

Mini-Lesson Plan

Topic: Using Alliteration**Explain:**

Alliteration happens when two or more words start with the same sound and are used repeatedly in a phrase or a sentence. Alliteration is a technique, called a sound device that writers use to draw your attention to particular points in a piece of writing.

Offer Examples:Simple:

Sally sells seashells by the seashore.

A happy hippo hopped and hiccupped.

I scream, you scream, we all scream for ice cream!

How can a clam cram in a clean cream can?

A snake sneaks to seek a snack.

Challenging:

Peter Piper picked a peck of pickled peppers. How many pickled peppers did Peter Piper pick?

Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't very fuzzy, was he?

How much wood would a woodchuck chuck if a woodchuck could chuck wood?

Mention:

Write examples of alliteration on the board (adjust the examples to be appropriate for age level), once the alliterations are written, read Examples of alliterations slowly to familiarize the letters and the sounds. Repeat two or three times.

Guided Practice:

Tongue Twister activity: Divide the students either individually or in groups and give them each a card with an example of an alliteration, allow the students a minute or two to read and practice their alliteration(s). Afterwards, bring the class together again as one big group. The teacher will read the alliteration out loud and then ask the student to say the alliteration out loud to the class.

Independent Practice:

The students can use alliteration in their writing to improve pronunciation and rhythm. Alliteration can be used to release emotion into a piece of writing while engaging the reader/listener.

Resources:

Sweeney, A. (2023, June 8). 53 fun tongue twisters to use in your English classes. TEFL

Handbook.

<https://teflhandbook.com/blog/esl-teaching-resources/53-tongue-twisters-teach-english/#:~:text=Divide%20your%20class%20into%20small,their%20tongue%20twisters%20the%20fastest.>

Reflection:

Writing out my lesson plan helped me in my lesson delivery by using the writing plan as a script and prompts. This helped with my time management by guiding the discussion. If the conversation were to trail off, I could redirect the students with the use of my writing plan. The writing plan outlined the steps I needed to take in order to achieve the goal of having students learn how to use alliteration. My lesson delivery kept the students engaged with the use of “tongue twister” alliterations. The students felt comfortable with mispronouncing the words while reading the alliterations, as they are meant to be difficult to pronounce. The students were engaged and excited for their turn to say their alliterations. I would extend this lesson by asking students to potentially create their own alliterations (depending on the grade level). I could also expand on the lesson by using alliterations in short stories/novels/films/poems, and ask the students to identify the alliterations and understand how they can be used in literary contexts.