

Lessons and Reflection for Language Arts

Type of Mini lesson: Creating a word bank of adjectives, verbs, and nouns

Materials: pencils, paper, graphic organizer for diamante poem format, graphic organizer for word bank, dry erase strips of paper, dry erase pens, symbols for verb, noun, and adjective.

Grade Level: 3rd

Utah Common Core: Production and Distribution of Writing

Essential Questions: What verbs, adjectives, and nouns best describe my topic?

Personal Objectives: Help students build lists of each of these parts of speech that will help them write future poems.

Pre-Assessment: Previous lessons on parts of speech.

Introduce the lesson:

Bring out symbols for nouns, adjectives, and verbs. Review each part of speech with the students. Think about your very favorite thing. That thing that makes you smile when I you think about it. Write that on the top of your paper. Now, if you were to tell your very best friend about your favorite thing, what words would you use?

Discuss the process: Think about those words. Are they adjectives? Do they describe your subject? Are they verbs or actions words? Or are they nouns; persons, places, things, or ideas that are related to your subject.

Apply the process: Write those words in your word bank, sorting them into adjectives, verbs, and nouns. Try to include at least 5 of each.

Conferencing: Visiting with students, clarifying the parts of speech, and listening to word choices.

Share: Allow students to collaborate on their lists.

Accommodations: Provide assistance with writing. Give refresher lessons on parts of speech. Provide a thesaurus and give examples to scaffold students.

What did students learn? (Really think of their take aways from your lesson)

My students were so excited to work on word banks. They reviewed the parts of speech, and then collaborated and helped each other remember. They thought about their favorite subjects, and building the word bank came very easily to them.

What went well?

Splitting this lesson into two parts was exactly the right thing to do! (Thanks Anneliese!) The lesson was short, so the students had plenty of time to talk about their words and help each other to think of words.

I was so excited by the collaboration that just happened naturally after this lesson. This was a small group of 6 3rd graders. Some of them used the same topic, and enjoyed comparing the words they chose.

What might you do differently or want to change if you did the lesson again?

I actually really felt that the lesson went really well. The only thing I would change would be to present this lesson earlier in the year, so that we could have done more poetry. They are so excited about poetry now!

Other ideas? thoughts or questions?

I loved how effective it was to just focus on the word bank during the lesson. I have done other poetry lessons since, and tried to cover too much in one lesson. The flow of these two lessons was a perfect fit for my students.

Lesson 2. This lesson was observed.
Type of Mini lesson: Diamante Poem

Materials: pencils, paper, graphic organizer for diamante poem format, graphic organizer for word bank, dry erase strips of paper, dry erase pens, symbols for verb, noun, and adjective.

Grade Level: 3rd

Utah Common Core: Production and Distribution of Writing

Essential Questions: What are the rules of a diamante poem?

Personal Objectives: Help students think critically about each word they use in the diamante poem.

Pre-Assessment: Previous lesson on building a word bank.

Introduce the Lesson: Do you remember how we made a list of nouns, verbs, and adjectives that related to the topic of your poem? We are going to use those words to make a new kind of poem. Do you see this diamond shape I have outlined? This type of poetry is called a diamante. It was invented in 1969 by Iris Tiedt.

Discuss the process: Diamante poems follow a specific set of rules. (draw lines on paper) There are seven lines. The first line is one word, a noun which is one of the subjects of the poem. (symbolize noun) The second line has two words that are adjectives about the subject (symbolize). The third line has three verbs about the subject (symbolize). The fourth line has two nouns about the first subject, and two nouns about the second subject. The fifth line has three verbs about the second subject. The sixth line has two adjectives about the second subject, and the seventh line is a noun- the second subject. Place words in poem format, always asking if it is the best fit.
Read poem together.

Apply the Process: Now it's your turn to make a diamante poem of your own. I have a graphic organizer to help you remember the rules of the poem, and another one where you can write your word bank.

Independent writing/ conferencing: Meet with students as they compose their poems.

Share: Provide opportunities for students to share their work.

Accommodations: Students can use strips with words that have been written for them. Students may be provided with a list of adjectives, nouns, and verbs to work from.

Word Bank for Diamante Poem

Subject 1. _____

Adjectives _____

Verbs _____

Nouns _____

Subject 2. _____

Adjectives _____

Verbs _____

Nouns _____

Name: _____

Date: _____

Diamante Poem

To create a diamante poem, use the poem frame below, which asks you to use different parts of speech to describe your topic.

Subject 1 – a noun

adjective adjective

Verb Verb Verb

Subject 1 – noun Subject 1 – noun Subject 2 – noun Subject 2 – noun

Verb Verb Verb

adjective adjective

Subject 2 – a noun
