

ESSENTIAL QUESTIONS AND PROMPTS

Getting children to understand their mathematical thinking means we need to ask the right questions

Helps Children Make Sense of Mathematics:

- How would you describe the problem in your own words?
- What information is given?
- How is _____ related to _____?
- Did anyone get a different answer?
- How did you get your answer?
- Show me how you worked it out?
- Tell me what you were thinking; talk me through the steps.
- Did anyone get the same answer in a different way?

Fosters Predictions:

- What would happen if....?
- What do you think will happen next? How do you know?
- Will the outcome be the same if we use different numbers?
- Will this always be true?
- Will this always happen?

Encourages Children to be Self-Reliant:

- Does your solution make sense? Why or why not?
- How can you check to be sure?
- What do you think you should do next?
- Can you explain this to a classmate?
- Make a model to show what it means.
- What steps in the process are you most confident about?

Cultivates Reasoning:

- What is happening in this situation?
- Do you see a pattern in this? What is it?
- What other numbers will work?
- Will what you did always work this way? How do you know?
- Describe what you tried. What might you change?
- How did you know your solution was reasonable?
- How did you decide to test that strategy?
- Is this an efficient strategy? Justify your answer.
- In what ways does this to problem connect other mathematical concepts?

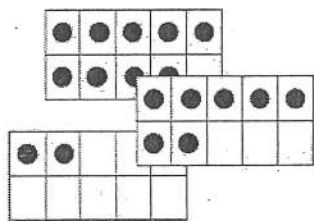
HANDY HINTS

Listen to the whole class focus so that you understand the task that the students will be completing.

The classroom teacher will give you direction on what you will be doing. If unsure, always clarify with the teacher. You may be working with a small group, roving to support students, or working with individual students.

Encourage students to 'have a go' at working it out themselves to find their own answers to promote independent problem solving. Don't tell the answers, ask them questions. Give them thinking time and listen rather than speak!

Share an enthusiasm for maths and celebrate with students when they find their own discoveries.



MATERIALS

pattern blocks

counters

dice

10 frames

dot cards / dominoes

unifix cubes

icy pole sticks

calculators

calendars/ clocks

abacus

money

games

VOCABULARY

subitising

touch counting

friends of ten

trusting the count

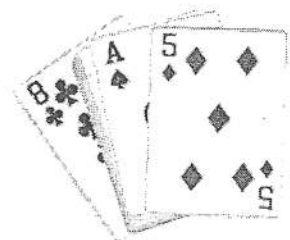
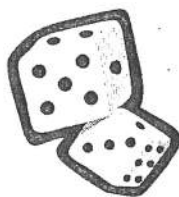
patterns

counting on / counting back

share between / find groups of

find the total / answer

how many altogether?



FRIENDS OF TEN

When two numbers are added together they equal 10.

Find my friend

Teacher hands out some-number cards that range of one to ten. Distribute one set of numeral cards to ten students. These students leave the room or turn away from the remaining students. Distribute the other set of numeral cards to the remaining students. Ask the students in the first group to return to the class (or turn around) and find a partner who is wearing a card which, when added to their own card, will equal ten.

Blocks on a bowl

A pair of students have an empty ice-cream container and 10 unifix cubes, between them. The students turn the ice cream container upside down and place 10 unifix cubes on top. One student looks away while their partner takes away some, or all, of the blocks from the top of the container and hides them under the container. The first student turns back to see how many blocks are left on top of the container. Using this information, the student determines how many blocks were placed under the container. The student may then lift the container to confirm the answer.

Deal Out a 10

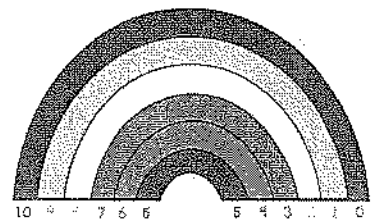
Choose a playing card or alternatively roll a die (0-9 sides). Use one colour counters to show the number from the card on the ten-frame. Use a second colour to complete the 10 fact. Write the number sentence (eg $8+2=10$).

Rabbit ears

Students make two fists and rest them on their heads, so that their hands are out of sight. The teacher holds up a number between 0-10. Children are then asked to raise a given number of fingers that would make the number 10 when added to the teacher's number. Students may bring their hands down to confirm the answer.

Rainbow

Students are each given a rainbow (example shown). Students use counters to show two numbers that add to 10. They then colour in a part of the rainbow the same colour and write the two numbers on each side their rainbow using the same colour.



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TIPS FOR CLASSROOM HELPERS

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Reading

Always begin by asking children about the text they are going to read to you - they may have read it before OR it may be new to them. Ask them some questions so that they continue to receive the message that reading is all about gathering information and/or, telling a story.

- What can you see? (refer to the front cover and pictures in the text)
- What could be happening?
- Who is involved?
- I wonder what might happen next...
- Why did you like this book?
- Did you learn something new?
- What was your favourite part?
- Does this remind you of another story or something you have done?

Prompts to use if a child does not know a word

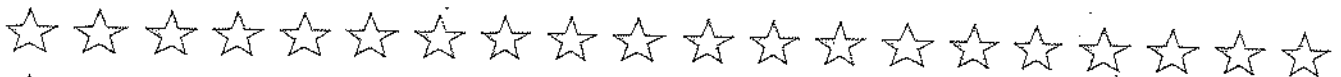
- Does it look right/match? (children may use their finger to track)
- Does it sound right?
- Does it make sense?
- Check it – does it look and sound right to you?
- Go back, re-read, get ready to say the start – what would make sense and start that way?
- Use the picture to help you – what would make sense?

Try to reinforce good reading behaviour

- I like the way you fixed that – what did you notice?
- Why did you stop – what can you do?
- How did you know it was _____? What helped you?
- Try that again – (when you think the child is just about to get it and could self-correct)
- I liked the way that sounded – just like talking! (encourages good pace, smooth phrasing and use of expression/intonation)
- I liked the way you made it match (for 1:1 matching)

Enjoy the moment – children love having 1-1 time, and anything you do as a parent helper to make reading a positive experience, is a valuable contribution to their education.

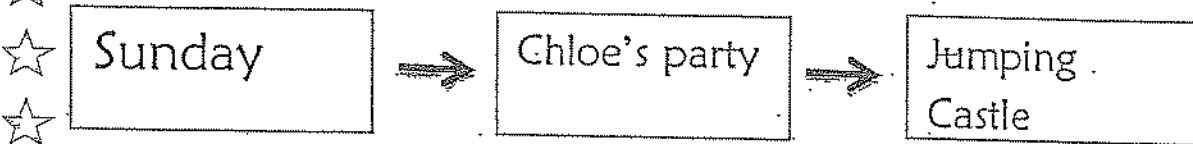




★ Writing

★ Try to assist children with the composition of their writing – this may involve having a chat with them so that they can get their ideas out – if a child is reluctant some ‘who, where, what, when, why, how’ questioning may help.

★ Sometimes children require help with the sequencing of their ideas – a simple plan may help – your classroom teacher may have a process in place OR you could use three boxes with a key word in each, to assist children with ordering their ideas. e.g



★ Try to encourage the use of new vocabulary to make their writing more interesting – teachers may have displays or word books to refer to OR they may have a particular focus on ‘interesting words’. Remind children to refer to these when composing their own writing.

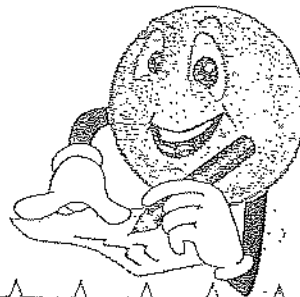
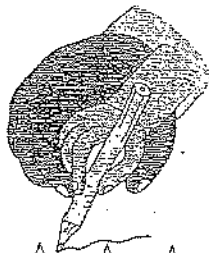
★ Teachers will also be focusing on a specific text type. There will often be displays in the room that outline the structure required. Try to be familiar with the current text type so that you can remind children to refer to the examples provided, and assist them when required.

★ Always get children to re-read their own writing – this will help them to clarify what comes next and perhaps they can identify some errors independently

★ If they don't know a word:

- ★ Encourage the use of visual aids in the room – these may be word walls, commonly used word lists or spell check books – older children should be encouraged to use dictionaries
- ★ Get them to say the word out loud slowly – ask ‘what can you hear?’ – ‘write down what you know’ – then assist them if they require it
- ★ Do they know another word like that one? (one that sounds the same, starts with the same letter – can they break the word into parts they know?)
- ★ Check with the classroom teacher, as again, they may have their own process in place

★ Your help is very much appreciated and we're sure that you will enjoy the experience as much as the students and teachers do! ☺



CAFE READING GOALS REFERENCE SHEET:

C

COMPREHENSION

A

ACCURACY

F

FLUENCY

E

EXPAND VOCABULARY

<p>Retell the story— keep notes of important events/ information</p>	<p>Cross check— does it look right? sound right? make sense?</p>	<p>Read smoothly by reading words together, not one at a time</p>	<p>Use illustrations and diagrams to help work out new words</p>
<p>Can Identify important information— particularly in non-fiction text</p>	<p>Use beginning and ending sounds</p>	<p>Adjust and apply different reading rates</p>	<p>Notice and collect new or interesting words when reading</p>
<p>Predict what might happen next and use the text to confirm</p>	<p>Chunk the syllables to sound out unknown words</p>	<p>Re-read the text to make it sound like talking</p>	<p>Use word parts to determine the meaning (prefixes, suffixes etc)</p>
<p>Check for understanding— ask yourself, “Do I understand?”</p>	<p>Blend sounds, stretch and re-read</p>	<p>Choose “just right” text</p>	<p>Use dictionaries /thesauruses as tools to understanding the meaning of words</p>
<p>Ask questions as you read</p>	<p>Skip the word, then go back and try again</p>	<p>Use punctuation to enhance phrasing (, ! ? “ ” bold italics)</p>	<p>Use new words in your writing</p>
<p>Follow your inner conversation— keep notes of your thinking</p>		<p>Change voice for speech</p>	<p>Learn new words and remember them throughout the text</p>
<p>Use prior knowledge and connect with the text</p>			
<p>Back up and re-read to check for understanding</p>			
<p>Summarise the text— include sequence of main events</p>			
<p>Recognise literacy elements— Genre, plot, characters, setting, problem/solution.</p>			

Reader's Response Prompt Cards

What you liked or disliked and why.

What you wish had happened.

What you wish the author had included.

Your opinion of the characters.

Your opinion of the illustrations, table and figures.

What you felt as you read.

What you noticed when you read.

Questions you have after reading.

What it reminded you of.

What you wondered.

What you learned.

What you thought was important.

What you think will happen next.

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What you noticed when you read.

Questions you have after reading.

What it reminded you of.

What you wondered.

What you learned.

What you thought was important.

What you think will happen next.

SOME QUESTIONS TO PROMOTE THINKING...

Analysis

Knowledge

Useful Verbs	Sample Question Stems
tell	What happened after...?
list	How many...?
describe	Who was it that...?
relate	Can you name the...?
locate	Describe what happened at...?
write	Who spoke to...?
find	Can you tell why...?
state	Find the meaning of...?
name	What is...? Which is true or false...?

Useful Verbs	Sample Question Stems
analyse	Which events could have happened...?
distinguish	If ... happened, what might the ending have been?
examine	How was this similar to...?
compare	What was the underlying theme of...?
contrast	What do you see as other possible outcomes?
investigate	Why did ... changes occur?
categorise	Can you compare your ... with that presented in...?
identify	Can you explain what must have happened when...?
explain	How is ... similar to ...?
separate	What are some of the problems of...?
advertise	Can you distinguish between...?
	What were some of the motives behind...?
	What was the turning point in the game?
	What was the problem with...?

Comprehension

Useful Verbs	Sample Question Stems
explain	Can you write in your own words...?
interpret	Can you write a brief outline...?
outline	What do you think could of happened next...?
discuss	Who do you think...?
distinguish	What was the main idea...?
predict	Who was the key character...?
restate	Can you distinguish between...?
translate	What differences exist between...?
compare	Can you provide an example of what you mean...?
describe	Can you provide a definition for...?

Synthesis

Useful Verbs	Sample Question Stems
create	Can you design a ... to ...?
invent	Why not compose a song about...?
compose	Can you see a possible solution to...?
predict	If you had access to all resources how would you deal with...?
plan	Why don't you devise your own way to deal with...?
construct	What would happen if...?
design	How many ways can you...?
imagine	Can you create new and unusual uses for...?
propose	Can you write a new recipe for a tasty dish?
devise	
formulate	

Application

Useful Verbs	Sample Question Stems
solve	Do you know another instance where...?
show	Could this have happened in...?
use	Can you group by characteristics such as...?
illustrate	Can you group by characteristics such as...?
construct	What factors would you change if...?
complete	Can you apply the method used to some experience of your own...?
examine	What questions would you ask of...?
classify	From the information given, can you develop a set of instructions about...?
	Would this information be useful if you had a ...?

Evaluation

Useful Verbs	Sample Question Stems
judge	Is there a better solution to...?
select	Judge the value of...
choose	Can you defend your position about...?
decide	Do you think ... is a good or a bad thing?
justify	How would you have handled...?
debate	What changes to ... would you recommend?
verify	Do you believe?
argue	Are you a ... person?
recommend	How would you feel if...?
assess	How effective are...?
discuss	What do you think about...?
rate	
prioritise	
determine	

Response Starters

Title/Cover:

- _____ is a good title for this book because...
- A better title for this book would have been _____. This would be a much better title because...
- The cover of the book includes... In the book the images represent...

Plot:

- A conflict (problem) from today's reading was... It was resolved by... or I think it will be resolved by...
- When _____ happened, it caused _____ to happen.
- In today's reading the following important events occurred...

Characters:

- The character, _____, possesses the following character trait(s). Some examples from the story that support this include...
- The character, _____, said "_____"; proving that he/she possesses the following character trait(s)...
- I can relate to the character, _____ because...
- _____ is my favorite character in this book because...
- _____ is my least favorite character in this book because...

My Reaction:

- The events from today's reading remind me of a time when I...
- I am confused about _____ because...
- While I was reading today, the book made me think of... This is interesting because...
- As I was reading today, I felt... I think this was because...

More Response Starters

Predictions:

- After today's reading, I predict that...
- I had predicted that _____. What actually happened was...

Compare and Contrast:

- The story I am reading is similar to _____ because...
- The story I am reading is very different from _____ because...
- The characters _____ and _____ are similar because...
- The characters _____ and _____ are different because...

Setting/Tone:

- As I was reading, I noticed that this story is taking place in/at _____
This is important to the story because... otherwise...
- The tone of this book right now is _____. Some words that the author uses to show this are...

Imagery and Figurative Language:

- During today's reading, I found the following 5 strong verbs...
- During today's reading, I found the following 5 descriptive adjectives...
- My favorite line from today's reading was "_____"
- I found the following example of a metaphor: "_____"
- I found the following example of a simile: "_____"

Finishing a Book:

- I thought the ending of this book was _____ because...
- If I could change the ending of this book, it would end with....
- My favorite part of this book was _____ because...
- I would like to read other books by this author because...