

What is your perspective on using AI for lesson planning support?

I used the My Lesson Pal website option rather than ChatGPT as I did not want to give personal information to sign up for ChatGPT. I did not think that the My Lesson Pal software came up with much that I did not enter into the description box initially. I think My Lesson Pal is great for providing the structure for a lesson plan but did not give me many ideas for activities or delivery of instruction that I did not enter in the search. It did give an idea for an interactive activity where students make different combinations of coins that have the same value but this was content above what my students were ready for. I think using My Lesson Pal, you may get an idea or two, like that activity idea, sometimes, but overall, I do not think it is very helpful for lesson planning. It may be helpful for providing structure. As a teacher, we will probably not spend the time to format long lessons so using My Lesson Pal may be helpful because we can plug in our plans for a lesson without having to spend too much time on formatting and sequencing. I am curious now, since I didn't use ChatGPT, if it would provide more ideas than My Lesson Pal. I still do not want to sign up with my phone number though so maybe I can ask my peers what their experience with it was.

How did the use of Flippity go with your students? Were you comfortable using it in your lesson? How did they respond?

The Flippity game was great. I had created two games for the lesson and we used the harder one where students had to sort coins and descriptions of their attributes. I had created QR codes for the Flippity games so that accessing the games did not take a long time. The students always have their iPads but I wouldn't have had a way to share the links with them and it would have taken a long time for them to type the link out so the QR codes were a great time saver and I am really glad I had thought about it before hand. It made the lesson go much smoother and we didn't lose instructional time trying to figure out how to access the Flippity. I thought about also using the active board and pulling it up ahead of time but my EC host teacher had to leave for a meeting that morning and was not back until right before my lesson was scheduled to start so it was good that I had the QR codes printed and we didn't have to worry about figuring out the active board.

I was comfortable using the Flippity in the lesson. It was a great practice activity for the students and would have been a good way to address misconceptions by talking about how students sorted the coins and attributes, if it wasn't too easy for the students. It did happen to be too easy so we moved on to counting mixed change, but it was easy to use, gave me insight into what they knew about coins individually, and the students enjoyed using it. I think it would also be a great tool to use collaboratively on an active board but it worked really well on their individual iPads.

The students enjoyed using the game on their iPads. They enjoy anything that is gamified so that they can compete against each other. They decided to race each other to see who could complete the sort first. I told them it wasn't a race, and they are just practicing because I didn't want them to rush or feel bad if they "lost" but they enjoyed the competition and were both great sports. The game was too easy for them though. We quickly moved on to practicing counting mixed change rather than counting like change and this was more of a challenge for them. Since this was a short introduction, they need more support and practice with counting mixed change but they did great in the lesson and were starting to get the concept. Even though the Flippity activity was a little too easy, they responded well and enjoyed completing it. It also gave them confidence that "counting change is so easy" that they did great when I challenged them with counting mixed change.

Were there any technical glitches in creating or using Flippity with your students?

I didn't have any glitches when I created the Flippity. I created it on my laptop, so it looked a little more crunched on the iPads. I created a "manipulatives" Flippity which I describe as a "sort" because the students had to sort attributes of the coins, such as appearance and value, into the colored categories pennies, nickels, dimes, and quarters. There were several elements to put under each category, so I had to ask the students if attributes they placed in between two categories went with the list on the left or the one on the right, but they were able to tell me and it went fine. I thought that the Flippity activity went great because it was so smooth. I am not the most technology savvy person so I was concerned we would run into issues, but we didn't have any technical issues.

How did you use Flippity to support your teaching of the lesson content or skills?

I used Flippity as an independent practice activity for the students for them to practice identifying coins based on their attributes and values after our instruction. They flew through the content so after we completed the Flippity activity, which I had initially planned to be the independent practice at the end of the lesson, we started talking about how to count mixed change. I gave explicit instruction on the steps to count mixed change (start with identifying the first coin, skip count those coins, write down the total, identify the next type of coin, skip count those, and then add the totals together) and then we worked on guided practice problems together for the rest of the lesson.

Because the students flew through the lesson, I do not think the Flippity was a great support. The game itself was fine and would have been great practice and a way to discuss misconceptions if that was where the students were but because they had that down, it was just a good formative assessment to let me know that they were ready to move on to a greater challenge. I think Flippity can be used to support lessons in a lot of ways. You can use it for individually for independent practice, like I did, or you could use it as guided practice if you complete the activity as a group on an active board. I think there are lots of ways that Flippity can support student learning and be an asset in the lesson but, in this lesson, it was too easy.

Will you use Flippity in future lessons? Why or why not?

I will probably use Flippity in future lessons because it is a great tool that is versatile and can be used to engage students in meaningful learning. The students enjoyed using it so it was great for engagement as well. I think that, like any tool, it is all in how you implement it. It can be used to create meaningful learning opportunities if students receive explicit instruction and practice before being asked to complete the Flippity in groups or individually. It is also important to discuss how the students completed the Flippity, give meaningful feedback, and address any misconceptions that you observe as students are completing the Flippity assignment. I also think that you have to be thoughtful about what type of Flippity you are using with what content and what Flippity activities would be most meaningful for your students. I created two Flippity activities because I wasn't sure which my students would need until I started the lesson and completed the pre-assessment. It turned out that both of my Flippity activities were too easy for the students but the one they completed was the more challenging one where they had to sort both aspects of value and appearance of the coins rather than the other activity which was a matching game of just the image of the coins and their names. When students completed the more challenging Flippity, I was able to learn more about what they know because I was able to observe that they can identify the coins and also know the values associated with each coin. If they had completed the simpler one, I would only know if they could identify coins. That is why it is important to think about the tool, what students are actually doing, and if the task is difficult

enough to promote real learning. Flippity was a great tool for formatively assessing my students through informal observations of how they completed the activity but I can also see how it would be great for guided practice and independent practice activities in the context of different lessons so I think it would be a great tool for me to use in future lessons.