**Unit 7 Protect the earth**

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**Teaching contents 教学内容**

Grammar time & Culture time

**Teaching aims and learning objectives 教学目标**

1. 能正确运用use…to…句型表达某物的用途。
2. 能正确使用should，should not去给他人提出建议或意见。

3、能理解culture time的内容，并设计自己的环保节日。

**Focus on the lesson and predicted area of difficulty教学重点和难点**

**教学重点：**

1. 两种句型的综合运用
2. 能理解culture time的内容，并适当拓展

**教学难点：**

综合运用所学句型和词汇，去设计自己的环保节日。

**Teaching procedure教学过程**

**Step 1. Watch the video**

1.T：Hello, boys and girls, are you ready for class? Class begins.

T：Today I am so glad to be your new teacher. We all live in the same home. She is the Earth. Many years ago, our Earth was beautiful. But now, she’s unhappy. What’s wrong with our Earth? She’s sick. Let’s have a look.(看视频)

2.T: It’s too terrible. (listen)

We should love and protect our Earth.(read together)

**Step2 Review the storytime**

1.T:We have learned the Storytime. What are the ideas in the Storytime?

Please recall the passages and find out the titles.

2.T: Yes, we should save water, save energy, save trees. We should not use too much plastic. But why should we do? How should we do? Can you tell us? You can choose one picture and introduce it.

The sentences may help you. Let’s try to say.

3.water:

Water is useful. We use water to……

But in many places, there is not much water.

We should not waste water. We should save and reuse it.

4.Energy

5.trees

6.plastic

**Step 3 Grammar time(use…to…)**

1.T: These are useful things. We use them to do many things.(齐读句子)

2.T: Can you find the rules?

3.T: Can you use the water to sit? But I can. Look!

4. T:Is it funny? Please try to use. You can choose one and talk with your classmate.

**Step 4 Grammar time(should/shouldn’t……)**

1.Do a survey

T: As a student, we should protect the Earth in our daily lives. But How to do? Let’s do a survey.

T: Say “Yes or No.”

Do you reuse water?

Do you write on both sides（面）of paper?

Do you often go to school by car?

Do you often use plastic bags or bottles?

（老师依次读问题，学生回答yes或者No）

1. Find the rules

T: Look at these sentences. Do you know how to use “should”？

（单独找个同学说，然后大家一起读读那句话）

S: should do sth./ should not do sth.

**Step 5 Culture time**

1. T: We should do a lot to protect the earth, but many people don’t know that. So we give some days to the earth.
2. T:Do you know any days about the Earth?

学生自主说说

1. T: [PPT出示Earth day和Environment day](贴小树)
2. T: When’s Earth day?

S: It’s on the 22nd of April.

T: When is Environment day?

S: It’s on the 5th of June.

4.T：Do you know the other days?(根据学生回答贴树木)

学生自主说，教师提问

**Step6 Design a day**

T: Good. You know a lot about protecting the earth now. More and more people should know that. Today, let’s design a day to tell them.

1. T: Today’s task is to design a day for the Earth.

T: But how to design a day?

First, we should tell people why to design? Then how to do. Don’t forget your day’s name.

And you should use “use…to…””should/shouldn’t……”

1. T: At first, you can discuss with your classmate.

3.(询问一位学生)T:What day do you want to design?

Why do you design this day?

How should people do ?

1. T :Now, write your day on the paper.

If you have finished it, you can share with your classmate.

5. T : Now, let’s share your days.(请三位学生上台展示,并贴上小树)

6. T: Good job! These days are good for the Earth. But remember everyday should be the Earth day. Everyday should be the Environment day. We should save these things every day. （师手指着板书上的东西）

**Step7 Three “R”**

1.T: Good job! You know, to protect the Earth. We should save a lot of things. Do you know anything else? Is there another way to protect the Earth?

Yes, we can reuse the waste things.

2.T:（师继续手指着板书上的东西）Look at these things. They are all waste things. We also can use them to make a lot of things. Let’ s enjoy.

3.T:Let’s protect the Earth with three “R”. What are three “R”?

Let’s listen to a song

You can find the answer from this song. Let’s enjoy.

1. Enjoy
2. T:Three “R”means: reduce, reuse, recycle.

**Step8 Homework**

1: T: So today’s homework. First, try to reuse waste things to make new articles.

Next, you can design a day of reusing.

Third, to know more days about the Earth.

**Step9结尾**

T：Well done, you did a good job. One Earth one home. We should love and protect our Earth. OK, let’s try our best!

**Unit7 Protect the Earth**

第二课时反思 文化小学 朱晓婷

我这次执教的是六上Unit7 Protect the Earth第二课时Grammar Time 和Culture Time.下面是我执教以后的一些反思：

**一、以旧带新，突出第二课时承上启下的作用**

在第一课时中，学生已经学习了Story Time板块的内容，因此在第二课时开始，有必带着学生一起回忆巩固旧知，也为有利于顺利地过渡到新知的学习。在本课的第一环节，我设计了复习How to protect the Earth?引导学生阐述Story Time板块的知识。在阐述的时候，我通过大量的图片和句子，丰富了原来书本的知识，也为后面话题的展开提供了语言材料。

**二、体现语法板块的特点，将语法融合于话题**

1. 结合生活，引出语法

本课的语法板块展示了两个知识点use…to… 和should/shouldn’t do 。这两个知识点在story time 中都有运用，对于学生来讲并不是难点。因此，在设计这一环节中，我把语法知识和生活紧紧结合在一起。如在讲述water 的作用时，我就通过图片让学生体会we use water to clean/water/wash/cook……学生通过生活体验很容易掌握这一句型。

1. 归纳总结，寻找规则

在本课中，每个语法知识点的导出都是通过学生自己的输出，感悟体会到的，都是学生自己发现的规律。例如在should/shouldn’t时，我通过一个调查，了解学生在日常生活中是否做到环保。然后讨论哪些行为学生should，哪些行为shouldn’t，然后学生归纳出should/shouldn’t do。

1. 操作运用，掌握规则

在操练语法时，我创设了一个小游戏：use water to sit. 老师把根本不可能做到的事，通过use的运用，使学生们在头脑风暴中充分进行操练。

**三、结合文化板块，将文化穿插于话题**

本课的第三个环节是教学文化板块。本单元的文化板块是两个环保的节日：Earth Day,World Environment Day.我在完成前两项任务后，很自然的展开关于节日的设置。使学生们明白人们设置这些节日。使为了更好的保护地球。并启发孩子们，你们还了解其他的环保日吗？从而顺利地过渡到最后设计自己的环保日。

1. 拓展认知，将思维贯穿于课堂

我在最后环节设计了一个three “R”的活动。通过废旧材料的创意设计和环保歌曲，让学生了解保护地球有多种方式，reduce,reuse,recycle,进一步突出环保理念，真正实现课堂与生活的结合。

**四、不足之处**

1. 在设计自己的环保节日时，我让几个学生先来展示他们课前所了解的环保节日。这种展示只是小范围的，应该让学生之间小组交流，让更多的孩子参与其中，也让孩子们了解更多的节日。
2. 在具体执教过程中，由于课堂容量大，有些知识点还是没有讲深讲透。语法板块的学习要更实效，还是需要扎实的相关训练。