

Resources

www.bedtimemath.org

www.brillbaby.com/teaching-baby/math/introduction-to-teaching-baby-math.php

www.getreadytoread.org/early-learning-childhood-basics/early-math

www.pbs.org/parents/education/math/activities/baby-toddler/

www.zerotothree.org/child-development/early-development/supporting-early-math-skills.html

www.homefires.com/articles/teaching_math_early.asp

www.mathatplay.org/resources_itt.html

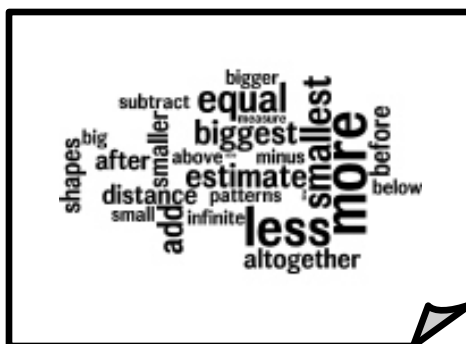
There are also many apps for your iPhone, tablet, android or computer that are geared toward babies and toddlers.

For copies of this brochure: visit www.centerwoods.net/index.php/school-info/documents-forms

Fun with Leaves!

- Sort by color, then shape, then size.
- Order from *smallest* to *biggest*.
- Line them up. Use math words like, “Which one is *after* the red one?” or “Which one is *third* in the row?”
- Count them by 1’s. Line them up by 2’s and count by 2’s.
- Make a graph with them and ask questions about your graph. “What color did we have the *most* of?”
- Show 5 leaves. Put some in a small pail and ask, “Do you think there are *more* than 5 or *less* than 5?” Estimate, then count.
- Line up your collected leaves and your child’s collected leaves. Show 1:1 comparison. Who has *more*? Who has *less*? “How many more?”
- Counting out: Put a number on a bag and put that many leaves in the bag. Then put the bags in order from *least* to *greatest*.
- Problem solve: “I have 4 red leaves. How many more do I need to make 5?”
- Put 5 in an arrangement; change the arrangement and note there are still 5.

Use these same ideas with other things easily found (i.e. Fruit Loops, silverware, plastic eggs). Build on your child’s interests. If your child likes matchbox cars, incorporate counting and math vocabulary when playing with them.



Developing Early Number Sense

- **Research shows better overall math skills with early number sense exposure**
- **Start as early as 6 months old**
- **As simple as adding math explorations in your everyday activities**
- **No time-consuming setup necessary**

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Everyday Math "On the Fly"

Morning Routine: Questions and discussion starters you can present to your child as they begin their day:

- ⇒ Why do your pajama pants have two holes?
- ⇒ How many buttons are on your pj's?
- ⇒ How many steps are you from the bathroom?
- ⇒ Will it take more steps to get to the bathroom from your room or from my room?
- ⇒ Estimate how many pieces of cereal are in one spoonful. Was your estimate close? Were there more or less than you thought? How many do you think would be in two spoonfuls?
- ⇒ Talk about filling a cup halfway with juice. Fill the cup all the way with juice. Which is more? Can you drink half the juice in the cup?
- ⇒ Set a timer for one minute while your child brushes his/her teeth. Let your child watch the timer to get a feel for how long a minute is. What else can you do in one minute?
- ⇒ While packing lunch for the day, talk about halves. Cut things in half. Talk about half of a whole item.



In The Car: Questions and discussion starters you can present to your child in the car:



- ⇒ Count how many cars go by while sitting at a stop light.
- ⇒ Look for shapes all around us. Talk about the shape of a stop sign or a window.
- ⇒ Rote Count (Just like singing the ABC's, have your child count out loud for fun and don't stop at 10.

- ⇒ Pose questions to your child that are meaningful to your day. Headed to the doctor's office—how tall do you think you will be? How much will you weigh? Is that more or less than your sister?

Afterschool/Work Activities: Questions and discussion starters you can use after school:

- ⇒ What are the shapes on a soccer ball? What is the shape of a soccer ball? How many pentagons are there?
- ⇒ Grocery shopping?: Describe shapes to your child. A can is a cylinder. Talk about the size of the cylinders. Talk about which cylinder will hold more and why. Oranges are spheres. Estimate then count how many oranges are in the bag.



- ⇒ Playing outside—make a hopscotch game.
- ⇒ Blow bubbles—how many bubbles? Which is the largest bubble? Which is the smallest bubble? Use words like small, smaller, smallest, medium, large, huge, tiny.
- ⇒ Pools and sandboxes provide excellent opportunities for measurement exploration. Let them use everyday items such as cups and bowls as well as measurement tools.

Dinnertime: Questions and discussion starters you can present to your child while preparing for dinner and at the table:

- ⇒ How many plates do we need? How many forks are there? How many tines on each fork? How many tines altogether?
- ⇒ Have your child count the potatoes out for you. "Go get me 6 potatoes."
- ⇒ Will our leftovers fit into this container? Have your child choose the container. Talk about the best fit and why.



Evening Activities: Questions and discussion starters you can present to your child after dinner;

- ⇒ Baking chocolate chip cookies? Let your child make five small balls of dough then add 2 chocolate chips to each ball. First count by 1's, then by 2's. Or put one chip in one, two chips in the next, three chips in the next and so on. Which has the most chocolate chips, which has the least? How many chocolate chips did you use altogether? Using a larger ball of dough, ask for an estimate of the number of chocolate chips in that one.
- ⇒ Watching TV? Start a timer at the beginning of a program, how long was the program? "Get your pajamas on. How long did it take? Can you do it faster tomorrow?"

Bedtime: Questions and discussion starters you can present to your child before going to sleep:

- ⇒ It is common to read a bedtime story. At the end of storytime, incorporate math questions based on the story you read.
- ⇒ Talk about the time shown on the clock.
- ⇒ Count the stuffed animals in bed.
- ⇒ Try to count the stars. Explain that there are too many stars to count. We call that an infinite number; numbers never end, there's always one more!

