

00:16:26 Cindy Bryant: Hello from Springfield, MO. Please change chat setting to All panelists and attendees so everyone can see your chat posts.

00:16:27 Trena Wilkerson: Hello from Waco, TX!

00:16:35 Alyshia Andersen: dayton tx

00:16:43 Catherine Bronikowski: Hello from Milwaukee, WI

00:16:43 Alicia Sotello: San Antonio, TX

00:16:44 Jacob Waxenberg: Michigan

00:16:46 Jorge Veloso: Hello from Angola AO.

00:16:47 Judy Radigan: I am Judy from Maine!

00:16:47 Michael Lanstrum: Hello from Cleveland, OH

00:16:48 Quianna Watkins: Hello from Decatur, GA

00:16:48 Ana Guerrero: Hello from IL

00:16:49 Jacqueline Colbourne: Temple Hills, MD

00:16:50 Rachelle Broggin: Hi from PA!!!

00:16:53 Marianne Mammon: Hello from NJ

00:16:55 Dawn James: Greetings from Tennessee!

00:16:55 Melissa Campbell: Hello from Fort Payne, AL

00:16:56 LANY JAMERO: good morning from Philippines

00:16:57 Faith Peddie: Hi everyone! Welcome to tonight's session.

00:16:58 Kendra Edwards: Hi from Brooklyn, NY

00:16:59 amanda robin: NOLA Here

00:17:00 Emily Duncan: Denver, CO!

00:17:02 Glenda Escasinas: Hi From Maryland

00:17:04 Heather Steen: Hello from TX!

00:17:05 Carol Matsumoto: Hi from Winnipeg. Great to see you again  
Trena.

00:17:05 James Six-Fronek: Hello from Appleton, Wisconsin.

00:17:07 Sabrina Garza: Sabrina from Texas

00:17:08 Gail Dean: Hello from Minnesota

00:17:11 Lorie Huff: Hello from Fayetteville, Arkansas

00:17:11 Lauren Davenport: Pa, hello

00:17:11 Lesly Brown: Hello from Lesly Brown in Knoxville, TN.

00:17:12 Abdul Razak Othman: Hi from Malaysia

00:17:13 Nancy Downey: Hello from Sarasota FL

00:17:14 Ayunda Sri Wahyuningrum: Morning from Indonesia

00:17:14 PALOMA CARRERA-ANDINO: Hi from El Paso, Tx.

00:17:14 Valerie Vanderport: hello from Everett, WA!

00:17:16 Victoria Campbell: Hello from Tucson, AZ

00:17:17 Stephenia Courtney: Hello from Las Vegas, NV

00:17:18 Amy Novoselsky: Hi from Johns Creek, GA!

00:17:18 Tanya Landry: hi from the interstate heading into Baton Rouge

00:17:19 Erin Walsh: Hello from West Palm Beach, FL

00:17:19 Rachell Scott: Hello from Maryland!!

00:17:20 Delores Rushing: Hello everyone, Delores Rushing from  
Washington DC

00:17:20 Doreen Seaman: Hi from NYC

00:17:22 J AvH: Hello from Minnsapolisy

00:17:22 Olga Kosheleva: Hello from El Paso, TX.

00:17:24 Julie Secrest: Hello from Mansfield, Texas!

00:17:27 Susie Hakansson: Hello from Venice, CA

00:17:27 Noe Eugenio: Good day from Philippines!  
00:17:27 Sharon Black: Good evening from New Brunswick, Canada  
00:17:29 Kristie Chandler: Hello from Waynesboro, VA  
00:17:32 David Barnes: Please change chat setting to All panelists and attendees so everyone can see your chat posts.

00:17:34 Catherine Bertrand: Hi from IN  
00:17:34 Eduardo Enjambre: Hello from Upper Marlboro, Maryland.  
00:17:36 WARA SABON DOMINIKUS: hello from Kupang Indonesia  
00:17:37 Lisa Lambuth: Hi from Los Angeles, CA  
00:17:37 Melissa Ake: Hi  
00:17:40 Lisa Aldous: Hello from Arnold, Maryland!  
00:17:40 Jennifer Heldenbrand: Hello from Provo, Utah!  
00:17:41 Nora Ramirez: Hi from Tempe,AZ.  
00:17:42 Arnold John Bulanadi: Hello. Arnold from Jacksonville, FL  
00:17:43 Monica Parraga: Hello from NY  
00:17:45 Mark Fili: Hi from Queens, NYC  
00:17:49 Donna Biddulph: Hi from Central New Jersey  
00:17:49 Nell Thurlow: Hello from Lafayette la  
00:17:51 Nuria Linares: Hello from Denver CO  
00:17:54 LaDonna Allison: Hi from North Carolina  
00:17:54 Tami Broomall: Hello from SC  
00:17:56 Danielle Noble: Hello from Silver City, NM!  
00:17:57 Melissa Ake: Mesa Az  
00:17:58 Chonda Long: Welcome everyone!  
00:17:58 Nellie Alvarez: Arizona hello  
00:18:01 Mary Truxaw: Hello from Connecticut  
00:18:01 Ann Shafer: Hello from Texas  
00:18:02 Jeannine Lavigne: Hi, from Maine  
00:18:02 Macobia Harris: Hello from Desoto, TX  
00:18:05 Patricia Martinez: Hi, from San Juan, Puerto Rico  
00:18:07 Erica Talbot: Hi From Athol Ma  
00:18:07 Danielle Bentley: Hello from Kansas City, Missouri!!!!  
00:18:07 W Tad Johnston: HI from DC!  
00:18:08 Laura Cranmer: Hello from Colorado  
00:18:12 Susan Mitzner: Hi from Durham,NC  
00:18:13 Ramona Hall: Hi from Charlotte, NC  
00:18:19 David Barnes: Please change chat setting to All panelists and attendees so everyone can see your chat posts.

00:18:24 Karoulin Aljoris: Hello MI  
00:18:28 Colleen Williams: Hi from Washington state!  
00:18:32 Rita Shamrock: Hello from Rita in Senoia, GA  
00:18:37 morgan bronson: Colorado  
00:18:38 Vangela Eleazer: North Carolina  
00:18:39 ELLA CABRERA: Hello From Philippines  
00:18:40 Shannen Bunoski: Hi from Severna Park, Maryland!  
00:18:40 Rosalyn Bantay: Hi from Philippines  
00:18:41 Diane McDonough: Hello from Boston!  
00:18:41 Lisa Huebner: Hello from WI!

00:18:42 Julie O'Malley: Hi from Worcester, MA  
00:18:43 Jean Kim: Maryland  
00:18:44 Marissa Day: Hi from WA  
00:18:44 Jaclyn Murray: Hi from Cumming, GA  
00:18:45 Mary Dahn: AZ  
00:18:46 Mary Hamilton: howdy from dc  
00:18:46 Christine Rudakewycz: Hi from New York City!  
00:18:48 Amy Smith: Hello from Dallas, Texas  
00:18:49 Jacquelyn Smolarek: Hello from Baltimore, MD  
00:18:51 Roymond Koubong: Greetings from Silicon Valley, California  
00:18:52 Maribeth Miller: Hello from Williamsburg VA  
00:18:54 Charleta White-Fletcher: Hello from Rocky Mount NC  
00:18:55 Karoulin Aljoris: Michigan  
00:18:56 Deepti Sehgal: Good Morning Everyone...Deepti Sehgal from Ahlcon  
International School, India

00:18:56 Eunice Dimasangal: Good morning from Indonesia ☺  
00:18:57 James Everett: Good Evening from Baltimore, MD  
00:18:58 Bonita Bradway: Hi from Maryland ☺  
00:18:58 Diane Sperling: Las Cruces, New Mexico  
00:18:58 Maria Woehl: Hola from San Diego, CA!  
00:19:01 Kay Wohlhuter: Hi from Duluth, MN  
00:19:01 Rosanna Heard: Hello from TN  
00:19:01 Carolyn Nelson: Hello from Texas  
00:19:03 LATONYA MCGRUDER: Hello from Canton, Georgia!  
00:19:03 Laura Vezer: Annapolis, MD  
00:19:04 Todd Smallcanyon: Southern Utah  
00:19:10 rachel wingo: Hi, from Kentucky  
00:19:10 Carol Matsumoto: @Lorie Great to see you again  
00:19:11 David Barnes: Please change chat setting to All panelists and  
attendees so everyone can see your chat posts.

00:19:12 Brianne Liddiard: Fairfax, VA  
00:19:17 Hilary Rothman: Hi from Long Island  
00:19:17 T Greenwood: Good evening from Maryland!  
00:19:23 Thy Dinh: Hi from San Diego  
00:19:24 Camille Nemanic: Greensburg, PA (near Pittsburgh)  
00:19:24 Cristal Martinez: San Antonio  
00:19:24 Vonzyl Taylor: Hi from Texas  
00:19:28 Rebecca Gonzalez-Kreisberg: Hello from Western Massachusetts  
00:19:29 Anh Le: Hello from San Leandro, CA :-)  
00:19:29 Bradly Rivera: Hi! I'm from San Juan, Puerto Rico.  
00:19:30 Keryn Naso: Hi from Long Island New York  
00:19:30 Tonya Gray: Hello from LaGrange, North Carolina  
00:19:30 Sherral Hartung: Hello, from Seattle  
00:19:30 Denise Walston: Good evening from  
00:19:33 roya basu: hi from NJ  
00:19:35 Jennifer Eaton: Hi From California  
00:19:36 Dave Hankin: Hello again from Globe, Arizona!  
00:19:40 Katelyn Brophy: Greetings from Chesterfield, VA.

00:19:41 Kristin Randall: Hello from California  
00:19:47 Denise Walston: hello from Chesapeake Virginia  
00:19:49 Sarah Hamilton: Hi from Fairfax, VA!  
00:19:55 Mohamed T: Hi everyone! This is Mohamed from CT.  
00:19:58 Nancy Downey: deepti! Where in India?  
00:20:07 Lorie Huff: Hello @Carol Matsumoto.  
00:20:09 Veronica Kwok: Hello from Queens, NYC  
00:20:11 Kristi Chiasson: hi from Tucson, AZ  
00:20:21 ALEX QUYENVO: from Kokomo , Indiana  
00:20:27 Latarsha Winners: Hello From Chicago  
00:20:30 Dewey Gottlieb: Aloha from Hawaii!  
00:20:33 Christina Bustos: Hello I'm Christina in Mesa Az  
00:20:33 Rolando II Delos Reyes: Good morning from Manila Philippines PH  
00:20:35 Daniel Irving: Hello from North Providence, RI!  
00:20:35 Shawnee Strachan: Hi from Yuma, AZ!  
00:20:38 Bob McDonald: From Tempe AZ  
00:20:38 Helene Alalouf: Hi from NYC  
00:20:44 Pamela Stark: Hello from Massachusetts!  
00:20:44 Portia Rombaoa: Hello from Manila  
00:20:51 Nadine Richards-Ramsey: Hello from Maryland!  
00:20:55 Ann Swierzbin: Hi from Chelmsford MA  
00:20:59 Dee Crescitelli: Hi from Kentucky!  
00:21:06 Colleen Feller: Hello from Minnesota  
00:21:09 Maricar Sanchez: hi. Maricar from the Philippines based in  
Jakarta  
00:21:25 Danielle Bentley: Congratulations, Nichole!  
00:21:25 Valerie Adams: Hail from Delaware  
00:21:26 Leah Watson-Rodgers: Hello from San Bernardiino , CA  
00:21:33 Melanie Meloche: Hi everyone! Melanie from Ottawa, Ontario,  
Canada.  
00:21:37 Mary France Imperial: hello from Philippines  
00:21:46 Chonda Long: <https://bit.ly/learnersurvey7-6>  
  
00:21:59 Faith Peddie: <https://bit.ly/learnersurvey7-6>  
00:21:59 David Barnes: <https://bit.ly/learnersurvey7-6>  
  
00:22:03 Tamara Dingman: Hello for Severn, MD1  
00:22:15 Chonda Long: <https://bit.ly/learnersurvey7-6>  
  
00:22:20 Jet Yeung: Hello everyone ---Jet from Henderson, nevada  
00:23:07 Dave Elbourne: Quinte West ON  
00:23:14 Chonda Long: <https://bit.ly/learnersurvey7-6>  
  
00:23:19 Rachelle Broggin: Will we be provided with slides to  
presentation??  
00:23:32 Chonda Long: Yes, the slides will be shared with the recording  
tomorrow.  
00:23:39 Rachelle Broggin: Thank you.  
00:24:02 Nicole Walden: Nicole from Ohio  
00:24:02 Erin Sylves: <https://www.todos-math.org/>

00:24:02 Chonda Long: <https://www.todos-math.org/>

00:24:07 Susan Mitzner: was not able to access survey

00:24:18 Faith Peddie: <https://www.todos-math.org/>

00:24:48 India Puch: India from Columbia, SC

00:25:08 Jan Back: Hello, Jan Back from Hampton, Tennessee

00:25:11 Delores Rushing: able to access survey. Is it anyway you can share it on your screen?

00:25:26 Walter Shaner: Hello from Auckland, New Zealand

00:26:05 Carol Matsumoto: Hi again @Denise Walston and @Dewey

00:26:10 Galicia Granados: Hi :) from Kingwood, Texas :) Galicia

00:26:44 Candice Galyon: I did my student teacher in Auckland!

00:26:45 Valerie Adams: So exciting to see educators from all over the world.

00:27:41 Cindy Bryant: thank you all for joining

00:27:42 Candice Galyon: Student teaching

00:28:16 Enkelejda Limani: Great routine....students love it.

00:28:30 Debra Cowan: Hello Debra Cowan from Mastic Beach,NY

00:28:31 Kayla Sutcliffe: Number talks

00:28:36 Ramona Hall: Number talks

00:28:39 Nancy Downey: number talks

00:28:39 Dave Hankin: Relate math to the real world....

00:28:40 Ana Guerrero: Which one doesn't belong

00:28:41 James Everett: Splat

00:28:42 James Six-Fronek: I've worked with the first three.

00:28:43 Emily Duncan: Contemplate than Calculate

00:28:44 Tami Broomall: Same but Different

00:28:45 Marianne Mammon: Which One Doesn't Belong and Number Talks

00:28:45 Erin Sylves: I'm a fan of WODB

00:28:46 Quianna Watkins: My Favorite No

00:28:47 Donna Biddulph: number talks

00:28:47 Patrice Kennedy: number talks, which one doesn't belong

00:28:48 Nancy Downey: which one doesnt belong

00:28:48 Valerie Adams: Number talks, which on doesn't belong

00:28:49 Anh Le: Number Talks, which one does not belong

00:28:50 Amy Johnson: How Many? Which one doesn't belong? Number Talk

00:28:50 Nadine Richards-Ramsey: Splat

00:28:51 James Six-Fronek: Esti-Mysteries

00:28:53 Karen CouchMurphy: WODB, number talks

00:28:53 Emily Duncan: Estimysteries

00:28:53 Camille Nemanic: WODB- Which One Doesn't Belong

00:28:58 Catherine Bronikowski: Notice and Wonder

00:28:59 Sara Brannan: number talks

00:29:00 Katelyn Brophy: Number talk, quick images, splat, esti-mysteries

00:29:01 Dave Hankin: Could say 60-9...it's subtraction

00:29:02 Vangela Eleazer: Which one doesn't belong, Number Talks, My Favorite No

00:29:04 Tonya Gray: Number Talks  
 00:29:06 Donna Biddulph: number models  
 00:29:09 LATONYA MCGRUDER: Number talks, estimation  
 00:29:09 Jennifer Osorio: number talks  
 00:29:10 Alayna Wearly: notice and wonder  
 00:29:10 Anne Booth: Number Talks, Same and Different  
 00:29:10 Adrian Cunard: Number talks, launching story problems, three act tasks  
 00:29:11 Stephenia Courtney: notice wonder  
 00:29:11 Sandhya Raman: math mistakes  
 00:29:12 Kayla Sutcliffe: Esti-mysteries  
 00:29:13 Emily Duncan: A few others from Routines for Reasoning  
 00:29:14 Amy Novoselsky: All, but mostly number talks and which does not belong  
 00:29:14 Mary Dahn: number talks  
 00:29:14 Camille Nemanic: Quick Looks (with ten frames and dots)  
 00:29:15 Susan Bardenhagen: All the above, and like you're saying not just in math- patterns and connections "work" in all content areas. =)  
 00:29:15 Erica Talbot: Scoot/ number talks/which doesnt belong/  
 00:29:16 Polly Wagner: Patterns  
 00:29:16 Sara Brannan: My favorite no  
 00:29:16 Ann Swierzbin: Two truths and a lie  
 00:29:16 Danielle Bowen: count around the circle  
 00:29:19 Sandhya Raman: would you rather?  
 00:29:20 Tary Susana: Which One Doesn't Belong? / Splat / Fluency and Sprints from EngageNY  
 00:29:21 Nancy Downey: finding polygons in dot patterns  
 00:29:24 Maricar Sanchez: estimation, numbers and dot talks  
 00:29:26 Rachell Scott: Number talks  
 00:29:28 Vonzyl Taylor: number talks  
 00:29:38 Dawn James: number talks  
 00:29:38 Ayunda Sri Wahyuningrum: how many do you see and number talks  
 00:29:40 Julie Secrest: I have You Need  
 00:29:41 Helene Alalouf: In addition to these four, I've used Stanford's Math Language Routines and Agency by Design's thinking routines at Project Zero  
 00:29:47 Elizabeth Devereaux: which one doesn't belong  
 00:29:54 Macobia Harris: We do a Number Talk first. Then, I do a Problem of the Day  
 00:30:05 Jet Yeung: number sense,  
 00:30:16 Thy Dinh: tell me all you can  
 00:30:30 Nancy Downey: three reads  
 00:30:31 Kristi Chiasson: notice/wonder  
 00:30:42 Nancy Downey: notice/wonder  
 00:30:46 Nancy Downey: three act tasks  
 00:30:48 Denise Walston: notice/wonder  
 00:31:00 Delores Rushing: Problem of the Day  
 00:31:33 Susan Papert: error analysis, math Talks, notice/wonder  
 00:32:04 Elba Howington: Good evening, Elba Howington from Florida  
 00:32:25 Belinda Belinda Arnett: Good evening from Maryland  
 00:32:26 Honey Sacro Swem: Hello from Redlands, CA

00:32:40 Erica Talbot: amplify- make larger

00:32:42 Elizabeth Devereaux: amplify means to make larger, magnify

00:32:43 Thy Dinh: take something you know and solidify understanding of tit

00:32:43 Valerie Adams: to clearly understand the concept and share it orally

00:32:51 Adrian Cunard: calling attention to language and expression—attending specifically to how something is said—also to make the language that kids use bigger

00:32:52 Portia Rombaoa: elaborate

00:32:53 Susan Bardenhagen: Hey, from northern Virginia with triple Hs- hazy, hot, humid

00:32:53 Rachelle Broggin: amplify-to build upon

00:32:54 Helene Alalouf: Amplify language allows students and teachers to elaborate, give examples or details

00:32:57 Amanda Mills: To enhance or make better the language or terms being used.

00:32:59 Barbara Knox: increase the use of appropriate mathematical vocabulary during conversation

00:33:03 Mohamed T: To explain more

00:33:08 Belinda Belinda Arnett: To increase and look closer

00:33:11 Mark Trushkowsky: Giving students contexts to use and hear and refine the language that they use and that their classmates use.

00:33:17 Dawn James: to build upon what is already expressed

00:33:17 Delores Rushing: To increase, make larger, voice information of concepts etc.

00:33:17 Galicia Granados: clear understanding and application of academic language

00:33:23 Elba Howington: Fully explaining their thinking using details.

00:33:25 Susan Mitzner: internalize understanding

00:33:25 WARA SABON DOMINIKUS: to elaborate

00:33:30 Glenda Escasinas: explain and to dig deeper

00:33:32 Lauren Davenport: To make the language stand out.

00:33:33 Laurel Dietz: giving students ownership of their mathematical thinking

00:33:36 Dawn James: to strengthen precise vocabulary

00:33:36 Eduardo Enjambre: caused to become intense.

00:33:36 Amy Smith: to increase retention

00:33:43 Rachel Weskalnies: using language in a way that reaches all individuals

00:33:43 Deepti Sehgal: maximizing the effective usage of language to build mathematical concepts

00:35:49 Bina Kachwalla: hi from NZ

00:36:07 Rachell Scott: to clarify with details and also increases learning

00:36:28 Erin Sylves: back at ya;-)

00:37:02 Susan Papert: loved using these?

00:37:07 Deepti Sehgal: How can we maximize students' participation in Mathematics' conversation during online classes?

00:37:15 Mark Phipps: The new Flipgrid will have a mic only recording option

00:37:25 Susan Papert: sigh ..these are great options!  
00:37:58 Susan Bardenhagen: Clicking slide doesn't work. Can it be in chat?  
00:38:03 Erin Sylves: You don't have to do both - choose either padlet or flipgrid OR you can also just watch. Thanks for participating and being here with us today.  
00:38:15 Susan Papert: jamboard as well  
00:39:06 Danielle Bentley: @Susan, I love jamboard!  
00:39:21 Shannen Bunoski: increase the use of appropriate mathematical vocabulary during convos  
00:39:48 Alayna Wearly: did you send the link already?  
00:39:53 Alayna Wearly: I think I might have missed it  
00:39:56 Patricia Martinez: I do not have the link to padlet yet  
00:40:03 Chonda Long: The link has not been shared yet  
  
00:40:05 Dave Hankin: We need the link...  
00:40:06 mary rypkema: Can y'all say what you like about JamBoard-I've not heard of it!  
00:40:06 Alayna Wearly: thank you  
00:40:48 Julie O'Malley: jamboard is like an electronic whiteboard - use the cursor to draw/write, post its to type  
00:41:07 Thy Dinh: jamboard is google app that works like whiteboard  
00:41:11 Cindy Bryant: Please change chat setting to All panelists and attendees so everyone can see your chat posts.  
00:41:14 Chonda Long: <https://app.peardeck.com/student/tswvouory>  
  
00:41:29 Alayna Wearly: thank you, Chonda  
00:41:46 Erin Sylves: or joinpd.com cbtwk  
00:42:12 Stephenia Courtney: TY Ms Chonda  
00:42:25 Beth Kobett: Hi @Thy!  
00:42:50 Beth Kobett: I love this community!  
00:43:17 Laura Vezer: Hi @Beth Kobett!!!  
00:43:51 Thy Dinh: Hi @BethKorbett!  
00:43:53 Carol Matsumoto: @Beth K Great "seeing" you again today  
00:44:17 Dave Hankin: Thank you, the second link works...  
00:44:32 Beth Kobett: Hi @ Laura! and @Carol!  
00:44:33 Thy Dinh: @BethKorbett, totally agree  
00:45:11 Austin White: JamBoard is a resource tool located in the Google Suite that allows for independent modeling of ideas and can even be used to have group virtual anchor charts, concensus mapping. You can set it for groupwork!  
  
00:45:15 ChongMin Lee: Please turn on captions so I can access the information  
00:45:40 Erin Sylves: This is your opportunity to go through and participate at your own pace to respond. <https://app.peardeck.com/student/tswvouory>  
00:46:05 Elizabeth Devereaux: I'm having trouble getting in - the M is the third from the left being held by the child in the rose shirt, next to the student with his arms raised  
00:46:07 Delores Rushing: M is in the 3rd row  
00:46:27 Chonda Long: <https://app.peardeck.com/student/tswvouory>



00:46:32 morgan bronson: the median  
00:47:06 Dave Hankin: Not sure how to ad response to Peardeck... I'm in and can see the slides, just nowhere to enter info..  
00:47:09 Amy Smith: I am having some struggles with putting my response in the two response sections. Here is my response: M is in the middle  
00:47:10 Erin Sylves: flipgrid is on the next slide  
00:47:29 Glenda Escasinas: i could not type on my phone using peardeck  
00:47:44 Gail Dean: M corresponds to the number 3  
00:47:50 Dave Hankin: Padlet...  
00:48:14 morgan bronson: I see this routine as also having kids write on sticky notes and put them on a poster paper  
00:48:36 Beth Kobett: Thanks @Chonda for putting all these great links in!  
00:49:59 Chonda Long: <https://app.peardeck.com/student/tswvouory>  
  
00:50:05 Nichole Lindgren:  
<https://docs.google.com/document/d/1j8Vl0RD-yiWjQHxE9WVpm8lwV2-VEjNNHqNDJ1zXgI/edit>  
00:50:07 W Tad Johnston: What is your definition of sentence starter? I see the full sentence I think  
00:50:18 Erin Sylves: click on the words sentence stems  
00:50:51 Catherine Abbott: Flipping between the PearDeck and the Zoom meeting is a little confusing.  
00:51:12 Erin Sylves: you can stay on the main zoom page - it's ok not to toggle  
00:52:09 Catherine Abbott: Do you ever have problems with EL students where they do not read left to right in their home language?  
00:52:11 morgan bronson: 3 is the midpoint between 1 and 5  
00:52:13 Delores Rushing: unable to access peardeck, so I'm missing part of the webinar  
00:52:19 Amy Smith: 3 is the third seat in the middle.  
00:52:20 Dee Crescitelli: M is above the 3  
00:52:22 Erin Sylves: [https://padlet.com/nichole\\_lindgren/wheres3](https://padlet.com/nichole_lindgren/wheres3)  
00:52:29 Elizabeth Devereaux: I get this in the google doc -Some tools might be unavailable due to heavy traffic in this file  
00:52:44 Dave Hankin: Peardeck isn't working at all...  
00:52:51 Erin Sylves: sorry Dave  
00:52:53 morgan bronson: 3 is one more than 2 and one less than 4  
00:52:55 Dave Hankin: Just one slide...  
00:53:08 Judy Radigan: There are too many???  
00:53:21 Catherine Abbott: I received a "heavy traffic" message from PearDeck.  
00:53:22 Beth Kobett: WOW!  
00:53:23 Delores Rushing: 3 is halfway between 2 and 4  
00:53:27 Erin Sylves: @Judy - definitely more of us than a usual class  
00:53:40 Stephenia Courtney: the median  
00:53:45 Erin Sylves: <https://app.peardeck.com/student/tswvouory> slide 8  
00:54:52 Erin Sylves: sentence stems and starters if pear deck is not working:  
<https://docs.google.com/document/d/1j8Vl0RD-yiWjQHxE9WVpm8lwV2-VEjNNHqNDJ1zXgI/edit>  
00:54:56 Myrna Cabrerros: 3 comes after 2 and comes before 4

00:55:07 W Tad Johnston: in this case also the mean  
00:55:15 Robin Koller: 3 is one more than 2  
00:55:40 morgan bronson: 3 is the average of 1 and 5  
00:55:45 Rachell Scott: 3 is after 1 and 2 on the number line  
00:56:32 Margarita Maya: 3 is the third number from the left.  
00:56:54 Erin Sylves: Nichole is adding to the doc as she would to the board in class based on the student's answers  
<https://docs.google.com/document/d/1j8Vl0RD-yiwjQHxE9WVpm8lwV2-VEjNNHqNDJ1zXgI/edit>  
00:57:04 Rachell Scott: 3 is one less than than 4  
00:57:39 Erin Sylves: <https://app.peardeck.com/student/tswvouory>  
00:57:51 Erin Sylves: [https://padlet.com/nichole\\_lindgren/wheres3line](https://padlet.com/nichole_lindgren/wheres3line)  
00:58:39 W Tad Johnston: lots of "jumps"  
00:59:15 Mohamed T: 3 is less than 10.  
00:59:20 Delores Rushing: 3 is to the right of 1 and 2; and less than the numbers 4-8  
00:59:37 Beth Kobett: I like the way the questions is posed.  
00:59:41 Elizabeth Devereaux: 3 is greater than 2 and less than 4  
00:59:59 Gail Dean: 3 is the same distance from 4 as 4 is from 5  
01:00:11 Delores Rushing: 3 is 5 less than the numbers to the right of it  
01:01:08 April Flanders-Lee: After you type in your response...what do you do to make it go on the screen? I am hitting enter but that just gives me another line??????  
01:01:10 Laura Vezer: Are all of these online platforms free to use or do they require a subscription?  
01:01:19 Danielle Gates: 6 is 3 more than 3.  
01:01:22 Melanie Meloche: 3 is 4 less than 7  
01:01:23 Robin Koller: 3 is the integer after 2  
01:01:24 Alisha Bhimji: Laura, they are free  
01:01:25 Nancy Downey: 3 is halfway btween 0 and 6  
01:01:27 Jennifer Eaton: 3 is five dots to the left of 8.  
01:01:30 Myrna Cabrerros: there is already a pattern to describe other numbers  
01:01:35 Valerie Adams: the number 4 is the middle number  
01:01:35 Erin Sylves: What are some other ideas you have for using other numbers on the number line in relation to other numbers on the line?  
01:01:35 Judy Radigan: Three is five less than 8.  
01:01:35 Thy Dinh: 3 is 1/2 from 2.5 and 3.5  
01:01:36 Victoria Campbell: 3 is 5 jumps less than 8.  
01:01:37 Marianne Mammon: greater than or less than  
01:01:39 Valerie Vanderport: 3 is before 4  
01:01:40 Amy Johnson: 8 is the last number labeled on the number line  
01:01:41 W Tad Johnston: Mixed numbers - between which two whole numbers, which one is it closer to?  
01:01:41 Anh Le: 3 is 5 spaces to the left of 8  
01:01:44 Mary France Imperial: 3 is greater than 1  
01:01:48 Lisa Westerfield: 3 is 5 jumps from 8  
01:01:49 Patricia Martinez: 3 is less than half of 8  
01:01:54 Julie Secrest: 3 is 2 spaces from 1  
01:01:58 Myrna Cabrerros: example is four is 4 spaces away from zero  
01:01:58 Elizabeth Devereaux: I am 4 numbers to the left of the number

that is greater than 3 and less than 5.. What number am I?

01:01:59 Todd Smallcanyon: positive direction increase

01:01:59 Portia Rombaoa: There are \_\_\_\_ numbers between 2 and 6

01:02:00 Stephenia Courtney: 3 is 4 points from the left or the beginning of the number line

01:02:03 Maria Woehl: @ April, press the pink button with plus sign to post

01:02:06 Catherine Abbott: @Laura...most are free at this time. Eventually, they are subscription. Though they have limited free trial versions

01:02:09 Dave Elbourne: 3 is  $\frac{3}{8}$ th of the way from 0 to 8

01:02:14 Valerie Adams: start with zero and go to 8 count back five to 3

01:02:17 Judy Radigan: - is half way between— and —.

01:02:19 Rachel Weskalnies: \_\_\_\_ is equidistant to \_\_\_\_ and \_\_\_\_.

01:02:26 Nicole Walden: It labels the point that is 3 spaces to the right of 0.

01:02:29 Erin Sylves: Nichole is adding here:  
<https://docs.google.com/document/d/1j8Vl0RD-yiWjQHxE9WVpm8lwV2-VEjNNHqNDJ1zXgI/edit>

01:02:32 Dawn James: The number 3 is “three spaces from the point of origin.

01:02:33 Thy Dinh: \_\_\_\_ is more than \_\_\_\_ and less than \_\_\_\_

01:02:48 Catherine Abbott: 4 is equidistant to 1 and 7.

01:02:48 Gail Dean: Each number is equidistant from the number before or after it.

01:02:51 Stephenia Courtney: 5th point from the left

01:02:56 Nicole Walden: It represents the midpoint between 0 and 6

01:03:00 WARA SABON DOMINIKUS: 3 is two greater than 1

01:03:14 Ayunda Sri Wahyuningrum: 3 is the third one from zero

01:03:15 Shannen Bunoski: 5th point from the left

01:03:19 W Tad Johnston: \_\_\_\_ is \_\_\_\_ to the right of \_\_\_\_.

01:03:27 Catherine Abbott: I love the option to do FlipGrid or Padlet.

01:03:28 Dawn James: The number 3 is “three spaces from the point of origin.

From Thy Dinh to All panelists and other attendees: (6:43 PM)  
 \_\_\_\_ is more than \_\_\_\_ and less than \_\_\_\_

From Catherine Abbott to All panelists and other attendees: (6:43 PM)  
 The number 3 is three spaces to the right from the point of origin.

01:03:31 Alisha Bhimji: You're doing great!

01:03:40 Vonzyl Taylor: using points as letters A-K, 3 is letter E

01:03:47 Erin Sylves: <https://app.peardeck.com/student/tswvouory> slide 12

01:04:17 Catherine Abbott: 375 is less than 500 which is half of 1000.

01:04:17 Judy Radigan: 500 would go in the middle.

01:04:49 Catherine Abbott: Each dot represents 100, so 375 would be between 300 dot and 400 dot.

01:05:11 Nicole Walden: 375 would be  $\frac{3}{4}$  of a space to the right of the point that is 3 to the right of 0

01:05:11 Macobia Harris: I like that a lot.

01:05:16 April Flanders-Lee: I would count the dots...figure out each dot is worth 100 then place a dot  $\frac{3}{4}$  of the way between the "300" & "400" dot value

01:05:42 Lisa Westerfield: 375 would be between 300 and 400

01:05:44 Catherine Abbott: Since 350 is half-way between 300 and 400, so 375 is closer to 400 than 300.

01:05:47 Erica Talbot: I was not able to get the red flag page

01:05:47 Delores Rushing: 375 is between the dots that represent 300 and 400

01:06:02 Elizabeth Devereaux: 850 is less than 900 and greater than 800

01:06:06 Walter Shaner: I totally agree @April Flanders-Lee

01:06:10 Shannen Bunoski: 375 is between the dots that represent 300 and 400

01:06:10 Donna Biddulph: What program did you use for the flag activity?

01:06:18 Julie Secrest: between the 3 dot and the 4th dot

01:06:24 Erin Sylves: @Donna peardeck

01:06:25 Valerie Adams: Each dot represents 100 so from there between three and four hundred closer to four hundred.

01:06:39 Judy Radigan: The next to the left would be 400 on dot

01:06:58 Valerie Adams: plot 35?

01:07:09 Judy Radigan: I do not know how to see what she is talking about in reference to Pear Deck

01:07:18 WARA SABON DOMINIKUS: 375 is closer to 380 than 350

01:07:40 Erin Sylves: @Judy her screen froze. As the teacher you can see all the student responses.

01:07:45 Dawn James: We connected M with 3.

01:07:56 Nancy Downey: math vocab repeated with synonyms

01:08:03 Elizabeth Devereaux: amplification is clarification understood by more

01:08:05 Vonzyl Taylor: encouraging students to think of different ways to explain the location of 3 and M.

01:08:09 Valerie Adams: Language was amplified by expanding our explanation of the number talks

01:08:11 W Tad Johnston: came up with a lot of ways to say equivalent things

01:08:18 Erin Sylves: Revisit your definition of amplify.

01:08:22 Dave Hankin: Students explaining their responses using math terminology.

01:08:23 Marianne Mammon: You asked us to keep building on our original responses

01:08:28 Gail Dean: Switching between numbers and words

01:08:29 Mary Truxaw: Building meaning by sharing and seeing others' responses.

01:08:30 April Flanders-Lee: It was interesting seeing all the different responses to the same question...love the creativity.

01:08:30 Laurel Dietz: First accepted all responses then used student responses to hone in on more precise math vocabulary

01:08:34 Shannen Bunoski: visual images helped connect vocab and concepts

01:08:34 Thy Dinh: start with own words, then describe in spatial terms, then mathematical language

01:08:35 Patrice Kennedy: halfway = equidistant

01:08:36 Alisha Bhimji: we started with very general ways of describing the location, and then moved toward specific ways

01:08:37 Robin Koller: encourage students to explain their thinking process  
01:08:37 Lauren Jackson: we used different terms to enrich the mathematic understanding  
01:08:40 Vonzyl Taylor: allowing students to share out their ideas with their peers.  
01:08:43 Valerie Adams: also language was amplified by finding many ways to explain the response  
01:08:45 Danielle Gates: We strengthened our language because we used more information and increased the number of ways we described a number.  
01:08:47 Todd Smallcanyon: use another number other than three  
01:08:49 Susan Papert: relational positioning - different ways of saying the same thing  
01:08:50 W Tad Johnston: I could compare my wording with others - how are they the same, how are they different?  
01:08:51 Glenda Escasinas: students showed their answers in different ways using the sentence starters/stem  
01:08:51 Jennifer Eaton: We began with something basic and familiar (where is M) and expanded that slowly and eventually locating a number on a number line without tick marks.  
01:08:54 Catherine Abbott: Language was amplified by (briefly) taking "math" out of the description of the location of M. Then adding the number positioning. Then the math language to show position and eventually sentence frames supporting the math descriptions. GREAT job!  
01:08:54 Dee Crescitelli: We had an opportunity to refine our language-- in relation to the other students AND what we saw in the routine  
01:08:54 Nadine Richards-Ramsey: Encourage student to do deeper thinking  
01:08:55 Nancy Downey: middle - half way - midpoint - equidistant all made clearer and expanded by their relationship to each other  
01:08:56 Amy Smith: Engagement amplified language  
01:08:57 Elizabeth Devereaux: there is more than one way of locating and understanding  
01:08:58 Ana Guerrero: expected students to use particular language when describing the location of a number  
01:08:58 Victoria Campbell: Language became accessible because we could look at what others said. Each student given the opportunity to give voice to their thinking  
01:08:59 Laurel Dietz: Looked at the same example is multiple ways  
01:08:59 Erica Talbot: language was amplifies by the way the number talk activities we enhanced  
01:09:01 ANGELICA DELA VICTORIA: Language is amplified by explaining and clarifying one's responses  
01:09:02 Mark Trushkowsky: Teacher drew out our language in first activity. then asked us to use our shared vocabulary (new for some) to describe a similar but different activity. The language also informed our sense-making - as finding 500 to find 375.  
01:09:03 Macobia Harris: Offering different ways and posing different questions to have students explain their thoughts on how to explain in different ways, think in different ways, and see the information differently.  
01:09:03 Thy Dinh: revision was celebrated in the process so that learning was deepened

01:09:04 Danielle Bowen: building on original responses and making them more specific

01:09:06 Sara Brannan: defining spatial language and mathematical language then providing sentence stems to support language development using mathematical language

01:09:07 Gail Dean: We strengthened our language by listening to the language of others.

01:09:09 Vangela Eleazer: learning through collaboration, and the use of sentence starters

01:09:09 Tary Susana: We built on our previous definition by adding stronger mathematical language

01:09:09 Lianfang Lu: From concrete numbers to abstract thinking about the relations of the numbers/locations

01:09:10 Judy Radigan: Students were introduced to more vocabulary words the enhanced their understanding.

01:09:11 Jennifer Urbaez: Providing various ways for sharing language

01:09:12 Lisa Westerfield: As more details were added, more students were able to access and understand ways to make a number and use a number line.

01:09:13 Myrna Cabrerros: you started from what they know already and then from there you start asking them how to describe the location of M, then connect it to numbers

01:09:16 Patrice Kennedy: simple visual (letters) to more complex (number line where every number is not identified and the numbers are larger)

01:09:16 Julie Secrest: language was amplified by using different ways to describe the position of a number

01:09:22 morgan bronson: Extend on current understanding... see and hear different words to connect math language

01:09:24 Lisa Lambuth: More variety of language and specificity

01:09:27 Donna Biddulph: The amplification included allowing multiple - not one- way to define an idea or situation

01:09:28 Delores Rushing: numbers increased on the number line

01:09:30 Melonie Smith: share your thoughts with each other

01:09:59 Valerie Adams: start with the known then expand to strengthening the known

01:10:30 Beth Kobett: Love this - Strengths-Based!

01:10:44 morgan bronson: Cool additional routines:  
<https://achievethecore.org/content/upload/Mathematical%20Routines.pdf>

01:10:51 Walter Shaner: Amplification is the process of making the mathematical ideas as clear as possible as if your audience knows nothing about math.

01:10:57 Catherine Abbott: It is simple math. But, it may help them avoid the problems with comparing negative numbers when you get there.

01:11:06 Stephenia Courtney: Really eye-opening!

01:11:25 morgan bronson: @catherine absolutely!

01:11:46 Danielle Bentley: @Morgan, thank you!

01:11:47 Erin Sylves: @Catherine - I agree and it helps build a strong foundation.

01:11:49 Valerie Adams: great informal assessment of students abilities

01:12:27 Catherine Abbott: I wonder if there would be problems with EL students who do not read left to right in their home language?

01:13:02 Valerie Adams: That's a great question and I think it's a good tool to assess that

01:13:33 Catherine Abbott: You can challenge the students who find this "too easy" to find more interesting words for "the middel".

01:13:36 Alisha Bhimji: I can definitely see how the time invested in this kind of routine would pay off later in the year and in future years!

01:14:08 Catherine Abbott: Great math word "adjacent"

01:14:21 Erin Sylves: @Catherine - it's helpful to teach students (all students) how to read the number line similarly to how we teach reading expressions and equations building off what they know and connecting to their home language if possible

01:14:28 Dawn James: This strategy supports another strategy: "Lower the floor; raise the ceiling"

01:15:10 Valerie Adams: What math practice would this fall under

01:15:23 Erin Sylves: @Dawn definitely!

01:15:44 Thy Dinh: make use of structure (number line) precision in terms of language

01:15:56 morgan bronson: yes. multiple entry points

01:16:18 Stephenia Courtney: rigor and challenge

01:16:27 Catherine Abbott: @Erin....I agree about reading expressions left to right. One needs to show that equations can go both ways as long as each side stays equal with the other side. A common misconception in middle school is "the answer is always on the right". which is not true.

01:16:40 megan burton: Thanks Nichole! This was great and you managed the technical difficulties well. I appreciate this strengths-based approach that supports all learners.

01:16:55 Dawn James: Vocabulary development and providing a safe classroom environment, so all students feel welcome, encouraged, and challenged to use their words to share their understanding.

01:17:13 Stephenia Courtney: Thank you!

01:17:22 Erin Sylves: @Valerie - I would say using appropriate tools (number line) and attending to precision

01:17:23 Delores Rushing: Thank you Nichole. I learned something new. Thanks Chondra for coordinating all the webinars. They have been quite interesting and rewarding.

01:17:31 Nicole Walden: Yes, Catherine

01:17:39 Catherine Abbott: Great question....How do you let the students choose the language they would use?

01:17:49 Beth Kobett: Thank you so much! I appreciate the emphasis on building a bridge from what students know and can do! Lovely! Amplify!

01:17:53 Trena Wilkerson: Thank you for helping us understanding more ways and approaches to amplify language and learning of mathematics!

01:17:58 Carol Matsumoto: Thank you Nichole

01:18:02 Ana Guerrero: Thank you for the information

01:18:04 Amy Johnson: Thank you!

01:18:10 Erin Sylves: <https://www.todos-math.org/>

01:18:14 Valerie Vanderport: thanks

01:18:14 Eva Thanheiser: Thank you!

01:18:19 Susan Papert: Thank you all for your efforts in coordinating/presenting today!

01:18:24 Sarah Roberts: Thank you!  
01:18:27 Catherine Bertrand: thank you  
01:18:35 Lauren Davenport: This makes a lot of sense. Thank you  
Nichole.  
01:18:36 Daniel Irving: Thank you for this incredible presentation!  
01:18:41 Catherine Abbott: This routine may seem simple with regards to  
position on the number line. You are also teaching students how to use the tools.  
01:18:42 Sara Brannan: Thank you!  
01:18:49 Nadine Richards-Ramsey: Thank you for the great presentation!  
01:19:00 Erin Sylves: NCTM100 sessions all week!  
01:19:02 Valerie Adams: Thank you this was a great tool to take into the  
fall.  
01:19:04 Mary Dahn: thank you  
01:19:08 Genesis Docena: c  
01:19:09 Elba Howington: Thank you, enjoy the rest of your evening!  
01:19:10 Dave Hankin: Thank you again from Globe, Arizona!  
01:19:15 Mary Truxaw: Thank you for the routines and for showing how we  
can teach meaningfully while teaching virtually.  
01:19:17 Margarita Maya: yes... thank you!!  
01:19:18 Camille Nemanic: I think this routine would work GREAT with  
fractions and integers!!!!  
01:19:18 Julie Secrest: I got some great ideas to use with my students!  
Thank you! ♡  
01:19:20 Genesis Docena: Thank yo  
01:19:21 morgan bronson: Thank you!  
01:19:26 Amy Smith: Thank you.  
01:19:26 Genesis Docena: Thank you  
01:19:29 Genesis Docena: c  
01:19:29 Valerie Adams: Stay safe and healthy everyone  
01:19:30 Danielle Bentley: Thank you! This was very well done! I did  
not know how you could use peardeck, so that was good to know! Also, the sense  
making routine was a very nice process to go through! I LOVE being the learner!  
Thank you again!  
01:19:33 Kristie Chandler: Thank you!  
01:19:40 Anh Le: Thank you for another amazing session as usual!!!!  
01:19:43 Dawn James: Nichole, THANK YOU for staying focused on math  
during your session. PLEASE pass this along to other presenters.  
01:19:44 Laura Stokes: Thank you. Enjoyed this session well - both the  
math and the tools you used  
01:19:46 Ramona Hall: Thanks Nichole!  
01:19:48 Catherine Abbott: Excellent session. This what I needed during  
the Spring.  
01:19:49 Lisa Westerfield: Thank you for great demonstration of how to  
amplify the number sense routine!  
01:19:56 WARA SABON DOMINIKUS: thanks for Nichole for your amazing  
presentation.  
01:19:57 Deepti Sehgal: Thank You so much for a wonderful peep into  
importance and ways of amplifying student language  
01:20:00 Shannen Bunoski: Thank you so much for a wonderful  
presentation!



01:20:04 Sharon Black: Thank you so much for sharing.  
01:20:06 Saima Ahmed: Thank you!  
01:20:09 Jacquelyn Smolarek: Thank you!  
01:20:14 W Tad Johnston: I forgot the "make louder" through recognition part  
of amplify  
01:20:16 Danielle Grenader: Thank you!  
01:20:18 Polly Wagner: I appreciated the pace  
01:20:19 Macobia Harris: A lot of great new ways to get my students thinking,  
expanding their academic language verbally and in their thought process.  
01:20:19 Abigail Santiago: Thank you!  
01:20:19 Danielle Gates: Thank you!  
01:20:22 Ayunda Sri Wahyuningrum: thank you so much!  
01:20:22 Judy Radigan: I used to think Pear Deck was more like Desmos, but  
now I think it is very different.  
01:20:22 Myrna Cabrerros: thank you so much.  
01:20:22 ANGELICA DELA VICTORIA: Thank you  
01:20:22 James Six-Fronek: Thank you, I've got a lot of great  
information.  
01:20:23 Melonie Smith: Great presentation, Nichole  
01:20:23 Lisa Aldous: Thank you!  
01:20:24 Nora Marasigan: Thank you so much!  
01:20:24 Thy Dinh: amplifying is to deepen your understanding  
01:20:24 Alisha Bhimji: I used to think spending a lot of time on language  
was not something I could do, but now I can see how important it is and how it can  
help students  
01:20:24 Vangela Eleazer: Thank You  
01:20:25 Macobia Harris: Thank you!  
01:20:26 Walter Shaner: Thank you!  
01:20:26 Jennifer Osorio: Thank you!  
01:20:27 Susie Hakansson: Thanks, Nichole!  
01:20:29 Maricar Sanchez: thank you Nicole  
01:20:29 Gail Dean: Thank you for the informative presentation.  
01:20:30 Amy Novoselsky: Thank you so much!  
01:20:30 Rachell Scott: Thank you! I really like how padlet and peardock  
are infused in one way that that students can have mathematical discourse.  
01:20:31 Thy Dinh: Thank you, Nichole  
01:20:32 Tanya Landry: Nice. I was thinking this will help my dyslexic  
students.  
01:20:34 Bob McDonald: Thanks!!  
01:20:39 Genesis Docena: Can't wait to implement what I learned. I've always  
wanted to do something like this but me never knew how to go about it  
01:20:39 Rachell Scott: Thank you!  
01:20:40 Honey Sacro Swem: Thank you so much!  
01:20:41 Glenda Escasinas: thanks Nicole! great presentation 🙌🙌🙌  
01:20:42 Rolando II Delos Reyes: I used to think that language and math does  
not come together, but now I see it can happen  
01:20:42 Lorie Huff: Thank you Nichole for sharing this great  
instructional strategy for helping students make sense of their thinking and the  
mathematics.  
01:20:42 Amparo Torres: Great presentation. Thank you for your time.

01:20:49 Nora Ramirez: Thanks. Nicole. I am sure we all walked away having learned something new.

01:20:51 Mary France Imperial: It's a great session. Thank you so much.

01:20:56 Dewey Gottlieb: Lots of great ideas, thanks! I appreciated how you structured your presentation, good session

01:21:00 Catherine Abbott: Peardeck is an enhancement to Google Slides.

01:21:00 India Puch: Great Presentations!

01:21:02 Maria Oviedo: I used to think that it would be difficult to have great mathematical discourse virtually but now I think it possible.

01:21:11 Lorie Huff: Thank you Gloria, Chonda, Faith, Dave, Trena, Robert, and NCTM.

01:21:14 Helene Alalouf: Pear deck is free and has math templates

01:21:14 Jennifer Eaton: pear deck is an add on in google slides

01:21:21 Mark Phipps: Three

01:21:21 Dian Kurniawan: great presentation...thank you...

01:21:22 Erin Sylves: <https://www.peardeck.com/administrators-domain>

01:21:25 Catherine Abbott: Does PearDeck work with Power Point?

01:21:27 Anh Le: I used to think I do not enough time to elaborate new vocabs during our class period, but now I think it will be worth it!! Students will benefit greatly if this process was invested in the beginning!!! They will learn to use the similar math languages in later units!!! It will pay off!!!

01:21:31 Brian Lawler: Thank you Nichole. Wonderful!

01:21:33 Maria Oviedo: Thank you

01:21:34 Ann Swierzbin: Thank you...nice routine for getting students to use mathematical language.

01:21:37 Don Duong: Thank you!

01:21:40 Erica Talbot: thanks for all the information

01:21:43 Deepti Sehgal: I used to think it was difficult to incorporate language into mathematical teaching...u proved me wrong and showed me wonderful ways of incorporating students' participation during online classes

01:21:49 Valerie Adams: thank you Nichole

01:21:54 Carrie Daniels: Thank you!

01:21:57 Belinda Belinda Arnett: thank you!

01:21:59 Helene Alalouf: Thank you for showing us how to expand routine to multiple contexts, towards abstraction.

01:22:02 Nuria Linares: Thank you!!!!

01:22:03 Dave Elbourne: thank you

01:22:04 Meredith Robie: I used to think that SCET was for getting more words out of your students, but I know it's a low floor, high ceiling activity.

01:22:05 Elizabeth Devereaux: Thank you!

01:22:05 Jet Yeung: Thank you for all the information

01:22:07 Bonita Bradway: thank you - this was awesome

01:22:14 Nichole Lindgren: Nichole.lindgren@bcsemail.org

01:22:14 Jennifer Heldenbrand: Thank you, Nichole!

01:22:15 Patrice Kennedy: Thank you!

01:22:19 Victoria Campbell: Thank you

01:22:26 Meredith Robie: Thank you!

01:22:26 Rolando II Delos Reyes: Thank you Nichole! Great new way to teach new math concepts! PH

01:22:26 India Puch: Thank you!!

01:22:28 Tary Susana: Thank you. Enjoy the rest of your day.  
01:22:32 Tanya Landry: Thanks!  
01:22:36 Maria Woehl: Nichole, you have given me so many new ideas!!  
Thank you!  
01:22:37 Erin Sylves: <https://www.todos-math.org/nctm-100-days>  
01:22:47 Lianfang Lu: Thank you for sharing. Great!  
01:22:49 Patricia Martinez: Thanks so much. Very useful !  
01:23:05 Jennifer Eaton: This was a great webinar! Thank you!  
01:23:07 Valerie Adams: great see you tomorrow  
01:23:20 Erin Sylves: <https://www.todos-math.org/statements>  
01:23:43 morgan bronson: Thank you!! Great topics! Cant wait  
01:23:46 Erin Sylves: <https://www.todos-math.org/todos-2021-conference>  
01:24:28 Erin Sylves:  
[https://www.todos-math.org/index.php?option=com\\_content&view=article&id=546:webinar&catid=19:site-content](https://www.todos-math.org/index.php?option=com_content&view=article&id=546:webinar&catid=19:site-content)  
01:24:44 Dee Crescitelli: This was great!  
01:25:07 David Barnes: <http://www.nctm.org/join>  
01:25:07 James Six-Fronek: Thank you, and have a wonderful evening!  
01:25:08 Sophia Schoop: To get hours I need to fill out the Google Form for  
this webinar, where do I find this please?  
01:25:11 Erin Sylves: Thanks for always participating on Twitter Dee!  
01:25:32 Cynthia W: Thank you  
01:25:34 Olga Kosheleva: Thank you!  
01:25:43 Dee Crescitelli: I am a Twitter junky! It's SO good for  
learning, actually!  
01:25:45 Nichole Lindgren: Thank you everybody!  
01:26:07 Erin Sylves: Excellent job Nichole!  
01:26:08 Valerie Adams: Thank you Gloria  
01:26:10 Jennifer Osorio: Thank you!  
01:26:19 Mariana Ortega: Thank you!  
01:26:20 Erin Sylves: Thanks Gloria!  
01:26:22 Danielle Noble: Thank you! I had a great time at my first webinar!  
01:26:27 James Everett: Thank you  
01:26:30 Valerie Adams: great job ladies  
01:26:42 Noe Eugenio: Thank you very much!!!  
01:26:57 morgan bronson: Thank you! great modeling!!