

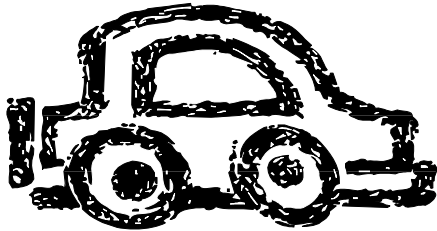


# Math On The Go...

(Math Activities for the whole Family)

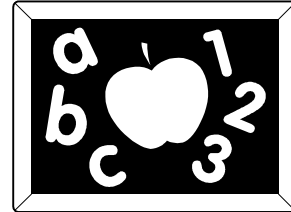
## Math on the Go

In this busy world, we spend a lot of time in transit. These are some projects to try while you are going from place to place. Many of these activities are a great challenge for family members of all ages, because even young children can learn to recognize numbers.



**S**ELLECT THE ACTIVITIES THAT ARE APPROPRIATE FOR YOUR CHILD'S AGE..... if your child becomes frustrated or loses interest, the activity may be too difficult.

**A**dapt the activity . You may discover that your child will come up with their own ideas once you get them started!



**R**EMEMBER THE **OBJECT IS TO HAVE FUN!**

**W**hile you're moving, have your children keep their eyes open for:

- \* street and building numbers;
- \* phone numbers on the sides of taxis and trucks;
- \* dates on buildings and monuments; and
- \* business names that have numbers in them.

A project of The Florida Partnership for Parent Involvement

Center of Excellence ♦ Louis de la Parte Florida Mental Health Institute ♦ Florida's Children's Forum  
Home Instruction Program for Preschool Youngsters ♦ Hillsborough County Head Start ♦ Hillsborough County Even Start

## Number Search

The object is to look for numbers around you: on cars, buses, subways, and on foot.

**W**hat you'll need:  
**S**ome type of transportation  
 or  
**A** place from which to observe  
**P**aper  
**P**encil  
**R**uler

**W**hat to do:  
**1**. Create a chart that lists the numbers from 1-50.  
**2**. Write down each number as family members locate that number on a car, a sign, a building.  
**3**. Write down words that have numbers in them, such as "one-stop shopping," "two-day service," or "Highway 20."

## License Plates

License plates have numbers and are fun to use to play games while on the go.

**W**hat you'll need:  
**L**icense plates  
**P**aper  
**P**encil

**W**hat to do:  
**1**. Copy down a license plate. Read it as a number (excluding the letters). For example, if the license is 663M218, the number would be six hundred sixty-three thousand, two hundred eighteen.  
**2**. Find other license plates and read their numbers. Is the number less than, greater than, or equal to yours?  
**3**. Estimate the difference between your number and another license plate. Is it 10, 100, 1,000, or 10,000?  
**4**. Record the names of the states of many different license plates as you see. From which state do you see the most? Which has the fewest? Prepare a chart or graph to show your findings.

These activities encourage reading, recognizing numbers, noticing symbols, writing, counting, and graphing.

## Total It

This is a good game for practicing quick mental computation and for the older brother or sister!

**W**hat you'll need:

**L**icense plates

**W**hat to do:

1. Call out the numbers on the license plate.
2. See who can add the numbers up correctly. What strategies were used? (Were the numbers added by 10's like  $2+8$ : were doubles like  $6+6$  used?)
3. Try different problems using the numbers in a license plate.  
For example, if you use the plate number 663M218, as "Using the numbers on the plate, can you make a:

- 1 using two numbers? Yes,  $3-2=1$
- 1 using three numbers? Yes,  $6-(3+2)=1$
- 1 using four numbers? Yes,  $(6+6)-8-3=1$
- 1 using five numbers? Yes,  
 $3-[(6+6)-8-2]=1$
- 1 using six numbers? Yes,  $8 \times 2 - (6+6) - 3 = 1$
- 2 using 1 number? Yes, the 2.

**T**he problem solving and computation going on in your child's head is very important. It helps your child be creative with numbers.

## How Long? How Far?

Many times when you are on the go, you are headed somewhere that requires you be there by a certain time.

**W**hat you'll need:

Information about how far you're traveling and how long it will take.

**W**hat to do:

**1.** Ask your children how far they think you are traveling. Yards? Blocks? Miles?

**2.** Talk about how long it takes to get there. If it is 3:15 now, and it takes 45 minutes to get there, will we make it for a 4:15 appointment? How much extra time will we have? Will we be late?

These types of questions help children see the usefulness of understanding distance and time.

## Guess If You Can

When children practice asking questions about numbers, they can develop an understanding of the characteristics and meanings of numbers.

**W**hat you'll need:

Questions about numbers

**W**hat to do:

**1.** Let your child think of a number between a stated range of numbers while you try to guess the number by asking questions. Here is a sample conversation.

Child: I am thinking of a number between 1 and 100.

Parent: Is it more than 50?

Child: No.

Parent: Is it an even number?

Child: No.

Parent: Is it more than 20 but less than 40?

Child: Yes.

Parent: Can you divide this number up into 3 equal parts?

**A**nd so on...

**2.** After you have guessed your child's number, let your child guess a number from you by asking similar questions. The questions asked demonstrate many different levels of math. They can serve as learning tools for explaining concepts. For example, you can take the opportunity to explain what an even number is if your child does not know.

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For more information contact:



**The Center for Parent Involvement** (FCPI) was funded by the U.S. Department of Education; Goals 2000, Educate America Act from 1994-1999. Guided by an advisory board of parents and professionals, the FCPI's goal was to tap the power of parents.

The FCPI gathered information on parent needs, coordinated the information, and created a series of resources organized by theme, including fact sheets for parents and professionals, "Beyond the Basics" resources, and resource identification lists. Many of the resources have been translated into Spanish language versions, and every effort has been made to preserve the meaning and flavor of the original English documents. This series of materials provides a wealth of current information for both parents and providers; the complete set of resources can be obtained in PDF format on the Department of Child and Family Studies Website at [www.fmhi.usf.edu/cfs/dares/fcpi](http://www.fmhi.usf.edu/cfs/dares/fcpi). The staff of the FCPI are hopeful that their work will continue to help children get ready to learn for many years to come.

The series' themes include:

- Family Empowerment
- Parent Involvement
- Parenting Support
- School Readiness
- Violence in the Lives of Children
- Transition to Kindergarten

The Center was one component of a project led by Hillsborough County Center of Excellence in collaboration with the Department of Child & Family Studies at USF's de la Parte Institute and the Florida Children's Forum. Other project partners include HIPPIY (Home Instruction Program for Preschool Youngsters), Hillsborough County Head Start and Hillsborough County Even Start. For more information about these projects, call 813.974.4612.

School Readiness Series, Beyond the basics, Math on the go.

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