

A Little Alliteration

Purpose

Students will practice identifying alliteration.

Materials

For the teacher: picture and poetry books that have many examples of alliteration in them (e.g., *Chicken Little* by Steven Kellogg, *The Rose In My Garden* by Arnold Lobel, *The Winter Wren* by Brock Cole, *Soup for Supper* by Phyllis Root, *What's Under My Bed?* by James Stevenson, *The Voyage of the Ludgate Hill* by Nancy Willard, *Faint Frogs Feeling Feverish* by Lilian Obligado)

For the students: writing paper, pencils

Activity

A. Pre-Activity Preparation

Gather books and mark examples of alliteration in them to share with your students.

B. Pre-Activity Discussion

1. Read aloud to the students excerpts from some of the books listed in the materials section or other books and poems that have alliteration in them.
2. Ask students if they notice anything interesting in the author's word choices.
3. Explain to them that using words with repeating beginning consonant sounds is called *alliteration*.
4. Discuss the use of alliteration in writing and how it makes the stories and poems fun to listen to.

C. Activity

1. Read aloud from one of the picture or poetry books listed, having the students stand up every time they hear alliteration. Stop and have students identify the alliteration and the repeated consonant sound before continuing on with the poem or story.
2. Have students individually or with a partner choose a beginning consonant sound such as *f*, *t* or *ch* and brainstorm a list of words that start with that sound (at least 10 words).

(continued)

EXTENDING THE ACTIVITY



Have students illustrate their tongue twisters and create a class book to be kept in your classroom library.

connecting across the curriculum



Social Studies/ Science

Have the students write alliterative tongue twisters about animals, insects, plants, or types of transportation.

Activity (continued)

3. Inform students that they will be creating a tongue twister and that it is the alliteration in it that makes it fun to say and sometimes difficult to repeat.
4. Instruct students to create a silly sentence using as many of the words on their lists as possible but still make some sense. Tell students that their sentences should read as alliterative tongue twisters.




D. Close the Activity

Have students read aloud their silly sentences while their peers listen for the alliteration and guess which consonant sound is being repeated.

Classroom Assessment

Basic Concepts and Processes

While students are working individually, you may consider asking each group the following questions:

-  What is alliteration?
 -  Can you give an example of alliteration?
 -  Why do you think authors choose to use alliteration?
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