

ENGLISH

Quarter 2 - Module 7



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ENGLISH - Grade 2

Quarter 2 - Module 7 Discourse Markers (Word Connectors) on Time Order and Procedural

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'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 Discourse Markers (Word Connectors) on 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 Discourse Markers on 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 2 - Module 7

Discourse Markers (Word Connectors)
on Time Order and Procedural



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the competency of identifying discourse markers or word connectors for a given text type.

The module has one lesson entitled **“Discourse Markers (Word Connectors) on Time Order and Procedural”**.

Most Essential Learning Competencies:

- Identify discourse markers or word connectors for a given text type: time order and procedural. (EN2GAGS-II-7)
- Make a summary of the narrative text. (EN2CAT-II-2, EN2CCT-II-7)

Lesson 1 - Discourse Markers or Word Connectors on Time Order and Procedural



What I Know

Directions: Write True before the number if the statement is correct and False if it is not.

1. **Time order markers** tell us the sequence of events in a story.
2. **Procedural markers** are only used in cooking recipes.
3. The word "**Next**" is an example of a time order marker.
4. You would use the word "**Finally**" to explain the first step of a process.
5. The word "**step 1**" is a procedural marker.



What's In

Directions: Read each sentence carefully. Write D if it is a declarative sentence (telling) and I if it is an interrogative sentence (asking).

1. The learner is sleeping on the rest area. _____
2. Where are you going after the class? _____
3. My classmates and I are playing jackstone. _____
4. Did you finish your assignment? _____
5. We will visit Teacher Lynn this weekend. _____



What's New

Directions: Read the story and identify the words that show the order of events.

Time Order Markers:

Then First Next Finally After that

Clara's Day at School

First, Clara woke up early in the morning. She brushed her teeth and got dressed in her school uniform. She was excited to go to school.



Next, she packed her bag with her papers, notebooks, and pencils. She made sure to bring her favorite storybook for reading time.

Then, Clara's mother made her a delicious breakfast. She ate her food quickly because she did not want to be late for school.

After that, Clara walked to the school with her cousin Nikko.

Finally, they arrived at school. Clara greeted her teacher, Mr. Santos, and went to her classroom, ready to learn new things!



What is It



are words or phrases that help connect ideas in speaking or writing, making it easier to follow the flow of a conversation or text.



help us understand the sequence of events in a text.

Words or phrases that show the order in which events happen

Examples:

- First, I ate breakfast.
- Next, I went to school.
- Then, we played in the park.
- Finally, I went home.



Procedural Discourse Markers

Examples:

- help guide someone through a set of steps to complete a task or follow directions.

- Words or phrases that explain the steps in doing something.

- First, wash your hands.
- Second, get a towel.
- After that, dry your hands.
- Lastly, keep the towel properly.

Activity 1. Directions: The steps to make a **parol** are mixed up. Number the steps in the correct order using procedural words (First, Second, Third, Then, Finally).

_____ Hang the parol outside your home and enjoy the beautiful lights!

_____ Cut out colored paper to decorate your parol.

_____ Use bamboo sticks to create the star frame.

_____ Attach the decorations to the star frame.

_____ Prepare the materials needed.





What's More

Directions: Write the correct order using **First, Next, Then, After that, Finally** to complete the sequence of events in the story "A Clara's Day at School".

_____ She packed her school bag with her papers and pencils.

_____ She walked directly to school with her cousin Nikko

_____ Clara woke up, brushed her teeth, and got dressed for school.

_____ Clara had breakfast prepared by her mother.

_____ Clara arrived at school, greeted her teacher, and went to her classroom.

Activity 2: Summarizing the Narrative Text Read

Directions: Write the summary of "Clara's Day at School" by filling the blank below.

First, Clara woke up _____.

Next, she packed _____.

Then, Clara had breakfast _____.

After that, she walked directly _____

_____.

Finally, Clara arrived at school _____.



What I have learned

Directions: Read each question carefully and write the letter of the correct answer on a separate sheet.

1. Which of the following is a time order marker?
A. step 1 C. ingredients
B. next D. first name

2. Which word would you use to show the last step in a procedure?
A. next C. finally
B. Step 1 D. begin

3. What should you use to explain the order of steps in making a cassava delight?
A. time order markers C. procedural markers
B. color markers D. action words

4. In which situation would you most likely use the word "First"?
A. to end a story
B. to start a story
C. to describe the last step in a procedure
D. to explain what to do in the middle of something

5. What marker would best complete the sentence?
"_____, brush your teeth after you eat breakfast."
A. first C. step 2
B. finally D. after that



What I can do

Directions: Follow the steps below to draw a school bus. Write the correct procedural words (**First, Next, Then, After that, Finally**) in the blanks and draw your bus in the next page.

“How to Draw a School Bus” (Step-by-Step Drawing)

Steps:

1. _____, draw a big rectangle for the school bus.
2. _____, add circles that will serve as wheels on it.
3. _____, draw windows of the school bus.
4. _____, draw a big door on it.
5. _____, color your school bus any way you like!

Draw your school bus.





Assessment

Directions: Answer the following questions based on the story “Clara’s Day at School”. Write the letter of the correct answer.

1. Which of the following time order that indicates beginning of the story?
 - A. last
 - B. second
 - C. finally
 - D. first

2. Which word shows the ending of the story?
 - A. step 1
 - B. finally
 - C. begin
 - D. next

3. What did Clara do after packing her school bag?
 - A. She walked to the bus stop.
 - B. She had breakfast.
 - C. She greeted her principal.
 - D. She sat with her cousin Nikko.

4. What did Clara do after that, once she finished eating breakfast?
 - A. She packed her bag.
 - B. She walked directly to school.
 - C. She rode to the tricycle area.
 - D. She entered to the library.

5. Finally, what did Clara do when she arrived at school?
 - A. She greeted her teacher and went to class.
 - B. She walked directly to school.
 - C. She played with her classmates.
 - D. She packed her school bag.



Additional Activities

Directions: Draw pictures to show what you do every morning before you go to school. Under each picture, write a sentence using time order words (first, next, then, after that, finally).

Answer Key

<p>What I Know</p> <ol style="list-style-type: none"> 1. True 2. False 3. True 4. False 5. True <p>What's In</p> <ol style="list-style-type: none"> 1. D 2. I 3. D 4. I 5. D <p>What's New</p> <p>First, Next, Then, After that, Finally</p> <p>What is it</p> <ol style="list-style-type: none"> 1. Finally 2. Second 3. Third 4. Then 5. First <p>What's More</p> <p>Activity 1</p> <ol style="list-style-type: none"> 1. Next 2. After that 3. First 4. Then 5. Finally

<p>Activity 2</p> <p>Answers vary</p> <p>What I have learned</p> <ol style="list-style-type: none"> 1. B 2. C 3. C 4. B 5. A <p>What I Can Do</p> <ol style="list-style-type: none"> 1. First 2. Nest 3. Then 4. After that 5. Finally <p>Assessment</p> <ol style="list-style-type: none"> 1. D 2. B 3. B 4. B 5. A
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References

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Fraser, B. (1999). What are discourse markers? *Journal of Pragmatics*, 31(7), 931-952. [https://doi.org/10.1016/S0378-2166\(98\)00101-](https://doi.org/10.1016/S0378-2166(98)00101-)

DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 - Quarter 2 - Module 7** titled "**Discourse Markers (Word Connectors) on 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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