

义务教育教科书(江苏)四年级英语上册教案

Unit 3 How many?

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教学内容: Story time

知识目标:

1.能听懂、会说、会读、会写

1) 词汇: thirteen, can, fifteen, sure, eighteen, do.

2) 句型 and 日常用语:

How many ...do you have?

I have ...

What do you have?

能力目标:

2.能听懂、会说、会读

1) 词汇: sticker, have a look, very, fourteen, sixteen, seventeen,

nineteen

2) 句型 and 日常用语:

They're nice.

They're very beautiful.

Can I have a look? Yes.

Can I have one? Sure.

教学重点、难点:

句型: How many ...do you have?

I have ...

What do you have?

词汇: thirteen, can, fifteen, sure, eighteen, do.

情感目标: 通过本课时的学习, 不仅可以让小学生学习到有关数字的表达, 同时也让小学生学会分享。当我们有好东西时, 记得与同伴分享, 这样可以获得双重乐趣, 同时也增加了同学间的友谊。

教学准备:

1.多媒体、教学光盘教学卡片

2.魔术盒一个(贴纸, 小汽车, 生日蜡烛等)

教学过程:

Part A. Warming up

1. Sing a song

Ten little candles.

One little, two little,

Three little candles.

Four little, five little candles.

Six little candles.

Seven little, eight little

Nine little candles.

Ten little candles dancing.

1) 听唱歌曲回答问题

T: How many candles? 板书 unit3 How many?

Ss: Ten.

设计意图: 通过歌曲活跃气氛, 同时引导学生复习这些数词, 并引出标题。

2) 分小组唱一唱, 个别唱的同学奖励水果小卡片

Look, you have many fruit cards. Can you tell me what do you have?

板书: A: What do you have?

B: I have ...

设计意图: 回顾第二单元学过的水果单词, 并复习句型。

Part2 Presentation

T: Look, I have a magic box. Can you guess what do I have?

S: What do you have?

教师从魔术盒中拿出一辆玩具小汽车, 并说 I have a toy car. 教授 toy car

S: What else do you have?

T: I have some toy cars.

1) 教授新单词

T: Look at my toy cars, How many cars do I have? Count with me. 板书 How many ...s do you have?

Ss: one two three ... (听音读出 thirteen)

引导学生说出 three—thirteen, 注意 ir /ɜ:/ 的发音, 增加新词 girl bird third. 引导学生读一读。注意 teen /ti:n/ 的发音, 让学生以开火车的形式朗读 thirteen, 并注意 three 到 thirteen 的变化。

2) 利用 chant 的节奏, 操练 how many

How many, how many

How many cars do you have?

Thirteen, thirteen

I have thirteen cars.

设计意图: 利用 chant 的节奏感, 训练了句型及数字, 比较容易激起学生的学习兴趣, 课堂教学不会显得太枯燥。

3) 让学生从魔术盒中摸一摸

S1: What do you have?

S2: I have some stickers. 教授新词 sticker, 注意 i /ɪ/ 的发音

S1: How many stickers do you have?

T: let's count. One two...fourteen.

试着让学生拼一拼, our /ɔ:/ teen—ee— /i:/, 引导学生自己拼读出来

设计意图: 加强字母音标的发音, 培养自我拼读的好习惯。让学生摸一摸魔术盒中的东西, 他们会更感兴趣, 课堂气氛会更热烈。

根据前面的 chant, 引导学生编一编 chant

How many, how many

How many stickers do you have?

fourteen, fourteen

I have fourteen pandas. (读的比较好的同学奖励贴纸)

以同样的方式让两位同学利用魔术盒练习对话:

A: What do you have?

B: I have some stickers.

A: How many stickers do you have?

B: I have fifteen stickers. 教授新词 fifteen, 注意 i /ɪ/ 的发音, 利用教学卡片注意 five—fifteen 的变化。

利用 chant, 学生说一说图片上物品的数量。



总结归纳:

Three—thirteen four—fourteen five—fifteen 让学生找一找规律, 发现词尾的后缀—teen, 表示十几。找到规律后, 让学生自己说一说:

six—sixteen seven—seventeen eight—eighteen nine—nineteen

教学意图: 利用找规律的方式引导学生自己找到数字间的规律变化, 从而认识数字 16—19, 引导学生形成自我认知的好习惯。

Play a game

1) If you see a number, say out loudly, if you see a thunder, say oh, no.



加(plus)的概念,引导学生边读边做。做的又快又好的同学奖励贴纸。

4) 教师摇一摇魔术盒, 并说

T: I have so many things in my magic box. Do you want to have a look?

Yes or No.

Ss: Yes.

T: If you want to know what's in my magic box, you can ask: What do you have? Can I have a look? 板书 Can I have a look? 并注意 can I 的连读, 请学生读一读, 说一说, 并让他们看一看魔术盒, 这样他们更能理解这两句话的含义。利用魔术盒, 同桌操练。

A: What do you have? Can I have a look?

B: Sure. Look I have some stickers.

T: Yes, you have some stickers, and they are ... 学生会给出一些形容词: nice, cool, beautiful 等来形容漂亮的贴纸。教师则增加 very, 可用两个大拇指来让学生感受贴纸非常的漂亮。

设计意图: 利用自我体验, 让学生对句子有自我的理解, 同时让他们知道怎么去表达事物特别美, 我们可以使用程度副词 very. 对于程度副词的理解, 可以使用图片, 利用来表示, 以图片的形式更加直观化的理解 very.

T: Wow, they are very beautiful. Do you want to have one? Yes or no?

S1: Yes. Can I have one? (学生说一说, 同时分给他们贴纸)

设计意图: 根据自我体会, 理解 Can I have one 的意思, 并学会分享。

Part3 Practice and extension

Look, there is a beautiful house. Can you guess whose house?

引出本文的主人公 Mike, Helen. 伴随着一阵敲门声, Who is coming? 引出 Yang ling 和 Wang Bing.

1) 出示第一副图片, 请同学说一说



利用图片, 一圈一圈的形式告知学生, 让学生根据图片, 填一填里面所缺的单词, 再听音确认答案。

设计意图: 学生通过图片感知所给信息, 挖掘图片中隐含意义, 引导学生仔细观察的好习惯。

2) 听录音回答问题:

1. How many toy cars do you have, Mike?



I have ...

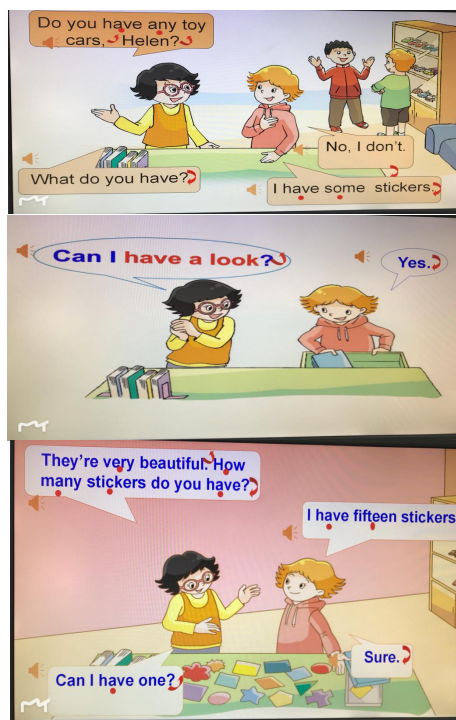
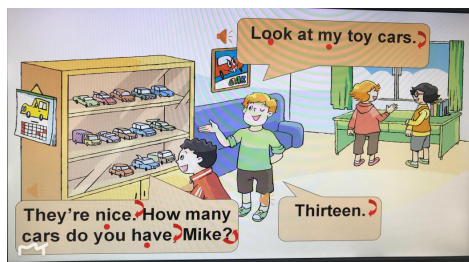
2. How many stickers do you have, Helen?



I have ...

设计意图: 通过看图填空, 让学生结合图片寻找信息, 提高学生的观察能力。听录音回答问题, 让学生试着带着问题去听, 很好的锻炼他们补抓重要信息的能力。

3) Listen and imitate 逐句教授发音, 注意语音语调。



注意升降调的变化, 读出自豪感。

3) 请两到三组的学生上台表演, 注意语音语调的变化, 及时给予奖励与评价, 可以请同学互评, 给出一个最佳表演奖。朗读形式可以多样化: 1. 单人朗读得一颗星, 两人分角色朗读得两颗星, 能演一演的同学得三颗星。

设计意图: 听原音朗读, 让学生更好的体会升降调及重音, 表演可以锻炼学生的胆量, 同时也能加深学生对文章的理解力。

4) 统计学生获得的小贴纸:

5) T: How many stickers do you have? S: I have ...

T: Wow, you have so many stickers, are you happy? S: Yes.

T: Great. I have some stickers left. I'm happy too. We should share our things together. So that we can be more happy.

设计意图: 情感目标的渗透, 本节课主要是让学生学会分享自己所拥有的物品。

6) 利用所学句型, 请同学用自己拥有的物品说一说, 演一演文本句型。

7) Let's have a conclusion

Self-check			
I can use "How many ... do you have?" to ask question.			
I can count 1 to 19			

设计意图: 让学生学会自我评价, 及时作出调整, 学的好的同学得到了表扬, 学的不是很扎实的同学会后巩固。

D. Homework 1. 假期来了, Yang ling, Liu Tao 分别请 Mike 和 Helen 去家里做客, 想一想他们会怎么介绍他们的玩具呢? (试着让学生来总结) A: Look at my ...

B: They are nice / lovely. How many ...s do you have?

A: I have ... Do you have any ...s?

B: Yes, I do / No, I don't. Can I have a look? / Can I have one?

A: Yes. / OK. / Sure. B: Thanks.

设计意图: 通过本文的学习, 学生需要运用文本内容, 学会提取信息, 运用本课题的句型, 表达内心的想法, 以及对美的事物, 学会用一些形容词去表达。

2. 听录音跟读 Story time 对话。

3. 抄写词汇: thirteen, can, fifteen, sure, eighteen, many, do.

板书:

Unit 3 How many?

What do you have?

I have some ...

How many ...s do you have?

I have ... 13 14 15