

Teacher Notes



Onomatopoeia

Activity 2 Collaborating on Onomatopoeia

Activity at a Glance

- ◆ **Subject:** English/Language Arts
- ◆ **Subject Area:** American Literature
- ◆ **Category:** Literary Devices
- ◆ **Topic:** Onomatopoeia
- ◆ **Grade Level:** 8 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 60 minutes

Materials

- ◆ TI-83 Plus
- ◆ NoteFolio™ application installed on each student's TI-83 Plus
- ◆ TI External Keyboard (optional)
- ◆ Unit-to-unit cables and TI Connectivity cable or TI-Navigator™ classroom network
- ◆ Classroom computer
- ◆ Student resource file: **BRAINON.8xv**
- ◆ Student Word Sheet: **Brainstorm List of Onomatopoetic Words** (optional)

Activity Overview

In this collaborative activity, students work in groups of three to explore a Web site that includes video and audio recordings. Students take notes on the place or animals at the Web site and use their notes to write a group poem.

Directions

Before the Activity Begins

Students will work in groups of three to explore a particular place, animal, or another topic of your choice. Decide if the students will pick their own group members or if you will assign the students to groups. To help ensure every student's involvement in this activity, assign each member a task.

Each group should have:

- ◆ A Recorder: this person writes down the poem the group creates in a new NoteFolio file on the TI-83 Plus.
- ◆ A Timekeeper: this person monitors the time and also keeps the group on-task.
- ◆ A Speaker: this person reads the group poem to the class.

Resources

You may want to add Web sites or other resources to the list of sites that students can explore for this assignment. As you search for resources, pay particular attention to whether the sites have sound clips of the subject that they focus on. For instance, only two of the *National Geographic Sight & Sound* Web sites (those listed on the student handout) include related sound clips of the animals in the areas explored. The other sites have video clips, and some have audio clips of scientists in the field; however, they do not include sounds of the particular place explored. In addition to exploring animals and habitats, you might have students consider very different places or events — a football game, a marathon, or an afternoon at a farmer's market. Instead of listening to recordings on a Web site, students might view relevant videos or observe actual events.

Suggested Web sites include:

- ◆ National Geographic Sights & Sounds, The Bering Sea
<http://www.nationalgeographic.com/wildworld/beringsea/index.html>
- ◆ National Geographic Sights & Sounds, Southwestern Amazonian Moist Forest
<http://www.nationalgeographic.com/wildworld/amazon/index.html>
- ◆ Or choose one of the Animal Profiles from the center of the National Geographic Animals and Nature page
<http://www.nationalgeographic.com/animals/>

Distribute the resource file, **BRAINON.8xv**, to all students using the TI Connect™ software and a TI Connectivity cable or by the TI-Navigator™ classroom network. They will use this file to record their research notes.

If the classroom does not have enough computers with Internet capabilities, be certain to reserve the school's computer lab for the students' use.

During the Activity

Groups will gather ideas for a collaborative poem using the Web sites provided by the teacher. They will pick one topic such as an animal or location, and their research will include audio and video clips. The student groups will also brainstorm details about the animal or location that they have explored to provide additional details and information for their collaborative poems. This research should be done in about 30 minutes. All research notes should be entered and saved into the **BRAINON.8xv** file. (Note: A paper-based version of the file is provided at the end of this activity.)

Once students have explored the audio and video clips and other information on the Internet, each group will create a short poem modeled on a stanza of Poe's "The Bells" or on another poem that relies on onomatopoeia. The suggested time for this writing is 20 minutes.

Monitor student progress at each stage of this activity.

After the Activity

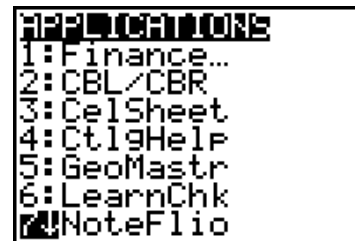
During the last 10 minutes of class, each group Speaker presents the group poem. When all poems are presented, the class should discuss the use of onomatopoeia in them.

The teacher can electronically collect the poems using either TI Connect™ software or the TI-Navigator™ classroom network.

Using the NoteFolio App

Note: NoteFolio™ App is most efficiently used on the TI-83 Plus with the TI Keyboard.

1. Turn on the device and press **[APPS]** to display the list of installed applications. Select the **NoteFolio** Application by using **[▲]** **[▼]** to scroll to it in the list.



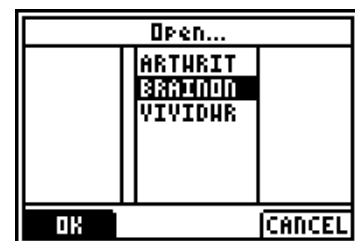
2. Press **[ENTER]**. Press any key to clear the NoteFolio™ App Introduction screen. A blank (new) NoteFolio™ App file is initially displayed.



3. To open the **BRAINON.8xv** file, press the **MENU** key (the **[GRAPH]** key).



4. Highlight the **Open** option or press **2**. Highlight the **BRAINON** file.



5. Press **ENTER**. The file is opened. Students should complete the assignment.

Note: If you are not using a TI Keyboard, remember to press the **ALPHA** key to type letters.

```

Onomatopoeia
Activity.
Name:
Date:

1. Instructions:
_You are to
BRAINDON [MENU]

```

6. When the file is complete, press **MENU**. Students can save the file under the same name by selecting **Save** or they can save the file under a new name by selecting **Save As**. The example screen shows the Save As option with a new file name entered into the field.

```

Places, lots of
hay. Peeling
red paint. Funny

Save As...
File name:
MYNOTES..
OK CANCEL

```

7. When the new file name is entered, press **OK** (the **Y=** key).

To exit the application, press **MENU** and select **6: Exit**.

```

Places, lots of
1:New   *n   eling
2:Open... *o   t. Funny
3:Save  *s   is barn
4:Save As...   ctually
5:Review *R   n. Most
6:EXIT:          trees.
FILE EDIT WRAP HELP INFO

```

Student Work Sheet

Name: _____

Brainstorm List of Onomatopoetic Words

Date: _____

For this activity, you are to explore a Web site which features sound clips, movies, and other resources related to a particular animal or place. As you explore the resources, take notes on the onomatopoetic words that come to mind. You will use these words to compose a group poem.

What Were You Viewing or Listening To?	What Onomatopoetic Words Describe the Animal or Place?
<i>Example: Barn Owl</i>	<i>Hoo Hoo</i>

Other Descriptive Words About the Animal or Place:

Take a few minutes to brainstorm or freewrite on other words and phrases that come to mind when you think about the place or animal that your group explored. Your group's collaborative poem will do more than simply record the sounds of the place, so this is your space to take notes on other things that caught your attention while you were exploring.

Example: The barn: dark inside, older, wood deteriorating in places, lots of hay. peeling red paint; funny that this barn owl is actually in a barn, most live in trees.

Writing a Collaborative Poem

With your group members, describe the animal or place you have explored by composing your own group poem. You can use one of the stanzas from "The Bells" as a model, or you can model your poem on another poem that includes onomatopoeia. Use onomatopoeia in your poem to emphasis significant sounds.

While everyone in the group contributes to the poem, each group should select one member to act as the recorder. The recorder will use his or her TI-83 Plus to record and save the poem in a new NoteFolio™ file. When the collaborative writing is complete, group members should obtain a copy of the poem from the recorder using a unit-to-unit cable.