**交往互动式教学设计**

**三井实验小学余愿**

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| 课题 | **A Big Basketball Fan** | **教时** | 1 |
| **日期** | 2019．11．20 |
| **一、教学目标：**1、通过自由对话，拉近师生距离，创设情境，激发学生学习绘本的热情，呈现本堂课要阅读的绘本封面。2、学生观察绘本封面，引导学生观察、思考并发挥想象力，能够对故事有大概的预测。3、学生通过观察图片猜测Jack的喜好，通过排序了解故事梗概，通过小组制作单词卡片感受解决新单词的办法，总结解决新单词的办法。4、回顾故事内容，用一用上面的词汇在学生间演一演，巩固词汇和句型。5、通过关键词复述课文内容，进一步巩固文本，强化记忆绘本的主要内容，结合学生生活实际和已有知识储备猜测单词含义，为持久阅读铺垫。6、进一步回顾绘本故事，结合故事情节和生活实际，情感提升，升华主旨。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六年级选册。A Big Basketball Fan这本书是由张海燕和章玉芳主编的。内容贴近生活，情境符合实际，内容诙谐有趣，为孩子的理解搭建了很好的支架。**2、学情分析：**六年级的孩子已经学习英语三年多，大部分孩子都接触了不少课外阅读绘本故事。一方面，他们已经具备了一定的语言基础和理解文本的能力；另一方面，有部分孩子已经进入英语课本学习的倦怠期，他们是非常渴求阅读课外材料的，尤其是此类故事性情节较强、既有图画支撑、内容上又有一些挑战的绘本故事。**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.GreetingGood morning，class.1. Free talk.

I’m a ... fan. I like ...What do you like doing?3.Leading inShow today’s story’s cover. Please look at the cover. | Greeting(class work)Talk about your hobbies with your partner.(pair work)Today I bring you a story, do you want to read it? (solo work)  | 师生打招呼、自由谈论，拉近师生之间距离通过谈论的话题自然过渡到本节课的主题。从封面引入主题**达成目标1** |
| 20min | 核心过程 | Step2导出目标，生成结构 | Task1.Structure&aims1. Look and think.

What can you see from the picture?2. Imagine and guess.Can you guess something about the picture book? | Think by themselves.(solo work)Give some guessing.I can see... so maybe ...(solo work) | 学生观察绘本封面，思考发挥想象力，对故事有大概的预测。**达成目标2** |
| Step3回忆相关知识，初步运用结构 | Task2. Look and guess.What does Jack like doing as a basketball fan? Task3.Read and answer.1.Why can’t he join the basketball team?2.Order the pictures and check the answer in pairsTask4.read and make Ask Ss to read the story carefully and make a word card in groups.Task5 Conclude &consolidateDiscuss the followingWhat can we do when we meet new words in reading? | Jack likes...(solo work)Read the story fast and find the answers.(group work)Order the pictures.(group work)Make a word card.(group work)Think ways to know the new words.(group work) | 个人汇报,观察图片，猜测Jack作为一个篮球迷可能会喜欢的事情小组阅读，圈出生词，找出答案，猜测词义。小组阅读，排列图片。小组投影展示汇报，制作单词卡片，介绍本小组解决生词的办法独立思考遇到新单词时可以采取的办法。全班齐读。**达成目标3** |
| Step4呈现刺激材料，活用结构 | Task 6 Think and actRead P12-19 together.（这里改一改） | Read together.(pair work) | 回顾故事内容，用一用上面的词汇演一演**达成目标4** |
| Step5引发期待行为，强化结构 | Task 6Retell& talk1.Retell the story according to the key words.2. Think the following1)What does talent mean?2)What does “big” mean? | Retell the story.(group work)Think & talk.(solo work) | 根据板书复述课文，鼓励形式上有所创新。学生结合故事思考talent和“big”含义。**达成目标5** |
| 10min | Step6提供反馈评价，巩固结构 | Task7Think and sum up1.What do you learn from the story?2.Homework1)Share the story with your parents.2)Search more information about O’Neal. | Talk about what you learn.(solo work)Finish the homework by themselves. | 学生独立思考本课所学。独立完成作业后并交流。**达成目标6** |
| 板书设计 | **A Big Basketball Fan**fandancing, watching...Cheer fordrilling, shooting, dunkingjump high, move fast |
| 教学反思 |  |