

Exploring Assonance and Consonance in Tongue Twisters Reflection

I was very pleased with how this lesson went. I believe that I had a good level of authority over students during this activity that could very easily have gotten too silly to control, all while maintaining a fun and lighthearted atmosphere within the virtual classroom. Students were able to determine the difference between assonance and consonance, and with some support were able to reliably figure out which sound was the repeating sound in a sentence. They provided their own tongue twister examples from their background knowledge and they were able to create their own original (and often funny!) tongue twisters, and identify the assonance and consonance in their peers' work. Students analyzed the variety of texts by narrowing down the repeating sound, and then identifying whether that repeated sound was an example of assonance or consonance.

In order to keep this lesson on task, I believe that I exhibited good pacing and allowed students enough time to think through the assignment and participate while also keeping things moving quickly enough so things wouldn't go off the rails and I was able to cover everything that I needed to cover before the lesson time was over. I did my best to keep them focused by underlining the important information on the jamboards so they would know what they need to concentrate on throughout the lesson, and I also made important definitions visually available to them at all times.

When it came time to go over the homework, I tried to lay it out as plainly as I possibly could. I answered questions and went over instructions clearly. Holly suggested that I was talking a little fast (probably due to the fact my eye was on the clock!) and that will be something I check myself for when giving instructions in the future. Students did better with passing in their homework than with other assignments; I think the main reason for this improvement was that Ann and I gave them some time to get started on their homework at the end of the school day. By and large, students did well on the homework! The interesting thing about this assignment was that there were several examples of assonance and consonance for students to find, and different students identified different examples. Some even correctly identified examples of assonance and consonance that I didn't notice when I wrote the poem! While there were a few students who clearly need additional help, because they either did not highlight much at all or else highlighted the entire poem, seemingly at random, such responses were few and far between.

There were a few things that I thought worked well in this lesson that I will be retaining for future lessons. First, I thought my attention to timing helped keep the lesson on task and maintained an atmosphere of learning. Second, I will continue to do more of these deep dives into figurative language because the students seem to both enjoy them and get a lot out of them. I will also try to carve out time for students to start their homework assignments at the end of the day in future lessons. Since students enjoyed the creative project of writing (and performing!) their own tongue twisters, I will make sure to include similar low stress, easy access writing assignments in the future for students to show off their figurative language skills. Next, I am planning to conduct a lesson on onomatopoeia, and I will structure that lesson in a very similar way.