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English

Quarter 1 - Module 8

Week 3: Long Vowel i Sound



English – Grade 4
Alternative Delivery Mode
Quarter 1 - Module 8: Long Vowel i Sound
First Edition, 2020

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Published by the Department of Education – Division of Valencia City
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Printed in the Philippines by:
Department of Education - Division of Valencia City
Office Address: Lapu-lapu Street, Poblacion, Valencia City 8709
Telefax: (088) 828-4615
Website: deped-valencia.org

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This instructional material was collaboratively developed and reviewed by educators from public schools. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at region10@deped.gov.ph.

We value your feedback and recommendations.

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What This Module is About

Hi, learner!

It is time to learn new insights with the help of this module. This module is especially made for you.

This material is self-instructional. The activities are designed for you to work independently at the convenience of your home.

With this module, you will learn about how to read words, phrases, poems, or stories with Long \bar{I} .

Have an enjoyable learning experience!



What I Need to i /

For today's activity, you are expected to:

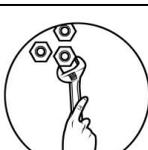
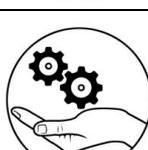
1. Identify words with Long /ī/; and
2. Read words, phrases, poems, or stories with Long /ī/.

How to Learn from this Module

For you to achieve the objectives cited above, you are to do the following:

- Read the lessons carefully.
- Follow the directions and/or instructions in the activities and exercises diligently.
- Answer all the given tests and exercises.

Icons of this Module

	What I Need to Know	This part contains learning objectives that are set for you to learn as you go along the module.
	What I Know	This is an assessment as to your level of knowledge to the subject matter at hand, meant specifically to gauge prior related knowledge.
	What's In	This part connects previous lessons with that of what you are going to learn.
	What's New	An introduction of the new lesson through various activities, before it will be presented to you.
	What is It	These are discussions of the activities as a way to deepen your discovery and understanding of the concept.
	What's More	These are follow-up activities that are intended for you to practice further in order to master the competencies.
	What I Have Learned	Activities designed to process what you have learned from the lesson
	What I Can Do	These are tasks designed to showcase your skills and knowledge gained, and applied into real-life concerns and situations.
	Post Assessment	This assessment evaluates your level of mastery in achieving the learning objectives.
	More Activities	These are additional activities designed to increase the level of your skills and knowledge.



What I Know

Read and encircle the words that does NOT belong to the group.

- | | | | |
|---------|-------|------|-------|
| 1. Mike | might | hid | nine |
| 2. nice | dig | like | bite |
| 3. five | light | will | night |
| 4. hike | mile | lite | mit |
| 5. rid | sight | fine | mime |

Read the sentences and underline the word with **long** isound.

1. Mike and Spike were bright mice.
2. Mike said they could go to nice sites.
3. They picked from nine in the morning until five in the afternoon.
4. They sliced a pile of limes.
5. They biked miles and miles to visit different places.

Lesson

1

Longi Sound

Module 8 focuses on reading words, phrase, and sentence with **long i** sound. The given exercises and activities are carefully chosen to motivate your interest in learning how to pronounce the words with long /i/.



What's In

You have read the following words from your previous module. Read it again and answer the questions that follow.

eagle	neat	feed	peel	deer
east	meat	seed	feel	feet
ear	leaf	reed	heel	seat
seal	bead	weed	reel	heat

What is the common vowel sound in the words above? _____

How is it pronounced? _____

What letters produce the long **vowel e**? _____



What's New

Read the paragraph.

Mike and Spike are mice. They wanted to go on a trip. They had to find time to make money. They picked ripe limes and made wine. They made money to buy a bike. They biked miles and miles and had a nice time.

List down below the words with **long i** sound.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



What is It

Think!

A long vowel 'i' is a vowel sound that is pronounced the same way as the name of the letter itself.

Compare how the following words are pronounced:

Rid+e = ride

pip+e = pipe

What is the sound of **i** when letter **e** is added at the end of a word? What is the sound of the long vowel 'i'?

Read the words with **i e**

dine	fine	dike	five	bike	ride	mice
nice	hide	line	bite	side	wide	time
ripe	nine	kite	tide	wise	stripe	fire

Some words use **igh**. The letters **gh** have no sound.

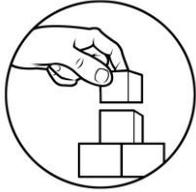
High nigh bright flight fright slight delight

Read the phrases.

five nice mice	dine with wine	a nice ride
a wide dike	ride a bike	side by side
time to dine	fly nine kites	hide the dice

Read the sentences.

1. The five nice mice will ride a bike.
2. It's time to dine after five.
3. We will fly nine kites in the countryside.
4. We saw a wide dike.
5. Mike had a nice ride.



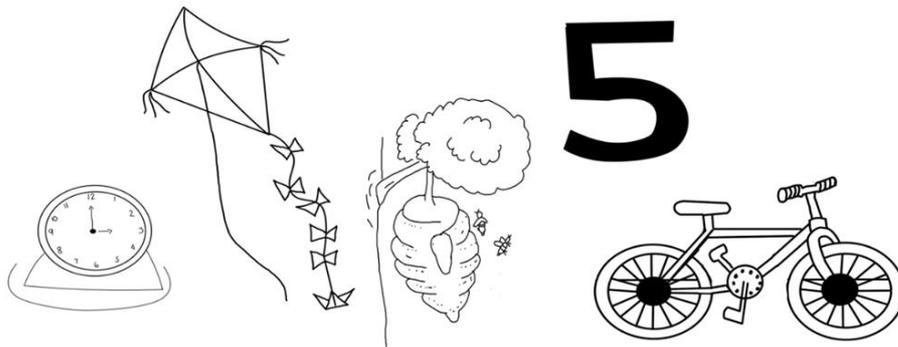
What's More

A. Complete the story with words having long /i/. Some pictures in the box will help you.

Last Summer

Last summer, my family went camping. There were _____ of us. The place was beautiful. It was near a _____. We saw wild flowers. We also saw some bees in a _____. At night time, we made a _____. During the day we flew a big _____. We also rode a _____. We had a nice _____ together.

Source: English4 Learners' Materials page 25



B. Read the sentences and answer the following questions.

1. The taste of the pie made me smile.
What made him smile? _____
2. The stripe on my shirt is white?
What is the color of my stripe? _____
3. Mike flight was on time last night.
Whose flight was on time last night? _____
4. After the drive Spike go down the slide.
Who go down the slide? _____
5. Baby use the baby wipe to clean her cheek.
What does the baby use to clean her cheek? _____



What I Have Learned

How do you read words with **long i** sound?

Read the following sentences and identify the words with **long i** sound. Write it down below.

1. They can hike a mile at night.
2. Jules and John have five nice mice on their house.
3. Bees in the hive will bite.
4. During night is high tide.
5. They dine at five o'clock in a nice place.

1. _____

2. _____

3. _____

4. _____

5. _____



What I Can Do

A. Read the story. Answer the questions that follow.

Fly a Kite

One fine afternoon, Spike the mice decide to ride his bike to the line of pine trees. He enjoys very much watching the dancing pine. He likes the cold breeze and the sound of the wind. He meets Mike who is flying his kite in the dike. They play together. Finally, the kite goes up high. After a while a strong wind blows the kite. The kite dives to the dike.

1. Who rode a bike to the line of pine trees?

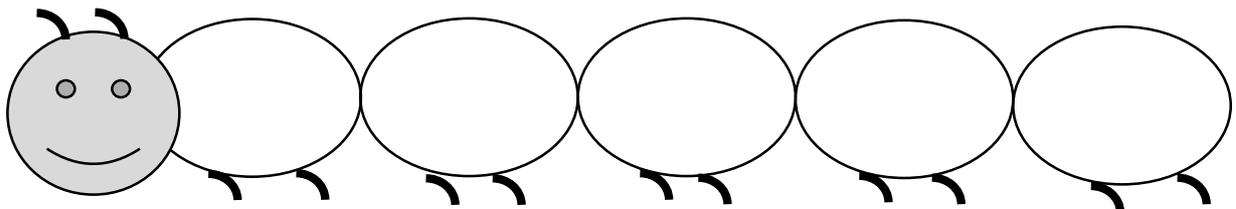
2. Who has a kite?

3. What had they played together?

4. What happened to the kite?

5. If you were Mike or Spike would like to fly the kite in the dike? why? _____
6. How do you think Mike and Spike feel? Why? _____

B. Write at least five words with long i sound from the story.





Post Assessment

A. Read the sentences. Underline the words with **long** sound.

1. Mike might rise at nine.
2. The nice dogs like to bite.
3. They like five lights for a night.
4. He can hike a mile.
5. The mime has sight and he is fine.

B. Read the story and answer the following question.

A Trip for Mike and Spike

by Robert Charles

Mike and Spike were bright mice. They were always side by side. One day, Mike asked Spike if he would like to take a trip. Mike said they could go to nice sites. They could also dine in fine places.

“We have to find time to make money for our trip,” said Spike. So, Mike and Spike got a job. They picked ripe limes. They picked a lot of ripe limes. They picked from nine in the morning until five in the afternoon. They also helped make a fine lime drink. They sliced a pile of limes. They got a nice price for their work.

Mike and Spike bought a bike for their trip. They biked miles and miles to visit different places. They dined on fine rice and fine dishes. Life was nice for the mice. They liked the life they had.

Source: Teacher's Guide in English 4, p. 36

1. Who are the bright mice? _____
2. Where they will go? _____
3. What will be their job? _____
4. When is the time they picked ripe limes? _____
5. If you plan for a trip and no money, would you like to do the same as Mike and Spike deed to earn money? Why?

C. Write down all the words with long I sound from the story.



Additional Activities

Fill in the table. Write words with long **i** sound.

Words with i_e	Words with igh	Words ending ie
Bike	bright	tie



Answer Key

What I Know

- A. 1. Hid
 2. dig
 3. will
 4. mit
 5. rid
- B. 1. Mike, Spike, bright, mice
 2. Mike, mice, sites
 3. nine, five
 4. sliced, pile, limes
 5. biked, miles

What's In

e

long vowel

ea

What's New

- | | |
|----------|----------|
| 1. Mike | 6. lime |
| 2. Spike | 7. wine |
| 3. mice | 8. bike |
| 4. time | 9. miles |
| 5. ripe | 10. nice |

What I can do

- | |
|---------------------|
| 6. spike |
| 7. Mike |
| 8. kite |
| 9. dive to the dike |
| 10. |

What's More

- a. Last summer, my family went camping. There were five of us. The place was beautiful. It was near a beehive. We saw wild flowers. We also saw some bees in a beehive. At night time, we made a kite. During the day we flew a big kite. We also rode a bike. We had a nice time together.
- b. 1. Taste of the pie
 2. white
 3. Mike
 4. Spike
 5. Baby wipe

What I have learned

- | |
|----------------------|
| 1. Hike, mile, night |
| 2. Five, mice, nice |
| 3. Mice, bite |
| 4. tide |
| 5. dine, five, nice |

Post Assessment

- | |
|-----------------------------|
| 1. Mike, rise, nine |
| 2. nice, like, bite |
| 3. like, five, light, night |
| 4. hike, mike |
| 5. mime, sight, five |

- B. 1. Mike, Spike
 2. nice sites
 3. picked ripe limes
 4. nine morning until five

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