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| **案例类型** | 故事教学 | **教学内容** | 四下Unit6 Whose dress is this? |
| **文本分析：**故事讲述了Su Hai 和Su Yang 参加化妆舞会的故事。语言点为单复数的运用及Whose...is it/are they？的问答。教师从故事整体入手，让学生感知文本发生的地点、时间线索及文化拓展。教师可以抓住时间线索，把故事解构为若干场景，在这些板块中运用范导式教学要素推进语言的教学。教师可以紧扣如下线索：通过聚会前，聚会中和聚会后三个时间节点推进故事教学。**核心推进过程：****一、导入故事——真实性情境** 1. 教师结合学生生活，提出开放性问题：What parties do you know?What do you wear/do at the party?2. 教师介绍故事背景，引导学生预测故事。T: Today, Mike and Helen want to have a fancy dress party. They invite Su Hai and Su Yang.What can they do today? Can you guess?  **二、进入故事——发展性任务、多元化意义协商**  **1. Before the party** （1）出示图片，引导学生看图交流 QQ截图20190504100214T: Su Hai and Su Yang are trying on clothes before the party. Look! What do you think of their clothes?（2）学生两人一组朗读或表演Su Hai和SuYang的对话。 **2. At the party**（1）呈现聚会情景，引导学生欣赏《Fancy dress party》绘本。（2）引导学生观察图片，表达观点T：Look, the children are at the party. What do they look like? Whose clothes do you like? （3）引导学生合理想象，创编对话（4）引导学生阅读故事，回答问题: Whose dress is this? Whose gloves are these?**三、延续故事——创造性运用**（1）学生小组内朗读或表演 （2）延伸情境, 综合运用语言 After the party, Helen tells her mum about the fancy dress party. If you were Helen, what would you say?（3）情境拓展：If you go to the fancy dress party. What do you want to wear? What do you want to dress up？**案例分析:**范导式教学提倡学生在真实、完整的情境中学习、建构语言，把语言知识、技能的操练有效地融合在情景中，学生在相对整体的情景中学习能对语言的语境、语义和语言知识有全面的理解和运用。在课堂中教师运用范导式教学四要素，通过发展性任务推进故事的情节，多元化意义协商和学生进行师生、生生之间的交流，学生在表达的过程中发展语言能力，习得交际用语以及交际文化，在故事中逐渐学会得体、恰当及礼貌地交际。最后，教师运用范导式教学中地创造性应用，引导学生迁移、运用所学语言进行主题表达， 培养学生思维能力与语言运用能力。 |