

Stage 3

Literacy Learning Pack



Term 4
Weeks 2 & 3

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Work across the grid to have a variety of lessons, or down the grid to complete activities on the same topic e.g., all the activities that focus on spelling.

This fortnight we will be learning to:

- Plan, draft, edit, revise and publish a narrative text.
- Use appropriate strategies to accurately spell familiar and unfamiliar words.
- Use skills, strategies, and knowledge to read and comprehend different texts.
- Demonstrate an understanding of grammar including alliteration and hyperbole.

- The expectation is that you attempt **two activities each day**.
- Extension tasks are **optional tasks** for you to complete to challenge yourself.
- **Activities with a ✓ are compulsory.** These are to be submitted for feedback from teachers. **Upload your ✓ task on Seesaw.**
- **Additional blank lined pages have been added to the learning pack.** You can use these pages instead of your workbook. This learning pack needs to be returned to school when we resume face-to-face learning.

Activities

**1. Writing – Planning Process
(Resource Included)**

Task:

Complete the 'Planning a Narrative' worksheet from your resource pack. Use your Y-Chart from Activity 2, Week 1 to support your narrative plan.

Planning A Narrative

1. Decide on a title for your narrative.
2. Plan how you are going to start your narrative. (Orientation - Introduce your setting and characters.)
3. Decide on a complication for your story. (Complication)
4. Think about how you are going to resolve the problem. (Resolution)
5. How is your narrative going to end? (Conclusion)

PLANNING A NARRATIVE:

| |
|--------------|
| Title |
| Orientation |
| Complication |
| Resolution |
| Ending |

**2. Spelling - Proofreading
(Resource Included)**

What Is Proofreading?

Word conscious learners are aware that they need to spell words correctly when they move to the publishing step of the writing process. Proofreading is necessary to communicate effectively with their audience.

Proofreading should not be confused with editing. Editing involves checking meaning and revising to see if anything needs to change or be added.

Proofreading is the last check of a piece of writing and involves close attention to the correct spelling of words.

Task:

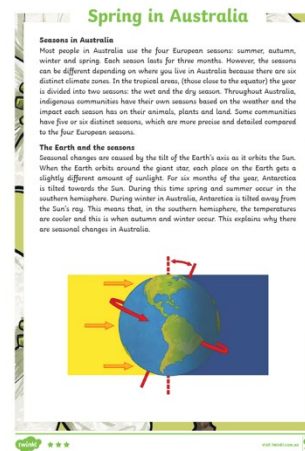
Complete the 'Spelling Activity 2' worksheet in your resource pack. You will need to brainstorm all the things you think a successful proofread or spelling checker knows and is able to do.

**3. Reading Activity - Australia
(Resources Included)**

Task:

Read the passage 'Spring in Australia' found in your resource pack.

Answer the questions about the passage you have read on the worksheet provided.



**4. Grammar & Punctuation – Alliteration
(Resources Included)**

Alliteration: Alliteration is where the beginning sound in a word is the same.

An example of alliteration is, 'Peter Piper picked a peck of pickled peppers'. In this example, the letter P is used in most words.

Task:

Read 'The First Time in Forever' song lyrics. There are 3 examples of alliteration in the lyrics. Highlight the 3 examples and write next to them what letter is being repeated.

Extension Task:

Look at the alliteration poster and the example about the farmer. See if you can write your own short story (like this one) using a few examples of alliteration in your resource pack.

ALLITERATION
Alliteration is the repetition of the same or similar kinds of sounds at the beginning of words or in stressed syllables.



9. Writing – Editing & Revising Process (Resource Included)

Task: Edit and review your writing completed in Activity 5.

Make sure you look at spelling, punctuation, and your use of grammar.

As you re-read each sentence and paragraph, ask yourself:

- Does this make sense?
- Could I use a different, or more interesting descriptive word?
- Have I used any figurative language? (e.g., similes, metaphors, onomatopoeia, personification)
- Will my writing affect the reader's emotions?

The 'Writing Rubric' provided in your resource pack shows you the criteria which will be used to mark your writing.

Check that your writing includes all the areas that you will be marked on.

Writing: Type of Text: Imaginative (Narrative)

Name: _____ Class: _____ Date: _____

| Marking Rubric: | Level | | | |
|---|---------|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| Sentences are correctly structured and make sense. Simple | | | | |
| Compositional Complete | | | | |
| Appropriate tenses maintained | | | | |
| Words are spelt correctly | | | | |
| Paragraphs are correctly organised/writing | | | | |
| Writing is correctly punctuated. Simple () , ; Complete (! ? " ") | | | | |
| Writing is detailed and interesting. Includes: * adjectives/adverbs * figurative language | | | | |
| Correct text structure is evident. (optional) | | | | |
| • Title _____ | | | | |
| • Organisation _____ | | | | |
| • Punctuation _____ | | | | |
| • Spelling _____ | | | | |

Comment: _____

✓ **(must do activity)**

10. Spelling – Proofreading Practise (Resource Included)

Task: Complete the 'Proofreading Task' worksheet in your resource pack.

There is a piece of writing which needs to be proofread before it can be published. It is a letter to a school P&C from a Year 5/6 class.

Read the letter carefully and slowly. Underline any words you think may be incorrect and write the correct spelling above the word.

Proofreading Task

Name: _____ Date: _____

Dear School Parent Association,

We are writing to tell you about our current learning around sustainability in the hope that you will support us.

You've probably noticed that our playground is frequently littered with wrappers from students' lunch boxes. These wrappers are adding to the pollution and stress on our waterways and landfill refuse areas.

We would like to develop a 'Nude Food' policy for our school were families are encouraged to rap lunch food in bees wax wrappers. In order for us to contribute to sustainable living, we would like to make these wrappers to sell to our families.

We're asking for your support to help us advertise this initiative to our community. Would it be possible for our class captains to attend your next meeting to brief you on our plan?

Yours sincerely,

S/6 Gee

11. Reading – Reading Gems

Task: Today is a day that you read for at least 25 minutes.

Keep a record of your daily reading for your Reading Gems booklet.

Remember to post your Reading Gems sheet on Seesaw when it is full.



12. Grammar & Punctuation – Alliteration (Resources Included)

Remember **alliteration** is where the beginning sound in a word is the same.

An example of alliteration is, 'Peter Piper picked a peck of pickled peppers'. In this example, the letter P is used in most words.

Task:

Read 'Sunny Sping' poem. Use this as an example to write your own spring alliteration poem.

Sunny Spring

Shining sun
Green, green grass
Birds building
New nests
Sunny spring.

Billowing breeze
Refreshing rain
Fallow fields
Shoots sprouting
Sunny spring.

Cheerful chicks chirping
Leaping lambs
Fabulous flowers
Buds blooming
Sunny spring.

Children chatting
Smiling skies
Care-free kites
Wandering walks
Sunny spring.

17. Writing – DEAW (Drop Everything And Write) (Resources Included)

Task:

Your task is to write a paragraph or a series of paragraphs on the following topic. Use the Activity 17 resource in your resource pack to help guide your writing. Writing paper is provided in your resource pack.

Topic:

What I am looking forward to in Term 4.



- Respond quickly when given a topic to write on.
- Choose the type of text I want to write.
- Enjoy writing.
- Edit my own texts.
- Use all available time to make my text my personal best work.

- A Hit!
- Sentences that are punctuated- full stops, commas etc.
- Correct placement of capitals
- Sentences that are grammatically correct and make sense
- Paragraphs that are cohesive
- Correct text structure
- Interesting vocabulary and detail

What I Am Looking Forward to in Term 4.

It has been a difficult time for many children learning at home. As we return to school in Term 4 ask yourself these questions:

- What have I missed most about school?
- Who am I excited to see when I return?
- How do I feel about returning to the classroom with my classmates?
- What activities/lessons do I most want to be involved with?

Other points to consider: Leadership opportunities, Transition to High School, Presentation Day, Year 6 Fun Day, Year 6 Farewell, Oz Harvest Cooking, Sport.



18. Spelling – Proofreading Bookmark (Resource included)

Task: Complete the 'Spelling Activity 18' worksheet.

You will need to create a bookmark that you can use to help you proofread during some of our cooking lessons when we return to on-site learning at school.

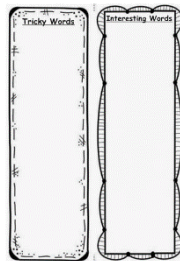
On your worksheet you will have two bookmarks. One side is labelled 'Tricky Words' and the other side is labelled 'Interesting Words'.

Choose words on your alphabox sheet and write them on the appropriate side of your bookmark.

When you have written all your chosen words, decorate around your words with food drawings.

Colour your drawings, cut around your bookmark, fold it and glue the 2 sides together.

Make sure you save it to put in your OZHARVEST folder when you come back to school.



19. Reading – Close Worksheet (Resource Included)

Task: Read through 'What is dreaming' passage found in your resource pack. Fill in the missing words from the word bank to complete the passage.

What is Dreaming? Close Worksheet

Name _____ Date _____

What is Dreaming?

| | | | |
|----------|-------------|---------|---------|
| night | experts | read | stress |
| thoughts | Researchers | quickly | sense |
| special | REM | animals | achieve |

Dreams are stories and pictures our brains create when we are asleep. _____ have been trying to discover the truth about dreams for centuries. Most dreams happen during the time in the _____ when we are the most deeply asleep and our eyes begin to move around. _____ under our eyelids. This is called Rapid Eye Movement, or _____. Researchers originally thought the only time we had dreams was during our REM. However, most _____ agree that we can dream at just about any time of the night. Maybe REM dreams are just our most realistic dreams. It is believed that some dreams are just your mind playing with _____ and images from your life, or things you may have _____ or seen on TV. Other dreams are a special opportunity for you to make _____ of your life, especially things that you want to _____ or things that cause you trouble or _____ Dream experts also agree that recurring dreams (dreams that you keep having over and over) probably have some sort of _____ meaning. Although everybody dreams (including _____), we will forget 90% of them. This is a shame, as we spend roughly six years of our lifetime dreaming.

Extension Task: Use a dictionary to find the following words: Century, experts, sense, reoccur, REM. Write down the meaning to each word and a sentence to do with it on the spare pages in your resource pack.

Online Dictionary:

<https://www.dictionary.com>

✓ (must do activity)

20. Grammar & Punctuation – Figurative Language (Resources Included)

Think about all the types of figurative language we have learnt over the last few weeks. Remember that:

- A **simile** is a word that compares one thing to another by using the words 'like' or 'as'. e.g., The rabbit was as fast as a car.
- A **metaphor** compares something directly to something else. e.g., Life is a rollercoaster.
- Personification** is where you give something that is non-human, human like qualities e.g., The leaves danced in the wind.
- Onomatopoeia** is a word that sounds like the thing or action it is describing e.g., Bang! Crackle! Woosh! As words to describe fireworks.
- Alliteration** is where the beginning sound in a word is the same.
- Hyperbole** is when you exaggerate and make something bigger than it is.

Task 1: Complete the worksheet in your resource pack. Cut up each figurative statement and identify what type of figurative language is used. Paste them into the categories on the worksheet provided.

Task 2: In your resource pack, write a paragraph which includes two statements from Task 1.

Extension Task: In your resource pack, write a paragraph which includes a figurative statement from each category in Task 1.

Literacy Resources

Hi, Stage 3! Check out
your learning resources
inside 😊



PLANNING A NARRATIVE:

Title

Orientation

Complication

Resolution

Ending

Brainstorm all the things you think a successful proofreader or spelling checker knows and is able to do.



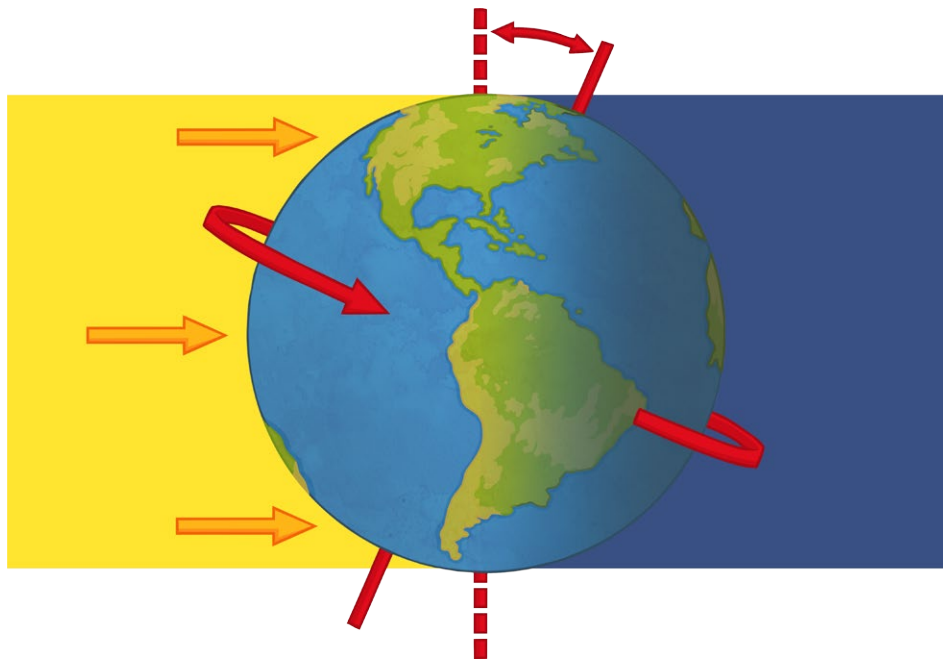
Spring in Australia

Seasons in Australia

Most people in Australia use the four European seasons: summer, autumn, winter and spring. Each season lasts for three months. However, the seasons can be different depending on where you live in Australia because there are six distinct climate zones. In the tropical areas, (those close to the equator) the year is divided into two seasons: the wet and the dry season. Throughout Australia, indigenous communities have their own seasons based on the weather and the impact each season has on their animals, plants and land. Some communities have five or six distinct seasons, which are more precise and detailed compared to the four European seasons.

The Earth and the seasons

Seasonal changes are caused by the tilt of the Earth's axis as it orbits the Sun. When the Earth orbits around the giant star, each place on the Earth gets a slightly different amount of sunlight. For six months of the year, Antarctica is tilted towards the Sun. During this time spring and summer occur in the southern hemisphere. During winter in Australia, Antarctica is tilted away from the Sun's ray. This means that, in the southern hemisphere, the temperatures are cooler and this is when autumn and winter occur. This explains why there are seasonal changes in Australia.



The Weather in Spring

During spring, the amount of daylight increases. Although temperatures increase, it can also be a wet season. The weather can be extremely changeable as frost, wind, rain, sun and even snow in some places in Australia can occur during this time of year.

Animals in Spring

In spring, many animals and birds reproduce. There is an abundance of food and the days are longer; this allows parents more opportunities to find food. Animals also experience a number of physical changes as they shed their winter coat in preparation for the warmer weather. Once spring arrives, hibernating animals will reawaken and become active. During hibernation, some animals survive during the colder months by lowering their body temperature, not moving or eating during the coldest season. Many native Australian animals hibernate, such as some types of possums, bats and echidnas.

Plants in Spring

Plants need water and sunlight to grow. Spring provides the perfect environment for new growth. The rain provides the water and the sun gives plants the required nutrients to grow. Deciduous trees (trees that lose their leaves during autumn and throughout winter) will grow their leaves back, however, almost all native trees in Australia are evergreens. Flowers may also start to bloom with the warmer weather. Fruits, such as apples, pears, avocados, lemons, mandarins and strawberries, begin to grow during this season.

Spring around the World

Spring occurs in different months around the world. When the southern hemisphere is tilted towards the Sun, the northern hemisphere is angled away from the Sun. Consequently, the days will be shorter and the nights are longer for six months of the year in the northern hemisphere. Therefore, when it is spring in the southern hemisphere, it is autumn in the northern hemisphere.

Questions

1. How long is spring?

2. Why is spring an important season for animals?

3. What does the word 'abundance' mean and why has it been used?

4. Why does spring provide a perfect environment for new growth?

5. What is the difference between a deciduous and an evergreen tree?

6. Explain why the southern and northern hemispheres have opposite seasons.

Activity 4

Figurative Language - Alliteration

When a writer uses figurative language, they want to appeal to the reader's senses, imagination or sense of humour.

Song lyrics are a great place to find figurative language. Can you find the examples of ALLITERATION in this song excerpt? Highlight the examples and write next to them what letter is being repeated.

“The First Time in Forever”

by Kristen Bell (excerpt)

Ooh! I suddenly see him
standing there

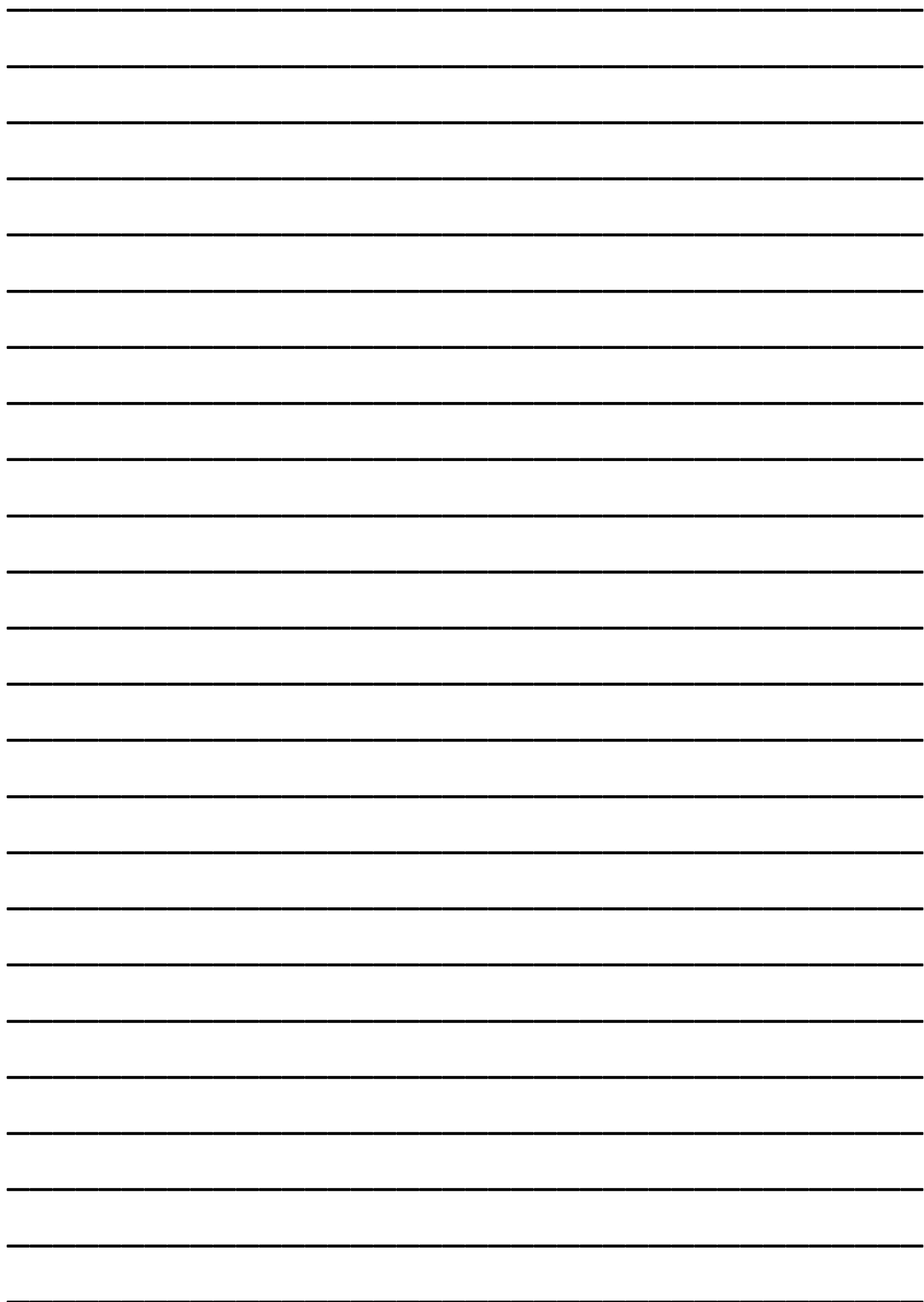
A beautiful stranger, tall and
fair

I wanna stuff some chocolate
in my face

But then we laugh and talk all
evening,

Which is totally bizarre
Nothing like the life I've lead so
far

For the first time in forever
There'll be magic, there'll be fun
For the first time in forever
I could be noticed by someone



Activity 6

What Makes A Successful Proofreader?

Use these endings to complete the dot points in the boxes:

- down reading
- each word looks right
- to check spelling
- notice spelling, punctuation errors
- think about how to correct spelling
- and check the prefixes and suffixes

* re-read to

* slow

* use a range of spelling strategies to

* check to see if

* find the base

* use resources

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Activity 7

Cut up the following statements and paste them into facts or opinions.

| | |
|--|---|
| There are 4 different types of kangaroos | Crocodiles are scary |
| Dogs are cooler than cats | Saltwater crocodiles are able to remain completely motionless when waiting for their prey |
| Box jellyfish is the most venomous marine animal | Great white sharks hunt for their prey by detecting vibrations in the water |
| Cassowaries are one of the closest living species to dinosaurs | Australians animals are the cutest |
| Jelly fish stings don't hurt | Baby koalas are called 'joeys' |
| Kookaburras are the prettiest bird | Australia is awesome |

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Activity 7

| Fact | Opinion |
|------|---------|
| | |

EXAMPLES OF HYPERBOLE!

The world is overflowing with plain sentences! Bring excitement to your writing through the power of exaggeration — also known as **HYPERBOLIC STATEMENTS!**

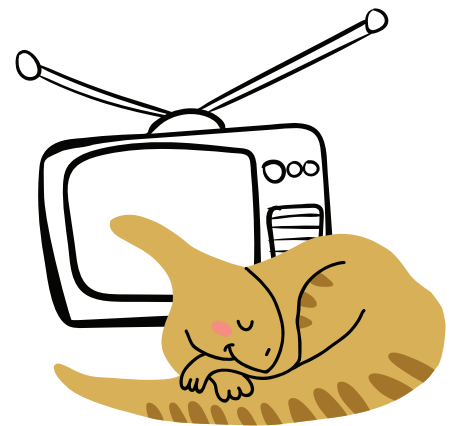
DIRECTIONS: Use the words and phrases in the word bank to complete each of the hyperbolic statements.

EXAMPLE: My television is older than the *dinosaurs*

1. The man was so hungry he could eat a
2. I have a things to do today.
3. You could see her smile from a away.
4. He is as skinny as a
5. It took him to drive here.
6. "I told you this story a times."
7. They've got a of money.
8. He had a of homework due.
9. My dog is the size of a
10. She lectured me for an

WORD BANK

two seconds
million
stick
forever
eternity
mountain
horse
mile
peanut
thousand
ton



LET'S WRITE YOUR OWN HYPERBOLE!

1. Think of something that you have a strong feeling about.
2. Write an exaggeration that shows how much you love or hate that thing.

Activity 9

Writing- Type of Text: Imaginative (Narrative)

Name: _____ **Class:** _____ **Date:** _____

| Marking Rubric: | | | | | |
|---|----------------------|------------------|----------------|----------------|---------------|
| | Not Evident-0 | Limited-1 | Basic-2 | Sound-3 | High-4 |
| Sentences are correctly structured and make sense. Simple- ____ Compound/Complex- ____ | | | | | |
| Appropriate tense is maintained. | | | | | |
| Words are spelt correctly. | | | | | |
| Paragraphs are used to organise writing. | | | | | |
| Writing is correctly punctuated. Simple: (. ,) ____ Complex: (! ? " ' ...) ____ | | | | | |
| Writing is detailed and interesting. Includes: *adjectives/adverbs ____ *figurative language ____ | | | | | |
| Correct text structure is evident: (<u>Narrative</u>) <ul style="list-style-type: none">• Title ____• Orientation ____• Complication ____• Resolution ____ | | | | | |

Comment:

Activity 10

Proofreading Task

Name: _____

Date: _____

Dear School Parent Association,

We are writing to tell you about our current learning around sustainability in the hope that you will support us.

You've probably noticed that our playground is frequently littered with wrappers from students' lunch boxes. These wrappers are adding to the pollution and stress on our waterways and landfill refuse areas.

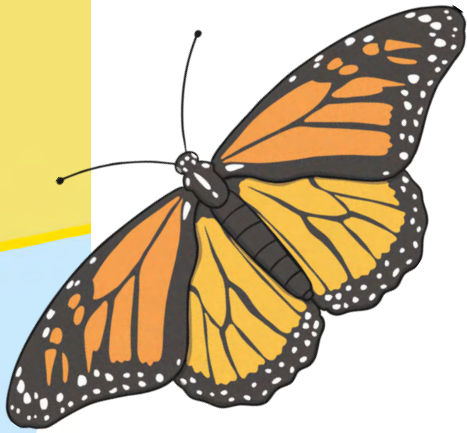
We would like to develop a Zero Waste policy for our school where families are encouraged to wrap lunch food in bees wax wrappers. In order for us to contribute to sustainable living, we would like to make these wrappers to sell to our families.

We're asking for your support to help us advertise this initiative to our community. Would it be possible for our class captains to attend your next meeting to brief you on our plan?

Yours sincerely,

5/6 Gee

Sunny Spring



Shining sun
Green, green grass
Birds building
New nests
Sunny spring.

Billowing breeze
Refreshing rain
Fallow fields
Shoots sprouting
Sunny spring.

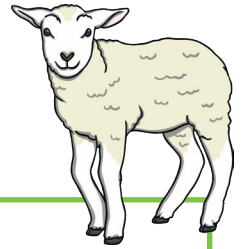
Cheerful chicks chirping
Leaping lambs
Fabulous flowers
Buds blooming
Sunny spring.

Children chatting
Smiling skies
Care-free kites
Wandering walks
Sunny spring.





Write Your Own Spring Alliteration Poem



Can you create your own spring poem?

Remember to make it alliterative by repeating the sound or letter at the start of each word.

You may wish to use words from this bank to help you:

lovable

lively

breeze

lambs

cheerful

bountiful

chicks

beautiful

clumsy

glorious

buds

spectacular

bold

cheeky

flowers

sparkling

delightful

glistening

butterflies

sunny

flourishing

little

grass

fearless

boundless

timid

ducklings

balmy

growing

spring

delicate

tiny

blossom

fragile

tadpoles

frogs

Activity 13



By _____ Class _____

A series of 20 horizontal lines for writing, spaced evenly down the page.

Activity 14

A-Z Alphabox

| | | | | | |
|----|----|----|----|----|----|
| Aa | Bb | Cc | Dd | | |
| Ee | Ff | Gg | Hh | | |
| Ii | Jj | Kk | Ll | | |
| Mm | Nn | Oo | Pp | | |
| Qq | Rr | Ss | Tt | | |
| Uu | Vv | Ww | Xx | Yy | Zz |

**HEALTHY MIND,
HEALTHY BODY**
Find Your Sport

Activity 15

Are you going to come out and play a game with us?

I hate sports. I find them boring. Plus, I am never any good at sports!

Not all sports are for everyone, but that doesn't mean you can't find the right sport for you!

Sports are so competitive. It's too much pressure!

Not all sports are as competitive as rugby, hockey or basketball. Have you ever tried...

kayaking or
paddleboarding?



How about kung fu?



Kickball can be low-key,
but it's great exercise!



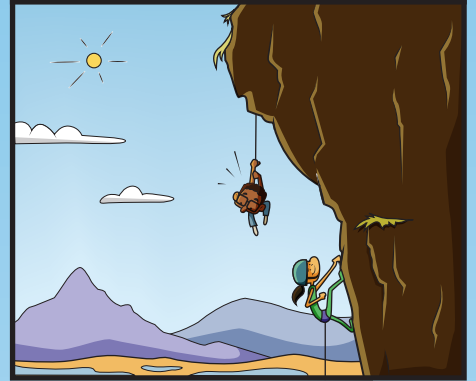
Ballet is surprisingly good for physical fitness.



Mindful meditation and yoga can improve your balance and help you remain calm and focused.



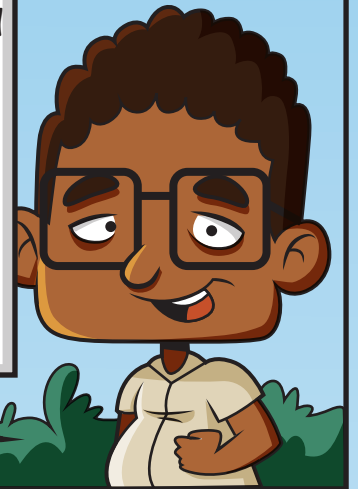
Or what about trying rock-climbing or abseiling?



As important as it is to be healthy and active, it is equally important to do something you really enjoy. Try lots of different activities, because you never know what you might like.



Those activities sound really fun. I don't think I would feel as much pressure doing those things as when I play competitive games. What is your favourite sport?



Well, secretly I love to...



Name: _____

Date: _____

Healthy Mind, Healthy Body: Find Your Sport

Questions

1. What sorts of sports, games or activities do you like to do?

2. What do you think the boy in the story's reaction is to being exposed to different sports?

3. How would you describe the differences between the two main characters?

4. Why do you think the boy said he hated sports?

5. What sorts of activities do you think the boy would be into?

6. What sports or activities would you advise for the boy in the comic? Why?

7. Which one of these sports would you most like to do or try? Why?

8. What purpose did the author have for creating this comic?

Write Your Own Hyperboles

A **hyperbole** (hy-PER-buh-lee) is an exaggeration so dramatic that it is obviously not true. It is used as a figure of speech in writing to make a point or create a vivid image. In this exercise you'll try writing your own hyperboles, so it's time to get creative!

Example: She was so startled, she jumped ten feet high.

Directions: Replace the word in the parentheses with a hyperbole that exaggerates the intended meaning. Write the hyperbole on the answer line.

1. My room is (messy) _____
2. My teacher is (nice) _____
3. The sun is (bright) _____
4. The bus is (slow) _____
5. The classroom is (hot) _____
6. My lunch is (gross) _____

Directions: Add an exaggerated phrase to complete each sentence and turn these ordinary statements into hyperbole.

1. I'm so tired, _____
2. My backpack is so heavy, _____
3. When I'm scared, _____
4. This car ride is so long, _____
5. My parents are going to be so mad, _____
6. My homework is so hard, _____
7. I am so hungry, _____
8. When I am sad, _____

What I Am Looking Forward To In Term 4.



WALT



We are learning to

- * Respond quickly when given a topic to write on.
- * Choose the type of text I want to write.
- * Enjoy writing
- * Edit my own texts.
- * Use all available time to make my text my personal best work



WILF



What I'm looking for

- * A title
- * Sentences that are punctuated - full stops, commas, etc
- * Correct placement of capitals
- * Sentences that are grammatically correct and make sense
- * Paragraphs that are cohesive
- * Correct text structure
- * Interesting vocabulary and detail

What I Am Looking Forward to in Term 4.



It has been a difficult time for many children learning at home. As we return to school in Term 4 ask yourself these questions:

1. What have I missed most about school?
2. Who am I excited to see when I return?
3. How do I feel about returning to the classroom with my classmates?
4. What activities/lessons do I most want to be involved with?



Other points to consider: Leadership opportunities, Transition to High School, Presentation Day, Year 6 Fun Day, Year 6 Farewell, Oz Harvest Cooking, Sport.



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Activity 18

Tricky Words

Interesting Words

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Name _____

Date _____

What is Dreaming?

night

experts

read

stress

thoughts

Researchers

quickly

sense

special

REM

animals

achieve

Dreams are stories and pictures our brains create when we are asleep. _____ have been trying to discover the truth about dreams for centuries. Most dreams happen during the time in the _____ when we are the most deeply asleep and our eyes begin to move around _____ under our eyelids. This is called Rapid Eye Movement, or _____. Researchers originally thought the only time we had dreams was during our REM. However, most _____ agree that we can dream at just about any time of the night. Maybe REM dreams are just our most realistic dreams.

It is believed that some dreams are just your mind playing with _____ and images from your life, or things you may have _____ or seen on TV. Other dreams are a special opportunity for you to make _____ of your life, especially things that you want to _____, or things that cause you trouble or _____. Dream experts also agree that recurring dreams (dreams that you keep having over and over) probably have some sort of _____ meaning.

Although everybody dreams (including _____), we will forget 90% of them. This is a shame, as we spend roughly six years of our lifetime dreaming.



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Figurative Language Cut and Paste

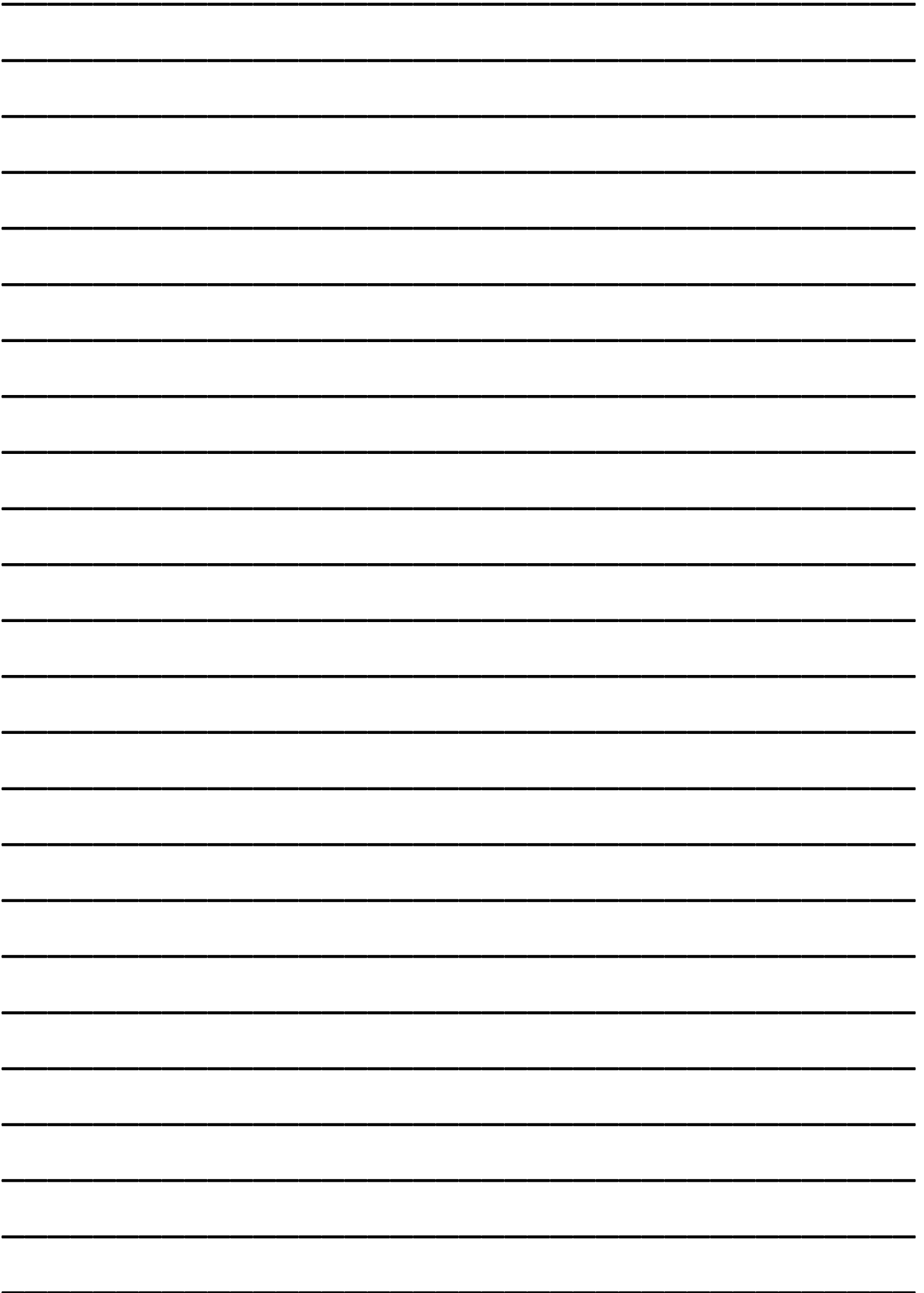
Cut and paste the figurative language examples and sort them under the correct headings on the table.

| | |
|--|---|
| The car died on the side of the road. | The wind knocked on my window. |
| Buzz! | She is a shining star in her class. |
| The paintbrush was a magic wand in the painter's hand. | The angry clouds marched across the sky. |
| He swims like a fish. | Bang! |
| The giant's footsteps were thunder as he ran after Jack. | He crept into the room as quiet as a mouse. |
| Squeak! | The pie was as hot as the sun. |
| Sheep should shower in a shed. | That boy runs faster than a car. |
| The man was so hungry he could eat a horse. | Busy buzzing, the bee behaved beautifully. |
| Frogs frequently frolic in fresh water. | I have 101 things to do today. |

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Figurative Language Sort

| | |
|---------------------|------------------------|
| Similes | Personification |
| Metaphors | Onomatopoeia |
| Alliteration | Hyperbole |



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