四年级水果状物作文指导课教案

一、教学目标与重难点。本课是四年级上册状物作文指导课，主题为我爱吃的水果，一课时四十五分钟。教学目标：学生能读懂范文在详略上的安排，知道写水果不必样样平均用力；能用对比观察法抓住一种水果与其他水果的不同；练写一个三百字片段，在写清水果特点的同时带出喜爱之情。教学重点是把最有特点的一处写详细；难点是把喜爱之情藏在细节里，不直接喊我爱它。

二、教学准备。教师准备范文《西瓜》、两种水果实物各一、对比观察表；学生课前完成一张水果小调查：家里最常买的水果是什么、大人买它时看什么。范文《西瓜》共三百二十字，写西瓜的花纹、拍瓜的声音、切开后的红瓤、全家吃瓜的场面，其中吃瓜场面写了两百字，其余都短。

三、环节一，范文引路，十二分钟。学生默读范文，教师提两个问题：文章写了西瓜的哪几方面？哪一处写得最详细？学生找出吃瓜场面后，教师追问：为什么这里详细，花纹只写一句？小结：写水果要挑自己最有印象、最有故事的一处写细，其他地方一句带过。请学生在范文上圈出详细段的三个动词：切、挖、递。

四、环节二，观察方法，十三分钟。教对比观察法：桌上放苹果和石榴，请学生从外皮、手感、打开方式、吃法四格填对比观察表，填完发现两种水果处处不同。教师点拨：写石榴时抓住籽粒像红宝石这一处，就抓住了它和苹果不一样的地方。学生口头完成一句对比句：石榴不像苹果那样一口咬下去，它要一颗一颗数着吃。全班互评这句对比是否准确。

五、环节三，片段练写，十八分钟。出示练写要求：写一种爱吃的水果，三百字左右，先想好哪一处写详细，其他地方一句带过；用上至少一处对比；不出现我爱两个字，让读者从细节里读出喜爱。学生当堂写作，教师巡视，发现典型问题用实物投影即时讲评：有学生写妈妈切西瓜递给我，教师请全班给这个递字加一句神态描写。写后同桌按三颗星互评：详略清楚、有对比、喜爱藏在细节里。

六、板书与作业。板书三行：范文哪里详细、对比抓不同、喜爱不喊出来。作业：把片段扩成一篇完整作文，题目自拟，明天早读前贴到后墙作文栏。下节课前五分钟展示优秀片段并讲清好在哪里。

Grade Four Fruit Object Writing Lesson Plan

Part one, goals and key points. This is a Grade Four first semester object writing lesson on the theme of fruits I love, one period of forty five minutes. Goals: students read how a model essay arranges detail and brevity and learn not to spend equal effort on every part; students use the comparison method to catch how one fruit differs from others; each writes a three hundred character fragment that shows the fruit features and carries affection. The key point is writing the most characteristic part in detail; the difficulty is hiding affection in details instead of shouting I love it.

Part two, preparation. The teacher prepares the model essay Watermelon, two kinds of fruit, and a comparison observation table. Before class students finish a small survey: which fruit the family buys most and what the adults look at when buying. The model essay is three hundred and twenty characters, covering the melon pattern, the sound when tapped, the red flesh after cutting, and the family eating scene; the eating scene takes two hundred characters and everything else is short.

Part three, session one, the model essay, twelve minutes. Students read silently, and the teacher asks two questions: which sides of the watermelon does the essay write, and which part is most detailed? After students find the eating scene, the teacher follows up: why detailed here but only one sentence for the pattern? The summary: pick the part with the strongest memory and the most story and write it fine, let the rest pass in one sentence. Students circle three verbs in the detailed paragraph: cut, scoop, hand over.

Part four, session two, observation method, thirteen minutes. Teaching the comparison method: an apple and a pomegranate sit on the desk; students fill a four cell table on skin, touch, opening way, and eating, and find the two fruits differ everywhere. The teacher guides: when writing the pomegranate, catch the seeds like rubies, and you have caught what makes it unlike an apple. Each student speaks one comparison sentence: a pomegranate is not bitten like an apple; you eat it counting seed by seed. The class checks whether the comparison is accurate.

Part five, session three, fragment writing, eighteen minutes. The requirements appear: one favorite fruit, about three hundred characters, decide first which part gets the detail and let the rest pass in one sentence; use at least one comparison; do not write the words I love, let readers read the love from details. Students write in class; the teacher walks around and uses the projector for live coaching: one student wrote mother cutting the melon and handing a piece over, and the class adds one look to that verb hand over. Then peers score three stars: clear detail plan, one comparison, love hidden in details.

Part six, board and homework. The board keeps three lines: where the model goes detailed, comparison catches difference, love is not shouted. Homework: expand the fragment into a full essay with a self made title, and post it on the back wall essay corner before morning reading. Next class opens with five minutes showing the best fragments and saying exactly why they work.