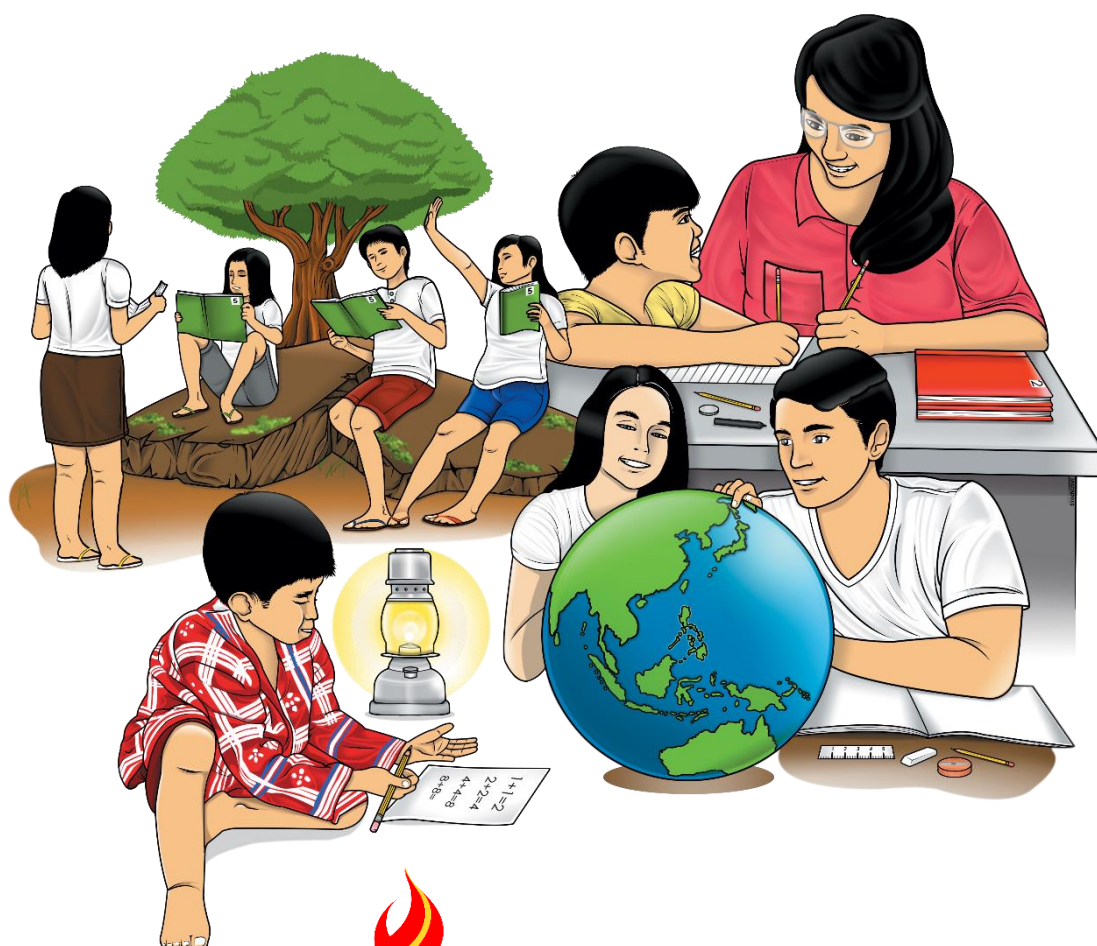


English

Quarter 4 – Module 5:

Restate Facts from Informational Texts



English – Grade 3
Alternative Delivery Mode
Quarter 4 – Module 5: Restate Facts from Informational Texts
First Edition, 2020

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English

Quarter 4 – Module 5: Restate Facts from Informational Texts

Introductory Message

For the facilitator:

Welcome to the English 3 Alternative Delivery Mode (ADM) Module on Restate Facts from Informational Texts!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

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

In addition to the material in the main text, you will also see this box in the body of the module:



Note to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the English 3 Alternative Delivery Mode (ADM) Module on Restate Facts from Informational Texts!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correctly (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

This module covers the competency, restate facts from informational texts (climate change, children's rights, traffic safety, etc.) listened to (EN3LC-Ivi-j-3.5).

After going through this module, you are expected to:

1. identify synonym of words;
2. appreciate the importance of informational texts;
3. restate facts from informational texts.



What I Know

Now that you have an idea of what this module covers, are you excited to get started? Remember that when you do the following activities diligently, you will have skills necessary to help you communicate better in English. Before you proceed to the activities found in this module, do the Pre-test below.

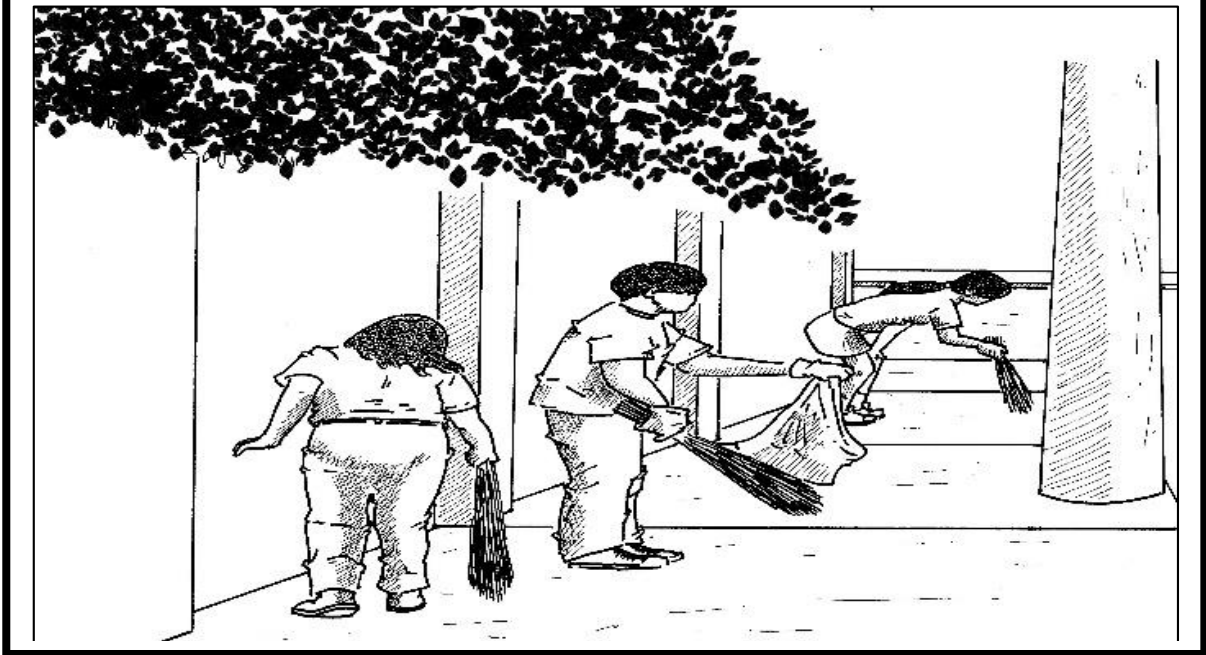
Direction: Read the selection below. Choose and encircle the letter of the best answer. Good luck!

Climate Change

Eva P. Glase

On the 13th day of June, 2015, the City Government of Manila has conducted the Clean- up Drive Program headed by the Office of Environmental Resources and attended by 500 participants. They were encouraged to help the environment on its current issues.

This activity aims to respond the call of nature to preserve its resources and save our planet.



1. What is the story all about?
 - a. a lonely summer vacation
 - b. a happy summer vacation
 - c. a sad summer vacation

2. Where did the story happen?
 - a. Cebu City
 - b. Davao City
 - c. Baguio City

3. How will you describe Baguio City in the story?
 - a. The surfing capital of the country.
 - b. The summer capital of the country.
 - c. The banana capital of the country.
4. How will you describe Harrish in the story?
 - a. angry and sad
 - b. hungry and thirsty
 - c. excited and happy
5. How will you describe the family at the end of the story?
 - a. came home badly
 - b. came home safely
 - c. came home quickly

Lesson

7

Restate Facts from Informational Texts



What's In

This part will let you know if you understood well the previous modules, that was about reading graphs, tables, and pictographs. Are you ready to get started?

In this activity, you are going to read the story carefully. Have fun while you are reading.

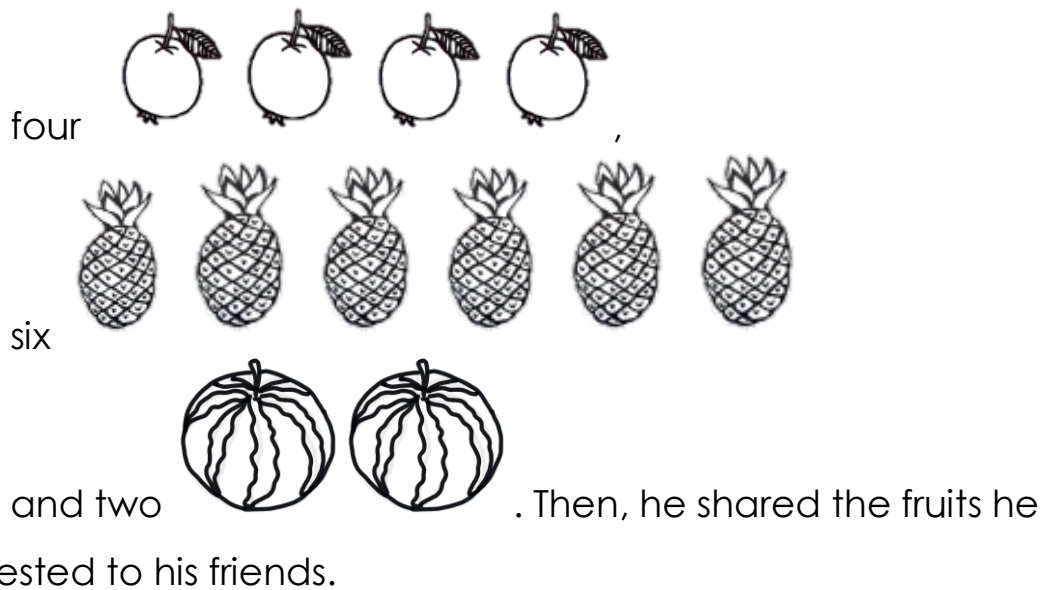
Directions: Read the story carefully. Fill in the given data needed to complete what is being asked. Good luck!



Fruits in the Garden

by: Melona M. Almonte

One day, Chike Emmanuel visited his garden and harvested all the ripe fruits he saw. He harvested



It's great to know that you did your best in reading and understanding the story in the previous page. Your effort will help a lot in the completion of this module.

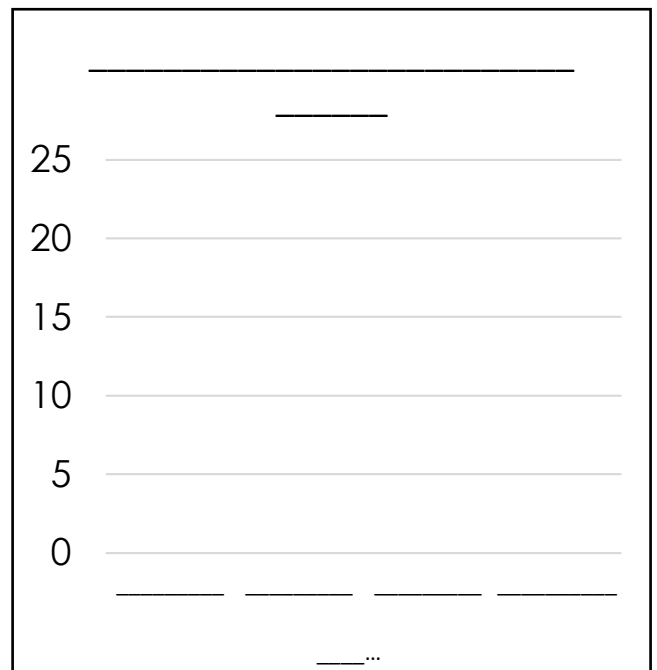
Now, it's time for you to answer the following questions.

1. What were the fruits harvested by Chike? _____.
2. How many guavas? _____.
3. How many pineapples? _____.
4. How many watermelons? _____.
5. How many ripe fruits were harvested by Chike Emmanuel? _____.

Directions: Ask 20 friends "What is your favorite pet? ". Use the tally chart below to record the information. Create a bar graph to show the results.



<u>Pet</u>	<u>Number of children</u>
Dog	<u>8</u>
Cat	<u>5</u>
Bird	<u>4</u>
Rabbit	<u>3</u>



What's New

Direction: Read well and understand the texts found on the left side. Check the circles at the center of the arrow if the texts are restated correctly.

Note: Choose only 5 boxes (1 error is given)

Mr. Harrish Bhen Pancho is a graduate of Political Science in Ateneo de Manila University and an advocate of preserving natural resources in the country and last July, 2019 was invited for a conference by the Department of Environment and Natural Resources in Davao City to share his advocacy to all the environmentalists.



The DENR conducted a conference for all environmentalists on how to preserve the natural resources in the country.



The advocate invited Mr. Harrish Bhen Pancho to share his advocacy to DENR.



Mr. Harrish Bhen Pancho, an advocate to preserve the country's natural resources, was invited by the DENR last July, 2019.



Environmentalists gathered last July, 2019 in Davao City for a conference conducted by the DENR.



To preserve the country's natural resources, Mr. Harrish Bhen Pancho was invited by the DENR last July, 2019 on his advocacy.



Environmentalists were gathered last July 2019 in Davao City for a conference conducted by the DENR.



What is It

Now, to give you more knowledge about what this module covers, please read the highlighted texts and understand their meaning.

Restating facts from informational texts means expressing the same idea out from the informational texts heard or read.

Restatement is using different words to produce the same ideas and look for key points and main ideas to be restated (using different words) but emphasizing the same idea.

Informational Texts provide facts, ideas, and principles that are related to the physical, biological, or social world; classified as non-fiction text.

Non-Fiction texts provide a type of writing that is based on facts or true events.



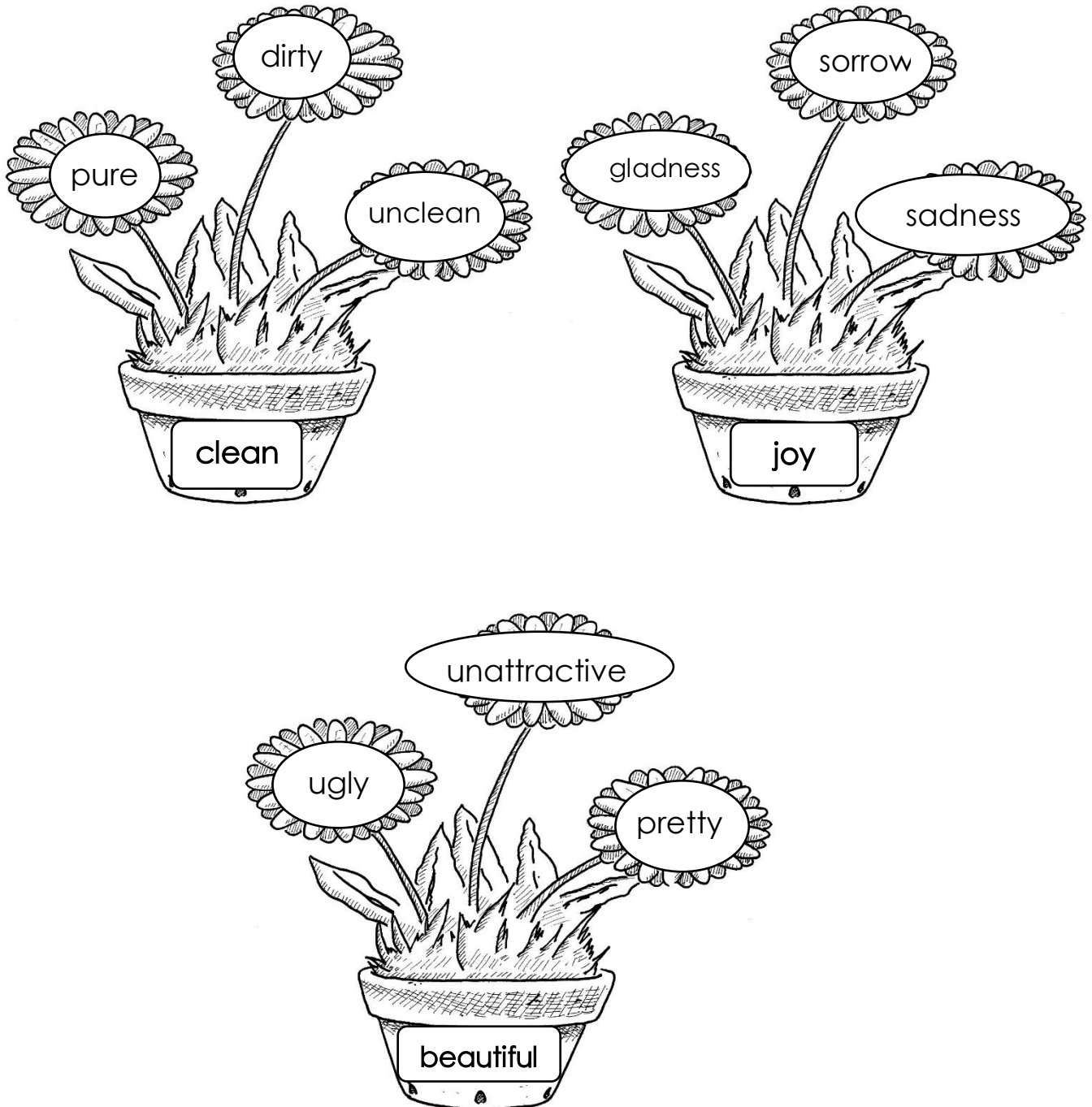
What's More

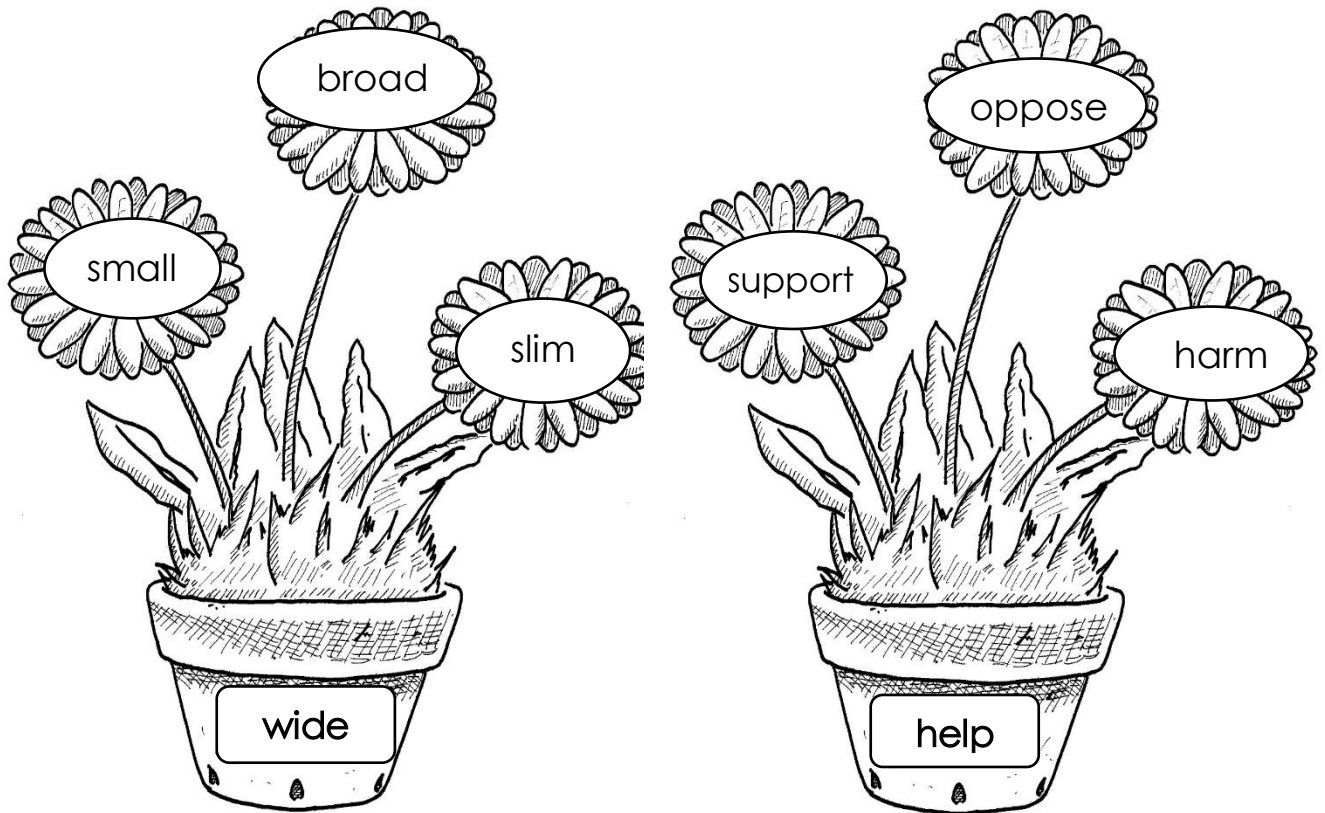
Activity 1. Give Me My Synonym!

There are other ways to help you out in restating facts in informational texts. One is to find more words that you decided to change. But, do not forget, when you restate facts, express them with the same idea but write them in different words. The way the word is used gives you the same idea.

Directions: Read the following words in the petals. Color the synonyms that best describe the words written in the boxes.

Note: You can choose your most favorite color!

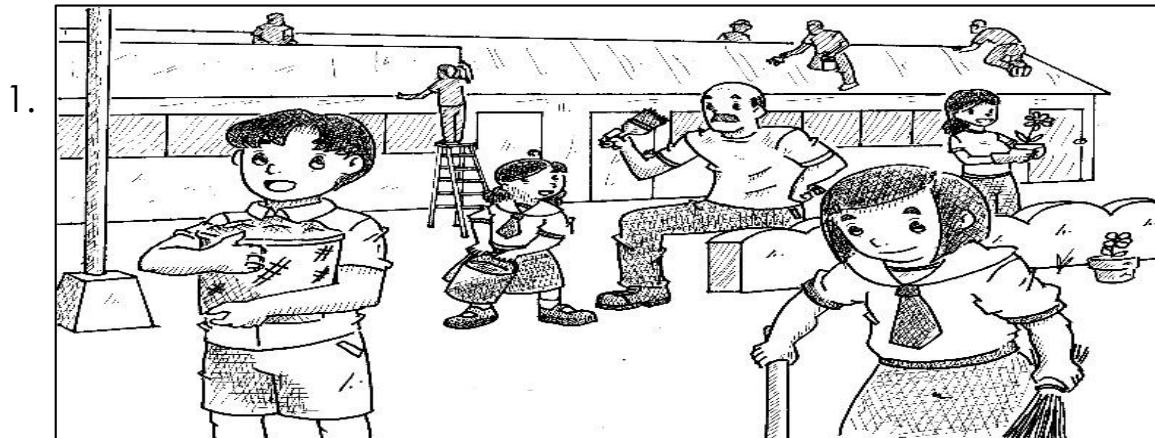




Activity 2. Restate Me!

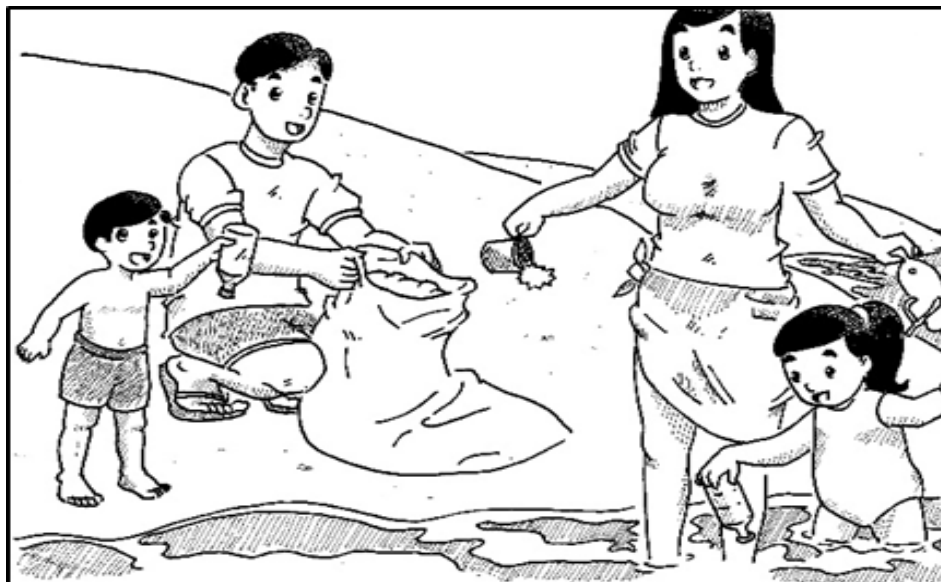
This activity will give you a chance to express your own ideas prior to the given informational texts. You will not find it difficult since pictures are also given to help you better understand the texts.

Directions: Analyze the pictures given. Choose from the informational texts that best describe the pictures. Write them on the blank provided.



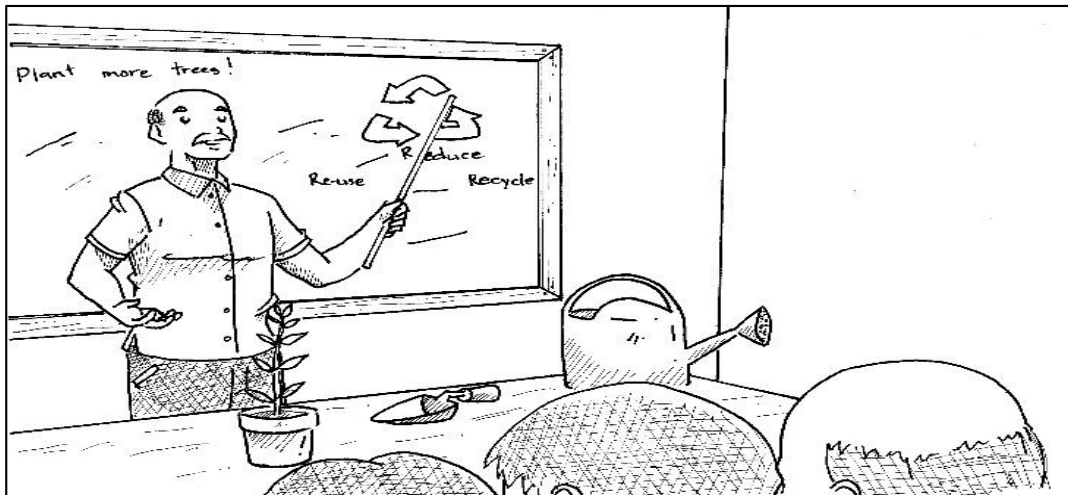
- The students join and help the Bayanihan Program initiated by the local officials in Batangas.
- The students join the illegal loggers to cut trees and sell them to big companies.

2.



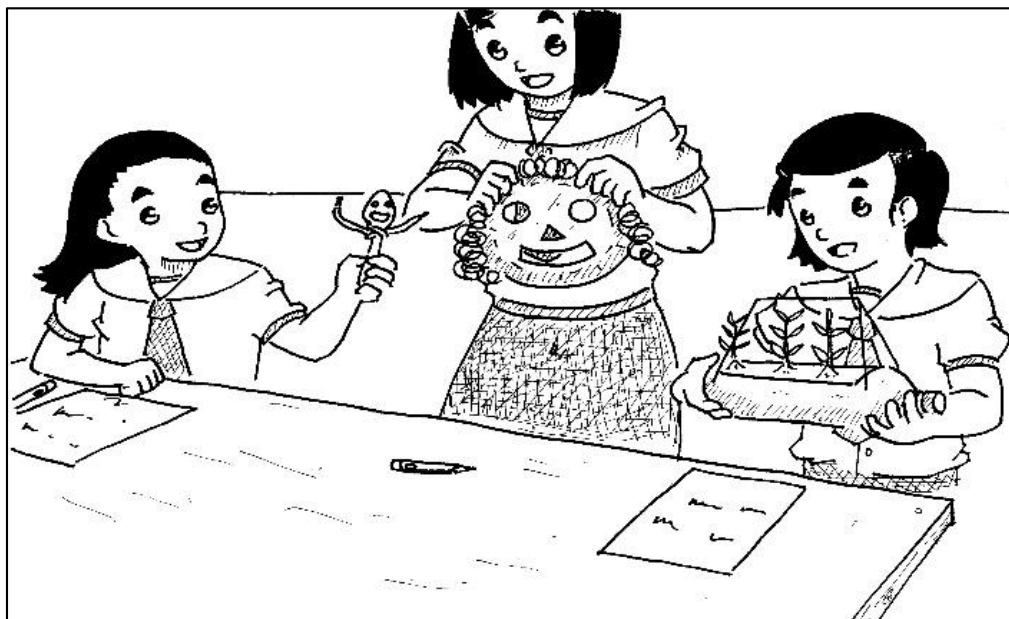
- The Lopez Family enjoys their picnic at the beach while the children catch fish for food.
- The Lopez Family initiates a clean-up drive program along the seashore.

3.



- The speaker talks about preserving nature during a symposium participated in by people in the community.
- Community members participate in the sports festival sponsored by the Sangguniang Kabataan.

4.



-
-
-
-
-
-
- Making recycled materials is participated in by the pupils of Sta. Cruz Elementary School as part of their activity.
 - In Sta. Cruz Elementary School, the pupils are throwing pieces of garbage in their premises.



-
-
-
-
-
-
- The Grade 3- Sampaguita pupils join the loggers in cutting down trees.
 - The Grade 3-Sampaguita pupils participate in the tree planting program.



What I Have Learned

Hey Kids, I know that you really did well in this module with series of activities provided. All I can say is, Congratulations to you!

Now, let me ask you some questions to know if you really did your best in this module, by following all the instructions and answering the activities diligently.

Directions: Read the following questions carefully and write your answer on the space provided for.

1. What do you mean by the word **restatement**?

2. How about the meaning of **informational texts**?

3. When restating facts from informational texts, what are the considerations you need to follow?

4. Is it necessary to restate facts with the same number of words out from the given texts? Why?

5. Do you think restating facts is important? Is it good to restate facts? Why do you say so?



What I Can Do

Have you heard any pieces of news today? What are those? Are all the news about the school or the environment? I hope that you're fond also of hearing or watching news on television or in the radio.

This part will help you build more vocabularies and other synonyms of words. This will also let you restate the given facts from texts.

Note: It expresses the same idea but says it in different words.

Directions: Read carefully and understand the given facts below. Write your own restatement on the spaces provided. Item number 1 is done for you as an example.

1. Last May, 2018, the DENR conducted surveys on the number of **recorded** cut trees for the road widening in Lapu-Lapu City, Cebu.

The DENR had their surveys on the number of **verified** cut trees for road widening in Lapu-Lapu City, Cebu last May, 2018.

2. The Pasig River Rehabilitation Council on October 2018 won the first Asia River prize in recognition of its efforts to rehabilitate the Pasig River.

3. McKinsey Centre for Business and Environment ranked the Philippines as the third largest source of discarded plastic that ends up in the ocean reported last 2015.

4. The Children Philippines Program has deployed an assessment team in North Cotabato following a magnitude of 6.6 earthquake that hit the town of Tulunan in October, 2019.

5. On November 8, 2019 Friday morning, severe tropical storm Quiel (Nakri) was 430 kilometers west of Coron, Palawan, inching southwest at 10 km/h.



Assessment

Direction: Read the informational text below. Answer the question that follow by encircling the letter of the answer

The Philippines Today

EVA P. GLASE

The Philippines is surrounded by large bodies of water. It is facing the Pacific Ocean where 60% of the typhoons came from.

One of the most devastating typhoons that hit the country in 2013 was typhoon Yolanda that killed over 10, 000 people and destroyed over a trillion pesos worth of properties and damaged various sectors.

1. What is the selection all about?
 - a. Damage of properties
 - b. The Philippines today
 - c. Typhoon Yolanda

2. How many percent of the world's typhoons came from the Pacific Ocean?
 - a. 60 %
 - b. 70 %
 - c. 80 %

3. How would you best describe the Philippines according to the selection?
 - a. It is surrounded by volcanoes.
 - b. It is surrounded by high mountains.
 - c. It is surrounded by large bodies of water.

4. Why did the Philippines experience more than three typhoons a year?
 - a. because the Philippines has many active volcanoes
 - b. because the Philippines has diverse marine animals
 - c. because the Philippines is located near the Pacific Ocean

5. Why is nature important to people?
 - a. It gives us life.
 - b. It transmits diseases.
 - c. It leads people to death.



Answer Key

<p>What's More</p> <p>Direction 1</p> <p>1. clean- pure</p> <p>2. joy- gladness</p> <p>3. beautiful- pretty</p> <p>4. wide- broad</p> <p>5. help- support</p> <p>Direction 2</p> <p>1. The students joined the Bayanihan Program initiated by the local officials in Batangas.</p> <p>2. Lopez family has initiated a clean-up drive program along the seashore of Boracay as they celebrate a birthday.</p> <p>3. The community members participated in the symposium on preserving the nature conducted by the local officials.</p> <p>4. The activity on making recycled materials was participated in by the pupils of Sta. Cruz Elementary School.</p> <p>5. The Grade 3 pupils in Section Sampaguita conducted the tree planting program</p>	<p>What I Have Learned</p> <p>1. Answer may vary</p> <p>2. Answer may vary</p> <p>3. Answer may vary</p> <p>4. Answer may vary</p> <p>5. Answer may vary</p>	<p>What I Can Do</p> <p>1. Answer may vary</p> <p>2. Answer may vary</p> <p>3. Answer may vary</p> <p>4. Answer may vary</p> <p>5. Answer may vary</p>
<p>What I Know</p> <p>1. a</p> <p>2. b</p> <p>3. b</p> <p>4. a</p> <p>5. a</p>	<p>What's In</p> <p>1. guava, pineapple and watermelon</p> <p>2. 4 (four)</p> <p>3. 6 (six)</p> <p>4. 2 (two)</p> <p>5. 12 (twelve)</p>	<p>What's New</p> <p>1. Box 1</p> <p>2. Box 3</p> <p>3. Box 4</p> <p>4. Box 5</p> <p>5. Box 6</p>

References

K to 12 Curriculum Guide ENGLISH May 2016, 67.

Mil Flores Ponciano et al., eds., Let's Get Better in Reading-Grade 3 Learner's Material, First Edition 2014 (Department of Education-Instructional Materials Council Secretariat), 356.

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