

Math Question Stems

Knowledge/Remember

To remember facts and information:

- Define.
- Draw lines to match ____ to ____.
- How many problems did you ____?
- How much/many ____?
- How would you identify ____?
- Label the ____.
- List all of the possible ____.
- List the ____ in order.
- List the formula/rule for ____.
- Look at the math problems. Circle the ____.
- Name the ____ represented by the shaded area in the figure/chart.
- The picture shows ____ shaded. Circle the models that show ____ equivalent to the shaded picture.
- The picture shows _____. Circle the answers that show equivalent examples.
- What are the attributes of ____?
- What is the cost of ____?
- What kinds of math facts are these?

Comprehension/Understand

The ability to explain, interpret and extrapolate ideas, concepts, and information.

- Describe ____ in your own words.
- Explain how you solved that ____ problem.
- Explain why ____.
- Give three real world examples of ____.
- How many ____ make a ____?
- How would you describe ____ to a friend?
- Interpret the graph.
- Look up ____ in the dictionary. Paraphrase the definition.
- Paraphrase the formula for ____.
- Rewrite the ____ in words.
- Summarize the definition of ____ in your own words.
- Use a sentence to describe ____.
- Use your own words to explain how to work the story problem.
- What does ____ look like?
- Which of the following does not belong?
- Which of the following is not ____?
- Why do you practice basic facts?
- Write a ____ that expresses the amount shown in the picture.
- Write a sentence that tells the meaning of ____?
- Write a simile to describe a ____.
- Write a statement that is true about ____.
- Write these word phrases using math symbols and numbers: ____.

Application/Apply

The ability to apply understanding to new situations and solve problems.

- Calculate the ____.
- Can you group these in some way?
- Complete the figure to show ____.
- Complete the table to show ____.
- Compute the ____.
- Demonstrate how to use a rule to check your answer.
- Determine the missing numbers to complete the chart ____.
- Do you have enough money to buy ____.
- Draw a ____ that you see in the everyday world.
- Draw a number line to show ____.
- How can you illustrate ____?
- How much would it cost if you ____?
- Look at the computation problems. Find the missing ____.
- Use the information from the pictograph to draw a different graph to display the same information.
- Use the information on the chart to create a graph showing the same data.
- What can you do to demonstrate the concept of ____?

Analysis/Analyze

The ability to break facts, ideas and concepts into parts, to examine relationships among parts, to compare and contrast, and to create categories.

- Arrange all the ____ in order from greatest to least.
- Complete the following analogy. ____ is to ____ as ____ is to _____. Explain your answer with words, numbers, or pictures.
- Given the math word problem about ____, what strategies would you use to solve it?
- How are ____ and ____ alike? How are they different?
- How can this pattern help you find an answer?
- How can we sort ____?
- How does the way you worked that problem compare to the way it is illustrated by another student?
- How is ____ like ____?
- How many different ways can you ____? Identify the possible outcomes.
- Look at the set of _____. What patterns do you see?
- Look in the dictionary for the definition of the word _____. How is this definition related to the math definition?
- Use words and pictures to compare and contrast ____ and ____.
- Use words to explain the steps you used to find the ____.
- Use words, numbers, or pictures to explain your answer.
- Using a graphic organizer, categorize items found in the classroom that show ____.
- What are the advantages/disadvantages of using a ____ to display data?
- What is the fewest amount of coins that you could use to pay the cashier?
- What pattern do you see?
- Why do ____?
- Why do you think we use ____ for ____ instead of ____?

Science Questions Stems

Synthesis/Create

To create a new whole, see a new pattern of relationships, or develop a new and unusual approach.

- Combine several different strategies and show how you would solve ____.
- Construct and label a chart showing _____. Use the chart to generate _____.
- Create a _____ to show _____.
- Create a graphic organizer, such as a word web, that shows where _____ are used in the real world.
- Create a riddle that uses the mathematics term _____, in one of the clues.
- Create a way to remember the difference between a _____ and a _____.
- Create a word problem that can be solved with the following equation: _____.
- Create an acrostic that explains what _____ means in mathematics.
- Design a flow chart to show how to _____.
- Design a new way to practice the _____ problems.
- Devise a plan to divide four equal parts of a candy bar among eight people.
- Invent a board game that _____.
- Modify the number sentence so that _____.
- Use and explain your way of placing these items in an order.
- Use the digits _____ and the symbols _____ to create _____.
- Write a poem/song about _____. Include the attributes of _____ in the poem/song.
- Write a problem that can be solved with a tree diagram. Construct a tree diagram to show the possible outcomes for your problem.
- Write a story problem in which the sum is _____. Show the _____ that solves the problem.

Evaluation/Evaluate

To establish criteria and make judgments and decisions.

- Are everybody's answers the same? Why or Why not?
- Determine if these equations are true or false. Support your response with reasons.
- Determine the rating for how accurately and efficiently you solved the problem.
- Do you think we have found the best solution? Why or why not?
- Have we found all of the possibilities? Justify your answer.
- How did this activity help you understand _____?
- How do we know that we have found the correct answer?
- In this problem, why is it best not to round a number to the nearest _____?
- In your opinion, is it better to _____ or _____? Justify your answer.
- Is there a better way to work this problem? Explain your thinking.
- Prepare a list of criteria to determine _____. Use the criteria and _____.
- What is the most difficult part about times tests? Explain.
- What is the simplest way to show _____? Give a reason(s) for your answer.
- What part of math do you like the most? The least? Why?
- What part of working a story problem gives you the most difficulty? Why?
- Which is easier _____ or _____? Why?
- Who has a different solution? Explain.
- Would you prefer to use the metric system or the customary system? Why?