

Date: _____


Alliteration Production


PLAN

Component: Phonological Awareness

Instructional Activity: Alliteration Production

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 words begin with the same sound. Now you're going to learn to say a new word that starts with the same sound as the words I say. Being able to hear sounds is important for reading and spelling. You'll know you have it when you can come up with a word that starts with the same sound as the one you hear.

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 say words that start with the same sound as other words.

I DO IT!

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

I will read three words that begin with the same sound. I'll figure out what that beginning sound is. Then, I'll think of one more word that begins with the same sound and say it.

My turn.

Market...monster...moment. I'll say them again: *market...monster...moment.*

I'll say the words again and listen for the first sound in each: *mmm...arket, mmm...onster, mmm...oment.* (Emphasize the first sounds.)

I hear /mmm/ at the beginning of all three words: *mmm...arket, mmm...onster, mmm...oment.*

I think: what's another word that starts with /mmm/? I know! *Music* starts with /mmm/!

Mmm...arket, mmm...onster, mmm...oment, mmm...usic!

Date: _____

Alliteration Production

WE DO IT!

Provide guided practice.

Let's try it together!

I'll say three words. You repeat each one after me. Then, we'll figure out the first sound in the words. Finally, we'll think of another word that begins with the same sound.

Listen and repeat after me. Emphasize the first sound of each word.

Little. Students: *little*

Like. Students: *like*

Letter. Students: *letter*

What sound comes at the beginning of those words? Students and teacher: /lll/

If needed, repeat the words, emphasizing the initial sound in each.

Right! Little, like, and letter all begin with /lll/.

Can you think of another word that begins with /lll/?

Call on several students to say another word that begins with the sound /lll/.

Scaffold when needed. Positively reinforce correct responses.



If students need support with:	Then try this:
Identifying the initial sound...	Try reviewing the skill using some onset rhyme activities.

Date: _____

Alliteration Production

YOU DO IT!

Provide independent practice.

Now, I'll call on each of you independently.

Everyone repeat after me:

Neck. Students: *neck*

Nobody. Students: *nobody*

Nibble. Students: *nibble*

What sound comes at the beginning of those words? Students: /nnn/ (Student name), can you tell us another word that begins with /nnn/?

Repeat the routine with words in the list.

Today you learned about alliteration – words that start with the same sound! Great work!

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:

fairy, fantastic, fall
magnet, mouse, million
niece, necklace, noon
cereal, summer, cent
library, lace, lamp
wig, wise, winner

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.*

Challenge your students to come up with as many words that start with the same sound as possible!