

写我的老师三步法：选准特点，锁定细节

写我的老师这篇作文，很多同学开头就是我的老师很辛苦，像妈妈一样关心我们，后面再也写不出东西。不是你老师不好，是你还没学会怎么挑材料。按三步走，这篇作文能写得不一樣。

第一步，只选一位老师，选那个你一想到就有画面的人。闭上眼睛想十秒，谁的脸先跳出来，就写谁。先跳出来的是数学老师还是语文老师，说明谁给你留下的印象深。写印象深的老师，你才有东西可写；写你只记得姓的老师，只能写辛苦。

第二步，用一个词锁定他的特点。这个特点要像外号一样准。比如你的语文老师上课总爱背对着板书突然回头看你，那她的特点就是突然；数学老师讲错题从来不批评，只问一句这题你本来会吧，他的特点就是温和。锁定这个词以后，整篇作文只写跟这个词有关的事，无关的全删。

第三步，找三个细节支撑这个词。三个场景从这三个地方找：一次课堂提问，一次课后谈话，一个老师的小动作。课堂提问要回忆当时全班什么反应，你心跳怎么样；课后谈话要记下老师原话，哪怕只有一句；小动作最容易漏，比如英语老师每次听写前都会把粉笔在讲台上摆成一排，这个动作重复出现，就是好细节。

开头可以这样写：要写我的老师，我脑子里先冒出来的不是他说的话，是他那个动作。结尾可以这样写：我可能记不住他讲过的每一道题，但我记得住那个动作。这个句式不挑老师，换成谁都能用，前提是你第三步真的找了细节。

三个细节不要平均用力。挑最有画面感的那个多写，把动作放慢，像电影慢镜头：粉笔怎么拿起来，怎么摆，摆完他看谁一眼。其他两个简写。一篇六百字的作文，详写一个细节，比三个都写两行有力量。

A Three-Step Method for Writing About My Teacher: Pick One Trait, Lock onto Details

When writing the composition My Teacher, many students open with my teacher works so hard and cares for us like a mother, then have nothing left to say. It is not that your teacher is uninteresting; you have not learned how to pick material. Follow three steps and this composition can turn out different.

Step one: choose only one teacher, the one who gives you a picture the moment you think of them. Close your eyes for ten seconds; whoever's face pops up first is your subject. Whether it is the math teacher or the Chinese teacher who pops up shows who left a deeper mark. Write about the teacher you remember vividly and you will have material; write about one whose name you barely recall and all you can say is that they work hard.

Step two: lock their trait into one word, as precise as a nickname. If your Chinese teacher always turns around suddenly while writing on the blackboard to check

the class, her trait is suddenly. If your math teacher never scolds you for a wrong answer and only asks you could do this one before, his trait is gentleness. Once the word is locked, write only what relates to it and delete everything else.

Step three: find three details to support that word. Look in three places: one classroom question, one after-class talk, one small habit of the teacher. For the classroom question, recall how the whole class reacted and how your heart pounded. For the talk, write down the teacher's exact words, even if it is only one sentence. Small habits are easiest to miss: for example, the English teacher lines up pieces of chalk on the podium before every dictation. A habit that repeats is a good detail.

You can open like this: when I write about my teacher, the first thing in my mind is not his words but that habit of his. You can close like this: I may forget every problem he taught, but I will remember that habit. This frame fits any teacher, as long as step three actually produced details.

Do not spend equal effort on the three details. Pick the most visual one and slow it down like a movie in slow motion: how he picks up the chalk, how he lays it out, whom he glances at afterward. Keep the other two brief. In a six-hundred-character composition, one detail written in full is stronger than three details written in two lines each.