**五年级上册Unit3 Cartoon time融合绘本教学设计**

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**教材分析：**

本单元话题是宠物，话题贴近学生生活，深受学生喜爱。Culture time本版块介绍了中国和主要英语国家的特有动物。Cartoon time本版块讲述的是Sam和Bobby在沙滩上享受阳关和电信，这时一只螃蟹爬向了他们。Bobby和Sam仔细打量这位新朋友，还请螃蟹吃蛋糕，结果螃蟹夹住了Sam的手指头。本部分再现了本单元的重点句型It has ...绘本《Dinosaurs are not the same》拓展介绍了五种恐龙特征，复现巩固操练了It has...并补充句型What is it for? It is for... **学情分析：**

通过前两课时的学习，学生对于描述动物特征已有认知，大多数学生都能较为流利地运用本单元所学句型。学以致用是本课的训练重点。

**教学目标：**

1. 巩固Story time，能用It has ... 复述动物的特征，用It can ...描述动物的能力。
2. 能在自主阅读的基础上，朗读、表演Cartoon time中的故事，提高自主提问、合作交流、解决问题的能力。

3.了解中国和主要英语国家的特有动物，并能熟练运用本单元所学的词句描述动物的体貌特征。

4.拓展绘本《Dinosaurs are not the same》,了解恐龙习性，并拓展阅读素材，扩充学生的英语知识储备，体会到阅读故事的乐趣，培养学生阅读的兴趣，提高英语学习能力。

5.让学生关爱身边的小动物，认识到动物是人类的好朋友。

**教学重点：**

1. 能运用句型 What color is it? Do youhave ... ? Does it have ...? What can it do? Is it...? 猜测动物朋友，达到灵活运用的程度。
2. 对如何描述动物的篇章结构有较为清楚的认知，并能活用结构描述动物朋友。

**教学难点：**

1. 学习绘本《Dinosaurs are not the same》，巩固本单元的重点句型并做拓展。
2. 单元核心句型在情景中的灵活运用。

**教学准备：**

PPT

**教学过程：**

Step1 Warming up

1. Enjoy a song about animals before class
2. 揭题Unit3 Our animal friends

T: What is the song about?

S:It is about the animals.

T: Today we’ll go on learning Unit3.

1. Free talk

Drill the day/date/weather

Step2 Revision

1.Let’s guess

T: Do you have animal friends? What is your animal friend? Let’s guess.

Way:根据同学的描述，猜一猜他/她的动物朋友是什么。

呈现语篇结构

I have an animal friend./My animal friend is\_\_\_\_\_.It is \_\_\_\_\_\_\_\_.It has \_\_\_\_\_\_\_\_\_\_\_\_.It has \_\_\_\_\_\_\_\_\_\_\_\_. .It can \_\_\_\_\_\_\_\_\_\_\_\_. It likes \_\_\_\_\_\_\_\_\_\_\_....What is my friend?

1. Match and say

T: xxx has a... Xxx has a... What about our friends？What animal friends do

they have?Please match and say.

1. Choose one animal you like and describe.

T: How to describe an animal friend?

Way：生总结篇章结构和写作序列

1. Ask and guess

T: What is Miss Huang's favorite animal ? You can ask me some questions.

A: Do you have an animal friend, …?

B: Yes, I do.

A: What color is it?

B: …

A: Does it have …(tail/ mouth/ears/eyes/…)?

B: Yes, it does./ No, it doesn’t. It has …

A: What can it do?

B: It can …

A: Is it a …?

**Step3Culture time**

1. Let’s describe

T: (接上步）Yes. I like pandas best. We can see pandas in China. And it’s our national treasure.

Can you describe the panda?

1. Think and match

T: Actually, there are many other special animals in different countries. What are they? Where can we see them?Please think and match.

1. Let’s read

Read Culture time after the tape

1. Try to say

Way: 选择一个动物描述。

**Step4Cartoon time**

1. Watch and find

T: Today, Sam and Bobby meet a new friend by the sea. It is small. What is this new friend? Watch the cartoon and find the answer.

Drill: crab

1. Read and introduce

Way: T:How is the crab?Read the text and try to describe the crab.

1. Listen and imitate
2. Let’s show

**Step4Picture book 《**Dinosaurs are not the same**》**

T: Some animals are small, like the crab. But some animals are very big, like the dinosaurs.Today we’ll read a picture book about dinosaurs.

1. Talk about the cover

T: What can you see on the cover?

1. Watch and choose

T: How many kinds of dinosaurs are mentioned? (文中提及多少种恐龙？）

A 3 B 4C 5

1. Read and match

T: What do they look like? What are they for? Read the text carefully and finish the exercise.

**Step5Summary**

Animals are our good friends! We are family.

**Step6Homework**

1. 读并表演cartoon time。
2. 用英语向你的家人介绍今天认识的恐龙朋友和螃蟹。

**板书设计**

Unit3 Our animal friends

I have an animal friend./My animal friend is\_\_\_\_\_.It is \_\_\_\_\_\_\_\_.It has \_\_\_\_\_\_\_\_\_\_\_\_.It has \_\_\_\_\_\_\_\_\_\_\_\_. .It can \_\_\_\_\_\_\_\_\_\_\_\_. It likes \_\_\_\_\_\_\_\_\_\_\_.

**教后反思：**

本节课的主要教学目标是学会用所学的句型和篇章结构序列描述动物朋友。总体来说，教学条理清晰，主线分明，环节过度自然。但本课安排的教学内容为Cartoon time+ Culture time+绘本阅读，感觉教学内容较多，后面绘本阅读的时间不够，最后让绘本阅读流于形式，失去了融合教学的真正意义所在。另外，对于本课重点句型Do you have ...? Does... have...? Can it...? 操练面不广，量也不到位。要重新去思考绘本融合的契合点和量，使绘本阅读真正发生。