三年级上 Unit3 My friends(period 1)

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**Teaching contents:** Unit3 My friends (period1)

**Teaching objectives:**

1. SS can understand the story as a whole;
2. SS can read she; he ; my friend, and can tell the differences between she and he;
3. SS can use ‘She’s/He’s .... She’s/He’s my friend.’ to introduce their friends;
4. SS can recognize, read, and write the letter Hh; Ii; Jj; Kk.

**Key points:**

1. SS can use ‘She’s/He’s .... She’s/He’s my friend.’ to introduce their friends;
2. SS can recognize, read, and write the letter Hh; Ii; Jj; Kk.

**Difficult points:**

1. SS can read she; he ; my friend, and can tell the differences between she and he;
2. SS can write letters well.

**Teaching procedures:**

**Step 1 Warm up**

1. Greetings.
2. Let’s chant. Review Rhyme time <Are you Mike?> in Unit 2.
3. Free talk.

 T: Hi, hi are you xxx?

 S1: Yes, yes, you’re right.

 T: Good morning, xxx.

 S1: Good morning, Miss Wang.

 T: Good! You’re my friend!

 T: Hi, hi are you xxx?

 S2: No, no, I’m xxx.

 T: I see, you’re xxx. Hello, xxx.

 S2: Hello, Miss Wang.

 T: You’re my friends now. And today, we are going to learn Unit 3 My friends.[揭题]

*以<Are you Mike?>作为课堂导入，复习旧知，调动气氛。作为新老师，以’Are you...?’的活动设计询问班上学生的姓名，一方面迅速拉近与学生之间的联系，另一方面，实现了真实语境下英语句子的运用。在此过程中，以滚雪球的方式复习第一单元和第二单元的重点句子。并以’Are you ...?’串联Step2 新知识的引入。*

**Step 2 Pre-reading**

1. Let’s guess.

出示哪吒图片。

S: Hi, hi, are you NeZha?

T: Yes, you’re right.

 He’s NeZha.[Teach sentence ‘He’s...’.]

 He’s my friend.[Teach phrase ‘my friend’.]

出示大圣、迈克图片，操练’He’s....He’s my friend.’

出示苏海图片。

S: Hi, are you Su Hai?

T: Yes. She’s Su Hai. She’s my friend.[Teach sentence ’She’s...’]

出示李老师图片，操练句型’ She’s .... She’s my friend.’

1. Work in pairs.

Introduce your friends to Miss Wang.

You can use sentence ’He’s....He’s my friend.’’ She’s .... She’s my friend.’

*进入课文前先解决重难点：1. He; she;的读音和区分，friend的读音；2.句型’He’s....He’s my friend.’;’ She’s .... She’s my friend.’辅以学生感兴趣的人物形象哪吒和大圣作为兴趣激发，最后设计小组活动，在活动中鼓励学生加入greeting增加话轮。*

**Step 3 While-reading**

1. Watch and answer:

Who are they in the cartoon?

[Watch the cartoon,and answer with sentence ‘He’s...’’ She’s ...’]

1. Let’s talk.

How do Mike and Yang Ling introduce friend to their dad and mum?

1. Let’s read.

跟读课文，Pay attention to the pronunciation and intonation.

指导读音，并比比看谁读的最棒。

**Step 4 Post-reading**

Let’s read. Read in group of four, choose one way you like to read.

提供评星标准，请学生进行评价。

**Step 5 Letter time teaching**

1. Lead-in

T: We meet many friends. NeZha is our friend, DaSheng is our friend. We also have some letter friends! A magic eye to meet our letter friends!

Magic eye 复习已学字母Aa-Gg.并引入字母Hh; Ii; Jj; Kk.

1. Watch and read.

We have new letter friends, but how can we read them.

1. Watch the cartoon and read after it.
2. Use body to act the letter, and teach the letters.
3. Watch and write.

We like NeZha, we like DaSheng, do you like our letter friends? And can you write them?

1. Watch the cartoon, and write with fingers.
2. Teacher writes the letter Hh. How many stars can Miss Wang get? Ss can also write with papers. Who can be little teacher?

老师示范书写字母Hh，大家觉得能给王老师打几颗星？一颗星、两颗还是三颗？打三颗，为什么？好的，大家在本子上写Hh；打两颗，哪里写的不好？你说的很有道理，你能不能做小老师来教教王老师和同学们呢？

Write letter Ii; Jj; Kk.

1. 你觉得哪个字母最好写？为什么？
2. 大组pk，看看哪个组写的更好看！
3. Write a card. Choose the letters you like and write them on the card. You can write one or two or even four. We will show them later.

**Step 6 Homework assign**

1. Read story time 3 times.

2. Introduce your friends to your parents.

3. Finish your letter writing, and show your product to your friends.

**Step 7 Blackboard design**

Unit 3 My friends

 She’s Yang Ling. H h I i J j K k

 She’s my friend.

 He’s Mike.

 He’s my friend.

**反思**：三年级新课教学，在故事时间加入字母的学习，是一次努力的新尝试。这节课的设计围绕‘friends’，从复习第二单元旧知‘Are you...?’开始，串联chant和新人物的询问，引出新知‘He’s... He’s my friend/She’s... She’s my friend.’新朋友到课文中的朋友，最后到字母朋友的学习，和课题联系紧密。思路简单清晰，课上的特别顺畅。这也给我之后的备课上课指明了方向：设计教案的时候，教师一定要把课堂的主线理清，才能围绕这个主题设计散而不乱的活动。这节课之后，姜老师提出了疑问，把“哪吒”、“大圣”这样的当下热门的人物引入英语课堂固然能够引起学生兴趣，但是如何将这个人物更好的与课堂契合，把核心句型放在真实有效的语境中练习，而不是为了练习而硬生生的把人物拉过来做练习。课堂环节的构思，核心句的引出应当有教师自己的思考，应当更加从学生语用的角度思考。另外，这节课暴露出最大的问题是我对于上课这件事的不够谨慎。一节课的呈现，应当有所准备，教师要准备，学生也同样要准备。这节课的失误警醒我，每次课前要设想各种可能出现的情况并做出应对，对学生负责，对自己负责。