

**Common Core Standards Addressed:**

RL.2.4 Describe how words and phrases (eg., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**Learning Goals:**

Students will...

<b>Understand</b> that onomatopoeias can be used to add meaning and interest to a story.	
<b>Know</b> Onomatopoeia: a word that mimics the sound of the object or action it refers to.	<b>Do</b> Create their own short story using onomatopoeias.

**Materials Needed:**

- *One-Dog Canoe* by Mary Casanova (illustrated by Ard Hoyt)
- Paper
- Pencils

**Procedures:**

- Begin by giving students examples of onomatopoeias. Ask students what the words remind them of. For example, animal sounds like “quack” & “oink” remind us of ducks and pigs. Also give students examples that aren’t animal sounds, like “splash” & “boom.” What do these words make us think of?
- Tell students what onomatopoeias are (words that sounds like the objects they name of the sounds those objects make).
- Have students brainstorm other onomatopoeias and create a class list of examples.
- Read aloud two sentences to show students the importance of using vivid language when writing.
  - “The thunder was loud and the wind blew. A tree branch touched the window.”
  - “The thunder shook the house with a loud ‘boom’ as the wind ‘wooshed’ outside. The tree branch ‘tap tap tapped’ on the window pane.”
- Discuss with students the difference in the two sentences. Which is more exciting to read? Which one gives you more detail about the story? Why do they think authors use onomatopoeias?
- Tell students that onomatopoeias add interest and detail to stories.
- Read *One-Dog Canoe* by Mary Casanova.
- While reading, have students clap every time they hear an onomatopoeia. There are a lot, but some examples are “grunt, thump, ka-wump” & “plop, swoosh-a-bang flop.”
- On these pages, discuss with students how the onomatopoeias give us a clearer idea of what is happening in the story, as well as make it more interesting to read.
- The author does not just say “they fell in the water”, she paints us a picture with words.
- Create a short story w/ onomatopoeias together as a class before having the students create their own.

Learn about Ard Hoyt at <http://www.bentonvillelibrary.org/assets/YLF/pdfs/hoyt-bio.pdf>.