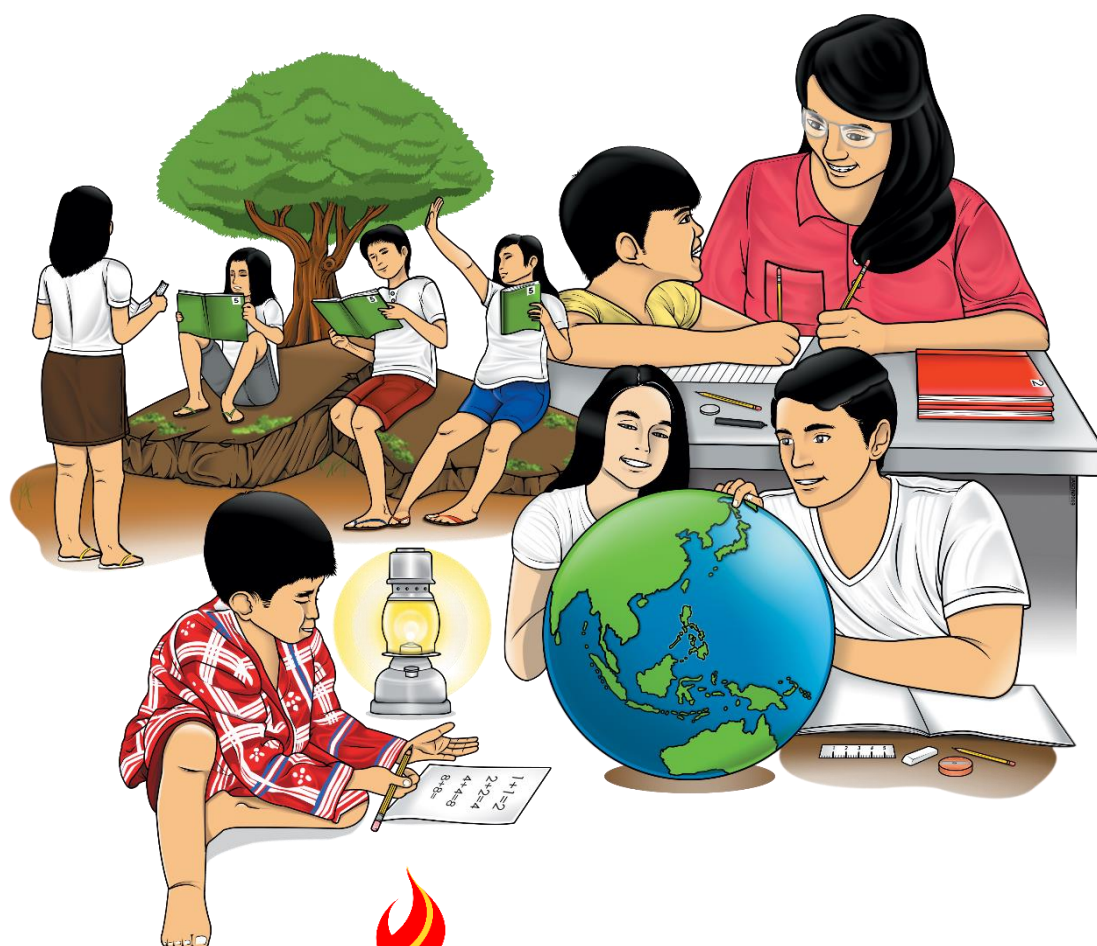


English

Quarter 4-Module 3: Spelling Two-Syllable Words with Short e, a, i, o, and u Sounds in CVC Pattern



English – Grade 2
Alternative Delivery Mode
Quarter 4 - Module 3: Spelling Two-Syllable Words with Short e, a, i, o, and u
Sounds in CVC Pattern
First Edition, 2020

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English

Quarter 4 – Module 3:
Spelling Two-Syllable Words
with Short e, a, i, o, and u Sounds
in CVC Pattern

Introductory Message

For the facilitator:

Welcome to the English 2 Alternative Delivery Mode (ADM) Module on Spelling Two-Syllable Words with Short e, a, i, o, and u Sounds in CVC Pattern! (EN2PWR-IIIId-f-7.1)

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 Spelling Two-Syllable Words with Short e, a, i, o, and u Sounds in CVC Pattern!

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.

	<i>What's In</i>	This is a brief drill or review to help you link the current lesson with the previous one.
	<i>What's New</i>	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.
	<i>What is It</i>	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
	<i>What's More</i>	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.
	<i>What I Have Learned</i>	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
	<i>What I Can Do</i>	This section provides an activity which will help you

	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

Hi! How are you doing? In your previous lesson, you were able to read well some words with short e, a, i, o, and u sounds in CVC pattern and match the pictures with their sight words.

In this module, you will be provided with varied learning experiences needed for you to improve your skill in spelling two-syllable words with short e, a, i, o, and u sounds in CVC pattern.

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

1. identify two-syllable words with short e, a, i, o, and u sounds in CVC pattern;
2. spell two-syllable words with short e, a, i, o, and u sounds in CVC pattern; and
3. write two-syllable words with short e, a, i, o, and u sounds in CVC pattern.



Notes to the Teacher/Facilitator

The poem, stories, activities, and illustrations used in this module are all originally-developed and designed for a Grade 2 Filipino learner.

Give the learner the needed support as he/she answers all the activities and assessments so he/she can gradually master the target competency.



What I Know

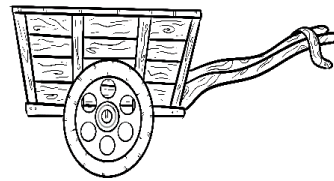
Directions: Fill in the missing letter to complete the word about the picture.

1.



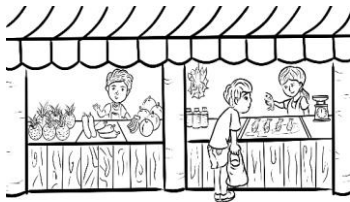
v__ndor

2.



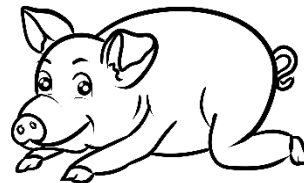
wag__n

3.



m__rket

4.



p__glet

5.



cact__s

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 of four (4) or less.

Lesson

1

Spelling Two-Syllable Words with Short e, a, i, o, and u Sounds in CVC Pattern

There are five vowels in the alphabet: the vowels a, e, i, o, and u. These vowels have long and short sounds. The words vendor, wagon, market, piglet, and cactus have short e, a, i, o, and u sounds. These words have two-syllables in CVC pattern.

This module helps you spell out two-syllable words with short vowel sounds in CVC pattern which may be found in the first syllable, second syllable or both.

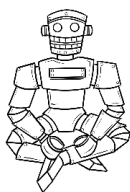


What's In

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

Column A

1.



Column B

a. magnet

2.



b. robot

3.



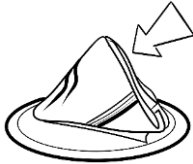
c. napkin

4.



d. butter

5.



e. mitten



What's New

Directions: Guided by the definition on the right, fill in the missing letters in the boxes to form two-syllable words in CVC pattern.

pi □ n □ c – a kind of family outing where people eat outside

wag □ □ – a kind of vehicle used for transportation, usually pulled by an animal like carabao

Read the story below. Then, answer the questions that follow.

The Family

by Monica Queen D. Macatual and Mariecris R. Rogayan

Mang Wilmer is a farmer and a vendor. He goes to the market everyday to sell fresh vegetables like pechay, carrot, eggplant, cabbage and fruits like lemon, melon, and mango. He puts all his harvest in the basket and load it in a wagon.



Mang Wilmer has a son. His name is Dexter. He is seven years old and a Grade 2 pupil. Dexter wants to become a doctor someday. That is the reason why Mang Wilmer is striving hard to earn money to send his son to school.

The favorite bonding of their family during vacation is going to a picnic. They put all the food on a blanket and sit on the grass while eating.

During weekends, Mang Wilmer tends to his garden. Dexter helps him cultivate and water the plants. The plants are bountiful and green. His wife, Aling Linda, loves to see lotus floating on their fountain and the best part is the sunset at the backyard every afternoon. He also has some animals like piglet, chicken, rooster, and goat.

Comprehension Check-up:

Answer the following questions on your paper.

1. Who is the vendor and the farmer in the story?
 - a. Mang Wilmer
 - b. Dexter
 - c. Monica
 - d. Cris

2. Where does he go everyday?
 - a. farm
 - b. garden
 - c. market
 - d. school

3. Where does he put all his harvest before he loads it in his wagon?
 - a. plastic
 - b. basket
 - c. sack
 - d. basin

4. Which of the set of words is an example of two-syllable words?
 - a. vendor, Wilmer, basket, lotus
 - b. piglet, chicken, rooster, goat
 - c. vegetable, eggplant, fruit, mango
 - d. going, during, with, and

Very good! You identified the two-syllable words!



What is It

The following pictures have two-syllable words with short e, a, i, o, and u sounds in CVC pattern.



vendor

1 2



Mang Wilmer

1 2



basket

1 2



lotus

1 2

How do you spell two-syllable words with short e, a, i, o, and u sounds in CVC pattern?

For you to spell the words in CVC pattern, you need to know first the letters of the alphabet and their sounds. You also need to learn how to break the word up by each individual sound and then blend those sounds together to create the word.

The short /**a**/ sound is like the sound of **a** in 'apple.'

The short /**e**/ sound is like the sound of **e** in 'egg.'

The short /**i**/ sound is like the sound of **i** in 'ink.'

The short /**o**/ sound is like the sound of **o** in 'orange.'

The short /**u**/ sound is like the sound of **u** in 'umbrella.'

Read the words below with medial short vowel sounds:

Short Vowel Sounds				
a /æ/	e /ɛ/	i /ɪ/	o /ɒ/	u /ʌ/
cat	red	big	hop	bun
bag	get	bin	box	bus
can	leg	win	mop	nut
fat	wet	zip	pot	sun
jam	men	kid	top	fun

What does C-V-C stand for?

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

CVC pattern is important because if you can recognize a C-V-C word, you can almost certainly pronounce and spell it, even if it's a new word for you! That's because in C-V-C words, the vowel is almost always a "short" vowel.

For example: **l a p**
C-V-C

From the word "lap", letter **l** is a consonant, letter **a** is a vowel and letter **p** is a consonant. That means the word lap is in a C-V-C pattern.

Here are some more examples of C-V-C words. Read the following:

m a n	h e n	b i b	w o n	p u t
C-V-C	C-V-C	C-V-C	C-V-C	C-V-C

Now, you know what C-V-C pattern is. Let's proceed to the meaning of a syllable. A **syllable** is a single, unbroken sound of a spoken or written word. Syllables usually contain a vowel and accompanying consonants. Sometimes syllables are referred to as the 'beats' of spoken language.

You may try to count the syllable by using your finger every time you pronounce the syllable in the word.

Now, try to count the syllables of the word using your finger.

mar / gin	margin
1 2	
car / pet	carpet
1 2	
den / tal	dental
1 2	
tur / bo	turbo
1 2	
por / tal	portal
1 2	

The CVC pattern can be found either in first syllable or second syllable or both.

Read aloud the following two-syllable words in the table below:

CVC pattern in first syllable	CVC pattern in second syllable	Both syllables have CVC pattern
pol / ka CVC	mo / del CVC	mas / cot CVC/CVC
kit / chen CVC	pe / tal CVC	zig / zag CVC/CVC
pur / ple CVC	ti / ger CVC	pol / len CVC/CVC
zeb / ra CVC	pla / net CVC	bon / net CVC/CVC
pan / cake CVC	le / mon CVC	cor / ner CVC/CVC

In the first column, all CVC pattern were found in the first syllable like the word polka, kitchen, purple, zebra, and pancake.

In the second column, all the CVC pattern were found in the second syllable like the word model, petal, tiger, planet, and lemon.

In the third column, all the CVC pattern were found in both syllables like the word mascot, zigzag, pollen, bonnet, and corner.

Spelling is the ability to arrange letters in the correct order to make words. In order to spell words, we need to hear how the sounds go together to make words.

You need to listen carefully to the sound of each word or look at the pictures, then sound out until you can come up with the correct spelling of the words. When you spell words with two syllables, try to sound out each syllable, then separate the two syllables themselves in order to learn the spelling of the whole word.

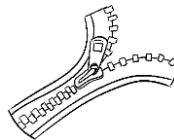
Guided by the picture clues, fill in the missing letter to form a two-syllable word with short e, a, i, o, and u sounds. Then, spell out the correct word orally.



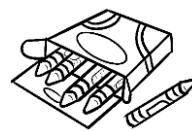
med_l



jack_t



z_pper



cray_n



b_llet

Very good! You were able to identify and spell the two-syllable words with short e, a, i, o, and u sounds in CVC pattern.



What's More

A. Directions: Read the story below. Then, answer the activity that follows.

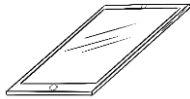
Dexter is a Grade 2 pupil. He studies hard because he wants to become a doctor someday to help his family and the sick people. He feels sad every time he sees sick

people especially those victims of COVID-19 during this pandemic. He prays to God to heal them. His parents help him and his sister in their lessons and homework. They use self-learning modules, books and gadgets like laptop, tablet and cellphone to review and study the lessons. Before going to bed, he puts his module, book, paper, notebook, pencil, ballpen, crayon and ruler in his bag to be ready for his online class the next day.

Identify the two-syllable word in Column B that corresponds to each picture in Column A. Write the letter of the correct answer on your paper. Then, orally spell out each two-syllable word.

Column A

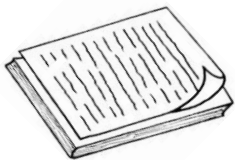
1.



2.



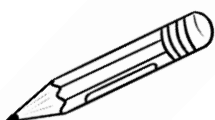
3.



4.



5.



Column B

a. laptop

b. tablet

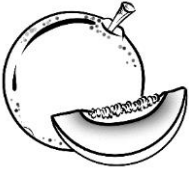
c. pencil

d. ruler

e. paper

B. Directions: Match each syllable with the picture to form a two-syllable word with short e, a, i, o, or u sound in CVC pattern. Write your answers on your paper.


1. _____

<div data-bbox="336 546 512 640">cup</div>		<div data-bbox="1074 546 1249 640">der</div>
--	---	--


2. _____

<div data-bbox="349 842 525 936">lad</div>		<div data-bbox="1074 842 1249 936">lon</div>
--	---	--

3. _____

<div data-bbox="352 1108 528 1202">me</div>		<div data-bbox="1090 1108 1265 1202">cake</div>
---	---	---

4. _____

<div data-bbox="352 1417 528 1512">tu</div>		<div data-bbox="1090 1382 1265 1476">ban</div>
---	---	--

5. _____

<div data-bbox="352 1700 528 1794">tur</div>		<div data-bbox="1099 1700 1275 1794">lip</div>
--	---	--

1. an animal that looks like a big bird or chicken and has long red fleshy appendages called legs that it grows from

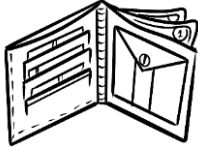
2. a baby pig

3. an animal that loves to eat carrot

5. a four-legged animal that can run fast

D. Directions: Complete the name of the picture of two-syllable words with short e, a, i, o, or u sound. Write the answers on your paper.

1.



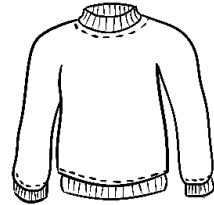
___ _ _ let

2.



___ _ _ ket

3.



swea ___ _ _

4.



___ _ _ bon

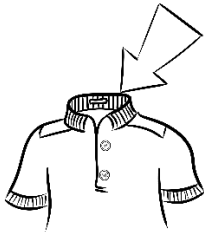
5.



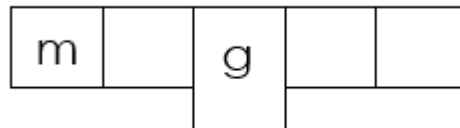
do ___ _ _

E. Directions: On your paper, write the correct spelling of the name of each picture below. Use the configuration clue opposite the picture.

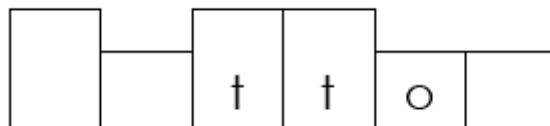
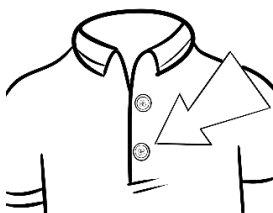
1.



2.



3.



4.



h	e		m		
---	---	--	---	--	--

5.



h		m	m		
---	--	---	---	--	--

F. Directions: Read the poem below. Then on your paper, write the correct spelling of the two-syllable words with short e, a, i, o, and u sounds in CVC pattern.

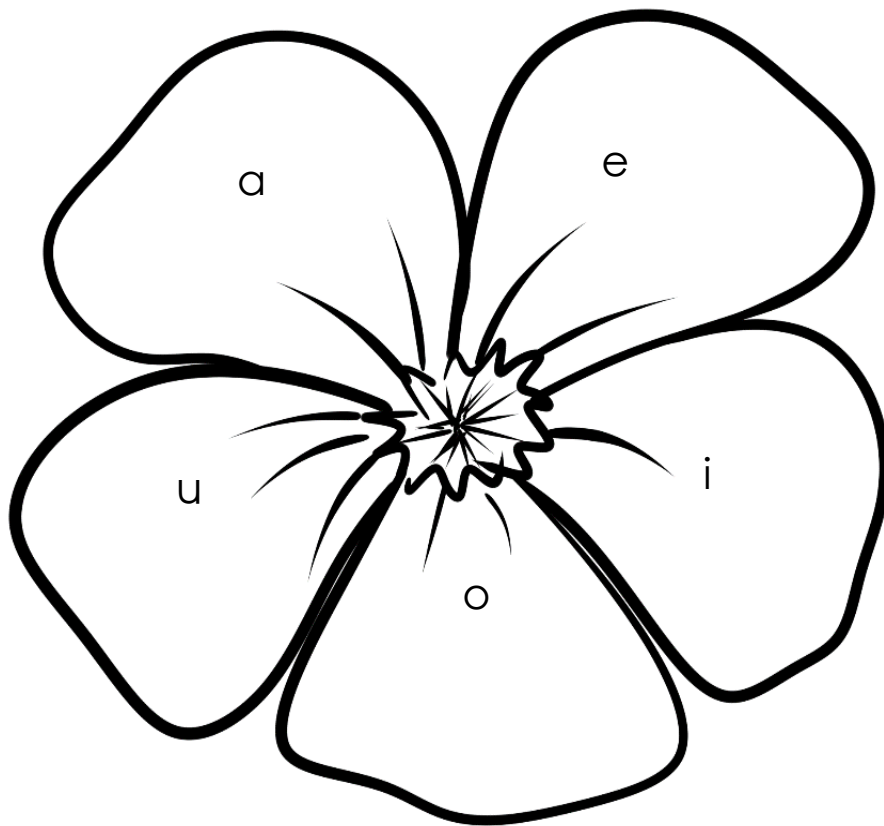
I Wonder

by Monica Queen D. Macatual

I wonder why the	1. _____ (canal, river) flows,
Where the sun goes.	
Whenever I look at the	2. _____ (window, terrace),
I see beautiful	3. _____ (garden, kitchen).
where plants grow.	
I wonder why the vendor	
sells food in the market;	
Why the sick needs a	4. _____ (healer, doctor),
Why my father is a farmer.	
I wonder why I need to go to school,	
Why I need to wear my mask to be safe	
But it feels like a	5. _____ (problem, burden)
My lungs have a hard time breathing.	
I wonder why I need to use a laptop or a tablet	
Just for me to study and surf the internet	
Every night I pray to God,	
That He turns time back the way it was!	

G. Directions: Identify two-syllable words with short e, a, i, o, and u sounds in CVC pattern. Then, write it on your paper.

- | | | | |
|-----------|--------|----------|-------|
| 1. egg | carrot | tomato | plant |
| 2. tunnel | den | cave | hole |
| 3. line | board | border | box |
| 4. silver | gold | necklace | ring |
| 5. ten | five | cash | bonus |





What I Can Do

Directions: Complete the story below by writing the correct spelling of the two-syllable words in CVC pattern on your paper.

Spelling Contest

by Monica Queen D. Macatual

I have been chosen to represent our class in Spelling Contest. Everyday, I practice reading and spell the words because I want to win the 1. _____ (sotnect) and to make my parents proud of me. I search the unfamiliar words with my 2. _____ (atblte) to enhance my vocabulary skills.

My father and my mother help me review. They read the words and I spell them on my 3. _____ (appre). They check it with 4. _____ (nleipc). With enough review and practice, I am confident that I will be able to win the contest because my parents help and guide me.

When I receive my 5. _____ (adlme), I give it to my parents as a sign of my love and appreciation to them.



Assessment

Directions: Supply the blank with the correct spelling of the two-syllable words with short e, a, i, o, and u sounds in CVC pattern that corresponds to the picture on the right. Choose your answers in the parenthesis. Write them on your paper.

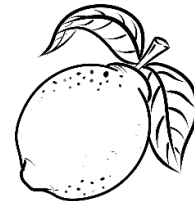
1. Mang Wilmer went to the _____ (butcher, helper, doctor, painter) to get some meat.



2. Aling Linda cooked _____ (lumpia, pancit, lugaw, sopas) and put many vegetables and calamansi on it.



3. She prepared _____ (carrot, ginger, melon, lemon) juice in a pitcher.



4. Dexter and his sister put _____ (pillow, mattress, blanket, table) on the grass to sit on.



5. They enjoy their _____ (picnic, vacay, bonding, visit).





Additional Activities

Directions: Give five (5) two-syllable words with short e, a, i, o, and u sounds in CVC pattern. Then, write on your paper the correct spelling of the words.

e	a	i	o	u



Answer Key

Additional Activities
Answers may vary

5. picnic
4. blanket
3. lemon
2. pancit
1. butcher

5. medal
4. pencil
3. paper
2. tablet
1. contest

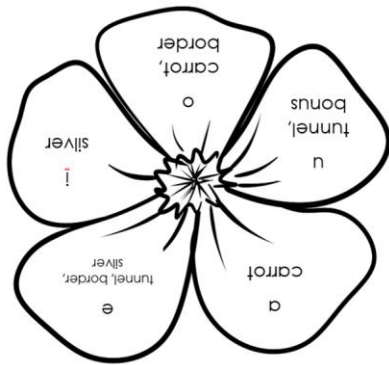
What I Can Do

3. Spelling
2. syllable
1. CVC

What I Have Learned

5. burger
4. holder
3. barber
2. sister
1. kitten

H.



Answers may vary

G.

5. burden
4. doctor
3. garden
2. window
1. river

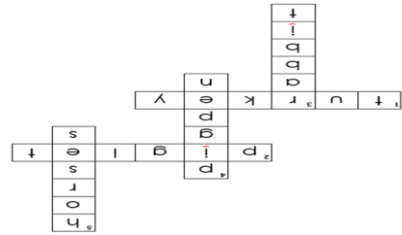
F.

5. hammer
4. helmet
3. button
2. magic
1. collar

E.

5. donut
4. ribbon
3. sweater
2. pocket
1. wallet

D.



C.

5. turban
4. tulip
3. ladder
2. cupcake
1. melon

B.

5. c
4. d
3. e
2. a
1. b

A.

What's More

5. c
4. e
3. d
2. a
1. b

What's In

5. u
4. i
3. a
2. o
1. e

What I Know

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