

Video Lesson Plan 3B—*Spring Waters Run Deep* “Love It to Death”

Subject: Language arts and figurative language for grades 6–8

Objective: Students will analyze figurative language to understand how it enhances communication.

Rationale: Students often do not understand figurative language and need strategies to both understand and use it properly.

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 St. Johns River Water Management District and Florida’s springs at www.sjrwmd.com/springs/index.html.
- Find related language arts activities about water, numerous educator resources, and links on the St. Johns River Water Management District Web site at www.sjrwmd.com/education.

Lesson Plan

Pre-assessment: Ask students what they think “loving our springs to death” means.

Engage (3 minutes): Hold up a very battered book or well-used stuffed animal. Ask if this item has been “loved to death.”

Time: 38 minutes

Materials:

- *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
- DVD player

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Explain/Explore (10 minutes): Pass out the strategy sheet, and tell students that they will watch a short video, take notes, and try to figure out what “loving our springs to death” means.

Watch the DVD, and pause the DVD player every few minutes to allow students time to write notes. Start at six minutes into the video. Then ask the students to write a paragraph explaining the ways that people can “love the springs to death.”

Extend (15 minutes): Ask the students to create something to educate others about keeping our waterways clean and usable for all. This can be a script for a public service announcement or a handout that accompanies boating, fishing licenses, or campground reservations. When they choose their project, they should create a marketing plan that identifies the target audience, age of the audience, type of media, and the method of distribution. The message should include the phrase “love it to death.”

Extensions:

Do one or more of the following activities from the *Project WET Curriculum and Activity Guide*:

- “Water Write”— Uses different ideas for how to engage students in writing about water as well as literature connections that focus on water.
- “Raining Cats and Dogs”— 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/post-assessment (10 minutes): Have students compare the paragraph that they wrote in the Explain/Explore section to the piece they wrote in the Extend section. Ask them to observe if they adequately captured the points from their paragraph in their promotional piece.

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TEACHER PAGE

ANSWER KEY AND GRADING RUBRIC

Use this sheet to list what you see in the video to represent “loving the springs to death.” Use the list to write a paragraph explaining the ways that people can “love the springs to death.” Use the list to create a public service announcement or handout.

Notes for characteristics of loving our springs to death
1. Too many boats and boaters using a small waterway pollute the water.
2. Too much development along our coasts limits beach access and leads to overcrowding, so more people turn to recreational use of springs for swimming, snorkeling, boating, etc.
3. Overuse of the springs and inland waterways produces a big decline in their water quality.

FCAT Writing Rubric — Grade 8

6 Points. The writing is focused, purposeful, and reflects insight into the writing situation. The paper conveys a sense of completeness and wholeness with adherence to the main idea, and its organizational pattern provides for a logical progression of ideas. The support is substantial, specific, relevant, concrete, and/or illustrative. The paper demonstrates a commitment to and an involvement with the subject, clarity in presentation of ideas, and may use creative writing strategies appropriate to the purpose of the paper. The writing demonstrates a mature command of language (word choice) with freshness of expression. Sentence structure is varied, and sentences are complete except when fragments are used purposefully. Few, if any, convention errors occur in mechanics, usage, and punctuation.

5 Points. The writing focuses on the topic, and its organizational pattern provides for a progression of ideas, although some lapses may occur. The paper conveys a sense of completeness or wholeness. The support is ample. The writing demonstrates a mature command of language, including precision in word choice. There is variation in sentence structure, and, with rare exceptions, sentences are complete except when fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling.

4 Points. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern is apparent, although some lapses may occur. The paper exhibits some sense of completeness or wholeness. The support, including word choice, is adequate, although

Video Lesson Plan 3B—*Spring Waters Run Deep* “Love It to Death”

development may be uneven. There is little variation in sentence structure, and most sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.

3 Points. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern has been attempted, but the paper may lack a sense of completeness or wholeness. Some support is included, but development is erratic. Word choice is adequate but may be limited, predictable, or occasionally vague. There is little, if any, variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.

2 Points. The writing is related to the topic but includes extraneous or loosely related material. Little evidence of an organizational pattern may be demonstrated, and the paper may lack a sense of completeness or wholeness. Development of support is inadequate or illogical. Word choice is limited, inappropriate, or vague. There is little, if any, variation in sentence structure, and gross errors in sentence structure may occur. Errors in basic conventions of mechanics and usage may occur, and commonly used words may be misspelled.

1 Point. The writing may only minimally address the topic. The paper is a fragmentary or incoherent listing of related ideas or sentences or both. Little, if any, development of support or an organizational pattern or both is apparent. Limited or inappropriate word choice may obscure meaning. Gross errors in sentence structure and usage may impede communication. Frequent and blatant errors may occur in the basic conventions of mechanics and usage, and commonly used words may be misspelled.

SOURCE: Florida Department of Education, 2003

Video Lesson Plan 3B—*Spring Waters Run Deep*
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STUDENT PAGE

NAME: _____ DATE: _____

Use this sheet to list what you see in the video to represent “loving the springs to death.” Use the list to write a paragraph explaining the ways that people can “love the springs to death.” Use the list to create a public service announcement or handout.

Notes for characteristics of loving our springs to death
1.
2.
3.