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Bush, Sarah B.; Karp, Karen S.; Lentz, Tova; Nadler, Jennifer
Community partnerships: pathways to meaningful mathematics.

Teach. Child. Math. 21, No. 3, 170-176 (2014).

Summary: This article showcases the benefits of the alliance the authors have established during the past two years with the Barnes Foundation to add more mathematics activities to their repertoire and to integrate more art into their mathematics lessons. Recently, they decided to focus on activities at the K–2 level that could be used as an on-site curriculum during school field trips or for follow-up lessons back in classrooms after a visit. They anticipate that the relationship will continue for the next few years to develop mathematics activities that align with the Common Core State Standards for Mathematics (CCSSM) and to integrate them with art-related activities that use paintings and objects, such as jewelry, metalwork, sculptures, and furniture, from the Barnes Foundation. (ERIC)

Classification: D32 M82 D82 B20

Keywords: partnerships in education; curriculum; activities; geometric concepts; geometry; intercurricular instruction; mathematics and art

<http://www.nctm.org/publications/article.aspx?id=43241>