**《基于多模态理论的初中英语深度学习研究》课题研究活动登记表**

**课 题 研 究 实 验 课 记 录 表**

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| 教者 | 王小玉 | | 学校 | 雪堰初中 | | 时间 | | 2022.12.5 |
| 课题 | 8上Unit7 Reading | | | | | 课时 | | 2 |
| 实验  目的 | 1. Learn to read and feel the beauty of the poem; 2. Learn to tell the rhythm;  3. Learn to improve the ability of appreciating a poem. | | | | | | | |
| 实验课范围 | | 课题组 | | | 班级 | | 8（2） | |
| 主 要 实 验 内 容 或 步 骤 | | | | | | | | |
| Step 1 Lead-in  1. Discuss: What is a poem?  2. Give explanations of what a poem is by using a poem as an example.  Step 2 Presentation  1. First reading  (1) Read the poem by themselves, find its theme and feel its tone.  (2) Answer the following questions.  Is it telling a story? What is it about?  Who is speaking in the poem?  How do you feel after reading it? Sad? Cheerful/light? Excited? Stressed (压抑)?  2. Second reading  (1) Ask students to read the poem by following the tape and try to find out the new words that stop them from understanding the poem.  (2) Explain the new words with pictures.  3. Third reading  (1) Explain what poem is by quoting Allan Poe.  (2) Get students to read the poem again and try to learn the rhymes and the feet of it. Then go through each part of the poem and figure out the rhymes and the feet of the poem.  a. Find the rhymes. … rhymes with … b. Find the rhyme style: aabb, abab, aaba, abaa  4. Detail reading  (1) About winter  a. Ask students two questions lead to the season part.  What can you think of when winter comes? What do you like to do in winter?  b. Get students to close their eyes and draw a picture of winter in their mind while listening.  (2) About spring  a. Encourage students to read the spring part aloud and catch the key word that the writer uses to describe spring.  b. Require students to further read spring part to get detailed information in it.  c. Make students tell the feelings of spring after reading it.  (3) About summer  a. Organize a group discussion for students to share their own summer stories.  b. Ask students to read the summer part and find out the key word that the writer uses to describe summer.  c. Give students some more time to read it carefully again and find out what the writer writes about in his sweet summer.  d. Draw a conclusion and make a comparison between the writer’s and students’ summer.  (4) About autumn  a. Manage a discussion -- What is autumn like in your mind? Students discuss in groups and share their thoughts.  b. Ask them to read the autumn part and discover what the writer’s autumn is like.  c. Get students to fill in the form after reading this part again to get the detailed information.  d. Encourage students to express their understanding of the last two lines in the autumn part and evaluate their answers in time.  Step 3 Practice  1. A reading competition  Organize a reading competition and each group should recommend a student to read the poem with emotion after practicing in groups. And other group members give evaluation and choose the best voice of the class.  2. Get students to read the poem by heart and tell which line or which part they like best and why they like it.  3. Give a summary  T: Wishing you each season filled with joy and fun!  V. Homework  1. Read the poem with emotion after class and translate the poem into Chinese；(Try to make your translation beautiful and poetic.);  2. Choose your best season in the poem to write a short passage. | | | | | | | | |
| 实验后的体会 | | | | | | | | |
| 本课体裁是一篇英语诗歌，体裁是关于四季，内容本身不难，但要上好还是值得好好探究。一开始我用视频热身，谈论最喜爱的季节复习上节课所学。新课内容分成四个活动：Activity1 To look for the beauty——通过看图片教学新单词。Activity2 To feel the beauty——用“How”疑问句来逐段细读诗歌，体会各个季节中的美，并且让学生做进一步的思考。第一段Winter，用cold, quiet, hopeful三个形容词来描述；第二段spring，体会中国古诗《春晓》诗人心中对春天的感受，用英语来填写古诗；第三段summer, 作者描写了夏天的那些景和物使他想起了“sweet memories in summer”, 引导学生思考”How about you?”，让学生说说自己多先天的记忆或在夏天可以做的事；第四段autumn，秋天是多变的（树叶变黄、农民变忙、天气变冷），思考诗的最后两行与开头第一句对比， 得出写作方法：首尾呼应。Activity3 To enjoy the beautiful——押韵（有感情地朗读诗歌），拟人（用拟人修辞来完成诗歌）。Activity4 To create the beautiful——运用所学完成诗歌创作。  在整个课堂中，学生积极开动脑筋，热烈参与课堂活动，课堂氛围较好，回答问题正确率较高。由此可见学生课堂上非常投入，学有所得。  但是，还是有一些遗憾，学生由于生词掌握不够到位，在朗读上有一些欠缺，第二课时需要在花一点时间读诗。 | | | | | | | | |