

阅读小计划环节别做成填表：两周检查机制怎么搭

班会最后发一张阅读计划表，学生填「每天读三十分钟」，两周后没人记得——这是最常见的失败。计划环节要有效，关键不在表格，在两周后的检查机制。下面按四步搭。

第一步，计划表三栏都要「小到不可能失败」。第一栏书名，允许写任何一本，不强制西游记续读；第二栏时间，规定必须写具体数字加固定时段，「每天睡前十五分钟」合格，「每天读一会儿」不合格；第三栏读完做什么，给四个选项任选：讲给一个家人听、画一张人物图、写五十字感想、给同学推荐一次。栏目标注一行小字：「写一个你确定能做到的，做不到可以改，但改要告诉同桌。」允许改，计划才不会一破就弃。

第二步，立同桌契约。填完计划表，同桌两人互相抄一份对方的计划，各自保管。契约内容一句话：「两周后班会，我检查你的，你检查我的。」互相抄写这个动作把口头约定变成书面凭证，也保证两周后检查时人人有对照物。契约不请家长签字，低年级可由家长在抄件上画一个笑脸，自愿。

第三步，两周后的检查班会开十五分钟。形式是「互查加展示」：同桌互相看对方的书或笔记，确认计划执行情况，在对方计划表上写一句「做到了/部分做到/没做到」；然后请四位「做到了」的同学用一分钟展示成果——讲一段、亮一张图或念五十字感想。检查班会不点名批评没做到的，只展示做到的，示范比批评管用。

第四步，未完成的处理有台阶。没做到的学生不罚抄不检讨，做一件补救任务：下周每天在班级读书角读十分钟，读给图书管理员看，连续五天即可「复活」。台阶设计的原因：没做到的原因通常是计划定大了或书没兴趣，补救任务既降低门槛又保留压力，比批评更能让人继续读。

给家长的提醒短信模板：「本周班会孩子们制定了阅读计划，计划表在书包里，请翻看并鼓励。两周后班会将互相检查。家里只需配合一件事：孩子读书的时段尽量不打扰。」短信在班会当天发，只说配合点，不布置家长批改任务。

四步搭完，计划环节从「填表两分钟」变成「两周闭环」：计划具体、契约对等、检查有展示、失败有台阶。班会的四个环节里，阅读计划是唯一能延伸到课后的部分，值得多花五分钟把机制讲透。

Don't Turn the Reading Plan Stage into Form-Filling: How to Build a Two-Week Check System

The classic failure: the meeting ends with a plan sheet, students write "read thirty minutes daily," and two weeks later nobody remembers. The plan stage works not because of the form but because of the check system two weeks later. Build it in four steps.

Step one: all three columns must be "too small to fail." Column one, book title—any book is allowed, a sequel to Journey to the West is not mandatory. Column

two, time—must state a specific number plus a fixed slot: “fifteen minutes before bed daily” passes; “read for a while daily” fails. Column three, what to do after finishing—choose from four options: tell a family member, draw a character picture, write fifty characters of reflection, or recommend the book to a classmate once. A small-print line reads: “Write something you are sure you can do; you may change it, but tell your deskmate.” Allowing changes keeps a broken plan from being abandoned.

Step two: sign a deskmate contract. After filling in, partners each copy the other’s plan and keep it. The contract is one sentence: “At the class meeting in two weeks, I check yours and you check mine.” Copying turns a verbal promise into a written record and guarantees everyone has a reference at check time. No parent signature is required; lower graders may invite a parent to draw a smiley on the copy, voluntarily.

Step three: hold a fifteen-minute check meeting two weeks later. Format: “mutual check plus showcase.” Partners examine each other’s book or notes, confirm progress, and write one line on the other’s sheet—“done/partly done/not done.” Then four “done” students showcase for one minute—tell a passage, show a picture, or read fifty characters. The check meeting never names and shames those who fell short; it only showcases those who followed through, because modeling beats criticism.

Step four: give unfinished plans a staircase, not punishment. Students who fell behind do not copy texts or write self-criticisms; they complete one repair task: read ten minutes daily at the class reading corner for the librarian to see, five days in a row to “revive.” The reason for the staircase: falling behind usually means the plan was too big or the book lost appeal; the repair task lowers the bar while keeping the pressure, which sustains reading better than scolding.

A reminder message template for parents: “This week’s class meeting produced each child’s reading plan, now in their schoolbag—please take a look and encourage them. Partners will check each other at the meeting in two weeks. Home needs to do only one thing: try not to disturb the child’s reading slot.” Send it on meeting day; state only the one support point, and assign no correction tasks to parents.

With the four steps in place, the plan stage becomes a two-week loop instead of two minutes of form-filling: specific plans, equal contracts, showcase checks, and a staircase for failure. Of the meeting’s four stages, the reading plan is the only one that extends beyond class—worth five extra minutes to explain the mechanism thoroughly.