

# 毕业典礼日记怎么写：抓三个场景，各配一个小动作

毕业典礼那天的日记，很多同学写成：校长讲了话，我们互赠了留言，然后走出校门，我很舍不得。这是流程单，不是日记。日记要在这三个场景里各埋一个只属于你的细节。

第一个场景：校长讲话。讲话内容不用复述，你只需要记录你在讲话时的状态。比如：校长说到常回家看看，我低头看了一眼鞋尖，鞋带上系着上个月运动会同学给我打的红绳。或者：讲话太长，礼堂里闷热，我数着主席台上的花盆，听到毕业两个字才抬起头。写你在场，比写他讲了什么重要。

第二个场景：互赠留言。这是最容易出细节的地方。写清楚三样东西：本子、笔、那句话。比如：同桌在我本子上写别换同桌，字迹比平时大一倍。我的笔在他袖口蹭了一道墨，他假装要揍我，两个人都笑了。再比如：后排的男生把留言卡塞给平时没说过几句话的同学，卡上只有一句毕业快乐，但他塞的时候手抖了一下。

第三个场景：走出校门。这个场景写身体感觉最动人。比如：站在校门口合影时，太阳晒得后颈发烫，没人喊热。或者：走到路口我回头看了一眼，教学楼四层我们那间的窗帘没拉，我忽然想起那扇窗户去年漏雨。不用写我哭了，写你回头，写你记住了哪扇窗。

三个场景之间用时间词衔接：上午九点、仪式结束后、放学路上。日记第一行写日期、星期、天气，天气可以写晴，也可以写那天真实的样子。

情感怎么落笔：全文只在结尾写一句，放在最后一个场景的末尾。比如：原来毕业不是考完试那天，是今天走出校门这一步。其余地方全靠动作和细节撑，不舍是读者自己读出来的，不是你喊出来的。

字数分配参考：校长讲话一段一百五十字左右，互赠留言两段两百五十字左右，走出校门一段加结尾一百五十字左右，全文五百字上下，正好符合题目要求。

## How to Write a Graduation Ceremony Diary: Three Scenes, Each with a Small Action

A diary about graduation day often turns out like this: the principal gave a speech, we exchanged messages, then we walked out of the school gate, and I was reluctant to leave. That is an agenda, not a diary. Your diary needs one detail in each of the three scenes that belongs only to you.

Scene one: the principal's speech. Do not retell the speech; just record your state while it was happening. For example: when the principal said 'come back and visit often', I looked down at my shoe tips, where a red string tied by a classmate at last month's sports meet still hung on the lace. Or: the speech was long, the hall was hot, and I was counting the flower pots on the stage, only looking up when I

heard the word 'graduation'. Writing that you were there matters more than writing what he said.

Scene two: exchanging messages. This is where details come easiest. Write three things clearly: the notebook, the pen, and the sentence. For example: my deskmate wrote 'don't switch partners' in my notebook, with handwriting twice as big as usual. My pen smeared a line of ink on his sleeve; he pretended to punch me, and we both laughed. Or: a boy in the back row slipped a message card to a classmate he had barely ever spoken to; the card said only 'happy graduation', but his hand trembled a little when he passed it.

Scene three: walking out of the school gate. In this scene, physical feeling moves people most. For example: when we posed for a group photo at the gate, the sun burned the back of our necks, and nobody complained. Or: at the crossing I looked back and saw that the curtain in our room on the fourth floor of the teaching building was not drawn, and I suddenly remembered that window leaked rain last year. Do not write 'I cried'; write that you looked back, write which window you remembered.

Connect the three scenes with time words: nine in the morning, after the ceremony, on the way home. The diary's first line carries the date, weekday, and weather; the weather can be sunny, or whatever the day actually looked like.

How to place the emotion: write one sentence only, at the end of the last scene. For example: so graduation is not the day the exams end, but this step out of the school gate today. Everything else is carried by actions and details; the reluctance is read by the reader, not shouted by you.

Word allocation for reference: the principal's speech paragraph around one hundred and fifty words, two message-exchanging paragraphs around two hundred and fifty, the school-gate paragraph plus ending around one hundred and fifty, totaling about five hundred words, exactly what the topic asks for.

## 范文点评：《毕业典礼那天》里哪三句打动人，哪三句在喊口号

假设王小雨的日记《毕业典礼那天》里有这么几句：今天是我们小学生涯的最后一天，光阴似箭，日月如梭。校长讲话很精彩，我们依依不舍。同学们互赠留言，场面感人。走出校门，我热泪盈眶，这真是令人难忘的一天，我将终生铭记。

这段里三句在喊口号。光阴似箭日月如梭是套话，任何一篇作文开头都能用，说明它没有写今天。场面感人是把结论直接塞给读者，读者没有看到场面。热泪盈眶加终生铭记，两个重词连

用，情感反而被压扁了。

再看她日记里真正打动人的三句。第一句：轮到我上台领毕业纪念册时，我同手同脚，台下有人笑，笑声不大，是善意的。这一句有动作、有声音、有判断，领奖的紧张全在里面。第二句：好朋友林林在我本子上写祝你上初中交到新朋友，后面画了个箭头，箭头指向她自己，意思是第一个朋友还是我。这句话把友情写得又大方又小心，比一百个依依不舍都重。第三句：出校门时我们约好周六去老书店，说完各自走了，我走了二十步忍不住回头，她还站在原地挥手。

对照着改口号句。今天是我们小学生涯的最后一天，改成礼堂前排的挂钟十点整响了一下，我们才发现典礼已经过半，因为谁都不想错过每一分钟。场面感人改成：平时最调皮的陈浩给每个任课老师鞠了一躬，鞠到语文老师的时腰弯得最久。热泪盈眶改成：我攥着毕业纪念册，册子的角被我捏软了。

点评方法总结成三个问题：这句能不能搬到别的作文里？能搬就是套话。这句有没有具体的东西，本子、箭头、挂钟、册子的角？没有就补一个。这句是在下结论还是在给画面？下结论就改成画面。

最后看结尾。她原文以令人难忘的一天收尾，改后以她还站在原地挥手收尾。前者的难忘是作者宣布的，后者的难忘是读者自己心里生成的。日记体作文的结尾，停在画面上比停在感叹上高级。

## Model Essay Review: Which Three Sentences of 'Graduation Day' Move, and Which Three Just Shout

Suppose Wang Xiaoyu's diary 'Graduation Day' contains these lines: today is the last day of our primary school life; time flies like an arrow, days pass like a shuttle. The principal's speech was wonderful, and we were reluctant to part. Classmates exchanged messages, and the scene was touching. Walking out of the school gate, my eyes welled up; this was truly an unforgettable day, and I will remember it for life.

Three sentences in this passage are shouting slogans. 'Time flies like an arrow' is boilerplate that could open any composition, which proves it is not writing about today. 'The scene was touching' shoves a conclusion at the reader, who never saw the scene. 'Eyes welled up' plus 'remember for life' stacks two heavy words, and the feeling gets crushed instead of deepened.

Now the three sentences in her diary that actually move. First: when it was my turn on stage to receive the graduation album, my arms and legs moved on the same side, and someone in the audience laughed; the laugh was not loud, and it was kind. This sentence has action, sound, and judgment; all the nervousness is inside it. Second: my good friend Lin Lin wrote 'may you make new friends in middle school' in

my notebook, then drew an arrow pointing at herself, meaning the first friend is still me. That sentence writes friendship as both generous and careful, heavier than a hundred 'reluctant to part'. Third: when leaving the gate we agreed to meet at the old bookstore on Saturday, then went our separate ways; after twenty steps I could not help looking back, and she was still standing where she was, waving.

Fix the slogan sentences one by one. 'Today is the last day of our primary school life' becomes: the clock in the front row of the hall struck ten once, and only then did we realize the ceremony was already half over, because nobody wanted to miss a single minute. 'The scene was touching' becomes: Chen Hao, usually the naughtiest, bowed to every subject teacher, and his bow to the Chinese teacher stayed bent the longest. 'My eyes welled up' becomes: I gripped the graduation album, and its corners went soft in my hand.

The review method boils down to three questions: could this sentence be moved into another composition? If yes, it is boilerplate. Does this sentence contain a concrete thing: a notebook, an arrow, a clock, the corner of an album? If not, add one. Is this sentence drawing a conclusion or painting a picture? If concluding, turn it into a picture.

Finally, the ending. Her original closes with 'an unforgettable day'; the revised version closes with 'she was still standing there, waving'. The first 'unforgettable' is announced by the author; the second grows in the reader's own heart. For a diary-style composition, ending on a picture beats ending on an exclamation.

## 毕业典礼日记的四个误区，外加一份细节素材清单

误区一：写成流程报道。节目单式的日记：第一项升旗，第二项校长讲话，第三项颁发证书。改正思路：典礼流程只保留一句交代，笔墨全部让给你眼睛看到的小事。流程是骨架，小事才是肉。

误区二：情感全靠成语。依依不舍、恋恋不舍、热泪盈眶、难舍难分，四个成语挤在一篇五百字的日记里，等于没有情感。改正思路：做成语替换练习，每个成语换成一个身体反应或一个小动作。依依不舍换成散场时没人先迈步子；热泪盈眶换成低头假装找笔，其实是眨眼。

误区三：所有人都一样好。日记里写我爱每一个同学、每一个老师，等于谁都没写。改正思路：只写两个人，一个平时亲近的，一个平时没什么交集的。亲近的写留言内容，没交集的写一个反常瞬间，比如从不说话的转学生今天主动和大家击掌。

误区四：结尾强行升华。典型句：我要珍惜剩下的时光，努力学习报效母校。典礼当天的日记不需要表决心，决心留给明年。改正思路：结尾停在一个画面上，或者停在一个念头上的疑问，比如：初中校服会是什么颜色？我猜不中，但明天就知道了。

素材清单：典礼前和典礼中可以现场收集的二十个细节，挑五个用就够。一，早上出门时妈妈多说了的一句。二，校门口拍照排队的顺序是谁张罗的。三，礼堂里谁的新鞋。四，校长讲话时你数过的东西。五，颁发证书时叫错或念不准的名字。六，自己领奖时同手同脚或者证书的重量。七，同桌留言的原话和字迹大小。八，留言本上出现的错别字。九，互相在袖口、手背上蹭到的墨。十，平时严厉的老师今天说了软话。十一，老师有没有拍照或抹眼睛。十二，班里最闹的同学今天安静了几分钟。十三，合唱班歌时谁跑调。十四，气球或横幅上谁写的字。十五，散场时留在教室的垃圾是谁收的。十六，黑板上没擦的欢迎语或倒计时。十七，校门口谁先说再见。十八，回头看见的窗户、树或旗杆。十九，回家路上说的第一句话。二十，晚上整理留言本时发现的那句没看懂的话。

使用顺序建议：前一天把清单抄在纸条上带进礼堂，典礼中随手记关键词，晚上按关键词扩写。这样写出来的日记，每一段都有出处，不会空。

## Four Traps in Graduation Diaries, Plus a Checklist of Detail Material

Trap one: writing it as a ceremony report. An agenda-style diary: first the flag raising, second the principal's speech, third the certificate awards. Fix: keep the ceremony flow to a single explanatory sentence and give all the space to small things your eyes caught. The agenda is the skeleton; the small things are the flesh.

Trap two: emotion carried entirely by idioms. Reluctant to part, loath to leave, eyes brimming with tears, hard to separate: four idioms crammed into a five-hundred-word diary add up to no emotion at all. Fix: run an idiom-replacement drill, swapping each idiom for a body reaction or a small action. Reluctant to part becomes: nobody took the first step when the ceremony dispersed. Eyes brimming becomes: bending down to pretend to look for a pen, while actually blinking fast.

Trap three: everyone is equally wonderful. Writing that I love every classmate and every teacher means you wrote nobody. Fix: write only two people, one close to you and one you barely interact with. For the close one, write the message they left; for the distant one, write one out-of-character moment, like the exchange student who never talks initiating a high-five with everyone today.

Trap four: forcing a grand ending. Typical sentence: I will cherish the remaining time and study hard to repay my school. A diary of ceremony day needs no resolutions; save those for next year. Fix: stop the ending on a picture, or on a small wondering question, like: what color will the middle school uniform be? I cannot guess, but tomorrow I will know.

Material checklist: twenty details you can collect on site before and during the

ceremony; picking five is enough. One, the extra sentence your mom said when you left home. Two, who organized the photo queue at the school gate. Three, whose new shoes were in the hall. Four, what you counted during the principal's speech. Five, names mispronounced during the awards. Six, your own same-side limbs on stage, or the weight of the certificate. Seven, your deskmate's exact message and how big the handwriting was. Eight, the misspelled word in the message notebook. Nine, ink smudged on each other's sleeves or hands. Ten, the strict teacher saying something soft today. Eleven, whether any teacher took photos or wiped their eyes. Twelve, how many minutes the loudest boy in class stayed quiet. Thirteen, who sang off-key during the class song. Fourteen, whose handwriting was on the balloons or the banner. Fifteen, who cleaned up the trash left in the classroom after dismissal. Sixteen, the welcome words or countdown left unwritten on the blackboard. Seventeen, who said goodbye first at the gate. Eighteen, the window, tree, or flagpole you saw when looking back. Nineteen, the first sentence spoken on the way home. Twenty, the one message in the notebook you did not understand until evening.

Suggested order of use: copy the checklist onto a slip the night before and bring it into the hall, jot keywords during the ceremony, and expand them into paragraphs that evening. Written this way, every paragraph has a source, and nothing runs empty.