

## Questions for Teacher and Students

### Elicit student thinking

- So, what is this problem about?
- Tell us what you see.
- Tell us your thinking.

### Support student thinking

- What did you mean when you said \_\_\_\_\_?
- What were you thinking when you decided to \_\_\_\_\_?
- Show us on your drawing what you mean.
- Use wait time: Take your time.... We'll wait....

### Extend student thinking

- Revoicing: So you're saying that \_\_\_\_\_?
- Now that you have solved the problem in that way, can you think of another way to work on this problem?
- How is your way of solving like \_\_\_\_\_'s way?
- How is your way of solving different from \_\_\_\_\_'s way?
- What would happen if \_\_\_\_\_?
- How can we check to be sure that this is a correct answer?
- Is that true for all cases?
- What pattern (structure) do you see here?

### Increase participation of other students in the conversation

- Prompt students for further participation: Would someone like to add on?
- Ask students to restate someone else's reasoning: Can you repeat what \_\_\_\_\_ just said in your own words?
- Ask students to apply their own reasoning to someone else's reasoning:
- Do you agree or disagree, and why?
- Did anyone think of this problem in a different way?
- Does anyone have the same answer, but got it in a different way?
- Does anyone have a different answer? Will you explain your solution to us?

### Probe specific math topics

- Why did you make a new hundred?
- Where did you write your new one ten? Where is your new one ten on your drawing?
- Why did you write the product of  $6 \times 4$  in the hundreds place? And show us that part on your area model.
- Why did you choose 12 to be the new unit fraction to add  $\frac{3}{4}$  and  $\frac{5}{6}$ ?