Key Questions

Calendar Grid

Learning to search for, describe, and extend patterns facilitates algebraic thinking.

- When do you think we'll see the next _____*(shape)?* How do you know
- What is the name of the shape of today's marker? How do you know?
- What is it that makes these shapes all _____ (*chosen shape)?*
- What types of angles do you see in this shape – right, acute, obtuse?
- Is this shape regular or irregular? How do you know?
- Can you spot two shapes on the Calendar grid that are congruent? How do you know they are congruent?
- Describe the shape for today with as much detail as you can.
- I'm thinking of one of the markers on the Grid. *Describe the marker by sides/angles and see if they can guess.*

Calendar Collector

Use the following questions to guide students' discussion this month about measures of liquid volume

- How many milliliters (liters) of water have we collected so far?
- How many liters (milliliters) is that? (*Have them convert)*
- How many more milliliters do we need to make 1 liter (2 liters, 3 liters)?
- How many liters do you think we will have collected by the end of the month?
- Can you spot any containers in our classroom that would hold about ¼ a liter of water? ½ liter of water? Whole liter of water?
- If you were going to invite 10 kids to your birthday party, how many liters of juice or soda would you like to have ready? Why?
- If you were fixing breakfast for your family, would 1 liter of orange juice be enough, not enough or too much?

Solving Problems

Use questions such as these to help your students investigate this month's strings.

- What do you know that could help you solve this problem?
- How can you show your thinking?
- How can one of the problems you solved earlier help you solve this problem?
- What is the big idea of this string?
- Can you think of some other problems you could solve in this way? In other words, if you were adding problems to this string, what would you add?

Key Questions

Computational Fluency

Use these questions to keep student engagement high while playing Frog Jump Multiplication.

- I got a 4 on my first roll, and a 5 on my second roll. What number will I land on along the number line? How did you figure it out?
- The class just got a 3 on the first roll. Is there any number that you can get on the second roll that will beat my first score of 20? Why or why not?
- How does your product for the second turn compare to mine? Which of the two is greater? By how much?
- Now that both teams have had 3 turns, let's figure out who is ahead. If you add my three products, what's the total? What is the total of your three products? Which team is ahead? By how much?
- What two numbers will you need to roll on your last turn to beat me? Is there more that one possibility?