**交往互动式教学设计**

**三井实验小学陈琦莹**

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| **课题** | **Just Be Yourselves!** | **教时** | 1 |
| **日期** | 2019．1．3 |
| **一、教学目标：**1、通过创设情境，观看鸟类动态图片，活跃课堂氛围，学生小组讨论描述图片鸟类外貌，复习旧知，熟练使用句型：He/ She is… He/ She has… His/Her…is/are…。2、引出本课主角：Nick, a swift.引导学生对Nick外表和情绪的关注，激发学生对故事情节的好奇心。3、学生通过快速浏览绘本，找出Nick遇见哪些小鸟，再通过细读文本，自己思考找出喜鹊和鹦鹉的特征，对比Nick和他们外貌的区别，能初步会读、会用句型：It looks like… I wish I could have…来描述小鸟身体部位的特征，表达愿望，体会语言之美。学生通过细读，划线的方式找到Nick为改变自己做出的行为，通过对结果的猜想和检验，体会不要一味简单模仿他人，要做自己的情感，4、为学生持久阅读做感情铺垫。5、通过听读Nick救助小鸟的绘本情节，引发学生关注Nick能力美，小组合作，将救助小鸟的过程进行表演，尝试用丰富的语言夸赞并鼓励主人公Nick要做自己。6、联系自己，思考自己的strong points.体会Just Be Yourselves这句话的含义和感受,提高孩子自信心。**二、目标制定依据：****1、教材分析：**本课材料选自校本教材——跟上兔子小学英语分级绘本四年级选册。Just Be Yourselves.!这本书是由张海燕和章玉芳主编的。绘本情节跌宕起伏，为孩子的理解搭建了很好的阅读支架。**2、学情分析：**四年级的孩子已经学习英语一年多，部分孩子已经接触并阅读了不少课外绘本故事。一方面，他们已经具备了一定的语言基础和文本理解能力；另一方面，有部分孩子已经进入英语课本学习的倦怠期，他们非常渴求阅读课外材料，尤其是此类动物类文章，内容新颖，又有图画支撑。**3、求原要素：**溯源：本课选材源于儿童起点，以德启智，通过本课教学，启发学生对故事进行自己的思考，并且鼓励学生从不同角度形成自己的想法。自能：通过本课的教学，学生能运用所学的阅读技能自行阅读符合年龄特点的绘本，并能把相关知识内容进行总结提炼，培养良好的阅读习惯。 |
| **教学过程** |
| **Time** | **Procedure** | **Teacher’s activities** | **Learners’ activities** | **Feedback &aims** |
| 10min | Step1吸引注意，积累语言 | 1. Warming up.Watch the pictures and ask.What are they about? 2. RevisionHow are the birds?Can you talk about one of them? | Watch the pictures and answer.Birds. **(solo work)**Look, he is…He/she has…His/Her… is/are…Talk about one of the birds.**(pair work)** | 全班回答，教师评价。Today we’ll have a story about birds.运用旧知描述鸟类。Do you like them?**达成目标1** |
| 25min | 核心过程 | Step2导出目标，生成结构 | Task1: Prediction. Show the picture of Nick.Look at this bird. His name is Nick. How is Nick? | Talk about Nick.**(solo work)** He is a small black swift. | 观察引出并谈论主角Nick，猜想绘本角色和内容。**达成目标2** |
| Step3回忆相关知识，初步运用结构 | Task2. Read and talk.Read the story fast from page 6 to16 and answer .What birds does Nick meet?How does Nick feel?Task 3. Listen and talk.What do they have? Guess what will Nick say?Task 4.Read and act.Let’s read page 7 and page 13 together.Can you act as Nick and the magpie or Nick and the parrot?Task5. Read、talk and underline: What does Nick do when he meets the magpie and the parrot?Task 6. Read and think.Is Nick happy?/Are they real?Task 7. Listen and thinkWho can save the young bird?Why? | magpie & parrot.**(pair work)** a beautiful tail/colorful wingsLonely.Guess what will Nick say…**(solo work)**Read page 7and 13 loudly (Class work)Act it out with partner.**(pair work)** Find some peacock feathers to decorate his tail.Find some paints.Colour his wings.**(pair work)** Nick is not happy./No, they are not real. **(solo work)**Nick can save the young bird.Nick is swift.**(solo work)** | 快速阅读文本，找出情节关键角色，老师评价，板书归纳，讲出大意边听边观察图片，归纳总结，老师点拔。齐读文本重点结构句型。小组合作表演，生生互评。小组合作探讨。自读课文寻找关键情节。一人回答，师生评价，老师总结一人回答，师生评价。**达成目标3** |
| Step4呈现刺激材料，活用结构 | Task7. Read and actRead from page 18 to 21 then try to act. | Read and try to act as Nick、mother bird 、baby bird and other birds.**(group work)** | 小组合作，表演救助的过程，活用语言，What do they say to Nick?**达成目标4** |
| Step5引发期待行为，强化结构 | Task 8. Sum up.1. Talk about the theme according to the blackboard design.
2. Give a title to the story.
 | Talk about the theme:Just Be Yourselves**（Class work）** | 全班一起总结绘本主旨，升华主题。**达成目标5** |
| 5min | Step6提供反馈评价，巩固结构 | Task 9.Talk about ourselves.I can not play basketball. But I can run fast.  Just be yourselves.Task 10: Homework1. Read the picture book again and share it with your friends.
2. Find your strong points and just be yourselves.
 | S1:I can not …But I can…S2:Just be yourselves!**(pair work)** | 联系自己，提升自信心。**达成目标6** |
| **板书设计** | **Just Be Yourselves！**Swift Magpie Parrot  It looks like… I wish I could have… |
| **教学反思** | 建议：环节太多，结对活动，小组活动太少，没有做到聚类呈现，聚类展示，结构化打进，希试上时改进！ |