



# Alliteration Lesson Guide

- Choose several children's books with alliteration in the title and text (Ex: *The Great Fizz Frenzy* by Janet Stevens and Susan Stevens Crummel or *Some Smog, Slag* by Pamela Duncan Edwards). Read these books aloud and emphasize the beginning alliterated sounds. Ask students what sound they hear in the beginning of these words and what other words begin with the same sound.
- Choose several of the "Alliterated Sentence Strips" to read aloud. Emphasize words that have the same beginning sound. Ask students what sound they hear in the beginning of those words. Use a student's name or object to begin a short list of some additional alliterated words. Have students help develop a sentence using some of these words.
- Guide a discussion with students about objects that begin with the same sound as their name (Ex: Apples, Elmer-erasers, Peter- pencils, Golf- goldfish). Have students bring these objects to class and encourage them to draw and color pictures of themselves with these items on the "Fantastic Finds" page.
- Mix together pieces for 3 to 4 "Alliteration Puzzles" (Ex: puzzle pieces for letters B, F, G). Have students practice putting the puzzles together. Allow students to choose one of the puzzles and discuss possible phrases or sentences they could develop from it. Have students dictate a phrase or sentence from the pictures on the puzzle as you write it on the "My Puzzle Pictures" sheet. Students can then draw and color coordinating pictures.
- Have students play the "Alliterated Animals Matching Activity" where they match a color to an animal that has the same beginning sound as the color (Ex: match brown with bear; pink with pig, etc.). Encourage students to create an alliterated sentence from their matches (Ex: Pete liked to pet his pink pig).
- Choose a letter sound (like /f/) and have students produce as many words as they can with that beginning sound. Encourage them to "spy" around the room for objects with the same beginning sound and create a sentence using some of these words. Have students complete the corresponding "I Spy" worksheet. Provide a little prize to students who come up with a sentence using at least two pictures from the "I Spy" sheet.
- Post out several individual "Alliteration Posters" that have the same beginning sound. Have students think of a word that begins with that same sound, draw a simple picture of that word. Repeat activity with several other posters. Have students then complete the corresponding "Beginning Sounds" worksheet together or in a learning center.
- Create an alliterated sentence with students and have them illustrate that sentence on the blank "Sentence Snapshots" pages. Alternatively, use "Sentence Snapshots" pages with sentences already included and have students draw corresponding pictures. **Optional:** Display student work and "Alliteration Posters" on a bulletin board with "Silly Sentences" as the title.
- Using the "Begins with..." activity, students sort pictures according to their beginning sound. Once students have learned how to write their letters, add in the second component to this activity where they will write the correct beginning letter for each picture in the same numbered box (dashed directions located in the "Begins with..." file).

©HammTeacheryClassroom



# Alliteration

## What is it?

Alliteration is the repetition of initial sounds in words that are in close proximity in a phrase or sentence (Ex: big brown bear). Beginning/initial sounds activities involve the same skill as alliteration (identification of the first sound in a word), but the tasks may be different.

## Why is it important?

Because alliteration focuses attention on the beginning sound within a word, it lays the groundwork for phonemic awareness as students think about the *location* of these sounds within words. Activities involving the ability to identify, discriminate between, and produce these initial sounds help students learn one of the most important skills necessary for reading.

## Alliteration Task Assessment

**Identification:** Say three words with the same beginning sound (Ex: bat, ball, bell) and ask students to identify the first sound they hear in the words.

**Discrimination:** Say four words—three beginning with the same sound and one beginning with a different sound (Ex: fall, Eight, log, laugh). Ask students to identify the word that begins with a different sound than the others.

**Production:** Say three words that begin with the same sound (Ex: pig, pink, got). Have students think of other words that begin with the same sound. Together, develop sentences containing words from this list.

©HammTeacheryClassroom



# Lesson Guide

# Information Article

**Discrimination:** discriminate beginning sound that is different in words

### Directions

Say: I am going to say four words. Three of them have the same beginning sound, but one does not. Listen carefully for the word that does not have the same beginning sound as the others: "rough - rope - rock - rain." Notice that the words "rough, rope, rain" all begin with /r/, but the word "rock" begins with /k/, so "rock" is the word that begins with a different sound than the others. Now, tell me the word you hear that begins with a different sound than the other words:

- \* "flight - yell - faint - faint" (yell)
- \* "dash - doll - dove - bank" (bank)

Mark a plus symbol if student correctly identifies the different word or a minus symbol, if not.

Say the words below aloud. Mark a plus symbol if student correctly identifies the different word or a minus symbol, if not.

**Words** \_\_\_\_\_/5

iz - quack - get - quill

ent - pill - bite - bug

igloo - info - ill - up

r - apple - ox - octopus

s - eight - sound - sand

**with the same beginning sound**

At the same beginning sound. Listen carefully as I say these words: with /p/. Let's think of another word that begins with /p/. Allow student to answer (Ex: pen, pig, pillow, paper). Encourage student to try sound in the following examples before doing the assessment.

Mark a plus symbol if student produces a word with the correct sound or a minus symbol, if not. Mark a plus symbol if student produces a word with the correct sound or a minus symbol, if not.

**Sentences** \_\_\_\_\_/5

Jed - jig - job - \_\_\_?

pe - rain - road - \_\_\_?

ab - ten - tick - \_\_\_?

nd - fake - fold - \_\_\_?

t - bake - book - \_\_\_?

**Total**

\_\_\_\_/20



## Alliteration Task Assessment

**Identification: identify beginning sound in words**

### Directions

Say: I am going to say some words that have the same beginning sound. Listen carefully: "big - bat - bun - box." The first sound we hear in these words is /b/. Now tell me the sound you hear at the beginning of the following words:

- \* "hair - oak - cup - can" (A)
- \* "hat - had - thick - thumb" (Th)

Say the words below aloud. Mark a plus symbol if student identifies the correct sound or a minus symbol, if not.

+ / - **Words** \_\_\_\_\_/5

yell - yak - yuck - yes

cheese - chick - chap - chug

wind - wag - water - well

zebra - zipper - zero - zoo

lamp - light - least - laugh

**Identification: identify repeated beginning sound in alliterated sentences**

### Directions

Say: I am going to say a sentence with several words that have the same beginning sound. Listen carefully: "The girl got the golden goose and ran to the gate." The first sound we hear in many of these words is /g/. Now, tell me the sound you hear at the beginning of several words in each of the following sentences:

- \* "The robin likes to read and write." (r)
- \* "Larry logs the log to the lake." (l)

Say the sentences below aloud. Mark a plus symbol if student identifies the correct sound or a minus symbol, if not.

+ / - **Sentences** \_\_\_\_\_/5

Chad the chimp chased the children.

Fred found the fig in the foyer.

The big brown bear bought some books.

The tiger tiptoed through the tangled trees.

Pat and Pete picked the pickled peppers.

©HammTeacheryClassroom



My Puzzle Pictures



Fantastic Finds

brought



# Alliteration Assessment

# Group Activities

Jenny, Jada, and Jill  
 Jenny, Jada, and Jill  
 just love to jump rope.

Tom the tiger tied  
 Tom the tiger tied  
 a knot around his tail.

Carlo enjoys his cup  
 of caramel coffee.  
 Carlo enjoys his cup  
 of caramel coffee.

Name: \_\_\_\_\_

**I Spy**

Directions: Color all pictures beginning with the same sound as \_\_\_\_\_

# Alliterated Sentences

# I Spy: beginning sounds

Name: \_\_\_\_\_

**Beginning Sounds** w, h, d, e

Directions: Cut out the pictures below and glue them to match the beginning sounds in each row.


**Beginning Sounds** t, l, e, n

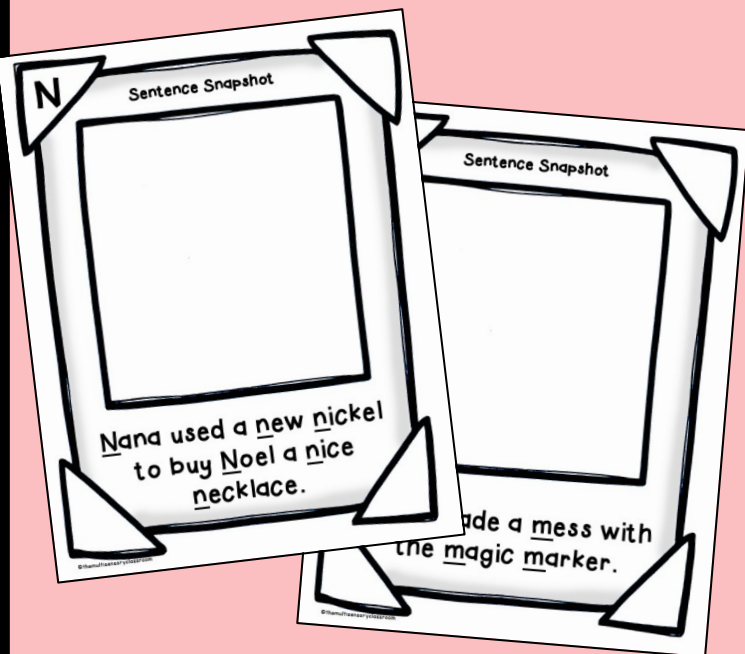
Directions: Cut out the pictures below and glue them to match the beginning sounds in each row.


Joey jumped rope over  
 the jellybeans and jello.

Wendy the Witch ate  
 her watermelon as she  
 pulled the wagonload of  
 watches and whistles.

# Beginning Sounds Patterns

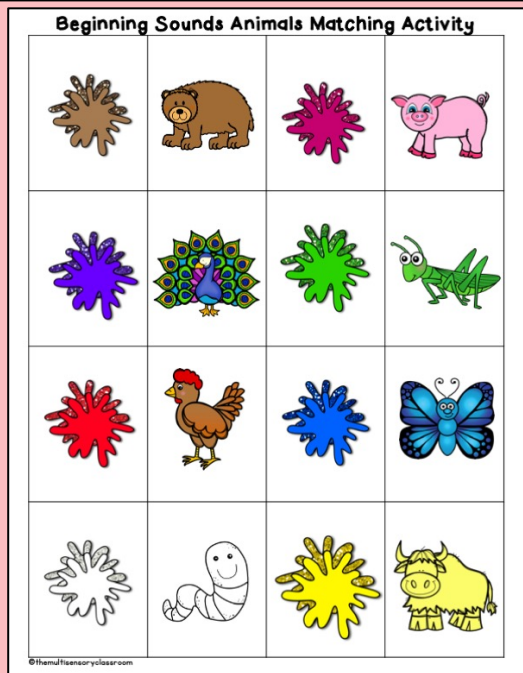
# Alliterated Posters



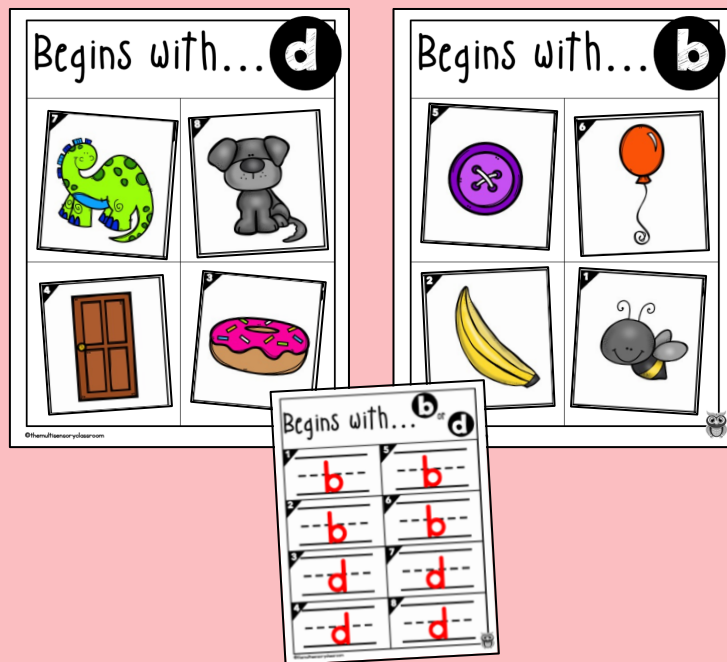
## Sentence Snapshot



## Puzzles: beginning sounds



## Matching Game



## Begins with...