|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **课题：**四下Unit 3 My day | | **教师：蔡雪飞** | | **教时：** | Period 4 | |
| **日期：** | Mar. 18 | |
| **教学目标：**  1.基于学生的发展需求，通过听说读写活动，巩固本单元知识点，提升学生综合语言运用能力。  2.通过作文评析、修改等递进性学习活动，学生尝试写好有主旨的小短文。  3.通过自主提问、绘本制作等趣味性学习活动，激发学生的学习兴趣。 | | | | **重点与难点：** | 1.在作文评析中，能自主归纳写作技巧，并尝试运用。  2.有兴趣进行拓展性阅读，进行主题归纳。 | |
| **Teaching Procedures** | | | | | | |
| **Steps** | **Teacher’s activities** | | **Learners’ activities** | | | **Purpose, Feedbacks &Aims** |
| Step 1（3 min）  Warming-up | Talk about the T’s usual day.  1.T gives the Ss a short self-introduction.  2.Show the T’s timetable, and tell the Ss “ This is Miss Cai’s usual day”. | | After listening ,use the sentence ‘I know you…’ to give the T feedback informations | | | 学生课前在自贴纸上写下最想了解的关于新教师的问题，在听力活动中捕捉信息，并进行听后输出。培养学生的听、说能力。给予学生表达的自由。 |
| Step2(2min)  Pre-task | T shows the Ss her unusual Day. | | Try to know why it is an unusual day. | | |  |
| Step3( 5 min)  Task1 | Meet Miss Li—The first activity on the unusual day.  1.Encourage the Ss use “When” to ask some questions about Miss Li’s daily activities.  2.Ask the Ss to finish “Checkout time”------“My day”. Remind the Ss to write correctly and beautifully. | | Try to ask ‘Miss Li, when do you…?’  (Groupwork)  Read and write.  Read the passage. | | | 引导学生温故本单元重点词汇句型，并进行第一轮写的练习。促使学生说规范，写准确。 |
| Step4 (8 min)  Task2 | Read a story ---The second activity on the unusual day.  1.Make a picture book.  2.Encourage the Ss help Miss Cai to read the story.  3.Give the story a title.  A/An day | | Read the story and stick the pictures on the right page. ( Pairwork)  Read the story for the class, each one student read one part.  Think and answer. | | | 在绘本制作、朗读故事的过程中，学生手脑并用。从理解到感悟，给予学生充分的思维自由。 |
| Step5 (6min)  Task3 | Correct the compositions--- The third activity on the unusual day.  1.Ask the Ss to help the T correct the compositions.  2.Sum up the main points of writing. | | Use the stars to evaluate the compositions  （Group work）  Show their ideas freely. | | | 通过作文批改，分享对两篇作文的评价，在思维碰撞中，明晰写好本课小短文的技巧。 |
| Step6 (8 min)  Post –task | 1.Get the Ss to modify their compositions.  2.Invite several students to read their compositions.  3.Summary.  4.Homework. | | Try to modify their compotions.  Read and evaluate.  Try to say what they learnt this lesson. | | | 学生选择喜欢的主题，对作文进行修改。给予学生选择的自由，有效激发学生的学习自主性。 |
| 板书设计:  Unit 4 My day  D:\May201510\教育教学1\备课\四下\Unit 3\Period\无标题.png  (花瓣上标注XX’s day) | | | | | | |

主题简要说明：

《现代汉语词典》中对“自由”的解释为：1.自己做主；2.自觉在实践中运用认知规律。课堂应该是快乐有趣而有创意的，在这样一个童趣世界里怎样才能基于对生命意义的反思和关照，在自由的状态中激发儿童的潜能，使其表现出成长的活力？我们尝试通过自由发展课堂的实践与研究来实现这一愿景，即学生通过自由学习活动使自身的情感、智力、个性等诸方面得到有效的发展。

本节课中，基于学生的学习基础和发展需求，我们让学生拥有尽可能多的思维自由、表达自由和选择自由，不断提升学生自主学习的能力**。**