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402 “I Don’t Really Know How I Did That!”

R. Scott Eberle

Geometric tiling’s mathematical aesthetics yield a rich, motivating topic for open-ended mathematical exploration.

412 Moving beyond Brownies and Pizza

*Daniel W. Freeman and
Theresa A. Jorgensen*

A carefully planned sequence of contextual problems in a multiweek unit and a strong emphasis on student discourse helped fourth graders use number lines to develop a rich understanding of comparing fractions.

422 STEM Gives Meaning to Mathematics

Lukas J. Hefty

Applying mathematics during engineering design challenges can help children develop critical thinking, problem solving, and communication skills.

430 Counting on Using a Number Game

Paul Betts

Learn how educators can help children who persistently use the counting-all strategy shift to using counting on for adding quantities.



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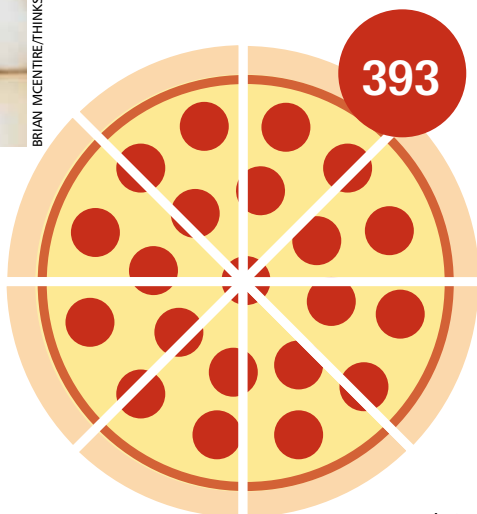
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Problem set examples for "Moving beyond Brownies and Pizza," **p. 412**



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remainders

- 421** **call for manuscripts: 2016 Focus Issue:**
Revealing the Facets of Assessment

in the next issue

- +** "Conceptions Sprout on Earth Day" is just in time for its 45th anniversary on April 22! Megan H. Wickstrom, Julie Nelson, and Jean Chumbley describe a third-grade lesson that uses the context of gardening for students to examine rectangles that have the same perimeter to see if and how their areas differ. This article not only documents the lesson and teaching strategies but also examines students' conceptions and growth in understanding area as a two-dimensional measurement.