牛津小学英语六年级下册

unit1 The lion and the mouse (story time)

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**Knowledge aims:**

 1. Enable students to get the main idea of the story.

 2. Enable students to read and understand key words and sentences in the story,such as: large, strong, quietly, weak, loudly, happily, The mouse said quietly, The lion laughed loudly.

**Capability aims:**

1. Enable students to act out the story actively.
2. Guide students to retell the story briefly according to key information.
3. Help students to adopt good study habits and effective learning strategies.

**Emotion values:**

1. Get students to enjoy the sense of success and the confidence of English-leaning.
2. Improve students’ interest in English and their imagination.
3. Cultivate students’ spirit of teamwork and consciousness of cooperation.

**Teaching emphasis:**

Students can read and understand the story effectively.

**Teaching difficulties:**

Students can have a general understanding of simple past tense and adverbs.

**Teaching aids:** multi-media player

**Teaching procedures:**

Step 1: Pre-reading

1. Free talk

T: Nice to meet you, boys and girls. I’m your new English teacher for this lesson. I hope we can enjoy the lesson together. You can call me Annie or Miss Xu.

Look at the pictures.Do you want to know more about me? You can ask me some questions.

Ss: ...

(教师引导学生以提问的方式增进对彼此的了解，锻炼学生的思维和口语表达，同时也希望以此引出故事的学习，如：I like reading books, especially storybooks at weekends.或者I like animals.)

Step2: While-reading

1. Watch and answer

T: Where do animals live happily?(forest). Yes, they live happily in the forest. Do you still remember this story? It happened in the forest too. It is called Beauty and the Beast. Today ,we’re going to learn a new story. It is about the lion and the mouse.(出示本单元题目并带读)

Look at the lion, he’s large and strong.(贴图,板书large, strong并带读). But the mouse is so small and weak.(贴图，板书small, weak并带读). Let’s watch and answer: Did the lion eat the mouse?

2.Read and answer

T: Now, let’s read the story carefully. Take out your paper, read para1 and 2. Then answer the question: Who woke the lion up?

Yes, the mouse woke the lion up. Then the lion became very angry. Look at the mouse, he was so small and weak. How did he feel at that time? Let’s imagine.

Maybe he was afraid at first. But he had to save himself. What did he say? (教师呈现老鼠说的话，请学生加入想象示范读，读出老鼠的冷静和机智。同时板书。)

But the lion looked down on the mouse. He laughed loudly and said...(教师呈现狮子说的话，请学生示范读，读出狮子的蔑视。同时板书。)

Students and teachers play the role of the lion and the mouse.(通过师生和生生操练，加强学生对狮子和老鼠的不同情绪的理解和感受，通过模仿和想象，为之后的表演打基础。)

3. Read and choose

Students read and choose the correct answer: How did the men catch the lion?

T: How did the lion feel? (教师呈现狮子的话，请学生示范读，读出狮子的悲伤和无奈。同时板书。)

 Did anyone help the lion?

How did he help the lion?

If you were the lion, how did you ask for help?(Help! Help!I need help.为之后的表演打基础。)

1. Listen and answer

T: Let’s go on learning the following story.(教师呈现第四段落文字，引导学生想象并加上动作和表情，示范读老鼠的话，同时读出狮子获救后的开心之情。同时板书。)

Listen and answer the questions.

At last, the lion and the mouse became friends.

1. Let’s read

Students read the story after the tape.

1. Read in groups

Choose one paragraph and read it in the way you like. You can read together in groups of three or play the roles.

1. Let’s act.

T: To make the story more interesting, I think we need rich language. So I’ve got a sample for you. The star represents narrator. Let’s have a look first.

T: I’ve got some tips for you.

Step3: Post-reading

1. Let’s retell

\* There was ... He was...

\*One day, ...walked by and woke ...up. He... and wanted to... “...” “...?” Then,... let...go.

\*The next day,...caught... The lion bit...with... But... “How...?”

\*Just then, ...saw... “...” ...made...with... ... got out. “...”

\* From then on,...

1. What can we learn from the fable?

T: As we know, the story is about animals. It is one of the stories from Aesop’s Fables. What can we learn from the fable? Discuss in pairs.

1. Everyone needs friends. Do you think so? I’ve got a poem here.(教师示范，之后师生一起朗诵。)

Step4: Assignment

1. Tell the story to your family or friends in English.
2. Continue to write the story:

One day, a cat was hungry. He looked for food in the forest. Suddenly, he saw the mouse...

板书设计

Unit1 The lion and the mouse

Please don’t eat me. You’re so small and weak!

I can help you some day. How can you help me?

I can help you. How can I get out?

 small large

 weak strong Thank you!

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unit1 The lion and the mouse (story time)教学反思

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本课教学内容是牛津小学英语六年级下册第一单元The lion and the mouse 第一课时story time.本课教学任务旨在引导学生进行文本阅读，理解故事内容，并能加入自己的想象以小组的形式把整个故事表演出来。学生在进行文本学习的同时，能感受语言的魅力，感受学习和表演的乐趣。能知道这个故事来自伊索寓言，能重视朋友和友谊。本课教学目标明确，流程清晰，设计了不同形式的课堂教学活动，如：观看动画回答问题，仔细阅读回答问题，听录音选择正确答案，小组讨论，小组表演等等，符合学生现有的认知水平和教学实际，符合新课程提倡的知识和能力、过程和方法、情感态度和价值观方面的目标定位，注重教师与学生、学生与学生之间的积极互动。教师从上课初就在努力创设语境，从个人喜好导入关于动物的故事学习，再到最后布置家作环节，也有紧密联系。教师在和学生互动的过程中，自己扮演角色做示范，旨在活跃气氛并激起学生的表演欲望。在学生与学生互动的过程中，教师强调要加入肢体语言、表情、想象和丰富的语言,都是为之后的小组表演做铺垫。

然而教学中还存在一些需要改进和完善之处，具体如下：

1. 在时间的把控方面，前面的环节稍微松了一点，如果再紧凑一点，之后学生在表演的时候，时间可以更为宽裕一些。
2. 虽然教师一直在努力引导学生扮演狮子和老鼠，并模仿他们的对白，但是学生的积极性似乎没有被完全调动起来。可能是六年级的学生，由于年龄和身心特点，不是那么热衷于表演，也可能像他们班英语老师说的，这个班的学生表演积极性不高，但是我想更主要的原因可能还是我创造的语境不够，调动的方式方法不太到位，或者我本身的激情不够。
3. 在进行第四段落的学习时，教师对老鼠救狮子的动作这部分内容有所忽略。如果能引导学生进行动作的表演，相信课堂积极性和表演效果会更好。

本课教学有优点，同时也有需要改进的地方，通过反思，教师能够改进自身的教学，提高教学能力和业务水平，并最终能更好地促进学生的发展。