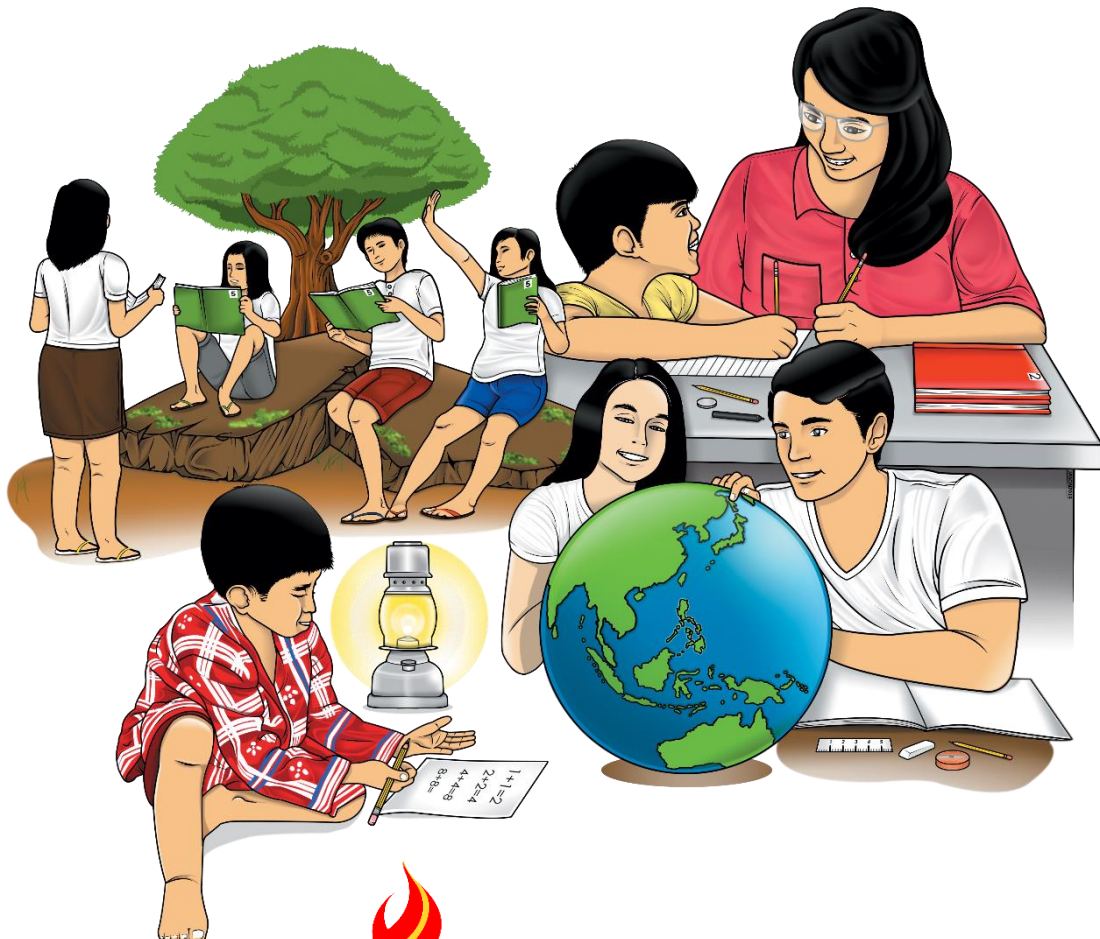


English

Quarter 2 – Module 6: You Spell!



English – Grade 3
Alternative Delivery Mode
Quarter 2 – Module 6: You Spell!
First Edition, 2020

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English

Quarter 2 – Module 6:
You Spell!

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

In this module, you will learn how to identify sounds, count syllables, and spell words with consonant digraphs /ch/ and /sh/ and final consonant blends.

The module is subdivided into two lessons, namely:

1. Meet the Consonant Digraphs /ch/ and /sh/
2. Understanding, Spelling-Out and Decoding Final Consonant Blends

After completing this module, you are expected to spell words with initial and final consonant digraphs /ch/ and /sh/ (**EN3S-II d-e-4.1**) and final consonant blends (**EN3S-II g-h-4.2**); and identify sounds and syllables in words.

You may start now. Good luck!



What I Know

A. Directions: Read and understand the sentence inside the box. Then, answer the following questions carefully. Choose the letter of the correct answer and write it on a separate sheet of paper.

Cheen, together with the children in the village, loves to eat grilled fish and shells cooked with soup at the beach.

1. Based on the sentence above, which of the following words has the final consonant *sh*?

- a. fish b. shells c. soup d. Cheen

2. How many sounds does the answer in question number 1 have?

- a. 2 b. 3 c. 4 d. 5

3. How many sounds does the word *shells* have?

- a. 3 b. 4 c. 5 d. 6

4. How many syllables does the word *children* have?

- a. 1 b. 2 c. 3 d. 4

5. How many sounds are there in the word *beach*?

- a. 5 b. 4 c. 3 d. 2

B. Directions: Choose the letter of the correct answer. Write it on a separate sheet of paper.

1. Which of the following illustrations gives meaning to the word "melt"?

a.



b.



c.



2. What word does the picture represent?

a. dust

b. test

c. belt



3. How do you spell the word in this drawing?



a. rest

b. nest

c. west

4. Which of the following sentences uses the word “best” correctly?

a. Rose is best than Erika.

b. We will best this afternoon.

c. Jose promised to do his best in the final examination.

5. My plants wilt in the heat. They need water. Which of the following gives meaning to the word “wilt”?

a. a state of being fresh

b. grow healthy

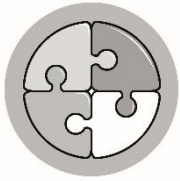
c. lose freshness

Lesson

1

Meet the Consonant Diagraphs /ch/ and /sh/

Do you know that we can encounter and read words with initial and final consonant digraphs *ch* and *sh* in our daily activities?



What's In

Let's do the following.

Directions: Spell the words correctly through the given clues. Then write a sentence for each word. Do this on a separate sheet of paper.

Example: hasc (this is used to buy goods and services)

Answer: cash

1. abech (a place where people enjoy swimming or sun bathing)
2. crsha (an incident where two vehicles violently collide)
3. shlel (the hard protective outer covering of an animal)
4. chchru (a building where people praise and worship)
5. tthboorush (a thing used to clean teeth)



What's New

A. Read the story below.

"Cheerful Krish"

by: Crissel Joy Ann M. Angon

Krish is a cheerful girl with rosy cheeks and shaggy hair who lives in a village called March. She likes to walk with Cholo, her puppy, around the village. Krish loves to eat grilled fish or shells cooked with soup. The villagers admire Krish's cheerfulness.

One night, a typhoon destroyed everything the villagers cherished. The villagers felt sad. Krish gathered all the children in the village and shared her plans on cheering up their families. They agreed to give flowers to their parents. Because of Krish's cheerfulness, the entire village is once again full of happiness and positivity.

Comprehension Questions

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

1. Who is the main character in the story?
 - a. The villagers
 - b. Krish
 - c. children
 - d. Father

2. How was Krish described in the selection?
 - a. cheerful
 - b. devastated
 - c. ungrateful
 - d. playful

3. What destroyed everything the villagers cherished?
 - a. fire
 - b. storm
 - c. typhoon
 - d. earthquake

4. Based on the story, which of the following defines the word **cheerful**?
 - a. full of sadness and pain
 - b. full of excitement and play
 - c. full of destruction and sadness
 - d. full of happiness and positivity

5. What is the lesson of the story?
 - a. giving hope in times of pain
 - b. enjoying life to the fullest
 - c. sharing blessings
 - d. valuing life

B. Read the poem below.

"Flashback"

by: Joyces Mae T. Arlalejo

I wish I could turn back the time,
When one is free to do the chime,
To show and match each other's pride,
To sit on each chair side by side.

I wish I could play freely outside,
Running around as a charming child,
Sharing thoughts and chasing cheers,
Shine in happiness throughout the years.

Suddenly things have changed when this pandemic appears,
Unable to hold back I shed in tears,
Left with no choice but to fight the fear,
To pray to God this soon will disappear.

Comprehension Questions

Directions: Answer the following questions. Write your answers on a separate sheet of paper.

1. What is the title of the poem?
2. Who is the author of the poem?
3. What does the author want to do in the first stanza?
4. What does the author want to do in the second stanza?
5. How does the author cope with the situation as expressed in the last stanza?



What is It

In the story “Cheerful Krish”, there are words with consonant digraphs *ch* and *sh*. Can you identify those words?

Every letter has corresponding sound. You can count the syllables as you pronounce the word correctly. You may count the syllables by clapping on each syllable or every time you open your mouth to pronounce. It is easy to read and spell words if you know how to identify the sounds and count syllables in words.

Look at the following words taken from the story with their corresponding sounds and syllables.

Words	Sounds	Total Sounds	Syllable/s	Total Syllable/s
Krish	/k/ /r/ i/ /sh/	4	Krish	1
cheerful	/ch/ /i/ /r/ /f/ /ə/ /l/	6	chir • fəl	2
shaggy	/sh/ /a/ /g/ /ē/	4	shag • gē	2
shells	/sh/ /e/ /l/s/	4	shels	1
child	/ch/ /ī/ /(-ə)/ /l/ /d/	4	'chī(-ə)ld	1

Sound Symbols:

- /ē/ - i
- /ə/ - u
- /ī/ - i (ay)

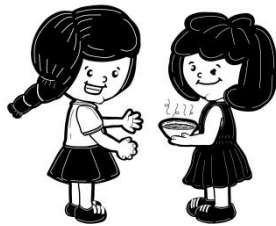


What's More

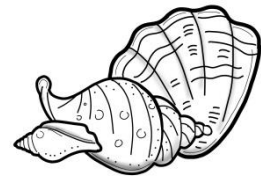
Activity A.1: Spell Me, Please!

Directions: Spell the following words correctly by identifying their initial or final consonant digraphs /ch/ or /sh/. Write the correct answers on a sheet of paper.

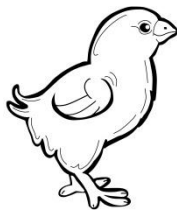
1. ___ are



4. ___ ells



2. ___ ick



5. bea ___



3. fi ___



Activity A.2 How Do I Sound?

Directions: Identify the number of sounds and syllables in each of the following words. Follow the pattern inside the parenthesis and write the correct answer on a separate sheet of paper.

Example: shells - (4 sounds and 1 syllable/s)

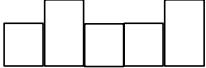
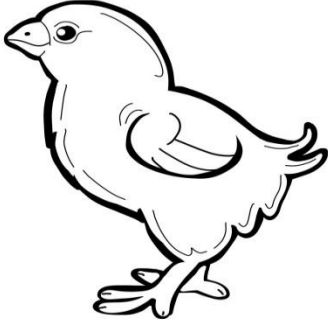
1. children - (___ sounds and ___ syllable/s)
2. chant - (___ sounds and ___ syllable/s)
3. Cholo - (___ sounds and ___ syllable/s)
4. fish - (___ sounds and ___ syllable/s)

5. March - (___ sounds and ___ syllable/s)

Activity B.1 Count On Me!

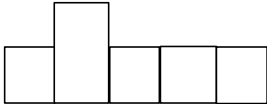

Directions: Identify each picture below. Write the name inside the boxes. Then, count the sounds and syllables of each name. Write your answer on a sheet of paper.

1.



___ sound/s ___ syllable/s

2.



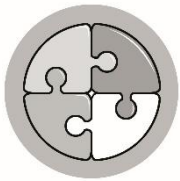
___ sounds ___ syllable/s

Lesson

2

Understanding, Spelling-Out and Decoding Final Consonant Blends

We can understand, spell-out, and decode the words with final consonant blends by noting details and following directions.



What's In

Let's do the following.

Directions: Do the following steps. Do this on a separate white sheet of paper.

1. Draw a big circle.
2. Inside the circle, draw a heart.
3. Inside the heart, write your favorite subject.



What's New

Directions: Read the story below. Then, answer the questions that follow.

“Regretful Selt”

by: Crissel Joy Ann M. Angon

Once there was a naughty boy named **Selt** who lived in a town called **West**. **Selt** enjoyed hurting the animals with his **belt** and destroying the bird's **nest** with his **fist**.

One day, a man passed by and saw a poor cat ran **fast** as **Selt** chased it quickly. That night, while **Selt** was sleeping, the man appeared in his dream. “Do you know the **cost** of your actions?” he said. “The next time you will hurt those animals, I will turn you into **dust!**” the man shouted. **Selt** woke up crying and promised never to harm animals again.

Comprehension Questions

1. Who is the main character in the story?
 - a. the man
 - b. Selt
 - c. cat
2. Where did Selt live?
 - a. in a town called West
 - b. in a town called East
 - c. in a town called North
3. What did Selt enjoy doing?
 - a. Selt enjoyed hurting animals with his belt and destroying the bird's nest with his fist.
 - b. Selt enjoyed swimming in the river.
 - c. Selt enjoyed climbing trees.

4. Were Selt's actions right? Why?
- a. Yes, because he was taking care of the animals.
 - b. No, because he was hurting the animals.
 - c. Yes, because he is a young boy.
5. What could have been the cost of Selt's actions?
- a. Selt could have been turned into an ant.
 - b. Selt could have been turned into a bird.
 - c. Selt could have been turned into dust.



What is It

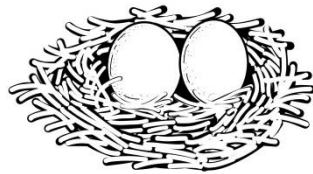
In the story, "Regretful Selt", did you notice the words with bold letters? How do you read those words? In the story, there are words with final consonant blends **-st** and **-lt** preceded by short e, a, i, o, and u. Can you tell the meaning of these words?

Read the following words.

<u>-st</u>	<u>-lt</u>
West	Selt
nest	belt
fast	
fist	
cost	
dust	

If you observe, the words above end with consonant blends (-st, and -lt) and preceded by short e, a, i, o, and u.

Now, try to understand the meaning of the following words through drawing and as used in sentences.



a. **nest**

The bird's **nest** has two eggs.



b. **fist**

The boy realized that destroying the bird's nest with his **fist** is not a good deed.



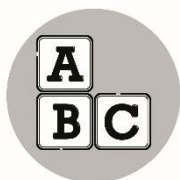
c. **dust**

"The next time you will hurt those animals, I will turn you into **dust**!"



d. **belt**

He is wearing a leather **belt**.



What's More

Activity A: Draw Me

There are different ways to show understanding of the meaning of a word. One of these is through drawing.

Directions: Think of 2 words with final consonant blends (-st, -lt) preceded by short e, a, i, o, and u. Draw each word and write one sentence.

Rubric for Drawing

Criteria	Yes	No
Correctness of the drawing – It should match with the word. (2 points)		
Creativity (2 points)		
Clarity and neatness (1 point)		

Activity B: Identify Me!

Directions: Spell out the following words with final consonant blends (-st, -lt) preceded by short e, a, i, o, and u. Then, read each word.

	<u>-st</u>		<u>-lt</u>	
West	dust	Selt	jolt	
nest	list	belt	cult	
fast	must	bolt	fault	
fist	gust	malt	guilt	
cost	lost	salt	silt	



What I Have Learned

Fill in the blanks. Do this in your notebook.

1. The words test and belt have consonant _____.
2. The words beach and shore have consonant _____.
3. Every letter in the word best has _____.
- 4-5. The word shelter has _____ sounds and _____ syllables.



What I Can Do

Let us see what you can do.

- A. Directions: Identify and name the pictures below. Then, count the sounds and syllables of each word. Write the correct answer on a sheet of paper.



B. Directions: Look around. Name a thing that has final consonant blend (-st, or -lt) preceded by short e, a, i, o, and u. Draw that thing. Read the word and spell it out. Then, use it in a sentence.

Rubric for Drawing

Criteria	Yes	No
Correctness of the drawing – It should match with the word. (2 points)		
Creativity (2 points)		
Clarity and neatness (1 point)		



Assessment

A. Directions: Match the scrambled letters in Column A with their correct spelling in Column B. Write the correct answers on a separate sheet of paper.

Column A

1. shreo
2. wtich
3. irch
4. awsh
5. shca

Column B

- A. wash
- B. watch
- C. cash
- D. rich
- E. witch
- F. shore

B. Directions: Using the correctly spelled words above, identify the sounds and count the syllables of each word. Write the correct answer on a separate sheet of paper.

1. Correctly spelled word: _____ (Please refer to number 1)
 - a. 1 sound and 1 syllable
 - b. 2 sounds and 1 syllable
 - c. 3 sounds and 1 syllable
 - d. 4 sounds and 1 syllable

2. Correctly spelled word: _____ (Please refer to number 2)
- a. 4 sounds and 1 syllable
 - b. 3 sounds and 3 syllables
 - c. 3 sounds and 1 syllable
 - d. 1 sound and 1 syllable
3. Correctly spelled word: _____ (Please refer to number 3)
- a. 1 sound and 2 syllables
 - b. 3 sounds and 1 syllable
 - c. 3 sounds and 2 syllables
 - d. 4 sounds and 1 syllable
4. Correctly spelled word: _____ (Please refer to number 4)
- a. 3 sounds and 1 syllable
 - b. 2 sounds and 2 syllables
 - c. 3 sounds and 3 syllables
 - d. 4 sounds and 4 syllables
5. Correctly spelled word: _____ (Please refer to number 5)
- a. 4 sounds and 3 syllables
 - b. 2 sounds and 1 syllable
 - c. 3 sounds and 4 syllables
 - d. 3 sounds and 1 syllable

C. Directions: Arrange the following scrambled letters to get the correct spelling of the words and then read them. Write the correct words on a sheet of paper.

1. srut- n. (the reddish coating formed on iron especially when chemically attacked by moist air and composed essentially of hydrated ferric oxide)

2. Itbe- n. (a material worn around the waist)
3. tset- n. (a series of questions or exercises to measure the skill, knowledge, intelligence, capacities or aptitudes of an individual or group)
4. olbt- n. (a movable bar or rod that when slid into the socket fastens a door, window, etc.)
5. tlha- v. (to bring to a stop)



Additional Activities

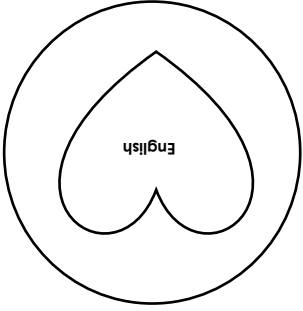
Let's see what else you had learned.

- A. Directions: Identify 5 things that can be found at home that have initial or final consonant digraphs /ch/ or /sh/. Spell the words correctly. Then, count the sounds and syllables of each word.
- B. Read and spell out the words with final blends (-st and -lt) preceded by short e, a, i, o, and u. Choose one word and write a sentence.

One day, a man passed by and saw a poor cat that ran fast as Selt chased it quickly.



Answer Key

<p>Lesson 2: What's In Answers inside the heart vary</p>  <p>What's New</p> <ol style="list-style-type: none"> 1. b 2. a 3. a 4. b 5. c 	<p>What's More Activity B.1 Count On Me! 1. chick - 3 sounds & 1 syllable 2. share - 3 sounds & 1 syllable</p> <p>Activity B.2 Fill Me Out! Across: 2. chime 3. shine 6. flashback 8. match</p> <p>Down: 1. charm 4. child 5. sharing 7. chair</p>	<p>What's More Activity A.1 3. share 4. chick 5. fish 6. shells 7. beach</p> <p>Activity A.2 1. children - 7 sounds & 2 syllables 2. chant - 4 sounds & 1 syllable 3. Cholo - 4 sounds & 2 syllables 4. fish - 3 sounds & 1 syllable 5. March - 4 sounds & 1 syllable</p>
<p>What's New Comprehension Questions:</p> <p>A. 1. b 2. a 3. c 4. d 5. a</p> <p>B. 1. Flashback 2. Joyces Mae T. Aralajo 3. She wants to turn back the time. 4. She wants to play freely outside. 5. She fights for her fears and pray to God that this pandemic will disappear.</p>	<p>LESSON 1: What's In</p> <ol style="list-style-type: none"> 1. beach sample sentence: Karen will celebrate her birthday at the beach. 2. crash sample sentence: There was a crash but none of my classmates were wounded. 3. shell sample sentence: I found a shell on my way home. 4. church sample sentence: Jaime goes to church every Sunday. 5. Toothbrush sample sentence: Vinci changes his toothbrush every month. 	<p>What I Know</p> <p>A. 1. a 2. b 3. b 4. b 5. c</p> <p>B. 1. c 2. a 3. b 4. c 5. c</p>

What I Have Learned

1. blends
2. digraphs
3. sound
4. 6
5. 2

What I Can Do

A. church (4 sounds and 1 syllable)
shoes (3 sounds and 1 syllable)

B. Sample answers
1. salt (illustration)
My mother uses salt every time she cooks vland.
2. list (illustration)
Aidan has a list of things he will bring for their family outing.

Additional Activity

A. Sample Answers
1. brush-4 sounds and 1 syllable
2. match- 4 sounds and 1 syllable

B.

fast
Self

Sample sentence

The children ran fast after hearing a strange sound in a river nearby.

Assessment


A. 1. F
2. E
3. D
4. A
5. C

B. 1. shore - c
2. witch - a
3. rich - b
4. wash - a
5. cash - d

C. Sentences vary.
1. rust
There are rusts in the covering of the car.
2. belt
I bought an expensive belt yesterday.
3. test
Aenika passed the final test inEnglish.
4. bolt
Gio found out that there was a missing bolt in his bike.
5. halt
Ahella pulled me in a halt when a snake suddenly appeared in the street.

What's More

Activity A



Example: dust
The streets are full of dust during drought season.

Activity B
(Read the words correctly.)

What's New

Comprehension Questions:

1. b.
2. a.
3. a.
4. b.
5. c.

Reference

Department of Education, 2016, K-12 English Curriculum Guide in English Pasig City: Department of Education, 59-60.

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