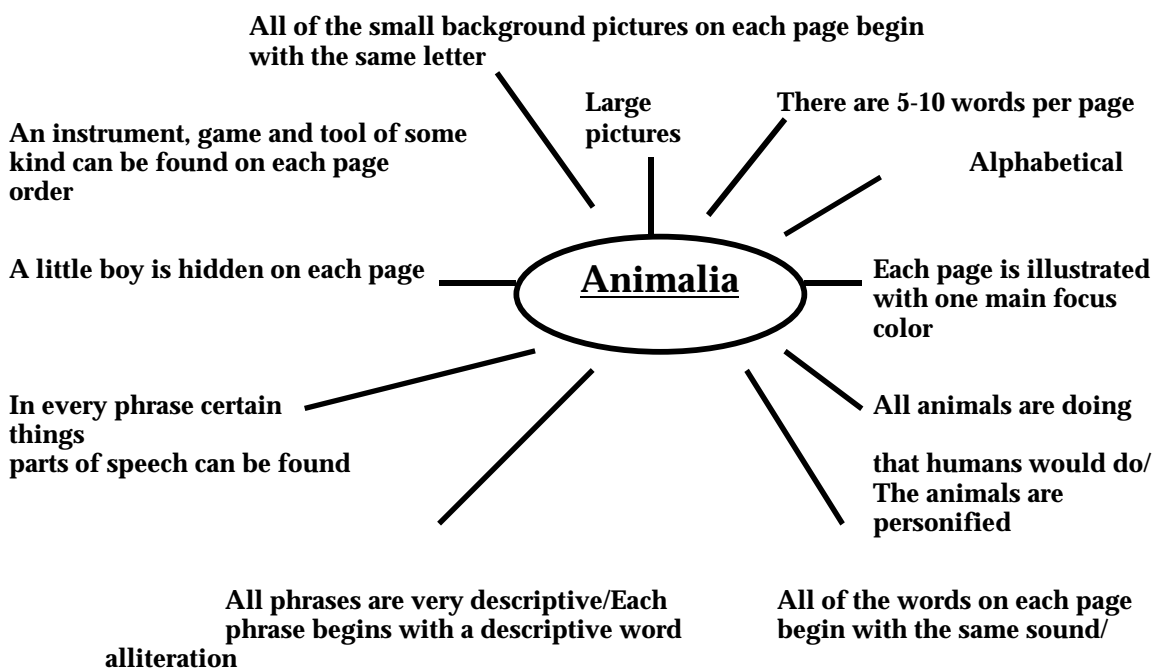


### Teaching the Parts of Speech and Alliteration through *Animalia*:

Joanne Palmer, a teacher in Beverly Hills Unified School District in Beverly Hills, California, designed this lesson to reinforce her students' recognition of the parts of speech and foster their use of alliteration when she was a UCI Teaching Credential Candidate. It has been widely and successfully used by other UCI Writing Project teachers across the grade levels. This activity works best if the teacher has both a large, hard-bound copy of the book to read and show to the class but enough small, paperback copies so that each group has one to work with.

Palmer begins by telling students to pay close attention to what the pages of text have in common as she reads *Animalia* by Graeme Base aloud to the class. *Animalia* is a collection of witty, whimsical, and clever alliterative phrases about animals such as: "Diabolical dragons daintily devouring delicious delicacies" which are arranged in alphabetical order. Students may come up with the following:



If students are already familiar with the parts of speech, the teacher can write the following alliterative phrases on the board and ask students to identify the parts of speech that each phrase follows:

- Crafty crimson cats carefully catching crusty crayfish
- Diabolical dragons daintily devouring delicious delicacies

- Youthful yaks yodeling in yellow yachts

They will immediately note that the pattern is not identical in every phrase but that it goes something like this:

adjective adjective noun adverb verb adjective noun

*(optional)*

or

adjective adjective noun verb preposition adjective noun

*(optional)*

If students need practice revisiting the parts of speech, they can work in groups to hunt through the book to fill in the following chart using the designated color-code.

red		blue	green	brown	orange
adjective <b>DESCRIBING WORDS</b>		noun <b>PERSON, PLACE, ANIMAL or THING</b>	verb <b>ACTION WORDS (-ing endings)</b>	adverb <b>HOW WORDS (how an action word does something)</b>	preposition <b>WHERE PHRASES (where the action word is happening)</b>
<b>COLORS</b> <i>crimson</i> <i>green</i>	<b>OTHERS</b> <i>crafty</i> <i>lazy</i>	<i>lion</i> <i>Norway</i>	<i>catching</i> <i>lounging</i>	<i>carefully</i> <i>quietly</i>	<i>in</i> <i>near</i>

The teacher may also need to review the concept of personification as well as what alliteration is.

Then the fun begins. Either the teacher can provide a specific pattern for the students to imitate or, working in groups, students can select a page from the book upon which to model their own, original alliterative phrase based upon a topic of their choice: plants, cars, different animals, etc. They can collaborate on a topic and create a group poster or each design their own 8 1/2 x 11 page to form a mini-book as in the Daffodils poster by Joanne Palmer's 8<sup>th</sup> grade student, Shereen Hassen on the next page.

Animalia Poster



By Shereen Hansen. Reprinted with permission.