

- ◆ **Picture Perfect**
Invite volunteers to share their pictures and tell how the images will help them remember.

Pages 46-47

- ◆ **Four Ways to Remember**
Read the tips together, pausing after each one to let a volunteer describe the technique in his or her own words. Work together to think of more examples of each technique.
- ◆ **Practice Memorizing Techniques**
Encourage students to try out each technique as they invent their own memory aids. Be sure students refer back to the list they made on page 44 at the end of the activity. You may wish to ask partners to create memory aids for hard-to-remember facts on their lists.
- ◆ **Where Are You Going?**
Ask students to write a goal telling how they plan to use memorizing techniques.

Teacher Modeling

You may wish to use or adapt these examples of teacher modeling.

I use memory tricks when:

- ◆ I need to associate names with faces. At the beginning of the school year, learning names in a hurry is really important for me.
- ◆ I need to keep track of who is working on what project—and how each project is coming along.

To help myself memorize in the easiest way:

- ◆ I may list things in alphabetical order.
- ◆ I use mnemonic devices to help me remember how to spell tricky words.
- ◆ I make up silly pictures or phrases in my mind and associate two or more things in the picture.

Four Ways to Remember

1 Detailed Descriptions

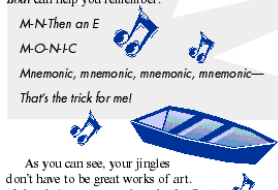
When you read about an event, try to imagine yourself in that time and place. Don't use just your sense of sight. Imagine what you'd be hearing, smelling, feeling, and tasting if you were there. Suppose you were studying about the pioneers crossing the mountains on their way out west. What would you feel like after walking all day in the dust behind a wagon? Feel the heat of the sun on your back. Smell the campfire as people get ready for dinner.

2 Rhymes and Songs

Advertisers spend a lot of money to create songs, called *jingles*, to help you remember the name of the product they want you to buy. You can use simple rhymes or tunes to help you remember, too. In this lesson, you're learning about mnemonic devices. *Mnemonic* is a hard word to say and a hard word to spell. A little jingle, sung to the tune of *Row, Row, Row Your Boat* can help you remember:

M-N-Then an E
M-O-N-I-C

*Mnemonic, mnemonic, mnemonic, mnemonic—
That's the trick for me!*




As you can see, your jingles don't have to be great works of art. If they help you remember, they're fine!

3 Acronyms

An *acronym* is a word created from the initial letters or syllables of a series of words. Some acronyms look something like abbreviations. How many of these acronyms have you heard?

- ◆ *radar*: *radio detecting and ranging*
- ◆ *OPEC*: *Organization of Petroleum Exporting Countries*
- ◆ *zip code*: *zone improvement plan code*

Make up your own acronyms to help you study. Arrange the first letters of the words you want to remember to make another word. If you take music lessons, for example, you may know that beginning music students use the acronym *FACE* to remember the names of the spaces on a treble clef.



4 Creative Sentences

You can make up a sentence using the first letter of each word in a list or sequence of things. For instance, here's another way to remember how to spell *mnemonic*.

Mutant newts eat mostly old guts in cake.

It doesn't matter that a self-respecting newt wouldn't touch nuts or cake. After all, you're not studying biology right now. You're studying spelling. And it doesn't matter if your sentence doesn't make much sense. Just thinking about a mutant newt will start you off with the correct sequence of letters. Sometimes all your mind needs is a little hint to remember a much larger piece of information.

Practice Memorizing Techniques

In this lesson, you've learned several memorizing techniques that can help you study for tests. Use these ideas to make up your own memory aids to help you remember the following information.

- Detailed Descriptions**
The soldiers who were at Valley Forge with George Washington during the winter of 1777-78 faced many hardships.

- Rhymes and Songs**
On July 4, 1776, the Declaration of Independence was approved by the Second Continental Congress.

- Acronyms**
The names of the Iroquois Indian tribes that made up the confederacy of the Five Nations were the Mohawk, Seneca, Oneida, Onondaga, and Cayuga.

- Creative Sentences**
The names of the seven continents are: North America, South America, Europe, Asia, Africa, Antarctica, and Australia.

- You CAN Remember!**
Look back at the hard-to-remember names, dates, or ideas you listed back on page 44. Choose one fact and write a memory aid you can use to make sure you never forget it again!

Where Are You Going?

Summarize what you learned in this lesson.

Now use your summary to write a *Take Charge!* goal that will help you become a better student.

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Unit 4 • Studying for Tests 47