

Math in Action

Math Connections

>> Connections can be quite natural. We even spoke about engineering practices, marketing strategies, in food packaging, for example.

>> They try to use as much decoration and colour as they can to make the items look delicious and good.

>> We've made connections to art, as the students looked at the angle measurements and transformations, or tessellations themselves. So there's a lot of connections.

>> My favourite part of the year about math was transformations, because I really like the way we did tessellations. And it was kind of related to art. So I really liked the art and math mixed together. It made a really cool art project.

>> When students are doing artwork, they're not just learning about an artist and looking at photos. They're getting their hands dirty. They're actually moulding clay. They're painting. We need to bring that same school of thought into mathematics.

>> I like translations as well, making the tessellations. But I'm actually really looking for to probability, because I love games and things like that, are involved in probability.

>> You would use math in, let's say, social studies, because if we were looking on a map, we need to see how far apart each place is, and, like, if there's a little place on the side that tells you, like this much is 500 kilometres, using a ruler, we could figure out how many kilometres are in between each point.

>> STEM is really something where, how do you separate science and mathematics and engineering and technology? How do you separate that? The students are using skills, and you can hear those skills when they're working on a science task, where they're using the math that they learned as well. So each complement each other. It really is a cross-curricular focus.