

《我的老师》范文精读：三个场景怎样撑起“严厉背后是关心”

下面是一篇约五百字的六年级范文，题目叫《老班》。老班是同学们对班主任的称呼。读完一段，看一段的写法。

第一段：“我们班主任姓陈，大家都叫他老班。老班的课有两个规矩：讲话要举手，作业不许有一个错别字。他的红笔像不停电的手电筒，照到哪里，哪里就亮。”点评：开头用两个规矩立人，“红笔像手电筒”是全文唯一的比喻，用一次就收住，没有连着比喻，分寸刚好。

第二段：“上学期我的作文本发下来，满页都是红字。‘这段空了，删。’‘这个例子是编的吧？写真的。’连‘的、地、得’都被圈出来。我在心里给他起了个外号：红笔判官。心想，别班的本子只有几个勾，凭什么我们的本子每行都有字？”点评：批改场景写得好，好在红字内容直接引用了三条，像真的本子。心理用“外号”和“凭什么”落地，没有喊“我很委屈”。

第三段：“十月运动会前，我偷偷加练八百米。有天放学，我跑到操场，看见老班站在跑道边，掐着秒表，冲前面的人喊：‘最后五十米摆臂！别低头！’他看见我，也不躲，只说：‘既然要跑，就练到位。’那天起，我每天多跑两圈，他每天来掐表。”点评：陪练场景的转折靠“他看见我，也不躲”一句完成。误解没有当场解除，只是松动，这符合真实心理。

第四段：“毕业前一周，老班把我叫到办公室，把我上学期的作文本递给我。本子边角磨出了毛边。他说：‘这本我留着呢，你现在的本子比它好。’停了停又说：‘中学没人天天圈你的错字，自己给自己当判官。’”点评：谈话场景里“本子我留着呢”比任何“老师多爱你”都有分量。结尾的话落在“自己当判官”，把全文的“红笔判官”外号翻成正面意思，结构在这里合上了。

两处可改：一是第三段可加一句“我”当时的反应，比如“我假装系鞋带，其实把秒表上的数字看清了”；二是结尾可补一个动作，比如“回教室后，我把那本作文本放进书包最底层”。心理变化靠动作收尾，比抒情句稳。

Close Reading of a Model Essay: How Three Scenes Carry Care Behind Strictness

Below is a sixth-grade model essay of about five hundred words titled Old Boss, the nickname students use for their homeroom teacher. Read one paragraph, then study how it is written.

Paragraph one: "Our homeroom teacher is surnamed Chen; everyone calls him Old Boss. His class has two rules: raise your hand before speaking, and no typos in homework. His red pen is like a flashlight that never runs out of batteries; wherever it shines, that spot lights up." Note: two rules set the character at the opening. The red-pen simile is the only figure of speech in the essay, used once and then dropped, which keeps good measure.

Paragraph two: "Last term my essay notebook came back covered in red. 'This part is empty; delete it.' 'This example is made up, isn't it? Write something real.' Even the grammar particles were circled. I secretly nicknamed him the Red-Pen Judge, thinking: other classes get a few check marks, so why does every line in ours have writing?" Note: the correction scene works because three red comments are quoted directly, like a real notebook. The feeling lands through the nickname and the word "why", without crying out "I felt wronged".

Paragraph three: "Before the October sports day, I secretly practiced the 800 meters. One day after school I reached the field and saw Old Boss standing by the track, holding a stopwatch, shouting at the runner ahead: swing your arms for the last fifty meters, keep your head up! He saw me and did not hide, only said: if you are going to run, train properly. From that day I ran two extra laps daily, and he came daily to time me." Note: the turn in the practice scene is completed by one line: he saw me and did not hide. The misunderstanding is not dissolved on the spot, only loosened, which matches real psychology.

Paragraph four: "A week before graduation, Old Boss called me to the office and handed me my essay notebook from last term. Its corners were worn fuzzy. He said: I kept this one; your current notebook is better than it. After a pause he added: in middle school no one will circle your mistakes every day; be your own judge." Note: in the talk scene, "I kept this notebook" carries more weight than any declaration of care. The closing line turns the nickname Red-Pen Judge into a positive meaning, and the structure clicks shut here.

Two places to improve: first, add one reaction in paragraph three, such as "I pretended to tie my shoe while actually reading the number on the stopwatch"; second, end with an action, such as "after returning to class, I put that notebook at the very bottom of my schoolbag". Ending the psychological change with an action is steadier than a lyrical sentence.