

# ENGLISH

## Quarter 3 - Module 1



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**ENGLISH - Grade 2**  
**Quarter 3 - Module 1 Rhymes, Sight Words, and High-Frequency Words**  
**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 Rhymes, Sight Words, and High-Frequency Words.

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 Rhymes, Sight Words, and High-Frequency Words.

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.

# ENGLISH

Quarter 3 - Module 1

Identifying Rhymes, Sight Words, and  
High-Frequency Words



## What I Need to Know

This module was designed and written with you in mind. It is here to help you master the nature of the English language. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary levels of learners. 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 lessons you have. The module is composed of:

- After going through this module, you are expected to:
  1. identify rhymes and sight words used in the story
  2. read Sight words
  3. use commonly high-frequency words

# Lesson 1, 2 and 3 - Rhymes, Sight Words and Commonly Used High-Frequency Words



## What I Know

Let's read.

### A Day in Barangay San Pablo

One Saturday in our barangay, everyone works under the **sun** and we have **fun**. Aling Ana sweeps the **floor outside the gym** while Lolo Carding is **inside the store**. The children are laughing as they **play outside the gym** the whole **day**. We clean our areas and garden.

In our barangay, we all work with a smile. We have fun together for a while.

### Comprehension Questions:

Write the letter of your choice.

1. Who is inside the store?
  - a. Aling Ana
  - b. Lolo Carding
  - c. The girls
  - d. the boys

2. Where does Aling Nena sweep?
  - a. inside the gym
  - b. outside the gym
  - c. inside the store
  - d. outside the store
  
3. Where do the kids play?
  - a. outside the gym
  - b. beside the gym
  - c. inside the store
  - d. outside the store
  
4. What do they feel while working together?
  - a. happy
  - b. sad
  - c. bored
  - d. tired

Let us read the **rhyming words** from the story.

1. fun – sun
2. store – floor
3. day – play
4. smile – while

Let us read the frequently **used words** in the story:

1. outside
2. under
3. inside



## What's In

High Frequency Sight words are among the most commonly used words in reading and writing.

How do we use these sight words?

- Use **"this"** for a thing that is close in space, time, or concept.
- Use **"that"** for a thing farther away in space, time, or concept.
- Use **"these"** for multiple things that are close to the speaker.
- Use **"those"** for various things farther away from the speaker. Encircle the appropriate word.

1. 

This	These
------	-------

 is a bag.



2. 

Those	That
-------	------

 are my classmates.



3. **These This** are my favorite pets.



4. **This That** is a doll princess.



5. **This That** is a cake.



## What's New

Let's learn the sight words.

**Around** often refers to things happening in or surrounding an area.

**Upon** is used to indicate immediacy, placement, or a significant relationship between actions or objects.

Complete each sentence by choosing the right word from the box.

around      upon

1. The girl runs \_\_\_\_\_ the oval.



2. He stumbled \_\_\_\_\_ the stone.



3. The birds fly \_\_\_\_\_ the moon.



4. Once \_\_\_\_\_ a time, there was a handsome prince in the castle.



5. They play \_\_\_\_\_ the plaza.



## What is It

A rhyming word is a word that has a similar or identical ending sound to another word.

Sight words are words that provide a sense to the text as a whole. They are mostly pronouns, prepositions, verbs, adverbs, conjunctions, and adjectives.

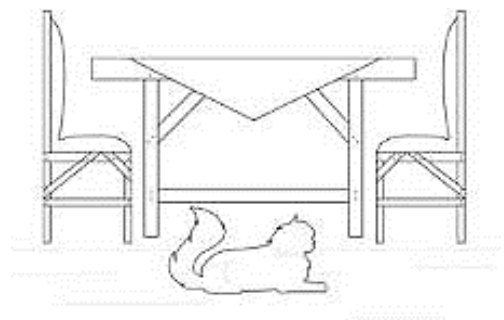
High-frequency words are the words that appear most often in printed materials. They are used as verbs, pronouns, and adjectives. It means that those sight words tell the exact place where the action happens.

### 1. Under

**Use:** Indicates something is below or beneath another object.

**Example:**

The cat is hiding **under** the table.



## 2. Above

**Use:** Indicates something is at a higher position than another object.

**Example:**

The sun is **above** the hills.



## 3. Beside

**Use:** Indicates something is next to or alongside another object.

**Example:**

The dog lies **beside** the cat.



## 4. Outside

**Use:** Indicates something is located external to a place or building.

**Example:**

The children are playing **outside**.

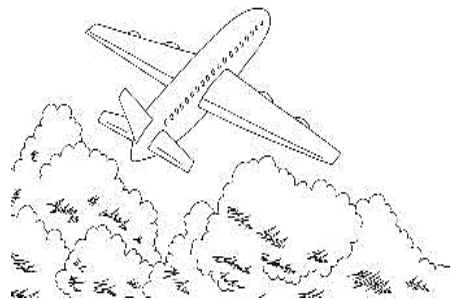


## 5. Over

**Use:** Indicates something is positioned higher than another object, often covering it or in a horizontal direction.

**Example:**

The plane flew **over** the mountains.



## 6. Inside

**Use:** Indicates something is located within a space or object.

**Example:**

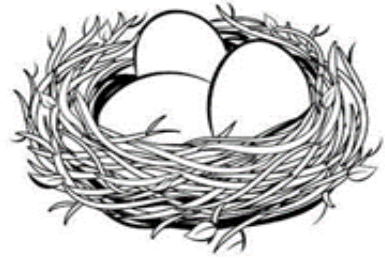
The cookies are **inside** the jar.



Choose the correct words to complete each sentence.

1. The eggs are \_\_\_\_\_ the nest.

- a. inside      b. under      c. above



2. The children are \_\_\_\_\_ the bus.

- a. under      b. inside      c. beside



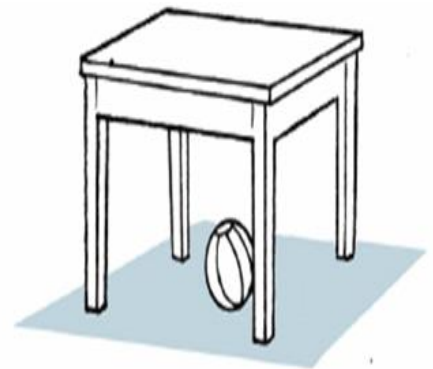
3. The four chocolates are \_\_\_\_\_ the box.

- a. inside      b. outside      c. under



4. The ball is \_\_\_\_\_ the table.

- a. under      b. beside      c. inside



5. The flowers are \_\_\_\_\_ in the vase.

- a. beside      b. inside      c. under





## What's More

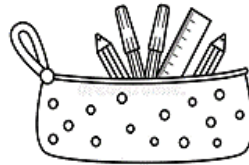
Sight words are also used frequently and accurately depending on the idea you want to express. They tell the exact place where the things are.

It's your turn to use these different sight words in the sentence.

1. outside



2. inside



3. under



4. between



5. under





## What I Have Learned

Remember: A rhyming word is a word that has a similar or identical ending sound to another word.

Sight words are words that provide a sense to the text as a whole. They are mostly pronouns, prepositions, verbs, adverbs, conjunctions, and adjectives.

High-frequency words are the words that appear most often in printed materials. They are used as verbs, pronouns, and adjectives. It means that those sight words tell the exact place where the action happens.

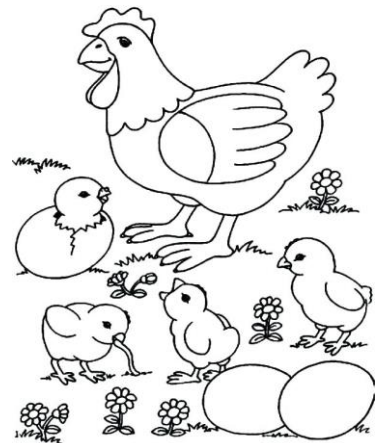


## What I Can Do

Read the story

### Mother Hen and Her Chicks

One morning mother hen and her chicks went outside to eat grass and find worms. They scratch the soil and find plenty of worms under it. They enjoyed eating them so much. "Stay beside me my chicks," said the mother hen. We will get inside the cage after this.



Find the word inside the parenthesis that rhymes with the given word.

1. Hen (Ben, mad)
2. Much (catch, fit)
3. Plenty (enjoy, sweaty)
4. Cage (age, leg)
5. Chicks (hits, licks)

Find your answer from the choices inside the parentheses.

1. What did the chicken do outside?  
(eat worms, fly above)
2. Where did they see the worms?  
(inside the soil, in the grass)
3. Who was beside the chicks?  
(mother hen, father rooster)

**Let's check this out.**

A. Pick out the frequently used words in the sentence.

1. The chicks went outside.
2. They stayed beside their mother hen.
3. They scratched the worms under the soil.
4. They went inside the house.
5. The chicks stayed inside the feather of the mother hen.

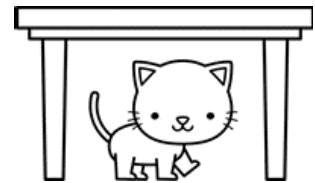


## Assessment

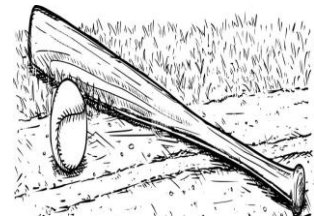
Choose the correct words inside the box.

inside      beside      under      outside

1. The kitten is \_\_\_\_\_ the table.



2. The baseball bat is \_\_\_\_\_ the ball.



3. The pencils are \_\_\_\_\_ the pencil case.



4. The children are playing \_\_\_\_\_.



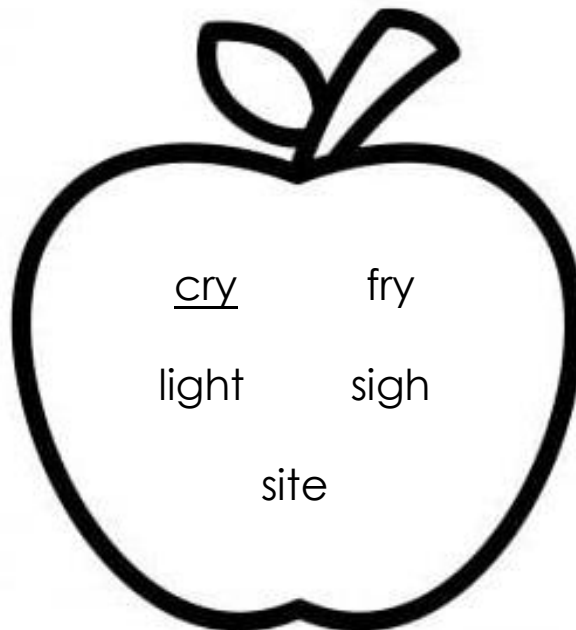
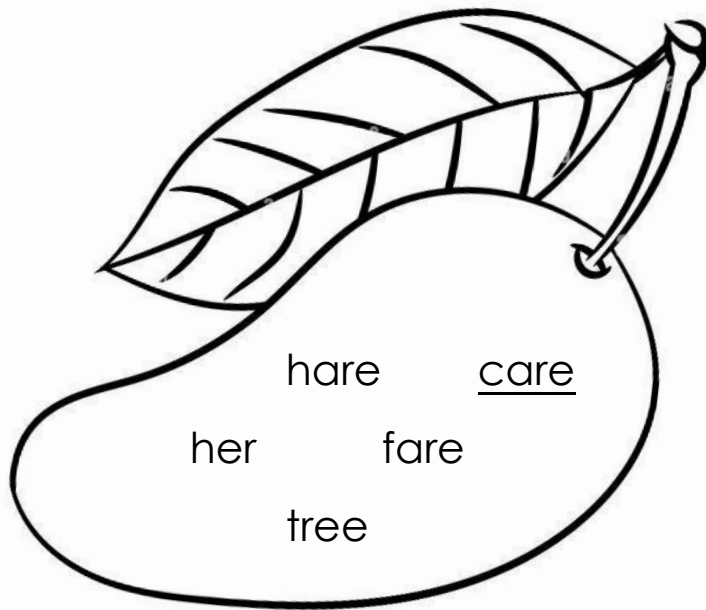
5. The woman is resting \_\_\_\_\_ the tree.





## Additional Activities

Choose the words that rhyme with the underlined word inside the object.



# Lessons 4, 5 and 6 - Sentence and Non- Sentence, Grade level sentences and common expressions and polite greetings



## What I Know

This module was designed and written with you in mind. It is here to help you master the English Language. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary levels of learners. 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 lessons you have. The module is composed of:

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

- identify sentences and non-sentences in the text.
- read Grade Level sentences with appropriate speed and accuracy.
- use common expressions and polite greetings appropriate to the given situations.

Read the following group of words. Draw 😊 if it gives a complete thought and ❤️ if it is not on the blank provided for.

1. The baby cries in the crib. \_\_\_\_\_
2. The farm is far from here. \_\_\_\_\_
3. We went fishing in the pond. \_\_\_\_\_
4. The flower \_\_\_\_\_
5. The cats and dogs \_\_\_\_\_



## What's In

Read the group of words below.

**Ana sings well.**

**Ana sings well** is an example of a sentence.

It has SUBJECT and a PREDICATE and it **expresses a complete thought or idea.**

A **subject** is the person, place, or thing that the sentence is about.

A **predicate** is the part of the sentence that talks about the subject.

In **Ana sings well**, the word Ana is the subject because **Ana** is the one who is being talked about in the sentence

while sings well is the predicate because it talks about the subject.

Take a look at more examples of sentences.

The boys (play basketball.)  
↓                      ↓  
Subject              Predicate

They (ride in the tricycle.)  
↓                      ↓  
Subject              Predicate

Now, let's take a look at this.

The children

Playing sipa

In the church

Dances gracefully

These are not sentences because they do not have subject and predicate. They also do not express complete thought. These group of words are called **non-sentence**.

**More examples of non-sentence:**

flying kites

eating ice candy

in the sky

watch tv



## What's New

Let's read.

### The Community Workers

Every day, you can see the street sweepers busy cleaning their area. They brought with them stick brooms, a dustpan, and a garbage can. They are very industrious and hardworking for in their hands lies the cleanliness of our streets.

Let's try:

Identify if it is a sentence or non-sentence. Write **S** for the sentence and **NS** for non-sentence on the blank before the number.

\_\_\_ 1. They brought with them stick brooms.

\_\_\_ 2. Everyday

\_\_\_ 3. They are very industrious.

\_\_\_ 4. The street sweepers

\_\_\_ 5. They clean the streets.



## What is It

A sentence is a group of words that expresses a complete sense or idea. It has a subject and a predicate.

Example:

The street sweepers clean the streets.

They are very industrious.

They are hardworking.

Non-sentence is a group of words that do not give a complete idea.

Example:

basketball play

The street sweepers

The broomstick

in the streets



## What's More

Do you know that polite words can also express idea?

Yes, they express good idea as long as the words are arranged properly. Notice the picture. What polite word will you say to the street sweeper?

Write your answer in a separate sheet.

a. Thank you.

c. Welcome.

b. I am sorry.

d. Excuse me.

2. When should you use polite words or expressions?

a. Always

c. Sometimes

b. Rarely

d. Never

Let's try:

Choose the polite expression for these pictures. Write the number of each expression that corresponds to the picture on the box provided.






1. Thank you

2. Sorry

3. "Mano po, lola"

4. Good morning Ma'am.

5. May I help you.

a. 	
b. 	
c. 	
e. 	
e. 	



## What I Have Learned

A sentence is a group of words that expresses a complete sense or idea. It has a subject and a predicate.

Non-sentence is a group of words that does not give a complete idea.

Polite Expressions are expressions that shows good manners toward others, as in behavior or speech.



## What I Can Do

Look at these pictures, what polite words can you say?

- Please come In.
- Excuse me.
- I'm sorry
- Thank you very much.



- I'm sorry.
- Excuse me.
- Thank you.
- May I pass.



- a. Thank you mama.
- b. Excuse me mama.
- c. May I go out mama.
- d. Good evening mama.



## Assessment

**Directions:** Write S if it is a Sentence and NS if it is a non-sentence.

- \_\_\_\_\_ 1. My father is a driver
- \_\_\_\_\_ 2. Please give me the glass.
- \_\_\_\_\_ 3. The birds
- \_\_\_\_\_ 4. Sorry teacher Mona, I will do my best next time.
- \_\_\_\_\_ 5. They catch the ball.



## Additional Activities

Read each sentence and identify the correct expression.

1. Anna gives her teacher a gift during teacher's day. What will her teacher have to say to Anna?
  - a. Thank you, Anna
  - b. Good morning, Anna
  - c. Excuse me, Anna
  - d. Goodbye, Anna
  
2. The visitors are talking to their teacher and the boys want to go out. What will the boys have to say?
  - a. Excuse us.
  - b. Thank you.
  - c. Glad to meet you.
  - d. Goodbye.
  
3. She broke the cup while wiping the table.
  - a. Excuse me
  - b. I'm sorry
  - c. Hello
  - d. Good morning
  
4. They were walking with their classmates in the park and happened to meet their teacher. What will be their greetings?
  - a. Thank you, teacher.
  - b. Good morning, teacher
  - c. Excuse me, teacher.
  - d. Sorry teacher.

5. The girls are at the campsite. Their leader gives them a party treat. What will they say?
- a. Sorry Ma'am.
  - b. Thank you, Ma'am.
  - c. Excuse me Ma'am
  - d. Good evening, Ma'am.

# Answer Key

## Lesson 1, 2 and 3

What I know	1.b 2.b 3.a 4.a
What's in	This Those These This
What's new	Around Upon around Upon
What is it	Inside Inside Outside Under Inside
What's more	They play outside. The pens are inside the pouch. The swing is under the tree. The cake is in between the gifts. The boat is under the bridge.

What can I do	Ben Catch sweaty age licks
Let's check it out	B. eat worms inside the soil mother hen
Assessment	under inside inside
Additional	under outside Inside Beside under
Activities	Care fare Fry sigh

## Lesson 4, 5 and 6

What I know	A A A A A A A S NS S S What's more A. a a
-------------	---

Let's try	1 4 3 2 5
What can I do	1 3 1 2.s 3.n.s 4.s 5.s
Assessment	1.s 2.s 3.n.s 4.s 5.s
Additional Activity	1.a 2.b 3.b 4.b 5.c

## References

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## DISCLAIMER

This Self-learning Module (SLM) in **English 2 Quarter 3 Module 1** titled "**Rhymes, Sight Words, and High-Frequency Words**" 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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