

## أوراق عمل تقييمية Fun Time Free الأسبوع الثالث



### 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: 10:24:20 2026-04-08

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات وتقارير | 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

أوراق عمل تقييمية Routine Daily My الأسبوع الثاني

1

أوراق عمل تقييمية What the is time الأسبوع الأول

2

كراسة تعليمية Free time الأسبوع الثالث

3

قائمة المفردات list Vocabulary درس Free time الأسبوع الثالث

4

تمارين وأنشطة وحدة Routine Daily My الروتين اليومي الأسبوع الثاني

5



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



Grade 3

# Week 3 – Term 3

*Weekly Progress Checks*

## Progress Check Guide

TERM 3: Week 3

|   | Domain             | Specific Student Learning Outcomes (SSLOs)  | Example Tasks  | Resources             | Page |
|---|--------------------|---|--|-----------------------|------|
| <b>PROGRESS CHECK 1</b><br><i>Vocabulary</i>            | READING            | 3.R.VD.4: Use new vocabulary words in speaking and writing tasks.   | <b>Teacher</b> – Read through the activities in the text box, asking learners to act them out. Model correct pronunciation, asking learners to listen and repeat.<br><b>Learners</b> – Learners work individually to match the words and images, writing the words in the spaces. Check answers with a partner and check spelling.   | Vocabulary            | 4    |
| <b>PROGRESS CHECK 2</b><br><i>Language and Speaking</i> | READING & SPEAKING | 3.R.VD.4: Use new vocabulary words in speaking and writing tasks.<br>3.SLOC.LC.3: Ask and answer questions to demonstrate understanding.<br>3.SLOC.OLD.4: Speak in compound sentences to express related ideas. | <b>Teacher</b> – For Part A, go through one example or more if necessary. For Part B, ask the class why they like playing games, for example, to elicit adjectives such as ‘fun’, ‘exciting’, ‘relaxing’, etc. Write these on the board and practice pronunciation.<br><b>Learners</b> – For Part A, workers complete individually and then check answers with a partner. For Part B, take turns asking and answering questions. Swap pairs, moving around the class asking more classmates questions. | Language and Speaking | 5    |
| <b>PROGRESS CHECK 3</b><br><i>Reading</i>               | READING            | 3.R.VD.4: Use new vocabulary words in speaking and writing tasks.<br>3.SLOC.LC.3: Ask and answer questions to demonstrate understanding.  | <b>Teacher</b> – Read through the text or invite a willing learner to read through. Model correct reading pace by pausing appropriately and emphasising natural rhythm and intonation.<br><b>Learners</b> – Follow along with the text and answer the questions individually or in pairs. Stretch fast finishers by asking them to think of two more questions for their partner.  | Reading               | 6    |
| <b>PROGRESS CHECK 4</b><br><i>Writing</i>               | WRITING            | 3.W.SWU.4: Choose and use more specific nouns, verbs, and adjectives to make writing clearer and more interesting.<br>3.LR.HP.2: Produce legible handwriting with consistent letter size, shape and slant.      | <b>Teacher</b> – Remind learners of the images in first activity and that they can use them to help them draw their activity. Monitor and assist with spelling and grammar when learners are writing their sentences. Remind them to use the reading text to help them.<br><b>Learners</b> – Learners draw their free time activity and write 4-5 sentences.   | Writing               | 7    |

# Free Time Fun



VOCABULARY

3.R.VD.4: Use new vocabulary words in speaking and writing tasks.

A. Match the images to the different free time activities.

playing computer games

watching movies

going swimming

reading

painting

going camping

going hiking



### LANGUAGE & SPEAKING

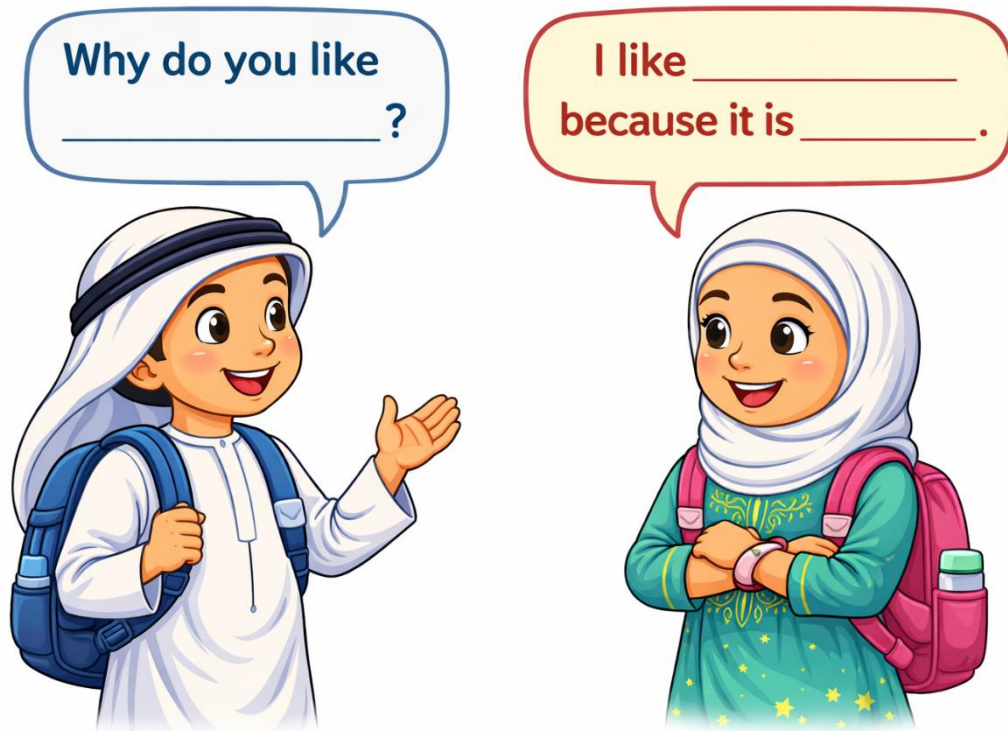
- 3.R.VD.4: Use new vocabulary words in speaking and writing tasks.  
3.SLOC.LC.3: Ask and answer questions to demonstrate understanding.  
3.SLOC.OLD.4: Speak in compound sentences to express related ideas.

#### A. Choose the correct word to complete the sentences.

1. I like going camping with **my** / **me** family in winter.
2. Saif and **he** / **his** brother like playing computer games.
3. **She** / **Her** sister likes reading.
4. Does **your** / **you** family like going hiking?
5. We like watching movies at **me** / **my** house.



#### B. Ask and answer questions about your favourite activities.



## READING

3.R.VD.4: Use new vocabulary words in speaking and writing tasks.

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

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

#### Free Time Fun!

Sultan likes free time fun. He enjoys doing many different activities.

He loves going camping with his family.

His dad likes hiking because it is interesting. You can see many things.

His sister likes reading because it is relaxing.

Sultan likes playing computer games because it is fun.

And his brother enjoys watching movies because they are exciting!

1. What does Sultan love doing with his family?
2. Who likes going hiking?
3. Why does his sister like reading?
4. Why does Sultan like playing computer games?
5. What does his brother enjoy doing? Why?



**WRITING**

3.W.SWU.4: Choose and use more specific nouns, verbs, and adjectives to make writing clearer and more interesting.

3.LR.HP.2: Produce legible handwriting with consistent letter size, shape and slant.

**Draw your favourite activity. Then write about what you like to do in your free time.**

**MY FREE TIME FUN!**

...it's exciting!

...it's fun!

...it's relaxing!

I like... because...

...it's interesting.

...it's interesting.

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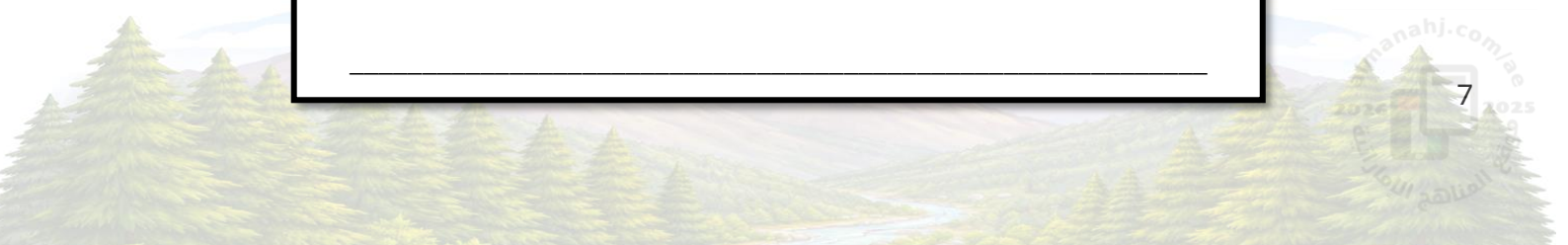
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# Rubrics (MENS)

Term 3 – Week 3

| Skill    | SSLO   | Assessment Criteria   | Towards Mastery<br> | At Mastery<br>                    | Mastery at Greater Depth<br>                   |
|----------|--|---|--|--|---|
| WRITING  | 1. Choose and use more specific nouns, verbs, and adjectives to make writing clearer and more interesting. | The student independently selects and uses specific, precise vocabulary to enhance clarity and interest in their writing.                             | Uses some specific words with support; may rely on general vocabulary.                                 | Independently chooses and uses more specific nouns, verbs, and adjectives in writing.                                | Uses specific vocabulary effectively and can explain how word choice makes writing better.  |
|          | 2. Produce legible handwriting with consistent letter size, shape and slant.                               | The student can produce legible handwriting with consistent letter size, shape and slant during writing activities.                                   | Produces handwriting that is partially legible with varying letter sizes or inconsistent slant.        | Produces consistently legible handwriting with correct letter size, shape and slant during structured writing tasks. | Maintains a personal and consistent handwriting style across extended writing, adapting slant and spacing for presentation needs. |
| 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.             | Asks relevant questions and gives complete answers that include examples or details from what they heard.                         |
|          | 2. Speak in compound sentences to express related ideas.   | The student independently uses compound sentences with appropriate conjunctions to express related ideas clearly.                                     | Attempts compound sentences with support; may have errors in conjunction use or sentence structure.    | Independently speaks in compound sentences to clearly express related ideas.   | Uses compound sentences comfortably and can join two ideas that make sense together.  |