

See it, Move it, Grasp it: Math with Virtual Manipulatives

Chrissy Newell

cnewell@stancoe.org



@MrsNewell22 #MathGals

SLIDES:

bit.ly/NCTMVM2020

Welcome !

How are you?

What's something that has
been *bringing you joy*?



bit.ly/NCTMVM2020

GOALS



Do math with virtual manipulatives

Consider when/why/how to access & use virtual manipulatives

Compare physical manipulatives to virtual ones

Plan for use in your *current reality*

Manipulatives I use...

... base ten blocks

...

because...

...they help students see the relationships b/w
ones, tens, hundreds

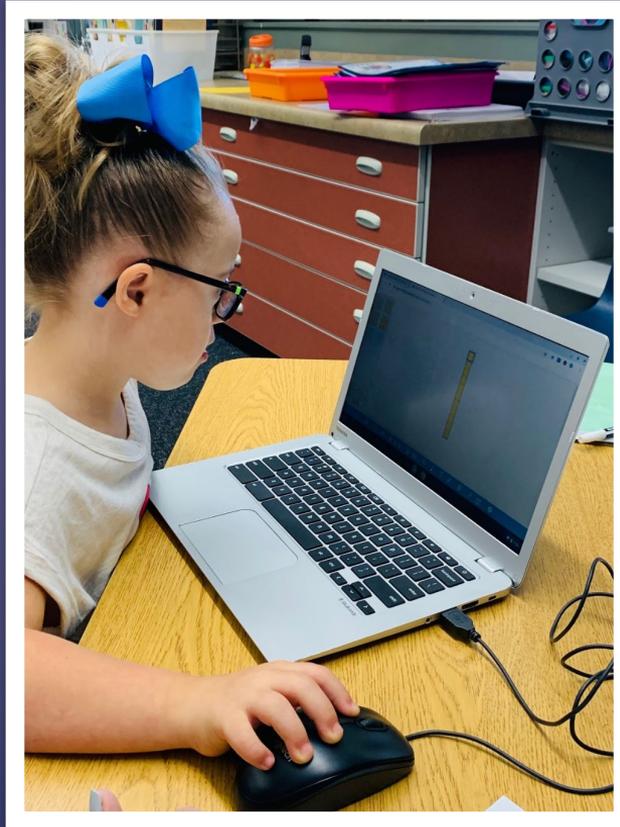
....

Why use manipulatives?

“In order to develop every student’s mathematical proficiency, leaders and teachers must systematically integrate the use of concrete and virtual manipulatives into classroom instruction at all grade levels.” (NCSM, 2013)



Why use manipulatives?



Manipulatives are...

“... physical objects that students and teachers can use (view, physically handle) to illustrate and discover mathematical concepts....”

Van de Walle, 1994

Virtual manipulatives are...

“...an interactive, technology-enabled visual representation of a dynamic mathematical object, including all of the programmable features that allow it to be manipulated, that presents opportunities for constructing mathematical knowledge.”

Moyer-Packenham, 2016

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Effective Use of Manipulatives

“Although kinesthetic experiences can enhance perception and thinking, **understanding does not travel through the fingertips and up the arm.**”

Deborah Ball, 1992



Effective Use of Manipulatives

“[Manipulatives’] physicality is not important
- their *manipulability* and *meaningfulness*
make them educationally effective.”

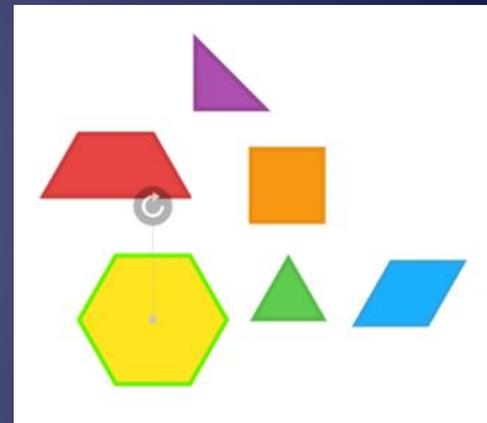
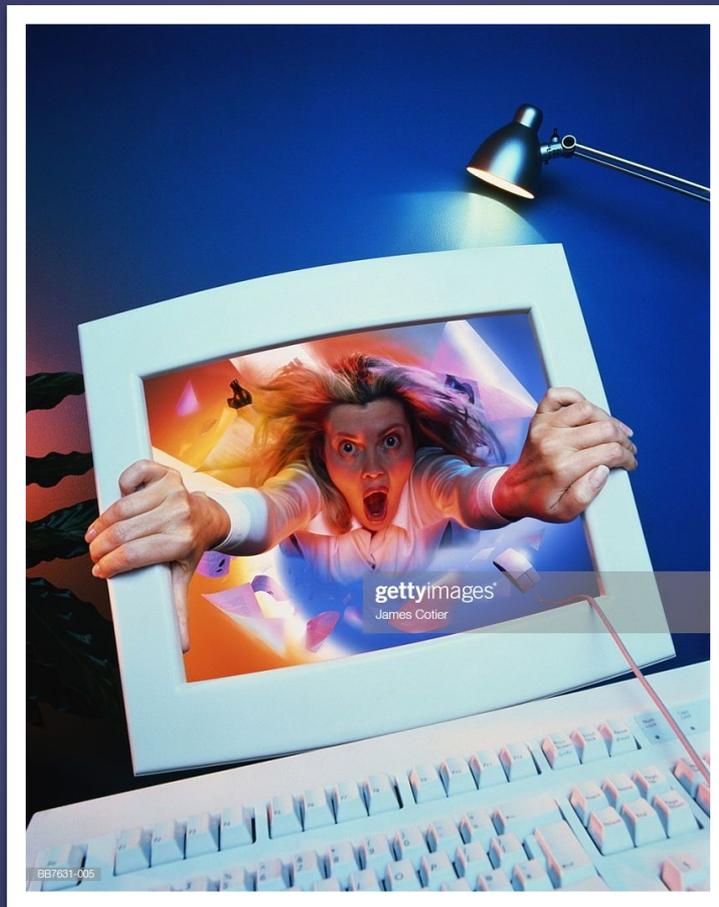
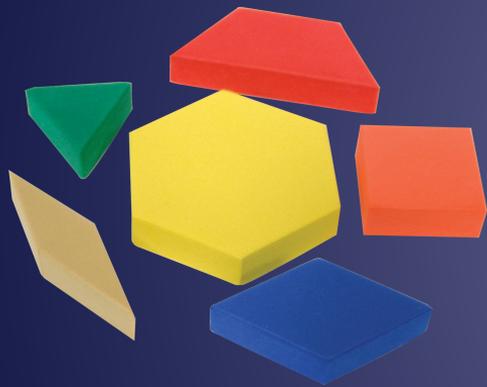
Martin, 2009

Effective Use of Manipulatives

- Use consistently, over a period of time
- Make connections between the manipulatives & the math concepts
- Reflect on actions with manipulatives to build meaning (Sarama & Clements)

Effective Use of Manipulatives





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Degrees of
Classroom
Technology
Integration

Dr. Puentedura

R

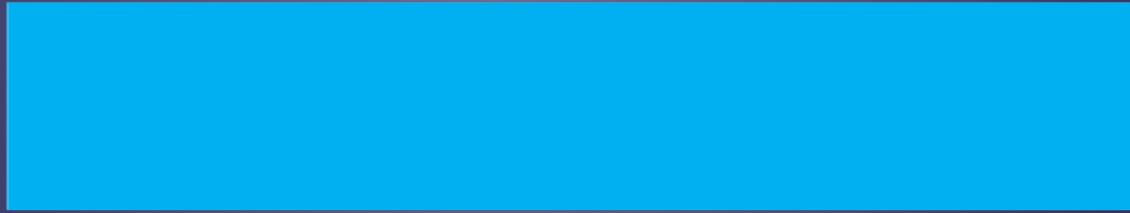


TRANSFORMATION

M



A



ENHANCEMENT

S



coffee
makes
Everything
Better

Substitution

Tech acts as a direct tool substitute, with no functional change.

Augmentation

Tech acts as a direct tool substitute, with functional improvement.

Modification

Tech allows for significant task redesign.

Redefinition

Tech allows for the creation of new tasks, previously inconceivable.



Virtual Manipulatives from Math Learning Center



mathlearningcenter.org/resources/apps



DO SOME MATH

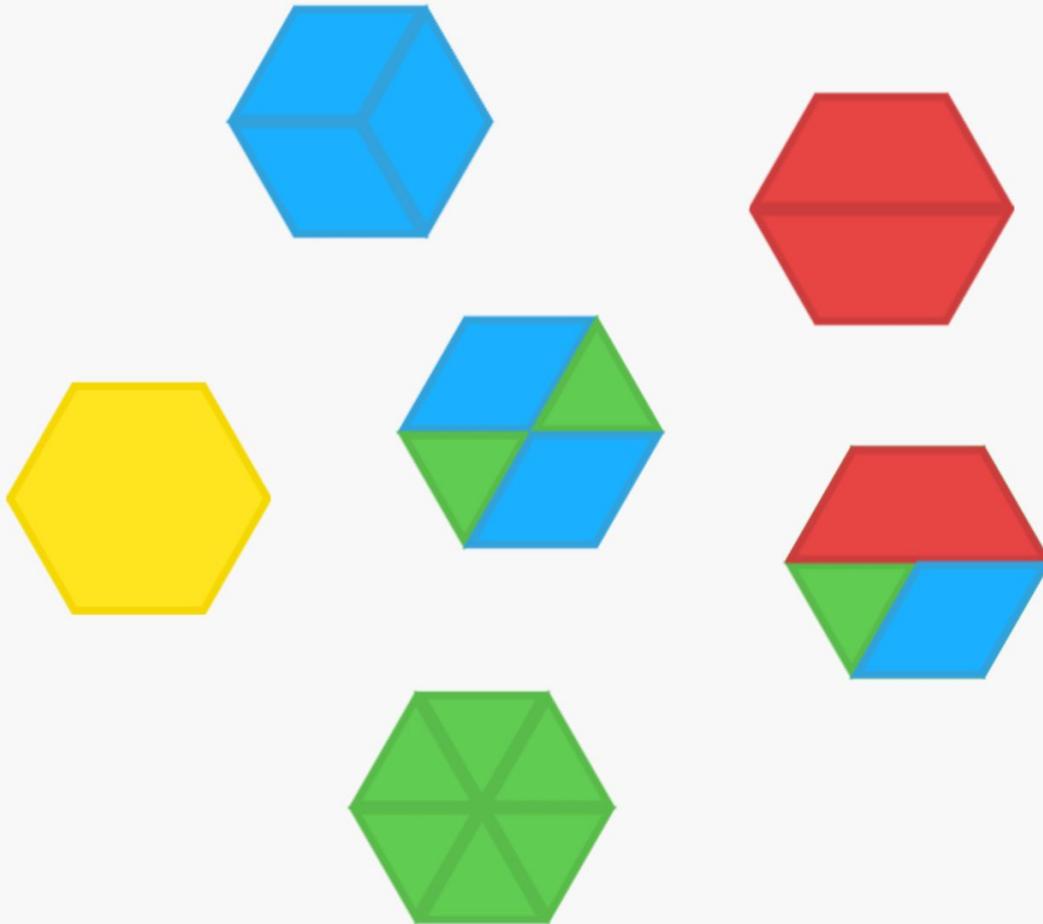
Let's compose a [regular] hexagon in as many different ways as we can!

Navigate to: bit.ly/NCSSMshapes



What can you do?

- Place
- Drag
- Rotate
- Duplicate
- Overlay
- Delete
- Resize
- Recolor



Physical vs. Virtual Manipulatives

What was the same?

What was different?



Reflecting on Virtual Manipulative Use Through SAMR

Substitution

What will I gain by replacing physical manipulatives with virtual ones?

Augmentation

Do virtual manipulatives add new features that improve the task?

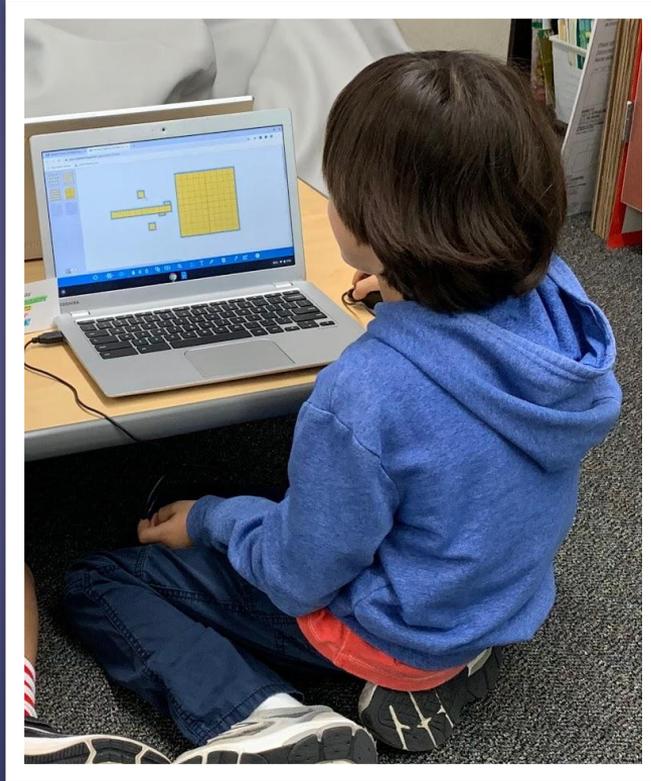
Modification

Does the task significantly change with the use of virtual manipulatives?

Redefinition

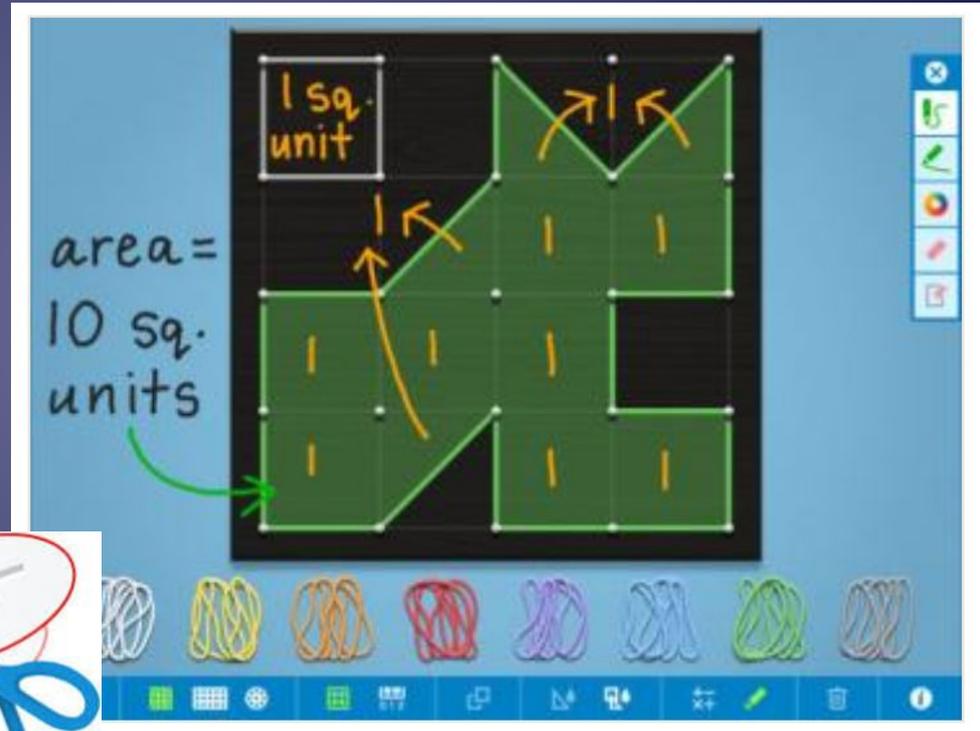
Do virtual manipulatives allow for the creation of a new task previously inconceivable?

Virtual Apps & Remote Learning



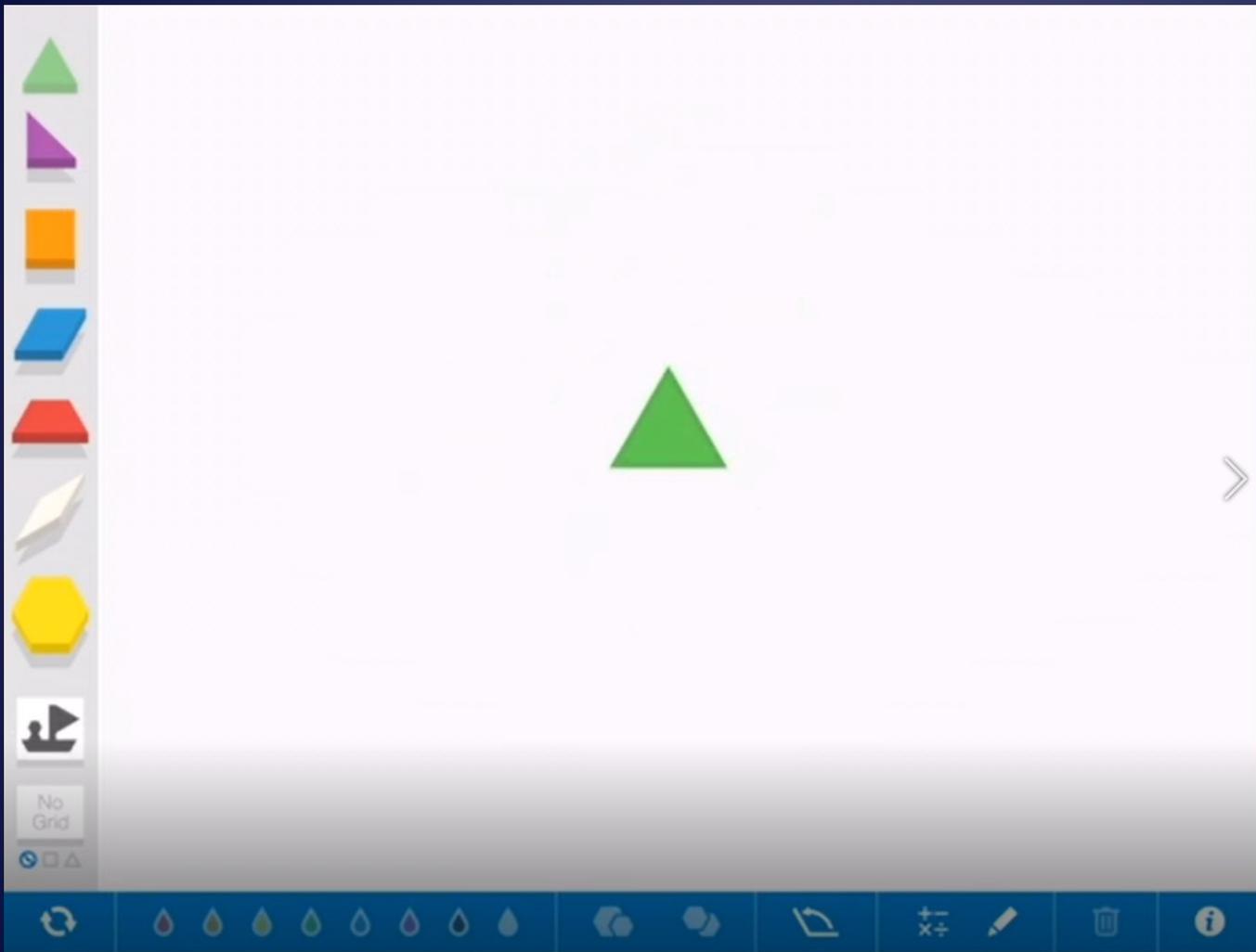
Snipping and Sharing Work

Snipping tool
Screenshot



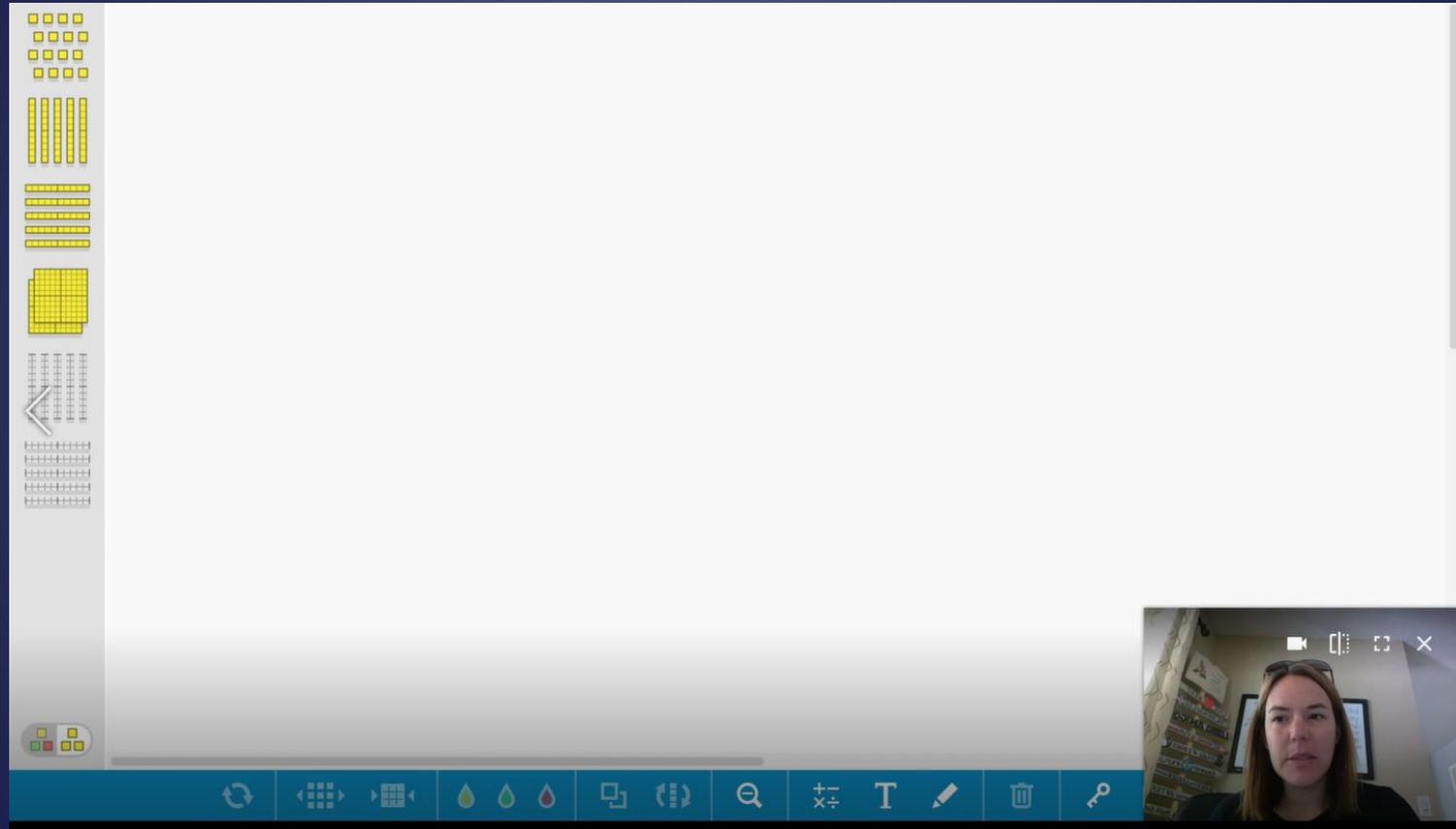
Screencasting for Teaching & Learning

The image shows a web browser window with the address bar displaying `apps.mathlearningcenter.org/pattern-shapes/`. The browser's address bar includes navigation icons (back, forward, refresh) and several extension icons. Below the address bar, there are quick launch icons for 'Apps', 'Amazon', 'MOOC', 'MS-OTL', and 'Com'. The main content area of the browser shows a sidebar with various 3D geometric shapes: a green triangle, a purple triangle, an orange square, a blue rectangle, a red trapezoid, a yellow parallelogram, and a yellow trapezoid. A red overlay from the Screencastify application is positioned on the right side of the browser window. The overlay contains the following elements: a hamburger menu icon, a play button icon, a notification bell icon, and a settings gear icon. Below these icons, a message states: '5 minute limit per video. [Upgrade](#) for unlimited recording and editing.' The Screencastify logo is displayed, followed by three recording mode options: 'Browser Tab' (selected), 'Desktop', and 'Webcam Only'. There are also controls for the microphone, which is turned on and set to 'Default - Mi...', and an 'Embed Webcam' option which is turned off. At the bottom of the overlay, there is a 'Show more options' link and a large blue 'Record' button.



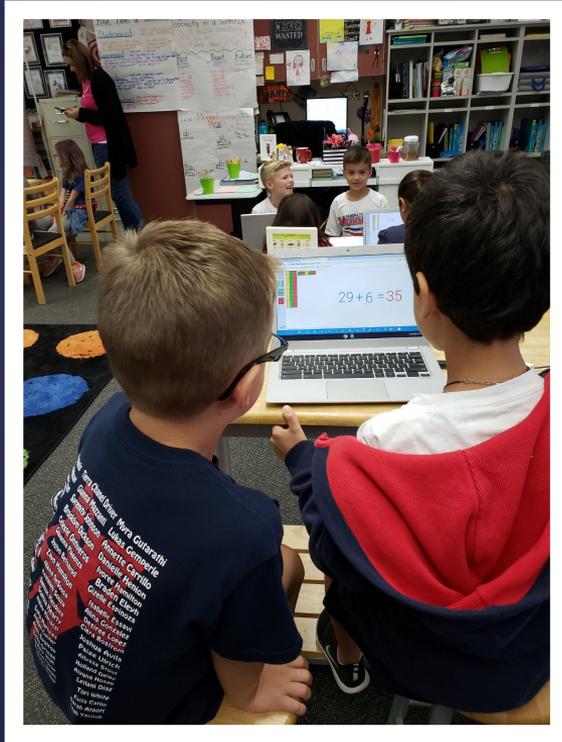
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Screencast of Task/App Launch



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Virtual Manipulatives in the Classroom



What was the same?
What was different?



What can you do with base ten blocks on the computer?

We can rotate it.
We can change colors.
We can get more space.
We can write numbers.
We can represent addition
with base ten blocks.
We can represent subtraction
with base ten blocks.

- You can delete one or more blocks at a time.
- You can color the blocks.
- You can draw numbers.
- You can color the numbers.
- You can zoom in and out.
- You can grab the clear blocks and add more to it.
- You can duplicate the blocks.

Math Learning Center Sharing Features



SUPPORTS SHARING!

Number Frames

Number Frames help students structure numbers to 5, 10, 20, and 100. Students use the frames to count, represent, compare, and compute with numbers in a particular range.

Open Web App

Apple App Store

Chrome Store

Enter a share code: ×

 OPEN

Share Your Work ×

 Share an image

SAVE IMAGE COPY IMAGE

 Share a link

COPY LINK

 Share a code

DISPLAY CODE



DO SOME MORE MATH

Let's use Base Ten Blocks to add and subtract.

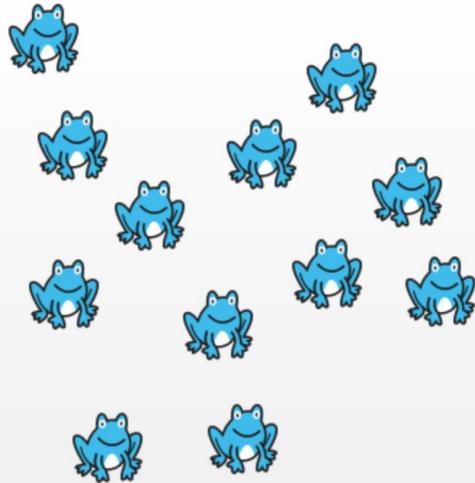
Go to: bit.ly/MLCBaseTen



Remote Learning

Monday	Tuesday	Wednesday	Thursday
Push out intro video	Push out a task/problem via Share link or code	Students work on task and share their work back via Share link or code	Select & sequence student work for debrief during class meeting
Invite students to explore virtual manipulative			
Asynchronous	Asynchronous	Asynchronous	Synchronous

Prompt Shared with Students



Rearrange the frogs into an array.

How many frogs are there? _____

What repeated addition sentence
could you write for this array?

Build another array with counters below.

Student Work

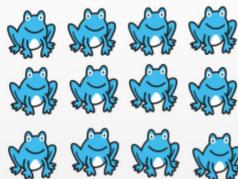


Rearrange the frogs into an array.

How many frogs are there? 12

What repeated addition sentence could you write for this array?

~~$6 + 6 = 12$~~



Rearrange the frogs into an array.

How many frogs are there? 12

What repeated addition sentence could you write for this array?

$4 + 4 + 4 = 12$

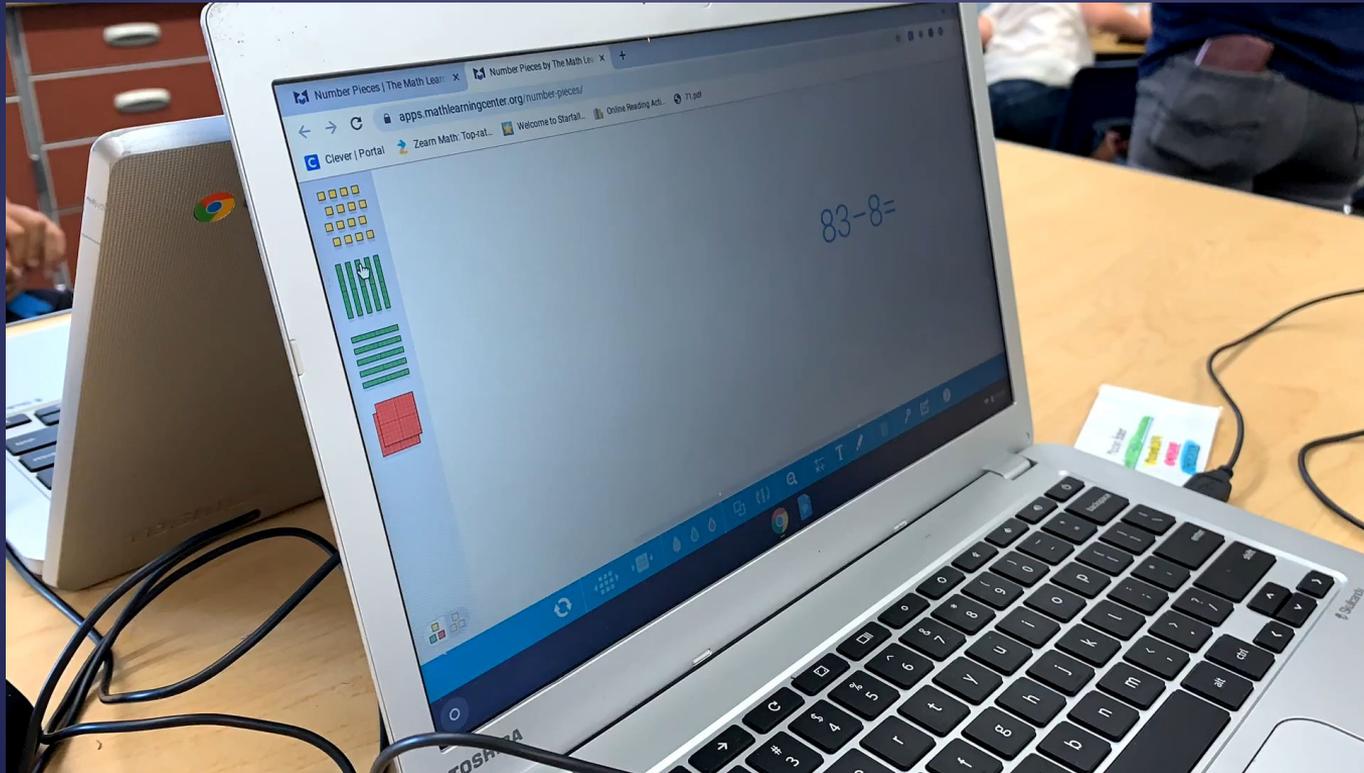
Build another array with counters below.



Build another array with counters below.



Virtual Manipulatives in the Classroom

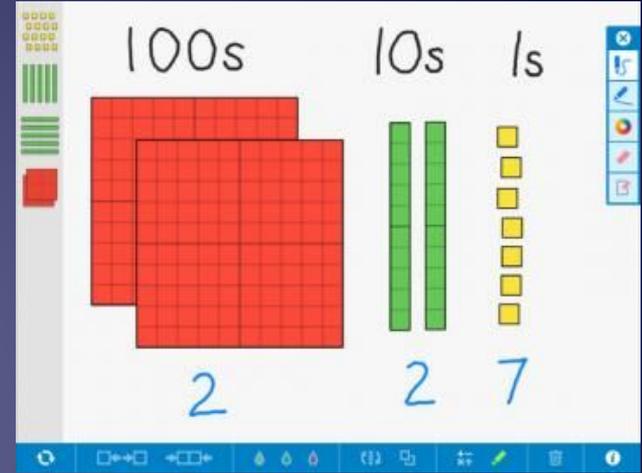


Virtual Base Ten Blocks through SAMR

Task	Substitution	Augmentation	Modification	Redefinition
Subtract two-digit numbers using [physical] base-ten blocks.	Subtract two-digit numbers using [digital] base-ten blocks.	Subtract two-digit numbers using [digital] base-ten blocks. Use “break” and “join” features to show decomposition. Save your work and send it to your teacher.	Open shared work space. Subtract two-digit numbers using [digital] base-ten blocks. Screencast your session and send it to your teacher.	Work with a remote partner on a shared work space synchronously. Use sharing features to take turns. Invite your teacher to your collaboration.

Benefits of Virtual Manipulatives

- Support for sense-making built in
- Greater control & flexibility
- React to learners' actions- feedback
- Readily available; easily “managed”
- Ability to record, replay student actions & share work
- Engaging/motivating for students



Considerations for the use of Virtual Manipulatives

Interface
familiarity

Student
arrangement

All learners

SAMR

Reflecting on Virtual Manipulative Use Through SAMR

Substitution

What will I gain by replacing physical manipulatives with virtual ones?

Augmentation

Do virtual manipulatives add new features that improve the task?

Modification

Does the task significantly change with the use of virtual manipulatives?

Redefinition

Do virtual manipulatives allow for the creation of a new task previously inconceivable?

Next Steps

Choose another one of the virtual manipulatives to explore.

How could you design a task that is on the “transformation” end of the SAMR spectrum?



GOALS



Do math with virtual manipulatives

Consider when/why/how to access
& use virtual manipulatives

Compare physical manipulatives
to virtual ones

Plan for use in your *current reality*

Thank you for attending!

SLIDES: bit.ly/NCTMVM2020

Mathlearningcenter.org/resources/apps



The MATH LEARNING CENTER



Chrissy Newell
cnewell@stancoe.org

@MrsNewell22

Explore with Coins



3. 55 cents



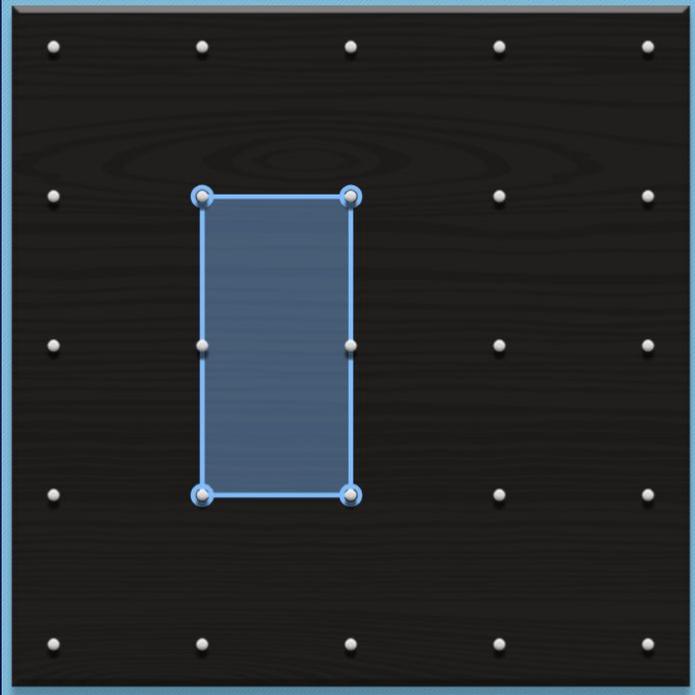
2 quarters and 1 nickel make 55 cents.

Another way to make 55 cents:

Show 20¢ two ways. Use the fewest possible coins on the right below.

Fewest coins:

Explore with Geoboards



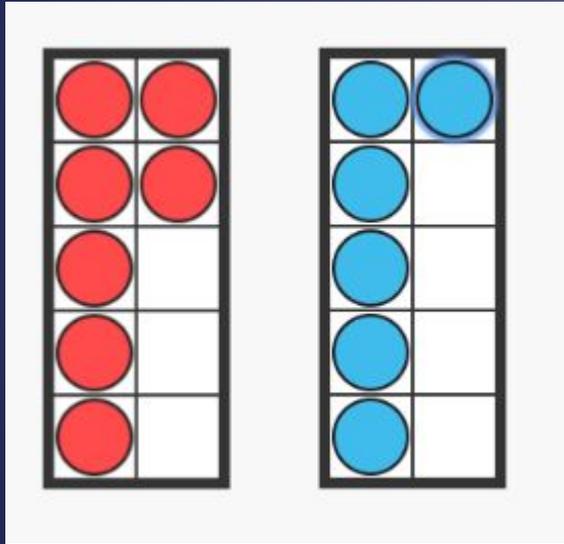
Can you build...

- a shape with 4 sides?
- a shape with 3 sides?
- a shape with 5 sides?

Can you build a different shape?

What precise math words can you use to describe your shape?

Explore with Counters & Ten Frames



Use counters & ten frames to help you solve:

$$6 + 9$$

$$7 + 4$$

$$8 + 9$$

$$12 - 7$$

$$15 - 6$$

$$14 - 9$$

How many?
How do you know?

GOALS

- Experience... What is it like to do math with virtual manipulatives?
- Understand... Where can I access virtual manipulatives? When/why use them?
- Reflect... How do physical manipulatives compare to virtual ones?
- Plan... How do I use this in my *current reality*?