**Lesson Plan: Writing Mini-Lesson Onomatopoeia**

**Grade:** 4

**Common Core State Standard:** Reading Standards for Literature Grade 4

[CCSS.ELA-LITERACY.W.4.3.D](http://www.corestandards.org/ELA-Literacy/W/4/3/d/)

**Standard L.4 :** L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Objective**: Students will add onomatopoeia to their previously written personal narratives by brainstorming three types of Onomatopoeia and adding two to their writing.

**Materials:** *Thunder Cake* by Patricia Polacco

 Student’s personal narrative

 Index Cards

 Pencils

**Procedure:**

1. **Lesson Introduction/Objective and purpose:**
	1. “Writers, do you remember the book that we read the other day by Patricia Polacco? That’s right, it was titled *Thunder Cake!* In this book, Patricia Polacco used a type of figurative language called onomatopoeia to add emphasis to the story. Does anyone know what onomatopoeia is? If you do, please put a thumbs up. Can someone please share with the class what onomatopoeia is?”
	2. Allow students to provide examples and explain onomatopoeia
	3. Write on the board the definition of Onomatopoeia
		1. Onomatopoeia is reproducing the sounds that a word or phrase makes. They are sound effect words or noise words
	4. **“**Today we are going to learn how onomatopoeia is important to your everyday writing and how we can incorporate it in your own personal narratives to make your writing more descriptive”
2. **Teach and model:**
	1. “ Let’s think about to when we read *Thunder Cake,* can anyone share some of the Onomatopoeia that Patricia Polacco used?
		1. Examples from the book: Roared, Boom, Crackle, Barooom, Ka-boom, Bang, Rumbled, Crashed, etc.
	2. “Wow there is many sound effect words that were used in the book *Thunder Cake.* The author used Onomatopoeia to describe the thunder, lightening, voice and the sound that the wind was making”
	3. “Writers I now want you to brainstorm on your index card three types of Onomatopoeia that you can use in your own personal narrative. Once you are done brainstorming, put your pencils down on the floor so I know you are done” Allow students to share some of their ideas with the class and provide support as to why they would use that particular sound.
3. **Guided Practice:**
	1. “Writers, we are going to practice adding onomatopoeia into sentence to make them more descriptive. I am going to write two sentences on the board and I want you to write the sentence down on the opposite side of your index card and add onomatopoeia to make it more exciting.”
		1. Sentences:
			1. The dog ran into the door.
			2. The thunder was really loud
	2. Provide students with a minute or two to add in their own onomatopoeia into the given sentences. Discuss the onomatopoeia that they added and why the used the one that they did.
4. **Independent Practice:**
	1. Allow students to share what they have learned today with the class before they return to their seats to work on their writing. “Can someone tell me one thing that they have learned today?” Allow a few students to share what they have learned
	2. “ Since we now understand what onomatopoeia is and how to use it in our own writing, why do you think onomatopoeia is important to your everyday writing?” Allow a few students to share why they believe it is important
	3. “Writers I know you have been working on personal narratives recently during writing. To add more description to your writing I would like you to go back to your narrative and add at least 2 forms of onomatopoeia in it. If you have to, you can draw an arrow to where you would like to write it and write the simile on the side of the paper. If you have any questions still, please stay on the carpet. If not you may return to your seats. I will be circulating throughout the classroom to see how your work is going and look at your similes. I can’t wait to see all of the amazing similes you come up with!”
5. **Small Group and Individual Conferencing**
	1. First walk around the class to check and see if everyone is beginning their work in their writing.
	2. Pull a small group of 3-4 students and work on developing onomatopoeia in their writing with them.
		1. Have them first find a word or phrase where they can use onomatopoeia and draw a star.
		2. On a post it, have them write the word or phrase and the onomatopoeia to go with it to share with the group before they add it to their writing.
		3. Allow students to write the onomatopoeia into their writing using an arrow to the side if necessary
	3. Pull a few individual students to review their writing with them.
		1. Have the student summarize the personal narrative they have written thus far.
		2. Ask the student if they have added any onomatopoeia into their writing. If so, review the similes they have written and make sure they are correctly written and in a good spot in their paper.
		3. If the student has not written any onomatopoeia, encourage them to write one and insert it into their narrative.
6. **Assessment**
	1. You will be able to determine that the lesson was successful if the students are able to brainstorm and correctly use onomatopoeia within their personal narratives.
	2. Students will be able to use this tool to make their writing more descriptive with the use of figurative language.
	3. The students will be informally assessed when they are putting their thumbs up to answer a question and participating in turn and talk with a classmate.

References

Polacco, P. (1997). *Thunder cake*. Puffin Books.