

讲评课最容易失手的五个地方

第一个失误是范文太完美。范文如果写得像发表过的散文，学生读完只剩佩服，学不来。纠正办法是控制范文难度：只用一件小事，细节不超过三处，句子保持小学生口吻。范文的作用是示范一步，不是展示天花板。

第二个失误是病文太夸张。有的老师把病文写成通篇假话大空话，学生一眼看出是编的，讲评就失去针对性。真实的病文长这样：事情是真的，但写得太粗，比如我帮老师擦黑板，老师表扬了我，后面没了。让学生认得出这就是自己的写法，对比才有痛感。

第三个失误是互评只打星不指句。学生拿着量表五分钟打完星就聊天。纠正办法是把任务写在量表上：必须抄出对方一句画横线的原句，并在旁边写出改法的前半句，比如这句可以接着写老师当时手里拿着什么。任务具体，互评才不空转。

第四个失误是修改只改字词。学生把很好改成非常优秀，就算完成修改，内容还是空的。纠正办法是规定修改动作：每处修改必须增加至少一句话，这句话里必须有老师的动作或原话。只许增不许换，改完数一数段落字数有没有变多，字数没变多半是没改到点上。

第五个失误是讲评变成教师独白。教师对着投影逐句分析范文二十分钟，学生记笔记。检验办法很简单：下课前随机请五名学生说出一处自己改掉的句子和怎么改的，说不出来两个以上，说明课上教师讲多了。把分析时间压到十五分钟以内，省下的时间全部给学生互评和修改。

还有一条隐性失误：教案写得很全，课堂时间却不够用。四十五分钟的课，教师讲解合计不要超过二十分钟，三个环节各留足操作时间，宁可环节少一个，也不要每个环节都赶。讲评课的产出在学生手里，不在教案纸上。

Five Places Where This Review Class Most Often Goes Wrong

The first mistake is a model text that is too perfect. If the model reads like a published essay, students can only admire it and cannot imitate it. The fix is to control its difficulty: use one small event, keep details to no more than three, and keep sentences at an elementary school voice. A model text should demonstrate one step, not display a ceiling.

The second mistake is a flawed text that is too exaggerated. Some teachers write the flawed text as pure empty slogans, and students see at once it is fake, so the review loses its point. A real flawed text looks like this: the event is true but written too roughly, for example I helped the teacher wipe the blackboard and she praised me, then nothing more. Students must recognize it as their own writing, or the comparison causes no reaction.

The third mistake is peer review that only gives stars without pointing to

sentences. Students finish the form in five minutes and then chat. The fix is to pin the task on the form: they must copy one lined sentence from the partner and write the first half of a fix beside it, such as this sentence could continue with what the teacher was holding at that moment. When the task is concrete, peer review works.

The fourth mistake is revising only words. A student changes very good to extremely excellent and calls it done, while the content stays empty. The fix is to define the revision action: each revision must add at least one sentence, and that sentence must contain an action or the original words of the teacher. Adding is allowed, swapping is not. After revising, count whether the paragraph grew; if the word count did not change, the revision probably missed the point.

The fifth mistake is the review class turning into a teacher monologue. The teacher analyzes the model sentence by sentence for twenty minutes while students take notes. The test is simple: before the bell, randomly ask five students to say one sentence they changed and how; if more than two cannot, the teacher talked too much. Keep analysis under fifteen minutes and give all saved time to peer review and revision.

There is also a hidden mistake: the lesson plan looks complete but class time runs out. In a forty-five minute lesson, total teacher talk should stay under twenty minutes, and each of the three steps needs enough working time. Better to drop one step than to rush every step. The output of a review class is in students' hands, not on the lesson plan paper.