**交往互动式教学设计**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **课题** | | | Unit 7 On the farm | | **教时** | | 第2课时 | |
| **日期** | |  | |
| **一、教学内容**  本课为义务教育教科书小学《英语》（译林版）三年级下册第七单元第二课时Song time & Fun time。  **二、教学目标：**  1.创设情景，补充与Story Time大大致相同文本，学生在复习核心词汇、句型中，能进一步理解词汇和句型：pigs, ducks, cows, chickens, etc. What are these/those? They’re…。学生通过学唱歌曲，熟练掌握动物类单词及其发出的声音，为下面介绍、谈论农场作铺垫。  2.借助图片展开讨论，并引出本文核心句型What’s this? /What’s that?/ What are these?/What are those?/ Are these...?/Are those...?  3. 学生能够在新情境中讨论学习和理解；What’s this? /What’s that?/ What are these?/What are those?及其回答，.进一步理解并初步运用Are these...?/Are those...?等句型。  4.学生在游戏中再进一步理解并活用What are these/those? Are these/those?等句型。让学生体验成功，感受合作的乐趣。  5.学生在新情境中运用以上所复习的核心句型来设计农场。由前期两人共同设计农场，培养合作意识以及合作能力。小组谈论农场，让学生把语言知识转化为语言能力。  6.结合以上知识，联系自己的生活说说自己在农场参观所见所闻，学会“用英语做事”，通过融合、渗透的方法，将学生的情感体验寓于文本知识的学习中，感受到大自然的美好，激发学生热爱绿色生态。  **三、目标制定依据**  **1. 教材分析：**  本课是《译林小学英语》三下Unit7 On the farm的第二课时内容，主要学习歌曲《On the farm》,Fun time,复习句型并围绕Tom主人公对story文本进行适度拓展，整合，从而使学生灵活运用所学句型，能通过前期设计的农场创编新的故事。  **2.学情分析：**  本节课的教学对象是三年级的学生，作为本单元的第二课时，在此之前学生已经能够听懂、会说常见的水果类、动物类的单词，并初步感知单复数。能听懂、会说和会读日常交际用语Welcome to…What are these/those? They’re…能够在具体情境中理解句型Are these/those…?课堂一开始的歌曲部分能很好地调动孩子的积极性，他们生性活泼，英语学习特别积极，也善于模仿各种动物的声音，动作。最后基于前期的农场设计，孩子结合故事创编进行拓展。 | | | | | | | | |
| **教学过程** | | | | | | | | |
| **时间** | 活动  板块 | | | 活动内容与呈现方式 | | 学生活动方式 | | 设计意图 |
| 25  min | Step 1  吸引注意积累语言 | | | 1. Warming up   Enjoy a song before class.   1. Free talk & revision   We knew Mike goes to Liu Tao’s grandpa’s farm. Today let’s go to Tom’s farm. Please listen and answer:   1. What are these? 2. What are those?   3. Presentation .   1. Watch and answer:   a. What animals are mentioned in the song?  b. What do they sound like? Teach: chickens, cheep. The chickens on the farm go “cheep, cheep, cheep”  Teach: moo, quack  (2)Sing the song. Create a new song with actions. | | Enjoy the song.  (Class work)  Listen and answer.  They’re...  They’re...  (Solo work)  Watch and answer  They’re chickens, cows,  Ducks. ( solo work)  Follow the teacher. (Solo work)  Sing together. (Class work) & Practising singing. (group work) | | 课前歌曲，活跃课堂气氛吸引学生注意。  在讨论Tom的农场中复习核心句型，学习新词汇  教师评价  教师评价, 并让学生再读一读。  四人小组展示，教师评价，点拔  **达成目标1** |
| Step2  导出目标，生成结构 | | | T1:(ppt) Show a picture of Tom’s farm. How can you talk about the farm?  (生成板书）  What’s this? /What’s that?  What are these?/ What are those?  Are these...?/ Are those...? | | Look at the picture. Talk with partners.  (Solo work & Pair work) | | 一组学生展示，其他组补充，引导学生思考。整合板书，交流合作。  **达成目标2.** |
| Step3  回忆相关知识，初步运用结构 | | | T2:(ppt) What’s this?  What are these?  What’s that?  What are those?  Are these pears?  呈现: Yes, they are pears.  Yes, they are.  Are those pears, too?  呈现：No, they aren’t.  T3: Talk about the picture. | | Look and answer.  (Solo work, class work)  Learn : Yes, they are.  No, they aren’t.  （Pair work）  Talk about the pictures. | | 同伴交流，进一步巩固句型。  展示评比，教师评价，交往互动，理解句型。  展示，评价，交流，深层理解。**达成目标3.** |
| 14  min | | Step4 呈现刺激材料，活用结构 | | T4 Show: Fun time.  Ask Ss to ply the game.  What’s this?/ What are these?  What’s that?/ What are those?  Are these pears?  Are those oranges? | | Play and say.  (group work) | | 四人一组展示，教师组间评价，鼓励学生在游戏中活用巩固句型。**达成目标4.** |
| Step5 引发期待行为，强化结构 | | T5.You design your own farm. Then show us your farms.  Tom wants to visit your farm. Make a dialogue with partners. | | Design the farm  (Group work)  Talk about the farm.  (Pair work) | | 展示交流，教师评价。在合作完成农场设计后展示，并用所学语言询问动物和水果。**达成目标5.** |
| Step6 提供反馈评价，巩固结构 | | 1. Introduce a farm you will see or saw.  2. Show some pictures of the farms in Western Countries.  3. Emotional education：Love our green world. | | Read a passage about the farm.(Self think & talk)  Enjoy the pictures and try to talk. | | 展示，评价，交流，提升。  **达成目标6** |
| 1min | Homework | | | 1. Talk about your farm with your partners.  2. Write down a short passage about the farm. | | | | |
| 板书设计 | | | | Unit7 On the farm  Welcome to my farm!  It’s a ...  They’re...  It’s a ...  They’re...  Yes, they are.  No, they aren’t.  What’s that?  What are those?  Are these...?  Are those...?  What’s this?  What are these?  What’s that?  What are those?  Are these...?  Are those...? | | | | |
| 教学反思 | | | |  | | | | |