

Lesson 27 Read “Lunch” and “The Big Top”

Objective

In this lesson, students read two short stories and learn about onomatopoeia.

You Will Need

- Blast Off to Reading!* pages 175-178
- map or globe
- The Runt Pig* book

Before You Begin

Preview Onomatopoeia

Onomatopoeia is when a word imitates the natural sound of a particular thing. For example, the words *plop*, *plip*, *splash*, *drizzle*, *drip*, *sprinkle*, and *gush* are all onomatopoeic words that can describe water.

Onomatopoeia is pronounced /ōn-ō-mah-tō-pē-uh/.

Here are some other common examples of onomatopoeia.

buzz	honk	quack
choo-choo	jingle	snarl
crash	oink	swish
ding-dong	pitter-patter	zoom

Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student’s Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



Let your student get creative with the Word Card review by illustrating a selection of words. For instructions, look for this icon in Appendix H.

Teach Onomatopoeia

“Some words imitate sound.” Knock on a solid surface and say *knock knock*.

“You already know a lot of words that imitate sounds. What do cows say?” *Moo*.

“What do cats say?” *Meow* or *purr*.

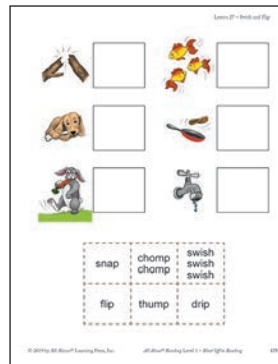
“What do birds say?” *Tweet* or *chirp*.

“What does it sound like when a balloon breaks?” *Pop*.

Story 1: “Lunch”

Complete Activity Sheet

“Now let’s swish and flip like a fish!”



Swish and Flip!

Remove page 175 from the *Blast Off* activity book.

Cut out the word cards at the bottom of the page and spread them out on the table with the words facing up.

Have your student match each word with the drawing that makes that sound. For example, “chomp, chomp” should be matched with the drawing of the dog chomping on a bone.

Continue until all word cards have been matched to their illustrations.

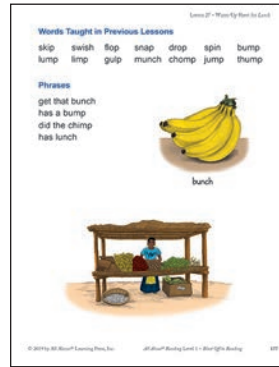
Answer Key

twig	<i>snap</i>
dog	<i>chomp, chomp</i>
rabbit	<i>thump</i>
fish	<i>swish, swish, swish</i>
pancakes	<i>flip</i>
faucet	<i>drip</i>

New Teaching

(continued)

Read the Warm-Up Sheet for “Lunch”



Turn to page 177 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Lunch.”

Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of a bunch of bananas on the Warm-Up Sheet. “A *bunch* is a number of things that are grouped or fastened together, like this bunch of bananas.”

Point out the illustration of the fruit vendor on the Warm-Up Sheet. “This is a *fruit vendor*. A vendor is someone who sells something. This woman sells bananas and other fruits.”

Find India on a map or globe. “This next story is set in India, a country in the southern part of Asia. Many vendors in India are experts at loading up their bicycles with their goods. This is how they transport their goods to the market. Do you think you could ride a bike loaded with bananas?”

“What is your favorite food? Pretend you live on a desert island and your favorite food is dangling from a palm tree out of your reach. What are some ways you could try to get it?”

“In this next story, a chimp takes some chances to get his favorite food. Let’s see what happens.”

Read “Lunch”

“Turn to page 33 in your reader and read ‘Lunch’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

After page 35: “How do you think the chimp will get the bananas from the bicycle?”

After page 41: “How do you think this story will end? Will the chimp be happy or sad? Why?”

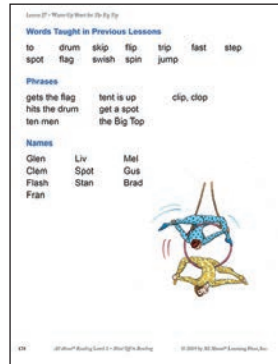
New Teaching

(continued)

After reading: “This story uses a lot of onomatopoeia. Flip through the pages to find some examples.” *Possible answers: swish, snap, thump, flop, chomp, gulp, munch.*

Story 2: “The Big Top”

Read the Warm-Up Sheet for “The Big Top”



Turn to page 178 in the activity book.

Have your student practice reading words and phrases that will be encountered in “The Big Top.”

Teach Vocabulary and Activate Prior Knowledge

The story “The Big Top” is inspired by Cavalia, an entertainment company that produces creative equestrian and acrobatic performances. Your student may be interested in seeing some of their beautiful performances on YouTube or on the Cavalia website.

Point out the illustration of acrobats on the Warm-Up Sheet. “These people are acrobats. Acrobats perform all sorts of physical tricks and are often included in traveling shows.”

Point out the title on page 45 of the reader. “The title of the next story is ‘The Big Top.’ The largest tent of a traveling show is called the *big top*, and many types of performances are held inside it.”

“Have you ever been to a traveling show in a tent? What kinds of things can you see at such a show?” Discuss the different people and animals at a traveling show, such as horses, clowns, and trapeze artists.

“The story you are going to read now is inspired by a real traveling show.”

New Teaching

(continued)

Read “The Big Top”

“Turn to page 45 in your reader and read ‘The Big Top’ aloud.” Discuss your student’s answers for the questions below.

After reading: “Let’s go back to look at some of the pictures. See if you can name some of the things found in a traveling show.”

Page 46: “What do we call this big tent?” *The big top.*

Page 49: “Drums are a big part of this show. What do we call people who play music?” *Musicians, drummers.*

Page 52: “Do you know what we call this circle?” *Ring, trapeze.*

Page 54: “Do you know what we call a person who rides a horse?” *Equestrian.*

Page 55: “What do we call a person who jumps and flips?” *Acrobat.*

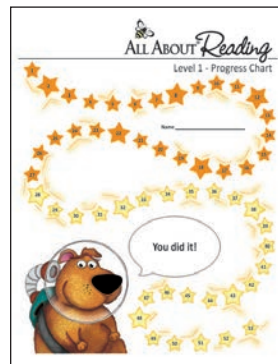
Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 27 on the Progress Chart.

Onomatopoeia!

What a concept! But what's with all the cats, cats, cats? Every time someone talks about onomatopoeia, they bring up MEOW and PURR.

Well, I can tell you that we dogs have PLENTY of onomatopoeia of our own. Try these on for size:

BARK

RUFF

ARF

WOOF

YIP

HOWL

WHINE

(I never do that, by the way.)

Take that, cats!





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