

MANCHESTER COLLEGE
Department of Education

LESSON PLAN by: Laura Ahnert

Lesson #9 Onomatopoeia and Review

Length: 47 minutes

Age or Grade Intended: 10th Grade English

Academic Standard(s):

10.3.7 Evaluate the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

Performance Objectives:

Given a worksheet, the students will demonstrate their understanding of onomatopoeia by listing 5 sentences using onomatopoeia with 100% accuracy.

Assessment:

By giving the students a worksheet where they demonstrate their understanding of onomatopoeia by writing 5 sentences of their own, I will be able to evaluate whether or not they understand the concept. I will give them 2 points for every sentences, which comes to a total of 10 points.

Advanced Preparation by Teacher:

- Make worksheet for onomatopoeia.
- Find old Batman clip.
- Make graphic organizers.
- Make answer key for easy grading.

Lesson Plan:

- Today we are going to learn about another aspect of poetry. I find this one a lot of fun, and you will see why in a second.
- Can anyone tell me what onomatopoeia is?
 - A word that imitates the sound that it describes.
- I am going to show you an example of onomatopoeia.
- Show clip from Batman. (HubPages, 2011)
- After the clip, ask the students how onomatopoeia was represented in the clip. (ex: Swoosh!, Swa-at! Ouch!, Kapow!)
- Have the students turn to page 616 in their literature books.
- Read the background on page 615 to the students about jazz.

- Read the poem, “Jazz Fantasia” to the students.
- After reading the poem aloud, ask the students where there is onomatopoeia in the poem? (answer: The “husha-husha-hush” imitates the sound of sandpaper, “bang-bang!” is the sound of policemen, “hoo-hoo-hoo-oo” makes you think of the sound the steamboat makes.)
- Pass out the onomatopoeia worksheet.
- Read the directions out loud to the students.
- Give the students 10 minutes to do the worksheet.
- Tell the students for the remainder of class, we are going to review.
- Pass out the idea bubble.
 - Directions for idea bubble: On this sheet, I have provided you with a study-aid for our upcoming test over poetry. In the center is the topic, and surrounding it are the poems we have read. Your task is to elaborate on those bubbles. For every poem list another bubble attached to the poem it corresponds to that states:
 - 1. Author
 - 2. Time period.
 - 3. Significance (Why did we study this poem? Was it for a concept? Was it for a poetry term like the one we studied today?)
 - 4. Off of bubble 3, list a way for you to remember what the poem is about.
- Give the students the rest of class time to begin filling out their graphic organizer. They may work together, use their notes/ handouts, or ask me questions in the time they have left.

Adaptations/Enrichment:

For the students with Hearing impairments:

- I will sit them in the front row so they may be right in front of me, so they will have a better chance of hearing me, or of reading my lips (if they are a lip reader.)
- Will benefit from the Batman clip because the words are displayed on the screen.
- Will be able to follow along with their eyes as I read the poem and directions out loud.
- Will benefit from the graphic organizer because the directions are there for them to read, and it is already started for them. It is very easy to follow along with because the poems are already written into the bubbles into an order that makes sense.
- I could also wear a microphone that projects into the classroom, or into a headset that the student with a hearing impairment is wearing.

Name: _____ Period: _____

An onomatopoeia (pronounced: on-oh-MAT-oh-pea-uh) is a word that imitates the sound that it describes. Using the poem on page 616 in your literature book, and the examples we gave in class, write 5 sentences of your own using onomatopoeia.

1. _____

2. _____

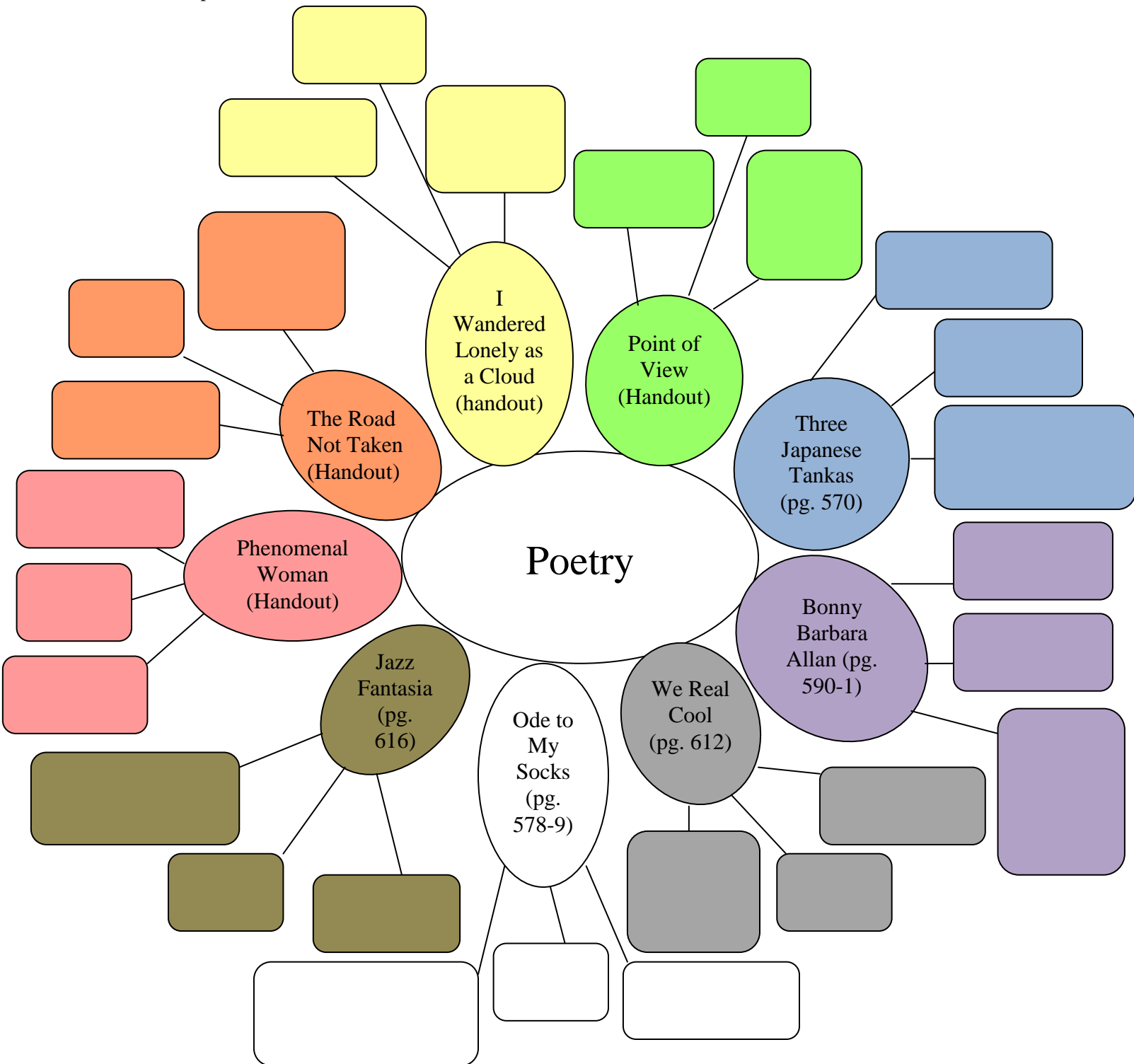
3. _____

4. _____

5. _____

Name: _____

Directions: On this sheet, I have provided you with a study-aid for our upcoming test over poetry. In the center is the topic, and surrounding it are the poems we have read. Your task is to elaborate on those bubbles. For every poem list another bubble attached to the poem it corresponds to that states:
1. Author 2. Time period. 3. Significance (Why did we study this poem? Was it for a concept? Was it for a poetry term like the one we studied today? 4. Off of bubble 3, list a way for you to remember what the poem is about.



Answer Key for Helping Students Fill out the bubbles

Directions: On this sheet, I have provided you with a study-aid for our upcoming test over poetry. In the center is the topic, and surrounding it are the poems we have read. Your task is to elaborate on those bubbles. For every poem list another bubble attached to the poem it corresponds to that states:

1. Author
2. Time period.
3. Significance (Why did we study this poem? Was it for a concept? Was it for a poetry term like the one we studied today?)
4. Off of bubble 3, list a way for you to remember what the poem is about.



Sources:

HubPages. (2011). *100 word examples of onomatopoeia*. Retrieved from <http://bigcsshop.hubpages.com/hub/100-Word-Examples-of-Onomatopoeia>

Sandburg, C. (2008). Jazz Fantasia. In *Elements of Literature* (pp. 616). Austin, Texas: Holt, Rinehart and Winston.

Super Teacher Worksheets. (n.d.). *Onomatopoeia*. Retrieved from <http://www.superteacherworksheets.com/reading-comp/4th-onomatopoeia.pdf>