



Grade 2

Week 8 – Term 2

Weekly Progress Checks

Progress Check Guide

TERM 2: Week 8

Progress Check	Domain	Specific Student Learning Outcome (SSLO)	Example Activity	Resource	Page
VOCABULARY DEVELOPMENT	READING	2.R.VD.5: Use simple new words in oral or written sentences. <i>(not assessed this week)</i>	Teacher introduces key vocabulary and models meaning using visuals and example sentences. Learners practise orally, match words to pictures, then complete simple fill-in sentences using the new vocabulary.	Worksheet	4
PROGRESS CHECK 1 READING	READING	2.R.VD.1: Identify new words in texts and predict meanings using pictures and context clues.	Teacher introduce and drill target vocabulary: bottle, can, paper, bag, bin using pictures/real objects. Model pronunciation and meaning with actions. Explain that plastic, glass, metal are <i>support words only</i> (not assessed this week) to help learners understand recycling categories. Point out the colour-coding of these words to match the recycling bin colours.	Reading Text	6
		2.R.RC.5: Identify the problem and solution in a simple story.	Learners repeat and practise saying the target words. Identify items using pictures/real objects. Match vocabulary to images. Notice the colour-coded support words (plastic/glass/metal) to help with sorting items into the correct recycling bin in the next activity.	Comprehension sheet	7
		2.R.RC.1: Answer literal and basic inferential questions about a text.			
PROGRESS CHECK 2 WRITING	WRITING	2.W.SWU.1: Write grade-level high frequency words accurately in independent writing.	Teacher model writing using sentence frame "We can ____." Demonstrate using high frequency words (some, little, like, one, away). Provide examples and support learners with spelling and word bank. Learners create a recycling poster by completing sentence frames. Write simple sentences using at least two high frequency words. Add drawings to support meaning and show understanding of recycling actions.	Worksheet (Poster)	8
PROGRESS CHECK 3 SLOC	SLOC	2.SLOC.PP.1: Present information about a familiar topic using simple sentences and visual support. 2.SLOC.PP.4: Apply relevant details and descriptions when presenting information.	Teacher model a short presentation using simple sentences and the poster as visual support. Prompt learners to add details (what item, which bin, why recycle). Ask follow-up questions. Learners present their poster using simple sentences and visual support. Explain recycling actions and include relevant details (paper/plastic/glass, correct bin). Respond to teacher questions with short answers.	Rubric (MENS)	9

Caring for Planet Earth



READING: VOCABULARY DEVELOPMENT

2.R.VD.5: Use simple new words in oral or written sentences.

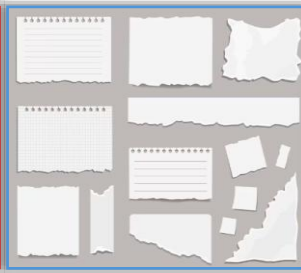
Match the word to the picture.

paper

glass

plastic

metal



paper

bags

rubbish

bin

cans

bottles



Complete the sentence.

This is a paper _____.



This is a plastic _____.



READING

- 2.R.VD.1: Identify new words in texts and predict meanings using pictures and context clues.
2.R.RC.5: Identify the problem and solution in a simple story.
2.R.RC.1: Answer literal and basic inferential questions about a text.

Listen and follow with your finger. Read the text with a partner.

Protecting the Environment

Sara and Omar are at the park.

They want to play but the park is a mess.

“Let’s clean up,” says Sara.

There are **paper** on the ground.

There are **cans** on the ground.

There are **glass bottles** on the ground.

There are **plastic bottles** on the ground.

The children **recycle** the rubbish.

They put the **paper** in the blue bin.

They put the **cans** in the red bin.

They put the **glass bottles** in the green bin.

They put the **plastic bottles** in the yellow bin.

The park looks clean again.

Now the children can play in the park.



Circle the correct answer.

1. Sara and Omar are at _____.



a) home



b) the park



c) school

2. Tick the picture that shows a “mess”?



3. The children recycle the rubbish. Match the items to the correct bin.



paper



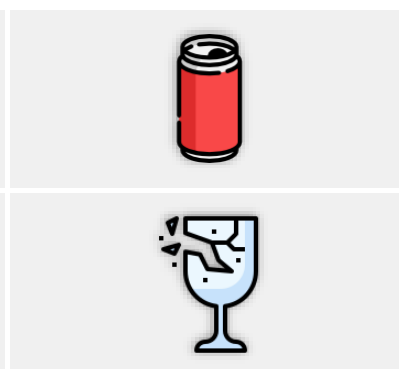
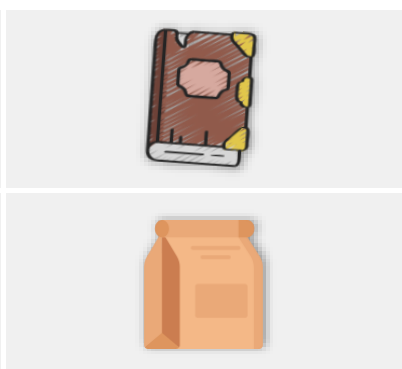
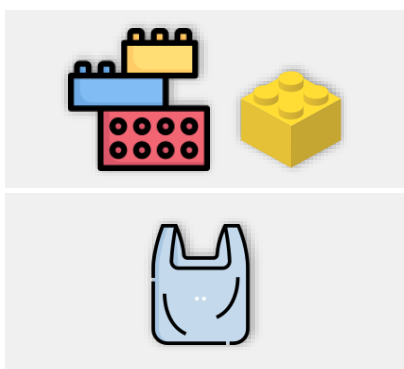
glass



plastic



metal





WRITING

2.W.SWU.1: Write grade-level high frequency words accurately in independent writing.

How can we take care of our planet? Make a poster.

Write three sentences. Use two high frequency words that you have learned this term.

(some, little, like, one, away)

RECYCLE

We can _____.

We can _____.

We can _____.

Rubrics (MENs)

Term 2 – Week 8

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
WRITING	2.W.SWU.1: Write grade-level high frequency words accurately in independent writing.	The student consistently spells grade-level high frequency words correctly during independent writing across various contexts.	Writes most grade-level high frequency words correctly; may need support with less common words.	Consistently writes grade-level high frequency words accurately in independent writing.	Writes high frequency words correctly and can identify when these words look wrong in their writing.
	2.SLOC.PP.1: Present information about a familiar topic using simple sentences and visual support.	The student can independently present organised information about familiar topics using simple sentences and appropriate visual supports.	Presents information about familiar topics with some prompting; may struggle to organise ideas.	Independently presents information about familiar topics using simple sentences and visual support.	Presents information clearly using simple sentences and visual supports, and answers simple questions about their topic.
SPEAKING	2.SLOC.PP.4: Apply relevant details and descriptions when presenting information.	The student independently includes relevant details and descriptions that enhance understanding when presenting information.	Includes some details and descriptions in presentations with prompting.	Independently applies relevant details and descriptions when presenting information.	Uses relevant details and descriptions consistently and chooses details that help the audience understand better.