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00:14:30        Claire Greer:    NC
00:14:30        Craig Cullen:    Craig Cullen – Illinois State University (Normal IL)
00:14:31        Doug Whitewolff:        Doug - Portland Oregon
00:14:37        Angela Chung:    Hello from New York
00:14:40        Arlene Crum:     Hello from Tacoma, Washington
00:14:44        Heather Noe:     Hello from MO!  Columbia, MO, home of Mizzou!
00:14:46        Lawrence Ssebaggala:    L. Ssebaggala, Dalton, GA
00:14:55        Bilge Cerezci:   Hello from Chicago
00:15:04        W Tad Johnston: Hi from DC
00:15:08        Katherine Raiguel:       Hello from Philadelphia, PA suburbs
00:15:18        Liza Bondurant: Hi from Mississippi
00:15:31        Michael Carlson:        Good Evening from Phoenix, AZ
00:20:30        Jayme Lorenz:   Craig and Lawrence's MTLT article (member-access
only) https://pubs.nctm.org/view/journals/mtlt/117/1/article-p32.xml
00:25:37        Francesca Eckels:       add 3
00:25:38        W Tad Johnston: add 3
00:25:41        Katherine Raiguel:      +3
*2.5
00:25:44        Doug Whitewolff:        multiply by 3 and subtract 1
00:25:44        Marc Hunter:    Add 3 to a
00:25:48        Kim Servin:     Multiply by 5/2
00:25:50        Michael Carlson:        Square it and add 1
00:25:54        Kaaren Sprague Meyer:   Multiply by 3 subtract 1
00:25:54        W Tad Johnston: divide by 2/5
00:25:54        Arlene Crum:    multiply by 3 and decrease by 1
00:26:00        Tammy Jones:    add 3 to a, square 2 and add 1, multiply a by 3 and
subtract 1
00:26:02        Kenneth Jones:  multiply by 6 and - 7
00:26:06        Catherine Mellen:       times 2 plus 1
00:26:27        Arlene Crum:    Nice thinking, Tad!
00:27:00        Dawn Barson:    Multiply by 2.5
00:27:14        W Tad Johnston: Thanks Arlene! Maybe unexpected student brilliance.
00:28:36        Marc Hunter:    1. Multiply a by 2 and add 1
00:28:52        Alix Duggins:   2.  Multiply by 3 and subtract 1
00:28:56        Marc Hunter:    2. Multiply a by 3 and subtract 1
00:28:57        Kerry Lindo:    2. multiply by 3, -1
00:29:07        Kaaren Sprague Meyer:   3. Multiply by 3 and subtract 3
00:29:18        Marc Hunter:    3. Add 11 to a
00:29:22        Arlene Crum:    for 1 & 2 multiply by 3 then subtract 1, but for #3,
subtract 1 THEN multiply by 3
00:29:24        Dawn Barson:    5 x 2 +4
00:29:41        Kerry Lindo:    3.multiply by 2, add 4
00:30:24        Arlene Crum:    Sorry!
00:30:28        Marc Hunter:    Multiply by 3 and subtract 1
00:30:30        Margaret Williams:      Multiply by 3 and subtract 1
00:30:38        Kenneth Jones:  x3 - 1
00:30:39        Kaaren Sprague Meyer:   Multiply by 3, subtract 1
00:32:29        W Tad Johnston: Great example of being careful with stating lesson
objectives/goals/purpose/standards in advance.
00:33:35        Sharyn Livy:    What if a student says x6 divided by 2 take 1
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00:33:57   Marc Hunter: Once I decided what worked for the first one, I used the numbers in 2 to see if the rule worked for it as well
00:34:22   W Tad Johnston: difference I a is 3, b difference is 9 so multiplier is 3
00:34:33   Arlene Crum: Different rules, but they are actually different forms of the same expression.
00:35:01   W Tad Johnston: common differences
00:35:35   Doug Whitewolff: If given these two together I'd notice that multiplying a by 3 is pretty close to b.
00:35:44   Marc Hunter: This also helps students develop/build mathematical language
00:41:38   Sherri Martinie: Thank you Craig and Lawrence!!
00:41:44   Karen Jones: Thank you! Sorry I came in late was in a meeting.
00:42:06   Jayme Lorenz:
https://pubs.nctm.org/view/journals/mtlt/117/1/article-p32.xml
00:42:12   Tammy Jones: thanks
00:42:13   Kaaren Sprague Meyer: Thank you!
00:42:14   Latrenda Knighten (she/her):   Thanks so much for sharing!
00:42:33   Kevin Dykema: Thanks for sharing!
00:42:44   Kevin Dykema: Thanks to the attendees for coming and learning!
00:43:09   Kenneth Jones: Thank you.
00:43:35   Craig Cullen: Thanks so much for join us tonight everyone!
00:43:47   W Tad Johnston: Interesting that (5-2) = 3 and the slope is 3. Would 2 and 6 have avoided that reasoning (the multiplier is the difference in the two a values)?
00:44:39   Ken Krehbiel: Thank you all!
00:44:46   Kristen Hayden: Thank you so much
00:44:47   Lawrence Ssebaggala: Thank you all for coming and listening to us
00:45:03   Shahibul Ahyan: Thank you.
Greeting from Indonesia
00:45:39   Angela Chung: Thank you.
00:45:46   Catherine Mellen: thank you!