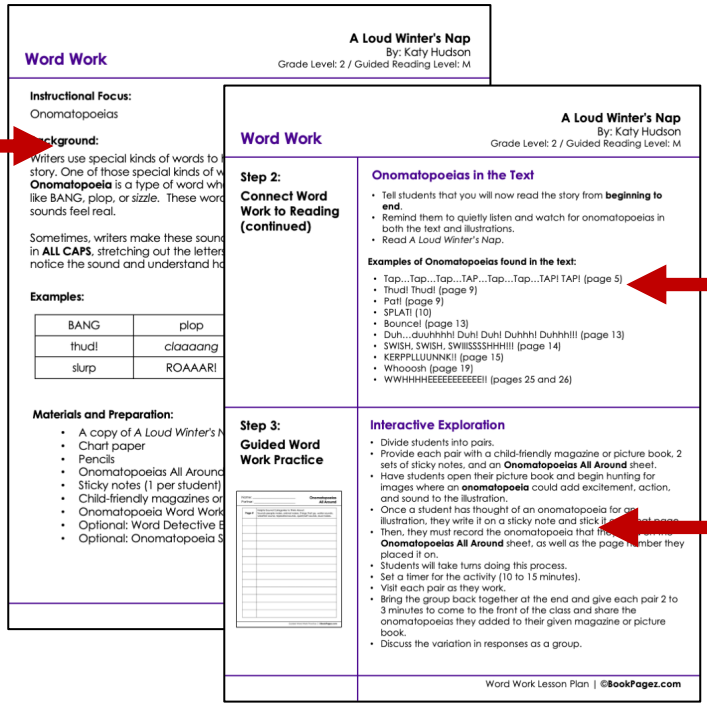
WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book



Word Work

A Loud Winter's Nap
By: Katy Hudson
Grade Level: 2 / Guided Reading Level: M

Instructional Focus:
Onomatopoeias

Examples:

BANG	plop
thud!	*claaaang*
slurp	ROAAAR!

Materials and Preparation:
- A copy of *A Loud Winter's N*
- Chart paper
- Pencils
- Onomatopoeias All Around
- Sticky notes (1 per student)
- Child-friendly magazines or
- Onomatopoeia Word Work
- Optional: Word Detective E
- Optional: Onomatopoeia S

Step 2: Connect Word Work to Reading (continued)

Onomatopoeias in the Text
- Tell students that you will now read the story from **beginning to end**.
- Remind them to quietly listen and watch for onomatopoeias in both the text and illustrations.
- Read *A Loud Winter's Nap*.

Examples of Onomatopoeias found in the text:
- Tap…Tap…Tap…TAP…Tap…Tap…TAP! TAP! (page 5)
- Thud! Thud! (page 9)
- Pat! (page 9)
- SPLAT! (10)
- Bounce! (page 13)
- Duh…duuhhhh! Duh! Duh! Duhhh! Duhhh!!! (page 13)
- SWISH, SWISH, SWIIISSSSHHH!!! (page 14)
- KERPPLUUNNK!! (page 15)
- Whooosh (page 19)
- WWHHHHEEEEEEEEEEE!! (pages 25 and 26)

Step 3: Guided Word Work Practice

Interactive Exploration
- Divide students into pairs.
- Provide each pair with a child-friendly magazine or picture book, 2 sets of sticky notes, and an **Onomatopoeias All Around** sheet.
- Have students open their picture book and begin hunting for images where an **onomatopoeia** could add excitement, action, and sound to the illustration.
- Once a student has thought of an onomatopoeia for an illustration, they write it on a sticky note and stick it on that page.
- Then, they must record the onomatopoeia that they found on the **Onomatopoeias All Around** sheet, as well as the page number they placed it on.
- Students will take turns doing this process.
- Set a timer for the activity (10 to 15 minutes).
- Visit each pair as they work.
- Bring the group back together at the end and give each pair 2 to 3 minutes to come to the front of the class and share the onomatopoeias they added to their given magazine or picture book.
- Discuss the variation in responses as a group.

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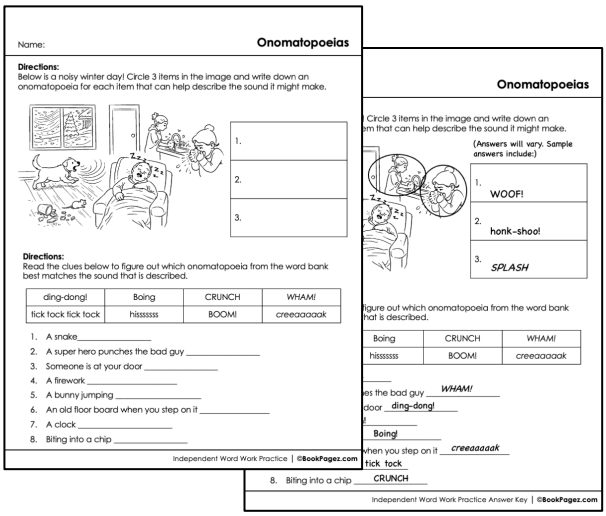
List of words in the book that match the instructional focus

Step by Step Lesson Plan



Name: **Onomatopoeias**

Directions:
Below is a noisy winter day! Circle 3 items in the image and write down an onomatopoeia for each item that can help describe the sound it might make.

1.	
2.	
3.	

Directions:
Read the clues below to figure out which onomatopoeia from the word bank best matches the sound that is described.

ding-dong!	Boing	CRUNCH	*WHAM!*
tick tock tick tock	hisssssss	BOOM!	*creeaaaaak*

1. A snake_____
2. A super hero punches the bad guy _____
3. Someone is at your door _____
4. A firework _____
5. A bunny jumping _____
6. An old floor board when you step on it _____
7. A clock _____
8. Biting into a chip _____

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Onomatopoeias

Circle 3 items in the image and write down an onomatopoeia for each item that can help describe the sound it might make.

(Answers will vary. Sample answers include:)

1.	WOOF!
2.	honk-shoo!
3.	*SPLASH*

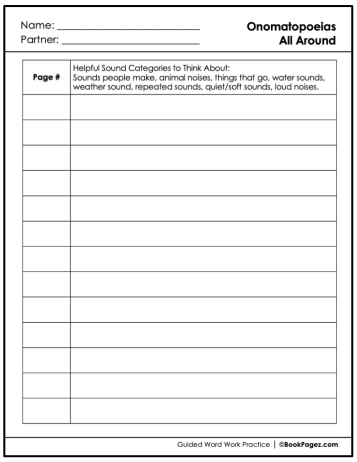
Figure out which onomatopoeia from the word bank best matches the sound that is described.

	Boing	CRUNCH	*WHAM!*
	hisssssss	BOOM!	*creeaaaaak*

1. _____
2. A super hero punches the bad guy *WHAM!*
3. Someone is at your door ding-dong!
4. _____
5. Boing!
6. When you step on it *creeaaaaak*
7. A clock tick tock
8. Biting into a chip CRUNCH

Independent Word Work Practice Answer Key | ©BookPagez.com

Independent Practice Page and Answer Key



Name: _____
Partner: _____

Onomatopoeias All Around

Page #	Helpful Sound Categories to Think About: Sounds people make, animal noises, things that go, water sounds, weather sound, repeated sounds, quiet/soft sounds, loud noises.

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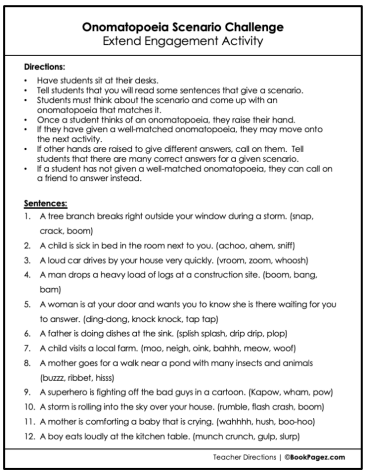
Interactive Activity



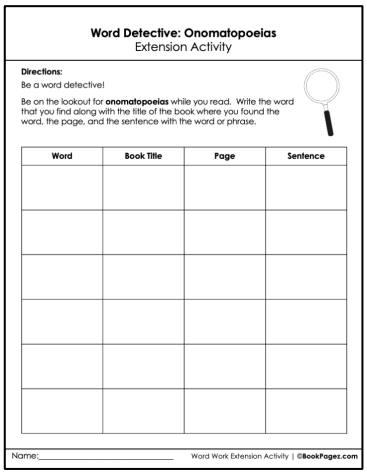
Onomatopoeia Scenario Challenge
Extend Engagement Activity

Directions:
- Have students sit at their desks.
- Tell students that you will read some sentences that give a scenario.
- Students must think about the scenario and come up with an onomatopoeia that matches it.
- Once a student thinks of an onomatopoeia, they raise their hand.
- If they have given a well-matched onomatopoeia, they may move onto the next activity.
- If other hands are raised to give different answers, call on them. Tell students that there are many correct answers for a given scenario.
- If a student has not given a well-matched onomatopoeia, they can call on a friend to answer instead.

Sentences:
1. A tree branch breaks right outside your window during a storm. (snap, crack, boom)
2. A child is sick in bed in the room next to you. (achoo, ahem, sniff)
3. A loud car drives by your house very quickly. (vroom, zoom, whoosh)
4. A man drops a heavy load of logs at a construction site. (boom, bang, bam)
5. A woman is at your door and wants you to know she is there waiting for you to answer. (ding-dong, knock knock, tap tap)
6. A father is doing dishes at the sink. (splish splash, drip drip, plop)
7. A child visits a local farm. (moo, neigh, oink, bahhh, meow, woof)
8. A mother goes for a walk near a pond with many insects and animals (buzzz, ribbet, hisss)
9. A superhero is fighting off the bad guys in a cartoon. (Kapow, wham, pow)
10. A storm is rolling into the sky over your house. (rumble, flash crash, boom)
11. A mother is comforting a baby that is crying. (wahhhh, hush, boo-hoo)
12. A boy eats loudly at the kitchen table. (munch crunch, gulp, slurp)

Teacher Directions | ©BookPagez.com

Optional Activity to Extend Engagement



Word Detective: Onomatopoeias
Extension Activity

Directions:
Be a word detective!

Be on the lookout for **onomatopoeias** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name:_____ Word Work Extension Activity | ©BookPagez.com

Extension Activity