



Standards and Benchmarks: 1A, 1B, 1C, 3D, 3E, 3F, 3J

Diamante

Background for the Teacher

Definition: A diamante is a poem written in the shape of a diamond. The form begins with a short line, its lines become progressively longer, and then its lines become shorter again. The diamante has several pattern variations. This lesson will teach students how to write a diamante using two opposite topics.

Skills Needed: familiarity with the basic parts of speech (nouns, adjectives, verbs)

Materials: one diamond cutout from the reproducible *Diamante Diamonds* (page 51) for each student, one *Absolutely Opposites* worksheet (page 52) for each pair of students, one *Diamante Response and Assessment Sheet* (page 56) for each pair of students, envelope or plastic sandwich bag, *Diamond Design* pattern (page 53) for students to trace, construction paper or aluminum foil

Preparation: Cut out the diamonds on the *Diamante Diamonds* reproducible. Store diamonds in an envelope or plastic sandwich bag until needed for the lesson. Reproduce the *Absolutely Opposites* worksheet and the *Diamante Response and Assessment Sheet*. Reproduce and cut out a *Diamond Design* pattern for each student in the class.

Lesson Plan

Prewriting

1. Distribute one diamond cutout to each student at the beginning of class. Instruct students to read the word on their diamond and locate the student who has the diamond with the opposite of their diamond word. Allow students time to move around the room to locate their “opposite partner.” Once students have located their partner, instruct them to sit together. They will be writing partners for this lesson.
2. Distribute the *Absolutely Opposites* worksheet. Instruct students to write one of the words from their diamonds in the box marked *Opposite #1*. The opposite word from the other diamond should be written in the box marked *Opposite #2*.
3. Instruct students to complete the worksheet, following the directions in the boxes. Depending on the skill level of your students, you may need to review adjectives, verbs, and nouns.

Diamante *(cont.)*

Drafting

1. Once students have generated the content for their diamante, instruct them to draft the poem in diamond form. The poem should be written in the following pattern:

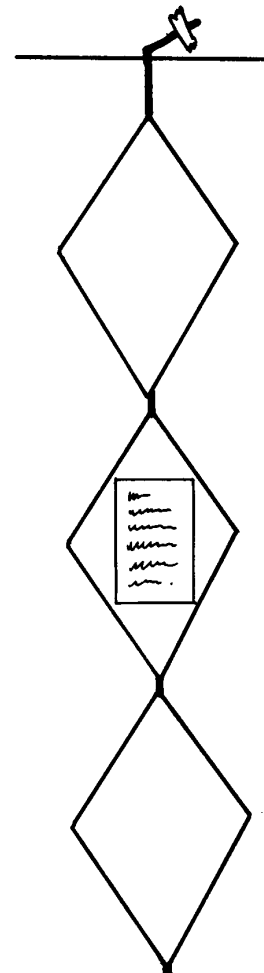
Line 1	Opposite #1
Line 2	2 adjectives describing Opposite #1
Line 3	3 verbs related to Opposite #1
Line 4	2 nouns related to Opposite #1; 2 nouns related to Opposite #2
Line 5	3 verbs related to Opposite #2
Line 6	2 adjectives describing Opposite #2
Line 7	Opposite #2

Revising/Editing

1. When the poem is drafted, students should share their diamante with another pair of students. Provide the Diamante Response and Assessment Sheet for this purpose. Peer responders should check to make sure the correct format has been followed, including the number of words and parts of speech. Students should also make sure that the poem resembles a diamond shape.
2. Following peer response, students should make any necessary revisions before writing a final copy of the poem.

Publishing

Students could write their diamante on a piece of white paper and mount it on a piece of construction paper or aluminum foil cut in the shape of a large diamond; the Diamond Design could be used by students to trace the shape of a diamond. They could attach the poem to two other diamonds illustrating the opposites they wrote about in their poem. The finished product is a string of three diamonds connected together, with the poem in the middle. These look wonderful hanging from the ceiling or walls as a classroom display. (Be sure to check on your school or district policy on hanging items from the ceiling before doing so.)



Student Samples of Diamantes

tropical

warm, summery

swimming, sunning, surfing

sandy beaches, hula girls, polar bears, Santa Claus

freezing, snowing, blowing

cold, wintry

Arctic

sad

lonely, weepy

crying, wishing, missing

hurt, tears, smile, joy

laughing, clapping, leaping

excited, cheery

glad

hot

steamy, humid

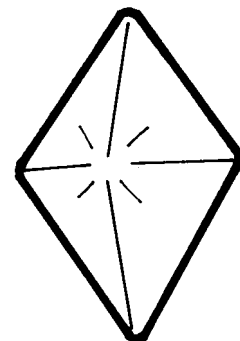
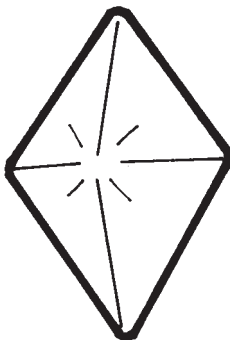
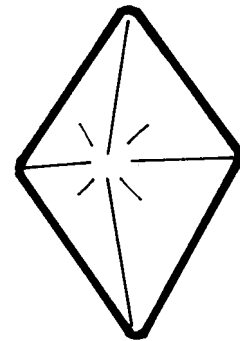
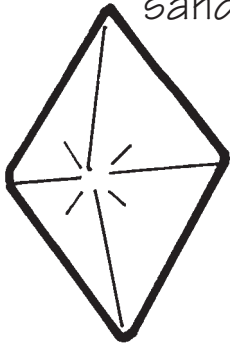
burning, sizzling, cooking

fire, heat, ice, snow

blowing, biting, freezing

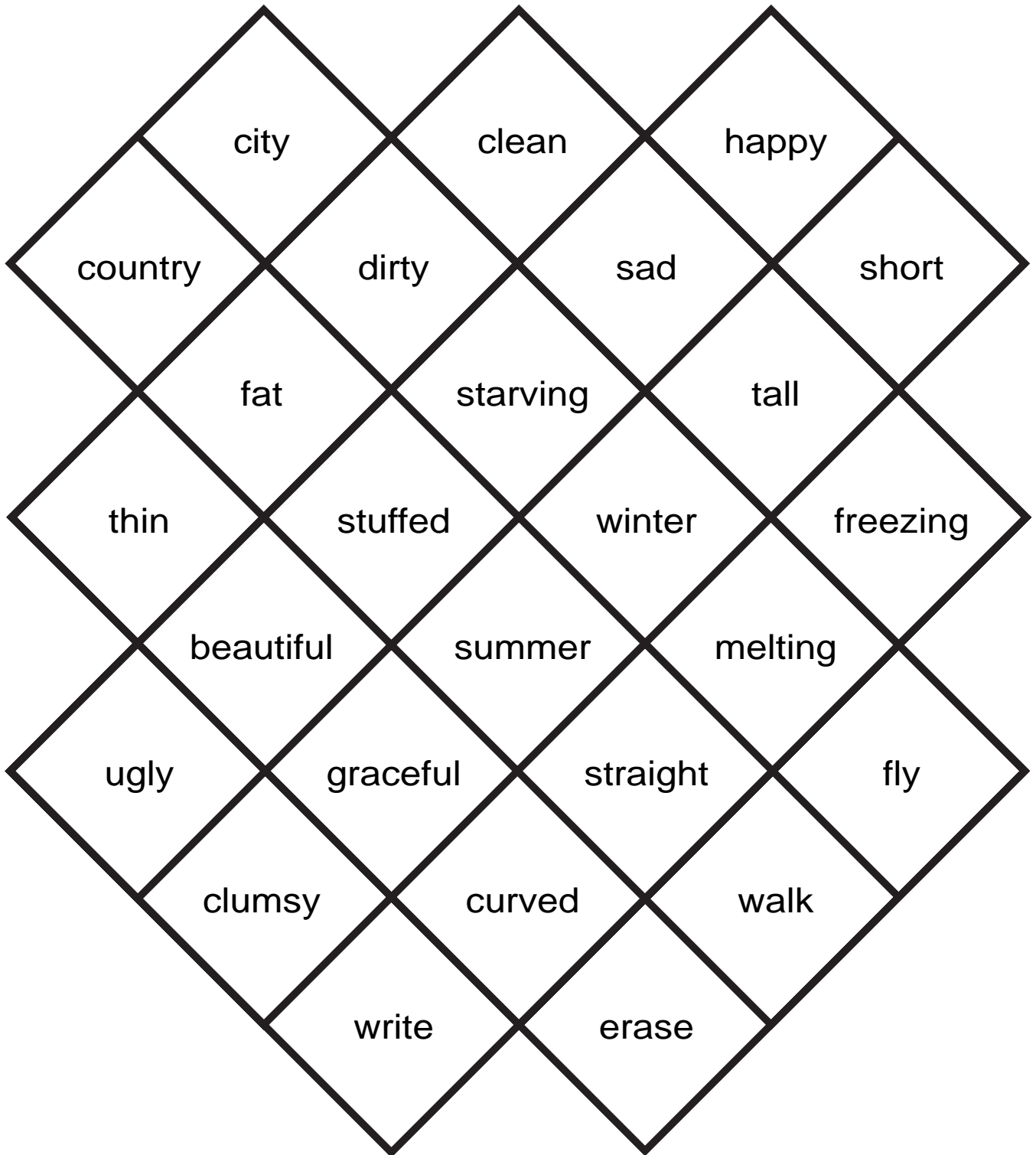
frigid, chilly

cold



Diamante Diamonds

Follow the directions on page 48.



Absolutely Opposites

Think of two nouns that are significantly opposite from one another, such as winter and summer, old and young, or fish and bird. One noun will become Opposite #1, and the other will become Opposite #2 in your diamante. Use the special qualities of each noun as you complete this worksheet.

Opposite #1:

Opposite #2:

2 adjectives which describe
Opposite #1:

2 nouns related to
Opposite #2:

3 “-ing” verbs related to
Opposite #1:

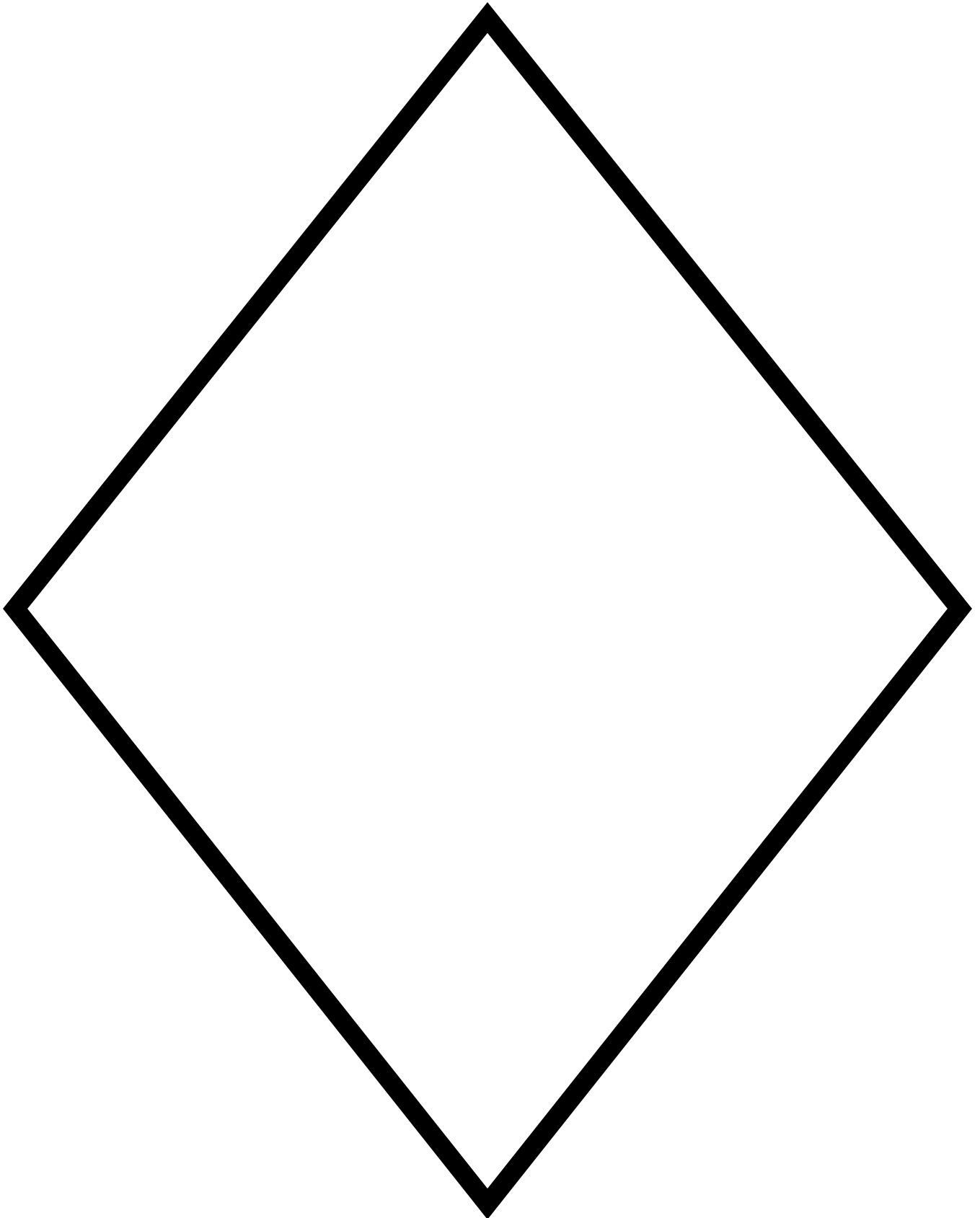
3 “-ing” verbs related to
Opposite #2:

2 nouns related to
Opposite #1:

2 adjectives which
describe Opposite #2:

Diamond Design

Use the template below for writing your diamante.



Content Connections for Diamantes

Language Arts

Suppose your language arts teacher has asked you to compare two very different characters from a story you have been reading. Your teacher would like you to write your comparison as a diamante poem. Think about two different characters from a story you have been reading. Think about their appearances. Think about their personalities. Think about their actions. Think about how the characters are different. Write a diamante comparing two different characters from a story you have been reading.

Math

Suppose your math teacher has asked you to compare two geometric shapes. Your teacher would like you to write your comparison as a diamante poem. Think about two geometric shapes. Think about their appearances. Think about real objects that are designed in the two shapes you have chosen. Think about how the shapes are different. Write a diamante comparing two different geometric shapes.

Content Connections for Diamantes *(cont.)*

Social Studies

Suppose your social studies teacher has asked you to compare two opposite concepts, such as freedom and slavery or peace and war. Your teacher would like you to write your comparison as a diamante poem. Think about the two different concepts your teacher has assigned. Think about the definitions of the concepts. Think about examples of the concepts. Think about society's feelings toward the concepts. Write a diamante comparing the two opposite concepts assigned by your teacher.

Science

Suppose your science teacher has asked you to compare two planets. Your teacher would like you to write your comparison as a diamante poem. Think about two planets you have been studying. Think about their appearances. Think about their locations. Think about the environments and atmospheres of the planets. Write a diamante comparing two planets that you have been studying.

Fine Arts

Suppose your fine arts teacher has asked you to compare two different styles of art or music. Your teacher would like you to write your comparison as a diamante poem. Think about the two different styles. Think about the time period in which each style was prominent. Think about what the style looks or sounds like. Think about specific artists who used each style. Write a diamante comparing the two styles of art or music assigned by your teacher.

Diamante Response and Assessment Sheet

Author's Name _____

Poem Title _____

Responder's Name(s) _____ Date _____

Responder:

Did the author . . .

- use the correct number of words on each line?
- use the correct part of speech on each line?
- include only words related to the topic?
- use the best possible word choice?

Revision suggestions: _____

Author:

Before writing your final copy, have you . . .

- made any necessary revisions from your peer response session?
- checked for proper spelling?
- checked for proper capitalization?
- checked for proper punctuation?

Complete the following statements to provide some information about your writing:

I had a hard time _____.

My favorite part of the poem is _____.

I would like to write another diamante sometime. (Circle one.)

Yes No

Teacher:

_____ correct format of poem
_____ appropriate word choice
_____ neatness
_____ correct spelling and mechanics

Score: _____

Standards for Writing

Grades 3–5

Accompanying the major activities of this book will be references to the basic standards and benchmarks for writing that will be met by successful performance of the activities. Each specific standard and benchmark will be referred to by the appropriate letter and number from the following collection. For example, a basic standard and benchmark identified as **1A** would be as follows:

Standard 1: Demonstrates competence in the general skills and strategies of the writing process

Benchmark A: Prewriting: Uses prewriting strategies to plan written work (e.g., uses graphic organizers, story maps, and webs; groups related ideas; takes notes; brainstorms ideas)

A basic standard and benchmark identified as **4B** would be as follows:

Standard 4: Gathers and uses information for research purposes

Benchmark B: Uses encyclopedias to gather information for research topics

Clearly, some activities will address more than one standard. Moreover, since there is a rich supply of activities included in this book, some will overlap in the skills they address, and some, of course, will not address every single benchmark within a given standard. Therefore, when you see these standards referenced in the activities, refer to this section for complete descriptions.

Although virtually every state has published its own standards and every subject area maintains its own lists, there is surprising commonality among these various sources. For the purposes of this book, we have elected to use the collection of standards synthesized by John S. Kendall and Robert J. Marzano in their book *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education* (Second Edition, 1997) as illustrative of what students at various grade levels should know and be able to do. The book is published jointly by McREL (Mid-continent Regional Educational Laboratory, Inc.) and ASCD (Association for Supervision and Curriculum Development). (Used by permission of McREL.)

Writing:

1. Demonstrates competence in the general skills and strategies of the writing process
2. Demonstrates competence in the stylistic and rhetorical aspects of writing
3. Uses grammatical and mechanical conventions in written compositions
4. Gathers and uses information for research purposes

Level II (Grades 3–5)

1. Demonstrates competence in the general skills and strategies of the writing process

- A. Prewriting: Uses prewriting strategies to plan written work (e.g., uses graphic organizers, story maps, and webs; groups related ideas; takes notes; brainstorms ideas)
- B. Drafting and Revising: Uses strategies to draft and revise written work (e.g., elaborates on a central idea; writes with attention to voice, audience, word choice, tone and imagery; uses paragraphs to develop separate ideas)

Standards for Writing *(cont.)*

Grades 3–5

- C. Editing and Publishing: Uses strategies to edit and publish written work (e.g., edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; considers page format [paragraphs, margins, indentations, titles]; selects presentation format; incorporates photos, illustrations, charts, and graphs)
- D. Evaluates own and others' writing (e.g., identifies the best features of a piece of writing, determines how own writing achieves its purposes, asks for feedback, responds to classmates' writing)
- E. Writes stories or essays that show awareness of intended audience
- F. Writes stories or essays that convey an intended purpose (e.g., to record ideas, to describe, to explain)
- G. Writes expository compositions (e.g., identifies and stays on the topic; develops the topic with simple facts, details, examples, and explanations; excludes extraneous and inappropriate information)
- H. Writes narrative accounts (e.g., engages the reader by establishing a context and otherwise creates an organizational structure that balances and unifies all narrative aspects of the story; uses sensory details and concrete language to develop plot and character; uses a range of strategies such as dialogue and tension or suspense)
- I. Writes autobiographical compositions (e.g., provides a context within which the incident occurs, uses simple narrative strategies, provides some insight into why this incident is memorable)
- J. Writes expressive compositions (e.g., expresses ideas, reflections, and observations; uses an individual, authentic voice; uses narrative strategies, relevant details, and ideas that enable the reader to imagine the world of the event or experience)
- K. Writes in response to literature (e.g., advances judgements; supports judgements with references to the text, other works, other authors, nonprint media, and personal knowledge)
- L. Writes personal letters (e.g., includes the date, address, greeting, and closing; addresses envelopes)

2. Demonstrates competence in the stylistic and rhetorical aspects of writing

- A. Uses descriptive language that clarifies and enhances ideas (e.g., describes familiar people, places, or objects)
- B. Uses paragraph form in writing (e.g., indents the first word of a paragraph, uses topic sentences, recognizes a paragraph as a group of sentences about one main idea, writes several related paragraphs)
- C. Uses a variety of sentence structures

3. Uses grammatical and mechanical conventions in written compositions

- A. Writes in cursive
- B. Uses exclamatory and imperative sentences in written compositions

Standards for Writing *(cont.)*

Grades 3–5

- C. Uses pronouns in written compositions (e.g., substitutes pronouns for nouns)
- D. Uses nouns in written compositions (e.g., uses plural and singular naming words; forms regular and irregular plurals of nouns; uses common and proper nouns; uses nouns as subjects)
- E. Uses verbs in written compositions (e.g., uses a wide variety of action verbs, past and present verb tenses, simple tenses, forms of regular verbs, verbs that agree with the subject)
- F. Uses adjectives in written compositions (e.g., indefinite, numerical, predicate adjectives)
- G. Uses adverbs in written compositions (e.g., to make comparisons)
- H. Uses coordinating conjunctions in written compositions (e.g., links ideas using connecting words)
- I. Uses negatives in written compositions (e.g., avoids double negatives)
- J. Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; uses a dictionary and other resources to spell words; uses initial consonant substitution to spell related words; uses vowel combinations for correct spelling)
- K. Uses conventions of capitalization in written compositions (e.g., titles of people; proper nouns [names of towns, cities, counties, and states; days of the week; months of the year; names of streets; names of countries; holidays]; first word of direct quotations; heading, salutation, and closing of a letter)
- L. Uses conventions of punctuation in written compositions (e.g., uses periods after imperative sentences and in initials, abbreviations, and titles before names; uses commas in dates and addresses and after greetings and closings in a letter; uses apostrophes in contractions and possessive nouns; uses quotation marks around titles and with direct quotations; uses a colon between hours and minutes)

4. Gathers and uses information for research purposes

- A. Uses a variety of strategies to identify topics to investigate (e.g., brainstorms, lists questions, uses idea webs)
- B. Uses encyclopedias to gather information for research topics
- C. Uses dictionaries to gather information for research topics
- D. Uses key words, indexes, cross-references, and letters on volumes to find information for research topics
- E. Uses multiple representations of information (e.g., maps, charts, photos) to find information for research topics
- F. Uses graphic organizers to gather and record information for research topics (e.g., notes, charts, graphs)
- G. Compiles information into written reports or summaries