**外研社新标准（一年级起）二年级上 Module 6教学设计**

Name Nicole

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| 教材及年级名称 | | | 外研社版新标准英语（一起）\_\_二\_年级上 | 模块名称 | Module 6 Unit 1  What do you do on Sundays?  Module 6 Unit 2  Where do you live? | | |
| Analysis of the Teaching Contents  教学内容分析 | | | 本模块的话题是谈论周末活动安排，居住地点以及个人的简要情况。 Unit1 的情境是Daming 和Sam 在放学回家的路上相互询问星期日的活动安排，结果发现两人都要去踢足球，于是他们相约一起去踢球。 | | | | |
| Analysis of the Students  学情分析 | | | 本模块主要通过What do you do on Sundays?来询问周末的安排，在M5中已学过一些活动的表达，在本模块中应将已知与新知结合运用，并给学生拓展部分与学生生活实际相关的动词短语。 | | | | |
| 教学过程 | | | | | | | |
| Unit 1 教学设计 | | | | | | | |
| Analysis of the Teaching Contents  教学内容分析 | | 1. 通过What do you do on Sundays?来询问周末的安排，也可将Sundays替换成其他的时间段进行询问。 2. 将What 与When 结合运用，形成更有逻辑性的对话练习。 | | | | | |
| Teaching Goals of the Unit  课时教学目标 | | 知识目标：   1. 词汇：全体学生能理解: on, Sunday, park, great, goal, hooray   全体学生能初步运用： on, Sunday, park   1. 部分学生能运用：great, goal, hooray   句子：全体学生能理解 What do you do on Sundays?  全体学生能运用What do you do on Sundays?  能力目标：  全体学生乐于用What do you do on Sundays?来询问他人周末的安排。 | | | | | |
| Teaching Difficulty  教学重点与难点 | | 重点：  全体学生乐于用What do you do on Sundays?来询问他人周末的安排。  难点：  学生能结合已学知识知识，灵活运用I\_\_\_\_\_\_ on \_\_\_\_\_\_. | | | | | |
| Teaching Aids  教学辅助 | | ppt football | | | | | |
| Teaching Methods  教学方法 | | 情境法 听说法 交际法 游戏法 | | | | | |
| Teaching Procedure  教学步骤 | | | | | | | 二次备课批准 |
| Lesson 1  Teaching contents： Part 1/2  Teaching Procedure:  Step1: Warm up.   1. Greetings:   T: Good afternoon, boys and girls. Ss: Good afternoon, Nicole.  How are you? I’m happy..  Sing the song:  Now let’s sing the song together. (Week) S:Sunday ,Monday….   1. Lead-in.   T:Just now ,the song is about weeks, so  what day is it today? Ss: Today is Tuesday.  And which day is Sunday? (1 S point and say):   1. Free talk:   T: What do you do on Sundays? S1/2/3:I \_\_\_ on Sundays.  Step2: Activity 1  T: Look ,who are they? Ss: They are monkeys  and an elephant.  T: They are talking about their Sundays.  Can you guess what does the monkey say? S5/6/7: I\_\_\_onSundays.  T: The monkey asks a question.  Listen , what does he say? Ss: What do you do on Sundays?  T: Look, is the elephant happy? Ss: No, it isn’t.  Guess, what does he say? Ss: I go to shool onSundays.  Which kind of school does he go to on  Sundays? Ss:Football school.  T: The monkeys and elephant play\_\_\_  onSundays. Ss:Football.  How about our friends?  Step3: Activity 2  T:What do they do on Sundays?  (Enjoy the video) Ss: They play football.  P1: What time is it? S9: It’s five.  Where do they go? S10: They go home.  What does Daming say? Ss: What do you do on Sundays?  What does Sam say? Ss: I play football.    What do you do at the park?  P2: What does Daming say? (Listen) Ss: Where do you  play football?  Guess, what does Sam say? S11: At the park.  Practice: c-ar p-ar-k  What do you do at the park? S12/13; I \_\_\_\_\_\_  at the park.  P3: Listen,what does Sam say? Ss: What do you do on Sundays?  Look at the picture. Guess!  What does Daming say? Ss: I play football,too  P4: Look at Daming, can you guess  what does he say? Ss:Let’s play together.  Game: Let’s play together.  P5:Where are they?  Practice: playground.  Sam scores one goal.  What does Sam say? Ss:Goal! Goal!  Game: Score one goal. Ss: You’re so good.  Perfect.  Wonderful.…  Listen ,what does Daming say? Ss: Hooray!  Step4: Listen and read.  Step5: Retell the story.  Step6: Role play.  Work in team. Show time.  Step 7:Summary | | | | | | |  |
| Classroom  Assessment | Team A B C D | | | | | |  |
| Homework： | 1. Listen and read part1-2 2. Role play. | | | | | |  |
| Blackboard Design：  Unit 1 What do you do on Sundays?  Daming Sam  Where do you playfootball? At the park. | | | | | | | |
| 教学反思 Feedback | | | | | | | |
| 教学过程 | | | | | | | |
| Unit 2 教学设计 | | | | | | | |
| Analysis of the Teaching Contents  教学内容分析 | | 本单元是第一单元This is \_\_\_\_\_\_.的拓展与延伸That is a\_\_\_\_\_\_.并结合前面模块学过的动物，颜色，教室物品等单词。培养学生的综合运用语言能力，对学生的能力要求较高。 | | | | | |
| Teaching Goals of the Unit  课时教学目标 | | 知识目标：  1.词汇：全体学生能理解 that, bag,  90%学生能认读that, bag,  2.句子：全体学生能理解That is \_\_\_\_\_.  全体学生能区分That is \_\_\_\_与This is \_\_\_\_\_\_的语意  能力目标：  学生有用英语主动介绍描述周围事物的意识，培养学生积极向上，乐于表达的性格。通过向他人介绍学校，培养学生爱校如家的主人翁意识。 | | | | | |
| Teaching Difficulty  教学重点与难点 | | 重点：灵活运用This/That is \_\_\_\_.  难点：区分this 与that ，并结合已学单词灵活运用句型。 | | | | | |
| Teaching Aids  教学辅助 | | pictures of animals | | | | | |
| Teaching Methods  教学方法 | | TPR教学法 听说法 交际法 游戏法 竞赛法 | | | | | |
| Teaching Procedure  教学步骤 | | | | | | 二次备课批准 | |
| Teaching contents: Part1/3/5/6  Teaching Procedure:  Step1:Greetings:  Good morning, boys and girls. Good morning, Nicole.  How are you? I’m fine.  What’s your name? My name is \_\_\_.  Song: (Module 5 unit 2)(Little teachers)  Step2: Review  Open the window/door  Point to the window/door/floor  ceiling/panda/dog/cat/bird/.  This is a blue cat~(colors)  This is our/my teacher/classroom/desk/  chair/school  Game: Music chair  Step 3: Part 1   1. What can you see? a blue cat   Where is it?   1. Listen and follow. 2. Practice bag. 3. Explain the difference between   that/this   1. Listen and chant together   Step 4: Part2/3   1. T: Look , what animals can you see? a white /yellow cat   a blue/black dog  Listen what does Ms Smart say? This/That is a white/yellow cat.  2.T makes an example this is Lucy,  that is Jack.(Make sure that Ss understand  the difference between this and that)  3.Listen and read the sentences.  4.Show many pictures and put them  anywhere in the classroom. Then ask  some Ss to find the pictures and say  This/That is \_\_\_\_\_.  Step5: Part 5/6   1. S1 points and says this/that   S2: This/That is \_\_\_\_\_.   1. Work in pairs. 2. Introduce our school/classroom/teacher.   Step6:Summary | | | | | |  | |
| Classroom  Assessment | cat dog panda bird | | | | |  | |
| Homework： | 1. Listen and chant. 2. Listen and read Module 5 | | | | |  | |
| Blackboard Design：  Unit 2  This is \_\_\_\_. That is a \_\_\_\_. yellow cat  blue dog  That is our/my\_\_\_\_. That is our/my\_\_\_\_ . | | | | | | | |
| 教学反思 Feedback | | | | | | | |