## Lesson Plan: Myth Stories in Alice

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<tr>
<th>Time</th>
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| 5    | Anticipatory Set/Class Starter  
*What activity will be done to focus you students attention and aid in transition*  
How and why do ancient civilizations use myths to understand their world?  
A: Answers will vary | Composition notebook |
| 15-30 | Lesson Connections, Concept Vocabulary, and Objective Review  
*What will be done to connect this lesson with previous lessons; What vocabulary is critical and central to the lesson, including how it will be reviewed; The presentation of the lesson objectives*  
Students will need to know vocabulary words such as culture, religion, polytheistic, and monotheistic. They will also need to know geography of Ancient Middle East (location of the Fertile Crescent, Tigris and Euphrates Rivers, etc.) and Egypt. Students will also need to be able to understand basic concepts and processes in ALICE. | Laptop carts  
Composition notebook |
| 15-30 | Presentation of New Material  
*A description of the instructional technique and instructional procedures, including input, modeling, and checking for understanding*  
Students will create their own myth stories and tell them through computer programming in Alice. |  
| 15-30 | Guided Practice with Corrective Feedback  
*What will the students be doing to demonstrate comprehension; Describe what supervision, teacher intervention, and assessment will look like*  
Before this lesson, students will spend 3-5 days completing tutorials to understand how to use Alice. Students will also already have created their own myths in storyboard template. |  
| 15-30 | Independent Practice with Guided Feedback  
*How will students independently demonstrate concept and/or strategy mastery; how will questions/problems be de-contextualized to reinforce generalization; *If done as homework, address these issues below*  
Students will make their own Alice worlds to tell their myth stories. | Computer  
Storyboards |
|  | Lesson Review  
*What concepts and procedures need to be reiterated and what procedures will be followed* |  
|  | Closure and Objective Review  
*How is the lesson concluded and how is comprehension assessed to aid in transition*  
Comprehension is assessed through final world. |  
|  | Differentiation Strategies  
*What can be done differently with this lesson to meet the needs of students that are demonstrating difficulty with comprehension; what modifications to instruction, guided practice, and independent practice could be done to meet the unique needs of the students*  
Printed Q of days for some students. |  
|  | Homework/Independent Practice  
*If students are able, they may work on Alice worlds at home. They will be given 3 class periods to work on worlds.* |  
|  | Notes |