

00:21:00 Chonda Long: Hello from Springfield, VA
00:21:22 Diane Anderson: Hi from Massachusetts
00:21:23 Jorge Veloso: Hello from Angola.
00:21:24 Melanie Janzen: Hello! Melanie from California!
00:21:25 Rodney Cooper: Greetings from Killeen Texas
00:21:28 Peta-Gaye Benjamin: Edenton, NC 10
00:21:28 Rosalind Brown: Bronx, NY It think this is my 6th
00:21:32 Amy Barvilchak: Hello from Pittsburgh, PA
00:21:32 Tanya Landry: Hi from Baton Rouge!
00:21:32 Angelita Beltran: Hello from Waukegan, IL
00:21:33 Stacie Kyhn: Hey howdy from AZ!
00:21:33 Emily Kavanagh: Hello from Columbia, MD. Day 83 for me
00:21:33 Jennifer Cronin: Hello from Hanson, MA
00:21:33 Charla Walker: Indianapolis indiana
00:21:34 Lorie Huff: Hello from Fayetteville, Arkansas
00:21:38 Rebecca Flora: Greetings from Redmond, WA
00:21:38 Sheila Bishop: Hello from NH
00:21:39 Maria Padiernos: Hello andE Hola from Detroit, MI
00:21:40 Laurie Walker: Hi from MA
00:21:40 Kathryn Brown: Hi from Athens, GA! I have attended 9 of these I
think?
00:21:40 Katie Huber: Hello from Ft Thomas, KY. This is #2!
00:21:43 Quinci Teer: Greetings from Cleveland, OH
00:21:43 Catherine Vittorio: Catherine, Southern California
00:21:45 Beth Gisi: Hello from Monument, CO - this is my first one...plan
to go back and watch some.
00:21:48 Melanie Carter: Hello from St. Louis, MO
00:21:53 Brian Chalmers: Hello from Shanghai - this is my first
00:21:54 audrey west: hello from Lexington, KY
00:21:54 Daniel Novosad: Hello from San Antonio, Tx and this is my first
session
00:21:54 Susan Creenan: Hello From Tucson, AZ
00:21:54 Catherine Bronikowski: Hi from Milwaukee, WI
00:21:55 Rocio Gomez: Hello from Sunny California, #4
00:21:56 Jeannine Lavigne: Hi from Maine
00:21:57 WARASABON DOMINIKUS: Greeting from Indonesia
00:21:58 Lisa Marie O'Reilly: Jersey, 3 sessions
00:21:58 Tsungai Chiorera: Hello from Arizona
00:21:58 Paola Lozano: Hello from Mesquite Texas!
00:21:59 Judy Radigan: Hi from Maine!
00:22:00 Monica Roland: Good evening from Savannah, GA
00:22:00 LANY JAMERO: good morning from philippines
00:22:01 Kathy Rubendall: Hi from Hoboken!
00:22:02 Carrie Caldwell: Hello from SLC, UT
00:22:04 Sharon Black-MacKinnon: Good evening from NB Canada. This is my 75th
session.
00:22:05 Ali Cummings: Hello from Brunswick, MD!
00:22:06 Anna Ingiosi: Hi from Phoenix!
00:22:08 Beth Kobett: Hello wonderful math community! From Maryland!
00:22:11 Carol Watson: evening from Reston, VA

00:22:11 Sharon Black-MacKinnon: Grateful to be here!!
00:22:13 Kate Killion: Hi from south orange nj probably 20 sessions
00:22:14 LeAnna Deveaux-Miller: GOOD EVENING FROM NEW PROVIDENCE, THE
BAHAMAS
00:22:14 Michael Gougis: Hello from Chicago!
00:22:15 Masooma Razzak: Howdy from Houston, TX!
00:22:16 Laura Kueffner: Hi from Lansing, MI!
00:22:18 Abdul Razak Othman: Hi from Malaysia
00:22:18 Beth Kobett: Whoooo hooo!
00:22:21 Leslie Texas: Hi from Louisville, KY. I've attended over 30
sessions
00:22:22 Justin Klinger: Hello from Chicago Suburbs. I still have power!! Not
everyone near me does!!!
00:22:22 dana dulzo: hello from dana novi mi
00:22:25 roya basu: Hi from NJ
00:22:25 janice magauay: Hello from Maryland!
00:22:26 Mikko Bojarsky: Hi from Santa Rosa, California
00:22:27 Rodney Cooper: this is about my 15th session
00:22:28 Darlene Tyler: Cleveland Ohio. This is my 10th session
00:22:30 Nicole Reed: Hello from Alabama 4th section
00:22:31 Anupama Anand: hello from CA
00:22:33 Rebecca Flora: Remember, if you don't manage to watch these live -
you can always watch the recording!!
00:22:35 Theresa Houston: Hi from North Carolina
00:22:35 Aya Zvaigzne: Music City - Nashville, TN represents and is happy
and grateful for another amazing webinar
00:22:38 Michael Chrzan: What up doe?! From Detroit, MI. Around my 15th ish
session??? lol
00:22:41 Chris Kelley: Morgantown WV
00:22:45 Catherine Livesay: Hi from Rogersville, Tennessee
00:22:56 Masooma Razzak: 16 sessions now!
00:22:56 Ana Alcaraz: From Atlanta, GA -- ~25 sessions
00:22:57 Jacqueline Colbourne: Hi from MD several sessions
00:22:59 Andrea LeDee: Louisiana, 3rd session
00:22:59 Ann Assad: Hello from Paducah KY. About 14 sessions.
00:22:59 Ma.Cecilia Cueva: Good morning from Philippines.
00:23:02 Maureen Charron: maureen c from pok ny
00:23:02 Amy Barvilchak: This is my second session - I start student teaching
this fall!
00:23:04 Kimlona Robinson: Chicago, 2nd
00:23:04 audrey west: Lexington, KY - this is my 7th session
00:23:04 Dana Nelson: Hello from Central PA. I think I have been to
10ish. I haven't kept count. :). Enjoyed them all.
00:23:05 Carmelita Nalzarro: Hi from JEDDAH, SAUDI ARABIA
00:23:06 Kathryn Del Prete: Hi from Long Island, NY
00:23:07 David Brancamp: Good evening from Reno, Nevada 25th session
00:23:12 Nora Marasigan: Hello from Philippines.
00:23:14 Lynn Lafferty: Hello from Erie, PA 20 + sessions
00:23:18 Anne Feeney: Hi from the Jersey shore
00:23:20 Daniel Irving: Hello from North Providence, RI. I have attended

every session so far.

00:23:21 Michele Ratcliffe: Hi from Aurora, IL. 4th session
00:23:21 Rita Shamrock: Rita from Senoia, GA
00:23:23 Deniese Smiley: Jamaica
00:23:23 Victoria Gradel: Hi from suburban Philly. I am attending my
12th.
00:23:24 Wendy Janerico: Hi from MA!
00:23:25 Don Duong: Hello from Portland Oregon
00:23:28 Abiola Rotimi-Ogunsola: Dallas, TX
00:23:29 Ma. Lorena Aloquina: greetings from the Philippines!
00:23:30 Elmer Mayol: Hello from Cebu Philippines
00:23:31 Lawanda Mahomes: Hi everyone! Chicago, Illinois
00:23:32 Beth Kobett: I wonder what the total number of sessions might be
for everyone?
00:23:33 Josie Cazares-Adams: Lexington Park, MD
00:23:34 Denise Smith: Hello from Las Vegas
00:23:35 Kristie Chandler: Hello from VA!
00:23:40 Scott Ing: hello from LA, CA
00:23:42 Jade Boyd: Rockford, IL about 15
00:23:44 Emerlina Binuya: Hi! I'm Emerlina from Petersburg, VA
00:23:45 Denise Smith: This is my 1st session
00:23:48 Alana Roberts: Racine, WI
00:23:52 Rachell Scott: Alright Detroit, Michigan!! from Maryland!!
00:23:53 Grace Weissmann: hello from Baltimore, MD
00:23:57 Emily Graff: Good evening from Chardon Ohio
00:23:59 Valerie Davis-Fells: Hello from Pennsylvania!
00:23:59 Linda Koval: Hello from Bealeton, VA!
00:24:04 David Barnes: Welcome Denise!
00:24:07 Darwin Best: Greetings from Fredericksburg, VA!
00:24:10 Rosanne Marino: Hello from MA!
00:24:10 Jamie Langley: Hi from Taylorsville, Kentucky! 3rd NCTM Webinar :)
00:24:13 Bertha Reyes-Pond: Hi from San Antonio, TEXAS!
00:24:24 Melonie Smith: Hello from Chicago
00:24:25 Mary France Imperial: Hello from Philippines
00:24:28 Bridgett Taylor: Hello form West Texas :)
00:24:31 David Barnes: Hello from Northern Virginia!
00:24:39 Betty Stallings: Hello from Portsmouth, VA
00:24:40 Shashidhar Belbase: Hello from the UAE !
00:24:40 Jolene Bresson: Good evening from Rochelle, IL
00:24:41 Denika Gum: Hi from Virginia!
00:24:41 Josephine Romero: Hello from Dallas, Texas.
00:24:43 bony cellars: Vallejo, the crazy police, calif
00:24:45 Cindy Bryant: Please change your chat setting to "All panelists
and attendees" so everyone can see your posts.
00:24:46 David Barnes: Session 72?
00:24:48 Debra Cowan: Hello from Mastic Beach, NY. I have been to at least
12 sessions So far.
00:24:48 Lance Brauchla: Hi from Ege, IN
00:24:51 Kelly DiLeo: Hello from Virginia
00:24:56 VIKAS SAXENA: Greetings of the day from VIKAS SAXENA, India,

00:24:58 Christine Friberg: Hi from NH
00:25:02 Eric Von Valdez: Hello everyone
00:25:04 Dale Pasino: Worcester, MA!
00:25:08 Kathleen McFadden: Hello from Queens NYC
00:25:18 LIANFANG LU: Hello from Little Rock AR
00:25:19 Tynica Lewis: Hello from South Korea!
00:25:19 Randolph Chapman: Hello from NYC
00:25:28 Lesly Brown: Hello from Knoxville, Tennessee.
00:25:30 Nancy Davis: Hello from Atlanta, GA!
00:25:30 Jet Yeung: Hello Everyone--Jet from Henderson, Nevada
00:25:33 Myeesha Jones: hello from southern New Jersey
00:25:37 Rachell Scott: Maryland has done more than 1/4 of the 100 days.
00:25:45 Jacqueline Booker: Melanie and Catherine are the best!
00:25:58 Kathleen McFadden: Sounds awesome.
00:26:02 Shinu John: Hello from Muscat
00:26:04 Santosh Raj Aryal: hello from kathmandu nepal
00:26:05 Ruby Maghirang: Hello from Baltimore, Maryland
00:26:10 India Puch: India from Columbia, SC 61 days
00:26:26 Stephenia Courtney: Hello from Las Vegas, NV
00:26:30 Megan Riley: Hello from Ohio!
00:26:34 Zara Simpson: Colors
00:26:35 Rosalind Brown: 2 cats
00:26:36 Judy Radigan: Where is th black cat?
00:26:37 Ana Alcaraz: is it a book?
00:26:37 Rosalind Brown: a gte
00:26:39 Justin Klinger: Declaw the cat
00:26:40 Jennifer Cronin: What does each cat see?
00:26:40 David Barnes: Wonder see weekly and daily friends and new friends
this evening! Welcome everyone!
00:26:41 Emily Graff: What does the white cat see?
00:26:41 Rosalind Brown: bike
00:26:42 Florentia Spires: How many flowers are there?
00:26:42 Carol Watson: Why did they cover up the window?
00:26:42 Keiara Jones: which one represents reality?
00:26:43 Denise Cates-Darnell: How can I make my garden that beautiful
00:26:45 dana dulzo: black and white to color journey
00:26:45 Kimlona Robinson: Storytime
00:26:46 Dana Nelson: Why did someone rip a window?
00:26:47 Daniel Novosad: Outside looking in
00:26:47 Rosalind Brown: house and fowers
00:26:48 Zara Simpson: sunny day
00:26:49 Anne Feeny: I wonder what the white cat sees.
00:26:49 Emily Kavanagh: The rip
00:26:49 Deniese Smiley: who lives in that house
00:26:49 Jennifer Perry: I wonder if the cat ripped open the wall
00:26:49 Peta-Gaye Benjamin: Torn paper
00:26:50 Rodney Cooper: 3-D effect
00:26:51 Linda Koval: What is behind the rest of the paper.
00:26:51 jill brown: on the outside looking in
00:26:51 ALEX QUYENVO: the other side of the "fence" is colorful

00:26:52 Peta-Gaye Benjamin: bicycle

00:26:52 Maureen Charron: white cat inside black looking in looks
tiorn

00:26:52 Julia Messner: Hi, from Edmond, OK!

00:26:53 Lawanda Mahomes: Looking out

00:26:53 Stephenia Courtney: how the cat got to the top of the ladder

00:26:53 Cindy Bryant: Thank you for joining from all over the world our
Day 75 of the 100!

00:26:53 Aya Zvaigzne: A beautiful happy vision

00:26:54 Stacie Kyhn: Why is the paper torn inward?

00:26:55 Peta-Gaye Benjamin: ladder

00:26:55 JaDawn Wagstaff: what's hidden

00:26:55 Lisa Sheers: Why is the cat on a ladder?

00:26:56 Amy Barvilchak: The black cat wants in

00:26:56 Rosalind Brown: cat breaking through a wall

00:26:56 Nicole Walden: some symmetry

00:26:56 Jennifer Cronin: Where is the black cat?

00:26:57 Kathleen McFadden: Where is the mouse ?

00:26:58 Jolene Bresson: Why is the black cat looking within?

00:26:59 Zara Simpson: ripping through boringness to excitement

00:27:00 Susan Creenan: How did the opening happen

00:27:00 Kristen Perrine: Hello from NJ

00:27:00 Nancy Davis: Black cat has a colorful vision

00:27:01 Rosanne Marino: Admiring the other - wishing they were different

00:27:01 Rebecca Flora: why are they hidden behind a paper?

00:27:01 Sheila Bishop: only see part of the picture

00:27:04 Margaret Blankinship: it's on torn paper

00:27:05 Paola Lozano: I notice a cat on a ladder that seems to be looking
at a world different than the one it is in

00:27:07 Grace Weissmann: Is the cat painting or taring?

00:27:07 Alana Roberts: Spring time outside

00:27:07 janice magauay: What's inside?

00:27:07 Beth Gisi: The black cat is on a ladder...

00:27:08 Michele Ratcliffe: House, flowers, pets. Colorful

00:27:08 Sharon Black-MacKinnon: Notice the cats and I wonder what they are
thinking about

00:27:08 Abiola Rotimi-Ogunsola: Beautiful cottage

00:27:09 audrey west: I notice this a cat is looking into another picture,
Why are there two cats?

00:27:09 Theresa Houston: what is over there

00:27:20 Wanda Parker: Looking in

00:27:20 Carmelita Nalzarro: Black cat staring the picture with a white
cat

00:27:20 Rocio Gomez: How is the paper holding the ladder?

00:27:21 Ruby Maghirang: a black cat seeing a white cat in a beautiful
environment.

00:27:26 Rebecca Flora: plain vs colour

00:27:43 Catherine Vittorio: How can we reimagine education?

00:27:52 Susan Nordyke: Is this the cat's version of OZ?

00:27:57 Anissa Nemetz: Cats are carbon opposite.

00:27:57 Viragni Chand: I see the cat admiring the house and bicycle.

00:28:24 Cindy Bryant: Please change your chat setting to "All panelists and attendees" so everyone can see your posts.

00:28:43 Quinci Teer: Abolitionist teaching

00:29:03 Maria Woehl: Hello from San Diego, CA!!

00:29:16 Michael Farina: hey all from the adirondacks

00:29:40 Catherine Abbott: In the meantime, we face standardized tests that kill the joy of math and do not "test" these key math practices.

00:30:18 Catherine Abbott: Hormones?

00:30:46 Catherine Abbott: I see the "steps"

00:32:05 Cindy Bryant: Please change your chat setting to "All panelists and attendees" so everyone can see your posts.

00:32:24 Pujiyanto Pujiyanto: I had that book

00:32:28 Amy Barvilchak: The standardized test thing is so real, as a a new teacher its insane to me how much math ed is focused on the standardized testing that are now required

00:32:40 Catherine Vittorio: Students are evaluating and analyzing the data and engaging in meaningful discourse

00:32:58 Cynthia Juarbe: hello from Brooklyn, new York

00:33:25 Amy Barvilchak: Binary trees!

00:33:28 Ana Alcaraz: I notice three figures

00:33:30 Jennifer Cronin: The graph is symmetrical

00:33:32 dana dulzo: looks symmetrical

00:33:32 Amy Leasgang: Top and Bottom are different

00:33:32 Kelly Leftwich: it looks like a family tree

00:33:33 audrey west: the second picture has an x

00:33:34 Anupama Anand: tree diagram

00:33:35 Megan Smith: breakdown in the lower graph

00:33:36 Michele Ratcliffe: tree diagram

00:33:36 Grace Weissmann: choices

00:33:36 Catherine Abbott: The NCTM's "Taking Action: Implementing Effective Mathematics Teaching Practices" has lots of practical examples of the "Teaching Practices"

00:33:36 Bonnie Best: I notice that their is two sets of data

00:33:37 Jolene Bresson: I notice that half of the second chart is missing.

00:33:37 Maureen Charron: the bottom is phased out

00:33:37 Angela Meadows: A pattern.

00:33:37 Pujiyanto Pujiyanto: Hello from Indonesia!

00:33:38 Margaret Jones: I notice that both pictures are similar

00:33:39 Isabel White: tree diagrams

00:33:40 Susan Bardenhagen: I notice this looks like COVID contact tracing.

00:33:42 Sharon Black-MacKinnon: I notice they are similar diagrams

00:33:42 Linda Koval: I notice the top picture are all connected.

00:33:44 Theresa Houston: I notice a pattern

00:33:44 Stacie Kyhn: One side of my family tree is gone.

00:33:44 Monica Roland: I notice that the tree is growing exponentially.

00:33:46 bony cellars: mirror imagery

00:33:47 Rosalind Brown: The bottom is half the top

00:33:47 Dave Hankin: Connections

00:33:47 Jorge Veloso: I notice an interruption of a spread...

00:33:48 Laura Pitman: tree diagrams

00:33:48 Keiara Jones: I notice multiplication of some sort

00:33:48 Christine Van Savage: I notice change

00:33:49 Daniel Novosad: I noticed that two children lead to a larger family tree

00:33:50 Justin Klinger: exponential f

00:33:50 Theresa Houston: I notice tree diagram

00:33:51 Kristen Perrine: the diagrams double each layer

00:33:51 Kelly Leftwich: contact tracing was my second thought

00:33:52 Sharon Freedman: I notice that second diagram has right half grayed out.

00:33:52 Quinci Teer: exponents

00:33:53 Jennifer Perry: I notice that each dot branches off to two more dots.

00:33:53 Bryce Galbraith: "I notice half the things are gone."

00:33:54 Matt Haines: I notice geometric progression.

00:33:54 Ana Alcaraz: I notice an x leading to a disappearing side

00:33:54 Valerie Davis-Fells: I notice a tree diagram.

00:33:54 Kelly DiLeo: I tell 2 friends, they tell 2 friends

00:33:55 Anissa Nemetz: I notice the value is cut in half.

00:33:56 Amy Barvilchak: I notice that one diagram is broken off on the right side of the tree

00:33:57 Maureen Charron: I notice that there is an x so may have to solve

00:33:58 Maria Woehl: i notice exponential growth

00:33:58 Carol Watson: I notice the second figure is disconnected

00:33:58 Wendy Janerico: I notice groups.

00:33:58 Santosh Raj Aryal: factor tree diagram

00:33:58 Nora Marasigan: I notice tree diagrams with a certain pattern

00:33:59 bony cellars: dots

00:33:59 Lisa Sheers: I notice for each one there is two below it.

00:33:59 Emily Graff: Factor trees

00:34:00 JaDawn Wagstaff: one illustrates half the connections

00:34:00 PALANISAMY KATHIR VELOO: tree digram

00:34:00 Denise Cates-Darnell: I notice that the information on the bottom is less than the info on the top.

00:34:01 dana dulzo: I notice its growing fast in each step

00:34:02 Dave Hankin: Hello again from Globe, Arizona!

00:34:03 Melanie Carter: I notice that the bottom diagram is fading away on the right half.

00:34:03 Judy Radigan: I notice that the first one contacts two individuals who also contact two and continued.

00:34:03 Emerlina Binuya: I noticed a tree diagram and there is a pattern.

00:34:04 Susan Creenan: I notice the one on the bottom is only half of the diagram

00:34:04 Aya Zvaigzne: I notice that by eliminating a secondary node, it eliminates the nodes beneath it.

00:34:04 Lance Brauchla: I notice symmetry.

00:34:05 beth blumberg: I notice that there is a lot of symmetry and some asymmetry

00:34:05 Lorie Huff: The data on the bottom right is missing or faded.

00:34:06 Wanda Parker: I notice tree diagram

00:34:06 Valerie Davis-Fells: I see patterns from the diagram.

00:34:07 Kristen Perrine: the diagram is symmetrical

00:34:08 bony cellars: figures

00:34:09 Rodney Cooper: exponential growth

00:34:09 Bonnie Best: I notice that the bottom set half of the data is grayed out

00:34:10 Valentina Sorescu: I notice that the second picture has a different pattern

00:34:11 Emily Kavanagh: Less red lines

00:34:11 Cherish Alberts: I notice comparisons and differences.

00:34:13 Abiola Rotimi-Ogunsola: I noticed a tree diagram with patterns.

00:34:16 Brenda Harshbarger: I notice that the second diagram is half lighthened .

00:34:16 Kathleen McFadden: I notice that there are two images with people walking toward the red figure.

00:34:16 Rosalind Brown: Which came first

00:34:17 Amy Barvilchak: I wonder what this represents

00:34:17 Ana Alcaraz: What does the pattern represent?

00:34:18 Bonnie Best: I wonder what the data is about

00:34:18 Rachel Szybisty: I notice that there is a breakdown in the second example. 1 of the 2 people are receiving the info

00:34:19 Ruby Maghirang: I notice increasing values like exponential values

00:34:19 bony cellars: Represent?

00:34:19 Sandra Bravo-Reid: Why is the line broken

00:34:20 Quinci Teer: how can I represent this diagram as an expression ?

00:34:21 Emily Graff: What data is shown

00:34:21 Sharon Freedman: I wonder what this data represents.

00:34:21 Lela Walter: I wonder why shading changed

00:34:21 Catherine Abbott: I notice half the tree is missing. Why is the 2nd tree has half missing?

00:34:22 Judy Radigan: I wonder why the second is cut off?

00:34:22 Aya Zvaigzne: I wonder why the node was eliminated.

00:34:23 Cynthia Juarbe: What do the people represent and the dots

00:34:23 Daniel Novosad: I wonder what happened to half the data in the second example

00:34:23 Carmelita Nalzaro: I notice that the second figure is looking for x

00:34:24 Amy Leasgang: I wonder why the bottom one is missing stuff

00:34:24 beth blumberg: I wonder why the branch is cut with an x

00:34:24 Denise Cates-Darnell: I wonder why some of the information is greyed out on the bottom.

00:34:25 bony cellars: x

00:34:25 Grace Weissmann: what are the choices?

00:34:26 Linda Koval: I wonder what is going on with the bottom diagram?

00:34:26 Maureen Charron: i wonder why the half is grayed out

00:34:26 Megan Smith: What do these tree represent

00:34:26 Laura Pitman: why part of the data is missing
00:34:27 Florentia Spires: I notice that there are four domes in each picture.
00:34:27 Dave Hankin: What is the subject of the data?
00:34:27 Rosalind Brown: what do they represent
00:34:27 Kelly DiLeo: When will everyone in te world be told.
00:34:27 Stacie Kyhn: I wonder why the data is being greyed out.
00:34:28 Kristen Perrine: I wonder the real world situation that this represents.
00:34:28 Kendra Edwards: I wonder what dots represents
00:34:29 Kathryn Versace: I wonder why the second half is gone
00:34:29 Valerie Davis-Fells: I wonder why there is an "x" in the second tree
00:34:29 Keiara Jones: I wonder what is the total and what it represents
00:34:29 Mark Phipps: Did they make a choice
00:34:30 Maria Woehl: I wonder if it explains covid-19 contact or propagation
00:34:30 Isabel White: what is it?
00:34:30 Christine Van Savage: I wonder what is missing
00:34:30 Nancy Davis: I wonder what the data represents
00:34:31 Jolene Bresson: I wonder how I can figure out the missing part
00:34:32 Rodney Cooper: I wonder what is the information
00:34:32 dana dulzo: I wonder how it is growing, what it represents
00:34:33 Chris Kelley: I wonder if this has to do with contact tracing
00:34:33 Jennifer Perry: I wonder if this represents Covid spread? Ha!
00:34:33 Sharon Black-MacKinnon: Why is the second tree diagram not shown the same way
00:34:33 Bryan Duffey: What does the tree diagram represent?
00:34:34 Bryce Galbraith: probability
00:34:34 Kathryn Brown: I wonder what stopped the effect?
00:34:34 Randolph Chapman: Why is half missing in the second tree
00:34:35 Valentina Sorescu: wonder how this is related to today's learning
00:34:36 Margaret Jones: I wonder why the bottom one is greyed out?
00:34:36 janice magauay: one is a Simplified version of the other picture
00:34:36 Jennifer Cronin: How did one side of the graph get eliminated
00:34:36 Beverlie Leano: I wonder what happens in each pathway
00:34:37 WARA SABON DOMINIKUS: factors tree diagram
00:34:38 Anissa Nemetz: Why was the data halved?
00:34:38 Susan Creenan: I wonder if this is incomplete information
00:34:38 Bonnie Best: I wonder why the bottom data parts of it is grayed out
00:34:38 Melanie Carter: I wonder "why"?
00:34:40 Barbara Lambert: family tree
00:34:40 Emerlina Binuya: what the diagrams represents?
00:34:40 Brenda Harshbarger: What does the diagram represent?
00:34:41 Cherish Alberts: I wonder why they are different.
00:34:42 Michele Ratcliffe: The person in red doesn't have any branches.
00:34:42 Lorie Huff: Is it an organization chart or a family tree?
00:34:42 Mark Phipps: Swiped Left

00:34:43 Jorge Veloso: Why the interruption of spread took place
00:34:43 Florentia Spires: I wonder why half of the domes are not shaded.
00:34:44 Rebecca Flora: Why are the people facing the centre person
00:34:44 Rocio Gomez: I wonder what the x is?
00:34:45 Amy Barvilchak: I wonder how we can use this data
00:34:46 Ruby Maghirang: why are there different colorS? what is the color coding for?
00:34:46 Catherine Livesay: What does the data represent? Is it a probability problem?
00:34:48 Rodney Cooper: what is the affect
00:34:48 Susan Bardenhagen: If it is COVID contact tracing, then what happened to the second set of people? Are they in the hospital, I wonder?
00:34:49 Amy Barvilchak: Ah!
00:34:49 Rachel Szybisty: I wonder what happened during the dissemination of whatever was being passed to others
00:34:53 Sharon Freedman: I wonder what the total would be for the last row shown and what about if we kept going?
00:34:55 Judy Radigan: I thought it might be!
00:34:58 Pujiyanto Pujiyanto: Exponential problem
00:35:00 Abiola Rotimi-Ogunsola: Wondering what happened to the second diagram and what is the x for?
00:35:02 Monica Roland: Exponential Growth
00:35:04 Rodney Cooper: exponential growth
00:35:05 Bryce Galbraith: probability
00:35:05 Kelly Leftwich: exponential growth
00:35:06 Carmelita Nalzarro: sequences
00:35:08 Nancy Davis: Exponential Growth
00:35:08 Jolene Bresson: Patterns
00:35:08 Kendra Edwards: exponential growth
00:35:09 dana dulzo: exponential growth
00:35:09 Kelly DiLeo: Exponential growth
00:35:10 Bonnie Best: graphing
00:35:10 bony cellars: population
00:35:12 Jolene Bresson: functions
00:35:14 Lorie Huff: doubling and halving
00:35:14 Kelly Leftwich: tree diagrams, probability
00:35:15 Valentina Sorescu: exponential patterns
00:35:16 Kelly DiLeo: fratile
00:35:16 Christine Van Savage: Graphing
00:35:17 Michele Ratcliffe: Just the branch from red to two other people
00:35:17 Bonnie Best: fractions
00:35:18 janice magauay: Exponential growth
00:35:20 Isabel White: how is the growth showing exponential pattern
00:35:20 Nancy Davis: Reality
00:35:21 Aya Zvaigzne: R nought just decreased by half.
00:35:21 bony cellars: propaganda
00:35:23 Wanda Parker: growth patterns
00:35:25 Keiara Jones: doubling and exponents
00:35:29 Susan Bardenhagen: Oh, it is COVID! Oops, I couldn't read the

teeny print!

00:35:31 Jennifer Cronin: Exponential growth
00:35:33 Abiola Rotimi-Ogunsola: Definitely exponential
00:35:36 Morales: real life applications
00:35:41 Rebecca Flora: something catastrophic happened
00:35:41 Bertha Reyes-Pond: growth patterns
00:35:42 Sharon Black-MacKinnon: social emotional life applications
00:35:46 Aya Zvaigzne: propoganda ... hahahahaha
00:35:50 Aya Zvaigzne: thanks for the laugh
00:35:55 Emerlina Binuya: Real Life situation
00:35:56 Michele Ratcliffe: exponential growth pattern or spread
00:35:59 Carmelita Nalzaró: Contact tracing
00:36:10 Kelly Leftwich: a graph
00:36:11 Monica Roland: Line graphs
00:36:14 Bonnie Best: in and out table
00:36:14 Kristen Perrine: a table
00:36:15 Kelly Leftwich: a table of values
00:36:17 janice magauay: graph
00:36:18 Kelly Leftwich: an equation
00:36:20 Nancy Davis: Table
00:36:23 Mary France Imperial: a table
00:36:24 Bonnie Best: coordinate grid
00:36:24 Sharon Freedman: Could put it in a table with the row number
and the number of dots
00:36:24 Heather Hazard: A table
00:36:25 Michele Ratcliffe: line graph, bar graph
00:36:26 Christine Van Savage: table
00:36:27 Matt Haines: I would use a line grap
00:36:27 beth blumberg: What does the next level of the graph look like?
00:36:27 Wanda Parker: graph
00:36:27 Keiara Jones: I would use graphing because they are easy to read
00:36:27 dana dulzo: I would build a table to see the changes
00:36:28 Pam Oliveira: table
00:36:28 Maureen Charron: I would at numbers
00:36:28 Jennifer Cronin: Linear plot
00:36:29 Wendy Janerico: table
00:36:30 Sandra Bravo-Reid: Line graph
00:36:33 Judy Radigan: Table of values
00:36:34 beth blumberg: graph
00:36:34 Abiola Rotimi-Ogunsola: equation
00:36:36 Linda Koval: Make a table because you can see how numbers are
related to each other.
00:36:36 Ruby Maghirang: I will use table of valyes and make my equations
00:36:38 Emerlina Binuya: I will create a function table with graphs
00:36:40 Rosalind Brown: I'd try a graph of some sort
00:36:40 Pauline Keyes: table
00:36:40 Theresa Houston: table, graph, bar graphs
00:36:42 Jennifer Perry: I would make a line graph because you can
extrapolate to talk about the future
00:36:42 bony cellars: Coffin vs recovery

00:36:44 Amy Barvilchak: I would use use a function to model how different values affect it

00:36:45 Laura Kueffner: number total for each row

00:36:46 Aya Zvaigzne: Develop a formula from the values

00:36:47 Lisa Sheers: I would show in a line graph

00:36:52 Cherish Alberts: Graphs and tables

00:36:52 Ruby Maghirang: Make a graph from the data

00:36:52 Rachel Szybisty: I would make a table of values and then grid because it would give another visual representation of this data

00:36:53 Florentia Spires: Multiplication of number of structures

00:36:54 Emily Graff: numbers

00:36:57 bony cellars: toalt population

00:36:59 Judy Radigan: Total each row!

00:37:00 NITIN MALVIYA: pattern

00:37:07 NITIN MALVIYA: pattern

00:37:07 Florentia Spires: estimate

00:37:10 Sharon Black-MacKinnon: I would show a line graph because I would try to make sense of the data.

00:37:11 Michael Gougis: Exponential graph with base of 2

00:37:14 Michele Ratcliffe: write a story

00:37:21 Aya Zvaigzne: We actually did this in class before we shutdown

00:37:23 Valentina Sorescu: we can talk about sets of numbers,

00:37:25 bony cellars: unborn

00:37:40 Jennifer Cronin: Draw a tree diagram

00:37:41 Kristen Perrine: multiply by 2

00:37:42 beth blumberg: 3^4

00:37:43 Emily Graff: 3 6 9 must of 3

00:37:43 Brenda Harshbarger: extend the pattern

00:37:44 Jennifer Perry: I would draw in extra lines

00:37:44 dana dulzo: I would draw a picture and count the nodes

00:37:45 Bonnie Best: variables

00:37:46 Linda Koval: Pattern

00:37:46 Kelly DiLeo: look for patterns

00:37:47 Maureen Charron: I would add more branckes

00:37:48 Michele Ratcliffe: Drawn a new tree diagram

00:37:49 Daniel Novosad: a new tree diagram

00:37:49 Amy Barvilchak: I would draw a picture to see how the numbers compare to the diagram with 2 contacts

00:37:49 Jolene Bresson: I would add a 3 branch to that tree

00:37:49 Christine Van Savage: Tree Diagram

00:37:50 Laura Kueffner: add to the drawing

00:37:50 Nancy Davis: Continue diagram

00:37:54 beth blumberg: Checking by testing small chain

00:37:54 Heather Hazard: draw a diagram or list

00:37:56 Bryce Galbraith: count the totals at the 4th level

00:37:57 Wanda Parker: multiply

00:37:57 Wendy Janerico: table

00:37:57 Keiara Jones: redraw the graphic

00:38:00 Bonnie Best: table

00:38:01 Amy Leasang: I would create a table

00:38:01 Danita Britt: pattern recognition

00:38:01 Valentina Sorescu: we can discuss exponential growth, calculate predictions

00:38:05 Pujiyanto Pujiyanto: Get the pattern

00:38:07 Wendy Janerico: draw

00:38:09 Anupama Anand: base 3 exponent

00:38:10 Sharon Black-MacKinnon: I would look for a pattern

00:38:11 Emily Kavanagh: A table

00:38:13 Grace Weissmann: table

00:38:18 Emerlina Binuya: Complete the table and explain the results

00:38:19 Ruby Maghirang: I would use table of values and from there create an equation based on the type of values

00:38:19 Carmelita Nalzarro: geometric sequence

00:38:19 Pam Oliveira: I would look for pattern and make equation

00:38:21 Florentia Spires: Draw a diagram

00:38:23 Susan Creenan: add on and draw a whole grouping

00:38:54 Aya Zvaigzne: We did all the representations starting with physically acting it out > tree diagram > analysis> table of values > add more columns to figure out patterns in table > then they created the formula for exponential growth

00:38:58 Catherine Abbott: I wonder did the any of the other contacts wore masks, thus less infection.

00:39:01 Bonnie Best: multiplication

00:39:03 Rosalind Brown: I would probably quit

00:39:05 Maureen Charron: I would create an equation

00:39:06 Monica Roland: I would write a function rule

00:39:07 Randolph Chapman: set up equations

00:39:08 Amy Barvilchak: I would count each row and estimate how many "rows" would be required to reach 100000

00:39:08 Nancy Davis: Discover equation

00:39:09 Galaxy J2 Core: Create models.

00:39:09 Keiara Jones: I would solve an equation

00:39:10 dana dulzo: I would find the pattern and write an algorithm

00:39:10 Ana Alcaraz: I would create a table with the pattern

00:39:13 Michele Ratcliffe: Prediction based on the total I've already calculated

00:39:15 Daniel Novosad: Use a table to find the pattern and see if we could create an equation.

00:39:16 beth blumberg: What portion of people in contact get infected

00:39:17 Pauline Keyes: equation

00:39:19 Janet Bernard: Use the exponential formula.

00:39:21 Wanda Parker: multiply

00:39:22 Pam Oliveira: proportion

00:39:25 Jolene Bresson: I would get very frustrated

00:39:25 Sharon Black-MacKinnon: I would use the pattern I found to answer the question

00:39:25 Bryan Duffey: $2^x = 100,000?$

00:39:26 Sharon Freedman: I would write and equation and then use a table or graph on calculator to find when it gets to 100,000.

00:39:26 Sandra Bravo-Reid: Exponents

00:39:26 Judy Radigan: Use the formula.
00:39:27 Amy Leasgang: I would create an equation.
00:39:28 Nora Marasigan: A table of patterns
00:39:28 Brenda Harshbarger: I would total the rows and find the pattern
00:39:32 Rosalind Brown: probably use exponents
00:39:36 Valentina Sorescu: students must know how to use technology to
predict or logs to be able to accurately solve
00:39:38 Catherine Abbott: Of course rumors and viruses change with
transmission.
00:39:38 Carmelita Nalzaro: by using sequence
00:39:42 Sharon Black-MacKinnon: Use exponents to find the result
00:39:42 Florentia Spires: using patterns
00:39:46 Michele Ratcliffe: See what the previous pattern gave and work
backwards with the 100000
00:39:47 Pam Oliveira: great real world connection and application
00:39:56 Amy Barvilchak: Yes! I love this
00:40:00 Santosh Raj Aryal: pattern
00:40:03 Amy Barvilchak: Might be emotionally charged for some students
00:40:21 Bonnie Best: tree diagram
00:40:23 Valentina Sorescu: do you mind sharing the link where this
illustration was taken? thank you
00:40:27 Michael Gougis: A raised to what power equals 100,000
00:40:27 Emily Graff: $5x$ as $50/10 = 5$
00:40:28 Jolene Bresson: Think about area of space they are in
00:40:30 Janet Bernard: Use a formula or sequence.
00:40:34 Rosalind Brown: multiply by 5
00:40:39 Maureen Charron: Find out how many get infected by 50 and 10
a\then subtract
00:40:40 Catherine Abbott: Assuming each 10 people is exposing 10
people, and so on....
00:40:44 Florentia Spires: Predict, estimate, and then multiply
00:40:48 B. Anselowitz: use survey/average number of outside contacts
00:40:56 Carmelita Nalzaro: develop the formula for the sequence
00:40:57 dana dulzo: hopefully after Thursday I could write an equation
to compare the tow scenarios
00:41:08 Christine Van Savage: I really like prediction and then estimate,
then finally solve
00:41:10 Sharon Black-MacKinnon: I would find out how many get infected by 50
and then build on
00:41:10 Sharon Freedman: I agree, Amy. I think it is a real concern
to bring in this data when students may have lost friends, neighbors, and family
members.
00:41:11 dana dulzo: two scenarios
00:41:12 Michael Chrzan: Link to the article:
<https://www.nytimes.com/2020/03/26/learning/whats-going-on-in-this-graph-coronavirus-protective-measures.html>
00:41:12 Bonnie Best: have students create a diagram
00:41:22 Wendy Janerico: I can see my students drawing to solve the problem.
00:41:31 beth blumberg: How many meetings of size 10? How many meetings of
size 50... how many sick people attending those meetings?

00:41:34 Wanda Parker: predict
00:41:41 Michele Ratcliffe: Use an equation or formula. Get the two answers and use subtraction to find the difference.
00:41:55 Amy Barvilchak: More mathematically literate citizens can only lead to good things for our society!
00:42:01 Carmelita Nalzar: from the diagram develop a formula for the sequence
00:42:02 beth blumberg: If everyone is actually healthy... no transmission?
00:42:32 Daniel Novosad: Help eliminate math anxiety and show them that they already do math
00:42:35 Catherine Abbott: Innumeracy affects 5 out of 7 people.
00:42:38 Florentia Spires: great for town hall meetings to contribute to community problem solving
00:42:58 Catherine Abbott: Statistics is some of the funnest math.
00:43:03 Cindy Bryant: Right on Florentina!
00:45:03 Desiree Harrison: I know this is geared toward 6-8 but I am going to share this strategy with the K-5 teachers I work with - we are often brainstorming about how to get more discussion about graphs going and this is perfect!
00:45:05 Catherine Abbott: -With the expectation of asynchronous responses means students can post additional information over the week.
00:45:10 bony cellars: How much does one face mask cost?
00:45:30 Catherine Abbott: @Desiree...thanks, K-5 needs this too.
00:45:47 Amy Barvilchak: Same, I am going to talk to my mentor teacher about using this in our high school class!
00:47:14 Jennifer Cronin: @Desiree—our math curriculum does so little with data...going to get this going!
00:47:17 Catherine Vittorio:
<https://www.nytimes.com/column/whats-going-on-in-this-graph>
00:47:20 Denise Cates-Darnell: Absolutely, this strategy works for K-12.
00:47:42 Amy Barvilchak: Oohhhhh @Catherine this is an awesome resource!!
00:47:52 Lela Walter: Amazing resource! Thank you!
00:47:54 Grace Weissmann: With social distancing in a classroom isn't collaboration and discourse more difficult?
00:47:59 Amy Barvilchak: Ah I am getting so excited lol
00:48:11 Monica Roland: I love using the graphs from What's going in this Graph? NY Times
00:48:32 Pujiyanto Pujiyanto: @grace it is
00:48:54 Mohamed T: Need of the hour!
00:48:56 Mohamed T: Thanks
00:48:58 Jolene Bresson: I've learned that Flipgrid is spectacular for discussions remotely.
00:49:12 David Barnes: Here is the link for the end of the session.
<https://bit.ly/NCTM100FotQ>
00:49:22 Pam Oliveira: @Jolene - it absolutely is!
00:49:23 Amy Barvilchak: Noting that, thanks! We will be fully remote so definitely need collaboration tools
00:49:37 Valentina Sorescu: Thank you Catherine
00:49:48 Linda Koval: We just changed from Blended to all Virtual.
00:49:54 Monica Roland: I post questions for discussion through Google

Classroom.

00:50:20 Pam Oliveira: We are asynch
00:50:25 Denise Cates-Darnell: Padlet
00:50:29 Cindy Bryant: Thanks for sharing these models.
00:50:30 Jolene Bresson: @Monica YES!!!!
00:50:36 Galaxy J2 Core: Modular approach can be used.
00:50:37 Catherine Vittorio:
<https://www.nytimes.com/column/whats-going-on-in-this-graph>
00:50:38 Sharon Baltzer: @ Linda...what is your location?
00:50:45 Galaxy J2 Core: Thabk you.
00:51:01 Rosalind Brown: who did you ask
00:51:16 Rosalind Brown: what does the blank space represent
00:51:16 JIJI JOHN: age group of consumers
00:51:19 Jolene Bresson: I don't remember does Padlet allow for videos?
@Denise
00:51:28 Nancy Davis: What age level does this data represent?
00:51:28 Grace Weissmann: no classical music
00:51:28 Beverlie Leano: What does traditional sales mean nowadays?
00:51:28 Ulysses Cendejas: With Breakout sessions have you noticed any
misbehaving?

00:51:31 Emily Kavanagh: Gender
00:51:33 Amy Barvilchak: Does it include all streaming or just one app (like
Spotify)
00:51:35 Jennifer Cronin: Are people who listen to hip hop more
comfortable using technology?
00:51:42 Grace Weissmann: is amazon tradition?
00:51:44 Randolph Chapman: what genere is the missing %?
00:51:47 Rosalind Brown: hip hop has more streaming than traditional sales
00:51:48 Emily Graff: iTunes, candors Spotify and what's the white
00:51:53 Dave Hankin: What does the white portion stand for?
00:51:57 dana dulzo: what age group listens to what music
00:52:00 Bonnie Best: Is the higher number represent people or something
else
00:52:01 Cherish Alberts: I wonder who they polled?
00:52:04 Skip Fennell: How many "hits" sales and streaming? Makes a
differnce
00:52:07 Christine Van Savage: How would this change if we were looking at
this year?
00:52:13 Amy Barvilchak: How does this compare to newer or older data?
00:52:15 Linda Koval: What is the total?
00:52:18 Darvin Best: Demographics?
00:52:23 Peta-Gaye Benjamin: What is including in the streaming
00:52:24 Dave Hankin: How many people were polled?
00:52:25 Daniel Novosad: What percent of each genre was streamed only?
00:52:25 Pujiyanto Pujiyanto: White is probably the other genres
00:52:28 Sharon Freedman: Do those graphs tell you that more people
listen to R&B/Hip-Hop?
00:52:29 dana dulzo: is traditional sales in store or includes online?
00:52:33 Keiara Jones: what is the most popular type of music?

00:52:33 Margaret Jones: you could even start the graph on monday without the percents just the boxes

00:52:36 Sandra Bravo-Reid: where was the poll taken

00:52:37 Florentia Spires: Why is there a difference between the 2 bars over time

00:52:38 Peta-Gaye Benjamin: Does it equal to 100%

00:52:40 Aya Zvaigzne: Was this a free streaming service, paid service, or both

00:52:45 Pam Oliveira: Were the same number of people polled in each graph?

00:52:48 Valentina Sorescu: what percent does pop and rock represent

00:52:50 Rosalind Brown: Is there a total number of streams and sales

00:52:55 Catherine Abbott: How was the data collected?

00:52:57 Chris Kelley: what was the sample number

00:53:05 Sharon Black-MacKinnon: What is the time period within 2018 for collecting the data?

00:53:05 Maria Woehl: when were they polled? pre-COVID?

00:53:06 Florentia Spires: Who was polled?

00:53:09 Peta-Gaye Benjamin: Is this just for the US?

00:53:40 Florentia Spires: Which age group polled was the largest?

00:53:58 Catherine Abbott: My students like to "yell" at each other ...in a conversational way, of course.

00:54:11 Jennifer Cronin: @Catherine Abbot-LOL!

00:54:21 Catherine Abbott: Who is Nielsen Music?

00:54:25 Sharon Black-MacKinnon: How was this data administered/gathered?

00:54:26 Florentia Spires: Were more males or females polled?

00:54:34 Bonnie Best: What demographics were polled?

00:54:38 Laura Kueffner: It looks like traditional sales are also included in the first bar graph given the title.

00:54:42 Bonnie Best: Age groups

00:54:53 Amy Barvilchak: Good point @laura

00:54:57 Catherine Abbott: What Icons?

00:55:04 Jennifer Dougherty: Age, gender, region of country

00:55:07 Amy Barvilchak: It also looks like the traditional and streaming sales are the same, volume wise

00:55:09 Amy Barvilchak: But they probably are not

00:55:19 Catherine Abbott: Have you seen Dan Meyers 101qs.com?

00:55:23 Michael Chrzan: What counts as a traditional sale?

00:55:37 Michael Chrzan: What streaming services are included?

00:55:48 Laura Kueffner: yes, total for each bar is an interesting question @Amy

00:55:56 Sharon Freedman: If students are using iPad or computer and you use an open response question Socrative "Quiz", you can project all of the student responses.

00:56:23 Catherine Abbott: "Notice" and "Wonder" can be easily done with JamBoard or Padlet or FlipGrid?

00:56:28 Michael Chrzan: Could definitely use Desmos to gather and share student thoughts!

00:56:31 Catherine Vittorio: Jamboard and Padlet are great for

collaboration

00:56:37 Linda Koval: I love this problem!

00:56:37 Valentina Sorescu: Again, percentages are great for this

00:56:39 Beverlie Leano: I wish Padlet was FREE!

00:56:50 beth blumberg: Can the link be put in the chat?

00:56:51 Amy Barvilchak: Geometry <3

00:57:00 JIJI JOHN: I felt the same way today Beverlie!

00:57:23 Amy Barvilchak: What's it a photo of? ?

00:57:24 Bonnie Best: Notice color sections

00:57:24 Valentina Sorescu: we can ask students to find out how colors relate

00:57:28 Rosalind Brown: I notice 4 boxes b

00:57:32 Sharon Freedman: I wonder which parts are equal in size to each other?

00:57:32 Amy Leasang: I wonder why it is broken up this way.

00:57:33 Keiara Jones: I notice rectangles and triangles

00:57:44 Ruby Maghirang: What different shapes do you see?

00:57:45 Bonnie Best: I notice different shapes

00:57:49 Keiara Jones: I wonder what the area is of the total shape

00:57:52 Valerie Davis-Fells: What is the value of the unit?

00:57:56 beth blumberg: light green $\frac{1}{4}$

00:57:59 Rosalind Brown: why is the yellow box in two larger boxes

00:57:59 Emily Graff: $\frac{1}{36}$

00:58:00 Pujiyanto Pujiyanto: Counting the squares

00:58:04 Keiara Jones: I would find the area of each shape

00:58:05 Stephenia Courtney: the value of each

00:58:05 Rachel Szybisty: Do we have any pieces whether by themselves or grouped together, that have the same area?

00:58:08 Cherish Alberts: I wonder whether I should be considering more than one figure at a time

00:58:09 beth blumberg: Counting squares.

00:58:11 JIJI JOHN: compare areas by counting and then use formulas

00:58:16 Bonnie Best: I wonder does the number of shapes matter

00:58:18 Lisa Sheers: "Number Strings" has some great routines like this one for younger students

00:58:22 Valentina Sorescu: ratios and percentages are great for this

00:58:23 Sandhya Raman: Great visual.

00:58:29 Rachel Szybisty: How can we use the grid system relate to fractions?

00:58:30 Michael Gougis: Area of triangles versus area of rectangles

00:58:34 Ruby Maghirang: How would you figure out the area of the total figure or the area of the green figure?

00:58:36 Sharon Freedman: How many different rectangles can you see?

00:58:38 Emily Graff: How many shapes do you see

00:58:38 Lisa Sheers: Equivalence too

00:58:40 Grace Weissmann: cut it up

00:58:43 Peta-Gaye Benjamin: Cut the shapes up

00:58:44 Emily Kavanagh: Filling in my own paper I made

00:58:45 Abigail Santiago: Can we have a link to the presentation?

00:58:48 Diane Anderson: nice visual

00:58:49 Valerie Davis-Fells: What tis the area of each shape? How would you order each shape?

00:59:08 Christine Van Savage: What shape in which quadrant

00:59:19 Stephenia Courtney: how triangles relate to quadrilaterals

00:59:22 Valentina Sorescu: students can also identify the areas of each and write the ratios of those areas to the different areas

00:59:31 Sharon Freedman: Which shapes represent a whole number percent?

00:59:32 Michael Chrzan: What fraction of the area of the light green rectangle is the dark green triangle? How do you know?

00:59:42 Catherine Abbott: Mondrian Art...

01:00:08 Catherine Abbott: Mondrian Art can be made by students using Google Sheets.

01:00:39 Catherine Abbott: Use Tangrams to cut apart and talk about Transformations.

01:01:14 Valentina Sorescu: do you emphasize Polya's problem solving plan?

01:02:44 bony cellars: how to make an educated guess

01:03:14 Beverlie Leano: How do you wrap up each day? I am sure some students want to continue!

01:03:46 Catherine Abbott: Einstein "I'm not so smart, I just stay with Questions much longer."

01:04:21 Valentina Sorescu: aren't questions and wonderings part of the "understanding the problem"?

01:04:22 Monica Roland: @ Valentina, I use one of NCTM's Illumination resources to introduce/discuss Polya's Problem Solving Plan

01:04:23 Kelly DiLeo: I attended school in SB County and one year we had a graduating class of 2.

01:04:37 Rosalind Brown: double number line

01:04:39 Linda Koval: Wow, Kelly.

01:05:19 dana dulzo: different kinds of numbers

01:05:20 Peta-Gaye Benjamin: One variable

01:05:25 Rosalind Brown: can I convert the decimal to fraction

01:05:25 Sandra Bravo-Reid: A number is missing

01:05:26 Jennifer Cronin: There is a 0.1 on both sides

01:05:27 Monica Roland: What number would you replace the rectangle to make the equation have no solutions.

01:05:29 Judy Radigan: They are equal!

01:05:30 Emily Graff: Undoing multiplication and distribution

01:05:30 beth blumberg: get everything to decimals or to fractions!!!

01:05:31 Kelly DiLeo: I would use this with my precalculus class.

01:05:36 Bonnie Best: order of operations

01:05:39 Amy Leasgang: I wonder how I can get rid of the fractions and decimals.

01:05:46 Sharon Freedman: 2/5 is 40% and there is a fraction 1/40 on right.

01:05:50 Danita Britt: $1/10 = 0.1$

01:05:53 Catherine Abbott: Mixture of fractions and decimals....could I make them all the fractions, decimals or even better integers?

01:05:57 Sandra Bravo-Reid: how do I find the missing number
01:06:01 Chonda Long: NCTM link of the handout -
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Aug11WebinarSlides.pdf
01:06:03 Dave Hankin: distributive property on the right
01:06:05 beth blumberg: $1/10 x + 4/10 = 1/10 x + 4/10$
01:06:05 Laura Pitman: Dream answer-I may need to apply distributive property
01:06:07 Daniel Novosad: How do you know that both sides are balanced? How can you prove it?
01:06:12 Emily Graff: Simplifying
01:06:13 Carmelita Nalzarro: apply PEMDAS
01:06:14 beth blumberg: It is an identity
01:06:15 Cherish Alberts: I notice I could get rid of the decimals and fractions.
01:06:26 Catherine Abbott: SPECIAL CHALLENGE THIS YEAR....getting to know our students.
01:06:33 Christine Van Savage: Laura, that is a Dream Answer!
01:06:35 Nicole Walden: How could you determine numbers that could NOT work if you tried guess and check.
01:06:38 Nancy Davis: Equals really mean equal
01:06:40 Michael Gougis: Convert all to decimals or all to fractions
01:06:51 Valentina Sorescu: I think emphasizing rewriting decimals as fractions could be a first step
01:06:59 Lisa Sheers: Which would be most helpful to focus on? Fractions or decimals
01:07:14 Valentina Sorescu: for this, I would say fractions
01:07:20 Jennifer Dougherty: All decimals or fractions first
01:07:20 Dave Hankin: Can I multiply through on both sides by a larger number....
01:07:21 Nancy Davis: @Catherine Behind the masks
01:07:26 Ruby Maghirang: Student can use distributive property to come up with a linear equation which they are familiar with and then solve it. The use of LCD to get rid of fractions
01:07:36 Monica Roland: Love LOVE LOVE Desmos activities!!!!
01:08:17 Amy Barvilchak: I like desmos - do students like it?
01:08:24 Amy Barvilchak: I haven't had a chance to try yet
01:08:24 Valentina Sorescu: @ Ruby, to get to LCD, you need all fractions first, right?
01:08:42 dana dulzo: it's also a good conversation about the effects of absences
01:08:53 Dave Hankin: What is the relationship between # of absences and math scores?
01:08:55 Nicole Walden: yes - they like desmos
01:08:59 Christine Friberg: Kids do Love DESMOS in 7th and 8th
01:09:00 Bryan Duffey: What would it look like as a scatter plot?
01:09:02 Amy Barvilchak: Awesome, good to know !
01:09:14 Michael Gougis: More absences lower math scores
01:09:18 Monica Roland: @Amy, my students like the Desmos activities especially the polygraphs.

01:09:19 Kathryn Brown: Did the students who missed 3 days miss on the same days?

01:09:20 Emily Graff: Study time done

01:09:24 Dave Hankin: Is it linear.....??

01:09:28 Valentina Sorescu: social-emotional learning tells us that during these times students do not have control over absences, so this type of data could be offensive

01:09:29 Amy Barvilchak: That is great ! I hope to use it this year

01:09:47 Michael Chrzan: Yes Valentina!

01:09:50 Emily Graff: Pay attention, take good notes. Took control of own learning

01:10:15 Maria Woehl: or it could be a motivational tool Valentina

01:10:28 Valentina Sorescu: @ Maria, no way

01:10:52 Michael Chrzan: Not sure how it would motivate them if they don't have power over the absences. Could you say more?

01:11:07 Chonda Long: CC is available on some versions of Power Point and Google Slides

01:11:25 Emily Graff: You'll learn more by being "in" school

01:11:30 Catherine Abbott: Use an SEL check in as your attendance check.

01:12:14 Michael Chrzan: Kids really appreciated that when I did it in the Spring

01:12:19 Michael Chrzan: The SEL Check

01:12:38 Sharon Freedman: I really like your suggestion Catherine, with follow-up for students who indicate they're struggling or don't respond.

01:12:39 Catherine Abbott: ScreenCastify has closed captions.

01:12:49 dana dulzo: you have awesome resources for notice and wonder questions

01:13:20 David Barnes: CC is available with Google Slides if you are using Chrome. Others browsers it does not work.

01:13:42 Michael Chrzan: What could this routine look like for getting to know kids at the begging of the year??

01:13:43 Kathryn Brown: The which one doesn't belong site has some good starting images

01:14:00 Christine Van Savage: How much time do you give when using it as an exit exercise?

01:14:02 Catherine Abbott: @Sharon....I was able to follow up with a few students who expressed anger, frustration, and or sadness (...also, to wish students a Happy Birthday or celebrate a new puppy.)

01:14:27 Monica Roland: @ Kathryn, WODB are definitely discussion starters in my class.

01:14:29 Florentia Spires: Do you have a compiled resources such as the one's used today that includes examples that cover the various standards?

01:15:29 Bridgett Taylor: @ Michael If the students individually fill out a Google form with favorite genre of music, favorite type of food, favorite sport, etc. Google Forms can generate a spreadsheet with the data that could be presented.

01:16:54 Rachell Scott: Maybe have the students to give feedback on another students works.

01:16:59 Barbara Lambert: I just did a lesson on which one doesn't

belong today!

01:17:33 Catherine Abbott: @Barbara....Cool.
01:17:51 Emily Graff: I love speak what your partner said as you are saying their words less of criticism from one's own words
01:17:59 Grace Weissmann: I really like the idea of repeating what the student said by another student
01:18:18 Rachell Scott: Ditto
01:18:31 Cherish Alberts: Definitely
01:18:50 Valentina Sorescu: @ Grace, listening/understanding is one of the most important skills in problem solving, understanding the reasoning of others
01:18:59 Catherine Abbott: Yes, repeat what the last student said and then "Agree and add" or "Disagree and explain"
01:19:02 Julia Messner: Thank you
01:19:10 Monica Roland: Agreed Valentina!
01:19:35 Valentina Sorescu: Thank you so much Melanie and Catherine!
This presentation was wonderful
01:19:38 Bertha Reyes-Pond: opens minds to others explanations
01:19:50 Sharon Black-MacKinnon: @Catherine that is wonderful
01:20:11 dana dulzo: intro to a unit to spark interest
01:20:13 Bridgett Taylor: Introduce a concept
01:20:13 Judy Radigan: I am going to use it in a demos.
01:20:19 Theresa Houston: Daily activator
01:20:20 Emily Graff: This is great also I have used this in the spring with remote with what do you notice and wonder?
01:20:22 David Barnes: Download presentation here.
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Aug11WebinarSlides.pdf
01:20:24 Christine Van Savage: I really want to end my class with it and think it will be a great exit activity
01:20:24 Barbara Lambert: I might use it as a bell ringer.
01:20:24 Grace Weissmann: Great way to introduce new ideas
01:20:25 Stefany Syblis: As a unit opener.
01:20:28 L. Fresina: build mathematical language
01:20:29 Chonda Long: Here is the link to the presentation -
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Aug11WebinarSlides.pdf
01:20:31 Judy Radigan: I am going to use the art for direct geometry thinking.
01:20:32 Nancy Davis: Warm-ups. Thank you so much!
01:20:32 Lela Walter: Daily warm up in zoom...students can start thinking about it when they are waiting for log-on and then when we officially "start" they go right into talking about math!
01:20:36 Nicole Reed: I will use it as my morning warmup
01:20:39 JIJI JOHN: thank you
01:20:40 Maureen Charron: I am going to use it as a closing. can help students refocus and think about the class
01:20:42 Amy Barvilchak: I'm going to look for examples I can use in an algebra 1 course and propose it to my mentor teacher as a way to add fun stuff to the very test-centered class

01:20:43 Kristen Perrine: I think it would be cool to try something like this for science too.

01:20:45 Bertha Reyes-Pond: warm ups

01:20:49 Bonnie Best: In my virtual classroom I would use it the way that you suggested but as a daily warmup to get students engages

01:20:49 Michele Ratcliffe: Bell work leading up to an interim assessment.

01:20:53 Rachel Szybisty: I could see using this as a possible warm up or discussion during asynchronous learning

01:20:53 Michael Chrzan: Entry Events for HQPBL Projects

01:20:54 Brenda Harshbarger: I will definitely use it as the foundation of my lesson.I will open and close with it.

01:20:57 Christine Lundgren-Williams: Using graphics/data from other content area to look at it through a math lens

01:20:57 Sharon Black-MacKinnon: Exit slips

01:20:58 Michael Gougis: Excellent for Do Now or Bell Ringer!

01:20:59 David Barnes: Download presentation here.
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Aug11WebinarSlides.pdf

01:21:03 Betty Stallings: pair sharing

01:21:07 Rodney Cooper: Quick writes

01:21:09 Keiara Jones: Introduction to a lesson or topic

01:21:10 Jolanta Sobolewska: quick start

01:21:10 Linda Koval: I think the first time we do this, we need to model how it is done especially if they have not seen anything like what you presented.

01:21:12 Betty Stallings: or even warm ups

01:21:13 Lisa Sheers: Morning message to get them thinking, then follow up during math

01:21:19 Rachell Scott: Think pair share

01:21:19 Catherine Abbott: Focus at the Beginning of Class

01:21:19 Valerie Davis-Fells: I would like to use it as a warm up. In a hybrid, we use PearDeck as well

01:21:21 Chonda Long: Here is the link to the presentation -
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Aug11WebinarSlides.pdf

01:21:22 dana dulzo: introduce students to mathematical discourse in a safe environment...

01:21:25 Catherine Vittorio:
<https://www.nytimes.com/column/whats-going-on-in-this-graph>

01:21:29 Kristen Perrine: Oh I like the morning message idea

01:21:29 Bryan Duffey: Daily journaling.

01:21:38 Linda Koval: Domain and range.

01:21:39 Monica Roland: This year, I will probably use "Focus on the Question" as warmups leading into major concepts.

01:21:52 Peta-Gaye Benjamin: I like the daily journaling

01:21:56 Valerie Davis-Fells: I would like to use the NY times as well.

01:21:56 Maria Knuth: Use it to get those math juices flowing when they start class.

01:21:58 Ruby Maghirang: Drills, part of SEL or exit ticket

01:22:00 Catherine Abbott: Is the NYTimes "What's going on with this graph?" a regular feature?

01:22:01 Rachell Scott: I like Daily Journaling. Thank you!

01:22:06 Daniel Novosad: I think that this is a great way to bring the real world into math class and show them that they already use math and they will need it to be productive and educated citizens

01:22:12 Faith Peddie:
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Aug11WebinarSlides.pdf Here is a link to tonight's presentation

01:22:16 Cherish Alberts: I might ask the students how they would like to incorporate these routines.

01:22:34 Michael Chrzan: Thanks y'all!

01:22:35 Shonel Fraser: Thank you!

01:22:35 Valentina Sorescu: Thank you

01:22:35 Catherine Abbott: If What's Going On with this Graph is a regular feature, then I will subscribe today.

01:22:36 Caroline Che Nee Foy: Thank you

01:22:36 Rodney Cooper: NO Thank YOU!!!

01:22:37 Theresa Houston: wait the link

01:22:37 Carol Watson: thank you!

01:22:38 Abiola Rotimi-Ogunsola: Thank you

01:22:39 Danita Britt: Thank-you so much!

01:22:40 Angelita Beltran: Thank you

01:22:41 Tanya Landry: Thank you!

01:22:41 Harold Miles: Great presentation.

01:22:41 Jennifer Perry: Thank you very much!

01:22:42 Christine Van Savage: Thank You!!!!!!

01:22:42 Theresa Houston: wait the link

01:22:42 Scott Ing: thanks ladies!

01:22:42 Pam Oliveira: Thank you very much

01:22:43 Bridgett Taylor: Thank you so much! I love this approach, and I'm excited to use it!

01:22:43 Amy Barvilchak:
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Aug11WebinarSlides.pdf

01:22:43 Cherish Alberts: Thank you!

01:22:43 Ana Alcaraz: I might start with some growth mindset images...let them notice and wonder as we start conversing together

01:22:44 Monica Roland: This has been one of the most engaging sessions I've participated in this summer. Thank you so much!

01:22:45 Maria Padiernos: Thsnk you

01:22:45 Peta-Gaye Benjamin: Thank it was great

01:22:45 Lisa Sheers: Thank you

01:22:45 David Brancamp: Thank you!!!!

01:22:46 Charlene LaChapelle: Thank you so much

01:22:46 Christine Friberg: Thank you !!!!!!! Excellent!

01:22:47 Amy Leasgang: Thank You!

01:22:47 Michael Farina: awesome once again. thank you 3

01:22:48 Leslie Texas: This was informative! Thanks

01:22:49 Kathryn Brown: Thank you!
01:22:49 Ana Alcaraz: thank you for this great presentation!
01:22:50 L. Fresina: this has been my favorite one so far. thank you!
01:22:50 Keiara Jones: This was awesome! I appreciate it...
01:22:50 Kathy Rubendall: Thank you so much!
01:22:51 Nora Marasigan: Thank you so much!
01:22:51 Harold Miles: Thank you. Same to you.
01:22:51 Mary France Imperial: Another awesome session! Thank you so much!
01:22:51 Rachel Szybisty: Thank you!
01:22:51 Stefany Syblis: Thank you.
01:22:52 Emily Kavanagh: Thanks so much
01:22:52 Kelli Freiwald: thank you
01:22:53 Jolanta Sobolewska: thank you
01:22:53 jill brown: thanks
01:22:54 Nuria Linares: Thank you!!!
01:22:54 Catherine Abbott: Super job. Thanks for a great presentation.
01:22:55 tracey simmons: Thank you awesome presentation
01:22:55 Kathleen Masticola: Thank you!
01:22:55 Megan Smith: Thank you, have lots of notes to review!
01:22:55 Daniel Irving: Thank you for this incredible presentation and
resources!
01:22:56 Melonie Smith: Great presentation
01:22:57 Valentina Sorescu: Have an exciting new school year!
01:22:57 Kyung Ae Lim: Thank you!
01:22:58 Maria Knuth: Great math applications!
01:22:58 Valerie Davis-Fells: Could you post the link again
01:22:58 Kathleen McFadden: Thank you for doing this. It was so helpful.
01:22:59 PALANISAMY KATHIR VELOO: Thank you
01:22:59 Lesly Brown: This was a Great Presentation!
01:22:59 Grace Weissmann: Thank you that was a great presentation.
01:23:00 Katherine George: Thank you so much
01:23:00 Cynthia Juarbe: Thank you it was very informative
01:23:00 Linda Koval: Thank you. Both of you are amazing and I can't wait
to start two Mondays from now.
01:23:01 Angela Meadows: Thank you!
01:23:01 Bonnie Best: Thank you
01:23:03 Jet Yeung: Thank you for your information.

01:23:03 Kimlona Robinson: Thank you!!!!!!
01:23:04 Imelda Valencia: Thank you so much. This is a great
presentation, Please keep safe everyone.
01:23:04 Sharon Black-MacKinnon: Thank you so much for sharing!
01:23:04 Rachell Scott: Thank you this was an awesome presentation.
01:23:06 Alana Roberts: Thank you!
01:23:06 Michael Farina: awesome once again. thank you everyone.
01:23:07 Laura Kueffner: Thank you!
01:23:08 Dan Pfliger: Thank you so much and stay safe!
01:23:08 Aya Zvaigzne: Thank you very much! Great presentation.
01:23:08 Michele Ratcliffe: Thank you!! Very informative and easy to

implement

01:23:08 Justin Klinger: Thank you, I am looking forward to trying this.
01:23:08 B. Anselowitz: Thank you.
01:23:09 Brenda Harshbarger: Thank you!
01:23:09 Linda Koval: Have a great school year.
01:23:09 Amy Barvilchak: This was awesome! So much to think about and play
around with. Thank you guys so much!
01:23:10 Galaxy J2 Core: Excellent presentation. Thank you.
01:23:11 Lorie Huff: Thank you so much!
01:23:12 WARA SABON DOMINIKUS: thank you. Great presentation.
01:23:13 Josephine Romero: Thank you very much.
01:23:15 Abigail Santiago: Thank you
01:23:15 Sharon Baltzer: Thank you! You gave me a few ideas.
01:23:20 Kevin Agnew: thank you both
01:23:20 John Emanuel: THANKS EVER SO MUCH - GREAT PRESENTATION
01:23:21 Mary Pyke: Thank you both great session
01:23:22 Sandra Bravo-Reid: Thank you!
01:23:22 Trena Wilkerson: Fantastic session!
01:23:24 Laurie Walker: thank you
01:23:25 India Puch: Great presentation! Will be using this as
discussions.
01:23:25 Bertha Reyes-Pond: thank you
01:23:26 Dave Hankin: Thank you again from Globe, AZ!
01:23:27 Ruby Maghirang: Thank you for this presentation. It gave me a lot of
idea to reimagine my virtual classroom.
01:23:30 Viragni Chand: Thank you
01:23:34 Kristen Perrine: Thank you!
01:23:34 jeanine colwell: did anyone get the bit.ly
01:23:36 Pauline Keyes: This was great. Thank you.
01:23:39 Florentia Spires: Thank you!
01:23:42 Nancy Davis: NCTM...what a great summer! School starts tomorrow!
01:23:42 Debra Cowan: Thank You so much, great presentation
01:23:43 Lesly Brown: Thank you!
01:23:45 Brenda Harshbarger: Thank you
01:23:50 Carmelita Nalzarro: Thank you very for a very fruitful and
engaging presentation. Thanks to Ms. Chonda
01:23:52 Melanie Carter: Thank You Very Much!! Can't wait to do this with my
Freshmen.
01:23:53 Maria Woehl: thank you!
01:23:54 India Puch: Thank you! I love it when I can use it immediately
in the classroom.
01:23:55 David Barnes: Here is the link.
Download presentation here.
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Aug11WebinarSlides.pdf
01:23:55 Sahar Alkhatib: Thank you. This was great.
01:23:55 bony cellars: Thank you
01:23:58 Faith Peddie: @Nancy, good luck with the start of your school
year!

01:23:58 Shashidhar Belbase: Thank you very much for wonderful presentation !

01:23:58 Jennifer Collier: Thank you! This will aid my use of the NY Times column!

01:24:04 David Barnes: Same as bit.ly

01:24:05 Daniel Irving: So excited for the upcoming virtual NCTM conference in November 2020!!!

01:24:05 Catherine Abbott: What is SBCSS_MATH?

01:24:12 Hena Mehmetaj: thanks see you tomorrow

01:24:13 Stephenia Courtney: Thank you!

01:24:16 Chonda Long: <https://www.nctm.org/ptabook/>

01:24:17 dana dulzo: thank you for reminding me to teach about the awesomeness of mathematics not just solve the problem

01:24:20 Betty Stallings: Thanks. It was a lot to digest but good.

01:24:25 Don Duong: Thank you for the presentation.

01:24:28 Hena Mehmetaj: hena Mehmetaj

01:24:32 Catherine Vittorio: @SBCSS_Math our Twitter

01:24:35 Theresa Houston: The chat jumps so fast the link went past.

01:24:37 Isabel White: thank you ladies

01:24:45 Chonda Long: <https://www.nctm.org/change/>

01:24:53 Cynthia Juarbe: I just became a member last week. thank you Excited!!!

01:25:03 Faith Peddie: Here is some more information on this month's issue of MTLT
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/MTLT_eTOC_Aug.pdf

01:25:18 Honey Sacro Swem, Ed D: Thank you, Catherine and Melanie, for this amazing workshop!

01:25:22 David Barnes: @Cynthia - WELCOME!

01:25:34 Catherine Abbott: @Catherine_Vittorio....Thanks. Does SBCSS stand for something?

01:25:44 Melanie Janzen: Thank you everyone!!

01:25:53 Masooma Razzak: I love the protocol!

01:25:56 Valerie Davis-Fells: Thank you!

01:25:58 Wanda Parker: Thank you!

01:25:59 Hena Mehmetaj: Hena mehmetaj my email: hena.mehmetaj@rsd.k12.az.us

01:26:07 Theresa Houston: this is horrible. I will not get credit

01:26:10 JIJI JOHN: it was great

01:26:11 Denise Keene: Thank you!

01:26:16 Olga Kosheleva: Thank you!

01:26:25 Jennifer Dougherty: Thank you!

01:26:27 Catherine Abbott: @Catherine_Vittorio....I checked the slides. I know what SBCSS.

01:26:36 Carmelita Nalzarro: Thanks everyone for a great presentation. Stay safe. God Bless

01:26:51 Jennifer Dougherty: What do you wonder what do you notice will be the first thing I work on tomorrow!!

01:26:58 Judy Radigan: Thank you!

01:27:20 Beth Kobett: Wonderful! Great job!

01:27:22 Daniel Irving: Thank you again! Have a wonderful and safe night!

01:27:57 Michael Gougis: Please share the survey link again
01:28:08 Trena Wilkerson: 100DAYS COde
01:28:09 Beth Kobett: code is 100days
01:28:13 Faith Peddie: Use the code 100Days for the discount :-)
01:28:33 Beth Kobett: Go Cynthia!
01:28:39 Zara Simpson: I used the code when I signed up and it didn't work
:(
01:29:03 Chonda Long: clong@nctm.org
01:29:06 Trena Wilkerson: clong@nctm;org
01:29:07 Theresa Houston: Survey Link
01:29:13 Zara Simpson: I emailed to ask and they told me it was because I
returned after several years ... so I wasn't "new" but I wasn't "returning" cause I
expired.
01:29:17 Denise Keene: caps lock for 'DAYS' or 'Days'
01:30:20 Trena Wilkerson: Great Fatima!