

**《英语》（沪教版）**

## **3A Unit 4**

# **How do we have fun?**

**教学设计**

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## 第一部分 单元整体规划

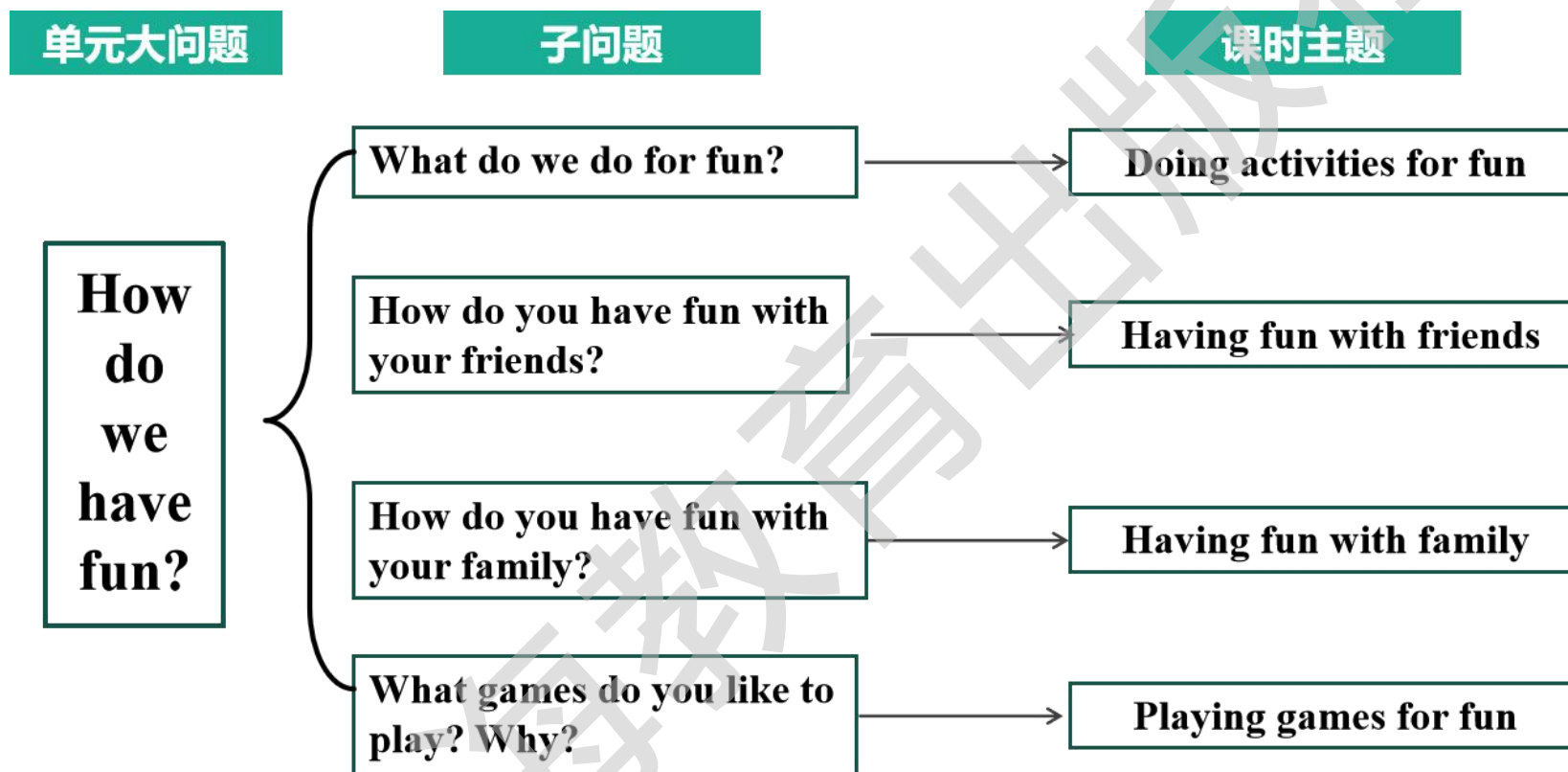
### 一、单元教材内容

#### 《英语》（沪教版）上册 Unit 4

|                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Unit 4</b></p> <p>How do we have fun?</p> <ul style="list-style-type: none"> <li>be able to explain how you have fun.</li> <li>be able to talk about some fun activities.</li> <li>be able to write about having fun with others.</li> </ul>                                                                                                                                          | <p><b>Get ready</b></p> <p><b>1 Listen. Then point and say.</b></p> <p><b>2 Trace and match.</b></p> <p><input type="checkbox"/> skateboard <input type="checkbox"/> run <input type="checkbox"/> skip</p> <p><input type="checkbox"/> ride a bike <input type="checkbox"/> fly a kite</p> <p><b>3 Think</b> What do we do for fun?</p> | <p><b>Build background</b></p> <p>We have fun with our family and friends.</p> <p>Look, think and say.</p> <p><b>4 Listen and chant.</b></p> <p>This is my father / ... We skip / ... together.</p>                                                                                                                                                                                                                                               | <p><b>Explore</b></p> <p><b>In the park</b></p> <p><b>1</b> The children are in a park. Children: Hello, Tingting. Tingting: Hello.</p> <p><b>2</b> Yaoyao can fly a kite! She is happy! Chenchen can ride a bike. But he is too fast. Chenchen: It's fun. Woo hoo!</p>                                                                                                                                      | <p><b>5</b> Chenchen: Oh no! Huohui can run fast and help Chenchen.</p> <p><b>6</b> Now the children want to skip together. But Tingting can't skip. Chenchen: Hey! Let's skip together. Children: OK! Tingting: I can't skip. But I can get some juice. Are you thirsty?</p> <p><b>7</b> Tingting can skateboard. She brings some juice. Dengdang: Wow, Tingting! Thank you!</p> <p>How do the children have fun in the park?</p> |
| <p><b>1 Read and order.</b></p> <p>Tingting brings some juice. Yaoyao can fly a kite. The children skip together. Huohui can help Chenchen.</p> <p><b>2 Read, match and say.</b></p> <p>I can run fast. I can fly a kite. I can ride a bike. I can skateboard. I can skip.</p> <p>Yaoyao Dengdang Huohui Chenchen Tingting</p> <p><b>3 Think</b> How do you have fun with your friends?</p> | <p><b>Communicate</b></p> <p><b>1 Listen and circle. Then talk.</b></p> <p>Let's have fun together!</p> <p>What can Tianan/Kaowao do in the park? He/She can ...</p> <p><b>2 Think</b> How do you have fun with your family?</p>                                                                                                        | <p><b>1 Listen and chant.</b></p> <p>I can ... I can't ...</p> <p>I can't fly up in the sky. But I can fly a kite up high. I can't ride a bike at all. But I can play football. I can skip and I can run. And I can jump — it's fast!</p> <p><b>2 Tick and talk.</b></p> <p>I can skip. I can't skateboard. Tingting can skateboard. She can't skip. I can't ... can't ...</p> <p>I can ... I can't ...</p> <p>... can ... He / She can't ...</p> | <p><b>1 Think and say.</b></p> <p><b>A Sports Day notice</b></p> <p>Time: Friday afternoon, 1 pm - 3 pm. Place: the sports ground. You can ...</p> <p>✓ skip ✓ run ✓ jump</p> <p>Come with your mum or dad. Let's have fun!</p> <p>I can ... My father/mother can ... too. We can ... together.</p> <p><b>2 Trace and write.</b></p> <p>I can ... My father can skip too. We skip together. We have fun!</p> | <p><b>Extend</b></p> <p><b>Let's play games!</b></p> <p>We play games every day. We have a lot of fun.</p> <p>Jump, jump and jump. One, two, three! We can play hopscotch. You and me!</p> <p>Move the rope round and round. We can skip up and down.</p> <p>Two teams can play tag of war. Pull the rope more and more!</p> <p><b>3 Think</b> What games do you like to play? Why?</p>                                            |

## 二、分析单元语篇

(一) Map —— 主题 (大问题)、子问题、课时主题



## (二) 语篇分析

|                                                                                            |                                   |                                                                                                                                                        |                                          |                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>单元主题： How do we have fun?</b><br>该主题属于“人与社会”范畴，涉及“社会服务与人际沟通”主题群中的“同伴交往，相互尊重，友好互助”子主题内容。 |                                   |                                                                                                                                                        |                                          |                                                                                                                                                                   |
| <b>语篇</b>                                                                                  |                                   | 本单元的学习内容选自于《义务教育教科书 英语 三年级上册》Unit 4，围绕 Big Question (大问题) How do we have fun? 展开有关“快乐”的主题探究，涉及八个语篇，包括：首页大图，4 篇图文信息+视频/音频，1 篇配图故事，1 份海报、1 篇配图短文和 1 篇韵文。 |                                          |                                                                                                                                                                   |
| <b>话题</b>                                                                                  | <b>顺序 / 类型</b>                    | <b>What</b>                                                                                                                                            | <b>Why</b>                               | <b>How</b>                                                                                                                                                        |
| <b>Doing activities for fun</b>                                                            | <b>语篇 1<br/>首页大图<br/>+视频资源</b>    | 语篇 1 是单元首页大图，大图呈现了五个孩子在草地上玩游戏的照片。视频资源则呈现了孩子独自玩耍、和朋友和家人玩耍的镜头。                                                                                           | 语篇告诉读者，活动使人快乐。和朋友们、和家人人们在一起活动就是一件令人愉快的事。 | 本语篇中的图片和视频呈现了本单元关于如何获得快乐的主题。图片和视频中，孩子的脸上的笑容均呼应了本单元的大问题和回应角度。                                                                                                      |
|                                                                                            | <b>语篇 2<br/>图文信息<br/>+<br/>音频</b> | 语篇 2 是教材 Get ready 板块 Part A 中呈现的 5 幅有关 Different activities for fun 的核心单词图，配图音频内容则为图中孩子对自己会的活动做一句话介绍。                                                 |                                          | 本语篇中的图文信息属于非连续性文本。图片展示了孩子们独自进行的活动。每一张活动旁配有单词，易于学生理解。音频属于介绍类短文，以第一人称介绍了图中人物会做的事。                                                                                   |
|                                                                                            | <b>语篇 3<br/>图文信息</b>              | 语篇 3 是教材 Get ready 板块中 Part C Background building 中图文内容。呈现的是孩子和家人、朋友们一起活动的照片。                                                                          |                                          | 本语篇中的图文信息属于非连续性文本。图片有独自放风筝的孩子，有和父亲一起跳绳的孩子，也有和朋友一起骑车的孩子。无论是谁，都可以看到他们的笑容，从而呼应了大问题的回应角度 We have fun with our family and friends. 带有问号的图片，则是引发学生的思考，说一说自己和家人或朋友的欢乐时刻。 |

|                         |              |                                                                                                                        |                                                                            |                                                                                                                                     |
|-------------------------|--------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Having fun with friends | 语篇 4<br>配图对话 | 语篇 4 为教材 Explore 板块呈现的题目为 In the park 的配图故事。讲述了 Tingting 和 Yaoyao, Chenchen, Huihui, Dangdang 这 5 个孩子在公园相遇后，一起游戏玩乐的故事。 | 故事告诉读者，孩子们获得快乐的方式各有不同，可以做自己喜欢和擅长的活动；可以和朋友们一起玩乐。即便因为自己不会，也可以通过欣赏朋友帮助他人获得快乐。 | 本语篇是一篇配图故事。从故事的明线看，5 个孩子都有自己的爱好和擅长，即便是不小心摔倒或是不不会跳绳，大家仍在一起玩得很开心。故事还有一条暗线，就是 Huihui 和 Yaoyao 都提供了帮助。作者以这种方式告诉读者游戏可以使人快乐，帮助他人同样可以使人快乐。 |
|                         | 语篇 5<br>韵文   | 语篇 5 是 Grammar in use 板块的一首儿歌。                                                                                         |                                                                            | 本语篇属于韵文类语篇，复现核心句型 I can't ... but I can ...。从韵律中感受欢快的节奏。                                                                            |
| Having fun with family  | 语篇 6<br>图文信息 | 语篇 6 是教材 Communicate 板块活动 A 的图片与音频相结合的多模态语篇，是 Tiantian 和 Xiaoxiao 之间的对话，讨论准备带哪些玩具去公园，可以和家人们一起做哪些活动。                    | 语篇表达了孩子们对和爸爸妈妈一起参与各类活动的期盼，表达与家人一起活动时可以获得快乐。                                | 本语篇中出现多种玩具，代表他 Tiantian 和 Xiaoxiao 或家人会做的运动或游戏。学生可以通过看图，听短文，了解他们能和家人一起做哪一项活动，体会他们对家庭活动的期盼。                                          |
|                         | 语篇 7<br>海报   | 语篇 7 是教材 Communicate 板块活动 B 的关于“家庭运动日”的海报。                                                                             |                                                                            | 本语篇是一份关于“家庭运动日”的海报，包括活动主题、时间、地点等信息。通过请学生根据自己的能力进行报名的同时，需要学生去了解家人可以参加的活动项目。不仅需要学生利用本单元核心句型进行表述，还在此过程中增加学生对家人的了解。                     |
| Playing games for fun   | 语篇 8<br>配图短文 | 语篇 8 是教材 Extend 板块中的配图短文，介绍了常见的几种团队游戏项目。                                                                               | 语篇向读者传递参与团队游戏时，知晓并遵守游戏方式与规则与同伴，家人一起游戏，运动的欢乐气氛。                             | 本语篇是图文结合的文本。图片含有对应文本的信息，学生可以借助图片信息来理解文本内容，体验和同伴一起游戏带来的欢乐。。                                                                          |

### 三、梳理核心内容

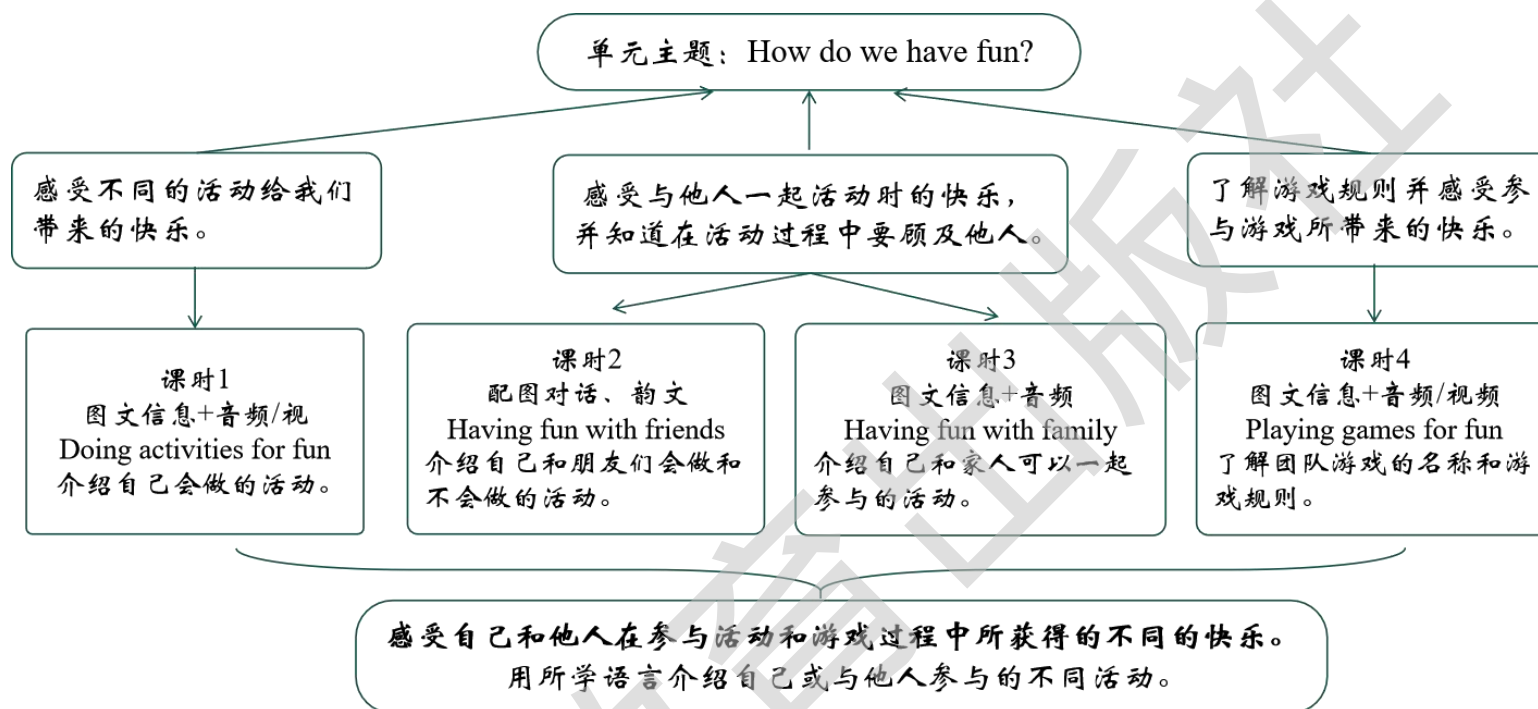
| 单元主题: How do we have fun?                                                                  |                                                                                                                                                                                                                       |                                                                                                                                                                                                                         |                                                                                                                                                 |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 语篇                                                                                         | 核心词汇                                                                                                                                                                                                                  | 核心句式                                                                                                                                                                                                                    | 技能与策略学习要点                                                                                                                                       |
| <b>语篇: 6、7</b><br><b>类型:</b><br>图片信息+音频、<br>图文信息<br><b>话题:</b> Having fun<br>with families | <ul style="list-style-type: none"> <li>表示游戏、活动的词汇:<br/>skip, run, fly a kite, skateboard,<br/>ride a bike</li> <li>未知: helicopter, block, tennis ball, Frisbee</li> <li>表示能力的情态动词</li> <li>已知: can / can't</li> </ul> | <ul style="list-style-type: none"> <li>询问对方或他人会做的事:<br/>-- What can ... do ...?<br/>-- He / She can ...</li> <li>介绍自己和家人可以一起参与的活动<br/>I can ... My father/mother / ...<br/>can ... too. We can ... together.</li> </ul> | <ol style="list-style-type: none"> <li>在听、读、看的过程中, 提取、梳理与家人一起活动的相关信息, 并进行表达;</li> <li>通过问答, 获取信息, 运用获取的信息进行转述</li> <li>根据图片, 仿写核心句型。</li> </ol> |

### 四、分析学生基础

| 单元主题: How do we have fun?                                                             |                                                                                                                                                             |                                                                                                                                                       |                                                                                               |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 语篇                                                                                    | 已知                                                                                                                                                          | 未知                                                                                                                                                    | 难点                                                                                            |
| <b>语篇: 1、2、3</b><br><b>类型:</b><br>图文信息+音\视频<br><b>话题:</b><br>Doing activities for fun | <ul style="list-style-type: none"> <li>在成长过程中, 对主题相关内容有一定认知, 知道能从活动中获得快乐;</li> <li>能运用 I'm happy. 表述自己快乐的心情;</li> <li>能运用句型 I can ... 介绍自己会做的事情。</li> </ul> | <ul style="list-style-type: none"> <li>在相关主题下, 对如何获取快乐开展学习和探究;</li> <li>运用核心词汇 skip, run, fly a kite, skateboard, ride a bike 介绍自己会的某一项活动。</li> </ul> | <ul style="list-style-type: none"> <li>能在语境中运用所学核心词汇和句型完整介绍自己会做的活动, 并体会游戏能让自己感到快乐。</li> </ul> |

|                                                                                          |                                                                                                                                                                                                              |                                                                                                                                                                                                                                     |                                                                                                                         |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <p><b>语篇：4、5</b><br/> <b>类型：</b>配图对话、韵文<br/> <b>话题：</b>Having fun with friends</p>       | <ul style="list-style-type: none"> <li>● 知晓独自游戏或和朋友、家人在一起时都可以使自己很快乐。</li> <li>● 能运用 skip, ride a bike 等与主题相关的词汇和句型 This is ... .. can ... We ... together. 介绍自己和他人会做的事。</li> </ul>                           | <ul style="list-style-type: none"> <li>● 在相关主题下，对朋友们怎么做才能获得快乐的方式开展学习和探究；</li> <li>● 用所获得信息转述他人会的活动：... can ...</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>● 运用阅读策略获取关键信息，理解和朋友们一起玩很开心，也可以通过帮助朋友获得快乐。</li> <li>● 运用关键信息有逻辑地复述故事。</li> </ul> |
| <p><b>语篇：6、7</b><br/> <b>类型：</b>图片信息+音频、图文信息<br/> <b>话题：</b>Having fun with families</p> | <ul style="list-style-type: none"> <li>● 能运用 skip, ride a bike 等与主题相关的词汇和句型 ... can/can't ... 介绍自己和他人会或不会做的事。</li> <li>● 能与同伴交流问答，并能获取相关信息介绍或转述自己/他人会和不会做的活动 I can / can't ... .. can / can't ...</li> </ul> | <ul style="list-style-type: none"> <li>● 询问对方或他人会做的事：<br/> -- What can ... do ...?<br/> -- He/ She can ...</li> <li>● 能在相关语境中，根据自身实际情况，介绍自己和家人都会的活动项目：I can ... My father/mother / ... can ... too. We can ... together.</li> </ul> | <ul style="list-style-type: none"> <li>● 通过图片，推测语篇的主题和主要内容</li> <li>● 借助框架，运用所获信息有逻辑的进行口头和书面表达。</li> </ul>              |
| <p><b>语篇：8</b><br/> <b>类型：</b>配图短文<br/> <b>话题：</b>Playing games for fun</p>              | <ul style="list-style-type: none"> <li>● 能运用核心词汇 skip, run, fly a kite, skateboard, ride a bike 和句型 I can ... 介绍自会做的游戏或活动</li> <li>● 能运用合适的人称代词进行介绍</li> </ul>                                               | <ul style="list-style-type: none"> <li>● 了解更多常见的游戏</li> <li>● 运用与主题相关的词汇 play games, play hopscotch, move the rope, play tug of war, pull the rope 介绍可以和大家一起玩的的游戏。</li> </ul>                                                       | <ul style="list-style-type: none"> <li>● 了解更多的游戏，并能用本单元所学词汇与句型有序描述自己和朋友一起游戏的快乐。</li> </ul>                              |

## 五、建构育人目标



## 六、确立单元目标

| 单元教学目标                             | 语篇                                                 |
|------------------------------------|----------------------------------------------------|
| 在本单元学习后，学生能够：                      |                                                    |
| 1. 借助图片和肢体语言，运用所学语言向全班同学介绍自己会做的活动。 | <b>语篇：1、2、3</b><br>首页大图，图文信息+音频/视频<br>(1 课时)       |
| 2. 在语境中，与同伴交流，介绍自己并转述朋友会做和不会做的活动。  | <b>语篇：4、5</b><br><b>类型：</b> 配图对话、韵文<br>(1.5 课时)    |
| 3. 仿照范例，以图文结合的方式介绍自己和家人可以一起参与的活动。  | <b>语篇：6、7</b><br><b>类型：</b> 图片信息+音频、图文信息<br>(1 课时) |
| 4. 借助图片和肢体语言，了解游戏的名称和规则。           | <b>语篇：8</b><br><b>类型：</b> 配图短文<br>(0.5 课时)         |

## 七、确立单课目标

| 课时       | 课时教学目标                                                                           | 活动类型 |
|----------|----------------------------------------------------------------------------------|------|
| Period 1 | 在本课时学习后，学生能够：                                                                    |      |
|          | 1. 通过模仿、跟读，正确朗读核心词汇，借助图片理解其含义。                                                   | 学习理解 |
|          | 2. 在看、听、说的活动中，获取与主题相关的信息进行交流。                                                    | 学习理解 |
|          | 3. 运用所获信息，进行角色扮演，介绍会做的活动。                                                        | 应用实践 |
|          | 4. 联系自己的日常，与同伴交流自己会做的活动。                                                         | 应用实践 |
| Period 2 | 在本课时学习后，学生能够：                                                                    |      |
|          | 1. 在看、听、读的活动中，获取故事的关键信息，了解故事内容。                                                  | 学习理解 |
|          | 2. 利用所获信息，通过说一说，演一演的活动，运用核心句型 I can /can't ... 和... can/can't ... 进行表达和转述。       | 学习理解 |
|          | 3. 分角色表演故事，运用所获信息复述故事。                                                           | 应用实践 |
|          | 4. 说一说自己对故事的感悟。                                                                  | 应用实践 |
| Period 3 | 在本课时学习后，学生能够：                                                                    |      |
|          | 1. 在语境中学习 can 和 can't 的用法，并利用所获信息，运用核心句型... can/can't ... 进行表达和转述。               | 学习理解 |
|          | 2. 借助图片，通过看、听、读等活动理解语篇的内容，并提炼相关的信息。                                              | 学习理解 |
|          | 3. 在语境中正确运用“-- What can ... do? -- ... can ... We can ... together.”开展问答，获取相关信息。 | 学习理解 |

|          |                                                                                       |      |
|----------|---------------------------------------------------------------------------------------|------|
|          | 4. 能利用所获信息，正确运用“I can ... My father/ ... can ... We can ...together.”能和家人共同参与的活动进行介绍。 | 应用实践 |
|          | 5. 借助照片等媒介，分享自己与家人的快乐时光，并利用所给语言框架有逻辑地对自己和家人们的活动进行口头和书面表达。                             | 应用实践 |
| Period 4 | <b>在本课时学习后，学生能够：</b>                                                                  |      |
|          | 1. 在看、听、读的活动中，理解 move the rope, pull the rope, tug of the war 等词汇的含义。                 | 学习理解 |
|          | 2. 正确朗读语篇，通过演一演，说一说活动，介绍语篇中的活动。                                                       | 应用实践 |
|          | 3. 联系生活日常，模仿语篇结构，介绍自己和大家一起会做，喜欢的团体活动和活动方式。                                            | 应用实践 |

## 第二部分 单课教学设计

### 一、第一课时教学设计

**【课时主题】** Doing activities for fun

**【课时任务】**

借助图片、音频理解词汇和语篇，在语境中运用 I can... 及 We ... together. 介绍能让自己获得乐趣或是和家人朋友一起进行的活动或游戏。

**【课时目标】**

1. 通过模仿、跟读，正确朗读核心词汇，借助图片理解其含义。 (学习理解)
2. 在看、听、说的活动中，获取与主题相关的信息进行交流。 (学习理解)
3. 运用所获信息，进行角色扮演，介绍会做的活动。 (应用实践)
4. 联系自己的日常，与同伴交流自己会做的活动。 (应用实践)

**【重难点】**

能在语境中运用所学核心词汇和句型完整介绍自己会做的活动，并体会独自玩乐、和家人或朋友一起玩乐都可以给自己的生活带来乐趣。

| Procedures                       | Contents                                                                                                                          | Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Objectives | Types |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------|
| <b>I. Pre-task preparation</b>   | 1. The letters<br>Uu-Zz                                                                                                           | <b>Activity1: Sing, read and imitate</b><br>Ss: Sing “The ABC song”<br>Ss: Recognize the letters and read.<br>Ss: Follow the video and imitate the writing.                                                                                                                                                                                                                                                                                                         | O1         | 学习理解  |
|                                  | 1. The cover picture<br>1) What are the children doing?<br>2) How do they feel?<br>They are happy. They have fun.                 | <b>Activity 2: Look and answer</b><br>Sn: Look at the picture and answer the questions.                                                                                                                                                                                                                                                                                                                                                                             | O2         | 学习理解  |
|                                  | 2. A short video<br>❖ Play alone<br>❖ Play with family<br>❖ Play with friends                                                     | <b>Activity 3: Watch and tick</b><br>Ss: Watch the video and tick the phrases.<br>Ss: Get the main idea of the three phrases.<br><br><b>Activity 4: Think and share</b><br>Sg: Think and share the things that they do for fun.                                                                                                                                                                                                                                     | O4         | 迁移    |
| <b>II. While-task procedures</b> | 1. Have fun alone<br>1) What can the children do?<br>Words and phrase:<br>skip, run,<br>skateboard,<br>fly a kite,<br>ride a bike | <b>Activity 5: Listen, point and say</b><br>Ss: Listen and point. ‘I can ...’<br>Ss-Sb/g-Sl-Sp-Sn: Point, say and act out the words<br>Ss-Sg-Sp: Read and spell the words<br>Ss-Sg: Play a game “Quick Response”.<br><br><b>Activity 6: Read, match and trace</b><br>Ss: Review the letters and words.<br>Ss: Circle the letters and spell the words<br>Ss: Match the words and pictures and write the numbers.<br>Ss: Trace the corresponding words (after class). | O1         | 学习理解  |
|                                  |                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | O2         | 学习理解  |

|                                                                                                |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |      |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------|
|                                                                                                | <p>2) Look, how do they feel? Why?<br/>They're happy. They can do different activities alone to have fun.</p>                                                                                                                                                                                                                        | <p><b>Activity 7: Think and say</b><br/>T-Ss: Look at the pictures and guide the students to say.<br/>He/She can skip/run... alone.<br/>He/She can have fun.</p>                                                                                                                                                                                                                                                                                                 | O3 | 应用实践 |
| <p><i>Conclude: Look, these children can do different activities. They have fun alone.</i></p> |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |      |
|                                                                                                | <p>2. Have fun with family and friends<br/>1) Have fun with family.<br/>❖ Who is in the pictures?<br/>❖ What can the boy do?<br/>❖ Can his father ...?<br/>❖ Do they ... together?<br/>❖ Do they have fun together?</p> <p>2) Have fun with family or friends.<br/>This is my ... He can ...<br/>I can ... too. We ... together.</p> | <p><b>Activity 8: Look, think and say</b><br/>T: Look at the picture. Do they play alone?<br/>Sn: Look at the picture and answer the questions.<br/>Sp: Talk about the picture with the given sentences.</p> <p><b>Activity 9: Choose and say</b><br/>T: Introduce other two pictures. A girl and her brother/ friend. A boy and his brother/ friend.<br/>Sp: Choose one picture and introduce it with the given sentences.<br/>Sn: Share it with the class.</p> | O2 | 学习理解 |
|                                                                                                | <p>3. About me<br/>This is my ... He/She can ...<br/>I can ... too. We ... together.</p>                                                                                                                                                                                                                                             | <p><b>Activity 10: Say and share</b><br/>Sg/Sp: Take out their own photos and say sth. about the pictures with the frame structure.<br/>Sn: Share it with the class.</p>                                                                                                                                                                                                                                                                                         | O3 | 应用实践 |
| <p><i>Conclude: We have fun with our family and friends.</i></p>                               |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |      |

|                           |                                                                         |                                                                                                                  |    |      |
|---------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----|------|
| III. Post-task activities | 1. Play with family and friends to have fun.<br>Play alone to have fun. | Activity 11: Think and say<br>T-Sn: Look at the pictures or board design and say.                                | O3 | 应用实践 |
|                           | 2. Enjoy a song.                                                        | Activity 12: Enjoy a song                                                                                        | )4 | 应用实践 |
|                           | 3. Summary                                                              | 1. Consolidate the activities I can do for fun.<br>2. Consolidate the things that we do with family and friends. |    |      |
| Assignments               | 1. Read U4 Page 36-37<br>2. Finish Workbook Page 30-31                  |                                                                                                                  |    |      |

### On board

## 3AU4 How do we have fun? Period 1 Doing activities for fun



## 二、第二课时教学设计

**【课时主题】** Having fun with friends

**【课时任务】**

借助图片、视频等语篇内容，在 “In the park” 的语境中，根据相关信息和语篇结构，介绍朋友之间度过的快乐时光。

**【课时目标】**

1. 借助图片，通过看、读、说等活动理解语篇的内容，并提炼相关的信息。 (学习理解)
2. 借助视频，通过看、听、读等活动理解语篇的内容，并提炼相关的信息。 (学习理解)
3. 能利用所获信息，正确运用“... can ... ”介绍朋友们做的事情。 (应用实践)
4. 利用所给语言框架，有逻辑地介绍自己和朋友们会做或不会做的活动。 (应用实践)

**【重难点】**

1. 通过图片和视频，推测语篇的主题和主要内容。
2. 感受到与朋友相处时顾及别人的感受，获得不同的快乐。

| Procedures                       | Contents                                                                                                      | Methods                                                                                                                                                                                                                                                                                                                  | Objectives | Types |
|----------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------|
| <b>I. Pre-task preparation</b>   | <b>1. Warming up</b><br>A song.                                                                               | <b>Activity 1: Enjoy a song</b><br>Ss: Sing the song and act.                                                                                                                                                                                                                                                            | O2         | 应用实践  |
|                                  | 2. Revision                                                                                                   | <b>Activity 2: Look and say</b><br>Ss: Look at the pictures and say together.<br>Sn: Choose one picture and say.                                                                                                                                                                                                         | O2         | 应用实践  |
| <b>II. While-task procedures</b> | 1. The place and the children.<br>Qs:<br>❖ Where are the children?<br>❖ Who are they?<br>❖ How are they? Why? | <b>Activity 3: Look and answer</b><br>Sn: Look and answer.<br>Sn: Play a game to check their names.<br>Sn: Look and answer.                                                                                                                                                                                              | O1<br>O3   | 学习理解  |
|                                  | <i>Conclude: The children are happy. They have fun in the park.</i>                                           |                                                                                                                                                                                                                                                                                                                          |            |       |
|                                  | 2. The main idea of the story.                                                                                | <b>Activity 4: Watch and order</b><br>Ss: Watch the video and order the pictures<br>T-Sn: Check the answers.<br>Ss: Look at the pictures and match the sentences.<br>U-Sn: Check the answers.<br>Ss: Listen and follow the whole story to get the main idea of the story.<br>New words: too fast, help, bring some juice | O2         | 学习理解  |
|                                  | 3. Different activities in the park.<br>(1) Q: What can ... do?<br>Yaoyao: I can ... I can ...                | <b>Activity 5: Read and match</b><br>Ss/Sg/Sb: Read in roles. (The narrator and the dialogue)<br>Ss: Match the sentences and the children.<br>T-Sn: Check the answers.                                                                                                                                                   | O2<br>O3   | 学习理解  |

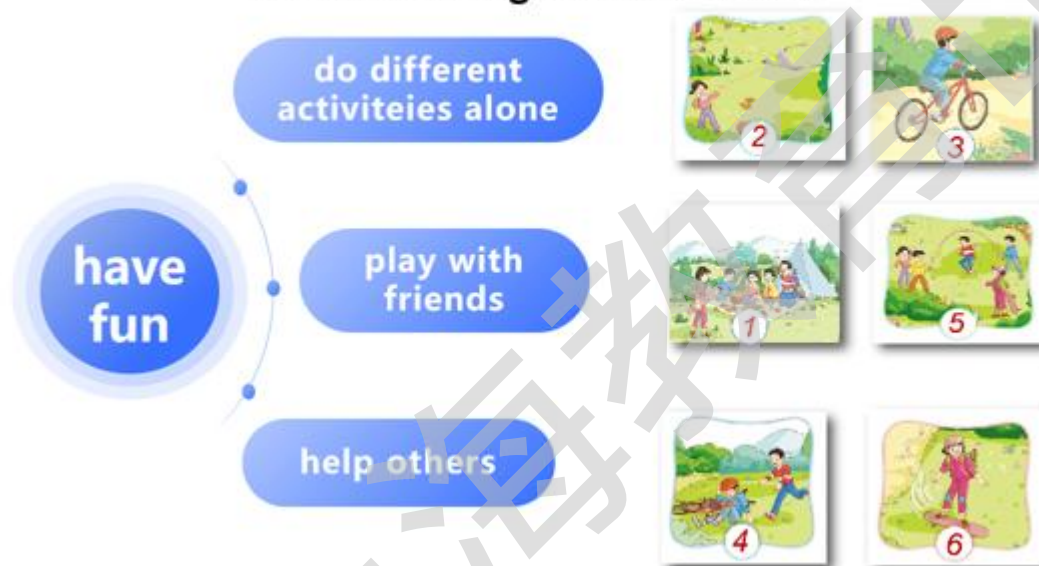
|                                                                                                                                                  |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |    |      |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------|
|                                                                                                                                                  | <p>Chenchen: I can ...<br/>Huihui: I can ...<br/>Dangdang: I can ...<br/>Tingting: I can ...</p> <p>(2) Q: What can ... do?<br/>Yaoyao can ...<br/>Chenchen can ...<br/>...</p> | <p><b>Activity 6: Look and say</b><br/>T: Give an sample.<br/>Yaoyao says: I can fly a kite. I can skip.<br/>So we know: Yaoyao can fly a kite and skip.<br/>Sg: Look and say about the other four children.</p>                                                                       | O4 | 应用实践 |
| Conclude: The children can do different activities for fun.                                                                                      |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |    |      |
|                                                                                                                                                  | <p>4. Have fun.<br/>Q: How do they have fun?<br/>❖ Do different activities alone for fun.<br/>❖ Play with friends.<br/>❖ Help others.</p>                                       | <p><b>Activity 7: Read and retell</b><br/>Ss: Look and read the story.<br/>Sg/Sp: Retell the story.</p> <p><b>Activity 8: Think and say</b><br/>T: The children are happy in the park. They have fun.<br/>How do they have fun?<br/>Ss/Sg: Look and think.<br/>T-Ss: Look and say.</p> | O4 | 应用实践 |
| Conclude: The children can do different activities alone for fun. They can play with friends for fun. They can also get fun from helping others. |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |    |      |
|                                                                                                                                                  | <p>1. About you.<br/>Q: How do you have fun?</p>                                                                                                                                | <p><b>Activity 9: Think and say</b><br/>T: The children in the story have fun from different ways. What about you? How do you have fun?<br/>Sg: Discuss in groups.<br/>Sn: Share in the class.</p>                                                                                     | O5 | 应用实践 |

|                                  |                                                                                                                       |                                                                                                                                                                                                                                     |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>III. Post-task activities</b> | 2. Summary                                                                                                            | In this unit, we learn a story. We know the activities that they can do in the park. We know they can do different activities alone to have fun, they can play with friends to have fun, and they also can help others to have fun. |
| <b>Assignments</b>               | 1. Read the story on P38 and P39.<br>2. Retell the story.<br>3. Think about ‘How do you have fun with your friends?’. |                                                                                                                                                                                                                                     |

**On board**

### 3AU4 How do we have fun?

#### Period 2 Having fun with friends



### 三、第三课时教学设计

**【课时主题】** Having fun with family

**【课时任务】**

借助图片、音频等理解语篇的内容，并提炼相关的信息和语篇结构，有逻辑地介绍自己和家人的快乐时光。

**【课时目标】**

1. 在语境中学习 can 和 can't 的用法，并利用所获信息，运用核心句型... can/can't ... 进行表达和转述。 (学习理解)
2. 借助图片，通过看、听、读等活动理解语篇的内容，并提炼相关的信息。 (学习理解)
3. 在语境中正确运用“-- What can ... do? -- ... can ... We can ... together.”开展问答，获取相关信息。 (学习理解)
4. 能借助照片等媒介，利用所获信息，正确运用“I can ... My ... can ... We can ...together.”对能和家人共同参与的  
活动进行有逻辑的表达。 (应用实践)

**【重难点】**

1. 理解 can 和 can't 的用法，并能用其对会做或不会做的活动进行表达和转述。
2. 通过图片，推测语篇的主题和主要内容并借助框架，运用所获信息有逻辑的进行口头和书面表达。

| Procedures                                                                     | Contents                                                                            | Methods                                                                                                                                                                                                                                                                                      | Objectives | Types |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------|
| <b>I. Pre-task preparation</b>                                                 | <b>1. Revision</b><br>Having fun with friends<br>1) About the story                 | <b>Activity 1: Watch, read and say</b>                                                                                                                                                                                                                                                       | O2(P2/3)   | 应用实践  |
|                                                                                | 2. Grammar in use<br>can / can't                                                    | <b>Activity 2: Look and learn</b><br>1) Know the meaning of 'can & can't'<br>2) Look and complete with "can" or "can't"<br>3) Think and use 'can' or 'can't' to say about students selves                                                                                                    | O1         | 学习理解  |
|                                                                                | 3. Read and chant                                                                   | <b>Activity 3: Listen and chant</b><br>1) Listen and follow<br>2) Try to read with rhythm                                                                                                                                                                                                    | O1         | 学习理解  |
| <i>Conclude: The children can do different activities for fun. So do we. .</i> |                                                                                     |                                                                                                                                                                                                                                                                                              |            |       |
| <b>II. While-task procedures</b>                                               | 1. Having fun in the park<br>Qs:<br>1) What are the toys?                           | <b>Activity 4: Listen and circle. Then ask and answer</b><br>1) Look and learn<br>* Spell the words what have learned<br>* Learn the new words "helicopter, cube, tennis ball, Frisbee"<br>2) Think and answer<br>If you can go to the park with your family, what do you want to take? Why? | O2         | 学习理解  |
|                                                                                | 2) What do they want to take?<br>(football, rope, kite)<br><br>3) What can they do? | 2) Listen and circle<br>T: Introduce Tiantian and Xiaoxiao. Raise the question "What do they want to take to the park? Listen and circle"<br>S1: They want to take...                                                                                                                        | O2         | 学习理解  |

|  |                                                                                                                                                                                                  |                                                                                                                                                                                                                                                           |    |      |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------|
|  |                                                                                                                                                                                                  | <p>3) Listen and follow, then answer in pairs<br/> T: Listen and follow. Then answer the question: Why do they want to take these stuff? What can they do in the park?<br/> Ss/Sn/Sp: --What can Tiantian / Xiaoxiao do ...?<br/> -- He / She can ...</p> | O2 | 学习理解 |
|  | <p>4) How do they have fun?<br/> *Xiaoxiao &amp; Mum<br/> -- skip together<br/> *Xiaoxiao &amp; Tiantian<br/> -- fly a kite together<br/> *Tiantian &amp; Dad<br/> -- play football together</p> | <p>4) Read and underline<br/> T: Raise the question: How do Tiantian / Xiaoxiao have fun in the park?<br/> Sn: skip with Mum, play football with Dad, fly a kite with Xiaoxiao<br/> T: Yes, they can play together for fun.</p>                           | O2 | 学习理解 |
|  | <p>2. More about the fun with the family in the park</p>                                                                                                                                         | <p>T: Think, what else can they do in the park?<br/> Besides having fun in the park, where else can we have fun? (zoo, beach, cinema, ...)</p>                                                                                                            | O2 | 学习理解 |
|  | <p>2. Having fun on the sports ground(A sports day)<br/> 1) About the sports ground<br/> 2) About the poster</p>                                                                                 | <p><b>Activity 6: Think and say</b><br/> 1) Think and answer<br/> T- Sn:<br/> Q1: What is a sports ground?<br/> Q2: What can we do on the sports ground?</p> <p>2) Look and learn<br/> T--Sn:</p>                                                         | O3 | 学习理解 |
|  |                                                                                                                                                                                                  |                                                                                                                                                                                                                                                           | O2 | 学习理解 |

|                                  |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                         |                                                 |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------------|
|                                  | <p>3) About the boy and his father's activity on the sports ground?</p> <p>4) About the students themselves</p> <p>Q: What can you do with your mum or dad on a sports day?</p> | <p>Q3: What does the poster say? (When? Where? Who? What?)</p> <p>3) Look and answer</p> <p>T-S1:</p> <p>Q4: What can Li Chen/his father do? What can they do together?</p> <p>S1-Sb: I can ... My ... We can ... together.</p> <p><b>Activity 7: Think and tick. Then Trace and write</b></p> <p>1) Look, trace and read</p> <p>T-Ss: Q5: What does Li Chen write?</p> <p>Ss: Read and trace</p> <p>2) Tick and say</p> <p>Q6: What can you and your mum/Dad do? (Tick and say)</p> <p>S1-Sp-Sn</p> <p>3) Trace and write</p> | <p>O2</p> <p>O3</p> <p>O4</p> <p>O4</p> | <p>学习理解</p> <p>学习理解</p> <p>应用实践</p> <p>应用实践</p> |
| <b>III. Post-task activities</b> | <p>1. Conclusion</p> <p>How do we have fun?</p>                                                                                                                                 | <p><b>Activity 8: Think and conclude</b></p> <p>T: Are there any ways to have fun?</p> <p>T: Show the topic of each unit, raise the question "How do we have fun?" lead the students to think about the Big Question on Workbook P37.</p> <p>Ss: Think and complete</p>                                                                                                                                                                                                                                                        | O5                                      | 应用实践                                            |
|                                  | <p><i>Conclude: In this unit, we've known that we can do different activities for fun. We know that we can have fun alone, we can have fun with our friends and family.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                         |                                                 |

**Assignments**

1. Listen and chant
2. Finish "C Trace and write" on P41.

**On board**

## Unit 4 How do we have fun?

### Period 3 Having fun with family

... alone

... with friends

have fun

... with family

...

I ...

I ... He/She ...  
We ... together.

I ... My ...  
We ... together.

...

#### 四、第四课时教学设计

**【课时主题】** Playing games for fun

**【课时任务】**

借助图文理解词汇与语篇，并在语境中与同伴交流，了解更多的游戏。

**【课时目标】**

1. 在看、听、读的活动中，理解 move the rope, pull the rope, tug of the war 等词汇的含义。 (学习理解)
2. 正确朗读语篇，通过演一演，说一说的活动，介绍语篇中的活动。 (应用实践)
3. 联系生活日常，尝试模仿语篇结构，介绍游戏及其游戏规则。 (应用实践)

**【重难点】**

了解更多的游戏，并能在语境中用本单元所学词汇与句型有序描述自己和朋友一起游戏的快乐。

| Procedures                       | Contents                                                                                                                                                | Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Objectives | Types |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------|
| <b>I. Pre-task preparation</b>   | 1. Revision<br>Activities for fun                                                                                                                       | <b>Activity 1: Talk and share</b><br>Sn: Talk and spell the words for activities<br>S1: Talk and share the activities alone or with friends or family                                                                                                                                                                                                                                                                                                            | P1O4       | 应用实践  |
| <b>II. While-task procedures</b> | 1. Before reading<br>Q: What do the children do?<br>Do they run/skateboard/<br>fly a kite/ride bikes?                                                   | <b>Activity 2: Look and answer</b><br>Ss: Observe the pictures and share the answer                                                                                                                                                                                                                                                                                                                                                                              | O1         | 学习理解  |
|                                  | 2. While - reading<br>1) Names of the games<br>Words: hopscotch, skip, tug of war                                                                       | <b>Activity 3: Read and highlight</b><br>T: Raise the question “What games do they play?”<br>Ss: Read the passage and highlight the key information<br><b>Activity 4: Look and match</b><br>Ss: Read the picture and match the word. Then check.<br><b>Activity 5: Watch and act</b><br>1) T: Play the video, ask the students to do the action<br>2) Ss: Act out the motion: jump, move the rope round and round, skip up and down, pull the rope more and more | O1         | 学习理解  |
|                                  | 2) Rules/Methods to play the games<br>Phrase: jump, move the rope round and round, skip up and down, pull the rope more and more<br>3) Let's play games | <b>Activity 6: Imitate and say</b><br>1) T: Play the audio of the passage sentence by sentence<br>Ss-Sgroup-Sb/Sg: Imitate with motions<br>2) Sp/Sg: Choose one activity you like best, read and act it out.                                                                                                                                                                                                                                                     | O2         | 应用实践  |

|                           |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                 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| III. Post-task activities | After reading<br>1. Do you like playing these games?<br><br>2. Introduction of more games<br>Foot game , Pick up sticks, Down and down ...<br><br>3. Games we like | <b>Activity 7: Think and share</b><br>T: Raise the question “These children play hopscotch, skip rope and play tug of war. Do you like playing these games? Why or why not?<br>Ss/Sb/Sg: Think and share their own opinions<br><b>Activity 8: Watch and say</b><br>T: Raise the question “Do you know more games?” Here are some. Watch and tell the games you know or you are interested in.<br>Sn: Share and say<br><b>Activity 9: Think and share</b><br>T: Guide students to think about the games they like<br>S1-Sn: Share, act and say<br>We like to play... | 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