

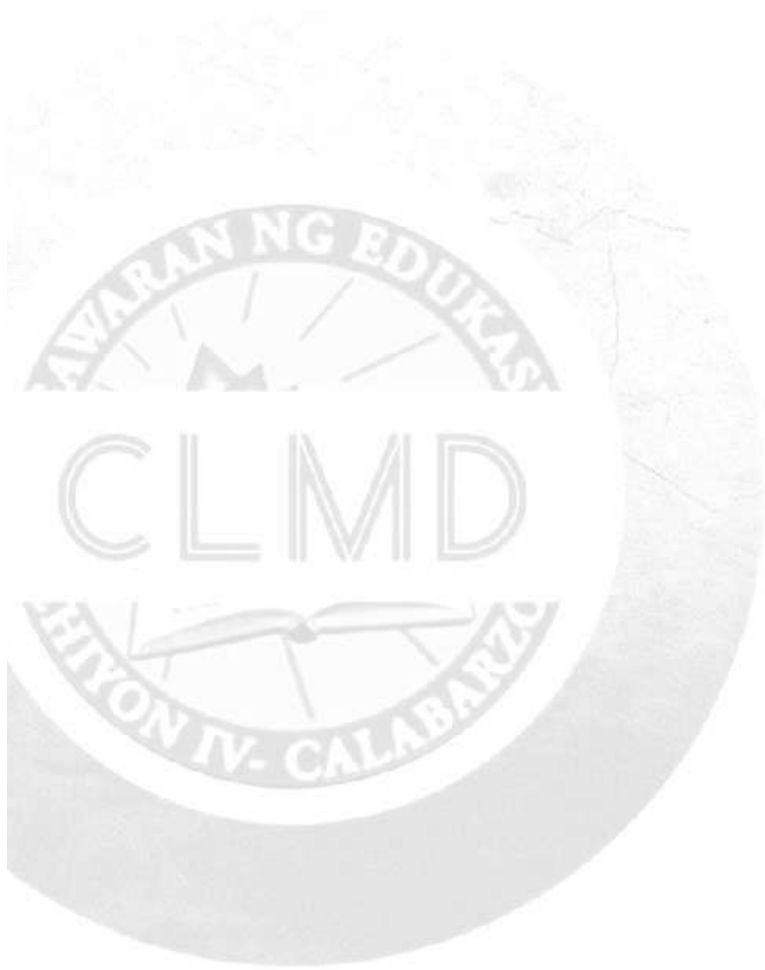
PIVOT^{4A}

LEARNER'S MATERIAL

GRADE 3 - ENGLISH



QUARTER 3



PIVOT 4A Learner's Material
Quarter 3
First Edition, 2021

English Grade 3

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Published by: Department of Education Region IV-A CALABARZON
Regional Director: Wilfredo E. Cabral
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PIVOT 4A CALABARZON English G3

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The Editors

Guide in Using PIVOT 4A Learner's Material

For the Parents/Guardians

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how the materials and activities are used in the new normal. It is designed to provide information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in English as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace. Furthermore, this also aims to help learners acquire the essential 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the children in the tasks and ensure the learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to :

- a. answer all activities in your notebook;
- b. accomplish the **PIVOT Assessment Card for Learners on page 41** by providing the appropriate symbols that correspond to your personal assessment of your performance; and
- c. submit the outputs to your respective teachers on the time and date agreed upon.

Parts of PIVOT 4A Learner's Material

	K to 12 Learning Delivery Process	Descriptions
Introduction	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
	What is new	
Development	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
Engagement	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and thru other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

Homonyms

Lesson



As a learner, it is necessary that you improve your vocabulary skills. There are different ways on how you can increase your vocabulary. One of these ways is the use of homonyms.

In this lesson, you are expected to increase your vocabulary through homonyms.

Homonyms refer to words that have the same sounds (and sometimes spellings), but have different meanings.

Read the examples below.

fair

fare

The words *fair* and *fare* are homonyms. They have different spellings but have the same sound. They also differ in meanings. *Fair* means being equal, while *fare* refers to the money being paid in riding a public vehicle.

watch¹

watch²

Watch and *watch* are homonyms. They have the same spelling but have different meanings. The first *watch* refers to a timepiece, while the second *watch* means to look at something for a period of time.

change¹

change²

The words *change* and *change* are homonyms. The *change¹* refers to the money returned after buying something that costs less than the amount given. Meanwhile, *change²* means to make something different.

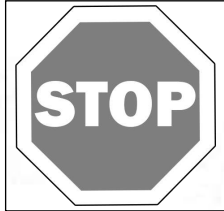
There are words that have the same spelling but have different meanings. Also, there are words that have the same sound but with different spellings.

D

Learning Task 1: Match the items in Column A with their homonyms in Column B. Write the letters of your answers in your notebook.

Column A

1.



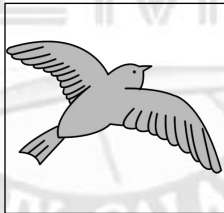
sign

2.



bark

3.



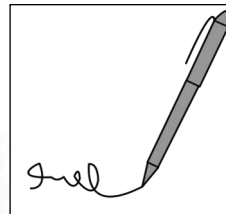
flew

Column B

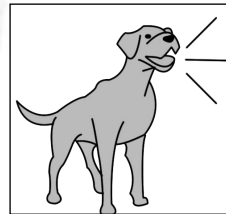
A.



B.



C.



HOMONYMS

Homonyms refer to words that have the same sound but have different meanings. Sometimes these words have either same or different spellings.

In English, there are many words that are considered homonyms.

A. Same Sound but with Different Spellings

plain	-	not decorated/nothing added
plane	-	a vehicle designed for air travel

B. Same Sound and Spelling

- letter - individual items in the alphabet (ex. B, C, D)
- letter - refers to a mail

E

Learning Task 2: Fill in the blanks with the appropriate words. Write the letters of your answers in your notebook.

1. Harry is the _____ of Uncle Matthew.
A. sun B. son C. soon
2. I am not feeling well today. I have a _____.
A. flew B. flow C. flu
3. My dog Kobe always wags its _____ when I come home.
A. tail B. tell C. tale
4. Mom, I would like to eat some _____ for dinner.
A. steak B. stake C. stick
5. I _____ a letter to my best friend every month.
A. right B. write C. wright

A

In your notebook, complete the sentence below. Select your answers from the choices in the box.

spellings

Homonyms

meanings

(1)_____ are words that have the same sounds but may have different (2)_____ and/or (3)_____.

Homographs

Lesson

I

Aside from homonyms, another way of increasing one's vocabulary is through homographs. Homographs are related to the concepts of homonyms.

At the end of this lesson, you are expected to increase your vocabulary through homographs.

Read the examples below.

read¹

read²

Read and *read* are homographs. They have the same spelling but with different pronunciation and meanings. *Read*¹ means you are instructed to read something while *read*² is the past tense of read.

The examples above are homographs. They have the same spellings but with different sounds or stress.

D

Learning Task 1: Identify the correct answer for each item. Write the letters of your answers from the choices below.

- A. object - expressing opposition
- B. object - a thing that one can see, smell, taste, or touch
- C. record - storing of information by writing them on a paper or storing them in an electronic device
- D. record - piece of information written on a paper or stored in an electronic device

- ____ 1. The teacher presented her class ____ to her pupils.
- ____ 2. The doctor will ____ the test findings.
- ____ 3. The townspeople will ____ the proposal to cut down trees.
- ____ 4. This rock is the ____ that I saw while on my way home.

HOMOGRAPHS

Homographs are types of homonyms. They have the same spellings but with different sounds and meanings.

Examples:

- | | | |
|------|---|------------------------------------|
| live | - | performance played while happening |
| live | - | to stay alive/spend life |

E

Learning Task 2: Identify the correct answer for each item. Write the letters of your answers from the choices below.

- A. bow - bending the head or body forward
B. bow - a weapon for shooting arrows
C. minute - record of what was said in a meeting
D. minute - time composed of 60 seconds

- ____ 1. You have to do this exercise for one ____.
- ____ 2. The presenters will ____ before the guests during the ceremony.
- ____ 3. The secretary will prepare the ____ after the meeting.
- ____ 4. Some hunters use ____ and arrow in hunting for wild animals.

A

In your notebook, complete the sentences below. Select your answers from the given choices.

spellings

homonyms

Homographs are types of (1)_____. They have the same (2)_____ but with different sounds and/or meanings.

Hyponyms

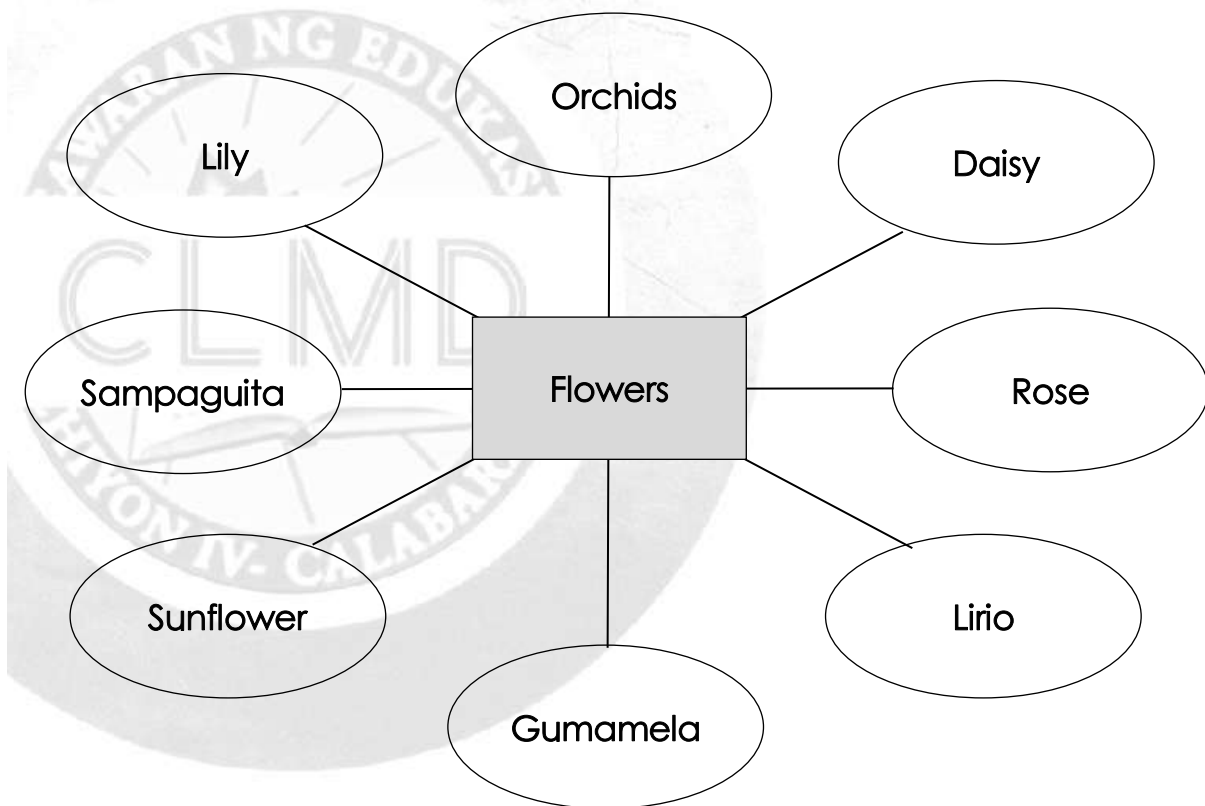
Lesson



Categorizing words is a good strategy in increasing your vocabulary. Words may be classified based on their specific groups. These classifications will help you understand the common characteristics of certain items.

In this lesson, you are expected to increase your vocabulary through hyponyms.

Study the examples below.



The words above are classified or grouped into one. *Orchids, daisy, rose, lirio, gumamela, sunflower, sampaguita* and *lily* form one group or classification. They are all categorized as *flowers*.

Words may be classified or grouped based on the similarities of their characteristics. The categorization of these words is known as *hyponyms*.

D

Learning Task 1: Using the table below, classify the words inside the box based on their respective groups or categories. Do this in your notebook.

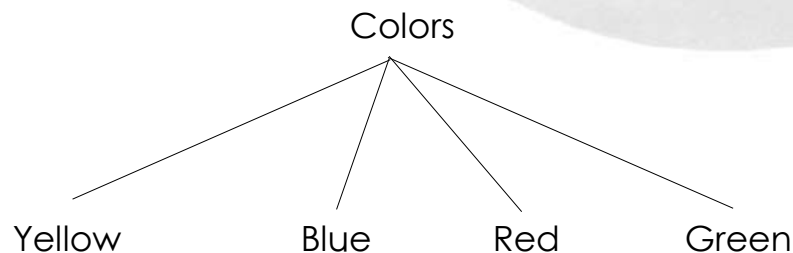
bangus	fly	moth	Rizal
Quezon	tilapia	bee	galunggong
Laguna	Batangas	firefly	Cavite

Fish	Provinces	Insects

HYPONYMS

Hyponyms are the specific examples of a general word, group, or classification.

Example:



The example above shows that the general word, group, or classification is *colors*. *Yellow*, *blue*, *red*, and *green* are the hyponyms.

E

Learning Task 2: Using the given words, identify the hyponyms taken from the given sentence. Write your answers in your notebook.

1. food : We will go to the supermarket and buy meat and fish for tomorrow's celebration.
2. parents : Mother and father are both wearing pink shirts.
3. drinks : What is the taste of milk and coffee if you mix them together?
4. insects : Frogs eat mosquitoes and bugs.

Learning Task 3: Choose the word that does not belong to each group. Write your answers in your notebook.

- | | | | |
|-------------|--------|------------|-----------|
| 1. gumamela | rose | sampaguita | malunggay |
| 2. van | bus | car | cellphone |
| 3. mango | apple | chocolate | pineapple |
| 4. pandesal | coffee | milk | juice |
| 5. carrots | egg | cabbage | eggplant |

A

In your notebook, complete the sentence by selecting the correct answers from the choices below.

examples

Hyponyms

group

(1)_____ are the specific (2)_____ of a general word,
(3)_____, or classification.



Affixes

Lesson

Words are formed by combining letters. By adding additional letters or syllables before or after a word, the meaning of the word changes.

Affixes are letters or syllables added before or after a word. By adding affixes, the meaning of the word changes.

At the end of this lesson, you are expected to read words with affixes.

Read the affixes, their meanings, and examples below.

Prefixes	Meanings	Examples	Suffixes	Meanings	Examples
un-/dis-	"not"	<i>unknown</i> <i>disapprove</i>	-able or -ible	"can do"	valu <u>able</u>
re-	"again"	<i>review</i>	-ish	"somewhat like"	black <u>ish</u>
mis-	"wrong"	<i>misbehave</i>	-ed	"done"	cook <u>ed</u>
im-/in-	"not"	<i>impatient</i> <i>incorrect</i>	-less	"without"	fear <u>less</u>
pre-	"before"	<i>premade</i>	-ful	"full of"	joy <u>ful</u>
anti-	"against"	<i>anthero</i>	-er	"doer of the action"	read <u>er</u>
non-	"not" or "opposite of"	<i>non-stop</i>	-est	"most"	fast <u>est</u>

Basically, affixes are divided into two groups: prefixes and suffixes.



Learning Task 1: Read the words below. Then, identify the base word and the affix used in each item. Do this in your notebook.

	Base Words	Affixes Used
1. acceptable		
2. dishonest		
3. incorrect		
4. colorful		
5. preview		
6. prettiest		
7. patterned		
8. retell		
9. unlock		
10. jobless		

AFFIXES

Affixes refer to letters and/or syllables added at the beginning or at the end of the base word. The meaning of the base word changes when affixes are added to it.

Affixes are classified into two: the **prefix** and the **suffix**. Prefixes are placed before the word while suffixes are added after.

Examples:

Prefixes	Base Words	New Words
im-	perfect	imperfect
un-	happy	unhappy
re-	paint	repaint

Examples:

Suffixes	Base Words	New Words
-ful	help	helpful
-less	color	colorless
-er	farm	farmer



Learning Task 2: In each item, identify/supply the correct prefix and the new word formed. Do this in your notebook.

1. _____ + build = _____ (build again)
2. _____ + heard = _____ (not heard)
3. _____ + perfect = _____ (not perfect)
4. _____ + cooked = _____ (cooked in advance)
5. _____ + match = _____ (to match incorrectly)
6. _____ + sense = _____ (no meaning)

Learning Task 3: In each item, identify/supply the correct suffix and the new word formed. Do this in your notebook.

1. life + _____ = _____ (dead)
2. teach + _____ = _____ (one who teaches)
3. power + _____ = _____ (having great power)
4. child + _____ = _____ (somewhat like a child)
5. beauty + _____ = _____ (good-looking)
6. care + _____ = _____ (avoiding danger)

Learning Task 4: Identify the word/s in each sentence that have affixes. Write your answers in your notebook.

1. Jane misunderstood me.
2. Shane will rewrite the song in her notebook.
3. This is the most beautiful park in the city.
4. Next time, you have to be careful.
5. I like to buy that pinkish shirt.
6. My teacher is Ma'am Lily.
7. Anton is a preschool learner.
8. We have to recycle these trashes.
9. This is a very colorful project.
10. I am a good baker.

A

In your notebook, complete the paragraph by selecting your answers from the given choices.

Prefixes	base	Affixes	suffixes
----------	------	---------	----------

(1)_____ are letters or syllables attached to
(2)_____ words to form new words with new meanings. They are
classified as to prefixes and suffixes. (3)_____ are placed before
the base words while (4)_____ are added after the base words.

Problem and Solution

Lesson



Solving a problem requires careful thinking and analysis of all its angles. Some problems require simple solutions while other require detailed ones.

In this lesson, you are expected to identify possible solutions to problems.

Read the selection below.

THE CORONAVIRUS

The Coronavirus Disease 2019 or COVID-19 has spread all over the world. It is believed to have originated in Wuhan, China. This virus mainly affects the respiratory system of humans. When one gets this virus, he/she may have mild to severe symptoms. Many have already died due to this virus. Meanwhile, some may also show no symptoms.

Scientists around the world are doing their best to control the further effects of the virus. Different versions of vaccines have been invented and tested to give immunity to individuals. Also, some countries have already started their vaccination program. It is believed that through these vaccines, governments will be able to control the spread of the virus.

- Can you tell the problem mentioned in the selection above?
- Can you also identify the possible solution to the problem?

Based on the given selection, the problem is *the discovery and the spread of COVID-19*. This problem even leads to various effects such as having mild to severe symptoms, and even death.

In solving the problem, *scientists have worked hard to discover the vaccines that will help in controlling the spread of the virus*.



Learning Task 1: Read the statements below. Then, identify the solution to each problem. Write your answers in your notebook.

Example: Lexie became ill. Her parents took her to the hospital.
Solution: Her parents took her to the hospital.

1. I was absent yesterday. I asked my classmates to update me on the lessons discussed.
2. Alex failed during his exams last quarter. He now studies well to pass his tests.
3. The government provided financial support to families after implementing community quarantine due to COVID-19.
4. Simon found a new job after resigning from his previous work.
5. Carmela lost her ballpen. She asked her parents to buy a new one for her.
6. The city experienced severe flooding due to the recent calamity. They will plant more trees next month to prevent this from happening again.

PROBLEM AND SOLUTION

Problem-solution portrays a relationship of ideas in a sentence or selection where one idea presents the problem and the other provides possible solution to it.

Examples:

Solution

Problem

Elena applies for a part-time job as she needs to pay her tuition.

Problem

Solution

John is not feeling well so his parents take him to the hospital.

In some cases, only the problem is presented in a sentence or selection. It is for the readers like you to determine the possible solution to it.

E

Learning Task 2: Box the problem and underline the solution in each item. Do this in your notebook.

1. The house was burning so they called the fire station for help.
2. Mara asked her sister to bring her assignment notebook to school after failing to bring it.
3. Liana cleaned the house. It was really messy after the party.
4. Many animals are illegally hunted. Rangers are now guarding the forest.
5. Martha is looking for her toy after missing it in the garden this morning.

Learning Task 3: Read the selection below. Then, think of two to three possible solutions to the given problem. Write your answers in your notebook.

Diane always comes late to school. She misses some of her exams and activities. Her teacher warns her that she might fail some of her subjects if she will not be able to come to class on time.

What should Diane do?

1. _____
2. _____
3. _____

A

In your notebook, complete the paragraph by selecting your answers from the choices below.

relationship

problem

solution

Problem-solution portrays a (1)_____ of ideas in a sentence or selection. The (2)_____ refers to the issue or idea that has to be solved. The (3)_____ refers to the statement that shows how the problem can be solved.

Informational Texts

Lesson

I

Texts and/or selections have different purposes. Some intend to inform or educate while others aim to amuse or entertain. There are also texts that are used to persuade.

Most of the materials that you may have encountered or read aim to educate or inform. They are called informational texts. These texts are used to present information, details, or facts about a particular topic or subject matter.

In this lesson, you are expected to identify and use the elements of an informational/factual text heard.

Read the sample text below.

CALABARZON: Truly Amazing

CALABARZON, also known as Southern Tagalog, is considered as one of the largest regions in the country in terms of population. It is composed of five provinces, such as Cavite, Laguna, Batangas, Rizal, and Quezon. It derived its name from the names of these five provinces. The famous Tagaytay City is located in Cavite. Batangas Province is the home to one of the most active volcanoes in the country, the Mount Taal. Dr. Jose P. Rizal was born in Calamba in Laguna. Quezon Province is known for its colorful Pahiyas Festival. Province of Rizal is the place which gave birth to various national artists. Truly, CALABARZON is an amazing place to visit and explore.

The passage above provides lots of information or facts about CALABARZON. This passage is an example of an informational text as it presents factual details about the topic.



Learning Task 1: Match the descriptions in Column A with the items being described in Column B. Write the letters of your answers in your notebook.

Column A	Column B
_____ 1. convinces a person to agree on certain issues	A. Sequence
_____ 2. tells a problem and possible solution to it	B. Cause and Effect
_____ 3. shows similarities and/or differences between two or more items	C. Description
_____ 4. provides description of a person, place, thing, topic, etc.	D. Comparison and Contrast
_____ 5. identifies the cause why something happens/happened and its possible effect/s	E. Problem and Solution
_____ 6. describes the order of things/events	F. Persuasion

Informational Texts

Informational texts present factual details or information about particular persons, places, things, events, and topics. These texts may also be written using varied purposes, such as to inform, educate, and even persuade.

Informational texts may be written in various forms. These include the following:

Forms	Descriptions	Key Words
Sequence	It describes the things or events in their proper order. It also tells the steps on how to do something.	First, Second, Next, Then, Before, After, Finally, Following, Now, Soon, Not long after
Cause and Effect	It identifies why something happens or happened and its possible effect/s.	So, Because, Since, Therefore, If...then, This led to, Reason why, As a result, Consequently, May be due to, Effect of, For this reason

Forms	Descriptions	Key Words
Description	It describes a person, place, thing, event, etc. It includes its features, characteristics and/or examples.	For instance, Such as..., To begin with, An example, Characteristics, To illustrate
Comparison and Contrast	It presents the similarities and/or differences between two or more persons, places, things, topics, etc.	Same as, Similar, Alike, As well as, Not only...but also, Both, Instead of, Either...or, On the other hand, Different from, As opposed to
Problem and Solution	It presents the problem and the possible solution/s to it.	Question is, Dilemma is, The puzzle is, To solve this, One answer is, One reason for the...
Persuasion	It convinces a person to agree or believe on certain issues or stand.	Surely, It is certain, Therefore, Consequently, Convinced, Agree, Conclude

E

Learning Task 2: Identify what type of informational text is used in each statement/item. Select your answers from the choices below. Write the letters of your answers in your notebook.

- | | |
|----------------------------|---------------------|
| A. Description | D. Cause and Effect |
| B. Problem and Solution | E. Sequence |
| C. Comparison and Contrast | F. Persuasion |

- _____ 1. In planting flower seeds, get a pot and place soil in it. Then, put the flower seeds in it. Water it regularly and expose it to appropriate amount of sunlight.

- _____2. Many pupils got sick due to the constantly changing weather. To solve this concern, the local health officials had checked the vital signs of the pupils. They also distributed medicines and vitamins.
- _____3. We must act now. We have to save our environment. Plant trees. Conserve energy and water. We can do something. Save Mother Earth.
- _____4. Mount Taal is considered as the world's smallest volcano. It is also one of the most active volcanoes in the country. It is known as a volcano island situated at the center of Taal Lake.
- _____5. Due to heavy rains, streets become flooded.
- _____6. Lucban and Tagaytay are both famous for their cold weather. Due to the cold weather, locals become successful in doing different agricultural activities. Lucban is located in Quezon Province while Tagaytay City is in Cavite Province.



In your notebook, complete the paragraph below. Select your answers from the given choices.

details

Informational

sequence

(1)_____ texts present factual information or (2)_____ about persons, places, events, and topics. These texts may be used in presenting (3)_____, description, comparison and contrast, problem and solution, cause and effect, and persuasion.

Long A, E, I, O, and U Sounds

Lesson

I

In reading, understanding how to read words is necessary. In the first quarter, you studied the short vowel sounds using the consonant-vowel-consonant (CVC) pattern. In this quarter, you will study the long vowel sounds.

Long vowels refer to the pronunciation of vowel sounds which is the same as letter names as in:

Aa

Ee

Ii

Oo

Uu

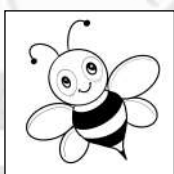
The ways the letter names of the vowels above are pronounced are known as the long vowel sounds.

At the end of the lesson, you are expected to: read words with long *a*, *i*, *o*, and *u* sounds (ending in *e*); and read phrases, sentences, stories, and/or poems consisting of long *a*, *e*, *i*, *o*, and *u* sounds.

Read the examples below.



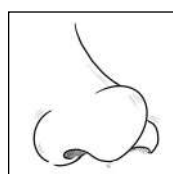
cake



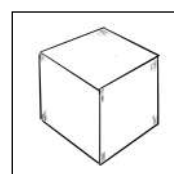
bee



bike



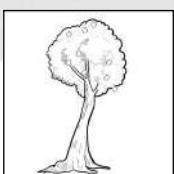
nose



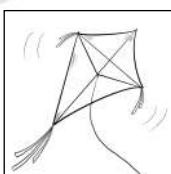
cube



lake



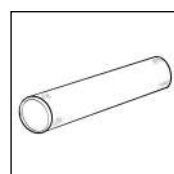
tree



kite



home



tube

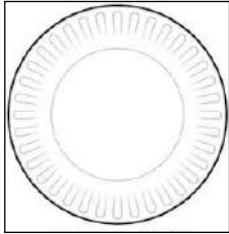
The words above are examples of words with long vowel sounds that end in *e*. They are long vowels considering that the vowel sounds of each word are read similar to how the letter names of the vowels are read.

D

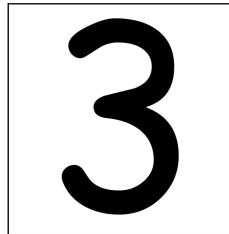
Learning Task 1: Match the pictures in Column A with their appropriate names in Column B. Write the letters of your answers in your notebook.

Column A

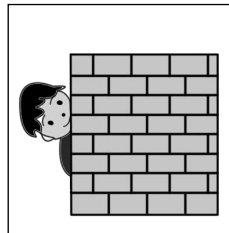
1.



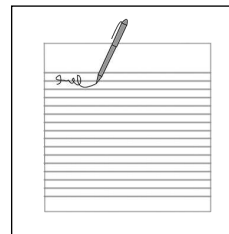
2.



3.



4.



5.



Column B

A. note

B. three

C. duke

D. hide

E. plate

LONG VOWEL SOUNDS

Long vowel sounds refer to the pronunciation of sounds of vowels which is the same as their letter names.

Examples:	long a /eɪ/	long e /i/	long i /aɪ/	long o /oʊ/	long u /yu/
	gate	free	bite	hope	use
	mate	knee	site	code	huge
	fate	see	dike	rode	cute
	sake	meat	life	pole	cue
	fame	keep	nine	slope	fuse

E

Learning Task 2: Read the words below. Then, identify the long vowel sound (a, e, i, o, or u) in each word. Write your answers in your notebook.

Example : need

Answer : e

_____ 1. mute

_____ 2. heal

_____ 3. sake

_____ 4. time

_____ 5. cure

_____ 6. bake

_____ 7. boat

_____ 8. meal

_____ 9. joke

_____ 10. bind

Learning Task 3: Read the poem. Then, identify the long vowel sound (a, e, i, o, or u) in each underlined word. Write your answers in your notebook.

Carla ¹bakes ²sweet ³cake and ⁴pastries.

There are also biscuits and bread.

Baking them ⁵makes her happy and ⁶fine.

Removing the sadness in her ⁷life.

Learning Task 4: Read the statements below. Then, identify the long vowel sound (a, e, i, o, or u) in each underlined word. Write your answers in your notebook.

1. smiling at me
2. hoping to meet you
3. huge park
4. digging the hole
5. reading the text
6. Arnold put the vase on the table.
7. My mother loves red roses.
8. You should draw vertical and horizontal lines.
9. Jumping rope is our favorite game.
10. Andres used to climb that old tree.



In your notebook, complete the sentence by selecting your answers from the choices below.

names

vowel

Long (1)_____ sounds refer to pronunciation of sounds of vowels which is the same as their letter (2)_____.

Responses to Questions on Informational Texts

Lesson

1

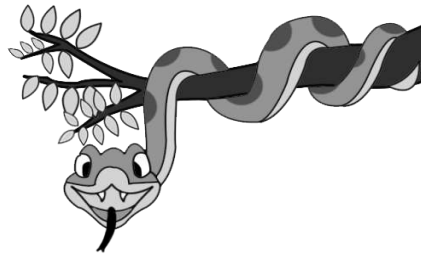
Informational text is a nonfiction text written with the intention of informing the reader about a specific topic. It presents factual details or information. It is typically found in magazines, science, or history books, autobiographies, and other instructional materials.

In this lesson, you are expected to ask and respond to questions about informational texts listened to (environment, health, how-to's, etc.).

Read the selection below.

All About Snakes

Snakes are scary, yet interesting animals. They are reptiles and are cold-blooded. They are limbless and has elongated body and tail. They can smell with their tongues. They do not have feet. They do not have ears, but they can hear through their jaw. They change their skin from time to time. A number of snakes have venom that can kill their prey. Their venoms are also used to create antidote against snake bites. They are carnivorous. They eat fish, chicken, mouse, birds, bat, and other animals.



Based on the selection, answer the following questions:

- What type of animals are snakes?
- What are the characteristics of snakes?
- How will you describe their venom?
- What do snakes eat?

The selection above is an example of an informational text. It presents factual details or information about a specific topic. In this case, it discusses facts about snakes.



Learning Task 1: Read the selection below. Then, identify what details are asked. Write the letters of your answers in your notebook.

Quezon Province is the largest province in CALABARZON in terms of land area. The province is divided into two cities and 39 municipalities/towns. Lucena is its capital city. Kalilayan was the first known name of the province. It was later renamed Tayabas. In honor of the former governor of the province who later became the second president of the country, Manuel Luis Quezon, the province's name was then changed to Quezon.

1. What is the largest province in CALABARZON in terms of land area?
A. Quezon B. Laguna C. Rizal
2. How many cities and towns are there in Quezon Province?
A. 4 cities and 39 towns
B. 3 cities and 39 towns
C. 2 cities and 39 towns
3. What is the capital city of Quezon Province?
A. Tayabas B. Kalilayan C. Lucena
4. Before using its current name, what was the name of the province?
A. Tayabas B. Quezon C. Lucena
5. Who was the inspiration in changing the name of the province from Tayabas to its present name?
A. Jose P. Rizal B. Manuel L. Quezon C. Hermano Pule

DETAILS IN INFORMATIONAL TEXTS

Factual information or details are presented in informational texts. These texts provide specific details about particular persons, places, things, events, and topics.

Details in informational texts are basically determined by asking important questions, such as *what*, *who*, *when*, *where*, *why*, and *how*. These questions serve as guide in getting the factual details about a given selection or text.

E

Learning Task 2: Read the selection below. Then, identify what details are asked. Write the letters of your answers in your notebook.

A butterfly has wings with different colors and structures. Butterflies have wings which are covered with many tiny scales. They have three main body parts: the head, the thorax, and the abdomen. They have taste receptors on their feet. They get nutrients by drinking from mud puddles. They see a range of ultraviolet colors, invisible to the human eyes.

- _____ 1. What cover the wings of butterflies?
A. tiny scales B. tiny skin C. tiny holes
- _____ 2. Where can the taste receptors of butterflies be found?
B. head B. body C. feet
- _____ 3. How do butterflies get nutrients?
A. by seeing ultraviolet colors
B. by drinking from mud puddles
C. by covering themselves
- _____ 4. What do butterflies see that are invisible to the human eyes?
A. other butterflies B. their wings C. ultraviolet colors

A

In your notebook, complete the paragraph by selecting your answers from the choices below.

who

factual

questions

Informational texts provide (1)_____ and specific details or information about a particular topic. These details are determined by asking important (2)_____, such as *what*, (3)_____, *when*, *where*, *why*, and *how*.

Comparison and Contrast of Information

I

Lesson

Informative texts are presented in different forms. Some are presented by showing sequence or order, description, cause and effect, and problem and solution.

Another way of presenting and understanding details in an informative text is through comparison and contrast. Through this strategy, two or more persons, places, things, events, or topics are compared and contrasted.

At the end of the lesson, you are expected to: compare and contrast information.

Read the selection below.

Mount Mayon and Mount Taal

Mount Mayon and Mount Taal are two of the most active volcanoes in the country. Mount Mayon is known for its perfect cone-shaped structure. It is located in the Bicol Region. Meanwhile, Mount Taal is considered as the world's smallest volcano. It is situated in the CALABARZON Region. The two volcanoes may differ in sizes, but once they erupt, both may be destructive.

How did the author present information about the two volcanoes?

Mount Mayon and Mount Taal are compared and contrasted in the given selection. Their similarities are presented, while their differences are also discussed. They are compared and contrasted in terms of their size and shape, location, and status.

D

Learning Task 1: Read the statements below. You may also listen to them by asking your parents or guardians to read them for you. Then, identify the topics or items being compared and contrasted. Write the letters of your answers in your notebook.

- _____ 1. The capital of Rizal is Antipolo while the capital of Quezon is Lucena.
A. Rizal and Quezon
B. Rizal and Antipolo
C. Quezon and Lucena
- _____ 2. Eagle can fly while whale can swim.
A. eagle and snake
B. whale and snake
C. eagle and whale
- _____ 3. Jose Rizal was born in Calamba, Laguna while Apolinario dela Cruz (Hermano Pule) was born in Lucban, Tayabas (Quezon).
A. Jose Rizal and Miguel Malvar
B. Jose Rizal and Apolinario dela Cruz
C. Apolinario dela Cruz and Hermano Pule

COMPARISON AND CONTRAST

One of the ways in presenting information is through comparing and contrasting. In comparing, one examines the similarities of two or more persons, places, things, events, and/or topics. On the other hand, contrasting shows the differences of two or more items.

E

Learning Task 2: Read the selection below. Then, answer the questions that follow. Write the letters of your answers in your notebook.

The Cardinal and the Cedar Waxwing are two common birds. Both have crests on their heads. But these birds have some differences. Male Cardinal is bright red, while the Waxwing is brown. The Cedar Waxwing often migrates from one place to another. On the other hand, the Cardinal stays in one place year after year.

- _____ 1. What are Cardinal and Cedar Waxwing?
A. horses B. birds C. snakes
- _____ 2. What do they have on their heads?
A. crests B. pearls C. crowns
- _____ 3. Based on the selection, how do the two differ in terms of color?
A. Male Cardinal is bright red while Waxwing is brown.
B. Male Cardinal is brown while Waxwing is bright red.
C. Male Cardinal is bright brown while Waxwing is red.
- _____ 4. How is their length of stay in one place described?
A. Waxwing stays in one place year after year while Cardinal migrates from one place to another.
B. Waxwing and Cardinal both stay in one place year after year.
C. Cardinal stays in one place year after year while Waxwing migrates from one place to another.



In your notebook, complete the paragraph by selecting your answers from the choices inside the box.

differences

informative

similarities

Comparing and contrasting is one of the ways in presenting (1)_____ texts. In comparing, (2)_____ between two or more persons, places, things, events, or topics are presented. Meanwhile, contrasting shows the (3)_____ between two or more items.



Simple Story

Lesson

In school and at home, you have probably read and listened to different stories. From these stories, you may have learned different values and life lessons. At the same time, you have possibly used these stories in enhancing your comprehension skills by noting details, and other relevant skills.

Sometimes, aside from reading or listening to stories, you may also be asked to share your experiences, retell a story or make your own story.

At the end of the lesson, you are expected to write a simple story.

Read the simple story below.

A Day in Our Garden

Ethan and Joy went to their garden yesterday. They planted some seedlings, Ethan picked up the dried leaves and threw them into the garbage bin. Joy watered the plants and bushes. After doing their tasks, they sat under the tree and ate mangoes and pineapples. They immediately went back to their house because it rained.



- What is the title of the story?
- Who are the characters in the story?
- What is its setting?

The text above is an example of a simple story. It presents the characters *Ethan* and *Joy*. It also shows the setting as to when and where the story happened. As a story, it is composed of several parts known as the beginning, the middle, and the ending.



Learning Task 1: Match the descriptions in Column A with the terms referred to in Column B. Write the letters of your answers in your notebook.

Column A

- _____ 1. presents the overview of the story
- _____ 2. refer to the actors in a story
- _____ 3. tells when and where the story happened

Column B

- A. setting
- B. title
- C. characters

SIMPLE STORY

A story is a text that narrates events. Stories may either be fictional or non-fictional. Fictional stories are events that are imaginary. Meanwhile, non-fictional stories are those that are based on facts and happen or have happened in real-life.

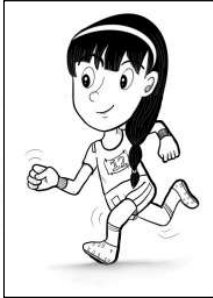
A simple story has the following basic parts:

- 1. **Title** - presents the overview of the story.
- 2. **Characters** - refer to the actors or performers in a story. They may be humans, animals, etc.
- 3. **Setting** - tells when and where the story happened.
- 4. **Events** - refer to the occurrences in a story. They are basically divided into three parts: beginning, middle, and ending.
 - **Beginning** introduces the character/s and the setting.
 - **Middle** narrates what the characters do and what happens to them.
 - **Ending** tells how the story ends. Usually, it also presents the lesson learned by the characters (and the readers).

E

Learning Task 2: Write a simple story using the pictures below. Then, provide your own title, and identify your own characters and setting. Do this in your notebook.

Picture A



Picture B



Picture C



Picture D



Title

Characters

When

Where

Beginning

Middle

Ending

A

In your notebook, complete the paragraph by selecting your answers from the choices below.

characters

story

beginning

A (1)_____ is a text that narrates events. It may be fictional or non-fictional. A simple story has the following basic parts: title, (2)_____, setting, and events. These events are divided into three important parts: (3)_____, middle, and ending.



Key To Correction

HOMONYMS

Learning Task 1	1. B 2. C 3. A
Learning Task 2	1. B 2. C 3. A 4. A 5. B
A Phase	1. Homonyms 2. spellings 3. meanings
Learning Task 1	1. D 2. C 3. A 4. B
Learning Task 2	1. D 2. A 3. C 4. B
A Phase	1. homonyms 2. spellings

HOMOGRAPHS

HYPONYMS

Learning Task 1	Learning Task 2	Learning Task 3	A Phase
Insects: - fly - moth - bee - firefly	Fish: - Bangus - Tilapia - Galunggong	1. meat, fish 2. mother, father 3. milk, coffee 4. mosquitoes, bugs	1. Hyponyms 2. examples 3. group
Provinces: - Quezon - Laguna - Batangas - Rizal - Cavite		1. malunggay 2. cellphone 3. chocolate 4. pandesal 5. egg	

AFFIXES

Learning Task 1	Learning Task 2	Learning Task 3	Learning Task 4	A Phase
Base Words	1. re rebuild 2. un unheard 3. im imperfect 4. pre precooked 5. mis mismatch 6. non nonsense	1. less lifeless 2. er teacher 3. full powerful 4. ish childish 5. full beautiful 6. full careful	1. misunderstood 2. rewrite 3. beautiful 4. careful 5. pinkish 6. teacher 7. preschool 8. recycle 9. colorful 10. baker	1. Affixes 2. base 3. Prefixes 4. suffixes
1	2	3	4	5
able	dis-	in-	color	view
accept	honest	correct	full	pre-
				pretty
				pattern
				ed
				tell
				lock
				job
				less

PROBLEM AND SOLUTION

Learning Task 1	Learning Task 2	A Phase
1. I asked my classmates to update me on the lessons discussed. 2. He now studies well to pass his tests. 3. The government provided financial support to families. 4. Simon found a new job. 5. She asked her parents to buy a new one for her. 6. They will plant more trees next month to prevent this from happening again.	1. The house was burning so they called the fire station for help. 2. Mara asked her sister to bring her assignment notebook to school after failing to bring it. 3. Liana cleaned the house. 4. It was really messy after the party. 5. Many animals are illegally hunted. Rangers are now guarding the forest. 6. Martha is looking for her toy after missing it in the garden this morning.	1. relationship 2. problem 3. solution

INFORMATIONAL TEXT

A Phase 1. Informational 2. details 3. sequence	Learning Task 2 1. E 2. B 3. F 4. A 5. D 6. C	Learning Task 1 1. F 2. E 3. D 4. C 5. B 6. A
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LONG A, E, I, O AND U SOUNDS

A Phase 1. vowel 2. names	Learning Task 4 1. i 2. e 3. u 4. o 5. e 6. a 7. o 8. i 9. o 10. u	Learning Task 3 1. a 2. e 3. a 4. a 5. a 6. i 7. i	Learning Task 2 1. u 2. e 3. a 4. i 5. u 6. a 7. o 8. e 9. o 10. i	Learning Task 1 1. E 2. B 3. D 4. A 5. C
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RESPONSES TO QUESTIONS ON INFORMATIONAL TEXTS

A Phase 1. factual 2. questions 3. who	Learning Task 2 1. A 2. C 3. B 4. C	Learning Task 1 1. A 2. C 3. C 4. A 5. B
--	--	--

COMPARISON AND CONTRAST OF INFORMATION

A Phase 1. informative 2. similarities 3. differences	Learning Task 2 1. B 2. A 3. A 4. C	Learning Task 1 1. A 2. C 3. B
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SIMPLE STORY

A Phase 1. story 2. characters 3. beginning	Learning Task 1 1. B 2. C 3. A
---	--

PIVOT Assessment Card for Learners

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



- ☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- ✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- ? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Distribution of Learning Tasks Per Week for Quarter 3

Week 1	LP	Week 2	LP	Week 3	LP	Week 4	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	
Week 5	LP	Week 6	LP	Week 7	LP	Week 8	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.



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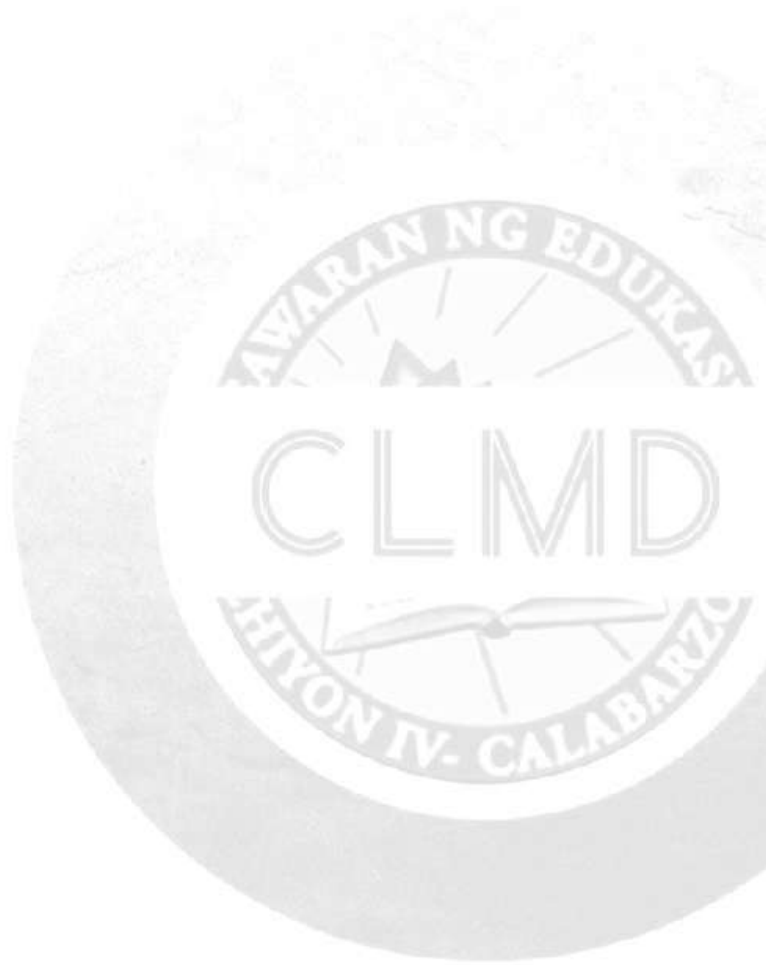
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