**多维阅读第二级Tricky Tiger教案**

**——东升小学 邓婷**

**教材分析：**本次授课内容选自外语教学与研究出版社出版的，由王蔷、Jill Eggleton（新西兰）主编的多维阅读系列第二级 《Tricky Tiger》一文。主要讲述的是一只饥饿的老虎想吃掉一只猴子，假装让猴子看自己的身体各个部位骗他靠近，最后时刻猴子知晓了他的目的并把棍子塞进他嘴里逃走了的故事。

**学情分析：**此次授课的对象为东升小学二年级的学生。学生的年龄和心理决定了他们善于模仿、爱积极表达自己的观点并且想象力丰富，对图文并茂的绘本有极高的兴趣。另外，学生进入小学已经快两年，虽然因疫情影响本学期到校时间较晚、在校时间短，但已经过一年多的英语课堂教学，能听懂教师基本的英语指令，有一定的英语表达能力，且学过“look at”的表达，学过动物“tiger””monkey”的表达，也学过身体部位如：“leg”“mouth”“ear”“eye”的表达,对形容词“good””nice” ”strong” ”big” ”thin” ”hungry” “sad”也有一定了解。

**教学重难点：**

**本次授课重点为**

1.学生能理解并表达身体部位名词如“leg” “tail” “eye” “ear” “tongue” “teeth”;

2.学生能表演并表达句型：Owwwwww! Come here! Look at my ….

3.学生能明白并有感情有动作地表演这个故事；

4.学生能从这个故事的人物中做出自己的评判。

**本次授课难点为**

1.学生能准确表达“tail” “tongue” “teeth”;

2.学生能联系所学用简单英语单词或句子表达自己对老虎和猴子的看法。

**教学准备：**

PPT、卡纸板书、玩偶道具、头饰

**教学经过：**

1. **自由谈论引出话题，局部猜图导入故事角色**

**Free talk**

**T: Good afternoon, boys and girls! I’m your new teacher, you can call me Miss Deng. How are you today? I’m very excited. Cause we are going to enjoy a story together. But first, let me know something about you.**

**( What’s your name? How old are you? Do you like animals? What’s your favourite animal?)**

**Lead in**

**T: Very good! So please guess: what’s this?（monkey）And how about this one? (tiger)**

1. **观察角色，解读封面并布置场景**

**T: Now, look! Where is the tiger? (学生可能答under the tree) Also we can say it’s on the stone. So the tiger(展示贴板书)is on the stone. And where is the monkey? (学生可能答on the tree) Apples or oranges are on the tree. But animals are in the tree. The monkey is in the tree. Here it is.(展示贴板书) And look, in our class, there is a tiger on the stone. There is a monkey in the tree. （老虎手偶放石头上,猴子手偶放树上，创设情境，让学生更有代入感）At that time, the tiger looked up and found monkey.**

1. **逐图分析，了解故事情节**

**Pic1: Listen and answer. What did the tiger say? (播放音频Owwwwww! Come here! Look at my tail.并闪图提示让学生观察理解tail). Look，this is a tail.(老虎尾巴道具展示，吸引学生能够注意力提高表达兴趣) Tiger said “\_\_\_\_\_”（教师展示尾巴，学生集体表达，教师板书）Who wants to be the tiger?(请一两个学生上台展示表演表达，留下最后一名表演的学生) So the monkey said “\_\_\_\_\_”(拿出猴子头饰请学生猜测回答) Let’s check. (听力检测猴子的反应) And he climbed down the tree.（板书跟上）Now, boys and girls, let’s act it out.教师手偶场景跟上）**

**Pic2: The monkey came closer. Then the tiger said “\_\_\_\_\_”（听出答案并闪烁提示leg，为之后放手让学生猜测做铺垫）（教师板书，学生复述）Did the monkey come? (听、看动作) Yes.（教师引导动作表达The monkey came closer.并板书）Now group1,2 are the tiger, group3,4 are the monkey. Let’s act it out. (分两大组交换表演对话和动作，教师手偶场景跟上，注意表情)Then what happened?**

**Pic3: Watch and guess: what did the tiger say?(根据闪图提示猜测老虎的话语并通过听再次确认推测依据及答案) Did the monkey come? Yes, he came closer. (板书)**

**Pic4: Watch and guess: what did the tiger say then?(根据之前的故事情节推断猜测老虎会说什么再呈现答案检测并闪图让学生印象更深刻) Did the monkey come?**

**Pic5: Yes, the monkey came closer and closer(手偶拉近两动物间距离). And the tiger opened his mouth and said (手偶引导)“\_\_\_\_\_\_.”(学生可能答Look at my mouth.) Really? Let’s check. The monkey came and looked at the tongue. It’s very red and big. He hold his stick tightly.**

**Pic6: Then the tiger said “\_\_\_\_\_”(引导学生思考并表达)and opened his mouth again. So what would the monkey say and do? What would happen?**

1. **猜测故事发展，表演开放结局**

**Pic: 7: Please work in pairs and role play. You all have good imagination. Let’s open our book and see the end.**

1. **根据故事，评价角色**

**So now we know the story. We know the monkey and the tiger in the story. Which one do you like? Why?(I like\_\_\_\_\_\_\_, because it’s \_\_\_\_\_\_\_\_\_.)**

1. **跟读绘本，回顾故事**

**What does the writer say about the tiger? Let’s see.**

**Now , time for reading. Point and read. Pay more attention to your tone.**

**Let’s retell the story.**

**So much for today. This is your homework: A listen to the story again B tell the story to your parents C. Thank you!**