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| **教学内容** | Unit 6 A red coat |
| **备课人：** | 顾华 | **执教人** | 顾华 | **执教时间** | **2022.5.9** |
| **教学目标** | 1、能会说服饰类的单词，如T-shirt. coat. dress. scarf等。能熟练运用句型Whose...is this?以及Is it…’s? Look at...和用于赞美的句式等。2、能比较流利地朗读故事并能了解故事的大意。3、能比较自然流利地表演故事。4、能具备环保意识，学会物品再利用。 |
| **教学重难点** | 1、能较为流利地朗读故事并了解故意的大意。2、能比较自然流利地表演故事。 |
| **教学准备** | PPT，板书，头饰 |
| **教学环节** | **教师活动** | **学生活动** | **设计意图** |
| **Step 1：****Pre-****reading** | 1. . Sing a song: Who is wearing yellow today?

(2). Free talk Hello, boys and girls, as you can see, I’m wearing a black dress today.Look at my dress. How is my dress?Who is wearing black today? I’m wearing ... today. Look at his/her black ...  | Ss: I’m wearing...Ss: He/She is wearing... Ss：How nice/cool/wonderful/... | 通过唱歌，调动孩子们的学习积极性，导入主题clothes，为后续学习做好铺垫。 |
| **Step 2.****While-****reading** | 1. . Magic eyes.

Well done! Let’s play a game. Please look at the blackboard. Here are the rules. 出示beautiful clothes，教授新词scarf，headwear。（复现不同颜色的衣服及新词，最后停留在a red coat.(2). Good job! Look at this coat, what colour is it ? It’s red. Good, our story is （板贴课题A red coat,并让学生齐读一遍。） Well, look at this red coat. Is it nice? （出示绘本封面）Look at the picture. Can you try to ask some questions?Yes, do you want to know whose coat is it ? Can you guess? Is it the giraffe Nancy’ s ? the horse Helen’s? the sheep Mike’s? the chicken Ben’s? the pig Billy’s? or the cow Lucy’s? (ppt上呈现提示句Is it ...’ s?) 请2-3名学生回答。Well, let’s listen and check.(播放第一幅图和录音) Wow, some of you are right. It's Nancy' s. And it's Nancy' s birthday present. | Play the gameSs: Who are they?Where are they?What are they doing?Whose... is this?Why is ...?When is his birthday?... | 通过游戏复习服饰类单词，并不断复现scarf，headwear，为后面绘本学习打下基础。鼓励学生根据绘本封面提问，从多种角度提问题，培养学生的发散思维。 |
| **Step 3.** **While-****reading**  | 1. . Look out of the window. What can you see? Which season is Nancy' s birthday in? Is it in spring? summer? autumn? winter! Yes , it’s in winter. And the coat can keep her warm. But now, look, the flowers are blooming ,the butterfly is flying. Which season is it? (播放录音) Yes, it is spring. Nancy is taller, and the coat is short for her. But listen (播放Nancy 的录音). Oh, Nancy has a good idea. What’s her good idea? Look here. She will DIY with it, let’s watch and find out the changes of the clothes. Please take out your exercise paper and try to finish exercise 1.

引导学生回答，at first, the coat is changed into a dress, then the dress is changed into a T-shirt, and then the T-shirt is changed into a scarf, at last ,the scarf is changed into a headwear. （此时完成板书衣服的变化）1. . Well done. Now let’s read and find the owner of the clothes. You can underline the key phrases and sentences. (ppt提示学生可大声读出来)

引导学生回答The dress is for ... . And Helen shows her dress to her friends.并板书人物和句型This is for you . Look at my new... 等。How do you know? Let’s check. (细化到每一场景仿读，教师先做示范，请一个孩子配合表演)(3).You did a good job! Now let’s read the whole story with tape synchronously. Pay attention to the pronunciation and intonation. (ppt呈现同步跟读课文)(4).Now It’s your reading time. Let’s read the story together. 1. .You read very well. We know there are 5 parts in the story. In part 1, Nancy’ s mother gives Nancy a red coat as her birthday present. In part 2, Nancy makes the coat into a dress. In part 3, Helen makes the dress into a T-shirt. In part 4, Mike makes the T-shirt into a scarf. In part 5, Ben makes the scarf into a headwear and gives to Nancy.

Now it’s our acting time. (开始分组表演故事)（6）Well done. Boys and girls. What a meaningful story! The animal friends are very happy. And I want to show you some pictures. From the story, we should know that: We can DIY with the old things to help ourselves and the others. And we can make the life beautiful.  | It’s in winter.Because I can see a lot of snow.My birthday is in ...Read the story loudly.Underline the key phrases and sentences.You look great. It’s cute.Act the dialogue.Read after the tape.Read the story together.Try to retell the story.Act the whole story. | 仔细观察图片，从细节处发现重要信息，培养学生的观察能力。从谈论小长颈鹿的生日过渡到谈论学生的生日，谈论喜欢的季节，谈论喜欢的原因，结合四五单元的内容进行综合复习。了解衣服的变化，突出DIY的巧匠。鼓励学生大声朗读，有感情地朗读。养成精读的习惯，让学生一边朗读，一边找出关键信息。学会赞美别人的衣服。表演一个个小场景，为后面整个故事的表演打下扎实的基础。模仿录音，注意语音语调。小组朗读，选择自己喜欢的模式进行朗读。理解故事大意的基础上，尝试复述故事。利用准备好的头饰、道具进行表演，提高孩子们的表演能力。 |
| **Homework** | a. Try to tell the story to your parents.b. Try to DIY to help the others. |
| **板书设计** |  |