

## How to Write a Rhyming Poem

Coming up with a poem that rhymes isn't always an easy task. To write a rhyming poem, follow these guidelines.



- 1 Write your first line.** It doesn't have to be the first line of the poem; just focus on committing one line to paper to anchor your poem and give yourself something to build off of. You can always change it later.



**Revise the meter of your first line.** Read it aloud. Does it flow? Can you tap your foot to it? The meter of

**2** the poem is the natural rhythm of the accented and unaccented syllables. Though many poems – especially modern ones – use irregular meter, rhyming poems tend to be more meter-conscious, especially because meter can affect rhyme.

- One traditional way to organize meter is to stress every other coming syllable. This is hard to maintain (even Shakespeare's sonnets do it imperfectly from time to time), but it creates a wonderful momentum in the poem and makes it easy for the reader to keep up. Ex.

*Bewáre the Jábberwóck, my són!  
The jáws that bíte, the cláws that cách!*<sup>[1]</sup>

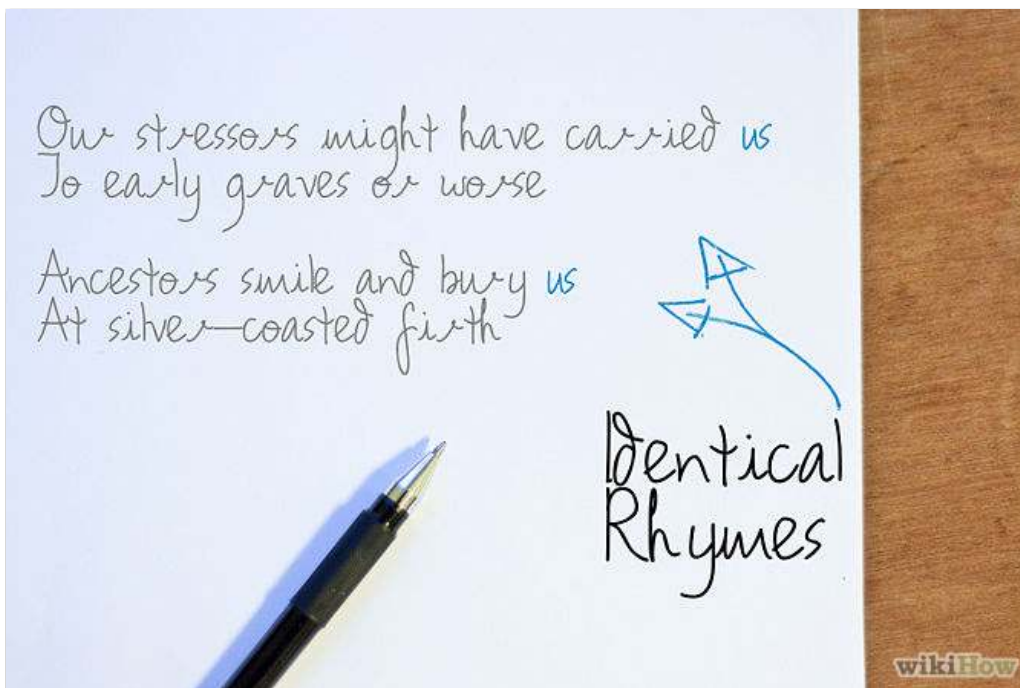
- You might also stress every third syllable, every fifth syllable, some combination thereof, or some other pattern entirely: the important thing is to repeat various rhythms throughout the poem, whether it's across the whole thing, over a few lines, or even within a line. Ex.

*This is the fórest priméval. The múrmuring pínes and hémlocks  
Béarded with móss, and in gárments gréen, índístinct in the twílight,  
Stánd like Drúids of óld, with vóices sád and prophétic!*<sup>[2]</sup>

- If your subject is meant to make the reader feel trapped or jostled, take an alternative approach to the meter: fill your rhythm with rapid-fire beats, sudden stops, and awkward pauses.



**3** Jot down a few words that rhyme with the end of your first line. Don't be too strict with your rhyming just yet; as you'll later discover, rhyming can actually be quite flexible and you shouldn't eliminate any possible candidates at this point. Keep a list of potential rhymes going as you write the entire poem; you never know when one may come in handy.

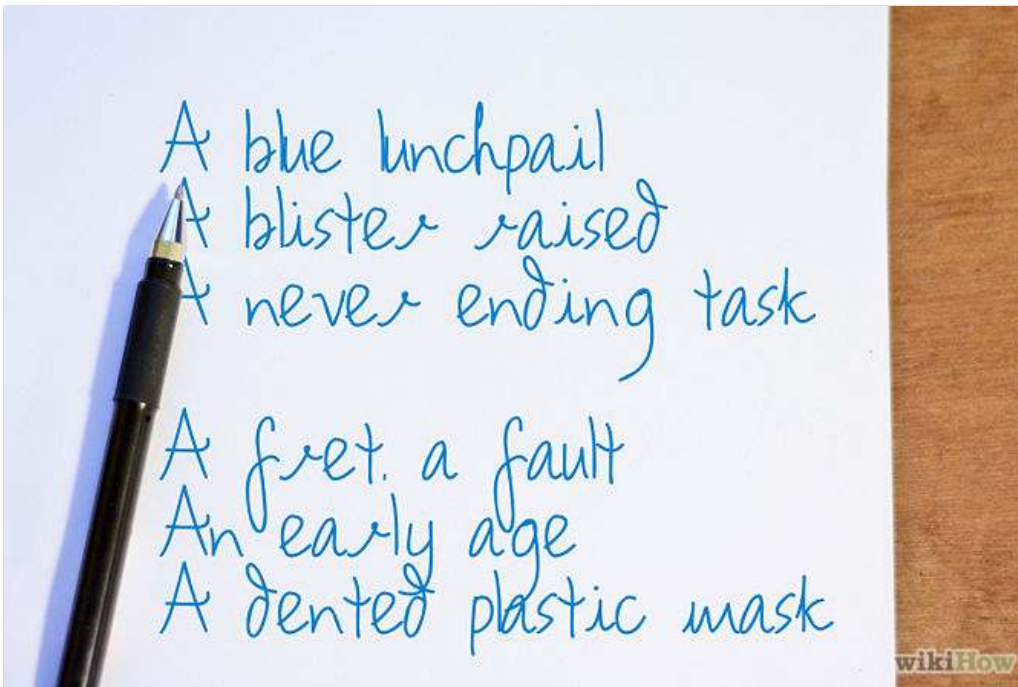


**4 Understand that rhymes can be flexible.** If writing a rhyming poem seems daunting, it's probably because you're imagining a poem full of **perfect rhymes** like "apes" and "drapes" or "particulate" and "articulate." While a few well-placed perfect rhymes can make a poem very punchy, trying to make every rhyme perfect will make your poem sound like Dr. Seuss. Consider some of the following more flexible rhyme types while working on your poem:

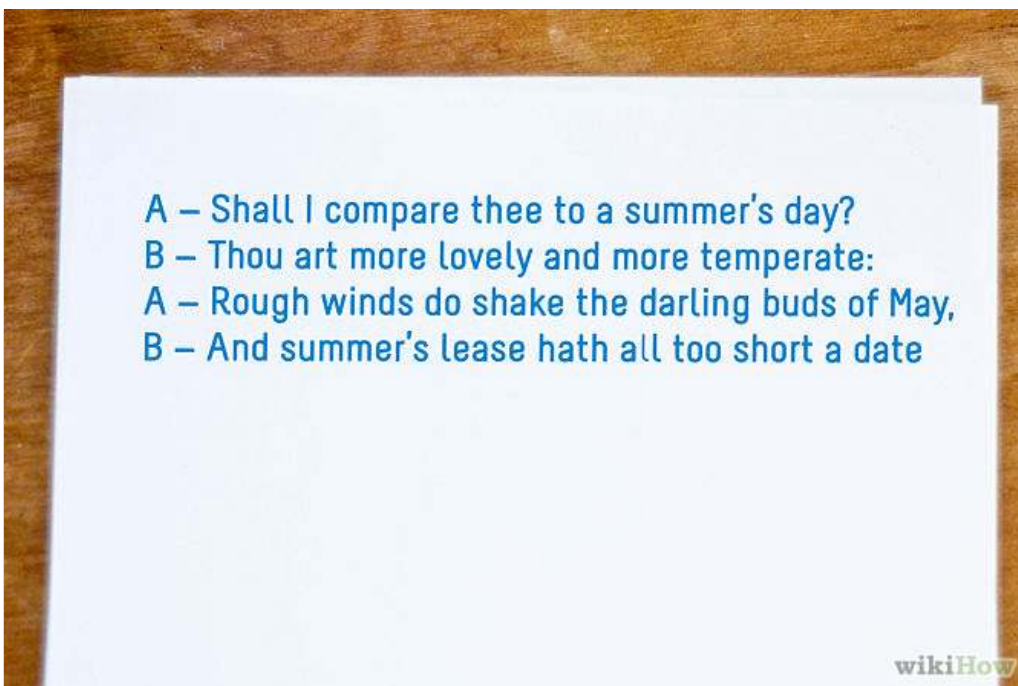
- **Semi-rhymes** match up almost perfectly except for the fact that one of the words has an extra syllable (ex. "hate" and "grating").
- **Slant rhymes** match only the end consonants, disregarding the vowel sounds (ex. "meant" and "stint").
- **Forced rhymes** match up sounds properly but throw off the natural rhythm by rhyming a stressed syllable with an unstressed syllable (ex. "sting" and "sharing").
- **Visual rhymes** match up words that look the same but sound different (ex. "dove" and "drove").
- **Identical rhymes** simply repeat the same word. (Yes, this is allowed.)



**5 Expand your list of rhymes.** Think outside the box about what words and sounds rhyme. Be sure to choose words that are thematically related, are similar in tone when necessary, and relate back to the subject of your poem.



**6 Write a few lines around your first line.** Integrate words from your rhyming list, but don't try to match up every line perfectly just yet. Revise your lines to maintain your rhythm as necessary. To get around problems with meter and rhyme, use a thesaurus to look up alternative words.



**7 Pick a rhyme scheme and use it to expand your poem.** A poem's rhyme scheme is the pattern that determines how the ends of the lines rhyme with one another. If an interesting rhyme scheme has already begun to form in your poem, pursue it! If not, glean insights from the examples below – but remember that the possibilities are endless.

- **ABAB** is one of the most common rhyme schemes. It means that the first and third line rhyme (A with A), as do the second and fourth (B with B). Ex.

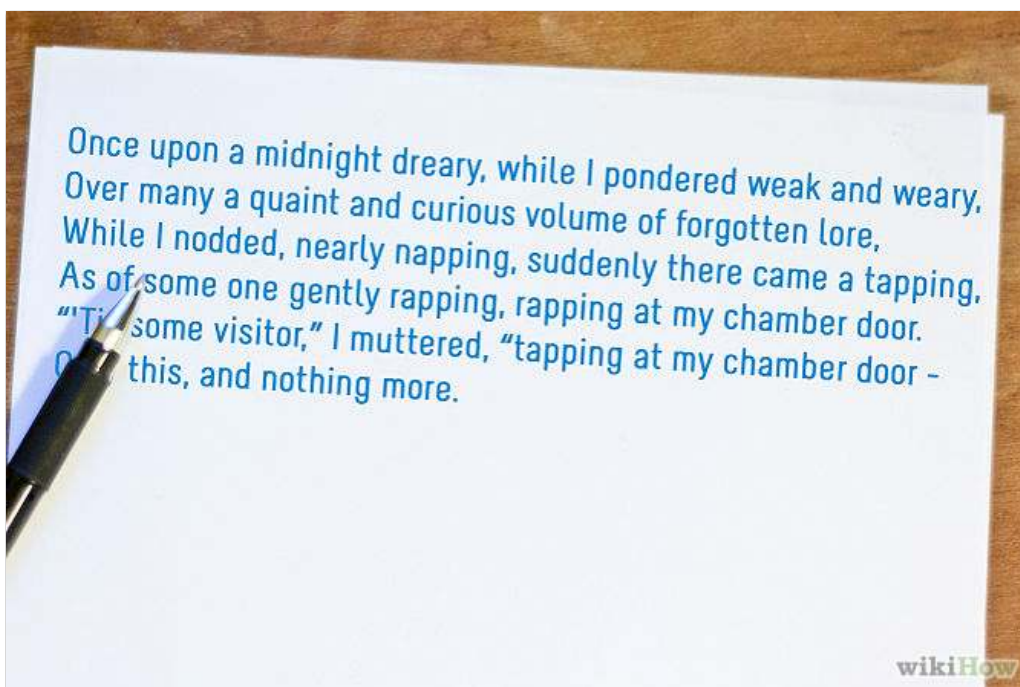
A – *Shall I compare thee to a summer's day?*  
B – *Thou art more lovely and more temperate:*  
A – *Rough winds do shake the darling buds of May,*  
B – *And summer's lease hath all too short a date.<sup>[3]</sup>*

- **ABCB** is another common rhyme scheme and is a great reminder not to feel pressured to find a rhyming partner for every line; A and C are unmatched, making the Bs the only rhyming pair. Ex.

A – *Roses are red*  
B – *Violets are blue*  
C – *Sugar is sweet*  
B – *And so are you.*

- Though traditional rhyme schemes are useful and fun to work with, feel free to forgo them for **something much looser** if it suits your needs. Ex.

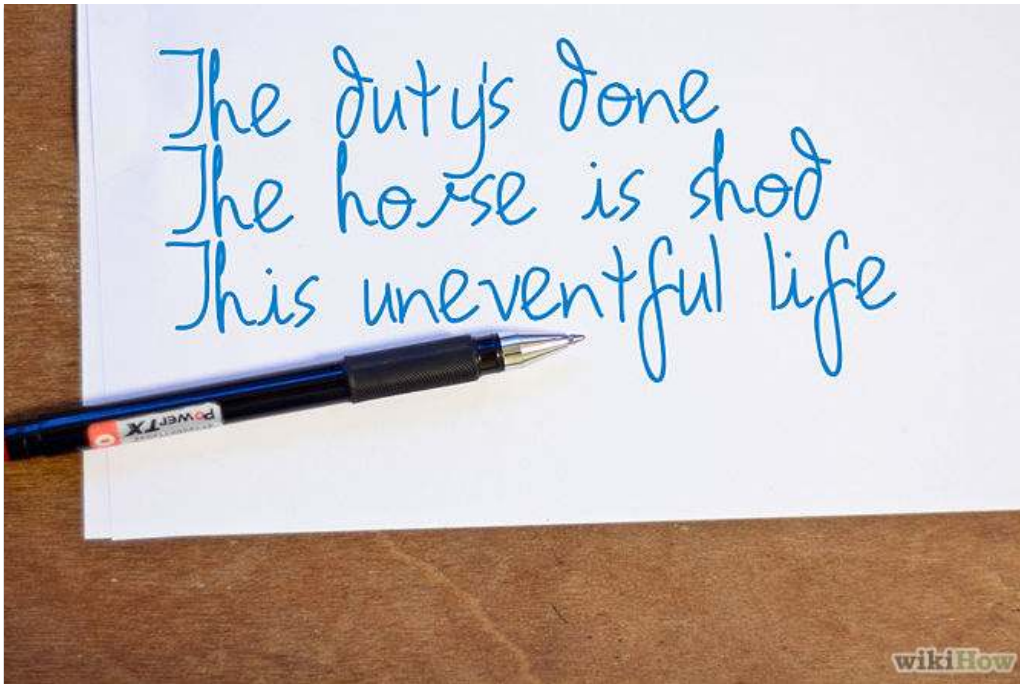
A – *And indeed there will be time*  
B – *For the yellow smoke that slides along the street,*  
C – *Rubbing its back upon the window-panes:*  
A – *There will be time, there will be time*  
B – *To prepare a face to meet the faces that you meet;*  
D – *There will be time to murder and create,*  
E – *And time for all the works and days of hands*  
D – *That lift and drop a question on your plate;*  
F – *Time for you and time for me,*  
G – *And time yet for a hundred indecisions*  
G – *And for a hundred visions and revisions*  
F – *Before the taking of a toast and tea.<sup>[4]</sup>*



**Play with internal rhymes.** Don't get so caught up with how the ends of the lines match up that you forget to

**8** have fun with the middles. Use assonance (the rhyming of vowel sounds – ex. “far” and “start”), consonance (the rhyming of consonants – ex. “freak” and “fork”), and alliteration (the rhyming of the first sounds of words – ex. “lazylovers’ longing”) to add dimension and interest to your poem. Internal rhymes can also help break up a lockstep end rhyme scheme. Ex.

*Once upon a midnight dreary, while I pondered weak and weary,  
Over many a quaint and curious volume of forgotten lore,  
While I nodded, nearly napping, suddenly there came a tapping,  
As of some one gently rapping, rapping at my chamber door.  
“Tis some visitor,” I muttered, “tapping at my chamber door -  
Only this, and nothing more.”<sup>[5]</sup>*



**9** Consider ending your poem with a “turn.” A turn is a moment in a poem when the tone dramatically changes, usually to draw an unexpected conclusion, introduce a conflict or new perspective, or tell the moral or the story. Turns usually come near the end of the poem and are introduced with a word like “but.” They are a great way to give the end of your poem a sense of closure (or, alternatilyvely, raise a new question for the reader) for dramatic effect. See [How to Write a Sonnet](#) for an example of a poem form where turns are commonly used.

## Types of rhyme [\[edit\]](#)

**Perfect rhymes** [\[edit\]](#) The word *rhyme* can be used in a specific and a general sense. In the specific sense, two words rhyme if their final stressed vowel and all following sounds are identical; two lines of poetry rhyme if their final strong positions are filled with rhyming words. A rhyme in the strict sense is also called a [perfect rhyme](#). Examples are *sight* and *flight*, *deign* and *gain*, *madness* and *sadness*.

*Main article: Perfect rhyme*

Perfect rhymes can be classified according to the number of syllables included in the rhyme, which is dictated by the location of the final stressed syllable.

- **masculine**: a rhyme in which the stress is on the final syllable of the words (*rhyme*, *sublime*)
- **feminine**: a rhyme in which the stress is on the penultimate (second from last) syllable of the words (*picky*, *tricky*)
- **dactylic**: a rhyme in which the stress is on the antepenultimate (third from last) syllable (*cacophonies*, *Aristophanes*)

## General rhymes [\[edit\]](#)

In the general sense, *general rhyme* can refer to various kinds of phonetic similarity between words, and to the use of such similar-sounding words in organizing verse. Rhymes in this general sense are classified according to the degree and manner of the phonetic similarity:

- **syllabic**: a rhyme in which the last syllable of each word sounds the same but does not necessarily contain stressed vowels. (*cleaver, silver, or pitter, patter*; the final syllable of the words *bottle* and *fiddle* are /l/, a **liquid consonant**.)
- **imperfect (or near)**: a rhyme between a stressed and an unstressed syllable. (*wing, caring*)
- **weak (or unaccented)**: a rhyme between two sets of one or more unstressed syllables. (*hammer, carpenter*)
- **semirhyme**: a rhyme with an extra syllable on one word. (*bend, ending*)
- **forced (or oblique)**: a rhyme with an imperfect match in sound. (*green, fiend; one, thumb*)
- **assonance**: matching vowels. (*shake, hate*) Assonance is sometimes referred to as slant rhymes, along with consonance.
- **consonance**: matching consonants. (*rabies, robbers*)
- **half rhyme (or slant rhyme)**: matching final consonants. (*bent, ant*)
- **pararhyme**: all consonants match. (*tell, tall*)
- **alliteration (or head rhyme)**: matching initial consonants. (*ship, short*)

## Identical rhymes [edit]

Identical rhymes are considered less than perfect in English poetry; but are valued more highly in other literatures such as, for example, *rime riche* in French poetry.

Though **homophones** and **homonyms** satisfy the first condition for rhyming — that is, that the stressed vowel sound is the same—they do not satisfy the second: that the preceding consonant be different. As stated above, in a perfect rhyme the last stressed vowel and all following sounds are identical in both words.

If the sound preceding the stressed vowel is also identical, the rhyme is sometimes considered to be inferior and not a perfect rhyme after all.<sup>[3][4]</sup> An example of such a "super-rhyme" or "more than perfect rhyme" is the "identical rhyme", in which not only the vowels but also the onsets of the rhyming syllables are identical, as in *gun* and *begun*. Punning rhymes such as "bare" and "bear" are also identical rhymes. The rhyme may of course extend even farther back than the last stressed vowel. If it extends all the way to the beginning of the line, so that there are two lines that sound identical, then it is called a "**holorhyme**" ("For I scream/For ice cream").

In poetics these would be considered *identity*, rather than rhyme.

## Eye rhyme [edit]

*Main article: Eye rhyme*

Eye rhymes or sight rhymes or spelling rhymes refer to similarity in spelling but not in sound where the final sounds are spelled identically but pronounced differently.<sup>[5]</sup> Examples in English are *arecough, bough, and love, move*.

Some early written poetry appears to contain these, but in many cases the words used rhymed at the time of writing, and subsequent changes in pronunciation have meant that the rhyme is now lost.

## Mind rhyme [edit]

*Main article: Mind rhyme*

Mind rhyme is a kind of substitution rhyme similar to **rhyming slang**, but it is less generally codified and is "heard" only when generated by a specific verse context. For instance, "this sugar is neat / and tastes so sour." If a reader or listener thinks of the word "sweet" instead of "sour", then a mind rhyme has occurred.

## Classification by position [edit]

Rhymes may be classified according to their position in the verse:

- **tail rhyme** (also called **end rhyme** or **rime couée**): a rhyme in the final syllable(s) of a verse (the most common kind)
- When a word at the end of the line rhymes with a word in the interior of the line, it is called an **internal rhyme**.
- **Holorhyme** has already been mentioned, by which not just two individual words, but two entire lines rhyme.
- **Off-centered rhyme** is a type of internal rhyme occurring in unexpected places in a given line. This is sometimes called a misplaced-rhyme scheme, or a Spoken Word rhyme style
- **Broken rhyme** is a type of **enjambement** producing a rhyme by dividing a word at the line break of a poem to make a rhyme with the end word of another line.
- **Cross rhyme** matches a sound or sounds at the end of a line with the same sound or sounds in the middle of the following (or preceding) line.<sup>[5]</sup>

A **rhyme scheme** is the pattern of rhyming lines in a poem.

## History [edit]

In many languages, including modern European languages and Arabic, poets use rhyme in set patterns as a structural element for specific poetic forms, such as **ballads**, **sonnets** and **rhyming couplets**. Some rhyming schemes have become associated with a specific language, culture or period, while other rhyming schemes have achieved use across languages, cultures or time periods. However, the use of structural rhyme is not universal even within the European tradition. Much modern poetry avoids traditional **rhyme schemes**.

The earliest surviving evidence of rhyming is the Chinese **Shi Jing** (ca. 10th century BC). Rhyme is also occasionally used in the **Bible**.<sup>[6]</sup> Overwhelmingly, Classical Greek and Latin poetry did not use rhyme.<sup>[7]</sup> But rhyme is used very occasionally. For instance, Catullus includes partial rhymes in the poem *Cui dono lepidum novum libellum*.<sup>[8]</sup> The ancient Greeks knew rhyme, and rhymes in **The Wasps** by **Aristophanes** are noted by a translator.<sup>[9]</sup>

According to some archaic sources, **Irish literature** introduced the rhyme to Early Medieval Europe, though this is a disputed claim;<sup>[10]</sup> in the 7th century we find the Irish had brought the art of rhyming verses to a high pitch of perfection. Also in the 7th Century, rhyme was used in the **Qur'an**. The **leonine verse** is notable for introducing rhyme into High Medieval literature in the 12th century.

Rhyme entered European poetry in the **High Middle Ages**, in part under the influence of the **Arabic language** in **Al Andalus** (modern

Spain).<sup>[11]</sup> Arabic language poets used rhyme extensively from the first development of literary Arabic in the [sixth century](#), as in their long, rhyming [qasidas](#).<sup>[12]</sup>

Since languages change over time, lines which rhymed in the past may no longer rhyme in today's language and it may not be clear how one would pronounce the words so that they rhyme. For example:

Rejoice, O Judah, and in songs divine  
With cherubim and seraphim harmonious join.

from Handel's *Judas Maccabaeus* (libretto by [Thomas Morell](#))

"Should we really sing 'harmonious jine' [or 'songs divoin']?"<sup>[13]</sup>

## Etymology [\[edit\]](#)

The word is derived from [Old French](#) *rime* or *ryme*, which may be derived from [Old Frankish](#) *\*rīm*, a Germanic term meaning "series, sequence" attested in Old English (Old English *rīm* meaning "enumeration, series, numeral") and Old High German *rīm*, ultimately cognate to Old Irish *rīm*, [Greek](#) *ἀριθμός* *arithmos* "number". Alternatively, the Old French words may derive from [Latin](#) *rhythmus*, from Greek *ῥυθμός* (*rhythmos*, [rhythm](#)).<sup>[14][15]</sup>

The spelling *rhyme* (from original *rime*) was introduced at the beginning of the Modern English period, due to a learned (but perhaps etymologically incorrect) association with Latin *rhythmus*.<sup>[14]</sup> The older spelling *rime* survives in Modern English as a rare alternative spelling. A distinction between the spellings is also sometimes made in the study of [linguistics](#) and [phonology](#), where *rime*/*rhyme* is used to refer to the [nucleus](#) and [coda](#) of a [syllable](#). In this context, some prefer to spell this *rime* to separate it from the poetic rhyme covered by this article (see [syllable rime](#)).

## • How to remember numbers The number/rhyme system

It consists of, is transforming a number that you wish to remember, into a form that can be easily visualised.

You may accomplish this task by breaking your number down into its constituent digits, and then transforming these digits into a set of images, that happen to rhyme with those single digits.

To show you precisely what I mean, I have listed a simple number/image code below, together with a few examples of how it may be put to use.

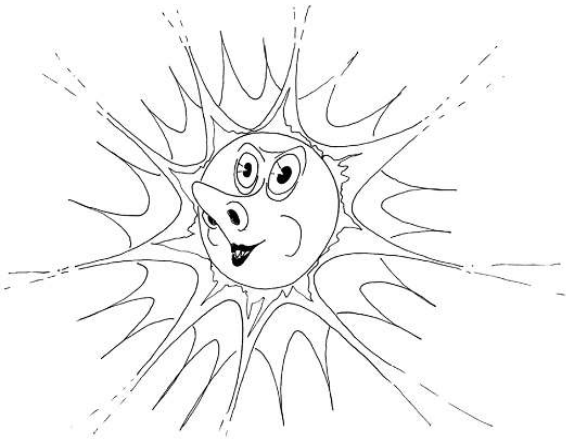
### The Number/Image code

#### Zero is Snow



#### Number One is Sun

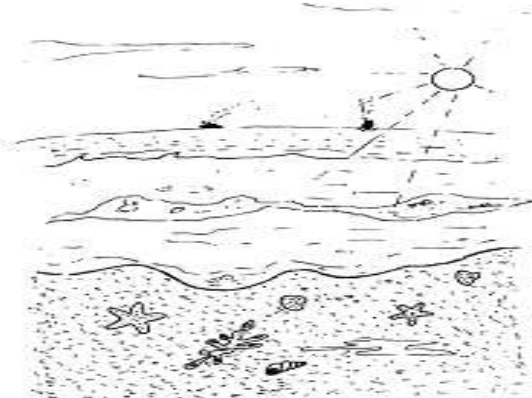




**Number Two is Shoe**



**Number Three is Sea**



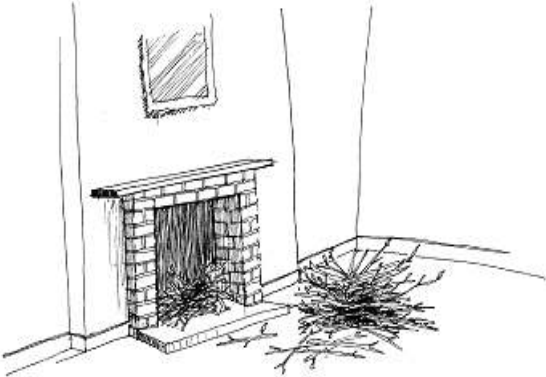
**Number Four is Door**



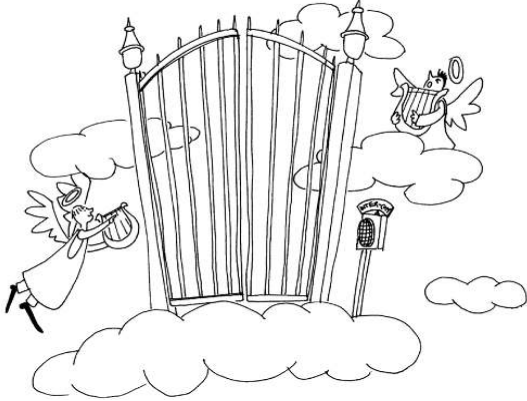
**Number Five is Hive**



**Number Six is Sticks**



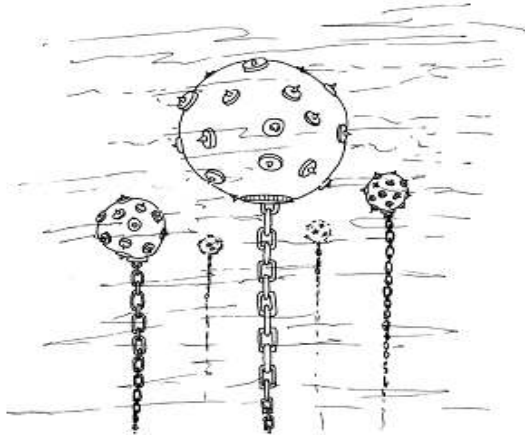
**Number Seven is Heaven**



**Number Eight is Gate**



### Number Nine is Mine



### Examples

Now if you wanted to remember the number 74, then using the above list of images, all that you would need to do would be to link together the image for the number 7 'Heaven,' to the image for the number 4 'Door.' In of course an imaginative and thus memorable way.

For example, you could see yourself opening your front door and being faced by a flight of angels. Or you could see yourself knocking on the door to heaven. Both of these are memorable, and should (if you have learned the above set of images), immediately bring to your mind the numbers 7 and 4.

If you wanted to commit to memory the number 592, then all that you would need to do would be to link together the words **Hive**, **Mine** and **Shoe**. To accomplish this task, you might imagine a huge beehive in the dark and dusty tunnels of a Coalmine.

Try to see the miners running around the tunnels, attempting to ward off the bees by swiping at them with their shoes. This is an amusing – and thus a memorable image. If the number that you wanted to remember were 4830, then the images that you would be required to link together would be **Door**, **Gate**, **Sea** and **Snow**. This could be done by imagining an enormous door, behind which is a gate. See this gate

opening to reveal an infinitely wide expanse of open sea, in the middle of which stands a giant snowman. Complete with a pipe and hat (to make the image that bit more memorable). The above images should be sufficiently vivid to be retained by the average persons memory.

For my final example I have chosen the number 1624. This number may be recalled by simply linking together the four images – Sun, Sticks, Shoe and Door. This is easily done by visualising the sun pouring forth a torrent of sticks (instead of rays of light).

These sticks then land in an enormous shoe. A shoe that has built into its side a large door. This set of images should immediately remind an individual who is familiar with the system of number/rhyming, of the number 1624.

## 9 Types of Mnemonics for Better Memory

By Dennis Congos, University of Central Florida



**Mnemonics** are memory devices that help learners recall larger pieces of information, especially in the form of lists like characteristics, steps, stages, parts, phases, etc. We knew back in 1967 from a study by Gerald R. Miller that mnemonics increased recall. He found that students who regularly used mnemonic devices *increased test scores up to 77%!*

Many types of mnemonics exist and which type works best is limited only by the imagination of each individual learner. The 9 basic types of mnemonics presented in this handout include **Music, Name, Expression/Word, Model, Ode/Rhyme, Note Organization, Image, Connection, and Spelling Mnemonics.**

### 1. Music Mnemonics

How many lyrics to songs do you remember? How did you come to remember them? The same method you used to recall song lyrics also can work just as well in academics. Music can be used to help students recall important details to main ideas and many learners have made songs out of information when a list of items must be learned. Advertising on radio and TV uses music to help potential customers remember their products when shopping. With sufficient repetition of commercials, advertisers have discovered that when shoppers see their product in the stores that often the shopper will start reciting a oft repeated phrases from the commercial or start singing the lyrics to the promotion melody. The results has been increased sales of the product.

You can make a song or jingle using any type of music you choose for any list of items. **Music Mnemonics** work best with long lists. For example, some children learn the ABC's by singing the "ABC" song. Other children learn all the states in alphabetical order using the "50 Nifty United States" song.

### 2. Name Mnemonics

In a **Name Mnemonic**, the 1st letter of each word in a list of items is used to make a name of a person or thing. Sometimes, the items can be rearranged to form a more recollectable name mnemonic. Examples:

**ROY G. BIV** = colors of the spectrum (**R**ed, **O**range, **Y**ellow, **G**reen, **B**lue, **I**ndigo, **V**iolet.)

**Pvt. Tim Hall** = Essential amino acids

(**P**henylalanine, **V**aline, **T**hreonine, **T**ryptophan, **I**solucine, **H**istidine, **A**rginine, **L**eucine, **L**ysine.)

### 3. Expression or Word Mnemonic

This is by far the most popularly used mnemonic. To make an **Expression or Word** mnemonic, the first letter of each item in a list is arranged to form a phrase or word. Examples:

For physical laws dealing with gasses, try these:

**Charles' Law:** For a constant volume, pressure is directly proportional to temperature.

**The simple way to remember Chuck is if the tank's too hot, you're blown into muck.**

**Henry's Law:** The solubility of a gas increases with pressure.

**To remember good old Hank, remember the bubbles in the shaken Coke you drank.**

**Boyles' Law:** At constant temperature, pressure is inversely proportional to volume.

**Boyle's law is best of all because it presses gasses awfully small.**

In English, the 7 coordinating conjunctions are **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o = **FANBOYS**.

The order of operations for math is **P**arentheses, **E**xponents, **M**ultiply, **D**ivide, **A**dd, and **S**ubtract = **Please Excuse My Dear Aunt Sally**.



The categories in the classification of life are **K**ingdom, **P**hylum, **C**lass, **O**rders, **F**amily, **G**enus, **S**pecies, **V**ariety = **Kings Play Cards On Fairly Good Soft Velvet**.

For those who have to remember the order of color coding on electronic

resistors: **B**lack, **B**lue, **R**ed, **O**range, **Y**ellow, **G**reen, **B**rown, **V**iolet, **G**ray, **W**hite, **S**ilver, **G**old.

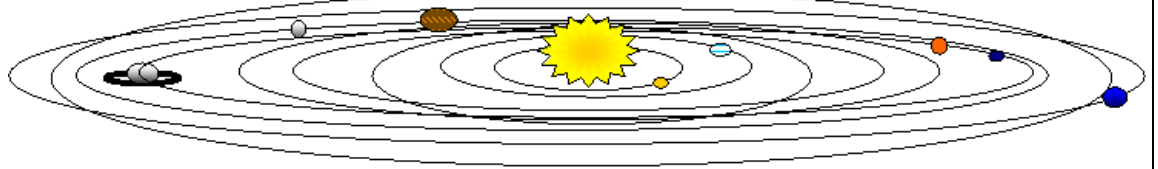
**B**ad **B**oys **R**ile **O**ur **Y**oung **G**irls, **B**ut **V**iolet **G**ives **W**elts (to) **S**illy **G**uys  
or

**B**ad **B**eer **R**ots **O**ur **Y**oung **G**uts **B**ut **V**odka **G**oes **W**ell (in) **S**ilver **G**oblets.

Almost every anatomy class has to remember the eight small bones in the wrist: **N**avicular, **L**unate, **T**riquetrum, **P**isiform, **M**ultangular (Greater), **M**ultangular (Lesser), **C**apitate, **H**amate.

Never Lick Tilly's Popsicle, Mother Might Come Home.

Create an **Expression Mnemonic** for remembering the order of the planets from the sun outward: **M**ercury, **V**enus, **E**arth, **M**ars, **J**upiter, **S**aturn, **U**ranus, **N**eptune, and **P**luto.

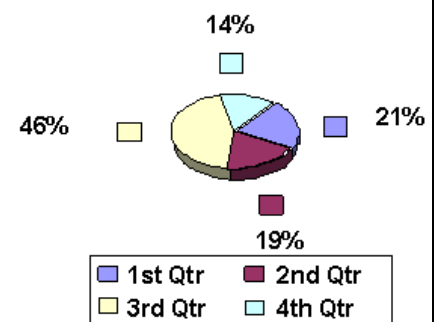
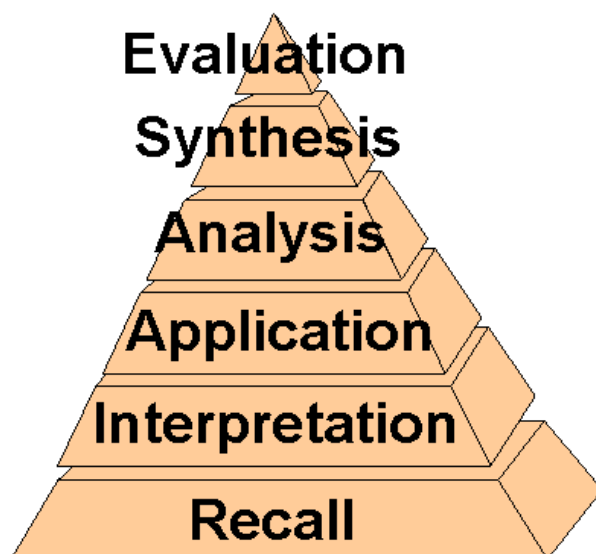
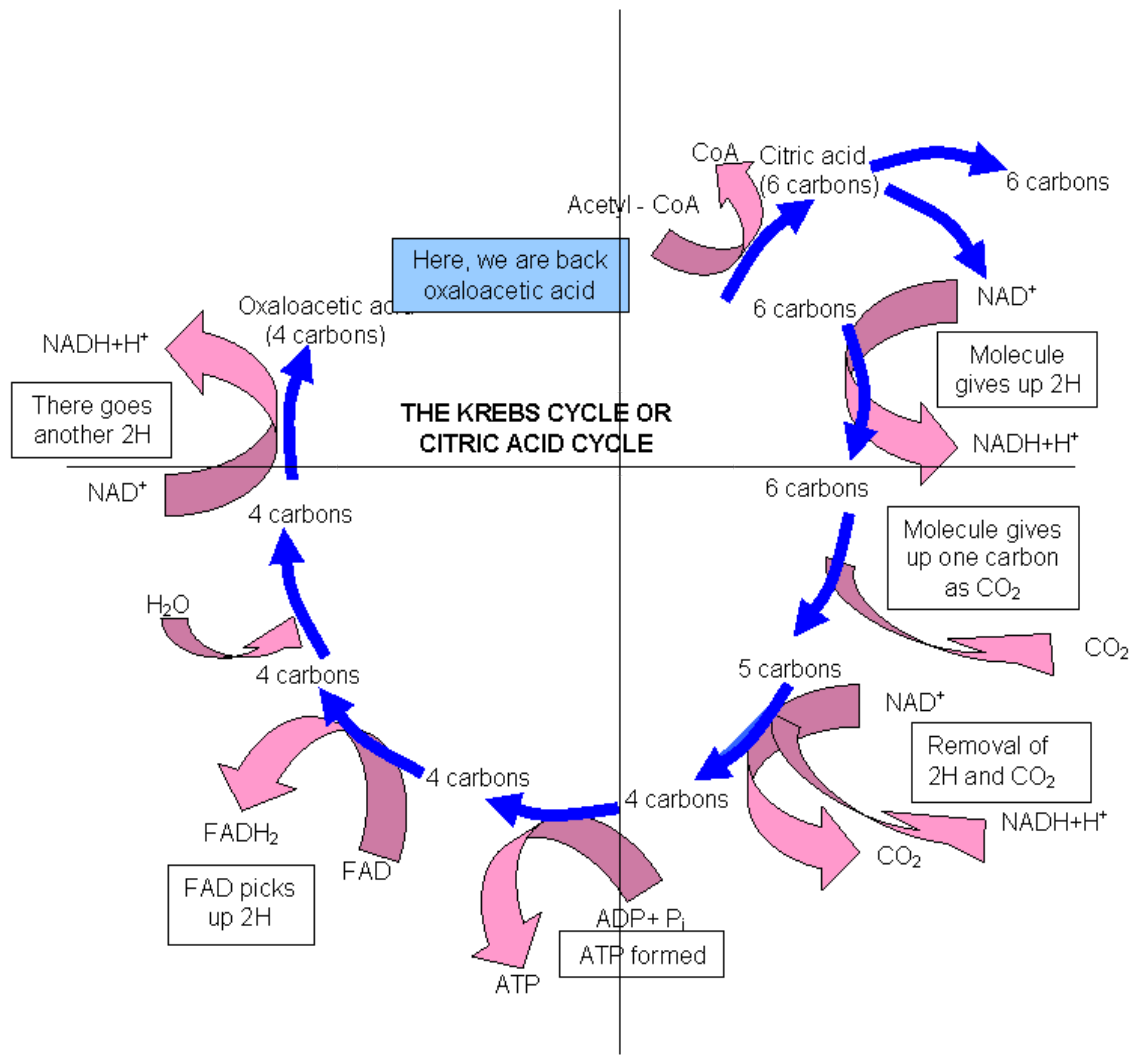


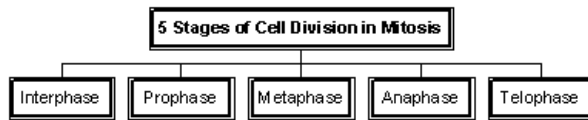
#### 4. Model Mnemonics

In a **Model Mnemonic**, some type of representation is constructed to help with understanding and recalling important information.

Examples include a circular sequence model, a pyramid model of stages, a pie chart, and a 5-box sequence. Models should be used in addition to words and lists because they make recall at test time much easier. With a large model such as the Krebs Cycle, it is easier to learn and remember if it is divided into quarters and learned one quarter at a time; hence, the cross hairs.







## 5. Ode or Rhyme Mnemonics

An **Ode or Rhyme Mnemonic** puts information in the form of a poem. Examples include:

A commonly used **Rhyme Mnemonic** for the number of days in each month is:

**30 days hath September, April, June, and November.  
 All the rest have 31  
 Except February my dear son.  
 It has 28 and that is fine  
 But in Leap Year it has 29.**

You'd probably prefer your doctor to know the difference between cyanate and cyanide: **Cyanate "I ate"** and **Cyanide "I died."** Cyanide is a little fatal.

Remember this one? **In 1492, Columbus sailed the ocean blue.**

How is your spelling?  
**I before e except after c  
 or when sounding like a  
 in neighbor and weigh**

Here is an easy way to remember the nerves: olfactory, optic, oculomotor, trochlear, trigeminal, abducens, facial, acoustic, glossopharyngeal, vagus, spinal accessory and hypoglossal.

**On Old Olympus' Towering Tops, A Finn And German Viewed Some Hops**

## 6. Note Organization Mnemonics

The way textbook and lecture notes are organized can inhibit learning and recall or promote it. In the sense that the organization of notes can promote recall, it is a memory device. Three examples of organizing note formats that promote recall are as follows:

### Notecards

Notecards are an easy way to organize main ideas and relevant details to be recalled. If main ideas are formatted into possible test questions, notecards can give learners practice in seeing questions and recalling answers as they must do on exams.

**Front**

According to Pauk, what are 2 ways to discourage internal distractions?

1. Concentration score sheet - put a checkmark on the sheet every time I lose concentration.

Back 2. Dot worrisome thoughts on paper and do something about them after studying.

### Outlines

Outlines clearly separate main ideas from details. This helps organize the information in the mind making it easier to remember.

### I. PIAGET'S THEORY

#### A. Four Stages

1. Sensorimotor
2. Preoperational
3. Concrete Operations
4. Formal Operations

#### B. Definition of each stage

1. Sensorimotor means ..... etc.

### Cornell System

The Cornell System is another way to use a **Note Organization Mnemonic** to promote recall. A vertical line is drawn 3 inches from the left margin of notebook paper. Main ideas or questions from them are placed to the left of the line and details or answers placed to the right.

#### Questions      Answers

text p.292 What is the Frontier Vocab Sys?	A system for mastering new vocab.
text p. 293 What is a Frontier Word?	A word that is somewhat familiar.
text p.293-294 How does the FVS Sys. Work?	1. Look for somewhat familiar words. 2. Learn these meanings
lecture 10/30 Why use the FVS?	1. Frontier words=are easiest to learn 2. Foundation for learning other frontier words
Example of one of my Frontier words.	Prodigal - one who spends or gives lavishly and foolishly.

The topic used here is from How To Study In College (3rd edition) by Walter Pauk, pages 292 300.

### 7. Image Mnemonics

The information in an **Image Mnemonic** is constructed in the form of a picture that promotes recall of information when you need it. The sillier the **Image Mnemonic** is, the easier it is to recall the related information. These images may be mental or sketched into text and lecture notes. Don't worry about your artistic ability. As long as you know what your sketch means, **Image Mnemonics** will help you learn and remember. Examples:



You can use an **Image Mnemonic** to remember **BAT** (the depressant drugs mentioned above - Barbiturates, Alcohol, and Tranquilizers). Visualize or sketch in your notes a limp, depressed bat that took **B**arbiturates, **A**lcohol, and **T**ranquilizers.

Picture meeting someone new at a party named John Horsley. Use an **Image Mnemonic** to help you remember his name. Visualize a horse sitting on a john: not pretty but effective in recall. No example provided on this one.





**What is a numismatist?** Visualize a *new mist* rolling onto a beach from the ocean and beach is made of *coins*. Silly? Of course, but sillyography makes it is easier to remember that a numismatist is a *coin collector*.

How about **using a bad joke** to help you remember? Picture two numismatists having a drink for "old dime's sake." Corny? Yes, but cornography often makes things easier to remember.

## 8. Connection Mnemonics

In this type of mnemonic, the information to be remembered is connected to something already known. Examples include:

Remembering the direction of longitude and latitude is easier to do when you realize that lines on a globe that run North and South are long and that coincides with **LONG**itude. Another Connection Mnemonic points out that there is an **N** in **LONG**itude and an **N** in **N**orth. Latitude lines must run east to west, then because there is no **N** in latitude.



Another Connection Mnemonic is related to sound. The 1st part of the word **latitude** sounds like **flat** and **flat runs horizontal or East and West**.

## 9. Hi, pal!

### Spelling Mnemonics



Here is an example of a spelling mnemonic: A **principal** at a school is your **pal**, and a **principle** you believe or follow is a **rule**.

Another commonly used **Spelling Mnemonic** is combined with an **Ode/Rhyme Mnemonic**.

**I before e except after c  
or when sounding like a  
in neighbor and weigh**

A third example deals with the problems some learners have remembering that there is an "a" in the middle of separate and not an "e." A **Spelling Mnemonic** combined with an **Image Mnemonic** may be used to spell the word sep rate using an exaggerated "a."

To spell Mississippi, many learners combine a **Rhythm Mnemonic** with a **Spelling mnemonic: M-iss-iss-ipp-i**.

Here are some more examples of spelling mnemonics:

**Geography:** George Edwards's Old Grandma Rode A Pig Home Yesterday.

**Arithmetic:** A Rat In The House May Eat The Ice Cream.

**Saskatchewan:** Ask At Chew An with an S in front of it.

Take the 1st letter of **each type of mnemonic listed above** and print them below on the line to help you remember the 9 types.



## Have a Mnemonics Party

Wanna' Practice? You become better at that which you practice. If you practice not making mnemonics.....

Get some classmates or friends together and practice making mnemonics using the lists provided below. Nine times out of 10 everyone gets a side ache from laughing so hard before the exercise below is finished.

Using the items below, devise a mnemonic for remembering each piece of information. Use any of the 9 types of mnemonics as a guide or combine any of the types. Try making a mnemonic without changing the order and then a few where you reorganize the items to fit your mnemonic.

1. 9 characteristics that facilitate learning - **Open-mindedness, self-awareness, tolerance, alert mind, energy, ability to set goals, willingness to take risks, self-discipline, and the capacity to value, accept, and undergo change.**

\_\_\_\_\_

2. Order of the planets from the sun out - **Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune Pluto**

\_\_\_\_\_

3. Going shopping - **Eggs, milk, onions, butter, cucumbers, lettuce, Tide**

\_\_\_\_\_

4. Blooms 7 levels of thinking ability - **recall, translation, interpretation, application, analysis, synthesis, evaluation**

\_\_\_\_\_

5. The royal houses on England - **Norman, Plantagenet, Lancaster, York, Tudor, Stuart, Hanover, Windsor**

\_\_\_\_\_

6. Body's excretory organs - **Liver, kidneys, skin, lungs, intestines**

\_\_\_\_\_

7. Reasons why reciting notes aloud increases memory - **Gets you involved, provides feedback on what you know, supplies motivation, uses many senses in learning, and promotes concentration.**

\_\_\_\_\_

8. 6 types of machines - **lever, inclined plane, axle and wheel, jackscrew, pulley, & gear.**

\_\_\_\_\_

9. 6 ways to purify water - **settling, filtration, coagulation, chlorination, aeration, boiling.**

\_\_\_\_\_

10. Factors that affect water evaporation - **temperature, area exposed, wind, and humidity.**

\_\_\_\_\_

11. How soil fertility is restored - **rotating crops, adding fertilizer, resting the soil, sweetening the soil, draining and irrigating, undoing damaged or polluted soil.**

\_\_\_\_\_

12. Major features of sole proprietorship - **easy to start, can make decisions quickly, no bosses, profits are not shared,**

**losses are not shared, and borrowing is limited.**

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13. Four types of chemical reactions - **synthesis, decomposition, single-replacement, and double-replacement.**
- 

14. Basic steps in the scientific method - **state the problem, gather information on the problem, form hypothesis, experiment to test hypothesis, record data, analyze data, and draw conclusions.**
- 

15. General properties of matter - **mass, weight, volume, and density.**
- 

16. Five parts of a deciduous forest - **upper stratum, lower tree stratum, shrub layer, ground layer, soil layer.**
- 

17. Four Ocean zones - **intertidal, near-shore, edge of continental shelf, perpetual darkness**