

ENGLISH

Quarter 2 - Module 3



ENGLISH - Grade 2
Quarter 2 - Module 3 Comprehend Informational Texts
Self-Learning Module (SLM)
MATATAG Curriculum
First Edition, 2025

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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 Comprehend Informational Texts!

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 Comprehend Informational Texts!

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 3

Comprehend Informational Texts



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the Parts of a Book. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary levels 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.

After going through this module, you are expected to:

- a. use content-specific words in Mathematics (basic symbols and terminologies: *Ordinal Words*);
- b. comprehend Informational Texts: *Problem and Solution*;
- c. use simple sentences with proper intonation (juncture); and
- d. express ideas about one's experience: *School*

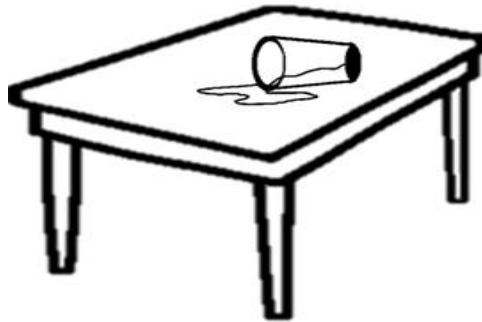
Lesson 1



What I Know

Directions: Read the problem sentence below. Arrange the following solutions in the correct sequence from the choices provided in the box. Write your answers in a separate sheet of paper.

Problem: The juice is spilled on the top of the table.



Solutions:

1. _____
2. _____
3. _____
4. _____
5. _____

Solutions:

Then, dry the table properly with a clean towel.
First, get a cloth paper towel.
Second, tap the paper towel at the spilled juice.
Finally, dispose the dirty paper towels.
Third, use another towel to wipe the remaining juice.



What's In

Directions: Read the sentences carefully and observe the proper rising and falling intonation.

1. **Are you happy?** *(The voice rises at the end, indicating a question)*
2. **Do you like to eat?** *(The voice rises at the end, indicating a question)*
3. **Where is your pet?** *(The voice rises at the end, indicating a question)*
4. **The baby is sleeping.** *(The voice falls at the end, indicating a statement)*
5. **I like to eat banana.** *(The voice falls at the end, indicating a statement)*



What's New

Directions: Read the story aloud and observe the proper juncture with the help of comma and period.

The Lost Pencil

Charie Mae G. Damole

The bell rang, (*pause*) and it was time for writing. Ben skipped to his desk, (*pause*) and checked for his bag. But when he opened it, (*pause*) his eyes widened. "Oh no!". "My pencil is missing!"

"Where is it?" he wondered, feeling worried. But he is determined to look for it.

First, he looked under his desk but it was not there.

Second, he checked the pocket of his bag, (*pause*) but only the pencil case was left.

Third, he asked Teacher Cha for help.

Teacher Cha told his classmates to help in searching for the pencil.

Finally, Karen, one of his classmates found it rolled under her desk.

Karen gave it to Ben.

Finally, Ben's face brightened. "Thank you, Karen", (*pause*) he said. "Now, I can write and draw!"

Comprehension Questions:

1. What was the problem in the story?
 - a. Ben lost his pencil.
 - b. Ben spilled his water.
 - c. Ben was crying.
 - d. Teacher Cha could not find Ben's pencil.
2. How did Ben look for his pencil?
 - a. He ignored the pencil.
 - b. First, he looked under his desk.
 - c. Teacher Cha gave him a pencil.
 - d. He cried immediately.
3. Why was it a problem that the pencil was lost?
 - a. Ben could not write and draw.
 - b. Ben could read.
 - c. Ben could not paint.
 - d. His mother would get mad.
4. Who found the pencil?
 - a. Karen, his classmate
 - b. Friend
 - c. Mother
 - d. Teacher Cha
5. How did the teacher help Ben?
 - a. She gave him a new pencil.
 - b. She hugged Ben.
 - c. She asked the classmates to look for his pencil.
 - d. She checked the pocket of Ben's bag.



What is It

Based on the story read, Ben had a problem and made some solutions.

Problem: Ben's pencil was missing.

Solutions:

First, he looked under his desk.

Second, he checked the pocket of his bag.

Third, he asked Teacher Cha for help.

Finally, Karen found it under her desk.

A **Problem** is a challenge or an obstacle in the story. It is something that the characters want to change, fix or figure out.

A **solution** is the action made by the characters to fix or figure out a way to solve the problem.

Examples:

Problem: The ball rolled away.

Solution: I kicked it back.

The cats are dirty, so I washed them.

Problem

Solution

The words **first**, **second**, **third**, **then**, and **finally** are words used to tell the order of things or sequence of events.



What's More

Directions: Read the sentences aloud and observe the proper juncture with the help of comma. Encircle the problem and underline the solution in the sentence.

Example:

The blocks are mixed up, so I sorted them by colors.

1. I can't reach the book on the top of the shelf, so I ask my teacher for help.
2. I forgot my lunchbox, so I bought food in the canteen.
3. Allan is not feeling well, so his teacher takes him to the school clinic.
4. Mara got low scores on her test, so she studied well.
5. The classroom is untidy, so the children help to clean.



What I have learned

Directions: Read the sentence and identify whether it's a **problem** or a **solution**. Write **P** if it is a problem and **S** if it is a solution.

Example:

 P I forgot to bring my bag.

 S I went back to school to look for my bag.

_____ 1. I can use a cloth to clean it up.

_____ 2. I can give my friend a hug.

_____ 3. The swing is too high.

_____ 4. My classmate slipped on the floor.

_____ 5. I can ask help to open it.



What I can do

Directions: Write the possible solutions to the given problems. Choose your answers from the box.

Example: **Problem:** My younger sister is thirsty.

Solution: I give her a glass of water.

1. **Problem:** The paint is all over the table.

Solution: _____.

2. **Problem:** The puzzle pieces are scattered on the floor.

Solution: _____.

3. **Problem:** The playground is wet.

Solution: _____.

4. **Problem:** The crayons are all broken.

Solution: _____.

5. **Problem:** My shirt is wet.

Solution: _____.

Solutions:

I will pick up pieces of puzzle.

I will borrow crayons from my classmate.

I will change my shirt.

I will play inside the classroom instead.

I will wipe the spilled paint on the table.

I will wipe the paint using paper towel.



Assessment

Ben always comes to school late. He misses some of his activities and school works. His teacher tells him that he might have low grades if he will continue his habit.

What are the good ways to help Ben get to school on time? Use the ordinal words **first**, **second**, **third**, **then** and **finally** to arrange the solutions given.

1. _____, wake up earlier.
2. _____, prepare things ahead at night.
3. _____, move faster in getting ready.
4. _____, take a different way in going to school.
5. _____, set the alarm clock.



Additional Activities

Directions: Complete the sentence with a possible solution.

1. The house was burning, so _____.
2. We are hungry, so _____.
3. Marta can't find her new hat, so _____.
4. The playground is too crowded, so _____.
5. My bike's tire is flat, so _____.

Answer Key

<p style="text-align: center;">Assessment</p> <ol style="list-style-type: none"> 1. Third 2. First 3. Then 4. Finally 5. Second 	<p style="text-align: center;">What I Can do</p> <p style="text-align: center;">Answers may vary</p>	<p style="text-align: center;">What I Have Learned</p> <ol style="list-style-type: none"> 1. S 2. S 3. P 4. P 5. S
<p style="text-align: center;">What's More</p> <ol style="list-style-type: none"> 1. I can't reach the book on the top of the shelf. 2. I forgot my lunchbox, I bought foods in the canteen. 3. Allon is not feeling well so his teacher took him to the school clinic. 4. Mara got low scores on her test, she studied well. 5. The classroom is messy, so the children help to clean. 	<p style="text-align: center;">What's New</p> <ol style="list-style-type: none"> 1. A 2. B 3. A 4. A 5. C 	<p style="text-align: center;">What's New</p> <ol style="list-style-type: none"> 1. Are you happy? 2. Do you like to eat? 3. Where is your pet? 4. The baby is sleeping. 5. I like to eat banana.
<p style="text-align: center;">What I Know</p> <ol style="list-style-type: none"> 1. First, get a cloth paper towel. 2. Second, tap the paper towel at the spilled juice. 3. Third, use another towel to wipe the remaining juice. 4. Then, dry the table properly with a clean towel. 5. Finally, dispose the dirty paper towels. 		

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DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 - Quarter 2 - Module 3** titled "**Comprehend Informational Texts**" 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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