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| My Nosiy Schoolbag 绘本课 案例分析 曹芳 | |
| 教学过程 | 评价和建议 |
| Step1 Warm up  Free talk.  Whose schoolbag is this?  Is this your...  Yes, it is./No, it isn’t.  Look, it’s my schoolbag.  Enjoy a song What is in my schoolbag?  A pencil an eraser a pen a ruler a pencilcase  Look at my school again. How is my schoolbag. | 这一环节复习学生所学的school things 并为学生提供后续绘本学习的支架  Whose schoolbag is it?  What is in the schoolbag?  How is the schoolbag?  我的小建议：学生在三上的时候学习Unit5 Look at me! 学会了夸赞！所以当出现Look at 这样的句型时学生能够回答It's nice./It’s cool...这里教师从同学的书包到自己的书包，能不能就用学生的书包，不过这里需要征得学生的同意是否能打开书包看看里面有什么 |
| Step2. Cover reading  What can you see from the cover?  I can see three bears. I can see a schoolbag.  What do you want to know from the schoolbag?  Whose schoolbag is it?  What is in the schoolbag?  How is the schoolbag? | 封面阅读是绘本阅读很重要的环节，这一部分鲁校建议把标题遮住，我也十分赞同。而且可以后续让学生自己给绘本加标题。  这里朱老师让学生自己猜测Who are the three bears?  能不能让学生试着对封面提问更发散一些，不要只聚焦书包，让学生自己问一问 Where are they? Who are they?  What are they doing? 学生虽然没有语言储备，但是充分挖掘封面可以激发学生阅读的兴趣。 |
| Step3.While reading   1. Listen and say (图1) 2. Listen and tick   What is in Tom’s schoolbag ?  What can make noise?  Books crayons a pencil case   1. Watch and find   What is in the pencil case?  Pencils, pens, a ruler, a squirrel   1. Look and say   How are Tom’s pencils?  Broken   1. Listen and say   What does he call the squirrel?  Superduper pencil sharpener   1. Reading time 2. Think and say   If you were Tom, how do you feel?  Happy or angry?  Tom is still happy.What do you think of him?  Positive optimistic kind | 可以仔细观察图1 上面出现了School 可以回答Where 然后猜测 另外两只熊可能就是老师和同学。  还有图1出现了squirrel， 此时可以设置悬念Who is the squirrel?  这里播放noise,可以让学生模仿Tom’s friend What’s that noise?  学生也会有猜到是不是松鼠跑进去了  然后观看动画就是验证一部分学生的猜想。学生在猜测证实的过程中体验了自己寻找发现的阅读乐趣。  这里出现Superduper pencil sharpener  是不是在前面复习文具的时候可以出现sharpener electric sharpener  如果前面遮住了标题，到这里学生可以给绘本起标题:学生可能会起 The squirrel in the schoolbag My Superduper pencil sharpener  这个问题是否可以换成，Do you want a Superduper pencil sharpener?  这个问题就可以改成Does Tom like his Superduper pencil sharpener? What do you think of Tom? |
| Step4. Post Reading  We can learn from Tom. What can you do when you facing these conditions?  Something broken  Something robbed  Be late for school  I can... | 这一部分虽然价值提升或许过高，但是小学生心理健康教育越来越重视，小学生情绪问题是心理健康的重要一部分，怎么对待突发事件，怎么处理自己的负面情绪，值得我们老师去学习，然后帮助指导我们的孩子。积极乐观或许不是每一位学生都能做到，但是我们可以朝着这个方向努力。 |
| Homework   1. share the story with your family 2. Design a book recommendation card | 好书推荐卡，非常值得我们学习，我常看到语文老师布置这类作业，我想英语也是一样的，看完一本绘本，制作好书推荐卡，是知识内化的过程。 |