



# “抄袭”风波

宁乡市玉潭街道中心小学 胡旺洪

在批阅学生作文中,我看到了一篇心理刻画细腻、用词精到的好文章。作文是陈建写的。看到学生的好作文,仿佛看到自家种的花开了,我在评语栏给了他很高的评价,准备作为优秀作文进行讲评。

继续批改,又发现了一篇和陈建极为相似的文章,是李涛所写。大意都是写自己到好朋友家里玩,看到一株茶花,非常喜爱,忍不住在玩“捉迷藏”时,偷偷摘了一朵装进衣袋,事后非常后悔。

抄袭,是我绝不允许出现的行为。我想树个“典型”,让同学们引以为戒。静下心来一想,动用权威,真能换来学生的心服吗?

第二天,我将陈建请到办公室,坐下后我把李涛的作文交给他,请他阅后谈谈看法。陈建把作文读完,神情紧张起来,泪水在眼眶里打转。我

安慰他说:“老师并不是要批评你,可能是你和李涛同时借鉴了一篇作文,说明那篇作文感动了你们,你们不约而同地向人家学习。老师想听听你认为这篇作文好在哪儿?”陈建说出了自己的看法。我紧扣和他谈话中的“后悔”一词,引导陈建反思:为赶作业,抄了作文集上范文的事。我微笑着提醒他,这件事不就是一篇好的作文素材吗?

第二天,陈建交了一篇作文给我。我征求陈建的意见:“隐去真实姓名,把这篇作文作为范文进行讲评。”陈建很乐意地答应了。讲评时我先读了李涛的作文,并就这篇作文最精彩的心理描写部分进行点评。这时我听到下面有同学在窃窃私语,说曾经读过这篇作文,还有印象。我笑了笑说:“现在我再读一篇,同学们听后有什么看法,尽管发表。”

大家静静地听完后,许多同学举起小手,有话要说。班长这样点评:“作者敢于承认错误,充分认识到自己的错误,细腻地描写了内心的感受,表达了自己的真情实感。”小组长雨欣说她很佩服作者,想知道是谁写的。其他同学也附和着。看看陈建有些得意的神情,我对同学们说:“静等10秒钟,孩子们,如果作者愿意的话,会自己站起来的,如果不愿意,我们也不能勉强。请先把掌声送给他吧。”掌声中,陈建站了起来……

陈建红扑扑的脸上挂满了笑容,有些美丽灿烂。下课后,如我所料,李涛主动到办公室,承认自己抄袭别人的作文,谢谢老师没当着同学的面把底揭穿,愿意重写一篇交给老师。

事后,我感动、兴奋不已——因为我用我的智慧精心呵护了荷叶上两颗易破易碎的“露珠”。



道县朝阳中学 熊景响

俊方劝学

如何使枯燥乏味的古文吸引学生?一个小游戏能瞬间把所有学生的兴趣激发起来,同时也让学生有机会展示自己的表演才能。

“我想邀请两个同学到讲台上来做一个互动游戏。”带学生学习新课《孙权劝学》前,我先带学生玩一个游戏。听说有互动游戏,学生们瞬间产生了浓厚的兴趣。

“下面请贺佳同学上台。”他不知道上来干什么,显得有些忐忑。我在班上扫视了一遍,寻找下一个上台的同学。我的目光停留在俊方身上。“下面请俊方同学上台。”看到贺佳已经在台上,俊方似乎有了底气,迅速走上讲台。

他们两个同学站在讲台中间,我开始分配角色。“贺佳,你扮演一个不想读书、厌学的学生。俊方,你扮演一个劝说者的角色,劝说贺佳,让他转变厌学思想,努力学习。”说完,我给了俊方三分钟的时间酝酿。

三分钟后,俊方举手示意。一上台,俊方两只手就紧紧地抓住贺佳的手,生怕他跑了似的,大声地说:“贺佳同学,你不喜欢读书吗?”贺佳配合地点点头。

俊方带着惊讶的表情说:“你怎么不想读书呢?你现在不读书,以后每天就得搬砖。搬砖很辛苦,每次二毛五,对不起自己,对不起父母……”说到这里,教室里笑得人仰马翻。俊方很会控场,等大家笑够了,他又大声说:“贺佳同学,为了以后不辛苦,今后你跟着我一起读,可以吗?”贺佳点点头。

同学们把热烈的掌声送给了他们……等同学们的掌声停下来后,我说:“同学们,刚才我们听了俊方劝学,挺好的。今天我们一起来听听《孙权劝学》。”就这样开始了新课。

## 镂金剪彩 百年传承

近日,省级非遗保护项目“湘中剪纸”传承人尹湘峰走进娄底四小,带领孩子们领略剪纸的魅力,普及传统文化知识。

刘诗颖 摄影报道



## 浅谈读后续写

临澧县第四中学教师 苏小玲

Immediately, an absolute darkness ruled the forest.(时间副词衔接+环境描写)

词汇拓展:Instantly, Simultaneously, Joyfully, Cheerfully, Hesitantly, Desperately...(用于句首)

with + 抽象名词: with fluency, with care, with delight...

in + 抽象名词: in surprise, in disguise, in comparison...

读后续写—微技能—形容词添彩  
(2016.10浙江高考读后续写范文摘录)

Para 1: But no more helicopters came and it was getting dark again. Desperate and hopeless, Jane knelt down, tears streaming down her face. (并列情绪形容词)

(2016.10浙江高考读后续写范文摘录) Para 2: It was daybreak when Jane woke up. Weak as she was, she struggled to her feet, continuing searching for assistance. (状态形容词+as/though引导的倒装句)

读后续写—微技能—介词短语  
At the end of the lane he suddenly stopped.

At the sight of the snake, the little girl screamed at the top of her voice.

短语拓展: at the thought of, in advance of, at the advantage of, in behalf of, in consequence of, in fear of... in fascination, at expense of, at one

's height, at a loss, at one's mercy, at random, at the risk of, beyond words

读后续写—微技能—句子优化和整合

比如:突然,她的宠物狗靠近她,把她给吓坏了。(主+谓+宾)

Suddenly her pet dog walked to her and made her very afraid.

Abruptly, her pet dog approached her and scared/frightened her.

她当时在考虑一道物理难题的解决方法。突然,她的宠物狗靠近她,把她给吓坏了。

She was tackling the approach to a challenging physics problem when all of a sudden the approach of her pet dog frightened her.

读后续写—微技能—加分“靓句”

Noticing Susan's unhappiness, Rose secretly suggested making a crown with flowers to please her. (-ing作状语)

The man to whom I spoke on the phone last night is very good at wrestling and will be a fantastic helper. (定语从句)

It was this unique experience that made me understand whatever we are faced, we mustn't give up to this desperate (强调句)

What happened today made me

realize that forgiveness is a kind of virtue. (主语从句、宾语从句)

It occurred to me/struck me/ hit me / came to me that I had left my keys at home(形式主语,主语从句)

No sooner had I entered the dark cave than it began to rain unexpectedly.

Hardly had I entered the dark cave when it began to rain unexpectedly.

Scarcely had I entered the dark cave when it began to rain unexpectedly. (状语从句,倒装)

He lay on his back, his teeth set, his right hand clenched on his breast, and his glaring eyes looking straight upward. (动作描写)

Despite the fact that he was busy today, he went to pick us up at the airport. (同位语从句)

总之,在读写结合课堂中,为实现以“读”促“写”的目标,教师借助思维工具和问题链,为学生搭建“写作”需要的文本的框架结构、主题与内容以及语言和句式的支架。教师通过不同的活动,帮助学生在探究意义的过程中通过语境自然而然地关注、体验、学习和内化语言。学生通过写作输出活动达到阅读知识的迁移与运用,有效地提升学生的写作能力和思维品质。读后续写的思路和内容并不一定是唯一的,只要是乐观正向的表达都可以。学生可以根据自己对文章的理解,对文章的结尾有不同的、合理的诠释。