**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 1Warming-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 circleQ: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 YangSu HaiWho’s he？Who’ that boy?Who’s she？Who’ that girl?He’s....auntuncleShe’s.... |