高年级英语 备课组活动记录

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| 活动时间 | 2023.2.24 | 主讲人 | 莫玉娟 |
| 活动主题 | 年级组集体备课 |
| 活动地点 | 高办 |
| 参加人员 | 许佳宁、梁伊丽、莫玉娟、缪小燕、顾晓萱 |
| 活动内容 | 一、备课是上课的前提，备好课，才能让老师们在课堂上得心应手。能用众力,则无敌于天下;能用众智，则无畏于圣人。今天进行集体备课研讨。二、交流讨论五年级：《Unit4 Seeing the doctor》1、单元分析梁伊丽：本单元话题是看病，教学重点是表示建议的情态动词should和其否定式shouldn’t的用法。 有关询问和描述病情的句型What’s wrong with you?和I have a headache/…也是本单元的另一个重点教学内容。在四年级下册中Unit 7 What’s the matter? 中已经学过表示对他人关心的句型和表达感觉和感受的形容词hungry, ill, sad, thirsty, tired, 在四年级下册Unit8 How are you? 中已经学过疾病类词汇cold, cough, fever, headache. 教师可以用以旧带新的方式 导入本单元的话题、词汇和句型。1. 本单元的教学目标和教学重难点：

许佳宁：本单元教学目标：1. 能听懂、会说、会读和会拼写单词 Feel, should, toothache, anything 2. 能听懂、会说、会读单词 Check, dentist, bedtime, giraffe, neck 3.能听懂、会说、会读和会写句型 What is wrong with you? I have a fever/headache/ 4.了解元音字母组合ch在单词中的读音。本单元教学重点难点：会用有关语句询问和倾诉疾病，并能给出建议。会用有关语句询问和倾诉疾病3、交流讨论缪小燕：我们可以从以下几个方面引发学生思考:1.如果当前你去医院看病，What should you do? 学生会自然想到wear the mask, show the healthy code..2.如何预防疾病?学生会联想到wash hands do some exercises, eat healthy food.顾晓萱：学习即生活，生活即学习。将实际生活与教学内容结合，才能让语言真实地发生。莫玉娟：我们要充分挖掘教材内容，可适当融入中华文化元素，将中医文化、就医与健康生活融入复习板块学习，通过中医知识宣讲、接诊情境表演和健康生活讲座等一系列活动提升了学生的语言能力和思维品质，同时激发了学生对中华文化的兴趣，增强了文化自信。五下 Unit 4 Seeing the doctor(Story time)**【教学目标】****知识目标：**1.To make the students understand the whole story.2.To make the students listen say read and write the following words: check, dentist, anything, bedtime, brush one’s teeth, drink water, eat sweets, have a rest, take medicine, fever, headache, toothache.3.To make the students understand the following sentences:What’s wrong with...?You should/shouldn’t....**能力目标：**1.To make the students have the ability to read the whole story.2.To make the students have the ability to act the dialogue.3.To make the students use some sentences in real situation: What’s wrong with...? ... Have/has a .... What should ...do? Why does/do ...have a...? **情感目标：**To make students know what they should do to keep themselves healthy.**【教学重难点】**教学重点：1.To make the students listen, say, read and write the following words: check, dentist, anything, bedtime, brush one’s teeth, drink water, eat sweets, have a rest, take medicine, fever, headache, toothache.2.To make the students use some sentences in real situation: What’s wrong with...? ... Have/has a .... What should ...do? Why does/do ...have a...? You should/shouldn’t....教学难点:Students can use the learned sentences in real life.**【教学准备】**多媒体课件，图片**【教学过程】****Step 1 Lead in**1. Watch a video(about disease)

T: What’s the video about, boys and girls?S:...1. Free talk

T: If we don’t feel good in these days, what should we do?教授shouldS:...（先让学生自己说说）T：（出示词组让学生判断对不对）wear a mask(√)play with friends(×)have a rest(√)spit everywhere(×)wash hands(√)I think the most important way is seeing the doctor. Do you think so?揭题：Unit 4 Seeing the doctor**Step 2 Presentation**1. Watch and answer

T: Look at the two pictures. Do you know them?S: Su Hai and Mike.T: They are seeing the doctor. What’s wrong with them? Let’s watch the video.S: Su Hai has a fever（注意三单）Mike has a toothache 教授新词toothacheT: We call this kind of doctor a dentist.教授dentist1. Think and say

T: In our daily life, what do the doctors usually do？First, ask;Then, check（新词教一下）; Finally, advise.1. Read and find

T: OK, now first let’s read part 1and find what the doctor says to Su Hai.S:...T: Here are the new phrases. Let’s learn. Please read after me. have a rest take some medicine drink some warm waterT: Look, “what’s wrong with you”is to ask; “Let me check. You have a fever.”is to check. And “ you should...”is to advise. Can you understand？1. Read and underline

T: How about Mike? Please read part 2 and and find what the doctor says to Mike, underline the key sentences.S:...T: So who can tell me how the dentist ask, check and advise?S:...T: Pay attention here. (Shouldn’t=should not. Brush one’s teeth进行讲解)1. Read and imitate
2. Let’s read选择一种你喜欢的方式读课文

Read togetherRead after oneRead in roles**Step 3 Consolidation**1. Think and write（完成P38）

I have a \_\_\_\_\_\_\_\_\_\_\_ and a \_\_\_\_\_\_\_\_\_\_\_.I should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at home.I should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ too.I have a \_\_\_\_\_\_\_\_\_\_\_.I cannot \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I should not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.I should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the morning and before bedtime.1. Let’s retell

Su Hai has/feels...Su Hai should...Mike has/can’t...Mike shouldn’t...Mike should...1. Think and talk

T: The little boy has a stomachache. He goes to see the doctor. Please work in pairs and make up a new dialogue.Doctor： What’s wrong with you?Boy： I have a...Doctor：Let me check. Why...?Boy： What should I do, doctor?Doctor： You should./You shouldn’t...1. 情感教育

Keep healthy, love your lives.**Step 4 Homework**1.Read and try to act out the dialogue to your friends.2.Write some advice to the boy.3.Learn some information about how to fight with the novel corona virus. （一备：许佳宁）**【教学反思】** |

 高年级英语 备课组作业设计记录

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| --- | --- | --- | --- | --- | --- |
| 时间 | 2023.2.24 | 地点 | 高办 | 主持人 | 莫玉娟 |
| 内容 | 六下Unit2 Good habits 单元作业设计 | 记录人 | 莫玉娟 |
| 作业设计主要内容及过程：六下Unit2 Good habits 单元作业设计**基础性作业****总体设计：**1、《补充习题》2、《课课练》选做笔试3、本单元单词、词组、课文的默写。**第一课时：**课堂作业：课堂最后5分钟完成《课课练》练习period1。家庭作业：1、熟读ST 。 2、抄写ST左1遍，背诵并默写1遍**第二课时：**课堂作业：课堂最后5分钟完成《课课练》练习period2。家庭作业：1、抄写课文ST右1遍，背诵并默写1遍 2、预习课文CT，熟读至少5遍。**第三课时：**课堂作业：课堂最后5分钟完成《课课练》练习period3。家庭作业：1、熟读CT 2、抄写CT左1遍，背诵并默写1遍**第四课时：**课堂作业：课堂最后5分钟完成《课课练》练习period4。家庭作业：1、抄写CT右一遍，背诵并默写1遍； 2、熟读并背诵本单元词汇。**第五、六课时：1、**完成补充习题、课课练单元练习。 2、默写本单元单词和词组。 |