

Exploring Assonance and Consonance in Tongue Twisters

Background:

This lesson is a continuation of my WOK Humanities CUP, which focused on several types of figurative language. Students have already been given an overview of several kinds of figurative language, including personification, onomatopoeia, alliteration, assonance, consonance, metaphor and simile, and have worked to identify and analyze them in a variety of Jane Yolen stories. Additionally, I have conducted a deep dive into personification and its influence on the Jane Yolen text *The Girl Who Loved The Wind*, in which the character of the wind talks, sings, dances, and plays, along with other human characteristics. Students identified and analyzed personification in this text before creating their own personified characters and completing a creative writing assignment. This lesson constitutes the second deep dive into a particular kind of figurative language, namely, assonance and consonance. Throughout our work with figurative language, the goal has been for students to be able to define figurative language vocabulary, identify it in a text, analyze its impact on the meaning of the text, and use it in their own writing. My goals for this lesson are the same. In this lesson, students will define key vocabulary, identify assonance and consonance in familiar tongue twisters, write and share out their own tongue twisters and add analytical comments to the work of others, and finally, use their skill and knowledge to analyze poetry to find examples of assonance and consonance. After this lesson, I plan to conduct other deep dives into other kinds of figurative language. By the end of these deep dives, students will be able to define and differentiate between all kinds of figurative language named above, analyze their impact on text, and use them with ease in their own writing.

Focus of the Lesson:

In this lesson, students will define key vocabulary, identify assonance and consonance in familiar tongue twisters, write and share out their own tongue twisters and add analytical comments to the work of others, and finally, use their skill and knowledge to analyze poetry to find examples of assonance and consonance. I will open this lesson by reviewing the figurative language chart that students have been working with for the past few weeks, and asking students to define both assonance and consonance. Then, I will introduce them to a jamboard that has four examples of familiar tongue twisters, two of which contain assonance and two of which contain consonance. I will ask students to identify which sounds are being repeated in each of the tongue twisters, and whether each tongue twister is an example of assonance and consonance. Then, I will ask students to share some of their favorite tongue twisters and lead them in the same line of questions. Afterwards, students will be instructed to create their own original tongue twisters and share them on a jamboard. Students will be provided with lists of words that share a prominent sound, such as “s” sounds or “f” sounds, to aid them in this process if need be. Afterwards, we will discuss our creations and students will be asked to identify the repeated sound and associated vocabulary word within their friends’ tongue twisters. For homework, students will take what they learned and apply their knowledge to analysis of a short poem that contains both assonance and consonance. If students are able to correctly identify all instances of assonance and consonance in the poem, I will know that they understand the concept and are ready to move on to the next type of figurative language.

Learning Centered Goals:

SWBAT:

- Define assonance and consonance
- Identify assonance and consonance in a sentence
- Differentiate between assonance and consonance in a sentence
- Write their own sentences containing either assonance, consonance, or both
- Analyze a poem to find assonance and consonance

Practice Centered Goals:

Teacher Will:

- Clearly define vocabulary terms and model how to identify them in text
- Give instructions clearly and make expectations plain
- Maintain order in a high-energy environment
- Support student discovery, creativity, and learning

Round Learning Centered Inquiry:

- Where do you see students identifying and creating examples of assonance and consonance with a clear understanding of what they are doing?
- Where do you see students analyzing texts, including but not limited to the work of their peers?

Round Practice Centered Inquiry:

- Because this lesson will involve tongue twisters (and saying them five times fast), it is certainly going to get very silly, giggly, and a little crazy. Where do you see me maintaining authority and order in this atmosphere without sacrificing the high energy? How could I improve in this area?
- In past lessons, students have appeared to understand the expectations for homework, and then negated to pass it in. Have I laid out my expectations clearly and scaffolded content enough for students to successfully complete the homework? What else can I do to ensure they understand my instructions?