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?
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| ***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?
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| ***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.*