

Strategies to Promote Discourse in Mathematics Classrooms

Promotes Discourse		Discourages Discourse
Verbal Patterns	Facilitates and referees debate between children in a way that promotes children's identity	Allows children to use language and tone that reduce the voice and experiences of other children
	Uses questioning probes and revoicing strategies that ensure equity and children's development of thought	Moves from one mathematical or social discussion to the next without ensuring the child's voice was understood by others
	Uses open questioning to facilitate discourse, which allows children to create and maintain development and voice	Uses closed questions, which often include one-word responses that funnel children into a preplanned thought pattern
	Uses good "wait time" to promote discourse among children	Answers children's questions quickly in group and classroom discussions without seeking children's voice
Nonverbal Patterns	Uses tasks with multiple entry points, pathways to a solution, or differing solutions	Uses tasks with one solution or one potential pathway to a solution often found in the directions of an activity or scaffolded exercises
	Uses body language such as head nodding, eye contact, and other strategies to affirm children's voice	Uses head turns, lack of eye contact, crossing arms, eye rolling, and other body language that devalue children's voice, perspective, or thought
	Chooses and uses children's thought and perspective to ensure connection to social justice and mathematics	Does not seek equitable participation by calling on children and/or purposefully disregards children's solutions, voice, and/or perspective