

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

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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