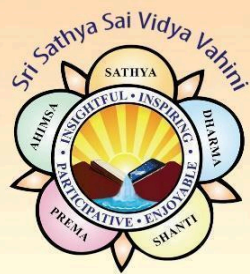# Master Lesson Plan

for

Literary Devices- metaphor, onomatopoeia, rhyme scheme

Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD VIII	English	Literary Devices- metaphor, onomatopoeia, rhyme scheme	English	10-10-2024 21:02:41

Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types

Main Script
Make concepts simple
and easy to understand

MS

Value Content
Integrate Human Values
seamlessly into
curriculum

VC

Inquisitive Questions
Use questions as means to
promote curiosity and critical
thinking

IQ

Suggested Activity
Promote learning by
doing

SA

Day to Day Relevance
Help children understand
practical relevance of every
topic

DD

Classroom

Questions to Assess
Make assessment
interactive and effective

QA

IA

Interesting Asides
Satisfy children's hunger to
know more

For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.

[Notes to teacher: *Dear Teachers, through this MLP, we bring to you suggestions, pedagogical approaches, ideas, Teacher Reference Documents (TRD), Teaching Aids(TA) and Learning Aids (LA) for the topic 'Literary Devices - Metaphor, Onomatopoeia, Rhyme Scheme' for grade 8.*
This ideation for lesson planning and delivery has been designed based on the curricular goals and competencies as prescribed by CBSE.]

CURRICULAR GOALS	CG-2 Appreciates the language and literary and cultural heritage in and related to language by exploring the various forms of literary devices.
COMPETENCIES AS PER NCF/NIPUN BHARAT	CG-2.2 Identifies literary devices by reading a variety of literature and uses them in writing

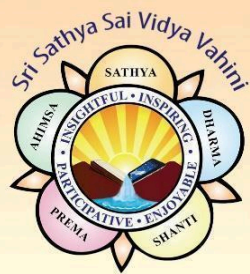| Strategies As Per NEP	Sports Integration
Learner Centric Techniques used	See-Think-Wonder, Do it yourself, Game based learning
Teacher's Tool Kit	Game Chits, Concept map
SDG (Sustainable Development Goals)	SDG 4 To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
Inter/Multidisciplinary elements	Sports, Art interpretation

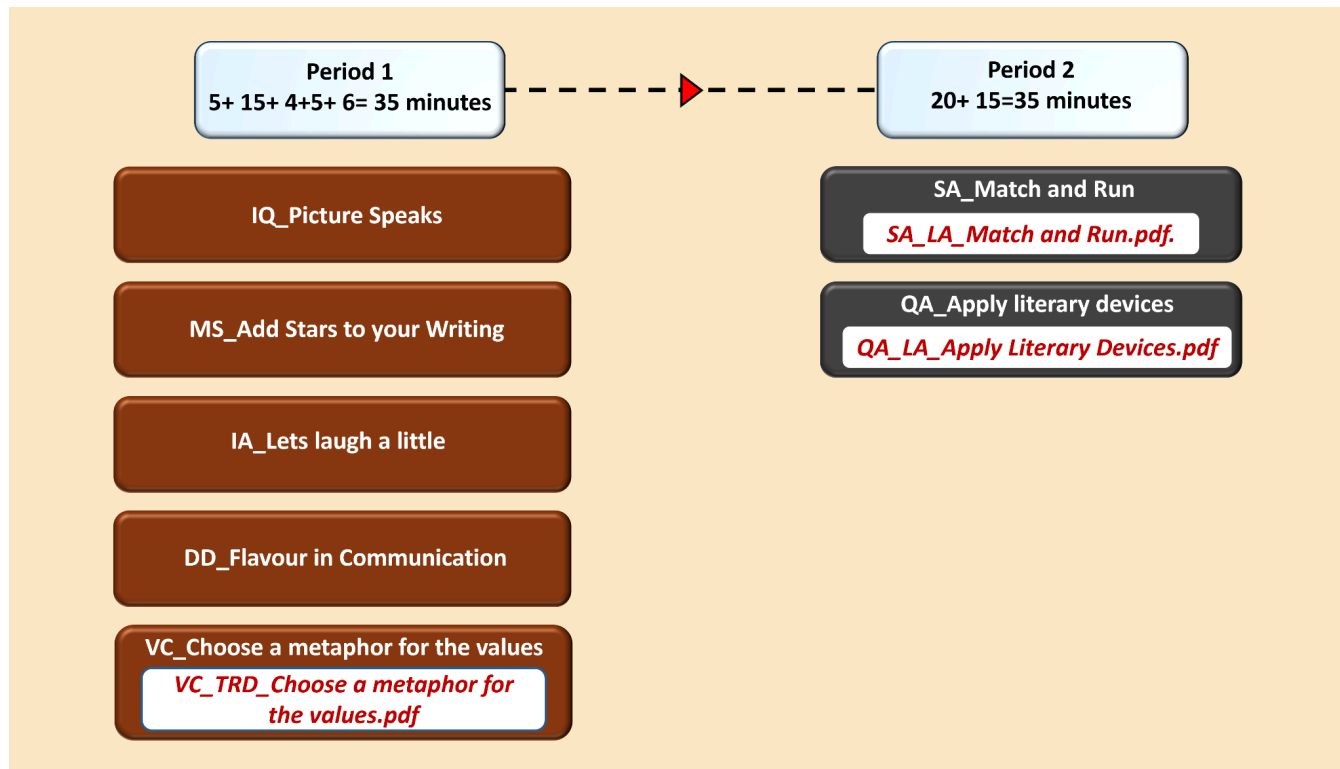**Total Time to transact MLP: 70 minutes, 2 periods**
Topics in this Chapter:
- Metaphor
- Onomatopoeia
- Rhyme scheme

[Notes to teacher: *The chapter on Literary Devices - Metaphor, Onomatopoeia, Rhyme scheme has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with have been suggested. As you view this lesson plan, you will find that all seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participatory'. You will also notice that the activities and Value content are designed towards the attainment of curricular goals and competencies.*
This lesson plan is designed for 2 periods, considering **each period to be of 35 minutes.** *Additional one period may be used if required.]*

Lesson Plan Flow

Period 1 5+ 15+ 4+5+ 6= 35 minutes	▶	Period 2 20+ 15=35 minutes

Period 1:

- IQ_Picture Speaks
- MS_Add Stars to your Writing
- IA_Lets laugh a little
- DD_Flavour in Communication
- VC_Choose a metaphor for the values
  - *VC_TRD_Choose a metaphor for the values.pdf*

Period 2:

- SA_Match and Run
  - *SA_LA_Match and Run.pdf.*
- QA_Apply literary devices
  - *QA_LA_Apply Literary Devices.pdf*

[*Notes to the teacher: Here is the MLP at a glance for a quick reference.*]

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PERIOD 1
Topic:
Metaphor, Onomatopoeia, Rhyme scheme - meaning and application

Time: 5 + 15 + 4 + 5 + 6 = 35 mins
Asset Types: IQ, MS, IA, DD, VC

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1) IQ_Picture Speaks

Specific Learning Outcome: Students will be able to connect to the use of literary devices in vivid descriptions and poetry.

Duration: 5 mins

Notes to teacher: Show the picture (given below) of a railway station buzzing with activity and pose questions like:

- What sounds can you hear at the railway station?
- Can you compare the scene to something else?
- How can you make the description of the picture interesting?

Image Source / URL
SSSVV Gallery< Search Keyword > Railway Station

Notes to teacher: The teacher then reads the poem that describes the railway station scene. Ask leading questions to direct the discussion to the topic of literary devices.

We are at the railway station,
A steaming pot of confusion and commotion.
Whoo! whoo! toot! toot! goes the metallic snake,
The train creaks to a stop as it brakes.
Chai! chai! the vendors scream,
Children are looking for ice cream.
Carrying goods the trolleys clang,
The luggage came tumbling with a bang!
Passengers searching for coaches moving to and fro,
Suitcases dragged, rolling to go.
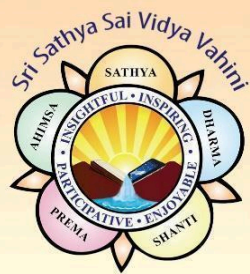
> *With strangers sitting face to face,*
> *The railway station is a busy place.*
>
> **Notes to teacher: Pose the questions** Is there any imagery in the poem? What makes the poem attractive?
> Hints: Use of metaphor - train to snake, use of onomatopoeia, rhyming words]

2) MS_Add Stars to your Writing

Specific Learning Outcome: Students will be able to apply the knowledge of literary devices - metaphor, onomatopoeia and rhyme scheme in poetry and descriptive writing.

Duration: 15 mins

Notes to teacher: Use the GOs as a concept map to explain metaphor, onomatopoeia and rhyme scheme. Support with suitable examples. Encourage student participation in giving examples.
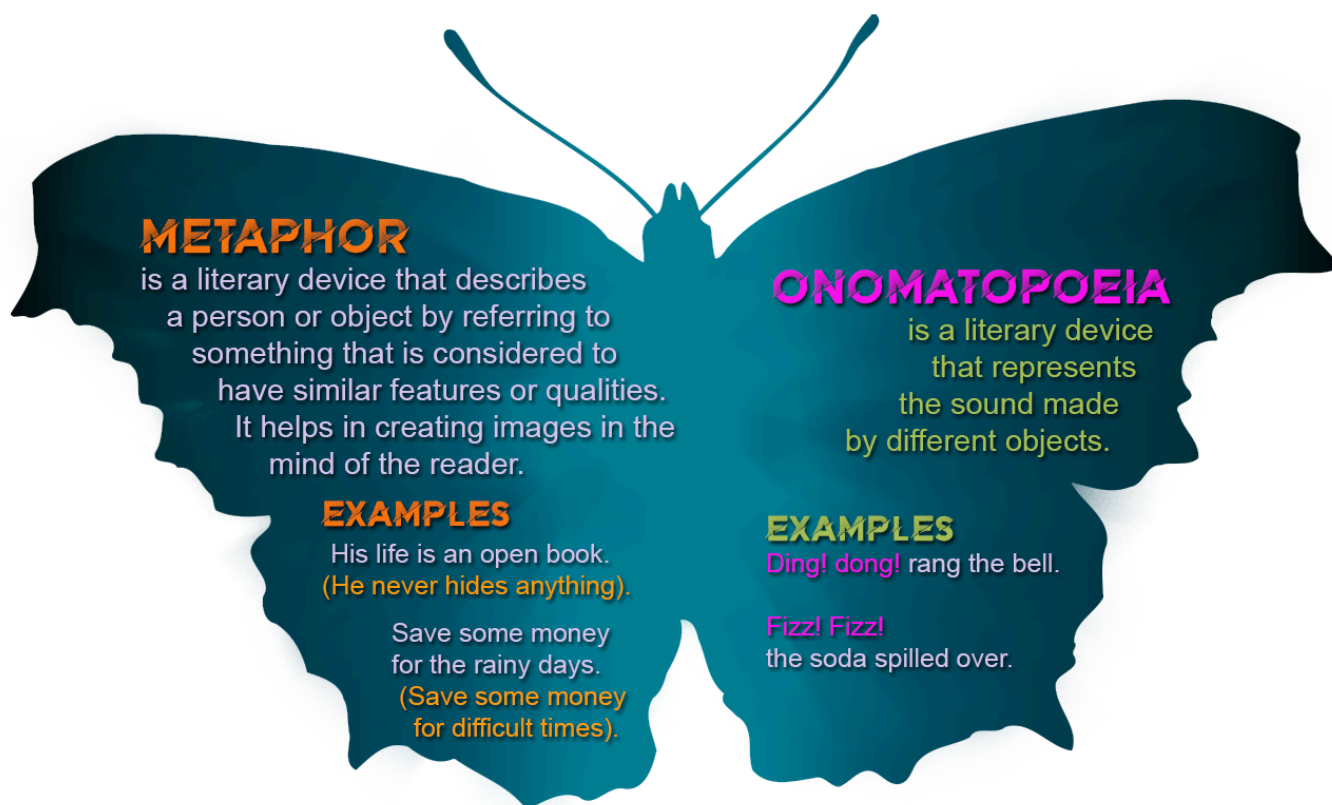
METAPHOR
is a literary device that describes a person or object by referring to something that is considered to have similar features or qualities. It helps in creating images in the mind of the reader.

EXAMPLES
His life is an open book.
(He never hides anything).

Save some money for the rainy days.
(Save some money for difficult times).

ONOMATOPOEIA
is a literary device that represents the sound made by different objects.

EXAMPLES
Ding! dong! rang the bell.

Fizz! Fizz!
the soda spilled over.

Image Source / URL
Butterfly - https://pixabay.com/vectors/animal-butterfly-insect-silhouette-2022499/ - OpenClipart-Vectors

Additional examples for metaphor:
- Variety is the spice of life. (When there is variety, things become interesting.)

- Stop making these comments, don't pour oil on troubled waters. (Don't add to her ill feelings by passing unkind remarks.)

Additional examples for onomatopoeia:
- We could hear the **murmurous sound of flies** in the summer evenings.
- "**Hoot, hoot,**" cried the owl at night.

Rhyme scheme:

ABAB	AABB	ABCABC
You are *welcome,* To this incredible *land.* Let the tour be *awesome,* And the holiday really *grand.*	Wish I could travel to the *moon,* Not to return anytime *soon.* Without any space *rocket,* In my homely *jacket.*	The bowler *appealed,* Shouting, Out! Out! *Out!* The Umpire shook his head saying, *No!* The batting team was *thrilled,* The crowd began to *shout,* The batsman forged ahead with the *flow!*

3) IA_Let's laugh a little

Specific Learning Outcome: Students will be able to relish the extra information about different sounds.

Duration: 4 mins

Notes to teacher: The teacher will read the below examples of onomatopoeia (related to laughter) in an appropriate tone.

chuckle, chuckle	a quiet laugh
guffaw, guffaw	a boisterous laugh
ha-ha, ha-ha	a laugh
he-he, he-he	a soft laugh

ho-ho, ho-ho	Santa's laugh
tee-hee, tee-hee	high-pitched laugh

Image Source / URL

Laughing Child -https://pixabay.com/photos/indian-child-baby-playing-8362684/Dharun_dloves

Santa Laugh- https://pixabay.com/vectors/ai-generated-santa-claus-santa-8184589/-Krimker

Quiet laugh- SSSVV Gallery":" Search keyword Quiet laugh

Do you think 'wow' is an onomatopoeia?

No. It is an interjection - an expression of emotion. So are words like eek!! (fear) and ugh (disgust).

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4) DD_Flavour in Communication

Specific Learning Outcome: Students will be able to relate the use of literary devices to add colour to their daily life communication.

Duration: 5 mins
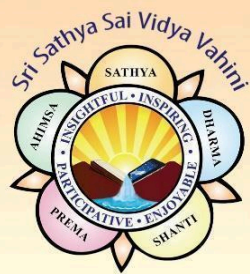
Notes to teacher: Literary devices help us in making both oral and written communication more effective and attractive. Let us look at their usage in daily life where vivid descriptions can be made using literary devices.

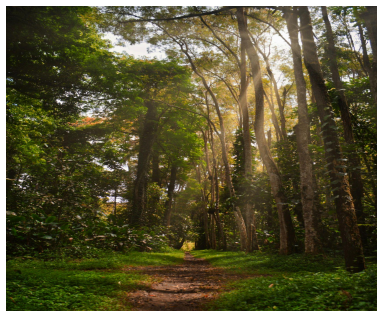**He is a tall boy.**   **He is a Qutub Minar.**

He is a cunning boy.
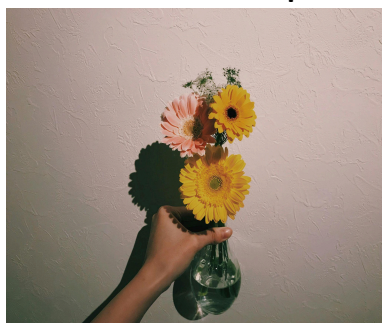

He is a fox.

**Mumbai has many buildings
but little greenery.**

Mumbai is a concrete jungle.

**As Nisha hurried,
she dropped the flower vase
which broke into pieces.**

**As Nisha hurried,
"crash!" the flower vase fell and
shattered into pieces.**

5) VC_Choose a metaphor for the values

Specific Learning Outcome: Students will be able to develop creativity to express their thoughts and ideas uniquely.

Duration: 6 mins

Please use the attached file **VC_TRD_Choose a metaphor for the values.pdf** to conduct the activity and reflect upon the values driven through it.

PERIOD 2
Topic: Metaphor, Onomatopoeia, Rhyme scheme - Understanding and usage
Time: 20 + 15 = 35 mins
Asset Types: SA, QA

1) SA_Match and Run

Specific Learning Outcome: Students will be able to establish a link between literary devices and their application.

Duration: 20 mins

Notes to teacher: This activity may be conducted in the campus so that students have space to play the game of **SPORTS INTEGRATION.**

Aim: Students will be able to establish a link between the literary devices and their application.

Resources Required: Chalk, print out of learning aid (attached herewith) cut into small chits.

Setting for the Activity: Outdoor

Type of Activity: Games

Preparation for Activity:
- Draw three big circles with chalk on the floor or playground such that one-third of the total students fit in each circle.
- Take a print out of the attached learning aid **SA_LA_Match and Run.pdf.**
- Cut along the dotted line.
  The chits are in pairs. (explained below)

Procedure:

- Take the students to the campus and divide them into three groups and appoint one student as the captain of each group.
- The teacher to distribute the chits which are in pairs of:
  - **Metaphor** on one chit and their corresponding meaning on another chit - Example - one chit reads - She is a tall girl. The corresponding matching chit reads - She is an Eiffel Tower.
  - **Onomatopoeia sounds** on one chit to be matched with their corresponding sounds on another chit - **For example -** chit 1 drip-drop, chit 2- water from the leaking tap.
  - **Rhyme** on one chit to be matched with another chit containing the corresponding rhyme schemes. For example, a poem with a rhyme scheme of 'abab' means the first and third line rhyme at the end and the second and fourth line rhyme at the end.
- Each group would get 5 pairs of chits (2 metaphors, 2 onomatopoeia and 1 rhyme scheme) i.e. 10 chits.
- Chits 1-10 are for group 1, chits 11-20 are for group 2 and chits 21-30 are for group 3.
- Students within the group **find their correct match and run together** to the correct circle (three legged or holding hands).
- The captain of the team should check that all the pairs are in order before declaring that they have completed the task. The captain co-ordinates the activities of the group.

Observations:

- The teacher would observe the student's ability about:
  - **comprehension** of literary devices
  - **interpersonal** skills of teamwork and quick thinking
- The teacher would also observe the captain's ability to guide the team.

Conclusion:
The children are able to understand and complete the activity.

Follow-up activity:
Ask the students their experience and learnings from the activity. Ask them what they did right and what needs improvement.
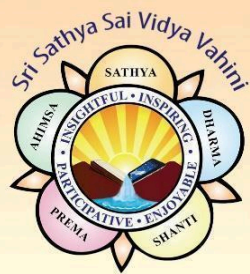
Precautions:
- ✓ The teacher may take the help of the sports teacher to conduct the activity.
- ✓ Students should be advised to maintain discipline while moving around to prevent injury.

ANSWERS

Pairs of chits:

Group 1

1 and 8

2 and 6

3 and 5

4 and 10

7 and 9

Group 2
11 and 14
12 and 15
13 and 19
16 and 18
17 and 20

Group 3
21 and 29
22 and 27
23 and 26
24 and 28
25 and 30

2) QA_Apply literary devices
Specific Learning Outcome: Students will be able to choose the correct literary devices to write well.
Duration: 15 mins
Notes to teacher: Please use the attached worksheet **QA_LA_Apply Literary Devices.pdf** to check the student's understanding in applying literary devices. While printing the worksheet for student circulation please do not print the answer key page which is for teacher reference only.
Alternatively the questions may be written on the Board and students may complete the exercise in their notebooks.

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LESSON PLAN DESIGN

You would have noticed that the lesson plan design has ample opportunities for

★ activity based learning
★ interdisciplinary approach
★ relevance and connection of the topic to the real world
★ Integration of Values with the concept
★ Interaction in the classroom

Teaching aids and teacher reference documents mentioned in this Lesson plan are provided in the folders below.

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Salient recommendations of NEP
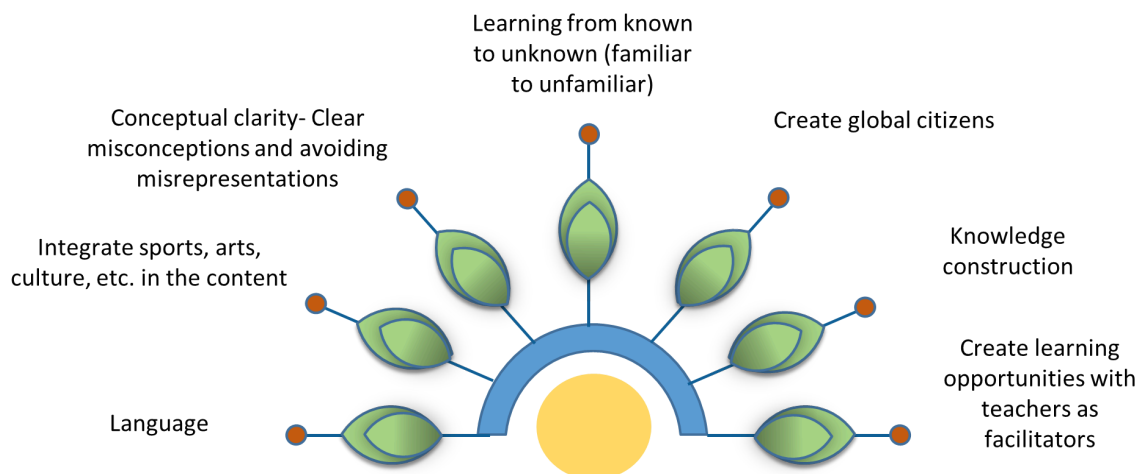
We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you.

Thank you.

Master Lesson Plan

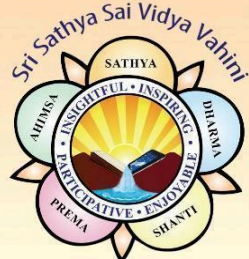| Seven Asset Methodology for MLP	
What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the nth why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If

	students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing titbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.