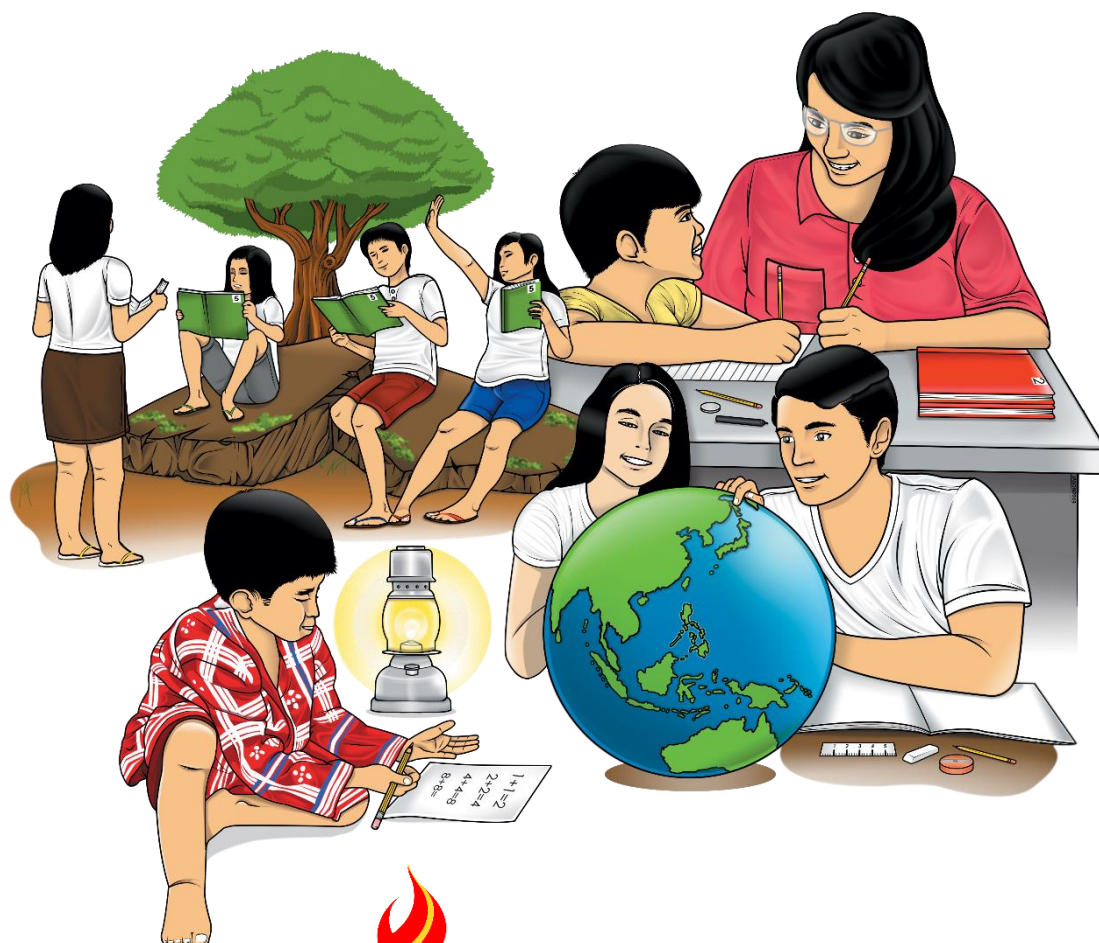


3

English

Quarter 1 – Module 10: Reading and Questioning 2-Syllable Words



English – Grade 3
Alternative Delivery Mode
Quarter 1 – Module 10: Reading and Questioning 2-Syllable Words
First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Authors: Crishiel Mae E. Lintogonan, Crissel Joy Ann M. Angon

Editors: Rizelle Grace A. Agabon, Mary Jane M. Mahinay, Leslie S. Peñanueva,
Joyces Mae T. Arlalejo, Mark Fil L. Tagsip, Nancy P. Sumagaysay

Reviewers: Lira S. Rubio, Christopher U. Gonzales

Illustrators: Bryan Ephraem E. Miguel, Melchor S. Aba-a

Layout Artist: Mark Fil L. Tagsip

Management Team: Evelyn R. Fetalvero	Reynaldo B. Mellorida
Janette G. Veloso	Maria Concepcion K. Wong
Analiza C. Almazan	Susan N. Salazar
Ma. Cielo D. Estrada	Merlyn M. Lasaca
Manuel P. Vallejo	Nancy P. Sumagaysay

Printed in the Philippines by _____

Department of Education – Region XI

Office Address: F. Torres St., Davao City

Telefax: (082) 291-1665; (082) 221-6147

E-mail Address: region11@deped.gov.ph * lrms.regionxi@deped.gov.ph

English

Quarter 1 – Module 10:
Reading and Questioning 2-Syllable
Words

Introductory Message

For the facilitator:

Welcome to the English 3 Alternative Delivery Mode (ADM) Module on **Reading and Questioning 2-Syllable Words!**

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the English 3 Alternative Delivery Mode (ADM) Module on **Reading and Questioning 2-Syllable Words!**

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:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

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.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

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.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.



Answer Key

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 was designed and written with you in mind. It is here to help you master on reading phrases, sentences and short stories consisting of 2-syllable words and questioning about them. 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 read phrases, sentences and short stories consisting of 2-syllable words and questions about them **(EN2V-Ie-j-4.1)**.

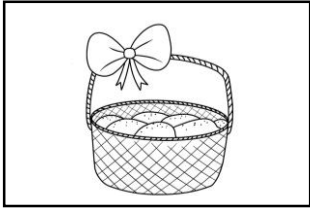
Enjoy your journey. Good luck!



What I Know

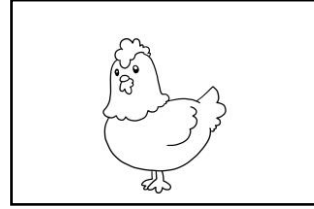
Directions: Name the picture. Fill in the blanks with the letters **a**, **e**, **i**, **o**, and **u** to complete it. Then read the words that you made.

1.



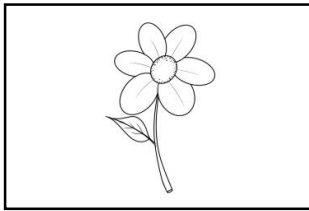
b _ s k _ t

4.



c h _ c k _ n

2.



f l _ w _ r

5.



n _ m b _ r

3.



_ n s _ c t

Lesson

1

Reading and Questioning 2-Syllable Words

Meaning of words can be shown in different ways.

In this module, you will learn to read words and show understanding of meaning of 2-syllable words consisting of short vowel sounds.



What's In

Directions: Read each sentence. Encircle the 2-syllable words with short vowel sound.

1. The basket is full of fruits.
2. The police caught the theft.
3. Fried chicken is my favorite.
4. She cooks for our dinner.
5. Jane is playing tennis.



What's New

A. Read the short story and answer the questions that follow.

Birthday Girl

It was Jane's birthday. She had a party at home. Her mom went to the market a day before her birthday. She bought her flowers, chicken meat, hotdogs and other ingredients for more dishes to prepare. Her dad filled the balloons with air. He played as a clown too and had a party popper for her. There was also a puppet show. Her friends had a party hat and she had a crown. They enjoyed the dinner and it was fun.

Comprehension Questions:

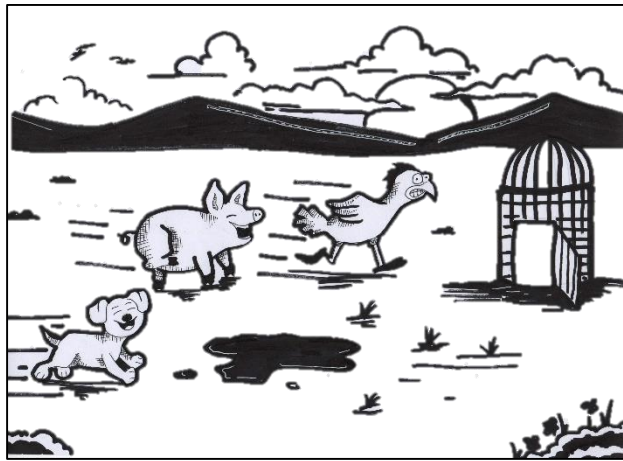
Direction: Answer the following questions.

1. Who was the birthday girl?
2. What were the things being prepared by her mom and dad?
3. Did she enjoy the party?
4. How about you? How do you celebrate your birthday?

B. Read the story below and answer the questions that follow.

Betty and Timmy
by Crissel Joy Ann M. Angon

Betty is a timid piglet while Timmy is a dashing puppy. Despite their differences, the two are best friends. They love to play in muddy water near a farmer's house.



One day, as the two are playing in the mud, a snake slowly crawls towards them ready to attack. Luckily, the farmer passes by. He quickly hits the snake in the head with a stick. Betty and Timmy are thankful to the farmer for saving their lives. They show their gratitude to the farmer by helping him chase his chickens back to their cage before sunset.



Comprehension Questions:

1. Who are the main characters in the story?
 - a. Betty and Timmy
 - b. owner and farmer
 - c. chickens and snake

2. Where did the story happen?
 - a. city
 - b. farm
 - c. forest

3. What kind of animals are Betty and Timmy?
 - a. piglet and puppy
 - b. chicken and cat
 - c. goat and snake

4. How did the farmer save Betty and Timmy?
 - a. The farmer threw a stone to the snake.
 - b. The farmer shouted to scare the snake.
 - c. The farmer hit the snake in the head with a stick.

5. What could be the lesson of the story?
 - a. valuing life
 - b. sharing blessings
 - c. accepting each other's differences



What is It

Direction: Read the following words from the story, "Birthday Girl".

chicken	flower
puppet	popper
dinner	dishes

*What have you observed with the words?

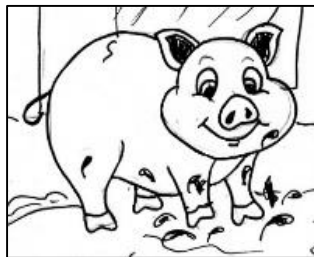
* These are 2-syllable words that have short vowel sounds.

* Have you read all the words correctly?

In the story, "Betty and Timmy", what did you observe on the words used? Have you noticed uttering twice in a word? Take note that in the story, the 2-syllable words are consisting of short /e/ to /i/ sounds. You might wonder what could be the meaning of these words, so let us understand them now.

Short /e/ 2-syllable words:

1. piglet -



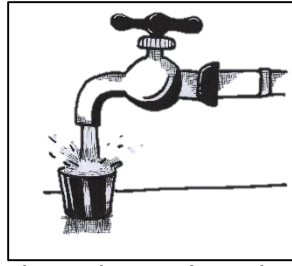
Betty is a timid piglet. (pig•let)

2. farmer-



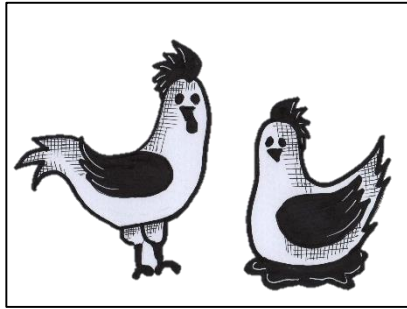
Luckily, the farmer passes-by. (far•mer)

3. water –



They love to play in muddy water near a farmer's house. (wa•ter)

4. chickens –



They show their gratitude to the farmer by helping him chase his chickens back to their cage before sunset. (chi•ckens)

Here are another examples of 2-syllable words with short vowel sounds.

den•tist

pen•cil

un•der

os•trich

hel•met

num•ber

ten•nis

rob•ber

rub•ber

tem•per



What's More



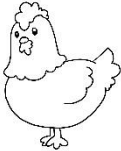

Activity 1

Directions: Underline the 2-syllable word that has a short vowel sound in each sentence.

1. They are watching a puppet show.
2. Reyes family eats dinner at the restaurant.
3. The kids are playing under the tree.
4. Five is her favorite number.
5. She loves playing tennis.

Activity 2

Directions: Read each word correctly. Match each word in Column A with the correct picture in Column B, to show its meaning. Write the letter of the correct answer on the space below each word.

Column A	Column B
1. dentist _____	a. 
2. puppet _____	b. 
3. chicken _____	c. 012345
4. number _____	d. 
5. flower _____	e. 

Activity 3

Directions: Draw the given word on a separate sheet of paper. Below the drawing, use the following words in a sentence. Then, act-out the words for 30 seconds.

- farmer
- chickens

Activity 4

Directions: Write the missing vowel letters on the space provided.
Read the two-syllable words you got.

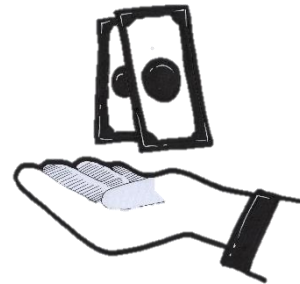
1.

n		g	g		t
---	--	---	---	--	---



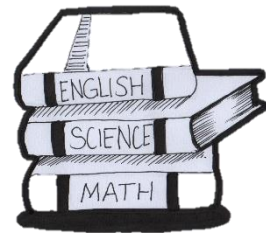
2.

r		f		n	d
---	--	---	--	---	---



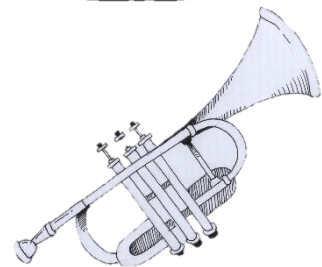
3.

s		b	j		c	t
---	--	---	---	--	---	---



4.

t	r		m	p		t
---	---	--	---	---	--	---



5.

	p	s		t
--	---	---	--	---



Remarkable, just keep going!



What I Have Learned

A. Direction: Answer the following questions below.

1. How many times do we utter 2-syllable words?
2. Give examples of 2-syllable words with short vowel sounds.
3. How can you show the meaning of words with short vowel sounds?

B. Directions: Fill in the blanks with the correct two-syllable words.

1. My father gave me _____ hundred pesos last weekend.

- a. one b. six c. seven

2. My aunt looks nervous. Her baby has a fever, so, she _____ her to the health center.

- a. rushes b. rashes c. slows

3. President Duterte agreed to _____ the opening of classes to August.

- a. receive b. suspend c. limit

4. I am nine years old and I can lift a _____ of water.

- a. bucket b. bracket c. blanket

5. I need this  to fill a container with water.

- a. funnel b. channel c. tunnel



What I Can Do

A. Use the following 2-syllable words with short vowel sounds in a sentence.

1. drummer
2. rubber
3. trumpet
4. chicken
5. number

B. Show the meaning of the following words through action.

1. tennis
2. pencil
3. number



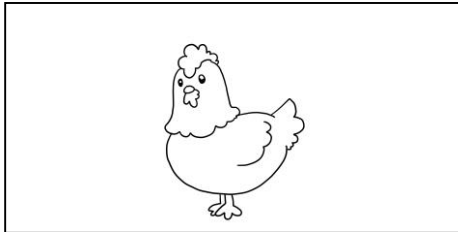
Assessment

Direction: Write a sentence about the picture.

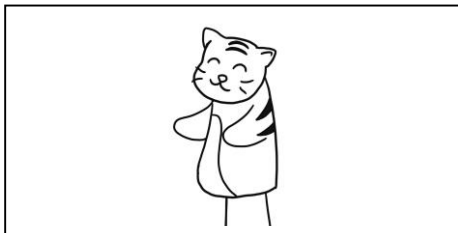
1.



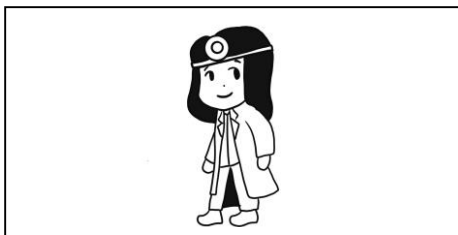
2.



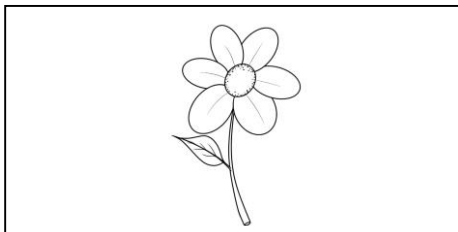
3.



4.



5.





Additional Activities

Directions: Write a short paragraph about the following topics below. Use 2-syllable words with short vowel sounds in your composition.

1. Unforgettable Summer Vacation
2. Favorite Subject



Answer Key

Assessment
 Answers may vary.
Additional Activities
 Answers may vary.

What I have Learned
 A. Answers may vary.
 B.
 1. c
 2. a
 3. b
 4. a
 5. a

What's More
Activity 1
 1. puppet
 2. dinner
 3. under
 4. number
 5. tennis
Activity 2
 1. e
 2. a
 3. d
 4. c
 5. b
Activity 3
 Answers may vary.
Activity 4
 1. nugget
 2. refund
 3. subject
 4. trumpet
 5. upset

What's New
 A. Answers may vary.
 B. Answers may vary.

What's In
 A. 1. basket
 2. police
 3. chicken
 4. dinner
 5. tennis

What I Know
 A. 1. basket
 2. flower
 3. insect
 4. chicken
 5. number

References

Department of Education, K-12 English Curriculum Guide in English
Pasig City: Department of Education, 2016, 56.

Mil Flores Ponciano et. al., Let's Get Better in English 3 Learner's
Material Pasig City: Department of Education, 2015, 29.

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph