

ENGLISH - Grade 2

Quarter 1 - Module 1 Recognizing Rhymes, Words, and Sentences with Effective Communication

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 Recognizing Rhymes, Words, and Sentences with Effective Communication!

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 Rhythm and Rhyme Sight Words and High-frequency Words, Sentences and Reading Fluency, and Speak with Politeness!

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 1 - Module 1
Recognizing Rhymes, Words, and
Sentences with Effective
Communication



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the different basic sight words and sentences. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. 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.

The module is divided into four lessons, namely:

- Lesson 1 - Rhymes in Chant
- Lesson 2 - Sight Words and High-frequency Words
- Lesson 3 - Sentences and Reading Fluency
- Lesson 4 - Speak with Politeness

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

EN2PA-I-1 Recognize rhymes in chants.

EN2PA-I-1 Identify Grade 2 level-appropriate sight words.

EN2VWK-I-1 Identify high-frequency words accurately.

EN2GAGS-I-1 Identify sentences and non-sentences.

EN2CAT-I-1 Read grade level sentences with appropriate speed, accuracy, and expression.

EN2CCT-I-1 Use common expressions and polite greetings appropriately to a given situation.

Lesson 1 - Rhymes in Chant



What I Know

Chant the text below.

Our Fun Family

We laugh and play all through the day.
We sing and dance, at every chance.
We stick together, no matter the weather.
We might fight but love so tight.
Through thick and thin, we never dim.
With love and care, we are always there.



Match the word below with a rhyming word from the chant.

1. play

2. dance

3. together


4. fight

5. care





What's In


Identify the beginning sound of each picture below.

1.  /s/ /r/ /c/ /h/

2.  /b/ /l/ /m/ /i/

3.  /r/ /t/ /g/ /d/

4.  /h/ /s/ /e/ /o/

5.  /e/ /n/ /k/ /g/



What's New

Chant the text below. Clap your hands and stomp your feet to keep the beat!

Together as One

by J.L. Martin

Together we reach for the sky!

F-A-M-I-L-Y

With love in our hearts, we can fly!

Through every season, come rain or shine,
in our family circle, love is divine.

Hand in hand, we walk the way.

With family support, we seize the day!

F-A-M-I-L-Y,

Together we reach for the sky!

F-A-M-I-L-Y,

With love in our hearts, we can fly!



Answer the following questions.

1. What is the message about family in this chant?
2. How do family members support one another?
3. How does love help the family achieve its goals?
4. What does the phrase "Together we reach for the sky" mean?
5. What pairs of words have the same ending sound in the chant?



What is It

Rhymes are words that have the same ending sounds.
Chant this text together with a family member.

Together We Share

by Janmary M. De Jose

Mother calms my nerves
Father straightens my curves
Sister loves to tie my hair
Brother protects me everywhere

A home full of cuddles
Giggles in all corners
Waves of laughter we share
Shows love all through the air.



Read aloud these words that rhyme from the chant.

nerves and **curves**
hair and **everywhere**
cuddles and **corners**
share and **air**

Chants often use rhymes to create rhythm and make the text more engaging and memorable.



What's More

Sing and write the rhyming words from the chant below.

"Family Is Like a Circle"

by Nicole M. O'Neil

Family is like a circle,
the connection never ends.
And even if at times it breaks,
in time it always mends.

Family is like the stars.
Somehow, they're always there.
Families are those who help.
Who show they really care.



What I have learned

Rhyming words have the same ending sounds.
They are commonly found in **chants**, poems,
and stories.



What I can do

Create a rhyme from each of the following statements by filling in the blanks.

1.

like	bike
------	------

My father gifted me a _____.

Riding it is what I _____.

2.

cake	great
------	-------

I love to bake a yummy _____.

Adding icing is always _____.

3.

boat	coat
------	------

When it rains, I grab my _____.

To play outside with my paper _____.

4.

high	sky
------	-----

I like to jump up really _____.

I try to reach the bright blue _____.

5.

hat	cat
-----	-----

I like to play with my pet _____.



I love to see him in a _____.



Assessment

Chant the text below.

Our Fun Family

We laugh and play all through the day.
We sing and dance, at every chance. 
We stick together, no matter the weather.
We might fight but love so tight. 
Through thick and thin, we never dim.
With love and care, we are always there.



Match the word below with a rhyming word from the chant.

1. play

2. dance

3. together

4. fight

5. care



Additional Activities

Write the words that rhyme in each of the following sentences.

1. The cat plays with the rat.
2. The sun is bright like a light.
3. The birds fly up in the sky.
4. The mouse lives in a big house.
5. My mom looks for her books.

Lesson 2 - Sight Words and High Frequency Words



What I Know

Identify two-letter sight words or high-frequency words in a given passage.

Fun with My Family

by Janmary M. De Jose

We are a happy family. We go to the park. My mom and dad sit by a big tree. My sis and I run to the swing. We go up and down. It is so fun! Mom runs to me. I run to my dad. He picks me up. We all laugh. Then, we sit on a mat. We eat and drink. My sis gives me a hug. My dad and mom smile. We are so glad. I love my family!





What's In

Sing and write the rhyming words from the chant below.

We Stay Forever

The happiness we share,
laughter everywhere.
Through problems and challenges,
love is equal in all ages.



What's New

Together We Share

by Janmary M. De Jose

Mother calms my nerves
Father straightens my curves
Sister loves to tie my hair
Brother protects me everywhere

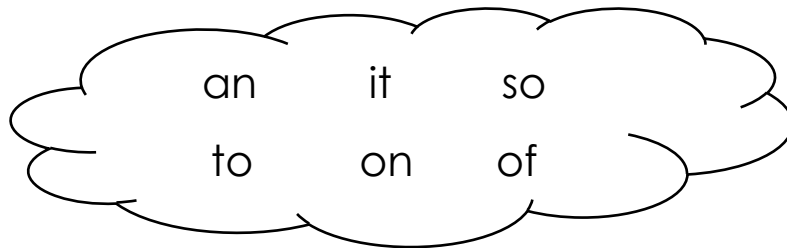
A home full of cuddles
Giggles in all corners
Waves of laughter we share
Shows love all through the air.





What is It

This time, read and study these two-letter sight words that were taken from the chant.



Sight words are common words that learners are encouraged to recognize instantly without having to sound them out.

Words that often occur in written texts are known as **high-frequency words**.

Some examples are **am, by, is, we, up, do, if, in, no, me**. These words are commonly used and can be important for developing reading fluency in early readers.



What's More

Read "Jack and Jill" and write the two-letter sight words and high-frequency words.

Jack and Jill

By Louisa May Alcott

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Up Jack got and home did trot
As fast as he could caper,
And went to bed to mend his head
With vinegar and brown paper.

Then up Jack got and home did trot
As fast as he could caper,
And went to bed to mend his head
With vinegar and brown paper.

Jill came in and did begin
To dress his head with splinters.
And when she did, the King did bid
That he would make her a princess!



What I have learned

Sight words and high-frequency words help you read more easily and quickly. Recognizing these words makes you feel more confident and capable in your reading.



What I can do

List all two-letter sight words or high-frequency words from the story below.

Jen went to the store to buy some food for her kitten. She asked the saleslady where she could find the best cat food. After paying for it at the counter, she put it in her basket and walked home. At home, she prepared the food and served it to her little kitten.





Assessment

Identify two-letter sight words or high-frequency words in a given passage.

Fun with My Family

by Janmary M. De Jose

We are a happy family. We go to the park. My mom and dad sit by a big tree. My sis and I run to the swing. We go up and down. It is so fun! Mom runs to me. I run to my dad. He picks me up. We all laugh. Then, we sit on a mat. We eat and drink. My sis gives me a hug. My dad and mom smile. We are so glad. I love my family!



Additional Activities

List five (5) sight or high-frequency words and use them in a sentence.

Lesson 3 - Sentences and Reading Fluency



What I Know

Write **S** if the group of words is a **sentence** and **NS** if it is a **non-sentence**.

- _____ 1. I want to be a teacher.
- _____ 2. the teachers are hardworking and
- _____ 3. My teacher is smart and kind.
- _____ 4. Teachers love children.
- _____ 5. We celebrate Teachers' Day in school.



What's In

Write the two-letter sight words and high-frequency words found in the puzzle.

m	a	n	y	o	p	a
a	k	l	i	s	u	r
l	d	t	w	q	o	e
b	e	h	m	h	o	f
w	a	t	y	f	d	m



What's New

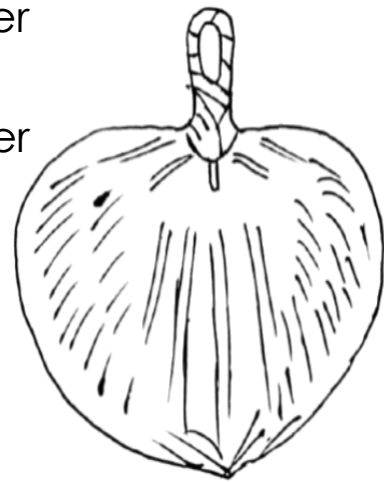
Read the story below. Read it twice to improve your reading speed and accuracy.

Grandma's Magic Fan

by Janmary M. De Jose

One hot afternoon, Anna sat on the bamboo steps, fanning herself with her hand. "It's so hot, Lola!" she complained. Lola smiled and gave her an *abaniko*. "This fan brings cool air when shared," Lola said.

Soon, her younger brother Pedro ran up, tired and sweaty. "Can I use your fan, Ate?" he asked. Ana smiled and shared it with him. As they fanned together, a cool breeze blew through the house, making them laugh.



Read and answer the following questions about the story.

1. What did Ana feel that afternoon?
2. Who gave her an *abaniko*?
3. When does the fan bring cool air?
4. Who borrowed the fan from Anna?
5. Why do you think Anna and Pedro laughed?



What is It

Read these sentences from the story of “Lola’s Magic Fan”.

1. One hot afternoon
2. Ana fanned herself with the *abaniko*.
 - A **sentence** is a group of words expressing a complete thought. It starts with a capital letter and ends with a period, question mark, or exclamation point. It has a **doer** (called the **subject**) and an **action** (called the **predicate**).

Study the sentence.

Ana fanned herself with the *abaniko*.

"Ana" is the doer, and "fanned herself with the *abaniko*" is the action.

Example

1. Ana sat on a bamboo steps.
2. Lola gave Ana an *abaniko*.
 - A **non-sentence** does not express a complete thought. It may be missing a doer (subject), or an action (predicate), or both.

Study the given example below.

One hot afternoon

“One hot afternoon” is a non-sentence because it missed both the doer and the action. It does not express a complete thought.

Examples

1. brings cool air when shared
2. making them laugh



What's More

Draw a circle ○ for sentences and a square □ for non-sentences.

- ___ 1. cool breeze blew
- ___ 2. Pedro joined Ana in the bamboo steps.
- ___ 3. Anna and Pedro fanned themselves.
- ___ 4. tired and sweaty
- ___ 5. The fan brings cool air when shared.



What I have learned

Remember, a **sentence** has a subject and a verb and tells a complete idea. **Non-sentences** are simply phrases which are not complete therefore do not form a full idea.

To be a good reader, one must read sentences appropriately with the right speed, accuracy and expression so that what is being read is understood



What I can do

Read the story and identify the sentences and non-sentences that you can find from the passage.

Jen went to the store to buy some food for her kitten. She asked the saleslady where she could find the best cat food. After paying for it at the counter, she put it in her basket and walked home. At home, she prepared the food and served it to her little kitten.





Assessment

Say "YES" if the group of words forms a sentence and "NO" if it does not. Present your answers to a family member to verify if they are correct.

___ 1. I want to be a teacher.

___ 2. the teachers are hardworking and

___ 3. My teacher is smart and kind.

___ 4. Teachers love children.

___ 5. We celebrate Teachers' Day in school.



Additional Activities

Write three (3) sentences about something you did today.
Read your sentences out loud with your family.
Remember to read fluently at the right speed and accuracy.

Lesson 4 - Speak with Politeness



What I Know

Read each situation. Write the letter of the correct answer.

1. Kenneth sees Cathy carrying many books. Kenneth helps Cathy carry the books. What should Cathy say?

- a. May I help you?
- b. Thank you.
- c. You are welcome.
- d. Excuse me.



2. John is having his lunch with his cousin Mary. He cannot reach the rice. What will he say?

- a. Please pass the rice.
- b. Thank you for passing the rice.
- c. Give me some rice.
- d. I don't know what to say.



3. Miss Diaz and Miss Torres are talking in the Corridor. Fatima has to pass between the two teachers. What should Fatima say?

- a. I am sorry. I have to pass.
- b. Excuse me. May I pass?
- c. Give way!
- d. What are you two talking about?



4. John is putting colors in his drawing. He does not have a blue crayon. His seatmate has an extra blue crayon. What will John say?

- a. Give me your blue crayon!
- b. Please pass the blue crayon.
- c. May I borrow your blue crayon?
- d. I need your blue crayon.



5. Joy is copying the assignment on the board. Her classmate Casey is standing in front of it. She is blocking the chalkboard. What will Joy say?

- a. Return to your seats.
- b. Excuse me. I cannot see the board.
- c. I cannot see the board!
- d. Can you be the one to write for me?



What's In

Write check (✓) on the blank if the statement is a sentence and (X) if it is non-sentence.

- _____ 1. The dog runs fast.
- _____ 2. My Grandma makes some pancakes for breakfast.
- _____ 3. continue running
- _____ 4. running some activities
- _____ 5. while singing



What's New

I learn to be Polite

In school, I learn to be polite. I say “good day”
when the sun comes out.

I say “good morning” at sunrise and before noon.

And “good afternoon” in the afternoon.

I say “good evening” when it is night.

Read the following greetings from the poem.

Good morning	Good day
Good afternoon	Good evening

Ask: When do we say these words according to the poem?



What is It

Polite greetings and expressions show consideration and make other people feel respected and can create a positive environment.

Here are some examples of common expressions in greeting politely.

- Greeting people: "Hello," "Good morning," "Goodbye."
- Expressing gratitude: "Thank you."
- Asking for help: "Please."
- Apologizing: "I'm sorry."



What's More

Match the common expressions in Column A with their appropriate responses in Column B. Write the letter of the correct answer on the blank.

Column A

- ___ 1. Good morning.
- ___ 2. Thank you.
- ___ 3. How are you?
- ___ 4. I am sorry.
- ___ 5. Please bring it to me.

Column B

- a. You're welcome.
- b. Good morning.
- c. Okay, for a while.
- d. I'm good, thank you.
- e. It's okay.



What I have learned

Respecting other people requires using common language and polite greetings. We employ them daily to be kind to others and help them feel important.



What I can do

Write if (✓) statement uses common expressions or polite greetings, write (X) if not.

- _____ 1. Good day, how are you today?
- _____ 2. Go away!
- _____ 3. Thank you for helping me clean.
- _____ 4. Give me your pencil now!
- _____ 5. Excuse me, can I please borrow your crayon?



Assessment

Read each situation. Write the letter of the correct answer.

1. Kenneth sees Cathy carrying many books. Kenneth helps Cathy carry the books. What should Cathy say?

- e. May I help you?
- f. Thank you.
- g. You are welcome.
- h. Excuse me.



2. John is having his lunch with his cousin Mary. He cannot reach the rice. What will he say?

- a. Please pass the rice.
- e. Thank you for passing the rice.
- f. Give me some rice.
- g. I don't know what to say.



3. Miss Diaz and Miss Torres are talking in the Corridor. Fatima has to pass between the two teachers. What should Fatima say?

- a. I am sorry. I have to pass.
- b. Excuse me. May I pass?
- c. Give way!
- d. What are you two talking about?



4. John is putting colors in his drawing. He does not have a blue crayon. His seatmate has an extra blue crayon. What will John say?

- e. Give me your blue crayon!
- f. Please pass the blue crayon.
- g. May I borrow your blue crayon?
- h. I need your blue crayon.



5. Joy is copying the assignment on the board. Her classmate Casey is standing in front of it. She is blocking the chalkboard. What will Joy say?

- a. Return to your seats.
- b. Excuse me. I cannot see the board.
- c. I cannot see the board!
- d. Can you be the one to write for me?



Additional Activities

List five (5) polite expressions you used at home when communicating with your family.

Answer Key

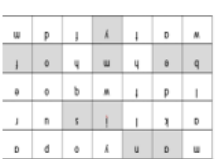
Lesson 1

What I Know 1. play- day 2. /m/ 3. /t/ 4. /h/ 5. /g/	What's in 1. /s/ 2. /m/ 3. /t/ 4. /h/ 5. /g/	What's more ends - mends there - care	What I can do 1. like - bike 2. bright - light 3. coat - boat 4. high - sky 5. cat - hat	Assessment 1. play-day 2. dance- chance 3. together- weather 4. fight- fight 5. care- there	Additional Activities 1. cat - rat 2. bright - light 3. fly - sky 4. mouse - house 5. looks - books
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Lesson 2

What I Know 1. go 2. at 3. be 4. as 5. my	What's in share - everywhere challenges - ages	What's more 1. so 2. at 3. be 4. as 5. my	What I can do 1. to 2. he 3. it 4. in 5. to	Assessment 1. go 2. at 3. be 4. as 5. my	Additional Activities Answers may vary
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Lesson 3

What I Know 1. S 2. NS 3. S 4. S 5. S	What's in 	What's more 1. ☹️ 2. 😞 3. 😟 4. 😠 5. 😡	What I can do Answers may vary	Assessment 1. S 2. NS 3. S 4. S 5. S	Additional Activities Answers may vary
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Lesson 4

Additional	Assessment	What I	What's	What's in	What I
Activities	1. a	can do	more	1. ✓ 2. ✓ 3. x 4. x 5. x	Know
Answers	2. a	1. ✓ 2. x 3. ✓ 4. x 5. ✓	1. b 2. a 3. d 4. e 5. c		1. a 2. a 3. b 4. c 5. b
may vary	3. b 4. c 5. b				

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DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 - Quarter 1 - Module 1** titled **“Recognizing Rhymes, Words, and Sentences with Effective Communication”** 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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