Lesson Plan- Teaching Shapes w/Alice Programming

Frankie Rouse- ESL K-12 Teacher

ESL Level- Beginner (using English words &/or phrases)

ELL Standard- (Grades K-12) WIDA English Language Proficiency Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Focus & Review- Use English to name shapes. Warm-up activity- At first, students will explore hands-on learning through the use of wooden shapes. Next, play the Alice Shapes World over and over to promote and create repetition learning. The use of repetition, visuals, and hands-on activities are great ways to support and enhance the learning process for an English Language Learner.

I can statements- I can say the name of shapes in English. I can write the name of shapes in English.

Teacher Input- Students will use English to say the name of shapes. Students will use the text titled Picture Dictionary for English Language Learners and Alice Programming to support their learning in English. Target English language: cone, cylinder, sphere, cube, & square. Introduce the difference between 2D & 3D. Higher order thinking question: What is the difference between a square and a cube? Listen to a variety of answers to see where their level of understanding of the concept & their English is.

Guided Practice- Guide and challenge students through the acquisition of key vocabulary. Have the students to explore the wooden shapes by touching and examining the shape feel of the wooden shapes. Allow the students to point to the shapes, use words, phrases, oral or written language or all of the above. Encourage pointing, oral or written language or all because during this activity the beginning students may show verbal use (using their native language along with English) or be silent (using pointing/drawing/written expression) during this language acquisition activity.

Independent Practice- Let the students explore Alice in ways that they can create their own Shapes World. Keep in mind that ELLs are dealing with learning the key words as well as learning English. Allow students to use their native language as they are learning English.

Closure- Ticket out the Door. During this stage of language acquisition, it allows the students to choose their best way to communicate with you (pointing/drawing, oral, written or all). The goal is to get the students engaged with the English language and the fluency of their English will come with time and patience.