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Informal Mathematical Practices in the Home:  
The Predictability of Formal Mathematical Achievement in Kindergarten Students

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# Mathematical Achievement in Kindergarten Students

## Mathematical Practices in the Home:

### The Predictability of Formal Mathematical Achievement in Kindergarten Students

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#### Abstract

The relationship between formal and informal activities in the home and children's performances on formal mathematical tasks at school has rarely been studied in the past, reflecting the need for further studies in the field of early mathematics. The present study looked at a group of junior and senior kindergarten students (N=136) from the 2005 Count Me In Study. The findings revealed that certain informal and formal activities performed in the home are correlated to performances on formal math tasks at school. An important reason for conducting this study was to provide examples of activities that will promote the development of mathematical skills in children, and to provide evidence for the importance of developing math skills at an early age. Future research should look at the role of SES levels on parental involvement, and strategies parents could employ to improve the quality of their teaching.