

冀教版三年级下册英语全册教案完整版教学设计

教学基本信息					
单元	Unit	课题	On the farm	课时数	1
课时	Lesson	课型	听说课	授课时间	40分
教学目标及教学重点、难点					
<p>知识目标: 1.能正确地听、说、读、写农场中的动物单词 farm ,farmer ,pig, cow, sheep</p> <p>2.能综合运用所学的语句进行交际。</p> <p style="text-align: center;">—What's this? —It's a ...?</p> <p>能力目标: 通过活动培养学生能够运用所复习的词汇和句子来正确表达周围的具体实物。</p> <p>过程与方法目标: 创设真实情景，通过学习本课知识，来正确表达周围的具体实物。</p> <p>情感态度与价值观目标: 促使学生积极运用所学知识进行表达与交流，对英语感兴趣。</p> <p>教学重点: 能够运用所复习的词汇来正确表达自己喜欢的动物以及运用所复习的句型进行语言交际。</p> <p>教学难点: 学生能够准确的用英语进行交流。</p>					
教学方法与教具					
<p>教学方法: 任务型教学法、情景教学法、交际法、游戏法</p> <p>教具: 单词卡片、多媒体课件</p>					
教学过程					
教学步骤	教学活动与设计意图				
Step 1 Greeting 建议用时: 1min (PPT Page1)	<p>T: Good morning, boys and girls!</p> <p>Ss: Good morning, teacher.</p> <p>T: Nice to meet you, again.</p> <p>Ss: Nice to meet you,too.</p>				

<p>Step 2</p> <p>Lead-in</p> <p>建议用时: 1min</p> <p>(PPT Page3)</p>	<p>展现一幅农场的图片, 上面有农民, 猪, 奶牛, 绵羊。先让学生把图片上都有什么说出来, 教师提问 T: Do you like animals? Today we are going to learn Unit 1 lesson 1 On the farm.</p>
<p>Step3 Presentation</p> <p>建议用时: 25min</p> <p>(PPT Page4-22)</p>	<p>1. 出示春天风和日丽的美丽图片, 提议去农场, 教授单词 farm(出示农场图片, 纠音, One by one 指读 PPT 上的图片操练, 学生观看农场的图片, 通过音标渗透了解字母组合 ar 的发音, 准确掌握 farm 的发音。</p> <p>2. 教师指出:</p> <p>复数: farms</p> <p>例句: Tom has a farm. 汤姆有一个农场。This is a farmer.</p> <p>3. 出示农场中小狗们的图片, 让学生练习 dogs are on the farm.</p> <p>4. 通过看到农场的公告“可以认领小动物”引导学生提出问题“farmer”详细情况, 出示 farmer 的图片, 纠音, 拍手 One by one 操练, 学生根据教师的引导说出“farmer”单词, 并 one by one 进行操练, 了解有关“farmer”的信息, 学生掌握 farmer 复数, 练习句型中使用, 并能自己拓展练习。</p> <p>复数: farmers</p> <p>例句: He is a farmer. 他是一个农民。</p> <p>5. 教授三个动物单词</p> <p>T: Listen! What's this?(出示 pig 的图片) What does it say?(出示 Oink, Onik 单词)</p> <p>学生听音, 判断出单词 pig, 并对教师提问声音回答。</p> <p>复数: pigs</p> <p>例句: This is a pig. 这是一头猪。</p> <p>He must be a happy “pig”.</p> <p>The pig is cute. 这头猪真可爱。</p> <p>通过过渡语“Listen, What is coming?自问自答引出 cow 及叫声, 纠音, 学生听音, 说出 cow, 并对 cow 进行描述, 进行 two by two 机械操练。</p> <p>复数: cows</p>

	<p>例句: The cows are in the barn. 牛在牛棚里。</p> <p>Is this a pig? No, it's a cow. 不, 这是一头牛。</p> <p>通过过渡语“ Let's see other animals”听 PPT 小羊的声音“判断引出 sheep 并纠音, 通过“How many”提问, 引出 sheep 单复数同形。学生听声音判断出“sheep”, 做动作配上叫声进行 one by one 操练, 操练 sheep 的复数形式。</p> <p>复数: sheep 羊(单复数同形)</p> <p>例句: There are many sheep. 这农场有很多羊。</p> <p>There are some sheep on the farm. 农场里有很多羊</p> <p>6. Play a time</p> <p>T: Now I will divide you into two teams, boys team, girls team, come on!</p> <p>Rules: 当气球飞过两队的学生大声地读出此单词, 读的最快的小组加一分。</p> <p>7. 点击“Let's play”, 对课文练习(What's this? It's a ...)跟段一起读吧! 学生模仿录音跟读课文。</p> <p>重点句型一</p> <p>What's this? 这是什么?</p> <p>What's 是 What is 的缩写形式, 可以用 it's a ... 回答。</p> <p>重点句型二</p> <p>It's a ... 它是.....</p> <p>It's 是 It is 的缩写, 此句可以用来回答“What's this 或 What's that?”</p>
<p>Step 4. Practice (建议用时: 9min) (PPT Page 23-24)</p>	<p>1. Let's sing</p> <p>Sing a song “Old Macdonald's farm”</p> <p>唱歌前提出问题: “What animals can you hear in the song?”</p> <p>(1). 拓展农场上的其他动物及叫声:</p> <p>Listen: What's this?</p> <p>听动物叫声, 引出拓展动物。</p> <p>(2). 总结出农场上的动物</p> <p>What's this?</p>

	<p>出示各种动物的 PPT。</p> <p>对 What's 进行纠音。操练</p> <p>学生 Sing the song, each team sings "One animal"</p> <p>分组做动作唱这首歌。程度较好的学生能说出其他的动物单词, duck- Quack, cat: Meow, dog- woof, chicken- Cluck</p> <p>Read the animals "cow, pig, sheep, duck, cat..."</p> <p>Together.</p> <p>Answer the question:</p> <p>学生答出: cow, pig, sheep, duck, chicken, cat, dog 等动物的单词。</p> <p>2.Let's text.</p> <p>把下列单词补充完整</p> <p>c _ w _ _ p _ g _ sh _ p _ fa _ m _ farm 农民</p>
<p>Step5.Summary 建议用时: 2min (PPT Page25-26)</p>	<p>T:通过擦除板书的形式,老师擦一个单词或句子,学生快速读出被擦掉的内容,让学生自己说出本节课所学的重点单词和句子。</p> <p>S1: farm 农场 farmer 农民 pig 猪 cow 牛 sheep 羊</p> <p>S2: 1. What's this? 这是什么? 2. It's a _ _ _ 这是 _ _ _ _</p>
<p>Step 6 Homework 建议用时: 1min (PPT Page27)</p>	<p>1. 大声朗读课文 let's play 部分 2-3 遍。</p> <p>2. 用所学句型 1. What's this? 这是什么? It's a ... 这是 _ _ _ 与同学编一段对话并进行表演。</p>
<p>板书设计</p>	<p style="text-align: center;">Unit 1 Lesson 1 On the Farm!</p> <p>farm -farms</p> <p>farmer -farmers</p> <p>pig -pigs</p> <p>cow -cows</p> <p>sheep-sheep</p> <p style="text-align: right;">What's this? It's a _ _ _</p>

教学基本信息					
单元	Unit1	课题	Cats and Dogs	课时数	1
课时	Less On2	课型	听说课	授课 时间	40分
教学目标及教学重难点、难点					
<p>知识能力目标: 学生对本课的动物单词 cat,dog,duck,chicken,达到会说,能听懂,会读写。使用句型 What' s this? Is it a...? Yes, it is. / No, it isn' t.来认识小动物。</p> <p>过程与方法: 在尽可能真实的情景中自然交流。用表演、情境在线、游戏等帮助学生理解记忆以及运用所学。</p> <p>情感态度价值观: 通过本课学习,学生能爱护小动物。</p> <p>教学重点: Is it a...? Yes, it is. / No, it isn' t.的正确运用表达。</p> <p>教学难点: Is it 的连读,肯定回答和否定回答的完整回答。</p>					
教学方法与教具					
<p>教学方法: 情景教学法 任务型教学法 TPR 教学法</p> <p>教具: PPT, 单词卡片</p>					
教学过程					
教学步骤	教学活动与设计意图				
Step 1 Greeting 建议用时: 1min (PPT Page1)	Greeting and review T: -- Hello! -- Hi! -- What's your name? -- My name is -- How are you? -- I'm fine, thanks.				
Step 2 Warm up	T:Sing the song" Bingo"				
Step3.Presentation 建议用时: 25min	1、 cat 首先,用课件展示动物的声音引出新动物。 T: Next, listen. " Meow. meow." What animal? 猫。然后,把猫的图				

<p>(PPT Page4-11)</p>	<p>片贴到黑板上。</p> <p>Yes, cat, sad, apple, happy, Canada, hand. “a” 字母的发音。然后带着学生用手空写, e-a-t, cat, cat, cat. it's a cat. 然后, 出示 2 只猫. cats, two cats.</p> <p>T: What's this? Ss: It's a cat. T: Yes, this is a cat. Listen carefully, is this a cat? Ss: Yes. T: Yes, it is. (板书) 然后, 用黑板上的动物图片来练习一下。讲解: We can also say: Is it a cat? Uh, Is this a cow? Ss: No. T: No, it isn't. It's a cat. (板书) Follow me. 再用黑板上贴的动物练习一下。我问, 学生答。然后, 师生互问, 男女生互问。</p> <p>2. dog</p> <p>T: Very well. I have an animal. Guess, what's this? 拿手偶让学生猜动物。</p> <p>S1: Is it a ____? T: No, it isn't.</p> <p>S2: Is it a ____? T: No, it isn't. It says: Wool, wool.</p> <p>Ss: 狗。(贴图) T: Yes, dog. “o” 字母的发音: hot, body, boy, doctor. 用手空写, d-o-g, dog. Dog, dog, dog, it's a dog.</p> <p>T: What's this? Ss: It's a dog.</p> <p>T: Is it a cat? Ss: No, it isn't. T: Is it a dog? Ss: Yes, it is.</p> <p>T: They are dog? No, dogs. (出示几只狗)</p> <p>3. chicken</p> <p>Listen, 鸡叫。T: Is it a dog? Ss: No, 鸡。(贴图) T: Yes, chicken. fish, six, his, window. 用手空写, c-h-i-c-k-e-n. chicken, chicken, chicken, it's a chicken. What's this? It's a chicken. (师生互问) Is it a chicken? Yes, it is. Look. Many chickens.</p> <p>4. duck</p> <p>快速出示图片, 然后, 变没有。Guess, use the sentences. Is it a ____? Yes, it is. / No, it isn't. 猜对, 出示正确的图片, duck, bus, d-u-c-k, duck. It's a duck. Is it a duck? Yes, it is. 复数, ducks.</p>
<p>Step 4. Practice. Production</p>	<p>1. 找出下列图片相对应的单词。 cat, dog, duck, chicken.</p>

<p>(建议用时: 9min)</p> <p>(PPT Page 12-24)</p>	<p>2. Let's read the text.</p> <p>Let's read, repeat and imitate .</p> <p>(1) 学生跟读课文, 模仿语音语调</p> <p>(2) 分组练习</p> <p>1. Let's sing!</p> <p>T: Let's sing the song together.</p> <p>2. Test</p> <p>(1) 根据本课所学内容, 完成训练题。</p> <p>(2) 读句子, 选择恰当的答语。</p>
<p>Step5. Summary</p> <p>建议用时: 2min</p> <p>(PPT Page 25-26)</p>	<p>T: What did you learn in this lesson?</p> <p>指导学生总结本课所学知识。</p> <p>S: arm -farms</p> <p>farmer-farmers</p> <p>pig -pigs What's this?</p> <p>cow -cows It's a ...</p> <p>sheep-sheep</p>
<p>Step 6</p> <p>Homework</p>	<p>3. 大声朗读课文 let's play 部分 2-3 遍。</p> <p>4. 用所学句型 What's this It's a ... 同学编一段对话并进行表演。</p>
<p>板书设计</p>	<p style="text-align: center;">Unit 1 Lesson 1 On the Farm!</p> <p>farm -farms</p> <p>farmer-farmers</p> <p>pig -pigs What's this?</p> <p>cow -cows It's a ...</p> <p>sheep-sheep</p>

教学基本信息					
单元	Unit1	课题	Fish and Birds	课时数	1

课时	Lesson3	课型	听说课	授课 时间	40 分
教学目标及教学重点、难点					
<p>知识与技能目标:</p> <ol style="list-style-type: none"> 1. 能够正确的认读单词: fish, bird, swim, fly, dance, sing, see. 2. 能正确运用用本课句型: I can ... Can you ... ? 来交流和讨论. <p>情感态度目标:</p> <p>每个人都有自己的闪光点, 我们要看到别人的优势, 也要正视自己, 自信的生活.</p> <p>学习策略目标:</p> <p>积极与同伴合作, 能够运用所学的知识与他人进行交流讨论.</p>					
<p>教学重点: 1. 认识新单词: fish, bird, swim, fly, dance, sing, see.</p> <p>2. 掌握新句子: I can... Can you ... ? Yes, I can. No, I can't.</p> <p>教学难点: 学生能够运用所学习的词汇来正确表达自己喜欢的动物, 以及运用所学习的句型进行语言交际.</p>					
教学方法与教具					
<p>教学方法: 任务型教学法</p> <p>教具: Ppt 课件, 单词卡片、图片</p>					
教学过程					
教学步骤	教学活动与设计意图				
<p>Step 1</p> <p>Greeting</p> <p>建议用时: 1min</p> <p>(PPT Page1)</p>	<p>Greetings</p> <p>T: Hello, boys and girls!</p> <p>T: Are you ready for English class?</p> <p>T: Great! Let's go!</p>				
<p>Step 2</p> <p>Warm-up</p>	<p>T: Let's sing a song: Old MacDonald Had a Farm. OK? 学生边唱边做动作</p>				

Step3 Presentation
建议用时: 25min
(PPT Page 3-8)

1.fish

T:What are animals do you know?

Ss: cat、 dog、 sheep、 cow、 pig

T:Now look at this picture ,what is this ?

Ss: 鱼

T:fish . F-I-S-H fish ,Please read it together .(大小声练习单词)

教师拿出很多鱼的照片，并提问 What are they ?

Ss:Fishes

T: fish “fish” 是单复同行的单词，单数和复数都用“fish”。

“sheep” 也单复同行，但是作为鱼的种类时复数是 fishes。

Fish can ...(教师做游泳动作)

Ss: Fish can swim .

2.bird

T:幻灯片出示鸟的图片 What is this ?

Ss: 鸟

T:bird 师边做动作边说 fly fly bird , fly fly bird ,and show me your finger ,b-i-r-d bird

T: Boys read it together , Gings read it together.

Ss:bird bird...

T: 教师拿着鸟的卡片，走到哪位学生面前，这位学生就 Touch the word and say bird .

Ss:...

(播放 PPT，又出现两只鸟) What are they ?

NO , they are birds .

一只鸟用“bird”，两只或两只以上用“birds”。

Birds , read after me ,birds / ,birds / ,birds / .

T: Bird can ... Who know?

S1: Bird can fly .

T: Words play time . I' d like to divide you into two groups .

	<p>group boys and group girls . (当气球飞过时两队的学生大声地读出此单词。读的最快的小组加一分。)</p> <p>T: This time let's read the text .</p> <p>Let's read,repeat and imitate .</p> <p>(1) 学生跟读课文，模仿语音语调</p> <p>(2) 分组练习</p>
<p>Step 4. Practice.</p> <p>(建议用时: 9min)</p> <p>(PPT Page9-19)</p>	<p>1. 教师归纳总结:</p> <p>(1). can 这里作为实意动词, 表示能、会; 它没有数和人称的变化 I can ... He can ...</p> <p>(2). can you ...? 意为“你会……”或者“你能……”, 此句肯定回答 Yes, I can. 否定回答 No, I can't.</p> <p>Bird can sing, dance and fly.</p> <p>Fish can swim.</p> <p>2. let's sing!</p> <p>T: Let's sing the song together.</p> <p>3. Test</p> <p>(1) 翻译句子.</p> <p>(2) 根据本课所学内容, 完成训练题.</p>
<p>Step5 Summary</p> <p>建议用时: 2min</p> <p>(PPT Page20-22)</p>	<p>T: What did you learn in this lesson?</p> <p>指导学生总结本课所学知识.</p> <p>S1: fish—swim Fish/Birds can swim/fly.</p> <p>S2: bird—fly “fish”是单复同行的单词, “sheep”也是复同行.</p> <p>S3: Can you swim/fly/sing ...</p> <p>Yes, I can./No, I can't.</p>
<p>Step 6</p> <p>Homework</p>	<p>5. 大声朗读课文 let's play 部分 2-3 遍.</p> <p>6. 用所学句型 Can you swim/fly/sing ...</p> <p>Yes, I can./No, I can't 与同学编一段对话并进行表演.</p>

板书设计	Lesson 3 Fish and Birds
	fish—swim Fish/Birds can swim/fly.
	bird—fly “fish” 是单复同行的单词，
	sing 单数和复数都用“fish”。
	dance “sheep” 也单复同行。
	Can you swim/fly/sing...
	Yes, I can./No, I can't.

教学基本信息					
单元	Unit1	课题	Horses and Rabbits	课时数	1
课时	Lesson1	课型	听说课	授课时间	40分
教学目标及教学重点、难点					
<p>知识目标：</p> <p>能听懂、会说、认读和书写单词：horse, animals, yes, no.</p> <p>能力目标：</p> <p>能认读、理解并使用下列句式进行对话或情景表演：</p> <p>What animals can ____? ____ can ____.</p> <p>Can a ____ ____? Yes, it can. / No, it can't.</p> <p>情感态度目标：</p> <p>通过游戏活动，培养和激发学生的学习兴趣。</p> <p>教学重点：1 要求学生能够听懂、会说、认读和书写 horse, animals, yes, no.</p> <p>2 能够运用句型进行对话或情景表演：What animals can ____? ____ can ____ .Can a ____ ____? Yes, it can. / No, it can't.</p> <p>教学难点：能够熟练运用以上特殊疑问句与一般疑问句句型进行交际交流。</p>					
教学方法与教具					

教学方法：任务型教学法、情景教学法、TPR 教学法

教具：单词卡片、多媒体课件

教学过程

教学步骤	教学活动与设计意图
Step 1 Greeting 建议用时：1min (PPT Page1)	T: Good morning, boys and girls! Ss: Good morning, teacher. T: Nice to meet you, again. Ss: Nice to meet you, too.
Step 2 Lead-in	let's sing the song Old Macdonald Had a Farm. (播放歌曲视频，教师和学生边唱歌边做动作。)
Step3 Presentation 建议用时：25min (PPT Page3-22)	1. horse T: What animals do you know on the farm? Ss: dogs, sheep, cows, pigs... T: Now please guess, what's this? (照片一点点出示马的剪影) S1: Is this a ____? T: Maybe. S2: Is this a ____? T: Perhaps. S3: Is this a ____? S4: Oh, it's a horse. T: Show me your finger, let's write it together. h-o-r-s-e. horse. You two please read it. T: (出示几匹马的图片) Let's count it. Ss: One horse, two horse, three horse... T: No, follow me, horses. Ss: horses

	<p>T: 播放马奔跑的图片, and say horses can run. run run 跑, 教师边做动作边说 run run 跑, horses can run.</p> <p>You four please .</p> <p>Ss: Horses can run.</p> <p>Ss:...</p> <p>2. rabbit</p> <p>T: 教师直接拿出兔子玩偶, 直接介绍, I' m a rabbit . read it one by one</p> <p>S1: rabbit</p> <p>S2: rabbit</p> <p>S3: rabbit</p> <p>T: 教师在身后再拿出一只兔子玩偶, one rabbit, two rabbits. Rabbits can jump . 让学生边做动作边说, 教师出示几个数字, 几人一起。</p> <p>Ss: Rabbits can jump 2人</p> <p>Ss: Rabbits can jump 4人</p> <p>T: A horse is an animal , A rabbit is an animal, They are all animals.</p> <p>T: animal</p> <p>Ss:...</p> <p>3. yes, no</p> <p>T: 教师拿着马的图片说 Horse can run , yes or no? Yes 是的</p> <p>教师拿着兔子的图片说 Rabbit can run , yes or no? No 不</p> <p>T: I say you do (flash the card) Who is faster , who is winner .</p> <p>Ss: yes ,no, horse...</p> <p>T: Now open your book , turn to page 9, listen the text .</p> <p>T: This time let' s read, repeat and imitate .</p> <p>(1) 学生跟读课文, 模仿语音语调</p> <p>(2) 分组练习</p>
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	Yes, it can.
	No, it can't.

教学基本信息

单元	Unit1	课题	Where?	课时数	1
课时	Lesson5	课型	听说课	授课时间	40分

教学目标及教学重点、难点

- 知识与技能：**
1. 学生能用下列词表示位置关系。in, on, under 以及名词 box。
 2. 学生能运用下列句型表述方位。Where is...? It's ...
 3. 学生能了解字母 m, n, l, i 在单词中的发音极其规则。

情感与态度目标：1. 培养学生学习英语的兴趣、对日常生活中的事物能用英语的思维进行思考运用。

文化意识目标：让学生感受中西方语言表达上的差异。

- 教学重点：**
1. 学生能用下列词表示位置关系。in, on, under 以及名词 box。
 2. 学生能了解字母 m, n, l, i 在单词中的发音极其规则。

教学难点：学生能运用下列句型表述方位。Where is...? It's ...

教学方法与教具

教学方法：情景教学法 任务型教学法

教具：课件、卡片、玩具、纸箱

教学过程

教学步骤	教学活动与设计意图
Step 1 Greeting 建议用时：1min (PPT Page1)	T: Good morning, boys and girls! Ss: Good morning, teacher. T: Nice to meet you, again. Ss: Nice to meet you, too.

Step 2 Warm-up	Let's chant.
<p>Step 3. Presentation 建议用时：25min</p>	<p>教师拿出一个猫玩具，并做出一系列提问。</p> <p>T: What's this?</p> <p>S: It's a</p> <p>T: Can it ...?</p> <p>S: Yes, it can. \ No, it can't.</p> <p>T: Where is the cat?(放在盒子里)</p> <p>Ss: 在盒子里</p> <p>T: It's in the box. 板书: in 在.....什么地方 (read it one by one.)</p> <p>板书: box 盒子</p> <p>教师再拿出一个盒子 and say one box ,two boxes .</p> <p>教师拿着盒子走到哪里，学生触碰并且大声读出盒子单词。</p> <p>T: Where is the cat?(放在盒子上)</p> <p>Who want to say ? Can you have a try ?</p> <p>S1: It's on the box.</p> <p>T: Yes ,great 板书: on 在...上面</p> <p>教师拿着玩偶放在班级任意处，并且提问，Where is the cat?</p> <p>S1: It's on the box.</p> <p>S2: It's on the book.</p> <p>S3: It's on the desk.</p> <p>—</p> <p>T: Where is the cat?(放在盒子下)</p> <p>Ss: 在盒子下</p> <p>T: 板书: under</p> <p>T: Let's play a game . Look at my hand ,手心向上用 on ,手心向下用 under .</p> <p>握拳用 in.</p> <p>Next let's do it!</p> <p>The cat is in/on/under the box.</p>

	<p>T: Now open your book ,turn to page 11,listen the text .</p> <p>T: This time let's read,repeat and imitate</p> <p>1. 学生跟读课文，模仿语音语调</p> <p>2. 分组练习</p> <p>.Let's play! 对课文练习(Where is the rabbit? It's under the desk.)</p> <p>重点句型一</p> <p>Where is it? 它在哪?</p> <p>What's 是 What is 的缩写形式。可以用 it's a ...回答。</p> <p>例如: Where is the pig? It's in the pigpen.</p> <p>重点句型二</p> <p>What's in the box? 箱子里有什么?</p> <p>回答时要用 it 做主语, it's a/an ...,</p> <p>当后面的名词是元音开头时冠词要用 an.</p> <p>例如: It's a dog. It's an egg.</p>
<p>Step 4. Practice</p>	<p>1. Letters and sounds</p> <p>学生跟着光盘读这些单词，尤其关注标注的字母的发音及规律，并试着想想学过的类似的单词。</p> <p>如:</p> <p>m: farm, arm, mother</p> <p>n: nine, nice, name</p> <p>l: left, look, fly</p> <p>i: nice, hi, white</p> <p>2. Test</p> <p>翻译下列单词。(让学生接龙的方式一个人说一个的翻译)</p>
<p>Step 5. Summary</p> <p>建议用时: 2min</p> <p>(PPT Page 21-22)</p>	<p>What have you learnt in this class? Can you say about it?</p> <p>S1: words : on 在...上面 in 在...里面 under 在...下面 box 盒子, 箱子</p> <p>S2: sentences: 1. Where is it? 它在哪?</p> <p>It's in/on/under ... 它在 ...</p>

	<p>S3: What's in the box? 箱子里有什么?</p> <p>It's a/an ... 它是 ...</p> <p>T: Now read it together.</p>
<p>Step 6</p> <p>Homework</p>	<p>用所学方位介词 in, on, under 与同学编写对话, 利用身边的各种物品。</p>
<p>板书设计</p>	<p style="text-align: center;">Unit 1 Lesson 5 Where ?</p> <p>in</p> <p>on</p> <p>under Where is...? It's ...</p> <p>box boxes</p>

教学基本信息					
单元	Unit1	课题	Can I Help You?	课时数	1
课时	Lesson 6	课型	听说课	授课时间	
教学目标及教学重点、难点					
<p>知识与技能目标: 1.通过对故事的学习, 复习巩固本单位的动物词汇;</p> <p>2.学生能理解故事内容, 并在教师引导下讲述故事、表演故事;</p> <p>3.学生能利用上下文、借助课件及肢体语言推测 stuck, pull, happen, ouch, out 的意思, 培养学生初步的阅读能力。</p> <p>情感目标: 培养学生乐于助人的品德;培养学生的阅读兴趣。</p> <p>学习策略目标: 通过对故事的学习, 渗透阅读策略培养, 训练学生根据上下文推测生词的能力。</p>					
<p>教学重点: 1.通过对故事的学习, 复习巩固本单位的动物词汇;</p> <p>2.学生能理解故事内容, 并在教师引导下讲述故事、表演故事;</p>					
<p>教学难点: 学生能够准确的用英语进行交流。</p>					

教学方法与教具	
教学方法: 情景教学法 教具: 单词卡片、多媒体课件	
教学过程	
教学步骤	教学活动与设计意图
Step 1 Greeting 建议用时: 1min (PPT Page1)	T: Good morning, boys and girls! Ss: Good morning, teacher. T: Let's sing a song "Old Macdonald's farm"
Step 2 Lead-in 建议用时: 2min (PPT Page1)	T: What animals did you hear in this song? S1: I heard pig. S2: duck S3: cow  Now guess, it's has long ears and red eyes, it can jump, what's this? Ss: rabbit T: Yes, today we are going to learn the story about the rabbit
Step 3. Presentation 建议用时: 25min (PPT Page3-18)	T: Who helps the rabbit? Open your book, turn to page 12, let's watch the video. Ss: 兔子被卡住了, 一些朋友来帮助。 T: Great, the rabbit was stuck. Listen and read. T: What did the farmer and the animals say to the rabbit? What did the rabbit say? T: 出示幻灯片, 讲解单词 help. 板书: help 救命; 帮助 Read it together, five times. T: 播放录音. 板书: What happened? Four teams read it one by one. happen 发生—过去式 happened 例句: What happened yesterday?

	<p>()3. Can I help you? C. 救命!</p> <p>()4. What happened? D. 谢谢你!</p> <p>()5. Thank you! E. 拉!</p> <p>()6. You're welcome. F. 发生什么事了?</p> <p>2.判断正误。正确的在括号里写 T,错误的在括号里写 F:</p> <p>() The horse is stuck.</p> <p>() At last, the rabbit doesn't out.</p> <p>() They are friends.</p>
Step5.Summary	<p>T:Talk about "What do you learn from the story?"</p> <p>Ss:words: help, happen, stuck, pull, ouch, out, my, welcome, friend</p>
<p>Step 6</p> <p>Homework</p> <p>建议用时: 1min</p> <p>(PPT Page22)</p>	<p>将故事讲给父母听或表演给父母看</p> <p>记住重点词汇, 句型 I'm stuck! Pull! What happened ?</p> <p>Yes,please. Can I help you?</p>
板书设计	<p style="text-align: center;">Lesson 6 Can I Help You?</p> <p>help, , pull, ouch, out, my, welcome,</p> <p>happen- happened</p> <p>stick-stuck</p> <p>friend-friends</p> <p>I'm stuck! Pull! What happened ?</p> <p>Yes,please. Can I help you?</p>

教学基本信息					
单元	Unit1	课题	Listen and talk Listen and circle Look, read and write	课时数	1

课时	Again, Please!	课型	听说课	授课时间	40分
教学目标及教学重点、难点					
<p>知识与能力目标: 会读、会听、会说、会用 Lesson1---6 单词、句子。</p> <p>过程与方法目标: 能根据不同的情境, 合理运用语言与他人交流。</p> <p>情感态度与价值观目标: 运用所学语句, 与他人正确交流, 建立和谐的人际关系。</p>					
<p>教学重点: 本单元重点词汇和句型 What's this? It's a _____. Is it a ____? Yes, it is. /No, it isn't. Can the ____ fly/swim? Yes, it can. / No, it can't.的运用。</p> <p>教学难点: 正确运用 What's this? It's a _____. Is it a ____? Yes, it is. /No, it isn't. Can the ____ fly/swim? Yes, it can. / No, it can't.的运用。</p>					
教学方法与教具					
<p>教学方法: 任务型教学法, 情景教学法</p> <p>教具: 单词卡片、多媒体课件</p>					
教学过程					
教学步骤	教学活动与设计意图				
Step 1 Greeting 建议用时: 1min (PPT Page1)	<p>T: Hello, boys and girls. Are you happy today? Ss: Hello, teacher. Ss: I'm happy. T: I'm happy, too.</p>				
Step 2 Lead-in 建议用时: 1min (PPT Page2-3)	<p>Sing a song T: This class we'll review the unit one "Animals on the farm"Sing a song and do the actions. T: First let's sing a song. ok? "Old MacDonald Had a Farm" Ss: OK!</p>				
Step3 Presentation	<p>I. Ask some questions. T: Good job. What animals do you see on the farm?</p>				

建议用时：25min

(PPT Page4-16)

Ss: I can see a cat/dog...

A duck/pig----is on the farm.

T: Can a dog fly?

Can a duck swim?

S1: No, it can't.

S2: Yes, it can.

板书: fly 飞 学生练习读

【例句】The bird can fly.

鸟会飞

swim 游泳

【例句】The fish can swim.

鱼会游泳。

2.T: Let's read the words.

Pay attention to the pronunciation of the letters.

游戏: What's missing?

cow, bird, chicken, duck, yes

3.点击“Listen and talk”, 跟我一起读吧!

(1)学生自读, 教师点拨。

(2)学生分角色练习。

(3)分组展示。

4.点击“Listen and circle”, 跟我一起读吧!

T: You did a good job. Let's do this: Listen and circle

Ss: Do the exercise.

T: What animals can fly?

Can a duck fly?

Ss: Birds can fly.

Yes, it can.

5.Look, read and write 小组活动, 讨论练习。

(1)Is this a _____? Yes, it is.

	<p>Can it _____ ? Yes, it can.</p> <p>(2) Is this a bird? _____, it is.</p> <p>Can it run? _____, it can't.</p> <p>(3) Where is the dog?</p> <p>It's _____ the chair.</p> <p>(4) Where is the cat?</p> <p>It's _____ the chair.</p> <p>Word List: under fish No on swim Yes</p> <p>6. Let's talk</p> <p>同桌两人一问一答。</p>
<p>Step 4. Practice (建议用时: 9min) (PPT Page 17-18)</p>	<p>Test</p> <p>一、写出下列单词的汉语意思。</p> <p>1. cow _____ 2. fish _____</p> <p>3. bird _____ 4. yes _____</p> <p>5. no _____</p> <p>二、选择正确的答案。</p> <p>()1. — Is this the sheep? — _____ A. Yes, it isn't. B. Yes, it is. C. Yes, they are.</p> <p>()2. — Can a chicken fly? — _____ A. Yes, you can. B. No, it isn't. C. No, it can't.</p> <p>()3. — Where is the dog? — It's _____ the desk. A. for B. to C. on</p>
<p>Step 5. Summary 建议用时: 2min (PPT Page 19-20)</p>	<p>Today we have learned some words and sentences, who can tell me?</p> <p>fly swim</p> <p>What's this? It's a ____.</p> <p>Is it a ___? Yes, it is. /No, it isn't.</p>

	Can the ___ fly/swim? Yes, it can. / No, it can't.
Step 6 Homework 建议用时: 1min (PPT Page21)	复习 1-6 课重点单词和句型。
板书设计	<p style="text-align: center;">Unit 1 Again, Please!</p> <p>fly swim</p> <p>What's this? It's a ____.</p> <p>Is it a ___? Yes, it is. /No, it isn't.</p> <p>Can the ___ fly/swim? Yes, it can. / No, it can't.</p>

单元	Unit2	课题	At the zoo	课时数	1
课时	Lesson7	课型	听说课	授课时间	40 分
教学目标及教学重点、难点					
<p>知识目标: 能正确地听、说、读、写 zoo, panda, monkey, elephant, big, small</p> <p>能力目标: 能听懂、会说并口头运用写列用语和句子: What's this? It's a/an... The elephant is big. The bird is small. The panda is fat. The monkey is thin.</p> <p>过程与方法目标: 创设真实情景, 通过学习本课知识, 来正确表达周围的具体实物。</p> <p>情感态度与价值观目标: 促使学生积极运用所学知识进行表达与交流。</p>					
<p>教学重点: 能听懂、会说、认读表示动物和描述其特征的单词, panda, monkey, elephant, big, small, fat, thin.</p> <p>教学难点: 注意 elephant 的读音</p>					

教学方法与教具	
教学方法: 任务型教学法, 情景教学法 教具: 单词卡片, 多媒体课件, 挂图	
教学过程	
教学步骤	教学活动与设计意图
Step 1 Greeting	T: Hello boys and girls. Ss: Hello Mrs. Wu. T: Are you ready for English class? Ss: Yes. T: Ok, let's go.
Step 2 Lead-in	T: The last class we have learned animals on the farm. Do you remember the name of the animal? Who can say? Ss: dog, cat, cow, chicken, pig, fish, bird, duck... T: We all remember, very good! 新授, 出示 PPT 或挂图 Today we are going to study animals, but these animals at the zoo. Look at the picture. What animals do you see in the picture? Ss: 熊猫, 大象, 猴子, 鸵鸟, 长颈鹿...
Step 3. Presentation	在大屏幕上出示本节课的主题画面—动物园图, 并指着大屏幕向学生提问: T: What's this? (指 zoo) 允许学生用汉语说出来: 动物园。此时, 有一部分勤奋的同学可能提前已经做了功课, 能用英语读出来, 但发音可能不太标准, 但只要学生说出来就要及时鼓励, 然后让学生听两遍标准录音, 模仿录音发音。Next, please read after me. 领读并板书, 让学生拼读: z-o-o, zoo. (教师适当纠正学生的发音) 【复数】zoos 【例句】There are pigs and cows in the zoo. 动物园里有猪和牛。 Try: They go to the zoo by bus. 他们乘坐公交车去动物园。

T:What's this?

指下一张大熊猫的图片，并向学生提问。

S:panda

【复数】 pandas

【例句】 This is a cute panda. 这是一只可爱的熊猫。

Try: 熊猫喜欢吃竹子。The panda like bamboo.

这个单词大多数同学都比较熟悉，所以基本上都会读，教师让学生跟着录音读，然后指名同学带领大家读。（在这个过程中板书）让学生一起拼读（教师适当纠正学生的发音）指一指同学（read it one by one）当学生读得好的时候，及时给予鼓励性的评价，指向下一张有猴子的照片，指着猴子提问：T:What's this in English?

学生可能会说猴子，老师继续问，猴子用英语怎么说呢？好，下面请同学们跟老师一块听一下录音，听完后让学生跟着录音读。

（在这个过程中教师板书）monkey

读完后让学生跟着老师示意大声读和小声读，快读和慢读，升调读和降调读。最后让学生一块拼读。

【复数】 monkeys

【例句】 Monkeys have long tails.

猴子长着长尾巴。

Try: 猴子喜欢吃香蕉。Monkeys like to eat bananas.

接下来出示一张大象的卡片，指着卡片说，look at this picture.

What's this?(指 elephant)

让学生听录音，跟老师读，自己拼读。（教师板书）elephant

S:elephant\ This is...

【复数】elephants

【详解】elephant 是元音字母开头

一头大象用冠词 an, an elephant

【例句】 I see an elephant.

我看见一头大象。

Try: 大象长着两只耳朵和一个长鼻子。

The elephant has two ears and long nose.

教师展示视频，让学生通过动画内容，初步理解 big, small, 这两个单词的意思。然后播放录音，让学生跟着录音读两遍。掌握单词的标准发音，接下来，让学生以小组为单位，进行自主学习。

教师板书:big

【详解】常指程度，范围，规模，重量，数量等，多用于具体的、有形的人或物，其反义词是 small.

【例句】 The elephant is big.

这头象很大。

Try: 我们有座大房子。We have a big house.

教师板书:small

【详解】small 主要是指的是“尺寸”、“重量”等，不带有任何感情色彩。

【例句】 This mouse is small.

这只老鼠很小。

Try: 这顶帽子对我来说太小了。This hat is too small for me.

	<p>Games:当气球飞过两队的学生大声地读出此单词，读的最快的小组加一分。</p> <p>T:点击“Big or small?Fat or thin?”，跟我一起读吧！</p> <p>The elephant is big.</p> <p>The bird is small.</p> <p>The panda is fat.</p> <p>TThe panda is big.</p> <p>学生听完后学生跟读课文，模仿语音语调，分组练习</p> <p>TThe monkey is thin.</p> <p>The bird is small.</p>
<p>Step 4 Practice</p>	<p>1.Practice</p> <p>完成书中 Let's do it!中的内容</p> <p>2. 把下列单词补充完整。</p> <p>3.读句子，选择恰当的答语。</p> <p>() 1. The elephant is ____!</p> <p>A. small B. big</p> <p>() 2. The cat is ____!</p> <p>A. small B. big</p> <p>() 3. The monkey is ____!</p> <p>A. fat B. thin</p>
<p>Step5.Summary</p>	<p>Today we have learned some words and sentences</p> <p>zoo,panda,monkey,elephant,big,small</p> <p>The elephant is big.The bird is small.</p>

	The panda is fat. The monkey is thin.
Step 6 Homework	1. 画一幅动物园图片,并用英文描述动物园里的动物。 2. 用所学句型与同学描述小动物的特征。
板书设计	<p>Lesson 7 At the Zoo</p> <p>zoo, panda, monkey, elephant, big, small</p> <p>The elephant is big. The bird is small.</p> <p>The panda is fat. The monkey is thin.</p>

教学基本信息					
单元	Unit2	课题	Tigers and Bears	课时数	1
课时	Lesson8	课型	听说课	授课时间	40分
教学目标及教学重点、难点					
<p>知识目标: 能正确听、说、读、写单词: tiger, bear, long, short; 能听、说、读单词: wolf, snake, its.</p> <p>能力目标: 能在语境中正确运用句型: What's this? It's a _____. (tiger, wolf, bear, snake). It's long. It's short.</p> <p>过程与方法目标: 创设真实情景, 通过学习本课知识, 来正确表达周围的具体实物。</p> <p>情感态度与价值观目标: 学习本课让学生们了解到动物园里的动物以及它们的自身的特点, 培养学生热爱动物和大自然, 以及保护动物的情感。</p>					

教学重点:能听说读写单词: tiger,bear,long,short. 能正确运用本课句型: What's this? It's a...

教学难点:能够在具体的情境中运用句型: What's this? It's a ...

教学方法与教具

教学方法:任务型教学法、情景教学法

教具:单词卡片、多媒体课件、挂图

教学过程

教学步骤	教学活动与设计意图
Step 1 Greeting	<p>Hello, boys and girls!</p> <p>How are you?</p> <p>I'm fine, thanks.</p> <p>Nice to meet you.</p> <p>Nice to meet you, too.</p> <p>Listen to a song and find what is animal in this song.</p>
Step 2 Lead-in	<p>在大屏幕上出示本节课的主题画面—动物园图, 并指着大 屏幕向学生说: T: Welcome to the zoo!</p> <p>What's this?</p> <p>让学生用英语说出图片中学过的动物。</p>
Step 3. Presentation 建议用时: 25min (PPT Page4-20)	<p>老师利用歌曲引出今天要讲授动物然后出示图片讲解单词, 利用不 同的方法读单词。</p> <p>T: 出示老虎图片 板书: tiger (1)、齐读单词 (2)、分列读单词 (3)、个 人读单词</p> <p>【复数】 tigers</p> <p>【例句】 The tiger is white and black. 老虎是黑白相间。</p> <p>Try: The tiger hunts in the night.</p> <p>老虎在夜间觅食。</p>

出示熊图片 板书: bear 拼读 b-e-a-r bear 引出 bear 并领读, 用手
盖住字母“b”, 帮助学生记忆。

【复数】 bears

【例句】 The bear is cute.

这只小熊非常可爱。

同样方法讲解 wolf, snake 分组、齐读单词, 纠正发音。

T: 出示一个长的毛毛虫和一个短的, 进行对比。

It's long.

板书: long 齐读并纠正发音。

【反义词】 short

例句】 The ruler is long.

这把尺子很长。

Try: 她的头发很长。 Her hair is long.

板书: short

【反义词】 long

【例句】 The barber cut his hair very short.

理发师把他的头发剪得很短。

Try: 这个小男孩很矮。

The boy is short.

游戏时间: 模仿秀

练习学过单词, 大声读出了, 并说意思。

点击“Long or short”, 跟我一起读吧!

	播放课本上的句子,帮助同学们纠正语音语调,让学生自己模仿。
Step 4 Practice	<p>1. Test</p> <p>把下列单词补充完整</p> <p>b____r t____er</p> <p>l____ng sh____r</p> <p>2. 读句子,判断正(T)误(F)。</p> <p>() 1. — Monkey's tail is long.</p> <p>() 2. — Rabbit's tail is long.</p> <p>() 3. Elephant's nose is long.</p>
Step 5 Summary	<p>Today we have learned some words and sentences.</p> <p>tiger, bear, wolf, snake, long, short</p> <p>It's long.</p> <p>It's short.</p>
Step 6 Homework	<p>1. 将“Long or short?”部分抄写三遍并背过。</p> <p>2. 用所学句型与同学编一段对话,并表演。</p>
板书设计	<p>Lesson 8 Tigers and Bears</p> <p>tiger, bear, wolf, snake, long, short</p> <p>It's long.</p> <p>It's short.</p>

教学基本信息					
单元	Unit 2	课题	How Many?	课时数	1

课时	Lesson 9	课型	听说课	授课时间	40分
教学目标及教学重点、难点					
<p>知识与能力目标：学生能听懂、会说、认读并书写下列词汇：one, two, three, four, five, six, seven, eight, nine, ten. 学生能认读、理解并使用下列句式：How many ... are there? 通过活动培养学生能够运用所复习的词汇和句子来正确表达周围的具体实物。</p> <p>过程与方法目标：通过活动培养学生能够运用所学习的词汇和句子来正确表达。</p> <p>情感态度与价值观目标：培养学习英语的兴趣，能积极的学习英语，养成爱听、爱说英语的习惯。</p>					
<p>教学重点：掌握词汇：one, two, three, four, five, six, seven, eight, nine, ten; 及句式：How many ... are there?</p> <p>教学难点：正确书写词汇：one, two, three, four, five, six, seven, eight, nine, ten; 并能够运用 How many ...are there?来正确问动物的数量。</p>					
教学方法与教具					
<p>教学方法：任务型教学法、情景教学法、游戏法</p> <p>教具：多媒体课件、卡片</p>					
教学过程					
教学步骤	教学活动与设计意图				
Step 1 Greeting	<p>T: Hello, boys and girls.</p> <p>Ss: Hello, teacher.</p> <p>T: Are you ready for this English class?</p> <p>Ss: Yes.</p> <p>T: OK, let's go.</p>				
Step 2 Warm-up	<p>Let's sing!</p> <p>Big and Small</p>				

Step3.Presentation	<p>T: It's an animal. It's thin. Its tail is long. What is it?</p> <p>S2: It's a monkey.</p> <p>T: Yes, it's a monkey. Look at the picture. There is one monkey.</p> <p>(教师板书: There is one monkey. 强调 one 的拼写, 领读句子, 齐读—分組读—男生女生读—开火车读。)</p> <p>【详解】 one 表示数量时后面加名词单数, 可以用 a/an 来替代它。</p> <p>【例句】 I have one apple. 我有一个苹果。</p> <p>Try: They have one son. 他们有一个儿子。</p> <p>T: Where can we see monkeys?</p> <p>Ss: At the zoo.</p> <p>T: Now let's go to the zoo to see animals. Go to the zoo.</p> <p>Ss: Go to the zoo.</p>
	<p>2. Teaching "How many ___ are there?"</p> <p>T: Look! What's this?</p> <p>Ss: It's a monkey.</p> <p>T: Let's see monkeys.</p> <p>T: There is one monkey. How many monkeys are there?</p> <p>(教师出示两只猴子图片, 提问并板书: How many monkeys are there?)</p> <p>Ss: One, two.</p> <p>T: There are two monkeys.</p> <p>(教师板书: There are two monkeys. 拼写 two, 领读问句、答句。)</p> <p>【例句】 There are two books. 这两本书。</p> <p>Try: 我有两只钢笔。I have two pens.</p> <p>课件出示三根手指, 以及数字三, 板书: three 学生练习读</p> <p>【例句】 I see three pandas in the zoo.</p> <p>我在公园里看见了三只熊猫。</p> <p>Try: 她有三本书。She has three books.</p>

课件出示四根手指，以及数字四，板书：four 学生练习读

【例句】There are four seasons in a year.

一年有四个季节。

Try: 我家有四个人。There are four people in my family.

出示课件，教师提问How many? 板书：five 学生练习读

【例句】There are only five cookies left. 只剩下五块曲奇了。

Try: There are five candles. 这有五支蜡烛。

出示课件，教师提问How many? 板书：six 学生练习读

【例句】Six dollars for this. 买这个要花六美元。

Try: 我有六个兄弟。I have six brothers.

出示课件，教师提问How many? 板书：seven 学生练习读

【例句】Seven birds in the sky. 天空中有七只鸟。

Try: 一个星期有七天。There are seven days in a week.

出示课件，教师提问How many? 板书：eight 学生练习读

【例句】He slept eight hours. 他睡了八个小时。

Try: 这有八只猫。There are eight cats.

出示课件，教师提问How many? 板书：nine 学生练习读

【例句】Three times three is nine. 三三得九。

Try: 现在九点钟了。It's nine o'clock.

出示课件，教师提问How many? 板书：ten 学生练习读

【例句】There are ten ducks in the river. 小河里有十只鸭子。

Try: 人有十根手指。People have ten fingers.

Games: 当气球飞过时两队的学生大声地读出此单词，读的最快的小组加一分。

T: 点击“how many monkeys?”，跟我一起读吧!

重点句型一

How many... are there? 这里有多少...?

【详解】how many 后面加名词复数。

1. Let's say

	<p>How many monkeys are there? Three.</p> <p>How many chickens are there? Seven.</p> <p>学生同桌之间相互问答，自由练习。</p> <p>2.Let's chant!</p>																				
Step 4. Practice	<p>1. Let's play</p> <p>T:Look at this picture and answer questions</p> <p>How many fishes are there?</p> <p>How many ducks are there?</p> <p>How many pandas are there?</p> <p>2. Test</p> <p>连线</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">5</td> <td style="width: 30%;">three</td> <td style="width: 20%;">7</td> <td style="width: 30%;">eight</td> </tr> <tr> <td>1</td> <td>four</td> <td>10</td> <td>six</td> </tr> <tr> <td>4</td> <td>five</td> <td>6</td> <td>seven</td> </tr> <tr> <td>2</td> <td>two</td> <td>9</td> <td>nine</td> </tr> <tr> <td>3</td> <td>one</td> <td>8</td> <td>ten</td> </tr> </table>	5	three	7	eight	1	four	10	six	4	five	6	seven	2	two	9	nine	3	one	8	ten
5	three	7	eight																		
1	four	10	six																		
4	five	6	seven																		
2	two	9	nine																		
3	one	8	ten																		
Step5.Summary	<p>T: What did you learn in this lesson?</p> <p>指导学生总结本课所学知识。</p> <p>S1: one two three four five six seven eight nine ten</p> <p>S2: How many ... are there?</p> <p>这里有多少个.....?</p>																				
Step 6 Homework	<p>1、默写“1-10”。</p> <p>2、用所学句型与同学编一段对话，并表演。</p>																				
板书设计	<p style="text-align: center;">Unit 2 Lesson 9 On the Farm!</p> <p>one two three four five six seven eight nine ten</p> <p>How many ... are there?</p> <p>这里有多少个.....?</p>																				

教学基本信息					
单元	Unit2	课题	Where do you live?	课时数	1
课时	Lesson10	课型	听说课	授课时间	40分
教学目标及教学重点、难点					
<p>知识与能力目标：学生能听懂、会说、认读并书写词汇：forest, river, tree, grass。</p> <p>学生能认读、理解并使用下列句式：Where does a fish/ a bird/ a panda ... live? In a river. /a tree. / a forest.</p> <p>过程与方法目标：通过引导学生了解森林中的动物，通过交流表演本课新句型：Where does a ... live? In a ... 学生通过本课的学习，初步形成围绕动物居住在哪里的句型用英语交际和解决问题的能力。</p> <p>情感态度与价值观目标：培养学习英语的兴趣，能积极的学习英语，养成爱听、爱说英语的习惯。</p>					
<p>教学重点：学习运用新词汇：forest, river, tree, grass. 掌握句型：Where does a ... live? In a ...</p> <p>教学难点：正确书写词汇：forest, river, tree, grass. 并能够运用：Where does a ... live? In a ... 进行听、说、读、写、交流活动。</p>					
教学方法与教具					
<p>教学方法：任务型教学法、情景教学法</p> <p>教具：单词卡片、多媒体课件、挂图</p>					
教学过程					
教学步骤	教学活动与设计意图				
Step 1 Greeting	<p>T: Hello, boys and girls.</p> <p>Ss: Hello, teacher.</p> <p>T: Are you ready for this English class?</p> <p>Ss: Yes.</p> <p>T: Ok, let's go.</p>				

<p>Step 2 Review</p>	<p>点击课件 review 部分，复习上节课所学的单词和句型。</p> <p>T: Boys and girls, 我来说 你来做 let's count together!</p> <p>Ss: One, two, three, four, five, six, seven, eight, nine, ten.</p> <p>T: (出示图片，显示各种动物。) What's this? (找学生站起来回答每个动物应该怎么读。)</p> <p>Ss: elephant/ bear/ bird/ tiger/ panda/ fish.</p>
<p>Step 3. Presentation</p>	<p>Show the pictures. Ask and answer to learn the new words.</p> <p>T: There are many animals. Where does a tiger live? Where does a bird live? What about fish? Let's open books to learn about it.</p> <p>点击课件，屏幕出现河水的照片。</p> <p>板书: river 教师拿着卡片，走到哪位学生面前，这位学生就 Touch the word and say river.</p> <p>师生一起练习【例句】 What a deep river? 好深的一条河!</p> <p>Try: 这个河里有很多鱼。 Ss: There are some fishes in the river.</p> <p>点击课件，屏幕出现树木的照片。</p> <p>板书: tree 教师拿着卡片，大小声练习单词</p> <p>师生一起练习【复数】 trees</p> <p>【例句】 There are many birds in the tree. 树上有很多鸟。</p> <p>Try: 小鸟生活在树上。 Ss: The bird lives in a tree.</p> <p>点击课件，屏幕出现草地的照片。</p> <p>师生一起练习【复数】 grasses</p> <p>【例句】 The children run on the grass. 孩子们在草地上奔跑。</p> <p>Try: 羊以青草为食。 Ss: Sheep live on grass.</p> <p>Games: 展开想象，用所学的单词编一句话。</p> <p>T: 点击“Where does it live?”，跟我一起读吧!</p> <p>Where does it live?</p>

	<p>Where does a fish live? In a river.</p> <p>Where does a bird live? In a tree.</p> <p>Where does a panda live? In a forest.</p> <p>学生听完后学生跟读课文，模仿语音语调，分组练习</p>
Step 4. Practice	<p>1. Let's do it!</p> <p>2. Let's talk 学生一问一答，再反过来提问。</p> <p>Where does a cow live? In grass.</p> <p>Where does a monkey live? In a tree.</p> <p>Where does a tiger live? In a forest.</p> <p>3. Test 读句子，选择恰当的答语。</p> <p>() 1. —Where does a tiger live? — _____ A. In a river B. In a forest</p> <p>() 2. —Where does a ___ live? — In a river. A. fish B. dog</p> <p>(A) 3. —Where does a bird live? — _____ A. In a tree B. In a river</p>
Step 5. Summary	<p>Today we have learned some words and sentences, who can tell me? forest, river, tree, grass</p> <p>Where does a fish/ a bird/ a panda ... live? In a river. / a tree. / a forest.</p>

Step 6 Homework 建议用时: 1min (PPT Page25)	9. 熟读“Where does it live?”部分。 10. 用所学句型与同学编一段对话, 并表演。
板书设计	Unit 2 Lesson 10 Where do you live? forest, river, tree, grass, trees, grasses Where does a fish/ a bird/ a panda ... live? In a river, / a tree, / a forest.

教学基本信息					
单元	Unit2	课题	What Do They Eat?	课时数	1
课时	Lesson 11	课型	听说课	授课时间	40 分
教学目标及教学重点、难点					
<p>知识与能力目标: 1.能听说读写单词 banana;听说读单词 meat 2.能运用句型: What do they eat? 3.掌握辅音字母 s,z,x 和元音字母 o 在单词中的发音及其规则。</p> <p>过程与方法目标: 1.小组交流中初步形成合作意识和协作精神, 2.养成听录音和跟读句子的习惯。 3.通过看图学习词汇句子, 形成独立思考、自主学习的良好习惯。</p> <p>情感态度与价值观目标: 1.通过读, 提升学生口语表达的信心。 2.培养学生热爱大自然, 喜爱动物, 保护动物, 珍惜食物的情感。</p>					
<p>教学重点: 1.能听说读写单词 banana; 听说读单词 meat 2.能运用句型: What do they eat?</p> <p>教学难点: 不可数名词 meat, grass</p>					
教学方法与教具					

教学方法：任务型教学法、情景教学法、交际法、游戏法

教具：单词卡片、多媒体课件

教学过程

教学步骤	教学活动与设计意图
Step 1 Greeting	T: Good morning, boys and girls! Ss: Good morning, teacher T: Are you ready for English class? Ss: Yes. T: Ok, let's go.
Step 2 Lead-in	T: 出示动物图片复习学过的动物名称 Ss: monkey, tiger, cat, cow, bear. T: What do you eat? (出示 free talk 课件) 指出图片中食物的名称。 Today we are going to learn lesson 11 《What do you eat?》
Step 3 Presentation	1. 出示香蕉的图片 T: What's this? T: It is a new word for us. Let's learn it. 板书: banana 齐读、分组读纠正发音 T: Look, this is one banana, here comes another banana, so there are ...? (复习名词复数) 【复数】 bananas 【例句】 Monkeys eat bananas. 猴子吃香蕉。 Try: The banana is yellow. 香蕉是黄色的。 T: What's this? T: It is another new word for us. Let's learn it. T: 由 meat 一词引入不可数名词的概念, 并要求孩子们回答有哪些名词是不可数名词。 T: 总结不可数名词: 液体、各种肉类、grass, hair 等。

简单的阅读技巧。

2. 学生对所学内容，能主动练习并实践，积极运用所学的英语进行表达和交流，进行角色扮演讲故事。

情感态度与价值观目标：有兴趣读故事、讲故事，通过小组合作完成任何，培养学生主动与人交流及合作的意识。

教学重点：学会单词及理解故事。

教学难点：1.理解并表演故事。

2.学生能知道什么样的人应该帮助，什么样的人不能帮助。

教学方法与教具

教学方法：任务型教学法、情景教学法、交际法、游戏法

教具：单词卡片、多媒体课件、动物头饰

教学过程

教学步骤	教学活动与设计意图
Step 1 Greeting	T: Good morning, boys and girls! Ss: Good morning, teacher. T: Nice to meet you, again. Ss: Nice to meet you, too.
Step 2 Lead-in 建议用时：4min (PPT Page2-3)	T: 出示动物图片 tell a story, 讲述乌鸦与狐狸的故事 教师相继拿出动物图片： T: What's this? S: It's 教师有意拿出狼的图片，询问： T: What's this? S: It's a wolf. T: What does it eat? S: It eats sheep. 拿出绵羊图片： T: What's this?

	<p>S: It's a sheep.</p> <p>T: It's Mr. Sheep.</p> <p>拿出猴子图片:</p> <p>T: What's this?</p> <p>S: It's a monkey.</p> <p>Today we are going to learn a story. lesson 12 《 The Clever Monkey.》</p>
<p>Step3 Presentation</p> <p>建议用时: 23min</p> <p>(PPT Page4-14)</p>	<p>1.故事展示</p> <p>教师一手拿狼的头饰,另一只手拿绵羊的头饰,表演让学生理解画面,并教学 me 让学生跟读几遍。</p> <p>同样的方法教学单词 will, nice, now, again, but, he, had, Mr.</p> <p>让学生齐读,分组读,逐个纠正发音。</p> <p>2. 点击“story time”,跟我一起读吧!</p> <p>呈现故事动画,让学生整体感知故事情节。</p> <p>认真看动画,理解故事内容。</p> <p>通过看动画整体感知故事情节,了解故事梗概。</p> <p>3.Listening Reading</p> <p>A)展示六幅图片,呈现重难点,教师表演故事。</p> <p>A)学生看图,模仿教师的语音动作,进一步理解故事。</p> <p>A)以表演的形式呈现重难点,生动形象,提高学生的理解能力。</p> <p>B) 提出四个简单的问题:</p> <p>1. Who is yelling “help, help”?</p> <p>A. wolf B. sheep</p> <p>2. Who pulls out the wolf?</p> <p>A. wolf B. sheep</p> <p>3. Who helps the sheep?</p> <p>A. cow B. monkey</p> <p>4. Who is in the hole(洞,陷阱)?</p> <p>A. sheep B. wolf</p> <p>B)理解故事看图回答问题。</p>

板书设计	<p>Lesson 12 The Clever Monkey</p> <p>will, nice, now, again, but, he, bad, Mr.</p> <p>Mr. Sheep! Please help me! Pull me out.</p> <p>I will not eat you. You are a nice sheep.</p> <p>What happened?</p>
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教学基本信息					
单元	Unit2	课题	Listen and talk Listen and number Find and write	课时数	1
课时	Again, Please!	课型	听说课	授课时间	40分
教学目标及教学重点、难点					
<p>知识与能力目标：复习本单元重点词汇和句型。</p> <p>过程与方法目标：知道并能运用本单元所学知识。</p> <p>情感态度与价值观目标：培养学生及时总结复习的良好学习习惯。</p> <p>教学重点：复习本单元重点词汇和句型。</p> <p>教学难点：灵活运用本单元重点词汇和句型。</p>					
教学方法与教具					
<p>教学方法：任务型教学法、情景教学法、交际法、游戏法</p> <p>教具：单词卡片、多媒体课件、动物头饰</p>					
教学过程					
教学步骤	教学活动与设计意图				
Step 1 Greeting	<p>T: Hello, boys and girls. Nice to see you again.</p> <p>S: Nice to see you again..</p> <p>T: Let's begin our class, okay?</p> <p>S: Okay.</p>				

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