

课题	Pathways 2 R&W Unit 9-Reading: adaptation	班 级	Class 4, Grade 10	教者	Jinqiu Shu
学习目标	After this class, the students will be able to: 1. better understand adaptations in organisms 2. enhance the ability of scanning skills in reading 3. be more interested in exploring nature				
学习重难点	1. to master the concept of adaptation from different aspects 2. to grasp different adaptations of feathers, their purposes and evidence				
课前活动	1. familiarize students with vocabulary on the topic of adaptation. 2. put students into 4 groups according to their English ability				
课时	1				
教学过程（预设）					
教师活动		学生活动		关注差异	
Step 1 Lead-in T asks students to look at pictures of male birds of paradise and pose questions to elicit the topic of the lesson: adaptation (1) What kind of bird is it? (2) What are the characteristics of its feathers? (3) What’s the function of its feather? Step 2 Analyzing a short passage about adaptation Part 1 (Para. 1) : T 1. tells students to scan paragraph 1 and answer the following questions		Step1 Lead-in Ss observe pictures of male birds of paradise and answer the questions independently. Step 2: Part1 (Para. 1): Ss will 1. scan paragraph 1 and answer questions independently		Step1 Advanced-level students will be assigned to answer the challenging Question(Q2) while basic-level students , easier ones(Q1;Q3). Step2 Part 1 (Para. 1) : 1. For basic-level students: provide key words and phrases to help them understand the paragraph	

<p>(1) What is an adaptation?</p> <p>(2) Why can these changes happen?</p> <p>(3) When does the adaptation become a normal characteristic of the species?</p> <p>2. plays a video clip and ask students to complete the table exercise on the handout while they watch to better understand the three questions above</p> <p>3. checks answers (asks guiding questions when necessary)</p> <p>Part 2 (Para. 2) :</p> <p>T 1. tells students to scan paragraph 2 and answer the question</p> <p>From what two aspects does an adaptation may affect an organism?</p> <p>2. gives each group six pictures showing six different animal adaptations, then asks students to categorize these adaptations into physical and behavioral types according to the illustrations</p> <p>3. invites six students from the groups to post pictures of different adaptations, categorized as physical or behavioral types, on the whiteboard</p> <p>4. checks understandings (asks guiding questions when necessary)</p>	<p>2. watch the video clip and complete the table exercise on the handout, which helps in understanding the three questions better.</p> <p>3. share their answers and ask questions if they have any problems</p> <p>Part 2 (Para. 2):</p> <p>Ss will</p> <p>1. scan paragraph 2 and answer the question independently.</p> <p>2. read the illustrations of six different animal adaptations, discuss their categorizations with group members and post them as physical or behavioral types on the whiteboard.</p> <p>3. ask questions if they have any problems</p>	<p>For advanced-level students: provide open-ended questions to encourage deeper thinking and discussion</p> <p>2. Advanced -level learners will be challenged to provide more video details while</p> <p>basic-level learners are encouraged to focus on grasping the key information.</p> <p>Part 2 (Para. 2):</p> <p>These two tasks are not difficult, so basic-level students will be encouraged to complete them after group discussion.</p>
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<p>Part 3 (Para. 3) :</p> <p>T 1. tells students to scan paragraph 3 and answer the following questions</p> <p>(1) What was the original purpose of the evolution of feathers?</p> <p>(2) What were they later used for?</p> <p>2. asks students to scan the supplementary reading material in the textbook (p. 167) and complete the exercise on the handout about the different purposes of feathers and their modern examples</p> <p>3. checks answers (ask guiding questions when necessary)</p> <p>Step 3 Recap</p> <p>T displays keywords to help students summarize key points about adaptation.</p> <p>Step 4 Group presentation</p> <p>T 1. asks each group to create a popular science poster to introduce other examples of adaptations in the natural world based on what they learned today</p> <p>The poster should include the following four aspects.</p> <p>(1) What kind of habitat does the organism live in?</p> <p>(2) What adaptation did the</p>	<p>Part3 (Para. 3):</p> <p>Ss will</p> <p>1. scan paragraph 3 and answer the questions independently</p> <p>2. scan the supplementary reading material and complete the exercise on the handout about the different purposes of feathers and their modern examples</p> <p>3. participate in group discussion if they meet any difficulties</p> <p>Step 3 Recap</p> <p>Ss will</p> <p>summarize the main points of adaptation with the teacher.</p> <p>Step4 Group presentation</p> <p>1. Ss will work in groups to determine which organism and which adaptation they will introduce. Then, they will decide who will be the painter and the presenter. Finally, every group member will have the opportunity to be the planner who</p>	<p>Part 3 (Para. 3):</p> <p>Advanced-level students will be challenged to provide more reading details while basic-level students will be encouraged to grasp as much key information as possible with the help of advanced learners.</p> <p>Step 3 Recap</p> <p>All students will be encouraged to participate in the summary actively.</p> <p>Step4 Group presentation</p> <p>Advanced-level students are expected to come up with more ideas and make presentations to share their posters; basic-level students can be the drawer and will be encouraged to express themselves bravely</p>
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<p>organism evolve?</p> <p>(3) Is it a physical or behavioral adaptation?</p> <p>(4) What are the functions of the adaptation?</p> <p>Teacher walks around to give instant feedback and facilitate students in their posters.</p> <p>2. invites one representative from each group to share their poster with the class and encourage other students to take notes and ask questions</p> <p>Step 5 Assignment a TOEFL reading comprehension exercise related to adaptation & the corresponding reading exercises in the textbook(p. 169)</p> <p>Step6 Reflection</p>	<p>creates a poster that includes at least four aspects.</p> <p>2. One representative from each group presents their poster to the class. Other students will take notes on the handout and ask questions to engage with the presentation.</p> <p>Step 5 Assignment Ss will complete a TOEFL reading comprehension exercise related to adaptation or the corresponding reading exercises in the textbook (p. 169) , depending on their English proficiency and understanding of the lesson.</p>	<p>during the discussion.</p> <p>Step 5 Assignment Advanced-level students and quick learners will be required to complete a TOEFL reading comprehension exercise related to adaptation; basic-level students and less proficient learners will be encouraged to independently complete the corresponding reading exercises in the textbook(p. 169).</p>
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