

SUPPORTING STUDENTS

AT HOME, AT SCHOOL AND IN THE COMMUNITY.

BUILDING A MATH COMMUNITY AT THE BEGINNING DETERMINES HOW STUDENTS WILL ENGAGE IN MATH ALL YEAR LONG.

AT HOME

At home, parents can help their child/ children to see that math is everywhere. It is at the grocery store, it happens when counting and grouping Halloween candy, or when telling time. See how piles of candy, from Trick-or-Treating, can be placed into similar groups and compared: "which candy do you have more or less of?"

Playing board games and card games can help to develop numeracy and literacy skills. Through playing these games they are practicing concepts, while having fun and connecting.

Research suggests that music activates the same areas of the brain that is used while solving spatial-temporal reasoning problems. Playing music, and listening to music can help students stimulate the different hemispheres in the brain and complete complex mathematical problems.

THE IMPORTANCE OF BUILDING RELATIONSHIPS.

AT SCHOOL

At school, teachers can provide authentic learning experiences for their students to build and support a math community. By connecting math for the real world, teachers are able to achieve this idea.

Teachers can help to support students in their learning, providing them with the confidence and belief that they can do math. To keep trying when things become difficult.

By using manipulatives, such as linking cubes or pattern blocks, students are able to physically manipulate their understanding of math. Providing alternative ways, not just writing on a piece of paper, can involve all learners of differing abilities.

Math is everywhere and can be experienced.

IN THE COMMUNITY

In the community, math can be seen everywhere. It is on flyers sent out by grocery or home improvement stores. It is on signs advertising sales or the posted times that a store is open.

Providing opportunities for students to take part in STEM/ADST classes at local libraries, or other education centres. Ensuring that these opportunities are available to all students regardless of background and abilities.

Connecting with Indigenous elders in the community to listen and respect their worldviews and perspectives.

Sources:

Jarry-Shore, M. & McNeil, S. (2014). *Teachers as Stakeholders in Mathematics Education Research*.

<https://scholarworks.umt.edu/cgi/viewcontent.cgi?article=1296&context=tme>

WeAreTeachersStaff. (2021). *14 Essential Strategies in Teaching Math*. <https://www.weareteachers.com/strategies-in-teaching-mathematics/>