

Talk Moves in the Mathematics Classroom

Dawn Perks

Durham Public Schools

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

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

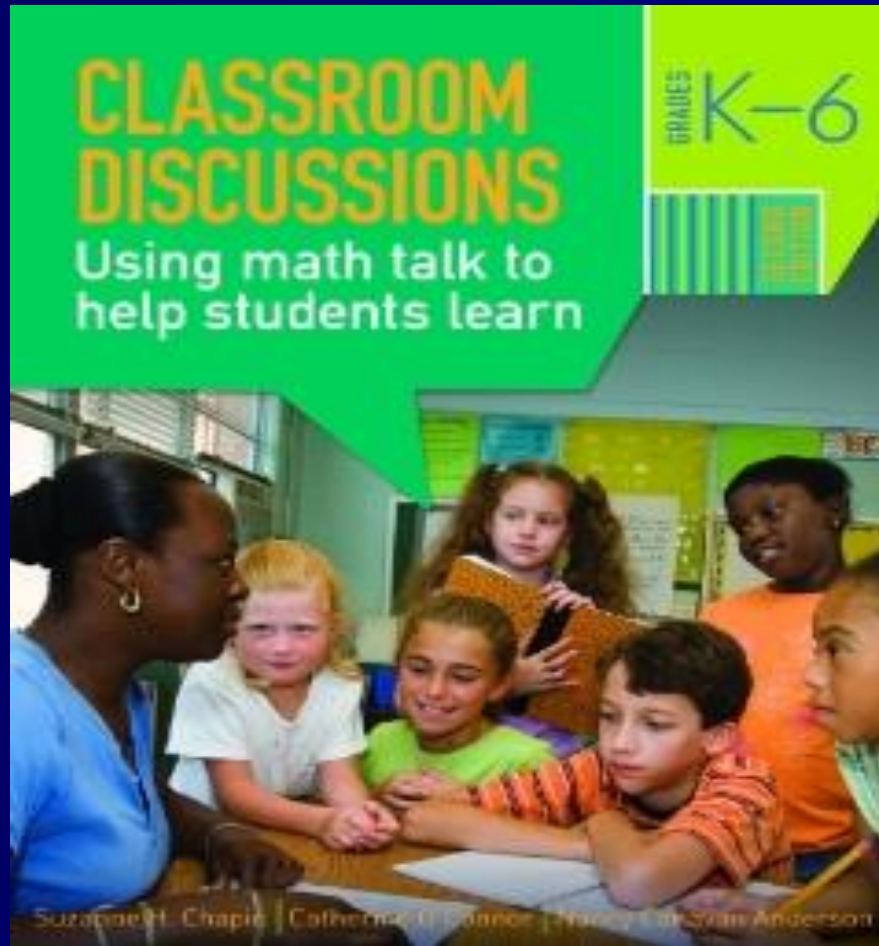
Functions of the Talk Moves

- 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