# Bachelor of Education (Elementary)

# Mini-Lesson Plan

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| **Lesson Title:** | Onomatopoeia Figurative Language | **Lesson#** | 4 | **Date:** | **November.24.2021** |
| Name: | Barkha Dhanju | Subject: | Language Arts | Grade(s): | 4/5 |

Rationale:

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| **This lesson is important because it will help students be more descriptive with their future writing and have a better understanding around figurative language. This lesson will teach students how to be more expressive in their writing as well. The lesson will have students find their matching onomatopoeia by finding the matching sound to their picture card or vice versa.** |

Core Competencies:

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| Communication | Thinking | Personal & Social |
| Connecting and engaging with others Students will engage in class activities by connecting and engaging with others while trying to find their match Working collectively: Students work together in order to complete their task. |  | Building Relationships: This game is a group game that ends up in pairs, they will communicate with their peers to find their match. |

Big Ideas (Understand)

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| Using language in creative and playful ways helps us understand how language works. |

Learning Standards \*Cut and paste standards from the curriculum documents\*

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| (**DO)** | (**KNOW)** |
| Learning Standards - Curricular Competencies CC15 | Learning Standards - Content |
| * Use language in [creative and playful ways](https://curriculum.gov.bc.ca/curriculum/english-language-arts/4/core) to develop style | Story/text   * **Figurative language- onomatopoeias** |

Instructional Objectives & Assessment:

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| Instructional Objectives (Students will be able to…) | Assessment |
| * Pronounce the word onomatopoeia * Explain what an onomatopoeia is and give examples * Actively listen to the book being read to them * Show their understanding of an onomatopoeia * Follow instructions * Participate in a class activity and use their positive social skills to find their partner in a respectful manner * Share their onomatopoeia with the class * Guess what the correct answer for the onomatopoeia matching game | Include:  WHAT (you are assessing)   * If students are able to explain what an onomatopoeia is and give examples of their own * If students are able to actively listen to a storybook and pick up the onomatopoeia * If students are able to work together to, follow instructions and complete an activity.   HOW (you are assessing it)   * **Students will watch the video on onomatopoeias** * **after video students will give examples of onomatopoeia** * **students will actively listen to the book and every time they hear an onomatopoeia, they will put a thumbs up to their chest to show understanding** * **students will actively listen by eyes on me and hands on their desk** * **students are able to pair up their photo or word card to the matching word or photo card** * **students share with the class their word card by saying the sound** * **class actively listens and guesses the photo card** * **end of the class students shows thumps up thumbs down or flat hand on their chest to show me their understanding of onomatopoeias** |

Prerequisite Concepts and Skills:

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| Active listening skills  Reading skills  Basic vocabulary  Able to work in groups |

Indigenous Connections/ First Peoples Principles of Learning:

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| Learning involves patience and time. This lesson has a few activities that some students may need more time to understand, this lesson requires patience and time from both the teacher and student in order for the students to succeed.  Learning is embedded in memory, history and story. We will be using a story book to teacher this lesson and to assess the students understanding of the lesson as well. Stories can be used in many different and incorporating story books into a lesson is one way of adding an indigenous aspect to the lesson. |

Universal Design for Learning (UDL):

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| In this lesson we will be using different resources to learn onomatopoeias. We will start with a short video for visual learners, then we will read a book for auditory learners. After we will work in pairs for students who work better with the support of their peers. The activity also works well with kinesthetic learners as it’s a hands-on activity. |

Differentiate Instruction (DI):

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| If a student is unable to work in a group setting, they can have their own set of cards and work independently |

Materials and Resources

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| White board + Markers  Robert Munch Book- Cookies (provided by me)  Matching onomatopoeia cards (created by be) |

Lesson Activities:

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| Teacher Activities | Student Activities | Time |
| Introduction (anticipatory set – “HOOK”):  Write the word onomatopoeia on the white board and ask the class if they recognize this word. Those students who do I ask them to put their hands down and those students who don’t I ask them if they think they know how to pronounce it as a fun way to introduce the literacy device. Students will take turns trying to pronounce the word as an introduction to the word. After students share, I will introduce the figurative language  Share the definition: Onomatopoeia is when a word describes a sound and mimics the sound of the object or action it refers to when it is spoken.  Watch this video to explain onomatopoeia  <https://www.youtube.com/watch?v=f1b5kCvVBo8&ab_channel=mindybauer>  Around the word onomatopoeia on the board, make it into a cloud to start a word web and to see if students understand the concept ask them for examples and write them around the board. | Students will try to pronounce the word if they would like to share  Students will watch the video and learn about onomatopoeias.  Students will come up with examples and share them to the class | 7 mins |
| Body:  Read the book Cookies by Robert much which is filled with onomatopoeia and every time they hear an onomatopoeia, they put a thumbs up to their chest to show their understanding and active listening throughout the book  After the book we will begin our matching activity. There will be cards with a picture and a card with a matching sound. Each student will receive 1 card randomly placed on their desk and once every student has their card, they can look and if they need any clarification before we begin, they can ask me. They will have 6 minutes to find their partner that has the matching sound or photo. Once they have found their partner they will sit down next with their partner.  Once every student is sitting down, we will go around the classroom and each pair will say the sound card they have while their classmates will raise their hands and guess the matching picture on the card. The students will pick the student who they want to guess, and they will tell the student if their right or wrong. We will go around until all pairs have shared their cards with the rest of the class. | During the book, every time students hear an onomatopoeia, they will put a thumb in near their chest to show understanding and active listening.  Once students have received their cards, they can raise their hands if they need help with their card. they then will go around the classroom asking their classmates what card they must find the matching photo or word.  Once they found their match they will sit with their partner and wait for time to end.  Each pair will go around and share the sound they have. Other students will raise their hand to guess the matching photo. The pair will choose a classmate to guess and tell them if its right or wrong. We will go around the entire class until everyone has shared their cards. | 19mins |
| Closure:  Students will have 45 seconds to go back to their assigned seating.  Ask students if they understood this lesson by showing a thumbs up, thumbs down or flat hand on their chests to show if they understood this lesson.  Share with students like last week’s lesson, this week’s lesson will also help with their future writing and help them be more descriptive as well. | Students can go sit in their own desks. They will either put a thumbs up, thumbs down or flat hand to show if they understand today’s lesson. | 4 mins |

Organizational Strategies:

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| **Hands on top it’s time to stop- gain classes attention**  **Randomly hand out cards face down on students’ desks** |

Proactive, Positive Classroom Learning Environment Strategies:

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| **When each pair shares their cards whether correct or incorrect, I will give them positive feedback for their efforts. Share with the entire class that they did a great job with each activity. Creating a positive learning environment by having students share their understanding with a thumbs up but low to their chest so no other student is able to see their understanding of the lesson.** |

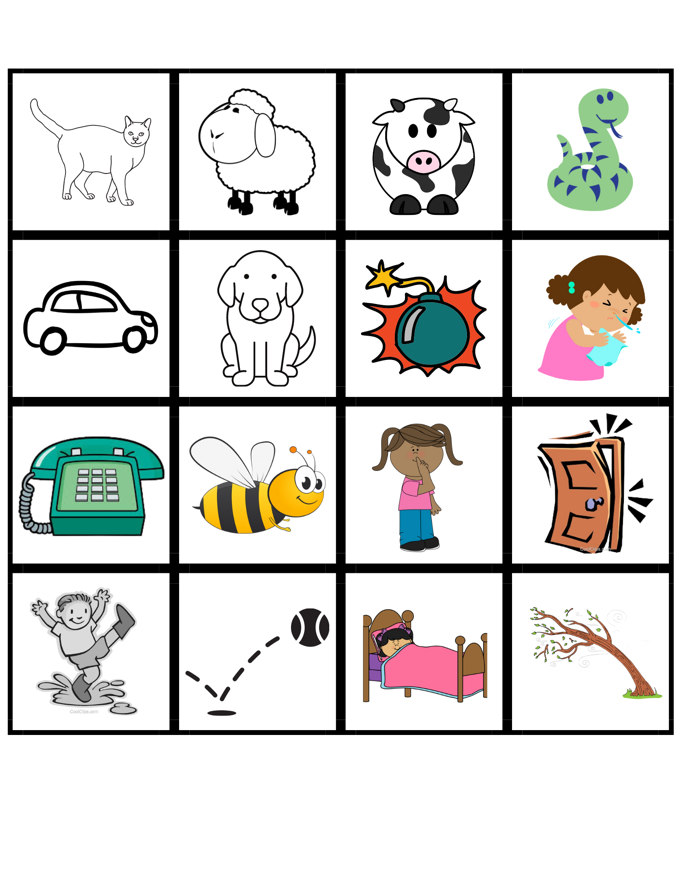
Extensions:

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| This lesson can be extended into general figurative language. We can adapt this lesson and make it into a unit plan by focusing on a new figurative language in each class. The matching card game can also be adapted to a larger lesson as it can be matching a word or phrase to different figurative language examples. |

Reflections (if necessary, continue on separate sheet):

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| This lesson overall went well, the kids overall enjoyed the different activities that were presented to them. We started off with the word on the board and the students tried to guess the pronunciation. This was a fun way to hook the students towards the concept as it’s a tricky word to sound out. After we discussed the word, we then listened/watched a song video about onomatopoeias for the students to learn more about the concept. This was a great way for them to learn about onomatopoeias without having the teacher stand there and give them definitions. After the video we created a word cloud so the students could share the different onomatopoeias they heard in the sound. They loved this as they could say some fun words. After we read the book mm cookies by Robert munsch. This booked was filled with onomatopoeias. It is a bit of a book for a younger age group so in order to get them engaged I asked them to actively listen and put a thumbs up every time they heard an onomatopoeia. During this activity near the end, I noticed I lost a few students attention, so maybe choosing a different book would be best for this particular class. After the book, we went back to our word wall and added more words they heard. During our last activity with the matching the cards and finding your partner game, this is where I would change a few things. At the start I gave them clear instructions of what to do prior and during the activity, what I should have done before starting is asked them to repeat the instructions that were given to them to show they understand and were listening. Another thing that I would change about this lesson is although this is a randomly paired game, some students are unable to work together so I would have purposely not put them together had I known that. Overall, the lesson went great, but prior to group work and getting the students out of their seats I would have done a lesson on how to work in groups or pairs as I noticed this class had not done a lot of group work which made this activity a little difficult for them to organize. Having a lesson or two on group work and teamwork would be a great thing to incorporate prior to this lesson as well. |

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