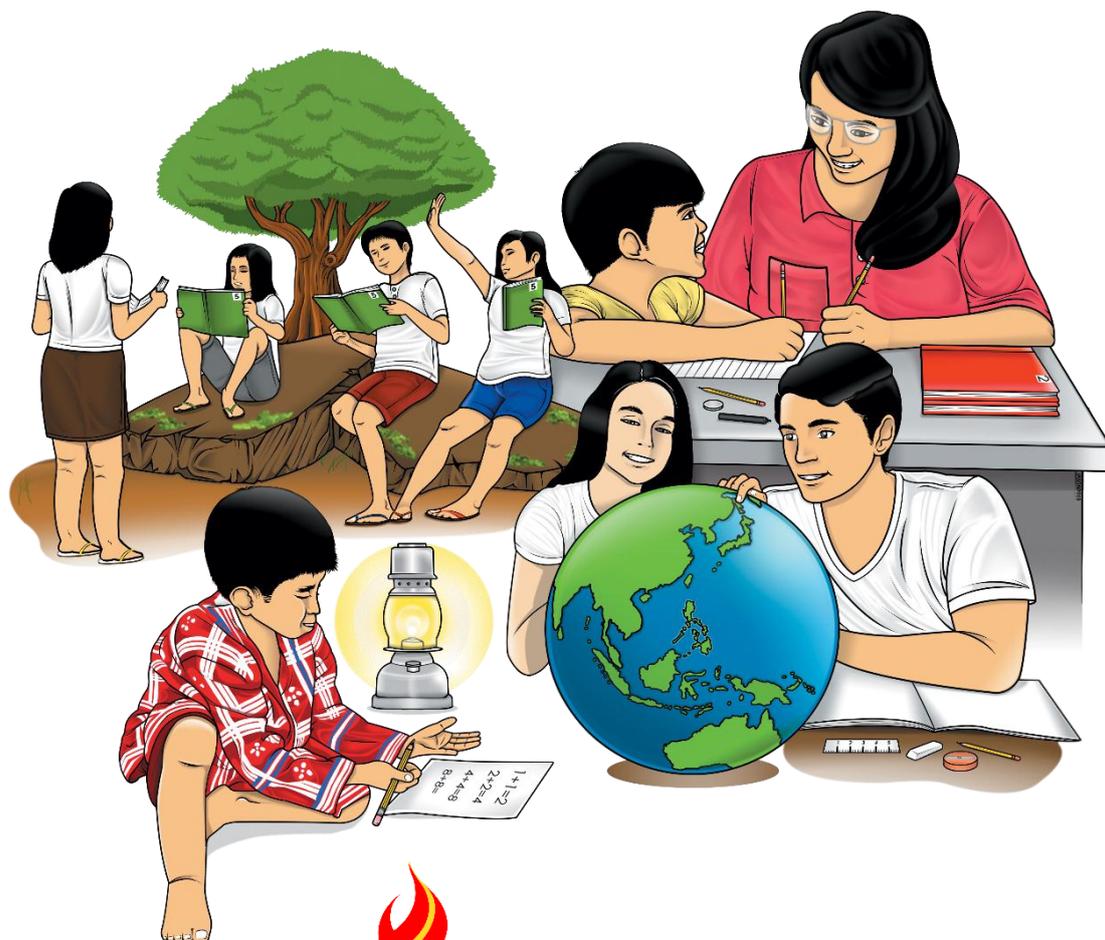


English

Quarter 1 – Module 1:

Picture Talk



English – Grade 3
Alternative Delivery Mode
Quarter 1 – Module 1: Picture Talk
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

Author: Almar S. Ebrano

Editors: Jerald Kim I. Reyes, Mark Fil L. Tagsip, Nancy P. Sumagaysay

Reviewers: Jeneve P. Nieves, Neil Edward D. Diaz

Illustrator: Francis John G. Lastrado

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 1:
Picture Talk

Introductory Message

For the facilitator:

Welcome to the English 3 Alternative Delivery Mode (ADM) Module on **Picture Talk!**

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 **Picture Talk!**

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 describing one's drawing about the narratives listened to through composition. 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.

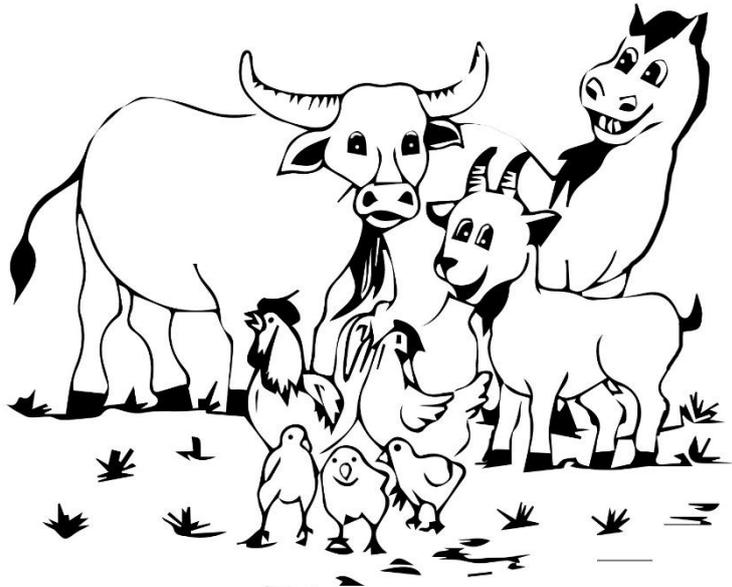
After going through this module, you are expected to write sentences describing one's drawing about the stories/poems listened to (EN3WC-Ia-j-4).

Enjoy your journey. Good luck!



What I Know

Directions: Study the picture and answer the questions below.
Choose the letter of the correct answer. Write your answers on a separate blank sheet of paper.



1. What is the picture all about?
a. a farm
b. a forest
2. How many animals are present in the farm?
a. three
b. four
3. How important are animals to humans?
a. source of food
b. source of water
4. Why do we need to take care of animals?
a. because animals are helpful
b. because animals are cruel
5. Which of the choices is considered as our national animal?
a. horse
b. carabao

Lesson

1

Picture Talk

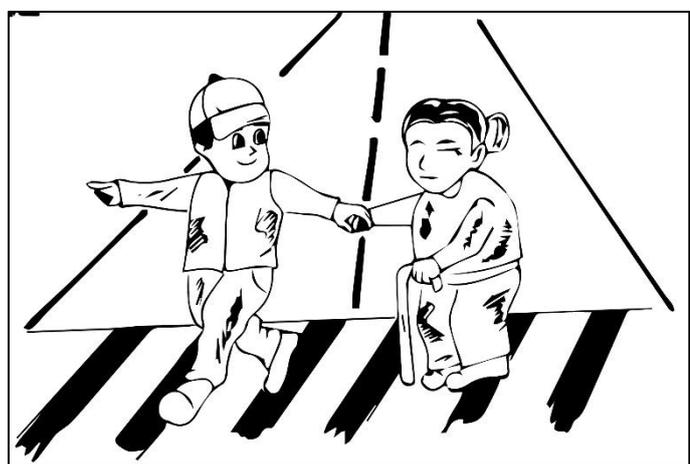
The children like you are fond of reading different stories and poems that could give life lessons. In this module, you will learn how to write sentences describing one's drawing from the stories/poems listened to.



What's In

Study the picture.

Copy in your notebook the words that describe the boy. Then, write a sentence to show how the word you checked fits him. One example is given to help you.



____/____ generous ____ studious ____ helpful
____ resourceful ____ God - fearing ____ naughty

The boy is generous because he gives food to the beggar.



What's New

Read the story below.

Sampaguita and Rose

Almar S. Ebrano

Long ago, there were two different flowers planted in front of Aling Diding's house. She cultivated the plants very well, until one day, they began to bloom. These flowers are Rose and Sampaguita. Rose had red flowers. It was beautiful. Sampaguita had white flowers. It was lovely. Aling Diding spent most of her time picking weeds in the garden. For her, flowers gave a wonderful feeling.

Every time people passed by, they stopped and looked at the flowers. Rose flowers caught peoples' attention due to their attractive colors. Rose had a romantic scent. Rose became popular in town. She was very happy because everybody said she was beautiful. Rose symbolized love. On the contrary, her heart was full of hatred and arrogance. She even teased Sampaguita as a nasty flower for not having a good scent and a catchy color. Sampaguita never argued with Rose. She remained calm and true to herself. She believed that each flower has its own unique characteristics. Sampaguita symbolized a pure and kind heart.

Days gone by, Rose was busy flaunting her flowers and eventually became arrogant. She claimed herself being the most expensive and the most beautiful flower in land.

However, a storm came. Heavy rain poured and did not stop the whole day and night. When the flowers woke up the next morning, Rose was excited to open her petals and was shocked that they had lost their colors. It turned into white now. She cried and was so sad. Sampaguita noticed what had happened. She comforted Rose and told her not to worry so much because soon it will have a beautiful and attractive flower again. Rose felt blessed and thankful to her friend Sampaguita for staying beside her in good and in bad times.

Comprehension Questions

Direction: Answer the following questions.

1. What does Aling Diding have in front of her house?
2. What are those flowers being planted?
3. Which flower has caught peoples' attention? Why?
4. How are they different from each other?
5. What qualities does each flower possess?
6. What was rose being symbolized to? How about Sampaguita?
7. If you were Sampaguita, what best advice can you give to Rose?



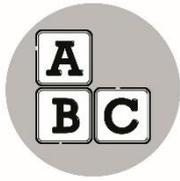
What is It

A sentence expresses a complete thought. It begins with a capital letter. It ends with a period (.), or a question mark (?), or an exclamation point (!).

To describe one's drawing, you must consider the following:

1. number (one, two)
2. size (small, tall)
3. shapes (round, long)
4. age (old, new)
5. color (red, blue)
6. opinion (pretty, good)

In addition, you must look at the characters and the place because they will lead you in getting the correct idea.



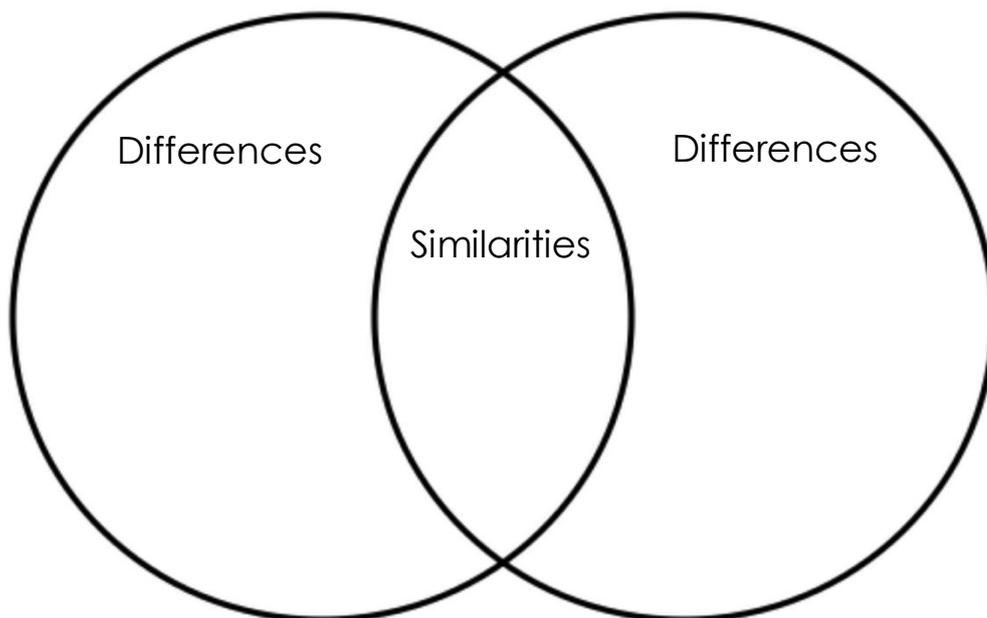
What's More

Activity A.1 Jot Down

Directions: Draw a Sampaguita and a Rose inside their corresponding boxes below. Then, describe each flower by writing its differences and similarities using the Venn Diagram.

Sampaguita

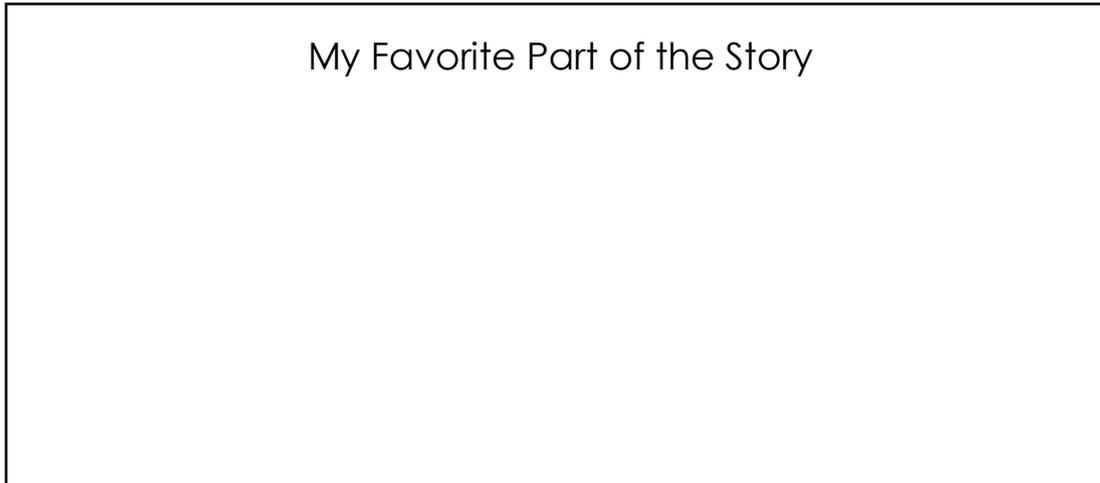
Rose



Activity A.2 Memory Lane

Directions: Recall your favorite story and draw one interesting part of the event. Then, write something about it. Use a separate blank sheet of paper for your answer.

My Favorite Part of the Story



Activity B.1 Fill in the Gaps

Directions: Look at the drawing below. Describe it by filling in the blanks with the correct words inside the box.



old

clear

bunch

young

two

balloons

different

The sky is _____. There are _____ men standing in front of the church. The _____ man is holding _____ with _____ colors. While the _____ man is holding a _____ of flowers.

Activity B.2 Say Something

Directions: Make a sentence for each picture presented on the left side. Write your answer on a clean sheet of paper.

Picture

My Sentence









What I Have Learned

Direction: Answer the following questions.

1. How do you write a sentence?
2. How do you describe one's drawing or picture?
3. What do you consider in describing one's drawing?



What I Can Do

Who is your superhero in life? Draw someone whom you consider to be your superhero. Write one or two sentences that would describe him or her. Use a separate sheet of paper for your answer.

My Superhero

My superhero is _____. I like her/him
because _____



Assessment

Directions: Read the story below. On a clean sheet of paper, draw one part of the story. Write one or two sentences to describe your drawing.

The Tweety Bird

Almar S. Ebrano

Tweety is a yellow bird. She is so sweet and charming. Tweety loves to fly from morning to sundown.

She keeps on practicing her tricks to be the best in the group. Tweety likes flying everywhere.

Thirly advises his friend not to go far because hunters are just around. But, Tweety never listens. One afternoon, Thirly sees a hunter with his slingshot.

He yells, "Tweety, fly high! Faster!"

Tweety does not listen again.

Unfortunately, Tweety lays on the hands of the hunter.

A large, empty rounded rectangular box with a thin black border, intended for the student to draw a scene from the story.



Additional Activities

Directions: List the names of your family members. Then, write one sentence to describe them. You may add columns depending on the number of members you have. Do it on a separate blank sheet of paper.

Names	I describe them as...



Answer Key

<p>Additional Activity</p> <p>Answers may vary.</p>	<p>Assessment</p> <p>Answers may vary.</p>	<p>What I Can Do</p> <p>Answers may vary.</p>
<p>What's More</p> <p>Activity A.1 Answers may vary.</p> <p>Activity A.2 Answers may vary.</p> <p>Activity B.1</p> <ol style="list-style-type: none">1. clear2. two3. old4. balloons5. different6. young7. bunch <p>Activity B.2 Answers may vary.</p>	<p>What's In</p> <p>Answers may vary.</p>	<p>What I Know</p> <ol style="list-style-type: none">1. A2. B3. A4. A5. B

References

<https://theabundantartist.com/five-tips-for-describing-your-artwork-to-the-average-person/>

<https://www.pinterest.ph/pin/321514860883234588/>

<http://xn--g1abp6e.xn--90ais/intermediate-grammar-project/order-of-adjectives/>

Let's Get Better in English 3 Learner's Material p. 17

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