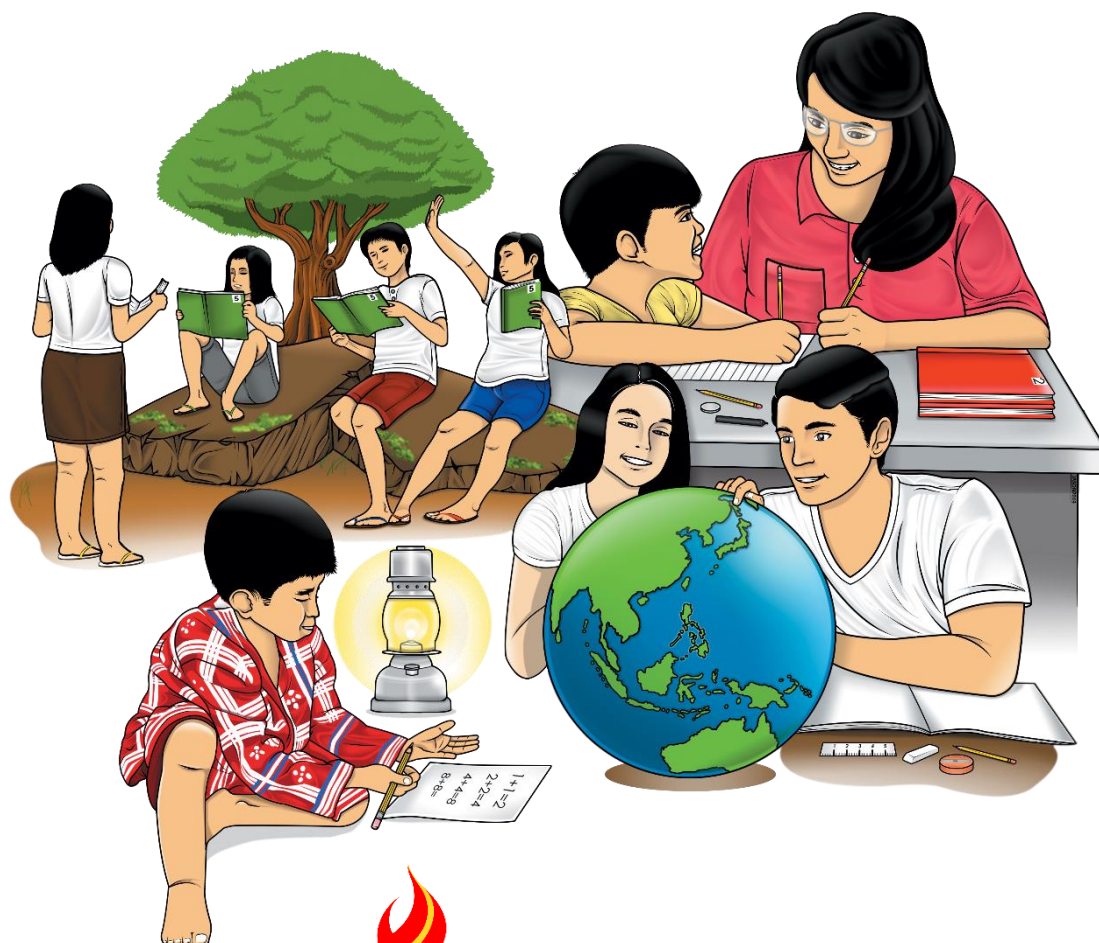


# English

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



**English – Grade 3**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 9: Reading and Writing Short Vowel Sounds in CVC Pattern**  
**First Edition, 2020**

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# English

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

# Introductory Message

For the facilitator:

Welcome to the English 3 Alternative Delivery Mode (ADM) Module on **Reading and Writing Short Vowel Sounds in CVC Pattern!**

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 Writing Short Vowel Sounds in CVC Pattern!**

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 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

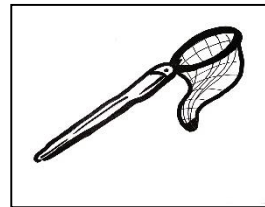
\_\_\_\_ 1. net

\_\_\_\_ 2. pan

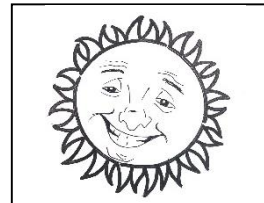
\_\_\_\_ 3. sit

B

a.



b.



c.



\_\_\_\_ 4. dog

d.



\_\_\_\_ 5. sun

e.





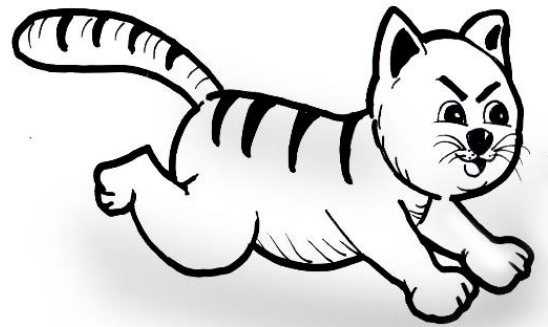
## *What's New*

### 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.



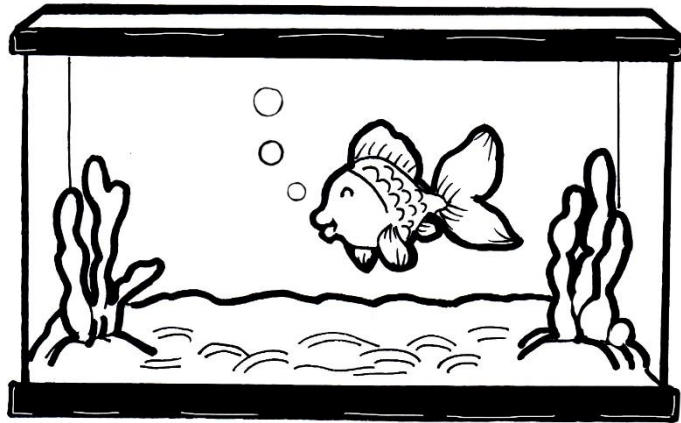
Comprehension Questions:

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. Direction: 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:

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:

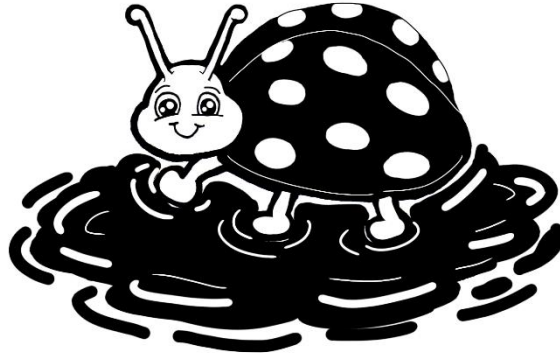
Directions: Read the questions carefully. Choose the letter of the correct answer. Write your answer on a separate sheet of paper.

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

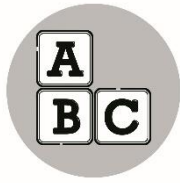
sat on the blanket

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	ham
-----	-----	-----	-----	-----	-----

1. The athletes want to \_\_\_\_\_ the game.
2. My mom gives me a \_\_\_\_\_ every morning.
3. The old men on 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 in 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 in 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 in 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 in 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><b>Assessment</b></p> <p>1. leg 2. mt 3. blb 4. dog 5. bus</p> <p><b>Additional Activities</b></p> <p>1. map 4. gem 2. mop 5. kin 3. bug</p>	<p>Answers may vary.</p> <p><b>What I have Learned</b></p>	<p><b>What's More</b></p> <p><b>B.</b></p> <p>1. win 2. hug 3. beg 4. son 5. bag</p> <p><b>C.</b></p> <p>1. tub 2. hug 3. men 4. pin 5. pan 6. log 7. hog 8. cup 9. vet 10. bug</p>																																																
<p><b>What's More</b></p> <p><b>A.</b></p> <table border="0"> <tr> <td><u>red</u></td> <td>man</td> <td>net</td> <td>sin</td> </tr> <tr> <td><u>yellow</u></td> <td>yam</td> <td>bed</td> <td>tin</td> </tr> <tr> <td></td> <td>sad</td> <td>red</td> <td>win</td> </tr> <tr> <td><u>green</u></td> <td>hum</td> <td>ten</td> <td><u>orange</u></td> </tr> <tr> <td></td> <td>wed</td> <td>bed</td> <td>mop</td> </tr> <tr> <td></td> <td>rug</td> <td>bed</td> <td>hop</td> </tr> <tr> <td></td> <td>tug</td> <td>leg</td> <td></td> </tr> <tr> <td></td> <td>mud</td> <td>set</td> <td></td> </tr> <tr> <td></td> <td>sun</td> <td>fed</td> <td></td> </tr> <tr> <td></td> <td>nun</td> <td>peg</td> <td></td> </tr> <tr> <td></td> <td>men</td> <td>net</td> <td></td> </tr> <tr> <td></td> <td>beg</td> <td></td> <td></td> </tr> </table>	<u>red</u>	man	net	sin	<u>yellow</u>	yam	bed	tin		sad	red	win	<u>green</u>	hum	ten	<u>orange</u>		wed	bed	mop		rug	bed	hop		tug	leg			mud	set			sun	fed			nun	peg			men	net			beg			<p><b>What's In</b></p> <p>1. a 2. e 3. d 4. c 5. b</p>	<p><b>What I Know</b></p> <p>1. box: men underline: sin double underline: tub</p> <p>2. encircle: sat underline: sif box: net</p> <p>3. underline: tin box: jet</p> <p>double underline: bud</p> <p>4. triangle: son double underline: mud</p> <p>double underline: mud</p> <p>box: bed</p> <p>5. double underline: yum double underline: hum box: ten</p>
<u>red</u>	man	net	sin																																															
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## *References*

Ponciano Mil. F. et al., Lets go Better in English 3, DepEd, Bureau of Learning Resource, 2017, 26-27

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