Unit 7 At weekends (Period 3 cartoon time & extended reading)

一、教学目标

1. 借助图片和核心语言，让学生了解故事主要内容，感知不同人的周末生活。(学习理解)
2. 在板书和同伴的帮助下，能够合理地选择频率副词交流彼此的周末活动。(应用实)
3. 有条理地汇报自己趣味且有意义的周末活动并学会合理评价他人的周末活动。(迁移创新)

4.思考感受不同人的周末生活，学会合理规划自己的周末生活，从而憬、享受、热爱美好的周末生活，提升幸福感。(迁移创新)

【核心词汇】always，usually,often,sometimes

【核心句型】...always/usually/often/sometimes...

二、教学重点

1.能正确理解文本，并能流畅地朗读与表述。

2.掌握文中的重点句型 ..always/usually/often/sometimes..，并运用于实际生活当中。

三、教学难点

1.基于结构化知识，运用语言交流自己和他人的周末活动。

2.在真实的语境中，让学生学会合理安排自己的周末活动，并积极参加多样的周末活动。

3.经过主题的学习，开始逐步延伸到树立热爱生活、积极向上的态度，形成健康乐观的处世态度。

四、教学准备

课件、板帖、学习单

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| 教学目标 | 学习活动 | 效果评价 |
| 1.热身，为后面的学习做好准备 | 1.Chant about teacher’s weekends  2.free talk  What do you do at weekends?  What does your friend do at weekends? | 热身并唤醒频率副词和周末活动的表达。 |
| 2.在看、听、说的活动中，分析、整合和概括文本中 Sam、bobby和 Billy 的周末活动。(学习理解) | **Cartoon time**   1. **How are Billy's weekends?** Let's watch.   Okay, so how are Billy’s weekends?(学生若不会说就启发他们Is it good for Billy?Do you like Billy’s weekends?）  2)**What does Billy do at weekends?**Okay, here is a picture. (Which season is it?...)What does he do ?... Oh, let's read. “Billy always watches TV at weekends. He always eats a lot too.””Mm, so nice.”  **What does Billy do in other seasons?** What about Sam and Bobby?Now please take out your sheet 1.Let's read the cartoon time from picture two to four carefully and underline the useful sentences. Then you try to fill the table on your sheet.After finishing it, please talk in pairs to check your answers.  Now let’s check.  a. It is spring.Sam and Bobby...(学生接上) They say,”Come out and play basketball, Billy.” Billy says.”No, I don't like playing basketball.” Oh, Billy doesn't like playing basketball.So he will stay at home and...?(Ss: eat the chocolate and watch TV) Let’s fill the table...(In spring ,Sam and Bobby they ....but Billy doesn’t like it.He...)  b.Summer comes.What do Sam and Bobby do? 学生答。How do you know?Picture 3.They say “...”（跟读）Does Billy like it?”No.” He still...  c.Now it is autumn.What do they do in autumn? Can you tell me? You can act out.（学生表演对话）OK. I get it.(完成表格 In autumn,Sam and Bobby...Billy...)  d.Billy also wants to have a picnic, but what happens?Listen...Billy can’t get out.Why?...Why is he so fat?  3)If you are Sam and Bobby ,what will you say?  4)Let’s read  What a funny story!Now it’s time for us to read the cartoon time.  5)Let’s retell.  6)How are Billy’s weekends now? | 教师观察学生是否主动参与，积极阅读。  教师根据课文插图，观察学生是否理解插图，并且从插图中理解难点句型，给子帮助和引导。  教师观察学生完成填写情况，子以反馈。 |
| 设计意图:本阶段学习学生活动首在帮助学生在谱境中理解文本的内容，形成different weekends的主题意识，学习文本中的核心句型和词汇，并建构出对周末活动描述的基本结构，在此过程中，培养学生图、获取信息和交流能力。 | | |
| 3.合理地选择频率副词交流周末活动:(应用实践) | **Picture book**  You know cartoon time very well.Then let’s learn Harry’s weekend.   1. **cover reading**   Look, this is the cover of the picture book.What can you find?(...)  **2)How is Harry’s weekend?** Is it a great weekend for Harry?Let’s watch and check.  Ss:Yes.  **3)What does Harry do at first?**  Step 1:Read picture book quickly and underline（划线) the sentences.  You can circle(圈) the frequency adverbs（频率副词）。  Step 2:Ask and answer in pairs to check your answers. (同桌问答校对答案)  What does Harry do in the morning/afternoon/evening?  Always,learns English（板书）  Sometimes,reads books（板书）  Often,does his homework （板书）  You see,Harry always studies.  4)**How is Harry’s weekend?**  ...  I think Harry’s weekend is Keeping.  He learns English,reads books, does his homework.He never plays.  So,what do his friends say?  “...”（新授 dull）  5)**Could you give Harry some suggestions?**...(注意生成，个别板帖）  Look,what does he do now?  ...  How happy they are!  So Harry says”....” | 教师观察学生是否读懂文本，获取到核心信息，归纳整理，教师在此基础上给子帮助和指导。 |
| 设计意图:本阶段学习学生活动旨在帮助学生在板书的帮助下，自主深度阅读，建构对Harry's weekends描述的基本结构，用获取的信息表达出自己学习的效果，培养学生获取信息、组织和思考能力: | | |
| 4.汇报自己的周末生活并学会合理评价他人的周末活动:(迁移创新) | **Let’s read and think:**  **What is a great weekend?**  ...  Today,we learn two stories.  For Billy ,he...  For Harry,at first...At last....  So I think for a great weekend , we should **keep a balance**. | 教师观察学生能否通过讨论思考合理地评价他人地周末活动并给出相应理由，同时在写作中正确运用频率副诃合理规划自己的周末生活。 |
| 设计意图:本阶段学习学生活动首在通过讨论Billy和Harry不同的weekends，完普different weekends话题的完整性，让学生对周末活动有更全面地了解，让输出有量变，知识结构系统化。 | | |
| 5.思考感受不同人的周末生活，学会合理规划自己的周末生活，从而憧憬、享受、热爱美好的周末生活，提升幸福盛:(迁移创新) | How?  We usually study.We often do sports and have fun.We sometimes do social work.  In this way,we can have a great weekend.  **Writing time:**  So it’s time to write your great weekend.Please take out sheet 2.  Try to use the frequency words to describe your weekend.  Let’s share.  After class, you can finish your passage. | 教师观察学生在小组内讨论情况，引导讨论和正确评价。 |
| 设计意图:本阶段学习学生活动旨在通过讨论和思考不同人的周末生活，从而激发学生合理规划自己的周末生活，从而憧憬、感受、热爱美好的周末生活，提升幸福感。 | | |
| Homework :  Must do:Do a survey about your friends’ weekends and you can write down.  Choose to do: Read more picture books or watch films about weekends. | | |