

学游泳作文讲评课教案：用对比讲评法把过程写具体

教学目标定三条。一、通过病文与范文对比，能说出「过程笼统」的具体表现：只写结果、缺动作、缺顺序。二、能用「动作分解」方法把一句话扩成一段话，把「我练了很久终于学会了」拆成练腿、呛水、放手三个具体瞬间。三、互评时能依据三条标准给出至少一条可操作的修改建议。

重点：用对比发现差距，知道笼统在哪。难点：把差距转成修改动作，学生知道不好却不知怎么改，突破办法是提供固定句式「先……接着……突然……最后……」加「身体反应清单」（手、呼吸、眼睛、腿）。

环节一，病文范文对比，十二分钟。投影病文《我学会了游泳》：全文一百二十字，只有「我学了很久，呛了水，最后学会了」三句主干。全班默读，教师问：这篇告诉你学会了吗？告诉你怎么学会的吗？学生发现只有结果没有过程。接着投影范文同题片段：教练放手那一刻「我身子一歪，手忙脚乱扒水，鼻子灌了水，呛得站不稳，可我发现自己正浮着」。两文并排，学生在病文上用波浪线标出「该有过程却只有结果」的三处。教师板书诊断结论：病文病在「只有骨架没有肉」，范文好在「一个瞬间拆成四个动作」。

环节二，学生互评，十二分钟。同桌交换自己的作文草稿，互评表三条标准：有没有按顺序写三件事？有没有一处动作分解？有没有一处身体反应？每条后面打勾或画叉，并写一条建议，建议必须落到句子，比如「第二段的『练了很久』可以改成练什么动作」。教师巡视，挑一组典型互评投影给全班示范读。

环节三，当堂修改，十一分钟。每人只改一处，选自己作文里最笼统的一段，用「先接着突然最后」句式加身体反应清单重写。改完在段首画一颗星，表示已修改。教师收草稿抽查，下节课开头反馈修改质量。

板书：左边贴病文片段标三处波浪线，右边贴范文片段圈四个动词，中间写「一个瞬间等于四个动作」。作业分层：基础作业是把课上改的那段誊正并仿写一处动作分解；提高作业是给作文补一个开头，要求开头不写时间天气，直接从一个动作开始。

A Feedback Lesson Plan for Swimming Essays: Using Contrast to Make the Process Concrete

Set three goals. One: through contrasting a sick essay with a model, be able to name what a vague process looks like: result only, no actions, no order. Two: use action decomposition to expand one sentence into one paragraph, splitting I practiced long and finally learned into three concrete moments: kicking drills, choking, being let go. Three: in peer review, give at least one workable suggestion based on the three criteria.

The key point: find the gap through contrast and know where the vagueness sits. The hard part: turning the gap into revision moves, since students know it is bad but

not how to fix it. The fix is a fixed sentence frame, first, then, suddenly, finally, plus a body reaction list of hands, breath, eyes, legs.

Segment one, sick versus model contrast, twelve minutes. Project the sick essay: one hundred and twenty words with only three trunk sentences, I practiced long, I choked, I finally learned. Silent reading, then ask: does this tell you that you learned, or how you learned? Students find only results and no process. Then project the model on the same topic: the moment the coach let go, my body tilted, hands scrambled through the water, water ran into my nose, I choked and staggered, yet I found I was floating. The two texts side by side; students wave-line three places in the sick essay where process should be but only result is. The teacher writes the diagnosis: the sick essay has a skeleton but no flesh; the model splits one moment into four actions.

Segment two, peer review, twelve minutes. Desk partners exchange drafts with a three-line review sheet: does it write three events in order? Is there one action decomposition? Is there one body reaction? Tick or cross each line and write one suggestion that lands on a sentence, for example the practiced long in paragraph two can become which drill. The teacher walks around and projects one typical review to read aloud as a demo.

Segment three, on-the-spot revision, eleven minutes. Each student revises exactly one place, choosing the vaguest paragraph, rewriting it with the sentence frame plus the body list. After revising, draw a star at the paragraph head to mark it done. The teacher collects drafts for spot checks and reports revision quality at the start of next class.

Board: on the left, the sick excerpt with three wave lines; on the right, the model excerpt with four verbs circled; in the center, one moment equals four actions. Homework in two tiers: the base tier copies the revised paragraph neatly and imitates one more action decomposition; the advanced tier adds an opening that starts with an action, no time or weather allowed in the first line.