

LESSON 5

REMEMBERING NUMBERS

Approximate Class Time

20–30 minutes

Goals

1. Students will use subvocalization and chunking to remember a sequence of numbers.
2. Students will use visualization techniques to help remember a sequence of numbers.

Materials

- A blackboard
- Paper or pencil for each student

Procedure

1. Review with the class some of the ways they have learned to help remember what people say (e.g., breaking the words into parts, repeating the important parts to yourself, imagining or visualizing what the person is saying).
2. Tell the class, “Today we are going to learn some new tricks to help us remember numbers. When do we need to remember numbers (phone numbers, page numbers for homework, dates, adding numbers without paper)? If I said some numbers and asked you to wait for 30 seconds before you wrote them down, how could you remember them? Let’s try it and see what helps us. Here are the numbers: 9-5-1-2. Don’t write anything with your pencil until I tell you.” Wait for 30 seconds, then have the students tell you *how* they remembered the numbers. Most students will say something like “I kept saying them over and over.” However, some students may have traced the numbers on their desks, which is another useful technique. Talk about how the tracing helped them “see” the numbers. Some people remember things best when they “hear” them inside their mind, and other people remember best when they can “see” the numbers. Most people like to do *both*.
3. Ask if anyone *chunked* the numbers into two groups. 9-5. . . . 1-2. Sometimes putting the numbers into groups also helps you remember. (For older children, they can chunk them by saying “ninety-five. . . . twelve.”)
4. Now tell the children, “We are going to play a game. I am going to write some lines on the board, just like the Wheel of Fortune.” (You can select any word for the mystery word, but for this example I will choose *pickle*. So I would write six lines: _ _ _ _ _.)