

Week 6 - Alliteration



Early Learning Coalition
of Palm Beach County
Ready to Learn. Ready for Life.



Days	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson for the day	Sound Safari	Tongue Twister	Mystery Sound Bags	Silly Sound Soup	Alliteration Art Studio
Learning Objective	Children will identify beginning sounds by exploring objects in the classroom.	Children will recognize and repeat simple alliterative phrases.	Children will match objects to beginning sound clues.	Children will produce alliterative words through pretend cooking play.	Children will create artwork representing alliterative word sets.
Materials	Baskets, picture cards, classroom objects, labels with letters.	Tongue twister cards, puppets, mirror.	Bags with objects, sound cards.	Pot, ladle, play food, letter cards.	Paper, glue, magazines, markers, picture cards.
Step-by-Step Directions	Introduce beginning sounds with examples. Invite children to find objects starting with target sounds. Sort items into sound baskets. Share findings as a group.	Model simple tongue twisters. Encourage children to try them with puppets. Practice in mirror watching mouth movements.	Show sound card. Children pull out object from bag. Identify if it matches target sound. Celebrate correct matches.	Choose target sound. Add items that begin with that sound. Chant the silly Sound Soup rhyme. Repeat with new sound.	Model by choosing a sound. Children cut or select pictures with same beginning sound. Make a collage and title it (e.g., "M Map").
Teacher Language Prompts	"What sound does this start with?" "Can you find something else with the /s/ sound?"	"Let's try it slowly together." "Do you hear the same starting sound?"	"Does this start with /m/ or /t/?" "Say it slowly with me."	"What are you adding to the S soup?" "Can you say it in a silly way?"	"What sound did you choose?" "Tell me about your picture words."
Adaptations for Diverse Learners	Provide picture choices; allow pointing; use visual charts.	Shorten phrases; use picture; emphasize mouth cues.	Reduce choices; offer tactile objects for sensory support.	Provide pictures; offer choices; allow pointing.	Provide pre-cut images; use stickers; adapt to sensory needs.