

Talk Moves for STARI Distance Learning

Goal 1

Individual students share their reasoning so it can be heard and understood.

Getting students to share in a way that can be heard and understood is extra challenging when using online/distance learning platforms.

Wait time is critical, and we usually can't rely on the trusty "turn and talk."

Wait time

- Stop and jot. Consider using google docs or your platform's chat function to allow students' jots to be seen by you and their peers.

How will you designate whose turn it is to speak? It likely won't work for volunteers to speak without being called on. You may have to take an active role in selecting the next speaker. Will you cold call? Or implement a system that allows students to volunteer to speak?

Distance learning can also make it harder to understand what students are saying.

Say more

- Can you say more about that?
- Could you say that again?
- Could you give us an example?

Revoicing

- So let me see if I've got what you're saying. Are you saying...?

Goal 2

Students orient to others and listen to what others say.

Getting students to share contributions that you can understand during a virtual discussion is hard enough - getting them to listen and respond to one another may seem almost impossible. Use these Goal 2 talk moves to help.

Who can rephrase or repeat?

- Can anyone rephrase or repeat that?
- Can someone put that in their own words?

Goals 1 and 2 may be enough to strive for during this sudden introduction to distance learning. But if Goals 1 and 2 are going well, and you feel ready for another challenge, Goal 3 and 4 talk moves may help as well.



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Goal 3

Students work on deepening their own reasoning.

Asking for evidence or reasoning

- Why do you think that?
- What's your evidence?
- Can you explain your reasoning?
- What in the text makes you say that?

Challenge or Counterexample?

- Can you find a piece of evidence that supports the opposite point of view?
- But what about the part in the text where Maleeka burned the money?

Goal 4

Students work with the reasoning of other students.

Agree/disagree and why?

- What do other people think about that?
- Does anyone have a different view?

Add on

- Who wants to add onto that?
- Can you take that idea and push it a little further?

Explaining what someone else means

- Who can explain what Hilal means when he says that?
- Who thinks they could explain how Lucy came up with that answer?
- Why do you think Evan said that?

Adapted by SERP from:

The Inquiry Project's "Checklist: Goals for Productive Discussions and Nine Talk Moves"

Chapin, S. O'Connor, C., & Anderson, N., (2009). *Classroom Discussions: Using Math Talk to Help Students Learn, Grades 1-6*. Sausalito, CA: Math Solutions Publication

