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.

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.

水果状物作文课：从吃到写的路径

一、设计思路。本课把状物作文拆成半天里的两段：上午第三节课开水果品尝会，下午第一节课上作文课。品尝会是作文的材料课，作文课是品尝会的回放课。这样处理针对五年级学生的老问题：写水果时只会写又香又甜，因为缺经历，只能靠形容词撑。本课让经历先发生，再让学生把经历写下来。

二、上午品尝会安排。二十分钟，教室摆四张桌子，每组一种水果：柚子、草莓、山竹、哈密瓜。规则三条：每人每种都要尝，尝前先看、先闻、先猜味道；尝的时候不许说好吃不好吃，

只许说像什么、什么感觉；每组选一人当摄影师拍三张照片，一张水果全身，一张剥开的样子，一张同学吃水果的表情。品尝结束每组把水果收进保鲜袋，留一份下午观察用。

三、下午作文课，范文引路，十分钟。投影上午的三张照片，教师现场口述一段下水文：先说猜柚子的味道，酸到皱眉，再说剥柚子时汁水喷到同桌眼镜上，全班笑。教师边说边写板书：猜、剥、喷、笑。告诉学生：刚才这段就是范文，它没有用一个香甜，但你们都知道柚子好吃。这就是从吃到写的路。

四、观察方法教学，十二分钟。教顺序观察加细节回放。顺序观察指按拿到水果到吃完的顺序理一遍：先看外形，再摸，再剥或切，再尝，再回味。细节回放指从这五步里挑一步放慢写，像电影慢镜头：剥山竹时指甲缝里的紫汁，草莓尖上那一口最甜。学生在材料单上写下自己五步各一个词，再圈出要放慢的一步。

五、片段练写，二十分钟。要求：写上午吃一种水果的经过，三百五十字左右，按顺序走一遍，圈出的那一步写一百字以上；用上照片当参照；不出现好吃、美味两个词。教师巡视时提醒写喷汁、皱眉、抢最后一块这类真事。写后小组内读，每人给一条建议，建议格式为你哪里写得慢，我读到了画面。

六、讲评与作业。下课前五分钟投影两篇典型习作，全班按三颗星评：顺序完整、有一处慢镜头、没用禁词。作业：把片段补一个开头和一个结尾，开头写水果怎么到教室的，结尾写保鲜袋里剩的那份怎么分掉的。教案后记留三行：品尝会秩序、下水文效果、禁词执行情况，供下一轮修改。

The Fruit Writing Lesson: A Path from Eating to Writing

Part one, the design idea. This lesson splits object writing into two halves of one day: a fruit tasting party in the third period of the morning, and the writing lesson in the first period of the afternoon. The party is the material lesson; the writing lesson is the replay of the party. This answers an old problem in Grade Five: when writing about fruit students can only say fragrant and sweet, because experience is missing and adjectives must carry the page. In this lesson the experience happens first, and then students write it down.

Part two, the morning party. Twenty minutes, four desks set in the room, one fruit per group: pomelo, strawberry, mangosteen, Hami melon. Three rules: everyone tastes every kind, and before tasting each student looks, smells and guesses the taste; while tasting nobody may say good or bad, only what it is like and what it feels like; one student per group becomes the photographer and takes three photos, one of the whole fruit, one of it peeled open, one of a classmate eating. After the party each group seals its fruit in a bag, keeping one for afternoon observation.

Part three, the afternoon lesson, model essay, ten minutes. The three morning

photos go on the projector, and the teacher dictates a sample paragraph live: first guessing the pomelo taste and frowning at the sour, then the juice spraying onto the deskmate glasses while peeling, and the whole class laughing. The teacher writes on the board while speaking: guess, peel, spray, laugh. Students are told: that paragraph was the model essay, it used not one word of sweet, yet you all know the pomelo is good. This is the road from eating to writing.

Part four, observation teaching, twelve minutes. Teaching order observation plus detail replay. Order observation means walking the fruit from hand to finish: look, touch, peel or cut, taste, remember. Detail replay means picking one of the five steps and slowing it down like a movie slow motion: the purple juice under the nail when opening a mangosteen, the sweetest bite at the tip of a strawberry. Students write one word per step on the material sheet, then circle the step to slow down.

Part five, fragment writing, twenty minutes. Requirements: write the morning experience of eating one fruit, about three hundred fifty characters, walking the order once, with the circled step over one hundred characters; use the photos as reference; the words tasty and delicious are banned. While walking around the teacher nudges for real events: sprayed juice, frowns, grabbing the last piece. After writing, students read in groups and each gives one suggestion in the form: where you slowed down, I saw the picture.

Part six, review and homework. Five minutes before the bell, two typical fragments go on the projector and the class scores three stars: complete order, one slow motion part, no banned words. Homework: add an opening and an ending to the fragment, the opening about how the fruit arrived in the classroom, the ending about how the leftover piece in the bag was shared. The post lesson note keeps three lines: party order, effect of the live model, and how the banned words held up, for the next round.