

我的观察三步法：蹲下来看老师改作业

以前我写老师，翻来覆去就那几句：工作认真，关心同学，像妈妈一样。上学期我们练写人作文，老师要求写只属于自己老师的东西，我坐在座位上想了十分钟，脑子里一片空白。从那以后我开始观察，方法其实很简单，就三步。

第一步是看，看老师改作业。每天交完作业我会留在讲台边多看几眼。我发现我们的王老师改作业不用圆珠笔，全用红笔；她改计算题不打叉，错的地方画一个小圈；她改到写得好的句子，会在下面画波浪线，还在旁边写一个小小的好字。有一次我数了数，她一擦本子改完，波浪线画了三十多道，自己的批语却只有几个字。这些发现以前我根本不知道，因为我从来不看。

第二步是听，听老师的口头禅。王老师上课有几句话反复出现：这道题我讲过没有？讲过。那为什么还有人在错？她讲完难点会说一遍听懂的同学举手，我注意到她每次扫视全班的眼神都不一样，没人举手她就换个例子再讲。我把这些话记在心里，后来写作文直接引用，老师说这才像她。

第三步是记，准备一个小本子，名字就叫素材本。每天只记一条，写清楚时间、老师做了什么或说了什么。一学期下来记了九十多条，翻本子的时候，哪个老师是哪个老师，清清楚楚。写作文那天，我从本子里挑了三条：画波浪线、口头禅、还有一次她把讲错的题在黑板上擦掉重讲。三样东西一组合，一篇作文不到四十分钟就写完了。

这个三步法我推荐给全班同学。看、听、记都不难，难的是坚持。我的素材本现在还在用，因为初中写作文一样要这些东西。观察这件事，一旦开始就停不下来了，走在校园里看见哪个老师批改作业的样子，我都会多看两眼。

My Three-Step Observation Method: Watching the Teacher Grade Homework Up Close

I used to write about teachers with the same few lines: serious about work, caring to students, like a mother. Last term we practiced character essays, and our teacher required us to write things belonging only to our own teacher. I sat at my desk thinking for ten minutes with an empty mind. From then on I started observing, and the method is simple: three steps.

Step one is watching, watching the teacher grade homework. Every day after handing in assignments I stay by the platform for a few extra glances. I found that our Teacher Wang never uses a ballpoint pen, only a red pen; she does not cross out wrong calculations but draws a small circle around the mistake; when she finds a well-written sentence she draws a wave line under it and writes a tiny good character beside it. Once I counted: after grading one stack of notebooks she had drawn more than thirty wave lines, while her own comments were only a few characters each. I had never known these things before, because I never looked.

Step two is listening, listening for the teacher's catchphrases. Teacher Wang repeats several sentences in class: Have I covered this problem before? Yes. Then why are some of you still getting it wrong? After explaining a hard point she asks those who understand to raise hands, and I noticed her eyes sweep the room differently each time; if nobody raises a hand, she switches to another example and explains again. I kept these phrases in mind and later quoted them directly in my essay; the teacher said this finally sounds like her.

Step three is writing it down, with a small notebook I call the material book. One entry a day only: the time, and what the teacher did or said. By the end of the term I had over ninety entries, and flipping through them, each teacher is clearly themselves. On essay day I picked three entries from the book: the wave lines, the catchphrase, and the time she erased a problem she taught wrongly and taught it again. Combining the three, I finished the essay in under forty minutes.

I recommend this three-step method to all classmates. Watching, listening, and noting are not hard; keeping it up is. I still use my material book now, because middle school essays need the same things. Once observation starts, it does not stop; walking on campus, whenever I see a teacher grading homework, I take another look.