

ENGLISH

Quarter 1 - Module 8



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ENGLISH - Grade 2

Quarter 1- Module 8 Express Ideas Using Text Types: Time Order and Procedural Self-Learning Module (SLM)

MATATAG Curriculum

First Edition, 2025

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**Printed in the Philippines by
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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'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, 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 question about 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 Express Ideas Using Text Types: Time Order and Procedural!

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 (Express Ideas Using Text Types: Time Order and Procedural)!

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 8

Express Ideas Orally Using Text Types:
Time Order and Procedural



What I Need to Know

This module was designed and written with you in mind. The scope of this module will help you master how to express ideas using text types: time order and procedural. We hope that through this learning material, you will have a meaningful learning experience and gain a deep understanding of the relevant competencies. You can do it!

This module is all about:

Lesson 1: Express ideas using text types: time order and procedural.

Essential Learning Competency:

- **EN2CCT-I-8** Express ideas using text types: time order and procedural.

After going through with this module, you are expected to:

1. Express ideas orally using text types: time order and procedural

Lesson 1 - Express Ideas Orally Using Text Types: Time Order and Procedural



What I Know

Hello, learning buddy! Feel free to take your time to learn more about the lesson. Once you feel confident and have a thorough understanding of the material, you may choose to skip this module. However, if you'd like to continue, I'm here to provide you with different activities. Have fun!

Activity 1: My Daily Routine

Directions: Look at the pictures. Say the time order word that tells when the activity happens. Use the words *first*, *next*, *then*, and *finally*.





What's In

Directions: Read the text below and pay attention to the time order words that show the sequence of steps in baking a cake.

First, gather the ingredients and preheat the oven. **Next**, mix the batter until smooth. **Then**, pour it into a greased pan and bake. **Finally**, let it cool before decorating and serving.



What's New

Directions: Read the short narrative and answer the questions below.

Sam had a busy and fun day. His teacher asked him to share what he did last weekend. Sam explained his activities clearly. He started by saying, "*First*, I woke up and ate a yummy breakfast. *Next*, I put on my shoes and went to the park to play. *Then*, I played on the swings and the slide with my friends. *Finally*, I came home, took a bath, and had dinner with my family.

Questions:

1. Who had a busy and fun day?
2. What did Sam do first in the morning?
3. What was the last thing Sam did before going to bed?
4. How did Sam explain his activities to the class?
5. What time order words were used in the story to show the sequence of events?



What is It

Well done kids! Today, we'll learn how to express ideas using time order and procedural.

- ❖ **Time order words** are words used to show when an event or action takes place about another. They help establish chronological order.
- ❖ A **procedural** is a set of instructions that tells you how to do or make something.

Here are the things you must remember when expressing your ideas:

1. **Speak Simply:** Use words that are easy to understand.

2. **Start, Middle, End:** When telling a story or explaining something, think about what happens first, and what happens last.
3. **Helpful Words:** Use words like *first*, *next*, *then*, and *finally* to show the order of things.
4. **Show and Tell:** Use simple examples that make your point.
5. **Storytelling:** Practice telling short stories about your day or something you did, including the order of events.



What's More

Activity: Mixed Orders!

Directions: Put the steps for making Calamansi juice in order using *First*, *Next*, *Then*, and *Finally*. Then, say them aloud to a family member to check if you got them right.

_____ squeeze the juice from the calamansi into the glass

_____ wash the calamansi fruits and cut it in half

_____ add sugar to the glass

_____ pour water into the glass and stir



What I have learned

Well done! You have finished all the activities. Let's see how much you learned from this lesson.

Directions: Fill in the correct answer to complete the thought of the sentences below. Tell a family member the steps aloud so they can help you check if your answer is correct.

A _____ is a set of instructions that tells you how to do or make something.

_____ are words used to show when an event or action takes place about another. They help establish chronological order.



What I can do

Job well done! This time, apply what you have learned by doing the activity below.

Directions: Use the given steps for brushing teeth as a guide. Put them in the correct order using time-order words *First*, *Next*, *Then*, and *Finally*. Once done, say the steps aloud to a family member so they can help you check if your answer is correct.

Fill a glass with clean water for rinsing later.

Squeeze a small amount of toothpaste onto your toothbrush.

Spit out the toothpaste and use the water to rinse your mouth.

Move the toothbrush in small circles to clean all your teeth

Rubric:

Criteria	Excellent (5)	Good (3)	Needs Improvement (1)
Demonstration	Clearly shows all steps	Clearly shows 2-3 steps	Did not show any steps
Explanation	Explain clearly each step	Provides basic explanations for each step	The explanation of each step is not clear.
Time order words and procedural	Uses correctly time order words and procedural	Uses correctly some time order words and procedural	Did not correctly use time order words and procedural



Assessment

Activity 3: Show and Tell

Great Job! Now it's time for your final activity! Do you like drinking milk? Do you know why drinking milk is good for you? Let's find out!

Directions: Share your ideas in four (4) steps on how to make a glass of milk using procedural and time-order words. Then, say the steps in front of a family member to check if you did it correctly.

Rubric:

Criteria	Excellent (5)	Good (3)	Needs Improvement (1)
Demonstration	Clearly shows all steps	Clearly shows 2-3 steps	Did not show any steps
Explanation	Explain clearly each step	Provides basic explanations for each step	The explanation of each step is not clear.
Time order words and procedural	Uses correctly time order words and procedural	Uses correctly some time order words and procedural	Did not correctly use time order words and procedural



Additional Activities

You are doing great! You are about to finish this module. But here's the last wave of activity for you to work on.

Activity 4: Create your Own Recipe!

Directions: Think about your favorite snack. Tell the steps on how to prepare this snack using time-order words and draw pictures for each step.

Answer Key

What I Know

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

What's In

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

What's More

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

What I Have Learned

1. Procedural
2. Time Order

References

Time order words. (n.d.). Ms. Caroline's Grade 4 Website. <https://carolineela.weebly.com/time-order-words.html>

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DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 - Quarter 1 - Module 8** titled "**Express Ideas Using Text Types: Time Order and Procedural**" 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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