**交往互动式教学设计**

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| **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 |
| 25min | 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 answerThey’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.** |
| 14min | 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 |  |