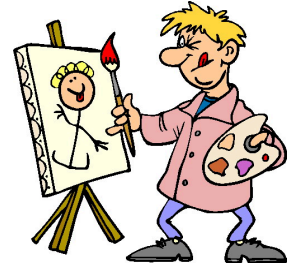


NONLINGUISTIC REPRESENTATIONS

SHOW DON'T TELL



Description:

This can be used as a review at the end of the lesson or as an ongoing assessment during a lesson. This strategy is best for reviewing vocabulary and key concepts.

Students will break up into groups. The teacher will assign each group a word (or words) and students will discuss the best way to draw or sculpt a definition or a create a representation with movement of the word for the other groups to guess. Students cannot share the word with other groups, who will try to guess the word being represented by the group.

This is typically for recalling vocabulary definitions but you can also use it to recall important events or concepts. If students have difficulty with a particular word/ concept it will give the teacher a better idea of the need to reteach.

Best Level of Bloom's Revised Taxonomy:

This task works best for standards at the Remember and Understand level.

Learning Management Considerations:

1. Choose ahead of time whether you want students to draw, to sculpt, to create motions, or if they will be able to choose the method.
2. Determine beforehand how much time students will have to generate their drawings, sculptures, or physical representations. Post a timer that counts down so that students know how much time they have left. Also issue verbal reminders about remaining time.
3. The teacher will probably want to determine the groups at least the first few times that students work together, to ensure that the groups can work cohesively.
4. Emphasize that everyone in the group needs to participate; one student should not do all the work.
5. The teacher should make sure to visit each group while they create their drawing, sculpture, or physical representation to ensure that the group isn't stuck and provide feedback.
6. It might be necessary to go somewhere with more space, or to have a group work out in the hallway. If you allow a group to work in the hallway, make sure that the group is full of students who are responsible enough to do so.
7. If doing drawings, decide if you want to use a "Pictionary" style with big sheets of paper or laminated poster board for a whole group setting, or have students use individual sheets of paper or individual dry erase boards for a small group setting.
8. If using sculptures, consider putting down garbage bags on the floor under students.
9. Teacher might want to emphasize that the more detailed the picture, sculpture, or movement (no speaking!) the better chance that the correct word will be guessed. The teacher might also want to have the students keep the motion simple and give them plenty of room to mimic motions.

Modifying/Differentiating the Strategy:

- **PreK-2:** For the first few times, have teacher model how the game works, then have the students break into groups to draw or create their representations. Depending on student drawing ability, it might be better to have students act out motions. The motions might have to be made up whole group as well until students have shown mastery of the concept. You can also display pictures somewhere in the classroom for review.
- **3-5:** Students can have discussions in small groups of what the word means and the best way to represent it in drawing or motion. You can also display pictures somewhere in the classroom for review.
- **6-8:** Students can discuss what the word/concept means and the best way to represent it in drawing or motion. They can also take turns drawing the word/concept. You can also display pictures somewhere in the classroom for review.
- **9-12:** Students can discuss what the word/concept means and the best way to represent it in drawing or motion. They can also take turns drawing the word/concept. You can also display pictures somewhere in the classroom for review.
- **5-12:** Students can take pictures of the drawings and make a presentation/slide show in their Chromebooks.

HCS Teachers Using the Technique:

- [Lower Elementary Example](#)
- [High School Example](#)

Technology Integration Ideas:

- [Flipgrid](#): This video discussion platform can be used to make up to 90 second videos. [Flipgrid Help Center](#)
- [Stop Motion Animator](#): Create stop animation sequences using a webcam.

Examples by Subject Area:

PreK:

Literacy:

- Act out story or draw a specific part of a story
- Act out what happened first, next, or last in a story
- Give students a vocabulary word and he/she draws what it means

Math:

- Act out vocabulary words like big, small, tall, short
- In a small group students make shapes with their bodies and other students guess the shape and explain why they think it is that shape

Social Studies:

- Act out a unit vocabulary word then act it out
- Act out the accomplishments of an important historical figure

Science:

- Draw a specific plant need
- Act out how a seed grows into a plant
- Make shadows

English Language Arts:

- Vocabulary from stories

- Figurative language
- Main Idea
- Greek and Latin Roots
- Synonyms and/or antonyms
- Story Elements
- Character traits (act out different characters to demonstrate traits)

Mathematics:

- Angles
- Fractions
- Geometry- Polygons (3-10 sided figures); Quadrilaterals (compare/contrast based on attributes/properties)
- Probability (more likely, less likely, equally likely, certain, ...)

Science:

- Scientific method
- Life cycle
- Homeostasis
- Photosynthesis
- Cell parts
- Planets
- Chesapeake Bay Watersheds

Social Studies:

- Jamestown - important people and events
- Virginia Regions
- Economic Terms
- Political Principles
- Legal Terms (bail, arraignment, civil case, criminal case, misdemeanor, felony, appeal, plaintiff)
- Types of U.S. economies

World Languages:

- Vocabulary for common household products, foods, animals, etc.
- Locations
- Jobs

Music:

- Vocabulary for rhythms
- Perform for a classroom audience

Visual Arts:

- Vocabulary for patterns and texture
- Clean up procedures
- Sculpture procedures

Health/Physical Education:

- Charades style (making up a skit)
- Demonstrating the skill (kicking, throwing, location of a body part, muscle, bone)
- Causes/consequences of addiction
- Body systems

- Components of fitness
- Analyzing risk behaviors

Library/Media:

- Vocabulary specific to book care or internet safety

CTE:

- Business & Marketing: Body language during a job interview
- Engineering & Tech Ed: Vocabulary concepts
- Family & Consumer Science: Body language during a job interview
- Health Occupations: Act out a disease or medical issue by symptoms
- Information Technology: Build a human flowchart
- JROTC: Marching and standing at attention (spot what's wrong)
- Law & Public Safety: Suspicious behavior

Gifted Resource

- Types of propaganda - Bandwagon, Glittering Generalities, False Cause and Effect, Testimonial, etc.