

这节课最容易踩的五个坑：来自听课记录的自查清单

下面五个问题来自假设的听课记录，都出现在写一件事的指导课上，每个坑后面给出当堂可改的做法，上课前对照自查一遍。

第一个坑：猜事件小游戏上成表演课。有老师为了让学生猜得热闹，把线索出得越来越刁钻，学生猜了七轮还没猜中，下课铃快响了才揭晓。游戏本身没有错，错在线索数量失控。改正办法：提前写死三条线索，时间、地点、动作细节各一条，猜两轮就揭晓，把省下的时间挪给精读环节。判断标准很简单，游戏结束时学生能不能说出哪条线索最有用，说不出就说明玩过头了。

第二个坑：范文引路变成背范文。有老师让学生把范文齐读三遍、背诵两段，美其名曰积累语言。学生记住了故事，练笔时全班写出同一个开头。改正办法：范文只读两遍，第二遍带着圈顺序词的任务读，读后立即转向学生自己的事，范文在黑板上的张贴时间不超过十分钟。

第三个坑：当堂片段练笔被挤到下课。前面环节一个接一个超时，练笔只剩四分钟，学生写三行就交，写出来的东西看不出顺序也看不出动作。改正办法：在教案上给练笔环节画一条硬线，哪怕猜事件游戏和范文环节各砍两分钟，也要保住练笔的十二分钟以上。没有当堂练笔，这节课就只是听说课，不是指导课。

第四个坑：板书抄成了课文提纲。有老师把范文的段落大意全部写上黑板，板书密密麻麻二十几个词，学生抄板书抄了两分钟，练笔前光抄笔记。改正办法：板书只留三组关键词，起因经过结果、顺序词、慢镜头，写在固定位置，整节课不擦。板书是写作时用的拐杖，不是听课记录的展品。

第五个坑：讲评只夸不教。学生读完结尾，老师说写得真好、很有感情，然后请下一位。这样的讲评对全班没有增量。改正办法：把两条评价标准写在黑板右下角，顺序清不清楚、动作具不具体，每位学生读完后只请一位同学按这两条说一个优点和一个建议，老师不追加总评。标准固定，讲评才有方向，学生下一段才知道往哪改。

Five Pitfalls in This Lesson: A Self-Check List From Classroom Observations

The five problems below come from an assumed set of classroom observation notes, all from lessons teaching how to write about one event. Each pitfall is followed by a fix that can be applied on the spot; check this list before teaching.

Pitfall one: the guessing game turns into a performance. One teacher, wanting excitement, made the clues harder and harder; students guessed for seven rounds without landing it, and the answer was revealed only as the bell approached. The game is fine; the runaway number of clues is not. Fix: write exactly three clues in advance, one time, one place, one action detail, reveal after two rounds, and move the saved time to the close-reading segment. The test is simple: when the game ends, can students say which clue helped most? If not, the game went too far.

Pitfall two: the model text becomes recitation material. One teacher had the class chant the text three times and memorize two paragraphs, calling it language accumulation. Students memorized the story, and every practice paragraph in the class opened the same way. Fix: read the text only twice, the second time with the task of circling sequence words, then turn immediately to students' own events, and keep the text posted on the board for no more than ten minutes.

Pitfall three: in-class paragraph practice gets squeezed out. Earlier segments ran over one after another, leaving four minutes for writing; students wrote three lines and handed in, with no visible sequence and no visible actions. Fix: draw a hard line in the lesson plan for the practice segment; even if the game and the model-text segment each lose two minutes, protect at least twelve minutes of writing. Without in-class writing, the lesson is a listening class, not a guidance class.

Pitfall four: the board becomes a copy of the text outline. One teacher wrote the entire paragraph summary of the model text on the board, twenty-some words in dense rows; students spent two minutes copying notes before writing. Fix: keep only three keyword groups on the board, cause-process-result, sequence words, and slow motion, in fixed positions, un-erased all lesson. The board is a walking stick for writing, not a display for observers.

Pitfall five: feedback only praises and never teaches. After a student finishes reading, the teacher says well done, very moving, then calls the next reader. Such feedback adds nothing to the class. Fix: write the two criteria in the lower right corner of the board, clear sequence and specific actions; after each reading, invite one classmate to give one strength and one suggestion strictly by those criteria, and the teacher adds no closing comment. With fixed criteria, feedback has direction, and students know where to improve in the next paragraph.