

教学反思：流水账的四个真实来源，以及我课上的对应改法

批完全班四十二本《难忘的一天》，我在讲评课前的统计本上记了四个数字：写到三件事以上的有二十一本；全文没有一个动作描写的有十六本；出现我们很开心、我难忘这类结尾句的有三十三本；开头是那是一个难忘的早晨这类套话的有九本。这四个数字就是讲评课要打的靶子，也是这份反思的起点。

第一个问题，写得多。二十一本写三件事以上，说明学生把难忘的一天理解成这一天的清单。原因出在布置作文时我说过一句话：把那天发生的事都写下来。这句话本意是提醒学生别漏事，实际效果是鼓励学生罗列。改进：下次布置时把要求反过来，只写一件事，这件事从那天里挑出来，挑的标准是想到它的时候心里还会动一下。

第二个问题，没有动作。十六本通篇是我、我们、然后，人物像影子一样飘过。深挖原因，讲评课我虽然教了慢动作，但指导课那次只讲了顺序，学生写初稿时根本不知道动作可以拆。改进：指导课就要做动作拆解练习，不放到讲评课才补。具体做法是课前准备一段三十秒的视频，比如投篮，播放后让学生把投这个字拆成接球、屈膝、举臂、出手四个动词，当堂写一段。

第三个问题，结尾贴标签。三十三本用我们很开心收尾，学生不是不会感受，是以为感受必须用总结句报告出来。原因在我，之前的讲评我夸过一篇用了我很感动的作文，学生接收到的信号是这类句子得分。改进：讲评标准里加一条，全文不许出现开心、难忘、感动的总结句，情绪只能从画面里透出来，谁写了这种句子，全班一起把它删掉，看删完是不是反而更清楚。

第四个问题，开头套话。九本用一个难忘的早晨起头，这是背范文背出来的。范文本身没错，错在我让学生背了开头。改进：范文只分析不背诵，同时在班级墙上贴一个开头禁区清单，学生自己投票选出最烦的开头句，写进去，写作文前先看一眼。

这份反思让我确认一件事：流水账不是学生态度问题，四个成因里三个出在我的指令和评价上。下一轮教学按只写一件事、指导课教动作拆解、评价不奖励贴标签三条执行，两周后再批一次同题作文，用同一本统计本对比四个数字。

Teaching Reflection: Four Real Sources of Running Accounts and My Corresponding Fixes

After marking all forty-two copies of An Unforgettable Day, I recorded four numbers in my tally book before the review lesson: twenty-one wrote three or more events; sixteen had not a single action description; thirty-three ended with lines like we were very happy or I will never forget; nine opened with stock phrases like that was an unforgettable morning. These four numbers were the targets of the review lesson, and the starting point of this reflection.

Problem one, too many events. Twenty-one pieces with three or more events show students read the title as a checklist of the day. The cause traces to one sentence I said when assigning it: write down everything that happened that day. I meant do not

leave things out; the effect was encouraging a list. Fix: next time reverse the instruction, write only one event, chosen from the day by one test, whether your heart still moves when you think of it.

Problem two, no actions. Sixteen drafts are all I, we, then, with people drifting like shadows. Digging deeper: the review lesson taught slow motion, but the earlier guidance lesson only taught sequence, so students had no idea actions could be split when drafting. Fix: teach action splitting in the guidance lesson itself, not wait for the review. Concretely, prepare a thirty-second clip such as a basketball shot, play it, and have students split the verb shoot into catch, bend, raise, release, then write a paragraph on the spot.

Problem three, label-slapping endings. Thirty-three close with we were very happy. Students can feel; they simply believe feelings must be reported in summary sentences. The cause is mine: in earlier reviews I praised a piece for using I was deeply moved, and students took the signal that such sentences score. Fix: add one rule to the review criteria, no summary sentences with happy, unforgettable, or moved anywhere in the piece; emotion may only leak through pictures, and whenever such a sentence appears the class deletes it together to see whether the writing actually becomes clearer.

Problem four, stock openings. Nine begin with an unforgettable morning, learned from memorized model texts. The model texts are fine; my mistake was assigning them for recitation. Fix: analyze model texts without reciting them, and post a forbidden-openings list on the class wall, chosen by student vote on the most annoying opening lines, to be glanced at before writing.

This reflection confirmed one thing: running accounts are not an attitude problem; three of the four causes sit in my instructions and my praise. Next round I will implement three rules, one event only, action splitting in the guidance lesson, and no reward for label sentences, then assign the same title in two weeks and compare the four numbers in the same tally book.