**《丽声经典故事屋》（第三级）**

***Right for Me* 教学设计**

常州市三河口小学 周锭

**一、教学目标**

* 知识目标：学生能够通过阅读故事，快速了解小女孩在森林里的经历；能够在精读中简单归纳小姑娘如何挑选出适合自己的物品；能够根据人物的行动、语言和表情分析人物的心理；能够结合故事想象人物的语言；能够对故事中的人物进行简单评价并阐述原因。
* 能力目标：学生能够结合故事理解 right for me，it’s no good…的含义并正确使用；能够尝试描述一些感受；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：学生能够深刻的理解不能未经许可使用别人物品的道理。

**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。
* 学生能够结合故事理解right for me，it’s no good…的含义并正确使用。

**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。
* 能够在精读中简单归纳小姑娘如何挑选出适合自己的物品。

**四、教学用具**

* 故事书
* 课件

1. **教学过程**

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| **Step 1 Warm up**  Demonstrate situations for ss to discuss “which is right for you?”   * Which one is right for you when it’s summer / winter? | **设计意图：**  引导学生讨论并思考不同情况下， 什么最适合自己， 熟悉语言和话题。 |
| **Step 2 Pre-reading**  Ask ss to see the picture and talk about it.   * What are in front of the little girl? * Which one is right for her? | **设计意图：**  通过观察小女孩的不同图片， 讨论和思考哪个适合她， 激发阅读兴趣，熟悉dish, chair, bed, right for等词汇或表达。 |
| **Step 3 While-reading**  Ask ss to read the title.  Ask ss to look at the picture and discuss:   * What’s the girl doing? * What’s in the bowl? * How does she feel? * Read the words on the bowls and guess what they mean. * 1st Reading   Ask ss to read through the book fast to find out:   1. What did she see in the wood? 2. Whose home was it?   Ask ss to circle the “log cabin” in their book.  Ask ss to describe the log cabin they see in the picture.   * 2nd Reading   Ask ss to listen and follow the audio of the whole story to find out:   1. How did the girl know which is right for her? 2. How did the Bears feel when they found someone breaking in?   Lead ss to infer character emotions by words, expressions and tones.  Ask ss to observe Bears’ faces to discuss their feelings.  Ask ss to read the words to experience their feelings.  Ask ss to read their lines and imitate the audio.   * 3rd Reading   Ask ss to imagine why they were no good and what the girl may say in groups. | **设计意图：**  老师带着学生观察封面， 引导学生发现并读出碗上的字，猜测这些碗是谁的。  第一遍速读， 培养学生查读策略。体会和应用“log cabin”这个短语。  第二遍精读，让学生跟读全书，体会语音语调； 概括归纳小姑娘如何挑选适合自己的物品； 根据人物的行为、语言和表情，推断他们的心情。  第三遍阅读让学生想象和表达； 鼓励学生想象和表达小女孩如何描述这些物品。 |
| **Step 4 Post-reading**  Ask ss to discuss their opinions.   * What do you think of the girl? * Would you mind if others use your belongings without your permission?   Ask ss to justify.  Ask ss to act out in groups.  Ask ss to think about what lesson the little girl has learned. | **设计意图：**  引导学生评价小女孩的行为， 并讨论自己是否介意别人未经许可使用自己的物品； 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。
* 思考小女孩被熊发现后会说什么和做什么。