**《丽声经典故事屋》（第一级）**

***The Big Carrot* 教学设计**

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**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.