**五下Unit4 Seeing the doctor (checkout time)**

**溧阳市文化小学 姜蓓蓓**

**一、教学目标：**

1.能通过复习熟练地运用所学句型询问病情，给不同的病症不同的建议。

2.培养学生初步的阅读策略，引导学生在读中学会分析、比较等。

3.能掌握初步的写话方法和技巧，进行主题性的写话。

4.培养学生健康生活的意识。

**二、教学重难点：**掌握初步的写话方法和技巧，进行主题性的写话。

**三、教学准备：**PPT 疾病卡片

**四、教学过程：**

**Step1. Revision**

1.T:Let's enjoy a song.What's the song about?

We should brush our teeth.So we don't have a toothache.

2.T:What illness do you know?

3.Teach the new words：stomachache backache earache

4.T:Look at the words,what do you find?

5.Talk about Su Hai and Mike

T:Look,they are ill.Su Hai and Mike are ill too.Can you talk about Su Hai and

Mike?

**Step2. Think and write**

1.T：Su Hai and Mike are not so good.Look at the boy.What's the matter?

How does he feel now?Why does the boy feel hot?Guess.What should he do?

S:He should take off his coat.

2.T:Look at the other people.What should they do?What shouldn't they do?

3.Open the books,look at page 44,and finish the exercise.

4.Let's check.

5.Choose one picture to act

You can finish well.Can you act well?

**Step3. Listen and choose**

1.T:Look at Tim.Do you have any questions?

S:Where is Tim?/What's wrong with Tim?/How does he feel?

T:Here are three questions.Read together.Now listen and find the answers.

2.Listen and do the exercise

3.check the answer

**Step4. Read a story**

1. T:Tim should have a rest.He should go to see the doctor.Do you like seeing the

doctor?

S:No.

T:I think most of the children don't like seeing the doctor.But Teddy likes seeing

the doctor. Why?Let's read a funny story.

2.Read the story and order

3.T:Which picture is the first/next/then/finally?

Teach:take a deep breath get a shot brave get a balloon

**Step5. Writing**

1.Look at the advice

T:What's wrong with Teddy?

S:He has a toothache.

T:So his good friend writes some advice to him.

2.Learn to write

T: Is it right? Are there any mistakes?

S:He sometimes have a toothache./He should drinks a lot of water.

T: You learn so well./ Wonderful!

T: If there are no mistakes, you will get 4 stars.

|  |  |  |
| --- | --- | --- |
| No mistakes.规范标准。 | 4 |  |

3.T: If you want to write much better, what else can you do?

S：

T:But I believe it can be better. You should add some link word. Do you know link word? What is link word?

(连词是用来连接前后两个单词、词组和句子等)

For example: because, or…Can you say more?

S:also, either, and, first, next, then, finally…

4.T: Here is the writing without link word now? Can you add a link word into the

writing?

He shouldn't eat too many sweets.Sweets are bad for the teeth.

----He shouldn't eat too many sweets because they are bad for the teeth.

He shouldn't drink cola.He shouldn't eat snacks before bedtime.

----He shouldn't drink cola or eat snacks before bedtime either.

T: Wow, this writing is much better now, I give him 6 stars.

|  |  |  |
| --- | --- | --- |
| No mistakes.规范标准。 | 4 |  |
| Use conjunctions.使用连词。 | 2 |  |

5.T: If you want to get 10 stars, what can you do?

S: A beginning and ending.

T:What will you write at the beginning?

S: I will write…

T:What will you write at the ending?

S: …

6.T: Look at this table, a good composition has its writing criteria.

|  |  |  |
| --- | --- | --- |
| writing criteria（写作标准） | Score | Your judgement（评分） |
| On topic. 聚焦主题。 | 1 |  |
| No mistakes.规范标准。 | 4 |  |
| Use conjunctions.使用连词。 | 2 |  |
| Have a beginning&ending.有头有尾。 | 1 |  |
| Distinctive nuance层次清晰。 | 1 |  |
| Use good sentences. 好词好句。 | 1 |  |

7.Talk about your advice in group

T: What will you write about your diet? Discuss in 4.

S: I will write…

8.Write and share.

T: Is is good? Why? Does he have good sentences? Does he have some mistakes? How many stars does xx have?

**Step 6： Homework**

Modify their passages better after class.

**板书设计：**

Unit4 Seeing the doctor

fever

cold toothache

cough illness earache

headache backache

stomach ache

**教学反思：**

本节课将Checkout time与写作有机融合于一体，有效提高了课堂效率。在教学过程中，教师试图站在学生的视角，构建“基于儿童”的场景，给学生多一点自主，少一点的控制，真正地把学习的舞台交给学生。

Checkout板块是对前几课时的提升和总结，本课中旨在进一步夯实基础，对单元目标及时做到巩固。教师先通过单词的复习及拓展，再到小语篇的输出，进一步到运用所学句子及更丰富的句子来进行对话的表演，使学生能够在情境中进行本单元的语言的恰当运用。为后续的写作活动打下了良好的语言储备。

在拓展阅读环节，教师注重发展学生的思维品质。在给图片排序的过程中，让学生说出你为什么这样排，进行追问，培养学生阅读的方法和技巧。在写作教学环节中，注重方法上的指导。并让学生自己去发现和总结，而不是教师一味地告知。学生能在写作活动中做到文通字顺，条理清晰。教师引导学生关注细节描写，帮助学生在口头表达和书面表达中养成细致描述和有条理表达的能力，提高语言的丰富性和逻辑性。但在进行写后评价时，只关注了词句的表达是否正确，在一些基本要素的指导上还不够到位。比如说学生的书写如何，标点使用是否正确上，这些最朴素性的要求没有关注到。以后再这一方面还要进行总结和改进。