Jean Rowley:Greetings from Southern California!

Jill Gough:Hi Jean!

Margarita Gerena Rodriguez:Hello From Chicago

Jean Rowley:Hi Jill!

Kathleen Jorgensen:Greetings from cool Monterey, California.

Chelsea Kmetz:Pittsburgh, PA

Erin Scheivert:Media, PA

Dania Barroso:El Paso, TX

Cheryl Sanders:Red Oak, TX

JENNY VAN BUREN:Williamston, SC

Shelley Hunter:New Brunswick, Canada

Hannah Krenz:Carson City, NV

Alexandra Pistey:Hi from Cape Cod, MA

Jennifer Nao:Jersey City, NJ

Ashlyn Blanchard:Manchester, NH

Kerry Taylor:Hello from Boston, MA

Louise Salerno:Ocracoke North Carolina

Bernadette Carnes:Hi. Media, PA

Ernesto Bautista:Janesville, WI

Ruth Guenther:Pennsburg, PA

LaJuanda Bland:Hello, Richmond, VA

Janis Houlihan:Janis Houlihan: Davidson NC

Bradley Kahrs:Hello, this is Brad from Stevens Point, Wisconsin

Lauren Flower:California

TJ Middleton:Albuquerque, NM, USA

Jennifer Wilson:Black Mountain, NC

Kim Nutter:Eastern Shore of MD

Sarah Gann:Cleveland, TN!

Denise Bogues:Hartland MI

Emily Duganne:Richmond , VA

Evelyn Kemp:Conroe, Texas

Zach Rowe:Hello from Baltimore, MD!

Deborah Gemoets:Gloucester, VA

Susan Valentia:susan valentia ft myers fl

Sandy Ford:Westfield NJ

Ahmad Alhammouri:Hello from AL

Joan Albers:St. Henry, OH

Nicole Rigelman:Portland, Oregon

Audrey Stephen:Audrey Stephen from lovely London Ontario

Michelle Boehm:Michelle Boehm Brooklyn, NY

Brandi Green:Oklahoma

Martha Hernandez:Martha Hernandez Miami, FL

Jill Gough:Jill Gough - Atlanta, GA (now) Jackson, MS (really)

Monica Lang:Virginia Beach

Maureen Duffy:Maureen Duffy Fort Myers Florida

Barb Borgwardt:Wisconsin

Jeffrey Koegel:Hello from New Jersey.

Laura Dickerson:West Georgia

Laura Ramp:Bayonne, NJ

Wendi Shumard:Hello from Curaçao

Sarah Thomas:Louisville, KY

Stephanie Morgan:Canton, NC

ambreen Ali:Houston, Texas

LaJuanda Bland:Hello Emily!!!

Beth Fugate:Cleveland, TN

Michelle Huckabee :Roswell NM

Emily Duganne:Hi LaJuanda!

Vicki McCollum:Vicki McCollum: Severn, MD

Dania Barroso:Pre-Service teacher!

Jennifer Wilson:That's great, Dania! We are so glad you joined us tonight!

Laurie Eyre:Fairfield, Iowa

Hayley Conn:Hello from Richey, MT. I'm a first year teacher

Shelley Hunter:visible learning

Sarah Frank:Blended Learning

Lauren Blocker:Alabama

ambreen Ali:relationship building

Ruth Guenther:Student collaboration

Hayley Conn:modeling projects!

Wendi Shumard:They are very motivated.

Laura Dickerson:number talks

Erin Scheivert:Student engagement

Stephanie Morgan:Board work

Denise Bogues:students are engaged

Martha Hernandez:Having the textbooks on line

Chelsea Kmetz:Assignments being turned in on time!

Monica Lang:Desmos

Kim Nutter:using a new testing platforma and training teachers on how to use it

Zach Rowe:using our LMS!

Janis Houlihan:Trying standards based grading in Math 3 this year!

Ashlyn Blanchard:Collaboration

Jill Gough:So excited to see our teachers working on Mathematics Teaching Practices!

Ruth Guenther:Discussions!

Margarita Gerena Rodriguez:Group participation

Joan Albers:Learning new skills

Bradley Kahrs:Class discussions

Cheryl Sanders:Combining flipped classroom with brief, targeted review before in-class activities

Heidi Wall:The students are open to new ways of learning

Suzette Hermann:Great participation in classes.

Susan Valentia 2:students determined

Chrystina Harich:Proficency Based Grading

Kerry Taylor:We are using number talks as a routine to start every class period and they are begining to build procedural fluency.

LaJuanda Bland:Forming strong relationships

Evelyn Kemp:practice, practice and more practice

JENNY VAN BUREN:relationships/discussions/class participation

Jean Rowley:Getting used to the online tools

Corrine Williams:Both our adopted and piloted curriculum.

Bernadette Carnes:Group work (collab)

Louise Salerno:Learning to be more independent in and responsible for our learning.

TJ Middleton:collaborative problem solving, modeled after Problem-Based Learning

Lauren Blocker:Group Work

JENNY VAN BUREN:collaboration with colleagues

Monica Roland:Students are getting better with explaining their math (reasoning and justification).

Sarah Thomas:discovery learning in groups

Sandy Ford:creating visual links in Algebra

Maureen Duffy:We are off to a fantastic start.. My students are really grasping fractions.

Katie Syvrud 2:Using mastery quizzes and group work!

Janis Houlihan:Using desmos all the time

Michelle Huckabee :people relationships, project based learning

Joan Albers:growth mindset. It is okay to fail

Christine Pacinello:Hi Everyone! I am so excited about this webinar!

Hayley Conn:I love desmos! Janis, I'm glad you are getting time to work with it!

Margaret King:margaret king good evening everyone

Evelyn Kemp:desmos is a great tool

TJ Middleton:Similarly, GeoGebra is letting students make amazing discoveries

Sarah Gann:My kids are learning to be confident in their thinking and that it's okay to be wrong.

Heba Abdo:will you share these slides?

Kristin Keith:Heba, we will post a recording of the webinar, but not the slides

Heba Abdo:oh. the previous picture would be great to share, if possible

Chrystina Harich:What was the first book on the slides

Jean Rowley:Hmm, color groupings athough like items not necessarily grouped together.

Chelsea Kmetz:I wonder how many Teeny Tys there are

Debbie Campagna:arrays

Alexandra Pistey:I notice there are four columns and six rows of Beanie Babies.

Ashlyn Blanchard:How many animals are on the rack?

Monica Lang:how many are there?.. how much do they all cost?

Michelle MacLean:She may have noticed the 3.99 and the patterns of differnt types of Teeny Tys

Donna Barton:How many Teeny Tys in all?

Tina Hill:Who took the one from the very top.

Martha Hernandez:That all the items were for 3.99

Lauren Flower:how they are grouped

Sarah Gann:How many Teeny Ty's there are in each sections.

Emily Duganne:I noticed people like to buy the fox

Janis Houlihan:groups of 6

Kristin Krebbel:the same items are not placed togehter in the display

Christine Pacinello:Sets of teeny tinies are arranged by color/ type. Which has the most?

Donna Barton:How much all of the would cost?

Joan Albers:I notice rows and columns. How many total?

Bernadette Carnes:Are they 3.99 each (no matter what size)?

Louise Salerno:I noticed that there is a tutrle on the side?

Zach Rowe:each little section (for the most part) has 6 of the same animal in it

Michelle Boehm:Look at all those groups of six

Margaret King:arrays, toys are organized in arrays with like toys.

Erin Scheivert:I noticed the groups of 6

Monica Roland:how the items are grouped

Kim Nutter:How many different kinds of animals are there?

Wendi Shumard:How many? How to figure it out?

JENNY VAN BUREN:It looks like 6 teeny tys fit in each section except the top.

Monica Lang:what kind is the most popular

Erin Scheivert:She might have noticed the $3.99 price

Wendi Shumard:groups?

Kim Nutter:What would all these cost?

Anna Hipfel:I notice that they are mostly grouped by type of critter. I wonder why some of them are mixed.

Shelley Hunter:how many the display holds, how many were sold, how many are left, how much it would cost for all then

Christine Pacinello:Or, how much would all cost?

Sarah Gann:Most are groups of 6, but one is a group of 8?

Sarah Thomas:not grouped by like items. she wondered what each animal was

Cheryl Sanders:How much would it cost for mommy to buy me allll of them ;) (thinking it's probably more about why they grouped them that way)

Evelyn Kemp:I noticed - Who took the time to organize this?

Audrey Stephen:Height of buyers

Susan Valentia 2:sorted in an array

Maureen Duffy:toys are sorted in an array 6 rows with 6 toys

Suzette Hermann:Which sells best?

Hannah Krenz:I wonder why they did not put them in groups

Stephanie Morgan:No one seems to be buying soda (there would be the one random kid who notices something other than teeny tys)

Michelle Huckabee :I wonder how much all of them would cost

Denise Bogues:that one pink guy is not with the others. I wonder if someone tried to mess up the orgainization or did it on purpose?

Evelyn Kemp:Did she wonder - how many?

Margarita Gerena Rodriguez:i notice the display well display

Christine Pacinello:Why are there so many pink ones?

Hannah Krenz:I wonder if they should have put different types at different levels so all age groups could have gotten to each type

TJ Middleton:I wonder how much time, fuel, salaries, resources were needed to make this happen?

Laura Ramp:Are there more of one color as compared to another?

Evelyn Kemp:Did she wonder: why the groups? Why organize them? WHy so many left here?

Cheryl Sanders:why aren't there the same number of each (why didn't they receive 6 of each type instead of the duplicates)

Evelyn Kemp:4th graders are interesting thinkers.

Hayley Conn:I love dot talks!!! I did them with by 7-12th grades the first week of school!

Christine Pacinello:I think it is so important to teach purposeful questions!

JENNY VAN BUREN:5, 2+2+1

Alexandra Pistey:I see one on top and four on the bottom

Nicole Rigelman:4 +1

Bradley Kahrs:5, 4+1

Heba Abdo:4+1

Wendi Shumard:6-1

Joan Albers:5 all at once

Debbie Campagna:five. two and one

Louise Salerno:5 - four in a square and one on tip

Jean Rowley:Five, two plus two plus one.

Sarah Thomas:5, 2+2+1

Margarita Gerena Rodriguez:1 + 2+ 2 = 5

Margaret King:1 + 4

JENNY VAN BUREN:I see five, 2 rows of 2 and 1 row of 1.

Ashlyn Blanchard:I see them as 4 and 1 on top so 4+1

Lauren Flower:I see 5, 2 arrays of 2 +1, (2×2) +1

Monica Lang:x-1

Michelle MacLean:I see 5 2+2+1

Bernadette Carnes:FIve. 2 x 2 + 1

Louise Salerno:4 +1

Sandy Ford:1 and 4

Sarah Gann:Five. A group of four and one extra.

JENNY VAN BUREN:(2)(2) +1

Rahmah Asiri:2+1+2

Michelle Boehm:2x2+1

Joan Albers:4 + 1

Ahmad Alhammouri:4+1

Kristin Krebbel:I see 5. 2+2+1

Shelley Hunter:5,2x2 + 1

Hayley Conn:I see 5, forming a pentagon and I know a pentagon has 2 sides and the ty's are the vertices

Margaret King:2, 4, 1 = 5

Zach Rowe:i actually see 5 groups of three dots (eyes and nose)

Christine Pacinello:5, 2 x2 + 1.... 2 rows of 2 and one row of 1

Michelle Huckabee :5 penguins, 1+2+2, 10 eyes 2*5

Erin Scheivert:I see 2 + 2 + 1

Audrey Stephen:I see 5 ..... 2 +2+1

Kim Nutter:5, 2 rows of two horizontally and 1 extra on top, 5 = 2 + 2 + 1

Stephanie Morgan:5

Donna Barton:I see 2 rows of 2 and 1 on top. 2 + 2 + 1 = 5

Ron Lebron:I see 5 and they approximate a pentagon.

Denise Bogues:I see 5, 2 in 1 row 2 in anothe row and 1 on top

Cheryl Sanders:5 grouped, but I see them as a set of 5 (they immediately put me to mind of the five on a die, though the singleton is out of place)

Erin Scheivert:If they were stacked evenly I'd see it as 3+ 2 though

Hayley Conn:I had a typo... 5 sides, not 2

Monica Lang:five out of six

Susan Valentia 2:6-1=5

Anna Hipfel:I see five total. 2 + 2 + 1

Monica Roland:I see 1 + 4, 1+ (2*2), irregular pentagon.

Candice Amber:Candice Amber

Maureen Duffy:Susan I agree with your answer

Kim Nutter:Interesting Susan with the subtraction

Evelyn Kemp:I see: 5 white "faces", 10 round blue "windows"arranged in a shape

JENNY VAN BUREN:10 eyes

Emery Mehrer:Sorry for late connect. Mesa AZ

Candice Amber:10 eyes

Hayley Conn:This lets us discuss the importance of units!

Evelyn Kemp:Yes units!

Jennifer Wilson:Welcome, Emery!

Candice Amber:sorry for late connect as well

Sandra Salois 2:Hello from Providence, RI.

Heba Abdo:4X2

Tracy Neilly-Erike:Hi, everyone! Sorry for the late entry. Had some technical problems.

Sarah Thomas:two columns of 4 to make 8

Joan Albers:8 = 4 + 4

Margaret King:8 total

Janis Houlihan:4x2 matrix

Jennifer Wilson:Welcome, Candice and Sandra and Tracy. We are glad for you to join us!

Shelley Hunter:8=4 groups of 2 or 2 groups of 4

Anna Hipfel:I see 8. 4x2

JENNY VAN BUREN:8, 4 rows of 2. 2X4 = 8.

Joan Albers:4 x 2

Ron Lebron:2 unit by 4 unit rectangle

Donna Barton:2 colums of 4 or 4 rows of 2 or 2 squares

Kristin Krebbel:I see 8, 2x4

Wendi Shumard:4x2

SueMarie Green:4X2

Lauren Flower:8, 4 rowsof2, or 2 rows of 4

Susan Valentia 2:4 x2 =8

Sandy Ford:2 columns of 4 or 4 rows of 2

Tina Hill:I see 8 animals. 2 columns and 4 rows

Maureen Duffy:I see 8 toys using an array (2 rows and 2 in aech row

Lauren Blocker:4X2

Kim Nutter:8, two rows of vertical containing 4 or 4 rows of 2 containing 2 each

Justine McQueary:8: 2+ 2+ 2+ 2, 4+ 4, (2x4), (4x2)

Sarah Gann:I see eight. A group of 6 (like most of the other boxes) and a group of two.

Jean Rowley:I see a 4 x 2 matrix.

Monica Roland:4 rows of 2

Cheryl Sanders:8 - and it immediately strikes me how they're overcrammed in there. i see two columns of four.

Erin Scheivert:I see 8. I see it as 4 rows of 2 or 4x2=8

Evelyn Kemp:I see: 2 columns X 4 rows, 16 eyes, 8 noses

Zach Rowe:2x4=2+2+2+2=4x2

Monica Lang:2 rows of 4, 2+2+2+

Margaret King:2 columns of 4 each

Denise Bogues:I see 8, 4 rows of 2. 4*2 =8

Margarita Gerena Rodriguez:8 ffigures = counting by two's and 10 eye's also conting by twos

Wendi Shumard:I just taught matrices, so 4x2

Michelle Huckabee :I notice the brown on top of animal and white on bottom

Alexandra Pistey:2[4{2}]

Christine Pacinello:2 x 4, or 4 x 2

Monica Lang:2/6 green and 4/6 pink

Chelsea Kmetz:I see 6 = 4 pink and 2 green

Tracy Neilly-Erike:I notice a variety of colors and tightness (snugness)

Lauren Blocker:2 Green 4 pink

Ron Lebron:2 by 2 square on top of a 1 by 1 rectangle

Jennifer Wilson:http://bit.ly/nctmlive919

Jennifer Wilson:The image is in the Google Doc, in case it's easier to see there than on the slide.

Margarita Gerena Rodriguez:lenght * width approximately 20 by 8 =160

Jean Rowley:How many groupings do you see?

Laura Short:Are there any outlier rows?

Wendi Shumard:What is the important information?

Stephanie Morgan:How deep can they back the teeny tys?

Alexandra Pistey:How precise do we need to be?

Monica Lang:how many would two costs?

Kim Nutter:how can you arrange them so that each cubby holds the same amount of beany boos

Anna Hipfel:How would you represent your data?

Shelley Hunter:why are there 8 is some boxes and 6 in others?

Julie Ponton:What's the most it could be?

Martha Hernandez:Is there a common factor

Wendi Shumard:How can we make sure we answer the question that was asked?

JENNY VAN BUREN:What can we assume about the teeny tys?

Tracy Neilly-Erike:How many boxes contain the equal amount of Teeny Tis?

Candice Amber:echoe can't hear you

Laura Short:5 rows @ 24= and add row 5=18 and equals 138

Kim Nutter:What is an extimate of the cost that is too low or an estimate that is too big and what is an estimate you think is reasonable

Monica Lang:how many would their be if the display was full?

Monica Lang:Can we estimate?

JENNY VAN BUREN:3.99 times 148

Shelley Hunter:is there a discount for volume purchases? is there sales tax?

Lauren Flower:I would multiply by 4

Kim Nutter:I would multiply by 4 and then subtract how many there were

Evelyn Kemp:Great question Sheely.

Evelyn Kemp:SHelley

Jennifer Wilson:http://bit.ly/nctmlive919

Margarita Gerena Rodriguez:Ask student to round up

Jeffrey Koegel:A lot of students don't think to multiply by 4. They make a lattice and multiply by 3.99. They don't want to stop and think about how they could make the calculation easier for mental math operations. At least in my high school.

Laura Short:What would be a unit cost difference?

Michelle Huckabee 2:I wonder sbout this wourd you are using - is it subetizing? what does that mean?

Hayley Conn:Jeffrey, I am having the same problem! They are so focused on being faster than their peers that they miss "work smarter, not harder"

Monica Lang:would it be easier to over estimate or under estimate?

Justine McQueary:Subitizing is the ability to 'see' a small amount of objects and know how many there are without counting.

Heba Abdo:i cant hear anything...

Erin Scheivert:Yes

Erin Scheivert:but not the whole time

Julie Villeneuve:I like the statement at the bottom about when teachers stay and when they walk away

Sarah Gann:I agree, Julie!

Alexandra Pistey:That documentary made me cry several times...

Chrystina Harich:I get the pauses, but what do you do when no one repsonese?

Anna Hipfel:keep waiting

Margarita Gerena Rodriguez:Ask another simple question

Jennifer Wilson:https://www.youtube.com/watch?v=h00Ux1qx2zw

Julie Villeneuve:Send them to partner talk

Michelle Huckabee 2:that waiting is hard.

Chrystina Harich:I have waited 5 min with no answer.

Chrystina Harich:Partner talk would be interesting

Kim Nutter:Sometimes rephrasing a question can spur a response from someone and get the conversation goin

Sarah Thomas:Think Pair Share

Jill Gough:Julian Treasure - 5 ways to listen better: https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better?language=en

Kim Nutter:Think pair share does help make it safer to share an answer in a large group becaue ownership of the answer is now shared

Maureen Duffy 2:I think that we must learn as teachers to pose higher order thinking questions and let students think and solve even if the student is grappling with a correct response.

Michelle Huckabee 2:I find it challenging to think like a kid to anticipate obstacles and come up with question forming

Kim Nutter:planning with someone or even using past experience to think about what students might do

JENNY VAN BUREN:Me too...I also find it challenging to think of purposeful questions for upper level math courses like Pre-calculus.

Ashlyn Blanchard:To be on level 4 is that taking their thinking and continuially adding questions that respond directly to what the students are saying?

Laura Short:Walking by and listening to the small groups is my best indicator of my next steps

Zach Rowe:@michelle ^ retweet

Evelyn Kemp:Floating the room, listening and posing more questions and confirming positive understandings

Margaret King:Unfortunately, math s taught using a program which is traditional so there is not a lot of talk in clasrrooms around math. I am the maverick.

Erin Scheivert:Hearing their math dialogue is a good indicator of where students are -

Tracy Neilly-Erike:I agree that having a professional learning community is a great help. We always discuss student misconceptions in mathematics and try to come up collectively with some effective strategies

Jennifer Wilson:Task is at the top of the Google Doc: http://bit.ly/nctmlive919

Jean Rowley:A = apples, B = bananas. 10A + 5B = 10.05. A + B = 1.10. Substitution method.

Wendi Shumard:Simultaneous equations

Monica Lang:graphing

TJ Middleton:After a student shares an answer, insight or question, I randomly call on other students to answer some questions (somewhat in this order, moving on to another student each time) 1) what did you agree with in what the previous person said? 2) Tell me what you heard the last two people say. 3) What do you disagree with or what would change in what they said? This approach forces them to listen to each other because they don't know if they'll be the next one I randomly call on (popsicle sticks with names). They can't just be trying to state their own solution with listening to others.

Martha Hernandez:.basic math..divide

Margarita Gerena Rodriguez:System of linear equations

Margarita Gerena Rodriguez:10X + 5Y = 10.05

TJ Middleton:*without listening

Michelle Huckabee 2:multiply 1+1 by 5 then subtract - elimination . 5 apples are 4.55 so one is .91

Margarita Gerena Rodriguez:1X + 1Y=1.10

Evelyn Kemp:System of linear equatioons, solve for "b", substitute and then solve for "a"

Bernadette Carnes:10x + 5y = 10.05

Janis Houlihan:Substitution, elimination, graphing methods lend themselves well here! Discussions on which method is “best” = depends on the student’s perspective! Some find graphing easier, some sub, some eliminate. Teaching them that whatever they “see” is the best way to proceed

Laura Short:10a=-+5b=$10.05

Evelyn Kemp:Graphing is important, Thank you Janis

Chrystina Harich:Matrices

Sandy Ford:1) Divide first equation by 5. 2) A+1.10=2.10

Monica Lang:make a table

Erin Scheivert:Monica, that's my thought oo

Erin Scheivert:too

Shelley Hunter:love the cubes!

Margarita Gerena Rodriguez:Very nice and simple

Sarah Gann:Those cubes are blowing my mind! That is awesome!

Hayley Conn:I like the number lines! It is something we have used in number talks

Audrey Stephen:Love the cubes! Who knew? What a difference they make!

Christine Pacinello:I would have used an equation. The visual is so much better for problem solving.

Wendi Shumard:I'm teaching ratios with tape diagrams with 6th graders now. This would be an easy transition!

Kim Nutter:we really need to teach students to respect think time for all

Michelle Huckabee 2:I use a timer to make sure the kids have time to think

Jennifer Wilson:You can access all of our leveled learning progressions for the Math Practices (for students) and for the Mathematics Teaching Practices at the tabs on top of our blogs: https://jplgough.blog/ and https://easingthehurrysyndrome.wordpress.com/

Kim Nutter:I like that Michelle

Michelle Huckabee 2:some of the difference between productive and descructive can be shaped by growth mindset - ??

Tracy Neilly-Erike:I believe that starting the school year is sometimes challenging because we don't know our students yet. However, icebreaker is a good tactic to get familiar with them first as individuals (very crucial) and later as students.

Jean Rowley:Thank you!

Emery Mehrer:Thank you very much.

Michelle Huckabee 2:how many of these taking action books are there?

Michelle Huckabee 2:Thank you

Ruth Guenther:Thank you!

Janis Houlihan:we are also using a growth mindset model this year. students feel free to make mistakes and are getting comfortable with that. it's awesome!

Martha Hernandez:thank you

Laurie Eyre:Silence is a golden opportunity for students to grow

Wendi Shumard:I learned to ask myself to leave enough think time.

JENNY VAN BUREN:Thank you!

Chelsea Kmetz:I learned to pay attention to appropriate wait time

SueMarie Green:Thank you

Sarah Gann:Thank you!

Erin Scheivert:I learned I definitely need more think time

Suzette Hermann:Productive struggle versus destructive struggle.

Chelsea Kmetz:Thank you everyone!

Margarita Gerena Rodriguez:Thank You

Lauren Flower:I learned to use wait time and encourage number talks

Tracy Neilly-Erike:Thank you so much.

Janis Houlihan:thank you!

Ahmad Alhammouri:Thank you!

Myuriel von Aspen 2:I learned about the difference between assessing questions and advancing questions. How do I balance the two types?

Laura Short:Good info!

Erin Scheivert:I like the idea of the "Stay or go" questions and their differences

Evelyn Kemp:Pay attention to: Struggling vocabulary between student conversations: Ask myself for more wait time; math connection - more ways to "see" things.

Audrey Stephen:Can we order the series of books? Need to be a member?

SueMarie Green:give time to think and struggle

Hayley Conn:Thank you! I learned to pay attention to the students struggle to better identify if it is productive or not

Monica Roland:I learned to pay attention to differences in struggle.

Sarah Frank:can we listen to this again?

Margaret King:I learned to pay attention quiet think time. Ghank you.

Donna Barton:Thank you.

Anna Hipfel: Thank you!

Denise Bogues:Wait time is important... thanks!

Evelyn Kemp:THank you

Christine Pacinello:I learned to pay attention to my questioning! How to move students forward. That is important. I ask myself how to use student evidence to advance thinking. I will ask myself how to use advancing questions and walk away!

Candice Amber:thanky you

Erin Scheivert:Thank you!

Laura Ramp:Thank you!

Monica Roland:thanks!

Michelle MacLean:Thank you for the great webinar. Appreciate your passion for mathmatical teaching!

Tracy Neilly-Erike:Good night.

Louise Salerno:Thanks!

Shelley Hunter:Merci!

Christine Pacinello:Thank you!

Joan Albers:Thanks!

Margaret King:Thank you.

Tracy Neilly-Erike:Great presentation!!!

Stephanie Morgan:Thanks!

Bernadette Carnes:Thanks. Bye.

Daniel Irving:Thank you so much!