

## SPLASH! CRASH! BOOM!

### LEARNING GOALS

Students will write a poem using onomatopoeic words.

### STUDENTS WILL BE ABLE TO

- produce clear and coherent writing in which the development and organization are appropriate to the task. (CACCSS W 4)
- read grade-level poetry orally with accuracy, appropriate rate, and expression on successive readings. (CACCSS RF 4)

### MATERIALS Student Worksheet

### STUDENT WORKSHEET LINK

[Click here](#)

### PROCEDURE

Ask the students to read the following excerpt on their Student Worksheet.

In jazz music, there are songs where the vocalist sings sounds that are not really words. This is called scatting. Scatting is singing made-up sounds. Often, these sounds imitate words, actions, or ideas.

In poems and in conversation, there is a similar use of words that imitate sounds. It is called onomatopoeia. Without knowing it, we often use words that actually sound like what we mean, such as *buzz* or *boom*.

- Your cell phone *beeps*.
- The dishes *clattered*.
- The paintball *splattered* against the window.
- The clock was *ticking*.
- The basketball *swished* through the net.
- You *knocked* at the door.



BOOM!



POP!



SNAP!



SWISH

Read the following poem to the class as an example of onomatopoeia.

### Onomatopoeia

The rusty spigot  
Sputters,  
Utters a splutter,  
Spatters a smattering of drops,  
Gashes wider  
Slash  
Splatters  
Scatters  
Spurts  
Finally stops sputtering  
And plash!  
Gushes rushes splashes  
Clear water dashes.

— Eve Merriam

Ask the students to turn to their Student Worksheet and choose 4 or more onomatopoeic words from the word bank, and to use those words to make a poem. They may use a different version of a word in the list. For example, if they choose “pop”, they might use one of these instead: *popped*, *popping*, *pops*.

zap	pop	swish
tweet	hum	knock
thump	murmur	splatter
boom	beep	rattle
squeak	clatter	
snap	tick	

When they are finished writing their poem, have students share with a partner and/or the class.

### EXTENSION

Students can be challenged to put a melody or rhythm to their poem to make it even more creative.



## SPLASH! CRASH! BOOM!

In jazz music, there are songs where the vocalist sings sounds that are not really words. This is called **scatting**. **Scatting** is singing made-up sounds. Often, these sounds imitate words, actions, or ideas.

In poems and in conversation, there is a similar use of words that imitate sounds. It is called **onomatopoeia**. Without knowing it, we often use words that actually sound like what we mean, such as *buzz* or *boom*.

- Your cell phone *beeps*.
- The dishes *clattered*.
- The paintball *splattered* against the window.
- The clock was *ticking*.
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- You *knocked* at the door.



BOOM!



POP!



SNAP!



SWISH

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Use 4 or more of the words below and create a poem. You may use a different version of a word in the list. For example, if you choose “pop”, you could use one of these instead: *popped, popping, pops.*



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