**交往互动式教学设计**

**常州市新北区圩塘中心小学 朱梦云**

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| **课题** | | Unit 5 What do they do? | | | **教时** | | 第一课时 | |
| **班级** | | 五（1） | |
| **一、教学目标：**  1.歌曲热身，在讨论职业主题情境中，学生能听懂、理解,会说职业类单词teacher，writer，doctor， worker，farmer等意思，能听懂、会读、会说日常交际用语，如：What's your job? I’m a ...My father is a...My mother is a ...  2.通过观察图片，学生能描述与文本相关背景信息，通过大胆猜测，学生能预测文中人物谈论内容，提高语言逻辑思维力和丰富想象力，  3.通过开放性设问，学生能推测文本信息，快速捕捉到本文可分为两部分，分别介绍了Mike和SuHai的家庭信息。通过精读，学生获取文本详细信息的能力，并能理解teaches English, writes stories, helps sick people 和really在文本中的含义。  4.通过对话，学生能概括文本信息，激活思维，初步形成思维导图概念，活用词汇、句型并进行交流。  5.通过听、读、小组讨论，学生能加深对文本信息的理解，形成语感，为语言输出做铺垫。  6.创设职业情境，根据Mike 和SuHai父母职业的信息，讨论同桌父母的信息，提升学生对新句型运用的能力，学会用英语做事。在语言操练中，自我评价和评价他人，学会正确的评价方式。有效渗透情感体验，每一份职业都是对社会做贡献，尊重每一份职业。  二、目标制定依据：  **1、教材分析：**  本课是《译林版小学英语》（五上）Unit 5What do they do?的第一教时内容，主要学习Story time。本节课围绕“职业”这一话题展开教学活动，这节课更全面地介绍了Mike和Su Hai父母职业的信息。充分利用了解父母职业教学内容，鼓励他们用英语去了解朋友和父母。  **2、学情分析：**  本节课的教学对象是五一班的学生。在学习本课之前，学生已经掌握了一定量的有关词汇，并能运用这些词汇进行日常交际对话。本课的重点是语篇教学，需帮助他们感知介绍职业的几个关键点，并在练习与交流中自主掌握、接受语篇内容，并能运用一定的方法进行自主阅读、解题。本单元所谈论的话题“What do they do?”是贴近学生生活的，也是学生们感兴趣的，为学生学习本单元提供了宝贵的情感基础。学生对职业的好奇，使学生能够积极的参与课堂，参与学习，有助于学生学习效率的提高。本节课的话题可运用任务型教学和多种活动相结合的方法，调动学生的积极性，激发学习兴趣。 | | | | | | | | |
| **教学过程** | | | | | | | | |
| **Time** | **Procedure** | | | **Teacher’s activities** | | **Learners’ activities** | | **Feedback & aims** |
| 5  min | Step 1  吸引注意，积累语言 | | | 1.Warming up  Sing a song  2. Revision  出示My information card  Lead in topic：Jobs  What jobs can you hear from the song?  Talk about the jobs  What other jobs do you know?  3.Presentation  Know about the students | | Sing with teacher  (class work).  Revision the card  (Solo work)  小组讨论后回答  I hear...  Read the words about the jobs. (group work)  I am a...  My father/mother is a ... | | 通过歌曲调动学生学习氛围，通过教师的信息卡，集体回答，教师评价，引出jobs。  四人朗读职业的新词,教师纠错。  两人展示，操练单词。了解学生父母的工作。达成目标1 |
| 20  min | Step2  导出目标，生成结构 | | | Talk about Picture 1  1)Look and say  Who are they? /Where are they?/ What are they doing? | | Talk about the picture  (group work) | | 学生观察图片，提出问题， 小组代表发言。 |
| 核心过程 | | Step3回忆相关知识，初步运用结构 | T 1: Watch and answer  Watch cartoon &answer questions  1) What are they talking about?  2)How many parts can we divide into ?  T2:Read and think  1).Read and fill Mike’s information card.   1. ask and answer about Mike’s parents’ jobs   T3:Read and fill Su Hai’s  information card   1. Ask Ss to finish Su Hai’s card 2. report | | They’re talking about their parents’ jobs  Two parts.(Solo work)  Mike’s father teaches English. He works at school.  Mike’s mother writes stories. She works at home.(pair work)  Read and finish the card.  underline the unknown words & check the answers. (group work) | | 看动画，学生一人回答。教师评价，交流核心内容。  小组合作后回答具体工作内容。进行语段输出Mike’s father/mother is a...He/She...  两人展示，操练句型。  小组代表报告，教师评价，归纳核心知识。  达成目标3 |
| Step4呈现刺激材料，活用结构 | T 4: Think and talk.  Now you are Su Hai or Mike, try to introduce yourself. | | make a report  (pair work) | | 语段输出展示，教师评价，活用词汇和句型。  达成目标4 |
| Step5  引发期待行为，强化结构 | T 4: Reading time.  1)Ask Ss to read with the tape  2) choose one way to read | | Read.(class work)  Read the text.(Pair work) | | 整班跟读, 小组展示，评价，小组读一读。  达成目标5 |
| 15  min | Step6  Post–task  提供反馈评价，巩固结构 | | | T5. Let’s try to say  Can you try to introduce your partner’s parents’ jobs?  T 6. Moral education  Look at the pictures  Homework  1) Read the story.  2)Write down your partner’s parents’ jobs. | | There are...people in...  xxx’s father is a..He...at/in..  xxx’s mother is a...She...in...  And xxx is a...He/She likes...  xxx loves her/his family.  Enjoy some pictures | | 两人展示，老师评价，综合近期所学的关键句型。  欣赏图片，拓展延伸，进一步引导情感提升。  独立作业，提升学生的写作能力。达成目标6 |
| 板书设计 | | | | Unit 5 What do they do?   |  |  |  |  |  | | --- | --- | --- | --- | --- | | who | what job | what...do | where | how | | Mike’s father | a teacher | teaches English | at school |  | | Mike’s mother | a writer | writes stories | at home |  | | SuHai’s father | a doctor | helps sick people | in the hospital |  | | SuHai’s mother | a worker | makes sweets | in the factory |  | | | | | |

**2019年11月1日星期五**