

ENGLISH

Quarter 3 - Module 8



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ENGLISH - Grade 2

Quarter 3 - Module 8 Express Ideas Using Text Types: Time Order and Procedural Self-Learning Module (SLM)

MATATAG Curriculum

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Development Team of the Module

Writer: Jerwin Dale D. Celetaria

Editor: Hazel F. Melendres

Reviewer: Julius D. Celetaria

Illustrator: Jerwin Dale D. Celetaria

Layout Artist: Joey M. Lozano

Art Designer: Cristy C. Narcilla

Management Team:

Gildo G. Mosqueda, CEO VI - Schools Division Superintendent

Gilbert B. Barrera, CESE - Assistant Schools Division Superintendent

Arlene Rosa G. Arquiza - Chief ES, Curriculum Implementation Division

Ivy P. Lamintao - Education Program Supervisor, LRMS

Julius D. Celetaria - Education Program Supervisor, English

Joey M. Lozano - Information Technology Officer I

Leonora R. Po - Project Development Officer II, LRMS

Delia P. Eliarda - Librarian II

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Office Address: Alunan Highway, Poblacion, Tacurong City 9800

Telephone Numbers: 09190656425/064-562-4880

E-mail Address: tacurong.city@deped.gov.ph

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 about the 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, Note to the Facilitators is 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 in 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 instruction 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 3 - Module 8

Express Ideas 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 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. But the order in which you read them can be changed to correspond with the textbook you are now using.

This module focuses on:

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

Express ideas using text types: time order and procedural



What I Know

Directions: Read the text below and identify the correct sequence by writing 1-5 on a separate sheet.

Next, carabao reached the leaves of the tall tree and said he can do a lot of things.	
Then, the dog disagreed with the carabao.	
First, carabao said that being tall is best.	
Lastly, carabao and dog decided that both tall and short can be best.	
Dog said, "being short does a lot of things"	



What's In

Previously, you learned to summarize the narrative text. In this activity, you will show your understanding of the sample text.

Directions: Read the text below and answer the questions that follow. Write your answer on a separate sheet.



A Thirsty Goat

by: Jerwin Dale D. Celetaria

Once upon a time there was a goat. He was very thirsty. He went here and there in search of water. He saw a pot in the garden. There was a little water in it. He could not drink it. He thought of a plan. He put some stones into it. The water rose up. He drank it and went away.

1. What is the title of the story? _____
2. Who is the character of the story? _____
3. Where did the story happen? _____
4. What did the goat do to drink? _____
5. If you were the goat, would you do the same? Why or why not? _____



What's New

Text types may be categorized in several ways. For this module, we will focus on time order and procedural text types.

Time order text- (also known as chronological text or sequence text) is a type of writing that presents events, actions, or steps in the order they happen, often following a timeline. Words like "first," "next," "then," and "finally" are typically used to indicate the sequence of events.

Procedural text - lists a sequence of actions or steps needed to make or do something. Some examples include recipes, science experiments, assembly manuals, or instructions for playing games. Procedural texts are more directive and imperative. They instruct readers on how to go about processes.



What is It

Time order Text Example

How to Cook Chicken Adobo:

First, in a large bowl, marinate 1 kilogram of chicken pieces in 1/2 cup soy sauce, 1/4 cup vinegar, 5 cloves of minced garlic, 2 bay leaves, and 1 teaspoon of black pepper for at least 30 minutes.

Next, heat 2 tablespoons of oil in a pan over medium heat. Sauté the marinated chicken.

Then, pour the marinade into the pan with the chicken.

Lower the heat and simmer the chicken for 25-30 minutes, stirring occasionally.

After the chicken is tender, season the dish with extra soy sauce or vinegar to taste.

Finally, remove from heat and serve your chicken adobo with steamed rice.

Procedural Text Example

Biko Recipe

Ingredients:

- 2 cups glutinous rice (malagkit)
- 2 cups water (for cooking the rice)
- 2 cups coconut milk
- 1 1/2 cups brown sugar
- 1/2 teaspoon salt

Instructions

- Cook the glutinous rice
- Prepare the coconut mixture
- Mix the rice with the coconut mixture
- Prepare the latik topping (Optional)
- Assemble the biko
- Let it cool and serve



What's More

Activity 1

Directions: Identify the steps in going to school. Write on a separate sheet *First, Next, Then* and *Finally*.

- _____ 1. Arrive at school safely, check in with the teacher, and get ready for class.
- _____ 2. Wake up early and get dressed in your school uniform.
- _____ 3. Get your school bag and make sure all books and supplies are packed.
- _____ 4. Eat breakfast to have energy for the day.

Activity 2

Directions: Arrange the proper ways of handwashing. Write A, B, C, D, E on a separate sheet.

- _____ 1. Scrub your hands for at least 20 seconds.
- _____ 2. Dry your hands completely with a dry towel.
- _____ 3. Rinse your hands well under clean running water.
- _____ 4. Wet your hands with clean running water.
- _____ 5. Apply enough soap to cover your hands.



What I have learned

Let's test your knowledge!

Time order text refers to _____,
this text uses _____, _____, _____, and _____.

First, Next,

A procedural text refers to _____

_____.



What I can do

Activity 1:

Directions: Read the story below and arrange the events according to their time and order. Write your answer on a separate sheet.

Nanay Gracia's Birthday

by: Marnilli J. Romuar

Today is Nanay Gracia's birthday! We want to make her a simple card. First, we prepared our papers, crayons and some stickers. Next, we started drawing our designs. Then, we wrote our message for Nanay. Fourth, we added some stickers. Finally, we placed it in a scented envelope, and we're done!

1. Next, _____

2. Finally, _____

3. Then, _____

4. First, _____

Activity 2

Directions: Arrange the correct procedure in going to school. Write 1-5 on a separate sheet.

_____ 1. Kiss parents and say goodbye

_____ 2. Go to school

_____ 3. Fix the bed and take a bath

_____ 4. Eat breakfast

_____ 5. Brush teeth



Assessment

Directions: Arrange the pictures by writing numbers 1-5 on a separate sheet.



A



B



C



D




E



Additional Activities

Directions: Write a time order and procedural texts about your experiences in Grade 2. Be guided by the rubric provided below. Write your answer on a separate sheet of paper.

RUBRIC for EXPLANATIONS				
Components	3 Points	2 Points	1 Point	T O T A L S C O R E 
Structure	has 5 sequenced sentences that explain a topic and its ideas that support it, then conclude with a summary of the process	has 3-sequenced sentences that explain a topic and its ideas that support it, then conclude with a summary of the process	has 1-2 sentences that attempt to explain a topic but lack ideas that support it	
Content and Language Features	has no error in the use of transitional devices and the signals of cause and effects relationship while explaining how something is done or why something occurs	has 2 -3 errors in the use of transitional devices and the signals of cause and effects relationship while explaining how something is done or why something occurs	has 4 or more errors in the use of transitional devices and the signals of cause and effects relationship while explaining how something is done or why something occurs	
Score /2				

Answer Key

What I Know
2, 3, 1, 5, 4

What's In
1. A Thirsty Goat
2. Goat
3. In the garden
4. He put some stones into it
5. Yes because _____ No because _____

Activity 1
1. Lastly
2. First
3. Then
4. Next

Activity 2
1. C
2. E
3. C
4. A
5. B

What I Can Do
Activity 1:
Next, we started drawing our designs.
Finally, we placed it in a scented envelope, and we're done!
Then, we wrote our message for Nanay.
First, we prepared our papers, crayons and some stickers.

Activity 2
4, 5, 1, 2, 3

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

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DISCLAIMER

This Self-learning Module (SLM) in **ENGLISH 2 Quarter 3 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:

**Schools Division Office of Tacurong City
Learning Resource Management Section (LRMS)**

Alunan Highway, Poblacion, Tacurong City 9800
Telephone Numbers: 09190656425/064-562-4880
Email Address: tacurong.city@deped.gov.ph