

《通城学典·预学案（9年级上册）》

图书基本信息

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作者：李妍娟 编

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编辑推荐

自主性：预学是学生自主学习的环节，需根据各年级学生的年龄特点和认知水平，有意识地激发和培养学生的自主学习能力，以逐步实现其“主体”地位。

启导性：预学应立足于教材，但教材的知识讲解限于篇幅，不可能十分充分，因此，只有予以必要的启发和指导，才能确保学生自主预学的针对性和有效性。

基础性：预学阶段还处于学步阶段，主要是引导学生初步了解和掌握每课时的基础知识及其形成过程，并运用基础知识（重点知识）解决一些较为简单的问题。

衔接性：预学作为教学案或导学案的重要组成部分，具有温故知新和衔接课堂的重要特征，应逐步地承担传统课堂教学中的部分讲解功能，为实现高效课堂奠定基础。

情趣性：预学具有学生自主学习的特点，应力求使学生易于接受、乐于接受。因此，在体例设计、语言表述、版面格式等方面均注意切合学生的年龄特点。

自主预学，确立学生主体地位，精心设计，注重学生预学效果，先学后教，真正实现高效课堂，打造新型教辅，推行预学模式。 改变传统教与学模式的创新之作。

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