**Ideas for Introducing Math Talk Moves**

In the first weeks of school, math talk moves may be easily modeled and practiced as students get to know each other and learn classroom expectations. There is no particular order in which these moves must be introduced. Below are suggestions of scenarios where these moves may be easily incorporated throughout the day.

 (T) denotes primarily teacher move (S) denotes primarily student move

|  |  |
| --- | --- |
| **Talk Move** | **Possible Scenarios** |
| Revoicing (T) “So, you’re saying that…”Teacher clarifies responses that may be confusing or difficult to hear, and then asks student if that clarification is correct.  | * Generating ideas for needed classroom procedures and rules
* Sharing reasoning during number talks
* Clarifying ideas when students are answering questions such as *What’s your favorite \_\_\_ ?* or *How did you spend your summer?*
* Clarifying ideas when students are asked to
	+ Describe your family.
	+ Describe where you are from.
	+ Describe how you get to school.
	+ Describe how you could get to a location such as the media center, gym, cafeteria, etc.
	+ Describe one of our special area (encore) teachers.
* Brainstorming steps for how-to writing
* Model during any content instruction
 |
| Restate (S)“Can you repeat what he just said in your own words?”Teacher asks a student to repeat or rephrase what another student has said. | * Listening to a partner tell about himself/herself and then share information with the class (what your partner did over the summer, favorites, etc.)
* Restating rules/procedures
* Playing the telephone game (“Chinese Whisper”)
* When teaching how to work with a partner during content instruction or getting to know you activities
* Retelling parts of a read aloud
* Restating a phonics rule or examples
 |
| Agree/Disagree (S)“Do you agree or disagree and why?”Teacher directs attention to a student who is applying their reasoning to someone else’s reasoning while refraining from supporting either position. | * Discussing opinions before writing such as *Goodbye Summer...Hello School.* Children share what they will miss about summer and what they look forward to about school. Then others can agree or disagree with their opinions using language such as “I agree with \_\_\_\_ because…” or “I disagree with \_\_\_\_ because…”.
* Generating ideas for needed classroom procedures and rules, growth mindset, content area discussions, etc.
* Sharing reasoning during number talks
* Discussions during getting to know you conversations related to personal opinions such as:
	+ Which special is your favorite?
	+ Which is your favorite school lunch?
	+ Which do you think is the best subject in school?
	+ Which is your favorite habit (7 Habits of Highly Effective People)?
 |
| Add On (S)“Would someone like to add on?”Teacher invites further commentary by prompting students to add on comments and/or to explain their reasons for agreeing or disagreeing. | * Discussing topics using the strategy called “Cube on Top.” Children add a cube of the same color to a tower when they add a detail to a conversation. They add a different color if they are starting a different topic.
* Generating ideas for what classroom procedures and rules “look like, feel like, and sound like” in the classroom
* Adding more details when retelling a read aloud
* Adding supporting details once students state a “favorite” to explain why it is their favorite (food, sport, favorite of the 7 habits, etc.)
* Adding details when setting personal goals for the year for growth mindset
* Brainstorming prior to writing a story such as My Favorite Summer Memory or My Favorite Kindergarten Memory
* Explaining to clarify strategies in math
 |
| Wait Time (T)“Take your time...we’ll wait…”Teacher practices wait time to set the expectation that all students are expected to consider the questions and participate. This time may range from 10 seconds to a minute, depending on the situation.  | * Explaining and modeling how wait time will be used
* Showing what ten seconds (20 seconds...minute) feels like to help the class gain comfort with silence and the expectation of thinking to process information and form responses
* Modeling the importance of allowing students time to think through activities. This may be done by having all students to answer a question immediately (without much wait time) while the teacher records answers on a chart. Then give think time for students to consider how to elaborate. This works well with one-word answers such as favorites. Then, students ponder why something is their favorite. This will help make visible the richness of the thinking that can be gained when students ponder answers.
* Discussing questions that require consideration before answering such as *“What did you do this summer?”* or *“What are you looking forward to this school year?”*
* Discussing story ideas with a partner or the class prior to writing time
* Generating ideas for what your classroom should “look like, feel like, and sound like” this year
* Waiting after asking questions during content discussions
 |

Information about the Talk Moves based on Chapin, S. H., OConnor, C., & Anderson, N. C. (2003). *Classroom discussions using math talk to help students learn, grades 1-6* (1st ed.). Sausalito, CA: Math Solutions Publications.