

## Deborah Ball Questions/Techniques

She used every kid's name in the room... everyone is engaged

She started off the class with someone reading the question... ELL background, if you don't know how to read/understand you can't do the math

She follows every What with a Why ... getting used to explaining their answer

Yesterday Tom went back and forth with students... Lyle's students went back & forth on their own...

Deborah acting as directing traffic to have students talk to each other (in a Lyle fashion)

She allowed them to talk (had Shakira repeat) so that the disruption would teach them to listen

Everyone was engaged, everyone felt comfortable... she never said "no" or "ummm"... she always tried to connect their responses with another students...

She never once gave a valuation of the answer... and without emotion

4:16... Class stopped... called student on his behaviour .

Modeled it first... work individually at first, write everything down, then perhaps with a partner

Allowed them to use a manipulative....

3:14 and 3:48 ... she asks some big, sophisticated questions ... but the students don't seem to have done enough examples so she gets two not very good strategies to solve the problem...

- She's laid a path... looking for a pattern ... she didn't affirm they were correct/incorrect ... as days progress, perhaps they'll find a pattern in there...a work in progress
- When Mick gives the extra solution... so should she have affirmed that or point on that he didn't follow instructions
- What was the purpose of her question? Does she want them to start thinking about the overall question rather than the answer.
- Tried to give them a framework on problem solving strategy rather than focusing on the answer

She gave Shea A LOT of pause time...

Being quiet was important for their own individual mathematical growth, not just about being nice, polite

Made them responsible for their own learning process

She has them working in pen.