

本节课要求学生能从音、形、义掌握 very 等 6 个 sight words 单词。但是在朗读和表演诗歌时,我发现有的学生对单词的发音掌握不熟练,影响了表演的效果。我在设计单词学习的环节上用了以下几步。

Step1: Ask and answer.老师表演故事后,让学生初步感知故事内容,通过问问题的方式检测学生是否理解内容、正确回答,并引出新单词,教授新单词。这种方法可以让学生有思考的过程,再次理解故事,并加深对单词意思的理解。

Step2: Listen and circle the sight words.这一环节要求学生听故事后从故事中正确圈出 sight words 单词,训练学生对单词的辨认能力。

Circle the sight words.
very silly pretty funny happy

B: I'm a big red bunny.
M: I'm a little blue monkey.
B: I have a yellow jelly.
M: I'm very hungry. Give it to me.
B: Don't be silly. You're only a monkey.
M: Come on, my pretty bunny. Let's eat.
B: OK. You're so funny.
M: Thank you. Yummy Yummy!
B, M: We're happy.

Step3: Match the pictures to the words.通过有趣的图片考查学生是否掌握了 6 个单词的意思,并找出这几个单词的发音规律,即都是以 y 结尾发 [i] 的音。

Is the monkey hungry?



Is bunny pretty



or ugly ?



Pretty.

What does bunny say in this picture?

A. Don't be silly. B. Let's go.



Bunny says monkey is funny (funny lazy)

They are eating jelly. They are happy.

Match the pictures to the words.

silly
happy
pretty
very hungry
funny



通过课堂实践,我发现学生能比较好的掌握单词意思,但是对单词的发音和形状还不太熟练。基于这个问题,我重新设计教学思路,通过 sight words 和 Phonics 的渗透教学提高学生的阅读能力。Phonics 让学生见字念字,为三年级背单词打下基础。Sight words 与句子结合,使常用字的学习更有意义,使学生灵活运用常用字及句型,为将来的英文阅读和写作铺路。

Step1: Listen to the story and choose the sight words

Listen and choose.(听故事,根据读音和单词图形找出单词并写出大写字母编号)

A. pretty B. very C. funny D. silly E. happy

B: I'm a big red bunny.

M: I'm a little blue monkey.

B: I have a yellow jelly.

M: I'm very hungry. Give it to me.

B: Don't be silly you're only a monkey.

M: Come on, my pretty bunny. Let's eat.

B: OK. You're so funny.

M: Thank you. Yummy Yummy!

B, M: We're happy.

Step2: Read after the teacher and learn the meanings of the sight words

Step3: Listen to the words and try to do the action.

Step4: Learn the words ended with letter "Y" which pronounces [i] .

A. Find out the similarity of the words.

B. Find out other words ended with "Y" which pronounces [i] .

C. Play a flash game.利用 Phonics 拼读法试着读出单词,再结合读本中提供的图片以及前后文,猜测与理解文意。

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