**《丽声经典故事屋》（第二级）**

***Dick and His Cat*教学设计**

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**一、教学目标**

* 知识目标：通过学生已有经验及图片的帮助，理解故事大意；通过观察图片细节，体会人物情绪，推测故事发展；了解故事原型及背景文化相关知识。
* 能力目标：能够基于故事内容发展续编故事。
* 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**

* 学生能够有感情的朗读故事；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**

* 学生能够独立阅读故事并找到主旨信息。
* 学生能够基于故事内容发展续编故事。

**四、教学用具**

* 故事书
* 课件
* 板书图文卡片
* 角色头饰

1. **教学过程**

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| **Step 1 Warm up**   * 教师建立情境呈现故事主题。 * Do you want to be rich? Why? * What would you do if you were rich? | **设计意图：**  在阅读故事之前， 激发学生关于富有的认知， 情境下呈现故事主题。 |
| **Step 2 Cover Talk**   * 教师呈现第3页PPT   教师提问：   * What is the title of the book? * Katie Adam is the rewriter and Sue Mason is the illustrator. * What do you think this story is talking about? | **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； 通过封面学习引发学生对故事情节的预测。 |
| **Step 3 Picture Walk**   * 教师补充故事中没有体现的背景知识，呈现第4页PPT   教师提问：   * A long time ago there was once a poor boy called Dick. * He had no mummy and daddy to look after him so he was often very hungry. * He lived in a little village in the country. * He’d often heard stories about a faraway place called London where everybody was rich and the streets were paved with gold. * Therefore, Dick wanted to be rich and he got his bag and went for London. * 呈现第5页PPT   教师提问：   * After a few days he was so hungry and he sat on the doorstep of a rich man’s house. * The man got Dick a job. * What do you think of this man? * 呈现第6页PPT   教师提问：   * He found a lot of rats in the kitchen. * If you were Dick, what would you do? * 呈现第7-10页PPT，遮挡话泡。   教师提问：   * He saved up all his pennies and got a cat. * Do you think it is a good idea? * The cat was a very special cat, she was the best cat in all of London at catching mice and rats. * Dick got a bag of cash because of his clever cat who had eaten all the rats and mice. * What is cash? * Do you have much cash? * He didn’t forget his dream. * He went to the church. * What did Dick say? * 呈现第11页PPT，引导学生独立朗读。   教师提问：   * What did Dick do to be rich? * Read from page 11-15 to find the answer. * 呈现第12，13页PPT，核对答案。   教师提问：   * What do you think of Dick? Why? * 呈现第14页PPT，引导学生听读故事。 * Let’s listen to the story, and pay attention to the intonation. | **设计意图：**  该级别孩子语言能力无法独立完成相对丰富的故事情节， 在有限的文字信息情况下， 教师通过read aloud的方式帮助学生填补背景知识。  **设计意图：**  继续补充背景信息； 及时对人物性格进行评价。  **设计意图：**  关联学生已有经验， 对故事发展进行预测。  **设计意图：**  让学生体会人物性格， 在情境中强化语言的运用；  **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。  **设计意图：**  让学生听原声朗读的同时注意语音语调， 为后续复述做准备。 |
| **Step 4 After Reading**   * 呈现第15-17页PPT，带领学生对故事进行复述,引导学生为故事创编一个新的结局。 * Give a new ending for this story! * 教师分享原故事结局。 * When Dick grew up he fell in love with Alice, the man’s beautiful daughter, and married her. They lived happily ever after as people do in stories. * 教师分享故事原型人物及相关文化背景知识。 * The real Dick Whittington was Lord Mayor of London in 1397, 1406 and 1419. He was a successful textile merchant. Today there is still a monument to his cat near the Whittington Stone pub at the foot of Highgate Hill. | **设计意图：**  通过复述， 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。  **设计意图：**  补充文化背景知识； 增加语言输入； 提升阅读兴趣。 |

1. **家庭作业**

* 听读故事
* 复述故事
* 续编故事