



Fearless!

The story of racing legend Louise Smith
By Barb Rosenstock Illustrated by Scott Dawson
Dutton Children's Books, 2010
ISBN: 978-0-525-42173-3

Teaching Onomatopoeia using Fearless: the story of racing legend Louise Smith

Lesson Plan: Language Arts (Figurative Language)

Grade Level: 2-5

Student Goal:

- ◆ Students will identify examples of onomatopoeia in Fearless: the story of racing legend Louise Smith.
- ◆ Students will relate onomatopoeia to everyday life experiences and other environments.

Illinois Goals:

1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).

2.A.2a Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.

4.B.2b Use speaking skills and procedures to participate in group discussions

Student Objectives:

- ◆ Students will identify at least three examples of onomatopoeia from Fearless.
- ◆ Students will identify sources of sounds that onomatopoeic words are based on.
- ◆ Students will convey their understanding of onomatopoeia by reading it aloud and writing examples of it.

Materials:

- ◆ Fearless: the story of racing legend Louise Smith.
- ◆ pens, pencils, crayons, and/or colored markers
- ◆ writing paper

Directions:

1. Ask students about sounds they would hear from a car that was having trouble starting, a hungry cat, a fireworks display, and birds on a hot summer day. Tell them that their answers, which should include words such as "chuga chuga" "meow," "boom," and "tweet," are all examples of onomatopoeia, the use of words that imitate sounds.

Onomatopoeia is an ancient Greek term that means "name-making," most likely because the meanings of onomatopoeic words are indeed made by sounds. Poets and other writers use onomatopoeia to bring their poems and stories to life.

2. You may choose to write the following words on the board to provide more examples of onomatopoeia, then ask students to identify animals and objects that might be associated with these words.

Splash	wow	gush	kerplunk	buzz	crash
Whirr	clang	hiss	purr	squeak	mumble
Hush	boom	bang	zoom	eeek	bing

3. You may also provide the students with other books and poems that use onomatopoeia and have them search for words to add to the list.

4. Discuss how the shape, color, and arrangement of letters in the book Fearless can add drama to onomatopoeic words. For example, the font of the onomatopoeic words are completely different from the rest of the text. Ask the students to discuss why that is. What was the author trying to show?

5. Have the students flip through the book and find examples of onomatopoeic words that appear in regular typeface. Then have them rewrite those sentences using pens, crayons, and/or colored markers on paper. Encourage them to vary the shape, color, and arrangement of the letters in the onomatopoeic words to bring out the feelings and ideas behind them. Afterward, ask volunteers to explain why they wrote the onomatopoeic words the way they did and how it might affect a reader's understanding of those words.

6. Have volunteers read aloud their sentences, modulating their voices to reflect the actual sounds that inspired the onomatopoeic words. Then ask them to explain why they read aloud the onomatopoeic words the way they did and how it might affect a listener's perception of those words.

Assess Students:

Teacher Observation: Were students able to identify onomatopoeic words, along with the real-life sources they are based on? Did the students read aloud examples of onomatopoeia and write them in a way that conveyed their understanding of them?

Assignment:

Have students come up with nonsense words that are based on actual sounds. For example, "doo dido doo doo doo" could be the sound of a cell phone ringing. "bing bong bing bong" could be the sound of a door bell. To give your class a head start, you may wish to list sources of sounds such as a car warming up, a person in boots walking on slushy snow, a bouncing ball, etc.

Lesson Created By:

Rachel Cole, NBCT, MA in English, MA in Ed. Admin, Schiller Park, Illinois Dist. 81