

LESSON 2**Stormy Sounds****Writing: Poem**

Focus: sound effects (onomatopoeia, alliteration)

Watch the start of Leon Garfield's 'Animated Tales' available here:

<https://www.youtube.com/watch?v=7DtJkeMK0yU>

Explain that at the end of Act 1 (3:41 into the clip), a huge storm rages across the city. As the rain lashes down, and thunder and lightning crash across the sky, Cassius believes that this is a sign from the gods; they are angry that Caesar wants to reign supreme.

Explain to pupils the meaning of onomatopoeia, i.e. a word which mimics the sound it represents. Encourage the children to experiment saying the onomatopoeic words below in an exaggerated way, to really emphasise the word's sound:

<i>blast</i>	<i>blow</i>	<i>boom</i>	<i>clang</i>	<i>click</i>	<i>squawk</i>
<i>flush</i>	<i>lurch</i>	<i>patter</i>	<i>rattle</i>	<i>slam</i>	<i>groan</i>
<i>thud</i>	<i>thump</i>	<i>twang</i>	<i>whip</i>	<i>zap</i>	<i>cackle</i>
<i>crackle</i>	<i>drip</i>	<i>fizzle</i>	<i>flick</i>	<i>creak</i>	<i>howl</i>
<i>splash</i>	<i>scrape</i>	<i>swoosh</i>	<i>sizzle</i>	<i>zoom</i>	<i>whistle</i>
<i>screech</i>	<i>flash</i>	<i>clap</i>	<i>split</i>	<i>hiss</i>	<i>slap</i>

Storm Poetry

Model to children some poetic formats e.g.:

A **crack** of thunder, a **split** of lightning
The sky is **screeching** tonight
A **clap** of anger, a **blast** from Heaven
What's that **flashing** light?

Using this structure, pupils substitute their own onomatopoeia words for the ones highlighted above.

Extension: add omens into the poem.

A **sizzle** of lava, a **fizzle** of fire
Spill from the stormy sky
A **screech** of an owl, in the light of the day
Angered are the Gods up high

Further extension: Get the children to think about two consonant sounds placed at the start of words next to each other e.g. fizzle of fire. What effect does this create? Consider rhyming patterns too e.g. sizzle and fizzle. Demonstrate how this emphasises the sounds further.

Drama: Music and mime

Focus: use of percussion to create sounds of a storm

Divide class into groups of six/eight. In their groups pupils will read their poem aloud, perform a mime or create sound effects using percussion instruments.

Use some background thunderstorm sound effects e.g.

<https://www.youtube.com/watch?v=Ult4hwTpkhg>



L.O. To compose a sound poem

Success Criteria:

- I have used alliteration
- I have used onomatopoeia

