

أوراق عمل تقويمية What time the is الأسبوع الأول



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف الثالث ← لغة انجليزية ← الفصل الثالث ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 09:51:21 2026-04-08

ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية الاختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك الامتحان النهائي للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الثالث



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الثالث والمادة لغة انجليزية في الفصل الثالث

كراسة تعليمية Free time الأسبوع الثالث

1

قائمة المفردات Vocabulary list درس Free time الأسبوع الثالث

2

تمارين وأنشطة وحدة Routine Daily My الروتين اليومي الأسبوع الثاني

3

كراسة تعليمية What time the s' و routine daily My الأسبوعين الأول والثاني

4

أوراق عمل الأسبوعين الأول والثاني What time the s' من وحدة routine daily My

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UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Grade 3

Week 1 – Term 3

Weekly Progress Checks

Progress Check Guide

Progress Check Guide

TERM 3: Week 1

	Domain	Specific Student Learning Outcomes (SSLOs)	Example Tasks	Resources	Page
PROGRESS CHECK 1 Listening, Speaking & Writing	LITERACY READINESS & LISTENING AND SPEAKING	3.SLOC.LC.3: Ask and answer questions to demonstrate understanding. 3.LR.SP.2: Recognise and apply basic spelling rules	Teacher – Call out the times on the clocks on the page. Write more times on the board if necessary and call them out or invite students to call them out. For Part B, give two options to support learners, for example, ‘past’ or ‘to’? Learners – Listen as the teacher calls out the time and choose the clock that matches. Take turns calling out times with your partner.	Listening, Speaking & Writing	4
PROGRESS CHECK 2 Reading & Speaking	READING & SPEAKING	3.R.RF.2 Use phrasing, pausing, and expression to reflect meaning and tone in the text. 3.SLOC.LC.3: Ask and answer questions to demonstrate understanding. 3.SLOC.PP.1: Present information on familiar topics using complete sentences and clear speech.	Teacher – Go through an example with the whole class to support learners. Model correct pronunciation and ask learners to listen and repeat. Learners - Work individually then check answers with a partner. Take turns to ask and answer questions.	Reading & Speaking	5
PROGRESS CHECK 3 Reading & Writing	READING & WRITING	3.W.WC.4: Capitalise proper nouns including titles, geographic names, and holidays. 3.R.RF.4 Apply punctuation cues (e.g., commas, quotation marks) to guide expressive reading.	Teacher – Remind learners of the meaning of ‘am’ and ‘pm’, using the image to support. Remind learners of the correct use of the apostrophe and question mark in the sentences. Learners - Work individually then check answers with a partner.	Reading & Writing	6
PROGRESS CHECK 4 Speaking	SPEAKING	3.SLOC.PP.1: Present information on familiar topics using complete sentences and clear speech.	Teacher – Encourage learners to use a variety of time expressions, such as half past, quarter past, and quarter to (not just ‘o’clock’ for every activity). Learners - Complete their table and then take turns to present their day to their group or to the whole class.	Speaking	7

What's the time?



LISTENING, SPEAKING & WRITING

- 3.SLOC.LC.3: Ask and answer questions to demonstrate understanding.
- 3.LR.SP.2: Recognise and apply basic spelling rules

A. Listen to your teacher or classmate call out the times and match them to the clocks. Call out more times for your partner.



B. Look at the clocks and complete the sentences.



It's three _____.



It's _____ to nine.



It's quarter _____ four.



It's _____ past eleven.

READING & SPEAKING

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

3.SLOC.LC.3: Ask and answer questions to demonstrate understanding.

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

C. Read the sentences and choose the correct time.

1. It's quarter past five.

- a) 5:45
- b) 5:15
- c) 5:30

2. It's half past three.

- a) 3:45
- b) 3:15
- c) 3:30

3. It's quarter to eight.

- a) 7:45
- b) 7:15
- c) 8:15

4. It's two o'clock.

- a) 12:00
- b) 2:00
- c) 1:30

D. Work in pairs. Take turns to ask for and tell the time.





READING & WRITING

3.W.WC.4: Capitalise proper nouns including titles, geographic names, and holidays.

3.R.RF.4 Apply punctuation cues (e.g., commas, quotation marks) to guide expressive reading.

A. Write 'am' or 'pm' or circle 'midday' or 'midnight'.

1. I wake up at 7:00 _____
2. I eat lunch at midday / midnight.
3. I go to bed at 9:00 _____
4. The day starts at midday / midnight.
5. I have breakfast at 7:30 _____
6. We eat dinner at 6:30 _____.



B. Correct the mistakes. Use the example to help you.

what time is it.	✗	What time is it?	✓
its five oclock		It's five o'clock.	

1. its quarter past six _____
2. whats the time _____
3. its half past three _____
4. its six oclock _____

SPEAKING

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

A. Complete the table with your daily plan.




Activity	Time
I wake up at...	_____
I go to school at...	_____
I have lunch at...	_____
I go home at...	_____
I have dinner at...	_____
I go to bed at...	_____

B. Present your day to your class.



Rubrics (MENS)

Term 3 – Week 1

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
WRITING	1. Capitalise proper nouns including titles, geographic names, and holidays.	The student consistently capitalises titles (Mr., Mrs., Dr.), geographic names (countries, states, cities), and holidays in independent writing.	Capitalises most proper nouns; may need support with titles or less familiar geographic names.	Consistently capitalises proper nouns including titles, geographic names, and holidays.	Capitalises proper nouns correctly and can identify different categories of proper nouns.
	SPEAKING	1. Ask and answer questions to demonstrate understanding.	The student can independently ask relevant questions and provide complete, accurate answers that demonstrate clear understanding of oral information.	Asks and answers literal questions; responses may need prompting for completeness.	Independently asks and answers both literal and inferential questions with complete, accurate responses.
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.