

## Memory Strategies – 7th Grade StS Monday, March 5<sup>th</sup>

*In this lesson students recognize that they are multi-tasking in the classroom, which can interfere with their ability to retain information. Students learn about, and practice, strategies that can help them increase what they retain, or remember, and store what they are learning more effectively for easy retrieval later. Students practice creating and using mnemonic devices; acronyms and acrostics, and association sentences or stories.*

### PowerPoint Slide 2

**SAY: “To start our lesson today, we are going to be watching about a minute and a half of a TED Talk on memory. As you watch this video clip, make sure you do everything that the speaker asks you to do. You will not need a pencil or paper out for this, as we will be testing your memory – not your ability to record notes.”**

Click on the picture to start the video. It will open in a new window.

Go back to to the Google Slide window and proceed to the next slide.

### Slide 3

**SAY: “Turn to a neighbor and tell them all the words you remember.”**

Allow students 30 seconds to a minute to recite words to a neighbor.

*Peter’s five words: tree, highway, mirror, Saturn, electrode*

**SAY: “It’s likely that you were able to remember some, but not all, of the five words. What do you think interfered with your ability to remember all five?”**

*Possible responses could include:*

*The words don’t really go together.*

*He asked us to do other things with our brain right after he asked us to remember the words.*

*I was too distracted to pay attention.*

**SAY: “Your brain was being asked to do many things almost simultaneously. While attempting to remember the words, you were also asked to do some mental math, recite the last letters in the alphabet backwards, and count up with your fingers. Your brain was multi-tasking, and this is something that your brain is always doing in the classroom. While I’m talking, you may be focused on what someone else is doing elsewhere in the classroom at that moment, or what you plan to do after school today. With so many things going on inside your head, it becomes less and less likely that you will be able to retain all the material you should be learning. Today we are going to talk about strategies that can help you increase what you retain, or remember, and store what you are learning more effectively for easy retrieval later.”**

### Slide 4

**SAY: “One memorization strategy with which you may already be familiar is using mnemonic devices.**

**Mnemonic devices are patterns of ideas that help us remember something. There are many different types of mnemonic devices.**

**SAY: “One type of mnemonic device is using an acronym to help you remember a list of information. An acronym is a new word that can be created from the first letters of an ordered list of words.”**

**SAY: “For example, to recall the names of the Great Lakes, you can use the acronym “HOMES.” The H stands for Lake Huron, the O for Lake Ontario, the M for Lake Michigan, the E for Lake Erie and the S for Lake Superior. Now, turn to a partner and take a moment to think of other acronyms you have used or you have been taught to help you remember something.”**

Allow 30 seconds to a minute to share

**SAY “Now see if you can create an acronym for one of the lists of minerals shown. It might help if you change the order of the words.”**

Give the students a minute then ask students to share what they came up with.

## Slide 5

SAY: **“Sometimes an ordered list of words does not create a new word – not one that makes sense anyway. For example, when asked to remember the order of operations in math, the acronym PEMDAS doesn’t make a whole lot of sense because it’s not a real word. That’s when it’s time to use an Acrostic. An acrostic is an entire sentence that can be constructed out of the first letters of the organized list.”**

SAY: **“The acrostic for PEMDAS is “Please Excuse My Dear Aunt Sally,” with the word “Please” standing for “Parentheses,” “Excuse” standing for “Exponents,” “My” standing for “Multiplication,” “Dear” standing for “Division,” “Aunt” standing for “Addition” and “Sally” standing for “Subtraction.” Now, turn to a partner and take a moment to think of other acrostics you have used or you have been taught to help you remember something.”**

An example would be King Henry Danced Monday Drinking Chocolate Milk for the units of the metric system: Kilometer, Hectometer, Decameter, Meter, Decimeter, Centimeter, and Millimeter.

SAY: **“Let’s use the lists of minerals again and see if you can create an acrostic. Again, it is ok if you wish to change the word order.”**

Give the students a minute then ask students to share what they came up with

## Slide 6

SAY: **“One final memorization technique we are going to learn today is called Association. Association means we create a relationship between things, or tell a story, that connects the different items we have to remember.”**

SAY: **“Who can remember the five words from the video?”**

Give students a chance to call out the words, then click the PowerPoint for the words to appear on the slide.

SAY: **“Now let’s try to use the association method. Try creating a sentence or story to help you remember these five words.”**

Give the students a couple minutes then ask them to share.

## Slide 7

SAY: **“Today we learned about three strategies you can use to help store things in your long-term memory. Which of these strategies do you think you will use in the future, and why? Take a moment to think about your response, then turn and talk to your partner on my signal.”**

Ask if anyone wishes to share their preferences.

SAY: **“As you move forward with the school year, keep these strategies in the back of your mind when you are studying for tests, or attempting to memorize a lot of information.”**

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