



Maths and tech

So this morning, with the Year four class, the lesson was on translation of shapes. I was explicitly modelling that on the board with an outline of the original shape. Now, the impact of this is that the children could see the coordinates underneath as I was moving the shape. They were then able to replicate exactly what I was modelling on their own Jamboards at their desks. They weren't just purely watching me, they got to have a go in exactly the same way that I had modelled.

And how is doing it on the screen with this outline of a shape more helpful to you?

Because I know that it's exactly the same size and so I can use it for the different shapes.

Okay.

And I can enlarge it if I think it's too small.

Okay.

So you can manipulate the shape anywhere that you need it to go. Okay. So how is using the technology and the chromebook helping you in order to answer this question.

Basically, I can check the answer easier than if I do it on paper.

The children weren't being distracted by having to draw out or find coordinates of different shapes. They could just completely focus on the instructions of how to translate that shape. The see-through image allowed children to see the other coordinates as they were moving the shape around the Jamboard. They were also able to zoom in on certain areas to make it a lot clearer for them. And they didn't need, for example, the whole grid in view at all times.

On paper, there were about four parallelograms and I would have to label which one that parallelogram belonged to which question. And it's easier to use technology because you use no trace, so you know which one you're on, and then you do that question.

So let's do the first one together. So it says point J moving to (4,7).

Okay, so we have this corner ... that's about here. So we're going to move, one move to the right and then one unit down. And that would make us at (4,7).

So you've looked at the question, moved point J to (4,7), you've marked where that coordinate is. And then you've used this overlay on the Jamboard to move it where it needs to be. And now you have the answer to your question. So do you want to use a text box and start writing your answer?



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I got to, in live time, monitor how the class were getting on with that learning objective. I also think having the digital resources available for all children on their individual screen, it eliminated the stigma maybe attached with using resources that all children have access to it and were able to manipulate that original shape in order to help them translate shapes. And it was also there as a checking mechanism for all children to go back once they had the answer to their question, but check that they had done it correctly as well. And all children were able to access that, and there was no stigma against using the manipulatives in order to support them doing that.

So how is having those sentence scaffolds written out there for you, where you can fill it in and circle the answer, helpful to you?

So basically, I can focus more on doing the problem than just writing down the question.

Okay, then writing, lots of writing. You can just focus straight on the mathematical skill?

Yes.

Okay, fantastic.