



# 3 English Quarter 1



**PIVOT 4A** LEARNER'S MATERIAL

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The Editors

# English

## Grade 3

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# Guide in Using PIVOT Learner's Material

## For the Parents/Guardian

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide the 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) for English as prescribed by the Department of Education.

You are expected to assist the child 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 **answer all activities on separate sheets of paper** and submit the outputs to your respective teachers on the time and date agreed upon.

	Parts of the LM	Description
Introduction	What I need to know	The teacher utilizes appropriate strategies in presenting the MELC and desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This allows teachers to maximize learners awareness of their own knowledge as regards content and skills required for the lesson
	What is new	
Development	What I know	The teacher presents activities, tasks , contents of value and interest to the learners. This shall expose the learners on what he/she knew, what he /she does not know and what she/he wanted to know and learn. Most of the activities and tasks must simply and directly revolved around the concepts to develop and master the skills or the MELC.
	What is in	
	What is it	
Engagement	What is more	The teacher allows the learners to be engaged in various tasks and opportunities in building their KSA's to meaningfully connect their learnings after doing the tasks in the D. This part exposes the learner to real life situations /tasks that shall ignite his/ her interests to meet the expectation, make their performance satisfactory or produce a product or performance which lead him/ her to understand fully the skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	The teacher brings the learners to a process where they shall demonstrate ideas, interpretation , mindset or values and create pieces of information that will form part of their knowledge in reflecting, relating or using it effectively in any situation or context. This part encourages learners in creating conceptual structures giving them the avenue to integrate new and old learnings.
	What I can achieve	

# Describing One's Drawing

## Lesson

This lesson focuses on how to compose sentences and describe one's drawing in response to the poem read.

At the end of the lesson, you are expected to explain your drawing about the poem using simple and compound sentences.

**Learning Task 1:** Read the poem below. Sing the poem in the tune of Boom Tarat tatat.

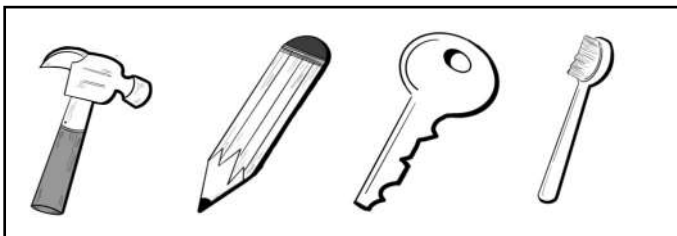
### I Like to go School

Jack Prelutsky

I like to go to school.  
I like to go to school.  
Heigh-ho-the derry-oh,  
I like to go to school.

I like to sing new songs.  
I like to sing new songs.  
Heigh-ho-the-derry-oh,  
I like to sing new songs.

**Learning Task 2:** Copy and draw this in your notebook. On the right side of the picture is a box with a bag. In the box, select the picture/s that you would bring if you were to go to school today. Draw and write the names of these things.







If I were to go to school today,  
I would bring my

**Learning Task 3:** Pick the correct sentence that describes the drawing. Copy the correct answers in your notebook.

1.



- The girl wearing a hooded jacket is holding an umbrella in the rain.
- The girl is playing in the rain.

2. 
  - a. The pupils walk to school.
  - b. The boys are going to the market.
3. 
  - a. The teacher teaches the pupils.
  - b. The pupils are running around the classroom.
4. 
  - a. Shiela waters the carrots everyday.
  - b. Shiela planted some carrots and pulled the weeds.
5. 
  - a. The children are cutting paper dolls.
  - b. The children drew animals and colored them with

**Learning Task 4:** Read and copy these sentences in your notebook.

### Sentence

The following are the things to consider when writing a sentence based on one's picture or drawing:

1. A sentence starts with a capital letter and ends with a period (.).
2. It has a subject and a predicate.
3. A subject refers to a unit being discussed in a sentence.
4. A predicate states something about the subject.

Examples:

The boy climbed the tree.

Calamansi is sour.

### Simple and Compound Sentences

**Simple sentence** contains one subject and one predicate.

Example: Loisa won the game.

A **compound sentence** has two simple sentences joined by a conjunction. It contains two subjects and two predicates.

Example: Loisa won the game so she received a medal.

# E

**Learning Task 5:** In your notebook, draw the things you usually do in school. Write a simple or compound sentence to describe these activities.

**Learning Task 6:** Arrange the words to form a sentence that best describes each given picture.

1.



the digging a man hole is

2.



planting girl is seed the a

3.



plant waters every the child the afternoon

4.



the pulling the out child grass is

5.



harvest in their the farmers crops morning the

# A

**Learning Task 7:** Write sentences describing the shapes of the given pictures. Write your answers in your notebook.

1.




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4.

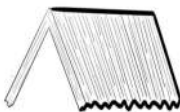



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2.

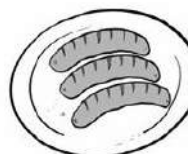



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5.




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3.




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# Descriptive Paragraph

## Lesson

### I

This lesson focuses on composing a descriptive paragraph. At the end of the lesson, you are expected to write a short descriptive paragraph about a character or a setting from the stories read or listened to.

**Learning Task 1:** Try this in your notebook. Arrange the set of words using the prescribed letter format.

- Dear Mr. Abella,
- Papaya Elementary School
- Batangas
- November 23, 2020
- Thank you for teaching us. We learned a lot from you. You helped us realize that Math is easy. I hope you still be our teacher next year.

### D

To make a descriptive paragraph, you must learn how to use describing words to form a sentence. Once you know how to form a sentence with describing words, you may put the sentences together to form a **descriptive paragraph**.

A **descriptive paragraph** is composed of a topic sentence and supporting sentences with describing words.

A **topic sentence** is a sentence that contains the main idea. Meanwhile, **supporting sentences** are statements that elaborate the main idea.

A note is a short reminder about important facts. It has 2 to 3 sentences. Ideas must be clearly organized and easily understood. Bullets can be used to emphasize the ideas.

An example of writing a descriptive paragraph is when writing a friendly letter. A thank you letter is a type of a friendly letter that tells how grateful the sender is to the receiver. Like other letters, it has five parts:

1. Heading – includes the address of the sender and the date. It is written at the upper right portion of a letter.
2. Greeting - includes the opening greeting and the name of the receiver. It has a comma after the name of the receiver.
3. Body – is where the sender expresses his gratitude and anything he or she wants to share .
4. Closing – is the closing greeting written aligned with the header.
5. Signature – includes the name of the sender.

## Format of a Thank you Letter (Descriptive Paragraph)

<p>Dear Bernadette,</p> <p>Thank you for being a loyal friend. I am grateful each time we are together and make good memories. You really know how to make me feel good. Thank you for sharing your love of books. It helps me explore and discover new things. You are really a cheerful giver. I will cherish our friendship until the end. I hope and pray that we stay friends forever.</p>	<p>Halang Elementary School Brgy. Halang, Calamba City March 20, 2020</p> <p>Your friend, Haryl</p>
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**E**

**Learning Task 2:** On a sheet of paper, write a descriptive paragraph composed of 5 sentences about your family.

1. Describe your family.
2. Describe your father.
3. Describe your mother.
4. Describe your brother/sister/baby.
5. Describe the thing you do together.

**Learning Task 3:** On a separate sheet of paper, write a thank you letter to your parents using the format above.

**A**

**Learning Task 4:** On a sheet of paper, write a short descriptive paragraph composed of five (5) sentences about the COVID -19 pandemic.

Guide Questions:

1. What is COVID -19?
2. How will you know if a person is infected by the virus?
3. How will you describe its effects?
4. What are the possible solutions to lessen the cases of the virus?

# Another Ending for a Story



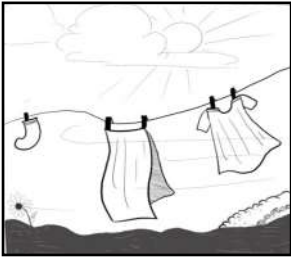







## Lesson

### I

This lesson focuses on practicing how to write short compositions by giving your own version of the selected story's ending.

At the end of the lesson, you are expected to write a short paragraph providing a different ending to the story and situations given.

**Learning Task 1:** In your notebook, draw the appropriate ending for each picture.

1.		
2.		
3.		
4.		
5.		

# D

**Learning Task 2:** Read the beginning of each story and choose an appropriate ending from the choices found below. Write the correct answers in your notebook.

- A. The rain was about to fall.
- B. Mother is very proud of her.
- C. The audience liked their performance.
- D. They harvested the fruits.
- E. He stays inside the house with his family

- \_\_\_\_\_ 1. Albert heard that there is a storm coming.
- \_\_\_\_\_ 2. Kristel and Baste practice their Salsa dance everyday.
- \_\_\_\_\_ 3. Chelsey woke up early and fixed her bed.
- \_\_\_\_\_ 4. The thunder roared loudly.
- \_\_\_\_\_ 5. The boys planted the seeds.

Remember this, to create another ending of a story, the reader should follow these tips:

- 1. Read the strips or the entire story.
- 2. Find out the story's sequence: beginning, middle and end.
- 3. Have an idea where your story is going and think about your ending.
- 4. End your stories with how you see life.

# E

**Learning Task 3:** Read each passage carefully and choose the correct ending. Write the letters of the correct answers in your notebook.

- A. In the afternoon, all the clothes had dried.
- B. She has plenty of friends.
- C. They saw Laguna Lake and the City of Calamba from the peak.
- D. He was very hungry.
- E. He became sick.

- \_\_\_\_\_ 1. Brix and Manuel hiked at Mt. Makiling. They saw different species of trees and animals along the way. It took them four (4) hours to reach the peak.
- \_\_\_\_\_ 2. Irene woke up early and washed her clothes. She finished washing the clothes at almost 8 am. At noontime, she took the dry clothes and left the wet ones.
- \_\_\_\_\_ 3. Theodore woke up late. He was in a hurry to go to school. He forgot to eat his breakfast and bring his snacks.

- \_\_\_\_\_ 4. Frederick's mom called him to eat his lunch. He prayed before and after eating. He forgot to wash his hands.
- \_\_\_\_\_ 5. Maureen wears a smile everyday. She greets the people around. She is also fond of helping others.

**Learning Task 4:** Write an appropriate ending to the stories in your notebook.

### **The Broken Piece**

Mother told Jeffrey not to play inside the house while she's in the supermarket. When Jeffrey opened the door, the cat entered the house. It ran after the mouse. They messed up all the things in the living room and accidentally broke the flower vase on the table. Jeffrey was very scared when the door bell rang.



**Learning Task 5:** Read the following stories carefully and then write an appropriate ending in your notebook.

1. The sun shines bright today and Jacquelyn plans to play outside with her friends. She asked permission from her mother to go out and play. Her mother let her play outside. Haeizel decided to put on \_\_\_\_\_.
2. The technicians checked the airplane. They signaled to the pilot that the airplane is in good condition. The flight attendants let the people in and asked them to remain on their seats. The airplane is about to \_\_\_\_\_.
3. Jeanny wants to bake a cake for her husband's birthday. She prepared the utensils and ingredients. She starts to \_\_\_\_\_.
4. Brian and Mariane walked to visit their grandparents. They passed by the bakery and bought a cake. They arrived at the porch of the house and heard a loud sound "BOOM". They rushed inside and \_\_\_\_\_.
5. The siblings, Generaldo and Rommel, have a dog. Every time they go out, the dog follows them. They will \_\_\_\_\_.



## Diary Lesson

This lesson focuses on how you demonstrate an understanding of sentences and paragraphs in expressing your thoughts.

At the end of the lesson, you are expected to write a diary entry.

Holiday Diary: My Daily Activity

Learning Task 1: Copy this in your notebook. Fill in the blanks with the

Today is

Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	

It is a memorable day in  
my life because



Learning Task 2: Copy this in your notebook. Complete each prompt below.

Holiday Diary: My Daily Activity

The weather is

I feel

My favorite things I did today  
are

I learned to

**Learning Task 3:** In your notebook, arrange the set of words in the prescribed letter format.

- Dear Diary,
- December 13, 2020
- Lovingly yours,
- Today is my birthday. I had a great day. My parents prepared a surprise birthday party. They invited all my friends. We enjoyed the magic tricks and games. Hopefully next year, I can celebrate my birthday party in Disneyland.
- Faye

A **diary** is daily record of one's events and experiences. It is written in a letter format as presented on page 10.

**E**

**Learning Task 4:** Recall your experiences last week and complete the table. Use your notebook.

Day	Memorable Experience for Each Day	How do you feel about it?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

**A**

**Learning Task 5:** Prepare one-week (Sunday to Monday) diary entries following the format indicated on page 22. Use the following questions to guide you.

- a. What is the date today?
- b. What do you feel today?
- c. What are your memorable experiences today?

# Kinds of Sentences

## Lesson

### I

This lesson focuses on how to compose four kinds of sentences. At the end of the lesson, you are expected to write dialogues to demonstrate the use of these kinds of sentences: declarative, interrogative, exclamatory and imperative.

**Learning Task 1:** Select the letter that matches the pictures and dialogues. Write your answers in your notebook.

- \_\_\_\_ 1. Your house is beautiful.
- \_\_\_\_ 2. Oh! The house is burning.
- \_\_\_\_ 3. Please call for help.
- \_\_\_\_ 4. Hurry! Put out the fire.
- \_\_\_\_ 5. Kid, are you alright?

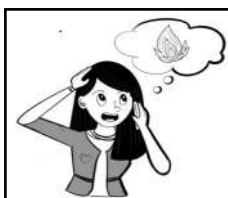
A.



B.



C.



D.



E.



### D

#### Four (4) Kinds of Sentences

1. **Declarative sentence** states an information or statement about something. It begins with a capital letter and ends with a period (.).  
Example: The soldiers fought for our country.
2. **Interrogative sentence** is called an asking sentence. It asks information or statement about something. It begins with a capital letter and ends with a question mark (?).  
Example: When is your birthday?
3. **Imperative sentence** asks someone to do something. It begins with a capital letter and ends with a period (.).  
Example: Kindly remove your shoes before entering the room.
4. **Exclamatory sentence** expresses strong feelings. It begins with a capital letter and ends with an exclamation mark (!).  
Example: Mother! The child has a fever.



# E

**Learning Task 2:** Read carefully and identify the kind of sentence in use. Choose the letters of the correct answers and write them in your notebook.

- |                           |                         |
|---------------------------|-------------------------|
| A. Declarative sentence   | C. Imperative sentence  |
| B. Interrogative sentence | D. Exclamatory sentence |

- \_\_\_\_\_ 1. Are you looking for tasty products?
- \_\_\_\_\_ 2. Quezon Province serves different tasty foods.
- \_\_\_\_\_ 3. Longganisang Lucban is a very famous breakfast food.
- \_\_\_\_\_ 4. Oh! Their budin (cassava cake), nilupak and yema cake in Taya-bas are the best.
- \_\_\_\_\_ 5. Kindly visit and experience the pride of Quezon.

**Learning Task 3 :** Identify the kind of sentence used in each statement. Write your answer in your notebook.

- \_\_\_\_\_ 1. What can you say about Batangas?
- \_\_\_\_\_ 2. Batangas has the best beaches.
- \_\_\_\_\_ 3. Go snorkeling to learn new things about aquatic life.
- \_\_\_\_\_ 4. Amazing! Sea creatures are really interesting!
- \_\_\_\_\_ 5. Try scuba diving next time.

# A

**Learning Task 4:** Write at least three (3) sentences based on the given pictures to form a dialogue. Use your notebook .



# Common and Proper Nouns

## Lesson

WEEK

3

I

This lesson focuses on how to form sentences with common and proper nouns. At the end of the lesson, you are expected to use common and proper nouns in a sentence appropriately.

**Learning Task 1:** Copy this in your notebook. Then color the common nouns with red and the proper nouns with blue.

bus

Jayson

father

reporter

Tayabas

D

**Learning Task 2 :** Copy the sentences in your notebook. Write on the blank the noun used in each sentence.

- \_\_\_\_\_ 1. The girl is lovely.
- \_\_\_\_\_ 2. They wash their clothes everyday.
- \_\_\_\_\_ 3. Ferrer runs fast.
- \_\_\_\_\_ 4. Jocelyn cooks well.
- \_\_\_\_\_ 5. Patrick Paul is afraid of spiders.

A common noun refers to the general name of a person, thing, animal, place and event. It begins with a small letter unless it is placed at the beginning of a sentence.

Examples : **boy** - person  
**toy** - thing  
**cat** - animal  
**school** - place  
**birthday** - event

Examples of Common Nouns	Examples of Proper Nouns
holiday , park, girl, day month, dog ,man, cellphone, street, pencil, movie	Christmas, Rizal Shrine, July, Luisa, Monday, Rover, Peter, Mt. Mayon, Mongol, Vivo, Disneyland, Macau

## E

**Learning Task 3:** Think of a proper noun for each common noun and vice versa. Complete the table below in your notebook.

Common noun	Proper noun
Ex: woman	Miriam Defensor-Santiago
	Calamba
mountain	
movie	
	Earth
country	
	Fernando Poe Jr.
teacher	
	SM
	University of the Philippines

## A

**Learning Task 4 :** Rewrite each sentence below and replace each underlined common nouns with proper nouns.

### Switching Common Noun to Proper Nouns

Number 1 serves as an example.

1. He did well in his final test.

Answer: Mario did well in his final test.

2. I enjoy going to school.

3. She is my best friend.

4. The family saw a fantasy movie.

5. He waters the plants everyday.

# Plural Form of Regular Nouns

## Lesson

# I

This lesson focuses on how to form the plural of regular nouns. At the end of the lesson, you are expected to use the plural form of regular nouns by adding /s/ or /es/ (e.g. dog-dogs, plate-plates, trash-trashes).

**Learning Task 1 :** Write the plural form of the following nouns. Write your answer in your notebook.

\_\_\_\_\_ 1. hand

\_\_\_\_\_ 4. tail

\_\_\_\_\_ 2. stem

\_\_\_\_\_ 5. parent

\_\_\_\_\_ 3. cave

# D

**Learning Task 2:** Copy this and circle the correct plural form of the nouns.

Singular Noun	Plural Noun		
1. pail	pails	pailes	paives
2. book	bookes	books	bookies
3. shower	showers	showeres	showeries
4. cross	cross	crosses	crores
5. torch	torches	torchs	torchies

**Learning Task 3:** Write the plural form of the following nouns that end in -s, -x, -z, -ch and -sh. Use your notebook to write your answer.

\_\_\_\_\_ 1. kiss

\_\_\_\_\_ 2. bench

\_\_\_\_\_ 3. eyelash

\_\_\_\_\_ 4. ax

\_\_\_\_\_ 5. waltz

Nouns are grouped into their quantities. **Singular nouns** refer to one person, animal, place, thing or event. **Plural nouns** refer to two or more persons, animals, places, things or events. Plural words are formed by adding –s or –es at the end of the words as well as words ending with –x, –z, –ch and –sh.

Singular Nouns	Plural Nouns
street cleaner	street cleaners
cow	cows
park	parks
festival	festivals
dress	dresses
box	boxes
church	churches
quiz	quizzes
brush	brushes

### Plural Nouns Ending with O

If the letter preceding letter -o is a consonant letter, add -es to have the plural form. If the letter preceding letter -o is a vowel letter, add –s to get the plural form of the word.

Examples:

**preceded by a vowel**

cameo –cameos

radio - radios

ratio - ratios

**preceded by a consonant**

volcano – volcanoes

echo - echoes

potato - potatoes

Note:

**Expo, piano** and **bolo** are exceptions to the rule. The plural of these words is formed by just adding –s as **pianos, bolos, expos**.

### Plural Nouns ending with –fe or -f

1. Nouns that end with –f or –fe form the plural nouns by changing –f or –fe into v and adding -es.

Examples : elf – **elves**

knife – **knives**

2. Some words ending in two vowels –f or –fe form their plural nouns by adding -s.

Examples : roof - roofs

chief – chiefs

Note:

Leaf (leaves) and thief (thieves) are exception to the rule.

3. Some words ending in -ff form their plural nouns by adding -s.

Examples: cliff - cliffs scuff - scuffs

4. Some words ending in -f or -fe like dwarf and wharf can have two plural forms .

Examples : dwarfs - dwarves wharfs - wharves

### Plural Nouns Ending with -y

If the letter preceding letter -y is a consonant letter, add -es to get the plural form. If the letter preceding letter -y is a vowel letter, add -s to determine the plural form.

Examples :

**Preceded by vowels**

day – days

toy - toys

**preceded by consonants**

lily – lilies

buddy – buddies

**E**

**Learning Task 4:** : Choose the plural form of the words ending with -f, -ff and -fe. Write the letters of your answers in your notebook.

- |                 |            |             |
|-----------------|------------|-------------|
| _____ 1. belief | a. beliefs | b. believes |
| _____ 2. shelf  | a. shelves | b. shelves  |
| _____ 3. chef   | a. chefs   | b. cheves   |
| _____ 4. cliff  | a. cliffs  | b. clives   |
| _____ 5. life   | a. lifes   | b. lives    |

**A**

**Learning Task 5:** Identify the correct plural form of the words ending in -y. Choose the letter of the correct answer. Write your answers in your notebook.

- |                  |             |              |
|------------------|-------------|--------------|
| _____ 1. baby    | a. babys    | b. babies    |
| _____ 2. echo    | a. echos    | b. echoes    |
| _____ 3. roof    | a. roofs    | b. rooves    |
| _____ 4. display | a. displays | b. displaies |
| _____ 5. bamboo  | a. bamboos  | b. bambooes  |

# Plural Form of Irregular Nouns

## Lesson

### I

This lesson focuses on how to form the plural of frequently occurring irregular nouns. At the end of the lesson, you are expected to use the plural form of frequently occurring irregular nouns (e.g. children, feet, teeth).

**Learning Task 1 :** Choose the plural form of each word. Write the letter of the correct answer in your notebook.

- |                    |             |               |
|--------------------|-------------|---------------|
| _____ 1. criterion | A. criteria | B. criterions |
| _____ 2. foot      | A. foots    | B. feet       |
| _____ 3. alumnus   | A. alumna   | B. alumni     |
| _____ 4. louse     | A. louses   | B. lice       |
| _____ 5. woman     | A. women    | B. womans     |

**Learning Task 2 :** Transform the following into their plural. Copy and answer in your notebook.

- |          |       |
|----------|-------|
| 1. oasis | _____ |
| 2. apex  | _____ |
| 3. datum | _____ |
| 4. sheep | _____ |
| 5. focus | _____ |

### D

**Learning Task 3:** Pick the correct plural form of the following irregular nouns. Copy and write the correct answers in your notebook.

Singular Noun	Plural Noun	
1. child	childs	children
2. die	dies	dice
3. man	men	mans
4. ox	oxen	oxes
5. tooth	tooths	teeth

## Rules in Pluralizing Irregular Nouns

1. To get the plural form of irregular nouns, change their spelling.
2. To form its plural, some nouns do not change spelling.

Examples of Irregular Nouns	
Change in Spelling	No Change in Spelling
child – children mouse – mice larva—larvae ellipsis—ellipses vita-vitae	tuna – tuna trout –trout fish—fish fowl—fowl equipment-equipment

**E**

**Learning Task 4 :** Copy in your notebook and complete the sentences with the correct plural forms of the nouns in parentheses.

1. The \_\_\_\_\_ (sheep) crossed the road.
2. The farmer has thirty \_\_\_\_\_ (ox) in his barn.
3. The \_\_\_\_\_ (larva) will become beautiful butterflies.
4. There are many \_\_\_\_\_ (equipment) in the warehouse.
5. The desert animals get water from the \_\_\_\_\_ (oasis).

**A**

Remember this, to make the plural form of irregular nouns, change their spelling.

**Learning Task 5:** Choose the correct irregular noun from the box to complete the sentences below.

trout

sheep

teeth

men

swine

1. Mila brushes her \_\_\_\_\_ .
2. The fisherman caught plenty of \_\_\_\_\_ .
3. The farm owner takes care of the \_\_\_\_\_ for their fur.
4. The hog owner herds the \_\_\_\_\_ to their cages.
5. The \_\_\_\_\_ wash their cars.



# CVC Pattern

## Lesson

WEEK

5

I

This lesson focuses on medial words with CVC pattern and short / a/ or /æ/, /e/, / i /, /o / and /u/ sounds to enhance Phonics Word Recognition. At the end of the lesson, you are expected to;

1. differentiate words with different medial vowels (e.g. cap-cop-cup, fan-fin-fun); and
2. read words with short [a, e, i, o, u ] sounds, phrases, and sentences (e.g. children, feet, teeth).

**Learning Task 1 :** Pick the correct word that describes each picture. Write the correct answers in your notebook.

1.



bad

bed

bid

bod

bud

2.



cab

ceb

cib

cob

cub

3.



kad

ked

kid

kod

kud

4.



map

mep

mip

mop

mup

5.



fan

fen

fin

fon

fun

CVC is the acronym for **C**onsonant-**V**owel-**C**onsonant spelling pattern. The alphabet is divided into two groups: the vowels and the consonants. The letters that belong to:

a. Vowels are **A E I O U**.

b. Consonants are **B C D F G H J K L M N P Q R S T V W X Y Z**.

The alphabet is used to make a word with a CVC pattern.

Examples :      ran   -      r is a consonant  
   a is a vowel  
   n is a consonant

Other Examples :      cat   pet   Jim   toy   sun

The short vowel sound /a/ or /æ / is pronounced as /ah/. This can be produced by opening the mouth wide enough to release the air from the lungs.



Examples:              bar              cap   fat              ham

The short vowel sound /e/ is pronounced as /eh/. This can be produced by opening the mouth slightly wide enough to release the air from the lungs.



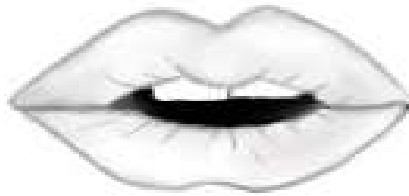
Examples :      bet   ten              red              keg

The short vowel sound /i/ is pronounced as /ih/. This can be produced by opening the mouth as if you are smiling and releasing the air from the lungs.



Examples :        rib                tip                sit                wig

The CVC spelling pattern with short vowel sound /o/ is pronounced as /oh/. This can be produced by opening the mouth like the letter O and releasing the air from the lungs.



Examples : sob                hop                ton                not                hog

The CVC spelling pattern with short vowel sound /u/ is pronounced as /uh/. The sound of short vowel /u/ is like the sound when someone punches the stomach. This can be produced by slightly opening the mouth and releasing the air from the vocal chords.



Examples:                but                sun                rub                cud

Read the CVC words with short /a/ sound.

ab	ac	ad	ag	ah
cab dab fab Gab jab lab Sab	Mac Pac tac sac	dad had lad mad pad sad tad	bag gag hag lag nag wag zag	bah lah yah

al	am	an	ap	ar
gal pal	dam fam ham jam Pam ram Sam	can Dan fan Jan van	cap dap gap lap sap tap yap	bar car far jar par tar war
as	at	ax		
bas gas has	bat cat fat	fax tax wax		

Read the **phrases** with short /a/ sound.

on the mat      the fat cat      the bat      Pam's ram  
 apply the wax      an apple jam      my pal      the sad lad  
 in the tan van      had a nap      far cab      the ham

Read the **sentences** with short /a/ sound.

The fat cat sat on the mat.      The bat apply the wax.  
 My pal has an apple jam.      Pam's ram is in the tan van.

Read the CVC words with short /e/ sound.

eb	ec	ed	eg	em	en	er	et	ef/el/es
Feb	Dec	bed	beg	gem	den	her	bet	ref
Reb	rec	fed	keg	hem	gen	per	get	gel
web	sec	Jed	leg		hen		jet	yes
		led	Meg		Jen		let	

Read the **phrases** with short /e/ sound.

on the web      has a red bed      inside the den      the hen  
 Ben's friends      the jet      the pet      to the pen  
 Meg's vet

Read the **sentences** with short /e/ sound.

The hen led the chicks to the pen.      The pet is on the web.  
 Ben's friends are in the den.      Ted gets the jet.

Read the CVC words with short /i/ sound.

ib/ip	id	ig	in	it
bib	did	big	bin	bit
dip	hid	dig	fin	fit
sip	kid	fig	gin	hit
tip	lid	jig	kin	kit
	mid	pig	pin	lit

Read the **phrases** with short /i/ sound.

in the bin      the fig      the pig      wears a wig  
the kid      Sid loves      Sarah's kit      sits on the chair

Read the **sentences** with short /i/ sound.

The fig is in the bin.      The kid sits on the chair.  
The pit is filled with wig.      Sarah's kit has no pin in it.

ob	od	og	on	op	or	ot
Bob	cod	bog	Don	hop	nor	cot
cob	God	fog	Jon	mop	for	dot
job	nod	hog	non	pop		got
lob	pod	log	son	top		jot
rob	rod		ton			pot
sob						rot

Read the **phrases** with short /o/ sound.

pop in the air      Baguio's fog      the hog      over the hot bog  
in the vacant lot      Bob's son      can hop

Read the **sentences** with short /o/ sound.

The hog can hop over the hot bog.      Don and Jon lob the ball.  
Bob's son loves Baguio's fog.      Ralph lost his job.

Read the CVC words with short /u/ sound.

ub	ud	ug	um	un	ur/us/up	ut
cub	bud	bug	bum	bun	fur	but
dub	cud	dug	hum	fun	bus	gut
nub	dud	hug	gum	gun	cup	hut
rub	mud	jug	mum	Jun	pup	jut

Read the **phrases** with short /u/ sound.

in the tub      much fun      his gut  
lug their bags      with the pup      the cup  
has a bug      Mum and Jun

Read the **sentences** with short /u/ sound

Tom had much fun with the pup.  
The cub takes a bath in the tub.

Mum and Jun lug their bags.  
The cup has a bug.

**E**

**Learning Task 2:** On a sheet of paper, complete the puzzle by writing the correct CVC word as described in the given clues.

1. aluminum container vehicle for frozen foods

--	--	--

2. the part of the fish

--	--	--

3. mist during night time to early morning

--	--	--

4. short sleep

--	--	--

5. warm embrace from others

--	--	--

**Learning Task 3:** Copy and circle the CVC word/s in each sentence.

1. The contestant ran fast.
2. Juvy and Haryl pat each others back.
3. Mother used ten eggs to make a leche flan.
4. Yuki's son helped us carry the box.
5. They throw their waste in the bin.

**Learning Task 4:** Complete each sentence with the correct CVC word.  
Copy and answer in your notebook.

1. The \_\_\_\_\_ gives energy to all creatures .
2. The tailor has a sewing \_\_\_\_\_ .
3. The pupils \_\_\_\_\_ down what their teacher dictated.
4. We used our \_\_\_\_\_ to walk.
5. The \_\_\_\_\_ makes you safe from the heat of the sun.

CVC is the acronym for **C**onsonant-**V**owel-**C**onsonant spelling pattern. Sounds may be categorized as /a/, /e/, /i/, /o/ and /u/.

**A**

**Learning Task 5 :** In your notebook, use the following CVC words in a sentence. You are expected to write five (5) sentences.

- |        |        |
|--------|--------|
| 1. hop | 4. tan |
| 2. mug | 5. pet |
| 3. pin |        |






## Two-Syllable Words

## Lesson

## I

This lesson focuses on reading words, phrases and sentences composed of 2-syllable words. At the end of the lesson, you are expected to read words, phrases and sentences composed of 2-syllable words.

**Learning Task 1:** Choose from the box below a two-syllable word that describes each picture. Write the correct answers in your notebook.

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

coffin

mitten

ribbon

basket

tunnel

## D

**Learning Task 2 :** Read the words below. Count and write the number of syllables for each word in your notebook.

_____ 1.	notebook	_____ 3.	pencil	_____ 5.	car
_____ 2.	picture	_____ 4.	paper		

To read the long words easily, use syllabication. Syllabication is to divide the words into small parts called syllables. A **two-syllable word with short vowel sound** refers to a word divided into two syllables and one or both syllable has a vowel sound.

Examples: bas + ket = basket

ten + nis = tennis

Read the two-syllable words with short vowel sounds.

ribbon	napkin	expand	conduct
seldom	pencil	expect	connect
splendid	picnic	happen	contact
sudden	plastic	index	content
tennis	pretzel	insect	contest
bottle	problem	insult	cotton
bramble	public	kitten	discuss
bubble	puppet	magnet	disgust
buckle	rabbit	mammal	disrupt

Read the *phrases* with two—syllable words with short vowel sound.

his mitten

pretty lady

the puppet contest

public servant

in the basket

the red ribbon

Read the following *sentences* with two-syllable words with short vowel sounds.

The kitten lost his mitten.

The public joins the puppet contest.

The red ribbon is in the basket.

**E**

**Learning Task 3 :** Choose the two-syllable word that fits each sentence. Write your answers in your notebook.

velvet

button

rabbit

cotton

candle

\_\_\_\_\_ 1. The \_\_\_\_\_ hid in a burrow.

\_\_\_\_\_ 2. The actress wore a \_\_\_\_\_ dress .

\_\_\_\_\_ 3. The \_\_\_\_\_ lighted the dark room.

\_\_\_\_\_ 4. The \_\_\_\_\_ of my blouse was lost.

\_\_\_\_\_ 5. Grandfather loved to wear a \_\_\_\_\_ shirt.

**A**

**Learning Task 4:** Write in your notebook the correct syllabication of the two-syllable words below.

1. window \_\_\_\_\_

4. plastic \_\_\_\_\_

2. herself \_\_\_\_\_

5. shelter \_\_\_\_\_

3. tennis \_\_\_\_\_



# Initiating Conversation with Peers

## Lesson

WEEK

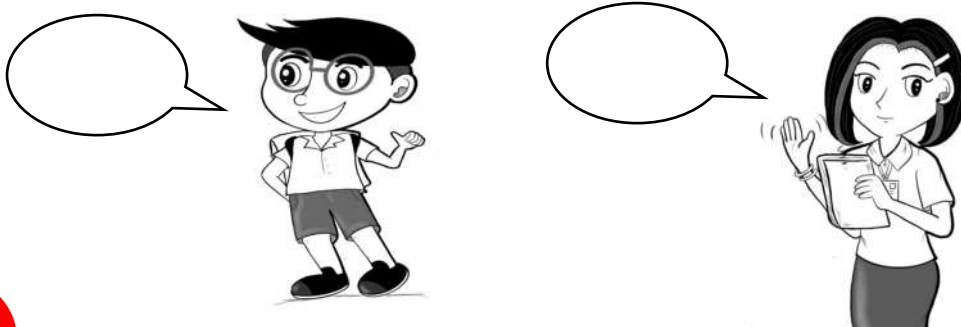
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I

This lesson focuses on initiating conversations with peers. At the end of the lesson, you are expected to initiate conversations with your peers in a variety of school or home settings.

**Learning Task 1 :** Draw this in your notebook. Write at least two appropriate sentences inside the dialogue boxes.

There is a new student named Rex from Biñan City.



D

**Learning Task 2 :** Rewrite this in your notebook. Fill the blanks with words or phrases to complete the dialogue.

Teacher: Good morning, class!

Pupils : 1. \_\_\_\_\_

Teacher: How are you today?

Pupils: 2. \_\_\_\_\_

Teacher: I am glad to hear that! What makes you happy today?

Pupils: 3. \_\_\_\_\_

Teacher: That's great! Are you excited to know what is our lesson today?

Pupils: 4. \_\_\_\_\_

**Learning Task 3:** Try to write a conversation between a teacher and a pupil during examination. Do this in your notebook.



PIVOT 4A CALABARZON

# E

**Learning Task 4.** Write a dialogue about the situation below. Copy and answer in your notebook.

Situation: Racquel and Ian are siblings. They walk together in going home after school.



**Learning Task 5 :** Complete the dialogue below. Copy this in your notebook.

Dana and Didi are classmates. Didi's mother bought a new cellphone for her. Didi showed her new cellphone to Dana. Didi asked Dana on how to make Tiktok videos.

Didi: Dana, Dana, can you teach me how to make Tiktok video?

Dana: \_\_\_\_\_. It is very easy to make a Tiktok video.

Didi: \_\_\_\_\_.

Dana: Just go to your Tiktok app, choose a piece of music, and record it.

Didi: \_\_\_\_\_.

# A

In every conversation, one has to observe the different rules and reminders that every speaker and listener should consider.

**Learning Task 6 :** In your notebook, make your own dialogue from one of the topics listed below.

1. Favorite snack
2. Pet/s
3. Favorite superhero

# Summarizing and Restating Information Shared by Others

## Lesson

### I

This lesson focuses on summarizing and restating information shared by others. At the end of the lesson, you are expected to summarize and restate information shared by others.

**Learning Task 1:** Read the story carefully. Copy the questions and write your answers in your notebook.

#### The Greedy Snake

One day, the sun was so bright that the animal could not stand the heat. The snake was hungry and could not go out to hunt for food. He saw a salamander passed by his hole. He caught it. Thought that it was not enough for him so he let it go. He waited for a long time but no animal passed by his hole again. He regretted that he let the salamander go in exchange for his desire to have a bigger food.

1. Who are the characters in the story? \_\_\_\_\_.
2. Where did the story happen? \_\_\_\_\_.
3. When did the story happen? \_\_\_\_\_.
4. What happened first? \_\_\_\_\_.
5. What happened last? \_\_\_\_\_.

### D

**Learning Task 2:** Based on story, "The Greedy Snake", write a short summary in your notebook.

Summary is a shortened version of a story. It retells all the important parts of the story.

A summary :

- is told in a sequence.
- can include the main idea, supporting details and theme of the story.
- can be written in 3-5 sentences.

Remember the helping tips on how to summarize

1. Beginning — Know the characters, the setting and the problem.
2. Middle — Know what happened to the characters and the climax of the story.
3. Ending — Know how the problem is solved.

Example:

At first, Einstein's kite was stuck on the tree. Then, the thunderstorm came and struck the kite with a high voltage electricity. Finally, Einstein discovered the Quantum Theory of Light.

**E**

**Learning Task 3:** Based on the story entitled "The Greedy Snake", write the sequence of events using the signal words in the box. Copy and answer in your notebook.

First

Next

Then

Fourth

Finally

#### **The Greedy Snake**

- \_\_\_\_\_ He regretted that he let the salamander go in exchange for his desire to have a bigger food.
- \_\_\_\_\_ He regretted that he let the salamander go in exchange for his desire to have a bigger food.
- \_\_\_\_\_ He caught it and thought that it is not enough for him so he let it go.
- \_\_\_\_\_ The snake was hungry and could not go out to hunt for food.
- \_\_\_\_\_ He waited for a long time but no animal passed by his hole again.
- \_\_\_\_\_ He saw a salamander passed by his hole.

**A**

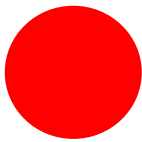
**Learning Task 4 :** On a sheet of paper, write your own summary about the story below.

#### **The Crocodile's Caretaker**

The thief escapes from the jail and runs away into an isolated island. There he comes across a crocodile in pain because of the nails in his feet. The brave thief gently removed the nails. The crocodile left without hurting him.

One day, the hunters came to get wild animals. They placed all the animals inside the cages and sold them in the village. The tribal chief bought the animals for his village. The village soldiers captured the thief and threw him in the crocodile's lair. The thief begs for his life.

One month has passed but still, the crocodile didn't eat the thief. The thief realized that it was the same crocodile that he helped in the isolated island. The tribal chief forgave the thief, and asked him to become the crocodile's caretaker.



# Answer Key

## Week1-Describing One's Drawing

Learning Task 2	1. A 2. A 3. A 4. A 5. B
Learning Task 5	1. The man is digging a hole. 2. The girl is planting a seed. 3. The child waters the plan every afternoon. 4. The child is pulling out the grass. 5. The farmers harvest their crops in the morning.
Learning Task 6	1. The ball is round. 2. The roof is triangular in shape. 3. The handkerchief is diamond in shape. 4. The TV screen is rectangular in shape. 5. The sausages are oblong.

## Week 1- Descriptive Paragraph

Learning Task 1	Papaya Elementary School Batangas November 23, 2020  Dear Mr. Abella,  Thank you for teaching us. We learned a lot from you. You help us realize that Math is easy. I hope you will be our teacher next year.  Your pupil, Max Roy
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## Week 1- Another Ending for a Short Story

Learning Task 1	1. The plant grew under the sun. 2. The clothes dried. 3. The boy's clothes got dirty. 4. The boy and the dog become good friends. 5. The girl learned a lot from studying.
Learning Task 2	1. E 2. C 3. B 4. A 5. D
Learning Task 3	1. C 2. A 3. D 4. E 5. B
Learning Task 4	He thought his mom would think he broke the vase.

## Week 1- Diary

Learning Task 3	Dear Diary,  Today is my birthday. I had a great day. My parents prepared a surprise birthday party. They invited all my friends. We enjoyed the magic tricks and games. Hopefully next year, I can celebrate my birthday party is Disneyland.  Loving yours, Faye  December 13, 2020
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## Week 2- Kinds of Sentences

Learning Task 1	1. D 2. E 3. C 4. A 5. B
Learning Task 2	1. B 2. A 3. A 4. D 5. C
Learning Task 3	1. IN 2. D 3. IM 4. EX 5. IM

## Week 3-Common and Proper Nouns

Learning Task 1	1. bus-red 2. jayson-blue 3. father-red 4. reported 5. Tayabas-blue spiders
Learning Task 2	1. gift 2. clothes 3. Ferrer 4. Jocelyn 5. Patrick Paul

## Week 4-Plural Form of Regular Nouns

Learning Task 1	1. hands 2. stems 3. caves 4. tails 5. parents
Learning Task 2	1. dolls 2. books 3. showers 4. crosses 5. torches
Learning Task 3	1. kisses 2. benches 3. eyelashes 4. axes 5. waltzes
Learning Task 4	1. A 2. B 3. A 4. A 5. B
Learning Task 5	1. B 2. B 3. B 4. A 5. A

#### Week 4 - Plural Forms of Irregular Nouns

Learning Task 5	1. teeth 2. trout 3. sheep 4. swine 5. men
Learning Task 4	1. sheep 2. oxen 3. larvae 4. equipment 5. oases
Learning Task 3	1. children 2. dice 3. men 4. oxen 5. teeth
Learning Task 2	1. oases 2. apices/ apices 3. data 4. sheep 5. focal/focuses
Learning Task 1	1. A 2. B 3. B 4. B 5. A

#### Week 5 - CVC Pattern

Learning Task 4	1. sun 2. kit 3. lot 4. rub/pot 5. hat
Learning Task 3	1. ran 2. pot 3. ten 4. son 5. bin
Learning Task 2	1. van 2. fin 3. fog 4. nap 5. hug
Learning Task 1	1. bed 2. cub 3. kid 4. mop 5. fan

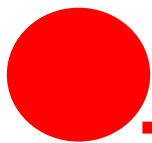
#### Week 6 - Two-Syllable Words

Learning Task 4	1. win-dow 2. her-self 3. ten-mis 4. plas-tic 5. shel-ter
Learning Task 3	1. rabbit 2. velvet 3. candle 4. button 5. cotton
Learning Task 2	1. 2 2. 2 3. 2 4. 2 5. 1
Learning Task 1	1. basket 2. ribbon 3. mitten 4. tunnel 5. coffin

#### Week 8 - Summarizing and Restating Information

Learning Task 3	1. Finally 2. Then 3. First 4. Fourth 5. Next
Learning Task 1	1. snake, salamander 2. At the snake's hole 3. One fine day 4. The snake was hungry but could not go out to hunt for food. 5. He regretted his actions of letting the salamander go.

Note: Learning Tasks with no specified answers in this section may have varying answers.



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