

ENGLISH

Quarter 4 - Module 2



ENGLISH - Grade 2
Quarter 4 - Module 2 Phonemic Awareness and Reading Comprehension
Self-Learning Module (SLM)
MATATAG Curriculum
First Edition, 2025

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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.

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 Phonemic Awareness and Reading Comprehension!

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 Phonemic Awareness and Reading Comprehension!

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 2

Phonemic Awareness and Reading Comprehension



What I Need to Know

The module is divided into three lessons, namely:

Lesson 1 - onset and rime and word pattern,

Lesson 2 - using simple sentences to express ideas
about environment, and

Lesson 3 - understanding and analysing stories.

After going through this module, you are expected to:

1. segment onset and rime (EN2PA-IV-2),
2. read words accurately and automatically according to word patterns (initial, final, medial) (EN2PWS-IV-2),
3. use vocabulary referring to the physical environment and content-specific topics (EN2VWK-IV-2),
4. use simple sentences to express ideas about environment (EN2GAGS-IV-2),
5. comprehend stories (EN2CAT-IV-2),, and
6. use own words in retelling myths, legends, fables, and **narrative poems** (EN2CCT-IV-2).

Lesson 1 - Onset and Rime and Word Pattern



What I Know

Let us try to find out what you already know about our lesson. Do the following activities:

Activity 1: Read the following words. Clap for the onset of each word and jump for the rime.

1. bend 2. clock 3. print 4. stand 5. chips

Activity 2: Copy the table in your notebook. Read the list of words and write them in the appropriate column based on their word patterns.

river	petal	matter	paper	sunset
VCV Words (Vowel-Consonant-Vowel)		VCCV words (Vowel-Consonant-Consonant- Vowel)		



What's In

Directions: Let someone read each situation. Say the appropriate polite phrases after listening to each sentence.

1. Your classmate, Sunset is celebrating her birthday.

What will you say to Sunset?

2. You want to use your sister's paper.

What will you say to your sister?

3. Peter accidentally bump someone during recess time.

If you were Peter, what will you say to someone you bump?

4. You see your teacher in the morning.

How will you greet your teacher?

5. Carol needs an ice for her drinks and she wants Berlin to get it.

If you were Carol, what will you say to Berlin?



What's New

Activity 1: Form five (5) words using the given onset and rime below. Write your answers in your notebook.

Onset	Rime
br	ing
c	
l	ush
b	
m	ight

1. _____

2. _____

3. _____

4. _____

5. _____

Activity 2: Word Hunt

Directions: In the word search puzzle, find the words with VCV and VCCV patterns and write them in your notebook.

p	e	t	a	l	z	b
a	y	r	i	v	e	r
p	o	s	t	e	r	w
e	x	l	g	k	v	f
r	s	u	n	s	e	t



What is It

Now, let's understand how to segment onset and rime.

- Identify the Onset: Look for the initial consonant sound or sounds of a syllable, occurring before the vowel. For example, in "**bend**," the onset is "**b**".

Another example is "**bright**" the onset is "**br**"

- Identify the Rime: The rime includes the vowel and any following consonants. In "**bend**," the rime is "**end**" and in "**bright**" the rime is "**ight**".

Word Patterns - Word patterns are the sequence or patterns within words that are made up of both consonants and vowels. Recognizing these patterns helps us read words accurately and quickly.

Vowel-consonant-vowel-pattern (VCV-Pattern) words, are words with one consonant between two vowels at a syllable break.

VCCV words are two-syllable words with the **pattern vowel-consonant-consonant-vowel** in the middle of the words

Examples:

	v	c	v	
r	i	v	e	r
f	o	r	e	st

	v	c	c	v	
p	o	s	t	e	r
s	u	n	s	e	t



What's More

Now it's time for practice!

Activity 1: Copy the table in your notebook. Read the words aloud and complete the table by writing the onset and rime.

	onset	rime
bring		
play		
light		
crab		
bread		

Activity 2: Read the sentences and identify the words with VCV and VCCV patterns. Write the word and its pattern in your notebook.

1. The pupil plays the ball.
2. They forget the pen.
3. She loves her sister.
4. I like the petal.
5. The river is clean.



What I have learned

Fill in the blanks to show what you have learned. Let someone read this for you. Choose your answer from the box and write it in your notebook.

onset	rime	word patterns
VCV	VCCV	CVC

1. The initial consonant sound in a word is called the _____.
2. The part of the word that includes the vowel and any following consonants is called the _____.
3. Reading words quickly by recognizing their sounds is understanding the _____.
4. What is the pattern of the word “wander”? _____
5. The word “vowel” is an example of what pattern? _____



What I can do

Activity 1: Read the questions and write the letter of the correct answer in your notebook.

1. The onset in the word "back" is:
a. b b. a c. ack d. k
2. The rime in the word "crown" is:
a. wn b. c c. cr d. own
3. Which word has the same rime as "clap"?
a. able b. map c. cat d. clay
4. Which word has the same onset as "wish"?
a. fish b. wash c. owe d. use
5. Which word does not belong to the group?
a. ate b. ape c. ace d. owe

Activity 2: Write down words with these word patterns in your notebook.

VCV pattern	VCCV Pattern



Assessment

Activity 1: Read the following words. Copy the words in your notebook and underline the onset of each word and circle the rime.

1. black
2. duck
3. brown
4. clap
5. wish

Activity 2: Complete the sentences using appropriate VCV and VCCV words from the word bank. Choose your answer from the box and write them in your notebook.

forest	poster	flower	paper	petals
--------	--------	--------	-------	--------








1. The _____ is clean.
2. They love the _____ about clean school.
3. Write your name on the _____.
4. & 5. The _____ has five _____.



Additional Activities

Activity 1: Connect Me!

Directions: Create a word by connecting the onset to the correct rime. Write the words formed in your notebook and read them aloud.

Onset	Rime
	
	
	
	
	

Activity 2: List Down!

Directions: Write in your notebook three (3) new words for VCV word pattern and two (2) new words for VCCV word pattern.





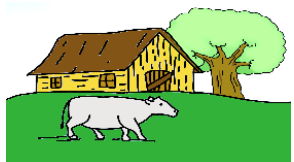
Read each word aloud.

Lesson 2 - Using Simple Sentences to Express Ideas About Environment



What I Know

Activity 1: Look at the pictures and write their correct name in your notebook.

1.		cloud	tree	river
2.		night	rainy	sunny
3.		flower	fruit	stem
4.		house	forest	school
5.		river	fruit	farm

Activity 2: Using two (2) simple sentences, say something about the given words.

tree	flower	farm	forest
------	--------	------	--------

Example: "The tree is big."



What's In

Activity 1: Copy the words in your notebook. Write O on the blanks for words with the same onset and R for words with the same rime.

1. farm - _____

2. clay - _____

3. forest - _____

4. play - _____

5. fast - _____

Activity 2: Read the following words correctly.

river	petal	pupil	matter	wander
-------	-------	-------	--------	--------



What's New

Now, let's read a short poem!

Trees

by Georgina B. Batadlan

Trees are tall.
Trees are green.
They provide shade.
And wind that is seen.

Trees are wonderful.
Their branches are home for birds.
They are beautiful.
Mostly are found in the forest fields.



Using a sentence, answer orally the following questions.

1. What is the poem all about?
2. Do you have trees at home? Describe them.
3. Are trees important? Why?
4. What are the words that refer to the environment?
5. What are the words that describe them?



What is It

Let's learn some new words and how to use them!

A. Vocabulary Words - words that describe our environment.

Examples:

1. tree - a tall plant with a trunk, branches, and leaves
2. shade - cool area that is created when something blocks sunlight
3. wind – air that moves
4. bird - an animal with wings and feathers
5. forest - a big area filled with many trees and plants

B. Simple Sentences

Simple sentence - is a sentence that has just one idea and is easy to understand. It has a subject and a predicate.

subject - the thing you are talking about

predicate - tells what the subject is doing or how it is.

Example 1: The trees are tall.

subject predicate

Example 2: They are beautiful.

subject predicate



What's More

Activity 1: Look Around and Listen!

Go outside or look out of your window. What do you see in your environment? Do you see a tree, grasses, or a bird? Write down in your notebook three (3) things you see.

Activity 2: Write what's in your mind!

Select two (2) words from what you have written and write two simple sentences using these words. Write it in your notebook.



What I have learned

Activity 1: Study the words in the Column A and their meanings in Column B. Write the letter of the correct answer in your notebook.

Column A	Column B
1. wind	a. A tall plant with a trunk, branches, and leaves.
2. forest	b. A cool area that is created when something blocks sunlight.
3. shade	c. The air that moves.
4. bird	d. An animal with wings and feathers.
5. tree	e. A big area filled with many trees and plants

Activity 2: Identify the correct word to complete the sentence. Write your answer in your notebook.

1. (**Subject, Predicate**) tells what the subject is doing.
2. (**Subject, Predicate**) refers to thing you are talking about in the sentence.
3. A (**simple sentence, phrase**) is a sentence that has just one idea and is easy to understand.
4. The (**tree, wind**) is tall.
5. The (**bird, forest**) is flying.



What I can do

Let's use what you've learned!

Activity: My Environment Poster

Create a poster of your environment. Draw and label at least three things referring to the environment. Using two simple sentences, tell something about your poster. Write it on your notebook.

Example: "The car is red."

Rubrics

Criteria	5	3	1
Accuracy	Listed 3 correct words and stated 2 correct simple sentences about the poster	Listed 2-3 correct words and stated 1 correct simple sentence	Listed 1-2 correct words and stated incorrect simple sentences
Creativity	Created poster about the environment neatly and creatively	Created poster about the environment with a little erasure	Created poster yet lacks creativity and neatness
Timeliness	Completed the work within the given time	Complete the work but exceeded in a given time	Doesn't able to finish the given work



Assessment

A. Fill in the blanks by writing your answer in your notebook.

1. The _____ is green.
2. The _____ is singing.
3. The _____ blows gently.
4. Trees are _____.
5. Trees give us _____.

B. Select two words from what you have learned and write two simple sentences using these words in your notebook.



Additional Activities

Try this fun activity to practice more!

Activity: Word Scavenger Hunt

Look around your home or school. Find five things that you see every day. Write down their names and make a simple sentence for each. Example: "The door is brown." write it in your notebook.

Lesson 3 - Understanding and Analysing Stories



What I Know

Activity 1: What's Next?

Let someone read this short story and answer orally the following questions.

Let's understand first these words: jolly, wandered and sniffed.

Jolly means happy and cheerful.

Wandered means to walk around without a specific destination or purpose.

Sniffed means to breathe in through the nose to smell something.

Pat the Lost Puppy

by Georgina B. Batadlan

In a jolly town, young Pat loved to play,
But one day he wandered a bit far away.
He sniffed at the flowers, looked all around,
"Oh no!" he cried, "I'm lost! I can't be found!"
A girl came by, with a smile so bright,
"Don't worry, little puppy, I'll help you tonight!"

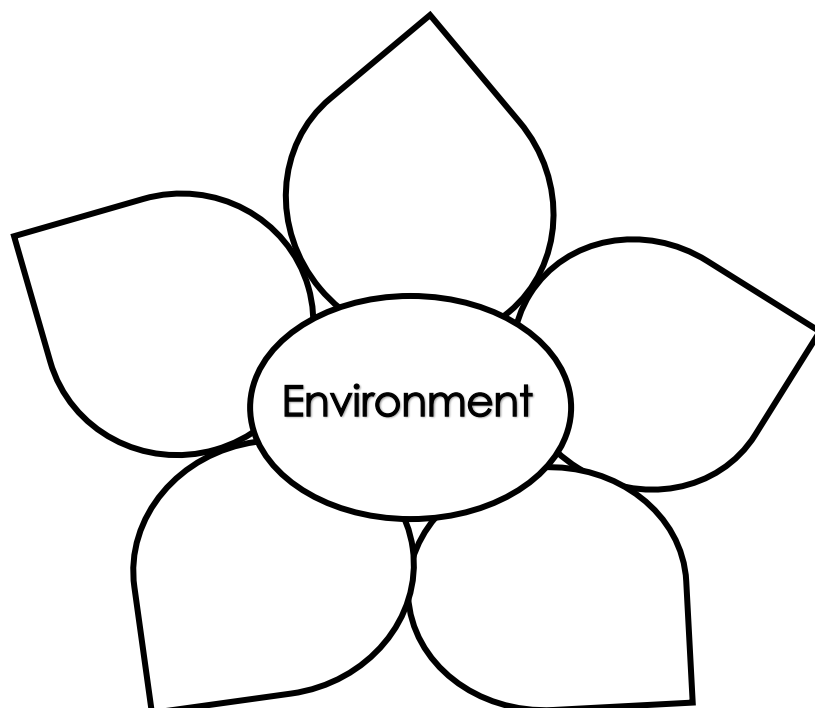
Questions

1. What is the name of the lost puppy?
2. What happened to the puppy?
3. If you were the puppy what will you do?
4. What do you think will the girl do to help the puppy?
5. Can you tell us again the story using your own words?



What's In

Activity 1: Below is a flower with five petals. Draw it in your notebook and fill out the petals with the words you know about environment.



Activity 2: Make a simple sentence out from the two (2) words you have written in the petals of the flower. Write it in your notebook.



What's New

Let someone read with you the narrative poem and do the following activity.

Let's understand first the words bare, breathe, polluted air and abound.

Bare means not covered or empty.

Breathe means to take air in and out of the lungs.

Polluted air means air that is not clean.

Abound means to be present in large amount.

"Care for Mother Earth"

by Teacher Nong

Mother earth has lots of gifts
To us she brings and offers!
See the clean rivers and the seas.
See the clear falls and the springs.
See the tall mountain and the forests.
See the green hills all around.
Feel the fresh air that abounds.



But look once more and see!
Look at the dirty seas and rivers.
Look at the bare forest and mountains.
Look at the polluted air we breathe.
Look once more and see!
Mother earth has lots of gifts
Gifts we enjoyed and forgot to care for!

Activity 1: Draw in your notebook how the poem described the gifts of mother earth at the end of the poem.

Activity 2: Listen to someone as he/she reads the questions. Say your answer after every question.

1. Compare the gifts of mother earth at the start and at the end of the poem.
2. What do you think is the cause why the gifts from mother earth look like this now?
3. How do you feel about how mother earth looks like now?

4. If mother earth can talk, what do you think is she saying to us?

5. What are you willing to do to save mother earth?



What is It

Let's understand how we comprehend the story by predicting possible ending and giving summary.

Predicting Possible Endings

This is when you guess what might happen next in the story. For example, if a puppy is lost, you might think, "Maybe he will find his way home!" This helps you think about the story and keep you interested.

Another example:

"If we care for the Earth, maybe the rivers will be clean again!"

Giving a Summary

Summarizing is like telling the main parts of the story in your own words. You might say, "The puppy got lost but met a girl who helped him." This helps you remember the important parts of the story.

Another example:

"The poem talks about how Mother Earth gives us beautiful things like clean rivers and fresh air, but we need to take care of her because sometimes we forget."

In retelling a narrative poem you should remember the following:

1. Read or listen to a narrative poem.
2. Talk about the poem
3. Ask questions like,
"What do you think the poem is about?"
4. Identify key parts:
 - Main Characters: Who is in the poem?
 - Setting: Where does it happen?
 - Events: What are the important things that happen?
5. Summarize it using your own words.



What's More

Activity: Retell "Care for Mother Earth"

Think about the poem "Care for Mother Earth." Tell the story to a friend using your own words. Include who is in the poem, where it takes place, and what important things happen. You can also draw pictures to help tell the story!



What I have learned

Activity 1: Complete the sentences. Fill in the blanks to show what you learned. Choose your answer from the box and write it in your notebook.

own

guess

words

next

parts

Predicting Possible Endings is when you (1.) _____
what might happen (2.) _____.

Giving a Summary is like telling the main (3.) _____
of the story or poem in your (4.) _____
(5.) _____.

Activity 2: What are the steps in retelling narrative poems?
Answer this orally.

1. _____

2. _____

3. _____

4. _____

5. _____



What I can do

Let's check how much you have learned!

Read the poem below and answer orally the questions.
Let's understand first what pledge means.

A **pledge** is a promise that we make.

Activity 1: Complete the pledge by writing the best word or phrase in your notebook. Choose your answer from the box.

my best

pick up trash

care

clean

My Pledge

by Teacher Nong

Small as I am, I will do (1.) _____!

I will (2.) _____,

To keep mother earth (3.) _____.

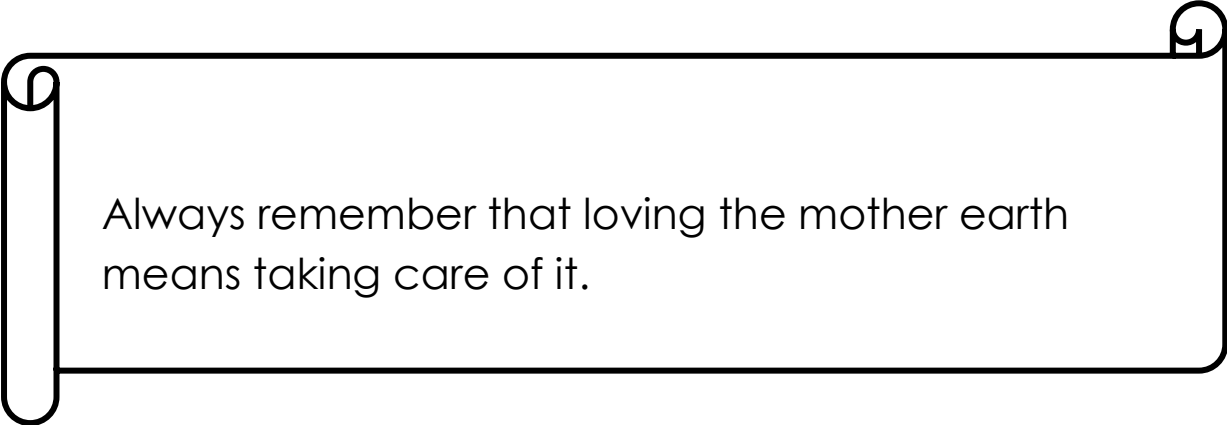
I will care for plants.

And make mother earth green.

Activity 2: Write the letter of the best answer in your notebook.

4. What will happen if you keep your pledge?
 - a. The Earth will be cleaner and healthier.
 - b. You will pick up more trash.
 - c. You will have to do it by yourself.
 - d. The plants will not grow.

5. What is the lesson of the pledge?
 - a. Everyone can help, no matter how small.
 - b. Picking up trash is the only way to help.
 - c. Caring for plants doesn't matter.
 - d. Only grown-ups should help the Earth.



Always remember that loving the mother earth means taking care of it.



Assessment

"Care for Mother Earth"

by Teacher Nong

Mother earth has lots of gifts
To us she brings and offers!
See the clean rivers and the seas.
See the clear falls and the springs.
See the tall mountain and the forests.
See the green hills all around.
Feel the fresh air that abounds.



But look once more and see!
Look at the dirty seas and rivers.
Look at the bare forest and mountains.
Look at the polluted air we breathe.
Look once more and see!
Mother earth has lots of gifts
Gifts we enjoyed and forgot to care for!

Directions: Choose the best answer for each question.
Write the letter of your choice in your notebook.

1. What gifts does Mother Earth offer?
 - a. toys and games
 - b. clean rivers and fresh air
 - c. cars and money
 - d. buildings and roads

2. What happens to the rivers and forests in the poem?
 - a. They become dirty and bare.
 - b. They become larger and brighter.
 - c. They stay exactly the same.
 - d. They turn into cities.
3. How does the poem make you feel about nature?
 - a. happy and thankful
 - b. sad and scared
 - c. confused and bored
 - d. angry and upset
4. What should we do to help Mother Earth?
 - a. ignore it and do nothing
 - b. take care of the environment
 - c. create more pollution
 - d. cut down all the trees
5. What do you think might happen if we start taking care of the Earth?
 - a. It will become cleaner and healthier.
 - b. It will get dirtier and more polluted.
 - c. Nothing will change at all.
 - d. It will disappear completely.



Additional Activities

Activity: Create Your Own Story

Think of a fun story with characters, a setting, and some interesting events. Draw pictures for your story and write a few sentences describing what happens. Write it in your notebook. Share your story with a friend or family member!

Answer Key

Lesson 1

What I Know Activity 1

- b - "clap", end - "jump"
- cl - "clap", ock - "jump"
- pr - "clap", int - "jump"
- st - "clap", and - "jump"
- ch - "clap", ips - "jump"

Activity 2

VCCV Words	river
petal	sunset
paper	

What's In

- Happy birthday, Sunset!
- May I borrow your paper?
- I am sorry!
- Good morning, teacher!
- Berlin, please get me an ice for my drinks!

What's New

Activity 1: Answers may vary

Sample answers:

- bring
- bright
- brush
- light
- might

Activity 2

Answers can appear in any order

- petal
- paper
- poster
- sunset
- river

What's More - Activity 1

Onset	Rime
br	ing
pl	ay
l	ight
cr	ab
br	ead

Activity 2

- pupil - VCV
- forget - VCCV
- sister - VCCV
- petal - VCV
- river - VCV

What I Have Learned

- onset
- rime
- word patterns
- VCV
- VCCV

What I Can Do Activity 1

- a.
- d.
- b
- b
- d

Activity 2 Answers may vary

Assessment - Activity 1

- bl a ck
- d u ck
- br o wn
- cl a p
- w i sh

Activity 2

- forest
- poster
- paper
- flower
- petals

Additional Activities

Activities 1 & 2: Suggested answers

Activity 1	Activity 2
1. clap	1. vowel
2. clip	2. pencil
3. class	3. baker
4. bright	4. basket
5. bread	5. market

Lesson 2

What I Know
Activity 1
1. tree
2. sunny
3. flower
4. forest
5. farm
Answer may vary
Activity 2

What's In
Answer may vary

What's New
1. farm – O
2. clay – R
3. forest – O
4. play – R
5. fast – O

What's More
Possible answers
1. It is all about trees.
2. Yes, we have trees at home. They are big.
3. Yes they are important. They give us shades and clean air.
4. The words that refer to the environment are trees, wind, birds, and forest.
5. The words that describe them are tall, green, seen, and beautiful.

What I Have Learned
Activity 1
1. sky
2. flowers
3. bird
Activity 2
Possible answers
1. The flowers are beautiful.
2. The birds are flying.

What I Have Learned
Activity 1
1. c
2. e
3. b
4. d
5. a
Activity 2
1. Predicate
2. Subject
3. simple sentence
4. tree
5. bird
Assessment
Possible Answer
1. tree
2. girl
3. wind
4. tall
5. shade
Additional Activities
Answers may vary

Lesson 3

What I Know
Activity 1: possible answer
1. The name of the puppy is Pat.
2. The puppy got lost.
3. I will look for someone who can help me.
4. She will guide the puppy home.
5. Answer may vary

What's In
Activity 1: Possible answers
1. earth
2. home
3. garden
4. plants
5. animals
Activity 2: Answer may vary
possible answers
1. I love the earth.
2. I like plants.

What's New
Activity 2: Varied answers are accepted.

What's More
Varied answers are accepted.

What I Have Learned
Activity 1
1. guess
2. next
3. parts
4. own
5. words
Activity 2
1. Read or listen to a narrative poem.
2. Talk about the poem
3. Ask the question, what is the poem all about?
4. Identify key parts:
5. Summarize it using your own words.

What I can do
1. my best
2. pick up trash
3. clean
4. a
5. a
Assessment
1. b
2. a
3. b
4. b
5. a
Varied answers are accepted
Additional Activities

References

Casabuena, Rose Marie S. 2020. "English– Grade Two Self-Learning Module (SLM)." *Quarter 3 – Module 2: Spelling 2- Syllable Words with Short e, a, i, o, u Sound in CVC*. Koronadal City: Department of Education – SOCCSKSARGEN Region.

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DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 - Quarter 4 - Module 2** titled **"Phonemic Awareness and Reading Comprehension"** 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:

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