

Diamante Poems

By Nancy Cabral and Maria Johnson, teachers at McPherson Elementary

Summary: Students learn how about diamante poems, and practice creating their own while sitting in the school garden. Students share their poems with the class while still sitting outside.

Objective: Students have an increased knowledge of the parts of speech and apply this knowledge by creating their own poem.

Grades: K-8

Time needed: 60-75 minutes

Standards met:

CCSS.ELA-Literacy.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.



Background: Poetry is a great way for students to express their ideas. Giving students a specific poetic form helps provide a structure for these ideas.

Diamante: A diamond shaped poem with seven lines and the below pattern:

Noun
adjective, adjective
participle, participle participle
noun noun noun noun
participle, participle participle
adjective, adjective
noun

Preparation: In advance, cut construction paper into diamond shapes so that they are ready for students to write their poems on. Create an example for students to see in advance.

Materials Needed:

- Dictionaries/Franklin Speller
- Ipad
- Pencils
- Colored pencils
- Scissors
- Ruler
- Construction paper cut into diamond shape

Procedure:

Indoors (20-30 minutes)

- 1.) Student will be asked if they have ever written or read a poem? What was it kind of poem was it? Did it rhyme? What was it about? Was it in a certain shape?
- 2.) Get started/Drill/Do Now: As a class, complete a KWL chart about poetry.
- 3.) Teacher will explain what a Diamante Poem is: a poem that has seven lines and is written in a shape of a diamond. It does not have to rhyme. Each line will contain particular parts of a speech (as described in the Background section). Review parts of speech: provide examples of nouns, verbs, adverbs and adjectives or participles that end in “-ing.”
- 4.) Create an example as a class together and read aloud.
- 5.) Show another example diamante poem to class and have a student read it.
- 6.) Explain to students that they are going to write their own diamante poems on a cut-out diamond. They can draw a picture too, if they choose to. They should copy the formula for the diamante poem, choosing their own nouns and verbs.
- 7.) Explain to students that class will be in the school garden today. Students should brainstorm rules and/or best behavior for the garden (i.e. listening, following directions, boundaries, etc.).

Nouns		
leaf/leaves	sun	Rainbow
grass	cloud	branch/branches
dirt	river	limb
petals	pond	root
mountain	hose	flower
ocean	water	steam
sea	plant	stem
valley	bird	rock
tree	butterfly	bench
rain	air	sky
sidewalk	bugs	seed
trunk	grass	

McPherson teachers provided their students with printouts of example nouns, verbs, and adjectives. This is the printout for nouns.

Outdoors (30-45 minutes)

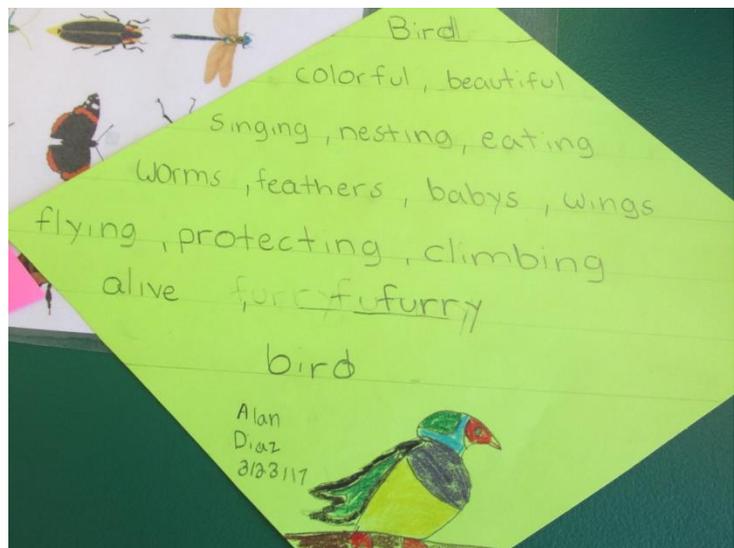
- 8.) Classroom will walk outside to our garden and sit on the benches; take paper diamonds, pencils, colored pencils, and Franklin Speller for students to double check their spelling.
- 9.) Independent Practice: Students should find a quiet place in the garden to work on their own poem, using the diamante formula, and draw a picture if they would like to.
- 10.) Instructor should walk around to assist students.
- 11.) When students complete their poems, they can read them to the class and explain what it means.

Assessment:

- 12.) Review poems for grammatical correctness and spelling.

Extensions:

- 13.) Return to the garden to write more poems, possibly using the Poet-tree lesson from Project Learning Tree.



Student Example from McPherson.