

Uncommon Impact

Wait Time: 100+ Narrative Phrases

Key Idea: Top teachers in high performing urban schools often use *Narrated Wait Time* to incent and reinforce the specific behaviors that will be most productive to their students during that time. They are teaching even while they are waiting.

Top 4 benefits of *Wait Time*:

- The length and correctness of student responses is likely to increase.
- The number of failures to respond (“I don’t know”) is likely to decrease.
- The number of students who volunteer to answer is likely to increase.
- The use of evidence in answers is likely to increase.

The following phrases were written by 100 teachers and school leaders from New York City, Boston, Washington D.C., Philadelphia, New Orleans, Ohio, Colorado, Tennessee, and the Netherlands at a *Teach Like a Champion* workshop.

Note: we’ve categorized the phrases into rough grade level categories to make it easier for teachers to prioritize phrases, but most of these phrases could be adopted/modified for use across grade levels.

General (Can be Used Across Grade Levels)

- It's good to be slow, and make sure you know.
- If you're not sure, think about [hint].
- If you've got it, grow it! Build a defense.
- I'm listening for the sound of notebook pages.
- Think about your answer.
- I have almost 100%; waiting for my first row...
- I see [student] using [strategy]. I'll give everyone a minute to double-check with [strategy].
- Take more than ten seconds.
- Push your thinking.
- Scholars are reading the word wall.
- I know you know this, because you know where to look for the answer.
- Your hand is up or your pencil is moving.
- Sit with it. It's supposed to be hard.
- Be ready to give your answer in a complete sentence.
- This word is on the word wall. Check to see if you got it.
- Take a risk!
- Follow the steps.
- I love to see scholars take risks to answer challenging questions.
- Even Le Bron practices. Practice the answer in your mind.
- This is going to take some big thinking, so I'm going to give you time for that.

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- Stretch your thinking.
- Your first answer may not be the best one.
- How might another scholar answer?
- Think like a teacher.
- Where are my risk-takers? Life's more fun with a little adventure.
- This is tricky, so questions are good! Jot them down while you're thinking.
- This is hard stuff. Take your time. No hands for 10 seconds.
- I want effort, not perfection. We're in it together.
- Let's bring a few more thinkers into this equation.
- I don't expect you to get it all the time but I do expect you to try.
- Alright [this grade], it's time to take our thinking to the [next grade] level!
- Point to your evidence.
- Everyone has a voice and I want to hear your thoughts.
- Evidence, evidence, think of your evidence!
- Remember use your background knowledge to build current knowledge
- I can't wait to see you use precise vocabulary.
- DON'T FORGET V.I.V. - Very Important Vocab!
- Let's do a countdown for hands I need 12, 11, 10...
- I believe that you have the answer. I believe that you will find the way.
- It's so hard to wait because your responses will be brilliant, but I can do it!

Elementary School

- Thinkers pose! *Students put hands to chin.* Knowledge stance! *Students put hands straight up.*
- I see hands ready to show off what they've learned.
- Get those juices flowing! *Hands undulate like fluid.*
- Good readers take time...
 - To look back at the story.
 - To check punctuation.
 - To do [action]
- Say it to your hand and make sure it:
 - Makes sense
 - Matches the question
 - Has scholar language
- I spy scholar eyes looking around the room for resources.
- When you think you have your answer, take time in your mind to put it in a complete sentence.
- All brains on!
- When you have your answer, grab it from your brain and hold it up.

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- Can't wait to hear your billion dollar answer.
- I see fingers going to work.
- I can see that our brains are on fire.
- Juicy answers take time.
- Step foot in the world for a connection. Come back to share in 15 seconds.
- Brains are on fire. Keep burning!
- I see you riding thought waves. Keep surfing!
- Earn your detective badges!
- It's cold over here. I need to go where it's hot and the hands are on fire!
- Let's all chew on that question before we answer. *Pretend to chew.*
- Get your mouth ready to say the words in your head.
- If you know it, show it!
- Scholars always work to grow their thinking!
- Rev up your engines....Vroom, vroom, vroom.
- Make'm say hmmmmm!
- Rub your temples, get those minds working.
- Tap your brains! Wow, your thoughtful answers are growing bigger and bigger by the second.
- Write the sentence in your head, and then jot it on your paper.
- Remember be the tortoise, not the hare. Work smart, not fast.

Middle School and Up

- I see scholars using their notes to find answers.
- I'm seeing scholars rolling their 9s to check their answers
- Be prepared to explain why you set up your equation that way.
- We'll believe you when you prove it.
- Look around and see what your professional peers are doing.
- Explain why a different answer doesn't work.
- Be ready to explain how you got your answer
- [Student] is thinking about how she would prove her idea to us.
- Be ready to prove it!
- I like to see [student] using the [resource] to help him find the answer.
- Use your resources to check your answer.
- What if someone disagrees with your answer? What evidence can prove you're right?
- Your answer is ready when you can prove it.
- I see [name] using a sticky note to find evidence in the text.
- Find a resource that supports your answer.
- How will you defend your answer?
- How did you avoid an incorrect answer?
- Is your answer college-ready?

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- College-level answers take time.
- How could you check to make sure your answer is correct?
- I see [student] getting ready for the challenge by checking her notes.
- How would you explain this to your baby cousin?
- Take a few minutes to write down your responses to the question. When you're finished use you're resources to:
 - Defend/support your response.
 - Improve your response.
 - Extend your response.
- As you solve the problem, I should see you looking at your formula sheet for the right formula.
- As you come to your answer, list 2-3 other possibilities on your paper. Then, underline the answer you're most confident in.
- Make sure your armor is ready for defending your answer
- It's not about what you do when someone's watching; it's about what you do when no one's watching.
- Rome was not built in a day; take your time to develop sound answers.
- Use resources to revise your answer
- I am going to be contrary, so be ready with your argument because I'm going to try and prove you wrong!
- Elevate and elaborate.
- Be ready to listen critically to your classmates answer if you're not sharing. Think: are they on track? Any improvements needed?
- If you're already there, add a college-level word to your answer.
- You can go back and use your notes if you need to.
- Take 2 minutes to mark at least 3 places where you can find evidence of [fact or idea] using with post-it notes.
- I see [student] is looking at [resource], because it has a problem similar to the one we are working on.
- This thinking is putting you on the road to college.
- I saw lots of quick hands. I'm going to ask you to prove it. Can you prove it?
- I see college-ready scholars pushing their thinking by double-checking their work and finding more than one way to solve.
- How can you connect your answer to what we were just discussing?
- Challenge this thought: [e.g. "A rectangle is a square"]. Think first. Who's ready to challenge me?
- We're thinking through our thinking. Do I understand this question? What am I doing to solve?