00:17:12 John SanGiovanni: 5 b/c it’s my bday
00:17:16 Jennifer Wnuk: 7 I was told it was my lucky number.
00:17:17 Chris Doyle: 12
00:17:20 Tina Pimentel: 7 - birthday monty
00:17:22 Lauren Kemnah: 2 because it is even and Derek Jeter’s number
00:17:22 Tina Pimentel: monty
00:17:23 Shannon Kennedy: 21
00:17:24 Arielle Goodman: 21, my birthday
00:17:24 Jennifer Stephenson: 3 because it’s my birth month
00:17:24 Kristina Long: 14 because it's my birthday
00:17:24 Shanna Weber: 3 - it’s my birthday and number of kids!
00:17:25 Marcie Waki: 3 because I have 3 children
00:17:25 Megan Garr: 2 only like even numbers
00:17:26 Jennifer Reisinger: 12 because it divides so many ways
00:17:27 Elva Grijalva Garcia: 14 - no clue why :D
00:17:28 Hillary Yanai: 7 – not sure why; since childhood
00:17:28 Michelle Donahoe: 32 because I love multiples of 4
00:17:28 Heather Taddonio: 8, it’s my favorite to write!
00:17:28 Sacha Logan: 11- prime
00:17:30 Allison McCammon: 27 - birthday
00:17:30 Stephanie Savoy: 10 because it is such a powerful number
00:17:31 Elise Breda: Good morning everyone! 2 because I'm the 2nd of 2 siblings.
00:17:32 Olivia Decicco-Ting: 46 my age
00:17:32 Jennifer Melton: 13 date of birthday
00:17:32 Kalika Glover: 7, because its lucky, and it's my birth month (July)!!
00:17:33 Jannet Park: 8- birthday month
00:17:33 Cristina Pedrero Gonzalez: 2
00:17:33 Linda Brennan: 5 just always gravitated to it
00:17:33 Kelsey Thieke: 17 because it has been a number of my students’ favorite number
00:17:33 Naomi Isaac-Simpson: 12 b/c born close to noon and birthday and date of birth
00:17:34 StacyM: 22- Clayton Kershaw
00:17:34 Mary McCarthy: 4 because it is my marriage date month and the month of my two children
00:17:34 Catherine Scott: 7, because it is lucky
00:17:34 Jill Bajaj: 7 It was my soccer uniform number growing up
00:17:35 Michelle Breaux: 4 (it's my birthday but not sure that's why it's my favorite)
00:17:35 Suzanne Clemons: 17 It's my lucky number
00:17:35 Alysia Aldred: 7, not sure why, but I've always been drawn to it.
00:17:36 Angie Callaghan: 20 because it is a multiple of 10
00:17:37 Nicole Shanklin: 22. 2 has always been my favorite number and my daughter was born on the 22nd.
00:17:37 Sheila Boroff: 7-God created the world in 7 days.
00:17:38 Carrie Norder Pagan: 27 I'm not sure, always been my favorite
00:17:39 Jamie Robinson: 20, birthday month
00:17:41 Keri Newton: 18 because it is multiple of 3

00:17:42 Megan Garr: 13!
00:17:44 Lissy Hodge: 4 because it is a perfect square and an even number and my birthday and my soccer number
00:17:44 Kim Jorgensen: 18 - aniversaryy day
00:17:46 Elizabeth Weltzin: 24 because it has so many factors
00:17:48 Chris Doyle: 12 it's my birthday. It's easy to do lots of math activities with it.
00:17:48 Jody Vanderloo: 6 for my 4 kids and 2 grandkids
00:17:48 Mia Ham: 7 because of the multiples it creates
00:17:50 Chonda Long: 5 is my favorite number. I don't know why it just always has been that number
00:17:51 Kim Talla: 17 because its my bday
00:17:52 Tabitha Paisley: 987 because it is what I tell students my age is
00:17:55 Christine Summerville: 18- perfect age
00:17:57 Marcella Moody: 11 its prime and birthday month
00:17:59 Jamie Pintimalli: 10- lots of important dates in this month
00:17:59 Emily Liszka: 12,21
00:18:00 McKenna Byrd: 3 - birthday
00:18:01 Jannet Park: 33 biggest miracle of my life happened
00:18:03 Melissa Wilson: 3, have always used it for everything.
00:18:05 MEGAN HOOGEVEEN: 9 because its such a cool multiple
00:18:07 Chanel Rutty: 4 , my sons birthday
00:18:25 Christina Reid: 25
00:18:34 Lynn Reynolds: 15
00:18:45 Michelle Sullivan: 17- phantom tollbooth number
00:19:52 debra queen: 3- lucky number for me
00:24:55 Olivia Decicco-Ting: Mindset is important to overcome challenges.
00:36:05 Lauren Kemnah: Will we receive a copy of the slides?
00:36:35 John SanGiovanni: https://docs.google.com/document/d/1FsSg1kckx1Xj1aL_duXP5enyBdzP-EhL5uodkYqphK8/edit
00:36:52 Marcie Waki: Sorry it says I need access
00:36:55 Michelle Breaux: It tells me I need access
00:36:55 Heather Taddonio: same
00:37:06 Elise Breda: :)
00:37:14 Alysia Aldred: That totally made me LOL
00:37:23 Chris Doyle: Yes indeed, understood
00:37:35 Laurie Penney: John can you put your camera back on?
00:37:43 Stephanie Savoy: I still forget to unmute
00:39:03 Anthony Shotwell: Yes please, can we have the link again?
00:39:05 Chris Doyle: challenge
00:39:09 Kim Talla: frustration
00:39:11 Jill Bajaj: frustration
00:39:11 Sacha Logan: discomfort
00:39:11 Olivia Decicco-Ting: confusion
00:39:12 Kelsey Thieke: can’t
00:39:12 Jennifer Stephenson: Difficult
00:39:12 Patricia Pozen: stress
00:39:14 Linda Brennan: frustration
00:39:14 Jennifer Wnuk: difficult

00:39:15 John SanGiovanni: https://docs.google.com/document/d/1FsSg1kckx1Xj1aL_duXP5enyBdzP-EhL5uodkYqphK8/edit
00:39:15 Elizabeth Weltzin: confusion
00:39:16 Shanna Weber: Hard
00:39:17 Stephanie Savoy: sweat
00:39:18 Megan Garr: Hard - fight
00:39:19 Jamie Robinson: confused
00:39:19 Hillary Yanai: pride
00:39:20 Linda Brennan: stress
00:39:20 Sheila Boroff: frustration
00:39:20 Elise Breda: painful
00:39:20 Jennifer Melton: fear
00:39:21 Lissy Hodge: frustration
00:39:21 LeAnita Randolph: Frustration
00:39:21 Kalika Glover: stressful
00:39:22 Heather Taddonio: challenge, achievement
00:39:22 Tina Pimentel: heavy breathing
00:39:23 StacyM: something i have to work for, doesn’t come immediately
00:39:23 Lissy Hodge: anxiety
00:39:24 Chris Doyle: obstacle
00:39:27 Jodie Styers: frustration
00:39:28 Michelle Breaux: perserverance
00:39:30 Jannet Park: tough
00:39:32 McKenna Byrd: hard
00:39:32 Alysia Aldred: Tears
00:39:33 Christina Reid: anxious
00:39:33 Linda Brennan: tears
00:39:34 Melissa Wilson: tough
00:39:35 Jamie Pintimalli: Bored
00:39:35 Stephanie Cade: Fight or flight
00:39:35 Catherine Scott: anxiety
00:39:36 Tracey Williamson: challenge, grit, resilence
00:39:37 Marcella Moody: Give up
00:39:37 alex darley: solve
00:39:42 Angie Callaghan: shut down
00:39:44 Lynn Reynolds: growth
00:39:45 Elva Grijalva Garcia: overwhelmed
00:39:47 Carrie Norder Pagan: disequilibrium
00:39:51 Naomi Isaac-Simpson: complaining
00:39:52 McKenna Byrd: confusion
00:39:52 Sheila Boroff: tears
00:39:52 Lissy Hodge: Perseverance
00:39:52 Elise Breda: "too hard"
00:39:53 Erica Condie: growth
00:39:54 debra queen: the freeze
00:39:57 Emily Liszka: persistence
00:39:57 Hillary Yanai: pride
00:39:57 Jannet Park: uncomfortable
00:39:59 Chris Doyle: traumatic
00:40:10 Tina Pimentel: "I can't"

00:40:13 Kim Jorgensen: Abandonment
00:40:16 John SanGiovanni: https://docs.google.com/document/d/1FsSg1kckx1Xj1aL_duXP5enyBdzP-EhL5uodkYqphK8/edit
00:43:26 Kim Jorgensen: We're better at productive struggle when it comes to decoding in the lower grades.
00:43:58 Kim Jorgensen: We're more patient with the little ones.
00:44:14 John SanGiovanni: We can be.
00:44:40 John SanGiovanni: But it seems like in certain situations/contexts more than other
00:46:35 Chris Doyle: Are we sharing in breakouts or here?
00:47:05 Chris Doyle: sorry I was on mute so I could read it.
00:47:35 Christina Reid: One classroom values the answer. The other classroom values thinking which will lead to an answer.
00:47:44 Tracey Williamson: Same as CR
00:47:55 Mia Ham: The students were asked to use something that made sense to them
00:47:55 Jennifer Wnuk: One presents a formula to solve. The other presents thinking to solve.
00:47:56 Heather Taddonio: process over product
00:48:02 Lissy Hodge: the students in the first classroom did the problem solving steps but didn't necessarily learn how to problem solve
00:48:03 Olivia Decicco-Ting: Process oriented approach vs. one solution
00:48:05 Sacha Logan: One values student voice and the other the teacher's expertise
00:48:11 Shannon Kennedy: Ramirez cultivates a discussion to build their confidence… " I do know how to do this…" where as Ms. F shows them how, and kids will still sit there "I dont know why we're doing this"
00:48:14 StacyM: Ms. F really thinks she is helping by making it "easier"
00:48:14 Megan Garr: Teacher 1 "told" students what to do next while teacher 2 let the students get their on their own or as a group
00:48:15 Naomi Isaac-Simpson: Strategies that help with problem solving
00:48:16 Chris Doyle: in the second example, it is assumed that they know how to use models like tape diagrams and number lines, im portant to teach the models first
00:48:18 Kim Jorgensen: The second class, while not telling them how to do it, didn't completely abandon the students either.
00:48:22 Sheila Boroff: One classroom is controlled by time. The other is not controlled by time.
00:48:29 Marcella Moody: Thinking vs. step by step directions
00:48:32 Keri Newton: I think Ms. Ramirez's strategy is a good way to start and Ms. Flahive's figure is very helpful to visualizing
00:48:37 Michelle Donahoe: Students get to construct their own meaning in Ms. Ramirez's classroom
00:48:47 Alysia Aldred: I've done both approaches. They have to have the background knowledge necessary to even pull out important information from the problem before they can attempt to think about it in a mathematical way.
00:48:50 Kim Jorgensen: Will we be getting the chat too when we get the video?
00:49:11 Angie Callaghan: If the 1st classroom is given the answer and process then the students aren't doing the work but the teacher is doing the work.

00:49:16 Elizabeth Weltzin: Ms. Flahive's students might be able to memorize steps they can reuse on a problem with the exact same structure in the future, whereas Ms. Ramirez's students are developing problem solving skills they could use on more varied problems in the future.
00:49:21 MEGAN HOOGEVEEN: I'm always susprised by the creative ways my students will arrive at a solution
00:49:23 Chonda Long: Yes, the page with the recording will also have the chat
00:49:31 Jaime Rosa: one approach is task dependent and one students can generalize
00:50:10 Kim Jorgensen: You might have had to explicitly teach tape diagrams earlier, for example.
00:50:56 Angie Callaghan: If the teacher isn't sure how to teach the skill then they can be scared of allowing their students to think on their own.
00:51:06 Alysia Aldred: They say they wish the knew the answer
00:52:03 Linda Brennan: @Angie C a common problem in my school!
00:52:04 Kim Jorgensen: Students need to get used to the idea that it’s a safe place to try.
00:52:44 Sacha Logan: That is when a process like 3 Reads can come into play- so that students develop the habit of thinking about what they know
00:53:19 Kim Jorgensen: “Creates agency” will be my hook with my teachers.
00:55:00 Kim Jorgensen: Self-efficacy Is self perpetuating.
00:55:06 Keri Newton: “Student talk” in math is important because it allows students to take ownership of ideas and develops a sense of power as they make sense of math
00:56:27 Naomi Isaac-Simpson: Can students talk about struggle themselves so they own and understand it!
00:56:58 Naomi Isaac-Simpson: yes i will
00:58:01 Michelle Sullivan: Especially as we consider culturally responsive teaching
00:58:27 Naomi Isaac-Simpson: It’s important to have the students share this at the beginning of the year and continuously revisit during the year. Let’s the tr understand who their students are.
00:58:53 Angie Callaghan: If teachers find joy in math they can help their students find joy in math too.
00:59:28 Hillary Yanai: Love this! — Angie Callaghan
00:59:42 Naomi Isaac-Simpson: It helps them see their growth too buy revisiting it
01:00:30 Linda Brennan: happy face and a brain flexing its muscles, soehow
01:01:02 Tracey Williamson: Above with numbers and math symbols
01:01:06 Jennifer Melton: happy face with hearts
01:02:59 Chris Doyle: I'm totally doing this!!!!!
01:03:20 Christina Reid: I am going to do this with my teachers!
01:03:30 Chris Doyle: I mean I will be doing this.... This is new...
01:03:31 Kim Jorgensen: And you know what? Our students for whom math is difficult experience more challenge than our students for whom math is easy. They get less stretch than the others,
01:03:35 Stephanie Cade: @Christina, I was just thinking the same thing!
01:03:44 Melissa Wilson: Im totally going to do this!!!
01:05:52 Naomi Isaac-Simpson: This also builds community b/c others are

like you and you don’t feel you’re the only one that feels positive or negative.
01:05:58 Angie Callaghan: I love this idea with the biography because students get their math talk from their parents and it builds community.
01:06:43 Lissy Hodge: Math Autobiographies on Flipgrid work great! I like a lot of these other questions and will definitely add them into it
01:07:02 alex darley: I really like the flipgrid activity
01:07:06 Keri Newton: This biography can be used to teach paragraph writing skills too
01:07:12 Kim Jorgensen: It can go under “Writing for a purpose!”
01:07:30 Shannon Stinnett: At some point could you address your thoughts on direct, explicit instruction in math? Is there room for explicit instruction and math struggle in the same 'space'? How can/do they coexist?
01:08:23 MEGAN HOOGEVEEN: Can you address when parents say they hate "common core" and that is their only thoughts about math
01:09:15 Michelle Sullivan: Parent Ed in general would be helpful
01:09:32 Shannon Stinnett: I've heard this SO MANY times Megan!
01:10:28 MEGAN HOOGEVEEN: These are great ideas for kids who think they hate math but love to draw and write
01:12:28 Kim Jorgensen: Identity in pods: “I’m the lowest kind in this table of 4. I am NOT going to say anything because they will all know I don’t know what I”m doing."
01:13:31 Erica Condie: I think when parents say they hate the common core, what they're really saying is that they were taught the "old fashioned" way where the correct answer was more important than problem solving ability and deep understanding. Often when homework is sent home that students struggle with, the responsibility to help them falls on the parents, who may not have any background with the way their students are learning, so the home experience with the common core is pure frustration.
01:13:53 Kyle Helm: I wonder if there's something the think about when it comes to phrasing questions about identity. "Who are you" can imply something fixed that won't change over time. Because I hope students' identities regarding math will shift over time, I am thinking about the phrasing "Who are you now" and later asking again, "Who are you now." I want students to know that your relationship with something and therefore your thinking about it can change over time.
01:14:12 MEGAN HOOGEVEEN: I agree
01:15:01 Angie Callaghan: A rule can be that the community accepts everyone and all ideas are acceptable and that the classroom is a safe place to express ideas.
01:15:48 Michelle Sullivan: Responsive classroom would have kids brainstorm what safe math class looks like and sounds like
01:16:07 Naomi Isaac-Simpson: Norms that describe the behaviors that mathematicians use to think and be successful.
01:16:30 Naomi Isaac-Simpson: If I can describe then I can try to work on towards them.
01:16:54 Kim Jorgensen: What would a classroom that values productive struggle look like?
01:17:23 Kim Jorgensen: Or not always shout out the answer.
01:17:33 MEGAN HOOGEVEEN: Respect is a big rule in my classroom, and I am willing to stop my instruction to talk about respect and why one students

behavior wasn't respectful, and even when their behavior wasn't respectful to me. The students began to get the idea what respect meant.
01:17:37 Naomi Isaac-Simpson: If they can’t describe they can become it.
01:18:35 Keri Newton: Students sharing their strategies with one another gives multiple ways for the students who feel less confident to consider ways to solve the problem. Every strategy gets airtime for discussion, without judgement.
01:19:03 Naomi Isaac-Simpson: But you have to revisit these daily and they need to be able to state without looking at the poster eventually.
01:19:35 Angie Callaghan: Also modeling them can help students understand them and visualize them.
01:19:42 Patricia Pozen: Can you send the links to the slide again…I thought I had it
01:19:54 Naomi Isaac-Simpson: blurry
01:20:11 Chris Doyle: i can see it fine
01:20:17 Kim Jorgensen: You might have to have lunch with the Hermoine Grangers in your class one day to have an open discussion about why you don’t want them to always give the andwers.
01:20:22 Kim Jorgensen: answers*
01:20:31 Heather Taddonio: ha- the hermione grangers. Totally know those kids.
01:21:33 Elizabeth Weltzin: A good story book for elementary students to learn to value struggle in math (and to know their teacher wants them to struggle while still supporting them) is When Sophie Thinks She Can't by Molly Bang
01:33:09 Kim Jorgensen: And if you need to find the time to do it in class, you can do it during LA. Productive struggle is important to everything.
01:33:50 Heather Taddonio: I can see this being a great intro /community building activity in my small math groups that happen 2x/wk
01:33:51 Kim Jorgensen: 2.5 hours for LA, 50 min for Math. I carve time out of LA whenever I can.
01:34:51 Sacha Logan: Kim- That is such a common scenario.
01:35:13 Mary Lewis: I love the idea of using images as a reflection at the end of class and share why. I think the answers would give so much insight on what they got out of the lesson.
01:35:52 Naomi Isaac-Simpson: What time is lunch break?
01:36:05 Naomi Isaac-Simpson: Just want organize my time thanks!
01:36:33 Naomi Isaac-Simpson: Thank you too !
01:36:55 John SanGiovanni: Break ends @ 11:35 EST
01:37:09 Elise Breda: Are you making a distinction between what we/students say "struggle" and "productive struggle" are? I noticed in the activity that you had them creating definitions for both.
01:51:02 Kim Jorgensen: Just think how unnerving it is for us when we have other teachers or our principal one in during a lesson.
01:51:49 Mary Lewis: When kids are use to the term “struggle” you can use it in other academic areas too like reading and writing and it helps build that awareness.
01:52:06 Kim Jorgensen: And you don’t always feel save when visitors come.
01:54:31 John SanGiovanni: Https://toytheater.com/tangram
01:54:42 Kim Jorgensen: I think the kids need to know that there is going to be a struggle, that it’s on purpose, so it isn’t a some kind of failing on their part.

01:54:43 Chris Doyle: the hyperlinbk in the agenda works
01:54:58 Nikki Cooper: Can you repost the agenda in the chat? Thanks!
01:55:22 John SanGiovanni: https://docs.google.com/document/d/1FsSg1kckx1Xj1aL_duXP5enyBdzP-EhL5uodkYqphK8/edit
01:55:29 Nikki Cooper: Thanks!
01:57:38 Tyria Stokes: the struggle lol
01:57:51 Sacha Logan: that was fun!!
01:58:08 Chris Doyle: I have sets of these in my class and pass them out when kids finish math activities early. There are books with lots of patterns
01:58:37 LeAnita Randolph: I was so close, lol
01:59:11 Chris Doyle: There is a story called the broken pot about a kid who breaks a pot and has top put the pieces together. Pretty cool connectiop when introducing them.
01:59:46 John SanGiovanni: Https://mathigon.org/tangram
02:00:11 Alysia Aldred: I do this with my students!
02:01:13 Maria Castaneda: F-1/4
02:01:47 Chris Doyle: F=G
02:01:47 Erica Condie: A-1/6
02:02:19 Chris Doyle: A=1/8
02:02:49 Christina Reid: A is half of F.
02:03:33 Maria Castaneda: A- 1/8
02:03:37 Maria Castaneda: I Know
02:03:37 Chris Doyle: good questions
02:03:38 Christina Reid: F and G were my starting points
02:03:39 Sacha Logan: What is the whole- is important to define
02:03:39 Marcella Moody: Smalll triangle
02:03:40 Tabitha Paisley: I started with the smallest pieces
02:03:40 Heather Spaulding: F and G is half
02:03:40 Kim Jorgensen: F & G
02:03:45 Alysia Aldred: Cutting it up into like size pieces
02:03:50 Mia Ham: C fits into each shape
02:03:51 StacyM: I had to find the unit (c and e)
02:04:00 Sacha Logan: benchmark fractions 1/2
02:04:01 Christina Reid: Easy to visualize
02:04:06 Megan Garr: C & E = B
02:04:15 Chris Doyle: I went largest to smallest
02:04:15 alex darley: I started with f & g
02:04:19 Marcella Moody: I used c too because its the smallest
02:04:21 Kim Jorgensen: I overlapped them
02:04:24 Mia Ham: I placed C in each shape
02:04:24 Anthony Shotwell: because fractional parts need to be the same size
02:04:32 Chris Doyle: I overlayed the tangrams onto one another.
02:04:33 Tabitha Paisley: I overlaid pieces.
02:05:06 Mia Ham: yes
02:05:19 alex darley: yes
02:05:28 Chris Doyle: congruent pieces
02:06:35 Jennifer Wnuk: That's so interesting. I worked from the biggest pieces down.
02:06:38 Lissy Hodge: I did it differently but still got to 16 triangles

in the whole
02:06:45 Kim Jorgensen: I extended the line between F & G to create the other quarters, then the 8ths and 16th were more obvious.
02:06:52 alex darley: same
02:06:56 Lissy Hodge: I did it the same way Kim
02:07:28 alex darley: that exactly how I started
02:07:55 alex darley: yes
02:08:10 Alysia Aldred: When I do this with my students, they want to say that each piece is 1/7 of the whole which shows me that they haven't solidified the understanding that when working with fractions, the pieces have to be equal size.
02:08:47 alex darley: c is 1/4 of one of the bigger triangles
02:08:57 Lissy Hodge: 1/4
02:09:09 Courtney Lamb: 1/18
02:09:09 Kim Jorgensen: 1/4
02:09:10 Hillary Yanai: agree
02:09:13 Tyria Stokes: 1/4
02:09:16 Christina Reid: 1/4
02:09:20 Jill Bajaj: 1/4
02:09:24 debra queen: I agree
02:09:25 Angie Callaghan: 1/4
02:09:28 Tracey Williamson: 1/4
02:09:30 MEGAN HOOGEVEEN: 1/4
02:09:42 Kim Jorgensen: If D is the whole, then G is 2
02:09:42 Jill Bajaj: 2
02:09:45 Erica Condie: 2
02:10:01 Courtney Lamb: 9
02:10:03 Jill Bajaj: 8
02:10:24 Michelle Sullivan: A + what = F?
02:10:46 Kim Jorgensen: Cool!!!!
02:11:18 Stephanie Cade: Just a thought, since we are talking about productive struggle, for anyone like me who needs more time to figure out things, the answers popping in the chat were really distracting during our independent solving time. I can imagine that students in a class would feel the same during an independent solving of a section and want to give up. Just wanted to throw that out there.
02:11:24 Alysia Aldred: Every year I do this, I have some kids nearly in tears.
02:12:17 Mary Lewis: This is a great activity and it could be could powerful to come back to it and ask different questions each time.
02:12:25 Lissy Hodge: I will say, one of the best parts of virtual teaching is the direct chat function so the kids just send me the answer instead of everyone.
02:12:52 Sacha Logan: I have been thinking about the shaded vs. unshaded images we use a lot
02:13:02 Alysia Aldred: As a kid that was what I thought. I really struggled because I saw what wasn't shaded.
02:13:14 Stephanie Cade: @Lissy, yes that was utilized by a lot of my teachers as well. A great use of the feature.
02:13:50 Jody Vanderloo: Can you briefly explain the sheep analogy??
02:14:38 Jody Vanderloo: Love it!!

02:14:42 Michelle Sullivan: Just like kids think ALL trapezoids look like a red pattern block
02:15:08 Kim Jorgensen: Or the sheep just does what the boarder collie tells them to do.
02:15:32 Kim Jorgensen: Boarder collie = teacher
02:16:47 Elise Breda: The video is a bit glitchy on my end again
02:20:11 Michelle Donahoe: Multiple entry points
02:20:18 LeAnita Randolph: Tasks should promote reasoning
02:20:19 Alysia Aldred: Engaging and it gets kids to think
02:20:24 Shanna Weber: Low floor, high ceiling - multiple entry points
02:20:25 Chris Doyle: provokes struggle.... hahahah
02:20:26 Laurie Penney: Access for all
02:20:26 Sacha Logan: low floor/high ceiling
02:20:27 Tina Pimentel: kids can talk about it
02:20:28 Olivia Decicco-Ting: Different ways to solve the problem
02:20:28 Mary Lewis: There are lots of different ways to solve it.
02:20:28 Stephanie Cade: More than one way to solve/get the answer
02:20:28 Christina Reid: Low floor high ceiling
02:20:28 Elizabeth Weltzin: It has a low barrier to entry, multiple possible pathways to a solution
02:20:28 Hillary Yanai: Open middle and open ended
02:20:29 Jamie Pintimalli: Different ways to explain their thinking
02:20:32 Heather Taddonio: not TOO difficult/unapproachable
02:20:33 Melissa Wilson: Engage thinking
02:20:35 Linda Brennan: A task that doesn't lay out the "one" way to solve it
02:20:36 Megan Garr: Multi step - not focused on “one right answer” different ways to get there
02:20:37 Hillary Yanai: low floor/high ceiling
02:20:37 Stephanie Savoy: has a hook to interest kids
02:20:38 Laurie Penney: Multiple solution pathways
02:20:38 Lissy Hodge: If it elicits student questions and different approaches
02:20:40 MEGAN HOOGEVEEN: If it has a variety of ways to solve it
02:20:40 Jamie Pintimalli: Different ways to collaborate with peers
02:20:40 StacyM: can’t shout out the answer immediately
02:20:41 Elizabeth Weltzin: It doesn't only have one possible solution
02:20:42 Christina Reid: Multiple ways to solve and find solutions
02:20:42 Shannon Kennedy: Opportunity for discussion
02:20:43 Elva Grijalva Garcia: A quality task allows for students to have various entry points and pathways
02:20:44 Chris Doyle: multiple approaches
02:20:48 Jennifer Reisinger: real wpr;d
02:20:50 Emily Liszka: multiple entry points
02:20:50 Jennifer Melton: exciting and students have fun while learning
02:20:51 Jennifer Reisinger: world
02:20:51 Jaime Rosa: relevant
02:20:52 Mary McCarthy: There is context
02:20:52 Angie Callaghan: Does it support the mathematical goal?

02:20:52 Michelle Donahoe: open ended
02:21:01 Mia Ham: They can relate to the problem
02:21:02 Tyria Stokes: discussion opp
02:21:03 Emily Liszka: opportunities for collaboration,
02:21:10 Anthony Shotwell: cognitive demand: makes you use what you know to solve an unknown
02:21:10 Patricia Pozen: When they ask for more!
02:21:14 Jaime Rosa: multiple representations
02:21:15 Elizabeth Weltzin: It gets students thinking deeply and takes time, can't be quickly solved fully
02:21:16 Tyria Stokes: engaging
02:21:19 Emily Liszka: multiple ideas to work within
02:21:20 Chris Doyle: can be modeled visually
02:21:20 Kelsey Thieke: Group roles, collaboration, and rigor
02:21:23 Angie Callaghan: Are their multiple entry points for dtudents to approach the task?
02:21:27 Mary Lewis: It has real world applications.
02:23:20 Jamie Robinson: Engaging, visual
02:34:26 Kim Jorgensen: Kids make more connections when they see that others solve things differently.
02:35:58 Kim Jorgensen: And it can go beyond the lesson, a task they an take home, and record new discoveries in their math notebook.
02:36:15 MEGAN HOOGEVEEN: i think we forget that written numbers are abstract and just using numbers doesn't help students make the connection that written numbers actually represent an actual counting of something
02:37:49 Chris Doyle: can you leave the slide up with the criteria so I don't have to toggle back and forth?
02:38:04 Chris Doyle: thanbks!
02:38:35 Chris Doyle: it's number 8 in the agena
02:40:01 Christina Reid: Can you show the QR code again?
02:40:30 StacyM: neither of those links seem to show me anything, I am getting completely blank screens
02:40:38 John SanGiovanni: https://docs.google.com/document/d/1FsSg1kckx1Xj1aL_duXP5enyBdzP-EhL5uodkYqphK8/edit
02:41:28 StacyM: K-2
02:41:33 John SanGiovanni: http://www.tinyurl.com/sortingtasksk-2
02:42:27 StacyM: thank you!
02:42:37 John SanGiovanni: welcome. Glad it worked!
02:43:38 Chris Doyle: 3-5 Task R: does the ER have enough materials for casts for 20 broken arms?!?!?!! hahahhahah
02:43:52 John SanGiovanni: I plan to make fun of that one too!
02:44:28 Shannon Stinnett: Can you please put the checklist back up?
02:45:35 Anthony Shotwell: could you also please show the other checklist that was said to be used with teachers for sorting/rating tasks?
02:45:59 John SanGiovanni: This is the one we used in our district
02:46:04 Anthony Shotwell: Thank you!
02:46:21 Chris Doyle: is that checklist in the Mine the Gap book?
02:46:45 Hillary Yanai: Mine the Gap is fabulous!
02:46:49 Sacha Logan: I love this book- thank you for writing it!
02:46:50 Kim Jorgensen: Does every activity have to be like the tangrams?

02:47:53 Tyria Stokes: what was D
02:48:04 Patricia Pozen: Could you explain why E on K-2 is high level, please?
02:48:37 Patricia Pozen: I see it says explain..
02:50:51 Sacha Logan: We call them quick tens and ones
02:51:04 Linda Brennan: square-line-dot
02:51:33 Anthony Shotwell: I wondering why P is considered high but not D if both are strict computation. Is it because D has both addends on the first equation?
02:51:51 Anthony Shotwell: Thanks!
02:52:01 Tyria Stokes: agreed I had d as high
02:52:17 Tyria Stokes: that was the only thing I was off on
02:54:25 Sacha Logan: It's OK
02:54:25 Lissy Hodge: I think R was listed on your high list?
02:54:33 Patricia Pozen: I knew to put task A k-2 as low level because of various identifiers of quality task, but with that said, what is your view of quick formative assessment…I feel if the child has trouble with a low level task that involves essential understandings that will later be applied in higher level tasks, then this is valuable information about the child's learning with little wasted precious time…What is your opinion
02:55:25 Sacha Logan: Time
02:55:54 Alysia Aldred: I could see that cast question being something about each cast averages 4 5/6 yards. Estimate how many they can make with 200 yards.
02:55:55 MEGAN HOOGEVEEN: These are good tasks when starting a new concept
02:56:30 Linda Brennan: I always answer "Try it! See what happens!"
02:57:35 Erica Condie: I like that.
02:58:29 Kim Jorgensen: Sometimes you just want to check that they got the basic beginning of what you are teaching. For example, you need to know what a unit fraction IS before you can play with them, no?
03:01:37 Tyria Stokes: computer died please throw link back in chat for agenda My apologies
03:01:49 Patricia Pozen: Then again, there are actually some consultants use TPT. Again, it is about looking for the quality task and once you find a quality talented teacher in TPT, you shop from their store…I think TPT gets a bad wrap too often
03:01:58 John SanGiovanni: https://docs.google.com/document/d/1FsSg1kckx1Xj1aL_duXP5enyBdzP-EhL5uodkYqphK8/edit
03:01:59 Tyria Stokes: thanks
03:03:06 Tyria Stokes: are we answering in chat
03:05:17 Tyria Stokes: Like that first question for task c
03:05:28 Mary Lewis: I love the question on the bottom that asked "How do you know?" as well so kids are thinking about how they started.
03:06:58 Kim Jorgensen: Unless you are using CUBES and the "altogether" tells you to add
03:07:27 Kim Jorgensen: As soon as you get to 2-step problems
03:07:35 Kim Jorgensen: 2nd grade
03:12:03 Mia Ham: My internet failed momentarily. I am not in a room
03:15:18 Anthony Shotwell: I lost my connection,... oh ok! thank you I was about to ask

03:17:47 John SanGiovanni: 2:05 EST
03:17:48 Chris Doyle: thanks John!
04:16:22 John SanGiovanni: we'll start in 3 min
04:20:40 Heather Taddonio: math journaling/doodling
04:20:40 Chris Doyle: math identity and biography
04:20:41 Mary Lewis: An aha is just how important having students connect with their math identify and how fun that can be!
04:20:41 Cristina Pedrero Gonzalez: Activities to foster identity
04:20:43 Sheila Boroff: Don't students have to master the low level before handling the high level?
04:20:44 Linda Brennan: I will try working with my teachers to find their math identity, history, feelings, etc
04:20:53 Shannon Kennedy: Math survey/biography
04:20:58 Angie Callaghan: Something I will try is getting to know the students as mathematicians/math identity.
04:20:58 Sacha Logan: I like that the tasks that are aligned with my resources are easy to modify
04:21:01 LeAnita Randolph: Something that is resonating with me is thinking about how tasks don't have to be overly complicated to provide a reasonable struggle for students, specifically juxtaposed with the idea that low level tasks could provide unproductive struggle
04:21:03 Jennifer Melton: creating math emojis
04:21:07 Tabitha Paisley: Idea of building a community ready to meet struggles head on.
04:21:14 Catherine Scott: The importance of building community to foster productive struggle
04:21:20 Jaime Rosa: Task choice is so important
04:21:26 Tina Pimentel: letting them struggle
04:21:28 Chris Doyle: setting norms to allow struggles to happen safely in a class
04:21:33 Emily Liszka: conversation related to struggle & how to work within a group
04:21:47 Kristina Long: I think one of the hardest parts of this is helping parents to understand its importance. I'm a virtual school teacher and I can tell you math is so hard to teach virtually because the parents have a hard time allowing their kids to struggle (and usually think math can only be done one way).
04:21:52 Mia Ham: Creating norms and breaking down the different struggles
04:21:53 Kim Jorgensen: Resist the urge to rescue.
04:21:59 Hillary Yanai: Turning values into norms, into habits
04:22:00 Megan Garr: Importance of community and trust in classroom before any of the productive struggle can happen
04:22:33 Alysia Aldred: I like the idea of looking at the 9 pics to identify how they feel about math and struggle
04:22:34 Tracey Williamson: math emojis and also more meaningful Notice and Wonder
04:22:35 Elizabeth Weltzin: My question is, what are some recommended resources for high quality tasks? Teaching several different grade levels, it's hard to find the time to modify every task to make it higher quality
04:22:37 Mary Lewis: Having other teachers in your building understand

that students need to struggle can be hard to explain and understand.
04:22:44 Elva Grijalva Garcia: Task selection plays a large role in the productive struggle students encounter.
04:22:46 debra queen: Providing just in time support to struggling students, which values thinking.
04:22:48 Kyle Helm: The willingness to engage in, persevere through, and grow from struggle is intimately connected to ones identity as well as the nature of the community, so it's important that we start with identity and community and revisit it throughout the year.
04:23:03 Kim Jorgensen: Knowing now to ask probing questions instead of telling them everything will help.
04:24:13 Michelle Sullivan: Some of my favorite quality tasks are from: Math for Love, You Cubed, and Steve Wynorney
04:29:55 Kim Jorgensen: Crying
04:29:56 Keri Newton: Thanks, Michelle
04:29:57 Jannet Park: when students show frustration
04:29:58 Sacha Logan: Sometimes they misbehave
04:30:01 Kim Jorgensen: either
04:30:03 Sacha Logan: or go to the bathroom
04:30:03 Patricia Pozen: Done quickly
04:30:04 Destiny Woods: taking a long time completing the work
04:30:04 Mary Lewis: The student is distracted or focusing on something else.
04:30:05 Alysia Aldred: Whine
04:30:11 Tabitha Paisley: They tell you.
04:30:11 Jannet Park: opt out
04:30:14 Linda Brennan: ask to go to the restroom
04:30:17 Tyria Stokes: when questions are being asked
04:30:24 Maria Castaneda: They just stare at the paper
04:30:36 Keri Newton: try to solve it too quickly
04:30:39 Tina Pimentel: pencil is down!!
04:30:41 Kim Talla: silence
04:31:00 Elva Grijalva Garcia: Keep erasing and making frustration sounds
04:31:45 Tyria Stokes: but that would not be productive struggle
04:31:55 Kim Jorgensen: Being very quiet
04:32:35 Tyria Stokes: asking questions that lead to how to solve
04:33:42 Kim Jorgensen: So we keep math toolkits on their desk and charts in their math journals.
04:34:32 Kim Jorgensen: Makes it easier for them if they are embarrassed to get up.
04:34:56 Alysia Aldred: "I don't know"
04:36:08 Kyle Helm: It's making me think to ask myself when looking at student behavior, "What purpose is this student's behavior serving?" If I can get the student to identify the purpose of the behavior or if I can do it, then I wonder if I can identify destructive and productive struggle better.
04:36:54 Jannet Park: I like the detailed tracker on what aspects of the process they are struggling with. I am going to use this
04:37:20 Jannet Park: What is the targeted area it answers that question
04:37:24 Alysia Aldred: I have my kids put this this in their math tool kit.
04:37:25 Alysia Aldred:

https://greenmountainschool-my.sharepoint.com/:w:/g/personal/alysia_aldred_greenmountainschool_us/Ef0VAOuJPEdApvWn5hEvmN8B2_5vvnOdc-MCKSSq5lGpqA?e=8gNdJh
04:39:09 Lissy Hodge: How do you combat the combination of unable to start and lack of confidence so you end up with a student unwilling to struggle?
04:39:49 Jannet Park: draw 37 circles
04:40:02 Jannet Park: draw them in groups of 5
04:40:08 Tina Pimentel: copy the example
04:41:24 Kim Jorgensen: In Eureka Math, our teachers usually skip the warmup activities because of, well, you know, time. But those activities are designed to anticipate the struggles in the lesson. Some are rote practice (skip counting), but some are more like those you showed.
04:42:45 Elizabeth Weltzin: Anticipating student responses is included in the templates for planning student discussions in Intentional Talk by Kazemi & Hintz, that books is a great connected resource
04:45:10 Alysia Aldred: If they don't finish in that amount of time, I wonder if they will feel like a failure.
04:46:56 Mary Lewis: I LOVE this model and think the debrief is so important but often we run out of time.
04:47:51 LeAnita Randolph: @Mary, I have found that debriefs during the lesson can be effective too!
04:48:00 Kim Jorgensen: That’s what happens when you make kids stay in their pods.
04:48:01 Chris Doyle: revisit it the next day. keep the work up. it's also good to come back to it later with fresh eyes. adults do this too.
04:49:09 Shanna Weber: In Readers and Writers workshop, this is the “Mid-workshop interruption” - great concept.
04:49:39 Sacha Logan: Lucy Caulkins
04:50:17 Chris Doyle: we do gallery walks so groups can see each others work. we walk around silently and just look at what each other did.
04:50:34 Patricia Pozen: Also, do you have any good resources that help parents understand this instructional mindset that is not driven with succinct directives of algorithms and, furthermore, has discovery and process (rather than product) at its core
04:50:35 Chris Doyle: we do it during
04:51:06 Laurie Penney: Also good to talk about some possible strategies before they launch into work, so everyone has a place to start.
04:52:45 Michelle Sullivan: What about the kids who are off and running and resent the interruption? Seems valuable for them to hear, but does it squash momentum? Should we let them keep working?
04:53:18 Naomi Isaac-Simpson: Had a group share their work after the did the go look at another group’s work and they gave credit to the group the looked at when the stuck group shared.
04:53:42 Naomi Isaac-Simpson: Also sends the message we are learning and thinking.
04:53:53 MEGAN HOOGEVEEN: I sometimes have student who is not getting it come up and model their solution for the class and then ask them to prove it. Is this a bad strategy?
04:54:15 Alysia Aldred: The kids who "resent the interruption" can push their understanding by explain it to the group.
04:54:18 Keri Newton: Sending home an example to parents. An example of a

student’s work, showing one of the various strategies the kids colletively thought worked well to solve a specific type of problem
04:54:31 Shannon Stinnett: Something that I learned in the 'Math Talk' book that works well is to give students an opportunity to 'revise' their thinking based on new information that they took in. "Feel free to revise your thinking/work".
04:56:12 Kyle Helm: Catch and Release in this sense looks like it could be a way of developing the mathematical practices outlined by common core. They become embedded practices rather than additional things to teach, and it helps me make sure that I'm giving my students time to exercise those practices.
04:56:38 Chris Doyle: OWL (observe wonder learn)
04:57:14 Alysia Aldred: I tell my students mathematicians are lazy. You can do 12 x 8 by drawing a picture or adding eight 12 times, but it isn't the most efficient way to do it. The more steps they have in a process, the more opportunities they have to make a simple mistake along the way.
04:57:19 MEGAN HOOGEVEEN: I have students who struggle because they dont want to write with words. They only want to use numbers.
04:58:22 Shannon Stinnett: Megan--same! So many tasks expect a written explanation. Many students are adverse to writing which can stifle math.
04:58:32 Naomi Isaac-Simpson: Sometimes don’t allow the students to solve the problem too and focus on the K-W-S.
04:59:30 Kim Jorgensen: Connections that we as adults make automatically and we assume the kids to as well.
04:59:55 Linda Brennan: Yes Kim happens too easily!
04:59:57 Chris Doyle: good assessment to determine if they are able to actually visualize a model if they lnow what tennis ball cans look like
05:00:34 Naomi Isaac-Simpson: You’re focusing on understanding the text which is needed!
05:01:13 Naomi Isaac-Simpson: Love the signing off from another student!!
05:01:53 Chris Doyle: love this template for problem solving. I'm always asking for explanations and reasons
05:01:55 Alysia Aldred: I tell my students that knowing how to do a word problem is the most important type of math they can learn because life is a word problem.
05:02:13 Alysia Aldred: I answer to anything close
05:02:17 Alysia Aldred: uh-lee-shuh
05:02:58 Chris Doyle: bring in actual tennis balls and cans
05:04:01 Heather Taddonio: ask a friend to explain their thinking
05:04:03 Kim Jorgensen: You can just stick with “comparison” because it includes the both similarities and differences.
05:04:22 MEGAN HOOGEVEEN: Ask what tools do you have that could help you
05:04:31 Heather Taddonio: (kids need guidance on what ask a friend means– not just asking for the answer)
05:05:12 Sheila Boroff: Do you not teach key words at all?
05:05:20 Sacha Logan: no
05:05:55 Keri Newton: talk about it before putting pencil to paper
05:05:59 MEGAN HOOGEVEEN: Teach students the difference between "caoching" and just giving the answer
05:07:00 Alysia Aldred: What will I do when I don’t know what to do?

Read the directions 3 times.

Look up math vocabulary words I don’t know.

Use tools or counters.

Draw a picture or table.

Study example problems.
Read and study sample problems in my math tool kit.
Read and study examples in my math textbook.

Read a story problem 4 times.
Read all the words. If I can’t read a word, I’ll ask for help.
Underline all important information in the problem.
Circle the question.
Decide what operations I will do to solve the problem (add, subtract, multiply or divide).
05:07:25 Laurie Penney: Similar to: What’s an answer that you know is too big? Too small? (Meyer)
05:07:27 Chris Doyle: I love this when estimating, what is a clearly wrong estimate.
05:08:15 Elise Breda: I've never heard/thought of asking "What can't be the answer'...love it.
05:08:30 Kim Jorgensen: We have them ask “what is happening in the story,” which gets them to use more of their LA skills.
05:08:31 Lissy Hodge: Similar to checking for reasonableness at the end but nice to start there instead
05:10:08 Alysia Aldred: When I ask for a number that is too low I usually get something like 0 and for an answer that would be too great, they say 1,000,000,000,000
05:10:23 MEGAN HOOGEVEEN: Yes Alysia!!
05:10:26 Emily Liszka: using familiar reading compre vocab (who, what, where,) supports students reading and rereading to answer the wh questions to be more familiar with problem
05:10:31 Naomi Isaac-Simpson: Have to teach students to refer to the text when to tell what you know?
05:10:33 Linda Brennan: we can say "close, but too low" etc
05:10:50 Naomi Isaac-Simpson: they think the text is done after reading it.
05:10:54 John SanGiovanni: 3:01
05:11:01 John SanGiovanni: 3:02
05:11:49 Kim Jorgensen: When they have been focusing on “answer getting” instead of understanding, it takes small steps and prate to move the needle and build confidence.
05:12:03 Kim Jorgensen: practice*
05:13:35 John SanGiovanni: 3 min
05:13:43 Alysia Aldred: @Naomi, that's a good way to phrase it.
05:14:30 Alysia Aldred: LOL... sorry. Linda that is a good way to phrase it.

I made the mistake of taking my glasses off.
05:15:04 MEGAN HOOGEVEEN: I have second graders and they get intimidated by "big" numbers. Let's say what is 100 + 23. They see the 100 and automatically say "I can't do that, it's too big". Does anybody else have this problem?
05:15:47 Kim Jorgensen: Number strings help some
05:16:36 Kim Jorgensen: Hey, we use them.
05:17:10 MEGAN HOOGEVEEN: I give all my students a laminated 100's chart.
05:19:25 MEGAN HOOGEVEEN: It takes some spacial reasoning
05:19:39 Jannet Park: Explain piece is key for this assignment
05:19:50 Chris Doyle: PROV
05:19:50 Jannet Park: Explanation I meant
05:19:55 Chris Doyle: PROVE
05:20:50 Jannet Park: If it is not directly split down the middle and have 1 part at least shaded in they might not think its 1/2
05:21:01 LeAnita Randolph: g
05:21:01 Emily Liszka: g- looks like 3 parts. but size of parts?
05:21:06 Chris Doyle: L
05:21:06 Linda Brennan: J also: sts are used to bottom-oriented
05:21:07 Heather Taddonio: right, like if the shaded blue parts are not touching
05:21:13 Chris Doyle: bc the top half
05:21:14 Kristina Long: My students have a test question similar to this and I is the one that most would choose that is incorrect.
05:21:16 Michelle Sullivan: Which can’t they fold?
05:21:24 MEGAN HOOGEVEEN: I think they will choose f as correct
05:21:38 Kim Jorgensen: Or cut up and put on top of each other
05:21:48 Emily Liszka: spacial rotation skills or limitations
05:21:55 Linda Brennan: D seems like thirds or sixths
05:22:01 Keri Newton: marking congruent sides
05:22:03 Chris Doyle: most have some element of symmetry
05:23:09 Sacha Logan: need access again- sorry
05:23:38 Sacha Logan: yep
05:23:42 Sacha Logan: for task 9
05:24:38 Allison McCammon: can you add the link for the interactive agenda again please?
05:24:49 Sacha Logan: you are a great model for cool calm and collected
05:25:06 Kyle Helm: interactive agenda https://docs.google.com/document/d/1FsSg1kckx1Xj1aL_duXP5enyBdzP-EhL5uodkYqphK8/edit
05:25:41 Chris Doyle: our breakout room cancelled out
05:25:46 John SanGiovanni: https://docs.google.com/document/d/1FsSg1kckx1Xj1aL_duXP5enyBdzP-EhL5uodkYqphK8/edit
05:25:49 Mia Ham: I think group 7 got kicked out of our rooms
05:25:53 Chris Doyle: thanks john!!!
05:26:17 Laurie Penney: Not seeing the rooms
05:26:47 John SanGiovanni: Now they’re open!
05:35:03 Kim Jorgensen: Are you presenting? I can’t see your screen, just you.
05:35:14 Megan Garr: I can see it

05:35:16 Elizabeth Weltzin: I can see your screen
05:35:16 Kristina Long: I can see it
05:35:16 Michelle Breaux: I can see it
05:35:16 Elise Breda: I can see it
05:35:18 Laurie Penney: I can see it
05:35:22 Chris Doyle: all good here
05:35:25 Kim Jorgensen: How do I fix this.
05:35:45 Jaime Rosa: Kim you may need to adjust your "view" in the top right corner
05:35:51 Megan Garr: Go bak to full screen
05:36:00 Megan Garr: You might have minimized and can see only him ???
05:36:13 Megan Garr: Haha! NOPE!!
05:37:51 Linda Brennan: (John make sure you let Kim back in)
05:38:02 Kim Jorgensen: I'm in
05:41:42 Alysia Aldred: I do that when a student is provided with several examples to prove a problem from their peers, but they still think their peers are wrong and they are correct.
05:41:53 Kim Jorgensen: And if you hesitate for even a moment, they know they are wrong and say "no, I meant no"
05:43:05 Kristina Long: I do are you sure and they ALWAYS change their answer. Or how do you know.
05:43:26 Laurie Penney: Do it often enough, and they start to gain confidence. Yes, I AM sure!
05:43:26 Linda Brennan: @Kristina SAME! drives me bananas
05:43:43 Stephanie Cade: We usually say, "why do you think that?"
05:43:45 Alysia Aldred: I always ask them to "prove it"
05:44:56 Elva Grijalva Garcia: Yup
05:45:43 Kim Jorgensen: Video is stopping, but sound is good
05:46:08 Erica Condie: mine's fine
05:46:16 Tyria Stokes: good on my end
05:48:43 Tyria Stokes: I love the language of having student prove to the other your thinking is correct
05:48:44 Shannon Stinnett: Not being able to sit students in groups collaboratively (3-6 feet social distancing) is driving me crazy! I only hope for the days when students can collaborate closely like this video.
05:49:04 John SanGiovanni: AMEN Shannon
05:50:16 Hillary Yanai: This is painful to watch
05:51:39 Mia Ham: My internet went out again I should be in 4
05:51:44 Kim Jorgensen: You might need to assign me a group again
05:51:52 Kim Jorgensen: 12
05:58:02 Tyria Stokes: Can you speak more on funneling
05:58:26 Kyle Helm: Oh! To group 17: At one point, she seemed to focus by asking, "What does half mean?"
05:58:26 Hillary Yanai: Very unproductive
05:58:34 Catherine Scott: Leading the witness
05:59:12 Shannon Stinnett: Is there ever a 'use' for funneling?
05:59:28 Tyria Stokes: can funneling ever cause productive struggle
05:59:32 Kim Jorgensen: Could you ask "What do you know about a half?"
05:59:51 Chris Doyle: did she funnel when she told them it was 1/2?
05:59:52 Sheila Boroff: Time makes us funnel.

06:00:00 MEGAN HOOGEVEEN: Leading the witness can lead to "badgering the witness" until they get the "right answer"
06:00:22 Linda Brennan: Was directly suggesting they count the pieces a form of funneling?
06:00:37 Stephanie Cade: I think that it can sometimes help activate prior knowledge/lessons..in a way support the struggle.
06:00:39 Tyria Stokes: great question linda
06:01:16 Chris Doyle: yes
06:01:20 Linda Brennan: yes!
06:01:20 Sacha Logan: I wish she had had them, "What could you do?" To see if the cutting came from them
06:01:23 Hillary Yanai: this would have been a great place for modified catch and release
06:01:30 Tyria Stokes: so funneling may come after the productive struggle
06:01:35 Shanna Weber: I thought the conversation and peer interaction/processing was excellent. How do you make sure you give the student with misconceptions the chance to revise and solidify the new understanding?
06:01:38 Kim Jorgensen: And you don’t want it to become a guessing game.
06:05:21 Shannon Stinnett: having students revoice what another student says is powerful. I holds students accountable to be listening to what their peers say.
06:06:15 Alysia Aldred: Revoicing proves you were listening to what was said
06:06:43 John SanGiovanni: 4:06 pm EST
06:21:44 John SanGiovanni: https://docs.google.com/document/d/1FsSg1kckx1Xj1aL_duXP5enyBdzP-EhL5uodkYqphK8/edit
06:23:42 LeAnita Randolph: clarifying question: Is revoking just saying what the S says or is the T cleaning it up a bit? thinking specifically about example 2
06:23:58 LeAnita Randolph: *revoicing
06:24:36 LeAnita Randolph: got it, thanks
06:33:46 Marcie Waki: Will any of the resources that are on the agenda expire (viewable for a limited amount of time)?
06:38:15 Mary Lewis: These are awesome and my kids are very thoughtful and love doing it out loud!
06:39:30 Naomi Isaac-Simpson: Have fellow classmates recognize each other that they saw their classmates show.
06:40:16 MEGAN HOOGEVEEN: My students loved doing an end of the day "What did you learn today?" I would say "Today in math we..... and then I let them tell me and I recorded their answers and put their initials next to their answers. They used to beg me to do it, I wish I had more time to do it.
06:40:49 Naomi Isaac-Simpson: Can alsohave a community goal they are working on together and share how the class did with it.
06:41:06 Naomi Isaac-Simpson: We also have them reflect in their homework so then don’t feel rushed.
06:42:04 Emily Liszka: this is a routine during small group intervention. When it's routine, kids begin to take ownership of their learning
06:44:28 Sacha Logan: I love this
06:45:39 Kyle Helm: Is it important to help students identify how they could move forward when they express something like how alone they felt because they were the only one who didn't get it? I'm just thinking about the value of

experiencing that feeling as well as the added value of coping after that experience. I wonder how to help students who experience "failure" realize that the feeling is the beginning of a journey, not a destination to wallow in.
06:45:51 Palesa Beckles: Love it!!
06:46:39 Chris Doyle: its ok to be in any quadrant?
06:47:28 Chris Doyle: yes... ok... thanks
06:47:28 Lissy Hodge: Adding on to Kyle, what if you have a kid who struggles with confidence and then struggles to struggle productively but instead just shuts down consistently?
06:48:07 Michelle Sullivan: Yes. I'm coming across more and more students for whom the anxiety of failure leaves them at a stnadstill
06:48:24 Michelle Sullivan: The Anxiety is real
06:49:36 MEGAN HOOGEVEEN: I feel like the culture makes it hard for kids to risk and make mistakes.
06:49:49 Kyle Helm: Zaretta Hammond has some wonderful ideas about building self-efficacy. Check out Culturally Responsive Teaching and the Brain and her thinking about dependent and independent learners.
06:49:57 Heather Taddonio: and parents/ previous teachers not allowing students to productively struggle (learned helplessness)
06:50:16 Sheila Boroff: Trophy kids have learned that they have to be the best.
06:50:17 Linda Brennan: Second Kyle's comment!
06:50:28 Michelle Sullivan: It makes me think that we all need to run good parent ed. Would love to connect with anyone whose school has done this
06:50:29 Tracey Williamson: learned helplessness by 5G is very difficult to correct
06:51:06 Heather Taddonio: I think being committed to teaching w/ productive struggle is a good start! All these tools are really useful for unlearning that
06:52:37 MEGAN HOOGEVEEN: Do you have a link to a short article that could explain to parents why struggle is important?
06:54:19 Catherine Scott: In this class, mistakes are expected, inspected and respected. Build struggle into the fabric of class.
06:54:47 Linda Brennan: @Catherine YES!!
06:54:52 Patricia Pozen: Yes, and any resource in general about the instructional mindset for this type of instruction about process versus product etc. Sorry to ask again, but it would be such a great resource because parent education is half our job
06:54:54 Kim Jorgensen: I persevered…
06:55:07 Kim Jorgensen: (One of the 8 MPs)
06:55:56 Michelle Breaux: Youcubed.org has some resources on struggle and it's importance that may help parents
06:56:36 Patricia Pozen: Thank you , Michelle for the parent article idea.
06:58:37 John SanGiovanni: https://docs.google.com/document/d/1FsSg1kckx1Xj1aL_duXP5enyBdzP-EhL5uodkYqphK8/edit

00:12:31 Hillary Yanai: Perhaps "notice" their effort , instead of "praising" it
00:14:36 MEGAN HOOGEVEEN: With the idea of "praise" it has to be

genuine and specific. Kids have an excellent sense of when you are B.S.ing them, and that will actually ruin trust and community.
00:14:49	Shannon Stinnett:	I see a 'spot' on the interactive agenda for the slides but don't see a link. Will you be creating a hot link within the document?
00:15:28	Naomi Isaac-Simpson:	the tr has to be committed to this belief
00:16:25	Jody Vanderloo: So... how will we get access to the updated agenda?
00:16:26	Jennifer Melton:	Thank you!
00:16:28	Erica Condie:	Thank you!
00:16:41	Keri Newton:	Thanks!
00:16:41	Naomi Isaac-Simpson:	Thank you so much. I feel so validated about your ideas and for the concrete strategies you shared!
00:16:46	Arielle Goodman:	Thank you! :)
00:16:53	Hillary Yanai:	THANK YOU!! Today was wonderful!
00:16:53	LeAnita Randolph:	thanks John!
00:16:53	McKenna Byrd:	thank you so much!
00:16:55	Jennifer Stephenson:	Thank you very much!!
00:16:59	Kelsey Thieke:	Thank you!
00:17:06	Michelle Sullivan:	So grateful. Thank you
00:17:07	Linda Brennan:	Thank you John! Keep sharing your humor and expertise!
00:17:09	Kristina Long:	Thank you so much! So much great information to process and implement!
00:17:11	debra queen:	Thank you!
00:17:12	Hua Ran:	Thank you so much!!
00:17:13	Marcie Waki:	Thank you! This was awesome!
00:17:13	Alysia Aldred:	This was one of the most engaging and helpful PDs I've gone to. Thank you so much. I'm so tired of sitting through PD and feeling like I got nothing. Not the case this time.
00:17:14	Jamie Pintimalli:	Thank you so much!
00:17:18	Megan Garr:	THANK YOU !!!!!!!!
00:17:19	Stephanie Savoy:	Thank you!
00:17:21	Melissa Wilson:	Thank you!!!
00:17:21	Mary Lewis:	Thank you to all in my break out groups and to you John- you are inspiring!
00:17:22	Kim Jorgensen:	Thanks! You were recommended to me by a friend and she did not steer me wrong!
00:17:22	StacyM: every time you speak, I try to show up, and am never disappointed. Thank you!
00:17:23	Michelle Breaux:	Thank you very much!
00:17:24	Elise Breda:	That was informative and hilarious. Thank you John!
00:17:26	Emily Liszka:	Thank you to John and to the group discussions!
00:17:28	Jaime Rosa:	Thank you for today!
00:17:36	Tabitha Paisley:	Thank you
00:17:37	Sacha Logan:	Thank you so much for all that you are giving to us- I have used many of your books for Boo Studies with teachers and they are always thought provoking and well received
00:17:40	Loiselle Tejada:	Thank you!
00:17:42	Catherine Scott:	Thank you so much!
00:17:44	Chris Doyle:	thanks, john! this was great!!!

00:17:46 Sacha Logan: book not boo
00:17:49 Tina Pimentel: Your humor was fantastic as was the content!! Thank you for an amazing workshop!!
00:17:53 Mia Ham: Thank you!
00:17:59 Jill Bajaj: Thank you!
00:18:10 Alice Murphy: Thank you - your PDs are always so actionable/relevant!
00:18:12 Patricia Pozen: Thank you, have a good summer!
00:18:26 Tracey Williamson: Thank you for your presentation!
00:18:44 MEGAN HOOGEVEEN: Thank you, your information was real and gave me new ideas!!! I can't wait to use all my new ideas.
00:19:31 Anthony Shotwell: Thank you very much! I understand the link to the slides will be updated on the agenda. However, how might we access the recording?
00:23:51 Megan Garr: She said it would come out next week sometime
00:23:58 Mia Ham: We will get a copy of the slides from you?
00:24:02 Anthony Shotwell: ok, great thank you! I had missed that :)