

指向学生思维品质发展的初小衔接童话教学的思考与实践

——以 NSE 7BM8U2 (Reading) 为例

一、案例背景

《义务教育英语课程标准（2011年版）》（以下简称《课程标准》）指出，就英语学科的工具性而言，英语课程承担着发展学生英语学科核心素养和思维品质的重要任务。英语教学不仅应使学生习得语言知识，提高语言技能，更要进一步发展学生的思维品质。

思维品质指思维在逻辑性、批判性、创新性等方面所表现的能力和水平。文学阅读作为一种复杂的思维活动过程，要求阅读主体通过判断、推理、分析等思维方法建构对语篇的深层理解，是发展学生思维品质的有效途径。其中，童话故事文本张力大，许多问题并无标准答案，属于开放式阅读，是培养学生思维能力的理想素材。

然而，小学英语童话教学中存在诸多问题，阻碍衔接阶段中学生思维品质的发展。一方面，教师的整体教学意识淡薄，聚焦于非文本信息的解读和碎片化信息的获取，限制学生思维的发展，造成了“只见树木不见森林”的教学问题。这与《课程标准》所提倡的“整体设计目标，充分考虑语言学习的渐进性与持续性”教学原则背道而驰。另一方面，小学英语童话教学仍孤立地停留在理解文本表层信息和掌握语言知识的层面上，忽略了对故事内涵的深度探究和思维品质的培养。处于衔接阶段中的学生的抽象、逻辑与发散性思维得到初步发展，思维的广度和深度进一步拓宽，能够分析比较所获取的信息，阐述自己的主张和见解，进行较高层次的文本阅读。弱化思维品质的阅读教学脱离学生的实际学情，扼杀了学生的想象力与创造力，难以实现学生阅读素养的全方位发展。因此，基于上述问题，从教学实践的角度探索如何开展指向思维品质发展的初小衔接童话教学显得尤为重要。

二、教学内容分析

本课例的阅读文本选自《新标准（七下）》Module 8 Unit 2 Goldilocks hurried out of the house。全文共五段，讲述了金凤花姑娘闯入三只熊的家，偷吃食物、坐坏小熊的椅子，最后被发现落荒而逃的故事。从语篇主题上看，作者通过金凤花姑娘的选择，揭示了著名的“金凤花原理”，具有深刻的教育意义。文本给读者留下想象空间余地的同时，也给学生留下了评价与创新的空间，适合培养学生的思维品质。

在语篇文体方面，所选文本体裁为童话，属于叙事性文体。语篇行文有较明显的逻辑关系，作者使用表示顺序的副词使文章结构脉络清晰易懂、逻辑性强。语篇时态为一般过去时，一系列行为动词增强了文章的画面感，可读性强，符合此年龄阶段学生的兴趣与认知特点。

三、初小衔接学情分析

本课例授课对象为七年级下学期的学生。由小学进入初中，学生的学习方式发生变化，初步进入深度学习、高阶思维的阶段，学习者的具象思维向抽象思维过渡。

在此背景下，学生的阅读内容和阅读目标相对应产生了变化。《课程标准》描述了小学毕业时应达到的二级阅读标准：学生能借助图片读懂简单的故事或小短文。初中阶段应达到的三级阅读标准为：学生能读懂简单的故事和短文，并抓住大意。可见，学生在小学阶段主要在图片的帮助下获取简单的事实性信息，思维含量较低。相比之下，初中阶段则强调学生在对话篇整体理解的基础上，运用多种思维方法建构对文本的深层次理解。

具体就该模块“童话故事”而言，虽然学生对语篇内容缺乏图式背景，但大部分学生在小学英语 PEP 教材中的“Story Time”板块与课外阅读中接触过童话，了解童话故事的写作特点。此外，学生语言基础良好，在六年级下学期的 Unit 3 Where did you go?和 Unit 4 Then and now 和七年级下学期的 Module 7 My past life 中学习过动词过去式的相关知识，在语言上为阅读做好了准备。

四、学习目标

基于深度的语篇解读和对学情的准确分析，教师预设了下述语言发展与思

辨能力目标。在本课结束时，大多数的学生能够：

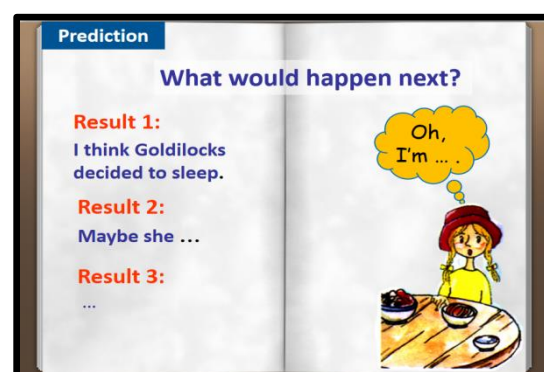
1. 感知、注意文本插图，根据图片梳理故事情节，进行形象思维。
2. 获取、定位关键信息，运用连接词描述金凤花姑娘的遭遇，强化思维的逻辑性。
3. 归纳、推断金凤花姑娘情感态度变化的原因，整合与概括文本信息。
4. 分析、评价金凤花姑娘的行为，领悟“金凤花精神”的内涵，发展思维的批判性。
5. 联想、创造故事结局，通过小组合作进行故事接龙，激发思维的创新性。

五、案例描述与分析

针对小学童话教学中存在的碎片化教学、深度教学欠缺等问题，教师设计了富有梯度的学习活动，着眼于学习者思维品质的发展，开展初小童话衔接教学。本课例以如下教学实践中的若干片段为例。

（教学片段一）

教师课前播放视频，在导入阶段带领学生复习童话故事的基本要素与故事情节。阅读前，根据听力文本的结局：金凤花姑娘偷吃他人的食物，提问 **What would happen next?** 引导学生预测即将阅读的语篇内容。

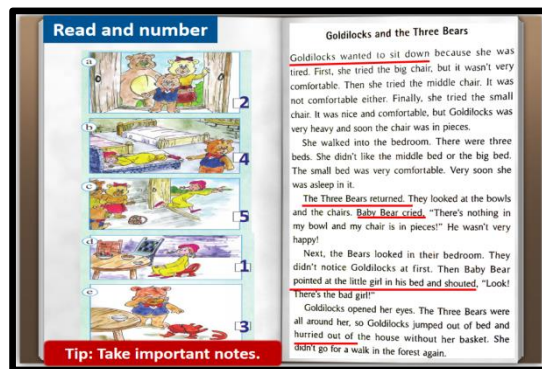


【案例分析】

该环节针对碎片化教学的问题，兼顾活动内容的思维性和形式的趣味性，以复习导入、预测的方式使模块语篇内容整体化。首先，阅读语篇为听力文本的后续，在模块整体教学的视角下，以复习导入的方式设置话题衔接的“落脚点”，能够使学生关注模块内语篇的关联与主题意义的建构，帮助学生形成单元大观念，充分激活学生的背景图示。其次，读前的预测活动启动学生的思维，将学生带入新的主题意境中。学生从不同的角度围绕同一主题进行多元化预测，思维得到初步发散，为后续的深入阅读做好了准备。

（教学片段二）

在读中阶段的第一个环节，引导学生略读全文，解读图片信息，为提供的故事插图编号。在阅读过程中，教师渗透圈划关键信息、做笔记的阅读策略，关注学生良好阅读习惯的培养。

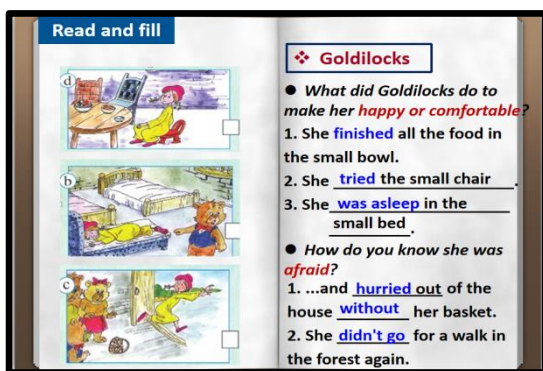


【案例分析】

本环节旨在引导学生通过解读非文本信息，克服碎片化教学的缺陷，发展学生的具象思维。第一，初小衔接童话教学关注整体阅读。学生需要在整体理解文本的基础上，将文本信息转化为非文本信息，判断图片的先后顺序。在整体阅读的过程中，学生梳理故事发展脉络，对故事情节有初步了解。第二，具象思维指具体形象思维。处于该年龄阶段的学生仍保留着小学时期的部分思维特性，具象思维活跃。解读图片等非文本信息的过程便是学生具象思维发展的过程，为图片排序的活动使信息可视化，有助于提升学生的视觉素养，激发具象思维，维持学习兴趣。并且，学生借助图片能够对金凤花姑娘的遭遇产生更直观、深刻的理解。

（教学片段三）

学生为图片排序后，教师引导学生再次观察图片，结合语篇信息推断金凤花姑娘和小熊在不同时期的情感态度。教师提问 How did Goldilocks feel? How did the Bears feel? 学生回答完之后，教师引导学生细读文本，提取相关信息填空，回答以下问题：What did Goldilocks do to make her happy or comfortable? How do you know Goldilocks was afraid? How do you know Baby Bear was sad?



【案例分析】

初小衔接的阅读教学目标由以事实性信息的列举、分类为主进阶到概括、运用、分析为主。本环节立足于此阅读目标的进阶，引导学生整合、概括文本信息，分析归纳角色情感态度变化的内在原因，从而推动学生逻辑性思维的发展。逻辑性思维指读者解读作品内容，对语篇语言进行分析综合、分类比较和抽象概括的能力。

首先，该环节能够锻炼学生推理、对比的逻辑思维能力。教师询问或追问学生人物情感类问题，不再局限于文本事实性信息的定位获取，突破了小学阶段童话教学中的浅层次问题。学生依据图片和事实性信息推断不同角色的情感态度，能够看到故事发展背后的“暗线”，把握角色情感态度发展的“隐性线索”。同时，在此过程中，学生对比金凤花姑娘和小熊的情感变化，深入思考情感变化产生的原因，从而进一步理解语篇内容和主题意义。

其次，本环节有助于强化学生分析与综合、整合与概括的思维技巧。暗示角色态度变化的细节信息散落在整个语篇，要求学生有效整合关键信息，根据相关提示概括总结金凤花姑娘和小熊态度变化的原因。在这信息综合过程中，学生不仅需要准确定位事实性信息还要运用信息解决问题，充分体现了初小衔接教学中阅读要求、认知能力的进阶。

（教学片段四）

在讨论环节，教师先提出一个浅层理解问题：**Why did Goldilocks just choose the small things?** 学生找到答案后，教师接着提出两个开放性问题，供学生分组交流与思考：**Would you choose the small ones if you were Goldilocks? What do you think of Goldilocks?** 经过激烈的讨论和思维碰撞，学生们各抒己见，从不同的角度出发表达自己的看法。有的学生认为：**Goldilocks was not polite. She tried the three Bears' food, chair and bed without telling them before.** 也有学生认为：**I think Goldilocks was very smart. She chose the things just right for her.** 最终，在积极的师生、生生互动中，共同得出结论：当面对多种选择时，应选择最合适的，做出恰当的选择，即著名的“金凤花原理（Goldilocks Principle）”。

【案例分析】

处于衔接阶段的学生高阶思维逐步发展，能够主动建构自身对话篇的意义理解。针对小学阶段童话教学主要围绕文本浅层信息、着眼于低阶思维发展等问题，本环节通过小组讨论的形式引导学生思考两个开放性问题，分析、评价金凤花姑娘的行为，以促进学生批判性思维的发展。批判性思维是对事物或者观点的判断，包含质疑、评判、反思等技能。

文本看似简单的故事情节背后蕴藏着深刻的道理。该环节设置的开放性问题充分挖掘文本的思辨点，引发学生多角度思考、评价角色的行为，实现对话篇主题的深度理解。教师设计的启发性问题拓宽了学生的思维，帮助学生理解语篇背后的情感态度与价值观，并发表自己的见解。在深度阅读的过程中，学生们深刻领悟了“金凤花原理”的文化内涵，即金凤花姑娘坚守自己的选择，不因大小、长短、好坏等因素选择事物，践行“恰好合适”的选择原理。


与此同时，有学生从小熊和自身的视角出发，提出质疑：金凤花姑娘未经他人允许私闯民宅，偷吃食物，坐坏小熊的椅子还心安理得地睡在他的床上，这样的行为违背道德准则，不值得借鉴。学生的质疑和批判打破固有的思维定势，使自身对童话故事中的人物产生更加立体化的认知。学生将童话内容迁移到生活，一定程度上丰富了童话故事的现实意义。在此过程中，学生实现了与阅读文本的真实对话，质疑、评判、反思技能得到强化，思辨能力进一步发展。

（教学片段五）

读后环节为故事接龙，学生四人一组，共同为阅读文本续写结尾。规则为：由第一位学生给出开头，组内其余学生接着上一位学生的剧情续写故事。评价表从内容、语言和展示三个方面对学生的产出进行评价。

Story chain

What would happen next?



S1 makes an beginning.
S2 follows S1's ending.
S3... S4...

Beginning:
S1: *Goldilocks*

Checklist	
Content 内容	Make an ending for the story; Each member makes at least two sentences; +2
Language	Use past tense to make the ending; Use connective words to make it logical; +2
Display 展示	Speak loudly, clearly and fluently; +2

【案例分析】

小学阶段童话教学的产出活动以复述、角色扮演为主，将学生的思维限制在原有文本，缺乏创新思维含量。基于上述问题，本环节引导学生在小组接龙中联想、创造故事的结局，锻炼学生的创新性思维。创新性思维是个体思维活动的创造意识或创造特征。

处于过渡阶段的学生具有一定的语言水平，能够创造性地表达自己地看法。因此，本环节的产出活动延伸原有语篇，充分捕捉学生思维的发散点与创作的空白点，为学生提供发挥创造性思维的空间。故事接龙的形式新颖有趣，使学生打开思路，积极参与小组合作，大胆表达自己的观点，激发了精彩的课堂生成。有学生说到：**One day Goldilocks met the three bears. She decided to say sorry to them and made good friends with them.** 可见，在新的情境中，学生能够内化所学知识，以新颖独特的观点升华语篇主题，拓展文本内涵，最终实现超越语篇的迁移。

六、案例反思

（1）闪光点：

首先，本节课立足于小学童话教学的实际问题，针对碎片化教学提出了相应的解决措施。教师整合模块教学内容，重视以完整的主题意义为指引，引导学生在整体阅读中体验故事情节的发展，建构连贯的、整合性的知识结构。学生形成单元大观念，不仅超越对零散知识的关注，还能够高效整合、运用语篇关键信息进行更高层面的认知活动，为高阶思维的培养奠定基础。

其次，本节课聚焦学生思维品质的培养，促进学生逻辑性思维、批判性思维和创新性思维的全面发展。有别于语言知识导向的课堂，教师在深度解读语篇和准确把握学情的基础上，设计了富有思维含量的学习活动，促进思维训练的系统化，将思维品质的发展落到实处。在课堂上，学生思维活跃，阅读体验丰富，分析、综合、概括、质疑、评价、创新等思维技能得到全方位锻炼，最终实现英语学科核心素养的融合发展。

最后，本节课关注过渡时期学生的认知特点与思维特性，遵循递进性、整体性的教学原则。在成长和阅读的过程中，学习者的思维从低阶向高阶发展。本节课的教学活动遵循思维发展的客观规律，在不同阶段侧重不同思维类型的培养。各环节环环相扣、衔接密切，层层深入，形成一个有机的整体，共同促进学生思维的发展。

（2）不足与改进：

然而，部分教学环节未能很好地实现语言、内容、思维的统一。批判性和创新性思维的发展以学生的语言基础和文本理解为前提。部分学生观点新颖，却无

法运用英语表达自己的观点；也有部分学生因为语言基础薄弱，未能把握语篇基本内容，而无法参与思辨性、创新性的阅读活动。因此，教师在设计激发学生思维的学习活动的同时，也要关注学生支撑思维表达所需要的基础性语言积累，为学生提供必要的支架。

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附录 1：本案例完整教学设计

Title: 7B Module 8 Story time Unit 2 Goldilocks hurried out of the house.		
Teaching objectives: By the end of the class, most students will be able to: 1. understand the plot of the story by making use of the given pictures 2. locate key information of the fairy tale and retell Goldilocks' story by using connective words 3. analyze the causes of the changes of Goldilocks and the bears by synthesizing information 4. comment on Goldilocks' deeds and have a deeper understanding of Goldilocks Principle 5. create a new ending for the story in groups by story chain		
Teaching focuses: The teacher will focus on the cultivation of students' thinking quality in terms of logical thinking, critical thinking and creative thinking.		
Anticipated difficulties: Students may find it difficult to share their ideas in English freely and create an ending for the story by internalizing what they have learned.		
Teaching method: PWP and TBLT will be adopted in the reading class.		
Teaching aids: The projector and PPT slides will be used to facilitate the teaching.		
Teaching procedures:		
Stages/Time	Activities	Justification
Lead-in (3 mins)	Activity Revision T leads Ss to review the story of Goldilocks in the last learning period. Ss go over the basic element of fairy tales, namely when, who, where, what etc.	The activity is designed to activate prior knowledge and mindset, which paves the road for the next part.

<p>Pre-reading (4 mins)</p>	<p>Activity Prediction</p> <p>T: Goldilocks finished the food in the small bowl. After that what would happen next?</p> <p>Ss show their predictions of the plot of the story one by one.</p>	<p>In this activity, students will be able to develop. In the process of predicting, students' interest will be aroused.</p>
<p>While-reading (26 mins)</p>	<p>Activity 1 Read and number</p> <p>T asks Ss to read the passage quickly for the first time and number the pictures.</p> <p>T leads Ss to take important note while reading.</p> <p>Activity 2 Read and answer</p> <p>T: How did Goldilocks feel? And how did the Bears feel?</p> <p>T guides Ss to observe the pictures carefully.</p> <p>T leads Ss to infer the emotional attitude of Goldilocks and the bears in accordance with the information in the passage and pictures.</p> <p>Ss answer T's questions.</p> <p>Activity 3 Read and fill</p> <p>Question: What did Goldilocks do to make her happy or comfortable?</p> <p>How do you know Goldilocks was afraid?</p> <p>How do you know Baby Bear was sad?</p> <p>T asks Ss to answer the above-mentioned questions by filling in the blanks.</p> <p>Ss do the exercise in the second reading.</p>	<p>Activity 1 aims to help students have a general picture of the passage. With the help of pictures, students will have a better understanding of the story and develop their visual literacy.</p> <p>Activity 2 aims to enable students to see the hidden plot behind the story and know the changes of the characters' feelings.</p> <p>Activity 3 requires students to find out the reasons leading to the changes. They can reinforce the thinking skill of analyzing, inferring, synthesizing, with the result their logical thinking will develop.</p>

	<p>Activity 4 Retell the story</p> <p>T offers some key verbs and guides Ss to retell the story by using the verbs and necessary connective words to make the retelling logical.</p> <p>Activity 5 Read and think</p> <p>Why did Goldilocks just choose the small things?</p> <p>Would you choose the small ones if you were Goldilocks? And why would you do so?</p> <p>What do you think of Goldilocks? And why do you think so?</p> <p>Ss have a discussion with the partner about the questions.</p> <p>T summarizes Ss' answer and introduce Goldilocks Principle.</p>	<p>Retelling the story is conducive to give a boost to students logical thinking.</p> <p>The aim of activity 5 is to encourage students to read beyond the text and think critically. It makes students to figure out the values of the story. Moreover, it offers different ways to evaluate a character. Students can have a deep understanding of the whole text.</p>
<p>Post-reading (7 mins)</p>	<p>Activity Story chain</p> <p>T asks Ss to make an ending for the story by imagination and using what they have learned.</p> <p>Rule: Ss work in groups of 4. S1 gives an beginning about the following part of the story. S2 follows S1's story. S3 follows S2's story. S4 follows S3's story. Altogether, you can create an ending of the story.</p> <p>T show Ss the checklist. Ss refer to the checklist and make the ending for the story.</p> <p>After rehearsal, Ss make a report and show their performances.</p>	<p>The organization form of the task is appealing. Students can integrate what they have learned in the class and exert the imagination to show their ideas in a creative way.</p> <p>The checklist is used for teacher's assessment, self-assessment and peer assessment.</p>

Homework	<p>Level A:</p> <p>Read the passage after tape.</p> <p>Show the report after class and share it with your classmates.</p> <p>Level B:</p> <p>Write the ending of the story and share it with your classmates.</p>	
Blackboard design	 <p>Module 8 Unit 2 Goldilocks hurried out of the house.</p> <p> sit down Goldilocks: embarrassed point at tired → comfortable → afraid guilty return-returned the Baby Bear: principle cry-cried happy → sad → angry </p>	<p>A clear blackboard design can not only help students make a summary of what they have learned but also have a deeper impression on the key points in the class.</p>

附录 2：本案例教学内容

Module 8

Story time

Unit 2 Goldilocks hurried out of the house.

Reading and vocabulary

1 Work in pairs. Say what happened next in *Goldilocks and the Three Bears*.

— I think Goldilocks decided to go home.

— Maybe she stayed in the house.

2 Read the next part of the story and number the pictures in the correct order. 🎧



Goldilocks and the Three Bears

Goldilocks wanted to sit down because she was tired. First, she tried the big chair, but it wasn't very comfortable. Then she tried the middle chair. It was not comfortable either. Finally, she tried the small chair. It was nice and comfortable, but Goldilocks was very heavy and soon the chair was in pieces.

She walked into the bedroom. There were three beds. She didn't like the middle bed or the big bed. The small bed was very comfortable. Very soon she was asleep in it.

The Three Bears returned. They looked at the bowls and the chairs. Baby Bear cried, "There's nothing in my bowl and my chair is in pieces!" He wasn't very happy!

Next, the Bears looked in their bedroom. They didn't notice Goldilocks at first. Then Baby Bear pointed at the little girl in his bed and shouted, "Look! There's the bad girl!"

Goldilocks opened her eyes. The Three Bears were all around her, so Goldilocks jumped out of bed and hurried out of the house without her basket. She didn't go for a walk in the forest again.

3 Match the sentences with the pictures in Activity 2.

- 1 Goldilocks opened her eyes, jumped out of bed and hurried out of the house. ☐
- 2 She tried the small chair. ☐
- 3 The Three Bears returned to their house. ☐
- 4 Baby Bear cried because there was nothing in his bowl and his chair was in pieces. ☐
- 5 Baby Bear pointed at Goldilocks. She was asleep in his bed. ☐

4 Check (✓) the true sentences.

- 1 Goldilocks liked the big chair. ☐
- 2 Goldilocks liked the small bed. ☐
- 3 Baby Bear looked in the bedroom. ☐
- 4 The Three Bears were happy to see Goldilocks. ☐
- 5 Goldilocks didn't like the Three Bears. ☐

5 Complete the passage with the correct form of the words from the box.

asleep either piece point return shout without

Goldilocks tried the three chairs and liked the small chair, but she was very heavy and soon the small chair was in (1) _____. She walked into the bedroom. She tried the middle bed, but it wasn't comfortable and the big bed wasn't comfortable (2) _____. Very soon she was (3) _____ in the small bed.

Then the Three Bears (4) _____ to their house. They walked up to their bedroom. Baby Bear (5) _____ at Goldilocks and (6) _____, "That's her! She finished my food and... look at my chair!" Goldilocks jumped up and hurried out of the house (7) _____ her basket.

Writing

6 Look at the sentences.

- 1 First, she tried the big chair.
- 2 Then she tried the middle chair.
- 3 Finally, she tried the small chair.

Now write some new sentences. Use *first*, *next/then* and *finally*.

pick up / very big bowl / didn't like / too hot

pick up / big bowl / didn't like / too cold

pick up / small bowl / like / good

7 Read the story in Activity 2 again. Imagine what will happen next. Write at least three sentences.