

REVOICING: WHAT DO YOUR STUDENTS KNOW?

S. LEIGH NATARO
MORAVIAN ACADEMY
@MATHTEACHER24
LNATARO@MAMAIL.NET



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Raise Your Hand If You Are Guilty of...

- ❑ Teaching lessons that have not gone as planned.
- ❑ Talking more about math than your students do.
- ❑ Answering your own questions during a lesson.
- ❑ Not calling on certain people because you know it will take extra time.
- ❑ Not asking questions in order to “power through the lesson” before the bell rings.
- ❑ Recognizing you need to become better at promoting purposeful discourse.

What is Discourse?

- Includes interaction of students with each other.
- Students see each other as a source of knowledge and understanding.
- Can produce equity, because all students can contribute their thoughts.
- Increases student ownership of their learning.
- Helps teachers to assess student understanding.

What is Revoicing?

- Any form of restating an idea presented by another
- Lowest level: parroting back what was said
- Higher level: restatement that reshapes the original
- Highest level: adding clarity, including math vocabulary and connecting concepts
- Can be done by the teacher or by students
- Requires “think time” and that can be challenging!

Revoicing: Can be Negative

- If the teacher is only doing the revoicing, students don't have to listen to each other.
- The teacher's vocal inflection can clue students as to whether their thought is correct or not.
- Students come to rely on the teacher to correct and clarify.

Revoicing: Can Be Positive

- Helps the introverted students to be heard.
- Students become responsible for listening, thinking and summarizing.
- Students become better more precise with using mathematical language.
- Can be used to connect student ideas.
- Helps you to know what your students know – informal assessment.

Revoicing: Critiquing a Lesson

- Positive examples of revoicing
- Negative examples of revoicing
- Something that could have been done differently

Practical Tips

- Record yourself (video or only audio)
- Use more Pair-Share or Small group to get all students involved
- Have a student revoice what their partner or small group said when reporting to the whole class
- Take your time – time to develop concepts and wait time when asking for students to revoice an idea
- Anticipate misconceptions and plan your questions

Resources

- *Hess' Cognitive Rigor Matrix*

http://static.pdesas.org/content/documents/M1-Slide_22_DOK_Hess_Cognitive_Rigor.pdf

- *What Does Research Say the Benefits of Discussion in Mathematics Class Are?* by Michelle Cirillo

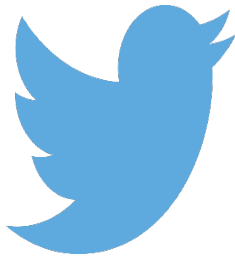
www.nctm.org/Research-and-Advocacy/Research-Brief-and-Clips/Benefits-of-Discussion/

- *Promoting Purposeful Discourse*, Edited by Herbel-Eisenmann and Cirillo (NCTM Publication)

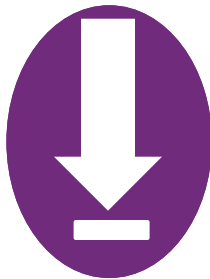


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