



# A My Name is Amy

## 4<sup>th</sup> Grade

### Language Arts/Music

by  
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#### Reading, Informational Text, Standard #5

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama e.g. cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

#### Music, Standard # 1: Singing

The student will develop the voice and body as instruments of musical expression.

**Objective:** In a 60 minute class, 4<sup>th</sup> grade students will demonstrate their understanding of the use of alliteration, one of the critical vocabulary words. In small groups, they will sing and/or chant their own alliterative phrases to the song “A My Name is Amy” while jump roping.

#### Materials:

“Peter Piper” tongue twister  
Paper  
Pencils  
Whiteboard  
Dry erase markers  
Alliteration worksheet cut into sections (2-4 per student) (see attached)  
5-6 double length jump ropes

1. Begin by having students read together “Peter Piper” on the DocuCam. Discuss with students what they noticed about the tongue twister. What made it so difficult? So memorable? So pleasing to the ear? Introduce the word **Alliteration: Words in a row with the same initial consonant sound.** If students are unfamiliar with the word “initial,” explain that Peter Piper’s initials are P.P. (be sure to expect some giggles from that 😊)
2. Explain that Peter Piper is just one example of someone who has an alliterative name. Give one or two more examples of famous people/characters with similar sounding names (e.g. Bob the Builder, Donald Duck, Mickey Mouse, etc.) Have students do a Think-Pair-Share, coming up with other characters with alliterative names. They write the names on paper.
3. Explain that there are also famous couples/duos with alliterative names. (e.g. Mickey & Minney Mouse, Donald & Daisy Duck, Betty & Barney Rubble, etc.
4. Write the lyrics to “A my name is Amy” on the whiteboard (or make up your own-ensuring the A names ALL have either the just the long A sound or just the short A sound) then sing for the class:

A, my name is Amy.  
I'm going to marry Abel.  
We're going to sell apricots  
And live in Asia.

5. Have students sing the song with you, then identify the words with the same initial sound. (Although A is not a consonant, I let it slide with this activity.)
6. Move on to "B, my name is \_\_\_\_\_" and have students help you create the lyrics to the verse, while you write them on the whiteboard.
7. Tell students you're going to skip "C" and come back to that in a minute, but move onto "D, my name is \_\_\_\_\_." Have students each write their own version of the verse and share with small groups.
8. As a class, return to "C my name is \_\_\_\_\_." On the whiteboard write a verse with a combination of words with hard c, soft c and ch sounds.

C my name is Celeste.  
I'm going to marry Carl.  
We're going to sell chemistry sets  
And live in Charleston.

9. Ask students to identify what was different with this verse of the song. Explain that just because words start with the same letter, it doesn't always guarantee that they will be alliterative. With the help of students, fix the verse so that it is alliterative:

C my name is Charity  
I'm going to marry Chester.  
We're going to sell cherries  
And live in Charleston.

10. As a class, try an alternative version of this verse, something with the same initial sound but with different letters:

C my name is Celeste  
I'm going to marry Sam  
We're going to sell celery  
And live in Sacramento.

11. Explain that these words are alliterative, even if they don't begin with the same letter. Explain that the challenge for today's activity is to come up with words that are alliterative AND begin with the same letter. As a class, fix it again:

C my name is Celeste  
I'm going to marry Cedric  
We're going to sell celery  
And live in Cedar City.

12. Outside or in the gym, demonstrate the way the song is sung while jump roping. Have two students swing the rope while you jump, or get a student to jump for you. Start by singing the “A, my name is Amy” verse from earlier. If the names get changed, that’s okay, as long as you keep it alliterative.
13. Have a student volunteer jump while singing “B my name is \_\_\_\_\_.”
14. Explain the rules of the jump roping game:
  - a. Students are split into groups of four or five.
  - b. Students take turns swinging the rope, while the other two or three take turns jumping.
  - c. One student starts with A, then jumps out. The next student jumps in with B and so forth.
  - d. Once all of the jumpers have jumped, they swap with the rope swingers.
  - e. If a student lands on the rope while jumping or can’t come up with an alliterative verse, they’re out, and the next student in line gives the same letter verse a try.
15. Give them a set amount of time to play the game. You might choose to reward the team that made it farthest down the alphabet.

Modifications:

1. If students feel uncomfortable singing solos in front of their peers, the song may be chanted rather than sung.
2. If students struggle with coordination (i.e. can’t jump and sing simultaneously) they may jump while others sing, or vice versa.
3. If students can’t think of the names of real geographic places for any given letter, they may either choose a fictional location (e.g. Gotham, Hogwarts) or they may make up the name of a place (e.g. Duckville, Froggytown)
4. Uncommon letters like Q or X can be skipped if too difficult.

# Peter Piper

Peter Piper pecked a  
peck of pickled peppers.

If Peter Piper pecked a  
peck of pickled peppers,

Where's the peck of  
pickled peppers

# Peter Piper picked?

Alliteration

\_\_\_\_\_ my name is \_\_\_\_\_.  
I'm going to marry \_\_\_\_\_.  
We're going to sell \_\_\_\_\_  
And live in \_\_\_\_\_.

Alliteration

\_\_\_\_\_ my name is \_\_\_\_\_.  
I'm going to marry \_\_\_\_\_.  
We're going to sell \_\_\_\_\_  
And live in \_\_\_\_\_.

Alliteration

\_\_\_\_\_ my name is \_\_\_\_\_.  
I'm going to marry \_\_\_\_\_.  
We're going to sell \_\_\_\_\_  
And live in \_\_\_\_\_.

Alliteration

\_\_\_\_\_ my name is \_\_\_\_\_.  
I'm going to marry \_\_\_\_\_.  
We're going to sell \_\_\_\_\_  
And live in \_\_\_\_\_.

Alliteration

\_\_\_\_\_ my name is \_\_\_\_\_.  
I'm going to marry \_\_\_\_\_.  
We're going to sell \_\_\_\_\_  
And live in \_\_\_\_\_.

Alliteration

\_\_\_\_\_ my name is \_\_\_\_\_.  
I'm going to marry \_\_\_\_\_.  
We're going to sell \_\_\_\_\_  
And live in \_\_\_\_\_.

Alliteration

\_\_\_\_\_ my name is \_\_\_\_\_.  
I'm going to marry \_\_\_\_\_.  
We're going to sell \_\_\_\_\_  
And live in \_\_\_\_\_.

Alliteration

\_\_\_\_\_ my name is \_\_\_\_\_.  
I'm going to marry \_\_\_\_\_.  
We're going to sell \_\_\_\_\_  
And live in \_\_\_\_\_.

Alliteration

\_\_\_\_\_ my name is \_\_\_\_\_.  
I'm going to marry \_\_\_\_\_.  
We're going to sell \_\_\_\_\_  
And live in \_\_\_\_\_.

Alliteration

\_\_\_\_\_ my name is \_\_\_\_\_.  
I'm going to marry \_\_\_\_\_.  
We're going to sell \_\_\_\_\_

And live in \_\_\_\_\_.

Alliteration

\_\_\_\_\_ my name is \_\_\_\_\_.

I'm going to marry \_\_\_\_\_.

We're going to sell \_\_\_\_\_

And live in \_\_\_\_\_.

Alliteration

\_\_\_\_\_ my name is \_\_\_\_\_.

I'm going to marry \_\_\_\_\_.

We're going to sell \_\_\_\_\_

And live in \_\_\_\_\_