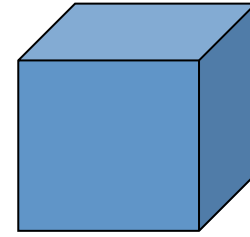
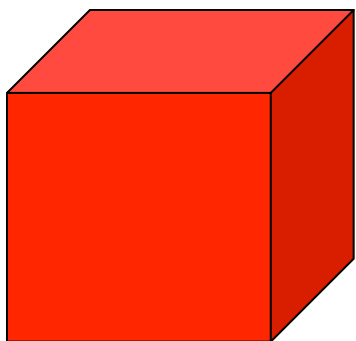


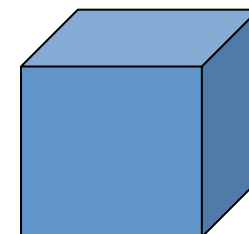
# What Is Cubing??



- Cubing is an instructional strategy that asks students to consider a concept from a variety of different perspectives.
- The cubes are six-sided figures that have a different activity on each side of the cube.
- A student rolls the cube and does the activity that comes up.
- Cubes can also be used for group tasks as well as individual tasks.



# How Cubing Works



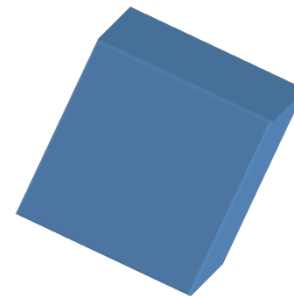
- Students can work alone, in pairs, or in small groups with the appropriate cube.
- In pairs or small groups, each student takes a turn rolling the cube and doing the activity that comes up. Students have the choice to roll again once if they don't like the activity that turns up.
- Students each roll the cube 2 – 4 times, depending on the magnitude of the assignments.
- When working in groups, an option is to have the student who rolls lead the discussion and/or activity rolled. Have another student serve as the scribe to take notes on the group discussion. After the group reaches consensus that the task is complete, the roller and scribe change.

# CUBING

1. **Describe it:** Look at the subject closely (perhaps with your senses as well as your mind)
2. **Compare it:** What is it similar to? What is it different from?
3. **Associate it:** What does it make you think of? What comes to your mind when you think of it? Perhaps people? Places? Things? Feelings? Let your mind go and see what feelings you have for the subject.
4. **Analyze it:** Tell how it is made? What are its traits and attributes?
5. **Apply it:** Tell what you can do with it. How can it be used?
6. **Argue for it or against it:** Take a stand. Use any kind of reasoning you want – logical, silly, anywhere in between.

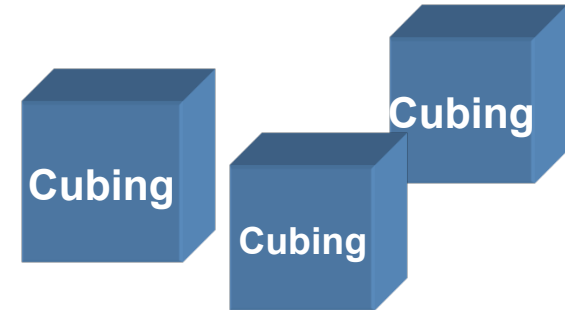
Or you can . . . .

- Rearrange it
- Illustrate it
- Question it
- Satirize it
- Evaluate it
- Connect it
- Cartoon it
- Change it
- Solve it



# Ideas for Cubing

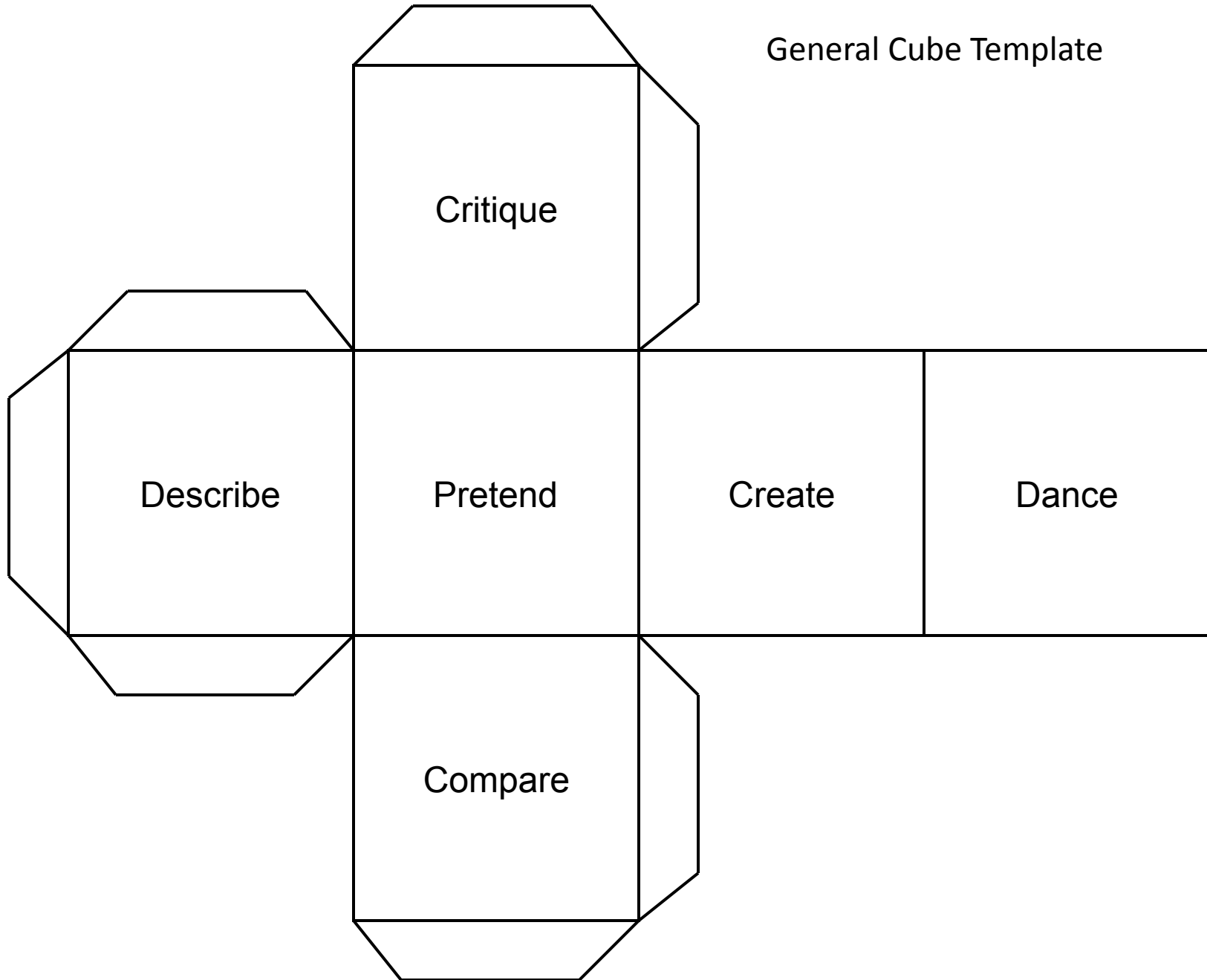
- **Arrange** \_\_\_\_\_ into a 3-D collage to show \_\_\_\_\_
- **Make** a body sculpture to show \_\_\_\_\_
- **Create** a dance to show \_\_\_\_\_
- **Do** a mime to help us understand \_\_\_\_\_
- **Present** an interior monologue with dramatic movement that \_\_\_\_\_
- **Build/construct** a representation of \_\_\_\_\_
- **Make** a living mobile that shows and balances the elements of \_\_\_\_\_
- **Create** authentic sound effects to accompany a reading of \_\_\_\_\_
- **Show** the principle of \_\_\_\_\_ with a rhythm pattern you create. Explain to us how that works.



## Ideas for Cubing in Math

- **Describe** how you would solve \_\_\_\_\_
- **Analyze** how this problem helps us use mathematical thinking and problem solving
- **Compare and contrast** this problem to one on page \_\_\_\_\_.
- **Demonstrate** how a professional (or just a regular person) could apply this kink or problem to their work or life.
- **Change** one or more numbers, elements, or signs in the problem. Give a rule for what that change does.
- **Create** an interesting and challenging word problem from the number problem. (Show us how to solve it too.)
- **Diagram or illustrate** the solution to the problem. Interpret the visual so we understand it.

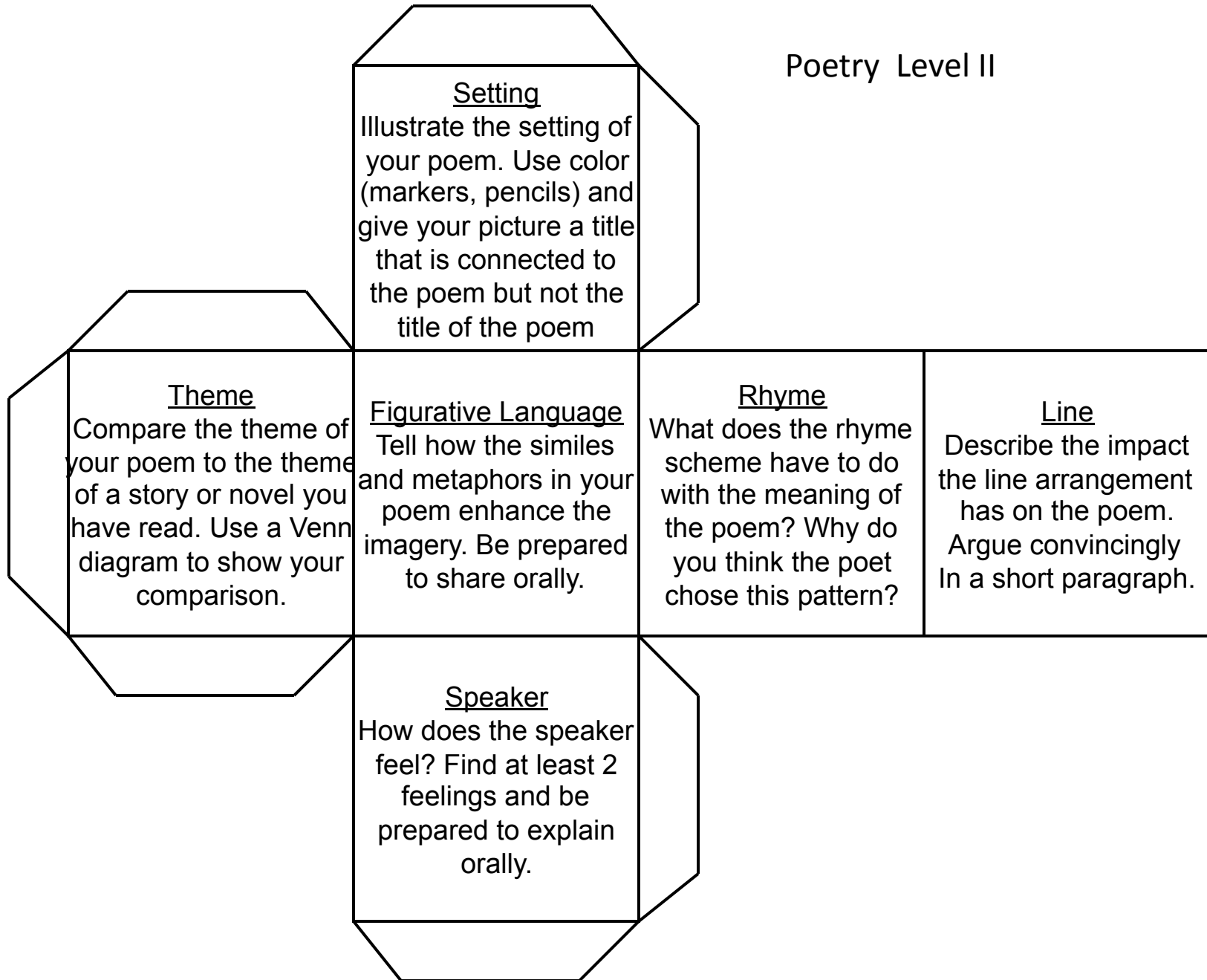
General Cube Template



## Poetry Level I

<p><u>Theme</u> Describe the theme of your poem in a paragraph. Check for topic sentence, supporting details and conclusion</p>	<p><u>Setting</u> Illustrate the setting of your poem. Use color (markers, pencils) and give your picture a title that is connected to the poem but not the title of the poem</p>		
	<p><u>Figurative Language</u> Using a graphic organizer, list all the similes and metaphors in your poem. If you need help finding metaphors, consult With your group members</p>	<p><u>Line</u> Describe the way the lines are arranged</p>	<p><u>Rhyme</u> Figure out the rhyme scheme of the poem. Be prepared to teach it to the class.</p>
	<p><u>Speaker</u> Describe the speaker of this poem. Be prepared to share orally.</p>		

## Poetry Level II



## Poetry Level III

<p><u>Theme</u> Write a short poem to express the theme of the poem you have chosen. Choose your own style.</p>	<p><u>Setting</u> If your poet were an artist, how would he/she express this poem as a picture? Use markers, pencils, etc. to illustrate your answer.</p>	<p><u>Rhyme</u> Provide other examples of rhyme or rhythm besides end rhyme used in your poem. How does this add to the sound of the Poem? Be prepared to share orally</p>	<p><u>Line</u> How would the poet arrange the next lines of this poem if he/she were extending the meaning and theme?</p>
	<p><u>Figurative Language</u> Write 2 more similes and metaphors that could be added to the poem.</p>		
	<p><u>Speaker</u> Create another line for this poem that the speaker may have written.</p>		



<p style="text-align: center;"><b>Red Cube</b></p>	<p style="text-align: center;"><b>Describe</b></p> <p>Your favorite picture in the story <u>Family Pictures</u>. Tell why you picked that one.</p>	<p style="text-align: center;"><b>Big Idea:</b></p> <p>To understand basic connections that all people have regardless of their culture in order to function in the real world</p>
<p style="text-align: center;"><b>Compare</b></p> <p>Your favorite picture in the story <u>Family Pictures</u> to a similar activity in your life. You may use words and/or pictures</p>	<p style="text-align: center;"><b>List</b></p> <p>Words that describe your feelings about the Mexican culture as you look at each picture in the story.</p>	<p style="text-align: center;"><b>Chart</b></p> <p>Using a Venn diagram, show your favorite things and compare to the favorite things you found in the story. Find common areas that you and the story share.</p>
<p style="text-align: center;">Third Grade Southwest Unit Cubing Example <u>Family Pictures</u> by Carmen Lomas Garza</p>	<p style="text-align: center;"><b>Analyze</b></p> <p>The favorite things in the story by understanding why these might be traditions in the culture. If you were a researcher asked about the important things in the Mexican culture, what would you say.</p>	<p style="text-align: center;">Adapted from a lesson by Joy Peters, Nebraska</p>
	<p style="text-align: center;"><b>Justify</b></p> <p>The story describes a family that speaks a different language and come from a different culture. Justify thy it is important to meet people who speak a different language and have a different culture.</p>	

<p style="text-align: center;"><b>Orange Cube</b></p>	<p style="text-align: center;"><b>Describe</b></p> <p style="text-align: center;">The Mexican culture using at least three sentences with three describing words in each sentence.</p>	<p style="text-align: center;"><b>Big Idea:</b></p> <p style="text-align: center;">To understand basic connections that all people have regardless of their culture in order to function in the real world</p>
<p style="text-align: center;"><b>Compare</b></p> <p style="text-align: center;">Use the Compare/Contrast graphic organizer and look at areas of food, shelter, traditions, family life, fun</p>	<p style="text-align: center;"><b>Pretend</b></p> <p style="text-align: center;">That you are a child from Mexico. Tell me about your day. What would your chores be? What would you eat? How would you spend your free time? Would you take naps? Tell me why.</p>	<p style="text-align: center;"><b>Critique</b></p> <p style="text-align: center;">Find another story to read at the reading center. Compare it to <u>Family Pictures</u> and discuss elements you liked and did not like of either.</p>
<p style="text-align: center;"><b>Third Grade Southwest Unit Cubing Example <u>Family Pictures</u> by Carmen Lomas Garza</b></p>	<p style="text-align: center;"><b>Create</b></p> <p style="text-align: center;">Make your own family album by drawing at least five special activities your family shares</p>	<p style="text-align: center;">Adapted from a lesson by Joy Peters, Nebraska</p>
	<p style="text-align: center;"><b>Dance</b></p> <p style="text-align: center;">Choreograph a dance or mime to represent three main ideas that you learned about the Mexican culture.</p>	