8A Unit5 Reading I 案例分析

本课是8A第五单元的第二课时阅读课“Giant pandas”

[教学目标]：

1．To develop the ability to guess general meaning form context.

2．To get to know the growth line of Xi Wang.

3．To get to know the problems that the giant pandas are facing and then start to think of ways to protect the pandas.

4．To remember and learn to use the new words.

[重、难点]

1.]Adopt proper reading strategies to obtain information from the reading material.

2.To get to know the importance of animal protecting.

[教学过程]

导入：Guessing game:

1.Show some pictures of baby wild animals and students are required to guess what wild animals they are.

2.Question:

1)Among these wild animals which animal can’t have a colourful photo?

2)What are the differences between baby pandas and giant pandas?

读中

1.Listen to the tape and answer two questions.

2.Read paragraph 2 and paragraph3 and find out how the writer organize the two paragraphs.

3.Circle the important time phrases in paragraph 2 and paragraph 3 and underline the key words about the growth of Xi Wang.

4.Finish the exercises in Part B2 and some ‘true or false’ exercises.

5.Read paragraph 4 and find out what serious problems the giant pandas are facing.

6.Read paragraph 5 and find out how to protect the giant pandas.

7.Finish the exercises in part B3.

读后

1.Students discuss what other actions we can take to protect the giant pandas.

2.Show students a video about polar bears. Ask students to discuss what problems the polar bears are facing and how to protect them.

[课例分析]：

本节课的内容较为简单，学生对于文本内容比较熟悉，所以本例

课采用interactive reading model的阅读模式。在导入过程中加入

生词的讲解，例如giant, rare, be born等。在阅读过程中分段阅读，在带着学生提取了各个自然段的重要信息之后让学生根据这些线索分析出每一段的中心思想。在此过程中学生自主提取关键信息，总结中心思想，老师在一旁协助，一定程度上实现了学生学习的主体性，把学习的主动全交还给学生，加深学生对文本的印象。同时借助一些视频，让学生更具体的了解了大熊猫的生长过程，以及遇到的危险，视频与文字相结合贴合学生的认知规律。看完视频中所讲述的熊猫遇到的危险后，让学生来联系实际想想针对这些危险我们可以做什么来保护他们，强化他们保护野生动物的意识。最后点出人类和动物同属与同于一个生态系统，每个部分都是不可缺少的，我们要维护生态系统的平衡