**Unit 8 Our dreams (Period1)**

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1. **教学内容**

译林版教材六下Unit 8 Our dreams story time。

1. **教学目标**
2. 能初步听懂、会说、会读单词dream, an astronaut, a football player, a dancer, a pianist。
3. 能初步听懂、会说、会读短语in the future, care about, fly a spaceship to the moon, in the World Cup。
4. 能学会用句型What do you want to be ?询问梦想并学会回答I want to be …
5. 能初步感知和理解课文，并在此基础上尝试课文复述。
6. 能初步尝试谈自己的职业梦想。
7. **教学重点**
8. 能初步听懂、会说和会读本课的单词、短语和句型。
9. 能理解课文内容，并尝试进行课文复述。
10. **教学难点**
11. 单词astronaut、pianist的发音。
12. 能初步谈自己的职业梦想，以及要实现这一梦想应付出的努力。
13. **教学具准备**

学案，PPT课件

1. **教学过程**

**Step 1 Pre-reading**

1. Listen to a song: What do you want to be?
2. T:DO you like that chant? What can you learn from this chant?

 Learn words:pianist scientist painter

T:What is this song about?

S:This song is about dreams.

 T:When I was young, I had a dream, too. Guess, what did I want to be?

 You can guess with the sentences. (PPT:呈现句型)

 Perhaps you wanted to be a …

Maybe you wanted to be …

You wanted to be …, I think.

Did you want to be …?

 T:I wanted to be a teacher in the future.

Teach: in the future

“In the future” means “many years ago” or “many years later”?

 T: I’m a teacher now. My dream cam true.

 Teach: come true

**Step 2 While-reading**

1.Show the title

T: Just now, we talked about my dream. I’m sure all of you have your own dreams, great dreams. So today we are going to learn “Unit 8 Our dreams”.

 Teach:our dreams

1. Talk about the picture of page 78.

T: Whose dreams?

 Do you have any questions about this picture?

 T:Miss Li has the same question as you .

 Learn the sentence:What do you want to be in the future?

1. Watch and guess.
2. Listen and check.

 Teach: astronaut

 T: Can you say something about “astronaut”.

“An astronaut” can fly a spaceship to the moon. So we can call him

 spaceman.

 Teach: fly a spaceship to the moon.

5.Learn the boys’ dreams and dream reasons.

 (1)T: Boys and girls, just now we know the boys’ dreams, now let’s find out the boys’ dream reasons.

 You can read carefully this passage and underline the key sentences.

 (3)Checkout the boys’ dream reasons.

 Teach: care about

 How can we care about our teeth?

 Teach: in the World Cup

 (4)What do you think of the boys’ dreams?

 (PPT: cool, nice, excellent, great)

 Their dreams are great!

 (5)Let’s read the boys’ dreams.

 (6)From this passage, which aspects did it describe the boys’ dream?

 We knew some boys, they are Mike, Wang Bing and Liu Tao. We can call them “Who”. We knew the boys’ dream, we can call them “What dream”. We knew the dream reasons, we can call them “Why”.

6.Learn the girls’ dreams and dream reasons.

 (1) This time, please learn the girls’ dreams by yourselves, you can

 learned with these three aspects “Who, What dream, Why”.

 (2)Checkout the girls’ dreams and dream reasons.

 (3) Let’s read the girls’ dreams.

7.Find out Miss Li’s dream.

 What’s Miss Li’s dream? Let’s read and find out it.

 She wants to see her students’ dreams come true.

8.Read the text.

9.Let’s retell the story. (根据板书进行课文复述)

 … wants to be …, because he/she …

**Step 3 Post-reading**

1.Share our classmates’dreams.（what-why-how）

2.Write down your dreams.

 Choose two of them to talk about their dreams.

 Put the paper into the dream bottle.

3.“Diligence, Resolution, Education, Ability, Major” to make a word “dream”.

**Step 4 Homework**

1. Read the story time fluently and beautifully.

2. Talk about your dreams with your family.

3.Know more about famous people’s dreams.

**板书设计：**

**Unit 8 Our dreams**

Miss Li See their dreams come true!

|  |  |  |
| --- | --- | --- |
| **Who** | **What dream** | **Why** |
| Mike | dentist | take care of children’s teeth |
| Wang Bing | astronaut | fly a spaceship to the moon |
| Liu Tao | football player | play in the World Cup |
| Su Hai | dancer | Dancing makes people healthy and beautiful. |
| Nancy | writer | write stories for children |
| Yang Ling | pianist | Music makes people happy. |

**教学反思：**

　　本单元的story time板块，主要是以对话形式出现的。整个文本的框架结构都很清晰，主要谈论了女孩们和男孩们的梦想。我先带领学生一起学习男孩们的梦想，然后让学生根据板书，理清文本的框架结构，再以这一框架为支撑点，让学生自学女孩们的梦想。在这一过程中，学生通过讨论、观察和总结，知道从what-why-how三方面来谈论本单元的主题“My dream”，获取了学习文本的能力和策略。通过这样的学习方法，不仅可以提升学生的作文水平，也可以帮助学生获取做阅读理解的能力和策略。

　　但在教学过程中，学生对预设问题How do they talk about their dreams?不能很快的理解意思，而我又没快速地通过其他方式帮助学生来理解此句型，导致拉慢了课堂节奏。在课堂中，教师还需要有灵活的应变能力，快速地调整问题，正确应对课堂上的生成。