

Figure 4.5 Language for *Noticing and Naming*

If I hear . . .	Then I can use the following language . . .
<p>I'm worried that it may be distracting to my students if you interject during the lesson.</p>	<p>We will be discrete about how and when we share. When we plan, you can let me know what feels best. And it's actually good for students to know where they are in relation to the learning targets.</p>

If I hear . . .	Then I can use the following language . . .
Will it make the students feel bad?	We will make sure that we focus on the positive as well as what would stretch the students further. You can expect something like this, “Miguel is doing a great job using evidence in his summary. It looks like he is still working on his sequencing.”
Will this take any more work?	I don't think so. We already have our weekly planning meeting set up so we are in good shape. And <i>noticing and naming</i> during the lesson just means that we are looking for the same things and taking notes that we can look at later.