# Alice World Lesson Plan DRAFT

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**Dillard Drive Middle School, Wake County**  
**2012-2013**

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**Date:** July 2012  
**Subject(s):** English/Lang Arts

### Generalization/Essential Questions

Understanding vocabulary is essential in communicating and making connections to our world.  
- How can words become central themes for situations?  
- What relationships do words have that enhance communication?  
- Why is understanding the meaning of vocabulary important?

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### Name of Activity:

Vocabulary Animations

### Common Core Essential Standard(s)

- Craft and Structure (R4): Grades 6-8  
  - Determine the meaning of words and/or phrases as they are used in text.

### Objective:

Students will be able to expand upon a word and its meaning by seeing a model of an animation that incorporates related words to a central word and a “scenario” that brings the word to “life” in a scenario with dialogue. Students will then create their own animation of a central word with its related words in the same way.

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### Prior Knowledge/Lessons Required:

- Basic programming skills in Alice  
- Vocabulary development lessons with essential vocabulary in content area of study  
- Discussions on the integral understanding and connections of vocabulary to communication in our world.

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### Instructional Strategies:

1. Students should practice tutorials on the basics of Alice Programming. They should know how to create billboards, add environments, objects and characters. Students should know how to create dialogue between characters and create minimal movements for characters.  
2. Students will be given vocabulary to brainstorm related words – essentially making vocabulary concept maps. This should be done collaboratively so students can discuss and immerse themselves in the vocabulary.  
3. Students will watch the model Alice World and discuss the effectiveness of the animation as it relates to the “theme” word.  
4. Students will plan their animation using brainstormed concept maps of vocabulary words assigned by instructor.  
5. Students create their animations from their plans and present to the class. Students will follow a list of criteria and be assessed with a rubric assessment.  
6. Students will also complete a reflection sheet to reflect on their new understandings, their challenges and changes they would make.

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### Student Required Product:

Individual Alice World Animation of a Vocabulary Word.

**Tiers:**

1. (Basic Tier) One vocabulary word as presented in the model  
2. (Second Tier)  
3. (Highest Tier)

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### Extensions:
### Rubric for Alice Programming Lesson/Product

<table>
<thead>
<tr>
<th>Criteria Evaluated</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>1. Concepts need Remediation</td>
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<td>2. Practice Needed</td>
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<td>3. Satisfactory</td>
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<td>4. Exemplary</td>
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#### Task Requirements

<table>
<thead>
<tr>
<th>Vocabulary Relationships</th>
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<tr>
<th>Alice Programming Skills</th>
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<thead>
<tr>
<th>Creativity of Animation/Presentation</th>
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<tr>
<th>Content Depth/Complexity in Technology Product</th>
<th>1</th>
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<tbody>
<tr>
<td>Score: ______</td>
<td>Complex thinking evident with in-depth information and details - develops complex concepts showing multiple perspectives.</td>
<td>Complex thinking evident with adequate details. Some development of complex concepts. Some perspectives shown adequately.</td>
<td>Some complex thinking shown. Details are lacking. Perspectives could be developed more as well as information.</td>
<td>Little complexity of thought shown. Details lacking - very brief development of perspectives. Information too brief or confusing.</td>
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