



## Task Title: Learning Mnemonics

### OALCF Cover Sheet – Practitioner Copy

**Learner Name:** \_\_\_\_\_

**Date Started:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Successful Completion:** Yes ☐ No ☐

**Goal Path:** Employment ☐ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☐

**Task Description:** The learner will read about and create mnemonics to help remember information.

#### Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.2
- Communicate Ideas and Information/Write continuous text/B2.1
- Manage Learning/E.1

#### Materials Required:

- Pen/pencil and paper and/or digital device

## Learner Information

Learning requires everyone to remember various pieces of information, facts, processes and a variety of other items. It is important to come up with strategies that work for you to remember what you are learning. These strategies can be used to recall information for exams, writing essays or doing presentations. Mnemonics (pronounced – new-mon-icks) are one strategy.

Read “10 Ways to Make Mnemonics”.

## **10 Ways to Make Mnemonics**

Using mnemonics is one of the best learning methods out there. If you know how to make mnemonics, you can go from repeatedly forgetting material to instantly remembering it and never encountering problems again.

The power of making mnemonics lies in converting dull and boring information into something vibrant and interesting that sticks out in your mind.

However, it's often not very easy to actually make mnemonics. Here's a handy list to give you some inspiration. Use them to remember anything – from how to spell words to memorizing sequences to remembering names of places.

### **1. Images**

This is often the easiest way to create an effective mnemonic: What does it look like?

Examples are: The word bed looks like an actual bed or to help remember the question words (who, what, why, where, when and how) put them inside a drawn question mark.

### **2. Rhyming**

Another quick route to memorable success. Find something relevant that rhymes with what you're trying to remember. Even half-rhymes will often do.

An example is: "i" before "e" except after "c" to remember how to spell words like receive or to remember which months have 30 days "thirty days hath September, April, June and November".

### **3. Sounds like**

If you like playing charades, this should be a good technique for you. Try saying what you're trying to remember out loud or very quickly, and see if anything leaps out. If you know other languages, using similar-sounding words from those can be effective.

### **4. Onomatopoeia**

This tip goes hand in hand with #3. Are there any noises made by the thing you're trying to memorize? Is it often associated with some other sound? Failing that, just make up a noise that seems to fit. It can also be used to

memorize the actual sound word. Examples are: Pop of a balloon or the bark of a dog.

## **5. Acronyms**

If you're trying to memorize something involving letters, this is often a good bet. We use them a lot in texting and emailing like the ever popular LOL or Laughing Out Loud. Often the acronym alone is good enough, but you can also form a sentence based on it.

In reading music, you need to remember the order of the sharps and this acronym is the opposite it's a phrase representing the order of the letters: Father Charles Goes Down And Ends Battle...the order of sharps is FCGDAEB.

## **6. Anagrams**

Another wordplay technique. Try re-arranging letters or components or breaking the word into smaller words and see if anything memorable emerges. One often used anagram is for spelling tomorrow, the anagram is Tom or Row.

## **7. Tunes and poems**

If you're feeling musical, this can work wonders. Tunes and poems are very easy to remember, as advertisers demonstrate to the great annoyance of most people. Turn it to your advantage to remember stuff more easily.

A commercial tune we know in Canada is "Everyone loves Marineland" or an oldie "Plop, plop, fizz, fizz....oh what a relief it is" (Alka Seltzer).

## **8. Stories**

Make up quick stories or incidents involving the material you want to memorize. For larger chunks of information, the stories can get more elaborate. Structured stories are particularly good for remembering lists or other sequenced information.

## **9. Numbers**

Numbers contain a lot of structures that can be put to good use for memorization. They contain a lot of well-known sequences and arrangements, such as multiplication tables, primes and odd/even numbers. Use these as memory pegs where possible.

## **10. Shock**

And finally, what might be the best mnemonic trick there is. Make your mnemonics as shocking as possible and you're guaranteed to remember

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them. There's no need to tell anyone else what they are, so get creative and think up something weird.

Adapted from Hugh Grigg - <http://eastasiastudent.net/study/make-mnemonics>

## Work Sheet

**Task 1: Create a mnemonic for the five basic human senses (sight, touch, taste, smell and hearing).**

Answer:

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**Task 2: Create an onomatopoeia for**

- bees
- happy child
- thunderstorm

Answer:

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**Task 3: Create a mnemonic that is different from the type used in Task 1 to help remember the names of the Great Lakes (Erie, Ontario, Huron, Michigan and Superior).**

Answer:

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## Answers

Answers will vary.

### Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	scans to locate information			
	locates multiple pieces of information in simple texts			
	makes low-level inferences			
	follows the main events of descriptive, narrative and informational texts			
	obtains information from detailed reading			
B2.1	uses highly familiar vocabulary			
E.1	begins to use a limited number of learning strategies(e.g. follows instructions, takes literal notes, highlights or underlines key information, uses a calendar or agenda)			
	begins to identify ways to remember information and reinforce learning (e.g. reviewing notes)			

This task: Was successfully completed ☐ Needs to be tried again ☐

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Learner Comments:

Instructor (print):

Learner (print):