**Teaching Design for "The Popsicle Kids" Continuation Writing**

**Teaching objectives**

After this lesson, students are expected to

1. Analyze the original text for the characters’ personality and relationship, development of the story, growth of characters, linguistic features (direct and indirect ways to show development of story and personality), threads and their symbolic significance
2. Brainstorm the possible development of the story -- feelings, actions and reactions, contrasts show development of story and personality, imitation of the language
3. Learn how to take advantages of the given text to organize the language of the writing

**Teaching procedure**

‌Step 1: Theme Orientation

1. Lead in

What comes to your mind when you read the title of the passage?

1. Reading

- Guide students to identify and internalize the core themes of the original text.

Who are “the Popsicle Kids”?

What did they do?

Why did my wife and I give away popsicles?

Why did my wife and I keep giving them away?

How did the writer describe the influence?

How about the thread(s) of the passage?

-‌Activities:‌

1)‌Text Analysis‌

Students read the original passage and highlight keywords related to the development and changes‌ (e.g., change, return, transform)‌.

1. Group discussion:

How will you summarize the rules “I” set for the popsicle kids?

What’s the significance of “popsicles” in your opinion?

‌Step 2: Text Structure Modeling‌

1. ‌Plot Mapping-Map the sample text’s structure:

‌Para. 1:‌ Individual crisis (boy’s talk) → Emotional resolution (sharing stories-mental support).

‌Para. 2:Collective impact (tradition evolution) → Reciprocal warmth (kids and adults)

2.‌ Highlight the clues in the given text to scaffold coherent continuation writing.

Step3: Language Migration

1. Transfer vivid language and rhetorical devices from the given text.
2. ‌Foreshadowing Practice: take advantages of 'Where the Red Fern Grows' to create a new symbolic foreshadowing element ‌

‌Step 4: Collaborative Evaluation‌

1.Appreciate student’s writing and teacher’s writing from:

1)Content Coherence‌ (plot logic, detail echo, theme consistency)

2)‌Language Accuracy‌ (grammar, figurative language)

3)‌Theme Depth‌ (symbolism, emotional resonance)

2.‌Peer Review Workshop‌

Exchange drafts and use a checklist:

* Does the writing stick to the theme, mutual growth (adults& kids), of the given text?
* Does the writing reflect the symbolic meaning of the popsicles?
* Are sensory details used to replace simple or abstract expressions like adjectives?
* Does the writing echo the clues in the given texts?
* Does the second paragraph shift focus to community (not just one boy)?‌

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