

Language Memory

1. Rehearsal

- Maintenance rehearsal: rote repetition of information several times to remember information for a short period of time.
- Elaborative rehearsal: repetition of information, but also with the incorporation of “picturing” the information to be remembered in order to embed it more within the mind.
e.g. The use of songs can be very beneficial in utilizing the elaborative rehearsal technique of memory.

2. Chunking

- Consolidating information into groups/chunks that contain similar information
e.g. When studying vocabulary: grouping words that are similar – remembering the *groups* of words instead of each word individually

3. Narrative Chaining

- Making up a story around a series of items or details that need to be remembered.
e.g. The following is an example of narrative chaining to learn the states forming the Confederacy during the Civil War:
Caroline (North Carolina and South Carolina) and *Virginia* went on a trip to visit their friend *Georgia* who once lived in *Mississippi* and now lives in *Texas*. On their trip they stayed in *Flalla* (Florida, Alabama, and Louisiana), *Tennessee* and *Arkansas*.

4. Acronyms

- Memory strategy in which a phrase or list of items are recalled by creating a word using the first letter of each item.
e.g. SCUBA – self-contained underwater breathing apparatus
VCR – video cassette recorder

5. Acrostics

- Information is retrieved by using a sentence or phrase in which the first letter of each word represents some meaningful unit of information
e.g. **Every Good Boy Does Fine** – to remember the notes on a music scale
My Very Elegant Mother Just Sat Upon Nine Pies – to remember the order of the planets

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Memory Strategies for Vocabulary

1. Identify Related Roots in Words

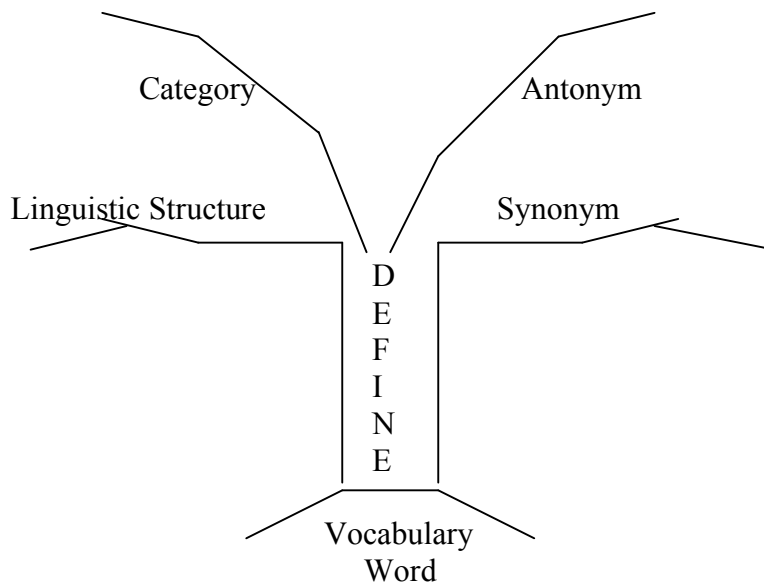
Examples:

Doubt – Dubious

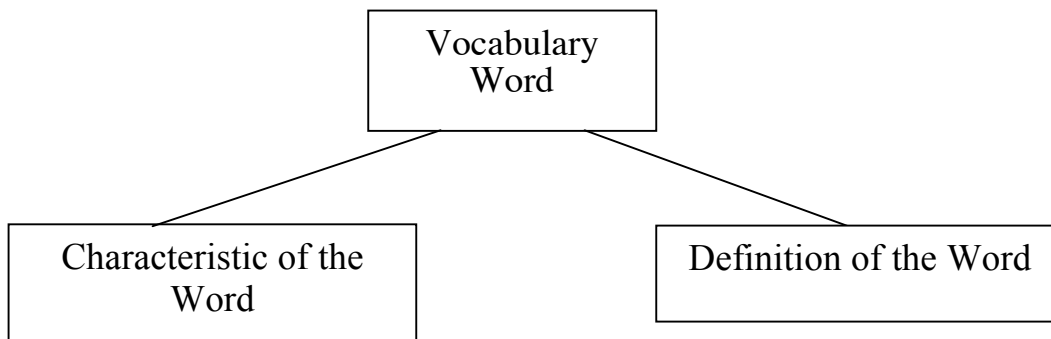
Sheep – Shepard

Holy – Holiday

2. The Knowledge Tree



3. Vocabulary Map





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Memory Strategies for Reading Comprehension

1. Previewing/Passive Reading

- **T.E.L.L.S.** – This mnemonic strategy provides a previewing framework for students to use with fiction or nonfiction stories.

Title: Look for clues about the story.

Examine the story for picture or word clues to aid your understanding.

Look at important words or pictures.

Look up hard words you may not know (and/or work with your decoding strategies).

Setting: Identify where and when the story occurred.

- **K.W.L Chart** – This mnemonic uses a three-column chart.

KNOW	WANT TO KNOW	LEARN
* What does your child already know about the topic?	* What does your child want to know or think they will learn?	* What did your child learn from the reading?

2. Active Reading

- **R.C.R.C.** – This mnemonic strategy encourages students to continually question themselves about their understanding as they move through a text.

Read a small part of the material one or two times.

Cover the material.

Review what you read.

Check to see if you remembered it correctly.



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Memory Strategies for Math

1. **T.I.P.S** – This mnemonic strategy provides a framework for solving mathematical word problems.

Thought – What is my thought about how to solve this problem? e.g. Will I add or subtract, multiply or divide?

Information – What are the numbers and/or facts in the problem?

Problem – How should I set up my problem? (e.g. $5 \times 4 =$)

Solution – I now have to write out my solution and double-check to make sure it answers the question that was asked.

2. **Visual Support/Manipulatives** – Explore units with tangible items whenever possible.

Examples:

Pizza slices, oranges – when reviewing fractions

Use of money (coins, etc.) – when reviewing math facts

3. **Look for Patterns**

Examples:

The 10s tables provide an easy pattern: just add a 0 to the number being multiplied.

The 9s table is fairly easy because it has an obvious pattern due to the fact that it is so close to 10. Ask your child to look for these patterns.



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A Mnemonic Story About Learning the State Capitals

Written by: Regina G. Richards

One day in fifth grade, my son Eli came home from school upset. He said he had to learn the state capitals. I was at first confused because he had been learning the state capitals and other facts (e.g. state bird) for several years. He explained to me that he needed to learn all 50 state capitals for an upcoming test, and he was very nervous about where to start.

To help him ease his panic, we first made a list of the various rehearsal strategies he could use. He listed the following strategies:

- **Chunking:** He would work on only one state capital at a time.
- **Spiraling:** Each time he finished one state, he would review all the other states he had learned so far.
- **Downtime:** He would study in small chunks of time, allowing himself plenty of downtime between sessions.
- **Recognition before Retrieval:** He typed the name of each state on a blue index card and he typed the name of each capital on a yellow index card.
- **Mnemonics:** He would use picture mnemonics for each state capital.
- **Movement Activities:** He would devise a number of activities that incorporated movement to remember the states and their capitals.

Having this list and action plan helped relieve Eli's sense of panic and his feeling of being overwhelmed. He began to feel more confident that with enough work, he would achieve the goal of being successful on the test. He was right. His plan was successful and he earned a good mark on his test.