

ENGLISH

Quarter 4 - Module 1



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ENGLISH - Grade 2
Quarter 4
Self-Learning Module (SLM)
MATATAG Curriculum
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Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are clearly stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-test is provided to measure your prior knowledge of lessons in each SLM. This will tell if you need to proceed on completing this module, or if you need to ask your facilitator's or your teacher's assistance for a better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teachers are also provided to the facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper to answer the exercises and tests. Read carefully the instructions before performing each task.

If you have questions about using this SLM or difficulties in answering the tasks in this module, do not hesitate to consult your teachers or facilitator.

Thank you.

For the learner

Welcome to the English - Grade 2 Self-Learning Module (SLM)!

In this learning resource, you will have the opportunity to enjoy and successfully achieve relevant competencies at your own pace.

This module offers fun and meaningful opportunities for both guided and independent learning. You will engage with the material and become an active participant in your learning journey.

This module has the following parts and corresponding icons:



What I Need to Know

This gives you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correctly, you may decide to skip this part.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson is introduced to you in various ways such as through a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to concretize your understanding and skills about the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/ paragraph to be filled in to process what you learned from the lesson.

**What I Can Do**

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or events.

**Assessment**

This is a task which aims to evaluate your level of mastery in achieving the learning competency.

**Additional Activities**

In this portion, another activity is given to you to enrich your knowledge or skill of the lesson learned. It also ensures retention of learned concepts.

Answer Key

This contains answers to all activities in the module.

At the end of this module, you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Avoid unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Answer *What I Know* before moving on to the other activities included in the module.
3. Carefully read the instructions before doing each task.
4. Observe honesty and integrity in doing the tasks and in checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in doing the tasks in this module, consult your teacher or facilitator. Always bear in mind that you are not alone. We hope that through this material, you will experience meaningful learning and gain a deep understanding of the relevant competencies.

For the facilitator

Welcome to the (English Grade 2) Self-Learning Module!

The Curriculum Implementation Division (CID) through the Learning Resource Management Section (LRMS) launched this module in cooperation with the Division's Teacher Developers, Learning Resource Evaluators (LREs), Information and Technology Officer, and subject matter experts in Mathematics and English. This has been especially developed, quality-assured, and validated to enable you to help the learners overcome their educational obstacles—personal, social, and economic—while meeting the standards outlined in the MATATAG Curriculum.

This learning resource hopes to engage the learners in guided and independent learning activities. It further aims to help them acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of their progress while allowing them to manage their learning. In addition, you are enjoined to encourage and assist the learners as they do the tasks contained in the module.

ENGLISH

Quarter 4 - Module 1



What I Need to Know

This module provides you with activities that will help you learn about language and expression by recognizing rhymes heard and identifying sight words appropriate for the Grade 2 Level.

Activities in this module will also teach you how to identify words and sentences, and reading it with appropriate speed, accuracy, and expression.

At the end of this module, you are expected to:

1. recognize rhymes in chants, poems, and stories heard (EN2PA-IV-1);
2. identify Grade 2 level-appropriate sight words (EN2PWS-IV-1);
3. identify high-frequency words accurately (EN2VWK-IV-1);
4. identify sentences and non-sentences (EN2GAGS-IV-1);
5. read grade level sentences with appropriate speed, accuracy, and expression (EN2CAI-IV-1); and
6. use common expressions and polite greetings appropriate to a given situation (EN2CCT-IV-1).

Lesson 1 - Rhyme Time: Exploring Rhymes in Chants, Poems, and Stories



What I Know

A. Directions: Read the following phrases and mention the final words in each phrase that have the same sound.

1. "I found a snail, it left a trail."

Which words rhyme? _____

2. "The boy and the toy brought so much joy."

Which words rhyme? _____

B. Directions: Pay attention to the chant, poem, and story selections that follow. Write the letter of the rhyming pair after each one.

3. Chant: "Clap your hands, tap your feet,
dance around to the beat."

Which pair of words rhyme?

- a. hands - feet
- b. clap - tap
- c. dance - beat
- d. your - the

4. Poem: "The cat sat on a mat,
Next to a very big rat."

Which pair of words rhyme?

- a. cat - rat
- b. mat - big
- c. sat – next
- d. on-to

5. Short Story Passage:

"Once there was a goat, it liked to ride a boat.
In the river it rowed and rowed,
that made it smile all night long"

Which pair of words rhyme?

- a. liked – boat
- b. goat – ride
- c. goat - boat
- d. once – night



What's In

Directions: The teacher will read the short chants, poems, and story lines aloud, it is your task to pay close attention and repeat everything the teacher reads. Identify the rhymes in each line.

Activity: Repetition and Identification of Rhymes

1. Chant

Teacher says: **"The sun is bright, shining with light."**

Learners repeat: **"The sun is bright, shining with light."**

Teacher asks: "What words rhyme in this chant?"

2. Poem

Teacher says: **"The little cat sat on the hat,
Beside the rat that sat on the mat."**

Learners repeat: **"The little cat sat on the hat,
Beside the rat that sat on the mat."**

Teacher asks: "What words rhyme in this poem?"

3. Story Line

Teacher says: **"The goat on the boat began to float."**

Learners repeat: **"The goat on the boat began to
float."**

Teacher asks: "What words rhyme in this story line?"

4. Chant

Teacher says: "Hop like a frog, jump like a flea,
Learning is fun for you and me!"

Learners repeat: "Hop like a frog, jump like a flea,
Learning is fun for you and me!"

Teacher asks: "What words rhyme in this chant?"

5. Poem

Teacher says: "The sun is bright, the sky is blue,
I love to play and so do you!"

Learners repeat: "The sun is bright, the sky is blue,
I love to play and so do you!"

Teacher asks: "What words rhyme in this poem?"



What's New

Directions: Teacher Says: "You must come up with a word that rhymes with the word I say. We will practice reciting the words together as you repeat them after me".

1. Teacher says: "Day"

Learner: (may give varied examples such as "say",
"may", "hay")

2. Teacher says: "Moon"

Learner: (may give varied examples such as "soon",
"spoon", "noon")

3. Teacher says: "Red"

Learner: (may give varied examples such as "bed",
"head", "bread")

4. Teacher says: "Sing"

Learner: (may give varied examples such as "ring",
"wing", "king")

5. Teacher says: "Blue"

Learner: (may give varied examples such as "true",
"glue", "two")



What is It

Rhymes are words that have similar ending sounds, such as "cat" and "hat" or "sky" and "fly." **Rhymes** are common in poems, chants, and stories because they make the language more enjoyable and memorable.

Chants are excellent ways to introduce rhymes because they are often simple and rhythmic.

Example: "Clap your hands, tap your feet. Everybody find your seat!" (the rhyming words are "feet" and "seat")

Poem is a fun way to learn rhymes. Rhyming gives the poem a musical, rhythmic quality and help to understand the poem's meaning and mood.

Example: "The moon is high up in the sky. The stars are bright, they say goodnight". (the rhyming words are "bright" and "goodnight").

Stories with rhymes keep readers engaged. Rhymes can create a rhythm that makes stories exciting to listen to, add humor, and make the story more enjoyable to read aloud.

Example: "Green Eggs and Ham" by Dr. Seuss. "I do not like green eggs and ham, I do not like them, Sam-I-am." (the rhyming words are "ham" and "Sam")



What's More

Directions: Listen to the teacher carefully as he/she reads repeatedly the chant, poem and storylines. Identify and say the rhyming words.

1. Chant: "Jump up high, reach the sky. Don't be shy, give it a try."

The rhyming words are _____.

2. Poem: "The bug on the rug gave a little shrug."

The rhyming words are _____.

3. Story: "There once was a mouse, that lived in a house.
He found a big cheese and shared it with ease."

The rhyming words are _____.

4. Chant: "Spin around and touch your toes. Wiggle your
fingers, touch your nose!"

The rhyming words are _____.

5. Story: "Timmy the mouse found a tiny red shoe. He
wondered aloud, 'Whose could it be, who?'"

The rhyming words are _____.



What I have learned

Rhymes are words that have similar ending sounds and common in poems, chants, and stories.



What I can do

Directions: Read the following chants, poems, and story lines. Write the words that rhyme in each item.

1. Chant:

"The rain falls down, the wind blows around,
The clouds are gray, it's a rainy day!"

Rhyming words: _____

2. Poem:

"A soft cloud, so white and round,
Sails across the sky, no sound.
It floats and slides, a gentle sight,
A little cloud, so light, so light!"

Rhyming words: _____

3. Story:

"At school, the bell rang with a loud, clear ding,
While the children sang and danced in a ring."

Rhyming words: _____

4. Chant:

"The sun shines bright, the birds sing light,
It's a happy day, let's go out and play!"

Rhyming words: _____

5. Poem:

"The little cat sat on the mat,
He rumbled and rumbled,
And softened his paw,
He was so happy,
He didn't want to go!"

Rhyming words: _____



Assessment

A. Directions: Pay attention to the chant, poem, and story selections that follow. Write the letter of the choices given of the rhyming words.

1. Chant:

"Clap your hands, tap your feet,
dance around to the beat."

Which pair of words rhyme?

- a. hands - feet
- b. clap - tap
- c. dance - beat
- d. your - to

2. Poem:

"The cat sat on a mat, next to a very big hat."

Which pair of words rhyme?

- a. cat - hat
- b. mat - big
- c. sat - next
- d. the - very

3. Short Story Passage:

“Once there was a goat, it liked to ride a boat.”

Which pair of words rhyme?

- a. goat - ride
- b. goat - boat
- c. liked - boat
- d. once - it

B. Directions: Say the following phrases out loud. Mention the final words in each phrase that have the same sound.

1. **“I found a snail, it left a trail.”**

Which words rhyme? _____

2. **“The boy and the toy brought so much joy.”**

Which words rhyme? _____



Additional Activities

Directions: Choose your favorite chant, poem, or story. Practice reciting it at home, focusing on the rhyming words. Share your rhyme with the class or family. Write down the rhyming words you heard.

Lesson 2 - Mastering Sight Words: Building Reading Fluency



What I Know

Directions: Write the appropriate high-frequency or sight word after reading each sentence aloud.

1. She (**come** / **comes**) to school every day.
2. He (**is** / **if**) my best friend.
3. I (**like** / **look**) to play with my toys.
4. We (**said** / **say**) hello to our teacher.
5. They (**play** / **plane**) in the park after school.



What's In

Directions: Choose the appropriate high-frequency or sight word in the parenthesis that will complete the sentence.

1. I have a ball _____ a bat. (**and** / **the**)
2. Can you help me _____ my task? (**with** / **said**)

3. The sun is big and _____. (**bright** / **is**)
4. We _____ going to the park. (**are** / **see**)
5. She _____, "I like your book." (**said** / **with**)



What's New

Directions: After reading each sentence out loud, identify the high-frequency or sight word that completes the statement.

1. We (**play** / **place**) outside after school.
2. I (**want** / **went**) to go to the playhouse.
3. Can you (**help** / **hold**) me with my homework?
4. This is the book I (**like** / **line**).
5. He (**said** / **sad**) to come over.



What is It

High-frequency words or **sight words** are common words that you encounter often when reading or writing. These words need to be quickly recognized by sight, without having to sound them out, because they frequently appear in texts and may not always follow regular spelling rules.

Reminder:

- **High-frequency words:** Words that are used very often in everyday language like *the, and, is, it, he, she*.
- **Sight words:** Words that learners recognize instantly because they do not follow standard phonics rules like *said, were, there, what, could*.

Mastering these words helps you read more smoothly, understand stories better, and write sentences more easily.



What's More

Directions: Read the sentences aloud and identify the high-frequency or sight word/s in each item.

1. The dog is running fast.
2. I like to play with my friends.
3. She is going to the park.
4. Can you help me with my homework?
5. We want to read a story.



What I have learned

High-frequency words/sight words are common words that you encounter often when reading or writing. These words need to be quickly recognized by sight, without having to sound them out, because they frequently appear in texts and may not always follow regular spelling rules.



What I can do

Directions: Complete each sentence with the correct sight word or high-frequency word from the big box below.

like	here	is
you	want	with

1. Do _____ want to eat?
2. I _____ vegetables.
3. She _____ my classmate.
4. I _____ to go to the park.
5. The cat is _____.



Assessment

Directions: Identify the appropriate high-frequency or sight word after reading each sentence aloud.

1. They (**play** / **plane**) in the park after school.
2. She (**come** / **comes**) to school every day.
3. We (**said** / **say**) hello to our teacher.
4. He (**is** / **if**) my best friend.
5. I (**like** / **look**) to play with my toys.



Additional Activities

Directions: Identify five (5) sight words and create one sentence for each.

Example:

Sight Word: because

Sentence: I like ice cream because it is sweet.

Now, it's your turn:

1. Sight Word: _____

Sentence: _____

2. Sight Word: _____

Sentence: _____

3. Sight Word: _____

Sentence: _____

4. Sight Word: _____

Sentence: _____

5. Sight Word: _____

Sentence: _____

Lesson 3 – Sentence Sense: Reading with Accuracy and Expression



What I Know

Directions: Read each group of words aloud and identify each item whether it is a **sentence** or **non-sentence**.

1. above the pink table (**sentence** / **non-sentence**)
2. The cat walks slowly. (**sentence** / **non-sentence**)
3. He plays “tumbang-presyo” with his friends.
(**sentence** / **non-sentence**)
4. jumping over the mud (**sentence** / **non-sentence**)
5. I like to eat mango. (**sentence** / **non-sentence**)



What's In

Directions: Read each sentence aloud with appropriate speed, accuracy, and expression.

1. We are going to the Bird Sanctuary tomorrow.
2. Can you help me with my assignments?

3. The sun is shining bright today.
4. The bird flew up into the guava tree.
5. I love to read stories with my classmates.



What's New

Directions: Read the group of words aloud. Write **YES** if the statement is a sentence and **NO** if it is a non-sentence.

- _____1. The cat is sleeping.
- _____2. running fast to the park
- _____3. My friend likes pandesal.
- _____4. on the table
- _____5. She reads a book every night.



What is It

Sentence is a group of words that expresses a complete thought. It must have:

- a **subject** (who or what the sentence is about),
- a **predicate** (what the subject is doing or being).

A **sentence** starts with a capital letter, it ends with punctuation mark like a period (.), question mark (?), or exclamation mark (!), and has a complete thought.

Example of Sentence: "The cat is sleeping."

Subject: The cat **Predicate:** is sleeping

This is a complete thought with proper punctuation.

Non-sentence is a group of words that does not form a complete thought. It may be lacking a subject or a predicate, or it may be an incomplete phrase. A non-sentence usually does not follow the rules of a sentence and leaves the reader confused.

Example of non-sentence: "on the boat"

This is incomplete. It does not tell us what is on the boat or what is happening.

How to Identify Sentences and Non-Sentences?

To decide if a group of words is a sentence or a non-sentence, ask yourself these questions:

1. Does it have a complete thought?
 - ✓ If yes, it's a sentence.
 - × If no, it's a non-sentence.
2. Does it have a subject and a predicate?
 - ✓ subject
 - ✓ predicate

3. Does it start with a capital letter and end with punctuation?

- ✓ starts with a capital letter
- ✓ ends with a punctuation mark



What's More

Directions: Let us practice reading these sentences with speed, accuracy, and expression:

1. Sentence: **"I am going to town."**

- Make sure every word is read clearly.
- Use a calm, happy tone since the sentence expresses something exciting.

2. Sentence: **"Where is my pencil?"**

- Read it slightly slower because it is a question.
- Raise your voice at the end to show it's a question.

3. Sentence: **"Look at the big, black carabao!"**

- Use excitement in your voice because the exclamation mark shows enthusiasm.
- Read it at a regular pace but with energy.



What I have learned

Sentence is a group of words that expresses a complete thought. It must have:

- a **subject** (who or what the sentence is about),
- a **predicate** (what the subject is doing or being).

A **sentence** starts with a capital letter, it ends with punctuation mark like a period (.), question mark (?), or exclamation mark (!), and has a complete thought.

Non-sentence is a group of words that does not form a complete thought. It may be lacking a subject or a predicate, or it may be an incomplete phrase. A non-sentence usually does not follow the rules of a sentence and leaves the reader confused.

- Activity

Write two sentences and two non-sentences on your own. Share them with your brothers, sisters or your parents.



What I can do

Directions: Write a sentence based on the given situations. Make sure that your sentence starts with a capital letter, contains spaces between words, ends with a punctuation mark, and ha a complete thought.

1. Write a sentence about your favorite food.

2. Write a sentence about what you like to do at school.

3. Write a sentence about something you do after school.

4. Write a sentence about a pet or animal you like.

5. Write a sentence about your favorite game.



Assessment

Directions: Read each group of words aloud and identify whether it is a **sentence** or a **non-sentence**.

1. above the pink table
2. The cat walks slowly.
3. He plays “tumbang-presno” with his friends.
4. jumping over the mud
5. I like to eat mango.



Additional Activities

Directions: Write five (5) complete sentences about something you do over the weekend. Read each sentence aloud, paying attention to speed, accuracy, and expression. Record yourself reading if possible and share with your teacher or a family member.

Example: Sentence: "I went to the park and played."

Lesson 4 - Polite Words: Using Common Expressions and Greetings



What I Know

Directions: Read each situation. Write the appropriate expression or polite greeting in the selection given.

1. Situation: You see your teacher in the morning at school. What will you say? ("Good morning!" / "Good afternoon!")
2. Situation: You accidentally bumped into someone in the line during recess. What will you say? ("I'm sorry!" / "Thank you!")
3. Situation: It is your mother's birthday. What will you say to her? ("Happy birthday!" / "Happy anniversary!")
4. Situation: You want to ask your teacher for help with your assigned task. What will you say? ("Can you please help me?" / "Quick! Help me!")
5. Situation: You are leaving the classroom after the school day. What will you say to your teacher and classmates? ("Goodbye, see you tomorrow!" / "Hello everyone!")



What's In

Directions: Read and match the given polite greeting or expression to the correct situation given. Write the letter of the correct answer.

1. Goodbye!

- a. When you are leaving.
- b. When you want to say sorry.
- c. When you receive a gift.
- d. When you are happy.

2. Thank you!

- a. When you ask for something.
- b. When someone gives you something.
- c. When you meet someone in the morning.
- d. When you want to say sorry.

3. Good morning!

- a. When you are saying goodbye.
- b. When you greet someone in the morning.
- c. When you ask for help or favor.
- d. When you greet someone in the afternoon.

4. I'm sorry! I broke your flower vase.

- a. When you ask a question.
- b. When you meet a friend.
- c. When you want to show you are sorry for a mistake.
- d. When you receive a gift.

5. Please.

- a. When you greet your teacher.
- b. When you make a mistake.
- c. When you ask for something.
- d. When you are leaving.



What's New

Directions: Say the correct polite greeting or expression for each situation described.

1. Situation: **You're asking your mother if you can play at the park.**

What polite question will you say?

2. Situation: **You see your principal in the morning.**

What polite greeting will you say?

3. Situation: **You are thanking your classmates for sharing their crayons with you.**

What expression will you say?

4. Situation: **You received a gift from your grandmother.**

What polite expression will you say?

5. Situation: You are asking your classmate to help you clean the classroom.

What polite expression will you say?



What is It

Common expressions and **polite greetings** are phrases we use to communicate respectfully and effectively with others. They help us show good manners and can make conversations more pleasant and friendly.

Polite greetings are important because they:

of your own. Share them with your brothers, sisters or your parents.

- **Show Respect:** Greeting people politely shows that you respect them and value their presence.
- **Create a Positive Atmosphere:** Polite words can make interactions more friendly and welcoming.
- **Improve Communication:** Using appropriate expressions helps convey your feelings and intentions clearly.

Examples of Polite Greetings and Expressions

- **Greeting:** A polite way to say hello or goodbye.

- **Morning:** "Good morning!" (used when you see someone in the morning)
- **Afternoon:** "Good afternoon!" (used when you see someone in the afternoon)
- **Evening:** "Good evening!" (used when you see someone in the evening)
- **Goodbye:** "Goodbye!" or "See you later!" (used when leaving)

Expressions: Polite ways to respond or communicate in different situations.

- **Thank You:** "Thank you!" (used when someone gives you something or helps you)
- **Please:** "Please" (used when you are asking for something politely)
- **I'm Sorry:** "I'm sorry" or "Excuse me" (used when you make a mistake or accidentally bump into someone)
- **Excuse Me:** "Excuse me" (used to get someone's attention or when you need to pass by someone)



What's More

Directions: Read each situation in every item. Write the appropriate polite sentence or expression for each given situation.

1. You are thanking your classmate for helping your assigned task. What polite expression will you write?

2. You want to borrow an umbrella from your classmate. What polite greeting will you write?

3. You meet your principal in the school gym in the afternoon. What polite greeting will you write?

4. You accidentally knock over a classmate's water bottle. What polite expression will you write?

5. You are leaving a family reunion. What polite expression will you write?



What I have learned

Common expressions and polite greetings are phrases we use to communicate respectfully and effectively with others. They help us show good manners and can make conversations more pleasant and friendly.

Polite greetings are important because they:

- ✓ **Show Respect:** Greeting people politely shows that you respect them and value their presence.
- ✓ **Create a Positive Atmosphere:** Polite words can make interactions more friendly and welcoming.
- ✓ **Improve Communication:** Using appropriate expressions helps convey your feelings and intentions clearly.



What I can do

Directions: Read each situation in Column A and match it with correct and appropriate polite sentence or expression in Column B.

Column A

1. You are leaving your friend's house after a visit.
2. You accidentally bumped into someone in the hallway.
3. Your teacher gives you a sticker star.
4. You want to borrow a book from your classmate.
5. You see your friend at the park in the afternoon.

Column B

- A. Good afternoon!
- B. Thank you!
- C. Good morning!
- D. Can I borrow the book, please?
- E. Goodbye!
- F. I'm sorry.



Assessment

Directions: Read each situation. Write the appropriate expression or polite greeting in the selection given in every item.

1. Situation: You want to ask your teacher for help with your assigned task. What will you say? ("Can you please help me?" / "Quick! Help me!")
2. Situation: You see your teacher in the morning at school. What will you say? ("Good morning!" / "Good afternoon!")
3. Situation: You are leaving the classroom after the school day. What will you say to your teacher and classmates? ("Goodbye, see you tomorrow!" / "Hello everyone!")
4. Situation: You accidentally bump into someone in the line during recess. What will you say? ("I'm sorry!" / "Thank you!")
5. Situation: It is your mother's birthday. What will you say to her? ("Happy birthday!" / "Happy anniversary!")



Additional Activities

Directions: Draw a picture of yourself saying polite words or greetings to a friend, family member, or teacher.

Reminder: Always remember to use polite words like "please," "thank you," "sorry," "excuse me," and "goodbye" to show kindness and respect!

Answer Key

Lesson 4:		
What I know	What's In	What's More
1. Good morning!	1. a	1. Thank you!
2. I'm sorry!	2. b	2. Can I borrow the umbrella, please?
3. Happy birthday!	3. b	3. Good afternoon!
4. Can you please help me?	4. c	4. I'm sorry.
5. Goodbye, see you tomorrow!	5. c	5. Goodbye!
What I Can Do	What's New	Additional Activities
1. Can I play at the plaza?	1. Can you please help me?	1. Can you please help me?
2. Good morning principal!	3. Thank you!	2. Good morning!
3. Thank you!	4. Thank you!	3. Goodbye, see you tomorrow!
4. Thank you!	5. Can you please help me?	4. I'm sorry!
5. Can you please help me?		5. Happy birthday!
Answers may vary in each learner.		

Lesson 3:		
What I know	What's New	Additional Activities
1. non-sentence	1. /	Answer may vary in each learner.
2. sentence	2. X	
3. sentence	3. /	
4. non-sentence	4. X	
5. sentence	5. /	
Assessment:		
1. non-sentence		
2. sentence		
3. sentence		
4. non-sentence		
5. sentence		
Answers may vary in each learner.		

Lesson 2:		
What I know	What's In	What's More
1. comes	1. and	1. the, is
2. is	2. with	2. I, to, with, my
3. like	3. bright	3. she, is, to, the
4. say	4. are	4. Can, you, help, me, with, my
5. play	5. said	5. We, to, a
What I Can Do	What's New	Additional Activities
1. you	1. play	1. Can you please help me?
2. like	2. want	2. Good morning!
3. is	3. help	3. Happy birthday!
4. want	4. like	4. Can you please help me?
5. here	5. said	5. Goodbye, see you tomorrow!
Answers may vary in each learner.		

Lesson 1:		
What I know	What's In	What's More
A. snail, trail	1. bright, light	1. high, sky, shy, try
B. boy, toy, and joy	2. cat, sat, hat, rat	2. bug, rug, shrug
3. b	3. goat, boat, float	3. mouse, house
4. a	4. flea, me	4. toes, fingers, nose
5. c	5. blue, you	5. shoe, who
What I Can Do	Additional Activities	
1. gray, day	Answers may vary in each learner.	
2. cloud, round, & sound; sight & light		
3. ding, ring		
4. bright & light; day & play		
5. cat, sat & mat		
Answers may vary in each learner.		

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DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 - Quarter 4 - Module 1** was developed by SDO TACURONG with the primary objective of preparing for and addressing the demands of the MATATAG Curriculum. Contents of this module were based on DepEd's Learning Competencies anchored on the MATATAG Curriculum. This is a supplementary material to be used by all learners of Tacurong City in all public schools beginning SY 2024-2025. The process of LR development was observed in the production of this module. This is version **5.0**. We highly encourage feedback, comments, and recommendations.

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