

诚信观察日记怎么写：把捡钱包的经过按时间排开

观察日记和平常日记不一样。平常日记写自己做的事，观察日记写你看见别人做的事。写同学捡钱包交还这件事，你的任务是当一台摄像机，把看到的动作、听到的话、对方的表情记录下来，最后再加两句自己的想法。

动笔前先把时间线排出来。几点下课、走到操场哪里、钱包长什么样、谁先发现的、接下来去了哪儿、几点回到教室。排时间线的好处是写的时候不会跳来跳去，读者也不会看糊涂。

第一个场景：操场捡到钱包。重点写两样东西，钱包的样子和捡的人的动作。钱包可以写颜色、新旧、放在哪里：跑道边的红色塑料沿上，压着一个鼓鼓的棕色钱包。动作要放慢：他先蹲下看了看，又站起来四下张望，然后才伸手拿起来。蹲、看、望、拿，四个动词一连，犹豫和小心就都出来了。

第二个场景：寻找失主。这个场景最容易写空，别只写我们去问是谁丢的。写他们具体找了哪几个地方：先跑到体育器材室问有没有人交钱包，再去广播站请老师播通知，最后拿着钱包回到丢的地方等。三个地方一个比一个笨，可是真实，孩子想办法就是这样一个个试的。

第三个场景：失主道谢。失主跑来时的样子先写：一个一年级的的小个子，跑得帽子都歪了。再写核对的细节：他说了钱包里有一张公交卡和五十块钱，打开一看果然都在。道谢的话不用多，加一个动作更真：他鞠了个躬，被扶起来的时候耳朵是红的。

观察者的想法放一两句就够，写在结尾：我在旁边看着，本来觉得捡了又还回去有点傻，看到他耳朵红了，又不觉得傻了。想法有转折，日记就有温度。

格式照日记的规矩：第一行日期、星期、天气，正文按时间推进，不用每个场景都加小标题。语言保持四年级的样子，多用短句和对话，少用大词。

写完检查：三个场景全不全，每个场景有没有至少一个动作、一个样子，自己的想法是不是只占一两句。都符合，这篇观察日记就站住了。

How to Write an Honest Observation Diary: Lay the Wallet Incident Out in Time Order

An observation diary is different from a regular diary. A regular diary writes about what you did; an observation diary writes about what you saw someone else do. For the classmate who found and returned a wallet, your job is to be a camera: record the actions you saw, the words you heard, the looks on their faces, then add a sentence or two of your own thoughts at the end.

Before writing, lay out the timeline: when class ended, which part of the playground, what the wallet looked like, who spotted it first, where they went next, when they got back to class. A timeline keeps the writing from jumping around and keeps the reader from getting lost.

Scene one: finding the wallet on the playground. Focus on two things, the wallet's look and the finder's actions. For the wallet, write its color, its age, where it sat: on the red plastic curb beside the track, a fat brown wallet was lying there. Slow the action down: he crouched to look first, stood up to glance around, then finally reached out and picked it up. Crouch, look, glance, pick – four verbs in a row, and the hesitation and care show themselves.

Scene two: looking for the owner. This scene goes empty most easily. Do not just write 'we asked whose it was'. Write the specific places they tried: first they ran to the equipment room to ask if anyone had turned in a wallet, then to the broadcast station to ask the teacher to make an announcement, and finally they walked back to where it was found and waited. The three places get sillier one by one, but that is real – that is how children actually solve problems, one try at a time.

Scene three: the owner's thanks. Describe how the owner came running: a small first grader, his hat crooked from running. Then the checking detail: he said the wallet held a bus card and fifty yuan, and opening it showed both were there. The words of thanks do not need to be many; one action makes it truer: he bowed, and when someone helped him straighten up, his ears were red.

The observer's own thought should take one sentence, maybe two, at the end: standing nearby, I had thought picking it up and giving it back was a bit silly, but seeing his red ears, I stopped thinking so. A turn in the thought gives the diary warmth.

Keep the diary format: date, weekday and weather on the first line, the text moving forward in time, no subheadings for each scene. Keep the language fourth-grade: short sentences and dialogue, few big words.

When done, check: are all three scenes present, does each have at least one action and one description, and do your own thoughts take only a sentence or two. If all yes, the observation diary stands.