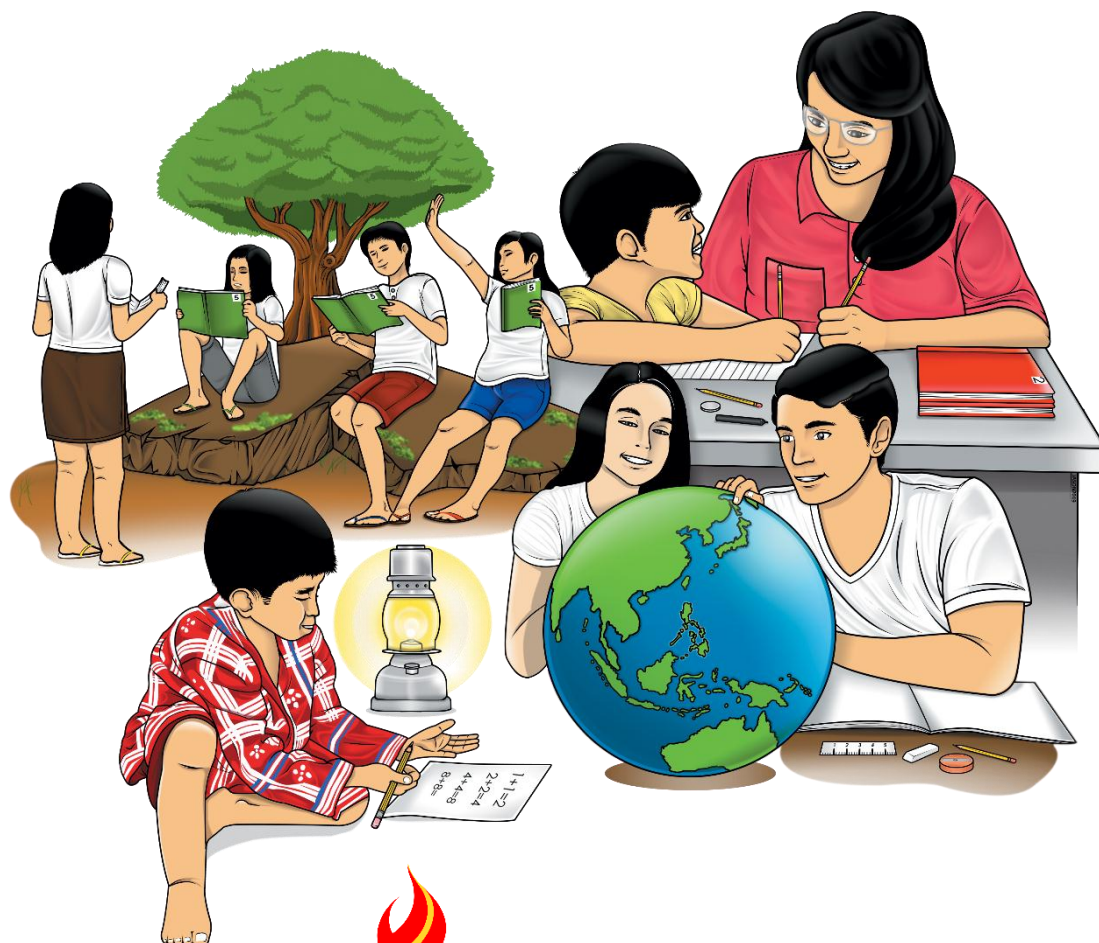


# English

## Quarter 1 – Module 2: Tell Me More about the Story Character



**English – Grade 3**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 2: Tell Me More about the Story Character**  
**First Edition, 2020**

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# English

Quarter 1 – Module 2:  
Tell Me More about the Story  
Character

# Introductory Message

For the facilitator:

Welcome to the English 3 Alternative Delivery Mode (ADM) Module on **Tell Me More about the Story Character!**

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 **Tell Me More about the Story Character!**

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 noting details about the character. 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 simple sentences and levelled stories and note details regarding character (**EN3RC-10-2.2**).

Enjoy your journey. Good luck!





## Lesson

# 1

## Characters in the Story

Do you have a favorite story? Do you find the characters who can connect to your life's experience? Let's find out how these characters affect your personality.



### *What's In*

Directions: Tell a story about the picture. Write at least three sentences about it. Use the words below to make your sentences. Be ready to share your story.

ball

brothers

flowers

coconut trees

play





## *What's New*

Direction: Read the story below.

### The Blind Black Carabao

Once upon a time, there was a blind black **carabao** who lived in a rice field. His friends were a healthy cat, a rich dog, and a selfish goat.

One day, the blind black carabao found a sack of rice. He had an idea of saving it.



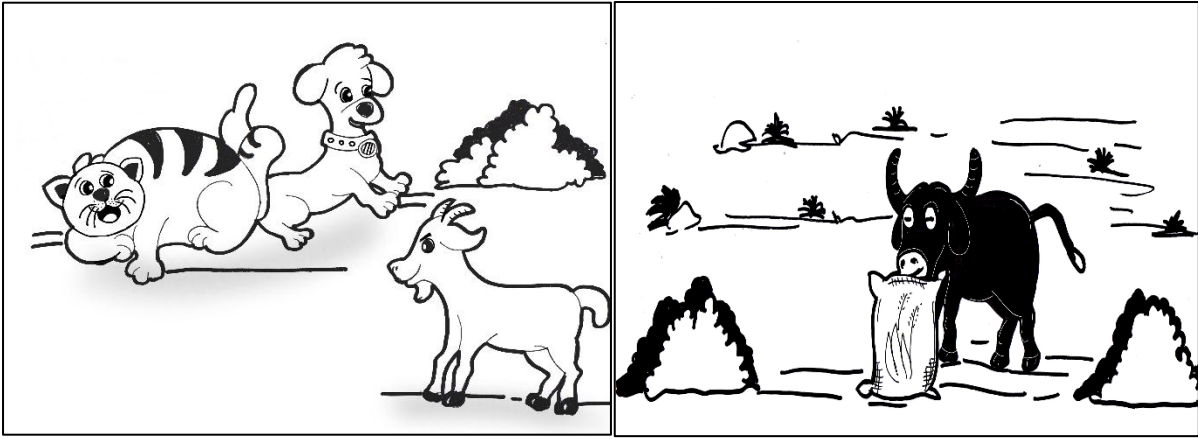
He then asked his friends, "Who will help me pick the sack?"

"Not me," purred the healthy cat.

"Oh no, not me," barked the rich dog.

"Not even me," shouted the selfish goat.

"Then I will," said the blind black carabao.



So, he carried the sack of rice by himself.

When the storm came to their place, the blind black carabao asked his friends, "Who will help me carry the sack?"

Nobody answered him. A healthy cat returned to her chair, a rich dog hid in his house and a selfish goat ran in a distant place.

"Then I will," said the blind black carabao. So, he carried the sack of rice by himself.

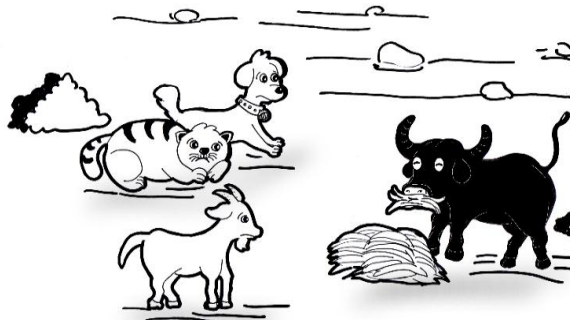
When the storm ends, all of them were very hungry. The tired blind black carabao called and asked his friends again, "Who will help me eat the rice?"

"I will," purred the healthy cat.

"I will," barked the rich dog.

"I will," shouted the selfish goat.

"No!" said the blind black carabao. "I will," Then he began to eat the rice. His friends were swallowing their saliva while looking at him eating the rice. He felt pity so he shared his food with them.



“Thank you, carabao. Even though you are blind, you are so hardworking and generous,” said his friends. “Without you, we will all die with hunger,” barked the rich dog.

“That is why you are the favorite animal of the Filipinos,” shouted the selfish goat.

“Next time let us help carabao to find some food in order for us to live,” purred the healthy cat.

“I know you can also do it, so let us help one another,” said the Carabao.



The next week, a healthy cat found some fruit seeds. They all volunteered to plant. When days passed fast, they happily harvested and shared the bounties of their harvests.

### Comprehension Questions

Direction: Answer the following questions.

1. What did he want to do with the sack of rice?
2. Which animals did he ask to help him pick and carry the sack of rice? Let's name them.
3. What did each animal say?
4. What did the blind black carabao feel?
5. If you were to choose among the characters in the story, who would you like to be? Why?

## Activity A. Describing the Characters

Think about the characters in the story "The Blind Black Carabao". Choose one of the main characters to describe in detail. Complete the chart below.

Character: \_\_\_\_\_

	Details from the text to support your story.
How would you describe the character?	
How does this character affect in the story?	
Why is this character important in the story?	
What do you feel about the character? Why do you feel that way?	



## *What is It*

**Characters** are people or animals in a story. The character who is the focus in the story is called **main character**. The characters are the actors in the story.

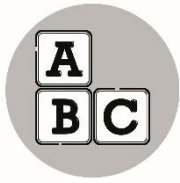
In the story, the characters are blind black carabao, rich dog, healthy cat, and selfish goat. They have their own characteristics and attitude.

For us to understand more about the character and attitude, we need to note the details in the story.

Noting details is a comprehension skill that involves choosing out a text from the story read. It is a piece of information like text or picture to fully understand the story.

How do we note details regarding character?

1. Always read the story with full understanding and internalize the text.
2. Jot down notes or highlight texts.



## *What's More*

### Activity A.1 Character Profile

One way to easily identify the characters in the story is to read and understand the whole story and by looking at the illustrations of the story. Can you still recall the characters in the story “The Blind Black Carabao?”

Choose one of the characters in the story and complete its character profile below. Copy the character profile on a separate blank sheet of paper.

Draw the character  
inside the blue circle.

Write the name of the  
character inside the  
green circle.

I am \_\_\_\_\_.

I like to \_\_\_\_\_.

I am \_\_\_\_\_.

Complete the sentences to tell  
something about the character.



## Activity A.2 It's a Message

Pretend to be a selfish goat in the story. Write on a separate blank sheet of paper your message to blind black Carabao when you did not help him to carry the sack of rice.

---

---

---

Dear Blind Black Carabao,

I am sorry, because

---

---

---

---

---

Your friend,

---

### Rubric on Writing a Letter

	4 points	3 points	2 points	1 point	TOTAL
Parts of a Letter	Five parts of a letter are included (heading, greeting, body, complimentary close, and signature)	Four parts of a letter are included (heading, greeting, body, complimentary close, and signature)	Three or two parts of a letter are included (heading, greeting, body, complimentary close, and signature)	One or none part of a letter is included (heading, greeting, body, complimentary close, and signature)	
Capitalization and Punctuation	The letter has correct punctuations and has no capitalization errors.	The letter has one or two capitalization/ punctuation errors.	The letter has three or four capitalization/ punctuation errors.	The letter has more than 4 capitalization/ punctuation errors.	
Sentence Structure	All sentences are complete and well-constructed (no fragments or run-ons). Sentences are interesting and varied.	All sentences are complete and well-constructed (no fragments or run-ons).	Most sentences are complete and well-constructed (no fragments or run-ons).	Many sentences are poorly written and structured.	

Spelling	The letter has no spelling errors.	The letter contains 1-2 spelling errors.	The letter contains 3-4 spelling errors.	The letter contains 4 or more spelling errors.	
Content	The letter contains a topic sentence and all sentences related to the topic are all presented.	The letter contains a topic sentence and all sentences related to the topic are mostly presented.	The letter contains a vague topic sentence and few sentences related to the topic are not presented.	The letter does not contain a topic sentence and no sentences related to the topic is not presented.	

### Activity B. Choose Me

In your notebook, draw the character that shows good attitude in the story. Write at least 2-3 sentences about your drawing.

### Rubric on Drawing

	3 points	2 points	1 point	TOTAL
Clarity	Easy to interpret	Make some sense	Hardly make sense	
Content	Shows clear understanding of concept	Shows a fair understanding of concepts	Hardly shows understanding of concepts	
Creativity	Shows competent quality of work with better artistic imagination	Shows fair quality of work with good artistic imagination.	Shows poor quality of work with no artistic imagination.	



## *What I Have Learned*

Direction: Answer the following questions.

- A. How will you identify the character(s) in the story?
- B. What do you call on the character who is the focus in the story?
- C. How will you write the details on the character in the story?



## *What I Can Do*

Directions: Write the name of your family members and their characteristics in the table.

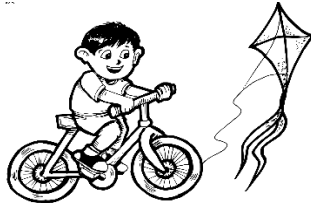
Name	Characteristics



## Assessment

Directions: Read the story below. Answer the questions in the table.

Mike has a kite and a bike. He rides on his bike to the playground. He flies his kite. One day, the kite fell on the playground. Mike was sad. He had no more kite.



Who is the character in the story?	
Why is he sad?	
If you have the chance to write an ending of the story, what would you like to write? Why?	



## *Additional Activity*

Directions: Recall the story on “The Blind Black Carabao”. Fill out the data needed in the story map. Do this on a separate sheet of paper.

### Carabao Story Map

Characters:

Ending:





# Answer Key

<p><b>Assessment</b></p> <p>&gt;Mike &gt;The kite fell on the playground. He had no more kite. &gt;Mike asks help to his friend to make another kite. (Answers may vary.)</p> <p><b>Additional Activities</b> (Answers may vary.)</p> <p><b>Characters:</b> Blind Black Carbaao, Selfish Goat, Healthy Cat, Rich Dog. <b>Ending:</b> They learned to help their friend blind black Carbaao to carry, plant, harvest and share the bounties of their harvests (Answers may vary.)</p>	<p><b>What I have learned</b></p> <p>A. By noting details about characters in the story. B. Main Character C. Always read the story with full understanding and internalize the text. Jot down notes or highlight texts. (Answers may vary.)</p> <p><b>What I can do</b> Anton (father) – loving, tall, and hardworking. Lily (sister) – beautiful and sincere. Den-den (younger brother) – chubby, big eyes and noisy. (Answers may vary.)</p>	<p><b>Activity A. 2</b></p> <p>Dear Blind Black Carbaao, I am sorry because I am selfish. I did not help you to carry the sack of rice. Next time, I promise to help you carry the sack of bananas. Your friend, Goat (The content of the letter may vary.)</p> <p><b>Activity B</b> This is blind black Carbaao. He is helpful to the farmers. He carries sacks of rice every day. I am thankful that we have rice to eat every meal. (Sentences may vary.)</p>
<p><b>Activity A.1</b></p> <p>&gt; He is the main character. Carbaao is the savior of everybody in the story. &gt; I feel blessed about the character because even if he is blind but still he has four legs to work hard and he is kind to his friends. (Answers may vary.)</p> <p>-Illustration of Blind black Carbaao -I am Carbaao. -I like to give foods to my friends. - I am happy. (Answers may vary.)</p>	<p><b>What's New</b></p> <p>Comprehension Questions</p> <ol style="list-style-type: none"> <li>1. He wants to save a sack of rice.</li> <li>2. Healthy cat, rich dog, and selfish goat.</li> <li>3. Each animal says "Not me".</li> <li>4. He feels tired and hungry.</li> <li>5. I would like to be blind black Carbaao because he is hardworking and generous. (Answers may vary.)</li> </ol> <p><b>Activity A</b> Character: Blind Black Carbaao &gt; Black, blind, big, have four legs, fat, hardworking and generous. &gt; Carbaao is a good example to other character of the story.</p>	<p><b>What I Know</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. B</li> <li>4. B</li> <li>5. A</li> </ol> <p><b>What's In</b></p> <p>Junie and John-John are brothers. They are going to the garden that is full of flowers and coconut trees. Then, they found a ball. Junie wants to return to the owner but John-John insists to play the ball. (Answers may vary.)</p>

## *References*

K to 12 English Curriculum Guide May 2016, pg. 54.

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