



# Super Fred to the Rescue

**S**uper Fred was a super hero. One day, he was jumping on his trampoline—*boing, boing, boing!*—when his super phone rang. *Brrrrring, brrrrring!* He bounded over to answer it. It was Mrs. Malarkey.

“Come over right away!” she blurted. “I’m in big trouble!”

“Oh no! What’s the matter?” he asked.

But before Mrs. Malarkey could respond...*click!* The phone went dead. “Oh no,” thought Super Fred. “Mrs. Malarkey must be in danger!” So he zipped on his super suit, then he flapped his arms and flew off in the direction of her home. He flew above the roads clogged with cars. *Beep, beep, beep!* He flew beneath the clouds crowded with airplanes. *Zoom, zoom, zoom!* He flew beside a giant swarm of bees. *Buzz, buzz, buzz!* One of them landed on his nose and stung him. “Ouch!” yelled Super Fred. Then—*wump, bump, SPLAT!* He slammed right into a tree and fell into a gooey puddle of mud.

“Ugh,” grunted Super Fred. He stood up and looked around. He’d landed on a farm! A pig came by and said, “Oink, oink.” A cow came by and said, “Moo, moo.” A rooster came by and said, “Cock-a-doodle-doo.” Then a farmer came by and said, “Yikes! You took quite a tumble. Let me give you a hand.” *Slurnnnnk!* He pulled Super Fred out of the icky mud. The farmer really wanted to blab on and on about the accident, but Super Fred was in a super hurry. So he thanked the farmer, then—*whoosh!* Away he flew to save Mrs. Malarkey. He looked at the sky. Stars twinkled above. It was getting late. It was also getting chilly. “Achoo!” he sneezed.

At long last, Super Fred reached the home of Mrs. Malarkey. When he came down for a landing—*clink, clatter, CLUNK!*—he banged right into her trash cans. Yowzer, that hurt!

He zoomed up to her front porch and rang the bell. *Ding, ding, ding.* But there was no answer. So he raised an old window—*CREAK!*—and slipped inside. The house was dark, except for a strip of yellow light coming from beneath the kitchen door. “Mrs. Malarkey must be in there,” thought Super Fred. “I will do whatever it takes to protect her.” He pushed open the kitchen door—*eeeeeeeeeeep! BOOM! POW! BLAMMO!* He leapt into the room like a whirling dervish. And there he saw her... holding a big plate of freshly baked cookies.

“I thought you’d never get here,” chuckled Mrs. Malarkey. “As I said on the phone, I’m in big trouble. I made a whole batch of cookies and had no one to share them with. And, if I do say so myself, they taste super yummy with a tall glass of milk.”

*Grrrrrrrrrr!* At first, Super Fred was super mad. He’d flown all the way over to Mrs. Malarkey’s house. He’d gotten stung by a bee. He’d fallen in the mud. He’d crashed into trash cans. And for what? Mrs. Malarkey was not in danger. In fact, she was perfectly fine. He was just about to give her a piece of his mind, when he bit into a cookie. *CRUNCH, CRUNCH, CRUNCH!* Next, he drank a glass of milk. *Glug, glug, glug.* Then Super Fred had only one thing to say to Mrs. Malarkey, and that was: “Mmmmmmmmmmmmmmmmmmmmmmmmm!”



**ONOMATOPOEIA:** Words that imitate or suggest the sounds they describe. Onomatopoeic words can be beautiful (*whoosh*), interesting (*clatter*), or funny (*boing*). As a result, they are often used in fiction stories, poetry, and comics to bring scenes to life and get a reader's attention.

Here are some examples of onomatopoeia. Can you add more?



**clang**

**puff**

**snort**

**chuckle**

**quack**

**clap**

**ick**

**rumble**

**crackle**

**crash**

**drip**

**sizzle**

**hush**

**tap**

**shish-boom-bah**

**plop**

**arf**

**pop**

**whiff**

**smash**

**sssh**

**plop**

**squirt**

**purrrr**

### Key Questions

1. There are many examples of onomatopoeia in this story. How many can you find? Underline them.
2. Some onomatopoeic words are written in *italics*. The italics tell you that the word makes a sound. Can you find some examples?
3. Some onomatopoeic words are written in CAPITAL LETTERS. The CAPITAL LETTERS tell you that these words make a very loud sound. Can you find some examples?
4. Retell this story without any onomatopoeic words. How did the use of onomatopoeia affect it? Discuss your ideas.

**S-t-r-e-t-c-h Question:** The term *onomatopoeia* comes from the Greek word meaning "word-making." Why? Because many onomatopoeic words were made up by regular people trying to capture the rich variety of sounds in their world. Can you do the same? Invent some brand-new words to describe sounds in your class, home, and neighborhood.

### The Write Stuff

Take the character of Super Fred and place him in a brand-new mini-story of your own design. Stock it with as many onomatopoeic words as you can. When you're done, share the story with classmates. Can they locate all the examples of onomatopoeia?



# Answer Key



## ONOMATOPOEIA:

### Super Fred to the Rescue

**Key Questions:** **1.** Answers should include examples of onomatopoeia: *boing, brrrring, blurted, click, zipped, flapped, beep, zoom, buzz, ouch, yelped*, etc. **2.** Answers should include italicized words that make sounds: *Boing, brrrring, click, zoom, buzz, wump, bump, splat*, etc. **3.** Answers should include capitalized words that make loud sounds: *SPLAT!, CLUNK!, BOOM! POW! BLAMMO!, CRUNCH!*, etc. **4.** Answers will vary, but should approximate: The story is more descriptive and exciting with the addition of onomatopoeic words.

**S-t-r-e-t-c-h Question:** Answers will vary.

**TIP:** No two readers interpret a story—including its characters, plot, setting, tone, or imagery—exactly the same way.

For that reason, it's wise to invite differing opinions and healthy debate in the context of your literacy lessons.

# Common Core State Standards Correlation

This lesson and activity will help you meet many of the reading and language arts standards recommended in the Common Core State Standards (CCSS). Listed below are the specific CCSS Reading Standards for Literature (RL) addressed in this lesson at each grade level. For more information about the CCSS, visit [www.corestandards.org](http://www.corestandards.org).

## Literary Element



## ONOMATOPOEIA

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|---|
| <b>RL.3.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| <b>RL.3.4:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  |
| <b>RL.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| <b>RL.5.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  |
| <b>RL.5.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  |
| <b>RL.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| <b>RL.6.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. |