

## Framework of Questioning to Build on Children's Thinking

Categories of Teaching Moves		Description
<b>Ensuring the child is making sense of the story context</b>		Teacher discusses the problem (or a specific part of the problem) with the child. The conversation often involves unpacking the story context or highlighting the question posed in the problem.
<b>Exploring details of the child's existing strategy</b>	<i>Posing general starter questions to the child</i>	Teacher poses a general question that invites the child to start a conversation about his or her strategy.
	<i>Pressing the child for an explanation of specific parts of his or her problem-solving process</i>	Teacher requests that the child explain or justify specific strategy steps that are mathematically important or points at which the child exhibited uncertainty in the problem-solving process.
	<i>Linking the child's representation and the story context</i>	Teacher asks the child to link his or her representation back to the story context or to link the story context to his or her representation.
	<i>Expanding the child's understanding of quantities used during problem solving</i>	Teachers engages the child in conversation about quantities stated in the problem or quantities generated by the child while solving the problem. Teacher may ask the child to compare a quantity to a more familiar quantity or to estimate a quantity before solving for it.
<b>Encouraging the child to consider other strategies</b>		Teacher encourages the child to generate a strategy (different from what the child has already done) or to compare his or her strategy to another strategy.
<b>Connecting the child's thinking to symbolic notation</b>		Teacher writes (or asks the child to write) numerals, expressions, or equations to connect formal notation to the story problem, the child's strategy, or ideas that arise during problem solving.
<b>Posing a related problem linked to what the child understands</b>		Teacher poses a similar problem (different numbers or different problem type) to push students thinking or ideas that arise during problem solving.