

Facilitation Guide

This guide provides an overview of common scenarios and questions that may arise during the implementation of the nudge, along with strategies to support its success.

MLR Nudge 3 Say What?

Recap

This nudge encourages students, instead of the teacher, to summarize key ideas. Reflecting on their learning and articulating reasoning with others deepens understanding and promotes active engagement.



Situation: How can I make sure all of my students are engaged during this routine?

Encourage them to express ideas in their own words rather than repeating what you said. Consider using the following sentence starters to engage students:

One question I still have about today is....

One take away from today is...

Today, I learned that....

One thing that surprised me was...

The most important mathematical part of today's lesson was...



Over the course of a week or a few lessons, different students should have the chance to “say what.”

Situation: My students' responses lack some specificity regarding the main idea.

Consider using the following sentence starters to encourage deeper thinking:

- One connection I made today is...
- One thing I understand better now is...
- A common mistake to avoid is...
- If I were teaching this to someone else, I would explain it like this...
- The main idea we learned today is...



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Situation: Students do not focus on the mathematical aspects of the lesson, but rather on general aspects.

Students may emphasize how hard they worked or how the activity was beneficial for their brains. To redirect their focus to the mathematical aspects, you can ask the following questions:



Situation: What happens if my students share an incorrect idea?

Start by validating the students.

"I love that you're thinking about this! Let's explore it together."

Have students turn and talk with a partner.

"Tell a partner your idea and listen to theirs. Do they match?"

If you notice that many students share the same misconception, consider revisiting the concept the next day to reinforce understanding.



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Are there strategies to make the nudge more accessible?

Consider the following options:

Draw and Share:

Have students draw a picture of what they learned.



Act It Out:

Have students act out or use gestures of what they learned.



Write it Out:

Have students write down what they learned.



Creating Norms

Students may not be used to sharing the main idea in their own words and are often used to repeating what the teacher has said. Strategies to support this norm include:

Providing
sentence stems

Starting by writing what they
believe they learned

Starting with a
turn-and-talk

