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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。 | | | | | |
| **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 match  A tailor  A dentist  A farmer  A fireman  These 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  -man  They are Bobby and his friend Jim.  Ss choose a way to report.  Topic: jobs  Outline: Who  What job  What to do  Key points  Ss talk in four about Mike and SuHai’s parents’ jobs.  In the UK: policeman, fireman  In the US: cop, firefighter   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 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, hobby  makes you cool  keeps your teeth clean  gives us food  keeps us safe  A teacher ...  A student...  Ss sing the song together.  Every job matters.  Fun facts about jobs  Reason about choosing jobs  Meaning of jobs  Ss 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. | | | | | |
| 板书设计  U7N6FWOCD1I$PAP25B_]}~G | | | | | |