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| **课 题** | Module 10 Unit 1 He was in the kitchen.  第一课时 | | **主备人** | 彭华 | **参与者** | | 李香，曾莉  沈力，刘丽 |
| **日 期** | 2019.9 | | **使用时间** |  | **教 者** | |  |
| **教材分析** | 本课是外研社新标准小学英语（三年级起点）五年级上册第十模块第一单元。本课的主要教学内容是谈论人或物品所处的位置。学生在三年级下册的学习中，已经学习了in, on, under, behind等介词的用法，因此学生对谈论所处位置这一知识并不陌生。本课通过创设John、Sam、Amy和Lingling 在家里玩捉迷藏的游戏情境，帮助学生学习如何运用He was in the kitchen.这类语句表达人或物品所处的位置。 | | | | | | |
| **学情分析** | 本课的教学对象是五年级学生。他们在英语听说读写方面的能力有了一定的基础，具备了初步用英语进行交流，用英语做事的能力。本课的主要学习内容是如何谈论人或物品所处的位置，在此之前，他们已经掌握了一些基本的表示方位的单词和句型，并在本册的第三模块重点学习了where特殊疑问词的运用，因此学生对于谈论所处位置这一知识并不陌生，他们能够较简单地用英语表达方位。 | | | | | | |
| **教学目标** | **语言知识** | 功能：谈论人或物品所处的位置  语法：全体学生能运用He was in the kitchen. Where did you find John? I found John in the kitchen. Where did you find Lingling? I found Lingling in the toilet.  词汇：全体学生能理解词汇 kitchen，toilet，room，living room，hide-and-seek，now，last，hide，sofa | | | | | |
|  | **语言技能** | 全体学生能听懂：听：全体学生能听懂 He was in the kitchen. Where did you find John? I found John in the kitchen.全体学生能说：全体学生能说He was in the kitchen. Where did you find John? I found John in the kitchen. 读：全体学生能认读 kitchen，toilet，room，now | | | | | |
| **情感态度** | 通过使用简单英语做游戏，培养学生互相协作的精神，使学生体会到学习英语的乐趣。 | | | | | |
| **学习策略** | 培养学生积极与他人合作，主动学习，积极运用英语进行表达和交流，与同学共同完成学习任务的能力。 | | | | | |
| **文化意识** | 学生通过今天所学知识了解捉迷藏这个国际游戏，进一步了解世界上主要的文娱活动，进而感受西方文化。 | | | | | |
| **教学重、难点** | **教学重点** | 体学生能运用词汇 kitchen，toilet，room，living room，hide-and-seek，now，last，hide，sofa 及句型He was in the kitchen. Where did you find John? I found John in the kitchen. Where did you find Lingling? I found Lingling in the toilet. | | | | | |
| **教学难点** | 在日常生活中使学生能够运用He　was　in　the　kitchen.这类语句谈论人或物品所处的位置。 | | | | | |
| **教学准备** | 单词卡片、互动教学系统、PPT | | | | | | |
| **环节与时间** | **教学过程** | | | | | **资源应用说明** | |
| **热身导入**  **（4分钟）** | 1. **T**: Look, it can draw. It can draw many beautiful pictures. What’s this? 引出crayon，并教授。（板书：crayon）  2. **T**: How many crayons can you see? Are there twenty?  **Ss**: No, there are only nineteen crayons.  3. **T:** Yes,today let’s learn “Module 5 Unit 1 There are only nineteen crayons.”（板书课题） | | | | |  | |
| **任务呈现**  **（2分钟）** | 1.T: Look, do you like playing these games in English?  Ss: Yes.  T: Todaywe’re going to play games in English after learning this text. | | | | |  | |
| **课文学习**  **(10分钟）** | 1. Watch and find.  (1)T: Amy, Lingling, Sam and John are playing hide-and-seek too. Now let’s listen and answer “Is Tom playing with them?” (Yes)  (2) Watch the video.  (3) The students answer this question.  2. Listen again and answer with the following questions.  (1) Let the students watch the video for the second time, then ask them to help Amy answer the following questions:  ① Where did you find John?  Amy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  ② Where did you find Lingling?  Amy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  ③ Where is Tom **hiding**? (teach “**hide**”)  Amy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  ④ Who did you find **last**, Amy? (teach “**last**”)  Amy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  （教师先带领学生朗读问题，并讲授问题中出现的新单词，然后教师播放动画。） | | | | |  | |
| **任务完成**  **（8分钟）** | Game: 记忆大比拼  T: Let’s play games in English now. Are you ready?  Ss: Yes. | | | | |  | |
| **小结**  **与**  **布置作业**  **（2分钟）** | 1. Summary   1. Summary  T: What have you learnt today?(The teacher leads the students to say the main words and the sentences.) | | | | |  | |
| **板书** | Module 10 Unit 1 He was in the kitchen.  Where did you find John / Lingling? | | | | |  | |

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| **课 题** | Module 10 Unit 1 He was in the kitchen.  第二课时 | | **主备人** | 彭华 | **参与者** | | 曾莉，李香  沈力，刘丽 |
| **日 期** | 2019.9 | | **使用时间** |  | **教 者** | |  |
| **教材分析** | 本课是外研社新标准小学英语（三年级起点）五年级上册第十模块第一单元。本课的主要教学内容是谈论人或物品所处的位置。学生在三年级下册的学习中，已经学习了in, on, under, behind等介词的用法，因此学生对谈论所处位置这一知识并不陌生。本课通过创设John、Sam、Amy和Lingling 在家里玩捉迷藏的游戏情境，帮助学生学习如何运用He was in the kitchen.这类语句表达人或物品所处的位置 | | | | | | |
| **学情分析** | 本课的教学对象是五年级学生。他们在英语听说读写方面的能力有了一定的基础，具备了初步用英语进行交流，用英语做事的能力。本课的主要学习内容是如何谈论人或物品所处的位置，在此之前，他们已经掌握了一些基本的表示方位的单词和句型，并在本册的第三模块重点学习了where特殊疑问词的运用，因此学生对于谈论所处位置这一知识并不陌生，他们能够较简单地用英语表达方位。为学生的语言交际提供支持。 | | | | | | |
| **教学目标** | **语言知识** | 功能：谈论人或物品所处的位置  语法：全体学生能运用He was in the kitchen. Where did you find John? I found John in the kitchen. Where did you find Lingling? I found Lingling in the toilet.  词汇：全体学生能理解词汇 kitchen，toilet，room，living room，hide-and-seek，now，last，hide，sofa  全体学生能运用词汇kitchen，toilet，room，now  部分学生能够运用词汇 living room，hide-and-seek， last，hide，sofa.  语音：感知字母和字母组合的读音。 | | | | | |
|  | **语言技能** | 听：全体学生能听懂 He was in the kitchen. Where did you find John? I found John in the kitchen. Where did you find Lingling? I found Lingling in the toilet.  说：全体学生能说He was in the kitchen. Where did you find John? I found John in the kitchen. Where did you find Lingling? I found Lingling in the toilet.  读：全体学生能认读 kitchen，toilet，room，now  写：全体学生能按要求完成下列语句书写 He was in the kitchen. Where did you find John? I found John in the kitchen. Where did you find Lingling? I found Lingling in the toilet. | | | | | |
| **情感态度** | 通过使用简单英语做游戏，培养学生互相协作的精神，使学生体会到学习英语的乐趣。 | | | | | |
| **学习策略** | 培养学生积极与他人合作，主动学习，积极运用英语进行表达和交流，与同学共同完成学习任务的能力。 | | | | | |
| **文化意识** | 学生通过今天所学知识了解捉迷藏这个国际游戏，进一步了解世界上主要的文娱活动，进而感受西方文化。 | | | | | |
| **教学重、难点** | **教学重点** | 全体学生能运用词汇 kitchen，toilet，room，living room，hide-and-seek，now，last，hide，sofa 及句型He was in the kitchen. Where did you find John? I found John in the kitchen. Where did you find Lingling? I found Lingling in the toilet. | | | | | |
| **教学难点** | 在日常生活中使学生能够运用He　was　in　the　kitchen.这类语句谈论人或物品所处的位置。 | | | | | |
| **教学准备** | 单词卡片、互动教学系统、PPT | | | | | | |
| **环节与时间** | **教学过程** | | | | | **资源应用说明** | |
| **热身导入**  **（4分钟）** | 1. Greet to each other.  2. Help the students understand the chant and teach the new words: “kitchen, toilet, room, living room”.  T: Yes, Tom is playing hide-and-seek.  (teach “hide-and-seek”)  T: Look, where is Tom in this picture? He’s in the…(**kitchen/bedroom/toilet/living room**).（教师依次出示活动一中的四副图片，并通过问答形式，带领学生学习本课新单词“**kitchen / toilet / room / living room**”并板书新单词“**kitchen / toilet / room**”）  3. Ask the students to read the chant after the video.  T: **Now** let’s chant together. (自然引出新单词“**now**”) | | | | |  | |
| **任务呈现**  **（2分钟）** | T: Now let’s learn “Module 10 Unit 1 He was in the kitchen.”(板书课题) | | | | |  | |
| **课文学习**  **(10分钟）** | 1. Watch and find.  (1)T: Amy, Lingling, Sam and John are playing hide-and-seek too. Now let’s listen and answer “Is Tom playing with them?” (Yes)  (2) Watch the video.  (3) The students answer this question.  2. Listen again and answer with the following questions.  (1) Let the students watch the video for the second time, then ask them to help Amy answer the following questions:  ① Where did you find John?  Amy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  ② Where did you find Lingling?  Amy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  ③ Where is Tom **hiding**? (teach “**hide**”)  Amy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  ④ Who did you find **last**, Amy? (teach “**last**”)  Amy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  （教师先带领学生朗读问题，并讲授问题中出现的新单词，然后教师播放动画。）  (2) Let the students discuss in groups and find the answers after watching the video for the second time.  （小组讨论解决问题，然后选择部分小组进行汇报。）  (3) Check the answers and teach a new word “**sofa**”.  ①**S1:** I found John in the kitchen.  ②**S2:** I found Lingling in the toilet.  ③**S3:** He is hiding behind the **sofa**. (teach “**sofa**”)  ④**S4:** I found Tom last**.**  (学生汇报后，课件出示答案，教师板书重点句型：Where did you find John?  I found John in the kitchen.  Where did you find Lingling?  I found Lingling in the toilet.)  5. Listen and repeat the text.  T: Now let’s listen and repeat. Please pay attention to your pronunciation and intonation. And then read the text in your groups.  6. Act it out. | | | | |  | |
| **训练巩固**  **（14分钟）** | Look, read and fill in the blanks. | | | | |  | |
| **任务完成**  **（8分钟）** | （播放课件，请学生仔细观察课件中物品存放的位置，然后让学生回忆课件出示的物品在什么地方出现过。）  A: Where did you find…?  B: I found… in the… | | | | |  | |
| **小结**  **与**  **布置作业**  **（2分钟）** | (1) Copy these words and the sentences.  (2) Read the text after the player.  (3) Play the games in English. | | | | |  | |

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| **课 题** | M5U2第1课时 | **主备人** | 曾莉 | **参与者** | 彭华，李香  沈力，刘丽 |
| **日 期** | 2019.9 | **使用时间** |  | **教 者** |  |

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| **教材分析** | 本课是外研社新标准小学英语（三年级起点）五年级上册第一模块第二单元。主要教学内容是谈论数量。通过学习twenty—ninety这些数字，让学生发现、归纳这些数词的构成规律，掌握这些数词后，能够运用其进行数量谈论。 | | |
| **学情分析** | 本课的教学对象是五年级学生。在第一单元中，学生已经学习了数字one—twenty，为本单元的学习打下了基础，学习难度较小。通过完成本单元若干任务型活动，使学生最终能够运用本课所学继续谈论数量的话题，达到运用所学英语进行表达和交流。 | | |
| **教学目标** | **语言知识** | 词汇：全体学生能理解number, thirty, forty, fifty, sixty, seventy, eighty, ninety, happily, many；全体学生能运用happily, many以及2-3个本课所学数字；部分学生能运用number以及本课所学的其余数字。  语法：全体学生能运用There are forty.  语音：感知house中ou与flower中ow的读音；ear与dear中ear的读音；chair中air与pear中ear的读音。  功能：运用数字谈论数量。 | |
| **语言技能** | 全体学生能听懂：There are forty.  全体学生能说：There are forty.  全体学生能认读：happily, many以及2-3个本课所学数字  全体学生能书写：happily, many以及句型There are forty. | |
| **情感态度** | 敢于开口、大胆地说，表达中不怕出错。 | |
| **学习策略** | 积极运用所学英语进行表达和交流。 | |
| **文化意识** | 在学习和日常交际中，进一步注意到中外文化异同。 | |
| **教学重、难点** | **教学重点** | 全体学生能运用happily, many及句型There are forty. | |
| **教学难点** | 学生能够运用所学的数字和句型谈论数量。 | |
| **教学准备** | 单词卡片、教学资源包、PPT | | |
| **环节与时间** | **教学过程** | | **资源应用说明** |
| **复习导入**  **（4分钟）** | 1. Say the chant.   （复习上一课的chant，引入话题）   1. ① **T:** Numbers are having a party. Let’s have a look.   ② Watch the video.  3. Watch the video again. Let them follow it.  4. Teach the new words: number, thirty, forty, fifty, sixty, seventy, eighty, ninety, happily.（板书happily）  5. 教师应继续引导学生对比“十几”与“几十”数词的结构特征，并归纳构成规律以及-teen和-ty的读音。 | |  |
| **任务呈现**  **（2分钟）** | **T**: How many? (教师随意抽出数字卡片)  **Ss**: There are sixty/thiry/forty.  **T**: Now let’s learn “Module 5 Unit 2 There are forty.”  （板书课题） | |  |
| **课文学习**  **（10分钟）** | 1. Listen and find.  **T**: How many pupils are there in Lingling’s class? Forteen or forty?  Let students watch the video, then answer the question.  S1: There are forty.  T: Yes, there are so many.（教授many，并板书）   1. Listen and repeat, then read.   ① Ask students to watch the video and repeat after it.  （再一次提醒-ty和-teen的读音区别）  ② Read the text in pairs. | |  |
| **训练巩固**  **（15分钟）** | 1. Finish SB Unit2 Activity 3.   （请学生看表格和数据，理解活动要求。然后请学生朗读例句和表格里的内容，仿照示例，两人一组进行对话。最后请部分学生展示）   1. Finish AB Unit 2 Exercise 2. Read and circle “True” or ”False”. 课堂活动用书M5U2E2   AB Unit 2 Exercise 2答案：  (1) True (2) False (3) True (4) False   1. Finish SB Unit 2 Activity 4.   （学生跟读，注意观察彩色字母的读音）  Students try to read the sound of colourful words.  （教师通过PPT展示，引领学生归纳彩色字母及字母组合的读音）  Students read the words themselves.  （学生自读，体会读音规则）  3. **T**: How many \_\_\_\_\_\_ are there?  Ss: There are/is \_\_\_\_\_\_.  （运用所学数字，谈论数量，并为Activity 5里所要涉及的动物做铺垫）  4. Listen and say, then chant.  ① Watch the video and listen.  ② Say the chant.  5. Play a game: Finish SB Unit 2 Activity 6.  （教师说明活动要求：学生A说一种动物，起始数量为一，学生B说出这一动物有多少条腿，学生C依旧说这种动物，但增加数量，学生D说这些动物一共有多少条褪，以此类推，错者退出。此游戏可以先在小组内比试，然后再小组之间PK） | |  |
| **任务完成**  **（8分钟）** | 1. Finish AB Unit 2 Exercise 4.  （小组为单位进行调查，调查后教师公布正确答案，然后小组内在说一说）  2. Finish SB Unit 2 Activity 7.  （小组内成员相互调查，最后小组展示） | |  |
| **小结**  **与**  **布置作业**  **（1分钟）** | 1. Summary  **T**: What have we learnt today?  Students read the words and the sentence.  2. Homework  ① Finish AB Unit 2 Exercise 5.  ② Finish the email or postcard. | |  |
| **板书设计** | Module 5 Unit 2 There are forty.  happily many  There are forty. | |  |

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| **课 题** | M5U2第2课时 | **主备人** | 曾莉 | **参与者** | 彭华，李香  沈力，刘丽 |
| **日 期** | 2019.9 | **使用时间** |  | **教 者** |  |

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| **教学目标** | **语言知识** | （1）能够听、说、读、写本单元的单词和基本句型。  （2）能听懂会说“There are┄ ”  （3）能正确、流利地朗读对话。 | |
| **语言技能** | 全体学生能听懂：There are forty.  全体学生能说：There are forty.  全体学生能认读：happily, many以及2-3个本课所学数字  全体学生能书写：happily, many以及句型There are forty. | |
| **情感态度** | 敢于开口、大胆地说，表达中不怕出错。 | |
| **学习策略** | 积极运用所学英语进行表达和交流。 | |
| **文化意识** | 在学习和日常交际中，进一步注意到中外文化异同。 | |
| **教学重、难点** | **教学重点** | 准确理解对话中学科网(www.zxxk.com)--教育资源门户，提供试卷、教案、课件、论文、素材及各类教学资源下载，还有大量而丰富的教学相关资讯！的语句，掌握四会单词和基本句型，并能正确书写。 | |
| **教学难点** | 会用“There are forty”等语句 | |
| **教学准备** | 单词卡片、教学资源包、PPT | | |
| **环节与时间** | **教学过程** | | **资源应用说明** |
| **复习导入**  **（4分钟）** | **1. Revision**  （1）Numners  教师呈现数字，请学生跟读  （2）Revision  Look and say  教师呈现图片，请学生根据图片说出单词。 | |  |
| **任务呈现**  **（2分钟）** | **2. Lead in.**  Let's chant  教师请学生看动画  找出数字的单词  教师呈现chant 文本，请学生回答问题  What are numbers doing?  How many numbers are there in the chant? | |  |
| **课文学习**  **（10分钟）** | 1.**Listen and read**  （1）New words  教师播学科网(www.zxxk.com)--教育资源门户，提供试卷、教案、课件、论文、素材及各类教学资源下载，还有大量而丰富的教学相关资讯！放对话，找出不认识的单词  pupil n. 小学生  How many pupil are there in your class?  你的班里有多学科网(www.zxxk.com)--教育资源门户，提供试卷、教案、课件、论文、素材及各类教学资源下载，还有大量而丰富的教学相关资讯！少个学生？  （2）解读文本  教师呈现课文对话，请学生再看一遍，一起学习对话  a. How many pupil are there in your class,Lingling?  询问数量的句型及答语：  问句：How many + 可数名词复数+are there +其他？  …...有多少…...？  答语：There are +基数词。 有…...  例子：How many pencils are there in your bag?  There are six pencils in my bag.  b. There are fourteen.  There be 句型表示“有……”，“存在……”  There be(is/are)+主语+其它  There is a cake on the table.  桌子上有一个蛋糕。  （3）小练习  选择。  （ ）1. There forty.  A. am 学科网(www.zxxk.com)--教育资源门户，提供试卷、教案、课件、论文、素材及各类教学资源下载，还有大量而丰富的教学相关资讯！ B. is C. are  （ ）2. How pup学科网(www.zxxk.com)--教育资源门户，提供试卷、教案、课件、论文、素材及各类教学资源下载，还有大量而丰富的教学相关资讯！ils in your class?  A. many B. much C. do  （ ）3. Are there socks ?  A. a B. any C. some  （4）Do the math  教师呈现数字算式，请学生能够解答  15+15= 30+40=  20+20= 20+60=  10+50= 40+50=  （5）Look and write  教师请学生看图说出数字  There are pens.  There are dogs.  There are学科网(www.zxxk.com)--教育资源门户，提供试卷、教案、课件、论文、素材及各类教学资源下载，还有大量而丰富的教学相关资讯！ basketballs.  TThere are apples.  here are rabbits.  （6）连词成句  1.There fifty in pupils your class are[来源:学&科&网]  .    2.there How many are people your family in  .学科网(www.zxxk.com)--教育资源门户，提供试卷、教案、课件、论文、素材及各类教学资源下载，还有大量而丰富的教学相关资讯！  3.are There eighty  .  （7）Count and say[来源:学科网ZXXK]  a. 看插图，仿照插图中的学科网(www.zxxk.com)--教育资源门户，提供试卷、教案、课件、论文、素材及各类教学资源下载，还有大量而丰富的教学相关资讯！对话，同学小组之间进行对话。  A: One frog. B: Two legs.[来源:学科网ZXXK]  A: Two frogs. B: Four legs.  b. 教师请学生根据出现的熊猫的个数，说出数字  （8）Listen and say then chant  教师请学生观看动画并回答问题   1. Ho学科网(www.zxxk.com)--教育资源门户，提供试卷、教案、课件、论文、素材及各类教学资源下载，还有大量而丰富的教学相关资讯！w many lions in the zoo? 2. How many bears in the zoo? 3. How many elephants in the zoo? 4. How many monkeys in the zoo? 5. How many tigers in the zoo? 6. . How many parrots in the zoo? 7. How many cats in the zoo? 8. . How many dogs in the zoo? 9. How many birds in the zoo? 10. How many frogs in the zoo? | |  |
| **训练巩固**  **（15分钟）** | **1.Do and write**  根据给出的例句，小组四人做调查。  A: How many people are there in your family?  B: There are….  **2.Have a try**  Read fast  教师呈现数字看那个同学说的快  **3.小练习**   1. There are twelve girls in my class.（就划线部分提问）   2. I can see fifty tigers.（改为否定句）  3. This is his school.（改为复数句）  **4. Listen and repeat**  （1）呈现内容，教师请学生跟读  （2）分类 | |  |
| **任务完成**  **（8分钟）** | 1. Finish AB Unit 2 Exercise 4.  （小组为单位进行调查，调查后教师公布正确答案，然后小组内在说一说）  2. Finish SB Unit 2 Activity 7.  （小组内成员相互调查，最后小组展示） | |  |
| **小结**  **与**  **布置作业**  **（1分钟）** | 单词：  thirty forty fifty sixty  seventy eighty ninety  句子：  How many pupils are there in your class?  There are fifty in my class. | |  |
| **板书设计** | **Module5**  **Unit 2 There are forty.**  thirteen 13------thirty 30 fourteen 14-------forty 40  fifteen 15---------fifty 50 sixteen 16--------sixty 60  seventeen 17----seventy 70 eighteen 18------eighty 80  nineteen 19------ninety 90 | |  |