

PIVOT^{4A}

LEARNER'S MATERIAL



GRADE 2

English



QUARTER 4

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PIVOT 4A Learner's Material
Quarter 4
First Edition, 2021

English Grade 2

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Published by: Department of Education Region IV-A CALABARZON

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PIVOT 4A CALABARZON English G2

Reading Short Vowel Sounds

Lesson

I

There are five vowels in the English alphabet. They are Aa, Ee, Ii, Oo, and Uu. Short vowel sounds are pronounced in a short form. They are used to refer to the sounds that most often correspond to the letters 'a,' 'e,' 'i,' 'o,' and 'u'. When the vowel occurs individually between consonants, they follow the Consonant-Vowel-Consonant (CVC) pattern.

In this lesson, you are expected to read words with short a, e, i, o, u sounds in CVC pattern.

Read the following words. Pronounce the short vowel sounds in the words correctly.

a	e	i	o	u
cab	bed	bib	box	bud
dab	led	rib	cop	cud
tab	red	fib	mop	bug
dam	met	mix	top	cup
jam	let	fix	off	sun
ham	pet	six	for	pup

Which words produce short a, e, i, o, and u sounds?

D

Learning Task 1: Identify the word which short vowel sound corresponds to the given letter at the left. Write the correct answers in your notebook.

- | | | | | |
|------|---|-------|------|--------|
| 1. a | - | map | may | faucet |
| 2. e | - | apple | leg | bee |
| 3. i | - | fin | fine | hide |
| 4. o | - | lot | loot | loud |
| 5. u | - | cat | bug | men |

Learning Task 2: Put a check mark (/) if the pair of words have short vowel sounds, and cross out (X) if they differ.

- | | |
|--------------------|--------------------|
| _____ 1. cab - tap | _____ 4. cut - mat |
| _____ 2. fed - fin | _____ 5. jet - ten |
| _____ 3. sip - fit | |

Learning Task 3: Read and identify the word with the same vowel sound as the name of the picture.. Write your answers in your notebook.



1. mat



2. bed



3. bib



4. top



5. cup

mop	bid	lot	lap	cop
bag	men	rib	jog	tub

Reading Short Vowel Sounds

The short a sound is what you hear in words like "map" or "dam."

The short e sound is what you hear in words like "bed" or "leg."

The short i sound is what you hear in words like "bib" or "fin."

The short o sound is what you hear in words like "box" or "lot."

The short u sound is what you hear in words like "bud" or "cup."

To be able to read short vowel sound in a CVC pattern correctly, take note of the sound of each letters, blend their sounds and pronounce the words correctly.

E

Learning Task 4: Copy the words listed below in your notebook. Encircle the word that does not have the same vowel sound as the rest in the group.

- | | | | |
|--------|-----|-----|-----|
| 1. dab | van | met | fad |
| 2. ham | hub | rub | sum |
| 3. dot | den | fog | pot |
| 4. web | men | not | peg |
| 5. kid | win | tip | red |

Learning Task 5: Read and add a word with the same short vowel sound to the set of words in each item. Choose your answer from the words listed inside the box. Write your answers in your notebook.

pot	bed	dip	tag	tug
-----	-----	-----	-----	-----

1. hen, get, _____
2. hop, rod, _____
3. lab, vat, _____
4. big, hit, _____
5. bud, bug, _____

Learning Task 6: Study the puzzle below. Read and find the words with short a, e, i, o, u sounds. Write your answers in your notebook.

j	h	u	g	k
l	i	p	o	h
e	d	l	t	v
d	c	h	a	m

A

Complete the paragraph by selecting your answers from the given choices. Write your answers in your notebook.

short	Vowels	a, e, i, o, u
-------	--------	---------------

The five vowel letters in the English alphabet are (1)_____. (2)_____ in the English language can represent a variety of sounds. When there is only one vowel in a word and it is found between two consonants (consonant-vowel-consonant), the vowel usually makes a (3)_____ sound.

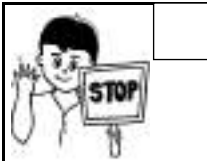
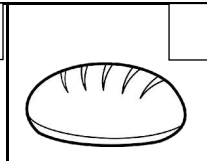


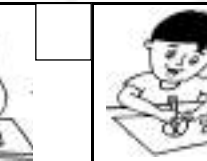
Sight Words

Lesson

I

Sight words are words that are commonly and phonetically irregular. They are considered high-frequency words that are not easily represented by pictures. They do not follow the usual spelling rules. These words must be memorized, understood, and read as a whole. Because of their high frequency, readers need to recognize, read, and understand them almost immediately upon seeing them.

In this lesson, you have to match pictures with correct sight words.

				
A. give	B. ask	C. bread	D. draw	E. stop

Examine the pictures above and the list of sight words in the box. Then, answer the questions below.

Can you match the pictures with the correct sight words?
What can you say about the sight words?

D

Learning Task 1: Write the correct sight words that match the pictures. Choose your answer inside the box. Write your answer in your notebook.

busy	care	walk	air	eat
------	------	------	-----	-----



1. _____



2. _____



3. _____








4. _____



5. _____

Learning Task 2: For each number, mark with a check (✓) if the picture matches the sight word and mark with a cross (X) if the picture and sight word do not match. Write your answers in your notebook.

1. 	cake	4. 	house
2. 	chair	5. 	carry
3. 	across		






Sight Words

Sight words do not consistently match up to their letters. They have unusual spelling patterns and difficult pronunciation. So it is necessary to memorize them.

Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
air	cake	end	game	lady	people
also	care	eat	grew	large	question
above	coat	ear	gone	late	round
answer	carry	eye	glad	later	sign
behind	clean	each	great	learn	table
bread	dark	face	hall	listen	upon
bright	dear	few	heavy	mouth	useful
buy	does	fine	house	minute	year
busy	done	follow	hope	mountain	world

E

Learning Task 3: Match the pictures in **Column A** with the correct sight words in **Column B**. Write the letter of your answers in your notebook.

A	B
___ 1. 	A. table
___ 2. 	B. round
___ 3. 	C. clean
___ 4. 	D. fly
___ 5. 	E. mountain

Learning Task 4: Match the picture with its correct sight word. Choose your answer from the words listed above the boxes. Write your answers in your notebook.

girl	read	eyes	think	lunch
1. 	2. 	3. 	4. 	5. 

Learning Task 5: Draw a picture that matches with the following sight words. Do this in your notebook.

1. coat	2. money	3. game	4. fire	5. home
---------	----------	---------	---------	---------

A

Complete the paragraph by selecting your answers from the given choices. Write your answers in your notebook.

spelling	sight words	memorize
----------	-------------	----------

Recognizing (1)_____ automatically is advantageous for all readers. Many sight words have unusual (2)_____ patterns and difficult pronunciation. Therefore, it is necessary to (3)_____ them.

Two -Syllable Words

Lesson

I

English words can have one, two or even more syllables. A syllable is a word or part of a word that has only one vowel sound.

In this lesson, you are expected to spell two-syllable words with short a, e, i, o, u sounds.

You will be meeting short words that are composed of syllables. Read out loud the following words. Examine the list of words in the column A and column B. Then, answer the questions below.

A	B
cat	salad
bed	seven
big	picnic
dot	cotton
mud	fungus

How many syllable/s are there in each word under **Column A**? in **Column B**?

D

Learning Task 1: Complete each word by supplying the missing letter. Choose from the vowels inside the parentheses. Write the complete words in your notebook.

1.



n__pkin

(a, e, i, o, u)

2.



p__ncil

(a, e, i, o, u)

3.  k__tten (a, e, i, o, u)

4.  parr__t (a, e, i, o, u)

5.  cact__s (a, e, i, o, u)

TWO-SYLLABLE WORDS

A **syllable** is created by pronouncing the sound of a vowel combined with other consonant sounds. The number of times that you hear the sound of a vowel is the number of syllables in a word.

Two-syllable words are words that when spoken, have two definite group of sounds. The word **tab** has one syllable while the word **tablet** (tab-let) has two syllables.

Read more examples below.

garden

tennis

river

sister

blanket

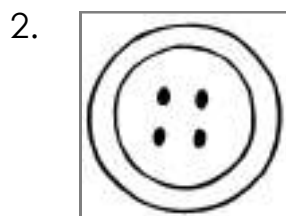
handle

E

Learning Task 2: Complete the following two-syllable words by supplying the missing vowel. Use the pictures as your guide. Write the complete words in your notebook.



muff__n



b__tton



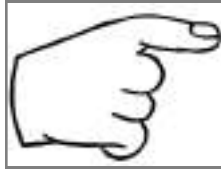
c__mel

4.



doct_r

5.

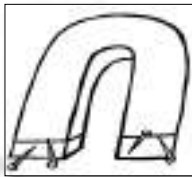


fing_r

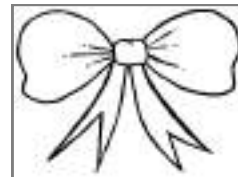
Learning Task 3: Identify the two-syllable words represented by each picture. Write the words in your notebook.



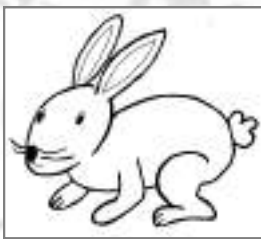
1. _____



2. _____



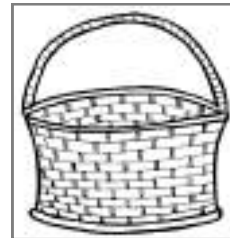
3. _____



4. _____



5. _____



6. _____

A

Complete the paragraph by selecting your answers from the given choices in the box. Write your answers in your notebook.

more

Two-syllable words

syllable

vowel

A (1)_____ is the sound of a vowel that is created while we are pronouncing the letters a, e, i, o, u combined with other consonant sounds. The number of times that you hear the sound of a (2)_____ is the number of syllables in a word.

(3)_____ are words that when spoken, have two definite group of sounds. English words can have one, two or even (4)_____ syllables.

Personal Pronouns

Lesson

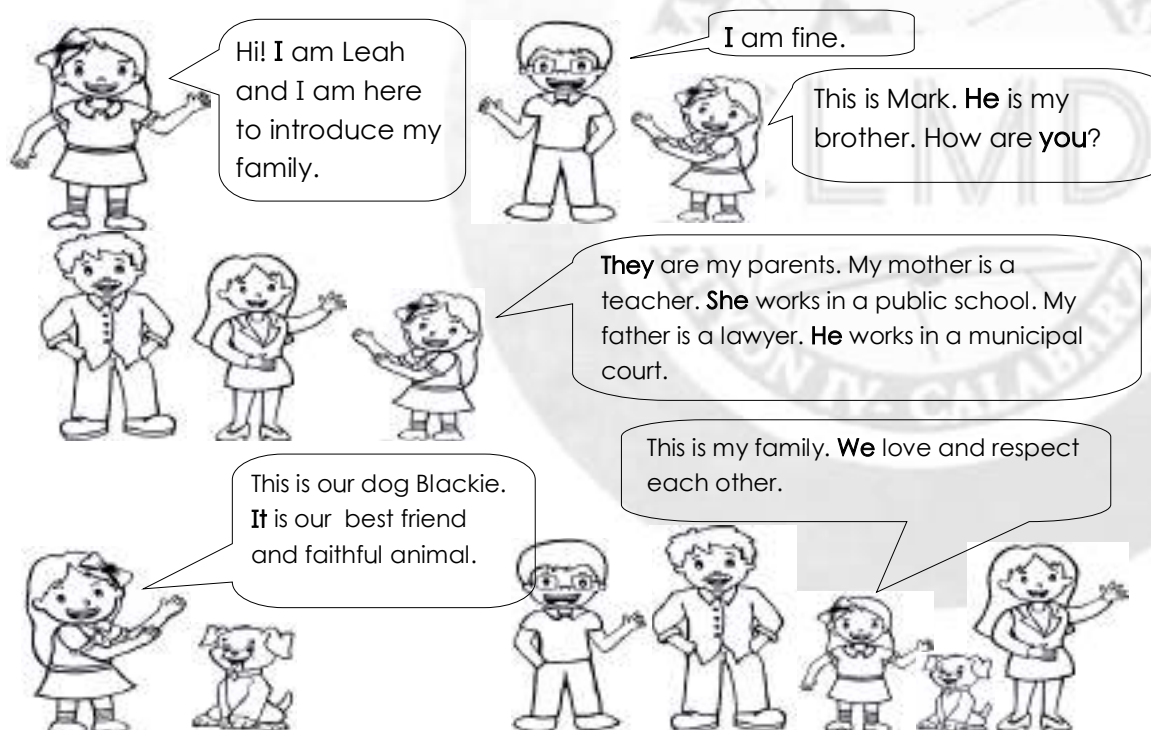
I

Personal pronouns are words used to replace the name of persons, groups or things. The most common personal pronouns are *I*, *you*, *he*, *she*, *it*, *we*, and *they*. They are primarily used to substitute nouns.

In this lesson, you are expected to use personal pronouns in a dialogue.

Read and examine the story below.

My Family



Answer the following questions:

1. Who are the members of Leah's family?
2. What are the pronouns used in the dialogue?
3. What nouns are substituted by the pronouns *I*, *he*, *she*, *it*, *we*, *you* and *they*?



Learning Task 1: Change the word or words in the parentheses with the correct pronouns He, She, It, or They. Remember to begin your sentence with a capital letter. Do this in your notebook.

1. (The family members) _____ are at the beach.
2. (Clarissa) _____ really likes swimming.
3. (Mother) _____ puts on sun cream.
4. (Winston) _____ brings a ball.
5. They have fun and play with (a ball) _____.

Learning Task 2: Choose from the box the correct pronoun for the underlined nouns. Write your answers in your notebook.

Example:

Maria forgot to bring her bag.

he	she	it
----	-----	----

1. Lea, Lory and Roy (spoken to) must hurry up, or we will be late.
2. Laura sings sweetly.
3. Ronan opened the big blue box.
4. The box was filled with good things.
5. Wendy and Riza have tickets.

we	they	you
----	------	-----

he	she	it
----	-----	----

he	she	it
----	-----	----

I	you	it
---	-----	----

we	they	you
----	------	-----

We use **I**, **you**, **he**, **she**, **it**, **we** and **they** when we talk about people, animals and things.

Singular

(Only One)

I (speaker)
You (spoken to)
He, She, It (spoken about)

Plural

(Two or more)

We
You
They

I refers to the person speaking.
 You refers to the one spoken to, it may be one (singular) or many (plural).
 She refers to a girl spoken about.
 He refers to a boy spoken about.
 It refers to animals or things spoken about.
 We refers to many persons speaking. (plural)
 They refers to more than one person spoken about.

E

Learning Task 3: Match the nouns in **Column A** with the correct pronouns in **Column B**. Write the letter of your answer in your notebook.


Column A

- ___ 1. box
- ___ 2. uncle
- ___ 3. brother and I
- ___ 4. Luisa and Bea
- ___ 5. Mrs. Merano

Column B

- A. she
- B. we
- C. they
- D. he
- E. it

Learning Task 4: Complete the dialogue with the correct personal pronouns. Do this in your notebook.



2. ___ never heard of that game.

Lory, let us play another game. Do 1. ___ know how to play patintero?

Patintero is played outdoors. 3. ___ is played on a rectangular grid with two equal teams.

Yes! 4. ___ will surely love this game. Let us also asks Jhona to join us. 5. ___ will also be happy to play this game.

Can we play it? Let us call Raki, Lyka, Weny, Alvin and Roy to play with us.



Write a dialogue for the characters below. Use personal pronouns. Do this in your notebook.



Ana: Bryan, what do you want to eat?

Bryan: _____

Ana: _____



Ruel: Sarah, Mother asked us to clean the house.

Raquel: _____.

What do you want me to do?

Ruel: _____

Raquel: _____

Demonstrative Pronouns

I

Lesson

Demonstrative pronouns are pronouns that point to specific objects. They take the place of a noun, noun phrase, activity, or situation. They are: *this*, *these*, *that*, and *those*.

In this lesson, you are expected to use demonstrative pronouns in a dialogue. Examine the dialogue below.

Jay: Is this your pencil?

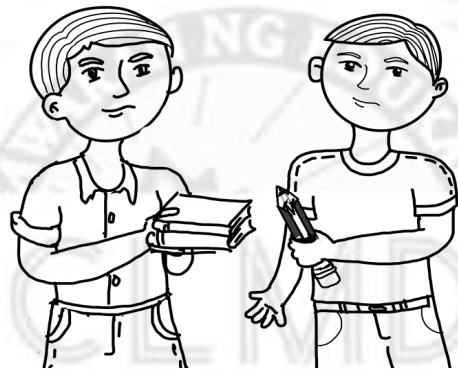
Ron: Yes, that is my pencil.

Jay: Are these your books?

Ron: No, those are not my books.

Jay: Whose books are these?

Ron: I am not sure.



What words are used to point objects in the dialogue?

D

Learning Task 1: Fill in the blanks with **This** and **That**. Write your answers in your notebook.

1. _____ is my medal.



2. _____ is my favorite ball.



3. _____ is a basket.



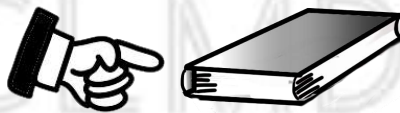
Learning Task 2: Identify the demonstrative pronoun in each sentence. Write your answers in your notebook.

1. Those are carabaos.
2. I will forget this if I do not write it down.
3. This is an apple.
4. Give me that!
5. These belong to my brother.

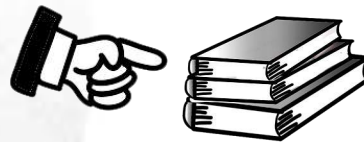
Demonstrative pronouns are used to identify one or a number of nouns that may be far or near in distance or time.

This and **that** are singular demonstrative pronouns and **these** and **those** are plural demonstrative pronouns.

This and **These** point to nouns that are near the speaker.

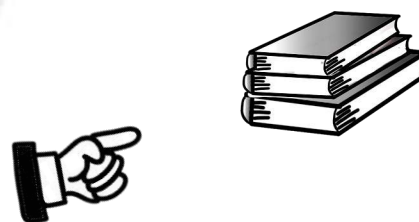
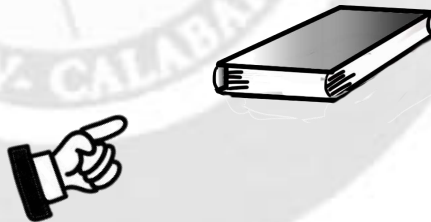


This is book.



These are books.

That and **those** point to nouns that are far from the speaker.

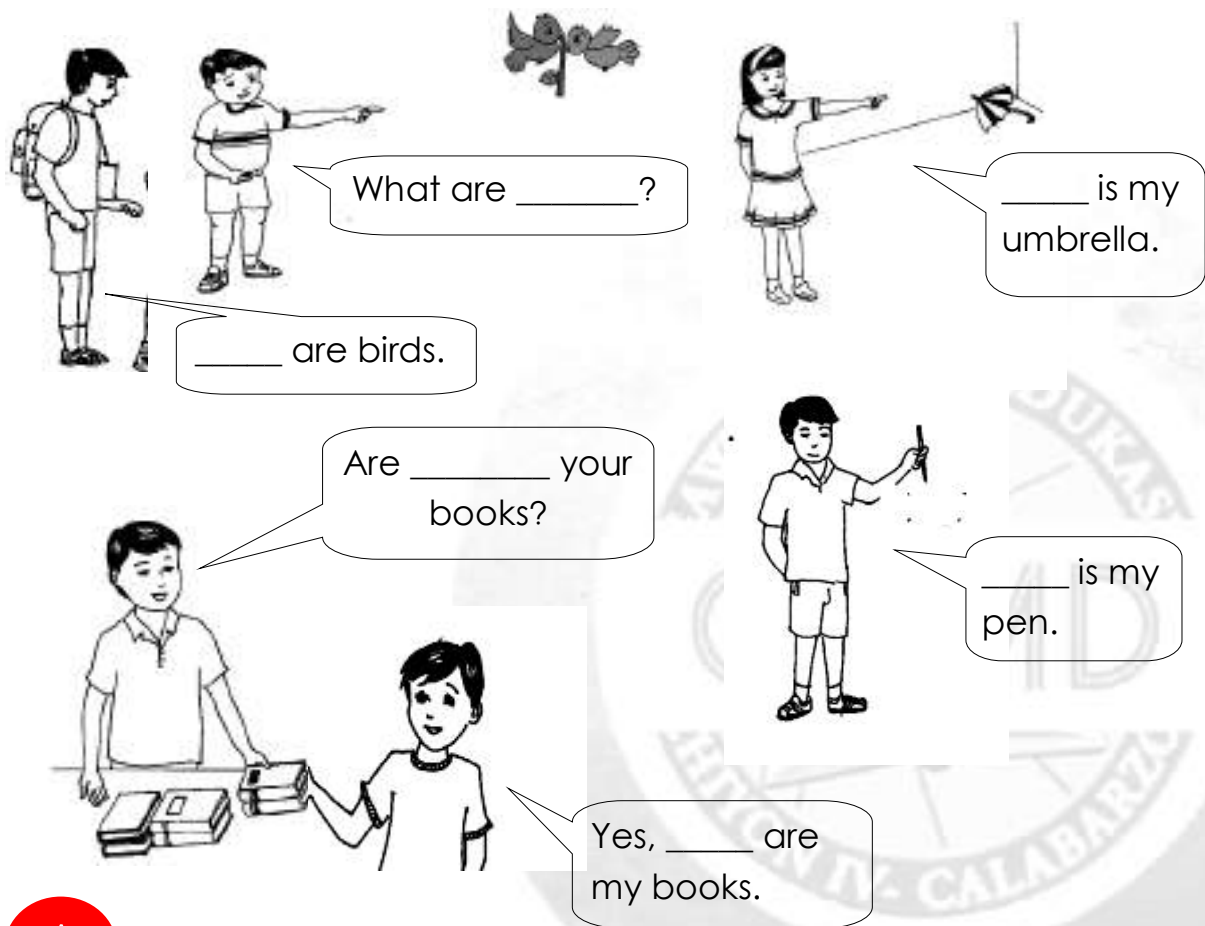


E

Learning Task 3: Write **This**, **That**, **These**, and **Those** to complete each sentence. Be guided by the clues in the parentheses. Do this in your notebook.

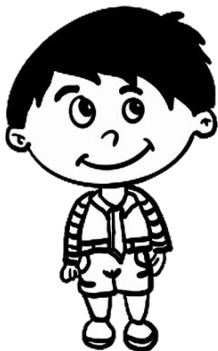
1. _____ was mailed in Tayabas City. (a letter held by the speaker)
2. _____ guard our house at night. (dogs near the speaker.)
3. _____ are pigeons (pointing to the sky)
4. _____ is my mother's garden. (garden far from the speaker)
5. _____ is my favorite pouch. (holding the pouch)

Learning Task 4: Fill in the blanks with **this**, **that**, **these** and **those**. Do this on your notebook.



A

Write a dialogue using **this**, **that**, **those** and **these**. Do this on your notebook.



Preposition

Lesson

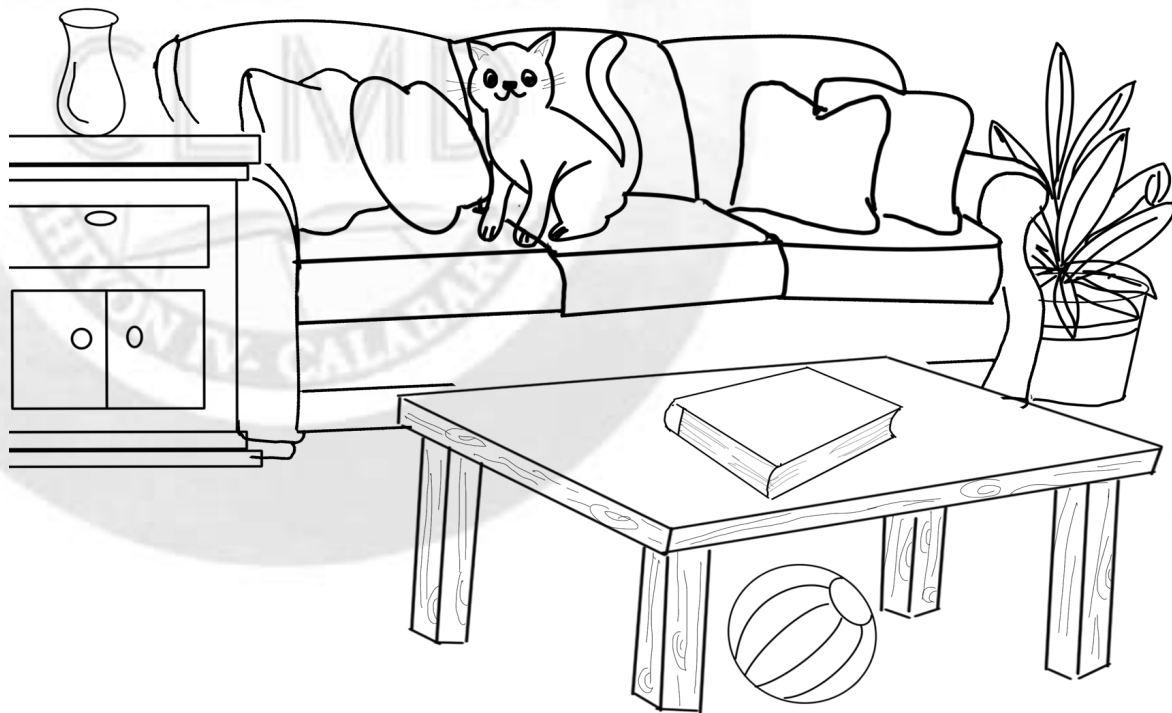
I

Preposition is a word that shows the relationships of words within a sentence. It is normally placed before nouns.

In this lesson, you are expected to use common prepositions in sentences.

Some of the common prepositions are **inside**, **outside**, **over**, **under**, **in**, **on**, and **beside**.

Study the picture, then identify the positions of the following objects.








1. ball _____
2. pillow _____
3. cat _____
4. book _____

D

Learning Task 1: Match each picture in **Column A** with the correct phrase in **Column B**. Write the letters of your answers in your notebook.

Column A

1. 
2. 
3. 
4. 
5. 

Column B

- A. apple **on** the book
- B. egg **beside** the plate
- C. fish **in** the aquarium
- D. butterfly **above** the flower
- E. ball **under** the table

Learning Task 2: Read the following phrases. Identify the preposition used in each phrase. Write your answers in your notebook.

- _____ 1. in the garden
- _____ 2. under the bed
- _____ 3. on the table
- _____ 4. beside the window
- _____ 5. above the tree

PREPOSITION

Preposition is a word placed before a noun or pronoun to show its relationship with other words in the sentence.

PREPOSITION OF PLACE

To refer to a place, use the preposition **in**, **on**, **under**, **above**, **beside**, **outside** and **inside**.

Examples:

1. They will eat lunch **in** the dining room.
2. The bag is **on** the chair.
3. The ball is **under** the table.
4. The bird flew **above** the house.
5. Put the pots **beside** each other.
6. Put the apple **outside** the basket.
7. Place the book **inside** the bag.

Learning Task 3: Choose from the parentheses the correct prepositions that best describe the pictures. Write your answers in your notebook.



- 1 . Aya is sitting (under, above) the tree.



- 2 . Toby and Alex are hiding (outside, inside) the cabinet.



- 3 . The fishermen swim (under, in) the deep sea.



- 4 . The dog is (above, beside) the man.

E

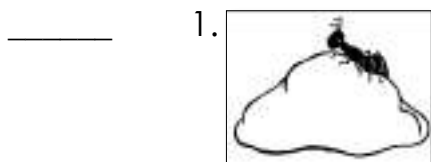
Learning Task 4: Complete each sentence with the correct preposition as seen in the picture. Choose from the list of words inside the box. Write your answers in your notebook.



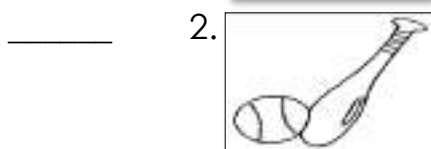
under in on above beside

1. The ball is _____ the table.
2. The books are _____ the table.
3. The plant is _____ the pot.
4. The table is _____ the cabinet.
5. The clock is _____ the picture frame.

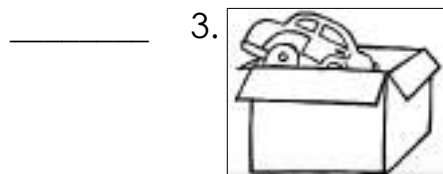
Learning Task 5: Identify the sentence that has the correct preposition as shown by each picture. Choose the letter of the correct answer. Write your answers in your notebook.



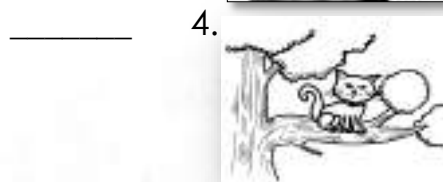
- A. The ant is **on** the rock.
- B. The ant is **under** the rock.
- C. The ant is **in** the rock.



- A. The ball is **above** the bat.
- B. The ball is **beside** the bat.
- C. The ball is **under** the bat.



- A. The toy car is **beside** the box
- B. The toy car is **in** the box.
- C. The toy car is **outside** the box.



- A. The cat is **under** the tree.
- B. The cat is **above** the tree.
- C. The cat is **on** the tree.



Complete the paragraph by selecting your answers from the box. Write your answers in your notebook.

Preposition

Preposition of Place

(1)_____ is a word that shows relationship of noun or pronoun to some other words in the sentences. (2)_____ shows where something is.

Medial Vowels

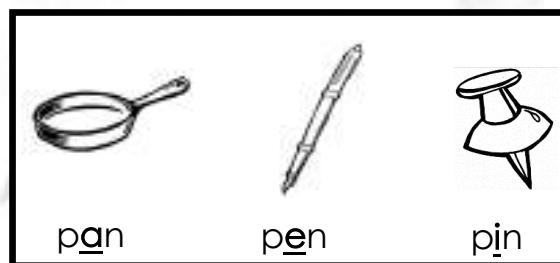
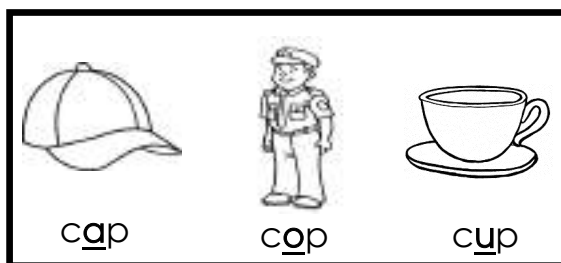
Lesson

I

A medial vowel is the sound found in the middle of words. It can easily be identified because of its position within words.

In this lesson, you are expected to differentiate words with different medial vowels.

Look at the pictures. Say the name of each picture. Pay attention to the medial vowel sounds.

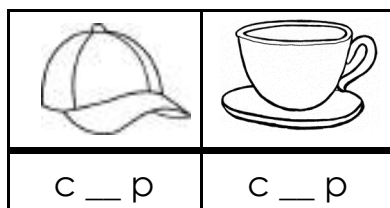


What did you notice about the medial vowel sounds?

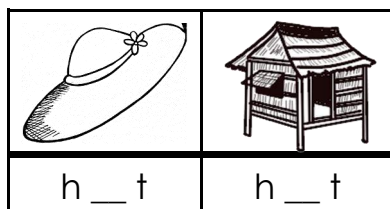
D

Learning Task 1: Write the missing medial vowel to form the word that names the pictures. Do this in your notebook.

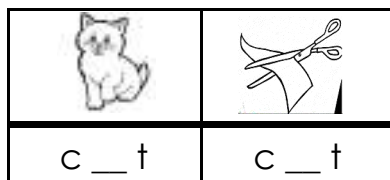
1.



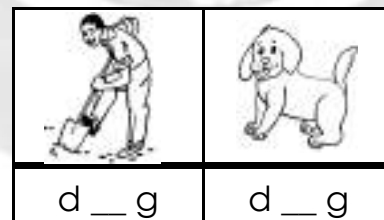
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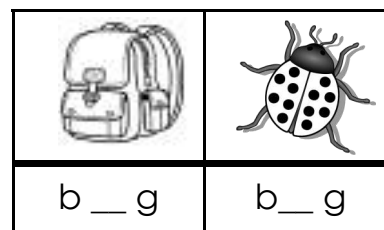
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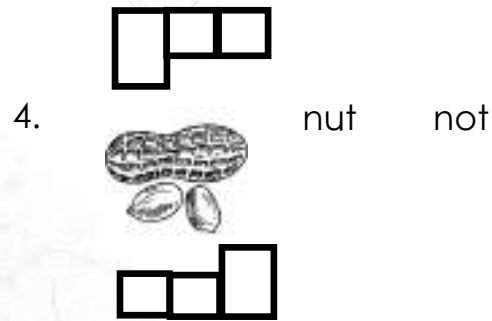
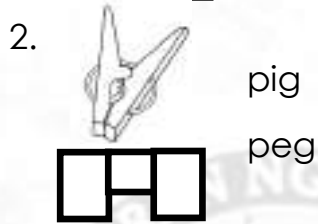
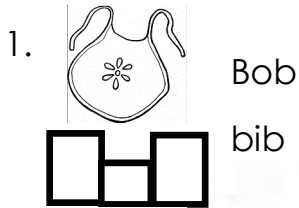
4.



5.



Learning Task 2: Name the picture by choosing the correct word.
Write your answers in your notebook.



MEDIAL VOWELS


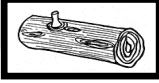



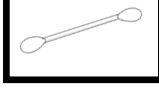




Medial vowels in a word can be changed to form new words.

Read the following examples:

bad	bed	bid	bud
Mad	med	mid	mud

E

Learning Task 3: Change the middle vowel to make new words. Write your answers in your notebook.

1. 	leg	→		_____
2. 	pan	→		_____
3. 	bed	→		_____
4. 	map	→		_____
5. 	bell	→		_____

Learning Task 4: Look at the picture. Write the correct medial vowel to complete the word. Write the answers in your notebook.

1. This is Wen's w__ g .



2. I have a big b__ d.



3. My pet d__ g digs.



4. He has t__ n pens.



5. The n__ t is wet.



Complete the paragraph by choosing your answer from the box. Write your answers in your notebook.

position

medial vowel

middle

A (1)_____ is the sound found in the (2)_____ of words. It can easily be identified because of its (3)_____ within words.

Reading Short Vowel Sounds in Phrases, Sentences and Stories

I

Lesson

Reading short vowel sounds in phrases, sentences, and stories is one of the techniques that builds fluency, aids comprehension, and improves oral reading skills.

In this lesson, you are expected to read phrases, sentences and short stories with short vowel sounds and answer who, what and where questions.

Read the following phrases and sentences with short vowel sounds.

big hen

The dog can wag his tail.

vet and cat

The mop is on the map.

has a hat

The man has a big bun.

What are the underlined letters?

D

Learning Task 1: Read the following phrases then answer the questions. Write the letter of your answers in your notebook.

1.



tag on a bag

What is on the bag?

- A. the tag
- B. the rug
- C. the mug

2.



A fat man

Who is fat?

- A. the vet
- B. the man
- C. the lad

Learning Task 2: Read the sentences and answer the questions. Write your answers in your notebook.

1. Cath eats rice and fish.

Who eats rice and fish? _____

2. The ham is in the pan.

What is in the pan? _____

3. The man is in the van.

Where is the man? _____

4. The rat is inside the hat.

What is in the hat? _____

5. The rag is in the bag.

What is in the bag? _____

PHRASE

A **phrase** is a group of words without complete thought.

Read the sample phrases below:

in the mud

for my cat

from the sun

at the mat

SENTENCE

Sentence is group of words with a complete thought. It begins with a capital letter and ends with a period.

Read the sentences below:

The cat sleeps in the mat.

I have a hat and a cap.

Ben has ten pens.

STORY

A **story** tells a single event or experience that helps you develop your vocabulary and comprehension skills.

Read the story below that contains **short vowel sounds**.

A Polite Dog

My dog Bop is a polite dog. It always follows my orders. When I say "sit", it sits. When I say "jump", it jumps.

One day I asked Bop to look after the food on the table as I go to the store. It guarded the food to make sure that no one comes near it. As I returned, Bop was still there, guarding the food. I am very happy to have a very obedient dog.

E

Learning Task 3: Read each sentence. Answer the questions. Write your answers in your notebook.

1. The fan is on the bed.

What is on the bed? _____

2. Dan has a pet hen.

Who has a pet hen? _____

3. The man is on the farm.

Where is the man? _____

4. The fish is on the net.

What is on the net? _____

5. Sam is holding a pen.

Who is holding a pen? _____

Learning Task 4 : Read the story then answer the questions. Choose the letter of the correct answer. Write your answers in your notebook.

In the Farm

My family owns a big farm. One day my cousins Pam and Nam came to the farm. Pam has a pet dog and Nam has a cat.

The dog ran to the pen and chased the hen. The cat jumped to the drum and fell on the ground.

1. Who came to the farm?
 - a. Pam
 - b. Nam
 - c. Pam and Nam
2. What did Pam and Nam have?
 - a. dog and duck
 - b. dog and cat
 - c. dog and rat
3. Where did the dog run?
 - a. in the pen
 - b. in the dam
 - c. in the drum

Learning Task 5 : Read the story then answer the questions. Write your answers in your notebook.

Nan and Dan

Nan and Dan are brothers. Nan is eight years old while Dan is seven years old. They are studying in Mabunga Elementary School. Nan has a big school bag while Dan has a small one. They ride a van with their father in going to school.

1. Who are brothers?
2. What is the size of Nan's bag?
3. What is the size of Dan's bag?
4. Where do they ride in going to school?
5. Who rides with them going to school?

A

Complete the paragraph by choosing your answer from the box. Write your answers in your notebook.

story

phrase

sentence

A (1)_____ is a group of words without complete thought while a (2)_____ is a group of words with complete thought. It starts with a capital letter and ends with a period.

A (3)_____ tells events and experiences. It helps develop your vocabulary and comprehension skills.

Short Vowel Sounds/Words

Lesson

I

The vowels are a, e, i, o, u. Short vowel sounds represent the basic English pronunciation. The correct pronunciation of English words depends on English vowel sounds. Short vowel sounds use the Consonant-Vowel-Consonant (CVC) pattern. The CVC pattern has a single vowel placed between two consonants; the vowel is pronounced as a short vowel sound.

In this lesson, you are expected to write the names of pictures with the short a, e, i, o, u sounds.

Look at the pictures in the table and answer the questions. Write and pronounce the name of each picture .



What can you say about the sounds of the vowel in each word?

D

Learning Task 1: Write in your notebook the correct word with short vowel sound for each picture. Choose your answer from the words listed in the box.

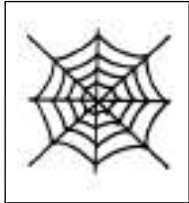
wed	cop	sip	man	nun
1.	2.	3.	4.	5.

Learning Task 2: Write the missing vowel sounds to complete the name of each picture. Write your answers in your notebook.

1. b__g



2. w__b



3. d__p



4. l__g



5. g__m



Learning Task 3: Choose the correct word that names the picture. Write your answers in your notebook.

1.



cup cop cap

2.



den pen fed

3.



mop hop top

4.



ban van bun

5.



vat bat pat

Short Vowel Sounds/Words

Vowels comprise the principal sounds of syllables. When a vowel is followed by a consonant in the same syllable, it has short sound. Example, The rat is fat.

The word rat and fat has the consonant following the vowel *a* so the vowel has a short sound.

E

Learning Task 4: Choose the word in the sentence that names the picture. Write your answers in your notebook.



1. The hen is fat.



2. She will plant a seed in the pot.
3. The boy runs.
4. Mother uses the peg to hang the clothes.

Learning Task 5: Fill in the blank with the word that contains short vowel sound. Use the pictures as clues. Write your answers in your notebook.



1. _____ on a chair.



2. This is a _____.



3. The _____ runs.



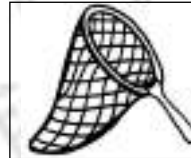
4. There is water in the _____.

Learning Task 6: Write the names of each picture with the short a, e, i, o, u sounds. Write your answers in your notebook.

1.



4.



2.



5.



3.



A

Complete the paragraph by selecting your answers from the given choices. Write your answers in your notebook.

Vowels

syllable

short

(1) _____ comprise the principal sounds of syllables. When a vowel is followed by a consonant in the same (2) _____, it has (3) _____ sound.



Key to Correction

READING SHORT VOWEL SOUNDS

Learning Task 1 1. map 2. leg 3. tin 4. lot 5. bug	Learning Task 2 1. / 2. X 3. / 4. X 5. /	Learning Task 3 1. bag 2. men 3. rib 4. jog 5. tub	Learning Task 4 1. met 2. ham 3. den 4. not 5. red	Learning Task 5 1. bed 2. pot 3. tag 4. Dip 5. tug	Learning Task 6 hug lip led ham got	A 1. a, e, i, o, u 2. Vowels 3. short
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SIGHT WORDS

Learning Task 1 1. walk 2. eat 3. busy 4. care 5. air	Learning Task 2 1. / 2. / 3. X 4. / 5. /	Learning Task 3 1. D. 2. A. 3. E. 4. B. 5. C.	Learning Task 4 1. eyes 2. lunch 3. gift 4. think 5. read	A Phase 1. sight words 2. spelling 3. memorize
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TWO-SYLLABLE WORDS

Learning Task 1 1. a 2. e 3. i 4. o 5. u	Learning Task 2 1. ! 2. u 3. a 4. o 5. e	Learning Task 3 1. seven 2. magnet 3. ribbon 4. rabbit 5. candle 6. basket	A Phase 1. syllable 2. vowel 3. two-syllable 4. words 5. more
---	---	--	--

PERSONAL PRONOUNS

Learning Task 1 1. They 2. She 3. She 4. He 5. It	Learning Task 2 1. They 2. She 3. He 4. It 5. They	Learning Task 3 1. E. 2. D. 3. B. 4. C. 5. A.	Learning Task 4 1. you 2. I 3. It 4. They 5. She
--	---	--	---

DEMONSTRATIVE PRONOUNS

Learning Task 1 1. This 2. That 3. This	Learning Task 2 1. those 2. this 3. this 4. that 5. these	Learning Task 3 1. This 2. These 3. Those 4. That 5. This	Learning Task 4 What are those animals? Those are birds. That is my umbrella. Are these your books? Yes, these are my books. This is my pen.
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PREPOSITION

A Phase 1. Preposition 2. Preposition of Place	Learning Task 5 1. A 2. B 3. B 4. C	Learning Task 4 1. under 2. on 3. in 4. beside 5. above	Learning Task 3 1. under 2. inside 3. under 4. beside	Learning Task 2 1. in 2. under 3. on 4. beside 5. above	Learning Task 1 1. C 2. A 3. E 4. D 5. B
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MEDIAL VOWELS

A Phase 1. medial vowel 2. middle 3. position	Learning Task 4 1. wig 2. bed 3. dog 4. ten 5. net	Learning Task 3 1. log 2. pin 3. bud 4. mop 5. ball	Learning Task 2 1. bib 2. peg 3. gum 4. nut	Learning Task 1 1. cap-cup 2. hat-hut 3. cat-cut 4. dig/dug-dog 5. bag-bug
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Reading Short Vowel Sounds in Phrases, Sentences and Stories

A Phase 1. phrase 2. sentence 3. story	Learning Task 5 1. Nan and 2. Dan 3. big 4. small 5. father	Learning Task 4 1. c 2. b 3. a	Learning Task 3 1. the fan 2. Dan 3. farm 4. fish 5. Sam	Learning Task 2 1. Cath 2. ham 3. van 4. rat 5. rag	Learning Task 1 1. A 2. B
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SHORT VOWEL SOUND/WORDS

Learning Task 1 1. cop 2. sip 3. man 4. wed 5. nun	Learning Task 2 1. a 2. e 3. i 4. o 5. u	Learning Task 3 1. cap 2. pen 3. top 4. van 5. bat	Learning Task 4 1. hen 2. pot 3. boy 4. peg
Learning Task 5 1. Sit 2. mop 3. bus 4. mug	Learning Task 6 1. bat 2. fin 3. hat 4. net 5. bug	A Phase 1. Vowels 2. syllable 3. short	

PIVOT Assessment Card for Learners

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



- I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.



- I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.



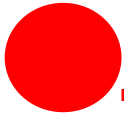
- I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Distribution of Learning Tasks Per Week for Quarter 4

Week 1	LP	Week 2	LP	Week 3	LP	Week 4	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Week 5	LP	Week 6	LP	Week 7	LP	Week 8	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.



References

- Department of Education. (2020). *K to 12 most essential learning competencies with corresponding codes*. Pasig City: Department of Education.
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- Duke, N. K., & Mesmer, H. A. E. (2019). Phonics faux pas: Avoiding instructional missteps in teaching letter-sound relationships. *American Educator*, 42(4), 12-16.
- Odil o'g'li, T. I. (2020). Methodology of teaching English. *World Bulletin of Social Sciences*, 1(1), 23-25.

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