5.2

High-Level Thinking Questions

Instructions: First, identify high-level thinking questions for each learning target in a lesson or unit. Second, consider anticipated challenges or misconceptions related to the learning goals and related questions. Third, add any additional questions that will address these challenges.

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| ***Learning Goal/Objective*** | ***High-Level Thinking Questions to Promote Discourse*** |
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| ***Anticipated Student Challenges and/or Misconceptions*** |
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| ***Additional High-Level Questions to Address Student Challenges and/or Misconceptions*** |
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Retrieved from the companion website for *Everything You Need for Mathematics Coaching: Tools, Plans, and A Process That Works: Grades K–12* by Maggie B. McGatha and Jennifer M. Bay-Williams with Beth McCord Kobett and Jonathan A. Wray. Thousand Oaks, CA: Corwi[n, www.corwin.com.](http://www.corwin.com/) Copyright © 2018 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.