

Use Onomatopoeia

Objectives

In this mini-lesson, students will:

- Learn about using onomatopoeia in personal narratives.
- Practice choosing onomatopoeic words.
- Discuss how they can apply this strategy to their independent writing.

Preparation

Materials Needed

- Chart paper and markers
- Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling and practice texts onto chart paper prior to the mini-lesson. If necessary, copy the sentence frames from “Strategies to Support ELs” on chart paper.



1. Focus

Explain Using Onomatopoeia

Say: *When I write a personal narrative, I tell about an experience from my life. I describe the experience so that readers feel like they were there. One way to do this is to use words that describe sounds—or onomatopoeia. Onomatopoeia is the use of a word that sounds like the thing it stands for. For example, when you say the word **buzz**, you actually make a sound that is like buzzing. I can choose onomatopoeic words for my personal narrative to help readers connect to my story and imagine what my experiences sound like. Today I’m going to show you how to use onomatopoeia in personal narrative writing, so you can help readers connect to your experiences.*

Model Using Onomatopoeia

Display the modeling text on chart paper or using the interactive whiteboard resources. Ask students to listen for onomatopoeia as you read the text aloud.

“Lie back. Open wide,” she said. Zip, click, went the ray-gun camera. Then she took out another tool. Pop! A small rubber band slid between my teeth. Pop! Pop! Pop, pop, pop! All my molars now had rubber bands between them.

Modeling Text

Say: *I notice that the writer uses the words **zip** and **click** to describe the sound the camera makes. He uses the word **pop** to describe the rubber band sliding between his teeth. And then he uses repeated pops to describe the rest of the rubber bands snapping onto his teeth. When I say these words aloud, they make the sound that the writer describes. So they are great examples of onomatopoeia. This is such a great way to describe the scene because it helps me imagine the sounds and the feeling of sitting in the orthodontist’s chair listening to these sounds. Also, the onomatopoeia allows the writer to use fewer words. He avoids having to tell us what happens, and instead shows us—or helps us hear in our heads what he experienced. I’m going to underline these words and label them “onomatopoeia.” Underline and label the identified words.*



2. Rehearse

Practice Using Onomatopoeia

Write the practice text on chart paper or use the interactive whiteboard resources.

Then I heard someone open the door.

Practice Text

Ask students to work with a partner to revise the sentence using onomatopoeia. Remind students that this means using words that sound like what they describe. If necessary, ask students what the sound of someone opening a door might be. Encourage them to add to the sentence if they can think of any other sound words to use to describe a person entering a room. Each pair of students should write down their sentences and be prepared to read them to the class.

Share Practice Sentences

Bring students together and invite partners to read aloud their revised sentences and explain their word choices. Record students' sentences and post these as models for students to use as they draft or revise their personal narratives.

Strategies to Support ELs

Beginning

While the rest of the class works on the partner practice activity, work one on one with beginning ELs to practice talking about themselves orally, using sentence frames such as:

I am _____.

I live _____.

Intermediate and Advanced

Pair ELs with fluent English speakers during the partner activity. Supply the following sentence frames to help them rewrite the sentences using sound words:

There was someone at the door. I heard _____.

I heard someone at the door. _____!

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: **experience/la experiencia; narrative/la narración; personal/personal.**



3. Independent Writing and Conferring

Say: We learned that we can use onomatopoeia to help us describe what we heard during an experience. A good personal narrative helps readers see, feel, and hear our experiences. As you write your personal narratives, remember to include onomatopoeia to help your readers connect to your story.

Encourage students to use onomatopoeia during independent writing time. During student conferences, reinforce students' use of this and other strategies using the prompts on your conferring flip chart.



4. Share

Bring the class together. Invite volunteers to read aloud a section of their personal narratives in which they used onomatopoeia. Ask them to explain how they chose these words.