

《难忘的一天》作文指导课教案：三个环节完整设计

这节指导课按40分钟设计，适合五、六年级，三个环节的时间分配是猜事件小游戏5分钟、范文引路15分钟、当堂片段练笔15分钟，最后5分钟小结。教学目标定三条：能按事情发展的顺序把一件事的起因、经过、结果写清楚；能在事情的关键处加上一连串动作和一处心理活动；能从自己的真实经历里选材，不编造故事。

教学重点是把顺序理清楚，难点是把经过里最重要的部分写具体。课前准备一份范文和几张纸条，范文最好由老师自己写，写班级里真实发生过的事，学生一听就知道不是作文选里的假故事，信任感会不一样。

开课环节做猜事件小游戏：老师在纸条上写一件自己周末做的事，盖住不亮出，分三次给线索，第一次说时间，第二次说地点，第三次说一个动作细节，让学生猜是什么事。猜亮后追问一句：三条线索里哪一条最有用？学生会指向动作细节。老师顺势点题：要把一件事写清楚，靠的就是把关键动作写具体。这个环节既带出了写法要求，又唤醒了学生对自己往事的回忆。

范文引路环节分两步走。第一步通读范文，让学生用铅笔圈出表示顺序的词，比如开始、接着、没想到、最后。第二步精读范文里写得最细的一个自然段，数一数这一段里人物做了几个动作、心里想了什么。老师把两个词写上班级板书：顺序词、慢镜头。这一步的关键是让学生自己发现写法，而不是老师替他们总结，更不是让学生背范文。

当堂片段练笔要求每人从自己的事情里挑出最难忘的一刻，写一段150到200字的话，硬性条件有两个：用上至少两个顺序词，用慢镜头的方法把一组动作写出来。写够时间后请两三名学生读，全班只按两条标准评：顺序清不清楚，动作具不具体。下课前展示板书，布置课后把片段扩成完整作文。

板书设计三行：左边写起因、经过、结果；中间写顺序词，开始、接着、没想到、最后；右边写慢镜头，动作加心理活动。板书保留到下课，学生课后写作文时对照着用。

Lesson Plan for Guiding a Narrative Composition: An Unforgettable Day

This guidance lesson is designed for a 40-minute period in Grade 5 or 6, with three segments: a 5-minute guessing game, 15 minutes guided by a model text, and 15 minutes of in-class paragraph practice, plus 5 minutes to wrap up. Set three teaching objectives: students can narrate one event in the order it happened, covering cause, process and result; they can add a chain of actions and one piece of inner thought at the key moment; and they can choose material from real experience instead of inventing stories.

The teaching focus is organizing the sequence clearly; the difficulty is making the most important part of the process specific. Before class, prepare one model text and a few paper slips. Write the model text yourself, about something that really

happened in your class, so students know it is not a fake story from a composition book, and they will trust it more.

Open with the guessing game: write down something you did last weekend on a slip, keep it covered, and give clues in three rounds, first the time, then the place, then one action detail, and let students guess the event. After someone gets it, ask one follow-up question: which clue helped the most? Students will point to the action detail. Then state the lesson goal: writing an event clearly depends on writing the key actions specifically. This segment both introduces the writing requirement and wakes up students' own memories.

Guide the model text in two steps. First, read it through and have students pencil the sequence words, such as at first, then, all of a sudden, in the end. Second, study the most detailed paragraph closely: count how many actions the character performs and what they think. Write two terms on the board: sequence words and slow motion. The point is that students discover the technique themselves, rather than the teacher summarizing it for them, and certainly not memorizing the model text.

For the in-class paragraph practice, each student picks the most unforgettable moment from their own event and writes 150 to 200 characters, with two hard requirements: use at least two sequence words, and use the slow-motion method to write out a chain of actions. When time is up, invite two or three students to read aloud, and the class evaluates on only two criteria: is the sequence clear, and are the actions specific. Show the board before class ends, and assign expanding the paragraph into a full composition after class.

The board design has three lines: on the left, cause, process, result; in the middle, the sequence words at first, then, all of a sudden, in the end; on the right, slow motion, meaning actions plus inner thoughts. Keep the board up until the bell, so students can refer to it when writing the full composition.