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Identify Alliteration

Language Objectives

- Identify spoken words that begin with the same initial sound.

Building Literacy

Identifying alliteration helps children to focus on initial sounds in words.

- It helps children learn that words are made up of sounds.
- It calls children's attention to the initial sound in a word, or the onset.
- Pairs and groups of alliterative words help children begin to isolate phonemes.

Focus on Language

The English nouns below are used in this lesson. Consider showing and naming picture cards to make sure English learners are familiar with them.

peppers	tape	boat
sun	teeth	door
six	goat	yawn
horse	butter	yarn
nose	box	lamp
car	ring	sock
nails	queen	leg
foot	boot	bed
bee	mat	pig
fork	mouse	cup



ENGLISH LANGUAGE LEARNERS

This lesson focuses on the beginning sounds of spoken words. Most of the sounds have equivalent or approximate sounds in other languages. It is important to accept English learners' approximate sounds as they acquire English sounds. Note that the following sounds in this lesson do not have equivalents: /f/—no equivalent in Korean or Khmer, /y/—no equivalent in Vietnamese, /l/—no equivalent in Khmer, and /w/—no equivalent in Vietnamese and Huang. Provide practice as needed.

show me

Read this part of a familiar tongue twister to children:

Peter Piper picked a peck of pickled peppers.

Ask children to repeat the tongue twister after you. You may want to break it into repeatable sections (Peter Piper/ picked a peck/of pickled peppers.) **Most of the words in this rhyme begin with the same sound: /p/. Have children look at p. 5 of their Targeted Lessons Student Book and point to the star with the number 1 in it. Look at the picture of the peppers. Listen to the sentence again. Say the tongue twister again, emphasizing the initial /p/ sounds. What words do you hear that begin with the sound /p/? (Peter, Piper, picked, peck, pickled, peppers) Today we will pay attention to the beginning sounds of words.**

guide me

Identify Alliteration Have children point to the apple with the number 2 in it. **To find words that have the same beginning sound, I say the first word. Then I say the next two. Listen carefully and point to each picture as I say its name. Sun. Sun starts with the sound /s/; s-s-s-sun. Listen for the word that begins the same as sun. Say six, s-s-six. Say horse, h-h-horse. The word six has the same beginning sound /s/ as sun: s-s-six, s-s-sun. The word horse begins with the sound /h/. That is not the same beginning sound as in sun: s-s-sun, h-h-horse. Circle the number six because it has the same beginning sound as sun.**

Now it's your turn. Put your finger on the fish with the number 3 in it. I'll say the name of the first picture and you say it after me: *n-n-nose*. *Nose* starts with /n/. Say the names of the next two pictures, drawing out their initial sounds: *c-c-car*, *n-n-nails*. **Which word has the same beginning sound as n-n-nose? Draw a circle around it.** Guide children to determine that the word *nails* has the same beginning sound as *nose*, /n/.

Identify Alliteration

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PHONOLOGICAL AND PRINT AWARENESS 5

TEACHING STRATEGIES

Draw out the initial sounds of words to call attention to them. Point out that words are made up of sounds, and, in this lesson, children are listening for the beginning sounds of words.

2 Identify Alliteration

work time

Task 1 Have children look at p. 6 from the Targeted Lessons Student Book. Point to the heart with the 4 in it. Name the first picture. It is a foot. Ask children to name the two other pictures, focusing on the beginning sounds (*bee*, *fork*), and circle the word that has the same beginning sound as *f-f-foot*. Continue the activity by having children circle the word (*teeth* or *goat*) with the same beginning sound as *tape*.

Task 2 Have children point to the mug with the 6 in it. What picture do you see by the mug? The picture is a stick of butter. Listen while I read part of a rhyme about butter.

Betty Botter bought some butter.

"But," she said, "the butter's bitter."

What sound do you hear at the beginning of *butter* and other words in the rhyme? *B-b-butter* begins with /b/. Name the other pictures. (*box*, *ring*, *queen*, *boot*) Have children draw lines from the butter to the two words that have the same beginning sound as *butter*.

2 Identify Alliteration

work time

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6 PHONOLOGICAL AND PRINT AWARENESS

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TEACHING STRATEGIES

If children cannot identify pairs of words with the same initial sounds, work with them individually. Have them first listen and then repeat word pairs, exaggerating the initial sounds.

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Listen for Beginning Sounds Have children look at p. 7 from the Targeted Lessons Student Book. Have them point to the tree with the 7 in it. To find words with the same beginning sound, I say each word slowly and listen for the beginning sound. I think about which beginning sounds are the same. I'm going to say three words. Two of the words have the same beginning sound. One does not. Listen carefully and point to each picture as I say its name.


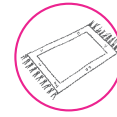

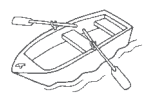
Slowly say *mat*, *mouse*, *boat*, emphasizing the beginning consonant sounds. Listen and pay attention to the beginning sound you hear in each word. I'll say it, and you say it after me. *Mat*. The word *mat* has the beginning sound /m/. *Mouse*. The word *mouse* has the beginning sound /m/. Are the beginning sounds the same? Yes, but let's check the last word. *Boat*. The word *boat* has the beginning sound /b/. *Mat* and *mouse* have the same beginning sound /m/. Circle the pictures of the mat and the mouse.

work time

It's your turn to find words that have the same beginning sound. Put your finger on the flag with the 8 in it. Say the names of the pictures after me: *door*, *yawn*, *yarn*. Find the two pictures whose names have the same beginning sound and circle those pictures. Continue with row 9. Name the pictures: *lamp*, *sock*, *leg*. Have children circle the two pictures that have the same beginning sound /l/.

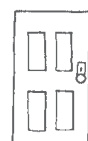


Identify Alliteration 2

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work time

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PHONOLOGICAL AND PRINT AWARENESS 7

TEACHING STRATEGIES

Tongue twisters are a good way to help children hear initial consonants in words. Make up tongue twisters using your students' names, such as: *Carly can catch the cute kitten*.

2 Identify Alliteration

➤ guide me

Produce Alliteration Have children look at p. 8 from the Targeted Lessons Student Book. Have them point to the house with the number 10 in it. We learned earlier that *sun* and *six* have the same beginning sound /s/. There are other words that begin the same as *s-s-sun* and *s-s-six*. I can think of a word: *sock*. What other words do you know that start like *sun*, *six*, and *sock*? (possible responses: *sack*, *sad*, *saw*, *sea*, *sew*, *six*, *ski*, *son*, *sky*)

➤ work time

Find the flower with the number 11 in it. What picture do you see? (bed) Draw a picture of a word that begins like *bed*. (possible responses: *bag*, *bee*, *bell*, *boot*, *bow*, *box*, *boy*, *bug*, *butter*)

Continue by having children draw a picture of a word that begins like *pig*. (possible responses: *pan*, *pen*, *pencil*, *pie*, *pony*, *pot*) Have them do the same for a word that begins like *cup*. (possible responses: *cake*, *camel*, *car*, *cat*, *kite*, *kitten*, *corn*, *cow*)

➤ check for understanding

Today we listened to words that have the same beginning sounds. Listen as I say some pairs of words. If the words have the same beginning sound, shake your head up and down for "yes." If the words do not have the same beginning sound, shake your heads back and forth for "no." Listen: *v-v-van* / *v-v-vine*. (yes) Listen: *n-n-neck* / *ch-ch-chin*. (no) Continue with *yellow/yet*; *zoo/zero*; *finger/watch*.


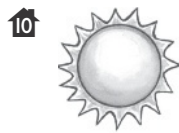
Who can tell me a word that begins with the same sound as *wet*? Help children come up with words, such as *wag*, *walk*, *watch*, *web*, *wig*, *work*.

➤ reflect


Ask children to think about what they learned about beginning sounds of words. Have each child turn to a partner and take turns explaining what they learned about the beginning sounds of words. If time permits, have partners name a word and see how many words they can think of that have the same beginning sound.

2 Identify Alliteration


➤ guide me




➤ work time



The picture name should begin with /b/.



The picture name should begin with /p/.



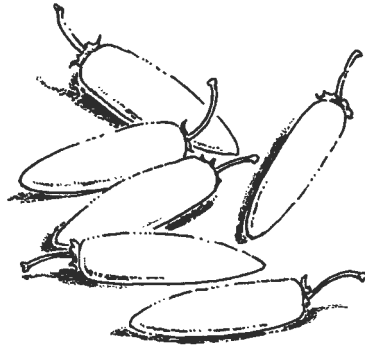
The picture name should begin with /k/.

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Identify Alliteration

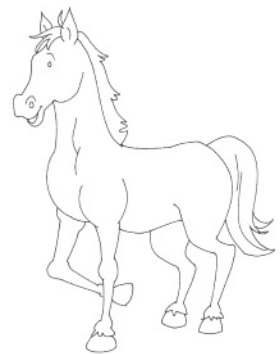
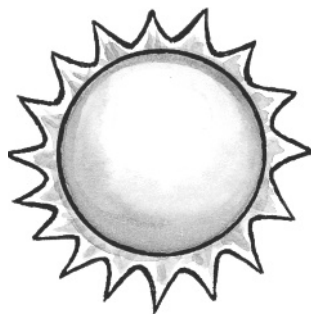
➤ show me

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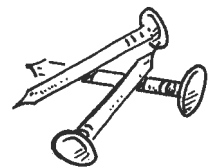
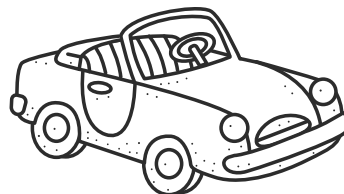
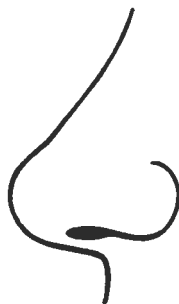


➤ guide me

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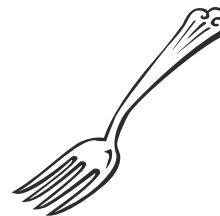
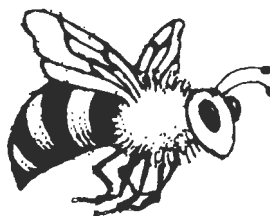
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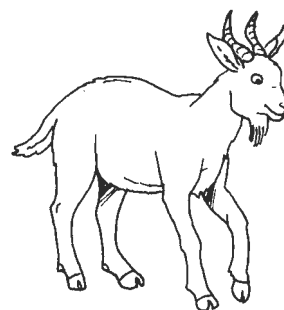
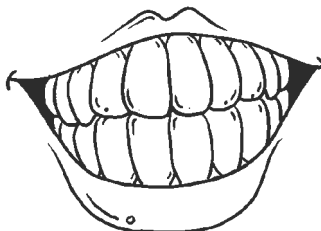
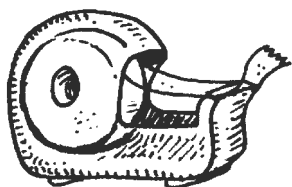
2 Identify Alliteration

work time

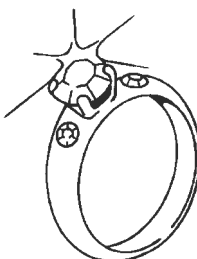
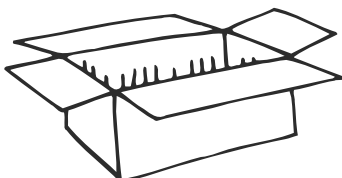
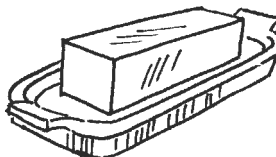
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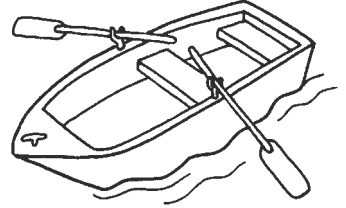
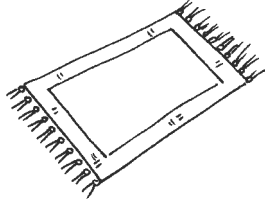


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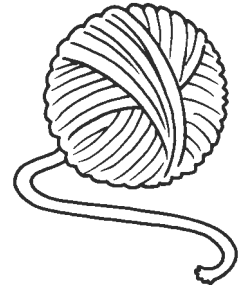
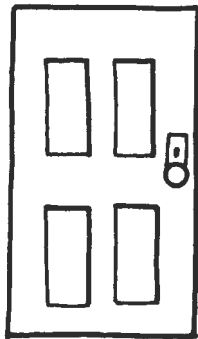
➤ guide me

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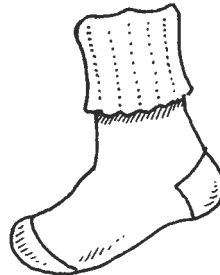
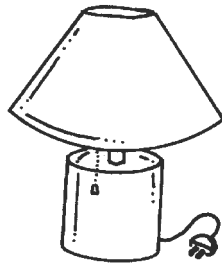


➤ work time

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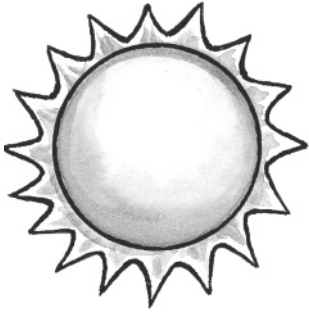
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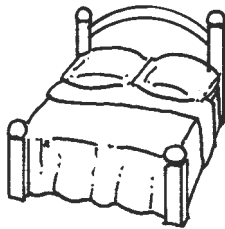
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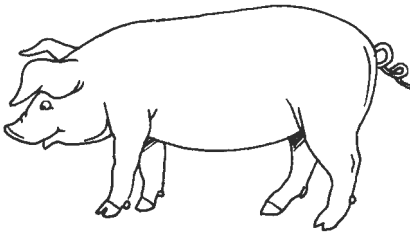


➤ work time

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