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THTR 308
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Project #3

Creating Sentences with Onomatopoeia Words 3rd Grade

Creative Dramatics Activity to Teach a Language Arts Lesson

Materials

Lesson Plan: **Creating Sentences with Onomatopoeia Words**

Poem: Pizza Parlor

Sentences with Onomatopoeia Words

Note Cards with Onomatopoeia Words

A pen

Time

20 minutes in length

Step One: Preplanning, selection of topic, etc.

- **Activity:** Creating Sentences with Onomatopoeia Words
- **Theme:** An activity of Verbal and Kinesthetic Expression
- **Source:** Poem: <http://library.thinkquest.org/J0112392/omomatopoea.html>
Sentences: <http://hubpages.com/hub/100-Word-Examples-of-Onomatopoeia>
- **Drama / Learning Goals:**
 - * To understand and identify onomatopoeia words.
 - * To be able to incorporate onomatopoeia words into a sentence.
 - * To express ideas and thoughts kinesthetically.
 - * To emphasize the development of concentration and cooperation in a whole group learning environment.
- **Skill Levels:**
 - * Skill 1 *Cooperation*: Students will need to work together and contribute ideas in a whole group learning environment for this activity to be successful.
 - * Skill 2 *Concentration*: Each student should be focused and concentrate on their kinesthetic movement as well as how their movement is expressing an onomatopoeia word.
(example: Onomatopoeia word – Click / Kinesthetic movement – Using your hand to click a pen)

Step Two: Presentation of materials

- **Strategies for introducing the activity and establishing the mood:**

I want to introduce the activity by first reading a poem that will lead into what we will be focusing on today in class, which are Onomatopoeia Words.

 - * Read Poem to the class.

*Have students imagine that they are making a pizza and act out the movement as I read the Poem again.

*Ask students: What is something you notice about this poem?
(Repeated words, Words that sound like the object)

*Ask students: Does anyone know the name we call words that sound like something? (Onomatopoeia)

- **Preparation and set-up of materials:**

- * Materials listed above will be next to me to use when needed during the activity.

Step Three: Discussion

- **Instruction for preparation:**

- * Have students sit pretzel style with their hands in their lap in a U shaped (half-circle) facing me so that I know they are ready to listen to me explain what activity we will be doing today.

- **Instruction for activity:**

1. Once students are seated and I am finished with introducing the activity (see Step Two), I will show the class examples of Onomatopoeia Words.

- I will read each word and they will repeat after me.

- Ask students: What kinds of things make that sound?

2. Sentences with Onomatopoeia Words

- *Show an EXAMPLE of what the students will be doing.

- *Pick a sentence.

- Zip your coat up before you go outside.

- *Read the sentence to yourself.

- *Find the Onomatopoeia word in your sentence.

- Zip

- *Think of a movement you could make for your Onomatopoeia word.

- Pretend to zip up my jacket

- *Share with a partner.

- 1st Read your sentence, but replace your Onomatopoeia word with the movement you came up with.

- 2nd - Your partner will try to guess the Onomatopoeia word.

- (Give partner 2 tries before giving them the answer)

- 3rd - Switch

3. Flash Cards with Onomatopoeia Words

- *Pick an Onomatopoeia word.

- *Think of something that makes that sound.

- *Create your own sentence using your Onomatopoeia word.

- *Depending on time: Share with class or with a Partner

4. Finally, I will have everyone come back together and we will reflect on what we have learned from this activity (see Step 5).

- **Casting, volunteers, etc.:**

- * During the whole group lesson each student will contribute ideas, thoughts, questions, and answers in the whole group.

* Students may work together with classmates sitting close to them to come up with ideas, thoughts, questions, and answers when I present them in the activity.

***Partners** – chosen by the students.

- **Strategies for involvement:**

- * Encourage and support all students by:

- helping them if they are struggling.

- talking with them individually to help guide them in their thought process and ideas.

- offering to help students if they have a problem with reading the sentence.

- **Check for understanding and clarity:**

- * Ask if there are any questions. I may have to repeat a direction or explanation. I may have to explain in more detail or in another way that makes sense to all my students.

Step Four: Playing the material

- **Instructions:** Remind students of the directions and give helpful suggestions during the activity.
- **Sidecoaching ideas:** Make suggestions and or comments on my students through the use of key words such as “perhaps” you should try doing this or think about....
- **Your participation:** I will be the one giving the directions for the activity as well as observing my students on their ability to follow the directions and to see if they are understanding the concepts being taught.

Step Five: Evaluation and reflection

- **Questions to generate discussion and reflection:**

- *Who can explain what Onomatopoeia means?

- Onomatopoeia is words that sound like something.

- *Can someone give me an example of an Onomatopoeia word that we did not use today?

- *What makes that sound?

- *Why do you think an author might use Onomatopoeia words in their poem or story?

- Make the story interesting.

- Story will come to life using these words.

- You can hear the sound something makes.

Step Six: Replaying

- **Be ready to respond to requests to replay the activity!**

- **Strategies to encourage replaying:**

- * To improve on the previous activity experience.

- * Give student different onomatopoeia words then the one they used in the previous activity.

- *Encourage students to find onomatopoeia words to use for next time we do this activity.

Step Seven: Evaluation and reflection

- **Questions to generate discussion and reflection:** See Step Five!