

怎么设计一节「小溪边的夏天」写景作文指导课：从目标到板书

教学目标写三行，每行都可检查。知识目标：学生能说出按顺序观察的两种方法，从远到近和从整体到局部。能力目标：每人完成一段一百五十字左右的景物片段，至少用到三种感觉。情感目标：学生能说出一个校园里想再去观察的地点。目标写成这样，下课前能当场验证，教学反思也不用凭感觉。

重点和难点要分开写。重点是按顺序观察：先定观察点，再定方向。难点是把五感写成具体的词，避开「美丽」「怡人」这类空话。突破难点的办法要写进教学过程：让学生在范文里圈出感觉词，再用具体的动作和声音替换掉空泛的形容词。

教学过程按三环节排，四十分钟一节课的分配是：景物导入五分钟，范文引路十二分钟，当堂片段练笔十八分钟，讲评小结五分钟。导入环节播放一段溪水的声音，学生闭眼听，听完说「听见了什么」，老师点题：闭着眼睛也能把景物写活，这就是感觉的作用。

范文引路环节只拆一段。选一段既有顺序又有感觉的文字，例如先写小溪整体、再写石头和水草的那一段。让学生用两种颜色的笔，一种圈表示顺序的词，一种圈表示感觉的词，汇报后教师总结两句话：顺序是骨架，感觉是血肉。

练笔环节的硬性要求写三条：一百五十字、至少三种感觉、一个自己想的比喻。同桌互评就按这三条打星，教师挑两篇投影读，只评这三条，不做笼统的好差评价。

板书设计成一张可抄写的思维导图：中间写「小溪」，左边两个分支是「从远到近」「从整体到局部」，右边五个小分支是「看、听、触、嗅、想」。下课前学生把这张图抄进笔记本，回家写作文时可以直接套用。

How to Design a Stream Side Descriptive Writing Lesson from Goals to Board Plan

Write the teaching goals in three lines, each one checkable. Knowledge goal: students can name two ways of observing in order, from far to near and from whole to parts. Skill goal: each student writes a descriptive fragment of about one hundred fifty characters using at least three senses. Attitude goal: each student names one spot on campus they would like to observe again. Goals written this way can be verified before the bell, and the teaching reflection no longer runs on gut feeling.

Separate the key point from the difficult point. Key point: observe in order, first fix the viewing spot, then fix the direction. Difficult point: turn the five senses into concrete words and avoid empty adjectives like beautiful or pleasant. The fix goes into the teaching process: students circle sense words in the model text, then replace vague adjectives with concrete actions and sounds.

Arrange the lesson in three blocks. For a forty-minute period: scenery lead-in

five minutes, model text twelve minutes, on-the-spot fragment writing eighteen minutes, review and summary five minutes. In the lead-in, play a clip of stream water. Students close their eyes, listen, and say what they heard. The teacher states the point: you can bring scenery to life with your eyes closed, and that is what the senses do.

In the model text block, take apart only one paragraph. Pick one that carries both order and senses, for example a paragraph that starts with the whole stream and then moves to stones and water weeds. Students use two colored pens, one circling order words and one circling sense words. After reports, the teacher sums up in two lines: order is the skeleton, senses are the flesh and blood.

The writing block carries three hard requirements: about one hundred fifty characters, at least three senses, and one metaphor of their own. Partners rate each other with stars on exactly these three lines. The teacher projects two pieces and comments only on the three requirements, never on general quality.

Design the board plan as a copyable mind map: write stream in the center, two branches on the left for from far to near and from whole to parts, five small branches on the right for seeing, hearing, touching, smelling, and imagining. Before the bell, students copy the map into their notebooks and can reuse it when writing at home.