HOW MAY I HELP MY CHILD?

EM and STMA believes it is very important to help parents become actively involved in their child's mathematical education. Here are just a few suggestions about how you can learn about math your child is studying in school, and how you can help reinforce math learning at home.

- A Home Link assignment is included with almost every lesson in the program. Periodically these include a letter to parents explaining the program. Be sure to read these letters and discuss what's going on in math class with your child. Whenever possible work with your child on their Home Links. Encourage your child to "teach" you about what they're working on in class.
- Encourage your child to teach you the math games he or she is learning in school, and play these games whenever you have an opportunity. You might even enjoy inventing some of your own math games together!
- If your child needs additional basic fact practice ask his/her teacher to send home a set of fact triangles and spend a little time each day practicing fact families.
- Many *EM* teachers set aside special days for math activities. If possible, volunteer to help in the classroom on these days.
- Whenever you find yourself using math in your daily lives, point out this fact and discuss math's usefulness in real-life situations. Encourage your child to experiment with and use everyday "math tools."

Frequently Asked Questions

Q: How do you measure my child's progress?

A: Your child will be assessed using Math Boxes, slate activities, games, group work, unit reviews and assessment.

Q: Everyday Mathematics seems too difficult/easy for my child. How may the program address his/her individual needs?

A: If your child is having difficulty or the material seems too easy, EM has many activities that are differentiated that will allow your child to succeed at their current skill level.

Q: Why does my child have to move to the next lesson if they haven't mastered the skills in the current lesson?

A: Mastery depends on your child's learning and problem solving style. This program has a "spiral" design that informally introduces topics for 2 years before formal study. If your child doesn't master the topic the first time, they will increase understanding the next time.

GREAT MATH WEBSITES

http://www.emgames.com/demosite/index.html

http://everydaymath.uchicago.edu

http://www.aplusmath.com

http://www.ed.gov/pubs/parents/LearnPtnrs/math.html

http://www.math.com/parents/articles/domath.html

http://www.funbrain.com/math/

http://www.mathfactcafe.com/

http://www.quia.com/mathjourney.html

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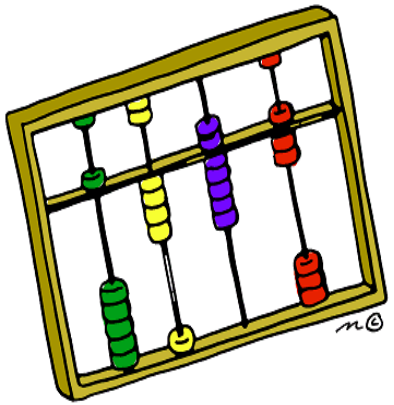
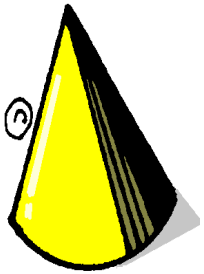
Everyday Math Parent Information





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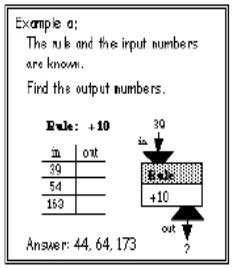
EVERYDAY MATH COMPONENTS

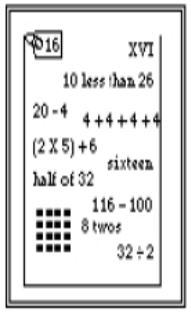
Function Machines

What's My Rule? Games begin in Kindergarten. These problems have three parts- input, output and rule. The goal is to find the unknown part.



Name Collection Boxes

These boxes help students find equivalent names for numbers. The names can include sums, differences, tally marks, money, Roman numerals, etc.



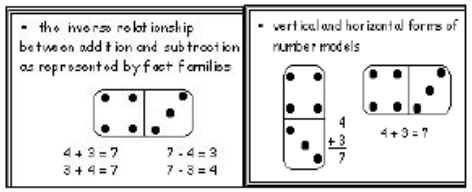
Number Grids

A number grid had rows of boxes, 10 to each row. The grid can be used to find patterns and also for place value concepts.

EVERYDAY MATH COMPONENTS

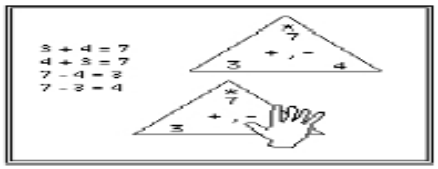
Dominoes

Dominoes help children visualize facts and better understand addition and subtraction.



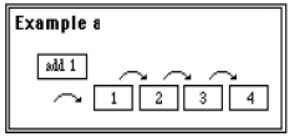
Fact Triangles

Basic fact mastery may be achieved through the use of triangle fact cards. Three numbers involved are on the corners of the fact triangle. The sum (answer) is at the top under the asterisk (*).



Frames and Arrows

These diagrams consist of shapes connected by arrows to show the path for moving from one frame to another. Each frame is a number in the sequence and the arrow shows the rule that determines what goes in the next frame.



EM VOCABULARY

Explorations: Explorations are independent or small-group activities that allow children to investigate, develop and extend math concepts.

Games: Mathematical games are an important part of the program. They reinforce math fact computation and provide practice.

Home/Study Links: These link home and school. Most are activities that require interaction with parents. They are follow-up and review of concepts.

Journal: The journal contains the problem material and pages of their activities. It provides a record of their work over time.

Math Boxes: These are 4 - 6 short problems on a page used on a regular basis for review and practice.

Math Messages: Many teachers begin each day with a Math Message to be completed before the start of the lesson for that day.

Math Tool Kit: Students use a variety of math tools throughout the year. Children have them available when needed.

Minute Math (K – 3rd grade): Minute Math activities serve as a continuous review and for mental problem solving and arithmetic.

Projects: Projects are mathematics activities and concepts, built

STMA Math Philosophy

In its quest for excellence, St. Michael-Albertville believes **all** students should have access to a high quality, clearly articulated mathematics program.

The curriculum should

~offer opportunities to learn important mathematical concepts and procedures

~use best practices in mathematics which include the use of manipulatives and hands-on activities

~encourage deep understanding while embedding basic skills, and provide smooth transitions between grades.

Students should

~apply critical thinking skills while being engaged and challenged

~communicate their mathematical understanding both orally and in writing, and

~use technology to assist in decision making, reflection, reasoning, and problem solving.

STMA envisions an environment in which students are self-directed while working independently and cooperatively in developing an in-depth understanding of mathematics in order to be competitive in the global marketplace.