

第五
届

英语教学与测评学术研讨会

The Fifth Conference on English as a Foreign Language Teaching and Assessment

—— 教、学、评：核心素养与多元评价 ——

提升初中生英语阅读微技能的 教、学、评策略行动研究

教学课例

Unit 3 Lesson 9 Creative Minds

北师大版《初中英语》九年级全一册

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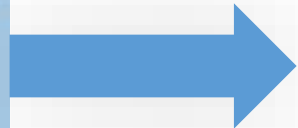
07. 教学反思





指导思想





教学评价



王蔷和李亮教授：**教—学—评一体化**



中国基础教育外语测评研究基金课题：**《基于诊断测评实现初中英语课堂教、学、评一体化的实践研究》**



“优诊学”：**在线诊断—即时反馈—实施补救—有效提高**

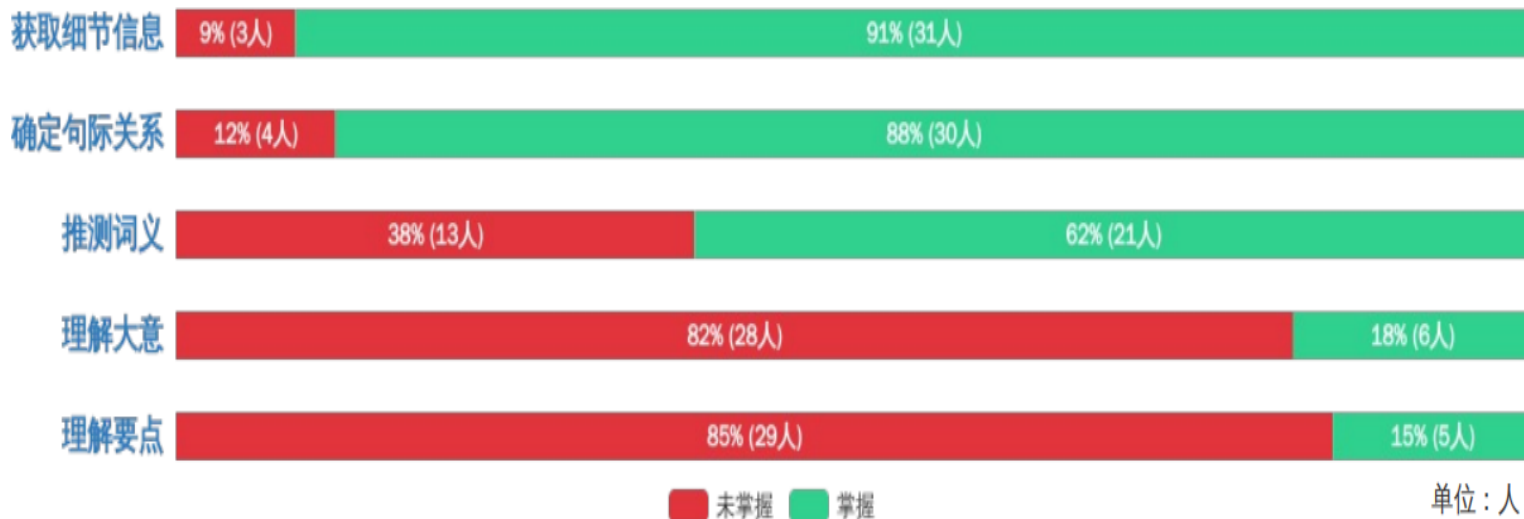




学情分析

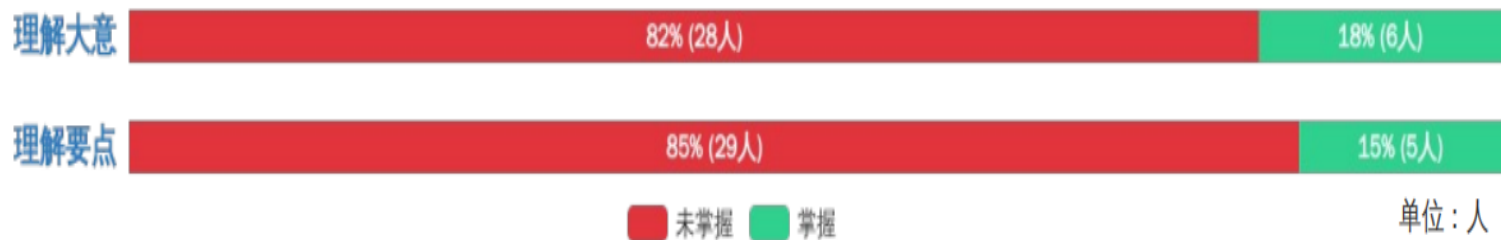


自然情况：授课对象为本校初三13班学生，共36名同学，班级整体学习氛围良好，能积极参与课堂活动并进行语言实践，但学习基础有一定差异，阅读能力有待提升，尤其在理解大意、理解要点微技能上问题较为突出，以下是“优诊学”给出的诊断结果：



本次测试满分100分，合格线60分，本班平均分47分，由此可见，学生总体阅读能力有待提高。绝大多数学生在获取细节信息、确定句际关系的两个微技能上表现较好；2/3的学生掌握了推测词义的微技能；80%以上学生在理解大意和理解要点的微技能上问题突出，需重点关注。





这两个微技能的问题主要体现在：

**以偏概全
概括能力不足
思维加工不足**

(在概括主旨大意时，简单从文中摘抄下来几个字或一个句子，并没有仔细阅读每段内容并用自己的语言去概括。)



**理解关键概念不足
细节信息分析不足**

(学生较多关注文本中的显性或浅层信息，较少关注上下文逻辑，欠缺对细节信息的深层理解。)

这些数据对学情诊断、教学改进有很好的指导意义。本课将聚焦提升学生理解要点及理解大意的微技能展开研究和实践。



关联优诊学诊断结果，学生在学习Creative Minds这一课时的

已知起点：

1. 对科普知识与现代技术话题很感兴趣，愿意了解发明创造并参与发明创造；
2. 能够认读本课除生词外的大部分词汇，超半数学生能根据上下文或构词法推测词义；
3. 具备基本的阅读能力和一些简单的阅读技巧，如略读、寻读等，能获取文章基本信息。





阅读材料较长，信息量较大，学习基础薄弱的学生有读不下去的问题；

在阅读说明性文本时，不能准确理解关键概念，不能准确理解要点细节信息；

深层次挖掘文本和概括总结的能力尚有不足，理解说明文性质的文本大意存在较大问题。



基于不同的学习基础，将全班分为9个异质小组，每组4人，学生在独立完成学习任务后，基础较好的学生将协同指导有需要的组员，使不同层次的学生在阅读任务中确立自信，并体会到完成任务的成就感与价值感。

首先，利用学生在确定句际关系微技能上的优势，引导学生关注句间体现因果关系的逻辑词，分析并运用因果逻辑，加深要点概念理解；其次，定位文本，深入分析细节信息，深层加工语言，理解要点信息。

将主旨归纳的任务分解到三次阅读任务中，逐步引导学生基于对关键信息的关注和准确理解，归纳主旨要义。





语篇研读



语篇价值

学生对于说明文这类语篇中要点和大意的理解问题最多

体裁一致

长度接近

难度相似

选择此语篇对聚焦提升学生弱项有积极作用

9 Creative Minds

Warm-up

- Have you or your friends invented anything? If so, what was it?
- Match the pictures with the names.
a earmuffs b crayon holders
c Wristies d popsicles



Reading

- Read the Reading Help. Then read the text and complete the table on the right.

Reading Help: Understanding cause and effect relationship

- Cause and effect shows you how something happens. The cause is the reason, and the effect is the thing that happens as a result.
- Words like *because*, *so*, *as* and *since* link cause and effect. These words are clues to identify cause and effect relationships.



Cause	Effect
1 Frank left his juice outside and it became _____.	He _____ it and found that it was _____. He invented popsicles.
2 Chester's _____ were very _____ when he was ice-skating.	He tried to make earmuffs.
3 Cassidy's crayons were _____ and _____.	It was difficult to use them. She invented crayon holders.
4 Kathryn wanted to _____.	She invented Wristies.

How did they think of that?

Kids are natural inventors. They often create amazing things from simple ideas. Here are a few examples that might make you wonder, "Why didn't I think of that?"

Popsicles

Popsicles were invented by 11-year-old Frank Epperson in 1905. He forgot a drink of juice and left it with a stir stick in it outside on a cold night. The next day it was ice. Because of this he couldn't drink it any more, but he could eat it. It tasted good! These ice sticks became popular among kids at school in summer because they were delicious and helped them stay cool. More than a hundred years later, popsicles are still one of the best summer treats!

Earmuffs

When 15-year-old Chester Greenwood was ice-skating in Farmington, Maine, in 1873, his ears were so cold that he couldn't bear it. Although he tried covering his head in a scarf, it was not comfortable. After some thinking, Greenwood made wire into two circles and asked his grandmother to sew fur on them. He then connected them with a steel headband and the first earmuffs were invented!

- Which inventions are these sentences about? There is more than one answer for some sentences.
- The inventor got the idea by accident.
- It was invented by a girl.
- The inventor made it with an adult's help.
- The inventor started a company.
- It was invented more than 140 years ago.
- It is used in cold weather.

Crayon holders

When 11-year-old Cassidy Goldstein needed crayons for a school project, she had a hard time because there were so many small or broken ones. She found some small clear plastic tubes at home. Although the tiny tubes were usually filled with water to keep flowers fresh, she found that they fit tightly around the crayons. She was now able to hold them easily. This is how she invented Crayon Holders.

Wristies

While some kids just complain when snow gets in their mittens and their hands get wet, 10-year-old Kathryn Gregory decided to do something about it. She created the first pair of Wristies as she wanted to keep her wrists warm and dry. Wristies are long gloves with no fingers and they are worn under your mittens and coat. They can also be worn by themselves. They help you when you work in the cold because your hands stay warm while you use your fingers. She also started a business, with her parents' help, which she still runs today.

All these inventions have one thing in common — the kids were trying to solve problems in their lives. If they can do it, you can do it, too!

Creativity

Unit 3

- Your Opinion Which invention do you like best? Why do you think these kids can make these inventions?

Speaking

- Pair Work Think about the inventors from the passage. What are some examples of their creativity? Discuss with your partner.

Example

A: Well, Frank thought of a new way to use something he found by accident.

B: I agree. Even though it was cold, he thought people would like it in summer.

A: Good idea. I think we can also read books about them so that we can learn from them.

- Pair Work What do you want to invent? Why? Discuss with your partner.

Example

A: I want to invent a pen that can write fast when I dictate. That will help me a lot in exams.

B: Good idea. I...



单元主题：Creativity

话题：科普知识与现代技术下的子话题发明与技术

文章标题是*How did they think of that?*
副标题是Popsicles、Earmuffs、Crayon holders和Wristies四个发明。

文章开头说明孩子是天生的发明家，经常从简单的想法里创造出惊人的东西。

【What】
主要内容
和主题
意义

【Why】 写作意图

通过列举与学生年龄相近的发明者的发明故事，让学生对创造发明形成新的理解和思考，即创造发明并不是一件难事，只要我们对日常生活中遇到的问题乐于探究、善于改进，就有可能进行发明创造。

接下来四小段分别从人物、年龄、时间、地点、起因、经过、结果等方面介绍了这四个发明。

最后一段总结出这些发明都有一个共同点，即本文的主题意义——发明者在遇到生活中的问题时，他们都善于思考，勤于动手去解决问题。



【How】文体特征、内容结构和语言修辞

本文是一篇科技说明文，共400词左右，总分总结构。

标题是个问句，能激发起学生的好奇心和探索欲，they和that分别指什么也能引发学生思考。

第一段开门见山提出“Kids are natural inventors”，结尾处作者用“Why didn't I think of that?”一个设问激发读者阅读下去的兴趣。

How did they think of that?

Kids are natural inventors. They often create amazing things from simple ideas. Here are a few examples that might make you wonder, “Why didn't I think of that?”

Popsicles

Popsicles were invented by 11-year-old Frank Epperson in 1905. He forgot a drink of juice and left it with a stir stick in it outside on a cold night. The next day it was ice. Because of this he couldn't drink it any more, but he could eat it. It tasted good! These ice sticks became popular among kids at school in summer because they were delicious and helped them stay cool. More than a hundred years later, popsicles are still one of the best summer treats!

Earmuffs

When 15-year-old Chester Greenwood was ice-skating in Farmington, Maine, in 1873, his ears were so cold that he couldn't bear it. Although he tried covering his head in a scarf, it was not comfortable. After some thinking, Greenwood made wire into two circles and asked his grandmother to sew fur on them. He then connected them with a steel headband and the first earmuffs were invented!

Crayon holders

When 11-year-old Cassidy Goldstein needed crayons for a school project, she had a hard time because there were so many small or broken ones. She found some small clear plastic tubes at home. Although the tiny tubes were usually filled with water to keep flowers fresh, she found that they fit tightly around the crayons. She was now able to hold them easily. This is how she invented Crayon Holders.

Wristies

While some kids just complain when snow gets in their mittens and their hands get wet, 10-year-old Kathryn Gregory decided to do something about it. She created the first pair of Wristies as she wanted to keep her wrists warm and dry. Wristies are long gloves with no fingers and they are worn under your mittens and coat. They can also be worn by themselves. They help you when you work in the cold because your hands stay warm while you use your fingers. She also started a business, with her parents' help, which she still runs today.

All these inventions have one thing in common — the kids were trying to solve problems in their lives. If they can do it, you can do it, too!

第二部分由第二至第五段构成，分别介绍了“冰棒、耳罩、蜡笔套和手腕套”四个发明的来龙去脉。

最后一段最后一句是感叹句“If they can do it, you can do it, too!”鼓励学生勇于探索和创新，非常鼓舞人心。

文本词汇内容较贴近生活，便于理解或根据上下文和构词法猜测词义，如invent, wrist等。文中使用了because, as, so, because of等不同的单词短语来表明因果关系。





教学目标



在本节课结束时，学生能够：

通过自主阅读，以小组研讨方式，用自己的语言概括语篇主题，初步获取主旨大意；

通过多次阅读，利用句际间等语义逻辑线索，获取四个发明的基本信息，梳理和概括四个发明创造的原因和结果，形成要点信息结构图，深化对主旨的阐述；

通过回顾和内化各个发明的关键信息，进一步阐明主旨内涵，并分析归纳作者写作意图，建立面对问题善于思考、勇于解决问题的意识。





教学流程



warm-up & pre-reading

A

引发注意

展示发明家达芬奇和他的发明图片，回顾已知，引入新知。

B

唤起意识

播放小小发明家的视频，结合学生经验提问 “Have you or your friends invented anything? If so, what was it? If not, have you ever wanted to invent anything?” 学生小组分享，再向全班汇报。

C

熟悉生词

学生将多个发明图与与词汇相匹配，在语境中吸纳新词。



while-reading

1st reading

初步获取大意

仔细阅读文章，思考标题中的两个代词分别指代什么，关注文体特征和内容结构，关注标题与各段落间的关系。

小组讨论，用自己的语言概括这篇文章主要谈论了什么。

目标1: 通过自主阅读，以小组研讨方式，用自己的语言概括语篇主题，初步获取主旨大意；

对应解决

**理解大意：以偏概全
概括能力不足**



关注因果关系

学生仔细阅读，思考Why did the kids invent the inventions? 关注到发明的因果关系。

阅读Reading Help: Understanding cause and effect relationship, 加深对因果的理解。

Reading Help: Understanding cause and effect relationship

- Cause and effect shows you how something happens. The cause is the reason, and the effect is the thing that happens as a result.
- Words like *because*, *so*, *as* and *since* link cause and effect. These words are clues to identify cause and effect relationships.

分析因果关系

小组合作，获取四个发明的“原因—结果”细节信息，填写表格。B组学生以填空的方式完成书上提供的因果关系对应表格；A组学生在学案中自己发现、梳理和总结文中的因果关系。分层设计活动的方式满足了不同水平学生的学习需求。

Cause		Effect
1 Frank left his juice outside and it became _____.	→	He _____ it and found that it was _____. He invented popsicles.
2 Chester's _____ were very _____ when he was ice-skating.	→	He tried to make earmuffs.
3 Cassidy's crayons were _____ and _____.	→	It was difficult to use them. She invented crayon holders.
4 Kathryn wanted to _____.	→	She invented Wristies.

说明体现句间因果的逻辑词，关注各段落中不同的因果表达方式，如because of, because, as等。

目标2: 通过多次阅读，利用句际间等语义逻辑线索，获取四个发明的基本信息，梳理和概括四个发明创造的原因和结果，形成要点信息结构图，深化对主旨的阐述。

运用因果关系

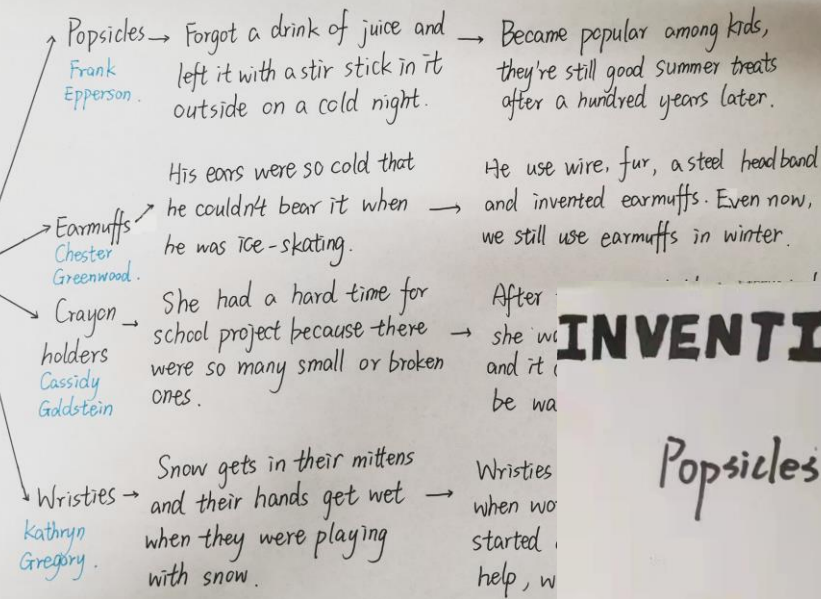
锻炼学生在口语表达中增强表述的衔接和连贯，体现思维的逻辑性。

对应解决

理解要点：理解关键概念不足



Creative
kinds



INVENTION: CAUSE → EFFECT

Popsicles: Frank left his juice outside on a cold night and it became ice → He tasted it and found that it was good. He invented popsicles.

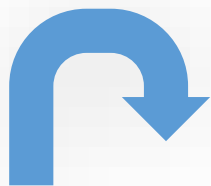
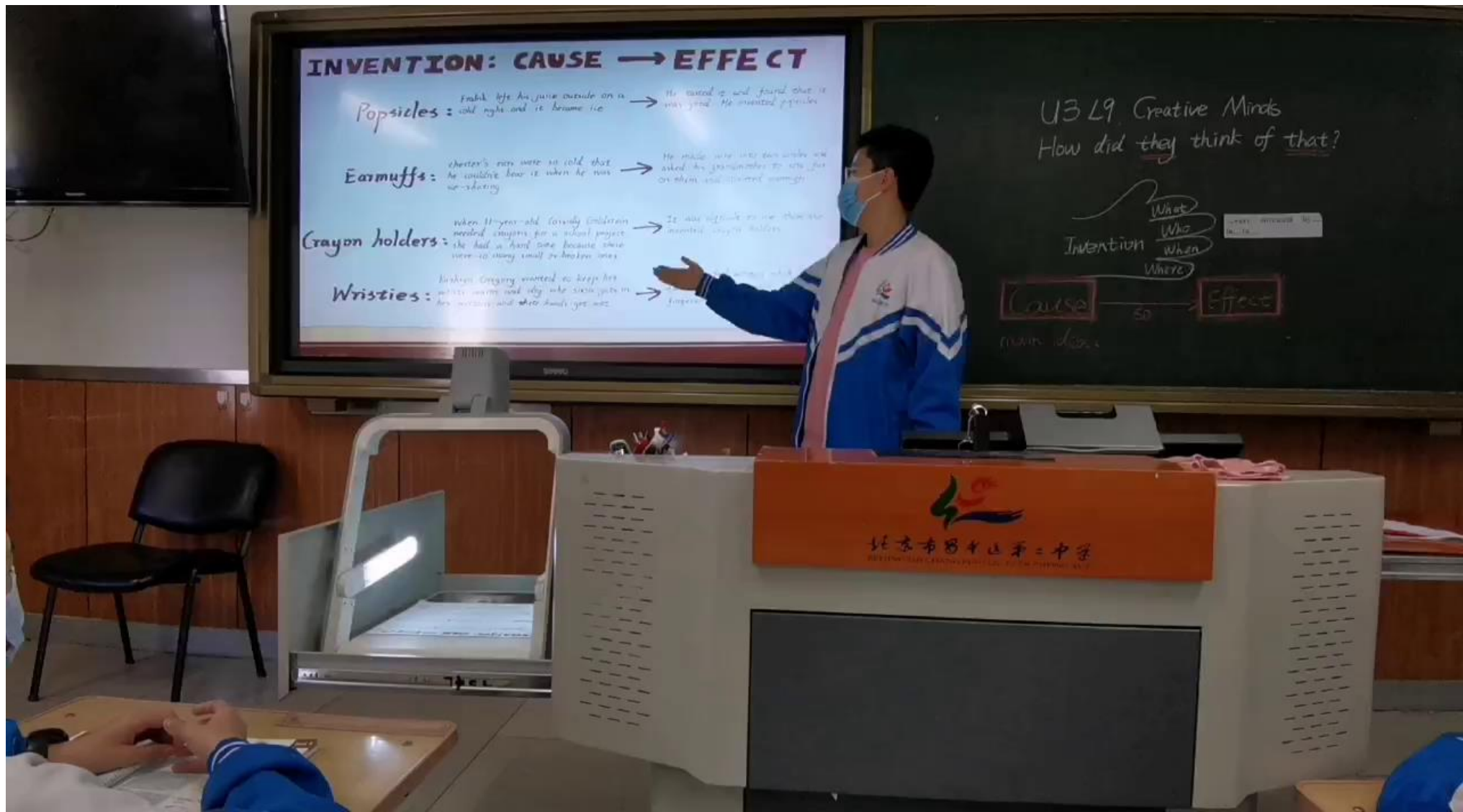
Earmuffs: Chester's ears were so cold that he couldn't bear it when he was ice-skating. → He made wire into two circles and asked his grandmother to sew fur on them and invented earmuffs.

Crayon holders: When 11-year-old Cassidy Goldstein needed crayons for a school project, she had a hard time because there were so many small or broken ones. → It was difficult to use them, she invented crayon holders.

Wristies: Kathryn Gregory wanted to keep her wrists warm and dry when snow gets in her mittens and their hands get wet. → she invented wristies which help people's hands stay warm while they use their fingers.

	Cause	Effect
es	Frank forgot a drink of juice and left it with a stir stick in it outside on a cold night.	The next day it was ice. He tasted it and it tasted good.
ffs	When Chester was ice-skating, his ears were so cold that he couldn't bear it.	He made wire into two circles and asked his grandmother to sew fur on them and invented earmuffs.
on ors	When Cassidy Goldstein needed crayons for a school project, she found there were so many small or broken ones.	She invented Crayon holders and now was able to hold them easily.
Wristies	The snow gets in their mittens and their hands get wet. She wanted to keep her wrists warm and dry.	She invented Wristies which help people when working in the cold.





理解要点能帮助推动理解大意

如得到发明的原因和结果要点，可更深入理解小小发明家们发现问题解决问题的优秀品质。

如： While some kids just complain when snow gets in their mittens and their hands get wet, 10-year-old Kathryn Gregory decided to do something about it. She created the first pair of Wristies as she wanted to keep her wrists warm and dry.

原因

发现问题

结果

解决问题



while-reading

3rd reading

学生仔细阅读，利用Activity 4，
理解6个含有关键信息的句子含义，
从文中找出出处，识别文本。

语言深
层加工

英文释
义英文

学生糅合课文，英英释义。关注代
词、数词、重复出现的词等要点信
息，理解句意，真正夯实文本。

对应解决

理解要点：细节信息分析不足

理解大意：思维加工不足



4 Which inventions are these sentences about? There is more than one answer for some sentences.

1 The inventor got the idea by accident. Popsicles

2 It was invented by a girl. Crayon holders
Wristies

3 The inventor made it with an adult's help. Earmuffs

4 The inventor started a company. Wristies

5 It was invented more than 140 years ago. Earmuffs

6 It is used in cold weather. Earmuffs
Wristies

How did they think of that?

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Crayon holders

When 11-year-old Cassidy Goldstein needed crayons for a school project she had a hard time because there were many small or broken ones. She found some small clear plastic tubes at home. Although the tiny tubes were usually filled with water to keep flowers fresh, she found that they fit tightly around the crayons. She was now able to hold them easily. This is how she invented Crayon Holders.

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All these inventions have one thing in common — the kids were trying to solve problems in their lives. If they can do it, you can do it, too!



post-reading

目标3: 通过回顾和内化各个发明的关键信息, 进一步阐明主旨内涵, 并分析归纳作者写作意图, 建立面对问题善于思考、勇于解决问题的意识。

深化主旨理解

1. 学生基于要点信息进一步概括这篇文章主要谈论了什么, 进阶理解大意。
2. 感受并思考What' s the author' s purpose of writing this passage?

提升概括总结

学生小组讨论, 用自己的语言去总结概括, 反思这些创造发明者给自身带来的启示。学生班上分享。

对应解决

理解大意: 概括能力不足





关键信息的关注和内化对大意理解的深刻度的影响

第一遍读

提取主题
式主旨

It's about 4 kids' inventions.

第二遍读

梳理主旨
大意要点

It talks about the cause and effect of four kids' inventions.

第三遍读

归纳结构
化主旨

It shows us four interesting kids' inventions with reasons, methods and their benefits

读后

联系主旨内
涵与自我

It tells us that teens can also solve daily problems with creative minds by the four kids' inventions clearly explained with reasons, methods and their benefits.



summary & homework

学生总结

个体及小组反思:

1. 何为“creativity”；
2. 主旨提取、归纳的过程及其关键因素。

分层作业

1. Read the passage twice.
2. Introduce one of the four inventions. (Group B)
3. Introduce an invention they want to make. (Group A)





教学评价



观察学生情绪状态、注意状态、参与状态、思维状态。

通过**提问**检验学生是否始终围绕讨论的主要问题积极思考；

通过**小组合作**观察学生是否全员参与、踊跃发言；

通过**表格生成和练习完成**情况检验学生是否掌握应学的知识。



课堂观察

通过**学生总结**与学生的**家庭作业**生成情况进行诊断。



生成诊断





教学反思





教学特色

基于优诊学诊断结果，探索和实践提升学生弱项微技能的教学方法和策略

注重整体教学，引导学生在主题意义探究中关注、学习和运用语言

分层教学，学生间生生合作，使不同层次的学生都有所得

需更多关注关键信息，减少求全的表面学习，使学生真正理解文本。

学生用英文释义英文的能力较弱，在理解大意、理解要点上还是存在问题。在今后的教学中还需要加强学生提取、整合关键信息的能力，并训练学生用自己的语言去概括总结。



不足

注意授课语速，自己尽量少说，给学生更多机会表达自己，提高学生课堂参与的宽度和广度。



路漫漫其修远兮，
吾将上下而求索！



谢谢！

