

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional
Focus Based on
the Words in
the Book

Word Work
Instructional Focus:
Alliteration
Background:
Authors use figurative language to make and fun to read. Figurative language helps create special effects. They might use patterns to help readers see, hear, or feel.
Alliteration is one type of figurative language that uses words that are close together in a sentence to create a sound effect. For example: *Peter painted purple pictures.*
Alliteration can happen with letters (like *Peter* and *purple*) or with sounds. For instance, *cat* and *bat* both begin with the /k/ sound. It's also important to know that alliteration focuses on **consonant sounds** and **beginning vowel sounds**.
Examples:

Busy as a bee	Felt fantastic
Windy weather whipped	Laughed so loudly
Baked blueberry muffins	Tiptoeed by the turtle

Creepy Crayon!
By: Aaron Reynolds
Grade Level: 2 / Guided Reading Level: N
Word Work
Step 1: Introduce the Focus of Word Work
Sample Anchor Chart

Alliteration
When several words that are close together in a sentence start with the same sound.
Example: <i>Busy as a bee</i>
Example: <i>Felt fantastic</i>

Introduce Alliteration
Introduce the Focus

- Tell students: "Today, we are going to focus on alliteration."

Anchor Chart Setup

- Title your anchor chart: "Alliteration"
- Explain: "Alliteration is a form of figurative language. Authors use figurative language to make their writing more interesting, creative, and fun to read."

Explain the Concept

- Tell students: "Alliteration happens when several words that are close together in a sentence start with the same sound."
- Show examples of alliteration on the chart and read them together as a class.
- Underline the repeated beginning sounds in each set of words that show alliteration.

Student Practice

- Ask students: "Can you come up with any two- or three-word phrases that use alliteration?"
- Remind students that alliteration makes writing more fun to read and helps authors be more creative.
- As students share, ask: "What sound is being repeated?"
- Underline the letter or letters that make that sound on the anchor chart.

Support & Differentiation

- If students struggle to think of examples, prompt them with a starting word or sound. For example:
 - "Bouncing... blue balloons."
 - "Misty... morning."

Step 2: Connect Word Work to Reading
Alliteration in the Text

- Tell students that they will read *Creepy Crayon!* and look for groups of words that are close together and have the same beginning sounds.
- Tell students that in this book, they will only look for alliteration with beginning consonant sounds. Explain that alliteration can occur with both beginning consonant and vowel sounds, but this book focuses on beginning consonant sounds.
- Read the **cover** and the **fourth page** of *Creepy Crayon!*, encouraging students to give a thumbs up when they hear or see alliteration.

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Step by Step Lesson Plan

Word Work
Creepy Crayon!
By: Aaron Reynolds
Grade Level: 2 / Guided Reading Level: N
Step 2: Connect Word Work to Reading (continued)
Alliteration in the Text

- Write any new examples of alliteration from the book on the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Remind them to listen and look for words that show alliteration, and to be polite and not interrupt while you read.
- Read *Creepy Crayon!*

Some Examples of Alliterations found in the text:

- Creepy Crayon
- ...purple, Pointy, And perfect.
- ...something strange
- Creepy, But cool.
- Bunny Brawl 3
- ...peculiar purple penmanship
- ...descended into the deepest, darkest...
- ...melted it in the microwave
- ...spinning slowly
- DON'T, YOU, DARE.
- ...headed
- ...finally
- ...slowly...silently

Step 3: Guided Word Work Practice
Interactive Exploration
Play Alphabet Alliteration!
Group & Materials:

- Divide students into pairs.
- Provide each pair with a **Consonant Alphabet Page** and a **Recording Sheet**.

Model the Task:

- Show students how to choose a consonant from the alphabet and brainstorm an alliteration phrase that begins with that letter.
- Explain that not all consonants are included—some letters have limited options for alliteration phrases.
- Tell students that they may complete the consonants in any order, as long as they create phrases for all 18 letters.
- Explain that they can choose between the consonants Y and Z for their final letter.

Create the Phrases

- Tell students that each alliteration phrase must include at least two additional words that begin with the same sound (e.g., *F - "Frank the frog wore a furry, funky hat."*)
- Remind students that their alliteration must form a complete sentence—with a capital letter at the beginning, a subject, a predicate, and punctuation at the end.

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List of words in the book that match the instructional focus

Interactive Activity

Consonant Alphabet Interactive Activity
Directions: Create one phrase with each consonant below. Each phrase must include at least 2-3 words. Record your phrase in the space provided.

A	
F	
J	
M	
R	
V	

Alliteration Recording Sheet
Name: _____

A	
C	
D	
F	
G	
H	
J	
K	
L	
M	
N	
P	
R	
S	
T	
V	
W	
X or Z	

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Line Up for Alliteration!
Extend Engagement Activity
Directions:

- Have students sit at their desks.
- Tell students that you will read a series of words. If a student can think of at least two more words to add to the word that you have read to create alliteration, they should raise their hand.
- Call on a student and ask them what their alliteration phrase is for the word that you read.
- If their phrase shows alliteration, they may line up at the door. If it does not, call on another student who has their hand raised.
- Remind students that the list word can fall anywhere in their alliteration phrase; it does not need to be at the beginning. For example, if the list word is "deer," the phrase could be *darling deer dance*.

Word List (and example alliteration phrases):

- Bear** - big bear bounds
- Muffin** - my moidy muffin
- Cat** - curious cat creeps
- Dog** - daring dog dashes
- Pumpkin** - pump pumpkin perched
- Crayon** - creepy crayon crawled
- Witch** - wicked witch whistles
- Mouse** - measy mouse munches
- Spider** - sneaky spider spins
- Monster** - mighty monster moves
- Rabbit** - rapid rabbit runs
- Ghost** - giggling ghost glides
- Frog** - funny frog flips
- Book** - big book bursts
- Snake** - slithering snake slides
- Bird** - bold bird balances
- Moon** - magical moon moves
- Fox** - fuzzy fox fidgets
- Tree** - tall tree tremble

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Word Detective: Alliteration Extension Activity
Directions:
Be a word detective! Be on the lookout for alliterations while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Detective Extension Activity | @BookPages.com

Answer Key
Directions: Write a phrase that includes at least 2-3 words.
Example: *School Susan slipped and slid to school.*
Answers will vary. Sample:
Rabbit - Renee rabbit
Pelican - The pink pelican
Homework - Harry's horrib
Shiver - Shane felt a shiver
Pocket - Her pretty pu
Winner - Wendy was a
Directions: Underline at least 3 words.
It was a foggy Friday at school. Jasper Rabbit heard a strange scratching sound. The noise came from his desk drawer. Slowly, he opened it and saw a purple point sticking out from his papers. The creepy crayon was back!
Jasper's heart hammered as he stared at it. Then the crayon began to write by itself. It wrote spooky sentences across the desk. Jasper gasped!
He grabbed a moidy muffin from his lunch bag and tossed it at the crayon. SPLAT! Purple was splashed everywhere. The crayon rolled to the floor, spinning silently, and stopped near the door. Jasper took a deep breath, grabbed his backpack, and hurried home, hoping the crayon would stay gone—this time for good.

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Alliteration
Name: _____
Directions: Write a phrase that has alliteration for each of the words listed below. Try to include at least 2-3 words that have the same beginning sound as your listed word.
Example: *School Susan slipped and slid to school.*
Rabbit _____
Pelican _____
Homework _____
Shiver _____
Pocket _____
Winner _____
The Creepy Crayon Returns
Directions: Underline at least 3 words in the story below.
It was a foggy Friday at school when Jasper Rabbit heard a strange scratching sound. The noise came from his desk drawer. Slowly, he opened it and saw a purple point sticking out from his papers. The creepy crayon was back!
Jasper's heart hammered as he stared at it. Then the crayon began to write by itself. It wrote spooky sentences across the desk. Jasper gasped!
He grabbed a moidy muffin from his lunch bag and tossed it at the crayon. SPLAT! Purple was splashed everywhere. The crayon rolled to the floor, spinning silently, and stopped near the door. Jasper took a deep breath, grabbed his backpack, and hurried home, hoping the crayon would stay gone—this time for good.

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Independent Practice Pages

Optional Activity to
Extend Engagement

Word Detective