

# ENGLISH

## Quarter 2 - Module 2



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**ENGLISH - Grade 2**

**Quarter 2 - Module 2 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 Recognizing Rhymes, Words, and Sentences with Effective Communication!

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 21<sup>st</sup> 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.

# 2

## ENGLISH

Quarter 2 - Module 2  
Recognizing Rhymes, Words, and  
Sentences with Effective  
Communication



## What I Need to Know

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

### LESSON 1

1. Segment onset and rime. **EN2PA-II-2**
2. Read words accurately and automatically according to word patterns (initial, final, medial)
  - a. CVC
  - b. CVCe
  - c. CVVC **EN2PWS-II-2**
3. Identify the problem and solution in stories. **EN2CAT-II-2**

### LESSON 2

1. Use vocabulary referring to school and content-specific topics. **EN2VWK-II-2**
2. Use simple sentences to express ideas about school. **EN2GAGS-II-2**
3. Relate story events to one's experience. **EN2GAGS-II-2**
4. Use words in retelling legends. **ENCCT-II-2**
5. Infer the character's feelings or traits in legends. **EN2CAT-II-2**

# Lesson 1 - Problem and Solution



## What I Know

Read the legend.

During recess time, Nially bought his snacks at the canteen. He noticed that the change given to him exceeded.

He went back to the canteen and returned the excess change.

1. What is the problem in the story?
  - a. Nially's money is not enough.
  - b. Nially's change exceeds.
  - c. Nially's could not take the recess.
  - d. Nially's change is enough.
  
2. What solution did Nially make?
  - a. Nially returned the extra change.
  - b. Nially kept the extra change.
  - c. Nially spent the extra change.
  - d. Nially shared the extra change to his friends.

3. If you were Nially, would you do the same?
  - a. Yes because it would make me famous.
  - b. Yes because I would be rewarded.
  - c. Yes because it would be the right thing to do.
  - d. Yes because everyone would praise me.
  
4. What values did Nially show?
  - a. generosity
  - b. kindness
  - c. respect
  - d. honesty
  
5. In what other situations can you show honesty?
  - a. share things with your classmates
  - b. always tell the truth
  - c. greet everyone with respect
  - d. help in doing household chores



## What's In

A. Complete the word by choosing the correct rime.

1. b\_\_\_\_\_

- a. an
- b. at
- c. ar
- d. ag



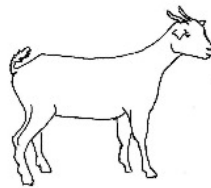
2. c\_\_\_\_\_

- a. ase
- b. ave
- c. ake
- d. ape



3. g\_\_\_\_\_

- a. oat
- b. oal
- c. ook
- d. oad



4. d\_\_\_\_\_

- a. ome
- b. ose
- c. ire
- d. ice



5. b\_\_\_\_\_

- a. ook
- b. eer
- c. eat
- d. ear

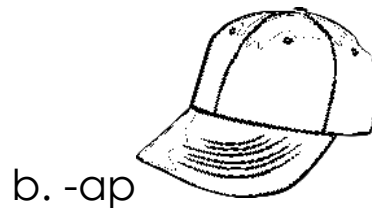


B. Match onset and rime. Write the letter of your answer.

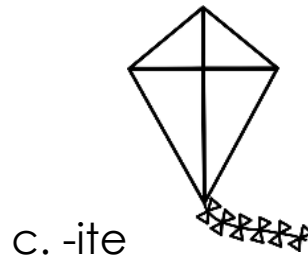
\_\_\_1. k



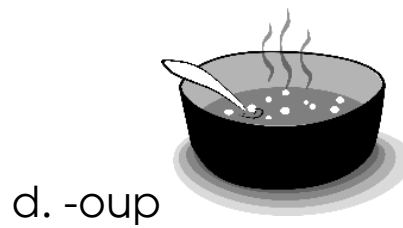
\_\_\_2. s



\_\_\_3. r



\_\_\_4. h



\_\_\_5. c





## What's New

Read the story.

### Because of the Rain

*Nestlie Fiel F. Jamison*

It rained hard yesterday while the pupils were getting out of their classrooms. Some have umbrellas and raincoats to protect them. But many of them had nothing so they were soaked by rainwater.

The next day many pupils wore face masks because they have colds and cough. Some pupils had a fever so they were absent.

Read the questions and choose the letter of the correct answer.

1. What happened to the pupils while going home after class?
  - a. They played on the ground.
  - b. They waited until the rain stopped.
  - c. They were soaked by the rain.
  - d. They stayed at their home.
  
2. Why were the pupils soaked by rainwater?
  - a. Because they swam at the pool.
  - b. Because they swam at the beach.
  - c. Because they played in the rain.
  - d. Because they did not bring an umbrella or raincoat.

3. What happens when you are soaked by rainwater?
  - a. You can get colds.
  - b. You can get a cough.
  - c. You will have a fever.
  - d. All of the above.
  
4. Why should you wear a facemask if you have colds or cough?
  - a. so you could not infect others
  - b. so your colds disappear
  - c. so your cough disappears
  - d. so everybody gets coughs and colds
  
5. What must you do if you have a fever?
  - a. take a rest
  - b. drink medicine
  - c. eat healthy food
  - d. all of the above



## What is It

Read the sentences.

1. It rained hard yesterday while the pupils were getting out of their classroom.
2. The pupils have colds and cough.
3. Some pupils had a fever.

What happened to the pupils when it rained hard yesterday as they were leaving their classroom?

- The pupils were soaked by rainwater.

The sentence “It rained hard yesterday while the pupils were getting out of their classroom.” refers to a problem in the story read.

What is a problem?

A **problem** is a challenge or an obstacle in the story. It is something that the characters want to change, fix, or figure out.

If there is a problem, there must be a solution.

What is a solution?

A **solution** is the action made by the characters to fix or figure out a way to solve the problem.

Examples:

**1. Problem:** It rained hard yesterday while the pupils were leaving their classroom.

**Possible Solution:** The pupils will use their umbrellas or raincoats to protect themselves from the rain.

**2. Problem:** The pupils have colds and coughs.

**Possible Solution:** The pupils must wear face masks and drink plenty of water.

3. **Problem:** Some pupils have a fever.

**Possible Solution:** The pupils should consult a doctor and should take a rest.

Remember: In every problem, there are many possible solutions.



## What's More

Read the selection.

Teacher Jan asked his pupils to answer the activity sheets given to his pupils. Teri, one of the pupils was not doing anything while the others were busy doing their task.

Teri was only sitting in her seat. Her seatmate Kaye asked her why she was not doing her task. Teri told Kaye that she forgot to bring her pencil.

Kaye then took her pencil case and lent it to Teri. She told Teri that she could use her extra pencil.

Teri smiled and thanked Kaye. Teri started to do her task together with Kaye.

Answer the questions that follow.

1. What is the problem in the story?
  - a. Teri did not receive a worksheet.
  - b. Teri forgot to bring her pencil.
  - c. Teri lost her pencil.
  - d. Teri did not want to answer her worksheet.

2. Who helped Teri solve her problem?
  - a. no one
  - b. Teri herself
  - c. Teacher Jan
  - d. Kaye
  
3. What solution was made in the story?
  - a. Teri lent her pencil to Kaye.
  - b. Teacher Jan lent Teri a pencil.
  - c. Kaye lent her pencil to Teri.
  - d. Everyone offered to lend a pencil to Teri.
  
4. If you were Teri, what would you do to solve the problem?
  - a. I would ask my classmates to let me borrow their extra pencils.
  - b. I would not do anything.
  - c. I would tell Teacher Jan that I cannot answer my worksheet.
  - d. I would let my classmates answer my worksheet.
  
5. If you were Kaye, would you lend your pencil to Teri?
  - a. I would not let anyone borrow my things.
  - b. I would ask somebody to share their pencil with Teri.
  - c. I would let Teri borrow my pencil.
  - d. I would scold Teri for not bringing her pencil.



## What I have learned

Write T if the sentence is correct and F if it is wrong.

- \_\_\_\_\_ 1. A problem refers to the obstacle in a given story that a character must solve.
- \_\_\_\_\_ 2. Some problems have solution others don't have.
- \_\_\_\_\_ 3. A solution is a way to solve a problem.
- \_\_\_\_\_ 4. The Characters in a story does not have to solve the problem.
- \_\_\_\_\_ 5. Problems have only one solution.



## What I can do

Read the story.

While walking to the canteen Lei saw something on the ground. She went closer to check what it was. It was a 50-peso bill.

She picked it up and immediately looked for anyone who might lost it. But everybody was busy lining up and eating snacks.

She decided to go to her class adviser and informed her of what she had found. Her adviser then told her that someone from the other class lost his money.

Answer the given questions.

1. What is the problem in the story?
  - a. Lei found a 50-peso bill.
  - b. Lei lost her 50-peso bill.
  - c. Lei did not know who owned the 50-peso bill.
  - d. Lei wanted to keep the 50-peso bill.
  
2. What solution did Lei make to solve her problem?
  - a. Lei informed her class adviser about what happened.
  - b. Lei kept the money for herself.
  - c. Lei gave the money to her classmate.
  - d. Lei announced to everyone that she saw money.
  
3. If you were Lei, would you do the same?
  - a. Yes, because I would be famous.
  - b. Yes, because I would be recognized.
  - c. Yes because I would receive an award.
  - d. Yes because it would be good to be honest.
  
4. What other possible good solutions may solve the problem of Lei?
  - a. spend all the money in the canteen
  - b. keep the money for himself
  - c. look for the owner of the money
  - d. share the money to your friends
  
5. What do you think will happen if Lei did not inform her class adviser about what happened?
  - a. The pupil who lost it could not eat his snacks.
  - b. The pupil who lost it would be happy.
  - c. The pupil who lost would be angry.
  - d. The pupil who lost it would be excited.



## Assessment

Read the story.

Kael went to school without breakfast. Before entering the school gate, he bought chips and soda at the store.

During their class, Kael keeps on holding his stomach. It is aching.

His teacher noticed his discomfort so he accompanied Kael to the school clinic.

Answer the questions.

1. What is the problem of Kael?
  - a. His stomach hurts.
  - b. His body is in pain.
  - c. He has a fever.
  - d. He is hungry.
  
2. Why do you think Kael's stomach hurt?
  - a. because he did not eat breakfast
  - b. because he ate chips and drank soda
  - c. A and B
  - d. not mentioned in the text

3. What solution was made by his teacher?
  - a. Kael was brought home.
  - b. Kael was brought to the principal's office.
  - c. Kael stayed inside the classroom.
  - d. Kael was brought to the school clinic.
  
4. What must Kael do to prevent having a stomachache?
  - a. Eat breakfast every day
  - b. Eat a lot of chips
  - c. Drink a lot of soda
  - d. Skip meals
  
5. If you were Kael, would you do the same?
  - a. No, because it would not be good to skip meals.
  - b. No, because it would be unhealthy to eat chips and drink soda.
  - c. Yes, because I would like to eat chips and drinks soda.
  - d. Yes, because I would like spending my day at home playing.



## Additional Activities

Read the story.

Many of the pupils were absent due to chicken pox. They were asked to stay home and rest to prevent the spread of the virus.

1. What is the problem in the story?
  - a. Many pupils have fever.
  - b. Many pupils have measles.
  - c. Many pupils have chicken pox.
  - d. Many pupils have coughs and colds.
  
2. What solution did the school make?
  - a. Let the pupils attend classes.
  - b. Let the pupils stay in the school clinic.
  - c. Let the pupils stay at home and play online games.
  - d. Let the pupils stay at home and rest.
  
3. Why were the pupils advised to stay at home?
  - a. to prevent the spread of the disease
  - b. to isolate them from their classmates
  - c. to avoid contact with anyone who never had it
  - d. all of the choices

4. If you have chickenpox, what is the best thing to do?
  - a. stay at home
  - b. play with friends
  - c. stroll at the mall
  - d. attend classes.
  
5. How do we prevent the virus from spreading?
  - a. get vaccinated
  - b. wash hands well and often
  - c. take antiviral medicine
  - d. all of the choices

# Lesson 2 - Character Inference, Problem & Solution



## What I Know

Read the story and answer the questions that follow.

### A Day with Eman

*Nestlie Fiel F. Jamison*

Eman wakes up early to prepare for school. He doesn't want to be late for school.

He arranges his notebooks, paper, and pen neatly in his bag. He takes good care of his things.

Guide questions:

1. Who is the main character in the story?
  - a. he
  - b. school
  - c. Eman
  - d. a boy
2. What trait does Eman show?
  - a. being kind
  - b. being neat
  - c. being generous
  - d. being helpful

3. What do you think Eman will feel if he arrives at school late?
- a. He will feel sad.                      c. He will go home.  
b. He will get angry.                      d. He will be happy.
4. What trait do you show by arriving at school early?
- a. tardiness                                      c. respectfulness  
b. honesty    d. punctuality
5. What trait is shown by taking good care of your belongings?
- a. being careful                                      c. being alert  
b. being humble                                      d. being hopeful



## What's In

Match the things we used in school to their descriptions.  
Write the letter of the correct answer.

- \_\_\_ 1. It is used to write on a paper.                      a. bag  
\_\_\_ 2. It is where we write.                                      b. chalkboard  
\_\_\_ 3. It is the room where we learn.                      c. pencil  
\_\_\_ 4. It is where we put our things.                      d. paper  
\_\_\_ 5. It is where our teacher writes on.                      e. classroom



## What's New

Read the poem below.

### Learning is Fun

*Nestlie Fiel F. Jamison*

Being a child is fun.  
Writing letters on a pad.  
Reading words from books.  
Sketching, scribbling, drawing, and coloring are like  
playing.  
Going to school is having fun while learning.

Answer the given questions.

1. Is learning fun?
2. Where does the child write?
3. Where does the child read from?
4. What activities are compared to playing?
5. Describe the child in the poem.



## What is It

When reading poems, stories, fables, and legends, it's important to focus on the characters. **Characters** are the people or animals that play a role in the story.

Today we will be talking about the character's feelings or traits in a story, fable, or legend read or what we call **character inference**.

Character's feelings may include being happy, sad, excited, afraid, hurt, sick, tired, shy, worried, amazed, loving and many more.

Character's traits may include being brave, kind, calm, caring, obedient, respectful, humble, generous, honest, patient and many more.

These traits and feelings describe the characters.



## What's More

Read the legend and answer the given questions.

### Why Piña Has Many Eyes

A long time ago, there was a girl named Pinang. She was lazy and unhelpful to her mother. Pinang refused to cook, but when she finally agreed, she couldn't find the ladle. Frustrated, her mother wished Pinang had hundreds of eyes to help her find things. To her surprise, the wish came true. Pinang turned into a yellow fruit with a hundred eyes.

Guide Questions:

1. Who is the main character in the legend?
  - a. mother
  - b. Piña
  - c. Pinang
  - d. a girl
2. What trait is shown in the legend?
  - a. laziness
  - b. tardiness
  - c. gratefulness
  - d. thankfulness

3-5. Retell the legend by writing three sentences on the blanks.

A long time ago, there was a girl \_\_\_\_\_  
who \_\_\_\_\_.  
Her mother \_\_\_\_\_.  
Pinang became \_\_\_\_\_.



## What I have learned

Put a ✓ mark on sentences that correctly describe character inference.

- \_\_\_\_\_ 1. Characters have feelings and traits.
- \_\_\_\_\_ 2. The traits of the characters are always the same in every story.
- \_\_\_\_\_ 3. A character may be described through his feelings.
- \_\_\_\_\_ 4. Character inferencing talks about the traits and feelings of characters in a story.
- \_\_\_\_\_ 5. A story may have characters with different feelings.



## What I can do

Read the legend and answer the given questions.

### The Legend of Maria Makiling

Maria Makiling is known as a fairy or *anito* living in Mount Makiling in Laguna. People who leave trash on the trails often get lost in the mountains until they clean up, after which they suddenly find their way out of the forest.

Guide Questions:

1. Who is Maria Makiling?

- a. She is a monster.
- b. She is a dwarf.
- c. She is a fairy.
- d. She is a scary person.

2. How do you describe her?

- a. She is helpful.
- b. She is strict.
- c. She is kind.
- d. She is funny.

Retell the legend by writing three sentences on the blanks.

Maria Makiling\_\_\_\_\_.

People who\_\_\_\_\_.

After which \_\_\_\_\_.



## Assessment

Read and understand the legend.

### The Legend of Bayabas

King Barabas ruled a rich island but was selfish. He refuses to help hungry people. One day, an old woman begged him for food but he did not give any. That old woman was a fairy and she punished and cursed the king. The king fell ill and died. A tree with a crown-shaped fruit grew from his grave which then they called "*bayabas*".

Answer the questions.

1. Who ruled the rich island?
  - a. King Bayabas
  - b. King Basabas
  - c. King Barabas
  - d. King Babayas
  
2. How would you describe the king?
  - a. He is generous.
  - b. He is smart.
  - c. He is kind.
  - d. He is selfish.

3. What happened to the king?
  - a. He was punished.
  - b. He was blessed.
  - c. He was praised.
  - d. He was loved.
  
4. Why did the fairy curse him?
  - a. The fairy was happy.
  - b. The fairy was sad.
  - c. The fairy was excited.
  - d. The fairy was angry.
  
5. If you were the fairy, would you do the same?
  - a. Yes, because the king was selfish.
  - b. Yes, because the king was old.
  - c. No, because the king was kind.
  - d. No, because the king was helpful.



## Additional Activities

Retell the legend by writing three sentences on the blanks.

King Barabas \_\_\_\_\_.

An old woman \_\_\_\_\_.

Then, a tree \_\_\_\_\_.

# Answer Key

## Lesson 1

<p><b>What I Know</b></p> <p>1. C 2. C 3. P 4. P 5. P</p>	<p><b>What's In</b></p> <p>1. c 2. b 3. b 4. a 5. c</p>	<p><b>What's New</b></p> <p>1. b 2. c 3. a 4. c 5. b</p>	<p><b>What's More</b></p> <p>1. Dr. Peter 2. Angela 3. Valentine's Day 4. Kitty 5. Rizal Park</p>	<p><b>What I Can Do</b></p> <p>1. Myka 2. Sir Rey 3. Angel 4. Mathematics 5. Mr. Alvin</p>
<p><b>What I have Learned</b></p> <p>1. ✓ 2. ✓ 3. ✓ 4. ✗ 5. ✓</p>	<p><b>Assessment</b></p> <p>A. 1. common noun 2. common noun 3. proper noun 4. proper noun 5. proper noun</p>	<p><b>Assessment</b></p> <p>B. 1. a 2. c 3. a 4. c 5. b</p>	<p><b>Additional Activities</b></p> <p>1. c 2. a 3. b 4. a 5. a</p>	

## Lesson 2

<p><b>What I Know</b></p> <p>1. a 2. c 3. b 4. c 5. b</p>	<p><b>What's New</b></p> <p>1. c 2. a 3. c 4. a 5. b</p>	<p><b>What's More</b></p> <p>1. b 2. b 3. b 4. a 5. a</p>	<p><b>What I Can Do</b></p> <p>1. c 2. b 3. b 4. a 5. c</p>
<p><b>What I have Learned</b></p> <p>1. True 2. False 3. True 4. True 5. False</p>	<p><b>Additional Activities</b></p> <p>1. a 2. c 3. b 4. c 5. b</p>	<p><b>Assessment</b></p> <p>1. Elly 2. wake up early      take a bath      eat breakfast brush his teeth (any one of these) 3. school/classroom 4. happy 5. home</p>	

## Reference

<https://www.wowparadisephilippines.com/legend-sampaguita.html>

## DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH - Quarter 2 - Module 2** 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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