

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Turkey Trouble
 By: Wendí Silvano
 Grade Level: 2 / Guided Reading Level: K

Instructional Focus:
 Onomatopoeia

Background:
 Onomatopoeia is a word used to imitate a phonetic sound found in the natural world. It's often used to indicate the noise an animal might make.
 Onomatopoeias don't

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Step 1: Introduce the Focus of Word Work

Introduce Onomatopoeia

- Write the word, onomatopoeia, on the board.
- Have students say the word together several times.
- Tell the students that onomatopoeias are words that sound like the noise they make.
- Write a couple of examples on chart paper or the board.
- Ask for volunteers to give some more examples of onomatopoeias.

paw	bang	ribbit	bow-wow
woof	cock-a-doodle-do	caw	lick-flick
coo	achoo	ding-dong	choo-choo

Step 2: Connect Word Work to Reading

Onomatopoeia in the Text

- Read page 5 of *Turkey Trouble* aloud to the students. Ask them to identify the onomatopoeia words on the page (Mooooo, Gobble).
- Discuss how the author used quotation marks to show the reader that those words are sounds made by the animals.
- Tell the students that we are going to read the rest of the story and that you would like them to listen carefully for onomatopoeias while you read.
- Invite the students to repeat the sound of the onomatopoeia when they hear an onomatopoeia word in the text.
- Read *Turkey Trouble*.

Examples of Onomatopoeias Found in the Text:

Mooooo
 Gobble, gobble
 Oink
 Baaaa
 Cock-a-doodle-doo
 Ding-dong

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Step by Step Lesson Plan

List of words in the book that match the instructional focus

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Step 3: Guided Word Work Practice

Interactive Exploration

- Explain to the class that you are going to practice recognizing onomatopoeia sounds.
- Collect a set of sound-makers. Here are some examples:
 - bell
 - squeak toy
 - pencil sharpener
 - small balloon (to pop)
 - hand clappers
 - whistle
 - sand paper
- Ask the class to identify each object and the onomatopoeia sound that the object makes.
- Guide the students to suggest how to spell the word on the board.
- Remind students that the sounds do not always follow spelling rules.
 - Bell = ring, ring, or tinkle, tinkle
 - Squeak Toy = squeak or eek
 - Pencil Sharpener = whizz

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **Onomatopoeia Practice Page**.
- Direct students to cut out the onomatopoeia sounds at the bottom of the page.
- Allow students to glue the onomatopoeia above the correct picture.
- Circulate around the room to monitor student progress and to answer any questions.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their Word Work.
- Invite 2-3 students to share what they learned with the group.







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Interactive Activity

Independent Practice Page

Onomatopoeia
 Word Work Practice Page

Directions:
 Each of the animals below makes a sound. Choose the onomatopoeia that correctly matches each animal. Cut it out and glue it above the correct picture.

		
		
Croak	Peep	Oink
Baa	Moo	Woof

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Extension Activity

Word Detective: Onomatopoeia
 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

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