Integrating iPods and iPads into Guided Math in the Elementary Classroom

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Student Engagement
Guided Math with iPods and iPads

- Table group collaborative problem solving
- Mini lesson on SMARTBoard
- App talk
- Break out to small group rotations:
  - Teacher-guided group with SMARTBoard and ELMO
  - Independent practice of math concepts on iPods/iPads
  - Independent practice of math concepts with laptop computers or anchor sheets
Guided Math Lesson on Multiplication (With Technology Integrations)

Learning Targets:
*I can explain multiplication using repeated addition, skip counting arrays and area model.
*I can show I know my multiplication facts through 10 and division facts to 10.

12:30-12:35 Warm-up- seats

Extended response question with focus on multiplication. Students work independently for 5 minutes and then collaborate with table team for 5 minutes. Sharing of student ideas on SMARTBoard.

12:35-12:45 Multiplication Mini Lesson- carpet

Show Study Island Lesson on Multiplication Facts. Assign students to earn blue ribbon in that today during computer group.

App talk- model multiplication apps with iPad on the screen.
Guided Math Rotations

12:45-1:30 (15 minute rotations)
Table 1 & 2 begin with Mrs. Fry-carpet
  • Problem solving (multiplication) using whiteboards, dry erase markers and erasers and SMARTBoard
Table 3 & 4 begin with iPods/iPads
  • Practice multiplication facts on student choice of multiplication fact practice app
Table 5 & 6 begin with computers
  • Earn Study Island blue ribbon in Multiplication Facts
Differentiation

**Using iPods and iPads allows for easy differentiation for students during this independent practice time. For example, students who need to learn basic multiplication facts know they should pick an app for that skill. They then have many choices of apps to support learning their facts. For students that need to focus on multiplication with regrouping, they pick an app for that skill. The iPods give them immediate feedback, and guide their learning. This is significantly different than giving everyone the same worksheet, or even a variety of teacher-selected worksheets, as it allows the student to self-select and guide their own learning, based on self-identified need. The ability to receive immediate feedback on performance is guided, even without teacher support.**