**K12英语分级群文阅读 二年级上**

**主题四 Be kind to your friends**

**一、教材分析**

该绘本内容具有形象生动、鲜活有趣的特点，能够有效集中学生的课堂注意力，激发学生对英语阅读的学习兴趣。 本课主题“**Be kind to your friends** ”包括两篇故事“The fox and the stork”和“Bear likes to share”，分别由小动物朋友之间互动的故事，向大家阐述了人与人之间友好相处的道理。故事情节简单有趣，体现了不同朋友之间的恶作剧与和谐有爱的不同场面。

**二、学情分析**

该学段学生年龄在8至9岁，生性活泼好动，喜欢直观形象思维，对游戏、动画、竞赛等特别感兴趣。该年龄段的学生有着很强的求知欲和表现欲。根据该年龄段学生的心理特点，上课应设计丰富的活动激发他们的学习动力，鼓励他们大胆说、积极做。

**三、[教学](http://www.5ykj.com/Health/)目标**

知识目标：  
1）学生能够利用上下文、图画、动作及已有知识经验等正确理解词汇fox, stork, friend, plate, kind, bear, share, everthing, birthday，bear，share，everything，bring，special等词的意义。  
2）学生能够尝试运用一些基本的阅读策略，如利用插图、上下文线索以及已有的知识经验去理解故事。

能力目标：

学生能模仿绘本中小动物的性格与语气去进行角色扮演，。

情感态度：

学生能够在读的过程中与故事中的人物产生共鸣，体会好朋友之间的互相陪伴，互相帮助和谐相处。  
**四、教学准备**

PPT 、卡片、画画纸

故事一：《The fox and the stork》**教学设计：**

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| 步骤 | 教学活动 | 设计意图 |
| Step1  Warm up  1min | Say “hello” to Ss.  Sing a song.“Friends ...”  T：Do you have a good friend?  Who is he/she?Do you like to play with your friend?What do you play?（play games,basketball……） | 活跃气氛。引出主题。 |
| Step2  Lead in  2mins Cover(title) and Characters  5mins | Share the cover picture of this Unit.   1. Introduce the title,editor,and illustrator.   T: What is the title? Can you read it? What can you see on the cover?  Talk about the characters.  T: Let’s listen to the audio first.For main ides.  T: In the audio,there are lots of new words.Let’s learn them first.——fox, stork, friend, plate, kind, bear, share, everthing, birthday， | 引导学生观察图片，鼓励学生积极表达自己的想法，展开本课相关话题。 |
| Step 3  while-  reading  Read and Discuss 25mins | Read the story by yourself first .  Pictures walk:  1)T: Talk about the pictures.  Fox and Stork are \_\_\_\_ （good/bad)friends.  But Fox often \_\_\_\_ \_\_\_\_(play games/play tricks).  One day he has an \_\_\_\_\_\_.  T: What is his idea?  Ss: He wants to invite his friends to dinner.  Fox makes some \_\_\_\_\_\_(soup/milk).  He puts it in \_\_\_\_\_\_\_(cups/plates).  Stork \_\_\_\_\_\_\_\_ to eat.  But he \_\_\_\_\_ (can/can’t)eat anything.  思考：  ❤ Do you like Fox’s trick?  ❤ What will you do when your friends come to have dinner with you?(你的朋友来吃晚餐，你会怎么做呢？  Stork has an \_\_\_\_\_\_(apple/idea).  The next day,he asks Fox to \_\_\_\_\_\_\_(play/dinner).  Fox \_\_\_\_\_\_\_\_ to eat.  But he \_\_\_\_\_\_\_\_(can/can’t)eat anything.  You are so \_\_\_\_\_\_\_ (kind😊/unkind😢)to me!  Be \_\_\_\_\_\_ （kind😊/unkind😢）to your friends.  They will be \_\_\_\_\_\_ （kind😊/unkind😢）to you.  2) Task 1: Students read it again and underline the key words.  3) Task 2: Share the answers in four.  Check the answers.  Enjoy another story<<The little red hen>>  Talk about the story. | 通过读图，引导学生理解故事的起因，设置疑惑，让学生完整的读完故事后，理清故事的发展。感受故事，体会故事中的人物心情心态变化。 |
| Step4  After-reading.  Practise. 5Min | ***Worksheet A***  1.Read the sentences and choose the correct answer.  Fox and Stork are \_\_\_\_(bad/good) friends.  But Fox often \_\_\_\_ \_\_\_\_(play tricks/play games).  Fox makes some \_\_\_\_\_\_（noodles/soup).  He puts it in \_\_\_\_\_\_\_(high jars/plates).  Stork makes some \_\_\_\_\_\_(soup/milkshake),too.  He puts it into \_\_\_\_\_\_\_\_\_\_\_\_(high jars/plates).  Be \_\_\_\_\_\_(kind/hello)to your friends.  They will be \_\_\_\_\_\_(bad/kind) to you.  ***Worksheet B***  1. Are Fox and Stork good friends?(P56)  A. Yes, they are. B.No,they aren’t.  2. What does Fox ask Stork to do one day?(P56) A. Come for dinner. B.Come for lunch.  3. Where does Fox put the soup? Why?(P57)  A. In cups. B.In plates.  4. What happens on the next day?(P58)  A. Stork asks Fox to dinner.  B.Snake asks Fish to dinner. .  5. Where does Stork put the soup? Why?(P59)  A. In high jars. B.In plates.  6. Talk about your good friends.（讨论） |  |
| Step 5 Summary  3 mins | Discuss:How to be a good friends?  引出：Be kind to your friends.They will be kind to you!  拓展：讨论生活中的各种朋友，有真诚的，善良的，虚荣的，巴结的，阳奉阴违的……各抒己见。 | 总结。 |
| Step6  Homework  1 mins | 1. Tell the story to your parents. 2. Talk about your friends with your classmates. | 学生课后继续实践，将学习延伸到课外。 |

**板书：**

**以故事发展为线索，利用图片和关键词进行板书。**

故事二：《Bear likes to share》**教学设计：**

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| 步骤 | 教学活动 | 设计意图 |
| Step1  Warm up  1min | 1.Lead in:  Say “hello” to the Ss.  Talk about the weather. It’s a \_\_\_\_\_\_day.  Sing a song.“Friends ...”  2.Review:  T：We learnt a story yesterday.Can you tell me its name?  Yes.《The fox and the stork》.  In the story.What kind of friends do you see?  Kind friends or unkind friends?  Q:What kind of friends do you like? | 歌曲热身。复习前一个故事。 |
| Step2  Lead in  2mins Cover(title) and Characters  5mins | Share the cover picture of today’s story.  1)Introduce the ***title,editor,and illustrator.***  T: What is the title?  Can you read it?  What can you see on the cover?  2)Talk about the characters.  T: Let’s listen to the audio first.For main ides.  T: In the audio,there are lots of new words.Let’s learn them first.——bear，share，everything，bring，special…… | 引导学生观察封面图片，鼓励学生积极表达自己的想法，展开本课相关话题。 |
| Step 3  while-  reading  Read and Discuss 25mins | Pictures walk:   1. T: Talk about the pictures.   思考：  ❤ Do you like to share with your friends?  Look at this picture.What animal is it?  Yes,It’s a bear.  Is she happy? Because she likes to……  Bear likes to \_\_\_\_\_\_\_.  She shares everything with her \_\_\_\_\_\_\_.  Let’s listen and see what does she share?  Friends NO.1  Bear has a jar of \_\_\_\_\_\_\_.  She shares it with \_\_\_\_\_\_\_.  Friends NO.2  Bear has two \_\_\_\_\_\_\_\_\_.  She shares them with \_\_\_\_\_\_\_\_.  Friends NO.3  Bear has three \_\_\_\_\_\_\_\_\_.  She shares them with \_\_\_\_\_\_\_\_.  Friends NO.4  Bear has four \_\_\_\_\_\_\_\_\_.  She shares them with \_\_\_\_\_\_\_\_.  Friends NO.5  Bear has five \_\_\_\_\_\_\_\_\_.  She shares them with \_\_\_\_\_\_\_\_.  Friends NO.6  Bear has six \_\_\_\_\_\_\_\_\_.  She shares them with \_\_\_\_\_\_\_\_.  Friends NO.7  Bear has seven \_\_\_\_\_\_\_\_\_.  She shares them with \_\_\_\_\_\_\_\_.  T: Today is a special day.Do you know what day is it?  Today is Bear’s \_\_\_\_\_\_\_\_\_.  She says:  Come and share my \_\_\_\_\_\_\_\_(special/sad) day!  Happy birthday,Dear Bear!  Friends bring things to\_\_\_\_\_\_\_\_(share/hare) with her!   1. Task 1: Students read it again to get the details and underline the key words. | 通过读图，引导学生理解故事的起因，设置疑惑，让学生完整的读完故事后，理清故事的发展。感受故事，体会故事中的人物心情心态变化。 |
| Step4  After-reading.  Practise. 5Min | Answer questions on P70.  Share the answers in four.  Check the answers.  1. Turn to Page 64. What does Bear like to do?  2. Turn to Pages 64-67. What does Bear share with her friends?  3. Turn to Page 68. Why does Bear call her friends?  4. Why do Bear’s friends come to her birthday party? |  |
| Step 5 Summary  3 mins | Discuss:Talk about one of your friends.Why do you like him or her | 总结。 |
| Step6  Homework  1 mins | 1. Tell the story to your parents. 2. Talk about your friends with your classmates. | 学生课后继续实践，将学习延伸到课外。 |

**板书：**

**以故事发展为线索，利用图片和关键词进行板书。**