



SCRAMBLED COMMUNICATIONS

Overview

Book: *The One and Only Ivan* by Katherine Applegate

Grades 4-6

Ivan creates a variety of paintings and drawings to communicate his idea of taking Ruby to the zoo. In this PBL lesson, students will create a set of cards that will successfully communicate a message.

Standards

VA:Cr3.1.4-6	Combine concepts collaboratively to generate innovative ideas for creating art.
SL.6.2	Interpret information presented in diverse media and formats.

Objectives

Students will create a set of cards to convey a message.

Students will interpret a message from a set of cards.

Students will make adjustments to their art concepts in order to better convey a message.

Materials Required

Ten index cards per student or group.

Colored pencils, pens, markers, or crayons

Message cards- one per student or group Suggestions:

- People need to conserve water.
- Exercise 5 days each week.
- Be kind to animals.
- Don't waste electricity.
- Feed the birds in the winter
- Walk instead of riding in the car
- Recycle paper, plastic, and aluminum
- Protect your skin from the sun.
- Eat five servings of vegetables each day.
- Drink water, not sugary drinks.
- Don't be a bully.
- Treat others the way you want to be treated.
- Smoking is very bad for your health.
- Don't use words that are hurtful.

Vocabulary

Students should know the following words.

Convey - make (an idea, impression, or feeling) known or understandable to someone; communicate

Interpret - understand an image as having a particular meaning or significance.

Procedure

1. Ask students to describe how Ivan conveyed his message about taking Ruby to the zoo. This was done with lots of separate pieces of paper with drawings or symbols. Remind students that Ivan used barely any letters.
2. Give students 10 index cards and writing supplies.
3. Give students the message cards.
4. Tell students that they must somehow convey their message by drawing on the set of index cards.

Rules:

- Message must use at least 5 cards
- **No letters** may be used

- **No numbers** may be used
5. When students have completed the activity, have them exchange their set of cards with another student or group. Students then try to understand the message and write it down.
 6. If students were unable to correctly convey the message, allow time for the creators to make adjustments to the cards. Note: Likely the biggest problem will be the order of the cards. Guide students in some ways that they can help the other person understand the order of the cards without using actual numbers or letters. This might be: using dots to convey the numbered order, arrows, match shapes domino style, etc.
 7. Discuss how students felt both trying to convey and understand the messages.

Extensions

1. Let students come up with their own messages to convey.
2. Let students try to come up with the longest possible message.
3. Encourage students to create compound words using only pictures.
4. Provide students with a set of rebus puzzles to solve.

Rubric

RUBRIC	Exceeds (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
COMMUNICATION	Message was conveyed correctly the first attempt	Message was conveyed correctly on the second attempt	Only portions of the message were conveyed on either attempt	No portion of the message was conveyed
REQUIREMENTS	Meets all of the requirements for the project.	Meets most of the requirements for the project.	Meets some of the requirements for the project.	Does not meet the requirements for the project.
DEMONSTRATION OF KNOWLEDGE OF CONTENT IN DISCUSSIONS AND ACTIVITIES	Does a great job showing an understanding of the content covered in class.	Does an okay job with showing an understanding of the content covered in class.	Tries but has a difficult time showing an understanding of the content covered in class.	Does not show an understanding of the content covered in class.
Total N/9				

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