

课外阅读《阳光英语分级阅读》高二上
The Girl Who Washed in Moonlight 教学设计
昆明市第十中学 卢芸

背景:

随着社会经济的不断发展,教育教学方面新的理念层出不穷。高中英语阅读与以往相比也有了很大的不同,从以往语言能力的培养逐步转变为以英语核心素养为主的培养,即在学生学习过程中教师应注意培养学生的文化品格,语言组织,思维能力以及学习能力。在实际英语阅读教学过程中,教师应以学生的核心素养为基础,注重培养学生的阅读思维品质,力争为学生带来科学,合理的课堂教学,提高学生整体阅读水平和整体素质,促进学生综合能力的提高,实现学生成绩和心理健康的稳步发展。

内容分析:

《阳光英语分级阅读》高二上的 The Girl Who Washed in Moonlight 是一本故事类读物,主要讲述了一个女孩和一个邪恶女巫之间的故事。女巫每天驱使女孩做各种杂物,并向女孩灌输各种邪恶的思想。然而,女孩不但没有被女巫污染心灵,反而在月光的帮助下变得更加强大,更加纯洁,最终战胜女巫并净化了女巫的心灵。

教学思路:

本课是一节英语课外阅读的导读课,学生在课前没有阅读过本书。在课堂上由老师带领阅读并学习阅读方法。在阅读过程中挖掘文中主人公的性格特征,并升华问题让学生们思考。提升学生英语学科的核心素养。

培养学生英语思维品质。学生通过读插图来理解书中主人公的处境,不同的学生有不同的见解。在表达自己观点的过程中,充分反映出学生们的创新和逻辑推理能力。

提高学生英语表达的语言能力。在课堂上通过让学生们讨论问题,回答问题,并猜测结尾,能有效地引导促使学生发现问题、分析问题、解决问题、评价问题从而更好地开展阅读学习,在此过程中,学生们使用简单、易懂有效的语言来表达自己的观点。

培养学生文化意识。学生通过阅读本篇文章能接触到西方国家传统的女巫的形象和故事。同时,在阅读中发现语言形式上的差异能够充分体现中西文化之间的差异。学生们也会从中学习,归纳形成自己的价值观、文化立场和态度。

提升学生的学习能力。在本书学习的过程中,让学生发挥想象力,猜测本文的结尾会是什么。尽可能让学生能够多角度、多元化、多层次将所学的英语知识内化,使其能够在学习英语的过程中体会到丰富的乐趣,从而全面提升自身的学习能力。

教学目标:

1. 学生能够理出女孩清洗自己贯穿全书的第一条脉络。
2. 学生能够理出女巫试图让女孩成为自己的继承者所做的四个尝试这二条脉络。
3. 学生能够准确把握女巫和女孩的性格特征。
4. 能成功地激起学生们的阅读好奇心,让他们在课后读完全书。

教学重难点

重点:学生们要在规定时间内读完应读内容并找出脉络。

难点:学生们要根据故事剧情的发展创造性地编出故事的结尾。

教学环节一: 导入

T: Good afternoon, class.

T: Today we will read a book together. But before that, I will show you some pictures which are similar to the book we will read.

T: Who is the writer? Who is the illustrator? What is the title of this book? Which word is the most

important word in the title?

教师活动：1. 通过学生所熟识的图片迅速导入文本主题，激活学生的已有知识和阅读兴趣。

2. 通过引导学生识别作者，绘者和书名，培养学生的文本概念意识，增强学生对文本结构的理解。

学生活动：全班参与

设计意图：1.热身引入 2. 增强文本概念

教学环节二：找出本书第一条脉络

T: Some of you think “wash” is the most important word. I think so. In fact I can tell you the girl washed herself for four times. Now you are supposed to read page 1 to page 20 as quickly as you can and finish the mind map of the activity 1 on your student paper.

T: Team 1, you are supposed to tell me what the girl used to wash herself for the first time. Team 2, you are supposed to tell me what the girl used to wash herself for the second time. Team 3, you are supposed to tell me what the girl used to wash herself for the third time. Team 4, you are supposed to tell me what the girl used to wash herself for the fourth time.

T: Please come to the whiteboard and write down your answer. For the fourth time, the girl washed herself in the moonlight which is exact the title. Now let's know something about the girl.

教师活动：1. 把学生分为四个小组，进行分组阅读，并分组呈现。

2. 发展阅读技能，运用阅读策略。

学生活动：1.略读。

2.组长分享每组完成的任务。

设计意图：1. 对文章有一个基础和大概的了解。

2. 以女孩四次清洗自己为线索理出本书第一条脉络。

教学环节三：思维导图教学

T: Everyone knows the girl washed herself to keep clean and pure. Why did she do so? Let's know something about her. Please look at the picture on page three. What life was she living? What can you tell from the picture? From the house she was living? From the dress she was wearing? From the work she was doing?

T: let's read line three on page two. “She had to bring and buy and fetch and carry all day” means she has to work really hard for the whole day. Her life is not happy.

T: Who forced this girl to do a lot of things? Use some words to describe this witch.

T: The first attempt to make the girl her successor. What does successor mean? How can you guess it? What did the witch do? Was the girl affected? How about the second attempt?

T: Now we know in order to make the girl her successor, the witch tried several times and what happened next? Please read again and finish the mind map on your student paper.

教师活动：1. 图片环游。根据图片进行观察，分析，预测。

2. 对部分段落进行指导性精读。

3. 指导学生对不熟的单词进行猜测。

4. 引导学生利用思维导图进行信息整理。

学生活动：全班参与

设计意图：1.利用思维导图帮助学生构建完整的知识网络。

2.指导学生根据需求用不同的速度阅读本书内不同的内容。

教学环节四：总结与评论

T: Now we know this story, please use some words to describe the witch and the girl. What does the witch represent in reality? Do you know people in reality who are similar to the girl in the story?

T: I will tell you one person and I am sure all of you know this person. This person is “You”.

T: Do you think so? Anyone in this world meets a lot of trouble, difficulties and challenges, but we didn't choose to give up, to give in to the difficulties. We stay here which means we are strong! We have tried our best to fight against challenges and trouble. We always adore others, but don't forget--- we are the people who are worth adoring and respecting. I hope we can be as strong as the girl who washed in the moonlight forever.

T: Now let's guess the ending of the story.

T: Your homework: Please write an end you like for this story.

教师活动：1. 引导学生思考并给与学生必要的帮助。

2. 帮助学生们分享自己思考的成果。

学生活动：全班参加

设计意图：1. 让学生回顾自己克服困难的过程，肯定自己。

2. 通过回答问题来提高学生批判性思维。

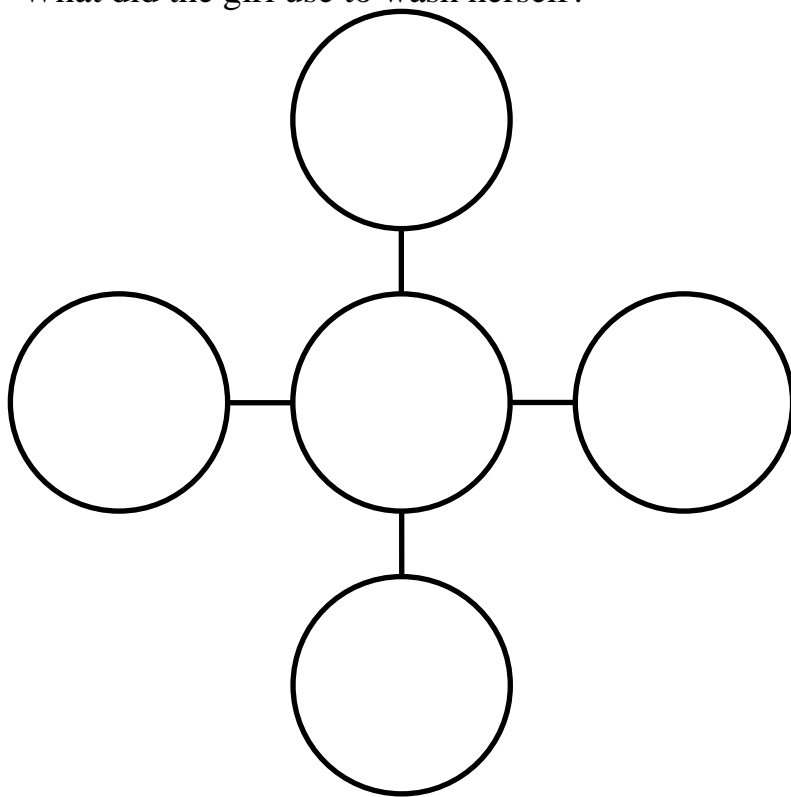
3. 通过编写结尾来激发阅读动机，培养阅读兴趣。

Students' sheet

Name_____ Class_____

Group work 1 Find the context of the story.

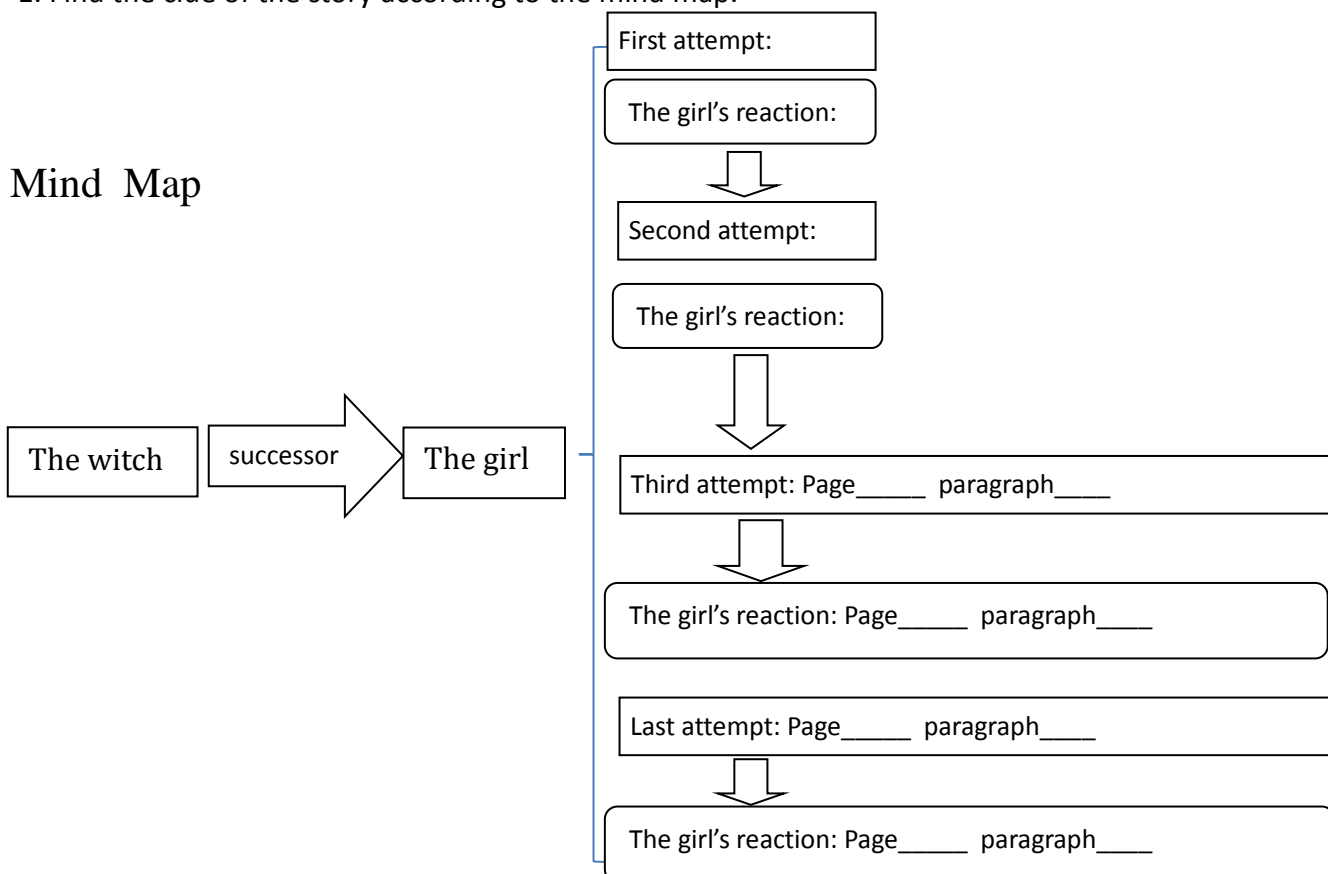
1. What did the girl use to wash herself?



Group work 2

1. Find the clue of the story according to the mind map.

Mind Map



Group work 3

3. Try to use some words to describe the witch and the girl.

	Character traits
The witch	
The girl	

4. Now let's guess the ending of the story

5.Homework

Please write an end you like for this story.