

Five Productive Talk Moves

(from Chapin, S.H., O'Connor, C., & Anderson, N.C. (2009). *Classroom discussions: Using math talk to help students learn*. Math Solutions. Sausalito, CA.)

Teacher Move	What a teacher does	Benefit of the move	Might sound like...
1. Revoicing	Repeat some or all of what the student is saying, and then asks the student to respond and verify whether or not it is correct.	Makes one student's ideas available for the teacher and other students to understand. Provides "thinking space" for students to track what is going on mathematically.	"You're saying that it's an odd number?" "Are you noticing something about the zeros over here?"
2. Repeating	Asking students to restate someone else's reasoning	Gives students more time to process an idea, as well another way to hear it. Provides evidence that other students did indeed hear the idea of another student. Shows the students that mathematical ideas they have are important and taken seriously.	"Can you repeat what he just said in your own words?"
3. Reasoning	Asking students to apply their own reasoning to someone else's reasoning.	Entry point in to eliciting student thinking. Positions student ideas as important mathematical ideas.	"Do you agree or disagree, and why?"
4. Adding on	Prompting students for further participation	Encourages students to weigh in about ideas. Helps establish a norm around connecting mathematical ideas and building on them.	"Would someone like to add something more to this?" "Karen, I see your hand is up. Do you have something to add?"
5. Waiting	Waits in silence	Brings important contributions from more students into the discussion. Communicates an expectation that everyone has important ideas to contribute.	"Take your time... we'll wait..." Total silence. Slowly count to 10 in your head.

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