

课堂讲评片段实录：一个句子在全班面前被改了三遍

讲评课进行到第二十分钟，我投影了小宇作文里的一句：我的老师很关心我。全班安静，我先问这句话对不对，大家都说对。我再问：读完它，你能说出老师关心你的哪件事吗？全班沉默。这就是问题：句子没错，但没有信息。

第一遍修改补事件。我请小宇回忆老师关心他的真实事情，他想了很久说：有次我忘带水杯，老师让我去办公室接水。我追问：那是什么时候的事？他说上午第二节课下课。我把句子改成：上午第二节课下课，我忘带水杯，老师让我去办公室接水。学生说这像流水账。我说明：先别嫌平，事件立起来了，评价词很关心现在有了着落，接下来往里加东西。

第二遍修改补动作。我问去办公室的路上和接水时老师做了什么。小宇说不上来，我请同桌补充，同桌说老师当时在改作业，把杯子递过来时笔还捏在手里。我把句子改成：老师正在改作业，放下红笔让我接水，接完她把杯子递给我，手里还捏着那支红笔。有学生喊：捏着红笔这句好。动作一进来，画面就出来了。

第三遍修改补语言。我让小宇回忆老师有没有说话，他说老师说了句下次水杯放书包侧兜。我把整段连起来：上午第二节课下课，我忘带水杯，老师正在改作业，放下红笔让我去办公室接水，接完她把杯子递给我，手里还捏着那支红笔，说了句下次水杯放书包侧兜。小宇自己读了一遍，说这下不像编的了。

这个片段之后我做了两件事。一是把改前改后两版并排贴在墙报上，标题写一句话变一段话。二是布置当晚作业：每人挑自己作文里一句类似的话，按补事件、补动作、补语言三步改一遍。第二天收上来，全班四十一人有三十六人改出了像样的段落，剩下五人缺语言描写，我在他们的本子上各写了一句提示：老师当时开口说了什么。

A Record From the Review Class: One Sentence Revised Three Times in Front of the Whole Class

Twenty minutes into the review class, I projected one sentence from Xiao Yu's essay: my teacher cares about me. The class went quiet. I first asked whether the sentence was wrong, and everyone said no. Then I asked: after reading it, can you name which thing the teacher did to care for him? Silence. That is the problem: the sentence is not wrong, but it carries no information.

The first revision added the event. I asked Xiao Yu to recall a real time the teacher cared for him. After a long pause he said: once I forgot my water bottle, and the teacher told me to fetch water in the office. I pressed: when was that? He said, after the second period in the morning. I revised the sentence to: after the second period, I forgot my water bottle, and the teacher told me to fetch water in the office. Students called it a flat list. I explained: do not mind the plainness yet; the event now stands, and the judgment word cares has something to rest on. Next we

add things inside it.

The second revision added actions. I asked what the teacher did on the way and while fetching water. Xiao Yu could not answer, so I asked his deskmate, who said the teacher was grading homework at the time and was still holding her pen when she passed the bottle over. I revised it to: the teacher was grading homework, put down her red pen to let me fetch water, and after I finished she handed the bottle back, still holding that red pen. A student shouted: the red pen line is good. Once actions enter, the picture appears.

The third revision added speech. I asked whether the teacher said anything, and Xiao Yu recalled she said, put your bottle in the side pocket of your schoolbag next time. I read the whole paragraph together: after the second period I forgot my water bottle; the teacher was grading homework, put down her red pen to let me fetch water, handed the bottle back still holding the pen, and said, put your bottle in the side pocket next time. Xiao Yu read it himself and said it no longer sounds made up.

After this segment I did two things. First, I posted the before and after versions side by side on the class wall, titled one sentence becomes one paragraph. Second, I assigned homework: each student picks one similar sentence in their own essay and revises it in three moves, adding an event, an action, and a line of speech. The next day, thirty-six of forty-one students produced decent paragraphs; the remaining five lacked speech, and I wrote one prompt in each notebook: what did the teacher say at that moment.