2

DepED MATATAG
Bansang Makabata Batang Makabansa

MATHEMATICS

Quarter 4 - Module 6
Straight and Curved Lines, and Flat and Curved Surfaces

SELF-LEARNING MODULE

DEPARTMENT OF EDUCATION - SOCCSKSARGEN

MATHEMATICS - Grade 2
Quarter 4 - Module 6 Straight and Curved Lines, and Flat and Curved Surfaces
Self-Learning Module (SLM)
MATATAG Curriculum
First Edition, 2025

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Printed in the Philippines by
Schools Division Office of Tacurong City

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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 Mathematics - Grade 2 Self-Learning Module (SLM) Straight and Curved Lines, and Flat and Curved Surfaces.

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 (Mathematics Grade 2) Self-Learning Module on Straight and Curved Lines, and Straight and Curved Surfaces.

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.

2

MATHEMATICS

Straight and Curved Lines, and Flat and Curved Surfaces

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What I Need to Know

This module was designed and written to help you master how to Identify and Explain the Difference Between Straight Lines, Curved Lines, Flat and Curved Surfaces of 3-Dimensional (3D) Objects. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of learners. The lessons are arranged to follow the standard sequence of the course. The contents of this module correspond to the textbook you are using.

The module is divided into two lessons, namely:

Lesson 6.1: Identify and explain the difference between straight lines and curved lines.

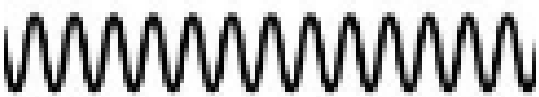
Lesson 6.2: Identify and explain the difference between flat and curved surfaces of 3-dimensional objects.

Content Standards: straight and curved lines, and flat and curved surfaces.

What I Know

"Hello! Today, you are going to do something exciting. Before we start learning new math activities, I want to see what you already know. Are you ready to answer? Let's get started!"

Directions: Write **SL** if the object shows straight line and **CL** if it shows curved line.

_____1. 

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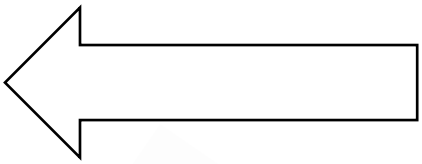
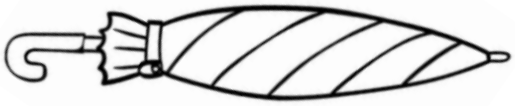
_____4. 

_____5. 

Lesson 1 - Identify and Explain the Differences Between Straight Lines and Curved Lines

What's In

Great job! Now, we will review some important ideas you have learned before.

Direction: Read the problem and answer the questions. Encircle the letter of the correct answer.

Nina started watching television at 6:30 PM and continued until 8:30 PM. How many hours did Nina spend watching television?

1. What is asked in the problem?
    a. Number of hours did Nina spend in watching television.
    b. Number of hours did Nina spend playing.
    c. Number of hours did Nina spend dancing.
    d. Number of hours did Nina spend writing.

2. What are the given numbers?
    a. 6:30 PM and 8:30 PM
    b. 6:30 PM and 8:00 PM
    c. 8:30 PM and 6:20 PM
    d. 8:30 PM and 7:00 PM

3. What is the operation to be used?
    a. Addition
    b. Subtraction
    c. Multiplication
    d. Division

4. What is the number sentence?
    a. 8:30 PM + 6:00 PM = N
    b. 8:30 PM x 6:30 PM = N
    c. 8:30 PM – 6:30 PM = N
    d. 8:00 PM ÷ 6:10 PM = N

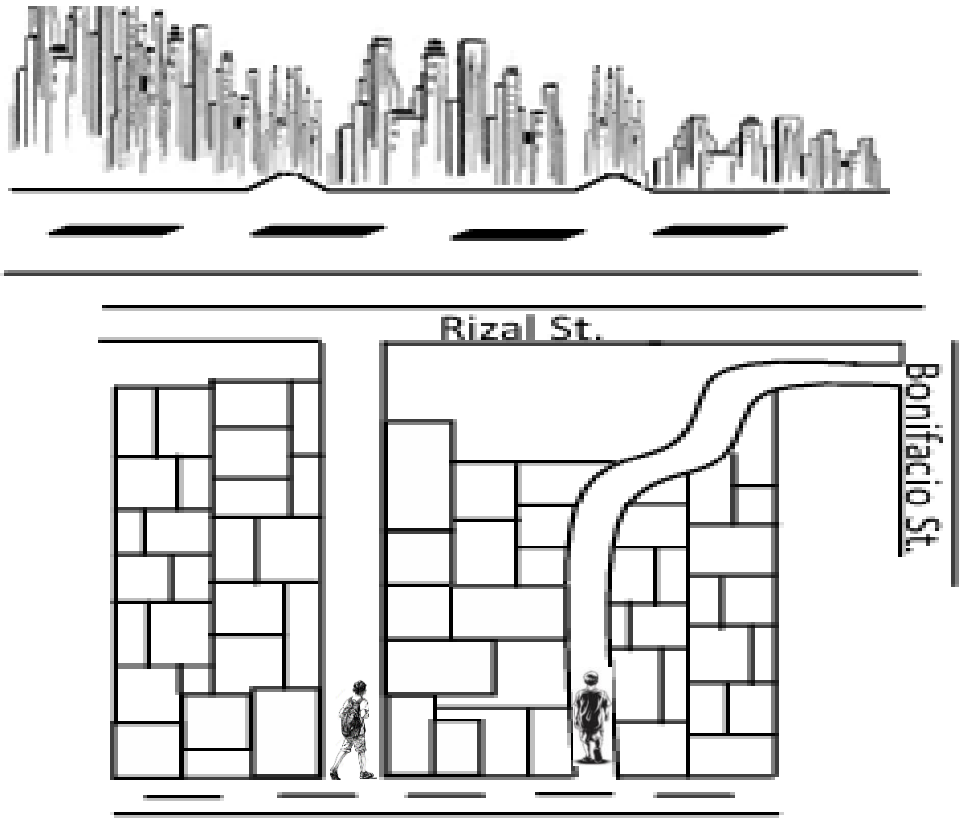
5. What is the correct answer?
    a. 1 hour
    b. 2 hours
    c. 3 hours
    d. 4 hours

What's New

Wonderful! This time we are going to learn something new.

Directions: Look at the illustration below. Read the situation and answer the questions. Write the letter of the correct answer.

The two friends, Ben and Alex are going to the city. They both see the same buildings ahead, but they took different roads. However, after walking for an hour, Ben arrived at Rizal Street, while Alex arrived at Bonifacio Street.



Ben Alex

1. Who do you think will be the first to arrive in city?
    a. Ben
    b. Alex
    c. Ruben
    d. Arman

2. Who do you think will be the last to arrive in city?
    a. Ken
    b. Ben
    c. Alex
    d. Arnold

3. Why do you think Ben will arrive first?
    a. He runs fast.
    b. He took the straight road.
    c. He took the curved road.
    d. He is eating while walking.

4. Why do you think Alex will arrive last?
    a. He runs fast.
    b. He took the straight road.
    c. He took the curved road.
    d. He took the diversion road.

5. If you were Ben or Alex, what road are you going to take to go to the city?
    a. straight road
    b. curved road
    c. zigzag road
    d. small road

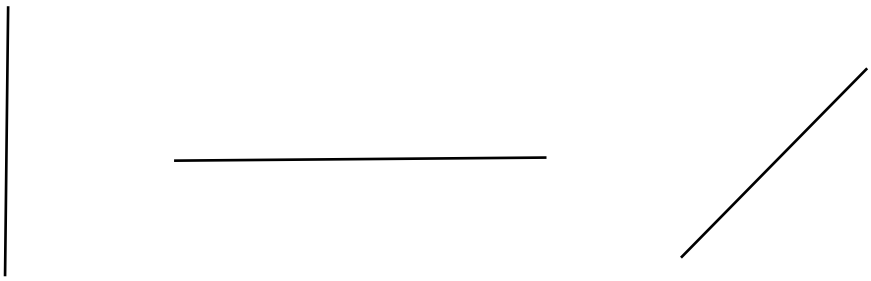
What is It

Fantastic! Now let's learn more about our lesson.

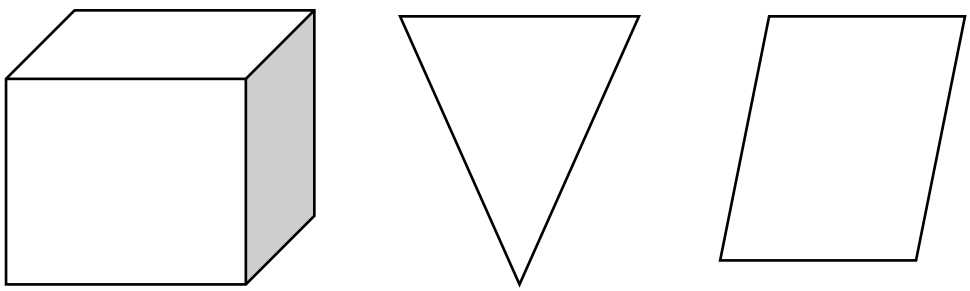
Do you want to know the differences between straight lines and curved lines?

You see objects of different shapes and sizes. Among them are **straight lines** and **curved lines.**

Straight line is a line that does not curve. It is something with lines that do not wave or curve, or a way to spread cost across a period all at the same time.

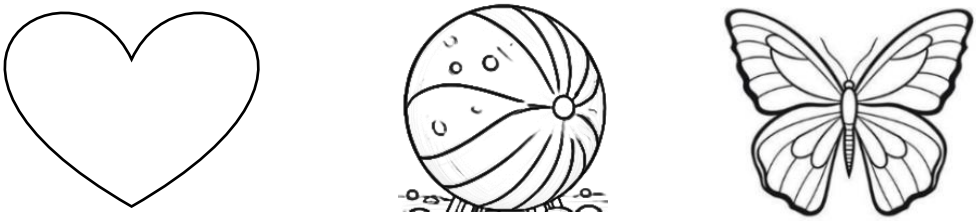


Here are other examples of objects with **straight lines.**



Curved Line is a line that is not straight and do not move in one direction.

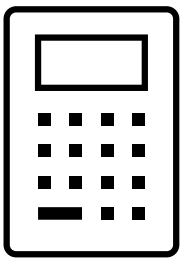
Here are other examples of objects with **curved lines.**

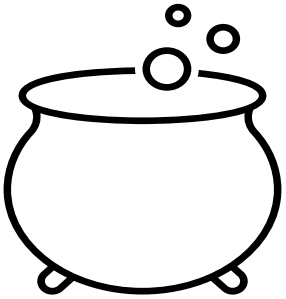


What's More

Wow, you are doing your best! Now, let us learn more about our lesson.

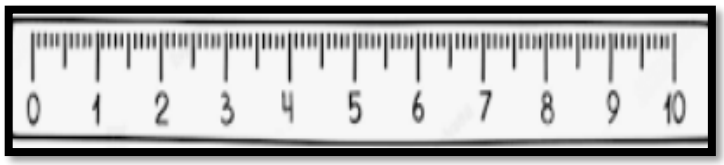
Directions: Look at the pictures. Write a check (✓) if the object shows a **straight line** and (X) if it is a **curved line.**

_____1. 

_____ 2. 

_____ 3. 

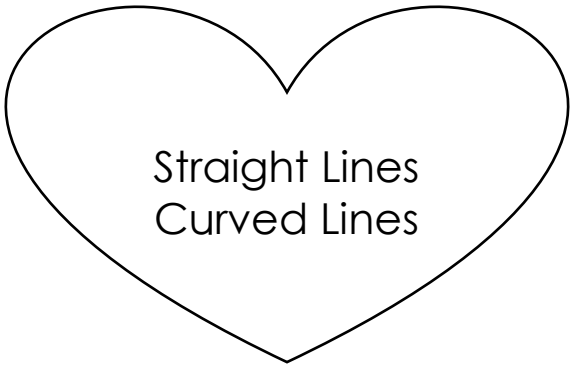
_____ 4. 

_____ 5. 

What I have learned

Great job! Let us think about what you have learned.

Directions: Write the correct word that would make the statement complete. Choose your answer inside the heart below.



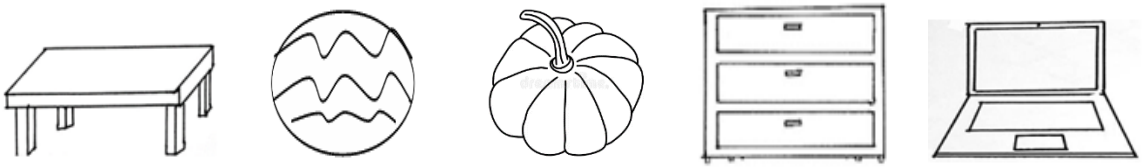
1. _____ are lines that does not curve. It is something with lines that do not wave or curve, or a way to spread cost across a period all at the same time.

2. _____ are lines that is not straight and do not move in one direction.

What I can do

Amazing! Now that you know the difference between curved and straight lines, answer the activity below.

Directions: Look at the objects inside the box. Identify whether it has straight lines of curved lines. Write the letter of the objects in the appropriate column.



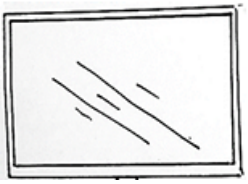
Straight Lines	Curved Lines

Assessment

You are doing awesome! Let us see if you understand our lesson.

Directions: A. Write **SL** on the blank if the object shows a **Straight Line** and **CL** if it shows a **Curved Line**.

_____1. 

_____2. 

_____3.

B. Choose the correct answer inside the parenthesis to complete the sentence.

4. _____ are lines that are not straight and do not move in one direction.

(straight lines, curved lines, circle, square)

5._____ are lines that does not curve. It is something with lines that do not wave or curve, or a way to spread cost across a period all at the same time.

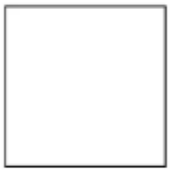
(straight lines, curved lines, circle, square)

Additional Activities

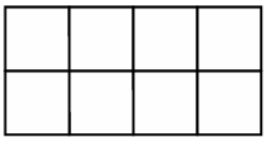
Wow, you are doing great! You know now the difference between straight and curved lines. For your final task, answer the activity below.

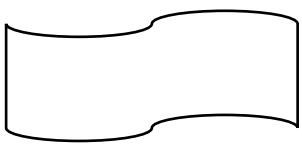
Directions: Write whether the following pictures below are made of **straight lines** or **curved lines.**

_____ 1. 

_____ 2. 

_____ 3. 

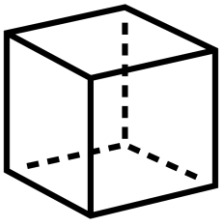
_____ 4. 

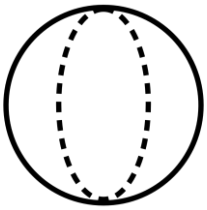
_____ 5. 

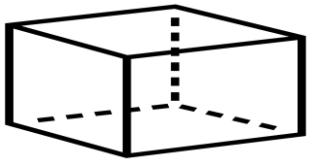
What I Know

Welcome to our lesson 2! Before you will start the lesson, answer the activity below.

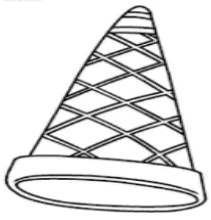
Directions: Draw ☺ if the object is a 3-dimensional object that shows flat surfaces and ☹ if it shows curved surfaces.

_____ 1. 

_____ 2. 

_____ 3. 

_____ 4. 

_____ 5. 

Lesson 2 - Identify and Explain the Differences Between Flat and Curved Surfaces in Three Dimensional Objects

What's In

Nice job! Now, we will review some important ideas you have learned before.

Directions: A. Write **SL** on the blank if the object shows **Straight Line** and **CL** if it shows **Curved Line**.

_____ 1. 

_____ 2.

_____ 3. 

B. Choose the correct answer inside the parenthesis to complete the sentence.

4. _____ are lines that is not straight and do not move in one direction.

(straight lines, curved lines, circle, square)

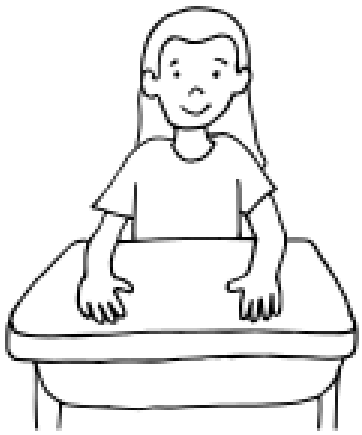
5. _____ are lines that does not curve. It is something with lines that do not wave or curve, or a way to spread cost across a period all at the same time.

(straight lines, curved lines, circle, square)

What's New

Excellent work! Today, we are going to learn something new and exciting.

Directions: Look at the pictures below. Read and answer the questions. Write the letter of the correct answer.



1. Where are the hands of the girl?
   a. on her pocket
   b. on top of the chair
   c. on top of the desk
   d. on top of the bed

2. Is there any part of her hands not on the table?
   a. I don't know.
   b. None, all parts of her hands are on the table.
   c. Yes, there's a part of her hands not on the table.
   d. Maybe, there's a part of her hands not on the table.

3. What is the boy holding?
   a. a ball
   b. a cup
   c. a glass
   d. a balloon

4. Is there any part of his hand not on the ball?
   a. I don't know.
   b. None, all parts of her hands are on the ball.
   c. Yes, there's a part of her hands not on the ball.
   d. Maybe, there's a part of her hands not on the ball.

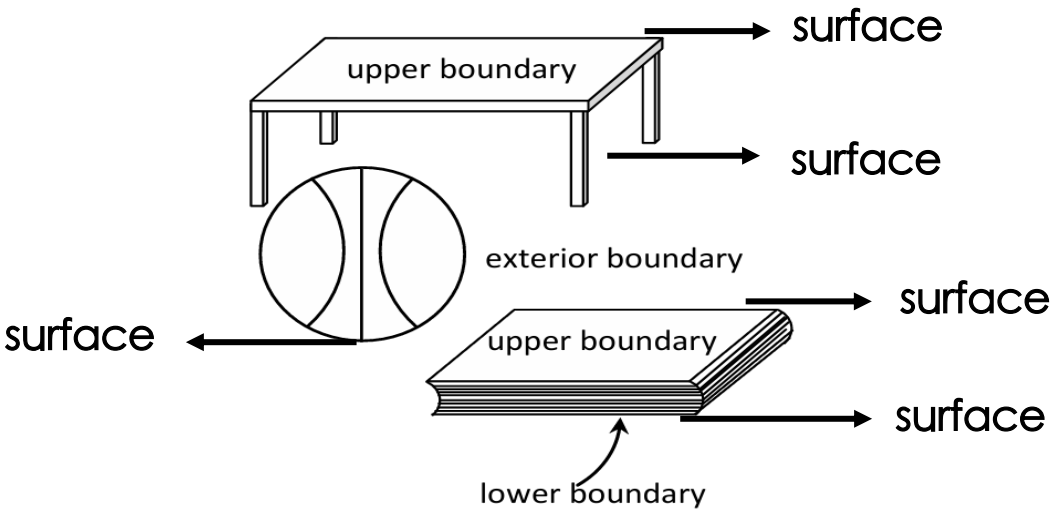
5. What does the boy do so that his entire hand touches the ball?
   a. He must curl his fingers.
   b. He must hold the ball with just his fingertips.
   c. He must place his palm flat against the ball.
   d. He must roll the ball on the back of his hand.

What is It

Very good! Now, let's get into our lesson.

What you touch and feel is the surface of the objects.

- **Surface** is the exterior or upper and lower boundaries of a body or object.

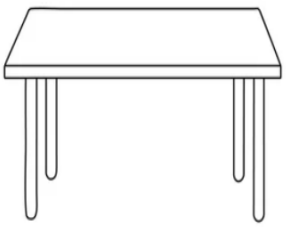


Surfaces may be **flat** or **curved.**

- **Flat surfaces** can be covered entirely by another larger flat surface.

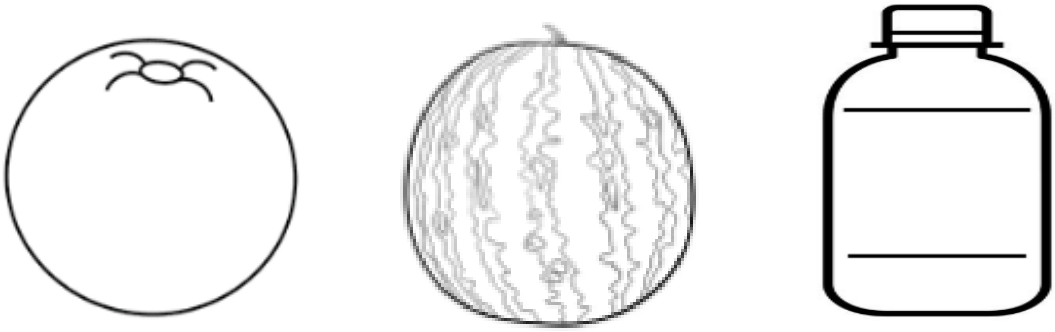
Here are some objects with flat surfaces.





- **Curved surfaces** refer to surfaces that are not flat and instead have a smooth, continuous curve.

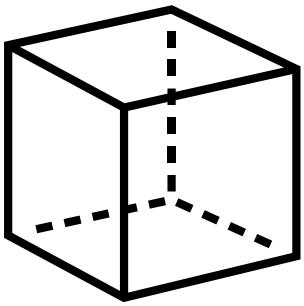
Here are some objects with curved surfaces.



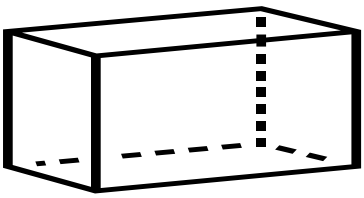
- Objects with Three-Dimensional (3D) shapes have a flat surfaces and curved surfaces.

- **Three-Dimensional (3D) shapes** are shapes that can be measured in three directions such as length, width and height.

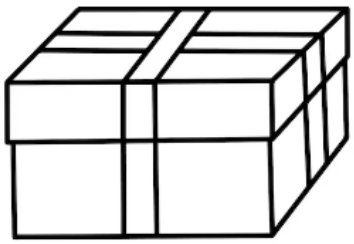
Here are some examples of 3-Dimensional objects with **flat surface.**



square/ cube

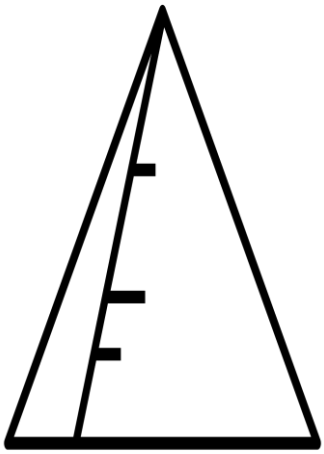


rectangle

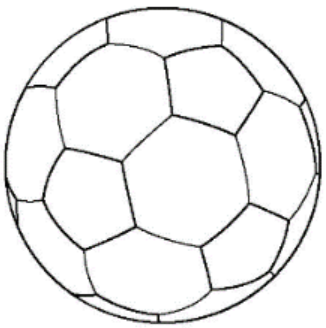


gift

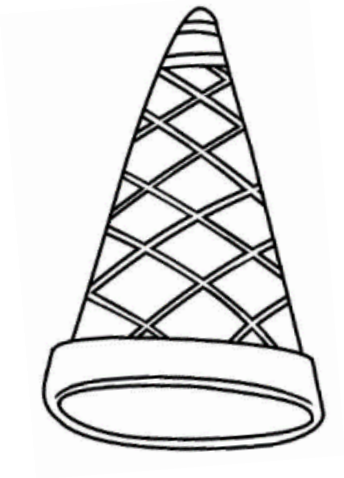
Here are some examples of 3-Dimensional objects with **curved surface.**



Triangle /Pyramid



Circle/ ball



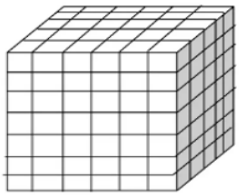
Ice cream cone

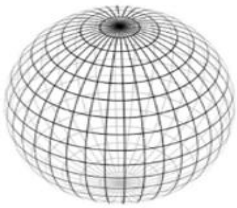
squash

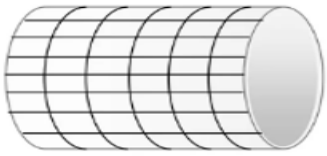
What's More

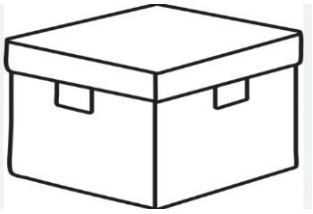
Great job, you are amazing! Now, let us learn more about our lesson.

Directions: A. Write **FS** in the blank if the picture shows a **flat surface** and **CS** if it shows a **curved surface.**

_____1. 

_____2. 

_____3. 

_____4. 

_____5. 

What I have learned

Well done! Let us look back on what you have learned.

Directions: Choose inside the parenthesis and write the correct answer for each number.

1. What do you call a surface that is flat or straight?

   (flat surface, curved surface, circle, square)

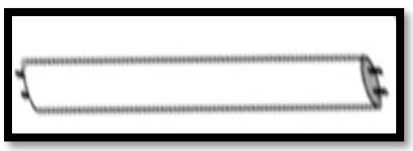
2. What do you call a surface that is not flat or straight?

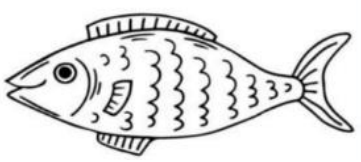
   (flat surface, curved surface, triangle, square)

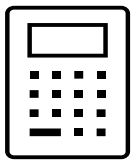
What I can do

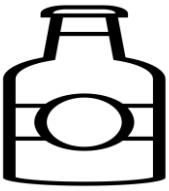
Great job! Now that you have learned the difference between flat and curved surfaces in three-dimensional objects, answer the activity below."

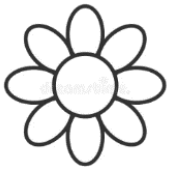
Directions: Look at the pictures below. Write whether it has a **flat surface** or a **curved surface**.

_____1. 

_____ 2. 

_____ 3. 

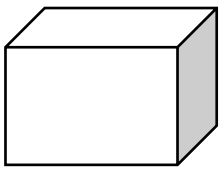
_____ 4. 

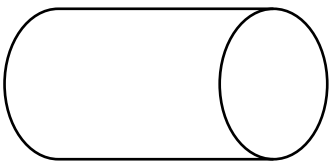
_____ 5. 

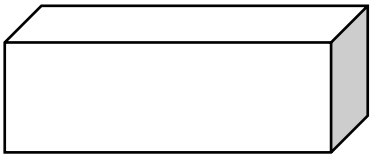
Assessment

You're doing great! Let us see if you understand our lesson.

Directions: A. Write √ if the object has **flat surface** and X if it has **curved surface**.

_____ 1. 

_____ 2. 

_____ 3. 

B. Answer the following questions. Choose the correct answer inside the parenthesis.

_____ 4. What do you call a surface that is not flat or straight?

(flat surface, curved surface, triangle, square)

_____ 5. What do you call a surface that is flat or straight?

(flat surface, curved surface, circle, square)

Additional Activities

Nice job! You know now the difference between flat and curved surfaces.

Directions: Draw two (2) objects with flat surface and three (3) objects with curved surface inside the box. Color them.

Answer Key

Lesson 1

What I Know

1. CL
2. SL
3. CL
4. SL
5. CL

What's In

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

What's New

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

What's More

1. √
2. X
3. X
4. X
5. √

What I Have Learned

1. Straight Lines
2. Curved Lines

What I can Do

Straight Lines	Curved Lines
A	B
D	C
E	

Assessment

1. CL
2. SL
3. SL
4. Curve Lines
5. Straight Lines

Additional Activities

1. curved lines
2. straight lines
3. curved lines
4. straight lines
5. curved lines

Lesson 2

What I Know

1. ☹
2. 😐
3. ☹
4. 😐
5. 😐

What's In

1. CL
2. SL
3. SL
4. Curve Lines
5. Straight Lines

What's New

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

What's More

1. FS
2. CS
3. CS
4. FS
5. CS

What I Can Do

1. flat surface
2. curved surface
3. flat surface
4. curved surface
5. curved surface

What's New

1. b
2. a
3. a
4. b
5. a

Assessment

1. ✓
2. X
3. ✓
4. curved surfaces
5. straight surface

References

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DISCLAIMER

This Self-learning Module (SLM) in **MATHEMATICS 2 Quarter 4 Module 6** titled **"Straight and Curved Lines, and Flat and Curved Surfaces"** 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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