**Teaching Plan for Continuation writing: Tame a Fox?**

七彩阳光 读后续写

**Teaching objectives**

After this lesson, students are expected to

1. learn the methods of analyzing original articles by focusing on the major event/conflict…from the perspective of the major character(s);
2. further develop critical thinking ability, divergent thinking ability and creative thinking ability by analyzing the given information, digging out hidden information and outlining the story;
3. further improve continuation writing skills by using different combinations of sentence patterns;
4. develop correct life outlook and value by analyzing the theme of the story—be friend with wild animals rather than tame it.

**Teaching procedure (T=teacher; Ss=students)**

**Step 1: Fast reading**

How many characters are mentioned and who are they?

When and where did the story happen?

What happened to them?

Intention: *grasp the basis information of the story, laying the groundwork for focusing on the major problems/conflicts.*

**Step 2: Careful Reading**

Read the original text again and find out the major problems—focus on the changes and the reasons

**Step 3: Predicting the solution**

Have the students put forward some suggestions to solve the problem: Can a fox be tamed? How?

Predict the end of the story and dig out the possible theme: to be friend rather than tame, live in harmony with wildlife.

**Step 4: Designing the plot**

Outline the rest part of the story based on the ending, theme as well as the given two sentences

Para. 1 衔接1

过渡1

衔接2

Para. 2 衔接3

过渡2

主题1

**Step 5: Drafting**

Make the first entry by using the writing skills: sentence patterns; actions + emotions

--How to show these scenes by using the sentence patterns?

--How to develop the plot while the actions and emotions are changing together?

**Step 6: Appreciation and Polising**

Ask students to grade their work and give specified comments based on the criteria;

Further improve students’ work from the language, logic, cohesion, plot setting and so on.