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| 课题 | Unit 1 My day | 课型 | 新授 | 课时 | 6 |
| 备课时间 | 2020. 4. 18 | | 授课时间 | 2020. 4. 20 | |
| 教学目标 | <p>1. 能听、说、读、写 do morning exercises, eat breakfast, have...class, play sports, eat dinner clean my room, go for a walk, go shopping, take a dancing class。</p> <p>2. 掌握句型：“When do you do morning exercises/...?”并能回答“at...o'clock.”。</p> <p>I often/usually/always/sometimes clean my room/ ... on Saturdays”。</p> <p>3. 能听懂录音，并能总结 Let's spell 中字母组合 cl 和 pl 在单词中的发音规律,能试着读出含有字母组合 cl 和 pl 的单词。</p> | | | | |
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| 教学难点 | <p>1. 掌握句型：“When do you do morning exercises/...?”并能回答“at...o'clock.”。</p> <p>I often/usually/always/sometimes clean my room/ ... on Saturdays”。</p> <p>2. 能听懂录音，并能总结 Let's spell 中字母组合 cl 和 pl 在单词中的</p> | | | | |

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| | 发音规律,能试着读出含有字母组合 cl 和 pl 的单词。 | |
| 第(1)课时 | | |
| 教学 目标 | <p>1. 能听、说、读、写 do morning exercises, eat breakfast, have...class, play sports, eat dinner clean my room, go for a walk, go shopping, take a dancing class。</p> <p>2. 掌握句型: “When do you do morning exercises/...?”并能回答 “At...o’clock.”。</p> <p>I often/usually/always/sometimes clean my room/ ... on Saturdays”。</p> | |
| 教学 准备 | Teaching Aids 【教学工具】 an English book, a tape recorder and PPT | |
| 教学设计 | | 设计 意图 |
| 导入 (5)分 钟 | <p>Step1: 预习温故 (用时 5 分钟)</p> <p>1) T: Hello , boys and girls! Welcome back to school!</p> <p>Ss: Hello, Miss.... Nice to see you again. T: Nice to see you ,too.</p> <p>2) T: What time is it? (可以课前在黑板上画一个钟面, 张开手臂演示一个时间)</p> <p>Ss:It’s 9/10/11 o’clock.(注意给学生强调整点时间后面要用 o’clock)反复操练。</p> <p>3) Go over these phrases : wash my clothes, watch TV, do</p> | |

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| | <p>homework, read books, play football.</p> <p>Let's do homework/read books/play football/</p> <p>I often wash my clothes/watch TV/do homework/ read books/</p> | |
| <p>新课 教学 (30) 分 钟</p> | <p>Step 2. 新课内容展示（用时 30 分钟）。</p> <p>1. Use the cards to learn new phrases.</p> <p>T: do morning exercises, do morning exercises, follow me to read.</p> <p>用同样的方式教读其他词组： eat breakfast, have...class, play sports, eat dinner（重点强调 exercises、breakfast 的发音）。</p> <p>2. T: do morning exercises, do morning exercises, Let's/I often do morning exercises.</p> <p>T: eat dinner, eat dinner Let's/ I often eat dinner.</p> <p>3. Read these sentences.</p> <p>T: I can swim/play football/play sports</p> <p>T: Can you do morning exercises/...? Ss: Yes, I can./No, I can't.</p> <p>T: When do you do morning exercises /play football/play sports?"</p> <p>Ss: <u>At...</u> o'clock.(跟学生强调整点前要用介词 at) 反复操练。</p> <p>4. 学生听录音，分角色读 Let's learn 。</p> | |

| 教学设计 | | 设计意图 |
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| 导入 (5) 分钟 | <p>Step1 : 预习温故 (用时 5 分钟)</p> <p>1. Review “Times”(板书时间 , 让学生用英语说一 说):10:00/6:00/9:00/ ...</p> <p>2. Review the phrases. do morning exercises — I do morning exercises at 6:00 a.m. 用同样方法复习 : eat breakfast 、 play sports 、 have Chinese/English class、 eat dinner</p> <p>3. Guess the phrase (看动作) ,complete the dialogue: T: When do you do morning exercises/...? (板书) Ss: At ... o'clock.反复操练此句型</p> | |
| 新课 教学 (30) 分钟 | <p>Step 2. 新课内容展示 (用时 20 分钟) 。</p> <p>1. Let's talk.</p> <p>1) 让学生勾出生词: : finish class, go back to school, classes start, too late(板书并讲解其意思,并反复教读)</p> <p>2) 学生自读课文, 理解意思, 并回答提问: T: When do you finish class/ ... in the morning? Ss: We finish class/ ... at ... o'clock. T: When do you go back to school/ ... after lunch? Ss: At T: When do you usually eat dinner/... in Spain? Ss: Usually at ...o'clock.</p> | |

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| | <p>mother/ ...</p> <p>on Saturdays/on Sundays/on the weekend.反复操练。</p> | |
| <p>板书 设计</p> | <p>Unit 1 My day</p> <p>Section A let's try let's talk</p> <p>When do you finish class/... in the morning? We finish class/... at ... o'clock.</p> <p>When do you go back to school/... after lunch? At When do you usually eat dinner/... in Spain? Usually at...o'clock.</p> | |
| <p>教学反思</p> | | |
| <p>第(3)课时</p> | | |
| <p>教学 目标</p> | <p>1.能够听说读写 clean my room, go for a walk, go shopping, take a dancing class。</p> <p>2.掌握句型：“I often/usually/always/sometimes clean my room/... on Saturdays”。</p> | |
| <p>教学 准备</p> | <p>Teaching Aids 【教学工具】</p> <p>an English book, a tape recorder and PPT</p> | |
| <p>教学设计</p> | | <p>设计意图</p> |

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| <p>导入 (5) 分钟</p> | <p>Step1 : 预习温故 (用时 5 分钟)</p> <p>1. Sing a song“My weekend”.</p> <p>2. Translate.</p> <p>吃早饭 _____ 上英语课 _____ 进行体育运动 _____ 做 早操 _____ 吃晚饭 _____ when _____ after _____ usually _____</p> <p>3. Read and answer the questions. (板书, 学生口头回答)</p> <p>When do you usually get up on Mondays? _____</p> <p>When do you usually go to bed on Fridays ? _____</p> | |
| <p>新课 教学 (30) 分钟</p> | <p>Step 2. 新课内容展示 (用时 20 分钟)</p> <p>1. Learn the new phrases: clean my room, go for a walk, go shopping, take a dancing class .</p> <p>T: clean my room,clean my room—Let’s clean my room.学生跟读</p> <p>用同样的方法教读词组。</p> <p>T: Do you usually clean your room/ ... on Saturdays?</p> <p>Ss: Yes,Iusually clean my room/ ... on Saturdays.</p> <p>2. Learn the new sentence:</p> <p>I usually clean my room/ ... on Saturdays.</p> | |

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| | <p>运用新学词组反复操练此句型，再将 usually 换成often: I often clean my room/ ... on Saturdays. 反复操练该句型，让学生掌握。</p> <p>3. Listen to the tape and read it again.</p> | |
| <p>小结 及作 业 (5) 分钟</p> | <p>Step 3.学生小结：这节课我学到了</p> <hr/> <p>Step 4..布置当堂作业</p> <p>1. Substitution drills : 用 always /sometimes 替换 often 进行句型练习。</p> <p>2. Listen and read“Let’s learn”.</p> <p>3. Do a survey:</p> <p>T: What do you do on Saturdays /on Sundays /on the weekend?</p> <p>Ss: I often/always/sometimes go shopping /... with my mother/ ... on Saturdays/on Sundays/on the weekend.反复操练。</p> | |
| <p>板书 设计</p> | <p style="text-align: center;">Unit 1 My day</p> <p style="text-align: center;">Section B Let’s learn Do a survey</p> <p style="text-align: center;">clean my room go for a walk go shopping take a dancing class</p> <p style="text-align: center;">I often/always/sometimes go shopping/... with my mother/...on Saturdays</p> | |

| 第(4)课时 | | | | | | | |
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| 教学 目标 | 1. 能听懂 Let's try 部分的内容,并勾选出正确的图片。 2. 能听懂、会说 “What do you do on the weekend?” “I often .../I usually.../Sometimes I...”, 在实际情境中运用。 | | | | | | |
| 教学 准备 | Teaching Aids 【教学工具】 an English book, a tape recorder and PPT | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%; text-align: center;">教学设计</th> <th style="width: 30%; text-align: center;">设计意图</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>Step1 : 预习温故 (用时 5 分钟)</p> <p>1. Read and translate: clean my room, clean my room—I often clean my room.</p> <p>再用同样的方法复习: go for a walk, go shopping,take a dancing class</p> <p>2. Review the sentence:</p> <p>I often/usually/sometimes clean my room/... on Saturdays.反复操练</p> </td> <td></td> </tr> <tr> <td style="vertical-align: top;"> <p>Step 2. 新课内容展示 (用时 20 分钟)</p> <p>1. Learn“let's talk”.</p> <p>1) Read and translate the words: why, shop, work, last, sound, also, busy, need. (反复教读)</p> <p>2) Dialogue Practice. 先让学生自读课文, 理解课文意思。 T: What do you do on the weekend?</p> </td> <td></td> </tr> </tbody> </table> | | 教学设计 | 设计意图 | <p>Step1 : 预习温故 (用时 5 分钟)</p> <p>1. Read and translate: clean my room, clean my room—I often clean my room.</p> <p>再用同样的方法复习: go for a walk, go shopping,take a dancing class</p> <p>2. Review the sentence:</p> <p>I often/usually/sometimes clean my room/... on Saturdays.反复操练</p> | | <p>Step 2. 新课内容展示 (用时 20 分钟)</p> <p>1. Learn“let's talk”.</p> <p>1) Read and translate the words: why, shop, work, last, sound, also, busy, need. (反复教读)</p> <p>2) Dialogue Practice. 先让学生自读课文, 理解课文意思。 T: What do you do on the weekend?</p> | |
| 教学设计 | 设计意图 | | | | | | |
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| 导入 (5) 分钟 | | | | | | | |
| 新课 教学 (30) 分钟 | | | | | | | |


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| | <p>Ss: I often .../I usually.../Sometimes I ...</p> <p>反复操练，让学生掌握句型。</p> <p>2. Listen to the tape and read it again.</p> <p>3. Talk with your partner:</p> <p>S1: I often.../I usually.../Sometimes I ...</p> <p>S2: I often .../I usually.../Sometimes I ...</p> <p>Step 3. 合作交流，师生共建（用时 5 分钟）</p> <p>1. Roal-play</p> <p>熟悉会话“What do you do on the weekend?I often ...”</p> <p>T: What do you do on the weekend?</p> <p>Ss: I often... .</p> <p>T: Do you want to know what I do on the weekend?</p> <p>Ss: What do you do on the weekend?鼓励更多的学生参与。</p> <p>T: What do you do on the weekend?</p> <p>S: I usually play sports/...学生间反复操练。</p> <p>2. Listen and read “Let’s try”, Choose the right picture.</p> | |
| <p>小结 及作 业（5） 分钟</p> | <p>Step 4.学生小结：这节课我学到了</p> <hr/> <p>Step 5..布置当堂作业</p> <p>背诵并默写本节课所学的单词和句型。</p> | |
| <p>板书 设计</p> | <p style="text-align: center;">Unit 1 My day</p> <p style="text-align: center;">Section B Let’s try Let's talk</p> <p style="text-align: center;">why shop work last sound also busy need</p> <p style="text-align: center;">What do you do on the weekend? I often .../I</p> <p style="text-align: center;">usually.../Sometimes I ...</p> | |

| 第(5)课时 | | | | | | | | | | | | | | | | | | | |
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| 教学 准备 | Teaching Aids 【教学工具】 an English book, a tape recorder and PPT | | | | | | | | | | | | | | | | | | |
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| plate | eggplant | please | play | /p/ | (板书) | | | | | | | | | | | | | | |

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| 教学目标 | 1. 通过本课学习，能加强对本单元知识点的掌握。 2. 语法知识：。 3. 能听懂 story time 的故事内容。 | |
| 教学准备 | Teaching Aids 【教学工具】 an English book, a tape recorder and PPT | |
| 教学设计 | | 设计意图 |
| 导入 (5) 分钟 | Step1：预习温故（用时 6 分钟） Main scene 1. Turn to page2and page3.Try to read and translate these sentences. 2. Guess the meaning of the srory. 3. T show the meaning of these sentences. 4. Read after the tape twice. | |
| 新课教学 (30) 分钟 | Step 2. 新课内容展示（用时 20 分钟） 1. Let's check. 1) Listen and tick. 2) Give answers about yourself. T: What do you do on the weekend? S1: I often... S2: I always... S3: I sometimes... 2. Let's wrap it up（可选上） 3. Story time. 1. S guess what happened in the story. | |

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| | <p>2. Read after the tape twice.</p> <p>3. Talk about the main meaning of the story.</p> <p>Step 3. 合作交流，师生共建（用时 8 分钟）</p> <p>1. Review the words of this unit.</p> <p>2. Review the sentences:</p> <p>T: When do you eat breakfast/ ... in the morning/...?</p> <p>Ss: We eat breakfast/ ... at ... o'clock.</p> <p>T: What do you do on the weekend?</p> <p>Ss: I often watch/ ... with my mother/（反复操练。）</p> <p>灵活运用所学单词和句型反复操练。</p> <p>3. Role- play“ main scene”P2—P3（时间允许时进行。）</p> | | | | |
| 小结 及作 业（5） 分钟 | <p>Step 4.学生小结：这节课我学到了</p> <hr/> <p>Step 5.布置当堂作业</p> <p>背诵并默写本单元四会单词及句型。</p> | | | | |
| 板书 设计 | <p style="text-align: center;">Unit 1 My day</p> <p style="text-align: center;">go play have do</p> | | | | |
| 教学反思 | | | | | |
| 课题 | Unit 2My favourite | 课型 | 新授 | 课时 | 6 |

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|--------|---|--|------|-------------|------|
| | season | | | | |
| 备课时间 | 2020. 4. 25 | | 授课时间 | 2020. 4. 30 | |
| 教学目标 | 1. 能听说读写单词 season, spring, summer, autumn, winter picnic pick go swimming, make a snowman. 2. 初步掌握句型 Which season do you like best?并能回答。 3. 总结gr 和br 在单词中的发音规律,能找出含有字母gr 和br 的单词. | | | | |
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| | <p>swimming every day.</p> <p>反复操练并让学生掌握该句型。</p> <p>5)、 Listen to the tape, 分角色读 Let's learn. 请学生翻译句子。</p> <p>Step 3. 合作交流, 师生共建 (用时 5 分钟)</p> <p>1、 Role- play:</p> <p>猜一猜, 学生灵活并运用所学单词练习句型:</p> <p>S1: Which season do you like best? S2:Spring/....I can ...</p> <p>反复练习。</p> <p>2、 Read and match:Read and choose the right pictures.</p> | |
| <p>小结 及作 业 (5) 分钟</p> | <p>Step 4. 学生小结 : 这节课我学到了</p> <hr/> <p>Step 5.布置当堂作业</p> <p>背诵并默写四会单词及句型。</p> | |
| <p>板书 设计</p> | <p style="text-align: center;">Unit 2 My favourite season</p> <p style="text-align: center;">Section A Let's learn Read and match</p> <p style="text-align: center;">spring summer autumn winter</p> <p style="text-align: center;">  </p> <p style="text-align: center;">Which <u>season</u> do you like best?</p> | |
| <p>教学反思</p> | | |
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| 第(2)课时 | |
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| 教学 目标 | 1. 能听懂 Let's try 部分的内容,并勾选出正确的图片。 2. 听、读 Let's talk 部分,运用核心句子“Which season do you like best?”“Spring/Winter/....It's pretty/Ilike snow/...”来谈论最喜欢的季节,并变换单词,分角色练习对话,说出简单的理由。 |
| 教学 准备 | Teaching Aids 【教学工具】 an English book, a tape recorder and PPT |
| 教学设计 | |
| 设计意图 | |
| 导入 (5) 分钟 | Step1 : 预习温故 (用时 5 分钟) 1. Review “the weather”. What's the weacher like? It's <u>warm /hot/cool/cold/sunny/windy/snowy/....</u> 并让学生说出划线部分单词意思。 2. Review the words. season,spring, summer, autumn, winter 并将单词带入句型中去复习: T: Which season do you like best? Ss: Spring. It's warm./...(用同样句式复习其他单词)反复操练此句型。 |
| 新课 教学 (30) | Step 2. 新课内容展示 (用时 20 分钟)。 1. Let's talk. 1) 学习重点单词、短语和句型: beautiful—It's very beautiful. |

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| 分钟 | <p>pretty—It's pretty.(教师可以自己找一找并板书)</p> <p>2) Listen to the tape and read the dialogue .</p> <p>3) 3) 学生自读课文，并根据课文回答问题： T: Which season do you like best? Ss: Winter/ I like snow./It's pretty.</p> <p>反复操练几个句型，让学生掌握。</p> <p>4))请学生讲解重点句子，并对重点做好笔记。</p> <p>2. Let's try.What is the weather like today? Listen and write.</p> <p>Step 3. 合作交流，师生共建（用时 10 分钟）</p> <p>灵活运用所学重点单词和句型造句。</p> <p>T: What is the weather like today? Ss: It's warm/</p> <p>T: Which season do you like best? Ss: Spring/....也可</p> <p>分小组练习对话。</p> <p>3. Teach the song“What's your favourite season? ”</p> | |
| 小结 及作 业 (5) 分钟 | <p>Step 4.学生小结：这节课我学到了</p> <hr/> <p>Step 5.布置当堂作业</p> <p>熟读并背诵本课对话。</p> | |
| 板书 设计 | <p>Unit 2 My favourite season</p> <p>Section A Let's try Let's talk</p> <p>What is the weather like today? Ss: It's warm/</p> | |

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| | Which season do you like best? | Ss: Spring. It's warm./... |
| 第(3)课时 | | |
| 教学目标 | <p>1. 能掌握动词短语: go on a picnic, go swimming, pick apples, make a snowman.</p> <p>2. 能掌握问句“Which season do you like best?”更详细的回答方式。</p> | |
| 教学准备 | <p>Teaching Aids 【教学工具】</p> <p>an English book, a tape recorder and PPT</p> | |
| 教学设计 | | 设计意图 |
| 导入 (5)分钟 | <p>Step1: 预习温故 (用时 5 分钟)</p> <p>1. 开火车的形式拼读单词: season, spring, summer, autumn, winter.</p> <p>2. 复习对话:</p> <p>T: Which season do you like best?</p> <p>Ss: Winter/.... I like snow./It's pretty 反复操练巩固句型。</p> | |
| 新课教学 (30)分钟 | <p>Step 2. 新课内容展示 (用时 20 分钟)</p> <p>1. Learn the phrases: go on a picnic, go on a picnic—loften go on a picnic.</p> <p>用以上方式反复教其余词组: go swimming, pick apples, make</p> | |

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| | <p>a snowman.</p> <p>2. Learn the sentence:</p> <p>T: Which season do you like best? Ss: <u>Spring</u>. I often go on <u>a picnic</u>.</p> <p>替换单词或词组反复操练此句型，让学生掌握此句型。</p> <p>3. Listen to the tape and read it again.分角色读。</p> <p>4. 师生互译短语和重点句子。</p> <p>Step 3. 合作交流，师生共建（用时 10 分钟）</p> <p>1. Ask and answer: 两人一小组进行对话练习。</p> <p>A: Which season do you like best? B: <u>Winter</u>. I often <u>play in the snow</u>.</p> <p>用表格内的词组进行替换操练。</p> <p>2. 学生灵活运用短语和句型去造句</p> <p>I like spring. I can plant flowers./I like summer. I can go swimming./...</p> | |
| <p>小结 及作 业（5） 分钟</p> | <p>Step 4. 学生小结：这节课我学到了</p> <hr/> <p>Step 5. 布置当堂作业</p> <p>背诵并默写四会词组及句型</p> | |
| <p>板书 设计</p> | <p>Unit 2 My favourite season</p> <p>Section B Let's learn Ask and answer</p> <p>I like spring best. There are beautiful flowers everywhere.</p> | |

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| | <p>I often { go on a picnic go swimming pick apples make a snowman</p> |
| 教学反思 | |
| 第(4)课时 | |
| 教学目标 | 1. 能听懂 Let's try 部分的内容,并勾选出正确的图片。 2. 能正确回答为什么最喜欢这个季节, 并能在情景中熟练运用这个句子。 |
| 教学准备 | Teaching Aids 【教学工具】 an English book, a tape recorder and PPT |
| 教学设计 | |
| 设计意图 | |
| 导入 (5)分钟 | Step1: 预习温故 (用时 5 分钟) 1、Sing a song "What's your favourite season?". 2、Review the phrase: go on a picnic, go swimming, pick apples, make a snowman. (板书: go on a picnic—I often <u>go on a picnic</u> with my family. 让学生替换词组反复复习。) 3. Answer the question. |

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| | <p>T: Which season do you like best?</p> <p>Ss: I like <u>spring</u>. It's pretty.</p> <p>反复进行替换练习，要求学生说出理由。</p> | |
| <p>新课 教学 (30) 分钟</p> | <p>Step 2. 新课内容展示 (用时 20 分钟)</p> <p>1) 学习重点单词、短语和句型, good job, because,...。(教师可以自己找一找, 并板书)</p> <p>2) Listen to the tape and read the dialogue .</p> <p>3) 学生自读课文, 并根据课文回答问题:</p> <p>T: Which season do you like best?</p> <p>Ss: I like spring best.</p> <p>T: Why?</p> <p>Ss: Because the weather is pretty.</p> <p>反复操练几个句型, 让学生掌握。</p> <p>4) 请学生讲解重点句子, 并对重点做好笔记。</p> <p>5) Listen “let’s try”, Choose the right picture.</p> <p>Step 3. 合作交流, 师生共建 (用时 10 分钟)</p> <p>各组组长带领组员进行小组间分工讨论交流, 并展示, 学生评价后老师进行讲评。</p> <p>1. Act “let’s talk”.</p> <p>2. Try to write a dialogue.</p> | |

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| 小结 及作 业 (5) 分钟 | Step 4.学生小结：这节课我学到了 <hr/> Step 5.布置当堂作业 1. 听写本单元的单词和词组。2. 抄写 read and write 并背诵。 | |
| 板书 设计 | Unit 2 My favourite season Section A let's spell P16 Section B read and write brown library brother umbrella /br/ green grapes grandpa grow /gr/ | |
| 第(6)课时 | | |
| 教学 目标 | 1.通过本课学习，能加强对本单元知识点的掌握。 2.能熟练运用疑问词。 3.能听懂 story time 的故事内容。 | |
| 教学 准备 | Teaching Aids 【教学工具】 an English book, a tape recorder and PPT | |
| 教学设计 | | 设计意图 |
| 导入 (5) 分钟 | Step1：预习温故（用时 5 分钟） Main scene 1. Turn to page12 and page13.Try to read and translate these sentences. 2. Guess the meaning of “play sports” . | |

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| | <p>灵活运用本单元所学句型反复复习。</p> <p>3. 字母组合 gr 的发音是/gr/,字母组合 br 的发音是/br,/读出有 gr 和 br 组合的单词（再次复习 let's spell）.</p> <p>4. Role- play“ main scene”P12—P13（时间允许时进行。</p> | | | | |
| 小结 及作 业（5） 分钟 | <p>Step 4.学生小结：这节课我学到了</p> <hr/> <p>Step 5.布置当堂作业</p> <p>背诵并默写本单元的四会单词及句型。</p> | | | | |
| 板书 设计 | <p style="text-align: center;">Unit 2 My favourite season</p> <p>Main scene Section B Let's check Let's wrap it up</p> <p>Section C story time</p> <p style="text-align: center;">what when where which why</p> | | | | |
| 课题 | Unit 3 Myschool calendar | 课型 | 新授 | 课时 | 6 |
| 备课 时间 | 2020. 5. 2 | | 授课 时间 | 2020. 5. 12 | |
| 教学 目标 | <p>1. 能够听、说、读、写表示月份单词： January, February, March, April, May. June July, August, September, October, November, December.</p> <p>2. 初步了解各个月份中的一些节日的英语表达方式。</p> <p>3. 让学生能说出自己最喜欢的月份（1---12月）。</p> <p>4. 能够听、说、读、写表示月份单词及能认简写形式</p> <p>5.理解书上重点句子，如： We will play many games. We will look for eggs.....</p> | | | | |

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| | 6.能了解及会发字母组合 ch 及 sh 在单词中的发音。 | |
| 教学重点 | 1. 能够听、说、读、写表示月份单词: January, February, March, April, May. June July, August, September, October, November, December. 2. 初步了解各个月份中的一些节日的英语表达方式。 | |
| 教学难点 | 1.月份中的一些节日和日期的英语表达方式 | |
| 第(1)课时 | | |
| 教学目标 | 1. 能够听、说、读、写表示月份单词: January, February, March, April, May. June. 2. 初步了解各个月份中的一些节日的英语表达方式。 3. 让学生能说出自己最喜欢的月份 (1--6 月)。 | |
| 教学准备 | Teaching Aids 【教学工具】 an English book, a tape recorder and PPT words cards. | |
| 教学设计 | | 设计意图 |
| 导入 (5)分钟 | Step 1.预习温故(用时 5 分钟) 1) Greetings: sing a song together. 2) Revision: Go over the old words: Monday, Tuesday.....Sunday. T: What day is it today? S: Today is T: Today is also my birthday. Do you know “When is your birthday?” Ss: 一月、二月...(可用中文说出月份) | |

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| <p>新课 教学 (30) 分钟</p> | <p>Step 2. 新课内容展示（用时 18 分钟）</p> <p>1) 板书： the title “Unit 3 Myschool calendar”并教读.</p> <p>2) Learn the new words: January, February, March, April, May. June</p> <p>T: January January spell it please. S: Read after teacher and spell the word.</p> <p>3) T: Make a sentence: My birthday is in January. S: Read after teacher（同样的方法教其他单词）引导学生自己说出句子如： January January. My birthday is in January..（明确告知学生在只有月份的情况下只能用介词 in）。</p> <p>4) 引导学生找出 1__6 月份中的节日及自己能用英文读出的名称，如：Children’s Day 等。</p> <p>T: When is your birthday? S : My birthday is in January. / It’s in January.</p> <p>T : When is Children’s Day? S : It’s in June.</p> <p>5) Listen to the tape (let’s learn)</p> <p>Step 3.合作交流：（用时 12 分钟）</p> <p>1) 小组合作：（6 人）分别用When is your birthday? S: My birthday is in January/ February.造句。(规定每人选择一个与他人不同的月份)。</p> <p>2) 两人交流对话： When is May Day? S : It’s in May.</p> |
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| | 3) Finish “Read and say”. | |
| 小结 及作 业 (5) 分钟 | Step 4. 学生小结：这节课我学到了 <hr/> Step 5.布置当堂作业 1.完成 January, February, March, April, May. June 在四线三格上的写法。 2.写一句自己今天才学会最感兴趣的句子。 | |
| 板书 设计 | Unit 3 Myschool calendar Section A Let’s learn let’s do January, February, March, April, May. June. When is your birthday? S: My birthday is in <u>January</u> . When is <u>MayDay</u> ? S: It’s in <u>May</u> | |
| 教学反思 | | |
| 第(2)课时 | | |
| 教学 目标 | 1、能询问及回答节日所在月份。 2.能用理解Let’sstalk 的大意，能用正确的语音语调朗读对话。 3.能在语境中运用When is the singing contest?----It’s usually in May.类似句型来交流相关月份及节日。 | |
| 教学 准备 | Teaching Aids 【教学工具】 an English book, a tape recorder and PPT | |
| 教学设计 | | 设计意图 |

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| <p>导入 (5) 分钟</p> | <p>Step 1.预习温故(用时 5 分钟)</p> <p>1) 、 Review the words : January May. June.</p> <p>2)、 T: When is winter vacation? /Father’s day</p> <p>S s: It’s in..... Go over the sentences..</p> | |
| <p>新课 教学 (30) 分钟</p> | <p>Step 2. 新课内容展示 (用时 15 分钟)</p> <p>1) T: 讲解重难点单词及短语“<u>a few fun things</u>” After, an Easter party, have a school trip, cool 并板书</p> <p>2) Read the Let’s talk after the tape five times.</p> <p>3)T: How many festivals have you heard? (听短文回答问题)</p> <p>S: Three. They are sports meet, Easter party and school trip.(学生可看到书自己寻找答案)</p> <p>T: When is Easter party/school trip? Ss: It’s in</p> <p>4)翻译并阅读重点句子</p> <p>5) Write and talk:</p> <p>T: When is school trip?/ Chinese test/ singing contest....? S: It’s in....</p> <p>Step 3.合作交流: (用时 15 分钟)</p> <p>1) 1--6 月份的单词及节日教师说中文学生说英文</p> <p>2) Role play: 两人小组对话, 轮流模仿以上老师的问句及同学们的答语。</p> | |

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| 小结 及作 业 (5) 分钟 | Step 4.学生小结: 这节课我学到了 <hr/> Step 5.布置当堂作业 和同桌一起背诵 Let's talk 的对话 | |
| 板书 设计 | Unit 3 Myschool calendar Section A Let's talk 、 Write and talk | |
| 第(3)课时 | | |
| 教学 目标 | 1. 能够听、说、读、写表示月份单词及能认简写形式: July, August, September, October, November, December. 2. 初步了解各个月份中一些节日的英语表达方式。 3. 让学生能说出自己最喜欢的月份 (7---12 月) 。 | |
| 教学 准备 | Teaching Aids 【教学工具】 an English book, a tape recorder and PPT | |
| 教学设计 | | 设计意图 |
| 导入 (5) 分钟 | Step 1.预习温故(用时 5 分钟) 1) Greetings: sing a song together. 2) Revision: Go over the old words: January, May. June T: Do you like January? / February..... Ss: Yes, I do. T: Do you know July? (板书该单词) Ss: It's 7 月. 教师依次板书出 7--12 月及简写形式 (也可是事先准备好的单 | |

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| | 词卡片直接粘贴到黑板上。 | |
| <p>新课 教学 (30) 分钟</p> | <p>Step 2. 新课内容展示 (用时 20 分钟)</p> <p>1) Teach the new words: July, August, September, October, November, December.</p> <p>T: July. July Spell it please. S: Read after teacher and spell the word.</p> <p>2) T: Make a sentence: July, July. Summer vacation is in July. S: Read after teacher</p> <p>(同样的方法教其他单词, 并引导学生自己说出句子如: September September .Teachers' Day is in September.)。</p> <p>3) 引导学生找出 7---12 月份中的节日及自己能用英文读出的名称, 如: Teachers' Day 等。</p> <p>T: When is your birthday? S : My birthday is in August. / It's in January.</p> <p>T : When is China's National Day? S : It's in October.</p> <p>4) Listen to the tape (let's learn)</p> <p>Step 3.合作交流: (用时 10 分钟) 1) 小组合作: When is your birthday/ Christmas? S: My birthday is in January/ February/ It's in December.</p> <p>2) Finish "Ask and write".</p> | |

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| 小结 及作 业 (5) 分钟 | <p>Step 4.学生小结：这节课我学到了</p> <hr/> <p>Step 5.布置当堂作业</p> <p>1.完成 July, August, September, October, November, December在.四线三格上的写法。</p> <p>2.写一句自己今天才学会最感兴趣的句子。</p> | |
| 板书 设计 | <p style="text-align: center;">Unit 3 Myschool calendar</p> <p style="text-align: center;">Section B Let's learn Ask and write</p> <p style="text-align: center;">July, August, September, October, November, December.</p> <p>When is <u>your birthday</u>? S: My birthday is in <u>January</u>.</p> <p>When is <u>Mid-Autumn Day</u>? S:It's usually in <u>September or</u> <u>October.</u> </p> | |
| <p>第(4)课时</p> | | |
| 教学 目标 | <p>1.能用理解Let's talk 的大意，能用正确的语音语调朗读对话。</p> <p>2.能在语境中运用When is the trip this year?-----It's in October..</p> <p>3.理解书上重点句子，如： We'll go to the Great Wall.</p> | |
| 教学 准备 | <p>Teaching Aids 【教学工具】</p> <p>an English book, a tape recorder and PPT</p> | |
| <p>教学设计</p> | | <p>设计意图</p> |

