

# Really Good Stuff® Activity Guide

## Ready-to-Decorate My “Me” Cube Set

Congratulations on your purchase of this Really Good Stuff® **Ready-to-Decorate My “Me” Cube Set**—an interactive way for students to become acquainted with other students by sharing fun facts about themselves.

### This Really Good Stuff® product includes:

- 12 Ready-to-Decorate My “Me” Cubes
- This Really Good Stuff® Activity Guide

### Assembling and Displaying the Ready-to-Decorate My “Me” Cube Set

Before assembling and displaying the **Ready-to-Decorate My “Me” Cube Set**, make copies of this Really Good Stuff® Activity Guide, cut apart the reproducibles, and file the pages for future use. Or, download another copy of it from our Web site at [www.reallygoodstuff.com](http://www.reallygoodstuff.com). The Cubes are shipped flat and arrive ready to assemble. Once students have colored and filled them in, the Cubes are easily popped into shape.

### Introducing the Ready-to-Decorate My “Me” Cube Set

Prior to the first day of school, decorate and assemble your own “Me” Cube. Before students come in on the first day, place the Cubes on their desks. Say to students, “We are a class made up of different students with likes, dislikes, families, and together we are going to build a class of friends. We are the building blocks of our class, and these “Me” Cubes are going to help us learn about each other. Each of you will make a Cube with all sorts of fun facts about yourself, then everyone will get the chance to read each other’s Cubes.” Hold up your example of the Cube and point to each side as you introduce the type of information they are to share. Explain that their Cubes are flat so that they can write and color on them, and then you will help students pop the Cubes into shape. Either have students complete the Cubes all at one time and then share them with classmates, or provide smaller sessions for students to complete just one side and share the information.

### 1. My “Me” Cube

Direct students’ attention to the top of the Cube. Ask them to write their name on the line, color the words My “Me” Cube, and color the top of the Cube in their favorite colors. Supply glitter, sequins, foam patterns, or other decorative materials for students to glue to the top as well.

### 2. Picture Me Perfect

Guide students through the self-portrait section of the Cube. Tell them to find the *This is me* side of the Cube and draw a picture of themselves just like they might see in a frame. Encourage students to draw and color their self-portrait so others can guess who it is, and then play a game of *Guess Who’s Who*. When students have completed drawing pictures of themselves, you can have each student share his or her picture with the class or you can wait until the entire Cube is complete.

### 3. Happy Family

Explain to students that all families are different. Tell students to think about how many people and pets are in their family and ask some students to share their information. Remind students that each family is different, so each one of them will have a different drawing on the *This is my family* side. For example, share with them that if it was your Cube, you would draw a picture of (who you would include in the drawing) on this side of the Cube. For higher-level students, encourage them to label the members of their family with names.

### 4. A Few of My Favorite Things

Direct students to the *Here is my favorite food, book, subject, and thing to do* section of the Cube and instruct students to draw a picture of each of their favorite things. As you point to and read each box, share what you might draw in each. For higher-level students, encourage them to sound out the words for the pictures they are writing and write the words in the box with the picture.

### 5. Interesting Things About Me

Point to the *Interesting things about me* side of the *Cube* and explain to students that they are to list things about themselves. Tell them that if this were your *Cube*, you might list (tell an interesting thing about you) or (tell another interesting thing about you). For young students, have volunteers help little ones fill in this side.

Show students how to assemble their *Cube* and assist any students who may need help in putting their *Cube* together.

### Back to School Night

Use the My “Me” *Cubes* as a parent-child project during Back to School Night: Explain to parents and their children that the *Cubes* are a useful way for students to tell about themselves and learn about fellow students. Invite parents to help their student fill in and decorate the sides, then assemble the *Cube* into shape. As they work, walk around and take a few minutes to speak to each student and parent. As you end your Back to School Night, ask parents and students to leave the *Cubes* proudly displayed on the student’s desks and ready to share the first day of school.

### My New Friend Interview

Copy and distribute *My New Friend Reproducible*. Assign partners and keep track of who is partnered with whom if you plan on doing this activity more than once. Explain to pairs of students that they are going to use their *Cubes* to learn more about a new friend in class and that they are to listen to their friend describe what is on his or her *Cube* and color the same pictures and write the same words on their reproducible. Then they are to switch roles and their partner will do the same. When partners have finished, have each pair describe their new friend to the class.

### Find Someone Who

Copy and distribute the *Find Someone Who... Reproducible*. As part of a getting-to-know-you activity, have students keep their completed *Cubes* with them and walk around the room to find students who fit the criteria for each question asked on the reproducible. Allow plenty of time for students to fill in their reproducible, then ask students to share some of the information they found.

### Student of the Week

Each time you have a Student of the Week, have him or her share his or her *Cube* with the class. After he or she has talked about each side, give the other students a copy of a the *Student of the Week Letter Reproducible*. Explain to students that they are to think about the things they heard from the Student of the Week, what they might have in common with him or her, and a question that they would like to ask the Student of the Week. When students have finished the reproducible, review them to be sure they are positive and appropriate, then fold them and tuck them into the Student of the Week’s *Cube* to read. Set some time aside for the student to answer a few of the questions from classmates each day. At the end of the week have the students take home the *Cube* and share it with his or her family.

### Multipurpose Cubes

Here are a few more ways you can use the *Cubes*:

- To create a classroom *Cube* “community” on a table or shelf
- To reinforce character education lessons
- To enclose awards and certificates for students
- To send home special prizes inside for students
- To trade with another class for a getting-to-know-you activity
- To store students’ small individual manipulatives, such as counters or magnets

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Find Someone Who . . .

Has the same color of hair as you: \_\_\_\_\_

Has the same number of people in their family: \_\_\_\_\_

Likes the same food: \_\_\_\_\_

Likes the same book: \_\_\_\_\_

Likes the same subject: \_\_\_\_\_

Likes to do the same things: \_\_\_\_\_

The most interesting thing you learned about someone today:

Who was it? \_\_\_\_\_

What did you learn? \_\_\_\_\_

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Student of the Week Letter Reproducible

## Student of the Week Letter

Dear \_\_\_\_\_,

I am happy that you are student of the week because \_\_\_\_\_

\_\_\_\_\_

The thing I like about you best is \_\_\_\_\_

\_\_\_\_\_

Something we have in common is \_\_\_\_\_

\_\_\_\_\_

One question I have for you is \_\_\_\_\_

\_\_\_\_\_?

From, \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**My new friend is:** \_\_\_\_\_

**Interesting things about my friend:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Here is my friend's favorite:**

<b>food</b>	<b>book</b>
 _____	 _____
<b>subject</b>	<b>thing to do</b>
 _____	 _____

**This is my friend:**

\_\_\_\_\_

**This is my friend's family:**

\_\_\_\_\_

**Other things I found out about my friend:**

\_\_\_\_\_

\_\_\_\_\_