clarity or gesture use.	Consistently uses clear voice and simple gestures to help listeners understand.	Uses clear voice and effective gestures and understands how they help audience comprehension.