

范文点评：一把蓝伞，为什么第二天老师请了假

下面点评一篇假设的学生习作《一把蓝伞》，看看雨天让伞的小故事怎样写才动人，又容易在哪一步松掉。

习作开头：那天放学，天说变就变。我站在一楼大厅，雨点砸在台阶上，溅起一层白雾。同学们一个一个被家长接走，我妈妈今天上夜班，爷爷腿脚不好。我打算冒雨跑回家，把书包顶在头上，刚冲进雨里，就听见身后有人喊我。

这一段好在哪里：先写雨，再写我为什么走不了——妈妈夜班、爷爷腿脚不好，两个理由一句话交代完，没有废话。把书包顶在头上这个动作也准，说明是真打算跑了。情节的钩子留在喊声上，自然把老师带进来。

习作第二段：是班主任王老师。他小跑过来，把伞递给我。我说老师您呢，他说我车停在门口。伞把还热着，是他握了一路捂热的。他催我快走，别淋湿了作业本，然后转身往教学楼里走，说还要锁教室的门。

这一段最妙的是伞把还热着。伞把为什么会热？因为老师一直握着它，也许早就准备好要给谁。一个物件的温度，比写十句老师真好都有用。另外老师说车停在门口，后面读者会发现他根本没有车——善意的谎话让递伞这个动作有了回味。

习作第三段：我撑着伞走到街角，雨太大，回头想看老师走远了没有。伞歪了一下。我看见王老师从教学楼出来，没有车，他抱着一摞作业本顶在头上，跑向校门口的雨里，白衬衫湿透了贴在身上。

这是全文最重的一段，小作者用了回头想看这个动作，比突然回头合理——是因为惦记才回头。伞歪了一下这个细节也好：人一惊，手就松了，伞自然歪。看见的内容也选得对，不是老师回头挥手，而是老师自己淋雨跑，落差全在画面里。

结尾：第二天，王老师没来上课。听说他昨天淋了雨，发着烧还在给我们批作业，让课代表把作业本抱来。我把那把蓝伞放在教室后面的柜子上，伞把朝外，谁用都方便拿。

结尾把故事从雨天拉到第二天，让伞留在教室里，关爱不是一次性的。可以改进的地方有两处：一是第二段老师说车停在门口，可以在前面悄悄埋一笔，比如我明明记得王老师骑电动车，这样谎言揭穿时更顺；二是结尾听说他昨天淋了雨，听说两个字转述太轻，可以改成课代表转来一句话，比如王老师说作业本第三页有个字写错了，让大家改——病中的老师还在管作业，比直接说发着烧批作业更具体。

对照这篇范文检查自己的作文：递伞有没有物件细节，回头是不是有理由，结尾有没有把故事往前再走一步。三处都落实，500 字的小故事就够分量。

Model Essay Review: One Blue Umbrella, and Why the Teacher Was Absent the Next Day

Here is a review of an assumed student essay called *One Blue Umbrella*, looking at how a rainy-day umbrella story becomes moving, and where it tends to go slack.

The opening: That day at dismissal, the sky changed its mind in a second. I stood in the first-floor hall; raindrops smashed on the steps and raised a white mist. One by one, classmates were picked up by their parents. My mother was on the night shift, and my grandfather has a bad leg. I decided to run home through the rain. I put my schoolbag on my head, and had just dashed into the rain when I heard someone calling me from behind.

What works here: rain first, then why I cannot leave — mother on night shift, grandfather's bad leg, two reasons in one sentence, no waste. Putting the schoolbag on the head is an accurate action; it shows I really meant to run. The hook is left on the calling voice, which brings the teacher in naturally.

The second paragraph: It was our homeroom teacher, Mr. Wang. He jogged over and handed me the umbrella. I asked, what about you, teacher, and he said my car is parked at the gate. The umbrella handle was still warm — he had held it all along to keep it warm. He urged me to go quickly so my homework book would not get wet, then turned back toward the teaching building, saying he still had to lock the classroom.

The best stroke is the warm umbrella handle. Why warm? Because the teacher had been gripping it — perhaps he had long been ready to give it to someone. The temperature of one object beats ten sentences saying the teacher is great. Also, he says his car is at the gate, and later the reader finds he has no car at all — a kind lie gives the handing-over a lingering aftertaste.

The third paragraph: I walked to the street corner under the umbrella. The rain was heavy, so I looked back to see whether the teacher had gone far. The umbrella tilted. I saw Mr. Wang come out of the teaching building — no car — a stack of homework books on his head, running into the rain at the school gate, his white shirt soaked through and stuck to his body.

This is the heaviest paragraph. The young author used the action of looking back to check, which is more reasonable than suddenly turning — he turned because he was worried. The tilting umbrella is a fine detail too: when a person startles, the hand loosens, and the umbrella tilts by itself. What he sees is also the right choice: not the teacher waving back, but the teacher running in the rain himself. The contrast lives entirely in the image.

The ending: The next day, Mr. Wang did not come to class. Word was that he got soaked yesterday, and still graded our homework with a fever, asking the class representative to bring the books over. I put the blue umbrella on the shelf at the back of the classroom, handle facing out, so anyone can grab it easily.

The ending pulls the story from the rainy day to the next day, and leaves the umbrella in the classroom — care is not a one-time event. Two places could improve. First, when the teacher says his car is at the gate, plant a seed earlier, for instance I clearly remember Mr. Wang rides an electric bike; then the lie's reveal flows better. Second, word was that he got soaked is too light a hearsay; replace it with one sentence carried by the class representative, for instance Mr. Wang says there is a wrong character on page three of the homework book, everyone correct it — a sick teacher still minding the homework is more concrete than saying directly that he graded with a fever.

Check your own essay against this model: does the handing-over have an object detail, does looking back have a reason, does the ending carry the story one step further. Get all three in place, and a 500-word story carries real weight.