**《丽声经典故事屋》（第一级）**

***The Big Carrot* 教学设计**

**四年级 陆双英**

**一、教学目标**

* 知识目标：能够通过已有经验及图片的帮助，理解故事大意；通过观察图片细节，推测故事发展；完成视觉词的朗读，提升阅读流利度。
* 能力目标：能够基于故事内容进行思考和讨论，完成阅读任务；能够对故事进行简单复述；能够发挥创意，改编故事。
* 情感态度和价值目标：能够通过阅读该故事体会到阅读的快乐；能够联系实际批判地思考问题。

**二、教学重点**

* 学生能够流利且有感情的朗读和复述故事。

**三、教学难点**

* 学生能够基于故事进行讨论，对故事进行创意改编。

**四、教学用具**

* 故事书
* 课件
1. **教学过程**

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| **Step 1 Warm up**教师提问：* What can you see?
* What is the old man doing?
* What is he tugging?
* Do you think he can tug it up? Why/why not?
 | **设计意图：**在阅读故事之前，进行话题的导入，激活学生的已知和兴趣，为后面的阅读做准备。 |
| **Step 2 Cover Talk**教师提问：* What can you see from this picture?
* What the title of this story?
* What will this story talk about?
* Can this old man tug the big carrot up?
 | **设计意图：**通过认识封面、作者、插图作者等信息，培养学生好的阅读习惯及文本意识；通过预测故事，培养预测能力，提高阅读兴趣。 |
| **Step 3 Picture Walk*** 呈现故事第2页

教师提问：* What is the old man doing?
* What’s his name?
* Can Tom get the big carrot? Can he tug it up?
* Who will come to help?
* Can you show me the action of tugging?
* 呈现故事第3页

教师提问：* Where was the gingerbread man?
* Who comes to tug with Tom?
* Can they get the big carrot?
* Who will come to help?
* 呈现故事第4页

教师提问：* Who comes to help with Tom and Ifra?
* What’s his name?
* Can they get the big carrot?
* Who will come to help?
* 呈现故事第5页

教师提问：* Who comes to tug with Tom, Ifra and Nick?
* What’s her name?
* Can they get the big carrot?
* Who will come to help?
 | **设计意图：**教师带领学生进行图片环游，预测故事情节，培养学生预测及提问的能力。 |
| **Step 4 Read & Find*** Who come to help?
* Do they get the big carrot?
* 呈现故事第6页

教师提问：* Who comes to help?
* Who will come to help?
* 呈现故事第7页

教师提问：* Who comes to help?
* Can they tug the big carrot up?
* 呈现故事第8页

教师提问：* What do they shout when they tug?
 | **设计意图：**让学生带着问题进行思考和讨论，预测故事内容，完成阅读任务。 |
| **Step 5 Predict & Read*** Can they tug the carrot up?
* What will they do with the carrot if they tug it up?
* 呈现故事第9-11页

教师提问：* What do they do with the big carrot?
* Is everyone happy with the big carrot?
 | **设计意图：**带领学生进行预测，带着问题阅读，完成独立阅读任务，对故事进行分析。 |
| **Step 6 Group Discussion*** Do you like the ending?
* Have you read other similar stories? What’s the differences?
 | **设计意图：**通过分析故事情节，培养批判思维能力。联系自身实际，进行思考和迁移。 |
| **Step 7 Reading Fluency: Sight words** | **设计意图：**通过对视觉词的认读，提升阅读流畅度，为后面的朗读环节做准备。 |
| **Step 8 Reading Fluency: Read & Listen** | **设计意图：**让学生进行首次朗读，随后通过听原声朗读纠正发音，同时模仿语音语调，提升阅读准确度。 |
| **Step 9 Reading Fluency: Read by yourself** | **设计意图：**学生小组朗读或独立朗读，通过大量的朗读提升阅读流畅度。 |
| **Step 10 Retell the story** | **设计意图：**通过复述及表演，培养学生对文本创意性的表达，加深对文本的理解，巩固、内化故事内容。 |
| **Step 11 Draw & Write*** Can you come up with a different ending of this story? Talk to your friends and try to draw/write it down.
 | **设计意图：**对故事结尾进行创意改编，以读促写，实现拓展和迁移。 |

**六、家庭作业**

* Read this story with emotions.
* Now you have a big potato and you want to tug it up. Who will come to help? Will you tug it up? What will you do with it? Make up a new story and talk to your friends.