

MATH THROUGHOUT THE DAY

Like many other teachers, your daily planned activities may have been impacted by extra handwashing and room sanitizing. The good news is that free play, managerial tasks along with other daily routine activities such as transitions, toileting, nap and mealtimes offer many more opportunities to explore math concepts with children in daily activities.

Use Open Ended Questions:

How did you figure out how many spoons to set the table with?

Share math observations through language:

I see that you are holding a triangle block in your hand.

Make connections to children's lives:

These toy cars are like the car your family uses. They have four wheels and doors. How are they different from your family's car?



Engage children with problem solving prompts:

Hm, which will fill the bowl faster, using a spoon or using a cup?

Make connections to previously learned concepts:

Yesterday we talked about how to fill up a bowl the fastest by using a cup. Now at the sandbox, what do you think will be the fastest way to fill the bucket? With a shovel or using your hands?



Obstacle Courses

There is a lot of math to be found in obstacle courses, from planning the course and the actions to describing the movement as you go. With older children, you can incorporate measurement and data analysis.

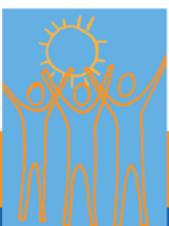
Highlighting Math in Obstacle Courses:

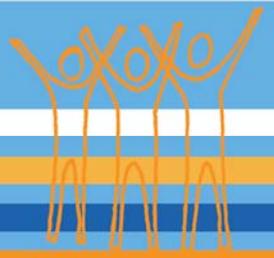
- Use household items, such as sheets, brooms, pots, tables, and chairs and/or outdoor items such sticks, rocks, and trees to create the course. Together you can design the shape of the course: will it be circular, straight or something else?
- Call out what to do when they get to each obstacle using directions that develop spatial relationships; "walk over the broom," "walk around the tree," "step on the stick," "crawl under the sheet," etc.
- After designing and creating the course outdoors, older children can use a stopwatch to time how long it takes to complete the course. Record each time they do the course and compare the results to see if they are getting faster and use the data to analyze why or why not.
- Children can also draw a map of the course, either before as part of the planning process, or after as a way to share their fun with others. Be sure to have them include arrows that show the movements and actions.
- You can also involve measurement with obstacle courses by comparing the length and heights of the different obstacles. To keep your obstacle course exciting, after you measure the obstacles, you can decide if you want to change them and measure how much taller, shorter, longer, or wider you want to make them.



The best part using an obstacle course is that you can change it whenever you want. Children stay interested and use it over and over again.

Source: <https://earlymath.erikson.edu/taking-math-out-for-a-spin-outside-activities-for-kids-that-have-math/>





MATH THROUGHOUT THE DAY:

Additional Resources

[Seesame Street: Math is Everywhere](#)

[10 Playful Math Activities for Preschoolers](#)

[Fun Math Activities for Infants](#)

[Math at Home Toolkit](#)

[Erikson Institute Early Math Collaborative:
Explore the Math Found at Home](#)

[At Home Early Learning Kit for Families:
Ideas for Supporting Young Children's Math Skills During Coronavirus and Beyond](#)

