**交往互动式教学设计**

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| 四年级上册 | 第 8 单元 | 课题：Dolls（We are different) |  |
|  |  | 课时：第五课时(写话课） |  |
| 1. **教学目标：**

1、通过歌曲演唱，Touch and say，Act and say等方式复习巩固五官类词汇和人物外貌特征类词汇。通过描述自己，转述他人外貌的方式巩固两类词汇，引导孩子正确使用be动词和he his,she her。2、通过欣赏图片，小组讨论，引出We are different，主动建构话题表达的纬度。3、通过猜测，聆听老师的朋友介绍，进一步熟悉表达的结构。4、通过谈论介绍自己的朋友，提升孩子的综合语用能力。5、通过朗读记忆相关核心知识,如：连词and, but,too,also，句型：He/She is... His/Her/...is... His/Her...are...He/She has/likes/can等为写作铺垫。6、通过We’re different主题交流，学生不仅能说出不同，而且能写出不同特性。通过分层写作，满足不同层次孩子学习需求的同时，培养其表达的完整性，有序性。引导孩子正确认识自己和他人，接受并认可自己和他人的不同与独特性。**二、教学目标设计依据：**1、教材分析本单元的主要教学内容是通过学习人身体部位词汇和形容词，来描述人物的外貌特征。教材中人体部位的累词汇和描述人物外貌特征的形容词有：mouth, nose, hair, eyes, ears。big/small, long/short,tall/short,thin/fat。主要句型有Her/His ... is ... His/Her...are ...主要集中于外貌特征的描述。2．学生分析：【基础分析】词汇基础：学生对于形容词的累词汇掌握比较好，除了本单元的8个外貌特征类的词汇还学习并积累了以下词汇：cute,lovely,nice, beautiful,pretty,sunny,happy,cool,clever等词汇。句型积累：学生通过教材的学习在描述他人时能运用have(has),like(likes),can进行表达，在日常教学中拓展了以下句型...from... live... like to...like doing...等句型。能力基础：孩子们在三年级第二学期开始尝试写话学习，到四年级已经有了总分总的结构意识。本节课尝试让孩子有初步的分段意识尝试使用连词和不同句式丰富话题。【困难分析】词汇：少数孩子ears 和eyes 不分。语法:描述五官时少部分孩子is are be动词的使用存在一定问题，教师通过重复孩子的语言让她们不断自我清晰正确使用。此外部分孩子对于She, Her, He, His 的使用有些混乱，本节课通过提问，转述，描述等方式突破这一难点。写话：部分孩子对于表达的有序性存在一定问题，先说什么再说什么会有些无序，本节课通过让孩子自主探讨如何有序地描述自己和他人来逐步清晰表达的内在逻辑结构。 |
| **教 学 过 程** |
| **Time** | **Procedure** | **Teacher’s activities** | **Learners’ activities** | **Feedback &aims** |
| 12min | Step 1吸引注意，积累语言 | 1、Sing a song2、Say sth about our looks3、Say sth about his/her looks 导出句型结构He is... His ...is... His...are...She is... Her...is... Her...are... | 1、Sing the song2、Say sth about own look(Class work, sole work)1. Listen carefully and take some notes then try to say sth about his or her looks.

(pair work) | 歌曲创设氛围，导出looks复习并拓展五官类词汇。通过介绍自己和转述他人的外貌清晰he, his, she, her, am,is,are的使用。达成目标1 |
| 22min | Step2导出目标，生成结构 | 1. Enjoy some pictures引出主题

We are different.1. Say more about different.

Name, age, from,live,looks, like,can... | 1. Enjoy some pictures

Learn wear glasses1. Self think and talk. (Group work)
 | 通过师生交流导出We are different以及different 某些纬度达成目标2 |
| 核心过程 | Step3 While-reading回忆相关知识，初步运用结构 | 1、Say more about themselves.2、What or who can be friends?Guess the teacher’s friend.3、Talk about their friends4、Show teacher’s introduction about friend.5、 Discuss the structure about the passage.Basic information, looks, like, can/.. | Say more about themselves. (Pair work)Think about what or who can be friend. (Pair work)Talk. (Pair work)Listen to the teacher’s introduction.Discuss the structure about the passage. (group work) | 通过猜测，谈论，描述朋友，提高孩子的思维，表达能力并逐步清晰is are,he his she her的用法.通过教师的文章激活思维，进一步清晰介绍他人的逻辑结构，提升表达的有序性。达成目标3 |
| Step4呈现刺激材料，活用结构 | Imitate the teacher to introduce the friend. | Introduce the friend.(Pair work) | 通过介绍自己的朋友活用结构。达成目标4 |
| Step5引发期待行为，强化结构 | Ask Ss to try to remember some expressions and sentences to describe the differences of human features | Read the expressions and sentences. | 通过操练，学生记住描述人物特征的词汇和句型。达成目标5 |
| 6min | Step6Post–task提供反馈评价，巩固结构 | 1.Show the different tasks let the students to choose one to finish it.2.Check the passage by themselves 3.Choose two or three students’ passages to discuss | Choose a task to write.(1)Me (2)My friend(3)My friend and ISelf think & check (pair work)Learn more from others.(Class work) | 通过分层写话满足不同层次学生的需求，提高孩子们的综合表达能力和写话能力。通过自查同桌互查，全班点评等方式进一步巩固结构，突破难点。达成目标6 |
| 板书设计 |  Unit 8 Dolls We are different  Period 5I’m... My ...is... My ...are...He’s... His...is... His...areShe’s... Her...is... Her... are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title  xxxxxxxxxxxxxxxxxxxxxxxxx Xxxxxxxxxxxxx(Basic information) xxxxxxxxxxxxxxxxxxxxxxxx Xxxxxxxxxxxx(Looks) Xxxxxxxxxxxxxxxxxxxxxx Xxxxxxxxxxxxxxxx(like can) Xxxxxxxxxxxxxxxxxxxxx Xxxxxxxxxxxxxxxxxxx(The end) |