

00:11:25 Jayme Lorenz: Welcome from Fairfax, VA!
00:11:27 Brian Streight: Brian / Oxford, OH
00:11:29 Ken Krehbiel: Hello Everyone, from Washington, D.C.
00:11:35 Becky Jones: Becky Jones from Memphis
00:11:35 Sean Nank: San Diego!!
00:11:44 Craig Cullen: Craig Cullen from Normal, IL
00:11:50 Elizabeth Stoerkel: Hello from Houston, Texas!
00:12:03 Joshua Hertel: Hello from La Crosse, WI!
00:12:13 Kate Roscioli: Hello from Northern Virginia! (Bristow)
00:12:16 Michael Lanstrum: Hello from Cleveland, Ohio
00:12:33 Kristi Isaacson: Hello from Villa Park, IL
00:13:02 Trena Wilkerson: Hello from Waco, TX!
00:13:19 Jill Brown: Hi Jill from Victoria Australia ☺
00:13:44 Catherine Kaduk: Hello from Naperville, IL!
00:13:46 Jaclyn Murawska: Hello from Chicago!
00:16:44 Joshua Hertel: Welcome everyone!!
00:25:31 Jaclyn Murawska: This is true across content areas as well, especially throughout the pandemic. E.g., a teacher hears about NearPod, and then wonders how they can use the tech.
00:25:46 Jaclyn Murawska: I agree with you that the mathematical content and objectives come first, then the tech tool should be chosen accordingly. ☺
00:28:50 Kate Roscioli: <https://www.geogebra.org/m/dnyekesf>
00:37:09 Joshua Hertel: What are your reactions to the activity/lesson? What questions do you have? How was the technology used by students and the teacher?
00:38:51 Jaclyn Murawska: About this specific task (and please forgive me if I missed this part!), but were there given constraints on the maximum angle for a turn radius for your trucks?
00:40:48 Jaclyn Murawska: Thanks! Oops maybe I meant minimum angle for a turn radius.
00:41:05 Jaclyn Murawska: Awesome.
00:43:50 Mary Majerus: I'm curious if this activity led to any student wanting to increase their own practice of physically measuring with a protractor
00:44:41 Mary Majerus: Right - yes! Thank you
00:45:42 Sean Nank: As long as you conceptually understand the computation, let a computer or calculator do it for ya...!
01:02:36 Joshua Hertel: What are your reactions to the activity/lesson? What questions do you have? How was the technology used by students and the teacher?
01:03:23 Becky Jones: What do you do with that one student who really doesn't know where to start or what to do?
01:04:38 Jill Brown: Thanks Kristi, great task, great learning environment. Thanks for sharing teaching approach and fabulous student thinking.
01:07:12 Catherine Kaduk: Did you reference this work later in the year?
01:10:56 Jaclyn Murawska: It's so exciting to see how these thinking strategies energize you as the teacher! ☺
01:11:50 Kristi Isaacson: Thank you. :)
01:11:52 Liza Bondurant: Super impressive, thank y'all for sharing!

01:11:53 Catherine Kaduk: Thank you!
01:12:00 Becky Jones: Thank you all so much!
01:12:01 Susan Ingram: Thank you!
01:12:02 Jill Brown: Thank you
01:12:13 Jaclyn Murawska: Thank you everyone!
01:12:30 Joshua Hertel: Thank you all for coming!