

Teacher Moves

Before a Correct Answer is Given...

To ensure the child understands the problem	Ask: What do you know about the problem? Rephrase or elaborate the problem. Use a more familiar or personalized context in the problem.
Change the mathematics in the problem to match the child's level of understanding	Use easier numbers as an example. Change the problem to use an easier mathematical structure.
Explore what the child has already done	Ask him to explain a partial or incorrect strategy. Ask specific questions to explore how what has already done relates to the quantities and relationships in the problem.
Remind the child to use other strategies	Ask him to consider using a different tool. Ask him to consider using a different strategy. Remind him of relevant strategies he has used before.

After the Correct Answer is Given...

Promote reflection on the strategy used	Ask her to explain her strategy. Ask specific questions to clarify how the details of her strategy are connected to the quantities and mathematical relationships in the problem.
Encourage the child to explore multiple strategies	Ask her to try any second strategy. Ask her to compare and contrast strategies.
Connect the child's thinking to symbolic notation	Ask her to write number sentence that "goes with" the problem. Ask her to try a second strategy connected to the initial strategy in deliberate ways. Ask her to record her strategy.
Generate follow-up problems linked to the problem the child just completed	Ask her to solve the same or a similar problem with numbers that are more challenging. Ask her to solve the same or a similar problem with numbers that are strategically selected to promote more sophisticated strategies.

Taken from, *Making the Most of Story Problems* by Victoria R. Jacobs and Rebecca C. Ambrose. Published in *Teaching Children Mathematics*, Dec/Jan 2008/2009.

Teacher Moves

Before a Correct Answer is Given...

To ensure the child understands the problem	Ask: What do you know about the problem? Rephrase or elaborate the problem. Use a more familiar or personalized context in the problem.
Change the mathematics in the problem to match the child's level of understanding	Use easier numbers as an example. Change the problem to use an easier mathematical structure.
Explore what the child has already done	Ask him to explain a partial or incorrect strategy. Ask specific questions to explore how what has already done relates to the quantities and relationships in the problem.
Remind the child to use other strategies	Ask him to consider using a different tool. Ask him to consider using a different strategy. Remind him of relevant strategies he has used before.

After the Correct Answer is Given...

Promote reflection on the strategy used	Ask her to explain her strategy. Ask specific questions to clarify how the details of her strategy are connected to the quantities and mathematical relationships in the problem.
Encourage the child to explore multiple strategies	Ask her to try any second strategy. Ask her to compare and contrast strategies.
Connect the child's thinking to symbolic notation	Ask her to write number sentence that "goes with" the problem. Ask her to try a second strategy connected to the initial strategy in deliberate ways. Ask her to record her strategy.
Generate follow-up problems linked to the problem the child just completed	Ask her to solve the same or a similar problem with numbers that are more challenging. Ask her to solve the same or a similar problem with numbers that are strategically selected to promote more sophisticated strategies.

Taken from, *Making the Most of Story Problems* by Victoria R. Jacobs and Rebecca C. Ambrose. Published in *Teaching Children Mathematics*, Dec/Jan 2008/2009.