

2022 年全国中小学英语分级阅读教学说课大赛教学设计

成都棠湖外国语学校附属小学（宋杰、马建梅、谢明珠、陈煦冬）

教学主题/读物名称：大猫阅读第五级《I've just had a bright idea.》
● 文本分析
<p>（一）文本内容解读（What）</p> <p>该绘本为 non-fiction 题材,主题为“发明与技术”。</p> <p>该书首先介绍了发明、发明家的定义以及发明是怎样在“idea”的灵感激发之下，逐步产生的过程。读者通过这个部分的学习，初步了解到“idea”和“Invention”之间的逻辑关系。接着，本书以解决六个问题为基础，以简要的图片给读者阐明了发明从“bright ideas”进化到“even bright ideas”的历史进程，从而帮助读者了解到“Better ideas, better inventions,a better world!”这一主题意义。同时，在该书后面部分介绍了一些不太好的发明，以此帮助读者辨别“bright idea”和“not bright idea”之间的区别，从而帮助学生更好的理解到“bright idea”对发明产生的意义。通过一层一层的阅读，学生理解到，（灵感）点子可以造福世界，但无论是好与不好的点子，其实都在推动世界的进步；拥有一颗热爱创造的心，善于思考就一定能产生更多好的发明。</p> <p>（二）写作意图和主题意义（Why）</p> <p>通过解读文本内容，读者可以了解：</p> <ol style="list-style-type: none">1、什么是 idea 点子、invention 发明和 inventor 发明家（定义），以及它们之间的内在联系。2、许多优秀的发明是基于一个点子（灵感），随着时间的推移、在不断的优化和改进中，最终被社会接纳并广泛应用。3、绝大多数灵感（点子）都能成为发明，但一些的点子会在实际应用中，因“不太好用”而被人们所淘汰。 <p>（三）学科育人目标：（How）</p> <p>通过学习该绘本，我们希望学生能明白：好的（灵感）点子可以造福世界，但无论是好与不好的点子，其实都在推动世界的进步；拥有一颗热爱创造的心，善于思考就一定能产生更多好的发明。</p> <p><i>Keep on thinking, create more bright ideas,there will be great inventions for a better world.</i></p>
● 学情分析

本课授课文本选自大猫系列第五级，建议适用范围为 4-5 年级学生。综合考虑，我们选用本校 5 年级的学生进行教学。我校学生自一年级起就开设英语课程，每周五节正课时。通过几年的学习，绝大部分学生已经基本建立了英语学习的大体框架，具备一定的词汇能力和初阶语法积累，对于过去式的表达和运用较为熟练。同时，学生从二年级开始，就从科学和语文学科中学习并了解了中外一些伟大的发明创造历史，具备一定的相关知识储备。

针对本课所选绘本，学生可以通过图文解码对文本进行阅读，从意义建构和文本理解上来说难度不大。在教学设计上，我们通过前置问题，探索解决问题途径出发，帮助学生理解绘本核心词汇 *ideas, invention, inventor* 等，梳理文本主题意义，建构基本的语言范式，设计分小组进行 *jigsaw reading* 活动，借鉴平衡读写的理念，辅以导学单，“以读带写，以写促读”来培养学生阅读策略和阅读思维，进而提升学生英语思维品质。

综上，本课内容对于绝大多数地区 5 年级的学生来说，知识的理解和主题意义的探究并不复杂；但是对于语言结构的梳理、建构以及作者试图通过绘本传达给孩子们的文化意识和品格，则需要老师引领，做更深层次的提炼。

● 教学目标

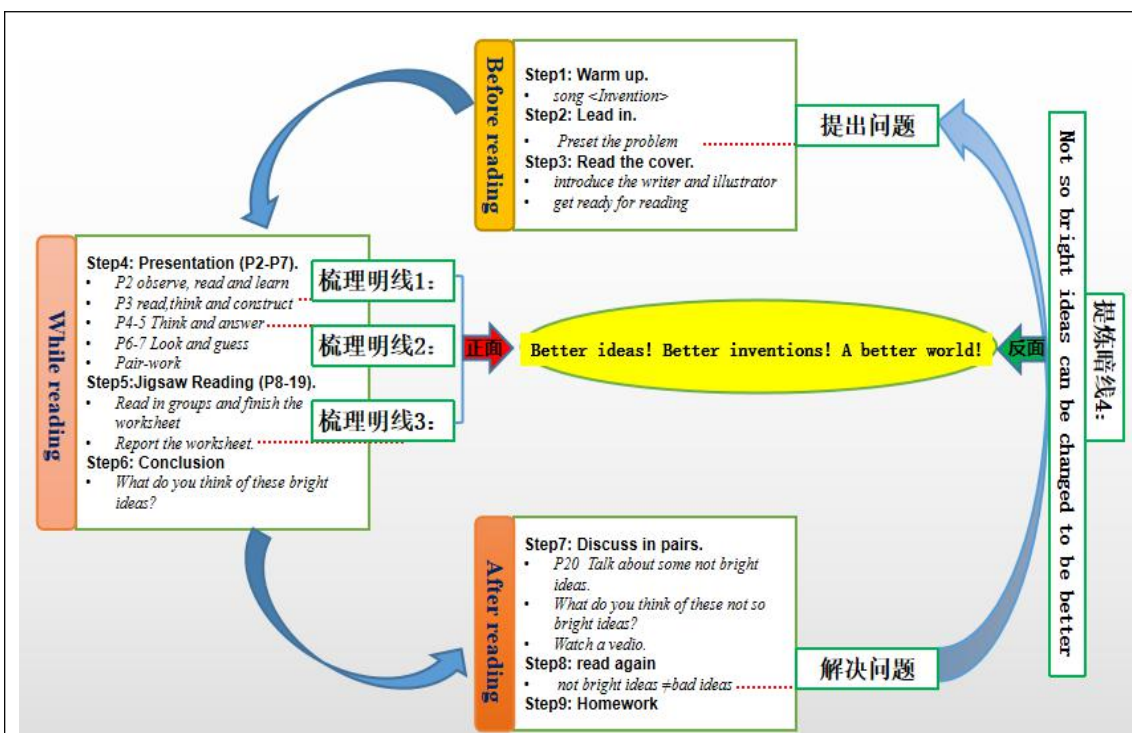
1. 学生通过图文结合、预测、对比等方式，理解本课出现的核心词汇 *invention, inventor, idea, bright, brighter, invented* 和核心句型 *...invented..., ...were/was invented in...*

2. 通过图片环游、教师导读、*jigsaw reading* 等方式，帮助学生理清课文结构，提炼出课文“*Better ideas, better inventions, a better world!*”的主题意义；


3. 通过小组活动，完成任务单，学生在任务中进行拓展延伸，表达自己的“*idea*”，以此促进学生创新思维的发展；通过对“*not bright ideas*”的讨论，学生能大致辨识“*bright or not bright ideas*”，进而提出自己的“*better ideas*”，以此促进学生的批判性思维，进而提升学生的思维品质。

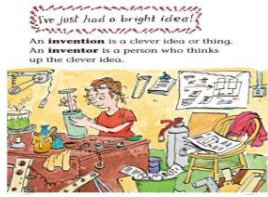


4. 通过前后教学活动呼应，引导学生理解本课的主题意义，让学生认识到好点子可以成为发明并最终造福人类社会。达成培育学生“善于思考，大胆想象，不惧失败”的学科育人目标。

教学设计概要图



教学过程

教学步骤与时间安排	教学活动	设计意图	学习效果评价
Step1 : warm up	Enjoy a song: 《invention》 T: Inventions can solve many of our problems.	活跃氛围、引导学生融入课堂，引入“发明”这个话题。	全体学生能感知情景。
Step2 : lead in	T: Look at this little girl, Emma. She has a problem: “How can I squeeze toothpaste without hands?”  GQ: Can you help her to solve the problem?? (Do you have any ideas...) Ss share their ideas.	创设情境，抛出问题，激发兴趣，为阅读本绘本做好前置铺垫。	全体同学能感知情景，大胆展开想象，准确表达。

<p>Step3 : Read the cover</p>	<p>T: wow, You have many ideas. Just as the this girl.</p> <p>What does she want to make? Is it a good idea?</p> <p>Yes, she thinks she's got a bright idea</p> <p>Today we are gonna to read this book: I have just had a bright idea (Ss read the title)</p> <p>T :Introduce the writer and illustrator.</p>	<p>解读封面, 图文并茂理解 bright idea 的概念。</p>	<p>全体学生抓住关键信息, 理解概念。</p>
<p>Step4 : Prese ntatio n (P2-P7)</p>	<p>1. Observe, read and learn. (P2)</p>  <p>T: Look, here is a woman, she is doing something.</p> <p>GQ: What is she doing? Ss: ...</p> <p>T: What's this on the paper? --- <u>ideas</u>.</p> <p>T: So, she is ...(inventing), And here is the <u>invention</u>. It is from a clever <u>idea</u>.</p> <p>And for this woman, we call her an <u>inventor</u>.</p> <p>T: So, what is an invention and an inventor? (Ss Read together)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>An _____ is a clever idea or thing.</p> <p>An _____ is a person who thinks up the clever idea.</p> </div> <p>2. Read, think and construct (P3)</p>  <p>T: Look, this is an invention. We call it a Velcro.</p> <p>And, it is from the inventor George.</p> <p>GQ: How did he get the idea?</p> <p>Let's read P3 (教师带实物苍耳子或出示图片帮助学生理解 stuck on)</p> <div style="text-align: center; margin-top: 10px;">  <div style="background-color: yellow; padding: 2px 10px; display: inline-block;">Problem</div> </div>	<p>通过观察, 师生共读 P2, 图文解码, 初步建构目标语言, 呈现目标词汇。</p> <p>师生共读 P3, 实物感知 Velcro, 帮助学生理解并建构板书第一层次:</p> <p>Problem, Ideas,</p>	<p>全体学生理解目标语言, 辨别目标词汇。</p> <p>全体学生能够获得信息, 梳理目标语言之内的</p>

	<p>(最后生成两张图并排，出现时间轴 400 年)</p> <p>Pair work:</p> <p>T: How do you think of the process of the inventions?</p> <p>Ss:...</p> <p>T:Yes, Bright ideas can be inventions sooner or later.</p> <p>明线梳理 2--</p> <p>Bright ideas can be inventions sooner or later.</p> <p>How important the bright ideas are!</p> <p>4. Look and guess (p 6-7)</p> <p>T:let's see other bright idea, Guess, what did he invent?</p> <div data-bbox="724 956 967 1124" data-label="Image"> </div> <p>T: Who is he? The Earl of Sandwich</p> <p>What's he eating? Ss: Sandwich</p> <p>So, The Earl of Sandwich invented sandwich.</p> <p>How about others? Can you guess?</p> <p>5. look and say (p 6-7)</p> <p>Ss read the other three sentences and finish the blanks.</p> <div data-bbox="493 1529 916 1749" data-label="Image"> </div> <p>● The Earl of Cardigan invented the <u>Cardigan</u> .</p> <div data-bbox="592 1912 692 2011" data-label="Image"> </div> <div data-bbox="879 1912 973 1995" data-label="Image"> </div>	<p>维度提炼 出本文第 二条明线:</p> <p>Bright ideas can be inventions sooner or later.</p> <p>↓</p> <p>More inventions .</p> <p>通过教师 示范,提炼 目标语言 ...invent ed...,并渗 透阅读策 略,教会学 生获取关 键信息的 能力。</p>	<p>全 体 学 生 能 参 考 范 例,获 取 关 键 信 息。</p>
--	--	---	---

	<p>● The Duke of Wellington invented the <u>Wellington</u>.</p> <div data-bbox="587 309 694 380" data-label="Image"> </div> <div data-bbox="903 313 989 380" data-label="Image"> </div> <p>● Charles Macintosh invented the <u>Macintosh</u>.</p> <div data-bbox="574 499 657 582" data-label="Image"> </div> <div data-bbox="880 504 967 598" data-label="Image"> </div> <p>What bright ideas they are! They make our life better.</p> <p>衔接： But many years ago, life was very different. There were many problems.</p> <p>People can't... 板书 (Problems)</p> <p>People can't see well in the dark.</p> <div data-bbox="880 907 1032 1034" data-label="Image"> </div> <p>People can't keep jacket closed.</p> <div data-bbox="903 1041 1013 1149" data-label="Image"> </div> <p>People can't write a letter.</p> <div data-bbox="873 1169 1034 1276" data-label="Image"> </div> <p>People can't keep food cool.</p> <div data-bbox="865 1299 1034 1400" data-label="Image"> </div> <p>People can't travel quickly.</p> <div data-bbox="892 1429 1040 1527" data-label="Image"> </div> <p>People can't see when drive in the rain.</p> <div data-bbox="893 1552 1040 1655" data-label="Image"> </div> <p>GQ: What ideas did people think out? (come up with)</p> <p>Let's do the jigsaw reading and find out the ideas.</p>	<p>抛出过去人们遇到的困难,再次构建板书定义 (Problems) 引发学生的思考,激发学生的阅读兴趣。通过自主阅读(拼图式阅读)的形式,获取信息。</p>	<p>全体学生感知到困难,带着疑问去阅读文本,获取信息。</p>
--	--	---	----------------------------------

6. Read in groups and finish the worksheet (p8-19)

T: Each group, you will read different parts and finish the different worksheet.

Sheet 1:

Problem	Bright ideas	Even bright ideas	Other information	Your idea
How do you see in the dark?	Please sort the bright ideas in time order. 1. _____ 2. _____ 3. _____ 4. _____	Choose the even bright ideas: <input type="checkbox"/> Light bulbs <input type="checkbox"/> Gas light	Light bulbs come in all _____ and _____. example, _____, _____ and _____.	Light bulbs can be _____ Other shapes, such as: _____

(Sheet 2---Sheet 6 见附件)

Tips: You should read and find out:

What are the bright ideas?

What are the even bright ideas?

What other information have you got?

Can you give your ideas?

7. Report the worksheet.

S1: Ask the questions.

S2:S3:S4:S5:S6 : Each Ss report one part.

8. Think and say

T: How do you think of these ideas and invention?
Why?

Ss: They are bright ideas. They change. People weren't stop thinking.

**明线梳理 3:--T: Bright ideas can be even brighter.
Inventions keep changing better.**

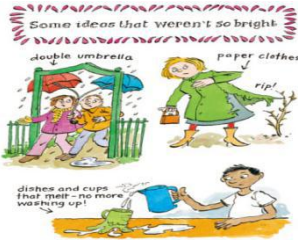
分组阅读，降低阅读难度，提高阅读兴趣，制造信息差。学生拿到的表格均不同，表格根据不同内容设置不同的阅读题型，培养了学生阅读的采集关键信息能力。

阅读完成后，分小组进行全班分享，完成该部分文本意义建构，并完善板书。引导学生完成**第三条明的提炼：**

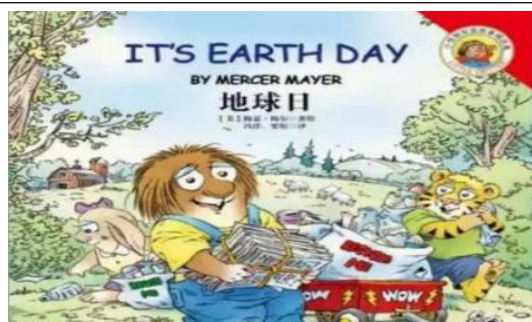
**Bright ideas can be even brighter.
Inventions keep changing better.**
↓
Even Bright inventions

全体学生能积极参与小组活动。绝大部分学生能获得关键信息，梳文本信息。少部分同学能进一步探讨自己的idea

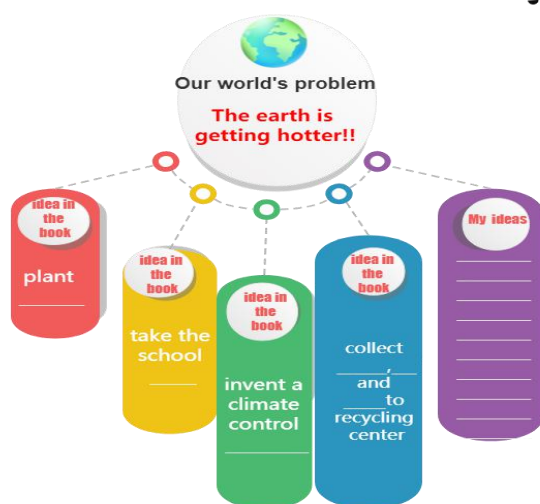
全体学生能完成导学案，理解时间关系等。提炼出：ideas都在不断地更新变化。

<p>Step6 : Pair work</p>	<p>9.Think and say (p20)</p> <p>GQ: Look at these ideas: How do people think of these ideas?</p> <p>Ss: convenient/ cost less money...</p> <p>10.talk in pair</p> <p>GQ: How do you think of these ideas? Are they bright ideas? Why?</p>  <p>Ss: I think this is/isn't a bright idea, because _____.</p> <p>I've got a brighter idea. We can _____.</p> <p>暗线提炼:</p> <p>T: Not bright ideas can be changed to be better.</p>	<p>通过反面的示例,引发学生思考。首先进行评价,再进一步进行想象与创造,以此培养学生的批判性思维。</p>	<p>大部分学生在图片和模板句的提示下,分析这些物品的利弊,并提出自己的新的想象与创造。</p>
	<p>11. Review , think and say (p22)</p> <p>T: everyone, let's take a quickly review:</p> <p>(In 1834, people invented _____.)</p> <p>Could you please help me finish the time line?</p> <p>Ss: Yes.</p> <p>In 1861, people invented _____.</p> <p>In 1879, people invented _____.</p> <p>In 1903, people invented _____.</p> <p>In 1913, people invented _____.</p> <p>In 1938, people invented _____.</p> <p>In 1948, people invented _____.</p> <p>T: As you can see, people have many bright ideas as the time goes on.</p>	<p>通过时间轴,梳理文本信息,帮助学生建立时间与 ideas & inventions 的关系,既:随着时间的变化,ideas 、 inventions 也在不断地更新变化,最后一次总结主题思想,达到本课的升华。</p>	<p>全体学生能梳理文本信息,获取完整的时间线。部分学生能依据此时间轴,提出自己的分析。</p>

<p>Step 7</p> <p>After reading</p>	<p>1. Read and talk</p> <p>T:Let's listen and read the book again, after reading the book, let's talk about which invention helps you the most,why?</p> <div data-bbox="355 423 1046 815"> </div> <p>Ss: ...help me the most because...</p> <p>主题提炼:</p> <p>Better ideas, better inventions,a better world!</p>	<p>再读绘本,带领学生选出对自己帮助最大的发明,引导学生将自己的生活对接,从而领悟到发明创造的意义: Better ideas, Better inventions, Better world.</p>	<p>部分学生就已活最体的物品,提出自己的感受,阐述自己的观点。</p>
<p>Step8</p> <p>Home work</p>	<p>1. 基础型作业: listen and read the book.</p> <p>2.实践性作业: Write 、share and evaluate.</p> <div data-bbox="386 1341 1024 1771"> </div> <p>2. 拓展型作业</p> <p>Read the book about our world's problem and try to come up with some ideas.</p>	<p>通过基础型作业、拓展型作业、创新型作业,巩固本课所学的基础知识、拓宽学生的知识面、激发学生的创新性思维。</p>	<p>全体学生完成基础型作业,大部分学生能够完成拓展型作业,部分</p>

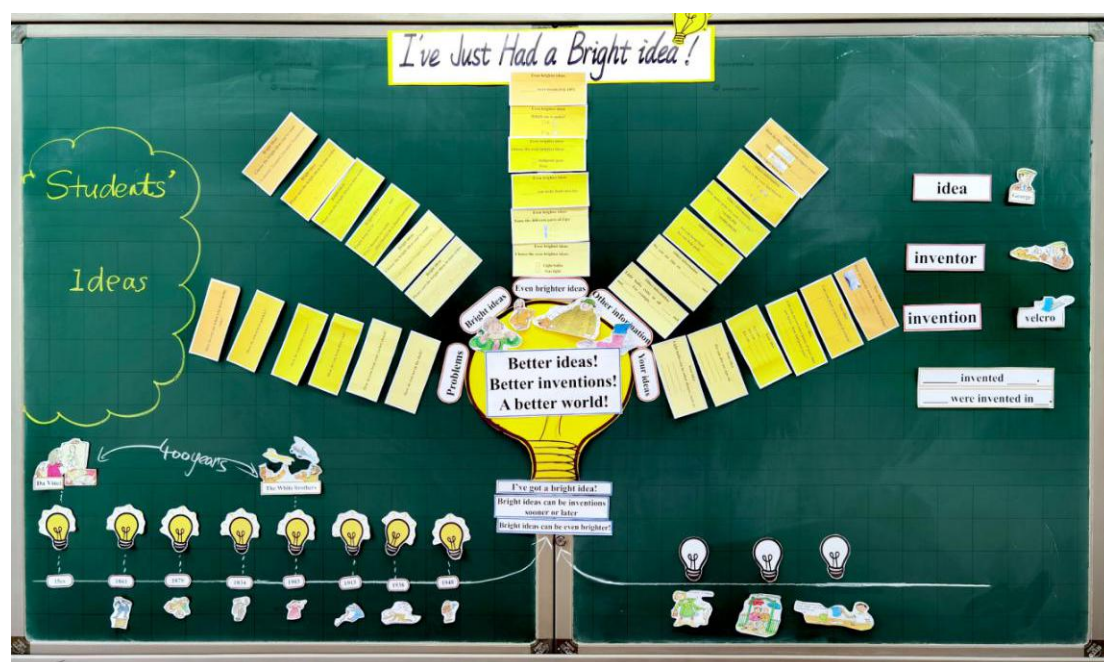


A PERFECT WORLD
I've got some ideas! 💡




学 生
能 完
成 创
新 作
业。

板书设计




附件:


Worksheet1 :

Problem	Bright ideas	Even bright ideas	Other information	Your idea
How do you see in the dark?	Please sort the bright ideas in time order. 1. _____ 2. _____ 3. _____ 4. _____ 	Choose the even bright ideas: <input type="checkbox"/> Light bulbs <input type="checkbox"/> Gas light	Light bulbs come in all _____ and _____. For example, _____, _____ and _____.	Light bulbs can be Other shapes ,such as: _____ _____ _____

Worksheet2

Problem	Bright ideas	Even bright ideas	Other information	Your idea
How do you keep your jacket closed?	Choose the bright ideas you've read. <input type="checkbox"/> 1.ties <input type="checkbox"/> 2.boots <input type="checkbox"/> 3.toggles <input type="checkbox"/> 4.buttons <input type="checkbox"/> 5.studs	Name the different parts of Zips: 	We can see zips on _____ and _____.	We can also see zips on _____ _____ _____






Worksheet3

Problem	Bright ideas	Even bright ideas	Other information	Your idea
How do you write a letter?	Please sort the bright ideas in time order. 1. _____ 2. _____ 3. _____ 4. _____ 	Choose the even bright ideas: <input type="checkbox"/> Ballpoint pens <input type="checkbox"/> Pens	How many pens are sold every day? <input type="checkbox"/> 14,000,000 <input type="checkbox"/> 14,000,000,00	Can you invent other kinds of pens that are better than ballpoint pens? _____ _____ _____




Worksheet4

Problem	Bright ideas	Even bright ideas	Other information	Your idea
How do you keep food cool?	<p>People keep ice in _____ and _____.</p> <p>Why? Because ice melts _____ (fast/slowly) in a closed container.</p>	<p>_____ can make their own ice.</p>	<p>Ice can keep food _____.</p> <p>Ice can help pain _____.</p>	<p>Ice can _____.</p> <p>Ice can _____.</p> <p>Ice can _____.</p>

Worksheet5

Problem	Bright ideas	Even bright ideas	Other information	Your idea
How do you travel quickly?	<p>Please sort the bright ideas in time order.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	<p>Which one is pedal?</p> <p><input type="checkbox"/> 1. </p> <p><input type="checkbox"/> 2. </p>	<p>Which is the very fast bicycle?</p> <p><input type="checkbox"/> 1. </p> <p><input type="checkbox"/> 2. </p>	<p>Can you draw a new kind of vehicle?</p> 

Worksheet6

Problem	Bright ideas	Even bright ideas	Other information	Your idea
How do you see when you drive in the rain?	<p>Choose the bright ideas you've read.</p> <p><input type="checkbox"/> 1. raincoat</p> <p><input type="checkbox"/> 2. goggles</p> <p><input type="checkbox"/> 3. brushes</p> <p><input type="checkbox"/> 4. windscreen</p>	<p>_____ were invented in 1903.</p>	<p>How do these windscreen wipers work?</p> <p></p> <p>This wiper move on _____.</p> <p></p> <p>This wiper move by _____.</p>	<p>How do you see when the screen is foggy?</p>  <p>_____</p> <p>_____</p>