

Date: _____

Alliteration Identification Using Three or More Words

PLAN

Component: Phonological Awareness

Instructional Activity: Alliteration Identification Using Three or More Words

Materials Needed: N/A



Approximate Time:
5 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You've learned to identify whether two words begin with the same sound. Now you're going to learn to identify whether all the words in a list begin with the same sound. Being able to hear sounds is important for reading and spelling. You'll know you have it when you can say whether a list of words begin with the same sound.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

When two or more words begin with the same sound, it's called *alliteration*. A lot of books we read together contain *alliteration*. You don't need to learn that big word, but you do need to learn how to recognize words that start with the same sound.

Date: _____

Alliteration Identification Using Three or More Words

I DO IT!

Demonstrate. Teach the new skill. Model with clear explanations. Verbalize your thinking process.

If students need a kinesthetic/visual scaffold for this activity, use arm blending. See a scripted example of this in the activity *Alliteration Identification—Two Words*.

I will say three words. Listen for the first sound in each word. If all three words start with the same sound, I'll give a thumbs-up signal. If one of the words doesn't start with the same sound, I'll give the thumbs-down signal.

My turn.

Silly...super...sister. I'll say them again: *silly...super...sister.*

I'll say the words again and listen for the first sound in each: *sss...illy, sss...uper, sss...ister.* Emphasize the first sounds.

I hear /sss/ at the beginning of all three words: *sss...illy, sss...uper, sss...ister.*

I give a thumbs-up signal, because all three words begin with the same sound.

Listen again. My turn.

Mister...messy...lizard. I'll say them again: *mister...messy...lizard.*

I'll say the words again and listen for the first sound in each: *mmm...ister, mmm...essy, Ill...izard.* Emphasize the first sounds.

I hear /mmm/ at the beginning of *mmm...ister* and *mmm...essy*. But I hear /Ill/ at the beginning of *lizard!*

I give a thumbs-down signal, because only two words begin with the same sound, NOT all three.

Date: _____

Alliteration Identification Using Three or More Words

Provide guided practice.

Let's try it together!

I'll say three words. You repeat each one after me. Then, we'll give a thumbs-up signal if they all begin with the same sound, and a thumbs-down signal if they don't. Emphasize the first sound of each word.

Maze. Students: *maze*

Mint. Students: *mint*

Mouth. Students: *mouth*

Do they begin with the same sound? Students and teacher show a thumbs-up signal.

Right! *Maze, mint, and mouth* all begin with /mmm/.

Let's try more words! Listen closely and repeat after me. Emphasize the first sound of each word.

Scissors. Students: *scissors*

Number. Students: *number*

Soccer. Students: *soccer*

Do they begin with the same sound? Students and teacher show a thumbs-down signal.

Right! *Scissors* and *soccer* begin with /sss/, but *number* begins with /nnn/.



If students need support with:	Then try this:
Remembering the beginning sounds of each word...	Have use fingers on one hand to track sounds. For example, scissors and soccer could be two fingers on the left hand while number might be one finger on the right hand.
Holding sounds in their memory...	Give them cards or chips they can use to keep track of sounds that are the same/different (e.g., red chips are the same sound, blue are different)

WE DO IT!

Date: _____

Alliteration Identification Using Three or More Words

YOU DO IT!

Provide independent practice.

It's your turn. I will tell you the words, but you will have to figure out whether they all start with the same sound.

Repeat after me:

Football. Students: *football*

Famous. Students: *famous*

Forward. Students: *forward*

Do they begin with the same sound? Students show a thumbs-up signal.

Right! *Football, famous, and forward* all begin with /fff/.

Here are three more words. Repeat after me:

Lightning. Students: *lightning*

Rescue. Students: *rescue*

Respect. Students: *respect*

Do they begin with the same sound? Students show a thumbs-down signal.

Right! *Lightning* begins with /lll/, but *rescue* and *respect* begin with /rrr/.

Repeat the routine with words in the list.

Today you did a great job listening to the first sound in words to see if they sound the same! Great job learning about alliteration!

*Teacher tip: This lesson used words containing continuous sounds in the initial position. Once students are successful, move to words that don't contain initial continuous sounds, such as *pickle...pinecone...pillow* and *carry...coffee...camel*.*

Word List:

fancy, forest, fashion
secret, silent, whisper
middle, needle, napkin
lipstick, lighthouse, limit
voice, violin, viper
window, zigzag, walrus

Date: _____

Alliteration Identification Using Three or More Words

ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.
Scaffold or correct all errors. Provide specific feedback for accurate responses.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

If students are ready for more of a challenge you can present them with four words or words with more syllables. You may also want to encourage them to make up some words of their own that share the same beginning sound.