



TRY IT

Instead of the regular problem-and-answer sequence, give students an answer and ask them to create a problem for it.

WHY TRY IT?

- Fosters “doing and undoing” in mathematics
- Brings forward many mathematical ideas
- Promotes access through student-created content or contexts

$$8 \times 3 = 24$$

$$2 \times 3 = 6$$

$$4 \times 7 = 28$$



After students have solved a bunch of typical problems...

WHAT NUMBERS
CAN BE MULTIPLIED
TO GET 12?

12

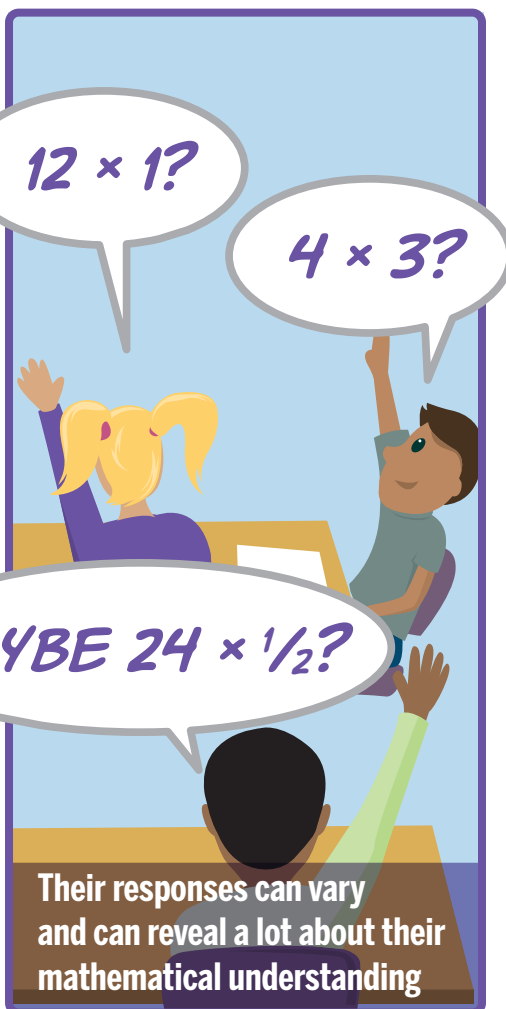


Give them a reversal.

$$12 \times 1?$$

$$4 \times 3?$$

$$\text{MAYBE } 24 \times \frac{1}{2}?$$



Their responses can vary and can reveal a lot about their mathematical understanding

TEACHER NOTES

This strategy works well once students are familiar with solving problems in the traditional direction. Encourage students to create problems that make mathematical sense rather than aiming for a single correct format. Use student-created problems as opportunities to discuss different interpretations and approaches.



CAUTION

Doing too many reversals can be overwhelming for students; one usually goes a long way.

