Chat Transcript – November 29, 2017

Kristin Keith: Welcome everyone!! We will begin at 7 pm

Kristin Keith: Where is everyone from?

Cheryl Wooden: Hello! Cheryl from Dunlap, IL

Peggy Brady: Good evening - i am using an iPad and am wondering if you know where I can find the "meeting > audio setup wizard" to get the sound?

Tiffany Gallagher: Hi Kristin, I am from New Jersey

Heidi Lang: Falls Church, Virginia

Jennifer Bates: I teach 5th grade math in McKinney, (North) Texas

Peggy Brady: McLean, VA

Kristin Keith: Peggy, is there a meeting dropdown at the top left of your screen?

Sharon Welch: Hello I’m Sharon from VA

Dianne Wright: Middle school math in Shenandoah County Virginia

Emily Lehman: Hello! I am Emily, I teach Kindergarten in Clinton, MO!

Roland Thibault: Hello from Portland Maine

Jen Leonard: Hi from Grafton MA

Peggy Brady: No there isn't - just the box icon for the presentation screen

Peggy Brady: is there a number i can dial into?

Sharon Zintel: Hello from Canada!

felice willis: Hello I am from a district near Cleveland Ohio

felice willis: GO CAVS

Kristin Keith: no, we don't have a number

Kristin Keith: I've had people use ipads before and they had that function

Kristin Keith: Do you see a speaker icon anywhere?

Peggy Brady: no

Marissa Blakley: Hello from Houston!

Alyssa Young: Hi there! I teach 4th grade in Brooklyn.

Peggy Brady: its working now - i can hear the audio

Pamela Bixby: Hi everyone, I am from Virginia

Marilyn Cannon: Hello, everyone. I am from the Kansas City, MO area.

Rene Vrable: Hi, I am a math coach in Pinellas Co, Florida.

Laura Connell: Hello! Math Coach - Wilton, CT

Sarah Murray: Here from New Hampshire!
Mike Patterson: Hello from Las Vegas!
Kenneth Williams: Hello, everyone. I am a STEM teacher in Prince George's County, MD
Evelyn Johns: Evelyn Johns from Phila.
Janet Hollister: Hi I am a math coach in Santa Barbara CA
Terra Sweet: Hi, Terra from Toronto here
Tracy Proffitt: 4 of us here in Lynchburg, VA: Ruth, Tracy, Lori & Patsy
Sherri Dezort: Sherri DEZORT, saying hi from Rhode Island
Helene Alalouf: Helene from NYC
Lisa McDonough: Hi, listening in from Fort Payne, AL
Carrie Lamothe: Hi from Maine
Dana Rogers 2: Dana Rogers: Hello all. I am a math specialist in Vero Beach FL
John Christiansen: John C. from NYC
Karen McPherson: Asheville, NC
Patricia Ryan: Hi all! MS principal and former math teacher.
Patricia Eberhardt: Hi from cloudy PhX AZ
Crystal LeBlanc: Hello. I'm a 2nd grade teacher in Chesterfield, VA
Althea Headlam: Hi from Brooklyn
Dar Brown: Hi. I'm from Pinellas County, Florida.
Heather Camuso: Hello from Warrensburg MO!
Lea McAllister: Hello from Clinton Township, Michigan
Patricia Ryan: 3
Deb Barnum: 3
Sophie Glassman: 3
Emily Lehman: 1
Marilyn Cannon: SMP#3-
Sarah Murray: 3
Jennifer Jones: 3
Helene Alalouf: 3+4
Jen Leonard: 3
Lea McAllister: 1, 3, 6
Althea Headlam: #3 -
Alyssa Young: 3
Heather Camuso: 3. They are working off of each other to discuss.
Abbe Kellner: Construct viable arguments
Rachael Heard: 3
Sophie Glassman: 3 because Jackie is critiquing Ella's reasoning
Dar Brown: 3
Terra Sweet: 3 b/c there is an argument as well as a questioning of or critique of the argument
Jen Leonard: construct viable arguments; student explains her reasoning mathematically
Deb Barnum: Jackie is critiquing Ella's reasoning
Rene Vrable: 3 they will discuss their reasoning
Felice Willis: 3...Jackie responds to what Ella surmises
Heather Camuso: They are giving reasoning by showing their work and thoughts.
Karen McPherson: It is 3 because Jackie took what Ella said and then added a critique.
Heidi Lang: 3 Jackie refers to Ella's work
Emily Lehman: make sense of a problem, modeling their thinking to solve
Patricia Ryan: Jackie is showing Ella the reasoning behind why the line is not a line of symmetry.
Helene Alalouf: 3 - each makes a claim; 4 both present models of their claim
Tiffany Gallagher: 3 due to the fact that the student is showing why Ella's reasoning is faulty
Carrie Lamothe: #3 When Jackie states by folding on the diagonal there is no line of symmetry.
Marilyn Cannon: illustrating one of the folds to show that it does not align symmetrically
Althea Headlam: Jackie is pointing out that one of Ella's lines of symmetry is not actually a line of symmetry
Dianne Wright: 3 viable argument by folding paper
Crystal LeBlanc: 3-collaborating to solve a common problem; 4-using a model/example
Dar Brown: Having to understand and make sense of others work.
Terra Sweet: 6 b/c the student is being asked to check if their answer is precise
John Christiansen: 3 Jackie is critiquing the reasoning of Ella. She's asking her to construct an argument.
Cheryl Wooden: 3 - they are discussing and critiquing each other and maybe 5 because they are using the paper to show their reasoning.
Carrie Lamothe: #4 proving and reasoning using the rectangle as the model
Lea McAllister: Jackie is using precise language to develop a precise definition of symmetry
Heather Camuso: They are also looking for precise responses and making sense of the structure of symmetry
Dana Rogers 2: 3 Jackie is explaining her reason for why it's not a line of symmetry
Jen Leonard: 1 she is persevering
Deb Barnum: Modeling; Looking for patterns
John Christiansen: 4 - Modeling
Roland Thibault: Modeling
Heather Camuso: She’s perservering in solving the problem. She is modeling and looking for precise answers and demonstration.
Marilyn Cannon: SMP #1-perservering and considering her options
Alyssa Young: Perserverence and modeling
Dianne Wright: modeling by drawing pictures
Lea McAllister: Practice 1, Jill is making sense of the problem in a way that makes sense to her
Sophie Glassman: modeling mp4 because she is modeling with manipulatives and pictures
Karen McPherson: Jill is using a variety of tools to help her make sense of the problem.
Althea Headlam: appropriate tools, persevere when solving problems, model mathematics
Crystal LeBlanc: 1, 3, 4
Emily Lehman: 1, 3, 4
Mike Patterson: modeling, looking for patterns, collaborating
Helene Alalouf: I see a few participants this evening chose 5 for the first ex. I did not apply paper as considered a tool?!
Dar Brown: 5 modeling with mathematics
Jen Leonard: 4
Sarah Murray: Jackie is using more than one strategy to model this solution and persevering
Dana Rogers 2: 4 exploring by using tiles
Tiffany Gallagher: Modeling, persevering, attending to precision
Evelyn Johns: Evelyn Modeling, problem solving
Cheryl Wooden: 1 - persevering and 4 - using various models to help her
Heather Camuso: Precision in language for sure.
Alyssa Young: Precision
John Christiansen: Attend to precision
Tiffany Gallagher: This is attending to precision
Abbe Kellner: modeling, attending to precision
Marilyn Cannon: Attending to precision
Jen Leonard: model with math 4
Karen McPherson: Attending to precision when she was specific in the characteristics of the rectangle.
Roland Thibault: precision
Cheryl Wooden: Attending to precision
Carrie Lamothe: Problem solving
Evelyn Johns: Evelyn precision
Dar Brown: 6 attend to precision
Jen Leonard: 6 precision
Helene Alalouf: 1 to make sense of direction and because of "non".
Evelyn Johns: Evelyn there are 3 numbers behind the decimal points in both problems
Dianne Wright: How are 0.4 and 0.04 related? How are 3.3 and 0.33 related?
Helene Alalouf: When multiplying, what do you notice about the decimals?
Marilyn Cannon: What does the decimal position tell us?
Lea McAllister: What operation do you perform on 0.4 to get to 0.04?
Jen Leonard: Can you give me an example of multiplication where the decimals don't matter?
Carrie Lamothe: CAN YOU SHOW ME ON THE PLACE VALUE CHART?
Crystal LeBlanc: I would likely first say, "Can you tell me more?" or "Will you defend your response with evidence"
Terra Sweet: I would start with, "Tell me more about this" to get more initial information from the student
Tiffany Gallagher: I would ask the student to explain in more detail what this means? If they multiply them do you get the same answer?
Dar Brown: I would put this in a real world situation. Make it money and see if this person still thinks the decimal does not matter.
Alyssa Young: Why does it not matter for multiplication? How about for other operations?
Dana Rogers 2: Tell me a little more about what you mean
John Christiansen: Can you think of a problem when the position of the decimal matters?
Carrie Lamothe: I WOULD ASK THEM TO SHOW THE MOVE ON A PLACE VALUE CHART..
Abbe Kellner: 1, 2, and 3
Jen Leonard: 2, 3, 4, 6, 8
Crystal LeBlanc: 1-7
felice willis: 1,3
Patricia Ryan: 4 - modeling is a great way to show how you know.
Marilyn Cannon: SMP 2 & 3
Tiffany Gallagher: 1, 3, 4, 6
Althea Headlam: 3, 6
Sarah Murray: 1, 2, 3
Deb Barnum: 1, 3, 6
Helene Alalouf: all!
John Christiansen: Reason abstractly and quantitatively
Roland Thibault: 1, 2, 3, 7
Cheryl Wooden: 2, 3
Lea McAllister: Can you please repeat the four requirements, according to Deb Ball, for a mathematical explanation?
Marissa Blakley: Just about all of them!
Alyssa Young: 1, 2, 3, 4, and 6
Dianne Wright: 2 reason abstractly, 7, 8
Evelyn Johns: Evelyn 1, 3, 6
Dana Rogers: 2: 1, 3, 6
Melanie Harris: Depending on the type of problem being asked, all practices could apply.
Rene Vrable: 1, 2, 3
Terra Sweet: @Melanie - agree w/ you
Abbe Kellner: 2, 4, 7
Roland Thibault: 1, 2, 3, 4, 7, 8
Dianne Wright: 7
Terra Sweet: 1 - b/c you have to persist to get multiple ways to represent
Dar Brown: 1, 3, 4, 7
Karen McPherson: 2, 7
Deb Barnum: 2
Carrie Lamothe: Reason abstractly
John Christiansen: 1, 4, 6
Marilyn Cannon: SMP 2 & 4
Terra Sweet: 4
Crystal LeBlanc: 4, 7
Lisa McDonough: 4, 7
Lea McAllister: 2, 7
Helene Alalouf: 2, 6, 7
Jen Leonard: 2, 4
Pamela Bixby: 1, 4, 3
Sarah Murray: 4, 7
Terra Sweet: 2
Cheryl Wooden: 2, 4
Evelyn Johns: Evelyn 1,3,,4
Sharon Zintel: 4
Carrie Lamothe: look for and make structure
Mike Patterson: 1,4,7
Kenneth Williams: 2,6
Emily Lehman: 2, 3, 7
Rene Vrable: 4,7
Sophie Glassman: 0.75
Karina Moran: It can be composed by fourths, it is less than one whole, it is more than one half
Sandra Son: They’re very simple
Dianne Wright: specificity
Carrie Lamothe: The precise of math language being used one is more precise than the other
Roland Thibault: Narrows it down quickly
Tiffany Gallagher: Based heavily on computational components
Karina Moran: the green card does not show place value understanding
Helene Alalouf: Left one knows place value; both "give away" answers.
Emily Lehman: one student understands place value
Cheryl Wooden: I like how the first one used place value instead of just "has a 2 and has a 3"
Jen Leonard: red clues show understanding of place value
Evelyn Johns: too easy
Sherri Dezort: you can solve them both before you get to the last clue
Rene Vrable: I would change the sequence of the clues.
Carrie Lamothe: One clue gives the answer clearly away
John Christiansen: Directing audience to the number without too much rigor.
Heather Camuso: It leaves little room for error in the end. For red it's over after the second clue. I like the place value though.
Heidi Lang: Final clues unnecessary in red set
Alyssa Young: Needs guidance on what makes clues really good!
Heather Camuso: I think the sequence of green is very smart!
Dar Brown: Unnecessary redundant clues....a bit obvious
Cheryl Wooden: Should the clues get more specific?
Karina Moran: the green gives equivalence
Terra Sweet: I think it would be cool if teachers share their students clues with each other, and then students can analyze and give feedback to improve another anonymous student's work
Karina Moran: #3
John Christiansen: 1, 2, 6
Dianne Wright: 2, 4
Carrie Lamothe: #1, 6,
Althea Headlam: 6, 1
Dar Brown: 2, 3, 6
Rene Vrable: 6, 7
Roland Thibault: 1, 2, 6
Lea McAllister: 6
Abbe Kellner: 2, 6, 7
felice willis: 6
Joyce Price: 1, 2
Heidi Lang: 2, 6
Evelyn Johns: 3, 6
Jen Leonard: 3, 7
Dana Rogers 2: 2, 6
Heather Camuso: reasoning abstractly and quantitatively. Constructing arguments with precision.
Cheryl Wooden: 1, 2, 6
Mike Patterson: the 6
Alyssa Young: 6 so important
felice willis: 2
Kenneth Williams: 6, 7
Crystal LeBlanc: 4, 5, 6, 7
Helene Alalouf: 2, 4, 6
Terra Sweet: Yes, that would be great!
Sandra Son: 29 and 50 are alike because they are both two digit numbers.
Kenneth Williams: 25 is one of the addends
Terra Sweet: This routine would be a nice one to use in a Morning Message... kids can add their ideas to the list as they come in in the morning.
Dana Rogers 2: Nice idea
Joann: Terra, I like that idea too.
Karina Moran: Would you consider this routine to be like Which One Does Not Belong activities
Dana Rogers 2: agreed
Dianne Wright: number lines on student desks?
Karen McPherson: similar to the clothesline math activities
Emily Lehman: When is it developmentally appropriate to begin using number lines?
Aimee Edmunds: vertical number lines! (like the thermometer)
Karen Wallace: I have a clothesline that hangs in the room and never put 0 on it.
Aimee Edmunds: The thermometer is a very early concept that discussed especially when you live in a cold climate that gets below zero!
Crystal LeBlanc: My kindergarteners used number lines. My own children began using number lines in Pre K.
Helene Alalouf: Start with a ruler!?
Terra Sweet: I've also seen this routine done with a number line that looks like the big drop on a rollar coaster... a line that travels up, up, up and then curves to drop down, down, down.... a way to mix it up
Heather Camuso: We love number lines. We make them as a class then practice jumping to add/subtract with them.
Helene Alalouf: Upper grades use # line with negative integers as well. Misconceptions appear on measurement data std.
Aimee Edmunds: And a cartesian plane...which is a number line in four directions
Tiffany Gallagher: We also use it or elapsed time
Dar Brown: I love the number line for elapsed time in third grade. : -)
Jen Leonard: open number lines for rounding
Heather Camuso: We can hear her.
Terra Sweet: yes we can hear
Helene Alalouf: what is mathematical alphabet?
Cheryl Wooden: So many great ideas!!! Thank you so much!
Melanie Harris: Thank you for all your great ideas!
Patricia Eberhardt: it was a great discussion thanks
Mike Patterson: thanks so much!
Heidi Lang: Thank you so much!
Dianne Wright: thank you
Roland Thibault: Thank You Very Much. Lots of good ideas!
Crystal LeBlanc: Thanks for sharing your thoughts and time! I've learned some new things to implement.
Emily Lehman: Thank you! Great ideas!!
Dar Brown: This was great. Thank you for all you time and efforts and for the great book!!!!
Heather Camuso: Awesome presentation. I've learned from these gals for years and love hearing more!
Jennifer Jones: routines for fostering math practices at [www.fosteringmathpractices.com](http://www.fosteringmathpractices.com)

Tiffany Gallagher: Thank you ladies....very informative!

Dana Rogers 2: Thank you, good conversation

Lisa McDonough: Thank you! Great ideas and love the geometry suggestions with the routines.

Joann: Mathematical alphabet .... first person in line gives a math word that starts with A... next person a math word that begins with B

Sarah Murray: thanks so much!

Jennifer Jones: TY

Terra Sweet: Thank you !

Loretta Kimmick: Thank you!

Joann: Thanks everyone.... you made that fun!

Emily Combs: We will try to post our PPT on twitter to share the links about Quick images.

Althea Headlam: Thank you - very useful and easy to implement

Emily Combs: Not link rather slides.

John Christiansen: Thank you.