

Literacy Tips



Tips for middle school educators on various topics such as grammar, writing, reading, spelling, vocabulary, cooperative learning and more.

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Tip #16: Pane it. Retain it.

Helping students put information into their long term memory is a struggle. "Pane it - retain it" is an adaptation of the K.I.M. sheets most of us are using to teach vocabulary. (K.I.M. stands for key concept or vocabulary word, information/the meaning of the word, and a memory cue illustration. Asking a student to write an original sentence with the key word in context is helpful, too. [Attached is a K.I.M. sheet](#) for those of you wanting to try that.)

"Pane it - retain it" is based on brain research and the fact that most of us can only hold up to 9 pieces of information. (Think about what happens when you try to memorize a phone number in addition to something else.) Decide on key vocabulary words you want students to learn from the text you are reading. Have students write the vocabulary words at the bottom of each box. Then have them illustrate the meanings of the words. Encourage students to use color as a way to boost their memory. Do several words together on the overhead projector as a model. Ask students to help you create the ideas for your illustration. Discuss how color might be used to help improve memory. For example, look at how "liberation" might be taught. After discussing the word and its meaning, students might decide to draw horses in a corral being let loose or being let free. Coloring the horses green might help students connect the concept of liberation to letting go. (Think of a green stoplight - go!)

After students have written their 9 vocabulary words and have drawn illustrations, quiz them. [Distribute a blank "pane it" sheet](#) (or have students make one on notebook paper) and see what they can remember. Not only do students remember their words and the meanings, they often remember exactly which squares they were in. You might challenge the class and say, "Who remembers the word we put in the middle? What illustration did we use? What does the word mean?" Check for long term understanding after a week or so has gone by. Again, see what students remember. Many will even sketch out the grid sheet and use that to boost their memory!

Source

This strategy was demonstrated during the November 11 language arts/soc. st. in-service. Gloria Anderson, a consultant for McDougal Littell, is the author of the strategy.



Name: _____

Period: _____

K. (K = Key Vocabulary Word)	I. (I = Information/Definition)	M. (M = Memory Cue/Picture)
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Your Sentence: _____

K. (K = Key Vocabulary Word)	I. (I = Information/Definition)	M. (M = Memory Cue/Picture)
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Your Sentence: _____

K. (K = Key Vocabulary Word)	I. (I = Information/Definition)	M. (M = Memory Cue/Picture)
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Your Sentence: _____

K. (K = Key Vocabulary Word)	I. (I = Information/Definition)	M. (M = Memory Cue/Picture)
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