

Lesson Plan Template
Date: December 9, 2019

Grade: 5th		Subject: English Language Arts	
Materials: Onomatopoeia Crossword Puzzle, blank paper, pencils, colored pencils, markers		Technology Needed: computer and document camera	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard W.3.5 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.		Universal Design for Learning Below Proficiency: Students who are below proficiency will have a difficult time implementing onomatopoeias into their comic strips. To help these students reach proficiency, I will let them sit next to proficient students to get an idea of how to use onomatopoeias. If students need more help, I will work with them one-on-one. Above Proficiency: Students who are above proficiency will have no difficulty implementing onomatopoeias into their comic strips. In order to challenge these students, I will ask them to focus on developing the art in their comics to help expand their story.	
Objective By the end of the lesson, students will practice using onomatopoeias by creating a comic strip.		Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Student will see the crossword, my examples, and their own comics. • Auditory: Students will listen to instructions. • Kinesthetic: Students will find a safe, productive place to work in the classroom. • Tactile: Students will be creating comics. 	
Bloom's Taxonomy Cognitive Level: Applying and Creating			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Groupings: students will come up to the carpet in front of the white board for instruction. • I will use callbacks to regain student attention if needed. I will repeat call backs as many times as necessary. • I will let students know when they have around five minutes left of work time. 		Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will be seated at the carpet for instruction. • Students will be respectful of others when they find a place to sit and when getting supplies. • Students will not interrupt others. • Students will raise their hands to ask or answer questions. • During instruction, voice levels should be 0 unless answering or asking a question. • Work time voice levels should be a 0-1. • Students will transition quickly and quietly (20 seconds or less). 	
Minutes	Procedures		
	Set-up/Prep before lesson: <ul style="list-style-type: none"> • I will need 20 copies of the crossword puzzle ready to hand out. • I will need 20 pieces of printer paper for comics. • I will need to have the document camera ready to go. 		
5 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Has anyone heard the work “onomatopoeia” before? • If so, what do you think it means? • Onomatopoeia: using words that imitate the sounds things make (sound words) (boo, eek, gobble, bang, boom, vroom, etc.) • What other onomatopoeias can you think of? 		

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	<ul style="list-style-type: none"> Why would we use an onomatopoeia? To help readers “hear” the sounds in our stories, and to make our stories more detailed.
<p>5 minutes</p>	<p>Explain: (teacher-led)</p> <ul style="list-style-type: none"> Today we are going to be practicing using onomatopoeias by completing a crossword puzzle and creating our own comic strips! The crossword puzzle is just for examples of different onomatopoeias. Let’s talk about comic strips. Have we all seen comics before? Our comic strips need to tell a story. Your strip should have at least three panels. Show students what panels are. Your comic strip can be about whatever you want as long as it is appropriate! You need to include at least two onomatopoeias into your comic. Make sure your onomatopoeia fits with what’s happening in your comic. Make it colorful! What questions do you have? Demonstrate how to start creating a comic.
<p>10 minutes</p>	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ul style="list-style-type: none"> Alright, this is your work time. If you have any questions, please ask! You may find any space around the room to sit at as long as you can be safe and productive there. When you get your crossword puzzle and a blank sheet of paper from me, you may begin.
<p>3 minutes</p>	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> Alright, we have about 3 minutes left until ELA workshop begins. Let’s wrap up our comics and put away supplies. If you haven’t finished your comic, that’s okay. You can finish them up later.
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (document of student learning, data collection) <ul style="list-style-type: none"> Student answers and questions. Finished comic strips. 	<p>Summative Assessment (linked back to standard, END of learning)</p>
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Something that went well with this lesson was student interest and interaction. Students were eager to get started on their comics and were quick to shout out onomatopoeias for examples. I also thought that my lesson was succinct. I tried to keep it as brief as I could while keeping all the good information. I tend to struggle with time management, as most of my lessons have gone over time or have needed extra time to finish because my explanations get lengthy. I felt I did well with time management during this lesson. Another thing that went over well was my comic strip example that I showed my students. I depicted my dog running and taking out my knees, which actually used to happen quite often. I got a few giggles out of the students from that story. I really enjoy sharing bits of my life with them and I know they remember content better when it has a personal connection.</p> <p>My students learned what an onomatopoeia is and learned how to use them in a form of writing. I know students learned what an onomatopoeia is because their assumptions of what the word meant were corrected. Many students thought the word meant the opposite of a word, like antonym. After we discussed what an onomatopoeia actually is, we discussed how they are used in text. Students demonstrated this understanding by completing comic strips that had to have at least two onomatopoeias clearly shown. Students were also able to define onomatopoeia for me the next day when we were going over work that needed to be done for ELA workshop.</p> <p>If I were to do this lesson again, I would have clearer expectations for what a colorful comic strip should look like. My example was partially finished so I could use it to demonstrate how to make the comic, if needed. I could have brought in another fully finished example, or I could have explained it better verbally.</p> <p>Another thing I would change would be to make the instructions over the crossword puzzle clearer. Students did not have to finish it. They could if they finished their comic early, but the main point of the crossword puzzle was to have the word bank of onomatopoeias. I had many students</p>	

starting to complete the crossword puzzle before they began their comic strips. I also could have just retyped the word bank of onomatopoeias for them instead of giving it to them with the crossword. This would have prevented a lot of confusion.

One of the last things I would change about this lesson would be to put a cap on how many panels a student could make. My instructions were that they needed at least three, and the majority of students just did three. However, a handful of students did more than three. These students went above and beyond, which I appreciated, but they ended up spending a lot more time than was necessary to complete the comic strip. These students also took notice of this when they were about halfway done. They made comments like "I should have just done three."


❖ See below for Onomatopoeia Crossword Puzzle.

Onomatopoeia Crossword Puzzle: <https://www.education.com/lesson-plan/onomatopoeia/>

COMIC BOOK ONOMATOPOEIAS!

H	R	L	E	T	V	H	O	P	J	Z	P	M	O	O	V	F	A	M	
A	P	L	O	N	K	N	E	V	M	S	H	K	A	A	H	T	A		
J	E	J	F	I	E	L	A	B	A	O	H	K	K	A	R	M	A	H	W
B	K	L	O	G	A	J	T	S	R	L	W	E	N	O	O	F	H	T	
W	H	I	O	M	I	K	H	C	K	T	I	F	H	E	O	U	N	I	
A	T	O	M	E	Z	O	W	I	E	R	T	I	S	I	Z	O	K	S	
M	N	O	P	K	A	E	A	N	T	U	I	P	A	U	A	I	A	D	
T	K	H	U	B	N	T	C	K	N	M	E	A	L	T	P	P	O	N	
N	T	H	W	I	P	G	K	E	M	O	E	R	C	Y	A	B	E	F	
S	W	E	T	F	K	J	H	T	Z	O	N	J	I	A	A	A	H	G	
P	U	O	H	F	L	A	E	U	E	B	K	E	N	B	E	N	T	N	
Z	O	U	K	L	U	B	B	O	K	A	A	K	J	T	G	H	I		
W	G	B	O	O	M	E	O	P	K	K	E	U	P	Z	N	L	P	O	
O	H	N	T	Z	O	T	N	I	U	H	I	O	T	O	K	A	S	B	
N	N	K	L	N	W	I	K	U	C	H	T	P	A	H	W	Y	E	O	
K	E	C	R	U	N	C	H	R	B	U	R	E	O	X	T	A	R	A	
H	O	E	E	R	N	S	A	N	S	K	E	R	P	L	O	P	T	B	

Onomatopoeias are popular in comic books and graphic novels because they are words that sound like what they describe. Find the comic-themed onomatopoeias in the word search. The words can be vertical, diagonal, or horizontal, and forward or backward.



BANG **VOOMP**
BOOM **CLASH**
KA-BOOM **KER-FLOP**
BLAMMO **FWOMP**
WHAM **THUNK**
BOCK **THWACK**
ZOWIE **WHAP**
KA-POW **FOOMP**
BWAH **ZWONK**
BOING **FLONK**
BIFF **THWIP**
CRUNCH **ZAP**