



Grade 2

Week 6 – Term 2

Weekly Progress Checks

Progress Check Guide

TERM 2: Week 6

	Domain	Specific Student Learning Outcomes (SSLOs)	Example Tasks	Resources	Page
PROGRESS CHECK 1 Vocabulary Development	SLOC	2.SLOC.PP.2: Use appropriate rate, volume and clear pronunciation when speaking.	Teacher introduces new animal-body vocabulary using visual support (e.g. pictures/flashcards). Learners identify new vocabulary by matching words to pictures. Learners then use the new vocabulary in short oral conversations about animal bodies and finally, they complete very short, simple sentences using the new vocabulary.	Worksheet	4
	READING	2.R.VD.5: Use simple new words in oral or written sentences.			
PROGRESS CHECK 2 Comprehension	READING	2.R.RF.4: Read aloud with expression to show understanding of characters, events, and ideas. (**Supporting SSLO – Not to be assessed this week)	Teachers reads the text aloud, encouraging learners to follow along. Learners are then given the opportunity to reread the text in pairs or small groups to strengthen reading fluency. Teacher walks through each comprehension question, providing support as needed. Learners listen as the teacher reads the story Bear and Bird and follow along, pointing to each word as it is read. Learners then reread the text aloud and with expression in groups. (Each group take turns to read a section of the story) Learners listen to and answer literal and basic inferential questions individually, in pairs or in groups, depending on the level of support required.	Reading Text	5
		2.R.RC.1: Answer literal and basic inferential questions about a text.		Question Sheet	6-7
PROGRESS CHECK 3 Writing	WRITING	2.W.WP.1: Use graphic organisers or drawings to plan writing based on a central idea.	Teacher asks learners to name and identify animals they have learned about, using pictures for support. Teacher selects one familiar animal and models how to draw and label it. Learners draw and label their favourite animal. Learners use a word bank for support, where necessary.	Worksheet	8
	SLOC	2.SLOC.PP.1: Present information about a familiar topic using simple sentences and visual support.	Teacher models presenting a labelled animal using guiding questions about appearance, body parts and what it does not have, writing simple example sentences on the board for support. Learners use their labelled drawing to write 5 simple sentences about their favourite animal, using guiding questions, visual support and sentence models as needed.		
		2.SLOC.PP.2: Use appropriate rate, volume, and clear pronunciation when speaking.		Rubric	10&11
	WRITING	2.SLOC.PP.4: Apply relevant details and descriptions when presenting information.			
		2.W.WP.2: Draft short texts that include a clear topic and simple supporting details.	Teacher models completing the writing frame, explains topic sentence and details, refers learners to drawings and word bank, and supports sentence completion while circulating. Learners use the writing frame to write five sentences about their drawn animal, using their picture and word bank to add simple supporting details.	Worksheet	9
				Rubric	10

SPECIAL NOTE: Take time to read each question with learners and explain what is required. Highlight key words so learners know how to respond when they see the question again.



wing

fur

beak

shell

fin

Animal Bodies

SPEAKING, LISTENING AND ORAL COMMUNICATION & READING

2.SLOC.PP.2: Use appropriate rate, volume and clear pronunciation when speaking.

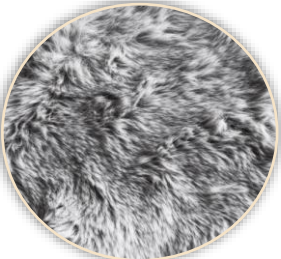
2.R.VD.5: Use simple new words in oral or written sentences.

Match the vocabulary word to the picture.

Talk about how familiar animals in our environment move.

shell	paw	fin	feather	wing	fur	beak	tail
-------	-----	-----	---------	------	-----	------	------

			
shell			

Complete the sentence.

A bird  has  _____s.

A fish  has  _____s.

A turtle  has a  _____.

A tiger  has a  _____.

READING

2.R.RF.4 Read aloud with expression to show understanding of characters, events, and ideas.

2.R.RC.1: Answer literal and basic inferential questions about a text.

Listen and follow. Then, read aloud in groups.

Ben the Bear and Beth the Bird

Ben the Bear and Beth the Bird are friends. They are hungry.

"What can we eat?" asks Ben.

"Let's eat fish," says Beth.

Ben the bear is big. He has big **paws** and lots of **fur**.

Beth the bird is small. She has many **feathers**, two **wings**, a **beak**, and a **tail**.

They go to the river. Ben puts his **paw** in the water.

"I feel something hard," says Ben.

It's a **shell**. A turtle hides inside.

"We can't eat that," says Beth.

Beth flaps her **wings** and dips her **beak** into the water. She lifts a fish by its **tail**.

Ben watches Beth carefully. He tries again, slowly.

This time, Ben gets a fish.

The friends eat together. They are happy.

Literal Questions

Circle the correct answer.

1. Who are friends in the story?

a) Bear and Fish



b) Bear and Bird



c) Bird and Turtle



2. Why do Ben and Beth go to the river?

a) to swim



b) to play

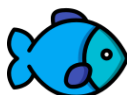


c) to get fish



3. What does Ben feel first in the water?

a) a fish



b) a shell



c) a feather



4. How does Beth get the fish?

a) with her paw



b) with her wing



c) with her beak



Answer the question. Write a word or a short sentence.

5. Is Ben big or small?

6. What does Beth the bird have? (paw  / beak )

7. How does Ben feel when he has no fish?

Basic Inferential Questions

Circle the correct answer.

8. Why does Ben watch Beth carefully?

- a) he is sad
- b) he wants to learn
- c) he is sleepy





WRITING & SPEAKING (SLOC)

2.W.WP.1: Use graphic organisers or drawings to plan writing based on a central idea.

2.SLOC.PP.1: Present information about a familiar topic using simple sentences and visual support.

2.SLOC.PP.2: Use appropriate rate, volume, and clear pronunciation when speaking.

2.SLOC.PP.4: Apply relevant details and descriptions when presenting information.

1. Draw and label your favourite animal.

Use the words in the box.

tail | wing | beak | fur | feather | paw | shell | fin

2. Show and Tell: Show your drawing to your classmates. Tell your classmates about your favourite animal.

- a) What does it look like? (Is it big? Is it small?...)
- b) What does it have? (Does it have fur? Does it have feathers?...)
- c) What does it not have?



WRITING

2.W.WP.2: Draft short texts that include a clear topic and simple supporting details.

3. Write 5 sentences about your favourite animal.

Use the words in the box to help you.

small big beak paw wing fur
fin feather shell tail

My favourite animal.

My favourite animal is a_____.

It is _____

It has _____

It has _____

It does not have _____

Rubrics (MENs)

Term 2 – Week 6

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
WRITING	2.W.WP.1: Use graphic organisers or drawings to plan writing based on a central idea.	The student independently uses graphic organisers or drawings to organise their ideas around a central topic before writing.	Uses graphic organisers or drawings to plan writing with support and guidance.	Independently uses graphic organisers or drawings to plan writing based on a central idea.	Uses planning tools effectively and can explain how their plan will help them write.
	2.W.WP.2: Draft short texts that include a clear topic and simple supporting details.	The student independently writes short texts with clear topics supported by relevant details that help explain or describe the topic.	Drafts short texts with clear topics; supporting details may need support or prompting.	Independently drafts short texts that include clear topics and simple supporting details.	Drafts texts with clear topics and relevant supporting details and can explain how details connect to the main topic.
	2.R.VD.5: Use simple new words in oral or written sentences.	The student independently uses newly learned vocabulary words correctly in oral or written sentences that demonstrate understanding.	Uses new words in sentences with support and sentence frames.	Independently uses simple new words in appropriate oral or written sentences.	Uses new words correctly in sentences and can create sentences that show clear understanding of word meaning.

Skill	SSLO	Assessment Criteria	Towards Mastery 	At Mastery 	Mastery at Greater Depth 
SPEAKING	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.
	2.SLOC.PP.2: Use appropriate rate, volume and clear pronunciation when speaking.	The student consistently speaks at an appropriate rate and volume with clear pronunciation that allows audience to understand.	Generally, uses appropriate rate and volume; pronunciation may be unclear at times.	Consistently uses appropriate rate, volume, and clear pronunciation when speaking to groups.	Uses appropriate rate, volume, and clear pronunciation and can slow down or speak louder when needed.
	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.