**五下Unit 8 Birthdays**

**Story time Period1**

**教学目标：**

1. 能听懂、会读、会说单词：eleventh eighth together.

2. 能听懂、会读、会说日常用语：When’s your birthday? What do you do on your birthday? 及回答It’s on… I usually…

3. 能正确的理解并朗读课文，在教师的引导和帮助下尝试复述课文内容。

4. 能了解中西方文化中不同的生日风俗习惯。

**教学重点和难点：**

教学重点：能正确理解并朗读课文，在教师的帮助下尝试复述课文。

教学难点：能初步运用本课所学的词汇和句型询问别人的生日以及如何过生日。

Teaching procedures 教学过程

**Step1. Warm up**

1. Enjoy a song.

2. Free talk.

What day…?

What date…?引出日期表达法的基本模式

3. Let’s play a game, try to guess: what holiday is it?

(1). Children like this festival very much. It is on the first of June. What is it?------Children’s Day

(2). It is a holiday for women. It is on Mar. 8th . What is it?------Women’s Day

(3). It is on the 10th of September. It is a holiday for the teachers. What is it? ------Teachers’ Day

(4). It is a great festival for me. I was born 35 years ago. What is it? ------It is my birthday.

4.Introduce my birthday

My birthday is on the 17th of September. I always eat noodles for breakfast. Then I have dinner with my family. Sometimes I have a party, eat the birthday cake and go to the cinema.

5. I want to know something about your birthday.

Ask and answer in T-S1.

When’s your birthday?

What do you do on your birthday?

Are you happy on your birthday?

6. 揭题 Just now we talked about our birthdays .Today we’ll learn the new uint Unit8 Birthdays (板书)

**Step2. Presentation**

过渡：We are talking about the birthdays, Miss Li, Su Hai and Mike are talking about birthdays, too.

What do you want to know about them?------ When’s Su Hai’s birthday? When’s Mike’s birthday?

What do they do on their birthdays?

1.First, let’s watch the cartoon and answer the questions.

(1).Try to know: When’s Su Hai’s birthday? When’s Mike’s birthday? 板书

(2). Ask and answer in pairs.

2. Read and underline the phrases. What does Su Hai/ Mike do on her/his birthday?板书

3.Ask and answer in pairs.

A: When’s your birthday，Su Hai/ Mike?

B: It’s on the…of…

A: What do you do on your birthday?

B: I…

4. T: Are they happy on their birthdays？

S: Yes.

T: How do you know？

Show：We have a great time.

We have a lot of fun.

**Step3. Learn to read.**

1. Listen to the tape and read after the tape.

2. Read in pairs.

3. Read in action.

**Step4. Let’s retell.**

1. Look at the blackboard, try to retell.

My birthday is on the… of… I …on my birthday. I have a lot of fun.

2. Choose Su Hai’s birthday or Mike’s birthday to retell.

3. Yang Ling and Liu Tao are talking about Su Hai and Mike’s birthdays. Can you help them?

Open your English book, turn to page 80. Try to say.

Step5. Discuss and say

1. We know how does Su Hai spend her birthday and how does Mike spend his birthday?

Let’s compare. What is the same? What is different?

(1). What does Su Hai eat? What does Mike eat?

(2). Su Hai has a big dinner with her family. Mike has a birthday party with his friends.

(3). Su Hai plays with Kitty the cat. Mike plays some games. They both like playing games.

(4). Su Hai has a great time. Mike has a lot of fun. They are very happy.

So birthdays mean happy/ fun.

(5). Do you spend your birthday like Su Hai or Mike?

Because we are Chinese. Su Hai is a Chinese girl. Mike is an English boy. But now most of the children eat the birthday cake on their birthdays. 中国人过生日的文化已经吸收了很多西方元素，因此，中西方生日文化差异已经不是很明显了！

2. Boys and girls. How is your birthday? Would you like to introduce your birthday now? You can talk about with your partner.

When’s your birthday?

What do you do on your birthday?

What song do you sing?

Do you have a good time/have a lot of fun?

…...

**Step6. Homework：**

1.Describe the story to your parents.

2.Talk about your birthday with your group member.

教学反思：

本节课是五年级下册Unit8的第一课时，是一节语篇教学课。本节课中，我试图深度挖掘教材资源，遵循整体——局部——整体的教学思路，注重前后知识的联系，让语言学习在真实的、自然的师生互动中进行；同时为学生提供思考和语言交际的机会，让英语课堂成为学生彰显个性的舞台。

这节课我分为三个部分：1.通过猜谜游戏引出生日这个话题，并学习When’s your birthday？What do you do on your birthday？及回答It’s on ….I usually….2.谈论Su Hai和Mike的生日及活动。3.让学生说说自己的生日及活动，进行语段输出。

一节课上完，最大的感受是，要想上好一节课，不仅要备课堂还要备学生，在课前对课堂进行充分的预设是一方面，而在课堂上，教师的智慧更显得尤为关键。这节课是在上黄小学借班上课，由于对学生的一无所知，导致上课一开始就不顺利，然后整个人就处于很被动的状态，漏教学环节，然后又回头补救；难点没有解决，导致学生输出有很大困难；进行任务型教学时，没有将自己的要求表述清楚，导致学生没有理解活动要求；板书设计没有层次性，导致没能发挥板书的作用；学生的朗读没有加强整班和个别指导，学生的朗读效果不如人意。

今后的教学中，定要深入理解文本，从课堂到学生都要做好心中有数，以提高自己更好驾驭课堂的能力。