## Big Question:

How can we encourage students to memorize critical ACT information?

## Tagged for Failure- CREB, CBP and other molecules ...

## Set the Stage:

Students commonly struggle to memorize critical ACT information, such as grammar rules and mathematical formulas. This activity will encourage students to generate creative methods of committing these facts to memory.

## Resources:

Anything you need to be creative! Instruments, musical recordings, art supplies, movies, books, etc.

## 

**Procedure: Students will have 15 minutes to brainstorm an idea and 30 minutes to create a presentable version of their idea.**

* Provide students with a list of concepts that they could create a memorization device for. (See next page)
* Students can choose to work individually or in groups no larger than 2-3 to select a topic and brainstorm a creative way of memorizing its content. They will have 15 minutes for this task.
* Show students an example of what this product could look like. (It’s Memory VidGrid video: <https://use.vg/7erqMC>)
* Release students to work on their creations! They’ll have 30 minutes to come up with a presentable creation that assists them in memorizing their chosen idea/concept. Field questions and provide guidance as necessary.
* After 30 minutes, go around and have each individual/group share their creation with the class.
* After everyone has shared, move on to the next activity.
* At the end of the session, return to these creations and review them one last time before the students leave!

**Reflection/Feedback**

To communicate their observations: “I saw…”/”I noticed…”

To demonstrate science community skills: “I liked…”/“I loved…”/”I’ll remember…”

**Enrichment** – Plan to use these memorization methods during practice problems and on the real test! Anything that helps students be more successful on this exam is a good tool. It doesn’t matter how silly it is!

* Colored pencils
* Markers
* Paper of various colors
* Books/Magazines
* Any personal items the students have – musical instruments, more advanced art supplies, other applicable materials
* Access to the Internet for recordings, photos, etc.



## Activity: Materials:

## Standards:

BSB: The Do Place: NGSS - 2-PS1.A.1; K-PS2.A.2; K-PS3.C.1; NS 4D/P1

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## List of Possible Topics:

General Information/Skills

* ACT sections, number of questions, time limits, etc.
* Don’t leave any bubbles blank! (If you hit “bubble time” choose one letter and go for it)
* There’s one correct answer, one distractor (close, but not quite), and two completely wrong answers. Eliminate the bad ones to increase your chances of guessing correctly!
* Do now, do later, do never
* Everyone shoots for a 36
* Use break time for active movement

English

* The shortest answer is normally best
* Sentences have a “do-er doing something” (subject, verb, and complete thought)
* Apostrophes show possession
* Commonly confused words (they’re/their/there, it’s/its, your/you’re, whose/who’s, definitely/defiantly, affect/effect etc.)

Math

* Slope formula: y = mx+b
* Slope = rise/run
* Any shape(s) and their number of sides, degrees, and area formulas
* SOH CAH TOA
* FOIL (First, outside, inside, last)

Reading

* Skip examples and proofs
* Try to find the main idea
* Decide on a strategy, and stick to it!

Science

* Different types of charts/graphs and how they’re read (Ex. Pie charts are a circle split into several sections. The sum of these parts will always add up to the whole. This could be 100%, if they’re using percentages, or a total number of “things” you’ll have to find percentages for)
* Practice monitoring your time
* Decide on a strategy, and stick to it!

Other

* Any other topic you need help remembering!

## Point/Reward System:

* Students will earn 4 points for completing this activity.
* Students can earn an additional 1 point, for a total of 5, if they complete the presentation/sharing of their projects.
* Students can earn bonus points for finding later opportunities to implement their own (or others’) memorization techniques.