

00:18:55 Sherri Martinie: Sherri Martinie from Manhattan Kansas  
00:19:08 Carol Matsumoto: Hi Chonda  
00:19:14 Jennifer Bay-Williams: Hi, Sherri!  
00:19:14 Bonnie Angel: Hello from north Georgia!  
00:19:15 Debra Kowalkowski: Debra Kowalkowski, Spokane WA  
00:19:16 Sherri Martinie: Hello Jenny and Chonda!  
00:19:19 Bonny Davenport: Hi! Bonny Riedell Henderson Kentucky  
00:19:20 Heather Rodriguez: Heather Rodriguez from Reedley, California  
:-)  
00:19:21 Sharon Black-MacKinnon: Greetings from New Brunswick Canada  
00:19:23 ABDUL OTHMAN: Hi From Malaysia  
00:19:23 Kim Stromstedt: Hi, I'm from NY  
00:19:25 Carol Matsumoto: Hi from snowy Winnipeg  
00:19:27 Tami Broomall: Hello from SC  
00:19:27 Susan Watson: Susan from Washington state  
00:19:28 Althea Scott: Hi, Milwaukee, WI  
00:19:29 Tara Stockham: Hello from Illinois!  
00:19:31 Kendra Edwards: Hi from Brooklyn, NY  
00:19:32 Sherri Martinie: Malaysia! Awesome!  
00:19:32 Tina Argot: Hi from PA, USA  
00:19:34 Beverly Bailey: Diamond, Ohio  
00:19:34 Debbie Wells: debbie from Austin Tx  
00:19:34 Beverly Turner: Hello from NJ  
00:19:35 Marianne Mammon: Hello from NJ  
00:19:35 Katherine Marin: Hi from Boston!  
00:19:37 Jelena Holcomb: Illinois  
00:19:37 Lisa Aldous: Hello from Arnold, Maryland!  
00:19:37 Joan Albers: Hello from Ohio!  
00:19:39 David Barnes: Hello from Lansdowne, VA!  
00:19:39 Janet Mock: Hi, I 'm from Bellingham, Washington State  
00:19:41 Daniel Irving: Hello from North Providence, RI!  
00:19:44 Emily Kavanagh: Hello from Columbia, MD  
00:19:52 Stacey Daly: Hi Stacey from Connecticut!  
00:19:52 David Barnes: Hello from Lansdowne, VA!  
  
00:19:52 Lori Andrews: Lori from Las Vegas :)  
00:19:54 Sean Breen: Sean San Francisco  
00:19:55 laurie Lopez: Laurie Lopez from New York  
00:19:55 Carol Matsumoto: Hi Jenny  
00:19:58 Dee Crescitelli: Hiya! Dee in Georgetown, Kentucky!  
00:19:59 peter zirnis: hi from Etobicoke ontario  
00:20:01 Skip Hoover: Skip from Poughkeepsie NY  
00:20:02 Olga Kosheleva: Hello from El Paso, TX  
00:20:07 Janice Novakowski: Hello fro Vancouver, BC  
00:20:08 Althea Scott: Milwaukee, WI  
00:20:10 Mary Whiteside: Hello from Iwakuni, Japan. It is Wednesday morning here.  
00:20:22 Haleemah Hall: Hello from sunny Las Vegas, Haleemah Hall  
00:20:23 Kim Stromstedt: Can you post the link to recording?  
00:20:25 Annemarie Garcia: Annemarie from Marine, Illinois Hello!!!

00:20:26 Nicolette Nalu: Hello from ALABAMA! So excited to be here this evening with THE Jenny Bay-Williams!

00:20:39 Sherri Martinie: Good morning in Japan!

00:20:42 Jennifer Bay-Williams: Hi Mary! Thanks for joining from Japan!

00:21:08 Carol Matsumoto: Always sending tweets

00:22:55 Sean Breen: I see "a-ha" moments with my 6ers

00:22:58 Janet Mock: Using strategies

00:23:02 Emily Kavanagh: Engaging lessons

00:23:03 Kathy Dees: I like teaching basic facts with visual representations.

00:23:03 Jelena Holcomb: number talks daily discussions

00:23:04 Heather Rodriguez: the importance of foundational facts

00:23:06 Annemarie Garcia: Doubles and doubles plus one

00:23:07 Lori Andrews: We are using ALL our staff to help support students!

00:23:10 Stacey Daly: Teaching facts through strategies.

00:23:11 Lisa Aldous: my students know strategies, they are not just memorizing facts

00:23:11 Nicolette Nalu: Many of my Ts are not doing timed tests as they have in the past...

00:23:12 Sherri Martinie: Lots of opportunity for real life examples of fluency as kids engage in informal learning experiences at home

00:23:12 Kelly DeLong: There are amazing resources out there to support math fact fluency.

00:23:13 Jody Vanderloo: Teaching teachers a different way to approach fluency instead of timed tests and drill/kill

00:23:13 Tiffanie Nealy: Thinking flexibly and number talks

00:23:13 Tami Broomall: more focus on strategies

00:23:15 Thomas Marshall: I feel good that fact fluency is starting to become a topic of conversation

00:23:16 amanda malcolm: using visual models to help students make connections

00:23:17 Marianne Mammon: Using Number Talks to share strategies

00:23:18 Kendra Edwards: There are so many connected facts

00:23:18 Debbie Wells: relationships

00:23:21 Susan Watson: I'm planning a virtual presentation for parents

00:23:25 Joan Albers: looking for number relationships

00:23:34 Christine Percy: patterns and relationships

00:23:37 David Barnes: I'm excited about all the colleagues I get to learn with.

00:23:42 Lisa Rafferty: less reliance on calculators

00:23:44 amanda malcolm: GAMES

00:23:46 Sarah Dickie: using patterns and relae tree up ships

00:23:56 Mary Whiteside: using Math Running Records to assess students' basic fact fluency and differentiating math strategy instruction based on those results

00:24:01 Tina Argot: I teach my 9th graders divisibility rules.

00:24:02 laurie Lopez: I feel good about my students first finding the product and then checking on the multiplication chart rather than the other way around.

00:24:08 Janet Mock: "Basic facts should not be new information to any child" John VDW

00:24:08 Ron Perry: We are doing a building project of monthly take home fluency games for K-4 building...

00:24:14 Kim Stromstedt: What Math running records?

00:24:20 Patricia Ferris: virtual manipulatives and tech platforms for students to work collaboratively online

00:24:21 Dee Crescitelli: I am seeing aha's with pre-service teachers...as we use better resources and make connections...that I hope they take into their work with students. NO more timed tests!

00:24:29 Sarah Dickie: Using relationships and patterns to learn combinations

00:24:47 Mary Whiteside: Less math anxiety for students

00:24:48 Kelly DeLong: Monthly take home fluency games! Ron, that is awesome! So empowering for families and children.

00:24:49 Kim Stromstedt: I need ways to engage students in an online environment.

00:26:17 Daniel Irving: I completely agree with Kelly re: Ron's idea!

00:27:11 Ron Perry: We actually have our PTA funding the game materials (dice, cards etc)!!

00:27:14 Sean Breen: Correlation isn't causation

00:28:55 Beverly Turner: Many value knowing facts quickly. Memorizing.

00:28:57 Emily Kavanagh: That their child is learning lifelong math skills

00:28:57 Skip Hoover: A) Parents want their children to get good grades. They relate high grades with comprehension

00:28:58 April Taylor: A. procedures done accurately

00:28:59 Joan Albers: Some parents focus on the grade more than the learning.

00:28:59 Bonny Davenport: I value when the teacher provides engaging activities that allow my child to uncover the math. When the joy is kept in learning!

00:28:59 Nicole Sosler: a. Parents value correct answers the most.

00:29:00 Lisa Aldous: a) Many of the parents I have talked with value that students can get the right answer and do well on assessments. In my experience, fewer parents value the process.

00:29:22 Tina Argot: At the Algebra level parents really have a hands off approach.

00:29:40 Jennifer Wall: b) Many parents expect math to be taught the same way they learned -- with traditional algorithms.

00:29:40 Amy Hirsch: B) same as they were taught

00:29:41 Sandra Rasmussen: b - many parents expect their children to be taught in the same way they were. Good enough for them, good enough for their kiddos.

00:29:41 Jill Dayne: b. Many families hear the rumors about common core and come in with misconceptions about the how and why we teach things the way we do. (i.e. using a fact strategy instead of requiring memorization)

00:29:42 Debbie Grady: Parents expect mathematics instruction to be based on computation and fact memorization.

00:29:43 Susan Weiss: Expectations: Child will perform at a very high level and be very quick with math facts and that their child is very smart in math

00:29:44 Mary Whiteside: b) parents expectations for math learning are often based on how they learned math (ex: memorizing times table facts, standard

algorithms without strategies)

00:29:45 Tyler: B) Parents expect math to look like it did when they were in school. They might not have understood it, but "at least it looks like that stuff I didn't understand" :-)

00:29:45 Haleemah Hall: B. Grades over depth of knowledge and real-world connections

00:29:55 Mary-Catherine Sewell: confidence in math and ready for HS

00:29:59 Kim Stromstedt: B - They want their children to know the facts as a foundation.

00:30:24 amanda malcolm: b. families expect what they know. speed equals being "good" at math.

00:30:32 Daniel Irving: a) Many parents value students understanding the material, but only have grades as a tools or way to "assess" how well their child understands the concepts.

00:30:37 John Crossman: Will the slide be available to us?

00:30:43 Stacey Daly: c. Parents learned facts through rote memorization, flash cards and timed tests.

00:30:44 Susan Watson: Parents probably had the experience of timed drills and worksheets with dozens of practice fact problems on them. Fastest = smartest

00:30:44 Christie Wuebbles: c) parents learned facts by memorizing them and not strategies

00:30:44 Amy Hirsch: Rote/Memorization

00:30:44 Patricia Ferris: c- timed test, memorize facts and procedures

00:30:44 Althea Scott: C) many of my parents have negative experiences with school in general and many say they do not have a math mind.

00:30:44 laurie Lopez: Parents were forced to memorize with no connections.

00:30:44 Patti Chesney: c. Parents want to just go straight to the abstract memorization using flash cards and then don't understand when the child can't remember their facts.

00:30:44 Lori Andrews: c) Parents' experiences were often rote memorization with writing facts over and over and reciting facts - maybe flashcard relays.

00:30:44 Susan Tribou: timed tests

00:30:44 Marianne Mammon: c) Practice writing 'times tables'; timed tests; memorizing facts

00:30:45 Heather Rodriguez: C. Most parents memorized with no strategies. Timed Tests are god.

00:30:45 Kathy Dees: C.) Flash Cards and Rewards

00:30:45 Jody Vanderloo: C memorization and flash cards

00:30:45 Tami Broomall: Most parents were taught to memorize their facts and had to do timed drills/tests.

00:30:45 Kendra Edwards: C) Timed tests, flash cards, playing around the room

00:30:45 Debbie Wells: c parents think all the strategies are fluff. memorize! timed tests!

00:30:45 Christine Percy: memorizing NOT fluency

00:30:45 Kelly DeLong: Timed tests created real anxiety for most parents. Not a good experience. Deeply rooted in negative emotions.

00:30:45 Stacy Shaener: c. ) Parents learned through rote memorization and timed tests.

00:30:46 Dee Crescitelli: c-memorization... timed tests... stress

00:30:46 Lisa Rafferty: flashcards

00:30:46 Thomas Marshall: c) Generally bad, but they still want their children to learn the same way.

00:30:46 Rocio Acevedo: c) Usually they had bad experiences about learning Math so they transfer their fears to their kids.

00:30:47 Ron Perry: C. Parents experienced flash cards, timed tests and drill and kill! Just memorize them by repetition! No number sense or flexibility!

00:30:48 Sharon Black-MacKinnon: c - negative experience/attitudes/did not learn them and share these with child

00:30:50 Nicolette Nalu: C) Most experiences are connected to negative feelings due to rote memorization of procedures versus learning through conceptual understanding for procedural fluency.

00:30:50 Katherine Marin: C - memorization, time tests, and shame

00:30:55 Kim Stromstedt: c) skill and drill, timed tests

00:30:58 Sean Breen: This feels like such a negative framing of the issue.

00:31:11 Tina Argot: drill and kill

00:31:19 Daniel Irving: C. Memorization; skill and drill; non-contextual; non-political; teaching to tests and from textbooks.

00:31:52 Kim Stromstedt: We had an online fluency practice program, but don't have it any longer.

00:33:02 Kristen Perrine: well said 👍

00:33:09 Kim Stromstedt: I agree

00:33:11 John Crossman: Will these slide be available to us?

00:33:13 amanda malcolm: @sean, you have to understand the context of families to be able to address things--you have to know where your starting from to develop a pathway to something new/different and what challenges you might encounter because of how families' have experienced math.

00:33:15 Kim Stromstedt: That's what the district called it.

00:33:43 Trena Wilkerson: I made it! :-)

00:34:19 Chonda Long:  
<https://www.nctm.org/Store/Products/Math-Fact-Fluency--60--Games-and-Assessment-Tools-to-Support-Learning-and-Retention/>

00:34:21 Sean Breen: Nope. I do have an understanding. I just choose to start from a positive place.

00:35:05 Kim Stromstedt: Make 10, use a ten frame, Yes!

00:35:39 Kim Stromstedt: I agree with you!

00:36:02 Nicolette Nalu: Yes! Fluency = strategies and flexibility. doubling, halving, decomposing, distributive property. fluency is not automaticity!

00:36:12 Kim Stromstedt: lol

00:37:34 Kim Stromstedt: Well said about numeracy!

00:37:38 Kim Stromstedt: numeracy

00:37:41 Shruti Raman: My belief is fluency will lead to automaticity - there s a difference between memorization and from memory

00:37:43 Sherri Martinie: Sean can you be more specific about starting from a positive place? Interested!

00:37:47 Nicolette Nalu: doubles + 1, doubles -1, near doubles

00:38:07 Kristen Perrine: do certain strategy uses predict achievement?

00:38:55 Kim Stromstedt: Yes, doubles, doubles + 1, & near doubles

00:39:05 Trena Wilkerson: Remember to change your Chat Box to all

panelists and attendees so all see the great ideas and discussion in the Chat Box.  
:-)

00:39:14 Nicolette Nalu:  $95+5$  and then  $+2$  -- Decomposing the 7 into  $(5+2)$   
00:39:31 Shruti Raman: Got it  
00:40:03 Laura Burns: counting  
00:40:04 Nicolette Nalu:  $6+6$  and add 1 more  
00:40:05 Sean Breen: Add on  
00:40:06 Stacie Melhorn: Counting on figures  
00:40:06 Shruti Raman:  $6 + 6 + 1$   
00:40:08 Debbie Grady: adding on  
00:40:10 amanda malcolm: count 6 count7 count all  
00:40:10 Patricia Ferris: counting on from 6  
00:40:11 Christine Thereault: counting on  
00:40:11 Lisa Aldous: Start at six, count up 7  
00:40:12 Tina Argot: number line counting  
00:40:12 Amy Hirsch: Counting on  
00:40:15 Christine Percy: 6, 7, 8, 9...13  
00:40:22 Kim Stromstedt: Counting on from 6  
00:40:27 Bonny Davenport: 6, 7, 8, 9, 10....13  
00:40:33 Patricia Ferris: doubles  
00:41:54 Kelly DeLong: Love this Flexible Learning Progression. Intuitive.  
Scaffolded.  
00:42:21 Kim Stromstedt: We had a lesson to making a ten. I added a lesson on  
how to make a ten even though it wasn't in our math curriculum.  
00:43:15 Kelly DeLong: Love, love, love Squares as a Foundational Facts  
Sets.  
00:43:18 Kim Stromstedt: Distributive property  
00:43:26 Nicolette Nalu: YES!!! Great point!  
00:43:56 Dee Crescitelli: ...because they are interesting!  
00:44:00 Tina Argot: Your algebra teacher will thank you if you teach the  
squares  
00:44:44 Kim Stromstedt: Yes!  
00:46:26 Kristen Perrine: is there a way to get access to these slides  
after the presentation?  
00:46:48 Kim Stromstedt: John Hinton has great games I've used for addition.  
Then, I'd invite parents to come to our math circus and play games with us.  
00:47:02 Kristen Perrine: fun idea  
00:47:03 Kim Stromstedt: LOVE IT!!!  
00:47:25 Chonda Long: @Kristen - A PDF of the slides will be available  
with the recording.  
00:47:34 Kristen Perrine: thank you 😊👍  
00:47:51 Kim Stromstedt: 1) One less than  
00:47:54 Janet Mock: Two more Cover up  
00:47:56 Nicolette Nalu: 2 more  
00:48:00 Heather Rodriguez: Use a 10 sided dice  
00:48:00 Althea Scott: One less  
00:48:01 Kendra Edwards: One less Cover it. Students often have a hard time  
with less than.  
00:48:01 Mary Whiteside: change numbers for minus one  
00:48:02 Lori Andrews: 2 more

00:48:03 Jody Vanderloo: 2 more, 1 less, 2 less  
00:48:05 Debbie Grady: minus 2  
00:48:06 Tyler: N more  
00:48:06 amanda malcolm: instead of a dice use number words, subitizing cards  
etc  
00:48:06 Marianne Mammon: One less - would have to change some of the  
numbers  
00:48:07 Dee Crescitelli: change the range of numbers  
00:48:09 Patti Chesney: Any of the skills  $-/+ 0,1,2$   
00:48:09 Debbie Grady: minus 1  
00:48:20 Susan Weiss: 1 less  
00:48:25 Shruti Raman: subtract one more  
00:48:30 Laura Burns: Can the numbers on the board  
00:48:46 Nicolette Nalu:  $+10, -10$ ...or is that too high if we are talking  
about basics?  
00:49:13 Janet Mock: I used Fact "Back packs" to go home to families with  
games. It was an idea from NCTM.  
00:50:26 Kim Stromstedt: Great idea Janet!  
00:51:44 Kim Stromstedt: Cool!  
00:53:31 Chonda Long: Kim - Please change from All panelist to All  
panelists and attendees so everyone can see your responses  
00:53:59 Kim Stromstedt: I didn't know that I did that.  
00:54:06 Kim Stromstedt: My sum is 17.  
00:54:24 Nicolette Nalu: My sum is 17.  $8+8 = 16 + 1$   
00:54:30 Kim Stromstedt: I added 2 to 10 and then had 7 leftover so that was  
17.  
00:55:11 Kim Stromstedt: That's fantastic!  
00:55:50 Lisa Rafferty: Do you provide parents with a list and explanation  
of the strategies to help them??  
00:56:35 Mary-Catherine Sewell: did that with integers (positive black/red  
negative) with middle school students,  
00:56:53 Marianne Mammon: Are the resources/games available with  
Spanish directions?  
00:57:40 Kim Stromstedt: Put it in a google doc and click tools, then  
translate.  
00:57:53 Debra Kowalkowski: Love this game!  
00:57:55 Emily Kavanagh: Like tape diagrams  
00:59:40 Althea Scott: Did you laugh?  
00:59:46 Nicolette Nalu: Did you like the game  
00:59:51 Tyler: Did kid have fun with math?  
00:59:54 Kim Stromstedt: Which game was your favorite?  
00:59:55 Nicolette Nalu: What made you like the game?  
01:00:01 amanda malcolm: does everyone in the family have the same  
strategies?  
01:00:01 Ron Perry: If they "lost", what were they hoping to roll?  
01:00:03 Jill Dayne: How was this different than the way you learned the  
facts?  
01:00:11 Nicolette Nalu: Does it remind you of another you have played?  
01:00:12 Kim Stromstedt: Love that! Embrace the Joy!  
01:00:21 Susan Weiss: No worksheet... does not have to write numbers.

01:00:32 Emily Kavanagh: My students would love this game  
01:00:44 Emily Kavanagh: Oops love this game  
01:01:10 Ron Perry: Yeah! That's us!  
01:01:35 Nicole Sosler: I like the visuals provided  
01:01:43 Patti Chesney: I love the empty disk showing the pretend a ten  
visually  
01:01:44 Althea Scott: Learning should be fun and stress free  
01:01:47 Heather Rodriguez: like the graphics, use less words  
01:01:48 Debbie Grady: Use of the ten frames is appealing  
01:01:53 Debbie Wells: specific to 10  
01:01:53 Kim Stromstedt: I like the visuals so parents can help their  
children.  
01:01:59 Jennifer Wall: I like that it provides the visual and explanation  
of the strategy so they have common language to use.  
01:02:00 Christine Percy: audio of the strategy in use  
01:02:03 Susan Weiss: Love the visualization. Would like to see it more  
interactive. Also higher numbers.  
01:02:05 Shruti Raman: The pictures will help parents  
01:02:14 Tiffanie Nealy: I like how they shared with the parents that this is  
a "thinking" strategy - supports shift at home  
01:02:20 Nicole Sosler: It provides the context of a story even though the  
focus is on fluency.  
01:02:29 Kim Stromstedt: The parents panic.  
01:02:30 Mary-Catherine Sewell: Like the home engagement - empowering  
parents, and diagrams are supportive  
01:02:30 Christine Theriault: Love the color would have to send  
electronically because printing in color is \$\$  
01:02:30 Marianne Mammon:  $9 + 6 = 10 + 5$   
01:02:40 Kathy Dees: Ask questions to see if the student understand  
01:02:47 Janet Mock: I just love your pod of whales task. I am excited to  
see that "common denominator, or group naming" occurring in additive structures with  
whole numbers. I think we need to have more of those before fractions.  
01:03:48 Althea Scott: What do you suggest for 4th grade students who do  
not have any strategies and are now in multiplication?  
01:09:22 Christine Percy: I wonder if your games and Berkeley Everett  
Math Flips could be put combined for a fun math game to build on understanding and  
fluency?  
01:12:48 Heather Rodriguez: Are both games in your book?  
01:12:49 Nicole Sosler: Will "quick looks" be included in the resources for  
this webinar?  
01:12:50 Jennifer Heeren: Good visuals to show understanding with the  
array. I like that the explanation is last to pull them in with the strategy first  
01:12:51 Kim Stromstedt: Yes, Marianne!  
01:12:56 Nicolette Nalu: @Althea, for multiplication I like to push on: facts  
they know, the commutative property, and distributive property.  
01:12:56 Janet Mock: I think how we teach Basic Facts is a great  
communicator to parents about what we believe is important in mathematics.  
01:13:28 Nicolette Nalu: Great point @Janet! I like that!  
01:13:32 Laura Burns: My students often think double double double shows  
times 6. I think your games along with stories and quick looks will help them see



that it is x8

01:13:47 Shruti Raman: This will replace the need for rote memorizations that some parents resort to flash cards

01:14:08 Shruti Raman: Helping parents understand the math will be powerful

01:14:46 Nicolette Nalu: @Althea.. and looking the relationships between the factors. Doubling and halving too.

01:14:50 Shruti Raman: Standards of Mathematical Practice are in play here

01:15:35 Kelly DeLong: Yes, we are launching the Math Fact Fluency site November 1st. We have Northern Kentucky University interns translating to Spanish for us. Exciting collaboration with Jenny Bay-Williams and our Kentucky Center for Mathematics.

01:15:47 Kelly DeLong: Love this work!

01:16:20 Kim Stromstedt: Site is closed for maintenance.

01:16:35 Kelly DeLong: We are almost finished with all the resource uploading.

01:16:37 Xiuwen Wu: site link not working

01:16:39 Kristen Perrine: is the fluency companion site free?

01:16:44 Debra Kowalkowski: Yup, site is under maintenance.

01:16:50 Kim Stromstedt: Kentucky website is closed for maintenance.

01:17:09 Monette DeSimone: Could you put the QR code up again?

01:17:17 amanda malcolm: love KCM.

01:17:26 Kelly DeLong: Kim... try again. We should be all up and running

01:17:29 Shruti Raman: <http://kcm.nku.edu/mathfactfluency/>

01:17:45 Jody Vanderloo: This site is AMAZING!!!!

01:17:50 Kelly DeLong: Yes... indeed:)

01:17:57 Shruti Raman: Wonderful resource

01:18:11 Patricia Ferris: The QR code sends me to NCTM

01:18:12 Kelly DeLong: Excited to work with you, Jenny! Labor of love from your KCM friends:)

01:18:19 Christine Percy: <http://kcm.nku.edu/mathfactfluency/>

01:18:23 Patricia Ferris: Thank you for the link

01:18:26 Kelly DeLong: Again, Spanish versions are on the horizon.

01:18:39 Nicolette Nalu: Thank you again for a FABULOUS session!

01:18:40 Kim Stromstedt: Thanks for the link.

01:18:40 Janet Mock: Thank-you for this wonderful webinar.

01:18:42 Nicole Rigelman: Thank you Jenny!

01:18:42 Marianne Mammon: Thank you

01:18:42 Lori Andrews: Spanish versions will be amazing! Thank you!

01:18:42 Daniel Irving: Thank you for this incredibly informative session and for sharing these invaluable resources with us!

01:18:42 Patricia Ferris: This is my third webinar with you and I always learn something new! Thank you!

01:18:45 Xiuwen Wu: thank you very much

01:18:46 Glory Jurich-Sarna: TY....great resources!

01:18:48 Sharon Black-MacKinnon: thank you so much

01:18:48 Jennifer Heeren: Thank you!

01:18:53 Tami Broomall: Amazing resources - thank you so much!

01:18:54 Mary Whiteside: Very informative. Thank you!

01:19:01 Joan Albers: Thank you! Great games!

01:19:01 Olga Kosheleva: Thank you!

01:19:08 Lisa Aldous: Thank you so much!  
01:19:09 Kim Stromstedt: This was absolutely FANTASTIC!!!  
01:19:09 Christie Wuebbles: I loved the games  
01:19:10 peter zirnis: thank you good night stay safe  
01:19:13 Trena Wilkerson: Thank you Jenny! I appreciate your insights  
on fluency!  
01:19:14 Carol Matsumoto: Thanks Jenny and Chonda  
01:19:14 Kim Stromstedt: Thank you!!!  
01:19:25 Michelle Rodden: I love the site...there are so many  
resources  
01:19:26 amanda malcolm: ooh... that sounds amazing. Can't wait to read it!  
01:19:29 Kendra Edwards: This was amazing!!!! Thank you for the resources  
and information.  
01:19:31 Jennifer Wall: Thank you so much. I always enjoy hearing you  
present.  
01:20:06 Michelle Rodden: Thank you so much! This was fantastic  
01:20:16 Tyler: Thank you! This was one of the better webinars I have  
attended in a while!  
01:20:40 Jody Vanderloo: Thank you!  
01:20:41 Shruti Raman: Part of the problem is that our standards use the  
language of 'fluently' which may be misinterpreted  
01:20:52 Tiffanie Nealy: Thank you - always a pleasure to learn with you!  
01:21:02 Dee Crescitelli: I'll help make those calls!  
01:21:03 Kim Stromstedt: When's your next Zoom meeting?  
01:21:16 Kim Stromstedt: Can we be on an email list?  
01:21:18 Emily Kavanagh: Thanks for an informative webinar  
01:21:35 Amy Hirsch: Thank you so much for your help with building fact  
fluency. Very important !!  
01:21:35 Ron Perry: I suggest to anyone that doesn't have the book, to  
get it and do a book study with your co-workers! We did last year (before Covid)  
and we are having success this year because of Jenny's work!  
01:22:02 Shruti Raman: @Ron - good idea  
01:22:16 Debra Kowalkowski: What a great way to end my work day...Thank  
you so much! Love the work and resources, which have changed my work!  
01:22:27 Shruti Raman: Thank you so very much!!  
01:22:29 Kim Stromstedt: Amazing!!!  
01:22:34 Althea Scott: WONDERFUL!  
01:22:35 Mary Whiteside: We use running records to assess reading in  
literacy, math running record interviews for fluency make sense.  
01:22:37 Bonny Davenport: Thank you Jenny!!  
01:22:45 Kelly DeLong: Thank you, Jenny!  
01:22:45 Lisa Rafferty: Thank you!  
01:22:51 Kristen Perrine: thank you 😊  
01:22:59 amanda malcolm: This was great! I'm going to find the other one  
right now  
01:23:00 Joyce Hodge: Excellent info and games  
01:23:00 Christine Percy: Thank you  
01:23:06 Stacy Shaener: Thank you so much!  
01:23:08 Daniel Irving: Thank you!!  
01:23:08 Kim Stromstedt: When is Jenny's next session?

01:23:09 Haleemah Hall: Thank you!!!  
01:23:13 Sherri Martinie: Thank you Jenny! You rock!  
01:23:14 Joyce Hodge: Thanks.  
01:23:21 Sarah Dickie: Thank you very much!  
01:23:28 Daniel Irving: The previous webinar was amazing too!  
01:23:31 Heather Rodriguez: Thank you. Love all of your games and focus  
on strategies.  
01:23:34 Susan Weiss: Thank you... it was great!  
01:23:39 Mary-Catherine Sewell: Thank you  
01:23:49 Kim Stromstedt: Go Girl Go!  
01:24:43 Kim Stromstedt: When is Jenny's next webinar?  
01:25:12 Emily Kavanagh: Registered and got my Swag Bag  
01:25:24 Mary-Catherine Sewell: This year 5th but I am usually Middle school  
and this was great I will adapt these for the middle school and will share with team  
this year  
01:25:41 Daniel Irving: So incredibly excited for the next webinar and the  
virtual conference! NCTM is truly the most empowering and family-like community of  
educators and the conferences are invaluable! Always so much to learn!  
01:25:43 David Barnes: @Emily - Wonderful! Hope it was good stuff!