



Grade 3

Week 8 – Term 2

Weekly Progress Checks

Progress Check Guide

Progress Check Guide

TERM 2: Week 8

	Domain	Specific Student Learning Outcomes (SSLOs)	Example Tasks	Resources	Page
PROGRESS CHECK 1 <i>Vocabulary Development</i>	LITERACY READINESS & LISTENING AND SPEAKING	3.LR.P.1: Decode and spell multisyllabic words using basic syllable types. 3.SLOC.OLD.1: Incorporate topic specific vocabulary in discussions and presentations.	Teacher –Go through one example with the whole class to support, if necessary. Stretch learners by asking them to think of more food from previous lessons. In pairs, learners can create more word scrambles for their partner. For Activity C, accept all sensible answers. Learners – Work through the tasks individually before checking with a partner. Fast finishers can think of more food from previous lessons. In pairs, learners can create more word scrambles for their partner.	Vocabulary	4, 5
PROGRESS CHECK 2 <i>Reading</i>	READING	3.R.RC.1: Answer literal and inferential questions using details from the text. 3.R.RC.3: Identify cause and effect relationships in texts.	Teacher – Read through or invite a learner to read the text, addressing any unknown words. Allow learners to work through the tasks, monitoring and assisting where necessary. Encourage learners to give full sentences when answering questions in Activity B. Learners - Work individually then compare answers with a partner. For all the 'False' statements, learners should give the correct statement.	Reading Text	6
PROGRESS CHECK 3 <i>Language focus & Speaking</i>	SPEAKING & LISTENING	3.SLOC.OLD.1: Incorporate topic specific vocabulary in discussions and presentations. 3.SLOC.PP.1: Present information on familiar topics using complete sentences and clear speech.	Teacher – Go through one question with the whole class, if necessary, to support learners with the task. Model an example on the board to show the difference between countable and uncountable nouns (e.g. nuts vs water). Put learners in pairs or small groups for the speaking task, encouraging learners to use as much vocabulary as possible. Model example sentences as necessary. Learners - Answer questions individually and check with a partner. Take turns to ask and answer questions using the speech bubbles to guide them.	Language focus & Speaking	7, 8
PROGRESS CHECK 4 <i>Writing</i>	WRITING	3.W.WC.3: Place commas in complex lists and after introductory words. 3.W.WPD.4: Write short texts in different forms (e.g., personal narrative, description, instructions) with guidance.	Teacher – Support learners by writing sentence starters on the board but try to allow learners to work freely at this stage. Learners - work in pairs or individually to complete their letter. When ready, share with a partner and compare.	Writing	9

Healthy Eating



VOCABULARY

3.LR.P.1: Decode and spell multisyllabic words using basic syllable types.

3.SLOC.OLD.1: Incorporate topic specific vocabulary in discussions and presentations.

What food can you find in the picture?



Write your words here:



VOCABULARY

3.LR.P.1: Decode and spell multisyllabic words using basic syllable types.

3.SLOC.OLD.1: Incorporate topic specific vocabulary in discussions and presentations.

A. Choose the best word to complete the sentences.

1. I eat **oil / oats / sugar** for breakfast.
2. My mum cooks **nuts / chocolate / fish** and rice.
3. I drink **milk / oil / bread** every morning.
4. I like **oats / bread / nuts** and butter.
5. We cook with **oil / milk / chocolate**.

B. Unscramble the letters.

1. klim = _____
2. stoa = _____
3. hfis = _____
4. dbera = _____
5. sntu = _____

C. Complete the sentences with the words in the box.

sugar	milk	eggs	nuts	fish	bread
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1. I drink _____ every morning.
2. I eat _____ and toast.
3. We cook _____ for dinner.
4. I eat _____ with honey.
5. Too much _____ is unhealthy.



READING

3.R.RC.1: Answer literal and inferential questions using details from the text.

3.R.RC.3: Identify cause and effect relationships in texts.

Read the text.

Ali's Healthy Day

Ali likes to eat healthy food every day.

In the morning, he drinks milk and eats bread and eggs.

For lunch, he eats fish and some rice.

In the afternoon, he eats a few nuts and some fruit.

He does not eat a lot of sugar or chocolate.

Ali feels strong and happy because he eats well.

A. Choose True (T) or False (F).

- | | |
|---|-------|
| 1. Ali eats unhealthy food every day. | T / F |
| 2. He drinks tea in the morning. | T / F |
| 3. For lunch, he eats shawarma and fries. | T / F |

B. Answer the questions.

1. What does Ali drink in the morning?
2. What does he eat for lunch?
3. Does he eat a lot of sugar?
4. How does Ali feel?

Is Ali healthy?
What do you
think?

LANGUAGE FOCUS

3.SLOC.OLD.1: Incorporate topic specific vocabulary in discussions and presentations.

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

A. Choose 'How much?' or 'How many?'

1. **How much / How many** milk do you drink?
2. **How much / How many** eggs do you eat?
3. **How much / How many** bread do you eat?
4. **How much / How many** nuts do you eat?

B. Circle the best way to complete the sentences.

1. I drink **some / a few** milk every day.
2. I eat **a few / a lot of** chocolate on weekends.
3. We use **some / a few** oil when cooking.

C. Choose 'is' or 'are'.

1. Nuts **is / are** healthy.
2. Too much chocolate **is / are** unhealthy.
3. Bread **is / are** my favourite food for breakfast.
4. Oats **is / are** nice with water or milk.

SPEAKING

3.SLOC.OLD.1: Incorporate topic specific vocabulary in discussions and presentations.

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

Ask and answer questions with your partner.

Ask Your Partner:

How much..... every day?

How many.....every day?

How.....?



Answer Your Partner:

I eat..... every day.

I drink.....every day.

I eat.....



I drink a **lot of**
milk every day.



I eat a **few** eggs
and a lot of **chocolate**.



WRITING

3.W.WC.3: Place commas in complex lists and after introductory words.

3.W.WPD.4: Write short texts in different forms (e.g., personal narrative, description, instructions) with guidance.

Write about your healthy day.

First, make notes in the Planning Box. Then, write 4-5 sentences.

Remember to use 'some', 'a few', 'a lot of'.



My Healthy Day: Planning Box

	Food	Drink
Breakfast	_____	_____
Lunch	_____	_____
Snack	_____	_____

"I eat for breakfast."

"I drink every day."

"I eat for lunch."

"I eat a few...."



My Healthy Day: Writing



Rubrics (MENs)

Term 2 – Week 8

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
WRITING	1. Place commas in complex lists and after introductory words.	The student consistently uses commas correctly in complex lists and after introductory words and phrases in independent writing.	Places commas in some complex lists and after obvious introductory words; may need support with subtle cases.	Consistently places commas correctly in complex lists and after introductory words.	Uses commas correctly in various contexts and can explain how commas help organise information.
	2. Write short texts in different forms (e.g., personal narrative, description, instructions) with guidance.	The student can write short texts in various forms (narrative, descriptive, procedural) with appropriate guidance, showing understanding of basic form characteristics.	Writes short texts in different forms with guidance; may need support with form-specific features.	Writes short texts in different forms with guidance, showing understanding of basic form requirements.	Writes in different forms effectively and can identify key features that make each form different.
SPEAKING	1. Incorporate topic specific vocabulary in discussions and presentations.	The student independently uses appropriate topic-specific vocabulary when participating in discussions and giving presentations across different subject areas.	Uses some topic-specific vocabulary with prompting; may revert to general vocabulary.	Independently incorporates appropriate topic-specific vocabulary in discussions and presentations.	Uses topic-specific vocabulary consistently and can use new topic words correctly after learning them.

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
	2. 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.