

# Create a Situation Rich in Imagination, Read and Express——Take the Teaching of the First Lesson of "Where is the Fog" in the Second Grade of Primary School Chinese as an Example

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**Abstract:** "Where is the fog" is a reading text in the seventh unit of the second grade of primary school Chinese in the unified edition. The humanistic theme of this unit is "the beauty of imagination", and the language element is to develop imagination and obtain a preliminary emotional experience. "Where is the Fog" is an interesting fairy tale. The language of the text is lively and full of childlike innocence, which fits the age characteristics of children in lower grades. According to the characteristics of the text and the characteristics of the students, in the teaching, through the creation of life situations, combined with the students' actuality, and the way of writing paragraphs, the students are guided to read the naughty "fog", taste the charm of the language, and lead the students to enter the colorful imaginary world.

**Keywords:** Creating a Situation; Reading Perception; Imaginative Expression

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## Teaching objectives

A. use a variety of methods to memorize "fog", "Amoy", "dark", "street" and other 12 new words, can write "on", "shore", "house" 3 new words. Understand the meaning of words like "shore" or "even" dark "by using context, pictures, etc.

B. Read the text correctly, fluently and with emotion. Combined with a variety of situations, experience the fog children's "naughty", read the tone of the fog children when speaking.

C. Understand the changes in scenery when fog comes, and learn to use "whatever... Or... All..." Tell me what the scenery looks like when the fog comes.

**Teaching focus:** read the tone of the fog children said, combined with a variety of situations to experience the fog children's "naughty".

**Teaching difficulties:** Understand the changes of scenery when fog comes in combination with the situation, and learn to use "whether... Or... All..." Make an imitation.

**Teaching preparation:** courseware, word card

**Teaching process:**

### 1. Link life, interest lead fog.

(1) The conversation leads into the fog.

(a) What did you see on your way to school today? "He said, showing a picture of the fog.

(b) What does the fog look like in your eyes?"

(2) Today, the teacher invited the fog children to the class, let's call it a name (students read "fog").

(3) Remember the fog. Fog is composed of a lot of small water droplets together, so above is a rain word, the following word also Read wu. So this is a -- a phonogram.

(4) The fog children are playing hide-and-seek with the children. Let's go into today's text and find out where the fog is. Who is it?

Can you read a project well? If you were asked to punctuate a topic, what would you add? (Question mark) Can you read the tone with the question mark? (reading by name) However, punctuation is usually absent from the project, so we keep the question mark to ourselves and read it together.

## 2. The overall perception, the first understanding of fog.

### 2.1 Clear the vein, first know naughty

What kind of fog child is this? Where did he go? Please read the text freely. The requirements are as follows: ① read the correct pronunciation, read the sentences, and read the difficult places several times. ② Think, what kind of child is the fog? Where did he come to?

(a) Who can tell you what impression the fog child in the story made on you? (Naughty) Where did you see that? Once upon a time there was a fog. He was a naughty boy.

(b) There is a new word in this sentence. It is Tao. Who can read it well? (Read by name and in full)

(c) What does "naughty" mean? (Naughty, naughty) Read the sentences and read the naughty tone.

(d) Where did the naughty misty child go? Please circle the relevant words with a pen.

(e) Who can use "Fog Kid first... And then... And finally..." What about the sentence pattern? (Board: Over a city on the shore of the sea)

(f) Here is an interesting word. This is the evolution of it. It has mountains, water and land on it. ("Shore") (board writing) Look! This is a long coastline, and on this side of the coastline is the water, so where is the coast? The teacher concludes: Originally, the land near the sea is called the coast; Then the land near the river is -- "the bank"; The land near the lake is -- "lakeshore".

### 2.2 Emotional reading, understanding naughty

(a) What do the naughty children of fog hide when they come to these places? Read the text and underline what the fog child says and circle what it is hiding.

(b) Students communicate and teachers randomly appear relevant sentences.

"I will hide the sea."

"Now I will hide the sky with the sun."

"Now I will hide the shore."

"I'm going to hide myself."

(c) From the words of the fog child, we know what the fog child hides? (Sea, sky, sun, shore, himself), where does the fog child plan to hide these things? Who's going to stick them in the right place? (Students posted on the board: sea, sky, sun, coast, oneself)

(d) What a naughty fog child, who will be the fog child, read the first sentence?

Show me: "I will hide the sea." (guide reading) What a big voice, the endless sea has been hidden by you, really impressive!

(e) The fog child not only hid the sea, he also wanted to hide the sky and the sun, is he big talk? Can you read this sentence well?

Show me: "Now/I will hide the sky with the sun." (instructing the reader) You read with a certain swagger, that's how the naughty boy Foggy looks. Now the teacher adds a little magic wand, pause carefully, and who will try again?

(f) The fog child hides the sea, the sky and the sun. Is that enough? He also said that...

Show me: "Now I will hide the shore."

"I'm going to hide myself."

(The students read the last two sentences with the feeling of the first two sentences) This is really a naughty, naughty fog child!

[Design intention] Reading words correctly, reading sentences, reading fast in the text to find the key information is a skill that the lower grade students must master. When teaching, teachers focus on the central word "naughty" to help students clarify the context of the text: "Where did you go? What is it?" Two questions for guidance, let the students again into the text meditation reading. After students have figured out where the fog has been, they can use "first... And then... And finally..." On the one hand, it helps students

construct a complete content framework and understand the general idea of the text. On the other hand, it also timely conducts speaking training to students, which promotes the development of students' thinking. The teaching of "An" can be described as ingenious, combining the teaching of character theory, stick figure and actual life to achieve a perfect fusion of form and meaning. "Reading the tone of the voice of the fog children" is the focus of the teaching of this lesson. Teachers from the simple to the deep, from easy to difficult, through the teacher's language description, stop small stick guidance and students practice reading and other ways, really appreciate the fog children naughty, at the same time, students reading ability has been qualitative improvement.

### **3. Imagination practice speaking, deepening fog.**

#### **3.1 Fog flies out to sea**

The fog child hid so many things. What was the scene after hiding them? We followed the fog child to the sea first. 1. Read paragraphs 2-4 together. 2. What was the scene like when the Fog child hid the sea? Draw it in a wavy line.

##### **3.1.1 Find out the scene and read aloud**

(a) "Neither the sea, nor the ships, nor/the blue distance, are to be seen."

(b) "All of a sudden, the sky, and/or the sun in the sky, were darkened."

Teachers guide the reading, imagine the picture, pay attention to the pause.

##### **3.1.2 A variety of methods to understand the meaning of the word**

(a) Teaching "dark"

① This "dark" character is the new word we are going to learn today. Who has a good way to remember it? (Exchange memorization method, plus one plus.)

② Dark left is "day", indicating that the dark word and the sun irradiation, if the sun did not irradiation, the place will become dark, the sun can shine to the place is - "bright", so the antonym of "dark" is "Ming". See, we can also better understand the meaning of "dark" by using antonyms.

③ You see, at that time, everything was indistinctly seen, as if it were covered with a cloth. Can you read it with such a feeling? Read by name.

(b) Teaching "Instant"

① Children, is it getting dark around? From what word? (in an instant)

② What does it mean in an instant? Can you find it a synonym friend? Yes, our fog kids have a knack for making everything dark in a very short time. So when we say this word, we need to say it fast. Guide the reading.

##### **3.1.3 Create situations and imitate skillfully**

(a) The sight of the sea has changed so much because of the appearance of the fog child. Look, students, these two sentences use several magic words (whether... Or... All...) Such a succession, the ability of the fog child is greater! Who can read the power of fog children?

(b) Write "theory", pay attention to the structure: look, there is a new word hidden here! The "theory" of "no matter" is a word of left and right structure. How can we write this new word well? (left narrow right wide) normal write, born book empty.

(c) From imitation to creation, training speech

① Show me the passage from the Scene Song: a seagull, a sailboat. A warship, a harbor. Who can use "whatever... Or... All..." Now, what else is missing from the sea when the fog child comes? Speak by name.

② Show me the picture of the beach. In groups of four, tell me what other things the fog child has hidden. The students said to each other, and the teacher answered by name.

③ Connect with the reality of life: what a coincidence today! The fog child came to us. Who can tell, in the context of what has been seen this morning, what other things the fog hides?

Imagine reading aloud and feel the picture: The ability of fog children is really big! Let us praise the naughty fog child. Read paragraphs 2 through 4.

## 3.2 The fog comes to the shore

The naughty fog child became more and more hidden, and he came to the coast. Hide the coast and the city. Read paragraphs 5 and 6 quickly. What does the child hide in the city?

Students communicate and teachers show the hidden things: houses, streets, trees, Bridges, pedestrians, small black cats

Show the picture of "street" to understand different forms of street. We see them a lot in our daily lives. Can you name them?

Show the famous street names in Wuxi (Nanchang Street, Pedestrian street, Food street).

Experience fog from "Even" :

(a) (show pictures) There were large -- houses, tall -- trees, wide -- streets, long -- Bridges, and places to hide walking -- pedestrians and little black cats.

(b) Big or small, moving or stationary. Fog Kid can hide what he wants, he's a real deal! Which word in the text shows the power of fog is particularly great? Show: The word "even". Can you read it well? Read by name (note the warped tongue)

(c) Reading experience: The ability of the fog child is so big, who can read the fog child's fierce? Guide the reading.

3.3 Music reading, praise fog

The Fog child flew over the sea and came to the shore. How happy he was! Let's read paragraphs 2 -- 6 with this feeling in mind. (The three children read what the fog child said) The other students read what they just found.

### 3.3.1 Three students read what the fog child said and the other students read what they saw.

[Design intention] The focus of this lesson is to appreciate the naughty children of fog and understand the expression of text language. In teaching, the teacher design ingenious, the teaching of new words, sentence understanding, sentence pattern training and emotional reading organically integrated into a whole, reflecting the character of the word, the word is inseparable from the sentence. The whole link is organized and progressive. The method of memorization is flexible and diverse, or find antonyms, or combine the picture and the reality of life, a variety of teaching methods, so that students are interested in learning. And "whether... Or... All..." The imitation of sentence patterns is more of a method, a gradient, a level, from the point to the surface, from the imitation to the creation, from the class to the extracurricular, so that the language elements really take root. The final score reading, the students and the emotion of the text to achieve a perfect unity.

## 4. Compare and relate and learn to read

(1) Finally, the fog child also hid the two new words we are going to learn today, you see (show shore, house)

What do they have in common?

(2)Presupposition:

(a) There are many horizontal strokes with "skimming".

(b) Narrow at the top and wide at the bottom like a mountain.

4.3 Teacher writing, student practice writing, exhibition and evaluation.

[Design intention] Writing instruction is an important link in the teaching of literacy in the lower grades. It is more helpful for children to choose characteristic and common new words for comparative learning. "Bank" and "house" have a lot in common between them, both should be written on the narrow bottom wide, have the key stroke "prime" and so on. The teacher's writing demonstration and the explanation of the key strokes all play a good demonstration role for the students. The comments are also methodical and targeted, which better promotes the improvement of students' writing ability.

## 5. Summarize and extend, leaving the imagination.

What happens when the fog child hides himself? We'll talk about it next time.

Teaching evaluation:

### 5.1 Learning words in literacy and seeking truth in interest

Literacy teaching is an important part of low level Chinese teaching. In the teaching of this course, literacy runs through the

whole teaching process. In the vivid language environment, students have strong interest in learning words. Teachers have various teaching methods, lively teaching forms, interesting word and theory teaching, vivid stick figure, rich pictures, search for antonyms, so that the whole class of literacy teaching is full of color, students' literacy is rich and interesting, image and smart, full of tension, contains interest. Such literacy teaching not only broadens students' thinking and enriches their imagination, but also makes literacy more effective.

## **5.2 Reading and comprehension, reading the connotation of the method**

The new curriculum standard clearly points out: Chinese reading teaching should pay attention to reading aloud. Let the students read aloud fully, perceive the whole in reading, cultivate the sense of language in reading, and be influenced by emotions in reading. In the teaching of this lesson, the teacher is good at creating situations, so that students can imagine reading aloud from the heart, and then timely provide precise guidance of word sounds, pauses and feelings, and build scaffolding to promote students to master words, understand the meaning of sentences, and experience emotions in reading aloud. Besides, various forms such as free reading, role reading, and imaginary reading with music are used to stimulate students' interest and enthusiasm in reading aloud. At the same time, give direct and in place evaluation, so that students learn to read and fall in love with reading, which is very helpful to the improvement of students' reading ability. The stepwise teaching strategy guides students to deepen their understanding from the first reading, then reading to imaginary reading. They walk into the text again and again and have a better grasp of the emotion of the text.

## **5.3 Practice speaking imaginatively and draw inferences**

Listening, speaking, reading and writing are the basic abilities that students need to master in learning Chinese. The cultivation of expression ability is also an important goal in Chinese class. It is the critical period for students to cultivate their "reading" and "speaking" ability. Effective expression training can promote the development of students' thinking and enrich their imagination, thus laying a solid foundation for the cultivation of writing ability. When teaching, teachers are good at using the text, in the link design clever integration of speaking training, the use of "first... And then... And finally..." "And" whether... Or... All..." "Sentence patterns help students to understand the meaning of the text, comb through the context, construct the framework, on the basis of understanding the meaning of the text, help students learn to transfer, guide students to combine the content in and out of class to practice and consolidate speaking, so as to stimulate students' thinking and imagination, implement speaking training.

The design of the whole class is very exquisite, integrating literacy, reading, imagination, practice and speaking into one, to achieve the optimization of classroom teaching. Students in this kind of classroom teaching Chinese comprehensive ability has been really improved.

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