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Reflection #5

S.C.A.R.E.

My sixth lesson marked the first time that I created a lesson in conjunction with something that Mr. Long already had developed. My original idea, being it was Halloween, was to teach the 10th graders to write a scary story, allow them to write a scary story, and then locate the parts of speech within the story to turn in for a grade. When I came into the classroom I presented my idea to Mr. Long, he said he liked the idea, but had something similar to it already. As he was explaining this to me, he dove into his huge file cabinet (The Holy Grail) full of lesson plans and activities. After searching for about two minutes, he found a worksheet that I found to be amazing called, "S.C.A.R.E." At first, I had a bias towards handouts because I always hated them. But after reading it, I realized it was very helpful, especially when it came to writing scary stories. So, he allowed me to teach S.C.A.R.E to the Seniors that day, and then he did something separate with the 10th graders. All in all, we both accomplished what we wanted to accomplish, my idea wasn't completely rejected, and I gained a valuable resource that I plan on using in the future come Halloween.

The handout was quite informative. It was based off the acronym of SCARE, which each letter representing parts of a strong and effective scary story. The seniors didn't seem to buy into the handout, but after I read them one of my scary stories from the past, they seemed more into the project and began to write. Although their initial response to the SCARE handout wasn't great, I know that they used it as they were writing their stories. The idea was for them to write the story over the weekend and then on Tuesday we would peer tutor them allowing myself to teach them how to properly workshop. The weekend plus my next activity really did prove dividends in their writing because their rough drafts were quite good.