

Sound Words

Companion Text: Night Symphony, written by Lara Binn, and illustrated by Valia Ovseyko
Subject Area & Grade Level: Language Arts, Kindergarten

Objectives

After this lesson, students will be able to:

- Define the term “sound words”
- Identify the uses of onomatopoeia (sound words) in the story
- Recognize other sound words common to their culture
- Invent onomatopoeic words to describe new sounds

Pre-Reading Activities

Since all students will likely be familiar with animal noises, invoke their prior knowledge of sound words by asking what different animals sound like. Use the attached worksheet, and write the onomatopoeic word students suggest for each animal in its “talk bubble” to show that you are naming the sound itself. If there is disagreement about what a certain animal sounds like, write one or two variations in its bubble. After going through the 8 animals, explain to students that the words you have written are called “sound words,” which are words we use that sound like the things they are describing. These are different than other words we use to describe sounds, like “loud,” or “quiet,” because each “sound word” refers to a specific person, animal, object, or action. Tell students that the story you are about to read has many sound words in it, and that they should try to notice them, but keep their ideas in their heads until asked.

During Reading Activities

Read the story once through without stopping. Then, read the story a second time, asking students to point out the “sound words” on each page. On the “Saturday Night” page, see if students can remember the people, animals, or objects that each sound word is specifically referencing. Refer back to the other pages if necessary.

Post-Reading Activities

Have students generate a list of sound word categories, and write them down as they do. For instance, you could begin with the category of “sounds animals make” as an example. Prompt students to list other categories such as “sounds machines make” (Ex. hum, vroom, honk), “sounds people make” (Ex. a-choo, slurp, zzzz), “sounds nature makes” (Ex. whoosh, pitter-patter, ba-boom!), and “sounds clothes/shoes make” (Ex. zip, snap, squeak). Then, have students think of a sound word for an object or action in their lives. Ask them to draw and color the object or action, and help them write its sound word underneath their picture. Emphasize that, like the animal sounds named at the beginning, different people might have different sounds for the same thing, and that sound words are spelled just like they sound. For example, for one person the sound of buttering toast might be “wcht-wcht,” while to someone else, it sounds like “crrrt-crrrt.”



Animal Sounds
(Pre-reading Activity for Sound Words Lesson)

