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.