

## 现场研讨课（二）

## Knut A Pet or Not? 教学设计

## 基本信息

授课教师	马千千	学校	天津市南开区中营小学
授课年级	四年级	课程类型	读物故事教学
单元名称	N/A	教材版本	《多维阅读第8级》
课文标题	<i>Knut A Pet or Not?</i>	授课时长	约40分钟

## 教学分析

本课教学内容分析	<p>本课教学内容为读物故事 <i>Knut A Pet or Not?</i>，故事选自外研社《多维阅读第8级》。</p> <p>[What] 本书的主题语境是“人与自然”，通过讲述北极熊克努特的故事，传达“善待动物，尊重自然”的主题意义。北极熊克努特出生后即被母亲抛弃，为了能让它活下来，动物园饲养员托马斯无微不至地照顾它，它也成了动物园里的“大明星”。但随着克努特不断长大，人们开始争论是否应该把北极熊当作宠物来圈养；可如果将之放归野外，它也许会因为缺乏生存能力而死去。最终，克努特继续留在动物园生活，但作为一只凶猛的北极熊，它并不是人类的宠物。</p> <p>[Why] 作者讲述了人类对小北极熊克努特无微不至的关爱与照顾，即便因它引发了种种争议，也是源自人们对它命运的关心。故事引发读者思考：人与动物、与自然应当和谐相处，人类应善待动物、尊重自然。作者通过本书传达给读者对待动物和大自然正确的方式。</p>
学情分析	<p>本节课授课对象为小学四年级学生。四年级的学生能够对于善待动物、照料动物产生共情，但对于“北极熊克努特（乃至其他动物）应该生活在野外还是动物园”这个话题，还需要在通过阅读提取信息的基础上，进行理性思考及分析。</p> <p>学生已经具备对名词如 pet, polar bear, mother, people, zoo, 动词和短语如 be born in, look after, feed, play with, sleep by, get up, 形容词 cute, dangerous, happy, sad, scared, lonely 等的听、说、认读能力。文中对于学生来说难度较大的动词为 rescue, cuddle。</p> <p>四年级学生基本已经形成了相对完整的知识结构体系。在学习过程中渴望积极参与，用简单的英语表达自己的观点，具备初步的预测、理解、想象、分析的能力，具有进行观点讨论的必要条件。</p>
教学目标	<p>通过本节课的学习，学生在学习结束时能够：</p> <ol style="list-style-type: none"> <li>1. 通过阅读、观察，合理预测故事发展，提取故事要素，获取故事大意，理解随着情节的发生、发展，主要角色所发生的情绪变化；</li> <li>2. 通过独立思考及小组讨论的形式，与教师一起建构 story map，梳理故事发展脉络，并尝试用文本中的语言简单复述故事；</li> <li>3. 对北极熊克努特所处的境遇形成整体客观的认识，并通过分析与探讨，理解不同角色由于立场不同，其观点可能也不相同，但共同点是人们对克努特的爱与关心，从而思考人与动物、人与自然的关系。</li> </ol>
教学重点	<ol style="list-style-type: none"> <li>1. 了解故事大意，理解故事主要情节，梳理、提取信息；</li> <li>2. 运用故事的核心词汇、句型，对自己的观点进行表述。</li> </ol>
教学难点	基于不同人物的立场，进行理性分析与口头表达。
教学资源	外研社《多维阅读》读物及配套动画，自制微视频，PPT 课件，红绿举手牌。

## 教 学 过 程

Stages	Teaching activities & Interaction patterns	Purposes	活动层次	Teaching Evaluation	Timing
Warming up	<p><b>Activity 1 Free talk about pets.</b> Ask Ss to talk about pets. Questions: 1. Do you have pets? 2. What are pets like?</p>	Use the familiar topic to activate Ss' life experience and create an active and interactive atmosphere.	感知与注意	Ss are able to recall their knowledge about pets and talk about pets' characteristics in order to refine the concept of "pet".	2 minutes
Leading in	<p><b>Activity 2 Watch a video and talk about it.</b> Ss watch a cute video of polar bears, and then, by using the color signs in their hands, tell the teacher if they want a polar bear cub to be their pet and tell the reason.</p>	Use a short video to get Ss' attention and help Ss form a first impression on polar bear cubs.	感知与注意	Ss are able to express their opinions by raising the signs.	2 minutes
Previewing	<p><b>Activity 3 Observe the cover and get to know the main character.</b> Confirm the main character Knut and answer some questions by reading the cover. Questions: 1. What can you see on the cover? 2. What's the title? Who is Knut?</p>	<ol style="list-style-type: none"> <li>1. Help Ss develop a good reading habit by reading the cover page first.</li> <li>2. Help Ss get information from every detail</li> </ol>	感知与注意	Ss are able to know the title and the main character of the story according to the cover.	2 minutes
Viewing	<p><b>Activity 4 Watch a video about most polar bear cubs.</b> Ss watch the video to find out the way most polar bear cubs live. Questions: 1. Where are most polar bear cubs born? 2. Do you think the cubs need a mother? Why?</p>	Let Ss know some basic knowledge about polar bear cubs.	获取与梳理	Ss are able to know where the polar bear cubs are born and what their mothers normally do for them from the video.	2 minutes
	<p><b>Activity 5 Look at the picture of little Knut and make a guess.</b> T shows a picture of little Knut on the rock and asks some questions. Ss should guess and answer accordingly. Questions: 1. Do you think Knut has a mother? Why is he all alone? 2. If you were Knut, how would you feel? 3. What would happen to him?</p>	<ol style="list-style-type: none"> <li>1. Help Ss develop a good reading habit by observing the picture carefully.</li> <li>2. Predict what might happen after observing the picture.</li> </ol>	分析与判断	Ss are able to experience Knut's feelings and predict what would happen.	2 minutes
	<p><b>Activity 6 Rescue Knut.</b> Ss try to understand the meaning of the word "rescued", and then, make some suggestions about how to rescue Knut. After that, Ss read pages 8-9 to learn how Knut was rescued.</p>	<ol style="list-style-type: none"> <li>1. Guide Ss to think about Knut's problem and make reasonable suggestions.</li> <li>2. Get information from the book and try to clarify the story.</li> </ol>	获取与梳理	Ss are able to solve the problem according to their own life experience. With the help, they can clarify the rescuing procedure.	2 minutes

Stages	Teaching activities & Interaction patterns	Purposes	活动层次	Teaching Evaluation	Timing
Viewing	<p><b>Activity 7</b> Observe the picture of the grown Knut and the zookeeper and talk about their relationship.</p> <p>According to the picture, Ss talk about the grown polar bear and discuss if they would cuddle him now.</p>	Guide Ss to get information from the picture as much as possible and analyze it accordingly.	分析与判断	Ss are able to get information from the picture correctly and make the right call about people having a grown polar bear as a pet.	2 minutes
	<p><b>Activity 8</b> Read and analyze the chart on Page 15.</p> <p>Ss talk about the chart and express their feelings about it.</p>	<ol style="list-style-type: none"> <li>1. Guide Ss to learn how to read a chart.</li> <li>2. Lead Ss to realize the difference between a human and a polar bear.</li> </ol>	描述与阐释	Ss are able to get information from the chart and analyze it correctly.	2 minutes
	<p><b>Activity 9</b> Read Pages 10-13 and extract the main opinions.</p> <p>Where do you think Knut should stay? Ss read and underline the two main opinions from the book.</p> <p>And then, Ss raise their color signs to show their own opinions toward the issue.</p>	Guide Ss to get people's opinions through reading. They should also try to express their own opinions.	推理与论证	Ss are able to figure out different opinions. They are also able to express their own views and choose their side of the issue.	3 minutes
	<p><b>Activity 10</b> Try someone else's shoes.</p> <p>T shows six photos of six different people like the manager of the zoo, Thomas, the visitors, Knut itself, an environmentalist, etc. Ss choose a role and talk about their possible opinions.</p> <p>After that, Ss raise their color signs for the second time to show if their opinions have changed.</p>	<ol style="list-style-type: none"> <li>1. Guide Ss to deeply experience the feelings of different characters.</li> <li>2. Try to see things from different points of view.</li> </ol>	内化与运用	Ss are able to choose a role, feel the feeling of the role, and express their possible thoughts.	8 minutes
Reviewing	<p><b>Activity 11</b> Retell the story according to the story map.</p> <p>he story is totally real. Knut was born in 2006 in Germany. Ss look at the story map and try to retell it.</p> <p>After that, T tells Ss the story beyond the book: Knut died in the zoo in 2011.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. How do you feel about the end?</li> <li>2. If you have the power to rewrite Knut's life story, how would you write it?</li> </ol> <p>After that, Ss raise their color signs for the third time to show if their opinions have changed.</p>	<ol style="list-style-type: none"> <li>1. Guide Ss to retell the story according to the story map.</li> <li>2. Reveal the truth to Ss. Lead them to rethink their opinions.</li> </ol>	内化与运用	<ol style="list-style-type: none"> <li>1. Ss are able to retell the story according to the story map.</li> <li>2. They try to rewrite Knut's life story.</li> </ol>	5 minutes

