

# Strategies for Auditory Memory

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**Chunking:** dividing a large group of words, numbers, or items into smaller units

Goal: *The student will learn to remember auditory information by breaking large groups of material into smaller, related units or categories.*

**Creating Lists & Taking Notes:** writing or recording information on paper

Goal: *The student will learn to remember auditory information by using a visual aid.*

**Graphing & Charting:** using visual graphs and charts to represent and organize information presented orally

Goal: *The student will learn to remember auditory information by using visual aids and organizers.*

**Identifying Key Concepts:** identifying the most important points of material presented orally

Goal: *The student will learn to remember information by selecting only the critical parts of material presented orally.*

**Linking & Associations:** identifying similar traits or characteristics that exist among lists, sequences, and directions

Goal: *The student will learn to remember auditory information by tying material together.*

**Paraphrasing:** restating material spoken aloud

Goal: *The student will learn to remember information presented orally by processing, comprehending, and paraphrasing material in her own words.*

**Rehearsing & Subvocalizing:** repeating words or sentences quietly to oneself

Goal: *The student will learn to remember words, sentences, lists, and notes presented orally through repeated exposure.*

**Visualizing:** using mental pictures to represent material presented orally

Goal: *The student will learn to remember auditory information by using more than one modality.*

# Chunking

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- **Goal:** *The student will learn to remember auditory information by breaking large groups of material into smaller, related units or categories.*
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One student may chunk information differently from another student. How a student chunks information depends on how that student remembers best. There is no right or wrong way to chunk information.

Use the following examples to show the student how to chunk a list of information into two (or more) groups based on category, pattern, sequence, association, or other method the student finds helpful. Two examples have more than one response to show that there is more than one way to chunk the information. Read each example aloud. Then have the student complete the exercises on pages 26-35. Each student should chunk the information in the exercises in whatever way makes the most sense to him.

## Numbers

1. 2, 4, 6, 8

**Response:** 2, 4 (pause) 6, 8

These numbers are chunked based on the order the items were presented (sequence).

The first two numbers are grouped together and the last two numbers are grouped together.

## Words

1. spinach, cloud, butterfly, sand

**Response:** spinach, sand (pause) cloud, butterfly

These words are chunked based on the initial letter (e.g., *spinach* and *sand* both start with S and *cloud* and *butterfly* both start with letters at the beginning of the alphabet).

**Optional Response:** spinach, cloud (pause) butterfly, sand

These words are chunked based on the order the items were presented (sequence).

2. bee, book, see, cook, tree, hook

**Response:** bee, see, tree (pause) book, cook, hook

These words are chunked based on rhyming.

## Following Directions

 (Note: Students are not expected to follow the directions unless they want to.)

1. Touch your foot, touch your ear, touch your nose, touch your knee.

**Response:** foot, knee (pause) ear, nose

These directions are chunked based on category (e.g., *foot* and *knee* are part of the leg, *ear* and *nose* are part of the face).

**Optional Response:** ear, nose (pause) knee, foot

These directions are chunked based on sequence (e.g., placement in the body from top to bottom).

# Exercise 8

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- **Goal:** *The student will learn to remember auditory information by breaking large groups of material into smaller, related units or categories.*
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Read the numbers, words, or directions aloud one at a time. Have the student repeat the information in chunks. Encourage the student to repeat the chunked items until memory is achieved.

## Numbers

1. 110, 115, 130, 135
2. 31, 34, 32, 44, 46
3. 87, 91, 22, 32, 62
4. 13, 56, 22, 30, 50
5. 99, 38, 24, 17, 27

## Words

1. speakers, car, truck, stereo, bike
2. computer, paper, pencil, type, pen
3. pool, bowling, water, games, swim
4. cup, sow, cow, bow, up
5. window, fall, sill, open, close

## Following Directions

1. List three sports, cross your fingers, put your elbows on the table, and put your fingers in your ears.
2. Make a fist, give yourself a high five, put your hands on your hips, and look over your left shoulder.
3. Pretend to make a phone call, laugh out loud, smile twice, and cross your arms.
4. Stand up, walk to the door, do four jumping jacks, and turn around three times.
5. Blink your eyes six times, show me three fingers, point to me, and share a funny story.

## Exercise 2

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- **Goal:** *The student will learn to remember auditory information by using visual aids and organizers.*
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Read the information in each item once to the student. Have the student identify the appropriate graph, chart, or diagram to use. Then repeat the information so the student can construct the graph, chart, or diagram to represent and organize the material.

1. **Tropical Rainforests**

a type of habitat  
wet  
receive heavy rainfall  
close to the equator  
get lots of sunlight and warmth  
trees grow to gigantic size  
trees have dark, green leathery leaves  
in Central and South America, west  
and central Africa, southeast Asia

**Deserts**

a type of habitat  
dry places  
little water  
few plants or animals  
warm days, cold nights  
in North Africa, southwest Africa, India,  
Australia, central Asia

2. Kim and Alex are members of their school's swim team. For one week, they counted the number of laps they swam each day.

Monday = 120 laps  
Tuesday = 134 laps  
Wednesday = 119 laps  
Thursday = 150 laps  
Friday = 145 laps

3. Mr. Delphi's sixth-grade class was instructed to brainstorm about the topic of environmental pollution. The class generated the following responses:

trash	radioactive gases
carcinogens	toxins
waste	toxic emissions
lead	gasoline
acid rain	pesticides
carbon dioxide	poison

# Exercise 3

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- **Goal:** *The student will learn to remember auditory information by using more than one modality.*
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Read each word, sentence, or paragraph aloud to the student. Have the student create a picture in his mind of the word, sentence, or paragraph. Then have the student describe in detail what he is picturing.

## Words

1. chocolate cake
2. tennis shoes
3. yellow flower
4. green grass
5. red carpet

## Sentences

1. The boy devoured the piece of chocolate cake that was left over from his birthday party.
2. The tall girl tied her tennis shoes before going outside.
3. The woman picked the yellow flower out of her garden.
4. The tall, green grass surrounded the red, brick home.
5. She chose red carpet to go in the dining room.

## Paragraphs

1. It was Charlie's 10<sup>th</sup> birthday party. After the guests left his party, Charlie devoured the last piece of chocolate cake.
2. Serena had longed to play outside as it was the first day of spring. The tall girl tied her tennis shoes and ran out the door.
3. At the beginning of spring, Mary had planted flower seeds in her garden. Two months later, she picked the yellow flowers that had finally bloomed.
4. The tall, green grass surrounded the red, brick home of the Smith family.
5. Wanting to add more color to her home, Kelly chose red carpet to go in the dining room.

# Exercise 10

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► **Goal:** *The student will learn to remember written lists of related words.*

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Use the words to create an acronym or silly sentence.

## 13 Original Colonies

Virginia	North Carolina
Massachusetts	South Carolina
New Hampshire	New Jersey
Maryland	New York
Connecticut	Pennsylvania
Rhode Island	Georgia
Delaware	

**Acronym or Silly Sentence:** \_\_\_\_\_

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## Confederate States During the Civil War

Alabama	North Carolina
Arkansas	South Carolina
Florida	Tennessee
Georgia	Texas
Louisiana	Virginia
Mississippi	

**Acronym or Silly Sentence:** \_\_\_\_\_

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## Exercise 7

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- **Goal:** *The student will learn to remember information by selecting only the critical parts of written material.*
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Read the following passages and identify **who** and **what**.

1. In 1620, people from England called *Pilgrims* came to America. The Pilgrims wanted freedom of religion. They wanted to choose their own church. The Pilgrims came to America on a ship called the *Mayflower*. They lived in a place called *Plymouth*. The Native Americans helped the Pilgrims find food and build homes.

Who helped the Pilgrims when they arrived in America?

What did the Pilgrims want to be able to choose?

2. Mr. Alt is a fifth-grade teacher. One of his duties is to prepare his students for their transition from elementary school to middle school. Mr. Alt knows that organization and planning are important skills for students to learn. To help students with this, each student uses a planner. The planners help students keep track of homework assignments. The planners are also used to communicate with parents. Students take their planners home each night for parents to sign. This way, Mr. Alt knows that parents are involved in their children's school work.

Who is a fifth-grade teacher?

What are two important skills for students to learn?