



Spring Celebration Homeschool Lesson Plan

Overview

Raddish is designed by a dedicated team of teachers and chefs who believe the kitchen classroom is the tastiest place to learn. We love watching learning come alive when kids mix math, stir science, and taste culture!

Paired with the materials found in your SPRING CELEBRATION box, this lesson plan divides your box into three 45-90 minute lessons. You can use these lessons for students from pre-K – middle school and adapt them to suit your needs. Depending on your timeframe, child's age, and their engagement, these lessons can be taught together or separated.

Please refer to the curriculum provided in your box: recipe guides, activity card, and introduction card.

Happy cooking! Happy learning!



Lesson #1: SPRING PARTY TOASTS
& SHOPPING GREEN
Activity Time: 90 minutes

LEARNING OUTCOMES

- Students will **discuss** what it means to “be green.”
- Students will **read** the “Cooking Green” Fun Bite on the Spring Party Toasts Recipe Guide
- Students will **conduct** a survey of their family’s grocery packaging use.
- Students will **collect, count, sort, and document** the packaging from one week pre-lesson then again for a week post-lesson to compare and contrast.
- Students will **research** ways that their family can reduce the amount of packaging in their weekly shopping.
- Students will **take action** to persuade their family to change their purchasing patterns.
- Students will **inform** others about how they can change too!
- Students will **read and practice** with **Featured Culinary Skill** – Blender Safety.
- Students will **make and share** Spring Party Toasts.



SHOPPING GREEN

Notes for the Teacher:

- This lesson is conducted over a period of two weeks.
- Week 1 - Pre-lesson:
 - Collect the family's packaging from grocery shopping.
 - Survey the type and amount of packaging.
 - Have students decide how to record the results in an organized way that the student can decipher and work with later.
- Week 2 – Post-lesson:
 - Teach the lesson about packaging and research different ways to limit the packaging that the family brings home.
 - Plan ways to shop this week to consume less packaging.
 - Optionally, compare the costs between the 2 weeks.
 - Collect the family's packaging from grocery shopping.
 - Survey the type and amount of packaging.
 - Have students decide how to record the results in an organized way that the student can decipher and work with later.
 - Students will then compare and contrast the 2 weeks of shopping and come to some conclusions.

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Chart paper and markers.
 - Grocery list for a week's shopping
- **Read**
 - "Cooking Green" Fun Bite

Lesson: Shopping Green

- Introduction: Packaging Survey
 - **Start** this lesson one week and then continue the next once the initial survey has been conducted. (See teacher's notes.)
 - **Week 1**
 - **Provide** students with paper and markers to track the amount of packaging that their family generates in a week from their grocery shopping.
 - **Allow** students to decide how to track the information. Make certain that they do it regularly throughout the week. Optionally, if space allows, the students could save the actual packaging to compare visually.



- **Younger students** may simply count or use tally marks or draw the materials.
 - **Older students** may measure, weigh, sort and classify types of materials, etc.
 - **Ask:** What did you learn about your family's grocery packaging?
 - **Assess** how they **recorded** the information and **help** them to see ways to **improve** for next round.
 - **Read** the "Cooking Green" Fun Bite together.
 - **Discuss and evaluate** whether they are currently taking any of these actions in their family.
 - **Tell** the students that today they will **learn** some ways to help **reduce** the amount of packaging they bring home from the grocery store, and then be charged with **persuading** their family to **make some changes** so that they can beat last week's packaging survey!
- Information: How to Bring Home Less
 - **Ask:** How can you reduce the amount of plastic bags, containers, and boxes that you and their family bring home from the grocery store?
 - **Record** their answers on chart paper or a board.
 - **Share** with the students that food provides sustenance, but unfortunately it also generates trash, especially if the majority of food comes from a grocery store. While packaging is helpful and often necessary for keeping food fresh, uncontaminated, and easy to transport, anyone wanting to reduce their household trash knows how frustrating it is to come home with thin plastic produce bags that get thrown out as soon as the fruit goes into the fruit bowl.
 - It is possible to reduce your grocery shopping footprint, but it takes some organization and preparation.
 - Ways to reduce:
 - **Use reusable cotton produce bags** to buy fruits and vegetables.
 - Pick fruit and vegetables that are loose and not already in a package.
 - If you run out of bags just put the items in your basket or shopping cart as they are.
 - **Take reusable glass jars or containers to the store.** Use at the deli counter for cheese, meat, olives, etc.
 - Ask the employee at the counter to put the container on the scale first then zero out the weight before adding the items you wish to purchase.
 - **Buy bulk items when you can** (beans, noodles, flour, etc.) and use cloth bags or small pillowcases to bring them home from the store.
 - **Avoid little things that end up in the garbage**, such as twist-ties, bread tags, and receipts.



- Use **tote bags** or a sturdy bin with handles to take your food home from the store. (Don't accept plastic grocery bags.)
 - If you have to buy something that is pre-packaged, **choose the one in recyclable packaging** made out of glass, metal, or paper over plastic.
 - **Be prepared to refuse** to buy an item based on its packaging.
 - Try **shopping at stores that support zero waste** practices (e.g. bulk food stores that allow reusable containers.)
- Activity Instructions: “Green Shopping Experiment”
 - **Challenge** students to **approach** their family with what they have learned about green shopping.
 - **Encourage** them to **convince** the shoppers to make some changes and **offer** to **help** them.
 - Once again, students are responsible for **surveying and recording** a week's worth of packaging that comes home with the shopping.
 - After Week 2, have students **compare and contrast** between the two weeks.
 - **Ask:**
 - Did you have an impact on your family bringing home less waste?
 - **Calculate** how much?
 - Did the kind of packaging change from Week 1? More glass than plastic?
 - What other differences did they notice?
 - **Ask** the students to **check in** with the shoppers to **find out** if it was:
 - harder to shop this way?
 - more expensive?
 - did they get funny looks from people?
 - did they experience unhelpful employees?
 - Have students **share** their results with their friends and family.
 - **Challenge** the students to take **further action** to not only **reduce waste** in their own house but **help friends** and extended family as well.
 - See the extension activities for further ideas.

Extension:

- **Check out** this website and then **create a Zero Waste Guide** for your neighborhood.
 - <https://theecohub.ca/zero-waste-shopping-guide-alberta/>
- **Write** a letter to your local grocery store about your concerns over packaging.
- **Interview** the produce manager at your local grocery store about their practices around waste and packaging.
- **Create** a poster to **teach** others the ways that they can minimize their Shopping Waste.



COOKING SPRING PARTY TOASTS

Kitchen Prep

- Read the SPRING PARTY TOASTS recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - BLENDER SAFETY**
- Discuss kitchen safety. Specifically, BLENDER SAFETY (Visit Raddishkids.com/pages/safety).

Prepare SPRING PARTY TOASTS

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to cut, blend, and spread.
- When the SPRING PARTY TOASTS are ready, eat, taste and share!
- While your friends and family are eating, share the results of your packaging survey and provide suggestions for how they can make a difference in their own shopping habits.

RESOURCES

- Books
 - Bag in the Wind by Ted Kooser
 - Michael Recycle by Ellie Bethel
 - 10 Things I can do to Help My World by Melanie Walsh
- Websites
 - <https://slate.com/technology/2019/05/package-free-bulk-shopping-zero-waste-movement.html>
 - <https://theecohub.ca/zero-waste-shopping-guide-alberta/>
 - <https://www.treehugger.com/green-home/10-steps-zero-waste-shopping-routine.html>



Lesson #2: CARROT CAKE COOKIES
& MIGRATION MEANS MOVING
Activity Time: 45-60 minutes

LEARNING OUTCOMES

- Students will **discuss** what it means to move from one place to another.
- Students will **think and explain** who and what move from one place to another.
- Students will **define and use** the term *migration*.
- Students will **read** books about the migration of people and/or animals.
- Students will **choose** a group of animals or people to **research** their migration.
- Students will **illustrate their learning** through art, mapping, or storytelling.
- Students will **read and practice** with **Featured Culinary Skill** - Using a Box Grater.
- Students will **make and share** Carrot Cake Cookies.



MIGRATION MEANS MOVING

Notes for the Teacher:

- Talking to your students about migration of people due to war, natural disaster, and political reasons can be difficult to broach.
 - Start with a story (there is a list of books in the resource section as a starting point)
 - Give students time and space to ask questions and then answer their questions as simply, directly, and concisely as possible.
 - Wait for the next question to come before you provide any further information.
 - Further information can be found here:
 - <https://www.washingtonpost.com/news/answer-sheet/wp/2018/06/25/how-to-have-the-hard-conversation-with-kids-about-migration-at-the-u-s-border/>
 - http://www.google.com/movies?hl=en&near=Dublin&ei=ue3cU_a2No_b7Aam8YGICQ&view=map

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Books – see the list below
 - Atlas or world map
 - Access to the internet for research
 - Optional: interview subject that has migrated
 - Activity (dependent on how presenting)
 - Drawing (paint, crayons, paper, etc.)
 - Storytelling (paper, writing utensils, computer)
 - Mapping (atlas, printed maps, poster board, pins, yarn, etc.)
- **Read**
 - One or more of the books listed below to ascertain which are best for your students
- **Watch**
 - Migration Video for Primary School (5:44)
 - <https://www.youtube.com/watch?v=ayBByVpyUDI>
 - SciShow Kids- Migrations: Big Animal Trips (4:31)
 - <https://www.youtube.com/watch?v=hMAS4SdPj-w&pbjreload=10>



Lesson: MIGRATION MEANS MOVING

- Introduction: Have You Ever Moved?
 - Ask:
 - Have you ever moved from one place to another? Or known a friend or family member that has?
 - Where did you/they move from/to?
 - Why did you/they move?
 - What things did/you they have to think about to plan for moving?
 - Discuss how most living things move from one place to another.
 - Ask: Can you think of other living things, besides people, that move from one place to another?
 - Write a list to capture the students' ideas.
 - Tell the students that today they will have the opportunity to **read** about the movement, also called *migration*, of people and animals and then choose to study one group that they are interested in.
- Information: What is Migration and Why do People and Animals Do It?
 - Collaborate with students to create a working definition of *migration* that can be **added to or edited** throughout the lesson.
 - Read-aloud or have students **read** some of the suggested books listed in the resource section.
 - Support students in **evaluating** and **editing** their definition of migration.
 - Ask:
 - What makes migration different than a trip or vacation?
 - What reasons do animals have for migrating?
 - What reasons do people have for migrating?
 - How do animals find their way to their destination? Why that place?
 - Show the following (or other) videos about migration of people and animals.
 - While watching **pause** the video to **discuss** or have students **take notes** to **add** to their answers of the above questions.
 - Migration Video for Primary School (5:44)
 - <https://www.youtube.com/watch?v=ayBByVpyUDI>
 - SciShow Kids- Migrations: Big Animal Trips (4:31)
 - <https://www.youtube.com/watch?v=hMAS4SdPj-w&pbjreload=10>
 - Again, **support** students in **evaluating** and **editing** their definition of migration.
 - **Create** a poster together with the completed definition to hang up.
- Activity Instructions: The Migration of _____
 - Tell students that it is now their chance to **study** the migration of one group of animals or one group of people.
 - Explain that it is going to be their job to **share** what they learn with their family and friends. They **must include** the following information:



- What is migration?
- Why does this animal or group of people migrate?
- What way do they travel? (walk, fly, by boat)
 - from where to where?
 - how far?
- How do they find their way?
- Is it one way or return migration?
- Describe that they can share their new learning in the form of:
 - A drawing/painting/comic strip
 - Mapping the journey with words or drawings to explain
 - A fictional story of an individual that makes a migration (animal or person)
 - Any other way that they are inspired to share what they learned
- Provide students with resource materials necessary to their research.
- Scaffold the students learning and **be available to answer** difficult questions about climate change, natural disasters, and war. (See Teacher Notes)

Extension:

- Compare and contrast how hibernation differs from migration.
- Explore how humans affect animal migration. Roads, bridges, climate change?
- Pose the question: Can plants migrate?



COOKING CARROT CAKE COOKIES

Kitchen Prep

- Read the CARROT CAKE COOKIES recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - USING A BOX GRATER.**
- Discuss kitchen safety. Specifically, HANDWASHING safety (Visit Raddishkids.com/pages/safety).

Prepare CARROT CAKE COOKIES

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to beat, grate, and sandwich.
- When the CARROT CAKE COOKIES are ready, eat, taste and share!
- While your friends and family are eating, share your definition of migration and show them the story of migration that you researched.

RESOURCES

- Books
 - Picture Books
 - People Migration
 - [Where Will I Live](#) by Rosemary McCarney
 - [Dreamers](#) by Yuyi Morales
 - [The Day the Way Came](#) by Nicola Davies
 - [Marwan's Journey](#) by Patricia de Arias
 - [Idriss and His Marble](#) by Rene Gouichoux
 - [Her Right Foot](#) by Dave Eggers
 - [La Frontera El viaje con papa/ My Journey with Papa](#) by Debora Mills, Alfredo Alva, Claudia Navarro
 - Animal Migration
 - [The Long, Long Journey: The Godwit's Amazing Journey](#) by Sandra Markle
 - [Home at Last: A Song of Migration](#) by April Pulley Sayre
 - [Following Papa's Song](#) by Gianna Marino
 - [Little Red Bat](#) by Carole Gerber
 - [Monarchs and Milkweed](#) by Anurag Agrawal
 - Chapter Books
 - People Migration
 - [Boy at the Back of the Class](#) by Onjali Rauf



- Esperanza Rising by Pam Munoz
- Other Words for Home by Jasmine Warga
- Pie in the Sky by Remy Lai
- Gaby, Lost and Found by Angela Cervantes
- **Animal Migration**
 - Great Migrations Amazing Animal Journeys by National Geographic
 - On the Move: How and Why Animals Travel in Groups by Sue Boinski, Paul A. Garber
 - Migration: The Biology of Life on the Move by Hugh Dingle
- **Websites**
 - www.imaginationsoup.net
 - <https://www.washingtonpost.com/news/answer-sheet/wp/2018/06/25/how-to-have-the-hard-conversation-with-kids-about-migration-at-the-u-s-border/>
- **Videos**
 - Migration Video for Primary School (5:44)
 - <https://www.youtube.com/watch?v=ayBByVpyUDI>
 - SciShow Kids- Migrations: Big Animal Trips (4:31)
 - <https://www.youtube.com/watch?v=hMAS4SdPj-w&pbjreload=10>



Lesson #3: CHICKEN LETTUCE WRAPS
& SPRING POETRY
Activity Time: 60-90 minutes

LEARNING OUTCOMES

- Students will **explore** outside in nature to **warm up** their connection to Spring and **access** vibrant vocabulary.
- Students will **read** the Spring Poetry activity included in the Spring Celebration Raddish Kit.
- Students will **learn** about a few poetic forms (Rhyming, Acrostic, Haiku, Concrete, Cinquain, Diamante).
- Students will **select** a focus when writing.
- Students will use descriptive language to **describe** people, places, things (e.g., size, color, shape), locations, and actions.
- Students will **write or dictate** an original poem.
- Students will **compose poetry** about their springtime experiences.
- Students will **practice counting** syllables and **identifying and using** nouns, adjectives, and verbs to create spring poems.
- Students will **understand, explain, and use** common antonyms and synonyms.
- Students will **recite** their poems for friends and family.
- Students will **read and practice** with **Featured Culinary Skill** - Preparing *Mise en Place*.
- Students will **make and share** Chicken Lettuce Wraps.



SPRING POETRY

Teacher's Notes:

- Using Shared Writing:
 - If your students haven't written poetry before, they may not know where to begin. Shared writing can help students to get over the anxiety of trying something new.
 - In shared writing, the teacher and students compose text together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe, writing the text as it is composed.
 - The purpose of shared writing is for the teacher to model the thought process involved in writing and allow students to engage in and focus on the process. It is also a powerful method of direct teaching of key skills and concepts needed in the writing process.
- Why is Shared Writing Important?
 - Reinforces and supports reading as well as writing
 - Makes it possible for all students to participate
 - Encourages close examination of texts, words, and opinions of authors
 - Demonstrates the conventions of spelling, punctuation, and grammar
- For more support on how to teach using Shared Writing check out this article:
 - <https://www.tes.com/news/nine-steps-leading-effective-shared-writing-sessions>

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Spring Poetry Activity included in the Spring Celebration Raddish Kit
 - "Four Types of Poems" (included – see page 18)

Lesson: Spring Poetry

- Introduction: Get in a Spring Situation
 - **Collect** notebooks and pens and **plan** a trip outside. It could just be to the backyard or to a neighborhood park.
 - **Encourage** students to:
 - **be active and move** around the space
 - **Ask:**
 - How do you feel?
 - What did you notice when you were moving?
 - Free, alive, slippery ground, windy, warm, etc.
 - Students or teacher **write** down these words.
 - **sit down, close eyes, be quiet**
 - **Ask:**
 - What do you hear and notice?



- dripping water, screaming kids, wind in the branches, birds chirping, etc.
 - **write** down these words (teacher or student)
- **open your eyes and observe** all around you
 - **Ask**
 - Can you **describe** what you see? (Encourage use of colors and textures.)
 - Bright green buds on the trees, tiny purple flowers pushing up through the wet muddy brown ground, squirrels hunting for last year's hidden food, etc.
 - **write** down these words (teacher or student)
 - **Compare and contrast**, on the walk back, how things feel different in the springtime vs. the winter or summer.
 - Once back inside, **review** the vocabulary discovered on the walk and **add** any new words that the students come up with.
 - **Inform** the students that today they are going to **learn** about a few different types of poetry and then they will be able to use their experience outside in Spring along with the vocabulary list they created to **compose** their very own Springtime Poems.
- Information: Different Types of Poems
 - **Read** the "Spring Poetry" activity included in the Spring Celebration Raddish Kit.
 - **Review** the terms *descriptive language* (that's what you came up with outside), *rhyme*, *acrostic*, and *haiku*.
 - **Optionally**, also teach *Cinquaine*, *Diamante*, and *Concrete* poems using the "Four Types of Poems" sheet (included – see page 18)
 - Through **shared writing** (see teacher's notes) **choose** a type of poem and use the vocabulary list to **model** how to **write** a springtime poem.
- Activity Instructions:
 - **Post** Springtime Vocabulary list for all students to see.
 - **Inform** students that it is their turn to **create** an original poem that **describes** springtime for them.
 - **Tell** them that they can **choose** one or more of the types of poetry they learned about today:
 - Rhyming, Acrostic, Haiku, Cinquaine, Concrete, Diamante
 - **Provide** examples of each to the students for reference.
 - **Support** the students in composing their poems.
 - Have students **re-read and edit** their poems for vivid language that paints a picture for the eyes, ears and heart.
 - If time allows, students can **draw** or paint a picture to represent their poem or physically **act it out**.



Extension:

- Read and recite spring-inspired poems.
- Read a biography of a famous poet.
- Research how someone becomes a poet.
- Write poems about all kinds of subjects.



COOKING CHICKEN LETTUCE WRAPS

Kitchen Prep

- Read the CHICKEN LETTUCE WRAPS recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - PREPARING MISE EN PLACE**.
- Discuss kitchen safety. Specifically, STOVE TOP safety (Visit Raddishkids.com/pages/safety).

Prepare CHICKEN LETTUCE WRAPS

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to grate, smash, and cook.
- When the CHICKEN LETTUCE WRAPS are ready, eat, taste and share!
- While your friends and family are eating, teach them about one kind of poem and recite a spring poem for them. Additionally, you could inspire and support them in writing their own Spring Poem to share!

RESOURCES

- **Websites**
 - <http://www.poetryarchive.org/lesson-plan/inclusion-sun-has-burst-sky-jenny-joseph>
 - <http://childrenspoetryarchive.org>
 - www.poetry4kids.com
 - http://speaktochildren.org/Speak_To_Children/Appreciation.html
 - <http://kids.britannica.com/elementary/article-353645/poetry>

Four Types of Poems

Acrostic Poetry

- Acrostics are a fun poetic form that anyone can write.
- An acrostic is a poem in which the first letters of each line spell out a word or phrase. The word or phrase can be a name, a thing, or whatever you like.
- Usually, the first letter of each line is capitalized. This makes it easier to see the word spelled out vertically down the page.
- Acrostics are easy to write because they don't need to rhyme, and you don't need to worry about the rhythm of the lines. Each line can be as long or as short as you want it to be.

Steps to Write an Acrostic Poem:

1. Decide what to write about.
2. Write your word down *vertically*.
3. Brainstorm words or phrases that describe your idea. At this point, don't worry about the letter in the word. Just get a bunch of ideas.
4. Try and use your first line to introduce the subject and your last line to end the poem.
5. Place your brainstormed words or phrases on the lines that begin with the same letters.
6. Fill in the rest of the lines to create a poem.

Example of an Acrostic:

Ready to learn, cook and share!

Adventures in the kitchen

Delicious tastes in my mouth

Displaying dinner like a work of art

Inventing new recipes

Scavenger hunts in the grocery store

Home eating with my family at the dinner table

Cinquain Poetry

- The cinquain poem was created by American poet, Adelaide Crapsey, about 100 years ago.
- It is similar to Japanese poetic forms, such as haiku and tanka.
- Although cinquains are only five lines long, the best ones tell a small story. Instead of just having descriptive words, they may also have an action (something happening), a feeling caused by the action, and a conclusion or ending.
- The Rules of a Traditional Cinquain:
 - Cinquains are five lines long.
 - They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth, and just 2 in the last line. (2,4,6,8,2)
 - Cinquains do not need to rhyme, but you can include rhymes if you want to.
- Tell a story with a cinquain:
 - Start with your subject on the first line, describe it on the second, put an action on the third line, a feeling on the fourth line, and a conclusion on the last line, like this:

Title

Subject (2)

Description (4)

Action (6)

Feeling (8)

Conclusion (2)

Steps to Write a Cinquain Poem

1. Decide what you would like to write about.
2. Brainstorm words and phrases that have to do with your idea.
3. Think about what story you want to tell.
4. Write your words and phrases in an order that tells your story, being sure to count the syllables as you go. (2,4,6,8,2)

Example of a Cinquain:

I Love to Cook!

Cooking

Shopping for food

Tasting, creating art

I share with friends we are all full

Content

Diamante Poetry

- A diamante – pronounced dee-uh-MAHN-tay – is an unrhymed seven-line poem.
- The beginning and ending lines are the shortest, while the lines in the middle are longer, giving diamante poems a diamond shape.
- “Diamante” is the Italian word for diamond, so this poetic form is named for this diamond shape. It is also called a “Diamond Poem.”
- The diamante was invented 48 years ago by an American poet named Iris McClellan Tiedt in 1969, and has become very popular in schools.
- The Rules of a Diamante:
 - Diamantes are seven lines long.
 - The first and last lines have just one word.
 - The second and sixth lines have two words.
 - The third and fifth lines have three words.
 - The fourth line has four words.
 - Lines 1, 4, and 7 have nouns.
 - Lines 2 and 6 have adjectives.
 - Lines 3 and 5 have verbs.
- There are two different types of diamantes: *synonym* diamantes and *antonym* diamantes.
 - In a synonym diamante, the nouns at the beginning and end are two words that mean basically the same thing.
 - In an antonym diamante, the two nouns are opposites.

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

Steps for Writing a Diamante Poem

1. Decide what thing (noun) you want to write about.
2. Decide if you are writing a synonym or antonym diamante.
 - If you choose synonym you need to choose another word that means the same thing as your subject.
 - If you are writing an antonym diamante, choose a word that is its opposite.
3. Once you’ve chosen your two nouns, take a piece of paper and make a column for each noun. Then brainstorm as many words as you can that have to do with each of them. Remember that you want descriptive words (adjectives), action words (verbs) and even more nouns. Write more words than you need so you have lots of options.
4. Arrange your diamante, putting the synonyms or antonyms at the top and bottom, the adjectives next, on lines 2 and 6, the verbs after that on lines 3 and 5, and lastly your additional nouns on the middle line.
 - In the *top* half of the poem – lines 2 and 3 – your adjectives and verbs should be ones from your first brainstorming column
 - In the *bottom* half of the poem – lines 5 and 6 – your adjectives and verbs should be related to the noun on line.
 - On line 4 (the line in the middle of the poem) the first two nouns should be related to the noun on line 1, and the last two nouns should be related to the noun on line 7.

Example of Antonym Diamante:

Chocolate	Vanilla
Melting	Liquid
Brown	White
Bitter	Sweet
Oozing	Flavoring
Chomping	Licking
Pod	Flower
Bar	bean
Tree	Scent

Chocolate
 Brown, Bitter
 Melting, Oozing, Chomping
 Pod, Tree, Bean, Flower
 Flavoring, Scenting, Licking
 White, Sweet
 Vanilla