

# Rhyming Cubes

## MATERIALS

### FOR STUDENT:

(one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam Cube 2 7/8" x 2 7/8" x 2 7/8"
- Scrapbook paper, three-six color-coordinated patterns, six 2 7/8" squares (See FOR TEACHER)
- Colored sticky back notes, 1 1/2" x 2", two notes of each of three colors to coordinate with papers
- Washable black felt tip marker
- Glue stick
- Pencil
- Paper plate, small
- Lined paper
- Plastic bag



### FOR TEACHER:

- 12" x 12" scrapbook paper, (ideally, double-sided and heavy weight like cardstock), color-coordinated patterns (three if double-sided, six if single sided) (Can get sixteen 2 7/8" squares per 12" square sheet)
- Paper cutter
- Permanent marker
- Glue stick
- Ruler
- Pencil
- Paper clips (optional)
- Glue gun (for teacher only)
- Paper towels

## TEACHER PREPARATION

*Note: Read through all the instructions first and check out the TIPS! Have a glue gun plugged in and ready to use (ideally set on low temperature) but out of student reach. This can give you immediate adhesion when you're in a hurry to help students. Be sure that the glue has cooled before returning the projects to students (takes a minute or so.) It is also recommended that you make a sample first, before preparing the materials for any others, since knowing how the parts fit, might affect how you prepare the rest of them.*

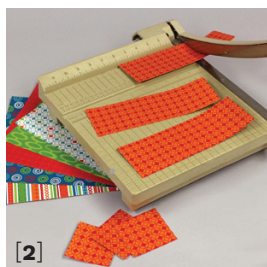
**[1]** Remove plastic wrapping from foam cubes.

**[2]** If you purchased double-sided paper from a matching series, you'll only need three 12" x 12" sheets per eight students. This would allow you to purchase several various-colors/prints of papers for the class, so that each student could choose the set they preferred.

Use a paper cutter to cut six 2 7/8" squares of coordinating papers per student. Be sure the size is precise in order to properly fit the foam cubes. (Check after cutting the first square.)

**[3]** Write student names on bags in permanent marker. Fill bags with six papers and six sticky notes (unless students will be allowed to choose their papers. If so, paper clip papers into sets of six and put them in a general area so that students can select and fill their own plastic bags.)

**[4]** Set materials in each student work area: Foam cube on plate, lined paper, pencil, marker, glue stick, and bag of papers (or just the bag with their name on it, if students are choosing their papers).



## LANGUAGE ARTS

GRADE LEVEL  
FOURTH – FIFTH

### COMPLETION TIME

• 45 minute session



## OBJECTIVES

Students learn to:

- Identify what makes words rhyme
- Create a list of rhyming words
- Work with classmates on a simple rhyme

## STANDARDS

- Explain major difference between poems, drama and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter)
- Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

## LESSON INTRODUCTION

- Discuss rhymes and read several examples of rhyming phrases that students would like from popular books. (See REFERENCES.) Encourage students to hear and feel the rhythm created by the sounds and the syllables of words as they combine. (In fact, for one example, you can speak in a sing-songy voice so that they hear the rhythm.) Equate it with their music, asking them to share (appropriate) song lyrics that rhyme.



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# INSTRUCTIONS

**[1]** Demonstrate how to apply a generous amount of glue stick to one surface of the foam block and press a paper square in place. Show the importance of being precise in lining up the edges, so that other papers will meet correctly.



**[2]** Have students turn over their cube on the plate and attach a paper square to the opposite side. Then attach two more paper squares to opposite sides, checking along the edges so they fit well. Last, attach the remaining two paper squares.

**[3]** Ask students to make a list of (appropriate) rhyming words and write them in pencil on their paper. Suggest that they come up with words that they would like to see in a poem or song. Share with them the hint that they only need to start with one word and then mentally change the first part of the word with each letter of the alphabet, to see if the results are real words. If they can't get six rhyming words, they should, select a different word. Provide a couple of examples.



**[4]** Have students select their favorite set of six rhyming words and ask a classmate to check the spelling, to confirm. If there is any uncertainty about the accuracy, have them check a dictionary (in a book or on line). When confirmed to be correct, have them neatly write their words in marker on the sticky notes.)



**[5]** Have students attach one sticky note onto each panel of their cube. (Explain that they shouldn't use glue stick to attach them because they may want to change them later, as they work with more words.)

Have students write their names in pencil, somewhere on their cube.

Create games by gently tossing and rolling the cubes like dice, with one player having to start out a rhyme with whichever word comes up. The second to roll can repeat what the first player said and add another line using the word that comes up. The game can continue until all words are used. (Have a recorder – mechanical or human – capturing the poems that grow out of the game.)

Ask students to think of other ways that the cubes can be used and that games could be played.



## MODIFICATIONS

### To simplify project:

- Give students simple starter words that you know have many rhyming possibilities.
- Have students work in pairs to help each other.

### To expand project:

- Create short phrases that go on each sticky note and students can exchange them to come up with rhymes.
- Line up the cubes around the room to build phrases with one word from each student. (You may need to add prepositions to make sentences.)

### For multiple ages:

- Younger and older students can work side-by-side with younger students applying glue stick to the foam, while the older students align the paper squares.
- Younger students can use single syllable words while older students can think of multiple syllable and more complex words and rhymes.

## ADDITIONAL IDEAS

- If students have difficulty coming up with words, give them a book (like Dr. Seuss) and have them find the rhyming words in the book, to put on their cubes.
- Have students research the difference between a rhyme, a poem and a song.
- Ask students to take their favorite song lyrics (research lyrics on the Internet) and find the rhyming words.
- The cubes can also be used for a unit on story topics, characters, settings, themes, etc.



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## TIPS

- When purchasing scrapbook paper, look for fun stripes, polka dots, geometric patterns, etc. Also, ask which papers are in a series so that you don't have to go on a color-matching hunt.
- By choosing several different sets of papers, you make it more fun for the students when playing the learning games.
- Use an accurate metal or acrylic ruler on the paper cutter to measure and mark exactly 2 7/8" in from the blade. Then precisely place a 2" long piece of masking tape parallel to the blade, as your cutting guide. Cut one square and carefully measure it before cutting all squares. Also set it on the foam to be sure it's the right size, as well. (The time you spend being accurate now, saves you time with the students and the glue gun later.)
- The reason for applying the glue stick to the foam is that a generous application will fill in the foam pores and create a stronger bond with the cardstock, than if the glue were applied to the cardstock and set onto the foam.
- Have paper towels ready to distribute to any messy fingers.

## REFERENCES

*Where The Sidewalk Ends* by Shel Silverstein  
*Oh, The Places You'll Go!* by Dr. Seuss  
*Tap Dancing on the Roof* by Linda Sue Park  
*Parts* by Tedd Arnold