

ENGLISH

Quarter 4 - Module 3



ENGLISH - Grade 2
Quarter 4 - Module 3 Use of Content-specific Words Using Mathematical and
Science Terminologies
Self-Learning Module (SLM)
MATATAG Curriculum
First Edition, 2025

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Development Team of the Module

Writer: **Raymond B. Pahate**
Editor: **Ma. Bella A. Victorio**
Reviewer: **Julius D. Celetaria**
Illustrator: **Nessie Joana D. Magoncia**
Layout Artist: **Joey M. Lozano**
Art Designer: **Cristy C. Narcilla**
Management Team:
Gildo G. Mosqueda, CEO VI - Schools Division Superintendent
Gilbert B. Barrera, CESE - Assistant Schools Division Superintendent
Arlene Rosa G. Arquiza - Chief ES, Curriculum Implementation Division
Ivy P. Lamintao - Education Program Supervisor, LRMS
Julius D. Celetaria - Education Program Supervisor, English
Joey M. Lozano - Information Technology Officer I
Leonora R. Po - Project Development Officer II, LRMS
Delia P. Eliarda - Librarian II

Printed in the Philippines by
Schools Division Office of Tacurong City

Office Address: Alunan Highway, Poblacion, Tacurong City 9800
Telephone Numbers: 0919-0656425/064-562-4880
E-mail Address: tacurong.city@deped.gov.ph

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.

A Pre-test is provided to measure your prior knowledge on 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 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 in answering the exercises and tests. Read carefully the instructions before performing each task.

If you have any question about using this SLM or any difficulty in doing 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) on the Use of content- specific words using Mathematical and Science Terminologies.

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 on the Use of content-specific words using Mathematical and Science Terminologies.

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 3

Use of Content-specific Words Using Mathematical and Science Terminologies



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the use of specific words. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

This module focuses on:

Lesson 1 EN2VWK-IV-3 Use content-specific words.

- Mathematics (basic symbols and terminologies)
- Science (basic terminologies)

Lesson 1 - Use content-specific words using Mathematical and Science Terminologies



What I Know

After going through this module, you are expected to:

- identify and define common science and math words.
- to use these words in simple sentences.
- .to understand the meaning of these words in context.

Can you think of some other Mathematics and Science words?

Choose the letter of the word described by the underlined word in each of the following.

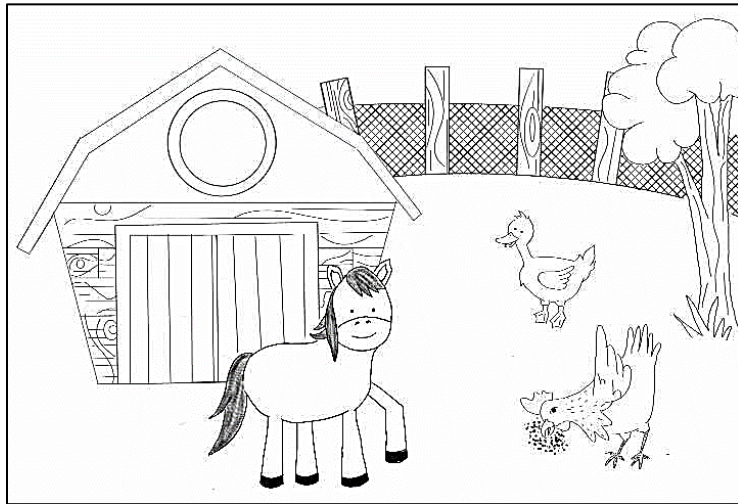
1. The sun is a big bright star.
 - a. star
 - b. sun
 - c. moon
 - d. planet

2. The dragonfly is a flying insect.
- a. grasshopper
 - b. butterfly
 - c. spider
 - d. dragonfly
3. The circle is round.
- a. rectangle
 - b. circle
 - c. triangle
 - d. square
4. The mango is yellow and sweet.
- a. mango
 - b. papaya
 - c. macopa
 - d. chico
5. The ruler helps us measure things.
- a. pencil
 - b. crayons
 - c. ruler
 - d. pen



What's In

Look at the picture and answer the following questions based on what you see in the picture. Choose the letter of the correct answer.



1. What can you see in the picture?
 - a. farm animals
 - b. children
 - c. fruits
 - d. insects
2. What is the shape of the barn door?
 - a. circle
 - b. triangle
 - c. rectangle
 - d. square
3. Where are the farm animals found?
 - a. market
 - b. park
 - c. farm
 - d. garden
4. How many farm animals are there in the picture?
 - a. four
 - b. three
 - c. two
 - d. five

5. How can you take good care of the farm animals?
- a. Feed them with clean water and fresh food.
 - b. Do not mind them if they are sick.
 - c. Let them stay in a dirty barn.
 - d. Keep all the animals in a small barn.



What's New

Choose the word that names the picture in each sentence.

1. The  (sun, moon) is shining brightly.

2. There are many  (birds, butterflies) in the sky.

3. My favorite fruit is  (papaya, mango).

4. The  (watermelon, banana) is round.

5. The  (carabao, goat) is big.



What is It

More practice! Read each question and answer the following.

1. Addition is the process of adding numbers to get the sum. What is the process of adding numbers to get the sum?
 - a. Subtraction
 - b. Addition
 - c. Multiplication
 - d. Division
2. We use numbers to count objects. What do we use to count objects?
 - a. colors
 - b. letters
 - c. shapes
 - d. numbers
3. We live on the planet Earth. In what planet do we live on?
 - a. Venus
 - b. Mercury
 - c. Earth
 - d. Mars
4. There are five mangoes in the basket. How many mangoes are there in the basket?
 - a. four
 - b. five
 - c. six
 - d. three
5. People, plants, and animals are living things. What are the examples of living things?
 - a. people, plants, animals
 - b. rocks, stones, pebbles
 - c. houses, cars, tables
 - d. pencils, erasers, crayons



What's More

Complete each sentence using the correct word from the box.

square	plants	sun
Earth	bird	

1. The _____ is a big star that gives us light and heat.
2. An animal that can fly is a _____.
3. A _____ has four equal sides and four corners.
4. The _____ need sunlight and water to grow.
5. The planet we live on is _____.



What I have learned

Remember this!

Content-specific words are the vocabulary unique to a particular subject or field. They are essential for clear communication and understanding within that domain.

Math and Science use special words to help us understand the world around us. These words are like secret codes that help us talk about things in a clear and specific way.


Instead of saying "That thing in the sky that shines," we can refer to it as the "sun". This helps everyone comprehend what we're talking about!

What if you wanted to be really explicit about the bug? That's where scientific terms come in! You might say: "This is a ladybug! It has six legs, a red shell with black spots, and it eats aphids."

Science words allow us to be more specific and provide a common vocabulary for discussing things in the world.

Now, let's speak about math! You may exclaim, "I have a lot of toys!" but how many is a lot? That is where math words come in! You can say, "I have five."

Choose the object that is described by the statement below. Draw the answer on your paper.

1. A thing in the sky that shines. ( , )

2. An insect that flies in the garden. ( , )

3. A fruit that is sweet when ripe. ( , )

4. A shape with four equal sides. ( , )

5. A symbol used in adding numbers. ($+$, $-$)



What I can do

Choose the letter of the word that the sentence tells about.

1. It is a bright object in the sky at night.

- | | |
|---------|-----------|
| a. moon | c. planet |
| b. sun | d. clouds |

2. We use this to count objects.

- | | |
|----------|-----------|
| a. size | c. color |
| b. shape | d. number |

3. It is the star that gives us light and heat.

- | | |
|---------|-----------|
| a. moon | c. planet |
| b. sun | d. galaxy |

4. It is the process of adding numbers to get the sum.

- | | |
|-------------------|-------------|
| a. subtraction | c. addition |
| b. multiplication | d. division |

5. It tells about the form and outline of an object.


- | | |
|----------|-------------|
| a. color | c. alphabet |
| b. shape | d. number |



Assessment


Write the word that refers to the picture to complete the sentence.

1. The  _____ is a big bright star.

2. The  _____ has beautiful wings.

3. The  _____ is round.

4. The  _____ is yellow and sweet when ripe.

5. The  _____ helps us measure things.







Additional Activities

Choose the correct word that the sentences tell about.

1. It is a living thing that grows in the ground. (plant, bird)
2. It is a form like circle, square, or triangle. (number, shape)
3. It is a symbol used to count like 1,2,3. (number, size)
4. It is a bright object in the sky at night. (sun, moon)
5. It is what you hear everywhere. (sound, time)

Answer Key

What I Know	1. b 2. d 3. b 4. a 5. c	What's In	1. a 2. c 3. c 4. b 5. a	What's New	1. sun 2. birds 3. mango 4. watermelon 5. carabao	What is it	1. b 2. d 3. c 4. b 5. a	What's More	1. sun 2. bird 3. square 4. plants 5. Earth
What I have Learned	1.  2.  3.  4.  5. +	What I Can Do	1. a 2. d 3. b 4. c 5. b	Assessment	1. sun 2. butterfly 3. circle 4. mango 5. ruler	Additional Activities	1. plant 2. shape 3. number 4. star 5. sound		

References

Alice M. Sentones, e. (2015). *Integrated English for Effective Communication*. Quezon City: Phoenix Publishing House.

Jovita T. Arquillo, e. a. (2010). *English Language Power*. Quezon City: Sibs Publishing House.

Tanjutco, M. C. (2013). *English Encounters Language*. Sampaloc, Manila: Rex Book Store.

DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 - Quarter 4 - Module 3** titled "**Use of Content-specific Words Using Mathematical and Science Terminologies**" 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 **1.0**. We highly encourage feedback, comments, and recommendations.

For inquiries or feedback, please write or call:

**Schools Division Office of Tacurong City
Learning Resource Management Section (LRMS)**

Alunan Highway, Poblacion, Tacurong City 9800
Telephone Numbers: 09190656425/064-562-4880
Email Address: tacurong.city@deped.gov.ph