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| 个人初备案 | | 二次备课 |
| 课时 | 第一课时 |  |
| 课题 | Unit 5 Seasons |
| 教学内容 | Story time |
| 教学目标 | 1.能听得懂，会读，会说，会写单词：spring, summer, autumn, winter, hot, warm, cool, cold.  2.能听得懂、会读、会说句子：We like spring/summer/autumn/winter. In…, it is warm/cool/hot/cold. We…  3.能朗读四首小诗；  4.能画简单的思维导图，并根据思维导图谈论季节。 |
| 教学重点 | 1.能听得懂，会读，会说，会写单词：spring, summer, autumn, winter, hot, warm, cool, cold.  2.能听得懂、会读、会说句子：We like spring/summer/autumn/winter. In…, it is warm/cool/hot/cold. We…  3.能朗读四首小诗； |
| 教学难点 | 能画简单的思维导图，并根据思维导图谈论季节。 |
| 教学方法 | Q-and-A method、work in pairs、  free discussion、Group works |
| 教学手段 | PPT、卡片、挂图 |
| 教时安排 | 1课时 |
| 教学过程 | Step 1 Warming up and lead-in  1. Picture talk (Let’s look and say)  T: Class begins.  Ss: Stand up.  T: Good morning, boys and girls.  Ss: Good morning, Miss Dai.  T: Sit down, please.  Ss: Thank you.  T: Look! Here’s a picture. Is it beautiful?  S: Yes.  T: What can you see from it?  S: I can see some flowers / trees/ butterflies / bees / clouds.  T: Wow. You can find so many beautiful things. Which season is it? (强调season的发音，新授词) You can speak Chinese.  S: 春天.  T: Oh, I agree with you. It’s spring.(新授词，读两遍) I like spring best. Do you like spring best?  (S: Spring.  T: Spring means? 春天. Oh, you know the English word. Read after him/her “spring”. （新授词，读）I like spring best. Do you like spring best?  Ss: Yes. / No.  T: Maybe some of you do and some of you don’t. Today, we will learn about seasons.  (设计意图：复习Unit 4 “What can you see? I can see …”的句型表达，锻炼学生看图说话的能力，同时引出新词spring，以及本单元课题Unit 5 Seasons.)  2. Learning aims  (1) I know more words(更多单词) about seasons.  (2) I can talk about(谈论) the four seasons.  (3) I can talk about activities(活动) in every season.  T: These are our learning aims for this class. How many stars can you get? Let’s go.  Step 2 Presentation  1. Let’s listen and find  T: Tim has finished his pictures. He is introducing them. He says “There are 4 seasons. This is spring. (我做示范，拖动单词) This is ?”. Let’s enjoy the song. Listen carefully and find the season words for him. OK?  … (Play the song)  T: Now, who can help him? “This is spring.” Next, who can try?  S1: This is summer / autumn / winter. (新授单词，渗透自然拼读，鼓励学生大胆读一读)  2. Brain storm  (PPT顺序：colours, clothes, fruits, weather, activities)  T: Tim wants to draw more pictures about seasons. Can you give me some advice(建议)？  (可做示范/引导) For example, I think different seasons have different colours.  What colour is spring? I think spring is green. Green grass and leaves begin to grow. Do you think so? Spring is colourful too because flowers and butterflies are colourful.  T: What about summer?  S: I think it is red. (引导学生用I think …句型回答)  …  T: Look! Tim’s new pictures. Tim says “Thank you for your advice.”  Is there anything else?  S: Clothes.  T: Oh, good point. Look. What’s this?  S: It’s a coat.  T: Do we wear coats in summer? (介绍单词wear)  S: No.  T: What do we wear?  S: T-shirts. (and maybe shorts)  T: We wear different clothes in different seasons. Look at Tim’s photos. Yes?  S: Fruits.  T: I like fruits. Do you like fruits? In summer, we have many yummy fruits, such as watermelons. …  (设计意图：由Brain storm展开讨论，丰富表达，最后回归课本，从weather和activities两个方面进行问题/任务为导向的学习)  3. Let’s watch and fill  S: Weather.  T: How is the weather in spring, summer, autumn and winter? Let’s watch the cartoon and find the words. OK?  …  T: How is the weather in spring? Who can tell me?  S: It’s warm. (/o:/)  4. Let’s read, find and say  S: Activities.  T: It’s your time. Work in pairs. Read P32-33 and underline the activities. Try to read them. Can you?  Ss: Yes.  …  T: Time’s up. Have you finished?  Ss: Yes.  T: We do we do in spring?  S: We fly kites.  (教师用语：What else? Anything else? Is there anything else?)  5. Let’s enjoy  T: Wow! We can do so many things with friends and families in different seasons. We can take photos to keep them in memory. (手势帮助理解) Let’s enjoy some photos. (环节过渡语)  T: Do you like these pictures? Are they beautiful?  Ss: Yes!  6. Let’s read aloud.  T: Let’s remember these beautiful things and try to read the poems beautifully. Pay attention. … Can you?（环节过渡语）  Step 3 Production  1. Reading show  T: It’s your time. Read in groups of three. Choose one way. You can read together, read paragraph by paragraph, read after one or other ways. Understand? Go!  Time’s up. The first group?  Feedback: read loudly? Correctly? Beautifully?  2. Mind map  (1) Introduce what is the mind map. Make an example on the blackboard.  T: Do you remember this picture? We can call it “mind map”. It can help us think. Look! (贴板贴) “I like spring. I think it is green. In spring, it is warm. I go boating. I have picnics. I … I like spring.” Together. I like spring. …(连线的过程再复述一遍)  T: Which season do you like? Can you talk about it like this?  (2) Work in groups (参考实际剩余时间)  (3) Show time (时间！如时间有限，则只讲summer.)  T: Look! There are more mind maps for your reference. Easy or difficult? Have a try!  3. Ticking time |
| 作业布置 | 1. Read Story time after the tape more. Try to read beautifully.  2. Make your mind map and introduce it to your friends. Show it next class. |
| 板书设计 | Unit 5 Seasons |