



Supporting the Mathematical Practices and Processes Through Questioning

MAKE SENSE OF PROBLEMS AND PERSEVERE IN SOLVING THEM.	<ul style="list-style-type: none"> • What is the problem asking? • How will you use that information? • What other information do you need? • What is another way to solve that problem? • What can you do if you don't know how to solve a problem? • Have you solved a problem similar to this one? • How do you know your answer makes sense?
REASON ABSTRACTLY AND QUANTITATIVELY.	<ul style="list-style-type: none"> • What quantities are referenced? • How are the quantities related? • How can you represent this situation? • How do the quantities and the units relate? • What are the correct units for the quantities in the problem? • How do you know your answer is reasonable?
CONSTRUCT VIABLE ARGUMENTS AND CRITIQUE THE REASONING OF OTHERS.	<ul style="list-style-type: none"> • Will that method always work? How do you know? • What do you think about what the other student said? • Who agrees or disagrees, and why? • Does anyone have another way of looking at that? • What do you think will happen if...? • When would that not be true? • Does that make sense to you? Why?
MODEL WITH MATHEMATICS.	<ul style="list-style-type: none"> • Why is that a good model for this problem? • How can you use a simpler problem to help you find the answer? • What conclusions can you make from your model? • Do your results make sense with the context of the problem? • How would you change your model if...?
USE APPROPRIATE TOOLS STRATEGICALLY.	<ul style="list-style-type: none"> • What could you use to help you solve the problem? • What strategy could you use to make that calculation easier? • How would estimation help you solve that problem? • Why did you decide to use...?
ATTEND TO PRECISION.	<ul style="list-style-type: none"> • How do you know your answer is reasonable? • How can you use math vocabulary in your explanation? • How do you know those answers are equivalent? • What does that mean?
LOOK FOR AND MAKE USE OF STRUCTURE.	<ul style="list-style-type: none"> • What rule did you use to make this group? • Why can you use that property in this problem? • How is that like...?
LOOK FOR AND EXPRESS REGULARITY IN REPEATED REASONING.	<ul style="list-style-type: none"> • How did you discover that pattern? • What other patterns can you find? • What do you remember about...? • What happens when...? • What if you...instead of...? • What might be a shortcut for...?

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