

「读《西游记》有感」主题课教学设计：完整流程与时间分配

这是一节四十分钟的名著阅读课，对象为小学中高年级。设计按五个部分展开，每部分标注时间，教师可直接照表操作。

第一部分，教学目标，写三条可检测的目标。一、学生能说出《西游记》中至少三个印象深刻的情节，并讲清喜欢或不喜欢的理由；二、学生能用自已的话写出读后最有感触的一点，而不是复述故事；三、学生能在小组内倾听同伴的观点并补充一条。目标避免「培养阅读兴趣」这类无法检查的表述，改用「说出」「写出」「补充」这类可观察的行为动词。

第二部分，版本选择。低年级建议青少版或连环画版，情节完整、语言浅显；中年级可用全彩注本，篇幅适中；高年级可尝试原著节选，如「三打白骨精」一段。选版本只看两点：学生能否独立读完所选片段，注释是否解释清楚人名。开课前把选定版本的目录复印贴在黑板侧，方便讨论时翻找。

第三部分，导入，五分钟。教师朗读一段没有主角名字的描写，比如「他手持一根铁棒，能变大变小，藏在耳朵里」，让学生猜角色。猜对后追问：你是从哪个词猜出来的？这个追问把「抓细节」的方法先示范一遍，为后面写读后感埋伏笔。导入不超过五分钟，超时挤掉后面的写作环节。

第四部分，分组讨论，十分钟。四人一组，讨论「最喜欢的角色」。要求每人发言时说清两件事：这个角色做过的哪件事最打动我，换成我遇到这件事会怎么做。教师下发发言记录卡，每人一张，写关键词即可。讨论时教师巡视，把有想法的表达记在黑板上，供写作环节引用。

第五部分，写作指导与评价，二十分钟。写作给三段式支架：第一段用一句话点出感触，如「我最佩服的是沙僧」；第二段讲一个具体情节加理由；第三段联系自己，写一件类似的小事。评价发简化量规，三个维度各三星：是否写了自己的感触、是否引用了具体情节、是否联系了自己。同桌互评打星，教师课后按量规复核。

时间分配：导入五分钟，讨论十分钟，写作指导加当堂写片段十五分钟，互评五分钟，机动五分钟。若班级进度慢，可把互评移到下节课，写作环节不可压缩。

A Complete Lesson Plan for "Reflections on Journey to the West" with Time Allocation

This is a forty-minute classic-reading lesson for upper and middle primary grades, built in five parts, each with its time marked so a teacher can follow the table directly.

Part one: teaching objectives. Write three testable objectives. First, students can name at least three memorable episodes from Journey to the West and explain clearly why they like or dislike them. Second, students can write down the point that touched them most in their own words, rather than retelling the story. Third,

students can listen to peers in a group and add one supporting idea. Avoid uncheckable phrasing like "cultivate reading interest"; use observable verbs such as "name," "write," and "add."

Part two: choosing the edition. For lower grades, use a youth edition or comic version with complete plots and simple language; for middle grades, an illustrated annotated edition of moderate length; for upper grades, try excerpts from the original, such as the "Three Strikes against the White Bone Demon" passage. Judge editions on two points only: can students finish the chosen passage on their own, and do the notes explain the names clearly. Before class, photocopy the table of contents of the chosen edition and post it at the side of the blackboard for quick reference during discussion.

Part three: lead-in, five minutes. Read aloud a description with the hero's name removed, for example: "He carries an iron staff that can grow huge or shrink small, kept hidden in his ear." Students guess the character. After a correct guess, ask a follow-up: which word gave it away? This follow-up demonstrates the method of "grabbing details" and plants the seed for the reflection essay. Keep the lead-in within five minutes; overtime will squeeze the writing stage.

Part four: group discussion, ten minutes. Groups of four discuss "my favorite character." Each speaker must cover two things: which deed of this character moved me most, and what I would do if I faced the same situation. Hand out speaking note cards, one per student, keywords only. While groups talk, circulate and record vivid expressions on the blackboard for use in the writing stage.

Part five: writing guidance and assessment, twenty minutes. Give a three-paragraph scaffold: paragraph one states the feeling in one sentence, such as "What I admire most is Sha Wujing"; paragraph two recounts one specific episode and the reason; paragraph three connects to the student's own life with a small similar event. For assessment, distribute a simplified rubric with three dimensions, three stars each: Does it state a personal feeling? Does it cite a specific episode? Does it connect to one's own life? Deskmates rate each other with stars, and the teacher reviews after class.

Time allocation: lead-in five minutes, discussion ten, writing guidance plus in-class paragraph fifteen, peer review five, buffer five. If the class runs slow, move peer review to the next lesson; do not compress the writing stage.