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| 学 校 | 溧阳市实验小学 | 执教教师 | 刘云飞 |
| 教学内容 | 四上 Unit7 What’s the matter? Story time | 执教时间 | 5.20 |
| 教学目标：1.能在情境中整体理解课文对话、熟练朗读并进行表演。2.能在情境中理解并运用日常交际用语What’s the matter? I’m...Are you...?以及Come and have... Can I have...？I want t...等询问和表达感觉，并向他人提供帮助。3.在朗读、表演、提供意见等活动中学会关心并帮助他人。教学重点：1.能整体理解课文对话、熟练朗读并进行表演。2.能在情境中理解并运用日常交际用语What’s the matter? I’m...Are you...?以及Come and have... Can I have...？I want t...等询问和表达感觉，并向他人提供帮助。教学难点：在朗读、表演、提供意见等活动中学会关心并帮助他人。 |
| 教学环节 | 教师活动 | 学生活动 | 设计意图 |
| **Step1****Pre-reading 5’** | 1. **Watch a chant**

T:What does the girl say in the chant?Tip:当别人感到不适的时候，我们可以用“What’s the matter?”来表示关心。1. **Ask and give advice**
2. Show picture of Mike

T: Look at our friend Mike. He’s not fine. What can you say?Learn: tired1. Show picture of Yang Ling

T:Yang ling is not fine too. Can you help her?1. Show picture of Helen

Learn: thirstyT: What will Helen say? | **1.Watch a chant**S:What’s the matter?2.**Ask and give advice**（1）View picture of MikeS: What’s the matter?Learn:tired（2）View picture of Yang LingS:Here's ...for you.Come and have a/an/some....1. View picture of Helen

Learn: thirtyS: Can I have some...? I want to have... | 以Chant导入主题，开启学生思维，引导学生进入英语学习的氛围，初步理解本课的主题和交际背景。在询问和帮助朋友的过程中学习本课新词和句型，从激活旧知到学习新知，不仅能够培养学生的发散性思维，也进一步在情境中提升了语言能力。 |
| **Step2.****While-reading****20’** | 1. **Ask about LiuTao**

播放录音:I have a football match this afternoon. Now, I’m not fine.T: Can you care about Liu Tao? What can you ask?1. **Watch and choose**

What’s the matter with Liu Tao?1. He’s hungry.
2. He’s thirsty.
3. He’s ill.
4. He’s tired.
5. **Give advice to Liu Tao**

T: Liu Tao is thirsty and tired. Can you help him?1. **Read and underline**

How do Mum and Dad care about Liu Tao?引导学生在回答问题的过程中体会人物心情、理解课文并用恰当的语气读课文。 | 1. **Ask about Liu Tao**

S: What’s the matter？ Are you...?1. Watch and choose

S:He’s thirsty and tired.1. **Give advice to Liu Tao**

S:Come and have/drink...Here’s a/an/some... for you./...1. **Read and underline**

S: Come and have a pie, Taotao.What’s the matter? Are you ill? | 对刘涛不开心的原因进行自主提问与预测，感知句型“What’s the matter? Are you...?”培养学生的问题意识与思维能力。让学生带着问题观看卡通，整体感知，融入语境，初步理解课文大意，为下面的学习做好铺垫。通过给刘涛提建议培养学生的发散性思维，学会关心朋友。在学生回答问题的过程中有序板书，帮助学生形成知识的网络结构，为后面学生进一步输出铺垫，培养学生准确和多元表达的能力。 |
| **Step3.****Post-reading****15’** | 1. **Listen and imitate**
2. **Read the story**
3. **Act the story**

Tips:语言准确；眼神交流；表情丰富；适当动作。1. **Think and share**

（1）What do you think of Liu Tao’s Dad and Mum？（2）If you were Liu Tao, what would you say?（3）If you were Liu Tao, what would you do?**5. Care and act**刘涛的爸爸下班回到家，又累又饿，如果你是刘涛，你会怎么关心爸爸呢？**6.Make a summary**T: We care about our parents. We care about our friends. We care about all the people around us. So,we can have a big and happy family. | 1. **Listen and imitate**

**2. Read the story**1. **Act the story**

Tips:语言准确；眼神交流；表情丰富；适当动作。1. **Think and share**

S：They’re nice/good/beautiful/sweet...S: I love you./Thank you.S: Make cards./Clean my room./Send flowers...**5. Care and act**S1:What’s the matter, Dad?Are you...?Come and have....Here’s a/an/some....for you./...S2:I’m ...Yes.I am./No, I’m not.I want to....Can I have a/an/some...?/...**6.Try to understand**Care about others.Express your feelings. | 在朗读、表演中学会移情，体会人物感情，形成认同，学会关爱。通过评价人物、换位思考等开放性问题培养学生思维的深刻性，进一步理解本课主题。设计真实的与学生生活密切相关的情景，可以引起学生的共鸣，运用本课核心句型进行真实的交际，培养学生的综合语言运用能力和迁移创新能力，引导学生体验父母平时对自己的关心，学会关心父母。 |
| **Step4.****Home work** | 1.Listen and read the story；2.Act the story with your friends；3.Care about your parents and make a dialogue with them. | Try to finish homework. | 分层作业，满足不同学生对学习的需求。 |
| **Blackboard****design** | 4a2315b7cff25cc40a8186d7722b165 |
| **教后反思** | 1. 学生能熟练朗读并表演课文，但个别单词和句型如：tired，thirsty，Can I...?在发音上还存在各种问题，仍需在后面的学习中加强指导；

2.四年级的学生还不具备足够的抽象思维，在具体的教学过程更应关注学生真实的学习状态，避免“走过场”，从学生的角度设计教学活动，让学生听得明白，讲得具体。3.主题意义的渗透要落实在具体的教学环节，循序渐进，避免最后教师“大道理”总结，学生一知半解，应给学生充分的时间，从学生能接受的角度，鼓励学生表达自己的观点，想法和情感。4.四年级故事板块除了关注学生的语言能力，也要适当培养学生的思维能力，通过应用实践和迁移创新类的活动培养学生分析、评价、创造等高阶思维能力。 |