**教学设计方案**

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| **学校：东青实验学校** | | | **班级： Class 4 , Grade 3** | **人数：47** | **日期：4.21** | |
| **课型：语篇教学** | | | **课题：How old are you?** | **教时：第一课时** | **设计者：马佳茗** | |
| **※教学目标：**  **语言理解能力**  通过情境学习，学生能初步感知并理解句型How old are you? I’m… ，并能在实际生活中使用。  **提取信息能力**  1.通过Let’s say这一学习环节，观察图片，提取玩具和年龄分级提示板有关的信息。  2.通过watch match and find环节观看动画，整体感知故事，找出买玩具的三个人物对应的年龄。  **概括信息能力**  通过Read, circle and say环节，用自己的语言概括每个孩子合适的玩具。  **解释信息能力**  学生基于理解，能理解不同的玩具适合不同的年龄，并解释为什么某个玩具适合某个人。  **反思评价能力**  学生能够通过三个环节“Know the customers”，“Know the goods”以及 “Recommend suitable goods”来评价一个自己或他人是否能成为一名好的售货员。  **语言表达能力**  学生能进行夸赞，并能将询问年龄与推荐合适的物品相联系，形成一定的语言思维逻辑。  **※制定依据：**  ★ 教学内容分析：  本单元主要围绕“ages”展开话题。本课为本单元的第一课时，以售货员询问顾客年龄来推荐商品为主题，涉及的日常交际用语是问答年龄How old are you? I’m… 和相应的数字表达。其中，数字的发音在前期的教学过程中已经渗透，大部分学生对该知识较为熟悉。另外，在递物品时使用的This is for you.在三上第八单元已经出现过，本课将在此基础上扩充表达，并充分利用教材图片信息，输入更多语量，如This… is for you等，进一步丰富主话题的表达。  ★ 学生情况分析：  本班共有47名学生，大部分孩子外向开朗，一些孩子内向少言，但对英语学习都抱有热情和较强的学习兴趣。经过半年的英语学习，班级整体英语水平较为均衡。班内大部分是新市民子女，在家接触英语机会少，个别学生通过课外渠道拓展英语学习，但班级整体语言素养较为薄弱。  本单元的主题是谈论年龄以及推荐合适的玩具，语境是学生熟悉的生活情景，贴近学生生活实际，对于这个话题学生应该有兴趣，乐交流。本课的很多语言点学生之前都已经接触过，因此难度不大。重要的是把询问年龄这一情境与学生日常生活联系起来，促进学生在语言运用能力的提高。 | | | | | | |
| **教学过程** | | | | | | |
| **时间** | **教学环节** | **教师活动** | | **学生活动** | | **设计意图** |
| **5’** | **Pre-task** | Before class--**Enjoy a song**  **Lead-in**  (1) What’s this song about?  (2) Where can we use numbers in our daily life?  T: Yes. We can use numbers to talk about ages.  Read the title “Unit 5 How old are you?”  (3) Can you ask  Look, who are they?  Can you ask about their ages?  (How old are you,…)  **1. Get to know the Toy Museum**  Today, Mike, Helen and Tim go to a place. (1) Look, where is it? (Show the picture)  (2) How do you know?  T: Yes, it’s Toy Museum. we can see so many toys here.  带读Toy Museum/ Welcome to…  **2. The One-day Assistant**  T: In the Toy Museum. the assistant is very important. Today, let’s be a one-day assistant, to help sell the goods, OK?  \* How to be a good assistant?  Discuss in pairs.  T: Are you ready? | | numbers  门牌号/数学课/电话/年龄…  Read the title  Mike/ Helen/ Tim  How old are you, Mike?  How old are you, Helen?  How old are you, Tim?  Toy Museum.  Toy.  Welcome to Toy Museum.  OK.  1.Know your customers.  2.Know your goods.  3.Recommend suitable goods.  Yes. | | 通过歌曲引起学生学习动机和注意，使学生进入学习准备状态。同时引出数字话题，渗透教学主题“ages”。  图片引入故事情境，培养学生想象能力。  “今天我是小小售货员”的任务设置，帮助学生更好厘清询问年龄的必要情境。 |
| **28’** | **While-task** | **1. Know the customers**  **(1)Watch, match and say**  Step1 Watch the video and try to match the character to the age.  Step 2 Make a dialogue in pairs to talk about their ages.  A: How old are you,…?  B: I’m… (years old).  **(2) Summary**  \*How to ask about ages?  \*And how to answer?  **(3) Let’s talk**  Work in pairs and ask about ages.  \*What can you see in the picture? (I can see …)  **(4) About age**  It’s not polite to ask about age in western countries. especially the age of women. That’s a secret.  **2. Know the goods**  T: I think you can know the customers very well. But can you know the goods well, too? Let’s have a look.  **(1) Let’s say**  \*What toys can you see in the picture?  (教师随机张贴玩具的图片)  带读玩具类的单词  \*The toys are so wonderful. If you were Helen or Mike, what will you say?  Listen and imitate “Look!”, “How lovely.”  \*Are the toys for all the ages? Why?  （教师张贴两种年龄的标签卡）  T: Different toys are for different ages. We should know the goods and customers to recommend suitable ones.  **3. Recommend suitable things**  **(1) Read, circle and say**  Step 1 Read the story from 32 to 33. Try to circle the toys for Mike. Helen and Tim respectively.  Step 2 Talk about it with your desk mate, using the sentence “This… is for…”  **(2) Read and underline**  \* What does the assistant say when she give the toys to the children.  Please read and underline.  Some of our friends come to our toy museum.  **(3) Summary**  \*When you give things to others, what can you say?  Let’s compare  A. -Here you are. -Thank you.  B. -Ha Ha! Here you are, Bobby.  T: Are they same?  **(4) Discuss**  \*Why the robot is for Mike, not for Tim?  \*Why the panda is for Tim, not for Helen?  \* Are they good customers? Why?  Don’t forget to say “Thank you” when you are helped. | | Match  Talk  S1: How old are you, Mike/ Helen/ Tim?  S2: I’m nine/ eight/ two (years old).  How old are you.  I’m…(years old).  A：Hello./Good morning , XXX.  B: Hello./Good morning, XXX.  A: How old are you?  B: I’m...How old are you?  A: I’m ...  B: Oh, I see.  I can see a robot/ a toy dog/ a toy panda…  How nice/ cool/ cute/ beautiful…  No. Ages: 6-10/ 2-5  Ages: 6-10; Ages: 2-5  Read and circle.  This robot is for Mike.  This toy dog is for Helen.  This toy panda is for Tim.  This is for you.  Here you are.  This is for you.  Here you are.  No.  Different toys are for different ages. The robot is for 6-10. The panda is for 2-5. | | 通过播放卡通，激趣，增强提取信息能力。  学生头脑风暴，联系旧知，联想表达，提升学生想象力和创造力。  通过阅读文本，训练学生提取和概括信息能力。并能通过重构，丰富话语结构。 |
| **6’** | **Post-task** | 1. **Happy reading& acting**  (1) Read after the tape  (2) Choose one way to show the story.  2. Task: To recommend suitable books.  One is the assistant and the other is the customer. | | Read and act. | |  |
| **1’** | **Homework** | 1.Listen, read and act the story, and copy numbers from 1-10.  2. Make a survey for your friend about his information of age and so on. | | | |  |
|  | **Blackboard**  **design** | **Unit 5 How old are you? (I)**  **Know the goods Know the customers Recommend suitable things**  Look!/ Look at… How old are you? This is for you.  How lovely! I’m… Here you are.  How nice/cute/cool!  Age Toy  Mike nine robot  Helen eight toy dog  Tim two toy panda  Ages 6-10 2-5  robot panda  dog …  train | | | | |
| **反**  **思**  **重**  **建** | 创设了大情境如何成为一名优秀的售货员，用三个任务串联了本课的关键信息和语言知识。在每一各大任务下都设置了内容丰富、形式多样的活动。在低年级的课堂上展现出了丰富的人文性资源与文化知识。学生在一环接一环启发式的问题中探讨出了本课的主题意义。本堂课还关注了低年级学生的思维特点，用形象可爱的图片加深了学生对于课文与重点句型的理解。但是本课在加强学生书本与生活的联系方面还有待完善。教师可以问问学生他们自己的个人信息，问问他们几岁了。 | | | | | |