**Inquiry guide: what is in this Graphic Organiser pack?**

|  |  |  |
| --- | --- | --- |
| Lesson | Description | Resources required and whether they are included in this Graphic Organisers pack |
| Lesson 1  CONNECT & WONDER | Introduction to topic and generating questions.  Investigating names for numbers in different languages. Could move on to different counting systems. | * *Seeking patterns in number words* (see page 2 of Graphic Organisers pack) * *Counting to 100* in 13 different languages (see pages 3-10 of Graphic Organisers pack). Print 1-2 packs per class , cut the sheets into a card for each language, and students share. |
| Lesson 2  CONNECT | Investigating different numerals and counting systems | * Not included in graphic organiser pack or slides. Lesson designed and run by Maths teacher. |
| Lesson 3  CONNECT & INVESTIGATE | Placing famous mathematicians from around the world on a map. Thinking about gender and time period as well.  Choosing one mathematician to investigate (homework to gather resources – introduction to databases) | * World map (see page 11 of Graphic Organisers pack) * Brief biographies of mathematicians (not included due to copyright issues). I printed a pack that the class used as a shared resources from <https://www.thefamouspeople.com/mathematicians.php>, and <https://www.thefamouspeople.com/women-mathematicians.php> but they could also work with them online if there was enough computer access for the whole class. |
| Lesson 4  INVESTIGATE | Investigating and making notes on their mathematician – how did their Maths influence the world? Do we still use it in our lives today? | * Students chose mathematicians and printed biography pages for homework from either MacTutor (<https://mathshistory.st-andrews.ac.uk/> ) or Britannica School. * *Investigating mathematicians* (see page 12 of Graphic Organisers pack). Intended to be scaled up and printed on A3. |
| Lesson 5  CONSTRUCT & EXPRESS | Use the evidence gathered to answer the question ‘Is maths a universal language?’  Produce a poster in a group (AND cue cards on their individual mathematician) | * *Constructing my argument* (see page 13 of Graphic Organisers pack) * Large pieces of poster paper |
| Lesson 6  EXPRESS & REFLECT | Poster showcase with short talks on each mathematician. Individual reflection. | * *Reflecting on my inquiry (*see page 14 of Graphic Organisers pack). Two per page; cut page in half. |

**Seeking patterns in number words**

|  |  |  |  |
| --- | --- | --- | --- |
| **Language** | **Example: French** | **A:** | **B:** |
| **Numbers 10-20:**  What patterns can you see here that use the numbers 1-10? Are there any irregularities? | 11-16 sound a little bit like 1-6 with -ze on the end (meaning + 10).  17-20 translate directly as ten-seven, ten-eight, and ten-nine. |  |  |
| **Numbers 20-29:**  Do these follow a regular pattern? Any exceptions? | Vingt is a new word (it isn’t just 2x10).  Vingt-et-un has an extra ‘and’ in it.  All the rest follow a regular pattern and translate directly as twenty-two, twenty-three etc. |  |  |
| **Numbers 30-100:**  Can you spot any patterns here? Look very carefully at multiples of 20, for example. | From 30 to 60, all the multiples of 10 end in -ante (meaning x10), and start a bit like the numbers below 10.  70 translates as 60+10, 80 translates as 4x20, 90 translates as 4x20+10!! |  |  |
| What do you think the word for the **number 99** would be ? | 4x20+19 = quatre-vingt-dix-neuf |  |  |
| **Choose another number below 100:** \_\_\_\_. Write this number in each language. |  |  |  |

**Conclusion:** All the languages are different, but can you see similar patterns? Given 1-20, would you be able to guess the English translations for bigger numbers?

**English**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 0 | zero | **10** | ten | 20 | twen**ty** |  |  | **counting up in 10’s** |
| 1 | one | 11 | eleven | 21 | twen**ty**-one |  | 10 | ten |
| 2 | two | 12 | twelve | 22 | twen**ty**-two |  | 20 | twen**ty** |
| 3 | three | 13 | thir**teen** | 23 | twen**ty**-three |  | 30 | thir**ty** |
| 4 | four | 14 | four**teen** | 24 | twen**ty**-four |  | 40 | for**ty** |
| 5 | five | 15 | fif**teen** | 25 | twen**ty**-five |  | 50 | fif**ty** |
| 6 | six | 16 | six**teen** | 26 | twen**ty**-six |  | 60 | six**ty** |
| 7 | seven | 17 | seven**teen** | 27 | twen**ty**-seven |  | 70 | seven**ty** |
| 8 | eight | 18 | eigh**teen** | 28 | twen**ty**-eight |  | 80 | eigh**ty** |
| 9 | nine | 19 | nine**teen** | 29 | twen**ty**-nine |  | 90 | nine**ty** |
|  |  |  |  |  |  |  | 100 | one hundred |

**French**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 0 | zéro | 10 | dix | 20 | vingt |  |  | **counting up in 10’s** |
| 1 | un | 11 | on**ze** | 21 | vingt-et-un |  | 10 | dix |
| 2 | deux | 12 | dou**ze** | 22 | vingt-deux |  | 20 | vingt |
| 3 | trois | 13 | trei**ze** | 23 | vingt -trois |  | 30 | tre**nte** |
| 4 | quatre | 14 | quator**ze** | 24 | vingt-quatre |  | 40 | quara**nte** |
| 5 | cinq | 15 | quin**ze** | 25 | vingt-cinq |  | 50 | cinqua**nte** |
| 6 | six | 16 | sei**ze** | 26 | vingt-six |  | 60 | soixa**nte** |
| 7 | sept | 17 | dix-sept | 27 | vingt-sept |  | 70 | soixa**nte**-**dix** |
| 8 | huit | 18 | dix-huit | 28 | vingt-huit |  | 80 | quatre-vingts |
| 9 | neuf | 19 | dix-neuf | 29 | vingt-neuf |  | 90 | quatre-vingt-**dix** |
|  |  |  |  |  |  |  | 100 | cent |

**Yaruba (Sengalese dialect)** Group B

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 0 | òdo | 10 | ẹwa | 20 | ogun |  |  | **counting up in 10’s** |
| 1 | ọkan | 11 | ọkan**la** | 21 | ọkanlelogun |  | 10 | ẹwa |
| 2 | eéji | 12 | eji**la** | 22 | ejilelogun |  | 20 | ogun |
| 3 | ẹta | 13 | ẹta**la** | 23 | ẹtalelogun |  | 30 | ọgbọn |
| 4 | ẹrin | 14 | ẹrin**la** | 24 | ẹrinlelogun |  | 40 | Ogoji (short for ogun meéji) |
| 5 | aárùn | 15 | aárùndinlogun\* | 25 | aárùndinlọgbọn |  | 50 | aadọta |
| 6 | ẹfà | 16 | ẹrindinlogun | 26 | erindinlọgbọn |  | 60 | ọgọta (short for ogun mẹta) |
| 7 | èje | 17 | ẹtadinlogun | 27 | etadinlọgbọn |  | 70 | adọrin |
| 8 | ẹjọ | 18 | eéjidinlogun | 28 | eejidinlọgbọn |  | 80 | ọgọrin (short for ogun mẹrin) |
| 9 | ẹsan | 19 | ọkandinlogun | 29 | okandinlọgbọn |  | 90 | adọrun |
| \* usually contracted to ẹdogun. Sources: [https://polyglotclub.com/wiki/language/yoruba/grammar/onka-yoruba-%28counting-and-numbers-in-yoruba%29](https://polyglotclub.com/wiki/Language/Yoruba/Grammar/Onka-Yoruba-%28Counting-and-Numbers-in-Yoruba%29) and <https://yorubatranslatornetwork.blogspot.com/2015/10/yoruba-numbering-system-1-100-in-yoruba.html> | | | | | | | 100 | ọgọrùn (short for ogun maárùn) |

**German** Group B

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 0 | null | 10 | zehn | 20 | zwanzig |  |  | **counting up in 10’s** |
| 1 | eins | 11 | elf | 21 | einundzwanzig |  | 10 | zehn |
| 2 | zwei | 12 | zwölf | 22 | zweiundzwanzig |  | 20 | zwanzig |
| 3 | drei | 13 | dreizehn | 23 | dreiundzwanzig |  | 30 | drei**ßig** |
| 4 | vier | 14 | vierzehn | 24 | vierundzwanzig |  | 40 | vier**ßig** |
| 5 | fünf | 15 | fünfzehn | 25 | fünfundzwanzig |  | 50 | fünf**ßig** |
| 6 | sechs | 16 | sechszehn | 26 | sechsundzwanzig |  | 60 | sechs**ßig** |
| 7 | sieben | 17 | siebenzehn | 27 | siebenundzwanzig |  | 70 | sieb**ßig** |
| 8 | acht | 18 | achtzehn | 28 | achtundzwanzig |  | 80 | acht**ßig** |
| 9 | neun | 19 | neunzehn | 29 | neunundzwanzig |  | 90 | neun**ßig** |
|  | | | | | | | 100 | Einhundert |

**Italian** Group B

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 0 | zero | 10 | dieci | 20 | venti |  |  | **counting up in 10’s** |
| 1 | uno | 11 | un**dici** | 21 | ventuno |  | 10 | dieci |
| 2 | due | 12 | do**dici** | 22 | ventidue |  | 20 | venti |
| 3 | tre | 13 | tre**dici** | 23 | ventitré |  | 30 | tre**nta** |
| 4 | quattro | 14 | quattor**dici** | 24 | ventiquattro |  | 40 | quar**anta** |
| 5 | cinque | 15 | quin**dici** | 25 | venticinque |  | 50 | cinqu**anta** |
| 6 | sei | 16 | se**dici** | 26 | ventisei |  | 60 | sess**anta** |
| 7 | sette | 17 | **dici**assette | 27 | ventisette |  | 70 | sett**anta** |
| 8 | otto | 18 | **dici**otto | 28 | ventotto |  | 80 | ott**anta** |
| 9 | nove | 19 | **dici**anove | 29 | ventinove |  | 90 | nov**anta** |
| Source: <https://www.woodwarditalian.com/lesson/numbers-1-to-100-in-italian/> | | | | | | | 100 | cento |

**Guernésiais? (Language specific to Guernsey, related to Norman French)** Group B

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 0 |  | 10 | di(x) | 20 | vingt |  |  | **counting up in 10’s** |
| 1 | ieune | 11 | aon**ze** | 21 | vingt-ieune |  | 10 | dix |
| 2 | daeux/daoux | 12 | dou**ze** | 22 | vingt-daeux/daoux |  | 20 | vingt |
| 3 | treis | 13 | trei**ze** | 23 | vingt-treis |  | 30 | tre**nte** |
| 4 | quate(r) | 14 | quator**ze** | 24 | vingt- quate(r) |  | 40 | tchér**ànte** |
| 5 | chin(q)(s) | 15 | tchin**ze** | 25 | vingt- chin(q)(s) |  | 50 | chinqu**ànte** |
| 6 | si(x) | 16 | sei**ze** | 26 | vingt- si(x) |  | 60 | seiss**ànte** |
| 7 | saept/sé/sept | 17 | dix-saept | 27 | vingt- saept/sé/sept |  | 70 | sept**ànte** |
| 8 | huit | 18 | dix-huit | 28 | vingt-huit |  | 80 | huit**ànte**/oct**ànte**/quatre-vingts |
| 9 | neuf | 19 | dix-neuf | 29 | vingt-neuf |  | 90 | non**ànte** |
| With thanks to the Guernsey Language Commission for the translation. Guernésiais was historically largely an oral language so there are no set spellings for some words. | | | | | | | 100 | chent |

**Hindi (India)** Group B

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 0 | shuniye | 10 | das | 20 | bees |  |  | **counting up in 10’s** |
| 1 | ek | 11 | gyaar**ah** | 21 | ikis |  | 10 | das |
| 2 | dow | 12 | baar**ah** | 22 | bais |  | 20 | bees |
| 3 | teen | 13 | ter**ah** | 23 | teis |  | 30 | tis |
| 4 | chaar | 14 | chaud**ah** | 24 | chaubis |  | 40 | chalis |
| 5 | paanch | 15 | pandr**ah** | 25 | pachis |  | 50 | pachas |
| 6 | cheh | 16 | saul**ah** | 26 | chabbis |  | 60 | saadh |
| 7 | saat | 17 | satar**ah** | 27 | stais |  | 70 | sattar |
| 8 | aath | 18 | atharah | 28 | athais |  | 80 | assi |
| 9 | nau | 19 | unnis | 29 | unatis |  | 90 | nabbe |
| 99 = Ninyaanave. It’s really hard to construct new numbers for this language! Ask your teacher for the full list so that you can find your chosen number.  sources: <https://blogs.transparent.com/hindi/hindi-numbers-1-100/> | | | | | | | 100 | ek sow |

**Danish** Group A

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 0 | nul | 10 | ti | 20 | tyve |  |  | **counting up in 10’s** |
| 1 | en | 11 | elleve | 21 | enogtyve |  | 10 | ti |
| 2 | to | 12 | tolv | 22 | toogtyve |  | 20 | tyve |
| 3 | tre | 13 | tre**tten** | 23 | treogtyve |  | 30 | tredive |
| 4 | fire | 14 | fjor**ten** | 24 | fireogtyve |  | 40 | fyrre |
| 5 | fem | 15 | fem**ten** | 25 | femogtyve |  | 50 | halvtreds  short for *halvtredje-sinds-tyve*, meaning “third half (2.5) times twenty” |
| 6 | seks | 16 | seks**ten** | 26 | seksogtyve |  | 60 | tres  short for *tre-sinds-tyve*, which means “three times twenty” |
| 7 | syv | 17 | sy**tten** | 27 | syvogtyve |  | 70 | halvfjerds  short for *halv-fjerd-sinds-tyve*, meaning “fourth half (3.5) times twenty” |
| 8 | otte | 18 | at**ten** | 28 | otteogtyve |  | 80 | firs  short for *fire-sind-styve*, meaning “four times twenty” |
| 9 | ni | 19 | ni**tten** | 29 | niogtyve |  | 90 | halvfems  short for *halv-fem-sinds-tyve*, meaning “fifth half times twenty” |
| In Danish ‘first half’ = 0.5, ‘second half’ = 1.5, ‘third half’ = 2.5 etc. How confusing is that!?  sources: <https://www.languagesandnumbers.com/how-to-count-in-danish/en/dan/> | | | | | | | 100 | hundred |

**Navajo (Indigenous people of North America)** Group A

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 0 | názbas | 10 | neeznáá | 20 | naa**diin** |  |  | **counting up in 10’s** |
| 1 | tʼááłáʼí | 11 | łáʼ**tsʼáadah** | 21 | naa**dįįn**łáʼ |  | 10 | neeznáá |
| 2 | naaki | 12 | naaki**tsʼáadah** | 22 | naa**dįį**naaki |  | 20 | naa**diin** |
| 3 | tááʼ | 13 | tááʼ**tsʼáadah** | 23 | naa**dįįn**tááʼ |  | 30 | tá**diin** |
| 4 | dį́į́ʼ | 14 | dį́į́ʼ**tsʼáadah** | 24 | naa**diin**dį́į́ʼ |  | 40 | díz**diin** |
| 5 | ashdlaʼ | 15 | ashdlaʼ**áadah** | 25 | naa**diin**ashdlaʼ |  | 50 | ashdla**diin** |
| 6 | hastą́ą́ | 16 | hastą́**ʼáadah** | 26 | naa**diin**hastą́ą́ |  | 60 | hastą́**diin** |
| 7 | tsostsʼid | 17 | tsostsʼid**tsʼáadah** | 27 | naa**diin**tsostsʼid |  | 70 | tsostsʼi**diin** |
| 8 | tseebíí | 18 | tseebíí**tsʼáadah** | 28 | naa**diin**tseebíí |  | 80 | tseebí**diin** |
| 9 | náhástʼéí | 19 | náhástʼéí**tsʼáadah** | 29 | naa**diin**náhástʼéí |  | 90 | náhástʼé**diin** |
| sources: <https://www.languagesandnumbers.com/how-to-count-in-navajo/en/nav/> , <https://www.lingalot.com/numbers-in-navajo/>  Numbers between 41 and 49 are formed just as for 20, above (e.g. díz**diin**ashdlaʼ is 45). But for all the other numbers you have to add “dóó ba’aan” (meaning in addition to) between the ten and the unit e.g. tá**diin** dóó baʼąą ashdla’ is 35. | | | | | | | 100 | tʼááłáhádí neeznáá**diin** |

**Turkish** Group A

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 0 | sıfır | 10 | on | 20 | yirmi |  |  | **counting up in 10’s** |
| 1 | bir | 11 | on bir | 21 | yirmi bir |  | 10 | on |
| 2 | iki | 12 | on iki | 22 | yirmi iki |  | 20 | yirmi |
| 3 | üç | 13 | on üç | 23 | yirmi üç |  | 30 | otuz |
| 4 | dört | 14 | on dört | 24 | yirmi dört |  | 40 | kırk |
| 5 | beş | 15 | on beş | 25 | yirmi beş |  | 50 | elli |
| 6 | altı | 16 | on altı | 26 | yirmi altı |  | 60 | altmış |
| 7 | yedi | 17 | on yedi | 27 | yirmi yedi |  | 70 | yetmiş |
| 8 | sekiz | 18 | on sekiz | 28 | yirmi sekiz |  | 80 | seksen |
| 9 | dokuz | 19 | on dokuz | 29 | yirmi dokuz |  | 90 | doksan |
| sources: <https://www.languagesandnumbers.com/how-to-count-in-turkish/en/tur/> | | | | | | | 100 | yüz |

**Welsh** Group A

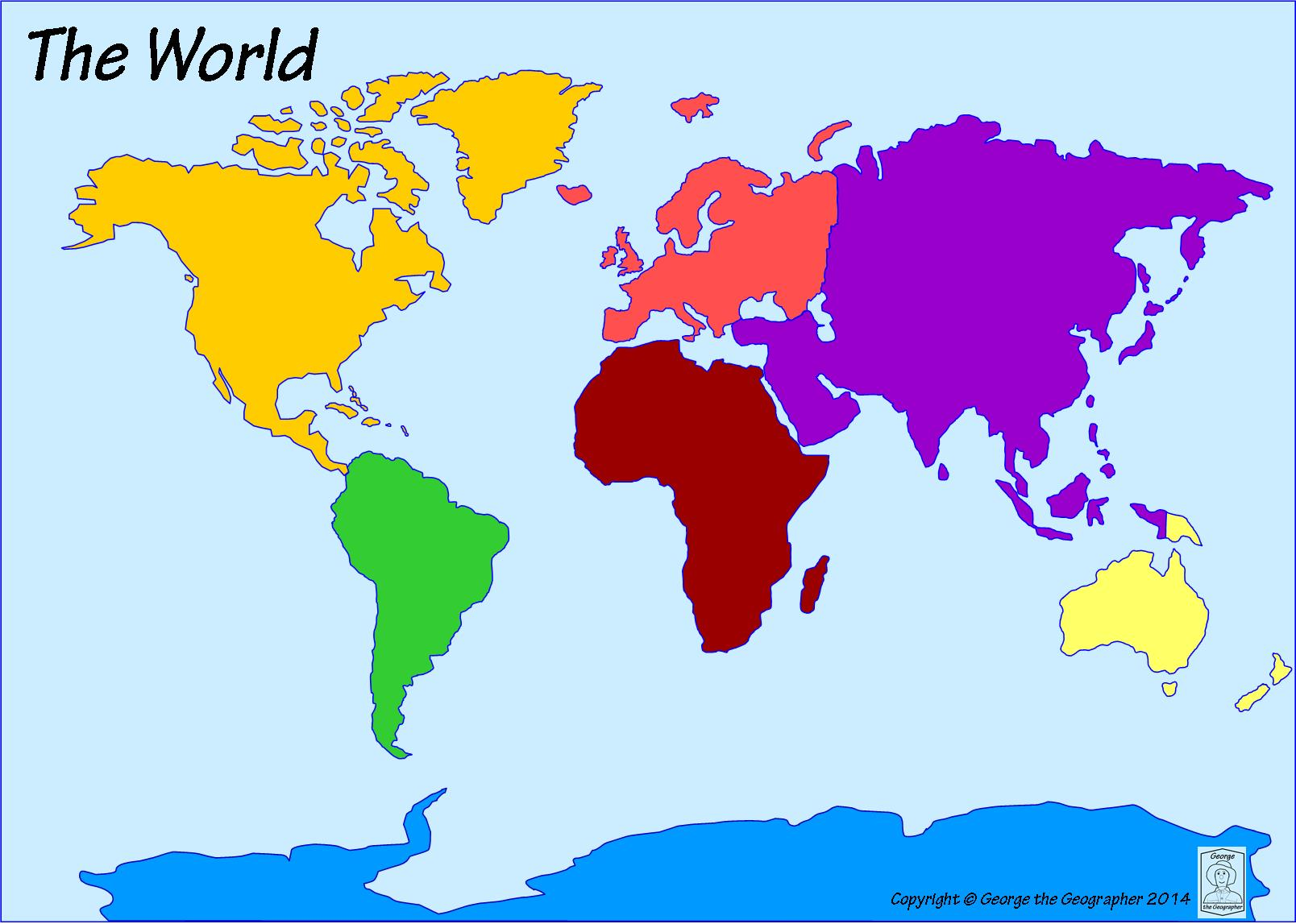
|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 0 | sero | 10 | deg | 20 | daudeg |  |  | **counting up in 10’s** |
| 1 | un | 11 | undeg un | 21 | daudeg un |  | 10 | deg |
| 2 | dau | 12 | undeg dau | 22 | daudeg dau |  | 20 | daudeg |
| 3 | tri | 13 | undeg tri | 23 | daudeg tri |  | 30 | trideg |
| 4 | pedwar | 14 | undeg pedwar | 24 | daudeg pedwar |  | 40 | pedwardeg |
| 5 | pump | 15 | undeg pump | 25 | daudeg pump |  | 50 | pumdeg |
| 6 | chwech | 16 | undeg chwech | 26 | daudeg chwech |  | 60 | chwedeg |
| 7 | saith | 17 | undeg saith | 27 | daudeg saith |  | 70 | saithdeg |
| 8 | wyth | 18 | undeg wyth | 28 | daudeg wyth |  | 80 | wythdeg |
| 9 | naw | 19 | undeg naw | 29 | daudeg naw |  | 90 | nawdeg |
| Source: <https://www.languagesandnumbers.com/how-to-count-in-welsh/en/cym/>  sources: [https://polyglotclub.com/wiki/language/yoruba/grammar/onka-yoruba-%28counting-and-numbers-in-yoruba%29](https://polyglotclub.com/wiki/Language/Yoruba/Grammar/Onka-Yoruba-%28Counting-and-Numbers-in-Yoruba%29) and <https://yorubatranslatornetwork.blogspot.com/2015/10/yoruba-numbering-system-1-100-in-yoruba.html> | | | | | | | 100 | cant |

**Māori (Indigenous people of New Zealand)** Group A

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 0 | kore | 10 | tekau | 20 | rua tekau |  |  | **counting up in 10’s** |
| 1 | tahi | 11 | tekau mā tahi | 21 | rua tekau mā tahi |  | 10 | tekau |
| 2 | rua | 12 | tekau mā rua | 22 | rua tekau mā rua |  | 20 | rua tekau |
| 3 | toru | 13 | tekau mā toru | 23 | rua tekau mā toru |  | 30 | toru tekau |
| 4 | whā | 14 | tekau mā whā | 24 | rua tekau mā whā |  | 40 | whā tekau |
| 5 | rima | 15 | tekau mā rima | 25 | rua tekau mā rima |  | 50 | rima tekau |
| 6 | ono | 16 | tekau mā ono | 26 | rua tekau mā ono |  | 60 | ono tekau |
| 7 | whitu | 17 | tekau mā whitu | 27 | rua tekau mā whitu |  | 70 | whitu tekau |
| 8 | waru | 18 | tekau mā waru | 28 | rua tekau mā waru |  | 80 | waru tekau |
| 9 | iwa | 19 | tekau mā iwa | 29 | rua tekau mā iwa |  | 90 | iwa tekau |
| sources: <https://www.languagesandnumbers.com/how-to-count-in-maori/en/mri/> | | | | | | | 100 | kotahi rau |

**Mandarin Chinese** Group A

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 0 | líng | 10 | shí | 20 | èr shí |  |  | **counting up in 10’s** |
| 1 | yī | 11 | shí yī | 21 | èr shí yī |  | 10 | shí |
| 2 | èr | 12 | shí èr | 22 | èr shí èr |  | 20 | èr shí |
| 3 | sān | 13 | shí sān | 23 | èr shí sān |  | 30 | sān shí |
| 4 | sì | 14 | shí sì | 24 | èr shí sì |  | 40 | sì shí |
| 5 | wǔ | 15 | shí wǔ | 25 | èr shí wǔ |  | 50 | wǔ shí |
| 6 | liù | 16 | shí liù | 26 | èr shí liù |  | 60 | liù shí |
| 7 | qī | 17 | shí qī | 27 | èr shí qī |  | 70 | qī shí |
| 8 | bā | 18 | shí bā | 28 | èr shí bā |  | 80 | bā shí |
| 9 | jiǔ | 19 | shí jiǔ | 29 | èr shí jiǔ |  | 90 | jiǔ shí |
| sources: <https://www.berlitz.com/blog/count-chinese-numbers-mandarin> | | | | | | | 100 | yī bǎi |



|  |  |  |
| --- | --- | --- |
| **Europe** | | |
| Name | Year born | Country |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Asia** | | |
| Name | Year born | Country |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Oceania** | | |
| Name | Year born | Country |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Africa** | | |
| Name | Year born | Country |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **North America** | | |
| Name | Year born | Country |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **South America** | | |
| Name | Year born | Country |
|  |  |  |

**Mathematicians around the world**

Investigating Mathematicians

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Source**: | Name of mathematician:  Where is your info from? 🞎 Britannica School 🞎 MacTutor 🞎 Another site (give details): | | | |
| **What information have I found?** | | | **Why is it relevant to my inquiry?** | |
| WHERE was my mathematician born and where did they live and work? | |  | Does the country matter? Any idea of the wider context for that country? If they moved around, why do you think that happened? |  |
| WHEN were they born/ did they die? How old were they when they died? | |  | Does the time period matter? Any idea of the wider context for that time period? |  |
| What maths were they famous for? | |  | Why is this maths important? Can you explain it? Can you give examples of how it is used? |  |
| Are they famous for anything other than maths? What? | |  | Did this other work relate to their maths? Do you think older mathematicians are more or less likely to work in a wide range of different fields? |  |
| Anything else interesting about their life and work? | |  | | |

**Constructing my argument**

|  |  |  |
| --- | --- | --- |
|  | No, this is evidence that Maths is NOT a universal language | Yes, this is evidence that Maths IS a universal language |
| Counting in different languages |  |  |
| Counting in ways from different countries (e.g. base 60) |  |  |
| Mathematicians from different countries |  |  |
| My conclusion: Would I describe Maths as a universal language? |  | |

**Now produce a poster in your group**. You might want to produce different sections on small pieces of paper and stick them on. Your poster should have:

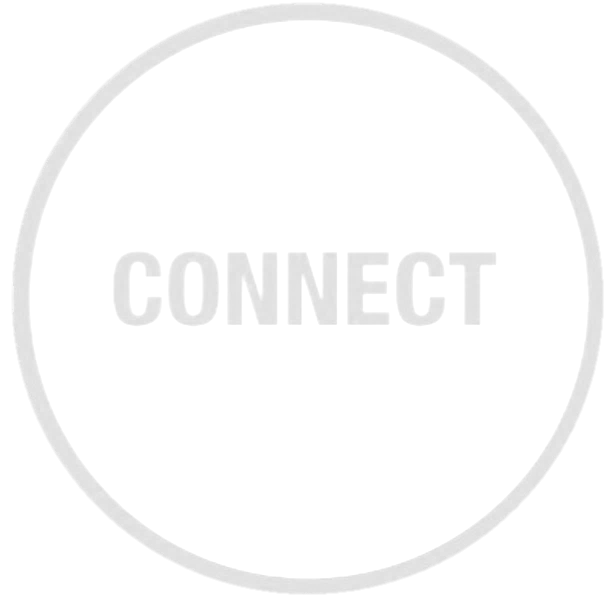
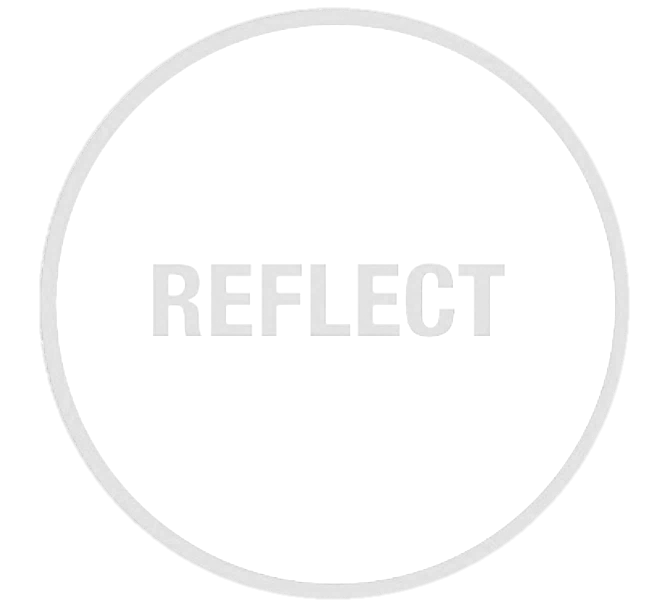
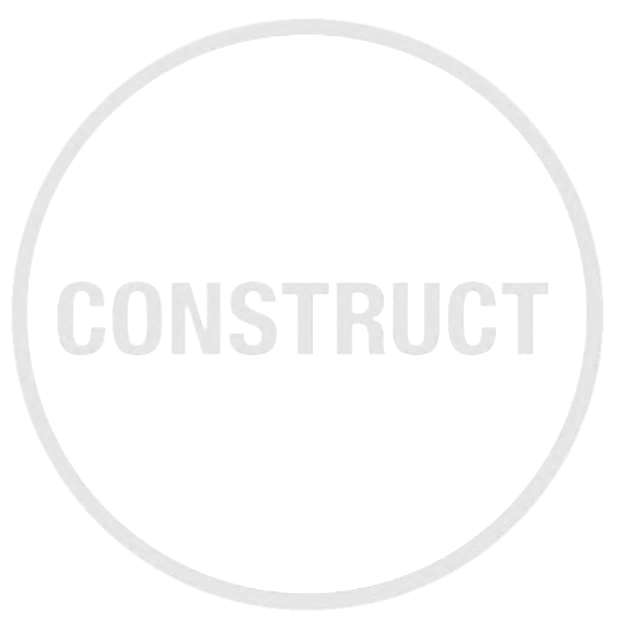
* A large, clear, bold title (*Is Maths a universal language?)*
* Something about counting in different languages (could you write the same number in several languages)
* Something about different systems of counting (again, could you write the same number in several systems)
* A panel on each of your mathematicians
* Your group’s answer to the question

**You will also need to talk about your mathematician, so make sure you have each produced some cue cards.**

**Reflecting on my inquiry**

|  |  |
| --- | --- |
| Something interesting I learnt in this topic (or maybe something that surprised me) |  |
| What I thought I did well |  |
| What I thought I could do better |  |
| Something I would have liked to find out more about if we had more time |  |
| How did I feel about doing extended inquiry in Maths? [Did it change the way I relate to Maths? Was it exciting/ interesting/ uncomfortable/liberating/ boring/ challenging etc] |  |

FOSIL: Learning by finding out for yourself.



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**Reflecting on my inquiry**

|  |  |
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