

Poetry Differentiation Station

Cubing Strategy Teacher Directions

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. This strategy gives students a novelty aspect to a learning station, which is proven to keep students more engaged. Students can work alone or in groups on their appropriate cube. Students can roll the cube however many times that you allow depending on the magnitude of the assignments.

This differentiated station works with the poem, "The Sandcastle." To set up the station, you will need the poem and three different cubes. The cubes need to be run off on different colored paper to help identify the different levels of tasks.

Green- level 1 (Tier 3 students)

Pink-Level 2 (Tier 2 students)

Yellow-Level 3 (Tier 1 students)

Assign the students their specific color based on your individual classroom data.

I have included a simple response sheet that requires the students to complete three activities. If you want the students to complete more activities, print out the response sheet twice.

I have also included a station directions sheet that can remind students what to do in this specific station.

POETRY STATION DIRECTIONS

1. Read the poem, "The Sandcastle."
2. Select your color cube.
3. Roll the cube.
4. Using the side the cube landed on, read the activity.
5. Complete the activity on the response sheet.
6. Repeat directions 2-5, # _____ times.



THE SANDCASTLE

We're going to the beach, to the playground near the sea.
To the sandbox near the fountain, beneath the big palm tree.
The perfect site for best-friend fun, the spot for you and me.
Here, we'll build a mighty castle on the playground near the sea.

Let's fill a bucket with water and pour it on the land.
To make the sand muddy and damp, to work with it by hand.
Now pile the sand up in the center—as much as your fingers can.
To start a mighty castle on the playground made of sand.

Then make the sand like towers; form walls that stretch up high.
Add more water now and then; don't let that sand get dry!
Our work is good but not quite done; care to give another try?
This mighty sandy castle has yet to reach the sky!

Yes, the sun has gotten lower; our shadows have grown gray.
And the sand is getting dry again—much too dry for play.
So let's skip on home to dinner, looking back once more to say,
"We built a mighty castle on the playground on this day."

Level 1

Green

1. Make a text-to-self connection to the poem.

2. Using the poem, "Sandcastle" select one line from the poem that best helps the reader visualize the sand castle. Explain why you selected that line.

3. If your poet were an artist, how would he/she express this poem as a picture? Use markers, pencils, etc. to illustrate your answer.

4. Identify the structure to the poem. Does the poem have a specific pattern?

5. Lines 1 through 4 are important to the poem because they -

- a. Introduce the speaker's main problem
- b. Describe the poem's setting
- c. Ask the reader questions
- d. Identify the friends of the speaker

Justify your answer.

6. The poet describes his or her experience building a sandcastle. Write a poem about another activity done at the beach.

For extra durability:
Print and laminate.
Cut out cube template along the lines. Fold the tabs and form the cube. Glue or tape the tabs together.

Level 2

Pink

1. Make two text-to-self connections to the poem.

2. Using the poem, "Sandcastle" select two lines from the poem that best helps the reader visualize the sand castle. Explain why you selected those two lines.

3. Illustrate the setting of the poem. Use color and give your picture a title that is connected to the poem, but not the title of the poem. Explain why you selected the title.

4. Identify the structure to the poem. Explain how this helps the reader identify what type of poem it is?

5. Explain why lines 1 through 4 are important to the poem.

6. The poet describes his or her experience building a sandcastle. Write a rhyming poem about another activity done at the beach.

For extra durability:
Print and laminate.
Cut out cube
template along the
lines. Fold the tabs
and form the cube.
Glue or tape the tabs
together.

Level 3

Yellow

1. Choose two different ways to make a connection to the text: text-to-self, text-to-text, or text-to-world.

2. Using the poem, "Sandcastle" select three lines from the poem that help the reader visualize the sand castle. Rank the lines from best to worst on visualization and explain your ranking system.

3. Illustrate the setting of your poem, Use color and give your picture a title that is connected to the poem but not the title of the poem. Explain why you selected the title in exactly 15 words.

4. Identify the structure to the poem. Explain how this helps the reader identify what type of poem it is. Try to write another stanza to the poem using the same the structure.

5. Explain how the poem would change if lines 1 through 4 were deleted

6. The poet describes his or her experience building a sandcastle. Write a haiku poem about another activity done at the beach.

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Print and laminate.
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Poetry Response Sheet

Number Rolled	Response

Poetry Response Sheet

Number Rolled	Response

Thanks for purchasing!!!

**If you have any questions, please feel
free to send me an email:**

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