

Building Verbal Intelligence: Mindsketching Basics

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Purpose: To help students understand the difference between drawing and sketching.
To learn how to capture the image in the mind in a quick and easy way.

[Visual images are key to memory. Sketches are also the basis for verbal sharing with another student.]

- ❖ Mindsketching works best in the initial stages if each student has his/her own marker board. Later on they can use paper.
- ❖ Mindsketches are not turned into the teacher. Mindsketching is a tool that can be used to quickly grab an idea in the mind.
- ❖ Mindsketching is helpful for the highly nonverbal child as their verbal memory does not process ideas as quickly as their nonverbal memory.

Drawing – more details, more elaboration
used to communicate to someone else what you are thinking

Sketching – very few details
used to remember, to communicate to yourself

1. Begin by drawing a familiar object.
2. Have the students show it to another student and notice how many things the student can tell about the object just by looking at the details in the drawing.
3. Erase details that are not needed so you end up with the fewest lines needed to remember the object. (Let the mind fill in the details.)

Remember: Practice sketching every day.

Practice sketching objects at least 9 – 10 times before trying to sketch ideas.

After 9 weeks (if practiced everyday) students should be able to:

- ❖ Sketch objects and share their ideas with a partner
- ❖ Sketch ideas and share with a partner
- ❖ Sketch objects and sequence them for sharing and writing

When ready – add:

- ❖ sketching vocabulary
- ❖ sketching ideas (sort and sequence) for writing
- ❖ sketching objects as comprehension tools
- ❖ sketching ideas as comprehension tools