

**课堂教学评优活动-教学设计（教案）**

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| **学 科** | 英语 | **教师姓名** | 田莎莎 |
| **授课内容** | Lesson 15 | **授课时间** | 11月11日 |
| **教材分析** | 本单元共教学主题是There are many animals.共4课。本单元主要是用句型There are…/Are there…描述、询问某地有（没有）某（动物）物的学习。前三课新授，第四课是复习。本课书是三课新授中的第三课。第一课首先学习了(1)用There are…描述在“哪里有…”(2)用句型Are there …询问“在哪里有没有”并在There be …情景中学习了动物单词elephant并对相关的动物单词做了big animals: lions, tigers, pandas, elephants small animals: monkeys, cats, dogs, rabbits, birds, ducks的分类。并表述了对相关动物的喜爱。第二课主要在宠物店看动物的情境中使用句型：—Do you like …(s)? —Yes, I do./ No, I don’t.询问是否喜欢某种动物。此情景中涉及到的动物单词：cats, rabbits, tigers, giraffes, dogs, foxes, lions, zebras等单词。第三课是在玩具店的看玩具的情景中继续使用句型：—Are there …? —No， there aren’t(are not).询问是否有某玩具（动物）并学会用否定形式来回答。其中包括动物单词：monkeys, tigers, bears, kangaroos。并表达出对动物的喜爱之情。本单元的是以动物为主题的，分别讲述及讨论了在动物园、宠物店、和玩具店有（没有）什么动物，且三课都贯穿了对动物的喜爱之情。三课书环环相扣，层层递进，内容步步加深。 | | |
| **学情分析** | 23名二年级学生；  ● 活泼、好动乐于参与各项趣味、表演活动;  ● 通过一年级的学习，学生对动物单词以及名词的单复数有了一定的知识铺垫；  ● 因为年龄特点，注意力持续时间较短；  ● 学生朗读较长的句子比较困难。 | | |
| **教学目标** | 1. 能在玩具店购物的情境下运用句子“—Are there …s”询问小伙伴是否有某种动物玩具。并主要能用否定回答“ No, there aren’t.”做出相应的回答,并能用句型I like the…表达自己喜欢的动物。 2. 能在玩具店购物的情境中朗读、认读词汇toy, monkey, these, them, no并能运用这些词汇描述玩具店。 3. 能通过本课的学习体会动物们的可爱之处，激发学生们对动物的热爱之情。 | | |
| **教学重点** | 1. 能运用本课的句型“—Are there monkeys?”询问玩具店里是否有猴子。并主要能用否定式“No, there aren’t”做出相应的回答。 2. 能认读并能用monkeys, tigers, **bears, kangaroos**等描述更多玩具店里的情景。 | | |
| **教学难点** | 能运用本课的句型“—Are there monkeys?”询问某地是否有某物。 | | |
| **教学流程**  **思维导图** |  | | |

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| **教学过程** | | | |
| **教学环节** | **教师行为** | **学生行为** | **教学意图** |
| 问候 | T: Good morning, boys and girls.  How are you today?  I’m fine, too.  What day is today?  What day is tomorrow? | S: Good morning, Amy.  I’m fine. And you ?    It’s Friday . | 本活动创造一个英语的语言环境，与学生互相问候打招呼。 |
| 热身 | T: Let’s do the warming up.  Counting bananas | Ss sing and dance | 本活动环节学生边唱边跳,由歌曲里的猴子为本节课学习动物话题做铺垫，同时也增加了学生的学习兴趣。 |
| 导入  课文新授  表演对话  输出 | 1. Leading in   T: Are there monkeys in this song?  T: Do you like animals?  T: Today let’s see some animals. Look, the bus is coming. Who are they?  T: Yes, they want to see animals. They like animals, too. So they are happy. Listen, they are singing.   1. Review the knowledge   T: Today they will go to three places, go to the zoo, go to the pet shop and the toy shop.   1. T: Now, go to the zoo happily! (教师做开车动作，示意学生边做动作边说)   T: Wow! There are tigers. I love them! How about you?  b. T: Yes. There are many big animals in the zoo. Let’s go to the pet shop to see some small animals! Read? Go!(教师挥手示意学生上车，做开车动作并说儿歌)There are animals! There are animals. We love them.  T: look, the pet shop. We see Chip, Biff, and Kipper. Now, let’s tell this story.  T：you did a good job. Now , look, there are many pets in the shop. Do you like cats? Do you like ...s?  c. T: Now let’s go to the toy shop! (教师挥手示意学生上车，做开车动作并说儿歌)There are animals! There are animals. We love them.    （出示主题图一）  T: There are many toys in the shop. What can you see in the toy shop?  T：can you see it? (出示真实的老虎图片让学生去判断）  T：What about this one?  T: Here are some animals. They are real animals, you can see them in the zoo. They are toy animals, you can buy a toy tiger in the shop.  T: Can you guess, what toy animals are there in the shop?  T: Let’s watch and find.  T: Are there monkeys? How do you know? Please open your books and find out.  T: Who find it? Read for us. (出示板书)  T：Let’s read after the tape.  T: Boys and girls now please open your books and read. Now fingers ready. Point to your book.（声典蛙）  （出示主题图二）  T: Do you know what does Guoguo like?  How about Kate?  T: Let’s watch and find.  T：Let’s read after the tape.  T: Boys and girls now please open your books and read. Now fingers ready. Point to your book.（声典蛙）  T：This time, work in groups and act this dialogue. (Leader 分配角色，并带领组员排练)  T: Time’s up. Which group want to show in front?  a.T: Now here are some cards. Each group can choose one. There are some different animals. Each group should tell us 3 keywords about your animals.  Now listen :  1.Are they big animals or small animals?  2.What color are they?  3.What can they do?  T:One minute for you.  b.Now this time, discuss the animals of each group with your memebers. And match.(2 minutes for you)  c.T: Let’s guess the animals of group 1. You should use “Are there …s?”Group 1 should tell us the answer“Yes, there are”or “No, there aren’t.”  T：Today you did well on team work. Clap your hands for yourself.  T:Class is over. | Ss: Yes, there are.  Ss: Yes,Ido.  学生边做动作边说  Ss: There are …s. I love them… .(指名提问 3人)  学生分组表演故事  学生回答（指名提问 3人）  学生翻书找答案  学生跟读。      学生跟读.  学生读并表演。(2组)  每组派代表汇报关键词  (2 minutes)  小组讨论并连线  学生问答 | 谈话轻松引入, 在情境中复习There are …s./ Are there…s?和动物单词。  通过听录音模仿学习正确语音语调，帮助学生进一步听清和理解课文内容。  本活动环节用表演的方式，使每个孩子参与到角色当中去，不仅增加了孩子的兴趣，而且也能在真实语境中运用句型。  让学生在真实语境中运用所学内容。对本组抽到的动物用所学内容进行描述，其他组倾听关键词进行判断，最后用本课句型进行问答。 |

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| **学习效果评价设计** | 本节课主要采取了小组评价和个人评价相结合的方式。小组评价主要是小组得分制，进行小组比赛。个人评价主要是得到图片的同学可以得到一个印章。 |
| **板书设计** | Lesson 15    --Are there monkeys? bears  --No, there aren’t. tigers  kangaroos  pandas |
| **教学后记（本教学设计与以往或其他教学设计相比的特点）** | 任务教学，环环相扣。本节课以任务教学为主线，从听英文歌导入单词，到课文学习，学习单词，以单词为载体理解功能句型。在操练句型中学习新单词，运用实物进行描述。最后完成创编的任务。通过这些任务引导学生不断用所学语言开展用英语交流活动，最后提高了学生语言运用能力。 |