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

溧阳市第二实验小学车丽娟

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

3.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。

4.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

T：Good morning, boys and girls.How are you this morning?

1. Free talk

T：Boys and girls, look at our classroom.

Where’s our classroom?

What’s in our classroom?

1. Duty report

T：So much for my questions. You’re very quick. Next, it’s your turn. Who’s on duty today?

1. Listen and judge.

T: Good job! Just now we enjoyed an English song. What can you hear in the song?

So boys and girls, do you know me and my job well? Let’s listen and judge.

If you think it’s right, please say “yeah, yeah, yeah”!

If you think it’s not right, please say “no, no, no”!

1. Miss Che is a teacher.
2. Miss Che teaches Chinese.

T：What is wrong?

1. Miss Che doesn’t have a lot of students.

T: Who can correct?

1. Miss Che loves her students.
2. Miss Che’s son is a student.
3. Miss Che’s father is a worker.

T: Miss Che’s father is a worker. Emm, someone says “yeah, yeah, yeah”, someone says “no, no, no”. Is my father a worker? What does he do? Dang-dang! Miss Che’s father is a factory worker. What does your father do? What about your mother? What does your mother do?

Step 2 While-reading

1.Try to ask

Just now, we talked about our parents’ jobs. Look, Mike and Su Hai are talking about their parents’ jobs too.What questions may they ask?

Ss: What does your father do?What does your mother do?

T: Maybe they ask and answer about these questions. What does your father do? What does your mother do? So, what does Mike’s father do? What does Mike’s mother do? What does Su Hai’s father do? What does Su Hai’s mother do? What do they do?

2.Watch and match.

T: This time, let’s watch and try to find the answers.

Have you got the answers? You can match. Please take out your paper and finish exercise 1.

Ok, let’s check like this. Ask and answer in pairs.

T: What does Mike’s father do?

S: He’s a teacher.

T: What does Mike’s mother do?

S: She’s a writer. (个别读，指导纠正发音)

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. （个别读，指导纠正发音）

T：Boys and girls, look carefully and listen: teach-teacher write-writer work-worker

What can you find?

3. Read and underline.

T: We know their jobs. But what do they actually do? Do you want to know more details?

Ok, this time let’s read and underline, and try to know more. ( 圈划出句中的动词三单式)

Now who can talk about Mike’s father’s job?

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.（教学sick people）

d. T: What does Su Hai’s mother do?

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

T: Look at these words in the circles. What can you find?

T: We really know more about their jobs. Let’s listen and repeat.

4.Read after the tape.

Picture 1

T: What else does Mike’s father usually do?

( He plays football with his students. He loves his students. …)

What do you think of teachers?

( They’re nice/kind/patient… We learn from teachers. …)

Do you think teachers are important?

Mike also thinks teachers are very important. Mike is very proud.

So read it proudly. Ok?

Picture 2

T: She writes stories. What kind of story does she write?

Do you think writers are important?

They can write nice stories, interesting stories for us. So writers are important too.

Who wants to try again?

Picture 3

T: What do you think of doctors?

( They’re very busy. They wear white clothes. …)

I think doctors are great. Su Hai is really proud of his father. Let’s read again.

Picture 4

T: Wow! She is a factory worker. She makes sweets. So, what factory does she work in?

( Maybe she works in a food factory.)

T: What else does she make?

Workers are so important. They can provide us a lot of things in daily life.

5.Read in different ways.

T: Good job! This time read the story with your partner. Choose one way you like. Go!

6.Ask and answer.

T：OK. We know their jobs. Actually can you talk about more about their jobs?

Can you imagine and try to talk about more about their jobs? Have a try. Go!

7.Think and write.

T: Great! Now let’s try to write. Please take out your paper and finish exercise 2.

Step3. Post-reading

1. Talk about our parents’ jobs.

T: Mike and Su Hai can talk about their parents’ jobs well.

Can you talk about your parents’ jobs?Talk in pairs.

T: What do you think of your father’s job?

What does XXX’s father do? (You have a good listening.)

1. Watch a video.

T：Boys and girls, let’s watch a short video about the jobs.

Doctors help sick people. Firemen save people from fire. Policemen protect people. Cleaners keep our city clean. Farmers provide us with food. Waiters or waitresses are helpful. I’m a teacher. I have a lot of students. My father is a worker. He loves his job.

So I think every job is very important！Do you think so?

So we should respect every job!

3.Let's tick

T: What did you learn from this lesson? Let’s tick. How many stars can you get?

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。