

我学会了游泳叙事作文指导课教案：教学目标、流程与板书设计

教学目标定三条。一、能按事情发展的顺序把学游泳的过程写清楚，会用「一开始、谁知道、后来、最后」这类连接词。二、通过拆解范文，学会用动作和身体反应写心理变化，而不是只喊「我很害怕」。三、愿意写自己学本领的真实经历，当堂完成一段八十至一百五十字的片段。

重点：按事情发展顺序组织材料，把下水、练腿、呛水、放手游四个阶段写完整。难点：把心理变化写具体。学生习惯用形容词交差，突破办法是要求把「害怕」换成「手怎么抓池边、屏住呼吸多久」这类看得见的动作。

环节一，话题导入，三分钟。教师提问：谁学会了游泳？先学的是哪种泳姿？从哪一步开始学的？学生自由回答，教师在黑板左上写三个词：呛水、害怕、高兴。导入语一句话点题：每个人都有学本领的经历，这段经历就是今天作文的材料。

环节二，范文引路，十五分钟。投影同龄范文《我学会了游泳》，约四百字。第一遍读，学生划出表示事情先后顺序的句子；第二遍读，圈出写心理变化的词语。教师把范文的顺序画成流程图写在黑板左侧：扶池边练腿、把脸埋进水里呛水、教练托着腰、放手浮起来。右侧按顺序写学生圈出的心理词，排成一级一级心理梯。教师追问：哪句话让你最感觉到他害怕？学生指向「水从鼻子嘴巴里灌进来，整个泳池像整个翻了过来」。

环节三，当堂片段练笔，十五分钟。题目：第一次把脸埋进水里的那一刻。两条硬要求：至少用一个先后连接词；写一句心理描写，且这句里不许出现「害怕、紧张、高兴」三个词，要用动作或身体反应来表达。教师巡视，记下写得合格的同学和有典型问题的同学，为讲评准备材料。

环节四，分享讲评，五分钟。投影一篇合格片段和一篇有问题片段，对照两条硬要求逐条评，学生当场提一条修改建议。

板书设计：左侧画事情发展顺序流程图，四个方框用箭头连接；右侧写心理梯，从下到上依次是紧张、害怕、想放弃、高兴；中间上方写课题「我学会了一项新本领」。作业：把片段扩写成一四百字左右的完整作文，要求在「想放弃」处再加一句心理描写。

A Narrative Writing Lesson Plan for I Learned to Swim: Goals, Steps and Board Design

Set three teaching goals. One: write the process of learning to swim clearly in the order events happened, using linkers like at first, unexpectedly, later, and finally. Two: through taking the model essay apart, learn to show feelings with actions and body reactions instead of shouting I am scared. Three: be willing to write a real experience of learning a skill, and finish an eighty to one hundred and fifty word paragraph in class.

The key point: organize material in the order events developed, covering the four stages of getting in the water, kicking drills, choking, and floating alone. The hard

part: making feelings concrete. Students finish with adjectives, so the fix is to require replacing scared with visible actions like how the hands gripped the pool edge or how long the breath was held.

Segment one, topic lead-in, three minutes. Ask: who learned to swim? Which stroke came first? Which step did you start with? Students answer freely, and the teacher writes three words at the upper left of the board: choking, fear, joy. One sentence ties it together: everyone has an experience of learning something, and that experience is the material for today.

Segment two, model essay guidance, fifteen minutes. Project a peer model essay of about four hundred words. First reading: students underline sentences that show the order of events. Second reading: they circle words that show feelings. The teacher draws the order as a flow chart on the left of the board: holding the edge and kicking, burying the face and choking, the coach holding the waist, floating alone. On the right, the circled feeling words go in order like steps of a ladder. The follow-up question: which sentence made you feel his fear most? Students point to water pouring in through nose and mouth, the whole pool like it flipped over.

Segment three, in-class paragraph drill, fifteen minutes. Topic: the moment you first buried your face in water. Two hard rules: use at least one order linker; write one sentence of feeling without using the words scared, nervous, or happy, expressing it through action or body reaction instead. The teacher walks around, noting students who meet the rules and students with typical problems, preparing material for feedback.

Segment four, sharing and feedback, five minutes. Project one passing paragraph and one with problems, check them against the two hard rules one by one, and let students offer one revision suggestion on the spot.

Board design: on the left, a flow chart of the order of events, four boxes joined by arrows; on the right, a feeling ladder written bottom up: nervous, afraid, wanting to quit, glad; at the top center, the lesson title I Learned a New Skill. Homework: expand the paragraph into a full composition of about four hundred words, adding one more feeling sentence at the wanting-to-quit point.