

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

Hot Dog
By: Doug Salati
Grade Level: 2 / Guided Reading Level: L

Word Work

Instructional Focus: Onomatopoeia

Background: A figure of speech is a way of using words to make writing more interesting and meaningful. Onomatopoeia is a type of speech where words imitate or mimic the sounds they represent to create vivid and sensory experiences in writing.

Examples:

sizzle	crash
boom	slurp
hiss	screach

Materials and Preparation:

- A Copy of *Hot Dog* by Doug Salati
- Chart paper
- Onomatopoeia Matching Cards (cut cards out in advance)
- Match Ups Score Sheet
- Match Lip Directions
- Onomatopoeia Word Work Practice
- Optional - Word Detective (1 page)
- Optional - Name That Sound!

Step 1: Introduce the Focus of Word Work

Introduce Onomatopoeia

- Explain that writers use something called "figures of speech" to make stories more interesting and fun.
- Explain that one kind of figure of speech is called "onomatopoeia." Consider clapping out the syllables of "onomatopoeia," and have students repeat the word back to you.
- Explain that onomatopoeia are words or phrases that imitate or mimic the sounds they are describing.
- Direct students' attention to the example list of onomatopoeias on your anchor chart. Point to each word and say it out loud (consider reading each word in a way that exemplifies the imitated sound).
- Have students repeat each word after you (consider having students repeat each word in a way that exemplifies the imitated sound).
- On the right side column of the anchor chart, rewrite each of the onomatopoeias in creative ways. Tell students that sometimes authors and illustrators change the way the text in a book looks to help show the onomatopoeia's sound effect.
- Ask students if they can think of any other words that mimic sounds. Add them to your anchor chart as students suggest them.
- If students struggle to come up with more onomatopoeias, prompt them with topics or scenarios:
 - What sounds do superheroes make in comics when they fight?
 - What sounds do farm animals make?
 - What sounds do you hear during a thunderstorm?
 - What sounds do you hear when someone is cooking?
- If students suggest a word that is not an onomatopoeia discuss the misconception with the group. Remind students that onomatopoeia sound like the sounds they are describing.

Step 2: Connect Word Work to Reading

Onomatopoeia in the Text

- Tell students that the book they will be reading today has onomatopoeias in both the text and the illustrations.
- Show them pages 3 and 4 of *Hot Dog*. Tell the students to listen and look at the words extra carefully while you read. Ask students to put a hand to their ear when they see or hear an onomatopoeia in the text or illustration.

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Step by Step Lesson Plan

Optional Activity to Extend Engagement

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Word Work

Step 2: Connect Word Work to Reading (continued)

Extend Engagement

Name That Sound!

Divide students into groups of 4-6. Each group will read a set of clues. The answer to each clue is an onomatopoeia.

Once you have finished reading each clue, students can talk with their group for 30 seconds before you yell out the onomatopoeia. "DING DING DING!" which signals the groups to stop talking and raise their hands if they know the onomatopoeia.

Call on a group that has every student's hand raised.

If the group has answered correctly, they get a point.

If a group says an onomatopoeia or a word that does not answer the clue, they do not get a point, and you can move to a new group.

Onomatopoeia in the Text

- After reading pages 3 and 4, ask the students to share the onomatopoeias that they saw and heard. Discuss the sounds that those words are imitating. Add the new onomatopoeias to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to listen and look for words that imitate or mimic sounds. Remind them to be polite and not to interrupt you while you read.
- Read *Hot Dog*.

Examples of Suffixes Found in the Text:

- Screach
- Sniff
- Howwerk
- Rreereeeoooooeeee
- Tukoo-tukoo-tukoo
- Beep
- Howerk
- Hank
- Bip-bip-bip
- Wrrll
- Shimmers
- Rumble
- Hum
- Ruuh

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs.
- Provide each pair with a set of onomatopoeia matching cards (cut the cards in advance).
- Show students how to match an image with an onomatopoeia.
- Explain that this activity works best if you talk with your partner and say each onomatopoeia out loud as you work on your matches.
- Their task, as a pair, is to match all of their onomatopoeia matching cards correctly.
- Set a timer for the activity (10-15 minutes).
- Visit each pair as they work. Discuss the correct answers at the end of the activity with the whole group.

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List of words in the book that match the instructional focus

Onomatopoeia Cards Interactive Activity

hiss	buzz	pop	jingle
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Onomatopoeia Picture Cards Interactive Activity

Guided Word Work Practice (Matching Cards) | @BookPagez.com

Interactive Activities

Independent Practice Pages

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Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of *Onomatopoeia practice page*.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

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.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for onomatopoeias in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the *Word Detective worksheet*.

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Onomatopoeia Word Work Practice Page #1

Directions: Find and circle the onomatopoeia in each sentence.

- The birds sang tweet-tweet in the morning.
- The vase rattled.
- The kitty snickered.
- As the rain fell, the wind whistled.
- The baby giggled.
- The window rattled.
- Vroom-vroom!
- Tick-tack.
- The fire crackled.
- Pitter-patter.
- When he sneezed.
- Bees buzz.
- The door creaked.
- The race car revved.
- She heard a pop.

Name: _____

Onomatopoeia Word Work Practice Page #2

Directions: Look at the illustration below. Write at least 3 onomatopoeias on the illustration to describe the sounds you might hear if you were in the setting.

Name: _____

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Word Detective

Word Detective: R-Controlled Vowels Extension Activity

Directions: Be a word detective! Be on the lookout for r-controlled words 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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