

## Productive Talk Moves

Talk Move	What the teacher might say	Notes: When and Why to Use it
<b>Purpose: Helping Individual Students Clarify and Share Their Thoughts</b>		
<b>Say More</b> – asking an individual student to expand on what he or she said	<i>“Can you say more about that?”</i> <i>“Tell us more about your thinking.”</i> <i>“Can you give an example?”</i>	<ul style="list-style-type: none"> <li>• Use when student gives a very short response</li> <li>• Shows student that you value his or her thinking</li> <li>• Helps you better understand what a student is thinking</li> </ul>
<b>Revoicing</b> – teacher repeats (or rephrases) some or all of what a student said and asks the student to verify	<i>“Let me see if I understand. So you’re saying... Am I correct?”</i>	<ul style="list-style-type: none"> <li>• Use when a student’s response shows a lack of clarity</li> <li>• Buys “thinking time”</li> <li>• Helps other students keep track of what is going on</li> <li>• Allows teacher to model precise vocabulary</li> </ul>
<b>Purpose: Helping Students Orient to Others Thinking</b>		
<b>Who Can Repeat?</b> – asking students to restate what has been said	<i>“Shondra, can you repeat what Sam said in your own words?”</i> Teacher may ask the person who made the original statement for verification. <i>“Sam, is that correct?”</i>	<ul style="list-style-type: none"> <li>• Use when an important point has been made or hinted at</li> <li>• Use to practice respectful listening</li> <li>• Do not use in a punitive way to “catch” a child who is not listening</li> <li>• Provides another version of an important point in “kid-friendly” language</li> <li>• Especially valuable for ELL</li> <li>• Encourages students to be clear in their communication</li> </ul>
<b>Purpose: Helping Students to Deepen Their Reasoning</b>		
<b>Press for Reasoning</b> – asking students to explain their reasoning	<i>“Why do you think that?”</i> <i>“What convinced you that was the answer?”</i> <i>“Why did you think that strategy would work?”</i> <i>“What is your evidence?”</i> <i>“How did you get that answer?”</i> <i>“Can you prove that to us?”</i>	<ul style="list-style-type: none"> <li>• Use any time a student gives an answer without explaining how they were thinking</li> <li>• Allows for misconceptions to surface so that you can clear them up in a respectful way</li> <li>• Enhances metacognition</li> <li>• Allows you to make a child’s thinking explicit for the benefit of the rest of the class</li> </ul>
<b>Purpose: Helping Students Engage With Others’ Thinking</b>		
<b>Do you agree or disagree... and why?</b> - asking students to evaluate someone else’s reasoning	<i>“Marcus, do you agree or disagree with what Leslie said? Why?”</i> <i>“Show me thumbs up or down if you agree or disagree.”</i>	<ul style="list-style-type: none"> <li>• Use when students are wrestling with new ideas</li> <li>• Be sure to use this talk move with both correct reasoning and faulty reasoning</li> <li>• Encourages students to reflect and evaluate what is being said and see how it fits in with their own understanding</li> <li>• Respectfully disagreeing needs to be modeled!</li> <li>• Teacher should not support one idea or the other.</li> </ul>
<b>Who Can Add On?</b> – asking other students to share related ideas	<i>“Would someone like to add on?”</i> <i>“Does anyone else have an idea to add?”</i> <i>“Does anyone have a different way to solve it?”</i>	<ul style="list-style-type: none"> <li>• Use when a discussion has stalled and other ideas probably exist and could be shared</li> <li>• Encourages multiple solution processes to be shared</li> <li>• Encourages students who are slower at processing to add their ideas</li> </ul>
<b>Wait Time</b> – wait at least 4 to 5 seconds after asking a question	<i>“Take your time...thinking takes time...”</i> <i>“Show me thumbs up when you think you have an idea.”</i>	<ul style="list-style-type: none"> <li>• Use anytime you’ve asked a question to the whole class</li> <li>• Whenever you’ve called on a particular student (Be patient.)</li> <li>• Gives students time to organize and rehearse their thoughts</li> </ul>

## Productive Talk Formats

### Whole Class Discussion – teacher as facilitator

- Teacher is in charge, but not primarily engaged in delivering information or quizzing.
- Teacher encourages students to share their thinking and build on other's contributions.
- Teacher facilitates and guides, but does not provide answers directly.
- Purpose is to provide students with practice in mathematical reasoning that will further their mathematical learning.

### Small Group Discussion – teacher as monitor

- Teacher circulates as groups discuss.
- Teacher observes and interjects with questions or clarifications as appropriate
- Because the teacher's role is diminished, more possibilities exist that talk will not be productive or "on-task".
- If students must produce a product (problem solving poster) or know they will be held accountable through a group evaluation or a whole-class follow-up discussion, the chances of talk being productive increases.

### Partner Talk (Turn and Talk; Think – Pair – Share)

- Teacher asks question, gives about 30 seconds for individuals to think, and then provides about 2 minutes for partners to talk about their ideas.
- Teacher circulates and listens to get a sense of what students know and understand.
- As teacher circulates, he or she can be thinking about how to proceed with the lesson based on what is heard.
- Allows students to put their ideas into words in a low stress format without being on the spot in front of the entire class (especially good for students who are anxious or shy, English Language Learners, or students whose understandings may be weak).
- Allows every student to communicate.
- This format can be woven throughout a whole class discussion.
- If using wait time doesn't increase the number of students willing to talk during whole class discussion, using Partner Talk can increase the level of conversation.