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Children's Home Activities: An Examination of the Relation between Home Activities and  
Math Performance for Children in Grades Two and Three

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April 2007

A Thesis Presented to the Department of Psychology in Partial Fulfillment of the  
Requirements for the B.A. with Honours Degree

### Abstract

Research suggests that parents' support of their child's learning at home has a positive relation to school achievement. Despite ample research emphasizing the role of parents' in fostering literacy skills, a sparse body of literature addresses the role of parental involvement on mathematical development. Using information from the 2005 Spring testing period of the Count Me In Study, this thesis project explored the relationship between mathematics performance and frequency of home numeracy activities for children in Grades 2 and 3 (N = 85). Participation in formal versus informal activities are investigated in relation to performance in mathematical tasks assessing arithmetic, counting, and ordinal relations. Analyses supported the importance of both informal and formal activities in facilitating math performance. Limitations and future directions of this study are discussed.