三年级状物习作教学设计：水果课

一、教学目标。本课为三年级状物习作指导课，围绕学生爱吃的水果展开，两课时连排。目标三条：通过范文引路，让学生知道写一种水果可以按样子、气味、味道、吃法的顺序来写；通过五感观察法，让学生学会用眼睛看、手摸、鼻子闻、嘴巴尝、耳朵听来收集材料；完成一个二百字左右的片段练写，写出自己爱吃的一种水果，语句通顺，有一两处真实的细节。

二、教学准备。教师准备范文《我爱吃橘子》打印稿、橘子若干、水果观察记录单；学生课前带一种自己爱吃的水果。范文全文二百六十字，按橘子的颜色、形状、剥开后的气味、一瓣一瓣的吃法来写，结尾一句写妈妈把大的那瓣留给我。

三、第一课时，范文引路与观察方法。第一步十分钟读范文：先请学生自由读，再指名分段读，边读边找作者先写了什么、后写了什么，教师把颜色、形状、气味、吃法四个词板书成一条竖线。追问一句：作者为什么先写样子再写味道？引导学生发现写水果可以按看到的到吃到的顺序。第二步二十分钟学五感观察法：每组发一个橘子，轮流看、摸、闻，教师示范用一句话记录每一种感觉，如摸上去皮上有小坑。学生填观察记录单，五种感觉各写一句，尝的安排在第二课时。第三步十分钟交流记录单，教师挑写得具体的句子投影，指出好在哪里：写了小坑，写了凉，写了苦味。

四、第二课时，片段练写与互改。上课先请学生尝带来的水果两分钟，边尝边想刚才记录单上的句子。然后二十五分钟当堂练写：写一种爱吃的水果，二百字左右，要求用上观察记录单里至少三句，按样子到吃法的顺序，结尾写一件和这种水果有关的小事。教师巡视，重点帮助开头卡住的学生，提示可以直接从样子写起。写后十分钟同桌互改，对照评价单三项打星：顺序清楚、有一处真实细节、语句通顺，再交换补改两分钟。最后五分钟指名两名学生读习作，全班找星。

五、板书与作业。板书左半为范文顺序竖线，右半为五感观察法五个词。作业：把片段誊抄到作文本，回家把水果的做法或来历问家长，补一两句进作文。本课重点在顺序和真实细节，不要求好词好句堆砌。

Grade Three Object Writing Lesson Plan: The Fruit Lesson

Part one, teaching goals. This is a Grade Three object writing lesson built around fruits the students love, two periods in a row. Three goals: through the model essay, students learn that one fruit can be written in the order of look, smell, taste and the way it is eaten; through the five senses method, students collect material by eyes, hands, nose, mouth and ears; each student finishes a fragment of about two hundred characters about a favorite fruit, with smooth sentences and one or two true details.

Part two, preparation. The teacher prepares a printed model essay titled I Love Eating Tangerines, several tangerines, and an observation record sheet. Students bring one favorite fruit before class. The model essay is two hundred and sixty characters, written in the order of color, shape, the smell after peeling, and eating

it segment by segment, ending with a line about mother saving the bigger segment for the writer.

Part three, first period, model essay and observation method. First ten minutes reading the model: free reading, then named students read by paragraph, the class finds what the author wrote first and then, and the teacher writes color, shape, smell, eating on the board as a vertical line. One follow up question: why look before taste? Students find that a fruit can be written from what is seen to what is eaten. Second twenty minutes on the five senses: each group gets one tangerine to look at, touch and smell in turn, and the teacher models recording each sense in one sentence, such as the skin has little pits. Students fill the record sheet, one sentence per sense; tasting waits for the second period. Last ten minutes sharing the sheets: the teacher projects specific sentences and says why they are good: pits, coolness, a bitter note.

Part four, second period, fragment writing and peer editing. The class starts by tasting the brought fruits for two minutes while looking at the record sheet. Then twenty five minutes of in class writing: one favorite fruit, about two hundred characters, using at least three sentences from the sheet, in the order from look to eating, ending with one small event about this fruit. The teacher walks around and helps students stuck at the opening by suggesting they start from the look. Ten minutes of peer editing with a three star sheet: clear order, one true detail, smooth sentences, then two minutes of exchange fixes. Five minutes for two students to read aloud while the class hunts for stars.

Part five, board and homework. The left board keeps the model order line, the right keeps the five sense words. Homework: copy the fragment into the exercise book, ask parents about the fruit dish or its origin at home, and add one or two sentences. The lesson values order and true details, not a pile of fancy words.