**Lesson Plan for M1U3** **COOL Cold Sports**

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| Basic Information |
| Name | 兰建珍 | Subject | English |
| Class Type | Reading for Writing | School |  |
| Teaching subject |  COOL Cold Sports |
| Teaching material | New PEP Book1Unit3 Sports and Fitness |
| 1. **Analysis of the teaching**
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| **1.Teaching Objectives** |
| Objectives:After the class, the students will be able to:1. get a better understanding of the Winter Olympics and the characteristics of skiing, skating and the Skeleton by reading the text and watching the video.
2. explore the charm of different cold sports as well as their differences by appreciating their content, language and structures.
3. write a letter based on the topic, structure and language learned in class.
4. deeply feel the honor to take part in the Olympics and the importance of doing sports.
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| **2. Analysis of the teaching material** |
| This passage is an introduction about the Winter Olympic Games and three different kinds of Winter Olympic sports events: skiing，skating and the Skeleton. It includes some statements and details about the three kinds of events. The key points lie in that students are able to get the characteristics of the Winter Olympic Games and the common point between the Summer and Winter Olympics. Besides, they should learn to imitate and offer their own choice of sports event which should meet the standard of the Olympics and be recommended to the list, including the reasons.  |
| Item | Content | Solutions |
| Key Points | Students are able to imitate and offer their own choice of sports event which should meet the standard of the Olympics and be recommended to the list, including the reasons.  | To add some necessary background information and some useful expressions  |
| Difficult points | How to introduce their own choice of sports events and make their statements clear  | To analyze the language of the passage and summarize how the writer made his or her statements clear and persuasive. |
| 1. **Analysis of the learners**
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| Students have got some knowledge on this topic so they can get the main idea of the passage but it’s still hard for them to imitate and offer their own choice of sports event which should meet the standard of the Olympics. |
| 1. **Teaching procedures**
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| **Teaching****steps** | **Teaching****content** | **Teacher’s activities** | **Students’****activities** | **Purposes** |
| **Step1****Lead-in****(2mins**） |  **Lead-in** | Watch a short video and get to know some sports events of the Winter Olympic Games:Q: What kind of sports events are they? | Share their own ideas. | Stimulate students' interest andactivate the topic-relatedknowledge and vocabulary,getting them ready for the following reading. |
| **Step2****Pre-reading****(2mins)** | **Predicting** | According to the title and picture, what would you like to know?1. What kind of cold sports are mentioned?
2. Why are they so cool?
3. Are the included in the Winter Olympic Games?
4. ...
 | To explore the definition of the title and predict the content by the title and picture. | Train the students' ability ofpredicting and divergent aswell as autonomous thinking. |
| **Step 3****While- reading****(27mins)** | **3.1 Read the introduction of the Winter Olympic Games**.**3.2 Read the Introduction of the 3 cold sports events****3.3 Comparing and Thinking** | **Guide ss to read for the** **traits the Winter Olympic Games :**Q1: What benefits will the Winter Olympic Games bring?Q2: What is the “summer sibling” of the Winter Olympics? Why do you think the writer uses that phrase?**Guide ss to read for the charm of** **3 different cold sports:**1. Find out the features of each kind of the cold sports:

Can you find any proper adjectives to describe each sport?

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| --- | --- |
| Features of  3 cold sports events | adj. |
| skiing |  |  |
| skating |  |  |
| The Skeleton |  |  |

To finish the form:

|  |  |
| --- | --- |
| Features of 3 cold sports events | adj. |
| skiing |  |  |
| skating |  |  |
| The Skeleton |  |  |

Thinking: What do they have in common? | 1. To find the descriptions and understand the traits the Winter Olympic Games
2. To read the supporting evidence

that the writer offers to support his statements and infer the traits of 3 different cold sports. 1. To finish the form and make a comparison to find the commons.
2. Based on the comparison, think about the question, and give the proper answer.
 | 1. To realize aim1 and prepare for aim2.
2. To develop their logic thinking through inferring and analyzing.

Train Ss to think autonomously and then cooperate with group members, developing their divergent thinking as well. |
| **Step4****Post- Reading****(7mins)** | **Writing** | Discussion & Sharing:Which sport or event do you think should be added to the Olympics? Why? | 1. To think and discuss the sport or event which should be added to the Olympics

2) To share choice and reasons.3) To write the introduction by applying some language and literary devices. |  To realize aim 3. |
| **Step5****Ending****(1min)** | **Share** | Ask ssTo share their draft. | Enjoy and taste the words. | Help Ss consolidate what they have learnt in class. |
| **Step6****Homework****(1min)** |  | To polish the draft | To search for more supporting evidence about the legend you choose and polish the writing. | To practise writing skills. |
| 1. **Blackboard Writing Design**
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| B1U3 Cool Cold SportsWinter Olympic Games: 1. Popular; attractive/charming; unique/special; cool/exciting... traits:2. One of the ...sports is...3. ...was played originally(at first) in...but now...from all over the world the Olympic spirit compete with sb. in... a chance for athletes to win 4. ...be considered as...stars of..., ...graceful and highly skilled athletes... medals and honors and for audiences to get to 5. ...be named after (以。。。命名)... know more 6. Contrast: A is...While B is more...  |
| 1. **Reflection**
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| 新课程理念之下，阅读课应该不仅仅关注学生的读，更要关注学生读的策略培养，以及读中、读后的思与言。因此，在本次教学设计中，学生在教师的引导下去关注文中的有效信息，读取隐藏信息，寻找信息沟，同时教师可以补充适当的语言或背景信息，帮助学生填补这个信息沟，并且在这个过程中，引导学生关注语言这个媒介，引导学生分析语言的特点，为学生的写做好铺垫。同时，在理解的基础上，教师引导学生进一步思考，通过推断、分析、对比、综合锻炼学生的思维能力，最终通过写语言或者说语言等输出形式引导学生对课文的语言进行运用、基于原文话题进行创造，在这个过程考察锻炼学生的综合能力。 |