

ENGAGE

GAME DAY MATH

Routines that Move the Chains in Problem Solving and Discourse



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NISD Elementary Mathematics - ENGAGE 2026



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session, make sure you
complete the survey at the end.

INTRODUCE YOURSELF

"If you were a football player, what would your 'Signature End Zone Celebration' be after a student has a major math breakthrough or 'Aha!' moment?"

Are you a high-fiver? A silent fist-pumper? A desk-drummer? Or do you do a full-on victory dance in front of the whiteboard?

THE 4 DOWNS

1ST DOWN: WHAT'S YOUR COACHING STYLE?

Go to the LEFT side of the room if you love meticulous lesson planning, organized manipulatives, and tight schedules.

Go to the RIGHT side of the room if you love teaching on the fly, feeding off student energy, and changing the plan mid-lesson if needed.



THE 4 DOWNS

2ND DOWN: WHAT DID “MATH TALK” SOUND LIKE IN YOUR END ZONE LAST YEAR?

Go to the FRONT of the room if your student discussions were mostly “Play-by-Play” (students reciting steps (“First I added then, then I subtracted that...”))

Go to the BACK of the room if your student discussions were a “Sports Debate” (students actively arguing, justifying their solutions and challenging each other’s mathematical reasoning).



THE 4 DOWNS

3RD DOWN: ENCOUNTERING A BRAND NEW CURRICULUM LIKE SAVVAS...

High-five a neighbor if you are “Ready to Draft” (excited, eager to see the new digital features and student resources).

Cross your arms and give a playful “defense” stance if you are “Scouting with Caution” (overwhelmed by change, protective of your current routines, but willing to learn).



THE 4 DOWNS

4TH DOWN: THE ULTIMATE STADIUM SNACK

Shout out your absolute favorite game day food on the count of three (Nachos, Hot Dogs, Popcorn, etc.).



LEARNING TARGET



Today I will analyze our new SAVVAS math resource to identify how problem solving and discourse routines are strategically embedded within the topics and lessons.



So I can shift my classroom from an “answer-getting” model to a “sense making” model, using these routines to drive productive struggle, deep mathematical problem-solving, and student led discourse.



I know I'll have it when I can identify problem solving and discourse opportunities in SAVVAS and be able to describe the intention behind the different language routines.

THE GAME PLAN: PROBLEM SOLVING

Problem Solving Model

LEGACY PLAYS VS. NEW PLAYBOOK



Past Problem Solving Routines



Problem Solving in SAVVAS

THE GAME PLAN: MATH WALK

Active Exploration & Discourse Analysis

WINNING GOALS



EXPLORE

With a partner, scout the new math resource to locate *Math Walk* for any topic opener.



DISCUSS

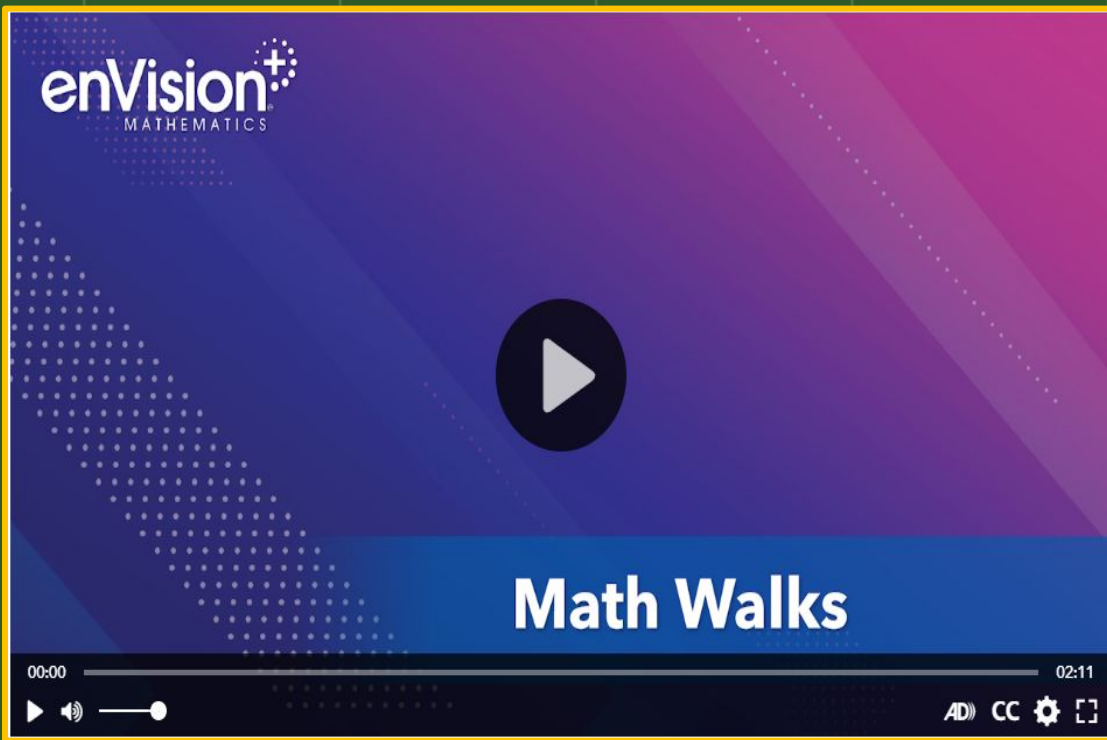
- *How does the video spark curiosity or excitement?
- *How could revisiting the Math Walk later in the topic deepen learning?
- *Why might this be valuable for student discourse and engagement?



COACH

Create a 1 sentence “sell” for the Math Walk: “The Math Walk helps students...”

FILM STUDY: MATH WALKS



Math Walk relates the topic's math content to real-world experiences.

- Math Walk includes a **Question in the Video** to engage students' interest and thinking. Students reflect on math they already know and could use to answer the question.
- Math Walk is accompanied by a teacher resource original that includes the **Questions for Students**.
- Math Walk can be revisited **Later in the Topic** to apply students' learning of new math concepts to the same question in the video.

The Math Walk teacher resource original is available at Savvas Realize®.

Math Walk Teacher Resource Original



Math Walk QR Code on the Student Edition page directs students to the Math Walk video.

Math Walk Video



The **Topic Essential Question** captures the primary math content in the topic. Students can respond to this question in the Topic Review section of their Student Edition.

Resources → Teacher Support Videos → Math Talks

THE GAME PLAN: MATH TALK

Active Exploration & Discourse Analysis

WINNING GOALS



EXPLORE

Scout the new math resource
for embedded discourse
opportunities.



IDENTIFY

Locate the Math Talk
Routines across lessons.



COACH

Understand how routines
support deep mathematical
thinking.

EQUIPMENT CHECK



New Math Resource (Playbook)



Recording Sheets & Sticky Notes

THE LOCKER ROOM SPEECH

"YOUR TEAM'S MISSION IS TO BECOME MATH TALK DETECTIVES BY LOCATING ROUTINES AND DETERMINING HOW THEY SUPPORT MATHEMATICAL THINKING AND DISCOURSE."

— Head Coach (Jennifer Black)

THE TOP PLAYS



Look Closely



Number Detective



Number Strings



Convince Me



Which One Doesn't Belong



Estimate: Head or Hand?



Line Up the Data



Quick Look



Let's Count



What's the Pattern



Same but Different



True or False?



Tilt or Balance

Math Talk Available at Savvas Realize®

Let's Count (Answers)

How many pears?



Answer:
14 pears

TEKS 2.4A Use anytime.

Number Sense Have students work in groups to share the various methods they used to determine the quantity shown. Encourage students to ask, "What strategy did you use? Why did you use that strategy?"

THE SCRIMMAGE

15 MINUTES ON THE CLOCK

Teams of 3–4 search the resource. Locate as many routines as possible.

Scoring:

1 Point per routine found.

Bonus Point for explaining the mathematical purpose!



THE GAME STAT SHEET



ROUTINE FOUND	TOPIC/UNIT	STUDENT THINKING	DISCOURSE GOAL
Convince Me	Fractions	Justifying Strategies	Explain Reasoning and listen to others
Quick Look	Place Value	Subitizing/Grouping	Share Visualization
True or False	Addition	Evaluating Claims	Debating Logic

RED ZONE CHALLENGES



7 MINUTE DRILL

Select 2–3 challenge cards to complete as a team. Deep dive into teacher moves.

CHALLENGE CARDS



FIND & DISCUSS

Locate a routine that encourages multiple strategies.



COMPARE

Find two routines in the same topic. How are they different?



STUDENT THINKING

Find a routine that supports struggle.
Explain why.



TEACHER MOVES

Create one teacher question you could ask during a “Which One Doesn’t Belong” discussion

POST-GAME HUDDLE

5

MINUTE WRAP-UP

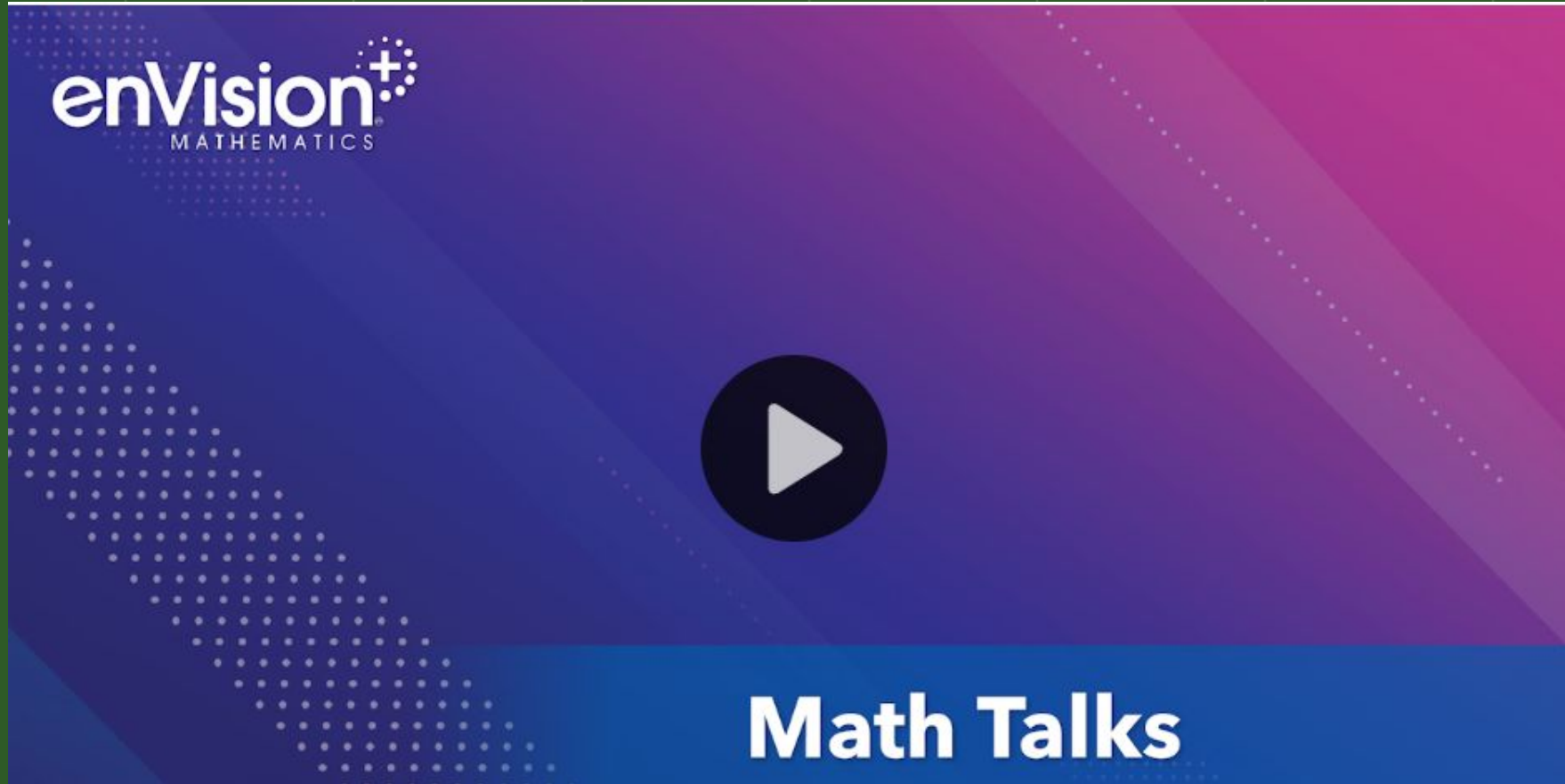


Share one strong routine example found.



One routine to try immediately.

FILM STUDY: MATH TALKS



[Resources](#) → [Teacher Support Videos](#) → [Math Talks](#)

VICTORY LAP

Which routine will have the greatest impact on student discourse and why?



REFLECTION

How are the Math Walk and Math Talk routines beneficial for student problem solving?

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THANK YOU!

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<https://tinyurl.com/ENGAGE26FB>

IMAGE SOURCES



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