## 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 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?