

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

“Water Haiku”

Subject/Grade Level: Language arts for grades 6–8

Objective: Students will write haiku poetry about Florida’s springs.

Rationale: Haiku is an easy-to-learn communication medium that allows students to experiment with figurative language and meter.

Standards:

- LA.6.4.1.2, LA.7.4.1.2, LA.8.4.1.2- Write a variety of expressive form (e.g., realistic fiction, one-act play, suspense story, poetry) that, according to the type of writing employed, incorporates figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
- LA.6.2.1.3, LA 7.2.1.3, LA.8.2.1.3- 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.

Time: 45 minutes

Materials:

- *Spring Waters Run Deep*, video (first 2 minutes), from the *Your Water Resources DVD*, St. Johns River Water Management District, 2006, available to download free at www.sjrwmd.com/video/index.html
- DVD player

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: (10 minutes) Use the Know, Wonder, Learn (KWL) strategy found at <http://boe.gree.k12.wv.us/ronceverte/kwl2.html>.

Ask students what they know about poetry. What kinds of language does poetry use? What is the shortest poem? Why do people write poetry? Who writes poetry? Anyone, including you, can write a form of Japanese poetry called “haiku.”

Engage: (5 minutes) Read this haiku poem about water.

Nature's Showcase

Dew on silken strand
Finer than Tiffany boasts—
Oh Spider, More! More!

This haiku is from the *River of Words* Web site, www.riverofwords.org/poetry/2008/05.html.

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

“Water Haiku”

Explore/Explain: (8–10 minutes) Watch the video: Show the first 2 minutes of *Spring Waters Run Deep*. Ask students to brainstorm words, images, emotions, sounds, and feelings about springs. Prompt students to write words about water. Explain what haiku is. Haiku is a short, unrhymed Japanese poem that expresses an emotion or mood or a new experience.

Evaluate: (10 minutes). Ask students to write a haiku poem about springs.

How to write a haiku:

1. Brainstorm words related to the theme—springs, water, etc.
2. Organize your ideas into three lines. The first line has five syllables and sets the mood or tone of the scene. The second line has seven syllables and makes an observation or expresses a feeling or an action. The third line has five syllables and completes the thought.
3. You may have to substitute words until you get the right number of syllables. Keep it simple. Then show the example below of a haiku or reread the haiku from Engage. Walk students through the steps of writing haiku.

*Calming sustainer
Energizing life magnet
Springs, singing water*

Extend: (7–8 minutes) Have students read their poems aloud. Have them illustrate their poem if there is time.

Extensions:

- *Project Wet Curriculum and Activity Guide: “Poetic Precipitation.”*
To inquire about Project WET workshops, contact the Education section of the St. Johns River Water Management District Web site, www.sjrwmd.com/education.
- Find more about how to write haiku at http://www.ehow.com/how_3336_write-haiku.html.

Evaluate: (5 minutes) Ask students to share their poems, their illustrations, and react to others’ work. Finish the KWL by filling in the “What I learned” column.