

ENGLISH

Quarter 4 - Module 7



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ENGLISH - Grade 2

Quarter 4 - Module 7 How to take Care for our Environment using Time Order Words

Self-Learning Module (SLM)

MATATAG Curriculum

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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 clearly 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.

A Pre-test is provided to measure your prior knowledge on lessons in each SLM. This will tell 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 Teachers are also provided to the 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. Read carefully the instructions before performing each task.

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

Thank you.

For the learner

Welcome to the English - Grade 2 Self-Learning Module (SLM) on How to take Care for Our Environment Using Time Order Words!

In this learning resource, you will have the opportunity to enjoy and successfully achieve relevant competencies at your own pace.

This module offers fun and meaningful opportunities for both guided and independent learning. You will engage with the material and become an active participant in your learning journey.

This module has the following parts and corresponding icons:



What I Need to Know

This gives you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correctly, you may decide to skip this part.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson is introduced to you in various ways such as through a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to concretize your understanding and skills about the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/ paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or events.

**Assessment**

This is a task which aims to evaluate your level of mastery in achieving the learning competency.

**Additional Activities**

In this portion, another activity is given to you to enrich your knowledge or skill of the lesson learned. It also ensures retention of learned concepts.

Answer Key

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. Avoid unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Answer *What I Know* before moving on to the other activities included in the module.
3. Carefully read the instructions before doing each task.
4. Observe honesty and integrity in doing the tasks and in 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 doing the tasks in this module, 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 a deep understanding of the relevant competencies.

For the facilitator

Welcome to the English Grade 2 Self-Learning Module on How to take Care for Our Environment Using Time Order Words.

The Curriculum Implementation Division (CID) through the Learning Resource Management Section (LRMS) launched this module in cooperation with the Division's Teacher Developers, Learning Resource Evaluators (LREs), Information and Technology Officer, and subject matter experts in Mathematics and English. This has been especially developed, quality-assured, and validated to enable you to help the learners overcome their educational obstacles—personal, social, and economic—while meeting the standards outlined in the MATATAG Curriculum.

This learning resource hopes to engage the learners in guided and independent learning activities. It further aims to help them acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of their progress while allowing them to manage their learning. In addition, you are enjoined to encourage and assist the learners as they do the tasks contained in the module.

ENGLISH

Quarter 4 - Module 7

How to take Care for Our Environment
Using Time Order Words



What I Need to Know

Hello, Grade -II learners...

Welcome to Module 7 about “How to Care for our Environment using time order words.” In this lesson, you will learn two essential skills in English such as:

- To identify discourse markers to help understand stories and texts better. **EN2GAGS-IV-7**
- To write words neatly and correctly. **EN2VWK-IV-7**

These skills will help you understand more about protecting our environment and communicating your thoughts.

Lesson 1 – How to take Care for Our Environment Using Time Order Words



What I Know

Let us start with a quick activity to see what you already know about telling things in the right order.

Answer each question by choosing the correct answer from the choices given.

1. Which word introduces the beginning of an activity?

- a. Finally
- b. First
- c. Then
- d. Next

2. Which word can be used to show the next step?

- a. Last
- b. Then
- c. First
- d. Next

3. Which is the correct order to plant a tree?
- a. First, dig a hole, then put the seed, and cover with soil.
 - b. First, cover with soil, then dig a hole, and put the seed.
 - c. First, put the seed, next cover with soil, and finally dig a hole.
 - d. First, dig a hole, next put the seed, and do not cover with soil.
4. To end a text, which word can you use as marker?
- a. Finally
 - b. First
 - c. Next
 - d. Then
5. How do we tell events of a story in correct order?
- a. By using discourse markers
 - b. By using punctuation marks
 - c. By writing neatly
 - d. By reading the sentences



What's In

Review Activity

Directions: Look at the pictures below. Each picture shows an activity we can do to take care of the environment. Write the correct number (1, 2, 3, or 4) to put these activities in the proper order.



	Watering a young tree
--	-----------------------



	Throwing the trash in the recycling bin
--	---



	Enjoying a clean and green park
--	---------------------------------



	Picking up trash from the park
--	--------------------------------



What's New

Listen or read the story and find the markers.

Let us read a short story about Fredo and the Forest. Pay attention to the words like "first", "then", "next", "so", and "finally". These words are called discourse markers, and they help us understand the order of events in the story.

Fredo and the Forest

by: Cris S. Acido



Fredo loved visiting the forest near his home. He walked along the path and listened to the birds singing. One day, he saw some people who were cutting trees and throwing trash. Fredo felt sad about this. He wanted to help the forest, so he called his friends. First, they decided to clean the area, then planted new trees. Finally, they were done working.

1. What did Fredo love to do?
 - a. He went to school.
 - b. He played video games.
 - c. He went to school while playing video games.
 - d. He walked along the path and listened to the birds singing.
2. Why did Fredo feel sad when he saw people who were cutting trees and throwing trash?
 - a. He was angry.
 - b. He felt happy.
 - c. He felt sad but never angry.
 - d. He loved the forest and didn't want it to be harmed.
3. What do you think was Fredo's reason of calling his friends to help clean the forest instead of doing it alone?
 - a. He wanted to be alone.
 - b. He wanted more people to help so they could do a better job and protect the forest together.
 - c. He didn't know how to clean the forest.
 - d. He didn't know what to do with the forest.
4. What might happen to the forest if Fredo and his friends did not clean it up?
 - a. The forest would become healthier.
 - b. The forest would get worse, and the animals might leave.
 - c. The trees would grow back quickly.
 - d. The forest will disappear.

5. How can those people who were cutting trees and throwing trash can change their behavior to help the forest?

- a. They can ignore the forest.
- b. They shall not go to the forest.
- c. They can cut down more trees.
- d. They can learn about why the forest is important and stop cutting trees and throwing trash.



What is It

Let us learn some new ideas.

In this part of the module, you will learn new things that will help us become better readers and writers. We will talk about discourse markers, then how to write neatly and correctly.

A. Discourse Markers

When you tell your friend about your day, you might say something like, “First, I went to school. Next, I played with my friends. Finally, I went home and ate dinner.”

- “first”,
 - “next”, and
 - “finally”
- } These words are called **discourse markers**. They help us tell the events of our stories in the right order, just like a train that follows the rails.

You start by saying what happened first, then you talk about what happened next, and you finish with what happened last or finally. This makes your story easy to understand.

For example:

First, I woke up and had breakfast.

Then, I went to the park to play.

Finally, I went home to rest.

Discourse markers like "first", "then", "next," and "finally" are like clues. They help us understand what happens first, next, and last. They make it easier to understand a story or instructions.

Let us use the story of Fredo and the Forest to understand this better:

- First, Fredo and his friends cleaned the forest.
- Next, he saw some people cutting trees and throwing trashes.
- Then, they planted trees.
- Finally, they were done working together to protect the forest.

Can you see how these words tell us what happens in order?

Discourse markers make our writing clearer and easier to follow. When we use them, people know exactly what happened in order.



What's More

Let us practice what you have learned by answering the questions below. Choose the correct answer for each question and write it in your notebook.

1. What word is used to begin a story?
 - a. First
 - b. Finally
 - c. Later
 - d. Next

2. What happened first in Fredo's story.
 - a. Fredo and his friends planted trees.
 - b. Fredo saw people who were cutting trees.
 - c. Fredo walked along the forest path.
 - d. Fredo played a video game.

3. Which word tells us something happened after another event?
 - a. Then
 - b. First
 - c. Finally
 - d. Next

4. How did Fredo help the forest?
- a. Fredo and his friends cut the trees.
 - b. Fredo and his friends cleaned the forest.
 - c. Fredo and his friends ignored the forest.
 - d. Fredo and his friends played in the forest.



What I have learned

Fill in each blank with the correct answer. Choose your answer from the given choices. Write it in your notebook.

1. Words like "first" and "next" are called _____ markers.
 - a. story
 - b. discourse
 - c. happy
 - d. sentence
2. Discourse markers make our writing _____ to follow.
 - a. clearer and easier
 - b. difficult
 - c. longer
 - d. shorter
3. Discourse markers help us tell the events of the stories in the _____ order.
 - a. short
 - b. left
 - c. right
 - d. long

4. The discourse markers help us _____ what happens first, next, and last.
- a. understand
 - b. ignore
 - c. write
 - d. read
5. In telling a story, you use discourse markers to tell the proper order of the _____.
- a. summary
 - b. events
 - c. picture
 - d. character



What I can do

Now it's your turn to do something! Let us make "Caring for Plants" sentences using the discourse markers you have studied. In your notebook, write the sentence for each picture below.





Assessment

Answer the following items or questions to show what you have learned. Write the answer in your notebook.

1. Arrange the steps on how to plant a tree by numbering them from 1 to 3:
___ Cover with soil.
___ Put the seed in the hole.
___ Dig a hole.
2. It is the correct word to show the first step in a procedure.
 - a. first
 - b. finally
 - c. then
 - d. next
3. After picking up trash, you should _____.
 - a. throw it in the river.
 - b. throw it in a recycling bin.
 - c. leave it on the ground.
 - d. bury it in the soil.
4. What discourse marker can you use to show the next step in an activity?
Answer: _____

5. We say "_____ " to show that we are at the last step.
- a. first
 - b. finally
 - c. next
 - d. then



Additional Activities

Directions: Complete each sentence about cleaning up using the words in the box. In your notebook, write your sentences in proper order.

First	Next	Then	Finally
-------	------	------	---------

_____, we start picking up trash.

_____, we throw them into proper bins.

_____, we sort the trashes into biodegradable and non-biodegradable.

_____, we wash our hands.

Answers Key

What I Know

1. B
2. B
3. A
4. A
5. A

What's In

1. 3
2. 2
3. 4
4. 1

or

1. 1
2. 4
3. 2
4. 3

What's New

1. D
2. D
3. B
4. B
5. D

What's More

1. A
2. C
3. A
4. B

What I Have Learned

1. B
2. A
3. C
4. A
5. B

What I Can Do

1. Answer may vary

Assessment

1. 3, 2, 1
2. A
3. B
4. Next/Then
5. B

Additional Activities

1. First
2. Then
3. Next
4. Finally

DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 Quarter 4 Module 7** titled **How to take Care for our Environment using Time Order Words** was developed by SDO TACURONG with the primary objective of preparing for and addressing the demands of the MATATAG Curriculum. Contents of this module were based on DepEd's Learning Competencies anchored on the MATATAG Curriculum. This is a supplementary material to be used by all learners of Tacurong City in all public schools beginning SY 2024-2025. The process of LR development was observed in the production of this module. This is version **1.0**. We highly encourage feedback, comments, and recommendations.

For inquiries or feedback, please write or call:

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