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[Aug 1, 11:32 AM] Guest1894: Hello!

[Aug 1, 11:33 AM] Margie Gray: Yes! Been waiting to hear more from Brian!

[Aug 1, 11:44 AM] Guest175: There is a math story without words/

[Aug 1, 11:45 AM] Guest175: OOPS! without numbers. :D

[Aug 1, 11:45 AM] MrsKeene25: This is perfect! Students rush through problems or just looked at the numbers. This requires them to slow down and understand the problem.

[Aug 1, 11:46 AM] JJDLagrange: Love the Ts way of getting her Ss to engage deeply with meaning by explaining vocabulary & asking questions.

[Aug 1, 11:46 AM] Guest229: Excited to learn from Brian!

[Aug 1, 11:47 AM] JJDLagrange: Ss understand the context of the story before hearing numbers.

[Aug 1, 11:48 AM] Myra Collins: And they know what it says. They don't have words to figure out. I think sometimes the words in our traditional problems get in the way, especially when students have x amount of time to finish and they know they are wasting time trying to figure out the words. I really like how this is working and this could be done easily at upper grades too.

[Aug 1, 11:48 AM] Guest175: It helped them make sense of the action in the problem.

[Aug 1, 11:49 AM] JJDLagrange: This is a great way to also help ELLs and other students who may have language-based learning challenges.

[Aug 1, 11:49 AM] Guest198: I love that there is zero emphasis on "key words" and using the context of the whole story. Also shows how intuitive math is!

[Aug 1, 11:50 AM] MarandaT: Every student was able to access the problem on some level due to the launch and explanation.

[Aug 1, 11:52 AM] JJDLagrange: The launch allowed Ss to understand the context before they started their representations and problem-solving.

[Aug 1, 11:52 AM] Guest4759: The students are able to demonstrate the relationships in the problem in multiple ways. Great connections being made.

[Aug 1, 11:53 AM] JJDLagrange: I liked how Ss used different ways to represent and solve their story problems. They did a great job explaining their strategies.

[Aug 1, 11:59 AM] Guest175: One was a drawing and one was a manipulative, but they had similarities. Like the 5 on top and the 4 on the bottom.

[Aug 1, 12:01 PM] JJDLagrange: The T connected the 2 representations shared by the Ss.

[Aug 1, 12:02 PM] zennedmath: Student examples went from concrete to pictorial.

[Aug 1, 12:09 PM] Guest175: I really like how students were given the opportunity to make sense of each part of the problem before getting to what the question is asking.

[Aug 1, 12:10 PM] Myra Collins: Ditto.

[Aug 1, 12:16 PM] Margie Gray: Darn it..it stopped....

[Aug 1, 12:17 PM] Karen Schweitzer: I can't seem to download the handouts for this - the button doesn't seem to be working for me.

[Aug 1, 12:18 PM] Myra Collins: I have had the algorithm experience with kids as early as 2nd grade. It's amazing how they try to make it work even when they don't comprehend the actual problem.

[Aug 1, 12:26 PM] amanda: what are number talks?

[Aug 1, 12:29 PM] lpconnaughton: The visualizing the Ss do when they are listening to the T's stories is basically the same work they're doing visualizing in ELA. Cool opportunity to make connections and build on skills developed in other areas.

[Aug 1, 12:29 PM] Guest175: Thanks so much! THAT WAS GREAT!

[Aug 1, 12:29 PM] Myra Collins: This was a great session.

[Aug 1, 12:30 PM] Guest8455: Amanda- Making Number Talks Matter by Cathy Humphreys and Ruth Parker is a great step by step book for Number Talks

[Aug 1, 12:30 PM] Guest9366: We have done number talks where we put a number on the board and then the students share everything they know about that number. There is probably more to it, but that is what we have started with.

[Aug 1, 12:34 PM] JJDLagrange: Amanda - also see Number Talks by Sherry Parrish. I used her lesson in K last year to develop number sense.

[Aug 1, 12:36 PM] JJDLagrange: *lessons

[Aug 1, 1:02 PM] amanda: thanks

[Aug 1, 1:56 PM] Guest6525: Wonderful!

[Aug 1, 2:27 PM] Debbie : Already so excited to try this idea in my K class and share it with my teaching partner and our First Grade teachers!

[Aug 1, 3:00 PM] Renee Bailey: Renee Bailey

[Aug 1, 3:08 PM] Renee Bailey: I like how she kept repeating the problem and numbers out to them

[Aug 1, 6:33 PM] Lorelei : Love how the focus is on the story before the numbers are added in.

[Aug 1, 6:49 PM] Lorelei : How often should we do this process? If I try to do it daily, it'll take most of my precious math time allotment.

[Aug 1, 6:56 PM] Guest7854: Numbers are introduced after the children understood the situation first.

[Aug 1, 7:00 PM] Guest7854: It allowed the children to work through the problem in their own way of representation

[Aug 1, 7:13 PM] Lorelei : The Numberless WP resource looks fantastic!

[Aug 2, 6:21 AM] Staci Gross Thurwalker: Students got a chance to choose the numbers
[Aug 2, 9:24 AM] Valerie Thomason: Thank you, I look forward to using the numberless graph.
[Aug 5, 9:33 AM] melba_quiroz: Great PD!!! Thank You!
[Aug 5, 8:27 PM] Colette: This was very interesting and lots of info.</pre></body></html>