***Aim***

The research aim is to develop and assess a methodological tool, which traces teaching behaviors during mathematics lessons that embed use of computer games.

***Theoretical framework***

The study uses Drijvers’ (2013) Instrumental Orchestration as its theoretical framework. This provides information about how teachers use and apply computers while conducting a lesson. Drijvers describes various interactions teachers undertake when using computers in their lessons. Eight of these are done with the whole class and five are with one or two students.

***Methodology***

The study uses *Lesson Fluency Pictures*, a tool developed to provide detailed pictures of teachers’ actions during lessons, including aspects such as orchestrations, sequence, participants, level of thinking, and artifacts in use. This tool gives a succinct description of all parts of the lesson.

***Current status of the scientific work***

The study is in the post-data collection phase. The study population is 18 elementary school mathematics teachers who participated in professional development (PD) courses, conducted in 2018, on the topic of embedding computerized math games into their lessons. As part of the course requirements, the teachers planned a lesson, and implemented it in their classes. They provided reflective insights in a written report and described their experiences in the PD course meetings, which were video recorded and transcribed, to give supplemental information.

Data analysis includes descriptive and comparative phrases. The first phase, using the *Lesson Fluency Pictures* to describe the 18 lessons, is nearing completion. The second phase, comparing the teachers’ lessons, will begin soon.