



## “PACKING”

This is a fun lesson that gets kids to write a list of things that they might pack for a trip. It actually has 4 levels of difficulty.

The 4<sup>th</sup> level and original idea for this lesson guides students in completing a long list of words that alternate between rhyme and alliteration.

As the students write the poem, they can add words that may be silly or odd, but that fit the pattern of rhyme or alliteration. This adds humor to their poem!

### NOTE:

This lesson can address the following Common Core State Standard:  
CCSS.ELA-LITERACY.RF.K.2.A. L.K.2.C and L.K.2.D.

### 4 levels of skills:

#### Level 1:

Students write a list of words to pack for their trip by phonetically spelling each word (writing the sounds that they hear)

#### Level 2:

Students write their list by grouping words that begin with the same sound (alliteration)

#### Level 3:

Students write their list by grouping words that rhyme.

#### Level 4:

Students write their list by alternating groups of words that have rhyme, alliteration, rhyme, alliteration, etc.



## Here are the steps to complete LEVEL 4:

Have your students:

1. Brainstorm a long list of things that they would actually pack for a long trip.
2. Group words that begin with the same sound.
3. Group words that rhyme.
4. Add words to each set of rhyme and alliteration so that there's 2 or more words in each group. These added words can be ANYTHING! They don't have to make sense or be things you'd actually pack.
5. Draw a square around each group of words that begin with the same sound (alliteration).
6. Draw a circle around each group of words that rhyme.

### Now to write!

7. First write the title "Packing" at the top of the page.
8. Then, to write the list, alternate by writing
  - i. a group of words that rhyme (circled group)
  - ii. a group of words that begin with the same sound (squared group)
  - iii. a group of words that rhyme (circled group)
  - iv. a group of words that begin with the same sound and so on until they've used up all of the words that had circles and squares around them.
  - v. Remind the students to consider rhythm so that the poem has a bit of a beat. To create this, they might need to add the word "and" here and there.

To finish off the poem, students can add stickers of things that they have listed or illustrate the items using marker, crayon or colored pencil.