

Ways a Parent Can Help with **MATH**

1

Look for shapes and patterns in real life

2

Have your child measure ingredients for a recipe you are making

3

Ask your child to explain the math skills he or she is working on in school

4

When helping your child with homework or school assignments, ask him or her to explain how he or she got an answer

5

Help your child find some appropriate number and problem-solving games to play online

6

Play card or board games that involve counting or patterns

7

Ask your child to count change at the grocery store, or to estimate the total cost while you are shopping

8

Compare:

Which is the tallest?
...the heaviest?
...the longest?
...the smallest?
...the fastest?
...the hottest?
...the most expensive?

9

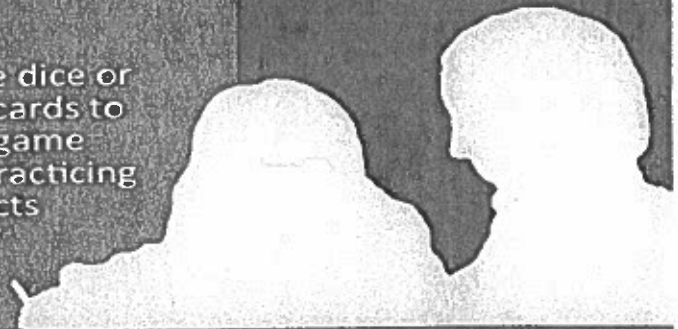
Have tools such as a ruler, a scale, a calculator, and a measuring tape available to use in your house

10

Encourage your child to track or graph scores or stats for a favorite sports team

11

Use dice or playing cards to make a game out of practicing math facts



Point out ways math is part of "real" life: money, computers, music, art, construction, cooking...

All around us, every day.

Common Core Breakdown

Fourth Grade Math

Operations and Algebraic Thinking (18%)

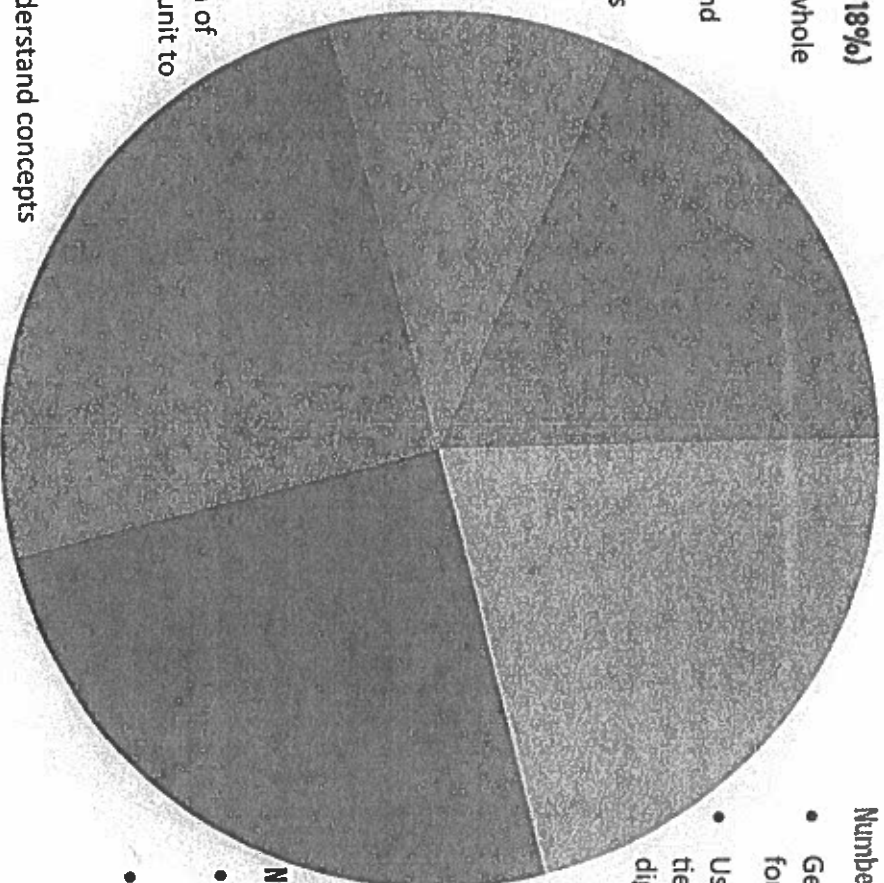
- Use the four operations with whole numbers to solve problems
- Gain familiarity with factors and multiples
- Generate and analyze patterns

Geometry (11%)

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles

Measurement and Data (25%)

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
- Represent and interpret data
- Geometric measurement: understand concepts of angle and measure angles
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures



Number and Operations in Base Ten (21%)

- Generalize place value understanding for multi-digit whole numbers
- Use place value arithmetic and properties of operations to perform multi-digit arithmetic

Number and Operations—Fractions (25%)

- Extend understanding of fraction equivalence and ordering
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
- Understand decimal notation for fractions, and compare decimal fractions

- **Establish a routine and schedule for homework (a specific time and place)** and adhere to the schedule as closely as possible. Don't allow your child to wait until the evening to get started.
- **Limit distractions** in the home during homework hours (eg, reduce unnecessary noise, activity, and phone calls; turn off the TV).
- **Assist your child in dividing assignments into smaller parts** or segments that are more manageable and less overwhelming.
- **Assist your child in getting started on assignments** (eg, read the directions together, do the first items together, observe as your child does the next problem/item on his or her own). Then get up and leave.
- **Monitor and give feedback without doing all the work together.** You want your child to attempt as much as possible independently.
- **Praise and compliment your child when he or she puts forth good effort and completes tasks.** In a supportive, noncritical manner it is appropriate and helpful to assist in pointing out and making some corrections of errors on the homework.
- **It is not your responsibility to correct all of your child's errors on homework** or make him or her complete and turn in a perfect paper.
- **Remind your child to do homework and offer incentives:** "When you finish your homework, you can..."
- **A contract for a larger incentive/reinforcer may be worked out** as part of a plan to motivate your child to persist and follow through with homework ("If you have no missing or late homework assignments this next week, you will earn. . .").
- **Let the teacher know your child's frustration and tolerance level in the evening.** The teacher needs to be aware of the amount of time it takes your child to complete tasks and what efforts you are making to help at home.
- **Help your child study for tests.** Study together. Quiz your child in a variety of formats.
- **If your child struggles with reading, help by reading the material together** or reading it to your son or daughter.
- **Work a certain amount of time and then stop working on homework.** Don't force your child to spend an excessive and inappropriate amount of time on homework. If you feel your child worked enough for one night, write a note to the teacher attached to the homework.
- It is very common for students with ADHD to fail to turn in their finished work. It is very frustrating to know your child struggled to do the work, but then never gets credit for having done it. Papers seem to mysteriously vanish off the face of the earth! **Supervise to make sure that completed work leaves the home and is in the notebook/backpack.** You may want to arrange with the teacher a system for collecting the work immediately on arrival at school.
- Many parents find it very difficult to help their own child with schoolwork. Find someone who can. **Consider hiring a tutor!** Often a junior or senior high school student is ideal, depending on the needs and age of your child.
- **Make sure your child has the phone number of a study buddy**—at least one responsible classmate to call for clarification of homework assignments.
- Parents, **the biggest struggle is keeping on top of those dreaded long-range homework assignments** (eg, reports, projects). This is something you will need to be vigilant about. Ask for a copy of the project requirements. Post the list at home and go over it together with your child. Write the due date on a master calendar. Then plan how to break down the project into manageable parts, scheduling steps along the way. Get started **AT ONCE** with going to the library, gathering resources, beginning the reading, and so forth.

Adapted from Rief S. *The ADD/ADHD Book of Lists*. San Francisco, CA: Jossey-Bass Publishers; 2002

The information contained in this publication should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances.

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- Disponga una rutina y un horario para las tareas (en un lugar y a una hora específica) y apéguese al horario. No deje que su hijo(a) espere hasta la noche para hacer su tarea.
- Limite las distracciones en casa durante las horas de tarea (ejemplo: reduzca actividades, ruidos innecesarios y llamadas telefónicas; apague la televisión).
- Ayude a su hijo a dividir su tarea en partes pequeñas o segmentos. Así, le será más fácil hacerla.
- Anímelo a empezar la tarea (ejemplo: lean juntos las instrucciones, hagan ambos el primer ejercicio, observe cómo hace el siguiente). Luego, deje que prosiga por sí mismo.
- Evalúelo y aconséjelo, pero sin hacer toda la tarea juntos. Usted desea que su hijo(a) sea lo más independiente posible.
- Felicítelo cuando haga su mayor esfuerzo por terminar bien la tarea. Es conveniente señalarle sus errores y ayudarlo a corregirlos de manera solidaria y sin críticas.
- No es su responsabilidad corregir todos los errores de la tarea ni obligarlo a que la haga perfectamente.
- Recuérdele hacer la tarea y ofrézcale incentivos: "Cuando termines tu tarea, podrás..."
- Haga un pacto para darle un gran premio o mayores recompensas para motivarlo a persistir en terminar sus tareas ("Si no se te olvida ni haces tarde la tarea la próxima semana, te ganarás...").
- Hágale saber al maestro(a) el nivel de frustración y de tolerancia de su hijo(a) en casa. El maestro(a) necesita conocer el tiempo que le toma a su hijo(a) completar sus tareas y cómo usted lo está ayudando en casa.
- Ayúdelo a prepararse para los exámenes. Estudien juntos. Hágale pequeñas pruebas y en diferentes formas.
- Si a su hijo(a) le cuesta trabajo leer, ayúdelo leyendo juntos o leyéndole usted a él (ella).
- Hagan la tarea por un tiempo y luego descansen. No lo obligue a invertir tiempo excesivo e inapropiado. Si siente que ha trabajado lo suficiente, hágaselo saber a su maestro(a) adjuntando una nota a la tarea.
- Es común que los estudiantes con déficit de atención no entreguen la tarea finalizada. Es muy frustrante ver que su hijo luchó por hacer la tarea pero nunca recibe el crédito por ello. ¡Los papeles desaparecen misteriosamente de la faz de la tierra! Asegúrese de que su tarea esté en su cuaderno o mochila. Quizá debería acordar con el maestro(a) para que le recoja la tarea en cuanto llegue a la escuela.
- A muchos padres se les dificulta ayudar a sus hijos con las tareas de la escuela. ¡Considere contratar a un tutor! Un(a) estudiante de secundaria sería ideal, si se ajusta a las necesidades de su hijo(a).
- Asegúrese de tener en casa el teléfono de un compañero de clase, al menos uno que sea responsable para poder llamarlo y verificar con él (ella) cuáles son las tareas asignadas.
- Padres, la mayor batalla es hacer las angustiantes tareas de largo alcance (ejemplo: reportes, proyectos). Ese tipo de tareas deberá vigilarlas especialmente. Solicite una lista de los requisitos, colóquela a la vista en casa y revísela con su hijo(a). Escriba la fecha de entrega en el calendario. Luego, divida el proyecto en fases y planifique los pasos que deberán seguir para completarlo. Luego, vayan a la biblioteca, reúnan material, comiencen a leer, hasta terminar el proyecto.

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La información contenida en esta publicación no debe usarse a manera de sustitución del cuidado médico y consejo de su pediatra. Éste podría recomendar variaciones en el tratamiento, según hechos y circunstancias individuales.

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