

叙事作文教研活动怎么组织：从定主题到出结论的完整流程

活动开始前，教研组长要定三件事：研讨主题、上课例的教师、记录人。主题必须具体，不写怎样教叙事作文，而写怎样让《难忘的一天》写出真情。课例教师提前一周备好一份40分钟的教案，发给全组预览。记录人用统一模板：时间地点、出席人员、主题、课例展示、问题研讨、改进建议、结论分工。

课例展示环节约40分钟。假设张老师执教《难忘的一天》，她先让学生闭眼回忆那一天：看到了什么，听到了什么，第一个想到谁的脸。再让学生当场写下三个细节：一个动作、一句话、一个画面。观察的教师此时不评课，只记两件事：教师做了哪些引导动作，学生的习作里出现了什么变化。这些现场事实是后面研讨的材料。

问题研讨环节约30分钟，围绕三个问题发言：课例里哪一步可以借鉴？学生写不出真情的卡点在哪里？回到自己班上准备怎么改？每人限时两分钟，记录人按发言人加观点逐条记。重复的观点合并，冲突的观点原样保留，不做和稀泥式的抹平。

改进建议环节约15分钟，全组形成可执行的结论。假设本次定了两条：一，凡布置《难忘的一天》，各班先做一张细节采集表，收齐至少三个真实细节再动笔；二，讲评课用概括句与特写句对照，讨论特写为什么打动人。每条结论写明谁试行、哪次教研会反馈结果。

记录在活动结束当天整理，24小时内发出。记录人最后补一段全组共识，用祈使句写结论，分歧点标注待验证。只罗列流程、不写结论和分工的记录，下次活动没人会翻它。

还有一条容易被忽略的准备工作：给观察教师发一张简易观察单，上面只印三个空栏——教师引导动作、学生当堂反应、可借鉴的一个片段。没有这张单子，六位听课教师回到办公室各说各的感受，研讨环节会空转十分钟。有了单子，发言直接指着记录说，研讨效率立刻不同。这张单子活动后连同教研记录一起归档，学期末复盘时能看出哪类引导动作在平行班都有效。

How to Organize a Teaching Research Session on Narrative Writing: From Theme to Conclusion

Before the session starts, the research group leader settles three things: the discussion theme, the teacher who will present the lesson case, and the recorder. The theme must be specific. Instead of writing about how to teach narrative composition, write about how to make An Unforgettable Day feel genuine. The lesson teacher prepares a 40-minute lesson plan one week ahead and sends it to the group for preview. The recorder uses one template: time and place, attendees, theme, lesson demonstration, problem discussion, improvement suggestions, and conclusions with assigned duties.

The lesson demonstration takes about 40 minutes. Suppose Teacher Zhang teaches An Unforgettable Day. She first asks students to close their eyes and recall that day: what they saw, what they heard, whose face came to mind first. Then students write

down three details on the spot: one action, one line of speech, one image. Observing teachers do not evaluate at this point. They record two things only: what guiding moves the teacher made, and what changes appeared in the students' writing. These on-the-spot facts become the material for the discussion.

The problem discussion lasts about 30 minutes, built on three questions: which step in the lesson can be borrowed, where exactly do students get stuck when writing genuine feelings, and what will you change when you return to your own class. Each speaker gets two minutes. The recorder lists every point as speaker plus view. Repeated views are merged; conflicting views are kept as they are, without smoothing them over.

The improvement stage takes about 15 minutes, and the group turns talk into executable conclusions. Suppose two are adopted: first, whenever An Unforgettable Day is assigned, each class first fills a detail collection sheet and gathers at least three real details before writing; second, the review lesson places a summary sentence next to a close-up sentence, and the class discusses why the close-up moves readers. Each conclusion names who will try it and which meeting reports the result.

The record is written up the same day and sent out within 24 hours. The recorder closes with a consensus paragraph, writing conclusions as imperative sentences and marking disagreements as pending verification. A record that only lists the agenda, with no conclusions or assignments, will not be opened again at the next meeting.

One more preparation step is often overlooked: hand observing teachers a simple observation sheet with only three blank columns, the teacher's guiding moves, the students' in-class reactions, and one borrowable fragment. Without the sheet, six visiting teachers return to the office with six different impressions and the discussion stalls for ten minutes. With it, speakers point at their notes, and the discussion efficiency changes at once. File this sheet together with the activity record after the session; at the end-of-term review it shows which guiding moves worked across parallel classes.