



《英语》（沪教版）

4A Unit 5

How are the seasons different?

教学设计

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第一部分 单元整体规划

一、单元教材内容

《英语》（沪教版）四年级第一学期 Unit 5

内部资料，严禁外传！ 上海教育出版社 课例资源专用CJQ 20250414

Unit 5

How are the seasons different?

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Get ready!

Listen. Then point and say.

Look, point and say.

It's spring. It's warm and rainy.

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Match the pictures with the captions.

The four seasons

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The four seasons

There are four seasons in a year: spring, summer, autumn and winter.

Spring: Plants grow in spring. Summer days are long and hot.

Summer: Summer comes after spring. It gets hot. The days are long and the nights are short. The sun helps fruit and flowers grow.

Autumn: Autumn comes after summer. It gets cool. Leaves turn red, yellow and orange. Leaves fall in autumn.

Winter: Winter comes after autumn. The days are short and the nights are long. It gets cold and it often snows! Many trees don't have leaves. Then it's spring! The seasons begin again.

How do things change in each season?

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Look, read and match.

a. In winter, many trees don't have leaves.
b. In autumn, leaves turn red, yellow and orange.
c. In spring, the rain helps plants grow.
d. In summer, the sun helps fruit and flowers grow.

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Listen and chant.

Different seasons

It gets hot in summer. Days are long, and nights are short. I like summer. But it's so hot! It doesn't snow in summer. Let's wait until winter! Winter comes. Winter comes. Days are short, and nights are long. It snows. It snows. Brrr! It gets so cold. It gets hot. It doesn't get cold. It snows in winter. It doesn't snow in summer.

Learn

Look and say.

In spring, it gets warm. We can see a lot of honeybees outside.

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Communicate

Listen and number. Then say.

We love the four seasons!

What do they see in each season?

Spring is warm. They see small green leaves on the trees. They also see ...

Think: What do you like doing in each season?

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Do a survey.

Name	Favourite season	Weather	Activity
Han Jing	spring	warm	go to the park

What's your favourite season?

It's spring. It gets warm in spring.

What do you do in spring?

I often go to the park. It's fun.

Think, draw and write.

My favourite season

My favourite season is _____.
It _____.
I _____.

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Extend

The seasons of Arnold's apple tree

My name is Arnold. I have an apple tree.

It's spring. There are lots of flowers on my apple tree. Honeybees look for food.

It's summer. I build a tree house in my apple tree. I watch small apples grow.

It's autumn. My apple tree now has big, red apples. My family and I make apple pies.

It's winter. There is lots of snow. I make a snowman. There are no leaves on the apple tree now.

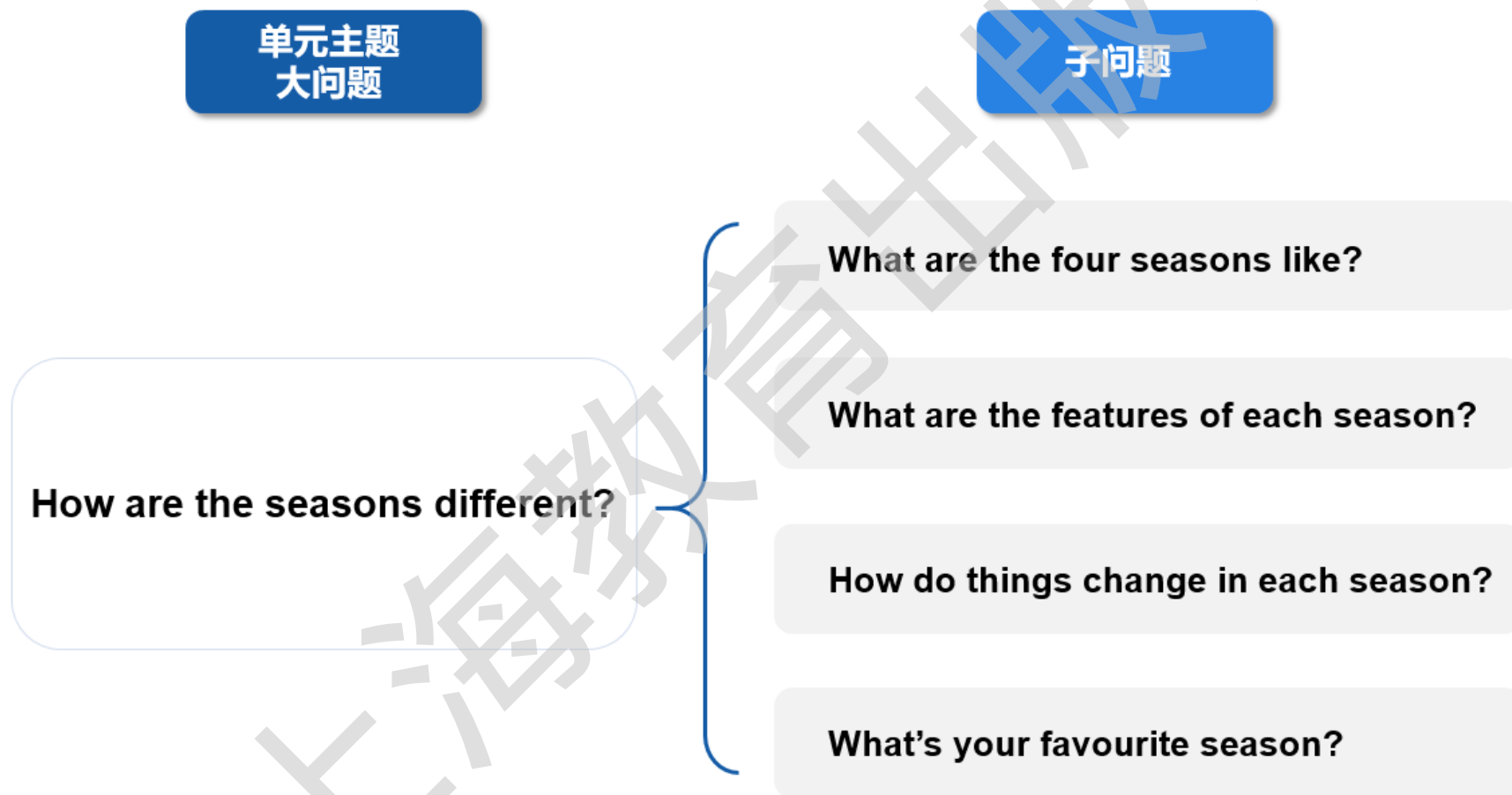
Think: Do you like Arnold's apple tree? Why or why not?

Big Question

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二、分析单元语篇

(一) Map —— 主题（大问题）、子问题、课时话题



(二) 语篇分析

Big Question: How are the seasons different? 该主题属于“人与自然”范畴，涉及“自然生态”主题群中的“季节的特征与变化，季节与生活”子主题内容。				
语篇		本单元的学习内容选自于《义务教育教科书 英语 四年级上册》Unit 5，围绕 Big Question（大问题）How are the seasons different? 展开有关 season 的主题探究，涉及六个语篇，包括：一篇信息性文本、一篇配图故事、两篇图文信息+视频/音频、一篇韵文和一篇对话。		
话题	顺序 / 类型	What	Why	How
Different weather in different seasons	语篇一 主题图页+ 视频资源	大图呈现季节交替时自然风景的照片。视频资源是关于四季的景色和人们在四季开展的活动。	作者通过呈现不同季节的画面场景，引导学生观察不同季节的景象，引导学生知悉不同季节有不同的气候特征。	语篇以主题图页中的树叶颜色呈现本单元关于季节的主题。视频中所呈现四个不同季节中的景物和活动，呼应本单元的大问题。
	语篇二 图文信息+ 音频	教材 Get ready 板块 A 是一年四季中不同景色的场景图。音频内容是关于不同季节的气候特征和所看到的不同景物。		语篇的图文信息属于描述性文本。图片展示四季的不同景色，景物旁配有单词，易于学生理解。音频的内容语言简洁，易于理解，描绘了四季的气候和景象特征。
The four seasons	语篇三 信息性文本	教材的 Explore 板块呈现题目为 The four seasons 的信息性文本。文本是关于四	作者借助画面、文字与音频，通过对四季生动的描绘和细致的刻画，引导学	语篇属于信息性文本，主题明确，即介绍一年中的四个季节及其特点。文本按照时间顺序，依次介绍了四

		季气候、植物等的变化。	生感受和理解一年四季的独特魅力和自然规律，引导学生思考季节变换对天气和植物等的影响。	个季节，结构简单明了，多为短句，易于学生理解。通过重复和循环的结构，增强了文本的节奏感和韵律美。
Different seasons	语篇四 韵文	教材的 Grammar in use 板块是一首韵文，对比了夏天和冬天的天气特点。	作者借助画面、文字与音频，引导学生感受和理解这两个季节的不同气候特点，从而激发学生对自然季节变化的兴趣和探索欲。	语篇属于韵文形式的连续性文本，语言简洁、明快，富有童趣。作者运用对比手法来突出季节的不同特点；通过重复和押韵来增强文本的韵律感和节奏感。
My favourite season	语篇五 对话	教材的 Communicate 板块中的活动 A 是一个对话。对话的内容是关于不同季节中，家庭成员之间的互动和他们对气候的感受及观察。	作者借助画面与音频，通过家庭成员间的互动，展现了不同天气状况对人们心情、活动选择以及对自然环境观察的影响，同时也体现了家庭成员之间温馨和谐的氛围。	语篇是以对话形式呈现的连续性文本，具有生活化和情境化的特点。在话轮的转换中，核心语言和图片信息，为学生的语言表达提供支架。
The seasons of Arnold's apple tree	语篇六 配图故事	教材的 Extend 板块的故事围绕着一棵苹果树在一年四季中的不同景象和 Arnold 与这棵树之间的互动展开。	作者通过描述 Arnold 的苹果树在四季中的变化，展现了自然界的循环和生命的节奏，同时也反映了 Arnold 对自然和生活的热爱。	语篇是以故事形式呈现的连续性文本。文本内容按季节叙述，句子结构清晰，使用了并列句，使描述更生动形象，结尾与开头呼应，体现了自然界的规律性和周期性。

三、梳理核心内容

Big Question: How are the seasons different?			
语篇	核心词汇	核心句式	技能与策略学习要点
语篇：一、二 类型：图文信息、音频、视频 子问题：What are the four seasons like?	- 表示季节和相关气候特征的单词： spring, warm, summer, hot, autumn, autumn, cool, winter, cold - 与主题有关的单词： season	介绍不同季节的气候等特征： It's ...(season) It's ...(weather) ...	- 借助音频、图片语境，根据单词的音、义、形学习季节及气候特征的单词，并进行表达； - 在语境中将新旧语言知识之间建立联系，围绕主题开展有逻辑的表达。
语篇：三 类型：信息性文本 子问题：What are the features of each season?	- 表示季节和相关气候特征的单词： spring, warm, summer, hot, autumn, cool, winter, cold - 与季节变化相关的动词： grow, get..., rain, fall, snow, turn... - 与主题有关的词汇： 已知：year, often 新授：usually, come after	- 描述不同季节中自然界的變化： Plants grow in spring. ... - 表示季节先后顺序： Summer comes after spring. ...Then it's spring. - 介绍各个季节的不同特征： In spring, it's warm and rainy.Plants grow in spring. ...	- 通过图片和说明文字（captions）推测文本的相关信息； - 通过视频、音频、信息性文本等多模态语篇，理解词汇和核心句型的含义； - 大声跟读音视频，正确朗读所学的信息性文本。

语篇：四 类型： 韵文 子问题： How do things change in each season?	● 表示季节和相关天气的单词： summer, hot, winter, cold, snow ● 与主题相关的单词： get, doesn't	● 理解it为主语的一般现在时及其否定句式，并运用其描述不同季节中的天气情况： It gets/snows ... It doesn't get/snow ...	1. 在听、读、看的过程中，提取儿歌的相关信息，并开展表达； 2. 大声跟读音视频材料，有韵律地朗读儿歌； 3. 在语境中简单与他人交流在不同季节能够看到的景物。
语篇：五 类型： 对话 子问题： What's your favourite season?	● 表示季节和相关天气的单词 spring, warm ... ● 在季节中开展活动的词汇 go to the park ● 与主题相关的单词： favourite, often, fun	● 询问最喜爱的季节以及在该季节中开展的活动 --- What's your favourite season? --- It's... ---What do you do in...? --- I... ● 介绍自己最喜爱的季节 My favourite season is... It... I...	1. 借助图片语境，推测语篇的主要内容； 2. 在通过问答开展调查问卷的过程中提取、梳理同学最喜爱的季节信息； 3. 根据问答过程中提取的信息，根据句型结构描写自己喜爱的季节，积极运用所学语言进行表达和交流。

四、分析学生基础

本单元的学习对象为四年级学生，具体分析如下：

➤ 学习风格分析

四年级学生已经养成了较好的学习习惯，学生英语学习风格多样，偏好合作互动，视觉听觉刺激结合，注重语言实践与趣味应用，逐步向抽象思维过渡。

➤ 语言能力分析

在学习本单元内容之前，学生已经接触过如“天气”、“动物”等自然生态主题群的相关的话题，能感知四季的天气变化并能运用 It's ... 描述不同季节的天气情况；此外，也能简单运用 I can ... I like ... 等句型描述自己在公园场景中开展的活动和喜好。通过本单元学习，学生能够用所学语言描述不同季节的景象、气候、植物等的变化，尝试介绍自己喜欢的季节。

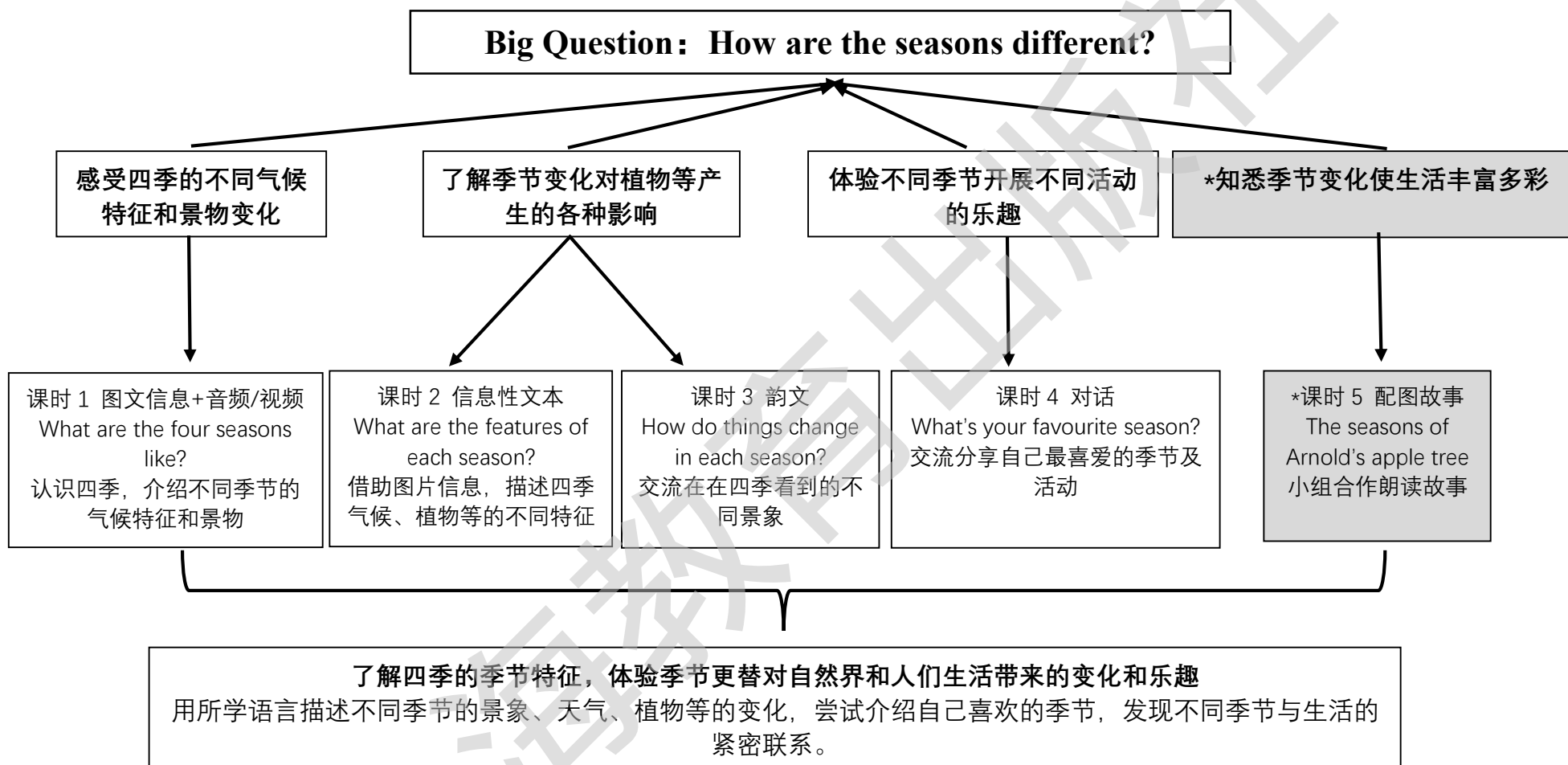
➤ 学习能力分析

四年级学生乐于参与课堂活动，能意识到自己英语学习中的进步与不足，并在教师的帮助下作出适当调整；在学习活动中尝试与他人合作，共同完成学习任务，能在学习过程中积极思考，发现并尝试解决语言学习中的问题。

➤ 主题认知分析

四年级学生对季节的认知呈现直观化、生活化特征。他们能通过温度变化、自然现象（落叶/花开）、活动等识别四季，并建立简单关联。但部分学生对于季节变换对气候和植物等的影响，四季中的一些自然规律，如：昼短夜长等特点尚不理解，学生整体呈现具象思维向抽象思维过渡的特点。

五、建构育人目标



备注：拓展阅读板块（课时 5）提供了拓展语篇，是选择性学习内容，教师可以根据学生的实际情况选择教学方式和教到什么程度。本单元设计不提供该板块的教学设计。

六、确立单元目标

在本单元学习后，学生能够：

1. 借助图片、音视频理解词汇和语篇，在语境中运用与主题相关的单词介绍四季的气候特征。
2. 通过图片和相应的文字说明配对，体会图片与文字之间的关系，初步感知看图片、读配图文字来获取信息的策略。
3. 借助图片信息，运用核心句型描述四季景象及动植物的变化。
4. 能够运用句型 It gets / snows ... It doesn't get / snow ... 描述不同季节中的天气情况。
5. 运用本单元所学词汇和句型交流在四季看到的不同景象、在不同季节喜欢的活动，并能够有条理地描写和分享自己最爱的季节。

七、确立单课目标

课时	子问题	课时目标	学习板块
第一课时	What are the four seasons like?	1. 借助图片和视频，感知四季的变换； 2. 通过图片理解表示季节和气候特征的核心单词：spring, summer, autumn, winter, warm, hot, cool, cold, season，并能够运用核心单词介绍不同的季节的景物和气候特征； 3. 通过图片和相应的文字说明配对，体会图片与文字之间的关系，初步感知看图片、读配图文字 (captions) 来获取信息的策略。	Title page Get ready
第二课时	What are the features of each season?	1. 借助图片和视频理解描绘四季景象及植物变化的词汇，理解核心句型It gets/snows ... 2. 在看、听、读的活动中，理解信息性文本内容，进一步运用看图片、读配图文字 (captions) 获取信息的策略，将图片和说明配对，并能够正确朗读文本。 3. 借助图片和关键信息词组等，描述各个季节中气候、植物等的特征。 4. 在语境中，运用核心句型介绍四季的不同特征。	Explore
第三课时	How do things change in each season?	1. 在语境中学习字母u在单词中的发音，能正确朗读相关词汇； 2. 借助图片、音视频等理解韵文，能正确且有韵律地朗读； 3. 理解it为主语的一般现在时及其否定句式，并运用It gets/snows ...和It doesn't get/snow ...描述不同季节中的天气情况； 4. 在语境中，与他人交流气候、植物及景物等在不同季节的变化。	Grammar in use

第四课时	What's your favourite season?	1.运用本单元所学词汇和句型介绍四季。 2.借助图片和音频，在看、听、说的活动中，获取、梳理在不同季节看到的不同事物。 3.通过调查问卷，询问并归纳同学最喜爱的季节、季节特点以及在该季节开展的活动。 4.参照语篇框架，借助句型结构，能够有条理地介绍自己最喜爱的季节以及在喜爱的季节里开展的活动。	Communicate
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第二部分 单课教学设计

一、第一课时教学设计

【子问题】 What are the four seasons like?

【课时任务】

借助图片、音频理解词汇和语篇，在语境中运用与主题相关的单词介绍四季的气候特征。

【课时目标】

1. 借助图片和视频，感知四季的变换；
2. 通过图片理解表示季节和天气的核心单词：spring, summer, autumn, winter, warm, hot, cool, cold, season，并能够运用核心单词介绍不同的季节的景物和气候特征；
3. 通过图片和相应的文字说明配对，体会图片与文字之间的关系，初步感知看图片、读配图文字（captions）来获取信息的策略。

【学习重点】

认识四季，描述不同季节的气候特征和景物变化。

【学习难点】

体会图片与文字之间的关系，借助图片和关键词描述季节特征。

【学习过程】

Procedures	Contents	Activities	Purposes	Assessment
I. Pre-task preparation	The cover picture About a tree in four seasons	1. Enjoy a poem: <i>I am a tree</i> 2. Look at the picture. Then answer. 3. Look and read: seasons 4. Know about the big question	通过诗歌欣赏、图片观察，快速进入关于季节的学习主题。	
II. While-task procedures	1. Pictures with audio About four seasons in natural world 2. Part 1 It's warm in spring. Learn: <i>spring, warm</i>	1. Look and answer: <i>What are these pictures about?</i> 2. Think and answer: <i>What are the four seasons like?</i> 3. Watch and say more about TQ 1. Ask and answer: <i>What can you see in this picture?</i> <i>What season is it?</i> 2. Look and read 3. Look and say 4. Listen and follow: <i>It's warm in spring.</i> 5. Look and say: <i>It's ... in spring. There are ...</i> 6. Share in pairs: <i>It's ... in spring.</i>	描述与阐释，尝试描述花与树在春天温暖气候中所展现的景象。 获取与梳理，通过朗读古诗、画面想象，	师评： 教师观察学生是否能通过阅

	3. Part 2 It's hot in summer. Learn: <i>summer, hot</i> 4. Part 3 It's cool in autumn. Learn: <i>autumn, autumn</i> 5. Part 4 It's cold in winter. Learn: <i>winter, cold</i>	... 7. Choose, stick and say 1. Compare and answer 2. Listen and check 3. Listen and say: <i>It's summer.</i> 4. Think and answer: <i>What is summer like?</i> 5. Listen and say: <i>We can see green leaves in ...</i> 6. Look and read 7. Think and share in pairs: <i>It's ... and ... in summer. We can see / hear ... everywhere.</i> 8. Choose, stick and say 1. Think and answer: <i>What colour are the trees?</i> 2. Listen and check 3. Look and read: <i>autumn</i> 4. Choose and answer the questions 5. Look and read 6. Think and say in pairs 7. Choose, stick and say 1. Look and read: <i>winter</i> 2. Listen and follow: <i>It's cold in winter.</i> 3. Think, write and say: <i>What is winter like?</i>	获得与主题相关的文化知识，建立信息间的关联。 调动多感官参与语言学习活动，知晓夏天的气候特征。 内化语言知识和文化知识，感受季节、气候、景物和节气的关联。	读古诗，获取信息，描述春季。 师评： 教师观察学生是否能通过关键信息，较有逻辑地表达。 互评： 同伴观察对方
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				是否能根据关键信息有序表达。
III. Post-task activities	1. The four seasons 2. About “captions”	1. Think about the big question 2. Listen. Then point and say 3. Look and read, then match 1. Look and learn 2. Match the pictures and captions	思考与探究，加深对主题意义的理解。	
After class	1. Listen. Then point and say on page 42 . And copy the words. 2. Look, point and say on page 42 3. Preview Explore from Student's book 4A on pages 44—45 .			

On board	 4A Unit 5 BIG QUESTION How are the seasons different? Period 1 What are the four seasons like? It's ... in ... spring warm summer hot Four seasons autumn cool winter cold The weather is different in different seasons.
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二、第二课时教学设计

【子问题】 What are the features of each season?

【课时任务】

通过模仿、问答、复述等形式理解信息性文本，学会正确朗读。能正确运用核心句型介绍不同季节中气候和植物的特征。

【课时目标】

1. 借助图片和视频理解描绘四季景象及植物变化的词汇，理解核心句型 It gets/snows ...

2. 在看、听、读的活动中，理解信息性文本内容，进一步运用看图片、读配图文字（captions）获取信息的策略，将图片和说明配对，并能够正确朗读文本。
3. 借助图片和关键信息词组等，描述各个季节中气候、植物等的特征。
4. 在语境中，运用核心句型介绍四季的不同特征。

【学习重点】

在四季变化语境中，对植物和气候变化开展学习和探究。

【学习难点】

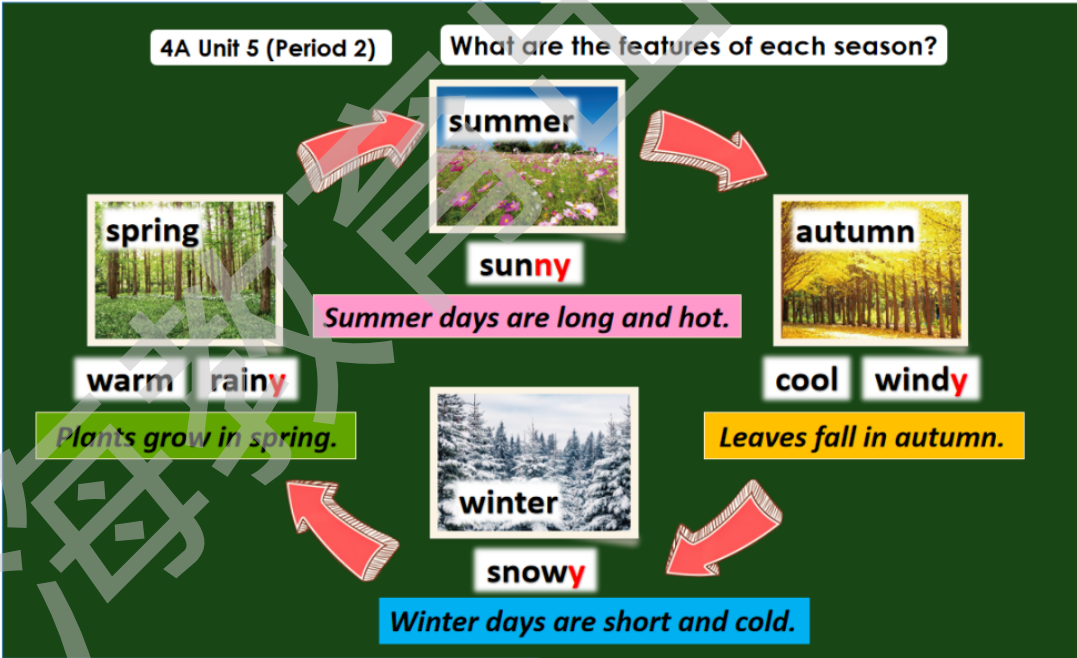
理解四季变化的自然规律，能借助关键信息介绍不同季节中气候、植物等的不同特征。

【学习过程】

Procedures	Contents	Activities	Purposes	Assessment
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I. Pre-task preparation	1. Revision: Different weather in different seasons 3.The title and beginning: The four seasons There are four seasons in a year: spring, summer, autumn and winter	Activity 1: Enjoy the song Ss: listen to the song and review the seasons Activity 2:Think and say Sn: look at the picture and say the weather in each season Activity 3: Look and answer 1) T: guide students to look at the pictures and answer the question 'What are the pictures about?' Sn: answer the question 2) T: Show the title and beginning Ss: Read the title and beginning	思考不同季节的气候特征，复习已知有关四季的知识。思考不同季节的气候特征，复习已知有关四季的知识。 观察图片，在已有知识经验和学习主题之间建立关联。	师评： 教师观察学生是否能关联旧知，对大问题中的第一个回应点气候特征是否理解。
II. While-task procedures	1. The general idea 1. The weather and features of spring: It's warm and rainy in	Activity 4: Watch and choose 1) T: play the video of 'The four seasons' and answer the question 'What are the text about?' Ss: watch and think 2) Sn: share the answer 3) T:summarize the text is about 'The weather and features of each season' Activity 5: Watch and answer 1) T: play the video of 'spring' and raise the questions 'How is the weather in spring?' and 'What are the features of spring?'	欣赏视频中四季的不同特征和变化过程，找出文章的大意,在教师的帮助下初步了解 features 的含义。 思考核心问题，尝试借助文中关键	师评： 教师观察学生是否能通过观看视频，获取信息，找出文章大意。

	4.The weather and features of autumn and winter	Activity 9: Think and discuss 1) T: guide the students to think about the weather and features in autumn and winter Sg: think and discuss in groups 2)Sn: share the answers Activity 10: Read and check 1) Sa: read the autumn/ winter and underline 2) Sp: ask and answer in pairs 3) Ss: check the weather and features of autumn and winter 4) Sa: write the captions of autumn and winter 5)Ss: say 'The weather and features of autumn and winter'	通过 jigsaw reading 和同桌合作的方式找出秋冬季节的不同特征，尝试自主总结秋冬两季的 caption。	互评： 同伴观察对方是否能根据问题找到相应信息并有序介绍秋冬两季的不同特征。
III. Post-task activities	1. The four seasons 2. The features of each season	Activity 11: Read in groups 1) Ss: read 'The four seasons' in groups 2) Sg: share in class Activity 12: Look, read and match 1) Sa: look and say 2) Ss: read and match 3) Sn: share in class Activity 13:Think and discuss 1) T: guide students to look at the pictures and answer the question 'What are the features of	小组合作朗读全文，感受四季之美。 进一步运用阅读策略，借助图片和说明描述不同季节气候和植物的特征。 借助图片和关键信息描述四季中气候、植物等的	互评： 全班学生倾听，并尝试从正确、响亮和优美三个角度点评同伴的朗读表现。 师评： 教师观察学生

		each season?' 2) Ss: think and discuss in groups 3) Sn: share in class	不同特征。	是否能够对比各个季节的不同点，有序介绍四季特征。
After class	1. Listen and read 'The four seasons'. 2. Talk about 'The features in each season'. 3. Think more about the Big Question and try to write.			
On board	 4A Unit 5 (Period 2) What are the features of each season? spring warm rainy Plants grow in spring. summer sunny Summer days are long and hot. autumn cool windy Leaves fall in autumn. winter snowy Winter days are short and cold.			

三、第三课时教学设计

【子问题】 How do things change in each season?

【课时任务】

借助图片、音频理解语篇，在语境中运用与主题相关的内容介绍四季的气候特征和景物。

【课时目标】

1. 在语境中学习字母 u 在单词中的发音，能正确朗读相关词汇；
2. 借助图片、音视频等理解韵文，能正确且有韵律地朗读；
3. 理解 it 为主语的一般现在时及其否定句式，并运用 It gets/snows ...和 It doesn't get/snow ...描述不同季节中的气候特征；
4. 在语境中，与他人交流气候、植物及景物等在不同季节的变化。

【学习重点】

在语境中，与他人交流气候、植物和景物在不同季节的变化。

【学习难点】

理解 it 为主语的一般现在时及其否定句式，并运用 It gets/snows ...和 It doesn't get/snow ...描述不同季节中的气候特征。

【学习过程】

Procedures	Contents	Activities	Purposes	Assessment
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I. Pre-task preparation	1. Review the weather and features of each season.	1-1 Sing a song <Four seasons>. 1-2 Look and say. <i>Spring is warm and rainy. Plants grow in spring. Summer is hot and sunny. Summer days are long. Autumn is cool and windy. Leaves fall in autumn. Winter is cold and snowy. Winter days are short.</i>	通过吟唱歌曲、看图说话复习前两课时内容。	师评。聆听和观察学生是否能够正确朗读或表达，给予指导或鼓励。
II. While-task procedures	1. Changes in spring and the sound 'u'. <i>In spring, it usually rains a lot. I use my umbrella when spring comes.</i> <i>The cute baby birds sing in the nest.</i> <i>'Hello, birds. Do you like music?'</i> 2. Changes in summer, autumn and winter	1-1 Look and learn (Weather changes) <i>It gets warm. It usually rains a lot. The rain helps plants grow.</i> (Plants change) <i>Plants grow in spring. Spring is a season for growing.</i> 1-2 Listen and learn. <i>u, /ju:/, usually.</i> 1-3 Listen and find. 1-4 Listen and follow. 1-5 Look and say. <i>We can see ... in spring.</i> 1-6 Look and read. 2-1 Choose and say <i>Summer come/comes after spring.</i> <i>It get/gets ...</i> <i>It's usually ...</i> <i>The days are ... and the nights are ...</i>	复习动词第三人称单数的使用，感知气候、植物、景物在春季的变化。 学习、辨析字母 u 在单词中的发音，尝试朗读相关词汇和句子。 尝试表达夏、秋、冬三季的变化。	师评。观察学生能够根据主语使用正确的动词，给予指导或鼓励。 师评。观察学生能否正确找到含有/ju:/音素的词汇并正确朗读，给予指导或鼓励。

	3. Learn <i>does not</i> → <i>doesn't</i> <i>It gets ... It doesn't get ...</i> <i>It snows ... It doesn't snow ...</i> 4. Listen and chant. <i>Different seasons</i> <i>It gets hot in summer.</i> <i>Days are long, and nights are short.</i>	<i>The sun help/helps fruit and flowers grow.</i> <i>We can see a lot of ... in summer.</i> 2-2 Choose and say <i>... comes after ...</i> <i>It gets windy./It often snows.</i> <i>Days are short and night are long.</i> <i>Many trees don't have leaves.</i> <i>Leaves turn red, yellow and orange.</i> <i>Leaves fall.</i> <i>We can see a lot of ... outside.</i> 2-3 Look and say <i>How do things change in each season?</i> 3-1 Look, listen and follow 3-2 Compare and say <i>It gets hot in summer. It doesn't ... in winter.</i> <i>It gets cold in winter. It ... cold in summer.</i> <i>It rains a lot in summer. It ... in winter.</i> 3-3 Quick response-Summer or Winter? 4-1 Listen and answer. <i>What are the features of summer/winter?</i> 4-2 Listen and chant.	借助板书梳理四季变化并尝试正确表达。 通过夏、冬两季的对比来感知并运用 <i>It doesn't ...</i> 在老师的帮助下尝试有节奏地诵读儿歌。	师评。观察学生能否正确表达季节变化，给予指导或鼓励。 师评。观察学生能否正确使用 <i>it</i> 为主语的一般现在时及其否定句式进行正确表达，给予指导或鼓励。 师评。观察学生能否找到关键句，并根据
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	<i>I like summer. But it's so hot!</i> <i>It doesn't snow in summer.</i> <i>Let's wait until winter!</i> <i>Winter comes. Winter comes.</i> <i>Days are short, and nights are long.</i> <i>It snows. It snows.</i> <i>Brrr! It gets so cold.</i>			提示有节奏地诵读，给予指导或鼓励。
III. Post-task activities	1. Different seasons (spring and autumn) 2. How do things change in each season?	1-1 Read and complete. <i>It gets warm in spring. It ___ warm in autumn.</i> <i>It doesn't get cool in spring. It ___ cool in autumn.</i> <i>It rains a lot in spring. It ___ a lot in autumn.</i> <i>It doesn't get windy in spring. It ___ windy in autumn.</i> <i>We can see a lot of honeybees in spring. We can see ___ in autumn.</i> 1-2 Look and chant. Think and say <i>Weather/Plants/Things we can see/... change(s).</i> <i>It gets/snows/rains ...</i> <i>It doesn't get/snow/rain ...</i> ...	运用核心语言知识来区分春夏两季的气候特征以及能看到的景物，并尝试正确表达。 尝试描述气候、植物、景物等在不同季节的变化。	师评。观察学生能否运用所学语言知识，正确模仿并描述春秋季气候特征及景物，给予指导或鼓励。

After class	1. Listen and read the words with the sound 'u'. 2. Listen and chant 'Different seasons'. 3. Complete Workbook 4A P40-41.					
On board	4A Unit 5 (Period 3)How do things change in each season? <table><tr><td> spring summer autumn winter </td><td> Weather warm rains a lot hot sunny cool windy cold snows </td><td> Plants grow grow leaves turn ... leaves fall don't have leaves </td><td> Things we can see honeybees ... frogs ... yellow leaves ... white snow ... </td><td> usually days are long nights are short days are short nights are long </td></tr></table> It gets ... /It ... Plants We can see ... 4A Unit 5 (Period 3)How do things change in each season? spring summer autumn winter It gets hot. It doesn't get cold. does not → doesn't It snows in winter. It doesn't snow in summer.	spring summer autumn winter	Weather warm rains a lot hot sunny cool windy cold snows	Plants grow grow leaves turn ... leaves fall don't have leaves	Things we can see honeybees ... frogs ... yellow leaves ... white snow ...	usually days are long nights are short days are short nights are long
spring summer autumn winter	Weather warm rains a lot hot sunny cool windy cold snows	Plants grow grow leaves turn ... leaves fall don't have leaves	Things we can see honeybees ... frogs ... yellow leaves ... white snow ...	usually days are long nights are short days are short nights are long		

四、第四课时教学设计

【子问题】 What's your favourite season?

【课时任务】

用所学语言描述在不同季节看到的不同景象以及开展的不同活动，尝试介绍自己喜欢的季节，发现季节与生活的紧密联系。

【课时目标】

1. 运用本单元所学词汇和句型介绍四季。
2. 借助图片和音频，在看、听、说的活动中，获取、梳理在不同季节看到的不同事物。
3. 通过调查问卷，询问并归纳同学最喜爱的季节、季节特点以及在该季节开展的活动。
4. 参照语篇框架，借助句型结构，能够有条理地介绍自己最喜爱的季节以及在喜爱的季节里开展的活动。

【学习重点】

通过问卷调查开展对话，互相了解最喜爱的季节以及在喜爱季节中开展的活动。

【学习难点】

根据观察图片和问答对话，能够有条理地描写和分享自己最喜爱的季节。

【学习过程】

Procedures	Contents	Activities	Purposes	Assessment
I. Pre-task preparation	1. A chant: Different seasons 2. A sound: <i>u-usually</i> 3. Pictures About the changes in each season	Activity 1: Let's chant Ss: Read the chant and review the seasons Activity 2: Review the sound Ss: Read the words and sentences pronounced the same as '<i>usually</i>' Ss: Read the chant that contain the words with the same sound as '<i>usually</i>' Activity 3: Look and say S: Look at the pictures and talk about the changes in each season	复习已学儿歌。 复习已知语音内容，拓展了解含有此发音的单词，正确朗读含有这些单词的句子和儿歌。 复习已知有关四季的知识。	师评：教师观察学生是否能关联旧知，对新知是否有探究的意愿。

II. While-task procedures	1. Pictures About families in four seasons 2. Dialogues About the features of the seasons and the things families can see 3. Questions About things we like doing in each season	Activity 5: Look and discuss Ss: Look at the pictures, discuss in pairs and answer the questions Activity 6: Listen and number 1) Ss: Listen to the dialogue and number 2) T-Ss: Check the answer for the first set of dialogues 3) Ss: Watch the picture and answer the questions 4) S: Look at the first picture and summarize information about this season 5) T-Ss: Check the answers for the other sets of dialogues 6) Ss: Ask and answer questions about the seasons in pairs 7) Ss: Summarize information about the other three pictures 8) Ss: Talk about the the features and things I can see of each season Activity 7: Think and answer T-Ss: Ask and answer about the things we like doing in each season	观察图片，判断每幅图片各代表哪个季节。为听力活动做铺垫。 听录音编号，整体感知对话内容。 观察图片，根据图片和对话信息回答问题。 根据语言支架进行关于季节的整体介绍。 从图片人物迁移到自己，根据语言支架进行关于季节的整体介绍。 从不同季节能看出不同事物引申出在不同季节能做不同事情	互评：同伴观察是否能将图片信息与已学旧知关联。 师评：教师观察学生是否能根据录音内容以及图片信息给图片编号。 师评：教师观察学生是否能梳理和归纳对话和图片信息。 互评：同伴观察是否能将图片内容进行整体介绍。
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	4. A survey About Han Jing's favourite season	Activity 8: Open a dialogue 1) Ss: Watch a video: How to do the survey to know about Han Jing's favourite season 2) Ss: Fill in the form according to the dialogue 3) T-Ss: Learn to ask and answer according to Han Jing's information form 4) Ss: Act Han Jing and her deskmate to practice the dialogue	看视频，了解通过填写调查问卷知晓他人最喜爱的季节的方法。	互评：同伴观察是否能准确模仿他人，开展基于图表的对话练习。
III. Post-task activities	1. A survey About me and my deskmate's favourite seasons -What's your favourite season? -My favourite season is ... -How does things change in ...? - It gets... ... -What do you do in ...? -I often ... It's ... 2. Conclusion About Big Question and contents we've learned in this unit	Activity 9: Do a survey 1) S: Write about my favourite season 2) Ss: Ask and answer to know about my deskmate's favourite season 3) S: Record my deskmate's favourite season 4) Ss: Report my deskmate's favourite season Activity 9: Think and discuss Ss: Talk about Big Question and contents we've learned in this unit	开展问卷调查，在真实场景中进行对话练习。 回顾整个单元所学内容。	互评：同伴观察是否能正确填写喜爱季节的特征及开展的活动，并通过对话了解相关信息。 师评：教师观察学生是否能准确填写信息并通过问答了解对方信息。

After class	1. Write about your favourite season 2. Write more about the seasons 3. Read the story on Page 50
On board	 4A Unit 5 (Period 4) What's your favourite season? What's your favourite season? My favourite season is ... How do things change in ...? It gets What do you do in ...? I often ... It's ... My favourite season My favourite season is _____ It gets _____ _____ _____