

## 绘本《Monkey Fun》教学设计

### 教学内容分析：

Monkey Fun 是选自《多维阅读》第一级的故事。故事讲述的是两只猴子在互相卖弄它们的本领，在互相攀比的过程中惊醒了旁边沉睡的鳄鱼，当黄猴子陷入险境，黑猴子帮助黄猴子脱离险境的故事。故事中的句式比较简单，语言结构有重复，但有一些生词会影响学生的阅读，需要通过老师的图片和动作让学生体会。

### 学情分析：

本次授课的对象为我校四年级的学生。从认知特点来说，四年级的学生以形象思维为主，但他们活泼好动，喜欢模仿、表演。从知识储备来说，他们有差不多两年的英语学习经验，但从没有接触过绘本阅读学习，绘本学习储备为零。

基于对教材和学情的分析，在本课当中，我采用体验式教学法，让孩子通过体验参与到故事中，进一步感受同伴之间的互帮互助。同时，在教学过程中，通过教师的引导，对学生进行阅读教学的启蒙，培养学生的发散思维能力。

**设计思路：**谈论猴子的习性，引出 show off 的主题，围绕主题，初读文本，判断是否 show off，细读文本，找出 show off 的内容，同时指导朗读、表演，最后引出本文高潮，点出朋友之间要互助的情感主线。

**教具准备：** 板书词汇、图片、课件、视频

**教学目标：**

语言能力目标：

1. 能听、说并理解词汇 **hang, swing, skip, hop, climb** 及 **come on**;
2. 用 **I am...**描述自己正在做的动作并能正确地朗读故事，复述故事，表演故事。

文化意识目标：

1. 通过故事的阅读，感受猴子间的乐趣以及情感变化，体会同伴之间互帮互助的情感。
2. 通过故事的阅读，表演，体会到阅读的快乐，激发学生阅读的兴趣。

思维品质目标：

学生尝试在预测、观察、分析、想象的思维活动中，理解文本所内涵的意义，发展学生的思维能力，以及基于思考的表达能力。

学习能力目标：

- 1.能利用图片信息和教师提示积极思考，通过观察图片找到部分细节信息，培养自主阅读和提取信息的能力。
- 2.在阅读故事的过程中认真倾听，敢于表达交流，培养合作学习，共同探究，解决困难或问题的能力。

**教学重点：** 借助图片正确的复述并表演故事

**教学难点：** 在阅读的过程中，体会情感的变化，引导孩子们要学会互帮互助

**教学过程：**

## 一、 Pre-reading

1. Greeting

2. Look and guess.

Boys and girls, Here comes a friend, please guess what it is?

Ss: It's a monkey.

3. Talk about the monkey: What do the monkeys like? What can monkeys do?

4. 观看视频,引出主线 show off

Here's a video about Jiji, let's have a look and find out, what is Jiji doing?

S: Jiji is skating.

Jiji is showing off his skating skills.

板书: show off

## 二、 While-reading

1. 解读封面

(1) Do you know who is the editor in chief?

Ms 王蕾 and Jill Eggleton who is from New Zealand

(2) 读图封面和封底

What can you see? What is Jojo doing? What is Dodo doing?

(3) Read the title: Monkey Fun

Do they like to show off?

2. First Reading: Page 2 to 13

Read the story together, then answer: Do they like to show off?

They are showing off their skills, and they are having a race. 板书: VS

### 3. Second Reading:

Read carefully , and find out what kind of skills do they show off? And whose skill is stronger?

(1) Read page 2 to 5

① What is Jojo doing?

引出 hanging , 图片帮助理解 hanging.

②What is Dodo doing?

引出 swinging , 视频帮助理解 swinging.

Act like a monkey to swing.

Let's do and say: swinging, swinging, I am swinging.

指导朗读文中猴子的语言。

总结第一轮: So, round 1, who is stronger?

③呈现鳄鱼, 引出 The alligator is sleeping.

(2)自主阅读 P6--13 找出他们在干什么, 谁赢了?

What are they doing? And who wins?

(3) 校对答案。

① Round 2, what is Jojo doing? And what is Dodo doing? (拿头饰)

Who can come and show us?

两名学生上台展示, 教师随机指导朗读。

②Round 3 同上

Round 3, what are they doing? (拿头饰)

Who can come and show us?

Hopping, dancing, which one is stronger? Dancing.

③鳄鱼： Look at the alligator, what will happen next?

指导朗读

(4) Page 13 to 14

①预测

Does the alligator eat Dodo? Why?

②师生共读，预测语言

Let's go on our reading, and find the answer.

Does the alligator eat Dodo? Why? Because Jojo helps Dodo.

Look, Dodo is running away, he says: \_\_\_\_\_

Jojo is helping Dodo, he says: \_\_\_\_\_

What about the birds? The birds say: \_\_\_\_\_

③指导朗读最后一页

④Act it out.

⑤梳理板书，谈收获，做情感教育

收获： What do you learn from this story? Which monkey do you like best?

情感教育： A friend in need is a friend indeed. Please cherish your friendships.

### 三、 Post-reading

1. 跟读 Listen and repeat.

2. Group work: Read the story in groups, then act it out.

### 3. 续编故事

① After running away from the danger, what will they say?

② Then what will they do? Please guess what are they doing now?

### 四、Homework.

1. Read and try to retell the story.(必做)

2. Have you ever helped your friends? How? Talk about it to your parents or classmates.(选做)