

写景作文指导课的七个常见失误与补救：以溪边题材为例

失误一：五感教学变成填表。学生机械地「看到什么、听到什么、闻到什么」各填一句，凑满三感就算达标，句子还是空话。补救：要求每个感觉词后面必须跟一个具体名词和动词，「听到水声」不合格，「听到水撞在石头上哗啦一声」才合格。

失误二：范文只读不拆。范朗读两遍、学生齐读一遍，热闹但没学到写法。补救：范文只选一段，圈词、仿写、比较三步走完，一节课拆透一段胜过浏览三段。

失误三：练笔变成编故事。没给观察对象，学生坐在教室里编「我来到小溪边」，全是想象没有观察。补救：把观察对象钉死在教室能到达的地方，校园小池、窗外树、讲台上的水果都行，要求写眼前真实的东西。

失误四：讲评空泛。「写得生动形象」这类评语等于没评。补救：讲评只对着练笔的三条硬要求逐条打分，好词当场抄上板书，问题句当场改一句，学生拿到的是可操作的修改方向。

失误五：导入喧宾夺主。看视频、听歌、演情景剧，十五分钟过去还没进入写法。补救：导入不超过五分钟，只承担两个任务，唤起感官和点出课题，写法教学全部留给范文环节。

失误六：重点难点混为一谈。教案里「重难点：学会描写」一句话带过，课上才发现学生卡在顺序还是卡在词上无从判断。补救：重点写观察顺序，难点写把感觉词具体化，两个难点各配一个课堂检测动作，下课前各抽查两人。

失误七：板书全是教师预设，没有学生生成。整块板书提前写好，课上照抄一遍。补救：板书留一块空白收集区，随堂抄学生练笔里的好词好句，讲评时指着学生的词讲，板书就成了本班的学习成果记录。

课后自查用五个问题：这节课学生动笔写了多少字、圈词汇报了几人、互评有没有真的打分、板书上有没有学生的词、下课前目标三条各自验证了没有。五问有答，课就算扎实；哪一问空了，下一节先补那一处。

Seven Common Mistakes in Descriptive Writing Lessons and How to Fix Them

Mistake one: the five senses turn into a form. Students mechanically fill one line each for seeing, hearing, and smelling, hit three senses, and the sentences stay empty. Fix: every sense word must be followed by a concrete noun and verb. Heard the water sound fails; heard the water slap the stone with a splash passes.

Mistake two: the model text is read but never dissected. The teacher reads twice, the class reads once, lively but nothing learned. Fix: pick one paragraph only, then run circling, imitating, and comparing. One paragraph dissected deeply beats three paragraphs skimmed.

Mistake three: the writing task turns into make-believe. With no observation object, students sit in the classroom inventing I came to the stream, all imagination and no observation. Fix: pin the object to somewhere reachable from the classroom, the campus pond, the tree outside the window, the fruit on the desk, and require them to write what is really in front of them.

Mistake four: the review is vague. Comments like vivid and lively amount to no comment. Fix: score only against the three hard requirements of the task, copy good words onto the board on the spot, fix one problem sentence on the spot, and students leave with an actionable revision direction.

Mistake five: the lead-in steals the show. Video, song, and skit eat fifteen minutes before any writing technique appears. Fix: cap the lead-in at five minutes carrying two jobs only, waking the senses and naming the topic, and leave all technique teaching to the model text block.

Mistake six: key point and difficult point blur together. The plan says key and difficult point: learn description, one line, and in class the teacher cannot tell whether students are stuck on order or on word choice. Fix: key point is observation order, difficult point is making sense words concrete, each with one in-class check, spot-check two students before the bell.

Mistake seven: the board is all teacher preset with no student generation. The whole board is written in advance and copied once in class. Fix: leave one blank bank on the board, copy good words and lines from student fragments during class, and point at students own words during review, turning the board into a record of the class output.

After class, self-check with five questions: how many characters did students actually write, how many reported their circled words, did peer review really score, does the board hold any student words, and were all three goals verified before the bell. If every question has an answer, the lesson was solid; whichever answer is blank, fix that one first next time.