**Unit 8 Our dreams (Period1)**

1. **教学内容**

译林版教材六下《Unit 8 Our dreams》story time。

1. **教学目标**
2. 能初步听懂、会说、会读单词dream, anastronaut, afootball player, a dancer, a pianist。
3. 能初步听懂、会说、会读短语in the future, care about, fly a spaceship to the moon, in the World Cup。
4. 能初步听懂、会说和理解make构成的短语和句型。
5. 能听懂、会说和会读句型What do you want to be in the future ? I want to be …
6. 能初步感知和理解课文，并在此基础上尝试课文复述。
7. 能初步尝试谈自己的职业梦想。
8. **教学重点**
9. 能初步听懂、会说和会读本课的单词、短语和句型。
10. 能理解课文内容，并尝试进行课文复述。
11. **教学难点**
12. 本课的单词发音和短语发音。
13. 能初步谈自己的职业梦想，以及要实现这一梦想应付出的努力。
14. **教学具准备**

PPT课件

1. **教学过程**

**Step 1 Warming-up**

1. Greetings and free talk

Brain storm: What do they do?.

1. Talk show:Talk about my dream.

When I was a child, I wanted to be a teacher in the future.Now my drean comes true!

Teach: in the future, dream ,come true ,

**Step 2 Pre-reading**

1. Present the title

T: Just now, we talked a little about my dream. I’m sure all of you want to know more about dreams each other. So today we will learn “Unit 8 Our dreams”.

1. Read the title,

**Step 3 While-reading**

1 Talk about the picture of page 78.

T: Here’s a picture. Miss Li is asking the students about their dreams. Who are they? What questions do you want to ask?

What? Why? How?...

1. Learn the boys’ dreams

(1)T: What do the boys want to be in the future? Let’s watch and circle the pictures.

(2)Check and learn: dentist,astronaut,spaceship

T:What does Mike/Wang Bing/Liu Tao want to be in the future?

S:He/She wants to be...

T:How can you read this world?

What does...mean?

Can you say something about ...?

T: An astronaut can fly a spaceship to the moon, so we also call him spaceman or spacewoman.

3. Learn the boys’ dream reasons.

(1)T: Boys and girls, just now we knew the three boys’ dreams. Now let’s find out the boys’ dream reasons.

You can read carefully this passage and underline the key sentences.

(2)Checkout the boys’ dream reasons.

Teach: care about

What does care about mean? Here are two boys. Who cares about his teeth?

How can we care about our teeth?

(3)What do you think of the boys’ dreams?

(PPT: wonderful,cool, nice, excellent, great)

Their dreams are great!

(4)Let’s read the boys’ dreams.

4.Learn the girls’ dreams and dream reasons.

(1) This time, please learn the girls’ dream reasons by yourselves. You can learn with these three aspects. If you have some new words,what will you do?

(2)Checkout the girls’ dreams and dream reasons.

What does Su Hai/Nancy/Yang Ling want to be ?

Why does ... want to be a...?

(3) Let’s read the girls’ dreams.

What do you think of the girls’ dreams?

1. Find out Miss Li’s dream.

We knew the students’ dreams. What’s Miss Li’s dream? Let’s read and find it out .

She wants to see her students’ dreams come true.

6.Read the text.

(1)Read the text together.

(2)Read and act.

Choose your favourite way to read the text.

What do you think of their reading?

**Step 4 Post-reading**

1.Let’s share our dreams.

Today we’ve known the students’ and Miss Li’s dreams, now I want to know your dreams.

A: What do you want to be in the future?

B:I want to be …

A: Why?

B:Because …

2. Write and Share dreams.

(1)To make our dreams come true, we should try our best. This time, please write about your dreams.

My dream

I have a … dream.

I want to be … in the future.

Because …

From now on, I will …

I wish my dream will come true.

**Step 5 Homework**

1. Read the story time fluently and beautifully.

2. Talk about your dreams with your family.

**板书设计：**

**Unit 8 Our dreams**

|  |  |  |
| --- | --- | --- |
| **Who** | **What dream** | **Why** |
| Mike | dentist | take care of children’s teeth |
| Wang Bing | astronaut | fly a spaceship to the moon |
| Liu Tao | football player | play in the World Cup |
| Su Hai | dancer | Dancing makes people healthy and beautiful. |
| Nancy | writer | write stories for children |
| Yang Ling | pianist | Music makes people happy. |

**Unit 8 Our dreams** [**教学反思**](http://web.5ykj.com)

本节课主要学习了Unit 8 Our dreams中的Story time，学习了Miss Li和她的学生们的梦想。我通过以下方式呈现文本。

一、通过猜职业的[游戏](http://rj.5ykj.com)渗透德育教育书中提到了多种职业，在教学中让学生看图中人物，猜测其职业。教师要注意对词汇相关文化内涵的介绍，还要注意对学生进行正面教育。如在学习an astronaut时，我特地向学生展示了昆山费俊龙的图片，学生们都很好奇。这样做一方面是为了让学生了解这样一位让我们为之自豪的人物，另一方面是为了让学生们明白这样一位优秀的宇航员在成功的道路上一定付出了许多汗水。

二、通过自然的问答教学渗透德育在学习了这么多职业类词汇后，学生合作问答操练重点词汇和重点句型What do you want to be in the future? I want to be a/an… 在这个过程中，学生可以静下心来认真思考自己将来想选择哪个职业以及自己想做什么。面对如此多的职业，学着根据自己的兴趣和特长，认真思考自己的职业规划，为未来早做打算，走好人生的每一步。

三、通过猜教师的梦想渗透德育在学生说好自己的梦想后，猜测老师的梦想，学生的学习积极性一下子就被调动起来了。老师由此说出自己的梦想：I want to see your dreams come true.说好后立马表达自己的希望，希望学生们努力学习，否则梦想将落空。由此告知学生要有明确的目标，随后，必须踏踏实实前行，有付出才有回报。这节课做的不够好的地方是：在与学生的配合上有所欠缺，有的环节老师说好指令后，学生反映慢了几拍，过一会儿才知道要动起来。众所周知，英语教学的德育渗透不可能一蹴而就，我将持之以恒，努力挖掘、分析教材，捕捉其中的德育因素，巧妙合理地设计教学过程，适时、适度地对学生进行德育的自然渗透。努力提高学生的学习兴趣，培养学生良好的思想品质、文化素养和道德情操。

我认为，激发学生对学科兴趣的过程中，不能只停留在课堂表面的“活”，“乐”中。我们更要注重学科本身，从学得后产生的成功体验来不断滋长兴趣，挖掘学生学习的内驱力。在教学中我们应该做到面向全体，分层教学。在教学过程中，不可回避的如何对待优中差生。我们设计的活动要注重面向全体学生，难度适中，让大家都参与。可以根据学生的个人素质，性格特点，记忆力反应速度等，因材施教，分层要求，以求最有效的激励机制促学生不断上进。  
上完课后，我看看每个环节，好像都是环环相扣，但是对于文本再构这块显得有些力不从心。再者，就是对于篇章的定位处理稍欠全面，至于写作指导是比较到位的。