

范文引路环节实操：一篇下水文怎么用才不浪费

范文引路环节最容易上成两种偏课：一种是把范文读三遍然后让学生背，另一种是老师自己讲写法讲满十五分钟。两种都浪费范文。下面用一篇假设的下水文示范正确用法，这篇下水文写班级猜谜活动输了比赛又翻盘的事，约400字，老师课前抄在黑板侧面的小黑板上备用。

第一步通读，用时4分钟。老师自己读一遍，读的时候故意在表示顺序的词上停顿，学生听出停顿后，再自由读一遍，任务只有一个：用铅笔圈出所有表示先后顺序的词。全班交流时把圈到的词写在黑板一角，通常会出现那天、比赛开始、第一轮、没想到、最后一题、后来。老师不评价这些词好不好，只确认学生找全了。

第二步精读慢镜头段，用时7分钟。聚焦下水文里写最后一题抢答的那一段：他把手举到一半又缩回去，怕答错，手指在裤缝上蹭了两下，心口咚咚跳，最后还是把胳膊伸直了。带学生做三个动作：数出这段里的动作，举手、缩手、蹭手指、伸直胳膊，一共四个；找出写心里的句子，怕答错和心口咚咚跳；然后问一个关键问题，这一段为什么比前面比赛过程的段落读起来清楚？学生会答因为写得细。老师板书慢镜头三个字，说明写重要的时刻要把动作一个一个摆出来。

第三步仿写迁移，用时4分钟。不抄范文，只借结构：让学生口头说一件自己的事，套用范文的骨架，先说顺序词，再把最紧张那一刻的动作数出来，说够四个动作才算过关。口头过关后，片段练笔环节就照着刚才说的写下来。这一步把范文从读通到会用，中间不经过背诵。

范文使用有三个禁忌。第一，范文不要超过500字，太长学生只记得故事记不住写法。第二，不要在范文里用成语堆砌，下水文语言越平实，学生越觉得可学。第三，讲评练笔时不要把范文再拿出来对照，否则学生会觉得只有范文那种写法才对，反而不敢写自己的事。

How to Actually Use the Model Text in Class Without Wasting It

The model-text segment most often drifts into two bad versions: reading the text three times and asking students to memorize it, or the teacher lecturing on technique for the full fifteen minutes. Both waste the model text. Here is how to use it properly, with an assumed teacher-written sample of about 400 characters, written about a class quiz contest that was nearly lost and then turned around, copied onto a side blackboard before class.

Step one, read-through, four minutes. The teacher reads it once, pausing deliberately on the sequence words; after students notice the pauses, they read it freely once with a single task: pencil all words that show order. During class sharing, write the found words in a corner of the board, usually words like that day, the contest began, round one, unexpectedly, the last question, afterwards. The teacher does not judge whether the words are good, only confirms students found them all.

Step two, study the slow-motion paragraph, seven minutes. Focus on the paragraph about the final buzzer round in the sample: he raised his hand halfway then pulled it back, afraid of a wrong answer, rubbed his fingers twice against his trouser seam, heart pounding, and finally stretched his arm straight. Do three things with students: count the actions in this paragraph, raising, pulling back, rubbing, stretching, four in total; find the sentences showing inner feeling, the fear of being wrong and the pounding heart; then ask the key question, why does this paragraph read clearer than the earlier ones about the rounds? Students answer because it is written in detail. Write slow motion on the board and explain that an important moment needs its actions laid out one by one.

Step three, transfer by imitation, four minutes. Do not copy the text; borrow only its skeleton. Students orally tell one of their own events using the sample's frame: first the sequence words, then count out the actions of the most nervous moment, passing only when they reach four actions. Once they pass orally, they write exactly what they said during the paragraph practice. This step moves the model text from reading to using, with no memorization in between.

Three taboos about the model text. First, keep it under 500 characters, or students remember only the story and not the technique. Second, do not pile up idioms in it; the plainer the language, the more learnable students find it. Third, when reviewing the practice paragraphs, do not bring the model text out again for comparison, or students will think only the sample's way is correct and lose courage to write their own events.