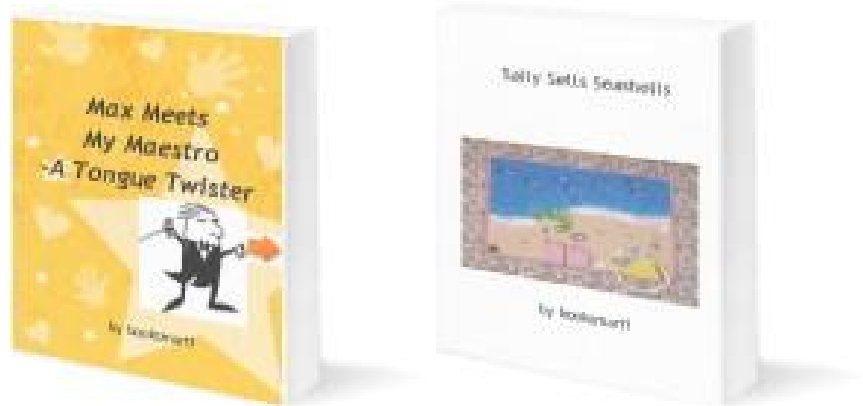




Poetic Word Rhythm Alliteration - UNIT STUDIES GRADES 3-4

By LuRene McConnell

Goal:

Students will be able to understand poetic alliteration and how to apply it to music.

Objectives:

- * Students will demonstrate skills and knowledge of alliteration in poetry by creating a tongue-twister using the first letter of their first name.
- * Students will build their alliteration composition according to a specified format assigned by the teacher.
- * Students will use technology for exploration and discovery of alliteration in poetry, rhythm, rhyme and composition.
- * Students will use word rhythm to create a speech piece formatted with form and phrasing.
- * Students will add un-pitched percussion instruments to the finished composition, and will perform their finished product with their peers.

State Standards

(State Standards listed here are representative of school standards across the United States)

LA.5.2.1.3 - Demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem.

LA.5.2.1.3- The student will write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, alliteration, personification), rhythm, dialogue, characterization, plot, and/or appropriate format.

ISTE. NETS-S 1, 2, & 5- Using technology to enhance learning in the classroom.

MENC 1, 2, & 4 - Playing/Singing alone and with others a varied repertoire.

Instructional Materials:
Computer, Smart Cart and Projector
Internet Access
Variety of Classroom Music Instruments

Introduction

Lesson 1:

Alliteration is a literary device that repeats a speech sound in a sequence of words that are close to each other. Alliteration typically uses consonants at the beginning of a word to give stress to its syllables. Alliteration plays a very crucial role in poetry and literature:

- It provides a work with musical rhythms.
- Poems that use alliteration are read and recited with more interest and appeal.
- Poems with alliteration can be easier to memorize.
- Alliteration lends structure, flow, and beauty to any piece of writing.

I. Students will be handed a tongue-twister entitled Sally Sells Seashells on the Seashore on a handout provided by the teacher. I have selected Word Rhythms for original musical compositions for my third grade lesson plan/unit based on Alliteration. Students will be recite the familiar tongue twister *Sally Sells Seashells*:

*Sally sells seashells on the seashore.
The shells that she sells Sallyare seashells I'm sure.
So, if she sells seashells on the seashore
I'm sure that the shells are seashore shells.*

II. After reciting, students will describe this passage as a poem, tongue twister, four lines in length, having a succession of same or similar sounds (alliteration in writing/poetry) like “S” and “C”, “G” and “J”, a four-line poem, word rhythm, etc. Students will pat the rhythm of the words, and transfer this rhythm to hand drums using word speech. Once they have practiced, they will internalize the words while playing on the drum.

III. Students will be divided into four rows (groups). Three different “S” words will be selected and assigned to three different instruments. Row one will play hand drums throughout the rhythm of the speech piece, row two will play tambourine on the word “shells,” row three will play triangle on the words “sells” and “sure,” and row four will play guiro (fish scraper) on the word “seashore.” Each row will be given a chance to play each instrument during this lesson.

Lesson 2

I. Poetic Alliteration: Students will complete an [E-Sheet for Alliteration Poetry Study!](#) Read the Alliteration Poetry questions on this Curriculum Guide and then link to the websites to explore and answer the questions! Have fun learning!

II. Today, alliteration is often used to make slogans, commercial jingles, to make them more

memorable, or to make children's stories more fun to read out loud. To further understand the meaning it often helps to take a look at examples of alliteration in poems. Go to this [Hotlist of Fun Links!](#) Here, you will find a fun list of websites to learn more about Alliteration Poetry!

III. Every child has a story. The teacher will show two sample Tikatok Book online creations; [Max Meets My Maestro \(Orange Book\)](#), and [Sally Sells Seashells \(White Book\)](#). These two sample creations can be made at Tikatok Books, a fun way for kids to create and share their own books. Tikatok is a new technology tool that allows you to create your own original online book. The software creates graphics, backgrounds, borders, and other writing tools. You can use your own images, or gallery images. You can even publish your book! The teacher will use Smart Cart with computer and projector to demonstrate and model how to create an alliteration Tikatok book.

Max Meets My Maestro

Max meets my maestro at the melodrama.

The maestro Max meets is at a melodrama, for sure.

So, if Max meets my maestro at the music melodrama,

I'm sure that Max's maestro is a melodramatic musician!

Lesson 3.

I. Students will use [Quizlet Alliteration Flashcards](#) on this fun interactive website to learn about alliteration poetry! Click on "Learn," "Test," and "Scatter" for practice tests. Click on the "Speller," and "Space Race" practice tests as your scores improve. Be sure to use both the voice activated and written prompts! Use [Quizlet Learn](#) game to improve your alliteration knowledge (with or without voice activation). [Quizlet Scatter](#) is a great matching game for sharpening your alliteration skills. After studying the flashcard sets at Quizlet Home Page, test your knowledge with this quiz at [Quizlet Test](#). With practice you will improve your test scores!

II. After viewing [Prezi Alliteration Presentation](#) Fun and Interactive Alliteration Rhyme and Rhythm, students will generate a list of "S" words for practice, and then continue generating a list of words using the first initial of different student's first names.

III. Students will continue generating their own list of words, and begin writing their own alliteration speech piece rhythm using the format outlined on their planning sheet. In this lesson, students will write (compose) their own alliteration rhythm composition using the first initial of their first name. They will write in the same format as "Sally sells Seashells" speech piece rhythm. Students will prepare their performance for the class with peers, and assessed by both students and teacher.

Assessment

I. Students will take the Quizlets "Test" and "Scatter" from Lesson 3 to demonstrate knowledge of alliteration in poetry.

II. Following a [Rubric by Rubistar](#) students will create and perform alliteration compositions with their peer groups in front of their classmates to be evaluated and reflected upon by teacher and student evaluation. Follow this rubric as an assessment guide for your Alliteration Project.

III. [Final Survey Party Form](#) (Party Form) *Take a quick survey just for fun! Tell about your favorite things you like about your Alliteration Unit! Great job!*

IV. Just for fun: [Symbaloo Websites](#) is a great resources to explore and discover fun and educational websites with one click of the mouse on each icon! Enjoy!