**四下Project 1 My school life (Period 1)**

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**Teaching contents 教学内容**

Revision & Part A (Complete the fact sheet)

**Teaching aims and learning objectives 教学目标**

1. 能够综合运用前四个单元所学的词汇、句型等语言知识，展开活动与交流；

2. 能够运用第一单元至第四单元所学的语言知识和语言技能进行交流，完成调查表，并根据调查表的内容作介绍；

3. 能够在综合运用语言知识和语言技能的过程中，介绍自己、了解他人,表达对学校生活的想法。

**Focus of the lesson and predicted area of difficulty 教学重点和难点**

教学重点：1. 综合运用一至四单元的词汇、句型等语言知识进行交流；

2. 完成调查表并根据表格内容来介绍自己。

教学难点：通过完成调查表来进行介绍。

**Teaching aids 教学准备**

教学准备: PPT,板书设计

**Teaching procedures 教学过程**

**Step 1. Warm-up**

1.Greeting & Free talk

T: What day is it today?

S1: It’s … .

T: How many days do you know?

Ss: Seven.

T：What are they?

Ss: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.

T:What day is the first day of the week?

Ss: Sunday.

2. Sing a song <Days of the week>

【设计意图：用歌曲的形式复习所学星期名称单词，活跃课堂气氛，激发学生的学习兴趣，为后面的复习打下基础。】

T: There are seven days in a week.

T: From Monday to Friday, we should go to school. So we call them weekdays.(出示weekdays并带读)

T: On Saturday and Sunday, we don’t go to school. So we call them weekend.(出示weekends并带读)

【设计意图：用简单的师生对话引出一周几天的复习，并进行梳理帮助学生区分weekday和weekend，也为后面的复习话题进行铺垫。】

**Step 2. Revision**

1. Brainstorming about questions

 T: What questions can you ask about these days?

eg.How many days do you have on … ?

Please discuss in groups.

板书问句：What day is it today?/How many lessons do you have on …?/

When do you … on …? …

【设计意图：利用头脑风暴的方式让学生主动说出与星期名相关的问题，充分发挥学生的主观能动性，在小组内轮流说，有利于学生相互促进。】

2.Lead-in

T:These questions are all about our life.（出示life并带读)

揭题Project 1 My school life

T:Do you have any other questions about school life?

Please discuss in two.

板书问题

【设计意图：利用问题驱动的方式让学生与校园生活相关的问题，复习U1-U4重点问句，收集归纳相关问句。】

3.Ask and answer

 Choose two or more questions to talk about your school life.

 随机板书答案句型。

4.Complete the table about my daily activities(P30)

 T: When do you get up on …?

 S1: I get up at 7:00.

 T: When do you have breakfast on …?

 S1: I have breakfast at ...

 (板书：I ... at...)

 T: Please open your book, turn to Page 30 and finish the first table.

 (学生自己完成30页的表格1)Ask and answer about activities in pairs.

 S1: When do you ...?

 S2: I ... at ...

【设计意图：在复习了活动后进行时间表的交流，循序渐进，让学生有话可说，除了书上给出的活动，还能再根据实际情况进行增补，起到了综合运用语言的作用。】

5. Complete the table about subjects we like(P30)

1）T: What do you do before lunch at school?

Ss: We have lessons.

2）Say a rhyme <Subjects>

T:What subjects do you know in the rhyme?

S:Music,Chinese and English.

T:I think you know many subjects at school. Now let’s do actions and others guess what subjects they are.

3）Do and guess.

 【设计意图：用一首轻快的韵律诗来进行巩固操练，在此基础上做动作猜学科，激发学生的兴趣，同时也加深学生对学科类单词的理解，，让学生体会语言的趣味性。】

4）T: How many subjects do you have?

 S: … .

T: What subjects do you like?

 S: I like ...

 (板书I like ...)

 T: Great! Finish the form on Page 30，make a dialogue about it with your desk mates.

 Work in two.(选择两三组展示，随机向其余同学就对话内容提问。)

 【设计意图：综合运用所学语言进行创编对话，丰富学校学科话题的内涵，达到语言传递信息的实际意义。】

**Step 3 Consolidation**

1.Look and say(出示校园图片)

T:Great.I think you have great fun at school. Look, these pictures are all about our school. Do you like our school? Why?

Ss discuss and practice.

【设计意图：在复习了U1-U4内容后，让学生询综合运用这些学校生活的信息进行句型操练，内容丰富，学生有话可说，体现语言的交际性与融合性。】

2.T：You love our school so much. So remember love our school, enjoy our life.

3.Summary

T:Can you?

a.I can name some subjects, activities and days of a week.

b.I can finish the fact sheet and introduce them.

c.I can talk about our school life with the structures from Unit1 to Unit 4.

**Step 4 Homework**

1.Design your dream timetable (P 30)

2.Design your dream school, try to introduce.

【设计意图：让学生自己设计梦想的课程表与学校，发挥了学生的主动性与创意性，同时也激发了学生的兴趣，让学生从词、句的表达上升到语段的表达，体现语言的整体性。】

**Blackboard design板书设计**

**Project 1 My school life**

Answers

Questions

**《四下Project 1 My school life》教学反思**

Project板块是译林新版《英语》的重要组成部分,它既是对前一阶段英语学习的复习与总结,也是学生综合运用所学知识、展现学习成果的重要语言实践过程。但Project板块解读一直没有清晰的思路与模式可以参考,因此，这学期我借教研活动的机会，展示了我个人对于project板块教学的思考，希望得到教研组全体成员的指导。本课是第一课时，主要复习第一、第二、第三和第四单元的主要交际用语、词汇和句型。这节课作为综合板块教学，我精心设计，合理安排，任务驱动。

作为复习Unit 1-Unit 4的综合板块，我结合每单元的核心话题巧妙地穿插进My school life这一新话题，复习日期引发日期相关的问题，再根据学生提出的问题揭示课题，再次引发对于校园生活的提问。用问题驱动旧知的复习与综合应用，从而也加深了对学校的感情。在完成复习的过程中，学生对于学科类单词中subject和lesson的区分，还是有部分学生出现问题。在星期类的词汇复习中，学生对于个别单词如Saturday等单词的拼写还是存在一定的问题。句型的复习中，学生对What subjects和What lessons的区分还是有一定的困难，出现了一定的错误。对句型What day的掌握，学生的表现是让人满意的。总体来说，这四个单元的复习发现的问题不大，学生掌握的情况是能够让人满意的。

我喜爱在课堂上根据学生的回答进行追问与互动，关注学生听的效果，生成了真实的交际场景，师生都在课堂中得到了生命的成长。例如：当老师提出Do you like our school? Why?的时候，学生有感而发：We have good lessons at school. We have many great teachers. We have many good friends.深深流露出了自己的情感。

有生命的课堂就是紧张而期待，就是感同身受，就是真情流露！