

Video Lesson Plan 3A—*Spring Waters Run Deep*

“Similes and Springs”

Subject: Language arts for grades 6–8

Objective: Students will compare two unlike things to learn how figurative language enriches communication.

Rationale: Students need to understand and use figurative language to enhance their communication skills.

Standards:

- LA.6.2.1.3: The student will locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning.
- LA.6.4.1.2: The student will write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.
- LA.7.2.1.3: The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure, and analyze how they contribute to mood and meaning in poetry.
- LA.7.4.1.2: The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
- LA.8.2.1.3: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
- LA.8.4.1.2: The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.

Background/Links:

- Find out more about the anatomy of a spring and the springs of the St. Johns River Water Management District (SJRWMD) at www.sjrwmd.com/publications/index.
- Find related water activities, resources, and links on the SJRWMD Web site at www.sjrwmd.com/education.

Lesson Plan

Pre-assessment: Ask students to write a simile about water.

Engage (3 minutes): Hold up a magnet, and try attracting several objects with it. Ask students if a magnet is similar to water.

Explain/Explore (5 minutes): Discuss that a simile is comparing two unlike things using the words “like” or “as.” This Web link gives some additional information about similes: www.how-to-study.com/study-skills/en/language-arts/12/similes/. Tell students that you are going to watch a short video that compares a magnet with water and to listen for the simile, “like a magnet, water attracts.”

Time: 38 minutes

Materials:

- *Florida’s Aquifers: Spring Waters Run Deep*, video (8 minutes, 41 seconds), from the *Your Water Resources* DVD, St. Johns River Water Management District, 2006, or available to download free at www.sjrwmd.com/video/index.html
- A magnet

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Watch the DVD for two minutes, and ask students to write a paragraph on their student page explaining what “like a magnet, water attracts” means.

Extend (10 minutes): Pass out the student page, then ask students to write down the characteristics of water on one side and other objects or things to compare on the other side.

Extensions: *Project WET Curriculum and Activity Guide*

- “Water Write”— This activity has different ideas for how to engage students in writing about water, as well as literature connections that focus on water.
- “Raining Cats and Dogs”— This activity addresses the use of figurative language through water proverbs and sayings. There are references to water sayings from various parts of the world. It focuses on the difference between literal and figurative language.

Evaluate (10 minutes): Write similes using the characteristics of water and the characteristics of other objects the students have chosen.

Post-assessment (10 minutes): Have students write a poem or short story using a simile.

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STUDENT PAGE

NAME _____

Date _____

Analyzing a simile: “Like a magnet, water attracts”	
Characteristics of water	Characteristics of other objects or things

Discuss how water is like a magnet.

Write similes about water by using the words listed in your chart.