**4A Unit5 Our new home 写作融合课教学设计**

1. **教学内容分析**

本课时为译林版小学英语四年级上册Unit5 Our new home与绘本A quiet house的融合写作课。在学生熟练掌握描述家里的房间living room ,bedroom ,bathroom,kitchen等和句型Where is...? It is…Where are ...?They are…表达的基础上，进一步让他们用陈述句来描述家里的房间以及房间物品摆放的位置。绘本故事内容为艾玛一家各自在房间做自己的事，由于艾玛弹吉他影响了其他人，然后家人们让她停止，结果所有人都不开心，后来妈妈想到了一个主意，让全家组了一个乐队，大家其乐融融。绘本是教材内容的补充与拓展，教师在绘本讲解过程中和学生一起梳理故事情节，拓展学生的词汇量，以及对句型的使用开展指导，种种铺垫为了学生能通过写作输出本节课所学，同时也是让孩子们体会到家人之间的互相理解和包容，进一步理解home的含义。

1. **教学对象分析**

上课对象是四年级学生，这个年龄的学生总体比较活泼积极、思维敏捷、敢于开口，善于表达。大多数学生对绘本阅读有着浓厚的兴趣，热爱阅读，喜欢讨论，并具备一定的听读技能。学生在学习绘本之前的课文学习中已基本掌握了关于房间的词汇，也能简单的对自己的家进行介绍，对绘本故事的理解有一定词汇与句型基础。结合趣味性教学活动，学生能够积极融入课堂，通过对话和绘本的阅读来学习写作与口语表达，增强英语学习兴趣，提升英语的学习能力。四年级学生是属于英语作文的起始阶段，要深入挖掘学生的已知内容，拓宽他们的写作思路。

1. **教学目标**

(一)语言能力目标

1.能熟练描述家里有什么房间，以及房间里的布局。We have...and...in my home . We have ...in the ...It’s...

2.能熟练描述自己和家人一起在房间发生的趣事。 I can ... with my... in the...

(二)学习能力目标

1.能积极参与课堂活动，认真听讲，锻炼自主学习与小组学习能力。

2.能有效锻炼连贯阅读的能力，学会写作表达，提升英语能力。

(三)思维品质目标

1.通过绘本故事懂得家人之间的理解和包容

2.通过教师引导、小组合作、自主思考培养学生一步步用英语思维的能力，综合提升英语阅读能力。

(四)文化意识目标

体会到home的深刻意义，知道家人之间的理解与包容。

1. **教学重难点**

(一)教学重点

1.能够理解绘本内容，梳理故事梗概。

2.能听、说、读绘本中新词，新短语，学会提取绘本信息运用到写作中

(二)教学难点

能根据绘本故事信息，灵活运进行写作。

1. **教学过程**

Step1：Warming up

1.Greetings

T：Boys and girls，are you ready for our class?

Ss：Yes.

T：Good morning，boys and girls. Please turn round and say hello to all the teachers.

T：Today I'm your new English teacher, Let's have some fun first .OK?

Ss:OK

2.Have a chant with students

T: Nice to meet you everybody ,Listen to me carefully ,Let’s talk about my home . I say bed ,you say

Ss: bedroom

T；I say sofa ,you say

Ss: living room

T；I say tub ,you say

Ss: bathroom

T；I say fridge ,you say

Ss: kitchen

Step2 Presentation

T；wonderful，boys and girls .now you know what rooms do i have ? You can say “You have ...”

S: You have a bathroom /kitchen...

T: Yes ,that’s right/yeah, that’s it...

Look ,this is my home .what do you think fo my home ?

S: It’s ...

T: Thank you .You can the ...what room is it ?

S: it’s a 书房，

T：look at these words ,can you read ?

S；duck,cup

T: so we know u says / /,can you try to read “study”

S: study

T: good , i can introduce my home like this

Hello ,I’m Miss Sun .(贴板书)

This is my home .

We have ...,...and ... in our home .

It’s ... and ...

How about you ?

S1:Hello ,I’m ..

This is my home .

We have ...,...and ... in our home .

It’s ... and ...

S2:...

Step3.绘本阅读

1.T: You have a nice home ,and i have a nice ,too .How about our friend?

She is ...

S: Emma（贴板书）

T: what can she do ?

S: she can play the guitar .

T：Can you play guitar ?

S: Yes/No

T: Look , i have a guitar .let’s listen ,how is the sound?

S: It’s ...吵

T; Yes ,it’s noisy .oi oi ,noisy.

S:...

T: Maybe she has a noisy house.but look at the title of the story

A quiet house

S: read the title（贴板书）

T:do you know why? 贴问号let’s share the story

Look at Emma’s house ?who are in the house ?

They are...

S: Emma ,dad ,mum and brother Joe

T: Correct,now let’s scan the P2-5,and find where are they and what do they do ?

S: scan and fill

|  |  |  |
| --- | --- | --- |
| who | what | where |
| Emma | play the guitar | in the bedroom |
| Dad | watch TV | in the living room |
| Mum | drink some tea | in the kitchen |
| Joe | play computer games | in the bedroom |

T: check the answer

They can do a lot in their rooms , me too

I can cook in the kitchen,how about you ?

S: I can ...in the ...(4-5人)

T: 适当评价

We know Emma and her family can do a lot in their home ?Are they happy?

How is Emma?

S；she is happy

T:how about her family ?

S:They are unhappy贴板书

T:why?

S:because Emma plays the guitar ,it’s noisy(板书)and they can’t hear...

引导学生读句子

T:So they go to Emma’s bedroom ,look at their face ,they ‘re...

S:very angry做动作

2.T:if you were Emma ,what would you say ?Maybe they would say “don’t...”

Now ,work in four and say ,one is Emma,the others are dad ,mum ,and Joe ,

Are you clear

S:Yes . 讨论并表演

T:Which group want to try?

选一组

T:You are the good actors and actresses how is Emma now

S:she is sad

T:what does she do ? can you find the sentence on P6

S:she stops playing(贴板书)

T:now how is the house ?

S:it’s quite .(贴板书)

T:Look at Emma and her family ,are they happy?

S:No.unhappy(贴板书)

T:Look at this picture ,Are they happy now?

S:Yes ,

3.T:why?let’s watch and answer

S:make a band(贴板书)

T:do you know the band ？It needs a lot of instruments .how is the house now?

S:noisy

T:yes ,maybe it’s more noisy than before,but everyone is happy.look at Emma’s house ,at first a noisy and unhappy house,then it’s a quiet but unhappy house ,at last it ‘s a noisy but happy house,which house do you like ?

S:number 3

T:why?

S:中文

T:I like No.3too.because they are very happy .do you know why the title is a quiet house

S:说中文

T:Good，they can do all they want to do together .,they love each other.

4.T:We can do it too.I can read books with my son in the study .we have fun .how aout you ?work in pairs and sayi can do all i want to do with my family

S:I can ... with my...in the...,we have fun ./we are happy.

T:You have a lot of fun with your family .now we know a house with family ,a house with fun,a house with love ,then it becomes a home (贴板书）

T:what do you think of Emma’s home

S:a nice home / a...home

Step4.writing time

T:Emma has a sweet home ,she writes it ,Let’s listen .呈现文章段落

Hello, I’m Emma. This is my home.It’s nice and sweet.

We have a living room ,a study ,a kitchen ,some bedrooms

and bathrooms in our home.

I can watch TV with my dad in the living room . I can drink

some tea with my mum in the kitchen . We have fun.

T:How to write better .we can add some adjective,like a big living room,how about study

S:a nice study

S:a clean kitchen

T:tip1:添加形容词，使表达更生动

T:this sentence tells us what we have in the house.What else can we write

S:写一些房间里的东西

T:Good idea , we can write “we have...in the ... or The ...is in the...

Tip2:补充细节，使内容更丰富

T:now let’s change .Look at this part ,it tells us what we can do in the room

Look at this passage,which one is better?why?

S:有中心句

T: wow,You got it

Tip2:增加中心句，使条理更清晰

Boys and girls can you write now?

S:Yes .

T: Now it’s your turn to write,take out your work sheet,use your imagination and write it down,these sentence structures and phases will help you.

S:write

T: check the writing

Step5. homework

1. Read the picture book fluently.
2. Finish the writing after class .
3. Check the writing with your partner.