**《丽声经典故事屋》（第三级）**

***Chicken Licken*教学设计**

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**一、教学目标**

* 知识目标：学生能够通过阅读故事，快速查找Licken在知道真相前后的信息；能够根据人物的行动、语言和表情分析人物的心理；能够对故事中的人物进行简单评价并阐述原因。
* 能力目标：学生能够结合故事简单分辨chicken，hen，duck，cock四种禽类的含义；能够感知和分辨故事中的押韵词；能够跟着录音朗读故事并体会人物的感情。
* 情感态度和价值目标：学生能够总结出不能轻信传言，要靠思考和实践去判断真伪的道理。

**二、教学重点**

* 学生能够结能够根据人物的行动、语言和表情分析人物的心理。
* 学生能够能够跟着录音朗读故事并体会人物的感情。

**三、教学难点**

* 能够对故事中的人物进行简单评价并阐述原因

**四、教学用具**

* 故事书
* 课件

1. **教学过程**

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| **Step 1 Warm up**  Before starting class, the teacher assigned some students to come to front to show how rumor is spread.  Student A having a bag in hand (to Student B): Here is a monster in it.  Student B (to Student C): Here is a big monster in it.  Student C (to Student D): Here is a big green monster in it. Don’t open it!  Student D (to the whole class): Here is a big green monster in it. Run away!  T: What is in the bag?  (Open the bag, only to find there’s nothing in it.)  Ask ss to discuss the following questions:   * Why do you think they believed what they heard? * Why do you think they kept spreading the rumor? | **设计意图：**  在阅读故事之前让学生感知流言的传播和影响力，引出故事主题，激发学生思考。 |
| **Step 2 Pre-reading**  Ask ss to see the picture and talk about it.   * What animals do you see in the picture? * Where are they? * What happened to the chicken? * How did the chicken feel? | **设计意图：**  通过观察Licken被东西砸中的图片， 引导学生讨论和推断。 |
| **Step 3 While-reading**  Ask ss to read the title.  Ask ss to point Chicken Licken in the picture.  Lead ss to find the rhyming parts in “Chicken Licken”.  Ask ss to think about why Chicken Licken is running.   * 1st Reading   Ask ss to read through the book fast to find out:   1. What did Chicken Licken think fell on her? 2. What fell indeed?  * 2nd Reading   Ask ss to listen and follow the audio of the whole story to find out:   1. Who are these characters? 2. How did they feel when they were told the sun fell?   Lead ss to infer character emotions by actions, words and facial expressions.  Ask ss to find out the word to describe their actions. (run)  Ask ss to discuss why they ran.  Ask ss to read their lines and imitate the audio.  Ask ss to find out the repetitive part of speech.  Ask ss to imitate Duck Luck.  Ask ss to infer how Duck Luck felt.  Ask ss to infer how Chicken Licken felt in the end by imitating and observing her face.   * 3rd Reading   Ask ss to read for the 3rd time and try to evaluate and justify.  Ask ss to find clues to justify Duck Luck is wise. | **设计意图：**  老师带着学生观察封面，引导学生找出押韵的部分；鼓励学生思考Licken奔跑的原因。  第一遍速读，培养学生查读策略。  第二遍精读，让学生跟读全书，体会语音语调；找出书中所有人物； 根据人物的行为、语言和表情，推断他们的心情。  第三遍阅读让学生总结和评价人物。 |
| **Step 4 Post-reading**  Ask ss to find out more rhyming words.  Match the animals with their location.  Ask ss to act out in groups.  Ask ss to think about what they have learned from the story. | **设计意图：**  引导学生找出更多押韵词。  通过故事， 拓展更多农场地点词汇。  通过分角色表演， 体会故事中人物的感情， 提升口语流利度和表达能力。  培养孩子创造力和辩证思维力。 |

1. **家庭作业**

* 听读故事，模仿每一个人物的语音语调。
* 思考自己是否听过一些未经证实的传言，应该怎样处理。