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| **Unit 5 Helping our parents第一课时教学设计** |
| **教学内容** | **Story time** | **执教人** | **姚晶晶** |
| **Teaching objectives:**1. 了解Mike一家周六的活动；
2. 能初步运用句型What is/are ... doing? ...is/are ...ing描述语篇中人物不同时间所做的事，初步感知现在进行时的用法；
3. 合理评价语篇中Mike、Helen、Tim的周末活动，树立为父母分忧解劳的意识。
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| **Teaching Procedures** |
| **Teachers’ activity** | **Predicted students’ activity** |
| Step 1. Pre-reading1. Enjoy a song<What are you doing>2. Free talkDo you love your parents?Do you help your parents do housework?What can we do for our parents? | 1. Listen to the song and try to sing.2. Ss talk freely with T and answer the questions.We can … |
| Step 2 While reading1. Show the picture and encourage Ss to ask questions.T: You have so many questions?What are Mike and Helen doing?T: Yes. They are doing some housework. They are helping their parents.2. Play the video and ask Qs.Q1. When do they help their parents?Q2. What are they doing?

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| Who | What | Where |
| father |  |  |
| Mother |  |  |
| Mike |  |  |
| Helen |  |  |
| Tim |  |  |

1. Read and judge
2. Listen and choose

What are Tim and Jim doing? | Ss look at the picture and talk about it.What is Mike doing?What is Helen doing?Is … …?Where is …?Ss watch the video and answer the Qs.On Saturday morning.They are doing housework.Ask and answer to fill the form on the blackboard.Read P49 and judge.( ) My cousin comes in the morning.( ) My mother is not busy.( ) Helen is washing the clothes.( ) Mike is cleaning the table.( ) Helen and I are good children.They are watching TV and eating fruit. |
| Step 3. Post reading.Happy reading(1)Read the story(2)Read or act in roles.2.Match and sayAre Mike and Helen helping their parents? What are they doing in the morning/afternoon?(Book P50)3. Think and write.What are they doing in the morning and in the afternoon?4. What do you think of Helen and Mike?PPT: Help parents at home. Help each other at school. 1. Read and complete.

Try to retell the story. | 1. Read the story.(1)Read after the tape then read together.(2)Choose one task to read or act.1. Match on P50 and say: Mike is helping his parents. He is cleaning the car with his father in the morning. He’s cleaning the table in the afternoon. Helen is ….
2. Ss fill in the form on P50 and describe.

4. They are good children. Because they can help their parents do some housework.5. Ss read the passage and fill in the blanks, try to retell the story. |
| **Homework:**1. 跟读并背诵Story time
2. 用自己的话复述课文，介绍ST人物的活动
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| **Reflection反思:** |
| **Unit 5 Helping our parents第二课时教学设计** |
| 教学内容 | **Grammar & Sound time & Fun time** | 执教人 | 顾春烂 |
| 教学目标：1. 学生能够深入了解家务的种类，形成主动帮助父母做家务的心向，并为自己的周末计划有趣有意义的活动；
2. 学生能够熟练运用并归纳现在进行时的特殊疑问句及其答句来谈论某人正在做某事；
3. 学生能够自主归纳理解字母组合ing的发音，并运用规律认读新单词。
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| 教学重点：1. 学生能够熟练运用并归纳现在进行时的特殊疑问句及其答句来谈论某人正在做某事；
2. 学生能够自主归纳理解字母组合ing的发音，并运用规律认读新单词。
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| 教学难点：1. 学生能够深入了解家务的种类，形成主动帮助父母做家务的心向，并为自己的周末计划有趣有意义的活动。
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| 教学过程 |
| **Teaching activities** | **Predicted students’ activities** | **Teaching purpose** |
| **Step 1 warming up & revision**1. Guessing game

 Look at teacher’s action and guess: What am I doing?1. Review story time

 Grandma is calling Tim. Can Work in pairs and answer the phone? | S1: You are cleaning the table.S2: You are making the bed.S3:...S1: Hello, this is Tim speaking?S2: Hello, Tim. This is grandma. What are you doing?S1: I am ...ing.S2: What is Mike doing?S1: He is ...ing....S1: Come to my house and have a big dinner. | 通过游戏激趣课堂，使学生快速进入英语学习状态。同时唤醒有关家务的旧知。通过问答方式复习ST，让学生学会体谅父母，帮助父母排忧解难。 |
| **Step 2 Sound time**On the way to grandma’s house, they are listening to a rhyme. How does “ing” pronounced?Read the rhyme Can you writeOF6N[}1X@EX~YH%C202`BOL | Dad is ...ing.Mum is ...ing.We are ...ing. We are laughing.We are happy together. | 通过读单词自主归纳字母组合ing发音，提高学生自主学习能力。通过创编小诗提高学生创造力，同时感受家庭活动的和谐与喜悦。 |
| **Step 3 Grammar time**1. Look and find

 What can you find in these sentences?1. Introduce

Present continuous tenseT: We use present continuous tense to talk about sb is doing sth at this moment. We use What be ... doing? to ask and ... be V+ing to answer.1. V+ing

T: Look at the words, how to make a verb a present participle?clean cleaningtake takingswim swimming  | S1: I can find “What is ... doing?”S2: I can find “... is/are doing...”S1: 1) V+ing2)不发音e去e+ing3)辅元辅结尾双写+ing | 通过观察例句让学生自行归纳总结现在进行时结构，加深学生理解。介绍现在进行时功能、结构，学生检验自己归纳是否准确。通过观察例词让学生自行归纳总结现在进行时结构，加深学生理解。 |
| **Step 4 Fun time**1. T: Now they’re in grandma’s house. Let’s see what are they doing?

教生词 water the flower; mop the floor; fix the light1. Read the rules
2. Play the game
3. Tim has a good time at grandma’s home today. He draws a picture. If you are Tim, what can you say to share with Mike?
4. How do you think of their weekends?
5. Can you draw about your weekends? And share with us?
 | 2.Read the rules3.Play the game4.Look, This is Dad. He is fixing the light.This is Mum. She \_\_\_\_\_\_\_\_.This is you. You \_\_\_\_\_\_\_\_\_.This is \_\_\_\_\_. \_\_\_\_\_\_\_\_\_\_\_\_.These are uncle and aunt. They\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.5.S1: I think it is meaningful.S2: I think it is interesting.S3: I think it is ...6.draw and share

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 | 通过游戏促使学生熟练掌握现在进行时的特殊疑问句以及回答的用法。同时，提高学生的游戏规则意识。让学生进行活动意义辨析，加强学生对关心帮助父母意识的培养及加深。促使他们制定并落实相应的周末计划。 |

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| Unit 5 Helping our parents第三课时教学设计 |
| 教学内容 | Song time& Cartoon time |
| 主题意义 | 能够进一步理解帮助父母的内涵 |
| 教学目标 | 1. 熟练运用目标语进行合理猜测2.熟练演唱歌曲并理解歌曲内涵3.能理解并表演cartoon time并能运用目标语进行创造性续编 |
| 教 学 过 程 |
| 教学环节 | 教师活动 | 学生活动 | 设计意图 |
| **Step 1****Revision** | 1. Game time

What is he/she doing?1. Review the rules
2. Look and say

T: What can you find? | 1. She is washing the dishes.

He is making the bed....3.Look, the girl is washing the dishes.Listen, the boy is cooking.Listen, now, look是symbol words. | 通过游戏，复现并新授学生帮助父母做家务的词组，激活本课主题。通过看，听，说让学生理解语法规则，能够找出并理解现在进行时的标志性词汇。 |
| **Step 2****Song time** | 1. Watch and say

T: What are they doing?1. Sing and think

Why do they do so? | 1. Polly is putting the kettle on. Susie is taking it off.
2. They are treating the guests.
 | 通过听歌曲引导学生使用... is ..ing...阐述两个人物的活动。引发学生思考多种做样做家务的方式，进一步理解帮助父母的内涵。 |
| **Step 3****Cartoon time** | 1. Look and say

How is Bobby?1. Watch and say:

Why does Bobby have such feelings?1. Guess and talk

What will Bobby say?1. Read and act
 | 1. He is happy, angry...
2. Because of the grapes.
3. 每幅图猜测对话。
 | 能够通过观察图片体会Bobby的心情变化并猜测原因。通过猜测对话内容理解卡通，并能运用所学语言变出不同的对话。通过体会Bobby的心情有感情有动作地进行表演。 |
| **Step 3****Post-reading** | 1. Think and talk

Are the ladybirds helping Bobby?1. Who else will help Bobby? How to help Bobby?
2. Guess and talk

Continue the story | 1. No, they are eating their grapes.
2. Maybe Bobby’s mother.

Maybe Tina will help Bobby. | 续编故事结尾，让学生在新的情境中运用目标语进行迁移与创新。 |
| Homework | 1. Read and recite Cartoon time.2. Help your parents and take photos. |

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| Unit 5 Helping our parents第四课时教学设计 |
| 教学内容 | checkout板块+拓展语篇 |
| 主题意义  | 能够落实到为父母分忧解劳的行动中 |
| 教学目标 | 1.理解父母的辛劳，懂得感恩。2.正确区分一般现在时和现在进行时的用法，并在情境中准确运用现在进行时描述人物正在做的事情。3.综合运用目标语言描述自己的活动，将感恩落实到行动中去。 |
| 教学环节 | 教师活动 | 学生活动 | 设计意图 |
| **Step1:** **Game time** | 1. Game time

Card game | Play in four | 让学生能够在游戏中准确运用现在进行时的结构组句, 并让句子有意义。 |
| **Step2: Revision** | 1. Review story time
2. Checkout time

A.Write and say(P56)B. Review the rules of present continuous tense.  | 1. Choose one time to talk .
2. A. Students write the sentences in page56.

B.Students say the rules of present continuous tense. | 1.复习Story time。2.复习现在进行时的结构及现在分词的构词规则。 |
| **Step3:****Reading time** | 1. Look and say

What is Wu You doing?2.Read and match3.Think and talk | 1. 学生看图说：

She is...1. Students read loudly.

Find out the symbol words of the present continuous tense and tell the differences between the present continuous tense and the simple present tense. | 1.学生能够用现在进行时谈论图片。2.初步感知理解文本。3.帮助学生识别现在进行时的时间标志，学生能够区分现在进行时和一般现在时的区别。 |
| **Step4: Writing time** | Step 4: Writing time1. Structure analysis
2. Talk about the photos in four.
3. Writing
 | 1. Students talk about their photos.
2. Write about the photos.
3. Exchange the essay ,check it and make a comment.
 | 1.帮助学生形成文章的结构意识。2.学生能够在真实的情境中描述自己的活动。3.综合运用目标语言描述自己的活动。 |
| Homework | 1. Read your essay to your parents.2. 完成课课练P70 F, P72 K. |