



Parent Guide for Early Literacy Support

Some general suggestions for reading aloud with your child:

- Have fun.
- Read together every day and spend time talking about stories, pictures, and words.
- Read with a lot of expression.

What can we do with a picture book for read-aloud?

- As you read, use your index finger to point from left to right under the words.
- Point out letters and words so that your child can see the difference.
- Help your child make connections to the book by asking questions such as "What does this remind you of?" or "Have you ever felt that way?" or "Who was your favorite character and why?" or "This book reminds me of ____ (another book) because ____."
- Find objects from outside and around your home that represent something from the book and have your child describe the connection to the story.
- Encourage your child to retell stories using complete sentences.
- While reading the story, stop and ask your child, "What do you think may happen next?"

What can we do with a notebook?

- Have your child write his or her name, parents' names, address, birthdate, and phone number.
- Create a picture dictionary with the notebook. As your child learns new vocabulary words, ask him or her to add a picture with a child-friendly definition in the notebook.
- Ask your child to draw a picture of one thing that stood out from the story.
- Say to your child, "Draw a picture of one thing this story reminds you of."
- Create an alphabet book by placing a letter at the top of each page in the notebook. Your child can cut out and glue pictures of items that start with each letter.
- Have your child practice writing words in the notebook with a pencil.

What can we do with Crayons, pencils, glue sticks and scissors?

- Have your child identify colors in the crayon box and follow simple directions such as "Put the yellow crayon beside the green one."
- Ask your child to create a pattern with two or three different colors in the notebook (ex., red, red, blue/red, red, blue).
- Have your child cut out straight lines and curved lines.
- Use scissors and glue stick to collect pictures from the internet or magazines to create a picture dictionary.
- Ask your child to find and cut out certain letters in magazines and paste them on index cards or in the notebook.



What can we do with index cards?

- Have your child practice writing his or her name on the index cards.
- Write alphabet letters on index cards and use them as flashcards. Or, create words with the letters or match upper and lower case letters.
- Write words that your child is beginning to recognize and read on the index cards. Have your child create sentences with these word cards.
- Have your child draw a different scene from the book on each card and then use the pictures to sequence and/or retell story.
- Use cards to create and play games such as Bingo or Memory.

What else can we do?

- As you drive or ride around town, have your child read the road signs and store names. Or, have your child identify different letters of the alphabet using licence plates.
- While shopping, ask your child to read the words on labels, cereal boxes, and grocery aisle signs.
- Turn on the "Closed Caption" option on your TV and read the words to your child, or have your child read some of the words to you.
- Play word games. Take flash cards of basic words like "the, it, is, they, and" with you on a trip. Play a game where whoever finds these words first gets a point. The first to get 25 points wins.

Additional suggestions:

- Practice the sounds of language by reading books with rhymes. Teach your child rhymes, short poems, and songs. Play simple word games such as the following: How many words can you make up that sound like the word "cat"?
- Help your child listen for beginning and ending sounds of words as well as put separate sounds together. Help your child take spoken words apart and put them together.
- Practice the alphabet by pointing out letters wherever you see them and by reading alphabet books.

Recommended websites for literacy activities:

<http://www.readingrockets.org/>

<http://www.colorincolorado.org/>

<http://www.freereading.org>

<http://www.readwritethink.org/>

<http://www.fcrr.org/>

<http://www.rif.org/us/index.htm>





TIPS | for parents of Preschoolers

Read early and read often. The early years are critical to developing a lifelong love of reading. It's never too early to begin reading to your child! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

■ **Read together every day.**

Read to your child every day. Make this a warm and loving time when the two of you can cuddle close.

■ **Give everything a name.**

Build your child's vocabulary by talking about interesting words and objects. For example, "Look at that airplane! Those are the wings of the plane. Why do you think they are called wings?"

■ **Say how much you enjoy reading.**

Tell your child how much you enjoy reading with him or her. Talk about "story time" as the favorite part of your day.

■ **Read with fun in your voice.**

Read to your child with humor and expression. Use different voices. Ham it up!

■ **Know when to stop.**

Put the book away for awhile if your child loses interest or is having trouble paying attention.

■ **Be interactive.**

Discuss what's happening in the book, point out things on the page, and ask questions.

■ **Read it again and again.**

Go ahead and read your child's favorite book for the 100th time!

■ **Talk about writing, too.**

Mention to your child how we read from left to right and how words are separated by spaces.

■ **Point out print everywhere.**

Talk about the written words you see in the world around you. Ask your child to find a new word on each outing.

■ **Get your child evaluated.**

Please be sure to see your child's pediatrician or teacher as soon as possible if you have concerns about your child's language development, hearing, or sight.

Visit www.ReadingRockets.org for more information on how you can launch a child into a bright future through reading.

Home Literacy Environment Checklist

Is your home literacy-friendly?

You are your child's first teacher. Your home is where your child will get his or her first experiences with books and reading.

Look around your home and think about what you do with your child. If the statement on the checklist is true, place a check in the "true" column. If the statement is false, place a check in the "false" column. When you are finished, count up the number of checks in the true column and find that number on the chart at the end of the checklist. Use the results as a guideline to see what you can do for your child.

What my child has...

TRUE FALSE

My child has at least one alphabet book (e.g., Dr. Seuss's *ABC* book).

My child has magnetized alphabet letters to play with.

My child has crayons and pencils readily available for writing and drawing.

My child has paper readily available for writing and drawing.

My child has a table or surface readily available for writing or drawing.

My child has at least one rhyme book (e.g., Joseph Slate's *Miss Bindergarten Gets Ready for Kindergarten*).

My child has more than one rhyme book.

My child has at least 10 picture books.

My child has at least 20 picture books.

My child has at least 50 picture books.

My child plays beginning reading and alphabet games on a computer (e.g., *Reader Rabbit* or *Bailey's Book House*).

My child has materials and games to help learn the alphabet.

What I or another adult do...

TRUE FALSE

I or another adult in the house read a picture book with my child at least once a week.

I or another adult in the house read a picture book with my child at least four times a week.

I or another adult in the house teach new words to my child at least once a week.

I or another adult in the house teach new words to my child nearly every day.

I or another adult in the house have a detailed and informative conversation with my child at least once a week. (e.g., "How do you think ice cream is made?").

I or another adult in the house have a detailed and informative conversation with my child nearly every day.

I or another adult in the house help my child learn nursery rhymes.

I or another adult in the house encourage my child to tell me what he or she wants using complete sentences.

I or another adult in the house take my child to the library or a bookstore at least once every two months.

What my child sees me or another adult doing...

TRUE FALSE

My child sees me or another adult in the house reading books, magazines or the newspaper at least once a week.

My child sees me or another adult in the house reading books, magazines or the newspaper nearly every day.

What I am...

TRUE FALSE

I am a good reader.

I have a large vocabulary.

I began to read picture books with my child before he or she was a year old.

I enjoy reading picture books with my child.

I expect that my child will work to his or her potential in school.

Now or in the past, I or another adult encourage or help my child...

TRUE FALSE

I or another adult in the house encourage my child to watch beginning reading shows on TV or tapes (e.g., *Between the Lions* on PBS).

I or another adult in the house encourage my child to play with computer games that introduce the alphabet and beginning reading (e.g., *Reader Rabbit*).

I or another adult in the house help my child learn to sing or say the alphabet.

I or another adult in the house help my child learn to name letters of the alphabet.

I or another adult in the house help my child learn to write letters of the alphabet.

I or another adult in the house help my child learn to write his or her name.

I or another adult in the house help my child learn to write other people's names.

I or another adult in the house help my child learn how to rhyme.

I or another adult in the house help my child learn the sounds that letters of the alphabet make (e.g., "M makes the mmmm sound").

Count up the number of statements marked TRUE and put that number in the box to the right. See the chart below to find out how literacy-friendly your family child care program is.

30 - 37 Home literacy environment has most of the necessary supportive elements

20 - 29 Home literacy environment has many supportive elements

11 - 19 Home literacy environment has some supportive elements

0 - 10 Home literacy environment needs improvement



La lectoescritura en el hogar Lista de verificación

Usted es el primer maestro de su hijo. Su hogar es el lugar donde el niño tiene las primeras experiencias con los libros y la lectura.

Mire alrededor de su casa y piense en todo lo que hace ahí con su hijo. Si la afirmación que viene en la lista de verificación es verdadera, marque ✓ en la columna de "Verdad". Si la afirmación es falsa, marque ✓ en la columna de "Falso".

Lo que el niño tiene...

VERDAD FALSA

El niño tiene por lo menos un libro con el alfabeto (ej: *libro ABC* del Dr. Seuss, *Mandilla*).

El niño tiene las letras del alfabeto imantadas para jugar.

El niño tiene a su alcance crayones y lápices para escribir y dibujar.

El niño tiene a su alcance papel para escribir y dibujar.

El niño tiene a su alcance una mesa o una superficie para escribir y dibujar.

El niño tiene por lo menos un libro de rimas (ej: *Miss Kindergarten Gets Ready for Kindergarten* de Joseph Slate).

El niño tiene más de un libro de rimas.

El niño tiene por lo menos 10 libros ilustrados.

El niño tiene por lo menos 20 libros ilustrados.

El niño tiene por lo menos 50 libros ilustrados.

El niño juega en la computadora juegos de lectura básica y del alfabeto (ej: *Reader Rabbit* or *Bailey's Book House*).

El niño tiene materiales y juegos que le ayudan a aprender el alfabeto.

Lo que otro adulto o yo hacemos....

En casa, otro adulto o yo leemos con el niño un cuento ilustrado por lo menos una vez a la semana.

En casa, otro adulto o yo leemos con el niño un libro ilustrado por lo menos cuatro veces a la semana.

En casa, otro adulto o yo le enseñamos al niño palabras nuevas por lo menos una vez a la semana.

En casa, otro adulto o yo le enseñamos al niño palabras nuevas casi todos los días.

En casa, otro adulto o yo tenemos una charla edificante e informativa con el niño por lo menos una vez a la semana. (ej: "¿De qué crees que está hecho el helado?")

En casa, otro adulto o yo tenemos una charla edificante e informativa con el niño casi todos los días.

En casa, otro adulto o yo le ayudamos al niño a aprender rimas infantiles.

Lo que otro adulto o yo hacemos.... (Continúa)

VERDAD FALSA

En casa, otro adulto o yo animamos al niño a expresar lo que quiere en oraciones completas.

En casa, otro adulto o yo animamos al niño a expresar lo que quiere en oraciones completas.

Lo que el niño me ve hacer a mí o ve hacer a otro adulto...

En casa, el niño me ve a mí o ve a otro adulto leer libros, revistas o el periódico por lo menos una vez a la semana.

En casa, el niño me ve a mí o ve a otro adulto leer libros, revistas o el periódico casi todos los días.

Lo que yo soy...

Soy un buen lector.

Mi vocabulario es amplio.

Empecé a leer con el niño libros ilustrados antes de que cumpliera un año.

Me gusta leer con el niño libros ilustrados.

Confío en que el niño desarrolle todo su potencial en la escuela.

Tanto ahora como antes, otro adulto o yo motivamos o ayudamos al niño a...

En casa, otro adulto o yo animamos al niño a ver por televisión o en vídeo programas de lectura para principiantes (ej: "Between the Lions" en PBS).

En casa, otro adulto o yo animamos al niño a jugar en la computadora juegos que lo inicien al alfabeto y a la lectura (ej: "Reader Rabbit").

En casa, otro adulto o yo ayudamos al niño a aprender a cantar o a recitar el alfabeto.

En casa, otro adulto o yo ayudamos al niño a nombrar las letras del alfabeto.

En casa, otro adulto o yo ayudamos al niño a aprender a escribir las letras del alfabeto.

En casa, otro adulto o yo ayudamos al niño a aprender a escribir su nombre.

En casa, otro adulto o yo ayudamos al niño a aprender a escribir los nombres de otras personas.

En casa, otro adulto o yo ayudamos al niño a aprender a hacer rimas.

En casa, otro adulto o yo ayudamos al niño a aprender los sonidos de las letras del alfabeto (ej: "La M hace el sonido mmmm").

Cuenta el número de afirmaciones marcadas como VERDADERAS y anote ese número en el recuadro de la derecha. La tabla de abajo le dice qué tanto favorece su hogar el desarrollo de la lectoescritura.

31-37 Su hogar tiene la mayoría de los elementos de apoyo para la lectoescritura.

20-29 Su hogar tiene muchos de los elementos de apoyo para la lectoescritura.

11-19 Su hogar tiene algunos de los elementos de apoyo para la lectoescritura.

0-10 Su hogar necesita más y mejores elementos de apoyo para la lectoescritura.



Get Read to Read! es un proyecto del National Center for Learning Disabilities. Para más información sobre este programa, por favor visite nuestro sitio www.GetReadytoRead.org.

LANGUAGE DEVELOPMENT

What to look for

Your child...

- ✓ Can speak in complete sentences
- ✓ Can follow directions with at least two steps
- ✓ Can understand words such as 'top' and 'bottom', 'big' and 'little'
- ✓ Can follow directions in a simple game with other children or adults.
- ✓ Can say or sing familiar songs and nursery rhymes
- ✓ Can recognize when words rhyme, such as 'cat' and 'hat'

To encourage your child's language development:

- ★ Take time each day to listen to and talk with your child. Some good times for conversation are while traveling, at mealtimes and at bedtime.
- ★ Encourage your child to listen and use language to express ideas.
- ★ Involve your child in activities and games that require listening and following directions.
- ★ Read and tell stories that have interesting characters and easy-to-follow plots. Talk with your child about the stories after you read or tell them.
- ★ Read and sing nursery rhymes and rhyming stories with your child.



LEARNING AND THINKING

What to look for

Your child...

- ✓ Can match two pictures that are alike
- ✓ Can tell things that go together (a spoon and a fork, a fish and a boat)
- ✓ Can match, recognize and name circle, square, and triangle
- ✓ Can match, recognize and name at least 5 colors
- ✓ Can repeat a pattern you start (step, step, jump – step, step, jump)
- ✓ Can put 3 pictures in order (1. Planting flower seeds; 2. Flowers growing; 3. Picking flowers)
- ✓ Can work simple puzzles

To encourage your child's learning and thinking skills:

- ★ Collect real objects that go together: shoe/sock, hammer/nail.
- ★ Involve your child in putting pictures in order. You can use photos of your child at different ages, or pictures cut from a magazine.
- ★ Let your child help you fold laundry. Your child can match socks and other clothes by color or size.
- ★ Play "shapes" and "sizes" games with your child. Use coins, cut-out shapes, and other objects from around the house.
- ★ Have simple puzzles available for your child to play with. Make puzzles by cutting up greeting cards or the front of a cereal box into puzzle-shaped pieces.



BEGINNING WRITING

What to look for

Your child...

- ✓ Can express ideas through pictures he or she draws
- ✓ Can use pencils, crayons, and markers for drawing and writing
- ✓ Can copy and draw a line, circle, X and +
- ✓ Is beginning to write some of the letters in his or her own first name

To encourage your child's beginning writing skills:

- ★ Let your child use school tools such as pencils, washable markers, crayons and blunt-tipped scissors. Gather and organize these materials, along with some paper, in a box that your child can decorate and have access to.
- ★ Encourage your child to explore with drawing materials, and to use drawing to express his or her ideas.
- ★ Let your child see that written words are a part of daily life. Make grocery lists together, or write notes to relatives and friends. Point out the different ways that you use writing in your daily routine.
- ★ Label your child's belongings with his or her name. Let your child label some of his or her own things such as a notebook or crayon box.

NUMBERS AND COUNTING

What to look for

Your child...

- ✓ Can count at least 5 objects
- ✓ Knows that the written numeral '3' means 3 objects, such as 3 bears
- ✓ Can add and subtract small numbers of familiar objects, such as, "I have 3 cookies. You have 2. How many do we have all together?"
- ✓ Can put written numbers in order from 1 to 5
- ✓ Can count from 1 to 10 in the correct order
- ✓ Can use the words 'more' and 'less' correctly

To encourage your child's skills with counting and numbers:

- ★ Collect a variety of materials your child can use for counting and learning about numbers. Old keys, plastic bottle caps, thread spools, and pictures from magazines all work well.
- ★ Use materials from around the house to experiment with addition, subtraction and "more" and "less" activities.
- ★ Use number words, point out numbers, and involve your child in counting activities as you go through your day.
- ★ Read, tell stories, sing songs, and say poems about numbers and counting with your child. Try to include books in which characters are added or subtracted as the story progresses. (Good books include: *Five Little Monkeys Jumping on the Bed*, by Eileen Christelow and *Roll Over! A Counting Song* by Merle Peek.)



PHYSICAL DEVELOPMENT

What to look for

Your child...

- ✓ Can cut with child-sized scissors
- ✓ Can run at a comfortable speed in intended direction
- ✓ Can hop several times on each foot
- ✓ Can throw a ball or beanbag in intended direction
- ✓ Can catch a large ball or beanbag
- ✓ Can jump over a low object, such as a line, string, or balance beam
- ✓ Can bounce a large ball several times
- ✓ Can kick a stationary ball
- ✓ Can walk along a line or a low balance beam
- ✓ Can pedal and steer a tricycle

To encourage your child's physical development:

- ★ Collect safe toys and equipment to help your child develop large muscles. Some examples are hula hoops, bean bags, tricycle, large beach balls and a child-sized basketball hoop.
- ★ Give your child the space and freedom to use large muscles, both indoors and outdoors. You can set up empty water bottles like bowling pins, and let your child use a soft ball to "bowl." Invite your child to toss rolled up socks into a basket or a masking tape circle on the floor.
- ★ Join your child in active play. You can play catch with your child, or set up a simple obstacle course.
- ★ Give your child opportunities to cut with scissors while you watch. Your child can cut pictures from magazines or shapes for a matching game.

SOCIAL AND EMOTIONAL DEVELOPMENT

What to look for

Your child...

- ✓ Can say if he or she is a boy or girl
- ✓ Can tell first and last name and names of parents
- ✓ Can say how old he or she is
- ✓ Takes care of own needs, such as toileting, washing hands and dressing
- ✓ Adjusts to new situations without parent being there

To encourage your child's social and emotional development:

- ★ Create with your child an "All About Me and My Family" book. Staple or tie a few sheets of paper together to make the book. Involve your child in adding personal information, such as first and last name, parents' names, child's gender, age, address, likes and dislikes. Your child can make a cover and decorate the book.
- ★ Support and celebrate your child's independence. Give lots of praise for things that your child has learned to do on his or her own, such as brushing teeth, washing hands, putting on shoes, zipping jacket, riding a tricycle, and buttoning shirt.
- ★ Help your child be prepared for going to kindergarten. With your child, pretend to go to school and practice how you will say goodbye. Visit the new school to meet the kindergarten teacher and explore the classroom and building together.



Letter-Sound Correspondence Chart

Letters	Key Word(s)	Sounds
a	at ape	/ă/ /ā/
b	bat	/b/
c	cup city	/k/ /s/
d	dig	/d/
e	Ed even	/ĕ/ /ē/
f	fun	/f/
g	gum gem	/g/ /j/
h	ham	/h/
i	in ice	/ī/ /î/
j	jet	/j/
k	kit	/k/
l	lip	/l/
m	mat	/m/
n	nose	/n/
o	off open	/ō/ /ō/
p	pit	/p/
q	quick	/kw/
r	red	/r/
s	set	/s/
t	tip	/t/
u	up mute	/ū/ /ū/
v	vest	/v/
w	wet	/w/
x	fox	/ks/
y	yet by sandy	/y/ /ī/ /ē/
z	zipper	/z/
sh	shop	/sh/
ch	chip	/ch/
wh	where	/wh/
th	think	/th/ (voiceless)
<u>th</u>	there	/th/ (voiced)
er, ir, ur	her girl turn	/er/
ar	arm	/ar/
or	short	/or/

Note: This chart was created as a tool to assist teachers with their pronunciation of letter-sound correspondences. It is a sampling of commonly occurring patterns.

Letter-Sound Correspondence Chart

Letters	Key Word(s)	Sounds
ai, ay	pail say	/ā/
oa	coat	/ō/
oe	doe	/ō/
ee	feet	/ē/
ew	few stew sew	/yoo/ /oo/ /ō/
oi, oy	coil toy	/oi/
au, aw	sauce paw	/au/
ou	sound dough you	/ou/ /ō/ /oo/
ow	snow cow	/ō/ /ow/
ea	seat great spread	/ē/ /ā/ /ē/
ey	key	/ē/
ie	tie chief	/ī/ /ē/
ue	true barbecue	/oo/ /ū/
ei	vein ceiling	/ā/ /ē/
oo	food took	/oo/ /oo/
igh	night	/ī/
eigh	weigh	/ā/
eu	feud	/yoo/
ui	fruit	/oo/

Note: This chart was created as a tool to assist teachers with their pronunciation of letter-sound correspondences. It is a sampling of commonly occurring patterns.

Lexile* Grade Level Conversion Chart

Lexile Rating	Educational Grade-Level		Lexile Rating	Educational Grade-Level
25	1.1		675	3.9
50	1.1		700	4.1
75	1.2		725	4.3
100	1.2		750	4.5
125	1.3		775	4.7
150	1.3		800	5.0
175	1.4		825	5.2
200	1.5		850	5.5
225	1.6		875	5.8
250	1.6		900	6.0
275	1.7		925	6.4
300	1.8		950	6.7
325	1.9		975	7.0
350	2.0		1000	7.4
375	2.1		1025	7.8
400	2.2		1050	8.2
425	2.3		1075	8.6
450	2.5		1100	9.0
475	2.6		1125	9.5
500	2.7		1150	10.0
525	2.9		1175	10.5
550	3.0		1200	11.0
575	3.2		1225	11.6
600	3.3		1250	12.2
625	3.5		1275	12.8
650	3.7		1300	13.5

This conversion chart is based on educational levels from the published “Lexile Framework” chart. A smoothed curve was fit through the grade-level points indicated here, and regression analysis provided the equations:

$$\text{Lexile} = 500 \ln(\text{Grade Level}) \quad \text{or, the counterpart} \quad \text{GradeLevel} = e^{0.002(\text{Lexile})}$$

The resulting regression equation was then used to calculate the educational grade-levels in the above table. A separate study of over 700 titles confirmed that their Accelerated Reader© (Advantage Learning’s reading management software) reading levels and Lexile ratings are correlated, and that regression analysis on published Accelerated Reader and Lexile reading levels produces a very similar conversion equation.

* “Lexile” and “Lexile Framework” are trademarks of Metametrics, Inc.

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Alliteration Examples

[Alliteration](#) is a term that describes a literary stylistic device. [Alliteration](#) occurs when a series of words in a row (or close to a row) have the same first consonant sound. For example, "She sells sea-shells down by the sea-shore" or "Peter Piper Picked a Peck of Pickled Peppers" are both alliterative phrases. In the former, all the words start with the "s" sound, while in the latter, the "p's" take precedence. Aside from tongue twisters, alliteration is also used in poems, song lyrics, and even store or brand names. The following examples of alliteration should make things a bit more clear.

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[Exercise Your Brain](#) - Games You Didn't Know Existed to Fight Brain Decline and Aging. www.lumosity.com

[Alliteration Poetry](#) - Find more sources/options for what your looking for www.webcrawler.com

Examples of Alliteration:

Identify the alliteration in the following examples to test your skills:

1. Alice's aunt ate apples and acorns around August
2. Becky's beagle barked and bayed, becoming bothersome for Billy.
3. Carries cat clawed her couch, creating chaos.
4. Dan's dog dove deep in the dam, drinking dirty water as he dove.
5. Eric's eagle eats eggs, enjoying each episode of eating.
6. Fred's friends fried Fritos for Friday's food.
7. Garry's giraffe gobbled gooseberry's greedily, getting good at grabbing goodies.
8. Hannah's home has heat hopefully.
9. Isaacs ice cream is interesting and Isaac is imbibing it.
10. Jesse's jaguar is jumping and jiggling jauntily.
11. Kim's kid's kept kiting
12. Larry's lizard likes leaping leopards
13. Mike's microphone made much music
14. Nick's nephew needed new notebooks now not never
15. Orson's owl out-performed ostriches

16. Peter's piglet pranced priggishly
17. Quincy's quilters quit quilting quickly
18. Ralph's reindeer rose rapidly and ran round the room
19. Sara's seven sisters slept soundly in sand
20. Tim's took tons of tools to make toys for tots.
21. Uncle Uris' united union uses umbrella's
22. Vivien's very vixen-like and vexing
23. Walter walked wearily while wondering where Wally was
24. Xavier's x-rayed his xylophone.
25. Yarvis yanked you at yoga, and Yvonne yelled.
26. Zachary zeroed in on zoo keeping.

In each of these examples, the alliteration occurs in the words that have the same sound. As you can see, not every word must be alliterative. You can use prepositions, such as of and pronouns such as his and still maintain the alliterative effect. Alliteration does not need to be an entire sentence. Any two word phrase can be alliterative. Even some single words can be alliterative, if they have multiple syllables which begin with the same consonant sound.

Brand Names and Alliteration

Companies company use this alliterative effect all the time. The major reason companies use this technique is to ensure that their brand name is memorable. Think, for example, of all of the famous and well known brands and companies that have used alliteration in their names

- Dunkin' Donuts
- PayPal
- Best Buy
- Borders Books
- Coca-Cola
- LifeLock
- Park Place
- American Apparel
- American Airlines
- Chuckee Cheese's
- Bed Bath & Beyond
- Krispy Kreme
- The Scotch and Sirloin

Famous People and Alliteration