Template and Questions for Activity 3.2

Probing Students' Thinking	Exploring Mathematical Meanings and Relationships	Generating Discussion
• Clarifies student thinking • Enables students to elaborate their own thinking for their own benefit and for the class	• Points to underlying mathematical relationships and meanings • Makes links between mathematical ideas	• Enables other members of the class to contribute and comment on ideas under discussion

Eliciting Procedures or Facts	Inquiring About Other Mathematical Topics	Asking Nonmathematical Questions
• Elicits a mathematical fact, procedure, or definition • Requests the result (only) of a mathematical procedure • Requests units or terminology • Requires a yes-or-no or single-word answer	• Relates to teaching and learning mathematics, but does not directly relate to the task or mathematical ideas of focus for the lesson	• Does not relate to teaching and learning mathematics • May relate to the context of the lesson or task

How did you come up with your answer?	How does your table relate to your graph?	Who agrees with what Ryan said? Why do you agree?	What is a word problem that could be modeled by this expression?
How did you determine the scale for your graph?	Could you use that formula to find the volume of a different object?	What is the square root of 16?	Which problem was the most difficult for you to solve?
Why did you use that algorithm to solve the problem?	What is staying the same in the graph? Why is it staying the same?	What is the denominator?	How could you describe Cameron's solution process in your own words?
Explain to me how you got that product.	What did Keisha say?	What is 6 × 7?	Who has ever been skiing?
What does x represent in the equation?	What else did you notice about the graph of the function?	Is the graph linear or quadratic?	What is the definition of a quadrilateral?