

Math Talk Sentence Stems for Students

Start Thinking	I noticed... I wonder... I see a pattern... _____ is the same/different than... I started by...
Explain Your Work	First, I... Then, I... I used the _____ strategy to... I know my answer is reasonable because... I represented that in my drawing by...
Ask Questions	Can you say that in a different way? Why did you choose that strategy? How did you show that in your drawing? Can you show me...?
Agree and Add On	I agree with _____ because... I also noticed that... I would like to add... Both drawings show...
Disagree with All or Some	My thinking is different because... I thought the same about _____ but differently about _____ . I disagree because...

Partner Collaboration Routines

Notice and Wonder (comparing thinking or just getting started)	A: Something I notice is... B: Something I notice is... A: Something I wonder is... B: Something I wonder is...
Agree/Disagree (thinking things through or building confidence before whole group share)	Quick partner brainstorming session: A: I think that... B: I agree/disagree because... B: I think that... A: I agree/disagree because...
Coach and Recorder (practicing for mastery)	A is the coach, and B is the recorder. Switch for each problem. A: The first step is to... B: I can show that by writing/drawing... B: Does that show your thinking accurately? A: Yes/No. (If no- You need to change ___ to show ___ instead.) A: Now, next you need to... B: I can show that by writing/drawing... B: Does that show your thinking accurately?
Concrete-Pictorial-Abstract (making connections across multiple representations)	Concrete and Pictorial: Problem 1 A: (use concrete objects to represent the problem) B: (draw a model to represent the problem) A and B: I notice that both representations show...(Compare the two representations to identify similarities) A and B: I notice that ___ is different because...(Compare the two representations to identify differences) A: I think an equation to show our thinking could be... B: I agree/disagree because... Problem 2-Partners switch roles. Pictorial and Pictorial: Problem 1- Partners A and B use different pictorial representations (e.g., fraction drawing and a number line, equal groups and arrays). Partners compare representations. Once both representations show the same thinking. Then, both partners record the abstract notation. Then, roles switch for the next problem. Concrete/Pictorial and Abstract: Problem 1- Partner A uses concrete/pictorial, and Partner B uses abstract. Partners compare representations. Once both representations show the same thinking. Then, Partner A records the abstract and Partner B completes the model. Then, roles switch for the next problem.

Round Robin (checking in after independent work time)	Problem 1: A: I got ____ as my answer when I ... B: I agree/disagree because... Problem 2: B: I got ____ as my answer when I ... A: I agree/disagree because...
Read Draw Solve Write (Solving Word Problems)	Routine when solving the problem together. Problem 1: Read and Draw A and B: Read the problem out loud together. A: Read the first chunk of information. B: One thing we could draw to show this is... A: I agree/disagree because... A and B: Draw to represent the information. B: Read the second chunk of information. A: One thing we could draw to show this is... B: I agree/disagree because... (continue alternating roles until all information in the problem is represented in the drawing) A and B: Read the question that the problem is asking together. A: I think we should put a question mark to represent the unknown in our drawing... B: I agree/disagree because... Solve A: Based on the drawing, I think we need to... (name operations to use and steps to solve) B: I agree/disagree because... B: I think the equation to show our thinking is... A: I agree/disagree because... A and B: Record the equation(s) and complete the computation. Write B: I think the answer statement should be... A: I agree/disagree because... A and B: Record the answer statement, putting the answer back in the context of the problem.