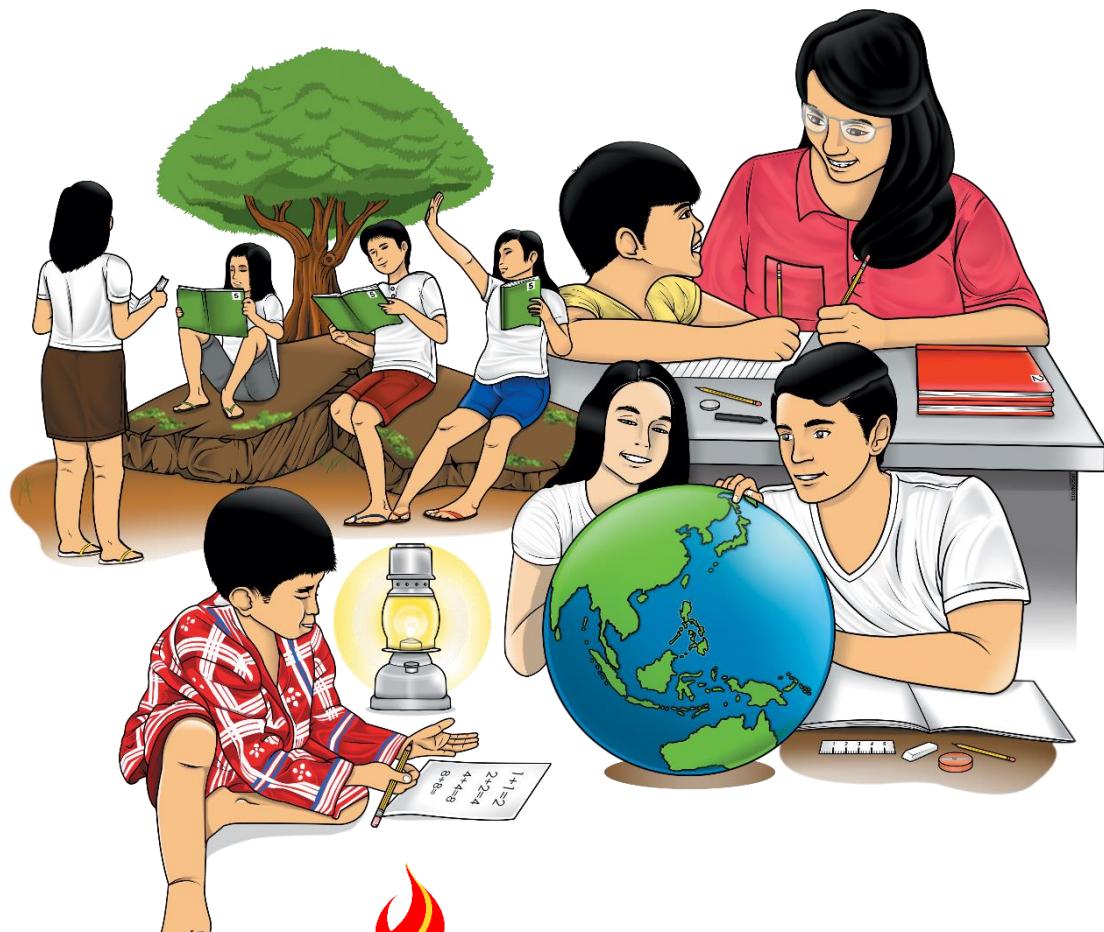


English

Quarter 4 – Module 7:

Where Can We Find Them?



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English – Grade 3

Alternative Delivery Mode

Quarter 4 – Module 7: Where Can We Find Them?

First Edition, 2020

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English

Quarter 4 – Module 7: Where Can We Find Them?

Introductory Message

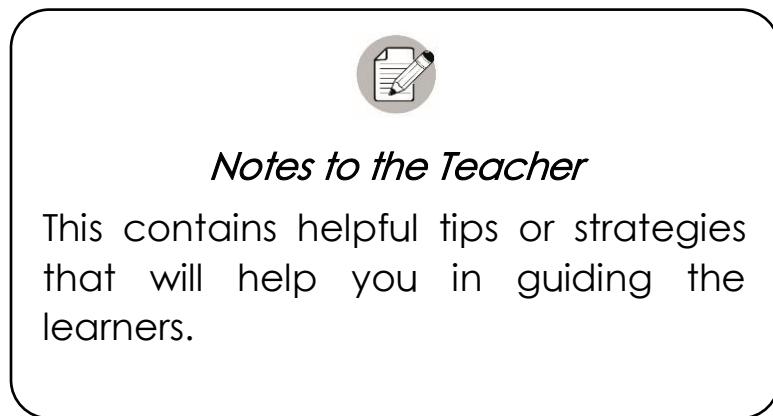
For the facilitator:

Welcome to the English Grade 3 Alternative Delivery Mode (ADM) Module on Where Can We Find Them?!

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:



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 Grade 3 Alternative Delivery Mode (ADM) Module on Where Can We Find Them?!

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 correct (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:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. 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

Are you ready to learn today?

In this Module, you will learn to read phrases, sentences and short stories containing words with digraphs: 'ay', 'ai', 'ea', 'ee' 'oo', and 'oa'.

This module is designed and written with you in mind. It is here to help you master how to read words with these vowel digraphs in phrases, sentences and short stories.

The scope of this module is applied in different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to:

1. (EN3PWRIVc-28)

Read phrases, sentences and short stories containing words with digraphs: 'ay', 'ai', 'ea', 'ee' 'oo', and 'oa'

2. Identify words with digraphs: 'ay', 'ai', 'ea', 'ee' 'oo', and 'oa' in phrases, sentences, and stories



What I Know

Before you proceed to the activities found in this module, do the pre-test first.

Read the phrases, sentences and the short story.

Copy all the words with diagraphs: 'ay', 'ai', 'ea', 'ee' 'oo', and 'oa' in your notebook.

A. Phrases

two pairs of boots
a nose to clean
on a sunny day
green bath soap
three times a day
her raincoat

B. Sentences

Ana May has two pairs of boots.
Ana May likes to clean her nose.
She uses umbrella on a sunny day.
She loves a green bath soap.
This girl brushes her teeth three times a day.
She uses her raincoat on a rainy day.

C. Story

Clean and Tidy

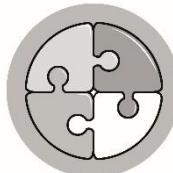
Fe R. Torrefranca



Ana May is clean and tidy. She always uses spoon and fork when she eats her meals. She takes a bath every day and washes her hands with soap regularly. She also brushes her teeth three times a day. She also does not forget to cut her nails regularly. Every Saturday, she washes her clothes with detergent soap. She is very good in cleaning her ear and nose habitually. She sees to it that her raincoat, boots and umbrella are clean whenever she uses them during outdoor activities on rainy and sunny days.

Lesson 1

Reading phrases, sentences and short stories containing words with digraphs 'ay', 'ai', 'ea', 'ee' 'oo', and 'oa'



What's In

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 seriously, you will have skills necessary to help you communicate better in English. Good luck as you begin!

Directions: Choose the correct name of each given picture. Write your answers in your notebook.

1.		trail
		quail
2.		book
		cook
3.		hay
		pay
4.		bee
		fee
5.		boat
		coat
6.		sea
		tea



What's New

Now, are you ready for the next activity? Since you are ready, let's get started.

Read correctly all the contents of the three boxes. After reading, answer all the questions that follow. Use your notebook for your answers.

Box 1

delicious meal

wool for clothes

for dress and coat

farmers to pray

sheep to raise

Box 2

It gives meat for a delicious meal.

Some clothes are made of wool.

Coat and dress are examples of clothes.

I pray that farmers will take care of the sheep.

Many people raise sheep.

Box 3

Useful Animal

Fe R. Torrefranca



A sheep is a useful animal. It gives us meat for a delicious meal. Most people claim that its milk is good for making cheese. Its wool is used to make clothes like coat, dress and blouse.

A sheep helps us in many ways. So, let's pray that many farmers will always raise sheep in their own little way.

Comprehension Questions:

1. How many boxes are there all in all?

2. What do you notice in some of the words?

3. What are these underlined words?

4. How do the contents of the three boxes differ?

5. Can you give other examples of words with digraphs 'ay', 'ai', 'ea', 'ee' 'oo', and 'oa' that you learned from other phrases, sentences and stories? Give 3 words.

It's great that you have read and answered the activities. Your effort will help a lot in the completion of this module.

Are you ready to proceed?



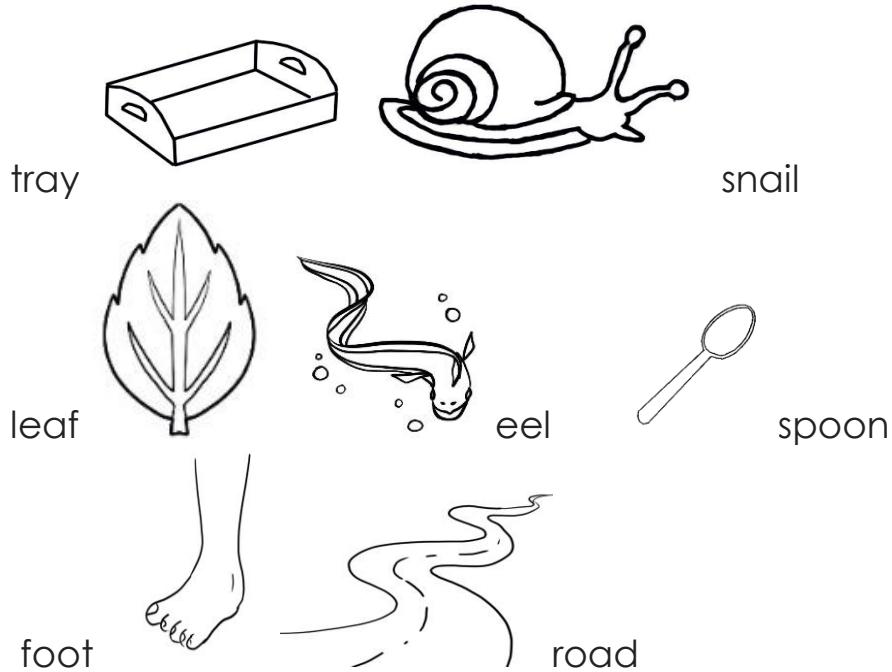
What is It

So that you will get to know more about vowel digraphs, 'ay', 'ai', 'ea', 'ee' 'oo', and 'oa, please read and understand the Key Points carefully.

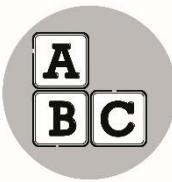
Key Points

Vowel digraphs

- **Vowel digraphs** are combination of **vowels** that combine to make a single vowel sound like the 'ay' in **tray**, the 'ai' in **snail**, the 'ea' in **leaf**, the 'ee' in **eel**, the 'oo' in **foot** or in **spoon**, and the 'oa' in **road**.



Since you already know what is a vowel digraph, you are now ready to read more words with 'ay', 'ai', 'ea', 'ee' 'oo', and 'oa ' in phrases, sentences and in stories.



What's More

Did you gain knowledge about words with vowel digraphs: 'ay', 'ai', 'ea', 'ee' 'oo', and 'oa' used in phrases, sentences and in stories? Now, you are ready to continue to do another activity.

Directions: Read the phrases, sentences and the story. Pay attention to the words with vowel digraphs. Do the activity, 'Word to Fit!'

A. Phrases

one afternoon
the pail of Jay
the tall tree
the food inside
nothing to eat
on that day

B. Sentences

Jay took a nap one afternoon.
Jay brought a pail.
The goat is near the tall tree.
The goat took the food.
Jay has nothing to eat.
He felt sorry on that day.

C. Story

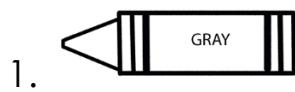
Lucky Jay
Fe R. Torrefranca



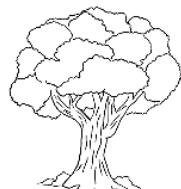
One afternoon, Jay took a nap under a tall Gemelina tree. He didn't know that there was a goat near the tree. When he woke up, the food inside his gray pail was taken away. He went home hungrily because he had nothing to eat along the way. But, he remembered he wasn't able to look for the carabao which was lost while carrying sacks of grain and a heap of hay. He felt sorry for what happened on that day. But, he was merry and gay because his father was fair and just to say.

Activity: Word to Fit!

Choose the correct word for each picture. Write your answers in your notebook.



(day, gray, say)



2. (gay, tree, way)



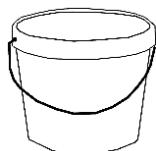
3. (took, look, food)



(food, pail, goat)



5. (eat, hay, load)



6. (near, fair, pail)



What I Have Learned

Answer the following questions. Write your answers in your notebook.

1. What are vowel digraphs?
2. Is it important to learn vowel digraphs? Why?
3. Why do we read digraphs in phrases, sentences and in stories?

Let's find out whether you were able to give the correct answers or not. If not, don't worry. Just read and understand carefully the answers provided for you below.

1. Vowel digraphs are combination of vowels that combine to make a single vowel sound like: the 'ay' in tray, the 'ai' in snail, the 'ea' in leaf, the 'ee' in eel, the 'oo' in foot or in spoon, and the 'oa' in road.
2. Digraphs are important to learn because if you do not know that the two letters in a digraph make one sound, you won't be able to read many new words.
3. We read digraphs in phrases, sentences and in stories in order to increase our vocabulary and improve our comprehension skill.



What I Can Do

Read the story carefully. Do the activity found on the next page.

A Big Snail

Fe R. Torrefranca



Sheena and Jeffrey see a big snail on a dried cacao leaf outside their house. Sheena picks it up but she screams and throws the snail away. She goes inside their house and stays at the nook. But, Jeffrey looks for the snail and he finds it. He picks it up and keeps it inside the pocket of his coat. He plays with his friends forgetting that the snail is still in. When Sheena goes out, she notices that the snail is inside the pocket of Jeffrey's coat. She immediately gets the snail from the pocket and she sets it free. Sheena and Jeffrey promise not to catch anymore snails and other animals like beetles, and toads because they also have feelings like human beings.

Activity: Word Filling

Fill in the broken lines with correct words having digraphs: 'ay', 'ai', 'ea', 'ee' 'oo', and 'oa' found in the story. Write your answers in your notebook.

Phrases

1. dried cacao _____
2. the big _____ on a leaf
3. a new _____ with a pocket
4. like _____ and toads
5. at the _____ of their house

Sentences

6. Jeffrey _____ the snail inside his pocket.
7. He _____ with his friends.
8. Sheena _____ when she picks up the snail.
9. She sets it _____.
10. Animals also have _____.

CONGRATULATIONS!

You are now ready to answer the assessment on the next page.

GOOD LUCK!



Assessment

Directions: Read the story carefully and answer the activity on the next page.

Tracy Loves Paper Boats

Fe R. Torrefranca



Tracy loves to play paper boats. When he goes for a swim in the pool or in the beach, he brings his paper boats along.

He uses scratch paper to make his own paper boats. He puts sail in each boat to make it beautiful. He makes sure all his outputs are neat and clean. Sometimes he tries to soak a paper boat in a pail of water to check if it is still good.

Every time his family will say, "Let's go for a swim in the pool!", Tracy is very much happy and gay because he has time to play with his paper boats on deep water with his father.

However, there are times that he lets his paper boats float on the water in a big green basin or in a stream near the foothill.

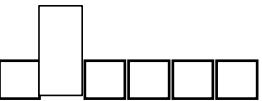
Tracy prays that the rain will always go away so he can play.

Activity: Fit Me In!

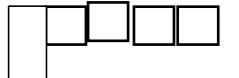
Fill in the letter boxes with a correct word having digraphs: 'ay', 'ai', 'ea', 'ee' 'oo', or 'oa' to complete each phrase or sentence. Choose your answers from the story and write them in your notebook.

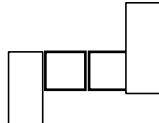
Phrases

1. red  of the boat

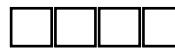
2. a clear water in the 

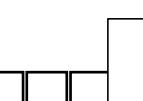
3. neat and  paper boats

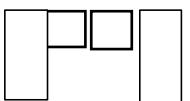
4. a big  basin

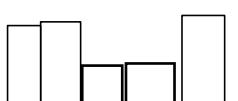
5. in the swimming 

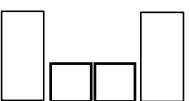
Sentences

6. Children should not play in the .

7. I  the blouse in a water with powder detergent.

8. We should always  to God.

9. Paper boats  on water.

10. He makes his own paper .

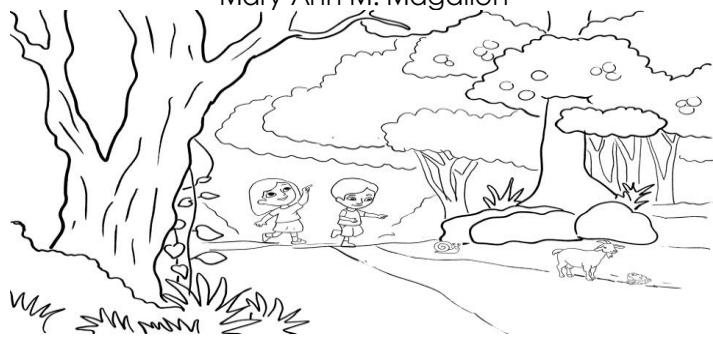


Additional Activities

Read the short story inside the box and do the activity that follows.

It's a Holiday

Mary Ann M. Magallon



Deanna and Laveni want to spend holiday at their grandma's house. On their way, they see a tree with lots of leaves and a big gray snail on the ground. Along the road, they also observe how the goat plays with the toad. They just continue to walk until they reach grandma's house.

Grandma prepares delicious food good for little children like them. While waiting, Laveni likes to hear a story. So, she requests her Ate Deanna to read a story book to her. They look at the dining table, and there they see the delicious foods. They stop reading, occupy the seats and together they eat what their

Activity: Complete Me!

Complete the phrases and sentences with appropriate words found inside the box. Write your answers in your notebook.

toad leaves road holiday good see

Phrases

1. ____ food for little children
2. ____ of the Narra tree
3. a ____ to grandma's house

Sentences

4. The goat and the ____ play.
5. I ____ a gray snail on the road.
6. Christmas Day is always a ____.



Answer Key

<p>What I Know</p> <p>raincoat, clean, day, soap, pairs, boots, pails,</p>	<p>What's In</p> <p>3. The underlined words are: sheep, wool, coat, quill, book, hay, bee, boat, tea.</p>	<p>What's New</p> <p>1. 3. There are underlined words in Box 1, words are used in Box 2, words are in Box 3, words are used in a story.</p>
<p>good, clean, day, soap, pairs, boots, pails,</p>	<p>4. In Box 1, words are used (in any order) ways, always good, cheese, way, rainy, always, feeth, cleans, green, three, day,</p>	<p>4. In Box 1, words are used (in any order) ways, always good, cheese, way, rainy, always, feeth, cleans, green, three, day,</p>
<p>good, clean, day, soap, pairs, boots, pails,</p>	<p>5. In Box 1, words are used (in any order) nails, Saturday, spoon, eats, medals, needs, nails, Saturday, good, cleaning, ear, sees,</p>	<p>5. In Box 1, words are used (in any order) nails, Saturday, spoon, eats, medals, needs, nails, Saturday, good, cleaning, ear, sees,</p>

Additional Activities	Assessment	What I Can Do	What's More
1. good	1. leaf	1. sail	1. gray
2. leaves	2. stream	2. sail	2. free
3. road	3. clean	3. coat	3. look
4. toad	4. green	4. beetles	4. food
5. see	5. pool	5. nook	5. eat
6. holiday	6. rain	6. keeps	6. ball
7. plays	7. soak	7. spray	7. free
8. screams	8. spray	8. float	8. feelings
9. float	9. boat	9. boat	10. feelings
10. boat			

Reference

Mil Flores Ponciano, et. al. DepEd. 2016. K to 12 Curriculum Guide
English. 2015

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