交往互动式教学设计

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| 课题 | Unit7 What’s the matter? | | 教时 | | 第2课时 | |
| 日期 | | 5月18 日 | |
| 教学目标：  1．能听懂、会说、会拼读单词happy , hungry, ill, sad, thirsty, tired，并进一步熟练掌握本单元所学的感觉类单词。  2．在游戏中能够听懂、会读、会说句型What’s the matter? Are you…? Here’s…for you。  3．学习Fun time, 引导学生创编，熟练运用单词表示感觉，让学生在情境中学会关心帮助他人并给予正确的帮助。  4. 会读、会说小诗《Are you ill?》。 | | | 重点与难点 | | **教学重点：**  1、熟练掌握本课词句并自然、熟练地运用。  2、有序、高效地参加课堂小组活动，并在活动中准确运用语言。 | |
| **学情分析：**  **1、教材分析：**  本课是译林牛津教材四下Unit 7 What’s the matter?的第二教时内容，主要学习Fun time和Rhyme time部分内容。本节课围绕What’s the matter?这一话题展开教学活动。本节课主要在第一课时的基础上进一步掌握感觉类单词的运用，加深对What’s the matter?这一话题的理解和运用，并学会对他人表示关心。Rhyme time 主要是让学生感受英语小诗的节奏，并利用本板块情景，进行对话创编，更进一步运用句型和单词。  **2、学情分析：**  在学习本课之前，学生已经掌握了一定量的词汇，例如hot, cold等，学生也能简单运用I’m …来表达自己的感受。在经过第一课时的教学之后，学生已经能对感觉类单词有了更多的认识，但是在tired这个单词的读音方面还存在一些问题，需要在本课时继续加强。What’s the matter?的句型如何具体运用也需要在本课继续加强巩固。 | | | | | | |
| 教 学 过 程 | | | | | | |
| 活动环节及预设目标 | | 活动内容与呈现方式 | | 学生活动方式 | | 目标达成分析 |
| 通过日常交流带着学生进入课堂，并通过图片引导学生回顾story time内容 | | 1. Free talk   How are you today?  2. Revision  We know there is something wrong with Liu Tao in Story time. Let’s play a game.  If you think it is right, say “Yeah, yeah, yeah!” If you think it is wrong, say “No, no, no!”  3. Say sth about Liu Tao. | | I’m …  Read and judge.  Liu Tao is …  He can…  … | |  |
| 通过归类和游戏，让学生再次巩固感觉类单词，为接下来的学习做好准备 | | 1.Look and say  Liu Tao is tired and thirsty. Do you know some other words about feelings?  Happy, thirsty,,ill,hot, cold,…  What’s the matter with this boy?  2. Play a game: Say the words loudly as quickly as you can. If you see a clown, clap your hands. | | Say the words about feelings.  Tired sad  Play the game together. | |  |
| 让学生在具体的情境中通过讨论，总结和归纳出更多关心帮助他人的句型，引导学生自主学习。  通过合作及表演游戏，让学生熟练运用句型What’s the matter?以及应答句I’m …，同时给予同伴正确具体的帮助。 | | 1.Let’s talk  Look at this boy. What’s the matter? Can you guess?  You also can ask like this: Are you …?  Can you give him some?  2. Pair work: How can you give the suggestions？  3. Say and act  A: What’s the matter?  B: Guess.  A: Are you …?  B: Yes，I am./No, I’m not.  A:Here’s/Here are/You can/Have …  Let’s play the game in pairs. | | He’s …  Here’s/Here are/You can/Have …  Work in pairs. | |  |
| 学习小诗，通过朗读感受小诗韵律，并理解小诗情境。最后根据小诗情境编对话，激发学生的想象能力和语言创造运用能力。 | | 1.Watch and answer  Look at this boy. Is he happy?  Let’s watch and answer: What’s this mane? What’s the matter with him?  2. Read the rhyme  3. Think and make a dialogue.  Bill is ill. What will Bill and his mother say? | | Watch and answer  Read the rhyme in different ways.  Make a dialogue | |  |
| 1. 作业布置 | | 1. Ｒｅａｄ　ｔｈｅ　ｒｈｙｍｅ．   ２．Write the dialogue using the sentences that we have learned. | |  | |  |
| 板书设计 | | Unit7 What’s the matter?  What’s the matter?  Are you …? Yes./No.  Here’s / Here are…for you. Thank you. | | | | |
| 教学反思 | | | | | | |