**小学英语3A Unit8（Period 4）教学设计方案**

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| **学校：**新北区薛家实验小学 | | **班级：三**（10）班 | | **人数：**44 | | **日期：**12月20 日 |
| **学科：**英语 | | **课题：**Unit8 Happy New Year! | | **教时：**第四课时 | | **执教：**汪雅婷 |
| **教学目标:**   1. 观看中国元旦节的视频，了解元旦的文化习俗，弘扬中华民族文化，激发学生爱国热情。。 2. 通过头脑风暴猜测老师的礼物和相互展示礼物，复习并灵活运用本单元重点词汇ball，doll，robot等。 3. 通过谈论所带礼物，听录音，创编买礼物和赠送礼物的对话，学生能灵活、综合地运用What’s this/that? It’s a/an ... This is for you. Who is it from？Would you like...? I would like ...等句型谈论和赠送自己的礼物。 4. 通过策划给父母或朋友购买和赠送元旦礼物的环节，学生能为不同的人挑选适合他们的礼物，站在他人的角度考虑问题，与人为善。 5. 通过思考元旦来临之际可以为家人和朋友做些什么，用自己力所能及的方式，对父母和朋友表达感恩与爱意，做一个孝顺有爱的人。   **教学重难点：**  1.学生能够灵活运用本单元重点词句来谈论自己和他人的礼物。  2.学生能够综合运用所学词句，创编购买礼物和赠送礼物的对话，表达对他人的感恩，做一个友善有爱的人。  **学情分析：**  在此节课前，学生已经学会运用What’s this/that? It’s a/an...来询问物品，也已学会用Would you like...?/What about…?来询问他人的意见，但是学生还不能综合、灵活地运用这些句型，无法完整、详细地在新的情境中表达。本课，让学生通过师生互动、生生互动等环节巩固单元重点词句，学会灵活、多样表达的同时，也帮助他们学会如何合理地、力所能及地向他人表达感恩。 | | | | | | |
| **教 学 过 程** | | | | | | |
| **教学**  **环节** | **教师活动** | | **学生活动** | | **交流方式** | |
| Step 1  Warming-up  吸引注意，积累语言 | 1. Enjoy the video: Chinese New Year 2. Watch and say: What’s the video about? What do people do in Chinese New Year?   Teach: Chinese New Year | | 1. Enjoy the video 2. Watch and say   They…  Learn: Chinese New Year | | 观看视频，了解中国元旦节的习俗, 激发学生的爱国热情。  师生交流，复习旧知。  **达成目标1** | |
| Step2  Pre-task导出目标，生成结构 | 1. Brain storm (group work)   Guess: What gifts does Miss Wang prepare?   1. Showing time   A: What’s this/that?  B: It’s a/an...  A: It’s nice/ How cool! /... Who is it from?  B: It’s from my...  Teach: Who is it from? | | 1. Brain storm (group work)   guess and discuss   1. Showing time   (pair work) | | 头脑风暴，猜测、谈论老师的礼物。  同桌互动，谈论礼物，复习、巩固单元重点词句。    **达成目标2** | |
| Step3  Task1  回忆相关知识，初步运用结构 | 1. Listening time (show checkout time)   What gifts does Yang Ling get？ | | 1.Listening time  listen and choose  Yang Ling gets ... | | 听说练习，复述谈论杨玲的得到的礼物，巩固重点词句。  **达成目标2** | |
| Step4  Task2呈现刺激材料，活用结构 | 1. Shopping time 2. Think and say   What do you want to buy for families /friends? Why?  We should choose the suitable gifts for them.   1. Let’s shop.   Make the dialogue  A:Welcome！Can I help you?  B: Yes. I’d like a gift for ...  A: What would you like it?  B: I would like ...  ...  A: OK. It’s for you./Here you are. | | 1.Think and say  I buy ... for ...  2.Make the dialogue  (pair work) | | 师生交流，构想为家人或朋友买何种新年礼物。  同桌合作，灵活运用所学，创编对话。  **达成目标3，4** | |
| Step5  Task3  引发期待行为，强化结构 | 1. Giving time   A: Happy Chinese New Year, ...  B: Happy Chinese New Year! What’s this/ that?  A: It’s a/an... It’s for you.  B: Thank you! I love you!  A: I love you too! | | 1.Giving time (pair work) | | 根据设想，结合所学句型，同桌表演送礼物情景，巩固句型。表达对父母或朋友的爱意。  **达成目标3，5** | |
| Step6  Post –  task提供反馈评价，巩固结构 | Let’s think.  How to show gratitude to your families/friends?  give a hug, sing a song, make cards... | | Let’s think.  How to show gratitude to parents? | | 师生交流，思考合适的感恩方式，学会感恩，做一个友善有爱的人。  **达成目标5** | |
| Homework  1. Prepare a gift for families/friends.  2. Review Unit8. | |
| **板书设计：** Unit8 Happy New Year!  Gift shop What’s this/ that? It’s a/an ...  Clothes: dress T-shirt Food: cake sweet Who is it from? It’s from my ...  gloves hamburger What would you like? I would like ...  Toys: robot toy car Others: bag lipstick This is for you. /Here you are | | | | | | |
| **课后反思:** | | | | | | |