**A New Home for Socks教学设计**

常州市滨江中学 丁佳燕

**教学目标：**

1. 能利用图片、文字、提问等对“文学圈”角色阅读的成果进行展示；
2. 在情境中学习新的单词、词组及句型；
3. 借助任务性问题，了解故事梗概，厘清故事发展的两条明线；
4. 通过主题性问题导引，深入阅读文本，体验人物情感，理解主题意义，体会故事背后所承载的育人价值；
5. 通过开放性问题讨论，多角度看待事物，提升思维品质。

**教学过程：**

**Step1 Sharing activity**

1. Students discuss what they have read in the reading circle.

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| **Roles** | **Duties** |
| **Word master** | look for words or short phrases that are new or difficult to understand |
| **Summarizer** | write a summary of each part of the story in your own words |
| **Setting investigator** | investigate the background of the story and raise 3 questions to ask your circle members to make them understand the story better |
| **Mind map maker** | draw a mind map or a flow chart to help you understand the story better |
| **Character analyzer** | analyze the characters' personality |

1. Choose three roles (word master/ summarizer/ setting investigator) to display their reading achievements.

**Step2 While-reading**

1. A new home for Socks:
2. Read and find out different homes for Socks.

Q1: Where was Socks first found?

Q2: Does he have a new home at last? Where is it?

Q3: How many new homes does Penny find for him? What are they?

Q4: Why isn't the bin/Penny's home/... suitable for Socks?

1. Try to retell the story according to the space order.
2. Figure out what makes Penny not give up helping Socks.

Q1: How does Penny feel each time she finds a home for Socks?

Q2: How does she feel when she finds the place not suitable for Socks?

Q3: What can we learn from Penny?

Q4: Why doesn't she give up trying?

1. A new home for Penny:
2. Who else has a new home in this book?
3. (Beginning) Compare the life in the village with that in the city. Appreciate the language and learn new words in the story.
4. (Development) Figure out the reasons why Penny takes Socks back to her village.
5. (Climax)Number the events in the order of time.
6. Discussion:

Q1: Do you think going off on her own is a good way to solve the problem? Why/why not?

Q2: What do you want to say to Penny?

1. (Ending) After Penny comes back, what does she and her parents say and do to each other? Read the conversation between them silently to see what you can learn from it.
2. Will Sara's home suitable for Socks? How do you know that?

**Step 3 After reading**

1. Comment on the main character: What do you think of Penny?
2. Further thinking: What changes a sad beginning into a happy ending?
3. Critical thinking:

Q1: Why does Penny call the dog 'Socks'?

Q2: 'Socks' also means '袜子' in Chinese. What else can socks remind you of?

Q3: Why does the author name the girl 'Penny'?

**Step 4 Homework**

Choice A: Continue to write the story

Choice B: Write an article about your pet