<table>
<thead>
<tr>
<th>Subject/Period: Grade 4 and 5</th>
<th>Essential Question (?): What can you do in Alice based on the tutorials</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Teacher: Josh Miller</td>
<td>Goal/ Essential Standard: Learn basic programming skills</td>
<td>Objectives:</td>
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<td>● complete tutorials in order to comprehend how to manipulate the Alice World</td>
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<td>● create world using simpleStory.a2w</td>
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<td>Starter: show alice video of what they are going to create.</td>
<td>Learning Target: “I Can”:</td>
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<td>● manipulate objects in Alice</td>
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<td>● use the different parts of Alice adequately</td>
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<td>● create a simple program</td>
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<td>Instructional Strategies: Lecture One on One Self paced tutorial</td>
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<td>Homework: work at home if possible</td>
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Assessment:
- Oral Response
- Exit Slip
- Learning log
- Visual representation (poster, chart, model storyboard, timeline)
- Journal entry
- Product/Exhibit
- Discussion, debate, seminar
- Oral presentation
- Student-taught lesson
- Other
- Teacher notes and observations
- Performance (role play, skit, dance, song)
- Written assessment
- Pre/post assessment
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of Activities and Setting</th>
<th>Materials and Time</th>
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</thead>
<tbody>
<tr>
<td>I. Focus and Review (Establish prior knowledge)</td>
<td>go over old vocabulary focus on new vocabulary</td>
<td>10 minutes</td>
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<td>II. Statement (Inform student of objectives)</td>
<td>● Learn how to manipulate objects within the Alice world</td>
<td>5 minutes</td>
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</table>
| III. Teacher Input (Present tasks, information, and guidance) | ● Show how to access tutorial within google docs  
● Go over tutorial  
● Q&A | 20 minutes |
| IV. Guided Practice (Elicit performance, provide assessment and feedback) | students will complete the fish fairy, shark attack and space tutorial. | 3 days |
V. Independent Practice – Seat work and Homework (Retention and transfer)
   working on tutorials 3 days

VI. Closure (Plan for maintenance)
   discuss with class what the tutorials taught them 40 minutes

ENGAGEMENT

● Describe how the teacher will capture students’ interest.

● What kind of questions should the students ask themselves after the engagement?

EXPLORATION

● Describe what hands-on/minds-on activities students will be doing.

● List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration

EXPLANATION

● Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the
concept under examination?

- List higher order thinking questions which teachers will use to solicit *student* explanations and help them to justify their explanations.

**ELABORATION**

- Describe how students will develop a more sophisticated understanding of the concept.
- What vocabulary will be introduced and how will it connect to students’ observations?
- How is this knowledge applied in our daily lives?

**EVALUATION**

- How will students demonstrate that they have achieved the lesson objective?
- This should be embedded throughout the lesson as well as at the end of the lesson.