

# MEMORABLE MEMORY

## Objective

- Students will be able to identify and use five memory skills.
- It is important to help students develop a positive attitude about memory. There are many benefits of developing a good memory. A good memory increases listening abilities and retention of interesting facts, while increasing the effectiveness of time spent learning. Association, first letter mnemonics, rhymes, patterns, and chunking are skills used to make memorization easier.

## 1. Association

- Give students the list of symbols and words found on page 200. Have them memorize the pairs (O is boy, X is girl, etc.). The order in which they memorize the pairs is not important. Allow students a certain amount of time for memorization according to capabilities. Ask students to recall as many of the pairs as they can, and ask them to explain their method of memorization.
- Tell the students they now have 30 seconds to study the pairs on page 200. When the time is up, have them write as many of the pairs as they can recall on the lines provided for them in their manuals. Tell them that using Association will help them remember better.
- Explain that memorization is much easier if associations are made. For example: the "m" reminds you of the "m" in summer, the + as the "t" in white, etc.

## 2. First Letter Mnemonics

- Students will be using pages 201-202 for the following activity. Have students memorize a list of words (choose a word list from page 201) by making a sentence out of the first letter of each word being memorized. Give them 30 seconds to memorize the list.
- For example: The musical scale "EGBDF" is memorized by thinking of the sentence "Every Good Boy Does Fine."

### 3. Rhymes

- Have students think of rhymes that help them remember different things. (For example: “i” before “e” except after “c;” Christopher Columbus sailed the ocean blue in 1492;  $6 \times 8 = 48$ ,  $6 \times 6 = 36$ ; etc.)
- Have students complete the rhymes activity on page 203.
- Encourage students to make up a rhyme or a “rap” for something they have to memorize in school.

### 4. Patterns

- Give students the numbers on page 204 or 205 to memorize. Allow them only one minute to look at the numbers. This should be difficult.

Older Student	Younger Student
581215192226293336404347	568911121415

- Ask students to try to find a pattern in the number. When the pattern is found, have students try to memorize the number again.
- The pattern is—
  - Older Student add 3, add 4, add 3, add 4...
  - Younger Student add 1, add 2, add 1, add 2...
- Have students make up a number using any pattern they choose. Tell them to bring the number to class. They should give you the following information:
  - My pattern
  - My number
- For more practice you may randomly distribute the numbers your students created. Have the students work at figuring out the pattern of one of their classmates.

## 5. Chunking

- Read the following numbers. Have students write each number after you have read it. Read the numbers slowly and only once. Most students will be successful up to the eight digit number.

2357 37859 247049 2105648 49273059 395840692

- Explain that it is a proven fact that your mind can remember seven pieces of information at a time (Short-Term Memory).
- Ask students “What happens when you are asked to remember a twelve digit number like 345376908213 (page 206)?” Introduce the term “Chunking,” and explain that it is easier to remember four groups of three (e.g., 345—376—908—213) than twelve individual numbers.

**O boy**

**X girl**

**M summer**

**8. cat**

**+ white**

**8 dog**

**U frog**

**\* good**

**\$ tree**

# Classification of Organisms

kingdom  
phylum  
class  
order  
family  
genus  
species

## Planets

Mercury  
Venus  
Earth  
Mars  
Jupiter  
Saturn  
Uranus  
Neptune  
Pluto

## Great Lakes

Huron  
Ontario  
Michigan  
Erie  
Superior

# Classification of Organisms

Write the sentence you used to memorize this list.

---

Write each word that you memorized from this list

\_\_\_\_\_

\_\_\_\_\_

## Planets

Write the sentence you used to memorize this list.

---

Write each word that you memorized from this list

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Great Lakes

Write the sentence you used to memorize this list.

---

Write each word that you memorized from this list

\_\_\_\_\_

\_\_\_\_\_

# Rhymes

Find as many rhyming words for the following words as you can.

GROW

NOUN

TREE

MEET

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

BITTER

WEST

CATTLE

BLUE

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

581215192226293336404347



568911121415

**3 4 5 3 7 6 9 0 8 2 1 3**