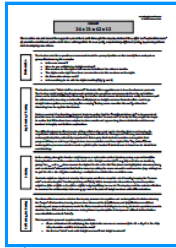


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PROMPT

$$24 \times 21 = 42 \times 12$$

*These notes are not meant to suggest a prescribed path through the inquiry. Instead they offer an 'exploration zone' of possible constituent parts. Each class will negotiate its own path, emphasising different parts, by-passing others and developing new ideas.*

### Orientation

The teacher asks for a question or comment about the **prompt** (written on the board) from each pair or group. This leads to, for example:

- Is the sum correct?
- How do you multiply two 2-digit numbers?
- One number on the right is half one on the left and the other is double.
- The digits on the right have been reversed to make the numbers on the right.
- Do these rules always work?
- Is it something to do with the digits doubling? (1, 2, and 4)

### ing

The teacher asks: *'What shall we do next?'* Students offer suggestions as to how the class can proceed. The teacher might guide the class towards ordering the questions and comments from the orientation phase on the basis of difficulty. Obviously, the teacher should ensure all students can verify the accuracy of the statement by knowing a method for multiplying two 2-digit numbers. Students often want to go straight into cognitive processing (by, for example, 'finding more sums like this one'), rather than discussing how to regulate the lesson.