

00:18:35 Chonda Long: Welcome everyone!  
00:18:51 Kami Bernard: Hi! Surprise, Arizona  
00:18:52 JUDY DUNMIRE: Hi from Arkansas!  
00:18:52 William Speer: Bill Speer - Las vegas  
00:18:55 Philip Mojares: From Somerton, AZ  
00:18:56 Crystal Kirch ED SERVIC: Hi! Orange County, CA  
00:18:56 Laura Warrington: Hello from Reston, VA!  
00:18:57 Ashley Cusick: Hello from Virginia!  
00:18:57 Melissa McKeown: Hello from NC  
00:18:57 Bryan Simpson: Hi, Asheboro NC  
00:18:57 Jennifer Coe: Hi! Chicago, IL  
00:18:58 michael Lanstrum: Hello from Cleveland, Ohio  
00:18:58 Allison Lashley: Hello from DC  
00:18:59 Olivia Wilson: Hi from Jersey  
00:18:59 Elizabeth Joyce: Hello from Reston, VA!  
00:19:00 Sue Orcutt: HI from Maine!  
00:19:00 Jeff Koenig: Hello all! Jeff from Ca here.  
00:19:01 Chonda Long: Springfield, VA  
00:19:01 Kelley Nelson: Hello. Kuwait  
00:19:01 Cindy Bryant: Good evening from Springfield, MO  
00:19:02 Angelica Johnson: Hello...from Memphis, TN.  
00:19:02 Beth Snoap: holland, michigan!  
00:19:02 Sandra Silva: Hello MA  
00:19:02 Katherine Garcia: Hi! I'm in Farmville, VA.  
00:19:02 Melissa Blake: HI! Avondale, AZ  
00:19:03 Alexis Lowe: Hello, Alexis, West Virginia  
00:19:03 Trent Thomason: Columbia, TN  
00:19:04 Christi Roberts: Christi Roberts - Jackson, Wyoming  
00:19:04 Sarah Sirois: Hello Sarah from Maine  
00:19:05 Cherelle Sanders: Hi from Tarboro NC  
00:19:06 Deborah Chapdelaine: Hi, Debbie from Edmonds, wa  
00:19:06 Julie Benotti: Hi! Plymouth, MA  
00:19:07 Elizabeth Devereauz: Walnut Springs, Texas  
00:19:07 Laura Hapgood: Hi, Plymouth, MA  
00:19:08 Stephanie Caragher: Hi from NH  
00:19:09 Libby Ramirez: Hi from Arizona!!!!  
00:19:09 Wendy Kraft: Hi all. I'm from Silverdale, Washington  
00:19:09 Ange Kendall: Lake Stevens, WA  
00:19:10 Modena Paulsen: Hi from Tempe, AZ  
00:19:11 Trena Wilkerson: Hello from Waco, Texas  
00:19:13 Shelly Pine: Hello from Berryville, VA  
00:19:13 Joyce Meier: Hi from Crystal Lake, IL.  
00:19:14 Victoria Bill: Victoria Bill Institute for Learning PA  
00:19:15 Daniel Irving: Hello from North Providence, RI.  
00:19:16 Enkelejda Limani: Hello from NYC - Brooklyn  
00:19:16 Nicole Mercurio: Hello from Tempe AZ!  
00:19:18 Alberta Jarmon: Hello Nashville, TN  
00:19:19 Zahra O'Reilly-Bates: St. Croix, U. S. Virgin Islands  
00:19:20 Natalie Matthews: HI from Raleigh, NC  
00:19:21 Paula Wells: Paula Wells from Hammond, Louisiana

00:19:22 Brooke Bleeker: Hi from Rochester, MN  
00:19:24 Cynthia Brunk: Hey there from the beautiful Shenandoah Valley of  
Virginia!  
00:19:24 Jeff Shih: Hi from Las Vegas  
00:19:25 Taryn Brown: Hey from Jackson, MS!  
00:19:26 Christine Casiere: Wilmington, NC  
00:19:34 Michael Minchella: Hello from Toronto!  
00:19:35 Ann Assad: Ann, Paducah, KY  
00:19:35 anjana Tihaiya: Anjana CT  
00:19:38 Pamela Stark: Hello from Massachusetts!  
00:19:39 Clarissa Simmons: Hello from Maryland  
00:19:39 Malrene Naquin: Long Beach, Mississippi (Univ of Sourhern  
Mississippi)  
00:19:40 Clarissa Rothe: Clarissa from San Bruno CA]  
00:19:41 Linda Smith: Linda from Atlanta GA  
00:19:42 Nicole Dollar: Hello, from Virginia  
00:19:45 Dewey Gottlieb: Dewey here ... Aloha from Hawaii  
00:19:47 Jennie Brown: Hi from Montgomery, AL  
00:19:48 Jennifer Love: Bloomington, IL  
00:19:48 Gabriela Castro: Hi, from Fort Gibson, Oklahoma!  
00:19:48 Brian Lindaman: Brian from Chico CA  
00:19:51 Konnie Guthrie: Konnie from Las Vegas  
00:19:52 Jennifer Suh: Jenn from Virginia  
00:19:55 Jill Perry: Hi from NJ  
00:19:56 Michelle Jacobsen: Hello from Goose Lake, IA!  
00:19:58 Tracy Moreno: Hello I'm Tracy Moreno from Phoenixville PA  
00:19:58 Kristin Asa: Kristin from Las Vegas, NV  
00:20:05 Amanda Byrd: Hello from Eastern NC!  
00:20:06 Beth Kobett: Beth from Maryland  
00:20:08 Michelle Morgan: The mountains of colorado  
00:20:08 Aaron Garner: Aaron from Battle Ground, WA  
00:20:10 Cindy Kroll: lovin Las Vegas, Cindy Kroll  
00:20:10 Cecilia Lopez: Cecilia, Davis CA  
00:20:19 JAcky Rodes: hello from VA  
00:20:21 Bina Kachwalla: I am very familiar with 5 practices for Product time  
Discussions  
00:20:27 Skip Fennell: Skip from Westminster, MD  
00:20:52 Gabrielle Bertrand: Very familiar with 5Ps psyched to be here!  
00:20:52 Jennifer Bay-Williams: Hello from Louisville, Kentucky!  
00:21:09 Linda Himes: hi from walnut, CA  
00:21:21 Jackie Murawska: Hi. Jackie from Chicago.  
00:21:29 Tim Bartlett: Hi from Lake Stevens, WA  
00:21:33 Jeff Koenig: Very familiar with the 5 Practices but always  
wanting to learn more  
00:21:37 Jackie Murawska: Very familiar with the 5Ps :)  
00:21:40 Jasmine Jackson: Hi from Texas  
00:21:48 Jennifer Tyche: Jennifer from Arizona  
00:22:29 Heather Nunnally: c  
00:22:34 anjana Tihaiya: B  
00:22:39 luzviminda Malabanan: a

00:22:44 Christine Betley: b  
00:22:44 Modena Paulsen: c  
00:22:48 Robert Berry: Hi All Robert Berry Charlottesville, VA  
00:22:53 Skip Fennell: c  
00:23:03 Dane Dwyer: a  
00:23:07 Maritza Canales: Hello from Yuma, Arizona  
00:23:08 Aaron Garner: c.  
00:23:11 Brian Odiwuor: a  
00:23:36 Faith Peddie: Tonight we will be using the handout that was linked next to registration. If you need it, here is the link!  
<https://www.nctm.org/uploadedFiles/Orchestrating.pdf>  
00:24:00 Khaalia Taylor: Hello from Irvington, NJ!  
00:25:45 JUDY DUNMIRE: I shared a 5 Prac monitoring sheet with pre-service teachers... this has been the most productive tool to help them shift their planning from teacher-focused to student-focused planning. THANK YOU!!!  
00:26:12 Faith Peddie: The monitoring tool rocks!  
00:27:56 Michelle Haywood: Good evening from Detroit, Michigan  
00:28:04 Kristin Asa: @Judy Dunmire - where did you get the monitoring sheet?  
00:28:06 Faith Peddie: The monitoring tool rocks!  
00:28:10 Faith Peddie: The monitoring tool rocks!  
00:28:23 Faith Peddie: Tonight we will be using the handout that was linked next to registration. If you need it, here is the link!  
<https://www.nctm.org/uploadedFiles/Orchestrating.pdf>  
00:28:24 Emily Kavanagh: Hello from Columbia, MD  
00:28:56 Mike Steele: The monitoring tool is available in the new books!  
00:29:29 Amanda Byrd: Will we receive a copy of this presentation by email? I apologize if this was mentioned early, I came in a little late  
00:29:35 Kristin Asa: Thank you!  
00:29:50 Bryan Simpson: Thank you for the link!  
00:30:14 Cindy Bryant: The session recording should be available tomorrow.  
00:30:21 Scott Fellows: PPT Link:  
<https://www.nctm.org/uploadedFiles/Orchestrating.pdf>  
00:30:33 Faith Peddie: Yes, the recording of tonight's presentation will be uploaded at [www.nctm.org/100](http://www.nctm.org/100)  
00:30:52 Amanda Byrd: Great - Thank you :)  
00:31:26 LA VERNE MITCHELL: Hello from Queens, NYC  
00:31:45 Scott Fellows: pdf:  
<https://www.nctm.org/uploadedFiles/Orchestrating.pdf>  
00:32:42 Chonda Long: You can access recordings of all of the webinars at [www.nctm.org/100](http://www.nctm.org/100)  
00:33:08 Ann Cola: Using the 5 practices changes the entire "feel" of the class  
00:33:32 Katie Klamo: Is a certificate of completion available once the webinar is over?  
00:33:32 JUDY DUNMIRE: @Kristin - I can't exactly remember... either from the Principles to Actions toolkit, Taking Action resource, for from one of Pegs Practices in Practice books. This is a picture of the 2nd page of the monitoring

sheet I used:

[https://www.nctm.org/Publications/Teaching-Children-Mathematics/Blog/Mathematical-Discourse,-Part-2\\_-Planning-for-the-Task-\(Anticipating,-Selecting,-and-Sequencing\)/](https://www.nctm.org/Publications/Teaching-Children-Mathematics/Blog/Mathematical-Discourse,-Part-2_-Planning-for-the-Task-(Anticipating,-Selecting,-and-Sequencing)/)

00:34:12 Faith Peddie: Hi all. When you are typing in the chat box, please ensure that your messages are set up for "To: All panelists and attendees"

00:34:53 Alessa Garland-Smith: Alessa from Newark, NJ

00:35:13 Yesenia Reyes: Hello from Chicago!

00:35:23 Scott Fellows: ppt:

<https://www.nctm.org/uploadedFiles/Orchestrating.pdf>

00:35:31 Lynette Pearce: Hello from Brisbane Australia.

00:35:40 JUDY DUNMIRE: Hi, Chicago! I missed seeing you last week. :(

00:36:14 Chonda Long: You can access the recording tomorrow afternoon at [www.nctm.org/100](http://www.nctm.org/100)

00:36:43 JUDY DUNMIRE: These books are a lifesaver! Thank you!!!

00:37:01 Sharon Black-MacKinnon: Hi from small village New Brunswick, Canada

00:37:04 Bina Kachwalla: thanks for the information on the new books available

00:37:31 Trena Wilkerson: Just got the high school one today and excited to read it!

00:37:51 Gabrielle Bertrand: Yay love New Brunswick!! It's not Fosterville NB is it???)

00:38:01 Sharon Black-MacKinnon: Stanley

00:38:05 Faith Peddie: Here is the link to the handout!

<https://www.nctm.org/uploadedFiles/Orchestrating.pdf>

00:38:24 Trena Wilkerson: Hi Rose!! Awesome that you are here!

00:38:51 Ann Cola: 5 & 14

00:38:58 anjana Tihaiya: 10 and 12

00:39:01 Jennifer Bay-Williams: 14 and 19

00:39:04 Sarah Lynn Camper: 5 & 12

00:39:05 Katie Tseng: 6

00:39:05 Christine Betley: 14

00:39:07 Michelle Morgan: I don't see the poll

00:39:08 Wendy Kraft: 10 & 16

00:39:09 Christine Betley: 16

00:39:11 Alyce Liptock: 6 and 16!

00:39:13 Christi Roberts: 16 & 19

00:39:13 Gloria Flores: 16

00:39:14 Aaron Garner: 10.

00:39:16 Megan Hogan-Stedman: 10, 13

00:39:16 Maritza Canales: 6 and 19

00:39:16 Skip Fennell: 6, 9

00:39:24 Philip Mojares: 10 & 16

00:39:26 anjana Tihaiya: 10& 13

00:39:30 MAR RUIZ: 6 and 19

00:39:33 joaquine pina: 10 and 15

00:39:35 Elizabeth Devereauz: 3 and 16

00:39:36 Diana Smith: 12

00:39:41 Trena Wilkerson: Rose—Hope you are making it okay!

00:39:47 Megan Hogan-Stedman: 19

00:39:49           JACKY RODES:     7  
00:39:50           JACKIE MURAWSKA:         To Judy, yes! We missed you ALL in Chicago  
last week. :(  
00:39:53           EMILY MEDLOCK:   10 and 16  
00:39:54           LYNETTE PEARCE: 7 and 16  
00:39:59           ALBERTA JARMON: 7 and 9  
00:40:01           ELIZABETH JOYCE:         9 & 18  
00:40:01           GLORIA FLORES:   19  
00:40:05           KRISTIN ASA:     I cannot submit an answer for the poll  
00:40:13           MARITZA CANALES:         same  
00:40:14           ANGE KENDALL:     3, 6, 13, 16, 18  
00:40:15           ANGELICA JOHNSON:         5, 8, 16  
00:40:17           MICHELLE HAYWOOD:         9 & 16  
00:40:24           EMILY KAVANAGH: 1 and 15  
00:40:29           MODENA PAULSEN: 5, 13, 14  
00:40:30           STEPHANIE CARAGHER:         5 and 16  
00:40:35           DEWEY GOTTLIEB: 14, 16, 18  
00:40:36           LINDA SMITH:     @JUDY I totally agree!  
00:40:36           STACIE COMBS:     6, 19  
00:40:39           RACHEL MCCULLOUGH:         2 & 13  
00:40:39           SALLIE KAN:     Are we supposed to be responding in the chat or o  
the poll itself?  
00:40:48           MARIANNE MAMMON:         10 & 13  
00:40:49           PAMELA STARK:     7  
00:40:53           STACIE COMBS:     You can do both! :)  
00:40:54           ALBERTA JARMON: 16 and 18  
00:40:59           ANN COLA:         Teachers take over when they don't see the method  
they want to highlight  
00:41:03           JENNIE BROWN:     18 and 19  
00:41:05           LA VERNE MITCHELL:         5 & 18  
00:41:06           JACKY RODES:     13  
00:41:09           JILL PERRY:     @SALLIE - respond to the poll  
00:41:13           SANDRA SILVA:     5,7,14,16  
00:41:15           ELIZABETH DEVEREAUX:         Will some of the videos show how to recover  
from failed `directing`?  
00:41:19           ALEXIS LOWE:     5,6, 16  
00:41:29           LINDA HIMES:     10 and 16  
00:41:36           DANA DULZO:     7,18  
00:41:44           SARAH SIROIS:     6 and 19  
00:41:49           CINDY BRYANT:     So very true Peg!  
00:42:03           PHILIP MOJARES: Interesting results  
00:42:10           MIKE STEELE:     Ann, we address that idea in challenge 14 in the  
books. it's a very common issue!  
00:42:32           PHILIP MOJARES: 10 & 16 happened always in my classroom  
00:42:33           BETH KOBETT:     WOW - interesting results. I wouldn't have predicted  
this!  
00:42:38           LESLIE EDWARDS: 13-16  
00:43:00           MICHELLE SILVIA:         more challenging to get them involved from  
home  
00:43:15           JONATHAN KATZ:     Our school used a scripted curriculum that is

totally fixed in its pacing (1 lesson a day). Teachers hew closely to the curriculum tasks. Given this constraint, I'm wondering how to work in

00:43:16 Cindy Bryant: I agree Beth.

00:43:34 Jonathan Katz: Goops...“elements” of the practices

00:43:38 Kristin Reedal: It is definitely harder now they are at home.

00:43:41 Linda Smith: Love this Challenges chart.

00:44:00 Sara Hall: Higher level questions? What to ask?

00:44:00 Ann Cola: Engagement seems to be a big

00:44:24 Philip Mojares: It is 10 and 16

00:44:27 Ann Cola: concern

00:45:06 Alma Vital-Abers: what are 8, 15 and 16 challenges?

00:46:37 Gabrielle Bertrand: Where does she get those specific goals?

00:46:43 Gabrielle Bertrand: Is it CC?

00:47:36 Guadalupe Gomez: Draw a line through the points

00:47:48 Mike Steele: Gabrielle, we invite teachers to write their goals based on rigorous standards like CC. Standards are much broader than specific lesson goals. This is discussed in a bit more detail in the Taking Action series.

00:47:49 Shannon Henderson: draw a line, make a table

00:47:53 Angelica Johnson: Create table

00:47:57 Emily Kavanagh: Love this example

00:48:02 joaquine pina: Make a t-chart and

00:48:13 Alizea Ramalhosa: creating ratios

00:48:29 Philip Mojares: Looking at the graph, create a table and figure out what do x and y represent

00:48:38 Gabrielle Bertrand: Ok thanks Mike—makes sense

00:48:39 Michelle Silvia: guess and check

00:48:50 Michelle Silvia: draw a line

00:48:52 Trent Thomason: look for a constant rate of change

00:49:06 Gloria Flores: Does the book provide problem tasks for you to utilize?

00:49:11 Wendy Kraft: estimate - if 8 is 12, etc

00:49:25 dana dulzo: I think most of my students will make a table from the graph or draw a line on the graph.

00:49:42 Faith Peddie: Hi Gloria, there are links in the back of the text with ideas for tasks!

00:49:47 Ann Cola: nice problem so many ways to solve

00:50:02 Gloria Flores: Awesome, thank you

00:50:11 Melynee Naegele: When I was reading this book I had so much fun doing the math! I did this one on a plane ride to NCTM Regional in Seattle! The other passengers were intrigued by my nerdiness! LOL

00:50:32 Linda Smith: I think that some students may just find the unit rate or cost per ticket.

00:51:10 Mike Steele: The book has a number of tasks that the teachers that are featured used. We also have a set of resources in the appendix with some good places to look for more high cognitive demand tasks.

00:51:29 Alizea Ramalhosa: Thats great!

00:51:38 Gabrielle Bertrand: You are talking about the new book right?

00:51:53 Mike Steele: Yes!

00:51:59 JUDY DUNMIRE: I think I need to add this as a text for next year's teacher candidates in my methods class - especially since this year's group loved it

so much!

00:52:03 Kaitlin Ray: That is what I would think kiddos would do! They live in a proportional world! Hard to leave it!

00:52:04 Wendy Kraft: proportional - starting from (0,0)

00:52:04 Michelle Silvia: 34 dollars

00:52:05 Elizabeth Joyce: Proportional relationship between number of tickets and cost!

00:52:07 joaquine pina: that there is no entry fee to the park

00:52:09 Ann Cola: Each ticket costs 8.50

00:52:10 Christina Baldy: He thinks the relationship is proportional

00:52:12 Linda Smith: Daejhor is not taking into account the cost to enter the fair.

00:52:15 Sallie Kaan: That each ticket costs \$8.50

00:52:16 Peter Omura: Each ticket is \$8.50

00:52:17 Michelle Morgan: There is no fixed charge for admission.

00:52:17 Shannon Henderson: he thinks each ticket is 850

00:52:19 Kristin Asa: He is assuming that there is no initial cost of entering the fair

00:52:20 Marianne Mammon: He thinks 1 ticket is \$8.50

00:52:20 Philip Mojares: there is a proportional relationship

00:52:21 Shannon Henderson: 8.50\*

00:52:23 Alizea Ramalhosa: Looks like he thinks the cost is proportional and can multiply the unit rate.

00:52:23 Bina Kachwalla: Just x by 4 as he thought 1 ticket is \$8.50

00:52:24 Gabrielle Bertrand: It looks like he thinks that 4 tickets will cost 34.00

00:52:24 Melynee Naegele: He thins that each ticket costs \$8.50.

00:52:26 Yesenia Reyes: The cost of 1 tickets X the number of tickets purchased

00:52:30 Leslie Sorace: unit rate is 8.50

00:52:32 John Cleverdon: he thought the graph represents the price of the ticket.

00:52:38 Ange Kendall: 34.00 is more than the total cost for 10 tickets

00:52:43 Brandi Jones: Each ticket was 8.50

00:52:55 Joanne Foster-Williams: Each ticket cost \$850.

00:54:24 Maritza Canales: estimation

00:54:40 Elizabeth Joyce: Love using the graph to check if the answer is reasonable!

00:54:45 Michelle Silvia: She asks them to show her and discover if they made a mistake.

00:54:53 Maritza Canales: Reasonableness of solution

00:54:55 Heather Nunnally: great questioning on her part

00:54:57 Peter Omura: I love that she uses interpolation for him to come up with a reasonable estimate.

00:55:03 Ann Cola: He thinks 8.50 is the unit cost...connecting to grade 6 & 7

00:55:04 Stacie Combs: Helped him to examine his own thinking

00:55:08 Bina Kachwalla: probing questions and allowing students to think deeper

00:55:11 Michelle Silvia: Is your answer reasonable based on the graph

00:55:12 joaquine pina: He needs the understanding of the x and y units on the graph

00:55:14 Wendy Kraft: she led with words -If the graph was much bigger

00:55:15 Diana Smith: The teacher is asking questions to get the students thinking about their thought process

00:55:17 Kendra Edwards: She walks away after asking the question

00:55:19 Mike Shaughnessy: Good question to point out conflict in his thinking

00:55:20 Kaitlin Ray: Nice use of multiple representations

00:55:21 Gabrielle Bertrand: she gives good time

00:55:23 JUDY DUNMIRE: To determine what her students are thinking, Mrs. Mossotti asks advancing questions that require students to clearly communicate the way THEY are seeing the math without putting her "teacher brain" out there.

00:55:24 Gabrielle Bertrand: For thinking

00:55:26 Katie Tseng: checking for reasonableness based on the graph.

00:55:30 anjana Tihaiya: she ask them not to think about the math

00:55:30 Linda Himes: Providing cognitive dissonance

00:55:33 JAcky Rodes: she allowed them to realize that their answer doesnt work

00:55:37 anjana Tihaiya: making sense

00:55:37 Emily Kavanagh: Getting students to think

00:55:38 Marianne Mammon: She's asking him to explain his thinking and then asks an advancing questiong

00:55:43 Joanne Foster-Williams: She is allowing him to think

00:55:44 JAcky Rodes: I like her use of what does your brain think right now

00:55:45 Shannon Henderson: I like that she gently points out his mistake and analyze it

00:55:47 Ange Kendall: I liked how she got him to understand that his answer was incorrect. I also appreciated her validation of his thinking and giving them the chance to keep thinking about it.

00:55:49 Guadalupe Gomez: On the paper multiple representation to represent problem

00:55:53 Andrea Smith: Great example of engaging students in SMP.1

00:55:55 Guadalupe Gomez: such as table and graph

00:55:59 Pamela Stark: Great job checking in, redirecting, and waling away to let them think about it.

00:56:03 JUDY DUNMIRE: Putting out an advancing question, then walking away for students to process and discuss.

00:56:15 Modena Paulsen: Letting them know that she will be back to see how they continued their thinking.

00:56:18 Virginia Hill: press students to connect visual model of the graph to the symbolic model student had in his work

00:56:54 Marianne Mammon: Teacher should not assume she knows what the student was thinking by what's on his paper - she must ask him about his work

00:57:40 Tara Fulton: Wow! Bullet #3 <3

00:57:50 Marianne Mammon: Hi Virginia :)

00:58:11 Virginia Hill: Hi Marianne!! Nice to see you here!

00:58:17 Christine Betley: d

00:58:40 Virginia Hill: none of the above



00:58:41 Michelle Morgan: Only when it supports continued learning for all students.

00:58:50 Ann Cola: c

00:58:50 Michelle Silvia: c, but anonymously

00:58:51 Megan Gerstenzang: Other: Should be addressed but manner

DEPENDS

00:58:53 Ken Samoyedny: c

00:58:55 Melissa McKeown: we learn from our mistakes!

00:58:56 Modena Paulsen: C

00:59:00 Brian Odiwuor: C

00:59:02 Mike Shaughnessy: I wish there had been the choice "sometimes share with the entire class, that would be better."

00:59:07 Shannon Henderson: we learn MOST from our mistakes

00:59:09 Kim Smith: I think that any of three could work based on the situation

00:59:13 Mark Phipps: Always is the issue

00:59:14 anjana Tihaiya: with out name it can be disussed c

00:59:23 Yolanda Parker: yes... based on situation

00:59:24 Gabrielle Bertrand: Share when applicable

00:59:30 Jill Perry: Yes, @MikeShaughnessy

00:59:32 Virginia Hill: share if it's worth leveraging

00:59:35 Wendy Kraft: time - can't "always" do anything in 50 minute classes!

00:59:36 Sara Hall: Not always shared, but others might have the same thought.

00:59:41 Denise Smith: Always vs Never - there is nothing in between

00:59:42 Sallie Kaan: Depends if it furthers their understanding of the math goal.

00:59:43 joaquine pina: You can learn from misconceptions and multiple ways of thinking

00:59:44 Shannon Henderson: always is a strong word, however, it is so beneficial to share

00:59:44 Christine Leto: Sometimes shared

00:59:48 Alessa Garland-Smith: Share only when applicable. If all students get it correct, why share?

00:59:52 Tammy Lopez: We want to share, but be understanding of different student's comfort level and self-concept.

00:59:53 Yesenia Reyes: Delivery is critical.

01:00:02 Amanda Byrd: yes - @gabrielle

01:00:03 Wendy Kraft: students need things mixed up as well - can't "always" do anything the same way too often

01:00:04 JUDY DUNMIRE: There are times that I think incorrect or incomplete work might be productive for the rest of the class to see, to either be the "canary in the mine shaft" (to quote Phil Daro) or incomplete work may have a useful start that others can build on.

01:00:07 Maritza Canales: I feel my students learn more from seeing other students' work and we implement a stars and steps method, and build that classroom environment, we begin by giving stars if they wrote their name, and then we progress into steps on what a student could remember

01:00:09 Kim Smith: We talk about mistakes vs. errors. If students are

exhibiting a common misconceptions, all students could learn from it

01:00:14 Jacky Rodes: dont call out students, but presenting a problem so students can get a chance to see why it doesnt work

01:00:23 Megan Gerstenzang: Agree with "delivery is essential"

01:00:28 Lynette Pearce: I agree that solution discussions are useful but if only one child has the concern, the brighter students may disengage.

01:00:31 Shannon Henderson: I agree - not all errors are not essential to share

01:00:35 Kim Sanders: I think they should be shared when other students can learn from it and gain good quality discussion of the concepts.

01:00:53 Allison Ryal-Bagley: I wanted to pick... it depends.

01:00:59 Jacky Rodes: I like doing something called a favorite no, where kids get the chance to see where the mistake was made and what the misconception is, but the name of the kids work is not shared

01:00:59 Elizabeth Devereaux: The choices were absolutes

01:01:00 Gabrielle Bertrand: You could use the incorrect solution with the Clarify and Critique language routine

01:01:09 John Cleverdon: That's what I was thinking

01:01:47 Wendy Kraft: because many groups probably did the same thing

01:01:56 Gabrielle Bertrand: Kids can relate to the incorrect answer

01:02:03 Shannon Henderson: It may have been that many students may have also made this error

01:02:10 Kaitlin Ray: Because the students live in a proportional world until this point! That is a common mistake i'm sure many made.

01:02:15 Linda Smith: The incorrect answer from D's group may have been a prevalent misconception in the class.

01:02:17 Cecilia Lopez: common mistake

01:02:17 Gloria Flores: It was a common mistake

01:02:21 Michelle Silvia: So they are thinking about how they arrive at the solution

01:02:26 Sharon Black-MacKinnon: wrong answers are a great place to start

01:02:30 Wendy Kraft: were they just learning proportional reasoning - easy to over-apply concepts

01:02:31 Alizea Ramalhosa: Students may have come to the same wrong conclusion, this way of sharing will offer a redirect to others.

01:02:34 Leslie Sorace: Because the majority of students answers were the 34 dollars so it was a common mistake

01:02:37 Olivia Wissinger: evaluate others work and reflect on their own

01:02:39 John Cleverdon: It was probably a common error, and it would be good to show the thinking process.

01:02:44 Megan Hogan-Stedman: I also think starting with an incorrect answer keeps other students engaged

01:02:48 Ann Cola: My favorite no selects errors to share

01:02:55 LA VERNE MITCHELL: To encourage the students to articulate their thinking

01:02:55 Cecilia Lopez: It allows students to think if their answer makes sense

01:03:12 Peter Omura: He explains that he was able to use the graph to check his answer.

01:03:15 Bina Kachwalla: It was important to understand the graph  
01:03:27 Emily Kavanagh: Sharing incorrect answers helps students learn from mistakes  
01:03:29 Konnie Guthrie: Students being able to critique the reasoning of others is a mathematical practice. They often learn more from mistakes than getting things correct all the time.  
01:03:35 Andrea Smith: The incorrect answer reveals the misconception that will allow the mathematical goal of the lesson to be surfaced and developed  
01:03:44 Leslie Edwards: Starting with the incorrect answer engages discussion about reasoning, thinking, and solving the problem.  
01:03:46 Megan Gerstenzang: Love how he is confident to talk about his mistake - she clearly developed a comfortable class environment before this  
01:03:46 Sarah Stephan: Students learn as much or more from mistakes as they do from correct answers  
01:03:46 Philip Mojares: Sometimes I gave my students wrong answers because I want them to correct me  
01:03:51 Bina Kachwalla: developing deeper understanding and not the answer alone  
01:03:55 Heather Nunnally: she has the students take ownership of realizing the 34 is incorrect.  
01:04:00 Linda Himes: This was a common error that many students would make. It aligned to the goal of learning that not all linear equations start at (0,0)  
01:04:09 Olivia Wissinger: has others reflect on why answers may or may not be correct  
01:04:16 Diana Smith: Maybe to get all students thinking about misconceptions  
01:04:16 Kaitlin Ray: YAY!! Another gal is sharing the idea! Looks like they all are owning the math  
01:04:20 Mike Shaughnessy: Loved her sweatshirt  
01:04:24 Stacie Combs: Allows other students to analyze the problem more deeply.  
01:04:24 Gabrielle Bertrand: I like that she had someone else in the group answer  
01:04:26 JAcky Rodes: this was awesome!  
01:04:32 Linda Himes: It really calls out what the rate is compared to the y-intercept  
01:04:33 Linda Smith: Yep - that My Favorite No is a good video, but we have to think about our goal and how to not dwell too long on the misconception, but instead where it can lead with good questioning.  
01:04:35 JAcky Rodes: collaborative thinking and learning  
01:04:48 Shannon Henderson: Love using My Favorite No  
01:04:51 Melissa Luzano: So students know that it's okay to make mistakes, to check if their answer makes sense, and that getting an incorrect answer at first does not mean you can't get to the correct answer eventually.  
01:04:52 Guadalupe Gomez: Hattie Research: feedback 0.75 :)  
01:04:59 Marianne Mammon: An error can be used if it helps move the discussion towards the goal or can be connected to another solution  
01:04:59 Candra Lewis: It opens up more discussion between the students.  
01:05:03 Michelle Silvia: That it is ok to make mistakes

01:05:11 Guadalupe Gomez: classroom discussion: 0.82 :)

01:05:15 Allison Ryal-Bagley: Thank 6th Grade for a proportional world

01:05:20 Mark Phipps: It just doesn't make sense that it would cost \$34.

01:05:21 Sharon Black-MacKinnon: brains grow with wrong answers

01:05:30 Linda Smith: Like that Marianne. That is what I was trying to say.

01:05:40 Ange Kendall: I liked the continued questioning instead of hearing someone's thought and then taking over the discussion.

01:05:45 Gabrielle Bertrand: And it models good strategies to use after you are wrong

01:05:50 Jill Perry: Common early conceptions?

01:05:56 Virginia Hill: Yes Marianne!!! I completely agree! That makes the error worth leveraging! nicely said!

01:06:00 Kim Sanders: The main thing was the process of reasoning through the misconceptions.

01:06:31 joaquine pina: If you have 1 person pay in play cash 8.50, the next pay 12 and the last pay 13. Have them explain there payment and reasoning

01:06:34 Jill Perry: Common early understandings vs misconceptions

01:07:13 Melynee Naegele: When my students make mistakes we know we are learning! When other students listen to and critique the reasoning of others and reconcile their own thinking their understanding deepens. Just like our understanding deepens when we critique all of our student's thinking.

01:07:44 Ange Kendall: How do you get kids to realize their problem is wrong? How do you get them to evaluate their thinking when they are done and determine if it even begins to make sense?

01:07:53 Michelle Silvia: IT also engages them for more student learning

01:08:05 Gabrielle Bertrand: Yup!! Hard to do!!

01:08:15 Gabrielle Bertrand: Challenge 16

01:08:46 Ange Kendall: Engaged, accountable and learning....realizing that they can find their mistakes by watching others do it correctly.

01:08:52 Beth Kobett: Love this point! This is critical to keep students thinking and learning!

01:08:55 Jill Perry: Are "misunderstandings" and "mistakes" the same thing?

01:08:56 Melynee Naegele: Ange, I think when students critique the thinking of others and ask questions then the student usually comes to a new understanding.

01:09:06 Faith Peddie: <https://www.nctm.org/uploadedFiles/Orchestrating.pdf>

01:09:16 JAcky Rodes: calling on other kids for their input

01:09:17 Christina Baldy: "Somebody in the audience, what did he first get?"

01:09:19 Kaitlin Ray: Asked other students to revoice their ideas

01:09:20 Shannon Henderson: she called on the audience

01:09:25 Tara Fulton: @Ange...I've seen teachers use 1 stray 3 stay ... they come back ready to "teach" their peers what they saw

01:09:28 Allie Smith: she asked other students to repeat what was presented

01:09:28 Mark Phipps: It is interesting that at our school, students have the right to not participate in class discussion.

01:09:29 Modena Paulsen: Questioning students as to what the student said.

01:09:30 JAcky Rodes: having them repeat back what the three students shared

01:09:30 Kim Smith: She asked to rephrase

01:09:30 Linda Himes: Asked student what D did first

01:09:31 Beth Kobett: Revoicing

01:09:32 Sallie Kaan: She pressed

01:09:34 Kristin Asa: Asked audience to repeat presenters thinking

01:09:36 Alyce Liptock: She questioned other classmates, not just those who were presenting

01:09:36 Joanne Foster-Williams: She included other students

01:09:37 Angela Franco: asked the other students about the group's reasoning

01:09:39 Alma Vital-Abers: she asked S to revoice

01:09:41 Michelle Silvia: She kept asking questions

01:09:41 Diana Smith: Ask questions

01:09:42 Cecilia Lopez: She was talking to the whole class

01:09:42 Allie Smith: she asked other students why 34 couldn't be on the graph

01:09:42 Christina Baldy: "Somebody besides you explain what Daejhor did."

01:09:43 Allison Ryal-Bagley: She asked others what they thought was the original misconception

01:09:48 Alma Vital-Abers: she called on other S to share ideas/explanations

01:09:49 Clarissa Rothe: restating

01:09:49 Elizabeth Devereauz: Training the class early about how to share - don't take forever/stay on topic And she employs the use of cold calls with a fast pace

01:09:50 Gloria Flores: Ask students to rephrase

01:09:53 Ange Kendall: She continued to ask questions and draw out further thoughts.

01:09:53 Teresa Jay: She asked students to explain the reasoning of the presenters.

01:09:54 joaquine pina: She had everyone in groups so they had a chance to compare their thoughts with the group that was chosen

01:09:54 Alyce Liptock: She asked intriguing questions

01:09:54 Linda Smith: Wow there are some real active listening norms in place. Asking students to paraphrase what the group has said.

01:09:55 Tracie Skok: I like that she was trying to get the whole class to say what his first answer was, to realize it was wrong and that they were listening

01:09:56 Blake Auler-Murphy: Provided wait time after asking other students to explain the thinking.

01:09:57 Modena Paulsen: Asking others to expand on the students explanation.

01:09:57 Guadalupe Gomez: Questioning, elaborate answers

01:09:57 Beth Kobett: Continued asking questions

01:09:58 Shannon Henderson: She also had a student repeat what the class said - students tend to zone out and having them on point is important in these discussions

01:09:58 Angela Franco: called out individual students to check for understanding

01:10:00 Pamela Stark: rephrasing

01:10:01 Beth Kobett: active listening

01:10:02 Peter Omura: When students used imprecise language she questioned them to be more descriptive.

01:10:02 Michelle Silvia: She stayed out of the way and let the students do the engaging

01:10:11 Taryn Brown: She asked someone in the audience to respond

01:10:12 Melynee Naegele: She facilitated discussion by asking the just right question at the right time.

01:10:13 Cecilia Quinones: She asked the other students what they thought and revise what they heard... and asked questions

01:10:14 Ann Cola: She asked the audience specific questions

01:10:25 Zahra O'Reilly-Bates: asked probing questions

01:10:27 Penina Kamina: pointing out connections, what they notice

01:10:34 Tracie Skok: I liked that the group was able to share their initial though process, then share how they modified their thinking and math to go with the materials they were given.

01:10:34 Michelle Haywood: She asked the students to participate in the questioning of the problem

01:10:35 Emily Kavanagh: She kept the discussion going

01:10:37 Katie Tseng: she asked why he thought different things even though he didn't say why he thought... so I think she knew that they; thought the same thing.

01:10:41 Beth Kobett: She was present in the class - surveying, questions, specific questions

01:10:46 Maritza Canales: Use Kagan structures

01:10:48 Leslie Edwards: Students were asked probing questions that required them to clarify the explanations they were given. She also made sure the presenters had to explain their thinking.

01:10:49 Shannon Henderson: she also got the rest of the small group involved by asking another member to explain

01:11:00 Teresa Jay: I always act confused

01:11:04 Melynee Naegele: Sass is Queen! Make it playful!

01:11:07 Konnie Guthrie: She called on students outside of the presenters. She held them accountable for having paid attention.

01:11:26 Nicole Dollar: She has them explain their thinking

01:11:31 Michelle Silvia: They like explaining when they understand

01:11:53 Elizabeth Devereauz: She kept the questions simple

01:12:00 Victoria Bill: Sassy okay when you are a community of learners. Confusion creates the need for students to explain.

01:12:08 Linda Smith: Yes. This takes consistency and practice with the class to know what is expected, including all members of the group being accountable for the work.

01:12:23 Cindy Bryant: A well "orchestrated" discussion!

01:12:24 Mike Shaughnessy: Good job, Peg, thanks, think participants were thinking a lot based on comments flying in.

01:12:45 Cindy Bryant: Accountable Talk, love that!

01:13:04 Konnie Guthrie: If I want the students to be the thinkers, doers, and problem solvers I have to get out of the way.

01:13:22 Sallie Kaan: I would love to see a similar task early in the

year. It is difficult for me as a coach to convince teachers that it takes time to build the community.

01:13:51 Gabrielle Bertrand: And it takes time to get comfortable with this type of conversation!

01:14:05 Gabrielle Bertrand: Yes!!

01:14:11 Sharon Black-MacKinnon: absolutely

01:14:11 Maritza Canales: She could have the audience signal whether they agree or disagree with the solution BEFORE the "correct" answer is shared, she could do corners, or she could have the S show a different color to show agreement or disagreement so that audience will know that they are being held accountable

01:14:13 Kristin Asa: Most definitely worth the effort!

01:14:14 Kaitlin Ray: I agree but love that its in an urban setting!

Can't make that excuse with this video!

01:14:20 Diana Smith: Yes, I think so.

01:14:38 Linda Himes: YES and YES. It has made huge difference in student engagement and learning

01:14:41 Tammy Lopez: Sometimes as teachers, we fear we might not be able to answer their questions or ask the questions that guide them further into deeper thinking

01:14:44 Virginia Hill: absolutely!!!

01:14:45 Melynee Naegele: YAAAAAS!

01:14:48 Shannon Henderson: I am interested in putting in this effort - I miss my classroom and cannot wait to get back to talk Math with my kiddos

01:14:48 Faith Peddie: Here is the certificate of completion for tonight's session:

[www.nctm.org/uploadedFiles/Conferences\\_and\\_Professional\\_Development/Webinars\\_and\\_Webcasts/Webcasts/Orchestrating-Productive-Mathematics-Discussions-Overcoming-the-Challenges-Grades-6-8-Certificate-April-8.pdf](http://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Orchestrating-Productive-Mathematics-Discussions-Overcoming-the-Challenges-Grades-6-8-Certificate-April-8.pdf)

01:14:58 Linda Smith: Love that quote from Mrs. M. Soooo true!

01:15:00 Denise Walston: So true

01:15:16 Gabrielle Bertrand: Just takes more time up front

01:15:30 Faith Peddie: Here is the certificate of completion for tonight's session:

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01:15:32 Ann Cola: Teachers often thinks this takes away from practice...convincing teachers the value of using the 5 practices...they often thinks it tjes too much time vs this is good math teaching

01:15:35 Tara Fulton: Peg! Great stuff ... will you be facilitating any book studies???

01:15:35 Tammy Lopez: certificate link is not live

01:15:37 Erin Null: For those curious about doing the 5 Practices online in a virtual learning environment, here's a good article by Theresa Wills starting point:

<https://corwin-connect.com/2020/03/online-math-discourse-can-the-five-practices-work/>

01:15:39 Jennifer Bay-Williams: More time up front - so true!

01:15:44 Dane Dwyer: It is well worth the effort, it just takes time and practice to develop an effective and efficiency.

01:15:48 Michelle Silvia: Create some learning goals  
01:15:50 Sharon Black-MacKinnon: thank you so much ... this was an awesome PD!!  
01:15:55 Beth Kobett: Excellent, Peg! Thank you!!!  
01:15:56 Kami Bernard: Thank you!  
01:15:59 Wendy Kraft: thank you Peg - great webinar!  
01:16:00 Shannon Henderson: thank you :)  
01:16:01 Jen McFall: Thanks!  
01:16:01 William Speer: The hanks, Peg  
01:16:01 Kristin Asa: Thank you!  
01:16:02 Michelle Silvia: Thank you  
01:16:02 Amanda Byrd: Thank you all!  
01:16:03 Peter Omura: Thank you very much, I greatly appreciate it!!!!  
01:16:04 Heather Nunnally: thank you! I always learn something new!  
01:16:04 Tammy Lopez: thank you, great session  
01:16:05 Kelly Reigle: Thank you so much Peg! You are amazing!  
01:16:05 Jackie Murawska: Thank you!  
01:16:05 Yvonne Park: Thank you!  
01:16:06 Julie Benotti: Thank you! This was great!  
01:16:06 Linda Thommen: Thank you, Peg!  
01:16:06 Marya Hughes: Thank you!!!  
01:16:07 Melynee Naegele: NEVER walking back through the door to sage  
on the stage! My students with disabilities are slaying math and life because they  
can communicate and critique the thinking of others and problem solve!  
01:16:08 Nicole Dollar: Thank You!  
01:16:08 Mike Donelson: Great info! Thank you!  
01:16:09 Laura Ramp: Thank you!!  
01:16:09 NM: Thank you.  
01:16:09 Gabrielle Bertrand: Thank you Peg!!  
01:16:09 Khaalia Taylor: Thank you!  
01:16:09 Cindy Bryant: Thank you Peg! Great presentation!  
01:16:10 Aaron Garner: Thank you very much Peg!  
01:16:10 Brian Lindaman: Thank you!  
01:16:10 Mariuxi Luna-Bautista: This was wonderful! Thank you!  
01:16:11 Skip Fennell: Thanks Peg  
01:16:11 Bina Kachwalla: Thank you  
01:16:11 Katie Tseng: Thank you!  
01:16:12 Kendra Edwards: Thank you!!  
01:16:14 Katherine Garcia: Thank you!  
01:16:14 Alma Vital-Abers: will you add the challenges to the handouts  
01:16:15 Maritza Canales: Thank you, Peg  
01:16:16 Sarah Sirois: Merci!  
01:16:16 anjana Tihaiya: thank you so much .  
01:16:17 Philip Mojares: Thank you, NCTM  
01:16:17 Zahra O'Reilly-Bates: Thank You  
01:16:18 Yesenia Reyes: Thanks! Stay Safe!!  
01:16:19 Sarah Stephan: Thank you  
01:16:20 Virginia Hill: Thank you Peg! Continue to stay safe and healthy  
everyone!  
01:16:20 Wendy Heyd: thanks  
01:16:21 Kaitlin Ray: Thanks!!



01:16:22 Emily Kavanagh: Thanks  
01:16:22 Melynee Naegele: Thank you Peg and ALL! This was AMAZING!  
01:16:23 Leslie Edwards: Thank you  
01:16:24 dana dulzo: thank you  
01:16:24 Gabrielle Bertrand: You are the Lucy Caulkins of math:):)  
01:16:25 Denise Walston: Thank you Peg  
01:16:26 PAVNEET BHARAJ: Thank you

01:16:28 Philip Mojares: Great webinar always!  
01:16:28 Taryn Brown: Thank you!  
01:16:28 Daniel Irving: Thank you very much!  
01:16:31 LAURA GRANDAU: Thanks Peg!  
01:16:38 Mike Steele: We'll have some material from the high school book tomorrow night!  
01:16:39 Stephanie Burton: I really appreciate you giving us a way to start...Be clear about goal and choose good task and anticipate. I don't have to wait to master all 5.  
01:16:40 Clarissa Rothe: Add "SALAMAT" to the cloud, please?  
01:16:41 Brian Odiwuor: Thanks very much  
01:16:46 Bryan Simpson: Thank you!  
01:16:46 Konnie Guthrie: I'm glad I spent this time. Thank you  
01:16:51 Ann Cola: Fabulous presentation...I can't wait to share it with my teachers....THANK YOU!!!!  
01:16:52 Linda Smith: Thank you Peg Smith for all your hard work over many years. You started with Implementing Standards-based Mathematics and now look where you are! Kudos.  
01:16:53 Jacky Rodes: thank you so much for diving into the 5 practices!  
01:16:54 Faith Peddie: Here is the certificate of completion for tonight's session:  
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01:16:57 Emily Medlock: Thank you!  
01:17:00 Alberta Jarmon: Thank you so much Peg Smith  
01:17:07 Kim Smith: We really have to look for the rich tasks within the resource and plan accordingly. It is possible  
01:17:09 Jacky Rodes: I feel more comfortable implementing them in my classroom  
01:17:10 Sara Hall: Thank you this was great!  
01:17:11 Faith Peddie: Here is the certificate of completion for tonight's session:  
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01:17:18 Joanne Foster-Williams: Thank you! It was worth the time.  
01:17:32 Faith Peddie: Here is the certificate of completion for tonight's session:  
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01:17:33 Kate Galt: I do this with a set curriculum it just does not happen everyday but it still happens because it is so important

01:17:36 Tor Ormseth: Thank you from LA! Awesome presentation!

01:17:43 Ange Kendall: Thank you so much for this class.

01:18:05 Ange Kendall: Is this something that you have to do every day or could it be when an authentic task presents itself?

01:18:05 Victoria Bill: Corwin is putting out a task modification guide that will help with getting access to high-level tasks.

01:18:21 Michelle Silvia: Great

01:18:23 Faith Peddie: xHere is the certificate of completion for tonight's session:  
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01:18:35 Brian Odiwuor: Asante sana!

01:18:40 Ange Kendall: Are the 5 practices the way you structure your class or run tasks?

01:18:42 Zahra O'Reilly-Bates: Thank You!

01:19:14 Erin Null: Vic Bill is referencing this:  
<https://us.corwin.com/en-us/nam/on-your-feet-guide-modifying-mathematical-tasks/book272442>

01:19:15 Marya Hughes: Not according to Fisher and Frey

01:19:20 Ann Cola: As a teacher the 5 practices put structure to good mathematics teaching

01:19:33 Faith Peddie: Here is the certificate of completion for tonight's session:  
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01:19:38 Alizea Ramalhosa: Thank you! Wonderful session.

01:19:59 Maritza Canales: We call them discoveries in my class because the student (s) discovered something that they either forgot or discovered they did not understand as well as they thought

01:20:00 Christina Baldy: Thanks Peg!

01:20:01 Michelle Silvia: Thank you

01:20:03 Erin Null: This may be useful to you too:  
<https://us.corwin.com/en-us/nam/the-on-your-feet-guide-to-orchestrating-mathematics-discussions/book269293>

01:20:26 Taryn Brown: Is there a link to purchase Peg's book?

01:20:38 Diana Smith: Thank You

01:20:39 Mike Steele: #5Practices is an active tag too!

01:20:39 Peg Smith: Thank YOU!!!!

01:20:51 Jonathan Katz: Yes, thank you!

01:20:53 Gloria Flores: Thank You

01:20:55 Carly Jardinier: Thank you!

01:20:57 Trena Wilkerson: Thank you!

01:20:59 Faith Peddie: Here is the certificate of completion for tonight's session:  
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01:21:01 Alberta Jarmon: what was the 1st of the last slide  
01:21:01 Alyce Liptock: Thank you!!  
01:21:04 Mariuxi Luna-Bautista: Thank you form NYC!  
01:21:05 Guadalupe Gomez: Thank you!  
01:21:10 Allison Ryal-Bagley: Thank you  
01:21:13 Jennifer Bay-Williams: Thanks, Peg!  
01:21:14 Yvonne Park: Is the PD for tomorrow similar to today's? The Five Practices in Practice: Orchestrating Productive Mathematics Discussions in High School (Grades 10-12)  
01:21:15 Nicole Mercurio: thank you!  
01:21:15 Jasmine Jackson: Thank you from TX  
01:21:17 Michelle Haywood: Thanks for the informative webinar!'  
01:21:18 Modena Paulsen: Thank you. I learned a lot from this.  
01:21:25 Malrene Naquin: Thanks~  
01:21:27 Beth Kobett: Fabulous, Peg!  
01:21:32 Tara Fulton: Thank you from Arizona!!!  
01:21:33 Melinda Fleischer: Speaking my language tonight, Peg! Thank you!  
01:21:33 Ange Kendall: This was exactly what I was looking!  
01:21:34 Hillary Bridge: Any thoughts on how to modify 5 practices for distance learning?  
01:21:53 Ken Samoyedny: Thank you. Distance learning and 5 practices?  
01:22:01 Linda Smith: Thank you NCTM for the 100 days