

ENGLISH

Quarter 3 - Module 2



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ENGLISH - Grade 2

Quarter 3 - Module 2 Recognizing Rhymes, Words, and Sentences with Effective Communication

Self-Learning Module (SLM)

MATATAG Curriculum

First Edition, 2025

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**Printed in the Philippines by
Schools Division Office of Tacurong City**

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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) 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 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 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 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 3 - Module 2

Recognizing Rhymes, Words, and Sentences with Effective Communication



What I Need to Know

This module was designed and written with you in mind. It is here to help you listen and respond to oral texts. 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.

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

1. segment onset and rime;
2. read words accurately and automatically according to word patterns;
3. use simple sentences to express ideas about community;
4. use vocabulary referring to:
 - a. community
 - b. content-specific topics;
5. comprehend stories; and
6. use own words in retelling myths, legends, fables and narrative poems.

Lesson 1 - Simple Sentences and Vocabulary About Community



What I Know

Read the following questions and write your answer on a separate sheet of paper.

1. Who is the person that keeps the community safe?
 - a. teacher
 - b. police officer
 - c. doctor
 - d. driver
2. What is a place where people buy and sell goods?
 - a. park
 - b. school
 - c. market
 - d. library
3. Where can people borrow and return books?
 - a. library
 - b. church
 - c. park
 - d. market
4. What is a place with trees, grass, and playgrounds?
 - a. hospital
 - b. park
 - c. school
 - d. church
5. Where is a place where children learn and play?
 - a. school
 - b. park
 - c. hospital
 - d. library



What's In

Choose the correct answer and write it on a separate sheet.

1. A _____ helps students learn in the classroom.
 - a. doctor
 - b. teacher
 - c. police officer
 - d. chef

2. The principal _____.
 - a. takes care of sick people
 - b. leads the school and supports teachers and students
 - c. delivers food to classrooms
 - d. plays games with students

3. Children go to the _____ to play and relax during school breaks.
 - a. library
 - b. playground
 - c. canteen
 - d. office

4. The _____ keeps the school clean and organized.
 - a. security guard
 - b. janitor
 - c. nurse
 - d. teacher

5. A school community _____.
 - a. helps us to have fun every day
 - b. helps everyone learn and grow together
 - c. helps us to prepare for parties and events
 - d. helps us to watch TV



What's New

Read the short story and answer the questions that follow.



Gwen and Her Community

Gwen loves her town. One day, she walks with her mom to the market to shop for some clams and crabs. On the way, they pass the park where kids play in the grass. Gwen and her mom spot Troy, who is picking up trash to keep the park clean.

They step into the library to return a gray book that she borrowed. As they leave, Gwen sees a red truck by the fire station. The fire crew waves at them. This makes Gwen grin.

"I love our town," Gwen's mom says. "We all work well as a team."

"Yes, it's the best place," Gwen says.

1. Where does Gwen go to buy clams and crabs?
 - a. park
 - b. school
 - c. market
 - d. fire station

2. Who is picking up trash in the park?
 - a. Troy
 - b. police officer
 - c. Gwen
 - d. clerk

3. Which place does Gwen visit to return books?
 - a. market
 - b. library
 - c. school
 - d. park

4. What did Gwen and Mom see near the fire station?
 - a. a green toy
 - b. a blue book
 - c. a red truck
 - d. a brown car

5. Why does Gwen love her neighborhood?
 - a. It's quiet.
 - b. It's noisy.
 - c. Everyone works together.
 - d. She lives near the park.

There are special words in our story. They are the CCVC words. These words have two consonant sounds that come together in the beginning, followed by a vowel, and then a consonant.

Practice reading these words:

clam

Gwen

Troy

crab

chum

gray

play

trash

truck

shop

spot

grin



What is It

Read each question carefully. Complete the sentence by writing your answer on a separate sheet of paper.

1. At the market, families buy many different things. What are some of the things your family buys at the market?

My family buys _____ at the market.

2. Sometimes, we see trash on the ground. What should you do if you see trash on the ground?

I will _____ the trash.

3. The library is a place where we find many useful things. What can see in the library?

We can see _____ in the library.

4. Police officers have important jobs to keep us safe. What do police officers do to help us?

They help us _____.

5. Helping your community makes it a better place. What can you do to help your community?

I will _____.



What's More

Identify the description that matches the given place in the community. Write your answer on a separate sheet.

Market

- a. A place to borrow and return books
- b. A place where people buy and sell goods
- c. A place where children can play

Park

- a. A place where children learn to read and write
- b. A place where children play
- c. A place to buy food

Library

- a. A place to borrow and return books
- b. A place where people buy and sell goods
- c. A place where children learn and play

School

- a. A place to buy and sell goods
- b. A place where children read and write
- c. A place to keep people safe

Police Officer

- a. A person who keeps the community safe
- b. A person who sells bread and cakes
- c. A person who teaches children in the community





What I have learned

Rebus is a fun way of putting together what we have learned about our community. Look at the pictures and words, say the picture names, and read the sentence.

In our community, there are different places we go to and visit, and people who help us every day.

For example, we can buy fresh  and  at the

market, read  at the library, and  with

friends in the playground. There are also important people

in the community, like the , who help keep us safe.



What I can do

In your notebook, draw a picture of a place or persons in your community. Then, write a simple sentence about it or them.



Assessment

Complete the sentences with the correct word from the choices. Write your answers on a separate sheet.

1. I go to the _____ to buy food.
a. market b. library c. park
2. The _____ helps to keep the community safe.
a. teacher b. police officer c. gardener
3. I read books at the _____.
a. park b. market c. library
4. I play with my friends in the _____.
a. park b. school c. fire station
5. My teacher teaches us how to read in _____.
a. police station b. library c. school



Additional Activities

Take a walk with your family around your neighborhood or community. Look at the different places you see, like the market, the park, and the school. When you get home, write a sentence about one place you visited and share it with your parents.

Lesson 2 - Fables



What I Know

Answer the following questions. Encircle your answer.

1. These are the people, animals, or creatures in the story.

- a. setting
- b. characters
- c. plot
- d. conflict

2. It tells where and when the story happened.

- a. setting
- b. conflict
- c. plot
- d. characters

3. It tells what happened in the story.

- a. characters
- b. resolution
- c. plot
- d. conflict

4. It tells what the problem or challenge the characters face.

- a. conflict
- b. resolution
- c. plot
- d. characters

5. It tells how the problem was solved at the end of the story.

- a. characters
- b. resolution
- c. plot
- d. conflict



What's In

Complete the sentence with the correct community word from the box. Write your answer on a separate sheet.

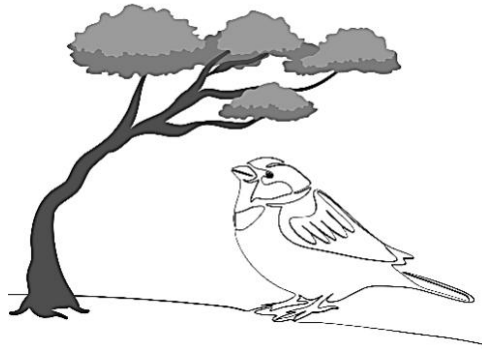
doctor	school	fireman
teacher	playground	library

1. A _____ helps us learn new things.
2. The _____ takes care of sick people.
3. We go to the _____ to read books.
4. A _____ helps put out fires.
5. We go to _____ to study and meet friends.



What's New

Read the short story and answer the questions that follow.



Eli, The Proud Swallow

In Tacurong City, there is a beautiful place called Baras Bird Sanctuary. It is home to different kinds of birds like herons, egrets, swallows, and doves. Eli, a proud swallow, lives there. She loves to fly around and hunt for food alone.

One day, while looking for food, Eli flew too far from the sanctuary. She got tired, and when she looked around, the place was unfamiliar.

“Are you lost?” asked a lizard on a tree.

“Do you need help?” asked a dove sitting on a branch.

“No, I don’t need help,” said Eli. But she could not find her way back home.

As it got dark, Eli became scared. She went back to the dove and said, “Can you help me find my way back to Baras Bird Sanctuary?”

“Yes,” said the dove. “Come and follow me.”

Together, they flew to the sanctuary.

“Thank you,” said Eli.

The dove smiled and said, “Always remember that there is strength in working with others, and asking for help is not a sign of weakness.”

1. Where does Eli, the proud swallow, live?
 - a. in the city plaza
 - b. in Baras Bird Sanctuary
 - c. in a tall tree
 - d. in a birdhouse

2. What kinds of birds can be found in Baras Bird Sanctuary?
 - a. herons, egrets, swallows, and doves
 - b. chickens, ducks, and geese
 - c. eagles and parrots
 - d. crows and ravens

3. Why did Eli get lost?
 - a. She was hunting with other birds.
 - b. She flew too far from the sanctuary.
 - c. She wanted to explore a new place.
 - d. She was looking for her friend.

4. Who helped Eli find her way back home?
 - a. a lizard
 - b. a heron
 - c. a dove
 - d. an egret

5. What lesson did the dove teach Eli?
 - a. It's better to stay alone than ask for help.
 - b. Always fly high to avoid getting lost.
 - c. Asking for help is not a sign of weakness.
 - d. Never leave your home.



What is It

When we retell a story, we focus on the most important parts to make it clear and easy to understand. The underlined letters in the previous activity spell **SCOOP**. Remembering SCOOP will help us organize our thoughts and recall the key details. Here's how to use it:

S - Setting:

Start by identifying where and when the story happens. Is it in a forest, a city, or a magical place?

C - Characters:

Think about the people, animals, or creatures in the story. Describe what they are like. Are they brave, kind, or maybe scared?

O - Order of Events (Plot):

Retell the events in the story in the correct order—from the beginning to the end. Describe what happened first, next, and last?

O - Oh, no! or the Conflict

Look for the problem or challenge the characters face. What did the characters need to solve?

P - Problem solved! or the Resolution:

Explain how the problem was solved. What did the characters learn or how they changed?



What's More

Activity 1. A story has five elements. We combine these elements to create a fun and exciting story. To understand each element better, read and answer the questions after each one based on the story *Eli, The Proud Swallow*.

Setting: Where and when did the story take place?

Character: Who were the people, animals, or creatures in the story?

Orders of Events or Plot: What happened in the story?

Oh, no! (Problem): What problem did the character face?

Problem solved! (Resolution): How was the problem solved?



What I have learned

The SCOOP strategy helps us retell stories in a clear and organized way. Each part of SCOOP reminds us of important parts of the story we need to include when retelling it. SCOOP stands for:

S - Setting (Where and when does the story take place?)

C - Characters (Who were the people, or animals, in the story?)

O - Order of Events or Plot (What happens first, next, and last?)

O - Oh No! or the Conflict (What problem does the character face?)

P - Problem Solved or Resolution (How the problem was solved.)



What I can do

Retell the story of Eli, The Proud Swallow.

1. Read or listen to the story.
2. In your own words, retell the story to your parent.



Assessment

The Lion and the Clever Mouse

In a big grassy field, a proud lion named Leo was taking a nap under a shady tree. Suddenly, a tiny mouse named Milo ran across his paw, waking him up.

"Who dares disturb my sleep?" roared Leo, catching Milo with his sharp claws.

"I'm sorry, mighty Leo!" squeaked Milo. "Please don't hurt me. If you let me go, I promise I'll help you someday."

Leo laughed loudly. "You? Help me? You're too small to help a lion like me!" But feeling generous, Leo let Milo go.

A few days later, Leo was walking through the forest when he got caught in a hunter's net. He roared and struggled, but the ropes were too strong.

Hearing the roar, Milo ran to help. "Don't worry, Leo. I'll save you!"

With his sharp little teeth, Milo chewed through the ropes. Soon, Leo was free.

"You saved me, Milo," said Leo, amazed. "I didn't think someone so small could do something so big. Thank you."

"Even the smallest friend can help in big ways," said Milo with a smile.

From that day on, Leo and Milo became the best of friends.



Retell the story "The Lion and the Clever Mouse" using the **SCOOP** strategy.

1. **S** - Setting
2. **C** - Characters
3. **O** - Order of Events
4. **O** - Oh, no!
5. **P** - Problem solved!



Additional Activities

Read the story, "The Rabbit and the Turquoise." After reading, retell the story to your parent. Use your creativity but keep the main ideas of the story the same!

Answer Key

<p>LESSON 1</p> <p>What I know 1. b 2. c 3. a 4. b 5. a</p> <p>What's In 1. b 2. b 3. b 4. b 5. b</p> <p>What's New 1. c 2. a 3. b 4. a 5. c</p> <p>What is it Answers May Vary</p>	<p>What's More 1. b 2. b 3. a 4. b 5. a</p> <p>What I can do Answers May Vary</p> <p>Assessment 1. a 2. b 3. c 4. a 5. c</p> <p>Additional Activities 1. a 2. b 3. c 4. a 5. c</p>	<p>LESSON 2</p> <p>What I know 1. b 2. a 3. c 4. a 5. b</p> <p>What's In 1. teacher 2. doctor 3. library 4. fireman 5. school</p> <p>What's New 1. b 2. a 3. b 4. c 5. c</p>	<p>What's More Answers May Vary</p> <p>What I have learned Answers May Vary</p> <p>What I can do Answers May Vary</p> <p>Assessment Answers May Vary</p>
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DISCLAIMER

This Self-learning Module (SLM) in Error! Reference source not found. **2 - Quarter 3 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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