**3A unit 4 My family**

**（Story time ）**

**“生命课堂”暨常青藤青年教师成长营**

**教学设计**

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| 学校：常州市东青实验学校 | | 年级： 三年级 | 日期：  2016年11月11日 | 教师：周 琴 | |
| 学科：英 语 | | 课题：3A unit 4 My family(story time) | 教时： 1 | 人数： 8 | |
| 教学目标：  1.学生通过跟读能听懂、会说、会读“family，father，mother，brother，me”并能在情境中交流使用这些词汇。  2.通过朗读、互动、交流，能理解并学会用句型“This is...”来向别人介绍家庭成员。  3.学生能认识人物“Tim, Helen”.  4.学生能理解表演story的内容，学会用英语向别人介绍自己的家庭成员。  制定依据：   1. 内容分析：   本课是本单元的第一课时，话题是家人，与学生生活息息相关。内容是在Unit3My friends介绍朋友的基础上进行教学的。在第三单元中学生重点运用Who’s she/he? She’s/He’s …来介绍自己朋友。本课教学中问题的方式可以由Who’s she/he?改为Who’s this? 引导学生根据问题的方式用This is ..应答。如何将单词与句型结合并在情境中运用这是本课的重点。语言的操练离不开情境，教学时可以采用层层递进的方式，先模仿Story time中提供的情境师生进行对话，再由同桌介绍家庭成员，最后可以由教师提供若干生活情境，让学生创编对话并进行表演。   1. 学生实际：   1.基本情况：本班共有46名学生，初次接触英语，学生的学习兴趣较浓，但是课堂上能大胆、积极举手回答问题的只有10个左右；另外有5个左右的后进生因为学习习惯较差，在英语学习上相对比较落后。  2.学生知识储备：本课关于家人的话题与学生生活实际联系密切，学生会比较感兴趣。对于文中出现的介绍人物的句型，在Unit3My friends介绍朋友一课中已有初步涉及，学生对介绍人物的句子：This is…That is …He’s…She’s...掌握较熟练。 | | | | | |
| **教学过程** | | | | | |
| **教学环节** | **教师活动** | | **学生活动** | | **设计意图** |
| **Step1. Warming up**  **（5’）** | 1. Sing songs <Good morning> <Are you Mike?> <Goodbye>.   2.Greetings | | 1. Sing the song.   2. Greetings | | 课前热身，让学生自然进入英语氛围以及所学的内容。 |
| **Step2.**  **Story time(10’)** | 1．Magic eyes  PPT快速出示学生熟悉的已学人物.  T：Who is this?   1. 学习家庭成员词汇   T: What is Mike doing?  T：How to read this word?  T：This is my father. What does father mean? Do you know?  S:...  T: Father means “爸爸”，my father means “我的爸爸”.  Read after me,“father, father,...”  出示father /'fɑ:ðə/ ，注意a的发音/ɑ:/  T: Can you guess who is this little girl?(Point to the girl and ask)  T: You are right. This is me.  Who is the woman besides my father? Can you guess?  T: Good. This is my mother. Mother means “妈妈”、my mother means “我的妈妈”  Read after me,“mother, mother...”(强调发音)  教师出示mother /'mʌðə/全班拼读这个单词，注意o的发音/ʌ/  T: This is my sister. She is so cute.  “Sister” means “姐妹”，my sister means “我的姐妹”  Read after me, “sister, sister...”  教师出示sister ['sɪstə(r)]，全班拼读这个单词  T: So this is my family. Family means “家庭”  板书课题“Unit 4 My family”，教读课题。  3.Learn the story  T: Mike also has a big family. (Show a picture of Mike’s family) Watch the flash, try to find out who they are.  a. Watch the video  b. Answer the questions  How many people are there in Mike’s family?  Who are they?  c. Watch the video again and read after it.  d. Acting time  T: Now I’ll give you several minutes to get familiar with this text and get prepared to give a performance.  T: Now who want to have a try?  T asks four students to come to the front to show. | | S1: This is...He/She is my...  S: ...  Ss:family  Ss:跟读课题Unit 4 My family  学生模仿跟读。  S：Father，Father，...  S: She is ...    S: She is ...  S: Mother, mother...  S: Sister, sister...  Ss：Watch and answer the questions  Ss：Five.Father,mother,  brother, sister and  Mike.  Ss prepare the performance.  S: This is … (戴着Mike的头饰进行表演) | | 以旧引新，引出Helen，sister，brother  引导学生听清老师的发音，比较区分father和mother中两个长短音的不同之处，以便在今后的口头表达中能正确朗读。  整体感知故事，掌握大意。  重心下移，学生根据自己掌握的程度选择背诵或表演，巩固对文章的理解。 |
| **Step3.** **Consolidation** | 1.T: Mike has a big family. Somebody also wants to show her/his family to us. Let’s see who he/ she is. (出示樱桃小丸子Sakura Momoko的全家福)  T：Can you help her to introduce her family?  T：Now you see, all of them have a happy family. We also have a happy family, but do you know what family is made up of? Let’s watch a video and find out the answer.  2. Watch a video about family (家的公益广告)  T：What is family made up of?  T&Ss: Father and mother I love you. (Enjoy the “Family song”)(学生跟唱)  3. Summary  T: What do you learn in this class?  Ss:… | | 学生扮演樱桃小丸子用所学句型介绍家人。 | | 从课本回到生活，选用学生比较感兴趣的卡通人物，综合运用本课所学句子，真正实现学以致用。  公益广告，从视觉上加深学生对家人的理解，适时进行情感升华。 |
| **Step5. Assignment** | 1. Read Story time after the tape.  2. Introduce your family to your friends. | |  | | 根据能力差异选择性的完成作业。 |
| Step 5 Blackboard Design板书设计 | Unit 4 My family  This is… father mother  Hes/She’s…  Helen Mike (me) Tim | | | | |