**3B unit 7 On the farm**

**（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：  2017年5月11日 | 教师：周 琴 | |
| 学科：英 语 | | | 课题：3B unit 7 On the farm （Story time ） | 教时： 1 | 人数： 8 | |
| 教学目标：  1、通过歌曲环节学习单词these, those，初步感知水果类词汇：apples，pears。  2、通过任务驱动，学生能正确理解并朗读对话内容，在教师的引导和帮助下尝试朗读对话、表演对话。  3、通过迁移和拼读法，学生学会 pigs, cows 读音。  4、学生能在真实的情景中运用What are these / those? Are these / those…?和日常交际用语Nice to meet you, Mike. Welcome to ... 进行交流。  制定依据：   1. 内容分析：   本课是江苏译林牛津英语3B unit 7 的story time部分，是本单元的第一课时。本单元主要涉及水果和动物两个话题，要求学生四会farm，they，those，apple，pear，orange，who；三会pig，cow，chicken，duck，picture和句型Welcome to... What are these/those?They’re...Are these/those...?Yes,they are./No, they aren’t. Story time板块为我们呈现了Liu Tao带Mike去参观爷爷农场过程中谈论看到的动物和水果。故事中涉及的主要句型有What are these/those? They’re ... Are these/those...?Yes,they are. No, they aren’t. 其中What are these?在Unite6 Cartoon time 中已有接触，比较了What’s this？与What are these?的异同。   1. 学生实际：   1.基本情况：本班共有48名学生，大多数同学对英语充满了兴趣。课上积极发言的同学占总人数的一半，有五个左右的学困生，没有良好的学习习惯，资质较差。  2.学生知识储备：本课关于水果和动物的话题与学生生活实际联系密切，学生会比较感兴趣。在之前的phonics跟读中学生朗读了很多关于动物的单词，但仅限于看图跟读，水果词汇第一次接触，部分学生在校外学习可能有所接触。 | | | | | | |
| **教学过程** | | | | | | |
| **教学环节** | **教师活动** | | **学生活动** | | **设计意图** | |
| Step1: Warm up | 1.Enjoy a song 《These are apples》   1. Free talk and learn:Apples, oranges, Teach the new words   T：What can you hear in the song?  T:Apples and oranges,they are all... | | Enjoy the song and imitate the sentences:These /Those are... Are these/those...？  Yes，they are.  No, they aren’t.  Ss:跟读Apples,oranges  Ss:(引导生分类归纳）fruit | | 在可爱的动画中愉快的感受本课新句型，初步跟读新句型。 | |
| Step2 : Presentation | 1.Look and say:What are these/those? They’re...s.  (1)PPT呈现一个苹果的画面  T:What’s this?  What’s that?   1. PPT呈现一些苹果的画面   T:What are these？  What are those？(随机板书句型，教读）   1. T:Look at the pictures, what do you want to say? 2. PPT呈现一个和一些橘子画面。 3. T:Good job. Here’s a rhyme for you.   T示范小诗朗读   1. Listen and guess:Are these/those...? 2. T:Listen, what are these? 3. T:Are these cows,too? 4. T:Cows and pigs ,they’re...   Where can we see them?引出带读课题On the farm. | | Ss:It’s an \_\_\_\_\_\_\_\_\_\_\_.  It’s an \_\_\_\_\_\_\_\_\_\_\_.  （引导）Ss：They’re...s.  Ss: Work in two and act it out.  A:What’s this/ that?  B:It’s a/an...  A:What are these /those？  B:They’re...  Ss：跟着节奏朗读小诗。  Ss:Cows.(--how)  Ss:No,they’re pigs.  Ss:animals | | 引导学生在图片对比中初步理解What’s this/ that?  What are these /those？的区别，初步学会正确使用句型。  在朗朗上口的rhyme中巩固记忆句型。  在听动物声音的情境中学会使用Are these/those...s?的表达。 | |
| Step3 : Story time | 1. Listen and answer.   T:Look at our friend, they’re...    T:Where are they?  T：What do they say？(学习P1）  2.Watch and circle  T: What does Mike see on the farm?  3.Read and underline  T：What questions does Mike ask about the fruits and animals?  T:How to answer?  4.Reading and acting time. | | Ss：They’re Liu Tao，Mike and Grandpa.  Ss:They’re on the farm.  Ss:Listen and answer.  Ss:Watch and circle,and learn :”pears”    Ss:四人一组自读课文，找一找，划一划Mike在农场上问的问题。  Ss:Ask and answer in two.  Ss:(1)Read the dialogue after the tape.  (2)Read or act out the story in groups. | | 引导学生观察图片获取信息。  听录音捕捉信息。  小组合作找出问句。  同桌对话学习句型。  跟读模仿。 | |
| **Step3**  **Consolidation** | 1. Game：Look and say. 2. T:Read and answer. 3. T: After lunch ,Liu Tao,Mike and grandpa go to the market. What will they talk about? | | Ss:看图说词读句。  Ss:根据情境回答问题。 | |  | |
|  | 板书设计Blackboard Writing  Unit 7 On the farm  What are these / those？ Are these / those …?  They’re…s. 农场图 Yes / No. They’re…. | |  | |  | |
| **Step5. Assignment** | 1. Read the dialogues after the tape and try to recite the dialogue.  2. Be a designer.  3. Know more words on the farm.(选做） | |  | | 根据能力差异选择性的完成作业。 | |