Trena Wilkerson: Hello everyone from Waco, TX!
Christina Montiel: Jackson, WY
Kyle Carpenter: Hello all, this is Kyle from Huntsville, AL!
Kristan Whelan: Kristan from New York
April Schofield: April from Wisconsin
Patricia Helmuth: Hello from New York State
Ken Krehbiel: Hello everyone, from Washington, D.C.
Lisa Stone: Hello from San Diego, CA
Jessica Moody: Jessica from North Carolina
Jessica Wentworth: Jess from New Hampshire
Quarelli Christina: Christina from Phoenix, AZ!
Annie Fetter: Annie from suburban Philly.
Mackenzie Abbott: Hello! From Prescott, AZ
Alexis Williams: Lexi teaching in Maryland but from Brooklyn!
Kim Jones: Hi Plano, TX
Abby White: Maryland
Edmond Lau: Hi, Edmond from Hong Kong
Renee Kanari: Hi from Illinois
Tran Trang: Tran from NH
Matthew Rodolewicz: Johnston, Rhode Island
Maeva Mihan: Maeva from Mechanicsburg, PA
Tiffanie Nealy: Tiffanie: Atlanta, Georgia
Carolyn Vincent: Hello from Dallas, TX
Linda Loomis: Hello from Clarksburg, MD
Victoria Amarasiri: New Jersey
Laura Szum: MA
David Cohen: Howdy from Austin, TX
Molly and Maria: Molly - Taneytown, MD
Makeey Shedyak: Vermont
Sherri Poulin: Maine
Zachary Malegiannakis: Zach from Bronx, NY
Molly and Maria: Maria- Gettysburg, PA
Raewyn Eden: Raewyn - Aotearoa New Zealand
John Yim: Oklahoma City, OK
Linda Gojak: Hi from Cleveland, OH
Lisa Stone: San Diego, CA
Helena Marie Stevens: Good evening from St Croix USVI
Makeey Shedyak: Essex VT
Rachel Garratt: Mechanicsburg, PA
debra queen: Debra from Fredericksburg VA
M. Bull: Tennessee
Makeey Shedyak: Yes!!!
Barb Dow: Hi from Georgia, VT
Arthur Mabbott: Art in Woodinville, wa
Ellen Clay: Hi Philadelphia
Annie Fetter: Hi, Ellen!
Barb Dow: Hi from Georgia, VT
Arthur Mabbott: Art in Woodinville
Daniel Irving: Hello from North Providence, RI!
Annie Fetter: Hi, Art!!
Matthew Rodolewicz: Hi Daniel Irving - From Johnston, RI here :) 
Rubina Noor: Hello from Memphis, TN.
Trena Wilkerson: Thank you McGraw Hill and Annie Fetter!
Jessica Wentworth: Jess from New Hampshire
Trena Wilkerson: Hi Daniel!
Christine Paige: Hello. Christine from Birmingham, AL.
Angela Luchini: Hello from Pittsburgh, PA!
Indalia Berner: Hello! Indalia from Chicago!
Romel Badilla: Romel Badilla, KHPES Hawaii
Christine Horch: Hello from Glenwood Springs, Colorado!
Arthur Mabbott: 25
Kelli Dunn: 32
Ellen Clay: 25
Anna Clifford: 28
Thomas Wintering: 30
Lisa Stone: 24
Tiffanie Nealy: 28
Matthew Rodolewicz: 32
Linda Loomis: 32
Amanda Rickard: 26
Anne Guarriero: 99%
Latryce Cole: 32
Raewyn Eden: all of them!
Zachary Malegiannakis: 32
Alexis Williams: 18 students (50%)
Barb Dow: 25
Mardi Gale: You really looked back for How Old is the Shepard!
Indalia Berner: 100%
Victoria Mayer: 30 students
David Cohen: 23
Angela Luchini: 75%
Arthur Mabbott: 25 years old
Patricia Helmuth: 100%
M. Bull: 30
Kim Jones: 85%
Molly and Maria: 30 students
Ellen Clay: 25 eighth grade students
Kristan Whelan: 90%
Geleisa George: 50% tried to figure something out
debra queen: 75%
Mary McMahon-Chappell: 100%
Jessica Wentworth: 32
Flávia Sueli Marcatto: Hello from Brazil!
Trena Wilkerson: Joy!! Love it!
Cathy Scovil: Hello!
Cathy Scovil: I am Cathy from Arizona.
Thomas Wintering: Is that "noticing what your class hit and didn't" more for a personal reflection or a "reveal" of what things anticipated to the class and a discussion of whether or not the group addressed various things and further discuss the details there? This was in reference to the textbook doctor
graph example you gave.

00:43:16 Christine Paige: I love this.
00:43:36 Trena Wilkerson: Me, too @Christine!
00:47:01 Patricia Helmuth: Love the sticky note idea!
00:48:15 Matthew Rodolewicz: There
00:48:15 Alexis Williams: The pattern is symmetric!
00:48:17 Angela Luchini: green and orange tiles
00:48:18 Matthew Rodolewicz: woordle
00:48:21 Christina Montiel: mirror
00:48:25 Angela Luchini: 4X5
00:48:27 Geleisa George: 5 squares in each row
00:48:29 Patricia Helmuth: There are green and orange squares
00:48:30 Anne Guerriero: There are equal amounts of both colors
00:48:30 Zachary Malegiannakis: Arithmetic sequences
00:48:32 Geleisa George: 2 colors
00:48:32 Julie Perkins: Inverse pattern
00:48:34 Joslyn Richardson: array
00:48:37 Kristen Betker: matching
00:48:39 Melissa Johnson: There are an equal amount of orange and green squares.
00:48:40 Mardi Gale: Which One Doesn’t Belong.....wodb.ca
00:48:43 Joanna Smith: Same number of green vs orange
00:48:45 Toni Rowe: Pattern
00:48:45 Claire Hazlett: the top and bottom are opposite. so are the 2 in the middle.
00:48:45 Ellen Clay: symmetric about the horizontal middle line with the opposite colors
00:48:47 Molly and Maria: They are opposite. And there is an equal number of orange/green
00:48:54 M. Bull: Half and half
00:48:59 Laura Szum: rows and columns
00:49:03 Christine Martin: there are equal amounts of green and orange tiles
00:49:04 Victoria Amarasiri: I see a reflected pattern across orange and green.
00:49:08 Amanda Rickard: 1/2 is green and 1/2 is yellow
00:49:12 Patricia Helmuth: I see groups of 3, 4, 2 and 1
00:49:13 Kristen Betker: ratios
00:49:15 Thomas Wintering: tetris
00:49:17 Ellen Clay: 10/20 of the squares are orange
00:49:34 Abbe Kellner: How many squares?
00:49:47 Raewyn Eden: You could swap out some orange and green squares
00:50:02 Victoria Amarasiri: Each row is a whole.
00:50:04 Alexis Williams: Each row represents a whole apple
00:50:05 Molly and Maria: It looks like a tree
00:50:06 Ellen Clay: There are 4 apples
00:50:07 Christina Montiel: Whole, halves, thirds, quarters
00:50:07 Victoria Mayer: fractions
00:50:07 Kyle Carpenter: percents and ratios
00:50:09 Matthew Rodolewicz: 1+2+3+4
00:50:10 Makeey Shedyak: 25
00:50:12 Angela Luchini: The apples get smaller as the rows increase
00:50:12 Jennifer Shammas: 1, 2, 3, 4,
00:50:13 Alexis Williams: The pieces get smaller
00:50:14 Makeey Shedyak: fractions
00:50:16 Anne Feeney: Whole to halves to thirds to fourths
00:50:18 Victoria Angelo: fractions
00:50:21 Christine Martin: 1 whole apple, then cut in halves, thirds, and fourths
00:50:26 Patricia Helmuth: it looks like a pattern that is getting smaller yet bigger
00:50:27 Anne Guerriero: It must have been really hard to cut an apple into thirds!
00:50:27 Maeve Mihan: The apples are arranged in a pyramid or triangle shape
00:50:32 Zachary Malegiannakis: Equilateral triangle
00:50:36 Toni Rowe: Conversations
00:50:39 Mardi Gale: Great website for sense making and encouraging discussion and justification: Which One Doesn't Belong wodb.ca
00:50:39 Kristan Whelan: whole, halves, thirds, fourths
00:50:41 Raewyn Eden: The (whole) apples are different sizes...
00:50:45 Julie Perkins: Fractions
00:50:52 John Yim: \( f(n) = 1/n \)
00:50:53 Joanna Smith: As we move down the triangle, the apples are half the size of the apples in the previous row
00:50:55 Edmond Lau: Pyramid
00:50:56 Ellen Clay: \( 1 + 1/2 + 1/2 + 1/3 + 1/3 + 1/3 + 1/4 + 1/4 + 1/4 + 1/4 = 4 \)
00:50:58 Amanda Rickard: 4 wholes total
00:51:02 Scott Steketee: How many ways can you cut up an apple?
00:51:08 Ellen Clay: Can we eat them?
00:51:29 John Olson: Some of the pieces in a row do not seem equal
00:50:25 Mardi Gale: Improves retention when THEY do it
01:02:39 Trena Wilkerson: Empowers students–gives them voice–supports positive math identity development! :-) Awesome Annie!
01:05:41 Trena Wilkerson: Yes!!
01:07:29 Linda Loomis: What are equity commentaries?
01:07:54 Laura Goodspeed: I noticed that pictures are really powerful. I wondered how I can get teachers excited. This was amazing!
01:08:11 John Yim: NOTICE:
01:08:12 Victoria Amarasiri: So many concepts have been brought to life – cognition, polya's problem solving, deep understanding.
01:08:23 Victoria Amarasiri: wonderful presentation.
01:08:23 Lauren Bowman: Notice: There are so many little things that can be done daily to increase students’ sense making
01:08:26 Kristen Betker: I noticed the students have much more of a voice and are way more of a voice in their math education
01:08:28 Tiffanie Nealy: Noticed: It confirmed my thinking and supports developing students with 'mathfidence' Wonder: About the resources you shared - eager to get to them to get others in the journey with me
01:08:32 Maeve Mihan: NOTICE:
01:08:46 Jennifer Shammas: levels playing field
01:08:51 Raewyn Eden: Might be the wrong audience (!!!) but I'm wondering if the question "Are you asking idea-focused questions or answer-focused questions?" might apply beyond maths...
01:08:51 Anne Guerriero: NOTICE: ALL STUDENTS have ideas about the problems we use.
01:08:56 Kristen Betker: I notice that it seems so easy to tweak for such a major change.
01:09:00 Maeve Mihan: NOTICE: This approach to math is very student centered!! So much different from the math instruction I experienced in elementary school.
01:09:16 Raewyn Eden: Awesome! :)
01:09:20 Christine Horch: Notice: the more quiet I am in the Notice portion of the Launch the more voices I start to hear. HS kids don't always like the "void"
01:09:22 Geleisa George: Wonder: How much is too much support for getting at sense making for students who struggle to put language to their thinking.
01:09:25 Kristen Betker: I'm wondering how to know if my question prompt or task is going to be a good one for them.
01:09:44 Makeey Shedyak: Gets kids talking about math.
01:09:44 April Schofield: Notice: Wondering about equity commentaries also.
01:09:57 Anne Guerriero: WONDER: Where could I take out the numbers to get kids thinking even more and making sense for themselves?
01:10:08 Edmond Lau: Wonder: What do you mean by “monitor for sense making”?
01:10:22 Victoria Amarasiri: I wonder at what point do we go symbolic, and do we go back and forth.
01:10:37 Kelli Dunn: So cool! Annie, you inspire me!
01:10:52 Makeey Shedyak: increases the sharing of ideas with others.
01:10:53 Toni Rowe: I noticed that it's a great way to get kid to talk I wonder, about coming up with ideas.
01:11:31 Abby White: I noticed that you focused on student's attitudes and dispositions, and I'm wondering how to interrupt learned helplessness in students who don't believe they can be successful in math.
01:11:41 Scott Steketee: WONDER: is kids’ dislike of the “void” actually an opportunity for getting them involved? Can teacher silence be a prompt for kids?
01:12:28 Quarelli Christina: I noticed you focus on the journey vs. the destination and that the destination will come!
01:12:35 Christine Martin: Notice: all students have ideas of the problems we use everyday in class. Wondering: How long to share their responses?
01:12:41 Raewyn Eden: @Abby - I would say let them BE successful (by using notice/wonder for instance)??
01:12:43 Edmond Lau: Thank you.
01:12:44 Arthur Mabbott: Connecting the Algebra & the Geometry.
01:12:50 Patricia Helmuth: I wonder if you have done any research in terms of how adult learners benefit from notice/wonder? (Students who are studying to take GED exam.) I've noticed that it is a way to level the playing field especially for adult learners who suffer from math anxiety.
01:12:58  Kelli Dunn: How do we encourage thinking when kids think they “know” it since they've memorized an answer?!!??
01:13:11  Zachary Malegiannakis: Notice: Student's dispositions have a great impact on their mathematical development.
01:13:43  Scott Steketee: How sad is it to arrive at the destination without enjoying the trip?
01:14:07  Lisa Stone: Notice: When you do notice and wonder, everyone has access. I have even done it with non-verbal students who will point and gesture. Especially with graphs and images.
01:14:28  Maeve Mihan: Wonder: How do we navigate noticing and wondering in our lessons when our schools' math curriculum is very scripted?
01:14:31  Mardi Gale: Kelli...have them model the problem so they can justify/prove their answers.
01:14:54  Zachary Malegiannakis: Wonder: How can we adapt our classroom environment so that we can help students develop a more positive outlook towards Math?
01:15:12  Cathy Scovil: I noticed that I can modify my CGI word problems that I start my math groups with by adding the numbers later. I wonder if this will be ok with my school because they are back to basics, traditional school.
01:15:12  Arthur Mabbott: Why are the answers are the answers...
01:16:05  Quarelli Christina: I wonder how we get parents on board when they too grew up with straight algorithms and focused on calculating...
01:16:14  Scott Steketee: My reference to the “void” was repeating someone’s mention of the discomfort kids sometimes have in class when no one is speaking.
01:16:53  Scott Steketee: The “void” can be space to think about math.
01:17:02  Arthur Mabbott: I've had teachers tell me that,
01:17:11  Linda Gojak: Quarelli, I gave them the opportunity to do this kind of thinking...at open house or even in conferences...or have the kids take home something to notice and wonder about it. They loved it!
01:17:14  Angela Luchini: I do notice and wonder in my class already, but how do I engage my students more to look more in depth into the image that may be presented. I work in a city school that students give up very easily and don't put effort in.
01:17:16  Kelli Dunn: I learned it at : (Kumon!!!
01:17:22  Jennifer Shammas: Noticed why and wondered why
01:17:49  Arthur Mabbott: AWESOME!!
01:18:02  Scott Steketee: Thank you Annie!!!
01:18:13  Anne Guerriero: Thank you!
01:18:13  Barbara Borgwardt: Thanks so much!
01:18:16  Patricia Helmuth: It was great to hear you speak! Loved your video. Notice/wonder has been a game changer with my adult students and in my PD.
01:18:17  Kim Jones: Thank you too much!
01:18:19  Zachary Malegiannakis: How do we get CTLE credit for this?
01:18:19  Christine Horch: thank you!
01:18:19  Laura Szum: Thank you very much!
01:18:21  Ellen Clay: Thanks Annie, it was great to see you! You were wonderful as ever!!
01:18:21  Alexis Williams: Thank you so much!
01:18:21  Raewyn Eden: Thanks - what a great session! :)
01:18:21  Abby White: Thanks!
Christine Martin: Thank you!! Great presentation!
Jessica Wentworth: Thank you!!
Kristan Whelan: Thank you!
Lisa Stone: Thank you.
Trena Wilkerson: Check out the notice and wonder characters! https://www.nctm.org/noticeandwonder/
Joanna Smith: Thank you!
Amanda Rickard: Thanks
Makeey Shedyak: I have kids who want to have an answers
Kelli Dunn: Yeah!
Rachel Garratt: Thank you so much!!! This was so great!
Kristen Betker: inspiring thank u!
Maeve Mihan: Thank you!
John Yim: Thanks!
Victoria Amarasiri: Thank you. Wonderful presentation.
Sherri Poulin: Thank you Annie!! From, Sherri Poulin in Corinth, Maine
Donald Williams: Good job!
Linda Loomis: Thank you so much!
Cassie Barbush: Thank you!
Trena Wilkerson: Thank you Annie for an engaging time of noticing and wondering!
Jennifer Shammas: Thank you
Latryce Cole: Thank you!
Makeey Shedyak: Thanks
HelenaMarie Stevens: thank you
Laura Goodspeed: Thank you so much!! That was amazing!
Tiffanie Nealy: That was totally AWESOME!!!! 😃
Matthew Rodolewicz: Thank you!
Zachary Malegiannakis: How do we get CTLE credit for this webinar?
Rubina Noor: Thanks!
Kelli Dunn: I want Notice and Wonder puppets!
Daniel Irving: Thank you!
Tran Trang: Thank you so much! That was very interesting and awesome!!!!!!!
Kyle Carpenter: thank you, very good discussion!
Trena Wilkerson: Fun idea @Kelli!
Joslyn Richardson: Thx so much