

Sample Daily Lesson Plan for Writer's Workshop Poetry – Language and Word Study, Text Forms (Content)

Lesson Focus:

What is the focus of the lesson? How will I teach it?

The form of a Diamante poem
Review of parts of speech using science terminology

Rationale:

Why am I teaching this lesson?

The students have been working on a Light and Sound unit in Science. After reviewing the curriculum expectations, the students need to focus on various parts of speech as they write diamante poems.

Assessment:

How will I know when my students are successful?

Use anecdotal record sheet to observe the following:
Are students able to use the Diamante form?
Is further review of parts of speech necessary?
Are students using science terminology?

Prior Knowledge:

What prior knowledge do my students need in order to be successful with this lesson's focus?

Before the lesson, the students need to have experienced a variety of science terminology from the Light and Sound unit.

Curriculum Expectations: Grade 4

Which expectations will I address?

Students will identify various parts of speech (nouns, verbs, and adjectives) and will use synonyms and antonyms.
Students will use appropriate vocabulary, including science terminology.

Materials/Preparation for Teaching:

What do I need to know, have, and be able to do before I can begin the lesson?

- "Light" Diamante Poem, mentor text (see attached)
- Blank Diamante Poem, mentor text (see attached)
- Status of the Class Checklist (see attached)
- Anecdotal Record Sheet (see attached)
- Opposites Attract Game (word cards with synonyms & antonyms)

Differentiated Instruction:

How can I ensure that I am meeting the needs of all my students?

Pair ELL/Special Education students with fluent readers
Provide leadership roles during the lesson to students who have been motivated during the science unit and/or demonstrated a strength in using science (light & sound) vocabulary.

**Mini-lesson – Content:
(10 minutes)**

Model the structure of a Diamante poem using Light as a topic for the whole group. An anchor chart describing the components of a Diamante poem is posted for reference.

(see attached)

Use think-aloud to review synonyms, antonyms, and parts of speech.

In pairs, students brainstorm science vocabulary related to Light and Sound. Write these words on the board for reference.

Status of the Class: (see attached template)

Independent Writing <i>Whole Group:</i>	Guided Writing <i>Small Group:</i>	Conferencing <i>Individual:</i>
Independent silent sustained writing for a minimum of 15 minutes. All students are engaged in writing a diamante poem. Students can work with a partner.	Meet with Erin, Daniel, Jeff, David and Margaret to review antonyms and synonyms. Together, they play our “Opposites Attract” game.	Meet with Russell to do second draft of his Basketball piece. Meet with Cathy to help her get started to her Sudoku piece.

Sharing/Reflection:

Were my students successful? Did my instructional decisions meet the needs of all students? What worked well? What will I do differently in the future? What are my next steps?

Whole group share of Diamante poems in progress.
Discussion of “What worked well? What was difficult?”

Diamante Form of Poetry

Diamante Poem

A Diamante Poem follows a very specific format – there are seven lines, and each line must have a specific number and type of words. When you're finished, the poem will be in the shape of a diamond! Look at the format and example below, and then try writing your own diamante poem.

Line 1 = Topic (**noun**)

Line 2 = **Two** describing words (**adjectives**)

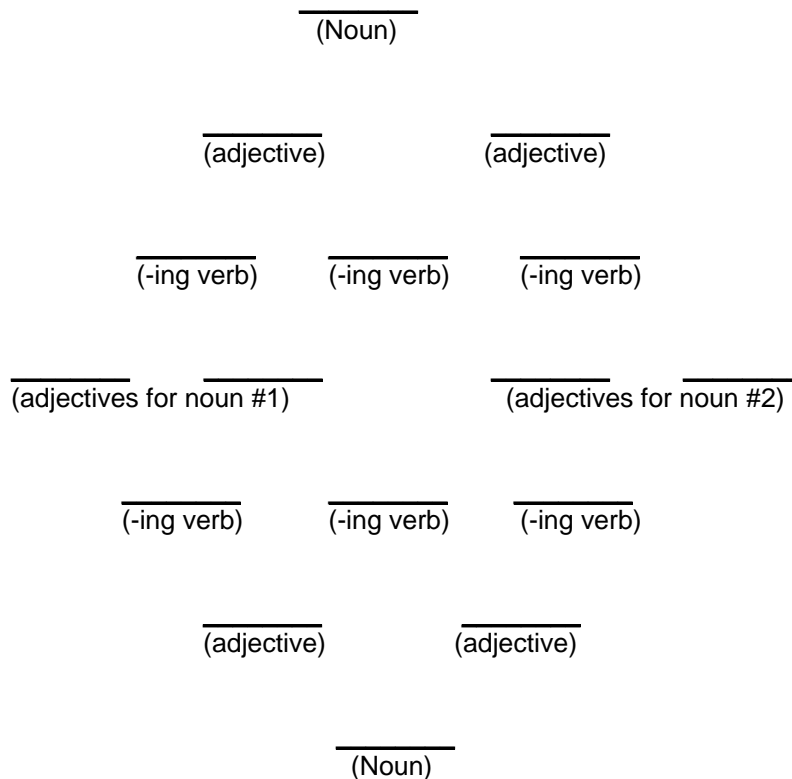
Line 3 = **Three** action words (-ing **verbs**)

Line 4 = **Four** words: Two words about the topic and two words that are opposite of those in line 2

Line 5 = **Three** action words for the ending noun (-ing **verbs**)

Line 6 = **Two** words to describe ending noun (**adjectives**)

Line 7 = Ending **noun** (opposite of Line 1)



Anchor Chart for Diamante Form of Poetry

Light
(Noun)

bright
(adjective)

shiny
(adjective)

bending
(-ing verb)

refracting
(-ing verb)

reflecting
(-ing verb)

illuminating **sunny**
(adjectives for noun #1)

shadowy **scary**
(adjectives for noun #2)

deepening
(-ing verb)

hiding
(-ing verb)

frightening
(-ing verb)

murky
(adjective)

gloomy
(adjective)

Dark
(Noun)

Status of the Class Checklist

Week of: May 15, 2006

	I/T	D1	CC	D2	EC	P
Anne	√√√√	√				
Susie			√√	√	√√	
Karen	√√	√√	√			
Michelle		√√√√	√			
Jeff				√√√√	√	
David	Abs	Abs	√√√			
Erin						√√√√√
Danny	√	√√	√√			
Gail			Abs	Abs	Abs	√√
Andre						√√√√√
Yasmin				√√√	√√	
Lizzie		√√√√√				
Alex	√√√	√√				
Aimee		√√√	√	√√		
Russell				√√√	√√	
Mo						√√√√√
Bobby		Abs	Abs	Abs		√√
Danika		√√	√	√√		
Jennifer		√	√	√√	√	
Mikey			√	√	√√√	
Angela					√√√	√√
Jackie		√√√	√√			
Margaret	√√	√√√				
Ralph	√√					√√√
Henry			√√√√√			
Doris			√√	√√√		

- I/T = Idea/Topic generation
- D1 = First Draft
- CC = Content Conference
- D2 = Second Draft
- EC = Edit Conference
- P = Publish

Note: Checkmarks represent the number of days during the week that each student focussed on a particular phase of the writing process.

Anecdotal Observation Record

Activity/Focus or Context:		Date/Time:
Expectations:		
Student 1	Student 2	Student 3
Student 4	Student 5	Student 6
Student 7	Student 8	Student 9