5.3 Questioning Across Lesson Phases

Instructions: Questions vary with phases of a lesson. Use this template to plan questions that might be appropriate to pose in an upcoming lesson.

Launching the Task

- What is the task asking you to do?
- What do you already know about this topic?
- What information do you have? What do you need to find out?
- What strategies might you use to solve this problem?
- What diagram, visual, manipulative, or table might you use to solve the problem?
- What might your product (final solution) look like so that your classmates understand it?

Monitoring the Task
[As students work]

One-on-One

- Where have you seen something like this before?
- What might happen if I changed this part of the problem?
- How is your strategy working?
- What might be another way to think about this problem?
- How might a simpler problem help you solve this problem?
- How might a tool help you (number line, picture, manipulative)?
- What patterns are you noticing?
- Does your answer seem reasonable? Why or why not?

Question(s) focused on mathematics of the lesson (objective(s)):

Small Group

Use one-on-one questions, plus …

- What do you think of [group member's] strategy?
- How are [two students in group] strategies alike or different?
- Explain how [group member] solved the task.
- How did you reach your conclusion(s)?
- What might be a more efficient strategy? Or which of the strategies in your group are efficient?
- Explain why you chose to organize your results this way.
- Will this work with other numbers? Explain.
- Are there other possibilities? How can you be sure?

Question(s) focused on mathematics of the lesson (objective(s)):

Whole Class

[To monitor thinking as students are still working]

- What are some strategies you are using to solve the problem?
- What have you noticed about this problem?
- What do you think about what ____ said?
- Do you agree? Why or why not?
- Does anyone have the same answer but a different way to explain it?
- Do you understand what ____ is saying?
- Can you give me an example of _____?

Question(s) focused on mathematics of the lesson (objective(s)):

Summarizing the Task—Whole Class

[To discuss task after students have solved it]

- How did you solve the problem?
- How might you convince the rest of us that your answer makes sense?w
- Is that true for all cases or can you think of a counterexample?
- How does this relate to ___?
- What ideas that we have previously learned were useful in solving this problem?
- What would happen if ___? If ___ changes, how does it affect _____?
- What have you learned or found out today?
- What are the key points or big ideas in this lesson?

Question(s) focused on mathematics of the lesson (objective(s)):

Question(s) focused on student solution strategies observed during the lesson

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