



ENGLISH SCHEME OF WORK GRADE 2 TERM 2

NAME	
TSC NO.	
SCHOOL	



SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	2	English Activities	2	

Week	Lesson	Strand/ Theme	Sub Strand/Sub Theme	Specific Learning Outcomes	Key Inquiry Questions	Learning Experience	Learning Resources	Assessme nt	Remarks
1	1	Reading Accidents	Connected Text Reading And Fluency	By the end of the sub strand, the learner should be able to: a) Recognise the consonant blends /fl/ in different spoken words. b) Answer simple direct and indirect questions based on a text they have read, c) Read a text transitioning from word by word to phrasal reading.	1. How can we tell where events have taken place?	1. In pairs, learners comprehend information through looking at pictures and title of a text and say what will happen in the story. 2. Learners pronounce the sounds /fl/ by taking turns, and as a whole class as modeled by the teacher, or audio record. 3. Learners are guided to get meaning of words and respond orally (in pairs or groups)	Realia, flash cards, pictures/ photographs and, computer devices for audio-visual recordings of words without letter sound Correspondence. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 56	Oral questions, Portfolio, Observation	



						to questions based on a text they have read (poem, story)			
2	Listening And Speaking Accidents	Language Structures And Functions Past Continuous Tense	By the end of the sub strand, the learner should be able to: a) Respond to questions using the past continuous tense about hygiene, simple injuries and first aid. b) Appreciate the importance of communicating ideas using the past continuous tense.	1. What was your neighbor doing when you got home?	1. Learners respond to simple questions using the past continuous tense. 2. Learners Construct sentences based on pictures.	Charts, pictures/ photographs, realia and audio-visual recordings of dialogues/ dramatization depicting the past continuous tense. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 54-55	Oral questions, Portfolio, Observation		
3	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Copy the pattern fl in his/her exercise book correctly, neatly	1. When do we use small letters?	1. Learners engage in group practice exercises write using capital and small letters correctly. 2. Learners match pictures with words and simple	Realia, slate and stylus, charts, word slides Oxford New Progressive Primary English Learners	Oral questions, Portfolio, Observation		



				and legibly. b) Recognise the correct form and meaning of the words to be used in filling in gaps.		sentences. 3. Learners respond to the prompts presented to them and write the words correctly. 4. Learners fill in the gaps correctly	Book/Grade 2 pg. 57		
2	1	Reading Classroom	Connected Text Reading And Fluency	By the end of the sub strand, the learner should be able to: a) Recognise the consonant blends /gl/ in different spoken words. b) Answer simple direct and indirect questions based on a text they have read, c) Make predictions and anticipate possible outcomes of a story.	1.How can we pronounce the letters gl/?	1. In pairs, learners comprehend information through looking at pictures and title of a text and say what will happen in the story. 2. Learners pronounce the sounds /gl/ by taking turns, and as a whole class as modeled by the teacher, or audio record. 3. Learners are guided to get meaning of words and respond orally (in pairs or groups)	Realia, flash cards, pictures/ photographs and, computer devices for audio-visual recordings of words without letter sound Correspondence Oxford New Progressive Primary English Learners Book/Grade 2 pg. 60	Oral questions, Portfolio, Observation	



						to questions based on a text they have read (poem, story)			
2	Listening And Speaking Classroom	Language Structures And Functions. Numbers (Cardinal And Ordinal Numbers)	By the end of the sub strand, the learner should be able to: a) use ordinal and cardinal numbers to construct correct sentences for effective communication b) Appreciate the importance of cardinal and ordinal numbers in communication.	1) How many months are there in a year?	1. In pairs, learners use ordinal and cardinal numbers to construct correct sentences 2. Learners use objects that are in the classroom and the school compound to demonstrate the correct use of ordinal and cardinal numbers. 3. Learners group objects in terms of number.	Pictures/ photographs, realia, charts, flash cards and computer devices with audio-visual recordings of dialogues/ dramatization depicting cardinal and ordinal numbers. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 58-59	Oral questions, portfolio, observation		
3	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Copy the given	1) Why should we write legibly, and correctly?	1. Learners engage in group practice exercises write using capital and small letters correctly.	Realia, slate and stylus, charts, word slides.	Oral questions, Portfolio, Observation.		



				words correctly, legibly and neatly. b) Recognise the correct form and meaning of the words to be used in filling in gaps.		2. Learners to play the puzzle in pairs. 3. Learners respond to the prompts presented to them and write the words correctly.	Oxford New Progressive Primary English Learners Book/Grade 2 pg. 61		
3	1	Reading Classroom	Connected Text Reading And Fluency.	By the end of the sub strand, the learner should be able to: a) Recognise the consonant blends /dr/ in different spoken words. b) Answer simple direct and indirect questions based on a text they have read. c) Use common context clues to increase comprehension of a text.	1. How can we pronounce the letters /dr/?	1. In pairs, learners comprehend information through looking at pictures and title of a text and say what will happen in the story. 2. Learners pronounce the sounds /dr/ by taking turns, and as a whole class as modeled by the teacher, or audio record. 3. Learners are guided to get meaning of words and respond orally (in pairs or groups) to questions based on	Realia, flash cards, pictures/ photographs and, computer devices for audio-visual recordings of words without letter sound Correspondence. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 64-65	Oral questions, Portfolio, Observation	



						a text they have read (poem, story) 4. Learners can track text using their fingers.			
2	Listening And Speaking Classroom	Language Structures And Functions Numbers (Cardinal And Ordinal Numbers)	By the end of the sub strand, the learner should be able to: a) Use ordinal and cardinal numbers to group objects that are in the classroom for effective communication. b) Appreciate the importance of cardinal and ordinal numbers in communication.	1. Which is the tenth month of the year?	1. Learners talk about the number of objects in the classroom in groups, pairs and individually 2. Learners identify things in the environment and count them. 3. Learners listen to a poem, story or text containing cardinal and ordinal numbers.	Pictures/ photographs, realia, charts, flash cards and computer devices with audio-visual recordings of dialogues/ dramatization depicting cardinal and ordinal numbers. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 62-63	Oral questions, Portfolio, Observation		
3	Writing	Guided Writing	By the end of the sub strand, the learner should be able to:	1. When do we use small letters?	1. Learners engage in group practice exercises write using capital and small	Realia, slate and stylus, charts, word slides.	Oral questions, Portfolio, Observation		



				<p>a) Write words from a prompt to demonstrate mastery of vocabulary,</p> <p>b) Recognise the correct form and meaning of the words to be used in filling in gaps.</p> <p>c) Appreciate the importance of writing correct meaningful words, phrases and sentences.</p>		<p>letters correctly.</p> <p>2. Learners match pictures with words and simple sentences.</p> <p>3. Learners respond to the prompts presented to them and write the words correctly.</p> <p>4. Learners fill in the gaps correctly.</p>	<p>Oxford New Progressive Primary English Learners Book/Grade 2 pg.66</p>	<p>on</p>	
4	1	<p>Reading</p> <p>The Farm</p>	<p>Connected Text Reading And Fluency.</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Recognise the consonant blends /pr/ in different spoken words.</p> <p>b) Answer simple direct and indirect questions based on a text they have</p>	<p>1. How can we pronounce the letters /pr/?</p>	<p>1. In pairs, learners comprehend information through looking at pictures and title of a text and say what will happen in the story.</p> <p>2. Learners pronounce the sounds /pr/ by taking turns, and as a whole class as modeled by the teacher, or audio</p>	<p>Realia, flash cards, pictures/ photographs and, computer devices for audio-visual recordings of words without letter sound</p> <p>Correspondence.</p> <p>Oxford New Progressive</p>	<p>Oral questions, Portfolio, Observati on</p>	



				read. c) Use common context clues to increase comprehension of a text.		record. 3. Learners are guided to get meaning of words and respond orally (in pairs or groups) to questions based on a text they have read (poem, story) 4. Learners can track text using their fingers.	Primary English Learners Book/Grade 2 pg. 70-71		
2	Listening And Speaking The Farm	Language Structure And Functions Word Sets: Gender Sets For Animals/People Opposites.	By the end of the sub strand, the learner should be able to: a) Identify the gender sets of animals correctly in a conversation. b) Enjoy a word game using gender sets and opposites in communicating ideas.	1. Can a bull/ox give us milk?	1. In groups, learners discuss the males and females of domestic animals. 2. Learners construct sentences using words for male and female animals that are familiar and are guided to use those that are unfamiliar.	Charts, pictures/ photographs, realia and audio-visual recordings of dialogues/ dramatization showing the use of opposites. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 68-69	Oral questions, Portfolio, Observation.		



	3	Writing	Guided Writing	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Copy the pattern pr correctly, neatly and legibly.</p> <p>b) Appreciate the importance of writing correct meaningful words, phrases and sentences.</p>	<p>1) Why should we write legibly, and correctly?</p>	<p>1. Learners write meaningful sentences and paragraphs with the guidance of the teacher.</p> <p>2. Learners write the pattern /pr/ correctly.</p>	<p>Realia, slate and stylus, charts, word slides.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 71</p>	<p>Oral questions, Portfolio, Observation.</p>	
5	1	Reading	Connected Text Reading And Fluency.	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Recognise the consonant blends /cr/ in different spoken words.</p> <p>b) Answer simple direct and indirect questions based on a text they have read.</p> <p>c) Enjoy reading the poem with the</p>	<p>1. How can we pronounce the letters /cr/?</p>	<p>1. In pairs, learners comprehend information through looking at pictures and title of a text and say what will happen in the story.</p> <p>2. Learners pronounce the sounds /cr/ by taking turns, and as a whole class as modeled by the teacher, or audio record.</p>	<p>Realia, flash cards, pictures/ photographs and, computer devices for audio-visual recordings of words without letter sound</p> <p>Correspondence.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 74-76</p>	<p>Oral questions, Portfolio, Observation</p>	



				word pattern /cr/		<p>3. Learners are guided to get meaning of words and respond orally (in pairs or groups) to questions based on a text they have read (poem, story)</p> <p>4. Learners can track text using their fingers.</p>			
2	Listening And Speaking	Language Structure And Functions	By the end of the sub strand, the learner should be able to: a) Use the opposites to discuss animals and people at the farm. b) Enjoy a word game using gender sets and opposites in communicating ideas.	1) When do you go to sleep?	<p>1. Learners work with pictures to show opposites.</p> <p>2. Learners draw pictures to show gender.</p> <p>3. Learners construct sentences using words for male and female animals that are familiar, and are guided to use those that are unfamiliar.</p>	<p>Charts, pictures/ photographs, realia and audio-visual recordings of dialogues/ dramatization showing the use of opposites.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 72-73</p>	Oral questions, Portfolio, Observation.		
3	Writing	Guided Writing	By the end of the sub strand, the	1) Why is it important to	1. Learners match pictures with words	Realia, slate and stylus, charts,	Oral questions,		



				learner should be able to: write words in order correctly	write words in the correct order?	and simple sentences. 2. Learners to draw simple pictures of farm animals.	word slides. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 77	Portfolio, Observation.	
6	1	Reading	Connected Text Reading And Fluency.	By the end of the sub strand, the learner should be able to: a) Recognise the consonant blends /fr/ in different spoken words. b) Answer simple direct and indirect questions based on a text they have read. c) Read a text transitioning from word by word to phrasal reading.	1. How can we pronounce the letters /fr/?	1. In pairs, learners comprehend information through looking at pictures and title of a text and say what will happen in the story. 2. Learners pronounce the sounds /fr/ by taking turns, and as a whole class as modeled by the teacher, or audio record. 3. Learners are guided to get meaning of words and respond orally (in pairs or groups) to questions based on	Realia, flash cards, pictures/ photographs and, computer devices for audio-visual recordings of words without letter sound Correspondence. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 80-81	Oral questions, Portfolio, Observation	



						a text they have read (poem, story) 4. Learners can track text using their fingers.			
2	Listening And Speaking. Positions And Directions.	Language Structure And Functions. Prepositions (Beside, Above, Over, Through, Below, Across, To, At)	By the end of the sub strand, the learner should be able to: a) Use simple prepositions accurately to describe the position, location and direction of things. b) Appreciate use of prepositions to describe the position and location of people, places and things.	1) Where do you keep your books/cups?	Learners listen to and answer oral questions from stories 1. Learners work in groups to demonstrate various positions involving the prepositions learnt. 2. Learners sing short songs/rhymes. 3. In pairs, learners construct sentences orally using prepositions.	Charts, pictures/ photographs, realia, and audio-visual recordings of dialogues/ dramatization of scenarios with prepositions. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 78-79	Oral questions, Portfolio, Observation		
3	Writing	Punctuation	By the end of the sub strand, the learner should be able to: a) Use full stops, capital and small	1) When do we use capital letters? 2) When do we use small	1. Learners engage in group practice exercises write using capital and small letters correctly.	1) Realia, charts, posters on different punctuation marks.	Oral questions, Portfolio, Observation		



				<p>letters, question marks and exclamation marks correctly.</p> <p>b) Recognise appropriate punctuation marks in a text.</p> <p>c) Appreciate use of capital letters, small letters, full stops, exclamation marks and question marks in writing.</p>	letters?	<p>2. Learners to write sentences given in their exercise books correctly while observing the punctuation marks.</p>	<p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 81</p>		
7	1	Reading	Word Reading	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Read more complex grade level vocabulary without letter sound correspondence in different formats.</p> <p>b) Appreciate reading simple,</p>	<p>1) How can you read many words in a given text?</p>	<p>1. Learners recognise and read more short words as modeled, in groups, pairs and individually through various word attack skills such as look and say, exposure, context clues etc.</p> <p>2. Learners play word ladder game by placing words on top of one another as they pronounce</p>	<p>Word slides, word wheels, realia, charts, pictures/ photographs and models of blends, audio-visual recordings of consonant blends.</p> <p>Oxford New Progressive Primary English Learners</p>	<p>Oral questions, Portfolio, Observation.</p>	



				<p>short narratives and informational texts in a variety of genres.</p> <p>c) Read words with the sound /sp/ accurately, correctly and fluently.</p>		<p>words or listen to audio/visual recording of words without letter sound correspondence</p>	<p>Book/Grade 2 pg. 85-86</p>		
2	<p>Listening And Speaking.</p> <p>Positions And Directions</p>	<p>Language Structure And Functions.</p> <p>Prepositions (Beside Above, Over, Through, Below, Across, To, At)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Use simple prepositions accurately to describe the position, location and direction of things.</p> <p>b) Appreciate use of prepositions to describe the position and location of people, places and things.</p> <p>c) Use the correct prepositions to fill</p>	<p>1) Where are the school toilets?</p> <p>2) Where do you play?</p>	<p>1. Learners play language games containing prepositions</p> <p>2. Learners listen to a story, poem or conversation containing prepositions.</p> <p>3. Learners work in groups to demonstrate various positions involving the prepositions learnt.</p>	<p>Charts, pictures/ photographs, realia, and audio-visual recordings of dialogues/ dramatization of scenarios with prepositions.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 82-84</p>	<p>Oral questions, Portfolio, Observation.</p>		



				in the gaps in the sentences given.					
	3	Writing	Spelling	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Spell and write the words learnt in the vocabulary lesson correctly for effective communication.</p> <p>b) Write the words dictated by the teacher accurately and correctly.</p> <p>c) Write the word patterns sp correctly, legibly and neatly.</p>	a) Why is it important to spell words correctly?	<p>1. Learners listen and repeat words as modeled, name the letters that make a word and write the word legibly and correctly.</p> <p>2. Learners to copy the word patterns sp in their exercise books.</p>	<p>Realia, charts, posters on neatly written words, jigsaw puzzles, pictorial and digital children's dictionary.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 86</p>	Oral questions, portfolio, observation	
8	1	Reading Environment	Comprehension	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Read the sound /sm/ correctly in preparation to</p>	1) How can we tell where events have taken place?	<p>1. In pairs, learners comprehend information through looking at pictures and title of a text and say what will happen in the story.</p> <p>2. In pairs and</p>	<p>Realia, charts, posters and audio-visual materials on direct and indirect questions.</p> <p>Oxford New</p>	Oral questions, Portfolio, Observation	



				<p>reading.</p> <p>b) Identify the people/animals, where action takes place or the information in a text for comprehension.</p> <p>c) Answer simple direct and indirect questions based on a text they have read.</p>		<p>groups, learners talk about where the action is taking place, who is involved, using clues from pictures and the text.</p> <p>3. Learners are guided to get meaning of words and respond orally (in pairs or groups) to questions based on a text they have read (poem, story)</p>	<p>Progressive Primary English Learners Book/Grade 2 pg. 90-91</p>		
	2	<p>Listening And Speaking.</p> <p>Environment</p>	<p>Language Structure And Functions.</p> <p><i>A, An And The</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) use <i>a, an</i> correctly in conversations.</p> <p>b) Appreciate the use of articles in effective communication.</p> <p>c) Use a and an to complete</p>	<p>1) What do you buy at the school/market?</p>	<p>a) Learners name objects in the school environment and attach appropriate articles to them</p> <p>b) Learners observe objects in a picture or the immediate environment and use correct articles to talk about them.</p>	<p>Realia, charts, pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the use of articles.</p> <p>Oxford New Progressive Primary English Learners</p>	<p>Oral questions, Portfolio, Observation.</p>	



				sentences correctly.			Book/Grade 2 pg. 88-89		
	3	Writing	Guided Writing	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) appreciate the importance of writing correct meaningful words, phrases and sentences.</p> <p>b) write words from a prompt to demonstrate mastery of vocabulary.</p>	1) How do you write words starting with sm?	<p>1. Learners re-arrange words to make short phrases and sentences.</p> <p>2. Learners write meaningful sentences in pairs from simple substitution table.</p> <p>3. Learners respond to a prompt and write paragraph of 2 meaningful simple sentences on a visit to a park.</p>	<p>Realia, slate and stylus, charts, word slides.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 91</p>	Oral questions, Portfolio, Observation.	
9	1	Listening And Speaking	Pronunciation And Vocabulary	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Recognise the consonant blends dr, bl, fl, gl, in different spoken words.</p> <p>b) Recognise new words used in the</p>	<p>1) What new words have you learnt?</p> <p>2) What are the meanings of the words you have learnt?</p>	<p>1. Learners pronounce the sounds by taking turns, and as a whole class as modeled by the teacher, or audio record.</p> <p>2. In pairs, learners use meaningful phrases and simple sentences with words</p>	<p>Realia, charts, pictures/ photographs and models of learnt sounds, audio-visual recordings of minimal pairs, dialogues, stories and poems with new words.</p>	Oral questions, Portfolio, Observation.	



				theme to acquire a range of vocabulary and their meaning. c) Pronounce the vocabulary related to the theme correctly for effective communication.		that have the learnt sounds.	Oxford New Progressive Primary English Learners Book/Grade 2 pg. 92-93		
	2	Listening And Speaking Environment	Language Structure And Functions <i>A, An And The</i>	By the end of the sub strand, the learner should be able to: a) Use <i>a, an</i> and <i>the</i> correctly in conversations, b) Identify and talk about things in the environment using articles correctly in longer conversations. c) Appreciate the use of articles in effective communication.	1. What do you buy at the market?	1. Learners engage in question and answer dialogues to talk about some objects/items in the neighborhood using the correct articles. 2. Learners name objects in the school environment and attach appropriate articles to them. 3. Learners fill the cloze word puzzle with the correct use of <i>a, an</i> or <i>the</i> in pairs.	Realia, charts, pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the use of articles. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 93-94	Oral questions, Portfolio, Observation.	



	3	Reading Environment	Word Reading	By the end of the sub strand, the learner should be able to: a) Read more complex grade level vocabulary without letter sound correspondence in different formats, b) Read a decodable text containing non-decodable words fluently. c) Enjoy reading grade level vocabulary in a variety of genre.	1. How do we pronounce the sounds /bl/ /fl/ /dr/ /gl/ /fr/ /cl/ /sp/?	1. Learners recognise and read more short words as modeled, in groups, pairs and individually through various word attack skills such as look and say, exposure, context clues etc. 2. Learners play word ladder game by placing words on top of one another as they pronounce words or listen to audio/visual recording of words without letter sound correspondence 3. Learners to join scrambled words to make correct words in pairs.	Story books, poems, newspaper cutting on children's stories. Oxford New Progressive Primary English Learners Book/Grade 2 pg. 94-96	Oral questions, portfolio, observation	
10	1	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Copy the pattern br dr fl and gl	1. Why should we write legibly, correctly and correctly?	1. Learners to write the word patterns correctly. 2. Learners fill in the gaps correctly.	Realia, slate and stylus, charts, word slides. Oxford New	Oral questions, Portfolio, Observation.	



				<p>correctly, neatly and legibly in their exercise books.</p> <p>b) Recognise the correct form and meaning of the words to be used in filling in gaps,</p> <p>c) Appreciate the importance of writing correct meaningful words, phrases and sentences.</p>		<p>3. Learners write meaningful sentences and paragraphs with the guidance of the teacher by looking at the given picture.</p>	<p>Progressive Primary English Learners Book/Grade 2 pg. 96</p>		
2	Listening And Speaking. Technology	Language Structure And Functions. Possessives Mine, Yours, Ours, Hers, His.	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Use possessives correctly to show ownership.</p> <p>b) Enjoy asking and answering questions about technology using possessives.</p>	<p>Whose pen is this?</p>	<p>1. Learners role play ownership of items and objects.</p> <p>2. In pairs/ small groups, learners construct sentences using possessives based on the role play.</p>	<p>Pictures/ photographs, realia, charts and computer devices with audio-visual recordings of dialogues/ dramatization depicting possessives.</p> <p>Oxford New Progressive Primary English</p>	<p>Oral questions, portfolio, observation</p>		



							Learners Book/Grade 2 pg. 98-99		
	3	Reading	Connected Text Reading And Fluency.	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Read the sounds /fr/ /sp/ and /tr/ audibly and correctly.</p> <p>b) Observe basic punctuation marks as they read.</p> <p>c) Appreciate reading simple, short narratives and informational texts in a variety of genres.</p>	1. How can you read many words in a given text?	<p>1. Learners read while observing commas, full stops and question marks in pairs.</p> <p>2. Learners practise reading unfamiliar sentences containing decodable and non-decodable words from printed text, charts, tablets, mobile phone, laptops, computers or overhead projector.</p>	<p>Realia, flash cards, pictures/ photographs and , computer devices for audio-visual recordings of words without letter sound</p> <p>Correspondence.</p> <p>Oxford New Progressive Primary English Learners Book/Grade 2 pg. 100-101</p>	Oral questions, Portfolio, Observation.	
11	END OF TERM ASSESSMENT AND CLOSING								