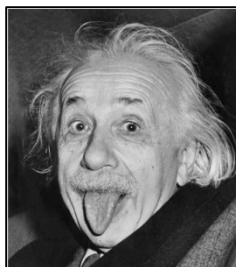


# The Art of Questioning in a Math Classroom

*Discuss the following questions with your partner(s) and decide which, if any, could be used in a math classroom. Pick your top five (5) and be prepared to cast your votes!*

1. Can you draw a picture or diagram of the situation in this problem?
2. Raise your hand if you think the two ratios are equivalent. Raise your hand if you think they are not equivalent. Raise your hand if you are not sure. Ok. Now, turn to a partner who agrees with you and come up with some arguments to try to convince the students who are not sure.
3. Compare your method to his/her method. How are they similar? How are they different?
4. Can you show us how you did that?
5. What do you think about what s/he just said?
6. Did anyone solve it a different way?
7. Do you see a pattern?
8. Who tried something different that didn't work? How did you figure it out?
9. Do you agree or disagree?
10. What mathematical ideas did you have to use to solve this one?
11. Which of these methods makes the most sense to you?
12. This is a really interesting mistake. Does anyone see why I really like this mistake?
13. That is interesting. How could we prove that?
14. Have we ever worked on a problem like this before?
15. What did people do when they got stuck?
16. Everyone write down what you would do next.
17. What questions do you have?
18. It sounds like you have an idea, and you have an idea, but you're not putting your ideas together to come up with a solution. What's your plan?
19. How do we know this answer is correct?
20. What kind of future problems could we solve using this method?
21. What do you want to remember about the way you solved this problem?
22. Will your method always work? How do you know it will always work?
23. That worked when we solved that other problem. Why isn't it working now? What's different?
24. Can you say what she said in your own words?



"In the middle of difficulty lies opportunity. The important thing is not to stop questioning."

*Albert Einstein*