

00:18:33 Trena Wilkerson: Hello from Waco, TX!
00:18:35 Debbie Williams: Debbie Williams, Stockton, CA
00:18:42 Chonda Long: Hello from Virginia
00:18:45 Carol Matsumoto: Hi from Winnipeg
00:18:47 Chris Willingham: I'm Chris Willingham, from Harrisonburg, VA
00:18:55 Kailah Breece: Hello from Columbus OH
00:18:55 Toni Galassini: Hi from Chicago!
00:18:56 Selena Berard: Selena from East Hartford, CT
00:19:06 Robyn Alvin: Hi from Vermont :D
00:19:09 Norma Borenstein Gordon: Hello from Brookline MA
@normabgordon
00:19:11 Carol Matsumoto: Hi Trena. Hi Chonda. Hi Toni
00:19:14 Ken Krehbiel: Hello Everyone, from Washington, D.C.
00:19:15 Ruthmae Spears: Hello Everyone. I am Dr. Ruthmae Sears from USF in
Tampa Florida.
00:19:19 Chonda Long: Hi Carol!
00:19:25 Carol Matsumoto: Hi Ken.
00:19:26 Toni Galassini: Hi Carol!
00:19:42 Jennifer Bay-Williams: Jennifer Bay-Williams - Louisville, KY ☺
00:19:44 Trena Wilkerson: Hi Carol!
00:19:50 Amanda Cullen: Amanda Cullen-Normal, IL
00:19:55 srividhya Jayakumar: Hi. From CA
00:19:58 Kelly Costner: Kelly Costner, Winthrop University in Rock Hill SC
00:20:04 Mackenzie Fahie: Hello! From CA
00:21:01 Maryn Foote: Bellflower USD, CA
00:21:02 Ruthmae Spears: No worries...
00:22:31 Evelyn Matos: Hi from Puerto Rico
00:25:24 Lori Harris: Today I feel like a sphere because my day was
spinning around!
00:25:26 Norma Borenstein Gordon: System of equations - because i
worked together with another teacher and we solved a teaching problem
00:25:30 Debbie Williams: Today I feel like a line because I just keep
going, and going, and going, and going, and going...
00:25:35 Amy Gabriel: Today I feel like a cuboid because I feel boxed in
00:25:51 Emilia Biasi: Today I feel like a heart because I was at placement
today with grade 4's and feeling the love
00:25:56 Maryn Foote: Today I feel like a Möbius strip because I am
looping but there's no end.
00:25:56 Morgan Qin: today I feel like a sphere because I am pregnant and
tired of running into things
00:25:56 Kailah Breece: Today I feel like an equals sign because everything
has been balanced
00:25:56 Chris Willingham: An long line segment...stretched very thin
=)
00:25:58 Kelly Costner: Today I feel like an infinity symbol because it
seems nothing I'm doing ever finishes!
00:26:07 Mackenzie Fahie: Today I feel like a plus sign because I feel
appreciative of people that add sunshine to my life!
00:26:13 Savita Singhal: - as I am sleepy
00:26:15 Toni Galassini: Today I feel like a sphere because I was

rolling/bouncing between schools and projects all day long today.

00:26:20 Jermaine Charles: X because I'm exhausted

00:26:25 Selena Berard: Today I feel like an integer because I had positives and negatives today.

00:26:27 Trena Wilkerson: a sphere because I have been rolling from one meeting to another!

00:26:34 Lul Yusuf: Today I feel like a straight line, so open and the possibilities being endless

00:27:23 Ruthmae Spears:
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/WebinarHandout_1-17-23.pdf

00:28:07 Kailah Breece: Self awareness

00:28:08 Maryn Foote: Self-Awareness, then relationship skills

00:28:08 Selena Berard: Self Awareness

00:28:09 Lul Yusuf: Self-awareness

00:28:11 Robyn Alvin: self-awareness

00:28:12 Toni Galassini: Self awareness

00:28:16 Mackenzie Fahie: self awareness

00:28:16 Kelly Costner: self awareness

00:28:23 Maria Condo: self awareness

00:28:24 Tran Trang: Self awareness

00:28:24 Shannon Pasvogel: Reacted to "self awareness" with 🍷

00:28:34 Emilia Biasi: Relationship skills and self-awareness

00:28:35 Lul Yusuf: Relationship as well

00:31:20 Lul Yusuf: Teacher and student relationship

00:31:23 Debbie Williams: Students' thinking drives instruction.

00:31:26 Emilia Biasi: Our attitudes as teachers influences our students' attitudes and vice versa

00:31:28 Selena Berard: Students learning from one another

00:31:44 Kelly Costner: both teaching and learning are bidirectional

00:31:50 Beth Grady: asset mindset and student growth

00:42:12 Maryn Foote: D

00:42:17 Shannon Pasvogel: T

00:42:19 Maria Condo: D

00:42:20 Selena Berard: Take away

00:42:21 Beth Grady: take away

00:42:21 Frankie Montoya: D

00:42:23 Toni Galassini: D

00:42:24 Kelly Costner: T

00:42:26 Mackenzie Fahie: T

00:42:27 Jermaine Charles: t

00:42:28 Evelyn Matos: D

00:42:30 Debbie Williams: T

00:42:33 Kailah Breece: T

00:42:34 Connie Guinn: T

00:42:39 Tran Trang: D

00:42:47 Beth Grady: D

00:42:48 Frankie Montoya: D

00:42:49 Selena Berard: d

00:42:50 Robyn Alvin: D

00:42:51 Maryn Foote: T
 00:42:53 Toni Galassini: d
 00:42:54 Shannon Pasvogel: Take
 00:42:56 Evelyn Matos: D
 00:42:56 Tran Trang: D
 00:42:59 Connie Guinn: t
 00:43:00 Selena Berard: T
 00:43:00 Frankie Montoya: T
 00:43:02 Robyn Alvin: T
 00:43:02 Maryn Foote: F
 00:43:02 Jermaine Charles: take
 00:43:03 Evelyn Matos: D
 00:43:04 Debbie Williams: T
 00:43:05 Toni Galassini: t
 00:43:05 Mackenzie Fahie: T
 00:43:05 Shannon Pasvogel: D
 00:43:09 Toni Galassini: d
 00:43:11 Debbie Williams: T
 00:43:11 Maryn Foote: T
 00:43:11 Selena Berard: T
 00:43:11 Mackenzie Fahie: D
 00:43:12 Evelyn Matos: D
 00:43:12 Robyn Alvin: D
 00:43:14 Frankie Montoya: D
 00:43:15 Connie Guinn: t
 00:43:16 Shannon Pasvogel: D
 00:43:32 Maryn Foote: T
 00:44:05 Savita Singhal: based on the context of the question
 00:44:29 Maryn Foote: I may use take away thinking from the subtrahend
 and add it to the minuend.
 00:44:38 Emilia Biasi: Type of manipulatives maybe?
 00:44:40 Erik Hull: When the numbers are closer together, find the
 difference. Farther apart, take away
 00:44:40 Jermaine Charles: Measurement difference , take away -sharing
 00:44:41 Robyn Alvin: mental math/facts or if I want to manipulatives
 00:44:57 Debbie Williams: Take away when I can take away parts easily.
 Difference when I need to count up.
 00:47:59 Amanda Cullen: What do you know about the problem
 00:48:03 Amanda Cullen: Where would you start
 00:48:08 Amanda Cullen: What could be your strategy
 00:50:11 Maryn Foote: What I do know is there is an input and output. I
 start with making a table of (x,y) values. Then I would like for a pattern in the
 table to see how it is changing.
 00:50:15 Kailah Breece: It reminds me of a modular arithmetic problem I did
 in an abstract algebra task
 00:50:16 Norma Borenstein Gordon: I know it's a problem about
 multiples (equal shares); I would start by making a list of the "number"
 information; My strategy might be some estimation and then revision OR looking at
 common multiples and factors.
 00:50:18 Selena Berard: I know there's an odd number of marbles. I would

start by writing out each parameter more succinctly (not in a paragraph, maybe in a table).

00:51:15 Debbie Williams: List multiples of 4 and multiples of 6 and find a number that is one less than each that is in both lists.

00:53:50 Ruthmae Spears:
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/WebinarHandout_1-17-23.pdf

00:54:56 Norma Borenstein Gordon: Intimidated or annoyed

00:54:56 Beth Grady: not valued

00:54:56 Maryn Foote: Not valued

00:54:56 Mackenzie Fahie: Not heard/silenced

00:55:01 Marie Bresnahan: Feel like they don't know what is going on.

00:55:04 Robyn Alvin: overwhelmed

00:55:09 Selena Berard: Left out/invalidated

00:55:16 Connie Guinn: Not heard loose interest

00:55:33 Robyn Alvin: irritated, team =?

00:55:43 Clarissa Johnson: Not supported

00:55:44 Toni Galassini: annoyed

00:55:48 Marie Bresnahan: Wrong one,. Lol feel like I don't know what is going on

00:55:49 Maryn Foote: you aren't ready

00:55:53 Selena Berard: alone

00:56:01 Renata Carvalho: Not supported

00:56:25 Amanda Cullen:

https://jamboard.google.com/d/1z_HSEx0Lwsxul8_FIelm1x2rvnQR4C_zKwSnaQ8LBqU/edit?usp=sharing

00:56:48 Toni Galassini: It's view only

00:56:49 Emilia Biasi: It is view only

00:57:10 Amanda Cullen:

https://jamboard.google.com/d/1z_HSEx0Lwsxul8_FIelm1x2rvnQR4C_zKwSnaQ8LBqU/edit?usp=sharing

00:57:18 Toni Galassini: Works now

01:10:16 Robyn Alvin: "Was my work clear enough for others to understand"

01:10:18 Beth Grady: Students reflecting on what they know

01:10:36 Savita Singhal: I feel that the student needs to aware of their own emotions and learning

01:10:40 Amy Gabriel: "How do I feel when I don't know how to solve a problem"

01:10:53 Lul Yusuf: Students picking a strategy that they are comfortable with

01:12:55 Savita Singhal: it allows multiple entry point

01:13:19 Mackenzie Fahie: The problem likely would not be solved quickly, so students must believe in their abilities to solve it and continue trying to solve it.

01:13:44 Chris Willingham: Reacted to "The problem likely w..." with

☺
01:13:45 Marie Bresnahan: I know when there are lots of words students need time and talking out loud to figure out the problem

01:13:50 Maryn Foote: All those words!!! I have to take time to think and overcome my obstacle of the fear of reading in front of my peers.

01:16:47 Mackenzie Fahie: What is a strategy you can use to find the mystery number? What could help us? How is it similar to others we have solved?

01:17:20 Maryn Foote: For Middle Grades, what do I do when I don't know how to solve a mathematics problem? Self-Management

01:17:22 Norma Borenstein Gordon: How might we organize ourselves...

01:17:22 Selena Berard: Ask "What do I do when I don't know how to solve a problem?" --> both emotionally and mathematically

01:17:47 Maria Condo: What do I know that can help me solve this problem?

01:18:04 Jennifer Bay-Williams: Ask "What do I do when I don't know how to solve a problem?" --> both emotionally and mathematically

So true!

01:18:12 Debbie Williams: HS: What do I know that can help me solve this problem?

01:19:09 Trena Wilkerson: Love Problems to Ponder! So many ways to engage.

01:22:18 Maryn Foote: Be intentional.

01:22:22 Trena Wilkerson: Thank you all!!

01:22:24 Robyn Alvin: transferable skills! Mathematics > literacy > social skills! Just reached out to my team OT! Thank you!!

01:22:26 Tran Trang: Thank you so much

01:22:31 Maryn Foote: Thank you also. Enjoyed the break out room!

01:22:36 Emilia Biasi: be intentional and provide choice/room for students to question

01:22:40 Carol Matsumoto: Thanks everyone!

01:22:40 Marie Bresnahan: I need to be more intentional with my planning and make sure that I vary the math practices and ask yourself questions.

01:22:40 Emilia Biasi: thank you !

01:22:41 Debbie Williams: I love the ask yourself questions to build in student reflection on the SMPs and their social-emotional experience in math.

01:22:43 Mackenzie Fahie: Takeaway: It is important to intentionally ask students questions and encourage development of SEL competencies simultaneously!

01:23:02 Marie Bresnahan: Thank you so much!

01:23:30 Trena Wilkerson: Excited about the virtual conference coming up!

01:23:46 Jayme Lorenz: NCTMPDWebinars

01:23:56 Norma Borenstein Gordon: Thank you - will the slides be available or just the recording?

01:24:03 Jayme Lorenz: Certificate:
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/1_17_23_Certificate_79634.pdf

01:24:57 Robyn Alvin: Thank you!!

01:24:57 Hyejin Park: Thank you for the great talk!

01:25:01 Jayme Lorenz:
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/1_17_23_Certificate_79634.pdf

01:25:01 Mackenzie Fahie: Thank you!

01:25:02 Selena Berard: Thank you!

01:25:03 Maria Condo: Thank you!

01:25:06 Debbie Williams: Thank you so much!

01:25:10 Renata Carvalho: Thank you!