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<html><head></head><body><pre style="word-wrap: break-word; white-space: pre-wrap;">
[Aug 1, 1:29 PM] YehCathery: Alejandra's 15 tally marks on the bottom is really interesting!
[Aug 1, 1:32 PM] Myra Collins: This child decomposed the 12 cards into tens and ones, which
makes it easier to get the total. I'm not sure about the tally marks. She may have been
counting back from 60 but the traditional sets of 5 tally marks would have been easier.
[Aug 1, 1:32 PM] Tracy Roeser Casey: Was she counting back from 60 until she got to 15 tally
marks to figure out
[Aug 1, 1:33 PM] Myra Collins: This child knows addition of doubles and how to use them to
support their work.
[Aug 1, 1:33 PM] Tracy Roeser Casey: She used 12 sets of 5 because she know how to count by 5's
[Aug 1, 1:34 PM] Myra Collins: She appears to know "60" in some way and is then able to count by
5s to 60 and then is able to remove the 15 cards that were shared.
[Aug 1, 1:34 PM] Guest9582: She knows 5 is a factor of 60 and 15.
[Aug 1, 1:36 PM] Myra Collins: Yes, but she had to know there was a total of 60 before she could
use her method. Very interesting samples.
[Aug 1, 1:36 PM] YehCathery: Myra and Tracy, you're absolutely right! She used the tally marks
to count back! I had to ask her to find out!
[Aug 1, 1:36 PM] Myra Collins: Maybe she could multiply 12 x 5. I would love to have heard her
explanation.
[Aug 1, 1:38 PM] Tracy Roeser Casey: The fact practice sheet would not hold the attention of the
students. Task one would allow them to take some time to work on their own and then allow them
to discuss the strategies they used to solve with their peers.
[Aug 1, 1:39 PM] Guest9582: One task has added context to the math thinking needed
[Aug 1, 1:41 PM] Katherine P: critical thinking (deep processing) vs. fact fluency automaticity
[Aug 1, 1:50 PM] kmorrowleong: lots of even digits
[Aug 1, 1:50 PM] Tracy Roeser Casey: I like using different number sets instead of different
problems!
[Aug 1, 1:50 PM] Myra Collins: This is a great idea!
[Aug 1, 2:07 PM] YehCathery: Thanks for joining in today!
[Aug 1, 2:07 PM] James Eliot: Thank you
[Aug 1, 2:08 PM] Tracy Roeser Casey: Thanks so much! It was very useful!
[Aug 1, 2:08 PM] Margie Gray: Thank you
[Aug 1, 2:58 PM] Karen Schweitzer: Typing our responses into the chat box doesn't really work if
we are watching asynchronously. I can't type it where the conversation was happening when it
aired the first time.
[Aug 1, 5:28 PM] Ivan Remus: You are right Karen...
[Aug 1, 6:05 PM] Ivan Remus: Increments by 12's
[Aug 1, 10:00 PM] Nan: I love these strategies and they are immediately doable!
[Aug 2, 8:31 AM] Genevi&egrave;ve D&eacute;carie: Y a-t-il des francophones ici ?
[Aug 2, 8:53 AM] Staci Gross Thurwalker: grouping and subtraction
[Aug 2, 9:19 AM] Guest1846: She knows each 12 has a 10 in it
[Aug 2, 9:33 AM] Staci Gross Thurwalker: good ideas here!
[Aug 6, 12:34 PM] Susan Davis: Cathery mentioned emailing her re: additional choral counting
resources, but I don't believe she provided her email. Do you have it to make available?
[Aug 6, 1:49 PM] Amanda Est&eacute;vez: My 9 year old, did a number bond multiplication an
the subtracted 15.  $12=10+2$ ;  $10\times 5=50$  and  $2\times 5=10$ ;  $50+10=60$ . She has 60 cards and take away the 15
she gave to her brother. Now, she has 45 cards.</pre></body></html>
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