The Mouse with No Name教案

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| The Mouse with No Name |
| 教材分析 | 一个关于Miss Green带到学校作为宠物的无名小老鼠因为风吹掉了跑开最后回到教室内被命名为lucky的绘本故事。 |
| 课时教学目标 | 1.学生通过教师的ppt，图片，肢体语言和讲解去理解绘本故事*The Mouse with No Name*的大意；2.学生可以根据所学和板书进行故事的复述；3.学生能自己选择绘本故事的内容或根据绘本故事的内容进行表演；3.学生学会拼读过去式生词； 4.学生在老师的引导下打开思维进行故事的推理和问题的思考；5.学生能通过小组合作理解和加强协作；5.学生联系实际谈论自己的pets和他们的名字及由来；6.学生理解名字的重要性：每个名字都是有一定的含义。 |
| 教学重点与难点 | 重点：1.学生对故事情节的理解及老鼠名字由来的思考； 2.学生对过去式词汇和句子的口语表达； 3.学生明白取名的艺术。难点：1.学生对过去式词汇的理解及表达； 2.学生准确地复述并表演绘本故事。 |
| 教学辅助 | Ppt,图片，词条卡纸，表演道具 |
| 教学方法 | 1. 听说法
2. 情境教学方法
3. 动作教学法
4. 任务型教学法
5. 交际法
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| 教学内容 | 教学活动 | 设计意图 |
| 教师活动 | 学生活动 |
| Step 1: Greetings! | Know each other and greet to each other. | 因为是借班上课，师生需要一定的基本问候来认识彼此！ |
| Step 2: Pre-reading | 1. T: Now I want to show you something interesting. Look, what’s this?

Ss guess：Seven? Two? A mouse?...1. T:Wow，you are right. And how about this one?

Ss guess: Thirteen? A mouse?...1. T:So one… two…?

Ss look and say: One mouse. Two mice. Three mice. Four mice. five mice.  | 1. 通过教师简笔画老鼠激趣，提高学生关注并学会“mouse”的表达。
2. 画第二只老鼠让学生理解“mice”含义并学会“mice”的表达。
3. 连问巩固让学生明白“mouse”和“mice”的区别，同时也为后文“five mice”的表达做铺垫。
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| Step 3: While-reading | 1. T：Our topic is mice today. Look (ppt), this is the cover of a picture book. The writer is… the painter is… and there is a mouse. Where is he? Is he falling down or flying up?

Ss look and answer: In the sky. He is falling down. …T: Do you know his name? Listen! Why? Ss think, listen and answer: …1. T: What can you see? Where are they? Who is she? Let’s listen.

Ss look and say.Ss guess, listen and answer: … T: Why did Miss Green come into school with little five mouse?Ss think, listen and answer: …T: What are their names?Listen.Ss listen and repeat: …T:So how did he look?  Ss look at the mouse and say: The little mouse with no name looked sad. …T: Then Miss Green took him on her hand. And what would they do? But what happened?  Ss look and answer “hand”, then think, and answer: …1. T：Listen. Then the wind＿and Miss Green ＿ the little mouse. So the students said …

Ss listen and fill in the blanks.Ss do and say after the teacher.T: What did the little mouse do then? Listen and answer. And…Ss listen and answer.(Q1)Ss watch and repeat.(Q2)Ss listen and answer “hall”.1. T：This is a hall. Who was in the hall? What did she say? Listen.

Ss look and guess, then listen and answer:….T：What did she do? She ＿ the little mouse.A.chased B.beatC.ate D.gotSs think and choose. T：Really? Listen and check. Ss listen and repeat. T: I am the dinner lady. Who wants to be the mouse? You say and we do. S1 acts. Other Ss read.1. T: Look. Did the dinner lady get the mouse? Why?

Ss look and answer.T：Where did the mouse run out into? What did the mouse say? Who was there? What did he/she do?Ss guess, then look and say. T: Let’s listen, repeat and check your answers. Act in 3: A:mouse B:cat C:narrator Ss listen, repeat and act in 3.1. T: Did the cat get the mouse? What did the little mouse do? Listen!

Ss think, watch, listen and answer. T: Who was in the tree? What did she do?Ss look and say.S2 put the word cards on the blackboard.T：Did the big bird get the little mouse? Why? What did the big bird do? Let’s see.Ss 看图思考，给出答案齐读句子并拼读“flew”。T：Who wants to be the bird and act it out?S3 acts it out.T: And then what happened? Watch and listen.Ss watch and say.T：How was the mouse then? Where was the mouse down to? Who else was there? What did he/she do? What did the mouse do at last(最后)?Choose A/B and then work in 4:A: discuss and report.B: discuss and act it out.Ss discuss and show their answers.1. T: So in fact where was the mouse then? Do you know? Do the children know? What did they do?

Ss think, do and read.T: So How were the children then? Ss do and think “how” and “why”, then watch and answer. T: Did they find the mouse? What did they do then? Ss listen, repeat. T: Did Miss Green go back to classroom? How was she then? So …Ss look and choose.1. T：And then, what happened?

Ss look and say. T: At the beginning, we know the little mouse with no name looked sad. But now, look! How is he? Why?What’s his name? Why? Ss look and say. (Q1) Ss think and say. (Q2)Ss guess and check. (Q3,4)1. Ss listen and repeat the whole story.

Ss tell the story with the pictures and words on the blackboard. | 1.老鼠画过渡到今日主话题老鼠。让学生观察今日所学绘本封面，读图了解作者，插画师及封面图片内容。问题链引起学生对故事情节的猜测：提问思考老鼠名字，听力检查并激起学生进行深入阅读的兴趣。提问老鼠没有名字的原因, 引起学生发散思维进行想象，并为故事最后老鼠有了名字的转折结局做下铺垫。2.通过让学生看图观察,连问回答和听老鼠的来历学会表达the mouse with no name.观察图联系老鼠伤心的原因后推理出想要为老鼠取名的行为，并为故事的第一次转折埋下伏笔。猜测故事情节发展，培养学生的逻辑思维。3.学生通过听风声猜测发生了什么，听句子进而拼读理解“blew”和“dropped”这两个文中的关键词，并通过老师和学生的动作演示进行强化对故事内容的理解。通过听力学生表达出老鼠的行为并请学生动作演示促进理解ran out of the door，看动图理解ran down the stairs再听出“hall”。4.通过看板书理解“hall”猜测老鼠遇见的事物并通过板书联系实际理解“dinner lady”。为了解故事情节的后续发展，通过提问发散学生思维，选项回答也为他们思维的准确性提供方向，动作演示这几个选项和师生合作表演也为最后的猜测表演做下想象和词汇表达的铺垫。5.问题链引发学生对接下来故事的发展做出思考。学生观察跑的老鼠做出准确地回答并阐述原因,启发学生思考老鼠会跑去哪里，看图表达老鼠的话猜测回答在操场的是谁，他或她做了什么。通过三人合作表演，对绘本有更深的理解，加强了学生的协作能力，也培养了学生英语的口语表达能力和舞台展示能力，同时也会最后的放手表演做好准备。6.提问思考，看图纠正答案，听跟读并贴板书，学生齐读回顾新知 “ran up”。联系常识看图思考，并跟读表达“A mouse！A mouse!” said the big bird.一句并引发思考鸟儿能抓住他吗？为什么？也可以给提示：老鼠在树上了还能跑吗？再提问以减轻难度，培养学生思维的逻辑性，灵活性和准确性。老师动作演示强调 “got”和“flew” “off”。通过听风声猜测第二次故事转折。呈现答案后思考老鼠的去向，并四人小组选择合作讨论A.讨论并汇报答案 B.讨论并表演出答案,培养学生的思维发散性和创新性。7.提问激发学生思考结局的走向，并全班表演孩子们最后的行为，引导思考回到教室后How were they? 并看图理解why they were scared?读后思考老鼠找到没有。动作演示孩子们现在的心情并读出他们的行为思考老师现在的感受理解“took off”的含义。8.看图观察思考回答，培养学生的读图能力。启发式提问得出老鼠有名字的结局，并让学生根据所学猜测老鼠的名字，培养学生思维的逻辑性。9.跟读，回顾板书，巩固绘本故事的表达和理解。 |
| Step4: After-reading | 1. Choose and act them out.
2. Free talk: Do you have a pet? Does he/she have a name? What’s his/her name? Why do you call him/her that?
3. Everyone’s name has some meanings. You can know people from their names. Names are very important.
 | 1.故事选段表演，锻炼孩子的表演和口语能力；2.联系生活实际对话，学以致用。3.学生通过学习和思考明白每个名字背后的含义以及名字的重要性。 |
| 家庭作业:询问了解周围人名字的来源 |
| 板书设计：  |
| 反思： |