

ENGLISH

Quarter 3 - Module 5



ENGLISH - Grade 2
Quarter 3 - Module 5 Telling Sentences
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 Learners

Welcome to the English - Grade 2 Self-Learning Module (SLM) on Telling 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 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 Telling 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 3 - Module 5

Telling Sentences



What I Need to Know

Welcome to this learning module!

Today, you will explore how to decode high-frequency words, understand simple sentences, and compose our own texts. You'll get to practice reading, writing, and understanding stories about our community and special topics.

Learning Objectives:

By the end of this module, you should be able to:


1. Read words correctly for meaning (based on word patterns). (EN2VWK-III-5)
2. Identify the parts of simple sentences: (who/what, what are they doing, when/where/how). (EN2GAGS-III-5)
 - telling sentences (declarative)
 - asking sentences (interrogative)
 - commanding and requesting sentences (imperative)
3. Compose texts to react to the character, setting, or events in a story. (EN2CCT-III-5)



What I Know

Before we begin, let's see what you already know!

Directions: Name correctly the following pictures. Choose the letter of the best answer and write them on a separate sheet.

1. The  sleeps on the mat
a. bat b. cat c. ram d. van

2. The  runs fast.
a. fan b. log c. sun d. dog

3. Oh! The man  down.
a. bell b. fell c. yell d. sell

4. The  ran after the man around the school.
a. cup b. cop c. mop d. pulp

5. That  is tall.
a. tree b. old c. man d. mom



What's In

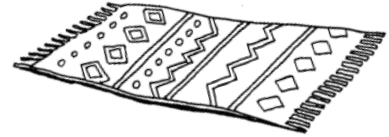
Directions: Read the following words:



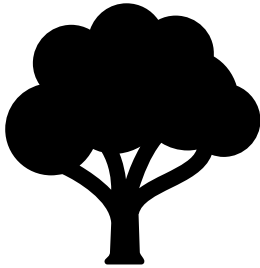
cat



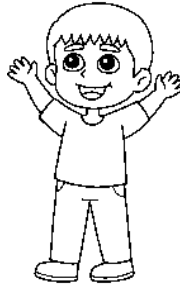
dog



mat



tree



happy



school

Can you tell what they mean?

Look at these sentences:

1. The dog runs fast. (Telling Sentence)
2. The boy is happy. (Telling Sentence)
3. Is a cat asleep? (Asking Sentence)

Can you tell who is doing what and how?

Imagine a story where a character finds a lost puppy.
How would you describe the character's feelings?



What's New

Directions: Read the story below and answer the questions that follow.

The Cat and the Dog's Happy Day

by: Febie Lee B. Pelitro

One bright morning, a happy cat named Luna was lying on her favorite mat. Luna loved her mat because it was soft and warm.

Luna's best friend was a dog named Max. Max loved to run and play outside. When he saw Luna on her mat, he had an idea.



"Luna, do you want to come outside and play around the school?" Max asked, wagging his tail.

Luna looked up and smiled. "I would love to! Let me just stretch first."

Luna and Max ran outside together. Max raced around the yard with his ears flapping. Luna tried to catch up, but she was a little slower.

Max stopped and looked at Luna. "You're doing great!" he barked. "Come on, let's play a game."

Luna was happy to play. She and Max took turns running and chasing each other. They played until the sun started to go down.

When it was time to rest, Luna and Max past down on the grass, feeling tired but very happy. "I had a great time today," Luna said, purring contentedly.

"Me too!" Max agreed, giving Luna a happy lick.

Then they both went inside, ready to rest on their favorite spots, dreaming about their next fun adventure together.

Activity 1

Questions:

1. Who was lying on her favorite mat in the morning?
2. Where did Max ask Luna to go?
3. How did Max feel about Luna playing outside?
4. What did Luna and Max do until the sun started to go down?
5. How did Luna and Max feel after their playtime?

Activity 2

Directions: Match the words in Column A with their meanings in Column B. Write the letter your answer on a separate sheet of paper.

A	B
1. happy	a. a pet animal with whiskers
2. run	b. pet animal that is considered man's best friend
3. cat	c. to move quickly or hurry
4. dog	d. feeling good or joyful
5. school	e. a place where kids learn new things

When you match words with their meanings, you help yourself understand and remember them better. High-frequency words are important because we use them often in reading and writing.



What is It

Now, let us know what the following wh-questions are used for.

What - used to ask for information about something

Example: "What is your favorite color?"

Who - used to ask about a person or people

Example: "Who is your best friend?"

When - used to ask about time

Example: "When is your birthday?"

Where - used to ask about a place

Example: "Where do you live?"

How - used to ask about the way something is done or the condition of something

Example: "How do you feel today?"



What's More

Great! Now, let us read the short story and answer the questions that follow.

Guided Activity 1

Directions: Listen as your guardian or parent reads the story. Then answer the questions that follow.

The Farmer and the Seed

by: Amcy M. Esteban

The farmer plants a seed:

First, a seed

Then, a sprout,

And the leaves

Slowly, the buds come out!

They grow bigger and bloom with fragrance.

But why do animals and insects go near them?

Butterflies and bees come

to enjoy the sweet smell.

Animals, insects, and the wind

help spread their new seeds

to the new garden where...

the other seeds are planted again.

Questions:

1. Who plants the seed?
2. What happens to the seed?
3. What happens to the bud?
4. Why do butterflies and bees go near the flowers?
5. What do some insects, animals, and the wind do the seeds?
6. In what ways farmers help us?
7. Which of your questions were answered by the story?

Directions: Read the following sentences.

Kindly get my bag in the house.

Pick-up the trashes.

Please sit down quietly.

Leave.

Put the cat on the mat.

What do you notice about the sentences? How do the sentences start?

These are called command/ request sentences or imperative. They usually end with a period (.).

Imperative sentence expresses a command, request or an order.

Activity

Directions: Listen as someone gives the following instructions. Write your answers on a separate sheet.

1. Draw a big circle.
2. Inside the big circle, draw two eyes.
3. Below the two eyes, draw a happy mouth.
4. Color it yellow.

Ask: What did you make?



What I have learned

Directions: Complete the statement.

_____ **sentences** give commands or make requests. It ends with a period (.).

_____, _____, _____, _____, and _____, are asking words. By answering them, we can get important information in a text. Therefore, we need to read it.



What I can do

Now it's time to use what you've learned!

Write a short story of a memorable day or an exciting adventure using telling sentences to make it interesting.



Assessment

A. **Directions:** Read the short story below and answer the questions that follow. Write your answer on the separate sheet.

The Cleanup Heroes

by: Febie Lee B. Pelitro

In one of the barangays in Tacurong City, the park was filled with litter and broken benches. One Saturday, the neighbors decided to clean it up. Mr. Pelitro, the carpenter, fixed the benches, while Mrs. Bornales, the gardener, planted flowers. Even the children helped by picking up trash and painting signs. After hours of hard work, the park looked beautiful again. Everyone felt proud of what they had accomplished together. Now, they visit the park every weekend to keep it clean.

1. What was wrong with the park in the beginning?
 - a. The park was filled with litter and broken benches.
 - b. The park was clean.
 - c. The park was full of flowers.
 - d. The park was closed.

2. How did Mr. Pelitro help the community?
 - a. He fixed the broken tables.
 - b. He fixed the broken benches.
 - c. He planted trees.
 - d. He painted the wall.

3. What did Mrs. Bornales plant in the park?
- a. She planted trees.
 - b. She planted vegetables.
 - c. She planted flowers.
 - d. She planted fruits.
4. What did the children do to help?
- a. They helped by sweeping the road.
 - b. They helped by planting flowers.
 - c. They helped by fixing benches.
 - d. They helped by picking up trash and painting signs.
5. How did the community feel after cleaning the park?
- a. They were proud.
 - b. They were sad.
 - c. They were absent.
 - d. They were busy.

B. On your paper, write a check (✓) in each item if the statement is imperative, and **NO** if it is not.

- _____ 1. Kindly close the door.
- _____ 2. Close the window.
- _____ 3. Can you get the book for me?
- _____ 4. Manny is a kind boy.
- _____ 5. Where do you live?



Additional Activities

Read the story and compose texts to react to the character, setting, or events in a story.

Passage: One sunny afternoon, a dog named Sammy was exploring the park. Sammy found a shiny bone under a big acacia tree. Excitedly, Sammy started digging a little hole to hide his bone. Nearby, a little bird watched Sammy with interest.

Declarative Sentence (Tells us something)

Directions: Write a sentence about Sammy's reaction when he found the shiny bone.

Example: Sammy was joyful when he found the shiny bone under the acacia tree.

Interrogative Sentence (Ask a question)

Directions: Write a question about why the little bird might be watching Sammy.

Example: Why do you think the little bird is watching Sammy so closely?

Imperative Sentence (Give a command or request)

Directions: Write a sentence instructing Sammy on what to do with the bone.

Example: Sammy, make sure to bury the bone well so you can find it later!

Answers Key

What I Know

1. B
2. D
3. B
4. B
5. A

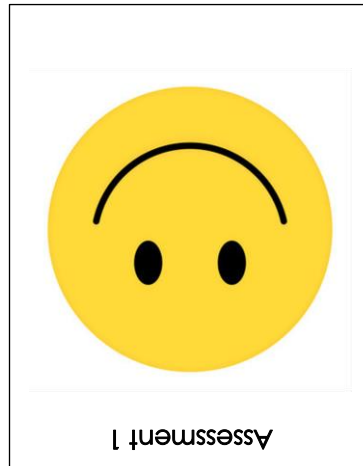
What's New

Activity 1

1. A happy cat named Luna
2. Max asked Luna to go outside and play around the school
3. Max is happy
4. Max and Luna played until the sun started to go down
5. They were both tired but very happy

Activity 2

1. D
2. C
3. A
4. B
5. C



What I Can do

Answers may vary

What I Have Learned

IMPERATIVE
WHAT, WHEN, WHERE,
WHO, and HOW

Assessment

1. A
2. B
3. C
4. D
5. A

B

1. /
2. /
3. /
4. NO
5. NO

References

Learner's Materials, Let's Begin Reading in English, First Edition, 2013, pp 389-390

Matatag Curriculum Guide, English 2, pp 75-80

DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 Quarter 3 Module 5** titled "**Parts of 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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