**交往互动式教学设计**

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| 课题 | Unit6 What time is it?(Story time) | 教时 | 第1课时 |
| 日期 |  |
| 教学目标：1. 通过复习数字，学习并理解eleven, twelve的意思。
2. 通过情境，能会说、会读、会用句型日常交际用语：What time is it? It’s ... o’clock. It’s time for...
3. 通过观察图片，大胆猜测，学生能预测文本中人物谈论的内容，提高语言逻辑思维力和丰富想象力。
4. 通过结合文本内容，能听懂、会说、会读wake up, breakfast, hurry up，dinner, bed。
5. 通过开展自主阅读，能提升学生的阅读水平。
6. 通过教师的引导和帮助，能正确地理解并朗读对话内容，并分角色朗读和表演。
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| Time | Procedure | Teacher’s activities | Learners’ activities | Feedback & aims |
| 7min | Step 1吸引注意，积累语言 | 1.Warming up(1) Listen to a song about numbers.(2) What can you hear from this song? (Numbers)1. Revision

Play a game: Magic eyes(Review the numbers one to ten and teach eleven, twelve)出示clock Lead in topic: time1. Presentation

 How to ask and answer time出示句型：What time is it? It’s ... o’clock. | Sing with teacher (class work)Ask and answer (solo work)Review the numbers by playing a game.Learn the words: eleven, twelve, clock, timeAsk and answer(pair work) | 课前通过一首数字歌，调动学生的学习热情，同时也为下面的数字教学环节做好铺垫。利用游戏复习数字1到10，并且引出11和12，从学生已有的知识进行建构，调动学生学习的积极性。达成目标1通过两两对话练习，操练本课重点句型。What time is it?It’s ... o’clock.达成目标2 |
| 25min | Step2导出目标，生成结构 | Watch and chooseWatch a cartoon and choose the title of it. | Watch and choose（solo work）整体感知文本 | 通过观看卡通，为课文选择合适的标题，让学生整体感知文本。 |
| 核心过程 | Step3 While-reading回忆相关知识，初步运用结构 | T1: Learn the Pic11)Listen and complete2)Look and guess3)Read and follow4)Do a role-playT2: Learn the Pic21. Look and guess
2. Read and follow
3. Ask and answer

T3: Learn the Pic3&41. Ask and answer
 | Complete the table(solo work)Learn : breakfast It’s time for... wake upRole play Pic 1 (pair work)Learn : hurry upIt’s ... o’clock. It’s time for..He plays the Chinese chess, watches the TV... | 让学生能在活动中初步理解生词，运用句型。It’s time for...达成目标2通过仔细观察图片并展开想象，让学生能更好地理解文本和重点词组和句型。达成目标3/4通过问答活动和看图猜想，激发学生进一步学习文本的兴趣。 |
| Step4呈现刺激材料，活用结构 | 1. Read and complete

Read by yourselves and complete the table.Work in groups to check the answers | Read and complete(solo work)Learn : dinner, bedCheck the answers (group work) | 自主阅读，独立作业，提升学生的阅读能力。达成目标5 |
| Step5引发期待行为，强化结构 | T4:Reading time1）Read togetherRole play (pair work)2）Do a role-play | Read (class work) | 整班朗读，两两角色扮演。达成目标6 |
| 8min | Step6Post–task提供反馈评价，巩固结构 | T5:Think and sayWhat do you think of Liu Tao’s Day?Why?T6：Moral educationHomework: 1.read the story2.talk about your day | Discuss (group work) | 小组讨论，老师总结，并进行拓展提升，进一步引导情感提升。 |
| 板书设计 | Unit 6 What time is it?

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| Liu Tao’s Day |
| Time | Time for |
| 7:00 a.m. | breakfast |
| 8:00 a.m. | class |
| 6:00 p.m. | dinner |
| 9:00 p.m. | bed |

eleven 11twelve12 |