**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** |
| 10  min | Step1  吸引注意，积累语言 | | | 1. Warming up.  Watch the pictures and ask.  What are they about?  2. Revision  How 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** |
| 25  min | 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 think  Who can save the young bird?  Why? | | magpie & parrot.  **(pair work)**  a beautiful tail/colorful wings  Lonely.  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 act  Read 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** |
| 5  min | 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: Homework   1. 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！ | | | | |