

- Title:
 - What Is That Sound?! Onomatopoeias in *Everybody in the Red Brick Building*
- Book(s) the lesson starter uses:
 - [Everybody in the Red Brick Building](#) by Anne Wynter and illustrated by Oge Mora
- In A Nutshell:
 - Onomato-what-a? Students will find examples of the literary device, onomatopoeia, in one of our 2026 Books to Treasure illustrators works. We will learn what an onomatopoeia is, how to identify one, and how to add one into a story for extra fun!
 - **This lesson starter connects to the Oklahoma ELA standard 2.3.R.4**
- Do This:
 - Discuss what onomatopoeia is and how to identify it. Practice with a few sentences on the board whole group.
 - Onomatopoeia (on-uh-mah-tuh-pee-uh) is a term for words that sound like the actions they describe. For example: the word “boom” sounds like the noise thunder makes, while the word “vroom” sounds like the noise a car makes. Using onomatopoeia is a fun way to create vivid imagery in a poem without having to use a lot of words.
 - Introduce *Everybody in the Red Brick Building* and Oge Mora. Explain that as you read, students should be listening for any onomatopoeias. You can do a read-aloud by just listening the first time and have them raise their hands to identify onomatopoeias during the second read-aloud or whatever works best for your group!
 - Brief book description: “In the middle of the night, a chain reaction of noises wakes the residents of an urban apartment building and then lulls them back to sleep.”
 - Oge Mora is the 2026 [Books to Treasure illustrator](#). Books to Treasure is a special program only for 2nd graders in Tulsa Co. You get the opportunity to meet a real-life illustrator, get your own limited-edition library card, and a free book to keep and treasure forever! Mora will be visiting the Tulsa City County Library in November. Your local public librarian will be visiting/ has visited to tell you all about it!
 - Write onomatopoeias from the book down on the board as students identify them.
 - Students will complete the first part of the printable to continue identifying.
 - An optional activity to stretch this skill: students will add onomatopoeias into the story squares. You can have a whole class discussion or invite students to share their work and explain why that onomatopoeia was chosen.

- Use This Printable:



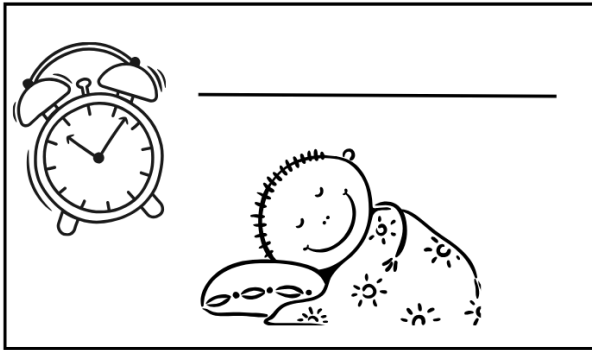
What Is That Sound?!

DIRECTIONS: Circle the onomatopoeias in the following sentences.

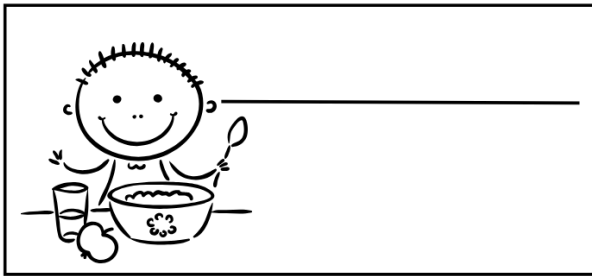
1. The tea kettle let out a loud hiss when the water began to boil.
2. The heavy door closed with a loud thud.
3. The bacon sizzled in the pan.
4. The energetic golden retriever cannonballed into the pool with a massive splash!
5. Clip-clop went the horse down the trail.

DIRECTIONS: Using the story "Sam's Loud Day!" on the back, write out what onomatopoeia would fit best in the blank space. Don't forget to write it in the sentence *and* in the story square.

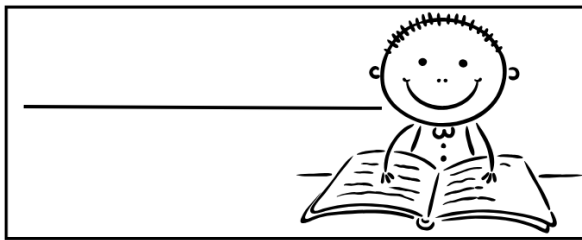
SAM'S LOUD DAY!



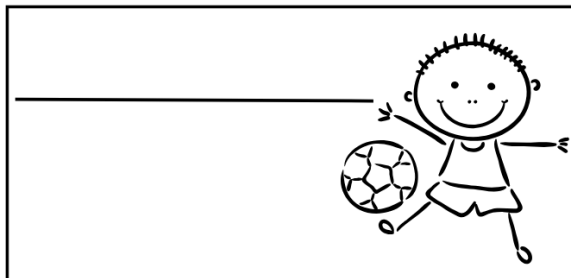
Sam's alarm clock started off the day with a loud, "_____"



Sam's favorite cereal _____ as he chewed his breakfast quickly.



During library, his book pages _____ in the quiet room!



At recess, Sam kicked the ball with a "_____" and scored a goal!