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| **Question Type**  **and Purpose** | **Example:** |
| **Gathering Information**  *Ask students to recall facts, definitions, or procedures.* | * How many candy bars are there? * How many friends are present? |
| **Probing thinking**  *Ask students to explain, elaborate, or clarify their thinking, including articulating the steps in solution methods or completion of a task.* | * What does the number \_\_\_ represent in your solution/drawing? * I see you have \_\_\_\_\_\_\_ (rectangles divided, people, arrows)….tell me about what you’re doing. |
| **Making the mathematics visible**  *Ask students to discuss mathematical structures and make connections among mathematical ideas and relationships.* | * I see you wrote 1/3 +1/3+1/3+1/3= 4/3. What else do you know about 4/3? How is that represented in your model? * You wrote and you wrote on your work. Are they the same? What makes ? * You wrote 4÷3. How does this relate to ? |
| **Encouraging reflection and justification**  *Reveal deeper insight into student reasoning and actions, including asking students to argue for the validity of their work.* | * I see you took this one whole candy bar, and partitioned it into \_\_\_ pieces. Why did you do that? * I see you divided each bar into thirds (and now you have 12 pieces), then you shared them out to each person. How did you know how many pieces to give each person? |
| **Engaging with the reasoning of others**  *Reveal deeper insight into student reasoning and actions, including asking students to argue for the validity of their work.* | * Look at your table community’s work. Can you find something similar and something different about how you processed this problem? * Who can say her/his process back in your own words? * Does anyone think one way to solve is more efficient than another way? Why? |

**Possible Questions for Candy Bar Task**

Adapted from Smith, M. S., et al. (2017) *Taking Action: Implementing Effective Mathematics Teaching Practices,* p. 102, National Council of Teachers of Mathematics.