

ENGLISH

Quarter 2 - Module 1



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ENGLISH - Grade 2
Recognizing Rhymes, Sight and High Frequency Words, Identifying Sentences
and Using Polite Greetings
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, Sight and High Frequency Words and Identifying Sentences and Using Polite Greetings!

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.

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ENGLISH

Quarter 2 - Module 1

Recognizing Rhymes, Sight and High Frequency Words, Identifying Sentences and Using Polite Greetings





What I Need to Know

This module was designed and written with you in mind and is divided into three lessons.

Lesson 1: Rhymes and Sight Words

Lesson 2: Sentence and Non-sentences, High Frequency Words

Lesson 3: Polite Greetings or Expressions

Most Essential Learning Competencies:

- Recognize rhymes in chants, poems, and stories heard. (EN2PA-I-1)
- Identify Grade 2-level appropriate sight words. (EN2 PWS-II-2)
- Identify sentence and non-sentence. (EN2GAGS-II-1)
- Identify high frequency words accurately. (EN2PWS-II-2)
- Read grade level sentences with appropriate speed, accuracy and expression. (EN2CCT-II-)
- Use common expression and polite greetings appropriate to a given situation (EN2PWS-II-2)



What I Know

Write the letter of the correct answer.

1. Which word rhymes with "sun"?
 - a. fun
 - b. book
 - c. pencil
 - d. rat

2. Which of these is a sight word?
 - a. laptop
 - b. run
 - c. library
 - d. because

3. Which of the following is a sentence?
 - a. The cat is fat.
 - b. cat big
 - c. Run fast
 - d. He reads

4. Which is not a sentence?
 - a. I like mangoes.
 - b. The sun is bright.
 - c. I play a guitar well.
 - d. red car

5. Which word is a high-frequency word?
 - a. this
 - b. dove
 - c. recite
 - d. playground

Lesson 1 - Rhymes and Sight Words

After going through this module, you are expected to:

1. recognize rhymes in poems and stories heard, and
2. identify the appropriate sight words for Grade 2 level.



What's In

Directions: Write the words that rhyme in each row.

1. bat	mat	bog
2. sun	run	men
3. cake	ball	make
4. fish	wish	book
5. hat	top	pat



What's New

Directions: Read the poem and write down at least five (5) pairs of rhyming words that you found in the poem.



My School Friends

by :Ysa Marie Claire D. Cabuga

In the early morning, when the bell rings,
I'm happy for the day it brings.
With my friends, we study, laugh and play,
Side by side, all throughout the day.

During recess, we go running and swinging,
Together, we can do anything!
Helping hands when I fall,
My friends lift me up always when I'm off the ground

If I'm feeling sad or blue,
My friends know just what to do.
They make me laugh, cheer me up and make me smile,
With friends, life in school is all worthwhile!

Rhyming Words

1. _____ , _____

2. _____ , _____

3. _____ , _____

4. _____ , _____

5. _____ , _____



What is It



Rhyming Words

are words with the same ending sound



Sight words

common words that children are encouraged to recognize instantly without having to sound them out



Common Sight Words

the, and, you, they, are, said

Directions: Complete the poem by filling in the missing rhyming words found in the box below.



"A Day at the School Park"

by: Ysa Marie Claire D. Cabuga

I like to play at the school park,
Even when it gets quite _____.

I swing so high up in the sky,
Waving to the birds that _____.

I run around and have such fun,
Laughing and _____ in the night.

I hear the breeze, its soft and _____
Whispering to me, "My child, have a good sleep _____!"

dark spark

by fly

swimming dancing

run fun

light fight

might tonight



What's More

Directions: Write Yes if the picture matches the sight word and No if it does not.

1.



eat

2.



car

3.



mom

4.



box

5.



man

Directions: Read and copy the story below. Underline the sight words found in the word bank using your yellow crayon.

A Great Day

by: Ysa Marie Claire D. Cabuga

I can see the trees and the birds fly by.

We have jumping rope and we go to the school park.

It is a great day and we are happy.

The sun is bright, and learners play.

Sight Words Bank

the

can

see

and

are



What I have learned

Rhyming words are two or more words that have the same or similar ending sound

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

Directions: Read the sight words inside the box. Classify them by writing the words in the appropriate column.

mat, red, bed, sat, hat, big, wig, bat, dig

-at words	-ed words	-ig words



What I can do

Directions: Write the word that rhymes with the first word.

1. **rake** - (bake, run, fish)
2. **sing** - (ring, sun, dog)
3. **kite** - (light, top, frog)
4. **bug** - (mug, bird, far)
5. **red** - (bed, sun, tree)



Assessment

Directions: Read the short poem below. Then, write the letter of the correct answer on your notebook.

The Rat and the Hat

by: Ysa Marie Claire D. Cabuga

The fat rat sat on a bat,
With a small santa hat.
The hat was flat,
And the bat sounded like a gentle chat!



1. Which of these words rhyme with "rat"?
 - a. bat
 - b. red
 - c. bed
 - d. was
2. Which word rhymes with "hat" in the poem?
 - a. that
 - b. santa
 - c. mat
 - d. man
3. Which of these words rhyme with "flat"?
 - a. blue
 - b. santa
 - c. rhyme
 - d. chat

4. Which of these sight words complete the sentence based on the poem?

The fat _____ is sitting on the bat.

- a. big
- b. mat
- c. rat
- d. that

5. What sight word describes the rat?

- a. blue
- b. fat
- c. mat
- d. that



Additional Activities

Directions: Draw a picture of something that rhymes with "pet". Then write the word below your drawing.

Lesson 2 - Sentences and Non-Sentences and High Frequency Words

After going through this module, you are expected to:

1. identify sentence, non-sentence, and high frequency words



What's In

Directions: Read the pairs of words below and write the pairs that rhyme on a separate sheet of paper.

sun - run

mad - sad

dog - log

love - dove

fish - star

cat - bat

tree - bee

mat - park

1. _____

2. _____

3. _____

4. _____

5. _____



What's New

Directions: Read each group of words carefully. Write **S** on the blank if the group of words is a sentence and **NS** if not.

- _____ 1. The puppy is sleeping on the sofa.
- _____ 2. on a wide ocean.
- _____ 3. My mother cooked *puto* yesterday.
- _____ 4. Running across the farm field.
- _____ 5. It is raining outside.



What is It

Sentence

is a group of words that makes complete sense. It always has a subject and a verb, and it tells a complete idea.

Example: The cat sleeps on the mat.

Non-sentence

is a group of words that does not form a complete idea. It might not have a subject or a verb, so it doesn't make sense on its own.

Example: on the mat

High-frequency words

are the most commonly used words in written and spoken language. They appear so often that students need to recognize them quickly to improve their reading fluency. These words are often challenging for young readers because they do not always follow regular phonetic patterns.

Examples: went, are, this, look, for, get, come, got, play, was, had, they, will, too, all, be, as, ball, by, day, did, has, her, him, fun

Directions: Write the correct high-frequency word from the box to complete the sentence.

are this play day ball

1. They _____ in the library.
2. We _____ board games inside the classroom.
3. _____ is my classmate "Chito".
4. The _____ is a round object.
5. My _____ in school is so much fun.



What's More

Directions: Read the story below. Find and write all the high-frequency words.



Maria's Day in Class

by: Ysa Marie Claire D. Cabuga

It was Monday morning, and Maria was excited to go to school. When she got there, her teacher smiled and said, "Good morning, Maria!"

In class, they started with a reading lesson, and Maria was happy. Later, Mr. Ramos asked the learners to get their notebooks. Maria began writing about her favorite animal.

At recess, Maria and her friends had fun playing outside. When they heard the bell, they ran back to class.

After school, Maria told her mother, "I had fun with my friends." Her mother smiled and asked, "Did you learn something new today?" Maria bowed and said, "Yes!"

High-Frequency Words to look for:

get
fun
was
they
her

Directions: Read the group of words below. Draw a  if it is a sentence and draw a  if it is a non-sentence.

- _____ 1. The teacher writes on the board.
- _____ 2. Playing at recess.
- _____ 3. They are drawing pictures.
- _____ 4. In the lunchroom.
- _____ 5. The bell rings loudly.



What I have learned

A **sentence** is a group of words that makes complete sense. It always has a subject and a verb, and it tells a complete idea.

A **non-sentence** is a group of words that does not form a complete idea.

A **high frequency words** are the most used words in written and spoken language.

Directions: Draw a box (□) if it tells a complete idea and draw a triangle (△) if it does not.

- _____ 1. the mall.
- _____ 2. My teacher smiles at me.
- _____ 3. on the big chair.
- _____ 4. I have a big book with me.
- _____ 5. Sitting by a tree.



What I can do

Directions: Match the picture in Column B with the correct high frequency word in Column A.

Column A

- 1. play
- 2. day
- 3. ball

Column B



4. her

D.



5. him

E.



Assessment

Directions: Read each group of words. Identify the high-frequency words in each number. Write **YES** if it is a sentence and **NO** if it is not.

1. They went to the camp yesterday. _____
2. They get a book for me. _____
3. We are going to. _____
4. I had so much fun. _____
5. play hide and seek. _____



Additional Activities

Directions: Write sentences using the high-frequency words from the list.

are him they look will

1. _____
2. _____
3. _____
4. _____
5. _____

Lesson 3 - Polite Greetings and Expressions

After going through this module, you are expected to:

1. use and read common polite greetings or expressions appropriate to a given situation



What's In

Directions: Read the sentences and write the letter of the correct polite expression in the given situation.

1. When I ask for something, I should say:
 - a. Give me that.
 - b. Can I please have that?
 - c. Thank you so much.
 - d. I appreciate your work.
2. If someone gives me something, I should say:
 - a. Thank you.
 - b. I don't want it.
 - c. Good evening!
 - d. I want more thing.
3. When I leave the room, I say:
 - a. Good morning!
 - b. Go away!
 - c. Good bye!
 - d. I will go now.

4. If I want to borrow a pencil, I should say:
- a. Can you help me please?
 - b. Lend me your pencil!
 - c. May I borrow your pencil, please?
 - d. May I go out?
5. If someone says "Thank you" to me, I reply:
- a. You are pretty.
 - b. You are great!
 - c. You are welcome!
 - d. You may go.



What's New

Directions: Unscramble the letters to form the correct polite words. Write it on your notebook.

- 1. _____ (syror)
- 2. _____ (cmoewel)
- 3. _____ (Tahkyuon)
- 4. _____ (oomrnnigdgo)
- 5. _____ (leseap)



What is It

Courteous and polite expressions

are words or phrases used to show respect and kindness when communicating with others.

Examples of Courteous and Polite Expressions:

1. **Please** – Used to make requests more polite.
Example: "Can I borrow your pencil, please?"
2. **Thank you** – Expresses gratitude.
Example: "Thank you for helping me with my homework."
3. **Excuse me** – Used to get someone's attention or to apologize for a minor inconvenience.
Example: "Excuse me, may I pass by?"
4. **Sorry** – Apologizing when you make a mistake or inconvenience someone.
Example: "I'm sorry for bumping into you."
5. **You're welcome** – A polite response to someone who says "thank you."
Example: "You're welcome!"
6. **May I** – A polite way of asking for permission.
Example: "May I go to the restroom?"

Directions: Read aloud each situation and write the letter of the best polite response from the choices.

1. Your classmate gives you a present for your birthday.
 - a. This is nice.
 - b. Thank you so much!
 - c. Good night!
 - d. Go away!

2. You want to talk to your teacher, but she's busy.
 - a. Take care.
 - b. Come home early.
 - c. Hey, listen to me!
 - d. Excuse me teacher, may I speak with you when you're free?"

3. You meet your classmate at a restaurant in the afternoon.
 - a. Goodbye!
 - b. Good afternoon!
 - c. Good eve!
 - d. Good morning!

4. You accidentally step on someone's foot.
 - a. Do you need help?
 - b. Thank you.
 - c. Sorry, I did not mean to!
 - d. It was not my fault!

5. Your schoolmate helped you carry your bag.
 - a. Thanks a lot!
 - b. Why did you do that?
 - c. Thank you.
 - d. Yes, please.



What's More

Directions. Identify the correct polite expression to be used in the given situation by writing it on your notebook.

1. Someone says: "You dropped your wallet."

Response: _____

2. Someone says: "Would you like some help?"

Response: _____

3. Teacher says: "Thank you for helping me."

Response: _____

4. Teacher says: "Can I borrow your pencil, please?"

Response: _____

5. Teacher says: "I'm sorry I'm late."

Response: _____



What I have learned

Courteous and polite expressions are words or phrases used to show respect and kindness when communicating with others.

Examples are Please, Thank you, Excuse Me, Sorry, You are Welcome, May I.

Directions: Look at the pictures below and decide what polite expression or greeting the person should use. Choose the letter of your answer from the Expression Box.

- a. Good evening!
- b. Good morning teacher!
- c. Thank you so much!
- d. May I help you to read?
- e. Do you need help?



_____ 1. A teacher giving an older person goods to eat.



_____ 2. Two long-time friends meeting in the evening.



_____ 3. A learner asking for something to his teacher.



_____ 4. Your classmate needs a help to read.



_____ 5. Learners greeted their teacher early in the morning.



What I can do

Directions: Read the short story below and write all the used polite expressions and greetings.

Helpfulness

by: Ysa Marie Claire D. Cabuga

One great morning, Dina saw her classmate Rene at the playground area at the school. She waved and said, "Good morning, Rene! How are you?" Rene smiled and replied, "Good morning, Dina! I'm okay, thank you. How about you?" Dina said, "I'm good too, thank you!" Then, they walk around. When Dina needed help in carrying things, she asked, "Can you help me, please?" Rene said, "Sure! Why not", Dina said, "Thank you for helping me." Rene replied, "You're always welcome!"



Assessment

Directions: Write the correct polite expression that matches the situation below. Choose your answer from the expression box.

Polite Expressions

Thank you!

Excuse me.

You're welcome.

Good morning!

I'm sorry.

Situations:

1. Anna accidentally steps on her friend's foot.

2. Paul meets his teacher in the morning

3. Rissa wants to ask the librarian for help.

4. Alex helps his friend carry books, and the friend says, "Thanks!"

5. Jenna receives a gift from her aunt.



Additional Activities

Directions: Using the provided polite expressions and greetings, create a greeting card for someone in your family. Design it with drawings and colors.

Polite Expressions

Good morning!

Thank you.

I'm sorry.

Answer Key

Lesson 1

What I know

- a
- b
- a
- d
- a

What's In

- bat, mat
- sun, run
- cake, make
- fish, wish
- hat, pat

What's New

- rings, brings
- play, day
- swinging, anything
- blue, do
- smile, worthwhile

What is it

- dark
- fly
- dancing
- light
- tonight

What's More

1. the
- X
3. can
- X
5. /

What I have learned

-at words	-ed words	-ig words
mat	red	big
bat	bed	twig
sat		dig
hat		

What I can do

Activity 2

get, fun, was, they, her

Encircled Frequency Words

What's More

Activity 1

- went /
- get /
- are x
- fun /
- play x

Assessment

- play-picture 2
- day-picture 1
- ball-picture 3
- her-picture 5
- him-picture 4

What's I can do

1. play-picture 2
2. day-picture 1
3. ball-picture 3
4. her-picture 5
5. him-picture 4

Assessment

1. went /
2. get /
3. are x
4. fun /
5. play x

Lesson 2

What's In

- a
- c
- d
- c
- b

What's New

- S
- NS
- S
- NS
- S

What is it

- are
- play
- This
- ball
- day

What's More

Activity 1

- went /
- get /
- are x
- fun /
- play x

Assessment

1. play-picture 2
2. day-picture 1
3. ball-picture 3
4. her-picture 5
5. him-picture 4

What's I can do

1. play-picture 2
2. day-picture 1
3. ball-picture 3
4. her-picture 5
5. him-picture 4

Assessment

1. went /
2. get /
3. are x
4. fun /
5. play x

Activity 2

get, fun, was, they, her

Encircled Frequency Words

What's More

Activity 1

- went /
- get /
- are x
- fun /
- play x

Assessment

1. play-picture 2
2. day-picture 1
3. ball-picture 3
4. her-picture 5
5. him-picture 4

What's I can do

1. play-picture 2
2. day-picture 1
3. ball-picture 3
4. her-picture 5
5. him-picture 4

Assessment

1. went /
2. get /
3. are x
4. fun /
5. play x

Assessment

1. I'm Sorry

2. Good morning!

3. Excuse me.

4. Your welcome.

5. Thank you.

Lesson 3

What's In

1. b

2. a

3. a

4. b

5. a

What's New

1. SORRY

2. WELCOME

3. THANK YOU

4. GOOD MORNING

5. PLEASE

What's It

1. b

2. d

3. b

4. c

5. a

What's More

Answers may vary

What I have

learned

1. c

2. a

3. e

4. d

5. b

What I can do

1. Good morning!

2. How are you?

3. Thank you.

4. Can you help me

please?

5. You always

welcome

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DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 - Quarter 2 - Module 1** titled **"Recognizing Rhymes, Sight and High Frequency Words, Identifying Sentences and Using Polite Greetings"** 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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