

《我的老师》作文指导课教案范文：八百字完整教案与逐段点评

以下是一份适用于小学五年级、课时四十分钟的《我的老师》作文指导课教案，每个环节后附一段点评，说明设计意图，教师可对照修改用于自己的班级。

教学目标：一、能说出表现人物特点需要具体事例和细节描写。二、能从范文中找出两处细节描写并说出其作用。三、当堂写出一段描写老师的片段，一百五十字左右，包含一个事例和一处动作或神态细节。点评：三条目标分别用说出、找出、写出开头，全部可当堂检测，没有一条是空话，这是教案合格的第一关。

重点：用具体事例加细节描写表现人物特点。难点：把概括评价转化为具体画面。点评：重点与目标一致，难点抓住了学生写不具体的真实症结，两者分开表述，符合规范。

环节一，导入，猜老师游戏，约五分钟。教师提前写三段描写本班语文老师的片段，只念片段不点名，学生猜是谁；猜中后追问你是从哪句话猜出来的。点评：游戏不是热闹，猜中的依据就是特征描写，学生自己悟出写人要抓特点，导入与写作目标直接挂钩，这才是环节设计的正确逻辑。

环节二，范文引路，约十二分钟。出示短文《王老师的粉笔灰》，短文写王老师上课总爱用袖子擦黑板、粉笔灰落在袖口也不在意一件事。学生默读后完成两个任务：用横线画出写事例的句子，用波浪线画出细节描写的句子；同桌互说这段细节让你看到了一位怎样的老师。教师板书学生找到的关键词。点评：范文只写一件事，避免事例堆砌；画线和互说让每个都参与，追问让你看到怎样的老师把阅读指向写法，不是泛泛谈感动。

环节三，方法提炼，约三分钟。师生共同把发现归纳为：先想特点，再选事例，最后放慢镜头写动作神态。点评：三分钟把感性发现变成可操作口诀，为练笔搭桥，这一步常被省略，省略后学生练笔质量明显下降。

环节四，当堂片段练笔，约十五分钟。要求写一位老师的一个瞬间，一百五十字左右，写完自查有无事例、有无一处细节。点评：十五分钟是当堂写作的底线时间，低于十二分钟多数学生写不完；自查表把评价标准前置，减轻后续点评负担。

环节五，展示点评，约五分钟。投影一到两篇习作，全班按有无事例、有无细节两条标准评，教师示范改一处平淡句。点评：用标准评而不是说好，学生学会用尺子量文章；示范改一处比泛评十处更有效。

环节六，总结，约两分钟。布置完整作文《我的老师》，要求写两到三个事例。板书设计：中间写人物特点，左分支具体事例，右分支细节描写，细节下分动作、语言、神态、外貌。点评：板书即方法地图，练笔时学生抬头可见，作业要求与课堂目标形成梯度衔接。

A Complete 800-Word Lesson Plan for Writing About My Teacher, with Paragraph-by-Paragraph Commentary

Below is a complete lesson plan for a fifth-grade, forty-minute composition

lesson on writing about a teacher. Each stage is followed by a short commentary explaining the design intent, so teachers can adapt it to their own classes.

Objectives: one, students can state that showing a character trait needs a concrete example plus detail description; two, students can find two details in the model text and explain their effect; three, students write a passage of about 150 words about a teacher, containing one example and one action or expression detail. Commentary: the three objectives begin with state, find, and write, all testable in class, none vague, which is the first pass a plan must clear.

Key point: showing traits through examples plus details. Difficult point: turning a general judgment into a concrete scene. Commentary: the key point matches the objectives, and the difficult point hits the real reason writing stays vague; stating them separately meets the standard.

Stage one, lead-in, a guessing game, about five minutes. The teacher reads three descriptions of the class Chinese teacher without naming her; students guess who, and the teacher asks which sentence gave it away. Commentary: the game is not for noise; the guess works because the description captures features, so students discover that writing people means catching features. The lead-in connects directly to the writing goal, which is the right logic for stage design.

Stage two, model text, about twelve minutes. The short essay Teacher Wang's Chalk Dust tells one event: Teacher Wang wipes the blackboard with her sleeve and never minds the dust on her cuff. Students underline the example sentence, wave-line the detail sentence, then tell a partner what kind of teacher the detail shows. The teacher writes found keywords on the board. Commentary: one event in the model avoids piling up examples; underlining and pair talk involve everyone; asking what teacher you see points reading toward craft instead of vague sentiment.

Stage three, method summary, about three minutes. Class condenses findings into: first pick the trait, then choose the example, then slow the camera to write actions and expressions. Commentary: three minutes turn intuition into an operable formula and bridge into writing; this step is often skipped, and skipping it visibly lowers drill quality.

Stage four, in-class writing drill, about fifteen minutes. Students write one moment of a teacher, about 150 words, then self-check for an example and a detail. Commentary: fifteen minutes is the floor for in-class writing; under twelve minutes most students cannot finish; the self-check list front-loads the rubric and lightens later feedback.

Stage five, sharing and feedback, about five minutes. Project one or two drafts; the class evaluates against two criteria, example and detail; the teacher

demonstrates rewriting one flat sentence. Commentary: judging by criteria instead of saying it is good teaches students to measure writing; one demonstrated rewrite beats ten general comments.

Stage six, wrap-up, about two minutes. Assign the full essay My Teacher with two or three examples. Board design: character trait in the center, left branch concrete example, right branch detail description, with detail splitting into action, speech, expression, appearance. Commentary: the board is the method map, visible while students write, and the homework requirement extends the class goal in steps.