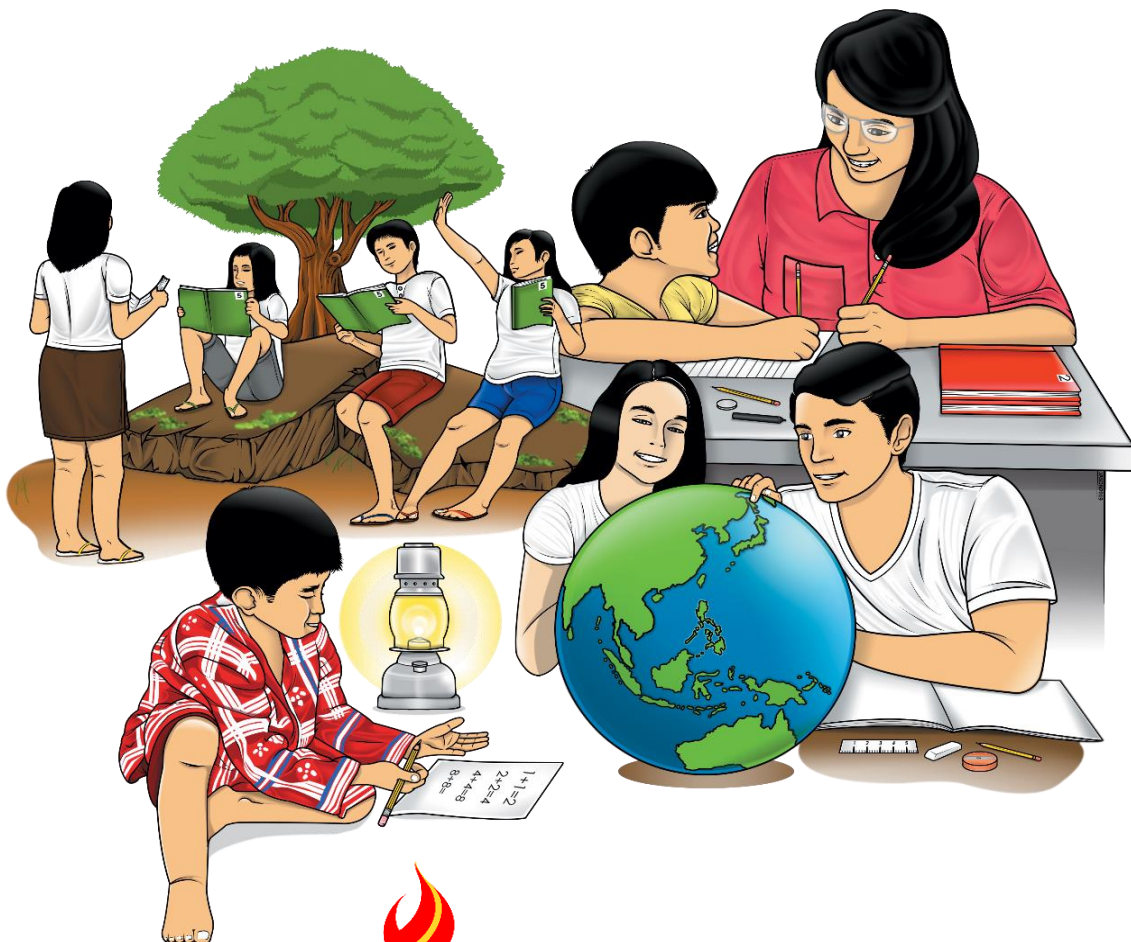


6

# English

## Quarter 1 – Module 3: Connecting Lives



ALTERNATIVE DELIVERY MODE  
**ADM**

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**English – Grade 6**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 3: Connecting Lives**  
**First Edition, 2020**

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**6**

**English**  
**Quarter 1 – Module 3:**  
**Connecting Lives**

## **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.












In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

This module has the following parts and corresponding icons:

- |   |                                     |  |
|---|-------------------------------------|--|
|    | <b><i>What I Need to Know</i></b>   | This will give you an idea of the skills or competencies you are expected to learn in the module.  |
|    | <b><i>What I Know</i></b>           | 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.                     |
|    | <b><i>What's In</i></b>             | This is a brief drill or review to help you link the current lesson with the previous one.   |
|    | <b><i>What's New</i></b>            | In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.  |
|    | <b><i>What is It</i></b>            | This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.   |
|  | <b><i>What's More</i></b>           | 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. |
|  | <b><i>What I Have Learned</i></b>   | This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.   |
|  | <b><i>What I Can Do</i></b>         | This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.  |
|  | <b><i>Assessment</i></b>            | This is a task which aims to evaluate your level of mastery in achieving the learning competency.  |
|  | <b><i>Additional Activities</i></b> | In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.  |
|  | <b><i>Answer Key</i></b>            | 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***

This module is designed and written in consideration of you, within the level of your knowledge and capacity to learn skills in English VI. This is to train your mind and enhance your skills to make connections between information viewed and personal experience, note details, and identify tenses of verbs when used in context.

To further your ideas and experiences in relation to the topics, this module offers various exercises and activities that are contextualized and simplified to suit your level of language and reading skills.

There are three lessons in this module.

- Lesson 1 – Noting Details
- Lesson 2 – Identifying Tenses of Verbs
- Lesson 3 – Making Connections

Each leads to the mastery of one lesson and the other by interrelated discussions and activities. Generally, these aims in making connections between the information viewed and personal experiences, in the noting details, and tenses of verbs.

The activities are contextualized and simplified to meet your level of language in reading and viewing skills.

After going through this module, you are expected to develop the Most Essential Learning Competency (MELC) which is to:

1. make connections between information viewed and personal experiences; likewise, the following sub and support learning competencies:
  - noting details from the story read; and
  - identifying the simple tenses of verbs; present, past and future.



## ***What I Know***

Direction: Read the information, then put a check (√) in the Yes column if you experienced it and in the No column if you have not experienced it.

<b>News Viewed</b>		<b>Personal Experience</b>	
		<b>Yes</b>	<b>No</b>
1	In 2013, Typhoon Yolanda (also known as Typhoon Haiyan) hit the Philippines. This typhoon was the deadliest typhoon in the country's history.		
2	The onslaught of typhoon Frank (Fengshen) which hit the Philippines on June 18, 2008, led to massive floods and landslides.		
3	Taal volcano eruption has left behind a desolate landscape of destroyed houses and snapped trees covered in a thick layer of heavy ash.		
4	Social Amelioration Program (SAP) recipients received cash aid.		
5	The COVID-19 pandemic was confirmed to have spread in the Philippines. Some places were placed under Enhanced Community Quarantine (ECQ).		



## Lesson

# 1

## Noting Details

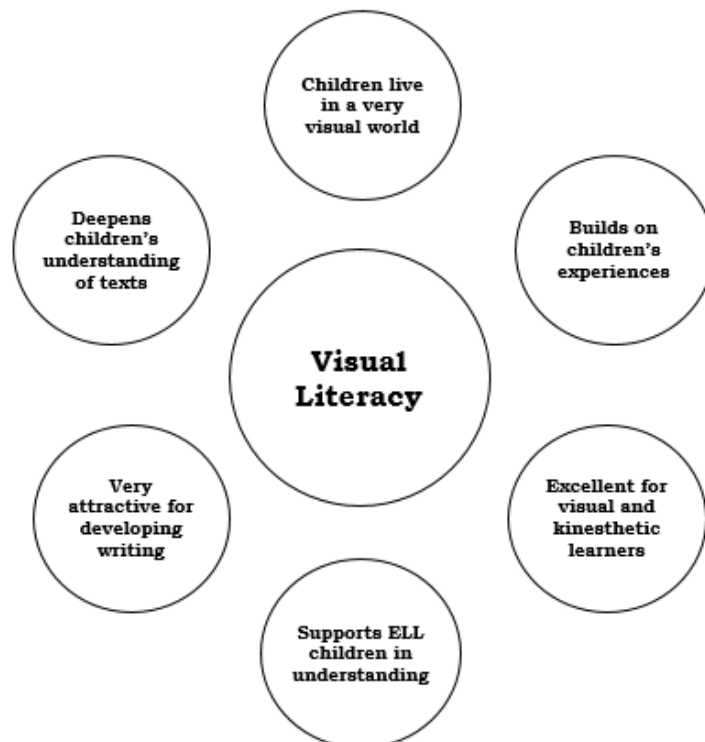


I learned these things from the details I have read.



### *What's In*

Read and draw a line to connect the information in the small circles to the big circle.





### ***Notes to the Teacher***

This lesson includes various selections, passages and stories. Let the learners read and note details for them to answer the activities. After doing the given tasks they will develop their skills in Noting Details.



### ***What's New***

Read this selection

Miss Reyes teaches English, Mr. Cruz teaches Math, Mr. Pedro teaches Araling Panlipunan, and Mrs. Santos teaches Science. They are friends since college and are working in the same school- Rizal Elementary School. They are teaching Grade 6 pupils. The teachers have their individual skills and talents. Miss Reyes is good in dancing, Mr. Cruz is good in singing, Mr. Pedro is good in painting, while Mrs. Santos is good in cooking. The Grade 6 pupils love their teachers dearly.

You can note the names of the teachers, the subjects they are teaching and the different talents they have because these are the details given in the story.



## ***What is It***

**Noting Details** is a reading comprehension skill that involves picking out, from a text, a particular piece or pieces of information to achieve a given purpose such as answering a question in a test. When one notes details, he keeps a brief record of something on a piece of paper.

### **Read the short story and note important details**

Pedro went for a bike ride. He rode around the barangay. He met some girls he knew from school. They all headed to the farm to play. Pedro had a great time playing games with his friends.

#### **Circle the correct word in each sentence.**

1. Pedro went for a (bike, car) ride.
2. He rode around the (block, barangay).
3. Then he met some (boys, girls) he knew from school.

Answer: 1. bike

2. barangay

3. girls

These are the details given in the story.

### **What is the importance of Noting Details?**

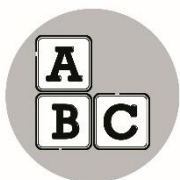
Whenever you are reading, you should be constantly noting the important details. When discussing reading comprehension, think of details as the individual features, facts or particulars in text. These details are essential to develop reading comprehension.

What is noting details?

(Noting details is a brief record of something that one has written down on paper)

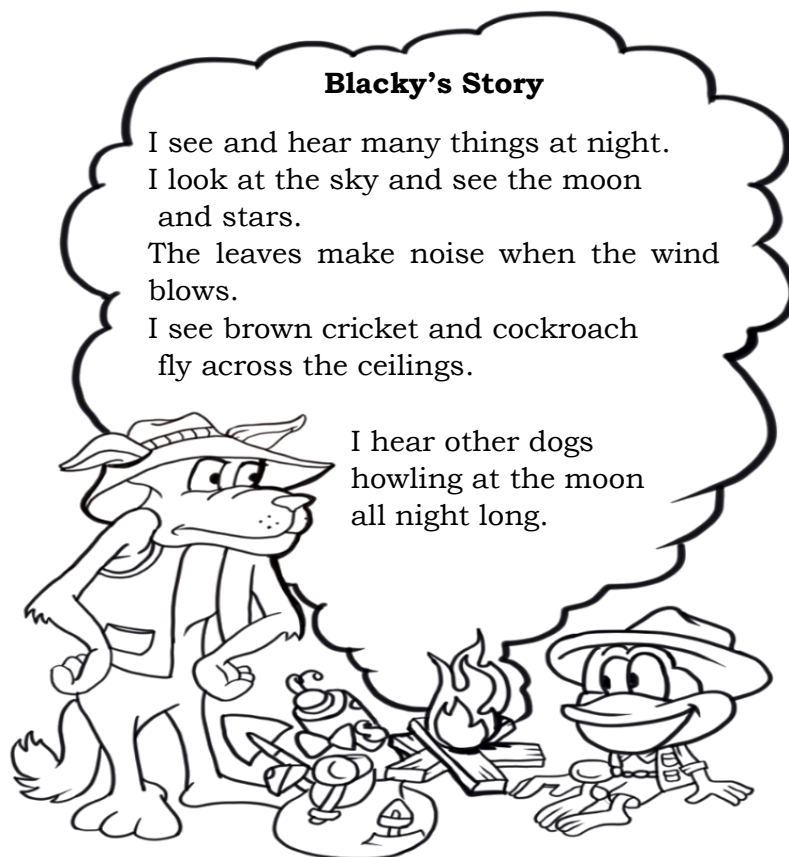
What is the importance of Noting Details?

(Noting details will lead to easy understanding of the text or story read)



## ***What's More***

Find anyone in your house to read the story with you, then take turns in answering the questions. Write your answer on the space provided after each number. Enjoy learning!



### **Blacky's Story**

I see and hear many things at night.  
I look at the sky and see the moon  
and stars.

The leaves make noise when the wind  
blows.

I see brown cricket and cockroach  
fly across the ceilings.

I hear other dogs  
howling at the moon  
all night long.

1. When does Blacky see and hear many things?
2. What does Blacky see in the sky?
3. What makes noise in the wind?
4. What color is the cricket?
5. What howls at the moon?



## ***What I Have Learned***

\_\_\_\_\_ is vital to reading comprehension. In fact, it can be said that the foundation of literal comprehension and comprehension as a whole is noting details.

The meaning of noting details is a \_\_\_\_\_ of something that one has written down on paper. This may be a statement, a quote, a definition or a phrase one may have written down in order to remember.

Noting Details in the story or selection read is answering:

- Who
- What
- Where
- When
- Why



## ***What I Can Do***

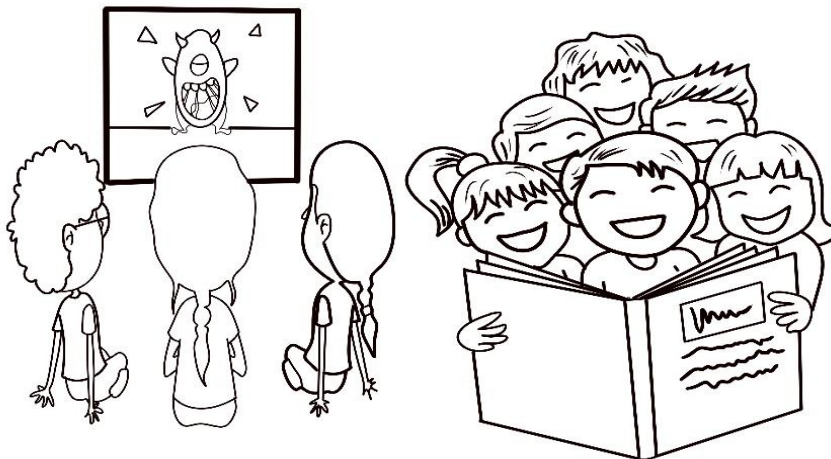
You can surely note details as you read this short story. Answer the questions that follow.

### **I View and I Read**

We, the Grade 6 class went to see the movie last Saturday. We got permission slips signed before we go. We watched a movie that told the story from a book we read. We love it when movies were made from books.

We got to the movie early so we can buy popcorn. Some of us bought curls and fries, too. We all enjoyed watching the movie.

When we returned to school, we talked about things that were in the movie and the book. We all agreed that we like the book better. Books let you picture out the characters in any way you want to picture them. It was fun to compare the movie to the book.



Answer the Questions:

1. Who watched the movie?
2. Where did the students go?
3. What did the students need to do before going to the movie?
4. When did the students watch movie?

5. Why are books better than movies?



## **Assessment**

It's time for you to be challenged. Read the text and do what is asked of you. Enjoy and learn well.



This is Maria. She is ten years old.  
She is short and jolly. She got long black hair.  
She got small black eyes.  
She can dance. She can sing.  
She can't swim. She can't run.  
Her favorite toy is a doll. It is blue.  
She got two pink yoyos. She got a red yoyo too.

1. What's her name?
2. How old is she?
3. Can she swim?
4. Does she have short hair?
5. Is she short?
6. Is her doll blue?
7. Does she have big eyes?
8. Can she sing?
9. Does she have three yoyos?
10. Is she jolly?



## ***Additional Activities***

Read the short story and note the important details to be able to answer the questions.

Once there was a girl who loves to eat chocolates, candies, fries and burgers. She would always spend her money to buy her favorite junk foods. She is Tanya, a grade four pupil studying at Maharlika Elementary School. One recess time, Tanya cried because she had a toothache. Her teacher brought her to the clinic. The dentist told her she had cavities in her teeth caused by the candies and chocolates she eats almost everyday. Tanya promised herself not to eat candies and chocolates anymore.

1. Who is the girl in the story?
2. What are Tanya's favorite foods?
3. What is the name of Tanya's school?
4. Where did Tanya's teacher bring her?
5. Why did Tanya stop eating chocolates?



## Lesson

# 2

## Identifying Tenses of Verbs



I danced yesterday, I dance today, and I will dance tomorrow.



### *What's In*

Read the passage about Pedro and answer the questions that follow.

My name is Pedro Cruz. I am a grade six pupil at Mahalimuyak Elementary School. I love to learn English and Science. My mother helps me answer my assignments and my father helps me make my outputs.

Questions:

1. What is Pedro's family name? \_\_\_\_\_
2. What is the name of Pedro's school? \_\_\_\_\_
3. What are the two subjects does Pedro love to learn? \_\_\_\_\_
4. Who helps Pedro in his assignments? \_\_\_\_\_
5. Who helps Pedro in his outputs? \_\_\_\_\_



### ***Notes to the Teacher***

This lesson includes different activities to be answered. Let the learners do all the activities following the given instructions properly. They can ask guidance from their family members.



### ***What's New***

<b>Simple Tenses of Verb</b>		
<b>Present</b>	<b>Past</b>	<b>Future</b>
craft/crafts	crafted	will craft
create/creates	created	will create
instruct/instructs	instructed	will instruct



### ***What is It***

There are 3 simple tenses of verbs namely the past, present and future.

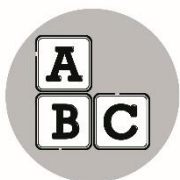
Tenses of verbs tell us how an action relates to the flow of time. Simple tenses usually refer to a single action. In general, simple tenses express facts and situations that existed in the past, exist in the present, or will exist in the future.

Example:

Past: I cleaned my cabinet yesterday.

Present: I clean my bedroom every day.

Future: I will clean my shoe rack later.



## What's More

Here are some examples of the tenses of verbs.

Present Tense	Past Tense	Future Tense
walk /walks	walked	will talk
cook /cooks	cooked	shall cook
pour /pours	poured	will pour
bake /bakes	baked	will bake
talk /talks	talked	shall talk

Read the sentences and identify what tense of verb is used.

1. The man walks with his dog everyday. \_\_\_\_\_
2. My mother cooked chicken adobo yesterday. \_\_\_\_\_
3. He will pour honey on his “salabat” later. \_\_\_\_\_
4. Her sister bakes chocolate cake every once in a while. \_\_\_\_\_
5. They talk so loud when they discuss pandemic issues. \_\_\_\_\_



## What I Have Learned

What will happen to the verb if it is used in the present tense?  
(it will either be in the S-form or base form)

What will happen to the verb if it is used in the past tense?  
(-d or -ed will be added to the base form)

What clue can lead you to identify the tense of verb used in the sentence?  
The time expressions in the sentences help in identifying the tense of verb.

Examples:

1. The principal **talks** on administrative concerns during the meeting.  
(*during the meeting* is an example of time expression for present tense)
2. She **cooked** Pancit Molo **last weekend**.  
(*last weekend* is an example of time expression for past tense)
3. The female teachers **will dance** “Señorita” in **next month’s** affair.  
(*next month* is an example of time expression for future tense.)



## ***What I Can Do***

Draw a ♥ if the underlined verb is in present tense, a ☾ if the underlined verb is in past tense and a ☆ if the underlined verb is in future tense. Draw your answer on a separate sheet of paper.

- 1. My friends will plan for their get together next week.
- 2. The teacher talks well in her discussion everyday.
- 3. Last week we cooked “batchoy” and we all enjoyed the hot soup.
- 4. They gracefully danced “Maglalatik” on stage yesterday.
- 5. Most mothers cook vegetables for their children every mealtime



## ***Assessment***

Identify the correct tense of verb that will complete each sentence. Write your answer on a separate sheet of paper.

1. The pupils (**learned, learn, will learn**) to avoid junk foods after their symposium last week.
2. The news reporter (**delivered, delivers, will deliver**) the news clearly every morning.
3. Many (**shouted, shout, will shout**) in applause after hearing the voices of the Filipino singers last Sunday.
4. My brother and I (**visited, visit, will visit**) our farm next month.
5. Maria and Anna (**prepared, prepare, will prepare**) native delicacies tomorrow.



## ***Additional Activities***

The simple tenses of verbs are Present, Past, and Future. To identify the tense of the verb you can check on the time expressions.

It's time for you to make your own sentences following the rules on the tenses of verbs. You have to decide what verb form agrees with your subjects. Use time expressions to specify the tenses of verbs. Match the given subjects, verb forms and time expressions to create your sentences. Remember you can only use the given words once.

<b>Subjects</b>	<b>Verb Forms</b>	<b>Time Signals</b>
The children	will run	last week
The Filipino athletes	teaches	everyday
My teacher	protect	next month
The police officers	played	last night
She	smiled	all the time

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

## Lesson

# 3

## Making Connections



This news is similar from what I have viewed in the television.



### *What's In*

Identify what tense of verb is used in the sentence.

1. Mario planted some vegetables in their backyard yesterday.
2. I will write a short poem about the COVID19 tonight.
3. She sings sweetly in our class presentation today.
4. My friend talked softly in our conversation last Sunday.
5. Mr. Santos will prepare her modules for his pupils.



### *Notes to the Teacher*

This lesson will require learners to connect, recall and analyze as they answer the given activities. Answers for some activities will vary.



## ***What's New***

In your daily routine you make connections in everything and in anything.

Try to read the short poem below.

### **Make CONNECTIONS**

I read and I connect it to my life

I read and I connect it to what I read

I read and I connect it to the world

I learn when I connect

I enjoy when I connect

Life is to make connections

When you view or read something, do you make connections? As you read, you may relate it to your own life experience, to the book you have read before and even to the happenings in the world.

The brain is wired **to connect** new **information with** the old knowledge that is in the brain. Take all your **life experiences** even those outside of the classroom. You ask yourself, “Am I bringing **meaning** to the words to help me read better?” You **make connections with** a book, article, picture or movie that you have read or **viewed**.

Making Connections is a strategy that can assist you in making meaning from a text. You can make connections between:

- Text and self
- Text and text
- Text and world



## What is It

### Making Connections

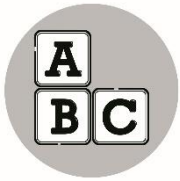
- Is a strategy that can assist you in **making meaning from** a text; something you have seen on TV, about how the **information** you are reading connects to other familiar text and the world works that goes far beyond your own **personal experiences**.
- You can connect your background knowledge to the text you are viewing. You can comprehend better when you actively think about and apply your knowledge of the book's topic, your experiences, and the world around you.

<b>Making Connections</b>	
<ul style="list-style-type: none"><li>• Text-to-text</li></ul>	<p>Making Connections:</p> <p>-Text-to-text is a connection between texts. Sometimes when reading, readers are reminded of other things that they have read, other books by the same author, stories from a similar genre, or perhaps on the same topic. These types of connections are text-to-text connections. Readers gain insight during reading by thinking about how the information they are reading connects to other familiar text. "This character has the same problem that I read about in a story last year," would be an example of a text-to-text connection.</p> <p>Example: The ending of this story is the same from the story I read before.</p> <p>*This is an example of text-to-text because there is</p>



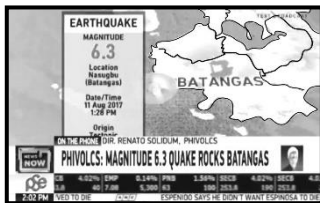
	connection from the text of the two stories.
<ul style="list-style-type: none"> <li>• Text-to-self</li> </ul>	<p>Making Connections:</p> <p>-Text-to-self connections are highly personal connections that a reader makes between a piece of reading material and the reader's own experiences or life. An example of a text-to-self connection might be, "This story reminds me of a vacation we took to my grandfather's farm."</p> <p>Example: I remember my high school days as I read this story</p> <p>*This is an example of a text-to-self because there is connection between the text and to your own experience.</p>
<ul style="list-style-type: none"> <li>• Text-to-world</li> </ul>	<p>Making Connections:</p> <p>- - Text-to-world connections are the larger connections that a reader brings to a reading situation. We all have ideas about how the world works that goes far beyond our own personal experiences. We learn about things through television, movies, magazines, and newspapers. Often it is the text-to-world connections that teachers are trying to enhance when they teach lessons in science, social studies, and literature. An example of a text-to-world connection would be when a reader says, "I saw a program on television that talked about things described in this article."</p> <p>Example: She read from the news that there is an increase number of individuals tested positive of COVID19.</p> <p>*This is an example of text-to-world because there is a connection between the text and the real</p>

	scenario in the world.
--	------------------------



## What's More

Try this one! Make connections with the information in the picture from your own personal experience. If you can recall anything as you view write ***I connect***, but if you cannot recall anything write ***I cannot connect***.



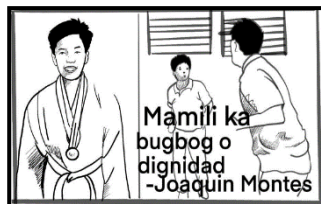
1.



2.



3.



4.



5.



## ***What I Have Learned***

Let us process what you have learned.

There are strategies in making connections namely:

\_\_\_\_\_ - is a connection between texts. Sometimes when reading, readers are reminded of other things that they have read, other books by the same author, stories from a similar genre, or perhaps on the same topic.

\_\_\_\_\_ - connections are the larger connections that a reader brings to a reading situation. We all have ideas about how the world works that goes far beyond our own personal experiences. We learn about things through television, movies, magazines, and newspapers.

\_\_\_\_\_ - connections are highly personal connections that a reader makes between a piece of reading material and the reader's own experiences or life.



## ***What I Can Do***

Read the story and make connections as you fill in the chart below.

### **Boy, The “Balut” Vendor**

(by:Anna Marie E. Velano)

There was once a poor family lived in a slum area in Iloilo City. The father is a balut vendor and the mother is a housewife. One day, the father got sick and Boy being the eldest of seven siblings had to do the task of his father. Boy started selling “balut” every after school in the nearby barangays. Boy usually got home late and very tired, but he never missed school. Teacher Anna, Boy’s adviser got pity of him and she started giving Boy some foods and some penny.

After a year of struggles and hardships Boy successfully graduated in elementary. His family is very proud and thankful to him. Boy continued to sell balut as he continued high school and he still got support from his teachers because of his good values and attitudes.

### **Making Connections**

Text-to-Self Connections

Name:\_\_\_\_\_

Book/Text:\_\_\_\_\_

Author:\_\_\_\_\_

After reading a story, write about how the story is similar or different from your own life by using the questions in the chart.

In the story	In my life
Discuss what is happening in the story.	What does this remind me of my life?
	What is this similar to in my life?
	How is this different from my life?



## **Assessment**

**Make Connections** by identifying if the lines from the different short stories and clips from the news is ***text-to-self***, ***text-to-text*** or ***text-to-world***.

1. The couple had a son named Bayabas whose task was to take good care of their three fat carabaos.
2. Once there was a boy who was so lazy, and his name was Juan Tamad.
3. ILOILO took its name from Irong-Irong, the old name of the city of Iloilo, a tongue of land that sticks out like a nose on the south of Iloilo River.
4. The world was confronted with several pandemics before. This is the first caused by a coronavirus.
5. Barangay officials strictly prohibit residents to go out from their homes during Enhanced Community Quarantine.



## ***Additional Activities***

Enjoy recalling the news clips, articles, stories, and poems you have read. Then you can fill in the chart.

Have fun in making connections.

Name \_\_\_\_\_

### **Making Connections**

Connect each section below.

When I read...	It made me think of...	This is a....
		Text-to-self connection Text-to-book connection Text-to-world connection
		Text-to-self connection Text-to-book connection Text-to-world connection
		Text-to-self connection Text-to-book connection Text-to-world connection



## ***Answer Key: Lesson 1***

### **Additional Activity**

1. Tanya
2. chocolates, candies fries and burgers
3. Maharlika Elementary School
4. Clinic
5. because she doesn't want to have toothache again

### **Assessment**

1. Maria
2. ten years old
3. no
4. no
5. yes
6. yes
7. no
8. yes
9. no
10. yes

### **What I Can Do**

1. grade 6 class
2. to the movie
3. get permission slip
4. last Saturday
5. picture the characters  
Anyway you want

### **What I Have Learned**

Noting Details  
Brief record

### **What's More**

1. at night
2. moon and stars
3. the leaves
4. brown
5. dogs



## ***Answer Key: Lesson 2***

### **Additional Activities**

1. The Children played last week.
2. The Filipino athletes will run next month.
3. My teacher teaches everyday.
4. The police officers protect us all the time.
5. She smiled sweetly last night.

### **Assessment**

1. learned
2. delivers
3. shouted
4. will visit
5. will prepare

### **What I Can Do**

1. star
2. heart
3. moon
4. moon
5. heart

### **What's More**

1. Present
2. Past
3. Future
4. Present
5. Present

### **What's In**

1. Cruz
2. Mahalimuyak Elementary School
3. English and Science
4. Perdro's mother
5. Perdo's father





## ***Answer Key: Lesson 3***

### **Additional Activities**

“Answers may vary”

### **Assessment**

1. Text to text
2. Text to self
3. Text to world
4. Text to world
5. Text to world

### **What I can Do**

“Answers may vary”

### **What’s More**

I can connect/I cannot connect

(Answers may vary)

### **What’s In**

1. Past
2. Future
3. Present
4. Past
5. future

## ***References:***

### ***A. Book***

### ***B. Electronic Sources***

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