

# Dialogue Talk Moves (5 tools of the trade)

## (Questioning techniques)

Talk moves are used to facilitate classroom conversations during mathematics lessons. They were originally developed to support teachers and students when discussing ideas and strategies, highlighting them through focused mathematical talk. Although facilitated by the teachers, the purpose of talk moves is to encourage student to student talk. According to Chapin et al. (2009), there are five talk moves: revoicing, restating, agreeing/disagreeing, adding on, and using wait time. Each move has a particular purpose with all used to improve student understanding of mathematical concepts, strategies, and ways of thinking and working mathematically. They are also important in developing all students' ability to engage in conversations in rigorous and purposeful ways.

<b>Talk Move</b>	<b>Example</b>
<b>The teacher/student REVOICES what they heard said.</b>	So, you're saying ..... Did I get that right?
<b>Ask students to RESTATE someone else's thinking</b>	Who would like to try to repeat or rephrase what s/he said?
<b>Ask students to APPLY their reasoning to someone else's reasoning</b>	Do you agree/disagree with what was said, and why?
<b>ADD ON: Prompt students to CONTINUE discussion.</b>	What can you add to the idea s/he is building
<b>Use WAIT time.</b>	Take your time. "Turn and talk" is a key strategy to allow all learners time to think.



## The HOW and WHY of the Dialogue Moves

REVOICING	RESTATING	AGREEING / DISAGREEING	ADDING ON	USING WAIT TIME
<ul style="list-style-type: none"> <li>● Repeating a selection of the student responses</li> <li>● Seeking verification from students</li> <li>● Providing opportunities for self-correction and clarification</li> <li>● Hearing strategy / method again</li> <li>● Providing more “thinking space”</li> <li>● Helping students “track the talk”</li> </ul>	<ul style="list-style-type: none"> <li>● Asking students to repeat or rephrase peer’s thoughts</li> <li>● Hearing strategy / method again but in new ways</li> <li>● Validating others’ thinking</li> <li>● Building greater shared understandings</li> <li>● Highlighting need for active listening by all</li> </ul>	<ul style="list-style-type: none"> <li>● Eliciting further reasoning about already offered strategies / methods</li> <li>● Pushing for reasons for agreement / disagreement</li> <li>● Pressing for more reasoning and applying thinking to others’ contributions</li> <li>● Focusing on respectful discussion of ideas (not the person!)</li> </ul>	<ul style="list-style-type: none"> <li>● Increasing participation in the talk</li> <li>● Seeking new information or different perspectives on ideas already discussed and highlighted</li> <li>● Encouraging others to “weigh in” on other learners’ considerations thus far</li> </ul>	<ul style="list-style-type: none"> <li>● Waiting at least 10 seconds after asking a question or calling on a student to enact a particular “talk move”</li> <li>● Encourage turn and talk to allow thinking time</li> <li>● Providing appropriate “think time” once problem is posed</li> <li>● Stating clear reasons for “wait time”</li> <li>● Being comfortable with silence</li> <li>● Providing more “thinking space”</li> </ul>



## Dialogue Talk Moves (Questions and statements to try out the moves)

<b>REVOICING</b>	<b>RESTATING</b>	<b>AGREEING / DISAGREEING</b>	<b>ADDING ON</b>	<b>USING WAIT TIME</b>
<p>So, you just said that you are thinking ... is that right?</p> <p>So, you think ... (say what the student said staying true to their thinking) ...did I say what you said correctly?</p> <p>So, are you thinking that ... is that what you mean?</p> <p>Let me see if I understand. So, you think that ...? is that close?</p> <p>It looks like you first thought ..., then you next did ...</p> <p>So, the way you thought about this was to ...</p>	<p>Who'd like to try to put what (name) just said in their own words?</p> <p>Could you explain what you just said in a different way?</p> <p>How could we talk about the same idea in another way?</p> <p>Who can think of another example of what (name) said?</p> <p>Who has another strategy that is like (name) but you could explain it in another way?</p> <p>How could you change what you originally thought?</p> <p>What is another way of explaining that idea / strategy / answer?</p> <p>What is another way of solving or thinking about this idea?</p>	<p>Could you tell us why you agree or disagree?</p> <p>Why do you agree/disagree with that?</p> <p>Who has a similar answer or way of thinking? How is it the same?</p> <p>Who has another answer or way of thinking? How is it the different?</p> <p>How are these ideas / strategies / ways of thinking the same?</p> <p>How are these ideas / strategies / ways of thinking different?</p>	<p>How could we build on what (student's name) just explained?</p> <p>Could anyone add their own thinking to what s/he just said?</p> <p>What else could we add to this idea / way of thinking?</p> <p>Are there any other strategies that we might use to solve this?</p> <p>What is more we could say about this?</p> <p>Could you give us a further example of this idea?</p> <p>Who could add a different example of this idea?</p> <p>Who would like to try to expand on {name's} idea?</p> <p>How might you elaborate more on your thinking here?</p>	<p>We will wait for everyone to think this through first</p> <p>Let's give everyone time to work this out before sharing</p> <p>I'm giving you time to think. Let me know when you are ready to share your thinking. (I'll come back to you)</p> <p>This question is important. Let's take some time to think about it</p> <p>Let's pause to think about that some more.</p> <p>Let us all have some wait time because we all need time to think to add to our learning.</p>

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

