

Becoming Invisible, by Bob Kaplan and friends*

Students are used to following the teacher, and it's hard to change that dynamic. Here are some responses you might try...

Holding your cards close:

- I don't know, I'm just the secretary.
- What a good way to put it.
- Why does that work?
- What an interesting idea. Why?
- That's great, but are you really sure about that? Is 19 really less than 18?
- Sounds good, sounds right, it could work, but how could you convince a Martian or a skeptic?
- This may not work, but it might!
- That's a good point.
- That's a good thing you're doing.
- Ah!
- Hey, that's terrific.
- This is great thinking, by the way.
- Your question really clarifies things, thanks.
- I'm in complete doubt – let's work it out.
- Oh, nice idea.
- Why? I'm sure you're right, I just don't see it.
- The numbers 12 and 24 are both in the same family, so they're both good guesses.
- You've found an economical way of thinking about it.
- You can guess - take a risk and be wrong. Sometimes it's fun to be wrong.
- How were we thinking about it?



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Thinking prompts:

- What do you think is going on with this?
- Do you see what the previous speaker was saying?
- Can we make this simpler?
- Take a wild guess: 17? $3\frac{1}{2}$?
- What would a harder problem be?
- I have a terrible memory for these things, so I'm going to put them on the board.
- I'm bothered that this is an odd number.
- Wait, can I just check?
- Are these expressions the same? Anyone think no?
- I'm getting confused – we have too many examples up here.
- That's an interesting discovery: you can't have both of these at once, can you?
- I'm not convinced....
- Wait, you're going too fast for me.
- What's a way to be systematic in exploring this?
- Exactly. Give us the argument again - why?
- What stayed the same? What changed?
- Where did we start?
- What seems significant?
- How does this representation show our thinking?
- Can we generalize?
- How can we capture that thinking in writing?
- Can you come up and explain or walk through your thinking?
- Could we show it another way?