Numeracy Workshop for Parents (Years 3 – 6)

Research has shown:

• that students learn more effectively when concepts are connected to their own experiences and when there is a purpose to their learning

• parents can play a crucial role in assisting their child’s learning

Advice to Parents

Golden Rule: Make the activities fun!

It is important to remain positive when exploring maths at home, especially with a student who lacks confidence in their ability. Avoid saying things such as ‘I was never good at maths’. Your attitude towards the subject is significant in shaping your child’s approach to learning maths and can affect their level of success.

Let your daughter know that you think maths is fun and an important skill for life. Let her see how you use the skills in aspects of your daily life eg shopping, time management, measuring ingredients,…

Encourage persistence when faced with difficult maths problems/concepts.

Talking about how problems were solved will allow your daughter to consolidate her understanding of concepts.

Be patient! Do not be tempted to jump in and provide the answer to your daughter. Instead help her to achieve the answer herself. If she is struggling with the task, perhaps make it simpler to start with eg smaller numbers and then ask her to apply it to the larger numbers.

Be aware of what is being taught at school. Support the teacher but do not try to push your daughter further than she is ready to go at this stage. This may have a detrimental affect on her confidence and level of understanding.

Allow students to explore different ways of finding and representing solutions. We all think differently and can express ourselves in ways which reflect that thinking.

Activities such as those listed in the next section will be far more engaging for your daughter than completing numerous pages from a book purchased from a store. The roles of play and exploration cannot be underestimated in developing skills necessary within your daughters to problem solve and make sense of the world around them.
Some suggestions for activities to support the development of mathematical skills and understandings whilst raising student confidence

- Play games and do puzzles which involve skills such as direction or time, logic and reasoning, sorting, estimating, strategic thinking or an element of chance eg chess, draughts, dominoes, solitaire, card games, Connect 4, snakes and ladders, Monopoly, Yahtzee. Games such as ‘Battleships’ are good for spatial awareness and constructing with Lego will assist students in visualising 3D shapes from different perspectives. (The use of board games also helps to develop and reinforce social skills such as turn taking, following of rules and good sportsmanship for example)

- Look at number in the environment eg patterns of house numbers. Predict what the 10\textsuperscript{th} /15\textsuperscript{th} etc number will be, given the pattern.

- Involve your daughter in cooking activities eg measuring ingredients using scales, cups etc. If a recipe says that it is for six people how could it be changed to cater for 12 people? 9 people?

- Discuss fractions when cutting or sharing food eg what fraction of the cake has already been eaten? If I share these lollies between 6 people, what fraction will they each get? How many lollies will that be?

- Look at the different shapes of grocery packaging. Which shape is the best for stacking? Why? Which shape maximise space on a shelf? Why? Think about how this relates to tiles on the floor/around the pool.

- What is the time now? What will the time be in 10 mins? What time will the cake need to come out of the oven if it needs 25 minutes to cook? How long until bedtime? How many sleeps until…?

- Go on a walk. Use language of direction eg beside, in front of, towards, turn left at … Look for examples of different shapes used in the environment eg in signs, buildings etc

- Talk about sequencing of activities, interpreting timetables (paper based and online), creating itineraries etc

- Estimating and then weighing items at the shops. You could also look at price comparisons with the older students.

- Discuss the cost of items at the shop. Do you have enough money to make the purchase? How much more do you need? How long will that take to save if you have $? a week? How much change would you expect to get from $10/$20? What will I have to pay today for this item given that there is a 25% discount?

- …………