

**Sentence Frames:** I noticed \_\_\_ so I looked for \_\_\_/We noticed \_\_\_ so we \_\_\_

**Summary:** Using sentence frames (such as those listed in this title) can help students share their mathematical thinking and make it easier for all students to participate in class discussions and/or reflections.

**School Connection:** I have used the “notice or wonder” strategy for years, so incorporating these sentence frames seemed like a natural next step. That is, the sentence frames present a way for students to take their notices and wonders and use them not only to better understand the problem, but to also develop concrete solution strategies over time. For these reasons, I used the sentence frames in the launch and closing during a 7th grade lesson on integers this week. See the blog post, "[Using Sentence Frames to Promote Math Thinking](#)" for more details.

**Connection to Equity:** “Focusing on student thinking sends the message to students that their ideas have merit, and students start to see themselves as capable mathematicians” (p. 10). This aligns with the equity practice of “challenge spaces of marginality” because the sentence frames “encourage student-to-student interaction and broad-based participation” (from the "[Five equity-based practices](#)"). Furthermore, using these sentence frames and ask yourself questions allow students to understand the problem with less teacher support. This aligns with “releasing control” (“R” in the [ICUCARE equity framework](#)) which places a focus on student sense making as an equitable practice.