What are "mental mathematics"?

The new math curriculum expects a student to be able to do lots of math in his head, or use "mental mathematics". As adults, we do a lot of math in our heads! Most people estimate in their heads at the grocery store, fast food restaurants or department stores. Very few of us take out a pencil and paper to solve problems we might have. We are able to do this because of many years of practice doing mental math in real life situations.

In your child's classroom, students will be encouraged to find ways to use mental math when solving problems. For example, a teacher might pose the following problem:

I had some coins in my pocket that made 39¢. Fourteen cents fell out. How much money do I have left in my pocket?

Students will be encouraged to find a way to solve it in their head that makes sense to them! Following are 3 possible strategies that students might use:

I know that 39¢ take away	I know that 39¢ can be made	I know that 39¢ is close to
4¢ is 35¢. 35¢ take away	up with a quarter, a dime,	40¢. 40¢ take away 10¢ is
10¢ is 25¢.	and four pennies. A dime and	30¢. Take away 4¢ more and
	four pennies is 14¢. So, 39¢	that's 26¢. Now take off the
	minus 14¢ is a quarter or	1¢ that made 40¢.
	25¢.	

All of these ways came up with the right answer, but they've done it different ways... in their head! Having students talk about how they think about numbers in their head will allow them to find ways that make sense for them.

Calculators and computers are only useful when people know two things: (1) what information must be entered, and (2) if they know the answer is reasonable. Usually people look at the answer to determine if it makes sense; this is one reason why students should do "mental mathematics" in their heads.

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Alberta Education Implementation Schedule	2008-2009	2009-2010	2010-2011
Provincial	Grades K, 1, 4, 7	Grades 2, 5, 8	Grades 3, 6, 9, 10
Optional	Grades 2, 5, 8	Grades 3, 6, 9	

• Talk to your child about when you use estimates and when you work out the exact answer.

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