

ENGLISH

Quarter 1 - Module 2



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ENGLISH - Grade 2
Quarter 1 - Module 2 Oneself and Family
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 about the 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, Note to the Facilitators is 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 in 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) 2 on Oneself and Family!

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 instruction 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 (SLM) 2 on Oneself and Family!

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 2
Oneself and Family



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 - Onset and Rime
- Lesson 2 - Mastering Alphabet Letter Names
- Lesson 3 - Vocabulary Referring to Oneself and Family and Simple Sentences
- Lesson 4 - Elements of the Story (characters, setting, events)
 - Sequencing Events and retelling myths using own words

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

EN2PA-I-2 Segment Onset and rimes

EN2PWS-I-2 Identify alphabet letter names

EN2VWK-I-2 Use vocabulary referring to: Oneself and Family

EN2GAGS-I-2 Use simple sentences to express ideas about oneself and family

EN2CAT-I-2 Note important elements of the story (characters, setting, events)

EN2CCT-I-2 Use own words in retelling the myth






Lesson 1 - Onset and Rime



What I Know

Good day! Let us try to do this activity.



Segment the name of the following pictures orally.

	Onset		Rime		Whole word
	_____	+	_____	=	_____
	_____	+	_____	=	_____
	_____	+	_____	=	_____
	_____	+	_____	=	_____
	_____	+	_____	=	_____



What's In

Today, we are going to review the fun things we learned in our lesson! Are you ready? Let's start!

Draw a heart  in your notebook if the pair of words rhyme and triangle  if not.

_____ 1. hat - mat

_____ 4. hum - lot

_____ 2. men - man

_____ 5. tin - bin

_____ 3. well - bell



What's New

Let us get ready to enjoy the poem together. Are you excited? Let us dive in and see what this poem has to share with us.

Family Fun

by: Althea J. Diero

In a big house, we all play,
Dad and Mom laugh all day.
Sister bikes and brothers run,
Together we have fun under the sun.

With hugs and kisses, we are a team,
Chasing dreams is what we aim.
Through thick and thin, we stand tall,
Family love is the best of all!

Answer the following questions.

1. Where does the family play together?
 - a. in the school
 - b. in the backyard
 - c. in the big house
 - d. in the playground

2. What do Dad and Mom do all day?
 - a. run
 - b. play
 - c. laugh
 - d. sing

3. What activity does sister do while brothers run?
 - a. run
 - b. bike
 - c. laugh
 - d. play

4. How do they feel when they share hugs and kisses?
 - a. They feel sad.
 - b. They feel like a team.
 - c. They fell like dreaming.
 - d. They feel like nothing.

5. What does the poem say about family love?
 - a. Family love is the best of all.
 - b. Family love is chasing dreams.
 - c. Family love is in the big house.
 - d. Family love means giving lots of gifts.



What is It

Onset is the consonant or consonant cluster within a syllable that comes before the vowel.

Examples: run sun fun

Rime is the part of the syllable that contains the vowel and any remaining consonants.

Examples: un un un

Segmenting means breaking words into two parts: the onset and the rime:

Examples: b-ig b-est pl-ay dr-eam



What's More

We have already started learning about onset and rime, and you have been doing such a great job! Let us continue exploring and discovering more exciting things.

Activity 1

1. Identify each picture in Set A. Then, segment each picture name.

Set A



(m-at)



(m-om)

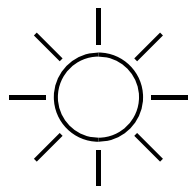


(m-an)

What is the onset in **mat**, **mom**, and **man**? _____

2. Identify each picture in Set B. Then, segment each picture name.

Set B



(s-un)



(f-un)



(r-un)

What is the rime in **sun**, **fun**, and **run**? _____

Activity 2

Listen to the given words carefully. Then, segment each word by onset and rime.

	ONSET	RIME
Example: house	/h/	/ouse/
1. bike		
2. hug		
3. tall		
4. best		
5. dream		



What I have learned

Onset is the consonant or consonant cluster within a syllable that comes before the vowel.

Rime is the part of the syllable that contains the vowel and any remaining consonants.

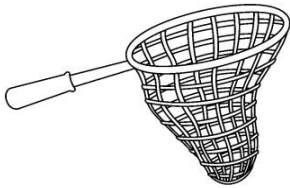
Segmenting means breaking words into two parts: the **onset** and the **rime**.



What I can do

Activity 1

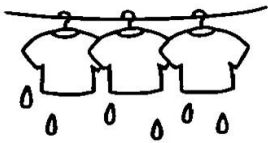
Instruction to the parent/teacher: Let the learner say the onset of the word then let her/him read the whole word.



e t



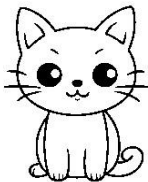
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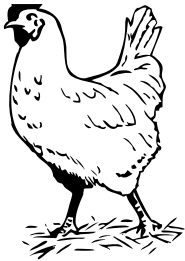
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Activity 2

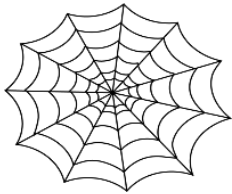
Instruction to the parent/teacher: Let the learner say the onset of the word then let her/him read the whole word.



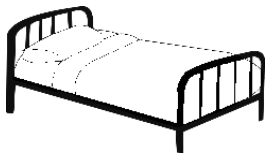
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l _ _



w _ _



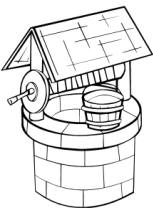
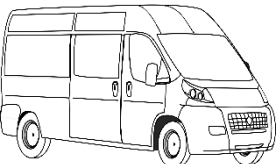



b _ _



g _ _

Activity 3

Segment the name of the following pictures orally.

	onset	rime	Whole word
			
			
			
			
			



Assessment

Note to the parent:

Read each sentence below with emphasis on the underlined word. Then, the learner segments the emphasized word into onset and rime (done orally).

1. Dad is a good man. _____

2. Mom drives a car. _____

3. Brother loves to run. _____

4. Sister feeds her pet. _____

5. Baby loves to nap. _____

Lesson 2 - Mastering Alphabet Letter Names



What I Know

Look at the alphabet below. Some letters are missing. Write the missing alphabet on a separate sheet of paper.

A	B			E	F	G	H				L	M
	O	P		R		T	U	V				Z



What's In

Read the sentence carefully. Write on a separate sheet the two-letter sight word or high-frequency word in each sentence.

1. I love my family.
2. I want to play with them.
3. We play in the garden.
4. We look at the big toy.
5. We play with it.



What's New

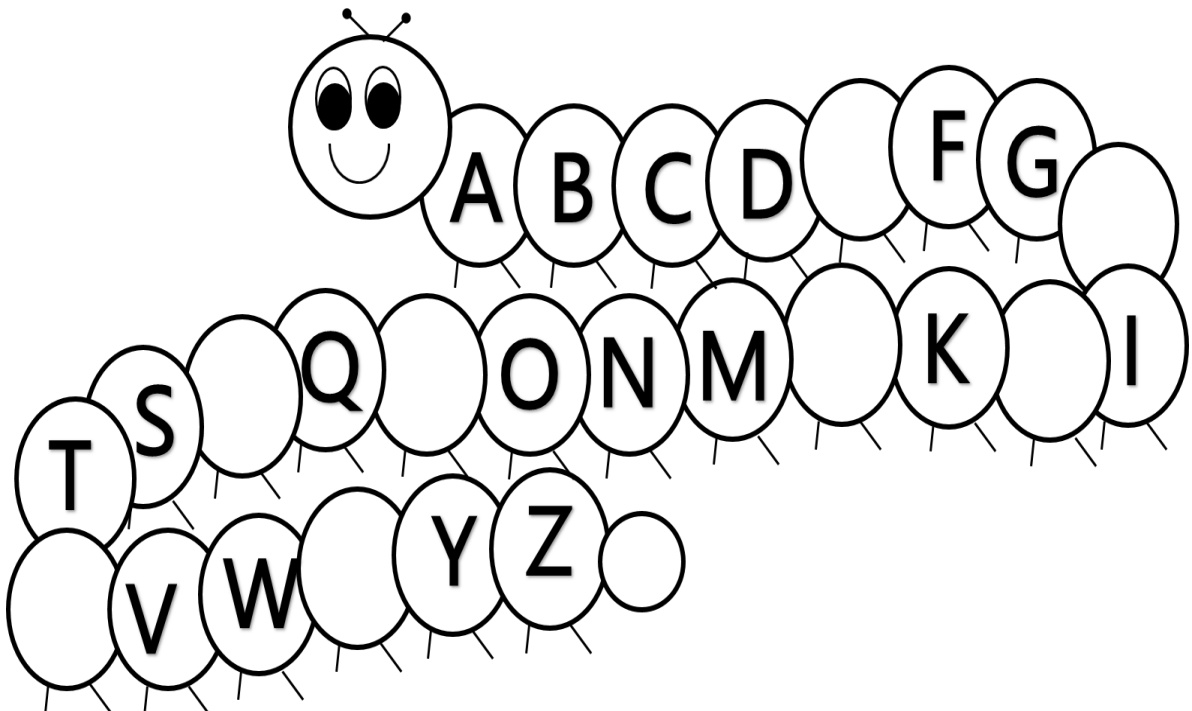
Sing the alphabet song and write the letters of the alphabet in the boxes drawn in your notebook.

English Alphabet:



What is It

Look at the caterpillar's body. Each part has letter of the alphabet, but some letters are missing. Fill in the blanks with the correct letters to complete the sequence.





What's More

The uppercase (capital) letters are written inside the upper boxes while below them are the lowercase (small) letters. Identify the missing uppercase or lowercase letters and write them in your notebook.

A		C	D			G		I		K		M
		P	Q		S		U		W	X		

	b			e	f		h		j		l	
n	o			r		t		v				z



What I have learned

The English alphabet has 26 letters.

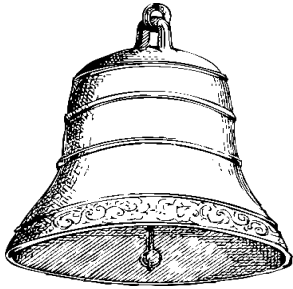
Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx
Yy	Zz				



What I can do

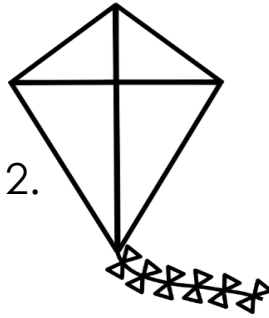
In your notebook, write the beginning letter of the following pictures.

1.



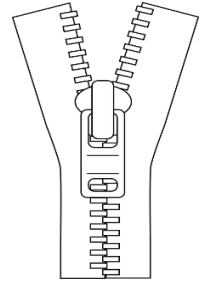
___ ell

2.



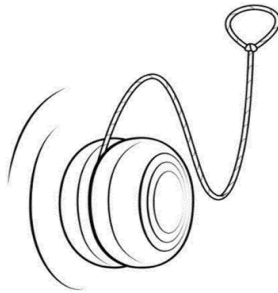
___ ite

3.



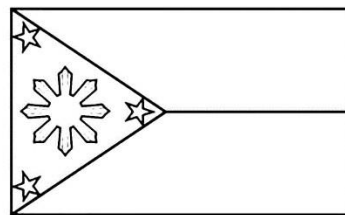
___ ipper

4.



___ oyo

5.

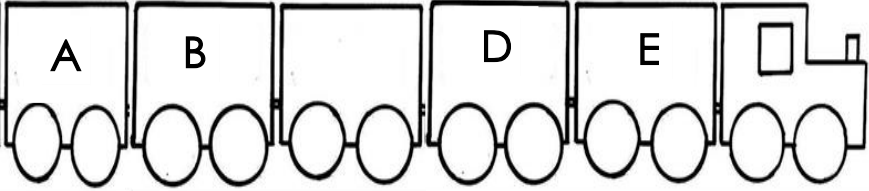
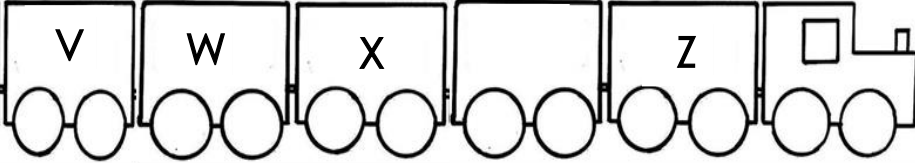
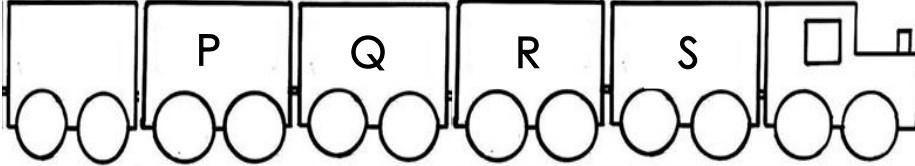
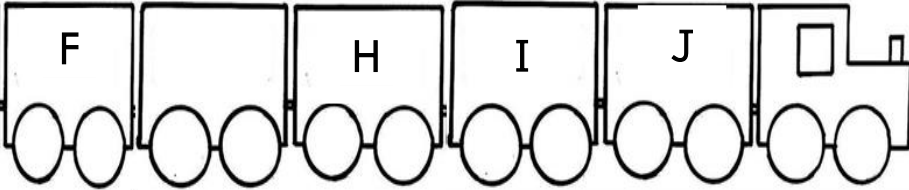
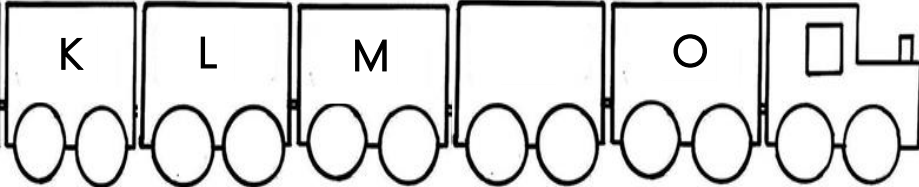


___ lag



Assessment

Ready to try a fun activity? Look at the letter pattern carefully. There's a letter missing! Can you figure out which one it is? Write the correct letter in your notebook.

1. A train with six cars. The first car has 'A', the second has 'B', the third is blank, the fourth has 'D', the fifth has 'E', and the sixth is the engine.
2. A train with six cars. The first car has 'V', the second has 'W', the third has 'X', the fourth is blank, the fifth has 'Z', and the sixth is the engine.
3. A train with six cars. The first car is blank, the second has 'P', the third has 'Q', the fourth has 'R', the fifth has 'S', and the sixth is the engine.
4. A train with six cars. The first car has 'F', the second is blank, the third has 'H', the fourth has 'I', the fifth has 'J', and the sixth is the engine.
5. A train with six cars. The first car has 'K', the second has 'L', the third has 'M', the fourth is blank, the fifth has 'O', and the sixth is the engine.

Lesson 3 - Vocabulary

Referring to Oneself and Family and Simple Sentences



What I Know

On the first day of school, children like you will introduce themselves to their teacher and classmates. Now, share something about yourself by answering the questions provided. A member of your family can read it aloud for you.

1. What is your name?
2. How old are you?
3. When is your birthday?
4. Where do you live?
5. What grade are you in?



What's In

Write **S** if it is a simple sentence and **NS** if it is a non-sentence. Write your answer on a separate sheet of paper.

- _____ 1. My family loves me.
- _____ 2. Having fun under the sun.
- _____ 3. my parents
- _____ 4. tired and sweaty after playing
- _____ 5. sweet and caring.



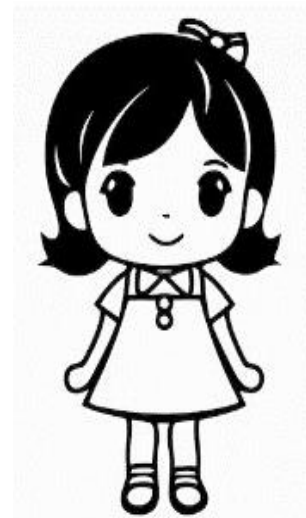
What's New

Can you share something about yourself? Do you know how to do it? Take a look at Alisha's introduction about herself and her family as an example.

My name is Alisha, and I am seven years old. I live in Tacurong City. I am studying at New Isabela Central Elementary School. I am a grade 2 pupil like you.

I have a loving mother who cooks hotcakes and her name is Althea. My father is Jotham who works in a ship. I have a little brother Eloy and sister Jacky who always make me laugh.

I love to read storybooks, play with my dog, Papi, and draw pictures of flowers and animals. Yellow is my favorite color.



Let us now answer the questions about Alisha. Your parent or any member of your family will read these questions for you.

Try to answer them all correctly.

1. What is the name of the seven-year-old girl?
2. Where is she studying?
3. Who is her father and mother?
4. Where does her father work?
5. Who cooks hotcakes?

Read the words properly with the help of your family member.

father	mother	sister	brother
--------	--------	--------	---------

What do we call a group of people consisting of parents and children living together in a household?

Can you give other family members?





What is It

As a child, you should know your name, date of birth, and even the name of each family member. Every person has a name. It serves as their identity. The name is given by the parents to their child after birth. The date of your birth is the day that you were born.

One of the interesting things about being a Filipino is our strong love for our family. Parents, siblings, and sometimes our grandparents made up our family.



What's More

Draw a heart  if the picture of family member is mentioned in Alisha's introduction of herself and triangle  if it is not.













What I have learned

Remember, when talking about yourself, you should include your name, age, where you live, your hobbies, and what you like to do.

When talking about your family, you can include your parents, siblings, grandparents, and other relatives who are close to you.



What I can do

Write the letter of a simple sentence that matches the picture.



a. I love to play with my dog.



b. My mother cooks hotcakes.



c. My brother always makes me laugh.



d. My father works on a ship.



e. My name is Alisha.



Assessment

Based on the self-introduction, answer the given questions below. Write your answer in your notebook.

1. Who is introducing herself and her family in the selection?
a. Amy b. Ana c. Alma d. Alisha
2. How old is Alisha?
a. 6 b. 7 c. 8 d. 9
3. Who are her parents?
a. Julio and Julia
b. Jotham and Althea
c. Mario and Maria
d. Balong and Inday
4. Who are her brother and sister?
a. Elias and Jasmine
b. John and Ashley
c. Eloy and Jacky
d. Toto and Inday
5. What does Alisha love to do?
a. Alisha loves to cook hotcakes.
b. Alisha loves to sing and dance.
c. Alisha loves to go to the mall, and play at the play station.
d. Alisha loves to read storybooks, play with dog and draw pictures.

Lesson 4 - Comprehend Informational Text



What I Know

Match and connect the elements of the story. Write your answer in your notebook.

- | | |
|---|--------------|
| 1. Ana, a shy pupil | a. event |
| 2. school canteen | b. character |
| 3. Balong accidentally spills her snack in front of everyone. | c. setting |



What's In

In your notebook, write **S** if the group of words is a sentence and **NS** if it is a non-sentence.

- _____ 1. Father is cleaning the bike.
- _____ 2. running fast
- _____ 3. Alisha loves to read books.
- _____ 4. the baby
- _____ 5. Mother is cooking.



What's New

Unlocking of Difficulty

myth - a traditional story that explains history or nature, often with supernatural beings or events.

terrible - very bad or serious

symbolizing - representing

Read the myth.



"The Myth of Salakot"

by: Althea J. Diero

Long ago, a kind hunter named Sultan respected nature and never took more than he needed. One day, while hunting, he was caught in a terrible storm. As he searched for shelter, Engkanto, the forest spirit, appeared and gave him a magical salakot (hat). "This will protect you from the rain, sun, and wind," she said. Sultan gratefully accepted it, and the storm disappeared. From then on, he wore the salakot during his travels, always safe from harm. Inspired by this, people began to weave their own salakots, symbolizing protection and respect for nature, passed down for generations.



What is It

In your notebook, write the letter of the correct answer.

1. Who is the hunter in the myth?
 - a. Engkanto
 - b. Salakot
 - c. Sultan
 - d. spirit

2. Where did the myth happen?
 - a. Forest
 - b. market
 - c. school
 - d. mall

3. What did Sultan encounter during his hunting?
 - a. a drought
 - b. a terrible storm
 - c. a forest fire
 - d. a wild animal

4. What happened first in the myth?
 - a. Sultan received a magical salakot.
 - b. Sultan was caught in a terrible storm.
 - c. Engkanto appeared before Sultan.
 - d. People began to weave their own salakot.

5. What happened last in the myth?
 - a. Sultan wore the salakot during his travels.
 - b. Engkanto gave Sultan the magical salakot.
 - c. People began to weave their own salakots.
 - d. Engkanto appeared before Sultan.



What's More

Every story has a certain part that helps us understand and enjoy. Let's learn about these elements.

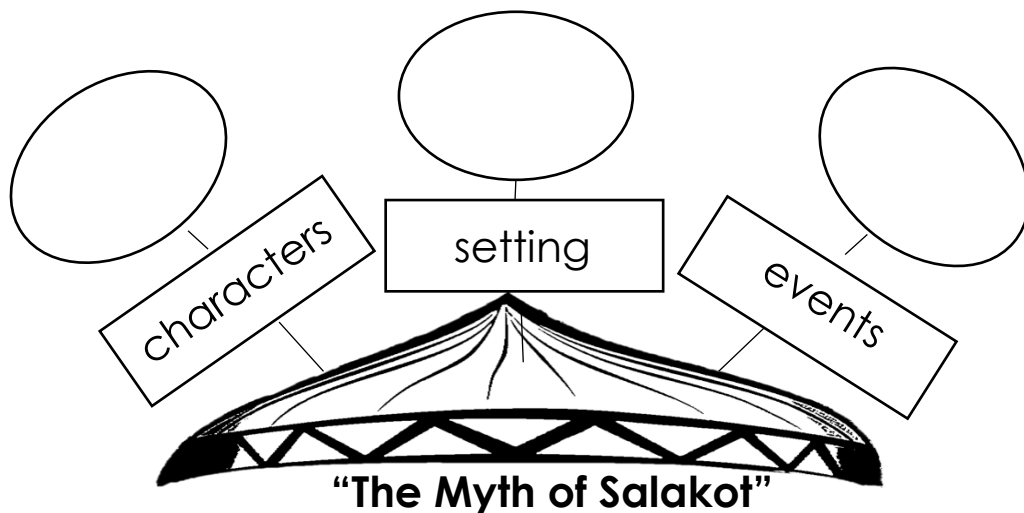
Character - a person or animal in the story.

Setting - where and when a story takes place.

Events - the main things that happen in the story.

Activity 1:

Using the graph below, identify the elements of the story.



This time we're going to learn about sequencing events. **Sequencing** means putting things in the right order.

When we sequence events, we can understand what happens first, next, and last in a myth. This helps us remember and enjoy the story even more. Let's get started and practice putting events in the right order.

Activity 2:

Complete each event that happened in the myth by filling in the blanks using your own words.

Sultan, a _____ who respected nature, was caught in a _____ while hunting. The Engkanto, a forest spirit, appeared and _____ him a magical salakot that protected him from the rain, sun, and wind. Inspired by Sultan's story, people began _____ their own salakots as symbol of _____.



What I have learned

The **elements** of the story are:

Setting - tells where the story happened

Character - refers to the people in the story who carry out the actions. Characters can be real or make believe. They can also be animals or things.

Events - the main things that happen in the story.

Sequencing - means arranging events in a story. Stories have a beginning, a middle and an end. Use the words first, next, and then, last to denote sequences.

Retelling a myth using your own words means telling the story in your own way. It involves character, setting, and summarizing the main events and ideas while using your unique style. This helps make the story easier to understand and more interesting for others, while still keeping the main lessons and themes.



What I can do

Activity 1

Identify the elements of the story. Write the correct answer in your notebook.

	ELEMENTS OF THE STORY		
1. forest	character	setting	event
2. Sultan	character	setting	event
3. Engkanto appeared and gave him a magical salakot.	character	setting	event

Activity 2

Based on the story read about “The Myth of Salakot” arrange the following events in the correct order by numbering them 1-5. Write your answers in your notebook.

- _____ Engkanto, the forest spirit, appeared before him.
- _____ People began to weave their own salakots, inspired by Sultan's story.
- _____ Sultan was caught in a terrible storm.
- _____ Engkanto gave Sultan a magical salakot.
- _____ The storm disappeared after Sultan received the salakot.

Activity 3

In your own words, complete the important events in the myth.

1. Sultan was a _____ hunter who respected nature and only took what he needed from the forest.
2. One day, while hunting, a _____ storm caught Sultan, making it hard for him to find shelter.
3. While looking for a _____ in the storm, the Engkanto, a forest spirit, appeared to help him.
4. The Engkanto gave Sultan a _____ salakot (hat) that would keep him safe from rain, sun, and wind.
5. Inspired by Sultan's story, people started making their own salakots as a symbol of _____ for nature, passing them down through generations.



Assessment

Write the letter of the correct answer.

1. Who are the characters in the myth?
 - a. Sultan
 - b. Engkanto
 - c. Sultan and Engkanto
 - d. spirit

2. Where is the setting of the story?
 - a. forest
 - b. market
 - c. school
 - d. mall

3. Sultan was a _____ hunter who respected nature and only took what he needed from the forest.
 - a. naughty
 - b. kind
 - c. spoiled
 - d. lazy

4. What happened first in the myth?
 - a. Sultan received a magical salakot.
 - b. Sultan was caught in a terrible storm.
 - c. Engkanto appeared before Sultan.
 - d. People began to weave their own salakots.

5. What happened last in the myth?
 - a. Sultan wore the salakot during his travels.
 - b. Engkanto gave Sultan the magical salakot.
 - c. People began to weave their own salakots.
 - d. Engkanto appeared before Sultan.

Answer Key

Lesson 1

<table border="1"> <tr> <td>Onset</td> <td>/n/</td> <td>/p/</td> <td>/t/</td> <td>/un/</td> <td>/ar/</td> <td>/an/</td> <td>Rime</td> </tr> <tr> <td>Rime</td> <td>/n/</td> <td>/p/</td> <td>/t/</td> <td>/un/</td> <td>/ar/</td> <td>/an/</td> <td>Rime</td> </tr> </table>	Onset	/n/	/p/	/t/	/un/	/ar/	/an/	Rime	Rime	/n/	/p/	/t/	/un/	/ar/	/an/	Rime	<p>Activity 1</p> <p>n e t j e t p e t</p> <p>g e t</p> <p>Activity 2</p> <p>h e n l e g w e b</p> <p>b e d g e m</p> <p>Activity 3</p> <table border="1"> <tr> <td>Onset</td> <td>Rime</td> <td>Whole Word</td> </tr> <tr> <td>w</td> <td>ell</td> <td>well</td> </tr> <tr> <td>v</td> <td>an</td> <td>van</td> </tr> <tr> <td>w</td> <td>i</td> <td>wig</td> </tr> <tr> <td>h</td> <td>ug</td> <td>hug</td> </tr> <tr> <td>p</td> <td>et</td> <td>pet</td> </tr> </table>	Onset	Rime	Whole Word	w	ell	well	v	an	van	w	i	wig	h	ug	hug	p	et	pet
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<p>What's In</p> <p>1. b e l l</p> <p>2. k i t e</p> <p>3. z i p p e r</p> <p>4. Y o y o</p> <p>5. f l a g</p>	<p>What I Know</p> <p>m + an = man</p> <p>c + ar = car</p> <p>r + un = run</p> <p>p + et = pet</p>																																		
<p>What's More</p> <p>1. /b/ /ike/ RIME</p> <p>2. /h/ /ug/</p> <p>3. /t/ /all/</p> <p>4. /b/ /est/</p> <p>5. /dr/ /eam/</p>	<p>What I Can Do</p> <p>Assessment</p>																																		

Lesson 2

<p>1. C</p> <p>2. Y</p> <p>3. O</p> <p>4. G</p> <p>5. N</p>	<p>1. b e l l</p> <p>2. k i t e</p> <p>3. z i p p e r</p> <p>4. Y o y o</p> <p>5. f l a g</p>	<p>What's In</p> <p>1. my</p> <p>2. to</p> <p>3. in</p> <p>4. at</p> <p>5. it</p>	<p>What I Know</p> <p>1. my</p> <p>2. to</p> <p>3. in</p> <p>4. at</p> <p>5. it</p>
<p>What I Can Do</p>	<p>What's More</p>	<p>What's In</p>	<p>What I Know</p>

Lesson 3

What's In	1. S 2. S 3. NS 4. NS 5. S	1. Alisha 2. New Isabela 3. Central Elementary School 4. Jotham, Althea 5. mother	1. d 2. b 3. c 4. e 5. a	1. d 2. b 3. b 4. c 5. d	Assessment
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Lesson 4

What's In	1. S 2. NS 3. S 4. NS 5. S	1. c 2. a 3. a 4. b 5. c	<p>Activity 1</p> <p>character: Sultan and Engkanto</p> <p>setting: forest</p> <p>events:</p> <ol style="list-style-type: none"> Sultan was a kind hunter who respected nature and only took what he needed. When a big storm came, Engkanto, the forest spirit, gave Sultan a magical salakot to protect him. Sultan stayed safe with his salakot, and people started making their own to remember the importance of protecting nature. 	<p>Activity 1</p> <p>1. forest - setting</p> <p>2. Sultan - character</p> <p>3. Engkanto</p> <p>appeared and gave him a magical salakot.</p> <p>Activity 2</p> <ol style="list-style-type: none"> 2 5 1 3 4 5 	1. c 2. a 3. b 4. c 5. c	Assessment
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DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 - Quarter 1 Module 2** titled "**Oneself and Family**" was developed by SDO Tacurong with the primary objective of preparing for and addressing the demands of the MATATAG Curriculum. The 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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