

# Building Verbal Intelligence: Mindsketching Guidelines

Level Two

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**Purpose:** To help students learn to use mindsketching as a tool for remembering ideas.  
To use mindsketching as a basis for building verbal language.

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

Move mindsketching from the sketching of objects to the sketching of ideas.

“We have been sketching objects. Now we are going to sketch ideas. Ideas will bring different pictures into your mind than the person sitting next to you. It is important to sketch the picture your mind gives you for the idea.”

Mindsketching Practice – ideas

Sketch: tall, short, funny, old, young, work.

Have the students share each of their sketches with another student. Ask them to explain to the other student why that is what they think of when they hear that word.

Integrate sketching into your lessons several times a week.

Sketching possibilities:

1. Sketch 5-6 ways people help other people. (Share with verbal description)
2. Sketch 5-6 ways you would describe your (brother, Grandmother, Mother, etc.). (Share with verbal description)
3. Sketch 5-6 things you learned this week in our class. (Share with verbal description)  
I would have students do this every day—“On your paper. Sketch three things you learned today.” At the end of the week, they would share this with a partner and then take it home and share it with their parents and/or Grandparents.

Depending on what you are studying—

4. Sketch 6-7 ways you would describe the main character of the story.
5. Sketch 6-7 things you should think of when you think of rocks, mammals, fractions, etc.
6. Sketch 6-7 pairs of opposites.