

PEP 《英语》 六（下） Unit3 My weekend plan Part C Story time

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[摘要]对人教版小学英语六（下）Unit3单元课程进行教学设计，明确了Warm-up、Lead-in topic等课程教学过程环节的的教学设计意图及其方法，以为明确教学的重难点提供可行性借鉴。

[关键词]教学；过程；设计意图

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教学过程

Step1 Warm-up

Free-talk

T: Good morning, boys and girls. First, let's have a free talk.

--T: How was your holiday?

--S: It was good/busy/happy/nice....

--T: What did you do last holiday?

--S: I...last holiday.

[设计意图]: 此环节充分调动学生学习的积极性、主动性，锻炼了学生英语口语的表达。

Step2 Lead-in topic

1. Lead in

T shows a picture with the earth, the moon and herself on it.



T: Class, what did I do last holiday, do you know?

S1: You went to the moon.

T teaches the word "moon".

T: How did I go there?

S2: You went there by spaceship.

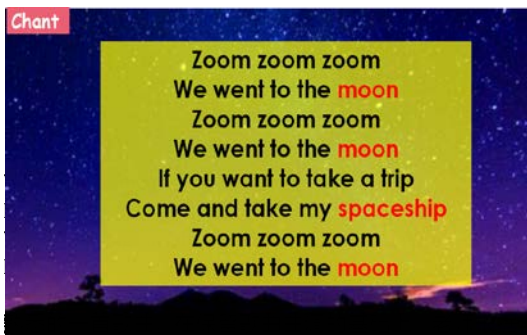
T teaches the word "spaceship".

T: Do you want to go to the moon with me?

Ss: Yes.

[设计意图]: 教师通过创设自己去月球旅行的情境，在情境中教授文本新词the moon和spaceship，增加了情境性和趣味性。同时也为后面Zoom的月球之旅巧妙做了铺垫。

2. chant/sing



T: Let's go to the moon together.

First, Ss say the chant after T.

Then, Ss sing the chant with the music of Zoom Zoom Zoom, We're Going To The Moon.

[设计意图]: Zoom Zoom Zoom, We're Going To The Moon这是学生们非常熟悉的一首歌曲。在保留歌曲曲调的基础上，老师根据学习内容，在歌词方面进行适当改编。学生在唱诵歌曲的过程中不仅体会到登月的过程还复习了the moon, spaceship两个词。此环节帮助学生操练、总结、回顾和拓展，从而实现教学环节之间的完美过渡。

3. The scene of the moon



T: What did you see on the moon?

S1: I saw a bridge.

S2: I saw some houses.

S3: I saw some flowers.

T: Who is she?

S1: She is Chang'e.

T: Are you sure she is Chang'e? If you are sure, you can say she must be Chang'e.

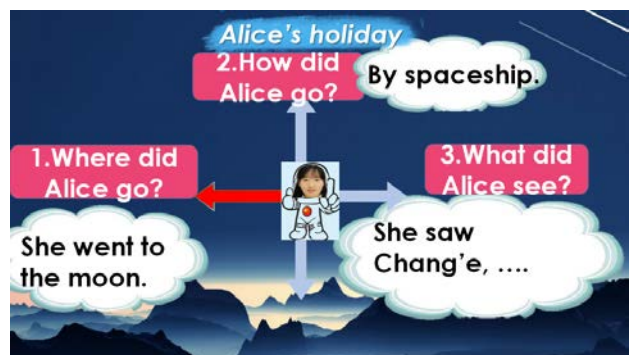
T teaches must be

[设计意图]: 教师创设了一个“天宫”的情境。学生观察图片，操练句型I saw...。此环节培养了大胆说英语的能力。学生通过猜测情境图中的人物，学习must be这个词。

4. Alice's holiday

T: Let's do a little summary.

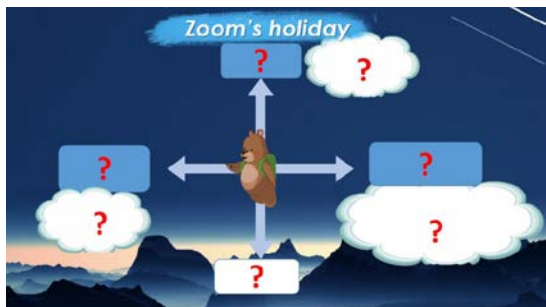
Ss finish the mind map.



[设计意图]: 学生根据思维导图的提示, 对教师自身假期的情况进行回答。这不仅有助于学生巩固文本中的重点单词和句型, 也为他们如何就Zoom's holiday的情况进行提问提供了语言支架。

III.Presentation

T: This is Alice's holiday.Today, we have a friend, Zoom.He also had a holiday.Do you have any questions about zoom's holiday?



- S1: Where did Zoom go?
- S2: What did Zoom see?
- S3: What did Zoom do?
- S4: How did Zoom go?
- S5: ...

[设计意图]: 教师从自身假期的主题情景中引出文本主角Zoom的假期, 学生们运用上一环节老师给出的问题句型(Where/How/What)就Zoom's holiday进行发散, 激发学生的兴趣, 发展学生的思维能力。

5. Watch and answer questions (学生结合问题观看视频动画, 初步了解故事内容)

T: Now I have a video for you.Let watch the video and answer questions.

Watch and answer questions

1.How was Zoom's holiday?

2.Where did he go ?

- T: How was Zoom's holiday?
- S: It was fun.
- T: Where did he go?
- S: He went to the moon.

[设计意图]: 此环节激发学生核对答案的欲望, 促进学生整体感知和理解。

6.Look and say
教师出示图片:



- T: Let's learn more about Zoom's holiday.
- T: What did Zoom see?
- S: Zoom saw Chang'e, the rabbit, and the tree.
- T: How did he feel?
- S1: He was excited.

[设计意图]: 此环帮助学生加深对文本内容的理解, 促进学生观察思考能力的提高。

7.Imitate



- T: What did Zoom say? (此图为学生模仿图片)
- Ss listen and fill in the blanks.

T: Class, Today Chang'e and Rabbit both come to our classroom.

教师请两位在课前装扮好的学生上讲台, 一人扮演嫦娥, 一人扮演玉兔。嫦娥飘着上台, 玉兔跳着上台。

Chang'e: Hello, everyone.I am Chang'e.I am the most beautiful woman on the moon.

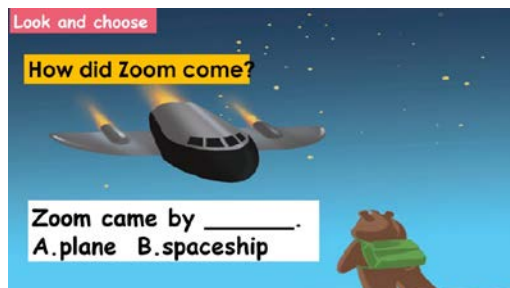
The rabbit: Hello, everyone.I am the rabbit.Nice to meet you.

T: Who wants to be zoom?

教师邀请两组学生上台, 男生一组, 女生一组, 每组三人, 模仿Zoom.

[设计意图]: 表演是小学生发展语言交际能力的重要途径之一, 符合小学生的心理特点, 学生兴趣浓厚。学生通过这种产出性活动, 深化记忆新知, 将新旧知识进行整合创编, 拓展思维, 活化语用。

8.Look and choose.

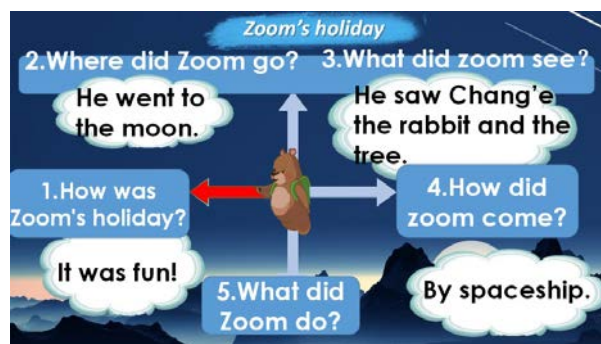


T: Boy Zooms and girl Zooms, I think you all have a good time.It's time to go.

T: How did Zoom come back?

S: By spaceship.

9.Zoom's holiday



T: Let's do a little summary about Zoom's holiday.

Ss finish the mind map.

[设计意图]: 学生通过前四个问题很好的对文本内容进行梳理, 教师继续抛出第五个问题, 引导学生思考, 继续学习文本内容。

10. Think

教师引导学生在前四个问题的基础上, 继续思考What did Zoom do on the moon? 学生通过图片和音效学习文本内容。

T: We still have one question:

What did Zoom do on the moon?

T plays the audio (按动照相机快门的音效)

S: He took pictures.

T: So what did Zip ask? Listen.

Ss: Did you take any pictures?

T: What did Zoom say?

Ss: Yes, I did.

10. Guess



T: Where did Zoom put his pictures?

S: She put them in the dream.

T: So It was a dream.

[设计意图]: 猜测游戏是激发学生学习兴趣的有效形式, 此环节通过让学生猜测Zoom把照片放在那里, 发散学生的思维, 引发学生的思考。

III Practice

1. Listen and imitate

2. Role play



IV Extension and consolidation

1. Let's think

Let's think

What about your dream ?

I had a/an ___ dream.

In my dream, I went to _____. I went there by _____. I saw _____. I (did)_____.

T: Now we have known something about Zoom's dream. Please tell me your dream.

S1: I have a wonderful dream. In my dream, I went to Beijing. I went there by train. I saw the Great Wall. I ate Beijing Duck.

S2: ...

[设计意图]: 教师搭建语言支架, 学生谈谈自己的梦想, 此环节激发了学生表达真实想法的欲望。

2. Tongue twister

Tongue twister (绕口令)

I hope I can dream a dream at night.

Can my dream come true?



Ss practice this tongue twister and distinguish the meanings of three dreams.

[设计意图]: 通过绕口令的方式, 向学生诠释dream的三个意思, 此环节锻炼学生的口语表达, 培养学生的思辨能力。

3. Watch a video (教师播放一段关于梦想的视频)

T: Now let's see a video about dream C.

4. Discuss! What do you learn from this story?

T: Never give up on your dreams.

[设计意图]: 学生通过观看有关梦想的视频, 感受梦想的美好力量。

V Homework

1. Recite this story.

2. Share your dream with friends.

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