

教研活动记录范本：写人作文真情实感研讨全程

研讨主题：写人作文如何引导学生写出真情实感，以我的老师单元为例。时间周三下午第三、四节课，地点二楼会议室，参加人全体语文教师十二人，主持人教研组长。记录分三个环节。

环节一，课例展示。三年级李老师执教作文讲评课把老师写具体。课堂流程：出示病文与范文对比，学生用三个符号批注互评，当堂修改一处空洞句。听课教师各自记录时间轴和数据。组长汇总观察数据：教师讲解累计十四分钟，学生互评九分钟，当堂修改十一分钟，全班四十一人当堂完成修改三十七人。

环节二，问题研讨，围绕两个问题发言。问题一：真情实感是教出来的还是写出来的？张老师认为先有真实经历才有真感情，建议把写老师单元前移，开学第一个月布置观察任务，学生有存货再写。陈老师反对，认为四年级学生即使观察了也未必会表达，表达训练要先行，她举了自己班上的例子：同一个素材，训练过拆事的学生写出的段落长三倍。李老师补充课例感受：课上学生改得动，是因为病文范文对比把标准可视化了，空讲要有感情没有用。问题二：怎么评价真情实感？王老师提出作文评分表里感情分无法操作，建议改为可查指标：是否写了自己真实经历的事、有没有引用人物原话、有没有只属于这个老师的细节，三项都有即给高分。赵老师提醒：可查指标防假不防懒，还要配合素材本检查，防止学生互相抄素材。

环节三，改进建议与结论。形成四条决议。一，各年级写人作文单元前两周启动每日一一条观察记录，由班主任配合提醒。二，拆事练习进课堂，每单元至少一次，口头拆到五步再动笔。三，本月内各组统一写人作文评价表，用可查指标替代感情分。四，两周后二次教研，每人带五份学生修改前后对比作文来交流。记录人：教研组长，散会时间第五节课后二十分钟。

记录末尾附了听课名单和李老师教案、板书照片编号，材料存教研组档案盒。这份记录当天发到组内群，没提意见的视为同意决议。

A Model Teaching Research Record: The Whole Session on Genuine Feeling in Character Essays

Topic: how to guide students to write genuine feeling in character essays, using the My Teacher unit as the example. Time: Wednesday periods three and four. Place: second-floor meeting room. Attendees: all twelve Chinese teachers. Host: the teaching research group leader. The record has three segments.

Segment one, lesson demonstration. Teacher Li from grade three taught the review class Make the Teacher Portrait Specific. Flow: compare a flawed text with a model text, students annotate and peer-review with three symbols, then revise one empty sentence in class. Each observing teacher recorded the timeline and data. The leader summarized: teacher talk totaled fourteen minutes, peer review nine minutes, in-class revision eleven minutes, and thirty-seven of forty-one students finished the revision in class.

Segment two, discussion on two questions. Question one: is genuine feeling taught or written? Teacher Zhang argued real experience comes first, suggesting the unit be moved earlier with observation tasks assigned in the first month, so students have stock before writing. Teacher Chen disagreed, saying fourth graders may not express themselves even after observing; expression training should come first, citing her own class: for the same material, students trained in event-breaking wrote paragraphs three times longer. Teacher Li added a lesson observation: students could revise in class because the flawed-versus-model comparison made the standard visible; empty exhortations about having feelings do not work. Question two: how to assess genuine feeling? Teacher Wang noted the feeling score in rubrics is unoperational and proposed checkable indicators: whether the writer describes a truly experienced event, whether character speech is quoted directly, and whether details belong only to this teacher; all three earn a high score. Teacher Zhao cautioned that checkable indicators guard against faking but not laziness, so material book checks are still needed to prevent students from copying each other's entries.

Segment three, improvement suggestions and conclusions. Four resolutions. First, each grade starts a daily observation entry two weeks before the character essay unit, with homeroom teachers reminding students. Second, event-breaking drills enter class time at least once per unit, breaking orally to five steps before writing. Third, all grades unify the character essay rubric this month, replacing the feeling score with checkable indicators. Fourth, in two weeks a second research session where each teacher brings five before-and-after revision samples. Recorder: group leader. Adjourned twenty minutes after period five.

The record ends with the observer list and reference numbers of Teacher Li's lesson plan and board photos; materials go into the research group's archive box. The record was posted to the group chat that day; silence counts as agreement to the resolutions.