** KINGS INTERNATIONAL ACADEMY**

P.O BOX 45383 – 00100, NAIROBI.

Phone: +254-0716 119 645

*Email:* [*kingsinternational264@gmail.com*](mailto:kingsinternational264@gmail.com)

**GRADE ONE PROGRESS REPORT**

**STUDENT DETAILS**

NAME: TERRY S. NZILANI

GRADE: ONE

TERM: ONE

YEAR: 2019

**MATHEMATICS ACTIVITIES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOME / INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 Numbers | 1.1 Number Concept | a) Sort and group objects according to different attributes within the classroom, |  |  |  |  |  |
|  |  | b) Pair and match objects in the environment |  |  |  |  |  |
|  |  | c) Order and sequence objects in ascending and descending order, |  |  |  |  |  |
|  |  | d) Make patterns using real objects, |  |  |  |  |  |
|  |  | e) Recite number names in order up to 50, |  |  |  |  |  |
|  |  | f) Represent numbers 1-30 using concrete objects, |  |  |  |  |  |
|  |  | g) Demonstrate through counting that a group in all situations has only one count, |  |  |  |  |  |
|  |  | h) Appreciate the use of sorting and grouping items in day to day activities. |  |  |  |  |  |
| 1.0 Numbers | 1.2 Whole Numbers | a) Count numbers forward and backward up to 100, |  |  |  |  |  |
|  |  | b) Represent numbers 1-50 using concrete objects, |  |  |  |  |  |
|  |  | c) Identify place value of ones and tens, |  |  |  |  |  |
|  |  | d) Read and write numbers 1- 50 in symbols, |  |  |  |  |  |
|  |  | e) Write numbers 1-10 in words, |  |  |  |  |  |
|  |  | f) Identify missing numbers in number patterns up to 20, |  |  |  |  |  |
|  |  | g) Appreciate number patterns by creating and extending patterns during play activities. |  |  |  |  |  |
| 1.0 Numbers | 1.3 Addition | a) Model addition as putting objects together, |  |  |  |  |  |
|  |  | b) Use ' +' and ' =' signs in writing addition sentences, |  |  |  |  |  |
|  |  | c) Add 2- single digit numbers up to a sum of 10, |  |  |  |  |  |
|  |  | d) Add 3- single digit numbers up to a sum of 10 in different contexts, |  |  |  |  |  |
|  |  | e) Add a 2- digit number to a 1- digit number without regrouping, horizontally and vertically with sum not exceeding 100, |  |  |  |  |  |
|  |  | f) Add multiples of 10 up to 100 vertically, |  |  |  |  |  |
|  |  | g) Work out missing numbers in patterns involving addition of whole numbers up to 100. |  |  |  |  |  |
| 1.0 Numbers | 1.4 Subtraction | a) Model subtraction as 'taking away' using concrete objects, |  |  |  |  |  |
|  |  | b) Use the ' - ' and '='signs in writing subtraction sentences, |  |  |  |  |  |
|  |  | c) Subtract single digit numbers, |  |  |  |  |  |
|  |  | d) Subtract a 1- digit number from a 2- digit number based on basic addition facts, |  |  |  |  |  |
|  |  | e) Use the relationship between addition and subtraction in working out problems involving basic addition facts, |  |  |  |  |  |
|  |  | f) Subtract multiples of 10 up to 90, |  |  |  |  |  |
|  |  | g) Work out missing numbers in patterns involving subtraction of whole numbers up to 100. |  |  |  |  |  |
| Measurement | Length | a) Compare length of objects directly, |  |  |  |  |  |
|  |  | b) Conserve length through manipulation, |  |  |  |  |  |
|  |  | c) Measure length using arbitrary units. |  |  |  |  |  |
| Measurements | Mass | a) Compare mass of objects directly, |  |  |  |  |  |
|  |  | b) Conserve mass through manipulation, |  |  |  |  |  |
|  |  | c) Measure mass using arbitrary units. |  |  |  |  |  |

**ENGLISH ACTIVITY**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB - STRAND** | **THEME** | **EXPECTED OUTCOMES/ INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| LISTENING AND SPEAKING | Attentive listening |  | a) Listen attentively during a conversation |  |  |  |  |  |
|  |  |  | b) Respond to simple specific one- directional instructions in oral communication, |  |  |  |  |  |
|  |  |  | c) Appreciate the importance of listening attentively for effective communication. |  |  |  |  |  |
| 1.0 LISTENING AND SPEAKING | Pronunciation and Vocabulary |  | a) Discriminate the sounds in different spoken words for comprehension, |  |  |  |  |  |
|  |  |  | b) pronounce the words with the sounds in isolation in preparation for reading, |  |  |  |  |  |
|  |  |  | c) recognize new words used in the themes to acquire a range of vocabulary and their meaning, |  |  |  |  |  |
|  |  |  | d) use new words in relevant contexts in oral communication, |  |  |  |  |  |
|  |  |  | e) enjoy using the vocabulary learnt to communicate confidently in various contexts |  |  |  |  |  |
|  |  |  | f) Appreciate the variation in meaning of similar sounding words that look different. |  |  |  |  |  |
| 1.0 LISTENING AND SPEAKING | 1.3 Language structures and Functions | Welcome and Greetings | a) Use the various realizations of the verb ‘to be’ to introduce oneself or others, to talk about objects and to show politeness in day to day communication. |  |  |  |  |  |
|  |  |  | b) Recognize the present tense forms of the verb ‘to be’ in sentences. |  |  |  |  |  |
|  |  |  | c) Appreciate the various forms of the verb ‘to be’ in their day to day communication. |  |  |  |  |  |
| 1.0 LISTENING AND SPEAKING | 1.4 Language structures and functions | School  Subject-verb agreement  (Am, is, are) | a) Construct simple sentences about objects in the classroom, with correct subject-verb agreement for effective communication. |  |  |  |  |  |
|  |  |  | b) Recognize correct use of subject-verb agreement to in statements and questions. |  |  |  |  |  |
|  |  |  | c) Appreciate the importance of subject verb agreement for fluency. |  |  |  |  |  |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Family  Personal pronouns; I, you, it | a) Use personal pronouns in relation to gender, number and objects appropriately in dialogues, |  |  |  |  |  |
|  |  |  | b) Pick out personal pronouns in oral conversations about members of the family, |  |  |  |  |  |
|  |  |  | c) Appreciate the use of personal pronouns in effective communication |  |  |  |  |  |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Home  Singular/plural (addition of‘s’ only) | a) Use singular and plural forms of nouns to talk about objects at home |  |  |  |  |  |
|  |  |  | b) Ask questions about numbers using “how many?” |  |  |  |  |  |
|  |  |  | c) Distinguish between singular and plural nouns correctly to demonstrate an understanding of the concept of number |  |  |  |  |  |
|  |  |  | d) Appreciate the importance of using singular and plural nouns for effective oral communication |  |  |  |  |  |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Time  Present Simple tense | a) Use present simple tense forms to talk about the time of the day (morning, mid-day, evening) |  |  |  |  |  |
|  |  |  | b) Apply simple present tense to sequence routine or daily activities in oral communication.  c) Appreciate the use of language to talk about routine activities |  |  |  |  |  |

LITERACY ACTIVITY

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB - STRAND** | **EXPECTED OUTCOMES/ INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| LISTENING | Listen to instructions and questions | a) Listen attentively to a variety of simple instructions and questions |  |  |  |  |  |
|  |  | b) Respond appropriately and confidently to a variety of simple instructions and questions |  |  |  |  |  |
|  |  | c) Use appropriate courtesy words and phrases in giving and responding to instructions and questions |  |  |  |  |  |
|  |  | d) Apply the vocabulary learnt to give instructions and ask questions |  |  |  |  |  |
|  |  | e) Appreciate the importance of giving and responding to instructions and questions appropriately |  |  |  |  |  |
| 1.0 LISTENING | 1.2 Phonological Awareness | 1. Orally pronounce, blend syllables in spoken words and onset- rimes of single-syllable words |  |  |  |  |  |
|  |  | b) Segment syllables in spoken words and onset rimes of single-syllable words |  |  |  |  |  |
|  |  | c) Discriminate the initial, middle and final sounds in three letter words for correct pronunciation |  |  |  |  |  |
|  |  | d) Add or substitute individual sounds in simple, one-syllable words to make new words. |  |  |  |  |  |
|  |  | e) Recognize and sound the commonly used letter sounds and syllables |  |  |  |  |  |
|  |  | f) Appreciate the sounds and syllables in rhymes, songs, poems, tongue twisters and riddles |  |  |  |  |  |
| 1.0 LISTENING | 1.3 Story Telling | a) Listen attentively and confidently respond to stories |  |  |  |  |  |
|  |  | b) Use a variety of thematic vocabulary |  |  |  |  |  |
|  |  | c) Develop an interest in listening to oral stories |  |  |  |  |  |
|  |  | d) Appreciate their culture and values as taught through oral stories |  |  |  |  |  |
|  |  | e) Empathise with familiar people in stories |  |  |  |  |  |
|  |  | f) Develop their creative and imaginative power as they create mental images of the oral stories |  |  |  |  |  |

**ENVIRONMENTAL ACTIVITIES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **B** | **REMARKS** |
| Environment and its resources | 1.1 Weather and Sky (10 lessons) | a) Describe the appearance of the sky during the day and at night |  |  |  |  |  |
|  |  | b) Observe differences in appearance of the sky during the day and at night |  |  |  |  |  |
|  |  | c) Develop curiosity in observing appearance of the sky for enjoyment. |  |  |  |  |  |
|  | 1.1.2 Exploring weather conditions | a) Identify weather conditions of the day |  |  |  |  |  |
|  |  | b) Make reasonable weather forecast of the day |  |  |  |  |  |
|  |  | c) Appreciate weather conditions at different times of the day. |  |  |  |  |  |
|  | 1.3 Water (10 lessons) | a) Identify different sources of water in the immediate environment |  |  |  |  |  |
|  |  | b) Observe different sources of water in the immediate environment |  |  |  |  |  |
|  |  | c) Appreciate different sources of water in the immediate environment. |  |  |  |  |  |
|  | 1.3.2 Uses of water | a) Identify different uses of water in the home and school |  |  |  |  |  |
|  |  | b) Demonstrate careful use of water in the home and school |  |  |  |  |  |
|  |  | c) Appreciate careful use of water in the home and school. |  |  |  |  |  |
| Environment and its resources | 1.4 Soil (10 lessons) 1.4.1 Playing with soil | a) identify ways of playing with soil for enjoyment |  |  |  |  |  |
|  |  | b) play with soil in different ways for enjoyment |  |  |  |  |  |
|  |  | c) model different objects using soil at school |  |  |  |  |  |
|  |  | d) develop curiosity in playing with soil for enjoyment |  |  |  |  |  |

**KISWAHILI ACTIVITY**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Kusikiliza na Kuzungumza: | Maamkuzi | a) kutambua maneno yatumiwayo katika maamkuzi |  |  |  |  |  |
|  |  | b) kuamkua na kuitikia maamkuzi ili kujenga stadi ya kuzungumza |  |  |  |  |  |
|  |  | c) kutambua umuhimu wa salamu katika mawasiliano |  |  |  |  |  |
|  |  | d) kufurahia kushiriki katika maamkuzi. |  |  |  |  |  |
| Kusikiliza na Kuzungumza: | Maagizo | a) kutambua maagizo mepesi yanapotolewa darasani |  |  |  |  |  |
|  |  | b) kutoa na kufuata maagizo mepesi yanayotumiwa darasani |  |  |  |  |  |
|  |  | c) kubainisha maagizo yanayopaswa kufuatwa katika mazingira yake |  |  |  |  |  |
|  |  | d) kuthamini umuhimu wa maagizo katika maisha ya kila siku. |  |  |  |  |  |
| Kusikiliza na Kuzungumza: | Maelezo | a) kutambua wenzake darasani kwa majina, jinsia, miaka na gredi ili kuweza kuwaelezea |  |  |  |  |  |
|  |  | b) kujieleza kwa kurejelea jina, jinsia, miaka na gredi kwa ufasaha katika mawasiliano ya kila siku |  |  |  |  |  |
|  |  | c) kutoa muhtasari wa maelezo aliyoyasikia katika mazingira yake |  |  |  |  |  |
|  |  | d) kudhihirisha umakinifu wa kusikiliza katika mazingira yake |  |  |  |  |  |
|  |  | e) kuchangamkia maelezo yake na ya wenzake katika kuimarisha mawasiliano |  |  |  |  |  |
|  |  | f) kujivunia nafsi yake na wenzake katika miktadha mbalimbali. |  |  |  |  |  |
| Kusikiliza na Kuzungumza: | Masimulizi | a) kusimulia hadithi aliyosikiliza darasani ili kujenga stadi ya kusikiliza |  |  |  |  |  |
|  |  | b) kufahamu hadithi aliyosimuliwa ili kupata ujumbe |  |  |  |  |  |
|  |  | c) kuonyesha umakinifu wa kusikiliza katika miktadha mbalimbali |  |  |  |  |  |
|  |  | d) kuchangamkia hadithi simulizi maishani |  |  |  |  |  |
| Kusoma: | Hadithi | a) kutambua msamiati uliyotumika katika hadithi ili kuweza kuutumia katika mawasiliano |  |  |  |  |  |
|  |  | b) kusikiliza hadithi zikisomwa ili kujenga usikivu |  |  |  |  |  |
|  |  | c) kufahamu hadithi aliyosomewa darasani ili kupata ujumbe |  |  |  |  |  |
|  |  | d) kuchangamkia kusikiliza hadithi kila siku. |  |  |  |  |  |
| Kusikiliza na Kuzungumza: | Msamiati  Tarakimu | a) kutambua nambari moja hadi kumi (1-10) katika mazingira yake |  |  |  |  |  |
|  |  | b) kuhesabu nambari 1-10 kwa mfuatano ili kujenga stadi ya kuzungumza |  |  |  |  |  |
|  |  | c) kutaja majina ya nambari moja hadi kumi kwa mfululizo ili kujenga stadi ya kuzungumza |  |  |  |  |  |
|  |  | d) kutumia majina ya nambari moja hadi kumi kutunga sentensi ili kujenga stadi ya kuzungumza |  |  |  |  |  |
|  |  | e) kuthamini matumizi ya nambari katika maisha ya kila siku. |  |  |  |  |  |
| Kusikiliza na Kuzungumza: | Masimulizi | a) kusikiliza visa vinavyohusiana na nambari ili kujenga umakinifu |  |  |  |  |  |
|  |  | b) kufahamu masimulizi ya visa vinavyohusiana na nambari ili kupata ujumbe |  |  |  |  |  |
|  |  | c) kuonyesha umakinifu wa kusikiliza katika mawasiliano |  |  |  |  |  |
|  |  | d) kuchangamkia masimulizi katika maisha ya kila siku. |  |  |  |  |  |
| Kusoma: | Hadithi | a) kutambua msamiati uliotumika katika kurahisisha ufahamu |  |  |  |  |  |
|  |  | b) kusikiliza hadithi zikisomwa na mwalimu ili kujenga stadi ya kusikiliza |  |  |  |  |  |
|  |  | c) kufahamu hadithi aliyosomewa ili kupata ujumbe |  |  |  |  |  |
|  |  | d) kuchangamkia kusikiliza hadithi kila siku ili kujenga ari ya kusoma baadaye. |  |  |  |  |  |
| Kusikiliza na Kuzungumza: | Msamiati:  Siku za wiki | a) kutambua siku za wiki katika mawasiliano ya kila siku |  |  |  |  |  |
|  |  | b) kutaja majina ya siku za wiki kwa mfululizo ili kumsaidia kuratibu shughuli za siku |  |  |  |  |  |
|  |  | c) kuelezea shughuli za siku mbalimbali za wiki ili kujenga stadi ya kuzungumza |  |  |  |  |  |
|  |  | d) kutumia majina ya siku za wiki kutunga sentensi ili kuimarisha mawasiliano |  |  |  |  |  |
|  |  | e) kuthamini kila siku ya wiki ili kutilia maanani shughuli za siku husika maishani. |  |  |  |  |  |
| Kusikiliza na Kuzungumza: | Masimulizi | a) kusimulia matukio katika siku tofauti za wiki ili kujenga stadi ya kuzungumza |  |  |  |  |  |
|  |  | b) kufahamu masimulizi ya matukio ya siku za wiki aliyosimuliwa ili kupata ujumbe |  |  |  |  |  |
|  |  | c) kuonyesha umakinifu wa kusikiliza katika mawasiliano |  |  |  |  |  |
|  |  | d) kuchangamkia masimulizi maishani ili kuimarisha usikivu. |  |  |  |  |  |
| Kusoma | Hadithi | a) kutambua msamiati uliotumika katika hadithi ili kuimarisha ufahamu |  |  |  |  |  |
|  |  | b) kusikiliza hadithi zikisomwa na mwalimu zinazojumuisha matukio ya siku za wiki ili kujenga umakinifu |  |  |  |  |  |
|  |  | c) kufahamu hadithi aliyosomewa katika mada ili kupata ujumbe |  |  |  |  |  |
|  |  | d) kuchangamkia kusikiliza hadithi kila siku. |  |  |  |  |  |

**HYGIENE AND NUTRITION ACTIVITIES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **B** | **REMARKS** |
| 1.0 Health Practices | 1.1 Healthy habits | a) Identify health habits that prevent illnesses, |  |  |  |  |  |
|  |  | b) State the importance of practicing health habits to promote wellbeing of self and others, |  |  |  |  |  |
|  |  | c) Practice health habits that promote wellbeing, |  |  |  |  |  |
|  |  | d) Appreciate the importance of practicing health habits to promote wellbeing of self and others. |  |  |  |  |  |
| 1.0 Health Practices | 1.2 Care of the teeth | a) Identify milk teeth as temporary in childhood, |  |  |  |  |  |
|  |  | b) Mention hygienic practices to observe during shedding of milk teeth, |  |  |  |  |  |
|  |  | c) Observe hygienic practices during shedding of milk teeth, |  |  |  |  |  |
|  |  | d) Appreciate shedding of teeth as a natural process. |  |  |  |  |  |
| 1.0 Health practice | 1.3 Use of medicine | a) Mention common forms of medicine used in our homes, |  |  |  |  |  |
|  |  | b) State precautions when handling medicine found in the home, |  |  |  |  |  |
|  |  | c) Appreciate cleanliness when taking medicine at home and school. |  |  |  |  |  |
| 2.0 Personal hygiene | 2.1 Care of different parts of the body | a) Name materials used to clean the different parts of the body, |  |  |  |  |  |
|  |  | b) Mention the procedures used to clean different parts of the body, |  |  |  |  |  |
|  |  | c) Use appropriate materials to clean different parts of the body, |  |  |  |  |  |
|  |  | d) Clean body parts without wasting cleaning materials, |  |  |  |  |  |
| 1.0 Personal Hygiene | 2.1 Use of toilet and latrines | a) Identify a toilet/latrine and urinal in the school, |  |  |  |  |  |
|  |  | b) State why we need to use a toilet in our environment for the wellbeing of self and others, |  |  |  |  |  |
|  |  | c) Use appropriately a toilet/latrine and urinal in their locality, |  |  |  |  |  |
|  |  | d) Dispose off soiled materials used in the toilet, |  |  |  |  |  |
|  |  | e) Appreciate the importance of using the toilet correctly within their environment. |  |  |  |  |  |
| 3.0 Foods | 3.1 Food sources | a) Name the different sources of food in their locality, |  |  |  |  |  |
|  |  | b) Classify food into plant and animal sources, |  |  |  |  |  |
|  |  | c) Embrace the different sources of food in their locality. |  |  |  |  |  |

**CHRISTIAN RELIGIOUS EDUCATION**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **B** | **REMARKS** |
| 1.0 Creation | 1.1 Self-Awareness | a) Recognize themselves as uniquely created in the image and likeness of God for His glory |  |  |  |  |  |
|  |  | b) Mention their names for identification and self-awareness |  |  |  |  |  |
|  |  | c) Recognize that God knows them by their names as part of His creation |  |  |  |  |  |
|  |  | d) Appreciate themselves as unique and special creation before God. |  |  |  |  |  |
| 1.0 Creation | 1.2 My Family | a) Name members of their nuclear family for a sense of belonging |  |  |  |  |  |
|  |  | b) Pray with their family members to promote unity |  |  |  |  |  |
|  |  | c) Desire to participate in family prayers in order to grow in faith |  |  |  |  |  |
|  |  | d) Identify items they share at home to enhance togetherness |  |  |  |  |  |
|  |  | e) Appreciate the importance of sharing at home for family unity |  |  |  |  |  |
| 1.0 Creation | 1.3 Creation of Plants and Animals | a) Mention some plants and animals that God created as part of the environment |  |  |  |  |  |
|  |  | b) Care for plants and animals as part of God’s creation. |  |  |  |  |  |
|  |  | c) Appreciate plants and animals as part of God’s creation |  |  |  |  |  |
| 2.0The Holy Bible | 2.1Physical Handling of the Holy Bible | a) Identify ways of handling the Holy Bible with respect as the word of God |  |  |  |  |  |
|  |  | b) Recognize the Holy Bible as the word of God by naming the first two Gospel books |  |  |  |  |  |
|  |  | c) Appreciate the Holy Bible by stating its two divisions that is, the Old and the New Testament |  |  |  |  |  |
| 2.0 The Holy Bible | 2.2Bible Story:  David and Goliath | a) Narrate the story of David and Goliath and desire to depend on God in their day to day lives |  |  |  |  |  |
|  |  | b) Appreciate the story of David and Goliath in their lives by having faith in God |  |  |  |  |  |

**Social behavioral report**

|  |  |
| --- | --- |
| **Value / skill** | **comment** |
| Consideration for others |  |
| Respect for school property |  |
| Organization |  |
| Accepts responsibility |  |
| Works independently |  |
| Works well with others |  |
| Completes assignments at school |  |
| Completes assigned homework and projects |  |
| Participates in community service learning |  |
| Uses time wisely |  |

**Key**

S – Satisfactory

IN – Improvement needed.

**EXTRA – CURRICULUMN**

|  |  |
| --- | --- |
| **ACTIVITY** | **TEACHER’S REMARKS** |
| SWIMMING |  |
| BALLET |  |
| SKATING |  |
| SOCCER |  |
| P.E |  |
| MUSIC |  |
| CHESS |  |
| CLUBS |  |

**FORMATIVE ASSESMENT**

**EXAM CODE: SCHOOL BASED EXAMINATION**

|  |  |  |
| --- | --- | --- |
| **SUBJECT** | **MARKS SCORED** | **TRS. INTITIALS** |
| MATHEMATICS ACTIVITY |  |  |
| ENGLISH ACTIVITY |  |  |
| LITERACY ACTIVITY |  |  |
| KISWAHILI ACTIVITY |  |  |
| ENVIRONMENTAL ACTIVITY |  |  |
| HYGIENE AND NUTRITION ACTIVITY |  |  |
| CHRISTIAN RELIOGIOUS EDUCATION |  |  |

TEACHER’S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CLOSING DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

OPENNING DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_