

Memory Hooks

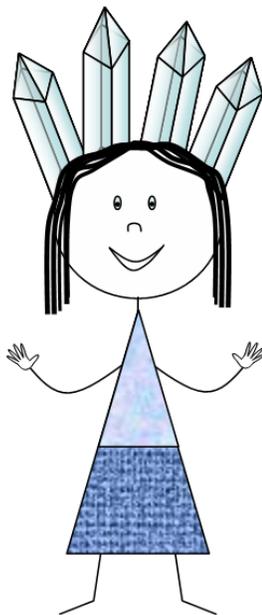
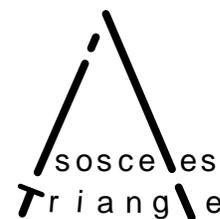
There are many ways to help remember things besides drill. Usually you will use these ideas together with drill, but in some cases, these ideas alone may be enough to help your child memorize the material.

Associations

Look for ways that things are alike; think about word associations. For example, to help your child remember the meaning of *median*, point out the median in the road. You can also use mnemonics (see [Roman Numerals](#), page Op:28).

Draw Pictures/ Mental Pictures

These can be funny pictures, or actual sketches. Many times visual learners will remember better from looking at pictures than from hearing the words. For example, in this sketch of an isosceles triangle made from a capital i and a small l, the two tall letters make equal sides, so it serves as a visual reminder that an isosceles triangle has two equal sides.



To remember that there are 4 quarts to a gallon, you might draw a picture of a gal with 4 quartz on her head (4 *quartz* to a *gal* - on her head). It's okay to be very silly!

A variation of this is to make mental pictures. Instead of actually drawing the picture, talk about what it would look like to have 4 quartz make a crown on a gal so that you'd have 4 quartz for a gal - on her head. Some children can make very detailed mental pictures which are much more effective than sketches.

Chanting with Motions

Often things that need to be memorized can be put to a rhythmic chant. (See [One-Digit Division](#), page Op:79 for an example.) For the tactile learner or the active child who needs to move around a lot, try these ideas:

- Include hand or body motions that represent what is to be learned.
- When chanting, clap, snap fingers, stamp feet, etc. to involve the whole body.
- Try marching while chanting.
- Stand up and sit down when chanting.
- Chant like a specific animal (a cat might crawl and chant, a kangaroo or rabbit hop and chant, etc.)

Be aware of your child when using this technique. Some children learn well when they are physically active, but there may be a fine line between effective learning and getting too wild and out of control. If this is distracting to your child, try smaller or finger motions, chant in a whisper, or tip-toe instead of march.

Frequency of Repetition

Often when learning math facts or other math information, it is helpful to repeat the information many times during a single learning session. Saying or writing something over and over helps a child to put that information into short-term memory. However, in order to get the information into long-term memory, most children need to review the information over a period of time. Daily practice is important until the information is securely learned, and then periodic review will help the child to retain what has been learned.

If a child memorizes something and then doesn't review or use the information that was memorized, he or she may forget it, and you will need to re-teach it. Each time the information is re-learned, though, it will probably take less time to learn and will be remembered for a longer time.