

Supporting your child with their Maths Work: *Getting Started*

getting it right
for every child
in Inverclyde



Education, Communities & Organisational
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Inverclyde Educational Psychology Service

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Helping your child with maths work

Getting Started

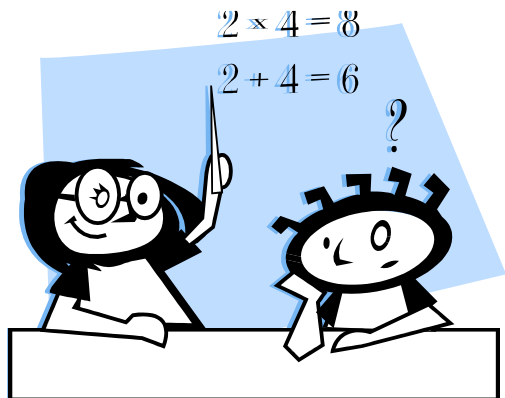
This leaflet aims to support you in helping your child with Maths work.

The support is based on a method called Paired Maths.

Paired Maths was developed by Professor Keith Topping from Dundee University and is now used throughout many schools in Scotland.

Paired Maths is based on pairs working together and solving maths questions using selected mathematical games.

The method was found to improve the way children feel about maths and to improve their confidence and behaviour.



Understanding the question

- **Read aloud** the question if your child finds it hard to read it.
- Make sure your child **understands** the question.

How?

- Give your child **time to think** about the question.
- Ask them how they might solve it.
- If needed, encourage use of concrete materials such as counters, cubes or any other objects as well as fingers.
- Have them draw dots; a picture; a list.
- Use a 'number line'; 'multiplication square'; and a 'place value' chart.
- Ask questions about the question e.g.
 - What kind of question is this?
 - What are you trying to find out?
 - Can you ask the question in a different way or using different words?

Avoid

- Asking questions which require a 'yes' or 'no' answer.
- Asking "Did you understand that?"
- Answering your own question.
- Saying: 'That's wrong'. Instead ask '**Why**' and/or '**How**' did you arrive at that?

Make maths part of your child's daily life e.g. spacing plants at a certain distance apart, doubling a recipe, paying bills in shops.

Finding an answer to the question

- Ask: “What things do we already know?”
- Give clues e.g. “Can we break the question into parts or steps?”
- Challenge things that you think are wrong by asking another question to give a clue.

Praise

- Remember to praise and encourage your child often even for a small success and for trying.
- Model how to do the problem out loud.
- Encourage your child to tell you what they are thinking all the time. Then you will find out how they are solving the problem.

Finishing the question

- Check if the answer is correct.
- Encourage your child to summarise with you what they have done and how it is linked to things they did before.
- Remember – there are probably a number of ways to solve a question.
- If your child still gets it wrong show them how you would solve it – remember to think out loud.

And finally


If after trying a few times your child still finds it difficult to answer the question, leave the question and move on.

Ask to meet with the teacher to talk through questions that may have arisen.

**For more help or advice or a copy of this leaflet on audio tape,
in large print or in other languages, please contact:**

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