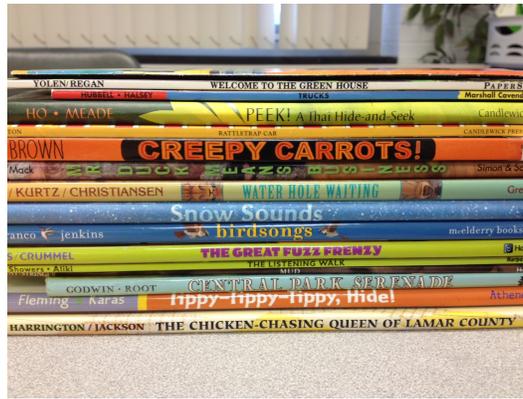


# Onomatopoeia

A Mentor Text Lesson Plan by Marcie Flinchum Atkins



## Writing Skills Focus:

- Onomatopoeia
- Word choice
- Revision
- Sensory words
- Creating an image with your words

## Target Audience:

2<sup>nd</sup> grade-5<sup>th</sup> grade (but adaptable for K-1)

## Objectives:

- The student will recognize onomatopoeic words in mentor texts.
- The student will gather onomatopoeic words and make a list of them.
- The student will utilize onomatopoeic words in their own writing.

## **Standards:**

### **Virginia Standards of Learning:**

Standards are listed here for referencing by number in your lesson plans. For link to complete standards, go to:

[http://www.doe.virginia.gov/testing/sol/standards\\_docs/english/2010/stds\\_all\\_english.pdf](http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/stds_all_english.pdf)

#### **2<sup>nd</sup> Grade Standards**

2.12 c,d

#### **3<sup>rd</sup> Grade Standards**

3.9 g

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

4.5 g, 4.7 i

#### **5<sup>th</sup> Grade Standards**

5.7 f

### **Common Core:**

Standards are listed here for referencing by number in your lesson plans. For link to complete standards, go to: [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

#### **2<sup>nd</sup> Grade Standards**

CCSS.ELA.W 2.5

#### **3<sup>rd</sup> Grade Standards**

CCSS.ELA.W 3.3b, 3.4, 3.5, 3.10

CCSS.ELA.L 3.3 a

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

CCSS.ELA.W 4.3b, d, 4.4, 4.5, 4.10

CCSS.ELA.L 4.3a, 4.6

#### **5<sup>th</sup> Grade Standards**

CCSS.ELA.W 5.3b,d, 5.4, 5.5, 5.10

## **Text(s):**

BIRDSONDS by Betsy Franco, illustrated by Steve Jenkins  
CENTRAL PARK SERENADE by Laura Godwin, illustrated by Barry Root  
THE CHICKEN CHASING QUEEN OF LAMAR COUNTY by Janice N. Harrington, illustrated by Shelley Jackson  
CREEPY CARROTS by Aaron Reynolds, illustrated by Peter Brown  
THE GREAT FUZZ FRENZY by Janet Stevens and Susan Stevens Crummel  
THE LISTENING WALK by Paul Showers, illustrated by Alike  
MR. DUCK MEANS BUSINESS by Tammi Sauer, illustrated by Jeff Mack  
MUD by Mary Lyn Ray, illustrated by Lauren Stringer  
PEEK: A THAI HIDE AND SEEK by Minfong Ho, illustrated by Holly Meade  
RATTLETRAP CAR by Phyllis Root, illustrated by Jill Barton  
ROADWORK by Sally Sutton, illustrated by Brian Lovelock  
SNOW SOUNDS: AN ONOMATOPOEIC STORY written and illustrated by David A. Johnson  
TIPPY-TIPPY-TIPPY, HIDE! by Candice Fleming, illustrated by G. Brian Karas  
TRUCKS: WHIZZ! ZOOM! RUMBLE! By Patricia Hubbell, illustrated by Megan Halsey  
WATER HOLE WAITING by Jane and Christopher Kurtz, illustrated by Lee Christiansen  
WELCOME TO THE GREEN HOUSE by Jane Yolen, illustrated by Laura Regan

## **Other Materials Needed:**

- Onomatopoeia notes (attached)
- Noisy words chart (attached) (\*Note: the original idea for this handout came from here: [http://writingfix.com/PDFs/Writing\\_Tools/Alpha\\_Boxes.pdf](http://writingfix.com/PDFs/Writing_Tools/Alpha_Boxes.pdf), but I tweaked it to fit my needs. You can do alphaboxes with a number of writing projects.)
- Recent rough draft
- Before and after examples (attached)
- Colored pens or colored pencils

## **Lesson:**

### **Setting the purpose:**

Use the notes page to guide you through helping students understand what an onomatopoeic word is and WHY an author would want to use them. Also, discuss why they make a text interesting to a reader. Students can put these notes in their notebooks or folders for future reference.

## Utilizing the Mentor Text

### **Onomatopoeia Scavenger Hunt**

Gather a dozen or more picture books. The list above gives a good place to get started, but you might have many more to add to this. Students don't have to be familiar with the books. They are going to scan the texts for onomatopoeia.

Give each student a copy of the "Noisy Words" alphabet chart. Students can record their onomatopoeia words in the chart. When they are finished, they will have a miniature onomatopoeic dictionary for their notebook to use as a reference later.

If time, students can share and compare lists.

### **Transferring the Skill to Student Writing**

Remind students that one of the things that onomatopoeic words do is to help the reader really feel like they are there in the story. These sound words are sensory words that appeal to the sense of hearing.

Share the "Before and After" examples with the students. Discuss if the onomatopoeic words help the reader feel more like a part of the story.

Have students reread a recent rough draft. They are rereading to locate one or two places where an onomatopoeic word could be inserted to help the reader really hear what's going on in the scene.

Using a pen or colored pencil, have them choose a place to insert an onomatopoeic word or rewrite a sentence or two to include an onomatopoeic word.

If a student is having difficulty finding one on their own, a friend could guide them or the teacher could guide them to a place. Then encourage them to verbalize what it might sound like. Sound effects are okay to use. They don't have to be words one would find in a dictionary.

Have students share their rewritten sentences. If time, students can even share their sentence before (make sure they don't erase them) and after.

# Onomatopoeia

- Word that mimics a sound.
- In poetry or in stories, they are used because they appeal to the senses (sense of sound).

Examples:

buzz	hiss	sizzle	cuckoo	meow
honk	slurp	whack	ring-ring	beep

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# Noisy Words

## Onomatopoeia

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		

# Before and After

## Examples of Using Onomatopoeic in Your Writing

### Before

I could hear the car horn from my room.

### After

“**Honk! Honk! Hooooonk!**” I could hear my impatient sister laying on the horn all the way from my room.

### Before

Bella walked on the leaf-covered trail back to the campsite.

### After

The dry leaves **crunched** and **crackled** under Bella's feet. She knew everyone at the campsite could hear her coming.