



artsNOW

Integrated learning solutions

SOUND SENSATIONS
Grade Band: K-1
Content Focus: Theatre & ELA



LEARNING DESCRIPTION

In this lesson, students will listen to a story called *The Listening Walk*, and create a class soundscape based on the examples of onomatopoeia in the story. Students will then work in small groups to create and perform their own narratives based on the story exhibiting examples of onomatopoeia.

LEARNING TARGETS

Essential Questions	"I Can" Statements
What is onomatopoeia?	I can identify and create examples of onomatopoeia.
How can I use my voice and/or body to create examples of onomatopoeia in a story?	I can create a soundscape and produce examples of onomatopoeia using my voice and/or body.



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GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p>Kindergarten ELAGSEKW2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Grade 1 ELAGSE1RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Kindergarten TAK.CR.1 Organize, design, and refine theatrical works.</p> <p>TAK.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p> <p>Grade 1 TA1.CR.1 Organize, design, and refine theatrical works.</p> <p>TA1.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>Kindergarten READING - LITERARY TEXT Language, Craft, and Structure (LCS) Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. 9.1 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.</p> <p>COMMUNICATION Meaning and Context (MC) Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. 1.1 Explore and create meaning through play, conversation, drama, and story-telling.</p> <p>Language, Craft and Structure (LCS)</p>	<p>Anchor Standard 1: I can create scenes and write scripts using story elements and structure.</p> <p>Anchor Standard 3: I can act in improvised scenes and written scripts.</p> <p>Anchor Standard 4: I can direct and organize work for a performance to reflect specific content, ideas, skills, and media.</p> <p>Anchor Standard 8: I can relate theatre to other content areas, arts disciplines, and careers.</p>



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Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.
 5.2 Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.

Grade 1

READING - LITERARY TEXT

Language, Craft, and Structure (LCS)

Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.

COMMUNICATION

Meaning and Context (MC)

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.

1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.

Language, Craft and Structure (LCS)

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> ● <u>Onomatopoeia</u> - A word that actually looks like the sound it makes; some examples of onomatopoeia are slam, splash, bam, babble, warble, gurgle, mumble, and belch 	<ul style="list-style-type: none"> ● <u>Scene</u> - A single situation or unit of dialogue in a play



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- Soundscape - A work of art or performance that combines sounds in order to create a particular effect
- Character - An actor or actress in a specified role
- Voice - The use of vocal expression by actors

MATERIALS

- [Onomatopoeia review song](#)
- *The Listening Walk*, by Paul Showers
- Three note cards per group
- Pencils

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Listen to the [onomatopoeia song](#) to review with students.
- Create sounds with a few classroom items. Ask students what sounds these could represent in nature or otherwise? (Ex. shaking pom poms in a cup could be wind, drumming on a desk could be thunder).

Work Session

- Students will listen to a story that has lots of rich examples of onomatopoeia, *The Listening Walk*, by Paul Showers.
- Students will discuss some of the sounds they saw written out in the story; as students name them, write them down on an onomatopoeia anchor chart.
- Students will then create a brief soundscape of the story.
 - Read the story again (either in full, or just parts of the story).
 - Tell students that when a sound comes, the students will make the sound aloud. For example, the text reads, “I hear my father’s shoes on the sidewalk. My father walks slowly and his shoes go dop dup dop dup”. As the written word is read aloud, students will tap on the floor with their feet.
- Split students into small groups or partners. Tell the students they will be creating their own listening walks.
 - Students will need a main character and at least three things that the character will hear as he/she walks along a path. One student will be the main character, and the other student(s) in the group will make the sounds as the character comes across them in the story.
 - Ask, “What are some things the main character could come across that would make noise?”.
 - Hand out three index cards to each group. The students will write the onomatopoeia word of the sounds they will be hearing in their scene.



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- For example, the main character might say, “I was walking along and a bee came buzzing by my ear.” The students will write “buzz” on the card and say buzz as they hold it up during their performance.
- The character might say, “Then, a car zoomed by me very fast”. The students will write “vroom” on the card, and say vroom as they hold it up during their performance.
 - Allow time for students to practice acting out the scenes with their group.
 - Circulate the room to assist students as needed.
- Tell students that they will be performing their soundscapes for the class. Review audience and performer expectations.
 - Students will act out scenes for the class.

Closing/Reflection

- Students will tape up their index cards to the onomatopoeia anchor chart.
- Review additions that were made to the chart.
- Discuss how using onomatopoeia engaged and impacted the audience.

ASSESSMENTS

Formative

Teachers will assess student learning by observing students’ participation in the soundscape exercises, onomatopoeia review, and contributions to small group soundscape creation.

Summative

CHECKLIST:

- Students can create a soundscape and produce examples of onomatopoeia using their voices and/or bodies.
- Students can identify and create examples of onomatopoeia.

DIFFERENTIATION

Accelerated:

- Students can write out a script with the onomatopoeia words included.
- Students can include more than three examples of onomatopoeia within the scene.
- Students can create various paths in separate settings - one group could be in a city (cars/trains), a farm (cows, pigs, horses), neighborhood (lawn mower, barking dogs), restaurant (silverware clinking), etc.

Remedial:

- Work with small groups to formulate the words the main character will say.
- Provide a story starter.
- Brainstorm ideas as a class of sounds that students could include in their story.



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ADDITIONAL RESOURCES

NA

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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