

Contents

Foreword	vii
Preface	ix
Introduction	1
Pedagogical Content Knowledge	1
Model of Teacher Knowledge	3
Characteristics of Tasks	7
Types of Questions	9
Conclusion	10
Chapter 1	
Classifying Objects	11
Working toward Big Idea 1 through Essential Understandings 1a and 1b	12
Task 1: Sorting and describing shapes and solids of different materials	12
Tasks 2–5: Using four fundamental sorting ideas to build on task 1 ...	21
Summarizing Pedagogical Content Knowledge to Support Big Idea 1 through Essential Understandings 1a and 1b	34
Knowledge of learners	34
Knowledge of curriculum	38
Knowledge of instructional strategies	39
Knowledge of assessment	40
Conclusion	41
Chapter 2	
Structuring Space and Identifying Location	43
Working toward Big Idea 2 through Essential Understandings 2a, 2b, and 2c ..	44
Task 6: Locating objects in response to verbal clues	45
Task 7: Hiding objects and describing their locations to others	57
Task 8: Representing real-world locations with maps	61

Summarizing Pedagogical Content Knowledge to Support Big Idea 2 through Essential Understandings 2a, 2b, and 2c	67
Knowledge of learners	67
Knowledge of curriculum	67
Knowledge of instructional strategies	70
Knowledge of assessment	71
Conclusion	72

Chapter 3

Decomposing and Composing Shapes 73

Working toward Essential Understanding 4d	73
Decomposition and composition with 3-D shapes	75
Task 9: Architects and builders	78
Task 10: Building “frames” for 3-D shapes	84
Tasks 11 and 12: Decomposition and composition with 2-D shapes	85
Summarizing Pedagogical Content Knowledge to Support Essential Understanding 4d	92
Knowledge of learners	92
Knowledge of curriculum	93
Knowledge of instructional strategies	93
Knowledge of assessment	96
Conclusion	96

Chapter 4

Measuring Geometric Attributes 97

Working toward Big Idea 4 through Essential Understandings 4a–4d	98
Task 13: Using different attributes in measurement comparisons	101
Task 14: Measuring length	114
Task 15: Measuring in different units	120
Task 16: Measuring to collect science data	125

Summarizing Pedagogical Content Knowledge to Support Big Idea 4 through Essential Understandings 4a–4d	128
Knowledge of learners	128
Knowledge of curriculum	130
Knowledge of instructional strategies	133
Knowledge of assessment	134
Conclusion	136

Chapter 5

Transforming Space and Objects 137

Working toward Big Idea 3 through Essential Understandings 3a and 3b	137
Task 17: Look, make, fix	139
Task 18: Mirror reflection	142
Task 19: Exploring symmetry	146
Task 20: Exploring all the unique five-cube creations	149
Summarizing Pedagogical Content Knowledge to Support Big Idea 3 through Essential Understandings 3a and 3b	154
Knowledge of learners	154
Knowledge of curriculum	155
Knowledge of instructional strategies	155
Knowledge of assessment	156
Conclusion	157

Chapter 6

Looking Ahead with Geometry and Measurement 159

Extending Knowledge of Geometry and Measurement in Grades 3–5	159
Classification schemes, defining properties, and specific relationships	159
Transformation	162
Precision in specifying directions, routes, and locations	163
Deriving measurement formulas	163
Conclusion	164

Appendix 1	
The Big Ideas and Essential Understandings for Geometry and Measurement	165
Appendix 2	
Resources for Teachers	167
Appendix 3	
Tasks	171
References	181

Accompanying Materials at More4U

Appendix 1

The Big Ideas and Essential Understandings for Geometry and Measurement

Appendix 2

Resources for Teachers

Appendix 3

Tasks