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| **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 dayD:\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**。**