教学设计

1. 文本分析

本文所提供的阅读材料是一篇话题为人与自然中人与动物的记叙文。本课设计关注内容、思维和语言三者的有机融合，从文本解读、人物性格分析、原文语言欣赏、情节预测、细节描写等多个方面，落实读写过程。

该文本来自一个真实的故事。主要讲述了女孩儿Iris在两岁时被确诊为自闭症。一个夜晚，当她自闭症发作，母亲正无计可施时，家里的新成员一只名为Thula的小猫对Iris进行治愈的故事。试题中给出两个续写段落的首句分别是：(1) Almost immediately, Iris’s mood changed. 可以预测本段故事发展：Thula进入Iris的房间，用一些动作安抚了Iris的情绪，母亲走出房间。（2）I was curious about the silence, and then returned to the door of Iris's room and looked in. 预测第二段故事情节：母亲听不到声音，好奇的回到房间，看到Iris与Thula和谐的一幕，表达自己内心的感受。

1. 设计思路

本篇阅读故事情节简单清楚，人物关系清晰明朗，阅读难度不高；对于形象塑造地非常立体，如面对Iris无计可施的母亲，以及及时出现在Iris房间，帮助安抚Iris情绪的Thula。尤其是原文对于猫的动作描写，有助于学生的续写积累。根据该文本的特点以及阅卷中存在的问题，利用一系列问题引导学生进行文本细节解读，采用逆推法，构思情节，通过句子翻译，进行词汇和语料的表达，为学生建立支架。
三、教学目标
By the end of the class, students will be able to
1.obtain a good understanding of the whole text through analyzing the text;

2.predict the content by analyzing the first sentence of each paragraph；

3.apply proper also vivid language on continuation writing to continue the story.

四、教学重难点

1. Analyze the plot of the story and the character’s personality;

2. Enable students to learn how to continue the story logically according to the plots and the given sentences by asking questions;

3. Strengthen the ability of writing vivid description about a cat.

五、教学过程
Step1. Warming up

Watch a video to arouse student’s interest in the text.

Step2. Analyze the text and mainly for the main character’s personalities.

Step3. Appreciate the language

Appreciate the vivid description about the helpless mother and the cat’s action.

Step4. Predict the plot by asking questions according to the given sentences.

In paragraph 1:

* What kind of state did her mood change to?
* How did Iris react?
* What did Thula react?
* How did I get out of the room?
* What was the situation in the room before I returned to the room?

In paragraph 2:

* What did I see?
* What was my reaction ?
* What was my reflection (反思) on Thula/this incident?

Step5. Practice writing details.

Translate the given sentences and check the answers to accumulate the right expressions.

Step6. Appreciate the sample writing.