

# Onomatopoeia Percussion

*Fifth Grade + ELA + Music*

## CORE SUBJECT AREA

ELA

## ART FORM + ELEMENTS

Music  
Rhythm  
Expression

## MSCCR STANDARDS

CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
LITERACY.RF..4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

## MSCCR CREATIVE STANDARDS

MU:Cr1.1.5.b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.  
MU:Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship and explain connection expression intent.

## OBJECTIVE

TSW demonstrate understanding of figurative language.  
TSW read poetry orally with accuracy, appropriate rate, and expression.

## RECOMMENDED RESOURCES

Online metronome found at  
<https://metronomeonline.com/Chromebooks/>

“Onomatopoeia Rita” found at



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TSW use rhythm to generate musical ideas.  
TSW collaborate to create and present the final version of music.

## DURATION

2 Class periods, 60 minutes

## MATERIALS NEEDED

Non-pitched percussion instruments

- Tambourines
- Maracas
- Triangle
- Vibraphone
- Castanets
- Triangles
- Cymbal
- Drums (etc.)

Copies of “Storm”

## VOCABULARY

Onomatopoeia  
Fluency  
Percussion  
Rhythm  
Beat  
Expression  
Metronome  
Poetry  
Crescendo  
Decrescendo  
Tempo  
Dynamic Level

<https://lessonplanspage.com/onomatopoeia-rita-is-an-active-percussion-poem-for-kinesthetic-and-auditory-learners/>

“Storm” by Olisha Starr found at

<https://www.poemhunter.com/poem/storm-onomatopoeia/>

## LESSON SEQUENCE

### Introduction

- TTW show the students various percussion instruments.
  - TTW ask the students if they know what kind of instruments they are and will allow students to offer answers.
  - TTW explain to the students that these instruments are percussion instruments, which are instruments that make a sound when they are struck, shaken, or scraped.
- TSW watch the percussion instruments video found at  
<https://www.youtube.com/watch?v=Dbve0x8lgnE>
  - TTW ask the students to tell her the sound of each instrument makes as she demonstrates playing some of the percussion instruments.
- TTW tell the names of the instruments she is demonstrating.
  - TSW offer various answers.
  - TTW tell the students that the sounds made by the percussion instruments can be described as onomatopoeia.
- TTW explain that onomatopoeia is a word that is named after the sound it makes (ex. Zip, zap, pop, etc.)
  - TSW give the teacher some examples of onomatopoeia words.
- TTW demonstrate the sound of the rest of the percussion instruments, telling the names of the instruments, telling the names of the instruments as she demonstrates.
  - TSW tell her what onomatopoeia word describes each instrument's sound.

### Transition

- TTW call the students up by groups. Each student will choose a different percussion instrument.
- TTW display the poem “Onomatopoeia Rita” found at <http://lessonplanspage.com/onomatopoeia-rita-is-an-active-percussion-poem-for-kinesthetic-and-auditory-learners/>
  - TSW identify the different instruments that could be used to represent the different examples of onomatopoeia in the poem (ex. Drum for ta-tum).
  - TTW tell the students to read through the poem with her and to play their instruments when the instrument's onomatopoeia appears in the poem.



- TT and the student's will read the poem together (the teacher and the student will more than likely be very out of rhythm and not on the same track as one another)
- TTW explain to the students the tempo is the rate or speed at which a piece of music is played and that dynamic level is the volume at which it is played.
  - TTW ask the students why everyone read the poem at a different tempo and dynamic level.
  - TSW offer various answers.
- TTW explain to the students that this happened because the class was not in rhythm with one another and therefore, the group did not read with fluency.
  - TTW explain to the students that rhythm is the flow of music through time and is built upon beat.
- TSW watch the video at <https://www.youtube.com/watch?v=9DjoipqbkC8> to learn more about beat and rhythm.
  - TTW explain to the students that, like music, poetry sounds much better when it follows a rhythm and beat.
  - TTW explain that one reads poetry fluently when following a rhythm and beat.
  - TTW explain to the student, that one can use a metronome to help them keep up with the beat of a song, so they don't go too fast or too slow.
- TTW pull up the online metronome found at <https://www.metronomeonline.com/>.
  - TTW model reading the first lines of the poem with expression and rhythm following the beat of the metronome.
  - TTW set the metronome to 72 and will model including multiple syllables in one beat and following the beat correctly.
  - The teacher and the student will practice reading the poem in rhythm following the beat of the metronome.
- TTW point out the word “crescendo” at the end of the poem.
  - TTW explain to the students that crescendo implies that music is getting louder.
  - TTW point out how the music decreases in sound at the end of the poem and will tell the students this is called “decrescendo.”
  - TTW explain that increasing and decreasing sound are part of expression in music and that fluent readers use expression to involve their listener’s emotions, similarly to how musicians use expression.
- TT and the students will practice reading the poem using proper rhythm and expression.
  - TT and the student will perform the poem one final time, using proper rhythm and expression and adding the onomatopoeia sounds created using their percussion instruments.

## Description

- TTW place the students in small groups of 3-4 students.



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- TTW distribute copies of the poem “Storm” by Olisha Starr to each group of students.
- TSW identify the onomatopoeia within the poem.
- TSW determine what percussion instruments they need to perform the onomatopoeia.
  - TSW determine what percussion instruments they need to perform the onomatopoeia.
- TSW use the online metronome to determine what beat they need to follow when performing their poem.
  - TSW determine what areas of the poem need to crescendo or decrescendo.
  - TSW practice in their groups performing their poem using their instruments and fluent rhythm and expression.
- TSW present their interpretations of the poem to their classmates and TT.

## EXTENDED LEARNING ACTIVITIES

The students may write their own onomatopoeia poems and perform them for their classmates. The students could also write the musical notation of the rhythm of the poem.

## SOURCES

Percussion instrument definition found at

<https://www.youtube.com/watch?v=pt-bMxe-ur0>

Original lesson plan found at

<http://lessonplanspage.com/onomatopoeia-rita-is-an-active-percussion-poem-for-kinesthetic-and-auditory-learners/>

“Storm” by Olisha Starr found at

<https://www.poemhunter.com/poems/>

Online metronome found at

<https://www.metronomeonline.com/>

Percussion instrument video found at

<https://www.youtube.com/watch?v=Dbve0x8lgnE>

Beat and Rhythm found at

<https://www.youtube.com/watch?v=9DjoipqbkC8>

