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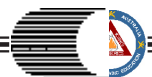
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Answer Key

Worksheet 1 - Forming Similes

The water tasted like tears.
The athlete ran like a horse.
The princess' hands are as soft as the marshmallows.
The farmers' feet are as rough as the leather.
The lady walked like a the turtle.
The winner was as proud as a peacock.
The contestant answered the question like a lightning flash.
The kitten's teeth are as sharp as pins.

Worksheet 2 - Completing Similes

(Answers may vary.)

Worksheet 3 - Recognizing Metaphors

2. Mountains are sentinels in the sky.
3. All his brothers and sisters except Robin, study hard in school.
He is the blacksheep in the family.
5. Blood is the river of life.
7. The stars are the fireflies of the gods.
10. The drill sergeant is a lion on the parade ground and a sheep in his home.

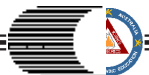
Worksheet 3 - Forming Metaphors

1. In a clear weather the sun is an orange balloon in the sky.
2. Father was an erupting volcano when he saw my failing grades.
3. Lydia was a deer when she won the 400-metre dash.
4. The king was a lion when he yelled at the gardener.
5. The newly-wed couple was a butterflies as they flitted from table to table.

Activity 5 - Creating Similes and Metaphors

(Created statements may vary.)

USING FIGURATIVE EXPRESSIONS (Teacher's Guide)



Description

This teacher support material is primarily designed to strengthen the pupils' skill in identifying and using figurative expressions particularly the simile and the metaphor. The activities are to be performed in small groups utilizing Team Discussion Structure to promote interactive learning in a communicative set-up.

Target Audience

Grade Six Pupils

Subject Matter/Learning Competency

PELC VI. Reading C. 1.6. Use figurative language to describe people and events (simile and metaphor)

Duration

160 minutes

First Day - Activity Nos. 1-3

Second Day - Activity Nos. 4-5

Objectives

At the end of the activities, the pupils shall be able to:

- identify a simile from a metaphor
- use figurative language (simile and metaphor) to describe objects, people and events
- work cooperatively in small groups.

Preparation

1. Replicate Worksheets 1-4 according to the number of pairs in the class.
2. Reproduce Sentence Strips 5-A and 5-B according to the number of groups in the class.

Procedure



Review

Conduct a review on simile and metaphor using Word Web.

Say: What comes into you mind if we talk of simile? metaphor?

Activity 1 - Forming Similes

1. Set the pupils into teams of eight. Each team shall select a leader and a recorder.
2. Distribute four worksheets to each team.
3. Ask them to read and analyze the directions before performing the activity. Emphasize team discussion to arrive at the group's answers.
4. Give each team strips of tagboards or cards to write their answers on.
5. After the activity, the publishing of team's answers follows.
6. Process each team's responses.

Activity 2 - Completing Similes

1. Distribute four worksheets to each team.
2. For this activity, the same grouping in Activity 1 is adopted by the teacher.
3. Have them read and follow the directions carefully. Encourage team discussion.
4. Monitor their team discussion and be ready to assist them if necessary.
5. Let the team's representative read the completed similes.
6. Process the teams' responses.

Activity 3 - Recognizing Metaphors

1. Follow the same grouping.
2. Give each team four worksheets.
3. Let them follow the directions given.
4. Have them do the activity orally.
5. Check the groups' answers.

Activity 4 - Forming Metaphors

1. Provide each team with four worksheets.
2. Have them read and follow the stated directions correctly.
3. Give each team ample time for discussion to change each simile into a statement using metaphorical expression.
4. As soon as the team finishes its tasks, let it publish its responses.

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5. Let the leader present the team's responses.
 6. Evaluate each team's output.

Activity 5 - Creating Similes and Metaphors

1. Provide each team with an envelope that contains sentence strips showing similes and metaphors.
2. Have each member of the team take one strip of paper and identify whether the sentence contains a simile or a metaphor.
3. Let all members with the similes group together. Do the same for the members with the metaphors.
4. Have the simile group construct four statements using a simile. The metaphor group does the same. Pupils must work collaboratively to create similes and metaphors.
5. Publishing of group's responses.
6. Let a group representative present and explain the meaning of the simile or the metaphor to the whole class.
7. Evaluate the groups' constructed statements.

Evaluation

The success of using this material can be measured through observation of the pupils' skill in:

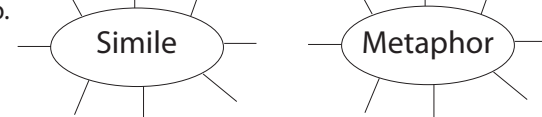
- identifying a simile from a metaphor
- using similes and metaphors to describe objects, people and events
- active participation in all the activities.

Resource List

Teacher's Guide
Worksheets 1 - 4
Envelopes containing 8 sentence strips (for Activity 5)
Master copy of sentence strips

Teaching Hints

1. This TSM can be used after the teacher has introduced the skill in identifying similes and metaphors as well as the use of both.
2. The number of minutes allotted for the use of this material may vary according to the pace of the pupils in the class.
3. In every activity, give one point for every correct response to each group.



Forming Similes

Directions: Match each phrase in the two frames that follow to form a good sentence showing a simile. Write the sentences on your response cards.

- The water tasted
- The athlete ran
- The princess' hands are
- The farmers' feet are
- The lady walked
- The winner was
- The contestant answered the question
- The kitten's teeth are

- as rough as the leather
- as soft as marshmallow
- like a horse
- as sharp as pins
- like tears
- like a lightning flash
- like a turtle
- as proud as a peacock



Completing Similes

Directions: In your own group, use the most suitable words to complete the following similes. Use the manila paper provided.

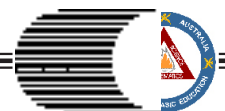
1. as _____ as a deer
2. as _____ as a dog
3. as _____ as a fish
4. as _____ as steel
5. as impressive as _____
6. as happy as _____
7. as graceful as _____
8. as gloomy as _____
9. The house was quiet like _____.
10. Grandfather is wise like _____.
11. The children were restless like _____.
12. Some clever people are changeable like _____.



Recognizing Metaphors

Directions: Copy each sentence that expresses a metaphor on your response sheets.

1. Gina played a tiger in the play.
2. Mountains are sentinels in the sky.
3. All his brothers and sisters except Robin, study hard in school.
He is the black sheep in the family.
4. The mule is a gentle horse.
5. Blood is the river of life.
6. The dark clouds look like a grieving woman's dark veil.
7. The stars are the fireflies of the gods.
8. The river seemed like a crawling snake at an aerial view.
9. The plane soared into the sky like a winged horse.
10. The drill sergeant is a lion on the parade ground and a sheep in his home.



Forming Metaphors

Directions: Change the following similes into statements using metaphorical expressions. Encircle the figures being compared. Number 1 is done for you. Use the manila paper provided.

1. In a clear weather, the sun seems to rise up in the sky like an orange balloon.

In a clear weather, the sun is an orange balloon in the sky.

2. Father was angry like an erupting volcano when he saw my failing grades.

_____.

3. Lydia ran like a deer when she won the 400-metre dash.

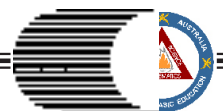
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4. The king roared like a lion when he yelled at the gardener.

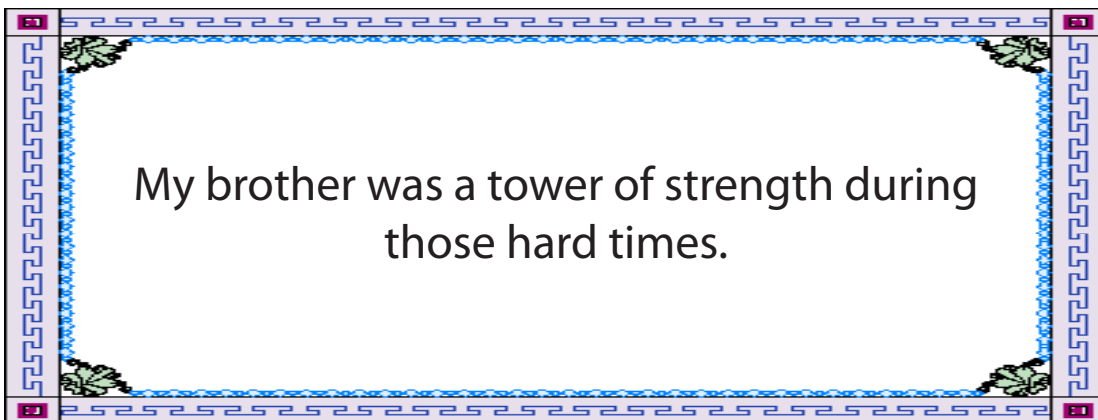
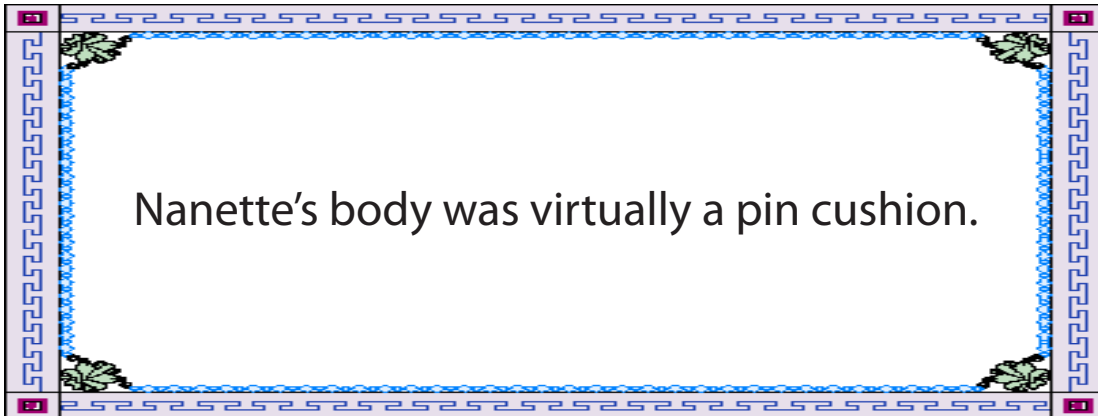
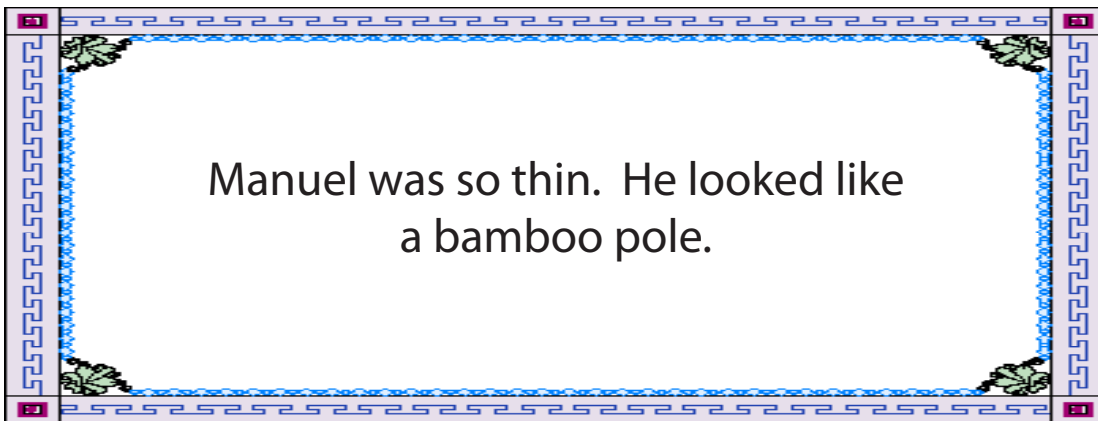
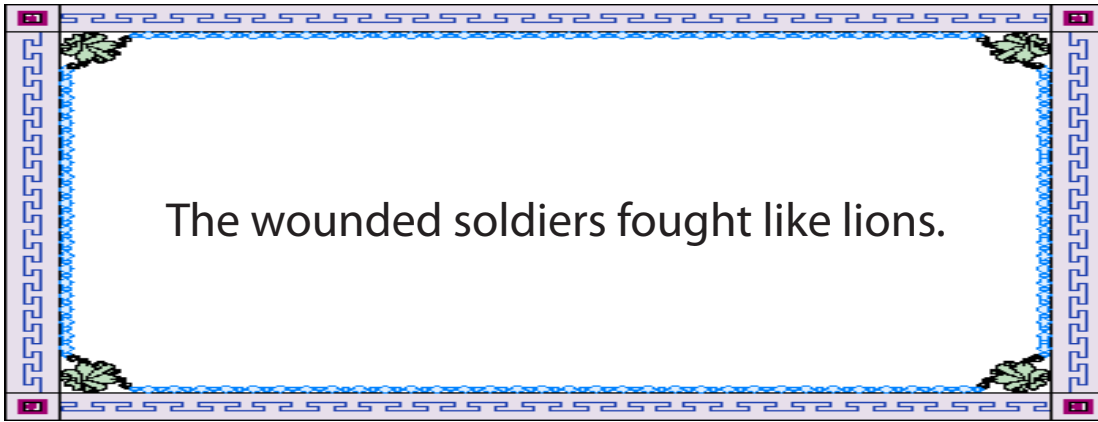
_____.

5. The newly-wed couple flitted from table to table like butterflies during the photo sessions with the guests.

_____.



Sentence Strips 5-A (Activity 5)



Sentence Strips 5-B

