

Unit 1 Seasons and Weather

【学习目标】

1. 学会听、说、读下列词汇: spring, summer, fall, winter, sunny, rainy, windy, cloudy, hot.

2. 学会使用: 问句 “Is it _____ in _____?” 与答句 “No, it isn't. / Yes, it is.” 来进行交际。

【学习重难点】

重点:

1. 单词的认读。
2. 功能句的理解。
3. 对课文的理解。

难点:

1. 运用 “天气如何” 的功能句型进行表述。
2. 句型:

(1) What's the weather like in _____?

(2) Is it _____ in _____?

【学习过程】

一、新知学习。

1. 课文预习。阅读课文, 将自己不认识的单词写下来。

2. 学习单词和句型。

(1) 朗读词汇: spring, summer, fall, winter, sunny, rainy, windy, cloudy, hot.

(2) 朗读句型:

①What's the weather like in _____?

②Is it _____ in _____?

③小组活动，练习上述句型。

S1: What's the weather like in _____?

S2: Is it _____ in _____?

二、达标检测。

1. 根据给出的图片和信息，将对话补充完整。

(1) spring



—What's the weather like in _____?

— _____

(2) summer



—What's the weather like in _____?

— _____

(3) fall



—What's the weather like in _____?

— _____

2. 根据图片信息，回答问题。



(1) What's the weather like in Guangzhou?

(2) What's the weather like in Shanghai?

(3) What's the weather like in Tianjin?

(4) What's the weather like in Wuhan?

(5) What's the weather like in Harbin?

Review2 学导案

第一课时 现在进行时语法复习课

学导目标

总体目标：能综合运用现在进行时态完成任务

1. 语言知识目标

1) 单词：复习已学过的动词，特别是以不发音 **e** 结尾和重读闭音节的动词。

2) 句型：现在进行时态的基本句型

What are you/they doing? I'm /They're ... + ing.

What is he/she doing? He' s/She' s ... + ing.

3) 语法：现在进行时态的运用及现在进行时态中动词加 **ing** 的三种方法。

2. 语言技能目标

1) 能听、读、说现在进行时态的单词和句型

2) 能完成老师设计的活动：故事、游戏

3) 能唱有关现在进行时态的歌曲

4) 能用现在进行时态完成任务

3. 情感态度目标：通过各种有意义的活动，来复习本学期的重点语法，培养学生参与课堂教学的兴趣和积极性，以及培养他们运用语法知识的交际能力。

学导重、难点

1. 学导重点

1) 感受、运用现在进行时态

2) 现在进行时态中动词加 **ing** 的三种方法。

2. 学导难点

现在进行时态中动词加 **ing** 的三种方法。特别是重读闭音节的动词双写尾字母加 **ing** 的方法。

学导过程

一、开课导入

1) Sing the songs: What are you doing? (P46)

2) Greeting and free talk :

二、探索体验

My Family's Morning

It's Sunday morning. My grandfather and grandmother are sitting in the garden (花园). A dog is running near them. My father is cutting a cake for his breakfast. What's my mother doing? She's shopping. Look at me! I'm swimming in the pool(游泳池). What a good morning!

a. To read the story and answer the questions.

- ① What are my grandfather and grandmother doing? _____
- ② What's the dog doing? _____
- ③ What's my father doing? _____
- ④ What's my mother doing? _____
- ⑤ What am I doing? _____

b. To read the story, find out the verbs with the ending _____ - ing and fill in the blank.

E.g. : sit sitting

running cutting
shopping swimming

c. To tell the story together and try to memorize the ten words. (重读闭音节的动词双写尾字母加 ing 的单词)。

三、拓展创新

1、Guessing game.

2、Practice

(1) 写出下列单词的现在分词

play() read() fish() run() ride() shop()

sleep() smile() draw() do()

(2) 给下列问句找出最适合的答句

- | | |
|--------------------------|----------------------|
| () What are they doing? | A.OK! |
| () What's she doing? | B. She 's dancing. |
| () What's Gogo doing? | C. We 're shopping. |
| () Touch your nose! | D. They 're playing. |
| () What are you doing? | E. Gogo 's sleeping. |

四、考试连接

根据实际情况回答问题。

1. What are you doing? _____
2. Is your mother shopping? _____

五、Homework

1. 读熟顺口溜。
2. 编一首含有正在做的动作的小诗。

E.g. Tony ' s reading.

Jenny ' s writing.

They ' re studying.

第二课时

学导目标

1) 语言知识目标

有关人体的单词: eyes, nose, arms, hands, ears, mouth, legs, feet

有关物主代词: mine, his, ours, yours, hers, theirs, Jenny ' s, Gogo ' s

2) 句型: Touch your toes! Open your mouth! Close your eyes!

This is my ---. These are my ---.

Whose skateboard is this? It ' s my skateboard.

Whose stuffed toy is this? It ' s mine.

语言技能目标

1) 能听、说、认读目标句型。

2) 能完成老师设计的活动, 游戏和任务

情感态度目标

通过各种有意义的活动, 来复习本单元的重点语法, 培养学生参与课堂教学的兴趣和积极性, 以及培养他们运用语法知识的交际能力。

学导过程

一、开课导入

1) Songs: A. Touch your nose!

B. Whose ball is it?

2) Greetings and games

二、探索体验

1) 复习名词的单、复数形式

小组活动: 写出下列名词的复数形式。

1. eye _____ 2. arm _____ 3. hand _____

4. ear _____ 5. leg _____ 6. book _____

7. foot _____ 8. this _____ 9. that _____

- 2) 复习句子: This is (my) --- . These are (my) --- .
出示 arm/arms, leg/legs, foot/feet 等单词, 要求小组用
This is (my) --- . 和 These are (my) --- . 造句。

- 3) 复习名词性物主代词

写出下列表格中所缺的形容词性物主代词或名词性物主代词, 并写出他们的中文意思。

形容词性	my		her		your	our
名词性		his		theirs		
中文意思						

三、拓展创新

- 1) Listen and read
- 2) P62 Listen , say and write
- 3) P62 Look, say and write

四、考试连接

(学材 Unit 12 笔试部分第七题)

Homework

记忆 Unit5—8 的“四会”单词

Culture 2 第 1 课时教学设计

【内容来源】广东人民出版社（三起点）五年级上册 Culture2 Festival

【课 时】第 1 课时

一、教学目标与要求（Teaching aims and request）

本课要求学生能够理解掌握并运用新单词：clean the house, buy flowers, have dinner, get red packets 等词组，并围绕：We buyWe eat We (do) 三个方面谈论春节，并学习相关拓展词汇与词组：red packets, couplets, firecrackers, Youjiao, Jiandui, seeds; watch lion dance, watch CCTV New Year show, get lucky money, say “Gcmgxifacai”等。学生能够了解春节的相关习俗，并能介绍节前准备、节日食物、节日活动。

二、教学重点、难点(Teaching points and difficulties)

（一）重点（Points）

介绍春节节前准备、节日饮食、节日活动。

（二）难点 (Difficulties)

1) red packets, couplets, firecrackers 的发音

2) 熟练运用本课新单词和句型。

三、教学建议 (Teaching suggestions)

Step 1 : Warm up and review

快闪方式呈现节日代表性物件，猜节日词。

T: Good morning, boys and girls. Let's play a guessing game. Let's guess the festivals we know. (Show objects of some festivals, let the students guess.)

S1: It's Children's Day.

T: When is Children's Day?

S2: It's on the 1st of June.

T: What about this?

S2: It's Mother's Day.

...

(设计意图：复习节日词与时间，为导入春节做铺垫。)

Step 2 : Presentation

1. 呈现春节

T: (Listen to Bubugao music, show the picture of a red packet.)

And this?

S3: Spring Festival.

T: Yes, it's Spring Festival. In Spring Festival, We can get red packets.

When is Spring Festival?

S4: It's on the 1st day of the lunar calendar.

T: What's the weather like in Spring Festival?

S5: It's

(设计意图：通过音乐、图片与实物渲染春节氛围，激发学生了解春节的学习热情，激发学生思维的积极参与。)

2. 谈论节前准备、节日饮食、节日活动

1) 节前准备

T: What do we do before Spring Festival?

S6: We clean the house.

S7: We go shopping.

T: What do we buy?

S8: We buy flowers.

S9: We buy candies.

...

T: I go shopping with my family. What do we buy? Guess?(拿袋子装着对联、红包、鞭炮)

S9: We buy red packets.(让学生取袋子里的东西)

T: Yes, we buy red packets.(贴上红包图，板书 red packets)

T: What do we buy?

S10: We buy ... (让学生取袋子里的东西)

T: We buy couplets.(引导学生欣赏对联，贴上对联图，板书 couplets)

T: What else do we buy?

S11: We buy(让学生取袋子里的东西)

贴上鞭炮图, 板书 firecrackers)

T: Can we play firecrackers here?

T: Why?

S12: Because it's dangerous.

2) 节日食物

T: What do we eat at Spring Festival?

S13: We eat New Year cake.

S14: We eat Jiandui.

T: Let's talk about the food we eat at Spring Festival.

(提供更多的词汇让学生说: Jiandui, Youjiao, chicken, fish, candies, dumplings, seeds, oranges)

3) 节日活动

T: What do we do at Spring Festival? Let's discuss in group of four.

(提供更多的词与图片给学生说: watch CCTV New Year Show, watch lion dance, get lucky money, visit relatives 等)

S15: We watch lion dance.

S16: We get lucky money.

S17: We watch CCTV New Year Show.

...

(设计意图: 通过与学生互动讨论节前准备、节日饮食、节日活动了解人们春节的习俗, 给予适当的词汇协助学生架起学习的支架。)

1) 用 PPT 或图画呈现, 学生快速说出相关词汇。

T: Please tell me the phrases as quickly as you can.

Ss: Get a red packet, watch lion dance, clean the house, buy some candies, eat New Year cake

(设计意图: 通过快闪游戏, 让学生整理一下刚在与老师头脑风暴想到的词汇, 给相关词汇归类, 巩固词语。)

(提前准备好有相关词汇与句型的骰子)

the dice. Make a sentence. If you can't say out the sentence, you can ask for help once. If you can't say it out, you stop once. Please count how many times you can say out the sentences! Let me show you an example.(找一组同学作示范) Five minutes for the game time. Let's begin!

T: Time out! Who is the winner in your group? The winner can get a present.

(设计意图：通过骰子游戏进一步巩固 We buy, We eat, We (do)句型，从封闭式词汇训练到半开放式句型练习过渡，为了后面自由介绍春节做好铺垫准备。)

1. 小组阅读第二部分篇章，对春节形成初步认识。

T: Please open your book and turn to page 83. Let's read the passage and discuss the words we will fill in the blanks.

2. 个人精读文并填写补充内容。

T: Read it by yourself and fill in the blanks. (2 分钟)

T: Let's check.(请四位学生说出填空句子。)

T: Let's read together.

(设计意图：小组内阅读，降低阅读填空难度，共同口头完成文章填空。个人精读填空，促进阅读理解。)

Step 5 : Extension

1. 小组交流并续写，描述自己本人过春节的一些事情。

T: This is the girl's Spring Festival. Can you help her to make her passage longer?

What are you going to buy?

S18: I'm going to buy

T: What are you going to eat?

S19: I'm going to eat

T: What are you going to do?

S20: I'm going to

...

T: Please ask one member to share your passage!

T: Thank you for your sharing! We can do many things at Spring Festival.

3. 春节活动表演

根据阅读内容、续写情况及生活体验,展示与春节相关的活动。可以是唱歌,可以是物品,可以是视频。(预习布置回去收集的素材展示。)

show what you know about Spring Festival. You can say one sentence. You can show one object. You can sing a song to us All the things are related to Spring Festival.

S21: I will sing a song to you新年好呀,新年好呀,祝福大家,新年好!...

T: Thank you for your wonderful song!

S22: I can get lucky money. I'm going to save the money.

T: Yes, we can get lucky money. Save the money. That's a good idea.

S23: I'm going to show you a video about Spring Festival.

T: Thank you for your nice video. We know more about Spring Festival.

S24: I'm going to show you some photos.

T: Thank you for your sharing. You had a meaningful and happy Spring Festival.

4. 介绍自己的春节给同学。

T: Please introduce your Spring Festival to your good friend.

(设计意图:根据短文进行拓展续写,提升语言综合运用能力。引入预习及内化的春节内容表演,深化对春节的理解。经过续写、分享、表演,再到综合介绍自己的春节计划给同学,语言有层级铺垫。)

1. 与学生一起列举春节的主要特征

T: This lesson we talk about Spring Festival. Before Spring Festival, we go shopping. We buy

S25: We buy

T: We eat a lot of delicious food. We eat

Ss: We eat

T: We do many things. We

...

T: Spring Festival is our important festival. We have a lot of fun. We love Spring Festival.

2.

(1) 向家长介绍春节。

(2) 初步了解对圣诞节的主要特征和风俗并记录下来。

T: Homework for you. Please introduce Spring Festival to your parents. Then surf the internet about Christmas.

(设计意图：引导学生自我总结本节课学习的内容，进一步巩固三个句型结构。布置下节课前预习内容为中西文化对比做好资源准备。)

板书设计：

The Spring Festival

The 1st day of the lunar calendar

We buy

We eat

a mandarin tree

new words

We (do)

(Put the key words of things we buy, things we eat, things we do on the trees.

Decorate the mandarin orange tree. Show the sentence structures.)

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