

**WORD GIRL**

Awesome Alliteration

Lesson Summary

Estimated Time: 20-25 minutes

Becky Botsford sees the wonder of words. Whether she is bickering with Bob or busting Butcher's crimes, WordGirl chooses her words to pack a punch! To make a seemingly **ordinary** word even more **remarkable**, WordGirl can repeat beginning sounds to carry even greater power—awesome alliteration power!

Introduce your students to alliteration—the writing technique of repeating beginning sounds. Students will explore alliteration through various texts and *WordGirl* video clips in order to recognize and define it. Then it's their turn to play with words as they write an alliteration poem.

Big Question

What is alliteration and how can I use it?**This lesson will help students to:**

1. Define alliteration and recognize it in texts.
2. Use alliteration in their own writing.
3. Understand the purpose of alliteration.

Media Resources*WordGirl*, "The Ordinary, Extraordinary Botsfords"**Materials**

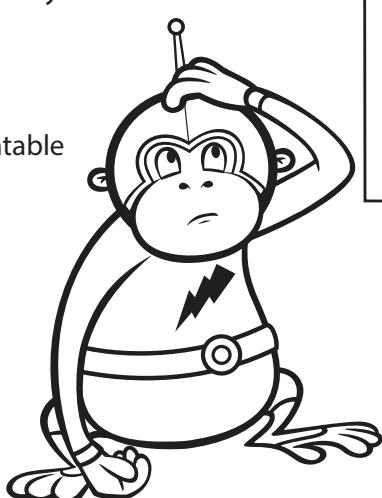
- WordGirl Awesome Alliteration printable
- Paper
- Pencil
- Crayons/markers

WordGirl Words

alliteration
writing technique of
repeating beginning sounds

ordinary
plain; not special

remarkable
amazingly special,
interesting, unusual

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Lesson Activity

Introduction

1. Ask your students to think of a word that describes themselves—but they have to choose a word that starts with the same letter as their name! For example, “Silly Sana” or “Friendly Fernando.”
2. In a circle, have the students share their name and the word they chose in this way: “Hi, I’m Creative Claire!” The next student then says, “Hi, Creative Claire; I’m Jumping James.” Each student adds another name pair and repeats the name pairs of everyone before them, until the last student has to name the whole class.
3. Tell the class: *We just used a writing tool that repeats the beginning sounds of words in order to add interest, get the reader’s attention, and have fun! It changes ordinary words into remarkable words. Does anyone know what this tool is called?* Alliteration!
4. Ask your students if they know anyone with a first and last name that alliterates. *I know one! Becky Botsford from WordGirl!* Allow your students to share others. *WordGirl LOVES words and loves words that sound cool together. And alliteration is one way to do that!*

Instruction

1. Introduce the vocabulary words **ordinary** and **remarkable** from the WordGirl episode “The Ordinary, Extraordinary Botsfords.” Explain how Becky learns in this story that even her ordinary family, in their own way, is remarkable and super cool as she is touched by their kindness. Alliteration can do this to our writing—it can make something seemingly ordinary, remarkable, by putting the right words—or in Becky’s case, people—together!
 - a. If time and for fun, show the episode. Encourage students to look for alliteration as they watch.
2. Share alliteration examples. Here are a few or choose your own:
 - a. *Tongue Twisters:* Peter Piper picked a peck of pickled peppers. If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?
 - i. Ask students: *What sound was alliterated in this tongue twister? How does it make you feel hearing or speaking it? How does it make the writing remarkable?*
 - b. *WordGirl Video Clip:* A WordGirl clip that uses alliteration
 - i. Ask students: *How did alliteration help WordGirl?*



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- c. *Acrostic Alliteration Poem: "School"* (Define acrostic poem as a poem that takes the first letter of each word as the start of a new line.)

September start

Classes come

Hello! High five!

Our

Open

Lessons, learning

3. *Let's try creating our own alliteration with a poem, an acrostic poem! WordGirl loves interesting and new words, and an acrostic poem lets us dig deep into a word. Let's look at some words that we could use to create our alliteration poems.* Using the word list provided on the printable or classroom list, let each student choose a word for their poem. They could also come up with their own. Invite them to take their word and write it on a piece of paper or the printable, one letter per line. Show the "School" poem again as an example if needed.
4. Encourage students to think of different types of words: things, people, places, action words, describing words, etc. that start with each letter in their word and can help with their poem. For example, if the word is "slurp," they should think of 4-5 words that start with an S and then an L, and so on—soup, saliva, spoon, sip, silly, etc. Have them list these words for each letter.
5. Let the creativity begin! Invite your students to write a poem using the best combination of alliterating words for each line. If time allows, encourage them to illustrate their poem with designs or pictures. Share the poems together as a class.

Extend the Learning

1. Create an Alliteration Alphabet book! Assign each student a letter or two of the alphabet. Invite them to use alliteration and create a sentence for their letter. Have them illustrate their alphabet page and combine the pages to create an alphabet book.
2. Invite students to hunt for alliteration as they read this week. Create an "alliteration board" where students can write down examples of alliteration that they find in their everyday reading.

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WORD GIRL

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grateful

struggle

fragile

pizzazz

unique

hullabaloos

laughable

struggle

expect

coordination

unruly



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