

## 范文引路怎么讲：一篇学游泳范文的逐段拆解

范文引路不是「读一篇好文章然后开始写」，而是把范文拆成学生明天自己写作时能复用的零件。下面用一篇四段范文示范怎么拆。

第一段：「暑假第一天，我站在泳池边，脚趾抠着瓷砖，死活不肯下水。」拆解提问：这一段没有写害怕两个字，你从哪个词看出来的？学生答「抠」。追问：换成「我很害怕地站在池边」哪个好？为什么？这一问直接立起本课的核心标准：用动作写心理。

第二段：先练腿、再把脸埋进水里、呛了第一口水。拆解提问：这三件事能换顺序吗？有学生说可以先呛水再练腿，教师引导：没练腿就埋脸，呛得更惨，顺序本身就是事情发展的道理。顺势在黑板画流程图，这就是板书左侧的由来。

第三段：教练托着腰游了十米，一回头教练早松了手，「我居然自己浮着」。拆解提问：这一段最妙的是哪个词？学生多半指「居然」。追问：这个词为什么妙？因为它把「一直以为有人在托着」和「发现没有」两个瞬间装进了一个词，心理变化不用解释，读者自己撞上了。这一段是心理梯从「想放弃」爬到「高兴」的台阶。

第四段：结尾只有一句，「后来我游过整个泳池，但最记得的还是呛进去的第一口水。」拆解提问：为什么不写「我终于学会了游泳真高兴」？引导学生发现：结尾回扣第一段呛水的细节，文章就闭环了，喊口号的结尾谁都会写，回扣的细节才是自己的。

范文有两处要提前替换，防止全班照搬：把「泳池」换成学生本地熟悉的场景词，把「教练」换成学生自己的教法来源，比如爸爸或培训班。布置练笔时明确：只借范文的「顺序加动作写心理」两个零件，内容必须换成自己的经历，雷同的两篇当堂换题。

拆完范文，黑板上留下两样东西：左边的流程图，右边的心理梯。练笔时不要求背范文，只要求对照这两样东西自查：顺序完整吗？心理那句有动作吗？这就是范文引路的全部落点。

## How to Teach With a Model Essay: Taking One Swimming Essay Apart Paragraph by Paragraph

Model essay guidance is not read a good piece then start writing. It is taking the model apart into parts students can reuse tomorrow on their own. Here is how to take apart a four-paragraph model.

Paragraph one: on the first day of summer vacation I stood at the pool edge, toes gripping the tiles, refusing to get in. The breakdown question: this paragraph never writes the word fear, which word shows it? Students answer gripping. Follow-up: is it better to say I stood there very afraid, and why? This single question sets the core standard of the lesson: show feelings with actions.

Paragraph two: first kicking drills, then burying the face, then the first choke of water. The question: can these three swap order? Some say choke first then kick.

The teacher guides: burying the face without kicking drills means choking worse, and the order itself is the logic of how events develop. The flow chart on the left of the board comes from here.

Paragraph three: the coach held my waist for ten meters, and when I looked back his hands were long gone, I was floating by myself, unbelievably. The question: which word is best here? Most point to unbelievably. Follow-up: why? Because it packs two moments, always believing someone held me and discovering nobody did, into one word. The feeling needs no explanation, the reader runs into it. This paragraph is the step from wanting to quit up to glad on the feeling ladder.

Paragraph four: the ending is one sentence, later I swam the whole pool, but what I remember best is still the first mouthful of water. The question: why not write I finally learned to swim and I am so happy? Guide students to see that an ending returning to the choking detail of paragraph one closes the loop; slogan endings anyone can write, returned details are yours alone.

Replace two things in the model in advance so nobody copies it whole: swap pool for a place students know locally, and swap coach for their own source of teaching, a parent or a class. When assigning the drill, state clearly: borrow only the two parts, the order and actions-showing-feelings, content must be your own experience, and two look-alike pieces get a new topic on the spot.

After the breakdown, two things stay on the board: the flow chart on the left, the feeling ladder on the right. The drill does not require memorizing the model, only self-checking against these two: is the order complete? Does the feeling sentence have an action in it? That is the whole landing point of model essay guidance.