**译林小学英语4下 Unit 4（Period 1）教学设计方案**

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| 学校：新北区薛家实验小学 | | 班级：四（9）（15） | | 人数：94 | | 日期： 月 日 |
| 学科：英语 | | 课题：Unit 4 Drawing in the park | | 教时：第一课时 | | 执教： 张莉 |
| 教学目标:  1、能初步听懂、会说、会读、会写park, draw, flower, them, boat, river, lake。  2、能初步听懂、会说、会读drawing, easy, difficult, try, hill, again。  3、能初步听懂、会说、会读并在真实的情景中运用What can you see? I can see … Good idea!  4、通过朗读文本内容，形成语感，加深对文本信息的理解。  5、通过角色表演，巩固课文，培养学生的小组合作能力，生生之间平等、友善。  6、通过对文本故事的解读，让学生感悟出游时的观赏之礼，将文明记于心间。 | | | | | | |
| 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 | Brain Storm  T: I can sing.  相机教学: draw, draw a picture, draw some pictures.  T: What can you draw?  相机教学:flower， some flowers | | Play the game.  I can dance ./ play basketball / play football /play table tennis / swim...  Learn to read.  S: I can draw... | | 游戏生成资源，相机教学。  达成目标1 | |
| Step2  Pre-task导出目标，生成结构 | 1.What can you see in the picture?  相机教学: boat, tree, hill, lake, river.   1. Pair work | | S: I can see...  Learn to read  Work in pairs.  A: What can you see?  B: I can see….  I can see…. | | 在师生交流中学习新句型。  通过新句型的操练引出新单词并进行初步的教学单词。  达成目标1 | |
| Step3  Task1  回忆相关知识，初步运用结构 | Story time.  Watch and choose  What are they doing? | | S: Drawing in the park. | | 看动画片回答问题，理解文本。  达成目标2,3 | |
| Step4  Task2 | 1. Read and circle.  What do they draw in the park?  快速浏览对话，圈出他们在公园里所画的事物。   1. Fill and answer   Teach: easy, difficult | | Read and circle.  Learn to read. | | 通过朗读文本内容，形成语感，加深对文本信息的理解。  达成目标2,3 | |
| Step5  Task3  引发期待行为，强化结构 | 1.Read after the tape.  2.Read in roles.   1. Try to retell story time. | | Read after the tape.  （Class work）  Read in roles.  Work in groups. | | 整班跟读，小组内角色朗读，强化结构。最后能进行复述。  达成目标4 | |
| Step6  Post –  task提供反馈评价，巩固结构 | Act the story time. | | Work in groups. | | 小组内表演故事，并进行评价。  达成目标5 | |
| Homework  1. Listen and read the story, try to recite it. 听读模仿，尝试背诵。  2. Copy the new words three times. | | | |
| 板书设计：  Unit4 Drawing in the park  What can you see…? draw tree  I can… boat flowers  Can you …? park river | | | | | | |
| 课后反思: | | | | | | |