

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional
Focus Based on
the Words in
the Book

Word Work
Instructional Focus:
Alliteration
Background:
Authors use alliteration to make their writing fun. Alliteration happens when several words start with the same sound. It's like the way rhythm or a fun pattern. For example: Silly blue.
Alliteration can happen with letters, but it can also happen with words. For example: cat and kite don't use the same letter, but they could be part of an alliteration.
Examples:

Bouncing bunnies	Silly snakes slither	Fast
Henry's arm hurts	Small snails	Got
We saw wonderful whales	He has fluffy feathers	Tiny

Materials and Preparation:

- A Copy of *Lilly's Purple Plastic Purse*
- Chart Paper
- Markers
- Alliteration Word Cards (1 set for each group)
- Alliteration Recording Sheet (1 set for each group)
- Optional – Word Detective Extension
- Optional – Alliteration Extend Eng

Word Work
Step 1:
Introduce the Focus of Word Work
Introduce Alliteration

- Tell students that today, they will focus on alliteration.
- Write "alliteration" at the top of the anchor chart. Explain that 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 have alliteration.
- Ask students if they can come up with any 2 or 3-word phrases that have alliteration. Remind students that alliteration is a way authors to make their writing more fun to read. Alliteration is a creative way to think and write!
- Ask students what sound is being repeated in the words that they come up with, and underline the letter(s) that make that sound on the anchor chart.
- If students struggle to come up with other phrases, prompt them with a word to help get them started (e.g. "Red...robins run," or "Peeked...and poked.")

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

- Tell students that they will read *Lilly's Purple Plastic Purse* and look for groups of words that are close together and have the same beginning sounds.
- Read the cover and the second page of *Lilly's Purple Plastic Purse*, encouraging students to give a thumbs up when they hear or see alliteration.
- Write any new phrases of alliteration from the book on the chart paper.

Some examples of Alliteration found in the text:

- Lilly's Purple Plastic Purse*
- Lilly loved school*
- the pointy pencils*
- clacker-clacker-click*
- lucky brother Julius*
- What's with Lilly?*
- the lightbulb lab*
- Lilly's stomach lurched*
- One Monday morning*
- movie star sunglasses*
- purple plastic pum that played*
- glasses were so gittery*
- the pum played*
- glaring school supplies*
- "Look," Lilly whispered*
- glasses were gone*

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Step by Step Lesson Plan

List of words in the book
that match the
instructional focus

Word Work
Lilly's Purple Plastic Purse
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: M

Step 3:
Guided Word Work Practice
Interactive Exploration

- Divide students into pairs.
- Provide each pair with a set of alliteration word cards (cut the cards in advance) and a recording sheet.
- Show students how to flip over a word card, and begin brainstorming a phrase of alliteration that can go with their card.
- Tell students that **5 of their phrases of alliteration must have at least two other words** in the phrase that start with the same sound as their word card (e.g. cat: "The cat can clap.")
- Explain that this activity works best if you talk with your partner and share ideas out loud. Tell students that they can have fun and be goofy with their phrases of alliteration.
- Once students have come up with a phrase of alliteration for their word card, they should write it on the recording sheet. Tell students that they must underline the repeated beginning sound that helps each phrase have alliteration (e.g. The cat can clap.)
- Their task, as a pair, is to come up with alliteration phrases for all 15 of their word cards.
- Set a timer for the activity (15-20 minutes).
- Visit each pair as they work. Discuss the phrases that students came up with at the end of the activity with the whole group.

Step 4:
Independent Word Work Practice
Practice Page

- Give each student a copy of **Alliteration practice page**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5:
Reconnect and Reflect on Word Work
Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

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Interactive Activity

Alliteration
Name: _____
Name: _____

blue
swims
jelly
buttons
spaghetti
kind
fast
drawing

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Alliteration Recording Sheet
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
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Independent Practice Page

Alliteration
Extend Engagement Activity

DIRECTIONS:

- Have students sit at their desks.
- Tell students that you will read a series of sentences. If the sentence has alliteration, students should raise their hand.
- Call on a student, and ask them what the phrase of alliteration is in your sentence.
- If they get it correct, they may line up at the door. If they do not, they can call on a friend for help.

Alliteration Phrases:

- The **brown** bear walked in the forest.
- Silly** squirrels scampered up the tree.
- The little girl sat by the window.
- The **blue** bird flew by the river.
- Clever** cats caught the mouse.
- Green frogs hopped from the pond.
- Tiny** turtles trudged through the tall grass.
- Nine** mice made their way through the barn.
- The **bright** balloons bobbed in the breeze.
- The **red** rabbit raced across the road.
- Many **giraffes** grazed in the **green** grass.
- Happy students clapped at the end of the show.
- She spotted the **shiny** shell.
- Cats and dogs are great pets.
- Jumping** jellybeans jiggled in the jar.
- The **pretty** peacock strutted **proudly**.
- Her mom gave the three friends a ride.
- School closed early due to the holiday.
- Wiggly** worms wandered in the **wet** dirt.
- He heard a happy hamster running.

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Optional Activity to
Extend Engagement

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 Work Extension Activity | ©BookPages.com

Word Detective

Alliteration
Name: _____
Directions: Underline all twelve of the phrases that have alliteration in the story below.

It was a terrible Tuesday for Timmy. He tripped over his shiny shoes on the way to school, and his tummy turned with worry. At school, he spilled his slippery smoothie all over his new shirt. In class, his pointy pencil broke, and he couldn't finish his drawing of a dancing dragon. During lunch, his sandwich was squashed, and it was too hot to play outside. But after lunch, his teacher, Mr. Singer, shared a special surprise. He told the class they would have a fun field trip to the farm! Timmy's frown faded, and his fingers flew as he finished his work. The day ended with happy kids hopping on the bus, and Timmy realized that even a bad day can turn bright.

Alliteration Lab
Directions: Rewrite the bolded word so that it shows alliteration with the underlined word. This will make each sentence more fun to read. (Hint: think about words that are similar or are related to the bolded word.)
Example: The sloth was **tired**. The sloth was sleepy.

The cat climbs a <u>deep</u> hole.	
Her dad <u>makes</u> macaroni.	
One cheese <u>pizza</u> please!	
A beaver <u>builds</u> a <u>large</u> bunker.	
The grass <u>keeps</u> growing.	

One more challenge! Write a phrase of alliteration using your name!
Example: Mr. Sol smiles and sings on Saturday.
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