

名著读后感教学常犯的五個錯誤：一份自查清單

教了兩輪西遊記讀後感單元之後，我把自己犯過的錯整理成一份清單，給同行對照。每一條都來自我真實上砸了的課。

錯誤一：把梗概當原著的橋梁。第一輪我让学生先讀內容梗概，說是熟悉故事，結果多數學生讀完梗概就認為書讀完了。梗概是查閱工具，不是閱讀的替代品。改法是取消整本書的籠統任務，改布置具體章節，配只有原文能回答的問題。

錯誤二：讀後感題目只有一句話。讀西遊記写一篇六百字讀後感，這種題目产出的是套話作文：第一段概括情節，第二段歌頌不放棄的精神，第三段表態要好好学习。改法是給具體角度，比如挑一個配角，寫他在故事里的作用；或者找出書里一處不合理的地方，寫下來。

錯誤三：課堂討論整本書。全班討論西遊記表現了什麼精神，結果是五個成績好的學生說話，另外三十個聽着。討論流於表面，是因為問題太大。改法是把問題縮小到一回甚至一段，比如悟空第一次借芭蕉扇為什麼失敗。

錯誤四：只收讀後感，不批改。學生發現老師只寫一個閱字，就開始從網上抄。第二輪我把每篇都讀完，每篇寫一句具體的話，比如你注意到每次散伙都是八戒先開口，這個發現很好。從下一周起，網上抄來的作文降到了零。

錯誤五：只獎勵寫得好的人。讀後感展板只貼優秀作文，寫不好的學生慢慢就不認真讀了。改法是設多個展示欄目：最佳發現獎給找出的原文細節最多的學生，最多提問獎給提問最多的學生。讀得認真但寫得一般的學生，名字也能上牆。

對照這五個錯誤，共同根源是教師默認閱讀已經發生，在這個默認上設計活動。把設計起點換成怎樣讓閱讀真的發生，只讀梗概、讀後感雷同、討論走過場這幾個問題，都會從源頭鬆動。

Five Common Mistakes in Teaching Reading Responses: A Self-Check List

After teaching the Journey to the West reading-response unit twice, I collected my own mistakes into a checklist for other teachers. Every item comes from a lesson I actually ruined.

Mistake one: using the synopsis as a bridge to the original. The first time, I had students read the plot summary first to get familiar with the story, and most of them treated finishing the summary as finishing the book. A synopsis is a lookup tool, not a substitute for reading. The fix: stop assigning the whole book as one vague task; assign specific chapters with questions only the original can answer.

Mistake two: a one-sentence essay prompt. Write six hundred characters after reading Journey to the West produces template essays: paragraph one summarizes the plot, paragraph two praises the spirit of never giving up, paragraph three promises

to study harder. The fix: give concrete angles, such as pick a supporting character and write about their role in the story, or find one detail in the book that seems unreasonable and write it down.

Mistake three: whole-book class discussions. Asking what spirit Journey to the West expresses lets five strong students talk while thirty-five listen. Discussion stays shallow because the question is too large. The fix: shrink it to one chapter or one paragraph, such as why did Wukong fail the first time he tried to borrow the plantain fan.

Mistake four: collecting essays without marking them. Once students learn the teacher only writes a stamp, they start copying from the internet. The second time, I read every paper and wrote one specific sentence on each, such as you noticed that Bajie always speaks first whenever the team talks about quitting, that is a good catch. Online copies dropped to zero the following week.

Mistake five: rewarding only good writers. The display board showed only excellent essays, and weaker writers slowly stopped taking the reading seriously. The fix: add several display categories, a best-discovery award for the student who found the most details in the original, and a most-questions award for the one who raised the most. Careful readers with average writing could see their names posted too.

The five mistakes share one root: the teacher assumed the reading had already happened and designed activities on that assumption. Once the design question becomes how to make the reading actually happen, the problems of reading only the synopsis, identical essays, and perfunctory discussion all loosen at the source.