



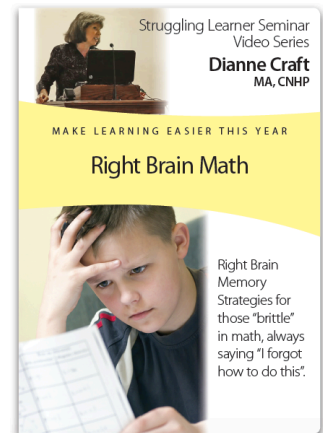
"INSTANT SUCCESS" RIGHT BRAIN MATH STRATEGIES™

The Dianne Craft "Right Brain" Learning System™

White Board—Camera—ACTION!

Carefully follow the **Right Brain Math DVD** along with our **Tutoring Instructions for Math**. This may seem elementary, but the aim is to give you the idea of how to present information in a totally different way.

- Visually – giving the child more glue using color, picture, humor, and story. The key is to always teach to their CAMERA.
- Use Right Brain strategies to remember how to do math processes (like multiplication, division, fractions and decimals). After we teach the strategies we use worksheets from www.superteachers.com or www.algebraforchildren.com to practice the concepts we are learning



It is best to teach each math concept in isolation. Often, regular curriculum math books teach so many concepts during one lesson plan, such as probability and time; measurement and graphs, etc).

Since we don't teach math using repetition, but by using Right Brain Strategies, you will use techniques such as: teaching with color, humor and story, and putting the paper (example) up high on the wall. These examples or templates that you create, will teach your child to use their photographic memory to take a picture of the specific math process you are teaching. Then when your child is stuck on a specific problem they can refer to the wall and see the process. This will make for easy storage and retrieval as they use their photographic memory to "take a picture" of the process or concept. While this may seem like a strange thing to do at first, it has proven to be a very effective for struggling learners who have not experienced success with other teaching methods.

Teach math processes "in depth" by using worksheets comprised of one kind of math process (Addition; Subtraction; Multiplication; Division; Fractions; Decimals; Percents; Pre Algebra, etc). This will really "lighten the load" for your child; be sure to focus on one math process/concept at a time. That way he/she will have the opportunity to really learn a concept inside and out, before moving on to the next concept. In order to make this even easier for your child, attempt to teach the worksheets orally. Use the sheets for guidelines for questions and focus more on modeling for them; no filling in the blanks. For example, if you're working on multiplication, use a white board to model (visual) how you would solve the problem and verbally talk about each step.

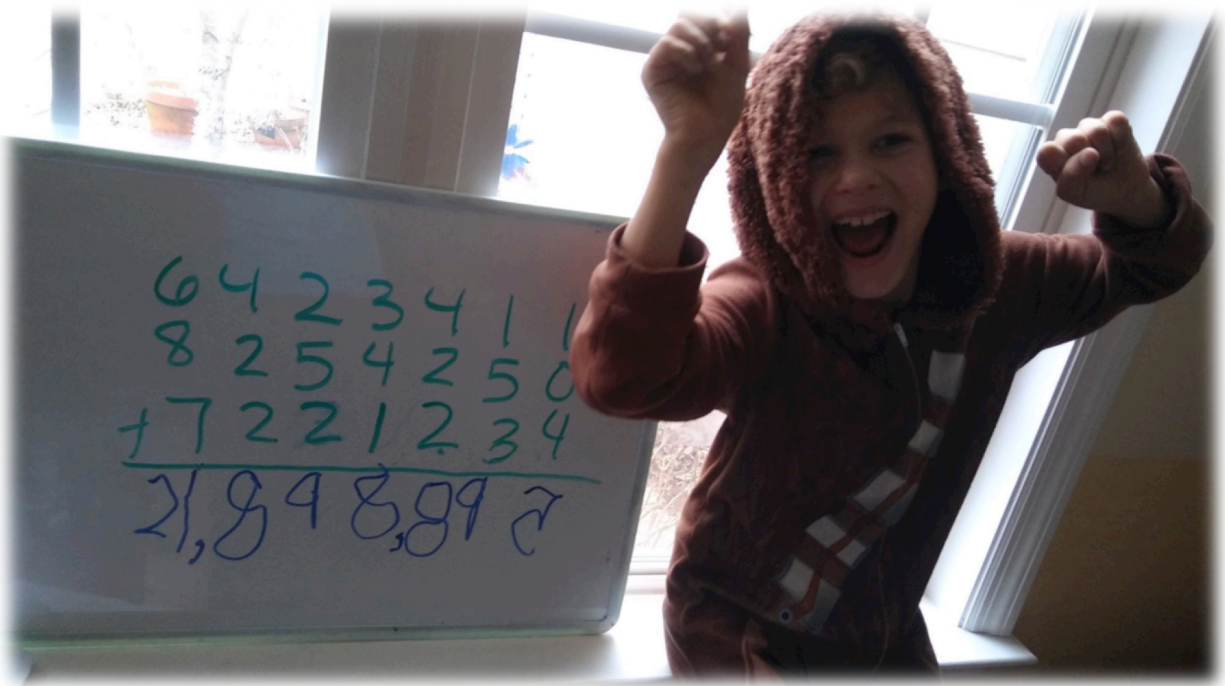
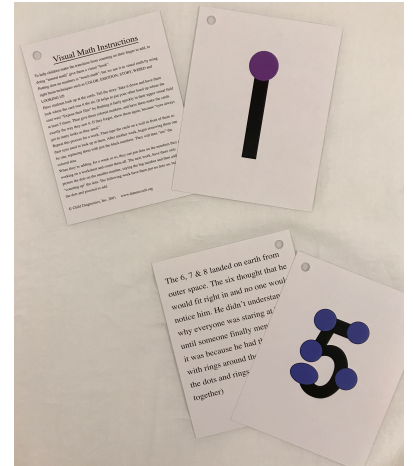
Many parents refer to resources on www.superteacherworksheets.com for these easy to use worksheets. On the left column of the website, you will find a list of these basic skill worksheets that you can print for her lesson. I would recommend just using these worksheets for practice problems to write and work out together on the Whiteboard rather than putting the worksheet in front of your child (teach him/her visually and verbally using the whiteboard). Once your child has learned all the “math skills” for their grade level, then you can get a more traditional book to teach all the “fill-in” math information that is she may need. We often use Spectrum Math workbooks, just because they do not introduce a multitude of concepts in each lesson. They seem to be easier to use. But only move on to this method of “curriculum” once she has become very fluent at grade level computational math.

Spend more time giving your child good “scaffolding” for getting to the answer, rather than only memorizing the math facts. Scaffolding will give them “hand holds”/memory hooks to remember what to do when they are struggling with a math process. Remember to ‘model, model, model’, before you have them work on their own. They need to SEE YOU do it many times. Preferably with a colored marker in your hand! When they begin to work on some problems on their own, be sure to put the templates you’ve made high up on the wall for them to refer to and just work on a few problems. Don’t try to do every problem on the worksheet; I’d recommend circling a few that are like the ones you’ve modeled.

Addition

Using the Visual Number Cards, you will teach to your child's strong visual memory through the dots on the numbers and story on the back of each card. We use this method instead of memorizing addition or subtraction facts. Kids love how fast they get good at doing hard, long computation problems using these zany memory tricks. Instead of memorizing a fact, every time he/she sees a "5", for example, he/she will see the dots in his/her head, count the dots, and add quickly.

Then write out large problems on the whiteboard with three columns across and three down, beginning with a problem that does not require any carrying or "re-grouping" yet. Each column is in a different color. Your child will love using the dots to quickly add up columns. After he/she has done this easily for a few weeks on both the white board and on worksheets, then do the same thing, but with "carrying".



Subtraction (In Math tutoring Instructions, too)

When you model these methods for your child, you will sit down with the subtraction problem in front of you. 13 (in blue) – 8 (in red). Then, as you explain the story about the two brothers, you will just put your pencil on the eight and say “eight”. Then you will count 9 – 10 – 11 – 12 – 13. Each time you say a number, you will draw a dash (like a hyphen). We want to do the dashes next to each other so that the child will learn to count them up by twos. So there will be 2 sets of 2 dashes then one dash by itself. After you have done several problems, have your child try it.

$$\begin{array}{r} 13 - \\ - - \\ -8 - - \\ \hline 5 \end{array}$$

$$\begin{array}{r} 11 - - \\ - - \\ -7 - - \\ \hline 4 \end{array}$$

$$\begin{array}{r} 15 - - \\ - - \\ -9 - - \\ \hline 6 \end{array}$$

Again, we teach a story to help them be able to count up, rather than teach each subtraction fact as a picture.

Your child will be able to add and subtract quickly using these two math strategies without having to use their fingers or manipulatives.

Math Symbols

In my experience, working with kids and teens who struggle with math symbols is a result of a visual spatial glitch and focusing/attention issues. To help your child focus and bypass these symptoms, we need to take out a colored marker, mark each addition sign “+” in bold red, all subtraction signs “-” in bold green, all “x” in bold yellow, and the **division sign** in bold purple. When you begin to use a worksheet of problems (only choosing a few for him to do), be sure to go through the problems with your markers and make sure each symbol has its own color.

If you are using a worksheet with several different math problems on one page (addition, subtraction, multiplication, division), be sure to group them into each concept. For example, go through and mark the “+” in all addition problems and only do those problems first.

Multiplication

Use the **Right Brain Multiplication Memorizers**. These pictures and zany stories make the math facts stick easily. Determine the multiplication facts that are difficult for the child, and as you teach them, put about four to five facts up on the wall each week. Leave the previous cards up and add new ones each week. The “visual memory” is instant in its retrieval. They will love the stories and zany pictures!

After you have completed teaching everything about multiplication (and have a ‘template’ of each kind of problem in color on the wall for easy access to their memory), teach the child how to do long division. Make sure the child is comfortable multiplying with three multipliers before moving on.

