**Lesson Description:**

*In this First Grade lesson, students generate and solve subtraction story problems. The lesson launches with the teacher posing a subtraction story problem in the context of a zoo. Students solve the problem on their whiteboards and show their math mountains, equations, or other solution strategies, and the teacher leads a discussion about relating subtraction and addition. Next, students are challenged to make up and solve their own story problems involving subtraction (still using the zoo context). Students will share their problems and solution strategies with partners and explain how subtraction and addition are related. The lesson concludes with a whole group discussion about connections between addition and subtraction. The teacher poses zoo-themed addition and subtraction story problems that students solve and share.*

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| Lesson Objective: |
| Students will create and solve subtraction word problems and relate addition and subtraction. |
| Mathematical Teaching Practice: |
| Elicit and use student understanding |
| Technology or app to be used: |
| Plickers |
| Device/s required (e.g., teacher tablet, student Chromebooks, etc.): |
| Student Plickers paper. Teacher tablet, Plickers app, Airplauy |
| Describe how using this technology will impact the teaching practice you selected.   * Specifically describe when you would integrate this technology during this lesson: * Specifically describe how you would integrate this technology during this lesson: |
| I would integrate this technology at the middle and end of the lesson. The students were having a tough time grasping story problems with the operation of subtraction. I would have had students use the Plickers to answer story problems with different operations in them. I would have been able to see what each student is thinking the answer is to problems and the operation. I could have gone through the problems and helped them figure out the equations by asking the questions or explaining to them more. The students could have worked with partners on the problems they had trouble understanding the content. The Plickers would be done as a formative assessment. |
| Will the use of this technology *replace*, *amplify*, or *transform* the teaching and learning of mathematics in this lesson? Explain. |
| The technology would have replaced the formative assessment process for me to know how the students are doing. I would have been able to see how each individual student is doing more easily. Then I would know which students need more practice for that lesson and be able to see why the students were getting confused with solving subtraction story problems. |
| What obstacles or complications do you anticipate, relating to integrating this technology? |
| At first, I would anticipate the students not knowing how to run the papers to give me the exact answer they want to give me for the problem. |