

## Moves and Questions to Elicit and Probe

<p>General Eliciting Moves: Getting Started</p> <p>Teacher asks eliciting questions and students offer their thinking.</p>
<ul style="list-style-type: none"><li>• What are you working on?</li><li>• Tell me about your thinking.</li><li>• What are you all thinking?</li><li>• How did you get started?</li><li>• What are you trying?</li><li>• What have you done so far?</li></ul>
<p>Follow up questions</p>
<ul style="list-style-type: none"><li>• Say more about that.</li><li>• What did you do first?</li><li>• What did you do next? And then what did you do?</li><li>• Can you show me what you did?</li><li>• How did you get that?</li><li>• What is happening in this task?</li><li>• What do you understand about this task?</li></ul>
<p>Surprising or Original Thinking</p> <p>Students might have tried an unexpected strategy, conceived the task in a way others have not, or invented something new.</p>
<ul style="list-style-type: none"><li>• What were you trying here?</li><li>• What were you thinking about?</li><li>• Where did you get this idea?</li><li>• How is this helping you?</li><li>• What is your plan?</li></ul>
<p>Different Components of the Work</p> <p>Students might have manipulatives, written work, oral explanations, counting, or other components of their thinking and work.</p>
<ul style="list-style-type: none"><li>• How is this connected to this?</li><li>• Tell me how you're using (your fingers, this equation, a tool or manipulative). How is that helping you?</li><li>• How does this match what's happening in the task?</li></ul>
<p>Potential Misconceptions</p> <p>You may see areas in students' work that you think indicate a misunderstanding. These are places to ask questions about what students mean, where the work came from, and what it represents.</p>
<ul style="list-style-type: none"><li>• What does this mean?</li><li>• Where did this number (or picture or equation) come from?</li></ul>

- What does this represent?

#### Gaps In the Explanation or Places Where You Are Confused About What Students Did

You may want to support students to sequence their explanation or describe what the different parts of their work represent or where they came from.

- How did you get this? What does this represent?
- Where did this come from?
- What's happening here?
- So, I see you did this and this, but I'm confused about this part. Can you tell be about that?

#### Organization

If you have questions about the organization of students' work that came up as you approached the group

- Tell me about how you're organizing your blocks (or tallies, or findings, or work).
- Where did these groups come from? How are you sorting? Why are these grouped together?
- How are you organizing your thinking on the page?
- How are you keeping track of all the parts (or numbers or groups)?

#### Probing Moves

You may want to have students justify *why* their problem solving or reasoning further through probing students to help you see students' mathematical ideas and give students opportunities to deepen their thinking.

- Why?
- How do you know?
- How (or why) did you decide to do that?
- Why does that make sense?
- Why does that work?
- Why did you...?