

**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** | 于茵茹 |
| **授课内容** | Lesson 10 | **授课时间** | 11月03日 |
| **教材分析** | 本单元的话题为打招呼How are you的交际用语。主要教学内容为：在与人道别时使用的交际用语Goodbye!Bye-bye!在与别人问候时使用How are you?I’m fine. Thank you.根据韵文学习体验辅音字母和字母组合在韵文中的发音规律；体会in、on在韵文中的位置含义。围绕不同时段用“Good morning/ afternoon/ evening! ”和别人问候及道别展开，第九课围绕Good morning/How are you?展开，第十课围绕晚上见面与问候的话题展开，第十一课围绕“Good afternoon....”和 “How are you?.”话题展开。三课都围绕问候话题展开，区别在于时间段及情景不同。因此三课可以根据实际教学需要整合三课内容。 | | |
| **学情分析** | 30名一年级学生；  ● 活泼、好动乐于参与各项趣味、表演活动;  ● 通过一个月的学习，学生掌握了简单的问好。  ● 因为年龄特点，注意力持续时间较短；  ● 学生刚刚涉及拼读有些困难。 | | |
| **教学目标** | 1. 学生能听懂、指认并读出单词a cup, a nut, a hut。能够通过认读单词再次体会与巩固字母u在开音节单词中的发音/^/ 。  2. 学生能够朗读小韵文A nut,a nut，体会元音音素/^/的发音，关注重音、停顿、 韵律等语音语调 | | |
| **教学重点** | 能听，说，认读并理解本课a cup, a nut, a hut,mum4个新单词，并能在学习单词的过程中感悟出所学辅音字母及字母组合的发音规律，掌握好的同学可以要求会拼读单词。 | | |
| **教学难点** | 学生能够朗读小韵文A nut,a nut，体会元音音素/^/的发音，关注重音、停顿、 韵律等语音语调。 | | |
| **教学流程**  **思维导图** | Step1. Greeting  Step 2 Warming up  Step 3Leading in  Step 4 Presentation  Step 5 Practice  Step 6 Production | | |

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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: Let’s begin our class.  T: Good morning, boys and girls.  T:How are you ,today? | Ss: Stand up.  Ss: Good morning,Vivian.  Ss: I’m fine.Thanks. | 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 follow it to do. I will check which team do the best. | Ss: Watch and follow it to do. | 本活动环节学生边唱边跳，学习了26个字母的发音及相关动物。增加了学生的学习兴趣。 |
| 导入  课文新授  输出 | T: Before you watch this video, you should answer my questions.  Q; Which letter do you see?  T: The word have you have seen.  T: Look at the picture. What do you see?  T: You are right.   1. Phonics   T: Play the video to teach how to spell the words. The sound of u.and the sound of up um and ut.  U U U ^^^     1. words   T:Show some pictures of the cup,nut and hut.  (3)flash cards  T:falsh the cards.  T:This time let’s look at our chant. And retell the sentences.  T:What do you hear?  T: OK. I will give you 2mins to read the chant by yourself.   1. Open your books   T:Point and read it.  T: Choose the students to repeat the chant.  T：Find your partners and read the chant.  T: Let’s do it. | Ss: Watch the story about letter u.  Ss: answer the question.  Ss:I see the letter u.....  S:I see a cup.  S: I see a nut/a cup/a hut....  Ss: watch and repeat.  Ss: Try to spell the words.  Ss: recognize the meaning and the pictures.  Ss: read the words as fast as they can.  S:A nut,a nut,A nut is on a cup.  S:A cup,a cup,A cup is in a hut.  Ss: say the chant.  Ss: show time. | 在本活动中，教师播放小故事引出索要新授的词汇a cup和a nut,a hut.  通过观看视频学习u和ut，up,um的发音增强了学生学习英语的兴趣。  通过前面的拼读学生已能读准单词。本项活动考察学生对单词意思的理解。并帮助学生理解on /in的意思。 |

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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。个人评价主要是最后进行小韵文创编的同学。 |
| **板书设计** | Unit 3 How are you  A nut,a nut,A nut is on a cup.  A cup, a cup,A cup is in a hut. U--cup/nut/hut |
| **教学后记（本教学设计与以往或其他教学设计相比的特点）** | 本节课以任务教学为主线，从语音小故事导入新授单词，在进行单词拼读的训练，拼读单词时播放相关语音知识小动画更好的帮助学生记忆。单词操练环节教师闪卡和单词，让学生正确理解单词的音形义。播放小韵文学生学会后自己进行自主创编，做到真正的理解韵文的含义。通过这些活动引导学生不断用所学语言开展英语交流活动，最后提高了学生语言运用能力。 |