

TALK MOVES

REVOICING — “SO YOU’RE SAYING...”

- Paraphrasing what the student has said and asking them to verify if your statement was correct.
- This move can be done teacher-listener or student-listener.
- This talk move helps bring clarity to the student’s response for both the speaker and the listener.

REPEATING — “CAN YOU REPEAT WHAT _____ SAID IN YOUR OWN WORDS?”

- Asking students to restate someone else’s reasoning.
- This move validates the speaker, helps the listener follow the speaker’s reasoning, and gives ELL’s and those who need more thinking time a chance to process the information.

REASONING — “DO YOU AGREE OR DISAGREE WITH THAT STATEMENT? WHY?”

- Asking students to apply their own reasoning to someone else’s statement.
- Explaining thinking is critical to mathematical learning. This move also highlights the speaker’s thought process.

ADDING ON — “WOULD SOMEONE LIKE TO ADD ON?”

- Inviting students to join the discussion.
- Provides an opportunity for students to actively listen to classmates.
- This move can be used alone or with the other moves to keep a discussion moving forward.

WAIT TIME — “TAKE YOUR TIME...WE WILL ALL THINK TOGETHER”

- Providing quiet think time after a student has been asked a question.
- At least 10 seconds is a good amount of time to be given once a question is posed. 10 seconds is also a good amount of think time during any time that a student is sharing.

TURN & TALK — “TURN AND TELL YOUR PARTNER...”

- This time allows students the clarify their thinking aloud and compare thinking with a classmate.
- Listening to student thinking is an opportunity for the teacher to preselect strategies or ideas to be shared in the conversation.

REVISE — “WOULD YOU LIKE TO REVISE YOUR THINKING?”

- Allowing students to revise their thinking as new information is shared.
- Students might say: “I used to think...but now I think...” or “I’d like to revise my thinking because...”

