

示范环节怎么示范：教师下水文的三个坑和一个改法

读后感教学的示范环节，我前两年做得不对，这里复盘。当时的流程是我先读一篇自己写的下水文，再让学生照着写。三个坑都在这流程里。

坑一：下水文太完美。我写的那篇从原文引用到自身经历过渡流畅，学生听完只说一句话，老师你写得真好，然后继续抄情节。完美的范文把过程藏起来了，学生看到的是成品，不是方法。

坑二：段落全班共用。我示范用的是三打白骨精，结果全班四十五人三十九人写三打白骨精。我选的那段成了指定段落，示范反而制造了雷同。

坑三：只示范结论，不示范过程。我的下水文里写这段让我想起外婆，但学生不知道我是怎么想到外婆的。他们学到的是读后感要联系亲人这个格式，于是全班开始联系外婆、奶奶、妈妈。

改法是在课堂上现场读、现场找、现场犹豫。我重教这个单元时，带自己的书进教室，从学生阅读单上得票最高的三个段落里抽签选一段，当堂默读三分钟，把想法说出来：这段悟空被红孩儿骗了变成牛魔王那段，我停在这里，因为我想起一个事，不对，再往前看看，哦，是他拜假父亲那段，这个更像，我小学时被邻居小孩骗过，他还让我叫他哥。我说完这些，学生开始翻自己的书找段落，那节课教室里第一次全是翻书声。

关键在把犹豫说出来。我故意让学生看见我第一处没找对、换了地方。他们由此明白触动点不是背出来的，是在原文里试出来的。有学生后来在周记里写，原来老师也要找半天，我找不到很正常。

示范环节的的目的不是给一篇好例子，是让学生看见读出自己的过程长什么样，包括找不到的那部分。下水文可以写，但要在学生动笔之后发，作为对照，不作为起点。

How to Model a Reading Response: Three Traps in Teacher-Written Samples and One Fix

I got the modeling stage of reading-response teaching wrong for two years, and this is my review of it. The old flow was: I read aloud a sample essay I had written, then students wrote following it. All three traps sit inside that flow.

Trap one: the sample was too perfect. My essay moved smoothly from quotation to personal experience, and students said one thing only, that you write well, teacher, then went back to copying the plot. A perfect model hides the process; students see a finished product, not a method.

Trap two: one passage for everyone. I modeled with Three Beat the White Bone Demon, and thirty-nine of forty-five students wrote about Three Beat the White Bone Demon. My chosen passage became the assigned passage; the model manufactured sameness.

Trap three: modeling the conclusion but not the process. My sample said this passage reminds me of my grandmother, but students never learned how I got to grandmother. What they learned was the format connect to a relative, so the whole class started writing about grandmothers and mothers.

The fix: read live, search live, hesitate live. When I re-taught the unit, I brought my own copy of the book, drew one of the three passages the class had voted for on their reading sheets, read silently for three minutes in front of them, and spoke my thinking out loud: I stopped at the part where Wukong is tricked by Red Boy disguised as the Bull Demon King, because something came back to me, no wait, let me look a bit earlier, ah, the part where he bows to a fake father, that fits better, a neighborhood kid once tricked me in primary school and made me call him big brother. When I finished, students opened their own books to hunt for passages, and for the first time the room was full of page-turning.

The key is voicing the hesitation. I let students see that my first pick was wrong and I switched. They understood that a trigger is not memorized but tried out inside the text. One student later wrote in his journal: so even the teacher has to search for a long time, it is normal that I cannot find one right away.

The point of modeling is not to hand out a good example but to let students see what the process of reading oneself out looks like, including the part where you cannot find it. A teacher's sample essay is fine, but send it after students start writing, as a comparison, never as the starting point.