

Water Poetry

Subject: Language Arts

Duration: 60 minutes

Location: Classroom

Key Vocabulary: Water cycle, transpiration, precipitation, aquifer, ground water

Related Activities: The Giving Tree; Lake Okeechobee, the Everglades and the Rainy Season in Three Cups; We're Sponging Off the Everglades

Florida Sunshine State Standards: LA.B.2.2



Objectives. The student will be able to: a) describe the components and function of the water cycle as it pertains to his/her everyday life, b) list ways to conserve water, and c) create an original poem relating to water.

Method. The student will discuss the water cycle and water use with classmates, brainstorm words/adjectives which describe water issues, and create an original poem describing water.

Background. Water is essential to all life! It covers more than three-fourths of the earth's surface and is responsible for over 75% of the weight of a human body. Yet, in its pure form, this colorless, calorie-free "wonder fluid" is so readily available at the turn of a tap that we have taken it for granted. It is as if by magic that we watch water appear and then disappear down the drain with very little knowledge of where it comes from or where it is going. In South Florida, water is an extremely important issue. Over 90% of all households in South Florida depend on water obtained from underground aquifers. South Floridians use an estimated 200 gallons of water per person per day.

Materials

- Blackline master - "The Water Cycle" (one for each student)
- Blackline master - "What is Water?" (one for each student)
- Pen/pencil

Suggested Procedure

1. Distribute blackline master "The Water Cycle" to each student. Review the cycle with the students. It may be helpful to make a transparency of this blackline master to use on an overhead projector. Ask students to color their cycle and explain the cycle in a few sentences.
2. Have students complete the blackline master "Ways I Use Water and Ways I Intend To Save Water."
3. Discuss the questions concerning water use with your class. Brainstorm the various ideas on the chalk board. Brainstorm proposed ways of saving water as well.
4. Distribute blackline master "What is Water?" to each student. Tell the students to brainstorm ten words that describe or deal with water and write them in the space at the top of the blackline master. From this list, students will write their own poems. Follow the simple directions on the blackline master.

Evaluation

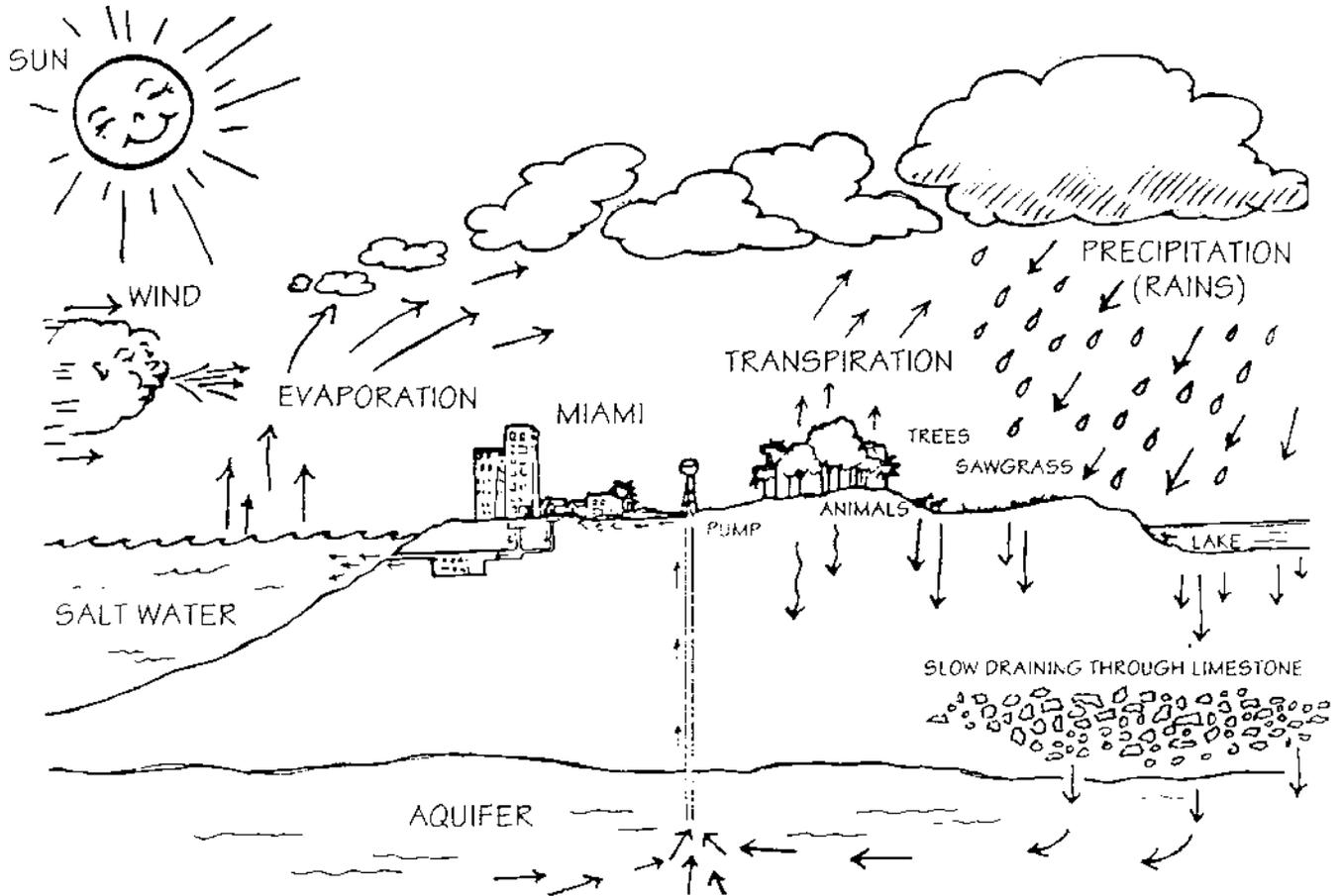
Complete this activity by having students volunteer to read their poems to their classmates.

Extension

Math - when using an older model shower head you use six gallons of water per minute. When using a newer model shower head you use two and a half gallons per minute. How much water would you use to take a ten minute shower using the older model? The newer model? How much is saved by using the newer model?



THE WATER CYCLE



WAYS I USE WATER:

1. _____
2. _____
3. _____
4. _____
5. _____

WAYS I INTEND TO SAVE WATER:

1. _____
2. _____
3. _____
4. _____
5. _____

WHAT IS WATER?

In this space, list ten words which deal with water and/or water use.

FROM YOUR LIST:

Write the word WATER, or choose a synonym for water (Example: Raindrop): _____

Now, use any TWO words you can think of to describe it: _____

—

Use any THREE action verbs to tell what it is doing (or isn't doing)

—

Use any FOUR words to describe it

—

Use ONE word that is the same as water or one word which will sum the whole thing up.

YOU JUST WROTE ONE VERSION OF A POEM CALLED **CINQUAIN!**

READ IT TO YOURSELF A COUPLE OF TIMES. TRY WRITING ANOTHER OF YOUR OWN:

YOU DID IT!!