**Text Set Mini-Lesson Template**

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| **Grade Level**  **SOL** | 2nd Grade  **Writing** 2.12 The student will write stories, letter, and simple explanations.  c) Expand writing to include descriptive detail. |
| **Mini Lesson Topic** | Onomatopoeia  Objective: The purpose of this mini-lesson is to provide students with wonderful examples of how the author incorporates onomatopoeia to evoke a sense of sound through the use of figurative language. The students will be able to use this example as a mentor text when incorporating onomatopoeia into their own writing. |
| **Materials** | * Onomatopoeia anchor chart * *The Seals on the Bus* by Lenny Hort * Graphic organizer “My Onomatopoeia List” * Scenarios and sound strips * Lined paper * Pencils * White board and markers |
| **Connection:**  Tell them what you taught in the previous lesson. | In our previous writer’s workshop, we looked at many different ways to expand our writing using onomatopoeia. These words are used to imitate sounds. We discussed how these words add descriptive detail to our writing. These words describe sounds and gain the audience’s attention. We added a variety of sounds to our onomatopoeia poster and the students’ onomatopoeia list. We read *Click, Clack, Moo Cows That Type* while listening to and identifying words that imitate sounds. Lastly, the students used these words within their own writing, based on a list of possible topics. |
| **Explicit Instruction:**  Tell them what you will teach today.  Show them exactly how to do it. | Introduction of *The Seals on the Bus* by Lenny Hort:   * “Today we are going to read a book called *The Seals on the Bus* by   Lenny Hort”   * “Raise you hand if you have ever heard of the song *The Wheels on the Bus*?”   “This story follows the same rhythm as the song.”   * “What types of sounds do you think you might read/hear in this story?” Hold   up the book with seals on the cover   * “Think to yourself about what sound a seal might make then turn to a   partner and share.” (Think-pair-share)   * Have the students share out their responses. * Praise students on their responses.   “Today we are going to continue learning how to use words that represent sounds.”  “Remember that onomatopoeia words imitate sounds and add descriptive detail to a story.” Reiterate that author’s use words to create a sense of sound.  Have the students get out their pencils and onomatopoeia lists. “Throughout the story  listen very carefully. If you hear any words that imitate sounds, raise your hand high in  the air.” “This will let me know when you have heard an example of onomatopoeia.”  “Then, record the word on your onomatopoeia lists.”  Begin reading *The Seals on the Bus*.  The first word, errp. The students will raise theirs hand. “What word did you hear?” Praise the students for identifying the word. “What sound is this word imitating?” “The author uses this word to imitate the sound that seals make.” Remind the students to add the word errp to their onomatopoeia lists from the last mini-lesson. “Who can think of another animal sound to use in this sentence?” Provide an example: “The ducks on the bus go quack, quack, quack, quack, quack, quack, quack, quack, quack. The seals on the bus go quack, quack, quack, all around the town.” Have a few students share their thinking. I will use this process for all of the words that imitate sounds. Continue reading until the end of the story. |
| **Guided Practice:**  Tell them to practice with a partner. | Split the students up into partners to practice. Give each pair strips of papers with scenarios and sounds on them. “Using your knowledge of onomatopoeia words, I want you to work together to match the scenarios to the sounds that would best imitate them.” “I am only giving you 60 seconds!” Set the timer for 60 seconds. Once the timer sounds, have the students read the matches out loud with their partner. “Now, I want you and your partner to add any new words that imitate sounds to your onomatopoeia lists.” Go over the correct scenario/sound matches as a whole group. |
| **Independent Practice:**  Remind students how the teaching point can be used in independent writing. Link mini lesson and writing lives. | “We are going to use these words again within our own writing!” Give each student a piece of lined paper. “You are going to write 2-3 sentences to including the sounds of your choice.” “You may use the chart we made together or your own onomatopoeia list to help you write your sentences.”  Display the onomatopoeia anchor chart, from the last mini-lesson, where it is accessible to all students.  While the students create their sentences, walk around to monitor students’ writing. |
| **Groups Wrap Up**:  Restate the teaching point.  Ask: Did you try what was taught? Did it work for you? How will it affect your future writing? | “Today we saw another example of how authors use onomatopoeia to describe certain  sounds and to gain the audience’s attention.” “Would anyone like to share their  sentences?” Have a student share what he or she wrote. “What words did he or she use to imitate sounds?” “What do these sounds represent?” Repeat with 3-4 more students.  “Remember, you can add onomatopoeia within your own writing, just like author  Lenny Hort!” “These words imitate sounds, while gaining the audience’s attention.”  “Through using these words, you will add descriptive detail to your writing!” |