**三下U8 We’re twins交往互动式教案**

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| **课 题** | | **三下 Unit 8 We’re twins** | **教时** | | **第一课时** | |
| **执教者** | | **邹丽娟** | **日期** | | **2017年5 月11日** | |
| 一、教学目标:   1. 能听懂、会说、会读、会写词汇girl，boy；能听懂、会读、会说词汇twin,aunt,uncle. 2. 能听懂、会说、会读句型Who’s she/he?She’s my aunt./He’s my uncle. Who’s that girl?She’s Su Hai./She’s my sister.We’re twins. 3. 能结合生活实际和图片信息猜测文本内容，试着问和回答问题。 4. 认识新人物Su Yang，能根据特征正确分区Su Hai和Su Yang。   4.通过朗读和表演文本内容，进一步加深对文本信息的理解。  5.在开放性的情景中进一步活用知识，语言表达能力。  二．目标制定依据：  1.教材分析：  本单元Story Time板块的场景是学校开放日。家长、亲属、和孩子们一起活动，在活动中同学们认识了一些新朋友。在三年级上册第三和第四单元，分别有This is...She’s...He’s...介绍朋友和家庭成员的句型。新课伊始，教师可以用歌谣、游戏的形式新授和巩固句型Who’s he/she? He’s/She’s...。进入文本前可以游戏学习句型Who’s that boy/girl? He’s/She’s..，然后以Open day为主线学习Story Time板块。.  2.学生分析：  经过三年级上第三和第四单元的学习，学生已经能用学生This is...She’s...He’s...介绍自己的朋友和家庭成员。问句Who’s she/he?在平时教学中也有涉及，除了要再次区分he/she外，句型理解不是太难。但是本课中的词汇uncle,aunt,twin等发音对学生来说有些困难，所以Who’s she/he?She’s my aunt./He’s my uncle.仍是本课教学重点，而Who’s she/he/that girl?的语调和用法则是本课教学难点。 | | | | | | |
| **教 学 过 程** | | | | | | |
| **教学环节** | **教师活动** | | | **学生活动** | | **交流方式** |
| Step 1  Warming-up  吸引注意，  积累语言 | 1. play a game：   Who，who,who’s he?  He's，he’s, he’s ....   1. About Miss Zou 2. Introduce your friends to me ? | | | Play the game and say the chant together.  I'm...  This is... She’s.. He’s..  (Single work) | | 课前游戏热身，复习和巩固就旧知。  师生相互了解，学生进一步复习句型。  **达成目标2** |
| Step2 Pre-task  导出目标，  生成结构 | Teach the new drills and words:  (1)Game:Guess ,Who is that girl/Boy?  Teach:(that)boy/ girl.   1. Say a chant.   Boy,boy ,who’s that boy?He’s, he’s ,he’s....  (3) work in pairs | | | Play the game and learnboy. GirlAnd the new drill.  Practice the drill.  （Pair work） | | 猜图游戏，知道课文中的人物，学习重点句型。  两两合作，操练重点句型。  **达成目标1.2** |
| Step3 Task1  回忆相关知识，初步运用结构 | 1.Open Day.  There are many teachers in our classroom So it is Open day today(开放日). Do you have Open Day in your School? Who will come?  T: Mike’s school has a open day ,today.  Guess,who will come?  2.Look and say  Q: Who’s he/she？  T: Guess.Who will come to school today?  3.Watch and circle  Q:Who will come to school today?  (Picutre C.F)  4.Read and think: Who are they?   1. .Picture1. Who’s he ?   T: if you’re Mike, how to say?  Teach:uncle.  (uncle=father’s/mother’s brother)   1. .Picture2.Who’s she?   Teach:aunt.  （aunt= father’s/mother’s sister.）  5.Listen and think:  Picture3 Q: Who’s that girl?  T: Is she Su Hai?Who’s she？ Listen。  T: How does Mike ask?  Picture4. Does Mike know Su yang？ Why?（Twins）  6.Look and think  (1)Q: How do you know Su Hai and Su Yang?  (2) Read: We’re twins. | | | My father/mother.  Discuss in pairs.  Mike,Liu Tao...  Mike’s father..  Liu Tao’s mother.  ....  Choose the pictures.  Try to ask: Who is he? He’s my uncle.  Read act.  Try to ask: Who is she?  She’s my aunt.  Read and act.  She’s Su Yang.  Who’s she?  Who’s that girl?  Find and talk.  Read “We're twins” | | 直接由open day 导入。开放性问题讨论who wil come？  学生小组合作讨论。  学生带着问题看动画,整体理解。   1. 细读文本，解决文本信息和知识点。 2. 通过read 图1和图2，根据所学试着问问题，在交流中认识uncle 和aunt。   **达成目标1.3.**  b.通过Mike的表情(Why？)和两次（How）提问认识the twins.  c.通过观察和讨论，具体认识苏海和苏洋。  **达成目标4** |
| Step4Task2  呈现刺激材料，活用结构 | 1. Read or act in groups.   四人小组分角色Mike,Yang Ling,Su hai,Su Yang 朗读或表演。  2.Show time.(给出评价标准) | | | Read or act in groups.  (Goup work) | | 小组活动，分角色朗读或表演。  **达成目标5** |
| Step5Task3  引发期待行为，强化结构 | 1. Think and talk.   Q:Any others came to school? Who?   1. Make a dialogue:   T: Yang Ling and Liu Tao’s family both came to school that open day. How to know each other? | | | Talk about the Q  (Group work)  Make a dialogue.  (Group work) | | 文本拓展，创编对话，综合语言输出。  **达成目标6** |
| Step6Post–task  提供反馈评价，巩固结构 | 1. Talk about our school open day. 2. 根据板书总结本课所学。   Homework :  1.Read and act Story time.  2.Think and talk about Mike's birthday. | | | Talk about School open day. | | 进一步了解School Open day.  . |
| **板书设计：**   **Unit8 We’re twins**    Su Yang  Su Hai  Who’s he？  Who’ that boy?  Who’s she？  Who’ that girl?  He’s....  aunt  uncle  She’s.... | | | | | | |