







# Tips for Parents







## WORKING WITH YOUNG MATHEMATICIANS IN YOUR HOME

### In General:

- Recognize that adults might have “math baggage” our kids don’t have.
- Avoid phrases like “I can’t do math” or “I was never good at math” and embrace the idea that ALL people can and should know that math is figure-out-able.   
- Build your own numeracy by participating in #MathStratChat every Wednesday evening on [Twitter](#), [Facebook](#), or [Instagram](#).
- NOTICE and WONDER together. 
- Wait a bit longer for a response to questions.
- While waiting, resist the urge to tell the right answer.
- Ask: What DO you know? How do you know? Does that always work?
- Play games with students.  

### CONVERSATIONS TO HAVE

*Discuss your thinking, not just answers*

1. Double together. 
2. Halve together. 
3. Look for relationships ( $\times 2$ ,  $\times 4$ ,  $\times 8$ ;  $\times 10$ ,  $\times 9$ ;  $\times 10$ ,  $\times 5$ ).
4. Find 10 more and less (or 100, 1000) than a given number; then 9 more or less. 
5. *I Have, You Need* for automaticity: combinations of 10, 20, 100, 1000, 1 (fractions/decimals). 
6. Count forward and backward from numbers other than 1.
7. Describe value not digits (341: 300, 40, 1; 34 tens; 341 ones).
8. Play *Guess my Number* (based on mathematical clues you give). 
9. Talk about fractions in terms of the unit fraction (five one-sixths,  $\frac{5}{6}$ ).
10. Compare fractions to landmark fractions. (Is  $\frac{3}{5}$  more or less than  $\frac{1}{2}$ ? More or less than 1? More or less than  $\frac{3}{4}$ ?) 

 Each link will take you to a corresponding episode on the Math is Figure-out-Able with Pam Harris Podcast