**衢州丽水湖州三地市高三联考读后续写讲评**

**教学设计 颜运珍**

**一 、 内容介绍**

**主题语境：**人与社会

**语篇类型：**记叙文

**所给文本内容介绍：**

本文讲述的是兄弟之间有冲突该宽容对待的故事。放学路上，Carter 看到他的同学Dexter欺负弟弟Billy的一幕，非常反感。他迫使自己转移注意力，去关注自己最喜欢的模型车，今天晚上回去他想给汽车涂上蓝色，这样就很完美了。可是当他兴高采烈地回到家，却发现生病的弟弟Jackson在他的房间里，脸上都是像血一样的东西，原来弟弟把汽车涂成了红色。

**二 、 教学目标**

1. 思维品质： 分析与推断

 引导学生借助故事明线和暗线的帮助，从语境、信息、结构等层面分析文本，厘清人物关系，分析人物性格，分析冲突的主要内容，通过倒推法构思出符合逻辑和人物特征的解决问题的办法，确定故事的结局，再用倒推法补充完整三个主要情节，使之成为一个浑然一体的温情故事。培养学生推断故事发展脉络的能力和讲好故事的能力。

2. 文化意识：感悟与成长

 从Carter厌恶看到恃强凌弱的行为（disgusted）-—— 回到家看到心爱的模型车被弟弟弄坏的愤怒(angry) ——弟弟的解释和Carter的回想起公交车上的那一幕而反思（regretful）——采取行动向弟弟道歉，兄弟和好如初（affectionate）—— 点明主题：兄弟姐妹之间有冲突该宽容对待（tolerant）。人物情绪变化的过程传输一种感知与领悟，学会成长与做人的核心素养，展示人物性格的成长，倡导追求真善美。

3. 语言能力： 语言表达的提升

 通过教师提纲挈领的提问，深度挖掘文本关键信息，抓住主要矛盾（Carter是一个很善良的、讨厌欺负弱小的五年级学生，那么当他面临自己弟弟的过分行为时会怎么做呢？）。在厘清思路的基础上，学会用写实法和隐喻修辞格来表达angry这种情绪，学会用较高级的句式和语法结构来构建续写的情节，展示人物是如何在解决inner conflict的过程中不断成长的。

**三、教学重难点**

1. 引导学生“快准稳”地推断出合理的结局

 读后续写的任务在相对较短的时间，对学生的阅读理解能力提出了较高的要求，学生要具备把握文本大意的能力，抓住主要细节的能力，理解关键情节发展脉络的能力和合理做出情节推断等能力。其中，许多续写的故事先确定好符合逻辑的、“真善美”的结局能确保学生不写偏题。

2. 抓住主角情绪的变化，丰富补充故事的续写情节

 学生要学会用倒推法，构建主要续写情节，运用语言手段写出画面感和故事发展的节奏感，并写出相对较好的结尾。

3. 语言能力的提升和激发写作的热情

 在生动的语境中，巧妙运用各种方法提升学生运用语言的能力，激发学生不畏写作的热情，包括收集和比较教师的下水作文和学生的作文，展示优秀学生的句子、段落或作品等。

**四、教学步骤**

**Step1 Analyze in three aspects ( 三维度分析文本)**

1. Who are the characters of the text? What are the relationship among them?

2. Where did the story happen?

 There are two settings(places).

 Which setting should be focused on while writing? (At home)

3. What are the conflicts in the story ? Let’s read the story carefully.

【 设计目的：通过对故事的**人物、地点**和**冲突**的分析，帮助学生理解故事的六要素，以理解“冲突是什么”和“如何解决冲突”为主线来构建后续故事情节。】

**Step2 Infer a reasonable ending（推断出合理的结尾）**

**1. Answer questions and fill in the blanks to figure out the conflicts.**

|  |  |  |
| --- | --- | --- |
|  |  On the bus |  At home |
|  Whathappened ? | What did Carter see? | What did Carter see? |
| How didthey feel? | How did he feel? | What would be Carter andJackson’s reaction? |

Q1: What happened on the bus ? What was the conflict between Dexter and Billy?

 **Conflict1 : (Carter看到的冲突和他的认知)**

Dexter treated his brother badly/ was picking on his little brother.

And Carter disapproved of picking on little kids/ bullying.

Q2: How did Carter feel at seeing the scene of picking on kids on the bus?

Q3: However, what did he see when he arrived at home?

Q4: How would Carter feel at that moment? Will there be a new conflict?

**Conflict2：**Faced with Jackson’s wrong deeds, Carter was about to explode even if he disapproved of picking on kids. **（Carter内心的冲突）**

**2. Comparing conflict 1 with conflict 2, can you infer a reasonable ending with the help of the giving sentences in the two paragraphs?**

*Para1 : Carter looked down at his desk in horror.*

*Para 2: Carter took a deep breath and then unfolded his fist.*

【设计目的：鼓励学生理解事件脉络的发展，并对人物性格进行分析，针对两个存在冲突，利用所给两个段落的第一句话大胆预测故事的结局。】

**One possible solution:**

Carter forgave what his brother had done and tried to make up for his rudeness.

**Step3 Backward Induction to write plots ( 倒推法构建情节 )**

**1. 构建主要三个情节，明线是故事的情节，暗线是Carter 的情感变化。**

1. *Disgusted* at the scene of bullying

2. *Happily* return home  *( expectant )*

3. Angry at Jackson’s deeds

4. Carter’s anger and Jackson’s reaction *(angry and shameful )*

5. Recalled the scene happened on the bus  *( regretful/guilty )*

6. Unfold his fists and take action to make up *(affectionate )*

7. Forgave his brother Jackson ( *tolerant )*

【设计目的：学生在确定了结局之后（兄弟之间有矛盾也要宽容对待），从后面往前推断故事的情节，基本上可以得出虚线线框部分的三个主要情节，这样学生就明确了具体写作的内容，搭建了写作的具体支架。】

2. 展示三个情节相关的一些写作手法和表达。（展示部分学生的优秀句子或段落）

**Step4 Various Endings**  **(多种结尾 意味深长)**

1.自然式结尾

No sooner had Jackson approached him than Carter hold him into his arms tightly. “The red car looked so nice!” Carter said to himself.

2. 画面定格式结尾

As the clouds between them swept away, they played with this amusing but lovely car together, Jackson curving radiant smile, Carter beaming. It was all love that filled the room.

3. 主题升华式结尾 & 融情入景式结尾

No sooner had they painted the beautiful and unique car than their Mum called them to have dinner. The breeze wafted their face with delicious smell of the spaghetti and warmed the brothers’ hearts. There was no denying that siblings should get on well by being more tolerant of each other.

**Step5 One possible version**

***Carter looked down at his desk in horror.*** What came into his sight was an ugly red car, which really annoyed him. Eyes narrowed and fists clenched, Carter could feel a blaze of flame fueling inside him. “What have you done to my car? ” he yelled loudly. Frightened by the loud voice of his brother, Jackson drooped his head, murmured, “I… I just wanted to give you a surprise!” It suddenly dawned on Carter that what he did just now was just like Dexter’s action on the bus.

***Carter took a deep breath and then unfolded his fist.***  Letting out a sign of regret, he apologized to his brother sincerely, “I’m sorry for doing that, but I had planned to paint it blue.” Hearing this, Jackson beamed and embraced Carter tightly, “let’s paint it together!” No sooner had they painted the unique car than their Mum called them to have dinner. The breeze wafted their face with delicious smell of the spaghetti and warmed the brothers’ hearts. There was no denying that siblings should get on well by being more tolerant of each other.