**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 * Markers to add words to the anchor chart * *Click, Clack, Moo Cows That Type* by Doreen Cronin * Graphic organizer “My Onomatopoeia List” * 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 adjectives. We discussed how adjectives add descriptive detail to our writing to make it more interesting to the reader. We compared dull words to awesome adjectives; while the students choose which words they found to be more interesting. We read different texts and made a list on an anchor chart of adjectives that the authors used to make their writing more descriptive. |
| **Explicit Instruction:**  Tell them what you will teach today.  Show them exactly how to do it. | Introduction of *Click, Clack, Moo Cows That Type* by Doreen Cronin:   * “Today we are going to read a book called *Click, Clack, Moo Cows That Type* by   Doreen Cronin”   * “What do you notice about the words within the title *Click, Clack, Moo*?” Hold   up the book   * “Think to yourself about what type of words these might be then turn to a   partner and share.” (Think-pair-share)   * Have the students share out their responses. * Praise students on their responses.   Onomatopoeia Anchor Chart:  “Today I am going to teach you how to use words that represent sounds.”  “Before we read the story, I want us to look at this poster together.” “This poster says, Onomatopoeia words that imitate sounds.” Explain that author’s use words to create a sense of sound. “These types of words add descriptive detail to the story.”  “Let’s read some of these words together.” Buzz, pow, bang, hiss, splat, etc.  Have the students listen to the words in order to make a connection between the sound  and the particular action or animal. “Authors use these words to describe sounds and  to gain the audience’s attention.”  For example: “Listen to the word buzz. What sound could this word be imitating? What  type of animal makes this sound?”  Continue this for 3 examples.  “Can anyone think of any other sounds that we can add to our poster?” Have the  students share. Praise/record students’ words onto the anchor chart.  “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.”  Begin reading *Click, Clack, Moo Cows That Type*.  The first word, click. 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 of cow hooves typing.” Add the word click to the onomatopoeia anchor chart. “Who can think of another sentence using this word?” Provide an example: “After the conversation was over, I ended the call, click!” 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 student a graphic organizer. “Using the my onomatopoeia list, I want you to write as many words that imitate sounds as possible.” “I am only giving you 60 seconds!” Set the timer for 60 seconds. Once the timer sounds, have the students read the words out loud with their partner. “Now, I want you and your partner to choose two words from your list.” At the bottom of your paper, write two sentences, one for each word.” Have each pair share the two words that they came up with and read their sentences.  Add any new words to the onomatopoeia anchor chart. |
| **Independent Practice:**  Remind students how the teaching point can be used in independent writing. Link mini lesson and writing lives. | “We are going to try using these words within our own writing!” Have the students get out their pencils. Give each student a piece of lined paper. “You are going to write 2-3 sentences using onomatopoeia.” “You may use the chart or your own onomatopoeia list to help you write your sentences.”  List some possible topics on the white board:   * The Rain Storm * The Musical Parade * The Animal Parade * The Car Ride   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 learned 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  Doreen Cronin!” “These words imitate sounds, while gaining the audience’s attention.”  “Through using these words, you will add descriptive detail to your writing!” |