

Unit Title: Fear This!

Grade Level: 9-12

Subject Area: *English Learners*

Duration/Length/Number of class periods: First quarter (9 weeks)

Description: Unit 5 is working on a series of short stories
The stories deal with fear. Culturally, students have different beliefs and fears.
Compare and contrast books and misconceptions of fears.

Established Goals (National, State, Local): Reading , writing, listening and speaking

R9-10.6

SL=9-10.

WL 9-10.10

L.

What Enduring Understandings are desired? We all have fears until we gain knowledge of the unknown

Through reading, writing and discussion. There are 3 clusters. Each cluster focuses on a specific aspect of the larger question.

1. Think about the power of the unexpected.
2. Explore how fears can become reality
3. Consider the role of imagination.
4. Close reading : Consider what makes fear real.

What **Essential Questions** will be considered?

1. “What makes something Frightening?” Close reading: Consider what makes fear real.

Students will know / be able to:

1. Analyze Short stories plot, structure, word choice analogy, irony and text evidence
2. Build vocabulary
3. Write a Character Sketch
4. Learn the writing trait of organization
5. Tell a story

Description	<i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards !A
1. Building Background - use Mentimeter to build a word cloud about...what is fear?		x		x		x	x	1A
2. Quizlet live vocabulary pretest 31 content and academic words.		x		x	x	x	x	3D
3. Book of your choice (fear) Using Librivox Ex. Cave of Fear		x			x	x		4D
4. Stump the expert. Designate an expert. A Stumper presents a definition and the experts has a predetermined amount of time to produce the term. If the experts responds accurately, the next stumper offers a challenge. This continues until the expert is stumped or a set number of questions have been answered. (sort of like around the room)								
5. Read text, answer questions in workbook					x			4 A-d

6. Summative post-test Quizlet Live vocabulary post test.		x			x	x	3C
7. CREATE A REPORT ON YOUR BOOK (USING PADLET OR SWAY) AND COMPARE AND CONTRAST WITH A GROUP	x			x	x	x	2b AND c

Materials, tools and resources Edge Level B Unit 5 teachers manual and interactive Practice book, copy of books
Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page) Vickie Radloff , Marshall High School, vickie.radloff@marshall.k12.mn.us
Additional credit given to Bessie Skalicky, Sarah Kienholz