绘本《We Want to Be Supermen》教案

 **We Want to Be Supermen**

**溧阳市西平小学 蒋益华**

**教学目标：**

1. 会读故事，能理解故事大意。
2. 会读、知道绘本中出现的新单词的意思：

adore/slip/fall/invite/decide/neighbour/orphan/homeless/visitor/...

1. 通过阅读绘本，知道如何成为一个真正的超人，培养良好的帮助他人，传递正能量的道德品质。
2. 通过引导学生制作思维导图、自主提问及小组合作解决问题的任务活动，提高学生英语思维能力，掌握一定的绘本阅读方法。
3. 激发学生持续阅读的英语学习兴趣。

**教学重难点：**

1. 会读故事，能理解故事大意。

2.通过自主提问、小组合作解决问题及引导学生制作思维导图引等任务活动，提高学生英语思维能力，掌握一定的绘本阅读方法。

**教学用具：**

1.预习单2.ppt 3.香蕉皮等实物

**教学过程：**

**Step1:Warm up**

1.Greetings

2.Playing a guessing game:Miss jiang will show you some shadows. Guess who is this?

1st: Miss Jiang. 2nd: Vic 3rd: the little boy 4th: superman

3.Lead in: We will read a picture book. It is about Vic ,the little boy and supermen.

4.Superman is coming. What’s he like in your eyes? What can he do?

**Step2Pre-reading**

1. Have a chat: What do you know from this book after your first reading ?

I know...

1. Although you know a lot, you still have some questions. What questions do you have?

(1)Share with each other. (2)Try to solve them. (3)Choose one important or different question to share together.

3.So many questions,where can we find the answers?

**Step3: While reading**

1. Listen to the story and answer the questions

 How many people want to be supermen in the story?(留下伏笔，two 是不是正确答案）

1. Learn part 1
2. Read and answer:

Why does Vic want to be Superman? What does he do to be a superman?

1. Think: Is he a real superman?

Superman can not only run or jump. He always helps other people.

1. Act for the little boy’s parents.

How does Vic help the little boy?

1. Learn part 2

(1)Lead in: Vic is a superman. What about the little boy? Why does he want to be a superman?

(2)Read and underline the key phrases,then finish the mind map.

How do Vic and the little boy help others?

(3)Talk: Is the little boy a superman?

**Step4:After reading**

1.Talk: What do you think of the two superman?

2.How many people want to be supermen?

Maybe their neighbours /visitors/...

3.Do you know how to be a superman?

教后反思：我一直在思考，五年级的孩子绘本阅读的方法一定不等同于三年级、四年级的孩子，应该给予他们怎样的绘本阅读指导。其实通过一定量的绘本阅读，孩子们已经有了一定的阅读方法、阅读经验，所以我大胆尝试一下，避开传统的绘本阅读课亦步亦趋的指导，让孩子把会的不会的都进行积极的分享，然后通过阅读去解决孩子们真正想了解和学习的。我进行了积极的探索，但是我发现还是有一些地方落入俗套，例如，教师对于孩子自己阅读绘本中产生的问题还是进行了一定的梳理指导。教师的目的也是为了更好地组织课堂教学，但是这样又失去了我最初的选择这种教学方式的目的。所以怎样达到平衡，让教学真正、真实反映孩子们的阅读水品我想还是值得我再探索和实践。