

Does onomatopoeia BANG your students up or cause them to want to BARF? Help them out with this comical lesson on the well-known figurative device. Students will have a fun time completing worksheets and using onomatopoeias themselves.

Learning Objectives

Students will understand the concept of onomatopoeia and be able to use them in writing.

Materials and preparation

- Comic Book Onomatopoeias worksheet
- A Crash Course in Onomatopoeia worksheet
- Onomatopoeia worksheet
- Animal Onomatopoeias
- Sticky notes
- [How to Fold a Mini Comic](#) video by Stig G-M
- [Animal Sounds Around the World](#) worksheet

Key terms

- onomatopoeia

Attachments

- PDF
Comic Book Onomatopoeias
- PDF
A Crash Course in Onomatopoeia
- PDF
Onomatopoeia
- PDF
Animal Onomatopoeias
- PDF
Animal Sounds Around the World

Introduction (5 minutes)

- Have students complete the Comic Book Onomatopoeias worksheet.
- Ask students what they saw as they worked through the sheet.
- Tell students that **onomatopoeias** are popular in comic books and graphic novels because they are words that sound like what they describe.
- Explain to students that in this lesson, they will use onomatopoeias in various texts.

EL

- **Beginning:** Play sounds for students to listen to and make a connection to onomatopoeia.
- Provide examples of onomatopoeia in students' home language (L1).
- **Intermediate:** Show students pictures of comic books that contain onomatopoeia (i.e. bang, pow).
- Have ELs discuss what they know about *onomatopoeia* with a partner and then share out as a whole group. Allow them to use L1 or L2.

- Provide a word bank for students to use when discussing what they know about *onomatopoeia*.

Explicit Instruction/Teacher modeling (10 minutes)

- Read aloud the directions for the A Crash Course in Onomatopoeia and then look at the first example: "phone."
- Have students discuss what the onomatopoeia for this image might be.
- Remind students that onomatopoeia is a word that imitates its sound.
- Students should answer, "ring."
- Go through a few more of the examples and allow students to come up with the onomatopoeia for each image.

EL

- **Beginning:** Provide a word bank with vocabulary that relates to the images on the worksheet (i.e. phone, bell) with definitions in L1 and L2.
- Allow ELs to look up new words, such as racecar, in a home language resource.
- **Intermediate:** Make a connection to students' home language(s) by teaching sound words from around the world. Use this worksheet (<https://www.education.com/worksheet/article/animal-sounds-around-the-world/>) as a starting point!

Guided Practice (10 minutes)

- Have students work in pairs to complete the Onomatopoeia worksheet.
- Students will follow the directions on the sheet and use a word bank to complete the assignment.

EL

- **Beginning:** Allow ELs to utilize home language resources to clarify the meaning of any new words they encounter on the worksheet.
- Partner students intentionally so ELs may discuss in their home language or with a more advanced learner.
- **Intermediate:** Read the directions aloud and ask several students to re-read or paraphrase the directions.
- Model the activity for students before asking them to work with peers.

Independent working time (25 minutes)

- Have students work independently to create a short story about a visit to a farm or the zoo using the words found on the Animal Onomatopoeia worksheet.
- Tell students that they must use at least 10 of the onomatopoeias in the word bank.

EL

- **Beginning:** Model how students can approach the task of writing their own story (i.e. read a sample story aloud).
- Shorten the writing task so that students are asked to choose three or four onomatopoeias to include in their story.
- Provide sentence frames to support students during the writing task:
 - One day I visited the (zoo/farm).
 - I saw a ___ and heard it ___.
- **Intermediate:** Give ELs extra time to complete the task.
- Allow ELs to use a glossary or dictionary in their home language for unfamiliar words.

Related books and/or media

- **VIDEO:** [Onomatopoeia](#) by mindy bauer
- Find [interactive books](#) for each child's level.

Differentiation

- **Enrichment:** Allow advanced students to create a mini-comic using onomatopoeias during Independent Working Time. They can view the [How to Fold a Mini Comic](#) video to learn how to make the book.
- **Support:** Allow struggling students to complete the Animal Onomatopoeias worksheet and discuss which animals make the sounds.

Assessment (5 minutes)

- Hand out the sticky notes.
- Have each student write the definition of onomatopoeia and five examples of onomatopoeia on his sticky note.
- Give students five minutes to complete this assignment.
- Use the notes as an informal assessment tool.

EL

- **Beginning:** Allow students to orally explain the definition of an onomatopoeia.
- Shorten the assignment and require only three examples.
- **Intermediate:** Give ELs extra time to complete the task.
- Provide sentence stems:
 - An onomatopoeia is...
 - One example of an onomatopoeia is...

Review and closing (5 minutes)

- Have students explain in their own words what they learned today.
- Allow students to ask questions that they still have about onomatopoeia.

EL

- **Beginning:** Ask students to orally summarize their takeaways in their home language (L1).
- **Intermediate:** Invite students to write or orally explain their takeaways and questions using sentence stems for support:
 - I learned that an onomatopoeia is...
 - An example of an onomatopoeia is...
 - A question I still have is...
 - I wonder...