

NONLINGUISTIC REPRESENTATIONS: CHATTER DRAWING

Description:

In this activity, students will activate prior knowledge by creating a graphic representation of a topic before the lesson. After engaging in learning about that topic, students will re-evaluate their prior knowledge by drawing a second depiction of their topic. Students will then reflect on what the different drawings say to them about what they learned.

Procedure:

1. Ask students to close their eyes and think about topic X (e.g., Energy, the First Amendment, etc.). Using the [Chatter Drawings](#) worksheet, have students draw a picture of what they saw while they were thinking about topic X.
Teach cognitive portion of your lesson.
2. At the end of the lesson, ask students to elaborate upon their initial drawing by creating a new drawing that incorporates what they learned about topic X during the lesson.
3. Have students share their ideas before and after drawings with a partner. Students should discuss the differences between the two depictions of topic X.
4. Finally, have students respond in writing at the bottom of their [Chatter Drawings](#) worksheet. What do the two drawings tell them about what they learned during the lesson?

...with a PBL Twist!

Do the first part of the Chatter Drawing at the beginning of the PBL about the *current* reality. Then, have students draw their *desired* reality. At the end of the PBL, have students draw the *actualized* reality. They should then compare/contrast all three pictures and explain what did or did not lead to the desired changes.

Active Learning: To incorporate movement into this activity, consider doing a Gallery Walk, in which students' pictures and descriptions are placed around the room. Students will walk around, noting similarities and differences between pictures on a notecard or in their journals, and then discuss in pairs, small groups, or as a whole group.

Best Level of Bloom's Revised Taxonomy:

This task is used for Remember, Understand, Apply. The task itself has students creating pictures, but it works best for assessing Remember through Apply level standards.

You can get it up to the Analyze level by giving students specific prompts from an idea relating to another idea to draw and explain. For example: how the 5 components of Fitness (Basic) relate to the FITT Principle (Intermediate) in Health; how addition and multiplication are the same; how nonfiction and realistic fiction are the same.

Learning Management Considerations:

Determine how much time students will have to complete the Chatter Drawing and communicate that clearly at the beginning of the assignment (otherwise, some students might try to create a masterpiece that will cause the activity to last much longer than expected). Recommended time for drawings is no more than five minutes, with 2-3 minutes being optimal. Use a timer if necessary (it can help to post on the board so that students know how much time they have left). To ensure that students finish quickly, tell them to first draw in pencil and only add color if they have time leftover.

It helps to give students verbal cues every 30 seconds or so, and to count down the last 10 seconds and say “Pencils down” so that they return their focus back to the teacher (otherwise, some students will continue working and miss subsequent directions).

It can also help to have students fold their paper into 3s so that they can only see one portion of it at a time and therefore concentrate on the task at hand.

The teacher might also need to explain to students that drawings are their work and perfection is not expected. Teacher will want to communicate to students that their drawing is *their* interpretation, and that different students can draw different things and still be correct.

Modifying/Differentiating the Strategy:

- **PreK-2:** For pre-writing students, the teacher may want to model the Chatter Drawing or make a class Chatter Drawing. For students who are able to draw/write, students will draw images the best they can, and the teacher will need to read the directions. The teacher has the option of having students complete the third prompt orally.
- **3-5:** Teacher will model expectation and give clear directions. Students will draw images and give a brief, written description.
- **6-8:** Teacher will model expectation and give clear directions. Students will draw images and give a description as well as relate it to real world experiences.
- **9-12:** Students will already have background knowledge on expectations and ability to draw thoughts out on paper. Students will draw images, give a description, explain how to apply, and relate it to real world experiences and make connections.
- **5-12:** *Teacher can create a template to upload onto Google Classroom so that students can use their Chrome notebooks to submit work.*

HCS Teachers Using the Technique:

- [Elementary School Example](#)
- [Middle School Example](#)

Technology Integration Ideas

- [Nearpod](#): Interactive presentation tool; have students use the Draw It feature at the beginning and end of the lesson
- [Google Keep](#): Keep offers a variety of tools for taking notes, including text, lists, images, and audio. Touchscreen drawings can be added directly to Google Docs or Slides presentations.
- [Sketchpad](#): Students use this illustration application to create a graffiti art assignment on their Chromebooks using the touchscreen and adding images using a safe-search engine like [Kiddle](#).

- [Classkick](#): Students work on their devices in 1:1 or small group settings, students input drawings, text, images, or audio in response to teacher-created material. Teachers provide individualized, real-time feedback or allow students to give each other anonymous feedback.

Examples by Subject Area:

Pre-K:

The teacher should model the Chatter Drawing in either whole group or small groups first. Small groups may be the best option due to the fact that each child could participate in the drawing in that setting.

- Literacy: Students make a prediction about what is going to happen in a book and then draw what actually happened
- Social Studies: For community helpers, the children could draw what they want to be when they grow up at the beginning of the unit and then again at the conclusion of the unit to see if it changed
- Science: Before and after drawings for science experiments

English Language Arts:

- Types of verbs
- Character traits
- Visualizing
- Descriptive Writing
- Organizational Patterns

Mathematics:

- Perimeter/Circumference vs. Area
- Similar vs. Congruent Polygons (or Figures)
- Fractional Amounts
- Quadrilaterals
- Surface Area and Volume

Science:

- Life cycles
- Cell Types
- Cell Cycle
- Homeostasis
- Moon Phases
- Chemical Bonding
- States of Matter
- Energy

Social Studies:

- Geography - Continents and Oceans, Virginia or U.S. regions
- Civics- First Amendment rights
- Economic concepts

World Languages:

- illustration of verbs or nouns
- Draws description from literary works

Music:

- Music notes: expressive terms and symbols

Visual Arts:

- Types of mediums
- Cultures - art, artists, cultural differences

Health/Physical Education:

- Elementary: body systems (drawings of before and after the lesson)
- Middle: Active transportation
- High: Components of a fitness plan

Library/Media:

- Introduce essential questions and stimulate discussion

Gifted Resource

- Use in conjunction with mind mapping as a pre-assessment and post-assessment of topic discussed for the day.

CTE:

- Business & Marketing: Students can draw a proper layout for a business/marketing document (Ex. Magazine advertisements, job posting, chart of earnings)
- Engineering & Tech Ed: Students draw a picture of worker in proper safety attire
- Family & Consumer Science: Students can draw a “balanced meal”
- Health Occupations: Drawing of the human body system being studied
- Information Technology: Drawing network topologies based only on the name
- JROTC: Draw proper uniform by ranking/situations
- Law & Public Safety: Draw the steps to secure a crime scene

Chatter Drawings

1. Close your eyes and think about _____. Now, open your eyes and draw what you saw.
2. Now that you have learned more about _____, draw a second picture to show what you learned.
3. In the space below, tell what you have changed about your before and after pictures. Explain why you made those changes.