

## Common Core State Standards Standards for Mathematical Practice Questions for Teachers to Ask

| Make sense of problems and persevere in solving them  | Reason abstractly and quantitatively  | Construct viable arguments and critique the reasoning of others  | Model with mathematics  |
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| <p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• What is this problem asking?</li> <li>• How could you start this problem?</li> <li>• How could you make this problem easier to solve?</li> <li>• How is ___'s way of solving the problem like/different from yours?</li> <li>• Does your plan make sense? Why or why not?</li> <li>• What tools/manipulatives might help you?</li> <li>• What are you having trouble with?</li> <li>• How can you check this?</li> </ul> | <p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• What does the number ____ represent in the problem?</li> <li>• How can you represent the problem with symbols and numbers?</li> <li>• Create a representation of the problem.</li> </ul>   | <p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• How is your answer different than ____'s?</li> <li>• How can you prove that your answer is correct?</li> <li>• What math language will help you prove your answer?</li> <li>• What examples could prove or disprove your argument?</li> <li>• What do you think about ____'s argument</li> <li>• What is wrong with ____'s thinking?</li> <li>• What questions do you have for ____?</li> </ul> <p><i>*it is important that the teacher poses tasks that involve arguments or critiques</i></p> | <p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• Write a number sentence to describe this situation</li> <li>• What do you already know about solving this problem?</li> <li>• What connections do you see?</li> <li>• Why do the results make sense?</li> <li>• Is this working or do you need to change your model?</li> </ul> <p><i>*It is important that the teacher poses tasks that involve real world situations</i></p> |
| Use appropriate tools strategically   | Attend to precision   | Look for and make use of structure   | Look for and express regularity in repeated reasoning   |
| <p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• How could you use manipulatives or a drawing to show your thinking?</li> <li>• Which tool/manipulative would be best for this problem?</li> <li>• What other resources could help you solve this problem?</li> </ul>   | <p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• What does the word ____ mean?</li> <li>• Explain what you did to solve the problem.</li> <li>• Compare your answer to ____'s answer</li> <li>• What labels could you use?</li> <li>• How do you know your answer is accurate?</li> <li>• Did you use the most efficient way to solve the problem?</li> </ul> | <p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• Why does this happen?</li> <li>• How is ____ related to ____?</li> <li>• Why is this important to the problem?</li> <li>• What do you know about ____ that you can apply to this situation?</li> <li>• How can you use what you know to explain why this works?</li> <li>• What patterns do you see?</li> </ul> <p><i>*deductive reasoning (moving from general to specific)</i></p>  | <p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• What generalizations can you make?</li> <li>• Can you find a shortcut to solve the problem? How would your shortcut make the problem easier?</li> <li>• How could this problem help you solve another problem?</li> </ul> <p><i>*inductive reasoning (moving from specific to general)</i></p>   |