

**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** | 罗伟华 |
| **授课内容** | Lesson 6 | **授课时间** | 10月10日 |
| **教材分析** | 本单元的话题是围绕week,与学生的生活实际紧密相关。学生进入小学之后，无论是在校园生活中还是在放学后的社区生活中，都开始了与自己同龄人进行交往的尝试。而在这一交往过程中，学生在一起玩耍、一起活动又是最主要的活动。本单元的重点内容是学生学会表达自己在星期几干什么，在适当的场景下，询问星期几通常做什么？ |
| **学情分析** |  22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，学生对运动eg. Go swimming,go boating,go dancing,go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. 能听懂、会用“What do you do on...?”询问他人周几做什么？并根据回答情况用“My parents and I...”或”I...”回答他人询问。
2. 能听懂、指认并读出单词及短语Friday、Saturday、Sunday、zoo、go to the zoo、draw pictures、read books、go to the farm、play with the animals。
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| **教学重点** | 能用“What do you do on...”询问他人“周几做什么”，并能用“My parents and I ...”或”I...”回答他人询问. |
| **教学难点** | 1. 正确朗读句子：My parents and I go to the farm.I play with the animals.
2. 在表达“我和某人”的时候英语用“...and I”的方式表达。
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| **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. Nice to meet you. What day is today? What day is tomorrow? |  S: Good morning, Amy. I’m fine. And you ? Nice to meet you, too. It’s Monday. It’s Tuesday. | 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.T:We will listen a chant and answer two question. The first one “What animal can you see?”And the second one is” What does the fox eat on Saturday?”T:Look!These are animals.I like animals.Do you like animals? I like animals.I like birds,they can fly.I like rabbits, they are cute.What animals do you like?Why?T:Yes,animals are cute and they are zoo animals,a lion ,a tiger,they live in the zoo.And they are farm animals,a cock,a horse,they live on the farm,so they are farm animals.Now,look, Do you know what animals they are? |  Ss listen and answer.Ss answer why.Ss say the answer. | 本活动环节学生边唱边跳，其中包含所学的动词，目的是回顾上节课所学的句子，又增加了学生的学习兴趣。 |
| 导入课文新授输出 | 1. Leading in

T:This is me, do you want to know what I do on these days?I go dancing on Monday.I play basketball on Tuesday. I read books on Wednesday.I go swimming on Thursday.I draw pictures on Friday.So what do you do on these days?T:Jessica go to the zoo on Sunday.And I do a lot of things on Monday to Friday. I go to the farm on Saturday.(1)Look and answer.T: Where are they? Are they at school?T:Who are they?T:What are they doing?How about Baobao?Maybe he is playing with the ants.1. ,Listen and tell.

T:What are talking about? Yes,he go to the farm on Saturday.So do you know the farm?拼读farm.(教师出示不同的farm让学生练习。)T:Go to the farm.T：Who with Baobao go to the farm?T:Baobao’s Mum and Dad.His parents.Repeat after me. Parents(教师出示不同的图片让学生理解parents).My parents and I go to the farm.(教师出示不同图片，学生跟读.)T:What does Baobao do on the farm?Play with the animals.T：How does Lingling ask?Let’s listen.T：Follow it。T：Now what does Lingling do on Sunday?Let’s watch.T: Ok,let’s repeat.1. Listen and repeat.

T：Let’s listen and repeat.T: Now open your books,turn to page14,let’s repeat.T:Now let’s read in pairs than act.T：Let’s change some phrase.I draw pictures. I read books.T:Now ,who can make a new dialogue.（4）Let’s play.T:Ok.Now let’s play.Here is Reyoung and Carol.They are talking.Let’s watch and answer the questions.What does Reyoung do on Sunday?What does Reyoung do on Sunday?T:Now let’s do a new dialogue with your partner?T:Class is over. | Answer my questions.（让。）Ss answer.学生说出park学生回答：Lingling, Baobao and Guoguo.学生回答：Guoguo is playing swing. Baobao is looking at the ants.引导学生回答：go to the farm on Saturday.学生读farm。学生跟读。学生跟读。学生跟读.Ss: He plays with the animals.学生跟读。学生听并回答。学生跟读。学生回答：Lingling goes to the zoo.学生跟读。学生读并表演。学生做对话。学生回答问题。学生做新对话。 | 在本活动中，教师引导学生观察主题图，在视听说多种感官的参与下，让学生感知课文人物及内容。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。通过听录音模仿课文，帮助学生再一次整体感知课文内容。相应的动作为后面表演做准备。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。让学生对自己的行为准则有所判断 |

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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。冠军组得到一个小印章。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 6 What do you do on Sunday?Go to the farm.My parents and I go to the park.Play with the animals.I go to the zoo,I like animals. |
| **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，从听英文歌导入蛋词，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。 |