

# Better Comprehension and Recall

## The **MORE WAYS** we learn, the better!

When learning occurs, brain cells are stimulated to grow branch like extensions called dendrites. Each dendrite provides another pathway with which connections can be made. **In God's amazing design, if multiple contexts for learning the same information are provided, there will be multiple pathways and connections to access later on.** That means the more ways we learn something, in more situations, with more intelligences, more learning styles, more emotions, more media forms, the better. Not only do multiple learning mediums create pathways to form a solid short term memory, but it also insures strong connects to the right hemisphere where long term memory becomes automated.

## This rotating schedule will keep information connecting

- While reading- Underline important facts, take notes, or use a graphic organizer to illustrate each main point.
- Immediately after a lesson, have the student discuss, draw, or act out the material.
- The following day, have the student mind map the material & orally re-teach what was learned.
- Weekly, have the student put the material into perspective through discussions which require lengthier understanding than short out-of-context facts. (At the dinner table?)
- Do an end-of-the-chapter /or course summery by building a model or producing a video to reinforce information.

## Remembering and Understanding what is read

Reading comprehension skills are developmental and involve learning to interact with the text vs just decoding the words. In fact, students can start learning these skills before they read on their own by interacting with what is being read to them. **Many students seem to learn these skills "naturally" while others require a strategy to progressively develop and reinforce what is read.** All students will benefit from learning new skills in multiple contexts, of course.

## Active Readers, for instance:

- Predict what will happen next in the story or textbook using clues from the text such as the title, main points, or previous knowledge, or experience.
- Define vocabulary, so it's unclear meaning does not hinder overall comprehension.
- Create questions about the main idea, message, or plot of the text.
- Make a timeline or idea chain of the sequence, context, or characters to understand the whole.
- Discuss parts of the text that are confusing in order to clarify.

## When Comprehension Seems Impossible

When a student (child or teen) regularly reads a passage well, but "can't remember it" we know that he is using an inefficient strategy for comprehension which can also be mistaken for processing issues. In fact, he is often trying to remember the exact words he read, rather than converting the words into pictures. **For clear recall, a student must learn to change the words he reads into images in his mind.** For some this is automatic, but be assured, this is a skill that can be taught! The more these created images involve the senses (sight, sound, smell, touch) or humor, the more permanent the comprehension of the passage will become. Additionally, research shows that when using these right brain teaching strategies, students use much less energy to store learned material because it sticks!

## Creating "Visual Velcro"

- Train your students to change words into pictures when listening and reading. (An image is truly worth a thousand words!)
- Teach them how to make a movie in their mind's eye as they read which will link passages together and dramatically increase reading comprehension and memory.

**Unlocking the mystery of your child's *Comprehension glitch* could be a piece to your Parenting Puzzle!**

To learn about parent coaching or for more training on this topic,  
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