

HAVING FUN WITH MATH AT HOME

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Have you ever wondered where your child gets his/her insatiable interest in the things around him/her? Children with high logico-mathematical intelligence have keen understanding of logic, numbers and use of reason. They are the ones who incessantly look for connections between pieces of information. Always curious about the world, these learners ask a lot of questions and like to do simple experiments to understand how things work. They are good in problem solving, classifying, categorizing and working with abstract concepts. They are the scientists, engineers, computer programmers, researchers, accountants and mathematicians of our times.

To help your child develop his/her logico-mathematical abilities here are some examples of activities you can introduce at home.

Match it!

Skills and concepts learned: improving visual discrimination, distinguishing between different patterns, shape recognition, color recognition

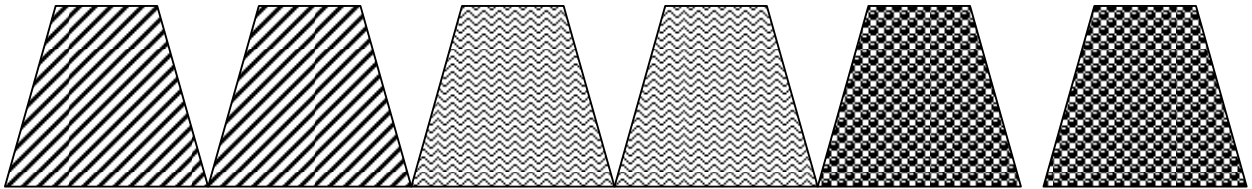
**Ages 2 and
above**

Materials needed:

- gift wrappers of different patterns
- cardboard
- Paste and scissors

Procedure:

1. Cut the gift wrappers in similar shapes. Make a pair of each design
2. Paste the cut-outs on cardboard and cut the designs (you can also use a laminating machine instead of pasting on cardboard).
3. Ask your child to match similar patterns.
4. Use more paired patterns for older children.



Variation: You can flip the cards upside down and play it like a **memory game** of matching the same patterns.

What comes next?

Skills and concepts learned: names of common items, color recognition, improving visual discrimination, developing predicting and sequencing skills. Improving verbal communication skills

**Ages 3 and
above**

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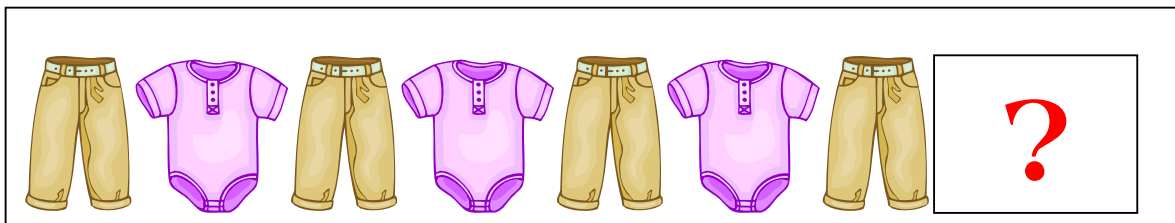
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Materials needed:

- Cut print outs of common items (example: 4 pants, 4 bodysuits)
- Cardboard
- Paste and scissors
- Plastic cover (cut in 2x2 inches)
- Double sided tape

Procedure:

1. Paste print outs of common items in 2x8 inches cardboard. Make sure to make a pattern from the print outs (example: pants, body suit, pants, body suit, pants, body suit, pants, body suit, pants, body suit, pants). Paste the remaining cut outs in cardboard and cut along the sides.
2. At the right side of the cardboard, make a pocket using the plastic envelope and double sided tape.
3. Ask your child what picture comes next in the series and choose from the remaining cut-outs.



Variation: For older children make more complicated patterns using three or more pictures or sequencing using a particular number of pictures (example: pants, pants, pants, bodysuit, pants, pants, pants, bodysuit, pants ?)

For whom?

Skills and concepts learned: improving visual discrimination, understanding one-to-one correspondence, classification and ordering skills, concepts of big, bigger, biggest, story recall, fine motor skills particularly cutting skills, increasing vocabulary words (bear, father, mother, baby, bowl, chair, bed)

Ages 4 and above

Materials needed:

- Book: Goldilocks and the Three Bears
- Father bear, mother bear and baby bear cut-outs, bowls, chairs and beds cut-outs
- Paste and scissors

Procedure:

1. Read the book Goldilocks and the Three Bears to your child.
2. Print the bear and sizing templates from

http://www.first-school.ws/t/ac3bears_sizingb.htm
http://www.first-school.ws/t/craft/3bears_puppets.htm

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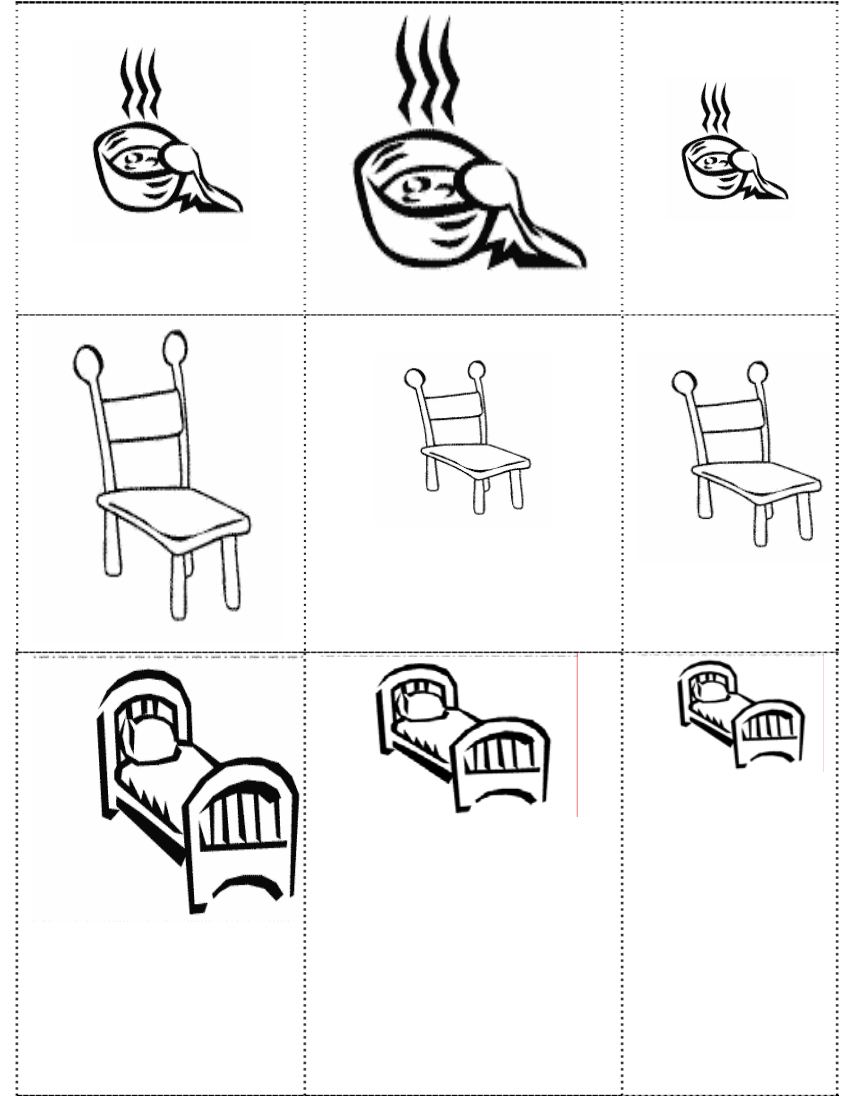
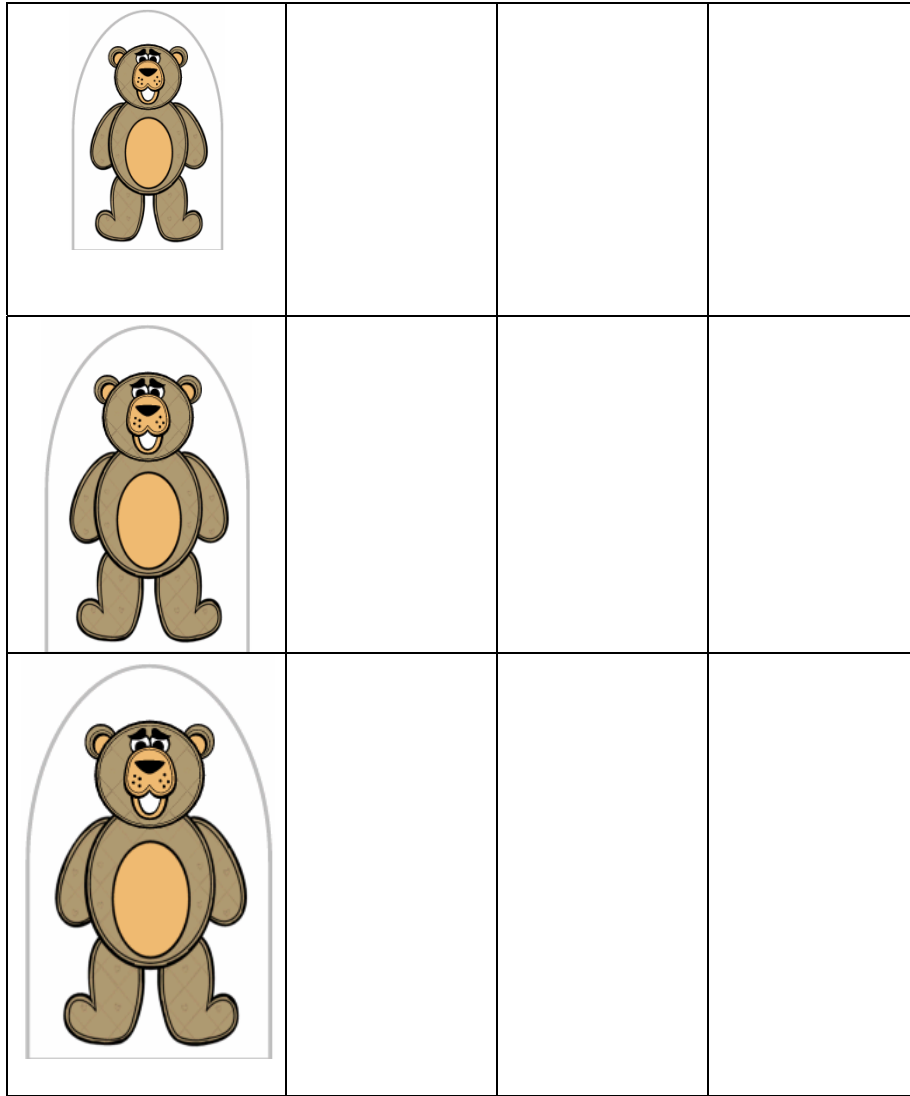
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3. In another sheet of paper, arrange the bears in order and ask your child to cut and paste the bowls, beds and chairs according to big, bigger, and biggest in size.

Variation: You can also make stick puppets out of the cut-outs and then ask your child to retell the story using the stick puppets.

According to Susan Jindrich in her article “Help Your Child Learn to Understand Math Concepts” the following are necessary steps in developing math understanding for very young children:

1. Beginning to use and understand the language of math through our correct use of the words through the day. Some of these words are: tall and short, empty and full, near and far, first and last, etc.
2. The development of rote counting (counting without understanding the value of the numbers).
3. Beginning meaningful counting or one-to-one correspondence (counting and understanding that the number 2 represents two objects and 4 represents four objects).
4. Beginning rational counting (counting and understanding that when you have counted the last item in a set, that number represents the total of the objects in the set).
5. Adding and subtracting items in a set.
6. Classifying objects - placing things that go together in sets.
7. Comparing objects - looking at objects to decide which is bigger, smaller, darker, lighter, etc.
8. Ordering objects - placing objects in a series.
9. Patterning and sequencing - making a pattern by placing objects in a repeating sequence.
10. Measuring.
11. Recognizing and writing numbers.



Pictures taken from: http://www.first-school.ws/t/ac3bears_sizingb.htm

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