**五上Unit 5 What do they do?(Story time第一课时)**

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1. 教学目标：
2. 能在情境中理解故事内容，并能听懂，会说，会读故事中出现的词汇 teacher, teach, write, work, doctor, help, worker。

2.能掌握动词teach, write, work, help, make的第三人称单数形式，并能初步运用句型What does … do? He’s/She’s a … He/She … 来讨论Story time中涉及的职业并进行相关描述。

3.学生理解到职业不分高低贵贱，尊重每一种职业。

1. 教学重点：
2. 能听懂、会说、会读词汇teacher, teach, write, work, doctor, help, worker和句型What does … do? He’s/She’s a … He/She … 。
3. 能正确地理解并流利朗读课文，在教师的引导和帮助下尝试复述课文主要内容。
4. 教学难点：

1.单词sick, factory, writer, people单词的读音。

2.在故事情景中正确朗读和理解What does he/she do? 及其回答He’s/She’s a teacher/writer/ factory/worker/ …教学过程。

3.在第三人称单数后面动词的正确使用。

1. 教学过程

Step 1 Pre-reading

1.Greetings

Enjoy a song about jobs. What can you hear in the song? farmer，worker，waiter，driver. They are all about jobs.

2.Listen and judge.

1. Miss Shi is a teacher.
2. Miss Shi teaches Chinese.
3. Miss Shi doesn’t have a lot of students.
4. Miss Shi loves her students.
5. Miss Shi’s daughter is a student.
6. Miss Shi’s father is a worker.

Step 2 While- reading

1.Look and guess.

We are talking about jobs,Mike and Su Hai are talking about jobs too.What questions may they ask?（预习检测，感知句型） Listen and find the questions they ask.

What does your father do, Mike?

What about your mother ? Is she an English teacher too?

What does your father do, Su Hai?

What does your mother do?

2.Watch and match.

Please watch the cartoon and find the answers about Su Hai’s and Mike’s parents’ jobs .(Students ask/answer. Teach the new words.)

T: What does Mike’s father do?

S: He’s a teacher.

T: What does Mike’s mother do?

S: She’s a writer.

T: What does Su Hai’s father do?

S: He’s a doctor.

T: What does Su Hai’s mother do?

S: She’s a factory worker.

3. Read and underline.

Read the dialogue and find more about their jobs.

a. T: What does Mike’s father do?

S: Mike’s father is a teacher. He teaches English. He has a lot of students.

b. T: What does Mike’s mother do?

S: She’s a writer. She writes stories. She works at home.

c. T: What does Su Hai’s father do?

S: He’s a doctor. He helps sick people.

d. T: What does Su Hai’s mother do?

 S: She’s a factory worker. She makes sweets.

4.Read after the tape. Read in two./ Read together.

5.Ask and answer.

Pair work--ask and answer about their jobs.

6.Think and write.

Step3. Post-reading

1.Talk about our parents jobs.

2.Share a short video about the jobs. Every job is very important！

3.Let's tick

Step 4. Homework

1.Read the story and try to retell.

2.Use What does … do? He’s /She’s a … . He/ She …(s/ es) … to ask and answer the job of your parents.

3.Preview the Fun time and Grammar time.

五、板书设计：

Unit 5 What do they do?

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | a teacher | teaches English |
|  | a writer | writes stories |
|  |  | a doctor | helps sick people |
|  | a factory worker | makes sweets |

**教学反思：**

本节课是本单元的第一课时，设计之初找准本节课的教学目标是非常重要的，本节课要求在学生在整体感知课文，学习一定语言知识之后，能够在同样真实的情景中去使用语言。我按照这个教学目标去开展我的教学活动。从整体来说，本节课课堂思路清晰，环节紧凑，从阅读前、阅读中到阅读后层层递进，让学生在学习过程中不断积累，师生互动默契。但是还是有几点需要在今后的教学中改进：

1.在导入环节，教师语言输出不够多，学生对于jobs这个概念以及句型What does he/she do?还没有很好的感知，从而导致了学生在自我提问环节不太会说。

2.在单词和句子的朗读训练时，缺少对个别学生的朗读检测和朗读指导。基本都是以齐读为主了，要注重对学生朗读的训练。

3.教学细节还有待仔细斟酌，例如在看动画连线环节，展示出来的人物图片就已经表现出了他们的职业了，学生根部不用看动画就能得到答案了，这种教学活动的设计就是没有意义的。

在今后的教学中，我会尽量改正自己的缺点，多向教学能力强的老师学习，不断提高自己的课堂教学水平。