

Lesson 1: Onomatopoeia**Learning Outcome**

Identify and describe onomatopoeia in literature

Duration

Approximately 50 minutes

Necessary Materials

Provided: Example Chart for Direct Teaching, Independent Practice Worksheet

Not Provided: *Old MacDonald Had a Farm* by Prue Theobalds, chart paper, markers

Lesson Plan

- DIRECT TEACHING**

I will chart sound words such as “whoosh,” “buzz,” “meow,” etc. (Example Chart is provided). I will model reading sound words and identifying the object or animal that makes that sound.

- THINK CHECK**

Ask: “How did I read onomatopoeia words?” Students should respond that you sounded out the word and then thought about what object or animal makes that sound. You then read the word with expression.

- GUIDED PRACTICE**

WE will read *Old MacDonald Had a Farm* by Prue Theobalds aloud, stopping before the last page of the book. (The last page will serve as the Independent Practice.) We will identify the sound words on each page and the animal that makes each sound.

- INDEPENDENT PRACTICE**

YOU will look at the page provided by your teacher. You will circle the onomatopoeic words and draw a picture of each animal that makes that sound. (Independent Practice is provided). *Note:* The teacher will need to make a photocopy of the last page of the book for Independent Practice. Students can use this to identify onomatopoeic words and use the Independent Practice page to draw the animal.

Build Student Vocabulary farm

Tier 2 Word: farm	
Contextualize the word as it is used in the story	“Old MacDonald had a farm , E-I-E-I-O! And on that farm he had some sheep, E-I-E-I-O!”
Explain the meaning student-friendly definition)	A farm is a place used to grow plants and raise animals for food. Corn is grown on a farm . Many animals live on a farm such as pigs, cows, horses, and sheep.
Students repeat the word	Say the word farm with me: farm .
Teacher gives examples of the word in other contexts	Once I visited a farm and saw chickens laying eggs. I also saw wheat and corn growing on a farm .
Students provide examples	What other animals could you see on a farm ? Start by saying, “On a farm I could see _____.”
Students repeat the word	What word are we talking about? farm

Lesson 1: Onomatopoeia

again.

Build Student Background Knowledge

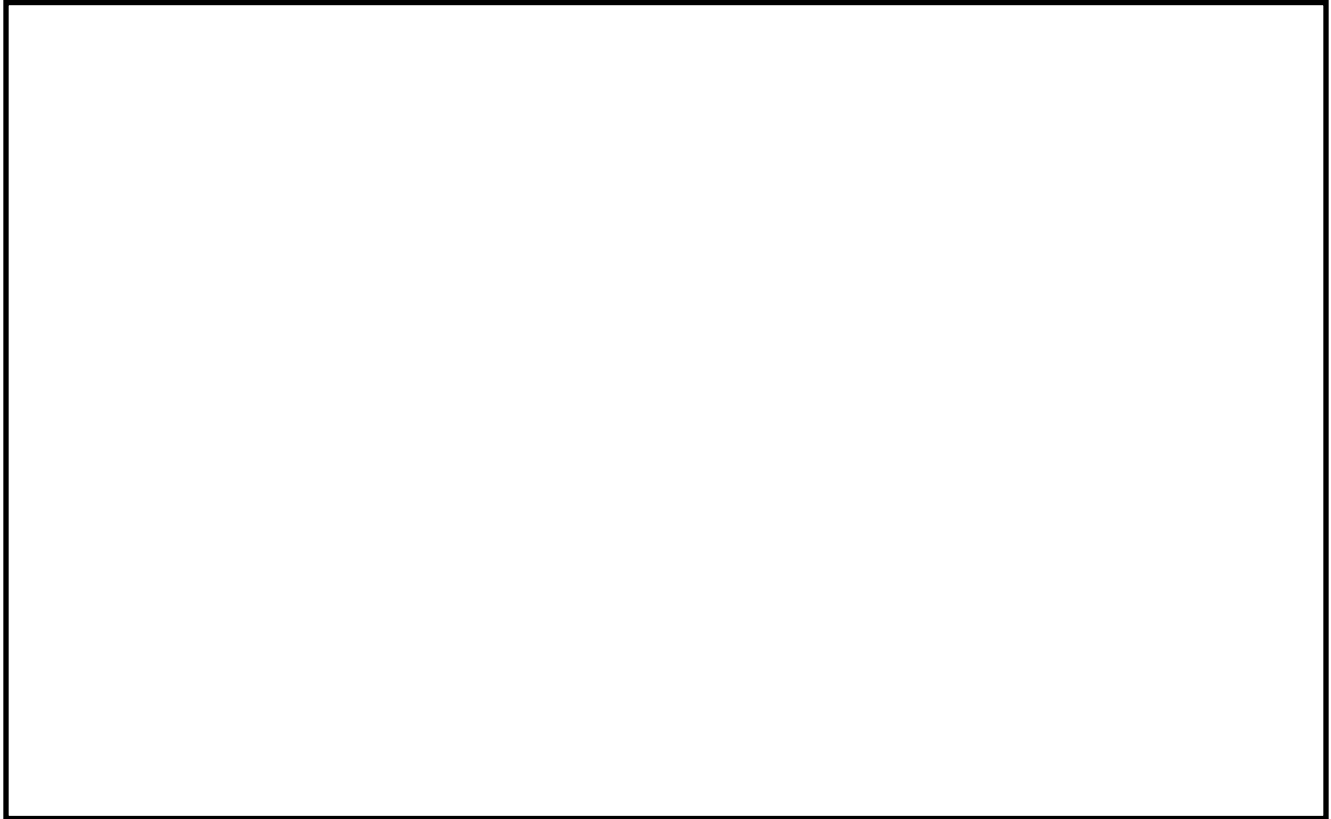
After reading the book, identify one purpose for having each animal on the farm. For example, dogs protect the sheep from wolves. Horses help humans carry goods around the field. Cows produce milk. Chickens lay eggs. Goats produce milk. Pigs and Turkeys are made into food products, etc.

Sound	What makes that sound?
Whoosh	(Picture of Wind)
Buzz	(Picture of a Bee)
Meow	(Picture of a Cat)
Squeak	(Picture of a Mouse)
Hiss	(Picture of a Snake)
Boom	(Picture of Thunder)
Shhhhh	(Picture of a Person)

Note: Simple hand drawings are sufficient when charting for kindergartners.

Name: _____

Old MacDonald Had a Farm



What sound does this animal make?

Unit Level Materials**Unit Extension Ideas**

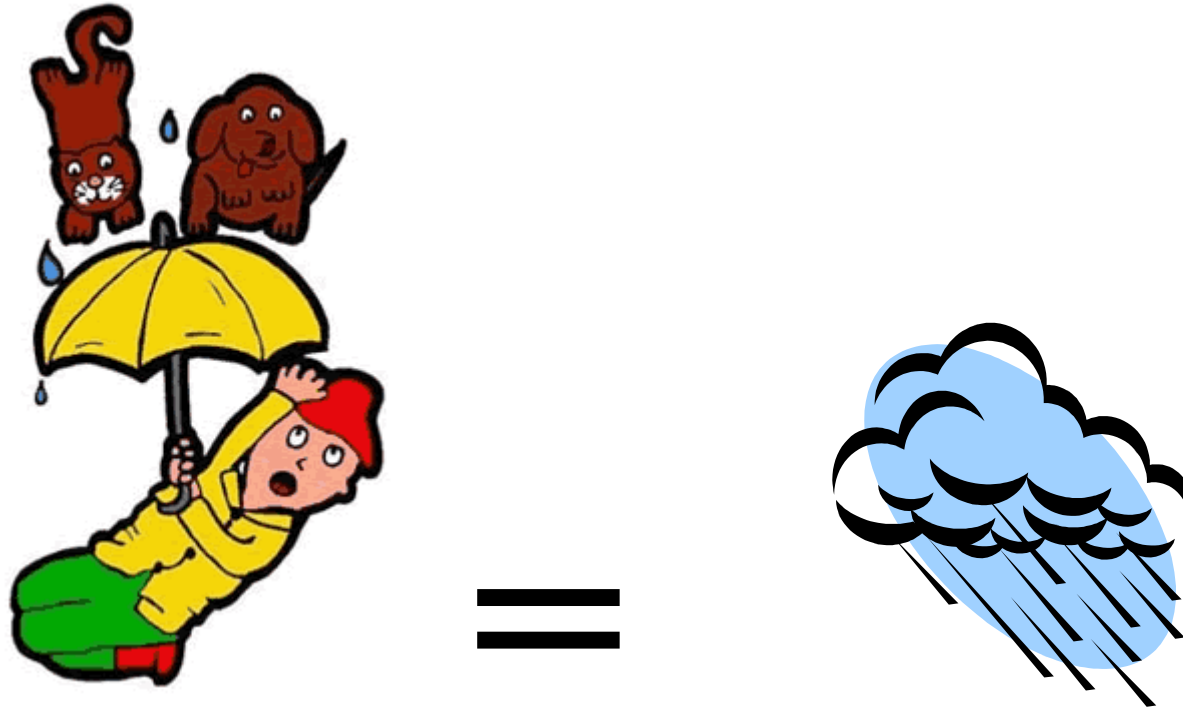
- Have students identify onomatopoeia in the following books: *Click, Clack, Moo Cows That Type* by Doreen Cronin; *Giggle, Giggle, Quack* by Doreen Cronin (Students may act out what “giggle” looks and sounds like.); and *Tick-Tock, Drip-Drop* by Nicola Moon (Students may identify other sounds that they hear at home.)
 - Create picture cards and sound cards. Have students match each picture with the appropriate sound card. For example, the picture card of the duck will go with the card that reads “quack.”
 - Record different sounds with onomatopoeia and have students identify the object or animal that makes that sound.
 - Have students draw an animal or object. Students will trade with a partner and identify the sound of the animal or object in the partner’s drawing.
 - Read a sound aloud while students draw and label a picture of an object or animal that may make that sound.
 - Have students observe and identify sounds around the school, playground, and neighborhood of the school. If possible, go on a sound walk with students so they can listen to different sounds. Then, have students draw a picture of the object or animal and the sound it makes. Use each student’s page in a class book about onomatopoeia. You can also use the sound walk to create a class poem using onomatopoeia.
 - Point out sounds routinely made in the classroom (for example, shutting a door). Ask students to describe that sound and try to make the sound into a word.
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More Books for Teaching Figurative Language

- *Sail Away* by Donald Crews
 - *Chicka Chicka Boom Boom* by Bill Martin Jr., John Archambault
 - *Marsh Music* by Marianne Berkes
 - *Bravo Maurice!* by Rebecca Bond
 - *The Jazz Fly* by Matthew Gollub
 - *Charlie Parker Played Be Bop!* by C Raschka, Chris Raschka
 - *Rain Talk* by Mary Serfozo
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Figurative Language



What does it mean?