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2

ENGLISH

Learner's Material



Department of Education
Republic of the Philippines



A PRAYER

by Maria Gonzalez-Goolsby

Lord, give me the spirit of love today,

In everything I think and do and say.

I will be kind, helpful, and patient

Humble, courteous, honest and true

And always thanking You and others, too.



English

Learner's Material

This book belongs to:

Name: _____

Grade and Section: _____

School: _____

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

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UNIT 3

School Is Fun

In school we come,
to play and learn.
We read, we write, and count a lot.
Through songs and games,
With poems and stories we all learn.
Together now let's join the fun.
So we can be good citizens
of our dear motherland.



UNIT 3

School Is Fun

Lesson 1: Noting Details

Let's Try

Say the name of each Philippine symbol. Write its beginning letter.

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

Complete the names of the pictures with the correct consonant blends.



6. ____ og



7. ____ ass



8. ____ uck



9. ____ own



10. ____ ush

Listen to the words that the teacher will say. Write the beginning letter of each word.

11. _____ 12. _____ 13. _____

14. _____ 15. _____

Get Set

Close your eyes. Your teacher will go around to let you smell something.

Did you like the smell?

Can you tell what it is?

Tell something about it.

Let's Aim

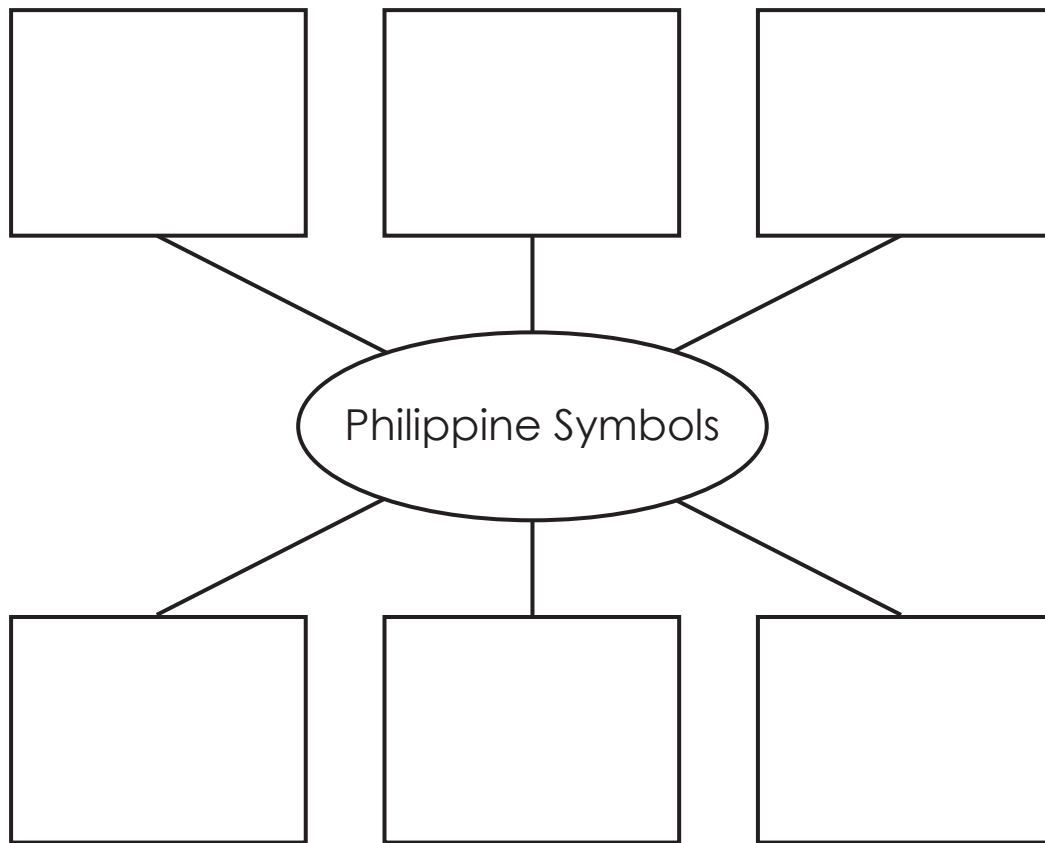
Read the sentences. Choose the meaning of the word in boldface.

1. Jose Rizal's **patriotism** was the reason he died for our country.
 - a. love of neighbors
 - b. love of country
 - c. love of family
2. He was a man of **bravery** who never feared death.
 - a. courage
 - b. fear
 - c. pride
3. Mango is a **tropical fruit** so it grows in the Philippines and other neighboring countries.
 - a. fruit that grows in cold places
 - b. fruit that grows in places with warm temperature
 - c. fruit that grows anywhere

4. We should plant more trees to have more **lumber** for making furniture.
a. wood b. metal c. house

We Can Do It

Fill in the graphic organizer below with different Philippine symbols.



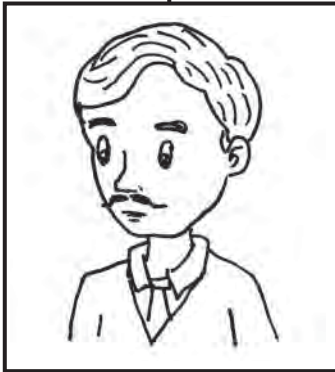


Remember This

When listening, pay attention to the important details to better understand the story or text you listen to. In speaking and reading, it is important to produce the beginning and final sounds of a word.

I Can Do It

Describe the Philippine symbols given below. Write your answers inside the box.

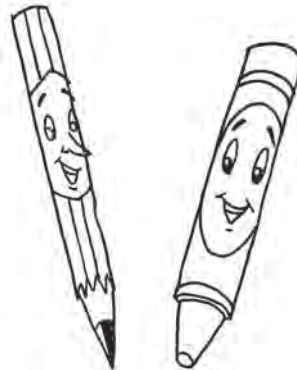
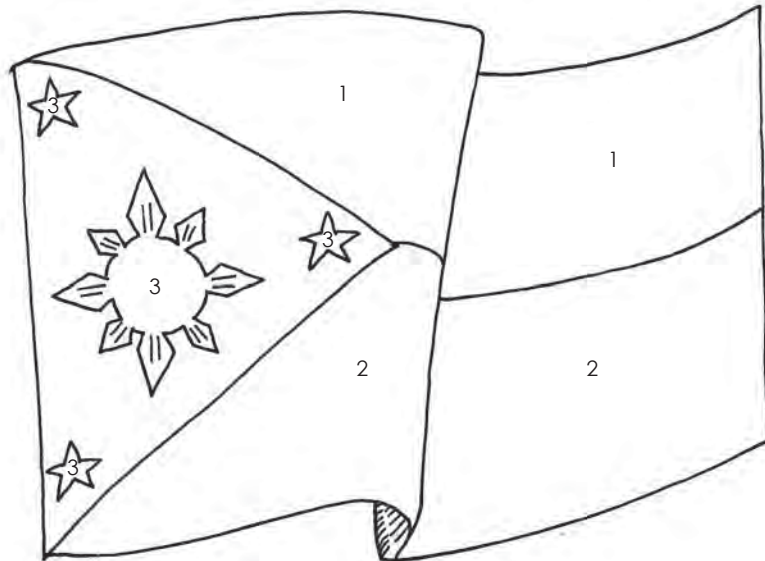
Philippine Symbols

		
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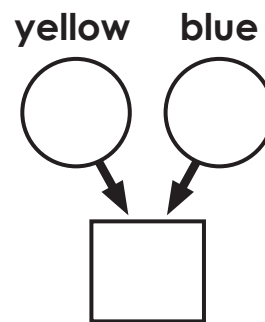
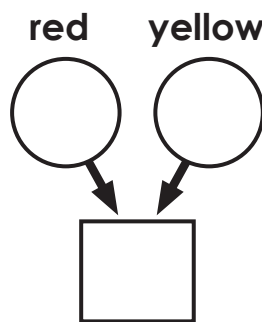
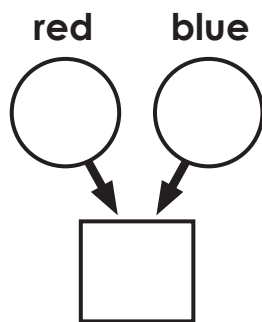
Measure My Learning

What is the most important symbol of our country?

Color the Philippine flag below by following the color assignment of each number. You can use crayons or colored pencils.



On the squares below, mix the assigned colors and discover the new colors you can create.



Lesson 2: Things Here

Get Set

Recite the chant.

Near or Far

By Elisa O. Cerveza

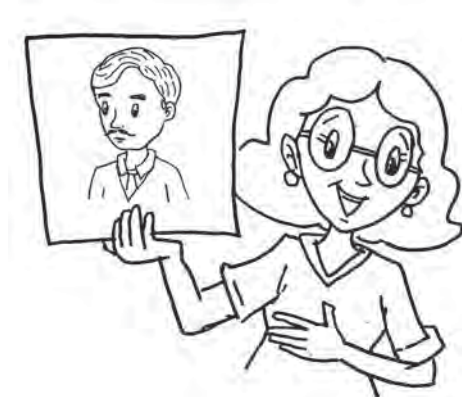
Near or far
Far or near
Here and there
There and here
One or two
Three or more
Want to know
What's here
And there
This or that
These or those
Please let me know.

Let's Aim

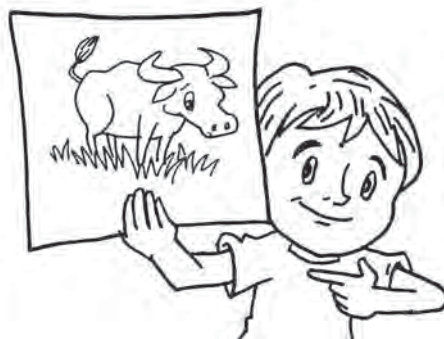
Your teacher will point to an object or will show you something.

Repeat after your teacher.

1. This is Dr. Jose Rizal, our national hero.



2. This is a carabao.



3. That is our flag.



4. That is a mango.



We Can Do It

Choose a partner. Look around you. Tell your partner about the things you see using **This** and **That**.

Remember This

We use **This is** when the speaker is near one person, object, or thing.

We use **That is** when pointing to one person, object, or thing far from the speaker.

Measure My Learning

Write **this** or **that** to complete the sentence.



1. _____ hat is big for me.

2. Look! _____ is a falling star.



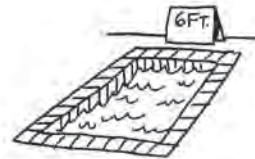
3. Is _____ sandwich delicious?

4. _____ is a heavy book bag.



5. _____ boy will jump into the water.

6. _____ is a deep swimming pool.



7. _____ is not my water bottle.



8. _____ is the notebook I want.



Lesson 3: Things There

Get Set

Recite the chant “Near or Far.”

Let’s Aim

Listen to your teacher and repeat what he/she says.

We Can Do It

Choose a partner. Go to the school ground or garden or look outside. Talk about the things you see using **These are** and **Those are**.

Remember This



We use **These are** when the speaker is holding or near two or more persons, objects, or places.

We use **Those are** when the speaker is pointing to two or more persons, objects, or places far from us.



Measure My Learning

Write **those** or **these** to complete the sentences.
Use the pictures to guide you.



1. Are _____ toys yours?



2. _____ toys are from my grandfather.



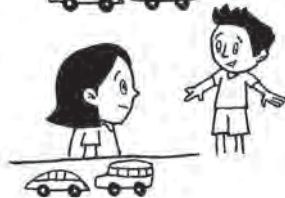
3. Are _____ dolls on top of the shelf yours?



4. Oh, _____ are my sister's dolls. She got them on her birthday.



5. _____ are small cars.



6. Oh, _____ are my father's toy car collection.



7. _____ are new cars.



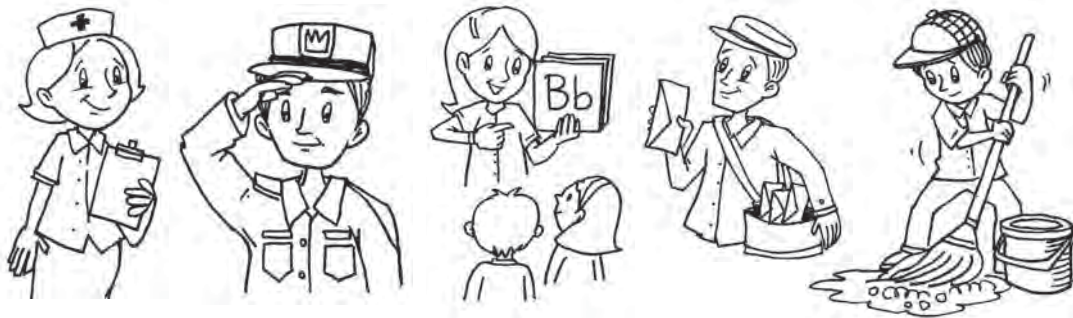
8. _____ are my father's favorite.

Lesson 4: Consonant Clusters/Blends



Get Set

These are our community helpers. Can you tell your classmates who they are and what they do to help us?



Let's Aim

I Want to Serve My Country

By Dali Soriano

I want to be a soldier,
Brave, strong, and true.
I want to serve my country,
Defending freedom and liberty.

I want to be a businessman,
Honest and courteous to all,
I want to serve my people,
Selling goods of the best kinds.

Someday I'll have a family,
Loving, helpful, and kind,
I'll raise my children to be good
Citizens of our dear motherland.

Let's Answer

Title: _____

Author: _____

I can show my love for my country by _____



We Can Do It

Group yourselves into 10. Look at the word list below and write the words under the proper column.

grass	pray	broom	cross	brave
try	great	pride	crown	bring
travel	prosper	trumpet	grand	grow
crab	prize	cry	bright	pray

gr

br

cr

tr

pr

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Remember This

A **consonant cluster** or **blend** is a group of consonants without any vowel between them. The sound of each consonant is heard like in the following words:

drum (**d-r-u-m**)

brown (**b-r-o-w-n**)

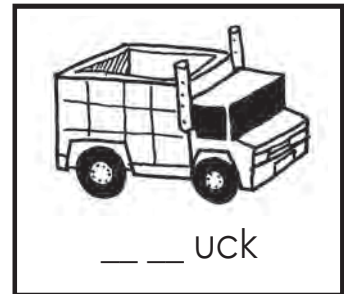
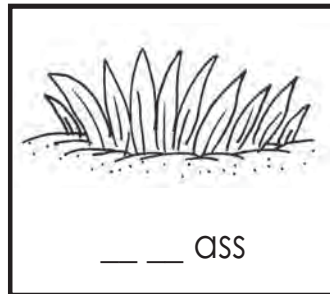
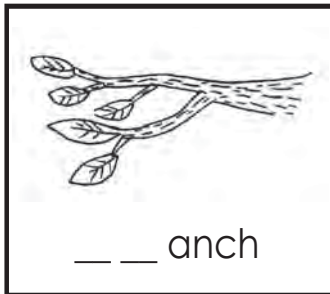
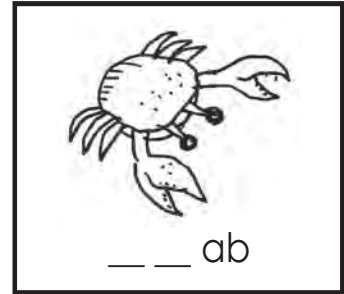
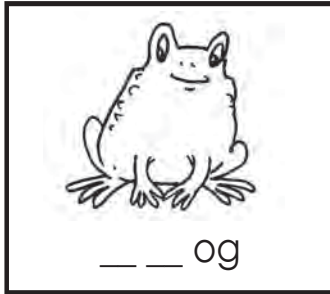
crab (**c-r-a-b**)

prize (**p-r-i-z-e**)

frog (**f-r-o-g**)

I Can Do It

Complete the name of each picture with the correct consonant blend.



Write a sentence using two or more of the words above.

Lesson 5: A Proud Filipino Boy

Get Set

Put together two to three letters from the list to form consonant clusters. Give words or names that begin with these clusters/blends.

d s f l r t c b

Who are the people who help the school become clean and orderly? Are you helping them? How?

Look at the pictures. Color the picture that shows how you want to serve your country in the future.



Let's Aim

A Proud Filipino Boy

By Elisa O. Cerveza



My name is Raymond Cruz. I am a little boy. I live in a beautiful country called the Philippines. I am a true Filipino.

My father and mother are Filipinos, too. I study very well. When I grow up, I want to be the best engineer. I want to help build strong bridges and highways.

I want to build many small and big houses, too.

I will serve my country because I am proud to be a Filipino.

Let's Answer

Comprehension Check-up

1. Who is Raymond Cruz? _____
2. Where does he live? _____
3. What makes him a true Filipino? _____
4. What does he want to be when he grows up?

5. How does he want to serve his country? _____

6. Are you a proud Filipino too? How can you show that? _____

7. How will you serve your country? _____

I Can Do It

Tell something about yourself as a proud Filipino. Read the story again and substitute the underlined words with details about yourself.

Measure My Learning

Complete the name of the picture by writing the consonant cluster **spr** on the blank. Then, read the sentence.



1. I can _ _ _ **ead** jam on the bread.



2. When I'm happy, I _ _ _ **ing** into the air.



3. When I was in the garden, I saw a seed _ _ _ **out**.



4. I _ _ _ **inkle** water on the plants when the soil is dry.



5. To cool myself on a hot day, I _ _ _ **ay** cold water on my face.



6. A _ _ _ **ite** is a small fairy.

Lesson 6: Which Word?

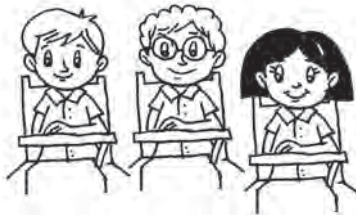
Let's Try

A. Complete the name of the picture with a consonant blend from the box.

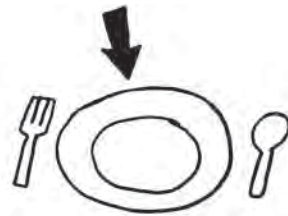
sl	fl	bl	cl	gl	pl
----	----	----	----	----	----



1. ___ ock



2. ___ ass



3. ___ ate



4. ___ ass



5. ___ anket



6. ___ y



7. ___ ue



8. ___ ide

B. Write the correct **wh-** questions that will complete the sentences.

9. _____ do you live?

10. _____ is your favorite cartoon character?
11. _____ is your best friend?
12. _____ are you late?
13. _____ do you make a paper flower?
14. _____ will you pass your project?
15. _____ is the name of your English teacher?

C. Put a 😊 on the blank if the sentence shows love for the members of the family or people in school and ☹️ if it does not.

- _____ 16. Sara helps her mother in doing the household chores.
- _____ 17. Rafael does not ask permission from his parents whenever he leaves the house.
- _____ 18. Dennis always prays for the safety of his family.
- _____ 19. Sheryl often gets things of her classmates without asking permission.
- _____ 20. Marie always greets her teachers whenever she sees them.

Get Set

Today you will listen to the story of Wilma, a girl who was crippled by polio when she was four years old. Find out how she became a basketball champion and Olympic winner in track and field.

Let's Listen

Wilma's Fight to Win

*From Pat Nelson's Magic Minutes:
Quick Read-Alouds for Every Day
Retold by Dali Soriano*

Wilma Rudolph was an Olympic runner. When she was born, everyone did not think she would live. She was a very small baby of four and a half pounds.

When she was four years old, Wilma was crippled by polio. The doctor told her parents that she would never walk again. The whole family, all 19 of them, didn't believe it. Sixteen brothers and sisters massaged and exercised her leg. Her parents gave her heat and water treatments. Everybody helped.

At eight years old, Wilma had a leg brace. Even when she had a limp, she played basketball with her brothers and sometimes, by herself. When she was 11 years old, she played basketball on her bare feet. Everyone was amazed. At 15 years old she became a basketball champion.

Wilma was excellent in track and field. When she joined the Olympics in Melbourne, Australia, she got a bronze medal as a member of the US Olympic relay team. In the Summer Olympics in Rome, she won three gold medals in track and field events. She was voted US Female Athlete of the Year, "World's Fastest Woman." The little girl whom doctors said would never be able to walk

got a bronze and three gold medals. Every athlete that participated admired and respected her.

But more than that, a loving family transformed Wilma into a real winner.

Let's Answer

1. How did Wilma become crippled?

2. What did Wilma's family do to make her walk?

3. What made Wilma a real winner?

4. How did Wilma's family show their love and concern for her?

5. If you were Wilma, how would you feel about yourself?

6. Is there any member of your family who is like Wilma who needs your love and concern? How do you show your love to him or her?

7. In school, how do you show your love and concern to your classmates? To your teacher?

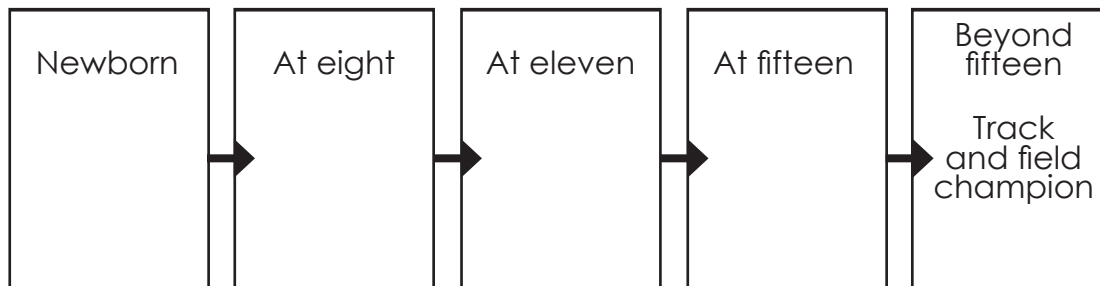


We Can Do It

Put this graphic organizer on a manila paper and present your work in front of the class.

Who is the main character in the story?

Describe her using the following timeline.



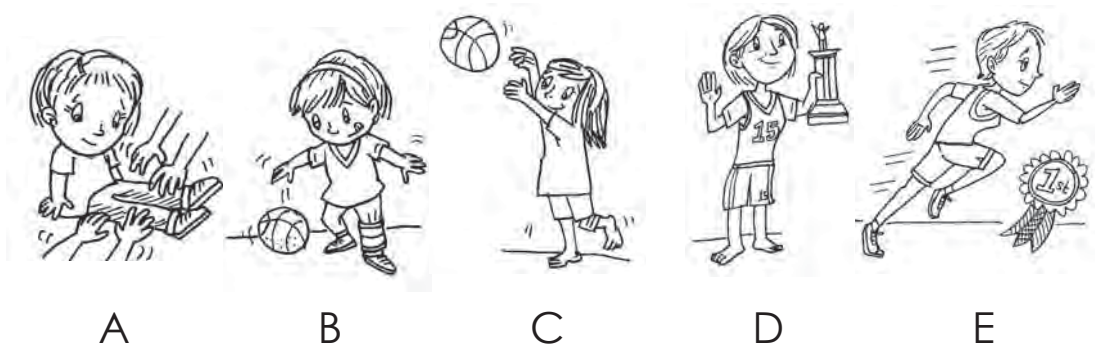
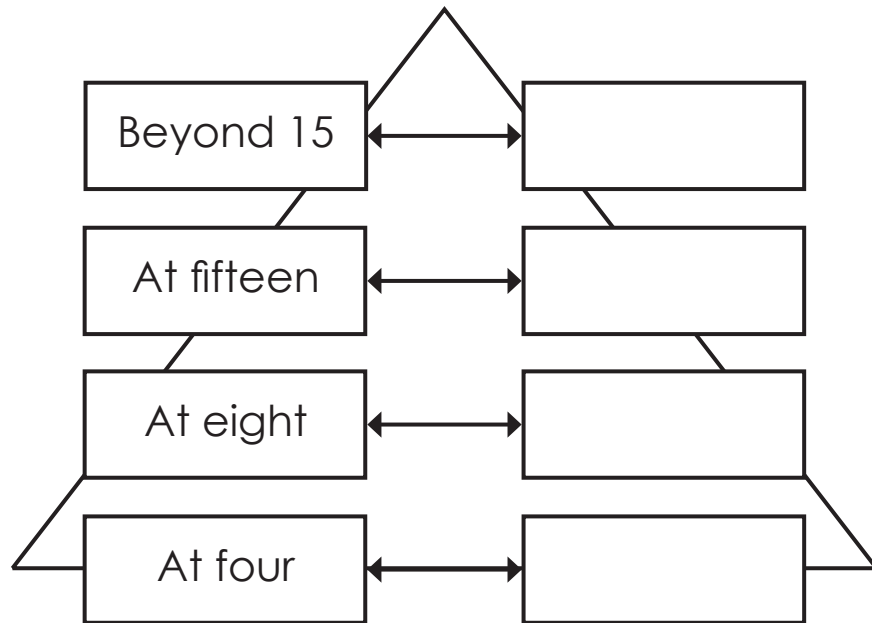
I Can Do It

Retell the story by recalling the important events using the completed timeline.

Lesson 7: Talented Too

We Can Do It

Match the picture of the important event with the appropriate age level of Wilma.



I Can Do It

Retell the story using the series of pictures in **We Can Do It**.

Lesson 8: Tell Me Who, What, Where, When, Why, and How

Let's Aim

Read the following statements and questions.
Underline the word or phrase in the sentence that answers each question.

1. Wilma was crippled by polio.
(Who was crippled by polio?)
2. The doctor told her parents that she would never walk again because she was crippled by polio.
(Why did the doctor say that she would never walk again?)
3. Her parents gave her heat and water treatment.
(What did her parents give her?)
4. When she was 11 years old, she played basketball.
(When did she play basketball?)
5. She won three gold medals in the Summer Olympics in Rome.
(Where did she win the Summer Olympics gold medals?)
6. She became a real winner through the love and concern of her family.
(How did she become a real winner?)

Let's Answer

What words/ interrogatives are we going to use if we want to ask about a person? A thing or idea? Time? Place? Reason?

What specific details do we use to answer the following questions?

Who? _____

What? _____

Where? _____

When? _____

Why? _____

How? _____

We Can Do It

Choose a partner. Get to know more about him or her by asking and answering questions that begin with **who**, **what**, **where**, **when**, **why**, and **how**.

Remember This

We use interrogatives in asking for information.

Who is used when asking about persons.

What is used when asking about things, ideas, or events.

Where is used when asking about places.

When is used when asking about time.

Why is used when asking about reasons or causes.

How is used when asking about the way the thing is done.

I Can Do It

1. Answer the following questions.

	Sample Answers	Your Answers
a. Who are you? (person)	Henry	_____
b. Where are you? (place)	in school	_____
c. When do you come here?	every day	_____
d. What is in your hand? (thing)	pencil	_____
e. What are you thinking?	winning medals	_____
f. Why?	I want to be a champion like Wilma.	_____

2. Write a story using your answers.

Example: I am Henry. I am in school. I have a pencil. I am thinking of winning medals. I want to be a champion like Wilma.

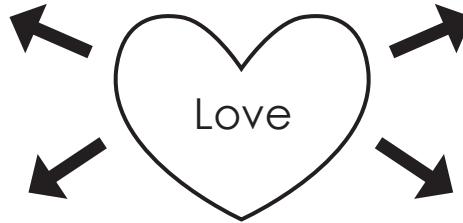
Your story:

3. Read your sentences aloud one at a time. Your classmates should guess the question word for each answer.

Lesson 9: I Love My Family and Everyone in School

Get Set

How do you show your love and concern for your family and classmates?



Let's Aim

My Family, My Treasure

By Amcy M. Esteban

I truly love my family
For guiding and loving me.
They give me love and happiness,
Like a treasure chest filled with riches.

Let's Answer

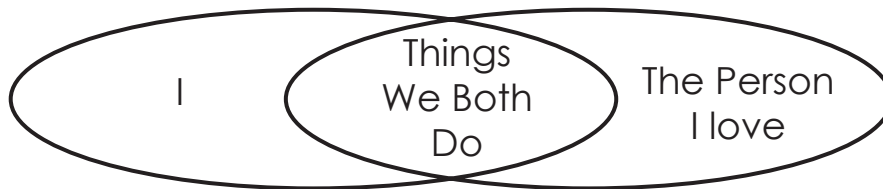
Use the poem to answer the following questions.

1. What is the author telling us about her family?
2. What kind of a person is she?
3. How can you show love and concern for your family?
4. Do you also love your family? Your classmates? Your teachers? How do you show it?
5. If you feel that your classmate does not like you, would you still like him? Why? Why not?

We Can Do It

List all the persons you love and the persons who love you.

Think of the common things you do to show your love for each other. Use the Venn Diagram below to present your answer.



I Can Do It

Read the words in the box. Write the correct word below the picture.

swing	stop	spill	star	scout
snake	skirt	stick	swim	



Lesson 10: Writing a Simple Story

Get Set

Show your love for one of your relatives. Around the letters, draw or write down the things you love about this person. This person could be your mother, your father, cousins, brothers, or sisters. You may also choose your classmate or friend. Enjoy!

Dear _____,
(Write the name of your loved one here.)

LOVE

Look after your loved one.
Make sure he or she is always safe.

I Can Do It

Write a simple story based on the following questions:

1. Who are you?

I am _____.

2. Who is your loved one?
My loved one is _____.
Or
My loved ones are _____.
3. Why do you love her or him?
I love him or her because _____.
4. How do you show your love for him or her?
I show my love for him or her by _____.

Remember This

Show your love for your parents by helping in the household chores. Show also your concern for your teacher and classmates by helping clean your classroom.

Measure My Learning

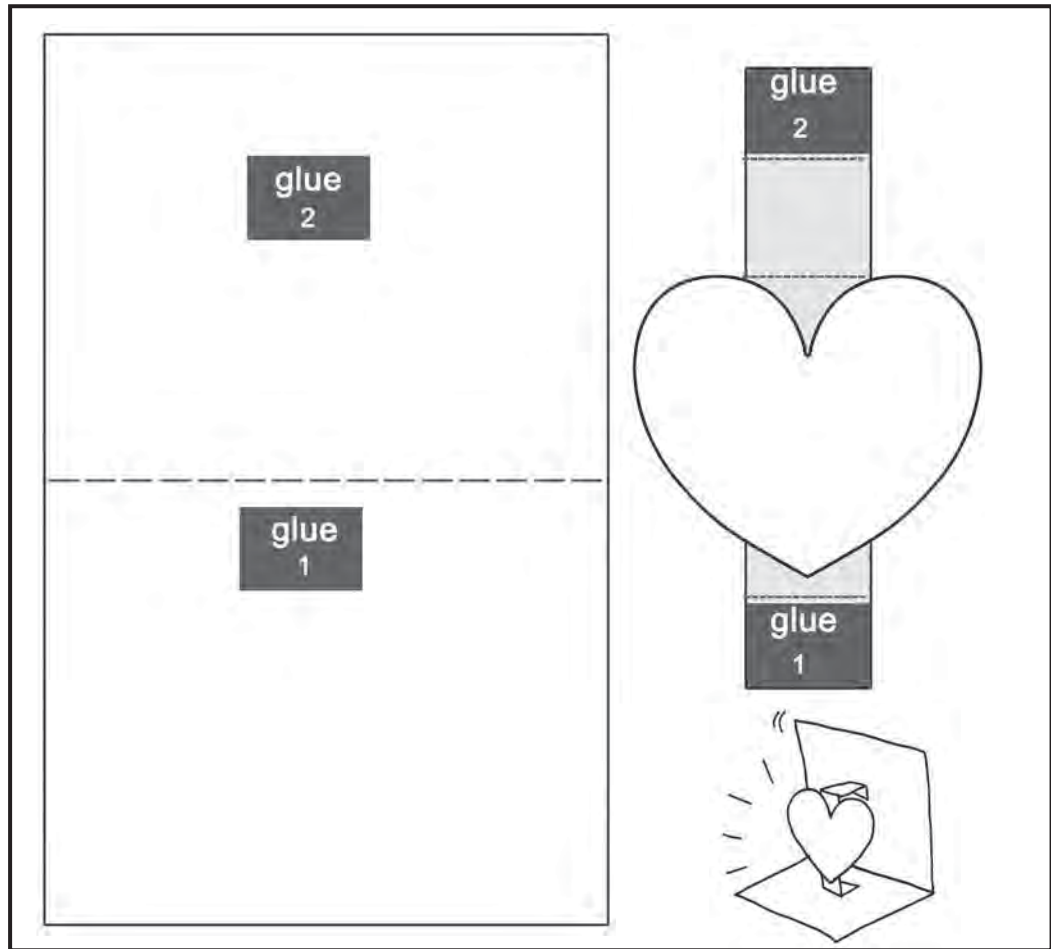
Write a short story or paragraph about your family. Use the previous activity in **I Can Do It** as your guide. (10 pts.)

I am _____. I love my
_____ because _____

I show my love to my _____
by _____.

Agreement

Make a surprise pop-up card for someone special using the pattern below.



Materials

- coloring materials
- scissors
- glue

Step 1: Cut out the box. Follow the thick black lines.

Step 2: Cut out each pattern. Follow the black outlines.

Step 3: Fold along all the broken lines.

Step 4: Glue all the tabs so that the numbers and gray tabs match.

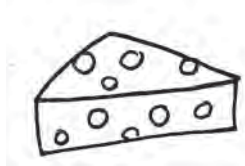
Step 5: Write the name of the special person on the heart.

Step 6: See how it pops up whenever you open the card!

Lesson 11: Real or Made-up

Let's Try

I. Listen to your teacher as he/she says the name of each picture. Write the missing letters (**ch, sh, wh, th, or ph**).



1. ___ eese



2. ___ orts



3. ___ istle



4. ___ umb



5. ___ op sticks



6. ___ ell



7. ___ one



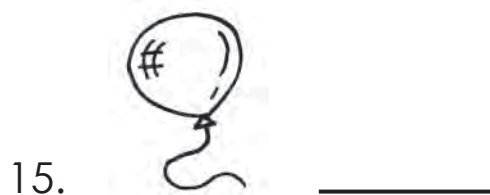
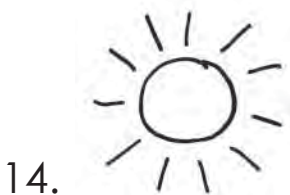
8. ___ ild

II. Write **R** if the story is real and **F** if it is a fantasy.

- 9. Jack and the Beanstalk
- 10. The Story of Manny Pacquiao
- 11. Ang Alamat ng Pinya

III. Choose a word from the box that will best describe each picture. Write your answer on the blank.

hot	light	cold	small	round
------------	--------------	-------------	--------------	--------------



Let's Listen

The Pixies and the Lazy Housewife

By Mary Calhoun

Retold by Dali Soriano

Long ago in England, people believed in pixies. These invisible little people loved neatness. They cleaned the house of people they liked. They play tricks on lazy housewives. Bessy was a messy housewife. She didn't want to wash the dishes. She never swept the floor of her cottage. Mice made a nest behind her broom. It was strange that the pixies did not punish her.

One summer, Bessy saw pixies in the field. Bessy pretended to be sick. She groaned, saying, "Oh, I am too sick to clean my house. Please help me." "What's the matter?" said a pixie. Bessy said, "Who is that?" A pixie replied, "It's Willy. I'll help you." "Thank you, please come home with me," Bessy said. Willy and the pixies jumped into Bessy's basket. When they got home, Bessy went straight to bed. The pixies started cleaning. They washed the dishes and the dirty clothes. They scrubbed the floor and swept away the cobwebs.

The next day, Willy went to Bessy's bed and asked, "Can you get up today?" Bessy just groaned and said, "I'm still too sick to get up." So the pixies cleaned the house again. When they left, Bessy jumped and sang. "Tralalala. I have the pixies to work for me. I can just stay in bed." Bessy did not know that the pixies were watching her. Willy laughed, "Hahaha, playing a trick on us? Here,

take this.” Willy pinched Bessy’s nose. The other pixies messed up the house. They ate all the food and blew out the candles. Bessy ran out of the house but the hill was misty. Bessy got lost. When the mist cleared up, Bessy went home. When she got home, Willy was in her house. “Get to work, lazy Bessy, or I’ll pinch you,” commanded Willy. When the house was clean, the pixies left. Bessy always cleaned her house after that. Willy and the other pixies might come back.

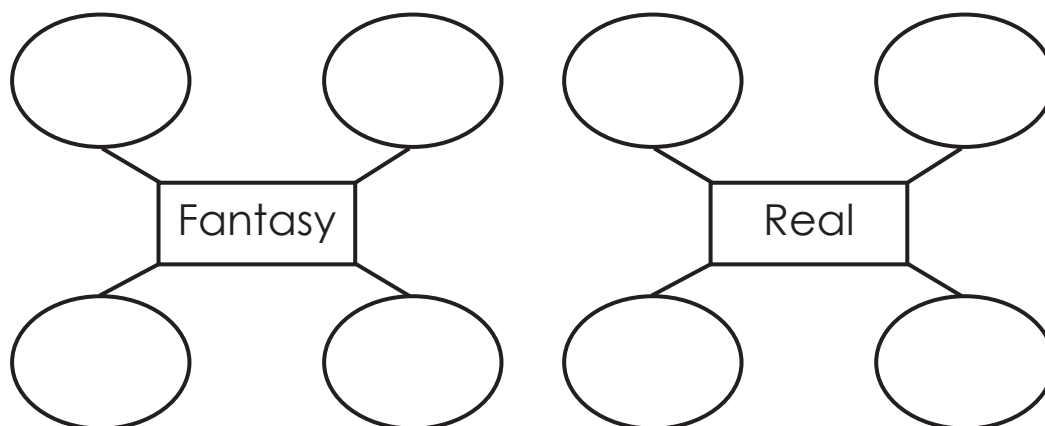
Comprehension Questions:

1. Why did Bessy pretend to be sick?
2. Would you like to live in Bessy’s house? Why?
3. What can you do to keep your house clean?

We Can Do It

Recall the important events and tell which of them could happen in real life (real) and which are made-up (fiction).

Write the fiction or made-up events in the circles on the left. Write the “real” events in the circles on the right.



I Can Do It

Look at the picture of the story "The Pixies and the Lazy Housewife."

Color all things which really exist with any color of your choice except yellow.

Use yellow to color all the things that are not real.



Lesson 12: Fiction or Non-Fiction

Let's Try

Tell whether the event is a fiction or non-fiction.

1. Bessy's house was messy.
2. The pixies cleaned her house.
3. The pixies punished Bessy.
4. Bessy was a lazy wife.
5. The pixies love cleanliness.

Draw in the box how you keep your place (house and school) clean and orderly.

A large, empty rectangular box with a black border, intended for a drawing illustrating how to keep a place clean and orderly.

Lesson 13: Adjectives

We Can Do It

Give names of persons, places, things, animals, or events that may be described by the given adjectives in the first column.

Adjectives	Persons, Places, Things, Animals, or Events
small	
cold	
sweet	
hard	
old	
young	
red	
round	
green	
delicious	

Remember This

Adjectives are words used to describe persons, places, things, animals, or events. They may talk about the size, color, shape, taste, smell, texture, and other qualities. They may also tell about number or quantity.

I Can Do It

Choose as many adjectives as you can from the list to describe the words in the box:

red	kind	tall	big	hot	thin
many	soft	dry	green	near	short
rich	pretty	cold	round	happy	honest







Measure My Learning

Read the story below, then answer the questions.



“This is the grassy area, Little Mouse,” said Mama Mouse. “Do you remember this place?”

“Oh, yes,” said Little Mouse. “I remember.”

“This is the grassy place,
where strawberries smell sweet,
where busy bees buzz,
where tiny birds tweet in a warm nest.
This is where I live!”

Let's Answer

What words tell about the things in the grassy area? Find the words in the story and write them on the blanks.

1. What kind of place is the area where the mice live? A _____ place
2. What kind of smell do strawberries have?
_____ smell
3. What kind of bees buzz? _____ bees
4. What kind of nest is there in the grassy area?
_____ nest
5. What kind of birds tweet? _____ birds

Lesson 14: What Sound?

Let's Answer

Write **wh** to complete the names of the pictures.
Box the illustrations with the sentences.



The coach is blowing his
___ **istle**.



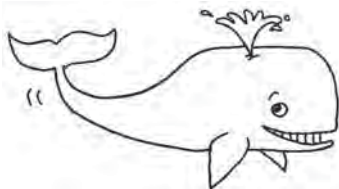
The lion trainer has a
___ **ip**.



I will paint my room
___ **ite**.



The gardener is pushing a
___ **eelbarrow**.



What a huge
___ **ale**.



What did you say?
___ **isper** it in my ear.

Remember This

A consonant digraph is a combination of two (or more) consonants sounded as one.

Examples:

ch /ch/ **church**

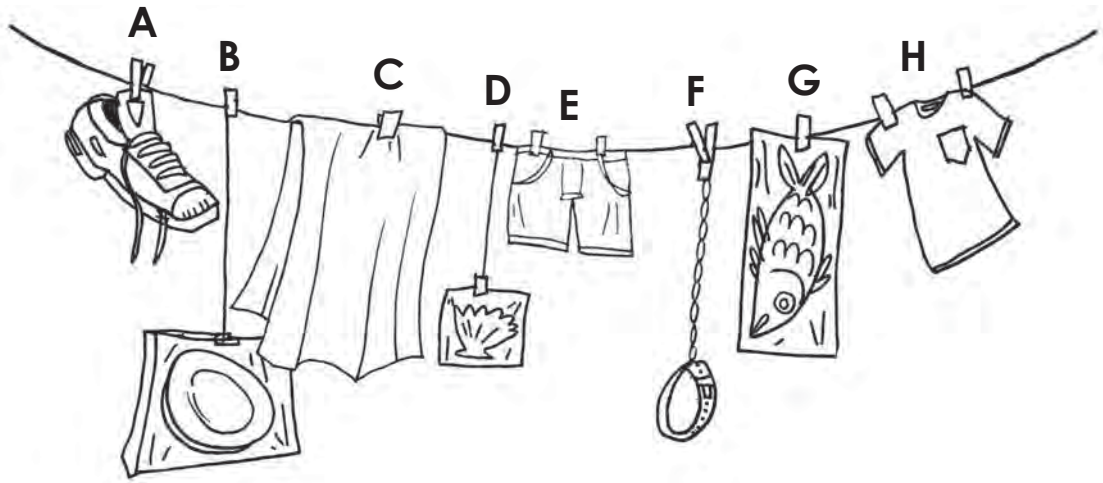
wh /wh/ **white**

sh /sh/ **shoes**

th /th/ **things**

I Can Do It

Name the things hanging on the line. Write **sh** to complete the names of the pictures that have the same beginning sound like **show**. On the line before the number write the letter of the object that matches its name. The first one was done for you.



A 1. s h oe

___ 2. ___ eet

___ 3. di ___

___ 4. ___ irt

___ 5. ___ ell

___ 6. lea ___

___ 7. ___ orts

___ 8. fi ___

Measure My Learning

Write **ch** or **tch** to complete the name of each picture. Then, read the words.



___urch



___ief



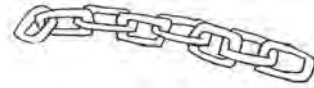
___in



stre ___



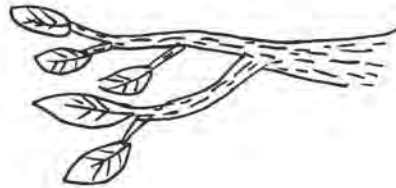
wa ___



___ain



ca ___








bran ___

Write a sentence using two of the words above.

Lesson 15: Writing a Simple Story Using Adjectives

Measure My Learning

A. Read the story. Say the name of each picture as you read.

Minda woke up with a loose . She wiggled it with her  but nothing happened. Then, Minda looked at the clock. She had only **30** minutes to get ready for school. She opened her  very wide. She brushed her . Suddenly she hit the loose  and it fell in her hand.

B. Write a word from the box to name each picture.

mouth thumb thirty tooth teeth

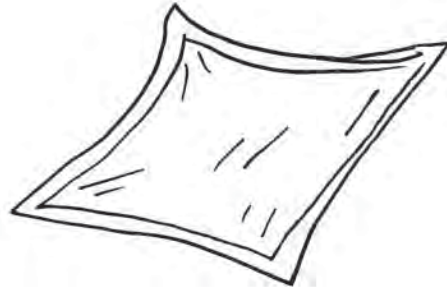


30



C. Write a consonant digraph to complete the word that best describes the picture.

1. a ___ ___ ite cloth



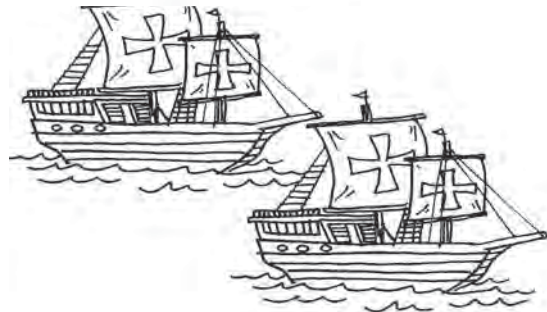
2. a ___ ___ ack shadow



3. two pairs of ___ ___ ears



4. two ___ ___ ips








5. a ___ ___ ick book



Lesson 16: What Do You Mean?

Let's Try

- I. Look at the pictures and fill in the chart with the appropriate adjectives.

	Object/s	Adjective
1.		
2.		
3.		
4.		
5.		

- II. Draw a line to connect the word in column A with its meaning in column B.

A	B
6. Leo is <u>independent</u> . He does his work without asking help from others.	a. strange
7. Our new pillows are <u>soft</u> .	b. the lowest part
8. The young swimmer reached the <u>bottom</u> of the sea.	c. common
9. Riding on a jeepney is <u>usual</u> to most Filipinos.	d. self-reliant
10. Lola Bulay often tells <u>weird</u> stories.	e. not hard

III. Write the initial consonant digraph of the each word below.

11. ___ ___ ine

14. ___ ___ at

12. ___ ___ op

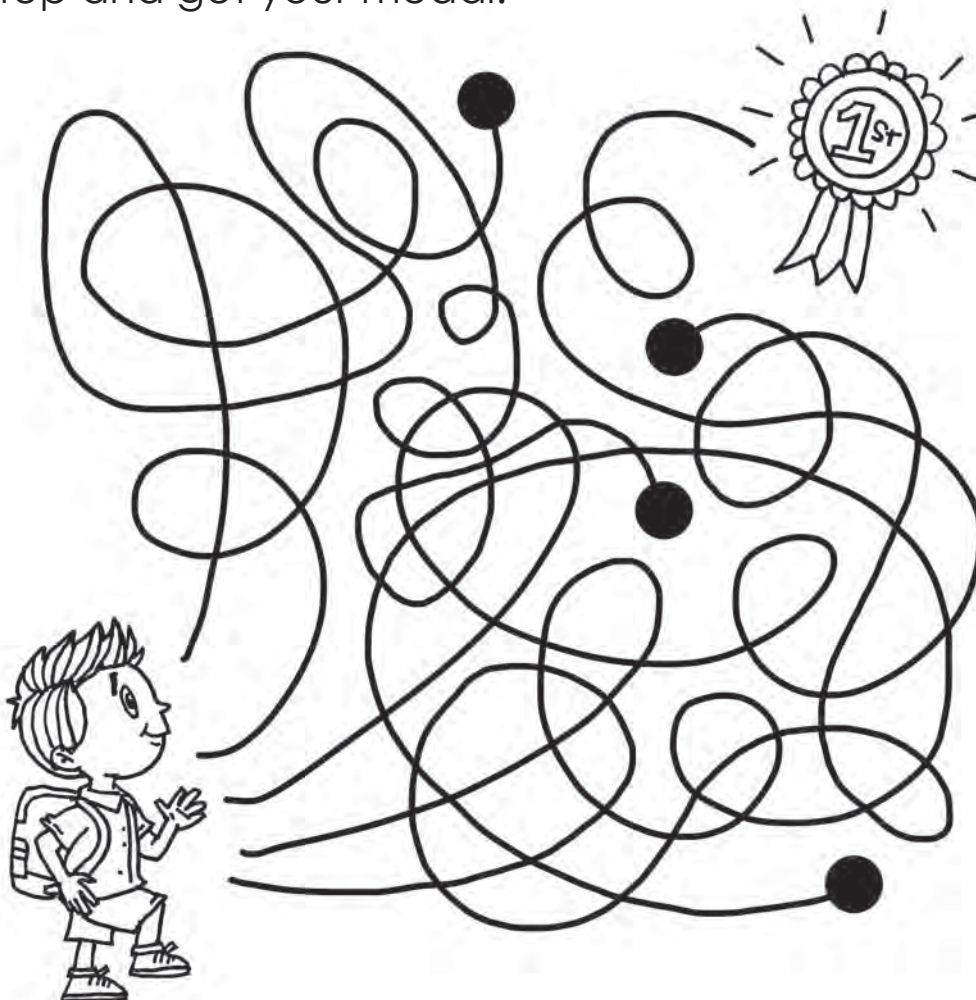
15. ___ ___ arp

13. ___ ___ eel

Get Set

Do you want to get a medal and be proud of yourself?

Find your way out from your school to reach the top and get your medal.



Let's Listen

Listen as your teacher reads the story of Lot-Lot.
Find out what she does to be bright.





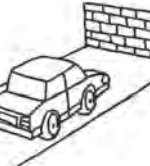




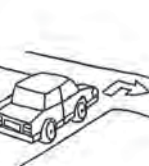
We Can Do It

Match the sentence in Column A with the correct meaning of the underlined word in Column B.
The first one was done for you.

A	B
 <p>1. We celebrate Independence Day because we are an <u>independent</u> country.</p>	<ul style="list-style-type: none">• without paying• nothing to do• enjoying freedom
 <p>2. This rock is <u>hard</u>.</p>	<ul style="list-style-type: none">• difficult• not soft• put more effort
 <p>3. I'll help my country get to the <u>top</u>.</p>	<ul style="list-style-type: none">• a toy• the highest place• on the surface

Measure My Learning

Each pair of sentences below shows two different meanings of the word in dark letters. On the blank below each picture, write the letter of the sentence that tells about the picture. The first one was done for you.

<p>A. The box is heavy, not light.</p> <p>B. The boy turns on the light.</p>	 B _____	 A _____
<p>A. The telephone rings.</p> <p>B. The lion jumps through the rings.</p>	 _____	 _____
<p>A. Please close the door before you leave.</p> <p>B. We are close to the end of the road.</p>	 _____	 _____
<p>A. I'm glad you are taking some rest.</p> <p>B. There are seven baskets of mangoes. Leave one for me and take home the rest.</p>	 _____	 _____
<p>A. Turn right at the next corner.</p> <p>B. Go join them. You have the right to play.</p>	 _____	 _____

Lesson 17: Good Study Habits

Let's Read

Read the short poem silently.

I Study Hard

By Amcy M. Esteban

I study hard in school every day.
I do my homework before I play.
I follow my teachers when they say,
"Just do your best and have a successful day."

Let's Answer

1. When does the child study hard?

2. Do you finish your homework before you play?
Why or why not?

3. What does the teacher say in the poem?

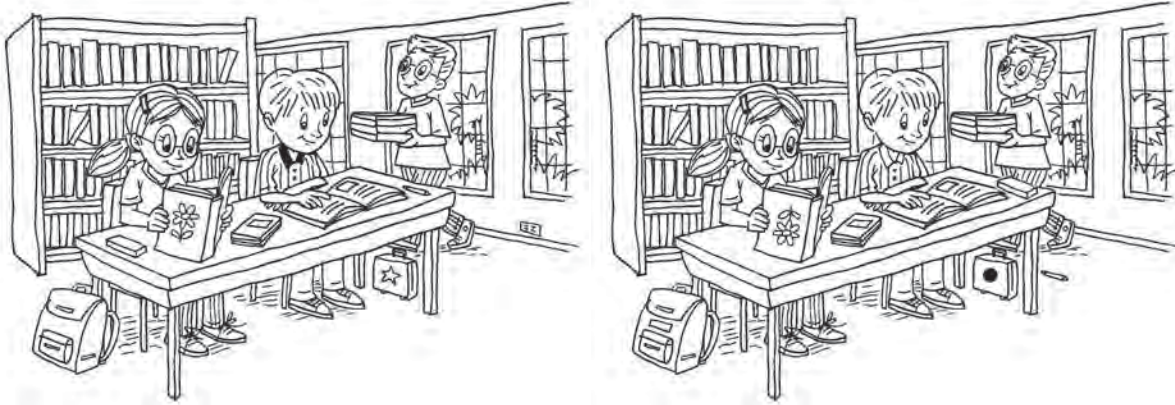
4. Why do you need to follow your teacher?

5. Why does a child need to study hard?

Lesson 18: Let's Give a Clearer Picture

Get Set

Look at the two pictures of a library.
Identify the differences.



(Do this activity by group. The first group which will be able to spot all the differences wins.)

Let's Aim

Lot-lot is a bright pupil because she always comes to the library to read books. Let us read what she says about them.

1. I read interesting books.
2. I read two books every day.
3. Books take me to beautiful places.
4. I meet new friends in the library.
5. I see small and big books there.
6. I read stories about wild and tame animals.
7. I see pictures of red flowers and green plants.
8. I see pictures of colorful fish.

Let's Answer

1. What does Lot-lot do in the library?
2. How many books does she read every day?
3. What does she see in the library?

We Can Do It

Read each sentence again and identify the adjective used and the word it describes. Write your answers in the proper column.

Adjectives	Word Described
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Remember This

Adjectives give us a clearer picture of a person, place, thing, animal, idea, or event. It also tells us the number or quantity.

I Can Do It

Coming to school does not only make us learn. It gives us fun, too. Choose and describe one from the following that makes you excited in coming to school. Use appropriate adjectives.

1. important person in school who inspires you (e.g., teacher, principal, classmate, librarian)
2. favorite place in school (classroom, library, reading corner, canteen, computer room, science laboratory, home economics room)

3. favorite school activity (experiment, reciting poems, reading stories, group work, art activities, P.E. activities, sports, Music, etc.)
4. your best friend

Lesson 19: Just One Sound

Get Set

Box all the words that are related to school or study. Then, write them on the board.

W	E	E	E	Y	G	S	E	B	N
A	B	X	D	F	R	T	D	S	B
T	T	T	E	A	C	H	C	F	E
E	H	G	W	R	A	O	O	E	P
E	I	R	E	U	R	J	A	T	H
D	B	A	C	K	P	A	C	K	O
D	A	P	S	U	W	D	H	E	N
R	T	H	S	J	T	S	T	S	I
I	C	E	W	P	N	O	N	I	C
I	H	Y	U	O	M	A	A	S	S
O	U	T	H	I	N	K	D	S	F
P	M	O	O	K	I	E	S	C	S

Let's Aim

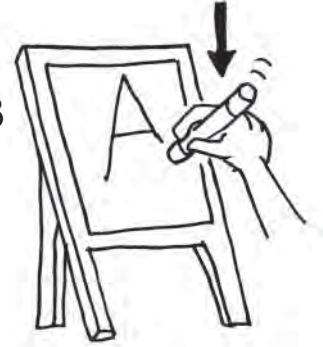
Read the words you have written on the board and notice the underlined letters.

We Can Do It

Add more words with consonant digraph to the list. The group with the most number of words listed wins.



Group 1
/sh/
shoulder

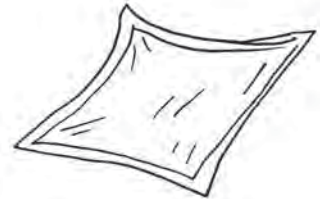


Group 3
/ch/
chalk

Group 2
/th/
thick



Group 4
/wh/
white



Group 5
/ck/
clock

Remember This

Consonant digraphs may be found in the beginning, middle, and final positions.

Examples:

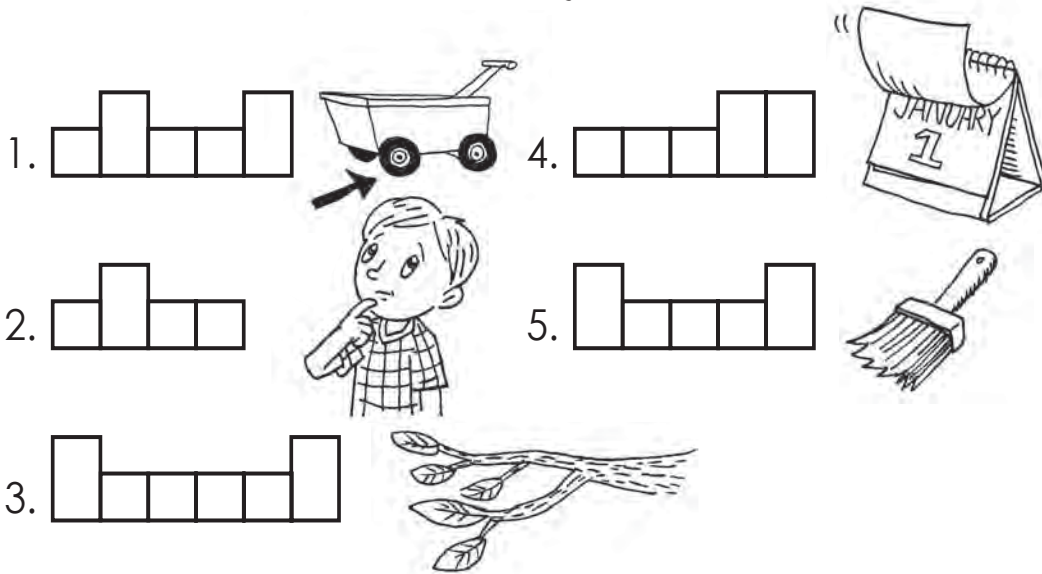
chain (beginning)

poccket (middle)

lunck (final)

I Can Do It

Write the name of each object.



Lesson 20: Memory Game

Let's Try

What are the good study habits of Lot-lot that you should also practice to be a good pupil like her?

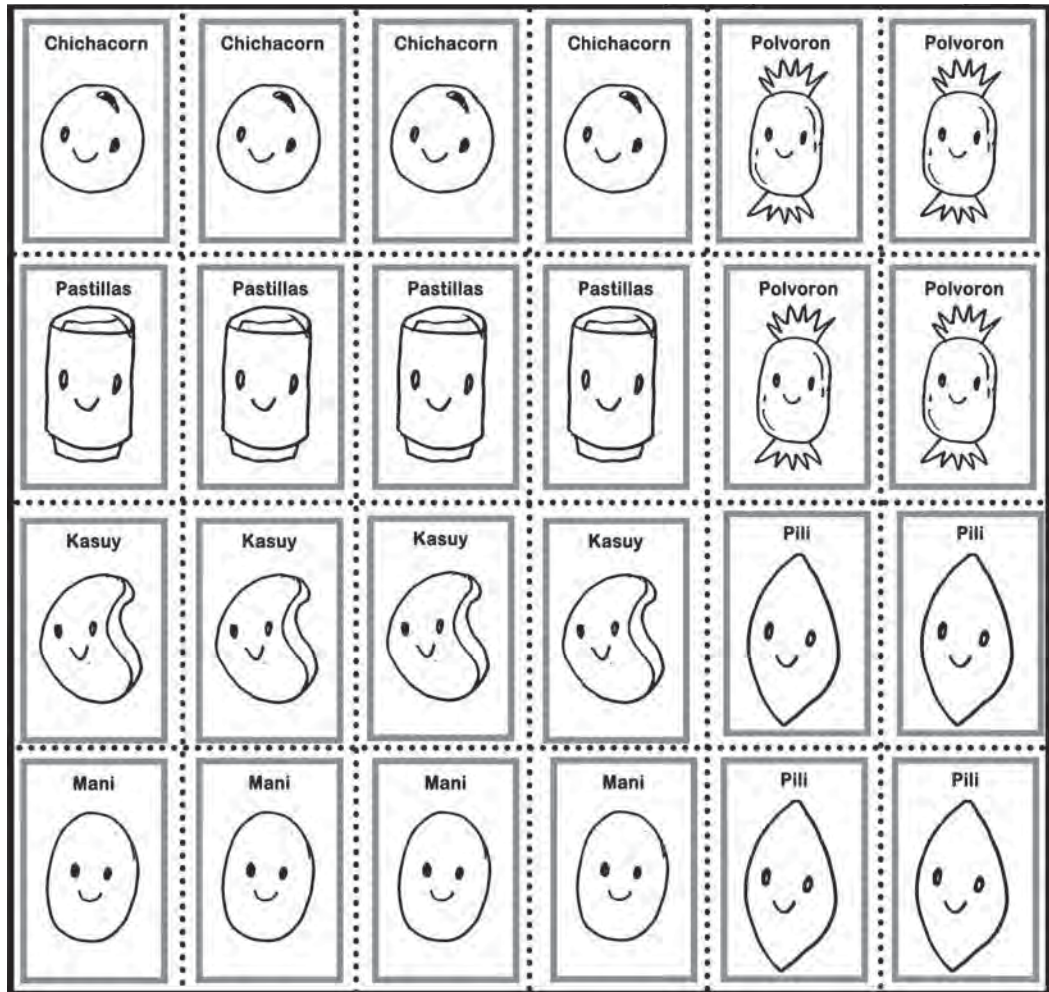
Get Set

Look at the pictures.
Now close your book.
Name the pictures in their proper sequence starting from the left.



Let's Aim

Studying well is a good habit to develop. Memorizing important details is very helpful. Here is a memory game to help you have fun while memorizing things.



Ready!

Step 1: Color the cards above. Make sure you use the same color on the same pictures.

Step 2: Cut out the whole big box. Follow the thick black outline.

Step 3: Spread glue on the back of the whole box and glue it on an old folder or cardboard.

Step 4: When it dries, cut the small cards along the dotted lines.

The object of the game is for a player to get the most number of matching cards.

We Can Do It

Set!

Lay the cards upside down on the table in a grid form.

Go!

Player 1 upturns two cards. If they are not the same picture, they must be placed back upside down. If the pictures are the same, Player 1 keeps them.

Then it's player 2's turn. Player 2 upturns two cards and tries to see if the cards match.

The players take turns upturning the cards. The player with the most number of matching cards wins.

Measure My Learning

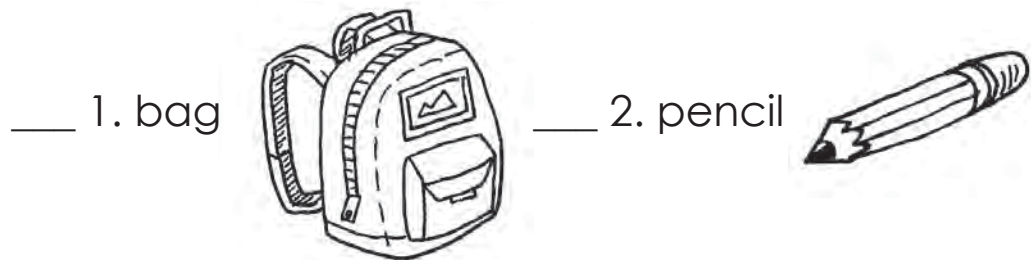
Let's try to test your memory again.

Recall all the words with consonant digraphs that you have learned.

Lesson 21: I Can Follow Directions

Let's Try

- A. How many syllables are there?
Write your answer on the blank.



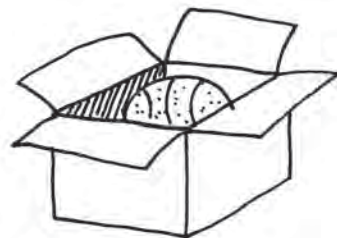
- B. Can you follow directions?
Follow the directions given.
Draw them in the box

1. Draw a straight line.
2. Write your name on the line.
3. Write your teacher's name below the line.

- C. Do you know how to use **on** and **in**?
Write on or in on the blank.



The doll is _____ the chair.



The ball is _____ the box.

D. Is it **oi** or **oy**?

Write the missing letters to complete the word.



Mat is a good
b_____.



Mother uses
cooking _____l.

E. Which is the correct contraction? Encircle it.

1. **it is** it's i'ts its'
2. **are not** are'nt aren't ar'ent
3. **they are** the'yre the're they're

F. Which is 1, 2, and 3 when arranged in order?

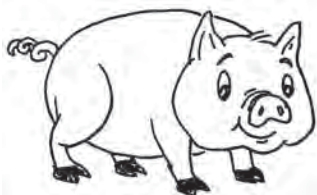
Write 1, 2, or 3 before the word.



___ hen



___ cow



___ pig

Get Set

These are some of the symbols of our country.

Sampaguita is
our national flower.



The carabao is
our national animal.



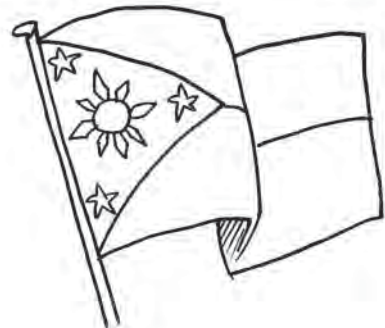
The baro't saya
and barong tagalog
are our national
costume.



Let's Aim

This is the number 1 symbol of our country.

The Philippine flag



Let's Aim

Do you respect the Philippine flag? How do you show your respect for the Philippine Flag? Let us read the story.

Lampin

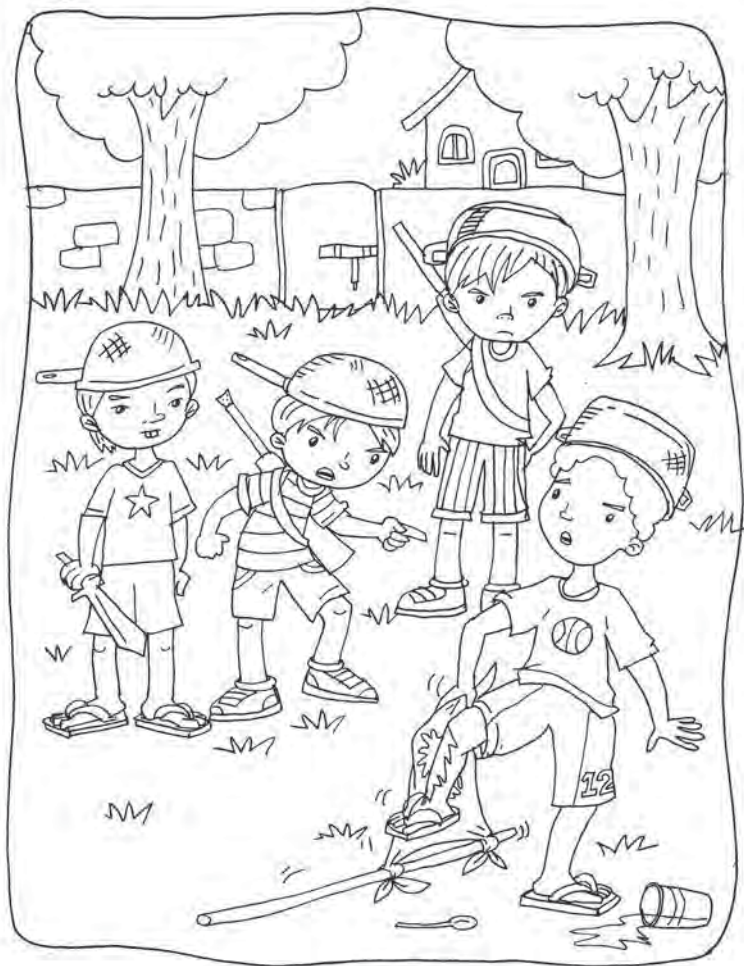
By Filipina T. Villapando

Retold in English by Dali Soriano

"Fa...ll in!
Attennn... tion!
Readyyyy...
March!"
shouted
Antonio, the
boy soldier
every time he
played with
his fellow boy
soldiers.

Antonio's
favorite game
when he
was a boy
was playing
the role of a
soldier. He
wanted to
become a

general when he grew up. Every day after school, and on weekends too, he would assemble his troops at the park near their **barangay** to play



the soldier. They used guns and swords made of bamboo. They used aluminum pots as helmets. "What flag can we use?" asked Antonio. "That's easy. I know where to get one," replied Jose. He ran home and pulled one nice, rectangular white sheet from his mother's clothes line. "Where did you get this? It's perfect for a flag," Antonio asked. "From my mother's laundry," answered Jose. "Won't your mother get upset?" asked the worried Antonio. "Don't worry. I asked permission to use my little brother's **lampin** for our game," laughed Jose. "Fa...ll in! Attennn... tion! Readyyyy... March!" commanded little general Antonio. Jose marched in front carrying the flag on a bamboo pole.

When the little soldiers got tired, they stopped to buy **taho**. Jose rushed to eat his **taho**. Unfortunately, he spilled it on his feet. He quickly picked up the **lampin** and wiped his sticky feet.

"Jose! Why did you put dirt on our flag?" shouted the angry Antonio.

"What flag? This is nothing but a **lampin**!" replied Jose.

"Yes, it's a **lampin** but we made it our flag," answered Antonio.

A **lampin** flag, huh!" Jose threw the **lampin** on the ground. He stepped on it repeatedly as if to crush it.

This angered Antonio all the more. He ordered his troop to circle Jose and watch him do 10 push-ups.

Jose shouted. His mother heard this and rushed to see what happened. After listening to Antonio's story, Jose's mother picked up the dirty **lampin**. Looking Jose straight in the eyes, Jose's mother firmly said, "Learn to respect what the flag stands for. Now do 10 more push-ups!" "I'm sorry," was all that Jose could say.

Comprehension Questions:

1. What did the **lampin** stand for?
2. How do you show respect for our flag?

Let's Answer

Answer the questions correctly.

1. Did the boys show respect for the Philippine flag?
2. Who played the role of the general?
3. As general, what did Antonio ask his troops to do?
4. Why did Antonio get angry?
5. If you were Antonio, would you also feel the same?

Remember This

Be exact in following directions so that you will not go wrong.

I Can Do It

A. Do the following directions.

1. Draw a circle. Inside the circle, draw a star.
Write your name below the circle.
2. Draw a square. Inside the square, draw a vertical line. Color or shade the left side.
3. Draw a letter Y. Put the letter Y inside a standing rectangle. Draw 3 stars in each corner and a sun in the middle. The sun should have 8 rays.

B. Write the letters of each word in reverse order. The first one was done for you. The letters of "tar" in reverse order is "rat."

tar rat pan _____

tap _____ part _____

spot _____ peels _____

on _____ pot _____

pit _____ gut _____

Lesson 22: I Can Perform

Let's Aim

Read the short poem.

I Am Proud of My Country

By Rose Ann B. Pamintuan

"I am a Filipino," my teacher said to me.
Wherever I may go, wherever I may be
I should tell others of my country's beauty.

"I am a Filipino," my teacher said to me.
Whoever I may meet, whoever I may see
Proud of the Philippines, I should always be.

Let's Answer

Think of words that begin with each letter.
The words should make you think of our country.
Write the words in the box.

P - H - I -

L - I - P -

P - I - N -

E - S -

We Can Do It

Let us do the action shown in the pictures.

I Am Proud of My Country

By Rose Ann B. Pamintuan

"I am a Filipino," my teacher
said to me



Wherever I may go,
wherever I may be



I should tell others of my
country's beauty



"I am a Filipino," my teacher
said to me



Whoever I may meet,
whoever I may see



Proud of the Philippines,
I should always be.



Lesson 23: I Can Obey

Let's Aim

Read and study the sentences.

1. Jose threw the **lampin** on the ground.



2. Mother keeps the **lampin** in the cabinet.



Where did Jose throw the **lampin**?

on the ground

Where does Mother keep the **lampin**?

in the cabinet

What are the underlined words?

on and in

Let's Answer

Draw what is asked.

1. The bat is on the bed.



2. The pencil is in the pencil case.



Remember This

On and **in** are prepositions. They show exactly where an object is.

I Can Do It

Complete the sentences with **on** or **in**.

1.



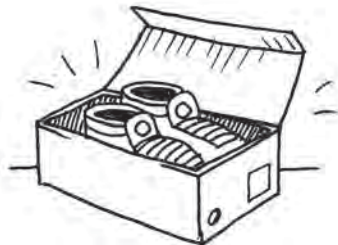
The cat is _____ the mat.

2.



The ball is _____ the chair.

3.



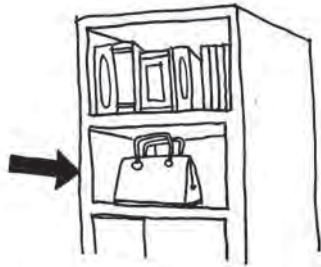
The shoes are _____ the box.

4.



The vase is _____ the table.

5.



The bag is _____ the cabinet.

Lesson 24: I Can Match Letter Patterns

Let's Aim

Read and study the sentences.

Antonio is a <u>bo</u> y. His favorite <u>to</u> y is a bamboo gun and sword.
--

What are the underlined letters?

/oy/ is a diphthong.

A diphthong is a sound made when two vowel sounds are put together.

Let's Practice

A. Let's practice reading the following words with /oi/ or /oy/.

oil	spoil	toy	ploy
boil	joint	joy	enjoy
coil	point	boy	destroy
soil	voice	coy	loyal
broil	choice	soy	royal

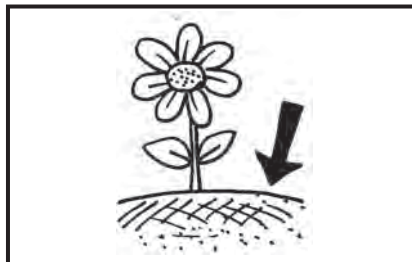
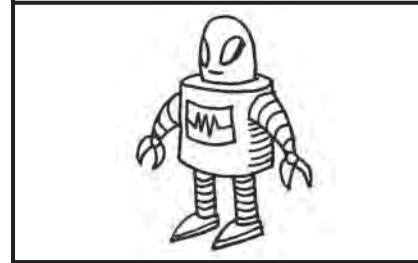
B. Connect the picture with the /oy/ or /oi/.



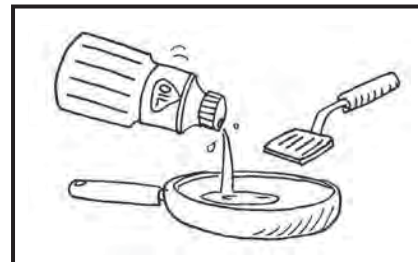
oi



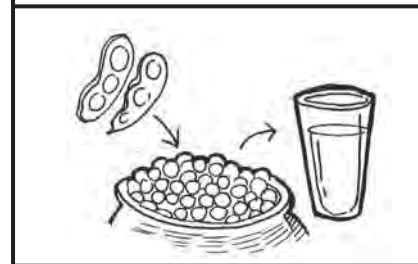
oy



oi



oy



Remember This

/oy/ is a diphthong.
A diphthong is a sound made when two vowel sounds are put together.

I Can Do It

Complete the sentence with the word that has the same vowel sound like **toy**.

1. The _____ puts all the books on the table.

boy, joy, toy



2. Will you _____ our team?

join, joy, coin



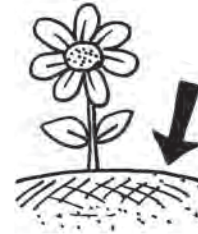
3. Please _____ to the sign.

oil, toil, point



4. Another name for dirt is _____.

coil, soil, oil



5. I hear a loud _____.

foil, boil, noise



6. Frank spoke in a loud _____.

joys, voice, noise



Measure My Learning

Write (✓) if you hear the diphthong /oy/.

- | | |
|----------------|----------------|
| 1. _____ join | 6. _____ coin |
| 2. _____ story | 7. _____ point |
| 3. _____ noisy | 8. _____ train |
| 4. _____ boy | 9. _____ stick |
| 5. _____ floor | 10. _____ boil |

Lesson 25: I Can Shorten Words

Let's Aim

Read and study the sentences.

Don't worry.

It's perfect for a flag.

Do not worry.

It is perfect for a flag.

Won't your mother get upset?

Will not your mother get upset?

That's, don't, it's, and **won't** are examples of contractions.

Let's Answer

Let us practice writing contractions.

- | | | |
|--------------|---------|-------|
| 1. will not | won't | _____ |
| 2. do not | don't | _____ |
| 3. are not | aren't | _____ |
| 4. is not | isn't | _____ |
| 5. cannot | can't | _____ |
| 6. I am | I'm | _____ |
| 7. did not | didn't | _____ |
| 8. was not | wasn't | _____ |
| 9. they will | they'll | _____ |
| 10. let us | let's | _____ |

Remember This

Contractions are the short form of two words. We use an apostrophe (') in place of the letters we removed.

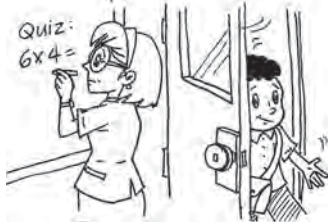
I Can Do It

On the blanks below each sentence, write the two words that make up each contraction. The first one was done for you.



1. **I'm** going to help my father in the store tomorrow.

_____ **I** _____ **am** _____



2. The teacher **didn't** see Mario come in.

_____ _____



3. The mango **wasn't** good enough to eat.

_____ _____



4. **They'll** try to finish their work this afternoon.

_____ _____



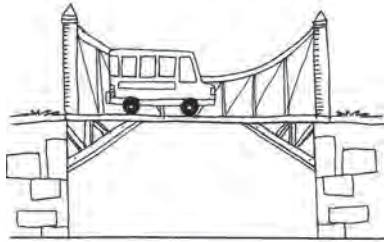
5. **Let's** send our sick classmate a get-well-soon card.

_____ _____

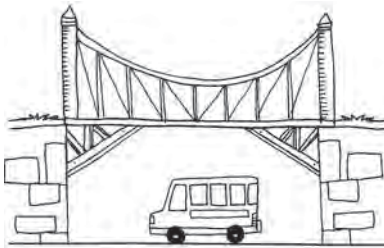
Lesson 26: I Can Retell Stories

Let's Try

A. Write **under** or **over** to complete the sentence.



1. The bus is passing _____ the bridge.

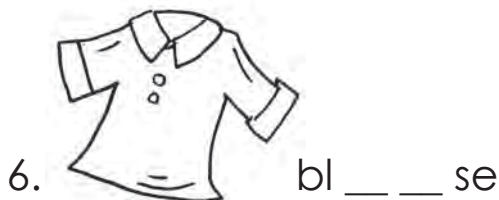


2. The bus is passing _____ the bridge.



3. The dog jumped _____ the fence.

B. Is it **ow** or **ou**? Write ow or ou.



C. Study the graph then answer the questions.

Grade 2 – Magalang Enrolment

10		
8		
6		
4		
2		
	Boys	Girls

8. How many are the boys?
9. How many are the girls?
10. What is the total number of pupils?

Let's Aim

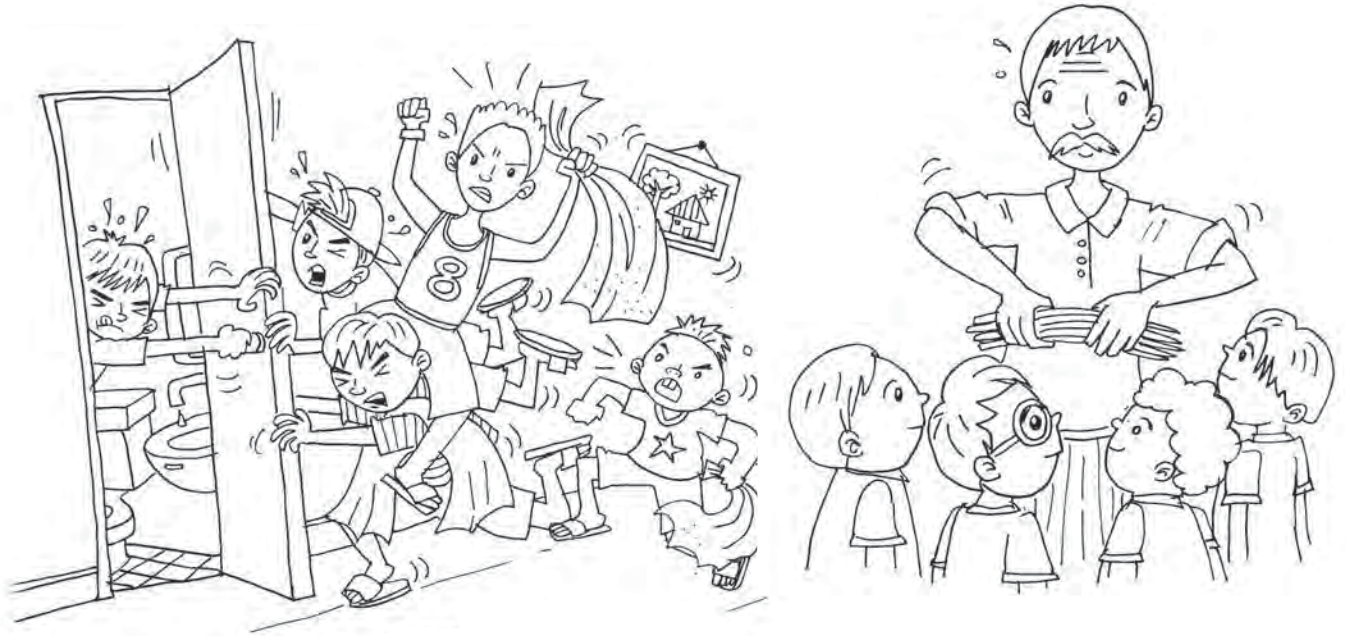
Let us read the story.

The Old Man and His Sons

*From Pat Nelson's Magic Minutes:
Quick Read Alouds for Every Day
Retold by Dali Soriano*

Once there was an old man who had many sons. They always quarrelled with one another. They quarrelled over who should use the bathroom first. At meal time, they would fight over who got to the table first. The old man had often begged his sons to live together in peace, but without success.

One day, he called them together. He showed them a bundle of barbecue sticks. He asked each one of them to break the bundle. Each one



tried with all his strength but the bundle did not break. Then cutting the cord that bound the sticks together, the old man gave his sons a stick each. Then he told his sons to break it. This was done with the greatest ease. The old man exclaimed, "See, my sons, the power of unity! If you bind yourselves together with brotherly love, you can win any fight."

"Divided you will fall, united you will stand."

Let's Answer

Answer the questions correctly.

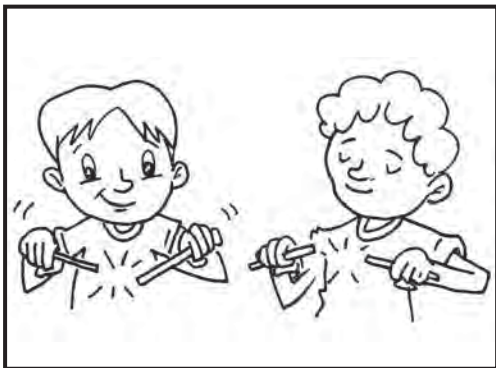
1. What did the sons quarrel over always?
2. What happened when they fought?
3. What did the father tell them when they fought?
4. How do you show unity in your family?
5. How do you show unity in the classroom?
6. Is unity important in our country? Why or why not?

We Can Do It

Number the pictures 1 to 3. Write a sentence about each picture.







Lesson 27: I Can Respond to Situations

Let's Read

Read the verse.

To Be Honest, To Be True
By Rose Ann B. Pamintuan

I promise to be honest; I promise to be true
I will not tell a lie; I hope you won't, too.

I will say I am sorry if I do something wrong
To speak the truth always will be my heart's song.

I will tell you the truth you can always trust me
It's best to be honest, don't you agree?

Let's Answer

Study the situation, then act it out.

Ben and Ted are playing catch ball in the house. Ben throws the ball so hard that Ted is not able to catch it. The ball hits and breaks the favorite vase of Nanay. When Nanay arrives home, what do you think should Ben and Ted do?

We Can Do It

Study the situation, then act it out as a group.

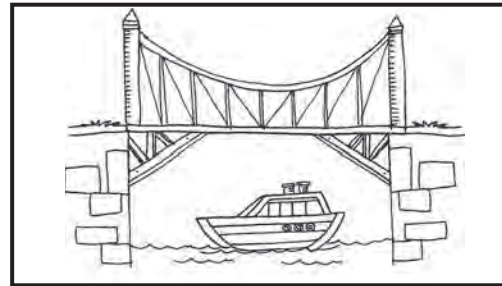
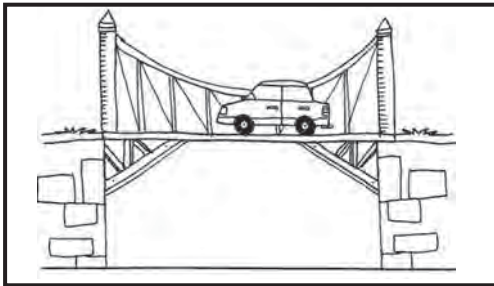
Joel, Mark, Jane, Seth, and Dave are classmates. They are also neighbors. That is why they go to school together. One morning, on their way to school, they decide to play in the playground. They are having so much fun that they forget the time. When their teacher asks them why they are late, what should they say and do?

Lesson 28: I Can Describe Pictures

Get Set

Study the sentences.

1. The blue car is passing over the bridge.
2. The red boat is passing under the bridge.



Where is the car passing? **over** the bridge
Where is the boat passing? **under** the bridge

Remember This

Over is a preposition which means on top of.
Under is a preposition which means below or beneath.

I Can Do It

Study the pictures.
Complete the sentences by writing **under** or **over**.



The boy is _____ the bed.



The slippers are _____
the chair.



The man is walking in the
_____ pass.



The cars are passing through
the _____ pass.



The helicopter is flying _____
the building.

Measure My Learning

Study the pictures.

Answer the questions using **under** or **over**.



1.

Where is the plane flying?



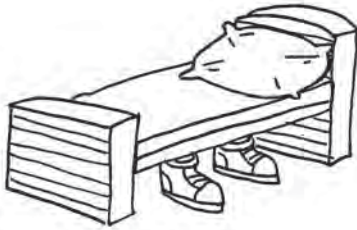
2.

Where is the boy sleeping?



3.

Where is the mouse hiding?



4.

Where are the shoes?



5.

Where is the submarine?

Lesson 29: I Can Read Graphs

Let's Aim

Read the story. Then, study the graph below.

One day, my family and I visited the farm of Mang Pedro. I saw lots of animals there. There were cows, pigs, dogs, ducks, and cats. Mang Pedro helped me count the animals.

Here is the number of animals in Mang Pedro's farm.

Number of Mang Pedro's Animals

5					
4					
3					
2					
1					



1. What were the animals in Mang Pedro's farm?
2. How many cows were there in Mang Pedro's farm?
3. How many pigs were there in Mang Pedro's farm?
4. How many dogs were there in Mang Pedro's farm?
5. How many ducks were there in Mang Pedro's farm?
6. How many cats were there in Mang Pedro's farm?

Let's Answer

Read the story. Then study the graph.

Beside Mang Pedro's farm is the vegetable farm of Mang Jose. Mang Jose sells his vegetables just along the road.

Mang Jose's Vegetable Stand

5 kilograms					
4 kilograms					
3 kilograms					
2 kilograms					
1 kilograms					



1. How many kilograms of petsay are there in Mang Juan's vegetable stand?
2. How many kilograms of ampalaya are there in Mang Juan's vegetable stand?
3. How many kilograms of eggplant are there in Mang Juan's vegetable stand?
4. How many kilograms of tomatoes are there in Mang Juan's vegetable stand?
5. How many kilograms of onions are there in Mang Juan's vegetable stand?

I Can Do It

Read the story. Then study the graph.

Across the street of Mang Pedro's vegetable stand is Mang Pablo's fruit stand.

Mang Pablo's Fruit Stand

5 baskets					
4 baskets					
3 baskets					
2 baskets					
1 basket					



1. How many baskets of oranges are there in Mang Pablo's fruit stand?
2. How many baskets of pineapples are there in Mang Pablo's fruit stand?
3. How many baskets of mangoes are there in Mang Pablo's fruit stand?
4. How many baskets of watermelons are there in Mang Pablo's fruit stand?
5. How many baskets of apples are there in Mang Pablo's fruit stand?

Measure My Learning

Read the story. Then study the graph.

Aling Flora is the wife of Mang Pablo. While Mang Pablo sells fruits, Aling Flora sells flowers.

Aling Flora's Flower Shop

5 dozens					
4 dozens					
3 dozens					
2 dozens					
1 dozen					



1. How many dozens are the roses?
There are _____ dozens of roses.
2. How many dozens are the sunflowers?
There are _____ dozens of sunflowers.
3. How many dozens are the mums?
There are _____ dozens of mums.
4. How many dozens are the daisies?
There are _____ dozens of daisies.
5. How many dozens are the carnations?
There are _____ dozens of carnations.

Lesson 30: I Can Connect Sounds

Let's Aim

Recite the rhyme.

A doggie on the street
I found.
It's running crazily around.
Sniffing the grass and the
ground;
And making loud barking sound.



Bow-wow-wow!
From such a small doggie I asked how
It can make a loud sound;
You'd think it's a big cow.

Let's Answer

Answer the following questions correctly.









1. What did I find on the street?
2. What was it sniffing and making?
3. Why would you think it's a big cow?
4. What are the underlined letters?
5. What sound do they make together?

Let's Practice

A. Read the following words with diphthong /aw/.

bow	wow	foul	hour
cow	plow	house	flour
how	owl	louse	loud
now	fowl	mouse	shout
down	howl	stout	mouth

B. Match the drawing with **ou** or **ow**.

			
ou		ow	
			

Remember This

/aw/ is a diphthong.

I Can Do It

A. Read the poem. Circle each word that has the same vowel sound as **house**. Then write the words where they belong. Can you think of other words? Write them down, too.

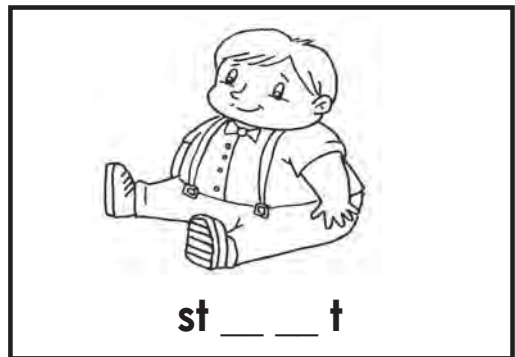
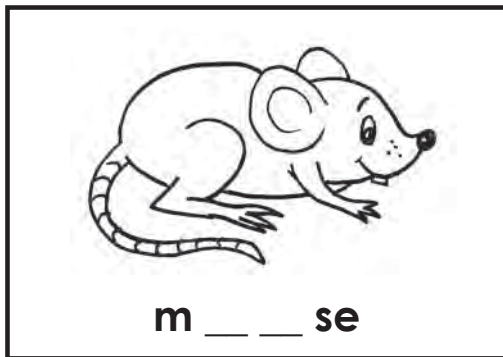
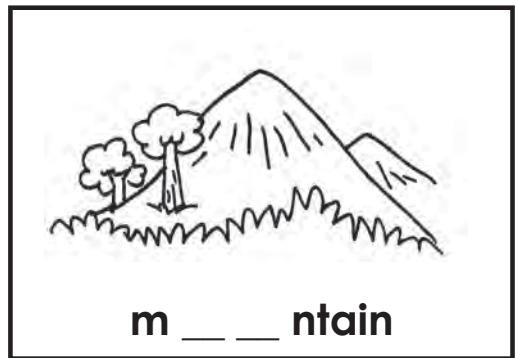
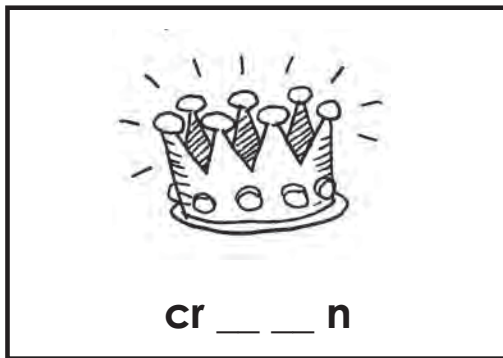
The little brown doggie
I found down the street,
Would run around
And sniff the ground.
How he'd dance around
With a little barking sound—
My little doggie Brown.



Spelled like "cow"

Spelled like "house"

B. Complete the name of each picture. Write **ou** or **ow** on the blanks.



Measure My Learning

Check if you hear /aw/.

Cross if you do not hear /aw/.

1. crown _____

4. brown _____

2. road _____

5. home _____

3. flower _____

Lesson 31: I Can Perform Simple Instructions

Let's Try

I. Do the following inside the box.

1. Draw a circle.
2. Draw a star inside the circle.
3. Write the first letter of your name inside the star.



II. Draw a line to connect the synonyms.

- | | |
|----------|----------|
| 4. hot | • little |
| 5. small | • warm |
| 6. happy | • glad |

III. Match the drawing with the steps.

Write 1 to 4 in the box.

How to draw a star:

7. Draw an upside down V.



8. Draw a straight line upward to the left.



9. Draw a straight line across to the right.



10. Draw a straight line downward to the right to your starting point.



Let's Aim

Let us read the story.

Museum Tour

By Rose Ann B. Pamintuan

It was a bright Friday morning. All the girls and boys of Grade 2-Mabait were all excited. It was the day they were going to the museum. It was their first time.

At 7 o'clock, their teacher, Miss Nora, told them to line up. "Fall in line by twos." The girls and boys lined up.

Miss Nora led them to the bus. "Watch your step," she said as each girl and boy climbed up the steps of the bus.

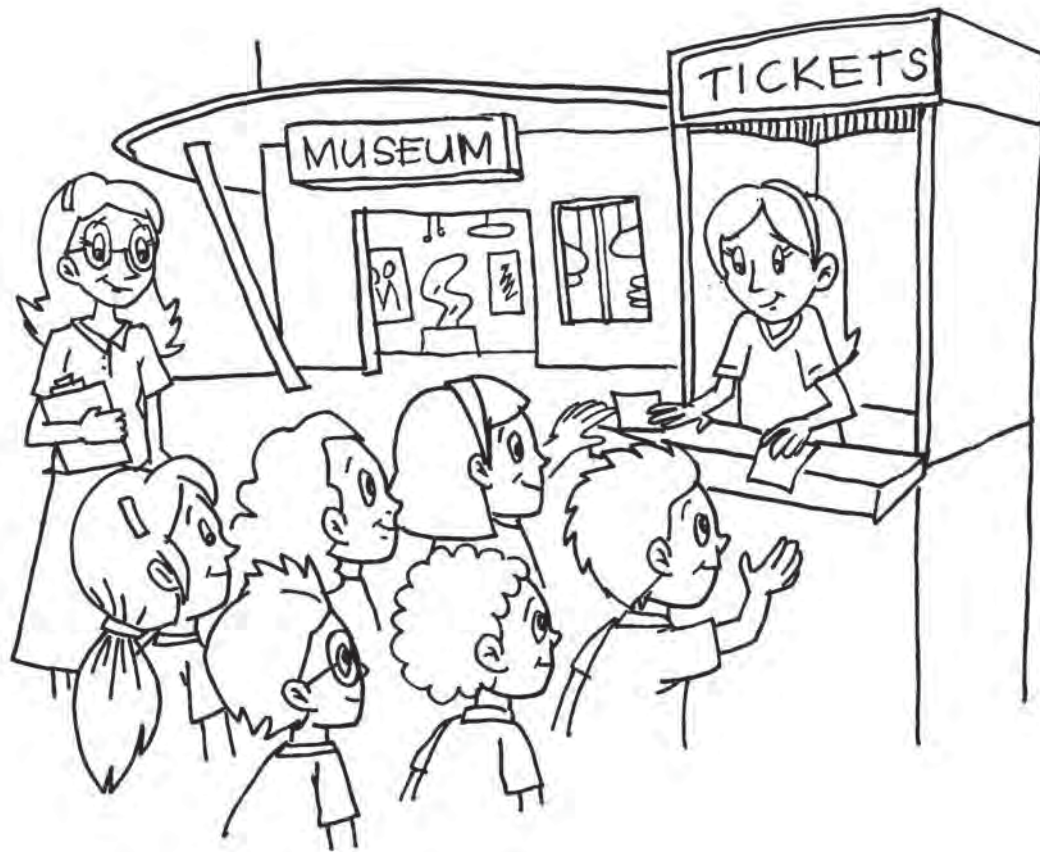
Once inside the bus, the teacher reminded the class, "Do not stand while the bus is moving. Do not open the windows. Put your trash in the trash bag."

At the museum, the girls and boys lined up again at the entrance. Before entering, the museum guide told them, "Do not touch the exhibit."

Inside, the children saw many interesting things. The museum guide told them what the exhibit was about. The children asked questions and the guide answered them patiently.

After their museum tour, the children went back to the bus. They were again told by Miss Nora to remain on their seats and not to open the windows.

The children were tired but they enjoyed the museum tour very much.



Let's Answer

Answer the questions correctly.

1. Why were the girls and boys of Grade 2-Mabait excited?
2. Why did Miss Nora ask them to line up?
3. What did Miss Nora remind the children when they were inside the bus?
4. Were the reminders important? Why or why not?
5. What did the museum guide tell the children before they entered the museum?
6. Why do you think touching the exhibit was not allowed?
7. How did the children feel about the museum tour?

Agreement

One way of appreciating God's gifts is to take good care of nature. Wild animals must be set free so that they will live happily. For example, owls make great pets, but it is not right to keep an owl in a cage. So let's just make a paper owl toy.

You will need: the pattern below, coloring materials, scissors, and glue or tape.

Step 1: Color the pattern.

Step 2: Cut out the pattern.

Follow the thick black lines.

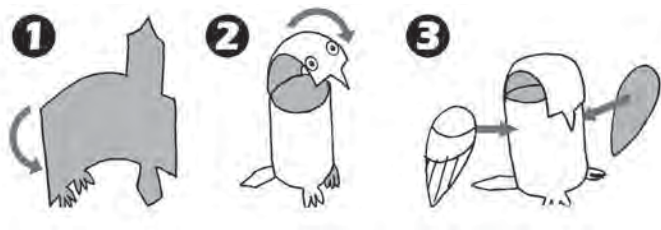
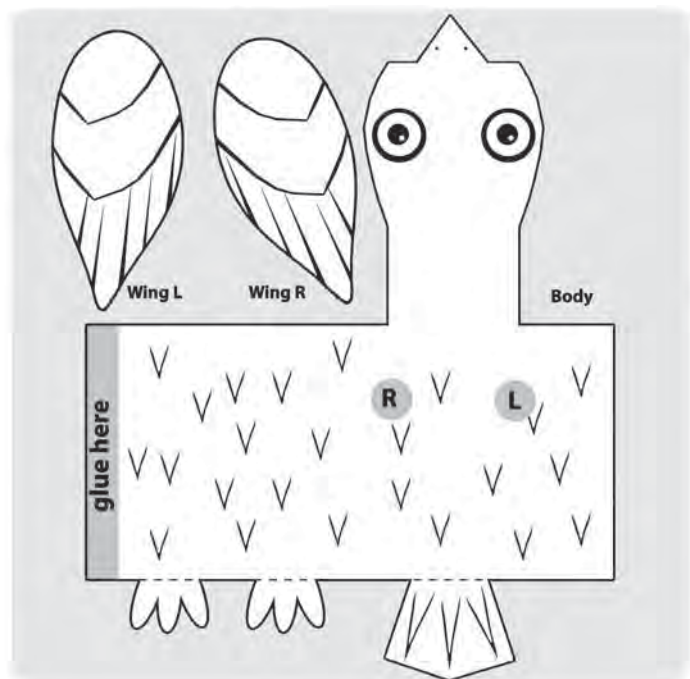
Step 3: Fold along the broken lines.

Step 4: Curl the body part to form a cylinder. (Fig. 1)

Step 5: Glue the gray tab to keep it in place.

Step 6: Curl the top part and glue to the main body. (Fig. 2)

Step 7: Glue the wings to the gray circles L and R. (Fig. 3)



Wait for it to dry and play with your new paper pet!

Lesson 32: I Can Do Things

Get Set

Let's talk about the pictures.
They show some of your rights as a child.



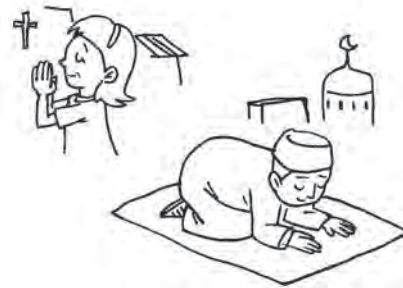
Right to be alive



Right to a name



Right to be with parents



Right to choose religion



Right to choose friends



Right to basic needs



Right to quality education



Right to play and rest

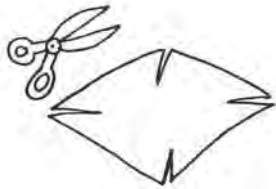
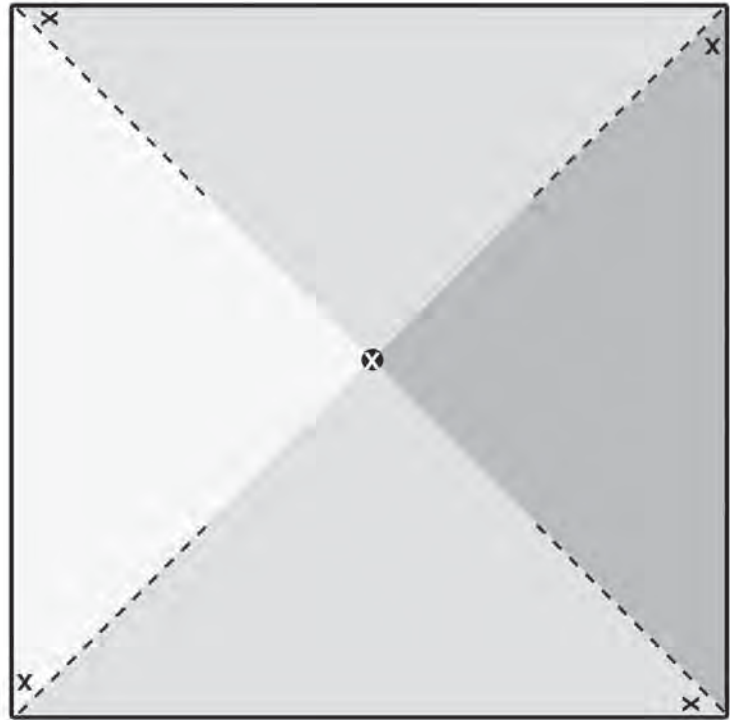
Let's Aim

One of the rights of a child is the right to play.
Create a pinwheel using the pattern. Enjoy!

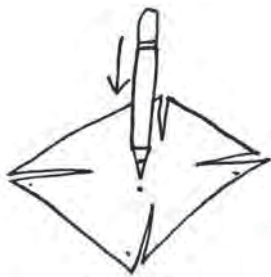
MATERIALS

- scissors
- coloring materials
- 1 thumb tack
- pencil with an eraser at the end

Step 1: Cut out the square at the right. Follow the thick black outline.



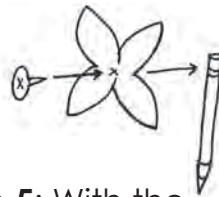
Step 2: Cut along the dotted lines to make four slits.



Step 3: Using the tip of a pencil, gently punch a hole on the areas of the square marked with an X. Don't make the holes too large.



Step 4: Gently bend the paper so all corners with holes reach the center hole.



Step 5: With the corner flaps still bent

to the center, stick a thumbtack into it so it stays put, and stick it to the pencil eraser.



Step 6: Blow on your pinwheel and watch it spin!

Lesson 33: I Can Write

Let's Recite

Let us recite the rap.

Different

By Rose Ann B. Pamintuan

You are you; I am me. Different color, can't you see?	From the North or from the South; From the West or from the East
You are you; I am me. Different size, let me see.	Boy or girl; young or old, We are diff'rent yet the same
You are you; I am me. Different shape, Oh! I see.	And there's one thing I'll tell you We are all Filipinos true.

Let's Aim

Let us read the underlined words and their synonyms.

<u>Different</u> color, can't you see?	unlike
Different <u>size</u> ; Let me see.	measure
Different <u>shape</u> , Oh! I see.	form
<u>Boy</u> or <u>girl</u> ;	lad – miss
<u>young</u> or <u>old</u> ,	tender age – elderly
We are all Filipinos <u>true</u> .	real

Let's study more synonyms.

- Lisa is a good friend. Lisa is a nice friend.
- Lita is a beautiful girl. Lita is a pretty girl.
- Don is a smart boy. Don is an intelligent boy.
- Roy is quiet. Roy is silent.
- The house of Amy is clean. The house of Amy is neat.

Remember This

Synonyms are words with the same meaning.

We Can Do It

Let's use the synonyms in your sentences.

Complete the sentence.

Write the name of your friends or classmates.

- a. _____ is a good friend.
_____ is a nice friend.



- b. _____ is a beautiful girl.
_____ is a pretty girl.



- c. _____ is a smart boy.
_____ is an intelligent boy.



- d. _____ is quiet.
_____ is silent.



- e. The house of _____ is clean.
The house of _____ is neat.



Measure My Learning

A. From the box, choose a word that has the same meaning as the word above the picture. Write that word on the line. The first one was done for you.

dine huge halt build automobile picture

eat



dine

photo



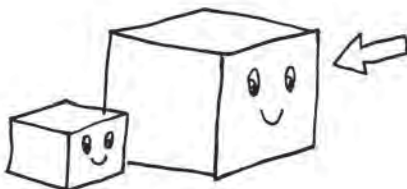
car



make



large



stop



B. From the word in the box, find the synonym of the underlined word in the sentence. Write it on the line after the sentence.

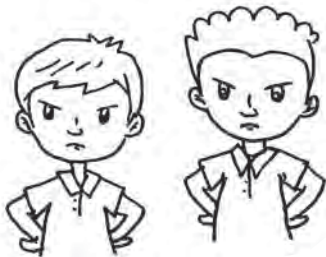
angry	big	little	shouted	quiet
--------------	------------	---------------	----------------	--------------



1. We were in a large room.



2. Some children screamed.



3. Some were mad. _____



4. The teacher asked the small children to sit down. _____



5. The children were all silent.

Lesson 34: I Can Meet Friends

Let's Aim

Let us read the story.

The Frowning Flower

By Rose Ann B. Pamintuan

There was a Flower – a **flower** that had a **frown** on its face. It was frowning because it was sad. It was sad because it had no friend.

It looked and looked for a new friend. But it could not find one.



The Flower with a frown sat **down**. It looked at the clouds. The frowning Flower was surprised to see a **cloud** with a smile on its face.

“Hello, Flower!” said the Cloud.

“Oh! Hello, too, Cloud,” said the Flower.

The Cloud smiled brighter and said, “Can I be your friend?”

“Of course!” said Flower. A smile slowly appeared on her face.

So the Flower and the Cloud shook hands. And Flower said, “Now I have a new friend.”

From then on, the frowning Flower became the smiling Flower.

Comprehension Check:

1. In our story, how was the flower feeling?
2. Why was the flower feeling that way?
3. What changed the frown into a smile?
4. What must you do so that you can have a friend?

Diphthong /ow/ or /ou/

flower frown down cloud

What is the sound of the underlined letters?

Remember This

/ow/ or /ou/ is also a diphthong.

Let's Practice

Let's read more words with diphthongs /ow/ or /ou/.

cow	wow	out	found
bow	plow	shout	hound
how	fowl	house	pound
now	howl	mouse	round

I Can Do It

Write **ow** or **ou** to complete the words.

- | | | |
|-------------|--------------|-----------------|
| 1. t ___ el | 6. br ___ n | 11. c ___ nt |
| 2. v ___ el | 7. cr ___ n | 12. p ___ er |
| 3. h ___ r | 8. cl ___ n | 13. sh ___ er |
| 4. l ___ d | 9. m ___ th | 14. m ___ ntain |
| 5. ___ ch | 10. t ___ er | 15. th ___ sand |

Lesson 35: I Can Tell What Is Important

Let's Try

A. Read the paragraph. Answer the questions next.

Kids are often happy to see birds that they would like to have one as a pet. The three kinds of birds that are good for pets are the finches, parakeets, and cockatiels. The finches make good pets because they are beautiful and they make beautiful sound. The parakeets are colorful, small, easy to care, and can learn to talk. And the cockatiels can also learn to talk, whistle, and do cute tricks.

1. Which birds are beautiful and can make beautiful music? _____

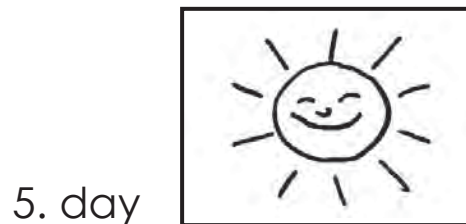
2. Which birds can learn to talk and whistle? _____

B. Encircle the word with diphthong /ow/ in each number.

3. brow clue blew

4. flour flow draw

C. Connect the opposites.



night



happy

D. Read then check the box that tells what will happen next.

7. Eve gets her notebooks and books.

She will study her lesson.



She will watch TV.



8. Pat gets her soap and towel.

She will take a bath.



She will clean the yard.



E. Study the graph, then answer the questions.

Dan's Pet Shop

5			
4			
3			
2			
1			



9. How many parakeets are there in Dan's Pet Shop? _____
10. How many cockatiels are there in Dan's Pet Shop? _____

Let's Aim

Look for the answers in the paragraph.

Questions:

1. How long have farmers been making scarecrows?
2. What is a scarecrow?
3. What is it shaped like?
4. Where is it placed?
5. What kinds of birds do scarecrows scare away?
6. Why is it a farmer's best friend?

Scarecrow

Farmers have been making scarecrows for more than three thousand years. A scarecrow or hay-man is a trap. It is shaped like a human dressed in old clothes and placed in fields by farmers to scare away birds such as crows or sparrows from eating the seeds or crops. A scarecrow is truly a farmer's best friend.



I Can Do It

Know the important details of the next paragraph by answering the questions below.

Questions:

1. What is the color of the crows?
2. Where do they feed?
3. What do they eat?
4. When trained, what can they copy?
5. Up to what number can they count?

Crows

Crows are glossy black birds. They feed mostly on the ground, where they walk about purposefully. They eat meat, grain crops, insects, and eggs of other birds. Crows are intelligent birds. They can be trained to copy their owner's voice or to count aloud up to seven.



Measure My Learning

Answer the questions to know the important information about the paragraph.

Questions:

1. What is the size of sparrows?
2. What is the shape of their bill?
3. What do they eat?
4. What is their color?
5. Where are they found?

Sparrows

Sparrows are small birds with bills shaped like cones. They eat seeds and insects. Some sparrows are brown. Some are gray. They are found around homes and on farms worldwide.



Lesson 36: I Can Tell the Sound

Get Set

Recite this rhyme.

Cock crows in the morn
To tell us to rise,
And he who lies late;
Will never be wise

For early to bed
And early to rise,
Is the way to be healthy
And wealthy and wise.

Let's Aim

Let's study the sentences.

The scarecrow is a bird trap.

Crows are black birds.

Sparrows are small birds.

What are the underlined letters?

What is the sound of the underlined letters?

Let's read the words with the diphthong /ow/
as in crow.

blow

grow

row

stow

bow

know

show

throw

flow

low

slow

tow

glow

mow

snow

arrow

Remember This

/ow/ is also a diphthong.

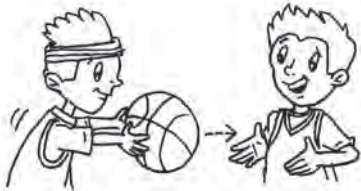
I Can Do It

Read the words in the box. Use the words to complete the sentences below.

grow crow know blow throw slow



1. I will put out the candlelight;
I will _____ the flame out.



2. I am going to _____ the
ball to my teammate.



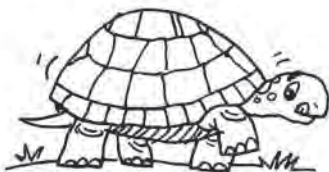
3. I _____ how to spin
the ball.



4. I eat a lot of vegetables
and drink milk. I am going
to _____ tall.



5. That black bird looks like
a _____.

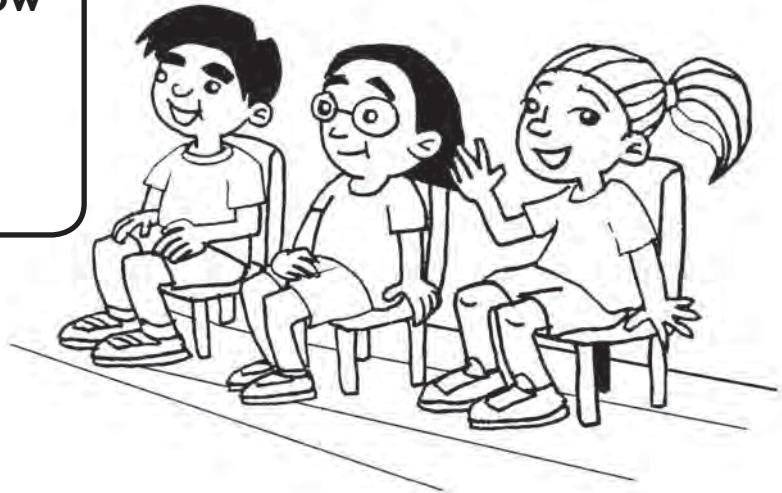


6. This turtle is _____.

Measure My Learning

Read the words in the box. Complete each sentence below with the correct word from the box.

show tomorrow
slow yellow
flow row
blow grow



My best friend sits in the last _____.

Her favorite color is _____.

Her birthday is _____. She will
have some candles to _____.

After her party, we will watch

a _____.



Lesson 37: I Can Tell What Is Next

Get Set

Read the story silently.

The King Kalapati (Dove King)

Adapted by Rose Ann B. Pamintuan

One day, the flock of doves flew **low** to look for food led by King Kalapati. They found some rice scattered beneath a tree. So all the doves landed and began to eat.

(What do you think happened next?)

Without warning a **huge** net fell **over** them and they were all trapped. They saw a hunter approaching them carrying a cage.

(What do you think happened next?)

The doves wildly flapped their wings trying to get out, but they could not. King Kalapati got an idea. He told all the doves to fly up together. Each dove picked up a part of the net and together they flew off carrying the net with them.

(What do you think happened next?)

The hunter was surprised. He tried to follow them, but they were flying **high** over the trees and over the field. They flew to a nearby farm where there lived a **small** mouse **under** a tree who was a faithful friend of King Kalapati.

(What do you think happened next?)

When the mouse heard the loud flapping of wings, he was afraid and went into hiding. King Kalapati gently called out to him and then the mouse was happy to see him. The dove king explained that they were caught in a net and needed the mouse's help.

(What do you think happened next?)

The mouse chewed the net with his teeth and set the doves free. They all thanked the mouse and flew away together.

(What do you think happened next?)



Answer the following questions:

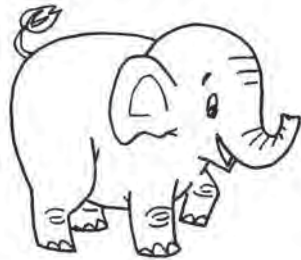
1. What kind of birds flew together?
2. Why did they fly together?
3. Who led the flock of doves?
4. How and where did they find their food?
5. What happened while the doves were eating?
6. What did they do when they were caught in the net?
7. How did the birds escape the hunter?
8. How did the birds get out of the net?

Let's Aim

Antonyms are words that have opposite meanings.
Let us study the sentences.



1. The building is high.
2. The tree is low.



3. The elephant is huge.
4. The mouse is small.



5. The bird is flying over the tree.
6. The mouse is hiding under the tree.



We Can Do It

Demonstrate the following antonyms:

1. up – down
2. near – far
3. loud – soft
4. happy – sad
5. first – last

I Can Do It

1. Read each paragraph. Then answer the questions in complete sentences.



1. When school is over, we do many things in the playground. Roy brings out his ball. He goes to the court with his friends. One of the boys checks the hoop.
What will the boys do?



2. Joe stops at the library. He comes out with a book. He finds a bench under a big tree. He sits down.
What will Joe do?



3. Annie is digging a hole for her flower seeds. She puts in the seeds. She sees that the soil is dry. She looks around and finds a can of water.
What will Annie do?

II. Complete each sentence. Choose a word from the box that means the **opposite** of the word under the line.

found	small	happy	behind	many
--------------	--------------	--------------	---------------	-------------

1. We feel very _____.
sad



2. We _____ this picnic place.
lost



3. It has a _____, grassy lawn.
big



4. It is _____ a hill.
in front of



5. We are sure to see _____ things in this place.
a few

Measure My Learning

Read each sentence. Check the square beside the best prediction. Then circle the picture that matches your answer.

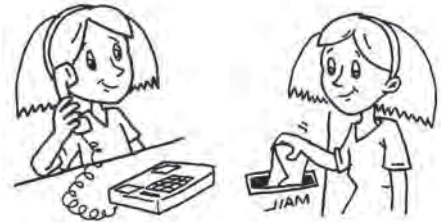
The boy put on his uniform.

- He will go swimming.
- He will go to school.



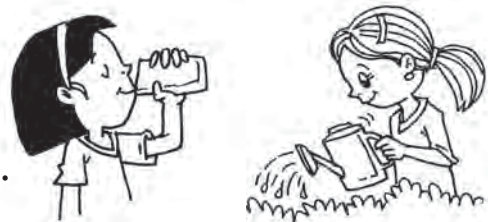
The woman wrote a letter to a friend.

- She will call her friend on the phone.
- She will drop the letter in the mailbox.



A player asked for a glass of water.

- She will drink.
- She will water the plants.



A boy turned on the television.

- He will watch a television show.
- He will listen to music.



The students went to the library.

- They will read books.
- They will have snacks with their friends.



Agreement

Complete the sentence with a word that has the opposite meaning of the underlined word. Choose the correct answer from the words below the sentence.



1. The fish pond is _____.
The fishes swimming in the pond are small.

clean, large, deep



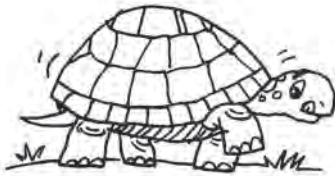
2. Robin looks short next to the _____ tree.

tall, fire, fruit



3. When I am happy, I _____.
When I am sad, I cry.

run, study, laugh



4. The turtle is slow, while the rabbit is _____.

big, fast, nice



5. I always bring an umbrella.
My brother _____ does.

can't, never, sometimes

Lesson 38: I Can Share Things

Let's Aim

Let us recite the prayer.

Prayer for Other Children

Dear God, I pray not only for myself but also for other boys and girls.

As you give me the things that I need, may I learn to share them with other children. If other children have more toys than I, may I not feel bad about it. And may I learn to think first of what others need before I think about what I need. Amen.

We Can Do It

Study the cartoon.



Think and answer the following:

1. What do you understand about this picture?

2. What does the man stand for?

3. Why do you think he is hugging the big piggy bank?

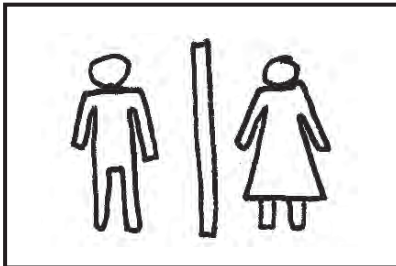
Lesson 39: I Can Use a Map

Get Set

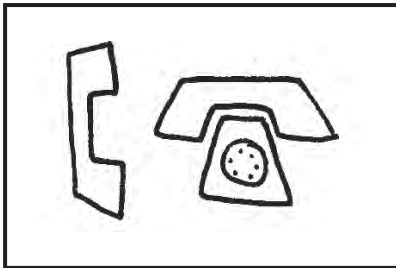
Draw a line to connect symbol with its meaning.



Hospital zone



Drinking station



Restrooms



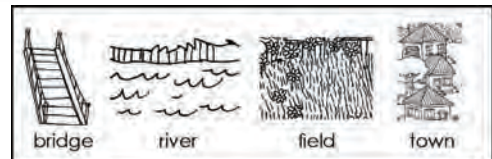
Bicycle parking



Telephone station

Let's Aim

Let's help King Kalapati find the mouse's house.
Use the symbols to guide King Kalapati.

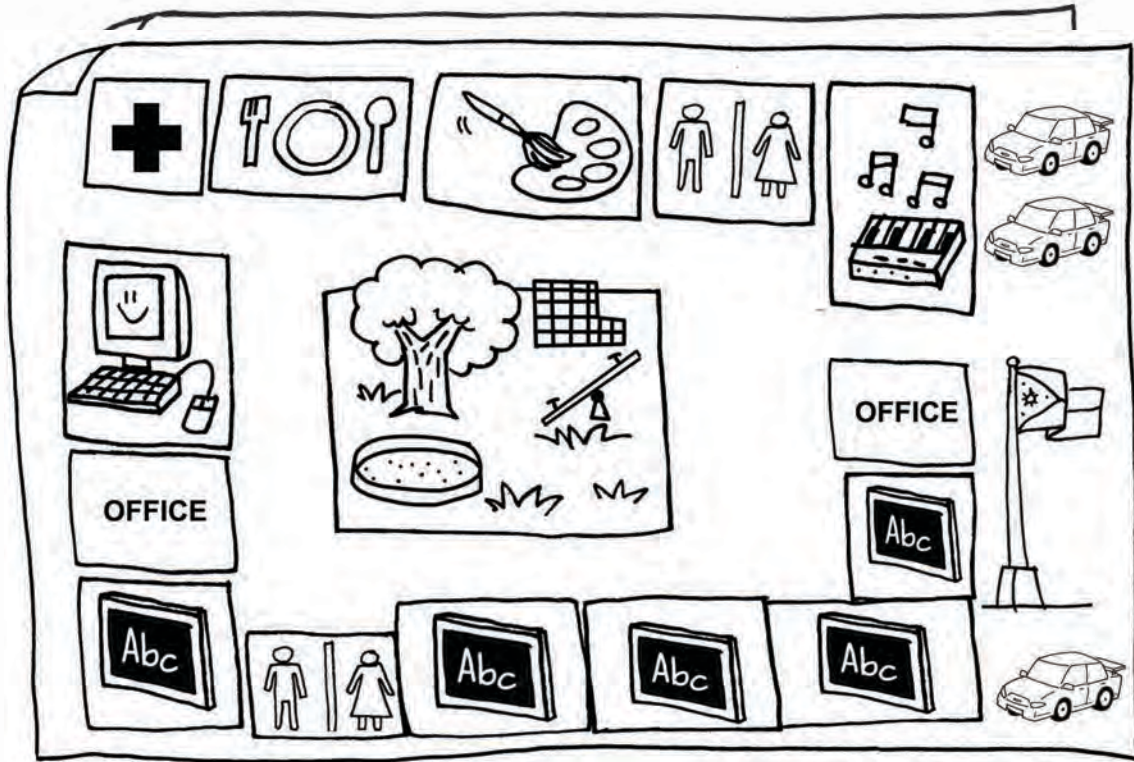


1. Fly across the bridge.
2. Turn left towards the field.
3. Turn left towards the town.
4. Draw a mouse on the fourth house.

Let's Answer

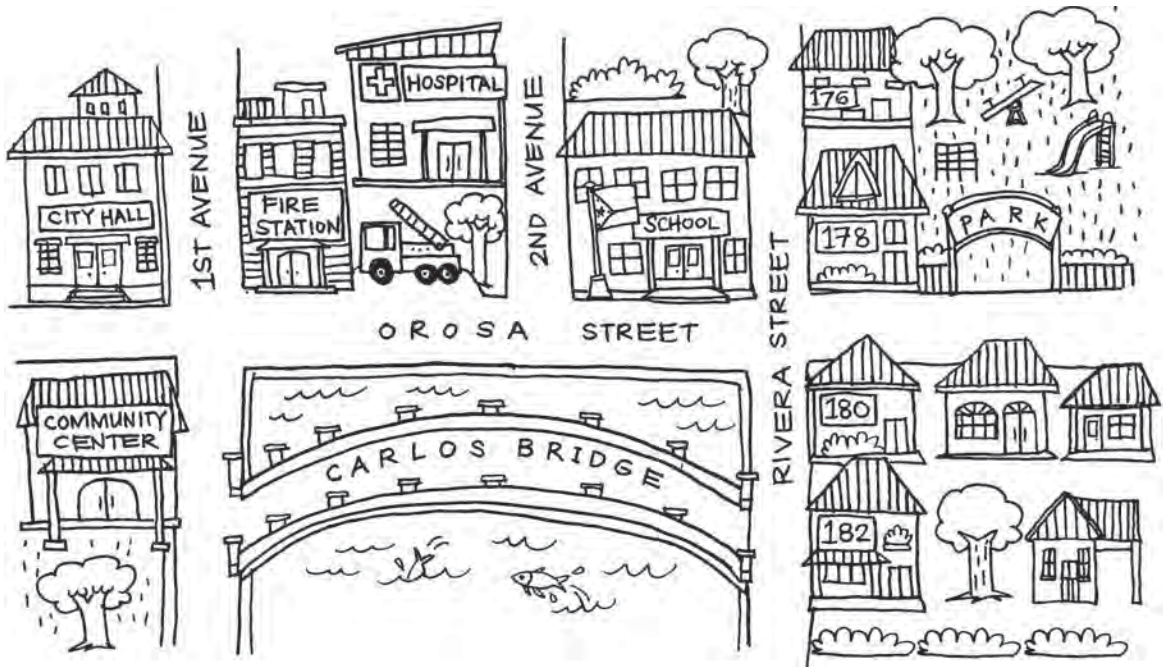
Let's study the school map below.

Betty's classroom is near the computer room. Her next class is music. How will she get there? Let's guide Betty.



I Can Do It

Study the city map below and do the activity.



1. Color the map as follows:

Blue – water

Red – fire station

Orange – houses

Yellow – school

Green – park

Pink – city hall

Purple – hospital

Brown – community center

2. Draw a green X at the intersection of Orosa Street and 2nd Avenue.

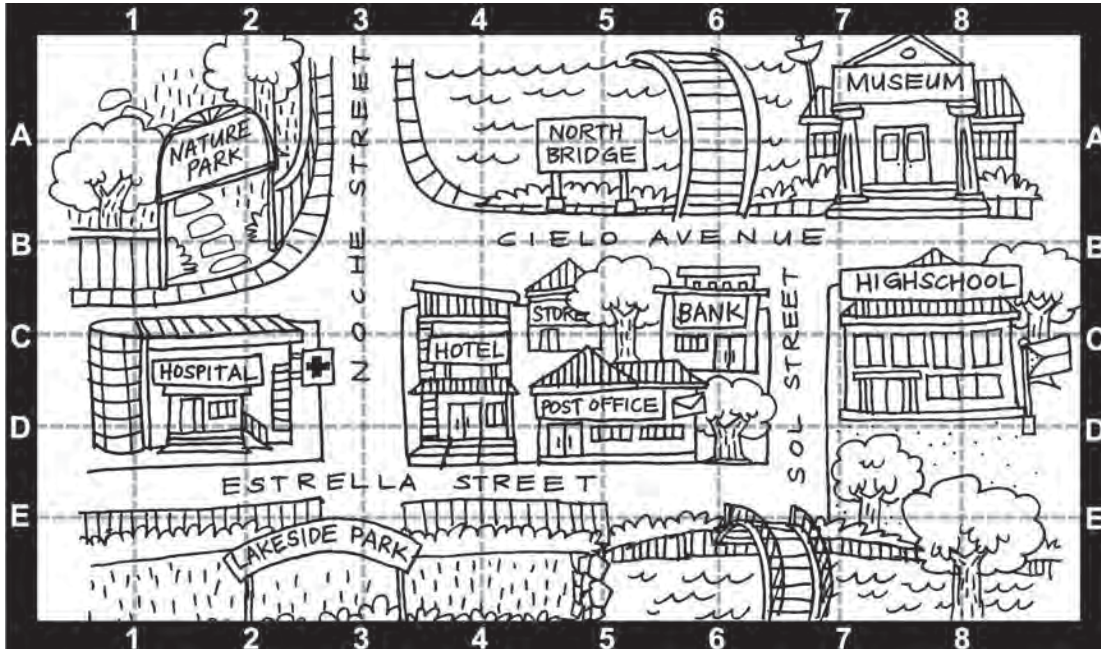
3. Draw a black X where Rivera Street meets Carlos Bridge.

4. Draw a blue X at the address 180 Rivera Street.

5. What city building is located along 1st Avenue?

Measure My Learning

Study the city map, then do the activity.



1. Which bridge is closest to the museum?

2. What park is located in A2?

3. When you look north, you see the river.
When you look east, you see the High School.
Where are you?

4. What building is across the hospital?

5. What is the park along Estrella Street?
