QUARTER 1
Week 2-Day 3

Reading Comprehension
EN6RC-lb-6.1  EN6RC-lb-6.2  EN6RC-lb-6.3  EN6RC-lb-6.4
Analyze poem with 4 or more stanzas in terms of its elements (rhymes, sound devices, imagery and figurative language)

Oral Language
EN6OL-lb-1.17
Relate an experience appropriate to the occasion

Attitude
EN6A-lb-16
Observe politeness at all times
EN6A-lb-17
Show tactfulness when communicating with others
EN6A-lb-18
Show openness to criticism
Let’s Try This

Can You Guess the Missing Words?
Guess the word based on the given definition in each number. Write the letters of the word inside the letter blocks below the definition.

Hint: Sound devices

1. Words that imitate the sound they are naming or sounds that imitate another sound

2. Repetition of consonant sounds at the beginning of the words in lines of poetry

3. Repetition of vowel sounds in a line or lines of poetry

4. Words sound alike because they share the same middle or ending consonant sounds

Let’s Study This

You learned in the previous meeting that poems are pieces of writing written in separate lines. Aside from sound devices and figurative language, there are elements that add beauty and creativity to poems. These are rhyme and imagery.


**Understanding Rhyme**

A **rhyme** is a repetition of similar sounds (or the same sound) in two or more words, most often in the final syllables of lines in poems and songs.

```
e.g.  The apparition of these faces in the **crowd**
      Petals on a wet, black bough
      ("In A Station of the Metro" by Ezra Pound)

      It was many and many a year ago,
      In a kingdom by the sea,
      That a maiden there lived whom you may know
      By the name of Annabel Lee;
      (excerpt from “Annabel Lee” by Edgar Allan Poe)
```

**Understanding Sound Devices**

**Sound devices** are tools used by poets to convey and reinforce the meaning or experience of poetry through the skillful use of sound. After all, poets are trying to use a concentrated blend of sound and imagery to create an emotional response. In poetry, the words and their order should evoke images, and the words themselves have sounds, which can emphasize or otherwise clarify those images.

**Types of Sound Devices**

1. **Onomatopoeia**. This is a sound device which refers to the use of words whose sounds suggest their meanings.

   Examples:
   - The **bang** of a gun
   - The **hiss** of a snake
   - The **buzz** of a bee
   - The **pop** of a firecracker

2. **Alliteration**. This is the repetition of the same initial consonant sounds at the beginning of at least two words in a line of poetry.

   Examples: the **frog** frolicked frivolously on the **forest** floor.
   - Little **skinny** shoulder blades **sticking** through your clothes
   - ...struck out by a **steed** flying **fearless** and **fleef**

3. **Assonance**. This is the repetition of vowel sounds at the beginning, middle or end of at least two words in a line of poetry.

   Example: “Hear the **mellow** wedding bells” (by Edgar Allan Poe)

4. **Consonance**. This is the repetition of consonant sounds at the middle or end of at least two words in a line of poetry.

   Examples: He fumbles at your spirit
   - As players at the keys
   - Before they drop full music on;
   - He stuns you by degrees (by Emily Dickinson)
Understanding Sensory Images

Words are not just letters printed on paper. They tell of things that you see, hear, smell, taste and feel.

There are six sensory images in literature namely:

1) **sight**, which appeals to the sense of seeing;
2) **sound**, which appeals to the sense of hearing;
3) **touch**, which appeals to the sense of feeling;
4) **taste**, which appeals to the sense of taste;
5) **smell**, which appeals to the sense of smelling;
6) **motion**, which appeals to the sense of seeing with another dimension, that is, movement.

Understanding Figurative Language

Writers use words in many different ways. Sometimes they tell what happened very simply. Sometimes to make their meaning clearer, they compare one thing to something else. When they do this, they are using figurative language. Figurative language gives clearness, force, and beauty to ideas and adds effectiveness to one’s speech and writing. Figurative language uses figures of speech. A **figure of speech** is any use of words in a sense different from their literal definition.

The most common figures of speech are:

1. **Simile**. It is a comparison between unlike things that have one quality in common on which the comparison is based. The comparison is indicated by the expression **like** or **as**.
   
   *The ship is like a plough plowing the sea.*
   *My love is as red as a red, red rose.*

2. **Metaphor**. It is an implied comparison between things essentially different but having one quality in common on which the comparison is built. It is an indirect comparison; hence the words **like** and **as** are NOT used.
   
   *Contentment is a pearl of great price.*

3. **Personification**. It is a figure of speech that ascribes intelligence or feeling to abstract ideas or inanimate objects.
   
   *Did you hear the bells laugh and sing?*

4. **Hyperbole**. It is an exaggeration made to achieve an effect.
   
   *Rhoda is a mountain of flesh.*
Let’s Do This

Task 1. Unlocking the Vocabulary Difficulty!
The following highlighted words in each number are used in the poem you are going to read. See if you can guess its meaning through the context clues provided.

Pick out the clue/s to the meaning of each highlighted word in the sentence then choose the correct meaning from the given options.

1. Patricia Ann was enjoying the sight of her image on the clear surface of the pond when a breeze blew and her image became a blur on the rippled surface. A rippled surface has _____.
   a. little wavelets    b. dark spots    c. small plants

2. The ship is like a plough furrowing the sea.
   a. wrinkling        b. planting        c. plowing

3. A few decades ago, our mountains were covered with trees and other vegetation making them verdant. Something verdant is _____.
   a. abundant         b. green           c. fruit-laden

4. The vanquished rebels laid down their arms to prevent more bloodshed.
   a. surrounded       b. victorious        c. defeated

5. The wrestlers grapple with each other in the arena.
   a. seize and hold firmly       c. box and kick viciously
   b. catch and tie loosely

6. The sprawling vines covered most of the porch. Something sprawling is _____.
   a. well arranged          b. similarly grouped       c. spread irregularly

7. Our love for freedom is a heritage from our ancestors.
   a. inheritance         b. commitment        c. privilege

8. We must protect our freedom from tyranny.
   a. absolute power by a groups of men
   b. oppressive power exerted by a single ruler
   c. democratic power exercised by government

Task 2. Read and Learn!

Pre-reading
Filipinos have a rich heritage and the Philippines is endowed with great resources – human and natural. Our ancestors came to this islands in search of freedom for themselves and their children. Though our country had been colonized again and again by foreign powers, our forefathers had steadfastly kept the fire of
freedom burning in their hearts and had passed on that torch making us proud of our race, our country and our people. Are you proud of being a Filipino? What are the things that make you proud of being one? List them down in your notebook.

Look at the title “I Am Proud To Be a Filipino.” What do you think are the author’s reasons for saying so?

While-Reading
While reading the poem, find out the reasons why the author is proud to be a Filipino. Are you both proud for the same reasons?

I Am Proud To Be A Filipino
Toribia Maño

I am a Filipino. I came from islands rippled with sun
Where days are green fires and nights are warm
With moon and stars. Girdling my loins is blood rich as milk
For I was born of sultans, rajahs, kings,
Soldiers, heroes who fought to sing
The poetry of freedom. My house is my land
Virgin, brown, wombed out of loam, volcanic rock and shells,
Carpeted with rice, corn, coconut, cane, trees
That rise as temples to grapple winds
Rains, mighty rivers furrowing the earth.
Where I walk, my shadow is a marriage of flags

Malay, Chinese, Spanish, American, Japanese
While in my bones sleep quietly as a bride
Vanquished desires of conquerors who dreamt of empires,
Gold, trade and spice. Though a paly breed
I stand with the ancients for my love and loyalty
Are as fish to the sea. I am proud of my brownness,
My duty and destiny are thirty-million brown men
Planting rice, husking coconut, throwing nets far into the Pacific
Hacking mountains of iron, coal, chrome, manganese and timber
To live. We are one and the same. A moving, restless caravan
Of dark brown skins building a holy heritage of democracy
Piece by piece with our dreams, sweat and death
As a bird builds patiently twig by twig
The warm, brown circle of its nest.
I am a Filipino. I believe in the goodness and the bounty of God,
I believe in the grandeur of charity and peace as a cure for the ills of man
For I am a Christian who looks upon all men
As brothers whose task it is to love.
I believe in my country and in the deathlessness of my flag
For its every color is a history of courage, sacrifice, death
Against injustice, tyranny, oppression and hate.
I believe in my people as noble keepers of the faith:
That all men are equal; that all men are free.
I believe with verdant and sprawling mountains, hills, valleys, plains,
Lakes, waterfalls, rivers, sunsets, beaches
And a generous sea. Alive, sovereign, wondrously happy in work and
Abundant with hope for my people.
I am proud to be a Filipino.

Reference:

Let’s Do More

Task 3. Understanding the Poem
Let’s see how well you understood the poem. Choose the letter of the phrase that completes the sentence.

1. The poem is mainly about ______.
   a. pride in being a Filipino
   b. equality of all Filipinos
   c. characteristics of a Filipino

2. The writer says that the Filipino is ______.
   a. a victim of injustice
   b. of noble origin
   c. basically generous

3. The Filipino is by nature ______.
   a. poor but brave and religious
   b. peace-loving but proud and ambitious
   c. charitable, hardworking and freedom-loving

4. The value the poem aims to develop in the reader is ______.
   a. industry
   b. obedience
   c. nationalism
Let’s Enrich Ourselves

Task 4. Recognizing Sensory Images
A. Write the letter of the phrase that does NOT appeal to the same sense as that of the phrase in bold print.

1. the grating of cartwheels on the pebbles
   a. the murmuring haunt of flies
   b. the crackling of the fire
   c. vast ridges of forest

2. gentle swaying of the reeds
   a. the eternal note of sadness
   b. tiny human figures laboring in the distant fields
   c. curls of smoke rising lazily from farm house chimney

3. wet grass between my toes
   a. dressed in crude and gaudy attire
   b. completely wet and icy cold
   c. a grain of sand in the eye

4. chocolate, ice cream and apple pie
   a. tang of salt spray
   b. many sweet thoughts
   c. ice cold mango juice

5. scent of cologne, jasmine and body spray
   a. pungent like old wine
   b. acrid fumes of burning wax
   c. guttural twang of the bull frog

B. Complete the table below by writing down the sensory images found in the poem “I Am Proud To Be A Filipino.”

<table>
<thead>
<tr>
<th>sight</th>
<th>sound</th>
<th>touch</th>
<th>taste</th>
<th>smell</th>
<th>motion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task 5. Recognizing Figurative Language
A. Read each of the five sets of sentences that follow. For each sentence in the set, write **O** if the sentence uses ordinary language and **F** if it uses figurative language. Write your answer on the blank before the number.

Set 1  ___1. The wind howled like a wounded animal.
       ___2. The wind blew hard and made noises.
       ___3. The wind was a wounded animal, howling in the night.

Set 2  ___1. When night ends and daylight begins, people become active again.
       ___2. The dawn of day is like the beginning of a play.
       ___3. The curtain of night lifted and we, the actors come on stage once more.

Set 3  ___1. The grass formed a velvet cushion for her head.
       ___2. The grass felt like velvet when she put her head down.
       ___3. She put her head on the grass.

Set 4  ___1. He seeks money like a squirrel seeks nuts.
       ___2. He is selfish and greedy.
       ___3. He is a hungry squirrel storing loot for the future.

Set 5  ___1. When I held the ice, I felt shivers down my spine.
       ___2. The ice cube froze my spine.
       ___3. Holding the ice cube was like lying on a frozen pond.

B. Encircle the letters of the figure of speech used and the correct interpretation of each passage taken from the poem.

1. “Though a paly breed
   I stand with the ancients for my love and loyalty are as fish to the sea.”
   The figure of speech used is
   a. simile    b. metaphor    c. hyperbole
   The passage means
   a. I am as loyal and loving as other people.
   b. I am as loving and loyal to my ancestors as a fish is to the sea.
   c. The fish is as loyal to the sea as I am to my friends.

2. “Where I walk, my shadow is a marriage of flags.”
   The figure of speech used is
   a. simile    b. apostrophe    c. metaphor
   The passage means
   a. My shadow is covered with flags.
   b. The path I walk is covered with flags.
   c. I am a product of different cultures.
Task 6. Recognizing Rhyme
Pick out the rhyming words in the poem “I Am Proud To Be a Filipino.” Write your answers inside the box below.

Task 7. Recognizing Sound Devices
Complete the table below by writing down the sound devices found in the poem “I Am Proud To Be A Filipino.”

<table>
<thead>
<tr>
<th>onomatopoeia</th>
<th>alliteration</th>
<th>assonance</th>
<th>consonance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let’s Work on This!

Go to your respective groups. Before performing the task assigned to your group, take a look at the rubrics your teacher will give you that will serve as your guide in preparing your presentation.

Take a look at the assigned task for your group. As you work on your presentation, observe politeness at all times, show tactfulness when communicating with others, and show openness to criticism.
Small Group Differentiated Works (SGDW)

Let’s Remember This

Rhyme, sound devices, imagery, and figurative language are elements of poetry. They are essential because they give beauty and creativity, as well as effective use of words, ideas and images in poems.

Let’s Reflect!

In your journal, write a reflection with at least five sentences on the following topic:

What Being a Filipino Means to Me

Prepared by:
DENN MARC P. ALAYO
Can You Guess the Missing Words?
1. Onomatopoeia
2. Alliteration
3. Assonance
4. Consonance

Task 1. Unlocking the Vocabulary Difficulty!

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Breeze</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>Plowing</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>covered with trees and other vegetation</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>laid down their arms</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>Wrestlers</td>
</tr>
<tr>
<td>6</td>
<td>C</td>
<td>covered most of the porch</td>
</tr>
<tr>
<td>7</td>
<td>A</td>
<td>from our ancestors</td>
</tr>
<tr>
<td>8</td>
<td>B</td>
<td>protect our freedom</td>
</tr>
</tbody>
</table>

Task 2. Read and Learn!
Answers may vary.

Task 3. Understanding the Poem
1. a
2. b
3. c
4. c

Task 4. Recognizing Sensory Images
1. c
2. a
3. a
4. b
5. c

Task 5. Recognizing Figurative Language
A.
Set 1
F 1.
O 2.
F 3.

Set 2
O 1.
F 2.
F 3.

Set 3
F 1.
F 2.
O 3.
Set 4.  
- F 1.
- O 2.
- F 3.

Set 5.  
- O 1.
- F 2.
- O 3.

B.  
1. a  
   b  
2. c  
   a  

Task 6. Recognizing Rhyme

sun-warm
hate-faith

Task 7. Recognizing Sound Devices

<table>
<thead>
<tr>
<th>onomatopoeia</th>
<th>alliteration</th>
<th>assonance</th>
<th>consonance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Carpeted with rice, corn, coconut, cane love and loyalty piece by piece duty and destiny</td>
<td>Chinese, Spanish, American, Japanese</td>
<td>mountains, hills, valleys, plains lakes, waterfalls, rivers, sunsets, beaches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>As a bird builds patiently twig by twig</td>
<td>Soldiers, heroes</td>
</tr>
</tbody>
</table>
For Small Group Differentiated Works (SGDW)

<table>
<thead>
<tr>
<th>RUBRICS IN EVALUATING GROUP’S PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group No: ___________  Group’s Name: ________________</td>
</tr>
<tr>
<td>Names of Group Members: __________________       _________________     _________________     _________________</td>
</tr>
</tbody>
</table>

Directions: Use these rubrics to evaluate each presentation of the four groups. Encircle the appropriate number after each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>4 = Exemplary</th>
<th>3 = Satisfactory</th>
<th>2 = Good</th>
<th>1 = Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All members participated in the group activity.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Group members stayed on the assigned activity.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Group members only used positive language and encouraging words with each another.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Group members were able to present their output/performance relevant to the content/message of the speech studied.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Every member was allowed to do his assigned role (no one person dominated the group).</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. Group members listened to others well.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. Group members helped others when needed.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. A positive attitude was displayed by all group members during the entire activity.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. All group members actively completed their part of the activity without additional prompting.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. All group members had a finished output/performance that was correct, neat, and represented the group’s collective thoughts and efforts.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Add all encircled numbers for Total Score_______________ (Out of 40)

A. List some things that you really liked about the group’s presentation. Justify.

B. List and explain some areas for improvement for the group.

Prepared by:

DENN MARC P. ALAYON