

Day Six: (Detailed Lesson Plan #6)

Title: Writing Horror Stories

Class: Academic English 12

Objective: To allow students to create their own scary story; To develop group work skills; To teach students how to write a scary story instead of just assigning a prompt; To allow students to establish what is scary to them and what is not compared to the readings.

Rationale: This lesson is a special holiday lesson developed with the collaboration of my mentor, Mr. Long and myself. It is designed to allow students to develop their own scary stories from scratch with a background as to how to write a scary story. It will develop their ability to work in groups and reflect to both poetry and reading.

PA State Standards:

- 1.1.11 D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a text.
- 1.1.11 H. Demonstrate fluency and comprehension in reading.
- 1.3.11 E. Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of a work.
- 1.4.11 A. Write short stories, poems and plays.
- 1.5.11 B. Write using well-developed content appropriate for the topic.
- 1.6.11 A. Listen to others.
- 1.6.11 B. Listen to selections of literature (fiction and/or nonfiction).
- 1.6.11 D. Contribute to discussions.
- 1.6.11 E. Participate in small and large group discussions and presentations.
- 1.6.11 F. Use media for learning purposes.

Materials:

- "I am the One" by Jeremy Berry
- "My Eye" youtube video
 - <http://www.youtube.com/watch?v=yA0Mmj82KKY>
- Lights out
- Scare Tactics: Writing Horror Stories handout
- Composition Paper

Activities/Procedures:

1. Shut lights off, prepare/start video on smartboard, read poem in the back of the room with pauses... set the mood
2. Ask students what scared them? If nothing, why?
3. Hand out packet: Scare Tactics Writing Horror Stories
4. Quick explanation of classroom discussion of "Writing on Abundance."
 - a. Not assign writing prompts, teach writing prompts
5. Read the packet in 5 groups. Assign each group an S.C.A.R.E. Each group is responsible for explaining to the class what each letter means to answer handout questions.

6. Discussion of Poem
7. S.C.A.R.E.
 - a. S – Death
C – Creeps, Watching you, Steals, You are next, I am death
A – Who is “the one?”
R – Death is real, not made up.
E – The eye, silence, Who is the one?
8. Give summary of what was learned.
9. Assign prompt.
 - a. Write a scary story based on prompt of student’s choice.
 - b. Work on story until period ends.

Assessment: Their understanding can be accessed from their participation in the discussion following the reading of the poem and handout. Their reflection/understanding can be assessed from the writing of their scary story.

Assignment: Write a Scary Story.