

The Great People 教学设计

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文本分析

What 主题意义和主要内容

第一篇故事 **Early Birds** 主要讲述的是爷爷早晨锻炼回家，小男孩醒来了，他觉得七点起床很早。于是爷爷告诉小男孩在我们生活中有许多 **Early Birds**--早起的人们。比如四点扫大街的清洁工，五点开车的公交司机，六点给人们提供早餐的小摊以及七点指挥交通的警察。爷爷告诉小男孩他们早起是为了帮助其他人，小男孩认为他们都很伟大。爷爷问小男孩想不想当早起的人，小男孩说这看起来很难但会努力尝试。

第二篇故事 **A Special Class** 讲述的是老师邀请了三位家长来班级介绍自己的职业。三位家长分别描述了自己的职业特征，比如他们的工作地点，他们所做的事情等让小朋友们猜他们的职业。最后孩子们猜出了他们的职业分别是厨师、作家和消防员。

Why 写作意图

这两篇故事中提到的职业都是我们生活中常见的职业，他们都是平凡的普通人，但他们都在努力为别人服务。他们用自己的实际行动在诠释平凡铸就伟大。两篇故事都告诉我们应该尊重所有的职业，致敬每一位平凡的劳动者。

How 文本结构

两篇文章都以对话的形式展开，时态用的是一般现在时。两个文本分别从人们工作的时间、地点、所做的事情几方面进行描述。其中第一个文本采用了对比的手法，用劳动者开始工作的时间和小男孩起床的时间对比，让孩子们感受他们平凡中的伟大。第二个故事采用的是描述猜测的方法吸引孩子的注意。两个文本的对话，用精炼简洁的语言刻画了不同职业的一些特征，凸显了文本平凡中的伟大这一主题。

学情分析

本节课授课对象是四年级学生，经过三年半的英语学习，他们具备了足够的语言积累，具有一定的拼读水平，养成了一定的英语学习兴趣。他们乐于学习绘本，能熟练的观察绘本封面信息，能在教师的带领下进行图片环游，Jigsaw-reading 等方式获取文本信息。他们思维活跃，有的善于表达，有的孩子还喜欢表演。他们可以用自己喜欢的方式阐述对文章中人物的看法。同时他们对日常生活中的职业也有所了解，有的孩子曾经体验过某些职业，有的孩子曾经采访过身边的职业，所以职业这一主题对于他们来说并不陌生。

教学目标

在本课学习结束时，学生能够：

1.学习理解方面：

在自主阅读与解决问题的过程中，结合图片和文本信息了解文中的职业

2.应用实践方面：

通过讨论，想象表演，Jigsaw Reading 等方式深入了解这些职业，感受他们的伟大

3.迁移创新方面：

思考自己将来想做的职业及为什么；能够联系生活实际，想想可以尽自己所能为他们做些什么

教学重难点

重点：

在图片及老师的帮助下，梳理文本信息，理解文本大意

难点：

学生能够理解作者写作意图，深刻体会本课主题意义平凡中的伟大

教学辅助

PPT 学生任务单 板书词条、卡片

教学方法

PWP 三段式阅读教学法

Warm up ➡ Pre-reading ➡ While-reading ➡ Post-reading ➡ Homework

教学基本信息

教材名称：英语分级群文阅读三年级下册

教材出版社：外语教学与研究出版社

课题名称：The Great People 最美的人

授课班级：棠外附小 4.8 班

教学过程			
教学步骤	教师活动	学生活动	设计意图
Pre-reading	1. Greetings. 2. Sing a song. What's the song about? What jobs did you hear? What other jobs do you know? 3. Read the cover. What can you get from the cover?	1. Greetings. 2. Sing and do It's about jobs. I heard..... I know..... I can see..... They are talking about.....	用一首活泼的歌曲调动学生，活跃课堂气氛。 同时自然引出今天的职业主题，了解学生的已知。 让学生观察封面图片对文本做猜测，引起学生对绘本阅读的期待。
While-reading	Early Birds 1. Listen and answer What are they talking about? 2. Picture walk P39	They are talking about.....	整体感知文本，训练学生的听力，手指指读能力，培养提取有效信息的能力

	<p>Who are they? When do they go out? What do they do ? What are you doing around four o'clock?</p> <p>P40 Who are they? When do they start to work? What do they do ? What are you doing around five o'clock?</p> <p>P40 What is this? When do they open? What do people do ? What are you doing around six o'clock?</p> <p>P41 Who is he? When do they work? What do they do ? What do you do around seven o'clock?</p> <p>Discuss: What will happen without them?</p> <p>How are they in your eyes?</p> <p>How are they in the boys eyes ? Why?</p> <p>Ask Ss try to retell the story</p> <p>A Special Class Introduce why it is a special class Group work Describe and guess</p> <p>T1 Luolan's Dad Where does he work?</p>	<p>They are cleaners. Around four o'clock. They clean the streets. I am sleeping.</p> <p>They are bus drivers. Around five o'clock. They drive buses. I am sleeping.</p> <p>It is a breakfast stall. Around six o'clock. People come for a good meal. I am sleeping.</p> <p>They are police officers. Around seven o'clock. They direct the traffic. I get up around seven o'clock.</p> <p>Discuss in four Try to act or say</p> <p>In my eyes,are.....</p> <p>Listen and answer. They are great. They get up early to help others.</p> <p>Try to retell the story according to the key word</p> <p>Read and answer He works in a restaurant.</p>	<p>学生通过听读看，在图片环游的过程中建立图片与文字的联系，更好的理解这些平凡的职业。</p> <p>结合文本内容以及教师的提问，学生提取文本关键信息以及语言框架，为后面的分组自主阅读做铺垫。</p> <p>给所有学生提供表达的机会，特别是当语言成为他们的障碍时，可以通过肢体语言来展示。</p> <p>前面的表演体验给这里的评价表达做了一定的支撑，让学生在深刻理解的基础上有话可说。</p> <p>jigsaw-reading 部分以学生为主体，生生沟通合作，发挥学生的主观</p>
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	<p>What does he do? How is he?</p> <p>T2 Linli's Mum Where does she work? What does she do? How is she?</p> <p>T3 Menghua's Dad How is his work? What does he do? How is he?</p> <p>Ask Ss try to retell the story</p>	<p>He makes tasty food. He is busy. T1: What's his job? T2,T3: He is a chef.</p> <p>Read and answer She works at home. She writes stories for children. She is clever. T2: What's her job? T2,T3: She is a writer.</p> <p>Read and answer He's work is dangerous. He puts out fires. He is brave and great. T3: What's his job? T1,T2: He is a firefighter.</p> <p>Try to retell the story with the key word</p>	<p>能动性。培养学生自主解决问题的能力。</p> <p>这个文本阅读是通过分组阅读完成的，再用词条呈现文本主要内容可检测学生的掌握情况，同时也加强他们对文本的理解。</p>
Post-reading	<p>We've learned different jobs in the two stories. What do they have in common?</p> <p>What is the great job in your eyes? Why do you think so?</p> <p>Plays a video. There are many different jobs around us. Some jobs are easy. Some are very hard. But look, all of them are smiling. They are happy. They try their best to help others.</p> <p>All the jobs are great! Respect all the jobs.</p>	<p>They all help other people. They are all the great people.</p> <p>In my eyes,....are great. Because..... when where what how</p> <p>Watch and think.</p>	<p>紧扣本课核心话题和词汇，在思维导图的示例下让学生结合自身情况，用英语进行表达，学有所用，巩固拓展。提升学生的英语思维能力，完善语言表达能力。</p> <p>2.通过观看视频及老师的解说，再次深刻理解本课主题意义--平凡中的伟大</p>

Homework

1. Think and write. ★★★★★

What do you want to be when you grow up? Why?

A. Draw and write.

When Where

What(do) How

B. Think and write.

I want to be _____ when I grow up.
In my eyes, _____ are _____!

作业1 为基础和能力的结合。本课的内容几乎都是围绕 when, where, what do, how 这四方面对职业进行阐述。这个问题引发学生对未来职业的思考, 完成思维导图和写作是对本课重点的巩固练习。

2. Interview a person works in our school. ★★★★★

1. What's his / her job?

He / She is a _____.

2. When does he / she get up?

He / She gets up _____.

3. When does he / she go home?

He / She goes home _____.

4. Where does he / she work?

He / She works _____.

5. How is he / she ?

He / She is _____.

6. What does he / she do?(draw&write)

In the morning In the afternoon In the evening

What can you do for them?
(think&draw&write)

I can..... I can.....

作业2 属于迁移创新作业。让学生采用调查采访的形式去了解跟他们校园生活息息相关的人是为了让他们体会学校教职员工的辛苦, 希望孩子们由衷的尊重他们。同时思考我们可以做些什么去帮助他们, 让我们的校园更加和谐美好。

Blackboard design

