

9/25 8th Grade Working Memory

Students will need a blank piece of scrap paper and a pencil.

Slide 1:

SAY: “Today we are going to explore recall and memorization strategies that you can use to help you organize and remember information. I’m going to read a list of words and your goal is to remember as many of the words as possible without writing anything down. I will also project the list of words that I read on the board. After I finish reading the words, you will be asked to write down the words that you can remember. Everyone take out a blank sheet of paper and have it ready on your desk, but do not write anything until I say so. Here we go...”

Slide 2:

SAY:

Asparagus	Brussel sprouts	Broccoli	Butternut squash	Spinach	Kale
Cucumber	Radish	Carrots	Bell Peppers	Rutabaga	Zucchini
Turnip	Snap peas	Green beans	Celery	Cauliflower	Leeks
Fennel	Rhubarb				

Immediately click to slide #3 of PowerPoint.

Slide 3:

SAY: “You may now write down as many words as you can remember on your paper.”

Allow 1 minute for students to write down words.

SAY: “How many could you remember?”

Teacher can either call on students to share their number or say, “Raise your hand if you remembered 5 words...Raise your hand if you remembered 6 words...,” etc.

SAY: “Let’s process how this exercise was for you. I’m looking for a few volunteers to share their thoughts about this experience and whether or not you found it challenging.”

SAY: “Without memorization strategies, remembering a lot of information in different content areas can feel like that activity. Today we are going to discuss different methods we can use to recall and remember information based on our senses. To do that, please turn to your shoulder partner and see if you can recall the five senses together.”

Give students one minute to discuss with a partner.

SAY: “Let’s see if your conversation with your partner matches what I have listed here. Would anyone want to share with us what the 5 senses are?”

Slide 4:

SAY: “To highlight how senses help us with memory, let’s consider the sense of smell. Can you think of a smell that instantly reminds you of a person, experience or place in your past?”

Teacher may choose to give students an example to help them understand the connection.

Slide 5:

SAY: "Of all of the senses, our sense of smell draws the strongest and most vivid memories almost instantly. Today, we are going to find ways to tap into two of our senses to learn memorization strategies. We are going to use our senses of sight, sound, and touch. We are going to watch a short clip about the Pythagorean Theorem and the NFL."

Show video

SAY: "How do you think this video could help someone remember the Pythagorean Theorem?"

Teacher should be looking for feedback for the three senses being discussed today (visual, auditory and tactile).

SAY: "It is easier to remember the Pythagorean Theorem from a video because we use our sense of sight to create a visual connection between the math explanation and its application in a real-life situation. Similarly, we will also learn how to use our sense of sound and touch in memorization strategies. The football players in this video are able to use their sense of touch to help learn and memorize the Pythagorean theorem because they are able to apply it to their goal of tackling the player with the ball."

Slide 6:

SAY: "The first sense is sight. Some examples are graphic organizers, pictures, and finding patterns. The second sense is sound. Some examples are re-teaching, creating a story and songs/jingles. Now you'll have an opportunity to practice some strategies within the two senses."

Slide 7:

SAY: "We are now going to try two different activities that will give us practice using our sight and hearing for memorization. Each activity will have a task to perform using a memorization strategy based on the two of the senses we just discussed. There will be a station for visual strategies (sense of sight) and auditory strategies (sense of sound). Once you have completed the activities, your group will be asked to recall what you memorized from one of the stations."

Slide 8:

Say: "First we will with groups to create a visual aid to help up remember the steps of how a bill becomes a law. This is a process that you will be learning more about in Civics this year."

Pass out Visual Memory Handout to groups of 4-6 students. Have each group work together for five minutes to come up with a memory sentence and illustrate it.

Slide 9:

Say: "Now we will use our auditory memory to help us remember the digits of pi. We will listen to the video a couple of times to see if it helps us."

Play the video clip at least twice.

Slide 10:

SAY: "Now we are going to see who can recall the information from both activities. First, who can tell us how a bill becomes a law, in order?"

Teacher calls on a particular group or student. Teacher makes comments based on observations of the student(s)' recall (i.e., I noticed you saying your memory sentence before stating how a bill becomes a law).

Slide 11:

SAY: "How many numbers of Pi can you recall?"

Teacher calls on particular group or student. Teacher makes comments based on observations of the student(s)' recall (i.e., I noticed you were able to name 4 digits of Pi and then it became difficult).

Slide 12:

SAY: "Turn to a partner and discuss the following questions."

Circulate around the classroom listening for the following questions and answers that are being discussed from the PPT.

Ask a couple of the following follow-up questions:

-Did you find one strategy to be more helpful another? Was it easier to memorize and recall Pi, how a bill becomes a law, or the state capitals?

-Why do you think that technique worked best and was your favorite?

-How do you think you could use this strategy to help you study for a test?

-Did you find it helpful to use strategies that connect with some of your senses?

SAY: "We only learned two strategies today, but there are hundreds to choose from when studying and reviewing your notes. The most effective strategies are often ones that you create and help you form a personal connection with the content. For example, using the first letter of your family members' names to remember the various biomes around the world. Remember to use your senses when trying to memorize something new and coming up with a strategy to do so."

