

Week 2 - Package 1 - Year 3 & 4

English - Onomatopoeia - Part 1

Things your child needs

Have these things available so your child can complete this task

Ideal	Backup
Device to watch the lesson video and Onomatopoeia lesson- Part 1	Onomatopoeia- Part 1 Power Point - printed
Onomatopoeia activity sheet 1- Water brainstorm	
Onomatopoeia activity sheet 2- Identifying onomatopoeia	
Pencil or pen	

Before your child starts

This lesson is the **first in a series of three lessons** about the literary device onomatopoeia.

What are literary devices?

Literary devices are used in texts to connect with the reader and convey meaning. As your child reads they are beginning to recognise simple literary devices used by authors. Your child is also beginning to learn how to explain why the author has used the device. In narratives or stories, authors might use literary devices such as personification, similes, alliteration, onomatopoeia and imagery to engage the reader and allow them to visualise the setting and characters.

What is onomatopoeia?

Your child will learn that onomatopoeia is when a word imitates or mimics the sound of the object or action it refers to. Words like swoosh, plop and bam are examples of onomatopoeia. Your child will learn that authors use these words to emphasise the sounds of the object or action that is being described. Authors use onomatopoeia to enhance their text and impact what the reader thinks or feels as they read.

What your child needs to do

Your child will watch a video of a lesson about onomatopoeia. The teacher will guide your child as they learn how to identify onomatopoeia in a text.

Throughout the lesson, your child will be asked to pause the video to complete the activity sheets for the lesson.

By the end of the lesson, your child should be able to:

- explain what onomatopoeia is
- give some examples of onomatopoeia
- recognise the use of onomatopoeia in a text

Options for your child

Activity too hard?	Activity too easy?
Read the text examples to your child and have them identify the onomatopoeia orally. Work with your child to find examples of onomatopoeia in texts they are familiar with and able to read.	Have your child find examples of onomatopoeia in other texts. Have your child sort and classify different examples of onomatopoeia based on whether they are normally used to refer to humans, animals or objects.

Extension/Additional activity

Examples of onomatopoeia are everywhere! As you and your child notice examples of onomatopoeia in conversations, books, on television, radio or in other media, keep a list of the words, phrases or sentences.

Where to next?

Learning Package 2: Onomatopoeia- Part 2 of 3 is available on the Learning at Home website.

Onomatopoeia activity 1: Water brainstorm

1. Learning intention:

I am learning to identify, explain and use onomatopoeia in a text.

2. Success criteria:

- I can explain what onomatopoeia is.
- I can give some examples of onomatopoeia.

Instructions: List examples of onomatopoeia that are related to water.

Challenge: You might find a way to categorise your water words.

plop

Onomatopoeia activity 2: Identifying onomatopoeia

3. Learning intention:

I am learning to identify, explain and use onomatopoeia in a text.

4. Success criteria:

- I can recognise the use of onomatopoeia in a text.

Instructions: Highlight or underline the examples of onomatopoeia in each section of text.

Challenge: Find some more examples of text extracts that contain onomatopoeia. You might also like to think about why the author has used onomatopoeia in the text.

Text extract

“Chug, chug, chug. Puff, puff, puff. Ding-dong, ding-dong. The little train rumbled over the tracks.”

“The Little Engine That Could” by Watty Piper

“It went zip when it moved and bop when it stopped.
And whirr when it stood still.
I never knew just what it was and I guess I never will.”

“The Marvelous Toy” by Tom Paxton

Water plops into pond
splish-splash downhill
warbling magpies in tree
trilling, melodic thrill
whoosh, passing breeze
flags flutter and flap
frog croaks, bird whistles
babbling bubbles from tap
“Running Water” by Lee Emmett

And who tolling, tolling, tolling,
In that muffled monotone,
Feel a glory in so rolling
On the human heart a stone...
“The Bells” by Edgar Allan Poe

Over the cobbles he clattered and clashed in the dark inn-yard,
He tapped with his whip on the shutters, but all was locked and barred...
“The Highwayman” by Alfred Noyes

Week 2 - Package 2 - Year 3 & 4 English - Onomatopoeia - Part 2

Things your child will need

Have these things available so your child can complete this task

Ideal	Back up
Device to watch the lesson video	
Onomatopoeia lesson video- Part 2	Onomatopoeia - Part 2 PowerPoint - printed
Onomatopoeia activity sheet 3	Paper
Pencil or pen	

Before your child starts

This lesson is the second in a series of three lessons about the literary device onomatopoeia.

What are literary devices?

Literary devices are used in texts to connect with the reader and convey meaning. As your child reads they are beginning to recognise simple literary devices used by authors. Your child is also beginning to learn how to explain why the author has used the device. In narratives or stories, authors might use literary devices such as personification, similes, alliteration, onomatopoeia and imagery to engage the reader and allow them to visualise the setting and characters.

What is onomatopoeia?

Your child will learn that onomatopoeia is when a word imitates or mimics the sound of the object or action it refers to. Words like swoosh, plop and bam are examples of onomatopoeia. Your child will learn that authors use these words to emphasise the sounds of the object or action that is being described. Authors use onomatopoeia to enhance their text and impact what the reader thinks or feels as they read.

What your child needs to do

Your child will watch a video of a lesson about onomatopoeia. The teacher will guide your child as they learn how to explain why an author might have used onomatopoeia in a text. Throughout the lesson, your child will be asked to pause the video to complete the activity sheet for the lesson.

By the end of the lesson, your child should be able to:

- explain why authors use onomatopoeia

Options for your child

Activity too hard?	Activity too easy?
Read the text examples to your child and have them explain why the author might have used onomatopoeia orally. Work with your child to find examples of onomatopoeia in texts they are familiar with and able to read. Have them explain why the author might have used these examples of onomatopoeia.	Have your child find examples of onomatopoeia in other texts. Encourage your child to record the examples and explain why the author might have used onomatopoeia.

Extension/Additional activity

[“The Bells” by Edgar Allan Poe](#) and [“The Highwayman” by Alfred Noyes](#) are two examples of classic poetry. Have your child read more of the poems and search for examples of onomatopoeia and other literary devices they may be familiar with. Have your child explain which poem they prefer and justify their opinion with examples from the poem.

Where to next?

Learning Package 3 Onomatopoeia- Part 3 of 3 is available on the Learning at Home website.

Onomatopoeia activity 3: Explaining onomatopoeia

1. Learning intention:

I am learning to identify, explain and use onomatopoeia in a text.

2. Success criteria:

- I can explain why authors use onomatopoeia.

Instructions: Write a sentence to explain why you think the author has used onomatopoeia in the text.

Challenge: Find another text extract that includes examples of onomatopoeia. Copy the text and highlight or underline the onomatopoeia. Explain why you think the author has used onomatopoeia in the text.

Text in [square brackets] identifies highlighted words that are examples of onomatopoeia.

**Text extract
onomatopoeia?**

Why has the author used

“[Chug, chug, chug. Puff, puff, puff.
Ding-dong, ding-dong]. The little train
[rumbled] over the tracks.”
“The Little Engine That Could” by Watty Piper

It went [zip] when it moved and [bop] when it
stopped. And [whirr] when it stood still.
I never knew just what it was and I guess
I never will.”
“The Marvelous Toy” by Tom Paxton

Water [plops] into pond
[splish-splash] downhill
[warbling] magpies in tree
[trilling], melodic thrill
whoosh, passing breeze
flags [flutter] and flap
frog [croaks], bird [whistles]
[babbling bubbles] from tap
“Running Water” by Lee Emmett

And who [tolling, tolling, tolling],
In that [muffled] monotone,
Feel a glory in so [rolling]
On the human heart a stone...
“The Bells” by Edgar Allan Poe

Over the cobbles he [clattered] and [clashed] in
the dark inn-yard, He [tapped] with his [whip] on
the shutters, but all was locked and barred...
“The Highwayman” by Alfred Noyes

Week 2 - Package 4 - Years 3 & 4

English- Beyond the Milky Way - Part 1

Things you need

Have these things available so your child can complete this task

Ideal	Back up
Device to watch the lesson video and <u>Beyond the Milky Way- Part 1</u>	<u>Beyond the Milky Way- Part 1 PowerPoint - printed</u>
Activity sheet 1- I see, I think, I wonder	Paper
Activity sheet 2- Poem	
Activity sheet 3- Vocabulary	
Pencil or pen	

Before I start

This lesson focuses on reading and thinking about the language choices in a poem called Beyond the Milky Way by Chris Hogan.

Poetry is a way of expressing feelings, ideas and telling stories. Poems can be written in lots of ways with many different structures.

What my child needs to know and do

Your child will watch the [Beyond the Milky Way- Part 1](#) video and will complete a series of activities about the language choices in the poem. The teacher will guide your child through the activities as they learn new vocabulary.

Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets.

By the end of the lesson, your child will have activities to support them to be able to:

- explore the language choices in the poem.

What to do next

Once your child has completed Beyond the Milky Way activities 1, 2, and 3 they can move on to the next lesson, Beyond the Milky Way- Part 2.

Options for your child

Activity too hard?	Activity too easy?
Your child might just complete the activities for the first two stanzas rather than the whole poem.	Your child might research and read other humorous poems written as ballads.

Extension/Additional activity

Your child might enjoy practising and reading the poem aloud to build their reading fluency including expression and rhythm. This could be performed for family or friends or recorded and shared with their teacher.

Beyond the Milky Way activity 1: I see, I think, I wonder

1. Learning intention:

2. I am learning to read, understand and respond to a poem.

3. Success criteria:

- I can respond to an illustration.

Instructions: Look at the illustration that accompanies the poem *Beyond the Milky Way* by Chris Hogan, illustrated by Tohby Riddle. Write down the things you see, think and wonder about the illustration.

Challenge: Write a paragraph about what you predict the poem will be about.



Beyond the Milky Way

poem by Chris Hogan, illustrated by Tohby Riddle

Image acknowledgment: Sourced from [The School Magazine website](http://www.schoolmagazine.com.au)

I see...

I think...

I wonder...

Beyond the Milky Way activity 2: Poem

4. Learning intention:

5. I am learning to read, understand and respond to a poem.

6. **Success criteria:**

I can explore the language choices in a poem.

Instructions: Read the poem *Beyond the Milky Way* by Chris Hogan, illustrated by Tohby Riddle. Use the following symbols to help you think about the words and story presented in the poem.

Key:

_____ = unsure or unfamiliar word

= I like this

○ = onomatopoeia

Challenge: Imagine that Big Jim had to make a statement to the police about the events from the poem. Write the police statement making sure you include as many details as you can to assist the police.



Beyond the Milky Way

poem by Chris Hogan, illustrated by Tohby Riddle

Big Jim was truckin' cattle, down the highway, late at night,
When suddenly, the sky lit up, and blazed with purple light.
And then, from out of nowhere, while Jim scratched his puzzled head,
A strange, green disk materialised and hovered overhead.

'Good grief!' Jim gasped. He sat and froze, like he'd been thunderstruck.
And as he did, the green disk hummed, and laser-beamed the truck.
Bang! Rattle! Thump! The cabin shook! The airbags fizzed and POPPED!
Jim slammed the brake! He hit the roof! The old truck screeched! And stopped!

'Great cats alive!' the truckie cried, in gasps of disbelief.
He wiped his nose. He rubbed his eyes, and shivered like a leaf.
'I sure ain't stayin' here!' he said, and shuffled in his seat.
'I ain't no sardine in a can, for some alien to eat!'

So, with his fingers double-crossed, and courage in his soul,
Jim sprang out of the cabin, like a rabbit from a hole.
The laser beam sliced through the air, and flashed above his head,
And then, it shifted to the cows, and flashed on them instead.

The cows went moo, like milk cows do, when something takes their eye.
The beam went *ZAP!* And sucked them up, to the spaceship in the sky.
Big Jim cried, 'Stop, you thievin' lot! Them cows ain't yours to keep!'
The green disk hummed. The laser flashed. And Big Jim went to sleep.

Night turned to day. Day turned to night. And finally Jim woke.
He found himself tucked up in bed, surrounded by wee-folk.
'*Dweep Zuggle Nink! Splig Ding Kerdink!*' the largest wee-folk said.
Its four eyes blinked. Its ears went pink, and its tentacles glowed red.

'I'm sorry,' said the truckie, 'but ya lingo has me beat!
If only you spoke Aussie, like us truckies, she'd be sweet.'
The wee-folk wobbled up and down like jelly on a plate,
And snuffling through their blubber mouths, they cried, '*No worries mate!*'

Well! Ever since that moment, when two cultures spoke as one,
The truckie and his new-found friends have flown from sun to sun.
And every day, when tea is served, they have the same main course:
Sweet lamingtons! Milk freshly squeezed! And fairy bread with sauce!

Text and image acknowledgment: Used with permission from [The School Magazine](http://www.schoolmagazine.com.au)

Beyond the Milky Way activity 3: Vocabulary

7. Learning intention:

8. I am learning to read, understand and respond to a poem.

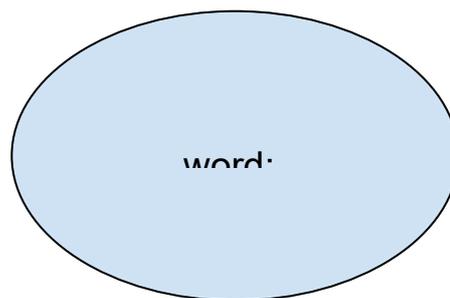
9. Success criteria:

I can explore the language choices in the poem.

Instructions: Complete the Frayer model for the focus vocabulary word-materialised.

Challenge: Choose another word from the poem and complete a Frayer model for the word.

Definition in your own words	Important features (synonyms, antonyms, syllables)



Example in a sentence	Non-example in a sentence

Week 2 - Package 5 - Year 3 & 4 English - Beyond the Milky Way - Part 2

Things you need

Have these things available so your child can complete this task

Ideal	Back up
Device to watch the lesson video and Beyond the Milky Way- Part 2	Beyond the Milky Way - Part 2 PowerPoint presentation - printed
Activity sheet 4- Action	Paper
Activity sheet 5- Theme	
Highlighters	
Pencil or pen	

Before you start

This is the second in a series of two lessons.

This lesson focuses on reading and thinking about the action and theme of a poem called Beyond the Milky Way by Chris Hogan.

Poetry is a way of expressing feelings, ideas and telling stories. Poems can be written in lots of ways with many different structures.

What your child needs to know and do

Your child will watch a video of a lesson about the poem and will complete a series of activities about the action and theme of the poem. The teacher will guide your child through the activities as they learn what is going on in the poem and what the poet was intending.

Throughout the lesson, your child will be asked to pause the video to complete an activity on the activity sheets.

By the end of the lesson, your child will have activities to support them to be able to:

- explain what happened in the poem.
- explain the theme of the poem.

What to do next

Once your child has completed Beyond the Milky Way activities 4 and 5 they can complete the additional activities listed below.

Options for your child

Activity too hard?	Activity too easy?
Work with your child to identify the action and theme of the poem. Have them record their insights orally.	Your child might research and compare the action, characters and theme of 'Beyond the Milky Way' with the well-known Australian ballad 'The Man from Snowy River' by Andrew Barton Paterson.

Extend the learning

Your child might like to read the poem to someone and explain what it is about and how they know. They also might like to draw a cartoon based on the poem by dividing an A4 page into 8 sections and drawing a picture for each stanza.

Beyond the Milky Way activity 4: Action

1. **Learning intention:**

2. I am learning to fluently read, understand and respond to a poem.

3. **Success criteria:**

- I can draw and write to explain what happened in the poem.

Instructions: Read the poem *Beyond the Milky Way* by Chris Hogan, illustrated by Tohby Riddle.

Part 1- Use one colour to highlight the sections of the poem related to Big Jim. Note the details in the first column. Part 2- Use a different colour to highlight the sections of the poem related to the green disk, laser beam and wee-folk and note those details in the second column.

Challenge: In the second, third, fifth and seventh stanzas Big Jim the poet has used quoted speech to show us what Big Jim was thinking and said.

	Big Jim	Green disk, laser beam, wee-folk
Big Jim was truckin' cattle, down the highway, late at night, When suddenly, the sky lit up, and blazed with purple light. And then, from out of nowhere, while Jim scratched his puzzled head, A strange, green disk materialised and hovered overhead.		Green disk
'Good grief!' Jim gasped. He sat and froze, like he'd been thunderstruck. And as he did, the green disk hummed, and laser-beamed the truck. <i>Bang! Rattle! Thump!</i> The cabin shook! The airbags fizzed and POPPED! Jim slammed the brake! He hit the roof! The old truck screeched! And stopped!		Green disk
'Great cats alive!' the truckie cried, in gasps of disbelief. He wiped his nose. He rubbed his eyes, and shivered like a leaf. 'I sure ain't stayin' here!' he said, and shuffled in his seat.' 'I ain't no sardine in a can, for some alien to eat!'		
So, with his fingers double-crossed, and courage in his soul, Jim sprang out of the cabin, like a rabbit from a hole. The laser beam sliced through the air, and flashed above his		Laser beam

head, And then, it shifted to the cows, and flashed on them instead.		
The cows went moo, like milk cows do, when something takes their eye. The beam went <i>ZAP!</i> And sucked them up, to the spaceship in the sky. Big Jim cried, 'Stop, you thievin' lot! Them cows ain't yours to keep!' The green disk hummed. The laser flashed. And Big Jim went to sleep.		Laser beam Green disk
Night turned to day. Day turned to night. And finally Jim woke. He found himself tucked up in bed, surrounded by wee-folk. ' <i>Dweep Zuggle Nink! Splig Ding Kerdink!</i> ' the largest wee-folk said. Its four eyes blinked. Its ears went pink, and its tentacles glowed red.		Wee-folk
'I'm sorry,' said the truckie, 'but ya lingo has me beat! If only you spoke Aussie, like us truckies, she'd be sweet.' The wee-folk wobbled up and down like jelly on a plate, And snuffling through their blubber mouths, they cried, ' <i>No worries mate!</i> '		Wee-folk
Well! Ever since that moment, when two cultures spoke as one, The truckie and his new-found friends have flown from sun to sun. And every day, when tea is served, they have the same main course: Sweet lamingtons! Milk freshly squeezed! And fairy bread with sauce!		

Text acknowledgment: Used with permission from

[The School Magazine](#)



Beyond the Milky Way activity 5: Theme

4. Learning intention:

5. I am learning to read, understand and respond to a poem.

6. Success criteria:

- I can explain the theme of the poem.

Instructions: Write a paragraph about the theme of the poem *Beyond the Milky Way* by Chris Hogan, illustrated by Tohby Riddle. You should include a statement about what you think the theme of the poem is and details from the poem that support your thinking.

Challenge: Write about a time when you have formed a friendship with someone through a common language or shared passion.

Activity adapted with permission from [The School Magazine](#) learning resource.

Week 2- Package 3 -Year 3 & 4 English- Onomatopoeia Part 3

Things you need

Have these things available so your child can complete this task

Ideal	Back up
Device to watch the lesson video	Printed version of the PowerPoint presentation
Onomatopoeia lesson video- Part 3	Onomatopoeia Part 3 PowerPoint - printed
Onomatopoeia student activity 4	Paper
Onomatopoeia student activity 5	Paper
Pencil or pen	

Before you start

This lesson is the third in a series of three lessons about the literary device onomatopoeia.

What are literary devices?

Literary devices are used in texts to connect with the reader and convey meaning. As your child reads they are beginning to recognise simple literary devices used by authors. Your child is also beginning to learn how to explain why the author has used the device. In narratives or stories, authors might use literary devices such as personification, similes, alliteration, onomatopoeia and imagery to engage the reader and allow them to visualise the setting and characters.

What is onomatopoeia?

Your child will learn that onomatopoeia is when a word imitates or mimics the sound of the object or action it refers to. Words like swoosh, plop and bam are examples of onomatopoeia. Your child will learn that authors use these words to emphasise the sounds of the object or action that is being described. Authors use onomatopoeia to enhance their text and impact what the reader thinks or feels as they read.

What your child needs to know and do

Your child will watch the [Onomatopoeia Part 3 video](#). The teacher will guide your child as they learn how to use onomatopoeia in a text.

Throughout the lesson, your child will be asked to pause the video to complete the activities for the lesson.

By the end of the lesson, your child should be able to:

- ❑ create a text that uses onomatopoeia to enhance the description for the reader.

What to do next

Download the next student activity for this week titled ‘Beyond the Milky Way- Part 1.’ which is available on the Learning at Home website.

Options for your child

Activity too hard?	Activity too easy?
Have your child create two- or three-word phrases using onomatopoeia, for example, <i>the balloon went splat</i> . Work with your child to expand on their phrase to create a sentence. Have them orally record their examples of onomatopoeia.	Have your child expand on their sentence to create a paragraph or poem that uses onomatopoeia to enhance the experience of the reader.

Extension the learning

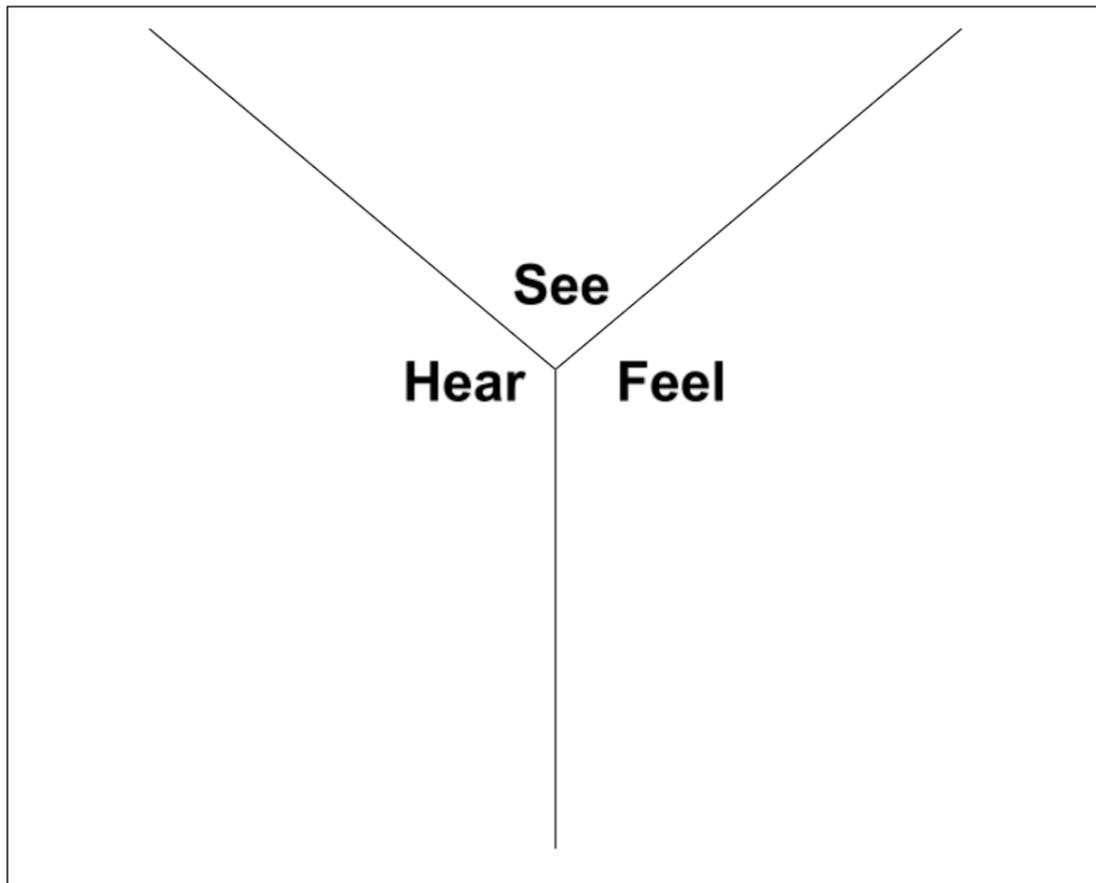
Have your child teach a family member or friend about onomatopoeia. Continue to hunt for examples of onomatopoeia in texts, conversations and digital media.

Onomatopoeia activity 4: Fireworks

Learning intention: I am learning to identify, explain and use onomatopoeia in a text.

Success criteria: I can create a text that uses onomatopoeia to enhance the description for the reader.

Instructions: Complete the Y-chart by listing words about what you might see, hear and feel if you were watching a fireworks display.



Instructions: Write a sentence about a fireworks display including examples of onomatopoeia.

Challenge: Write a paragraph by expanding on your sentence.

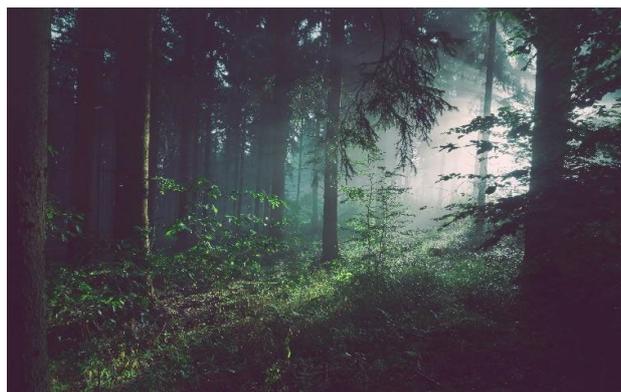
Onomatopoeia activity 5: Using onomatopoeia

Learning intention: I am learning to identify, explain and use onomatopoeia in a text.

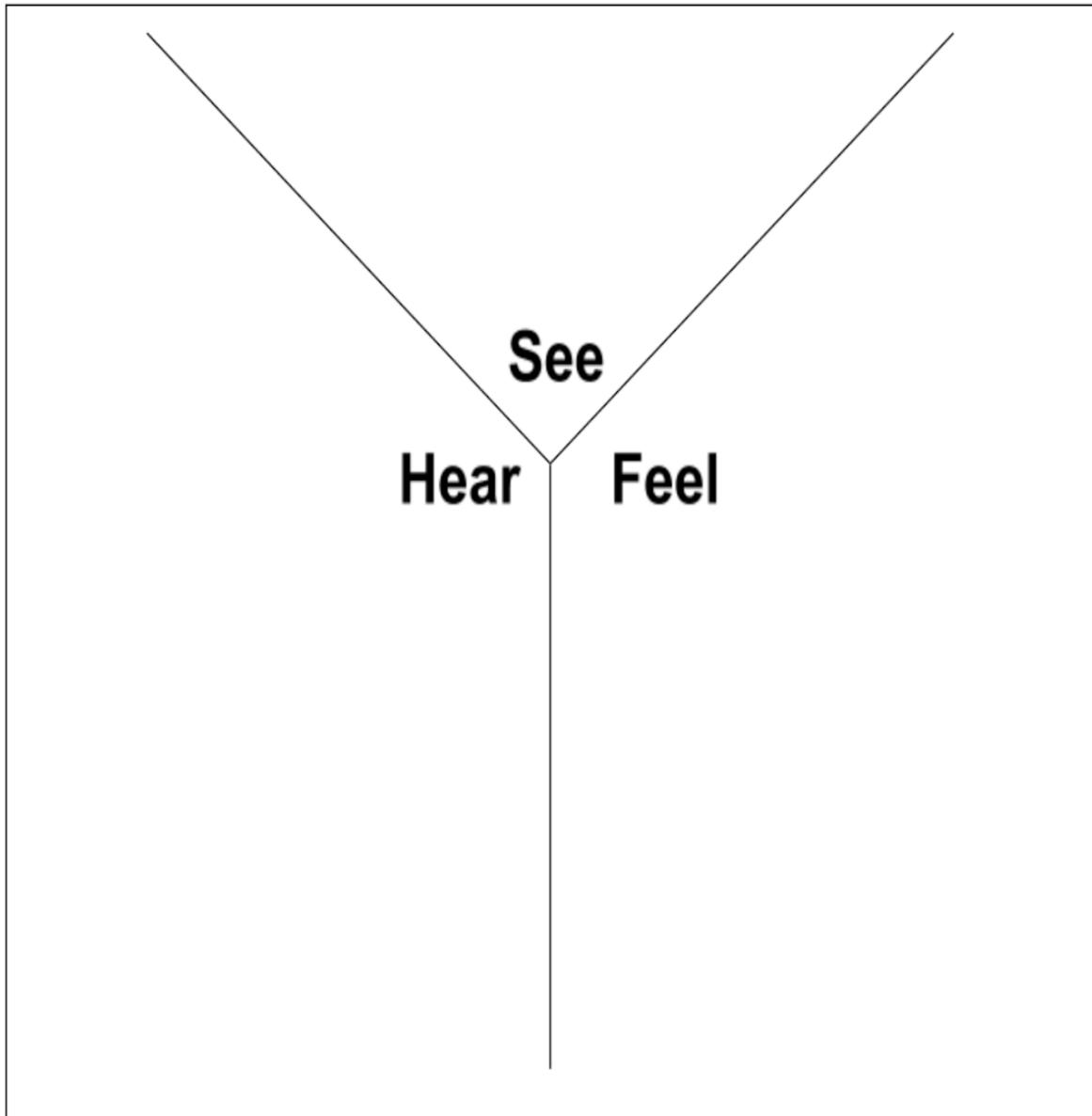
Success criteria: I can create a text that uses onomatopoeia to enhance the description for the reader.

Instructions:

1. Choose an image that you would like to write about from the page below.
2. Complete the Y-chart by listing words about what you might see, hear and feel if you were in the image.
3. Use the words from your Y-chart to write a sentence about your image. Don't forget to include examples of onomatopoeia.
4. Seek feedback about your sentence and try to improve your writing based on the feedback.







Instruction: Use the words from your Y-chart to write a sentence about your image

Challenge: Write a paragraph by expanding on your sentence.