

Math & Me

It is not just about ability.

What children think and feel about math also matters.

It Starts Early:

Children develop thoughts and feelings about math as early as **5** years old.

Children relate to math in two primary ways:

Feelings about math.

math = good
math = bad

Thoughts about math.

math = me
math = boys

Messages Matter:

Children form thoughts and feelings about math based on their everyday experiences.



There are stereotypes and messages everywhere about who math is “for.”



Parents' reactions to math influence how their children think and feel about math.

A* This has real impact:

Children's thoughts and feelings about math influence their actual math performance in school. **D**

Math Is for Me!

The good news? Because children's thoughts and feelings about math start forming so early, these reactions are still very flexible and malleable.

We can help all children understand that math is for them too:



Give children many ways to interact with math:

- Engage in playful activities that involve math.
- Talk about the importance of math in everyday life.



Increase parental engagement in math activities:

- Parental involvement with math sends a powerful message that math is for everyone.
- Fathers' engagement in math with their daughters can be particularly important.

