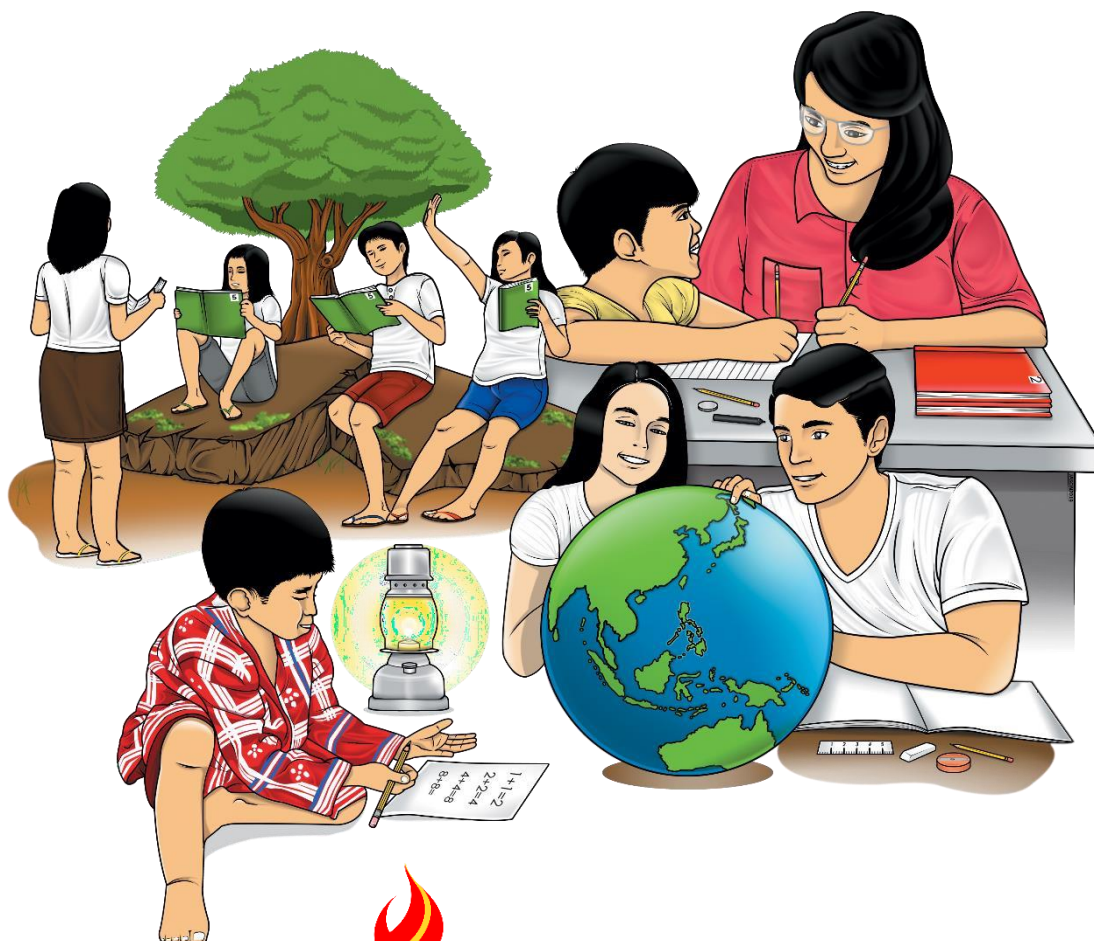


English

Quarter 2 – Module 6

Spelling High-Frequency Words with Short Vowel Sounds in CVC Pattern



English – Grade 2

Alternative Delivery Mode

**Quarter 2 – Module 6: Spelling High-Frequency Words with Short Vowel Sounds
in CVC Pattern**

First Edition, 2020

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Development Team of the Module

Writer	: Jenny Rose R. Santos
Editor	: June D. Cunanan
Reviewers	: June D. Cunanan, Ramil G. Ilustre
Illustrator	: Katy Chene S. Napao
Layout Artist	: Andres M. Cuyasan, Erwin H. Iruma

Management Team	:	Nicolas T. Capulong Librada M. Rubio Ma. Editha R. Caparas Nestor P. Nuesca Celia R. Lacanlale Ruby M. Jimenez June D. Cunanan
------------------------	---	--

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Office Address : Diosdado Macapagal Government Center, Maimpis,
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Telefax : (045) 598-8580 to 89; (045) 402-7003 to 05

E-mail Address : region3@deped.gov.ph

2

English

Quarter 2 – Module 6

Spelling High-Frequency Words with Short Vowel Sounds in CVC Pattern

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

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

1. write high-frequency words with short a, e, i, o, and u sound in CVC pattern (EN2S-III d-j-4); and
2. recognize high-frequency words with short a, e, i, o, and u sound in CVC pattern.

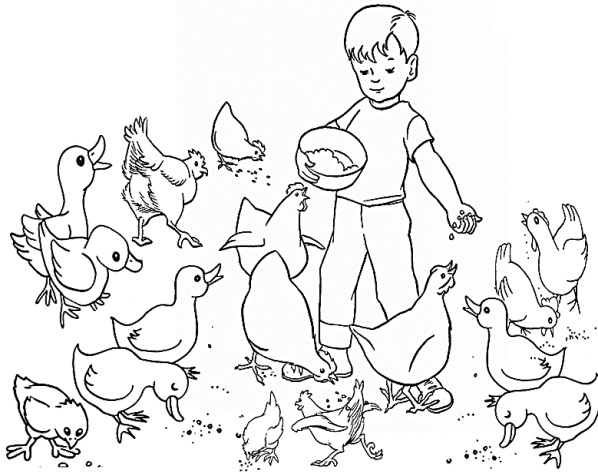


What I Know

Read the short story. Underline all the words with short a, e, i, o, and u sound in CVC pattern. Write your answers on your paper.

Farm Life

by: Jenny Rose R. Santos



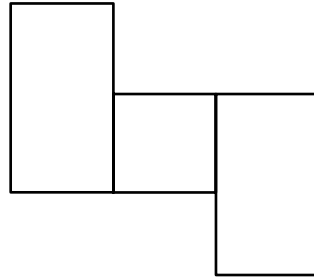
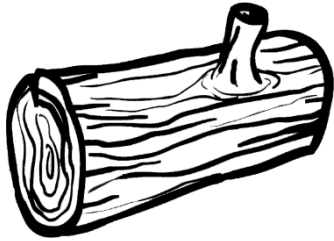
Every year, our family spends summer vacation at my grandparents' farm. Life on the farm is different from life in the city. We do not have gas or electric stove in the farm. My dad and grandpa need to cut a log into small pieces so that mom and grandma can cook breakfast. While everyone prepares for breakfast, I feed my grandparents' ten chickens and six ducks.

Every afternoon we go fishing in the pond. We grill the fish for our dinner.

At night we sleep early. The life on the farm is simple.

Spell the name of the pictures by writing the letters in the boxes. Use the words that you underlined in the story as your clues. Write the answer on your paper.

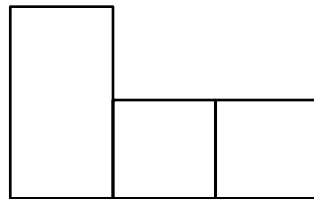
1.



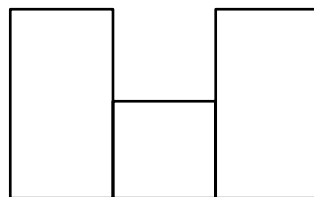
2.



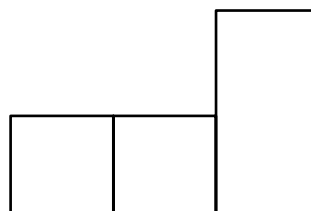
3.



4.



5.



Use the name of each picture from the previous activity to complete the sentences. Write the answer on your answer sheet.

1. _____ comes after nine.
2. _____ is used to make furniture like chairs.
3. We _____ the ribbon to open the gift.
4. _____ carries my brother on his back.
5. Number _____ comes before seven.

Lesson

1

Spelling High-Frequency Words with Short Vowel Sounds in CVC Pattern

CVC word begins with a consonant, followed by a short vowel, and ends with a consonant. On the other hand, high-frequency words are simply the commonly used words in printed text. High-frequency words help you increase the number of words you know by sight.

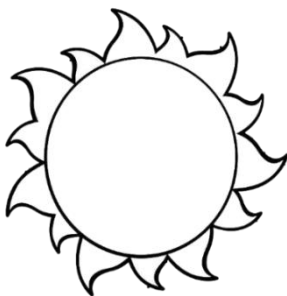


What's In

One way to master the skill of spelling is to have a solid understanding about letter sounds.

Replace the middle sound of each word to form a new word that matches the picture. Choose from the vowel /a/ /e/ /i/ /o/ and /u/. Then, write the word on your paper.

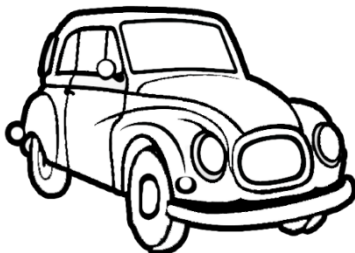
1.



s	o	n
---	---	---

s__n

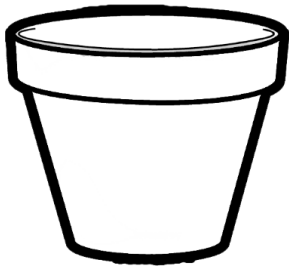
2.



c	u	r
---	---	---

c__r

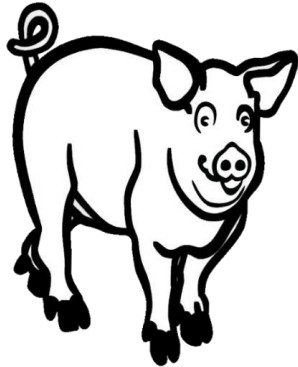
3.



p	e	t
---	---	---

p__t

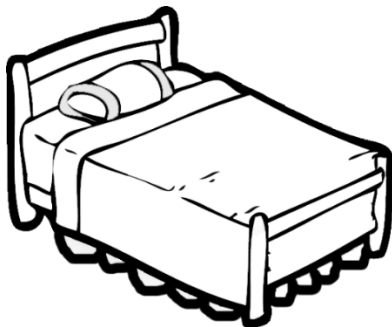
4.



p	u	g
---	---	---

p__g

5.



b	i	d
---	---	---

b__d



Notes to the Teacher

The teacher must consider the prerequisite skills like the schema or background knowledge of the learners. Phonemic and phonological awareness are needed in the development of the competency in spelling high-frequency words with short vowel sounds in CVC patterns.



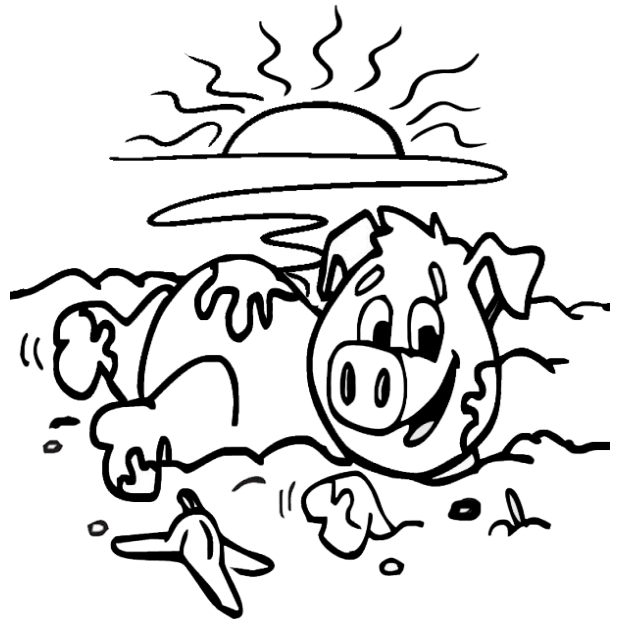
What's New

Have you seen a hog? Read the poem below about a hog on a mud. Then answer the questions that follow. Write the answers on your answer sheet.

A Hog on a Mud

by: Jenny Rose R. Santos

Bod is a fat
hog, He plays
on a mud Run
all day long
He had so much fun!
Bod runs until the sun goes
down. Bod fed, dig and dip
on the mud.
Bod got tired and fell
asleep but never
leaves the mud.
The bed of Bod is
mud. Bod loves mud
so much.



1. What is the poem all about?
2. Can you read all the underlined words again?
3. Are you familiar with high -frequency words with short vowel a, e, i, o and u sounds?
4. Can you give some examples of high -frequency words with short vowel a, e, i, o, and u sounds?



What is It

Learning spelling and pronunciation in English is a bit tricky and difficult but some patterns like CVC can make it easier.

C-V-C stands for consonant-vowel-consonant. A word with CVC pattern is a three-letter word that follows the spelling pattern of a consonant, then a vowel, and ends with a consonant.

CVC words almost always have short vowel sound. Here are some examples of words with short vowel sound following CVC pattern from the poem “A Hog on a Mud.”

Short /a/

fat
had

Short /e/

bed
fed

Short /i/

dig
dip

Short /o/

Bod
hog
got

Short /u/

run
fun
sun

Here are other sets of high-frequency words with short vowel a, e, i, o, and u sounds:

Short /a/

dad
had
can
has
bag

Short /e/

her
get
let
red
yet

Short /i/

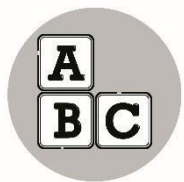
big
his
him
six
did

Short /o/

got
not
pop
box
top

Short /u/

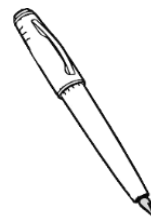
mum
cut
but
fun
hug



What's More

Guided Activity 1

Name the pictures below. Search for them in the word puzzle. The first picture has been done for you. Write your answers on your paper.



c	u	p	d	p
t	l	a	o	e
o	e	n	m	n
p	g	c	a	n
i	u	d	o	g

Guided Assessment 1

Say the name of each picture. Shade the circle next to the correct word. Do this on your answer sheet.

Example:



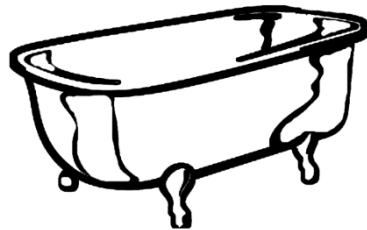
- ☒ cat
- ☐ cut
- ☐ kat
- ☐ kit

1.



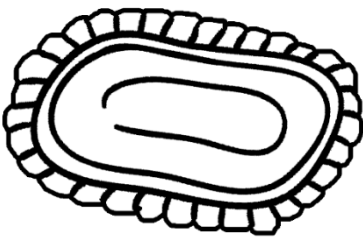
- ☐ fan
- ☐ fun
- ☐ pan
- ☐ pun

2.



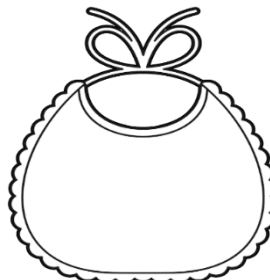
- ☐ fab
- ☐ rub
- ☐ tab
- ☐ tub

3.



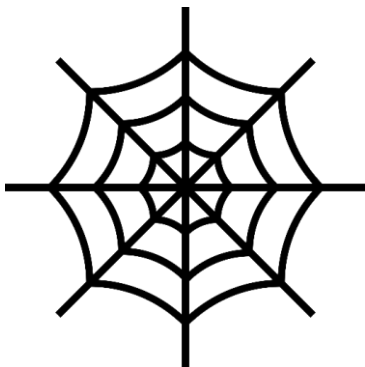
- ☐ tag
- ☐ tug
- ☐ rag
- ☐ rug

4.



- ☐ bib
- ☐ bit
- ☐ dib
- ☐ dit

5.



- ☐ deb
- ☐ Feb
- ☐ red
- ☐ web

Guided Activity 2

Choose the word that is spelled correctly based on the picture.
Write the correct answer on your answer sheet.

1.



fax fox pax pox

2.



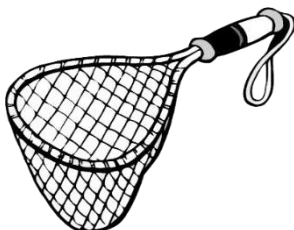
ran run ren rin

3.



mat met mit mut

4.



net nit not nut

5.



fan fun pen pin

Guided Assessment 2

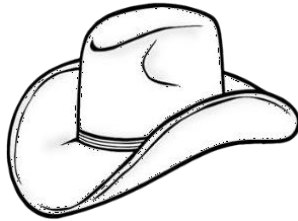
Write the missing letter to complete the name of the following pictures. Write your answer on your paper.

1.



s _ _ d

2.



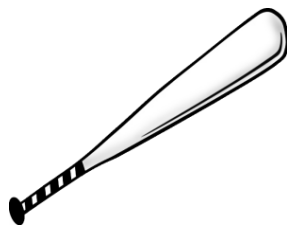
h a _ _

3.



g _ _ m

4.



_ _ a t

5.



j _ _ g

Independent Activity 1

Write the correct word that matches each picture.

Choose from the box and write your answer on your paper.

Word Bank		
map	sad	cop
mop	sud	cap

Example:



_____ sud _____



1. _____



2. _____



3. _____



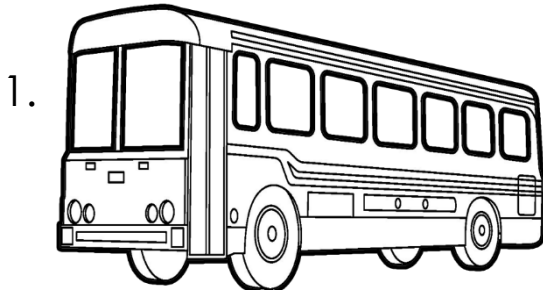
4. _____



5. _____

Independent Assessment 1

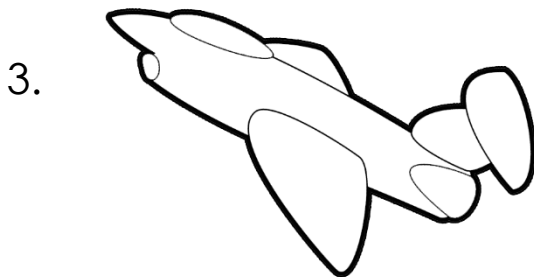
Name the following pictures by arranging the jumbled letters. Write the word in its proper column under the short vowel sound it carries. Write your answers on your answer sheet.



s u b



a g t



t e j



o h t



g i d

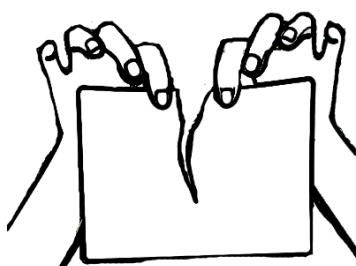
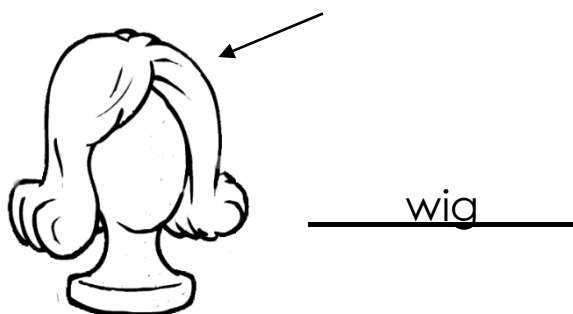
Short /a/	Short /e/	Short /i/	Short /o/	Short /u/

Independent Activity 2

Write the correct word under the picture. Choose from the box and write your answer on your answer sheet.

Word Bank		
bun	hen	wig
man	rip	sit

Example:



1. _____



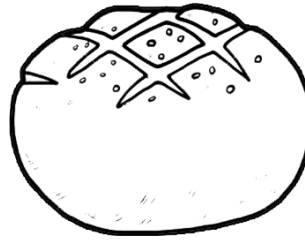
2. _____



3. _____



4. _____



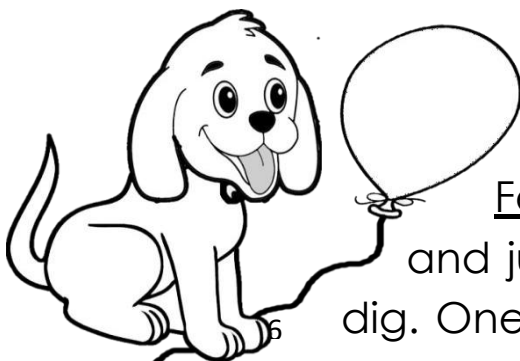
5. _____

Use the same words inside the box to complete the sentences. Write the answer on your answer sheet.

1. We accidentally _____ the test paper.
2. The _____ in front is Mr. Cruz, our English teacher.
3. She likes to eat big _____.
4. They _____ quietly while listening to the story.
5. Our _____ lays a lot of eggs.

Independent Assessment 2

Read the story below. Underline all the words with short *a*, *e*, *i*, *o*, and *u* sound in CVC pattern. Then, answer the questions that follow. Write your answer on your answer sheet.



Fed the Playful Dog

by: Jenny Rose R. Santos

Fed is a dog. He is big. He runs fast and jumps over a log. He also loves to dig. One time, Fed went to the park for a walk. He found a bag full of cob. He pulled the bag towards the top of the hill and played with it.

Fed goes back home only when the sun goes down.

At home, he plays a lot. He jumps and rolls on the floor. He sees a balloon and licks it. It pops! Oooooops, he needs to visit a vet now. He is such a playful dog.

Comprehension Question:

1. Who went for a walk in the park?
2. What did the dog find in the park?
3. Where did the dog go when the sun had set?
4. What does the dog love to do?
5. Why did the dog need to visit a vet?

Based on the story, write the CVC words you underlined in the column of their vowel sound. Write your answers on your answer sheet.

Short /a/	Short /e/	Short /i/	Short /o/	Short /u/



What I Have Learned

Let us see how well you have learned about high-frequency words with short a, e, i, o, and u sound in CVC pattern. Choose words from the box to complete the paragraph. Write your answers on your answer sheet.

Consonant high-frequency sight vowel words

CVC words begin with a consonant, followed by a short _____ and end with a _____. On the other hand, high-frequency words are simply the commonly used _____ in printed text. _____ words help learners to increase the number of words they know by _____.



What I Can Do

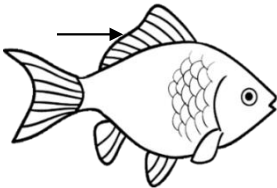
Name the pictures to complete the sentences. Write your answers on your answer sheet. The first one has been done for you.



A ram has long and curved horns.



1. Cat likes to chase a_____.



2. The use of _____ is to help the fish swim and move forward.



3. Mother uses her favorite _____ every morning



4. The boy is_____, so he decided to jog to lose some weight.

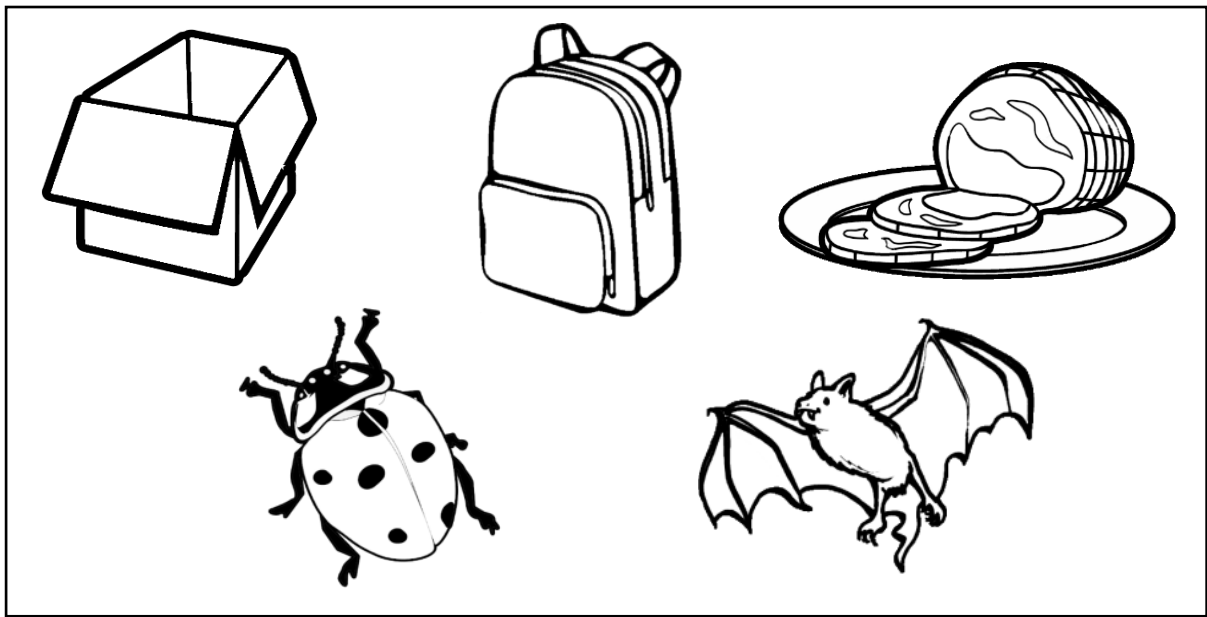


5. The_____has a mint flavor.



Assessment

Answer the riddle. Use the pictures inside the box as clues. Each answer has a short vowel sound in CVC pattern. Write them on your paper.



1. I am an animal. I sleep during the day and I stay awake at night. What am I?

2. I am a container. I am used as storage. I have six sides. What am I?

3. I am a food. I am made from whole meat. What am I?

4. I am a thing. I am used to carry things. What am I?

5. I am an insect. I have red and black spots. What am I?



Additional Activity

Write one example of high-frequency words with short a, e, i, o, and u sounds in CVC pattern under each column. Do it on your answer sheet.

Short /a/	Short /e/	Short /i/	Short /o/	Short /u/



Answer Key

ou iɪz ʃaʊndz paɪloʊn bɒbz 2. pɛsənzɪ ʃi 4. qɪd 3. mɔwe cɒp 5. a pɑd ʃuɪl oʃ 1. fɛd		zɪdʒɪ hɪdʒ ʃɛdʒuɛnsɪ mɔɪqz kɒnʒəʊnɪ lɔwɛɪ		2. dʌw 4. ʃaɪ 3. wʌd 5. ʃu 1. ʃaɪ		pʌd bɑd hɑw bɒx bɑɪ		maɪ laɪ ʌnzweɪz	
Assessment 5 Independent		learned What I have		What I Can Do		Assessment		Activity Additional	
			cɒp ɪd ʃɒb qɒd			2. pʌw 4. wʌw 3. zɪ 5. mɛn 1. ɪp	2. mɛn 4. zɪ 3. pʌw 5. wʌw 1. ɪp		
pɑd vɛɪ bɛn fɛd	vɛɪ bɛn fɛd	qɪd pɪd		zʌw					
\a\ zʌw	zʌw \e\ zʌw	\i\ zʌw	zʌw \o\ zʌw	zʌw \u\ zʌw		Activity 5 Independent			
2. bɛn 4. caɪ 3. ɪd 5. ʃɒb 1. qɒd	2. wɛp 4. pɪp 3. ɪn 5. ʃɒp 1. ʃaɪ	2. bɪn 4. nɛɪ 3. wʌɪ 5. ʃu 1. ʃɒx	2. ɪn 4. paɪ 3. dɛw 5. mʌɪ 1. zɑd	2. cɒb 4. wʌb 3. wɒb 5. zɑd 1. cʌb		2. qɪd 4. mɒɪ 3. ɪɛɪ 5. ʃaɪ 1. pʌz			
1 Activity Guided	1 Assessment Guided	5 Activity Guided	5 Assessment Guided	Activity 1 Independent		Assessment 1 Independent			
What's More									

2. cuɪ 4. dʌd 3. ʃɛn 5. zɪx 1. ɪd nɒɪ dʌz ʃɛn dʌd cuɪ pɪd What I know	2. zɪx 4. dʌd 3. cuɪ 5. ɪd 1. ʃɛn zɪx mɔw	2. pɛd 4. bɪd 3. bɒɪ 5. caɪ 1. zʌw What's in	maɪ laɪ ʌnzweɪ ɪɛw What's	bɑɪ Dɪskʌʃən What's it
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For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrp@deped.gov.ph