

一份「小溪边的夏天」教案实例：逐环节点评好在哪、漏在哪

假设教案这样写导入：教师播放溪水声十秒，提问「你听到了什么」，学生自由答三到五个，教师板书课题「写景要按顺序、用五感」。点评：导入干净，十秒声音加三五个回答，五分钟能收住。隐患是教师容易恋战，学生答到兴头上舍不得停。建议在教案里写死「最多五个回答」，超时就把话题压进范文环节。

范文引路环节写的是：出示一段一百二十字的范文，先教师范读，再学生默读圈词，圈顺序词和感觉词各三处以上，同桌核对后汇报。点评：这段设计好在「只圈两类词」，任务窄而清楚。常见漏洞是范文选太长，三百字的范文一节课读不完也拆不完。样本里一百二十字的篇幅刚好，两分钟读完，十分钟拆完。

当堂练笔环节写的是：以校园小池为观察对象，写一段一百五十字片段，要求用「先整体后局部」的顺序和至少三种感觉，写完后同桌按三条要求互评打星。点评：把观察对象固定在校园小池，教室里就能完成，不必真去溪边，这是可复制的关键。漏写处：没给写不满字数学生的底线要求，建议补一行「写满一百字也算完成，课后再补」。

板书设计写的是：中间「写景」，左列「远到近、整体到局部」，右列「五感」，右下角留一块「学生好词收集区」。点评：好词收集区是亮点，随堂把学生练笔里的好词抄上去，讲评环节直接指着板书讲，比空讲形容词有效。容易漏的是板书位置：收集区要留白，别提前写满。

对照这份样本自查四项：导入有没有写死时长和回答个数、范文有没有标明字数、练笔有没有可操作的评价标准、板书有没有随堂生成的空间。四项齐，教案就能直接拿去上课，不用临场补设计。

A Sample Stream Writing Lesson Plan, Reviewed Block by Block

Suppose the lead-in reads: the teacher plays ten seconds of stream sound, asks what you hear, students answer freely three to five times, and the teacher writes the title on the board: description needs order and senses. Comment: the lead-in is clean, ten seconds of sound plus three to five answers wraps inside five minutes. The hidden risk is the teacher lingering. When answers get lively, it is hard to stop. Write a hard cap in the plan, at most five answers, and push any overflow into the model text block.

The model text block reads: show a one hundred twenty character passage, the teacher reads it aloud once, students reread silently and circle at least three order words and three sense words, then compare with a partner and report. Comment: the strength is circling only two kinds of words, a narrow and clear task. The common hole is picking a model that is too long, three hundred characters cannot be read and taken apart in one period. One hundred twenty characters take two minutes to read and

ten to dissect.

The writing block reads: take the campus pond as the observation object, write a one hundred fifty character fragment using a whole to parts order and at least three senses, then partners rate with stars against the three requirements. Comment: fixing the object as the campus pond means the task works inside a classroom with no real trip to a stream, and that is what makes the lesson repeatable. One gap: no floor for students who cannot reach the word count. Add one line: one hundred full characters counts as done, top it up after class.

The board design reads: writing scenery in the center, far to near and whole to parts in the left column, five senses in the right column, and a blank corner labeled student word bank. Comment: the word bank is the highlight. Copy good words from student fragments onto it during class, and the review block points at the board instead of lecturing about adjectives. What is easy to miss: keep the bank blank, do not fill it in advance.

Check the sample against four questions: does the lead-in fix its length and answer count, does the model text state its length, does the writing task carry a workable rubric, does the board leave room for live generation. With all four, the plan goes straight into the classroom with no improvised design.