

## Examples of Teacher's Linking

Teacher's Linking	Description	Examples
Revoicing students' contributions	Revoicing involves repeating or rephrasing students' responses with intentional emphasis or clarity. This includes inserting mathematical vocabulary, rephrasing parts of the response as a question to prompt students to offer additional explanations, and emphasizing important words or ideas to make them more salient or mark them as important to the entire class.	<ul style="list-style-type: none"> <li>• Student: "I plussed 4 and 7." Teacher: "What I am hearing you say is, you <i>added</i> 4 and 7?"</li> <li>• Student: "12 is the highest point on the graph." Teacher: "So you found point (7, 12) to be the maximum?"</li> </ul>
Prompting students to take up the ideas of their peers	When prompting students to take up the ideas of other students, a teacher encourages students to build on, analyze, support, or disagree with the mathematical work and thinking of others.	<ul style="list-style-type: none"> <li>• "Who can add on to what Taylor is saying?"</li> <li>• "How does what you are saying relate to what Jay is saying?"</li> <li>• "Who agrees and who disagrees with what Alejandro said?"</li> </ul>
Focusing attention on students' explanations	Focusing on students' explanations can be seen as keeping everyone together in the class to bring attention to specific contributions. Focusing actions include asking students to repeat responses or marking a response as important. Using focusing actions, the teacher is asking students to revoice an idea from their peers.	<ul style="list-style-type: none"> <li>• "Can you say that again so that everyone can hear you?"</li> <li>• "Chris just said something very important; can someone restate it in her or his own words?"</li> <li>• "Can you repeat what Peyton said in your own words?"</li> </ul>

Source: Boston, 2012; Michaels et al., 2010.