**译林版《英语》三下Unit 3 Is this your pencil? (Story time)**

“我要展示”课例研修

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**研修主题**

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| “双减”背景下小学英语情境化作业的设计与实施研究 |

**研修专题**

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| “双减”背景下小学英语单元第一课时情境化作业课堂学练结合探究 |

**教学目标**

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| 1. 能通过复习、猜谜、儿歌等形式聚类学习文具类词汇，并尝试用简单的英语表达自己喜爱的文具。 2. 通过呈现Mike在同学的帮助下寻找到自己铅笔的对话情境，理解并学习核心句型Is this/that your...？并学会正确应答。初步掌握一般疑问句的句型结构。 3. 通过跟读、标调、朗读、表演等方式，培养学生良好的语音语调和听读习惯。 4. 通过创设情境，询问物品的归属，在这过程中进一步培养学生互帮互助的良好品质。5．通过文本的学习以及对情境的理解，引导学生养成学会管理自己物品的习惯。 |

**教学重点**

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| 1. 能通过复习、猜谜、儿歌等形式聚类学习文具类词汇，并尝试用简单的英语表达自己喜爱的文具。  2. 通过呈现Mike在同学的帮助下寻找到自己铅笔的对话情境，理解并学习核心句型Is this/that your...？并学会正确应答。初步掌握一般疑问句的句型结构。 |

**教学难点**

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| 1. 通过创设情境，询问物品的归属，在这过程中进一步培养学生互帮互助的良好品质。  2. 通过文本的学习以及对情境的理解，引导学生养成学会管理自己物品的习惯。 |

**教学准备**

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| PPT多媒体课件，板贴图片，...... |

**教学过程**

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| **Before class**—Enjoy a song *What’s this?*  **Stage 1 Pre-reading**  **Step 1 Let’s play!**  T: Pay att[ention](http://www.21cnjy.com) to the rules:  If you see a phrase, read it and do it.  If you see a tiger, shout “Ahh”!  【设计意图：通过歌曲、游戏激发学生学习英语的兴趣，同时复习旧知，为学习新知做好准备。】    **Step 2 Guessing game**  (1) Yellow box—clothes (旨在新授Is this a …?)  T: There are s[o many](http://www.21cnjy.com) beautiful clothes. What are the presents? Let’s guess.  S: A T-shirt./…  T: You can come here and guess like this, “Is this a …?”  (引导学生来到投影仪前进行猜测，并出示新授句型Is this a …?)  S: Is this a … ?  (前两幅引导学生用新授句型一起猜测，最后的一幅图转为同桌合作进行猜测。)  (2) Green box (旨在新授Yes, it is./No, it isn’t.)  T: Can you guess?  S: Is that a …?  T: Yes or n[o? If](http://www.21cnjy.com) you think it is, you can say “Yes, it is.” But if you don’t think so, you can say “No, it isn’t.”  S: Is that a pen?  T: Yes, it is. It’s a pen. (新授pen，同法教学pencil )  T: The last picture, please guess with your partners.  S1: Is that a …?  S2: Yes, it is./No, it isn’t.  T: (教学pencil case。)  【设计意图：通过“猜猜[礼品盒里的小](http://www.21cnjy.com)礼物”这一活动设计，以旧引新，由扶到放，逐步学习本课教学重点，即文具类单词pen, pencil, pencil case和一般疑问句的问答。】    **Stage 2 While-reading**  **Step 1 Watch and choose**  What is the story about?  A: The pencil is lost. (丢失)  B: The pencil is broken. (弄坏)  C: The pencil is stolen. (偷掉)  S: A.  T: Is this Mike’s pencil? (出示第一幅图片)  S: No, it isn’t.  T: So Mike says: This isn’t my pencil. (教师指导朗读)    **Step 2 Read and find**  T: Who helps Mike?  S: Liu Tao and Yang Ling.  T: How do they help Mike? Find the sentence and underline.  S: Is this your pencil?/Is that your pencil?  T: (新授Is this/that your pencil?)  T: Neither is Mike’s pencil. Where is the pencil? (出示最后一幅图片)  S: Oh, that’s my pencil.  T: (Teach that’s = that is )    **Step 3 Let’s read**  a. Read after the computer.  b. Read after the teacher.  c. Read together.    **Step 4 Let’s order**  出示Story time的图片，打乱顺序，通过重新排序，带着学生说说这个故事。  【设计意图：在故事学习环节，通过对故事的听、猜、读，引导学生在故事情境中帮助Mike寻找丢失的铅笔。这里分三个层次展开，第一层次是先整体理解故事的主题“Mike的铅笔丢失了”；第二个层次是帮助Mike寻找丢失的铅笔；第三个层次是找到铅笔后Mike说了些什么。最后通过对故事的排序，引导学生对故事的整体理解和细节把握。对故事的教学，由整体进入到分块理解再到整体复述，通过不同层次的听、猜、读、说，学生不断地学习新知识。】  **Stage 3 Post-reading**  **Step 1 Let’s talk**  T: Mike can[’t fin](http://www.21cnjy.com)d his stationery. Let’s help him. (出示两幅图片pen和pencil case )  T: I am Mike. Who can help me?  S: I can.  T: This isn’t my pen.  S: Is this your pen?  T: No, it isn’t.  S: Is that your pen?  T: No, it isn’t. Oh, that’s my pen. (学生两人小组，模仿对话)  **Step 2 Let’s think**  T: What do you think of Yang Ling and Mike?  S: They are helpful.  T: What do you want to say to Mike?  S: Mike is c[areles](http://www.21cnjy.com)s. He lost his pen. We must take good care of our things.    【设计意图：通过[再次帮助Mi](http://www.21cnjy.com)ke寻找丢失的钢笔，引导学生在实际情境中运用新句型，并适时进行相关的学习习惯教育——我们应该保管好自己的文具。】  **Step 3 Homework**  There are many lost stationeries on the classroom platform. Please use the sentence patterns learned in this lesson to help them find their owners.  教室的讲台上有许多同学们丢失的文具，请你运用本节课学习的句型，帮助它们找到自己的主人吧！ |

**板书设计**

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| **Unit 3 Is this your pencil ?**  pen Is this/that a …? Yes, it is.  pencil Is this/that your…? No, it isn’t.  pencil case |