外研社三上

M8U1 This is Sam’s book.

**教学案例**

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1. **教材内容分析**

本课是外研版新标准英语（一起）三年级上Module 8 Unit1,课题为 This is Sam’s book.

本单元主要围绕物品的归属展开讨论，通过Lingling， Sam 和Daming在学校碰撞后，东西拿错并归还的情境，教学过程中借助图片，视频和思维导图练习目标语言，帮助学生能在恰当的情境中使用目标语言，培养学生的语言能力，学习能力以发散性思维。

目标语言: This is \_\_\_’s \_\_\_\_\_\_.

词汇：bring.

1. **学情分析**

本模块的学习重点是名词所有格形式，在一二年级的教学中已有渗透，因此在本课中学生在图片环游和文本建构的过程中进一步培养学生的综合语言应用能力和发散性思维。

**三．教学目标**

语言能力：

1）理解词汇：bring.

2）能够听懂、会说，并在恰当的情境中运用以下目标语言：

This is \_\_\_\_\_\_’ \_\_\_\_\_\_.

They are not \_\_\_\_\_’\_\_\_\_\_\_.

学习能力：

1）学生能关注图片中的细节，并对其进行描述。

2）学生能带着问题有目的分析文本，获取关键信息。

3）学生能抓住文本中的趣味点并体验英语学习的乐趣。

4）学生能在共建故事过程中主动表达自己的想法，并获得积极的情感体验。

文化意识：

培养学生物归原主的意识。

思维品质：

1）通过图片环游，培养学生自主建构故事的能力。

1. 通过观察，分析，预测，想象，培养学生的发散性思维和逻辑思维能力。

**四．教学重点及难点**

重点：听懂，会说，能在情境中运用以下目标语言：

This is \_\_\_\_\_\_’ \_\_\_\_\_\_.

难点：让学生能够在恰当的情境中灵活运用目标语言

They are not \_\_\_\_\_’\_\_\_\_\_\_.

They are\_\_\_\_\_\_\_’\_\_\_\_\_\_\_.

**五．教学辅助**

卡片、多媒体课件等

1. **教学步骤**

Step 1 ：Warm-up

1. Greetings: Good morning, boys and girls. How are you?

2. Chant together: Is it Amy’s cat? / Is it Sam’s dog?

3. Free talk:

Do you have any questions about picture 1?

Step 2: Activity 2

1) Prediction: ( Activity 2 Picture 1)

T: Are these Lingling’s things? (Enjoy the video.)

Whose things are these? What time is it? How is Sam. What does Sam say?

If you were Lingling, what would you say?

Activity 2 Picture 2

How is Sam now? If you were Sam/ Lingling, what would you say?

Activity 2 Picture 3

Listen ,whose books are these?

Activity 2 Picture 4

(Look at the picture) Work in 2: Guess： What does Daming say?

Activity 2 Picture 5

Look, who is coming? How is Ms Smart? If you were Ms Smart, what would you say?

Are these Lingling’s toys?

Role play

Activity 2 Picture 6

Work in 4: Read the picture 6: Whose ball/toy horse is it?

Step 3: Listen and read (Activity 2)

Step 4: Role play.(Choose one of the scenes)