

ENGLISH

Quarter 1 - Module 5



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ENGLISH - Grade 2
Quarter 1 - Module 5 Simple Sentences
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 about the lessons in each SLM. This will tell if you need to proceed on completing this module, or if you need to ask your facilitator's 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, Note to the Facilitators is 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 question 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 Simple Sentences.

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 instruction 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 (SLM) on Simple Sentences!

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 1 - Module 5
Simple Sentences



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the different basic sight words and sentences. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

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

EN2GAGS-I-5 Identify the parts of simple sentences:
(who/what, what are they doing, when/where/how).
1. telling sentences (declarative)

EN2CCT-I-5 Compose texts to react to the character, setting, or events in a story. Refer to the theme for this quarter

Lesson 1 - Simple Sentences



What I Know

Identify whether the underlined words in each sentence are the **subject** or the **predicate**. Write your answer in your notebook.

- _____ 1. Barok lived in Tacurong City.
- _____ 2. The puppy was shivering.
- _____ 3. The birthday cake was yummy.
- _____ 4. The balloons were big.
- _____ 5. Barok loved playing in the fields.



What's In

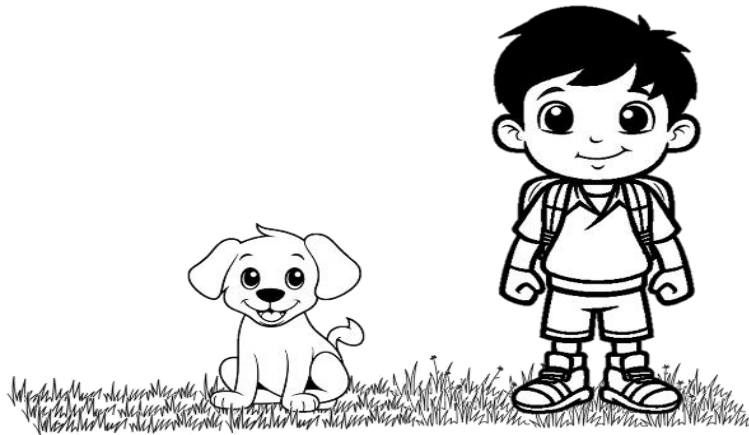
Directions: Match Column A with its example in Column B. Write the letter of your answer in your notebook.

- | Column A | Column B |
|-------------------------|--------------------------|
| 1. Common Noun | a. Barok |
| 2. Proper Noun | b. puppy |
| 3. Gender | c. Barok was a kind boy. |
| 4. High-frequency word | d. male |
| 5. Declarative Sentence | e. the |



What's New

Read again the story.



Barok and the Lost Puppy: A Tale of Kindness

by: Janifer Prado Ponciano

Once upon a time, a kind boy named Barok lived in Tacurong City. He loved running, laughing with friends, and playing in the sunny fields.

One exciting morning, it was Barok's birthday! His family prepared a celebration with big balloons, delicious food, and a yummy cake.

Barok made a wish, then, his friends sang a "Happy Birthday" song. After that, he went to the fields. There, he found a lost puppy shivering in the grass! He gently picked it up and comforted it. Then, he looked for the owner of the puppy. Alas! Barok found the owner and he felt happy.

Soon, Barok and the puppy became the best of friends. They explored the fields together.

Answer the following questions. Write the letter of the correct answer in your notebook.

1. Who was the main character of the story?
 - a. family
 - b. Barok
 - c. Barok's friends
 - d. the lost puppy

2. What did Barok's family prepare for his birthday?
 - a. A movie treat
 - b. A trip to the zoo
 - c. A party in the park
 - d. A yummy cake, delicious food, and big balloons

3. When did Barok find the lost puppy?
 - a. Barok found the puppy on a rainy day.
 - b. Barok found the puppy when he was in school.
 - c. Barok found the puppy while playing in the field.
 - d. Barok found the puppy during his birthday party.

4. Where did he find the lost puppy?
 - a. He found the puppy in their house.
 - b. He found the puppy in the church.
 - c. He found the puppy in the grass.
 - d. He found the puppy at the town square.

5. How did Barok take care of the lost puppy?
 - a. He took care by playing with it.
 - b. He took care by giving it food.
 - c. He took care by giving it shelter.
 - d. He took care by comforting it.



What is It

A **simple sentence** is a group of words that expresses a complete meaning or thought with a subject and a predicate.

Subject - is the who or what the sentence is about.

Predicate - tells something about the subject.

Examples:

1. Barok was a kind boy.

“**Barok**” is the subject and “**was a kind boy**” is the predicate.

2. The puppy was shivering.

“**The puppy**” is the subject and “**was shivering**” is the predicate.

3. The birthday cake was yummy.

“**The birthday cake**” is the subject and “**was yummy**” is the predicate.

4. The balloons were big.

“**The balloons**” is the subject and “**were big**” is the predicate.

5. Barok loved playing in the fields.

“**Barok**” is the subject and “**loved playing in the fields**” is the predicate.



What's More

Copy the simple sentences in your notebook. Circle the subject, and underline the predicate.

1. Lino loves his pet dog.
2. Bantay is Lino's favorite pet.
3. His mother cooks food for Bantay.
4. His father cleans the doghouse.
5. Her sister is playing with Bantay, too.



What I have learned

A **simple sentence** is a group of words that expresses a complete meaning or thought with a subject and a predicate.

Subject - is the who or what the sentence is about.

Predicate - tells something about the subject.



What I can do

Read and understand the following simple sentences. Identify the subject and predicate by writing them in the appropriate column. Answer it in your notebook.

Simple Sentence	Subject	Predicate
1. Barok celebrated his birthday.		
2. The family prepared a birthday party.		
3. His friends sang a Happy Birthday song.		
4. A puppy was found in the grass.		
5. The owner thanked Barok.		



Assessment

Complete the sentences below by choosing the correct subject or predicate. Write the letter of your answer in your notebook.

1. _____ was a kind boy.
 - a. Puppy
 - b. Barok
 - c. Family
 - d. Friends

2. The birthday cake _____.
 - a. was yummy
 - b. was puppy
 - c. was tummy
 - d. was sunny

3. _____ was shivering.
 - a. The yummy
 - b. The puppy
 - c. The tummy
 - d. The sunny

4. _____ looked for the owner of the puppy.
 - a. Barok
 - b. Barok's family
 - c. Barok's friends
 - d. The puppy and Barok's friends.

5. _____ were big.
 - a. The cakes
 - b. The friends
 - c. The families
 - d. The balloons

Lesson 2 - Composing Texts



What I Know

Directions: Choose the correct phrase for the picture.
Write the letter of the correct answer on your paper.

1.



- a. sunny fields
- b. best of friends

- c. shivering in the grass
- d. gentle kindness

2.



- a. sunny fields
- b. best of friends

- c. big balloons
- d. gentle kindness

3.



- a. sunny fields
- b. best of friends

- c. shivering in the grass
- d. gentle kindness

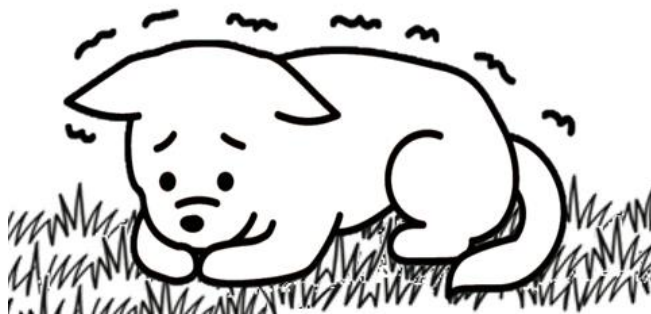
4.



- a. sunny fields
- b. best of friends

- c. shivering in the grass
- d. gentle kindness

5.



- a. sunny fields
- b. best of friends

- c. shivering in the grass
- d. gentle kindness



What's In

Identify the underlined words in the sentences if it is a **subject** or a **predicate**. Write your answers in your notebook.

_____ 1. Barok was happy.

_____ 2. He found a lost puppy.

_____ 3. The puppy looks afraid.

_____ 4. The owner of the puppy was thankful.

_____ 5. The family was proud of him.



What's New

Directions: Answer the following questions based on the story *Barok and the Lost Puppy: A Tale of Kindness* by Janifer Prado Ponciano. Write your answer on your notebook.

1. Who was the main character of the story?
2. How would you describe Barok?
3. What was the setting of the story?
4. What did Barok find when he went outside?
5. What did you feel when he comforted the puppy?



What is It

In describing a character, setting, or events in a story, we can do so by using various words, phrases, or sentences.

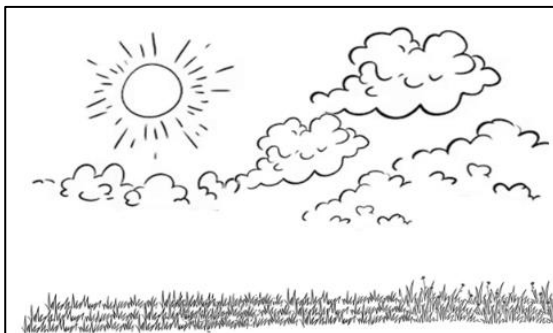
Words that describe people's traits, feelings or emotions, places, and events are called descriptive words.

Characters, settings, and events help us write words, phrases, and sentences with the use of descriptive words.

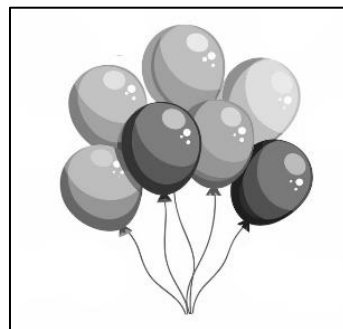
Through illustrations, the reader will be able to interpret visual images while characters tell about the inner qualities of a person.

A phrase is a group of words stating descriptions about a person, place, thing, event, and the like. It has no complete thought or meaning.

For examples:



sunny fields



big balloons

A sentence is a group of words expressing a complete meaning or thought. It is composed of a subject and a predicate.

Writing a phrase or a sentence becomes easier with the help of pictures or illustrations. The illustrations or pictures of a character, place, or thing may guide you in describing them.

For examples:

Barok was a kind boy.



Barok loved playing in the sunny fields.



His family prepared a party with balloons and cake.





What's More

Directions: Write a phrase to describe the following based on the story. Write your answers in your notebook.

1. Barok - _____
2. The family of Barok - _____
3. The birthday celebration - _____
4. The puppy - _____
5. Barok and the puppy - _____



What I have learned

In describing a character, setting, or events in a story, we can do so by using various words, phrases, or sentences.

Words that describe people's traits, feelings or emotions, places, and events are called descriptive words.

Characters, settings, and events help us write words, phrases, and sentences with the use of descriptive words.

Through illustrations, the reader will be able to interpret visual images while characters tell about the inner qualities of a person.

A phrase is a group of words stating descriptions about a person, place, thing, event, and the like. It has no complete thought or meaning.

A sentence is a group of words expressing a complete meaning or thought. It is composed of a subject and a predicate.

Writing a phrase or a sentence becomes easier with the help of pictures or illustrations. The illustrations or pictures of a character, place or thing may guide you in describing them.



What I can do

Match the correct phrase for its picture. Write the letter of the correct answer on your paper.

A

1. shivering in the grass

2. gentle kindness

3. best of friends

4. sunny fields

5. big balloons

B



a.



b.



c.



d.



e.



Assessment

Write a simple sentence that describes each picture.











Answer Key

Lesson 1

What I Know	1. predicate 2. subject 3. predicate 4. subject 5. predicate	1. b 2. a 3. d 4. e 5. c	What's In	1. b 2. d 3. d 4. c 5. d.	What's New	Subject Barok was a kind boy The family planned a birthday party Barok played in the fields The birthday cake was yummy Barok ran in the fields	What I Can Do	1. b 2. a 3. b 4. a 5. d	Assessment
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Lesson 2

What I Know	What's In	What's New	What I Can Do	Assessment
1. a 2. b. 3. c 4. d. 5. b	1. predicate 2. subject 3. predicate 4. subject 5. predicate	1. Barok 2. Barok is a good boy. 3. in the fields 4. sunny 5. happy	1. e 2. c 3. d 4. b 5. a	Answer may vary

DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 - Quarter 1 Module 5** titled "**Simple Sentences**" 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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