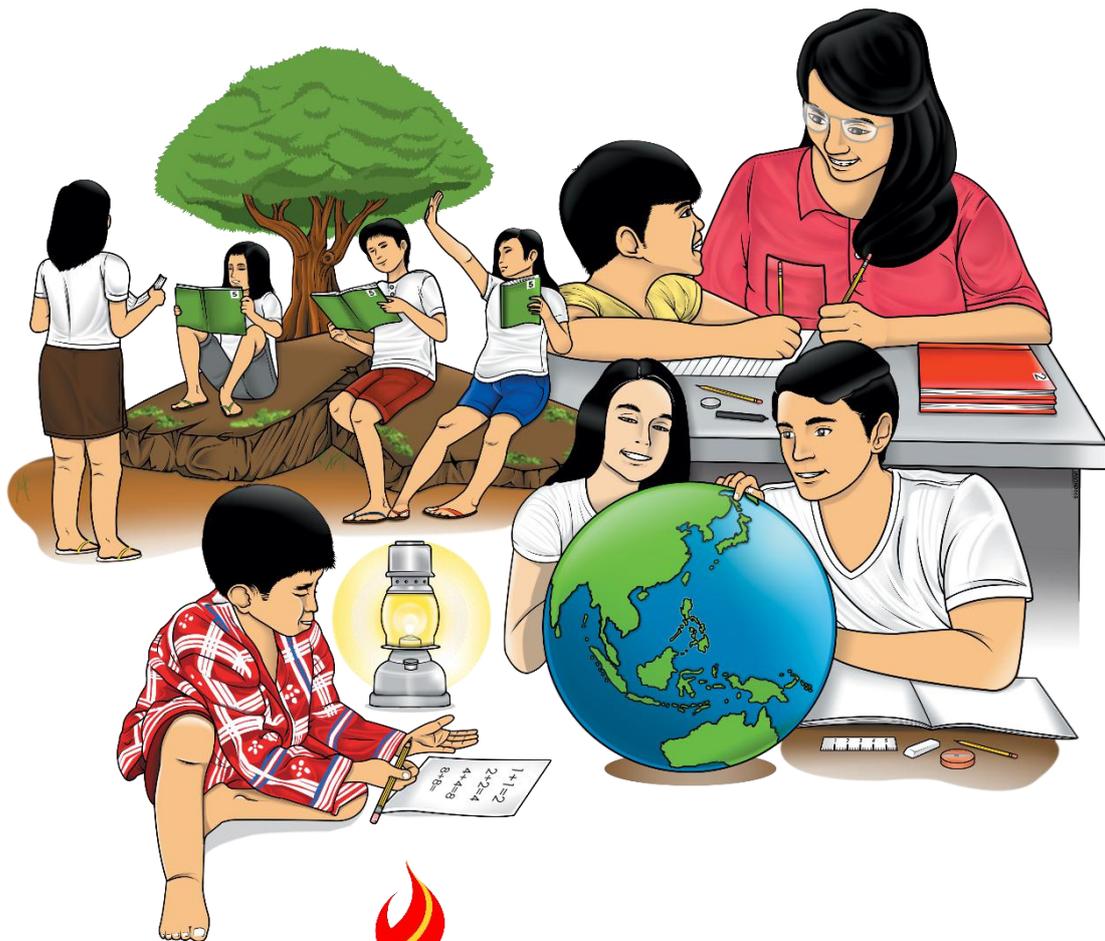


English

Quarter 1 – Module 1:

Classifying/Categorizing Sounds Heard
(Animals, Mechanical Objects, Musical
Instruments, Environmental)

Classification of Loud/Soft Sounds



English – Grade 2
Alternative Delivery Mode
Quarter 1 – Module 1: Classifying/Categorizing Sounds Heard (Animals, Mechanical Objects, Musical Instruments, Environmental) Classification of Loud/Soft Sounds
First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Author: Luzvisminda B. Salunga

Editor: Rodel D. Lintag

Reviewers: Liezl D. De Jesus

Rodel D. Lintag

Illustrator: Gene Manabat

Layout Artist: Liezl D. De Jesus

Management Team:

Nicolas T. Capulong, PhD, Ceso V

Librada M. Rubio PhD

Nestor P. Nuesca, EdD

Ramil G. Ilustre PhD

Rodel D. Lintag

Liezl D. De Jesus

Printed in the Philippines by _____

Department of Education – Region III

Office Address: Diosdado Macapagal Government Center
Maimpis City of San Fernando (P)

Telefax: (045) 598-8580 to 89; (045) 402-7003 to 05

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

English

Quarter 1–Module 1:

Classifying/Categorizing Sounds Heard

(Animals, Mechanical Objects, Musical
Instruments, Environmental)

Classification of Loud/Soft Sounds

Introductory Message

For the facilitator:

Welcome to the English 2 Alternative Delivery Mode (ADM) Module on Classifying/Categorizing Sounds Heard (Animals, Mechanical Objects, Musical Instruments, Environmental) Classification of Loud/Soft Sounds.

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 into 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 Module 1 Alternative Delivery Mode (ADM) Module on Classifying/Categorizing Sounds Heard (Animals, Mechanical Objects, Musical Instruments, Environmental) Classification of Loud/Soft Sounds.

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

This module will help you learn to classify/categorize sounds heard (animals, mechanical objects, musical instruments, environmental).

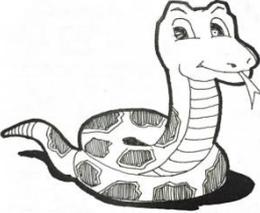
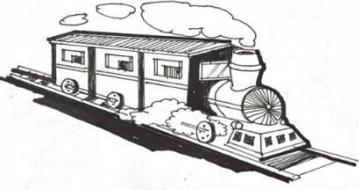
At the end of this module, you are expected to:

1. listen and learn to classify, identify, and recognize sounds produced by animals, musical instruments, transportation and environmental sounds.
2. classify sounds as loud and soft.



What I Know

Read the names of the following pictures and try to produce their sounds.

<p>snake</p> 	<p>clock</p> 	<p>train</p> 
<p>drum</p> 	<p>cat</p> 	<p>ambulance</p> 

Lesson

1

Classifying/Categorizing Sounds Heard (Animals, Mechanical Objects, Musical Instruments, Environmental)

Learning to classify or categorize sounds heard is an important skill. It helps us identify and distinguish the sounds heard in the environment. Knowing how sounds are produced will help us determine and produce the sounds of the letters of the English Alphabet.



What's In

Remember

- Different animals produce different sounds. Their sounds could be loud/high or soft/low.
- Musical instruments have different sounds. Some musical instruments produce loud/high or soft/low sounds.
- Sounds in the environment and transportation differ from one another. They can be loud/high or loud/soft.



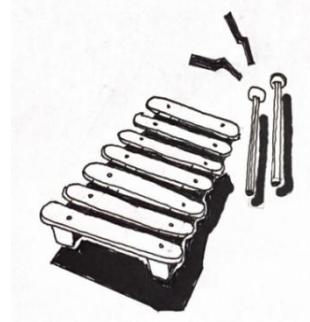
Notes to the Teacher

The teacher must consider the prerequisite skills needed in the development of this competency including the schema or background knowledge which may reinforce learning. This module will help the learners bridge the gap of learning to attain mastery of the lesson in its spiral progression.



What's New

_____ musical instruments below and draw them in your notebook.



What is it?

Identify whether the objects and animals make **loud** or **soft** sound.
Write your answers in your notebook.

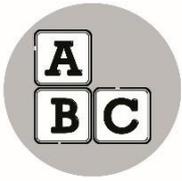
_____ 1. bell

_____ 2. cat

_____ 3. ambulance

_____ 4. watch

_____ 5. dog



What's More

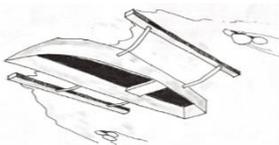
Guided Activity 1

Which of the following produce animal sounds? Write their names in your notebook.

bag 	tiger 	elephant 
telephone 	car 	owl 

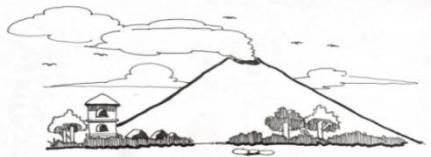
Guided Assessment 1

Which of the following means of transportation produce loud sounds? Write their names in your notebook.

firetruck 	bike 	ambulance 
Helicopter 	boat 	motorcycle 

Guided Activity 2

Write the things from the environment that make sounds. Write your answers in your notebook.

falls 	leaf 
lightning 	volcano 
rain 	river 

Guided Assessment 2

Put a cross (X) if the sound is made by *an animal* and check (✓) if the sound is made by *a thing*. Write your answers in your notebook.

_____ 1. boom-boom

_____ 6. meow-meow

_____ 2. aw -aw

_____ 7. tic-tac, tic-tac

_____ 3. meee-meee

_____ 8. moo-moo

_____ 4. hissss-hissss

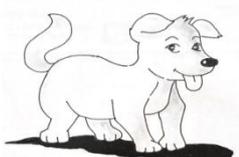
_____ 9. broom-broom

_____ 5. wheeeng-wheeeng

_____ 10. kleng-kleng

Independent Activity 1

Match the object with the sound it produces. Write your answers in your notebook.

snake 	broom - broom
dog 	hisssss - hisssss
motorcycle 	arf - arf
clock 	krrring - krrring
telephone 	tic - tac
ambulance 	kleng - kleng
guitar 	boom - boom
drum 	wheeeng - wheeeng

Independent Activity 2

Draw three objects that make soft sounds and three objects that make loud sounds. Do the activity in your notebook.

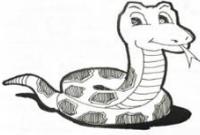
LOUD SOUNDS

SOFT SOUNDS

Independent Assessment 1

Put a check (✓) if the thing has a loud sound and cross (X) if it has a soft sound. Do this in your notebook.

Things that make sounds



Independent Assessment 2

Put a cross (X) to mark objects that make loud sounds and check (✓) for those that make soft sounds. Write your answers in your notebook.

_____ 1. airplane

_____ 6. cat

_____ 2. bird

_____ 7. violin

_____ 3. tiger

_____ 8. bomb

_____ 4. drum

_____ 9. firetruck

_____ 5. ambulance

_____ 10. clock



What I Have Learned

All sounds come from **vibrating object**. Sounds may come from **animals, mechanical objects, musical instruments and environment**. We can describe different sounds as **loud** or **soft** and we can use these characteristics of sounds to identify types of sounds and their sources.



What I Can Do

Direction: Draw one example of each group. Do this in your notebook.

An animal that makes loud sound.	An object that makes soft sound.
An object in the environment that makes soft sound.	A kind of transportation that makes loud sound.



Assessment

A. What makes the following sounds? Write your answers in your notebook.

Sound	Source of Sound	
1. neigh-neigh	cow	horse
2. aw-aw	cat	dog
3. wheee-wheee	jeepney	firetruck
4. bzzz-bzzz	butterfly	bee
5. meow-meow	dog	cat

B. Identify the kind of sounds given below. Are they loud or soft? Write your answers in your notebook.

Sound	Quality of Sound	
1. tweet-tweet	loud	soft
2. moo-moo	loud	soft
3. krrring-krrring	loud	soft
4. bzzz-bzzz	loud	soft
5. tic-tac, tic-tac	loud	soft



Additional Activities

What musical instrument can or would you like to play? Draw it and write the sound it makes. Do the activity in your notebook.



Answer Key

What's New	1. guitar	
	2. drum	
	3. xylophone	
	4. violin	
Guided Activity 1	Tiger, elephant,	
	owl	
Guided Assessment 1	Firetruck,	
	ambulance,	
	helicopter,	
	motorcycle	
Guided Activity 2	Waterfalls,	
	volcano, lightning,	
	rain	
Guided Assessment 2	1. /	6. X
	2. X	7. /
	3. X	8. X
	4. X	9. /
	5. /	10. /

What Is It?	1. loud	
	2. soft	
	3. loud	
	4. soft	
	5. loud	
Independent Activity 1	1. Hissss -hissss	
	2. Art -arf	
	3. Broom-	
	broom	
	4. Tic-tac, tic-	
	tac	
	5. Krring-krring	
	6. Wheeeng-	
	wheeeng	
	7. Kleng-kleng	
	8. Boom-boom	
Independent Assessment 1	1. /	
	2. /	
	3. X	
	4. /	
	5. /	

Independent Assessment 2	1. X	
	2. /	
	3. X	
	4. X	
	5. X	
	6. /	
	7. /	
	8. X	
	9. X	
	10./	
Assessment 1-A.	1. horse	
	2. dog	
	3. firetruck	
	4. bee	
	5. cat	
B.	1. soft	
	2. loud	
	3. loud	
	4. soft	
	5. soft	
Additional Activity	<i>Answers may vary.</i>	

References

Hipolito, Myrna, Magdalena Rosopa, Porfiria Santos, Marimel Jane Polita, Eliza Cerveza, Rose Ann Pamintuan, Nerissa Lomeda, and Amcy Esteban. 2013. English 2 Learner'S Material. 1st ed. Philippines: Department of Education

K to 12 Curriculum Guide May 2016. Accessed September 29, 2019. <https://www.deped.gov.ph/wp-content/uploads/2019/01/English-CG.pdf>

Department of Education. "K To 12 Most Essential Learning Competencies With Corresponding CG Codes". Pasig City: Department of Education Central Office, 2020.

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.lrpd@deped.gov.ph