**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** |
| 5min | Step 1吸引注意，积累语言 | 1.Warming upSing a song: Five little friends.Lead in topic:friends2. Free talk1)I have many friends,do you have any friends?2)Ask and answer about your friends with your partners.3. PresentationDiscuss 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 faceUse Wei Chat and QQMake a telephone callWrite lettersSend 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。 |
| 20min | Step2导出目标，生成结构 | Look and discuss1)Look and sayNow,LT and WB are having a face to face talk,look!From the picture,what can we know?2)Say in orderFrom 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 askAs 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 findWhat 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 answerRead 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 summaryFrom your answers,what aspects can talk about Peter?T5:Retell the name cardAccording 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 moreTo 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 timeTeach:wait a minute/first/speak/...T5:Think and discussGive 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。 |
| 15min | Step6Post–task提供反馈评价，巩固结构 | T8:Think and say1)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 | FriendsUnit 6 My e-friend/...e-friend live-livessend an emailwait a minutespeak Chinesestudy-studies...Who?Where?How old?What subject?What...?Is...Does...Can...   |