

五年级 英语 Unit 1 Seasons and Weather 教学设计

教材	开心学英语		课题	Unit 1 Seasons and Weather		
课型	新授课		计划课时	3		
教学目标	知识与技能	Master the words and sentences of this lesson				
	过程与方法	Read and write. discuss and talk in pairs				
	情感态度与价值观	know how to talk about the weather and the season. 通过“ Happy Season with you ” 主题活动，渗透“ 感恩教育” ： 我们的生活如此美丽，感恩生活，热爱生活。				
教学重点	词汇	spring, summer, fall, winter, rainy, .cloudy, sunny, windy		教学难点	What’s the weather like today? Its...	
	句型	What’s the weather like in,? What’s the weather like today?				
	功能	Talk about body parts				
教学准备	Teaching tools: picture cards, word cards tape recorder, a stapler and ruler.			板书设计	<div>Unit 1 Seasons and Weather</div> <div>G1</div> <div>G2</div> <div>What’s the weather like in ... ?</div> <div>What’s the weather like today ”</div> <div>It’s ...</div>	
教	Period One					
	过程与步骤	具体措施与活动			活动目的	

学 过 程	Step1 Revision	1.Revise the old words and the sentences,using the pictures: { What does she/he do? { She/He is a teacher (doctor,nurse,taxi driver,student,etc)	通过 复习引出新单词和句型。
	Step2 presentati on	1) Look at the pictures and teach the new words: spring, summer, fall, winter. 2) Look at the pictures and describe the pictures about the weathers: rainy, wet, windy, cool, cloudy, cold.	边问边猜边看卡片，让学生在枯燥的单词操练中也能找到乐趣。
	Step3 Activities	1. Guessing: 学完新单词后，老师用口型表示出单词（不出声），让学生们猜词。 1. Spelling bee: 教师将学生分为两组排队站好，当老师举起本课的一张图画卡片时（图画一面向外），每组的S1 说出图画卡片上的单词，如 cold！如果该学生说对了，教师让他把该单词用粉笔写在黑板上。如写对了，该学生所在的组得一分。如写错了，另外一组的学生获得机会出来拼写单词。然后这两组的 S1 回到各组的队尾，另外两个 S2 出来继续游戏，直至所有单词正确拼出。	让学生在游戏中操练单词。

	Step4 Review	<p>1) Read out the new words in groups, then choose some pupils to read them out.</p> <p>2) Talk about four seasons weather in pairs with the new sentences patterns: What's the weather like today? It's...</p> <p>3) A game: Ask some pupils to show out the feelings with the body language: cold, cool, hot...</p>	<p>总结刚学过的新单词，让学生对今天所学过有一个整体的认识。通过身体语言，让学生对新学的单词有个感性的认识及加深印象。</p>
	Step5 Exercise	<p>1. Getting ready</p> <p>a. Ask four Ss to write the questions A-D on the board.</p> <p>b. Ask another four Ss to read the questions aloud.</p> <p>2. Using the book</p> <p>a) Translation with the Chinese or the English words.</p> <p>b) Write down the sentences with the words.</p> <p>What's the weather like today?</p> <p>It's sunny and hot.</p> <p>Is it rainy in fall?</p> <p>What's the weather like in spring?</p>	<p>听力和笔头练习让学生对新单词和句型有了充分的操练。</p> <p>通过“ Happy Season with you ” 主题活动，渗透“ 感恩教育”：我们的生活如</p>

		<p>c) Use the letters and fill in the right words in the forms.</p> <p>1) It's <u>hot</u> in summer.</p> <p>2) Do you like <u>winter</u>?</p> <p>3) It's <u>cloudy</u> today.</p> <p>4) The <u>weather</u> is cool in fall.</p> <p>5) We go swimming in <u>summer</u>.</p> <p>d) Listen and choose the write pictures.</p>	此美丽 , Spring is warm, Summer is sunny, fall is cool, winter is snowy. We love it. 让我们感谢生活 , 热爱生活 !
	Step6Homework	<p>1. Copy the new words and remember them.</p> <p>2. Listen to the tape.</p>	
Period Two			
过程与步骤		具体措施与活动	活动目的
Step1 Revision		<p>1.Revise the sentences:</p> <p>What's the weather like today/in spring?</p> <p>Is it winday in spring?...</p> <p>2.Dictate the new words.</p>	复习旧知识引出新知识。
Step2 presentation		<p>1.Free talk about the weathers and the seasons.</p> <p>What's your favoute season/weather? What's the weather like today?</p> <p>2.Conversation</p> <p>1) Show out the pictures and talk about them:</p> <p>Look at the picture, it's very beautiful. Look at</p>	进行 句型和课文的新授和操练 , 让学生在小组里操练并体会如何运用这些语言。

		<p>the trees, they are green. Look at the flowers, they are beautiful. It's spring now. It's rainy and wet. Then teach the new words: Look at the flowers.</p> <p>2) Use the CAI:</p> <ul style="list-style-type: none"> a. The teacher tell the story about the weathers. b. Teach the new word: c. Play the tape again, pausing after each sentence to let Ss repeat. d. Put Ss into groups of three and have them practice acting out the dialogue. e. Ask volunteers to perform in front of the class. <p>3. Song activity</p> <ul style="list-style-type: none"> 1) a. Introduce the characters of the song first: What's the weather like today? Is it in fall? b. Read out the lyrics and have Ss repeat. c. Play the tape and point to each word as it is sung. d. Play the tape again for Ss to practice singing together. 	
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		<p>e.Ask volunteers to sing in front of the class.</p> <p>2)a.Read, listen, check.</p> <p>What's the weather like in summer?</p> <p>What's the weather like today?</p> <p>What's the weather like in fall?</p> <p>What's the weather like today?</p> <p>3) Practice 2. Read and write .</p> <p>What's the weather like in spring in your hometown?</p> <p>What's the weather like today?</p> <p>What's your favourite season?</p>	
	Step3 Homework	1. Recite the conversation.	巩固练习，让学生对课文熟练并运用。
教 学 过 程	Period Three		
	过程与步骤	具体措施与活动	活动目的
	Step1 Revision	1. Ask some Ss to recite the conversation. 2. Sing the song	复习，导入新课。
	Step2 presentation	1. Activity 1) Draw the weathers' pictures and ask the pupils to say out the weathers with the sentences patterns.	运用各种活动去操练本单元的知识。通过小组竞赛的方式，激发学生记单词

		<p>2) Give Ss some time to read the passage silently.</p> <p>3) Ask some Ss to read the sentences aloud.</p> <p>4) Ask and answer the questions with the Ss.</p> <p>5) Let the Ss write down the answers of the questions, and the teacher walk around the classroom to check Ss's writing.</p> <p>2. Sounds and words</p> <p>1) A. Use the pictures to revise the old words and teach the new ones: pencil, bell</p> <p>Ask the Ss to sum up the same sound: /l/.</p> <p>B. Let the Ss look at the pictures, play the tape and have Ss point to each word as the tape says it.</p> <p>C. Play the tape again, have Ss repeat after the tape.</p> <p>D. After enough practice, point to the pictures randomly and have Ss say the words.</p> <p>E. Point out that the sound can be made by the letters l</p> <p>2) A. Have Ss look at the sentences.</p> <p>B. Read out the five sentences on the page and</p>	<p>的积极性。</p>
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		<p>have Ss circle the words that have the sound /I /.</p> <p>C.Read out the sentences and have Ss repeat.</p> <p>D.Give Ss some time to practice on their own.</p> <p>E.Ask individual Ss to read the sentences aloud.</p> <p>F.When Ss are used to the sound in the sentences,have them read the sentences quickly like tongue twisters.</p>	
	<p>Step3</p> <p>Homework</p>	<p>1. Revise the contents of this unit.</p>	
教 学 后 记	<p>本课书的话题功能是季节和天气，是贴近学生生活的内容，大部分学生都能积极地投入到学习中，都能较好地掌握本课的单词和句型。我给学生额外增加了一些单词。如 warm,snowy 等等。学生对诗歌比较感兴趣能朗朗上口。可以根据让学生改变诗歌内容。</p>	<p>学生对一月到六月的认读能力比较强，但在使用句型： ... is before //after 来讨论月份时，学生对熟练地说出先后顺序有一定难度。所以，我把月份的范围缩小，两个月两个月的谈，这样效果比较好。单词还不够熟练，要多复习单词，帮助学生找出记单词的方法。</p>	<p>本课通过对各季节的谈论然后教授一月到六月的单词。 有部分学生 January ,February的正确发音有一些难度，所以在引导学生读的时候，采用了音标发音法，将单词分成几个音节，分开然后整合朗读，此效果比较好。学生对歌曲很喜欢，可以改变歌曲，帮助学生记忆月份单词。</p>

Unit 2 Months

教材	开心学英语		课题	Unit 2 Months	
课型	新授课		计划课时	3	
教学目标	知识与技能	Master the words and sentences of this lesson			
	过程与方法	Read and write. discuss and talk in pairs			
	情感态度与价值观	Talking about the weather and the seasons			
教学重点	词汇	January February March April May June after befour		教学难点	When is winter holiday?
	句型	When is winter holiday? It ' s, Is January after February?Yes/No ,			
	功能	Talk about the months.			
教学准备	Picture Cards of seasons, a calendar, picture of ice-skates, a map of China.		板书设计	Unit2.Months Is January after February? No, January is before February. <div><div><div>★</div><div>★</div></div><div><div>G1</div><div>★</div><div>★</div><div>★</div></div><div><div>G2</div><div>★</div></div></div>	
教学过程	Period One				
	过程与步骤	具体措施与活动			活动目的
	Step1 Revision	Step1, Warming up: sing a song. Step2, Take out the pictures of seasons, ask: Do you remember seasons? (Ss: Yes, spring, summer, fall, winter.) Show them to Ss. T: How many months are there in a year? Ss: 12. T: Do you know what are they? Ss:,, OK, look at the pictures: (put picture cards wordside up on the board.) January (repeat after me.)			通过复习引出新单词和句型。

	<p>Ss: January</p> <p>Continue with the other words.</p> <p>Put picture cards Before and After on the board, under March and April.</p> <p>T: (Point to picture cards March and April.) March is before April. April is after March.</p> <p>Teach the word before and after.</p>	
Step2 presentation	<p>4) Look at the pictures and teach the new words: spring, summer, fall, winter.</p> <p>5) Look at the pictures and describe the pictures</p> <p>Listen to the tape with the words, pay attention to the pronunciation and spelling.</p> <p>T: Listen and repeat, point to each picture as you say it.</p> <p>Step4, Point to picture cards of January and February.</p> <p>T: When is winter holiday? Ss: It's in January and February. (pair work)</p> <p>Have a pair of Ss hold up four cards of months. T: When is spring term? (Ss: It's in ,,)</p> <p>Then T: Is May after June? (Ss: No, May is before June.)</p> <p>Practice the procedure with the other months.</p> <p>Listen to the tape with target and pair work..</p> <p>Step5, Listening practice.</p>	边问边猜边看卡片，让学生在枯燥的单词操练中也能找到乐趣。
Step3 Activities	<p>Have Ss look at the four questions on the page. Ask individual Ss to read out the months in each picture.</p> <p>Continue with the rest of the pictures.</p> <p>T: Let's listen to the tape. Play the tape for A, and then pause.</p> <p>Have Ss put a checkmark in the correct box. Repeat the procedures with the other three questions.</p>	让学生在游戏中操练单词。
Step4 Review	<p>4) Read out the new words in groups, then choose some pupils to read them out.</p> <p>5) Talk about their birthday in pairs with the sentences patterns: When is the winter holiday? It's, Is January after February? No, :</p> <p>6) A game: Ask some pupils to show out the feelings with the body language: cold, cool, hot, ,</p>	总结刚学过的新单词，让学生对今天所学有一个整体的认识。通过身体语言，让学生对新学的单词有个感性的认识及加深印象。
Step5 Exercise	<p>1. Getting ready</p> <p>a. Ask four Ss to write the questions A-D on the board.</p> <p>b. Ask another four Ss to read the questions aloud.</p> <p>2. Using the book</p>	听力和笔头练习让学生对

		a)Translation with the Chinese or the English words. b)Write down the sentences with the words. c) Use the letters and fill in the right words in the forms. d) Listen and choose the write pictures.	新单词和句型有了充分的 操练。
Step6Homework		1. Copy the new words and remember them. 2. Listen to the tape.	
Period Two			
过程与步骤	具体措施与活动		活动目的
Step1 Revision	1)Warming up: sing a song 2) Revision: the words and the sentences “ Wheh s,” 3)Have a dictation		复习旧知识引出新知识。
Step2 presentation	1.Free talk about the weathers and the seasons. What’ s your favoute season/weather? What’ s the weather like today? 2. Conversation Put picture cards of spring, summer, fall and winter up on the board. T: hold up a picture of ice-skating. I like ice-skating. Do you like it? Ss: Yes, I do. T: When can I go ice-skating? Ask a student to point to the correct season picture on the board. Pass on picture cards and have Ss hold them up. T: When is winter? Prompt Ss holding the cards of January and February to say: It ’ s in January and February. Step 2, Have Ss look at the page. T: Let ’ s listen to the tape and read the story. Play the tape and have Ss look at the pictures and dialog in their books. Listen again, pausing after each sentence to have Ss repeat. Put Ss into small group and have them practice acting out the dialog. Step 3, Ask a volunteer to copy his/her school timetable for Monday on the board. T: Is (English) class before (Chinese) class? Ss: Yes, English class is before Chinese class. No, English class is after Chinese class. T: Is art class after math class? (Elicit and		进行句型和课文的新授和 操练，让学生在小组里操练 并体会如何运用这些语言。

		<p>model responses if necessary.)</p> <p>Continue asking a few more question to practice Yes and No answers.</p> <p>Pair work. Ask and answer. Walk around the classroom to see how Ss are doing.</p> <p>Ask some pairs to perform their Qand A exchanges for the class.</p> <p>Step 4, Song activity.</p> <p>Have Ss look at the pictures on the page.</p> <p>T: Point to January, ask: Which month is this? Ss: It ' s January.</p> <p>T: Is January after February? Ss: No, January is before February.</p> <p>Continue with the rest of the pictures.</p> <p>OK, it ' s time to sing! First let ' s listen.</p> <p>Play the tape and point to each word as it is sung.</p> <p>Divide Ss into two groups, one group sings the first paragraph and the other sings the second paragraph. Then ask two groups to exchange their roles and sing again.</p> <p>Step 5, Ask three Ss to come to the front of the class.</p> <p>Pass on to them picture cards of March, April and May.</p> <p>Have the three Ss hold up the cards, close their eyes and stand in random order. Ask other Ss to fill in the blanks and according to their answers: April is after____. April is before____. L</p> <p>T: Now look at the pictures and fill in the blanks on the page.</p> <p>Give Ss time to finish writing and check.</p>	
	Step3 Homework	2. Recite the conversation.	巩固练习， 让学生对课文熟练并运用。
教 学 过 程	Period Three		
	过程与步骤	具体措施与活动	活动目的
	Step1 Revision	3. Ask some Ss to recite the conversation.with the questiongs: When can we go ice-skating ? 4. Sing the song	复习，导入新课。 使用歌曲， 激发学生继续学英语的积极性。

	Step2 presentation	<p>1)play a game.</p> <p>Divide Ss into six groups, one group is a place and a month. Ask two Ss to follow the teacher to make a review in one place and a month.. (January in Hong Kong, February in Guangzhou, March in Wuhan, April in Shanghai, May in Beijing, June in Harbin.)</p> <p>T: OK, answer my questions. (point to one student) “ Where does she go in February? ”</p> <p>Ss: She goes to Guangzhou in February.</p> <p>T: Where does she go in May?</p> <p>Ss: She goes to Beijing in May.</p> <p>T: Where does she go before Guangzhou?</p> <p>Ss: Mm, She goes to Hong Kong before Guangzhou.</p> <p>Use the other place and month to practice.</p> <p>Review the sentences use Before and After, and do the exercise on page 35.</p> <p>Step3, Have six Ss come to the front to write one word each from the page at random on the board. Underline the letter y in each word.</p> <p>T: Let’ s practice this sound. Look at my mouth and repeat.</p> <p>Play the tape and have Ss point to each word as the tape says it.</p> <p>After enough practice, point to the pictures randomly and have Ss say the word.</p> <p>Step4, Write “ yell, yellow, yogurt, Yuck” on the board. Ask Ss to underline the sound /j/. explain to the Ss the meaning of funny smell. Play the tape and have Ss point to each word as the tape says it. Divide Ss into six groups to chant. Have each group perform the chanting in their creative way.</p> <p>Choose a group with the best performance and explain why they win.</p>	<p>运用各种活动去操练本单元的知识。</p> <p>通过小组竞赛的方式， 激发学生记单词的积极性。</p>
	Step3 Homework	<p>1) Write down the new words in a line.</p> <p>2) Read out the dialogue and recite it.</p>	<p>适当的笔头作业， 有助于学生掌握单词。</p>
教	本课书的教学内容是月份单词和	本课书的教学内容是月份单词	<p>本课通过对各季节的谈论然后教授一月到六月的单词。 1) 有部分学生对 January ,February 的正确发音有一些</p>

学 后 记	<p>一些相关句型的学习，难度较大，所以学生出现较多的困难：</p> <p>1) 学生对于 after 和 before 的掌握不好，不能把月份和这两个词联系在一起进行归纳，如 February is after January. 难度较大，需要很好地训练。</p>	<p>和一些相关句型的学习， 难度较大，所以学生出现较多的困难：</p> <p>1. 如 January 和 February 的发音，有一部分学生没能很好地把握。我让通过小组听写小组讨论听写改分解决 1-6 月月份单词的掌握。学生比较容易突破难点。</p>	<p>难度，所以在引导学生读的时候，采用了音标发音法，将单词分成几个音节，分开然后整合朗读，此效果比较好。 2) 学生对一月到六月的认读能力比较强，但在使用句型：, is before/after ,来讨论月份时，学生对熟练地说出先后顺序有一定难度。所以，我把月份的范围缩小，两个月两个月的谈，这样效果比较好。</p>
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Unit 3 Dates 教案

年级：五年级

科目：英语

编号：_____

主备教师	Sin	辅备教师			
课 题	Unit 3 Dates				
教 学 目 标	知识与技能	1. 学会 Vocabulary 的 8 个单词。 2. 学习 Target。X k B 1 . c O m 3. 学会歌曲 When's your birthday ？			
	过程与方法	通过日历来进行月份单词的教学以及句型的学习。			
	情感态度	引导学生学会月份的单词，并且了解每个月有哪些节日。			
	和价值观				
教学重点	使学生能够准确地、熟练地听、说、认读和写出月份的单词 July 、August 、 September、 October、 November December				
教学难点	听、说、认读和写出功能句“ What's the date today? ” 以及回答 “ It ' s ,, . ”				
教具准备	日历， PPT			课时	1
教 学 过 程					备 注
<p>I.Warm-up</p> <p>1. Free talk : T: When's your birthday ？</p> <p>S: It ' s in ,, .</p> <p>II. Presentation</p> <p>1.T : Summer holiday is in July and August.</p> <p>(教学 July 和 August)</p> <p>T : When's summer holiday ？</p> <p>(引导学生回答) Ss: It ' s in July and August.</p> <p>2. T : Teachers' Day is in September.</p> <p>(教学 September)</p> <p>T : When's Teachers' Day ？</p> <p>(引导学生回答) Ss: It ' s in September.</p> <p>3. T : The month after September is October.</p> <p>National Day is in October. (教学 October)</p> <p>T: When's National Day?</p> <p>(引导学生回答) Ss: It ' s in October.</p> <p>4. T : The month after October is November. (教学 November)</p>					

<p>T: What ' s the month after October ? (引导学生回答) Ss: It ' s November.</p> <p>5. The last month of the year is December. Christmas is in December. (教学 December)</p> <p>T: Wh en' s Christmas? (引导学生回答) Ss: It ' s in December.</p> <p>X k B 1 . c O m</p> <p>III. Practice</p> <p>1. T: (出示日历 10 月 25 号) What s the date today? Ss: It ' s October 25 th.</p> <p>T: (指着日期 6 月 20 号) When' s his birthday ? Ss: His birthday is June 20 th.</p> <p>2. Listen to the tape.</p> <p>3. Ss read after the tape.</p> <p>IV. Chant activity</p> <p>1. Ask the Ss to listen to the song : When' s your birthday ?</p> <p>2. Ss follow the tape to sing the song. Then sing together.</p> <p>V. Homework</p> <p>1. Copy the vocabularies.</p> <p>2. Read the Target.</p>	
板 书 设 计	<p>Unit 3 Dates</p> <p>July 、 August 、 September、 October、 November December</p> <p>What s the date today?</p> <p>It ' s ,, .</p>
教 学 反 思	

教案

年级 : 五年级 科目 : 英语 编号 : 10

主备教师	Sin	辅备教师	
课 题	Unit 3 Dates		
教	知识与技能	1. 学会 Story 的对话。 w W w.xK b1.coM	

学 目 标	过程与方法	通过问题，引出课文对话，学习课文。		
	情感态度	懂得日期的读法。		
	和价值观			
教学重点	Story 的对话。			
教学难点	日期的读法。			
教具准备	PPT		课时	2
教 学 过 程				备 注
<p>I.Warm-up</p> <p>1.Song : Wheh s your birthday ?</p> <p>2. Free talk : T: When' s ,, ?</p> <p>Ss: It ' s in ,, .</p> <p>II. Presentation</p> <p>1. T : Today , Gogo is going to join a party.</p> <p>Let ' s watch the video , then answer my questions.</p> <p>2. Ss watch the video.</p> <p>3. T : Now please answer my questions :</p> <p>a. What party is this ?</p> <p>(Ss : It ' s a birthday party.)</p> <p>b. What ' s the date today?</p> <p>(Ss: It ' s March 4th.)</p> <p>c. When ' s Jenny ' s birthday?</p> <p>(Ss: It ' s August 7th.)</p> <p>d. When ' s Tony ' s birthday?</p> <p>(Ss: It ' s October 20th.)</p> <p>e. When ' s Gogo' s birthday?</p> <p>(Ss: It ' s today.)</p> <p>3. Read the Story after tape.</p> <p>4. Ask some groups to read the story.</p> <p>5. Ss read together.</p> <p>III. Practice 1</p> <p>1.Ask the Ss to read the questions first. Then Ss read all the dates in each picture.</p> <p>2.Listen to the tape and check the answer.</p> <p>3.Listen again, Ss repeat what the tape says.</p>				

IV. Practice 2 新 课 标 第 一 网 1. T : Who can tell me about the date of your birthday? S1: , . V. Homework 1. Read the Story. 2. Ss practice the Activity after class .		
板 书 设 计	Unit 3 Dates When s × × ' birthday ? It ' s , .	
教 学 反 思		

教案

年 级 : 五年级 科 目 : 英语 编 号 : 11

主备教师	Sin	辅备教师	
课 题	Unit 3 Dates		
教 学 目 标	知识与技能	1. 学会 /en / 的发音。 2. 会读单词 when , pen , ten , friend , pencil , men。	
	过程与方法	以讲故事的形式引出新词，学习发音。	
	情感态度	训练学生的语音。	
	和价值观		
教学重点	会读单词 when , pen , ten , friend , pencil , men。		
教学难点	/en /的发音。		

教具准备	PPT	课时	3
教 学 过 程			备 注
<p>I. Warm-up</p> <p>1.Song : Wheh s your birthday ?</p> <p>2. Free talk : T: When' s ,, ? 新 课 标 第 一 网</p> <p>Ss: It ' s in ,, .</p> <p>II. Presentation</p> <p>1. T : Boys and girls , let me tell you a story.</p> <p>I have ten friends. Most of them are men. One friend has a pencil. One friend has a pen. When do we become friends? March the tenth.</p> <p>(板书 when , pen , ten , friend , pencil , men)</p> <p>2. T : Boys and girls , what do you find in these words ?</p> <p>(Ss : They all have the letters “ en”)</p> <p>T: What sound does it make?</p> <p>Ss: /en/.</p> <p>T: That' s good. Nowtry to read these two words : Ben, hen, Ken.</p> <p>5. T teaches the Ss to read all the six words.</p> <p>6. Ss follow the tape, then read together.</p> <p>III. Chant</p> <p>1.Ask the Ss to listen to the chant : Ken and Ben</p> <p>2. Ss follow the T to read the lyrics.</p> <p>3. Ss chant by themselves.</p> <p>4. Ss chant with the tape.</p> <p>IV. Conclusion</p> <p>T : Today we have learned that the“ en” in the words sounds /en/ .</p> <p>Please find more words with the “ en” in the words.</p> <p>V. Homework</p> <p>1. Read the words.</p>			

2. Find more words with the “ en” in the words.		
板 书 设 计	Unit 3 Dates when , pen , ten , friend , pencil , men en → /en /	
教 学 反 思		

教案

年级：五年级
 科目：英语
 编号：12

主备教师	Sin	辅备教师			
课 题	Unit 3 Dates				
教 学 目 标	知识与技能	1. 通过阅读了解减轻妈妈负担的一些方法 。			
	过程与方法	让学生通过带着问题阅读，学会做阅读题的方法。			
	情感态度	学生学会孝敬父母。 X k B 1 . c O m			
	和价值观				
教学重点	Reading and writing				
教学难点	阅读后面的习题。				
教具准备	日历， PPT			课时	4
教 学 过 程					备 注

I. Warm up

1. Free talk : What's the date today?
It's ,, .

II. Presentation

- 1.T : Today is Mrs. Green 's birthday.

Please find out what are Tony and Jenny going to do.

I' ll give you ten minutes to read the passage.

2. T explains the meaning of the passages.

3. T: What does Tony do for his mother's birthday?

Ss: He can clean the living room.

T: What does Jenny do for his mother's birthday?

Ss: She can sweep the floor. 新|课|标|第|一|网

T: When's their mother's birthday?

Ss : It's July 1st.

4. T: Milly wrote a " Thank you " note. Les ' s finish it in page 32.

5. Check the answers.

6. T: We should help our mum to do the housework!

7. T: Let ' s know about the New Year in some countries.

Turn to page 36. Reading begins.

8. T explains the meaning of the passage.

9. T: When ' the New Year ' s Day in Thailand?

Ss: It ' s in April.

T: When ' the New Year ' s Day in Australia?

Ss: It ' s on January 1st.

T: T: When ' the Spring Festival this year?

Ss: It ' s on January 31st.

III. Practice

1. Finish the Part 3 P37.

2. Check the answers together.

IV. Homework

- 1.Ask the Ss to write down what they can do for their mother.
2. Retell the New year in Thailand, Australia and China.

板 书 设 计	Unit 3 Dates What can you do for your mother? I can , , . 新 课 标 第 一 网
教 学 反 思	

一、Teaching Objectives :

1.Strengthen our study of these three units.

*Key words : P 90

*Language structures : Unit 1.Unit 2.Unit 3.

*Sounds and words :

2.Practice :

*Activitys P 38-P 41

二、Teaching Key Points :

1.Be able to Listen. speak. read and Writing words.

2.Be able to read and use the Language structures of the three Units.

3.Be able to read the pronunciation of letters (y).(ay).(en)

三、Teaching difficult points :

1Can spell the new words of these three Units fluently and correctly.

2 . Be able to use the sentences to communicate.

四、Teaching tools : picture cards. blackboard writing. Practice. video.

五、Teaching Period : Two Periods.

Period 1

一、Teaching contents :

1.Review Vocabulary and Language structures :

2.Activitys :

二、Teaching Procedure :

Step 1 :

*Read the new words of P 90

Step 2 :

1.Listen to the radio 1 and circle.

2.Explain the Answer.

3.Listen to the radio 2and circle.

4.Explain the Answer.

Step 3 :

*Read the article P 39.

*Complete the Ask.

*Get into groups to read the article.

*Explain .

Step 4 :

*Listen to the radio 3and circle.

*Give and Explain the Answer.

Step 5 :

1.Read the article and translate.

*Get into groups to read the article.

2.Complete the P 41

3.Give and Explain the Answer.

Step 6 : Homework

Make a class calendar.

Writing on the blackboard :

1.What's the weather like in fall ?

2.What's the date today ?

3.When 's winter holiday ?

Recording after Teaching :

Period 2 :

一、 Teaching contents : Make a class calendar

二、 Teaching Procedure :

Step 1 :

1.Get into groups and talk about birthdays

Ask : When 's your birthday?

Ss : Write It in the table.

2.Ask Ss read and tell the T theirs.

Step 2 :

1.Get into groups and talk about winter holiday /spring term /summer holiday /fall term.

Ask : When 's winter holiday /spring term /summer holiday /fall term ?

Ss : Write It in the table

2.Read and Act

Step 3 :

1.Talk about the weather in each season.

Ask : What's the weather like in winter /spring /summer /fall ?

Ss : Write It in the table.

2.Read and Act

Step 4 :

1 .Choose a month and make a chart. Draw pictures to give information about the month

2.Give an example and explain.

Step 5 : Homework :

1、 Put 12months charts together and make and a class calendar.

2、 Preview the Unit 4.

Writing on the blackboard :

1.When 's your birthday?

2.When 's winter holiday?

3.What's the weather like in winter?

Recording after Teaching :

Through the comprehensive review of these three units. the overall sentence structure is more clear. encouraging students to use sentences in life. close to the real life. and improve their oral English. Make the students feel happy in the study.

Culture1 Weather around the world

一、 教学目标

知识目标：

南北半球天气是不同的。

能力目标：

通过学习，能用 It ' s, in , 的句子表达南北半球的天气。

情感态度目标：

1. 通过学习树立学生学习英语的信心和提高用英语进行会话的兴趣。
2. 感受英语学习的乐趣，对所学内容能主动练习和实践。
3. 培养学生的跨文化意识。

二、教学重点和难点

准确用 It ' s, in , 的句子表达天气。

三、学习时间：一学时

四、教学手段：个人自学 小组互帮 释疑 练习检测

五、教学过程：

(一) 互批作业

(二) Warm up:(感情调节，导入新课)

Look at the pictures. Can you guess where is Gogo? What ' s the weather like there?

(三) Learning 授新

Listen and circle the places. 听录音找出四个地方的名字。

(四) P40 Self-learning; Helping and Discussion(自学；互帮；讨论)

Tips: (学习提示)

1. 分别跳读文本，划出这四个地方的天气特点。
2. 小组内说出这四个地方的特点，将不会的单词写在互帮提示板上。
3. 完成 P44 表格

Discuss and help 互帮

要求：(1) 组长组织讨论答案并且互帮。

(2) 有问题可求助老师。

(3) 小组准备汇报答案。

(五) Explaining (释疑)

1. 讲解 P44 表格答案。
2. 因为地球公转原因产生四季交替，所以南北半球的天气是相反的。
3. 澳大利亚是夏天的时候，中国是冬天。
4. 跟读短文。

(六) Summary (小结)

**Different places,
different feature(特征).**

(七) 练习

学习辅导

(八) 作业

最小作业量：学习辅导

教学反思：

板书设计：

	Summer	Winter
China	June, July, August	December, January, February
Australia	December, January, February	June, July, August
Kenya	only	No winter
The Poles	No summer	only

Unit4 School Things

第一课时

课标要求： P20, P22, P24。

教学目标：

1、知识与技能：

(1) 学会句型

Do you have any/a , ?

并能用该句型结合情景做对话。

(2) 学习一些学习用品的表达。

(3) 掌握以下单词的读音和意义：

a bag ,a map,a pencil case ,a picture , paper。

2、过程与方法：通过网上查找资料，听课文录音和请教高年级学生等方式，初步掌握掌握课文背景和句型。 通过小组合作学习进一步提高单词的拼读能力。 通过全班展示和教师点拨熟练掌握课文知识并能在实际中运用。

3、情感、态度与价值观： 培养学生敢于用英语对学习用品进行描述，加深学习英语的兴趣。

教学重难点：

教学重点：学习句型

Do you have any/a , ?

并能用该句型进行交际。掌握以下单词的

读音和意义：

a bag ,a map,a pencil case ,a picture , paper。

教学难点：熟练运用句式 Do you have any/a , ? 进行交际。

课时安排：

2 课时

教学过程

一、预习· 导学

写出下面单词含义。

a bag ,a map,a pencil case ,a picture , paper。

二、学习· 研讨

1、导入新课。

同学们：大家都有哪些学习用品呢，请大家说说，大家知道用英语怎么说吗？

小组展示：

各小组合作完成前置作业。

小组合作：

1、读一读你会读的单词，并教会小组中的其它人。

各小组展示成果。师生评价。

2、读一读对话

Do you have any/a , ? Yes,I do./No,I don' t.

并说说他的意思。

教师点拨：针对学生不理解的句型和不会读的单词进行深入的教读和讲解。

三、拓展· 延伸

用所学的句型进行交际，呈现本课单词卡片。

1、 Pair work. 用以下句型结合图片做对话。

Do you have any/a , ?

Yes,I do./No,I don ' t.

2、 检查效果，鼓励学生勇敢表演对话。

四、 作业

1、 抄写 vocabulary。

五、 板书设计

Do you have any/a , ? a bag ,a map,a pencil case ,a picture , paper。

Yes,I do./No,I don ' t.

教学后记：

Unit4 School Things

第二课时

课标要求： P20, P22, P24。

教学目标：

1、 知识与技能：

(1) 学会句型

Does sb have any/a ?

并能用该句型结合图片做对话。

(2) 学习单词

a blackboard,crayons,glue。

2、 过程与方法：

通过网上查找资料，听课文录音和请教高年级学生掌握课文背景和句型。

懂得单词的读音，

通过小组合作学习进一步提高课文知识的掌握程度。

通过全班展示和教师点拨熟练掌握课文知识并能在实际中运用。

3、 情感、态度与价值观： 培养学生敢于用英语对学习用品进行描述，加深学习英语的兴趣。

教学重难点：

教学重点：学习句型

Does sb have any/a ?

并能用该句型进行交际。

教学难点：熟练运用句式

Does sb have any/a ?

进行交际。

课时安排：

2 课时

教学过程

一、预习· 导学

写出下面单词的意思 a blackboard,crayons,glue,sticks,postcards。

二、学习· 研讨

1、导入新课。

上节课我们已经学习了一些关于学习用品的单词， 本节课我们将更进一步学习， 并提高我们应用英语进行交流的能力。

小组展示：

各小组展示前置作业

小组合作：

1、讨论：

读一读下列单词：

a blackboard,crayons,glue,sticks,postcards。 各小组展示成果。师生评价。

2、读一读下列对话，并说说他的含义：

Does Jenny have any crayons?

Yes,she has some crayons.

教师点拨：针对学生不理解的句型和不会读的单词进行深入的教读和讲解。

3、pairwork：同桌之间练习对话。

4、pairshow：两人表演对话。

三、拓展· 延伸

1、用所学的单词做对话练习。

如：

Does sb have any/a ?

2、pair work。

3、检查效果（点名做对话）。

四、听力练习

1、让学生读问题并看图、认图。让学生用英语说出每幅图的意思。

2、每一题都一遍一遍的播放录音，直到学生听出答案为止。

五、作业

基础题：抄写 sounds and words。

六、板书设计

Unit4 School Things

Does sb have any/a ?

a blackboard,crayons,glue,sticks,postcards。

教学后记：

Unit4 School Things

第三课时

课标要求：

P20, P22, P24。

教学目标：

1、知识与技能：

(1) 通过听力和阅读，结合图片猜测出文章的基本意思。结合所学知识进一步理解文章的含义。

能流利的朗读课文。

(2) 学习字母组合 bl/br

在单词中的发音规律。

2、过程与方法：通过网上查找资料，听课文录音和请教高年级学生掌握课文背景和句型。懂得单词的读音，

通过小组合作学习进一步提高课文知识的掌握程度。

通过全班展示和

教师点拨熟练掌握课文知识并能在实际中运用。

3、情感、态度与价值观：培养学生联系上下文理解文章大意的能力，进一步提高学生学习英语的兴趣。

教学重难点：

教学重点：

通过听力和阅读，

结合图片猜测出文章的基本意思。

结合所学知识进一步理

解文章的含义。

教学难点：能流利的朗读课文

课时安排： 2 课时

教学过程

一、预习· 导学

1、小组合作展示，把课文内容用一个小故事说出来。

2、小组互相评价。

二、学习· 研讨

导入新课：

同学们：你们想知道别人有什么学习用品吗， 本节课我们就来一起学习如何用英语来询问他人有什么学习用品。

2、小组合作学习单词：

1、小组合作讨论学习，根据已经学过的知识推测文章大意。

2、播放课文录音两遍，让学生联系上下文理解文章的意思。

3、继续播放对话三遍，让学生跟读。

小组展示：各小组朗读课文和分解色朗读。师生评价。

教师点拨：

so nice 和 great。

三、学习发音和单词

小组合作：

- 1、猜测单词的意思。
- 2、播放录音三遍，让学生跟读。
- 3、说说字母组合 bl/br

在单词中的发音规律。

小组展示

齐读字母 bl/br 的发音和单词发音。师生评价。

四、作业

基础题：抄写 conversation。

教学后记：

Unit5 School Lunch

第一课时

课标要求：

教学目标：

1、知识与技能：

(1) 学会句型

What do we have ? We have some, .
并能用该句型结合具体情境做对话。

(2) 拼读和识记

vocabulary 部分的单词。

2、过程与方法：通过网上查找资料，听课文录音和请教高年级学生等方式，初步掌握掌握课文背景和句型。 通过小组合作学习进一步提高单词的拼读能力。 通过全班展示和教师点拨熟练掌握课文知识并能在实际中运用。

3、情感、态度与价值观：培养学生敢于用英语对食物进行描述，加深学习英语的兴趣。

教学重点

1、单词的拼读和拼写

2、学习句型

What do we have ? We have some, .
并能用该句型进行交际。

教学难点

熟练运用句式

What do we have ? We have some, 进行交际。

教学用具

自制课件

课时安排：

2 课时

教学过程

一、复习

1、复习上个单元的单词和句型：

让学生齐读，检查效果。

播放录音让学生跟读。

让学生做几个对话。

二、学习·研讨

1、导入新课。

同学们：回去看看你们家里的储藏柜，问问你们的妈妈：我们有什么东西吗？

2、学习新句型（课件呈现）

Do you have any sth? Yes ,I do./no ,I don' t.

3、讲解句型的含义和教读。

4、pair work（练习对话）。

5、检查效果（点名做对话）

三、拓展·延伸

用所学的句型进行交际，课件呈现我国城市的图片。

1、Pair work. 用以下句型结合图片做对话。

What do we have? We have some, .

2、检查效果，鼓励学生勇敢表演对话。

四、听力练习

1、让学生读问题并看图、认图。让学生用英语说出每幅图的意思。

2、每一题都一遍一遍的播放录音，直到学生听出答案为止。

五、作业

基础题：抄写 vocabulary 和 target。

六、板书设计

Unit5 School Lunch

What do we have?

We have some,

教学后记：

Unit5 School Lunch

第二课时

课标要求：

1、知识与技能：

（1）学会句型

Does Jenny have any stamps?

Yes ,she does.

No ,she doesn't.

并能用该句型结合具体情境做对话。

（2）复习巩固一般疑问句用法。

（3）Listening

practice.

2、过程与方法：通过网上查找资料，听课文录音和请教高年级学生等方式，初步掌握

掌握课文背景和句型。

通过小组合作学习进一步提高单词的拼读能力。

通过全班展示和教师

点拨熟练掌握课文知识并能在实际中运用。

3、情感、态度与价值观：培养学生敢于用英语对食物进行描述，加深学习英语的兴趣。

教学重点

学习句型

Does jenny have any stamps? Yes ,she does. No ,she doesn't.

并能用该句型进行交际。能听懂录音并选出正确的答案。

教学难点

1、熟练运用句式

Does jenny have any stamps? Yes ,she does. No ,she doesn't. 进行交际。

教学用具

自制课件

课时安排：

2 课时

教学过程

一、复习

1、复习句型

Do you have any glue?

让学生齐读两遍单词和句型。点名抽查。

二、学习· 研讨

1、导入新课。

同学们：今天我们来了解一下由 do 引导的一般疑问句， do 的变化。

2、学习新句型（课件呈现）

Does Jenny have any stamps?

Yes ,she does. No ,she doesn't.

3、讲解句型的含义和教读。

4、pair work（练习对话）。

5、检查效果（点名做对话）

三、拓展· 延伸

用所学的句型进行交际，课件呈现我国美食图片。

1、Pair work.

用以下句型结合图片做对话。

Does Jenny have any stamps?

Yes ,she does. No ,she doesn't.

2、检查效果，鼓励学生勇敢表演对话。

四、听力训练

- 1、让学生看图，读问题，并说出问题和每幅图的含义。
- 2、播放录音，每幅图放数次，直到学生听懂为止。

五、作业

拓展题： P59 页的 activity 部分

六、板书设计

Unit5 School Lunch

Does Jenny have any stamps?

Yes ,she does. No ,she doesn't.

教学后记：

Unit5 School Lunch

第三课时

课标要求： P10 , P14 , P18 , P20, P22, P24 。

教学目标：

1、知识与技能：（1）通过听力和阅读，结合图片猜测出文章的基本意思。结合所学知识进一步理解文章的含义。能流利的朗读课文。（2）学会句型 Are you doing sth? Here you are. 并能用该句型做对话。（3）学习字母 ui/ue 在单词中的发音。

2、过程与方法：通过网上查找资料，听课文录音和请教高年级学生等方式，初步掌握掌握课文背景和句型。通过小组合作学习进一步提高单词的拼读能力。通过全班展示和教师点拨熟练掌握课文知识并能在实际中运用。

3、情感、态度与价值观：培养学生敢于用英语对食物进行描述，加深学习英语的兴趣。

学习重点

通过听力和阅读，结合图片猜测出文章的基本意思。结合所学知识进一步理解文章的含义。

学习难点

能流利的朗读课文

教学用具

自制课件

课时安排： 2 课时

教学过程

一、复习

- 1、播放单词和 target 部分的录音，让学生跟读。
- 2、用 target 部分的句型简单做几个对话。

二、学习·研讨

1、导入新课。

同学们：你们喜欢野炊吗？今天老师就带着大家去野炊。看看大家带了这些东西了没有？

2、播放课文动画两边，让学生边看动画边联系上下文理解文章的意思。

3、继续播放对话三遍，让学生跟读。

4、让学生朗读两遍。

三、操练

1、pair work （练习对话）。

2、检查效果（点名做对话）。

四、学习发音和单词

1、让学生猜测单词的意思。

2、播放录音三遍，让学生跟读。

3、讲解字母 ui/ue 在单词中的发音规律。

4、齐读后点名读。

5、播放 listen and chant 的录音让学生跟读，让学生说说他的意思。

五、作业

基础题：抄写 conversation 和 Sounds and words.

六、板书设计

Unit5 School Lunch

Are you doing sth?

Here you are.

教学后记：

Unit 6 Shopping for a School Party 第一课时教案

教学内容及目标设定

重点： forty, fifty, sixty, seventy, eighty, ninety , hundred

A : How much is/are , ?

B : It' s/They' re, .

难点： fifty, hundred

区分询问单数、复数、不可数名词物品的价格的句型。

滚动

旧知

(与本课相关联的知识)

Numbers, guitar, socks, cake, fruit, cola, juice,candles

... ..

What do we need? We need ...

Who wants to buy ... ?

主题

Shopping.

游戏活 动

(每 8 分钟内要有一个游戏活动)

1、 Song.

2、 Quiz show.

3、 Class sale.

4、 Chant.

教 学 过 程

Step

师生活动

设计目的

Step 1

热身、

复习

Song: Number

通过歌曲，帮助学生复习数字，激发学生学习兴趣，为学习新知做好铺垫。

Step 2

新授

1. T: Boys and girls. We are going to have a party. What do we need? Let ' make a shopping list OK.Let ' s go to the shopping mall.

2. New lesson

PPT 展现 shopping mall 的动画，以动画导入新课，学习新单词与句型。

forty, fifty, sixty, seventy, eighty, ninety

A : How much is/are , ? (guitar, socks, cake, fruit, cola, juice,candles ,,)

B : It' s/They' re, .

3. Chant.

创设情景，让学生在贴近生活的语境中学习数字以及购物的对话。

Step 3

巩固

新知

1. Quiz show. 猜字节目

分小组活动。每组有一个 Gogo Money Bag. 组员从袋子抽取一张钱，钱上面有一个数字的第一个字母，学生正确补充完整这个数字就拥有这张钱币。（注意：老师先做好游戏的示范。）

通过活动巩固单词：forty, fifty, sixty, seventy, eighty, ninety, hundred

2. Class sale. 班级拍卖会

课前让学生从家中带回一些小物件，贴上底价，摆好在讲台。请一位同学当拍卖官，其他同学用上一环节挣到的 Gogo Money 来竞买自己喜欢的物件。活动中操练本课的句型与单词。

A: Who wants to buy the? (guitar, socks, cake, fruit, cola, juice, candles)

B: I want to buy it/ them. How much is /are it /they?

A: It' s/They' re , (forty, fifty, sixty, seventy, eighty, ninety , hundred)

B: Hey. That ' s cheap. / Wow. That ' s expensive.

运用游戏充分调动学生的兴趣，使学生在愉快的气氛和活动中巩固单词和灵活地运用句型。

Step 4

Practice

1. Practice 1: Look, listen and check.

2. Practice2: Look, ask and answer.

3. Chant activity.

充分利用教材资源，让学生逐步掌握、巩固知识。

Step 5

运用

看图，编购物对话。

运用所学知识，解决问题，学以致用，体会到运用英语进行交际活动的乐趣，增强自信心。

Step 6

小结

1. twenty —— ninety, 都以 ty 结尾 ,发音 /ti/.

2. 区分 How much is , ? 与 How much are , ?

引导学生归纳知识点，从中发现学习规律，培养学生爱学习，会学习的良好习惯。

Step 7

作业

Make a dialogue about shopping with your classmate.

课堂所学的知识运用到日常生活中，让学生养成自主学习、用英语交流的习惯。

教学反思：

1、注重学科本身，从“活”、“乐”、“玩”中不断滋长兴趣，挖掘学生学习的内驱力。

2、鼓励学生通过体验、实践、合作、探索等方式，发展听、说、读、写的综合能力。

3、创造条件让学生能够探究他们自己的一些问题，并自主解决问题。

4、加强对学生学习策略的指导。

Unit6 Shopping for a School Party

第二课时

教学目标：

1、知识与技能：（1）学会句型 How much are the ... ?并能用该句型结合图片做对话。

（2）学习单词 seventy, eighty, ninety, one hundred, five hundred, one thousand, yuan

2、过程与方法：通过网上查找资料，听课文录音和请教高年级学生掌握课文背景和句型。懂得单词的读音，通过小组合作学习进一步提高课文知识的掌握程度。通过全班展示和教师点拨熟练掌握课文知识并能在实际中运用。

3、情感、态度与价值观：培养学生敢于用英语谈论购物和价格，加深学习英语的兴趣。

教学重难点：

教学重点：学习句型 How much are the ... ?并能用该句型进行交际。

教学难点：熟练运用句式 How much are the ... ?进行交际。

课时安排：2 课时

教学过程

一、预习 # 导学

写出下面单词的意思

seventy, eighty, ninety, one hundred, five hundred, one thousand, yuan。

二、学习 # 研讨

1、导入新课。

上节课我们已经学习了一些关于谈论购物和价格的句子和单词，本节课我们将更进一步学习，并提高我们应用英语进行交流的能力。

小组展示：

各小组展示前置作业

小组合作：

1、讨论：读一读下列单词：

seventy, eighty, ninety, one hundred, five hundred, one thousand, yuan。

各小组展示成果。师生评价。

2、读一读下列对话，并说说他的含义：

How much are the socks?

They're \$ 1.

Hey! That 's cheap!

教师点拨：针对学生不理解的句型和不会读的单词进行深入的教读和讲解。

3、pairwork：同桌之间练习对话。

4、pairshow：两人表演对话。

三、拓展 # 延伸

1、用所学的单词做对话练习。

如：How much are the ... ?

2、pair work。

3、检查效果（点名做对话）。

四、听力练习

1、让学生读问题并看图、认图。让学生用英语说出每幅图的意思。

2、每一题都一遍一遍的播放录音，直到学生听出答案为止。

五、作业

基础题：抄写 sounds and words 。

六、板书设计

Unit6 Shopping for a School Party

How much are the socks?

They're \$

Hey! That 's cheap!

教学后记：

《Culture2 Festivals 》教学设计说明

本节课的话题是“节日”，要求学生掌握描述节日的表达方式，同时加强学生对中外节日的理解与认识。通过使用一般将来时对该话题展开听、说、读、写的语言实践活动，使学生能够谈论和写出对该节日的介绍，并了解中外国家重要的节日及其主要庆祝方式。

语言知识方面，本话题对一般将来时的用法做了总结，并会使用特殊疑问句来进行与人对话。并要求学生掌握听说读写的技能，如下要求：

1、听：能听懂有关“节日”的句子，听辨动词词组与主要语法。

2、说：能用一般将来时和特殊疑问句进行简单的问答对话

练习，流利的说出含有本节课的新单词及短语。

3、读：能读懂有关节日描述的短文。

4、写：学会写要点、句子以及段落，使用介词连接句子。

5、表达：能向同学或老师介绍春节、圣诞节或其他中外节日的庆祝方式。

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