

00:22:21 Trena Wilkerson: Hello from Waco, TX!
00:22:24 Cindy Bryant: Hello from Springfield, MO!
00:22:45 LANY JAMERO: good morning from philippines
00:22:47 Angelita Beltran: Hello from Waukegan, IL
00:22:48 Honey Sacro Swem: Hello from Redlands, CA
00:22:48 jeanine colwell: Hello from Newport, NC. I have been to over
40 webinars
00:22:52 Emily Kavanagh: Hello from Columbia, MD
00:22:52 Josie Cazares-Adams: Lexington Park , MD
00:22:53 Sheila Bishop: Hello from a very windy NH.
00:22:55 Sheila Kirton-Robbins: Hi from Nashville, NC
00:22:55 rachel wingo: Hello from Ky
00:22:55 Kristin Asa: Hello from Las Vegas, NV - I have participated in
over 10 webinars
00:22:55 Jaclyn Murray: Hi from Cumming, GA!
00:22:57 Laurie Burckhardt: Hello from Phoenix, AZ. I've been to a
bunch! So great!
00:22:57 Wendy Kraft: Hi from Silverdale, WA
00:22:58 India Puch: India from Columbia, SC
00:23:02 dana dulzo: dana novi mi
00:23:03 Viragni Chand: Bay Area, CA - 66 days
00:23:04 Charese: Tennessee
00:23:04 Katherine Davis: Hello from Phoenix!
00:23:06 jill brown: australia
00:23:06 Vanessa Stokes: Chicago!
00:23:07 Anupama Anand: san jose , california
00:23:07 India Puch: 59 days
00:23:08 Leigh Sokoloff: Hi from Momence Illinois
00:23:09 Christiana Dellota: Anne Arundel County Maryland
00:23:09 Maria Padiernos: Hello from Detroit, MI
00:23:09 Lesly Brown: Hello! Knoxville, Tennessee.
00:23:11 Cathy Smith: Hello from Maryland, this is my 7th class
00:23:11 CINDA HOLLAND: Berea, KY
00:23:12 Rhonda Rampley: NC
00:23:13 Stacie Kyhn: Apache Junction AZ!
00:23:13 Eduardo Enjambre: Hi from Upper Marlboro, Maryland.
00:23:14 ABDUL OTHMAN: Hi from Malaysia
00:23:14 Wendy Janerico: hi from MA
00:23:15 Mary France Imperial: Hello from Philippines
00:23:15 Wanda Parker: Hellp from VA
00:23:17 Lance Brauchla: hi from Ege, IN! 19 days here
00:23:17 Debbie Meaney: mountains of North Carolina
00:23:17 Shashidhar Belbase: Hello from the United Arab Emirates (UAE)
00:23:18 Joan Albers: Hello from Ohio! I've been at about 20 sessions.
00:23:18 Todd Smallcanyon: southern utah
00:23:19 Justin Klinger: Hello from Romeoville, IL
00:23:19 Nora Marasigan: Hello from Philippines.
00:23:21 Candy Sneeringer: Hello from Gettysburg, PA.
00:23:22 Amy Leasgang: Hello from Kentucky 2nd
00:23:24 Josephine Romero: Hi from Dallas, Texas.

00:23:25 Michele Ratcliffe: Hello from Aurora, IL
00:23:29 Anuradha Bhaskaruni: Hello from Toronto, Canada
00:23:29 Michael Lanstrum: Hello from Cleveland, OH - I am attended all
of them
00:23:30 Delphine Stallworth: Stockton Ca about 55 sessions
00:23:31 Imelda Valencia: Hello everyone. From Maryland but a native
of the Philippines
00:23:31 Kay Wohlhuter: Hello from Duluth, MN
00:23:32 Michael Gougis: Hello from Chicago.
00:23:33 Regina Mistretta: Hi from New York!
00:23:35 peter zirniss: hi from Ontario
00:23:36 Ma.Cecilia Cueva: good morning, from philippines💕
00:23:37 Olga Kosheleva: Hi from El Paso. I attended all webinars since April
1.
00:23:40 Scott Ing: hi from los angeles
00:23:42 Kendra Edwards: Hi from Brooklyn, NY
00:23:42 Melonie Smith: Hello from Chicago
00:23:43 Susan Dahms: Hello from Ridgecrest, CA!
00:23:45 Judith Owens: Hello from Baltimore, MD!
00:23:46 GENERIEVE CORONA: Hello everyone. Generieve Corona from
Caloocan City, Philippines
00:23:50 Noe Eugenio: Hi from Philippines
00:23:51 Trena Wilkerson: HI Regina!
00:23:51 Laurie Walker: Hello from MA
00:23:56 Ellen Williams: Ellen- Rosamond California
00:23:57 Cheryl Ann Doyle E Barran: hello from Bronx, New York
00:23:57 Elba Howington: Good evening from Orange Park, Florida!
00:24:00 Katherine Page: Kate Page from Richmond Virginia
00:24:00 Trena Wilkerson: Hi Kay!
00:24:00 Jen McFall: Seattle, WA
00:24:01 Skip Fennell: Hello from Westminster, MD
00:24:07 Dawser Al-Adhami: Hi from Ann Arbor, MI
00:24:07 Regina Mistretta: Hi there, Trena!
00:24:10 Beryl Yeung: Hi from Maryland
00:24:18 Dave Hankin: Hello from Globe, Arizona!
00:24:21 Kristie Chandler: Hello from VA!
00:24:22 Lawanda Mahomes: Hi everyone! Chicago, Illinois
00:24:30 Nicole Walden: hi from Central Ohio - about #30
00:24:31 MELVIN BURNETT: Greensboro, NC
00:24:43 Carmelita Nalzarro: Hi everyone from JEDDAH, SAUDI ARABIA
00:24:51 Jennifer Owen: I was close 71 trainings.
00:24:53 David Barnes: Hello from Northern Virginia! 50+
00:24:55 Valentina Sorescu: Hello everyone from Chicago, IL
00:24:57 Tanya Landry: HI from Baton Rouge! 40-ish
00:24:58 Laura Cranmer: Hello from Colorado!
00:24:58 Laura Ramp: Hi from New Jersey
00:25:00 Deborah Maisonave: Hi from MA
00:25:01 Cherish Alberts: Hi from Virginia
00:25:03 Barbara Luera: HI All! Waukesha, WI
00:25:05 Lorie Huff: Hello from Fayetteville, Arkansas

00:25:06 Gloria Flores: Hello from Texas
00:25:06 Erica Krick: Arizona
00:25:06 Yairy Martinez: Hey from Manhattan New York
00:25:11 Martine Richardson: Hi from Baltimore Maryland
00:25:12 Christine Friberg: Hi from New Hampshire
00:25:13 Rachell Scott: Hello from Maryland!
00:25:13 Jill Rosenblum: Hi from Maine
00:25:16 Barb Fowle: Barb Fowle from Gray, Maine
00:25:19 Shatima McBrayer: Hello from Brooklyn, New York
00:25:30 Donna McClue: Hi from Slidell, Louisiana
00:25:32 Arelys Arenas: Hi! I am Arelys from NY
00:25:36 Michelle Hall: Hi from Philadelphia, PA
00:25:43 Sharon Black-MacKinnon: Good evening from New Brunswick Canada
00:25:49 Jeff Shih: hi from las vegas!
00:25:56 Dalila Rivera: Hello from Kingsville, Tx!
00:25:59 Emily Graff: Chardon, Ohio
00:26:03 Emily Kavanagh: Too many to count
00:26:04 Alicia Crawford: Hi from Pleasantville New York!
00:26:16 Dee Crowell: Hello, from Texas!
00:26:17 Eric Von Valdez: Hi, from KSA
00:26:36 Denise Walston: hello from Chesapeake Va
00:26:36 Oran Rosario: Hi everyone...Oran from Memphis
00:26:39 Wisnu Siwi Satiti: Hello everyone, good morning from Indonesia!
00:26:43 Alanna Prudhom: Hi from Franksville, WI
00:26:50 Masooma Razzak: Howdy from Houston, TX!
00:27:00 Stephenia Courtney: Hello from Las Vegas, NV
00:27:04 Trena Wilkerson: Hi Skip! Hope all is well with you!
00:27:06 Elmer Mayol: Hello, from Philippines
00:27:17 De Zhang: Hello from Minneapolis, MN
00:27:24 Alana Roberts: Hi! Racine, WI
00:27:41 George Litman: Hi from Chicago. This is George Litman from
National Louis University
00:27:55 Aya Zvaigzne: Nashville, Tennessee wishes best blessings for
everyone
00:27:59 Genesis Docena: hello from Washington DC
00:28:08 Kristin Snell: Hello from Camarillo, CA
00:28:20 Angela Wilson: Hello from Chandler AZ
00:28:21 Jacqueline Colbourne: Hi from Maryland
00:28:24 Rosalind Brown: Bronx, NY
00:28:35 Betty Stallings: Hello from Portsmouth
00:29:13 Maria Woehl: Hello from San Diego, CA!!
00:29:19 Catherine Abbott: Hello from Maryland
00:29:52 Beth Kobett: YAY Maryland!
00:30:03 Ocella Davis: Hello from Port St Lucie, FL
00:30:21 Catherine Abbott: Yay, Beth from Maryland!
00:30:26 Kathy Felt: Hi from western Illinois
00:30:39 Aura Fortaleza: Good Evening From Maryland
00:30:39 Gisela Vivanco: Hello from West New York, NJ
00:30:59 Julie Wankel: Julie from Smyrna TN
00:31:18 Catherine Abbott: Good evening to Aura in Maryland.

00:31:26 Muhamad Jamal: Hi from Indonesia.
00:32:03 Cindy Bryant: Please change set your chat to "All panelists and attendees" so everyone can see your posts!
00:32:21 Susan Bardenhagen: Hi, from northern Virginia outside DC. Hope everyone is safe from the rain and storms of Isaias!
00:32:23 Jet Yeung: Hello everyone--Jet from Henderson, Nevada'
00:32:34 Monica Dickerson: Good evening from the Eastern Shore of Virginia!
00:32:39 Sheila Kirton-Robbins: safe environment
00:32:40 Emily Kavanagh: Engaging lessons
00:32:44 Zane Ranney: Students responding to each other
00:32:46 Deborah Maisonave: Proper vocabulary
00:32:46 Courtney Slade: Strong listening skills
00:32:46 Kristin Asa: Students working together to answer a task
00:32:47 Skip Fennell: students constantly engaged
00:32:49 Amy Leasgang: Students working and learning together
00:32:49 Denise Walston: peer to peer interaction
00:32:49 Jennifer Rubiano: math talk using content vocab
00:32:51 Christiana Dellota: worthwhile tasks
00:32:51 Gloria Flores: collaboration
00:32:52 Rosalind Brown: students question one another
00:32:52 Angela Wilson: Is okay to make a mistake
00:32:53 Emily Graff: Promoting risks in a safe environment
00:32:56 Dave Hankin: Students justifying their answers...
00:32:56 Rochelle Rowe: Students that are comfortable having a math discussion
00:32:57 Ocella Davis: Math talk
00:32:57 Valerie Kopinski: math vocabulary!
00:32:58 MELVIN BURNETT: One in which the students feel free to share without fear of being wrong
00:32:59 Lindsay Tasker Barker: defending answers
00:32:59 Arelys Arenas: Explain the process using vocabulary
00:32:59 Masooma Razzak: Open ended questions
00:33:00 dana dulzo: all the students talking to each other instead of just to the teacher
00:33:01 Imelda Valencia: rigorous task
00:33:01 bony cellars: Open ended problems
00:33:02 Leigh Sokoloff: students questioning not just accepting
00:33:03 Oran Rosario: normalizing error
00:33:03 Cindy Bryant: Wait time
00:33:04 Dee Crowell: Students discussing with vocabulary
00:33:05 Catherine Abbott: When students are so engaged in the problem/task that they keep talking outside the classroom.
00:33:06 Sharon Black-MacKinnon: student engaged through worthwhile tasks
00:33:06 Laura Ramp: sharing of ideas and thinking
00:33:06 Wendy Janerico: Sharing ideas
00:33:07 Jolanta Sobolewska: sharing
00:33:07 Jet Yeung: communications
00:33:07 Alana Roberts: rigor
00:33:08 Alanna Prudhom: Students just feeling comfortable with themselves

00:33:08 Bruce Pill: Hi from Delaware
00:33:09 CINDA HOLLAND: collaboration
00:33:10 Angela Wilson: sharing with others and helping others
00:33:13 Carmelita Nalzar: ENGAGING AND COLLABORATION
00:33:14 Rosalind Brown: students explaining their thinking when another
thinks they are wrong
00:33:16 Sheila Bishop: students talking and listening to each other.
00:33:18 Cherish Alberts: collaboration
00:33:22 Bill Hudson: ownership to apply concepts
00:33:23 Denise Walston: students justifying and defending their ideas and
build on others ideas
00:33:25 Arelys Arenas: presenting different point of views/ideas
00:33:28 Julie Wankel: task that are used to engage students
00:33:30 Aya Zvaigzne: In our cognitive diversity, as we went online, I
asked everyone to post in our discussion thread (3 questions that breed no
conflict) and almost all of us found at least one of the bridges. We All love
pizza. I made first (modeling) post. The fact that they are all talking to each
other in forum format, I call that a major win. They are talking. Now I give
them guidance on the direction of discourse (and I learn here)
00:33:35 Joan Albers: problem solving
00:33:51 Michele Ratcliffe: Engaging lesson that elicits the involvement
of all the students.
00:34:25 Catherine Abbott: What I love about discourse is the recognize
that they have ideas and recognize they can problem solve....not just in math.
00:34:54 Denise Walston: @ Catherine - I agree
00:34:57 Sharon Black-MacKinnon: @Catherine ... so true!! I totally agree
00:34:59 Cindy Bryant: Yes, Catherine, not just in math!
00:35:45 Arelys Arenas: Great book
00:36:47 Cindy Bryant: POWERFUL practices!!!
00:37:28 Jen McFall: no confidence
00:37:30 Catherine Abbott: Shy students who are not confident to share
their ideas.
00:37:31 Emily Kavanagh: Getting all students to log on to Google Meets
00:37:32 MIKE GENUEL SALAZAR: Good morning!
00:37:32 Stephenia Courtney: ELL students
00:37:43 Sharon Black-MacKinnon: getting students to participate
00:37:44 carolina vix: Engaging students
00:37:46 Cathy Smith: students not wanting to talk in class
00:37:51 Catherine Abbott: One to five students who do most of the
talking and not sharing the space.
00:37:57 Cathy Smith: students afraid to ask questions
00:38:01 Michelle Taylor: Getting sped students to have confidence in
sharing their thoughts and not being afraid of being wrong
00:38:02 dana dulzo: students have 'learned' to wait for the 'smart kids'
to answer first,
00:38:03 Julie Wankel: some students don't want to have the wrong answers
so they wont participate
00:38:04 Peta-Gaye Benjamin: Engaging students, the students getting off
topics
00:38:05 Jessica Schnepfle: engaging struggling learners

00:38:06 Jennifer Stone: Students scared to try speak mathematical language

00:38:08 Sheila Kirton-Robbins: fear of getting something wrong

00:38:09 Bruce Pill: Some students are not comfortable taking risks and sharing their thinking. They like to listen and learn.

00:38:09 Kristin Asa: Students who are afraid to speak up because their history with math has always been about getting the right answer

00:38:12 Monica Dickerson: Low self esteem because of the possible lack of basic math foundations

00:38:13 Bill Hudson: who needs to talk about math...

00:38:13 Cathy Smith: students being distracted by other students

00:38:16 Martine Richardson: Do not where to start

00:38:16 Donna McClue: Students have trouble with the math vocabulary.

00:38:16 Todd Smallcanyon: Languages

00:38:17 Carmelita Nalzarro: getting students to use the language of mathematics

00:38:18 Valerie Kopinski: group discussion dissolving into off topic conversations

00:38:18 Alana Roberts: varied ability levels

00:38:25 Michele Ratcliffe: Low confidence in their own ability.

00:38:27 Catherine Abbott: Students who have learned to wait until someone else "solves" the problem.

00:38:29 Jolanta Sobolewska: students not using math language

00:38:30 Martine Richardson: Fraid that there thinking is not correct

00:38:30 Diana Esposito: same students always willing to participate and same kids who never want to participate

00:38:31 Anuradha Bhaskaruni: Engaging ALL students! All the more difficult in a remote learning environment

00:38:34 Oran Rosario: Students want to just give "the answer" rather than discuss the process of finding the answer

00:38:37 Skip Fennell: Issues related to full engagement and time management

00:38:41 Cathy Smith: student's solutions

00:38:43 Ocella Davis: students afraid to put their voice in the room

00:38:43 Sheila Kirton-Robbins: Solutions

00:38:43 MELVIN BURNETT: I honestly tossed an empty cardboard box at them and asked them to describe it. They were able to identify it as a rectangular prism and give other information without high falooting language

00:38:43 Alicia Crawford: Student thinking

00:38:44 Cherish Alberts: getting students who have not been successful in math to be willing to speak up and take risks

00:38:44 Peta-Gaye Benjamin: solutions

00:38:45 Sharon Black-MacKinnon: students' thinking

00:38:45 Jessica Schnepple: solutions

00:38:45 Laura Cranmer: solutions the most

00:38:47 Kristin Asa: Solutions

00:38:47 Diana Esposito: Afraid that they may be "wrong"

00:38:48 Aya Zvaigzne: thinking

00:38:48 Carmelita Nalzarro: students' solutions

00:38:49 Deborah Maisonave: Thinking

00:38:50 Michelle Taylor: solutions

00:38:51 Sandhya Raman: what a great reflection!
00:38:51 Leigh Sokoloff: solutions
00:38:52 Gloria Flores: thinkin
00:38:52 dana dulzo: students solutions
00:38:52 Victoria Simmons: solutons
00:38:53 CINDA HOLLAND: solutions
00:38:53 Dave Hankin: thinking
00:38:53 Ratu Ilma Indra Putri: Students thinking
00:38:53 Arelys Arenas: that all students actively participate
00:38:53 Skip Fennell: Thinking
00:38:53 Beryl Yeung: both
00:38:54 Marcia Alessi: thinking
00:38:54 Doris Tannenbaum: Thinking
00:38:54 Alanna Prudhom: Student's thinking
00:38:56 Shatima McBrayer: Students' thinking
00:38:57 Donna McClue: solutions
00:38:57 Michele Ratcliffe: Thinking
00:38:57 Lindsay Tasker Barker: both
00:38:58 Emily Kavanagh: thinking
00:38:58 Alana Roberts: both
00:38:58 Martine Richardson: Thinking
00:39:00 Janie Leyva: I try to do both
00:39:00 Lianfang Lu: Thinking
00:39:01 Oran Rosario: students' thinking...many times, I give the solution
00:39:01 Todd Smallcanyon: thinking
00:39:01 Catherine Abbott: Try to assess thinkingmore challenging
than student solutions.
00:39:02 Monica Dickerson: Student thinking
00:39:02 Anupama Anand: solutions
00:39:02 Sharon Freedman: Some students don't buy in to the value of
math language and refuse to even try to use it
00:39:03 Ocella Davis: student solutions
00:39:03 Jen Hindo: thinking
00:39:03 Susan Watson: aren't they the same?
00:39:05 Denise Walston: student thinking
00:39:05 Christine Friberg: thinking
00:39:05 Rosalind Brown: solutions and then thinking
00:39:07 MELVIN BURNETT: thinking
00:39:07 Mary France Imperial: solution
00:39:09 Joan Albers: both
00:39:10 MIKE GENUEL SALAZAR: student's thinking
00:39:12 Justin Klinger: thinking
00:39:12 Julie Wankel: both,
00:39:12 Anuradha Bhaskaruni: thinking expressed through solutions
00:39:14 Jolanta Sobolewska: both thinking and solutions
00:39:14 Bruce Pill: Students showing their work in finding a slolution
00:39:17 Emerlina Binuya: both
00:39:18 Dave Hankin: it's actually both...
00:39:18 Aura Fortaleza: both
00:39:18 Janet Bernard: solutions

00:39:19 Rene McNeal: thinking
00:39:20 Bill Hudson: solutions and thinking
00:39:21 Deborah Maisonave: Thinking helps me to correct a misconception
00:39:22 Rosalind Brown: solutions
00:39:23 Arelys Arenas: students' thinking
00:39:27 Monica Watler: thinking
00:39:28 Nicole Walden: I have a pile of index cards with each person's name on one and I just run through them. They're more willing to guess when I do that.
00:39:29 Rachell Scott: both
00:39:31 Alana Roberts: both regardless of correctness
00:39:35 Christine Hering: more solutions than thinking
00:39:36 Amy Leasgang: Both
00:39:38 Angela Wilson: It is on solutions until you see many incorrect solutions and then you move to their thinking
00:39:40 Catherine Abbott: Exams don't care how they find the solution. They just check the "correct" answer.
00:39:41 Denise Walston: both too
00:39:42 Nicole Walden: sol most
00:39:42 Cherish Alberts: both by grading the process over the answer
00:39:53 Lianfang Lu: Their solution may be wrong, but there is perhaps excellent thinking
00:40:07 Deborah Maisonave: If there thinking is on track you can guide them to the next math concept connected to the current math
00:40:15 Mary Lyons: Students are always concerned about getting the correct answer
00:40:17 Anuradha Bhaskaruni: it helps detect misconceptions
00:40:23 Sharon Freedman: Or the answer can be right, but the thinking not correct.
00:40:26 Denise Walston: so true @ Lianfang
00:40:31 Lorie Huff: I value students' thinking more than students' solutions.
00:40:38 Sheila Kirton-Robbins: Unless they show their work, you are assessing solutions.
00:40:50 bony cellars: wife wine why
00:40:51 Catherine Abbott: Yet, students are required to explain in writing. I am not convinced that scorers actually look for correct "how or why" when their final answer is wrong.

00:40:53 Bruce Pill: When I work one-on-one with students, it is so much easier to understand what they are thinking because they are able to verbalize
00:41:12 Sharon Black-MacKinnon: response two shows their thinking
00:41:18 Catherine Abbott: Response 2 explains the path taken.
00:41:23 Rachell Scott: True statement Bruce
00:41:26 Oran Rosario: 1) shows that a student can Do the work, 2) show that the student can TEACH the work
00:41:36 Aura Fortaleza: response 2 sounds mental Math calculation
00:41:42 Jolanta Sobolewska: the second student shows steps
00:41:49 Cindy Bryant: 1 shows a student can carry out a process.
00:41:53 Kristin Asa: The second student has a greater number sense
00:41:54 Leigh Sokoloff: number sense

00:41:58 Monica Dickerson: Procedure vs conceptual
00:41:58 Ocella Davis: response 2 - student used logic/thinking process
00:41:59 Debbie Meaney: The student has a deeper understanding.
00:42:04 Peta-Gaye Benjamin: Response lets know how they thought
00:42:04 bony cellars: Need a piece of scratch paper
00:42:08 Catherine Abbott: Interesting that the calculation does not
line up the digits. So, this looks different than many students work.
00:42:16 Anuradha Bhaskaruni: response 2 reflects the student's excellent
understanding of the concept of multiplication. Response 1 merely displays mastery
over the algorithm
00:42:16 Gisela Vivanco: Response 1 does not show the work. It seems the
students know the set up, however we don't know if they can multiply without a
calculator.
00:42:16 Denise Walston: student 2 shows flexibility with numbers
00:42:18 Lindsay Tasker Barker: both show process but the second shows
mastery past process
00:42:23 Arelys Arenas: Response 2 shows more than a simple answer, many
mathematical concepts are involved at once
00:42:24 Alicia Crawford: I love asking student groups to come up with
multiple ways to solve a problem you get much richer discussion
00:42:26 Bruce Pill: The first solution shows the algorithm. The second
student understands how numbers work.
00:42:29 Rosalind Brown: 1 is a doer and 2 is a thinker
00:42:32 Amy Leasang: Response 1 shows how and response 2 shows why
00:42:38 Sharon Freedman: We can see that the student understands how
to use distributive property to break numbers apart and the that the student
understands the meaning of multi-digit multiplication.
00:42:41 Cindy Bryant: Good number sense in response 2
00:42:49 Rosalind Brown: pictures, graphs
00:42:50 dana dulzo: draw a picture,
00:42:53 Kristin Snell: draw
00:42:53 Kristin Asa: model
00:42:55 Kristin Asa: graphs
00:42:56 CINDA HOLLAND: pictures
00:42:57 Janie Leyva: verbally
00:42:57 Kristin Asa: texts
00:42:57 Valerie Kopinski: model
00:42:57 Rosalind Brown: problems
00:42:57 Joan Albers: models, number lines
00:42:58 Brenda Harshbarger: The second student has mental math skills
and he is aware of them.
00:42:58 Laura Ramp: Verbal explanations, written explanations, drawings
00:42:58 Jen Hindo: drawings
00:42:59 CINDA HOLLAND: models
00:42:59 Catherine Abbott: Response 2 shows flexibility with numbers.
Response 1 may have that skill, but you cannot tell from the work.
00:43:02 Ocella Davis: models
00:43:02 Valerie Kopinski: word problems
00:43:02 Jolanta Sobolewska: tables
00:43:03 Michelle Taylor: verbal response, drawings

00:43:03 Kristin Asa: oral response
 00:43:03 Maria Padiernos: No less than 5 ways
 00:43:03 Cindy Bryant: Act it out
 00:43:03 CINDA HOLLAND: words
 00:43:04 Todd Smallcanyon: manipulatives
 00:43:05 Rosalind Brown: questions
 00:43:05 Catherine Abbott: WORDS
 00:43:06 Doris Tannenbaum: videos
 00:43:07 Kristin Asa: art
 00:43:07 Aya Zvaigzne: acting out a scenario
 00:43:07 bony cellars: verbal written reading thinking
 00:43:07 Sheila Kirton-Robbins: discussions, audio, visuals
 00:43:08 Denise Walston: connections between different representations
 00:43:09 Jenny Sagrillo: gestures
 00:43:10 Nicole Walden: questions
 00:43:11 Susan Watson: gesturig
 00:43:15 Martine Richardson: chart, graphs, equation, TABLE, WORDS
 00:43:16 Cherish Alberts: visual, symbolic, auditory
 00:43:16 Anupama Anand: group talk, paragraph, graph, drawing, models,
 00:43:18 Dewana Robinson: tables
 00:43:19 Jolanta Sobolewska: games
 00:43:19 Sharon Freedman: Notes and comments beside worked out
 computations or algebra.
 00:43:20 Susan Bardenhagen: mental math explanations like previous @2
 00:43:22 Emerlina Binuya: flowchart
 00:43:23 Angela Wilson: video off internet manipulatives
 00:43:24 Eduardo Enjambre: body language
 00:43:25 Alanna Prudhom: food
 00:43:28 Melonie Smith: THINK-PAIR-sh
 00:43:36 Ratu Ilma Indra Putri: Make a good problem using the context
 00:43:39 Arelys Arenas: explaining by writing
 00:43:41 Cindy Bryant: Please change set your chat to "All panelists and
 attendees" so everyone can see your posts!

 00:44:20 Bruce Pill: For some students, the listening is the hardest
 00:44:41 Catherine Abbott: Have you seen the Modes of Math
 Representations pentagram?
 00:45:21 Melanie Harding: @Catherine - It's in the PGCPs CFPG
 00:45:57 Catherine Abbott: Bing-bing-bing...that is correct Melanie; :D
 00:46:06 Beth Kobett: Wonderful story
 00:46:40 Sharon Black-MacKinnon: wonderful!!
 00:47:26 Catherine Abbott: That is a great story....and applies to
 working with new English learners too. Description and action in serial rather than
 simultaneously.
 00:48:26 Angela Wilson: #3 is n
 00:48:26 Rosalind Brown: I don't speak the languages.
 00:48:27 Jennifer Rubiano: Yikes!!!
 00:48:27 jill brown: :)
 00:48:34 Catherine Abbott: Eek...
 00:48:41 Emily Graff: pi

00:48:42 MELVIN BURNETT: is number 2 in Arabic?
00:48:43 Oran Rosario: or took a sip...
00:48:44 Mohamed T: International Languages
00:48:50 Jessica Schnepple: #18-89
00:49:07 dana dulzo: 1. a sequence of counting numbers
00:49:31 Catherine Abbott: Yay.....I got it. (just guessed....no language knowledge involved)
00:49:45 Emily Graff: 23 34 45
00:50:02 Emily Graff: Mode 56
00:50:07 peter zirnis: #2 answer is 23 in this pattern
00:50:08 Gisela Vivanco: symmetry
00:50:23 Arelys Arenas: mode
00:50:24 Arelys Arenas: ?
00:50:28 Rosalind Brown: I'm the student that sees this, gets scared and goes blank to all that I know
00:50:43 Catherine Abbott: My students default to addition when they don't understand what the question is asking.
00:50:44 dana dulzo: excellent demonstration of what students might be experiencing
00:50:50 Brenda Harshbarger: The second one is a pattern: 56 23 34 45 56 23 34 45 56
00:52:05 Nicole Walden: Funny she just said "mean" but she was not talking about stats - language - lol
00:52:16 Imelda Valencia: Its true . oftentimes, students will jump to solving the problem upon seeing those numbers and without even knowing what is being asked .
00:52:33 Nicole Walden: totally
00:52:38 Cindy Bryant: Great examples!
00:52:40 Bruce Pill: if the first number in the second list was 54, the next numbers would be 21, 32, 43, 54
00:52:43 Arelys Arenas: Second one, we subtracted 3 from each digit, after we add 1 to each digit
00:52:43 Gisela Vivanco: Most don't read instructions
00:53:02 Emily Graff: Definitely
00:54:38 Cindy Bryant: Please set your chat to "All panelists and attendees" so everyone can see your posts!

00:54:43 Catherine Abbott: Favorite confusing Math 6 word "base" used at least 3 ways in math and even more meanings in everyday English.
00:55:27 David Barnes: @Zara - Glad you could join us!
00:55:44 Beth Kobett: Love that... "All students are mathematics language learners"
00:56:10 Beryl Yeung: like an international language
00:56:10 Catherine Abbott: I wish we had a slide with this quote.
00:56:23 Cindy Bryant: Agree Beth!!!
00:57:07 Laurel Dietz: homophones? sum--some
00:57:48 Dewana Robinson: I agree
00:57:49 Kelli Larue: Whoops! I thought I had already changed my settings.
00:57:55 Nicole Walden: I have a running document that I copy and paste into.

00:58:02 Beryl Yeung: Homographs
00:58:13 Brenda Harshbarger: pythagorean theorem
00:58:19 Catherine Abbott: You mean most people do not discuss
Pythagorean Theorem over dinner. I am shocked.
00:58:44 Rachell Scott: haha
00:58:47 Brenda Harshbarger: disappointing, isn't it?
00:58:59 David Barnes: @Laurel - That too...
00:59:07 Catherine Abbott: It is certainly not Right!
00:59:25 Gisela Vivanco: lol
00:59:31 Nicole Walden: Bren...be the chsange youwant to see in the world.
lol
01:00:19 Arelys Arenas: More than a Foreign Language, many languages at ONCE
01:00:29 Lorie Huff: So important to take time to make the mathematical
language clear.
01:00:54 Catherine Abbott: Can we ask students to re-phrase or re-word
a problem to check their understanding and sharing how they would understand what is
being asked?
01:00:56 carolina vix: That is an error!
01:01:12 Imelda Valencia: I remember asking my students in goemetry
class what is the intersection of two planes and one of my students with special
needs said" They will crash! "
01:01:12 Monica Dickerson: I agree!
01:01:19 carolina vix: Ss need to be familiar with as many ways as we can
expose them to
01:01:35 Bruce Pill: My international students have a hard time with the
variety of ways to say something mathematically.
01:01:39 Lawanda Mahomes: Totally agree
01:01:40 Deborah Maisonave: There is always an opportunity to help them
grow in their vocabulary
01:01:40 David Barnes: Why teachers are so important!
01:01:50 Sharon Black-MacKinnon: Absolutely true
01:01:54 Ocella Davis: WOW! Great teaching!
01:01:55 MELVIN BURNETT: Agreed! Preachers often use redundancy to explain
biblical terms with several variations
01:02:23 Wendy Janerico: My
01:02:29 Wendy Janerico: My
01:02:34 Gisela Vivanco: It is very important to have anchor charts in the
classroom!
01:02:42 Catherine Abbott: My favorite taught mis-understanding is
where the equal sign is placed. (problem = answer as well as answer = problem and
expression = expression). Another place is in geometry, to orient shapes so the base
is not always towards the bottom of the page.
01:02:46 Cindy Bryant: Building connections is key!
01:02:48 carolina vix: @Gisela YES!!
01:03:01 Bruce Pill: Love the redundancy comment. So true to present
different ways
01:03:05 Wendy Janerico: my Ell students need to hear the vocabulary many
times.
01:03:08 Laurel Dietz: reading expressions with subscripts and superscripts
especially in formulas

01:03:08 Angela Wilson: Why do we take away the use of manipulatives in the middle school environment and the support is so helpful in elementary grades. I feel these tools deepens the understanding.

01:03:33 Kristin Asa: @Angela - not all middle school teachers take away manipulatives!

01:03:50 Catherine Abbott: This year manipulatives use is more complicated.....must clean between users.

01:04:07 Jennifer Owen: We still use manipulatives

01:04:10 Laurel Dietz: there are virtual manipulatives

01:04:12 Angela Wilson: My students are shocked when I pull them off the shelf to help them when in small groups.

01:04:27 Jennifer Owen: Yes, we are using virtual manipulatives this year

01:04:43 Catherine Abbott: I like to have students imagine that they are explaining to a younger friend or sibling.

01:04:44 Mary France Imperial: :

01:04:48 Emily Kavanagh: Virtual manipulatives are great

01:04:58 Imelda Valencia: MY advance learners hated the use of manipulatives, they wanted to jump to abstract

01:05:27 Gisela Vivanco: @Wendy you mentioned about your ELLs. Last year was my first year teaching ELLs. It is my 5th year teaching mathematics. I resorted to teaching completely in Spanish. It was a huge struggle for me. At the end I conducted a survey and asked if they would've liked being taught half English and half Spanish, about 61% said yes. How do you do it?

01:05:36 Cindy Bryant: From Andrea Pastelis to All Panelists: use paper one time manipulatives and let kids keep

01:05:38 Zara Simpson: I try to convince my advanced learners that the ability to do Concrete - Representational - and Abstract is better than just the formula

01:05:41 Catherine Abbott: Hi Imelda.....it may depend on the manipulative.

01:05:52 Laurel Dietz: adding a visual with the problem might help

01:06:03 Imelda Valencia: This is also true to our ESOL population

01:06:14 Sandhya Raman: this is where cultural responsiveness also comes into play...

01:06:57 Catherine Abbott: @Imelda....show students multiple ways to use the manipulatives, drawings, tables, graphs, words and simples. Invite students to use two or 3 ways to represent what they are thinking to solve the problem.

01:07:02 bony cellars: understand what the questioner is asking

01:07:07 Mohamed T: Wow

01:07:32 Sharon Freedman: For students who always want to use abstract approaches, try giving problems that are much more easily solved with a visual than with lots of complicated algebra.

01:07:33 Kristin Asa: Learning it is ok to take risks

01:07:37 Deborah Maisonave: Stay on task

01:07:38 Lindsay Tasker Barker: reading comprehension

01:07:39 Kristin Asa: Listening to each other's ideas

01:07:42 Catherine Abbott: Aha....so that's why it works!

01:07:52 Harold Miles: Lack of vocabulary

01:07:54 Cherish Alberts: mutual respect
 01:07:55 Deborah Maisonave: trying to explain their thinking
 01:07:56 Sheila Kirton-Robbins: language barriers
 01:07:56 Melonie Smith: FEAR OF BEING WRONG
 01:08:00 Catherine Abbott: There is more than one way to do something
 01:08:01 Kristin Asa: Wanting to be the first one done
 01:08:03 Stephenia Courtney: mistakes help you learn
 01:08:03 Angela Wilson: Being respectful to peer input
 01:08:04 dana dulzo: fear of being wrong
 01:08:04 Todd Smallcanyon: models
 01:08:06 Melanie Harding: Need for more time
 01:08:06 CINDA HOLLAND: fear
 01:08:08 Carmelita Nalzarro: Interpreting word problems
 01:08:10 Abigail Santiago: dyscalculia
 01:08:12 carolina vix: work with partners
 01:08:13 Brenda Harshbarger: Students fear getting wrong
 01:08:16 Imelda Valencia: Yes, that was what I did. I made the
 activity an exploration and solving in different ways. After some time, they were
 able to appreciate it.
 01:08:18 dana dulzo: sorry, fear of being wrong
 01:08:18 Christiana Dellota: having difficulty gathering thoughts on a
 time limit
 01:08:28 Sharon Black-MacKinnon: fear of being laughed at
 01:08:30 Jennifer Collier: lack of procedures for those that have it
 engrained that math is a strict process
 01:08:34 bony cellars: Lack of privacy/ of one's own work
 01:08:43 Catherine Abbott: @Imelda....thanks for the reply. :)
 01:08:57 Lance Brauchla: fear of looking foolish
 01:09:06 Laurel Dietz: know it but cannot explain it ...due to language
 proficiency level
 01:09:10 Valentina Sorescu: how do we assess both?
 01:09:23 Gisela Vivanco: Lack of even trying because no one around you knows
 and your parents hate math. Some students just give up.
 01:09:40 Dale Bloom: dyslexia
 01:09:43 Monica Dickerson: EXACTLY!!
 01:09:51 Cathy Smith: that is so true Gisela.
 01:10:00 Kristin Asa: Love the second one
 01:10:01 Laurel Dietz: lack of mathematics identity: I can do this...I am a
 mathematician
 01:10:02 Jennifer Owen: Growth mindset, it is okay to get the answer
 incorrect.
 01:10:10 Valentina Sorescu: the second
 01:10:12 Aura Fortaleza: 2nd
 01:10:14 Sharon Black-MacKinnon: second response
 01:10:15 Cheryl Ann Doyle E Barran: second
 01:10:15 Ruby Maghirang: The second one
 01:10:15 Cathy Smith: the second response
 01:10:15 Angela Wilson: the second
 01:10:15 Gisela Vivanco: Love that Laurel
 01:10:16 Ocella Davis: #2

01:10:17 Dave Hankin: second
01:10:17 MELVIN BURNETT: the second one
01:10:18 Martine Richardson: 2
01:10:19 Jolanta Sobolewska: the second
01:10:19 Beryl Yeung: I like #2
01:10:21 Amy Leasgang: 2nd
01:10:21 Arelys Arenas: second
01:10:22 Victoria Simmons: 2
01:10:22 Emily Graff: Mistake shutdown
01:10:25 Mary France Imperial: 2nd
01:10:25 Dewana Robinson: Martha would prefer the second
01:10:26 Deborah Maisonave: the second gives her an opportunity to grow
01:10:26 Carmelita Nalzaró: the second one
01:10:28 Valerie Davis-Fells: The second
01:10:29 Alana Roberts: Proactively positive approach
01:10:33 Debbie Meaney: Support is key.
01:10:37 Emerlina Binuya: 2nd one
01:10:39 Laurel Dietz: Can anyone add to Martha's thought
01:10:46 carolina vix: It is stated in a supportive way instead of in a
negative way.
01:10:48 Stephenia Courtney: we
01:10:50 Stephenia Courtney: sx
01:11:00 Stephenia Courtney: second
01:11:05 Donna McClue: The second one rewards effort
01:11:08 Catherine Abbott: Of course.....you can develop the culture to
expect mistakes and that mistakes are good. I love the routing "My Favorite No">
01:11:11 Alana Roberts: Reinforcing student effort
01:11:13 Gisela Vivanco: That is reframing. Super important.
01:11:22 Emily Graff: Not focusing on naming defacing wrong
01:11:34 Dewana Robinson: maybe let them work together
01:11:38 Imelda Valencia: We teachers should also be careful using
those strategies that are not mathematically correct like keep change change (subtraction) instead of saying adding the opposite of the subtrahend
01:12:04 Ocella Davis: proudful moment
01:12:06 Carmelita Nalzaró: reflection
01:13:15 Arelys Arenas: powerful language to encourage students make a great
impact on the students' p
01:13:16 Laurel Dietz: Depends on the linguistic modality: speaking or
writing and register
01:14:36 Laurel Dietz: WIDA ACCESS test students must use more formal talk
to convince/persuade others...so need to hit both
01:14:38 Melanie Harding: Students caught when I say "pocketbook"
01:14:39 Stephenia Courtney: making meaning
01:14:44 Catherine Cook: average for mean
01:14:47 carolina vix: I am not originally from the United States and I
myself struggle with those expressions :)
01:14:58 Josie Cazares-Adams: I once used 'stop beating a dead horse' and
it went in a totally different direction. We wound up with the unethical treatment
of animals
01:14:58 Catherine Abbott: Can you invite students to identify verbal

expressions they do not understand AND to share their own colloquial expressions?
Rather than do not use the expression....just become more aware and share.

01:15:19 Gisela Vivanco: Haha Josie
01:15:29 Emily Graff: The wording love how you thought of yjthat
01:16:04 Sheila Kirton-Robbins: purse
01:16:05 MELVIN BURNETT: This was so beneficial!
01:16:10 Courtney Slade: How do you encourage shy students to share their ideas?
01:16:10 Angela Wilson: Soda / pop
01:16:17 Jennifer Owen: Slang words
01:16:21 Sheila Kirton-Robbins: in my culture a purse = wallet
01:16:21 dana dulzo: I loved this presentation.....much to think about.
01:16:25 Belkis Ceri: Thanks for this beneficial presentation
01:16:25 Carmelita Nalzarro: great presentation. Thank you very much.
Also to Ms. Chonda
01:16:28 Emily Graff: Unfamiliar experiences
01:16:31 Michael Gougis: under water, in the black,
01:16:39 Emily Graff: Buying things usually parents do
01:16:47 Ulysses Cendejas: Let them work with a partner or have them stand next to them during a presentation
01:16:50 Emerlina Binuya: language barriers is really a problem specially for ESL students
01:16:56 Emily Graff: Up rcreek without a paddle
01:17:01 Michele Conners: Would it be better to use a context that students understand for introducing a new concept, and then using a context that might not know when reinforcing the context.
01:17:25 Michael Gougis: credits and debits
01:17:26 Stephenia Courtney: I do you do we do...interchange
01:17:46 Laurel Dietz: sometimes ...using cooperative groups...gives opportunities to talk with peers ...then to the class
01:18:03 Courtney Slade: Thank you!
01:18:07 Catherine Cook: are you talking about limiting or explaining idioms or slang like "getting ripped off"
01:18:13 bony cellars: Mathematicians language vs programmers language
01:18:15 Catherine Abbott: Colloquial expressions can be lots of fun....English "raining cats and dogs" in Sesotho "raining old women with clubs".
01:18:17 Betty Stallings: I often have to ask students to repeat or to tell it to me in their own words to make sure they understand the problem
01:18:17 Cherish Alberts: I am hoping that this virtual environment will give us the chance to work with those shy and uncertain students :-)
01:18:19 Gloria Flores: Thank You:)
01:18:44 Trena Wilkerson: Building confidence is part of developing their mathematical identity, authority and agency. www.nctm.org/change See Catalyzing Change for more discussion!
01:18:45 Victoria Simmons: This is an amazing presentation. A lot of reminders for teachers to be great in math discourse. Thank you so much.
01:18:53 Dewana Robinson: Thanks for all the great information
01:18:57 Daniel Irving: Thank you for this incredible presentation!
01:19:03 Catherine Abbott: Intentional is huge!
01:19:10 Lindsay Tasker Barker: Just a thought, I have had my sixth graders

be completely defeated just by looking at "large" 3-5 step word problems. To ensure their understanding and comprehension, I had them work in partners and illustrate a "children's" book with one picture and one statement per page. It slowed the students down, forced them to invest in the steps and determine steps more carefully

01:19:14 Laura Cranmer: Thanks for a thoughtful presentation

01:19:19 Andréa Chew: Thank you for this amazing presentation!

01:19:24 Elba Howington: Thank you, very informative!

01:19:32 Emily Graff: Yes rephrasing

01:19:35 Gisela Vivanco: Great presentation, thank you so much!

01:19:42 Lauren O'Neill: Thank you so much for this presentation. Thinking about language is mathematics is so important.

01:19:54 Imelda Valencia: Thank you. Great presentation

01:19:56 Catherine Abbott: @Lindsay....have you seen the graphic organizer "Diamond Math Problem"?

01:20:02 Nicole Walden: Lind...greart idea

01:20:03 Stephenia Courtney: TY for ANOTHER GREAT PRESENTATION

01:20:10 Brenda Harshbarger: Thank you for great instruction on a topic rarely addressed in math professional development.

01:20:16 Mary France Imperial: Thank you so much for another wonderful session

01:20:18 Donna McClue: Wonderful presentation. This year my team is focusing on mathematical discourse.

01:20:22 Sharon Black-MacKinnon: Thank you so much. Very informative, fabulous webinar!

01:20:25 Valentina Sorescu: Thank you so much Dr. Kersaint! This session was wonderful

01:20:27 Jen Hindo: Thank you

01:20:32 Cherish Alberts: Thank you so much for all these great thoughts, tips, and ideas!

01:20:37 Lorie Huff: Thank you for helping me focus on addressing the language of mathematics to make math concepts meaningful.

01:20:37 MIKE GENUEL SALAZAR: Thank youuu

01:20:45 Laura Ramp: Thank you!!

01:20:45 Christine Friberg: Thank you very much!

01:20:56 Alicia Crawford: Thank you!

01:21:00 Angela Wilson: Thanks so much for this presentations; I really needed to get a better understanding of the what and how I perceive my use of math language in classroom during the lesson and how my students use the math language too.

01:21:03 Mary Lyons: Thank you for this presentation!

01:21:04 Lance Brauchla: love the vocabulary focus....thanks

01:21:08 Laurel Dietz: Great presentation...reminders about language learning in mathematics context. I think all mathematics teachers would benefit from listening to your presentation. Thank you!

01:21:33 Mitzi Amoma: Thank you so much.

01:21:34 Ocella Davis: Dr. Kersaint - this was a very enlightening session.

01:21:40 Debbie Meaney: This was a great presentation.

01:21:43 Laurel Dietz: Also talk to your EL teachers in your building/district

01:21:54 Arelys Arenas: Thank you for sharing what I enjoy the most of

learning mathematics, how to use the content language and how to improve it without fear being incorrect. The "YET" is a beautiful word. Thank you for your time and an amazing presentation.

01:21:58 Jennifer Owen: A lot of schools are talking about getting rid of vocabulary. I am glad that you presented on the importance of vocab.

01:22:01 Laurel Dietz: WIDA website might be a good start too

01:22:11 Catherine Abbott: ...and that gives students permission to use whatever means to communicate in return.

01:22:40 Harold Miles: Google translate helps with vocabulary.

01:22:42 Joan Albers: Thanks for making me think about this to be sure students do understand.

01:22:48 Catherine Abbott: @Laurel...WIDA Can Do statements were a huge game changer for me working with my EL students.

01:22:50 Sheila Kirton-Robbins: Thank you.

01:22:54 Angelita Beltran: Thank you

01:22:59 Rachell Scott: Thank you!! This was a great presentation. Thanks for the great ideas and thoughts to consider and keep in mind of our ELL students.

01:22:59 Ocella Davis: Very powerful!

01:23:02 Dee Crowell: Thank you! Good information.

01:23:05 Emerlina Binuya: Thank you everyone!

01:23:41 Olga Kosheleva: Thank you!

01:23:44 WARASABON DOMINIKUS: thank you. great presentation.

01:23:45 Bruce Pill: I had international students use a electronic translator in class and the other students helped create an environment where the student felt comfortable asking for clarification

01:23:51 Laurel Dietz: The development of these ...helps all students not just ELs

01:24:21 Harold Miles: Great presentation.

01:24:26 Kristie Chandler: Thank you!

01:24:31 Nora Marasigan: Thank you so much!

01:24:38 Cheryl Ann Doyle E Barran: great presentation my love

01:24:40 Jennifer Owen: Give them Sentence Stems to help them communicate with each other

01:24:44 Catherine Abbott: We have to develop that capacity to collaborate peer to peer without an adult standing over their virtual shoulder.

01:24:49 Alana Roberts: Thank you!

01:24:55 Lesly Brown: Such a great presentation!

01:25:00 Rodney Cooper: Gladis, as a Math and Avid Teacher, you are hitting the nail directly on the head- True Colloquialism lol

01:25:02 tracey simmons: Thank you!

01:25:02 Amy Leasgang: Thank you!

01:25:06 Jet Yeung: Thank you for sharing your information and skills.

01:25:07 Kendra Edwards: Thank you. This was a great presentation.

01:25:09 Aura Fortaleza: This is great ! Thank you so much!

01:25:12 Kristin Snell: Thank you

01:25:13 Victoria Simmons: Thank you everyone...

01:25:14 Abigail Santiago: Thank you!

01:25:14 Valentina Sorescu: Thank you!

01:25:16 Dave Hankin: Thank you again from Globe, Arizona!

01:25:17 Judith Owens: Thanks you so much! Great information!

01:25:19 Rhonda Rampley: Thank you
01:25:20 Beryl Yeung: Thanks
01:25:21 Maria Padiernos: Thank you!
01:25:21 Jolanta Sobolewska: thank you
01:25:22 Harold Miles: Thank you.
01:25:23 Maria Woehl: Thank you for the recommendations!
01:25:23 Catherine Abbott: Thank you very much Dr. Kersaint.
01:25:24 Josephine Romero: Thank you!
01:25:24 CINDA HOLLAND: Thank you!!
01:25:25 Delphine Stallworth: Thank you
01:25:25 Bruce Pill: Thank you so much!!!
01:25:25 Honey Sacro Swem: Thank you for sharing your expertise!
01:25:25 Jalpurnia Blalock: Thank you, very informative!
01:25:26 Valerie Davis-Fells: Thank you, Dr. Kersaint
01:25:26 Shatima McBrayer: Thank you so much!
01:25:26 Bill Hudson: Wonderful presentation thank you
01:25:27 Wendy Janerico: Thank you
01:25:27 Laurel Dietz: Using visuals, content area dictionaries, journals;
listening activities to build language skills
01:25:28 Skip Fennell: Thanks, Gladis, very nice. Appreciated.
01:25:28 Emerlina Binuya: Very inspirational
01:25:30 Dellaresse Finlay: Thank you so much. Very informative
01:25:30 Catherine Bronikowski: Excellent presentation!
01:25:33 Elmer Mayol: Thank you very much!!!
01:25:34 Valerie Kopinski: Thank you for a wonderful presentation, Dr.
Kersaint! It was a great way to spend an hour of learning.
01:25:34 Susan Danskin: Thank you for such a detailed, example laden
presentation.
01:25:34 Joan Albers: Thank you!
01:25:34 Emily Kavanagh: Thanks so much for an informative presentation
01:25:35 Ulysses Cendejas: Thank you!
01:25:35 Michele Ratcliffe: Thank you!! Can't wait to implement what
I've learned today.
01:25:36 Josie Cazares-Adams: Great, and thought provoking. Mathematics
is another language!!
01:25:37 Liberty Beckermann: Thank you for this! Has opened my mind for
new ways to encourage and teach.
01:25:39 Jennifer Collier: Loved this! Thank you so much! Really liked
reframing the teacher talk!
01:25:39 Jessica Schnepfle: Thanks for emphasizing the importatnce of
vocabulary.
01:25:41 Ruby Maghirang: Thank you very much! This is very helpful.
01:25:44 Cathy Smith: I really loved this. I teach co-taught, so I
definitely encounter many of these problems.
01:25:46 Catherine Cook: thank you for this presentation!
01:25:49 Emily Graff: Math talk is nothing if the words are not understood
fantastic
01:25:52 Tanya Landry: Thanks so much!
01:25:52 Lindsay Tasker Barker: @catherine abbott I have not but I will
check it out! TY :)

01:25:52 Emerlina Binuya: Very inspirational!
01:25:53 Martine Richardson: great presentation for the grouping of students.
01:25:54 jill brown: excellent, many thanks :)
01:25:55 Carmelita Nalzaro: Thank you so much. God Bless. Bye
01:25:55 Deborah Maisonave: Thank you for helping us to understand the importance of mathematical discussion!!! Please stay safe and healthy!!
01:26:00 Regina Mistretta: Thank you for your time! Appreciated your presentation.
01:26:04 Justin Klinger: Thank you. It was amazing.
01:26:05 William Driscoll: Thanks!
01:26:05 Genesis Docena: 🙌🙌🙌🙌
01:26:13 Chonda Long:
<https://www.nctm.org/Store/Products/5-Practices-for-Orchestrating-Productive-Mathematics-Discussions,-2nd-Edition/>
01:26:18 GENERIEVE CORONA: Thank you
01:26:22 Chonda Long:
<https://www.nctm.org/Store/Products/5-Practices-for-Orchestrating-Productive-Mathematics-Discussions,-2nd-Edition/>
01:26:28 Sheila Kirton-Robbins: 🙌

01:26:30 Lindsay Tasker Barker: Great work! Inspiring
01:26:30 Laurel Dietz: 5 practices in practice too
01:26:35 Betty Stallings: Thanks so much. These Webinars are going to be helpful when I return to the classroom. Again you.
01:26:44 Eduardo Enjambre: Thank you.
01:26:45 Wisnu Siwi Satiti: Thank you so much everyone! Thank you NCTM!
01:27:35 Jonathan Marcovitz: Thank you.
01:27:36 Guillermina Reynoso: Thank you
01:27:43 Chonda Long: Check out the August eTOC -
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/MTLT_eTOC_Aug.pdf
01:27:53 Jennifer Rubiano: Thank you
01:28:15 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

01:28:33 Zara Simpson: Thanks
01:29:10 Ratu Ilma Indra Putri: Thanks
01:29:25 Rosalyn Bantay: Thanks again NCTM
01:29:28 Sharon Black-MacKinnon: Yes, thank you so much to all of you at NCTM!!
01:29:32 Rebecca Flora: thank you!!
01:29:38 Cindy Lee: Thank you so much!! Fabulous ideas I loved the example of the foreign language
01:29:44 MIKE GENUEL SALAZAR: Thank you, NCTM!
01:29:45 Alanna Prudhom: Thank you! This was a wonderful lesson into how to deliver a lesson.

01:29:47

Laurel Dietz: Thank you