100 questions that promote Mathematical Discourse

Help students **work together** to make sense of mathematics

1. What **strategy** did you use?
2. Do you **agree**?
3. Do you **disagree**?
4. Would you **ask the rest of the class** that question?
5. Could you **share your method** with the class?
6. What part of what he or she said **do you understand**?
7. Would someone like to **share** ___?
8. Can you **convince the rest of us** that your answer makes sense?
9. **What do others think** about what [student] said?
10. Can someone **retell or restate** [student]'s explanation?
11. Did you **work together**? In what way?
12. Would anyone like to **add to what was said**?
13. Have you **discussed** this with your group? With others?
14. Did anyone get a **different answer**?
15. **Where** would you go for **help**?
16. **Did everybody get a fair chance** to talk, use the manipulatives, or be the recorder?
17. How could you help another student **without telling them the answer**?
18. **How would you explain** ___ to someone who missed class today?

Help students **rely more on themselves** to determine whether something is mathematically correct

19. Is this a **reasonable answer**?
20. Does that make **sense**?
21. **Why** do you think that? Why is that true?
22. Can you **draw a picture or make a model** to show that?
23. **How** did you reach that conclusion?
24. Does anyone want to **revise** his or her answer?
25. **How were you sure** your answer was right?

Ready® Classroom Mathematics

Help students learn to **reason mathematically**

26. **How did you begin** to think about this problem?
27. What is **another way** you could solve this problem?
28. How could you **prove** _____?
29. Can you **explain how your answer is different from or the same as** [student]'s answer?
30. Let's **break the problem into parts**. What would the parts be?
31. Can you **explain this part more specifically**?
32. Does that **always work**?
33. Can you think of a case where that **wouldn't work**?
34. How did you **organize** your information? Your thinking?

Help students **evaluate their own processes** and engage in productive peer interaction

35. What do you need to do **next**?
36. What have you **accomplished**?
37. What are your **strengths and weaknesses**?
38. Was your **group participation appropriate and helpful**?

Help students with **problem comprehension**

39. What is this problem about? What can you **tell me about it**?
40. Do you need to **define or set limits** for the problem?
41. How would you **interpret** that?
42. Could you **reword that in simpler terms**?
43. Is there something that can be **eliminated** or that is **missing**?
44. Could you **explain** what the problem is asking?
45. What **assumptions** do you have to make?
46. What do you **know** about this part?
47. Which words were **most important**? Why?

Help students learn to **conjecture, invent, and solve** problems

48. **What would happen if ___?**
49. Do you see a **pattern**?
50. What are some **possibilities** here?
51. Where could you find the **information** you need?
52. How would you **check your steps** or your answer?
53. What **did not work**?
54. How is your solution method the **same as or different from** [student]'s method?
55. Other than retracing your steps, **how can you determine** if your answers are appropriate?
56. How did you **organize** the information? Do you have a **record**?
57. How could you solve this using **tables, lists, pictures, diagrams**, etc.?
58. What have you tried? What **steps** did you take?
59. How would it look if you used this **model** or these **materials**?
60. How would you draw a **diagram or make a sketch** to solve the problem?
61. Is there **another possible answer**? If so, explain.
62. Is there **another way to solve** the problem?
63. Is there **another model** you could use to solve the problem?
64. Is there anything you've **overlooked**?
65. **How did you think** about the problem?
66. What was your **estimate or prediction**?
67. How **confident** are you in your answer?
68. **What else** would you like to know?
69. What do you think comes **next**?
70. Is the solution **reasonable**, considering the context?
71. Did you have a **system**? Explain it.
72. Did you have a **strategy**? Explain it.
73. Did you have a **design**? Explain it.

Help students learn to **connect mathematics, its ideas, and its application**

74 What is the **relationship** between ___ and ___?

75 Have we ever solved a problem **like this before**?

76 What uses of mathematics did you find in the **newspaper** last night?

77 What is the **same**?

78 What is **different**?

79 Did you use skills or build on concepts that were **not necessarily mathematical**?

80 Which **skills or concepts** did you use?

81 What **ideas** have we explored before that were useful in solving this problem?

82 Is there a **pattern**?

83 **Where else** would this strategy be useful?

84 How does this **relate** to ___?

85 Is there a **general rule**?

86 Is there a **real-life situation** where this could be used?

87 How would your method work with **other problems**?

88 What other problem does this seem to **lead to**?

Help students persevere

89 Have you tried making a **guess**?

90 **What else** have you tried?

91 Would **another method** work as well or better?

92 Is there **another way** to draw, explain, or say that?

93 Give me another **related problem**. Is there an easier problem?

94 How would you **explain** what you know right now?

95 What was **one thing you learned** (or two, or more)?

96 Did you **notice any patterns**? If so, describe them.

97 What **mathematics topics** were used in this investigation?

98 What were the **mathematical ideas** in this problem?

99 What is mathematically **different about these two situations**?

100 What are the **variables** in this problem? What stays **constant**?

Help students focus on the mathematics from **activities**