

ENGLISH

Quarter 3 - Module 3



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ENGLISH - Grade 2
Quarter 3 - Module 3 Use Content-specific Words in Mathematics, and
Comprehend Informational Text (Time-order and Procedural)
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 Use Content-Specific Words in Mathematics, and Comprehend Informational Text (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 Use Content-specific Words in Mathematics, and Comprehend Informational Text (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 3 - Module 3

Use Content-Specific Words in
Mathematics, and Comprehend
Informational Text
(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 listen and respond to oral texts. 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.

The module is divided into two lessons, namely:

- Lesson 1
 - Use content-specific words in Mathematics (basic symbols and terminologies) EN2VWK-III
 - Use simple sentences with proper intonation (pitch, juncture, rhythm) EN2GAGS-III
- Lesson 2
 - Comprehend informational texts
 - Note at least three to four significant details in informational texts.
 - Identify text types EN2CAT-III
 - a. Time order and procedural
 - Express ideas about one's experiences
 - a. Community
 - b. Content-specific topics EN2CCT-III

Lesson 1 - Use Content-specific Words in Mathematics



What I Know

Let's see what you already know!

1. What does the word "divide" mean?
 - a. take away
 - b. share equally
 - c. combine
2. A group of 3 lollipops was given to each boy after sharing 6 lollipops among them. What does the term "group of" mean?
 - a. share
 - b. distribute
 - c. result of
3. What does the word "equal" mean?
 - a. giving more
 - b. the same
 - c. giving less
4. Father **split** the ten eggs between our two neighbors. What does the word "split" mean?
 - a. combined
 - b. joined
 - c. divided

5. Which sentence shows equal division?
- Luna has more candies than Lara.
 - Yuri has two mangoes while Milo has three.
 - Bert and Sara were given two pencils each.



What's In

We have learned about ordinal numbers in the past.

- Ordinal numbers** tell us the position of something in a sequence.

Here are some common ordinal numbers in words:

First, second, third, fourth and fifth

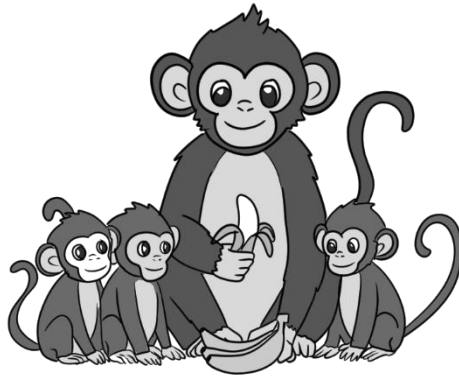
Read the following sentences and fill in the blank with a correct ordinal term. Write your answer on a separate sheet of paper.

- The _____ to finish the race wins.
- The _____ letter of the alphabet is D.
- N is the _____ letter in the word RAINBOW.
- The _____ month of the year is May.
- The _____ day of the week is Monday.



What's New

Read the story.



The Wise Monkey

by: Marnilli J. Romuar

There was once a monkey named Uni who had three playful sons. One day, Uni climbed a tall banana tree and picked fifteen bananas.

The three sons eagerly waited for their mother. As soon as Uni came down, they surrounded her, eager to get their share of bananas.

“Let’s divide the bananas,” Uni said calmly.

Uni divided the bananas into three equal groups, with each son receiving five bananas. They were so happy and enjoyed their equal share of bananas.



What is It

Divide means splitting or separating a whole equally.

Equal means the same amount or number.

Share means a part.

Divide equally is another way to say “divide”.

Group of means the result of division.



What's More

Guided Activity 1

Circle the letter of the correct answer.

1. “Let’s divide the bananas.” What does the word “**divide**” mean?
 - a. To cut the bananas into pieces
 - b. To split the bananas equally
 - c. To eat all the bananas
2. What does the word **equal** mean?
 - a. To give more bananas to one son
 - b. To give the same number of bananas to each son
 - c. To give less to one son

3. Which sentence shows the meaning of **share**?
- a. The sons wanted to get their part of the bananas.
 - b. Uni divided the bananas among her sons.
 - c. Uni gave each son the same number of bananas.
4. What does "**equal share**" in the story mean?
- a. One son received more than the others.
 - b. Each son received a single banana.
 - c. Each son received a group of five bananas.



What I have learned

Guided Activity 3

Complete the sentences by looking for the correct word in the parentheses.

1. Division means **(to combine, to split into pieces)**.
2. Group of shows the **(result of splitting, the process of splitting)**.
3. Equally means **(differently, evenly)**.
4. To split means **(to hide, to divide)**.
5. Share means **(part, distribute)**.



What I can do

Guided Activity 4

Read the short story and answer the questions that follow.



Teacher Nil, a Grade Two teacher at Pedregosa-Acosta Elementary School, bought fifty stickers for Pupils' Day. She wanted to divide the stickers among her twenty-five pupils.

On the day of the event, she distributed the stickers, ensuring each pupil received an equal amount. Even though the stickers were small, the pupils were very happy. Their faces lit up with joy because of the teacher's kind gesture.

Questions:

1. What word in the story means to give out items equally?
 - a. distribute
 - b. collect
 - c. receive

2. What does the word **equally** suggest?
 - a. All pupils got different amounts of stickers.
 - b. Some pupils got more stickers than others.
 - c. Every pupil received two stickers.

3. She will divide the stickers among her pupils. What does the sentence mean?
 - a. She will split the stickers between her pupils.
 - b. She will hide the stickers from her pupils.
 - c. She will sell the stickers to her pupils.



Assessment

In your notebook, write the letter of the correct answer.

1. What does **divide** mean?
 - a. to split equally
 - b. to take away
 - c. to combine

2. Aunt Ludi made a group of 3 mangoes for her nephews. What do the words **group of** indicate?
 - a. the result after dividing the fruits
 - b. the process of dividing the fruits
 - c. distributing the fruits

3. The teacher gave equal number of stickers to the pupils. What is meant by **equal**?
 - a. more
 - b. less
 - c. the same

4. Which sentence shows equal sharing?
 - a. Uni gave the same number of bananas to her two sons.
 - b. Kino gave his brother two marbles and kept six to himself.
 - c. The pupils receive different number of stickers.

5. Why is sharing important?
 - a. Sharing makes us popular.
 - b. Sharing helps us learn how to be fair.
 - c. Sharing makes us stronger.



Additional Activities

Guided Activity 6

Mrs. Antolin brought a buko pie to class. "Let's split the pie!" she told her eight pupils.

Mrs. Antolin cut the pie into eight and told the children, "We have to divide it so everyone gets a fair share."

Each pupil received one slice of pie. "This is fun!" said Boyet. "I like how we can split things and share with the whole group of friends!"

Answer each question below:

1. What did Mrs. Antolin do to the pie?

2. How many slices did each pupil receive? Is it fair?

3. Why did she have to divide the cake equally for the children?

4. What does "to divide" mean?

Lesson 2 - Comprehend Informational Text (Time-Order and Procedural)



What I Know

Let's check what you already know!

1. What type of text shows how things happen in order?
 - a. Time order
 - b. Poem
 - c. Story

2. Which is a procedural text?
 - a. To cook rice, first wash the rice, then add water, and lastly, cook it on the stove.
 - b. Seed grows through different stages. First, it is planted on the soil. Next, tiny roots start to come out. Then, a small stem develops. Finally, a small plant grows upward.
 - c. Birds learn to fly by watching their parents and practicing. First, they flap their wings to get stronger. Then, they try short flights from their nest.

3. What text type shows how to do things step by step?
 - a. Procedural Text
 - b. Time Order
 - c. Classifying Text

4. The girl put on her red boots and then, ran down the sidewalk. What type of informational text is the sentence?
- a. Description
 - b. Time order
 - c. Procedural
5. Which of the following should happen first?
- a. Gary walks to school with his sister.
 - b. Gary bathes and puts on her school uniform.
 - c. Gary wakes up and fixes her bed.



What's In

Read the selection. Choose the possible solution/s from the group of sentences that follows.

Baldo is a sickly boy. He doesn't like eating fruits and vegetables, sleeps late, and wakes up late the next day. He dislikes cleaning himself and rarely exercises. As a result, he has missed many classes, and his teacher is worried that he might not pass his subjects.



by: Marnili J. Romuar

- a. His parents must take him to the doctor.
- b. Baldo must eat healthy foods.
- c. He must take medicine to get well.
- d. He must consider exercising regularly.
- e. He must improve his habits and hygiene.



What's New

Let's read the story.

Cooking with Mom

by: Marnilli J. Romuar

One Sunday morning, Mia asked her mom if they could cook Maruya together. "Sure," her mom said. "First, we need to gather all the ingredients."

Mia and her mom went to the kitchen and placed the sliced bananas, flour, baking powder, water, oil, and sugar on the table.



"Next, we mix the flour, baking powder, sugar, and water. Then, we add the sliced bananas," her mom instructed. Mia added the bananas to the batter.

"Finally, we fry it in the pan," her mom said with a smile. After waiting for a few minutes, Mia's nose filled with the delicious smell of freshly fried Maruya.



What is It

Informational texts present factual details or information about particular persons, places, things, events, and topics.

Let's explore the following types of informational texts:

- a. **Time Order** describes the things or events in their proper order.

Example: The life cycle of a butterfly has four stages. **First**, a butterfly lays eggs on a leaf. **Next**, the eggs hatch into caterpillars that eat and grow. **Then**, the caterpillar forms a chrysalis where it changes. **Lastly**, a butterfly comes out of the chrysalis and flies away.

- b. **Procedural** tells how to do a task step by step.

Example: Maruya is a sweet treat loved by many. Here is how we cook it. **First**, gather the ingredients. **Next**, mix flour, baking powder, sugar and water. **Then**, add the bananas. **Finally**, fry the batter until golden brown.

Both Time order and procedural texts use the words **first**, **next**, **then**, and **lastly** or **finally**.



What's More

Guided Activity 1: Understanding Procedural

A. Recall the events in the story "Cooking with Mom"

Can you still remember the steps of cooking Maruya?

Let's try your memory.

Arrange the steps in the right order. Write numbers 1- 4 on a separate sheet.



Add in the sliced bananas.



Mix the ingredients.



Gather the ingredients



Fry the batter.

B. Arrange the sentences by writing 1-4 in your notebook to complete the steps in doing the task.

1. Let's brush our teeth.

___ Next, brush the front, back, and chewing surfaces of the teeth.

___ Finally, rinse your mouth and toothbrush with water.

___ First, wet the toothbrush and apply toothpaste

___ Then, brush your tongue gently.

2. How to wash our hands?

___ Finally, rinse your hands carefully with water and dry them with a clean towel.

___ Then, scrub all the parts of your hands, including between fingers and under the nails.

___ Next, apply soap and lather well on your hands.

___ First, wet your hands with clean water.

Guided Activity 2: Understanding Time-Order

How do the following events happen? Arrange the sentences by writing 1-4 on the blank.

1. Life Cycle of a Frog

___ First, a frog lays eggs in the water.

___ Then, the tadpoles grow legs and lose their tails.

___ Next, the eggs hatch into tadpoles.

___ Lastly, the young frog becomes an adult frog.



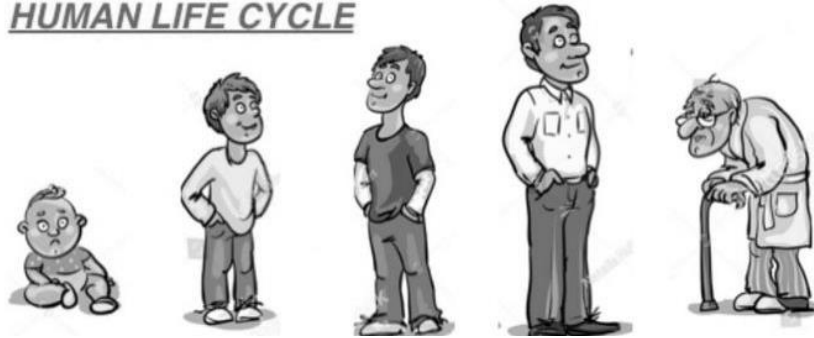
What I have learned

Identify the following as **time-order** or **procedural**.

A. Stages of Life

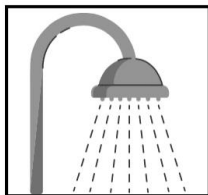
- _____

HUMAN LIFE CYCLE



B. Steps in bathing

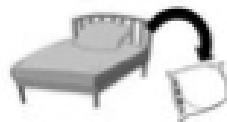
- _____



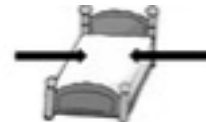
C. Making the bed

- _____

- Place pillows on the floor.



- Adjust sheets on both sides of the bed.



- Stretch the blanket across the entire bed.



- Adjust the blanket so it's lying flat.



- Place pillows on top of bed.





What I can do

Guided Activity 4

- A. What are the things that you do in the morning before going to school? Share it with parents and siblings. Observe proper intonation in speaking. You may use the signal words **first**, **next**, **then**, and **lastly** or **finally** to properly relay the order of events.
- B. Have you tried planting a seed? How do you do it? Share your experience.



Assessment

Read each text and identify if it is procedural or time-order. Write your answer on a separate sheet.

1. "Maruya" is a sweet treat loved by many. In cooking this kind of food, **first**, gather the ingredients. **Next**, mix flour, baking powder, sugar and water. **Then**, add the bananas. **Finally**, fry the batter until golden brown.

Text-type: _____

2. Let's brush our teeth. First, wet the toothbrush and apply toothpaste. Next, brush the front and back of the teeth. Then, brush your tongue gently. Finally, rinse your mouth and toothbrush with water.

Text-type: _____

3. The life cycle of a mosquito is simple. First, the female mosquito lays eggs on water. Next, the eggs hatch into larvae. Then, the larvae turn into a pupa. Finally, the adult mosquito comes out and flies away.

Text-type: _____

4. Let's wash plates. First, rinse the plate with water. Next, put soap on the sponge and scrub the plate to clean it. Then, rinse the plate with water. Lastly, dry the plate with a clean towel.

Text-type: _____

5. What do we do before going to sleep? First, we brush our teeth. Next, change into pajamas. Then, get into bed and finally, turn off the lights.

Text-type: _____



Additional Activities

Guided Activity 5

Write the steps in bathing. Use the words like first, next, then and finally.

Answer Key

<p>LESSON 1</p> <p>WHAT I KNOW</p> <p>1. B 2. C 3. B</p> <p>WHAT IS IN</p> <p>1. first 2. fourth 3. third 4. fifth 5. second</p> <p>WHAT'S MORE</p> <p>Guided Activity 1</p> <p>1. B 4. A 2. B 5. C 3. A</p> <p>WHAT I HAVE LEARNED</p> <p>Guided Activity 3</p> <p>1. To split into pieces 2. Result of spitting 3. evenly 4. to divide 5. part</p> <p>WHAT I CAN DO</p> <p>Guided activity 4</p> <p>1. A 2. C 3. A</p> <p>ASSESSMENT</p> <p>1. A 2. A 3. C 4. A 5. B</p>	<p>LESSON 2</p> <p>WHAT I KNOW</p> <p>1. A 2. C 3. A 4. B 5. C</p> <p>WHAT IS IN</p> <p>His parents must take him to the doctor Baldo must eat healthy foods</p> <p>He must exercise regularly He must improve his health habits and hygiene</p> <p>WHAT'S MORE</p> <p>Guided activity 1</p> <p>A. 3 2 1 4 B. 1. 2 2. 4 4 3 1 2 3 1</p> <p>Guided activity 2</p> <p>A. Time-order B. Procedural C. Procedural</p>	<p>ASSESSMENT</p> <p>1. Procedural 2. Procedural 3. Time-order 4. Procedural 5. Time-order</p>
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DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 Quarter 3 - Module 3** titled **“Use Content-specific Words in Mathematics, and Comprehend Informational Text (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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