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! "\$"%&' ( ' ( )' &#\*"+# , -./' 0#\$"%&#-.10&' 2#+' &' #3) "%/#( 3/\*45#+' 2#/\*' \$#+ '&' #5"%267#8" +#/\*' \$#+ '&' # , -./' 0# )\$#93//&' 24#2#23/%&' 7#8" +#/\*' \$#&' 3&&326' 0#3#4' /#':#");' -/4#320#:"%20<#+./ \*#0' 1.6\*/<#3/#/\*' \$\*#30#/\*' #43( ' # 2% ( )' &7#=' : "&' #-.10&' 2#4/3&/#4- \*""1#/\*' \$#":/' 2#/31>#3) "%/#( 3/\*4#+./ \*#-%&." 4./\$#320#+ "20' &#)%/#4"" 2#3:/&' &# / \*' \$#4/3&/#4- \*""1#( 32\$#- \* .10&' 2#0' -.0' #/\*3/#( 3/\*4#4#-"2:%4.26#320#4-3&\$#320#/\*' \$#3&' #2"/#3#?( 3/\*9' &' 4" 2#B\* .4#4#) ' -3%4' # ( 3/\*4#2#( 32\$#4- \*""14#4#311#3) "%/#9&"-' 0%&' 4#&' ( ( '&C3/." 2#320#0' -.0.26#+ \* .-\*#- \* .10&' 2#-32# 320#+ \* .-\*#-322"/#D3/\*4#\*34#) ' -" ( ' #3#9' &:"& ( 32- ' 4#%);' -/#320#4/%0' 2/4#":#311#36' 4#3&' # ( '&' #1.>' 1\$#/"#/' 11#\$"%# / \*3/#( 3/\*4#4#311#3) "%/#324+ ' &.26#E%' 4/." 24#-"&&' -/1\$#/\*32#/' 11#\$"%#3) "%/#/\*' #) ' 3%/\$#":#/\*' #4%);' -/#' &#/\*' #+3\$#./# 9.E%' 4#/\*' .&#2/' &' 4/#

F.G' 2#/\*' #9' &:"& ( 32-' #320#/' 4/H0&.G' 2#-%1/%&' #':#"%&#4- \*""14<#+./ \*#"' G' &H93->' 0#-%&&.-%1% ( #320#4/&' 44' 0#"/# 4/%0' 2/4#+ \*3/#-32#93&' 2/4#0#/"#/' &324:"& ( # ( 3/\*4#:"&#/\*' .&#- \* .10&' 27#8' &' #3&' #4" ( ' #4/' 94#/"#3>' 1

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#M2-"%&36' #-.10&' 2#/"#913\$#( 3/\*4#9#CC1' 4#320#63( ' 4#J+3&0#+.22.26#( 3/\*' ( 3/-.32<#N3&3\*#01322' &\$#&' 9"/&H ' 0#/\*3/#\* &#( 3/\*4#3- \*' G' ( ' 2/#320# 2/\*%4.34( #3( ' #2' /#:#&' ( #4- \*""1#)%/#:#&' ( #/\*' #9#CC1' 4#4' #+34#6.G' 2# /" #4""1G' #3/#\*"" ( ' #K#CC1' 4#320#63( ' 4#P#32\$/\* .26#+./ \*#3#0.-' #&' 311#P#+.11#\* 19#>.04# 2;"#\$( 3/\*4<#320#0' G' 1" 9# 2% ( )' &#4' 24' <#+ \* .-\*#4#&./.-311\$#.( 9" &/32/A

R

J1+3\$4#) ' # 2-"%&36.26#320#2' G' &#/' 11#>.04#/\*' \$#3&' #+&' 26#+ \*' 2#/\*' \$#3&' #+&' &>.26# 2#( 3/\*4#9&" )1' ( 4#M24/' 30# fnd the logic in their thinking – there is always some logic to what they say. For example if your child mult ih 91.' 4#S#) \$#T#320#6' /4#V<43\$#P#V\*#W4' ' #+ \*3/#\$"%#3&' #/\* .2>.26<# \$"%#3&' #4.26#+ \*3/#\$"%#>2" +#3) "%/#300./." 2#/"#300# S#320#T<#+ \*' 2#+ # ( %1'.91\$#+ ' #\*3G' #T#6&"%94#":#SX

S

Y' G' &#344" -.3/' # ( 3/\*4#+./ \*#49' ' 0#M/#.4#2"/#.( 9" &/32/#/"# +&' &>#E%.->1\$<#320#+ ' #2" +#>2" +#/\*3/#:#&-.26#>.04#/"# work quickly on maths is the best way to start maths anxiety for children, especially girls. Don't use f ashcards "&#"/ \*' &#49' ' 0#O&.114#M24/' 30#%4' #G.4#31#3-./G./.' 4#4#- \*#34#//94IZZ) \* .[Q2( R-&S( >06>00/3" G0#H+9' 26.2' A2' /OH 23H441A-" ( Z+9H-" 2/' 2/Z#91" 304ZR] Q^Z] SZ01%' 2-\$ \_./ \*"%/0' 3&#R] Q^A90:

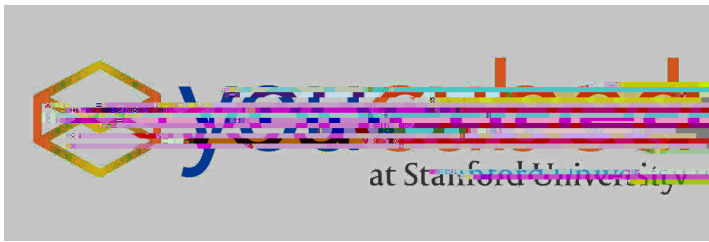
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Y' G' &#4\*3&' #+./ \*#\$"%&#-.10&' 2#/\*' #.0' 3#/\*3/#\$"%#+' &' #) 30#3/#( 3/\*4#3/#4- \*""1#""&\$#"%#0.41.>' #./#P# 49' -.311\$#:#\$"%# 3&' #3#( "'/\*' &#&' ' 4' 3&- \*' &4#:"%20#/\*3/#34#4"" 2#34#( "'/\*' &#4#\*3&' 0#/\*3/#.0' 3#+./ \*#/\*' .&#03%6\*/' &4#/\*' .&#03%6\*H /' &a4#3- \*' G' ( ' 2/#+ ' 2/#0" + 2A

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K' &\*394#( "4/#.( 9" &/32/#":#311#P# 2-"%&36' #3#76&" +/\*#( .204' /#4/%0' 2/4#>2" +#/\*3/#/\*' \$\*#3G' #621.( ./' 0# ( 3/\*4#9"/' 2/.31#320#/\*3/#) ' .26#6"" 0#3/#( 3/\*4#4#311#3) "%/#+&' &>.26#\*3&0#\_ \*' 2#- \* .10&' 2#\*3G' #3#6&" +/\*#( .20H set, they do well with challenges and do better in school overall. When children have a f xed mindset and they encounter dif cult work, they often conclude that they are not “a math person”. One way in which parents encourage a f xed mindset is by telling their children they are “smart” when they do something well. That seems like a nice thing to do, but it sets children up for dif culties later, as when kids fail at something they +.11#2' G./3) 1\$#-" 2-1%0' #/\*3/#/\*' \$#3&' 2a/#4( 3&/#3:/&' &#311#M24/' 30#%4' #6&" +/\*#9&3.4' #4%- \*#34#?./ #.4#6&' 3/#/\*3/#\$"%# \*3G' #1' 3&2' 0#/\*3/#&#2#&#&' 311#1.>' #5"%&#/\* .2>.26#3) "%/#/\*3/#\_ \*' 2#/\*' \$#/' 11#\$"%#4" ( ' / \* .26#4#\*3&0#:"&#/\*' ( <#&' # / \*' \$#\*3G' # ( 30' #3#( .4/3>' <#/' 11#/\*' ( 1#?B\*3/a' 3&' 1>15<005a?05630055./4#>115( +) JETBT55.\*.26#4#?0&' 1>



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