



Exploring Myths and Legends with *Inanimate Alice*

Lesson Plan - remote learning using TEAMS



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Ben is a teacher experienced in introducing the *Inanimate Alice* series in the classroom. Like everyone who has faced the challenges brought about by COVID-19, he was apprehensive about how it would work in remote settings. Here are his thoughts on hosting encounters with Alice using Microsoft Teams:

"I have been using Alice for about 5 years and the more I use it the better I am getting at implementing it. I started with year 5-6 students and thought that it might be too hard for younger students, but I took the leap and used it at the lower levels. In grade 3-4 it works just as well and they notice things that others haven't. In terms of distance learning, it is fantastic. It has really engaged students. When remote learning - I read through it with the students and we talk about what is going on, what they see and what they hear. With the information given, what do they think will happen next? I have also recorded myself reading it in different ways and in different tones of voice and getting the students to think about what difference this makes to the story and why it would make a difference."

The Set-Up

- Ben introduced Alice with a short audio clip: <https://bit.ly/3ldsKUI>
- The lesson outline below was accompanied by a link to the video files. <https://bit.ly/3l66jAt>

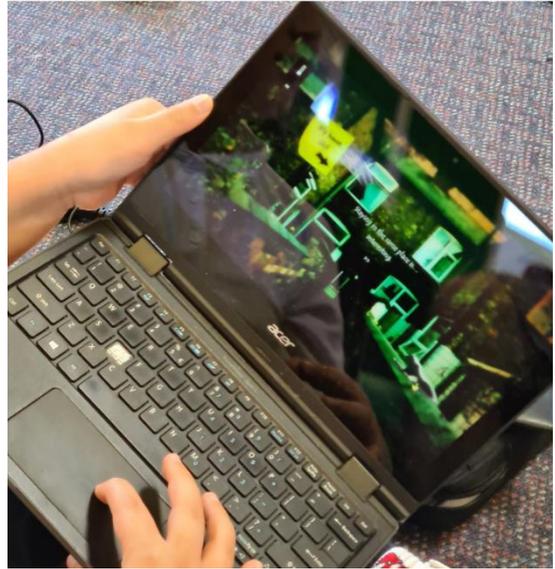
Inanimate Alice - Episode 2: Italy

09:05 – 10:00am

*** Watch Inanimate Alice Episode 2 once.**

Then think about and answer the following:

- How is Alice portrayed in this episode? Is it different from the first episode? If so how?
- We learnt that Alice is home schooled in the first episode... does this affect what happens in this episode? Does it make a difference?
- What major events do you feel are important to the storyline? Why? Why would the author have her calling her tutor in her home country? What is the author trying to tell us?
- What does music in the background do to how you read the text? (Think about how it makes you feel as well).



*** Watch Inanimate Alice Episode 2 again.**

- This time I want you to record yourself doing a voice-over.
- Then go back and listen to yourself reading the text. Has the way you are reading changed with the tone of the music? If it has changed as the music changed, why might this occur?

10:00 – 10:30am

- At 10am we are coming together as a group and we are going through your answers together.
- I will then also be conferencing with you, and we will listen to your voice over and I am going to ask you to talk about one of the questions - Does the music/sound affect your reading and what does it add or subtract from it?

10:30 – 11:00am

- Start to explore Myths and Legends related to Italy and linking in with the text.

Alignment with the Victorian Curriculum (Australia):

VCELT284

“Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques”

[English] [Level 4] [Reading and Viewing] [Literature]

VCELY288

“Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts”

[English] [Level 4] [Reading and Viewing] [Literacy]



Ben’s students had this to say about their experiences:

“It was good how for each place Alice visited that we then looked at a myth, fable, or legend for that country and linked parts of Alice’s story to this. It made how we looked at the country where Alice was in a different light and think about how it could be related to the story.”

Tina

“The imagery did not always go with the story that they were telling. There was a lot of predictions taking place and as we went through the episodes it became clearer with what could happen, and we got better at predicting what would happen to her.”

Lucas

“It was interesting to watch without the music, and as it changed it changed the feeling. The music was okay but could be very scary but helped to set the scene. As it moved through the episodes it got less creepy and it was interesting how the music made me feel different. The imagery was very good in telling a story on its own. Using it for Remote learning helped.”

Cohen