Teacher’s Resource accompanying *A Song for Gwendolyn Brooks*

Lesson: Alliteration, Assonance, & Rhyme

1. Introduce and distinguish concepts

With associated handout 1, have students read definitions and initial examples of alliteration, assonance, and rhyme. Ask students to name the repeated sounds in each example.

As you review the examples, be sure to emphasize:

* That it is the *sound* that matters not the *letter.*
* They can “jump” some words if they are still relatively close together.
* For **elementary** students, review the difference between long and short vowel sounds, ex. A as in apple and A as in acorn.

Alliteration:

The **b**ig, **b**lack **b**ear **b**ites **b**ats.

The **s**trings **s**ing when **s**trummed.

Assonance:

J**oe** goes home solo.

Eve cuts each piece equally. Note: encourage students to include the silent “e” and other silent letters when they make the vowel long.

Rhyme:

F**our** m**ore** lions roar.

The ch**ime** tells the t**ime**.

Alternative example for middle school:

The ninth chime tells the time. Explain that assonance, alliteration, and rhyme, can be used together. “Chime & time” are a true rhyme, and “ninth” has assonance with both.

Explain to students that alliteration, assonance, and rhyme help make the rhythms of poetry. Have students demonstrate this together by reading the examples in the boxes together, clapping on the syllables with repeated sounds and stomping on the non-repeated sounds. Repeat without the words to hear the difference in the rhythms. If the students enjoy this exercise, you can also use it as a checking method for the worksheet exercises.

For middle school students with the mixed method exercises, create different sounds for the different kinds of repetition. Clap on alliterations, snap on assonance, drum desk on rhyme, stomp on non-repeated syllable sounds.

**Applying to the text:**

Revisit pages 3, 4, 14, 18, and 25. For each page, discuss how both Gwendolyn Books and Alice Duncan employ alliteration and assonance to create rhythm in their text.

**Class activity:**

Middle school, optionally, also write the lines to “We Real Cool” on the board:

We real cool. We

Left school. We

Lurk late. We

Strike straight. We

Sing sin. We

Thin gin. We

Jazz June. We

Die soon.

Review the use of assonance and alliteration in the poem. If in a smart classroom, you may play this recording of Ms. Brooks reading the above poem here:

https://soundcloud.com/pacificaradioarchives/gwendolyn-brooks-we-real-cool

**Elementary:**

Divide the class in groups of 3-5. Provide each group with a silly sounds worksheet. Have each student contribute an appropriate word for each blank and then pass to the next student. Have them share their silly sounds poems together.

**Writing prompt:**

Invite students to try alliteration, assonance, and rhyme in their own poems.

Think of a good day and choose a single moment of that day. Write a poem of 8-10 lines describing that moment. Use as many of your senses as possible and remember to use active verbs and interesting adjectives. Incorporate at least 4 uses of alliteration, assonance, or rhyme.

**Alliteration, Assonance, and Rhyme**

**Rhyme** is the repetition of both **vowel** and **consonant** sounds together.

Four more lions roar.

The chime tells the time.

**Assonance** is the repetition of **vowel** sounds.

Joe goes home solo.

Eve cuts each piece equally.

**Alliteration** is the repetition of beginning **consonant** sounds.

The big, black bear bites bats.

The strings sing when strummed.

Circle the sounds repeated with alliteration. Underline the sounds repeated with assonance. Put a box around rhyming words.

1. The city streets seem slick.
2. Twice as nice, or double the trouble?
3. A slice of cake can take away the ache.
4. They joke and jive. They laugh real loud.
5. What you reap from each leap is for you to keep.
6. The rain stays all day.
7. It hurts a lot to see the top.
8. The lazy lion languishes in the hazy sun.
9. She gushes and giggles over Shakespeare sonnets.
10. The lone moon shone, as the common loon crooned.
11. She writes a poem in proud, prim letters.
12. The fat cat can’t catch the rat.
13. The light of the fire shines brightly.
14. Meet me by the beach pier.
15. My cat tries to climb too high.

**KEY—Red for Rhyme, Blue for Alliteration, Green for Assonance.**

1. The city streets seem slick.
2. Twice as nice, or double the trouble?
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**Silly Sounds Poem Maker**

Write a word that fits the description in the next blank and then pass to the classmate on your right.

1. Adjective beginning with F \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Adjective with long O sound \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Noun with long O sound \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Adjective beginning with T \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Noun beginning with T \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Noun starting with L \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Adjective with a short I sound. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Noun with a short I sound. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Adjective with long 0 sound \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Plural noun starting with R \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. Plural noun starting with R \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. Plural noun starting with R \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. Adjective starting with T \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. Adjective starting with B \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
15. Adjective starting with S \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
16. Adjective starting with H \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
17. Adjective starting with S \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
18. Adjective starting with S \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
19. Adjective with long O sound \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
20. Noun starting with CH \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Silly Sounds Poem Maker**

I once saw a 1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ phenomenon.

The 2)\_\_\_\_\_\_\_\_\_\_\_\_\_ 3)\_\_\_\_\_\_\_\_\_\_\_\_\_ and the 4)\_\_\_\_\_\_\_\_\_\_ 5)\_\_\_\_\_\_\_\_\_\_\_\_

Came from the distant land of 6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

Home of the 7)\_\_\_\_\_\_\_\_\_\_\_ 8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The first, a most 9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3)\_\_\_\_\_\_\_\_\_\_\_\_\_ carried two bags

Full to the top with 10)\_\_\_\_\_\_\_\_\_\_\_, 11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and 12)\_\_\_\_\_\_\_\_\_\_.

The second, a truly 13) \_\_\_\_\_\_\_\_\_\_\_\_, 5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Followed behind with a 14) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ blanket and basket.

To the very center of our 15) \_\_\_\_\_\_\_\_\_\_\_\_\_ city they rode,

On two hardly 16) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ horses.

In the center of the 17) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ square,

They spread out the blanket, and emptied the basket,

Scattering the 10)\_\_\_\_\_\_\_\_\_\_\_, 11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and 12)\_\_\_\_\_\_\_\_\_\_.

“Come and see,” said the first. “Come and buy,” said the second.

Citizens of 18) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ city gathered to see,

But found nothing to buy, not on the blanket nor in the basket.

“These 10)\_\_\_\_\_\_\_\_\_\_\_\_\_ are retched, these 11) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are rotten,”

Said the sour citizens of 19) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ city.

“Ah, but they are cheaper than 20) \_\_\_\_\_\_\_\_\_\_\_\_\_\_,” they chimed together.

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**Rhyme** is the repetition of both **vowel** and **consonant** sounds together.

Four more lions roar.

The chime tells the time.

**Assonance** is the repetition of **vowel** sounds.

Joe goes home solo.

Eve cuts each piece equally.

**Alliteration:**

Circle the repeated beginning consonant sounds.

1. They joke and jive. They laugh real loud.
2. She writes a poem in proud, prim letters.
3. She gushes and giggles over Shakespeare sonnets.
4. The city streets seem slick.
5. The lazy lion lies in the sun.

**Assonance:**

1. It hurts a lot to see the top.
2. The light of the fire shines brightly.
3. The rain stays all day.
4. My cat tries to climb too high.
5. Meet me by the beach pier.

**Rhyme:**

1. Twice as nice, or double the trouble?.
2. The fat cat can’t catch the rat.
3. A slice of cake can take away the ache.
4. What you reap from each leap is for you to keep.
5. The lone moon shone.

**Key**

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