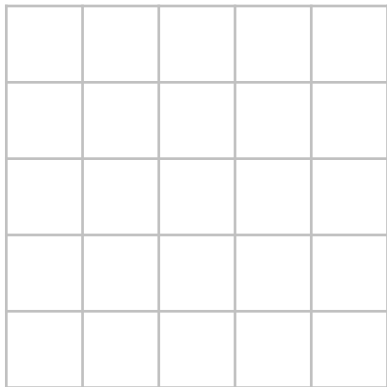
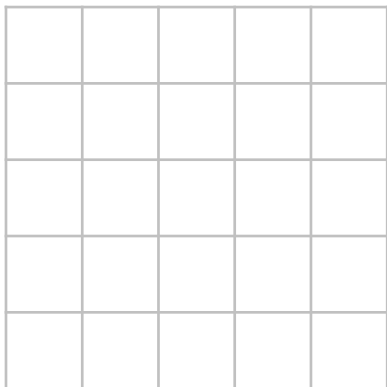
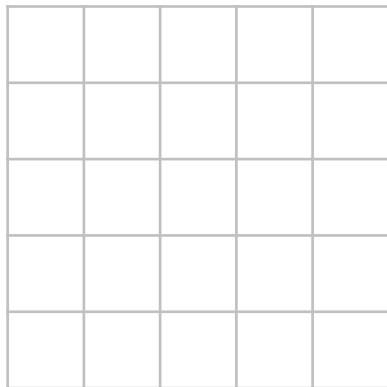
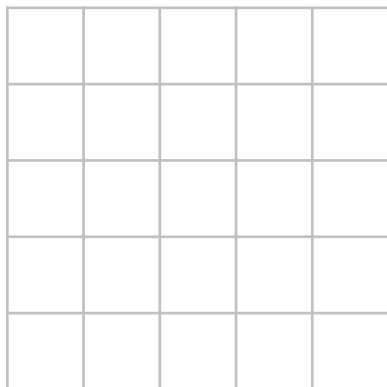


Learn the pattern

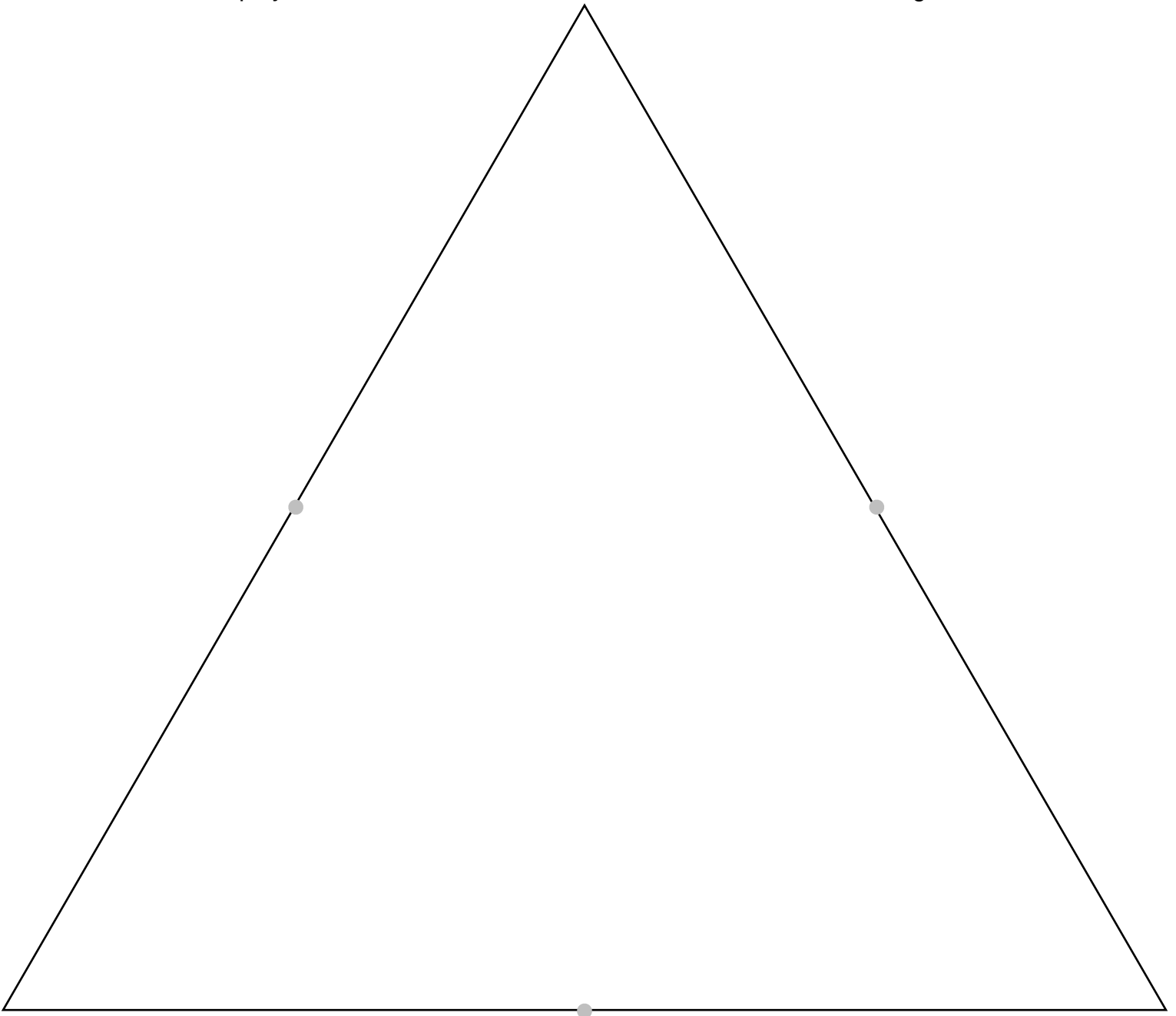


Level 4: Open



Level 3: Guided

What is the connection between the number of _____ and _____?



	Provide concept	Provide question to explore	Generate procedure to explore question	Collect data	Confirm concept
Open/ True		S	S	S	
Guided		T	S	S	
Structured		T	T	S	
Confirmation	T			S	S

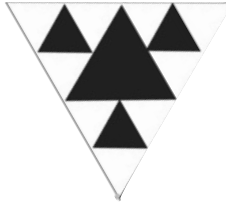
# of lines	# of _____	# of _____
1		
2		
3		
4		
5		
n		

Level 2: Structured- figure out the question provided by completing the _____

n lines		
1		
2		
3		
4		
5		
6		

Level 1: Confirmation. Check that _____ actually creates the number of _____

Open/ True Inquiry



How would you introduce the pattern?

What would you say to initiate students to creating their own question?

What are the best things that could come from this approach?

What are the most difficult things that could come from this approach? Could they be managed?

Guided Inquiry

What three questions could you ask?

1)

2)

3)

Which question do you think is best given students will have to decide on their own procedure to explore?

What do you lose by choosing *this* question for students (and not letting them pick their own question)?

Structured Inquiry

What would you ask?

What procedure would you provide?

What do you gain by requiring this question & procedure?

What do you lose by requiring this question & procedure?

Confirmation Inquiry

What confirmation would you have them make?

How would they confirm it?

What do you gain by removing the question and exploration of the question?

What do you lose by removing the question and exploration of the question?