

# ENGLISH

## Quarter 3 - Module 6



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**ENGLISH - Grade 2**  
**Quarter 3 - Module 6 Recognizing Rhymes, Words, and Sentences with**  
**Effective Communication**  
**Self-Learning Module (SLM)**  
**MATATAG Curriculum**  
**First Edition, 2025**

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**Development Team of the Module**

**Writer: Jerwin Dale D. Celetaria**  
**Editor: Hazel F. Melendres**  
**Reviewer: Julius D. Celetaria**  
**Illustrator: Jerwin Dale D. Celetaria**  
**Layout Artist: Joey M. Lozano**  
**Art Designer: Cristy C. Narcilla**  
**Management Team:**

**Gildo G. Mosqueda, CEO VI - Schools Division Superintendent**  
**Gilber B. Barrera, CESE - Assistant Schools Division Superintendent**  
**Arlene Rosa G. Arquiza - Chief, Curriculum Implementation Division**  
**Ivy P. Lamintao - Education Program Supervisor, LRMS**  
**Julius D. Celetaria - Education Program Supervisor, English**  
**Joey M. Lozano - Information Technology Officer I**  
**Leonora R. Po - Project Development Officer II, LRMS**  
**Delia P. Eliarda- Librarian II**

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Office Address: Alunan Highway, Poblacion, Tacurong City 9800  
Telephone Numbers: 09190656425/064-562-4880  
E-mail Address: tacurong.city@deped.gov.ph

# 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 Learners

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 8 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.

# ENGLISH

Quarter 3 - Module 6  
Recognizing Rhymes, Words, and  
Sentences with Effective  
Communication



## What I Need to Know

This module was designed and written with you in mind. 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.

This module focuses on:

Write words legibly and correctly (based on word patterns). EN2VWK-III-6

Use correct capitalization and punctuation for simple sentences. EN2GAGS-III-6

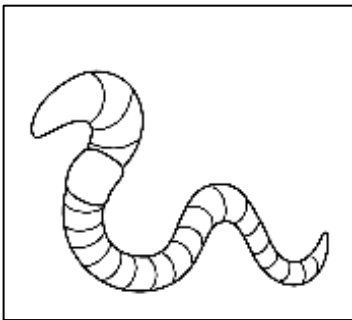
Compose texts to react to a topic. EN2CCT-III-6

# Lesson 1 - Write words legibly and correctly (based on word patterns)

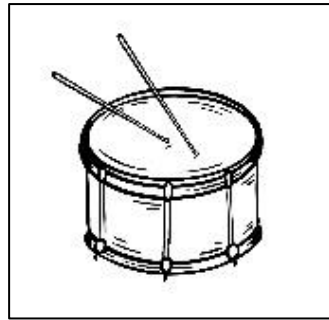


## What I Know

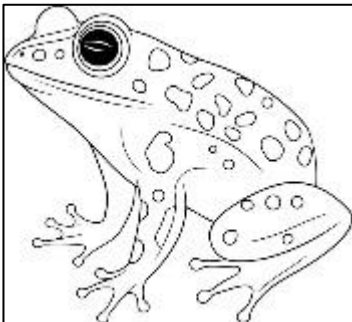
**Directions:** Complete the word by identifying the correct vowel. Write your answer on a separate sheet.



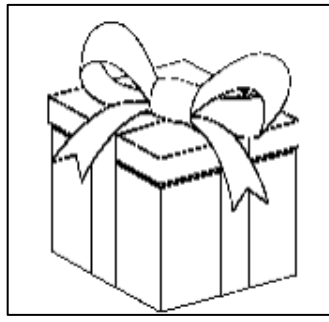
1. w\_\_rm



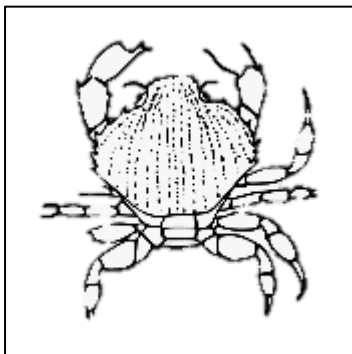
4. dr\_\_m



2. fr\_\_g



5. g\_\_ft



3. cr\_\_b



## What's In

In your previous lesson you have read the words with consonant and vowel patterns. This time, let us read more words together.

hand	flag	pair	rake
desk	stem	sail	care
pick	swim	read	hive
rock	drop	week	pole
turn	smug	toast	tube

What are word patterns?

In language, word patterns are the combinations of arrangements of consonants and vowels inside the words.



## What's New

**Directions:** Study each picture and read the sentences about it.

1. Mangoes drop from the tree.  
These mangoes help us to grow.



2. I love to eat a cake.  
The cake has a milk.



3. I meet my friend at the mall.  
The mall is huge.





## What is It

Look at the underlined words in each number above. The words drop, help, cake, milk, mall, and huge have patterns. They are called **word patterns**.

Word patterns show the flow of the word and the arrangement of letters that are contained in it. These patterns range from basic consonant-vowel patterns to consonant-vowel-consonant and other more complex patterns such as:

CVC, CVCC, CCVC, and CVCe

Let us study the next set of sentences.

The dog has  
a glam hat.

A slug is in the  
grass.

We went to  
the hill of sand.

The mango is  
ripe.



## What's More

**Directions:** Read the poem below and write the words with the following patterns CVC, CVCC, CCVC, and CVCe inside the heart. Write your answer on a separate sheet.

### The Little Cat and the Ant

*by: Jerwin Dale D. Celetaria*

One little cat sits on the mat  
He does not see the ant  
The ant bites the cat  
The cat feels the pain  
All he wants is to eat.



The ant feels worried  
He asks cat to go home and rest  
He says sorry to cat  
The cat accepts his sorry  
Then, they became friends all the way.

CVC

\_\_\_\_\_

CVCC

\_\_\_\_\_

CCVC

\_\_\_\_\_

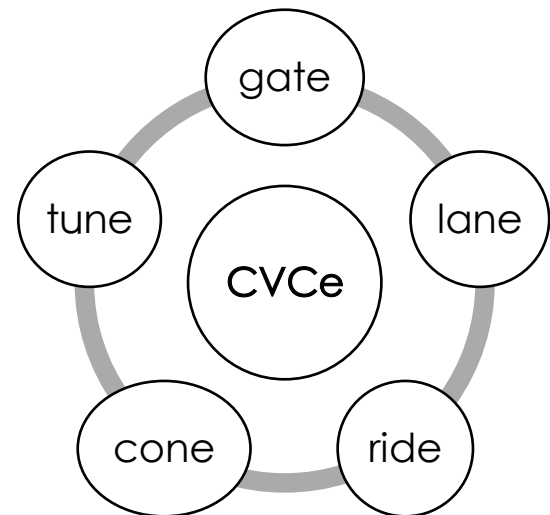
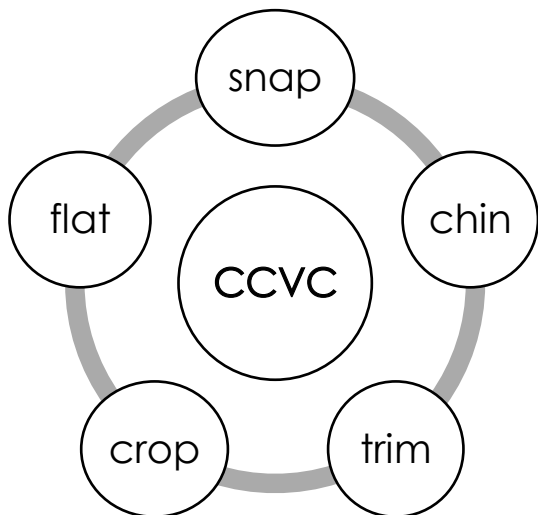
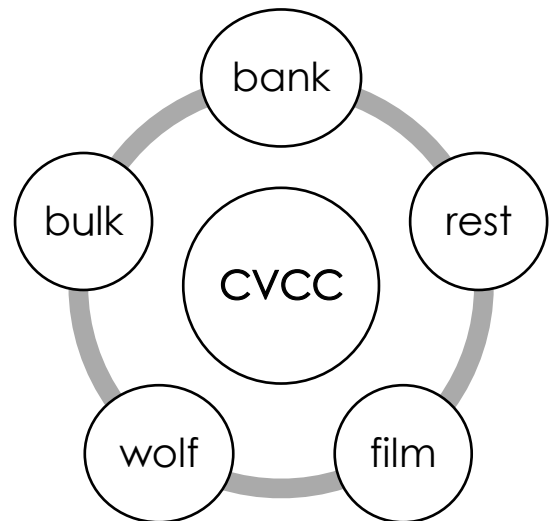
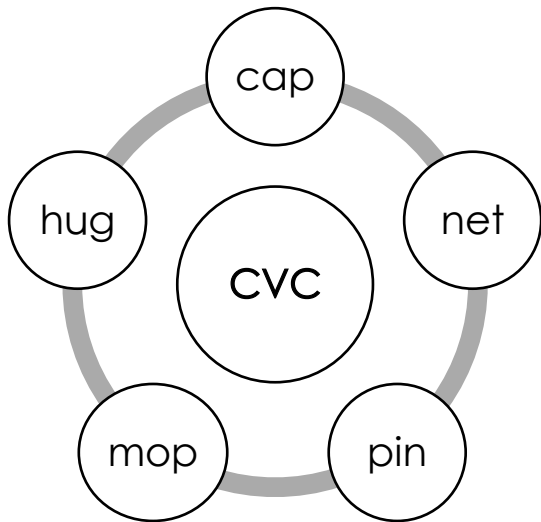
CVCe

\_\_\_\_\_



## What I Have Learned

Let us read some examples of word patterns!





## What I Can Do

**Directions:** Read the words below and write them on the corresponding word patterns. Write your answer on a separate sheet.

tag

horn

sled

skip

slam

mute

pit

dot

sock

mat

bird

dust

face

flip

code

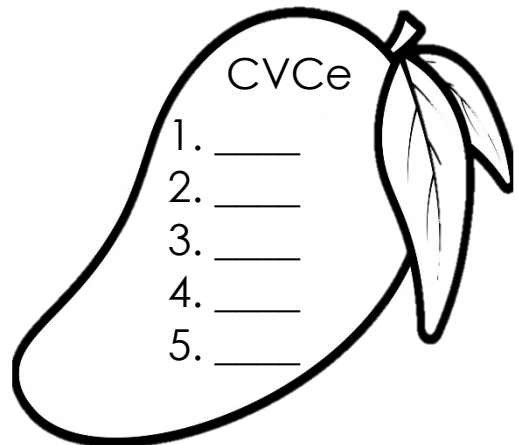
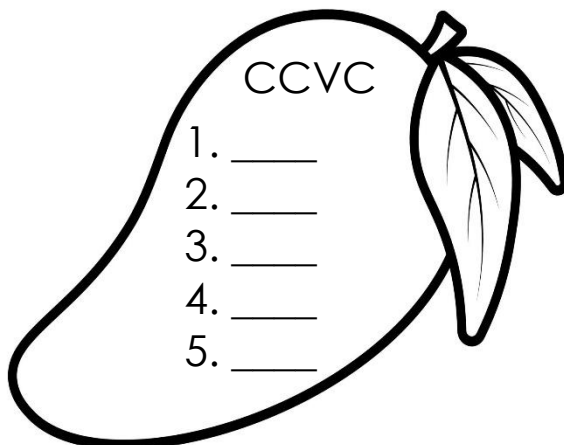
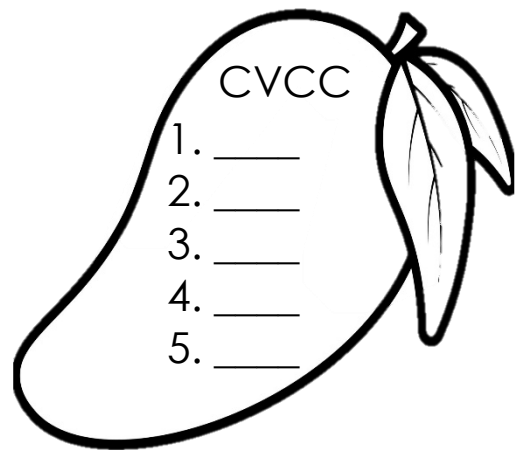
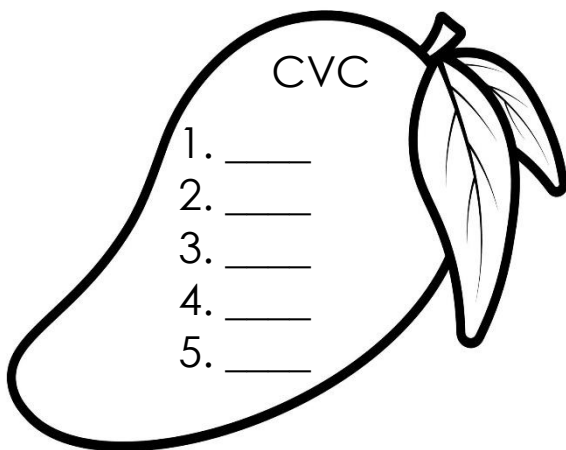
drum

ride

camp

wine

bus





## Assessment

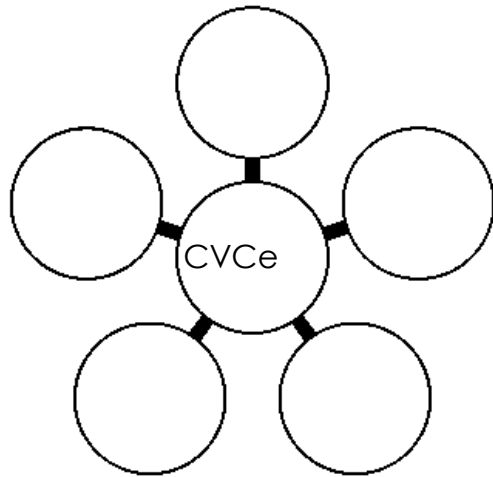
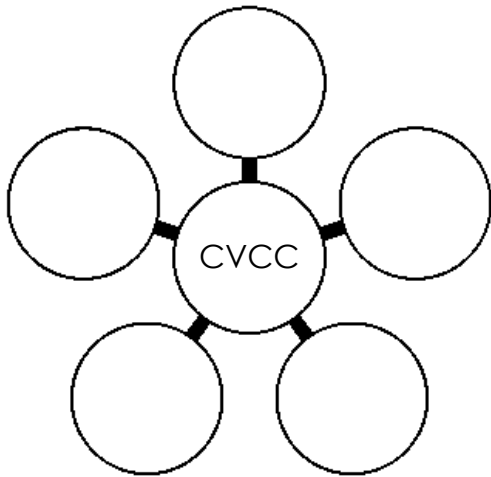
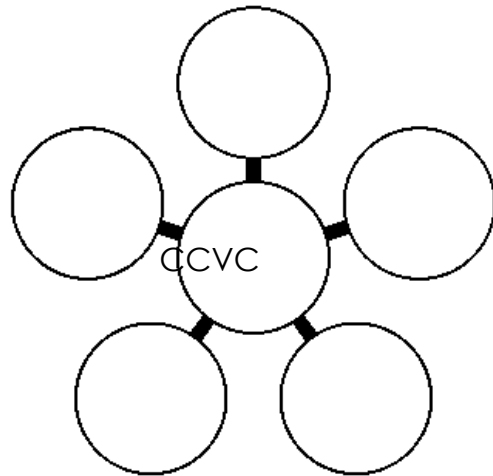
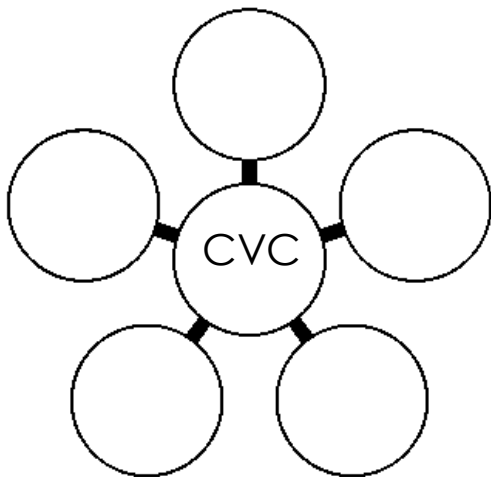
**Directions:** Read each statement carefully and write your answer on a separate sheet.

1. What do you call the flow of the word and the arrangement of letters that are contained in it.
  - a. word pattern
  - b. word meaning
  - c. word knowledge
  - d. word recognition
2. Which of the following words has a CVC word pattern?
  - a. add
  - b. eel
  - c. sit
  - d. ask
3. *Mother went to town to buy vegetables.* Based on the sentence, what is the word with CVCC pattern?
  - a. to
  - b. town
  - c. buy
  - d. vegetables
4. Which word contains CCVC pattern?
  - a. trip
  - b. bowl
  - c. face
  - d. pen
5. The following words have CVCe pattern, **EXCEPT**\_\_\_\_\_.
  - a. time
  - b. lane
  - c. tide
  - d. down



## Additional Activities

**Directions:** Write on a separate sheet five examples of words with CVC, CCVC, CVCC, and CVCe patterns.

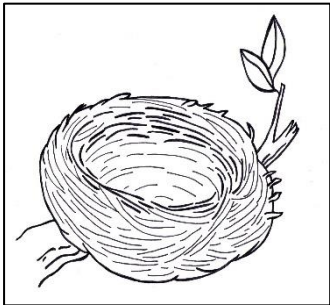


# Lesson 2: Use correct capitalization and punctuation for simple sentences

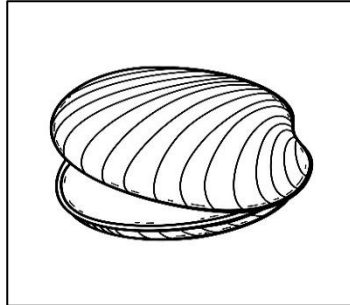


## What I Know

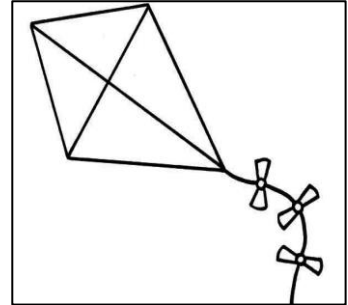
**Directions:** Name the pictures and write the correct pattern. Write your answer on a separate sheet.



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



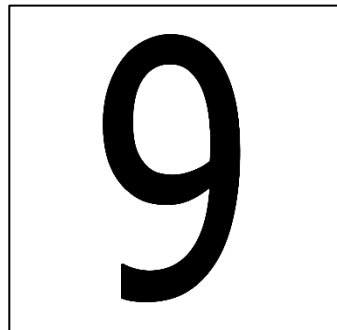
2. \_\_\_\_\_



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



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



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



## What's In

**Directions:** Read the sentences below and answer the questions that follow. Write your answer on a separate sheet.

1. jeanelyn and roly went to the bakeshop
2. what is your name
3. please close the door
4. congratulations you won the prize

1. What have you noticed from the sentences above?
2. How does capitalization and punctuation affect the sentence?
3. In what way does knowing the rules of proper capitalization and punctuation marks make the sentence easy to understand?

The sentences above show clear mistakes on its capitalization and punctuations. That is why there is a need for you to study the proper capitalization and punctuation.



## What's New

Many pupils like you don't really like to memorize rules, do you? Well, in this lesson, you cannot help but to be mindful of the basic rules on capitalization and punctuation that you must remember.

**Capitalization** means using capital, or upper-case, letters.

Using capital letters at the start of a sentence and capitalizing all the letters in a word for emphasis are both examples of capitalization.

### Capitalization Rules

1. The first letter in a sentence starts with a capital letter.

❖ The dog barks.

2. First and Last Names

❖ Juan      Cruz  
First      Last  
Name      Name

3. Places (Countries, Cities, Streets)

- ❖ Philippines
- ❖ Tacurong City
- ❖ Lapu-Lapu Street

4. Pronoun I

- ❖ I am happy!
- ❖ Rollyne and I love to cook.

## 5. Calendar (Months, Days and Holidays)

- ❖ January
- ❖ Monday
- ❖ New Year

## 6. Titles (Books, Movies, Shows)

- ❖ Ibong Adarna
- ❖ Ang Panday
- ❖ Sineskwela

**Punctuation** is any of a group of conventional marks or characters like period, comma, question and exclamatory marks.

Punctuation is crucial for conveying and elaborating on the meaning of written language.

### Punctuation Rules

1. Period (●) Use a period at the end of a declarative sentence.

- ❖ Rose is pretty.
- ❖ He is driving his new car.

2. Question Mark (?) Use a question mark after an interrogative sentence.

- ❖ Where do you live?
- ❖ Why did you bring my bag?

3. Exclamation Point (!) Use an exclamation point to show strong emotion or to give a command.

- ❖ Oh no! We lost him.
- ❖ Come here Princess, quick!



## What is It

Let's try it!

### Activity 1

**Directions:** Read carefully the text below and circle the letters to be capitalized. Write your answers on a separate sheet.

#### Healthy Life is a Happy Life

*by: Jerwin Dale D. Celetaria*

every morning, maria wakes up to the sound of her alarm. she goes to the tacurong city open grounds to join the people who are having their morning exercise. after a quick morning session, she immediately goes back home to have her breakfast and brush her teeth. "Thank god, i am healthy", she said.

### Activity 2

**Directions:** Read carefully the sentences below and write the correct punctuations on a separate sheet.

1. Can you help me
2. I went to Baras Bird Sanctuary
3. Oh, that is amazing
4. How to cook chicken adobo
5. I am in Grade 2



## What's More

### Activity 1

**Directions:** Rewrite the sentences to make it correct. Write your answer on a separate sheet.

1. can you drive to tacurong city?

---

---

---

2. bantay is the name of my dog.

---

---

---

3. maria and lisa are sisters.

---

---

---

4. i live in sultan kudararat.

---

---

---

5. Our president is Ferdinand r. marcos jr.

---

---

---

## Activity 2

**Directions:** Write each statement in the correct column of punctuations. Write your answer on a separate sheet.

Period	Question mark	Exclamatory point

1. I love to visit the Qetsiyah Eco Park in Brgy. Calean.
2. There is a cat in the acacia tree!
3. Where is your bicycle?
4. Mario and Delia are my parents.
5. What is the name of your school?



### What I Have Learned

Let's test your knowledge!

A **sentence** refers to \_\_\_\_\_.

There are four types of sentences: \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**Capitalization** refers to \_\_\_\_\_.

Meanwhile, **Punctuation** is \_\_\_\_\_.



## What I Can Do

**Directions:** Rewrite the following sentences to make them correct. Use proper capitalization and punctuation. Write your answer on a separate sheet.

1. myra watches television → \_\_\_\_\_
2. Hoorah, you won the contest → \_\_\_\_\_
3. what is our national bird → \_\_\_\_\_
4. please attend the christmas Party → \_\_\_\_\_
5. Who is your teacher → \_\_\_\_\_



## Assessment

**Directions:** Read each item carefully and write your answer on a separate sheet.

1. *Nanay Linda walks slowly on the aisle* What is the missing punctuation in the sentence?
  - a. ?
  - b. .
  - c. !
  - d. none of the above
2. Which of the following has a correct capitalization?
  - a. Baras Bird Sanctuary
  - b. jerome Rosales
  - c. monday
  - d. my pet loves me

3. Which of these sentences is correct?
- a. Oh no there is a fire.
  - b. What is your family name
  - c. The school is huge.
  - d. please go here.
4. It is added at the end of a sentence that indicates strong feelings.
- a. .
  - b. !
  - c.?
  - d. all of the above
5. How to determine if the sentence asks question?
- a. It has an exclamation point.
  - b. It has a period.
  - c. It has a question mark.
  - d. It has no punctuation.



## Additional Activities

**Directions:** Give one example in each type of sentence with correct punctuation and capitalization. Write your answer on a separate sheet.

Declarative Sentence: \_\_\_\_\_

Interrogative Sentence: \_\_\_\_\_

Imperative Sentence: \_\_\_\_\_

Exclamatory Sentence: \_\_\_\_\_

# Lesson 3: Compose texts to react to a topic



## What I Know

**Directions:** Identify the punctuations below. Write your answer on a separate sheet.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**Directions:** Circle the letter that needs to be capitalized in the following sentences.

1. mira helps her mother in the household chores.
2. The school is in tacurong city.
3. You and i are best friends.
4. My family will go to monte vicenteau resort.
5. hoorah! that is an excellent performance.



## What's In

**Directions:** Read the text below and answer the questions that follow. Write your answer on a separate sheet.



### **Kitty the Cat**

*by: Jerwin Dale D. Celetaria*

Kitty is a cat. She has a friend rat. She loves to play with her friend rat. Every morning, Kitty sleeps on the mat. One day, Kitty cat is sad because she lost her hat in the vacant lot. Kitty told her friend rat to help her find her lost hat. They went to the vacant lot and saw that the hat is on the flat rock. Kitty thanked her friend rat and went back to her house to sleep in the mat.

1. What is the title of the story? \_\_\_\_\_
2. Who are the characters of the story? \_\_\_\_\_
3. When did Kitty Cat sleep on the mat? \_\_\_\_\_
4. Why is Kitty Cat sad? \_\_\_\_\_
5. Where did they find the hat? \_\_\_\_\_



## What's New

Let's define it!

A **text** is a collection of words that, to the reader, conveys a certain meaning.

The text types are broken into three genres:

**Narrative, Non-fiction and poetry.**

A **narrative** text narrates a series of events. **Non-fiction** text is based on facts. **Poetry** text tells a story.

How to compose a text? Be familiar with 5Ws and 1 H.

- What** - to gather information particularly the subjects in the text.
- Who** - performs the action
- Where** - indicates location or place
- When** - a time which something happens
- Why** - the cause or reason for which something is done
- How** - the way action occurs



## What is It

**Listening:** Read the short story. Note the underlined words as important details in a story. Answer the questions that follow and write it on a separate sheet. (Teacher/parent will read the story).



### Ben's Life

*by: Jerwin Dale D. Celetaria*

It was Saturday morning. Ben was about to eat his breakfast. He washes his hands with soap and water. Mother said, "Good work Ben!" Washing your hands will help you stay clean and healthy, Mother added. "Yes Mother! I will always do that." Ben said.

1. What day was it? *It was* \_\_\_\_\_.
2. Who was the boy in the story?  
*The boy in the story was* \_\_\_\_\_.
3. What did he do before eating his breakfast?  
*Before eating his breakfast, he* \_\_\_\_\_.
4. Why do you need to wash your hands?  
*I need to wash my hands so that it will help me*  
\_\_\_\_\_ *and* \_\_\_\_\_.
5. How do you wash your hands?  
*I wash my hands with* \_\_\_\_\_ *and* \_\_\_\_\_.



## What's More

**Directions:** Read the sentences and identify the correct Wh or H questions for the underlined words. Write your answer on a separate sheet.

What  
Where

Who  
When

Why  
How

1. *My sister buys bibingka at the market.*  
\_\_\_\_\_ does my sister buy at the market?
2. *Tacurong City celebrates Talakudong Festival every September 28.*  
\_\_\_\_\_ does Tacurong City celebrate Talakudong Festival?
3. *Father goes to his farm.*  
\_\_\_\_\_ goes to the farm?
4. *Study well to get high grades.*  
\_\_\_\_\_ to get high grades?
5. *Global warming is due to air pollution.*  
\_\_\_\_\_ do we experience global warming?



## What I Have Learned

Listening is a \_\_\_\_\_

Who refers to \_\_\_\_\_ What refers to \_\_\_\_\_

When refers to \_\_\_\_\_ Why refers to \_\_\_\_\_

How refers to \_\_\_\_\_



## What I Can Do

**Directions:** Compose a simple text based on the picture below. Write your answer on a separate sheet.





## Assessment

**Directions:** Analyze the following statements. Write your answer on a separate sheet.

1. Lito and Lea are playing a ball. **Who** are playing the ball?
  - a. Dan and Lea
  - b. Lito and Lea
  - c. Ace and Lea
  - d. Lita and Lea
2. Dino is in the school. **Where** is Dino?
  - a. house
  - b. school
  - c. room
  - d. church
3. Lily plays a doll. **What** does Lily play?
  - a. doll
  - b. toy gun
  - c. bike
  - d. cellphone
4. Rico takes a bath every day. **When** does Rico take a bath?
  - a. yesterday
  - b. today
  - c. every day
  - d. Monday
5. Global warming is due to climate change? **Why** there is a global warming?
  - a. because of many trees
  - b. because of climate change
  - c. because of the clean environment
  - d. because of animals



# Answer Key

<b>Lesson 1</b>	<b>What I Know</b>	1. o	2. o	3. o	4. u	5. !
<b>What I Can Do</b>	CVC	CVCC	CVCC	CVC	CVC	CVCe
<b>Assessment</b>	bus	dot	pit	met	tag	CVC
	1. a	2. c	3. b	4. a	5. d	
	bus	dot	dust	drum	wine	
	pit	camp	bird	skip	code	
	met	horn	sock	sled	mute	
	tag	sock	slam	flop	ride	
	CVC	CVCC	CVCC	CVC	CVCe	

<b>Lesson 2</b>	<b>What I Know</b>	1. CVCC	2. CVCC	3. CVCCe	4. CVC	5. CVCCe
<b>What's More</b>	Activity 1:	1. Can you drive to Tacurong City?	2. Bantay is the name of my dog.	3. Maria and Lisa are sisters.	4. I live in Sultan Kudarat.	5. Our president is Ferdinand Marcos Jr.
<b>What is It (Activity 2)</b>	1. ?	2. ?	3. !	4. ?	5. .	
<b>Assessment</b>	1. b	2. a	3. c	4. b	5. c	
	1. ?	2. .	3. !	4. ?	5. .	
	Myra is watching television.	Hoorah! You won the contest.	What is our national bird?	Please attend the Christmas Party	Who is your teacher?	
	1. Period	2. Exclamation point	3. Question mark	4. Period	5. Question Mark	
	Activity 2:	1. Period	2. Exclamation point	3. Question mark	4. Period	5. Question Mark
	<b>What I Can Do</b>	Myra is watching television.	Hoorah! You won the contest.	What is our national bird?	Please attend the Christmas Party	Who is your teacher?

<b>Lesson 3</b>	<b>What I Know</b>	Period	Question mark	Exclamation point	1. M	2. Tacurong City	3. I	4. Monte Vicentean Resort	5. Hoorah!
<b>What's In</b>	1. Kitty the Cat	2. Kitty and Rat	3. every morning	4. she lost her hat	5. On the flat rock				
<b>What is It</b>	1. Saturday	2. Ben	3. Washed his hands	4. I need to wash my hands so that it will help me stay clean and healthy.	5. soap and water				
<b>What's More</b>	1. What	2. When	3. Who	4. How	5. Why				
<b>Assessment</b>	1. b.	2. b.	3. a.	4. c.	5. c.				

# References

n.d. <https://www.k5learning.com/reading-comprehension-worksheets/topics>.

Alada, Marites D. 2020. *Listening and Responding to Oral Texts*. Kidapawan City: Department of Education Region XII.

## DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 Quarter 3 Module 6** Error! Reference source not found. 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:

**Schools Division Office of Tacurong City  
Learning Resource Management System (LRMS)**

Alunan Highway, Poblacion, Tacurong City 9800  
Telephone Numbers: 09190656425/064-562-4880  
Email Address: [tacurong.city@deped.gov.ph](mailto:tacurong.city@deped.gov.ph)