Module3 unit2 Daming’s trip

教学设计

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**一、教学内容**

外研版小学英语五年级上册第三模块第3课时Unit 2 Activities 2。

**二、教学目标**

语言能力目标：能够听、说、认、读单词和词组wall，mountain，plant，take a photo of,for,with。能准确理解并运用句型What did you do ?How did you go there?When did you arrive?

学习能力目标：通过学习获得短文的阅读能力和理解能力。

思维品质目标：能够运用所学的语言知识描述过去发生的动作或状态。

文化意识目标：感受祖国美丽的大好河山，热爱祖国的大好河山。热爱祖国，热爱祖国文化。

**三、教学重难点**

重点：能准确理解并运用句型What did you do ?How did you go there?When did you arrive?谈论过去发生的事情。

难点：1、在真实情景中灵活运用新知识描述过去发生的事情。

1. 不规则动词的过去式。

**四、教学准备**

1.单词/句型卡片。

2.同步课文动画

3.学生预习。

4.第1课时教学课件。

**五、教学设计**

**Step 1 Warm-up**

Let’s rap(rap 歌词里面围绕Daming 提问 Where did you go?What did you do?How did you go there?)

【设计思路】通过教师说唱活动，自然引入过去时特殊疑问句复习的同时，培养学生的学习积极性。

**Step 2 Lead-in**

1、教师介绍昨天在朋友圈看到了Lingling发的消息。分享给大家。

2、 播放Lingling发送的第一条内容——长城的航拍视频。询问学生，从视频里面What can you see?从学生的回答中，引入单词wall，并教授单词。

3、继续翻看Lingling的第二条朋友圈内容——Daming and his father went to the Great Wall at the weekend.内容下配了三张图片分别是长城、山和植物。

T:Who went to the Great Wall ?

S:Daming and his father.(教师板书)

T：What can you see from the picture?

S1:The Great Wall

S2:Mountain

S3:plants.(此处自然引出本课单词，也许同学会读，也许不会说英文，先让学生们感知事物，为后面的单词教学做好铺垫。)

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1. 教师给Lingling 朋友圈点赞。发现了好友Amy、Sam、John的留言。好友对Daming的旅行有以下几点疑问 How did they go there? When did they arrive?What did Daming do?Lingling统一回复道：Let’s Wechat.大家微信聊。

【设计思路】通过翻看Lingling朋友圈内容，导入Daming的旅行以及旅行中所拍的图片，引出朋友们的问题留言，过渡到课文学习。

**Step 3 Presentation**

1. Lingling 就以上几个朋友在朋友圈留言问题，拉了个微信群聊。群聊中发送Daming and his father去长城旅游的课文视频。学生带入问题 How did they go there? When did they arrive?What did Daming do?观看视频。
2. 学生通读课文，整体感知课文内容（3分钟）
3. 回答问题 How did they go there? 教师呈现公交车图片，引导学生回答句型They went there by bus.(板书句型)。教读They went there by bus。并让学生一问一答学习How did they go there? They went there by bus.
4. 回答问题 When did they arrive?单词arrive 随文教授。出示图片ten o’clock.引导学生回答at ten o’clock. 进而引导全句They arrived there at ten o’clock in the morning.此处注意arrive 过去式的强调。教读They arrived there at ten o’clock in the morning.让学生一问一答学习句子When did they arrive?They arrived there at ten o’clock in the morning.
5. 回答问题What did they do?图片呈现Daming and his father walked on the wall for one hour.

S：What did they do?

T: They walked on the wall.

图片呈现10点，11点的图片，引导学生回答hour这个单词。进而引出for one hour.教师反问学生What did they do? 学生自然回答出答案。

再次呈现Daming 拍照的图片，引出句型They took photos of......图片上呈现山、花、绿植。教授单词mountain\plants.进而引出句型。They took photos of the mountains with beautiful flowers and green plants.教读句子They walked on the wall for one hour.They took photos of the mountains with beautiful flowers and green plants.让学生在一问一答中学习句子What did they do?They walked on the wall for one hour.They took photos of the mountains with beautiful flowers and green plants.

1. 图片出现Daming’s father .教师提问：Who took this photo? 学生回答：Daming. 引出句型Daming took a photo of his father.
2. Listen and repeat the text.跟读课文，模仿课文音频语音语调。

**Step 4 Practice**

1. 4人1小组讨论。根据课文内容填空。（2分钟）。2分钟后抽同学上台填空，所在小组同学朗读该句子。
2. Let’s chant(chant 内容里有课文问题与内容，通过chant再次复习巩固课文内容。在chant 后加入情感输出，I say The Great Wall You say China!I say China ，You say great!)

**Step 5 Consolidation and extension**

1. Let’s talk about my trip.教师举例谈论自己的旅行，呈现关键句型，学生四人一组谈论各自旅行。4分钟后上台展示。

2、询问学生Do you like the Great Wall?播放视频关于长城的知识讲解。引出情感教育热爱旅行，热爱祖国，热爱祖国的文化。

**Step 6 Homework**

和你的朋友分享你的一次旅行。

板书： Daming’s trip

Who: Daming and his father.

How: They went there by bus.

When:They arrived there at ten o’clock.

What:They walked on the wall for one hour.

They took photos of the mountains with beautiful flowers and green plants.Daming took a photo of his father.