

00:18:44 Cindy Bryant: Good day, evening, morning, etc. from Springfield, MO! Please set your chat to All panelists and attendees so everyone can see your chat posts!

00:19:00 Christina Siow Young: Hello from California

00:19:01 Ana Guerrero: Hello from IL

00:19:07 Danielle Phillips: Danielle from MA

00:19:08 Rachel White: Hello from Southern Maine.

00:19:08 LANY JAMERO: good morning from philippines

00:19:09 Emily Kavanagh: Hello from Columbia

00:19:10 Trena Wilkerson: Hello from Waco, Texas via Philadelphia MS tonight!

00:19:11 Bobby Flores: Hello from Houston TX

00:19:11 Lorie Huff: Hello from Fayetteville,Arkansas

00:19:11 Nadine Richards-Ramsey: Hello from Glen Burnie, MD

00:19:12 Kathleen Bliss: Hi from Albany, CA.

00:19:12 Hannah Rooney: Hello from Worcester, MA!

00:19:13 Christina Tully: hi from Las Vegas NV

00:19:13 Arnold John Bulanadi: Hello everyone! Arnold from Jax, FL

00:19:14 Kendra Edwards: Hi from Brooklyn, NY

00:19:14 Francis Kisner: Another beautiful day in Pennsylvania

00:19:15 Marion Goetze: Hi from Vancouver, BC, Canada

00:19:15 Jennifer Cronin: Hello from Hanson, MA

00:19:15 Carrie Dickinson: Hey from Houston, Texas

00:19:16 Ronald Golden: Panama City Florida

00:19:16 William Sabor: St. Louis, MO!

00:19:16 Stacie Kyhn: Hey howdy from Apache Junction, AZ!

00:19:17 Susan Troutman: Hello from Texas!

00:19:17 Kathy Rubendall: Hello from Hoboken!

00:19:17 Chad Hale: Hello from ohio

00:19:17 Kathy Felt: Hi from west central IL

00:19:18 Katherine Rossignuolo: Hello from Macungie, PA

00:19:18 dana dulzo: hello from dana novi mi

00:19:18 Renate Uhlig: Danvers, MA

00:19:18 Ronald Lubatti: lebanon, maine

00:19:19 Patricia Meyers: Hello from Rogersville, TN

00:19:20 Vonda Hicks: La Plata, MD

00:19:20 John Halmi: Hi everyone from Annapolis, MD

00:19:20 Melanie Weston: Hello from NC

00:19:21 Katherine Page: Hello from Richmond Virginia!!!

00:19:21 Lyndsey Horton: hello from San Antonio Texas

00:19:21 Joan Albers: Hello from Ohio!

00:19:21 Sheila Webb: Hello from Reidsville NC

00:19:22 Rhonda Rampley: Hello from NC

00:19:23 Viragni Chand: Hello from bay Area California

00:19:23 Joe Burton: Hello from Waldorf MD

00:19:24 Dawser Al-Adhami: Hello from Ann Arbor MI

00:19:24 Jennifer Corritore: orange park, florida

00:19:24 Patricia Johnston: Hello from Laurel, Md.

00:19:25 Aleethea Middlebrooks: Atlanta, GA

00:19:25 Laura Semian: Hello from Sarasota, FL

00:19:25 Dongsheng Zhang: Hello from TX
00:19:25 Jacqueline Colbourne: Hi from Temple Hills, MD
00:19:26 Susan Dahms: Hello from Ridgecrest, CA!
00:19:26 Katherine Raiguel: Hello from Willow Grove, PA
00:19:26 Michelle Piacenza: Michelle from Phx,Az
00:19:26 MELVIN BURNETT: Hello from Greensboro, NC
00:19:27 Sheila Kirton-Robbins: Hi from Nashville, NC
00:19:27 Laurie Walker: Hello from Northampton, MA
00:19:27 Dale Pasino: Worcester, MA
00:19:27 Samantha Bustos: Hello from Collierville, TN! Teaching in
Shelby County Schools
00:19:27 Christine Bucciero: hi from CT!
00:19:29 Aycan Yilmaz: Hi from New York
00:19:29 Anthony Penoro: Hello from NYC
00:19:29 Scott Ing: Hello from Southern California
00:19:30 Keisha Davis: Hi from MD!
00:19:30 Tina Hill: Howdy! from northeast TN
00:19:30 Barbara McDonald-Pyle: Barbara Pyle, Harrisonburg, VA
00:19:31 Mabra Karpie: Corning NY
00:19:31 Catherine Bronikowski: Hello from Milwaukee, WI
00:19:32 Mary Simmons-Chatmon: South Carolina
00:19:32 Kathy Medrick: Hello from Cleveland OH
00:19:34 Karen McMahan: Hi y'all from Houston, Tx
00:19:34 Nithya Soundararajan: Hi from Connecticut
00:19:34 Vicki Bullock: Hi from DC!
00:19:35 Lesly Brown: Hello from Knoxville, Tennessee!
00:19:36 Monica Roland: Good evening from Savannah Ga
00:19:36 Dennis Manyanga: Hello from NC
00:19:36 Charese Chambers: Hello from Tennessee
00:19:36 Douglas Steinbronn: Southern California, Rosamond.
00:19:36 Rachel Slezak: greetings from Nashville!
00:19:37 Patti Scharschmidt: Hello from Victoria, TX
00:19:37 Nora Marasigan: Hello from Philippines
00:19:37 Tracy Benjamin: Hello from Phoenix, Arizona
00:19:38 Catherine Livesay: Hello from Rogersville, Tennessee
00:19:38 Laura Partridge: Hi from Fairfax, Vermont
00:19:38 Mark Fili: Hello from Queens, New York
00:19:39 RHONDA MAYO: Hello, Fayetteville, NC
00:19:39 Rachel Kuehn1: Normal, Illinois
00:19:40 Lisa Cudle: Hello, from Washington
00:19:40 Jeff Shih: hi from las vegas!
00:19:41 Susan Shuart: Hello from Farmville, VA
00:19:41 Kim Petersen: Hello from Calgary, Canada!
00:19:42 Dave Hankin: Hello again from Globe, Arizona!
00:19:42 Dominador Guillermo: Hello from Kingsland Georgia
00:19:43 Alison Jo Frost: Hey fromWV
00:19:44 Veronica Troup: Tennessee
00:19:44 Veronica Kwok: Queens, NYC where there was a random 10 seconds of
downpour
00:19:45 Lisa Owens: Hello from Cincinnati, Ohio!

00:19:46 Brent Perry: hello from NC!!!!!!
00:19:49 Mary Pyke: Nova Scotia Canada
00:19:50 Rosanne Cantwell: California ;0)
00:19:50 Winnica McLean: Florida
00:19:51 Wenny Liao: Hello from Portland, OR
00:19:51 Linda Baker: hello from Indiana !!
00:19:52 Anne Ang: Hi from North Carolina!
00:19:53 Stephenia Courtney: Hello from Las Vegas, NV
00:19:55 Tanya Landry: Hi from Baton Rouge!
00:19:55 Aura Rodriguez: Hello from Montebello Unified, Los Angeles County
00:19:56 Carmelita Nalzar: Hi from JEDDAH, SAUDI ARABIA
00:19:57 Elaine Dupree: Elaine Dupree Jericho, Arkansas
00:19:57 Darwin Best: Greetings from Fredericksburg, VA!
00:20:00 Gerald Bruno: Gerald Bruno From NY
00:20:01 Melanie Carter: Hello from St. Louis, MO
00:20:01 Denise Beavers: Hello from Tennessee.
00:20:02 lee hanby: hello from pittsburgh
00:20:03 Lenora McGrath: Kentucky
00:20:04 Tessie Menta: Hello from Stockton, California
00:20:04 Ma.Cecilia Cueva: Good morning from Philippines..
00:20:04 Gail Saltveit: Portland, Oregon
00:20:05 Cheri Flood: A very rainy Panama City, Florida
00:20:05 Theresa Liddy: Hello, from Annapolis, Maryland
00:20:07 Matthew Whitemarsh: Matt from Wisconsin
00:20:08 JoAnn Hiatt: Hi from Kansas City!
00:20:12 Olga Kosheleva: Hello from El Paso, TX
00:20:15 David Barnes: Hello from near the home of the World Series
Champion Washington Nationals!
00:20:15 Lorie Bell: hello from North Carolina
00:20:16 Julie Leporiere: Hi from California
00:20:17 Jennifer Henderson: Woodstock GA
00:20:18 Noe Eugenio: Hello from Philippines.
00:20:20 Monica Weese: Hello from Dallas, Texas.
00:20:22 CATHY SMITH: Hello from Maryland
00:20:25 Alana Viverito: Hello from New York!
00:20:27 Sheila Kirton-Robbins: Hello Fairfax VT, UVM grad here!
00:20:40 Sharon Black: Cheers from New Brunswick, Canada
00:20:42 Angelita Beltran: Hello from IL
00:20:43 Michelle Shirtcliff: Hello from Burbank, CA
00:20:51 Lynn Lafferty: Hello from Erie, PA

00:20:51 Michael McNeil: Maryland!
00:20:52 Rodney Cooper: Hello from Killeen Texas
00:20:53 tracey simmons: Hello from Jamaica, NY
00:20:54 Rossini Ortega: Hello! From the Philippines.
00:20:55 Laura Cranmer: Hello from Colorado
00:20:56 Tanya Dewland: Hi from Tucson AZ
00:20:57 Roberto Marquez: Hello from Los Angeles, CA
00:20:59 Eva Gomez: Hello from Phoenix, Az
00:21:00 Angela Langenkamp: Louisville, KY

00:21:01 Felicia Phillips: Happy Thursday from the San Francisco Bay Area
00:21:04 Brianne Biddle: Hi from Panama City, FL
00:21:04 Kathryn Swartzenberg: Spring, Texas
00:21:13 Michelle Kornitz: Milwaukee, WI
00:21:13 Leah Simmons: Hello from South Carolina
00:21:16 Ramona Hall: Hello from Charlotte, NC
00:21:27 Andrew Zenker: Hello from Westchester County, NY!
00:21:27 Evangeline Pabulayan: hi and greetings from PA
00:21:31 India Puch: India from Columbia, SC
00:21:34 Grace Weissmann: Hello from Baltimore
00:21:35 peter zirnis: Hi from Etobicoke
00:21:38 Jacqueline Sciortino: hello from VA
00:21:39 Bryan Bagala: Hi from Westchester, NY
00:21:41 Jaclyn Murray: Hi from Atlanta, GA!
00:21:45 Shashidhar Belbase: Hello from the UAE.
00:21:51 Shonda Moore: Hello from Austin, TX
00:21:52 Lyubov Presnetsova: Hello from NoVA
00:21:52 Tiffany Jones: Hello from San Antonio
00:21:52 Debbie Grady: hi from texas
00:21:54 MICHAEL KAROLEWICZ: On board from Milwaukee, WI
00:21:57 KEISHA SMITH: Hello from Montgomery AL
00:21:58 Catherine Abbott: Happy Thursday from Maryland!
00:22:02 Michael Chrzan: What up doe?! From Detroit, MI
00:22:02 Jeanetta Glass: Hello from Memphis, TN!
00:22:03 Dewey Gottlieb: Aloha from Hawaii!
00:22:03 Vanessa Stokes: hello from chicago!
00:22:03 Elizabeth Nicosia: Hello from Montgomery, Texas
00:22:03 Donna Misciagna: Hello from Tucson, AZ!
00:22:04 Lakeisha Jones: Hello from Denton, TX
00:22:08 Justin Klinger: Hello from Romeoville IL
00:22:08 Janet Bernard: Florida
00:22:08 Rebecca Flora: from Redmond, WA
00:22:09 Rebecca Zlotnik: Hello from New Jersey
00:22:10 Erica Hoffknecht: California - Fresno
00:22:10 Terri Taylor: Thanks
00:22:11 Patti Wallace: Hello from Austin TX
00:22:11 Danielle Bentley: Hello from Kansas City!
00:22:11 Karen Pritchett: Hello from Ohio!
00:22:12 Jenny Sagrillo: Hello from Milwaukee
00:22:14 Jennifer Rolling: Baltimore MD - yaaaaaaaaayyyyyy!
00:22:14 Denise Griffiths: Hello from Denise Griffiths from Wilmington, DE!
00:22:15 carolina vix: Hi from NC. Pittsboro
00:22:17 Gladys Montoya: Hello from Zion, IL!
00:22:17 Adriana Delgado: Belen Jesuit Preparatory School in Miami, FL
00:22:18 Dana Nelson: Hello from PA
00:22:19 Lisa Nicolaisen: New York
00:22:20 Terri Taylor: Hello from Provo, Utah
00:22:21 Evette Langham: Hello from Chesapeake, VA

00:22:21 Ivette Aguila: hello from Miami Florida
00:22:24 Krystal White: Good evening, everyone! Hi from Saint Louis,
Missouri.
00:22:25 Jennifer Heldenbrand: Hello from Provo, UTah
00:22:29 Heather Ruiz: Hello from San Antonio
00:22:32 Eric Von Valdez: Hello from Jeddah, KSA
00:22:32 Janice Magauay: Hello from Maryland
00:22:34 Leah Cottrell: Hello from NC
00:22:39 Denika Gum: Hi from Charlottesville, VA.
00:22:40 Melonie Smith: Hello from Chicago
00:22:42 Gisela Vichot: from MIAMI, FLA
00:22:46 Marlene Naquin: Hello to all from Long Beach, MS
00:22:49 Rosalyn Bantay: Hello from Philippines 😊
00:22:54 Beth Alsberg: Hi from El Cerrito, CA
00:22:58 Patti CZAR: Hello from New Jersey
00:23:01 Anita Tyndall: Hello from VA
00:23:04 Mary Rose Portugal: Hello from Manila
00:23:08 Susan Weiss: Hi Susan from Brookline, MA
00:23:28 Gloria Flores: Hello from Texas
00:23:51 Margarito Valdez: Hello to all from Chicago
00:24:01 Ratu Ilma Indra Putri: Hi... from Indonesia
00:24:02 Shannen Bunoski: Hi from Bethany Beach, DE! Very excited for
this webinar!
00:24:08 Gail Saltveit: can you help those of us who do not have
smartphones?
00:24:10 Bertha Reyes-Pond: Hi from San Antonio Texas
00:24:11 Katherine Prammer: Can you provide for those overseas- message
doesn't work
00:24:14 Rommel Daz: Good evening, Zambales Philippines
00:24:32 Carole Bamford: and for those of us that don't have cell phones?
00:24:58 Tessie Menta: Hello, from Philippines
00:25:05 Michelle Funai: Aloha from Honolulu, HI! Sorry, just jumped over
from the AP webcast...
00:25:23 Catherine Cook: hello from San Francisco
00:25:25 VIKAS SAXENA: Greetings from Vikas Saxena Jaipur,India.
00:25:33 CATHY SMITH: I am using a desk top... is there an alternate way
to get the information?
00:25:34 Jet Yeung: Hello Everyone--Jet from Henderson, Nevada
00:25:44 Penina kamina: Hi from Oneonta NY
00:25:47 Emily Kavanagh: 2
00:25:51 Catherine Bronikowski: 2
00:25:51 Barbara Boschmans: 2
00:25:53 Ronald Lubatti: 2
00:25:54 dana dulzo: x = 2
00:25:54 Donna Mischiagna: 2
00:25:54 Jennifer Cronin: x = 2
00:25:54 Karen Pritchett: 2
00:25:55 Kathy Medrick: 2
00:25:55 Catherine Abbott: Your Digital x=2
00:25:55 Sharon Black: x= 2

00:25:56	Patti CZAR:	2	
00:25:56	lee hanby:	2	
00:25:56	Vonda Hicks:	2	
00:25:56	Lyubov Presnetsova:	2	
00:25:58	Sheila Kirton-Robbins:	x = 2	
00:25:59	India Puch:	x=2	
00:25:59	Viragni Chand:	x =2	
00:25:59	Idania Dorta:	x=2	
00:25:59	Julie Leporiere:		x=2
00:26:00	Keisha Davis:	x=2	
00:26:00	Melanie Weston:	2	
00:26:01	Rachel White:	x=2	
00:26:01	Veronica Troup:	2	
00:26:01	Mark Vasicek:	2	
00:26:01	Grace Weissmann:		x = 2
00:26:01	Ana Guerrero:	x=2	
00:26:01	Katherine Raiguel:		x=2
00:26:02	Jenny Sagrillo:	x=2	
00:26:02	Patti Scharschmidt:	2	
00:26:03	Jennifer West:	x = 2	
00:26:03	Dennis Manyanga:		x=2
00:26:03	Lenora McGrath:	x=2	
00:26:03	Donna Bergonzi:	x=2	
00:26:03	Melonie Smith:	x=2	
00:26:03	Christine Baccaro:		x=2
00:26:04	Rosemary Turk:	x=2	
00:26:04	Carmelita Nalzarro:		X=2
00:26:05	Penina kamina:	2	
00:26:05	Leah Cottrell:	x=2	
00:26:05	Rene McNeal:	x=2	
00:26:05	Brent Perry:	2	
00:26:06	Janet Bernard:	x = 2	
00:26:07	Arlene Smith:	x=2	
00:26:08	Nithya Soundararajan:		x=2
00:26:08	Darvin Best:	x=2	
00:26:09	Susan Shuart:	x = 2	
00:26:09	Jeanetta Glass:	x = 2	
00:26:09	Laura Semian:	x=2	
00:26:10	Douglas Steinbronn:		x = 2
00:26:10	Carolina Obregon:		x = 2
00:26:10	bfecteau:	x = 2	
00:26:11	Sheila Bishop:	x=2	
00:26:11	Danielle Phillips:		x=2
00:26:11	Leah Cottrell:	11=11	
00:26:11	Mary Rose Portugal:		x=2
00:26:11	Tessie Menta:	x=2	
00:26:12	Jeanne Costello:		x=2
00:26:12	Maria Woehl:	2	
00:26:12	Menchie Besa:	x=2	
00:26:12	Rodney Cooper:	x=2	

00:26:13 Kathy Felt: x=2
 00:26:14 Ann Marcellin: x=2
 00:26:14 MICHAEL KAROLEWICZ: x=2
 00:26:15 Shonel fraser: x=2
 00:26:16 Dawser Al-Adhami: x=2
 00:26:16 Rhonda Rampley: x =2
 00:26:18 Gloria Flores: x = 2
 00:26:19 Elaine Dupree: x=2
 00:26:19 Catherine Livesay: x=2
 00:26:20 Maria Sanchez-Gallardo: x=2
 00:26:20 Denika Gum: x=2
 00:26:21 Nadine Richards-Ramsey: x =2
 00:26:21 Stephenia Courtney: x = 2
 00:26:22 Stacy Haines: The 44222 isn't working for me.
 00:26:23 Bobby Flores: x=2
 00:26:23 Laura Ryan: x=5
 00:26:24 Derrick Johnsnon: x=2
 00:26:25 Evette Langham: x = 2
 00:26:26 Mary O'Sullivan: 2
 00:26:28 Felicia Phillips: Love the "border as countdown timer"!
 00:26:29 Angela Short: x=2
 00:26:30 Tsungai Chiorera: Good evening. This is Tsungai Chiorera from
 Phoenix, AZ
 00:26:32 LaDonna Schwab: x=2
 00:26:37 Jet Yeung: X+2
 00:26:37 Dave Hankin: No
 00:26:42 Catherine Abbott: NOPE....because they can guess
 00:26:43 Laura Semian: deep understanding? unfortunately, no
 00:26:44 Arlene Smith: No
 00:26:45 Mary Rose Portugal: It could be just procedural understanding
 00:26:48 LaDonna Schwab: Hello from Texas
 00:26:48 Emily Kavanagh: No
 00:26:54 Isabel Arcaya: x=2
 00:26:56 Maria Woehl: Hi from sunny San Diego, CA!!
 00:27:03 Laura Ryan: x=2
 00:27:15 Catherine Abbott: John's name is misspelled.
 00:27:26 Lindsay Foster: Hello from Tennessee!
 00:27:52 Steven Jarowski: Schrödinger ?
 00:27:57 Essence Brice: Hello from Mobile, AL!
 00:28:03 Stephenia Courtney: x = I-2I
 00:28:10 Cindy Bryant: Please set your chat to All panelists and attendees
 so everyone can see your chat posts.
 00:28:11 Catherine Abbott: As in Schrodinger's cate?
 00:28:37 Laura Semian: yes
 00:28:37 Stacie Kyhn: yes
 00:28:40 Patricia Daugherty: yes
 00:28:40 CATHY SMITH: yes
 00:28:41 Stephenia Courtney: yes
 00:28:41 Kathleen Bliss: looks like
 00:28:42 Patti Scharschmidt: Answers questions but doesn't know what he

says

00:28:43 Donna Bergonzi: yup
00:28:44 Christina Siow Young: This is a great analogy!
00:28:45 CATHY SMITH: no
00:28:46 Laura Semian: no
00:28:47 Donna Bergonzi: nope
00:28:47 Kathleen Bliss: no way
00:28:48 Ronald Golden: no
00:28:48 Stacie Kyhn: no
00:28:49 Kellie Hammett: no
00:28:49 Patricia Daugherty: no
00:28:50 Catherine Livesay: no
00:28:50 Catherine Abbott: No...he guessed
00:28:51 Vonda Hicks: no
00:28:52 Derrick Johnson: no
00:29:00 Tessie Menta: no
00:29:00 Laura Semian: great analogy
00:29:06 Steven Jarowski: Yes. He both speaks and doesn't speak
Chinese
00:29:15 Steven Jarowski: Less morbid
00:29:23 Donna Bergonzi: That was me too!
00:29:31 Laura Semian: hence... "robot" ;)
00:29:49 Arnold John Bulanadi: Participants from the Philippines - kindly
send an email to me at ajbulanadi@gmail.com, and I will forward it to you. I
received already the email re: resources from the presenter/lecturer.
00:29:55 CATHY SMITH: yes
00:30:00 Stephenia Courtney: yes she does
00:30:00 Catherine Livesay: She thought you understood it.
00:30:05 Catherine Abbott: I felt like that during the first half of
trigonometry
00:30:11 CATHY SMITH: not completely
00:30:22 Laura Semian: you're not alone
00:30:23 Catherine Livesay: You didn't think that you understood it.
00:30:45 Elizabeth Nicosia: This is my whole career concern - students
can't / don't / won't make connections between concepts
00:30:45 Mark Fili: Preach!!!
00:31:00 Catherine Abbott: I discovered that my Grade 8 students did
not understand functions. They were great at procedures.
00:31:23 Cindy Bryant: be sure to type norobots in the message
00:31:24 WARASABON DOMINIKUS: hello from Indonesia
00:31:38 Alma Miho: Carol Stream, IL
00:32:12 Robert Kaplinsky: Sorry, the 44222 only works for US people.
If you're international, I'll give you another method at the end.
00:32:26 Lindsay McCrary: love this
00:32:27 Emily Kavanagh: Great examples
00:32:27 Adriana Gómez Reyes: 2,5,1,7
00:32:35 Cindy Bryant: 44222 and message norobots worked for me.
00:32:43 Cindy Bryant: Please set your chat to All panelists and attendees
so everyone can see your chat posts.
00:33:06 lee hanby: 44222 did not work for me

00:33:09 Ali Alhamdi: there are endless possibilities to $x > 0$ or $x < 0$

00:33:24 Robert Kaplinsky: Sorry, the 44222 only works for US people. If you're international, I'll give you another method at the end.

00:33:34 Catherine Abbott: How can you have one x positive and the other x negative in the same equation?

00:33:42 Sharon Black: Thank you Robert!!

00:33:42 Adriana Gómez Reyes: 2,7,1,5 for negative x

00:33:48 Catherine Abbott: Nevermind...two equations.

00:33:48 Sheila Kirton-Robbins: Solving for x

00:33:49 Maria Woehl: recycle the numbers

00:33:50 Teresa Bulanda: are we talking equations or expressions

00:33:58 Dawser Al-Adhami: $X > 0$

00:34:11 Ronald Golden: 2435

00:34:14 Nithya Soundararajan: Its a great exercise

00:34:17 dana dulzo: 3,2,2,4 for the positive x and 1,7,2,9 for the negative x

00:34:20 Mark Vasicek: $1x+4=3x+8$ $5x+6=7x+2$

00:34:27 Catherine Cook: 4521 and 4125

00:34:28 Jennifer Cronin: $7x + 8 = 5x + 2$

00:34:34 Lizabeth Nicosia: I gave a question like this (but just a 2 step) to my Algebra 1 students and they totally freaked out. They couldn't understand the "right" answer

00:34:39 Shonel fraser: $2x + 8 = 4x + 6$

00:34:51 Laura Semian: some would LOVE it!!!

00:34:52 Shannen Bunoski: $7x + 8 = 5x + 2$

00:34:56 Ali Alhamdi: there are endless possibilities

00:35:05 Maria Woehl: 2,7,4,9 and 2,9,4,7

00:35:07 Catherine Abbott: My grade 6 students ...not so much.

00:35:10 Mary O'Sullivan: love open middle problems

00:35:14 Laura Ryan: $2x+3=-2x+5$

00:35:37 Monica LaCelle: agree Mary

00:35:38 Bobby Flores: $9x+2=1x+8$ positive, $4x+3=5x+7$ negative

00:35:40 Melonie Smith: $3x + 2 = 4x + 5$; $x = -3$ and $5x + 4 = 2x + 7$; $x = 1$

00:36:08 Tammy McClure: correct: begin with $x =$

00:36:16 Grace Weissmann: Correct: Doubling

00:36:27 William Sabor: CORRECT: Solve $ax + b = cx + d$ for x .

00:36:27 Mohamed T: Hi everyone , This is Mohamed from CT

00:36:28 Anita Tyndall: CORRECT

00:36:32 Kathleen Bliss: CORRECT: decide on the value of x first, then fit coefficients and constants to make a true equation

00:36:33 Michael Chrzan: CORRECT: Guess and Check

00:36:34 Stacy Haines: To get a positive answer you need to have the greater amount of x 's with the smaller number, Then to get a negative number, you need to have the greater x 's with the greater number and the smaller number of x 's with the smaller number

00:36:35 Nithya Soundararajan: "CORRECT: plug in two different numbers for the coefficient of x and choose a value for x ; then fill the other number."

00:36:37 Catherine Abbott: CORRECT: set $x = 1$. then find numbers to make equation true. Then set $x = -1$ then find number to make equation true.

00:36:40 Patti Wallace: INCORRECT: put bug numbers on one side and small numbers on left side to get positive

00:36:43 Selene Hurley: INCORRECT: using opposites

00:36:43 Tiffany Jones: CORRECT: Begin with a x value

00:36:44 Dineica Davis: Correct: start with the answer for x and work backwards

00:36:44 Laura Semian: CORRECT: guess and check

00:36:44 Gloria Flores: Guess & Check

00:36:45 Shonda Moore: CORRECT: bigger x + const on one side

00:36:45 Kathy Felt: STUCK: They'll get a fraction

00:36:45 Stacy Taylor: Incorrect: filling in the boxes randomly first

00:36:46 CATHY SMITH: CORRECT: set a value for x, then fill in the other numbers

00:36:46 Tammy McClure: stuck: assign an unknown(letter) for each box

00:36:49 Jennifer Cronin: CORRECT: work backwards

00:36:50 janine addison: CORRECT: big numbers all on one side of the equation. Smaller numbers on the other.

00:36:51 Regina Williams: CORRECT: TRIAL AND ERROR

00:36:51 Ronald Golden: one number apart for larger numbers on same side for negative and opposite for positive

00:36:55 Krystal White: CORRECT: keeping the same coefficient values for each equation, but changing the constant terms from one equation to the next; or swap the constant terms from the left side to the right side of the equation

00:36:57 Maria Woehl: CORRECT: use the same coefficients when trying to solve for a positive and negative answer

00:36:58 Felicia Phillips: CORRECT: Re-read the problem to make sure you know what you're being asked to do

00:37:00 Christine Bucciero: CORRECT: pick coefficients first

00:37:00 Julie Wankel: Correct working backwards

00:37:01 Rosanne Cantwell: Correct: guess and check

00:37:02 Janice Magauay: Correct: trial and error strategy

00:37:07 Katherine Rossignuolo: stuck if they don't know how to make both sides equal

00:37:07 Kathleen Bliss: INCORRECT: randomly try things

00:37:07 Catherine Livesay: Correct: guess and check

00:37:12 Anita Tyndall: INCORRECT: Try putting in just random numbers

00:37:17 Jennifer Cronin: INCORRECT: randomly plug in

00:37:17 Charese Chambers: STUCK: they haven't learned about integers

00:37:18 Kellie Hammett: correct: work backwards

00:37:18 Laura Semian: STUCK: having to use numbers other than 1-9

00:37:18 Vonda Hicks: CORRECT: Solve for x, First set $x = 1$

00:37:19 Regina Williams: INCORRECT: INVERSE OPERATIONS

00:37:21 Christine Baccaro: CORRECT: pick coefficients first

00:37:21 Tiffany Jones: Correct: Add to both sides

00:37:23 CATHY SMITH: INCORRECT: just filling in any numbers

00:37:24 Catherine Abbott: INCORRECT or STUCK: Guess check revise. At least very slow and depends on luck.

00:37:28 Kathryn Swartzenberg: correct: combine like terms to solve for positive x; then manipulate constant to be positive for problem #1 and negative for problem #2

00:37:28 Debra McClure: CORRECT: guess and check

00:37:30 Stephanie Bernabe: Stuck: getting 0

00:37:31 Katherine Rossignuolo: correct solve one side first and then determine how to get x on the other sides of the equal sign

00:37:32 Tracy Benjamin: INCORRECT: fraction answer; they'll think they obtained wrong answer; but it was actually correct

00:37:34 Catherine Cook: Stuck: don't know how to add and subtract positive and negative numbers

00:37:35 Sharon Black: Incorrect: put numbers in and not work them out to see if they work

00:37:36 Rachel Slezak: STUCK: needing 2 of the same digit and giving up

00:37:38 Rosemary Turk: CORRECT: Switch sides of the coefficients with x

00:37:38 Mary Rose Portugal: draw two equal length of bars to represent each side of the equation and work from there

00:37:38 Lyubov Presnetsova: CORRECT: Use properties of Equalities to get positive coeff in front of x and balance constant to give you either pos or neg number on the other side

00:37:39 Michael Chrzan: Interesting that some of us think guess and check is correct while others thing incorrect

00:37:41 JoAnn Hiatt: CORRECT: Used x values that would give me 1x and then 2x; watched my signs when I take the numbers to the other side.

00:37:44 Donna Bergonzi: CORRECT: Choose coefficients for x that will result in 1x when simplified (such as 6x and 5x).

00:37:45 Kate Burstein: Correct: Use same coefficients and constants, solve for x, then use trial and error to rearrange the terms to solve for x with an opposite value

00:37:49 Margarito Valdez: INCORRECT: not understanding the instructions

00:37:52 Rebecca Zlotnik: CORRECT: guess and check, then observe similarities between the 2 equations

00:37:53 Christine Baccaro: INCORRECT: randomly pick numbers

00:37:53 Jennifer Cronin: INCORRECT: not thinking about why an answer was wrong

00:37:54 MELVIN BURNETT: INCORRECT is giving up and not consulting others

00:37:56 Catherine Doiron: Didn't it say to use 1-9

00:37:56 Denika Gum: CORRECT: Start w/ Coefficients

00:37:57 Shonda Moore: No, you can't get $x=0$

00:37:58 Mark Phipps: Not if you use four different numbers

00:37:59 Emily Kavanagh: INCORRECT: choosing random numbers

00:38:01 Teresa Gill: CORRECT: Choose a value for x first. Then add a number to one side to see what it equals. Use that information to determine what value goes on the other side of the equation

00:38:05 Belen Zavala: If the student does not feel comfortable with integers then this will be a difficult problem

00:38:07 dana dulzo: Correct : use guess and check, do you see a pattern

00:38:09 Isabel Arcaya: take the x to one side and the numbers to the other

00:38:10 Krystal White: STUCK: getting infinite solutions (identity) or, more likely, no solutions (inconsistent)

00:38:10 Viragni Chand: Stuck using same number for coefficient of x.

00:38:11 Kate Burstein: Incorrect: Use negative numbers instead of sticking

with numbers from 1 - 9

00:38:12 Patti Wallace: CORRECT: start with one larger x smaller than the other then work with the constants to make positive or negative

00:38:14 Kathleen Bliss: STUCK: don't know how to calculate the expressions on each side

00:38:19 Brenda Wagner: CORRECT: substitute variables so $ax+b=cx+d$, then solve for x. $x=(d-b)/(a-c)$. To make a positive number, d-b and a-c must either be both positive or both negative. To get a negative result, either a-c or d-b must be negative but not both.

00:38:19 Laura Partridge: STUCK: Have numbers that work, but make error when checking solution so think they are wrong.

00:38:20 Felicia Phillips: STUCK: Students may want to use two digits for the constant terms in order to get the right answer

00:38:21 Catherine Abbott: x cannot equal 0 because the constants on both sides are different.

00:38:21 Ronald Golden: not if you don't repeat a number

00:38:28 Bertha Reyes-Pond: incorrect: combine like terms

00:38:30 JoAnn Hiatt: INCORRECT: Randomly trying numbers after the first solution.

00:38:31 Susan Weiss: CORECT: Pick the blank spots with numbers and solve and then see how to switch the numbers to the opposite of negative and of what you have.

00:38:37 Dominador Guillermo: CORRECT: as long as the right side has a bigger x coefficient and smaller constant, the answer will be negative.

00:38:37 Laura Semian: yes... almost makes them WANT to use algebra!

00:38:37 beth blumberg: CORRECT: pick a value for x and then start and solve the first side... . the use the x value for the second side, and adjust

00:38:38 Belen Zavala: correct: using number sense

00:38:39 Nithya Soundararajan: I can't think there could be an incorrect way - I would personally want to see if any method works

00:38:39 Donna Bergonzi: STUCK: Thinking that you need two equivalent expressions on both sides of the equal sign.

00:38:40 Stacie Kyhn: Guess-check and adjust

00:38:40 Debra McClure: STUCK not understanding how to solve problem

00:38:41 Maria Woehl: INCORRECT: students will add the coefficient and the constant on one side

00:38:42 Carmelita Nalzarro: CORRECT: Combine similar terms INCORRECT: Deal with variables - how to combine them

00:38:47 Sonia Calantropio: Rearrange the constants to change from pos to neg or vice versa.

00:38:49 Catherine Livesay: Stuck: If they don't remember the sign of the number changes when it crosses the = sign.

00:38:50 Michael Chrzan: STUCK: Try plugging numbers in for x

00:38:52 Jet Yeung: Incorrect : Keep trying numbers

00:39:04 Catherine Abbott: Also....the condition says x is between 1 to 9

00:39:30 Shonel Fraser: Change the position of the numbers

00:39:34 Felicia Phillips: Reminds me of sudoku

00:39:42 Jennifer Cronin: CORRECT: think about where to put the "big" and "small" digits

00:39:43 Ronald Golden: switch the constants
00:39:44 Krystal White: change the position of the constant terms; keep the coefficients where they were
00:39:46 Cynthia Holliday: Correct: Just switch the constant terms to get the opposite answer
00:39:54 Roberto Marquez: Anyone familiar with Marcy Cook tile activities?
00:39:56 Leah Cottrell: Correct: start by choosing value for x first, focus on left side then right and balance
00:40:00 Catherine Abbott: START WITH x value
00:40:10 Renate Uhlig: CORRECT: Start with your first problem.
00:40:33 Sharon Black: Correct: understanding how the equations are balanced
00:41:00 Laura Semian: graphing it is an interesting take...
00:41:22 Keisha Davis: Systems in Alg 2
00:41:36 Laura Semian: photo math apps! ;)
00:42:20 Lyubov Presnetsova: Chinese box
00:42:24 Laura Semian: students who robotically are doing it...
00:42:33 Sharon Black: they are in the Chinese box
00:42:37 Gail Saltveit: or they don't want to try?
00:42:38 Alison Jo Frost: The group that could perform the algorithm but couldn't parse the open ended question
00:42:43 Susan Shuart: It's higher level thinking.
00:42:47 Stephenia Courtney: no understanding
00:42:49 Rachel Slezak: said, were there no 20% Kids who got problem 2?
00:42:56 Emily Kavanagh: I agree
00:43:02 Rachel Slezak: wait*
00:43:24 Emily Kavanagh: The difficulty of the problem
00:43:27 Maria Woehl: it skews the results
00:43:29 Alison Jo Frost: Drill and kill
00:43:30 CATHY SMITH: if it does not require critical thinking, we won't know for sure.
00:43:31 Danielle Phillips: Are we helping students learn the material
00:43:32 Donna Bergonzi: We need more open ended questions to get a better idea of student understanding.
00:43:33 Anupama Anand: authenticity
00:43:34 Catherine Doiron: Wait. What is the Chinese box?
00:43:35 Sheila Kirton-Robbins: can be too easy/hard
00:43:35 Michael Chrzan: The problems we pick determine the thinking we see from students.
00:43:38 Mark Vasicek: higher order thinking questions
00:43:38 Laura Semian: ability to explain what they are doing...
00:43:40 Stephenia Courtney: inde
00:43:40 Charese Chambers: Prior knowledge
00:43:43 Yini Wang: the openness of problems
00:43:45 Susan Danskin: important to use both type 1 and type 2 problems so you can look for the students in the red gap
00:43:46 Cindy Luper: We need more open middle
00:43:47 Keisha Davis: drill to death
00:43:48 Jennifer Cronin: The ability of students to "manipulate"

elements in the problem to make it work

00:43:49 Kate Burstein: It's really important to find low floor high ceiling tasks so students have both accessibility and challenge, and we can really determine student understanding.

00:43:49 Shonda Moore: We tech process.

00:43:49 Catherine Cook: if we ask for the how and way not just the what

00:43:49 Andrea Francis: open questions

00:43:49 Kathy Felt: We have to use some problems that don't give

00:43:49 Susan Weiss: Pick a problem that could have multiple approaches to solve. Also ask students to reword the problem.

00:43:50 Vonda Hicks: Reasoning

00:43:50 Grace Weissmann: It can encourage robotic thinking instead of mathematical thinking or visa versa

00:43:50 Janice Magauay: different Level of difficulty

00:43:51 Jennifer Decker: Higher order of thinking problems?

00:43:51 Belen Zavala: The problems should be able to be attainable for all students. Low floor high ceiling problems

00:43:52 Suzannah Young: open ended vs closed

00:43:53 Linda Baker: do they require students to think not just imitate

00:43:53 Stephanie Bernabe: Tiered problems

00:43:55 Laura Semian: ability to detect errors

00:43:55 Ming Ho: If we only use routine problems, then we are not going to identify which students are in the Chinese Room.

00:43:55 Janet Bernard: The difficulty of the problem.

00:43:57 Kathleen Bliss: not too predicible

00:43:58 Alison Jo Frost: so then you need justification and challenging students to discuss

00:43:58 Viragni Chand: Application problems

00:43:58 Tracy Benjamin: Yes, more open-ended questions!! I need to do better about this.

00:44:00 Dineica Davis: Prior knowledge

00:44:00 Tom Litwinowicz: where is the problem on the DOK chart

00:44:00 Brenda Wagner: If teach a very specific algorithm for solving a problem and then test to see if they can follow that algorithm

00:44:01 Laura Cranmer: Need an open ended problem and the ability to have the conversation about the problem

00:44:01 Stephenia Courtney: explaining not just answers

00:44:02 Christine Baccaro: Can they explain their process

00:44:03 Ann Marcellin: We have to be mindful to choose problems that require deeper thinking and understanding

00:44:05 Catherine Livesay: You have to ask a variety of types of questions.

00:44:05 JoAnn Hiatt: Ask them to create (Bloom's highest level) problems to get the best understanding.

00:44:07 Mark Phipps: I feel that only having one answer hides many students with a shallow understanding

00:44:08 Dave Hankin: If you ask very basic questions requiring a simple numerical answer, you get very little insight into student comprehension.

00:44:09 Alana Viverito: It affects procedural fluency vs conceptual understanding- it is hard to know if the students actually understand what the

computations mean

- 00:44:11 Leena Guttal: The open ended nature of this problem
- 00:44:11 Gabrielle Kisner: We need to offer them questions where they can have unique answers and all be correct - shows their ability to think independently.
- 00:44:11 Anupama Anand: thought based or critical thinking
- 00:44:12 Sharon Black: closed vs open ended questions
- 00:44:12 Nithya Soundararajan: Open ended questions like write a story about an equation - or explain the thought process might help us identify the kids who are almost there
- 00:44:13 Heather Ruiz: use error analysis as a question
- 00:44:16 Melody Sutton: focus on thinking/strategies, not just the answer
- 00:44:17 Kathy Felt: We have to pick some problems that don't give "Pretty" answers so they have to think
- 00:44:17 Keisha Davis: bloom's taxonomy
- 00:44:18 Sonia Calantropio: The 33% are a the kiddos who cant apply the math to a real situation.
- 00:44:18 Lorie Huff: When correct answers are more important than thinking and understanding
- 00:44:18 Felicia Phillips: We need to consider presenting a progression of problems with increasing complexity
- 00:44:19 Dominador Guillermo: We always give the premium to asking questions that draw out from students the reasoning and sense making of problems.
- 00:44:19 Debra McClure: If students understand the process or the actual mathematics
- 00:44:20 Kate Burstein: Problems that ask students to show at least two different strategies for finding solutions
- 00:44:20 Veronica Kwok: Some problems train students to solve questions a certain way (ROBOTICALLY) while others don't ask students to solve something a certain way and allow them freedom to reason with how they are getting their answers
- 00:44:20 Debbie Meaney: The level of questions we choose determines the level of knowledge represented.
- 00:44:21 Shonel fraser: The level of difficulty gives us a chance to really measure students' understanding of a concept.
- 00:44:24 Lesly Brown: Students find they do not have enough background or prior knowledge to comprehend and answer.
- 00:44:25 Kathleen Boyle: Focusing on asking questions where I ask students to make up problems that fit specific criteria helps me know if they truly understand; for example make up a quadratic that will only have one root. How do you know?
- 00:44:26 Elaine Dupree: usually they dont unless i assign some HOT problems maybe 1 or 2
- 00:44:26 Jessica Fine: Teaching and testing algorithms = robots
- 00:44:26 Kathleen Bliss: can't be solved with simple algorithm
- 00:44:26 Ana Guerrero: does not completely reflect students' learning
- 00:44:26 Patti Scharschmidt: They either make kids think hard for a solution or allow kids to regurgitate solutions based on steps they've learned
- 00:44:28 Nonye Obiora: Use open-ended problems with multiple pathways and representation
- 00:44:29 Catherine Doiron: What is the Chinese Room?
- 00:44:29 dana dulzo: the problems we pick determine the conversation we

have in class. If the problems are simply problems with one answer we get no discussion.

00:44:30 Joan Albers: need logical thinking to solve

00:44:31 William Sabor: Algorithms can be memorized. Picking non-algorithmic problems allows us to check for deep understanding. The goal can't be "Here's how you solve all problems like this."

00:44:34 Rachel Slezak: we need to asses in multiple ways and encourage Kids to explain their reasoning

00:44:35 Patti CZAR: Always use the word "why" something happens in a process question

00:44:35 Catherine Abbott: If we pick questions that can be answered by blindly following a procedure, then we don't know if they truly understand what they are doing. Asking questions that require thinking outside the box, wile help us all understand better.

00:44:36 Vonda Hicks: Critical Thinking

00:44:36 Susan Shuart: We can choose open-ended questions or questions with more than one entry point.

00:44:39 Susan Weiss: Ask for them to make up problems which they could solve.

00:44:42 Keisha Davis: again.. phoyomath

00:44:42 Katherine Rossignuolo: if they can follow the steps of a previous problem

00:44:44 Leah Cottrell: we need to dig deeper by using higher order thinking questions

00:44:45 Brenda Wagner: If they can ask Siri

00:44:45 Julie Wankel: we need to drill but also have higher order thinking to

00:44:46 Renate Uhlig: Having students create problems is higher in Bloom's.

00:44:50 Leena Guttal: Ask them to explain

00:44:51 Anita Tyndall: The more open ended the problem the more students have ability to solve in multiple ways. Often it may not be just the problem but their ability to explain what they did and why.

00:44:51 Gloria Flores: Teaching just the strategies

00:44:59 Kate Burstein: Focus on students learning how to derive formulas from open-ended tasks rather than providing formulas and having them memorize

00:45:03 Jennifer Decker: Some days I feel like I am in the Chinese room.

00:45:07 MICHAEL KAROLEWICZ: The problems should not connect to what we know they have practiced.

00:45:09 Katherine Rossignuolo: They need productive struggle

00:45:12 Cindy Luper: When we teach a specific algorithm the students can't transfer.

00:45:13 Evette Langham: Unfortunately due to high stakes testing, we don't really get to pick. Especially if the entire department is expected to be doing the exact same thing. (Speaking from experience, not just saying.)

00:45:14 Laura Semian: error analysis

00:45:19 bfecteau: By picking closed questions, we limit our students' thinking and answers. Open middle questions allow students to determine divergent answers and think creatively.

00:45:20 Sheila Kirton-Robbins: relate to their lives
00:45:22 Kathy Felt: Get students talking about the math
00:45:22 Sonia Calantropio: Math is useless if you cant apply it.
00:45:22 Shawn Roberts: We have to pick problems that make students think about many different ways to solve a problem not just problems where they repeat back to us what we have shown them.
00:45:24 Monica LaCelle: could they get the "right" answer by doing the "wrong" math?
00:45:24 Winnica McLean: It allows for us to see where students are with there understanding
00:45:32 Debra McClure: We need to help facilitate the understanding behind the process. why does it work?
00:45:36 Veronica Kwok: Some problems focus on finding a single correct solution while others ask students to use their brain
00:45:36 Jennifer Rolling: Yes Jennifer.... some teachers, including me are in the Chinese room, either sometimes or often. :)
00:45:43 Ronald Lubatti: we use eureka math and follow the program
00:45:47 Sharon Baltzer: Students need to know why they do the problem, not just how to solve the problem.
00:45:47 Ronald Golden: also measuring how well they follow instructions.
00:45:50 Vonda Hicks: Have students reflect on their answers and why
00:46:11 Elaine Dupree: 1-60? my students are not going to do that many
00:46:15 Laura Semian: be careful with assigning TOO much... don't want a student practicing something incorrectly OVER and OVER and OVER... hard to "undo"
00:46:43 Ronald Lubatti: for e-math, we are not permitted to stray from the program
00:46:58 Kate Burstein: Nor practicing the same thing over and over again if they get it right away
00:47:02 Laura Semian: me too!!! Loved those books
00:47:08 Catherine Abbott: I loved the choose your own adventure books!
00:47:17 Catherine Cook: supplement with math talks
00:47:28 Cindy Luper: Cool analogy.
00:47:50 Walter Shaner: Hello from Auckland, New Zealand!
00:48:03 Kate Burstein: even having students map out a chart like this would be an awesome task---with question of how many possible stories are in the book
00:48:03 Stephenia Courtney: experience
00:48:06 Catherine Abbott: Of course, you can cheat with read your own adventure booksfind your favorite ending and reverse engineer the plot.
00:48:21 Laura Semian: this would be great for combinations/permutations
00:48:27 Laura Semian: thanks for the idea
00:48:34 Lynda Krivansky: I love the connections to stories and novels that you are making
00:48:54 Michael Farina: I love these books. favorite as a kid
00:48:56 Danielle Phillips: How do the Charlotte
00:49:15 Lorie Huff: great analogies: Chinese room and choose your own adventure book
00:49:26 Alison Jo Frost: Do it ahead of time
00:49:27 Jennifer Cronin: Do it first
00:49:30 Catherine Livesay: You would get the same answers if they worked the problems correctly

00:49:31 rachael steward: do it
00:49:32 Brenda Wagner: do it
00:49:32 Tamara Stewart: Do it ahead
00:49:33 Cynthia Holliday: Do it first
00:49:33 Nicole Walden: do it
00:49:33 Tiffany Jones: Do it
00:49:33 Catherine Cook: always do all assignments first
00:49:34 Ana Guerrero: Do it ahead of time
00:49:34 Mark Phipps: Do it
00:49:34 Sheila Bishop: do it
00:49:34 Selene Hurley: Do it first
00:49:34 Leah Cottrell: do it
00:49:34 Rosemary Turk: Do it first
00:49:35 Katherine Raiguel: do it
00:49:35 Kathleen Bliss: do it
00:49:35 Theresa Raftery: do it
00:49:36 Evette Langham: Do it
00:49:36 Xen McCoy: Do it
00:49:36 Jill Johnson: Do it first
00:49:36 Angelita Beltran: Do it
00:49:37 Carolina Obregon: do it
00:49:38 Isabel Arcaya: do it
00:49:38 Julie Leporiere: Do it
00:49:38 Ann Marcellin: Do it
00:49:38 Kathy Rubendall: Do it
00:49:38 dana dulzo: wait
00:49:38 Shonda Moore: Do it!
00:49:39 CATHY SMITH: do it ahead of time
00:49:39 Stephenia Courtney: do it prior
00:49:39 Felicia Phillips: Do it
00:49:39 Laura Cranmer: Do it first
00:49:39 Yini Wang: do it
00:49:39 Stephanie Bernabe: do it
00:49:39 Julie Wankel: do it
00:49:39 MICHAEL KAROLEWICZ: do it
00:49:39 Sharon Black: do it first
00:49:39 Tracy Benjamin: Do it
00:49:40 Danielle Phillips: Do it
00:49:41 beth blumberg: Do It!
00:49:41 Kate Burstein: Do it
00:49:41 Robyn Graziano: Do it
00:49:42 Gloria Flores: Do it
00:49:42 Donna Misciagna: Do it.
00:49:42 carolina vix: Do it
00:49:42 PALOMA CARRERA-ANDINO: do it
00:49:42 Laura Semian: do it... ALWAYS do it
00:49:42 Veronica Troup: wait
00:49:42 Joe Burton: Wait
00:49:43 Rhonda Rampley: do it
00:49:43 Derrick Johnsnon: Do it

00:49:43 Dave Hankin: Do it...

00:49:43 Erica Krick: wait

00:49:43 Carly Jardinier: Do it

00:49:43 Jennifer Collier: do it ahead

00:49:43 Donna Bergonzi: Wait

00:49:44 Jennifer Heldenbrand: do it

00:49:44 Monica LaCelle: do it

00:49:44 Karen Pritchett: Do it

00:49:44 Lisa Cady: do it first

00:49:44 Wendy Janerico: do it

00:49:44 Sheila Kirton-Robbins: do it

00:49:44 Maria Woehl: I always do it first

00:49:45 Patricia Daugherty: I always do the work first.

00:49:45 Leena Guttal: Do it first

00:49:45 Joseph Prevost: do it

00:49:45 Patti Scharschmidt: Wait

00:49:45 Shawn Roberts: Wait

00:49:45 Danielle Dalessio: wait

00:49:45 Janet Mahedy: wait

00:49:46 Barbara McDonald-Pyle: Do it

00:49:46 Janet Bernard: Do it first.

00:49:46 Sheryl Rivera: do it

00:49:46 Sonia Calantropio: do it!

00:49:46 Lyubov Presnetsova: do it

00:49:46 Tammy McClure: Do it

00:49:47 lee hanby: do it

00:49:47 bfecteau: Do it prior

00:49:47 Christine Baccaro: Do it first

00:49:47 Michael Chrzan: Wait

00:49:47 Alana Viverito: do it

00:49:48 Dennis Manyanga: Do it first

00:49:48 Beth Alsberg: wait

00:49:48 Susan Shuart: wait

00:49:48 Dineica Davis: do it

00:49:48 Darvin Best: Do it

00:49:48 Jeanne Costello: Do it ahead of time.

00:49:49 Anita Tyndall: do it

00:49:49 Laurie Walker: do it

00:49:49 Deborah Eberhardt: di it

00:49:49 Susan Danskin: do it

00:49:49 Viragni Chand: Do it before assigning to students

00:49:49 MELVIN BURNETT: do it and check answer key

00:49:50 Belen Zavala: do it

00:49:50 Melonie Smith: Wait

00:49:50 Debra McClure: do it to anticipate questions and sticking points

00:49:50 Catherine Bronikowski: wait

00:49:51 Brianne Biddle: Do it

00:49:52 Lizabeth Nicosia: Do it

00:49:52 Laura Ryan: do it first

00:49:52 Lindsay Foster: Do it

00:49:53 Connie Peters: do it first
 00:49:53 Heather Ruiz: Lol- often would wait if I resort to a worksheet
 00:49:53 Michael Farina: do it
 00:49:54 Rachel Slezak: do it (intellectual prep!)
 00:49:54 carolina vix: Do it
 00:49:55 Lenora McGrath: do it
 00:49:55 Jennifer Decker: do it
 00:49:55 Ali Alhamdi: do it before students look at them
 00:49:56 Angela Langenkamp: do it
 00:49:57 Ming Ho: Wait.
 00:49:58 Kendra Edwards: wait
 00:49:58 Catherine Livesay: do it
 00:49:59 Justin Klinger: wait
 00:50:00 Susan Weiss: wait
 00:50:01 Cristy Holtzclaw: do about half
 00:50:02 Joan Albers: do it several ways if can
 00:50:02 peter zirnis: wait as you do it
 00:50:03 Brittany Miller: wait
 00:50:03 Christine Bucciero: Almost always do it first
 00:50:04 Ronald Lubatti: yes
 00:50:06 Catherine Abbott: A yeti would make the worksheet more entertaining.
 00:50:08 Kathleen Bliss: depends. could be terrible.
 00:50:09 CATHY SMITH: know where students may struggle
 00:50:09 Danielle Phillips: Expectations are set
 00:50:09 Nicole Walden: if I wait bc i forgot, I regret it
 00:50:11 Ali Alhamdi: big deal
 00:50:12 Catherine Cook: not knowing students choke points
 00:50:13 Leena Guttal: I am prepared to answer questions
 00:50:14 Brent Perry: Do it to be ready for any questions
 00:50:14 rachael steward: helps me anticipate errors and better teach
 00:50:15 Ann Marcellin: It prepares me for potential student struggles
 00:50:16 Ana Guerrero: I would know what struggles students' may encounter
 00:50:16 Lizabeth Nicosia: Anticipate questions.
 00:50:16 Felicia Phillips: It will influence how you preview the assignment
 00:50:17 carolina vix: Shorten the amount of problems
 00:50:17 Lisa Cady: big deal - might need to re-make it
 00:50:18 Sharon Baltzer: Do the problems ahead of time, but don't show this to students. Work through the problem with them.
 00:50:18 Janice Magauay: Anticipate student questions
 00:50:18 Theresa Raftery: I can predict issues students will have
 00:50:19 PALOMA CARRERA-ANDINO: predict questions
 00:50:19 Veronica Troup: I wouldn't be able to provide immediate feedback
 00:50:19 Sheila Kirton-Robbins: You can anticipate mistakes, etc if you are prepared
 00:50:20 Jeanne Costello: It could be a big deal if you don't do the problems ahead of time.
 00:50:20 Rosemary Turk: Depends on how comfortable you are with the concept
 00:50:20 Rebecca Zlotnik: If you wait, there may not be the example

exception you wanted to demonstrate

00:50:21 David Barnes: If you do it ...you know the answers.

00:50:21 Brenda Wagner: I'll know which problems are harder and students might have trouble with

00:50:21 Robyn Graziano: Doing it will help you think about what misconceptions students have

00:50:22 Christy Berman: Depends on whether I was prepared and when I chose the worksheet.

00:50:22 Nithya Soundararajan: Work on the problems beforehand to get an idea of where the students may have issues and also be prepared to answer their questions.

00:50:23 Jenny Sagrillo: help anticipate student responses

00:50:23 Stephenia Courtney: problems the students may encounter

00:50:24 Michael Chrzan: Since I waited, kids will see my thinking in the moment

00:50:24 Regina Williams: wait and then feel rushed

00:50:24 Deborah Eberhardt: anticipate where students may struggle

00:50:24 Yini Wang: not much

00:50:25 Kathy Felt: If I do it—I will have a plan and think of possible misconceptions

00:50:25 Jennifer Cronin: You will be able to identify what problems might be more difficult for students and you will be better able to see common errors they might make

00:50:26 Carmelita Nalzarro: expectations are met

00:50:26 dana dulzo: the students and work together on the problems and compare answers

00:50:26 Patti Scharschmidt: For some worksheets it's a big deal, others not

00:50:26 Lindsay McCrary: I will know what the students are thinking

00:50:26 Viragni Chand: You have a set expectation

00:50:26 Joseph Prevost: more realistic expectations

00:50:26 Susan Weiss: It will give a child to feel ownership of their learning

00:50:27 Susan Troutman: Doing it ahead of time helps you plan for

misconception

00:50:27 Tiffany Jones: I'll be able to better predict their mistakes

00:50:28 Rosanne Cantwell: You might be able to find questions students may have trouble with.

00:50:28 Laura Semian: if do ahead can give hints

00:50:28 PALOMA CARRERA-ANDINO: be ready

00:50:28 Donna Bergonzi: Not a big deal

00:50:29 lee hanby: doing the problems incorrectly

00:50:29 Anh Le: Know what skills are needed to solve them.

00:50:30 Tracy Benjamin: I will know the difficulty and common q's students may have

00:50:32 Christine Baccaro: It allows me to think ahead of what the students may suggest

00:50:32 Keisha Davis: idea of where struggles will happen

00:50:32 Leah Cottrell: we might fail to keep open-minded to different ways/approaches to solving

00:50:32 Shawn Roberts: You would know the pitfalls the students might have.

00:50:32 Anita Tyndall: I might see where a student would go off track

00:50:33 Felicia Phillips: It will influence which problems you assign

00:50:33 Erica Krick: teamwork if students get stuck

00:50:33 Rebecca Zlotnik: If you wait, it may be too long, too short

00:50:34 Julie Leporiere: doing the worksheet ahead of time would activate my brain

00:50:34 Sheila Bishop: you might be better able to predict which problems will give students a hard time

00:50:34 Gloria Flores: Anticipate mistakes and plan for it

00:50:34 Xen McCoy: prepared for student's different way of solving

00:50:34 Lyubov Presnetsova: If worksheet is good, I will be better prepared to understand the letter

00:50:35 Janice Magauay: instructional adjustment

00:50:35 JoAnn Hiatt: Prepared for questions and anticipate errors

00:50:35 David Barnes: If you wait ... you are open to more answers.

00:50:35 Laura Semian: delete ones that are no good

00:50:35 Susan Danskin: harder to anticipate errors students will make

00:50:36 Monica LaCelle: can't prepare assessing or advancing questions

00:50:37 Jennifer Heldenbrand: I can anticipate gotchas, problems with the work

00:50:37 Katherine Raiguel: prepared for question/mistakes

00:50:38 Selene Hurley: I am able to gauge the length of time

00:50:38 Rachel Slezak: anticipate some but not all student errors.

00:50:38 Evette Langham: I would have an example at hand. It wouldn't change the lesson.

00:50:38 Rhonda Rampley: anticipating student struggles

00:50:39 Stephanie Bernabe: knowing where kids my struggle; misconceptions

00:50:39 Janet Mahedy: I may not have an immediate answer, but will be able to model how to solve problems

00:50:40 MELVIN BURNETT: doing it beforehand lets you check for potential challenges your students will face

00:50:40 Patricia Daugherty: If I wait, I can't anticipate where students might get stuck or shine.

00:50:41 Nicole Walden: I don't always get the results I want from the questions there

00:50:41 Suzannah Young: knowing what students might struggle with

00:50:42 Vonda Hicks: Not properly understanding the concepts and skills being taught

00:50:42 Maria Woehl: I might not like the w.s. after all, or only use part of it, or use it to identify concerns I had and students might have

00:50:43 Brenda Wagner: I might realize that it'll take kids a LONG time and want to cut back

00:50:43 Donna Misciagna: I will have a better idea of what I am asking students to do and may modify the assignment based on doing the worksheet first.

00:50:44 beth blumberg: You find bad problems... you have an idea if the copy is legible. You know if there are impossible problems

00:50:45 MICHAEL KAROLEWICZ: If I wait, I have not anticipated where

students would be confused, like if $2=2$ or $-2=2$

00:50:45 Tom Litwinowicz: determine how you will recall how to solve

00:50:45 Rommel Daz: gives an advance info about what the kids know

00:50:45 Sonia Calantropio: Find stuck points, predict answers

00:50:46 Lynda Krivansky: Working the problem ahead of time, with multiple ways to solve will help us pinpoint issues students may have during solving

00:50:47 Melody Sutton: better able to anticipate what skills they'll need

00:50:47 Jennifer Decker: let's me find errors or identify areas students may struggle

00:50:47 Christine Bucciero: more relaxed having been through it, knowing what to expect. I can predict which ones will be more difficult

00:50:48 Vicki Vierra: not much; carry on with a procedure already set.

00:50:49 Catherine Livesay: I can answer the questions. Might not understand all the problems

00:50:50 Tammy McClure: I find my errors before I give it to them

00:50:50 Justin Klinger: A problem might have a twist I have not explored yet with the students such as no solution or infinite solutions

00:50:51 Sharon Black: determine where they will make mistakes

00:50:51 Patti CZAR: do, then question, then lesson

00:50:51 Kathy Rubendall: Help me anticipate questions

00:50:52 Julie Wankel: not a big deal but making sure they can complete

00:50:52 Debra McClure: If you dont do it first you may not aticipate the level of struggle

00:50:52 Anupama Anand: help us to review concepts better with studens

00:50:53 Leena Guttal: I will know how easy or difficult

00:50:54 Tanya Dewland: I'll get bored, make it smaller, change assignment

00:50:54 Mark Phipps: You may find errors in the sheet, or potential errors in thinking

00:50:55 Isabel Arcaya: both have pros and cons

00:50:55 Catherine Bronikowski: I do not influence how student solves

00:50:55 Idania Dorta: It helps to guide your instruction

00:50:55 Catherine Abbott: If you do it first you may use the same "educated algorithm" and not see how kids would do it.

00:50:56 Debbie Meaney: I would work the problems out different ways.

00:50:56 Karen Pritchett: It allows for different paths of solving

00:50:57 Wendy Janerico: I can help them easier.

00:50:58 Angela Langenkamp: it will help you plan misconceptions/mistakes

00:51:03 Ming Ho: Since I have done these problems before, I don't see why it matters if I do it ahead of time, since I already have an idea of what students may do.

00:51:04 bfecteau: if you do it ahead of time, you know what to expect and which problems to focus on for specific students.

00:51:04 Heather Ruiz: end up with bad practice problems-confuse kids with things they aren't ready for

00:51:10 RHONDA MAYO: prepares for any problems they may have

00:51:12 Susan Shuart: I've had students do the work ahead of time, then they don't have work to do when everyone else is completing the worksheet.

00:51:13 Gisela Vichot: this might be good for beginning teachers

00:51:20 Kent Thele: You may anticipate their difficulties and turn them

into robots.

00:51:29 Elizabeth Nicosia: I always post answers (but not the work) so students can check as they go, and ask questions if they need to

00:51:34 Laura Semian: so... what happens with the 20% who don't "get it"

00:52:01 Ann Marcellin: I would be walking around looking at particular questions that could cause difficulty

00:52:06 Shonda Moore: @Liza This is what I do.

00:52:09 Tammy McClure: each one teach one

00:52:26 Katherine Raiguel: prepared

00:52:28 Laura Semian: if you do it ahead of time... it's easier to know what to look for

00:52:31 Danielle Phillips: Some fall through cracks

00:52:31 Kathleen Bliss: if didn't do it, now have to spend more time figuring out why they are stuck

00:52:33 Stephanie Bernabe: informs how you might reteach

00:52:33 Kathy Felt: I may not have considered WHY they got the problem wrong

00:52:34 CATHY SMITH: You can help them quicker if you have done it ahead of time

00:52:34 Elizabeth Nicosia: Knowing the answers, it saves time!

00:52:35 Leah Cottrell: we can anticipate where they may go wrong

00:52:36 Xen McCoy: If I know ahead of time, I can see problems instantly

00:52:36 Lynda Krivansky: I will be prepared to coach more efficiently

00:52:37 Gabrielle Kisner: I can group them together based on the problem types they're struggling with.

00:52:38 Shonda Moore: They work in pairs or groups. So their peers become teachers.

00:52:38 Christine Bucciero: I have more time to help them if I did the problems ahead

00:52:39 Catherine Cook: you look to see if there is someone who is stuck on one detail, as opposed to those who have no idea how to start

00:52:39 Wendy Janerico: easier to help

00:52:40 Monica LaCelle: assessing and advancing questions

00:52:40 Kate Burstein: Make it more challenging...not knowing which issues to anticipate...if you haven't done it ahead of time

00:52:40 Heather Ruiz: won't know where their issues really are

00:52:41 Ann Marcellin: You can anticipate errors

00:52:41 Jennifer Heldenbrand: If I know who they are, I can prep the students

00:52:41 Patrick Anderson: Prepares my brain for what to look for

00:52:42 Jenny Sagrillo: I'll have an idea of what each problem entails

00:52:43 Anh Le: you'd know how to scaffolding and help them.

00:52:43 lee hanby: you can see the errors

00:52:44 Joseph Prevost: you could have anticipated the issues that they'd encounter, and be better prepared to assist them.

00:52:44 Jennifer Rolling: I'd have to spend a long time at each desk figuring out what they did

00:52:46 Randolph Chapman: Anticipate pitfalls

00:52:46 Mark Phipps: You may be able to group them

00:52:47 Anupama Anand: we can help the students simultaneously to
00:52:47 Maria Woehl: I would already know where they were going to get
stuck and I would probably address that in the discussion
00:52:48 rachael steward: I would know the kids well enough to know
who would need help with which particular questions
00:52:48 Angela Langenkamp: circulating you would know the answer and be
able to find the students with the wrong answer.
00:52:50 Leena Guttal: You know where they might struggle
00:52:51 Idania Dorta: You will know ahead of time where these students may
have difficulty
00:52:51 Vicki Vierra: You could scaffold up or down depending on their
difficulties
00:52:51 Gloria Flores: You will be more prepared since you anticipated
mistakes
00:52:52 Keisha Davis: have idea where they will get stuck
00:52:53 Patricia Daugherty: I know what to look for in their work
00:52:53 Yini Wang: give them hint
00:52:53 Mark Vasicek: You will know which students to single out.
00:52:53 RHONDA MAYO: some worksheets may have errors
00:52:53 Felicia Phillips: If you do the problems ahead of time, you
can give them a starting point
00:52:54 Patti Wallace: you will know common misconceptions
00:52:54 Lindsay McCrary: do it and know sooner who needs help
00:52:54 Jennifer Cronin: You might be able to pick a particular
problem that has several of the "roadblocks" kids are struggling with and go through
that problem with the small group
00:52:55 MELVIN BURNETT: It helps reacquaint me with their potential
struggles
00:52:57 LeAnna Deveaux-Miller: NEW PROVIDENCE THE BAHAMAS
00:52:57 Jeanetta Glass: may be an error on the answer key
00:52:57 Sharon Baltzer: I just said that slightly differently @ Laura
00:52:57 dana dulzo: I talk with the class about some of the problems I
think are hard and see what they have to say. I notice the students reluctant to
participate.
00:52:57 Deborah Eberhardt: I already know what potential mistakes can
be made
00:52:58 Catherine Livesay: By doing it ahead of time, I could look for
problems the students might have. Can check their work quickly.
00:52:58 JoAnn Hiatt: Scaffold better through the process of solving.
00:52:59 Grace Weissmann: You might see your own mistakes in doing it
00:52:59 Kathleen Bliss: have to do it ahead of time thinking/looking at it
like a student, not an expert
00:52:59 Lynda Krivansky: We need to consider multiple ways to solve
AND common misconceptions
00:53:00 Darwin Best: You may only look at solving it one way.
00:53:00 Michael Chrzan: Since I waited, I can pull those 7 students into a
huddle and have them show me their thinking OR do 1 problem to show mine

00:53:01 Nonye Obiora: Be able to see what they are struggling with
00:53:03 Carmelita Nalzarro: knowing ahead means more time to solve the

problem

00:53:04 Donna Bergonzi: But you can look at student errors to help you see where they need help.

00:53:04 Walter Shaner: You may understand various problems and seek solutions to them.

00:53:04 Catherine Doiron: Have you already worked with these students? Do you know them?

00:53:05 Selene Hurley: You have more time to find out how to help since you already know what mistakes they may have made

00:53:05 Kim Petersen: If you have done it first you have the answers on your mind, and it is more obvious if students have the wrong answer as you are going around the room. Then you can catch mistakes early and prevent them practicing it wrong.

00:53:07 Rosemary Turk: I can look at their work and determine if it is a calculation mistake or lack of understanding if the teacher is prepared

00:53:07 Winnica McLean: It's easier to see what needs more attention

00:53:08 Christine Baccaro: Don't have to waste time actually doing the work, allows more time to help the students

00:53:08 Dave Hankin: The time put in up front will help us later. We can anticipate students difficulties.

00:53:08 Susan Danskin: I might be more likely to point out what they did wrong than letting them struggle to find their own errors

00:53:08 Jeanne Costello: If you don't do it ahead of time, you might never know some students are struggling because they might not let you know.

00:53:08 Mohamed T: Prep is important.

00:53:08 Debra McClure: you can anticipate questions and struggles if you do it ahead of time.

00:53:09 Donna Misciagna: I can group kids together based on the types of mistakes they are making if I have already done the worksheet.

00:53:09 Jenny Sagrillo: gives me more time to think about unexpected things

00:53:09 Xen McCoy: I can pair students quickly by seeing who gets it and who does not

00:53:09 Catherine Abbott: If you DO IT AHEAD and look for likely misconceptions then you can have strategies to address likely misconceptions. IF A NEW misconception occurs, you can address that quickly.

00:53:11 Leena Guttal: The common mistakes they make

00:53:13 Shawn Roberts: If you wait then you would have to take extra time to figure out where they are getting stuck.

00:53:14 Anita Tyndall: If I did the work ahead of time, I might have seen what mistakes would be likely I could ask guiding questions to help them rather than just give an answer

00:53:14 Julie Wankel: Doing it can help you find and look for errors that students might get stuck on

00:53:16 beth blumberg: It will allow me to look for problem spots and good work.. to know if they are making an addition error vs an understanding error... (might need conversation)

00:53:16 Sheila Bishop: have targeted questions to help those struggling find there way

00:53:17 Sheila Kirton-Robbins: If I did the WS ahead, I am able to see what the students understand, what they are doing differently. Might discover a new

approach

00:53:17 carolina vix: You can review their work against yours to figure out their errors

00:53:18 MICHAEL KAROLEWICZ: By doing it ahead, I will know which problems are likely to be challenging and ask students to volunteer to show work on those to the class.

00:53:20 Tessie Menta: use systematic grouping

00:53:21 Mary Rose Portugal: Identify points where they may struggle and focus your instruction on these points

00:53:21 Kate Burstein: If you've worked problems out ahead of time, you can have some ideas in advance of where students may make mistakes and how to best assist, which questions to ask when students are stuck

00:53:22 LeAnna Deveaux-Miller: HAVING A CHALLENGE WITH MY AUDIO

00:53:23 Jennifer Decker: Can identify different ways to approach the problem

00:53:23 Ann Marcellin: It gives you time to prepare helpful strategies

00:53:24 Ali Alhamdi: if do it ahead, you would have better anticipate what students difficulties would be

00:53:25 Joy Feinauer: If you do it ahead you may expect the student to work it your way when they may have another approach that works!

00:53:26 Lizabeth Nicosia: I like to have one of the successful students come to the board and explain their work

00:53:27 Belen Zavala: You might be tempted to give them the path in stead of waiting to listen to their thinking process

00:53:30 Viragni Chand: You can figure out what skill or part of the concept they don't understand

00:53:31 Rene McNeal: if you had your steps written out, you could check theirs against yours

00:53:33 Ann Swierzbin: You can quickly scan for errors as you move around the class

00:53:35 Elaine Dupree: It wastes time because youll be able to problem solve quicker

00:53:35 Patrick Anderson: Helps to see if there are irregular questions within the assignment

00:53:36 Robyn Graziano: You may not be able to address those 7 struggling students on the fly

00:53:39 bfecteau: Doing it ahead of time, you are better prepared point students to specific problems that might help them with different issues.

00:53:44 Rachel Slezak: if their mistake matches one you expected you can help.

00:53:47 Shannen Bunoski: multiple ways to showcase answers/work

00:53:50 Danielle Phillips: Worksheet

00:53:58 Erica Hoffknecht: you can see a pattern and tell a student to look at problem #4 for help on problem #10 for instance

00:54:23 Cindy Bryant: There is no decision a teacher makes that has a greater impact on students' opportunities to learn and on their perceptions about what mathematics is than the selection or creation of the tasks with which they engage students in studying mathematics (Lappan and Briars, 1995).

00:54:29 Catherine Livesay: wait

00:54:37 Catherine Abbott: Each child has their own path that you can work out together.

00:54:43 Donna Bergonzi: Try different ways.

00:54:46 Suzannah Young: several of each - correct and incorrect

00:54:48 Jennifer Cronin: Many

00:54:52 rachael steward: many ways

00:54:53 Yini Wang: many

00:54:53 David Barnes: @Cindy - YES!

00:54:54 Jenny Sagrillo: many ways

00:54:54 Shannen Bunoski: many

00:54:55 Stephanie Bernabe: many

00:54:55 Christine Bucciero: many ways

00:54:55 Walter Shaner: Many ways

00:54:55 Xen McCoy: Many ways

00:54:55 Patti Wallace: many

00:54:56 Mark Vasicek: Many

00:54:56 Vonda Hicks: Many

00:54:56 Lisa Cady: many ways

00:54:57 Sharon Black: many

00:54:57 Brenda Wagner: many ways

00:54:57 Lizabeth Nicosia: Many ways. You have to have that understanding

00:54:57 Patricia Daugherty: Many

00:54:57 Leah Cottrell: many ways

00:54:57 Donna Bergonzi: many ways

00:54:57 Dave Hankin: many ways...

00:54:59 Kate Burstein: many ways

00:54:59 Susan Danskin: many ways

00:54:59 Patti Scharschmidt: Many ways

00:54:59 Sheila Kirton-Robbins: many ways

00:54:59 Ana Guerrero: many

00:54:59 Julie Wankel: many

00:55:00 Felicia Phillips: One way

00:55:00 Jeanne D'Arcy: many

00:55:00 Kathy Felt: many

00:55:00 dana dulzo: wait

00:55:00 Carrie Dickinson: many

00:55:00 Anh Le: Many ways

00:55:00 Susan Shuart: At the end, we would compare the problems that produced negative answers with the problems that produced positive answers.

00:55:01 Debbie Meaney: many ways

00:55:02 Barbara McDonald-Pyle: Many

00:55:02 Grace Weissmann: Many ways

00:55:02 Robyn Graziano: many ways

00:55:03 Erica Krick: wait

00:55:04 Joan Albers: many

00:55:04 Danielle Phillips: One way at first then more ways as they struggled

00:55:04 Rene McNeal: many

00:55:04 Cristy Holtzclaw: wait

00:55:04 Tracy Benjamin: Many
 00:55:04 Janet Bernard: many ways
 00:55:05 Sheila Bishop: many
 00:55:05 beth blumberg: I do wait to see what they are doing to ask what
 they are thinkong
 00:55:05 Dennis Manyanga: many ways
 00:55:05 Joe Burton: wait
 00:55:05 Wendy Janerico: many
 00:55:05 Debra McClure: many
 00:55:05 PALOMA CARRERA-ANDINO: many
 00:55:05 Catherine Cook: as many as you can, but sometimes kids come up with
 their own that are great
 00:55:05 Michael Chrzan: Many ways
 00:55:06 Rachel Slezak: wait
 00:55:06 Rommel Daz: many ways
 00:55:06 Christy Berman: Always at lest one solution
 00:55:06 Viragni Chand: many ways
 00:55:07 Wendy Nosal: many ways
 00:55:07 Danielle Dalessio: wait
 00:55:07 Tara Sewell: many ways
 00:55:07 Anita Tyndall: One way
 00:55:07 Leena Guttal: Many ways
 00:55:07 Darvin Best: Wait
 00:55:07 Derrick Johnsnon: many ways
 00:55:07 Jet Yeung: many ways
 00:55:07 Jeanne Costello: Usually more than one way
 00:55:08 Donna Misciagna: Many ways
 00:55:08 Shawn Roberts: Many ways because this makes me nervous to do
 without trying it.
 00:55:08 Nonye Obiora: try multiple pathways
 00:55:08 Wisnu Siwi Satiti: many ways
 00:55:09 Katherine Raiguel: attempt to get many ways...
 00:55:09 Belen Zavala: wait
 00:55:09 Sonia Calantropio: Many ways. Try and think like a kiddo
 00:55:10 Patrick Anderson: Honestly .. wait
 00:55:10 Tanya Dewland: many ways
 00:55:10 Melody Sutton: many ways ideally, but realistically one way
 00:55:10 Laura Semian: should do many ways... but probably will do one way
 00:55:10 Jennifer Decker: many
 00:55:10 Kendra Edwards: Many ways
 00:55:10 Deborah Eberhardt: many or wait
 00:55:11 Lyubov Presnetsova: Depends on how much time I have
 00:55:11 Stephenia Courtney: wait to see what problems arise
 00:55:11 Eric Totheroh: Wait!! Discover with them! They love to see it!
 00:55:11 Theresa Liddy: I would need to do many ways
 00:55:12 Heather Ruiz: one way
 00:55:12 Mary O'Sullivan: many
 00:55:12 Susan Weiss: Many ways so I can see what could possible happen.
 00:55:12 Selene Hurley: one way
 00:55:12 Laura Cranmer: wait

00:55:12 Janice Magauay: Many ways

00:55:13 Maria Woehl: many ways

00:55:13 Dewey Gottlieb: wait

00:55:14 MICHAEL KAROLEWICZ: My favorite way and one other.

00:55:14 Evette Langham: I'd wait with the open middle question and have the students share the answers and as a class we would determine which work and which didn't

00:55:14 Isabel Arcaya: many

00:55:15 Jacqueline Sciortino: make sure it can be done

00:55:15 Tamara Stewart: one way

00:55:15 Bryan Bagala: many ways

00:55:16 Karen Pritchett: Wait

00:55:16 Laurie Haynes: many ways

00:55:16 Catherine Bronikowski: wait

00:55:16 Connie Peters: wait

00:55:16 Jennifer Collier: one way or many depends on the problem

00:55:17 Tammy McClure: one

00:55:18 CATHY SMITH: a couple ways

00:55:18 Gloria Flores: many ways

00:55:18 Rosemary Turk: Twice and look for the pattern

00:55:18 Dominador Guillermo: many ways then summarize like you did with us

00:55:19 Ali Alhamdi: many

00:55:19 RHONDA MAYO: many

00:55:20 Gabrielle Kisner: It depends on the problem. If I'm sure I could figure it out, I would wait so I don't enforce my way on my students.

00:55:21 Laura Partridge: Try to generalize a pattern as opposed to exact answers.

00:55:22 Teresa Bulanda: many

00:55:23 Ming Ho: Try to do it many ways, but I may not be able to come up with them until I see students do it.

00:55:24 Ann Marcellin: Wait and have students discuss how they see it

00:55:28 Shannen Bunoski: many

00:55:28 Catherine Abbott: Do ONCE to make sure it is possible, THEN wait to see what kids would do.

00:55:31 Veronica Kwok: I should do many but it takes me so long to make the worksheets so I typically end up waiting

00:55:32 bfecteau: 1 way or wait

00:55:34 WARA SABON DOMINIKUS: many ways

00:55:38 Ronald Golden: one way at a time

00:55:39 Ann Swierzbin: wait and have students share their results

00:55:40 Rebecca Zlotnik: Have 1 and wait to see the students strategies

00:55:53 Felicia Phillips: @Rebecca: I agree!

00:56:10 Dave Hankin: Yes

00:56:14 Shonda Moore: will be a big deal

00:56:16 Danielle Phillips: YES

00:56:18 Kate Burstein: Huge problem if we don't work on it ahead of time

00:56:20 Teresa Bulanda: many but open for student's solutions

00:56:20 Stephanie Bernabe: yes

00:56:21 Mark Vasicek: Huge. You would not know \emptyset was not possible in our original problem.

00:56:21 Lisa Cady: big deal

00:56:22 Eric Totheroh: I think students getting to see your processes is a huge step for them to know it's more than just a step by step

00:56:22 Nicole Walden: more successful

00:56:23 Alison Jo Frost: Yes, many questions unless you have procedures to help with many questions

00:56:25 Julie Wankel: problems

00:56:25 Wendy Janerico: huge

00:56:26 Vicki Vierra: I might promote my way

00:56:27 Cindy Luper: Many ways

00:56:28 Brenda Wagner: Yes, I might be tempted to try to teach the solutions that I personally came up with.

00:56:28 Viragni Chand: yes

00:56:29 Stephenia Courtney: big deal

00:56:29 Laura Cranmer: waiting will create surprises and thinking

00:56:29 Patti CZAR: Some students will give up

00:56:29 Rosemary Turk: Time to check if students are correct

00:56:30 JoAnn Hiatt: Open to hearing all of the students share solutions.

00:56:31 Sheila Kirton-Robbins: have an affect

00:56:32 Donna Bergonzi: I think it will be a bigger deal

00:56:33 Catherine Doiron: Students will be thinking about the concept

00:56:35 Lyubov Presnetsova: Students will be interested in solving now

00:56:35 Ann Marcellin: You have to facilitate the discussion

00:56:35 Lindsay McCrary: better understanding

00:56:35 Yini Wang: big deal

00:56:35 beth blumberg: If you wait ... you follow the students... If you preplan you force the students to think your way

00:56:36 Jennifer Collier: i know what questions to ask and how to help/scaffold thinking if i've done it many times

00:56:37 dana dulzo: better class discussion when everyone (teacher included) is working on it together.

00:56:37 Idania Dorta: Encourage students to try alternate answers

00:56:38 Patrick Anderson: I will be caught off-guard and miss out on time working with students

00:56:38 Jacqueline Colbourne: Huge deal

00:56:39 Tom Litwinowicz: big difference

00:56:40 Christine Bucciero: you have an idea about student misconceptions

00:56:40 Susan Weiss: If I did not do the problem, I would have a hard time understanding what the student were thinking.

00:56:40 Laurie Haynes: significant difference

00:56:41 Kathleen Boyle: Doing the problem helps you understand what questions to ask students who are stuck

00:56:41 Keisha Davis: need strategy to solve

00:56:41 Jeanne Costello: Big deal

00:56:41 Patti Scharschmidt: Many ways will allow you to recognize the mistakes the students are making.

00:56:41 Jennifer Decker: will either help many or confuse many

00:56:42 Nonye Obiora: Yes, huge impact

00:56:42 Jennifer Cronin: You will be less familiar with potential student outcomes both correct and incorrect

00:56:43 Leah Cottrell: it will make a difference in our rich discussions

00:56:43 Sheila Bishop: better discussions

00:56:43 Mark Phipps: Harder to guide discovery

00:56:43 Lynda Krivansky: It may be taught come up with multiple solutions, but would definitely be more beneficial

00:56:43 carolina vix: Solving many ways will allow you to help students more effectively

00:56:46 Carolyn Warnell: anticipate what questions they might ask

00:56:46 Isabel Arcaya: discussion

00:56:46 Leena Guttal: You would know what works and what doesn't

00:56:46 Grace Weissmann: it depends on your ability to understand alternate entry points

00:56:47 Catherine Abbott: Brainstorming possible solution methods would help when students do not know where to start.

00:56:47 Patti Wallace: teacher is going to get stumped and not be able to understanding their thinking and not able to help as many

00:56:48 Kathy Felt: Short changes the kids

00:56:49 Belen Zavala: I will have a preconceived idea of how to solve it

00:56:50 Jenny Sagrillo: allow for more brain power for me to think about what students are actually doing instead of trying to solve the problem myself

00:56:50 Gloria Flores: Significant changes

00:56:50 Justin Klinger: Predicting students issues

00:56:50 Ronald Golden: c

00:56:50 Brenda Wagner: I might have the idea that there is a "right" and "wrong" way to do this

00:56:50 David Barnes: I might have to show my students how I think about a problem.

00:56:50 Debra McClure: I would have students share strategies, but want to anticipate their thinking

00:56:52 Shawn Roberts: If I have many ways I can nudge the students to look for other ways to figure this out.

00:56:52 Maria Woehl: more students will need help but they'll help each other

00:56:52 Darvin Best: Leaves room for discussion

00:56:53 Dominador Guillermo: lessons will be completely different. strategies and all.

00:56:53 Mark Vasicek: heh

00:56:53 Sonia Calantropio: Kiddos need to know that there are multiple ways to solve problems.

00:56:54 Jacqueline Colbourne: i was

00:56:55 Dave Hankin: If we don't prepare for student difficulties in advance, we are not anticipating the help they may need.

00:56:56 Dineica Davis: I can anticipate student misconceptions

00:56:56 Anita Tyndall: If do one way I can help a kid that is really stuck no clue but be open to their individual ideas

00:56:57 MICHAEL KAROLEWICZ: By doing it many ways, I can help students better.

00:56:57 Danielle Phillips: Lost
00:56:57 Tara Sewell: very frustrateed
00:56:57 Kendra Edwards: You will be prepared to address developing
conceptions students may have
00:56:57 Catherine Cook: huge deal because you may not realize why or where
they are getting stuck
00:56:59 Mark Phipps: LOVED problem 2
00:57:00 Laura Semian: it was way more challenging
00:57:00 Xen McCoy: Frustrated
00:57:00 Keisha Davis: not frustrated
00:57:00 Tammy McClure: more student lead
00:57:01 Laura Ryan: Big deal
00:57:01 Melody Sutton: wouldn't know how to coach them through it if
they're stuck
00:57:01 Mark Fili: Anticipate student misconceptions and frustrations.
00:57:02 Sharon Black: I was not
00:57:03 Gabrielle Kisner: I was. I still have summer brain. lol
00:57:03 Donna Misciagna: Bigger deal. May be difficult to know how
to help students quickly.
00:57:04 CATHY SMITH: you would have to work it the same way the students
worked it to see their mistake.
00:57:05 Erica Hoffknecht: I can impact the lesson because it could
cause a different dialog by going over some students trials
00:57:07 Anh Le: not prepared to help students
00:57:07 Catherine Livesay: I think that you might overlook some of the
students ways of working the problem because you are set on one way.
00:57:08 Cindy Bryant: Feel more comfortable about presenting the problem
to students
00:57:08 Tracy Benjamin: Better teaching tool for the entire class. What
works and what doesn't. and why
00:57:09 Carmelita Nalzarro: gives more room to figure it out
00:57:09 Leena Guttal: Frustrated
00:57:11 Catherine Abbott: Puzzles are supposed to be frustrating.
00:57:13 Jeanetta Glass: I was confused at first!
00:57:14 Mary O'Sullivan: loved it
00:57:16 MICHAEL KAROLEWICZ: I didn't think strategically
00:57:16 Patricia Daugherty: Better discussions when I do the work ahead
or I get frustrated trying to explain
00:57:18 Jennifer Decker: I thought I was going to quit when you gave
prob 2
00:57:21 Rachel Slezak: if I have not done it I will not bias the kids
towards my way
00:57:22 Ann Swierzbin: Many solutions and so students have a voice in
adding their solution to the class list
00:57:23 bfecteau: Waiting and having the students complete them first
could open up many different ways and has them do most of that work.
00:57:23 Ming Ho: You won't know how to help a student if you don't
anticipate how the student is stuck.
00:57:24 Catherine Doiron: It is different to feel frustrated and
unable to find a solution and getting the solution wrong.

00:57:27 Margarito Valdez: The ones that solved many ways may be more prepared to assist the struggling students

00:57:27 Patti Wallace: we bring these problems to our PLC and gallery walk on ways to solve. Knowing the more the better

00:57:32 Rosalind Brown: Those are times where I challenge kids to find an answer and share their discovery

00:58:09 Nicole Walden: kind of like triple elimination competition

00:58:10 MICHAEL KAROLEWICZ: Students want to know if their way of thinking about a problem is valid.

00:58:12 Mary Rose Portugal: Students will be spending time solving for more ways the rest of the time. I think we can help them develop persistence.

00:58:24 Laura Semian: yes, but if it's the SAME 7 over and over and over... THAT'S an issue

00:58:32 Catherine Livesay: You could model your way of thinking about the problem with the kids.

00:58:43 Christine Bucciero: you have to do the problem ahead so you can guide them with questioning

00:58:43 Catherine Abbott: Then multiply the 53% students across 4 periods?

00:58:46 Rosemary Turk: Share with a partner

00:58:56 Danielle Phillips: Groups to work together

00:58:57 Dave Hankin: It's also the affect that those 7 not understanding will have on the rest of the class as well...

00:59:01 rachael steward: I would recognize errors faster

00:59:01 Catherine Cook: I can group kids by where and what they are stuck on to teach many at a time

00:59:03 Selene Hurley: doing it many ways will allow you to give them hints

00:59:03 dana dulzo: they see my struggle, they see my persistence, they see my mistakes

00:59:03 Laura Cranmer: I would partner the kids up

00:59:03 Danielle Dalessio: Students will work with each other

00:59:05 Patti Wallace: frustrated I can't help them all

00:59:05 MICHAEL KAROLEWICZ: I will have an answer for more of the students.

00:59:05 Christy Berman: Need to know where the struggle will be.

00:59:06 CATHY SMITH: it will take longer if you don't already have it worked out several ways

00:59:08 Donna Bergonzi: You will have a better sense of ways to support.

00:59:08 Dave Hankin: effect

00:59:11 Melody Sutton: i might funnel them all toward the same strategy

00:59:11 Susan Weiss: I would show how I might have made an error to show that we all make mistakes.

00:59:11 Mark Phipps: More ways to connect with different learners

00:59:12 Lynda Krivansky: It'll help with efficiency

00:59:12 Belen Zavala: I think each kid will get what they need, but it will take more time

00:59:13 carolina vix: explain your procedure

00:59:13 Yini Wang: i will be better prepared

00:59:13 Rebecca Zlotnik: I stand behind using the solutions of the successful students to help these 18 kids

00:59:14 Xen McCoy: If I do many ways, one of their ways may loop back to some way I did it

00:59:15 Leah Cottrell: You can remediate them in small group based upon methods of solving

00:59:17 Tracy Benjamin: You will find a pattern of wrong and right ways. Use this as a teaching tool for the whole class

00:59:17 Carmelita Nalzarro: let the students collaborate

00:59:19 Brenda Wagner: I can give them a few different nudges towards ways to think of the problem, then continue to let them have healthy struggle

00:59:19 Mark Vasicek: Well... duh. If you did it ahead of time, you probably thought about some of the strategies of teaching...

00:59:19 Sheila Kirton-Robbins: you can ask probing questions to help guide them through the problem

00:59:20 Mary O'Sullivan: students could pair up

00:59:23 Catherine Abbott: FOCUS help on strategies rather than THE answer because there is NOT a specific answer.

00:59:23 Laura Semian: pair students to work together, level-based

00:59:24 Ann Marcellin: It's driven by student need

00:59:24 JoAnn Hiatt: They work in groups and share their methods to teach the others.

00:59:25 Susan Shuart: I would have students work with a partner to figure it out.

00:59:25 Anh Le: Anticipate problems in advance

00:59:26 Donna Misciagna: I can group students together that are making the same type of mistakes.

00:59:27 Veronica Troup: You can easily recognize their misconceptions

00:59:27 Viragni Chand: Will be able to help students struggling

00:59:28 Michael Chrzan: Since I said many, I'll have different ideas about strategies they can use so I can ask them where they want to start and guide them based on one of the strategies.

00:59:28 Sheila Bishop: You have more ideas of how to illustrate the problem so kids can find a way in

00:59:29 Lisa Cady: Since I did the problem many ways, I already know many of their questions before they ask

00:59:29 Wendy Janerico: can pair them up

00:59:29 Hanan ELHAJJ: students help each other

00:59:29 Dominador Guillermo: I would also suggest groupings but with the current situation, grouping may not be a good idea.

00:59:32 Patti CZAR: I actually think it might limit your understanding of the mistake possibility

00:59:33 Ali Alhamdi: try grouping, and peer to peer teaching.

00:59:33 Wendy Nosal: if I've done the problem then I can ask leading questions to help them think abt the problem

00:59:35 Debra McClure: If you did not see the pattern then you would not be able to guide student thinking

00:59:35 Jenny Sagrillo: Doing it ahead of time give me more time to think about what the students are doing and not taking time to do the problem myself

00:59:36 Patricia Daugherty: I would be better prepared to notice commonalities

00:59:37 Nicole Walden: you know how damaging or helpful a strategy is

00:59:38 Kathy Felt: I know likely errors and can more efficiently help each student. I can get to more kids this way

00:59:41 Catherine Livesay: Have the students suggest a number and how they would work the problem. Have other students show their work.

00:59:43 Vonda Hicks: Create a breakout room

00:59:43 Julie Wankel: reteach the 18 with teacher or peer that understand

00:59:43 Sonia Calantropio: I should have a better idea of why they are struggling and how to help

00:59:44 Jennifer Decker: doing it ahead of time will have you ready to assist more and see where they are on the choose your adventure

00:59:44 Ming Ho: If I tried problem before, I can give some strategies that student can try.

00:59:45 Shawn Roberts: If I have done it many ways I now have ways I can help the students that are stuck. I now have ways to help them move past the point where they are stuck.

00:59:47 Angela Plaunt: you will have a better understanding of how to support the kids

00:59:49 Ana Guerrero: Doing it ahead of time will help me save time in class to help students

00:59:50 Teresa Bulanda: I would have idea how to help..

00:59:50 Viragni Chand: You don't have to ponder

00:59:50 Ann Swierzbin: Pair-share a successful student with a struggling student and ask them to come up a solution.

00:59:51 Lizabeth Nicosia: If you worked many solutions ahead of time, then you could get a struggling student started - like give them one box

00:59:56 Emily Kavanagh: strategies to do it another way

01:00:02 Kate Burstein: Doing work ahead of time helps us anticipate misconceptions

01:00:05 Cindy Luper: The kids who get it can show the rest of the class. Hopefully they will show a way that makes sense to someone in class.

01:00:09 Rebecca Zlotnik: I make mistakes publicly!

01:00:10 Charnay Smith: The more students that I have who need help, and the more time that it will take me to help them, the less productive the instruction time.

01:00:14 Anita Tyndall: Can show my one way to those completely lost. Wont necessarily be able to ask guided questions for those that did it differently. but may be able to do it on the fly and be able to be open to their thinking

01:00:17 beth blumberg: I think I would ask the student to start the problem on the board

01:00:21 Sharon Black: I hope that I would have made a similar mistake and can tell them my strategy of getting unstuck

01:00:26 Shonda Moore: Its okay to make a mistake you the mistake is when you don't try to fix it.

01:00:27 Nonye Obiora: It will help me group students with similar misconception

01:00:27 Shannen Bunoski: pair share or productive partners!

01:00:35 Lizabeth Nicosia: You have to have a classroom culture where this kind of question would be a challenge rather than a pain

01:00:35 Laura Semian: yes, with open middle problems basically NEED to do upfront... hard to do on the fly

01:00:43 Tammy McClure: solving it in front of them for the very first time allows them to watch how you problem-solve

01:00:55 Catherine Abbott: KEEP a record of the ATTEMPTS / MISTAKES so students can see that mistakes are part of the process.

01:01:04 Trena Wilkerson: 5 Practices! Great book!

01:01:06 Shannen Bunoski: productive struggle!

01:01:44 Amy Rushall: I've been thinking about the Five Practices this whole time!

01:01:56 Laura Semian: lol@ ninja

01:01:59 Tamara Stewart: This monitoring sheet is great for anticipating students needs

01:02:01 Catherine Abbott: IT IS GREAT when the students begin to describe their own problem solving method.

01:02:08 Anh Le: Illustrative Math has a section with anticipate misconceptions to help teachers know what to look for :-) It's very helpful!!!

01:02:09 Catherine Cook: if you do worksheets first, you can see if there are too many and it's just repetitive and you can see which ones will require different strategies and are better able to differentiate it for students

01:02:23 Chonda Long:
<https://www.nctm.org/Store/Products/5-Practices-for-Orchestrating-Productive-Mathematics-Discussions,-2nd-Edition/>

01:02:31 Donna Bergonzi: Hahah!! Mr. Toad's Wild Ride!!

01:02:39 Ma. Lorena Aloquina: having "many ways" can help me identify students with their specific/simple to very complex difficulty and how to deal with them specifically

01:03:16 Stephenia Courtney: link doesn't work

01:03:20 Cindy Bryant: 5 Practices FOPS is a rich resource!!!

01:03:20 Tammy McClure: if you are letting students share their right way it is like each one teach one

01:03:54 KEISHA SMITH: Chonda...the link is broken

01:04:12 Sharon Black: The link worked for me

01:04:17 Chonda Long:
<https://www.nctm.org/Store/Products/5-Practices-for-Orchestrating-Productive-Mathematics-Discussions,-2nd-Edition/>

01:04:18 Gladys Montoya: It worked for me

01:04:19 Keisha Davis: Link worked for me too

01:04:22 Nicole Walden: This affects 1/4 of my class !!!!!

01:04:28 Donna Bergonzi: Amen!

01:04:46 Lorie Huff: so true

01:04:59 Shannen Bunoski: very true!!

01:04:59 Catherine Abbott: For me, not preparing means not having great questions to help students to think through the problem themselves.

01:05:09 Shonel fraser: When I do it ahead of time multiple ways, both my students and I will have a smoother transition. Instead of us all thinking at the same time, so it takes time away from the students. I've been guilty of this and learned from my mistakes.

01:05:09 Danielle Phillips: I have a better understanding

01:05:10 Teresa Bulanda: the journey more important than the destination?

01:05:11 MELVIN BURNETT: greatly enhance it

01:05:12 rachael steward: i will be ready to ask leading questions

01:05:16 Gloria Flores: Prepare facilitated questions
01:05:17 Tracy Benjamin: Many different answers many different strategies.
01:05:21 Jacqueline Colbourne: You would end up guiding the conversation
01:05:22 Evette Langham: For a conversation, you would definitely want
multiple perspectives to share
01:05:23 Leah Cottrell: it will definitely benefit the ability to converse
about the problem
01:05:24 Rodney Cooper: Anticipation of errors
01:05:24 Linda Baker: anticipate discussion
01:05:27 Jeanne Costello: If you don't do it more than one way, your
discussion will not go very far.
01:05:28 Yini Wang: help a lot
01:05:29 Christy Berman: game changer! Much more effective conversations with
students
01:05:30 Shawn Roberts: I can then have great questions to ask the students
to learn even more about their understanding of the concept.
01:05:32 Nicole Walden: I can do more than just help
01:05:32 Jennifer Cronin: Being able to provide prompting questions
that can help students work through difficulties
01:05:34 Patricia Daugherty: Can highlight various ways of approaching
and doing
01:05:34 Sheila Kirton-Robbins: Preparedness
01:05:35 Idania Dorta: It can help to guide instruction
01:05:37 Rosalind Brown: Will allow me to encourage kids with their thinking
and partner kids that are thinking similarly
01:05:37 Mark Phipps: Makes it much more flexible and able to anticipate
responses better
01:05:38 Stephenia Courtney: focused questions and discussions
01:05:38 JoAnn Hiatt: Help more students by working it many ways!
01:05:41 dana dulzo: able to guide the discovery for the students when I
am better prepared.
01:05:41 Brenda Wagner: You can have pocket questions to prompt thinking.
01:05:43 Maria Woehl: I would be able to facilitate the group struggle
more efficiently - we get paid to be PREPARED!
01:05:43 Kathy Felt: I'll have time to think and prepare, so I will be
more effective with my students.
01:05:45 Catherine Doiron: Trying many ways helps you know what
questions to ask and gives you insight to students' mistakes
01:05:47 Michael Chrzan: Not even just for helping students do it, but if I
tried many solutions, I can help students see other ways of thinking, other
strategies.
01:05:47 Catherine Doiron: and thinking
01:05:47 Mark Vasicek: Doing this ahead of time, I'm doing my job as a
teacher. If I wait, it's just being lazy.
01:05:49 Nell Thurlow: Think of strategies to help students work through
the steps
01:05:49 Dominador Guillermo: you can expect the possible misconceptions
01:05:51 Veronica Troup: The more prepared I am , the more prepared I am to
help students succeed
01:05:51 Rosalind Brown: many routes to one destination

01:05:51 Lizabeth Nicosia: Being prepared = better questioning
01:05:52 Isabel Arcaya: understanding the different way to solve the problem
01:05:53 CATHY SMITH: you will be able answer questions more confidently
and correct
01:05:54 Jennifer Cronin: Shows respect for their struggle because you
did it as well
01:05:54 MICHAEL KAROLEWICZ: I already have answers to likely "I am
stucks"
01:05:54 Shannen Bunoski: anticipate discussion!
01:05:55 Kathleen Boyle: Helps me see how I can draw connections between
different strategies
01:05:56 Sharon Black: I will be able to anticipate discussions
01:05:57 Donna Misciagna: I'll know a variety of strategies that
students can use ahead of times and choose students who used different strategies
when we discuss the problem.
01:05:58 Carmelita Nalzaro: you can give a lot of time for students to
collaborate
01:05:59 Kate Burstein: I will push myself to try as many ways as I can
think of for tasks presented in class so I can be prepared for different
misconceptions that arise in class
01:06:00 Leena Guttal: I am ready to answer their questions. I am in.
abetter place to understand their struggles
01:06:03 Catherine Livesay: You wouldn't have questions that could lead
the students to understand the concept.
01:06:04 Julie Wankel: students create great conversations when they share
a different way and get correct answer
01:06:08 Amy Rushall: can help me guide and not tell. helps me see their
point of view without imposing "my way" on them.
01:06:08 Lyndsey Horton: anticipate the discussion and be able to guide the
conversation
01:06:08 Lindsay Foster: Agee...I have to be prepared to help facilitate
different strategies from my students
01:06:10 Catherine Cook: be open and prepared for students to have strategies
that they can share
01:06:12 Susan Danskin: better able to use questioning to get the student to
think their way to a next step
01:06:13 Donna Bergonzi: Thinking about questions ahead of time to support
different student thinking
01:06:13 Debra McClure: being able to guide student thinking by having a
complete understanding of the problem or strategies
01:06:15 Leah Cottrell: I love to analyze student thinking/strategies in
problem-solving
01:06:16 Danielle Phillips: For me, not preparing means not having great
questions to help students to think through the problem themselves.
01:06:18 Patti Wallace: create an opportunity for intervention AND extension
01:06:19 Patti CZAR: Doing it ahead of time can lead you to new problems
that you can ask the students
01:06:21 Viragni Chand: If you did the problem multiple ways you will be
prepared to facilitate a conversation and discussion and be ready with anticipatory
questions

01:06:22 Kathryn Swartzenberg: I may know where the most common errors can occur and can ask appropriately guided questions

01:06:25 Darwin Best: Easier to address misconceptions.

01:06:25 Elaine Dupree: I sort of will know what to expect. however I didnt struggle with problem 2 i got it right off the bat which means that i may not know what to expect

01:06:27 Kathleen Bliss: can also challenge students who get it quickly on first try by asking questions about their method/other methods

01:06:28 Teresa Bulanda: knowing how to ask questions, waiting time etc

01:06:33 Laura Semian: flying by the seat of your pants does NOT FEEL GOOD

01:06:34 Joan Albers: Help facilitate the learning

01:06:38 Vonda Hicks: Prepare first, they use the method Checking for Understanding

01:06:41 Shannen Bunoski: wait time!!

01:06:41 Nonye Obiora: In a better position to ask focusing questions

01:06:42 Lyubov Presnetsova: I will be prepared and able to group students by which mistakes they do to help them better

01:07:28 Catherine Abbott: I LOVE the student who figures it out in a way you did not see for yourself.

01:07:31 Laura Semian: THAT is of value, too

01:07:40 Nicole Walden: cath - yes

01:07:51 Christine Baccaro: Totally agree Catherine

01:07:53 Rebecca Flora: "My favorite no" can be a great discussion starter.

01:08:04 Catherine Abbott: I once had an Algebra 1 student who could solve EVERYTHING with Tables.

01:08:04 Sharon Black: @ Catherine A - I agree

01:08:06 Terri Taylor: Keeping a log of how students did problems wrong to use the next year and add to it ever year is helpful also.

01:08:17 MICHAEL KAROLEWICZ: Can do it with fewer problems...smarter not harder

01:08:19 Rachel Slezak: without anticipating the ways they may approach the problem you will default to one strategy to teach

01:08:30 Catherine Doiron: You only need to try all of the ways one time. You will know the next time.

01:08:37 Viragni Chand: @catherine- I agree

01:08:59 Rachel Kuehnl: makes me think of lesson studies from asian countries

01:09:02 Donna Bergonzi: It provides value to more than one way of thinking.

01:09:04 Dave Hankin: As always, you get out what you put in...

01:09:06 Nicole Walden: I hate missed opport bc i didn't solve ahead

01:09:11 Rodney Cooper: preparation sparks deeper education

01:09:12 Alison Jo Frost: The more we front load the better the load we can carry during class to help students think more productively.

01:09:15 Catherine Abbott: The difference between veteran and new teachers is when everything falls apart. The experienced teacher can pull something from their toolkit to stay the course.

01:09:15 Stephanie Bernabe: Allows us to be proactive and anticipate vs. being reactive

01:09:16 Danielle Bentley: you are speaking to me, sir! we should

never ask kids to do what we wouldn't do

- 01:09:18 Shonda Moore: Allows students to realize there is "more than one way to skin a cat".
- 01:09:19 Nell Thurlow: Better prepared means better questioning strategies
- 01:09:21 Terri Taylor: Sharing in PLC ways other teachers present problems is also useful
- 01:09:22 Patricia Daugherty: Anticipation of what could be
- 01:09:23 Tracy Benjamin: We need to invest in our preparation to allow for a richer engagement of our students
- 01:09:24 Lyubov Presnetsova: I cannot imagine to come to class without solving such problems first
- 01:09:24 dana dulzo: always be prepared is a great motto
- 01:09:24 Laura Semian: being prepared REALLY enables the teacher to be more effective
- 01:09:25 Tammy McClure: it changes who leads conversation
- 01:09:26 Andrew Lammers: There is also room for teachers to think on their feet and for teachers to use intuition (even if they prepare well)
- 01:09:27 Leah Cottrell: preparation is KEY for any facilitator's success
- 01:09:28 Rhonda Homberg: Being prepared help to have the questions needed when helping students
- 01:09:31 CATHY SMITH: being prepared will help you scaffold for students that need it, answer questions efficiently, and help more students.
- 01:09:32 Carmelita Nalzarro: the delivery is spontaneous
- 01:09:34 Rosalind Brown: It allows you to predict what kids may say and guide stalled conversations
- 01:09:34 MICHAEL KAROLEWICZ: Rich conversations come from finding ways for students to ponder and try different possibilities
- 01:09:35 JoAnn Hiatt: You are excited to hear all of the different ways so the students' voices are heard.
- 01:09:35 Melonie Smith: The less you prepare, the more time you waste to engage students in the lesson and rich conversation
- 01:09:36 Susan Weiss: When we are. Prepared we are then ready to answer questions of everyone.
- 01:09:37 Anita Tyndall: Being prepared helps to be able to ask questions and guide the conversaton
- 01:09:38 Ali Alhamdi: preparations make a big diff
- 01:09:38 Jeanne Costello: It can affect the way the class goes a lot. It allows us to anticipate questions.
- 01:09:38 Maria Woehl: PREPARATION is the game changer - all other things being equal.
- 01:09:39 rachael steward: Students connect better with you when you can have conversations with them about errors you yourself have made. They understand the idea of practicing, failing and then trying again.
- 01:09:39 Katherine Raiguel: Preparation allows us to ask guiding questions and for students to elaborate
- 01:09:40 Joseph Prevost: you can spend more time making the lessons and your behavior more interesting. more helpful.
- 01:09:42 Donna Misciagna: Preparation is like a road map guiding your instruction.
- 01:09:43 Ann Marcellin: You have to be prepared to meet students where they

are

01:09:43 Catherine Livesay: The better prepared you are the more interested the kids are in the lesson and seem to grasp the concepts.

01:09:45 Wendy Janerico: the more I am prepared the richer the conversations

01:09:49 Xen McCoy: Teacher's excitement is contagious

01:09:52 Julie Wankel: Students need to know there are more than one way to solve problems

01:09:52 Nithya Soundararajan: Work on all the problems - anticipate questions - note the time as well to accommodate the lesson length as well - ask meaningful questions

01:09:53 Angela Plaunt: if you understand the learning involved then you have a better chance of identifying misconceptions/ needs ect

01:09:54 Kathryn Swartzenberg: Allows us to determine and pose relevant and purposeful questions.

01:09:54 Susan Papert: helps identify opportunities for discussion (math talks)

01:09:55 Catherine Abbott: LISTENING for the students "how come that" question. Great starter

01:09:55 Veronica Troup: Students will start to see that it doesn't have to be one way

01:09:55 MELVIN BURNETT: It gives us a better chance to make problems relatable to students and hopefully more real-world. It can also foster substantive conversation beyond the classroom

01:09:55 beth blumberg: We (teachers) need to know why we gave the problem and what we want the students to get out of them...

01:09:55 Tara Sewell: preparation creates more effective teaching

01:09:55 Vonda Hicks: Students are able to teach other students

01:09:56 Anh Le: You will have many questions in advance to make connections during the discussion.

01:09:57 Dennis Manyanga: It greatly affect. preparation means you can lead discussion

01:09:59 Sharon Black: allows me to lead deeper conversations

01:09:59 Debra McClure: as a teacher we need to anticipate sticking points, questions, and ideas

01:10:00 Debbie Grady: solve the problems and anticipate challenges student may face

01:10:03 Carol Watson: we complete these strategy sheets during CT planning, it really helps

01:10:03 Lesly Brown: Preparing is key.

01:10:03 Nicole Walden: I think we all do it when we're overworked.

01:10:04 Elaine Dupree: totally when im prepared for a lesson i can ask open ended questions or find out what theyre thinking and why theyre thinking it

01:10:04 Felicia Phillips: I love how this question is framed! It's not about how preparation help students solve problems, but how preparation helps facilitate conversations....

01:10:05 Terri Taylor: Students have great ideas and can teach us different strategies

01:10:09 Jennifer Decker: There are so many cross topic impacts, vocabulary, reading etc. that I was missing not prepping

01:10:10 Sheila Kirton-Robbins: You are not just focused on getting the

answer first. You are more open to what the students are thinking/trying. You might actually learn something from the students bc they approach the problem differently.

01:10:16 Anita Tyndall: No lost time tryng to figure out the problems and strategies

01:10:20 Viragni Chand: When students see that their teacher is prepared they feel confident learning also

01:10:22 Debbie Meaney: How can the student have respect for a teacher if the teacher doesn't know what's going on?

01:10:31 Katherine Raiguel: Even when we prepare, the students can still suprise us with their methods!

01:10:35 Rachel Slezak: putting something in front of kids you would not do yourself may lead you to give boring work

01:10:45 Yoga Dwi Windy Kusuma Ningtyas: I will arrange activities and try to response it as on their shoes.

01:10:49 Julie Wankel: I love open middle, my kids really struggled in a good way with these problems

01:11:00 Lorie Huff: Thank you! Great session!

01:11:09 Patti CZAR: If we can tailor questions to student interests and questions they might have regarding a certain situation we can facilitate the learning

01:11:11 Jorge Veloso: Interessante!

01:11:20 Abigail Santiago: <https://www.openmiddle.com/>

01:11:27 Laura Semian: love the "least helpful hint"

01:11:28 Grace Weissmann: Great session, thanks

01:11:47 Cindy Bryant: If you fail to prepare, be prepared for missed teaching and learning opportunities.

01:12:01 Monica Roland: Planning for lessons allows us to consider questions that may come up during instruction. It also forces us to focus instructional time.

01:12:02 Trena Wilkerson: So true Cindy!

01:12:06 Christy Berman: My students love them!

01:12:11 Catherine Abbott: If there is "one answer", then I give them the answer up front and ask students for focus. Like find the land area of Maryland.

01:12:14 Lyubov Presnetsova: This looks awesome! Thank you for sharing this resource!!

01:12:22 Donna Bergonzi: Love it!

01:12:24 Sharon Black: @ Cindy B...Absolutely true

01:12:26 Catherine Doiron: Rachael - in which Asian countries have you taken math classes?

01:12:42 Cindy Bryant: <3 Open middle problems!

01:12:42 Leah Cottrell: Cannot wait to look at this!

01:12:48 beth blumberg: Link to open middle not working right now

01:12:51 Essence Brice: @alisonjofrost your response is perfection. front loading to help carry the load during class allows for more quality instruction.

01:12:51 Jennifer Collier: I used some of these problems with my virtual summer school. So fun!

01:12:58 Catherine Abbott: Book is excellent!

01:13:02 Dominador Guillermo: bookmarked open middle

01:13:04 Kathy Felt: Grassroots workshops are great!

01:13:11 Nicole Walden: <https://www.youtube.com/watch?v=GwWoXtiEPdc>

01:13:16 Carmelita Nalzarro: Great presentation Sir Robert.
01:13:18 Michael Chrzan: Kids love these because these are what math is about! They finally get to do math, not math class. It brings back the humanity to it. Hence, no robots. Great session.
01:13:46 Emily Kavanagh: Hahahahahahahahaha
01:13:58 MIKE GENUEL SALAZAR: hahahahha
01:13:58 Veronica Kwok: OMGGGGGG
01:14:09 Catherine Abbott: Ouch....that's painful.
01:14:16 Sharon Baltzer: Funny!!!
01:14:18 Rosemary Turk: LOL
01:14:19 Sharon Black: so funny!
01:14:20 Cindy Bryant: Too funny!
01:14:24 Leah Cottrell: LOVE it!
01:14:26 Brittany Miller: cring
01:14:26 Mary O'Sullivan: lol
01:14:26 Lindsay McCrary: 🙄
01:14:30 Keisha Davis: I have done this in downtown Baltimore
01:14:31 Laura Semian: funny
01:14:32 Ramona Hall: LOL!!!
01:14:32 Brent Perry: moral of the story: find the owner of the white car and beat them up
01:14:35 Justin Klinger: Guuuh
01:14:36 Melonie Smith: OMG....this is hilarious!
01:14:37 Lyubov Presnetsova: Best math video ever!
01:14:40 Lynda Krivansky: There prepared we are, the better able we will be to coach students
01:14:41 Veronica Kwok: #thatstrugglebus
01:14:42 Nadine Richards-Ramsey: LOL
01:14:46 Lynda Krivansky: This is hysterical!
01:14:58 Rachel White: This is great.
01:14:59 Emily Kavanagh: I have seen videos like this before
01:15:00 Ana Guerrero: Wow! LOL
01:15:01 Shannen Bunoski: haha!
01:15:08 Gloria Flores: Awesome
01:15:09 Katherine Rossignuolo: I think this was filmed in PA
01:15:20 Grace Weissmann: can we show that to the students?
01:15:28 Teresa Bulanda: i think it happened in Poland
01:15:30 Darvin Best: Great presentation!
01:15:37 Donna Bergonzi: Thank you!!
01:15:39 Lindsay McCrary: thank you
01:15:42 Leah McCombs: thanks
01:15:43 Trena Wilkerson: Thanks Robert! Great opportunities to reflect on what we do and why! Problem Solvers not Robots!
01:15:43 Danielle Phillips: Thank you very much!
01:15:46 lee hanby: thank you
01:15:47 Ana Guerrero: Thank you!!!
01:15:47 Alison Jo Frost: THANK YOU
01:15:48 dana dulzo: thank you for your presentation
01:15:48 Debbie Meaney: This was wonderful.
01:15:48 RHONDA MAYO: Great points

01:15:49 Tom Litwinowicz: thank you
01:15:50 Shonel fraser: Thank you Robert!
01:15:51 Olga Kosheleva: Thank you!
01:15:53 Mary O'Sullivan: great presentation
01:15:53 Kate Burstein: Thank you very much! This was wonderful!!
01:15:54 Laura Semian: Thank you... this was a great session
01:15:54 Danielle Bentley: this was wonderful and inspiring THANK YOU
01:15:55 Cindy Luper: Thanks so much.
01:15:55 Kim Petersen: Thank you!
01:15:56 Tanya Landry: Thanks so much!
01:15:56 Grace Weissmann: Thank you! Great presentation
01:15:59 Tessie Menta: Thank you so much
01:15:59 Katie Chiasson: Yes please share the video!
01:15:59 Kristie Chandler: Thank you so much!
01:15:59 CATHY SMITH: thank you very much. This was fun.
01:16:00 Wenny Liao: Thank you so much!!
01:16:05 Dennis Manyanga: Thank you
01:16:05 Kathy Rubendall: Thank you!
01:16:07 Catherine Livesay: Thank you. This was great! Very eye opening.
01:16:07 India Puch: Thank you so much!!!
01:16:09 Sharon Black: can we get that link again
01:16:09 Rommel Daz: Super, thanks
01:16:09 Debra McClure: Best seminar yet. Thank you!
01:16:10 Joan Albers: Thank you!
01:16:11 Genesis Docena: Great presentation, thank you! Loved the last video
LOL
01:16:16 Dineica Davis: Thank you..loved this
01:16:17 Melonie Smith: AWESOME PRESENTATION!!!
01:16:17 Karen Pritchett: This was very informative!
01:16:18 Shonel fraser: Can you please bring pack the slide with your
information?
01:16:23 Shonel fraser: *back
01:16:27 Winnica McLean: This was awesome!!!
01:16:28 Gloria Flores: Thank You Loved It!
01:16:33 Maria Woehl: Robert - you rock!! I have some experimenting to do
:)
01:16:34 Leah Cottrell: This was a valuable presentation - thank you so
much!
01:16:39 Barbara Boschmans: if we don't send students to the open middle
website, how do we give you proper credit?
01:16:40 Angela Langenkamp: Thank you....loved it!
01:16:44 Mary Rose Portugal: Excited to try OMP with my kinder students
01:16:50 Catherine Abbott: Thanks....great suggestion "What I learned
by being a presenter?"
01:16:51 Denika Gum: Loved it!
01:16:53 Daniel Irving: Thank you for this incredible presentation!
01:16:54 Ma. Lorena Aloquina: amazing...thank you!
01:17:04 Anita Tyndall: Great webinar! Thanks!
01:17:16 Ramona Hall: This was great! Thank you!!
01:17:17 Melanie Carter: Could you put the contact information back up, not

that we don't like looking at you guys.

01:17:17 Catherine Cook: thank you very much!
01:17:18 Regina Williams: Great workshop
01:17:18 Scott Ing: really cool.... thanks
01:17:23 Denise Beavers: great webinar
01:17:25 Viragni Chand: Thank you for this great presentation - very helpful.
01:17:28 Laura Cranmer: Thanks!
01:17:29 Nonye Obiora: Thank you Rob. I was really looking forward to meeting you at RIMTA this past spring but for the pandemic. Hopefully we'll have a chance to meet and chat.
01:17:32 Tina Hill: Always enjoy learning from Robert Kaplinsky!
01:17:37 Evangeline Pabulayan: Awesome presentation
01:17:41 Joseph Prevost: could you send a link to your website?
01:17:48 Shonda Moore: Thanks for the information. Makes me think differently.
01:17:56 Monica Roland: Great presentation! Thank you!
01:18:00 Ruqayah Zuhair: Very educating presentation. Loved all t=your strategies.
01:18:05 Christina Tully: can you show the slide a few back with the book and link
01:18:06 Anh Le: Thanks for another great session!!!!
01:18:16 Evette Langham: What was the other book t(hat had the tracking form in it?)
01:18:19 Michael Farina: thank you. very helpful
01:18:19 Laura Ryan: Awesome presentation!! Thanks a lot!
01:18:23 Sheila Kirton-Robbins: Interesting ideas. Great job.
01:18:24 Lyubov Presnetsova: Thank you so much! Let's unlock this "Chinese box"
01:18:26 Linda Baker: great webinar. I feel more confident to use open middle
01:18:31 Dave Hankin: This method makes the learning better for all of us... students and teachers.
01:18:38 Myra Absin: Thank you. Great presentation.
01:18:40 Nithya Soundararajan: A very awesome presentation. Thank you so much
01:18:48 Keisha Davis: Well done! Loved it!!
01:18:57 Nicole Walden: grassrootsworkshops.com
01:18:59 WARASABON DOMINIKUS: hanks for sharing. a great presentation.
01:19:04 Vonda Hicks: Thanks
01:19:10 Susan Danskin: Thank you, inspirational
01:19:17 Matthew Whitemarsh: Excellent job! Thank you!!
01:19:33 Justin Klinger: Thank You!!! Very Interesting Presentation
01:19:36 Julie Wankel: Thank you
01:19:46 Melanie Carter: Thanks so much!! May ask my principal to watch this webinar.
01:19:47 Nadine Richards-Ramsey: Thank you. Great presentation!
01:19:48 Patti CZAR: Thank you
01:19:49 beth blumberg: Are these free or paid
01:19:54 Christine Baccaro: So excited to try these types of problems -

thank you!

01:20:05 Arnold John Bulanadi: Thank you! Great Presentation!
01:20:05 Tracy Benjamin: Wonderful, thank you!!
01:20:07 Catherine Abbott: grassrootsworkshop.com
01:20:08 Rebecca Flora: or PowerPoint with problem as background
01:20:11 Christie Wuebbles: Thank you!
01:20:14 Chonda Long:
<https://www.nctm.org/Store/Products/5-Practices-for-Orchestrating-Productive-Mathematics-Discussions,-2nd-Edition/>
01:20:16 Donna Bergonzi: Love Google Slides interactive activities! Drag and drop!
01:20:23 Lyndsey Horton: thank you!! great presentation
01:20:30 Emily Kavanagh: Thanks for a great presentation
01:20:30 Tessie Menta: thank you so much
01:20:32 Jet Yeung: Thank you for sharing all types of problems.
01:20:36 Lauren Davenport: Thank you. I appreciate the resources.
01:20:37 Catherine Abbott: 5 practices for Orchestrating Mathematical Discussions
01:20:43 Sahar Alkhatib: Thank you so much...a lot of things to consider using with my own students.
01:20:45 Teresa Bulanda: Thank you for the inspiring presentation!
01:20:48 Chonda Long:
<https://www.nctm.org/Store/Products/5-Practices-for-Orchestrating-Productive-Mathematics-Discussions,-2nd-Edition/>
01:20:54 MIKE GENUEL SALAZAR: Thank you!
01:20:56 Catherine Abbott: 5 practices... is GREAT
01:20:56 Debbie Grady: thank you!
01:20:59 Shannen Bunoski: so informative!! Thanks so much! great webinar!
01:21:04 Tamara Stewart: Great Workshop, thanks for the Open Middle Math problems
01:21:06 Sharon Black: Thank you so much!
01:21:14 India Puch: Great presentation!!!
01:21:15 Nell Thurlow: Thank you for the great presentation!
01:21:16 Kathy Medrick: great webinar!
01:21:17 tracey simmons: thank you
01:21:19 Rene McNeal: great presentation
01:21:28 VIKAS SAXENA: THANKS ROBERT, EASY TO USE BUT HELPING A LOT TO MAKE OUR STUDENTS TRUE LEARNER. VIKAS SAXENA
01:21:30 Mary Rose Portugal: Salamat from Manila!
01:21:33 Patricia Daugherty: Thank you. This was so helpful.
01:21:38 Shannen Bunoski: thanks again!!!
01:21:39 Dave Hankin: Thank you again from Globe, Arizona!
01:21:41 Viragni Chand: Awesome presentation - thank you
01:21:44 Arlene Smith: I have the first edition. Is it very different from the second.
01:21:44 Jeanetta Glass: How is this book different from the Practices in Practice?
01:21:46 Dennis Manyanga: Great presentation. Thank you
01:21:48 Yini Wang: Thank you!

01:21:48 Jet Yeung: Great books and resources.
01:21:48 Anthony Penoro: Thanks!
01:21:50 Jennifer Heldenbrand: Thank you, Robert!
01:21:50 Robert Kaplinsky: NOROBOTS to 44222
01:21:51 Kathy Felt: Thank you, Robert!
01:21:54 Laurie Walker: Thank you so much!!!
01:21:55 Catherine Abbott: Thanks Robert. Thanks NCT100DAys!
01:21:56 Carmelita Nalzarro: Thanks Sir Robert. Great presentation.
Thanks also to Ms. Chonda
01:21:57 Lisa Cady: Thank you from Richmond, VA
01:21:58 Alisha Bhimji: Very engaging presentation, thank you!
01:21:58 Robert Kaplinsky: Thank you everyone
01:22:06 Sonia Calantropio: Great speaker! Thank you.
01:22:07 Ann Marcellin: Thank you!
01:22:07 Susan Papert: thank you !!
01:22:08 Wisnu Siwi Satiti: Great presentation! thank you Robert, thank
you everyone!
01:22:13 Tracy Benjamin: Doh, can I get the code for the text?
01:22:16 JoAnn Hiatt: Thank you for your session and the resources to look
up for additional information!
01:22:17 Ann Swierzbin: Thank You!
01:22:19 Sharon Baltzer: Enjoyed your high energy presentation. It got me
wound up and ready to teach!
01:22:21 Robert Kaplinsky: 44222 and NOROBOTS
01:22:22 Barbara Boschmans: Thank you!
01:22:23 Derrick Johsnon: Thank you!
01:22:26 Yoga Dwi Windy Kusuma Ningtyas: thank you Robert.
01:22:29 Robert Kaplinsky: Thank you!
01:22:34 beth blumberg: Thank you!
01:22:36 Robert Kaplinsky: NOROBOTS to 44222
01:22:52 Melonie Smith: How do you follow Math on TWITTER?
01:22:54 Shannen Bunoski: thanks Robert and NCTM!
01:22:58 Tracy Benjamin: Got it, nevermind
01:23:07 Robert Kaplinsky: Follow the hashtag #MTBoS
01:23:16 Arlene Smith: Thank you for a great presentation.
01:23:16 Evette Langham: This was a great presentation! Thank you!!
01:23:20 Arnold John Bulanadi: I will join today!
01:23:22 Robert Kaplinsky: Thank you!
01:23:24 Francis Kisner: Thanks for the session.
01:23:25 Faith Peddie: Here is some more information on this month's issue
of MTLT
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/MTLT_July_eTOC.pdf
01:23:26 Kim Petersen: I don't think the text to 44222 works for people
from other countries.
01:23:26 Stephenia Courtney: Thank You!
01:23:32 Melonie Smith: Thanks, Robert!
01:23:48 Susan Shuart: Thank you!
01:23:56 Faith Peddie: @Ivette, Yes the certificate will come tomorrow
01:23:58 Faith Peddie: Here is some more information on this month's issue

of MTLT

https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/MTLT_July_eTOC.pdf

01:24:04 Abigail Santiago: Thank you!!
01:24:07 Rhonda Homberg: great class - Thank you
01:24:09 NITIN MALVIYA: thank you
01:24:17 Honey Sacro Swem: Always love learning from you, Robert! I
also registered for the asynchronous Open Middle PD
01:24:20 MICHAEL KAROLEWICZ: Thanks!
01:24:25 Chonda Long:
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/MTLT_July_eTOC.pdf
01:24:27 Christine Bucciero: thank you!
01:24:38 Robert Kaplinsky: robertkaplinsky.com/nobots for international
01:24:40 Jennifer Collier: Love it! Thank you!
01:24:42 Robert Kaplinsky: norobots
01:24:43 Honey Sacro Swem: Looking forward to learning more from you,
Robert!
01:24:43 Melonie Smith: How do you register for the open middle workshop?
01:24:44 Shashidhar Belbase: Thank you for the great presentation !
01:24:51 Faith Peddie: robertkaplinsky.com/norobots is the website with
tonight's resources - in case you were not able to use the text feature.
01:24:53 Faith Peddie: Here is some more information on this month's issue
of MTLT
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/MTLT_July_eTOC.pdf
01:25:00 Shonel fraser: Thanks!
01:25:03 Elaine Dupree: Wonderful
01:25:20 dana dulzo: thank you, wonderful
01:25:22 Noe Eugenio: Thank you Robert and NCTM!!!
01:25:27 CATHY SMITH: Awesome. Goodnight.
01:25:29 Dewey Gottlieb: Great job Robert!
01:25:30 PALOMA CARRERA-ANDINO: thank you
01:25:37 Dewey Gottlieb: And great job facilitating Jen!
01:25:39 Donna Misciagna: Thank you so much for sharing your work.
01:25:41 Ratu Ilma Indra Putri: Thank you...
01:25:45 Barbara Boschmans: Thank you!
01:25:53 Isabel Arcaya: great, Thanks I loved it
01:25:58 Suzannah Young: thank you!!
01:26:03 Tanya Landry: Thanks, and especially thanks for your honesty!
01:26:16 Emerson Roman Sanchez: ¡Gracias! from Mexico City
01:26:17 Jonathan Marcovitz: Thanks.
01:26:25 Winnica McLean: Thank you, thank you
01:26:33 Emerson Roman Sanchez: I just started following you on twitter.
01:26:36 Trena Wilkerson: wonderful!
01:26:37 Lisa Cady: Very inspiring! Thank you. Good night.