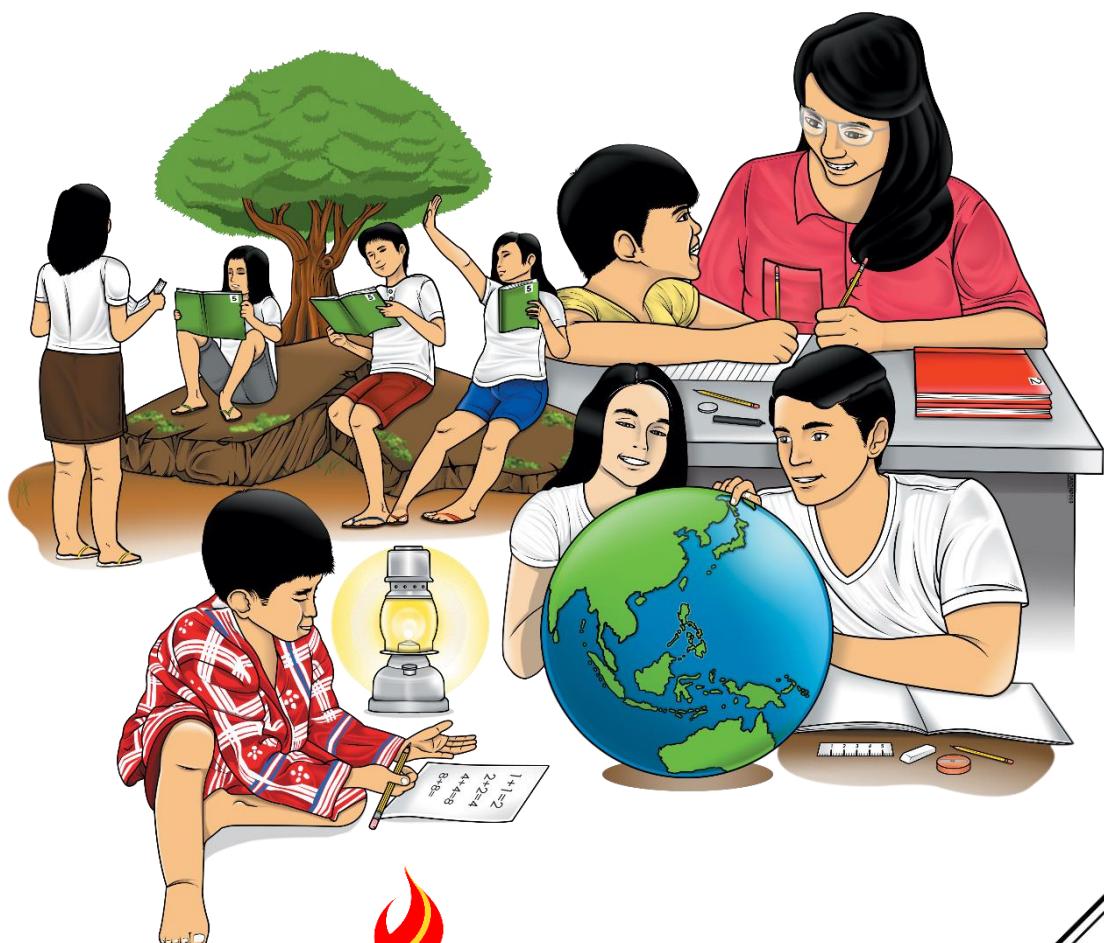


English

Quarter 4–Module 2: Matching Pictures with their Sight Words



English – Grade 2

Alternative Delivery Mode

Quarter 4- Module 2: Matching Pictures with their Sight Words

First Edition, 2020

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2

English

Quarter 4-Module 2

Matching Pictures with their Sight Words

Introductory Message

For the facilitator:

Welcome to the English Grade 2 Alternative Delivery Mode (ADM) Module on Matching Pictures with their Sight Words!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator, in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners with guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the Learner:

Welcome to the English 2 Alternative Delivery Mode (ADM) Module on Matching Pictures with their Sight Words!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

 <i>What I Need to Know</i>	This will give you an idea of the skills or competencies you are expected to learn in the module.
 <i>What I Know</i>	This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.

 What's In	<p>This is a brief drill or review to help you link the current lesson with the previous one.</p>
 What's New	<p>In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.</p>
 What is It	<p>This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.</p>
 What's More	<p>This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.</p>
 What I Have Learned	<p>This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.</p>
 What I Can Do	<p>This section provides an activity which will help you</p>

	transfer your new knowledge or skill into real life situations or concerns.
 <i>Assessment</i>	This is a task which aims to evaluate your level of mastery in achieving the learning competency.
 <i>Additional Activities</i>	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.
 <i>Answer Key</i>	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. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and 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 answering the tasks in this module, do not hesitate to 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 deep understanding of the relevant competencies. You can do it!



What I Need to Know

This module provides you with activities on matching pictures with their sight words. By doing so, you will have a better understanding about common sight words and be able to read them correctly.

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

1. read the sight words in phrases, sentences and short paragraphs;
2. write the sight words that tell something about the pictures; and
3. match the pictures with their sight words.



Notes to the Teacher/Facilitator

This module enables a learner to read the sight words used in phrases, sentences and paragraphs. It also guides them to match the pictures with their sight words.

Give the learner the needed support to help him/her gradually master the target competency.



What I Know

Directions: Read each sentence with the underlined sight word in Column A. Then, match each word with its picture in Column B. Write the letter of the correct answer on your paper.

Column A

1. Ben has a pen.

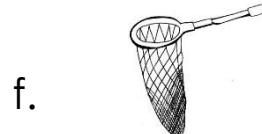
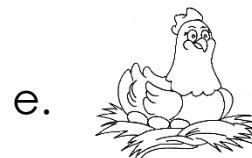
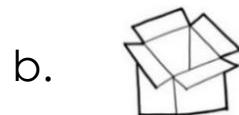
2. The hen lays eggs.

3. Wipe your feet on the mat.

4. The box is empty.

5. The bat flies.

Column B



For the facilitator: Let the learner answer the pretest and he/she may skip this module if all items were answered correctly. The learner shall only proceed if he/she got a score four (4) or less.

Lesson 1

Matching Pictures with their Sight Words

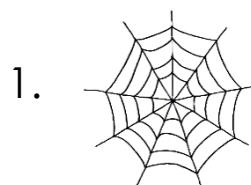
How are you? This week is another meaningful learning experience as you go about this module. This provides you with various activities that will help you develop your skill in reading sight words and identify the correct pictures that match with them.

Enjoy reading and answering this module as you get to familiarize the frequently used words that you can use to build your vocabulary.

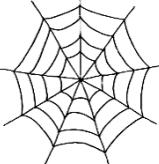


What's In

Directions: Name the picture provided below by supplying each blank with the correct vowel. Then, read your answers aloud.



1.



w _ b



2.

h _ t



3.

p _ n

4.



5.



b _ y

b _ n



What's New

Directions: Read the story and answer the questions that follow. Write the letter of the correct answer on your paper.

Will there be a Recognition Day?

It was almost the end of the school year in March. The Grade 2 pupils were excited to hear their teacher tell the class about the best academic performers in class. Mark and Giovanni were talking about it over the phone, since they were not allowed to go to school. Since their municipality is lockdown due to Covid-19 pandemic.



Giovanni: Hello! This is Giovanni, may I speak with Mark?

Mark: Hello, Giovanni this is Mark speaking.

Giovanni: Are you excited for this summer?

Mark: Yes! But I am more excited with my awards for this school year. For sure, my mama and papa will be proud of me.

Giovanni: I am sure you will get the highest award in the class. You are bright and diligent.

Mark: Thank you, but let us wait for our adviser's announcement. I am pretty sure you will get the second rank in the class. I know you are studious.

Giovanni: I hope so, but I am a bit worried about our present situation. I still don't know if we will still be allowed to go back to school for our Recognition Day.

Mark: I have the same feeling, Giovanni. My mom and dad told me about the present pandemic".

Giovanni: My mama and papa told me to keep praying for everyone to be better especially our situation. We can also encourage our classmates to join us in praying.

Mark: Why not? I know they will be interested to join.

Giovanni: Thanks Mark!
Bye for now Mark and I'll call you again tomorrow. Thank you for your time.

Mark: Thanks Giovanni for the call. Bye!

The next day, Mark and Giovanni's parents received an e-mail "informing them about the postponement of the Recognition Day and claiming the medals".

Comprehension Check:

1. When did the story happen?
 - a. in March
 - b. in summer of 2020
 - c. during a Recognition Day
 - d. during class time

2. Who are the main characters in the story?
 - a. Grade 2 class and their teacher
 - b. Giovanni and his parents
 - c. Mark and his parents
 - d. Mark and Giovanni

3. What were Mark and Giovanni worried about?
 - a. Mark and Giovanni were worried about their class.
 - b. Mark and Giovanni were worried about their awards.
 - c. Mark and Giovanni were worried about their present situation.
 - d. Mark and Giovanni were worried about their parents.

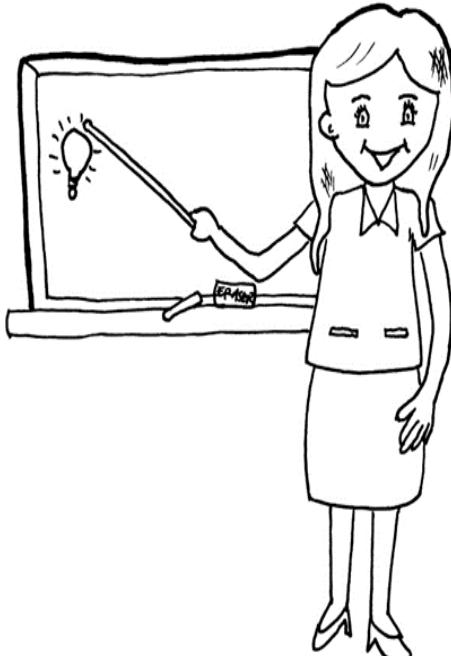
4. What did Mark and Giovanni's parents receive from their school?
 - a. e-mail
 - b. package
 - c. text message
 - d. snail mail

5. Why did Giovanni say that Mark will get the highest award in class?
 - a. because Mark is prayerful
 - b. because Mark is friendly
 - c. because Mark is diligent
 - d. because Mark is helpful



What is It

Sight words are also called high frequency words because they appear regularly in your reading and writing. These are commonly used words that young children like you should learn by heart as a whole by sight. Because of their high frequency, you can recognize, read, and understand them immediately upon seeing them. (2007) Through this, you can confidently read a sentence or a paragraph.



Other terms used to describe sight words include **service words** and **instant words** because you can recognize them instantly. They are also called **snap words** because you can know them in a snap. (Ceprano 314-322)

It is easy to know words by looking vowels and consonants also.

The following are sight words taken from the story "Will There be a Recognition Day?" Read them aloud.

end	year	were	Hear
class	best	our	Phone
not	go	under	May
with	get	bright	Wait
pretty	know	mom	Told
not	call	time	

Here are other examples of sight words. Read them aloud.

all	am	are	At
swam	near	hard	Blocks
not	care	walk	Door
ate	be	black	Ban
came	did	do	Eat
good	has	he	Into
new	no	now	On
please	pretty	ran	Tan
saw	say	she	Fan
soon	that	there	Can
this	ten	under	Want
see	candle	help	Too
bed	hot	cold	Pull
let	sleep	work	Him
home	pretty	our	Table
in	set	wait	Pray
men	hit	bet	Beat

You're doing great! Now, let us start working on the activities.

Let's go!



What's More

A. Directions: Read each sentence with the underlined sight word in Column A. Then, match it with the correct picture. Write the correct answer on your paper.

Column A

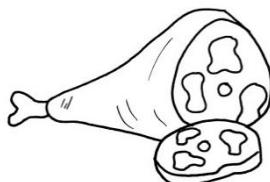
1. The boy is sad.
His pet dog died.
2. Mother uses pan in cooking
scrambled eggs.
3. Maria takes a nap every
2:00 o'clock in the afternoon.
4. Sophia and Rygel are having
fun while playing
Bato-bato pic.
5. Big houses usually have
a tub in their bathrooms.

Column B

- a. A simple line drawing of a frying pan with a handle.
- b. A line drawing of a person lying in a bed under a patterned blanket, appearing to be sleeping.
- c. A line drawing of two children, a girl in a dress and a boy in a striped shirt, holding hands and smiling.
- d. A line drawing of a young boy with a distressed expression, with sweat drops on his forehead and mouth.
- e. A line drawing of a bathtub filled with water and bubbles, with a faucet above it.
- f. A line drawing of a fountain pen.

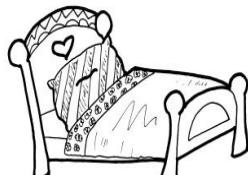
B. Directions: Arrange the letters in the box to form a word that matches with the picture. Write the correct answer on your paper.

1.



a m h

2.



b d e

3.



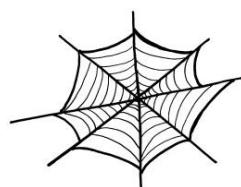
a g b

4.



i n b

5.

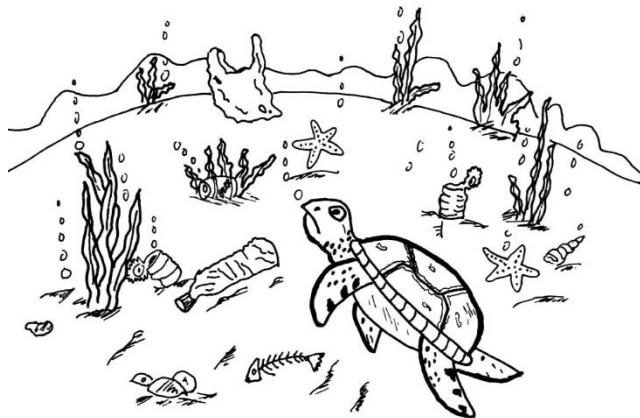


e w b

C. Directions: Read the story below. Then, answer the following questions.

A Sea Turtle

At the bottom of the ocean, lonely Pawi, a sea turtle, swam back and forth looking for food. She had not yet eaten for a couple of days. She swam continuously. Pawi finally found a pile of green leafy grass near a rocky ground. She excitedly swam toward the pile. Using her mouth, she grabbed and ate it.



Pawi munched a portion of the grass but she could not swallow it because it was hard. Pawi discovered that what she chewed was a plastic bottle. She immediately threw it away and went disappointed.

Comprehension Check:

Directions: Write the letter of the correct answer on your paper.

1. Who was Pawi?

- a. bottle
- b. a fish
- c. some algae
- d. a sea turtle

2. Where did Pawi live?

- a. in a bottle
- b. in the ocean
- c. in a rocky ground
- d. in a river

3. What did Pawi discover under the sea?

- a. green vegetables c. green salad
- b. green bottle d. plastic covered algae

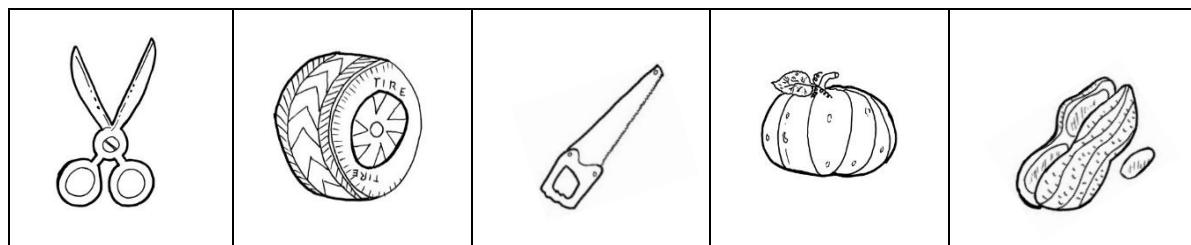
4. Why was she disappointed?

- a. She thought that the plastic covered algae was a food.
- b. She was tired swimming.
- c. She was hungry.
- d. She was alone.

5. What do you think will happen if Pawi ate the plastic bottle?

- a. She will grow bigger.
- b. She will turn into another sea creature.
- c. She will be poisoned.
- d. She will become faster.

D. Look at the picture in each box and read aloud the three sight words below it. Then, on your answer sheet, write the correct word that matches with the picture.



clip

where

sew

squash

nun

scissors

when

saw

square

nut

tongs

wheel

paw

squat

hut

E. Directions: Read the story below. Then, answer the questions that follow. Write the correct answer on your paper.

How Caring Are You?

At home, the Ruiz family was having a conversation at their living room. Mr. and Mrs. Ruiz asked their children on the things that they plan to do during the community quarantine due to COVID-19.

“We would do the household chores,” Maya and Julio answered.

“After that, we would answer our modules and read our books,” the two continued.

Mr. and Mrs. Ruiz were very happy to know how responsible their children are. That night, while Maya and Julio were sleeping, Mr. and Mrs. Ruiz thought of a way to surprise their children.

The next day, the two children were amazed by the gift their parents gave them. A pet cat was given to Julio while Maya received a pet dog.

“Thank you very much, Mom and Dad! We promise to take good care of them,” the two exclaimed as they were hugging their pets.

Julio named his cat Muning, while Maya named her dog Bantay.



“We would always give our pets with food to eat and water to drink,” Julio promised.

“That is right. We would also groom them and clean their shed often,” Maya added.

Mr. and Mrs. Ruiz were joyful to know that the two were responsible enough to take good care of their pets. They were also glad that their children would have something to do to make them more responsible during the community quarantine.

Comprehension Check:

1. What was the conversation of the Ruiz family all about?
 - a. about how to avoid having COVID-19
 - b. about the places under community quarantine
 - c. about their plans during the community quarantine
 - d. about their children
2. What is Maya’s pet?

a. cat	c. bird
b. pig	d. dog
3. What is Julio’s pet?

a. cat	c. bird
b. pig	d. dog
4. What was Julio and Maya’s promise to do with their pets?

a. walk them every morning	c. play with them
b. feed and groom them often	d. teach them a trick
5. Who are responsible with their pets?

a. Julio and Maya	c. Ana and Jose
b. Maria and Jose	d. Jona and Julio

Choose the proper sight word that will complete each sentence. Then, write the sentences on your paper.

1. I take good (care, bare) of my pet.
2. I (cut, clean) the shed of my cat.
3. Julio and Maya (give, happy) their pets food.
4. Her (web, pet) dog is very cute.
5. The children promised to (groom, give) their pets often.

F. Directions: Fill in each blank with the correct sight word. Use the picture as a clue. Write the letter of the correct answer on your paper.

1. The _____ is sinking.



- a. boat
- b. car
- c. ball
- d. bicycle

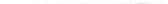
2. The cat is on the _____. 

- a. basin
- b. mat
- c. jar
- d. bag

3. The _____ is on the park.

- a. truck
- b. drum
- c. car
- d. bus



4. _____  and egg is my breakfast.

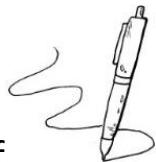
a. Fried fish

b. Bread

c. Juice drink

d. Hotdog

5. A _____



is in my bag.

a. ball

c. pen

b. scarf

d. notebook

G. Directions: Write the correct name of each picture. Choose your answers in the box.

ten

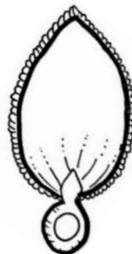
fan

rat

bell

can

clock



1. _____



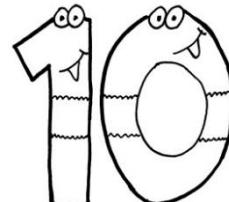
2. _____



3. _____



4. _____

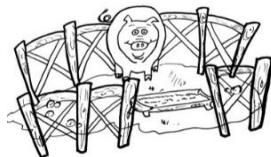


5. _____

H. On your paper, write the correct sight word that is described by each picture.

A Boring Pig's Pen

Hamlet is a pig. She is so bored living in her



(pig's pen, bird's nest). She always hear chopping, sizzling, crackling, pouring and popping.



She sniffs a lot of (fried chicken, fried fish) so, she thought that it was exciting inside the house.

One day, Hamlet planned to take a look at her owner's house. When she began her journey inside the house, she saw the (paw, cat) prints on the door mat. She slowly opened and slid the door. Hamlet noticed the (rat, dog) beside a pot with milk. She smelled and tasted the milk but she didn't like it. She moved forward and went to the kitchen. She smelled the fried chicken on the table but



she saw a (cat, dog) sleeping under the table where the fried chicken was.

Hamlet thought that it is more boring inside the house than her pen, since all the animals she saw were lazily asleep. She decided to go back to her pen and stayed happily there.



What I Have Learned

Directions: Fill in each blank to form a paragraph. Choose from the words or group of words in the box. Write the answers on your paper.

snap words

memorize

instant words

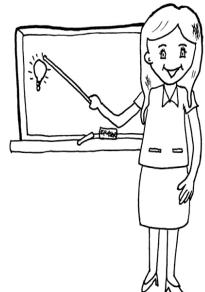
Sight words

clue words

commonly

_____ are also called high frequency words because they appear frequently in your reading and writing. These are _____ used words that young children like you should _____ as a whole by sight. Because of their high frequency, you can recognize, read and understand them immediately upon seeing them. Through this, you can confidently read a sentence or a paragraph.

Other terms used to describe sight words include service words and _____ because you can recognize them instantly. They are also called _____ because you can know them in a snap.

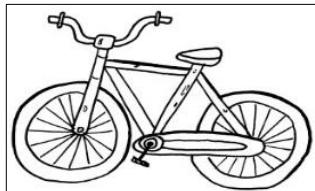
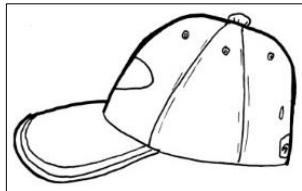


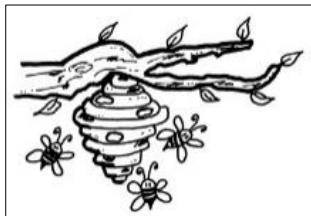
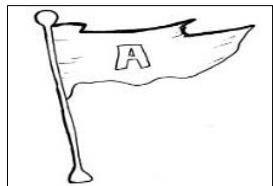


What I Can Do

Directions: Read each of the following sentences. Then, match the underlined word with its picture below. Write the letter of the correct answer on your paper.

- a. Ken has a cap.
- b. She rides on a bicycle.
- c. The bees are in the beehive.
- d. The flag is up.
- e. Anna plays some blocks.







Assessment

Directions: Match the underlined sight word in each sentence in Column A with its corresponding picture in Column B. Write the answers on your paper.

Column A

1. My friend has a
fish in the jar.

Column B

a.



2. I love the sound of the
church bell.

b.



3. The baby duck is swimming in
the pond.

c.



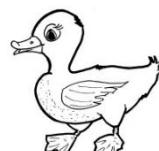
4. The pillow is more
comfortable than the couch.

d.



5. The top is rolling down.

e.



f.





Additional Activities

Directions: Match each picture in Column A with its sight word in Column B. Write the answers on your paper.

Column A

1.



Column B

a. pan

2.



b. mop

3.



c. net

4.



d. log

5.



e. sun

f. web



Answer Key

What I Know	1. c	2. e	3. d	4. b	5. a
What's In	1. web	2. hut	3. pan	4. boy	5. bin
What's New	1. a	2. d	3. c	4. a	5. c
What's More	1. d	2. a	3. b	4. c	5. e
What I Can Do It	1. ham	2. bed	3. bag	4. bin	5. web
Let's Do It	1. d	2. b	3. b	4. d	5. d
D.	1. scissor	2. wheel	3. saw	4. squash	5. nut
E.	1. d	2. A	3. B	4. A	5. B
F.	1. care	2. clean	3. give	4. pet	5. put
G.	1. boat	2. mat	3. car	4. bread	5. pen
H.	1. fan	2. can	3. bell	4. rat	5. ten
What I Have Learned	1. pig's pen	2. fried chicken.	3. paw's	4. dog	5. Cat under the table
What I Can Do	1. sight words	2. commonly	3. memorize	4. instant words	5. snap words
Assessment	1. a	2. d	3. e	4. c	5. b
Additional Activity	1. d.	2. a.	3. e	4. b.	5. c

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