Using an Inquiry-based Approach with Individual Practice

Strategy Practice Activity

Suppose you are assisting a teacher in a 4th-grade class. The students are learning to multiply multi-digit whole numbers to single-digit whole numbers. Each student is working on a worksheet of problems consisting of pairs of two- and one-digit whole numbers being multiplied. You are observing the students at work and notice one is struggling with the step that carries the tens digit of a digit product to the next digits product. Choose the question that you would ask the struggling student.

1. Can you add the products of the single digit number and the multi-digit number’s sum of digits? (e.g., \(5 \times 12 = 5 \times 10 + 5 \times 2\))

2. What happened to the 10s digit?

3. Is it possible to list all the products under the equal sign and come up with the correct solution?

4. Other questions.

Respond on pages 2 - 4.
Your Instructional Response

Considering the strategy covered in this lesson, choose one of the options provided in the above scenario. Then, using this strategy, respond to the above scenario by answering the following questions.

1. **Consider the instructional objective:** Describe the instructional objective for this/these student(s)?

2. **Consider the student(s):** What do you know about the target student(s) that will increase your likelihood of helping him/her/them be successful at completing this exercise?

3. **Consider the available materials:** What applicable materials are available for you and the student to use?

4. **Consider the time that is available:** Describe the time limitations. How much time will it take to be successful in this activity? Is this an activity that will occur once, or will it be reinforced and developed at perhaps regular intervals over a period of time? If so, over what period?
9.1M: Ability to support and reinforce the instruction of students in math following written and oral lesson plans developed by licensed teachers.

9.2M: Ability to utilize effective developmental, age-appropriate, and culturally sensitive instructional strategies in math that support the instruction of licensed teachers.

Consider the instructional strategy:

5. Which of the above options did you choose? What was your reasoning for choosing this option over the other options?

6. Would you have this/these student(s) do this activity independently, with another student, within a small group, or with you (one-on-one)? What is the reasoning for this?

7. Where is the best location for this student to do this activity (i.e., apart from other students, with other students, etc.). Why?

8. How does this activity directly support the instructional objective?
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9. Imagine that you need to tell another paraprofessional what they need to do to ensure that the student(s) is/are successful with this activity. Describe in detail, step by step, how this paraprofessional should carry out this instructional strategy in accordance with your directions.