<table>
<thead>
<tr>
<th><strong>Subject/Period:</strong> Grade 4 and 5</th>
<th><strong>Essential Question (?):</strong> How can you use Alice to accentuate your core learning</th>
<th><strong>Date:</strong></th>
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<tbody>
<tr>
<td><strong>Teacher:</strong> Josh Miller</td>
<td><strong>Goal/ Essential Standard:</strong> Learn basic programming skills</td>
<td><strong>Objective:</strong> After completing 3 tutorials students will choose a core subject to complete a project</td>
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| **Starter:** Show alice video of what they are going to create from three tutorials they have to complete. | **Learning Target: “I Can”:**  
  - manipulate objects in Alice  
  - use the different parts of Alice competently  
  - create a program for core curriculum | |
| **Homework:** work at home if possible | **Instructional Strategies:**  
  Lecture  
  One on One  
  Self paced tutorial | |

**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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<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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<tr>
<td>II. Statement (Inform student of objectives)</td>
<td>● complete all three level 5 tutorials&lt;br&gt;● choose core subject to complete final project after tutorial completion</td>
<td>5 minutes</td>
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<td>III. Teacher Input (Present tasks, information, and guidance)</td>
<td>● Show how to access all tutorials within google docs&lt;br&gt;● Go over tutorials&lt;br&gt;● show what they can create using tools they have learned&lt;br&gt;● Q&amp;A</td>
<td>20 minutes</td>
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<tr>
<td>IV. Guided Practice (Elicit performance, provide assessment and feedback)</td>
<td>students will complete Learning to program, princess dragon and skater tutorials</td>
<td>self paced</td>
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V. Independent Practice – Seat work and Homework (Retention and transfer) working on tutorials self paced

VI. Closure (Plan for maintenance) discuss with class what they learned and how they plan to use that knowledge to create a world for a core class project 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.