**《丽声经典故事屋》（第六级）**

***The Frog Prince*教学设计**

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**一、教学目标**

* 知识目标：学生能够用阅读圈的方式，互助完成故事大意的理解及关键信息的提炼；通过故事发展，体会人物性格；了解故事内涵。
* 能力目标：能够复述及表演故事；能够根据阅读圈中自己的角色深入挖掘文本。
* 情感态度和价值目标：通过阅读该故事体会到阅读的快乐；能够对故事中的人物进行分析及评价。

**二、教学重点**

* 学生了解阅读圈阅读的形式；学生能够分析故事中的人物性格并对其进行评价。

**三、教学难点**

* 学生能够发现并总结出故事内涵。

**四、教学用具**

* 故事书
* 课件
* 板书图文卡片
* 角色头饰

**五、教学过程**

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| **Step 1 Warm up*** 教师通过故事地图呈现故事主题。
* I think all of you are very familiar with the story “The Frog Prince”.
* The Frog Prince is a very old tale, first written by the Brothers Grimm.
* It tells the story of a princess who promises to be a frog's friend after he rescues her ball from the pond.
* Now let’s review it through the story map.
* 教师可以用板书或是大纸将学生的答案写在故事地图上。
* Who are the characters?
* What is the setting?
* Can you say any major events?
* What is the ending of the story?

  | **设计意图：**该故事是学生比较熟悉的经典神话故事，教师通过故事地图的形式激发学生旧知。 |
| **Step 2 Cover Talk*** 呈现第4页ppt
* Today we are going to read this story rewritten by Pippa Goodhart and charmingly illustrated by Yannick Robert.
* Let’s see if there are any differences between them.
 | **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。 |
| **Step 3 Reading Circle** （阅读圈）* 呈现第5页ppt,介绍阅读圈。

小组成员按意愿进行分工，确定每位成员的角色。教师分别解释每个角色的具体要求。全体学生在给定的时间（20分钟）内完成阅读。在组长的组织下完成小组讨论并填写任务单。（教师在组间巡回走动，给与学生必要的帮助及指导。）* 呈现第6页ppt, 介绍Discussion Leader。
* Raise two questions based on the text and write down your answers. You can ask questions about details or main ideas.
* Share your questions with your group. You can say, “My first question is …The answer to it is …”(*Give your answers* and *note the page numbers* where the answers/ideas can be found.)
* Ask your group what they think of your questions and raise another one. You may ask, “What do you think of my questions? Do you have other questions?”

Question1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Answer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­.Question2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.Answer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* 呈现第7页ppt, 介绍Summarizer。
* Summarize the *important information*. (Characters, settings, etc.)
* Summarize the important parts of the *story in sequence.*
* Write in your *own words*.
* 呈现第8页ppt, 介绍Connector。
* Write down your feelings after reading the text and what the text makes you think of. You can connect the text with our real life. What can you learn from the text? Share your connections in your group. Ask your group’s connections.
* 呈现第9页ppt, 介绍Word Master。
* Collect five words or phrases from the story. Choose the words that are new or difficult to understand or important for the text. You can also choose those that you think are very good and useful.
* Share your words with your group. Choose one word and explain why you have chosen it.
* Ask your group to add more words.
* Ask your group to add more words.

I have collected the word\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (*Note the page numbers* where the words can be found.)* 呈现第10页ppt, 介绍Passage Person。
* Find the sentences or paragraphs that *are important, informative, surprising, funny, confusing, well-written*.
* 教师随机抽取任何一组或任意角色进行全班汇报。
* 教师呈现第12页ppt, 引导学生独立默读故事。
* Please read the story silently from the beginning to the end.
* 教师呈现第13-17页ppt, 引导学生根据故事内容及学生分享情况展开讨论。

P13* Why do you think the Princess did not want to play with the Frog?

P14* The ugly Frog was a beautiful Prince inside. How else might the Princess have discovered this, without putting Frog on her pillow?

P15* What happened to make the princess change her mind?
* Did it mention in the story?
* If you were the writer, what would you do?

P16* Which character do you like best? Why?

P17* What do you learn from this story?
 | **设计意图：**该级别学生语言能力可以尝试独立完成阅读，由于学生对故事情节比较熟悉，因此可采用阅读圈的方式完成文本的阅读。**设计意图：**学生根据自己的角色，经过独立思考、小组讨论、全班汇报、整理任务过程，完成自己的角色任务。旨在训练学生的阅读理解能力、写作能力及思辨思维能力。**设计意图：**与学生自身建立联系引发学生思考。**设计意图：**引发学生深度思考，了解文本背后的深刻内涵，提升学生高阶思维能力。**设计意图：**培养学生分析故事中的人物性格并对其进行评价。 |
| **Step 4 After Reading*** 教师呈现第18页ppt, 引导学生听读故事。
* 教师根据课时安排组织学生进行分角色朗读或表演。
 | **设计意图：**让学生听原声朗读的同时注意语音语调，为后续表演做准备。**设计意图：**通过表演，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。 |

1. **家庭作业**
* 听读故事。
* 复述故事。