



Be the Best that You can Be

Cedarwood School

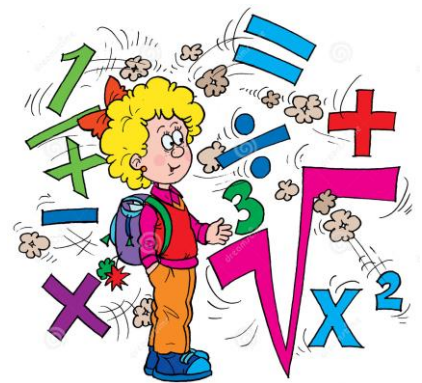
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School Based Support Team Shared Spaces

Mathematics Counts!

Children are not born afraid of Mathematics – they learn to fear it! There is often trauma related to Mathematics which may cause immense anxiety among our learners. Once learners maintain this negative relationship, they are likely to keep it for the rest of their lives. Anxiety and fear are the biggest drawback to Mathematical success. Learners develop a strong and negative mindset about Mathematics through a variety of factors. These factors include:

- It being a compulsory subject
- Mom and dad are/were scared of the subject at school
- It is so difficult
- There is an embarrassment element when academic success is not achieved.



There is **NO SINGLE** Mathematical processing centre in our brain – it requires the use of different skills such as:

- spatial comprehension,
- working memory,
- language,
- attention control.
- neuromotor functions.

If a learner can't learn in the way we teach, maybe we should teach the way they learn.

Many people may say that Mathematics is different to other subjects because it is a subject of right and wrong answers. However, Mathematics is creative and interpretive in nature.

It is multidimensional requiring reasoning, creativity, connection making and interpretation of methods. It helps us understand the world that is constantly changing.

I used to hate math, but then I realized decimals have a point.



CEDARWOODSCHOOL
 (Association incorporated under Section 21 - not for gain)
 Fundraising Number: 01 101753 000 2
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 Umalusi Accreditation No. 17 SCH01 00304





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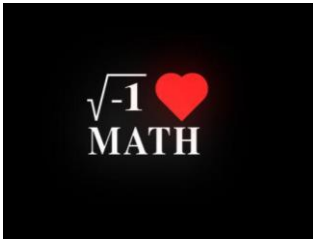
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Research into Dyscalculic is ongoing. Dyscalculia is loosely defined as problems processing numerical information, learning arithmetic facts and performing accurate and fluent calculations and difficulty in reasoning.

There are no definite causes, but research suggests a possible link to genetics. It will often co-occur with Dyslexia, Dyspraxia and ADHD.

What to look for in Foundation Phase:

- Trouble counting
- Difficulty recognizing number symbols
- Struggles to connect a number to real life situations
- Trouble remembering numbers (skips numbers)
- Difficulty recognizing patterns.

What to look for in Intermediate Phase:

- Trouble recognizing numbers and symbols
- Difficulty recalling facts of basic Mathematics
- Trouble writing numerals clearly and setting out correctly
- Struggles to understand or explain math problems
- Word problems!!
- Poor sense of direction
- Trouble telling time, remembering phone numbers or game scores.

How we can help:

- MULTI-SENSORY approach is vital
- Expose a variety of method and let them choose what they can UNDERSTAND best. Important to make connections
- Concrete, visual aids
- Assign manageable amount of work
- Use graph paper for planning and structure
- Cover up sections of work. Play math-related games
- Regular brain breaks
- Know what is expected of them (visual timetables)
- Over learning and repetition.



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