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| 教学内容 | 三下Unit5 How old are you? | |
| 教学目标 | 1.能理解故事内容，正确流利地朗读故事板块。  2.能听懂、会说、会读单词：nine, eight, four, five, six, seven, ten  能听懂、会说、会读句子：How old are you? 及其回答I’m….  3.在情景中正确的使用How lovely ! Here you are.  4.根据年龄段表达自己喜欢的玩具。 | |
| 教学重点 | 1.能听懂、会说、会读单词：nine, eight, four, five, six, seven, ten  2.能听懂、会说、会读句子：How old are you? 及其回答I’m …. | |
| 教学难点 | 根据年龄段表达自己喜欢的玩具。 | |
| 教学准备 | 图片、音频、PPT | |
| 教学过程 | | |
| 教学环节及时间 | 教师活动 | 学生活动 |
| **Step1 Pre-reading** | 1. Greetings 2. Sing a song 《Ten little Indians》 3. Learn How lovely 4. Ask:How many Indian boys are there in the song? 5. Count the number from one to ten 6. Play a game | Greet with the teacher  Sing the song and answer  Count after the teacher  Say numbers loudly |
| **Step2 While-reading** | 1.Show two toy museums,which one can you go?  2.Ask and answer  A:How old are you?  B:I’m ....  引出Welcome to Toy Museum   1. Look and answer   Look at the picture  Who are in the Toy Museum?   1. Guess and say   Guess,how old are they?   1. Watch and match   You can watch the cartoon and match  Who can ask Mike?Who can answer?  How about Helen? Who can ask?Who can answer?  How about Tim? Who can ask?Who can answer?   1. Read and underline   What does the staff say?   1. Read and circle   What toys do the children get?   1. check the answer 2. Make the dialogue   A:This ... is for you.  B:How ...  Tip:Different toys are for different ages.   1. Reading time 2. Read after the tape 3. Read in roles 4. Act | 学生根据两个博物馆标的年龄来问答各自的年龄，最终选择要去哪个博物馆  Look at the picture and answer  Mike,Helen,Tim and Mr Brown(Mike and his family)  Guess their ages  Watch and match  How old are you,Mike/Helen/Tim?  I’m...  Read and underline  How old are you?  This is for you.  Here you are.  Read the story again and answer  学生把玩具带进句子里进行对话  Read the story  Act |
| **Step3 Post-reading** | 1. Making time   几位同学一起去参观Toy museum，你作为工作人员Staff，该怎样为他们挑选玩具呢？  A:How old are you?  B:I’m ...  A:Would you like ...?  B:Yes,please./No,thank you.  A:This ...is for you.  B:How nice/lovely/cool! Thank you.   1. Summary   It’s impolite to ask a woman’s age. It’s a secret. | Practice in groups  A:How old are you?  B:I’m ...  A:Would you like ...?  B:Yes,please./No,thank you.  A:This ...is for you.  B:How nice/lovely/cool! Thank you. |
| **Step4 Homework** | 1.Read Story time after the tape three times.  2.Find more numbers in your daily life and read them | |

教学反思：

本节课是三年级下册Unit5 How old are you?第一课时，是一节语篇教学课。

本次教学主要分为三个环节。Pre-reading部分通过一首与数字相关且节奏欢快的 《Ten little Indian boys》带动课堂氛围，并通过歌曲带着学生学习数字1-10和How lovely！。随后通过游戏让学生看数字并大声读出英文，以考察学生对英文数字的灵敏度。

然后带领学生走进两个玩具博物馆，进入While-reading环节，让学生选择其中一个博物馆并说出理由，引导学生学习本节课的核心句型“How old are you?I’m...”。进入课文的学习，通过Watch and match，让学生初步感知故事，引导学生用核心句型进行问答，了解Mike，Helen和Tim的年龄。随后让学生Read and underline和Read and circle 将根据不同年龄收到的不同玩具相匹配，并学习工作人员给东西时的语言：Here you are和This is for you.。跟读课文，提醒学生注意模仿正确的语音、语调、语气，并将重音，升降调醒目地标注出来；学生通过多种方式朗读课文并进行表演，加深对故事的理解，并熟练输出新词新句。

Post-reading部分设计情境，让学生扮演工作人员和朋友及弟弟或者妹妹，在玩具博物馆挑选喜欢的玩具，鼓励孩子展开想象并运用所学知识。

针对这节课学生的学习效果、教学目标的达成情况，以及课堂教学设计这三个方面，我有以下几点反思：一是学习与数字相关的英文单词时多一些操练，让孩子们多熟悉单词的发音以及足够迅速地反应出相关的单词；二是在课文内容的学习中，教师的语言可以再简化一些，语速慢一些以便学生理解教师的指令，顺利完成任务要求；三是最后一个情境设计环节中教师需要给孩子们做好示范，多一些Tips的提醒，帮助孩子回忆相关知识。