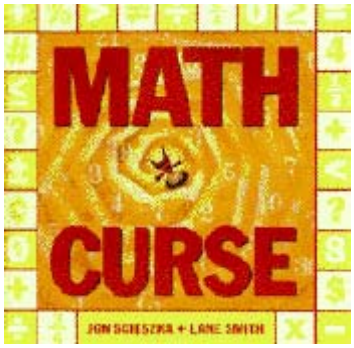
Developing Math Number Sense:
Numbers are EVERYWHERE!!

Number sense refers to a child's general sense of what numbers mean, including the ability and tendency to use numbers to solve problems. Number sense helps a child develop an understanding of numbers and number relationships. Number sense goes beyond just the operations and it is essential for acquiring higher math skills. Number sense is more than computation and number recogniton. Everyday life oppportunites can provide important experiences for children to develop number sense and to become "math thinkers."

Some ways to explore number sense at home:

- Explore mathematics with your child in your everyday activities: cooking, driving, making purchases at the store, while taking a walk, or when playing sports: measure French fries at dinner, make patterns with toys, estimate weight, time daily activities, look for shapes around the house, find numbers around the house and talk about what it means, make charts and bar graphs, and count everything you can!

- Connect math to reading: check for pages and time the amount you read. The Math Curse is a fun way to look at numbers in the real world:



The Math Curse by Jon Scieszka
Illustrated by Lane Smith

Math has never been so funny. When Mrs. Fibonacci tells her class, "You know, you can think of almost everything as a math problem," the Math Curse begins for the little girl in the story. Getting dressed, eating breakfast, waiting for the bus -- EVERYTHING becomes a math problem.

- The internet has so many ideas for families to develop number sense check out http://www.figurethis.org/ or watch Cyberchase on PBS http://pbskids.org/cyberchase/index.html

- Researchers consider number sense to be of prime importance for children in early elementary education, and the National Council of Teachers of Mathematics has made number sense a focus area of pre-K through 8th grade mathematics education.

For more information about number sense:

www.NCTM.org

http://illuminations.nctm.org/Reflections_preK-2.html

http://www.doe.mass.edu/frameworks/math/2000/overview.html