

写人作文指导课教案怎么写：目标、重难点、过程、板书四要素设计法

写一节作文指导课的教案，最容易犯的错误是把教案写成讲课稿：通段都是教师要说的话，却看不出学生要做什么、学到什么程度。规范的作文指导课教案由四个要素构成：教学目标、重难点、教学过程、板书设计。四个要素各管一件事，环环相扣，缺一环课就会散。

第一个要素是教学目标。目标要用可观察、可检测的行为动词来写，而不是培养能力、提高素养这类空话。以写老师为例，可以写成三条：能说出表现人物特点需要具体事例加细节描写；能从范文中找出至少两处细节描写并说明其作用；能在十五分钟内写出一段一百五十字左右的老师片段，做到有事例、有一处以上动作或神态细节。三条目标分别对应知方法、会赏析、能写作，课后对照作业就能检测，这就是可检测的含义。

第二个要素是重难点。重点一般就是目标的核心，即通过具体事例和细节描写表现人物特点；难点则是学生做不到但本课要够到的地方，比如把概括评价转化为具体画面。学生常写我的老师很负责，却写不出负责长什么样，把评价变成画面正是难点所在。重点难点要分开写，考试检查教案时也看这两项是否区分清楚。

第三个要素是教学过程，这是教案的主体。指导课的过程要排成有梯度的环节链，每个环节写明教师活动、学生活动和预计时间。以四十分钟课时为例：导入环节用猜老师小游戏，教师念三段描写本班某位老师的片段，学生猜是谁，约五分钟，目的是让学生体会描写即特征；范文引路环节选一篇写老师的短文，师生共同找出事例和细节，追问这段细节让你看到了什么，约十二分钟；方法提炼环节把发现归纳成板书要点，约三分钟；当堂片段练笔环节学生写自己的老师，约十五分钟；展示点评环节用评价标准读一到两篇习作，约五分钟；总结延伸布置完整作文，约两分钟。环节之间要写清衔接语，说明为什么下一步接这一步。

第四个要素是板书设计。作文课的板书不是知识清单，而是写作方法的支架。可以用一个简图：中间写人物特点，向两侧引出具体事例和细节描写两个分支，细节分支再分出动作、语言、神态、外貌四个小枝。学生练笔时抬头就能看见这张图，板书真正发挥了支架作用。写教案时把板书用文字加箭头描述出来即可。

最后检查教案的完整性：目标是否可检测、重难点是否分开、环节是否有时间和衔接、板书是否支撑练笔。四项都过关，这份教案才既符合规范，又真的能上好课。

How to Write a Character-Description Composition Lesson Plan: Designing Objectives, Key Points, Process and Board Notes

The most common mistake when writing a composition lesson plan is turning it into a speech script: pages of what the teacher will say, with no sign of what students will do or how well they must learn. A standard lesson plan has four elements:

teaching objectives, key and difficult points, teaching process, and board design. Each element does one job, and they chain together; miss one and the lesson falls apart.

The first element is teaching objectives. Write them with observable, testable action verbs instead of vague phrases like cultivate ability. For a lesson on writing about a teacher, three objectives work: students can state that showing a character trait requires a concrete example plus detail description; students can find at least two details in a model text and explain their effect; students can write a passage of about 150 words about their own teacher within fifteen minutes, with one example and at least one action or expression detail. The three lines cover method, appreciation, and writing, and can be checked against the homework afterwards.

The second element is key and difficult points. The key point is the core of the objectives: showing character traits through concrete examples and details. The difficult point is what students cannot yet do but the lesson reaches for, such as turning a general judgment into a concrete scene. Students often write my teacher is responsible without showing what responsibility looks like; turning judgment into scene is exactly the difficulty. Keep the two points separate, since reviewers check whether they are distinguished.

The third element is the teaching process, the body of the plan. Arrange it as a stepped chain of stages, each with teacher activity, student activity, and estimated time. In a forty-minute lesson: a five-minute guessing game where the teacher reads three descriptions of one local teacher and students guess who it is, proving that description is feature; a twelve-minute model-text stage where class finds examples and details in a short essay and asks what the detail lets you see; a three-minute method summary written on the board; a fifteen-minute in-class writing drill; a five-minute sharing and feedback stage using the rubric; and a two-minute wrap-up assigning the full essay. Write the transition lines between stages so the sequence makes sense.

The fourth element is board design. In a composition lesson the board is a writing scaffold, not a knowledge list. Draw a simple map: character trait in the center, branching into concrete example and detail description, with the detail branch splitting into action, speech, expression, and appearance. Students can look up at this map while writing, so the board truly supports them. In the plan, describe it in words with arrows.

Finally check completeness: are objectives testable, are key and difficult points separated, do stages carry time and transitions, does the board support the drill. If all four pass, the plan is both standard and genuinely teachable.