

Addressing Behavior -

- “Some people are doing mathematics very quietly in front.” *Mr. L*
- “Don’t *touch*, don’t turn it over or you will be disqualified. *Don’t touch.*” *Mr. T*
- **Mr. L:** Andrew and Jenny, if you don’t want to participate here, you just have to leave. Ok?
Andrew: I do want to participate!
Mr. L: Then quiet please [raises finger to lips to hush Andrew].
- “I’m going to send you to someone else, you’re not doing *nothing*. You’re not raising your hand, you’re not doing *nothing*.” *Mr. L*
- “If you *talk* while they’re up there, there will be no *lunch recess* [arms crossed].” *Mr. T*
- “Alright, can we stop? Good job. I like the way Mario stopped. I like the way Tracy stopped.” *Ms. T*
- “Ready? Who wants to read the paragraph? Who’s sitting quietly. Kristen, why don’t you read this for us?” *Ms. T*
- [Nigel makes an audible noise.]
Ms. M: Is that you, Nigel?
Nigel: Yes.
Ms. M: I’m not going to warn you again. I’m going to ask you to not disrupt the class. That means don’t lean across the chairs and don’t make a sound [hand gesture]. If you are done and you are waiting, go ahead and make other algebra problems [gestures handwriting]. Okay?

Framing Student Ability -

- “Please think about that, I know you can understand it, I know you can get it.” *Ms. S*
 - “The original problem said 20 but I cut it down, um I didn’t want to make it too difficult.” *Mr. D*
 - “Alright sir. Professor Silva, this is my other mathematician. Let’s see what you came up with.” *Mr. G*
 - “You’re not doing your *math*. Put your hands *down*. Until you do your math, put your hands *down*. Until you do your math, put your hands *down*. Do your math and do your addition *correctly*. You gotta multiply *and add*.” *Ms. B*
 - “Way to go *Selena*, good thinking. *Excellent*, very good,” and one minute later “Ok, very good. Oh *Selena*, you’re *awesome*.” *Ms. S*
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Acknowledging Student Contributions -

- “Ok, I see a couple of people have the answer... pretty good. A couple of people have the answers for both parts.” Mr. J
- “No Tommy. Who wants to help? *Wrong* answer. Tommy, that is *incorrect*. Tommy out!” Ms. B
- “No, no he didn’t do it *wrong*. He’s *experimenting*.” Mr. D
- **Edwin:** We multiplied by two.
Mr. T: So why did you multiple 20 by 2?
Eva: Because there are two people for each handshake.
Mr. T: Ok, because there’s two people who need to shake?
Student group: Yes.
Mr. T: *Interesting, interesting*. That’s a good thought. Um, that’s part of the problem. I want you to think about this. There are how many people at the party?
Student group: 20.
Mr. T: If one person, James, shakes hands with everybody, how many hands did he shake?
Edwin: 19.
Mr. T: 19. Ok, now it’s Eva’s turn to shake hands.

Attending to Culture or Language -

- Teacher introduces the problem in the context of the world cup, something many students were discussing as the class began. Mr. L
- Teacher corrects African American Vernacular English, never addressing the mathematical contribution of the student. Ms. S
- “No. Say it in English.” Mr. L

Setting the Emotional Tone

- “Is there anybody that doesn’t understand this problem still? Don’t be ashamed. You know you can’t be ashamed in this class because I tell you all the time, there’s a lot of stuff I don’t understand in math and math, I’m going to make it one of my... It’s one of my goals. If you’re working on that too, it’s ok.” Mr. G
 - “If I see you are arguing and this and that, I may have to step in and help you.” Ms. S
 - “There’s no right or wrong way to explain it. Just explain it however you feel comfortable.” Mr. J
 - “Now I told you this before, my mind does not think algebraically, and um if I looked at this, I would be thinking, what is a way that I could do this and get the same answer, do it quickly, and I would do this, so, for my mathematician over there, you would probably like this, [pointing to how the problem was solved on the board using an algebraic formula] you guys are sharp, really smart.” Mr. G
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