



# More Good Questions: Great Ways to Differentiate Secondary Mathematics Instruction

*Marian Small, Amy Lin*

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We know that Differentiated Instruction helps all students to learn. Yet DI challenges teachers, and nowhere more than in mathematics. In this new book, written specifically for secondary mathematics teachers, the authors cut through the difficulties with two powerful and universal strategies that teachers can use across all math content: Open questions and Parallel tasks. Showing teachers how to get started and become expert with these strategies, this book also demonstrates how to use more inclusive learning conversations to promote broader student participation. Strategies and examples are organized around Big Ideas within the National Council of Teachers of Mathematics (NCTM) content strands. With particular emphasis on Algebra, chapters also address Number and Operations, Geometry, Measurement, and Data Analysis and Probability, with examples included for Pre-Calculus.

To help teachers differentiate math instruction with less difficulty and greater success, this resource:

- Underscores the rationale for differentiating secondary math instruction.
- Provides specific examples for secondary math content.
- Describes two easy-to-implement strategies designed to overcome the most common DI problems that teachers encounter.
- Offers almost 300 questions and tasks that teachers and coaches can adopt immediately, adapt, or use as models to create their own, along with scaffolding and consolidating questions.
- Includes Teaching Tips sidebars and an organizing template at the end of each chapter to help teachers build new tasks and open questions.
- Shows how to create a more inclusive classroom learning community with mathematical talk that engages participants from all levels.

## **Praise for Marian Small's first book on Differentiating Instruction:**

“A groundbreaking effort by one of the most respected contributors in our field. *Good Questions* is a must for any educator who is serious about reaching more students more often and achieving more positive results.”

—**Tim McNamara**, national K–12 math consultant and professional developer

“Marian Small is at it again! For decades she has been able to assess what teachers need and provide them with mathematically sound, well-crafted instructional strategies that promote important mathematical foundations for all students.”

—**Francis (Skip) Fennell**, Past President, National Council of Teachers of Mathematics

“Planning math lessons for all students’ unique levels of understanding is a complex task, but this easy-to-use resource shows teachers how to meet varying developmental levels with a single lesson.”

—**Carolyn Chapman**, Creative Learning Connections, Inc., and **Rita King**, King Learning Associates, consultants

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