

Writing with Water

Focus

Water is often the inspiration behind many literary, artistic, and recreational pursuits including poetry, prose, songs, sculpture, paintings, architecture and hobbies. This activity aims to stimulate students to discover words and phrases to express their understanding and feelings about water.

Suggested Teaching and Learning Activities (especially for younger children – Level 1-2)

- Listening to the sounds of water – rain on the roof, fountains and water features, creek, running down the sink, waterfall, shower, ocean waves, dripping tap/downpipe.
- Listening to music associated with water –
 - classical music
 - ethnic music
 - ambient music
- Using music as a background to creative design – patterns, pictures, collage, weaving...
- Visiting places - river, waterbird habitat, pond, dam, lake, gardens, park, fountain.
- Playing with water – swimming, fishing, water skiing, skipping stones, in the bath, at the kitchen sink, paddling in the gutter, pond dipping, water slide.
- Writing about water - description, cinquain, rhyming couplets, blank verse, documentary, poster.
- Constructing around water – fountains, waterfalls, cascading staircase, pools, gardens, lakes, diorama, play dough, clay objects.
- Establishing a word bank of water words – adjectives/nouns/verbs/phrases/similes/metaphors (to be used as a writing tool)
- Responding emotionally- Ask for suggestions of examples that might produce an emotional response
 - calming -fish tank in the dentist's waiting room, or paddling slowly down a river.
 - terrifying – tidal wave, torrential rain, flood, lightning and thunder
 - annoying – dripping tap,
 - pleasing – aesthetic waterscapes
 - restorative, refreshing – after a swim, spa, shower, mineral springs (Helidon Spa)
- Thinking about the 5 senses in relation to water.
 - How does it look? What about when our eyes are closed?
 - How does it sound?
 - How does it feel?
 - How does it taste?
 - How does it smell?
- Build up a word bank associated with each of the 5 senses and use as a tool for writing, especially poetry.

Resources

Poem outline

IBIS ROOKERY

I can smell the sweet aroma of salty air
and the unclean foul smell of the murky Loddon river.

The earth is solid on which I rest my jotter pad.
The loose soil and bark are damp but not wet.

I listen. I hear the soft twitter in the high gum trees above.
I hear the whizzing of the speeding motor cars
as they travel along the highway nearby.

I watch the cormorant as it paddles and splatters
down the surface of its watery runway. It glides off into the sky
like a plane rising from the tarmac.

I stir a bug, which has the back of an armadillo and the legs of a spider.
I watch the mop-like willow as it sways in the wind.

I taste the eucalyptus in the gum leaves as I crush them with my teeth.
The bitter taste makes my tongue tingle. Salt bushes are everywhere around the rookery. I
lick my lips and taste the salty tang as it dries in my mouth.

The ibis rookery is a peaceful place.

By Jemma Bear, 11

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Our Waterbird Habitat

I can smell the

The earth is.....
The loose soil and bark are damp but not wet.

I listen. I hear the

I watch the It glides off
I watch it

I touch..... and feel.....

I taste the

The Waterbird Habitat is aplace.

By, age

..... Primary School, Qld