

▶ REBUS PUZZLES

OBJECTIVE

Students will analyze the whole picture trying to get meaning out of complex ideas and then use their knowledge of Rebus Puzzles to create their own puzzle.

TIME

40 minutes (30 minutes for the activity, 10 minutes for discussion)

MATERIALS

markers

an example of a Rebus Puzzle to hang in the front of the room so that the whole class can see.

paper

Rebus Handout, see page 18

ACTIVITY

A Rebus is a picture representation of a name, word, or phrase. Each “Rebus” puzzle, portrays a common word or expression. Present 2 or 3 puzzles to the students at a time and challenge them to solve them. Help the students along by describing how orientation or spelling plays a role in the meaning of these puzzles.

Now that the students have learned to solve Rebus puzzles, challenge them to create their own. Each student should be given 10-15 minutes to make 3-5 original puzzles. Then have them pair off. Each student will have 10 minutes to try and solve their partner’s puzzles. Afterward, each pair will be given a large piece of paper and a marker so that they may present one of their puzzles (out of the 6-10 they both have created) to the whole class. They only need about 3 minutes to decide.

*Give rewards to those students who can make a puzzle that the advisor is unable to solve.

DISCUSSION POINTS

What were some difficulties in solving each others puzzles? Which ones were more difficult? Why? What critical thinking steps did you use to solve these puzzles? What did you like about these puzzles? How did these puzzles challenge you to think differently?



HERE ARE SOME EXAMPLES OF REBUS PUZZLES AND THEIR ANSWERS:

CORPORATE

VA DERS

Cycle
Cycle
Cycle

SNOW WIND RAIN
FEELING

ecnalg

MCE MCE MCE

Answer: Corporate Downsizing

Answer: Space Invaders

Answer: Tricycle

Answer: Feeling under the weather

Answer: Backward glance

Answer: Three Blind Mice (They have no "i's")