

Revoicing Discussion

As a group, you will have a discussion about the **revoicing**, talk move #1. For each of the questions below, develop as complete an answer as you can. You will want to take notes and turn a copy in to Jennie after you have had your conversation.

1. What is **revoicing** and how is it used?
2. What are the benefits of using the **revoicing** talk move?
3. How does the **revoicing** talk move help students externalize or express their thinking?
4. How does **revoicing** work on deepening a student's own reasoning?
5. How have you used **revoicing** in the past? (Share an EXAMPLE or TWO and remember to explain why you used this move!)
6. How have your students responded to your use of the **revoicing** talk move?

Asking students to restate someone else's reasoning Discussion

As a group, you will have a discussion about the ***asking students to restate someone else's reasoning*** talk move (#2). For each of the questions below, develop as complete an answer as you can. You will want to take notes and turn a copy in to Jennie after you have had your conversation.

1. What is the ***asking students to restate someone else's reasoning*** talk move and how is it used?
2. What are the benefits of using the ***asking students to restate someone else's reasoning*** talk move?
3. How does the ***asking students to restate someone else's reasoning*** talk move help students to orient to others and listen to what others say?
4. How have you used ***asking students to restate someone else's reasoning*** in the past? (Share an EXAMPLE or TWO and remember to explain why you used this move!)
5. How have your students responded to your use of the ***asking students to restate someone else's reasoning*** talk move?

Applying their own reasoning to someone else's reasoning Discussion

As a group, you will have a discussion about the ***applying their own reasoning to someone else's reasoning*** talk move (#3). For each of the questions below, develop as complete an answer as you can. You will want to take notes and turn a copy in to Jennie after you have had your conversation.

1. What is the ***applying their own reasoning to someone else's reasoning*** talk move and how is it used?
2. What are the benefits of using the ***applying their own reasoning to someone else's reasoning*** talk move?
3. How does ***applying their own reasoning to someone else's reasoning*** help students engage with and respond to the reasoning of others?
4. How have you used ***applying their own reasoning to someone else's reasoning*** in the past? (Share an EXAMPLE or TWO and remember to explain why you used this move!)
5. How have your students responded to your use of the ***applying their own reasoning to someone else's reasoning*** talk move?

Prompting for further participation Discussion

As a group, you will have a discussion about the ***prompting for further participation*** talk move (#4). For each of the questions below, develop as complete an answer as you can. You will want to take notes and turn a copy in to Jennie after you have had your conversation.

1. What is the ***prompting for further participation*** talk move and how is it used?
2. What are the benefits of using the ***prompting for further participation*** talk move?
3. How does ***prompting for further participation*** help individual students externalize or express their thinking?
4. How does ***prompting for further participation*** help students engage with and respond to the reasoning of others?
5. How have you used ***prompting for further participation*** in the past? (Share an EXAMPLE or TWO and remember to explain why you used this move!)
6. How have your students responded to your use of the ***prompting for further participation*** talk move?

Wait Time Discussion

As a group, you will have a discussion about the **wait time** talk move (#5). For each of the questions below, develop as complete an answer as you can. You will want to take notes and turn a copy in to Jennie after you have had your conversation.

1. What is the **wait time** talk move and how is it used?
2. What are the benefits of using the **wait time** talk move?
3. How does **wait time** help individual students externalize or express their thinking?
4. How have you used **wait time** in the past? (Share an EXAMPLE or TWO and remember to explain why you used this move!)
5. How have your students responded to your use of the **wait time** talk move?