



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

Math Prompt Bookmarks

Program Department
March 2006

QUESTIONS AND PROMPTS TO HELP STUDENTS SHARE THEIR REPRESENTATIONS

Questions to pose

- How have you shown your thinking (e.g., picture, model, number sentence)?
- Which way (e.g., picture, model, or number sentence) shows what you know best?
- What type of mental strategy (picture, rhyme) did you use?
- How will you remember this next time?
- How have you used math words to describe your experience?
- How did you show it?

Prompts to use:

- *I decided to use a...*
- *A graph (table, T-chart, picture) shows this the best because...*
- *I could make this clearer by using a ...*
- *A way I can remember this is to...*
- *The math words that help someone understand what I did are...*

These questions and prompts help students to share, show, describe, demonstrate, and represent.

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QUESTIONS AND PROMPTS TO HELP STUDENTS REFLECT ON THEIR WORK

Questions to pose

- What mathematics were you investigating?
- What questions arose as you worked?
- What feelings did you have as you worked?
- What were you thinking when you made decisions or selected strategies to solve the problem?
- What changes did you have to make to solve the problem?
- What was the most challenging part of the task?
- How do you know?

Prompts to use

- *A question I had was...*
- *I was feeling really...*
- *When I decided to _____, I was thinking...*
- *I found _____ challenging because...*

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QUESTIONS AND PROMPTS TO HELP STUDENTS SHARE THEIR FEELINGS, ATTITUDES, OR BELIEFS ABOUT MATHEMATICS

Questions to pose

- What else would you like to find out about _____?
- How do you feel about mathematics?
- How do you feel about _____?
- What does math remind you of?
- How can you describe math?

Prompts to use

- *If mathematics were an animal, it would be...*
- *The think I like best about mathematics is...*
- *The hardest part of this unit on _____ is...*
- *I need help with _____ because...*
- *Write to tell an imaginary friend how you feel about what we are doing in mathematics.*
- *Mathematics is like _____ because...*
- *Today, I felt...*
- *I feel good when...*

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QUESTIONS AND PROMPTS TO HELP STUDENTS RETELL

Questions to pose

- How did you solve the problem?
- What did you do?
- What strategy did you use?
- What math words did you use or learn?
- What were the steps involved?
- How did your strategy work?
- What did you learn today?
- What do(es) the _____ mean to you?

Prompts to use

- *I solved the problem by...*
- *The math words I used were...*
- *The steps I followed were...*
- *My strategy was successful because...*
- *Area (or other concept) is...*
- *Explain to a young child...*
- *Draw a picture to show how you solved the problem.*

These questions and prompts help students to tell, list, choose, recite, name, find, describe, explain, illustrate and summarize.



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QUESTIONS AND PROMPTS TO HELP STUDENTS PREDICT, INVENT, OR PROBLEM SOLVE

Questions to pose

- What would happen if...?
- What decisions can you make from the pattern that you discovered?
- How else might you have solved the problem?
- Will it be the same if we use different numbers?
- What things in the classroom have these same shapes?
- How is this pattern like addition?
- What would you measure it with? Why?
- How are adding and multiplying the same?

Prompts to use

- *Prove that there is only one possible answer to this problem.*
- *Convince me!*
- *Tell me what is the same about...*

These questions and prompts help students to create, plan, design, predict, imagine, devise, decide, justify, defend, solve, and debate.

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QUESTIONS AND PROMPTS TO HELP STUDENTS MAKE CONNECTIONS

Questions to pose

- What does this make you think of?
What other math can you connect with this?
- When do you use this math at home? at school? in other places?
- Where do you see _____ at school? at home? outside?
- How is this like something you have done before?

Prompts to use

- *This new math idea is like...*
- *I thought of...*
- *I did something like this before when...*
- *We do this at home when we...*
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