

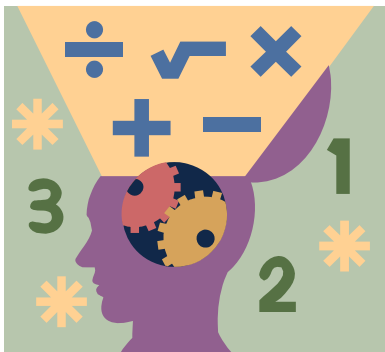
How to...

INCORPORATE MNEMONICS INTO THE CLASSROOM

“...students who received mnemonic instruction greatly outperformed controls taught with traditional methods...student performance more than doubled...and average grades have improved from ‘D+’ to ‘B’!”

Mastropieri and Scruggs
Teaching Students Ways to Remember

Research is quite clear: learning new material is difficult for students and teachers need to take an active role in helping student remember material. One of the most efficient ways of helping students remember is the use of mnemonics. The Roadmap and Premium Roadmap come with a plethora of mnemonics to supplement your instruction. Here are a few tips on how to make mnemonics an integral and effective addition to your classroom.



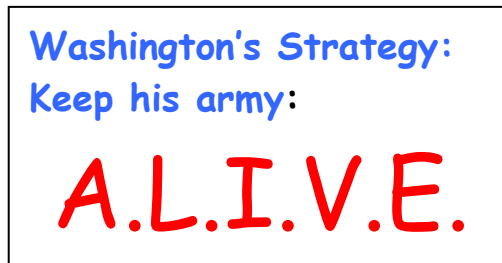
Using Roadmap PowerPoint

Feel free to enhance the PowerPoints provided on the Roadmap by adding images from sources such as Google image search, inserting audio, or adding streaming video available from www.unitedstreaming.com. You may also want to edit the bulleted notes by subtracting or adding additional points.

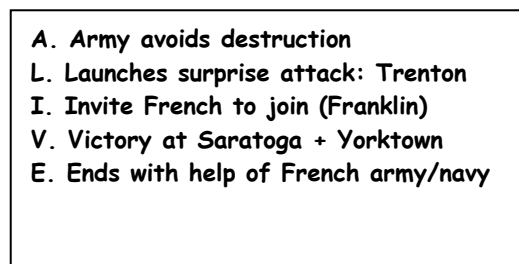
Novelty is key

One thing that you will find with the use of mnemonics is that they are *not* widely used in classrooms. This is an advantage because the use of them immediately grabs students' attention. Students also appreciate the fact that you are *trying* to help them remember, rather than just “covering” material and expecting them to recall. One suggestion to enhance the novelty effect is to employ the use of index cards when presenting the mnemonic. Take for example the ALIVE mnemonic in Volume I, Chapter 3. First, distribute the index cards to all the students. You will want to use large cards, at least 4x6

inch index cards, but the 8x10 size cards work the best. Talk to your supply person at school to get the cards, or require that each student has a set of cards for class usage. Second, distribute markers or colored pencils to the students. Adding color and encouraging the drawing of images is a great memory tool and will also make it more likely that students will keep the notes in the long term. Note: hole-punch the index cards ahead of times so students can place them in their three ring binders. Third, have the students copy the title slide onto the front (blank) side of the card. It will look like this:



Again, encourage the use of colors and personalization of the card. Now you are ready to go through each letter of the mnemonic. Have the students flip to the back side (lined side) of the card and go through each letter, one at a time, allowing the students to copy the meaning of each letter. Students will probably not have room to copy the bulleted notes, but review the supplemental information that you cover with them after they have the main part. This is where you may further supplement the letter with a video clip or audio. It is advisable to have the whole class review each letter as you go through it to enhance memory. You could do this through whole class repetition, having students take 30 seconds-1 minute to study with a neighbor, or have them copy the letter and information on a piece of paper. As you finish the card, here is what the finished product will look like:



Now the students have a ready-made study guide for their notes! It is key however that the students practice each letter through whole class repetition, one-on-one practice, or through writing. Another idea is to assign homework where the students write what each letter means five times. Another day they might write the mnemonic on a quiz or use it as a basis for a short essay.

Other ideas

Other ideas using mnemonics include the use of songs, rhymes, key words, acrostics, or plays. Create your own, model them for the class, and have your students create their own rhymes, acrostics, word associations, mnemonics or memory hooks. If you or your

students have created effective mnemonics and memory hooks, consider submitting them to the Premium Roadmap for publication!

Student Use of Roadmap Mnemonics

Even if you don't use all the mnemonics as a whole class lesson, you might also use the mnemonics as a supplement and give them out as study guides after you have already taught the material. You might assign students to create the index card at home and complete a writing assignment using the card. Either way, using mnemonics in some fashion will aid your students in mastering your material and mastering your material is the key to higher-level thinking. As Brophy and Good have discovered:

“...there are no shortcuts to...attainment of higher-level learning. [It] will not be achieved with relative ease through discovery learning by the student. Instead, it will require *considerable instruction* from the teacher, as well as a *thorough mastery of basic knowledge and skills* which must beapplied [to] “higher-level” performance”

Brophy and Good
Handbook of Research on Teaching