Lesson Objectives

Day 1
Students will:
- Understand what onomatopoeia and palindromes are
- Identify, read, and write onomatopoeia and palindromes

Materials:
- Anchor Poster

Day 2
Students will:
- Define onomatopoeia and palindromes
- Sort words according to whether they are onomatopoeia or palindromes
- Spell onomatopoeic words and palindromes

Materials:
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 3

Day 3
Students will:
- Sort words according to whether they are onomatopoeia or palindromes
- Spell onomatopoeic words and palindromes
- Use onomatopoeic words and palindromes in sentences

Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity

Day 4
Students will:
- Identify onomatopoeic words and palindromes in a reading passage
- Use onomatopoeic words and palindromes in meaningful sentences

Materials:
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5
Students will:
- Spell onomatopoeic words and palindromes

Materials:
- Quick-Check Assessment
Day One

Supporting ELs
Ask fluent English speakers to role-play the onomatopoeic words for less fluent English speakers.
English Learners have onomatopoeia in their native languages. Encourage students to share these words with the class.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word mumble on the chalkboard. Show how you divide the word into two syllables between the consonants m and b. Explain that you now have two syllables, one with a short u sound and one with a consonant plus -le. Read each syllable and then blend the syllables together: mum/ble: mumble. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Eponyms
Focus Words: calico, sandwich, titanic, ritzy, diesel, jumbo, hector, juggernaut
Write the words calico, sandwich, and titanic on the chalkboard. Read the words aloud together. Ask students what eponyms are. Prompt them to identify eponyms as words that come from names or places. Ask volunteers to tell you the meaning of each eponym on the chalkboard and the origin, if they know it.
Ask students to write the words ritzy, diesel, jumbo, hector, and juggernaut in their word study notebooks. Have them turn to a buddy and use each word in an oral sentence.

Introduce Onomatopoeia and Palindromes

Model
Write the following words on the chalkboard and read them aloud: bawl, ouch, neigh. Say: These words are an example of onomatopoeia, which uses words that sound like the thing they stand for, like the cry of a baby or the sound a horse makes.
Write these words on the chalkboard and read them aloud: civic and mom. Say: These words are called palindromes, which means they spell the same word forward and backward.
Explain to students that it’s fun to use palindromes and onomatopoeia and these devices can give depth and substance to their speaking and writing.

Guide
Refer to the anchor poster for a description of onomatopoeia and palindromes.
Create a word web and ask students to brainstorm more onomatopoeic words.
Encourage students to add words that are palindromes.

Apply
Have students create two lists from words on the chalkboard in their word study notebooks, one for onomatopoeia and one for palindromes. Encourage students to use the words in written sentences in their notebooks.
Spelling Words with Onomatopoeia and Palindromes

Unit Spelling Words: bleat, hiccup, mumble, rustle, kayak, madam, rotator, solos

Write these words on the chalkboard: bleat, hiccup, mumble, rustle.

Explain to students that many words that use onomatopoeia may be familiar to them because we use them and read them every day. Often they follow typical spelling patterns, such as the vowel digraph ea in bleat, the double consonant c in hiccup, and the -le ending to mumble and rustle.

Write the remaining spelling words on the chalkboard. Point out to students that because these are palindromes, if they can spell half of the word, they can spell the entire word as the word repeats itself, only backward.

Ask students to write the spelling words in their word study notebooks. Have them use onomatopoeia in written dialogue. Challenge students to create a phrase-long palindrome with the spelling words.

Assessment Tip

Note which students have difficulty understanding how to use onomatopoeic words. Provide books of poems or other sources of rich language for them to read so they can see the words used in context.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

**Closed Sort**

<table>
<thead>
<tr>
<th>Onomatopoeia</th>
<th>Palindrome</th>
</tr>
</thead>
<tbody>
<tr>
<td>jangle</td>
<td>Anna</td>
</tr>
<tr>
<td>achoo</td>
<td>dewed</td>
</tr>
<tr>
<td>beep</td>
<td>level</td>
</tr>
<tr>
<td>chirp</td>
<td>minim</td>
</tr>
<tr>
<td>giggle</td>
<td>refer</td>
</tr>
<tr>
<td>neigh</td>
<td>stats</td>
</tr>
<tr>
<td>plunk</td>
<td></td>
</tr>
<tr>
<td>shush</td>
<td></td>
</tr>
<tr>
<td>ugh</td>
<td></td>
</tr>
<tr>
<td>whisper</td>
<td></td>
</tr>
</tbody>
</table>

**Buddy Sort**

<table>
<thead>
<tr>
<th>Onomatopoeia</th>
<th>Palindrome</th>
</tr>
</thead>
<tbody>
<tr>
<td>bawl</td>
<td>civic</td>
</tr>
<tr>
<td>eek</td>
<td>deed</td>
</tr>
<tr>
<td>itch</td>
<td>Hannah</td>
</tr>
<tr>
<td>knock</td>
<td>noon</td>
</tr>
<tr>
<td>ouch</td>
<td>reviver</td>
</tr>
<tr>
<td>(peep)</td>
<td>sagas</td>
</tr>
<tr>
<td>(pop)</td>
<td>racecar</td>
</tr>
<tr>
<td>(toot)</td>
<td>tenet</td>
</tr>
<tr>
<td>(peep)</td>
<td>(peep)</td>
</tr>
<tr>
<td>(pop)</td>
<td>(toot)</td>
</tr>
</tbody>
</table>

**Review Onomatopoeia and Palindromes**

Write the words *achoo*, *chirp*, *mom*, and *tot* on the chalkboard. Ask students to tell you in their own words what onomatopoeia is. Ask them to tell what a palindrome is. Ask students to write these words in their word study notebooks and use each in a written sentence.

**Closed Sort**

**Teacher Word Cards:** same as BLM 3

**Teacher Category Cards**

Place the category cards in a pocket chart so students can see them. Hold up the word card *jangle* and read it aloud.

**Say:** What kind of word is this? It sort of makes a sound that feels “jangly” when I say it. Which category does it belong in?

Prompt the students to tell you to place the word card in the Onomatopoeia category.

Hold up the word card *Anna* and read it aloud. **Say:** This word is a name. It is the same name whether it is spelled backward or forward. Which category does it belong in?

When the students tell you, place the card in the Palindrome category.

Continue reading the word cards and having students tell you in which category to place them.

**Buddy Sort**

Tell students they will now sort words with a partner, using the same categories they used in the sort they just completed with you.

Give student pairs the category cards from BLM 2 and the word cards from BLM 4. Have them take turns, with one student reading words aloud and the other telling in which category to place the words. Then have them switch roles.

When students have finished, ask which three words could fit in both categories. *(pop, peep, toot)*

**Spelling.** Ask students to write the categories Palindrome and Onomatopoeia in their word study notebooks. Have them sort the spelling words by writing each word in the correct category.

**Home/School Connection**

Give students BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

**Supporting ELs**

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.
Speed Sort

Divide the class into groups of three or four. Give each group the category cards from BLM 2, the word cards from BLM 5, and a stopwatch. Tell them that once again they are going to sort the words into the categories Onomatopoeia and Palindrome. This time they will work as a group to sort the word cards as fast as they can, while one person in the group keeps time. Then they should repeat the sort and try to beat their last time.

Applying Meaning. Give students BLM 7 and ask them to complete the cloze by choosing the correct word and identifying it as an example of a palindrome or onomatopoeia.

<table>
<thead>
<tr>
<th>Onomatopoeia</th>
<th>Palindrome</th>
</tr>
</thead>
<tbody>
<tr>
<td>bleat</td>
<td>kayak</td>
</tr>
<tr>
<td>bubble</td>
<td>madam</td>
</tr>
<tr>
<td>flick</td>
<td>mom</td>
</tr>
<tr>
<td>hiccup</td>
<td>radar</td>
</tr>
<tr>
<td>mumble</td>
<td>rotator</td>
</tr>
<tr>
<td>rustle</td>
<td>rotor</td>
</tr>
<tr>
<td>thud</td>
<td>solos</td>
</tr>
<tr>
<td>vroom</td>
<td>tot</td>
</tr>
</tbody>
</table>

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the words. Note if they need more practice with using the words correctly in context.

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Day Four

Providing Support
Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of palindromes and onomatopoeic words.

Word Hunt
Give students a copy of the passage on BLM 9. Tell them that they will read the passage and circle the words that are palindromes and onomatopoeia.

Model reading a few sentences and finding and circling palindromes and onomatopoeia. Ask students to complete the rest of the word hunt on their own.

After students have finished, have them share the words they found and tell which are examples of palindromes, onomatopoeia, or both, and why.

Have students choose six words from the passage. Have them write a short paragraph using the words.

Spelling Dictation
Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: calico, diesel, titanic.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: bleat, hiccup, madam.

Dictate the following sentence and have students write it on their papers: We heard the rustle of the grass and the mumble of ducklings as we paddled the kayak through shallow water.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice
Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the spelling unit words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of onomatopoeia and palindromes using the Quick-Check for Unit 31.

Suggestions for Independent Practice

Palindrome Wall and Onomatopoeia Wall. Create two spaces where students can post new palindromes and onomatopoeia as they find them. Encourage students to draw pictures to illustrate the onomatopoeic words. Challenge students to see who can come up with the longest palindrome.

Onomatopoeia in Poetry. Encourage students to write poems using onomatopoeic words. You may wish to introduce them to classic poems with onomatopoeia, such as Tennyson’s “The Princess.”

Oxymora. Learning about oxymora is another way for students to enrich their language. Tell students that an oxymoron is a short phrase in which the words seem to contradict each other, such as “sweet sorrow” or “wise fool.” Encourage students to brainstorm lists of oxymora. Have them post their lists on a chalkboard so others can see them.

Idioms. Explain that idioms are expressions or phrases that mean something different than what they appear to mean. For example, the phrase catch your breath doesn’t literally mean that you can physically catch your breath. Ask students to think of idioms they use in their everyday language. Have them create humorous illustrations to go along with these idiomatic phrases.
Unit 31 Quick-Check:
Onomatopoeia and Palindromes

Answer Questions
Directions: Choose the correct word or words to complete each sentence.

1. Whenever the dog hears a _______________ on the door, she jumps up and barks.
   beep knock whisper

2. The _______________ blade on the boat propeller isn’t working properly.
   rotor toot kayak

3. _______________ said to meet her at _______________.
   Moon, non Mon, moon Mom, noon

4. “_______________, I hate spelling tests!” Marcia whined.
   Achoo Ugh Pop

Apply
Directions: In the space below, list three to five palindromes and onomatopoeia you know.

____________   ____________   ____________   ____________   ____________   ____________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

<table>
<thead>
<tr>
<th>Onomatopoeia</th>
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</table>

Word Bank
deed, ouch, tot, itch, shush, civic, chirp, sagas

Think and Write about Onomatopoeia and Palindromes
Directions: In the space below, explain how understanding onomatopoeia and palindromes helps you as a reader, speller, and writer.