**Unit 7 Would you like a pie? Storytime**

 **溧阳市中关村实验小学 王美林**

 **A.Teaching Aims：**

1.Knowledge aims：

a.在情景中正确理解故事内容，会正确流利地朗读对话。

b.能在模拟情景熟练学运用所学的日常交际用语进行交流。Nice to meet you. Would you like …? No, thank you. What about …? Yes, please.

c.在学习过程中掌握句型及其相应的回答。Nice to meet you. Would you like …? No, thank you. What about …? Yes, please.

d.在学习中掌握单词cake, pie, sweet,了解单词egg,hot dog, ice cream。

2.Ability aims：

a.能在实际情境中运用句型Nice to meet you. Would you like …? No, thank you. What about …? Yes, please.

b.能在日常生活中运用单词sweet,cake, pie,hot dog, ice cream。

3.Emotion aims:

培养学生与人分享的善良品格。

**B.Teaching focuses:**

1.本课时的教学重点是能初步的听懂、会说、会读句型Nice to meet you. Would you like …? No, thank you. What about …? Yes, please.

2.要求学生能听懂句型，并结合这些句子表达的情境，学会恰当地替换句中的单词。逐步学会听、说、读单词：cake, pie, egg, ice cream。

**C. Teaching difficulties：**

本课时的教学难点是如何利用所提供的对话和情景，以旧引新，让学生进入学习状态。句型Nice to meet you. Would you like …? No, thank you. What about …? Yes, please.的语调与用法。单词cake, pie, egg, ice cream等食品单词的发音。

**D.Teaching aids:**

 PPT、Paper with key words、pictures...

**E.Teaching Procedures:**

**Step 1 Warming-up**

1.Daily English

Good morning,class.--Ss:...

Nice to meet you! (ppt) Ss:... 点击：Nice...

Here are some new teachers at the back.

Let’s welcome them and say ‘Nice to meet you’.
 Thank you!  Sit down.

**Step 2 Pre-reading**

1.Free talk

The teachers are my friends.

And who is your friend?

See? He is xx, He is my friend. She is xx,she’s my friend,too.(示范）

S:...

T: Yes,he is my friend too. A sweet for you!

T:Hello, xx, ‘Nice to meet you’.

This sweet is for you.
(2-3组）奖励食物卡，初步读单词egg,sweet.（卡贴小组，带读）

**Step 3 While-reading**

1.情景导入：We’re going on a picnic.

Look, What’s this? 教授：an ice cream (贴板书）

I have so much food. I’m going to have a picnic with my friends. (have a picnic)

 Let’s see ,Who are they?Who are my friends 看图讨论人物

1. T: My friends are having a picnic. A new friend is coming, do you want to see? who’s coming?

 Ss：She’s Helen.

 Q1: Helen(picture)is Mike’s \_\_\_\_\_\_\_\_?

A: sister B: Friend

1. Watch the Story time and answer：

What would Helen like, a pie or a cake?

 Watch and Check，

Q2: Helen would like \_\_\_\_\_\_.

 A: a pie B. a cake

 What would Helen like？

学习cake，pie 板书贴图片 ：口头chant：A cake ,a pie I can see. A cake ,a pie for you and me. Drill: cake ,pie

 Q1：Who gives a pie to Helen?

 Yes, Su Hai.She says Would you like a pie? 贴板书到位

 Drill: Would you like a pie?

 T: Helen says: No, thank you. She doesn’t like it. 板书：No，thank you.

I would like a pie. I can say: Yes, please. 板书：Yes，please.直接导出

Drill: Yes,please./No, thank you. 板书到位

 Q4: Who gives a cake to Helen?

T: Yes,Yang Ling. She says: What about a cake? 板书到位，跟 would you并列

Drill:What about a cake? 指着板书：突出回答跟would u 一样

1. Chant: Would you like a...?

T指着板书把chant说出，再出示PPt跟学生一起拍手练习

1. Read after the tape. 整体听一遍，分开突出语音语调。关键句型突出，其他带过

7.配音： we are going to read the story in groups. Team 12,Mike. ...（分组角色读）

6. Act the Story time.（PPT）

TS示范

Then group in four and work in pairs.

Check！

**Step 4 Post-reading**

1. T: Boys and girls, My friends have a picnic in the park. Now time for us. Are you ready for your picnic？

 Let’s have a picnic,too. (铺地毯）Picnic Time。

1. T：See I have a lot of food and drinks in my bag.

 What’s in my bag?

 Ss: 猜

 T拿出食物Learn： sweet hot dog 贴板书方式学

1. I have so much food, what do you have? Show me you food!

 引导学生展示食物并说出 (举手展示并说出）

1. Share the food：

T点名示范两组：T--S：S--T：Hi，xx，would you like a pie?

 S1: Yes，please. Oh, It’s nice.

 S2: Would you like a..?

 What about a cake?

 T: No, thank you. **I’m full now. I can’t move now.**

5.Work in groups of four, prepare and act it out. See which group acts better.

Share your food with your friends. （提示关键句PPT）

 Group work and check

**Step 5 Homework**

1.Read the Story time after the tape.

2.用学过的单词和句型和父母对话，看一看他们选择你所提供的什么食物。

**Boarding designing:**

**Unit 7 Would you like a pie? Storytime**

Nice to meet you.

Would you like a..? No, thank you.

What about a cake? Yes,please.

教学反思：本次我所执教的是译林小学英语三年级上册Unit 7 Would you like a pie ?第一课时，进行Story time的教学。

在这个story time的教学中，因为是整个故事，几个句型和单词一下子教授完的过程，首先就要培养孩子们良好的预习习惯。让孩子们在预习的过程去了解各种食物，同时初步了解如何进行点餐，孩子们一定的了解的基础上就更容易进入课堂和相应的情景对话。

我的整个教学设计是以我和我的朋友们一起去野餐为主线进行的，在野餐的过程中首先带领同学们认识我的新朋友Helen, 在认识新朋友的过程中去学习句型Would you like …? What about ….?及其相应的回答Yes,please./No, thanks.在故事的教学中，根据三年级学生的特点，创设相关情景的对其进行听说演的操练和课文表演，让学生更好的掌握点餐的日常交际用语，并能让学生进行熟练运用。同时，创设了最后一个我们也去野餐的环节，在这个这环节中让学生展示自己的食物的过程中教授了剩下的几个单词，同时用一个完整对话帮助学生进行点餐日常交际用语的训练。在这个过程中可以帮助学生认识更多的食物和饮料类单词，对学生进行一个词汇的拓展学习，从而培养学生阅读和积累的好习惯。

在整个教学过程中，我着重关注了学生的听说读演，操练比较到位。但忽视了学生学习英语的趣味性，在句型操练的过程应该在创设的情景中自然对话，让学生在情景中自然而然的了解对话的内容和使用环境，从而增加课堂的趣味性和学生主积动极的参与性，让学生在情景教学中更好的学习和使用英语。

在今后的英语教学中，我将通过各种渠道的理论和实践学习，增强自己的业务业务能力，提升自己的教学水平，为学生创造更好的学习环境。