Objectives

In this mini-lesson, students will:

• Learn how to use literary techniques such as alliteration to make their writing more interesting and enjoyable to read.
• Practice using literary techniques to create interesting sentences.
• Discuss how they can apply this strategy to their independent writing.

Preparation

Materials Needed
• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation
If you will not be using the interactive whiteboard resources, copy the modeling text and practice text onto chart paper prior to the mini-lesson.

Use Alliteration, Assonance, and Consonance

1. Focus

Explain Using Alliteration, Assonance, and Consonance

Say: Writers use all kinds of techniques to create language that is striking and unique. You can do this, too. Today we’re going to look at three techniques you can use in your stories. The first technique is alliteration. Alliteration is the repetition of beginning consonant sounds in a series of words. For example, when I say, “The snake slithered soundlessly,” what sound do you hear repeated? (Allow responses.) Alliteration can help develop a mood or tone. It can help readers have a sensory image in their minds. Another technique is assonance. Assonance is the repetition of vowel sounds in several words. For example, listen to this sentence: “The sun gleamed in the peaceful stream.” What vowel sound do you hear repeated? (Allow responses.) You can also use a technique called consonance. Consonance is the repetition of consonant sounds in a group of words, but not necessarily at the beginning of the words. For example, listen to this sentence: “The leaves rustled in the cool breeze.” What consonant do you hear repeated in several words? (Allow responses.) Today we’re going learn more about using alliteration, assonance, and consonance.

Model Using Alliteration, Assonance, and Consonance

Display the modeling text on chart paper or using the interactive whiteboard resources.

1. His client watched so intently that her tinkling, jangling jewelry settled into silence.
2. Ditanu worked as if his chisel was on fire, flakes of stone flying everywhere.
3. Lamusa smiled through crooked teeth as he looked at the scene on the gleaming stone stele.

Modeling Text

Read aloud sentence 1. Say: I really like this sentence. The words tinkling, jangling jewelry seem to bubble off of my tongue. I can almost hear the sound the jewelry is making. This is an example of consonance because all three words have the consonant sound of the letter l. There is also alliteration in jangling jewelry.

Read aloud sentence 2. Say: I hear the repetition of the initial consonant f in the words fire, flakes, and flying. This is an example of alliteration. The words are very striking. I can visualize the sparks flying as Ditanu works.
Read aloud sentence 3. **Say:** This sentence seems to flow so nicely. That’s because the writer has used a technique called assonance. She repeats the same vowel sound in a group of words. Listen to the long e vowel sound repeated several times in the sentence. Read aloud the sentence again and point out the long e sound in specific words.

2. **Rehearse**

**Practice Using Alliteration, Assonance, and Consonance**

Display the practice text on chart paper or using the interactive whiteboard resources.

| The students stopped talking. |

**Practice Text**

Ask students to work with partners to rewrite the sentence to incorporate the technique of alliteration, consonance, or assonance. Explain that they can reorder the words or add as many words as they need to create an effect. Pairs of students should write down their sentences and be prepared to read them to the class.

**Share Practice Sentences**

Bring students together and invite partners to read aloud their sentences. Ask students who are listening to tell what technique is used and which words reflect the technique. Discuss how effective the use of literary language is in each example. Make a three-column chart with the headings “Alliteration,” “Consonance,” and “Assonance,” and record examples of each based on students’ sentences. If students cannot provide an example of a certain technique, work together to compose one. Post the sentences as models for students to refer to as they draft and revise their historical fiction stories.

3. **Independent Writing and Conferring**

**Say:** We learned that writers use striking words and phrases to enliven their stories. We learned about three literary techniques that help writers create striking words and phrases. These are alliteration, assonance, and consonance. As you write, consider using some of these techniques to create striking language in your stories.

Encourage students to look for opportunities to use alliteration, assonance, or consonance as they draft and revise during independent writing time. During student conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. **Share**

Bring students together. Invite volunteers to read aloud sentences from their historical fiction stories in which they’ve used alliteration, assonance, or consonance.

**Strategies to Support ELs**

**Beginning**

Work with beginning ELs to create simple examples of alliteration using objects in the classroom; for example, black board, dirty desk, tall table, pen and paper, white wall, etc. Label the objects or write the phrases on chart paper, circling the initial consonants. Read the phrases aloud and ask students to read them with you.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity.