

## Eliciting & Probing Moves: Getting Started, Following Up, Targeting

*Taken from Munson, J. (2018). In the Moment. Portsmouth, NH: Heinemann.*

### Eliciting: Getting Started

- What are you working on?
- Tell me about your thinking.
- What are you all thinking?
- How did you get started?
- What are you trying?
- What have you done so far?

### Eliciting: Following Up

- Say more about that.
- What did you do first?
- What did you do next? And then what did you do?
- Can you show me what you did?
- How did you get that?
- What is happening in this task (or story)?
- What do you understand (about this task)?

### Probing

- 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 . . . ?

## Eliciting: Targeting

- **SURPRISING OR ORIGINAL THINKING.** Students might have tried an unexpected strategy, conceived the task in a way others have not, or invented something new. When you see something unanticipated, it is worth asking about.
  - ▶ What were you trying here?
  - ▶ What were you thinking about?
  - ▶ Where did you get this idea?
  - ▶ How is this helping you?
  - ▶ What is your plan?
- **DIFFERENT COMPONENTS OF THE WORK.** Students might have manipulatives, written work, oral explanations, counting, or other components of their thinking and work. You'll want to ask about the connections between these parts.
  - ▶ How is this connected to this?
  - ▶ Tell me how you're using (your fingers, this equation, a tool or manipulative). How is that helping you?
  - ▶ How does this match what's happening in the story (or task)?
- **POTENTIAL MISCONCEPTIONS.** 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.
  - ▶ What does this mean?
  - ▶ Where did this number (or picture or equation) come from?
  - ▶ 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. You might simply want to tell students what you understand about their thinking and where you got confused.
  - ▶ How did you get this? What does this represent?
  - ▶ Where did this come from?
  - ▶ What's happening here?

- ▶ So, I see that you did this and this, but I'm confused about this part. Can you tell me about that?
- **ORGANIZATION.** If you have questions about the organization of students' work that came up as you approached the group, you may want to target some questions to this issue.
  - ▶ 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)?

### **Collaboration: Eliciting and Probing Across the Group**

- What do *you* think?
- What do you think about what she just said?
- Do you agree or disagree? Why?
- What was your idea?
- Tell me about what *you* wrote (or made, did, or thought).
- Why do *you* think that (what your partner just said) makes sense?
- Can you revoice (or retell or say) what you just heard your partner say?
- What are you wondering about what he just said?
- Do you all agree on this strategy? Why?