

Learning Module for English 3

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ABSTRACT

The Learning Modules for English 3, implemented during the first quarter of the school year 2020-2022, embody a dynamic response to the evolving educational paradigm. Crafted with consideration for diverse learning modalities, these modules aim to equip Grade Three learners with a robust foundation in the English language. The modules adhere to the Most Essential Learning Competencies (MELC), ensuring alignment with pupils' needs, and preferences, and facilitating the acquisition of crucial knowledge and concepts.

The 4As Approach (Activity, Analysis, Abstraction, and Application) serves as the cornerstone of these modules, guiding pupils through a structured learning process. Each lesson unfolds with activities corresponding to the 4As, providing a comprehensive and sequential approach to English language learning. The learner-friendly design encourages independent thinking and a profound understanding of each lesson throughout the duration of the activities.

In addition to academic growth, these modules serve as a transformative avenue for pupils to introspect, identifying their strengths and weaknesses. The intention is to empower pupils to convert weaknesses into strengths and elevate existing competencies. The module establishes a conducive environment for self-discovery and personal development.

The welcome message to Grade Three learners underscore the modules' commitment to making learning engaging and meaningful. The modular structure allows for guided and independent learning, emphasizing active learner participation. The incorporation of icons for each module part facilitates a clear understanding of the content and its corresponding activities.

As learners progress through the activities—Activity, Analysis, Abstraction, and Application—they are encouraged to apply their acquired knowledge in various settings and real-life situations. The comprehensive nature of the module aims to cultivate mastery of learning objectives tied to essential competencies.

To further enhance the learning experience, learners are provided with reminders and guidelines, encouraging diligence, honesty, and task completion. The module concludes with a reference section, acknowledging the sources that informed its development.

Ultimately, these Learning Modules for English 3 serve as a valuable resource for Grade Three learners, fostering a love for language, independent learning, and personal growth. The modules aspire to create a positive and supportive learning environment, ensuring that each learner can navigate the challenges of the academic year with confidence and enthusiasm.

Keywords: Learning Modules, 4As (Activity, Analysis, Abstraction, & Application).

Preface

Learning Modules for English has been designed to respond to the pressing demand of the new educational paradigm with an eye towards how the English subject is to be learned using an array of activities in a variety of learning modalities. This empowers pupils to keep abreast with the thrust of knowledge; hence, helping them create successful and meaningful learning output.

This module adheres to the Most Essential Learning Competencies (MELC) which is deemed to cater to the pupils' needs apart from their learning preferences and allows them to grasp necessary knowledge and concepts that are necessary for the pursuit of the higher learning which is par with becoming competent and value-laden learners.

This further draw attention to the 4As Approach (Activity, Analysis, Abstraction, and Application) which is primarily the basis of the activities in this module that are to be done by the pupils. In other words, every lesson comes with four activities that put a lens to each of the 4As Approach. This certainly makes the module learner-friendly since each activity follows a specific approach that is relevant and useful to the succeeding activities. Pupils are hoped to have an in-depth understanding of a certain lesson all throughout the duration of the activities. Thus, pupils will be working independently while following the instructions given in the module.





This module, moreover, serves as an avenue for the pupils to discover more of themselves – where they are weak and where they are strong, and eventually develop the former into becoming their strength and enhance the latter into becoming their competence.

Dear Grade Three Learners,

Welcome to the **Learning Modules for English 3!** For the meantime, this will be your **New Normal Learning Material** for the first quarter of the school year 2022-2023.

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:

| | |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>ACTIVITY</p> | <p>This part is designed to check what you already know about the lesson. The activity is used to stimulate you to respond by recalling, thinking of, and sharing an experience.</p> |
|  <p>ANALYSIS</p> | <p>In this phase, you are made to look back on the experience with the help of guide questions. This allows you to “examine that experience with a magnifying lens”, think excessively over that direct or indirect experience in the Activity phase.</p> |
|  <p>ABSTRACTION</p> | <p>Based on the analysis of the experience, you are expected to arrive at your generalizations. Your generalizations are seen against the concepts and principles of the authorities on the subject as they give them in a lecture.</p> |
|  <p>APPLICATION</p> | <p>This phase requires you to apply the generalizations, concepts, and principles learned in another setting or real-life situations. Also, this part tests your level of mastery in realizing the objectives of the lesson which are based on the learning competency.</p> |

At the end of this module, you will also find the References which contain the list of all sources used as a guide in developing the material.

To get the most out of this module, you should take note of the following reminders:

1. Don't forget to answer the **ACTIVITY** part before moving on to the other activities included in the module.
2. Read the instructions carefully before doing each task.
3. Observe honesty and integrity in doing the tasks.
4. Finish each task before proceeding to the next.
5. Once you are through, ask your parents to return this module to your teacher/facilitator.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your parents, guardians, or your teacher. Contact your teacher through messenger or call or text message. Always bear in mind that we are ready to help you.

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

Stay home and learn at home.



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First Quarter

MODULE 1

Self- Introduction



At the end of this module, you will be able to:

- introduce oneself with confidence;
- identify things one's likes and dislikes;
- initiate a conversation through dialogues; and
- write something one's picture.

Module 1. Self- Introduction



Fill in the missing words to complete the meaning of the following sentences. Write your answer on the space provided.

Hi. My name is _____.

I am _____ years old.

I was born on _____.

I live in _____.

I go to _____ school.

I am grade _____ section _____.

My parents are _____.

I have _____ brother/s and _____ sisters/s.

My favorite food is _____.

I like _____ subject, because _____.

_____.

I don't like _____ subject, because _____.

_____.

Thank you and nice to see you all.



ANALYSIS

Complete the chart below. Choose your answer in the box that best describes your likes and dislikes. Write them in the proper column.

| | |
|---------------|----------------------|
| watch movies | listen to music |
| read | play computer games |
| draw | eat pizza |
| catch spiders | cry |
| dance | play with my friends |

| I like to | I don't like to |
|-----------|-----------------|
| | |
| | |



Self-Introduction

A **self- introduction** is a sort of interaction that tells people who one is, what they do and what else they need to know.

A good self- introduction with anyone is going to help one build acquaintances and connections.

Proper ways in self-introduction:

1. Create a more considerable introduction.
2. Make eye contact with the individual.
3. Smile in a sincere manner.
4. Use appropriate body language.
5. Be confident.

What to include in self-introduction?

1. Personal information
 - Name
 - Birthday
 - Age
 - Hobbies
 - Likes and dislikes
 - School (grade/section)
2. Family Background
3. Experiences

MODULE 1 Self-Introduction

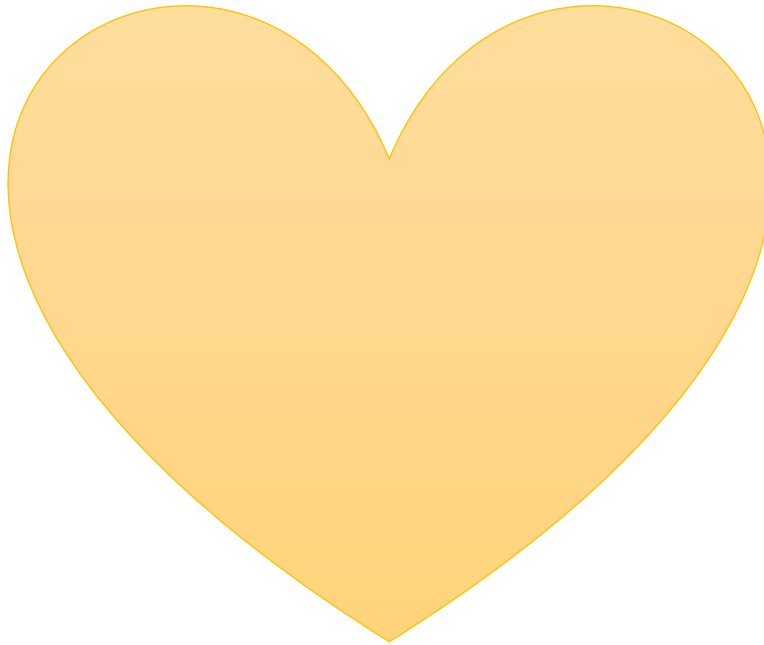
Name:

Grade and Section:

Score:



Cut and paste a picture of yourself inside the heart and write something interesting about the picture inside the box below.



Performance Task

Act out the dialogue with a partner. Initiate conversation with your classmate by filling in the appropriate words below. Write your answers in the space provided.

Hi!
I'm _____

Hello! I'm _____
How old are you?

I'm ____ years old.
I'm in grade _____.

I'm in grade 3 too.
What section are you?

I'm in section ____.
Who's your adviser?

My adviser is
_____.

It's nice to meet you.

Nice to meet you too.





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MODULE 2

Common and Proper Nouns



At the end of this module, you will be able to:

- identify the common and proper nouns,
- give examples of common nouns from the given proper nouns and vice-versa; and
- write sentences using common and proper noun.

Module 2. Common and Proper Nouns



Give at least (3) three specific names of each italicized word. They should begin with a **capital letter**. Write your answers inside the boxes.

1. Name of *milk*

| | | |
|--|--|--|
| | | |
|--|--|--|

2. Name of *fruit*

| | | |
|--|--|--|
| | | |
|--|--|--|

3. Name of *flower*

| | | |
|--|--|--|
| | | |
|--|--|--|

4. Name of *planet*

| | | |
|--|--|--|
| | | |
|--|--|--|



ANALYSIS

Read the selection. Choose five common nouns and proper nouns in the selection. Write them in their appropriate column.



A Family

Alinor is busy in the office the whole day. When he arrives home, his children Racma, Johara, and Moneb run to meet him. They kiss Alonor’s hand and lead him to his favorite chair. Johara removes Alinor’s shoes while Racma gets his slippers. Alinor asks Moneb to turn on the television set so he can watch his favorite program. The children watch television with their father until their mother Elnissa calls them for supper.

Common Nouns

Proper Nouns

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |



Common Nouns and Proper Nouns

A **common noun** is a general name of a person, place, thing, animal, event, or idea. It begins with a small letter.

Examples:

| | | | |
|------------|---------|--------|--------|
| father | mall | bag | goat |
| graduation | teacher | school | book |
| president | milk | fruit | artist |

A **proper noun** is a specific name of a person, place, thing, animal, event, or idea. It begins with a capital letter.

Examples:

| | | | |
|---------|--------|-----------|----------|
| Sarah | Marawi | Samsung | Jollibee |
| Colgate | Nike | Safeguard | Gaisano |
| Friday | June | Science | Alaska |

MODULE 2

Common and Proper Nouns

| | |
|--------------------|--------|
| Name: | |
| Grade and Section: | Score: |



A. Give the common noun of each of the following proper nouns.

1. Indonesia _____
2. Levi's _____
3. Sharon Cuneta _____
4. September _____
5. Cebu _____

B. Give two proper nouns for the following common nouns:

| | | |
|---------------|--|--|
| 1. vegetable | | |
| 2. cologne | | |
| 3. toothpaste | | |
| 4. chocolate | | |
| 5. island | | |

C. Underline the noun used in the following sentences. Then, identify if it is a **Common Noun** or a **Proper Noun**. Write them on the blanks provided.

1. I study at Integrated Laboratory School.

2. I am a teacher.

3. I have a new bag.

4. Ma'am Mina is here already.

5. Sonaya wants to play with us.

Performance Task

Choose a topic containing proper noun and common noun from the list below. Write a five-sentence paragraph about your chosen topic. Write your paragraph in a piece of paper.

- My Favorite Subject in School
- Back to School
- My New Friend in Class
- My Long Vacation
- The Pandemic (COVID –19)



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MODULE 3

Singular and Plural Nouns











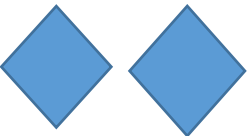



At the end of this module, you will be able to:

- identify the singular and plural nouns in a picture and story given;
- illustrate a number of nouns through pictures or drawings; and
- change singular to plural nouns by following the rules.



Module 3. Singular and Plural Nouns

A. Match the words with the pictures by connecting them using a line.

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.</p> <p>circles • </p> <p>circle • </p> | <p>3.</p> <p>heart • </p> <p>hearts • </p> |
| <p>2.</p> <p>star • </p> <p>stars • </p> | <p>4.</p> <p>squares • </p> <p>square • </p> |
| <p>3.</p> <p>diamonds • </p> <p>diamond • </p> | <p>6.</p> <p>arrow • </p> <p>arrows • </p> |

B. Draw a picture for each word below.

| | | |
|--|--|--|
| | | |
|--|--|--|

| | | |
|-----|--------|-------|
| | | |
| bed | laptop | kites |



Read the poem below. Find out why families are not the same. Write your guess about what this poem is about.

What Is a Family?

How many are you in your family?
 Are there two or three or four?
 Five or six or more?
 I am in a family.
 Families are all different!

Some have fathers,
 Some have mothers,
 Some have sisters,
 Some have brothers,
 Some have babies.

Some have cousins,
 Some have grandfathers,
 Some have grandmothers,
 I am in a family.
 Families are all different!

Some families are large,
 Others are small,
 They are not the same,
 As you will recall,
 Families are all different!



A. Answer the following comprehension questions:

1. What is the message of the poem?

2. How many stanzas are in the poem?

3. How many lines does each stanza have?

4. What does this poem try to make you feel or see?

B. Give the plural form of the following nouns. Write your answers on the blanks provided.

- a. family _____
- b. sister _____
- c. grandmother _____
- d. baby _____
- e. cousin _____



Singular and Plural Nouns

A noun that names only one is a **singular noun**.

Examples:

| | | | |
|------|--------|-------|----------|
| hat | shoe | bag | umbrella |
| pan | mother | chair | eraser |
| ball | house | tree | sack |

A noun that names more than one is a **plural noun**.

Examples:

| | | | |
|----------|--------|-------|----------|
| slippers | doors | rooms | planets |
| cows | plants | cars | fruits |
| sticks | skirts | balls | brothers |

- To change singular nouns to plural nouns, do the following:

1. Add –s to most nouns.

| | | |
|-----------------|-------------|-------------|
| paper- papers | pen- pens | book- books |
| plate- plates | cat – cats | top – tops |
| burger- burgers | toe- toes | pie – pies |
| pillow- pillows | rock- rocks | car- cars |
| towel- towels | bee- bees | hat- hats |

2. Add **-es** to common nouns ending in **-ch, sh, s ,ss , x, or zz.**

| | |
|------------------|----------------|
| bench-benches | brush- brushes |
| bus- buses | glass- glasses |
| tax – taxes | buzz – buzzes |
| church- churches | fox- foxes |
| box- boxes | dress- dresses |
| witch- witches | class- classes |

Here are other rules to help you in forming the plural of nouns correctly.

| Nouns | Rules | Examples |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1. Nouns ending in -o preceded by a consonant | 1. Generally add -es 2. Add -s to some nouns 3. Add -s or -es to some nouns | 1. hero - heroes tomato- tomatoes 2. radio – radios piano- pianos 3. volcano – volcanoes/volcanos domino-dominoes |
| 2. Nouns ending in -f or -fe | 1. Change the -f to -v and add -es. | 1. calf – calves wife- wives |

| | | |
|----------------------------------------------|-----------------------------|---------------------------------------------------------------------|
| | 2. Add –s | knife- knives 2. chefs, roofs |
| 3.Nouns ending in -y preceded by a consonant | Change –y to –i and add -es | tummy –tummies hobby- hobbies sky – skies family- families |
| 4.Nouns ending in –y preceded by a vowel | Add -es | holiday-holidays highway – highways monkey- monkeys |

MODULE 3

Singular and Plural Nouns

Name:

Grade and Section:

Score:



A. Change the following singular nouns to plural.

| Singular | Plural | Singular | Plural |
|-----------|--------|------------|--------|
| 1. shoe | | 6. finger | |
| 2. dress | | 7. egg | |
| 3. spoon | | 8. paper | |
| 4. pillow | | 9. car | |
| 5. rag | | 10. shrimp | |

B. Write in the blank the plural form of each noun in the parenthesis.

1. I saw some (donkey) _____ in the farm.
2. Tourists ride on (ferry) _____ to visit beautiful beaches in the Philippines.
3. My aunt Jamina loves the sweet and juicy (strawberry) _____ from Baguio.
4. The skillful chef uses different kinds of (knife) _____ in cooking.
5. Several (company) _____ are hiring new graduates to work for them.

C. Add -s or -es to the following nouns:

- | | |
|----------------|-----------------|
| 1. table _____ | 6. frame _____ |
| 2. tax _____ | 7. glass _____ |
| 3. tree _____ | 8. toe _____ |
| 4. wax _____ | 9. drum _____ |
| 5. pan _____ | 10. bench _____ |

Performance Task

Draw a picture for each word below.

| | | |
|---------|-------------|-----|
| | | |
| glasses | butterflies | car |



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MODULE 4

Sentence and Non-Sentence



At the end of this module, you will be able to:

- identify sentence and non-sentence;
- distinguish sentence from non-sentence;
- give the correct punctuation mark to a sentence; and
- write simple sentences

Module 4. Sentence and Non-Sentence



Match the phrases under Column A to the clauses under Column B to form a complete thought. Connect them with a line and write your answers inside the box below.

A

- 1. The little girl #
- 2. The goat #
- 3. The children #
- 4. I am #
- 5. She is #

B

- # nine years old.
- # my mother.
- # ate some grasses.
- # played with her Barbie doll.
- # are playing hide-and-peek.

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |



ANALYSIS

Read the selection carefully. Identify at least five (5) sentences and five (5) non-sentences and write them in the space provided below.

A Surprise for Yusoph

It was Sunday morning. Mother and father prepared some nice dishes while Lily cleaned the house. Walid and Hanz arranged the furniture and Aya changed the curtains. They helped each other cheerfully. They wanted to surprise their youngest brother Yusoph, who's celebrating his ninth birthday.

In the afternoon, they all waited at the living room. Soon Yusoph's friends started to arrive.

Five (5) Sentence:

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



Five (5) Non-Sentence:

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



Sentence and Non-Sentence

A **sentence** is a group of words that tells a complete idea. A complete sentence answers these questions: Who? And What is it doing?

In writing sentences,

- capitalize the first word in a sentence
- use spaces between words
- use ending punctuation marks

Example:

1. Rayhana sings well.
2. I am happy to be in the class.
3. I am excited to meet my teachers.
4. Teacher Asliah is our English teacher.
5. This is our classroom.
6. Our school librarian is always on time.
7. Summer vacation is over.
8. I wake up early in the morning.

A **non-sentence** is a group of words that cannot stand alone as a sentence. They are essentially incomplete thoughts.

Example:

1. Such as tuna, oysters, and shrimps
2. Under the table

3. outside the classroom
4. Omie and Abie
5. MSU-ILS
6. The road signs
7. how the light changes

MODULE 4

Sentence and Non-Sentence

Name:

Grade and Section:

Score:



A. Identify the following group of words if it is a Sentence or Non-sentence. Write a **Sentence** or **Non-sentence** on the blanks provided.

1. MSU Barangay Rapasun _____
2. I enjoy reading books. _____
3. Tomorrow is my birthday. _____
4. I belong to the section Gemini. _____
5. Jehan and Yohan _____
6. Two brothers and 3 sisters _____
7. My mother is a teacher. _____
8. Nine years old _____
9. Assalamoalaykom _____
10. Science is my favorite subject. _____

B. Draw a 😊 if it is a sentence and ☹️ if it is a non-sentence inside the box.

| | |
|--|-----------------------------------|
| | Before bedtime |
| | I want to see the school library. |
| | I want to meet the principal. |
| | It's nice to be on time. |

| | |
|--|---------------------------------|
| | late comers |
| | during recess time |
| | I have a new bag. |
| | My classmates are nice to me. |
| | I am excited to play with them. |
| | Beside our room |

Performance Task

Complete the following by providing a non-sentence to have a complete thought.
Write your answers on the space provided.

1. My adviser _____
2. Our Assistant Dean _____
3. MSU-ILS _____
4. My father _____
5. The cat _____
6. The baby _____
7. I am _____
8. I don't like _____
9. My Math teacher _____
10. Her pet _____



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MODULE 5

Different Kinds of Sentence



At the end of this module, you will be able to:

- identify the different kinds of sentences;
- give the correct punctuation mark to a sentence; and
- write a dialogue using the different kinds of sentences.

Module 5. Different Kinds of Sentence



Read each sentence below. Identify if the sentences state a **Command**, **Statement**, **Question** or **Exclamatory**. Write your answer on the line.

1. Please clean your room before we leave for school.

2. May I have an ice cream after dinner?

3. We won the candle selling contest!

4. This book is my favorite one to read.

5. Why did the television program end so early?

6. Stop! The sink is starting to overflow!

7. Turn the lights off and go to bed.

8. I like to eat apples dipped in peanut butter.

9. Is purple the best choice of color for your hair?

10. Don't put your hand on the stove when it is hot.



ANALYSIS

Read the short selection below and extract the sentence that states a Command, Question, Exclamatory or Statement. Write your answer inside the boxes.

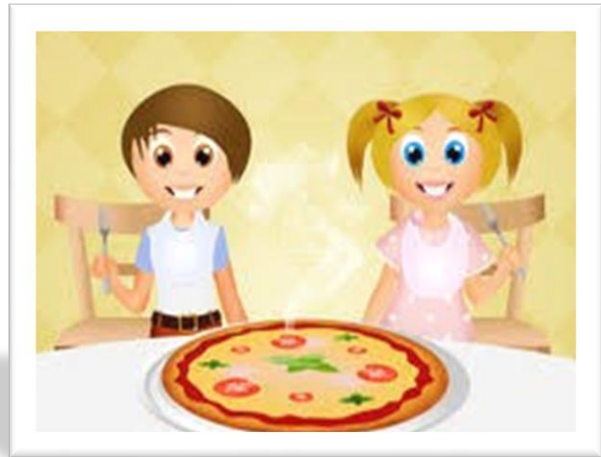
My Kind of Pizza

Mina and Ray were in a restaurant. The two just met in their workplace a few days ago. Since, they didn't have much information about each other, they didn't know the kind of food they would have to order.

“What is your favorite type of fast food?”, asked Mina to Rye who was busy on her phone.

“My favorite is pizza. I just love pepperoni and double cheese. Sometimes, I think I could eat pizza in the morning, noon and night!”, answered Rye to Mina.

Mina smiled to Rye because she herself was a pizza lover. Then without hesitation, she uttered, “All of this talk about pizza makes me feel hungry. Let's order pizza”, said Mina.



Command

Question

Exclamatory

Statement



Different Kinds of Sentence

1. Declarative Sentence

- It is a sentence that states a fact or provides information.
- It makes a statement.
- It ends with a period (.)

Examples: She lost her textbook.
I am writing a letter to my friend.
We will survive this pandemic.

2. Interrogative Sentence

- It is a sentence that asks a question.
- It ends with a question mark (?)

Examples:

Is this the new normal class?
How do you feel right now?
Why are you here?

3. Imperative Sentence

- Is a sentence that gives a command or makes a request.
- It ends with a period (.)

Examples:

Put the milk in the refrigerator.
Do it now.
Please open the door.

4. Exclamatory Sentence

- It expresses a strong feeling or emotion such as joy, anger, or surprise.
- It ends with an exclamation point (!).

Examples:

Really, what a surprise!
Wow, that's amazing!
Look out! There's a dog on the road.

MODULE 5

Different Kinds of Sentence

| | |
|--------------------|--------|
| Name: | |
| Grade and Section: | Score: |



A. Match the kinds of sentences under Column A to the definitions under Column B. Write only the letter of your correct answer before each number.

| A | B |
|------------------------|-------------------------|
| _____ 1. Declarative | a. shows strong emotion |
| _____ 2. Imperative | b. asks a question |
| _____ 3. Exclamatory | c. makes a statement |
| _____ 4. Interrogative | d. gives a command |

B. Read each sentence and add the correct punctuation mark. After, label it whether **Declarative**, **Imperative**, **Interrogative**, or **Exclamatory**. Write your answer on the blanks provided before the numbers.

- _____ 1. How was your day in school ____
- _____ 2. Do your assignments in class on time ____
- _____ 3. I'm so excited I passed the test ____
- _____ 4. Every person is unique ____
- _____ 5. I am a Muslim ____
- _____ 6. Ouch! It hurts ____
- _____ 7. Go away! I don't need you ____
- _____ 8. Put the pencil next to the paper ____
- _____ 9. Lock the door when you leave ____
- _____ 10. My father works hard for us ____

A. Choose one topic from the two given in each type of sentences. Then, write two meaningful statements about your chosen topics. Write your answer on the space provided.

| | |
|------------------------------------------------------------------------------------------|---------------------------------|
| <p>Declarative Sentence</p> <p>a. Subjects in school</p> <p>b. Favorite songs</p> | <p>1. _____</p> <p>2. _____</p> |
|------------------------------------------------------------------------------------------|---------------------------------|

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| | |
| <p>Interrogative Sentence</p> <p>a. Favorite TV shows</p> <p>b. Favorite books</p> | <p>1. _____</p> <p>2. _____</p> |
| <p>Imperative Sentence</p> <p>a. Requesting a book in the library</p> <p>b. Asking your younger brother to help you clean the room</p> | <p>1. _____</p> <p>2. _____</p> |
| <p>Exclamatory Sentence</p> <p>a. Meeting your favorite actor</p> <p>b. Realizing that you left your textbook at home</p> | <p>1. _____</p> <p>2. _____</p> |

Performance Task

Construct five sentences using different kinds of sentences. Choose any of the topics below.

1. You and your friends are deciding what movie you will watch. (Comedy, Action, or Horror)
2. You and your siblings are in a restaurant.
3. You are talking with your mom through your cellphone asking her to buy your favorite pizza.



A large rectangular area with a thin green border, containing 15 horizontal blue lines, intended for writing or drawing.



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MODULE 6

Writing a Diary

At the end of this module, you will be able to:

- identify a diary;
- determine the parts of a diary;
- use proper format in writing a diary; and
- make a daily diary.



Module 6. Writing a Diary



Fill in the blanks to complete the following sentences.

Before My Vacation

1. I am going on a trip to _____
2. I will be going with _____
3. We are leaving on _____ and returning on _____
4. We will be travelling by _____
5. I want to remember to take _____
6. I am excited about _____
7. Some of the things we plan on doing are _____, _____, and _____.
8. I think that _____ will be the most fun.



ANALYSIS

- A. Read the diary of Minerva and fill in the missing words. Choose your answer from the box.

friends school excited words part

Dear diary;

Today was my first day at _____. I loved it, _____ are not enough to explain the experience.

I always wanted to know how it felt to be a _____ of group. By the way I made new _____ today. I am so _____ to be at the school again on Monday.

See you again.



B. What do you think is wrong with the above diary?

Rewrite Minerva's diary using the correct format below.

| |
|----------------------------------------------------------------------------------------------------------|
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|----------------------------------------------------------------------------------------------------------|

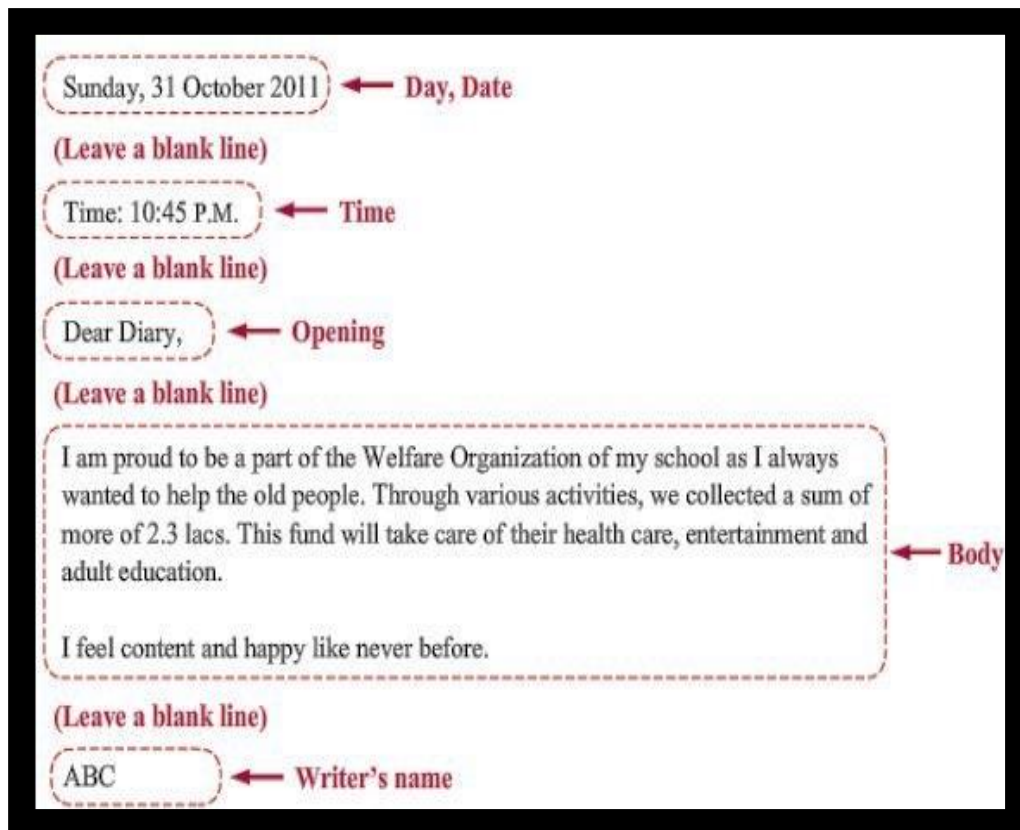


Writing a Diary

A **diary** is a personal record of events, experiences, thoughts and observations. It is also a book in which you record your thoughts or feelings of what has happened each day.

Ex. where you ate, who you met, etc.

Below is a format in writing a diary together with its parts.



Sunday, 31 October 2011 ← Day, Date

(Leave a blank line)

Time: 10:45 P.M. ← Time

(Leave a blank line)

Dear Diary, ← Opening

(Leave a blank line)

I am proud to be a part of the Welfare Organization of my school as I always wanted to help the old people. Through various activities, we collected a sum of more of 2.3 lacs. This fund will take care of their health care, entertainment and adult education. ← Body

I feel content and happy like never before.

(Leave a blank line)

ABC ← Writer's name

Example:

August 22, 2022 (Monday) Day, Date
10:30 P.M Time

Dear Diary, Opening

I am so happy that finally we are back in school today. I attended the flag ceremony and there was a warm welcome from the school headed by our Assistant Dean and other school personnel including our teachers. I was emotional when I saw the crowd in the playground especially the teachers, pupils, and even some parents who were present. Furthermore, the highlight of the program was the Zumba and the two giant rabbit mascots who danced gracefully. Lastly, I just can't express how I really felt today but what I know is that I am so excited and I'm looking forward for more activities in the school.

Till next time.

- Johaynna - Writer's name

MODULE 6 Writing a Diary

| | | |
|--------------------|--------|--|
| Name: | | |
| Grade and Section: | Score: | |



Write your diary on your first day in school. Make sure to follow the correct format. Then, use the back of this page in writing your diary.

Performance Task

Starting today, **have your diary** in a separate notebook. Write something unforgettable in your everyday life may it be funny, sad, or something that made you excited during that day. Make sure to express your feelings or thoughts. Don't forget to write the dates in your diary.



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Second Quarter

MODULE 1

Be-Verbs



At the end of this module, you will be able to:

- identify the be-verbs to complete a sentence;
- make the sentence meaningful with be-verbs; and
- write sentences using be-verbs through pictures.

Module 1. Be-Verbs

A. Read the dialogue. Take note of the highlighted words and write them in the box below.

Baisa : **Are** you done with your project in Science?

Aliah : Not yet. I **am** still on the illustrations. My partner is writing the descriptions.

Layla : Naima and I **are** done with ours. We **were** here last Saturday to work on it. Nima **was** with us. She helped us in organizing it. We **are** submitting it today.

Baisa : I hope Bainarie comes early. She **is** at the bookstore buying some materials.

Aliah : Do you have a cutter ? I need to cut this illustration board.

Layla : I **am** sorry. I forgot it at home.

Baisa : I have here. Be careful. It **is** quite sharp.

Aliah : Thanks a lot.

Baisa : Here comes my partner, Bainarie. We **are** ready now. We will finish it before we go home.

B. Complete the sentences with **am**, **is** or **are**. Write them on the space provided.

1. Father _____ cleaning his car now.
2. The eggs _____ in the basket.
3. Angel _____ the tallest girl in class.
4. Children _____ usually afraid of the ghosts.
5. This _____ my favorite book.
6. I _____ joining the practice game this morning.
7. These _____ my classmates.
8. Those _____ pictures of the family.
9. Birds _____ building nests on the trees.

10. Ahmad, Khalid, and Menor _____ cousins.



A. Study carefully each picture below. Write a sentence about each picture using **am**, **is**, or **are** according to their order.



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

B. Underline the correct form of the be-verb in the parenthesis to complete the meaning of each sentence.

1. My classmates (is, are) all Meranaos.
2. Khalid and Khadidja (is, are) siblings.
3. Jannah (is , are) in the library today.
4. I (am, is) Anisah.
5. She (am , is) Elsa.
6. Ma'am Masorong (is, am) the adviser of the MAPEH club.
7. I (am, is) with my sister.
8. She (is, are) my friend.
9. The pupils (are, is) ready for the program.
10. These pets (is, are)not for sale.



The Be- Verbs

The be- verbs *am, is, are, was* and *were* are used to show the status and feelings of the speakers.

| Be-verbs | How to use the Be-verbs | Examples |
|----------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| am | Is used with the pronoun I . | I am a third grader. I am with my friends. |
| is | Is used with a singular noun or pronoun subject of a sentence in the present tense. | He is my classmate. She is a good girl. |
| was | Is used with a singular noun or pronoun subject of a sentence in the past tense. It is also the past form of is . | He was my classmate last school year. I was in Cebu last summer. |
| are | Is used with a plural noun or pronoun subject of a sentence in the present tense. | They are playing. These are my toys. |
| were | Is used with a plural noun or pronoun subject of a sentence in the past tense. It is also the past form of are . | We were playing last week. There were five boys in the contest. |

Take Note.

Be-verbs can also be used in asking questions. When asking questions, be-verbs come before the subject and the sentence ends with a question mark (?) instead of a period (.).

Examples: 1. Anna **is** late today.

Is Anna late today?

2. We **are** friends.

Are we friends?

3. I **am** pretty.

Am I pretty?

4. The children **were** playing in the yard.
Were the children playing in the yard?

5. The baby **was** crying loudly
Was the baby crying loudly?

MODULE 1

Be-Verbs

Name:

Section/Cluster:

Score:



A. Fill in the blank with the correct be-verbs. Write **was** or **were** on the space provided.

1. The kids _____ at the park.
2. Najerah _____ reading a book ten minutes ago.
3. During our camping, Sarifuden and Arsad _____ happy being the leader of the group.
4. Those kittens _____ very loveable.
5. We _____ playing in the rain yesterday.

B. Complete each sentence with **am**, **are**, **was**, **were** to make them into a question form. Write your answer on the space provided.

1. _____ you the reporter in our English class today?
2. _____ I included in the second group this time?
3. _____ they present in the meeting yesterday?
4. _____ the given tasks easy to accomplish this morning?
5. _____ he worried about Mona's health few days ago?

C. Underline the correct be-verb inside the parenthesis to make the following sentences meaningful.

1. She (is, was) riding her bicycle this morning.
2. I (is, am) happy to be in school today.
3. He (is, am) our classmate.
4. We (are, were) staying in Baguio every weekend.
5. They (are, is) cousins.
6. I (am, is) glad to be with you.

7. Naida and Ashley (are, is) cleaners every Wednesday.
8. Bing and Caye (are, were) suspended for copying each other's answers in the test yesterday.
9. Junaid (am, was) the last to leave the classroom yesterday.
10. They (were, are) swimming in the river near the school two weeks ago.

Performance Task

Cut and paste a picture of your favorite pet/ animal inside the box and write three sentences about the picture using be-verbs below.



1. _____

2. _____

3. _____



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MODULE 2

Simple Present Tense of the Verb



At the end of this module, you will be able to:

- list action words that animals perform;
- identify simple present tense of the verb;
- use the form of the verb in the simple present tense;
- complete the sentence using the correct form of the verb; and
- construct a sentence of each given word using simple present tense.

Module 2. Simple Present Tense of the Verb



A. List down three action words that each animal performs. Write them on the blanks under its proper column.



1. chicken



2. rabbit



3. cat

B. Cross out the correct answer inside the parenthesis.

1. Every summer, my family (visit, visits) our province.
2. We usually (stay, stays) there for a week.
3. Mother (prepare, prepares) a list of the things we need.
4. Each one of us (pack, packs) his/her clothes.
5. I (help, helps) mother do the shopping.



ANALYSIS

Read the story below. Identify and underline the verbs. Then, write them on the box below.

Morning Habits of Alinor

Every morning, Alinor wakes up at 5 o'clock. He prays Fajr (*Soboh*) and fixes his bed. Then, Alinor takes his bath. After which, he puts on his uniform, socks, and shoes. He then takes his breakfast which his mother prepares every morning. After breakfast, he brushes his teeth. He then waits for his school bus. The bus comes at 6:30 in the morning. By seven o'clock, Alinor arrives at school.



Simple Present Tense of the Verb

Verbs have many tenses. **The tense of a verb** refers to the form of the verb or the combination of verb forms that generally indicates the time of the action. One of the verb tenses is the **simple present tense of the verb**.

The **simple present tense** is used to express an action that happens regularly or habitually. Time expressions such as **daily, once a week, every day, often, once a day, every morning, always, regularly** indicate the present tense.

Ex.

- I *always* study hard for exams.
- She browses the internet *every day*.
- My father *often* drinks green tea.
- We visit her dentist *regularly*.
- I water the plants *every morning*.

In forming the present tense of a verb, the following rules must be followed:

- a. The present tense verb must agree with the subject. The helping verb **is** and **are** are used to indicate a permanent condition or general truth.

Examples:

She **is** my favorite teacher.

They **are** playing inside the classroom.

- When the subject of the sentence is in the third person singular, the verb ends with **-s**; if it is plural, it uses the **base form** of the verb.

Examples:

Ate Ray cooks every day.

Ate and Kuya cook every day.

- b. Singular subjects require singular verbs. Some singular verbs end with **-s** or **-es**.

- Add **-s** to most verbs ending in a consonant.

Ex. say –says eat- eats climb- climbs
read-reads run- runs sleep- sleeps

- Add **-es** to verbs ending in s, sh, ch, x or z.

Ex.

cross- crosses wish-wishes catch-catches
reach- reaches fix- fixes buzz- buzzes

- c. Verbs' base forms end with **-y**.

- A verb ending in a consonant and - y, change y to **-i** and add **-es**.

Ex.

cry – cries deny - denies
try – tries hobby – hobbies

- A verb ending in a vowel and **-y**, add **-s**.

Ex.

play – plays
say – says

- d. Indefinite pronouns like *someone*, *anything*, *everything*, *nothing*, *anybody*, *somebody*, and *everybody* are used with the **s** form of the verb.

Ex.

Someone watches over us.
Everything looks different.
Everybody loves the new kitten.
Nobody comes home late.
Anything comes naturally.
Nothing runs smoothly.
Somebody speaks in the room.
Anybody who wants to eat a cake must pass their plate here.

MODULE 2

Simple Present Tense of Verb

Name: _____

Section/Cluster: _____

Score: _____



- A.** Give the simple present tense of the verb for each given noun or pronoun. Write your answer on the space provided.

| | eat | sleep |
|--------|------------|--------------|
| 1. I | _____ | _____ |
| 2. You | _____ | _____ |
| 3. He | _____ | _____ |
| 4. It | _____ | _____ |
| 5. We | _____ | _____ |

- B.** Complete the sentence with the correct form of the verb. Use the word inside the parenthesis and write them on the blanks provided. Number one is done for you.

- (wash) 1. Fatima washes her hair every other day.
(sleep) 2. The baby _____ every afternoon.
(come) 3. The pupils _____ to school early morning.
(borrow) 4. We often _____ books in the library.
(visit) 5. They _____ their grandparents every weekend.
(mix) 6. The chef _____ all the ingredients.
(miss) 7. I think she _____ us
(try) 8. He sees people do things, and he _____ to do them.

- (watch) 9. My son _____ cartoons all the time.
(chase) 10. The cat _____ the mouse.

Performance Task

A. Write a sentence each of the given word using the simple present tense.

1. anything

2. weekly

3. once a month

4. often

5. regularly

B. Construct a sentence containing a simple present tense using the following pictures. Write your answers on the lines.



1.



2.

3.



4.





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MODULE 3

Simple Past Tense of the Verb



At the end of this module, you will be able to:

- identify simple past tense of verb.
- use the form of the verb in the simple past tense;
- complete the sentence using the correct form of verb ; and
- provide the past form of verbs in sentences.

Module 3. Simple Past Tense of Verb



Read these directions.

1. Start in the office.
2. Walk down the grade three building.
3. Turn left at the gate.
4. Proceed two blocks.
5. Look for a blue tent on the right.
6. Stop at the first house after the blue tent.
7. Try to read the sign on the door of the house.
8. Call your friend.

Rewrite each step into past tense. Write your answer on the blanks. The first step is done for you.

1. I started in the office.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



ANALYSIS

- A. Read the short story carefully. Find at least ten action words in the past form and encircle them. Then, list them below.

“Precious Hen”



Four-year old Alfie could hardly carry the big bag given to him as a birthday gift that day. Something was moving inside.

“Help me, Mother. Help me open the bag, please,” Alfie said.

“Your gift will run away if you aren’t careful,” his uncle Wowie, the giver of the gift, said.

“It’s a big red hen! It’s mine!” Alfie exclaimed as he cuddled it.

With the help of his grandmother, the hen was placed in a wide chicken basket.

The first thing Alfie did in the morning was to see the hen; feed it and play with it. It was the same last thing he would see before going to bed.

One Friday noon, Alfie and his father went to Masjid for Juma’ah prayer. It was almost 1:00 o’clock in the afternoon when they arrived home. As soon as they reached home, Alfie ran to see his red hen.

“Mother, my hen is not here! It’s gone! Please help me find it!” Alfie cried.

“Come, Alfie. Let’s eat our meal first,” his grandmother said.

At the table, Alfie saw that their food is fried chicken.

“This is my hen, isn’t it, Grandmother?”

“I’ll buy you another one tomorrow,” said his grandmother. “You better eat now.”

The following day Alfie’s grandmother bought two hens in exchange for his red hen.

“No hen can take the place of my red hen,” Alfie said sadly even as he played with his new hens.

| List of past tense from the story |
|-----------------------------------|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |
| 9. |
| 10. |



Simple Past Tense of Verb

The **simple past tense** of the verb is used to express an action that happened at a definite time in the past. Time expressions such as *yesterday*, *last week*, *a minute ago*, *last week*, *last year*, and so forth are used with the past of the verb.

The past form of regular verbs is formed in the following ways.

1. Add **-ed** to the verb.

Examples: climb- climbed
open – opened
ask- asked
collect- collected

2. Add **-d** to verbs that end with e.

Examples: live- lived
bake- baked
use- used

save- saved

3. For one-syllable verbs with short vowel sounds, double the last consonant and add **-ed**.

Examples: jog- jogged
 rub- rubbed
 mop- mopped
 plan- planned

4. For verbs ending in consonant **y** and is preceded by a vowel sound, add **-ed**.

Examples: enjoy- enjoyed
 stay- stayed
 delay- delayed
 pray- prayed

5. For verbs ending in consonant **y** and is preceded by a consonant sound, change **y** to **i** and add **-ed**.

Examples: study – studied
 copy- copied
 fry- fried
 carry- carried

The past tense form of irregular verbs, however, must be memorized because irregular verbs do not follow rules in forming their past tense.

Examples:

| Present -Past | Present- Past | Present-Past | Present-Past |
|---------------|---------------|--------------|---------------|
| make-made | eat- ate | catch-caught | give-gave |
| come- came | stand-stood | sleep- slept | write-wrote |
| steal- stole | buy-bought | tear- tore | sell-sold |
| keep-kept | fight- fought | tell- told | bring-brought |
| freeze-froze | go-went | win-won | sit-sat |
| swim-swam | take-took | teach-taught | speak-spoke |
| feed-fed | build- built | feel- felt | run-ran |

MODULE 3

Simple Past Tense

| | |
|------------------------|--------------|
| Name: _____ | |
| Section/Cluster: _____ | Score: _____ |



A. Give the past form of the regular verbs below. Write your answer on the blanks.

- | | |
|---------------|----------------|
| 1. talk _____ | 6. look _____ |
| 2. jump _____ | 7. save _____ |
| 3. play _____ | 8. open _____ |
| 4. hop _____ | 9. copy _____ |
| 5. jog _____ | 10. wipe _____ |

B. Write the past form of the following irregular verbs on the blanks.

| Present | Past | Present | Past |
|---------|------|---------|------|
| is | | lead | |
| tell | | sleep | |
| bring | | catch | |
| go | | sweep | |
| fly | | me | |

Performance Task

A. Fill in the missing verbs to complete the paragraph. Choose your answers from the words inside the box and write them on the lines provided.

| | | | | |
|---------|---------|---------|----------|-------|
| ended | turned | joined | planned | tired |
| arrived | thanked | invited | prepared | blew |

I (1) _____ ten years old yesterday. My parents (2) _____ a party for me. I (3) _____ all my classmates. Most of them came. Many (4) _____ on time and brought gifts with them.

Everyone (5) _____ the different games and many won beautiful prizes. We ate the delicious food my mother (6) _____. The guests sang “Happy Birthday” while I (7) _____ the lighted candles on my cake. The party (8) _____ at six o’clock. My classmates went home (9) _____ but happy.

And I (10) _____ my parents for all they have given me.

- B.** Write a letter to your cousin telling him/her your family trip during the academic break using the past tense of verb. Write your answer below.



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MODULE 4

Simple Future Tense of Verb



At the end of this module, you will be able to:

- identify simple future tense of verb;
- use the form of the verb in the simple future tense;
- complete the sentence using the correct form of the verb; and
- list some activities to do in the given future schedules.

Module 4. Simple Future Tense



Listed below are some activities that you might think you will do this coming December break. Put a check (/) of your answers inside the box.

| | |
|--|--------------------------------------------------|
| | 1. I will visit my grandparents in our province. |
| | 2. I will relax at home. |
| | 3. I will review my lessons. |
| | 4. I will collect butterflies. |
| | 5. I will sleep most of the time. |
| | 6. I will help do the chores at home. |
| | 7. I will go shopping. |
| | 8. I will go to the mall. |
| | 9. I will watch movies. |
| | 10. I will sing and dance. |
| | 11. I will go to the beach. |
| | 12. I will practice cooking. |
| | 13. I will play computer games. |
| | 14. I will catch spiders. |
| | 15. I will clean my room. |



ANALYSIS

Answer the following questions using future tense. Write your answers on the space provided.

- How will you pass the exams?

- How will you go to school?

- How will you go home?

- How will you help your mother at home?

5. How will you eat?



Simple Future Tense

The **simple future tense** of the verb is used to indicate an action that will happen at some future time. Time expressions such as *tomorrow, later, tonight, next week, on Sunday, next year* and so forth are used with the future tense.

- We also have ways in forming the future tense of verbs like:

will + base form of the verb

shall + base form of the verb

- a. **Will** is the most neutral and the most commonly used form.

Ex. The children **will leave** the party at 5 pm.

The chef **will bake** a cake for them.

- **Will** may also imply obligation or determined intent when it is used with *you, he, she, it, or they*.

Ex. She **will never leave** the house without permission.

He **will write** a letter to his father.

- b. **Shall** implies the future when it is used with *I* or *we* or any third person.

Ex. I **shall study** tonight.

We **shall discuss** the matter with the Principal.

- **Shall** also implies obligation or determined intent when it is used with *you*.

Ex. You **shall study** this Saturday because your test is on Monday.

You **shall go** at once.

MODULE 4
Simple Future Tense

| | |
|------------------|--------|
| Name: | |
| Section/Cluster: | Score: |



A. Underline the correct form of the verb inside the parentheses.

1. I will (go, goes, went) to my cousin's house tomorrow.
2. I will (buy, buys, bought) a snack later.
3. We will (studied, study, studies) in the library.
4. You shall (visited, visits, visit) your friend in the hospital.
5. They will (join, joins, joined) the parade next week.
6. She will (pay, pays, paid) her debt soon.
7. He will (arrive, arrives, arrived) in a minute.
8. You shall (take, takes, took) Peanut, your cat, to the veterinarian.
9. I will (cook, cooks, cooked) rice for us.
10. We will (paint, paints, painted) the room on Sunday.

B. Change the tense of the underlined verbs and the time expressions to the future tense. Write your answers on the line provided. Number one is done for you.

1. Anisah called her friend last night.

Anisah will call her friend tomorrow.

2. The pupils cleaned their classroom yesterday.

3. Yasmin washed the dishes this morning.

4. Some visitors came to the event after dinner.

5. The family went on a trip last summer.

Performance Task

Write five (5) sentences describing the activities that you will do on the following schedules.

A. Things you will do tonight.

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

B. Things you will do this coming Saturday.

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



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Third Quarter

MODULE 1

Gender of Nouns



At the end of this module, you will be able to:

- identify the different gender of nouns;
- classify nouns according to gender; and
- supply the masculine or feminine gender nouns.

Module 1. Gender of Nouns



A. Match the following words in column A to their pairs in column B. Write the letter of your answer on the blanks.

- | <u>A</u> | <u>B</u> |
|----------------------|----------------|
| _____ 1. mother | a. queen |
| _____ 2. daughter | b. princess |
| _____ 3. nephew | c. gentleman |
| _____ 4. grandfather | d. aunt |
| _____ 5. man | e. groom |
| _____ 6. king | f. father |
| _____ 7. prince | g. son |
| _____ 8. bride | h. niece |
| _____ 9. uncle | i. woman |
| _____ 10. lady | j. grandmother |
| _____ 11. husband | k. nun |
| _____ 12. hero | l. boy |
| _____ 13. sister | m. brother |
| _____ 14. girl | n. heroine |
| _____ 15. priest | o. wife |



ANALYSIS

Identify the feminine and masculine nouns of the following animal gender nouns. Choose your answer inside the box and write your answer on the space provided.

ewe tigress mare queen stallion jack ram
 drone billy nanny bull cow jenny tiger

| Animal | Masculine Nouns | Feminine Nouns |
|----------|-----------------|----------------|
| 1. sheep | | |
| 2. tiger | | |

| | | |
|-----------|--|--|
| 3. horse | | |
| 4. cattle | | |
| 5. donkey | | |
| 6. bee | | |
| 7. goat | | |

**ABSTRACTION****Gender of Nouns**

Gender is the quality of a noun that denotes or distinguishes sex.

Kinds of genders:

1. Masculine Gender

- A noun that denotes male sex.

Ex. men, boys, father, lion

2. Feminine Gender

- A noun that denotes female sex.

Ex. women, girls, mother, lioness

3. Neuter Gender

- A noun that denotes neither male or female.

Ex. fruits, vegetables, table, tree

4. Common Gender

- A noun that may be taken as either masculine or feminine.

Ex. baby, teacher, cousin, friend

Here is a list of masculine and feminine nouns. Read and study them.

A. Persons

| Masculine | Feminine | Masculine | Feminine |
|------------------|-----------------|------------------|-----------------|
| Bachelor | bachelorette | emperor | empress |
| Director | directress | groom | bride |
| Duke | duchess | host | hostess |
| Husband | wife | janitor | janitress |
| King | queen | lad | lass |
| Master | mistress | prince | princess |
| Sir | madam | gentleman | lady |
| Uncle | aunt | waiter | waitress |
| Widower | widow | warlock | witch |

B. Animals

| Masculine | Feminine | Masculine | Feminine |
|------------------|-----------------|------------------|-----------------|
| boar | sow | buck | doe |
| colt | filly | fox | vixen |
| drake | duck | gander | goose |
| peacock | peahen | ram | ewe |
| stag | hind | stallion | mare |
| tiger | tigress | rooster | hen |
| bull | cow | | |

MODULE 1
Gender of Nouns

| | |
|------------------|--------|
| Name: | |
| Section/Cluster: | Score: |



A. Classify the following nouns according to gender. Write **M** for masculine, **F** for feminine, **C** for common, and **N** for neuter.

- | | |
|-------------------|----------------------|
| _____ 1. rooster | _____ 6. police |
| _____ 2. bride | _____ 7. box |
| _____ 3. house | _____ 8. grandmother |
| _____ 4. doctor | _____ 9. hero |
| _____ 5. princess | _____ 10. book |

B. Underline the correct answer inside the parentheses to complete the meaning of the sentences.

1. The (lion, lioness) is the king of the jungle.
2. The (goose, gander) laid eggs along the riverbanks.
3. The (prince, princess) wore a diamond-studded tiara.
4. (King, Queen) Edward gave up his throne when he married a commoner.
5. (Lord, Lady) Diana married Prince Charles when she was twenty years old.

Performance Task

A. Give the masculine or feminine gender of the following nouns. Write your answer opposite to the noun.

| Masculine | Feminine | Masculine | Feminine |
|-----------|----------|------------|----------|
| 1. lad | | 6. | aunt |
| 2. | sister | 7. emperor | |
| 3. king | | 8. | actress |
| 4. | heroine | 9. nephew | |
| 5. | hen | 10. | cow |

B. List five (5) examples of neuter gender that you see inside the classroom.

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



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MODULE 2

Abstract and Concrete Nouns



At the end of this module, you will be able to:

- classify nouns as abstract or concrete;
- identify abstract and concrete nouns; and
- make list of abstract and concrete nouns.

Module 2. Abstract and Concrete Nouns



Put an **X** to the words below that you can't touch and see. Write your answer on the space provided.

- | | |
|----------------|-----------------|
| _____ kindness | _____ bravery |
| _____ table | _____ belief |
| _____ care | _____ faith |
| _____ comfort | _____ education |
| _____ laptop | _____ house |
| _____ dream | _____ child |
| _____ perfume | _____ ideas |
| _____ car | _____ knowledge |
| _____ appetite | _____ shoes |
| _____ peace | _____ maturity |



ANALYSIS

Choose the appropriate noun in the box below to complete the sentence. Write your answer on the blanks.

| | | | | |
|---------|-----------|-------|--------|-----------|
| courage | happiness | time | sister | door |
| mirror | truth | dream | idea | childhood |

1. I had a _____ last night.
2. My _____ memories are my source of great joy.
3. Her _____ is three years older than us.
4. The _____ is closed.
5. _____ is gold.
6. Your _____ is also my happiness.
7. Always tell the _____.
8. She looked at herself in the _____.
9. It takes a lot of _____ to perform on stage.
10. That's a great _____.



Abstract and Concrete Nouns

Nouns can be concrete or abstract.

An **abstract noun** is a noun that names something that you cannot taste, touch, smell, hear, or see. An abstract noun usually names an idea, feeling, or concept.

Examples:

| | | | |
|-----------|---------|---------|---------|
| ability | charity | goal | mercy |
| advantage | defeat | gain | nap |
| anxiety | dream | idea | anger |
| belief | ego | joy | faith |
| care | fear | love | afraid |
| pride | loyalty | success | wealth |
| hope | lie | freedom | comfort |
| speed | luck | trust | envy |
| elegance | rumor | failure | anxiety |

A **concrete noun** is a noun that names a person, object, place, etc. It is something that can be identified through one of the five senses (taste, touch, sight, hear or smell).

Examples:

| | | | |
|----------|---------|-----------|---------|
| tiger | teacher | plane | ostrich |
| paper | house | water | doctor |
| coffee | pencil | egg | phone |
| soap | lemon | children | baby |
| cat | train | monkey | market |
| table | hand | king | flower |
| necklace | onion | ladder | father |
| drum | apple | hammer | milk |
| balloon | fan | cabbage | gift |
| horse | bag | nurse | moon |
| boat | cabinet | bookstore | bird |

MODULE 2

Abstract and Concrete Nouns

| | |
|------------------|--------|
| Name: | |
| Section/Cluster: | Score: |



A. Read each word in the box below. Determine whether the word is a concrete or abstract noun. Then, write the word in their proper column.

| | | | |
|---------|--------|----------|---------|
| school | doctor | pain | beach |
| man | pizza | anger | love |
| beauty | trust | cloud | candy |
| cookies | cat | patience | honesty |

| Concrete Noun | Abstract Noun |
|---------------|---------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

B. Encircle the concrete noun in each sentence below and box the abstract noun.

1. The rebels are fighting for freedom.
2. The president is known for his honesty.
3. Faith can move mountains.
4. We should maintain peace on Earth.
5. Books are helpful in gaining knowledge.

Performance Task

With a partner, go to the Grade three office. Make a list of ten (10) of concrete nouns that you can find there. Then, make another five (5) abstract nouns.

List of concrete nouns inside the office.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

List of Abstract Nouns:

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



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MODULE 3

Possessive Nouns



At the end of this module, you will be able to:

- identify possessive nouns;
- form the possessive of singular and plural nouns; and
- write phrases and sentences to show ownership.

Module 3. Possessive Nouns



Study the pictures very well. Be able to tell the different ways of showing ownership. Answer the questions below based on the pictures. Write your answer in the blanks.



A



B



C

1. What is the color of the lady's bag (C)? _____
2. What is the girl holding (A)? _____
3. What letter shows the medal and trophy? _____
4. What letter that a girl wear a pink hijab? _____
5. What letter owns a green skirt? _____



ANALYSIS

Rewrite each phrase using a possessive noun. Write your answer in the space provided. Number 1 is done for you.

- | | |
|----------------------------|------------------------|
| 1. The room of the girl | <u>The girl's room</u> |
| 2. The bike of the boy | _____ |
| 3. The tail of cat | _____ |
| 4. The food of the chicks | _____ |
| 5. The web of the spider | _____ |
| 6. The coat of your friend | _____ |
| 7. My cousin toys | _____ |
| 8. Maria crackers | _____ |
| 9. Janna pens | _____ |
| 10. Her sister phone | _____ |



Possessive Nouns

A **Possessive noun** is a noun that “owns” something else in the sentence. They may also indicate a relationship between two nouns. Possessive nouns tell you who or what modified noun or pronoun. They are used in place of other nouns to avoid repetition.

The possessive of nouns are formed in the following manner.

1. When a singular noun does not end with **s**, add an apostrophe and the letter **s** (‘**s**).

Examples:

| | |
|---------------|-----------------|
| Yusoph’s belt | the cat’s tail |
| Mother’s bag | the car’s tires |
| Moira’s song | the bird’s nest |

2. When a proper noun ends with **s**, add ‘**s** for one -syllable names and only an apostrophe (‘) for names with two or more syllables.

Examples:

Kris’s jacket
Dennis’ watch

3. When a singular noun ends with **s** and is followed by a noun beginning with **s**, we simply add an apostrophe (‘) after the main noun.

Examples:

Carlos’ shoes
Bess’ sandwiches

4. When a plural noun does not end with **s**, we form its possessive by adding an apostrophe and an **s** (‘**s**).

Examples:

children’s books
mice’s tails
kids’ ideas

5. When a plural noun ends with **s**, we form its possessive by simply adding an apostrophe (‘).

Examples:

girls’ socks
chickens’ feathers
monkeys’ foods

MODULE 3
Possessive Nouns

| | |
|------------------|--------|
| Name: | |
| Section/Cluster: | Score: |



A. Add an apostrophe (‘) and s (‘s) to show the possessive form of the following nouns. Write your answer on the blanks.

1. the man house _____
2. Dailo shirt _____
3. Betty hair _____
4. the cat eyes _____
5. Mr. Santos shoes _____
6. Mrs. Corales stereo _____
7. Sharles pencil box _____
8. Asiah dress _____
9. Hanz car _____
10. Inshirah wedding _____

B. Rewrite the phrases below to show possessive forms of plural nouns. Write your answer on the space provided. Number 1 is done for you.

1. the guns of the soldiers _____
2. the works of the students _____
3. games for children _____
4. bags for ladies _____
5. books of the students _____
6. the tables of the teachers _____
7. movies of actors _____
8. the bags of the postmen _____
9. projects of the pupils _____
10. songs for the seniors _____

Performance Task

Rewrite the sentence using possessive nouns. Write your answer on the blanks. Number 1 is done for you.

1. The cards belong to Benjamin.

It is Benjamin's cards.

2. The toys belong to my cousins.

3. The pens belong to Nurjanna.

4. The crackers belong to Mariam.

5. The bike belongs to your neighbors.

6. The phone belongs to your sister.

7. The shirt belongs to her mother.

8. The engine belongs to the plane.

9. The watch belongs to my dad.

10. The laptop belongs to the office.



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Fourth Quarter

MODULE 1

Using the Structure of Following Directions



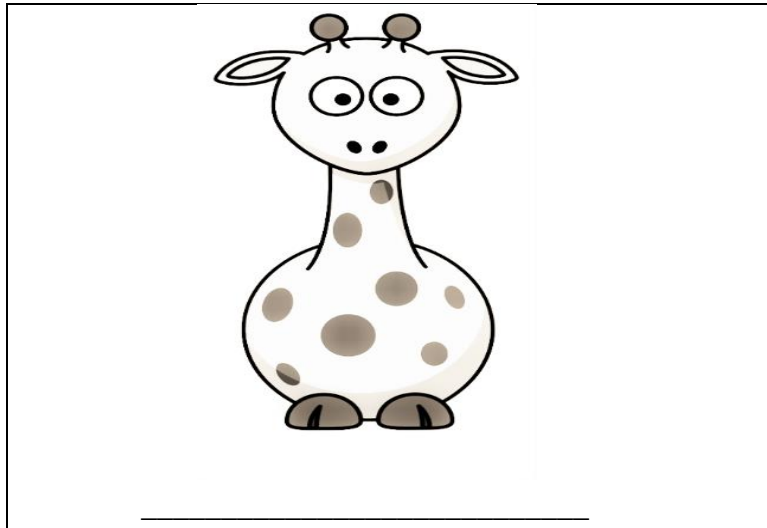
In this module, you will be able to:

- follow directions in a given text;
- complete drawings by following directions;
- identify sentence to give direction; and
- identify words using signals in direction.

Module 1. Using the Structure of Following Directions



Read each sentence below. Follow the given directions to have a cute giraffe inside the box.

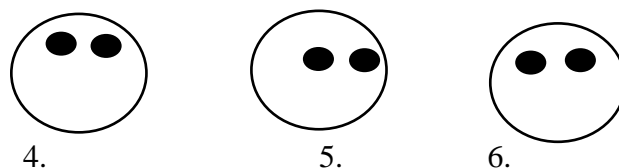
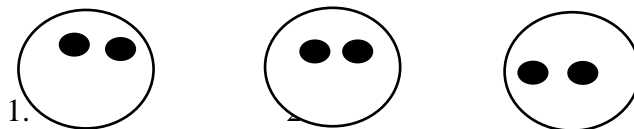


1. Color the giraffe yellow.
2. Trace the spots with black color.
3. Color the giraffe's eyes orange.
4. Draw a tree beside the giraffe. Use green color.
5. Write the word "My Giraffe" on the line.



ANALYSIS

Complete the faces by following the given directions below.





- a. Make face number 1 happy.
- b. Make face number 7 sad.
- c. Make face number 9 scared.
- d. Give face number 5 yellow hair.
- e. Give face number 8 short brown hair.
- f. Give face number 3 a hat.
- g. Give face number 6 long black hair.
- h. Make face number 2 mad.
- i. Draw face number 4 as your mom.
- j. Give face number 6 eyeglasses.



Using the Structure of Following Directions

Directions are steps given to complete a job or task. Sometimes directions are written and sometimes they are spoken. It is important to follow directions exactly as they are given in order to do the work properly.

Following directions can be very difficult or even impossible if the person receiving directions does not listen or focus.

Giving and following directions or instructions are important. In giving directions, sequence signals may be used to show the time relationship between the steps. These **sequence signals** or **word markers** signal the beginning of a procedure, a process, or a sequence of steps. Some of these word markers are **first**, **second**, **next**, **then**, and **finally**. It is important to note that commas must be written after the sequence signals.

Examples:

1. First, draw a house to the right of the tree.
2. Next, draw a cat about one inch below the tree.
3. Then, draw a dog next to the cat.
4. Finally, draw a picture of yourself near the house.

Sentences that have directions give orders or commands. Usually, the subject **you** is omitted. In sentence, the base form of the verb is used to express instructions, make requests, or give orders. To make a **negative command**, add **do not** or **don't** before the verb.

Examples:

1. Do the laundry.
2. Do the dishes.
3. Do the job.
4. Do not touch the screen.
5. Don't argue with your mother.

MODULE 1

Using the Structure of Following Directions

Name:

Grade and Section:

Score:



A. Identify the sentences that give directions or commands. Write **D** if the sentence gives direction and **ND** if it doesn't. Write your answers on the blank provided before each sentence.

- _____ 1. Keep your body clean.
- _____ 2. Don't make a scene here.
- _____ 3. Brush your teeth regularly.
- _____ 4. Bad breath can happen to anyone.
- _____ 5. Reading good books is important.
- _____ 6. Write clearly.
- _____ 7. Practicing good hygiene can build self-confidence.
- _____ 8. It's time to know how to keep your body clean.
- _____ 9. Pass your paper to your front.
- _____ 10. Turn off the TV.

- B. Underline the words that serve as signals for directions inside the box. Then, write those words on the line below.

These are the steps in cleaning your brushes and combs. First, pull out any hair caught in the teeth or bristles. Next, swish combs and brushes in shampoo and warm water. It's one way to ensure that your brushes and comb stay as clean as your hair. Then, rinse them well. Lastly, let them air dry or use clean towel.

Performance Task

Follow the directions in each number.

1. Write the answer to the following questions on the line.
- a. Who was the president before Pres. Ferdinand Marcos Jr.?

- b. What is the biggest planet?

2. Cross out each picture. Write letter 'i' in each blank.

b _____ ll



h _____ t



tr _____ ck



3. Pick one of the following series of word and fill in the missing word. Your answer will be considered incorrect if you fill in more than one missing word.

liquid, solid, _____ north, south, east, _____



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MODULE 2

Prepositions



In this module, you will be able to:

- identify prepositions of time and place;
- use prepositions correctly;
- complete paragraphs using prepositions; and
- use prepositions in sentences.

Module 2. Prepositions



Refer to the pictures to answer the questions. Encircle the letter of the correct answer.

1. Where is the ball?

- a. The ball is on the box.
- b. The ball is in the box.



2. Where are the muffins?

- a. The muffins are on the plate.
- b. The muffins are under the cake.



3. Where is the little girl?

- a. The little girl is behind the boy.
- b. The little girl is beside the boy.



4. Where is the cat sleeping?

- a. The cat is sleeping on the mat.
- b. The cat is sleeping at the mat.



5. Where are the boots?

- a. The boots are under the umbrella.
- b. The boots are beside the umbrella.





ANALYSIS

Encircle the correct prepositions inside the parentheses to complete the paragraph.

My name is Anisah. I was born (in, on, at) March 31, 2014. I was born (in, on, at) Marawi City. I live (in, on, at) New Aggie Village (in, on, at) Barangay Rapasun. I'm (in, on, at) Grade 3.

My best friend is Yasmin. She's also my classmate (in, on, at) MSU- Integrated Laboratory School. Our favorite place (in, on, at) the school is the library. Both of us love to take a walk (in, on, at) MSU Oval every Saturday, but the nicest place for us in the whole world is Baguio City. We plan to go there (in, on, at) summer.



Prepositions

A **Preposition** is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, or spatial relationships, or to introduce an object.

There are lots of prepositions. Here are some of the common prepositions: **above, about, below, for, from, inside, into, of, to, until,**

Lots of prepositions precede words to tell us **where** (location or place) or **when** (time) things are such as: **in, on, at**. Here are some different uses of **in, on, at**.

1. Prepositions of Time

| AT | IN | ON |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <i>Times of day</i> Examples: at 12 o'clock at midnight | <i>Months</i> Examples: in April in December | <i>Days</i> Examples: on Friday on my birthday |
| <i>Mealtimes</i> Examples: at dinner time at breakfast | <i>Seasons</i> Examples: in the summer in the spring | <i>Dates</i> Examples: on June 12 on our anniversary |
| <i>Holidays</i> Examples: at Ramadhan at New year's eve | <i>Years</i> Examples: in 1975 in 2023 | <i>Parts of specific day</i> Examples: on Friday night on Saturday morning |
| <i>Expressions</i> | <i>Decades</i> | |

| | | |
|--------------------------------------------------------|----------------------------------------------------------------------------------------|--|
| Examples: at present at the moment | Examples: in the 80s in the 90s | |
| | <i>Centuries</i> Examples: in the 20th century | |
| | <i>Parts of the day</i> Examples: in the morning in the evening | |

2. Prepositions of Place.

| AT | IN | ON |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <i>At a point</i> Examples: at the door at the crossroads | <i>In a 3D space</i> Examples: in April in December | <i>On a surface</i> Examples: on Friday on my birthday |
| <i>Top/Bottom/End of</i> Examples: at the top of the stairs at the bottom of the page at the end of the street | <i>Territory</i> Examples: in Saudi Arabia in the Universe | <i>Floor</i> Examples: on the third floor on the 19th floor |
| <i>Group Activities</i> Examples: at a party at the cinema | <i>Car/Van</i> Examples: in the car in the van | <i>Right/Left</i> Examples: on the right on the left |
| <i>School/University</i> Examples: at school at university | <i>Water</i> Examples: in the sea in a river | <i>Public Transport</i> Examples: on the bus on the plane |
| <i>Home/work</i> Examples: at home at work | <i>Printed Material</i> Examples: in the newspaper in the book | <i>Media</i> Examples: on the radio on the internet |
| <i>Shops</i> Examples: at the bakery at a cafe | | |

MODULE 2**Prepositions**

Name: _____

Grade and Section: _____

Score: _____

**A.** Encircle the preposition in each sentence.

1. I haven't been hiking since last summer.
2. They've been married for 40 years.
3. Fatima is sitting next to Sahara.
4. The park is lighted by various colors at night.
5. We've been walking for 30 minutes now.
6. The men are resting under the coconut tree.
7. Sodais walked beside her mother.
8. The Grade 10 students sang before a big audience.
9. I left my backpack on the floor.
10. The dog dove in the pool.

B. Complete the sentences below with in, on, and at. Write your answer on the space provided.

1. My sister's birthday is _____ April.
2. I woke up _____ 7 o'clock.
3. I was born _____ June 12.
4. Please come to school _____ Friday.
Let us have fun _____ the party.
5. The car will be here _____ an hour.
6. They work together _____ Saturday afternoons.
7. The bag is _____ the cabinet.
8. My files are _____ the table.
9. The boys start eating their lunch _____ 12:00 pm.
10. _____ breakfast, she drinks coffee with only sugar.
11. She goes to dance class _____ Thursdays.
12. They play badminton _____ Sunday.
13. _____ the end of the path, there's a pretty little hut.
14. There are many flowers planted _____ a small garden

Performance Task

- A. Complete the paragraph using appropriate prepositions. Write your answer on the blanks.

Hello! My name is Samirah Daud. I live _____ Barangay Cabingan, MSU Marawi City. I'm _____ the third grade. I study _____ MSU- ILS Marawi City. Jamina is my best friend. My friend and I always stay _____ our house after classes. Our classes end _____ 4:15 p.m.

- B. Write two sentences using the given prepositions. Write your answers on the space provided.

1. **in**

a. _____

b. _____

2. **on**

a. _____

b. _____

3. **at**

a. _____

b. _____



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MODULE 3

Degrees of Comparison of Adjectives



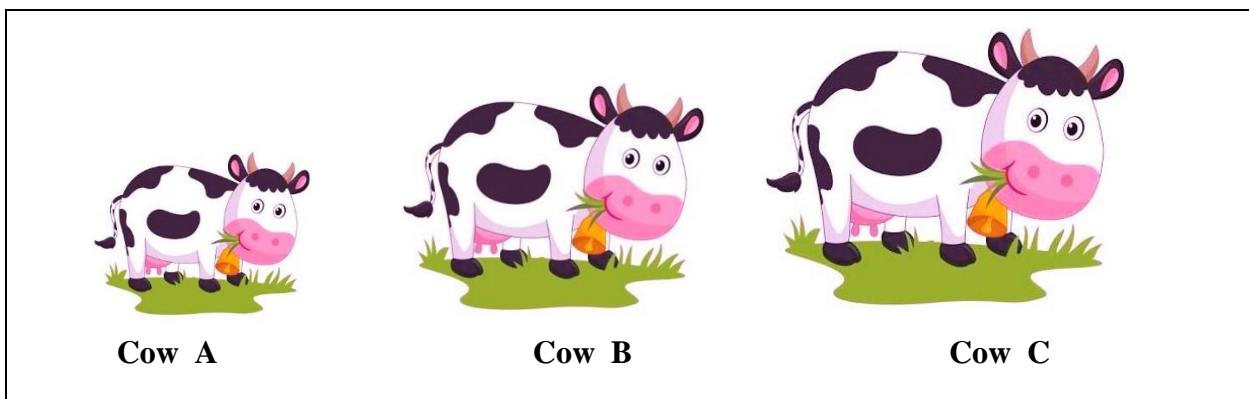
In this module, you will be able to:

- identify the degrees of comparison of adjectives;
- distinguish the degrees of comparison;
- construct sentences using pictures; and
- gain mastery using the degrees of comparison of adjectives through sentences

Module 3. Degrees of Comparison of Adjectives



Look at the set of pictures below and answer the questions that follow. Write your answer on the blank.



1. Which among the cow is the biggest? _____
2. Which is the smallest cow? _____
3. Which has the smallest bell? _____
4. Which has the biggest bell? _____
5. Which is bigger, cow B or cow C? _____



Study the pictures in each set. Construct three sentences for each given situation below by comparing one another using the word inside the parenthesis. Write your answers on the space provided.

1. Mihay, Yarah, and Yumie are sisters. Yumie is the first born and Yarah is the second born. (**young**)



Mihay



Yarah



Yumie

a. _____

b. _____

c. _____

2. Alfie, Wael, and Zacky joined a race. Alfie finished first while Zacky finished last. (**fast**)



Alfie



Wael



Zacky

a. _____

b. _____

c. _____



Degrees of Comparison of Adjectives

An **Adjective** is a word that modifies or describes a noun or pronoun.

There are three (3) degrees of comparison of adjectives:

1. The **positive degree** – is used when simply describing persons, things or situations.

Examples:

The coconut tree is tall.

Grapes are expensive.

Aslama is intelligent.

2. The **comparative degree** – is used when comparing two persons, things, or situations.

Examples:

The coconut tree is taller than the mango tree.

Mangoes are more expensive than bananas.

Hasna is more intelligent than Haniyah.

Rules in forming the comparative form of adjectives:

- The comparative degree of adjectives with one or two syllables is formed by adding *-er*.

Ex. brighter, louder, nearer, narrower, etc.

- The comparative degree of adjectives with two or more syllables is formed by adding *more* before the adjectives.

Ex. more obedient, more comfortable, more responsible, more studious, more industrious, etc.

- Note that the word **than** follows the comparative form.

Ex. Casmer is prettier than Monera.

Water is more refreshing than juice.

3. The **superlative degree** – is used when comparing three or more persons, things or situations.

Examples:

The acacia tree is the tallest of them all.

Apple is the most expensive among the three fruits.

Mydah is the most intelligent in her class.

Rules in forming the superlative form of adjectives:

- The superlative degree of adjectives is formed by adding **-est** to the adjective.

Ex.

longest, thinnest, loudest, highest, darkest, etc.

- The superlative degree of adjectives with two or more syllables is formed by adding **most** before the adjective.

Ex.

most courteous, most beautiful, most intelligent, most studious, most industrious, etc.

- The article **the** precedes the superlative form.

Ex.

Indirah is the most responsible person in the class.

Alnabar is the fastest runner.

MODULE 3

Degrees of Comparison of Adjectives

Name:

Grade and Section:

Score:



A. Encircle the adjective inside the parenthesis that will make the sentence correct.

1. A fire can destroy a (big, bigger) forest.
2. Living in the farm is (healthy, healthier).
3. Many night animals in the forests have (good, better) eyesight.
4. The (bigger, biggest) land mammal is the elephant.
5. The farm is (quiet, quieter) than the city.

B. Give the correct form of the underlined adjectives. Write your answer on the space provided.

Number 1 is done for you.

more attractive 1. Pink is attractive than yellow.

_____ 2. Who is cooperative, Aliah or Hayra?

- _____ 3. I am afraid of thieves than of ghosts.
- _____ 4. Who is the famous among all the painters?
- _____ 5. She is the generous woman I've known.

C. Give the comparative and the superlative forms of the following adjectives. Write your answer on the blanks.

| Positive | Comparative | Superlative |
|-----------|-------------|-------------|
| 1. old | | |
| 2. warm | | |
| 3. bright | | |
| 4. easy | | |
| 5. cold | | |
| 6. high | | |
| 7. happy | | |
| 8. cheap | | |
| 9. strong | | |
| 10. wide | | |

Performance Task

Give the comparative and superlative degrees of the given adjectives below and use them in sentences. Underline the comparative degree once, and the superlative twice.

Example: popular more popular most popular

- a. John Lloyd is a popular actor.
- b. Piolo Pascual is more popular than John Lloyd.
- c. FPJ is the most popular of them all.

1. obedient

- a. _____
- b. _____
- c. _____

2. useful

- a. _____
- b. _____
- c. _____

3. responsible

- a. _____
- b. _____
- c. _____



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MODULE 4

Adverbs of Manner



In this module, you will be able to:

- identify the adverbs of manner;
- use an adverb of manner in describing verbs;
- change adjectives to adverbs of manner; and
- complete sentences using adverbs of manner.

Module 4. Adverbs of Manner



Read the short story entitled, “My Pet Cat” and complete the table below by writing in the first column the underlined words found in the story. Then, write their root words in the second column and write in the third column the verb that is being described by the underlined words.

My Pet Cat

I have a pet dog. Its name is Elsa. Elsa has a white fur, long drooping ears, short legs, and long tail. She is very playful. She wags her tail happily when I come home from school. She gently pulls my skirt when she wants to play. She meows loudly whenever I stop playing with her. She is really a playful cat.

| Adverb | Root Word | Verb Described |
|---------|-----------|----------------|
| happily | happy | wags |
| | | |
| | | |



ANALYSIS

Use an adverb of manner to describe each of the underlined verbs. Write your answer on the space provided. Number 1 is done for you.

1. Write the report legibly.
2. Say the word _____
3. Open the windows _____
4. Listen to the lecture _____
5. Draw the machine _____

6. Copy the paragraph _____
7. Dance to the rhythm _____
8. Recite the poem _____
9. Sing the national anthem _____
10. Close the door _____



Adverbs of Manner

An **adverb**- is a word that describes a verb, an adjective or another adverb.

There are several types of adverbs:

1. Adverbs of time, frequency, and duration

Ex. soon, often, always

I'll see you *soon*.

This restaurant is *often* busy.

I'm *always* amazed by your stories.

2. Adverbs of place

Ex. around, downstairs, underneath

Let's take a look *around*.

The doctor came *downstairs* and went out to her.

The ball rolled *underneath* the car.

3. Adverbs of manner

Ex. carefully, silently, quickly

He opens the package *carefully*.

She reads the letter *silently*.

He *quickly* drank the water.

4. Adverbs of degree

Ex. almost, badly, terribly, well

It is *almost* dark outside.

She wanted the job *badly*.

He was *terribly* close to him.

Adverbs of Manner

Adverbs of manner are used to describe the way something is done.

Rules in forming Adverbs of Manner:

1. Simple adverbs usually end in **-ly**
(Ex. clearly, formally)
However, not all adverbs end in **-ly**
(Ex. soon, almost, well), and
some words ending in **-ly** are not adverbs. When they describe nouns, they are adjectives.
(Ex. shapely bottles).
2. Just like adjectives, adverbs of manner follow a particular order or sequence when they are used to modify a verb. The regular order after a verb and after the object is place + manner + frequency + time.

Ex. a. The inventor worked on his experiment in the laboratory patiently every day.

b. Kim, my friend from Korea, reads Philippine folklore in the library patiently every day.

MODULE 4

Adverbs of Manner

Name: _____

Grade and Section: _____

Score: _____



A. Change the following adjectives to adverbs. Write the new words in the blanks provided.

- Example: soft - softly
1. sincere _____
 2. tender _____
 3. loving _____
 4. gentle _____
 5. sad _____
 6. excited _____

7. sweet _____
8. nice _____
9. quiet _____
10. eager _____

B. Read the sentence carefully. Underline the verb and encircle the adverb of manner in each sentence.

1. They answered the questions thoroughly.
2. We do our project neatly and accurately.
3. Our teachers smiled warmly.
4. Ahmad makes new friends quickly in our school.
5. Hassan reads his lessons diligently.
6. The nurse gently changed the baby's diapers.
7. The plane's tires stopped suddenly.
8. The guard politely showed the visitors to the office.
9. The dog growled loudly at the stranger.
10. The pupils listened attentively to the instructions.

Performance Task

A. Complete the sentences below by choosing the correct adjectives inside the parentheses, change them into an adverb and write it in the space provided. Number 1 is done for you.

- | | |
|------------------|--------------------------------------------------|
| (sweet, hoarse) | 1. Mariam sang a song <u>sweetly</u> . |
| (careful, quick) | 2. Mr. Rajie _____ checked the test papers. |
| (quiet, noisy) | 3. Father _____ read the newspaper. |
| (slow, fast) | 4. The old woman _____ crossed the street. |
| (neat, careless) | 5. Our teacher does his work _____. |
| (hungry, lucky) | 6. The players ate their food _____. |
| (patient, angry) | 7. _____, the children waited for their mothers. |
| (happy, tearful) | 8. The winner _____ accepted the trophy. |
| (gentle, rough) | 9. Mother carried the baby _____. |
| (tight, nervous) | 10. He was holding my hand _____. |

B. Choose five (5) adverbs inside the box and use them in a sentence. Write your answer on the space provided.

| | | | | |
|---------|-----------|---------|--------|--------|
| usually | carefully | quickly | easily | calmly |
| gladly | neatly | dearly | kindly | loudly |

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



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MODULE 5

Interpreting Simple Graphs and Tables

In this module, you will be able to:

- identify graphs and tables;
- draw and color pictures to complete the graphs; and
- answer questions based from the data of the graphs and tables.



Module 5. Interpreting Simple Graphs and Tables



Read the sentences inside the box. Then, draw an apple in each square vertically to show how many apples each child ate. Color your drawing. Then, answer the questions that follow after the graph.

Amer ate seven apples.
 Aisah ate four apples.
 Aliyah ate two apples.
 Asniah ate five apples.
 Amerah ate three apples.
 Amarah ate six apples.
 Aynah ate four apples.

Number of Apples the Children Ate

| | | | | | | | |
|----------|------|-------|--------|--------|--------|--------|-------|
| 7 | | | | | | | |
| 6 | | | | | | | |
| 5 | | | | | | | |
| 4 | | | | | | | |
| 3 | | | | | | | |
| 2 | | | | | | | |
| 1 | | | | | | | |
| | Amer | Aisah | Aliyah | Asniah | Amerah | Amarah | Aynah |





Encircle the letter of your answer.

1. Who ate the fewest apples?
 - a. Aliyah
 - b. Amerah
 - c. Aynah
2. Who ate the most apples?
 - a. Amer
 - b. Aisah
 - c. Amarah
3. Who ate more apples?
 - a. Asniah
 - b. Amarah
 - c. Aliah
4. Who among the children ate the same number of apples?
 - a. Aisah and Aynah
 - b. Aliyah and Aynah
 - c. Amerah and Amarah
5. How many apples did the children eat in all?
 - a. 31
 - b. 32
 - c. 29



ANALYSIS

The graph below shows the favorite sports of the pupils in a class. Study the graph carefully and answer the questions that follow. Write your answer on the blanks provided.

| Kinds of sports | Pupils |
|-----------------|--------------------------------------------------------------------------------------|
| basketball |  |
| soccer |  |
| baseball |  |
| football |  |

- 1.
- 2.
- 3.

1. What is the most popular sport?

2. What is the least popular sport?

3. How many more pupils like football than baseball?

4. What sport is chosen by nine pupils?

5. How many pupils in the class altogether?



Interpreting Graphs and Tables

Tables and Graphs are visual representations to organize information to show patterns and relationships. They are useful tools for organizing available data for decision making and providing evidence to convince others towards a particular argument.

Tables – present facts or figures displayed in columns and rows. Information in the title and headings (labels) tell what the columns and rows represent.

Graphs – present a set of bars. Each bar stands for a specific quantity, amount, or measurement. It is most often used to illustrate trends, to examine data, and to compare and contrast data.

MODULE 5

Interpreting Graphs and Tables

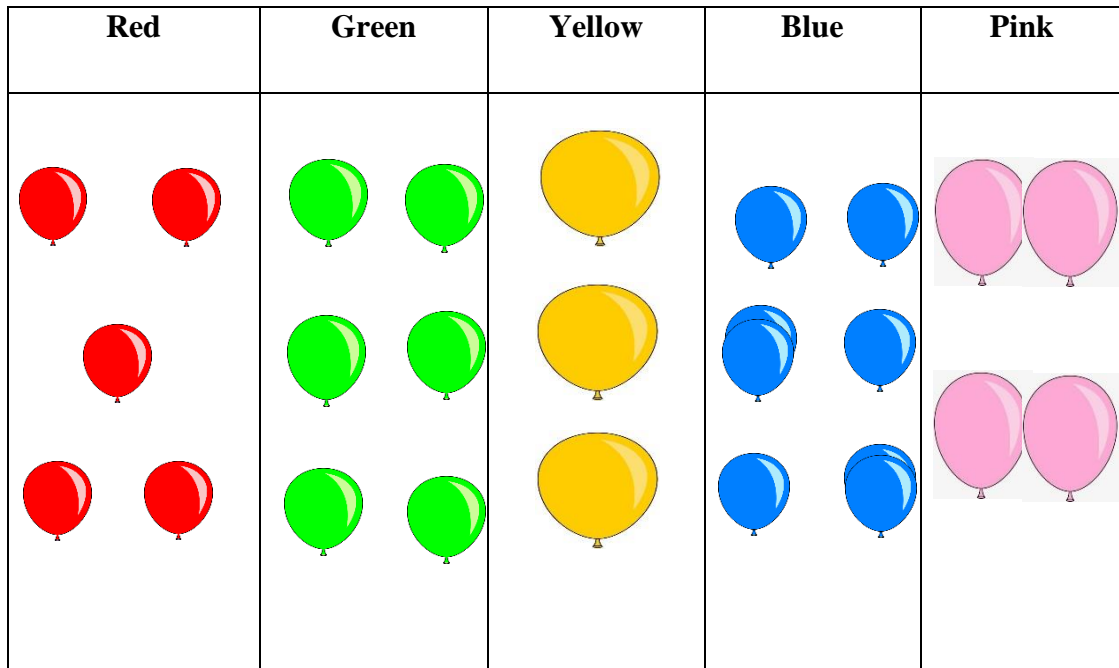
Name:

Grade and Section:

Score:



- A. The graph below shows balloons in a party room. Study the graph carefully and answer the questions that follows. Write your answer on the space provided.



1. How many yellow balloons are there?

2. What is the least number of balloons?

3. How many more green balloons than pink balloons?

4. How many blue balloons are there?

5. What is the total number of balloons in the party room?

B. Study the table and answer the questions that follow. Write your answer on the line provided.

| Number of Kids | Favorite Colors | | | | |
|----------------|-----------------|------|-----|-------|--------|
| 7 | | | | | |
| 6 | | | | | |
| 5 | | | | | |
| 4 | | | | | |
| 3 | | | | | |
| 2 | | | | | |
| 1 | | | | | |
| | yellow | blue | red | green | purple |

1. How many kids like green? _____
2. How many kid/s like purple? _____
3. Which color were the favorite of three kids? _____
4. Which color do kids like the least? _____
5. Which color do two kids like?
_____ and _____
6. How many kids like yellow? _____
7. How many kids like red? _____

Performance Task

The bar graph shows how many disposable cups sold by a store for ten weeks. Complete the graph that follow by shading how many disposable cups sold each week.

| Week | Disposable Cup Sold |
|------|---------------------|
| 1 | 70 |
| 2 | 90 |
| 3 | 50 |
| 4 | 80 |
| 5 | 20 |
| 6 | 100 |
| 7 | 60 |
| 8 | 30 |
| 9 | 40 |
| 10 | 10 |

Refer to the table to complete the bar graph. Use **blue** crayons in shading.

| Number of disposables cup sold | Week | | | | | | | | | |
|--------------------------------|------|---|---|---|---|---|---|---|---|----|
| 100 | | | | | | | | | | |
| 90 | | | | | | | | | | |
| 80 | | | | | | | | | | |
| 70 | | | | | | | | | | |
| 60 | | | | | | | | | | |
| 50 | | | | | | | | | | |
| 40 | | | | | | | | | | |
| 30 | | | | | | | | | | |
| 20 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |



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Tayao, Ma. Lourdes G. **On the Road to Better Reading 3**. Rex Printing Company

INTERNET RESOURCES

Islamic Cartoons Characters .Available at: [www.google.com/search?/client/Islamic cartoon characters](http://www.google.com/search?/client/Islamic%20cartoon%20characters)

Clip Art Images. Available at:
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