

00:26:31 Carol Matsumoto: It works for me
00:26:41 Devin Gorman: Devin Gorman 5th grade Sellersville, PA
00:26:51 Melissa Dean: Mine works .
00:26:56 DeAnn Huinker: Hi Every, Zooming in from Milwaukee!
00:27:03 Michael Lanstrum: Hello from Cleveland, Ohio
00:27:05 Karen Graham: Hello from NH!
00:27:10 Carol Matsumoto: Hi from Winnipeg.
00:27:18 Kevin Dykema: Hi from Mattawan, MI
00:27:18 Susan Tummers Stocum: Greetings from California
00:27:24 Melissa Dean: Hello, also from just outside Winnipeg!
00:27:28 Carol Matsumoto: Hi Ken Hi Kevin
00:27:29 Trena Wilkerson: Hello from Waco, TX!
00:27:30 Ken Krehbiel: Hello everyone, from Washington, D.C.
00:27:30 Lul Yusuf: Hello from Colorado
00:27:36 Kevin Dykema: Hi Carol- nice to "see you"
00:27:37 Carol Matsumoto: Hi Trena
00:27:51 Trena Wilkerson: Hi Carol!
00:27:52 Ken Krehbiel: Hi Carol
00:27:53 Suzanne Szilagyi: Hello from Riverside, Rhode Island
00:28:25 Amy Peet: Hello! From Bay Village, Ohio
00:28:32 Nolan Fossum (he/him): Welcome everyone! Thank you for joining this evening!
00:29:36 Carol Matsumoto: Hi Nolan
00:29:44 Nolan Fossum (he/him): Hi Carol!
00:33:32 Nolan Fossum (he/him): Tonight's Slides:
<https://bit.ly/NCTMSuccessStoriesCh5>
00:41:04 Melissa Dean: I like that everyone can enter into the question – we can all describe how the pattern grows.
00:41:27 Jennifer Suh: Different students see different ways the pattern grows
00:41:39 Stephen Bynum: These highlight different viewpoints/perspectives.
00:41:42 DeAnn Huinker: The task captures my attention and intrigues me.
00:41:48 Suzanne Szilagyi: I do offer these types of tasks to my students. I like them because they allow me to hear the thought process of the students and they give a place for all students to enter the conversation
00:42:48 Melissa Dean: I see three being added to the side and then underneath, and then four being added in the same way.
00:43:05 Suzanne Szilagyi: I see the pattern growing one row downward and one column to the right for each figure
00:43:06 Devin Gorman: An extra row and column each time
00:43:12 DeAnn Huinker: I see a column added to the right and a row added to the bottom for each iteration.
00:43:53 Jennifer Suh: I see(Figure #+1)times (Figure #+2) plus 1
00:44:21 Cathery Yeh: Saw it the same as Jenn Suh. Math brain twinsies
♀
00:46:20 Melissa Dean: Agency – Sts participate in personally meaningful ways.
00:46:31 Jennifer Suh: So many students can be mathematicians and teacher has the potential to raise status of students who typically might not see themselves as math competent

00:52:48 Jennifer Suh: Students' creativity :)
00:52:49 Melissa Dean: All of it, really. A gradebook is numbers.
00:53:49 Suzanne Szilagyi: I agree it is hard to capture the richness
and the subtly of student understanding and participation in the grade book.\

00:54:42 Suzanne Szilagyi: I usually do not grade these types of
activities because I do not want grades to skew the willingness to participate or
take risks

01:04:28 Nolan Fossum (he/him): Play in Polypad:
<https://bit.ly/PillarsPolypadTask1>

01:12:05 Jennifer Suh: Powerful - in that students can "author their math
thinking " by manipulating tiles so that builds agency

01:20:02 Carol Matsumoto: Thanks Nolan!

01:21:09 Trena Wilkerson: Thank you Nolan for sharing your journey,
learnings and insights! Powerful!

01:21:13 Karen Graham: Thanks Nolan! Great job! Important work!

01:21:23 Nolan Fossum (he/him): Thank you everyone!

01:21:38 Jayme Lorenz: bit.ly/NCTMPDWebinars

01:21:41 Amy Peet: Thank you!

01:22:06 DeAnn Huinker: Thank you, Nolan! I'm still wrapping my head around
the connection of grading and student's identity and agency. Thanks for challenging
our thinking tonight!

01:22:48 Melissa Dean: Thanks Nolan.

01:22:54 Georgina Rivera: Thank you Nolan ❤️❤️❤️❤️

01:22:56 Devin Gorman: Thank you for your insightful contributions to
teaching math Nolan! I look forward to applying what I learned in my classroom!

01:23:11 Nolan Fossum (he/him): Thank you folks!