

## Learning Scenario Template

<b>Title</b>	<b>Crafting a Scary Story</b>
<b>Subject</b>	English as a Second Language (Writing)
<b>Grade Level</b>	14-year-olds (C1 level ESL)
<b>Duration</b>	1 hour and 30 minutes
<b>Objective(s)</b>	<ol style="list-style-type: none"> <li><b>Vocabulary Enhancement:</b> Students will learn and incorporate new vocabulary related to horror and suspense.</li> <li><b>Language Acquisition:</b> Students will practice using descriptive language and specific narrative techniques.</li> <li><b>Grammar Focus:</b> Reinforce past tenses and conditional sentences in storytelling.</li> <li><b>Writing Structures:</b> Students will write a short scary story following narrative conventions (introduction, rising action, climax, and resolution).</li> </ol>
<b>Pedagogical Methods</b>	<p><b>Direct Instruction:</b> Vocabulary introduction.</p> <ul style="list-style-type: none"> <li>- <i>Collaborative Learning:</i> Group brainstorming and peer review.</li> <li>- <i>Guided Practice:</i> Writing with teacher support.</li> </ul>
<b>Structure</b>	<ol style="list-style-type: none"> <li><b>Introduction (15 minutes):</b> <ul style="list-style-type: none"> <li>- Discuss elements of a good scary story (atmosphere, tension, suspense).</li> <li>- Introduce key vocabulary: eerie, sinister, spine-chilling, lurking, bloodcurdling, petrified, etc.</li> </ul> </li> <li><b>Activity 1: Group Brainstorm (20 minutes):</b> <ul style="list-style-type: none"> <li>- Students will brainstorm ideas for their scary stories in groups.</li> <li>- Each group will create a short story outline (introduction, key events, climax, and resolution).</li> <li>- Use the vocabulary discussed earlier.</li> </ul> </li> <li><b>Activity 2: Writing (30 minutes):</b> <ul style="list-style-type: none"> <li>- Students individually write their scary story using the group brainstorm ideas as a guide.</li> <li>- Focus on grammar structures: past tense, conditionals (e.g., "If he had not opened the door, he wouldn't have seen...").</li> </ul> </li> </ol>

	<p>4. <b><u>Activity 3: Peer Review (10 minutes):</u></b></p> <ul style="list-style-type: none"> <li>- In pairs, students will exchange stories and give feedback on vocabulary usage and narrative flow.</li> </ul> <p>5. <b><u>Conclusion (15 minutes):</u></b></p> <ul style="list-style-type: none"> <li>- Volunteers read their stories aloud.</li> <li>- Discuss what makes the stories effective and highlight the best use of vocabulary and narrative structure.</li> </ul> <p>of the sequence or flow of activities and content in the scenario.</p>
<p><b>Materials/Resources</b></p>	<ul style="list-style-type: none"> <li>- Vocabulary handouts</li> <li>- Writing paper or digital devices</li> <li>- A projector for vocabulary examples and story structure guide</li> </ul>
<p><b>Pre-requisites</b></p>	<ul style="list-style-type: none"> <li>- Familiarity with past tenses and conditionals.</li> <li>- Basic understanding of narrative structures.</li> </ul>
<p><b>Activities &amp; Procedures</b></p>	<p><b><u>Activity 1: Group Brainstorm</u></b></p> <p><b>Duration:</b> 20 minutes</p> <p><b>Objective:</b> Generate ideas for a scary story, practice using new vocabulary.</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into small groups (3-4 students per group).</li> <li>2. Give each group a list of key vocabulary (e.g., eerie, sinister, petrified) and discuss how these words could fit into a scary story.</li> <li>3. Have students brainstorm and create an outline for their own scary story. The outline should include: <ul style="list-style-type: none"> <li>- <b>Setting</b> (Where and when is the story taking place?)</li> <li>- <b>Main Character</b> (Who is the protagonist?)</li> <li>- <b>Conflict</b> (What is the scary or tense situation?)</li> <li>- <b>Climax</b> (What is the most intense moment?)</li> <li>- <b>Resolution</b> (How does the story end?)</li> </ul> </li> <li>4. Encourage them to use the vocabulary discussed and ensure their story structure follows a clear progression.</li> </ol> <p>Materials:</p> <ul style="list-style-type: none"> <li>- Vocabulary handouts</li> <li>- Group brainstorming worksheets or paper</li> </ul> <p><b><u>Activity 2: Individual Story Writing</u></b></p> <p><b>Duration:</b> 30 minutes</p> <p><b>Objective:</b> Write a scary story using the ideas from the group brainstorm and applying vocabulary, grammar structures, and narrative conventions.</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Ask students to take their group's outline and begin writing their own individual version of the story.</li> <li>2. Remind them to focus on:</li> </ol>

- Using past tenses and conditional sentences to add complexity (e.g., "If I had known what was behind the door...").

- Descriptive language to create atmosphere and tension.

- Narrative structure: introduction, rising action, climax, and resolution.

3. Monitor students as they write, offering support with vocabulary or grammar as needed.

Materials:

- Writing paper or digital devices

### **Activity 3: Peer Review**

**Duration:** 10 minutes

**Objective:** Provide constructive feedback on a peer's story, focusing on vocabulary usage and narrative structure.

**Instructions:**

1. Pair up students and have them exchange their written stories.

2. Ask students to read their partner's story and give feedback using the following criteria:

- Did the story include the new vocabulary?

- Does the story follow a clear narrative structure?

- Are past tenses and conditional sentences used correctly?

- Is there good use of descriptive language?

3. Allow students to discuss their feedback with each other, offering suggestions for improvement.

Materials:

- Peer review checklist or feedback guide

### **Activity 4: Story Sharing and Discussion**

**Duration:** 15 minutes

**Objective:** Reflect on effective storytelling techniques, celebrate student creativity, and reinforce language learning.

**Instructions:**

1. Ask for volunteers to read their scary story aloud to the class.

2. After each reading, engage the class in a discussion:

- What elements of the story were most effective in creating suspense?

- How well did the student use descriptive language and vocabulary?

- How did the narrative structure help build tension and resolve the story?

3. Highlight excellent use of vocabulary and grammar, giving positive reinforcement.

Materials:

	<ul style="list-style-type: none"> <li>- Student-written stories</li> <li>- Feedback form for teacher notes</li> </ul>
<b>Assessment/Evaluation</b>	<p><b>Formative Assessment:</b> Teacher observation during group work and peer review.</p> <p><b>Summative Assessment:</b> Evaluation of the final scary story for vocabulary usage, grammar accuracy, and narrative structure.</p>
<b>Extensions/Modifications</b>	<p>Advanced students can expand their stories to include dialogue.</p> <ul style="list-style-type: none"> <li>- Struggling students can work on a simpler version of the story with more teacher guidance.</li> </ul>
<b>Additional Notes</b>	
<b>Attachments/Links</b>	