

**Instructions:** This lesson plan template provides a space for you to plan lessons around the Education Connections model of Sheltered Instruction (SI), which includes four strands—*define, modify, cultivate, apply*. (See page 4 of this document for more information on the four strands). Fill out the information about your lesson plan in the space provided in the left-hand column, *Lesson Information and Activities*. While you plan, list which strand(s) relates to this portion of your planning in the right-hand column, *SI Strand(s)*, along with any notes about how the strand can be implemented effectively in this lesson.

Lesson Information and Activities							SI Strand(s)														
<p><b>Lesson Title:</b> Scary Stories: The Bus Stop</p> <p><b>Content Area:</b> English Language Arts/ESL <span style="float: right;"><b>Grade Level(s):</b> 9</span></p> <p><b>Unit Description:</b> This lesson was developed to supplement and enrich a unit of study on scary stories. The textbook the students are using has a variety of readings in this genre, but lacks an active listening skills activity, which I felt was a critical element. Students can then use oral language skills to retell the scary story they have heard using signal words of sequence to continue the story-telling tradition. Students will practice with a peer and record their versions of the story to share with others.</p> <p><b>Length of lesson:</b> two 45-minute class periods <span style="float: right;"><b>Number of ELs:</b></span></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Proficiency Levels (LAS LINKS)</td> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> </tr> <tr> <td>ELs (numbers and/or names)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Program Model:</b></p> <p><b>Other relevant student information:</b></p>							Proficiency Levels (LAS LINKS)	1	2	3				ELs (numbers and/or names)							
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<b>Standards and Objectives</b>							<b><u>DEFINE</u></b>														
	Language Objectives			English language proficiency standards																	
1	SWBAT actively participate in small group discussions to develop understanding of vocabulary words and to practice retelling a story orally.			WIDA: ELD Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.  ELD CA: 1.A Collaborative: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics																	
2	SWBAT to listen to an audio reading of a horror story and then sequence a list of events from the story.			WIDA: ELD Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.  ELD CA: B.5 Interpretive: Listening actively to spoken English in a range of social and academic contexts.																	
	Content Objectives			Content Standards																	

Lesson Information and Activities		SI Strand(s)
1	<p>SWBAT work with a partner to retell a story using specific vocabulary words and signal words of sequence.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.6</u> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	



Lesson Information and Activities				SI Strand(s)
<p><i>The Bus Stop</i> from <i>Scary Stories 3: More Tales to Chill your Bones</i></p> <p><a href="https://www.youtube.com/watch?v=qDmce0e0ce4">https://www.youtube.com/watch?v=qDmce0e0ce4</a></p> <p>1:30-3:58</p>	Horror, short story	Lexile 680L	The students enjoy the scary story/horror genre and this particular story is part of a series of classic folklore that they may recognize from their own cultures.	
Teacher-developed worksheet (see attached)			Students will use this worksheet for reference, as they do not receive a transcript of the story.	
<p><b>Supplementary Materials and Realia</b></p> <ul style="list-style-type: none"> <li>• Index cards with key words and definitions written on them for the warm-up activity. Sample words can include the following: <ul style="list-style-type: none"> <li>○ <b>rainstorm</b>: bad weather in which there is a lot of rain and strong winds</li> <li>○ <b>rescue</b>: to save someone or something from danger or harm</li> <li>○ <b>soaking</b>: completely wet</li> <li>○ <b>date</b>: when two people meet for an activity, possibly in a romantic relationship</li> <li>○ <b>strange</b>: different from what is usual or normal</li> <li>○ <b>mantel</b>: the shelf above a fireplace</li> <li>○ <b>bus stop</b>: the place where people can get on or off a bus</li> </ul> </li> <li>• Bilingual dictionaries or access to online dictionaries</li> <li>• Mini whiteboards and markers</li> <li>• Computer to play audio file</li> <li>• Technology for students to record their stories, such as a voice recorder app on a smartphone or tablet, or a web-based recording program (e.g., Voicethread). Depending on your students, you may choose to pair them based on their facility with using this technology.</li> </ul>				
<b>Estimated Time:</b> Two 45-minute class periods				

Lesson Information and Activities	SI Strand(s)
<p><b>Language Domains:</b> X Reading X Writing X Listening X Speaking</p> <p><b>Grouping:</b></p> <p>X Independent Work X Pair <input type="checkbox"/> Small Group X Whole class</p> <p>Reason for grouping:</p> <p><input type="checkbox"/> First language <input checked="" type="checkbox"/> English proficiency <input checked="" type="checkbox"/> Reading level <input type="checkbox"/> Content understanding <input type="checkbox"/> Interest <input type="checkbox"/> Other:</p> <p><b>Preview:</b> Connections to past learning or the larger unit sequence</p> <p><u>Vocabulary warm-up</u></p> <ol style="list-style-type: none"> <li>1. Seat students with their partners. Hand each pair a set of index cards you have prepared; seven should have words on them and the other seven should have definitions. Direct them to work together to match each word with its correct definition. They may use dictionaries for assistance.</li> <li>2. Once all cards are matched and the teacher has checked them, ask them to choose one word and use it in a sentence. Students write the sentence on their mini-whiteboard.</li> <li>3. Have each pair hold up their whiteboard and read their sentence aloud to their peers. Ask peers for feedback and/or correction if needed. Point out parts of speech and elicit any possible cognates.</li> <li>4. Whole class choral repetition of all the words.</li> </ol> <p><b>Presentation:</b> Primary activity steps associated with lesson implementation Differentiation, scaffolding, modifications, strategies employed, interaction activities, materials integrated that function to shelter language and content for the EL students</p> <ol style="list-style-type: none"> <li>1. Hand out <b>The Bus Stop worksheet</b> and direct students to complete the vocabulary exercise in Part I. Once answers are reviewed, students should turn over their papers and prepare to listen to the story.</li> <li>2. Ask students, “Do you enjoy scary stories? Does anyone in your family tell them? Can you remember hearing any popular stories that might involve ghosts, or people disappearing?” Elicit ideas from students. (If they do not have much knowledge about scary stories, you might mention popular cross-cultural themes like creatures in the wilderness, or ask about scary movies).</li> <li>3. Tell students you will be playing a scary short story for them to listen to. The first time they should just listen and enjoy it. Play the story straight through without stopping. Ask questions to check for comprehension. Connect this story to other scary stories students have read; discuss setting, mood, and the elements of scary stories. *Note that this one has an unexpected ending.</li> <li>4. Return to the worksheet and have students look at the sentences in Part II. Give them time to read them over and explain that they need to sequence them.</li> <li>5. Play the story again, and pause at intervals if and when students need further scaffolding to sequence the sentences.</li> <li>6. Call on students to read sentences aloud in order.</li> <li>7. Proceed to Part III on the task sheet. Have students sit facing each other and take turns retelling the story, using their key vocabulary and signal words for reference. (*Remind students to use the past tense as well.)</li> <li>8. Once pairs are satisfied with their retelling, have them find a quiet spot in the hallway to record their oral stories. Direct them to email them to you, or any other method you would prefer to collect them.</li> </ol> <p><b>Assessment:</b> Activities for formative and summative assessment during and after primary lesson activities. How does assessment account for the language demands embedded in core content for ELs?</p>	<p><b><u>MODIFY</u></b></p> <p><b><u>APPLY</u></b></p>

Lesson Information and Activities	SI Strand(s)
<p><u>Students will be assessed through a range of tools including:</u></p> <ul style="list-style-type: none"> <li>• Frequent checks for understanding – questioning individual students</li> <li>• Monitoring conversations of pairs and listening to discussions as they negotiate meaning of new words, and use signal words to retell the story</li> <li>• Reviewing accuracy of sentence completion and sequencing activities on handout</li> <li>• Listening to e-mailed oral storytelling files for use of sequence words and vocabulary in context</li> </ul>	
<p>How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?</p> <p>Student stories that have been recorded can be played in other ESL classes for authentic listening activities. For an extension lesson or homework assignment, students can ask their families to tell them about scary stories they know, from their own culture or that they have read or seen, and then use that story as the basis for an oral retelling or a writing assignment. If you use an LMS like Edmodo or Schoology for your classes, students can upload their audio files directly to this system and their peers can listen to them and comment on them.</p>	<b><u>CULTIVATE</u></b>

Name \_\_\_\_\_

Date \_\_\_\_\_

***The Bus Stop* from Scary Stories 3: More Tales to Chill your Bones**

<https://www.youtube.com/watch?v=qDmce0e0ce4> 1:30-3:58

**I. Vocabulary Practice: Complete the sentences using the words below.**

rainstorm    rescue    soaking    date    strange    mantel    bus stop

1. I had to wait outside in the rain today without an umbrella. Now I'm \_\_\_\_\_ wet.
2. Our flight was delayed because of a severe \_\_\_\_\_ in the area.
3. Mario is going to ask Valerie to go out on a \_\_\_\_\_ with him Friday night.
4. The \_\_\_\_\_ above the fireplace is a good spot to display photos.
5. How many students wait at your \_\_\_\_\_ with you in the morning?
6. We heard a \_\_\_\_\_ noise coming from the classroom next door.
7. Firefighters often have to \_\_\_\_\_ cats from high branches in trees!

**II. Listening: After listening to the story, sequence the events below. Number them 1-9.**

- \_\_\_ Ed offered Joanna a ride home.
- \_\_\_ Ed saw a picture on the mantel that looked just like Joanna.
- \_\_\_ One night, Ed waited an hour but Joanna did not show up.
- \_\_\_ The rain stopped when Ed dropped Joanna off at her home.
- \_\_\_ Joanna's mother said that she had been hit by a car while waiting at the bus stop twenty years ago.
- \_\_\_ Ed and Joanna went on several dates, always meeting at the bus stop.
- \_\_\_ Ed Cox was driving home from work.
- \_\_\_ Ed drove to Joanna's house and met her mother.
- \_\_\_ He saw a woman standing at the bus stop, getting soaked.

III. **Retelling the story:** This story has been part of our folklore for thousands of years, one of many “vanishing hitchhiker” stories in which a ghost returns in human form. Sit with your partner and take turns retelling the story, each of you telling one sentence at a time. You may elaborate, change characters, use imagery, and add more details. Try to make it even more frightening if you can!

- Be sure to use the 7 vocabulary words below in your retelling.
- Refer to your Signal Words to help sequence the story.

rainstorm	rescue	soaking	date	strange	mantel	bus stop
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<b>SIGNAL WORDS of SEQUENCE – to describe the order in which things happen</b>	
first	meanwhile
second	later on
third	eventually
first of all	usually
then	right after
before	now
after	last
for one thing	finally
next	at last
after a while	

IV. **Once you have practiced your story, record it using your phone or one of the class chrome books. E-mail the file to your teacher.**

Name it: scarystory\_lastnames



[Education Connections' Four Strands of Sheltered Instruction](#)

Sheltered Instruction is an approach that makes academic content, as well as language development, more accessible for EL students. The Education Connections activities are based on **Four Strands** of Sheltered Instruction. They are: Define, Modify, Cultivate, Apply.

**Define**

- **Develop, define, refine, communicate, and assess *content objectives* for every lesson**
- **Develop, define, refine, communicate, and assess *language objectives* for every lesson**
- **Ensure objectives derive from, and are aligned with, English language proficiency (ELP), as well as content standards**

**Modify**

- **Differentiate instruction through lesson adaptation and instructional modifications**
- **Scaffold instruction in response to students' individualized language and content learning needs**
- **Identify the language demands and domains embedded in lessons and explicitly address language use and needs for both teaching and learning**

**Cultivate**

- **Explicitly identify and acknowledge the **cultural competence, human capital, knowledge, experiences, and resources students bring to the classroom****
- **Invite parental and/or familial involvement in the school and classroom and make connections that extend beyond the core curriculum**
- **Support native language maintenance, additive bilingualism, and biliteracy development**

**Apply**

- **Directly promote language use through interaction with peers, teachers, as well as the core content**
- **Encourage and facilitate language use in both English, as well as students' home languages**
- **Develop and implement activities that require use of all four language domains**