**Lesson Description:**

*This Kindergarten lesson, begins at the carpet with the teacher leading a discussion about number partners and reminding them of a park scene (context) introduced in a previous lesson. Students return to their seats and draw their own park scene and then work with a partner to create story problems using their pictures (e.g., There are two swings and one slide at the park. How many in all?). As one partner tells a story problem, the other partner writes down an equation that matches the story. The lesson will end with students sharing and their stories and related equations as a whole group at the carpet.*

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| Lesson Objective: |
| Students will be able to tell and solve addition and subtraction problems involving a park scene. Students will also be able to write equations to math the situations. |
| Mathematical Teaching Practice: |
| Build procedural fluency from conceptual understanding. Use and connect mathematical representations. |
| Technology or app to be used: |
| iTools: Addition & Subtraction (virtual manipulative) |
| Device/s required (e.g., teacher tablet, student Chromebooks, etc.): |
| Laptop, projector |
| 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 will integrate this technology after students have a chance to work with their partners and create their own story problems. I will use iTools to demonstrate the stories/equations students share with the class.  Using the addition and subtraction features within iTools will give students a chance to see the equations in a different way, It also shows how the equation would be written, which gives students a chance to visualize this instead of just hearing the equation the student shares. When students share their story problems regarding their park scene, I will represent the partner numbers on iTools. I will then have students count the total number of objects. Additionally, I will have them locate the equation and the class will say the equation all together. |
| Will the use of this technology *replace*, *amplify*, or *transform* the teaching and learning of mathematics in this lesson? Explain. |
| The use of technology would amplify the teaching and learning of mathematics in this lesson because iTools connects a mathematical concept to technology. Students are able to see concrete objects represent various addition and subtraction word problems, and they are introduced to equations written in a different way. |
| What obstacles or complications do you anticipate, relating to integrating this technology? |
| If students have trouble creating their own story problems and writing equations related to their stories, this activity may not be the most beneficial. Students may not understand how the different partner numbers are represented, and they may be confused since the equations are written vertically, which is not what they are used to. |