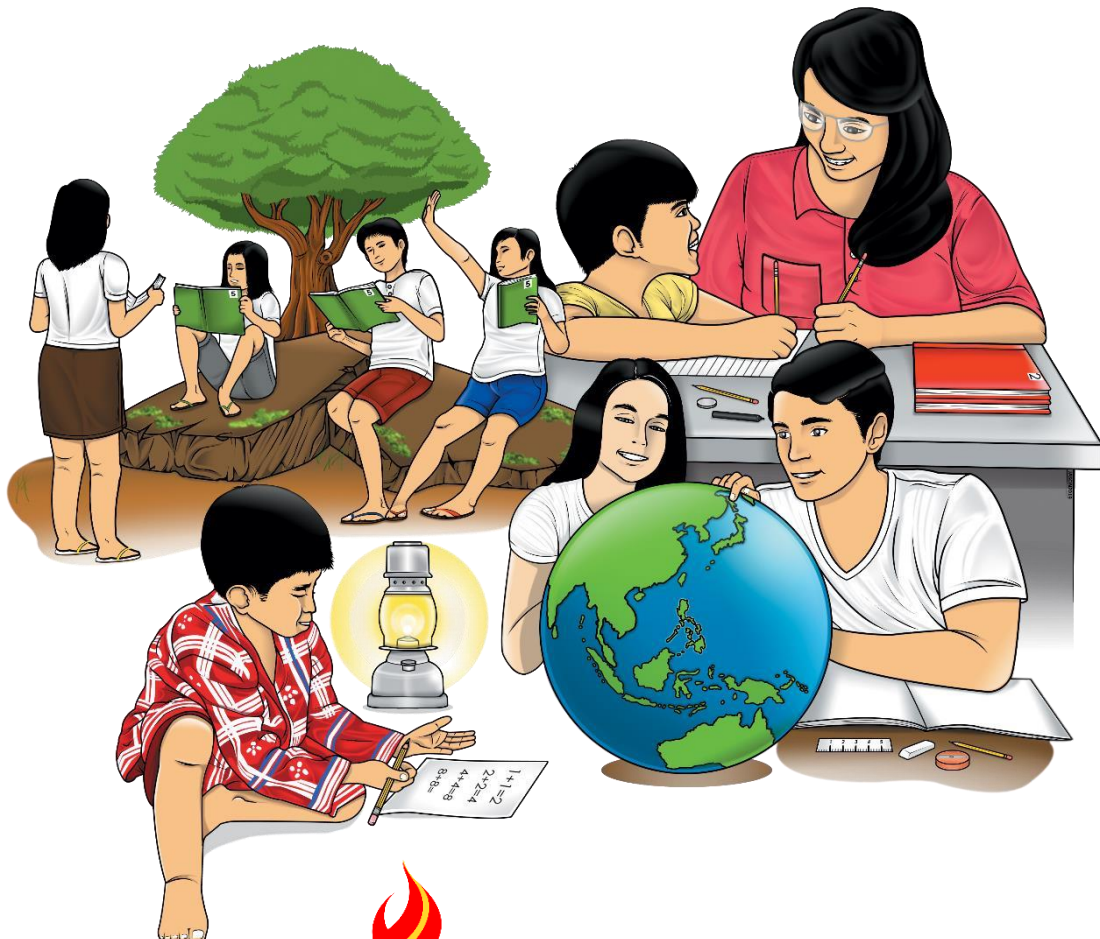


English

Quarter 2 – Module 3: Words with Initial and Final Consonant Blends



English – Grade 3
Alternative Delivery Mode Quarter 2 – Module 3: Words with Initial
and Final Consonant Blends

First Edition, 2020

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English

Quarter 2 – Module 3:
Words with Initial and Final
Consonant Blends

Introductory Message

This Self-Learning Module (SLM) was 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 whether you are ready to proceed on completing this module or you still need the 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, a box with Notes to the Teacher is also provided to give our facilitators and parents some 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. Read the instructions carefully before performing each task.

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

Thank you.



What I Need to Know

This module will help you read phrases, sentences, rhymes, poems and short stories correctly.

This has two lessons, namely:

1. Words with Initial Consonant Blends
2. Words with Final Consonant Blends

After going through this module, you are expected to read phrases, sentences, poems, rhymes and short stories consisting of words with initial consonant blends l, r, and s (EN3PWRIIa-b-22); and read words with final blends (-st, -lt, -nd, -nt, -ft) preceded by short e, a, i, o, and u (EN3PWR-IIId-e-1.1).

Enjoy your journey. Good luck!



What I Know

A. Directions: Read the questions carefully and answer them.

1. Here is a rhyme. Identify the word or words with beginning /l/ blends.

If you're happy and you know it, clap your hands!



If you're happy and you know it, stomp your feet!



2. How many /l/ blended words did you read in the rhyme above?

a. 1

b. 2

c. 3

3. Read the second line of the rhyme below. Which word has a beginning consonant blend? Write it on your paper.



Itsy Bitsy spider went out the water spout.

Down came the rain and washed the spider out.

4. Look at the pictures with words below. Which word is with beginning /r/ blend?

a.

b.

c.



clock



bread



snake

5. Which sentence has the three words beginning with consonant blends /l/, /r/, and /s/?

a. I have a blue dress with star design.

b. I like my snack, bread with butter.

B. Directions: Read the following words. Put a check mark (✓) in the box after each word with final consonant blends. Do this in your notebook.

girl		self		infant	
spend		song		gift	
band		wind		stop	
moon		boy		school	
rent		clock		sun	

How many words have you checked? Turn to page 17 (Answer Key) to see if you got the correct answers.

What can you say about your performance in this activity?

If you got 11-15, "That's Wonderful!"

If you got 6-10, "That's even better!"

If you got 9 or below, "That's fine!" Challenge yourself in the next activity.

Lesson

1

Words with Initial Consonant Blends

Blending is the skill of being able to combine sounds together to make words. It is important as you begin to read and recognize words. When you read, you have to break a word into sounds to speak it.

As you begin to read, you also learn to spell words. When you spell, you put letters together to build words.

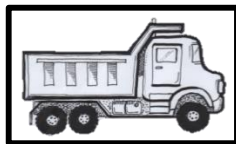
In this module, you will be able to read words with initial consonant blends (/l/, /r/, and /s/) in phrases, sentences, rhyme, poem, and short story.



What's In

Directions: Look at each picture then answer the following questions.

1. Name the picture. Which beginning blend does the word have?



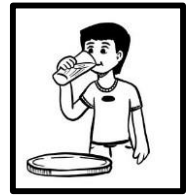
a. cl

b. tr

c. sp

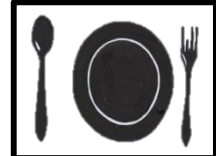
2. Give the word that describes what the boy is doing.
What beginning blend does the word have?

- a. dr b. pl c. sl



3. You use it when you eat. It has a beginning blend.

- a. water b. plate c. fork



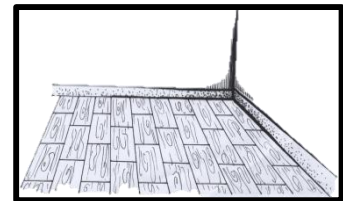
4. What is the girl doing? Which beginning blend does the word have?

- a. pr b. cr c. dr



5. What word with beginning fl blend tells about the picture?

- a. flag b. floor c. float



What's New

Directions: Read the rhyme. Each line has a word with initial consonant blends like l, r, or s. Identify and write it on your paper.
Ready? Do it now!

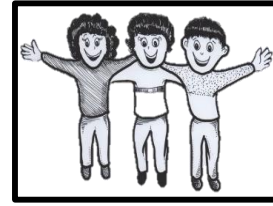
1. If you're happy and you know it, clap your hands!



2. If you're happy and you know it, stomp your feet!



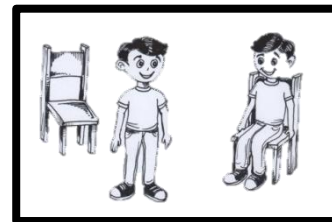
If you're happy and you know it, you're a friend!



3. If you're happy and you know it, let us play!



4. If you're happy and you know it, stand and sit!





What is It

You have just read words with beginning consonant blends in a rhyme. Blended letters of two are said together to produce sound. You don't separate these letters when you divide words into syllables.

Let's read them:

/l/ Blend

bl as in blue	cl as in clap	fl as in flag
gl as in glad	pl as in plan	sl as in slow

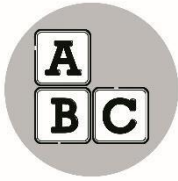
/r/ Blend

Br as in brown	cr as in crab	dr as in drum
fr as in frame	gr as in grass	pr as in pretty
tr as in tray		

/s/ Blend

sc as in scarf	sk as in skip	sl as in slim
sm as in smile	sn as in snap	sp as in spot
st as in stop	sw as in swim	

Wonderful!



What's More

Activity A

Directions: Read each set of sentences. Identify the sentence that has a word or words with initial consonant blend. Write the letter of your answer on your paper.

1. a. Vina looks smart in her dress.
b. Vina is attending a party.



2. a. Lino likes to eat mangoes.
b. Lino climbs a mango tree.



3. a. I am happy to be with my family.
b. I pray with my family every day.



4. a. I play with my small toys.
b. I have a lot of toys.



5. a. I'm glad, my playmates like my toys, too.
b. We had fun together.



Activity B

Directions: Read each sentence. Identify the words with initial blends and write them in the boxes below. Do this on your paper.

example:

	Please spell the word star correctly.		
	please	spell	star

Start here

1.	The boys counted twenty fruits.		

2.	The twins Victor and Hector blow their candles.		

3.	Father got a blue clock for free.		

4.	Snails move slowly.		

5.	Maria and Nadia sleep on their brown mat.		

Activity C

Directions:

Read the poem and identify the words with initial consonant blends.
Write them on your paper.

This is Me!

Jena Mae B. Gayta

I live once in a place, clean and free.

In our home, everything's with glee,

Father dares, mother cares,

Brother, sister, everyone shares.

Oh, happiness in the past

Now, Mother Earth's in downcast.

Teachers in school, I miss.

Classmates and friends as my bliss.



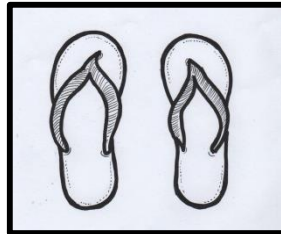
What I Have Learned

Directions: Read and answer the following questions carefully.

1. Which is a set of words with initial consonant blends?
 - a. bread, class, snail
 - b. draw, watch, play
 - c. flower, cake, birthday

2. Which phrase tells about the picture on the right?

- a. a pair of clean slippers
- b. water in the glass
- c. a dry leaf



3. Which sentence has a word with initial consonant blend?

- a. I can't sing.
- b. Tell me how it works.
- c. I would like to draw.

4-5. Read this rhyme.

How many words with initial consonant blends are in the rhyme?

Sweep the floor, dust no more.
Close the door, and stay indoor.

- a. 2
- b. 3
- c. 4



What I Can Do

Directions:

Choose and write the correct blended word for each sentence.

1. I wash my face and _____ my teeth to keep myself clean.
a. bath b. wipe c. brush
2. Every after meal, I _____ a glass of water.
a. drink b. eat c. wipe
3. In our backyard, I can see green _____ and colorful _____ .
a. spoon, fork b. roof, floor c. grass, flowers
4. My mother always reminds me to wear my _____ when I go outside our house.
a. slippers b. mask c. umbrella
5. My sister told me that she would buy _____ for our snacks later.
a. juice b. bread c. biscuits

Assessment

Direction: Read the story below.

Uptown and Downtown School Kids

Jena Mae B. Gayta

Paula and Luisa are cousins. They are both nine years old. Paula is good in paper cutting while Luisa is good in playing interactive games.

In Paula's hometown, her mother trains her to be independent and creative. She has blue, green and pink paper dresses for her paper dolls. During school days, she prepares her packed lunch herself. She walks in going to her school. At lunch, she eats by herself.

Meanwhile, Luisa's nanny takes care of her. All she does is playing games using her tablet and laptop. During school days, her father takes her to school. Her nanny prepares and assists her during lunch.

When Paula and Luisa meet, they are happy together. Paula teaches Luisa how to make toys made of paper. While Luisa teaches Paula in playing games using the tablet.

Question:

What initial consonant blended words are used in the story?

List only 5 words.

1.	
2.	
3.	
4.	
5.	



Additional Activity

Directions: Read and check the box if you read the phrases, the sentences and the rhyme correctly.

- 1. twenty black face masks
- 2. green grass near the garden
- 3. Why is the sky blue?
- 4. I see a brown snail on the plant's leaf.
- 5. Eat balanced meals every day to keep you strong and healthy.



Answer Key

<p>Additional Activity</p> <p>Check all items.</p>	<p>Assessment</p> <ol style="list-style-type: none"> 1. playing 2. trains 3. creative 4. blue 5. green 6. dresses 7. prepares 	<p>What I Can Do</p> <ol style="list-style-type: none"> 1. c 2. a 3. c 4. a 5. b
<p>What's More</p> <p>Activity 1</p> <ol style="list-style-type: none"> 1. a 2. b 3. b 4. a 5. a <p>Activity 2</p> <ol style="list-style-type: none"> 1. twenty, fruits 2. twins, blow 3. blue, clock, free 4. snails, slowly 5. sleep, brown <p>Activity 3</p> <p>place clean tree glee classmates friends bliss brother shares</p>	<p>What I Have Learned</p> <p>What's In</p> <ol style="list-style-type: none"> 1. b 2. a 3. b 4. a 5. b 	<p>What I Know</p> <p>A.</p> <ol style="list-style-type: none"> 1. clap 2. a 3. spider 4. b 5. a <p>B.</p> <p>girl, spend, band, rent, self, song, wind, clock, infant, gift</p> <p>What's New</p> <ol style="list-style-type: none"> 1. clap 2. stomp 3. friend 4. play 5. stand

Lesson

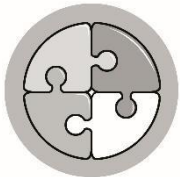
2

Words with Final Consonant Blends

Decoding is a key skill for learning to read. It involves using letter-sound relationships to pronounce written words.

Spelling is also a significant skill that improves reading ability. When you develop phonemic awareness and symbol imagery, you are ready to learn to spell. With this, you will be able to understand the things you hear and integrate it into writing.

In this lesson, you will learn to read, spell and understand the meaning of words with final consonant (-nd, -nt and -ft) blends and likewise, to learn to spell and understand the meanings of these words through actions and use them in sentences.

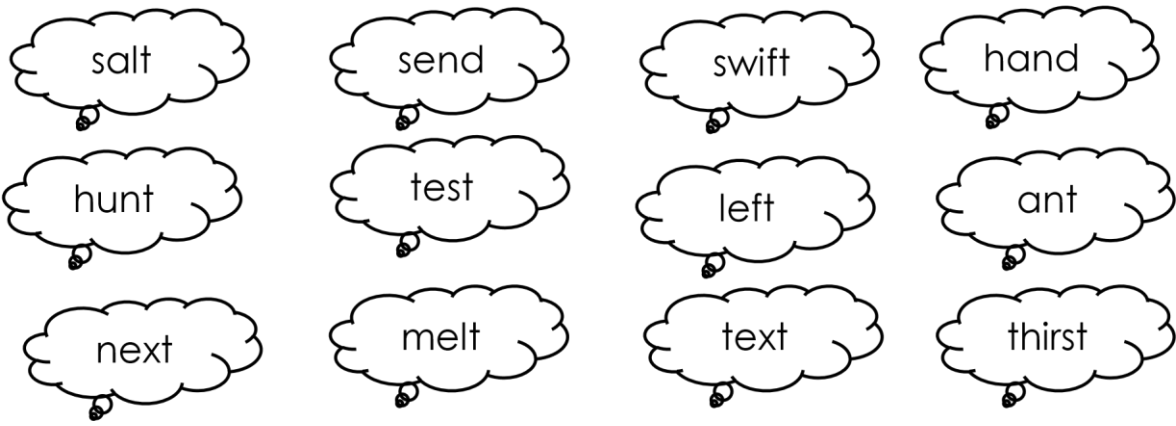


What's In

Directions: Read and copy the words in the table below according to their final consonant blends.

Example:

-st	-lt	-nd	-nt	-ft
best	belt	bend	sent	left




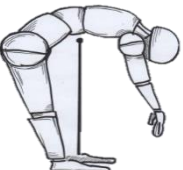
	-st	-lt	-nd	-nt	-ft	-xt
1.						
2.						

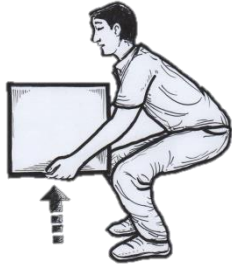




What's New

Directions: Name each picture. Supply the missing final blend.

Read the blended words you formed.

1.		<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">-nd</td> <td style="padding: 5px;">-nt</td> <td style="padding: 5px;">-ft</td> </tr> </table>	-nd	-nt	-ft
-nd	-nt	-ft			
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">t e _____</div>			
2.		<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">-nd</td> <td style="padding: 5px;">-nt</td> <td style="padding: 5px;">-ft</td> </tr> </table>	-nd	-nt	-ft
-nd	-nt	-ft			
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">be _____</div>			

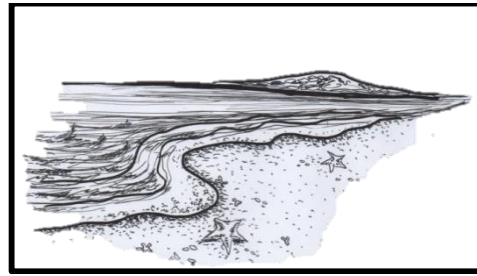
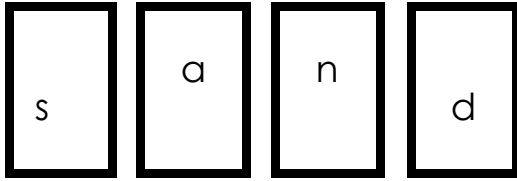
3.		<table border="1"> <tr> <td>-nd</td> <td>-nt</td> <td>-ft</td> </tr> </table> <div style="border: 1px solid black; padding: 5px; display: inline-block;">li _____</div>	-nd	-nt	-ft
-nd	-nt	-ft			
4.		<table border="1"> <tr> <td>-nd</td> <td>-nt</td> <td>-ft</td> </tr> </table> <div style="border: 1px solid black; padding: 5px; display: inline-block;">i n f a _____</div>	-nd	-nt	-ft
-nd	-nt	-ft			
5.		<table border="1"> <tr> <td>-nd</td> <td>-nt</td> <td>-ft</td> </tr> </table> <div style="border: 1px solid black; padding: 5px; display: inline-block;">p o _____</div>	-nd	-nt	-ft
-nd	-nt	-ft			



What is It

Blending is the skill that helps you read simple sight words and words that are not familiar to you. It involves pushing together the sounds of the letters in order to create the whole word.

Try to read the word 'sand'. You slowly say the sound of each letter (s-a-n-d) and say the sounds quickly together to read the word 'sand'. This word has two consonants at the end (-nd). When the word 'sand' is pronounced, you can clearly hear the sounds of both of these letters, making it a consonant blend.



Say it again... (s-a-n-d) sand

Let's clap it this time... s - a - n - d

1 - 2 - 3 - 4 (4 claps) I

love to make sand castles at the beach.

Sand means _____ .

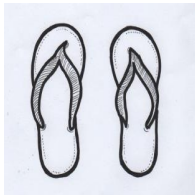
Now, try to produce the sounds of each letter of the following words. Then read the words.

e + n + d = end (3 claps)

a + n + t = ant (3 claps) s

+ o + f + t = soft (4 claps)

These words have final consonant blends in which two consonant letters are joined together at the end of the words.




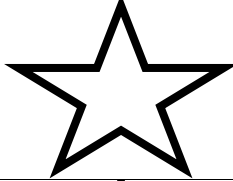

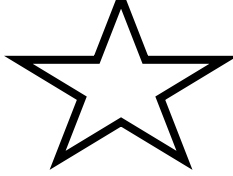
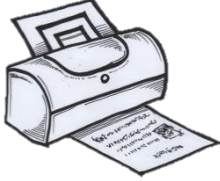
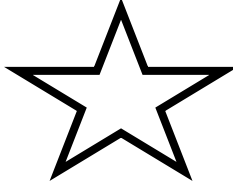

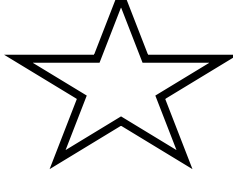

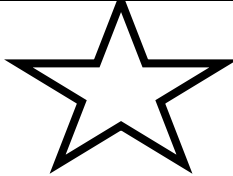
What's More

Activity A


Directions: Read and identify the final consonant blend in each of the following words. Write 1, 2, or 3, inside the



-nd (1)	-nt (2)	-ft (3)
------------	------------	------------

1.	 gift	
2.	 paint	
3.	 print	
4.	 land	
5.	 left	

Activity 2

Directions: Read the words inside the  . Then check (✓) the word with final consonant blend. Choose one word to complete the sentence.

cent

friend

bend

1. Bella is a good _____ of mine.

print

rent

wind

2. I need to _____ my project tonight.

plant

tent

pond

3. We _____ vegetables in our garden.

hunt

find

want

4. I lost my toy and I have to _____ it.

send

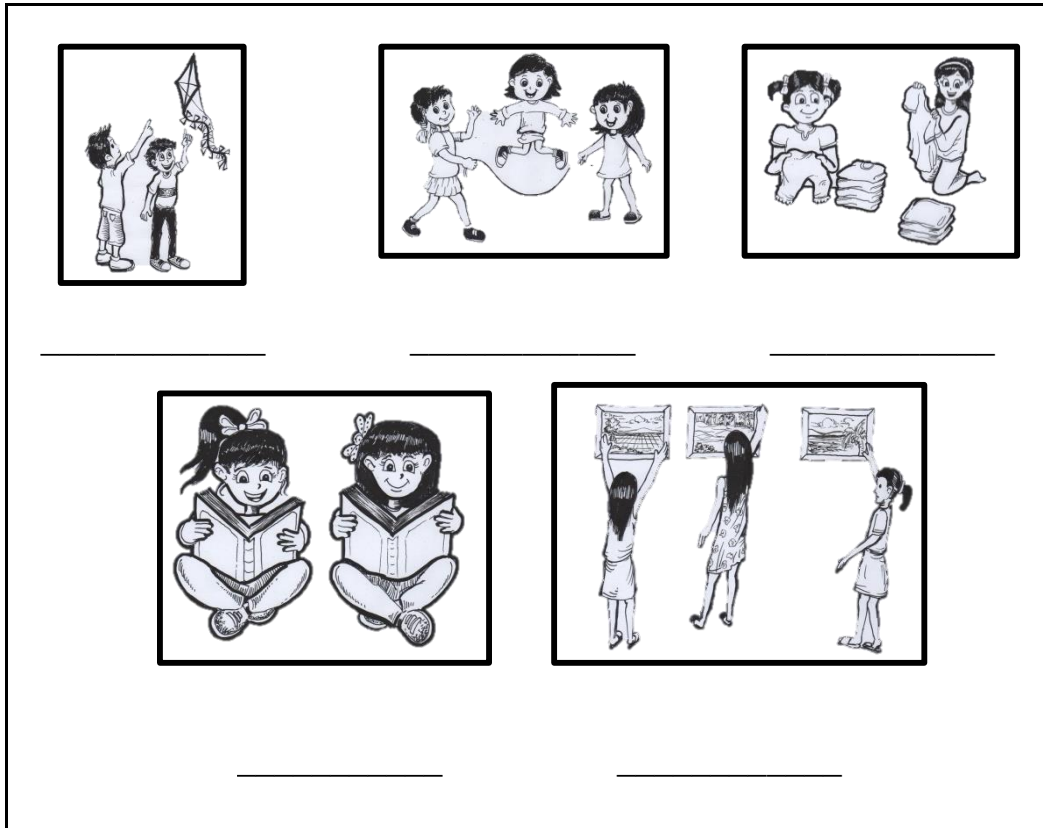
stand

gift

5. My teacher gives me a _____ because I do good in class.

Activity 3

Directions: Act out what you see in each picture. Spell each action word and read. Use an action word in each sentence below.



1. The children help their mother. They _____ their own clothes.
2. Every afternoon, the girls _____ their books and read.
3. After reading, they paint and _____ them on the walls.
4. In their leisure, the girls _____ on a rope.
5. Rico and Roy _____ at the flying kite.



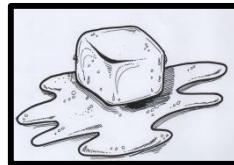
What I Have Learned

Directions: Read the questions carefully and answer them.

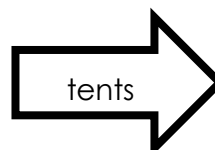
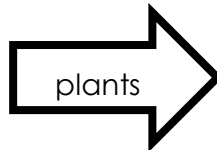
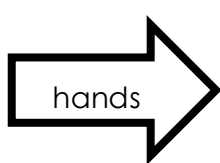
1. Which set of words has beginning consonant blends?
a. ask, melt, told b. frog, snake, spider
2. Which set of words has final consonant blends?
a. clean, green, place b. salt, cent, bend
3. Choose the set of words that rhyme.
a. fold, told, hold b. stand, spend, friend

4. What does the picture show?

- a. The ice melts.
- b. The dice blends.



5. Read the words with final consonant blends. Use one word to complete the sentence below.



I love to see green _____ around our house.



What I Can Do

Directions: Write the missing final consonant blends, then read the blended word you formed. Use the word to complete the sentence.

1. I _____ to play with my classmates.

w	a	_____
---	---	-------

2. My mother _____ me that I could play with them soon.

t	o	_____
---	---	-------

3. So, I _____ all my toys and arrange them by myself.

i	i	_____
---	---	-------

4. After that, I turned on the TV using my _____ hand.

l	e	_____
---	---	-------

5. So funny, I watched the ducklings swimming in the _____.

p	o	_____
---	---	-------



Assessment

Directions: Search for words with final consonant blends. Write the 5 blended words on the shape. Then fill in the blank with the correct word with consonant blend to complete each sentence.

l	e	l	b	a	g	i	f	t
p	y	w	e	n	t	e	i	q
t	o	b	l	c	h	a	n	d
t	e	s	t	r	t	t	d	i



1. My mother _____ to Mati last week.
2. I study so that I will have high score in the _____ .
3. Every birthday of mine, my granny gives me a _____ .
4. I love to trace my _____ on a sheet of paper.
5. My pant is too loose, I need to use a _____ .



Additional Activities

Directions: Read each sentence. Copy the word or words with final consonant blend in each sentence.

Example:

I have tasted the best dish that my mother cooked.
best

Start here:

1.	In the land of our grandpa, there are fresh fruits and vegetables.
2.	Sometimes, we spend our weekend there.
3.	We work and play together. It's fun!
4.	I also use my cellphone and I send my classmates some messages.
5.	Before the sunset, we fold the mat and tent we use during our nap time.



Answer Key

<p>Additional Activity</p> <ol style="list-style-type: none"> 1. land 2. spend, weekend 3. work 4. send 5. fold, tent 	<p>Assessment</p> <ol style="list-style-type: none"> 1. went 2. test 3. gift 4. hand 5. belt 	<p>What I Have Learned</p> <ol style="list-style-type: none"> 1. b. 2. b. 3. a. 4. a. 5. plants <p>What I Can Do</p> <ol style="list-style-type: none"> 1. want 2. told 3. lift 4. left 5. pond
<p>What's More</p> <p>Activity 1</p> <ol style="list-style-type: none"> 1. gift (3) 2. paint (2) 3. print (2) 4. land (1) 5. left (3) <p>Activity 2</p> <ol style="list-style-type: none"> 1. friend 2. print 3. plant 4. find 5. gift <p>Activity 3</p> <ol style="list-style-type: none"> 1. fold 2. hold 3. post 4. jump 5. point 	<p>What's In</p> <p>-st test, thirst</p> <p>-t salt, melt</p> <p>-nd send, hand</p> <p>-nt hunt, ant</p> <p>-ft swift, left</p>	<p>What I Know</p> <p>spend ✓</p> <p>band ✓</p> <p>rent ✓</p> <p>wind ✓</p> <p>infant ✓</p> <p>gift ✓</p>

References

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5 Effective Strategies for Teaching Decoding Skills. January 26, 2016. We Are Teachers Staff.

<https://www.weareteachers.com/5-effective-strategies-for-teaching-decoding-skills/>

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