

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***

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| * 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)):* |

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.

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| ***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)):*** |
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| ***Question(s) focused on student solution strategies observed during the lesson*** |
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*Source: Previously published by Bay-Williams, J., McGatha, M., Kobett, B., and Wray, J. (2014).* Mathematics Coaching: Resources and Tools for Coaches and Leaders, K–12*. New York, NY: Pearson Education, Inc.*