

# ATTACK OF THE CHICKEN NUGGET MAN

by Melissa  
Green,  
NBCT

## Chapter 6 Alliteration

### Activity 1

#### Materials:

- A large class copy (print capture into Smart Board if you can) and one student copy of [http://www.readwritethink.org/files/resources/lesson\\_images/lesson825/brainstorm.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson825/brainstorm.pdf)

#### Whole Group Activity:

Discuss the term alliteration with the class. Help them understand that alliteration is the repetition of initial consonant sounds of a word in one or more closely followed words and authors often use them to create a certain mood. Help students locate an alliteration that is used in this chapter. Help them see that, in this case, the author is trying to emphasize how silly Ms. Bubblebrain is.

Tell the class they are going to create some other alliterations that Ms. Bubblebrain might could yell to the class. Show the brainstorming sheet and choose a letter that is uncommon, such as "Z" or "F". Have the class brainstorm words to go in each section of the chart. Work together use those words to create silly alliterations.

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#### Standards Addressed:

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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### Assessment:

Is this an alliteration?

Create strips of paper containing examples and non-examples of alliterations . Pass out the strips and have the students silently group themselves into examples and non-examples. Check to see if they placed themselves in the correct places. Or you can do a written evaluation using this graphic organizer:

[http://educationoasis.com/curriculum/GO/GO\\_pdf/word\\_chart\\_cc.pdf](http://educationoasis.com/curriculum/GO/GO_pdf/word_chart_cc.pdf)

### Differentiation:

| Remediation  | Enrichment   |
|--|--|
| See the following activity:<br><a href="http://www.readwritethink.org/files/resources/lesson-docs/828-Samples.pdf">http://www.readwritethink.org/files/resources/lesson-docs/828-Samples.pdf</a> | Challenge students to create an alliteration that relates to your current social studies and/or science theme. |

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## Chapter 6 Patterns

### Activity 2

#### Materials:

Import the following file into Smart Board software or create overhead copies of each page.

[In Out Smelly Sam](#)

#### Whole Group Activity:

Review with the class what it is about Smelly Sam that makes him smelly. Then tell the class that Sam's nose has suddenly become magical and every time he sticks something in his nose, a mathematical operation occurs and more or less of that object will come out the other nostril (depending on what operation is happening.)

Practice this with the following problems:

Smelly Sam stuck 2 pencils up his left nostril. 12 pencils came out of his right nostril. What operation did his nose perform? ( $\times 6$  or  $+10$ )

Smelly Sam stuck 21 erasers in his left nostril. 7 erasers came out of his right nostril. What operation did his nose perform? ( $\div 3$  or  $-14$ )

Smelly Sam's nose will multiply anything you put in the left nostril by 12. What if you put 6 markers in his left nostril? How many would come out of the right?

Show students how to use an in/out chart (see attachment). Use these charts to help students solve more nose problems that will help them eliminate to one answer (rather than two like in the problems above).

Have students look at the rule charts to see if they notice any patterns. Discuss odd and even numbers or multiples.

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#### Standards Addressed: 4.OA.5

Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

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## Chapter 6 Patterns

### Assessment:

Have students play the following game. The problems get progressively harder.

[http://teams.lacoe.edu/documentation/classrooms/amy/algebra/3-4/activities/functionmachine/functionmachine3\\_4.html](http://teams.lacoe.edu/documentation/classrooms/amy/algebra/3-4/activities/functionmachine/functionmachine3_4.html)

Have the students choose one machine and write a step-by-step explanation as to how they solved the problem.

### Differentiation:

| Remediation  | Enrichment   |
|--|--|
| Obtain a copy of <u>Two of Everything</u> by Lily Toy Hung. Read the book with the students and act out the products of the pots using these pictures as manipulatives. (You will need to print at least 4 copies to have enough).<br><a href="#">Two of Everything pictures</a> | Students can play this game in small groups. Encourage your advanced students to create their own functions and make them two step when possible.<br><a href="http://letsplaymath.net/2008/05/13/game-function-machine/">http://letsplaymath.net/2008/05/13/game-function-machine/</a> |

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