

00:18:27 Warren Ledbetter: Portales NM
00:18:31 Roberto Marquez: Los Angeles, CA
00:18:32 Jennifer Burnham: Hawaii
00:18:32 John Simons: Milwaukee Wisconsin
00:18:33 Candace Smith: Sanford NC
00:18:33 Cindy Falla: Hoquiam, WA
00:18:36 David Martinez: Hello from New Mexico
00:18:36 Beth Snoop: holland michigan!
00:18:36 Barbara Griffin: Kent, WA
00:18:37 Trena Wilkerson: Hello from Waco, TX!
00:18:37 Rachel White: Hello from Southern Maine
00:18:37 Flora Wright: Salisbury, Md
00:18:38 Leslie Texas: Hi from Louisville, KY
00:18:38 Ellen Williams: Ellen Williams from Rosamond, CA
00:18:38 Katherine Garcia: Hello from Virginia
00:18:38 amanda Helgerson: Northfield, MA
00:18:38 Twana Newman: Ny
00:18:39 Jennifer Shuffield: okc
00:18:39 Catherine Dulworth: Beaufort, NC
00:18:39 Alberta Jarmon: hello. Nashville tn
00:18:39 Tim Bobay: Hello from Raleigh, NC
00:18:39 Amy Tucker: Hi from Wayne, Maine
00:18:39 Regina Williams: Miami, FL
00:18:40 Kathryn Prater: Grundy tn
00:18:40 Sandra Silva: West Springfield , MA
00:18:40 Karen Campbell: Saskatchewan, Canada
00:18:40 Patti Gawronski: hi from Texas
00:18:41 Rose Cisneros: Glendale AZ
00:18:42 Staci Brock: Salt lake City, Utah
00:18:43 Brandi Fleckenstein: Hello from Burnsville, NC!
00:18:43 Shiv Gaur: Hi! Shiv from Astana, Kazakhstan
00:18:44 Christina Hall: Hello from Yuma, AZ
00:18:44 Annette Holloway: Murfreesboro, TN
00:18:44 Aimee Neece: Hello from Andalusia, Illinois
00:18:45 Heide Kaminski: Tecumseh Michigan
00:18:45 Sharon Black-MacKinnon: Good evening from New Brunswick Canada
00:18:46 Jennifer Phipps: KY
00:18:47 Karen Hughes: Chesapeake, VA
00:18:47 Heidi Nunes: Hi from Merced CA
00:18:47 Emily Kavanagh: Hi from Columbia, MD
00:18:47 Terri Kuzell: Belfast, Maine
00:18:48 Ron Napper: Murfreesboro, TN
00:18:48 Rebecca Ronk: Hello from New Paltz, NY
00:18:49 Jeanine Colwell: hello from Newport, NC
00:18:50 Angela London: Landis, NC
00:18:51 Patrick Kosal: Hello from Mooresville, NC
00:18:51 Katherine Page: Hello from Richmond Va
00:18:51 Gloria Carrasco: hi from Hollister, California
00:18:51 Noe Eugenio: Hi from the Philippines!
00:18:52 Stephenia Courtney: Hello from Las Vegas, NV

00:18:53 Milagros Smith: Hello, Ocala, Florida
00:18:53 Ruth Glasgow: Hello from Sydney Australia
00:18:54 Kerrie Becker: Hi from Palmyra, PA!
00:18:55 Lance Brauchla: Hi from Ege, IN
00:18:55 Mohamed Jamaludeen Thirapusa Mohaideen: Hi everyone! This is Mohamed
from CT.
00:18:56 Claire Dent: Macon, GA
00:18:56 Traci Emory: Hello from Maine
00:18:56 Heather Todd: Oxford, MS
00:18:57 Christopher Kenny: Hello from Washington, DC!
00:18:57 Bonnie Lee: Felton, PA
00:18:58 Catherine Bronikowski: Hello from Milwaukee, WI
00:18:59 Brian Miller: Hello from Lynchburg Va
00:18:59 Rachel Freid: Stanardsville, VA
00:19:00 Christina Siow Young: Monrovia, CA
00:19:00 Jennifer McMillen: Hi! I am from Fort Worth, TX.
00:19:01 Jet Yeung: Hello Everyone--Jet from Henderson, Nevada
00:19:01 Ronald Austria: Hi from NC
00:19:01 Tanya Landry: Greetings from Baton Rouge, LA
00:19:02 Michelle Webb: Hi from Nashville TN
00:19:02 bonnie manzon: vallejo, ca
00:19:02 Alice McKay: New York
00:19:02 Louis Cicero: hello from Wilm. NC
00:19:04 DawnMarie Gaghan: Hello from Long Island, NY
00:19:06 Tina Hill: Howdy! from TN
00:19:08 Felecia Ricks: Hello from Richmond, VA
00:19:08 Megan D'Adamo: Hello from Chalfont, PA
00:19:08 Amy Dowdle: Hi from Reidsville, NC
00:19:09 Laura O'Dell: Hello from Chesterton In
00:19:12 Marla Aehlert: Howdy from Gold Canyon, Arizona!
00:19:13 Rachel Ratliff: Hey from Winchester VA
00:19:13 Janice Holland: hi from Janice Holland in Suffolk, VA
00:19:13 India Puch: India Columbia SC
00:19:14 Ebony Baker: Hi from Chesterfield, Va
00:19:15 Karen Notestine: Hello from Reaford NC
00:19:17 cynthia klein: Hi from Tx
00:19:18 Rosalyn Bantay: Good morning 🌻 from Philippines PH
00:19:18 Kathy Woodward: Greetings from Turner, Maine
00:19:18 Jennie Brown: Hi from Montgomery, AL
00:19:18 Molly Moore: Hello Charleston SC
00:19:18 Abigail Legge: Abby from Horn Lake, MS!!
00:19:19 Claudia Sever: Hello, from Palm Beach, FL
00:19:19 Stephanie Caragher: Hello from New Hampshire
00:19:21 Laura Cranmer: Hello from Colorado
00:19:21 Rita Shamrock: Rita from Senoia, GA
00:19:22 Karoulin Aljoris: Michigan hello
00:19:22 Jaclyn Murray: Hi from Cumming, GA
00:19:23 Luann Cline: Hello from Wilmington North Carolina
00:19:23 Keli Heath: Hi from Mansfield Texas
00:19:25 Bonnie Angel: Hello from north Georgia

00:19:25 Norma Warren: Hello from Mesa, Arizona
00:19:25 Ruby Garofalo: hello from Charlottesville, Virginia!
00:19:27 Steven Cox: hello from South Jersey
00:19:27 Josh Harrison: Hello from Spokane, WA.
00:19:28 Stacy Haines: Mystic CT
00:19:28 Emily Loda: Hello from Blacksburg, VA!
00:19:30 Vanessa Stokes: Chicago Area, IL :)
00:19:31 Danielle Barberi: Hi from New Orleans, LA
00:19:31 Cindy Bryant: Hi from Springfield, MO
00:19:31 Pendo Nyanda: Hi from Mansfield Texas
00:19:31 Leighann Feola: Hello fro, Leighann In Sugarloaf, PA
00:19:32 Diane Anderson: Hi From Massachusetts
00:19:32 Karoulin Aljoris: great learning here
00:19:33 Toni-Ann Hoffstead: Hello from Fayetteville, NC
00:19:33 Gloria Flores: Hello from Texas
00:19:34 dana dulzo: Dana from novi mi, hello all
00:19:35 Ayunda Sri Wahyuningrum: Hello from Indonesia
00:19:36 Leslie Sorace: Hi from Arizona!
00:19:37 Denise Juern: Hello from Lake Zurich, IL
00:19:38 Monica Roland: Good evening from Savannah GA
00:19:40 Stephanie Atkins: Stephanie from Texas!
00:19:41 Beth Snoop: Hello Chalfont, PA! My mom used to work for CB!
00:19:42 Phyllis Creech: Phyllis from Georgia
00:19:42 Jill Johnson: Wake Forest, NC
00:19:44 Cherri Wilson: Hi from Suffolk, VA
00:19:44 Cindy Bryant: Connie, so glad to have you presenting tonight!
00:19:44 Debra Odle: Hello from Mesa, AZ
00:19:44 Kayla Villarreal: Hello from TEXAS!
00:19:45 Ginette Peralta Suarez: Hello from Haslet, TX!
00:19:51 LaTasha Prichett: Hello from Mansfield Texas
00:19:52 Ana Guerrero: Hello from IL
00:19:54 Honey Sacro Swem: Honey Sacro Swem, Redlands, CA
00:19:55 Cindy Bryant: Hi Sarah!
00:19:57 Yvette Martinez: San Antonio, TX
00:19:59 Lawanda Mahomes: Hello everyone! Chicago, Illinois
00:20:00 Nikita Brooks: Hi from Bimini, Bahamas
00:20:00 Sherry *Bovey: Hello from central Louisiana.
00:20:01 Denise Griffith: Hello from Wilmington, DE!
00:20:02 Chad Hale: Hello from New Carlisle ohio
00:20:07 Pamela Liegl: Hi from Pam in Streator,
00:20:08 Joyce Meier: Hello from Chicagoland, IL
00:20:09 Kristine Barrett: hello from TN
00:20:12 Elaine Everts: Hi Elaine Everts Sanford NC
00:20:12 Pamela Liegl: IL
00:20:13 Gabrielle Gentile: Good evening from NY
00:20:15 Shauna Brown: Hi from Brooklyn, Ny
00:20:16 Elizabeth Sasse: Greeley, CO
00:20:16 Veronica Kwok: Queens NYC!!
00:20:17 Randy Ross: Ross from Arizona
00:20:22 Dewey Gottlieb: Aloha from Hawaii!

00:20:26 amanda Helgerson: BEAUTIFUL day in Mass. watching this from my back porch with the birds singing away :)

00:20:27 Chonda Long: Welcome everyone!

00:20:28 Tessie Menta: Hello from Stockton, California!

00:20:29 Abdul Razak Othman: Abdul razak From Malaysia

00:20:29 Carole Bamford: Hi from Montreal, Quebec

00:20:30 Catherine Livesay: Hi, from Tennessee

00:20:39 Genesis Reyna: Hello from the Bronx, NY 🙌🙌

00:20:40 Lorie Huff: Hello from Fayetteville, Arkansas

00:20:40 Shahriar Kalhor: Hello from Shahriar

00:20:42 Daniel Irving: Hello from North Providence, RI!

00:20:44 Karen Reodica: Hello from Chicago!!

00:20:44 Carla Hanrahan: Hi from Johnsbury, IL

00:20:44 PATRICK GUERRA: Hello from Philippines

00:20:49 Catherine Burgess: Good Evening from Fitchburg MA

00:20:51 Tonya McIntyre: Hi from Wadmalaw!

00:20:51 Bina Kachwalla: Hi from New Zealand

00:20:52 Brynna Fisher: Hi from Indianapolis, Indiana

00:20:54 Janice Magauay: Hello from Maryland

00:20:56 Ben Newman: Hi from Beijing, via Melbourne, Australia :-)

00:21:00 Lori Krebs: Hi from Omaha, NE

00:21:00 Emerson Roman: Once again, ¡Hola! from Mexico City.

00:21:01 CHONA LLANTERO: Hello from Philippines

00:21:02 Betsy Smith: Hi from rainy South Carolina!

00:21:04 Carly Jardinier: Hello from MD, USA :)

00:21:09 Faith Peddie: Hi everyone! Welcome. It is so exciting to see how near and far we have come to participate in tonight's webinar.

00:21:09 Latasha Bryant: Greetings from Hendersonville, TN

00:21:18 Tiffany Gallagher: Hello all from New Jersey - math specialist

00:21:21 Julie Hutchinson: Hello from Plainfield, NJ - 6th grade math teacher

00:21:22 Michael Chrzan: Sending a hearty "What up doe?!" from Detroit, MI. Math Master Teacher here.

00:21:22 Carole Castonguay: Hello, 8th grade teacher in Pittsfield, MA

00:21:22 Roberto Marquez: 8th grade math teacher, Los Angeles

00:21:23 Kelly Sotsky: Hi from Framingham, MA. Teacher of the Deaf

00:21:23 JASMIN GUERRERO: good morning, watching from lipa city batangas, PHILIPPINES

00:21:23 Kelly Harvey: Howdy from Seattle! A 9-12 teacher here

00:21:24 Christine Blake: Hi Christine, from Albany, NY

00:21:24 Mariuxi Luna-Bautista: Hello from NYC!

00:21:25 irma maceachern: Hello to ALL from New Hampshire

00:21:25 Angelita Beltran: Hello from Waukegan IL

00:21:25 Lisa Reis: Hello! I teach 6th grade math and science in Johnson City, Tennessee!

00:21:26 Amie Szabo: Hello from Mount Holly Springs, PA

00:21:26 Kathy Felt: Hi from western IL. I teach 8th grade and Algebra 1

00:21:28 amanda Helgerson: 8th grade math teacher and 6-12 curricular chair for math dept

00:21:28 Sharon Ling: Hi from NJ!

00:21:29 Bryan Buckingham: Hello from NC
00:21:29 Leslie Starrett: Parsons, TN
00:21:29 Barbara Griffin: Math teacher in Kent, WA
00:21:29 Allison Silvaggio: Hi everyone, I am in Highlands Ranch, CO
00:21:29 Heidi Nunes: 8th grade math teacher. Math rocks!!
00:21:30 Ellen Williams: Ellen Williams VVUHSD 7th grade math teacher
00:21:33 Emerson Roman: IB Math A&A teacher
00:21:33 Ashleigh Walton: Hi from Salisbury, NC
00:21:33 Emilie Bligh: Long Island, NY - 6th Grade Math Teacher
00:21:34 Karin Keener: Hi, from Nashville, TN 6-8 math intervention
00:21:35 Olga Kosheleva: Hello all from El Paso, TX
00:21:35 Cecilia Arias: Yay, hello from NJ!
00:21:36 Alyssa Bauer: High school math teacher in New Berlin, WI
00:21:36 Steven Cox: 7th grade math teacher in Jersey
00:21:37 Chi-Man Ng: Hello from NYC
00:21:37 Esther Winikoff: hello from Baltimore and at home learning!
00:21:38 Genesis Reyna: Bronx, NY 5th grade Math
00:21:39 Aya Zvaigzne: Greetings all! Nashville TN
00:21:40 joan mascola: Hi. I am joan, from new jersey
00:21:40 Keli Heath: Texas- SPED math teacher
00:21:41 Kendra Cole: Hi, Kendra- Atlanta GA- 8th Math
00:21:42 Traci Emory: Special Education math
00:21:42 Ann Marie Nee: hello math teacher in Westchester ny
00:21:43 Young Welch: Hi, I teach 7th grade math in Chicago.
00:21:43 Stephen Schrader: Orlando FL 6th, 7th math
00:21:44 Randy Ross: Math is Rossome!
00:21:44 Maren McMartin: 7TH grade math Minneapolis MN
00:21:44 Tracie Hall: Hi, 8th grade Math Teacher from PA
00:21:45 amanda Helgerson: teaching CMP3 math curriculum
00:21:46 Christina Capuano: Hi! 6th grade teacher in the Bronx, NYC
00:21:46 Harold Asturias: Harold Asturias from UC Berkeley
00:21:48 Lora Deiter: Hello. This is Lora from Dickson, Tennessee. I teach
8th grade math (Pre-Algebra and Algebra 1)
00:21:50 Ronald Austria: Math teacher at KIPP in NC
00:21:51 Jennie Brown: Math Specialist
00:21:51 C Robertson: Hello from Reno
00:21:56 Lance Brauchla: 6th grade math teacher....LOVE Math!
00:21:59 Regina Williams: College Professor in Miami, FL
00:22:02 Ben Newman: 8th/9th/10th grade Maths Teacher in Beijing
00:22:02 Sabrina Wesley: Teacher in Ontario, Canada :)
00:22:02 Megan D'Adamo: 6th Grade Math at John B Stetson Middle School!
00:22:03 Ximena Sloane: Hello from Round Rock, TX
00:22:03 Alice McKay: Hi, I am from NY and I teach Grade 5, but thought
the content could be useful.
00:22:07 Chance Nalley: Chance Nalley, NYC
00:22:09 Beth Seyler: HkHi
00:22:14 Melissa Curran: Hi from Western Springs, IL... 7th and 8th grade math!
00:22:14 Shahriar Kalhor: I am Dr Shahriar Kalhor, Centinela
Elementary, Inglewood California.
00:22:15 Elaine Everts: Elaine Everts I teach Honors Math 3 and Precalculus

00:22:19 Lyndsey Horton: Hello from San Antonio Texas. 7th and 8th grade math
combined class.

00:22:24 Jovelyn Maralit: Hello from Philippines

00:22:29 Marie Hannon: Hello from Tinley Park, Illinois

00:22:34 Sharon Engle: Hello from Jim Thorpe, Pennsylvania!

00:22:35 Michelle Smedley: 7th grade Math teacher from Long Island, NY

00:22:35 Denise Walston: Hi Denise from Chesapeake VA

00:22:37 Konnie Guthrie: Hello from Las Vegas, NV

00:22:40 Brenda McNeese: Brenda- 7th Grade Nevada Virtual Academy

00:22:45 Jeanetta Glass: hello from Memphis, TN

00:22:45 Myra Absin: SHS teacher from the Philippines

00:22:51 Sonja Gordy: Hi from Ellijay, GA

00:22:52 Fran Huntoon: Greetings from VT

00:22:53 Dave Hankin: Hello from Globe, Arizona!

00:22:58 Aya Zvaigzne: HS math here, but I am certain this will be
valuable

00:23:05 Brenda Strassfeld: Brenda from Brooklyn

00:23:08 Hsiao-Ting Chiou: Hello from CA

00:23:11 Jennifer Heldenbrand: Hello from Provo, UT I teach 6th grade.

00:23:18 Shahriar Kalhor: I am RSP teacher

00:23:27 Suhana Kadoura: Ottawa CA

00:23:30 Cindy Luper: Hi from Arkansas.

00:23:38 Grecia Galaviz: Arizona

00:23:48 Faith Peddie: Hope, did you have a specific question?

00:23:49 ELLA CABRERA: Hello Everyone

00:24:08 Jayne Breton: Hi, Math Coach from Nova Scotia, Canada

00:24:20 David Barnes: Cool mathematical thinking!

00:24:38 Stacy Miller: why do we need to know this

00:24:40 Myra Absin: Amazing objects.

00:24:43 Heide Kaminski: Why do we have to know how to do this???

00:24:45 Emily Kavanagh: Why do we need to know this? is asked the most

00:24:52 Jan Back: Hello, Jan Back from Hampton, Tennessee

00:24:54 Emily Kavanagh: When will we use this? as well

00:25:02 Keli Heath: introducing new concepts

00:25:03 Samantha Aeschliman: Oh my goodness, Connie Schrock. It is so
cool to hear you present again 😊

00:25:04 Stacy Miller: when will we ever use this

00:25:12 SAPNA SHARMA: HI

00:25:32 SAPNA SHARMA: I ask lots of WHY in my classroom

00:25:43 amanda Helgerson: I ask all the time...why? how do you know?

00:26:03 Emily Kavanagh: Many whys in my classroom

00:26:04 Stephanie Atkins: It is a beautiful thing when they ask why!

00:26:17 Lance Brauchla: That is my Favorite lesson!

00:26:30 Ximena Sloane: I always ask why, specially when we are trying to go
over those multiple choice types of practice.

00:26:36 Shiv Gaur: Why is negative multiplied by negative equals
positive

00:26:39 Dave Hankin: I like these questions..

00:26:40 Heidi Nunes: Ask siri about dividing by zero. My kids taught me
that :)

00:26:48 Cindy Bryant: All great questions!!!

00:26:52 Sarah Bush: Awesome news, congrats!

00:27:05 MARIA THERESA R. ABUNDA: good morning from doha qatar

00:27:05 Myra Absin: They are wondering and thinking critically.

00:27:11 Stephenia Courtney: My 6th graders argue with me about 1 being a prime #!

00:27:13 irma maceachern: When in life do you have to apply the multiplication of TWO negatives.

00:28:33 Divine Faith Almocera: Hello from the Philippines 🇵🇭

00:28:39 Cindy Bryant: Good day Hillary Omokaffe!

00:28:59 Carole Castonguay: the parallel lines definition is incomplete.

00:29:00 Elizabeth Sasse: Parallel lines must be coplanar

00:29:01 Ann Marie Nee: skew lines also never intersect but not parallel

00:29:04 Gabrielle Gentile: skew lines don't intersect but aren't parallel

00:29:07 Heidi Nunes: A line is not a function if it is $x=5$

00:29:09 amanda Helgerson: vertical lines not function

00:29:10 Linda Rodriguez: I'm guessing you don't want to hear "because it is"?

00:29:12 Amy Tucker: Vertical lines are not functions

00:29:14 Gabrielle Gentile: what about vertical lines

00:29:16 John Simons: Vertical lines

00:29:16 Dave Hankin: context....

00:29:19 Rachel White: Vertical lines are not functions

00:29:21 Rebecca Ronk: Not all lines are functions because of vertical lines

00:29:23 Ellen Williams: not all lines are functions

00:29:23 Elizabeth Sasse: Pythagorean Theorem applies to right triangles with hypotenuse c

00:29:23 Ashleigh Walton: They are statements that don't leave room for questions

00:29:24 Sherry *Bovey: a vertical line is not a function.

00:29:27 Ximena Sloane: The PT assumes that you named the legs and hypotenuse the same

00:29:27 ALICIA PARUGINOG: Hello, from the Philippines

00:29:29 Elizabeth Sasse: Vertical lines are not functions

00:29:29 Samantha Aeschliman: the formula is not the theorem

00:29:31 amanda Helgerson: Pythagorean theorem is...if you have a right triangle then.....(formula)

00:29:31 Alyssa Bauer: Parallel lines have to be in the same plane

00:29:33 Janice Magauay: Vertical lines are not functions

00:29:34 Elaine Everts: Parallel lines have same slopes so they will do not intersect

00:29:38 Chad Hale: skew lines also don't intersect

00:29:42 Patrick Kosal: a & c could be the legs of a right triangle and b is the hypotenuse, for instance. Diagram / context / labeling matters

00:29:43 dana dulzo: what about non-euclidean geometry

00:29:44 bonnie manzon: i heard that one cannot physically check whether a parallel doent meet

00:29:49 Pamela Liegl: Incomplete definitions, statements..

00:29:50 Catherine Bronikowski: in non-Euclidian geometries parallel lines
CAN intersect

00:29:50 Patti Gawronski: the lines may be in different planes

00:29:55 Pendo Nyanda: the reasoning are not explained

00:30:04 Michael Chrzan: Parallel lines do intersect in different geometries

00:30:09 Cindy Falla: parallel lines could be on a beach ball

00:30:13 Divine Faith Almocera: vertical lines are not functions

00:30:14 Shiv Gaur: Parallel lines on curved surfaces behave differently

00:30:14 Anna VonDoom: You must have a right triangle to use a, b, and c

00:30:26 Stephenia Courtney: 3,4,5

00:30:28 Fogafoga Tai-Gray: Lines never end so Parallel lines will never
meet

00:30:58 Sarah Bush: I agree Wendy, great responses!

00:31:10 Sandhya Raman: Because it is foundational

00:31:12 Lance Brauchla: assists with relationships

00:31:14 Bina Kachwalla: We cannot process if we cannot conceptualise

00:31:15 Cindy Bryant: Understanding helps you remember when you can't
remember a process..

00:31:17 Gabrielle Gentile: if they get the understanding then they can
attack any problem

00:31:18 Barbara Griffin: Understanding is the big picture.

00:31:19 Chad Hale: so we can apply it

00:31:25 Steven Cox: so they can apply that knowledge to other contents
or next skill in math

00:31:25 Ximena Sloane: To me if you understand then you can explain, you
truly know

00:31:26 Lora Deiter: Understanding enables them to remember and use the
information more effectively.

00:31:26 Sherry *Bovey: You can tell whether an answer makes sense or not.

00:31:27 Keli Heath: to help students

00:31:33 Kimberly Brown: promotes thinking and processing

00:31:33 Dave Hankin: because if you can't explain what you did to solve a
problem, you don't have true understanding, or mastery.

00:31:39 Stephanie Atkins: Understanding gives you a foundation to
build on!

00:31:44 Annette Holloway: Agreed Dave!

00:31:46 irma maceachern: Understanding is important to make an
application and recalling and using in different way with different representations

00:31:47 Konnie Guthrie: Understanding is important because the sense making
that comes from that allows students to transfer knowledge to a related item.

00:31:55 Sandhya Raman: Agrre

00:32:00 Diane Anderson: help students

00:32:03 Carole Castonguay: When I ask WHAT is the average? People
always tell me HOW to find it.

00:32:22 Ximena Sloane: cooking!

00:32:22 Bina Kachwalla: how many halls go in four thirds

00:32:24 Claire Dent: halving a recipe

00:32:27 Elaine Everts: We really just need to change to multiplication

00:32:28 Kristine Barrett: cooking

00:32:28 Konnie Guthrie: Dividing fractions helps towards algebra.

00:32:29 Christina Siow Young: recipe
00:32:31 Megan D'Adamo: halving a recipe
00:32:31 Annette Holloway: Recipes being altered
00:32:32 Kelly Sotsky: Halving a recipe
00:32:33 Carole Castonguay: $\frac{4}{3}$ divided in half
00:32:37 Vanessa Stokes: baking
00:32:39 Stephenia Courtney: cooking
00:32:41 Mark Phipps: If I have $1\frac{1}{3}$ cups of flour, how many batches can I make that the recipe requires a $\frac{1}{2}$ cup
00:32:41 Rebecca Ronk: halving a recipe
00:32:42 Heidi Nunes: How many $\frac{1}{2}$ -yard cuts of fabric can I make out of $\frac{4}{3}$ yards of fabric?
00:32:43 Louis Cicero: carpentry
00:32:43 Shauna Brown: To see how much a fraction is broken down
00:32:45 Lora Deiter: I was building an antenna and needed to divide a fraction in half, so we need to use it in the real world.
00:32:45 Anna VonDoom: carpentry
00:32:46 Michael Chrzan: I poured too much water for a recipe ($\frac{4}{3}$ cups) and need to split it in half
00:32:48 Brandi Fleckenstein: I need $\frac{4}{3}$ cups sugar and I only have $\frac{1}{2}$ cup scoop. How many scoops will I need?
00:32:50 Claudia Miller: When I bake and have to cut a recipe in half, I use dividing fractions process
00:32:51 John Simons: Recipe calls for $\frac{4}{3}$ cup of flour, but I want to make a $\frac{1}{2}$ recipe
00:32:52 Rebecca Dominguez-Gaona: I go $\frac{4}{3}$ s of a mile per half hour
00:32:52 Kim Ellis: sewing
00:32:53 Karen Campbell: I have $\frac{4}{3}$ metre of fabric and need $\frac{1}{2}$ for each item I sew?
00:32:54 Norma Warren: Recipe
00:32:55 Michelle Little: Banking
00:32:56 Laura Cranmer: recipes; sharing a pizza
00:32:56 Michael Chrzan: Ahhh
00:32:57 Ximena Sloane: sewing
00:32:57 Stacy Haines: Students would say, I have $\frac{4}{3}$ of a pizza and I am dividing it in half
00:32:59 Michael Chrzan: Dang it lol
00:32:59 Claudia Miller: Dividing by 2
00:33:00 Patrick Kosal: I have $\frac{4}{3}$ cups of flour and need $\frac{1}{2}$ cup of flour per batch of cookies. How many batches could I create?
00:33:02 Robin Alves: $\frac{4}{3}$ us $\frac{1}{2}$ of the quantity
00:33:02 Emily Kavanagh: baking
00:33:03 Diane Anderson: sewing
00:33:04 Sandhya Raman: I have $\frac{4}{3}$ of pies. I want to divide into two equal parts...what is each person's share?
00:33:06 Kimberly Brown: medicine
00:33:08 Bina Kachwalla: IHow many halves are in four thirds
00:33:10 Karin Keener: cutting wood
00:33:11 Elaine Everts: recipes when you want to make it smaller or larger groups

00:33:13 Elizabeth Sasse: How many half-batches of cookies are in $\frac{4}{3}$ of a recipe?

00:33:16 Sandhya Raman: Dividing by $\frac{1}{2}$ in this case

00:33:17 Stacy Miller: i have $\frac{4}{3}$ gallons of milk and i want to seperate into $\frac{1}{2}$ gallon containiers

00:33:17 Traci Emory: measurement

00:33:18 Konnie Guthrie: I have $\frac{4}{3}$ of something and I need to know how many $\frac{1}{2}$ s are in there.

00:33:19 Pendo Nyanda: sharing pizza

00:33:20 Robin Alves: How many $\frac{1}{2}$ are in $\frac{4}{3}$?

00:33:20 Ann Marie Nee: students will think you are cutting in half

00:33:26 Fogafoga Tai-Gray: There is $\frac{4}{3}$ of pies left from the party. If we divide between 2 friends for the left over. How much would each get?

00:33:28 Dave Hankin: Dividing things into pieces....

00:33:29 dana dulzo: if you have 4 cookies for 3 people and then take hal the cookies away

00:33:30 Elizabeth Sasse: How many half-pizzas are in $1\frac{1}{3}$ pizzas?

00:33:33 Margie Acabal: dividing pizza

00:33:35 Denise Smith: I have $\frac{4}{3}$ m of ribbon, I need $\frac{1}{2}$ m for each basket. How many baskets can I make?

00:33:38 Sharon Black-MacKinnon: how many halves are in four thirds of a pizza?

00:33:39 Bryan Buckingham: give $\frac{4}{3}$ rd of a pizza to each $\frac{1}{2}$ of a person

00:33:41 Aya Zvaigzne: how many halves can you get from four thirds

00:33:41 Heidi Nunes: Pattern blocks helped me understand this so much better--even as an adult!!

00:33:43 Carole Castonguay: I like "How many $\frac{1}{2}$ can fit into $\frac{4}{3}$?"

00:33:46 Dave Hankin: diagram

00:33:49 Ruby Garofalo: how many $\frac{1}{2}$ cups of flour are in $\frac{4}{3}$ cups of flour

00:33:52 Lisa Ashe: Because, there are many contexts where we're dividing something smaller than "a whole".

00:33:55 Robin Alves: Partitive

00:33:56 Cindy Falla: how many groups of $\frac{1}{2}$ feet are there in a board $1\frac{1}{3}$ feet long

00:33:58 Lesly Brown: Sewing and cutting material.

00:34:00 Ben Newman: How many 50 cent coins in a amount of money

00:34:08 Barbara Lambert: How many pieces of $\frac{1}{2}$ ft. are in a piece wood that is $\frac{4}{3}$ ft long?

00:34:09 Anna VonDoom: Maybe you're stuck using $\frac{1}{2}$ cup measure because the others are dirty!

00:34:09 Heather Todd: Feeding a pet $\frac{1}{2}$ cups of food and want to know how many servings in $\frac{4}{3}$ of a bag

00:34:21 Myra Absin: How much is 10% of 10% of 10

00:34:31 Bina Kachwalla: I need to make a cap that need half a meter of fabric. How many caps can I make from $\frac{4}{3}$ rd of a meter

00:34:32 Gabrielle Gentile: a recipe calls for $\frac{4}{3}$ cups of flour and I only have the $\frac{1}{2}$ measuring cup

00:34:33 Robin Alves: Partitive if $\frac{4}{3}$ is $\frac{1}{2}$ of the amount needed? Measurement How many $\frac{1}{2}$ are in $\frac{4}{3}$?

00:34:38 Allie Smith: when you have a recipe that needs $1\frac{1}{3}$ C of something and you only have $\frac{1}{2}$ C measuring cup

00:34:41 Mark Phipps: I just need some chocolate chips

00:35:06 Konnie Guthrie: I sew but not masks. Too tired. I just ordered.

00:35:09 Ana Guerrero: visuals

00:35:18 Stephenia Courtney: divide

00:35:25 India Puch: Good question! Research for the summer

00:35:32 Mohamed Jamaludeen Thirapusa Mohaideen: Awesome

00:35:36 Bina Kachwalla: Can they visualise?

00:35:36 Louis Cicero: percents and decimals

00:35:48 Carole Castonguay: I LOVE using cuisenaire rods to show this.

00:35:54 Amy Tucker: Love estimation activities

00:35:55 Stephenia Courtney: Conversions

00:36:07 Carole Castonguay: Between what two integers...LOVE that one too.

00:36:10 Elaine Everts: excellent about two integers

00:36:12 Myra Absin: If 10 people can finish the work in 10 days , how many people can finish it in 2 days?

00:36:15 Konnie Guthrie: What does the remainder represent?

00:36:50 Dave Hankin: Yes!!!

00:36:52 Ana Guerrero: I agree

00:36:55 Melanie Doody: Amen

00:36:56 Heidi Nunes: Yes! Pattern blocks!

00:36:59 Emily Kavanagh: Models are great to use

00:37:00 Aimee Neece: YES!!

00:37:02 Bina Kachwalla: love pattern blocks

00:37:05 Cindy Bryant: AGREE!!!

00:37:06 Melanie Doody: Yes!!!

00:37:07 Sarah Bush: Yes, manipulatives ARE important at all grade levels!

00:37:08 Emily Kavanagh: as are manipulatives

00:37:09 Ruby Garofalo: yes

00:37:13 Carole Castonguay: OOOOh, yeah, pattern blocks. I like the soft ones that don't make noise. lol

00:37:14 Leslie Texas: Manipulatives allow students to create meaning

00:37:24 Camilla Horton: Pattern blocks are good to use for common fractions.

00:37:33 Christina Siow Young: Math Learning Center has pattern blocks for students to use on-line.

00:37:45 Rachel White: My eighth graders love to use pattern blocks.

00:37:51 Bina Kachwalla: One third

00:37:51 Robin Alves: $\frac{1}{3}$

00:37:52 Linda Rodriguez: $\frac{1}{3}$

00:37:52 Randy Ross: $\frac{1}{3}$

00:37:53 Sharon Black-MacKinnon: $\frac{1}{3}$

00:37:55 Linda Rodriguez: $\frac{1}{2}$

00:37:55 Megan D'Adamo: $\frac{1}{2}$

00:37:56 Robin Alves: $\frac{1}{2}$

00:37:56 Sharon Black-MacKinnon: $\frac{1}{2}$

00:37:57 Jolene Peterson: I love it, Connie!

00:37:58 Linda Rodriguez: $\frac{1}{6}$

00:37:59 Megan D'Adamo: $1/6$

00:38:00 Dave Hankin: $1/3$ of a hexagon.... $1/2$

00:38:00 Bina Kachwalla: half

00:38:00 Robin Alves: $1/6$

00:38:01 Sharon Black-MacKinnon: $1/6$

00:38:05 Bina Kachwalla: $1/6$

00:38:05 Margie Acabal: $1/3$, $1/2$, $1/6$

00:38:07 Dave Hankin: $1/6$

00:38:39 Fran Huntoon: This could help students understand the use of a common denominator for division of fractions

00:38:46 Sharon Black-MacKinnon: $2 \frac{2}{3}$

00:38:58 Konnie Guthrie: If you change the value of the hexagon you get them to problem solve number sense.

00:39:07 Jolene Peterson: Most definitely, Fran!

00:39:23 Janice Magauay: Nice visual representation

00:39:34 Alberta Jarmon: love this

00:39:45 Emerson Roman: This is great!

00:39:46 ALICIA PARUGINOG: awesome

00:39:47 Sharon Black-MacKinnon: I love using pattern blocks

00:39:48 Bina Kachwalla: So good for the kids to understand

00:39:52 India Puch: Thank you will use this for next year

00:39:56 Divine Faith Almocera: very nice representation

00:39:59 Bonnie Lee: where is the heart button like on fb

00:40:15 Heather Bolton: There is pattern block paper that can be used to do fraction division problems.

00:40:15 Sandhya Raman: Can't wait to use this ...very very nice

00:40:27 Kelli Freiwald: Sorry, jumping in late here....hello from PA!

00:40:31 amanda Helgerson: I show this to kids all the time. They are amazed!

00:40:40 Sarah Bush: Bonnie, the heart button is on the bottom right (at least on my phone) when you have the video opened.

00:40:44 Ellen Williams: students need this concept for their higher/high school math classes

00:40:47 Konnie Guthrie: This is how we do it at my school.

00:40:54 Sandhya Raman: It is called a Super Giant One in CPM...the kids love it

00:41:00 Sandhya Raman: This is how I teach it too..

00:41:04 Betsy Smith: I highly recommend the YouTube "surfing mathematician" video for showing how to use complex fractions this way. Kids love it!

00:41:17 Michael Chrzan: I LOVE IT! I wish I got high school kids who had this understanding

00:41:20 Heather Bolton: Pattern blocks can be used to show multiplication of fractions too. Great lessons.

00:41:20 ANALINE BAUTISTA: awesome

00:41:41 Heide Kaminski: love your visuals!!!

00:41:42 Jolene Peterson: Oh, that newspaper. UGH! Grrr....

00:41:54 Aya Zvaigzne: I never heard that one before.

00:42:15 Dave Hankin: I hate when students memorize "tricks" and don't know what they really involve.

00:42:20 Heidi Nunes: :)

00:42:27 Bina Kachwalla: thanks for PDF

00:42:49 Konnie Guthrie: Most of the fixed mindset comes from the parents.

00:42:51 Joseph Kantrowitz: Unfortunately, many students do

00:42:51 Jorge Veloso: I'm loving your presentation, Connie. Keep going.

00:43:03 Kelli Freiwald: I learned about division of fractions using a common denominator last year and it BLEW my mind! I love it!

00:43:14 Cindy Bryant: Please change your chat setting to "All panelists and attendees". :-)

00:43:14 Fran Huntoon: You can divide across even without a common denominator - its just messy

00:43:17 Sarah Bush: Unfortunate headline that only perpetuates the idea that mathematics is a disconnected set of tricks.

00:43:20 Kelli Freiwald: It's actually been useful in precalc too!

00:43:27 Myra Absin: concrete materials and modela will do.

00:43:28 Konnie Guthrie: I had students come up with this strategy years ago. It works.

00:43:44 Ashleigh Walton: Can you recommend a place where teachers can learn to use manipulative for high school level math?

00:43:44 Liz Swerling: You can divide across and it works fine if the values are factors/multiples in just the right combo.

00:43:47 Megan D'Adamo: I have never thought to do it this way...

00:43:53 Jolene Peterson: This is the way I do it!

00:43:54 amanda Helgerson: love that!

00:43:57 Leslie Texas: Understanding versus memorization

00:44:05 Myra Absin: Just cross multiply it.

00:44:05 Mohamed Jamaludeen Thirapusa Mohaideen: I love it

00:44:09 Elaine Everts: Awesome

00:44:10 Megan D'Adamo: I also was never shown that way

00:44:12 Kelli Freiwald: How would you divide across WITHOUT a common denominator?

00:44:16 Ronald Austria: LCD

00:44:20 Heidi Nunes: What do you have to multiply 3 by to get 6?

00:44:25 Bina Kachwalla: Making the denominator as 6

00:44:58 Kim Ellis: my students get confused on finding common denominators when multiplying and dividing then

00:45:04 JASMIN GUERRERO: $\frac{4}{3}$ divide $\frac{1}{2} = \frac{4}{3} \cdot \frac{2}{1} = \frac{8}{3}$

00:45:12 Heidi Nunes: Without an LCD, you would get $\frac{4}{1.5}$.

00:45:18 Heidi Nunes: Same value :)

00:45:18 Fran Huntoon: Without a common denominator you end up with a complex fraction and then you still have to multiply by the inverse to simplify

00:46:02 Mark Phipps: YouTube

00:46:09 ELENA GAMOVA:
<https://www.coolmath4kids.com/manipulatives/ten-frame>

00:46:21 Carole Castonguay: We talk about figuring out which is greater, the divisor or the dividend to help estimate the answer. We can see, using cuisenaire rods that say, $\frac{1}{2}$ won't fit all the way into $\frac{1}{3}$, so we're figuring out how much of it does fit in.

00:46:24 Julie Hutchinson: Maybe NCTM can host a manipulatives in the older grades PD!

00:46:39 Ximena Sloane: yes!
00:46:40 Brenda McNeese: right
00:46:40 ELENA GAMOVA:
<https://www.coolmath4kids.com/manipulatives/pattern-blocks>
00:46:45 Robin Alves: Look at the NY Modules - a lot of this basic understanding leads right to the higher thought you want to achieve in the MS and HS classroom.
00:46:57 Brenda McNeese: thanks Elena
00:47:01 Sarah Bush: You might try the 5-8 Van de Walle grade band PD book. Lots in there that apply to both middle and high.
00:47:40 Sarah Bush: Agree!
00:47:51 Faith Peddie: Mardonio, do you have a specific question?
00:48:09 Brandi Fleckenstein: You cut your pattern blocks into a common denominator when you re-modeled with the green triangles. That illustrates the common demonimator algorithm.
00:48:09 Faith Peddie: Keisha, do you have a specific question?
00:48:24 Barbara Griffin: That book is \$60 on Amazaon
00:48:25 Faith Peddie: Staci, do you have a specific question?
00:48:29 Frederick Belen: We use Math 180 in our laboratory.
00:48:36 Robin Alves: It's in the NY modules
00:48:38 Melanie Doody: It's in the CA Math Framework. Grade 6
00:48:40 amanda Helgerson: I'm pretty sure CMP 3 does the divide across with common denom strategy in 6th grade...
00:48:41 Carole Castonguay: It's in GO Math, which is cool, but it doesn't do a great job of showing why.
00:48:47 Denise Walston: totally agree about the Van de Walle book
00:49:22 David Barnes: We need to move away from THE standard algorithm to A standard algorithm.
00:49:37 Heidi Nunes: ^^ yes!!
00:49:47 Fran Huntoon: You can also scale both numbers up until the divisor or the dividend is a whole number.
00:50:04 wendy Douglas: Thanks, Elena! That's AWESOME!
00:50:27 Ximena Sloane: We don't have time :(
00:51:02 Myra Absin: Answer the why's of our student. Euclid's algorithm and Fermat's method.
00:51:16 Megan D'Adamo: We need to fill in gaps in our students learning and get everything they need in before the PSSA (PA's standardized test)
00:51:29 Emily Kavanagh: Yes!
00:51:33 Joseph Kantrowitz: Ask Siri
00:51:42 Barbara Griffin: Because you create black holes...
00:51:44 wendy Douglas: lol...computer...that's your BRAIN!
00:51:47 Randy Ross: Answer is too large to express
00:51:51 Kelli Freiwald: We always joke that only Chuck Norris can divide by zero...lol
00:51:57 Stephenia Courtney: I
00:52:01 Stephenia Courtney: in
00:52:03 Stephenia Courtney: in
00:52:05 Heidi Nunes: $0 = 0$

00:52:06 Carole Castonguay: I've joked with my kids that it'll rip a hole in the space/time continuum and our evil twins will slip through and take over.

00:52:06 Stephenia Courtney: I

00:52:25 Joseph Kantrowitz: Same idea of 0^0

00:52:36 wendy Douglas: Carole, time to watch FRINGE series while you're at home!

00:52:41 Virginia Hill: rules that expire

00:52:42 Stephenia Courtney: Some stide

00:52:43 Carole Castonguay: lol

00:52:46 Stephenia Courtney: in

00:52:49 Stephenia Courtney: I

00:52:53 Honey Sacro Swem: Some rules taught in elementary mathematics expire

00:52:55 Megan D'Adamo: I don't think any of my teachers every answered why we can't divide by zero. One teacher said that the world will end though

00:53:04 Tiffany Gallagher: YES!! We need to be careful with the "rules" that change. I always try to tell the teachers in the elementary schools to stop the always rules

00:53:21 Sarah Bush: Love hearing about stoping the rules!

00:53:28 Stephenia Courtney: undefined

00:53:56 Carole Castonguay: I especially don't like the "multiplying by powers of 10 means take 0s on."

00:54:01 Konnie Guthrie: If you divide across numerators and denominators you will get another division of fraction problem that will yield the same result. Changing to equivalent fractions with the same denominator makes the problem simple.

00:54:05 Carole Castonguay: tack, not take.

00:54:21 Kelli Freiwald: Open Middle

00:54:32 Joseph Kantrowitz: Open middle is awesome

00:54:43 Jamie Greifenberger: $0/1$, $0/3$ $0/5$

00:55:08 Anna VonDoom: I wonder why the student made fractions instead of decimals in the first three rolls

00:55:28 dana dulzo: always chose the two smallest numbers to make a fraction

00:55:59 Paula Fleshman: Three Act Math is awesome in getting students to notice and wonder! So is YouCubed and WODB!

00:56:11 Heidi Nunes: ^^ yes

00:56:16 FLORENCE MAE DELA CRUZ: Awesome activity! 🙌

00:56:30 Lisa Reis: What is WODB?

00:56:36 Archita Vaghasiya: great activity

00:56:43 Cecilia Arias: WODB = which one doesn't belong

00:56:46 Yvette Martinez: Love this activity!

00:56:47 Tiffany Gallagher: Could we see the directions again?
00:56:52 Lisa Reis: gotcha, thanks!
00:56:54 Christina Hall: LOVE WODB!
00:56:57 Paula Fleshman: WODB is Which One Doesn't Belong. The website is
wodb.ca
00:57:04 Stephenia Courtney: love this
00:57:08 Carole Castonguay: WODB was done on Sesame Street in the 60s!
00:57:50 Diane Anderson: love this
00:58:01 Karoulin Aljoris: thank u carole
00:58:01 cynthia klein: Good activity1
00:58:06 Myra Absin: No matter how big number you divide by zero it is
still equal to zero . Since zero isnothi g
00:58:12 Janice Magauay: i love WODB!
00:58:19 Anna Ingiosi: me too!
00:58:39 Paula Fleshman: WODB is awesome for ALL grades K - 12!
00:59:00 Kelli Freiwald: I joined late...what is the "facilitators guide?"
00:59:50 Honey Sacro Swem: It's a book she shared in a previous slide
00:59:53 Heidi Nunes: A book...Facilitator's Guidebook for Use of
Mathematics Situations in Professional Learning
00:59:59 Frederick Belen: $0/0$ is indeterminate form
01:00:05 Phillip Dysart: What came after Clarify?
01:00:08 Carole Castonguay: Yeah, I love to use the graph. I know
they'll use it in calculus later, too.
01:00:09 Faith Peddie: Summaiya do you have a specific question?
01:00:28 Sharon Black-MacKinnon: distinguish @Phillip
01:00:39 Phillip Dysart: thank you
01:00:49 Frederick Belen: What will you multiply to 0 will give you
zero! You cant determine! so indeterminate!
01:00:53 Kelli Freiwald: thank you
01:01:13 wendy Douglas: definitely NOT Grade 5 Woof! Woof!
01:01:13 Heather Bolton: writing out fact families also helps student see why
dividing by zero doesn't work.
01:01:15 wendy Douglas: Alpha
01:01:15 Liz Swerling: Think about $6/3=2$. Then $2 \times 3=6$. So if $6/0=0$, then
 0×0 would have to equal 6.
01:01:17 Bonnie Lee: ask Siri and Cookie Monster:) my kids love that
explanation
01:02:05 Frederick Belen: what is nonzero when you multiply by zero
will give nonzero.
01:02:07 Joseph Kantrowitz: I've still never seen one in the real world,
except for a math textbook
01:02:29 DawnMarie Gaghan: Yes Joseph
01:02:31 Konnie Guthrie: But we do not know how any data values were used.
01:02:39 Jamie Greifenberger: Joseph, I've seen them used with time that
Covid can remain on surfaces
01:02:58 Mark Phipps: We called Q2 like halftime in a football game. End
of the second quartile...

01:03:03 Carole Castonguay: My son has used them in stats in college.
01:03:24 Joseph Kantrowitz: Carole, again that's in a math book/class only
01:03:24 Ellen Williams: I love charts -- great way to catch misconceptions
01:03:26 Heidi Nunes: Think-ink-pair-share
01:03:33 Dawn Lopez: yes!
01:03:41 Konnie Guthrie: If you look on the paper from a prescription, you will see a boxplot if it is included.
01:03:43 Carole Castonguay: No, using the stats to describe the data.
01:04:11 Shahriar Kalhor: These visualizations are really helpfui for all levels.
01:04:13 Regina Williams: set 2
01:04:14 Linda Rodriguez: 2 -
01:04:14 Heather Bolton: What are some real world examples that use box plots.
01:04:15 Joseph Kantrowitz: 2
01:04:16 Towanda Jackson: 2
01:04:16 Hsiao-Ting Chiou: 2
01:04:16 Sharon Black-MacKinnon: 2
01:04:17 Rebecca Dominguez-Gaona: 2
01:04:17 Kendra Edwards: 2
01:04:17 C Robertson: 2
01:04:18 Ben Newman: 2
01:04:20 Megan D'Adamo: 2
01:04:21 Yvette Martinez: 2
01:04:21 Claire Dent: 2
01:04:22 Ana Guerrero: 2
01:04:22 Christina Siow Young: 2
01:04:22 Marie Hannon: 2
01:04:22 Gloria Flores: data set 2
01:04:23 Stephenia Courtney: 2
01:04:24 Ruth Glasgow: 2
01:04:25 Heidi Nunes: 2
01:04:25 Sherry *Bovey: 2
01:04:25 Christina Capuano: 2
01:04:25 amanda Helgerson: 2
01:04:26 Heide Kaminski: 2
01:04:26 John Simons: 2
01:04:26 Fogafoga Tai-Gray: 2
01:04:26 Lance Brauchla: 2
01:04:27 Dave Hankin: 2
01:04:27 Laura Cranmer: 2 because most data is ni higher raneg
01:04:27 Barbara Griffin: 2
01:04:28 Karoulin Aljoris: 2
01:04:28 Stephanie Atkins: 2
01:04:28 Patti Gawronski: 2
01:04:29 Keli Heath: 2
01:04:29 Norma Warren: 2
01:04:29 Michelle Little: Data 2
01:04:29 Genesis Reyna: 2

01:04:30 Leslie Texas: 2
 01:04:30 cynthia klein: 2
 01:04:30 Ann Marie Nee: 2
 01:04:30 PATRICK GUERRA: 2
 01:04:30 Elaine Everts: 2
 01:04:30 Fevi Rahmawati Suwanto: 2
 01:04:30 Karoulin Aljoris: 2
 01:04:31 Aimee Neece: 2
 01:04:32 Emerson Roman: Data set 2
 01:04:32 Rolando II Delos Reyes: 2
 01:04:32 Kelli Freiwald: can't be determined?
 01:04:33 Anna Ingiosi: 2
 01:04:34 Pauline Lindo: 2
 01:04:34 Liz Swerling: 2 - Set 1 mean will be dragged down by outlier
 01:04:34 Catherine Livesay: data set 2
 01:04:35 Anne Dempsey: 2
 01:04:35 Jocelyn Gabrinao: 2
 01:04:35 Melanie Doody: 2, butdo I need ot know the number of data points
 01:04:36 Sabrina Wesley: 2
 01:04:36 Shauna Brown: 1
 01:04:43 Karin Keener: 2
 01:04:45 Shiv Gaur: 2
 01:04:45 Ximena Sloane: Don't know
 01:04:50 FLORENCE MAE DELA CRUZ: I think it's 1
 01:04:57 Ximena Sloane: We don't know how many points there are in each box
 01:04:58 Myra Absin: 2
 01:05:05 Mark Phipps: It could be either. A very small data set would make it interesting.
 01:05:15 Joseph Kantrowitz: they can do it if they understand median
 01:05:30 Lance Brauchla: box plots only medians....can't get means
 01:05:37 Ellen Williams: prediction is amazing hook
 01:06:42 Heather Bolton: What uses box plots in the real world?
 01:07:16 Catherine Livesay: Could be either, don't have a mean
 01:07:21 Jennifer Coe: yes I agree with heather - for what purpose should students learn box plots?
 01:07:23 Joseph Kantrowitz: different types of learners
 01:07:24 Ellen Williams: people think differently
 01:07:26 Sabrina Wesley: student learning differences
 01:07:27 Janice Magauay: Because students think and learn differently
 01:07:28 Rebecca Dominguez-Gaona: different levels of understanding
 01:07:29 Lora Deiter: Multiple ways for different students to connect.
 01:07:30 Carole Castonguay: We measured the heights of the class, and put them in a box plot, then put in a tall teacher's height and made that box plot so the kids could see what happened. lol
 01:07:30 Keli Heath: students learn In different ways
 01:07:31 Rolando II Delos Reyes: better retention
 01:07:32 Amy Baniewicz: Students learn in different ways
 01:07:33 Honey Sacro Swem: Develops conceptual understanding
 01:07:34 Cindy Bryant: Because students process and think in different ways
 01:07:34 Christina Hall: To learn new strategies.

01:07:34 amanda Helgerson: connections!!!

01:07:35 Shauna Brown: To create entry point for kids

01:07:35 Frederick Belen: individual understanding

01:07:35 Rebecca Ronk: Everyone learns differently

01:07:36 Denise Smith: for better understanding

01:07:37 Heidi Nunes: Different learning modalities

01:07:37 Robin Alves: Some students won't understand the first explanation.

01:07:37 Aimee Neece: different learners & pace

01:07:37 Towanda Jackson: We all see the idea differently.

01:07:38 Stephanie Atkins: Because different students will learn in different ways

01:07:39 Camilla Horton: Provides different entry points for students

01:07:41 Rebecca Ronk: students and teachers alike

01:07:43 Anna Ingiosi: we learn differently too

01:07:43 Michelle Little: Students learn at different levels.

01:07:43 Mark Phipps: More tools in the toolbox to find what connects with different students.

01:07:44 Traci Emory: thinkers think differently

01:07:44 Gloria Flores: different levels of understanding

01:07:44 Ximena Sloane: because there are so many ways to learn

01:07:45 Liz Swerling: To make the most and best connections between concepts

01:07:46 Karin Keener: it will help you apply to other topics

01:07:46 Sherry *Bovey: Students may understand it one way buut not another.

01:07:47 ALICIA PARUGINOG: better understanding

01:07:47 India Puch: for different learning styles

01:07:51 Megan D'Adamo: There are a lot of different paths to take to get the answers in math

01:07:51 Norma Warren: Different ways to get there

01:07:51 Robin Alves: See the problem differently

01:07:52 Dave Hankin: Because not everyone learns or can relate their understanding in the same weay.

01:07:53 Catherine Livesay: develops better understanding

01:07:53 Barbara Griffin: Everyone has different learning experiences. Methods have to fit the pieces in the mind.

01:07:54 Patrick Anderson: Students understand in different ways

01:07:54 Jorge Veloso: It gives consistency to the learning.

01:07:54 Aimee Neece: we also teach differently

01:07:56 cynthia klein: Multiple learning styles

01:07:56 Elaine Everts: students don't always understand it the way the teacher does it

01:07:57 Gloria Flores: different approaches to solving a problem

01:07:57 Toni-Ann Hoffstead: It makes learning more cemented in the learner's brain

01:07:59 Cecilia Arias: Flexibility, fluency, attending to all learners

01:07:59 Karin Keener: gives choice

01:08:01 Aya Zvaigzne: Because all of those different perspectives exist, and give slightly different meanings?

01:08:01 Betsy Smith: To make connections to other mathematical concepts

01:08:02 SAPNA SHARMA: It helps them to understand better
01:08:02 Patti Gawronski: students don't learn the same way, deeper understanding
01:08:03 David Barnes: YES!
01:08:04 Kristy Comer: We all learn differently
01:08:05 Toni-Ann Hoffstead: makes them flexible learners
01:08:05 Lance Brauchla: minds don't work the same
01:08:05 Heide Kaminski: different learning styles
01:08:07 Shahriar Kalhor: I really like these visualizations.
01:08:08 Anne Dempsey: Student choice
01:08:09 Sharon Black-MacKinnon: multiple representations allows a choice
01:08:10 Cecilia Lopez: Inclusive teaching
01:08:10 Kristy Comer: Differentiating
01:08:14 Ximena Sloane: I ask students if they came up with a different way to solve a problem
01:08:16 Janice Magauay: Student empowerment
01:08:18 Barbara Griffin: My students then confuse the different methods with each other.
01:08:19 Emerson Roman: I love giving options to my students as well.
01:08:22 SAPNA SHARMA: different ways give them choices
01:08:25 Ellen Williams: Students love choice... I love to hear students defend their choice
01:08:25 Cindy Bryant: Choice is PO
01:08:26 amanda Helgerson: love that! I do that all the time...do which one works for you
01:08:26 Christina Hall: Yes, I show them multiple ways and give why I choose my way but they are to use what works best for them.
01:08:29 SAPNA SHARMA: yes i agree
01:08:29 Joseph Kantrowitz: I use that idea for systems of equations. SHow them all, then let them show me their preferred method
01:08:32 irma maceachern: To understand the learners questions and comments. I have seen kids give the correct answer and unfortunately the teacher dismisses the answer because the teacher doesn't have the understanding. SAD.
01:08:33 Liz Swerling: To be effective in the world, they will need to be able to explain themselves to different people
01:08:35 Stephenia Courtney: differentiate
01:08:36 Carole Castonguay: AND they need to evaluate the advantages and disadvantages to methods.
01:08:36 amanda Helgerson: they love that freedom
01:08:47 Shahriar Kalhor: From shahriar Kalhor.
01:08:51 Michael Chrzan: Learning styles is a myth, but this does help with learning more creative thinking and problem solving, maybe even empathy if framed a certain way
01:08:52 Ximena Sloane: I ask students if they came up with a different way to solve a problem and then I ask them to show me if they can tell me why that works
01:08:55 Cindy Bryant: Choice is POWER Connie!
01:08:57 Marla Aehlert: I tell the kids to do it the way their brain understands it best.
01:09:00 Joseph Kantrowitz: in ES, multiplication with partial products, standard algorithm, area model, etc

01:09:01 Janice Magauay: agree
01:09:09 Heide Kaminski: I teach adult drop outs of ages up to 70. They LOVE to go up to the board and showing their way of solving
01:09:11 Kendra Cole: agree
01:09:20 Lori Krebs: students brains learn differently and it may not be the way I learn--it is your choice at which way is best for your brain.
01:09:23 amanda Helgerson: I tell parents, too, that there is more than 1 way to do it and I encourage that. Hoping to stop that "that's now how my teacher showed me" method (as long as the parent's method works, too)
01:09:24 Shahriar Kalhor: All this information is really useful.
01:09:27 Stephenia Courtney: I agree
01:09:28 Christina Hall: Parents are the hardest ones to break of the idea that there are many ways to solve problems.
01:09:46 Traci Emory: Agreed Christina
01:09:48 Stephenia Courtney: choice and ownership
01:10:02 Carole Castonguay: Parents tend to teach methods but not necessarily know why they work. That can be tough to work with.
01:10:04 Joseph Kantrowitz: parents are difficult to change, but for distance learning, they have to help where and when they can
01:10:09 Sreevelmurugan Vamadevan: Is it regular polygon?
01:10:09 David Barnes: When you show parents a way that MAKES SENSE they often take a second look.
01:10:11 Paula Fleshman: A great way for teachers to learn how to solve problems differently is to find and do open, rich tasks themselves in as many ways as possible, and then give those same tasks as clinical interviews to students of different proficiency levels to see their ways of thinking and incorporate and share all of those multiple ways to the entire class!
01:10:13 Rolando II Delos Reyes: explore ideas
01:10:13 Konnie Guthrie: I give as many strategies as I know to show them and ask them to use the one that makes the most sense to them.
01:10:19 Danielle Bentley: Great "think about it" questions
01:10:27 Heide Kaminski: explore!
01:10:33 ANALINE BAUTISTA: lots of sensemaking
01:10:34 Kristy Comer: If the student asks they are ready to learn it
01:10:39 Cynthia Brunk: It is difficult to determine which questions are worth the time to pursue. Time is always in such short supply.
01:10:57 Anna Ingiosi: especially next year
01:11:12 Cindy Luper: When we show multiple ways, we often have the discussion of which are efficient. Younger students can come up with creative ways, but they aren't always efficient.
01:11:15 Ellen Williams: cool ideas
01:11:16 Ben Newman: How the Brain Learns Mathematics - David A Sousa (<https://www.amazon.com.au/Brain-Learns-Mathematics-David-Sousa/dp/1483368467>)
01:11:31 Emily Kavanagh: Good Launch Activity
01:11:40 Robin Alves: Thanks Ben
01:11:48 Danielle Bentley: @Ben, thanks!
01:11:53 Scott Nelson: Really like seeing kids explore new vocabulary...hands on helps
01:12:02 Faith Peddie: Mamta, do you have a specific question?
01:12:03 Paula Fleshman: The questions to pursue are ones that really get at

the big ideas of the unit, and have students engage multiple skills.

01:12:21 Ben Newman: @Danielle - at least, I think its that one :-)

01:12:35 Myra Absin: Thank you so much.

01:13:19 Kim Ellis: use a table of multiplying

01:13:25 Heidi Nunes: I use "groups of" and "opposite of" terminology

01:13:30 Kim Ellis: show them on the number line

01:13:31 Jamie Greifenberger: A negative sign means the opposite. "The opposite of the opposite of"

01:13:58 Konnie Guthrie: I agree Heidi.

01:14:08 Joseph Kantrowitz: Jaime, I like that answer

01:14:12 wendy Douglas: Speak the TRUTH!

01:14:15 Myra Absin: We have to explore to answer the why's of our students.

01:14:17 Shiv Gaur: We can show by patterns

01:14:21 Heidi Nunes: 3×-4 is 3 groups of -4. -3×-4 is the opposite of 3 groups of -4

01:14:29 wendy Douglas: Yes, they learned it.

01:14:30 Konnie Guthrie: If the knowledge was not retained, did they really learn it?

01:14:33 Dave Hankin: "when will we ever use this....."

01:14:37 Paula Fleshman: Are there books that show very clearly how the math that students are learning at each grade level is used in different careers? That will really help answer that ubiquitous question of "Why do we have to learn this?!"

01:14:46 Carole Castonguay: new Monik, lol!

01:14:47 Robin Alves: @Hiedi That's exactly what I used

01:14:55 Chad Hale: I agree

01:14:57 Konnie Guthrie: I do not like tricks or pnuemonics.

01:15:00 Megan D'Adamo: I get "We never learned this" during PSSA (standardized test) review

01:15:06 Sarah Bush: This is great stuff Connie!

01:15:06 Sharon Black-MacKinnon: using a number to explain it has been beneficial to many of my students

01:15:08 Hope Phillips: Yay, Heidi Nunes! The best explanation! My favorite that I use all the time!!

01:15:09 Anna Ingiosi: I use the way Heidi explained as well

01:15:15 Catherine Livesay: Students are always asking when they are going to use the math concept.

01:15:19 Heidi Nunes: :)

01:15:21 Kelli Freiwald: then slope is SO messed up when they get to higher math.

01:15:44 Stephenia Courtney: TY!

01:16:18 Robin Alves: Kelli explain what you mean please.

01:16:42 Claire Dent: will you share your slides?

01:16:45 Heather Bolton: What is the name of the book again

01:16:53 Kim Ellis: can you use that $(-)(-)=+$ for imaginary numbers

01:17:06 wendy Douglas: Thank you for clarifying on PEMDAS!

01:17:07 Carole Castonguay: They do mult first.

01:17:07 Konnie Guthrie: I do not like PEMDAS either.

01:17:09 Kelli Freiwald: OK I'm so glad you mention that...but what replaces PEMDAS

01:17:10 Aya Zvaigzne: David Sousa is the author
01:17:12 Heidi Nunes: Students struggle with rise over run. They mix it up. Also, they subtract the integers incorrectly. A lot.
01:17:13 Ellen Williams: PEMDAS is missing some parts
01:17:14 SAPNA SHARMA: It was an awesome session. I liked it.
01:17:18 Ben Newman: How the Brain Learns Mathematics - David A Sousa (<https://www.amazon.com.au/Brain-Learns-Mathematics-David-Sousa/dp/1483368467>)
01:17:23 Ana Guerrero: Yes! I agree. No PEMDAS
01:17:25 Jennie Brown: I agree; I don't either.
01:17:26 Betsy Smith: PEMDAS is a mess--everyone tries to multiply before they divide!
01:17:30 Frederick Belen: yes you can use negative in imaginary numbers
01:17:35 Anna Ingiosi: AND it make you think multiplication/addition comes first
01:17:35 amanda Helgerson: So what do you do instead of PEMDAS?
01:17:35 Robert Berkey Robert Berkey: permas
01:17:37 Catherine Livesay: That always messes up my students too
01:17:39 Janice Magauay: You did a great presentation! Thank you so much!
01:17:41 Ben Newman: No PEMDAS, no BODMAS, no BEDMAS, no PODMAS!
01:17:43 Dave Hankin: I've seen that issue with PEMDAS as well.
01:17:47 Joseph Kantrowitz: I teach it as:
01:17:47 Shahriar Kalhor: shahriar kalhor
01:17:48 Ximena Sloane: What is better than PEMDAS?
01:17:55 Kristine Barrett: thank you!
01:17:59 Megan D'Adamo: I group them together when I teach it to the students. I say P E MD and AS are the "steps"
01:18:00 Joseph Kantrowitz: P E M/D A/S
01:18:04 Kim Ellis: Kim Ellis Winter Park, FL I came in late
01:18:06 Patrick Kosal: This was terrific, Connie. Thank you so much for the challenging ideas! Much appreciated
01:18:10 Lisa Reis: I've heard of GEMS instead of PEMDAS
01:18:11 Liz Swerling: Pemd as alternative: Triangle or Pyramid of ops. Mult/divide on same level. Add/subt on same level.
01:18:14 Robin Alves: PEMDAS is a problem because the educators teaching it learned it wrong to begin with
01:18:19 Heidi Nunes: 4 stages for order of operations.
01:18:29 ANALINE BAUTISTA: wow
01:18:30 Christina Hall: I teach them as Superhero Powers, which is more powerful and when is it most powerful.
01:18:32 Carole Castonguay: Thanks, Connie :)
01:18:35 Alberta Jarmon: Thank you for this presentation tonight!
01:18:35 Keli Heath: Thank you!
01:18:36 Ana Guerrero: Thank you!
01:18:37 Paula Fleshman: Jo Boaler's Mathematical Mindsets is a great book along with her website YouCubed to address all of what we're talking about.
01:18:37 Megan D'Adamo: Thank you
01:18:37 Scott Nelson: Confidence in my students is a huge skill we work on every day.
01:18:38 Kerrie Becker: Excellent ideas, emphasis on students' thinking and

making math accessible to all! Thank you!!

01:18:38 Shahriar Kalhor: I really like to know about using graphs

01:18:39 Kim Ellis: Thank you

01:18:40 Anna Ingiosi: thank you!!

01:18:40 Sabrina Wesley: Thank you this was great

01:18:41 Catherine Livesay: Thank you

01:18:42 ANALINE BAUTISTA: thank you

01:18:42 Robin Alves: Thank you

01:18:42 Samantha Bustos: ahh imised the other two. I got capability

01:18:42 Cecilia Arias: Love these last 2 thoughts you left us with!

01:18:43 Brenda McNeese: thanks.

01:18:43 wendy Douglas: Thank you. Fantastic!

01:18:43 Heidi Nunes: Thank you so much!!!

01:18:44 Shiv Gaur: Thank you!

01:18:44 Carly Jardinier: Thank you!

01:18:44 Cecilia Arias: Thank you!

01:18:45 Scott Nelson: Thank you.

01:18:45 Samantha Bustos: what were the other two

01:18:45 Brandi Ledbetter: teach inverse operations go together! that's better than pemdas

01:18:46 Dawn Lopez: Thank you!

01:18:46 Leslie Texas: Thanks so much!

01:18:46 Aya Zvaigzne: This was Fantastic. Thank you very very much !!!

01:18:46 Daniel Irving: Thank you for this wonderful presentation!

01:18:47 Christina Siow Young: Thank you! This was great!

01:18:47 Janice Magauay: You're awesome!

01:18:47 Gloria Carrasco: thank you

01:18:47 Joyce Meier: Thank you!

01:18:47 Anne Dempsey: Thank you!

01:18:48 Frederick Belen: Thank you!

01:18:48 Tessie Menta: Thank you

01:18:49 Amy Dowdle: Thank you!!

01:18:49 Ben Newman: amazing stuff, thank you Connie!

01:18:50 Rose Cisneros: Thank you!

01:18:51 Kelli Freiwald: Thank you it was awesome!

01:18:51 Karen Hughes: Thank you!

01:18:51 dana dulzo: thank you so much

01:18:51 Roberta Ludwigsen-Hill: Thank you! This was fabulous!

01:18:51 ANGELA Hayslett: Thank you!

01:18:51 Emilie Bligh: Thank you :)

01:18:51 Divine Faith Almocera: thank you

01:18:51 DawnMarie Gaghan: Thank you!!

01:18:51 Stephanie Atkins: Thank you!

01:18:51 Christine Blake: Thank you!

01:18:52 amanda Helgerson: thank you!

01:18:53 Trena Wilkerson: Thank you Connie!

01:18:53 ALICIA PARUGINOG: thank you

01:18:53 Rolando II Delos Reyes: i like the why PH

01:18:53 Brandi Ledbetter: thank you!!!

01:18:53 Steven Cox: thank you

01:18:54 Michael Chrzan: That quote was awesome!! Thanks so much Connie!
01:18:54 Yvette Martinez: thank you!
01:18:54 Myra Absin: Thanks.
01:18:54 Anna Clarissa Regala: Thank you
01:18:54 Michelle Webb: Thank you
01:18:54 Monica Roland: Thank you!
01:18:54 Jovelyn Maralit: Thank you very much!
01:18:55 Ruby Garofalo: thank you!
01:18:55 Patti Gawronski: thank you!
01:18:56 Noe Eugenio: Thank you so much Connie!
01:18:56 Melissa Curran: Great job!
01:18:56 SAPNA SHARMA: THANK YOU
01:18:56 Dave Hankin: Thank you from Globe, Arizona!
01:18:57 Brandy Gunels Johnson: thank you
01:18:57 Marie Hannon: thank you :)
01:18:57 Harold Miles: Thank you.
01:18:58 Karin Keener: Thank you!
01:18:58 Cindy Bryant: Great Job Connie!!!
01:18:58 Emily Kavanagh: Thanks for a great presentation
01:18:58 Brandi Ledbetter: wow!!
01:18:59 Ellen Williams: that was fast
01:19:00 Samantha Aeschliman: THANK YOU ♡
01:19:00 Pendo Nyanda: Thanks! awesome!
01:19:00 Brian Miller: ty
01:19:00 Ron Napper: Thank you!
01:19:02 Cynthia Brunk: Thank you!! This was amazing!
01:19:03 Alton Green: Awesome!
01:19:04 Brandi Fleckenstein: This has been a great webinar! Thank you!
01:19:04 David Martinez: Thank you
01:19:05 Michelle Little: Thank you
01:19:06 Lisa Chang: Thank you!
01:19:06 Danielle Bentley: Thank you so much!!! Your presentation was
very insightful! I appreciate your work!
01:19:07 Mark Phipps: Well done!
01:19:07 Milagros Smith: Thank you. That was very enlightening
01:19:07 Lawanda Mahomes: Thank you! ♡♡
01:19:08 Heather Bolton: Thank you
01:19:08 Candace Smith: Thanks very helpful
01:19:08 joan mascola: Thank you. That was great!
01:19:09 Muna Alwahaibi: thank you
01:19:09 Hsiao-Ting Chiou: Thank you!
01:19:09 Jennie Brown: Awesome! Thank you!
01:19:10 Cindy Luper: Thank you.
01:19:10 Fevi Rahmawati Suwanto: Thank you, awesome!
01:19:10 Towanda Jackson: Great!Thanks so much!!
01:19:11 FLORENCE MAE DELA CRUZ: Amazing what a great learning! ♡
01:19:11 Sreevelmurugan Vamadevan: Great
01:19:11 Elaine Everts: Thank you so much!
01:19:12 Sharon Ling: Thank you!
01:19:12 Chad Hale: thank you

01:19:12 Kristine Butz: Thank-you so much!!
01:19:12 Alison Walker: Thank you!
01:19:13 Rakai Whittiker: Thank you Connie!!
01:19:13 Cecilia Arias: ::heart::
01:19:14 Michelle Smedley: Thank you!
01:19:15 Phyllis Creech: Thank you
01:19:16 Sharon Black-MacKinnon: Thank you so much! Grateful to attend :-)
01:19:17 Lora Deiter: My mind is blown! Thank you for everything!
01:19:17 Janice Holland: wonderful
01:19:19 Jeanine Colwell: wonderful webinar, great examples
01:19:21 Rebecca Ronk: Thank you! I learned so much!
01:19:21 Anairis de la Cruz Benito: I loved it! Thanks Connie
01:19:23 Konnie Guthrie: So good!!!
01:19:24 Pamela Liegl: Thanks Connie, very interesting and useful.
01:19:25 Sherry *Bovey: Thank you so much!
01:19:31 Rosalyn Bantay: Thanks much!
01:19:31 Emerson Roman: ¡Muchas Gracias!
01:19:32 Shahriar Kalhor: shahriar kalhor thank you it was great
01:19:35 Rachel White: Thanks so much! Very informative
01:19:35 Margie Acabal: Thank you very much!
01:19:35 Diane Anderson: Thank you!
01:19:37 Marvin Respicio: Thank you very much for that wonderful
presentation!
01:19:39 Claire Dent: Yes thank you!
01:19:40 Rolando II Delos Reyes: thank you PHPPH
01:19:40 Acadia Gurney: Thank you! That was wonderful!!
01:19:42 Lori Krebs: Thank you and very useful information! Great job!
01:19:43 Kristy Comer: Thank you so much. It was nice and slow and you
covered our questions.
01:19:45 Angelita Beltran: Thank you!
01:19:48 Regina Williams: Great workshop, thank you!!
01:19:49 Aimee Neece: Thank you so much!
01:19:56 Lisa Reis: Thank you, Connie. This was great and very eye
opening. I appreciate it.
01:19:57 Claire Dent: well well done
01:19:59 Traci Emory: thanks so much, it made me think
01:20:00 amanda Helgerson: same with teaching vs remote learning
teaching
01:20:03 Norma Warren: Thank you!
01:20:06 Jayne Breton: Thank you so much! Wonderful presentation
01:20:08 Dave Hankin: Thank you from Globe, Arizona.
01:20:15 Christina Hall: Thank you so much!
01:20:19 Cecilia Arias: I'm registered for tomorrow, can't wait!
01:20:20 Arnold John Bulanadi: Thank you! PHUS
01:20:20 Kelli Freiwald: It's full
01:20:22 Alison Walker: Enjoyed so much very informative!
01:20:29 tracey simmons: thank you!
01:20:29 Shahriar Kalhor: Thanks
01:20:29 Jolene Peterson: Thanks so much, Connie! From Jolene in
Kansas. :)

01:21:03 Kayla Villarreal: Thank you!
01:21:08 Rakai Whittiker: North Carolina says THANK YOU!!
01:21:10 Shahriar Kalhor: Thanks from Shahriar Kalhor
01:21:19 PATRICK GUERRA: Thank you so much
01:21:30 PATRICK GUERRA: Mabuhay from Philippines
01:21:59 Faith Peddie: Yay Lori! Welcome. There is so much to offer.
01:21:59 Alison Walker: Alison Walker from Darien Georgia again thank you again!
01:22:08 Ronald Austria: Salamat!!
01:22:12 ELLA CABRERA: Thanks EVERYONE
01:22:13 Mariuxi Luna-Bautista: Thank you!
01:22:18 ELLA CABRERA: From Philippines here
01:22:20 Keli Heath: Thank you
01:22:29 Barbara Griffin: The 100days webpage has the recording and the webinar slides for past webinars.
01:22:30 David Barnes: @Lori Welcome to NCTM!
01:22:36 Gloria Flores: thank you
01:22:37 Genesis Reyna: Thank you all!
01:22:41 Abdul Razak Othman: TQ very much. Excellent presentation!
01:22:44 Shahriar Kalhor: From Shahriar Kalhor All the best
01:22:48 Honey Sacro Swem: Thank you for sharing your expertise!
01:22:48 Myra Absin: Thanks.
01:22:52 India Puch: This has been a great presentation!
01:22:57 FLORENCE MAE DELA CRUZ: Thank you so much! 💕💕
01:23:01 Miranda Holt: Thank you Connie.
01:23:04 Olga Kosheleva: Thank you!
01:23:08 Megan D'Adamo: Thank you
01:23:10 Jennifer Heldenbrand: Thank you for all the work involved in preparing these webinars.
01:23:12 Ayunda Sri Wahyuningrum: Thank you so much!
01:23:20 Jovelyn Maralit: Godbless everyone. Keep safe!
01:23:20 Cecilia Arias: Thanks all around :)
01:23:21 Connie Schrock: Where do I send the PDF?
01:23:26 India Puch: Thank you!
01:24:11 India Puch: YESSSSSSS!!!!!!!