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| **教学内容** | 五下Unit 6 In the kitchen Story time |
| **教学目标** | 1.Ss can understand the story and read the story.2.Ss can learn the words: vegetable, potato, tomato, cook meat with potatoes,tomato soup... 3.Ss can improve their comprehensive learning abilities.4.Ss can feel the love of the families. |
| **教学重难点** | Ss can understand and read the story.Ss can talk about the cooking and dinner time. |
| **教学步骤** | 教师活动 | 学生活动 | 设计意图 |
| **Step1** **Lead- in** | 1.Greetings2.Enjoy a song What’s the song about?3.Play a guessing game Listen and guess what vegetables I like.4.Free-talkShow some dishes and talk about them.  How are the dishes? yummy , nice1. 揭题

 Today,we’ll learn U6 In the kitchen | 1.Greetings2. Enjoy a song .3.Listen to the teacher and guess4.Free-talk | 通过歌曲导入，初步帮助学生感知本课难点词汇vegetable。进一步通过游戏猜一猜老师喜欢什么蔬菜，教授新词——potato、tomato。通过和学生进一步交流做饭的话题，能用形容词yummy ,nice等进行描述。 |
| **Step2** **While-reading** | 1.Try to guess Look, Liu Tao comes home from a football game. How is he now? What will he say to his parents?1. Watch and tick

 What will Liu Tao have for dinner?3.Read and find What are they doing in the kitchen? Mr Liu is... Mrs Liu is...4.Think and find Are they good at cooking? How do you know?5.Read and find? What is Liu Tao doing? 解决look for含义 What does he find?6.Read scene 1 (cooking time) after the tape.7.Listen and fill How’s the food? The meat is... . The soup is... .8.Read scene 2（dinner time）after the tape.9.Happy reading and acting time Work in group of 4. Choose one way you like to read.1. Happy acting time

Choose one scene to act in group of 4. 试着加入更多的语言进行表演1. Think and feel

 How is Liu Tao’s family? | 1.Think and guess.2.Watch the cartoon and find the answer3.Read and underline Mr Liu is... Mrs Liu is...1. Read and think

 That smells nice. I can’t wait. 1. Read after the tape.
2. Listen, fill and read.
3. Read or act in groups of 4.
 | 通过刘涛踢完足球比赛回来的图片导入学习，启发学生思考How is he now? What will he say to his parents?发散学生思维。接着观看视频选出刘涛今天将会吃到的菜、自读课文回答刘涛和父母正在干什么、听并填空评价菜的味道等活动层层推进学习活动，确保学生能理解课文的内容。在理解课文的过程中提出Are they good at cooking? How do you know? 等问题加深学生对故事的理解，发散学生的思维。在朗读活动中注重对学生语音、语调的指导。对难点句型进行个别指导，解决学生朗读中的问题。 |
| **Step3****Post-reading** | 1. Happy sharing time

 Talk in two.Try to share your happy cooking and dinner time with your family.2.Enjoy a picture book Jimmy is a cool boy.He cooked with his father. What did he cook? Let’s enjoy the picture book and find the answer.4.Think and sayHow’s the soup? Why?- Surprise and love5.Enjoy and feel Enjoy some pictures and feel the love our parents give us. Show your love to your parents. | 1. Talk in pairs.
2. Enjoy a picture book and answer.
3. Think and say.
4. Enjoy and feel
 | 学生联系生活实际，在语境中运用本课重点句型。学生通过欣赏绘本进一步感知我们应该表达自己对父母的爱，并且做一些力所能及的事情，如：试着为家人做一顿饭。 |
| **Step4****Homework** | 1. Read the story and try to retell it.2. Learn how to cook dishes and share your love to your parents. | Know the homework.Say goodbye! | 通过家作进一步输出所学内容，并试着去表达对父母的爱。 |

教学反思

本单元Story time呈现的是刘涛参加完足球比赛回到家里，与爸爸妈妈在厨房里对话，以及吃晚饭时他和爸爸妈妈发生的对话的故事。本篇故事以对话的形式呈现，语法上是对第五单元现在进行时的延续，在对话中运用了现在进行时的一般疑问句形式并进行回答；从话题上，本故事主要呈现了做饭和吃饭这两个场景，情境性强，学生可以从刘涛和父母的对话中感受到刘涛一家的其乐融融的家庭氛围。在本课执教的过程中，我主要关注了以下几点：

1.关注学生思维能力的培养

 在本节课中，我挖掘上下文和图片等信息，提出启发式问题，促进学生积极思考，提升其思维能力。我根据刘涛参加完足球比赛回到家这样的一种状态， 结合图片信息，提出问题：How is Liu Tao now? What will he say? 学生能较好地理解刘涛的状态，进行合理的表达，并自然过渡到故事的学习。在学生理解故事内容后，提出评价性问题：How is Liu Tao’s family?启发学生思考评价，并帮助学生感受到家庭其乐融融的气氛。

2.关注语言知识在情境中的运用

 本节课以对话的形式展开，情景性强，与学生的生活实际也密切相关，因此，在输出环节，我引导学生进行对话创编，描述自己和家人做饭和用餐时的场景，在真实的情境中运用所学语言知识进行交流，也积极引导学生在文本对话内容的基础上再尝试丰富情境对话的内容，确保学生真正学会用英语来做事。

3.关注学生情感意识的提升

本单元的单元话题是 In the kitchen,在这则对话故事中所呈现的是刘涛和家人快乐的做饭和用餐时光，所以在这节课中，我积极引导学生去体会家人之间的爱，体会父母的付出，感恩父母的这种情感，在本节课的最后，我通过一个绘本故事，Jimmy和爸爸一起为妈妈做了一个菜这样的故事，引导学生感受到我们要试着向我们的家人表达我们的爱，去为我们的家人做一些自己力所能及的事。

在实际教学中，在培养学生发散思维和情感意识提升方便还存在一些可以改进之处，在文本学习和输出的过程中，可以进行追问，提出更多的启发学生思考的问题，如在问题：How is Liu Tao’s family?后可以继续问：If you were Liu Tao, what do you want to say to your parents? What can you do for your parents?通过这种启发式的问题，引导学生去换位思考，真正感知本课的主题意义，首先要学会向父母表达感谢，然后要尝试着去真正为父母做些什么来表达对父母的爱。