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Bustoz Elementary Residency

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Ms. Wiseheart Lesson 2: Onomatopoeia

Arizona Standards

Strand 1: Create, Concept 4: Playwriting, PO 103. Improvise by imitating life experiences, knowledge of literature, social issues, and/or historical situations, and create imaginary scenes that include characters, setting, and story-line.

Strand 1: Reading Process, Concept 4: Vocabulary PO 4. Determine the meaning of figurative language, including similes, personification, and idioms.

Materials

- Sound effects CD
- Thunderstorm sound effects on IPOD
- Thunderstorm poem

Framing

- Remind students of classroom management techniques.
- Play sound effects CD.
- Talk about how in Theatre and Movies these noises are called sound effects and they help to create the mood and environment of a story.
- In poems and stories, words that describe sounds are called onomatopoeia. They also help to create the mood or environment. (Write onomatopoeia on board and have students repeat).
- Have students close their eyes and listen/imagine: Read a quick poem and ask if they can identify the onomatopoeia:

Blue skies turn black

Howl Howl Whistles the wind

Flashes of Light, CRACK

Boom, the walls vibrate

Raindrops pour from the sky

Drip Drop! Drip Drop!

Crack! SNAP! trees sway

Thunderstorm.

by Kat http://www.writing.com/main/view_item/item_id/1559880-Lesson-Two-Onomatopoeia

Process

Let's see if we can get in the mood of a storm by creating the sounds of a thunderstorm using our bodies to make sound effects:

- Students will create a thunderstorm step by step using their bodies. Standing in circle center, the teacher will choose a student to become the "leader." The leader will imitate what the teacher is doing. Once the leader imitates the teacher (rubbing hands, stomping feet etc.), the next person in the circle will begin (the first person will not stop until the teacher changes what he/she is doing. Once that happens, the leader will begin to imitate the new sound while the rest of the class is still on the previous sound then the person next to the leader will join in with the new sound etc.).
 1. The rainstorm begins with drizzle made by rubbing hands together, palms and fingers flat, back and forth slowly, then faster.
 2. Big raindrops begin to fall, made by snapping your fingers slowly, then faster.
 3. The rain begins to pour down heavily, made by quickly patting lap with hands, faster, then faster.
 4. The rain is REALLY pouring down now as you add to the lap pounding, feet stamping on the floor.
 5. The storm begins to lessen as feet stop pounding.
 6. It lessens more as hands stop lap slapping, and fingers begin to snap again.
 7. Fingers slow their snapping, then begin "drizzle" again.
- Ask the students: *What sound were you imitating? A storm can be described by much onomatopoeia. Let's write down the sounds we heard on the board. What sound is most like the rubbing of our hands together (sh sh sh sh sh sh)? What sound is like our fingers coming together (snap snap drip drop)?*
- Review the list of words the students created. Then, in small groups, ask students to imagine they are at their homes and they have just realized they have been left alone during a terrible monsoon/thunderstorm. Ask students to create a 15 second improvised scene/dialogue they might have with their friends, brothers sisters if they were left alone in this house. *What sounds would you hear that might scare or excite you? As you improvise your dialogue see if you can describe the storm and how you're feeling using onomatopoetic words.*
- Ask students to make sure they know the first line and last line of their improvisation before sharing begins.
- Present scenes to class. Ask audience members to identify onomatopoetic words in the scenes. Give brief feedback on scene creation and then gather students into circle center.

Assessment/Reflection

- Review onomatopoeia by going around the circle and saying one onomatopoetic word that they heard today.
- Students will create a community onomatopoetic poem. Each student will write a phrase or sentence using an onomatopoetic word. One by one, each student will read out loud their phrase, or sentence, in the style of a free verse, spoken word poem.
- Assess the drama in terms of the communication of the vocabulary words through voice and body

