

Writing and Using Alliteration with Anomia - **Suggested Grade Levels: 5-7**

RATIONALE/COMMON CORE STANDARDS:

CCSS.ELA-Literacy.L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.5.5.a

Interpret figurative language, including similes and metaphors, in context.

CCSS.ELA-Literacy.W.6.2.e

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.6.2.f

Provide a concluding statement or section that follows from the information or explanation presented.

CCSS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS.ELA-Literacy.W.7.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

OBJECTIVE

Students will write alliteration in sentences.

Students will use the alliteration to write poems.

MATERIALS

- 1) Paper, Pencils,
- 2) Anomia Game
- 3) Document Camera
- 4) Dictionaries
- 5) Thesauruses
- 6) Brainstorming Chart (Students should be able to make their own chart grids on notebook paper or in spiral notebooks. Student-document-self-creation is a note-taking skill that can be used in different curricular areas).

PROCEDURE

Play Anomia in small groups. Option for partners to play, thus having a total of 8 students (2 for each of the 4 players).

After each player accumulates 4 wins, all students turn their winning cards face-up.

Students pick 3 of the total 12 cards and write the category in column form.

On the left-hand side, 3 different letters are written for each row. These can be randomly or teacher selected.

In each column, students attempt to name at least 3 words to fit the category (the original winning word is not allowed).

Example

	<u>Aircraft</u>	<u>Breakfast Cereal</u>	<u>Beach</u>
C	Concord	Captain Crunch	Coco Beach
H	Helicopter	Honeycomb	Hampton
S	Space Shuttle	Special K	Sarasota

Students then use all 3 words for each letter to either write a sentence or a phrase that makes sense, thus forming an alliterative phrase.

Example

Captain Crunch flew the Concord to Coco Beach.

He served Honeycomb on the Helicopter to the Hamptons.

Extension: Students write poems using the alliterations they formed.

EVALUTION

Assessment requires the teacher to take note of the success of students in:

Teacher monitors groups during Anomia play and helps those who are finding the brainstorming a challenge.

Teacher evaluates the alliterative sentences.

Teacher evaluates poems for meaning and alliteration in verse.



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