

MANCHESTER COLLEGE
Department of Education

LESSON PLAN by: Laura Ahnert

Lesson: # 7 Alliteration

Length: 47 minutes

Age or Grade Intended: 10th Grade English

Academic Standard(s):

10.3.7 Evaluate the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

Performance Objectives:

Given a worksheet about alliteration, the students will evaluate their understanding of the concept by creating 5 of their own, missing no more than 8 out of 10 points.

Assessment:

By having the students create their own tongue twisters using alliteration, I will be able to assess whether they understand the concept or not. I will pick the worksheet up for a grade. It is worth 10 points, or 2 points per question.

Advanced Preparation by Teacher:

- Find examples of tongue twisters
- Print enough of “Tongue Twisters from A-Z” worksheet for each student.
- Make Alliteration Activity worksheet.
- Print enough Alliteration Activity worksheets for each student.

Lesson Plan:

- Tell the students that today we are going to look at alliteration in poetry.
 - Alliteration is: the repetition of the same or similar consonant sounds usually at the beginning of words that are close together.
 - By using this technique, poets carefully choose and arrange ordinary words and make music with them.
- Examples of alliteration come to us in the form of tongue twisters as well.
- Pass out “Tongue Twisters from A-Z” worksheet.
- Assign one tongue twister to each student to read.
- Have the student read their tongue twister out loud.

- After all 26 are read out loud, have a discussion about why these are examples of alliteration.
- Ask the students to open their literature books to page 612.
- Read the poem out loud to the students, making sure to pay attention to the rhythm.
 - The first time through the poem, move to the rhythm of the poem.
 - The second time through the poem, have the students move to the rhythm of the poem while they read it aloud with you.
- Ask the students why this poem is an example of alliteration.
- After, pass out the Alliteration Activity worksheet.
- Read the directions aloud to the students.
- Give them the rest of the time to do the worksheet. Pick up the worksheet at the end of class.

Adaptations:

For the student with autism:

- I will make a schedule of how the class is going to go for the day so the student can visually follow along with the changes in activities.
- I will break up the assignment into small chunks so it is not as daunting for the student.
- I will extend the amount of time the student has to do the assignment. If they do not finish it in class, they may come back during my prep time, they may work on it with the special education teacher, or they may take it home as homework.
- I will repeat the instructions when the student needs them repeated.

Tongue Twisters from A-Z

- Angela Abigail Applewhite ate anchovies and artichokes.
- Bertha Bartholomew blew big, blue bubbles.
- Clever Clifford Cutter clumsily closed the closet clasps.
- Dwayne Dwiddle drew a drawing of dreaded Dracula.
- Elmer Elwood eluded elven elderly elephants.
- Floyd Fingle flipped flat flapjacks.
- Greta Gruber grabbed a group of green grapes.
- Hattie Henderson hated happy healthy hippos.
- Ida Ivy identified the ivory iris.
- Julie Jackson juggled the juicy, jiggly jello.
- Karl Kessler kept the ketchup in the kitchen.
- Lila Ledbetter lugged a lot of little lemons.
- Milton Mallard mailed a mangled mango.
- Norris Newton never needed new noodles.
- Old oily Ollie oils old oily autos.
- Patsy planter plucked plump, purple, plastic plums.
- Quinella Quist quite quickly quelled the quarreling quartet.
- Randy Rathbone wrapped a rather rare red rabbit.
- Shelly Sherman shivered in a sheer, short, shirt.
- Trina Tweety tripped two twittering twins under a twiggy tree.
- Uri Udall usually used his unique, unusual unicycle.
- Vicky Vinc viewed a very valuable vase.
- Walter Whipple warily warned the weary warrior.
- Xerxes Xenon expected to xerox extra x-rays.
- Yolana Yvonne Yarger yodeled up yonder yesterday.
- Zigmund Zane zig-zagged through the zany zoo zone.

Alliteration Activity

For this activity, you are going to write 5 tongue twisters, following the guidelines listed below. Please **use** this sheet to write them on. Your tongue twisters **must** be school appropriate. Even if your first and last names begin with the same letter, your answers must be different.

Ex: Using the first letter of your last name

Angry Annie Ahnert always ate apples accordingly.

1. Using the first letter of your last name.

2. Using the first letter of your first name.

3. Using the first letter of your favorite famous person's last name.

4. Using the first letter of an activity you are interested in. (ex: sports, music, art, clubs, etc.)

5. Using a made-up character whose first and last name begin with the same letter.

Daily Schedule

1. Definition of Alliteration
 - a. the repetition of the same or similar consonant sounds usually at the beginning of words that are close together.
2. Look at tongue twister worksheet.
3. Read the tongue twisters out loud.
4. Open your literature book to page 612.
5. We will read the poem “We Real Cool” out loud.
 - a. I will read it out loud.
 - b. We will all read it out loud.
6. We will talk about the poem.
7. I will pass out the worksheet.
8. You will have time to work on the worksheet in class. If you do not complete the worksheet in that time, you may take it home as homework.

Sources:

Alliteration lesson plans and resources. (n.d.). Retrieved from

<http://volweb.utk.edu/Schools/bedford/harrisms/lallitera.htm>

Tongue twisters from o to z. (n.d.). Retrieved from

<http://www.opendb.net/element/19179.php>

Brooks, G. (2008). We Real Cool. In *Elements of Literature* (pp. 611-612). Austin, Texas: Holt, Rinehart and Winston.