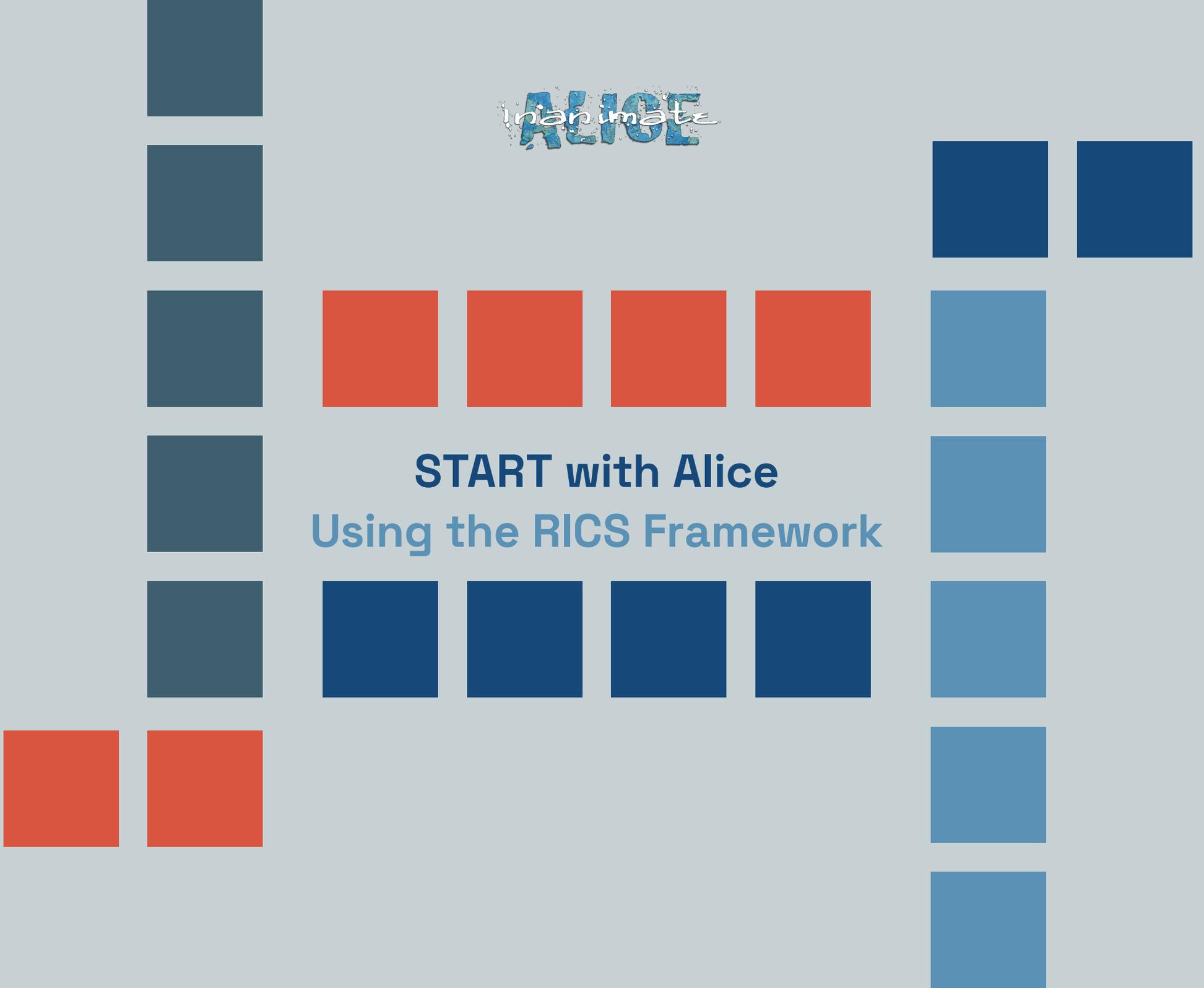


inanimate
ALICE

START with Alice
Using the RICS Framework



The RICS Framework is an easy to remember mnemonic for teaching with Inanimate Alice.

RICS Stands for:

Read

Imagine

Create

Share



Students **read** an episode; **imagine** how Alice’s experiences can be extended or applied to their own experiences; **create** their own digital episodes, artwork, or responses to the story; and **share** their work with classmates, teachers, their families, and the community.

Guided by the RICS Framework, teaching with **Inanimate Alice** will allow you to create authentic opportunities for exploration and creation – in most cases, the students will take it from there. The framework provides opportunities for formative, ongoing assessment of developing competencies aligned to the standards.

Below is a structure for applying the RICS Framework to the first two episodes. This has been created with students in grades 3-5 in mind, with suggested activities for supporting each of the elements of RICS and alignment to the Massachusetts Curriculum Frameworks. These examples of activities offer flexibility and open up possibilities as you join Alice and Brad in their world-traveling adventures.

Episode

Read

Imagine

Create

Share

Ep1: China

READ: Model an oral reading of Episode 1 for students using the think-aloud approach and then invite students to read and think-aloud with a partner. As students read, pose questions to deepen students' thinking. These might include the following:

- What do you notice as you read?
- What do you see and hear?
- What do you think will happen next?

Anchor Standards for Reading: Key Ideas and Details

Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Anchor Standards for Reading: Range of Reading

Independently and proficiently read and comprehend complex literary and informational texts.

IMAGINE: Invite students to discuss in small groups: Why did Alice create Brad? How does Brad help Alice navigate through the experiences in the episode?

Anchor Standards for Speaking and Listening: Comprehension and Collaboration

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CREATE: Students will plan, write, design, code, and compose a simple, animated, narrative in Scratch or Alice.org.

Standards for Digital Literacy and Computer Science for Grades 3-5

Digital Tools and Collaboration [DTC]

- Use digital tools and keyboarding skills to publish multimedia artifacts.
- Use digital tools to communicate or exchange information.
- Develop intermediate research skills to create artifacts and attribute credit.

SHARE: Students will share their short digital narratives during a class showcase event on an interactive, digital platform.

Standards for Speaking and Listening: Presentation of Knowledge and Ideas

- Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary.

(See grade 3 Language Standards 4-6 for specific expectations regarding vocabulary.)

- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Episode

Read

Imagine

Create

Share

Ep2: Italy

READ: Students will work with a partner to read and think aloud to episode two, recording their think-aloud using Screencastify and sharing it in Google classroom with their teacher.

Anchor Standards for Reading: Range of Reading

Independently and proficiently read and comprehend complex literary and informational texts

Anchor Standards for Reading: Key Ideas and Details

Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity for at least grade.

IMAGINE: Students will work in small groups to design simple games (paper/pencil or digital task) similar to the bicycle puzzle Alice designed in EP2.

Anchor Standards for Speaking and Listening: Comprehension and Collaboration

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CREATE: Students will work in small groups to create an interactive digital game using a digital platform such as Scratch and explain how it might be embedded in a storyline about Alice.

Standards for Digital Literacy and Computer Science for Grades 3-5

Digital Tools and Collaboration [DTC]

- Use digital tools and keyboarding skills to publish multimedia artifacts.
- Use digital tools to communicate or exchange information.

SHARE: Students will invite other game design teams to try their games during a virtual sharing event such as a Virtual Showcase. They will describe their process and listen to oral feedback (virtual or face-to-face).

Standards for Speaking and Listening: Presentation of Knowledge and Ideas

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.