

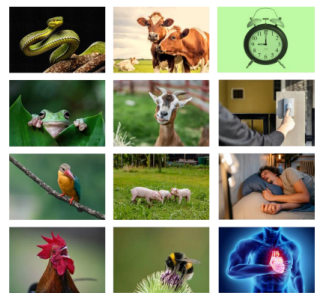
MATATAG K to 10 Curriculum – Weekly Lesson Log	School:		Grade Level:	V
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:		Quarter:	1 st QUARTER Week 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. CURRICULUM CONTENT, STANDARDS AND LESSON COMPETENCIES					
A. Content Standards	The learners demonstrate their expanding vocabulary knowledge as used in formal and informal situations; growing knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; and developing skills in composing and creating text in order to produce culture-appropriate texts based on their purpose, context, and target audience.				
B. Performance Standards	The learners apply literal, inferential, and critical comprehension of literary and informational texts and produce culture-appropriate texts: narrative and expository texts (explanation, news report) based on their purpose, context (national holidays), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.				
C. Learning Competencies	Learning Competency: Recognize sound devices and figures of speech used in a selection 1. define the following sound devices and figures of speech used in literary texts: onomatopoeia, alliteration, assonance, and consonance; simile, metaphor, and personification (EN5LR-I-1-1) 2. identify onomatopoeia, alliteration, assonance, consonance, similes, metaphors, and personifications used in a selection (EN5LR-I-1-1)				
D. Content	Sound Devices and Figures of Speech				
E. Integration	Holiday in focus: National Heroes Day Values and Skills: Leadership, Service to Others, Patriotism, Unity, National Pride SDG: SDG10 Reduced Inequalities, SDG16 Peace, Justice, and Strong Institutions, SDG17 Partnerships for the Goals				
II.LEARNING RESOURCES					
Kilmer, J. (2020, February 13). <i>Trees</i> . Poetry Foundation. https://www.poetryfoundation.org/poetrymagazine/poems/12744/trees LitCharts. (2024). <i>LitCharts</i> . LitCharts. https://www.litcharts.com/literary-devices-and-terms/figure-of-speech Yamasaki, P. (2022, November 21). <i>20 Types of Figures of Speech, with Definitions and Examples</i> . 20 Types of Figures of Speech, with Definitions and Examples Grammarly. https://www.grammarly.com/blog/figure-of-speech/#:~:text=A%20figure%20of%20speech%20is Zelazko, A. (2019). Figure of speech rhetoric Britannica. In <i>Encyclopædia Britannica</i> . https://www.britannica.com/art/figure-of-speech					
III. TEACHING AND LEARNING PROCEDURES					

A. Activating Prior Knowledge

1. Short Review:

Instructions: The teacher will flash different pictures of animals, humans, and machines that make sound. Your task is to identify and give that specific sound.



Guide Questions:

1. What would the world look or feel like if there are no sounds?
2. Why do you think sounds are important?
3. What other sounds coming from nature and machine do you know?

Hello learners, here we are again! Now, are you excited to learn something new? Before that let's have a short review to our lesson yesterday.

Pick out lines from the poems, "Palace" and "Little Boy Lindo" that compare two things. Create two columns in your notebook (like the one drawn below) and write your answers there, on the appropriate column.

SIMILE	METAPHOR

Direction: Add a word from the word box to complete the alliteration sentence.

croutons	eggs	soup	ditches	muddy
hyena	jump	brownies	teeth	noodles

1. Tony lost two _____.
2. Edward eats edible _____.
3. Mikey makes many _____ piles.
4. Hannah has a hyper _____.
5. Dominick digs deep _____.

Read the quotes below and gure out where assonance and/or consonance are being used. Then write down what sounds are being repeated.

Example: Or hear old Triton blow his wreathed horn. = O- assonance

1. From the molten golden notes,
2. Her finger hungered for a ring.
3. Cupid laid by his brand.
4. How they clang, and clash,
5. and roar! What a horror they outpour.
6. Whose woods these are I think I know.
7. He saw the cost and hauled off.
8. Gayle tapped a finger on the sack of books in her lap.
9. I sipped the rim with palatable lip.
10. A gallant knight, in sunshine and in shadow

Tell the figure of speech that is used in each sentence. On the space before the number, write O if the answer is onomatopoeia, and write A if the answer is alliteration.

1. There goes the familiar ding-dongs of the church bells.
2. A space rocket zoomed to the sky.
3. Lucy lost her locket in the lake.
4. The Filipino-made product is a fan favorite food.
5. Dry leaves crunched under my feet.
6. In the dark of night, owls hoot in the trees.
7. When the rain stopped, the frogs began to croak.
8. Betty Botter bought some butter.
9. It was a perfectly practiced performance.
10. A brave lion growls in a jungle.

B. Establishing Lesson Purpose

1. Lesson Purpose:	The sounds we hear from nature and man-made	This time I want you think about this phrase.	Read the following short poem titled "Running Water" by Lee Emmett. Pick out	Guess the Figurative Language!	DIRECTIONS: Rewrite each sentence below
--------------------	---	---	--	--------------------------------	---

	<p>things can also be read in different pieces of literature. These are called onomatopoeia. Authors often use creative techniques to make their writing come alive. One powerful way they do this is by appealing to our five senses—sight, sound, smell, taste, and touch. This helps readers imagine scenes more vividly and feel more connected to the story or poem. This technique is called sensory language or imagery.</p>	<p><i>“Learning is going to take longer than it took to build the Great Wall of China!”</i></p> <p>Yeah right! it is some kind of exaggeration but today you are going to learn something new like no other day.</p>	<p>words from the poem that exemplify onomatopoeia, alliteration, assonance, and consonance. Write your answers inside the boxes.</p> <div><div><p>water plops into pond splish-splash downhill warbling magpies in tree trilling, melodic thrill</p><p>whoosh, passing breeze flags flutter and flap frog croaks, bird whistles babbling bubbles from tap</p></div><table><tr><td>Onomatopoeia</td><td></td></tr><tr><td>Alliteration</td><td></td></tr><tr><td>Assonance</td><td></td></tr><tr><td>Consonance</td><td></td></tr></table></div>	Onomatopoeia		Alliteration		Assonance		Consonance		<p>_____ 1. My eyes glow to look at the colorful butterfly Graciously sips all the flower’s sweet nectars And flies into nothingness afterwards (<i>excerpt from “The Actuality of Life” by Denn Marc P. Alayon</i>)</p> <p>_____ 2. Oh, I'm Dirty Dan, the world's dirtiest man, I never have taken a shower. I can't see my shirt--it's so covered with dirt, And my ears have enough to grow flowers. (<i>excerpt from “The Dirtiest Man in the World” by Shel Silverstein</i>)</p> <p>_____ 3. When all at once I saw a crowd, A host, of golden daffodils; Beside the lake, beneath the trees, Fluttering and dancing in the breeze (<i>excerpt from “I Wandered Lonely as a Cloud” by William Wordsworth</i>)</p>	<p>adding onomatopoeia.</p> <p>1. The siren sounded from the ambulance.</p> <p>2. The girls ate through a bag of potato chips.</p> <p>3. The balloon became suddenly deflated.</p> <p>4. The book hit the floor with a loud sound.</p> <p>5. She fastened herself into the dress.</p> <p>ANSWERS MAY VARY</p> <p>1. The siren blared from the ambulance.</p> <p>2. The girls crunched through a bag of potato chips.</p> <p>3. The balloon popped.</p> <p>4. The book hit the floor with a bang.</p> <p>5. She zipped herself into the dress.</p>
Onomatopoeia													
Alliteration													
Assonance													
Consonance													
<p>2. Unlocking Content Vocabulary</p>	<p>Instructions: Different tongue twister scenes will be flashed on screen. Students will take turns in reciting each tongue twister without committing mistakes</p> <p>She sells seashells by the seashore.</p> <p>How can a clam cram in a clean cream can?</p> <p>Peter Piper picked a peck of pickled peppers.</p> <p>Fuzzy Wuzzy was a bear; Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't very fuzzy, was he?</p>		<p>Match the figures of speech in Column A with their corresponding descriptions in Column B. Write the CAPITAL LETTER of the correct answer in the blank provided.</p>										


<p>Betty Botter bought some butter, but she said this butter's bitter. If I put it in my batter, it will make my batter bitter. So, she bought some better butter, better than the bitter butter, and it made her batter better.</p> <p>Guide Questions:</p> <p>1. What did you notice about the tongue twister pieces?</p> <p>2. What similarities can you pinpoint as regards the vowel and consonant sounds in each tongue twister?</p>	COLUMN A	COLUMN B
	_____ 1. Alliteration	a) It compares two different things using the words "like" or "as." For example, "Her smile was as bright as the sun."
	_____ 2. Hyperbole	b) It is a figure of speech that directly refers to one thing by mentioning another, to suggest they are alike. For instance, "Time is a thief."
	_____ 3. Simile	c) It attributes human characteristics to non-human things or abstract concepts. For instance, "The wind whispered through the trees."
	_____ 4. Personification	d) It involves extreme exaggeration for emphasis or effect. For example, "I've told you a million times."
	_____ 5. Metaphor	e) It is a figure of speech in which the sound of a word imitates its meaning. For instance, "buzz" or "clang."
	_____ 6. Assonance	f) It is the repetition of initial consonant sounds in neighboring words or syllables. For example, "Peter Piper picked a peck of pickled peppers."
	_____ 7. Consonance	g) It is the repetition of vowel sounds in neighboring words or syllables. For example, "The rain in Spain falls mainly on the plain."
	_____ 8. Onomatopoeia	h) It is the repetition of consonant sounds, especially at the end of a word. For example, "stroke of luck."

C. Developing and Deepening Understanding

<p>SUB-TOPIC 1:</p> <p><input type="checkbox"/> Explication</p>	<p>A figure of speech is when we use words in a special way to make our language more interesting or to create a certain</p>	<p>A hyperbole is an intentional exaggeration of the truth, used to emphasize the importance of something or to create a comic effect. An example of a</p>	<p>Assonance is a scheme in which vowel sounds repeat in nearby words, such as the "ee" sound in the proverb: "the squeaky wheel gets the</p>	<p>Personification is a type of figurative language in which non-human things are described as having human attributes, as in the sentence,</p>	<p>Trees By Joyce Kilmer I think that I shall never see A poem lovely as a tree.</p>
---	--	---	--	--	---

	<p>effect. Figures of speech make language more colorful and engaging. It is like adding a special touch to what we say or write to make it more creative and fun, thus creating an impact. We can find figures of speech not just in stories and poems, but also in greeting cards, advertisements, newspaper headlines, and even in the way people talk about sports, music, and other topics they are passionate about. LitCharts has provided a clear way on defining the commonest figures of speech.</p> <p>A metaphor is a figure of speech that makes a comparison between two unrelated things by stating that one thing is another thing, even though this is not literally true. For example, if someone says "it's raining cats and dogs," this obviously does not literally mean what it says—it is a metaphor that makes a comparison</p>	<p>hyperbole is to say that a backpack "weighs a ton." No backpack literally weighs a ton, but to say "my backpack weighs ten pounds" does not effectively communicate how burdensome a heavy backpack feels. Once again, this is a trope because its effect comes from understanding that the words mean something different from what they literally say.</p> <p>Example:</p> <ol style="list-style-type: none"> 1. I have been searching your name all over the universe. 2. I cannot live without seeing my crush daily. 3. She told you not to touch her phone for a thousand times. 4. We are really hungry; we can eat all the food in the restaurant. <p>In alliteration, the same sound repeats in a group of words, such as the "b" sound in: "Bob brought the box of bricks to the basement." Alliteration uses repetition to</p>	<p>grease." Like alliteration, assonance uses repeated sounds to create a musical effect in which words echo one another—it's a scheme because this effect is achieved through repetition of words with certain sounds, not by playing with the meaning of words.</p> <p>Consonance is a figure of speech in which the same consonant sound repeats within a group of words. An example of consonance is: "Traffic figures, on July Fourth, to be tough." Consonance occurs when <i>sounds</i>, not letters, repeat. In the example above, the "f" sound is what matters, not the different letters (such as "ph") used to produce that sound. Consonance does not require that words with the same consonant sounds be directly next to each other. Consonance occurs so long as identical consonant sounds are <i>relatively</i> close together. The repeated consonant sounds can occur anywhere within the words—at the beginning, middle, or end, and in stressed or unstressed syllables.</p>	<p>"The rain poured down on the wedding guests, indifferent to their plans." Describing the rain as "indifferent" is an example of personification, because rain can't be "indifferent," nor can it feel any other human emotion. However, saying that the rain feels indifferent poetically emphasizes the cruel timing of the rain. Personification can help writers to create more vivid descriptions, to make readers see the world in new ways, and to more powerfully capture the human experience of the world (since people really do often interpret the non-human entities of the world as having human traits).</p> <p>Onomatopoeia is a figure of speech in which words evoke the actual sound of the thing they refer to or describe. The "boom" of a firework exploding, the "tick tock" of a clock, and the "ding dong" of a doorbell are all examples of onomatopoeia. Note that these are just the most commonly used figures of speech in literature and there are a lot more. These figures of speech help the</p>	<p>A tree whose hungry mouth is prest Against the earth's sweet flowing breast; A tree that looks at God all day, And lifts her leafy arms to pray; A tree that may in Summer wear A nest of robins in her hair; Upon whose bosom snow has lain; Who intimately lives with rain. Poems are made by fools like me, But only God can make a tree.</p> <p><i>Joyce Kilmer, "Trees" from Poetry 2, no. 5 (August 1915): 153.</i></p>
--	--	---	--	--	--

	<p>between the weight of "cats and dogs" and heavy rain. Metaphors are tropes because their effect relies not on the mechanics of the sentence, but rather on the association created by the use of the phrase "cats and dogs" in a non-literal manner.</p> <p>A simile, like a metaphor, makes a comparison between two unrelated things. However, instead of stating that one thing <i>is</i> another thing (as in metaphor), a simile states that one thing is <i>like</i> another thing. To stick with cats and dogs, an example of a simile would be to say "they fought like cats and dogs."</p>	<p>create a musical effect that helps phrases to stand out from the language around them.</p> <p>Example: "The fair breeze blew, The white foam flew, And the furrow followed free. We were the first to ever burst into the silent sea."</p>		<p>writers to provide a deeper meaning into their poetry and create a beauty in the writing process.</p>	
<input type="checkbox"/> Worked Example	<p>Read the poems and answer the questions that follow.</p> <p><i>If you are living near a river or a sea, do you enjoy walking along the shores? Do you collect seashells?</i></p>	<p>Read over these poem excerpts.</p> <p>"As I Walked Out One Evening," <i>By: W.H. Auden</i> I'll love you, dear, I'll love you Till China and Africa meet, And the river jumps over the mountain</p>	<p>Direction: Tell whether if the sentence is Alliteration, Assonance, or Consonance. Write only the number of your answer inside the box.</p> <div> <div>ALLITERATION</div> <div>ASSONANCE</div> <div>CONSONANCE</div> </div>	<p>Read the short poem.</p> <p>The Familiar Sounds in Our Home By Rocky James G. Sarasua Before I sleep at night my mama would shhhh... shhhh... shhhh... While asleep, they hear me zzzzzz... zzzzzz... zzzzzz..., When I wake up, the white rooster will crow tik-tilaok! Tik-tilaok! Tik-tilaok!</p>	<ol style="list-style-type: none"> What is the central theme of the poem "Trees" by Joyce Kilmer? How does the poet describe trees in the poem? What words or phrases does he use? Why do you think the poet chose to write about trees?

	<p>Palace Dorothy Vena Johnson A seashell is a palace Where many echoes dwell, And when I listen to them I know them quite well. They are like the ocean's roar Where the seashells buried deep Learn why the sea is always salty, And spooky shadows creep.</p> <p>1. What is described in the poem? 2. Where do the seashells learn that the sea is salty?</p>	<p>And the salmon sing in the street.</p>  <p>What figurative language was used in the poem?</p> <p>When will China and Africa meet? How can a river jump over a mountain? And when will salmon be intelligent enough to sing or evolved enough to walk the streets? Of course, none of these things will ever happen but it implies that the author, W.H. Auden, will love her forever and he is using exaggerating words like hyperbole to emphasize the strength of his love.</p>	<ol style="list-style-type: none"> 1. Jakia jumped in the jar of jelly. 2. The snow in the rose garden groaned. 3. The grass grew green in the graveyard. 4. "Try to light the fire" 5. You could paddle through the spittle in the bottle. 6. The frog frolicked frivolously on the forest floor. 7. Hear the mellow wedding bells 8. He stuns you by degrees 9. Little skinny shoulder blades sticking through your clothes. 10. As players at the keys. 	<p>Our cows would Maaaaaa! Maaaaaa! Maaaaaa! Our ducks would kwak! Kwak! Kwak! The minute Mayas will Twit! Twit! Twit! Twit! Twit! Our pet Brownie will bark aarf! aarf! aarf! These are the sounds that I listen to every morning.</p> <p>For the breakfast, my mama would heat up a kettle for their coffee.</p> <p>The whistling sound signals that the water is boiling hot as the sun.</p> <p>The crunchy cereals I bite munch, the excited egg in the pan sizzles, And a burp, burp, burp means that I'm full.</p> <p>In silence, the sad shiny silver clock sounds Tik-tak, Tik-tak, Tik-tak,</p> <p>Mama's vivacious vacuum cleaner thuds</p> <p>wooooooooooooooooooooooh,</p> <p>The fabulous flower garden has buzzes from the bees.</p> <p>The birds chirp in the distant trees.</p> <p>When the sun sets My energy resets It's time to rest like a king.</p> <p>When the moon appears lively and sweet, I am all ears, For the stories my mama will tell For me to feel very well.</p>	<p>What message is he trying to convey?</p> <p>4. How do trees benefit the environment and living beings?</p> <p>5. In what ways can we contribute to conserving trees and protecting the environment, based on what you've learned from the poem?</p> <p>6. Identify examples of personification in the poem "Trees." How does personification help convey the poet's message?</p> <p>7. What is the difference between a simile and a metaphor? Can you find examples of both in the poem?</p> <p>8. How does the poet use imagery to describe trees? What pictures do you see in your mind when you read the poem?</p> <p>9. Find instances of alliteration or consonance in the poem. How do these techniques enhance the poem's rhythm and meaning?</p>
--	---	--	--	--	--

				And before I sleep at night my mama would shhhh... shhhh... shhhh... While asleep, they hear me ZZZZZZ... ZZZZZZ... ZZZZZ...	
<div> <div></div> <div>Lesson Activity</div> </div>	<p>Little Boy Lindo By Maria Eva S. Edon Little Boy Lindo loves to sit by the window; To watch the clouds that are white as cottons. Floating like feathers that go high and low. Oh, how happy Little Boy Lindo seeing them in tons! Night and day Little Boy Lindo dreams; About him swiftly flying like a kite up above, With his memory that is a camera on the stream, That captures every moment one can ever have. Little Boy Lindo's mind is a wanderer; That travels far beyond those cottony clouds. It is like a time machine that quickly remembers; God's wondrous creations all of us must be proud.</p> <p>1. To what object does Lindo compare himself? 2. How are the clouds described in the poem?</p>	<p>DIRECTIONS: On the line, write the letter sound(s) that is repeated.</p> <ol style="list-style-type: none"> 1. Wilma whimpered at the winter weather. 2. Making muffins, Mark made a mess. 3. Greg's goat got into the grain. 4. Becky bet Ben would beat Buster. 5. Deirdre's Dolls are just darling. 6. Too many treats are terrible for your teeth. 7. Sam always saves his money. 8. Hank's heavy horse heaved forward. 9. Frank fled into the forest. 10. It really rained in Rochester last night. <p>ANSWERS</p> <ol style="list-style-type: none"> 1. W 2. M 3. G 4. B 5. D 6. T 7. S 8. H 9. F 10. R 	<p>Read the poem below and circle each case of assonance or consonance. Hint: Read the poem out loud so you can really hear the sound of the words.</p> <p style="text-align: center;">The Raven By Edgar Allan Poe</p> <p>Once upon a midnight dreary, while I pondered weak and weary, Over many a quaint and curious volume of forgotten lore— While I nodded, nearly napping, suddenly there came a tapping, As of someone gently rapping, rapping at my chamber door. “’Tis some visitor,” I muttered, “tapping at my chamber door; Only this and nothing more.”</p>	<ol style="list-style-type: none"> 1. As described in the poem, what sounds does the poet hear every morning? 2. How does the poet describe the sounds of the rooster and the farm animals in the poem? 3. What does the whistling sound in the poem signify? 4. Describe the breakfast scene mentioned in the poem. What sounds are associated with breakfast? 5. What does the poet mean by "the sad shiny silver clock sounds Tik-tak, Tik-tak, Tik-tak"? 6. How is the vacuum cleaner described in the poem? What sound does it make? 7. What sounds can be heard in the fabulous flower garden according to the poem? 8. What natural sounds are mentioned in the last stanza of the poem? 	<p>Directions: For each sentence given below, write what are being compared. Example: The noise is music to his ears. Answer: noise is compared to music.</p> <ol style="list-style-type: none"> 1. Her hair is as black as the night. _____ is compared to _____ 2. The football player is a lion in the game. _____ is compared to _____ 3. The kitten is as light as a feather. _____ is compared to _____ 4. I'm so thirsty; my mouth is as dry as a desert. _____ is compared to _____ 5. My brother is as tall as a tree. _____ is compared to _____

				9. How does the poet describe the transition from day to night in the poem? 10. What feelings or emotions does the poet experience when listening to the stories told by Mama at night?	<div><div></div> is to</div> <div><div></div> compared</div> <div><div></div></div>
<div><div>D. Making Generalization</div><div><div><input type="checkbox"/> Learners' Takeaways</div><div><input type="checkbox"/> Reflection on Learning</div></div></div>	<div><div>WHAT I HAVE LEARNED</div><div><div>The topic that I already knew</div><div></div></div><div><div>The topic that I just learned</div><div></div></div><div><div>The topic that I still want to learn more</div><div></div></div></div>			What is the purpose of using repetition in poetry or songs? What figure of speech is used in the sentence: "The classroom was a zoo during recess"?	What is the difference between hyperbole and personification? Write two sentences: one using simile and one using personification .
IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION					
A. Evaluating Learning					
Formative Assessment	Directions: Identify the figure of speech in every sentence as to SIMILE or METAPHOR. Write your	I. Write the meaning of each hyperbole.	Direction: Think 5 examples each of the sound devices in poetry.	Instructions: Write TRUE if the statement gives a correct idea and FALSE if otherwise.	Direction: Circle the letter of the correct answer. 1. The repetition of the consonant

	<p>answers on your notebook.</p> <p>1. The sky was the color of the calm Pacific thousands of miles from land.</p> <p>2. I am as hungry as a bear recently awakened from hibernation.</p> <p>3. She was a kite, floating above the confusion around her.</p> <p>4. Like a silent thief, the dog crept into the kitchen.</p> <p>5. The dark, cold and silent room was a tomb.</p> <p>6. My noisy sister was like a buzzing fly.</p> <p>7. My thoughts flattered from subject to subject like a butterfly visiting flowers in a field.</p> <p>8. Dad is mad because my room is a pigpen during the lockdown.</p> <p>9. To stay inside the house for a month is like being alone in the dark.</p> <p>10. The food prepared by my mother during the Enhanced Community Quarantine tastes like heaven to me.</p>	<table><tr><th>Hyperbole</th><th>What does it mean?</th></tr><tr><td>I love you to the moon and back.</td><td></td></tr><tr><td>A turtle moves faster than this car.</td><td></td></tr><tr><td>The school cafeteria was a jungle.</td><td></td></tr><tr><td>It's been ages since I had ice cream.</td><td></td></tr><tr><td>I thought my commute would never end.</td><td></td></tr></table> <p>Answer:</p> <table><tr><th>Hyperbole</th><th>What does it mean?</th></tr><tr><td>I love you to the moon and back.</td><td>I love you a lot.</td></tr><tr><td>A turtle moves faster than this car.</td><td>The car is very slow.</td></tr><tr><td>The school cafeteria was a jungle.</td><td>The was chaos in the school cafeteria.</td></tr><tr><td>It's been ages since I had ice cream.</td><td>I haven't had ice cream in a really long time.</td></tr><tr><td>I thought my commute would never end.</td><td>I had a long commute.</td></tr></table> <p>II. DIRECTIONS: Fill in the gaps with the words from the box.</p> <table><tr><td>whistling</td><td>sounds</td><td>bounced</td><td>helped</td></tr><tr><td>shiny</td><td></td><td></td><td>noisy</td></tr><tr><td>put</td><td>mind</td><td>bumped</td><td>purple</td></tr></table> <p>1. Peter Parker ____ his painting on the wall.</p> <p>2. The boy ____ the ball in the backyard.</p> <p>3. Helen happily ____ her housemaid with the housework.</p> <p>4. Most men don't ____ making their man cave tidy.</p> <p>5. The wind was ____ through the holes in the walls.</p>	Hyperbole	What does it mean?	I love you to the moon and back.		A turtle moves faster than this car.		The school cafeteria was a jungle.		It's been ages since I had ice cream.		I thought my commute would never end.		Hyperbole	What does it mean?	I love you to the moon and back.	I love you a lot.	A turtle moves faster than this car.	The car is very slow.	The school cafeteria was a jungle.	The was chaos in the school cafeteria.	It's been ages since I had ice cream.	I haven't had ice cream in a really long time.	I thought my commute would never end.	I had a long commute.	whistling	sounds	bounced	helped	shiny			noisy	put	mind	bumped	purple	<table><tr><th>Alliteration</th><th>Assonance</th><th>Consonance</th></tr><tr><td>1.</td><td>1.</td><td>1.</td></tr><tr><td>2.</td><td>2.</td><td>2.</td></tr><tr><td>3.</td><td>3.</td><td>3.</td></tr><tr><td>4.</td><td>4.</td><td>4.</td></tr><tr><td>5.</td><td>5.</td><td>5.</td></tr></table>	Alliteration	Assonance	Consonance	1.	1.	1.	2.	2.	2.	3.	3.	3.	4.	4.	4.	5.	5.	5.	<p>1. Figures of speech are important for the beauty of literature.</p> <p>2. The tongue twister "She sells seashells by the seashore" is an example of alliteration.</p> <p>3. "How can a clam cram in a clean cream can?" is an example of hyperbole.</p> <p>4. "Peter Piper picked a peck of pickled peppers" is an example of consonance.</p> <p>5. "Fuzzy Wuzzy was a bear; Fuzzy Wuzzy had no hair" is an example of personification.</p> <p>6. The tongue twister "Betty Botter bought some butter" is an example of simile.</p> <p>7. Alliteration is the repetition of initial consonant sounds in neighboring words or syllables.</p> <p>8. Hyperbole involves extreme exaggeration for emphasis or effect.</p> <p>9. Simile directly refers to one thing by mentioning another to suggest they are alike.</p> <p>10. Personification attributes human characteristics to non-human things or abstract concepts.</p> <p>11. Assonance is the</p>	<p>sounds at the beginning of the word.</p> <p>a. Alliteration</p> <p>b. Rhymes</p> <p>c. Assonance</p> <p>2. The repetition of vowel sounds within words.</p> <p>a. Rhymes</p> <p>b. Alliteration</p> <p>c. Assonance</p> <p>3. Some late visitor entreating entrance at my chamber door. What example of sound device?</p> <p>a. Consonance</p> <p>b. Alliteration</p> <p>c. Assonance</p> <p>4. She sells sea a shell by the sea shore is an example of what sound device?</p> <p>a. Rhymes</p> <p>b. Alliteration</p> <p>c. Assonance</p> <p>5. Clap your hands and stamp your feet are an example of ____.</p> <p>a. Rhymes</p> <p>b. Alliteration</p> <p>c. Assonance</p>
Hyperbole	What does it mean?																																																										
I love you to the moon and back.																																																											
A turtle moves faster than this car.																																																											
The school cafeteria was a jungle.																																																											
It's been ages since I had ice cream.																																																											
I thought my commute would never end.																																																											
Hyperbole	What does it mean?																																																										
I love you to the moon and back.	I love you a lot.																																																										
A turtle moves faster than this car.	The car is very slow.																																																										
The school cafeteria was a jungle.	The was chaos in the school cafeteria.																																																										
It's been ages since I had ice cream.	I haven't had ice cream in a really long time.																																																										
I thought my commute would never end.	I had a long commute.																																																										
whistling	sounds	bounced	helped																																																								
shiny			noisy																																																								
put	mind	bumped	purple																																																								
Alliteration	Assonance	Consonance																																																									
1.	1.	1.																																																									
2.	2.	2.																																																									
3.	3.	3.																																																									
4.	4.	4.																																																									
5.	5.	5.																																																									

				<p>neighboring words or syllables.</p> <p>12. Consonance is the repetition of consonant sounds, especially at the end of a word.</p> <p>13. Onomatopoeia involves the use of words that imitate the sounds they represent.</p> <p>14. Metaphor compares two different things using the words "like" or "as".</p> <p>15. The tongue twister "Betty Botter bought some butter" exemplifies onomatopoeia.</p> <p>Answer:</p> <p>1. True</p> <p>2. True</p> <p>3. False</p> <p>4. False</p> <p>5. False</p> <p>6. False</p> <p>7. True</p> <p>8. True</p> <p>9. False</p> <p>10. True</p> <p>11. False</p> <p>12. True</p> <p>13. True</p> <p>14. False</p> <p>15. False</p>	
--	--	--	--	--	--

Homework					
B. Teacher's Remarks:	Note observations on any of the following areas:	Effective Practices	Problems Encountered		
	<i>strategies explored</i>				
	<i>materials used</i>				
	<i>learner engagement/ interaction</i>				
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> • <i>principles behind the teaching</i> <p><i>What principles and beliefs informed my lesson?</i></p> <p><i>Why did I teach the lesson the way I did?</i></p> <ul style="list-style-type: none"> • <i>students</i> <p><i>What roles did my students play in my lesson?</i></p> <p><i>What did my students learn? How did they learn?</i></p> <ul style="list-style-type: none"> • <i>ways forward</i> <p><i>What could I have done differently?</i></p> <p><i>What can I explore in the next lesson?</i></p>				

PREPARED BY: