**ED 370 MEMORY TIPS**

1. Teach students how to read their science (and other subject) texts. Emphasize titles, terms, glossary, pictures, tables, charts, and graphs, end of chapter reviews, etc. Do this the beginning of every chapter.

H Handouts (Rogan, 2010)

O Outline

T Text

T Titles

I Introductory statements

P Print enhanced words

S Summary statements

2. Help with attitude: (Rogan 2010)

S Sit up straight.

H Have a pleasant voice.

A Actively listen.

R Relax.

E Eye contact.

3. Studies have shown that shorter, more frequent study periods are better than “marathons.”

We learn more in the middle of every period of study-it starts slow, and drops off after

fatigue sets in. The best way to study is to go home right away and go over information

while it is still fresh in your mind-that’s why daily homework, review work is a good idea.

4. Help students organize by keeping a notebook/journal. Learning how to not lose it or leave

it home is a first step in gaining responsibility.

5. Have students write all assignments daily in a homework tablet.

6. Mapping, or drawing a mental picture helps retention especially in visual learners, and

drawing pictures helps poor readers.

7. Acronyms and jungles help: HOMES for Great Lakes, MIND CURLERS for human body

systems, eating times for vertebrae: 7 cervical, 12 thoracic, 5 lumbar, 1 sacral, and 1

coccyx(2- 1 A.M. snacks).

8. Try to make information unique, exciting, with active participation- sing bone song, etc.

9. Link ideas, build on prior knowledge.

10. Make information personal, important: (“hooks”).

11. Get organized: (Rogan 2010)

G Gears in (have stuff)

E Early (Be on time!)

T Take best seat (front).

S Set up pages (for notes, text, etc.)

E Eye contact

T Take notes.

12. When leaving for the day: (Rogan 2010)

C Check area.

H Head for a quiet place (to read, study, do homework).

E Edit (Study, recopy, go over stuff).

C Make note cards with definitions, ideas, etc.

K Kick back and relax- work hard, but don’t have a nervous breakdown over school work!

O

U Leave room politely!

T

13. What’s important:

C Cries (index, definitions) (Rogan 2010)

R Repeated ideas

I Interested (what interests teacher)

E Eye contact

S Says (what teacher says)

14. Test taking hint:

P Put your name on paper.

I Inspect instructions.

R (Read, ask questions, paraphrase)- for longer answers, essays.

A Answer or abandon each question.

T Turn back (check answers).

E Estimate (guess, eliminate obviously wrong answers).

S Survey, switch answers if needed.

15. Another test strategy:

P Put name on paper

A Allot time

S Say affirmations (I will do a good job! I studied!)

S Start in 2 minutes- don’t spend too long on one question!

16. More test hints: 1) True/false: Always or never is usually false. 2) Eliminate wrong choices

in multiple choice. 3) Longest answer is usually correct in multiple choice. 4) Eliminate

similar answers. 5) Never leave a blank!