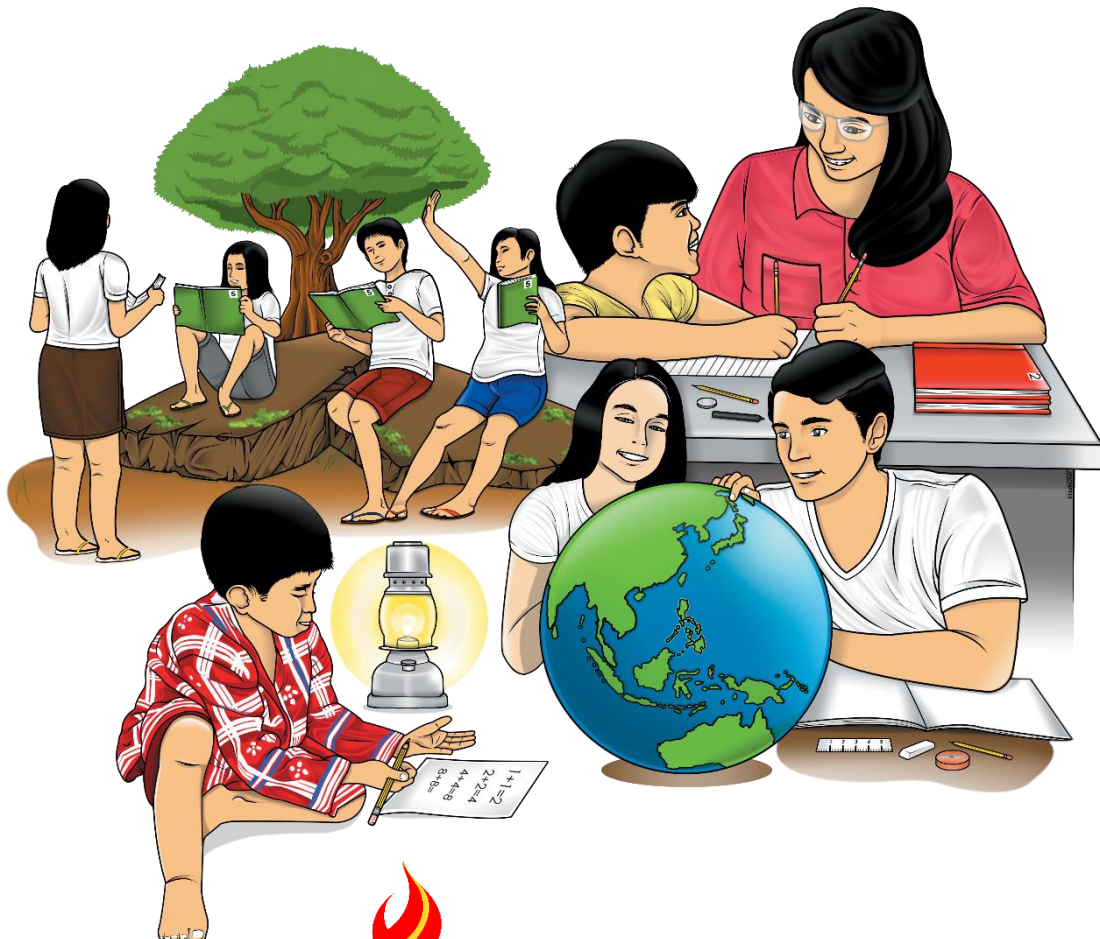


English

Quarter 1 – Module 9: Reading and Writing Short Vowel Sounds in CVC Pattern



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English – Grade 3
Alternative Delivery Mode
Quarter 1 – Module 9: Reading and Writing Short Vowel Sounds in CVC Pattern
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English

Quarter 1 – Module 9:
Reading and Writing Short Vowel
Sounds in CVC Pattern

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.



What I Need to Know

This module was designed and written with you in mind. It is here to help you master on words with short vowel sounds either in a phrase or in a sentence. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to produce/sound out correctly vowel sounds in CVC pattern; read CVC words with short /a/, /e/, /i/, /o/, and /u/ vowel sounds; write CVC words with short /a/, /e/, /i/, /o/, and /u/ vowel sounds (EN3PWR-Ia-b-7); and write a sentence using words that has short vowel sound in CVC pattern.

Enjoy your journey. Good luck!



What I Know

Let us check how far you have learned about words with short /e/, /i/, /a/, /o/, and /u/ sound.

Directions: Box the word with short /e/, underline word with short /i/, encircle word with short /a/, triangulate word with short /o/, and double underline the word with short /u/ sound in each number. Do this on a separate sheet of paper.

1. men

sin

tub

2. sat

sit

net

3. tin

jet

bud

4. son

mud

bed

5. yum

hum

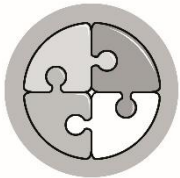
ten

Lesson

1

Reading and Writing Short Vowel Sounds in CVC Pattern

The children like you are fond of reading different words you encounter in day to day activities. Reading words with correct pronunciation helps in building confidence in speaking. In this lesson you will learn to read and write words with short /a/, /e/, /i/, /o/ and /u/ sounds in CVC Pattern.



What's In

Directions: Match the word in Column A with the pictures in Column B. Do this on a separate sheet of paper.

A

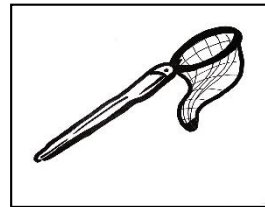
____ 1. net

____ 2. pan

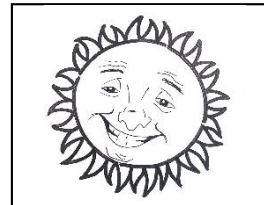
____ 3. sit

B

a.



b.



c.



____4. dog

d.



____5. sun

e.



What's New

Story

A. Direction: Read the poem orally.

My Pat, the Cat
by Mark Fil L. Tagsip

My name is Matt.
I have a cat.
Whose name is Pat.
Pat sits on the mat,
And sleeps with me on the cot.
Pat and I are good friends.
We love to run in the farm.
In the farm he sees a rat,
He runs over it,
and never comes home.
I am now alone with no
Pat to sit and sleep on the cot.



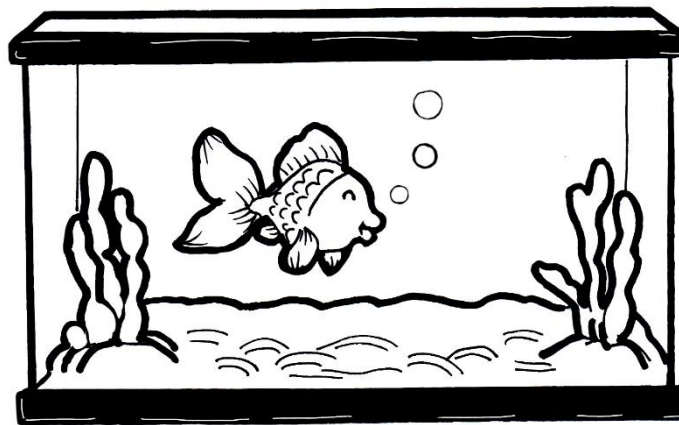
Comprehension Questions:

Direction: Answer the following questions.

1. Who has a cat?
2. What did they do in the farm?
3. If you were Matt, what would you do to find Pat?

B. Direction: Read the poem below and answer the questions that follow.

My Pet Yet by Junrey C. Colas



I always get wet,
every time I play with my pet.
My pet is a fish,
and I named her Yet.

It swims like a jet,
and I would bet.
That Yet could defeat,
every fish she would meet.

Yet is the best pet,
that every kid can get.
I love her a lot,
she is my best friend pet.

Comprehension Questions

Directions: Read the questions carefully. Choose the letter of the correct answer. Write your answer on a separate sheet of paper.

1. What is his pet's name?
 - a. Yet
 - b. bet
 - c. set
 - d. net

2. How fast can she swim?
 - a. like a van
 - b. like a car
 - c. like a jet
 - d. like a net

3. What is his pet?
 - a. fish
 - b. dog
 - c. cat
 - d. pig

4. Why does he always get wet?
 - a. because he plays with his pet
 - b. because he plays with his playmates
 - c. because he plays with his toys
 - d. because he plays with his friends

5. How do you take care of your pet?
 - a. Give them food and water.
 - b. Give them toys to play.
 - c. Give them friends to play.
 - d. Give them water to drink.

C. Directions: Read the paragraph and answer the questions that follow.

A Big Pin

Linda has one pin. The pin is big. Linda puts the pin in her bag. She will give the pin to her kin.

Comprehension Questions

Direction: Answer the following questions.

1. Who has a pin?
2. Where does Linda put the pin?
3. To whom will she give the pin?
4. How does she describe the pin?

D. Read the poem below and answer the questions that follow.

A Log in the Bog in the Fog by N.N. Hermosa

There is a log in the bog,
a log in the bog in the fog.

Along comes Tom,
with his pretty mom.
They sit on the log in the bog,
on the log in the bog in the fog.

And here comes a dog,
with a very big hog.
They sit on the log in the bog,
on the log in the bog in the fog.

“Oh my God!” says Jon,
“On that log, there is a hog!
I won’t sit on that log in the bog,
on that log in the bog in the fog,”

Where is the log?
Where is the log in the bog in the fog?
What log, my dear?
There is nothing there.

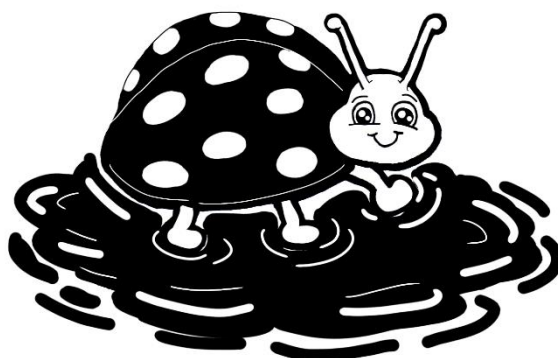
Comprehension Questions

Directions: Read the questions carefully. Choose the letter of the correct answer. Write your answer on a separate sheet of paper.

1. What is in the bog?
 - a. fog
 - b. log
 - c. bog
2. Who comes with Tom?
 - a. pretty mom
 - b. bog
 - c. log
3. Where do they sit?
 - a. log
 - b. bag
 - c. cod
4. What animal comes after Tom?
 - a. cat
 - b. dog
 - c. rat
5. What happens to the log?
 - a. carried by the bog
 - b. taken by Tom
 - c. kept by her mom

E. Direction: Read the story orally.

Pug the Bug
by Junrey C. Colas



There was once a bug named Pug.

Pug liked to run and jump.

One day, Pug got stuck in the mud.

Pug yelled for help!

Another bug named Dug came to help.

He pulled Pug out of the mud.

Pug and Dug played under the sun.

Pug and Dug became best buds.

Comprehension Questions

Directions: Read and answer the following questions.

1. Who got stuck in the mud?
2. What did Pug like to do?
3. How did Dug help Pug?
4. Why did they become best buds?



What is It

Read the underlined words in the poem and story.

Here are some CVC words with short vowel sounds.

/a/	/e/	/i/	/o/	/u/
bad	bed	big	son	sun
bat	web	lid	jog	run
ham	yet	pig	nod	rug
pan	let	his	rod	mum
jar	peg	pin	hog	hug
has	net	pit	sob	cut
sat	vet	lit	God	cup

Read the phrases.

pig on the field

cup on the table

two-deck bed

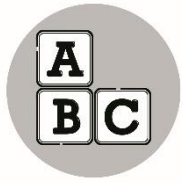
sat on the blanket

jog in the court

mob in the street

my cute pet

map of the Philippines



What's More

Activity A. Color the Word

Directions: Color the box according to its short vowel sound: red is for /a/, yellow is for /e/, blue is for /i/, orange is /o/, and green is for /u/. Do it in a separate sheet of paper.

net	bed	mop	hop
sin	red	man	hen
ten	hum	wed	yam
rug	bed	tug	leg
set	mud	sad	tin
win	fed	peg	sun
men	nun	net	beg

Activity B. Complete me

Directions: Fill in the blank with the appropriate word. Choose your answer from the box below.

bag	beg	win	son	hug
-----	-----	-----	-----	-----

1. The athletes want to _____ the game.
2. My mom gives me a _____ every morning.
3. The old men along the street _____ for food and water.
4. "Your _____ is a good boy," said the teacher.
5. Father bought me a new _____ yesterday.

Activity C. Make a Sentence

Directions: Write a simple sentence using the following words with short vowel sound. Write it on a separate sheet of paper.

1. tub

2. hug

3. man

4. pin

5. pan

Activity D. Read me More

Directions: Read each phrase and encircle the word with short vowel sound. Do this on a separate sheet of paper.

1. water in the tub
2. hug your dad
3. men in uniform
4. pin in the sash
5. cook in the pan
6. log in the river
7. hog in the mud
8. cup in the hand
9. vet in the clinic
10. bug in the leaf



What I Have Learned

Direction: Complete the paragraph.

In this lesson, I learned that...

Examples of CVC words that have short vowel sounds are:



What I Can Do

Let us see what you can do.

Directions: Make a sentence for each of the CVC words with short vowel sounds. Observe the correct punctuation and capitalization of words.

1. dog

2. cat

3. mud

4. set

5. hit



Assessment

A. Directions: Write the correct word to complete the sentence. Choose your answer inside the parenthesis. Do this on a separate sheet of paper.

1. Exercise your _____ every morning. (legs, bed, lid)
2. The cat sleeps on the _____. (mat, log, bug)
3. The baby wears a _____. (bib, pin, bag)
4. The _____ barks at the stranger. (dog, pig, cat)
5. He rides on a _____. (bag, bus, bin)

B. Directions: Use each word in a sentence. Do this on a separate sheet of paper.

1. hen
2. hat
3. buy
4. sat
5. pin



Additional Activities

Let's see what else you have you learned.

A. Directions: Copy the sentences in your notebook. Write the correct word to complete the sentence. Choose your answer from the box.

mop map gem bug kin log

1. You have to see a _____ to locate your destination.
2. He cleans the floor with a _____.
3. The _____ eats the leaves of the rose.
4. The precious _____ is expensive.
5. Ben and Zed are _____.

B. Directions: Write at least five simple sentences and underline the short vowel sound you use in each sentence.

Example: I have a new bag.

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



Answer Key

<p>Assessment</p> <p>1. leg 2. mt 3. blb 4. dog 5. bus</p> <p>Additional Activities</p> <p>1. map 4. gem 2. mop 5. kin 3. bug</p>	<p>What I have Learned</p> <p>Answers may vary.</p>	<p>What's More</p> <p>B.</p> <p>1. win 2. hug 3. beg 4. son 5. bag</p> <p>C.</p> <p>1. tub 2. hug 3. men 4. pin 5. pan 6. log 7. hog 8. cup 9. vet 10. bug</p>																																										
<p>What's More</p> <p>A.</p> <table border="0"> <tr> <td>red</td> <td>yellow</td> <td>man</td> <td>net</td> <td>sin</td> <td>blue</td> </tr> <tr> <td>sad</td> <td>red</td> <td>yan</td> <td>bed</td> <td>tin</td> <td>win</td> </tr> <tr> <td>hen</td> <td>ten</td> <td>hum</td> <td>wed</td> <td>mop</td> <td>orange</td> </tr> <tr> <td>rug</td> <td>bed</td> <td>rug</td> <td>bed</td> <td>hop</td> <td></td> </tr> <tr> <td>tug</td> <td>leg</td> <td>mud</td> <td>set</td> <td></td> <td></td> </tr> <tr> <td>sun</td> <td>fed</td> <td>nun</td> <td>peg</td> <td></td> <td></td> </tr> <tr> <td>men</td> <td>net</td> <td>beg</td> <td></td> <td></td> <td></td> </tr> </table>	red	yellow	man	net	sin	blue	sad	red	yan	bed	tin	win	hen	ten	hum	wed	mop	orange	rug	bed	rug	bed	hop		tug	leg	mud	set			sun	fed	nun	peg			men	net	beg				<p>What's In</p> <p>1. a 2. e 3. d 4. c 5. b</p>	<p>What I Know</p> <p>1. box: men underline: sin double underline: tub</p> <p>2. encircle: sat underline: sit box: net</p> <p>3. underline: tin box: jet double underline: bud</p> <p>4. triangle: son double underline: mud</p> <p>double underline: mud box: bed 5. double underline: yum double underline: hum box: ten</p>
red	yellow	man	net	sin	blue																																							
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Bautista, Lea, Dinah Bonao, Raymond Bustamante, Ana Lou Caspi, Esperanza D. Cruz, Myra R. Labay, Evelyn Mamangon, Aurea L. Mazo, Josie Mendoza, Mil F. Ponciano, Criselda DG Ochang, Rose B. Pamintuan, Ivy Romano, Jeanette V. Sison, and Jelly L. Sore. *Let's Get Better in Reading Learner's Material*. Pasig City: Department of Education, 2015, 26-27.

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