Because I love Figurative Language as much as my students do, I’ve decided recently to incorporate a new structure to my writing class. Last year, my writers were eager for new experiences, but this year they are more-reluctant. So Fridays have become “Figurative Language Fridays”. Whatever we have been working on during the week pauses on Friday so that we can work on Figurative Language...if they have worked diligently all week! This “reward” (because it seems like a reward to them even though I know they are acquiring valuable skills that we can inject into future pieces) seems to reenergize my reluctant writers. This series of lessons focuses on onomatopoeia.

Standards

ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event  sequence that unfolds naturally.

b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

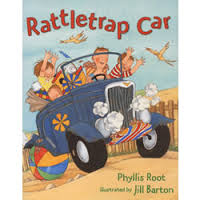
ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate

command of Language Standards 1–3 up to and including grade 5

ELACC5W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ONOMATOPOEIA

 You may want to introduce onomatopoeia with poetry. Reading pieces of poetry and having students highlight or underline the “sound effects” is how I begin. Then I read *Rattletrap Car* by Phyllis Root to begin our writing activity. Even though the Lexile level of this book is low for students in 4th and 5th grade, it is excellent resource to kick off this lesson! The story is about a family who goes on vacation in their rickety old car that is constantly breaking down. Each time it breaks down, a family member fixes it. However, with each new fix, a new noise is exhibited by the car.

After reading aloud, the students are asked to brainstorm several places they have visited or would like to visit. Once they have come up with several ideas, one is chosen for the focus. Next, I have them close their eyes and imagine a “small moment” on their trip. (My teacher model for this is a trip to the amusement park, but my small moment is the ride on the roller coaster.) Once students have their small moments, they begin listing events. Of course, this is after I have modeled listing my events for the roller coaster ride. The next task on the agenda is to decide what sound they would hear at each point. Then they put it all together in a graphic organizer. There are several minilessons I incorporate during this process as well. One issue the kiddos always have is not separating the two parts. For instance, “Boom as the cannon exploded”. I want them to separate the two. “Boom! The cannon exploded!” |  
Students at all levels are excited, and the lower level students are not overwhelmed and feel that it is something they can accomplish.   
Note: I generally complete the first few steps (poetry, literature model, brainstorm, choose one, begin to write events)in one sitting so the students have time to finish the listing, organizing, drafting on the next couple of Fridays.

 But wait, there is more! We then learn a bit about Roy Lichtenstein, look at some examples of his work, and I show them the process of creating their own Lichtenstein art! They are able to choose one onomatopoeia word and create an art piece. I do require that students complete the writing portion before beginning the art. It is a real incentive! I found a skeleton outline for the art portion on artisandesart.blogspot.com and used it. This was a fantastic reading/writing/art lesson last year.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Using Onomatopoeia in My Writing (p.1)

**Step One:** Brainstorm several different places you have visited or would like to visit.

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**Step Two:** Choose one and think of at least 8 things you would DO (use a vivid verb)for each sentence. Try to put them in sequence. This will make it easier when drafting.

My choice:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ex. The rollercoaster flew down the hill.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step Three:** What sounds might you hear while doing each item at left? Write down a **sound** or two that might be heard while doing each action.

Ex. Whoosh!

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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9.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Using Onomatopoeia in My Writing (p.2)

**Step Four:** Organize Your Writing! Following the example, write an onomatopoeia word, then 2-3 sentences explaining the “sound effect”. Here is an example using the roller coaster.

Onomatopoeia: Whoosh!  
Sentences: I held on tight as the rollercoaster sped down the first hill. I laughed and attempted to let go of the bar like all of the other kids. I am King of the Rollercoaster!  
Onomatopoeia: Whee!!!  
Sentences: I felt so free and weightless as I soared down each hill. The roller coaster flew around the curves tossing me this way and that. Until…  
Onomatopoeia: Gurgle! Groan!   
Sentences: My stomach started quivering and churning, sloshing and rocking. I began to feel warm even though the cool air blew my hair. One hand grabbed my mouth. The other cradled my stomach, but it was too late.  
Onomatopoeia: Blech! Blech! Blech!  
Sentences: I threw up as we took the last curve.   
Onomatopoeia: Splish! Splash! Splosh! Splatter!  
Sentences: The hot vomit was in my hair, on my face, and covered my clothes. It also covered the kid in the seat beside me. I don’t think he was too pleased with my bright green stomach contents.  
“AAAAAHHHH!” The kid next to me screamed. I thought maybe he was scared until he turned to look at me and began shaking his fist. He was so loud that I thought his head might explode.  
Onomatopoeia: POP!!!  
Sentences: Just kidding…Actually the ride finally hit the last straight and began to slow down.  
Onomatopoeia: Screech! Click!  
Sentences: The rollercoaster came to a complete stop and the locks on the bar restraints disengaged. “Please exit to your left!” said the dull voice over the crummy intercom system. I dragged myself out of my seat trying not to slip on the puke. When I made it to the end of the ramp, my parents and brother were waiting on me. As I told them what happened, my stupid brother started laughing.  
Onomatopeia: HAHAHA!   
Sentences: My stomach gets all gurgly, and a wave of heat washes over me. Here I go again!  
Onomatopoeia: Blech!   
Sentences: AAAHHHH! My brother screamed when he realized he was covered in stinky, slimy goo!  
Onomatopoiea: HAHAHA!  
Sentences: Guess who’s laughing now?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Using Onomatopoeia in My Writing (p.3)

Onomatopoeia:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Sentences:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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