

完整教案：用一件小事写出诚信（40分钟课时）

课题：用一件小事写出诚信。课型：作文指导课。课时：40分钟。对象：小学五年级。教学目标是学生能独立完成一个一百五十字左右的诚信片段，做到事件小、有心理变化、结尾不喊口号。重点是把心理变化写具体，难点是选小事——学生普遍想写救人、捐款这类大事，觉得小事不够「诚信」。

导入环节五分钟。上课直接在黑板写一个情境：你在文具店买完本子，回家发现店主多找了五块钱。问两个问题：你会怎么做？为什么大多数人犹豫？请三到四个学生口头回答，不评价对错。教师收束：诚信不是惊天动地的大事，往往就是这五块钱的时刻。今天学的就是把这种时刻写下来。板书课题。

范文引路环节十二分钟。发一段两百字范文：《五块钱》。范文写的是发现多找钱之后，孩子在家数了三遍钱、想买想要的贴纸、又想起妈妈说过不是自己的不能要，第二天上学路上纠结要不要还，最后还给店主。读两遍：第一遍学生自由读，第二遍教师带读，要求边读边用波浪线画出写心里的词，比如「数了三遍」「脸有点热」。全班交流画到的词，教师把它们归类板书：动作写心理、身体写心理、想法写心理。追问一句：范文里有没有「我要做诚信的好孩子」这种句子？学生发现没有，教师点明：结尾停在动作上——店主笑了，我走在路上觉得脚步很轻。

当堂练笔环节十五分钟。要求：写一件自己经历或设想的与诚信有关的小事，一百五十字以上，必须包含一个动作写心理的句子和一个身体反应写心理的句子。巡视时重点看选材，谁写「扶老奶奶过马路」这类与诚信无关的，低声提醒换成和「说真话、守约定、不贪小便宜」沾边的事。写完同桌互读，用铅笔圈出对方最棒的一个心理句。

展示与小结环节六分钟。投影两篇有代表性的练笔，一篇事件小但心理空，一篇事件小且心理细，全班对比：哪篇让你相信这事真发生过？学生说出差别后，教师总结口诀：事要小，心要细，结尾别喊口号。

作业：把片段扩成四百字作文，题目自拟，明天交。

板书设计：左边课题「用一件小事写出诚信」；中间三行——事要小（五块钱、一句谎、一次迟到）、心要细（动作/身体/想法）、结尾停（停在动作或感觉）；右边留白区贴学生练笔里的佳句。

备课提醒：范文要提前打印，人手一份；情境讨论别超过五分钟，容易聊成道德辩论会；练笔计时用黑板倒计时，剩三分钟时提醒收尾。

Full Lesson Plan: Showing Integrity Through One Small Event (40 Minutes)

Topic: showing integrity through one small event. Type: composition guidance lesson. Length: 40 minutes. For fifth graders. Objective: each student writes an

integrity fragment of about 150 words with a small event, inner change, and an ending that avoids slogans. Key point: making the psychological change concrete. Difficulty: choosing small events — students tend to reach for grand deeds like rescues or donations, feeling small events are not 'integrity enough'.

Lead-in, five minutes. Write a scenario straight on the board: after buying a notebook, you find the shopkeeper gave you five yuan too much in change. Ask two questions: what would you do? Why do most people hesitate? Take three or four oral answers without judging right or wrong. Close: integrity is rarely earth-shattering; it often lives in moments like these five yuan. Today we learn to write such moments. Write the topic on the board.

Model-essay segment, twelve minutes. Hand out a 200-word model called 'Five Yuan'. It describes a child who counts the extra money three times at home, wants to buy stickers with it, remembers mom's rule about not keeping what isn't yours, wrestles with it on the way to school, and finally returns it. Read twice: first freely, then teacher-led, underlining words that show the heart — 'counted three times', 'face felt hot'. Share the underlined words; the teacher sorts them on the board: action shows feeling, body shows feeling, thought shows feeling. Follow up: does the model contain a line like 'I must be an honest good child'? Students find none. Point out: the ending stops on an action — the shopkeeper smiled, and my steps felt light on the way back.

Timed writing, fifteen minutes. Requirement: write one true or imagined small event about honesty, at least 150 words, including one sentence showing feeling through action and one through a body reaction. While circulating, watch topic choice; if a student writes 'helping grandma cross the road', which is unrelated to honesty, whisper a switch toward telling truth, keeping promises, or not pocketing small gains. After writing, partners read aloud and circle the best feeling-sentence in pencil.

Sharing and wrap-up, six minutes. Project two samples: one with a small event but empty inner life, one small and finely drawn. Ask the class: which one makes you believe it really happened? After students name the difference, give the chant: keep the event small, keep the heart detailed, never shout a slogan at the end.

Homework: expand the fragment into a 400-word composition with a self-made title, due tomorrow.

Board design: left, the topic; middle, three lines — small event (five yuan, one lie, one lateness), detailed heart (action/body/thought), ending stops (stop on action or feeling); right, blank space for posting best sentences from student writing.

Prep notes: print the model essay in advance, one per student; keep the scenario talk under five minutes so it does not turn into a morality debate; use a board countdown for writing time and call the closing at three minutes left.

范文引路环节实录：《五块钱》怎么带学生读出写法

范文引路不是把范文读一遍就完事，学生听完往往只记住「他是个诚实的孩子」，写法一点没带走。下面还原《五块钱》这个环节的实际操作，供同题课参考。

第一遍读的任务要具体。别说「想一想写了什么」，改成「边读边找：钱是在哪里发现的，一共发现了几次」。学生带着找答案的任务读，注意力落在情节节点上：买本子时没注意，回家数零花钱才发现，第二天路上又想起一次。三次发现串起全文骨架，教师顺手在黑板画一条线标出三个点，这就是「一件事」的时间轴。

第二遍读画心理词。示范一次再放手：教师读第一段，自己示范画「数了三遍」，说出理由——数钱这个动作背后是舍不得还。然后学生默读剩余段落自己画。交流时学生画出的词五花八门，教师在黑板上只归三类：动作类（数了三遍、把钱塞回抽屉又拿出来）、身体类（脸有点热、手心出汗）、想法类（要是还回去，贴纸就买不成了）。归类时不评判哪个词好，只问「这个词让你感觉到什么」。

追问结尾用两个问题。第一个：故事还完钱就结束了吗？学生发现还有两句——店主笑了，我脚步很轻。第二个：作者有没有写「我今天做了一件诚实的事」？没有。教师板书「结尾停在画面上」，并让学生比较：如果加上那句自我表扬，读起来感觉有什么不同。学生会说像思想品德课本，这就是口号式结尾的直观体验。

学生常见误读有两个。一是把范文当故事会讲，复述时越讲越激动，偏离写法。应对：把交流话术固定成「你画到了哪个词」，把注意力拉回语言本身。二是画词时把「第二天」这种时间词也画上。应对：不批评，追问「这个词写的是心里还是时间」，让学生自己擦掉。

备选范文要点（不想用多找钱题材时可换）：同学借一支钢笔没还，每次看到抽屉里的空笔位就想开口要，又怕伤感情，最后说「我还需要这支笔」，对方愣了一下第二天还了。这篇的心理点是「怕伤感情」，适合写犹豫型事件，同样能支撑动作、身体、想法三类词的提取。

环节收束一句话：这篇范文我们不带走的道理只有一个——诚信可以只写五块钱、一支笔，写清楚心里的动静，读者自己会得出「他诚实」。

The Model-Essay Segment in Practice: Teaching Craft

Through 'Five Yuan'

Reading a model essay aloud once is not enough; students often keep only 'he was an honest child' and take away no craft. Here is how the 'Five Yuan' segment actually runs, for reference in the same lesson.

Give the first reading a concrete task. Not 'think about what it says', but 'as you read, find: where was the money discovered, and how many times was it discovered'. Reading to answer, students land on plot points: unnoticed at purchase, found while counting pocket money at home, remembered again on the road next day. The three discoveries form the timeline; the teacher draws a line with three marks — this is the spine of 'one event'.

The second reading underlines feeling-words. Demonstrate once, then release: the teacher reads paragraph one and underlines 'counted three times', explaining that counting money shows reluctance to return it. Students then read silently and underline their own. Sharing produces scattered words; the teacher sorts into only three groups on the board: actions (counted three times, put the money in the drawer and took it out again), body (face felt hot, palms sweated), thoughts (if I return it, no stickers). When sorting, do not judge which word is best; only ask 'what does this word make you feel'.

Use two questions for the ending. First: does the story stop at the return? Students notice two more lines — the shopkeeper smiled, my steps felt light. Second: does the author write 'I did an honest thing today'? No. Write on the board 'end on an image', then ask how adding the self-praise would change the reading. Students say it sounds like a moral textbook — that is the direct experience of a slogan ending.

Two common misreads. One: students treat the model as story hour, retelling with growing excitement, drifting from craft. Fix: keep the talk track fixed at 'which word did you underline', pulling attention back to language. Two: they underline time words like 'the next day'. Fix: no scolding, just ask 'does this word show the heart or the time?', and they erase it themselves.

Alternative model points (if the change scenario is worn out): a classmate borrows a pen and never returns it; every glance at the empty spot in the drawer tempts a request, but fear of hurting feelings holds it back; finally the child says 'I still need that pen', the classmate freezes, and returns it the next day. The psychological core is 'fear of hurting feelings', good for hesitation-type events, and it still supports extracting action, body, and thought words.

One closing line for the segment: the only takeaway is that integrity can be just five yuan or one pen — write the inner movement clearly, and readers will conclude 'this child is honest' on their own.

诚信指导课最容易上砸的五个地方：自查清单与改法

这份清单给上过同类课的老师自查用。五个失误按课堂时间顺序排，每个都附识别信号，对照自己那节课就能定位。

失误一：导入聊成道德辩论会。信号是五分钟导入讲了十五分钟，还有学生举手要发言。根源是情境问题问得太开放，「你会怎么做」容易引发立场之争。改法：问题改成事实性的——「多找的钱现在在你手里还是已经花了」，只请两到三个学生，看黑板计时，到点直接收束进课题。导入的任务是引出「小事」，不是辩论该不该还。

失误二：范文只讲了情节，没带走写法。信号是交流环节学生全在复述故事，「后来他还钱了」这类话停不下来。改法：把每个交流问题的主语从「故事」换成「句子」——不问你读懂了什么，问你画到了哪个词。教师自己先示范画一处，学生模仿的永远是动作而不是指令。

失误三：练笔题材大面积跑偏。信号是巡视时看到「我扶老奶奶过马路」「我拾金不昧交警察」。前者与诚信无关，后者能写但全班写重了。改法：练笔要求里直接给三个可选锚点——多找的钱、没兑现的约定、说出口的一句假话，允许自拟但必须过「和说真话、守约定、不贪小便宜沾边」这条线。巡视时低声换题，不公开点名。

失误四：点评环节只夸不教。信号是展示两篇作文后全班鼓掌，教师说「写得真好」就过。改法：两篇必须一强一弱配对比，提问固定为「哪篇让你相信这事真发生过」，让学生自己说出心理细节的差别。点评时间至少四分钟，砍掉也要保住这个对比。

失误五：板书写完不用。信号是下课时板书还是开课那几行，右边佳句区空着。根源是没有收集佳句的机制。改法：同桌互读圈佳句时，教师同步抄两三个到手上，展示环节后当场贴进佳句区；来不及抄的，让圈到佳句的作者自己上台写。板书是这节课的产出物，不是装饰。

课后五分钟自查：对照五条各打一个勾，中招的写一行改法进教案备注，下周平行班再上同一课时先改这一条。同一节课上两轮，第二轮的教案备注比第一轮的正文更值钱。

Five Ways This Integrity Lesson Goes Wrong: A Self-Check List with Fixes

This checklist is for teachers who have taught a version of this lesson. The five failures follow class order, each with a signal for locating it in your own lesson.

Failure one: the lead-in turns into a morality debate. Signal: a five-minute opener runs fifteen, hands still going up. Root cause: the scenario question is too open; 'what would you do' invites a stance fight. Fix: ask a factual question instead — 'is the extra money still in your hand or already spent' — call only two or three students, watch the clock, and close into the topic on time. The lead-in exists to introduce 'small events', not to debate whether to return the money.

Failure two: the model essay is retold as plot with no craft taken away. Signal: sharing time fills with story retelling — 'then he paid it back' — and nobody stops. Fix: change the subject of every sharing question from 'the story' to 'the sentence' — not what you understood, but which word you underlined. The teacher underlines one spot first; students copy actions, not instructions.

Failure three: writing topics drift en masse. Signal: circulating reveals 'I helped grandma cross the road' and 'I turned in found money to the police'. The first is unrelated to honesty; the second works but everyone writes it. Fix: put three anchor options right in the requirement — extra change, a broken promise, a spoken lie; self-chosen topics are allowed but must pass the line of truth-telling, promise-keeping, or not pocketing small gains. Switch topics in a whisper during circulation, never publicly.

Failure four: feedback only praises, never teaches. Signal: two samples get applause, the teacher says 'well done', and it's over. Fix: pair one strong and one weak sample deliberately, with the fixed question 'which one makes you believe it really happened', letting students name the difference in psychological detail. Reserve at least four minutes for this; cut anything else first.

Failure five: the board stays unused after being written. Signal: at dismissal the board still shows the opening lines and the quote zone is empty. Root cause: no mechanism to collect good sentences. Fix: while partners circle best sentences, the teacher copies two or three onto hand cards and posts them into the quote zone right after sharing; if too slow, the author of a circled sentence writes it up themselves. The board is this lesson's output, not decoration.

Five-minute post-class self-check: tick each of the five items, write one fix line in the lesson-plan notes for any that apply, and apply that fix before teaching the same lesson to the parallel class. After two rounds, the second round's notes are worth more than the first round's plan.