

00:18:10 Sean Breen: San Francisco
 00:18:12 Michael Lanstrum: Hello from Cleveland, Ohio
 00:18:14 Emily Kavanagh: Hello from Columbia,MD
 00:18:25 Linda Samek: George Fox University – Teacher Educator
 00:18:33 Beverly Bailey: Hello – Diamond, Ohio
 00:18:33 Daniel Irving: Hello from North Providence, RI!
 00:18:36 Linda Samek: Oregon!
 00:18:40 Chonda Long: Hello from Northern Virginia
 00:18:42 Cynthia Lee: Aloha from Hawaii
 00:18:54 Jennifer Rothfuss: New York
 00:19:00 Lisa Aldous: Hello from Maryland!
 00:19:08 Veronica Ernandes: Los Angeles
 00:19:31 Jacob Peterman: Hello from New Mexico
 00:19:36 Sam Hardison: Boise, Idaho
 00:20:26 Aya Zvaigzne: Nashville, TN sends greetings to all
 00:20:53 Edel Reilly: Hello from Indiana, PA
 00:22:48 Jacob Peterman: $5/3$
 00:22:52 Lisa Aldous: $5/3$ only one greater than one whole
 00:22:53 Jacob Peterman: Its dirty
 00:22:53 Linda Samek: $5/3$
 00:22:56 Akkya Majors: $5/3$
 00:22:57 Michael Lanstrum: $5/2$
 00:22:57 Trena Wilkerson: Hello from Waco, TX! I am a bit late but
 looking forward to it!
 00:23:00 Anne Feeney: I did this same one on the first day of
 school this year!
 00:23:00 Michael Lanstrum: $5/3$
 00:23:05 Christi Edwards: $5/3$
 00:23:06 Edel Reilly: $1/2$
 00:23:07 Naomi Perry: $5/3$
 00:23:08 Aya Zvaigzne: $5/3$
 00:23:16 Laura Steele Monahan: I love WODB! One half since it's the
 only unit fraction
 00:23:16 Lisa Aldous: $5/3$ only one without the digit 2 in it
 00:23:16 Daniel Irving: $5/3$ (improper fraction; also does not contain
 a 2)
 00:23:19 Jacob Peterman: I also don't like $1/2$, it looks shifty, there
 is no 5 in it
 00:23:20 Sean Breen: $2/10$ can be reduced
 00:23:21 Naomi Perry: Because it is the only one greater than 1
 00:23:21 Jenny Sagrillo: $2/10$ is the only one that isn't in reduced
 form
 00:23:27 Beverly Bailey: $5/3$ does not have a 2 and greater than 1
 00:23:28 Michael Lanstrum: $5/3$ Improper Fraction
 00:23:37 Edel Reilly: $1/2$ all other fractions have a number that's
 a multiple of 5
 00:23:48 Jenny Sagrillo: $1/2$ is the only unit fraction
 00:23:56 Daniel Irving: $2/10$ does not contain an odd #
 00:24:29 Lisa Aldous: $2/10$ has a 2-digit denominator
 00:24:29 Elizabeth Swerling: $2/10$ – has a 2-digit number

00:24:36 Daniel Irving: 2/5 contains an even and an odd prime #
00:25:57 Sean Breen: They all belong in our inclusive math community
00:26:36 Linda Samek: Teacher educator
00:26:42 Jenny Sagrillo: teacher educator
00:26:42 Edel Reilly: faculty working with pre-service teachers
00:26:44 Michael Lanstrum: Instructional Specialist (Mathematics)
00:26:55 Jacob Peterman: What is a math coach?
00:27:07 Mary Shortino-Buck: K-12 ELL TOSA focusing on language in math
00:27:07 Veronica Ernandes: Math Director
00:27:29 Mary Shortino-Buck: K-12 ELL TOSA focusing on language in mat
00:31:30 Laura Steele Monahan: I use GSuite comments, Google Classroom, and personal emails. I've started using the comments in Desmos Classroom activities more, too!
00:31:30 Sean Breen: Break out rooms...jam boards...
00:31:33 Ashley Thomas: google form
00:31:37 Lauren Wachter: If you're using Google products the MOTE add on is a great way
00:31:44 Barbara Fox: Individual feedback can be given face to face in breakout rooms. Students can present work on white boards and get response from teacher and others.
00:31:50 Sean Breen: FlipGrid
00:32:00 Laura Steele Monahan: Kami has great tools, too!
00:32:44 Sean Breen: I agree...Mote makes the feedback so personal and real
00:34:58 Daniel Irving: Student Desmos pages are great to monitor student progress (see their screens).
00:35:01 Dominique Parke: Shared gSlides. As teacher I can quickly see all groups working
00:35:13 Jenny Sagrillo: NearPod, Desmos, Google Slides that are editable by everyone
00:35:20 Laura Steele Monahan: I agree, Daniel - Desmos really works well
00:35:29 Elizabeth Swerling: I wish we had a better way to see they were TALKING in Breakouts.
00:35:29 Laura Steele Monahan: Shared Slides
00:36:43 Lisa Aldous: My district requires a teacher to be in every breakout room to monitor it, so I don't often get to use them.
00:38:29 Emily Kavanagh: True to all
00:39:44 Chonda Long: Peg's Session if you missed it - <https://www.nctm.org/online-learning/Webinars/Details/520>
00:40:43 Trena Wilkerson: Empowering for students!
00:41:20 Daniel Irving: Absolutely! All students are brilliant and all students are mathematicians!
00:42:11 Jacob Peterman: Fractions vs percentages
00:42:38 Elizabeth Swerling: fraction, percents, decimals, powers
00:42:45 Jacob Peterman: relative size comparison

00:43:18 Daniel Irving: Values greater than one and values less than 1; values greater than $1/2$ or less than $1/2$

00:43:26 Daniel Irving: or equal to*

00:46:48 Daniel Irving: That is a great book! I literally purchased it a few weeks ago!

00:47:14 Barbara Fox: Is the book available for other grade spans?

00:47:22 Chonda Long: <https://www.nctm.org/store/Products/Reasoning-and-Sense-Making-Problems-and-Activities-for-Grades-5-8/>

00:48:21 Daniel Irving: Great tool for percentages and estimations of percentages!

00:50:33 Lisa Aldous: understand relative size of product

00:50:55 Jacob Peterman: like dividing by a big number is interesting because what are they trying to get to?

00:51:02 Dominique Parke: The student that connected it to dividing by a big number. Nice notice.

00:51:37 Daniel Irving: This questions is great to utilize in all levels of mathematics classes.

00:51:41 Daniel Irving: this question*

00:54:23 Emily Kavanagh: I love Jamboard. It is so easy to use.

00:54:58 Daniel Irving: Or the first person's response might have sparked or elicited an understanding in a classmate who then provided the explanation. Collaboration is key!

00:58:21 Chonda Long: https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Dec8WebinarHandout.pdf

00:59:05 Barbara Fox: Will this session be available after it's over AND could I use it with my student teachers?

00:59:22 Chonda Long: The recording will be available tomorrow

00:59:27 Barbara Fox: The power point or both!

01:00:08 Barbara Fox: How many are there altogether?

01:00:13 Ga-Yeon Lee: How many of each are there?

01:00:23 Daniel Irving: What fraction of the tree farm is not occupied by a tree?

01:00:27 Lisa Aldous: How many old trees, how many young trees, what is the difference

01:00:31 Elizabeth Swerling: What are the blank spaces for?

01:00:43 Jacob Peterman: Is there a location based pattern?

01:00:50 Elizabeth Swerling: Are there more old or young trees?

01:01:08 Akkya Majors: What is the ratio of old trees to young trees?

01:01:33 Emily Kavanagh: It looks like one of the hand presser things

01:02:40 Daniel Irving: Are all of the trees the same type? Are they different sizes, circumferences, etc. (within each type/represented by each symbol)? What distinguishes an old tree from a young tree?

01:03:24 Chonda Long: https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Dec8WebinarHandout.pdf

01:08:23 Daniel Irving: This reminds me of one of the dot talk

activities by Jackie Palmquist during the 2020 Virtual Conference, where we were asked to show on individual slides how we visualized and grouped dots to count them. Students could divide the diagram into smaller sections, instead of individual rows and columns. So many ways for students to complete the task! This is fantastic!

01:17:13 Trena Wilkerson: Thank you Jen for such an interesting webinar! Powerful to examine student work and loved the connections to the effective teaching practices and uses of technology to engage students and have them share their thinking! www.nctm.org/pta

01:17:38 Christi Edwards: Thank you, Jen!

01:17:39 Lisa Aldous: Thank you so much!!!!

01:17:39 Anne Feeney: Thank you! I really like the MAP website!

01:17:40 Laura Steele Monahan: Thank you, Jen!

01:17:58 Aya Zvaigzne: Thank you very much

01:17:59 Cynthia Lee: Awesome Jen, thank you for your time and sharing great ideas with us.

01:17:59 Akkya Majors: Thank you!

01:18:04 Daniel Irving: Thank you for the incredibly engaging and informative presentation! Love the examples and resources modeled!

01:18:05 Barbara Fox: Good use of an hour! Thank you.

01:18:13 Linda Samek: Great resources! Thank you.

01:18:59 Emily Kavanagh: Thanks for an informative Webinar.

01:19:18 Trena Wilkerson: Yeah! So excited about the NCTM Virtual 2021 Conference!

01:19:34 Daniel Irving: I am so excited for the upcoming 2021 Virtual Conference! Last night, I registered for the conference, pre-conference workshop and escape room (sounds fun!!!)! The 2020 one was truly incredible!

01:19:35 Cynthia Lee: Thank you Chonda for ALL you do. This has been a great series. YAY!! Can't wait for 2021 Virtual!!

01:19:40 Chonda Long: <https://www.nctm.org/virtual2021/>

01:19:49 Daniel Irving: Thank you Dr. Long!!

01:20:24 Julie Stridde: thank you!