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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: tired   1. Show picture of Yang Ling   T:Yang ling is not fine too.  Can you help her?   1. Show picture of Helen   Learn: thirsty  T: What will Helen say? | **1.Watch a chant**  S:What’s the matter?  2.**Ask and give advice**  （1）View picture of Mike  S: What’s the matter?  Learn:tired  （2）View picture of Yang Ling  S:Here's ...for you.  Come and have a/an/some....   1. View picture of Helen   Learn: thirty  S: 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。 | | | | |