











Technology-Connected Lesson Plan

Title:	Dynamite Diamante
Grade Levels:	5-8
Curriculum Areas:	🖥️ Language Arts
Measurable Objectives:	<ul style="list-style-type: none"> 🖥️ TLW experience and recognize Diamante poems. 🖥️ TLW create an original Diamante Poem. 🖥️ TLW create a Diamante poem online.
GLEs:	<p>17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:</p> <ul style="list-style-type: none"> • word choices (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) • variety in sentence structure (ELA-2-M2) <p>18. Develop grade-appropriate compositions by identifying and applying writing processes such as the following:</p> <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) • drafting • conferencing (e.g., peer and teacher) • revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) • proofreading/editing • publishing using technology (ELA-2-M3) <p>25. Apply knowledge of parts of speech in writing, including:</p> <ul style="list-style-type: none"> • infinitives, participles, and gerunds <p>26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5)</p> <p>27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)</p>


Louisiana Comprehensive Curriculum:	8 th Grade Unit 3 Activity 10 - Writing Poetry GLEs: 17, 18, 25, 26, 27
Technology Guidelines:	<p>Basic Operations and Concepts</p> <ul style="list-style-type: none"> ◆ Students demonstrate a sound understanding of the nature and operation of technology systems. ◆ Students are proficient in the use of technology. <p>Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>)</p> <ul style="list-style-type: none"> ◆ Students use technology tools to enhance learning, increase productivity, and promote creativity. ◆ Students use productivity tools to work collaboratively in developing technology-rich, authentic, student-centered products.
Technology Connection:	<p> Internet http://www.readwritethink.org/materials/diamante/</p> <p> Computers</p> <p> Printers</p>
Procedures:	<p> Review the parts of speech <i>noun</i> and <i>adjective</i>, asking students for definitions and examples of both that you list on a piece of chart paper.</p> <p> Ask students to define the word <i>verb</i> and collect examples that you write on a new piece of chart paper. Introduce the term <i>gerund</i>. A gerund is a verb form ending in <i>-ing</i>.</p> <p> Show students the <u>Diamante Brainstorming Sheet</u> you have created. Tell them they will work in groups of two or three to do a brainstorming activity using this chart. Students should come up with 6 different nouns, adjectives, and gerunds.</p> <p> As a class, decide if there are any words that should be moved into a different column, then discuss the reasons for the move.</p> <p> Distribute the <u>Sample Diamante Poems</u> handout and any additional samples you have chosen to use. Ask students to discover the pattern of these poems using the following questions:</p> <ul style="list-style-type: none"> • What do you notice about the shape of the poems? • What are these poems about? How do they start? How do


they end?

- What do you notice about the number of words in each line?
- Do the poems use nouns? Adjectives? Verbs? Gerunds?

Among the things you want to discuss are the following:

- The poem is shaped like a diamond, giving it the name *diamante* poetry.
- Diamante poems can be about one thing or they can compare and contrast two opposite things.
- The number of words varies by line.
- Different parts of speech make up the different lines. Lines 1 and 7 are nouns. Lines 2 and 6 are adjectives. Lines 3 and 5 are gerunds.
- Line 4 is a transitional line that moves from the first part of the poem to the second. It can either be four nouns or a thought that has at least five words.
- The words in the poem all relate to the first and last lines of the poem, which serve as a title and conclusion. Sometimes the same word is used, sometimes two words that are synonyms, and sometimes two words that are opposites.

 Distribute the **Diamante Format handout** and review. Tell the class you will now compose a poem together. Ask students what they think the topic should be.

 Students will compose their own diamante poems on a subject of their choosing. Pass out the **Diamante Brainstorming Sheet** and ask students to use the words from their brainstorming sheet to create their poem.

Once the rough draft of their poem is completed, the students will go to <http://www.readwritethink.org/materials/diamante/> to create their poem online. Once completed the students should print their poem.

Materials:	 Dictionaries, thesauruses, Diamante Format Handout, Sample Diamante Poems, Diamante Brainstorming Sheet, paper/pencil
Assessment:	 Teacher Observation  Completed Diamante Brainstorming Sheet  Completed Diamante
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