

# Diamond Poem

## Overview:

Diamonds may be a girl's best friend, but this fun activity will ensure that diamond poetry is your students' best friend!

## Procedure:

1. Explain to students that they will be composing a poem that is in the shape of a diamond. Show students examples of diamonds.
2. Show the students an example of a diamond poem and explain that the first, fourth, and seventh lines are composed of nouns, the second and sixth lines have adjectives, and the third and fifth lines use verbs. You should also point out that the first and seventh lines contain one word, the second and sixth lines have two words, the third and fifth lines feature 3 words, and the middle line has four words.
3. Have students write down one noun on an index card. Next, have the students write the opposite of that word or a word that is related onto a separate index card. Place the two cards, one above the other, leaving a large amount of space between.
4. Direct students to write two adjectives about each noun, each on its own index card (you should have a total of 2 noun index cards and 4 adjective index cards at this point). Have the student place the adjective cards either directly below or above the noun card to which it corresponds.
5. Using the noun cards located at the top and bottom of the diamond, ask the students to identify three verbs that describe each noun. Write these words onto separate index cards. Place the index cards either above or below the adjective cards you placed in the previous step.
6. Finally, encourage the students to identify four nouns that relate to both nouns that they originally identified. These four nouns will make up the fourth line (the middle line) of the poem.

\*How a Diamond Poem looks:

Noun
Adjective, Adjective
Verb, Verb, Verb
Noun, Noun, Noun, Noun
Verb, Verb, Verb
Adjective, Adjective
Noun

<b><u>Sample Poem</u></b>
DAY
SUNNY, BUSY
PLAYING, EATING, LEARNING
FAMILY, MEALS, STORIES, GAMES
READING, RESTING, SLEEPING
DARK, QUIET
NIGHT

## ASOLs Covered in this Activity:

**5E--WP 1c:** The student will add more information to own drawing, dictating, or writing to strengthen the message.

**Extension Idea:** As the student identifies other words to define their initial nouns, they will be adding more information to better describe those nouns.

**5E--WP 6b:** The student will sort information into two provided categories and write information learned about them.

**Extension Idea:** By choosing two nouns that are antonyms, students will be sorting the words that apply to each noun into two separate categories. Encourage students to make 2 triangles with their index cards prior to combining the triangles to make a diamond.

**8E--WP 1d:** The student will use content specific vocabulary when writing about a topic

**Extension Idea:** Students will complete the procedure as described above using vocabulary that is specific to the two original nouns they chose.

**8E--WP 5b:** The student will write to convey ideas and information clearly including facts, details, and other information.

**Extension Idea:** By using nouns, adjectives, and verbs to describe the initial nouns, the students will be conveying information clearly about those nouns.

**HSE--WP 2b:** The student will use knowledge of language to achieve desired meaning when writing.

**Extension Idea:** Throughout this procedure, emphasis should be placed on the different types of words being used (nouns, adjectives, verbs). Students may choose to brainstorm many word choices for each line, then picking the best 2 or 3 words to include in the line.

**HSE--WP 4a:** The student will select information from multiple sources and use the information to write answers to questions.

**Extension Idea:** Encourage students to choose their initial “antonym verbs” from a recently studied topic. Use books and other sources of information to seek out words to use in the poem.

**Materials Needed:**

- writing surface
- sample diamond poems and template

**Setting:**

Classroom

**Community Connections and/or Peer Interaction:**

- Choose two different places of interest in the community to use as the initial nouns.
- Use two different peers, teachers, or community helpers as the initial nouns.

**Functional Activity/Routine:**

- Use two different objects that the student may use in in a functional activity to use as the initial nouns.

**Strategies to Collect Evidence:**

- Anecdotal evidence can be used to document individual student performance.
- Include the student-produced work sample.

**Specific Options for Differentiating this Activity:**

- Allow students to use their preferred “pencil” to complete this activity. This may include a writing utensil, keyboard, alternative pencil, or dictating to a scribe.
- A student in any of the developmental stages of writing can complete this activity.
  - \*If your student is a scribbler, be sure to reinforce his/her product as authentic writing, and if necessary, help assign meaning.
- When students are brainstorming words for their poem, some may require a field of choices.