

Cubing Exercise for Infoshots

(For this activity, each student will need to focus on one object. It can be the same object for the whole class, or you can distribute different small objects to everyone.)

Look at the object. I'm going to ask you to write about it, for three minutes at a time. First, describe it. What does it look like? You have three minutes. *(Time them and stop at the end of three minutes.)*

Next, skip a line. What is it used for? Write as many different uses as in the next three minutes. *(Time them and stop at the end of three*

Next, skip a line. What are its parts? Think of as many different ways as of this object. You have three minutes. *(Time them and stop at the end*

Next, skip a line. What is it similar to? Think of as many different object resembles. What is it like? You have three minutes. *(Time them minutes.)*

Next, skip a line. What can it cause? Think of as many different things possibly cause. You have three minutes. *(Time them and stop at the end*

Next skip a line. This is the last part. How has this item changed in any way? How has it transformed? Look at it and think to yourself, "before and after." What did it use to be in the past?

What could it change into in the future? You have three minutes. *(Time them and stop at the end of three minutes.)*

What you did just now was a version of an exercise called "cubing." We used some of the most common relationships for these six steps. There are other relationships, but I selected these six today.

(Share either in partners or groups, and then share a few with the whole group.)



you can think of for this object minutes.)

you can to separate out parts of three minutes.)

things as you can that this and stop at the end of three

as you can that this item might of three minutes.)

My topic the carved-out book

my structure: STAAR Rachel Ray

I like
my...

Infoshot
#1

Infoshot
#2

That's
why...

My Kernel

1. I like the book Johnny made me for Christmas.
2. It's almost the same as the other books on the shelf.
3. It is used for storing money in the carved-out part.
4. That's why I'm glad he made it for me!

I heard this. 1. _____ 2. _____ 3. _____

Infoshots

Pitchforked

Cubing

* Create paragraphs *



Add details

3-in-1
(Killer Thesis)

Jessica Ballard
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Three-In-One Volkswagen bugs

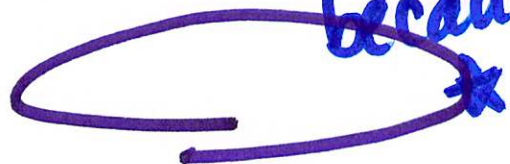
①
•

②
•

③
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One

1. I



because of
* and D.

2. It has



3. It also has



4. That's why.



because
of * and D.

Here ya go! This is one of my ELL student who struggled so much in the fall with putting in details to support a central topic.

Her writing has taken off THANKS TO YOU!!

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Student #5

Okay, so there are 7 days in a week, but not all of them are my favorite. My favorite day is..... Saturday. I think the best day for me is Saturday because I can spend time with my friends, and family.

One reason I like this day is I can have playdates and my parents are home early from work. My mom has more time on Saturday mornings, and she sometimes makes waffles. And they are so yummy! I can stay up late and my brother and I can play board games all night and day. Monday is the opposite of Saturday. Saturday is hanging out with my friends, but Monday I have to do reading, writing, and social studies. Saturday is almost the same as a huge mint chocolate chip milkshake because I can enjoy it a whole lot. Saturday can be described as doing gymnastics on the trampoline. I love jumping on the trampoline cause I get to have a fun attack.

I really like Saturdays. I can spend time with my family and friends, and I don't have to do school work. Saturdays are the perfect day for me.

Sample Analogy Patterns for Infoshots



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