**Supporting Math Development at Home**

**The Early Years**

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When observing children in play, it is easy to see that children have an intuitive sense of mathematics and they understand that mathematics is already a part of their world. The strategies listed below will help nurture this understanding of mathematics children already have in a meaningful and authentic way. There are ideas listed to explore mathematics in each of the five stands that are focused on at school. We hope you enjoy these ideas with your family!

**Number Sense**

* Count everything! Touch the objects as you say the corresponding numbers
* Count incorrectly or lose track of the objects you have already counted, encourage children to find your mistakes
* Read counting books, check each page to see if the number of objects matches the numeral
* Ask children to help set the table, distributing the same number of each object to each place, ask them how many more they need of something
* Concentrate on either the number 5 or 10. Ask children to use their fingers to talk about parts of 5 (i.e., 2 fingers on one hand and 3 fingers on the other)
* Play games with 5 objects and 10 objects (i.e., toss 5 or 10 pennies, count how many land heads up and how many land heads down)

**Geometry and Spatial Sense**

* Encourage children to build with blocks. Talk about the blocks that make the best towers and which shapes do not work well
* Help your child understand geometric vocabulary by using objects (i.e., a cylinder is like a can, a sphere is like a ball, a square is like this side of a box)
* Invite children to make three-dimensional shapes with playdough
* Take photos of block construction, ask them to rebuild using the photo as a guide
* Play “Look, Draw, and Fix”, draw a picture using squares, circles and triangles, ask children to look at it, hide the picture and ask the children to draw it from memory, uncover yours and ask them to fix anything if it does not match
* Encourage children to build puzzles, use words like turn, slide or flip to help them decide where to place their puzzle pieces

**Measurement**

* Use measurement vocabulary and talk aloud as you make common measurements around the house, in the store or while traveling (it should take 20 minutes to get to the store, I need three cups of flour for the cake)
* Invite children to estimate how many cups will fill a bowl, how far it is from their bedroom door to the front door, how long it will take to finish cleaning up their toys
* Model the measuring you do in a typical day, talk aloud as you model the use of a variety of measuring tools when you cook, etc.

**Patterning**

* Identify patterns everywhere (clothing, tiles, books, behaviour – daily routines)
* Encourage children to create and extend patterns with blocks or other toys, after they make a pattern, ask them to describe it
* Algebra includes the concept of change, create books with your child about how much he or she has grown

**Data Analysis**

* Ask children to sort their toys, clothes or shoes into two groups according to a common attribute like colour, size or another attribute (i.e., laces or not laces)
* Make charts that show family job responsibilities, use checks or colour coding to show when a job is complete
* Invite children to put their drawings on a bulletin board or on the fridge in an organized way, label the different sections
* Make grocery lists together, organize the items by groups
* Make a photo album together, label and organize the pictures
* Organize a coin, stamp or card collection
* Help your child survey relatives or friends to find out what they like to eat, want for birthday presents, etc. Report the findings to interested relatives or friends

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Copley, Juanita, Jones, Candy & Dighe, Judith. The Creative Curriculum for Preschool Mathematics. Teaching Strategies, LLC. 2010.