

西游记绘本启蒙课完整教案：四个环节这样串

这节课四十分钟，给一二年级上，材料选画面大、文字少的西游记绘本。四个环节按「认识—听故事—说感受—画一画」的顺序串起来，下面逐个写清怎么做。

环节一，认识孙悟空，八分钟。教师出示绘本里孙悟空的大图，先不报名字，问「猜猜他是谁」。学生喊出答案后，带全班做三个动作：手搭凉棚望远、挠手背、假装从耳朵里掏出东西放在手心。每个动作配一句「孙悟空会……」，学生跟着说。一二年级靠身体记人物，三个动作比讲身世管用。安全提示：挠手背时指甲剪短，掏耳朵的动作只比划，不碰自己耳朵。

环节二，教师讲三打白骨精片段，十二分钟。讲之前立一条规矩：白骨精变人的画面，老师翻页前会先说「要变啦」，害怕的同学可以闭眼。讲的时候用三声「打」做节奏：第一打，教师拍一下手，问「孙悟空为什么打」；第二打，拍两下手，让一个学生答；第三打，全班一起拍手回答。故事停在「师父念紧箍咒」这一页，不往下讲，留悬念。低年级听故事要留出口：讲到悟空被赶走，问一句「你想对悟空说什么」，让情绪有地方放。

环节三，学生说感受，八分钟。传一支「金箍棒话筒」（一根黄色塑料棒），拿到的人才说话。给两个句式任选：「我喜欢____，因为____」「我看到____的时候，心里____」。学生说「白骨精是坏人」也接住，追问「她变老婆婆骗人，你上当了吗」，把感受往细节带。不纠正观点，不要求完整句，愿意开口就算达标。

环节四，画一画，十分钟。发白纸和彩笔，题目「你想画故事里的谁」。可以画孙悟空，也可以画老虎、白骨精变的老婆婆，画什么都行。教师巡视时只问「你画的他在做什么」，不评「像不像」。画完贴到黑板上的「我们的西游记」展区，家长接孩子时能看到。剩两分钟，全班指着展区喊出自己喜欢的角色名字，课在喊声中结束。

时间分配：八加十二加八加十加两分钟机动。整节课的安全点集中在两处：动作环节不碰脸，讲故事环节预告恐怖画面。趣味点也明确：动作、拍手节奏、话筒、展区，每十分钟换一次形式，低年级坐不住的问题就解决了。

A Complete Picture-Book Lesson Plan for Journey to the West: Linking the Four Stages

This forty-minute lesson is for first and second graders, using a Journey to the West picture book with big pictures and little text. The four stages run in the order "meet—listen—share—draw," linked as follows, with each stage spelled out.

Stage one: meeting Sun Wukong, eight minutes. Show the large picture of Wukong from the book without naming him, and ask "Who is he? Guess." After students shout the answer, lead three actions: hand over eyes like looking far away, scratch the back of the hand, pretend to pull something from the ear and place it in the palm. Pair each action with "Sun Wukong can..." and have students say it. Lower grades remember characters through their bodies; three actions work better than a biography.

Safety notes: keep nails trimmed for the scratching motion, and the ear gesture is only pretended, never touching one's own ear.

Stage two: the teacher tells the Three Strikes against the White Bone Demon episode, twelve minutes. Before starting, set one rule: before turning a page with the demon transforming, the teacher will say "It's changing!" and scared students may close their eyes. Use three "strikes" as rhythm: for the first strike, clap once and ask "Why did Wukong strike?"; for the second, clap twice and let one student answer; for the third, the whole class claps and answers together. Stop the story at the page where the master chants the tightening spell, leaving suspense. Young listeners need an outlet: when Wukong is driven away, ask "What would you say to Wukong?" so the feeling has somewhere to go.

Stage three: students share feelings, eight minutes. Pass around a "golden staff microphone" (a yellow plastic stick); only the holder speaks. Offer two sentence frames to choose from: "I like ____ because ____" and "When I saw ____, I felt ____ inside." Accept "the demon is bad" and follow up with "She tricked people as an old lady—did you fall for it?" to guide feelings toward details. Do not correct opinions or demand complete sentences; simply speaking up counts as meeting the goal.

Stage four: draw, ten minutes. Hand out paper and colored pens with the prompt "Who from the story do you want to draw?" Wukong is fine, and so are the tiger or the old lady the demon becomes—anything goes. While circulating, the teacher only asks "What is he doing in your picture?" and never judges "Does it look real?" Finished drawings go up on the blackboard gallery called "Our Journey to the West," visible to parents at pickup. With two minutes left, the class points at the gallery and shouts their favorite character's name, and the lesson ends in that shout.

Time allocation: eight plus twelve plus eight plus ten, plus two buffer minutes. Safety concentrates in two places: no touching faces during actions, and warning before scary pages. The fun elements are equally clear: actions, clap rhythm, the microphone, the gallery—switching format every ten minutes solves the fidgeting problem of lower grades.