



Unit 7

Remembering Information

Guidelines For Using The Activities

7-1 Repetition Strategy

Go over the steps of how to use the repetition strategy. Take students through the completion items in which they have to write the missing word or words for each step. Then have students use the repetition strategy to remember the information provided as well as information they need to remember from one of their textbooks.

7-2 Visualization Strategy

Have students read the information about the water cycle. Encourage them to form pictures about each stage in their mind as they read. Then have students cover the information with a sheet of paper and write answers to the questions. Have students complete the activity by writing information from a textbook for which visualization is a good remembering strategy and describing the picture or pictures they would create in their mind to remember this information.



Remembering Information

Guidelines For Using The Activities

7-3 Rhyme Strategy

Make certain students understand that a rhyme is short poem in which the sound of the word or syllable at the end of each line corresponds with that at the end another line. Use the rhyme about Humpty Dumpty to point out how a rhyme can help to remember information. Then go over the examples and emphasize that one does not have to be a poet to use the rhyme strategy. Have students write rhymes of two and four lines to remember the information provided. You might point out that a rhyme of two lines is often referred to as couplet. Then have students complete the activity by writing information from a textbook and using the rhyme strategy to remember the information.

7-4 Categorization Strategy

Review the steps for using the categorization strategy. Then work through the example of how the categorization strategy can be used to remember the foods to be purchased at the supermarket. Then have students use the strategy to complete the items about countries and living things. Finally, have students complete the activity by writing information from a textbook for which categorization is a good remembering strategy and then using the strategy to remember the information.

7-5 Acronym Strategy

After explaining what an acronym is, point out that an acronym can be a real word or a nonsense word that can be pronounced. Emphasize that the acronym strategy is difficult to use when information has to be remembered in a certain order. Go over the steps for forming an acronym. Then go over the examples of an acronym as a real word (HOMES) and as a pronounceable nonsense word (tolk). Also go over the example provided for “capp” in which the letter “p” is used twice. Then have students write acronyms for the information provided. Have students complete the activity by writing information from a textbook and using the acronym strategy to remember the information.

7-6 Abbreviation Strategy

Remind students that it is difficult to form an acronym for information that must be remembered in a certain order. Tell students they can use the abbreviation strategy instead as long as the number of items to be remembered does not exceed five. Go over the steps for using the abbreviation strategy. Take students through the examples provided. Then have students write abbreviations for the information provided. Complete the activity by having students write information from a textbook that must be remembered in a certain order, and then writing an abbreviation to remember the information.



Remembering Information

Guidelines For Using The Activities

7-7 Acronymic Sentence Strategy

Point out that the acronymic sentence strategy is useful for remembering information to be remembered either in any order or in a certain order. Emphasize the way in which an acronymic sentence is different from an acronym. Then go over the steps for forming an acronymic sentence. Emphasize to students that they should try to use sentences that are humorous or personal since they are easier to remember. Review the example for using the acronymic sentence strategy for information to be remembered in any order. Then review the example for information to be remembered in a certain order. Remind students that if two words in an acronymic sentence begin with the same letter, they will have to remember which item of information goes with the first word beginning with that letter, and which item with the second word beginning with that letter. Have students write acronymic sentences for the information provided. Then have students complete the activity by writing information from a textbook and using the acronymic sentence strategy to remember the information.

7-8 Pegwords Strategy

Explain what pegwords are. Go over the pegwords provided for the number words one through ten. Point out to students that they can substitute other pegwords as long as a pegword they provide rhymes with the corresponding number word. Go over the steps for using the pegwords strategy. Then guide students through the example provided for using the pegwords strategy to remember four reasons why forests are important. Next have students write descriptions of the pictures they would create in their minds to remember the five hardships experienced by the pioneers as they traveled west. Have students complete the activity by writing information from a textbook for which pegwords is a good remembering strategy and describing the pictures they would create in their mind to remember this information.

7-9 Loci Strategy

Tell students that the word loci is the plural form of locus, which means place. Point out to students that the loci strategy allows them to use a familiar place to remember things. Go through the steps of the loci strategy. Take students through the example that uses the loci strategy to remember the six words that will be on their next spelling test. Then point out that by using a variation of the loci strategy in which a familiar route is used instead of a familiar place, the strategy can be used to remember information in a certain order. Guide students through the example that uses the loci strategy to remember the names of six popular games in the order in which they were invented. Then have students complete the activity by using the loci strategy to remember the information provided.

7-10 What I Have Learned

Use the activity to assess the extent to which students have learned the skills and strategies taught in this unit.



Answer Key

Activity 7-1

1. read
2. write
3. say
4. repeat, three
- 5-10. The information to be remembered should be written three times.
- 11-12. Student responses will vary.

Activity 7-2

1. evaporation
2. Student responses will vary.
3. condensation
4. Student responses will vary.
5. precipitation
6. Student responses will vary.
7. collection
- 8-10. Student responses will vary.

Activity 7-3

- 1-6. Student responses will vary.



Remembering Information

Answer Key

Activity 7-4

- | | | |
|---------------|----------------------|----------------------|
| <u>Europe</u> | <u>South America</u> | <u>North America</u> |
| France | Bolivia | Mexico |
| Italy | Argentina | United States |
| Germany | Brazil | Canada |
| Switzerland | Peru | |
- | | | | |
|-------------|---------------|-------------|---------------|
| <u>Fish</u> | <u>Insect</u> | <u>Bird</u> | <u>Flower</u> |
| salmon | cricket | dove | rose |
| bass | beetle | finch | tulip |
| trout | dragonfly | sparrow | violet |
| | moth | robin | |

3-4. Student responses will vary

Activity 7-5

(Examples of acceptable student responses.)

- cent
- (Cannot form real word.) Student responses will vary, but nonsense word must be pronounceable.
- ascot, coast, coats, tacos, costa
- asker, rakes, eskar, saker
- (Cannot form real word.) Student responses will vary but nonsense word must be pronounceable.
- (Cannot form real word.) Student responses will vary but nonsense word must be pronounceable.
- 7-8. Student responses will vary.



Remembering Information

Answer Key

Activity 7-6

1. CNFT
2. oepe
3. tgcqd
4. khshp
5. PAISA
6. Student responses will vary.

Activity 7-7

- 1-8. Student responses will vary.

Activity 7-8

- 1-7. Student responses will vary.

Activity 7-9

- 1-2. Student responses will vary.

Activity 7-10

1. rhyme
2. repetition
3. abbreviation
4. pegwords
5. loci
6. visualization
7. acronym
8. categorization
9. acronymic sentence