

# **Social Emotional Learning (SEL) Math Lesson Plan**

## **Accountable Talk**

### **Goal**

To utilize accountable talk effectively when discussing math problem results

### **Math Standard**

- CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

### **Corresponding SEL Skills**

- Respect others (e.g., listen carefully and accurately)
- Understand other points of view and perspectives
- Identify social cues (verbal, physical) to determine how others feel
- Predict others' feelings and reactions
- Manage and express emotions in relationships, respecting diverse viewpoints

### **Objective**

Students will be able to engage in effective and positive discussion that evaluates how their peers completed a math problem.

### **Materials**

- Pens/pencils
- Copies of math problem(s)
- Copies of “accountable talk” cards

### **Procedures**

Students will solve a problem, come up with multiple ways to show their solutions and discuss with their peers using accountable talk.





### **Student Activity: Accountable Talk Discussion**

- Begin by asking students to individually complete a math problem (or several based on grade level).
- When they are finished, review the examples of “accountable talk” on the cards.
- Ask students to brainstorm aloud why it is important to use accountable talk when discussing or disagreeing with a peer.
- Explain that when we engage in discussion, we may not always agree so it is important to have strategies for engaging in communication effectively.
- In small groups, ask each student to share his/her answer to the problem and how she/he got to that answer.
- Encourage students to compare and contrast their own processes using the accountable talk sentence stems.
- Walk the room to monitor the groups’ discussions.

### **Conclusion**

Ask for volunteers to share their experiences. Ask students to explain what they learned from this activity. How did they feel when someone used one of the sentence starters as opposed to a phrase like “you’re wrong”? As an extension activity, you could ask students to brainstorm other strategies for communicating disagreement effectively (ex: body language).

## Accountable Talk Stems

<p><b>Ask for an Idea/Opinion</b></p>  <p>What is your opinion about ___? What's your perspective? How can we answer this? What do you think?</p>	<p><b>State an Idea/Opinion</b></p>  <p>I believe that... In my opinion... From my perspective... From my point of view... One reason that...</p>
<p><b>Ask others to Build on/Challenge</b></p>  <p>What can you add to this? Do you agree? Why/why not? What might be other points of view? How does this connect to...? Can you build on what said?</p>	<p><b>Build on/Challenge</b></p>  <p>I share your point of view... I agree/disagree with _____ that... My idea builds on _____'s... My perspective is similar to/different from _____'s... Another way to look at it is...</p>