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 Ellas reasoning

Dar Brown: 3

Terra Sweet: 3 b/c there is an arguement as well as a questioning of or crituque 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 diagona there is no line of symmetry.

Marilyn Cannon: illustrating on 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 reasonong 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 its 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 percise answers and demonstration.

Marilyn Cannon: SMP #1-persevering 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 becuase 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, colloborating

Helene Alalouf: I see a few partiicpants 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 charcateristics of the rectangle.

Roland Thibault: precision

Cheryl Wooden: Attending to precision

Carrie Lamothe: PRoble sollving

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 thedecimal 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 eviidence"

Terra Sweet: I would start with, "Tell me more about this" to get more initial imformation fromt he 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 abd 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 perservere to get multiple ways to respresent

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 langusge being used one is moe 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 sequesnce 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 feedbck to improve another anonymous student's work

Karina Moran: #3

John Christiansen: 1, 2, 6

Dianne Wright: 2,4

Carrie Lamothe: #!. 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 arguements 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: Uppoer 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

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.