**交往互动式教学设计**

**小河中心小学 储丽娟**

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| 课题 | | Friends:  Unit6 My e-friend | | | 教时 | | 1 | |
| 日期 | | 2020.11.4 | |
| **一、教学目标：**  1.在friends主题情境中，学生能听懂、理解词汇e-friend, send, email, live, study, wait a minute等意思，能初步运用study和live的三单式转换，能听懂、会读、会说日常交际用语，如：Does he/she…? Yes, he/she does. /No, he/she doesn’t.  2.通过观察图片，学生能描述与文本相关背景信息，通过大胆猜测，学生能预测文中人物关系，提高语言逻辑思维力和丰富想象力。  3.通过开放性设疑，学生能自主提问，并快速捕捉与主要人物Peter相关的问题信息。  4.通过对话，学生能概括文本信息，激活思维，初步形成思维可视图——名片卡，并活用词汇、句型进行复述交流。  5.通过听、读、小组讨论，学生能加深对文本信息的理解，形成语感，为语言输出做铺垫。  6.通过friends的情境，从学生问答朋友信息过渡到文本中王兵与刘涛问答朋友信息，而后过渡到老师朋友的语段信息，再到学生朋友的语段输出，一步步强化提升对新句型运用的能力，学会用英语做事。在语言操练中，自我评价和评价他人，学会正确的评价方式。有效渗透情感体验：与朋友相亲相爱。  **二、目标制定依据：**  **1.教材分析：**  本课是《译林版小学英语》（五上）Unit 6 My e-friend的语篇教学板块。本节课的主题语境隶属于“人与社会”，在此基础上围绕“朋友”这一话题展开教学活动，综合了以前学过的年龄、学科和兴趣爱好等话题，全面地介绍了Wang Bing的网友Peter的信息。认识新朋友（包含网友）是学生感兴趣的话题，要充分利用这一感兴趣的教学内容，鼓励他们用英语去了解他人的朋友（包含网友在内）。  **2.学情分析：**  本节课的教学对象是孟河实验小学五（6）班的学生。在学习本课之前，学生已经掌握了一定相关的词汇与句型，并能运用这些词汇进行日常交际对话。本课的重点是语篇教学，需帮助他们感知介绍朋友的几个思维关键点，并在合作交流中自主掌握、接受语篇内容，同时引导学生运用一定的方法进行自主阅读与思维。本单元所谈论的话题是贴近学生生活的，为学生们所喜爱，这为学生学习本课时乃至本单元提供了宝贵的情感基础。对朋友或网友的情感感知，使学生能够积极参与课堂学习，有助于学生学习效率的提高。 | | | | | | | | |
| **教学过程** | | | | | | | | |
| **Time** | **Procedure** | | | **Teacher’s activities** | | **Learners’ activities** | | **Feedback & aims** |
| 5  min | Step 1  吸引注意，积累语言 | | | 1.Warming up  Sing a song: Five little friends.  Lead in topic:friends  2. Free talk  1)I have many friends,do you have any friends?  2)Ask and answer about your friends with your partners.  3. Presentation  Discuss the way to communicate with friends. | | Sing and dance with teacher (class work).  Review the sentences:  What’s your name?/Where?/  What subjects?/How old?/...  (pair work)  Face to face  Use Wei Chat and QQ  Make a telephone call  Write letters  Send an e-mail  ... | | 通过歌曲调动学生学习氛围，引出friends主题，滚动之前单元学习过的句型。  根据师生问答，两人用相关句型询问朋友的相关信息。  发散思维，举例朋友之间的联系方式，引出email并新授。 |
| 20  min | Step2  导出目标，生成结构 | | | Look and discuss  1)Look and say  Now,LT and WB are having a face to face talk,look!  From the picture,what can we know?  2)Say in order  From your words,we know a lot about the picture,Now let’s talk about it in order. | | They are Liu Tao and Wang Bing.  They are in WB’s house.  LT wants to play football.  WB is sending an email to his e-friend .  ...  (pair work)  Talk in order.  (class work) | | 小组合作提取主图信息，小组汇报；回收学生资源生成文本背景信息。 |
| 核心过程 | | Step3 While-reading回忆相关知识，初步运用结构 | T1: Think and ask  As we all know,Peter is WB’s e-friend,he is an English boy.What else do you want to know about him?Try to ask.  T2:Read and find  What does LT ask about WB's e-friend Peter?  1)Read the story by yourselves and underline LT’s QS.  2)Check in 2. 3)Show in 2.  T3:Ask and answer  Read the story with your partners again,then according to your and LT’s QS,try to ask and answer about WB’s e-friend.Talk in 2 | | Where?/What subjects?/  How old?/...  (self think and answer)    Read the story underline the QS.  (sole work)  Check with each other.  (pair work)  Show together.  (pair work)  Read the story again,then ask and answer about WB’s e-friend.  (pair work) | | 学生思考，提问Peter相关信息。  学生独立阅读文本并找出刘涛的问题。  两人讨论信息并合作汇报。  同伴两人再读文本，并问答Peter相关信息。 |
| Step4呈现刺激材料，活用结构 | T4:Think and summary  From your answers,what aspects can talk about Peter?  T5:Retell the name card  According to the name card,we know:WB’s e-friend is Peter...He can speak...he likes playing football and swimming.  Now can you talk about Peter like me.  T6:Think more  To know more about Peter,I want to talk about his family,How about you? | | Think and summary.  (group work)  Retell the name card.  (pair work)  Say more aspects.  (solo work) | | 四人总结维度，老师反馈，提炼板书。  两人复述Peter的名片卡。  独立思考更多谈论朋友的维度。 |
| Step5  引发期待行为，强化结构 | T7: Reading time  Teach:wait a minute/first/speak/...  T5:Think and discuss  Give the story a title. | | Watch and read.  (class work)  Give a title.  (solo work) | | 整班跟读。  独立思考，为文本提名。 |
| 15  min | Step6  Post–task  提供反馈评价，巩固结构 | | | T8:Think and say  1)Teacher’s friend: I have a friend (Flora).  2)Students try to talk about their friends.  T9:情感提升  1)What do you think of friends?  2)Sing about friends. | | Read the passage about Flora  (class work)  Discuss about friends.  (group work)  Show the friends.  (solo work)  Talk with each other/play with each other/share with each other/...  (solo work)  Sing about friends.  (class work) | | 整读，提取Flora信息。  小组内谈论和介绍各自的朋友（或网友）。  利用核心词汇及句型形成小语段输出，并进一步引导情感提升。 |
| Homework | | | | 1.Read the story.  2.Introduce your friends or e-friends with your family, then try to write. | | | | |
| 板书设计 | | | | Friends  Unit 6 My e-friend/...  e-friend  live-lives  send an email  wait a minute  speak Chinese  study-studies  ...  Who?  Where?  How old?  What subject?  What...?  Is...  Does...  Can... | | | | |