Five Talk Moves

1. **Revoicing** -- The teacher repeats some or all of what a student has said and then asks the student to respond and verify whether or not the teacher’s revoicing is correct
   - Can make a student’s idea available to others
   - Gives them time to hear it again
   - Allows clarity
   - Allows more “thinking space”

2. **Student Restates** -- The teacher asks one student to repeat or rephrase what another student has said and then immediately follows up with the first student
   - Gives the class another rendition
   - Allows more time to process a statement
   - Provides evidence that other students did hear
   - Clarifies a claim and shows that an idea is being taken seriously

3. **Ask students to apply their own reasoning** — The teacher directs attention to the student’s reasoning. Elicits a respectful discussion on ideas by asking what they think and WHY
   - Causes students to be explicit in their reasoning

4. **Prompting for further Participation** — The teacher first revoices for clarity of two positions that have emerged, models how to talk respectfully, and then asks others to contribute
   - Encourages students to weigh in on what is being considered

5. **Using Wait Time** -- Silence for at least 10 seconds
   - Gives students time to think and reason
   - Use after stating question, after calling on a student, after the student responds – all allow extended thinking time for thought processing

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From *Classroom Discussions: Using Math Talk to Help Students Learn* by Suzanne H. Chapin, Catherine O’Connor, and Nancy Canavan Anderson.

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