

00:06:26 Trena Wilkerson: Hello from Waco, TX!  
00:06:42 roya basu: Hi from NJ  
00:06:58 Jorge Veloso: Hi from Angola.  
00:07:03 Payal Arora: Hi from Washington, DC  
00:07:04 Wanda Parker: Hi from Virginia!  
00:07:07 Brynn Turkish: Hi from NYC  
00:07:07 Abdul Razak Othman: Hi from Malaysia  
00:07:10 Toni Galassini: Hello from Chicago!  
00:07:10 MYLA DETECIO: good morning from the Philippines  
00:07:10 David Barnes: Dave Here!  
00:07:10 Terri McCarthy: Hello from Danbury, CT  
00:07:11 Janis Stern: Hi from Winnipeg  
00:07:11 Sheryl Cruz: Hi from New York  
00:07:12 marwah abdelmohsen: Hi from new York  
00:07:13 Carol Matsumoto: Hi from Winnipeg  
00:07:13 Tricia Stohr-Hunt: Hello from Richmond, VA.  
00:07:15 Tiffany Scott: Hi, from Hawaii  
00:07:15 Hannah Woods: Hi! This is Hannah from North Carolina  
00:07:15 Elaine Caplano: Hello from Miami, FL  
00:07:16 Jessica Hayes: Tennessee  
00:07:16 Kelly Kratz: Hello from Eastern PA  
00:07:16 Chonda Long: Hello from Northern VA  
00:07:16 Kimberly Wisniewski: Hello from NC  
00:07:17 Donna Ware: Hi from Trussville AL  
00:07:17 CARMEN CROWDER: Hi from Lynchburg VA  
00:07:17 Maddison Dobbs: Hi from SC  
00:07:17 Stacie Mach: Humble, Texas  
00:07:17 Cassandra VanHoutte: Hi from Illinois  
00:07:18 Katelyn Brophy: Greetings from Chesterfield, VA!  
00:07:19 Jacqueline Colbourne: Hello from Maryland  
00:07:19 Maeve Mihan: Hi from PA!  
00:07:20 Cristina Pedrero: Hi from Illionois  
00:07:20 Patricia Dominguez: Patricia from NJ  
00:07:21 Graciela Navarrete: Reno Nevada  
00:07:21 kim bolf: Duluth MN  
00:07:22 Tanya Landry: Hi from Baton Rouge!  
00:07:22 Dalila Rivera: Hello from Kingsville,Tx  
00:07:23 amanda malcolm: Hello from Green Bay, WI  
00:07:24 Maria Rodriguez: Hello from Dallas, Texas  
00:07:25 Jennifer Thomas: Hi from Louisiana  
00:07:25 Tavia Brake: Hi from Greensboro, NC  
00:07:25 Cynthia Thompson: Hi from Santa Rosa County Florida  
00:07:25 David Barnes: So sorry Latrenda!  
00:07:26 Retonja Harvey: Hi from Chicago  
00:07:27 Blythe Faulkner: Hi from South Carolina!  
00:07:29 Delores Rushing: Hello everyone. Dee Rushing from Wash., DC  
00:07:29 Elin Anderson: Hello from Fresno, California.  
00:07:29 David Brancamp: Hello from Reno, Nevada  
00:07:29 Brenda Heil: San Diego California  
00:07:30 Anna Stawowski: Hi from Chicago

00:07:30 Margaret Hesketh: Kia ora from New Zealand  
00:07:32 Samantha Panco: Hi from Arizona!  
00:07:32 Ava Sawin: Hi from Salley, SC.  
00:07:34 Kay Stickels: Hello from Texas!  
00:07:35 Linda Rhoden: Hello from Aiken, SC  
00:07:35 clareharrington: Hello from Falmouth, ME  
00:07:37 Anahita Dhalla: Hi from Mumbai!  
00:07:39 Tiffany Walter: Hi from Oregon  
00:07:41 Linda Wojton: hello from PA  
00:07:42 Susan Bardenhagen: Good evening, from humid northern Virginia!  
00:07:44 David Barnes: Faith, can you promote me?  
00:07:45 Beth Cox: Texas :)  
00:07:46 Donna Reid: Hello from Sydney, Australia  
00:07:48 Elaine Caplano: Hello from Miami, FL  
00:07:49 Marina Xavier: hello from smoky California  
00:07:49 Lisa Aldous: Good evening from Arnold, Maryland!  
00:07:49 Maria Rodriguez: Hello from Dallas, Texas  
00:07:49 Emerlina Binuya: Hi Im Emerlina from Petersburg,VA.  
00:07:50 Mary France Imperial: hello from Philippines!

00:07:53 Heather Chrisman: Will there be an ASL Interpreter for this  
Webinar?

00:07:56 Robert Berry: Hi everyone from Charlottesville, VA  
00:07:58 Kelli Sullivan: Vass, NC  
00:07:59 Amy Goodman: Hello from Annapolis MD  
00:08:01 Tammy: Hello from Virgilina, Va  
00:08:08 carmen guzman: Good Evening From Florida-Guzman  
00:08:11 Todd Smallcanyon: southern utah  
00:08:13 Roger Moore: Edmonton, Alberta, Canada  
00:08:16 Kristi Chiasson: Tucson, AZ  
00:08:38 Carol Matsumoto: Hi Beth,  
00:08:50 Olga Kosheleva: Hello from El Paso, TX.  
00:08:51 Wendy Iacobucci: Good Evening from Ohio  
00:08:54 Daniel Irving: Hello from North Providence, RI!  
00:08:58 Carol Matsumoto: Hi Latrenda, Beth, Faith  
00:09:04 Jasmine Mills: Good evening,  
00:09:05 Kristi Chiasson: Tucson, az  
00:09:06 Lynn Lafferty: Hello from Erie, PA  
00:09:10 Jasmine Mills: Temple Hills, MD  
00:09:12 Taylor Aikins: Hello from SC  
00:09:13 Raymond Hahn: Hello from Virginia!  
00:09:16 Pauline Oji: Hello from Baltimore MD  
00:09:19 Dan Herforth: hello  
00:09:24 Lisa Lambuth: Hello, from Los Angeles  
00:09:26 Faith Peddie: Welcome to day 94!!  
00:09:27 Debbie Grady: Hey all from Texas!  
00:09:35 Carol Matsumoto: It's getting chilly here  
00:10:00 Cindy Bryant: Hello from Springfield, MO. So glad to have all of  
you here!  
00:10:01 Crystal Morton: Hello, from Indianapolis!

00:10:06 Bailey Coop: Hello from Grantham, PA  
 00:10:10 Leah Barnett: Hello! Student teacher from Delaware, USA.  
 00:10:15 Raymond Hahn: Hello from Virginia  
 00:10:16 Amy Hamlin, PhD: Hello from North Carolina!  
 00:10:23 Christine Yokoyama: Hi from CA  
 00:10:27 Karli Remata: Hello from Wahiawa, HI!  
 00:10:32 Tammy Hedgepeth: Hello from Enfield, NC!  
 00:10:33 Rowena Duane: Hello - Issaquah, WA  
 00:10:37 Rhonda White: Hello from Norfolk, Virginia!  
 00:10:51 CINDY KLAGES: Greetings from south AL, y'all! It is not getting  
 cold here~  
 00:10:54 Faith Peddie: Hello! Hello! Hello all!  
 00:11:00 Erika Hassay: Hello from Austin, TX!  
 00:11:20 Rachell Scott: Hello from Maryland!  
 00:11:25 Pam Cadena: Hi from Southern California! Definitely not cold  
 here--we have a heat wave starting tomorrow!  
 00:11:28 Janice Novakowski: Hello from Vancouver BC!  
 00:12:02 Lisa Moores: Hello from Brig Bay, Newfoundland!!  
 00:12:02 Lorie Huff: Hello from Fayetteville, Arkansas  
 00:12:37 Ramona Hall: Hi from Charlotte, NC!  
 00:12:37 Emily Crocker: hi from Massachusetts!  
 00:13:00 Lisa Carroll: Hi from Southern California  
 00:13:11 Cindy Bryant: Please set you chat to "All panelists and attendees"  
 so everyone can see your posts!  
 00:13:18 Maricar Sanchez: hi from the Philippines  
 00:13:22 LeAnna Deveaux-Miller: Good Evening: From New Providence, THE  
 BAHAMAS  
 00:13:26 Tina Hall: Hi from WV  
 00:13:35 Susan Bardenhagen: Pre-service, student teacher in the house!  
 Welcome from us oldies but goodies- speaking for myself w/46 years, no offense  
 intended.  
 00:14:00 Patti Chesney: Hi from Texas!  
 00:14:02 Lynne Fair: Hello from Marshfield, Missouri  
 00:14:05 Faith Peddie: Hi All, our closed captioning is not working this  
 evening but it will be available with the recording.  
 00:14:06 Beth Kobett: So excited to have you all here!  
 00:14:09 Chona Madatu: Hi from Orlando  
 00:14:18 KEISHA SMITH: Hello from Montgomery AL  
 00:14:34 Maddison Dobbs: 0  
 00:14:37 Fontina Rein: not too much  
 00:14:38 Maria Tsang: 0  
 00:14:38 Toni Galassini: 4  
 00:14:38 Rebecca Rumler: 2  
 00:14:39 Kelly Kratz: 2  
 00:14:39 Kristi Chiasson: 3  
 00:14:40 Chhaya Patel: 5  
 00:14:40 Debbie Grady: 2  
 00:14:40 Diana Galvan: 0  
 00:14:40 Christin Branyon: 0  
 00:14:40 Kristi Gettelman: 3

00:14:40	Taylor Aikins:	1	
00:14:40	CARMEN CROWDER:	1	
00:14:40	amanda malcolm:	3	
00:14:40	Samantha Panco:	1	
00:14:41	Cristina Pedrero:	0	
00:14:41	Tiffany Scott:	3	
00:14:41	Donna Reid:	4	
00:14:42	Terri McCarthy:	3	
00:14:42	Cassandra VanHoutte:	3	
00:14:42	Linda Wojton:	0	
00:14:42	Rowena Duane:	3	
00:14:42	Maeve Mihan:	1	
00:14:42	Katie Goodwin:	1	
00:14:43	Jannet Chamú:	1	
00:14:43	Elizabeth Snowden:	1	
00:14:44	Amy Goodman:	5	
00:14:44	Kendra Edwards:	4	
00:14:44	Tavia Brake:	1	
00:14:44	Erika Hassay:	2	
00:14:45	Diana Galvan:	0	
00:14:45	Kelli Sullivan:	0	
00:14:45	Kerri Bogart:	1	
00:14:45	Lisa Lambuth:	3	
00:14:45	Patricia Dominguez:	4	
00:14:45	Amy Hamlin, PhD:	2	
00:14:46	Dasha Enix:	0	
00:14:46	Cindy Cliche:	4	
00:14:46	Raymond Hahn:	0	
00:14:46	Barb Fukushima:	1	
00:14:46	Lynn Lafferty:	3	
00:14:47	Cathy Hutchins:	5	
00:14:47	Tanya Landry:	3	
00:14:47	Tricia Stohr-Hunt:	4	
00:14:47	Maria Yazmin Gil Preciado:	1	
00:14:47	David Barnes:	4.68	
00:14:47	Retonja Harvey:	0	
00:14:47	Madison Hommey:	3	
00:14:47	Chona Madatu:	2	
00:14:48	Anna Stawowski:	3	
00:14:48	Rhonda White:	4	
00:14:48	Fontina Rein:	0	
00:14:48	Susan Bardenhagen:	4	
00:14:48	Beth Cox:	4	
00:14:49	Debbie Wells:	2	
00:14:49	Erin Cole:	0	
00:14:49	marwah abdelmohsen:	0	
00:14:50	Christine Yokoyama:	1	
00:14:51	Jennifer Thomas:	2	
00:14:51	Wendy Iacobucci:	2	
00:14:51	Daniel Irving:	4 to 5	

00:14:52 Graciela Navarrete: 0  
00:14:53 Anissa Nemetz: 3  
00:14:54 Luanne Dunlap: 2  
00:14:54 Elin Anderson: 2  
00:14:54 Sandhya Raman: 5  
00:14:55 Sheryl Cruz: 1  
00:14:56 Alexandria Mercer: 2  
00:14:58 Nancy Carlson: 2  
00:14:59 Agus Budiman: 3  
00:15:05 Jasmine Mills: 2  
00:15:06 Janis Stern: 0/1  
00:15:07 Jennifer Lewicki: 3  
00:15:08 Lisa Aldous: 3  
00:15:08 Tiffany Walter: 1  
00:15:10 KEISHA SMITH: 3  
00:15:12 Linda Rhoden: 0 knowledge of the 5 practices  
00:15:13 Todd Smallcanyon: 1  
00:15:13 Cynthia Thompson: 5  
00:15:17 Bina Kachwalla: 5 very familiar  
00:15:41 Emerlina Binuya: 3  
00:15:42 Elaine Caplano: 0  
00:15:42 Delores Rushing: Familiar  
00:15:46 Leslie Castillo: 0  
00:16:02 Bailey Coop: 0 im a teacher in training  
00:16:13 Bailey Coop: in school for to become one  
00:16:25 Donna Ware: 0  
00:16:30 Taylor VanDemark: 0  
00:16:33 Lynne Fair: 2  
00:16:36 David Barnes: Welcome to all those training to be teachers!  
00:16:45 Katharine Zaragoza: Hello to everyone from IL  
00:16:51 Chonda Long: Here are the links to the handouts:  
00:16:54 Chonda Long:  
[https://www.nctm.org/uploadedFiles/Conferences\\_and\\_Professional\\_Development/Webinars\\_and\\_Webcasts/Webcasts/Sept28WebinarHandout1.pdf](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept28WebinarHandout1.pdf)

[https://www.nctm.org/uploadedFiles/Conferences\\_and\\_Professional\\_Development/Webinars\\_and\\_Webcasts/Webcasts/Sept28WebinarHandout2.pdf](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept28WebinarHandout2.pdf)

[https://www.nctm.org/uploadedFiles/Conferences\\_and\\_Professional\\_Development/Webinars\\_and\\_Webcasts/Webcasts/Sept28WebinarHandout3.pdf](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept28WebinarHandout3.pdf)

00:17:01 LANY JAMERO: good morning from philippines  
00:17:05 Beth Kobett: Love our beginning teachers!  
00:17:12 Raymond Hahn: I did my student teaching around 1980 at UWM under Henry S. Kepner, past president of NCTM.  
00:18:07 Melonie Smith: Hello from Chicago  
00:18:39 Chonda Long: Here are the links to the

handout:[https://www.nctm.org/uploadedFiles/Conferences\\_and\\_Professional\\_Development/Webinars\\_and\\_Webcasts/Webcasts/Sept28WebinarHandout1.pdf](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept28WebinarHandout1.pdf)

[https://www.nctm.org/uploadedFiles/Conferences\\_and\\_Professional\\_Development/Webinars\\_and\\_Webcasts/Webcasts/Sept28WebinarHandout2.pdf](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept28WebinarHandout2.pdf)

[https://www.nctm.org/uploadedFiles/Conferences\\_and\\_Professional\\_Development/Webinars\\_and\\_Webcasts/Webcasts/Sept28WebinarHandout3.pdf](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept28WebinarHandout3.pdf)

00:18:44 Amy Goodman: Handouts are not available: Site maintenance  
Currently the site is under maintenance and this functionality is currently not available

Please use the back button or [click here](#) to return to the main site.

00:20:38 David Barnes: @Amy, try again. I seem to be able to download them.

00:22:20 Raymond Hahn: Making the diagram is the most important!

00:22:26 Brenda McNeese: know how to diagram

00:22:28 Cathy Hutchins: +/- multiples of 10

00:22:35 Brenda McNeese: know what scented markers are

00:22:41 Kristi Chiasson: students need to understand place values and groups of tens

00:22:44 Lisa Aldous: Understand place value, ones and tens

00:22:48 CINDY KLAGES: Place value, subtraction

00:22:48 Dan Herforth: follow steps of the problem

00:22:51 Beth Kobett: language - diagram equation place value

00:22:54 Brenda McNeese: be familiar with equations

00:22:54 Elaine Caplano: what is an equation

00:22:54 Rebecca Rumler: place value

00:22:59 Cassandra VanHoutte: draw a picture, place value, +/-

00:22:59 CINDY KLAGES: What the problem means

00:23:00 Taylor VanDemark: Understand the operations of subtraction

00:23:01 Elin Anderson: Make a diagram

00:23:02 Rebecca Rumler: vocabulary terms like diagram equation

00:23:03 Cynthia Thompson: they need to make the connection between giving away and subtracting and what an equation is

00:23:03 Stacie Mach: vocabulary

00:23:04 Tiffany Scott: How to create a diagram

00:23:05 Fontina Rein: vocabulary

00:23:10 Maria Rodriguez: Understand the problem, plan, solve and maybe reflect. Focus on the question.

00:23:11 Delores Rushing: Know something about subtraction

00:23:13 Grace Youngblood: place value.

00:23:14 amanda malcolm: They would need to know the word "diagram" and what that means in this context. Place value, Base 10 notation,

00:23:14 Elin Anderson: Write an equation

00:23:15 Brenda Heil: Understand what the problem is asking, how to

subtract groups of ten, create a diagram, writing and equation

00:23:16 Wanda Parker: Understanding place value

00:23:16 Lisa Aldous: agree with someone above...vocabulary can cause them to stumble

00:23:16 Alexandria Mercer: Vocabulary

00:23:17 Janis Stern: we would use this beginning with a picture - verbally give the problem and have them puzzle it out on a whiteboard

00:23:17 Sharon Black-MacKinnon: make a diagram, have a strategy to break down the problem and understand the vocabulary

00:23:17 Taylor Aikins: drawing diagrams to show knowledge of addition and subtraction

00:23:18 Diana Galvan: how to write an equation

00:23:18 Donna Ware: difference

00:23:22 Jennifer Thomas: understand what the problem is asking. what are you solving

00:23:23 Rosalie Macaspac: ten frames is also important

00:23:24 Diana Galvan: place values

00:23:25 Cathy Hutchins: reading comp, problem solving strategies, representation

00:23:26 Melonie Smith: Words that mean subtraction

00:23:27 Donna Ware: counting up

00:23:28 Jennifer Thomas: vocabulary

00:23:29 Luanne Dunlap: how to represent bigger numbers

00:23:31 Jasmine Mills: Double digit equations

00:23:31 Raymond Hahn: I'm not too sure about the equation. Introduce a variable first

00:23:38 Katharine Zaragoza: Ten frame

00:23:40 Grace Youngblood: place value, counting, problem solving

00:23:41 Jennifer Cos: Place value

00:23:44 Jacqueline Colbourne: How to create a diagram?

00:23:48 Emerlina Binuya: MODEL the problem with pictures

00:23:50 Retonja Harvey: Add to subtract or subtract and place value

00:23:51 Donna Ware: hundreds chart

00:24:01 amanda malcolm: Base 10 notation or hundreds charts

00:24:04 Sara Brannan: reading comp. know how to draw a diagram to solve understand place value know how to subtract

00:24:08 Beth Cox: pictorial to abstract

00:24:15 Raymond Hahn: I would use the word picture instead of diagram

00:24:18 Leslie Castillo: Place value

00:24:44 Lisa Aldous: Start concrete with actual markers, then move to diagram

00:26:19 Susan Bardenhagen: I like that the scenario is real world for students- teachers sharing materials and a smile for scented markers.

00:26:31 Jessica Rock: A lot of drawings

00:26:31 Janis Stern: use manipulatives to start with

00:26:32 Sharon Black-MacKinnon: adding on, using friendly numbers,

00:26:33 Elizabeth Wallace: They might draw all of the markers in a random assortment, making it difficult to count.

00:26:34 Christin Branyon: Students could use counting on as a strategy

00:26:37 Taylor Aikins: using manipulatives

00:26:39 Rebecca Rumler: manipulatives

00:26:43 Taylor VanDemark: manipulatives

00:26:47 Leslie Castillo: Manipulatives

00:26:49 Melonie Smith: Making groups of ten with manipulatives

00:26:49 Jasmine Mills: Manipulatives

00:26:49 Jennifer Thomas: concrete to pictorial

00:26:50 Bailey Coop: manipulTIVES

00:26:53 Alexandria Mercer: Manipulatives

00:26:53 Stacie Mach: regrouping

00:26:55 Cathy Hutchins: Use manipulative, drawings, hundreds chart, number line

00:26:56 Janis Stern: students might not know where to go - up or down with their numbers

00:26:57 Lynne Fair: pictures, manipulatives, equations

00:26:57 CINDY KLAGES: Virtual manipulatives, too, these days!

00:26:58 Wanda Parker: Use actual markers

00:26:59 Jada Pearson: Trying to count one by one

00:27:09 Lisa Lambuth: Students will direct model the action of the story

00:27:10 Christine Yokoyama: New vocabulary

00:27:17 Erika Hassay: students might use compensation and a hundreds chart

00:27:19 Mithun Ranjan Dey: abacus

00:27:27 Beth Cox: challenge might be lack of understanding of how numbers relate to one another: where does 45 relate to 60

00:27:34 Janis Stern: using whiteboard to solve

00:27:34 Sharon Black-MacKinnon: use several types of manipulatives

00:27:38 CINDY KLAGES: Hundreds chart

00:27:38 Raymond Hahn: I would first use smaller numbers in the problem

00:27:45 Bina Kachwalla: PV BLOCKS

00:28:12 Erika Hassay: students might draw a picture but have counting errors because the numbers are large.

00:28:44 Amy Goodman: divergent questions

00:28:55 Elizabeth Wallace: Students may struggle with how to keep track of the numbers (69, 79) in a diagram. Grouping 69 or 79 objects (math manipulatives).

00:29:02 CINDY KLAGES: @Amy, I like that terminology

00:29:05 Raymond Hahn: The answer is not as important as their effort

00:29:15 Janis Stern: keep thinking questions

00:29:55 Cindy Bryant: Please set you chat to "All panelists and attendees" so that everyone can see your chat posts.

00:31:01 Janis Stern: we have been using Peter Liljedahl's VNPS math - uses all these 5 practices! just clicked with me that this is following the same ideas

00:32:02 Beth Kobett: Wat a minute!

00:32:10 Lisa Aldous: Nothing wrong with old school!!!!

00:32:15 Beth Kobett: Wait!

00:32:38 Wanda Parker: I agree with those Post it notes!

00:32:47 Carol Matsumoto: I used a clipboard and stickies a lot

00:33:15 Jennifer Thomas: @Carol so do I

00:33:37 Beth Kobett: Love my cruising clipboard

00:34:16 CINDY KLAGES: Our AL Math Science & Technology specialists have



shown us how to do this!

00:34:33 Beth Kobett: Love what Latrenda just said about how we want to tell the story

00:34:47 Fanty Marc: I second that!

00:36:06 Delores Rushing: Students can use a KWL chart to record their responses.

00:36:44 CINDY KLAGES: The equations are correct, but I would want to know what the thoughts were with the tape diagrams.

00:36:53 Erika Hassay: Tell me about these diagrams.

00:37:01 Elizabeth Wallace: I noticed that there are no drawings.

00:37:02 Fontina Rein: Id like the diagram explained too.

00:37:07 Diana Galvan: same!

00:37:11 Lisa Aldous: Can you re-tell me the story using just your diagram?

00:37:11 Susan Bardenhagen: I would ask the student to diagram the value of the 69 and how they subtracted from that total.

00:37:15 amanda malcolm: I would ask about their answer of 10s and ones, since they didn't show how they arrived there.

00:37:21 Brenda McNeese: I wonder why there is no decomposition of 79

00:37:27 Stacie Mach: I would ask how they got to those answers

00:37:28 Lynne Fair: Tell me why you put the numbers where you did. How did you get your answer?

00:37:33 Janis Stern: I notice this student uses all numerals and nothing abstract to diagram their work

00:37:34 Cynthia Thompson: I like how this student explained the tens and ones remaining.

00:37:35 Philippa Miller: no real explanation of student thinking

00:37:35 Raymond Hahn: I don't think place value is what the goal is here. Its more how to solve a word problem

00:37:36 Taylor VanDemark: I would ask the student how they found the answers by using diagrams

00:37:37 Erika Hassay: How does knowing that 29 is 2 tens and 9 ones help you think about this first problem ?

00:37:41 Elaine Caplano: Explain what you did to get those answers

00:37:43 Elizabeth Wallace: I am not sure how the student solved this problem. Did he just know the answer? Did he count on his fingers?

00:37:45 Dinah Canton-Johnson: I notice that the student is using the part-part-whole strategy. However, it appears that the student had difficulty making sense of it.

00:37:46 Jennifer Thomas: What was the train of thought for the diagrams that were drawn

00:37:47 Lisa Aldous: Is there a different diagram you could use to check your work?

00:37:53 Nancy Carlson: I would want to know which part they did first? I would ask the student to tell me his/her thinking.

00:38:10 Janis Stern: how else could you show the way you got your answer

00:38:17 Thy Dinh: Not sure what 4 tens and 9 ones is there except to show how the child subtracted with place value

00:38:18 Delores Rushing: May want to know if students used front end subtraction. Did they know when to rename

00:38:21 Patrice Fitzgerald: How did they get the answer to the first problem? Explain your thinking?

00:38:24 Cindy Bryant: Please set your chat to "All panelists and attendees" so that everyone can see your chat posts.

00:38:44 Thy Dinh: process of child is unclear

00:38:49 Wanda Parker: Ask them to rewrite math problems in bunk bed style to show work.

00:39:11 Marie Clarke: are they trying to do part part whole

00:39:27 amanda malcolm: How could you show this another way? What if a friend was having a hard time? how might you help them?

00:39:29 Susan Bardenhagen: What is "bunk-bed" style? =)

00:39:42 Amy Goodman: It looks as if the student moves right to the algorithm. Is the diagram an afterthought? I wonder if the student has met standards and if it is time to push

00:39:45 Elizabeth Wallace: I wonder if this student just knows how to get the answer and then felt the need to draw boxes. The boxes don't qualify as a representation. It seems like just boxes around numbers

00:39:47 Antoinette Pino: from Antoinette Pino tell me how did you get the answer

00:40:13 Wanda Parker: Bunk bed style is one number on top and other number on bottom and show work

00:40:20 Lisa Lambuth: student uses base ten representation to subtract

00:40:21 amanda malcolm: Tell me about those "slashes" or "cross marks"

00:40:21 Susan Bardenhagen: Simple does it well. =)

00:40:25 Harjeet Kaur Ubbi: he used tens and ones

00:40:25 Cristina Pedrero: The thinking process is clear.

00:40:29 Lisa Aldous: Why is "diagram" crossed out in the question?

00:40:33 Christine Yokoyama: It looks like he wanted to use an array.

00:40:37 Cindy Cliche: Interesting that the student crossed off diagram in problem.

00:40:37 Raymond Hahn: I would ask them to check their answer.

00:40:41 Stacie Mach: This child did not want to do a diagram LOL

00:40:43 Janis Stern: I like how they used the base ten and took away their tens by crossing out - that makes it very clear what they were thinking

00:40:43 Philippa Miller: interesting that the word diagram is blocked out

00:40:47 Elizabeth Wallace: This shows the process of taking away tens. And the ones are not "touched" so they remain the same. This is much clearer than student #8.

00:40:49 Marie Clarke: it is clear and use of drawing is good

00:40:51 Emily Crocker: his way or the high way!

00:40:55 Cristina Pedrero: Uses tens and ones to subtract

00:40:56 Lynne Fair: Tell me why you marked out some of the tens. How did you know how many to mark out.

00:40:59 Stacie Mach: Just ask them to explain their work...why did you slash through these?

00:41:00 Emily Crocker: but the strategy makes sense

00:41:02 Donna Ware: I like this. Shows place value--took away 40 or 4 tens.

00:41:04 Tiffany Scott: looks like they used base ten, very organized

00:41:05 Thy Dinh: Looks like the child drew 10 sticks and crossed out the ones that Mrs. Tyus gave away.

00:41:05 CINDY KLAGES: #14 only wanted to do it his way. I loved the way he marked out the part about a diagram! LOL

00:41:07 Cathy Hutchins: Base ten blocks, pictorial leading to abstract, direct representation

00:41:07 Melonie Smith: I'd like to know what each vertical line represents

00:41:07 Cindy Cliche: Student shows taking away the tens on the diagram.

00:41:07 Susan Bardenhagen: Hmm, I think perhaps the student highlighted the word, rather than crossing it out...

00:41:11 Patrice Fitzgerald: clear understanding of subtraction

00:41:15 Jennifer Thomas: I noticed the word diagram was scratched out in the problem. The student showed great understanding of place value.

00:41:18 Leslie Castillo: Student process is clear. Good use of the diagram

00:41:20 Sharon Black-MacKinnon: Clear indication of understanding with a clear diagram to support their work

00:41:22 Barb Fukushima: Clearly shows their thinking and process

00:41:24 Stacie Mach: understands place value

00:41:25 Kerri Bogart: Clear representation of how the student solved the problem.

00:41:25 Cindy Cliche: Susan, you may be right! Didn't think of that.

00:41:26 Lisa Aldous: Good focus on place value. Can you teach your partner what you did?

00:41:28 Cynthia Thompson: It is clear 14 understands place value

00:41:29 MYLA DETECIO: the child knows well the concept of tens and ones

00:41:29 Chhaya Patel: How does your model represent 79-30?

00:41:31 Taylor VanDemark: Understands place value

00:41:36 Dinah Canton-Johnson: Noticing that the student used base-ten blocks to solve. What did you select this strategy?

00:41:38 Antoinette Pino: I see he understand the problem and he or she show the work

00:41:39 Marie Clarke: understand subtraction and count by tens

00:41:43 Cathy Hutchins: No equations answered, only word problems

00:41:46 Barb Fukushima: I wonder if the word diagram is highlighted as an important word

00:41:46 Elaine Caplano: this student created a diagram using knowledge of place value to come up with the answers

00:41:49 Taylor VanDemark: Can you explain what your diagram represents?

00:41:50 Bailey Coop: clearly shows the thinking process and its very clear to me how he got the answers

00:41:51 amanda malcolm: is there another way to show the same work?

00:41:53 Harjeet Kaur Ubbi: he knows what he is doing to find the answer, he has clear strategy

00:41:54 Wanda Parker: Knows place value

00:41:56 Linda Rhoden: I actually have never seen this method but, I find it a great strategy for math! I would ask student to explain their actions.

00:41:56 Todd Smallcanyon: did student ask the question diagram is

00:42:00 Susan Bardenhagen: For the previous student's work, it reminds

me of a student in upper grades who does not want to show work. They compute and then just make diagram match without the process.

00:42:02 Donna Ware: I like that the problems all were taking away a decade number

00:42:05 keryn naso: clear understanding of subtracting and place value

00:42:05 Philippa Miller: seems to have been used to using manipulatives and can represent them in a diagram

00:42:09 Brenda McNeese: Very clear thinking and diagraming

00:42:12 Jennifer Cos: So much clearer than previous student in that tens and ones and subtracting 10s from each other .

00:42:19 Elizabeth Wallace: @susan: yes!

00:42:46 Antoinette Pino: yes

00:43:08 Elizabeth Wallace: I would say that both #8 and #14 may understand how to solve.

00:43:13 Jessica Rock: Number lines

00:43:17 Lisa Aldous: I notice it's kind of like an open number line.

00:43:23 Taylor VanDemark: number line is being used

00:43:30 Lisa Lambuth: The student used a counting backwards strategy with tens.

00:43:33 Wanda Parker: Basically number line

00:43:36 Christine Yokoyama: My initial thought was a number line.

00:43:38 Stacie Mach: understands using a number line and decomposing to subtract

00:43:44 Harjeet Kaur Ubbi: count back in 10s

00:43:46 Rebecca Rumler: a version of a number line

00:43:47 Elizabeth Wallace: This student is using the number line approach. This is clear.

00:43:49 amanda malcolm: Love that this student can make jumps of 10 backward without compensating.

00:43:50 Janis Stern: can you tell me what you did here to get your answer? I notice they used jumps of 10 - I would use that and draw attention to that as a strategy

00:43:50 Philippa Miller: I wonder why the number line is going forward rather than backward as might expect with number line

00:43:57 Cathy Hutchins: Counting back by tens, representing skip counting, leading to number line.

00:43:58 Donna Ware: nice strategy

00:44:05 Marie Clarke: knowledge of skip counting and use of number line

00:44:08 Jennifer Thomas: Used the number line and use the 10 strategy in subtracting

00:44:12 Susan Bardenhagen: @ Elizabeth - this is really a problem when they were asked to estimate and they compute and then round....

00:44:15 Pam Cadena: student understands how to use number line, but is not sure on how to connect the number line process to make an equation

00:44:17 clareharrington: Equation doesn't match the word problem. Student is just decomposing answer.

00:44:21 Lisa Aldous: I would ask: can you explain what each of these numbers represents?

00:44:22 amanda malcolm: I might ask them about their equations

00:44:26 Stacie Mach: would be very happy with this thinking and work !!

00:44:27 Sara Brannan: shows jumps on a number line then decomposes the answer to tens and ones some confusion on when to decompose to show 10s and 1s

00:44:27 David Barnes: Can you explain your thinking of the diagram? ... How do these actions this relate to your equation?

00:44:28 Thy Dinh: The student counted backwards by tens 4 times or 3 times. Not sure who  $20 + 9$  and  $40 + 9$  are part of the solution process

00:44:28 Lisa Lambuth: I might ask the student how he/she knew when to stop counting backwards by 10s

00:44:28 Delores Rushing: number line and counting by tens to subtract

00:44:30 Antoinette Pino: ok the he is using the number line

00:44:31 Amy Goodman: I see the number line idea. I am just concerned that the direction is wrong and how it will translate later.

00:44:37 Jennifer Cos: Using the number line to count down by 10s was clear.

00:44:39 Mithun Ranjan Dey: concert of number line for subtraction

00:44:41 Dinah Canton-Johnson: Student has knowledge of using the number line to count back to solve the problem. Student has a knowledge of skip counting by 10s. Explain your work based on the model presented.

00:44:43 Leslie Castillo: I would ask the student why he chose to use the reverse method

00:44:44 Cynthia Thompson: good strategy, needs to show the equation

00:44:49 Chhaya Patel: Why did you subtract back 10 three/four times?

00:44:51 Donna Ware: maybe counting up would be easier

00:44:51 Stacie Mach: Great job....could still question why.....

00:44:57 MYLA DETECIO: i have noticed that the students are free to use the strategy they are most comfortable with in presenting their answers

00:45:01 Patrice Fitzgerald: love seeing the various strategies children are using...can see what stage they're understanding is...

00:45:04 Raymond Hahn: I think this is why the vast majority of my students say they suffer from math anxiety

00:45:09 Elaine Caplano: students used number line to subtract by 10s. What are your thoughts when writing the equation?

00:45:09 Antoinette Pino: yes he or she is using the number line but not clear

00:45:19 Elizabeth Wallace: I am not concerned about the direction he is counting on the number line. But this could be an area for the teacher to examine.

00:45:39 Marie Clarke: ask why counting from 69 but its is backwards

00:45:45 Cathy Hutchins: It isn't necessarily a number line, just representing thinking

00:46:07 Elizabeth Wallace: I might ask the student to show this to me on the number line on the wall. See how he works through that.

00:46:12 Lisa Aldous: Direction of number line shows the student's thinking process in order, but not about relative size of the numbers.

00:46:21 Beth Kobett: Like that @maria!

00:46:32 Amy Goodman: I am concerned since the numbers to the left decrease. may cause problems in middle school math

00:46:50 Stacie Mach: forgot the ones

00:47:02 Wanda Parker: Lost the ones

00:47:03 Donna Ware: I would ask the student why there is a zero in the ones place

00:47:06 Cindy Cliche: Interesting that the student only focused on the tens.

00:47:07 Sharon Black-MacKinnon: Showed the work correctly but did not include the ones in the answer

00:47:07 Harjeet Kaur Ubbi: he tried to count in tens but missed to count ones in the answer

00:47:11 Elizabeth Wallace: #18 left out the ones. I am interested in how neatly (3x3) he set up the 9 ones in the first prob.

00:47:14 amanda malcolm: I might ask them to count one of their solutions out loud for me and see if they notice what I notice.

00:47:26 Marie Clarke: identify the units markers thats good

00:47:26 Kelly Kratz: Ask the student to explain the numbers at the bottom of the place value chart

00:47:35 Antoinette Pino: I would ask can you go back and do it again

00:47:36 Christine Yokoyama: #18 Could you explain your mental math?

00:47:37 Delores Rushing: Student understands something about place value and is able to give written explanation about answers found.

00:47:38 Cathy Hutchins: Place value chart, pictorial representation, answer in sentence, misunderstanding about ones

00:47:45 Jennifer Thomas: The zero in the ones place is a concern. How did you get the zero when you have ones represented there?

00:47:49 Cynthia Thompson: good strategy as well, needs to be more careful and check their work for accuracy

00:47:50 Kendra Edwards: Maybe explore the value of each place because the student used the same symbol to represent tens and ones

00:47:50 Dinah Canton-Johnson: Good illustration of base ten blocks. Student lost focus in finding the difference. Omitted the ones both problems.

00:47:53 Leslie Castillo: I would ask the student to explain the 0 in the ones place

00:47:55 Lynne Fair: Tell me what happened to the ones. You started with 9 and now you don't have any. How did that happen?

00:48:01 Lisa Aldous: I would go back to concrete and have them build the problem with manipulatives

00:48:02 Sharon Black-MacKinnon: why did they write 20 and 40 at the bottom of the diagram

00:48:02 Linda Rhoden: Ask student to explain their process.

00:48:04 Maeve Mihan: I would also ask the student to explain what work they did to come to the conclusion that  $88-30=68$

00:48:05 Elaine Caplano: student used place value to subtract. Would have student share how to write the equation to represent the problem.

00:48:05 Wanda Parker: Why do you have 0 in the ones place, but have 9 dots?

00:48:10 keryn naso: I would ask the student to tell me the number sentence they used to find the difference

00:48:10 Thy Dinh: Student chart is clear what the dots mean in terms of their place value. How many ones does Ms. Tyus have?

00:48:12 Kerri Bogart: student has a misunderstanding of what to do with the ones. I would ask the student to explain his thinking.

00:48:25 Fany Marc: I wonder is this error was based on neglect because the setup was good

00:48:45 Dinah Canton-Johnson: I would ask the student how they checked their thinking.

00:48:51 Jennifer Thomas: Maybe model your place value chart using base ten blocks to visually see it.

00:49:01 keryn naso: give the students her ten blocks

00:49:29 keryn naso: base ten blocks

00:49:31 Elizabeth Wallace: This is where allowing students to share with other students is SO important.

00:49:32 Raymond Hahn: There are better ways to teach place value

00:50:27 Delores Rushing: Thank you Latrenda. Good samples of student work.

00:50:39 Beth Kobett: Such a great conversation

00:50:40 amanda malcolm: what were the student numbers agin

00:50:44 Elizabeth Wallace: Is this why you told us to take notes!!!  
Ahh!

00:50:59 Janis Stern: 4 or 1 first I think

00:51:00 Cynthia Thompson: 3,1,2

00:51:01 Lisa Lambuth: I would have the 2nd example share first and then the 3rd example.

00:51:03 Stacie Mach: I would show the ones that drew the tens and ones first....then move to the one with the number line

00:51:12 Cristina Pedrero: 1. 2. 3

00:51:13 Erika Hassay: 4,2,1,3

00:51:16 Leslie Castillo: 2,1,3,4

00:51:17 David Barnes: 3,2,4,1

00:51:18 Jennifer Thomas: 3,2,1,4

00:51:20 Cathy Hutchins: 3, 4,

00:51:25 Lisa Aldous: I'd do the last one first and then the second one. See where the conversation goes from there.

00:51:27 Taylor Aikins: student 14 then 18

00:51:33 Dinah Canton-Johnson: Base-Ten Blocks, - number line, and then Part-Part Whole.

00:51:35 Cristina Pedrero: 1, 3, 2

00:51:37 Philippa Miller: Actually it is 9.40 on a tuesday morning!

00:51:39 Elaine Caplano: 2,4,3, 1

00:51:40 Fanty Marc: I would start with the one who did the discs and had 0 in the ones place, then the 2 and 3, and the first one who labelled the tape diagram wrong is who I would call last.

00:51:41 Antoinette Pino: I would have them all present because they can help each other

00:51:43 Christin Branyon: 4-3-2-1

00:51:45 Elizabeth Wallace: I think it would depend on the student.

00:51:50 Thy Dinh: 18, 10, 14 8

00:51:50 Harjeet Kaur Ubbi: 2,3,4,1

00:52:03 amanda malcolm: 4213

00:52:08 Cathy Hutchins: Most concrete to most abstract

00:52:14 Philippa Miller: My favourite no to look at wrong answer

00:52:16 Jada Pearson: 4-2-3-1

00:52:33 Thy Dinh: sorry @Beth

00:52:59 Delores Rushing: the problems using diagrams with use of

place value chart then show others and ask student what they think.

00:53:11 Lisa Aldous: I'd do the 4th one first but ask "what is brilliant about this one?" to lead to a discussion of using place value. Mistakes should be celebrated, they lead to learning!

00:53:16 Antoinette Pino: let them revisit and help each other out

00:53:30 CINDY KLAGES: @Lisa love it!

00:53:38 Thy Dinh: love the idea of letting kids revise before they share with others

00:53:56 Jennifer Thomas: I would also have them do a carousel walk and get each group opinion

00:54:00 Thy Dinh: yes @Lisa

00:54:06 Lisa Aldous: (Got the "brilliant" idea from Robert Kaplinsky, can't take full credit for it!)

00:54:32 Beth Kobett: Love @Thy!

00:54:42 Antoinette Pino: yes that is so right

00:54:42 Leslie Castillo: Love the idea of putting problems side by side and asking to discuss similarity and differences

00:54:55 Beth Kobett: Fabulous ideas!

00:55:15 Chonda Long:

Handouts:[https://www.nctm.org/uploadedFiles/Conferences\\_and\\_Professional\\_Development/Webinars\\_and\\_Webcasts/Webcasts/Sept28WebinarHandout1.pdf](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept28WebinarHandout1.pdf)

[https://www.nctm.org/uploadedFiles/Conferences\\_and\\_Professional\\_Development/Webinars\\_and\\_Webcasts/Webcasts/Sept28WebinarHandout2.pdf](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept28WebinarHandout2.pdf)

[https://www.nctm.org/uploadedFiles/Conferences\\_and\\_Professional\\_Development/Webinars\\_and\\_Webcasts/Webcasts/Sept28WebinarHandout3.pdf](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept28WebinarHandout3.pdf)

00:55:47 David Barnes:

[https://www.nctm.org/uploadedFiles/Conferences\\_and\\_Professional\\_Development/Webinars\\_and\\_Webcasts/Webcasts/Sept28WebinarHandout1.pdf](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept28WebinarHandout1.pdf)

[https://www.nctm.org/uploadedFiles/Conferences\\_and\\_Professional\\_Development/Webinars\\_and\\_Webcasts/Webcasts/Sept28WebinarHandout2.pdf](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept28WebinarHandout2.pdf)

[https://www.nctm.org/uploadedFiles/Conferences\\_and\\_Professional\\_Development/Webinars\\_and\\_Webcasts/Webcasts/Sept28WebinarHandout3.pdf](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept28WebinarHandout3.pdf)

00:55:48 Beth Kobett: WOW - What a great question

00:55:56 Elaine Caplano: 0

00:55:59 Lisa Aldous: practice 0

00:56:02 Ashley Wilkie: 0

00:56:08 Antoinette Pino: that a great question

00:56:17 Pam Cadena: monitoring student work

00:56:18 Cristina Pedrero: monitoring

00:56:27 Fany Marc: Anticipating Student Responses

00:56:27 Taylor VanDemark: anticipating



00:56:28 Elin Anderson: All of them!  
 00:56:29 Sara Brannan: monitoring student work  
 00:56:29 Kendra Edwards: All of them?  
 00:56:30 Patricia Dominguez: Setting goals and anticipating  
 00:56:34 Jennifer Cos: Monitoring and sequencing  
 00:56:34 Tavia Brake: setting goals and monitoring students work  
 00:56:34 Leslie Castillo: anticipating  
 00:56:43 Tavia Brake: anticipating  
 00:56:45 Tiffany Scott: Setting goals  
 00:56:46 Pam Cadena: sequencing  
 00:56:46 Taylor VanDemark: anticipating  
 00:56:46 Sara Brannan: all  
 00:56:46 Cristina Pedrero: '0  
 00:56:51 Bailey Coop: all of them  
 00:56:53 Jennifer Thomas: anticipating  
 00:56:54 Elaine Caplano: all  
 00:56:56 amanda malcolm: purposeful questioning  
 00:56:58 Linda Wojton: select tasks  
 00:57:00 Jennifer Cos: all  
 00:57:02 Antoinette Pino: good  
 00:57:04 Delores Rushing: Setting goals, implementing , monitoring,  
 really all of them  
 00:57:20 Lisa Aldous: 2-4  
 00:57:21 Mithun Ranjan Dey: all of them  
 00:57:31 Pam Cadena: sequencing and connecting  
 00:57:33 Cristina Pedrero: 3-4  
 00:57:34 Thy Dinh: connecting  
 00:57:35 Antoinette Pino: how about all of them  
 00:57:36 MYLA DETECIO: connecting  
 00:57:39 amanda malcolm: purposeful questioning  
 00:57:40 Maeve Mihan: connecting students solutions  
 00:57:41 Rhonda White: sequencing and questioning  
 00:57:52 amanda malcolm: selecting and sequencing  
 00:57:55 Chhaya Patel: All need to be in place because these strategies  
 promote productive discussions  
 00:57:55 Kathy Gage: planning question, also selecting and sequencing for  
 sharing  
 00:57:56 Lisa Aldous: 3-6  
 00:57:58 Sara Brannan: connecting/sequencing  
 00:57:58 Leslie Castillo: connecting  
 00:57:58 Jennifer Thomas: 3-4  
 00:58:16 Delores Rushing: so true about proposing purposeful questions  
 00:58:56 CINDY KLAGES: Student work is so powerful!  
 00:59:13 Fanty Marc: Yes! Questions other than- "What was your answer?"  
 00:59:31 Elaine Caplano: 0-5  
 00:59:41 Thy Dinh: definitely need to downplay the answer and highlight  
 the PROCESS  
 00:59:54 Delores Rushing: This is a great set up  
 01:00:29 Bailey Coop: @Thy I love that  
 01:00:32 Beth Cox: process will tell me more about the students

understanding of numerical representations than correct answers

01:00:52 Beth Kobett: Agreed @Thy!

01:00:54 Antoinette Pino: this is very good

01:00:58 Beth Kobett: and @Beth

01:01:02 David Barnes:

[https://www.nctm.org/uploadedFiles/Conferences\\_and\\_Professional\\_Development/Webinars\\_and\\_Webcasts/Webcasts/Sept28WebinarHandout3.pdf](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept28WebinarHandout3.pdf)

01:01:09 Nancy Carlson: Can you put the link to the resources in the chat again please?

01:01:11 Thy Dinh: The answer is important, but we don't want to focus too much on that

01:01:35 David Barnes:

[https://www.nctm.org/uploadedFiles/Conferences\\_and\\_Professional\\_Development/Webinars\\_and\\_Webcasts/Webcasts/Sept28WebinarHandout1.pdf](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept28WebinarHandout1.pdf)

[https://www.nctm.org/uploadedFiles/Conferences\\_and\\_Professional\\_Development/Webinars\\_and\\_Webcasts/Webcasts/Sept28WebinarHandout2.pdf](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept28WebinarHandout2.pdf)

[https://www.nctm.org/uploadedFiles/Conferences\\_and\\_Professional\\_Development/Webinars\\_and\\_Webcasts/Webcasts/Sept28WebinarHandout3.pdf](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept28WebinarHandout3.pdf)

01:02:03 Bailey Coop: on zoom they have breakout rooms and you can go into them and listen in to their conversation

01:02:33 amanda malcolm: Do virtual kinders and grade 1 do ok with nearpod and PearDeck?

01:02:53 Beth Kobett: love the voice opportunity

01:03:00 Maeve Mihan: I used Nearpod and PearDeck in high school and they were awesome and interactive resources!

01:03:25 Antoinette Pino: yes I love the voice as well

01:04:02 Delores Rushing: Latrenda, this was a great, informative and useful presentation. Thank you so very much! Wonderful!!!

01:04:25 Fontina Rein: Great job! Thank you!

01:04:51 Bailey Coop: Wonderful Job, thank you so much!

01:04:51 Cristina Pedrero: Thank you

01:04:54 CINDY KLAGES: This has been AWESOME! I am a K-12 coach and can use this across the board!

01:04:55 Elizabeth Wallace: Thank you Latrenda! This is a fantastic presentation. Your students/colleagues are lucky to have you.

01:04:55 Amy Hamlin, PhD: Thank you

01:05:05 Tiffany Scott: Thank you so much, this was great

01:05:08 Pam Cadena: Thank you! This was so very helpful!

01:05:15 Crystal Morton: Thank you so much, Latrenda!

01:05:18 Thy Dinh: This session has gone by so quickly! Thank you Latrenda and @Beth

01:05:27 Pip Arnold: great session. thank you

01:05:33 Antoinette Pino: yes thank you so much I enjoyed this so much

01:05:34 Donna Ware: Great session. Thanks.

01:05:39 MYLA DETECIO: thank you

01:05:43 Trena Wilkerson: Fantastic session Latrenda and participants!

Such interesting discussions and observations. Thanks Beth for the great

facilitation! Love Lagniappe!

01:05:45 Alexandria Mercer: Thank you  
01:05:46 Debbie Grady: Thank you!  
01:05:48 Jenna Cok: Thank you!  
01:05:50 Thy Dinh: Zoom or other tech helps us teachers connect more easily across school sites  
01:05:51 Cathy Hutchins: Thank you. Super informative and interactive  
01:05:52 Barb Fukushima: thank you!  
01:05:53 keryn naso: great session  
01:05:53 Dinah Canton-Johnson: Thank you so much. This was great. It's given me a different perspective of teaching mathematics.  
01:05:53 Sharon Black-MacKinnon: Thank you so much for sharing  
01:05:55 Amy Goodman: Thank you!!! Have a great evening :)  
01:05:55 Antoinette Pino: yes thank you  
01:05:55 Fardowsa Mahdi: Thank you!  
01:05:55 Terri McCarthy: Thank you so much!  
01:05:56 Christin Branyon: Thank You  
01:05:56 Julie Mainwaring: thank you!!  
01:05:58 Christine Yokoyama: Thank you  
01:06:00 Suzette Golden: Thank you!  
01:06:01 Taylor VanDemark: Thank you!  
01:06:01 Philippa Miller: Thank you  
01:06:01 Maeve Mihan: Thank you very much!  
01:06:02 Kendra Edwards: Thank you! Great presentation!!  
01:06:03 Jennifer Cos: Thank you  
01:06:04 Agus Budiman: Thank you  
01:06:04 Jacqueline Colbourne: Thank you!  
01:06:04 Erin Cole: Thank You!  
01:06:05 Samantha Panco: thank you.  
01:06:05 marwah abdelmohsen: thank you  
01:06:06 Nesrin Ward: it was fantastic. Thank you for your time.  
01:06:07 Taylor Aikins: Thank You!  
01:06:07 Cassandra VanHoutte: Thank you!  
01:06:08 Dasha Enix: thank you!  
01:06:08 Wanda Parker: Thank you! This was great!  
01:06:10 Rhonda White: Thank you!  
01:06:10 Patrice Fitzgerald: Thank you !!  
01:06:12 Jada Pearson: So great to be reminded of these fantastic resources and and learn new ways to apply them:)  
01:06:12 Emerlina Binuya: You solve my problem because I am planning to create my Smart Goal! Thank you very much for your help.  
01:06:12 Marie Clarke: thank you  
01:06:17 Harjeet Kaur Ubbi: Thank you so much  
01:06:18 Rebecca Rumler: Thank you!  
01:06:18 Lynne Fair: Thank you! This was wonderful!  
01:06:20 aurora gonzales: Thank you...  
01:06:21 Carol Matsumoto: Thanks Latrenda  
01:06:22 Patricia Dominguez: Thank you!!!  
01:06:23 Fanty Marc: Thank you!  
01:06:25 Janis Stern: thank you very much

01:06:26 carmen guzman: thank you  
01:06:28 Tanya Landry: Thanks!  
01:06:28 Rachell Scott: Thank you!  
01:06:29 Sabrina Maynard: Thank you!  
01:06:29 Cindy Cliche: Great session! Thank you!  
01:06:30 Payal Arora: Thank you!  
01:06:34 Cindy Bryant: That was great Latrenda!  
01:06:37 Elaine Wilson: thank you so much  
01:06:38 Jeff Shih: Thank you, Latrenda!  
01:06:39 Jennifer Thomas: This was so great! Thank you!  
01:06:42 Honey Sacro Swem: Thank you for sharing your expertise and  
resources.  
01:06:51 Carol Matsumoto: Thanks Beth, Faith, Chonda, Dave  
01:06:54 Katharine Zaragoza: Thank you so much!  
01:07:02 Maricar Sanchez: Thank you Laatrenda. This is very  
informative. You had an awesome session / presentation in spite of the time zone  
difference.  
01:07:13 Cindy Bryant: latrendakpd@mail.com  
01:07:17 Maricar Sanchez: Thanks Chonda and nctm  
01:07:26 Cindy Bryant: latrendapd@gmail.com  
01:07:31 CINDY KLAGES: Thank you so much! I'll email you.  
01:07:42 Olga Kosheleva: Thank you!  
01:07:53 Jasmine Mills: Thank you!  
01:07:58 Beth Cox: Thank you!  
01:08:00 Cindy Bryant: latrendakpd@gmail.com  
01:08:01 Antoinette Pino: thank you  
01:08:01 Mithun Ranjan Dey: thank you so much ma'am  
01:08:16 Lisa Lambuth: Thank you so much!!!  
01:08:26 Daniel Irving: Thank you so much! This was an incredible  
presentation!  
01:08:36 Lisa Moores: lisamoores@nlesd.ca  
01:08:55 Beth Cox: Great Minds/Eureka is awesome!  
01:09:20 Lisa Moores: Thank you! Very enjoyable session.  
01:09:25 Cindy Bryant: latrendakpd@gmail.com  
01:09:51 Roger Moore: Wonderful content and presentation, thank you  
01:09:53 Beth Cox: beth.cox@walnutspringsisd.net  
01:10:04 Linda Rhoden: Thanks Latrenda! We sure appreciate it!!  
01:10:20 Katherine Ivic: ivickatherine@gmail.com  
01:10:59 Maricar Sanchez: Maricar.sanchez.bee@gmail.com  
01:10:59 Antoinette Pino: from antoinette pino anniepino125@gmail.com  
01:11:01 Suzette Golden: sgolden@pittsburgusd.net  
01:11:12 Maria Yazmin Gil Preciado: Thank you so much.  
01:11:15 Fontina Rein: Great job!!!!  
01:11:15 Lisa Aldous: Thank you so much! This was a great session!  
01:11:25 Patricia Dominguez: Thank you so much!!!  
01:11:26 Katharine Zaragoza: kzaragoza@sd129.org  
01:11:27 Ashley Wilkie: Thank you so much!  
01:11:28 Barb Fukushima: stonashima@verizon.net  
01:11:30 Patricia Dominguez: Great Webinar!!!  
01:11:31 Bailey Coop: thank you guys

01:11:34 Roger Moore: rlmoore@ualberta.ca  
01:11:39 Melonie Smith: Thank you  
01:11:40 Gloria McCarty: gmccarty@pgcps.org  
01:11:41 Harjeet Kaur Ubbi: Thank you so much!  
01:11:57 Leslie Castillo: Thank you! Great webinar. Very informative  
01:11:59 Maricar Sanchez: clap clap clap clap clap clap  
01:12:06 Emerlina Binuya: Thank you! You are awesome.  
01:12:09 Cynthia Thompson: Thank you!  
01:12:12 Luzviminda Bayarong: Thank You  
01:12:23 Patti Chesney: Thank you!  
01:12:24 kim bolf: Thank you so much!  
01:12:29 David Barnes: Wonderful engagement Latrenda!  
01:12:37 Rosalyn Bantay: Thank you so much..  
01:12:40 Wendy Iacobucci: Thank you so much!  
01:12:59 amanda malcolm: Thank you! Your presentation was fantastic!  
01:13:00 Maricar Sanchez: Thank you Beth  
01:13:01 SUHAIDAH TAHIR: thank you so much  
01:13:06 Nora Marasigan: Thank you so much!  
01:13:08 David Barnes: @Archana - Yes. tomorrow at <http://www.nctm.org/100>  
01:13:27 Trena Wilkerson: Recording will be available by tomorrow  
afternoon! @nctm.org/100  
01:13:35 Latrenda Knighten: We use the Didax virtual manipulative and  
the Math Learning Center virtual manipulative in my school district  
01:14:06 Rosalyn Bantay: thanks much NCTM love.. love..  
01:14:18 Angella Jones: This was awesome  
01:14:21 Maria Yazmin Gil Preciado: yazmingil@mac.com  
01:14:32 Bailey Coop: thank you guys!!!!!!  
01:14:36 Pauline Oji: I do not usually see the workshop when I log in  
01:14:39 Antoinette Pino: yes thank you  
01:14:40 Sharon Black-MacKinnon: Thank you to all of you!!  
01:14:43 Maricar Sanchez: Thank you to everyone  
01:14:45 Sharon Black-MacKinnon: Wonderful job!!  
01:14:52 Thy Dinh: Thank you so much!  
01:14:54 Suzette Golden: Thank you!  
01:14:55 MYLA DETECIO: thank you to all of you  
01:15:09 Wanda Parker: Thank you everyone!  
01:15:15 Melonie Smith: Is today the 94th session?  
01:15:24 David Barnes: Yes!  
01:15:24 Delores Rushing: Thank you NCTM staff! You are wonderful!  
01:15:31 Betty Stallings: Thank you  
01:15:33 Cynthia Thompson: Well done! thank you all  
01:15:55 Bailey Coop: thank you NCTM staff y'all are so appreciated!  
01:16:16 aurora gonzales: Thank you  
01:16:44 Keisha Lavia: I missed the beginning of the session, will it be  
available for later view?  
01:16:58 Cindy Bryant: The recording will be available tomorrow.  
01:17:20 Elaine Caplano: Thank you all! This was very informative. As a  
student teacher, I'm looking forward to using these strategies in my future classes.