**Teaching Plan for *David’s Run***

* **Teaching objectives**

After this lesson, students are expected to

1. Learn verbs, adjectives, and rhetorical devices related to David’s change of feelings and actions and then apply them to future writing practice.
2. Develop critical thinking ability, divergent thinking ability and creative thinking ability by digging out the theme of the story and discussing about the potential changes.
3. Improve continuation writing skills by brainstorming 3-4 scenes in each paragraph and applying cohesive devices to connect every two scenes.
4. Develop correct life outlook and value by analyzing the theme of the story and the spirit shown by David.

* **Teaching focus and difficulties**

1. To facilitate students to turn what they have learned into output.
2. To encourage students to apply critical thinking and creative thinking into future learning.
3. To give practical guidance for continuation writing in setting up scenes.
4. To help students reflect on the theme, adopt a correct attitude toward others with disabilities and learn from them.

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

**Step 1: Warming-up**

T presents pictures of two movies—*Forest Gump* and *Wonder*, each representing the persistent and optimistic spirit of people who have mental disease.

T:

1. Have you watched the movies?
2. What’s wrong with them? What difficulties might they encounter in their daily life?
3. How will you treat them if they are with you in the same class?

**Step 2: Leading-in**

T: How is this passage different from the previous continuation writing we have written? (No underlined words) How can we write without the underlined words. (We should find out the keys words related to Theme, Character, Time, Place, Action, and Feeling)

**Step 3: Reading**

1. Circle out words of time and place
2. Circle out the characters.

Q1: Who is the main character? Who is less important?

Q2: What kind of person is …(personality)?

Q3: How did others think of …(comment/ attitude)?

1. Underline the clues

Q1: What challenges is David faced with at present? Why? (Actions can show the inner Feelings of a person)

Q2: Was the coach doing the right thing? Why did the author mention him? Can this part be deleted?

Q3: How did the special education teacher feel about David’s decision? What did she do? What kind of person is she?

Q4: Considering the problem facing David, if you were the teacher, what would you do to solve it?

1. List the key words or phrases which can show the plot development/ which can be used in your writing

(Foreshadowing/ Echoing)

**Step 4: Designing the plot**

1. by creating scenes

Rules—

1. All the scenes should be closely related to the development of plot, highlight how the character changes, and conform to the original text.
2. All the scenes are combined in a logical way to present a complete story and show both the mental and behavior changes.
3. by expanding the sentences

Use descriptive expression and necessary cohesive structures

**Step 5: Thinking**

What can you learn from this story? (to highlight the theme and its significance)

**Step 6: Homework**

A. Exchange your writing with your deskmates and grade each based on the following scale.

Beautiful Handwriting 1’

Logical Plot 4’

Accurate Spelling 1’

Appropriate Collocation (搭配) 1’

Complete and Advanced Sentences 1’

Coherence and Consistency (衔接与连贯) 2’

B. Polish your writing

Step 7: Appreciating students’ masterpieces.