Talk Moves in the Mathematics Classroom

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Why is talk critical to teaching and learning?
Five Major Reasons That Talk Is Critical to Teaching and Learning

- Talk can reveal understanding and misunderstanding.
- Talk supports robust learning by boosting memory.
- Talk supports deeper reasoning.
- Talk supports language development.
- Talk supports development of social skills.
Five Talk Moves

- Using **wait time**
- Revoicing a student’s contribution
- Asking students to **restate** another student’s contribution
- **Prompting** students for further participation
- Asking students to **apply** their own reasoning to someone else’s reasoning

Chapin, O’Connor, & Anderson (2009)
Five Talk Moves

- Example: Using wait time
Five Talk Moves

- Example: **Revoicing** a student
  - S: "Adding A and B together gives you a bigger angle."
  - T: "So you're saying that by adding the magnitudes of angles A and B, we get a new magnitude that is greater than the measure of angle C? Is that right?"
Five Talk Moves

- Example: Asking students to restate one another
  - T: “Can you restate what he just said in your own words?”
  - T: “John, what did you hear Dave say?”
Five Talk Moves

- Example: **Prompting** for further participation
  - T: “Would someone like to add on or share another method?”
Five Talk Moves

- Example: Asking students to apply their reasoning to someone else’s
  - T: “Do you agree or disagree and why?”
  - T: “How is Mary's thinking similar to or different than Juan's?”
Talk Moves from our It All Adds Up Discussion

- Which moves did you notice?
- What was their apparent function?
- Did you see a place where a talk move could have been used?

Wait Time
Revoicing
Restating
Prompting
Applying
Functions of the Talk Moves

- Using wait time
  - Allows students time to think
  - Minimizes students’ tendencies to reason hastily
  - Increases opportunities for equitable participation
Functions of the Talk Moves

- **Revoicing** a student’s contribution
  - Amplification
  - Elaboration, increase clarity of reasoning
  - Bridge to more mathematical language
  - Set up alignments and oppositions
  - Demonstrate attention and concern for student thinking and voice
Functions of the Talk Moves

- Asking a student to **restate**
  - Build a community of active listeners
  - Provide another phrasing of reasoning for students to engage with
  - Formative assessment
Functions of the Talk Moves

- **Prompting for further participation**
  - Increase opportunities for participation from a variety of students
  - Get multiple solutions/ideas on the table
  - Push to deeper levels of mathematical thinking
Functions of the Talk Moves

- Asking students to apply their own reasoning to someone else’s reasoning
  - Encourage students to engage with one another’s ideas
  - Direct attention to reasoning rather than answers
  - Make mathematical connections
  - Promote community argumentation and justification
Thank you

Chapin

O’Connor

Anderson