



Home Experiences that Foster Readiness for Learning Whole Numbers: An Exploratory Study

Joyce Ferro Orillosa
De La Salle University
joyce.orillosa@dlsu.edu.ph

Children are best understood in the context of their family and the children's daily experiences with their families affect their learning. Families provide teachers with personal and deep knowledge of the child guides teachers in helping children learn whole numbers. Families feel supported when they are included in the planning process of their child's learning. Personal stories of parents will give light to the following: (1) their current practices at home in teaching whole numbers, (2) the context of their practices, (3) appraisal of whole numbers at home. The stories of parents and their practices guided the teaching and learning process in a preschool classroom, most especially with regard to learning whole numbers.

This study aimed to explore the context of parent's teaching practices of whole numbers so as to draw implications for basing teaching on prior learning experiences of children. The description was based on interviews with fifty parents. The study concluded that: (1) To effectively plan for math instruction, understanding the prior knowledge of children and parents in rote counting and number recognition thru parent-teacher meetings are vital for effective teaching. (2) Creation of a familiar learning environment with familiar mathematical learning experiences at the onset helps the teaching-learning process. (3) Collaboration between parents and teachers are necessary in the assessment design of rote counting and number recognition. (4) Ongoing parent math workshops are helpful to deepen the understanding of mathematics development in young children. The present research supports the importance of home experiences in the acquisition of mathematics development.

Key Words: early childhood; learning; math; home experiences; numeracy; preschool