**借用“3C”策略写好读后续写3个衔接句**

**教案**

距离2025年高考仅剩50天不到的日子，那么如何在短时间之内帮助学生在读后续写方面再进一个台阶呢？作为教师，我们深知在快速阅卷过程当中，读后续写的四个关键句是非常重要的，这四个关键句分别是三个衔接句和一个主题句。三个衔接句的写作方法一致，主题句的写法和衔接句的写法非常不同，所以我们可以先聚焦如何写好读后续写的三个衔接句。那么，如何写好三个衔接句呢？教师必须为学生输入具体的、可操作的策略。

笔者通过收集历次重要考试的读后续写的优秀范文，观察分析它们的共同点，笔者发现主要具备以下两个特点：利用关键角色续写故事；动作和情感描写相结合。可是，如何帮助学生确定描写什么动作和情感呢？其实就是进行动作—反应链的推断。为了形成教师独特的教学方式和教学风格，也为了适应自己学生的学习特点，并方便学生记忆和迁移运用到其他写作当中，笔者将其总结为“3C”策略：Continue the story with key characters; combine movements and emotions; conclude action-response chain. 为了充分体现学生的主体地位，引导学生进行探究式学习，笔者设计了一系列问题链引导学生逐步总结“3C”策略，然后通过教师示范、学生模仿的模式引导学生通过小组合作和独立思考完成迁移写作、互评和自评。

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| **教学步骤** | **教学环节** | **设计意图** |
| **导入** | 1. 教师展示一篇续写范文，询问学生，如果你是老师，你只有三秒钟的阅卷时间，你会着重关注哪些部分？ | 导入三个衔接句，明确三个衔接句的重要性。 |
| 1. 引入课程主题：借用“3C”策略写好读后续写三个衔接句 |
| **学习目标** | 1. observe excellent linking sentences to summarize “3C” strategies;   2. apply “3C” strategies to write linking sentences;  3. comment on partners’ linking sentences with a checklist. | 让学生在课程伊始明确学习目标，有助于学生关注重难点，紧跟教师步伐。 |
| **观察总结** | 1. 观察优秀范文的三个衔接句，总结共同点。 2. What do the circled words have in common?   They are all the characters.  引出第一个策略：Continue the story with key characters.   1. What do the underlined parts have in common?   They are all movements.   1. What do the parts in shadow have in common?   They are all emotions.  引出第二个策略：Combine movements and emotions. | 通过观察，归纳总结“3C”策略，凸显学生主体地位、教师主导地位，引导学生进行探究式学习，培养学生观察、概括、推理的能力，符合课程标准的理念和要求。 |
| 1. 回顾这些句子，何种句子结构被用来把动作和情感结合了起来？   Feeling..., sb did sth, with + n. + doing / done  Adj+ adj, sb did A, B and C.  Sb did sth, with a sense of + n. + welling up in one’s heart.  Sb did sth, which made sb filled with a sense of... |
| 1. 那么，如何确定描写什么动作和情绪呢？教师利用以下问题链帮助学生总结第三个策略。   Then, how can we determine what movements and actions to describe? Let’s take this sample as an example. First of all, let’s review the main idea of the story. We nurtured a lost baby red squirrel back to health and released it into the wild. Here are the given sentences. “One day in the trees, Squirt met up with a family of gray squirrels.” “One night, Squirt didn’t come back to our house and it rained hard.” How can we continue the story? We can continue the story with the key characters, for example, Squirt. Then, when meeting a family of gray squirrels, how would Squirt feel? You know, they had never encountered them and they had totally differnt colors. Squirt might feel frightened, curious or frightened at first. When feeling curious, what would Squirt do? He might wag his tail, put his nose to them and so on. Then why did it say “One night, Squirt didn’t come back”? Did he still come back in pragraph 1? Yes. How would we feel? You know, he was sick before, but now he could play with his fellows. So we night feel proud, but in the meantime, we might feel sorrowful because he would finally leave us one day. Then, “one night, Squirt didn’t come back and it rained hard”. How can we continue the story? We cancontinue the story with “we”. So, how would we feel? We would feel anxious and worried. What would we do? We would search for him. But before that, we might put on our coats and take out flashlights. As you can see, this is the action. This is the response. This is the action. This is the response. This is the action and this is the response. So, what were we actually doing by asking and answering those questions? We were actually concluding the action-response chain, which can help us to determine what movements and emotions to describe. |
| 1. 再次总结归纳“3C”策略以及有用句式。 |  |
| **运用迁移** | 运用“3C”策略写好2023年全国新高考(I、II卷)读后续写三个衔接句。 | 学生迁移运用3C”策略，巩固所学，加深认识。同时这还体现了3C”策略的操作性强、迁移性强的特点。 |
| 1. 安排学生课前阅读原文。 2. 引导学生通过段落关键词回顾故事。 3. 学生利用“3C”策略进行小组讨论接下来会发生什么。 4. How can we continue the story?   eg. We can continue the story with “I”.   1. How would the character feel? What would the character do?   eg. “There came the news”. What was the news? How would I feel? What would I do?   1. 学生开始进行独立写作，写作之前给学生展示评价表。 2. Does he or she continue the story with key characters? 3. Does he or she combine movements and emotions? 4. Does he or she use wonderful sentence patterns? 5. Is the action-response chain he or she concluded reasonable? |
| **评价反馈** | 1. 教师随机抽取一名学生的其中一个衔接句进行评价示范。 2. Does he or she continue the story with key characters?   Yes. That is, ...   1. Does he or she combine movements and emotions?   Yes. The movements are.... The emotions are....   1. Does he or she use wonderful sentence patterns?   Yes, he or she used...   1. Is the action-response chain he or she concluded reasonable?   He or she directly explained the content of the news. Yes, when hearing the news, “I” would definitely feel excited. That’s reasonable.   1. 学生小组互评同伴的写作。 2. 学生任意选取同伴或自己的写作面对全班师生进行评价展示。 | 教师示范，学生模仿，进行师生互评、生生互评，体现了“教学评”一体化的教学理念。 |
| **归纳总结** | 询问学生，你们在这节课了学到了什么？ | 学生自行总结课堂所学。 |
| **布置作业** | **1. Compulsory Task (必做)**  Read the story below and write the three linking sentences.  **2. Optional Task (选做)**  Think of more strategies to help us make linking sentences better. | 分层作业，满足不同层次学生需求。 |