

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 8

Here's Where I'm At

Recap

This nudge gets students up and moving around during work time. It encourages them to share mathematical authority and gives them an opportunity to discuss mathematics of their choosing with their peers.



Situation: Students are hesitant to share.

- Have a conversation about the goal of the nudge, which is to share their thinking process, not just finished work.
- Reassure students that sharing incomplete work is valuable for learning.
- Remind them that they can also ask questions about a problem or about ones they haven't solved yet.

Situation: Students are just sharing answers.

Students might not be used to talking about solved problems outside of just sharing answers. Consider providing students with specific follow-up questions or prompts to use during their conversations, like:



What should I be doing during this activity?

Make sure you are circulating around the classroom to observe and support student discussions.

You might provide positive reinforcement, encourage quiet students to share and guide more dominant talkers to listen actively.

In the moment, you might suggest follow-up questions that students can ask each other and take note of any important concepts to talk about as part of a whole-class debrief.

You might need to model how to ask and answer these questions and emphasize the importance of exploring each other's thinking rather than just sharing answers.