

00:14:30 Adrienne Aldridge: Hi from Auburn.

00:14:50 Natalie Odom Pough: Hi from Powder Springs, GA!

00:21:31 Kevin Dykema: has to be a multiple of 3

00:21:40 Kristina Barnaby: Divisible by 3

00:21:55 Melissa Percy: Digits will add up to a multiple of 3

00:22:28 Toni Galassini: Can't end with a 0 or a 5

00:22:29 Kevin Dykema: Now the ones digit is either 2 or 7

00:23:03 Dawn Barson: 52, 62, 72

00:23:06 Melissa Percy: Must be even. with the previous clue, must end in 2.

00:23:20 Linda Henderson: even

00:23:51 Micheale Koch: 72

00:23:55 Kristina Barnaby: 72

00:23:56 Igraine Lynn Latumbo: 72

00:23:56 Melissa Percy: Agreed. 72

00:24:02 David Barnes (he/him): 

00:24:07 Sharon Shrum: 72

00:28:22 Linda Henderson: 28-each branch has 7

00:28:23 Emily Mohrlang: 4 groups of 7

00:28:25 Annette Raphel: group of 7

00:28:28 Kevin Dykema: I saw 4 3's and 4 4's

00:28:31 Igraine Lynn Latumbo: By 7s

00:28:33 Natalie Odom Pough: 4 sets of 7

00:28:37 Toni Galassini: I counted by 3s and 4s (3s at the top and 4s towards the bottom)

00:28:37 Micheale Koch: groups of 3's and 4's

00:28:38 Teresamarie Loxas: 7 on a branch multiplied by 4 branches

00:28:44 Sharon Shrum: $3+4 = 7$ then 7×4

00:28:50 Kristina Barnaby: Groups of three & four

00:28:52 Samantha Blake: I counted one branch by 2s until the top, got 7 then thought about 7×4

00:28:52 Tutita Casa: Two sets of three plus one in each branch, $\times 7$

00:29:04 David Barnes (he/him): Each row has 8, 3 rows, plus 4

00:29:49 Geoffrey Korf: I predicted 4×7 , but confirmed by counting each one

00:30:20 Linda Henderson: I used subitizing-show them as groups of 7

00:37:22 Annette Raphel: once you commit something to writing you are more interested in following the discourse or answer

00:37:25 Honora Wall: Processing moves info from short to long term memory, too

00:37:39 Susan Dyer: Different parts of the brain?

00:37:42 Emily Mohrlang: writing allows students to "own" the math learning.

00:37:47 Kristina Barnaby: I like that they can go back to the WAY they approached or solved a problem. It's much better than memorization.

00:38:01 Toni Galassini: writing is one way to make their thinking visible

00:45:39 Natalie Odom Pough: I love Solving for M! Adding Violet and the Pie of Life. Thank you!

00:48:33 Honora Wall: I ask students to tell me what they wrote in their journal ("what did you write for blah blah")

00:48:37 Linda Henderson: I've used journals to solve debatable issues similar to what you discussed previously.

00:48:37 Kristina Barnaby: I used to but the time crunch with covering the curriculum has made it harder to integrate on a regular basis

00:48:37 Annette Raphel: Middle school students who are asked which matters more in the math class- effort or ability will give you valuable information about their mindsets.

00:48:48 Honora Wall: That lets me grade the journal while finding out what was clear to them

00:48:51 Samantha Blake: In the past I've used it as a place for students to take notes & collect strategies so they can reference it later (almost like personal anchor charts)

00:49:00 Kristina Barnaby: I do have students write Fermi papers at the end of the year

00:49:03 Lynne Peters: Reflect on the day's learning

00:49:15 Toni Galassini: Our pre-k students dictate stories they make up with numbers to the teachers and then their drawing represents the math happening in their story.

00:49:26 Melissa Percy: I've had students journal at the beginning of the year their thoughts and feelings about math so I can get to know them and how they are coming into my class. Math trauma? A desire for more of a challenge?

00:49:48 Adrienne Aldridge: I use technology more so I pose questions and ask students to submit their thoughts/approach to questions virtually.

00:50:49 Melissa Percy: Would you rather questions are a great thing to have students express an opinion with math reasoning. It's safer because there's not one right answer.

00:51:21 Kristina Barnaby: Love would you rather! Same with Which One Doesn't Belong and Same But Different.

00:53:13 Melissa Percy: For "would you rather"s I have them write their own thoughts and reasoning. Then we discuss and share. The second journal question asks them to write some reasons that classmates gave for the OPPOSITE choice then what they picked. (Helps them listen more intently to each other and try to understand the reasoning). And then the third question is whether or not they would change their answer after hearing other people's reasons.

01:00:08 Kevin Dykema: Looking forward to New Orleans!

01:00:15 Hannah Young: Is this conference for elementary? Or all grades?

01:00:40 Melissa Percy: If you don't teach all subjects, and only teach math, how often do you feel students can write in math class? I use journaling some with specific tasks or specific units, but I don't have a consistent routine for writing in math class, mainly because of time constraints. Any tips on how to make it more consistent?

01:01:00 Honora Wall: Thank you!

01:01:15 Teresamarie Loxas: Thank you!

01:01:46 Hannah Young: Thanks so much! Excited to read the books you shared and leave some copies in the classroom.

01:02:10 Allison Kimoto: Sorry, I missed it...where did you say I could find a list of literature stories that connect with math concepts?

01:03:18 Alvin Sandford: I will be teaching summer school and will not be able to attend. Will there be a way to access info presented at the math and literacy conference? Will you be sharing your slides from this presentation?

01:03:44 Annette Raphel: Mathical Awards each year select winners at different levels

01:03:55 Kristina Barnaby: www.Mathicalbooks.org
01:04:19 Latrenda Knighten: Mathical
01:05:03 Allison Kimoto: Thank you!
01:05:22 Kristina Barnaby: Pam Harris has As Close As It Gets
(something like that) that fosters great discussion that may be able to foster
writing and defending.
01:06:06 Kristina Barnaby: It's like Ms. Knighten mentioned: students
can share different strategies and it is amazing to watch students adapt new ways to
approach problems
01:06:08 Alvin Sandford: Awesome!
01:06:21 Melissa Percy: I think that helps. I have 75-100 students so
journaling back and forth every day is not feasible, but I like the idea of doing
it on a schedule. Maybe once a week for each kid.
01:06:29 Samantha Blake: Thank you for sharing your resources & expertise!
01:06:31 Igraine Lynn Latumbo: Thank you.
01:06:47 Kristina Barnaby: Thank you for all these suggestions!
01:06:50 Shakiyya Bland: Thank you!
01:06:58 David Barnes (he/him): Thanks! Made me think!
01:07:10 Natalie Odom Pough: Thank you!
01:07:11 Melissa Percy: Thank you! This session was really helpful!
01:07:34 Elizabeth Stoerkel: Thank You!
01:07:52 Shana Starman: Thank you so much!! See you in New Orleans!
01:07:52 Lynne Peters: Thank you!
01:07:54 Latrenda Knighten: You're welcome! Thanks for attending
tonight!
01:08:00 Linda Henderson: Is TJ Jemison also elementary?
01:08:22 Geoffrey Korf: A quality presentation. Thank you so much!
01:08:57 Latrenda Knighten: Thank you! Thanks for sharing your ideas
and thinking.
01:10:27 Toni Galassini: Thank you, Latrenda! Great presentation.
01:10:29 Linda Henderson: Thank you. Really great session!
01:10:34 Latrenda Knighten: You're correct, Melissa about being able to
respond to all of your students each day. You might want to use math journals on a
different day with each section, so you can scaffold your responses.
01:10:39 Tutita Casa: Thank you so much, this was wonderful!
01:10:43 Edmond Lau: Thank you!
01:10:44 Allison Kimoto: Thank you so much!
01:10:44 Alvin Sandford: Great job!
01:10:50 Natalie Odom Pough: This was great!! So many great ideas!!
01:10:53 Toni Galassini: Come to Chicago too!