

MATH = FUN!



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MathStart®

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HELP YOUR  
KIDS BE BETTER  
AT MATH



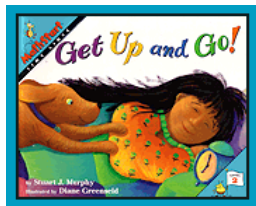
**TIMELY ACTIVITIES / from WINTER 2006 FREE E-NEWSLETTER**



**Ages 3 +**

**It's About Time!** (Hours / Level 1): Being able to read analog and digital clock faces, and understanding “A.M.”, “P.M.”, “Noon” and “Midnight” are important skills for daily life.

- Draw pictures together of daily activities. Note the times of those activities on the pictures.
- As you and your child go through the day, stop and note the activities you are doing and the time. For example, say to your child, “It’s lunch-time” and show your child a clock and say “We eat lunch at 12 o’clock. That’s Noon.” Be sure to show your child the numbers on the clock that correspond to your words.



**Ages 6 +**

**Get Up and Go!** (Time Lines / Level 2): Constructing and interpreting timelines helps children determine elapsed time using skills such as “adding on” to find sums.

- Create a time line of your child’s morning routine. You can use pencil, strips of paper, yarn or string – just make sure each “minute” is the same length! Then talk about it using math vocabulary: Does the time it takes to eat breakfast equal the time it takes to get dressed? Is it more than? Less than? What activity takes the least time? The most time?
- Talk about time and sequence whenever you do errands together. Create timelines for grocery shopping, filling up at the gas station, or going to a sports event.



**Ages 7 +**

**Game Time!** (Time / Level 3): The relationships between the various units of time—seconds, minutes, hours, days, and weeks—and how clocks and calendars represent these units are important concepts for children to understand.

- Circle your each family member’s birthday on a calendar. How many months, weeks, and days are there until this date?
- Predict how long different activities – including chores – will take. Will a trip to the store take an hour? How many minutes is that? How long will it take to drive to grandma’s house? For chores that take less than a minute, such as drying a dish, predict the duration in seconds. Then time the activity to see how close the estimate was.