

Discourse Moves for Fostering Confident Math Learners

We ALL speak math

North Carolina Collaborative for Mathematics Learning

www.nc2ml.org

Revoicing / Asking Students to Revoice

What is it?

Restating or rephrasing a students' mathematical contribution. This can be done by the teacher or the teacher can ask a student to revoice a classmate's contribution.

Why do we use it?

Revoicing or asking students to revoice, amplifies students' ideas, positions students as competent thinkers, supports students as they learn to listen and make sense of their peers' thinking, provides an opportunity to clarify ideas for the student and others, and allows for linking ideas and advancing a mathematical discussion.

When Revoicing / Asking Students to Revoice...

Teachers are...

- restating, or asking others to restate, and then asking the student if the restatement is what they meant or not
- recording students' ideas on the board
- rephrasing students' ideas to build understanding and/or to offer precise mathematical language
- restating multiple ideas and asking students to consider their connections

Students are...

- rephrasing each other's ideas in their own words
- Iearning to listen
- seeing their ideas and their peers ideas as valued contributions
- considering how ideas are connected
- making connections between common language and precise mathematical language

So, I hear you saying that ...

Can someone say that in their own words? What I think I heard Carlos say is ...

This is what I heard (points to the board), is that what you meant? What do you understand Kendra is saying?



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Discourse Move: Revoicing / Asking Students to Revoice



To create an environment where students co-construct mathematical ideas together, we need to get students talking.



How do we use it?

If you are new to revoicing, try this: Ask your students to share their thinking. Then, restate one person's contribution. You might try: "What I hear you saying is..." and then ask the student for confirmation. To encourage students to listen to each other, you can also ask students to revoice by asking "Can someone else say that in their own words?" .



Examples of Revoicing in Action

Scenario: Imagine students are working on factoring quadratic expressions using an area model. The image to the left was just created using algebra tiles.

Teacher Revoicing:

Student: I knew to put 3 yellow squares on top and two yellow squares on the side because 2 times 3 is 6 and 2 plus 3 is 5.

Teacher: So what I hear you saying is the factors are 3 and 2 because 3 times 2 is 6 and 3 plus 2 is five. Is that correct?

Student: Yep

Asking a Student to Revoice:

Teacher: How did you factor the trinomial?

Student 1: I knew to put 3 yellow squares on top and two yellow squares on the side because 2 times 3 is 6 and 2 plus 3 is 5.

Teacher: Interesting. [Student 2], can you say that in your own words?

Student 2: They said the factors had to be both positive and since we had 5 x's and 6 ones, the factors had to be 2 and 3. Is that what you said?

Student 1: Yes.



Things to Remember

This move is about giving students a voice.

When you are revoicing, make sure you say what students actually said, although it is easier to say what you wanted them to say.

- It is to loop back to the student and make sure they confirm (or not) that the restatement was what they said.
- If you use this move and get crickets, a good move is to do a turn and talk and then ask again.
- Support your multilingual learners by including student gestures in your restatement of their ideas.



Questions to Consider with Colleagues

Once you have tried revoicing in your classroom, what is a tip you would share with someone new to this move?

2 An important part of revoicing is looping back to the student. How do you create an environment where students feel comfortable stating that they disagree with how someone has restated their idea?

How can using the revoicing / asking students to revoice be used to support students' use of the SMPs?