

00:17:34 Chonda Long: Welcome  
00:17:47 Jolene Peterson: Hello from Kansas!  
00:17:54 Amie Choi: Hello from Sacramento, CA!  
00:17:55 Bina Kachwalla: Hi Bina here from NZ  
00:17:58 Anjana Tihaiya: Anjana from CT  
00:17:59 Ashley Jones: Hello from Maryland  
00:17:59 Nicole Young: Hi! Nicole Young from Fort Worth, TX  
00:17:59 Katherine McLemore: Hey Everyone from Nashville, TN!  
00:18:00 Carol Matsumoto: Hi from Winnipeg  
00:18:01 Heather Davis: Hello from Alaska  
00:18:01 Patricia Ferris: Patricia from Illinois  
00:18:03 Melissa Campbell: Hello from Fort Payne, Alabama  
00:18:03 Erin Bawcombe: Hello from CA  
00:18:03 Danielle Barberi: Hi! I live just north of New Orleans, LA  
00:18:06 Paula Wells: Paula Wells from Hammond, Louisiana  
00:18:08 Lesley Collins: Hello Lesley Collins from Kentucky  
00:18:09 Tiearra LeGrand: Hello from NYC!  
00:18:09 Jana Greeson: Hello, Jana Greeson from Calhoun Elementary School  
00:18:09 Mary Hill: Hello from New Hampshire  
00:18:10 Christine Tucker: Hi Chris from Kirkland, WA  
00:18:11 Kathy Wanamaker: Hi! Kathy from GA.  
00:18:19 Ashlie Harding: Hello all! Ashlie, fourth grade teacher from  
Maryland.  
00:18:20 LaShanda Melendez: Hello everyone from Henrico, Virginia.  
00:18:20 Jana Greeson: Calhoun, Georgia  
00:18:20 Carrie Weldon: Hi from Exeter CA  
00:18:21 Herminio Planas: Hello from Bridgeport, CT  
00:18:21 Latrenda Knighten: Greetings from Baton Rouge, LA  
00:18:21 Nicolette Nalu: Hello AMTEA president and K-5 math specialist from  
Bama! :) Thank you for doing this session!!  
00:18:21 Carolyn White: Hello from Houston, Texas  
00:18:26 Marianne Mammon: Hello from NJ  
00:18:30 Lindsay Armstrong: Hi Lindsay from Ohio  
00:18:30 April Shelton: Hello from Crab Orchard, TN  
00:18:32 Susan Hogan: Sue Hogan from Maine  
00:18:36 Dawn Secrist: Hi! Dawn from Mississippi  
00:18:36 Jaclyn Murray: Hello from Atlanta, Ga.  
00:18:41 Stephenia Courtney: Hello from Las Vegas, NV  
00:18:43 Whitney Pete: Charlotte NC!!!!  
00:18:44 Ebonie Griffin: Ebonie from FL  
00:18:47 Natalie Pipe: Hi, from Western Colorado  
00:18:52 Delise Andrews: Delise from Lincoln, NE  
00:18:54 Trena Wilkerson: Hello from Waco, Texas!  
00:18:54 DeAnn Huinker: Hi Everyone. Greetings from Milwaukee.  
00:19:03 Myra Collins: Hello from Greentop, MO  
00:19:11 Brenda Boring: Hi from Hilliard, Ohio!  
00:19:16 Peg Smith: Hi everyone! Peg from Pittsburgh  
00:19:24 Melissa Campbell: Hey, Nicolette! Hope youse guys are well!  
Melissa-UAH  
00:19:33 Myra Garcia: Hello everyone! Myra Garcia from Phoenix, AZ

00:19:34 Laura Warrington: Hi from Reston VA!  
00:19:44 Nicolette Nalu: Hi Melissa! Doing well. Hope all is well in N  
Bama! :)  
00:19:45 Joyce Dunning: This is Joyce in Tok, alaska  
00:20:01 Joanmarie Kulinka: Hello Joan Kulinka from Virginia Beach, Va  
00:20:27 Ada Feliciano: Hi from Dudley, MA  
00:20:34 Bianca Gaither: Hello from Birmingham, Alabama  
00:20:47 Lorie Huff: Hello from Fayetteville, Arkansas  
00:20:51 Anna Carnevale: Hello from Providence, RI!  
00:20:52 Gricelda Monroy: Hello from Chicago, 3rd grade teacher!  
00:20:53 Bethany Gentile: Hi from Rhode Island  
00:20:54 Robert Berry: Robert Charlottesville, VA  
00:21:00 Yelena Berdichevsky: Hello from Brooklyn, NY  
00:21:01 Jeff Koenig: Hello to all from CA  
00:21:01 Nicolette Nalu: Hi Jenn Suh! Haven't seen you since ALL you're  
awesome sessions at AMTE!  
00:21:04 Jacky Rodes: hi from VA  
00:21:05 Deanna Atkins: Hello from Indiana!  
00:21:06 Nora Ramirez: Hello from Tempe, AZ  
00:21:07 Carly Jardinier: Hello from MD, USA! :)  
00:21:08 Brittany Lopez: Hi from Portland, Oregon  
00:21:10 Camille Greene: Hello from Sunrise, Fl.  
00:21:14 Tracey Sweeney: Hello from AZ!  
00:21:15 Daniel Irving: Hello from North Providence, RI.  
00:21:15 Zahra O'Reilly-Bates: Hi from St. Croix, U.S. Virgin Islands  
00:21:16 Marquita Morris: Hello from Raleigh, NC!  
00:21:18 Katherine Stark: Hello from Phoenix, AZ  
00:21:19 Janet Jimenez: Greetings from Bx. NY  
00:21:20 Yolanda Barker: Hi from New York!  
00:21:29 Laura Ramp: Hi from New Jersey  
00:21:30 Elli Weisdorf: Hi from Toronto, Canada!  
00:21:37 Lucinda Smith: Hey from Battle Ground WA  
00:21:45 Debbie Whitehouse: Hello, from Champaign, Illinois  
00:21:53 Robin Harbour: California here  
00:21:54 Samantha Hogan: Hey! From Bronx, NY :)  
00:21:54 Alison Pepero: Hello from Buffalo, New York!!  
00:21:54 Terri Davis: Hi from Richmond, VA  
00:21:57 Debra Delozier: Hi All from VA!  
00:21:59 Cindy Luper: Hi from Arkansas  
00:22:02 Liz Morris: Hi from Arizona, Phoenix  
00:22:02 Brandon Daniel: Brandon Daniel from Durham ,NC  
00:22:03 Patti Kleinhanzl: Hi from Casa Grande, AZ  
00:22:03 jessica holden: hi from Tennessee  
00:22:05 Rowena Duane: Issaquah, WA! Hello.  
00:22:06 Mary Anne Opila: Hi, From Villanova, PA!  
00:22:08 Melissa Scroggins: Melissa from Az :)  
00:22:09 MONICA TIENDA: Hi from Detroit!!  
00:22:09 Sandra Hert: Sandy Yakima WA  
00:22:10 Shannon White: Hello from Brantford, Ontario, Canada!  
00:22:12 Dan Herforth: Dan from Tacoma, Wa

00:22:13 Diane Holmes: Hello from Massachusetts  
00:22:13 Shu Costea: Md  
00:22:16 Michelle Lampkin: Hello from Phoenix, AZ  
00:22:20 David Barnes: Hi from Northern Virginia!  
00:22:20 Susan Hayden: Hello! I'm a fourth grade teacher in Loudoun County, Virginia.  
00:22:28 Kelly McMahon: Hello from WI  
00:22:29 Penina Kamina: Hi from Oneonta NY  
00:22:35 Susan Faulkner: So great to see so many people and places represented tonight!  
00:22:45 Talya Edlund: Hi from Maine  
00:22:51 Amaris Ayala Hernáiz: Hello to all from Kissimmee, FL  
00:23:04 Leticia Chapa: Hello to all from San Antonio, Texas  
00:23:13 JAcky Rodes: what was the hashtag again?  
00:23:13 Maddy Phillips: Richmond, California!  
00:23:19 Nicolette Nalu: Hi Jenn Suh! Haven't seen you since ALL your awesome sessions at AMTE!  
00:23:28 Andrea Duris: Good evening from Granville, Mass!  
00:23:35 Sharon Ling: Hi from NJ!  
00:23:38 April Leach: HI I am April Leach from Charlotte, NC  
00:23:40 Patricia Ishihara: Aloha all from Hawai'i  
00:23:50 Stephenia Courtney: c  
00:23:51 Ashley Powell: b  
00:23:55 LaShanda Melendez: a  
00:23:57 Mohamed T: Hi, Greetings from Mohamed T  
00:23:57 Anjana Tihaiya: C  
00:23:58 Janet Jimenez: Very familiar  
00:23:59 Lydia Smith: Hello to everyone from Lydia Smith in Louisiana  
00:24:04 Anna Carnevale: Nice Pictures!  
00:24:07 Tracey Sweeney: a  
00:24:09 Robin Harbour: take the poll in the Q & A  
00:24:09 Pamela Stark: Hello from Massachusetts  
00:24:10 Jan Back: Hello from Jan Back in Hampton, Tennessee  
00:24:11 Paula Wells: Paula Wells C  
00:25:13 Chonda Long: Handouts:  
<https://www.nctm.org/uploadedFiles/Productive-Discussions.pdf>  
00:26:12 Pam Stidham: Hello from Kingsport, TN!  
00:26:48 David Barnes: Download the following handouts for this session:<https://www.nctm.org/uploadedFiles/Productive-Discussions.pdf>  
00:27:12 David Barnes: Download the following handouts for this session:  
<https://www.nctm.org/uploadedFiles/Productive-Discussions.pdf>  
  
00:27:13 Sandra Hert: This is not what I thought/expected. I'm leaving the lesson.  
00:27:31 Anna Carnevale: try the arrow in the bottom left corner  
00:29:32 Stephenia Courtney: very important that ALL students are allowed to share and feel their answers are valuable  
00:30:25 Paula Wells: Awesome --videos  
00:30:30 Tracey Sweeney: I'm trying to listem take note and watch the webinar...struggling hear, since it is new content.

00:30:43 Chonda Long: Handout:  
<https://www.nctm.org/uploadedFiles/Productive-Discussions.pdf>

00:30:50 Anna Carnevale: try the arrow

00:31:27 LaShanda Melendez: Where is the poll?

00:31:29 MONICA TIENDA: Tracey, this will be online for you to rewatch at your leisure if you need to

00:31:32 Kate Roscioli: The bubble is in the way

00:31:45 Tracey Sweeney: Thanks Monica.

00:31:52 Bianca Gaither: bubble is in the way. let me go get the handout

00:31:56 Alison Pepero: Can you move the speech bubble.

00:31:57 Nadia Messadi: can you remove the bubble please?

00:32:04 Erin Bawcombe: Can't read the challenges.

00:32:13 Amber Scholl: Go back a slide to remove the bubble

00:32:18 Anjana Tihaiya: 10 and

00:32:26 Nellie Alvarez: didnt know i had to download handouts beforehand

00:32:31 Erin Bawcombe: I didn't get a link to a handout. Where can I get that?

00:32:37 Chonda Long:  
<https://www.nctm.org/uploadedFiles/Productive-Discussions.pdf>

00:32:54 Anjana Tihaiya: 10 & 7

00:33:01 Erin Henderson: 16 and 19

00:33:09 Angela Cooper: 16 3

00:33:18 Heather Quinlivan: 13

00:33:18 Lesley Collins: 10,7,16

00:33:20 LaShanda Melendez: 19

00:33:23 Nora Chase: Submit button won't work.

00:33:26 Carolyn White: 16,19

00:33:26 Anjana Tihaiya: 16 and 12

00:33:33 Janet Jimenez: 10 and 19

00:33:34 April Leach: 7 & 16

00:33:35 Teresa Reddish: 1, 5, 16

00:33:36 Diane Holmes: 19, 17

00:33:38 Renee Catalano: You have to pick two choices before you can submit

00:33:43 Anna Carnevale: Could you accomplish the 5 Strategies , especially number 16, in a small group setting?

00:33:43 Amaris Ayala Hernáiz: 7, 16

00:33:54 Stephenia Courtney: 19,17,5

00:33:57 Cindy Wilson: Will you post link to handouts again, please, Chondra?

00:34:03 Mohamed T: 19

00:34:10 Meredith Robie:  
<https://www.nctm.org/uploadedFiles/Productive-Discussions.pdf>

00:34:11 Bianca Gaither:  
<https://www.nctm.org/uploadedFiles/Productive-Discussions.pdf>

00:34:14 Christine Tucker: 15 & 16 since I couldn't read with the bubble and poll was closed

00:34:24 David Barnes: Download the following handouts for this session:  
<https://www.nctm.org/uploadedFiles/Productive-Discussions.pdf>

00:36:01 David Barnes: @ Jennifer - The Alt key shows and hides the menu bar.

00:36:51 jessica holden: it will show different DOK levels of mastery. which students can draw a model to depict their thinking while others will refer to tote memorized equivalent fractions.

00:37:10 Patricia Ferris:  $2/2$  and  $4/4$  or  $2/4$  and  $4/8$

00:37:11 Kristin Gunderson: One pan was divided in to 8ths, the other into 12ths... or whatever

00:37:33 Bianca Gaither: I drew two pans of lasagna - one in fourths and one in eighths

00:37:47 Patricia Sells:  $1/2$  t. Ans  $4/8$

00:37:49 Joyce Dunning: I encourage students to use manipulative when ever they want to. I think some would model the problem using blocks

00:37:54 Anna Carnevale:  $2/4$  ;  $4/8$

00:38:02 Bianca Gaither: will we get a copy of the slides? we're moving pretty fastg

00:38:05 Bianca Gaither: fast

00:38:18 Shalini Singhal: two rectangles:  $2/4$ ,  $4/8$

00:38:39 Roberta Rotolo: I would also use manipulatives or have them draw the pans.

00:38:55 Jenifer Homer-Jones: Olivia has  $1/2$  and an Josh has  $2/4$ .  $2/4$  i

00:39:18 Nicole Young: Selvia's solution has the same number of pieces in each pan

00:39:18 JAcky Rodes: selvi shows that both whole are divided the same instead of different equalities

00:39:20 Erin Henderson: Selvia has a common misconception

00:39:20 Meredith Robie: They kept the numerators from the story.

00:39:20 Terri Davis: Selvia's doesn't show the students having the same amount of lasagna

00:39:21 Anna Carnevale: Selvia's solutions doesn't represent equal portions

00:39:22 Linda Himes: The last one isn't accurate

00:39:24 Annette Dahlberg: Selvia failed to keep the amounts equal.

00:39:26 Janet Jimenez: 2 of the groups are equivalent fractions

00:39:26 Anjana Tihaiya: different denominators

00:39:27 Roberta Rotolo: One has the same denominators, while the other two do not.

00:39:30 Heather Quinlivan: some students were able to show equivalence

00:39:35 Shannon White: Selvia's is inaccurate.

00:39:36 Katherine Wallis: J, A, and V Have the same amount of the whole shaded on their models. Selvi shades a different amount in her models

00:39:39 Jolene Peterson: J and A shaded the same area; Vinny shaded the same area as well. Selvia didn't. Wonder what that student is thinking.

00:39:43 April Leach: the eaten part is the numerator

00:39:47 Mary Anne Opila: one same denom, one not

00:39:51 Jenifer Homer-Jones: Selvia does not have equal fractions

00:39:55 Heather Quinlivan: Selvia has same denominator because it said same amount.

00:39:57 Tyler Rackley: Sylvia is not correct. The denominators are multiples of each other

00:40:00 Anna Carnevale: Selvia does understand parts of a whole, however  
00:40:01 Shannon White: Noticing J and AS don't demonstrate understanding of  
importance of size.  
00:40:08 MONICA TIENDA: Multiple solutions; Selvia needs some manipulatives  
00:40:11 Katherine McLemore: She might believe that they have the same  
denominator and she doesn't quite understand the difference between equivalent and  
denominator.  
00:40:12 Christina Lincheck: Selvia decomposed the same whole so neither  
student receives the same portion as stated in the task  
00:40:14 Teresa Reddish: Selvia cut the pans exactly the same.  
00:40:16 Jessica Delaney: The students did notice and created shapes  
that were the same size which is foundational towards moving towards understanding  
equivalent fractions.  
00:40:21 Terri Davis: Johanna and AnaSimon, and Vinny came up with correct  
but different solutions.  
00:40:21 Michelle Lampkin: Vinny's used bigger pieces but they are the  
same  
00:40:26 Deanna Atkins: equivalent fractions and non-equivalent  
00:40:32 Lesley Collins: Selvia does not understand equivalent fractions  
00:40:35 Abby Pepper: Johanna, AnaSimon, and Vinny cut the pans in half  
with equivalent fractions. Selvia used common denominator, but does not understand  
equivalent fractions  
00:40:42 April Leach: selvia needs manups  
00:40:44 Patricia Ishihara: The problem doesn't say the pans are the  
same size...did anyone give different size pans to still make the same amount of  
lasagna?  
00:40:45 Katherine McLemore: Vinny is able to understand the meaning of  
equivalence - potentially in a few different ways. It would be important to ask him  
how he knew!  
00:40:51 Christina Lincheck: All have the correct numerator as stated in  
the task  
00:41:00 Linda Himes: Each person ate a different amount of the whole  
lasagna  
00:41:07 Anna Carnevale: She focused on the two portions and 4 portions  
00:41:08 LaShanda Melendez: varied levels of understanding of fractions  
concepts  
00:41:24 Debbie Thompson: It's interesting that the ones that were  
correct, made their shaded parts on the same side so they "look" the same. I wonder  
what they would think if looked different?  
00:41:53 Beth Kobett: what a great questions @debbie Thompson!  
00:42:08 Nicolette Nalu: Hi Beth!! :)  
00:42:12 Jolene Peterson: Great question, Debbie! :)  
00:42:23 Shannon White: She is letting them talk without intervening.  
00:42:37 Beth Kobett: Hi Nic!  
00:42:46 Adrienne McPherson: she is listening and letting them be in  
control of their learning process  
00:42:50 Bianca Gaither: formative assessment is happening  
00:42:50 Roberta Rotolo: She is noting the conversations while staying out of  
it!  
00:42:55 Josephine Snyder: She is also taking notes

00:43:03 Nicolette Nalu: Yes, agree Adrienne!  
00:43:07 Anna Carnevale: can we activate captions? audio choppy  
00:43:12 Beth Kobett: Love the conversation between the students and using her cruising clipboard  
00:43:15 Sally Schmidig: Redirected to review the question.  
00:43:17 Josephine Snyder: Her feedback is through questioning.  
00:43:22 Darlene Logan: She is taking anecdotal notes  
00:43:24 Deanna Atkins: I noticed that as well, she is listening and observing a lot. Then asking another question to clarify.  
00:43:27 Heather Quinlivan: could be a vocablulary issue 2 portions verses 2 pieces,  
00:43:28 Shannon White: She is showing them that she values their dialogue. Has clearly established an environment in which students feel comfortable sharing their thoughts and taking risks.  
00:43:29 Bianca Gaither: sometimes we "rescue" too quickly and can deter students from important conversations and learning  
00:43:30 MONICA TIENDA: Purposeful math vocabulary  
00:43:31 April Leach: good questioning by teacher  
00:43:32 Carla Davies: She is asking them a question, then she suggests that they go back to the problem  
00:43:32 Denise Quarles: I am thinking about how linguistically challenging this task is.  
00:43:33 Beth Roark: The prompting helps the students with their conversations.  
00:43:35 Stephenia Courtney: Taking notes...very effective  
00:43:35 laurie lopez: She directs the student back to the question instead of telling  
00:43:45 Nicolette Nalu: GREAT CLIP!  
00:43:45 Janet Jimenez: She is writing down notes to later address those misconceptions during the connection.  
00:43:45 LaShanda Melendez: Using discourse prompts, allowing students to defend their responses, students recorded responses and shared with each other, Olivia only joined conversation to clarify their understanding of the prompt  
00:43:46 jessica holden: shes questioning and promoting without immediately correcting  
00:43:47 Katherine McLemore: She barely talks - she just asks the question and gives ownership to the students to solve and defend  
00:43:48 Shannon White: She questions to lead them to their own learning.  
00:43:49 Heather Quinlivan: asking did they eat the same amount  
00:43:50 Shalini Singhal: nice leading question  
00:43:50 Darlene Logan: promotes discussion  
00:43:52 Mary Anne Opila: gave them a path to direct  
00:43:53 Morgan Prouty: She scaffolds the students to expand their thinking on the problem  
00:43:58 Denise Quarles: But I love how well they have learned to engage in mathematical discourse.  
00:43:59 Beth Roark: Productive struggle  
00:44:02 Bianca Gaither: she took notes and allowed them to talk through it  
00:44:02 Denise Delaney: Sh glistened to their thinking  
00:44:03 Kendra Edwards: She asked an advancing question

00:44:05 MONICA TIENDA: Allow productive struggle

00:44:06 Bethany Gentile: She listened and observed

00:44:06 Heather Quinlivan: she walked away to let them have some productive struggle

00:44:08 Christine Suurtamm: She was supporting productive struggle.

00:44:08 Beverly Greene: Hello from Bronx, NY

00:44:09 Bina Kachwalla: We call this spay and walk away

00:44:09 Adrienne McPherson: the process is more important than the product

00:44:10 jessica holden: she wants them to arrive at the answer themselves without giving it to turn

00:44:10 JAcky Rodes: productive struggle

00:44:10 Heidi Anderson: She lets the students be the teachers for eachother.

00:44:11 Marquita Morris: She allowed students time to talk.

00:44:11 Amy Horney: She wanted it to be more student led, sometimes peer learning is best

00:44:12 Katherine McLemore: She walks away so that students can grapple with the math on their own and get to another group.

00:44:13 Angela Dandridge: Gave them time talk it out.

00:44:14 karen walker: listening and watching observing

00:44:14 Denise Adkins: To promote student discourse and productive struggle.

00:44:15 jessica holden: productive struggle

00:44:16 Susan Faulkner: wanted students to talk about the math

00:44:17 Sharon Agnes: She is allowing the students to guide each other while noting observations. Her questions allow them to complete their discussion.

00:44:17 laurie lopez: she walked away to send the signal that there was more to do and give them time to discuss more

00:44:17 Mary Anne Opila: showed the students confidence that she believed they would get the answer

00:44:17 mikki cardella: listened and observed

00:44:18 Joel Durban: She encourage students o think on their own.

00:44:18 Justin O'Dell: Allowing for Critical thinking

00:44:19 Renee Catalano: Walking away shows faith that they can figure it out and don't need to depend on her

00:44:19 Megan Day: She redirects but allows students to figure out the answer

00:44:19 Bianca Gaither: avoided "rescuing"

00:44:20 Tracey Harris: It wasn't about the answer. It was about the process.

00:44:20 Christi Mitman: Give them space to discuss her question

00:44:22 Abby Pepper: She listens to the students before interjection

00:44:22 Jenifer Crawford: She doesn't allow them to question her. The expectation is that they talk to each other, not her.

00:44:22 Shannon White: She wants students to use her questioning as a feedback to let them continue their learning = productive struggle

00:44:23 Josephine Snyder: She walked away from the students, because she provided them feedback through questioning. Now the students need to experience productive struggle



00:44:23 Lindsay Armstrong: She walked away to give them time to discuss and so they don't look to her for the answer

00:44:23 Nora Ramirez: she listened and took notes

00:44:25 April Shelton: Asks questions and allowed students to discuss without interrupting

00:44:25 Mary Bonsignore: She listened, took notes, and then asked an open ended question - for them to figure out

00:44:26 Brittany Lopez: She wants students to share ideas to make students have math authority

00:44:27 Sally Schmidig: walking away, gives them the opportunity to collaborate with themselves and to problem solve.

00:44:27 Joanmarie Kulinka: she walked away to have them talk about what they did and how to talk about

00:44:27 Sharon Ling: She let the students talk without interrupting them

00:44:28 April Leach: productive struggle

00:44:28 Andrea Marangakis: She gives them the time to figure it out for themselves.

00:44:28 JAcky Rodes: formative assessments and writing notes of the conversation

00:44:30 Kimberly Titla: She allowed students to talk about problem and allowed students struggle

00:44:32 Whitney Pete: I love that productive struggle

00:44:32 Stephenia Courtney: allowing students to process their thinking

00:44:34 Tamika Witherspoon: She wanted them to understand that they can find out and prove themselves.

00:44:34 Sara Caselle: tried to get others involved too

00:44:35 Megan Day: I love how well spoken the students are....this must be a regular thing for them

00:44:37 Christine Tucker: Gives them time to discuss amongst themselves, but gave a jumping off point (go back to the question)

00:44:39 Patricia Ishihara: She listened, then clarifying questions, walked away to let them continue their discussion

00:44:40 Debra Delozier: she put students in charge of their own understanding

00:44:41 Erin Henderson: Students are proud when they come up with the answer on their own, even if they don't realize she guided them

00:44:41 Christina Lincheck: She refocused them back on the problem to keep the convo going. She walked away so the students can be kept in the productive struggle

00:44:42 Amber Scholl: She didn't act as the answer key

00:44:42 Lesley Collins: productive struggle

00:44:43 Kathy Wanamaker: she is guiding them, not directing

00:44:46 Denise Delaney: never gave the correct answer

00:44:46 Jessica Yiannos: A lot of the original discourse had to do with procedure - doubling n and d. She returned them to the conceptual question.

00:44:48 Christina Lincheck: Allowed for peer feedback

00:44:48 Shalini Singhal: used academic vocabulary' model'

00:44:49 MONICA TIENDA: Reiterated their words for understanding

00:44:52 Alison Pepero: She is allowing the students time to scaffold/problem solve on their own.

00:44:52 Lorie Huff: Gave time for discussions  
00:44:53 Debbie Thompson: Promotes student agency - they CAN do math without having the teacher determine that  
00:44:54 Terri Davis: Students need to articulate their thinking to solidify their understanding.  
00:44:56 Penina Kamina: Supports but does not taking away student's critical thinking  
00:45:02 Brandon Daniel: refer to your visual model for proof  
00:45:06 Dennis Ubriaco: lead a discussion questions and scaffolding  
00:45:12 Alfreida S Jamison: She did not want students to look to her for confirmation.  
00:45:15 Teresa Reddish: Allowing students to explain their thinking.  
00:45:19 Patricia Sells: She allowed them time to think. Did not give answer Allowed this to think  
00:45:25 Carolyn White: Teacher is listening. Sometimes the vocabulary is not there , however, students understand what they are thinking.  
00:45:26 Christina Lincheck: Her questions only focused on what the students already had in front of them  
00:45:59 Nicolette Nalu: T asked assessing and advancing questions!  
00:46:25 Dennis Ubriaco: teacher assessed the students  
00:48:23 Jolene Peterson: Monitoring is also difficult so that I don't insert one of my anticipated responses. "Oh, I know what you're thinking" and then the teacher assumes without truly listening.  
00:48:46 Bianca Gaither: I think it's important to also give students think time to work before allowing them to speak in groups. it also warrants students who take a little bit longer to process to actually get started and at least try the Task  
00:49:03 Randy Ross: Incorporate Kagan Structures into activity  
00:49:10 Agus Salim Mardin: student has ability to explore it's knowledge  
00:50:16 Janet Jimenez: During the "whole-share" would you recommend to ALWAYS address the misconceptions first?  
00:50:42 Shalini Singhal: maybe the class is not ready for equivalent fractions...we need to step back and see what's missing  
00:50:54 Adrienne McPherson: Let them show you why they think like that and when they get to the end and it does not match they might have an aha moment  
00:51:54 MONICA TIENDA: yes  
00:52:23 Jacky Rodes: b  
00:52:24 Amaris Ayala Hernáiz: B  
00:52:27 Ashlie Harding: Absolutely share them!  
00:52:31 Jenifer Homer-Jones: b  
00:52:33 Angela Cooper: b  
00:52:36 Alma Vital-Abers: b  
00:52:38 LaShanda Melendez: b  
00:52:38 Beth Roark: b  
00:52:38 Shalini Singhal: b  
00:52:39 April Leach: let them share!!!  
00:52:39 Carrie: b  
00:52:40 Jolene Peterson: Many times there is something RIGHT about errors. Find what's right with the student thinking!

00:52:41 jessica holden: share and facilitate conversation  
00:52:44 Janet Jimenez: B---  
00:52:46 Dennis Ubriaco: b  
00:52:47 Denise Quarles: Partial understandings should be scaffolded in a way that builds towards a more complete understanding  
00:52:49 JAcky Rodes: my favorite thing to do is something called "my favorite no"  
00:52:52 Anjana Tihaiya: B  
00:52:57 Zahra O'Reilly-Bates: When students are not on the right path, the teacher should be able to demonstrate flexibility and responsiveness...  
00:53:11 Bethany Gentile: children learn best from their mistakes, especially in math!  
00:53:12 jessica holden: it's important to know what makes answers incorrect. not just the correct answers  
00:53:12 Nicolette Nalu: Me too Jacky! My favorite no! :)  
00:53:13 Meredith Robie: I answered 1 pan and 1/2 pan. :) My 1 pan was cut into 2 pieces and my half was cut into 4. :)  
00:53:16 Susan Hayden: Oh, I like that, "my favorite no"!!!!!!  
00:53:32 Jenifer Homer-Jones: b.. allows students to see the errors their classmates made and learn from those mistakes  
00:53:34 Janet Jimenez: Teacher should address the misconceptions.  
00:53:44 Anna Carnevale: captions please  
00:53:45 Shalini Singhal: rereads the part of the question  
00:53:48 Amy Lindberg: prove to them why its wrong  
00:53:49 MONICA TIENDA: My Favorite No is a great teaching video for those who haven't seen it  
00:54:07 Cindy Kim: reminds me of "my favorite no"  
00:54:23 Elisa Waingort: Yes, @cindy. I was thinking the same thing.  
00:54:37 Jenifer Homer-Jones: 1/2 and 2/4 are both the same size of the pan.  
00:55:04 Megan Day: This is making me miss my students :(  
00:55:05 Zahra O'Reilly-Bates: Great time to introduce students to equivalent fractions  
00:55:19 JAcky Rodes: me too megan, I miss my kiddos so much  
00:55:32 Anna Carnevale: me too :(  
00:55:43 Sharon Agnes: Me too:(  
00:55:44 Terri Davis: Students don't always intuitively understand the shading of fractional pieces.  
00:55:44 Dan Herforth: Olivia is hitting on the concept of equal first before throwing the wrongness into the discussion.  
00:55:46 Meredith Robie: "Can you help her out?" "Who can say more?"  
00:55:53 Adrienne McPherson: you can tell she uses this often the students know how to phrase their debates  
00:55:55 Amber Scholl: Great time for kids to walk up and point, erase on a whiteboard, or take the lead in the room  
00:56:00 Josephine Snyder: Asked student to add own reasoning to someone else's thinking, asked questions based on student responses  
00:56:05 Jolene Peterson: concept of equivalence first! Love it.  
00:56:14 Elisa Waingort: Who can say more about that?  
00:56:15 Randy Ross: She is not keeping the class engaged. Teacher A

(calling on one student at a time) and calling students with hands up does not keep all students engaged. Students can and will hide!

00:56:21 Stephenia Courtney: The questioning is great!

00:56:26 Elisa Waingort: I like the idea that there is always more to think/say.

00:56:27 Anna Carnevale: Yes, Randy

00:56:39 Janet Jimenez: This is a great opportunity for students to probe each other.

00:56:59 Megan Day: Everyone is very engaged in the discussion and she had great wait time to make sure students were prepared to answer before calling on one

00:57:05 Stephenia Courtney: agreed Janet

00:57:11 Erin Henderson: What do you do about the one kid in your class who just rests his head on his desk and doesn't pay attention?

00:57:17 Nora Ramirez: Very good questions, many of these can be asked to pairs or groups to discuss

00:57:28 Susan Faulkner: Turn and talk

00:57:28 Sharon Agnes: Allows the students to provide their reasoning which provides an explanation. Asks for students to add on to others thoughts.

00:57:31 Terri Davis: A "turn and talk" moment might help students collect their thoughts.

00:57:33 Cindy Kim: "tell me more", "add on to that.." are all great questions

00:57:41 Randy Ross: Great questions which I believe could be answered in teams where more students are answering questions and then rotating who answers the questions.

00:57:45 Kimberly Titla: She only calls on students who are participating while students who aren't raising hand not held accountable

00:57:45 Shalini Singhal: explaining sizes

00:57:49 Elisa Waingort: @erin you might walk over and tap them on the shoulder to get their attention

00:57:51 Megan Day: I am curious about the group in the back....they seem to be working together on something else but still working hard

00:57:51 Sharon Agnes: collaboration

00:57:51 JAcky Rodes: love turn and talk

00:57:53 Darlene Logan: turn and talk

00:57:58 Randy Ross: Yea, turn and talk however students can still hide

00:57:58 Shalini Singhal: great prodding questions

00:58:18 Dennis Ubriaco: I love doing turn and talk

00:58:26 Elisa Waingort: Maybe the class already had time to talk to a partner or in small groups and now they're debriefing.

00:58:33 Shalini Singhal: explain equivalent using picture models...explaining thinking

00:58:35 Meredith Robie: Revoiced "divided" and "partitioned."

00:58:35 Randy Ross: With turn and talk and no structure to the activity, one student can dominate the talk

00:58:41 Carla Davies: she is keeping them engaged going from whole class discussion to turn & talk and then back to whole group

00:58:42 Brandon Daniel: love the talk moves and math vocab

00:58:43 Carolyn Davis: Great connections in comparing parts to the whole

00:58:44 Chonda Long: Peg - Are the videos included with the books?

00:58:45 Darlene Logan: use individual whiteboards

00:58:47 Stephenia Courtney: turn and talk...shoulder partners

00:58:50 Anna Carnevale: Yay, he got up

00:59:02 Cindy Kim: I like how she is asking questions to make mathematics more visible with "how are these two equivalent?", "how does that change the size of the pieces" - important math ideas about fractions here being made visible for students

00:59:03 Janet Jimenez: Next steps... show how multiplying both the numerator and denominator by the same whole will equal an equivalent fraction.

00:59:03 Susan Watson: Pushing the justification into the visual model! Awesome!

00:59:04 Peg Smith: Yes, the videos can be found in the book.

00:59:05 Shalini Singhal: few are responding more often than others

00:59:06 LaShanda Melendez: turn and talk,

00:59:11 Sean Kennedy: Restates students comments using mathematical vocabulary like partition

00:59:17 Jacky Rodes: accountable talk

00:59:23 Christina Lincheck: wait time

00:59:30 Denise Delaney: Asked prodding questions

00:59:31 Renee Catalano: She didn't just call on volunteers

00:59:31 Randy Ross: turned on the video

00:59:31 Katherine McLemore: She allowed students to come up and point/show what they were doing.

00:59:31 Penelope Thompson: Turn and talk with group

00:59:32 Michelle Cantu: She wanted them to add more.

00:59:32 Anna Carnevale: she had the picture on the projector

00:59:33 Shalini Singhal: used model drawing...

00:59:33 Alison Pepero: She had them lead the discussion.

00:59:33 Rachael Hensley: They discussed what they were learning.

00:59:33 Lesley Collins: Turn and talk to your partner

00:59:34 Katie Farry: turn and talk

00:59:34 Abby Pepper: "tell me more" "who can add to that?"

00:59:35 Heather Quinlivan: she had students justify their thinking, called on different students

00:59:36 Denise Delaney: asked them to explain

00:59:36 April Leach: tell me more; can you add on

00:59:36 Roberta Rotolo: She asked students to go to the board

00:59:37 Bina Kachwalla: allowing them to add their ideas

00:59:37 Anjana Tihaiya: asking questions.

00:59:38 Christine Tucker: Wait time, clarifying questions, restating

00:59:38 Kristin Gunderson: kept asking leading questions

00:59:38 Ashlie Harding: Turn and Talk, asked students to explain their thinking

00:59:38 keisha Gunter: Continues to ask probing and clarifying questions/ visuals

00:59:39 Jenifer Crawford: changing up how she questioned them

00:59:40 Penina Kamina: "Tell me more" "add to that"

00:59:40 Crystal Maginnis: group discussion at tables

00:59:40 Renee Catalano: Helped label their thinking with terms

00:59:41 Pamela Stark: probing questions

00:59:41 Katherine Wallis: asking for students to build on responses

00:59:41 Anita Thomas: turn and talk, add more

00:59:41 Leticia Chapa: She kept saying...tell me more

00:59:42 Dan Herforth: Build on others responses

00:59:42 Katherine McLemore: Gave all students a voice

00:59:43 Natalie Pipe: Instead of asking yes/no questions they are deeper

00:59:43 Angela Dandridge: She did great questioning extending their knowledge and turn and talk.

00:59:43 Christina Lincheck: Posed open ended questions. Used talk moves to get the students to talk

00:59:44 Elisa Waingort: Say more

00:59:44 Sharon Agnes: Asked students to add on to others thoughts-turn and talk\

00:59:45 Christina Lincheck: talk

00:59:45 Kenneth Utate: She used turn and talk. Also,she facilitated the conversation through student responses.

00:59:46 MONICA TIENDA: Come up and show me

00:59:46 Noeimi Vizcarra: Revoicing and Turning it back to students

00:59:47 mikki cardella: turn and talk accountability

00:59:47 Bina Kachwalla: Turn and talk

00:59:47 Shalini Singhal: explain it

00:59:48 Jenifer O'Neill: come show me

00:59:48 Jen McFall: variety of questions... connecting ideas

00:59:49 Megan Day: turn and talk, wait time, talked in groups, restating with math vocab, show me, point to it...

00:59:49 Brandon Daniel: promoted discourse among students with talk moves

00:59:49 Carolyn White: olivia asked probing questions to develop the understanding

00:59:49 Marquita Morris: Constant questioning used

00:59:49 Lesley Collins: tell me more

00:59:49 April Shelton: group discussion

00:59:51 Anna Carnevale: projector use/ showed work

00:59:53 Joel Durban: Post critical questions for students to get engage

00:59:54 Mary Anne Opila: Kept encouraging more discussion and other ways to express their ideas

00:59:55 Carolyn Davis: Olivia asked questions and provided adequate wait time

00:59:55 Randy Ross: no of those really insure students are engaged

00:59:57 Mohamed T: Question

00:59:57 Janet Jimenez: Visuals

00:59:59 Sharon Ling: She asked students to explain their answers

01:00:00 Nora Chase: Used "Tell Me More"

01:00:00 laurie lopez: She never said Right or Wrong What is the name of the book ?

01:00:01 Paul Jacques: Continued asking clarifying questions with say more.

01:00:01 Shannon White: Focusing on one representation with indepth analysis. Keeps focus narrowed for students.

01:00:01 April Leach: open questions, turn and talk

01:00:02 Patricia Sells: Vocabulary wait time thinking out loud

01:00:03 Teresa Reddish: Using math vocabulary, explaining their thinking

01:00:04 Alison Pepero: Leading the discussion, adding on, open questions, getting up and going to the board.

01:00:05 Sally Schmidig: turn and talk, questions increased depth of knowledge

01:00:09 Joanmarie Kulinka: she kept asking questions and have students come up and explain

01:00:09 Debra Van Ness: good pace

01:00:10 Lisa Lindsey: Turn and talk as well as open discussion

01:00:10 Andrea Marangakis: I love the way she questions them until they get to her point.

01:00:10 Patricia Ishihara: the time she gave the students BEFORE the group discussion allowed her students to engage in the task and the thinking, so that the discussion time had meaning to them

01:00:11 Noeimi Vizcarra: Lifting the language

01:00:12 Penina Kamina: equal parts of the whole

01:00:15 Jenifer Crawford: constantly changing her approach to interaction with them

01:00:16 Virginia Hill: She asked students to say more, turn and talk-how are these 2 fractions equivalent; come up and show me

01:00:22 Stephenia Courtney: GREAT mathematical discourse

01:00:26 Carolyn White: Made student thinking visible

01:00:26 Megan Day: did not need "cold call" students were prepared to talk and share

01:00:29 April Leach: didn't give answers...kept asking

01:00:33 Carolyn Davis: provided a safe environment for discussion

01:00:35 Zahra O'Reilly-Bates: allowed for wait time, interactive, used academic vocabulary

01:00:36 LeKisha Campbell: She asked clarifying questions

01:00:45 Beth Roark: Continued questions based on student responses. Runs the lessons based on students knowledge and lead.

01:00:45 Christina Lincheck: Kept going back to the task and what is was asking

01:00:46 Janet Jimenez: Students were asked to justify responses

01:01:02 Shannon White: Never shut a student down with "no."

01:01:03 Mary Bonsignore: Continually maintained eye contact with class

01:01:11 Elisa Waingort: Allowed small group working on their own to keep working. What were they working on?

01:01:11 Randy Ross: All good questions, questions alone do not keep students engaged

01:01:12 Penina Kamina: Good elicitation skills

01:01:18 Zahra O'Reilly-Bates: varied questioning

01:01:26 Patricia Ishihara: the time she gave the students BEFORE the group discussion allowed her students to engage in the task and the thinking, so that the discussion time had meaning to them

01:01:26 Katherine Wallis: right!

01:01:36 Agus Salim Mardin: gives students the opportunity to make statements related to fractions

01:02:23 Randy Ross: yes, all that is good. The questions was how did

she keep students engaged. Her structure did not ensure engagement

01:02:30 Terri Davis: It's so hard sometimes to let the student thinking play out!

01:02:33 Randy Ross: She does a great job with questioning

01:02:46 Randy Ross: great job keeping the engaged students thinking

01:02:47 Teresa Reddish: Good questions

01:02:47 Sherita Wells McMillian: Great strategies to promote engagement!

01:02:47 Elisa Waingort: Sometimes it's OK to think on your own.

01:03:14 Zahra O'Reilly-Bates: teach student how to use accountable talk stems

01:03:31 jessica holden: I like to intentionally make a mistake and let them correct me and show mistakes are okay and feedback is okay.

01:03:44 Sherita Wells McMillian: I agree with the statement about the first five days setting the tone!

01:03:58 Adrienne McPherson: If a student is not confident saying so and so had a great idea I heard during small group can you share that with the class

01:04:01 Robin Harbour: One thing I noticed is that the students did not disagree with a person... they said "I agree/disagree with the 1/2" They agreed or disagreed with an idea, not a person.

01:04:12 Stephenia Courtney: teach during classroom procedure and practice from the beginning

01:04:15 Sherita Wells McMillian: I agree Jessica! It helps to build their confidence.

01:04:26 Megan Day: I love the idea of telling the kids that you will be calling on them. I am an EL teacher and this really helps my kids feel more comfortable to share

01:04:32 Denise Adkins: Doing number talks can help prepare students for risk taking in the classroom.

01:04:32 Shalini Singhal: Talking about a behavior issue in this manner is a great place to start

01:04:33 Randy Ross: Class was videos

01:04:37 Randy Ross: videoed

01:04:40 Jenifer Crawford: I really liked that too, RObin

01:04:43 Randy Ross: behavior improves

01:05:02 Patricia Ishihara: What is IFL?

01:05:18 Virginia Hill: Institute for Learning

01:05:18 Anna Carnevale: do you have the link to that webinar? When is it? Sound good.

01:05:32 Patricia Ishihara: @virginia, thanks!

01:05:36 Enkelejda Limani: Instructional Leadership Framework

01:05:44 DeAnn Huinker: The "Institute for Learning" or IFL is at the University of Pittsburgh

01:05:59 Samantha Hogan: Yea I'd love the info for that webinar as well.. moving this into our remote platforms

01:06:00 Kimberly Titla: Socratic seminar

01:06:11 Patricia Ishihara: Thanks, Enkelejda and Samantha!

01:06:42 Brandon Daniel: I like having students re-voice or put into words their peers ideas

01:07:08 MONICA TIENDA: that's what Robin noticed: challenge the claim not



the kid

01:08:08 Michelle Cantu: It was real world.  
01:08:49 Shalini Singhal: talked about sizes  
01:09:01 Shalini Singhal: teacher prodded  
01:09:07 Meredith Robie: When were the goals stated? I feel like I missed it.  
  
01:09:31 Shalini Singhal: it was not stated by teacher  
01:09:39 Meredith Robie: Oh, it's in the packet.  
01:09:51 April Leach: soo good for EL students  
01:10:13 Virginia Hill: I agree! ALL learners!!  
01:10:29 Shannon White: It gets easier the longer you teach and follow the 5 practices. Way easier to anticipate once you have experience with learning common misconceptions. Marion Small's "Making Math Meaningful" has common misconceptions that helps with anticipation.  
01:10:31 Elisa Waingort: That third point is so critical.  
01:10:35 Chonda Long: Do you have a question?  
01:10:57 Mary Bonsignore: Do you walk student to student who can't get started? Even if I ask the same question to the whole group as I would to the individual - some just wait for individual help or just freeze?  
01:10:59 Elisa Waingort: We need to do the math in order to be able to use the practices effectively.  
01:10:59 Brittany Lopez: Can you put the links in the chat box please?  
01:11:19 Anna Carnevale: I took a picture  
01:11:25 Chonda Long: Just a reminder that the certificate of participation will be sent to the email address you used to register tomorrow at about 7:00 p.m. ET  
01:11:26 Stephenia Courtney: Absolutely...ALL levels and ALL learners  
01:11:29 Erin Henderson: thank you Shannon  
01:11:43 Roberta Rotolo: Vary the type of questions.  
01:11:44 Randy Ross: Kagan sturctures  
01:11:45 Penina Kamina: Implement the 5P  
01:11:45 Heidi Anderson: "Who can say more?"  
01:11:45 Shalini Singhal: turn and talk,  
01:11:47 Elisa Waingort: Listen to students  
01:11:47 Natalie PIpe: Up the frequency of discussion  
01:11:47 Cindy Kim: intentional and purposeful planning is a MUST  
01:11:48 Mohamed T: Team work  
01:11:50 Anna Carnevale: I will use more wait time and accountable talk  
01:11:51 Roberta Rotolo: Use the add on and more  
01:11:52 Kenneth Utate: Targeted questions  
01:11:52 Shalini Singhal: add on  
01:11:52 Ashlie Harding: Tell me more!  
01:11:53 Debbie Whitehouse: Use talking stems  
01:11:53 Renee Catalano: I want to video tape our discussions so I can look at what is working and what isn't.  
01:11:54 Beverly Greene: give more wait time  
01:11:54 Stephenia Courtney: Thank you!  
01:11:55 Janet Jimenez: I have also used math images to incorporate the mathematical practices.  
01:11:56 Deanna Atkins: I need to allow them more time to talk and think

about their responses.

01:11:56 Mary Anne Opila: tell me more  
01:11:56 Erica Thompson: "Add more!" "Point to that part you talked about"  
01:11:57 Sharon Agnes: Encourage discussions  
01:11:57 karen walker: allow time for productive struggle  
01:11:57 Sean Kennedy: Can you tell me more  
01:11:57 JAcky Rodes: more discussion in my classroom and planning questions in advanced  
01:11:58 Denise Delaney: Let students drive the conversation  
01:11:58 Rita Baxter: I love the "Tell me more"  
01:11:58 Kathy Wanamaker: ask to tell more!  
01:11:58 Abby Pepper: "Who can add to that"  
01:11:58 Penelope Thompson: Who can say more  
01:11:59 Jana Greeson: Ask open ended questions!! Who can say more  
01:12:00 Camille Greene: purchase the practice book elem  
01:12:00 Anita Thomas: Use accountable talk, plan questions ahead  
01:12:01 Linda Korum: Work on advancing questions  
01:12:01 Sara Klein: Continue to build this into our PLC framework so that our collaborative efforts will pay off for an entire grade level team  
01:12:02 Whitney Pete: turn and talk  
01:12:02 jessica holden: preplan questions  
01:12:02 Sara Caselle: model stems  
01:12:02 Hannah Wilson: asking students to say more!  
01:12:02 Lesley Collins: implement 5 practices  
01:12:02 Laura Ramp: Wait time and accountable talk  
01:12:02 Shalini Singhal: listening  
01:12:02 Lindsay Armstrong: Focus more in depth on one good/challenging question rather than trying to do many word problems  
01:12:03 Michelle Cantu: Anchor chart with sentence stem questions  
01:12:03 Annika Moore: Won't say the answer.  
01:12:03 Nora Chase: Wait time  
01:12:05 Kimberly Titla: student conversations  
01:12:05 Terri Davis: Establish conversation stems and protocols.  
01:12:05 Chaquilla Green: Use talking stems  
01:12:05 Adrienne McPherson: continue to model what I expect from the students from the beginning so they know the expectations  
01:12:05 Sean Kennedy: Please elaborate  
01:12:06 Marquita Morris: Give more wait time.  
01:12:06 Alison Pepero: Have students lead the discussions.  
01:12:06 Joel Durban: prepare critical questions to students and I've them time to answer the questions..  
01:12:07 Christina Lincheck: Setting culture 1st 5 days  
01:12:07 Tracey Sweeney: Require them to use mathematical terms  
01:12:08 Michelle Lampkin: Ask more open ended questions  
01:12:08 Carla Davies: say more, add on. turn & talk  
01:12:08 Susan Watson: Really think about what math I want my kids to understand  
01:12:09 Ronda Pedersen: work on my questioning  
01:12:09 Katherine McLemore: Encourage all students to participate during share-discuss-analyze

01:12:09 Dan Herforth: Think deeply about how the students work connects to my learning goals

01:12:09 Patricia Sells: working on practice the 5 practice

01:12:10 Leticia Chapa: Allow for think time. Include who can say more in my delivery

01:12:10 Katherine Stark: Include talking stems, stop "saving" students and allowing them to communicate with their peers to see their mistakes

01:12:11 Meredith Robie: Ask questions that can elicit productive struggle.

01:12:11 keisha Gunter: Be sure to give students think time, and probe without giving the answers

01:12:12 Zahra O'Reilly-Bates: consistently use the 5 strategies

01:12:12 Paul Jacques: More discussions about the talk moves

01:12:13 Annette Dahlberg: Remind students to consider the ideas, not critique the thinkers!

01:12:13 Renee Catalano: let students use the visuals to explain

01:12:13 Shelby Newell: The anticipating piece is one I need to work on.

01:12:14 Tamika Witherspoon: ? stem

01:12:15 Denise Adkins: Promote more student to student discourse.

01:12:15 Sharon Ling: Try not to give the answer away too easily

01:12:15 Beth Roark: Continue the productive struggle daily. Let students work through their learning.

01:12:16 April Shelton: No answer

01:12:18 Darlene Logan: Tell me more, student led conversations

01:12:19 Brandon Daniel: Think about accountable talk, assessing and advancing questions, and listen more carefully

01:12:19 Diane Reece: Practice wait time

01:12:19 Kristin Gunderson: Ask students "tell me more"

01:12:19 Michelle Lampkin: question stems

01:12:20 April Leach: definitely listen and make them work through it

01:12:23 Dennis Ubriaco: anticipation...ask more questions

01:12:23 Denise Quarles: step back and let them carry the cognitive load.

01:12:23 Alison Pepero: Have the students problem solve on their own

01:12:24 Sally Schmidig: wait time, let more than 1 student to answer question.

01:12:24 Randy Ross: Kagan Structures

01:12:24 Tracey Sweeney: use math vocabulary

01:12:25 Justin O'Dell: Focus on the main goal and structure in my class for discussion driven teaching

01:12:25 Patricia Herdt: Start early in the year to develop a natural routine. Small groups.

01:12:26 mikki cardella: adding more wait time, let students drive the conversation and lots more turn and talks

01:12:26 Lesley Collins: student driven instruction teacher takes backseat and is an observer

01:12:26 Katie Farry: productive struggle

01:12:27 Patricia Sells: Give think time

01:12:27 Alfreida S Jamison: Implement 'Stop and Jot' -- never heard of this!

01:12:28 Jan Back: Give students more wait time, time to solve the problem incorrectly, and then head them in the right direction

01:12:28 Gricelda Monroy: Saying more prompting responses

01:12:29 Amber Scholl: Provide more opportunities for open exploration

01:12:30 ELIZABETH TOLOZANO: consistency

01:12:31 Alexandria Anderson: Work more on not giving feedback right away.  
Allow students to provide their own feedback on a solution path.

01:12:31 Heidi Anderson: Keep the mathematical learning goal in mind.

01:12:33 Sean Kennedy: I'm a little confused with what you are saying, can you explain it another way\_

01:12:34 Denise Delaney: Use more visuals rather than algorithms

01:12:34 Jen McFall: Don't give up

01:12:35 Joanmarie Kulinka: having students able to drive questions and more wait time

01:12:35 Shalini Singhal: even tone on part of teacher

01:12:36 Melissa Scroggins: productive struggle

01:12:37 LaShanda Melendez: keep track of group progress

01:12:38 Sara Caselle: asking the right questions

01:12:40 Jenifer Crawford: Expectation to agree/disagree with idea not the person

01:12:41 Diane Holmes: Ask "how do you know?"

01:12:41 Laurie Lopez: I will create tasks with particular goals in mind and present in such a way that group discussion is encouraged

01:12:41 Andrea Marangakis: The questioning process is so important in the learning of Math. to make them think and analyze how to achieve their goal.

01:12:45 April Leach: ask more questions

01:12:46 Darlene Logan: anecdotal notes

01:12:47 Patricia Sells: practice practice

01:12:47 Kate Jerram: Exhibit several responses that show some understandings, for students to grapple with.

01:12:48 Carolyn Davis: More questions to promote productive struggle

01:12:50 Michelle Lampkin: More assessing questioning

01:12:50 Carolyn White: Stems that have been developed to help the conversation flow.

01:12:51 Beverly Greene: encourage everyone to have a voice in the group

01:12:52 Dennis Ubriaco: after turn and talk students will share out loud

01:12:52 Alison Pepero: allow students to become PROBLEM SOLVERS!!

01:13:00 Zahra O'Reilly-Bates: allow for more student dialogue

01:13:01 Anggienett De Ala: Implementing the 5 practices, utilizing the critical and analytical thinking skills of the students

01:13:02 John Sasko: Remember you are not the answer key!

01:13:03 Anjana Tihaiya: first model and give them chance to 5 practices

01:13:08 Said Chatir: Priming, give students time to respond, probing, immediate constructive feedback.

01:13:09 Anna Carnevale: take time to teach/understand

01:13:09 Myra Garcia: Engage them on different activities like manipulative materials

01:13:12 Patricia Ishihara: Being sure to give many opportunities for feedback through the different levels of discourse (pairs, groups, presentations, teacher guiding questions, etc.)

01:13:13 Jenifer Homer-Jones: collaborate with grade colleagues.

01:13:18 Andrea Rochman: tell me more

01:13:19 Stephenia Courtney: pre-planning  
01:13:20 Brandon Daniel: linking students strategies  
01:13:22 Janet Jimenez: Allow EVERYONE to take part in the discourse.  
01:13:22 April Leach: practice to be solvers...implement and build into  
class routines  
01:13:24 Patricia Sells: Allow students to believe they can be this  
01:13:29 LaShanda Melendez: plan questions & responses in advance  
01:13:29 John Sasko: It's not about YOU  
01:13:30 Justin O'Dell: Talk with colleagues and predict what questions will  
be asked  
01:13:34 Prerana Sanghavi: Engage them on different activities  
01:13:41 Maria Antos: Plan ahead for what the misconceptions might be.  
01:14:02 Virginia Hill: Truly listen to what students are saying and value  
their voice  
01:14:19 Michelle Cantu: Thanks  
01:14:23 Tracey Sweeney: When admins buys into using Kagen strategies, they  
will go along with these math discussions.  
01:14:25 Beverly Greene: don't take "I don't know" for an answer  
01:14:31 jessica holden: stress that it may be more time consuming today BUT  
it is more meaningful- therefore saving time in the long run  
01:14:42 Michelle Cantu: Thanks all  
01:14:50 Shannon White: "Math Talks" are amazing for building a culture of  
math discourse.  
01:14:52 Dan Herforth: Get admin to buy in by having conversations in your  
PLCs. Make sure they still see the math at it's core.  
01:14:54 Carolyn White: Thank you  
01:14:59 Peg Smith: Recommend that they look at Catalyzing Change!  
01:14:59 Virginia Hill: Your students will enjoy it!  
01:15:01 Teresa Reddish: Thank you  
01:15:03 Meredith Robie: When you sequence, do you always include the  
misconceptions/incorrect answers first? It feels like that's not a great practice.  
01:15:11 Christine Suurtamm: engaging admin in the whole process. ask  
them to anticipate student responses and then view the lesson  
01:15:16 Jolene Peterson: Have admin watch a lesson in its entirety  
and follow up with them on what math took place!  
01:15:18 Beverly Greene: what's the best grade to start using this practice  
01:15:26 Nora Chase: Use Number Talks, they are great.  
01:15:30 Jane Watson: Do you have any activities based on data and chance  
as examples in your books?  
01:15:34 Chonda Long: Just a reminder that the certificate of  
participation will be sent to the email address you used to register tomorrow at  
about 7:00 p.m. E  
01:15:47 Randy Ross: Problem Talks - Pam Harris  
01:15:49 Nora Ramirez: Invite admin to observe and listen to the students  
then debrief with admin - they can't argue about students learning  
01:15:53 Randy Ross: Problem Strings too  
01:16:10 Diane Reece: This was great! Thank you.  
01:16:14 Brandon Daniel: Yes, enter where the students are!  
01:16:14 Jolene Peterson: YES! Problem Strings are great, too!  
01:16:24 Camille Greene: thank you so much

01:16:53 Peg Smith: Jane, Data and Chance are topics that are not well represented.

01:16:55 Denise Quarles: Thank you. Loved the video clips.

01:17:08 Patricia Ishihara: I think that sometimes when others outside of mathematics experience how much they enjoy mathematics more in a problem-solving, low-floor high ceiling task with discourse with their peers, they see the power of the 5 practices!

01:17:09 Jana Greeson: Very helpful, thank you

01:17:14 Yolanda Barker: Thank you

01:17:17 Patricia Sells: Thank you!!! Will help me to do something different for 20-21 school year.

01:17:18 Elisa Waingort: Thank you for this session. The elementary book is on my to-read pile. I can't wait to get to it.

01:17:32 Patricia Herdt: Thank you. Very helpful.

01:17:39 Shalini Singhal: That's what I do . Making errors a celebration

01:17:39 Stephenia Courtney: Thank you

01:17:39 Roberta Rotolo: I expect to buy this book.

01:17:49 Andrea Marangakis: Thank you. I loved the "jumpstart" comment.

01:17:51 Beth Kobett: Thank you for this session!

01:17:52 Brandon Daniel: Create a risk taking culture where errors are opportunities

01:17:52 Shannon White: It's worth it Roberta

01:17:55 Olga Kosheleva: Thank you.

01:17:58 JAcKy Rodes: thank you so much!

01:17:58 Roy Lander: Thank you for your time and expertise!

01:18:01 Mark Phipps: This was nice to see the third perspective on this for younger students. All presenters did a great job! Thank you for a great experience.

01:18:03 Carolyn Davis: Thank you!

01:18:03 Alison Pepero: Thank you very much! :)

01:18:13 Chonda Long: Just a reminder that the certificate of participation will be sent to the email address you used to register tomorrow at about 7:00 p.m. ET

01:18:14 Christine Tucker: Thank you Victoria. Thank you Jenn and Chonda too.

01:18:20 Samantha Hogan: yep! that's what I like to do too

01:18:21 Virginia Hill: Vic - YOU are a BLESSING! THANK YOU!

01:18:23 Prerana Sanghavi: Thankyou for your great assistance today

01:18:25 Beverly Greene: Thanks you for your time!

01:18:27 Shalini Singhal: Thank you!

01:18:29 Carol Matsumoto: Thank you Victoria for presenting on the Five Practices. Thanks Jenn and Chonda for hosting.

01:18:29 Sarah Patterson: Loved it!

01:18:30 Patricia Ishihara: Or ask them what would be a common misunderstanding that your peers would have, and how would you help them?

01:18:34 Roberta Rotolo: I am an interventionist and always work in small group. This is the perfect time to interject this strategy to get to the heart of their knowledge.

01:18:34 Mary Anne Opila: Thank you, very good!

01:18:36 Lindsay Youngblood: Thank you!  
01:18:37 Deanna Rigdon: Thank you for sharing your expertise.  
01:18:37 Gricelda Monroy: Thank you so much!  
01:18:38 Penina Kamina: Thanks, stay well  
01:18:38 Nellie Alvarez: thank you so much!  
01:18:39 Christina Lincheck: Thank you so much all of you!  
01:18:40 Laura Ramp: Thank you!!  
01:18:40 Samantha Hogan: they can show work but can't speak to it clearly all  
the time  
01:18:42 Sherita Wells McMillian: Thank you!  
01:18:42 Trena Wilkerson: Thank you Victoria and participants for such  
great insights and questions!  
01:18:42 Mohamed T: Thank you!  
01:18:43 Sharon Ling: Thank you!  
01:18:44 Amber Scholl: Thank you!  
01:18:45 Anna Carnevale: Thank you very much!! Good job using zoom and  
technology!  
01:18:46 ELIZABETH TOLOZANO: thank you  
01:18:47 Karen Schieres: thank you!  
01:18:49 Beth Roark: Thank you so much for all this great information  
01:18:49 Shelby Newell: Thank you so much!  
01:18:50 Anita Thomas: Thank you  
01:18:50 Dennis Ubriaco: Thank you!  
01:18:50 Andrea Yee: Sorry, forgot - Andrea from WA. Thank you!  
01:18:51 Lisa Lindsey: Thank you!  
01:18:51 keisha Gunter: Thank you!  
01:18:52 Patricia Drudy: Thank you so much. Wonderful presentation.  
01:18:52 Selina Locklear: Thank you  
01:18:52 Nadia Messadi: Thank you!  
01:18:54 Daniel Irving: Thank you very much for the incredible presentation!  
01:18:55 Christine Suurtamm: Thanks!  
01:18:57 Myra Garcia: thank you  
01:18:57 Kimberly Titla: THANK YOU!  
01:18:58 Samantha Hogan: Thank you for this!  
01:19:00 Kathy Wanamaker: Thank you!  
01:19:00 Janet Jimenez: Thank you so much! I really enjoyed this webinar  
and all of the information and resources.  
01:19:02 Penelope Thompson: Thank you it was great  
01:19:02 LeKisha Campbell: Thank you!  
01:19:02 Shannon White: If you need your admin to "buy in" I think you need  
new admin.! lol Kidding... kind of...  
01:19:03 Sara Caselle: Thank you, can you put the email back up  
01:19:04 Nora Chase: Thank you, Ms. Victoria.  
01:19:04 Roberta Rotolo: Thank you so much  
01:19:05 Nicole Young: Thank you!  
01:19:06 Rita Shamrock: Thank you  
01:19:06 Adrienne McPherson: thank you  
01:19:07 Lorie Huff: Thank you , Victoria for sharing very important  
strategies for providing effective learning of mathematics! Thank you, Jenn, Chonda,  
Dave, and NCTM!

01:19:07 Angela Dandridge: Thank you so much! This was great!  
01:19:08 Cindy Kim: Thank you  
01:19:08 Meredith Robie: Thank you!  
01:19:09 Robin Harbour: Thank you!  
01:19:09 Bina Kachwalla: thanks you  
01:19:10 Denise Delaney: Thank you  
01:19:10 Leticia Chapa: Thank you  
01:19:10 Ashley Jones: thank you!!!  
01:19:11 Sally Schmidig: Thank you!  
01:19:11 Hailey Faiola: Thank you!  
01:19:11 Carly Schwirtz: thank you!  
01:19:11 Anjana Tihaiya: thank you  
01:19:11 Kenneth Utate: Thank you!  
01:19:11 Jackie Brown: Thank you! Valuable information!  
01:19:11 Natalie Davis: Thank you!  
01:19:12 Sharon Agnes: Thank you!!  
01:19:12 Renee Catalano: thanks  
01:19:12 Erin Henderson: Thank you!  
01:19:12 Marquita Morris: Thank you!  
01:19:12 Carla Davies: thank you  
01:19:13 Cindy Wilson: Thank you  
01:19:13 Kathlan Latimer: Thank you!  
01:19:13 LaShanda Melendez: Thank you. This was very informative and  
inspiring.  
01:19:14 Maria Antos: Thank you!  
01:19:14 Stacy Shaener: Thank you  
01:19:14 Shannon White: Thank you!  
01:19:14 Michelle Lampkin: Thank you so much!!!  
01:19:14 mikki cardella: how do we get the certificate  
01:19:14 Ronda Pedersen: Thank you!  
01:19:15 Andrea Rochman: thank you  
01:19:15 Kendra Edwards: Thank you!  
01:19:16 Melody Macon: Thank you!!  
01:19:16 Kate Jerram: Thank you so much!  
01:19:16 Jacqueline Cox: Thanks for a wonderful informative workshop  
01:19:17 Beth Kolczak: Thank you! So powerful!  
01:19:17 Liz Morris: Thank you!  
01:19:17 Nora Ramirez: Thank you everyone.  
01:19:17 Brandon Daniel: Thank you! Awesome with the 5!  
01:19:20 Latrenda Knighten: Thank you!  
01:19:20 Christy Woody: Thank you  
01:19:20 Patricia Ishihara: Thank you! Mahalo, peace and good health  
for all!  
01:19:22 Stephen Zeringer: Thank you!  
01:19:22 Linda Himes: Thanks so much  
01:19:22 Tamika Witherspoon: Wonderful, thank you!  
01:19:24 Rachel Schlosberg: Thank you!  
01:19:25 Lauren Hasse: Thank you!!  
01:19:28 Janet Jimenez: Thank you!  
01:19:29 Anna Carnevale: Good Job!



01:19:30 Deanna Atkins: Many thanks for all the info!  
01:19:34 Bethany Gentile: Thank you!  
01:19:36 Lauren Conkle: thank you!  
01:19:39 TONIA DOUGLAS: Thank you  
01:19:40 Sarah Osterby: Thank you  
01:19:41 Heather Davis: how do we get our cert?  
01:19:44 Danuta (Donna) Kucinski: Thank you  
01:19:46 Melissa Scroggins: Thank you  
01:19:47 Katherine McLemore: This was great, thank you!  
01:19:49 Pam Stidham: Thanks for a wonderful session!  
01:19:50 Said Chatir: Very informative, Thank you!  
01:19:50 Kristine Butz: Thankyou so much  
01:19:54 Alma Vital-Abers: Thank you, enjoyed learning and solidifying  
some of the strategies  
01:19:58 Josephine Snyder: Thank you!  
01:20:02 Jenifer Homer-Jones: Thank You.  
01:20:03 Sara Caselle: Thank for this, be well everyone!  
01:20:07 Brenda Boring: Thank you!  
01:20:10 DeAnn Huinker: Thanks, Vic!! Always learn so much from you.  
01:20:10 Patricia Ishihara: When does code expire?  
01:20:22 Jolene Peterson: link for certificate?  
01:20:23 Jen McFall: Thanks so much! I have so appreciated all of the  
opportunities for learning. This has filled my heart during this time.  
01:20:30 Gricelda Monroy: Can you share Victoria's email?  
01:20:32 Patricia Ishihara: Will the slides also be available?  
01:20:42 Jolene Peterson: got it. ignore certificate message.  
01:20:44 Nadia Messadi: Thanks again  
01:20:45 Chonda Long: Just a reminder that the certificate of  
participation will be sent to the email address you used to register tomorrow at  
about 7:00 p.m. ET  
01:20:47 Christine Suurtamm: Thanks Jennifer  
01:20:52 Annika Moore: Thank you  
01:20:52 Lisa Jeffcoat: Thank you!  
01:20:54 Alfreida S Jamison: Thank you!  
01:21:04 Lesley Collins: Thank you!  
01:21:10 Kimberly Brooks: I missed it...Thought it started at 7pm  
01:21:11 John Sasko: Thank you!  
01:21:12 Kristin Gunderson: Thank you