

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
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English

Quarter 1–Module 1:

**Classifying/Categorizing Sounds Heard
(Animals, Mechanical Objects, Musical
Instruments, Environmental)
Classification of Loud/Soft Sounds**

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 to 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 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 exercise and tests.

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

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; and
2. classify sounds as loud and soft.



What I Know

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

snake 	clock 	train 
drum 	cat 	ambulance 

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 low/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

Choose the musical instruments below and draw them in your notebook.

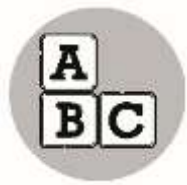




What is It

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





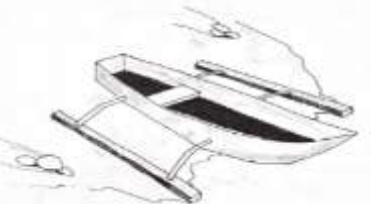

Guided Activity 1

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

bag 	tiger 	elephant 
telephone 	car 	owl 




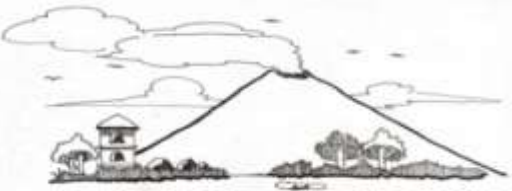


Guided Assessment 1

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

<p>firetruck</p> 	<p>bike</p> 	<p>ambulance</p> 
<p>helicopter</p> 	<p>boat</p> 	<p>motorcycle</p> 

Guided Activity 2

Write the name of 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

_____ 2. aw -aw

_____ 3. meee-meee

_____ 4. hissss-hissss

_____ 5. wheeeng-wheeeng

_____ 6. meow-meow

_____ 7. tic-tac, tic-tac


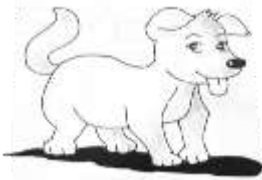




_____ 8. mooo-mooo

_____ 9. brooom-brooom

_____ 10. kleng-kleng

Independent Activity 1

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

snake 	brooom - brooom
dog 	hisssss - hisssss
motorcycle 	arf - arf
clock 	krrring - krrring
telephone 	tic - tac
ambulance 	kleng - kleng

guitar 	boom - boom
drum 	wheeeng - wheeeng

Independent Activity 2





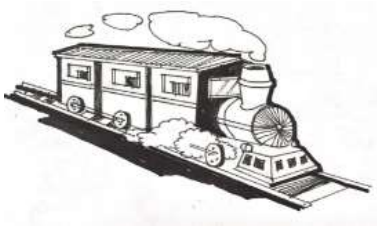
Draw three objects that make *soft sounds* and three objects that make *loud sounds*. Do the activity in your notebook.

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	
1.	
2.	
3.	
4.	
5.	

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. mooo-mooo	loud	soft
3. krrring-krring	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. /	2. X	3. X	4. X
	6. X	7. /	8. X	9. /
	10. /	5. /		

What is It	1. loud	2. soft	3. loud	4. soft	5. loud
Independent Activity 1	1. Hissss-hissss 2. Art-art 3. Broom-broom 4. Tic-tac, tic-tac 5. Krrring-krrring 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

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