

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Poetry: Antonym Diamante Recognition & Creation	Lesson # 3	Date: November 15, 2024
Name: Lesson Plan for Antonym Diamante Poetry	Subject: English Language Arts	Grade(s): 7

Rationale:

This lesson is important because it allows a way for students to express themselves in written storytelling that practices using descriptive lines in a sequential way to further develop a main idea. It gives students a venue for communicating complex ideas from their perspective, requiring deep and critical thinking plus memory accessing.

Core Competencies:

Communication	Thinking	Personal & Social
<p>Students communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences. They recognize the role the audience plays in constructing meaning, and they make strategic choices to help convey their messages and create their intended impact.</p>	<p>Students get creative ideas that are novel and have value. An idea may be new to the student or their peers, and it may be novel for their age group or the larger community. It may be new to a particular context or absolutely new. The idea or product may have value in a variety of ways and contexts – it may be fun, provide a sense of accomplishment, solve a problem, be a form of self-expression, provoke reflection, or provide a new perspective that influences the way people think or act. It can have a positive impact on the individual, classmates, the community, or the world.</p>	<p>Students understand that their relationships and cultural contexts help to shape who they are. This includes culture in its broadest sense, including how one identifies in terms of ethnicity, nationality, language(s), abilities, sexual orientation, gender identity, age, geographic region, and religious or spiritual beliefs. Students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them.</p>

Big Ideas (Understand)

Language and text can be a source of creativity and joy.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> ● Apply appropriate strategies to comprehend written poems, guide asking creative and critical questions supported and inspired by texts, and extend thinking 	<ul style="list-style-type: none"> ● Writing processes may include revising, editing, considering audience

<p>by questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, problem solving</p> <ul style="list-style-type: none"> ● Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts ● Transform ideas and information to create original texts 	<ul style="list-style-type: none"> ● Common practices in all standard punctuation use, in capitalization, and in Canadian spelling ● Literary elements such as narrative structures, characterization, and setting ● Purposes of text ● How text is displayed
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Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> ● Participate in creating an antonym diamante poem with the class ● Brainstorm nouns that are opposites for Line 1 & 7 ● Brainstorm adjectives, 'ing' verbs, and descriptive nouns to fill in lines 2 to 6 of the poem in a sequential way as directed ● Create their own antonym diamante poem on the paper provided 	<ul style="list-style-type: none"> ● Conversations with students throughout the creation of an antonym diamante poem on the whiteboard ● Observing how well students are working on their own poems ● Understanding how to build an antonym diamante poem of their own ● Student legibly added their name to their paper (incomplete/complete) ● Student completed a 7-line antonym diamante poem of their own correctly within the directions given (Proficient)

Prerequisite Concepts and Skills:

Students need to be able to sit & listen to examples of antonym diamante poems without disrupting the class. Students need to be able to write coherent sentences & choose appropriate words for their poem that tell their story.

Indigenous Connections/ First Peoples Principles of Learning:

Learning is embedded in memory, history, and story. By reflecting on past experiences, knowledge, and interests for the development of this poem, students will learn to critical think about ways to make their story into an antonym diamante poem which is understandable to others and reflects the thoughts that the student is trying to convey all while doing it in the correct way as directed.

Universal Design for Learning (UDL):

Multiple visuals and text will be used, including a colourful presentation format with pictures along with multiple examples. Expectations for the final product will be posted on the screen throughout the lesson for easy reference. Students will be given a sheet to use for their poem that has guidelines and references as to how to make their poem, so it is more accessible to a wide variety of students by utilizing written and visual prompts to help them in the process. The goal is to get all the students handing in a version of their own antonym diamante poem in the class time. Adjustments could be made to those that finish quickly by getting them to do another version from scratch.

Differentiate Instruction (DI):

- Students will practice doing an antonym diamante poem with the class first
- Students will be given extra time to complete their own antonym diamante poem if needed

- The teacher will be available for questions and help with ideas if needed
- Students are given many examples so they can see how they are set up & written
- Students will be given clear directions on what is expected from them, and the instructions will remain up on the screen for the duration of the lesson
- Students will be given a template to use for their poem along with visuals on it as a reference as to how it should look & be constructed
- Early finishers can do a second antonym diamante poem, do a word search, read quietly, play a card game, or run up & down the hill at the back of the school a few times to burn off any extra energy they may have

Materials and Resources

Materials:

- Copies of worksheet (x25)
- Copies of various word searches (10 each)
- Pencils
- Presentation about antonym diamante poetry including its history, how to write one (video), examples of them, time they have to complete the assignment, what is expected, brain break if needed, a projector, computer, speaker, and screen

Resources:

- Maya Miller "How to Write a Diamante Poem"
<https://www.youtube.com/watch?v=v9eyNB99fL8>
- Kenn Nesbitt's Poetry4Kids.com "How to Write a Diamante Poem"
<https://poetry4kids.com/lessons/how-to-write-a-diamante-poem/>
- Demme Learning "How to Write a Diamante Poem"
<https://demmelearning.com/blog/how-to-write-a-diamante-poem/>
- K12 Reader "Diamante Poem: Antonym"
<https://www.k12reader.com/worksheet/diamante-poem-antonyms/>
- Children's Healthcare of Atlanta Strong4Life
<https://www.youtube.com/watch?v=2DN9nsgrQ9s>

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction: <ul style="list-style-type: none"> • Open the presentation with a funny cartoon about poetry • Give an overview of what is coming up by showing the "what we will be doing" slide 	<ul style="list-style-type: none"> • Students will listen attentively and stay in their seats 	1 minute
Body: <ul style="list-style-type: none"> • Introduce antonym diamante poetry by asking students what it is? Have they heard of it? 	<ul style="list-style-type: none"> • Students will put up their hands if they have an answer & wait for the teacher to call on them before speaking 	1 minute

<ul style="list-style-type: none"> • Explain what antonym diamante poems are, what they look like, & what antonym means • Present the history of diamante poetry • Explain what characteristics diamante poems have (1, 2, 3, 4, 3, 2, 1 words) • Explain how diamante poems are written (diamond shaped with nouns on lines 1 & 7, adjectives on lines 2 & 6, 'ing' verbs on lines 3 & 5 and descriptive nouns on line 4 • Show & read out an example of an antonym diamante poem about cats & dogs • Show & read out two more examples of antonym diamante poems about day/night & sun/rain • Show & read out two more examples of antonym diamante poems about smile/frown & sun/moon • Guide the students into making an antonym diamante poem together • Ask students to pick two opposite nouns • Write those nouns on the board in line 1 & 7 positions • Ask students to pick 2 adjectives that describe the noun in line 1 • Ask students to pick 3 'ing' verbs that go with the noun in line 1 • Ask students to fill in line 6 with two adjectives that describe the bottom noun in line 7 • Ask students to fill in line 5 with three 'ing' verbs that describe the bottom noun in line 7 • Finally, ask students to pick four descriptive nouns that pertain to the nouns in line 1 & 7 (the 1st two describe the line 1 noun & the 2nd two describe the line 7 noun) • Show off the student's hard work on the board and praise them for doing it • Handout the worksheet to the students • Give students directions to do their own antonym diamante poem with their own words (no duplicates from any examples) • Go through the rules & suggestions to early finishers 	<ul style="list-style-type: none"> • Students will offer words & build an antonym diamante poem together 	<p>8 minutes</p> <p>10 minutes</p> <p>5 minutes</p>
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Extensions:

- Extending the lesson could include the students producing more than one antonym diamante poem, larger/more complicated words, or higher subject matter
- The lesson plan could be altered by changing the topic of the antonym diamante poems to be of a certain subject matter (i.e. Christmas, New Years, December, birthdays, or any other time of the year to add interest)
- If classroom management is an issue, the teacher will discuss the rules of the classroom to the students and explain to them why it is important to give respect to teachers and others
- Giving students a body break (exercise) may alleviate any possible issues with focus & attention after the presentation and before they start to build their poems on their worksheets
- If the body break exercise from the internet is not enough to settle the class, the students can go outside and run up and down the back school hill twice (this class has a lot of boys that need to move so be adding body breaks into the lesson, it should aid in helping them settle in to do the writing portion of the lesson which is required

Reflections (if necessary, continue on separate sheet):