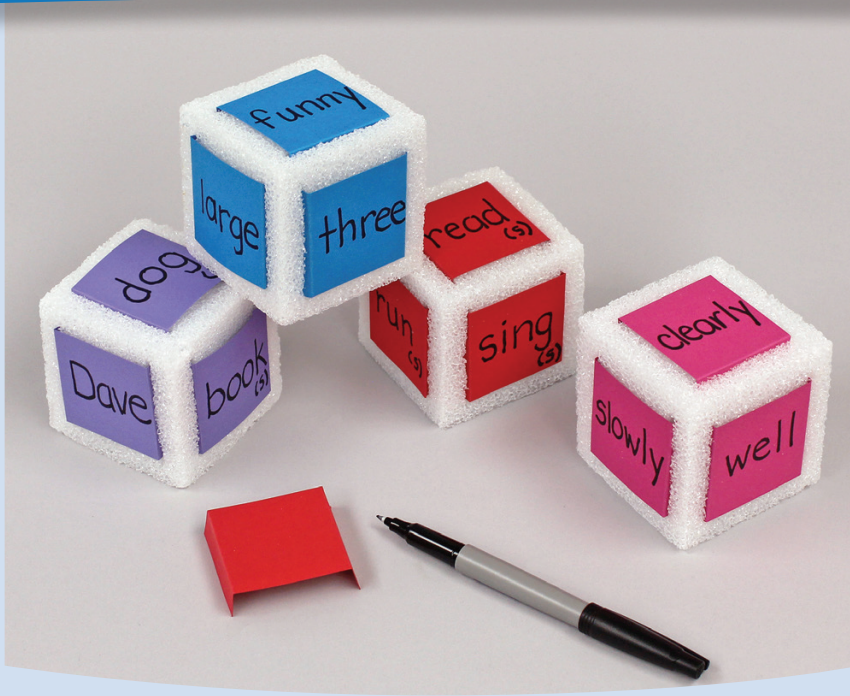


Speak to Me!

MATERIALS

FOR STUDENT:
(one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam Block, 2 7/8" x 2 7/8" x 2 7/8"
- Cardstock, 2" square white; and 2" x 3" rectangles, six of the same color, as assigned by teacher
- Pencil
- Washable black fine line marker
- Plastic knife
- Paper plate
- Plastic zip-sealed bag (optional)



FOR TEACHER:

- Cardstock, 12" x 12" sheets:
 - White (can get thirty-six 2" squares from one sheet)
 - Purple, red, blue and hot pink (can get twenty-four 2" x 3" rectangles from each sheet)
- Sheet of white address labels
- Pencil
- Permanent black felt tip marker
- Ruler
- Paper cutter
- Scissors

TEACHER PREPARATION

Note: Read through all the instructions first and check out the TIPS! It is also recommended that you make one first, before preparing the materials for any others, since knowing how the parts fit, might affect how you prepare the rest of them.

[1] Open the packages of foam blocks, one per student.

[2] Use a paper cutter to cut one 2" square of white cardstock per student to use for tracing the cutting lines.

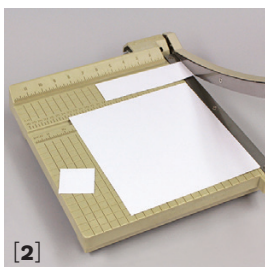
[3] Use a paper cutter to cut at least six 2" x 3" rectangles from the same color cardstock for each student, varying the colors evenly among the students. (Cut as many extra as you would like for students to have to be able to write more words.)

[4] Cut apart the labels and then cut them in half widthwise, one half per student. Use a ruler to measure 1/2" from the end of each plastic knife, and use a permanent marker to draw a line. (This will indicate how far down the students are making the slits in the blocks.)

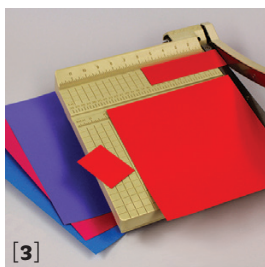
On a paper plate, place: Foam block, pencil, washable marker, white cardstock square, six colored cardstock rectangles, and the plastic knife. Repeat for all the students.



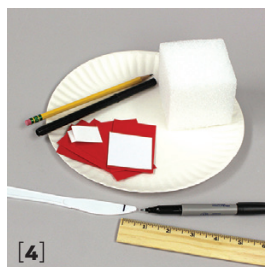
[1]



[2]



[3]



[4]

LANGUAGE ARTS

GRADE LEVEL
SECOND – THIRD

COMPLETION TIME

- 45 minute session



OBJECTIVES

Students learn:

- How to define, recognize and use: Nouns, verbs, adjectives and adverbs
- Combine the parts of speech into sentences
- Apply the guidelines to their own writing

STANDARDS

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified

LESSON INTRODUCTION

- Remind students of the definitions of the parts of speech and provide examples. Explain that they'll be able to each make a cube that contains words on colored papers (one color per category of words). Example: Nouns – purple; verbs – red; adjectives – blue; and adverbs – hot pink. Also explain that the colored papers are removable and that as they work with words to make sentences, they can change the papers and insert new words. They will be able to roll them like dice and work together or in groups to develop sentences and paragraphs.



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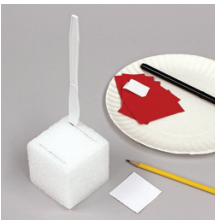
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INSTRUCTIONS

[1] Demonstrate and have the students center the 2" white cardstock square on one side of their foam block. Have them trace the right edge and the left edge of the cardstock, making two vertical lines. Caution them not to draw top and bottom lines.



[2] Demonstrate and have the students carefully press the end of the plastic knife into one of the pencil lines. With the plastic knife blade held straight up and down, have them saw up and down to cut all along the line, going only as deeply as the mark on the knife. Have them make sure that their cut goes all the way out to the ends of the line or even just a little beyond. Ask them to repeat the process with the other line.



[3] Next, have the students place the block straight in front of them with the cut lines running vertically. Explain that you want them to rotate the block to the right, trace and cut two lines, rotate again and repeat, and rotate two more times to make the cut lines on all four sides run vertically.

Last, have them turn the block and see how they need to make lines in the top and bottom that will run the same way when the block is rotated.

[4] To fold tabs on the colored cardstock for inserting into

the foam, demonstrate how to center the 2" white cardstock square on one colored cardstock rectangle, with top and bottom edges aligned. Show how to fold up both sides along the white cardstock edges. Remove the white cardstock and repeat with the next rectangle. Have the students fold up the tabs on all six cardstock rectangles.



[5] Turn over the cardstock rectangle so that the tabs are on the bottom. Have the students use their pencil to print a word that is that cardstock color's part of speech. After they've written all six words, you can approve and they can go over their pencil letters in marker.



[6] Have the students print their names on the half labels and attach to one side of their foam blocks. They will identify the blocks, even though the labels are covered when the cardstock rectangles are attached. Demonstrate and have students slide the tabs of the cardstock rectangles into the slits in the foam. If any lines need to be lengthened or deepened, have the students use their plastic knife to do that.



MODIFICATIONS

To simplify project:

- Pre-cut the slits in the foam blocks.
- Study just one part of speech at a time, with students all having the same colors of paper.

To expand project:

- Have students analyze sentences that you give them to break them down into the four parts of speech.
- Cut enough cardstock rectangles for each student to have a complete set of six of each of the four colors. That way, they can make up sentences with all parts of speech, on their own block.

For multiple ages:

- Younger and older students can work side-by-side, with the younger students writing words and the older students cutting slits in the foam blocks.
- Simplify to nouns and verbs for younger students and expand to additional grammar categories with additional cardstock colors for the older ones.

ADDITIONAL IDEAS

- Periodically, give students new batches of words – possibly seasonal or holiday words.
- Have students work in groups to come up with the silliest sentences.
- As a class or group, make a jumbo block, using a large foam block.
- Use blocks for story starters, synonyms, antonyms, etc.
- Ask students to think of other studies for which the block could be used (such as math).



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TIPS

- The closer to the marker line that the students can pinch the plastic knife, the more control they will have in "sawing" because their finger and thumb will stop the plastic knife from going down too far.
- After folding the paper tabs, create the fold by going over it with a fingernail. This will keep it flat and prevent it from "bulging".
- When students are writing their words in pencil, any errors can be erased and re-written. Any errors made after tracing in marker, can be crossed out and re-written on the other side. (Then, just bend the tabs in the opposite direction.)
- Note that the "(s)" at the ends of words indicates the possibility of a plural usage.

REFERENCES

Hairy, Scary, Ordinary: What Is An Adjective by Brian P. Cleary
Merry-Go-Round, A Book About Nouns by Ruth Heller
Suddenly Alligator: Adventures in Adverbs by Rick Walton
If You Were A Verb by Michael Dahl