

Hunting for Treasure 教学设计

基本信息

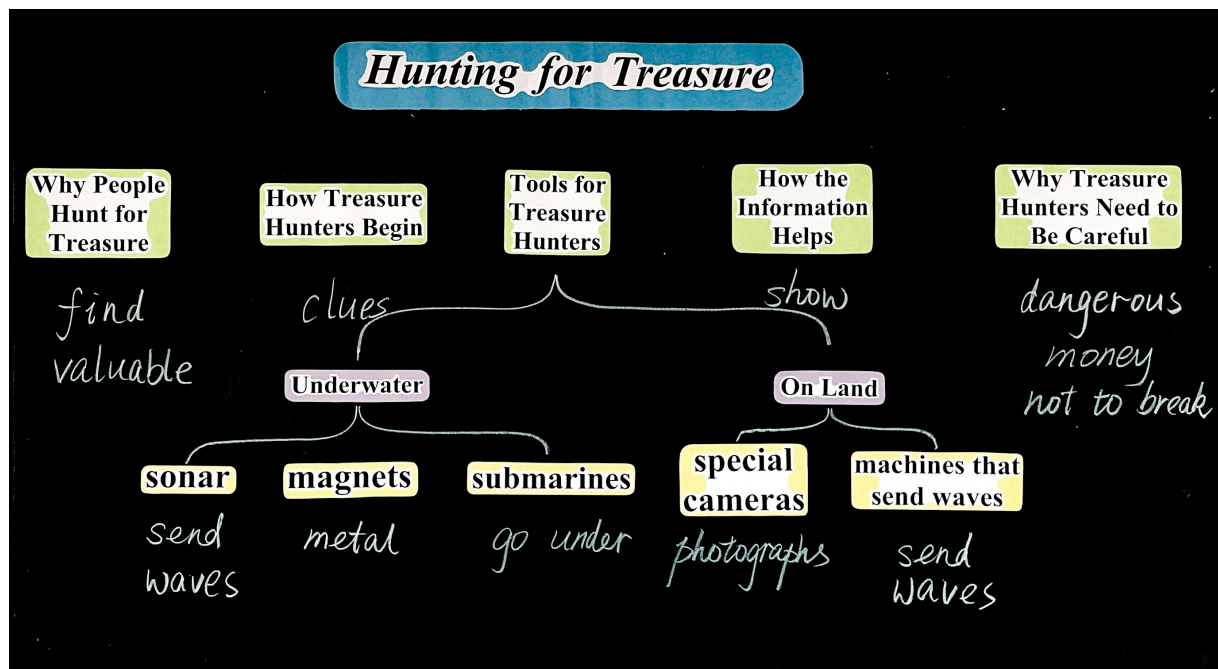
授课教师	曲瑞	学 校	北京第二实验小学
授课年级	六年级	课程类型	科普类阅读
单元名称	N/A	教材版本	《多维阅读第 11 级》
课文标题	<i>Hunting for Treasure</i>	授课时长	40 分钟

教学分析

本课教学内容分析	<p>本课教学内容为科普类读物 <i>Hunting for Treasure</i>，选自外研社《多维阅读第 11 级》。</p> <p>本书讲述了寻找宝藏的相关知识，包括人们为什么要寻宝、如何开始寻宝、寻宝所用的工具、如何利用所获的信息以及寻宝时为什么要多加小心等内容。</p>
学情分析	<p>本课授课对象为六年级学生。学生在前五年多的英语学习过程中已经接触了一定量的科普类读物，对该类书籍的特点有一定的了解，但还未能系统全面地掌握科普类读物的阅读方法，因此，本节课将“运用科普类文本特点理解读物”设为教学目标之一。</p> <p>我校六年级学生的英语学习兴趣较高，有较强的信心和意愿用英文表达自己的所思所想。经过五年多的学习和训练，学生已具有良好的对话、互动和合作能力，英语学习习惯较好。</p>
教学目标	<ol style="list-style-type: none"> 1. 学生能够提取寻宝的基本信息并建构结构化知识； 2. 学生能够关注到部分科普类读物的文本特征及其作用； 3. 学生能够完成博物馆宝藏展宣传页的寻宝知识简介。
教学重点	学生通过阅读提取寻宝的基本信息并建构结构化知识。
教学难点	学生通过阅读提取寻宝的基本信息并建构结构化知识。
教学资源	外研社《多维阅读》读物及配套动画，PPT 课件，板书，任务单。

教 学 过 程

Stages	Teaching activities & Interaction patterns	Purposes	活动层次	Teaching Evaluation	Timing
Pre-reading	I. Leading-in T announces that we will read a non-fiction book today. T encourages Ss to share what they know about non-fiction books.	Ss get prepared for reading a non-fiction book.	感知与注意	学生能够分享有关科普类读物及寻宝主题的已有知识, 并根据封面面对文本内容做出预测, 同时能够通过目录了解文本包含的主要话题。	1 minute
	II. Cover Reading Ss read the cover and share what they know from it. Ss make predictions about what topic that may be covered in the book.	Ss get to know the topic and are stimulated to read about the book.			3 minutes
	III. Contents Page Reading Ss read the "Contents" and get to know the main points and where they are in the book. (Make comparison between the contents and their predictions). Ss are encouraged to choose a section to read first.	Ss get to know how to use the "Contents" and that non-fiction books can be read in any order.			4 minutes
While-reading	IV. Picture Walk Ss read the section "How Treasure Hunters Begin" and try to summarize the main idea and the key words of the part. Ss are stimulated to note how photographs and captions help our understanding.	1. Ss get to understand this section; 2. Ss get to note how photographs and captions can help our understanding.	获取与梳理	学生能够结合文本特征理解文段意思。	5 minutes
	V. Group Work Ss read "Tools for Treasure Hunters" in groups. Ss present their work.	1. Ss get to know how the tools work; 2. Ss get to use the non-fiction text features to help them understand.	获取与梳理	学生能够结合文本特征理解文段意思, 并完成学案及展示。	15 minutes
	VI. Video Watching Ss watch the video of the book. Ss summarize the main ideas and the key words of the sections "Why People Hunt for Treasure" "How the Information Helps" and "Why Treasure Hunters Need to Be Careful".	Ss get to know the other parts of the book and, through watching the video, get a better understanding of the whole book.	获取与梳理	学生能够结合动画获取有关寻宝的信息。	9 minutes
Post-reading	II. Summary Ss, together with T, summarize what they have learned – knowledge about hunting for treasure and how to use non-fiction text features to understand the book.	Ss revisit the key points that are covered in the class.	概括与整合	学生能够回顾并概括课堂主要内容。	1 minute
	VIII. Getting to Know the Task as Homework Ss get to know the task – writing a short introduction of hunting for treasure for the Treasure Exhibition in Beijing Museum.	Ss get to know the task for this class and be ready to finish that after class.	运用与迁移	学生能够理解迁移任务。	2 minutes



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