

# Activity Plan

<i>Title</i>	<b>Oceans: A Sensory Haiku</b> Use your senses to explore and capture a virtual visit to the ocean.
<i>Subject</i>	Music: 3Ps
<i>Author</i>	ArtsEdge: <b>Mary Beth Bauernschub</b> <i>Original Writer</i> <b>Carol Parenzan Smalley</b> <i>Adaptation</i>
<i>Grade level</i>	3-6
<i>Time duration</i>	60-120min
<i>Overview</i>	After exploring a virtual ocean with their five senses, students capture the sensory experience by writing haiku, bringing science and creative writing together as one
<i>Objective</i>	Students will: <ul style="list-style-type: none"><li>• Organize information using a visual map</li><li>• Use vocabulary specific to oceans</li><li>• Understand the constant change that occurs at an ocean shoreline through erosion and deposition</li><li>• Write a sensory haiku about the virtual ocean visit</li><li>• Create a class haiku poster</li></ul>
<i>Materials</i>	<b>Materials</b> <b>Resources</b> <b>Required Technology</b> <ul style="list-style-type: none"><li>• 1 Computer per Classroom</li><li>• Internet Access</li><li>• Projector</li></ul>
<i>Activities and procedures</i>	<b>ENGAGE</b>

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1. Capture the sound of the ocean. This exercise works best as students return from another area of the school (*lunch, recess, art, etc.*). Have only the audio of the virtual [ocean](#) video playing as they enter the room. (*Turn off the monitor but leave the speakers on.*) Gesture to students to remain quiet. Have them gather with you near the blackboard or whiteboard. Leading by example, write one word to describe what you're hearing on the board. Encourage students to add additional words.

#### **BUILD**

1. Review the five senses.
2. Create a sensory portrait. Each student will draw a portrait of themselves, showing only their five sensory locations (*eyes, ears, nose, mouth, hands – no face or body*). Use available art tools.
3. Introduce haiku as a form of poetry to capture senses and moments in time. Use the student-written, award-winning haiku titled "[Lucky](#)" to show an example of nature haiku and to dissect the 5-7-5 haiku pattern. Focus on the use of thoughts rather than complete sentences. Introduce students to the [River of Words project](#). Share one of the student-produced publications, if available.
4. Introduce children's author and poet Jane Yolen. Share select nature haiku poems from her books (*Water Music: Poems for Children* and *Least Things*). Ask students to count the beats of each line as the haiku is read aloud. Ask them to identify sensory words.

#### **APPLY**

1. Take a virtual field trip to the ocean. Using the [virtual](#) ocean video, students visit the beach and use their five senses to capture the experience.
2. Have students write descriptive sensory words near the appropriate body parts on their sensory portraits. For example, the word "gritty" could be placed by a hand; the word "crashing" could be placed near an ear. Encourage students to use their imaginations to provide words for smell and taste. Ask them to notice any changes that occur throughout the video as the ocean is in motion.

#### *Conclusions*

#### **REFLECT**

1. Have each student write one or more nature haiku using the sensory portrait and corresponding words. Remind students that haiku poetry has a 5-7-5 pattern and involves thoughts and phrases, not complete sentences.
2. Create a classroom sensory haiku poster. Each student will trace his or her hand onto the poster board. Students will then write their individual haiku poems within the hand traces. Display the poster.

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*Adaptations*  
*Links and Websites*

**Teacher Background**

- Review the “virtual ocean visit” [video](#)
- Review the River of Words [website](#)
- Review Poetry Teacher’s web site on [haiku](#) writing
- Obtain *Water Music: Poems for Children* (Jane Yolen) and *Least Things* (Jane Yolen)
- If available through the library system, obtain a copy of *River of Words* (Pamela Michael and Robert Hass), the publication by the organization of the same name. (*There are two currently available: 2003 and 2008.*)

**Prior Student Knowledge**

Understanding of the five senses.