

作文讲评课教案：用对比讲评法治流水账

讲评课建立在学生已经写完《难忘的一天》初稿的基础上，课前老师做一件事：从全班作文里挑出两类片段，一类是典型的流水账，从早写到晚全是赶时间、上课、吃饭、回家；另一类是某个学生把其中一个小时写具体的真实片段。两类片段各抄一份放大，不署名，只编号为甲和乙。教案按40分钟设计。

教学目标三条：能说出流水账的两个特征，平均用力、只有事件没有细节；能用对比讲评法指出病文至少两处具体毛病并给出改法；能当堂修改自己的作文，把最难忘的一段加进动作和心理描写。重点是让学生自己说出毛病，难点是修改时学生容易把加细节理解成加形容词。

第一环节病文与范文对比，12分钟。先读片段甲，学生边听边记它写了几件事，通常能记出五六件。再读片段乙，只写一件事，读完后问：两段写的事哪个多？甲多。哪个让你记住了画面？乙。板书对比结论：写得多不等于写得好。接着小组讨论五分钟，用两个问题给甲会诊，哪一段最可惜，本来可以写细却一笔带过了？乙用了什么办法把那一刻留住？交流时把学生说的办法写在黑板上，通常是慢动作、加心里话、加对话。

第二环节学生互评，10分钟。同桌交换作文，每人只带两个任务：在对方作文里找出最难忘的那一幕，画一条竖线标记；在竖线后面写一句建议，建议必须落到动作上，比如把他犹豫的样子写成三个动作。互评时老师巡视，专挑只写写得真好这类空建议的纸条，当场示范改成可操作的话。

第三环节当堂修改，13分钟。每人从自己作文里选竖线标记的那一段，现场重写，要求删掉这一段里表示时间的过渡句，换上至少三个连续动作和一句心理活动。写完后同桌再读一遍修改前后，说出差别。下课前布置作业，作业分两层，必做：把修改过的段落誊抄进作文，整篇誊清；选做：给作文换一个开头，从最紧张的一刻直接写起，把时间顺序往后排。

板书设计两栏，左栏流水账特征，平均用力、只有事件；右栏修改办法，慢动作、心里话、对话。两栏之间画一个箭头，箭头上方写一个字，选。

A Composition Review Lesson Plan: Curing the Running Account with Contrast Feedback

This review lesson builds on students having finished the first draft of An Unforgettable Day. Before class the teacher does one thing: pick two kinds of excerpts from the class drafts, one a typical running account that rushes from morning to night, all hurry-up, class, meals, home; the other a real excerpt where one student wrote a single hour in detail. Enlarge one copy of each, anonymous, labeled A and B only. The plan runs 40 minutes.

Three objectives: students can name two features of a running account, even effort everywhere and events without details; they can use contrast feedback to point out at least two specific flaws in the weak excerpt and suggest fixes; they can

revise their own composition in class, adding action and inner description to the most unforgettable paragraph. The focus is letting students state the flaws themselves; the difficulty is that students tend to confuse adding detail with adding adjectives.

Segment one, weak text versus strong text, 12 minutes. Read excerpt A first; students listen and count how many events it covers, usually five or six. Then read excerpt B, which covers one event. Ask: which had more events? A. Which one left you with a picture? B. Write the contrast on the board: writing more does not mean writing better. Then five minutes of group diagnosis with two questions: which part of A is most regrettable, a moment that could have been detailed but was brushed off? What did B use to hold that moment? During sharing, write students' answers on the board, usually slow motion, inner thoughts, dialogue.

Segment two, peer review, 10 minutes. Deskmates exchange drafts, each with two tasks only: find the most unforgettable moment in the partner's piece and mark it with a vertical line; after the line write one suggestion that must land on actions, for example, turn his hesitation into three actions. While they review, the teacher circulates and picks out notes that only say well written, then demonstrates on the spot how to turn praise into an actionable sentence.

Segment three, in-class revision, 13 minutes. Each student rewrites the marked paragraph live, deleting the time-transition sentences in it and replacing them with at least three consecutive actions and one line of inner thought. Afterwards the deskmate reads the before and after versions aloud and states the difference. Before the bell assign two-tier homework: required, copy the revised paragraph back and write out the whole piece neatly; optional, replace the opening by starting straight at the most tense moment and pushing the time order back.

Board design in two columns: left, features of a running account, even effort, events only; right, revision tools, slow motion, inner thoughts, dialogue. Draw an arrow between the columns and write one word above it: choose.