

**Manchester College
Education Department
Reading Lesson by Mary Jane Dickey**

Lesson: Onomatopoeia—*Sector 7*

Length: 65 minutes, 2/ 23/2010

Age or Grade Level Intended: 5th grade; Reading

Source: *Interactive Read-Alouds: Linking Standards, Fluency, and Comprehension* by Linda Hoyt

Academic Standard(s): English/Language Arts—5.1.4 Know less common roots (*graph* = *writing*, *logos* = *the study of*) and word parts (*auto* = *self*, *bio* = *life*) from Greek and Latin and use this knowledge to analyze the meaning of complex words (*autograph*, *autobiography*, *biography*, *biology*).

Performance Objective(s): After looking at a website that discusses onomatopoeia words the students will briefly talk about the origin and root(s) for the word onomatopoeia and give at least 1 example of an onomatopoeia word.

Assessment: After talking with a partner about some words that are onomatopoeic, each pairing will share two words to add to the class list created on the Smartboard. Students will also be asked to find onomatopoeia words in the books that they are reading for Accelerated Reader, and write the word and their name on a post-it note. The teacher will collect the post-its to make sure every student was able to find onomatopoeia words.

Advance Preparation by Teacher:

- Acquire a copy of the book *Sector 7* by David Wiesner
- Access to a Smartboard

Procedure:

Introduction/Motivation:

Onomatopoeia occurs when words sound like the life sounds they represent.

Kerplink, kerplunk, kerplink. Do you notice how that sounds like something dropping into a tin can? Clip, clop, clip, clop. What could make a sound like that? Let's try swoosh. What would make that kind of sound? These words all have onomatopoeia. Let's think together. Describe the sounds of leaving school for the day. Think about tidying up the classroom, the school bus, walking...

Create a list of onomatopoeic words on the Smartboard to get some brainstorming going.

Sector 7 by David Wiesner is a Caldecott award-winning picture book that depicts a class field trip to the Empire State Building in New York City. There aren't any words, so we are going to use sticky notes to insert onomatopoeic words that reflect the sounds of action in the story.

Step-by-Step Plan:

1. Display the first two page layout. On this picture of the Empire State Building, I am going to place a sticky note that says *Who... whoosh!* to reflect the winds that are blowing on a winter day at that kind of height. Near the school bus, I will place a sticky that says *Screech!* because it seems like the brakes on a bus always make a lot of noise. On the picture of the kids marching into the building... **What do you think should go here? What sounds would their feet make?**
2. Display the next six pages so the unfolding story is evident. Encourage students to suggest onomatopoeic words to add, as well as some dialogue that they feel would enrich the story.
3. Continue to the end. Add sticky notes with onomatopoeia words as you move through the book. When the onomatopoeic words are in place return to the beginning and read the book again, featuring the students' interpretations.

Closure:

Review onomatopoeia by explaining that it is a literary device that activates our auditory system and helps us to create sensory images about what we hear. Onomatopoeia adds interest and entertainment to reading selections. **What are your favorite onomatopoeic words that we added to the story?** Turn to a partner and talk about them. Choose two to share with the class to add to the list on the Smartboard. Challenge the students to look for onomatopoeic words in the books that they are reading, and/ or to use these words in their writing as we prepare for ISTEP this week.

Accommodations/Enrichments:

Students with High Abilities: Students with high abilities will be placed with students who require extra assistance to talk about onomatopoeia examples.

Self-Reflection:

I got this lesson from a teacher resource book called *Interactive Read-Alouds* by Linda Hoyt. The lessons outlined in the book basically have the script of what you should say, and because I have not taught too many lessons yet I decided to write the script out in the Manchester lesson plan format. However, when I actually started teaching the lesson I barely followed the procedure here and I think that the lesson went just as well, if not better, because the student got really involved right way with coming up with onomatopoeia words when we began "reading" the wordless book *Sector 7*. During my prep time during Art I thought about looking for a website with onomatopoeia word lists and a more kid friendly definition of the word onomatopoeia and

the origin of the word. The standard that I found to use with this lesson involves the origin and roots of the words, so I wanted to find a website that could help explain the origin and root of the word. I found this website: <http://www.examples-of-onomatopoeia.com/> and it was really helpful. Because of the Smartboard technology the class and I looked at the site together before we launched into the introduction of the book, and the students seemed to enjoy looking at the alphabetical lists of onomatopoeia words. We then made our own list of words on a Smartboard document that I then made into an anchor chart to post on the wall in our classroom so the students would be reminded about looking for onomatopoeia words in their reading, and their writing. I modeled/thought aloud the first few pages of the story and the students soon began to understand what we were doing and took over the responsibility quickly. I wrote the final suggestion(s) that made sense on a sticky note and posted it inside the book as we read. When I noticed that we did not have much time left we went back to the beginning and read together, what we had so far in the story. The students were so enthusiastic and excited about creating the words for this story and provided a lot of suggestions during the lesson and I am so glad that they enjoyed it. I posed a mission for the students to look for onomatopoeia words in their readings, and to start using those types of words in their own writing, and because we were preparing for ISTEP that they could try to use onomatopoeia in writing prompts. I know that this lesson was successful because in the afternoon on the same day student began coming up to me during silent reading time and showed me the onomatopoeia words that they were finding. I told them to put the words on a sticky note and place it in their book. After school I created an anchor chart poster with the definition of onomatopoeia and some examples and hung it on the wall. The next day post-it notes started showing up on the poster! I pointed out some of the words that were being placed on the chart and soon more students started to place sticky notes on the poster. That poster continues to be covered with more layers of post-it notes as the days go by!