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| **课题** | 五上Unit5 What do they do? |
| **教学内容** | 第四课时 Checkout time | **执教** | 王珏 |
| **教学背景分析** |
| **一、文本解读** 本单元是译林出版社《英语》五年级上册U5 What do they do。就文本内容而言，主要是谈论家人与周围人的职业；就文本呈现方式而言，story time和cartoon time文本属于连续文本；就文本价值而言，本单元的文本内容形式多样，从职业的含义、原因、意义等多维度帮助学生更好地理解主题，培养学生正确的职业观和价值观。**二、学情分析**第四课时为Checkout time板块，属于语言的综合运用。在语言能力方面，学生基于前三课时的学习，对于职业的种类和职业功能的描述，以及为何选择该职业有初步的了解。能在真实场景中和同伴交流、并简单介绍自己家人的职业，但文本的逻辑性和丰富性还有待加强。在文化意识方面，学生对他人为何选择该职业有一定理解，但对于职业的平等性和深层社会属性还需加强认识。思维品质方面，学生思维的准确性和多元性还需加强，思维的深刻性和辩证性需要教师的引导。而从学习能力来看，学生经过前三课时的学习，能够从图片、对话、描述性文字中提取关键信息，但概括能力和重建交流的能力还需提升；能较好地把握整体文本，在教师的引导下分析文章脉络，但逻辑性和创新性还需加强；能小组合作完成相关任务，乐于分享，但分工的合理性和效率还需提升。**三、学习资源**作为第四课时的综合语言运用版块，除了对本单元教材内容的复现，仍补充了视频、歌曲、阅读文本等丰富的课外学习资源，力图和教材融合，扩大学生语言输入的广度，以促进其主题语言的多元化表达。 |
| **教学目标** |
| 在本课学习结束时，学生能够：1. 运用阅读圈reading circle复习第五单元的语言点，在语境中进行与单元主题相关的交流，并就本话题准确连贯多元地语言表达。

2. 运用写作圈writing circle的标准，进行关于周围人“职业”话题的综合写作。并逐步提升高阶思维能力，尤其是辩证思维和逻辑思维能力。3. 能了解职业的多方面信息，知道职业选择的原因，和职业的深层社会属性和责任，建立积极的职业观和世界观。 |
| **教学重难点** |
| 1. 职业的深层意义的理解和表述。
2. 如何进行准确、连贯、多元地写作。
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| **教学准备** |
| PPT、歌曲、阅读文本材料等 |
| **教师活动** | **学生活动** | **设计意图** |
| **Step1:Talk about jobs**Good morning, today we are go on learning Unit 5.1. **Let's chant**

T: Let’s chant together. What, what, what does he do?T: Can you try to chant more?1. **Review the job words**

T: Look at the words here, how can we divide them?1. **Review cartoon**

Last lesson, we learnt Cartoon time. Look at the pictures, who are they?Do you remember their father’s jobs? You can report like this: 1. Ask and answer
2. Talk in two

Every job matters.**Step 2. Fun facts about jobs**T: Good, in this unit, we learnt some fun facts about jobs.  1. **Review story time**

 Try to talk about their parents’ jobs? Pay attention to the correct sentences.(Show the pictures from story time) 1. **Review culture time**

T: We can call them in different ways in different countries. A policeman... A fireman...**3. Do the survey**T:Please open your books and turn to P56, ask and answer in pairs, finish the chart. You can choose one friend to ask.  **Step3 Know more about jobs**1. **Read and finish**

T: Let’s read and find what does Bobby’s relatives do? Q1: What do Bobby's relatives do?Q2: Why do they choose their jobs?Q3:How are their jobs? Please take out the worksheet, read in groups, and find out the answers with different marks:’○’出what；’\_\_’划出why；’﹏’划出how. I’ll give you 2 minutes.**2. Discuss and talk** T: Why do they choose these jobs?  These are the different reasons of choosing the jobs.T: Let’s matchA tailor A dentistA farmerA firemanThese are the meanings of different jobs.What about a teacher?And a student?Yes, we all work hard, to make the world go around.This is the meaning of all the jobs. These are their social duties.1. **Enjoy a song**

 Let’s sing the song together.**Step4. Write about jobs**T: Good job, everyone! Let’s finish the writing card. We should write from these parts: T: Well done, now please pick up one card, and finish writing.1. Choose a card
2. Read and write
3. Check in groups
 | Doctor, doctor, he helps sick people.Ss chant with partner.-er/r-or-manThey are Bobby and his friend Jim.Ss choose a way to report.Topic: jobsOutline: Who What job What to doKey pointsSs talk in four about Mike and SuHai’s parents’ jobs.In the UK: policeman, firemanIn the US: cop, firefighter

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|  | uncle | aunt | grandpa | cousin |
| What job |  |  |  |  |
| What to do |  |  |  |  |
| Why |  |  |  |  |
| How |  |  |  |  |

Ss finish checkout time, report like this:...’s father is a... He...Report in groups like this:A: Bobby’s uncle is ...B: He...(what)C: He...(why)D: He...(how)Ability, hobbymakes you coolkeeps your teeth cleangives us foodkeeps us safeA teacher ...A student...Ss sing the song together.Every job matters.Fun facts about jobsReason about choosing jobsMeaning of jobsSs write and check the card in groups. | 在较为轻松的氛围中，复习职业名称及其描述，激活学生的旧知。用对话或转述进行汇报，培养学生的多元表达能力。对policeman和fireman职业意义进行初步感知，为下文做铺垫。将歌词文本改编重组，作为阅读材料提供给学生。在Bobby’s relatives这一情境中进行主题的阅读与表达，拓展对不同职业的意义理解和选择原因。概括每个职业的不同意义，最后总结为make the world go around，体现所有职业的共同点社会属性，升华单元主题。引导学生回顾本单元的四课时主题，学生选择时，可以根据主题的递进或是语言知识的综合输出进行写作。基于写作标准，在小组内修改，促进语言的准确多元表达。 |
| **Homework**1. Review Unit 5 with the reading circle. 2. Finish the writing cards about your parents and relatives. |
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