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聚焦学生阅读素养提升的 小学英语绘本阅读教学探究

——以《丽声北极星分级绘本》第二级(上)“Tortoise and His Friends”教学为例

本课教学内容选自外研社《丽声北极星分级绘本》第二级(上)“Tortoise and His Friends”。主体语境是人与社会,语篇类型是寓言故事,核心话题是朋友,它与 PEP《英语》四年级上册 Unit 3 My friends 的话题吻合,核心词汇和目标语言也很契合。教师将教材中的词汇和句型有机融入到绘本教学中,并有所拓展,让目标语言在故事阅读的推动中不断复现,从而让学生达到内化语言的目标。

本文以教学设计和课堂实录为例来分析阐述如何在小学英语绘本教学中落地阅读素养。本次观摩会听课的学生英语基础很好,学习积极性高,有较强的语言表达能力。教师通过创设情境,问题驱动,激活旧知,引领学生去观察和思考,在阅读绘本基础上,联系生活实际表达对绘本角色的看法,从而实现发展思维品质、提升阅读素养的目的。

一、教学过程

(课前播放与话题相关的歌曲“Friends”。)

Step 1. Warming-up and leading-in

T: I am your new teacher today. My name is Fancy. Hello, boys and girls.

Ss: Hello! Fancy.

T: This is my first time to come to Wuxi. I like Wuxi very much. The people here are very friendly. (出示单词卡 friendly 贴到黑板上) Today I'm very happy because I can make new friends here. Do you want to be my friends?

Ss: Yes.

T: Great! Thank you. You are friendly (教师手指黑板上 friendly 卡片), too. Now let's sing the

song and make friends together. (教师边唱课前听过的歌曲“Friends”边和学生互动。)

T: We are friends now. Yes?

Ss: Yes.

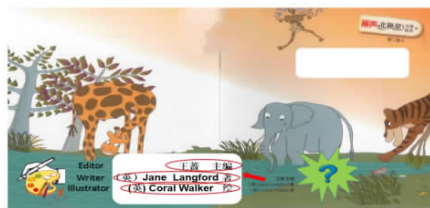
T: Great! We have friends. Animals have friends, too. Today I will tell you a story about animal friends. What animals? Can you guess?

Ss: Panda? Tiger? Cat? ...

T: Wow! You know so many animals! You are so great!

设计意图:兴趣是最好的老师。教师以耳熟能详的歌曲“Friends”拉近与学生的距离,营造氛围,走进话题。寓学于境,自然衔接。通过“头脑风暴”,让学生猜想知晓的动物,激活了学生已有的知识储备,为进入绘本奠定了坚实的基础。

Step 2. Pre-reading



图一

出示图片一,引领学生观察和思考,互动对话如下:

T: Look! What animals can you see here?

S1: I can see a tiger.

T: Yes. Is it big? (出示板书 big)

Ss: Yes.

T: Is it strong? (出示板书 strong)

Ss: Yes.

T: It is big and strong. What can a tiger do?

S2: It can jump.

T: What else can you see?

S3: I can see a giraffe and a monkey.

T: Can you say anything about the giraffe?

S4: It's tall. It has a long neck and long legs.

T: ...

(教师引出四种动物 tiger, giraffe, monkey, elephant, 让学生说出它们的外形特点, 激活旧知, 并板书出示 big, strong, fat, thin, long, tall, short 等核心词汇。)

T: (出示最后一种被遮盖的动物, 让大家猜谜语) Look! What's this? Listen carefully. It's small. It can crawl, and it crawls slowly. It has a shell on its back. What is it?

S5: It's a turtle.

T: It's not a turtle. It's a tortoise. (出示卡片) The tortoise mainly lives on the land. The turtle mainly lives in the sea. (带读 Tortoise)

T: Look at the tortoise. It has wrinkles. It's an old tortoise. (出示板书 old) There are five animals here. Are they friends?

S6: Yes.

T: What's the name of the story?

S7: Tortoise and His Friends.

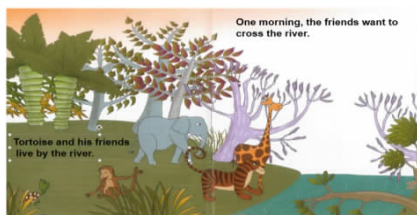
T: How clever you are!

(教师出示板书, 带读标题。观察封面其他信息, 出示主编、作者和插画家。)

设计意图: 绘本的封面往往蕴含着丰富的信息, 聚焦封面, 设问质疑, 大胆预测, 有利于培养学生良好的文本概念意识。教师通过封面让学生知晓标题、作者、插画家, 还让学生观察讨论五种动物角色的外形特征和动作行为, 呈现核心词汇 tall, strong, fat, thin, long, small 等, 整体感知, 为阅读故事做好准备。

Step 3. While-reading

图片环游法是当下绘本阅读最常见的方式之一。图片环游是教师带领学生浏览书中的插图, 启发学生主动观察、预测、思考, 理解故事大意, 在情境中学会表达, 在讨论分析图片意义的过程中激活学生头脑中已有的知识。这种方法如同“讲故事”, 师生徜徉于图画和文字之间, 逐页进行学习。本课采用图片环游的方式开展阅读, 取得很好的效果。



图二

T: Look at the picture. We can see the tortoise and his friends. They live by the river. (在黑板上画一条河, 贴上单词卡片 river) One morning, they want to cross the river. How do they cross the river? Let's think and say. (教师问学生这五种动物分别能怎么过河。)

T: How does Tiger cross the river?

S1: Tiger jumps.

T: How does Giraffe cross the river?

S2: Giraffe walks.

...

T: How does Tortoise cross the river?

S3: It can swim.

T: Sorry. The tortoise can't swim. How will they cross the river? Let's go and have a look.

设计意图: 问题是思维的起源。在绘本阅读中, 教师既要设计一些低层次的问题帮助学生进行简单的知识构建, 也要设计一些高层次的问题来培养学生的高阶思维能力。同一个问题, 不同的角色该如何过河? 这些问题有利于激活学生的想象力。



图三

T: Look! How do Monkey and Tiger cross the river?

S1: Monkey and Tiger jump.

T: Elephant and Giraffe wade. What does wade mean? Can you guess?

S2: 蹚水。

T: Yes! You are right. Wade means walking in the water. Just like this. (教师示范什么是 wade,

并让全班学生一起站起来体会,边模仿边读 wade。然后教师回到板书,边挪动物图片到对岸,边让学生自己输出:Monkey and Tiger jump. Elephant and Giraffe wade.)

设计意图:教师带领学生观察图片,验证前面的猜想。对于学生难以理解的单词或句子,教师通过TPR教学法(全身反应法)引领学生感知,然后通过板书强化理解,并在复现中让学生加深记忆。学生们学习热情高涨,课堂气氛活跃。



图四

T: (乌龟的朋友们都已经到对岸,教师让学生观察图四) Is Tortoise happy? Why?

S1: No. He wants to cross the river, too.

T: But can Tortoise jump or wade?

Ss: No!

T: (出文本文字) Poor old Tortoise can't jump or wade. Can Tortoise swim?

Ss: No!

T: The old Tortoise is poor. Will his friends come back?

Ss: Yes!

T: Who will come back? And how will they help him? Please work in groups and discuss. (小组讨论)

S2: Elephant will come back. Elephant puts Tortoise on the back and they cross the river together.

T: Good! Elephant is very helpful. (出示板书 helpful)

S3: I think Giraffe and Tiger will come back. Giraffe throws, and Tiger catches.

T: Wow! That's a good idea. But they should be very careful.

S4: Can I speak Chinese?

T: Yes, you can. I am very helpful. I can help you.

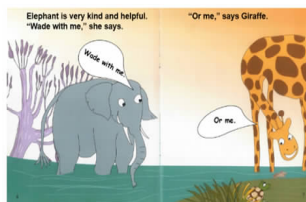
S5: 老虎可以用嘴叼着乌龟的壳跳跃过河。

T: Wow! Tiger can jump across the river with

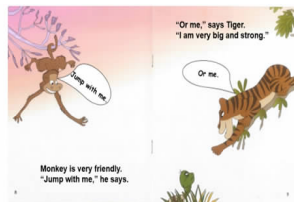
Tortoise's shell in its mouth. Wonderful idea!

(当教师提出“How will they help him?”时,学生的回答可谓惊艳!有说把乌龟放背上背过去,有说用大象鼻子卷过去,还有一个学生想用中文表达。此时教师非常机智,运用了本课的重点目标词汇:Yes, you can. I am very helpful. I can help you. 鼓励学生去想象与表达,启发了其思维。)

设计意图:教师引领学生进行小组讨论,讨论乌龟的朋友们会如何帮助它,培养了学生的想象力和创新思维。在讨论过程中表述动物的性格特征,巧妙地融入了教材中的主要句型“... is friendly(helpful and kind)”,在学习语言知识的基础上体验阅读过程,构建知识体系,提升阅读素养,也培养了学生们的合作意识和解决问题的能力。



图五



图六

T: Look! Who comes back?

Ss: Elephant and Giraffe.

T: Yes. What do they say?

Ss: “Wade with me.” “Or me.”

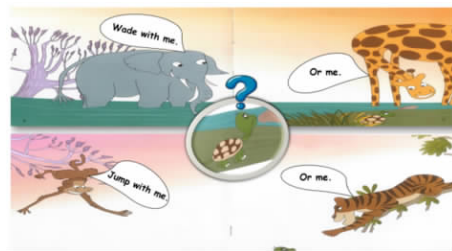
T: Elephant is very...

Ss: Kind and helpful. (出示板书 kind)

T: Group 1, please stand up. You act as Elephant. Group 2, please stand up. You act as Giraffe. Let's say and do together.

(出示图五、图六,验证学生的预测,描述朋友们的性格特征,并模仿四个朋友的语言和动作:“Wade with me.” “Or me.” “Jump with me.” “Or me. I am very big and strong.”)

设计意图:再次运用TPR教学法让学生感知核心词汇,通过表演体验动物朋友们的友好情感,学生在趣味性阅读中进一步加深对文本的理解。



图七

T: Wow! All his friends come back. Then how will Tortoise cross the river? Will he wade with Elephant or Giraffe?

S1: Elephant.

T: Will he jump with Tiger or Monkey?

S2: Monkey.

T: Maybe. (出示图八和图九) But poor old Tortoise is scared.



图八



图九

通过教师的表情让学生猜出 scared 的含义并请个别学生表演 scared。

T: Will Tortoise cross the river? Will his friends help him this time?

S3: Yes, because they are friends.

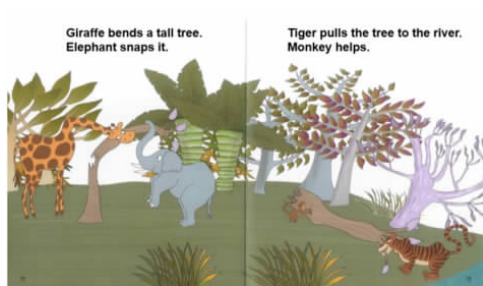
T: Let's go to have a look.

T: So the friends make a secret plan. They don't let Tortoise know. What is their plan?

T: Look at the picture. Giraffe bends a tall tree. Show me your hands. Bend, bend. Elephant snaps it. Snap, snap. Tiger pulls the tree to the river. Pull, pull. And who helps?

Ss: Monkey helps.

T: Yes. Monkey helps.



图十

教师通过泡沫板做的树演示给学生们看什么是 bend, snap, pull, help, 非常形象。然后请四位学生上台表演这组动作, 其他的学生和教师一起作为 narrator 齐读。

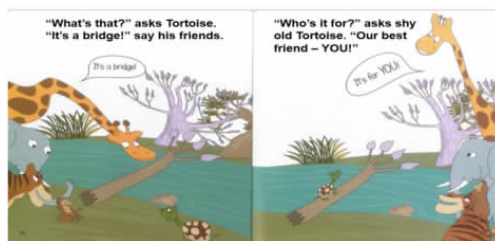
设计意图: 生词不是教会的, 而是在语境中学会的。教师运用实物道具和肢体语言让学生自然感知生词的含义, 学生容易理解。学生参与其中, 乐在其

中, 印象深刻, 增加了课堂的趣味性。

T: What's that?

Ss: It's a bridge. (教师带读 bridge)

T: "Who's it for?" asks shy old Tortoise. "Our best friend - You!"



图十一

T: Who is the bridge for?

Ss: For Tortoise.

T: Yes! The Tortoise can crawl on the bridge and cross the river. Look at his face. Is he happy?

Ss: Yes!

T: Are the friends happy?

Ss: Yes!

T: So, it is a bridge by the friends, for the friends and of the friends. It's really a happy ending. Do you like the story?

Ss: Yes!

设计意图: 教师套用林肯在葛底斯堡演讲中用到的三个介词 by, for 和 of, 让学生知道这个桥的意义, 让学生深刻体会到朋友的重要性, 此处情感升华水到渠成。

Step 4. Post-reading (听读和复述)

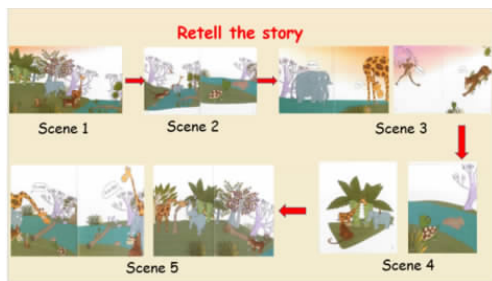
读后活动更多是设计趣味盎然的拓展活动, 让学生亲身体验语言实践带来的成就感, 实现从阅读到“悦读”。这一环节教师经常采取表演故事、复述故事、改写或续编故事等方式, 进一步挖掘绘本的育人价值, 促进语言的内化和输出, 发展思维品质, 提升阅读素养。

T: Now, let's listen and read. Enjoy the story together.

Ss: ...

设计意图: 学生听录音, 跟读故事, 实现音形义的结合。

T: Now let's try to retell the story. There are five scenes. One group one scene. Please discuss together.



图十二

学生讨论后,请小组代表复述,检验学生对故事内容的学习效果。

T: Wow! You did a good job! What does this story tell us?

S1: It tells us how the friends help the tortoise cross the river.

T: Good. The tortoise has good friends. What do you think of the friends?

S2: The friends are friendly.

S3: The friends are helpful.

S4: ...

T: Do you have good friends? What do you think of your friends?

S5: My friends are friendly.

S6: My friends are nice.

S7: ...

T: Wow! You have good friends, too. You are lucky! Do you often work together? Do you often help each other?

Ss: Yes!



图十三

T: There is an old saying goes: A friend in need is a friend indeed. It means we friends should always help each other. So, boys and girls, please cherish your friends.

设计意图: 学生通过复述内化语言,教师设计问题链总结提升,引导学生从文本回归到现实,学以致用,进而渗透情感教育,实现情感目标的达成。

T: So much for today. After class, you can

share this story with your friends. If you like it, you can read more books about animals as follows. They are great books, too.

T: Class is over. Goodbye, class.

设计意图: 作业布置中推荐了一些有关动物的其他绘本,希望学生通过学习绘本故事,能够爱上阅读,爱上英语。

二、教学反思

本课结合 PEP《英语》复习巩固单元内容,在学习语言知识的基础上,同时关注学生的情感、思维等层面的发展。本课教学有以下几个特点:第一,将主教材的词汇和句型融入到了绘本教学中,让语言教学有了情境性,易于学生理解和掌握。第二,本节课教师采取图片环游方式,和学生共读故事,合作建构意义,教师设计的两个主要问题“How will he cross the river? How will they help him?”贯穿始终,不断地激起学生的好奇心,激发学生思维与想象力,引导学生通过批判性思维去举论证述、有理有据地表达观点和看法,没有割裂故事的整体性。第三,生词教学有意义。对于 cross, river, wade, scared, bend, snap, pull, secret plan 等学生不易理解的单词和短语,教师通过创设情境和运用肢体语言让学生理解,符合四年级学生的认知水平和学习特点。第四,板书不仅构图优美、条理清晰,而且能够移动,有助于学生动态地理解故事。

绘本阅读是一种认识世界、获得体验、享受乐趣的过程。绘本教学不只是为语言而阅读,更应为图画、故事、想象而阅读。观察封面发展了学生的文本概念;图片环游、拼图阅读、阅读圈等方法训练了学生的阅读技能,提升了思维品质;交流反馈、总结比较等活动培养了学生正确的价值观。本课尝试将绘本阅读和 PEP 教材进行适当融合,让学生们走进故事,培养了他们的阅读习惯和品格,是一次有意义的尝试。

【注: 本文是 2019 年全国基础外语教育研究培训中心“十三五”教育科研规划重点课题《小学阶段运用 phonics 进行有效拼读教学的应用研究》(编号:180310068)和 2019 年合肥市市级立项课题《小学阶段运用 phonics 进行有效拼读教学的应用研究》(编号:HJG19051)阶段性研究成果。】

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