Fun in the sea

(执教：刘萍)

1. 【教材内容分析】

跟上兔子系列六年级绘本《Fun in the sea》主要介绍了主人公Tony和他的家人去了大堡礁度假，他们在海边的沙滩上玩耍，他们还去潜水，潜水的过程中看见了许多美丽的海洋生物，近距离地了解了这些海洋生物的特征。在游玩结束的时候，潜水教练却告诉他们由于海洋污染和过渡的捕捞，大堡礁越来越小了。最后升华主题，呼吁大家一起保护海洋，保护地球。

1. 【学情分析】

六年级的学生有一定的阅读理解能力以及语言综合运用能力，虽然绘本中包含许多生词，但是精美的图片和奇特的海洋生物对于学生的吸引力还是挺大的，学生的阅读兴趣还是挺浓厚的。

1. 【学习目标】

1.能正确理解文本内容，了解关于假日活动和海洋生物的信息。

2.能灵活运用所学词句谈海洋生物的特征，感受海底世界的美妙。

3.能在阅读中掌握相关的策略，体验阅读的乐趣。

1. 【教学重点】

重点：阅读并理解关于海洋生物的文本内容。

1. 【教学重难点】

难点：在情境中灵活运用所学进行话题交流。

1. 【教学准备】

学生：上网了解海洋生物，预习绘本。

教师：彩色卡纸、海洋动物贴纸、订书机、绘本、黑板板书贴、小礼物、PPT等。

1. 【教学过程】

**Step 1 Pre- reading. （时间分配：5分钟）**

1. **Greeting**
2. **Free talk:**

T: Hello, boys and girls, nice to see you. Today I’m your new teacher. Do you want to know me? Do you have any questions about me?

S: ....

T:...(师生问答)

S: What’s your hobby?

T: I like travelling.I went to Shanghai this summer holiday. I visited the Bund. I had a great time in Shanghai. Did you have a good time in summer holiday? Where did you go? What did you do?

S:..

T:...(师生对话).

T: I always make a picture book for the happy time. Look, this is the picture book about Yancheng Wild animal zoo. I went there in winter. I saw many interesting animals.I had a good time in the zoo. (向学生展示老师做的照片书)

1. **Lead-in:**

T: My friend Tony had a good time too. He had a lot of fun in the sea.(揭题)

T: Tony wants to make a picture book too. Can you help him?

S: Yes!

T: How to make a picture book? It must has three parts: who, where and what.

T: Are you ready?

S: Yes!

T:OK. Let’s begin.

**[设计意图]**

**通过Free talk引入假期活动，师生讨论后，展示picture book，激发学生的兴趣。引入话题Tony暑假去了海边玩耍，也想做一本这样的照片书，然后带领学生进入文本的学习。为进入绘本学习做好了准备和铺垫。**

**Step 2 While-reading.（时间分配：28分钟）**

1. **Read and find**

1)T:Look through the whole story quickly, and try to find the answers of these three questions. Then stick the pictures on the paper.

(Tip: Skimming(略读)：read the story quickly for the main idea)

1. Check

T: Look, this group has finished. Let’s have a look. First, this book is about who?

Ss: Tony and his family.

T: Where did they go?

Ss: The Great Barrier Reef. (教读)

T: Let’s enjoy some beautiful pictures of the Great Barrier Reef. It is in Australia. It is the biggest and longest coral reefs in the world.

T: And what did they do at the Great Barrier Reef?

Ss: They played on the beach and went diving.

T: Do you know “diving”? Look at these two pictures, is this one diving?

S: No, it’s swimming.

T: Yes, this is diving. While diving, you can watch the fish more closely. Is it fun? Do you want to dive?

S:...

1. **Read and answer**

1)T: Is the picture book OK now?

Ss: No.

T: So we need more detail information to finish the picture book. Now read the book and try to answer “What did they do on the bench?”

(Tip: scanning(精读) look for some particular information)

2)Check the answers

T: What did they do on the beach?

S: Tony played volleyball with his brother.

T: Do you know the meaning of “volleyball”?

Ss: 排球

T: How do you know?

S: From the picture.

T: Yes, look at the pictue. Here’s the volleyball.

(Tip: We can know the meaning of the new words from the pictures.)

T: What else did they do?

S: His parents enjoyed the sunshine.

T: Yes, look at the picture, they enjoyed the sunshine. Anything else?

S: His sister and little brother played in the sand.

T: Do you know play in the sand? Look at these two pictures. The children are making sand castle and the girl is drawing in the sand. Is it fun? Do you want to play in the sand?

S:...

1. **Read and find**
2. T: Tony played on the beach and went diving. So what did he see in the sea? Read quickly and find the answer. (再次提醒学生用“略读”)

S: ....(学生回答的时候贴板书)

T: (PPT 呈现6种海洋生物) Can you read them?

(swordfish, angelfish, seahorse: 简单介绍compound word,由两个简单单词构成)

(shark: 已学过push, art, 可自己试着拼读出shark. 出示Tip: read the new word with the help of old knowledge)

带着学生读一读这些单词。

1. **Read, write and introduce**

1)T: Look at these sea animals, are they the same?

S: No.

T: They are different. Different sea animals have different features. Now let’s read and find out the different features of the sea animals.

a. Read P9-19 by yourself and underline the key information.

b. Stick one sea animal on your paper and write down its detail features.

c. Try to introduce in groups.

2) 教师示范sharp: read and underline; explain “sharp” and “a great sense of smell”, stick and write, introduce

3) 学生自主学习—小组互相介绍—请学生上台介绍

4) 在学生介绍的过程中，一起学习shoot ink, three meters long.

**5. Let’s make**

Make a cover for the picture book and write a name on the cover.

T: When you finished, the group leader can collect all the paper and stick it together, just like this. OK, this group has finished, I’ll help you to stick it. Look, is it beautiful?

T: There are many sea animals on the book? Do you like these sea animals? Tony and his brother liked all the lovely fish too. Look at the picture, they can jump and dance in the sea. They had a lot of fun in the sea.

**6.Let’s think**

T: So what do you think of the sea?

S: The sea is...

**[设计意图]**

**先由三个关键词who, where和what带领学生整体感知文本内容，并教会学生略读的阅读策略。然后由问题引导学生运用精读的阅读策略来具体学习文本的细节。接着，由学生小组自主学习海洋生物的特征，先教师示范，再学生自学，提高他们的自主学习探究能力和合作能力。在此教学过程中，渗透一些单词学习的策略。**

**Step 3 Post-reading（时间分配：7分钟）**

1. **Think and answer:**

T: Miss Liu wants to visit the Great Barrie Reef someday. Do you want to visist it too.

Ss: Yes.

T: But Eric says: the Great Barrier Reef is smaller than before. Do you know smaller? (教师用body language来解释) Why it is smaller than before?

S: Because of the pollution and too much fishing.

T: Do you know the meaning of “pollution”? You can guess.

S:...(找几名学生回答)

T: Yes, you’re right. Here’s a tip for you: We can know the meaning of the new words from the text.

T: Look, there are some pictures about sea pollution.

**2. Think and say**

T:What should we do? How to protect the sea?

S:...(找几名学生回答)

T: (教师补充)We should not eat too much sea food. We can make a poster to ask more people to protect the sea.

T: (总结)Enjoy the beauty of the sea, only if we protect it. Protect our mysterious sea, make it glamorous.

**3.Summary**

1. Retell the story according to the blackboard design
2. Summarize the reading skills

**[设计意图]**

**由问题why the Great Barrie Reef is smaller? 引发学生的思考，鼓励学生大胆猜测设疑，提高学生参与的积极性，培养学生自主独立思考能力。最后进行主题思想的升华，呼吁大家保护海洋，保护地球。**

**Step 4 Homework**

1. Share your picture book with your parents..

2. Surf the Internet and find more about sea animals.

**[设计意图]**

**作业的布置和本课内容息息相关，促进学生主动学习和持续发展。**

1. 【板书设计】

Fun in the sea

Who? Tony and his family

Where? the Great Barrier Reef

What? played on the beach played volleyball

enjoyed the sunshine

played in the sand

went diving angelfish

octopus

swordfish

shark

coral reefs

seahorse

**[设计意图]**

**利用思维导图的形式，将文本的内容清晰地再现，有助于学生对整个文本篇章结构的把握以及对文本内容的理解和复述。**

教后反思：

上课伊始，先通过Free talk引入summer holiday假期的讨论，然后教师向学生展示自己做的picture book,引起学生的兴趣。接着介绍自己的朋友Tony暑假去了海边渡过了愉快的假期，他也想做一本picture book。然后整个教学过程围绕做picture book 这条主线展开。先让学生整体感知绘本内容，快速浏览文本找到关键信息：who, where 和what。在这个过程中渗透略读的阅读技巧。在整体感知课文之后，具体学习Tony 在海滩上和去潜水这两部分的内容。在这个过程中，渗透精读的阅读技巧。在海滩玩耍这部分，引导学生学会通过观察图片来理解文中的生词。在潜水部分，在教授学生6个海洋生物的名称的时候，稍微介绍复合词，并且引导学生通过学过的单词来理解新词。然后具体了解海洋生物的特性，教师先示范shark，然后让学生小组合作，读一读，写一写，说一说这些海洋生物的特征，借此来提高他们的自主学习探究能力和合作能力。最后潜水教练却告诉他们由于海洋污染和过渡的捕捞，大堡礁越来越小了，由此激发学生大胆猜测设疑，培养学生自主独立思考能力，最后升华主题，呼吁大家一起保护海洋，保护地球。

上课过程中还存在一些不足之处：

1. 在小组合作自主学习6个海洋生物的特征的时候，教师给出三个步骤，让学生来按步骤学习，并且教师给出了示范。但是在放手让学生自主学习的过程中，有些学生还是一开始就开始贴图片，做思维导图，把第一步读的步骤给省略了。所以在课堂中，教师在给出学习任务的时候，必须要指令清晰，步骤明确，引导学生按照步骤一步一步来。
2. 在小组合作的时候给予学生学习的时间不长，学生学习不充分，所以在语言输出的时候不是很理想。在请学生上台展示自己的思维导图并介绍海洋动物的特征时，同学们显得不是特别自信。所以在以后的上课中，对课堂环节时间的把控还有待提高，简单的部分可以少花费一点时间，在重要的学习环节，留有充分的时间给学生。