

表扬日记怎么写：抓住心情变化，三个场景连成一条线

日记本发下来，老师要求写「今天老师表扬了我」。很多同学开头就是「今天老师表扬了我，我很高兴」，然后没话说了。高兴要写出来，不能只说。办法是把这一天拆成三个场景，每个场景写一个心情，心情变了，日记就有起伏。

第一步，把格式写对。第一行写日期和天气，比如「10月15日 星期三 晴」。三年级的日记不用写很长，但格式不能错。第二行空两格开始正文。别在第一行就写「今天」，日期已经写了，重复浪费格子。

第二步，按时间排三个场景。题目要求写早读课朗读、老师点头微笑、回家路上告诉妈妈，那就按「早上一上午一傍晚」排。每个场景只写两件事：发生了什么，我心里怎么样。假设早读课朗读《秋天的雨》，你昨天在家练过三遍，读得很顺。发生的事是「我读到『它把黄色给了银杏树』，声音放开了」；心情写身体反应，别写「我很紧张」，写「我的手心在课本边上蹭出了两个湿印子」。这就是把心情写出来的窍门：心情藏在身体里——手心湿、心跳快、耳朵热、想笑又憋着。

第三步，让老师的表扬具体。老师点头微笑这个场景，最怕写成「老师满意地笑了」。要写老师做了什么动作、说了什么话。比如「李老师走到我桌边，手指在我的课文上点了两下，说：昨天是不是练过？我点头。她嘴角往上弯了一下，眼睛没离开课文，又去听下一位同学读」。点头微笑只有两秒钟，所以这个场景要写得短，短才像真的。表扬的话越少越可信，一句就够。

回家路上告诉妈妈是收尾场景，写「我」主动说，别写妈妈问。比如「出校门我就喊：妈，老师说我得读得好！妈妈问哪篇，我说《秋天的雨》，我又在她面前读了一句『它把黄色给了银杏树』，读到银杏叶那句，我们俩都笑了」。结尾不用写「今天真难忘」，笑本身就是结尾。

三个场景连起来，心情线是：紧张—被表扬的愣——一路的得意。检查日记时只看一条：每个场景里有没有一个身体反应或者一句原话。有，就合格；全是「高兴」「开心」，就回去补。

How to Write a Praise Diary: Follow the Feeling Through Three Scenes

The diary notebook is handed out with the assignment 'Today my teacher praised me.' Many students start with 'Today my teacher praised me and I was very happy,' then run out of words. Happiness has to be shown, not announced. The method: split the day into three scenes, give each scene one feeling, and when the feelings change, the diary gains a rise and fall.

Step one: get the format right. The first line carries the date and weather, like 'October 15, Wednesday, sunny.' A third-grader's diary need not be long, but the format must be correct. Start the text on the second line, indented. Do not begin

with 'today' — the date is already there, and repeating it wastes a line.

Step two: arrange the three scenes in time order. The assignment asks for reading aloud in morning reading class, the teacher nodding and smiling, and telling mom on the way home — so order them morning, late morning, evening. In each scene write only two things: what happened, and how my heart felt. Suppose you read the lesson 'Autumn Rain' in morning reading; you practiced it three times at home yesterday and read it smoothly. What happened: 'when I reached the line It gave yellow to the ginkgo trees, I let my voice out.' For the feeling, write a body reaction instead of 'I was nervous': 'my palms left two damp marks on the edge of the textbook.' That is the trick — feelings hide in the body: damp palms, fast heartbeat, hot ears, a smile you hold back.

Step three: make the praise concrete. The nodding-and-smiling scene is worst when written as 'the teacher smiled with satisfaction.' Write what the teacher did and said. For example: 'Ms. Li walked to my desk, tapped the textbook twice with her finger, and asked: did you practice yesterday? I nodded. The corner of her mouth curved up once, her eyes never leaving the text as she moved on to the next student.' A nod and smile last two seconds, so this scene must be short — short reads as real. The fewer words of praise, the more believable; one sentence is enough.

Telling mom on the way home is the closing scene. Write me bringing it up, not mom asking. For example: 'the moment we left the school gate I called out: Mom, the teacher said I read well! She asked which lesson. I said Autumn Rain, and I read one line in front of her again — It gave yellow to the ginkgo trees — and when we reached the line about ginkgo leaves, we both laughed.' No need to end with 'what an unforgettable day'; the laugh is the ending.

String the three scenes together and the feeling line runs: nervous — stunned by praise — floating all the way home. When checking the diary, look at one thing only: does every scene contain one body reaction or one line of actual speech? If yes, it passes. If it is all 'happy' and 'glad,' go back and add.

一篇表扬日记的逐段点评：哪里写得好，哪里要改

下面是一篇假设的三年级日记，题目「今天老师表扬了我」。我们一段一段看，先引原文，再点评，最后给改法。日记全文三百多字，正好是练习的参照。

原文第一段：「10月20日 星期二 多云。今天早上早读课，我朗读课文，老师表扬了我，我心里特别开心。」点评：格式对了，但「特别开心」是空句，而且把结尾的心情提前说破了，后面就没悬念。改法：第一段只写事件开头——「早读课轮到我朗读《秋天的雨》，我站起来的时候

候，腿有点软。」把开心留给后面。

原文第二段：「我读得很流利，同学们都看着我。老师听着，脸上露出了满意的笑容。」点评：「很流利」是自己给自己打分，日记里可以，但少了过程；「满意的笑容」太笼统。改法：加一个读的过程——「读到『它把黄色给了银杏树』，我想起昨天妈妈让我读了三遍，就把声音放开了，像在家里给妈妈读一样。」笑容改成动作——「老师一只手按在讲台上，头一下一下地点，我读完，她笑了一下，眼角的皱纹挤在一起。」点头微笑落到了头和眼角上，这才是看得见的微笑。

原文第三段：「放学回家的路上，我把这件事告诉了妈妈，妈妈也笑了，说我要继续努力。」点评：这段顺序对了，但「我告诉妈妈」只有交代，没有画面；「继续努力」像大人讲话。改法：写我抢着说的样子——「出了校门我就喊：妈！老师今天夸我了！妈妈吓了一跳，问怎么了。我说：我朗读课文，老师点头了！我还把课文里那句银杏树背给妈妈听。」妈妈的话换成短的——「行，晚上再读两遍。」大人的话越短越像真的。

原文结尾：「今天真是难忘的一天。」点评：这是最要删的一句。日记的结尾应该停在一个动作或画面上。改法：「晚上我读了两遍。读第二遍的时候，妈妈在厨房跟着念了一句『它把黄色给了银杏树』，念错了字，我笑得差点咬到舌头。」笑收尾，难忘两个字不用写，读者自己知道。

整篇改完，字数没多多少，但每个场景都有了动作：腿软、点头、抢着喊、笑到咬舌头。这就是日记和流水账的区别——流水账记录事情，日记记录事情在身上的反应。抄这篇练习的同学，把课文换成你们正在学的，把妈妈换成家里接你的人，场景照搬没关系，细节必须换成你的。

A Praise Diary Reviewed Paragraph by Paragraph: What Works and What Needs Fixing

Below is an invented third-grade diary titled 'Today my teacher praised me.' We will read it paragraph by paragraph: quote the original, comment, then give the fix. The diary runs just over three hundred characters — a good reference for practice.

Paragraph one, original: 'October 20, Tuesday, cloudy. This morning in reading class I read the lesson aloud and the teacher praised me. I felt especially happy.' Comment: the format is right, but 'especially happy' is an empty sentence, and it spends the ending feeling at the start, killing any suspense. Fix: let the first paragraph carry only the opening event — 'It was my turn to read Autumn Rain in morning reading. When I stood up, my legs felt weak.' Save the happiness for later.

Paragraph two, original: 'I read very fluently and all the classmates watched me. The teacher listened and showed a satisfied smile on her face.' Comment: 'very fluently' is grading yourself — allowed in a diary, but the process is missing; 'satisfied smile' is too vague. Fix: add the reading process — 'when I reached the

line It gave yellow to the ginkgo trees, I remembered Mom making me read it three times yesterday, so I let my voice out, the same way I read at home to her.’ Turn the smile into movement — ‘the teacher pressed one hand on the podium, nodding her head up and down; when I finished, she smiled once, and the little lines at the corners of her eyes squeezed together.’ The nod and smile now live in the head and the eye corners — that is a visible smile.

Paragraph three, original: ‘On the way home I told Mom about it. Mom laughed too and said I should keep working hard.’ Comment: the order is right, but ‘I told Mom’ is only a report with no picture, and ‘keep working hard’ sounds like an adult speech. Fix: write how I blurted it out — ‘the second we were outside the school gate I shouted: Mom! The teacher praised me today! Mom jumped and asked what happened. I said: I read the lesson aloud and the teacher nodded! I even recited the ginkgo line to her on the spot.’ Replace Mom’s reply with something short — ‘Good. Read it twice more tonight.’ The shorter the adult’s line, the more real.

Ending, original: ‘What a truly unforgettable day.’ Comment: this is the sentence to delete. A diary should stop on an action or an image. Fix: ‘I read it twice at night. On the second reading, Mom followed along from the kitchen with the line It gave yellow to the ginkgo trees, got a character wrong, and I laughed so hard I nearly bit my tongue.’ End on the laugh; the word ‘unforgettable’ never needs to appear — the reader already knows.

After the rewrite the length barely changed, but every scene now has a movement: weak legs, nodding, shouting first, laughing into the tongue. That is the difference between a diary and a running account — a running account records events; a diary records the events’ reactions on your body. If you copy this one for practice, swap in the lesson your class is actually studying and swap Mom for whoever picks you up; borrowing the scenes is fine, but the details must become yours.

写表扬日记最容易踩的四个坑，附自查清单

批改三年级日记多年，写「老师表扬了我」这类题目，问题集中在四个坑上。每个坑都配了「踩坑句」和「改后句」，对照着看最快。

坑一：心情全靠说。「我很激动」「我心里像吃了蜜一样甜」——前者是报告，后者是借来的句子。三年级的孩子不会写「难以言喻的喜悦」，但会写身体：「我鼓掌的时候手心有汗」「晚上躺下，嘴角还是翘的，被子都蹬歪了」。改法：全篇「开心」「高兴」不许超过两次，超了就换成身体反应。

坑二：把表扬写成大会发言。踩坑句：「老师当着全班同学的面说：这位同学朗读进步很大，希

望大家向他学习！」——这是校长讲话，不是小学老师。小学老师表扬学生通常就一句，甚至没台词，只有一个动作。改后句：「我读完，老师竖起一根手指晃了晃，说：这就对了。」表扬越轻，日记越真。写日记不是写奖状。

坑三：三个场景平均用力。早读写一百字，老师微笑写一百字，回家告诉妈妈又写一百字，读起来像三块砖。日记要有轻重：被表扬的那一下是重头，但要写得短——短才显得突然；前后两个场景反而可以放开写。假设早读用一百五十字写紧张，老师点头只用四十字，回家路上用八十字写得得意。字数分配变成「大一小一中」，节奏就活了。

坑四：结尾喊口号。「我一定要不辜负老师的期望」「以后我要更加努力学习」——这两句出现在全班一半的日记里。改法：结尾停在一个具体的小动作上。「睡觉前我把课文又读了一遍，读到银杏树那句，我故意读得很响，虽然屋里没有人听。」口号删掉，决心用动作表示。

写完以后，拿这六条自查，一条一条打勾：一，第一行有没有日期和天气？二，早读、微笑、回家三个场景是不是按时间排的？三，全篇有没有至少一句老师原话，而且不超过两句？四，有没有至少两个身体反应（手心、心跳、嘴角都算）？五，三个场景字数是不是有大有小？六，结尾是不是一个动作或画面，而不是口号？六条全勾，这篇日记就站得住。勾不满的，只补勾不上的那一条，不用整篇重写。

Four Traps When Writing a Praise Diary, with a Self-Check List

After years of marking third-grade diaries, essays on 'the teacher praised me' go wrong in four predictable traps. Each trap below comes with the stumble sentence and the fixed sentence, so comparing them is the fastest way to learn.

Trap one: feelings announced instead of shown. 'I was thrilled' is a report; 'my heart was as sweet as honey' is a borrowed sentence. A third-grader cannot write 'indescribable joy,' but can write the body: 'my palms were sweaty when I clapped'; 'when I lay down at night my mouth was still turned up, and I kicked the quilt crooked.' Fix: the words 'happy' and 'glad' may appear at most twice in the whole diary; every extra one gets replaced by a body reaction.

Trap two: turning the praise into a podium speech. Stumble sentence: 'Before the whole class the teacher said: this student has made great progress in reading aloud; everyone should learn from him!' — that is a principal's address, not an elementary teacher. A primary teacher usually praises in one short line, sometimes with no words at all, just a gesture. Fixed sentence: 'When I finished, the teacher raised one finger and shook it slightly, saying: now that is right.' The lighter the praise, the truer the diary. A diary is not a certificate of merit.

Trap three: giving all three scenes equal weight. A hundred characters on morning

reading, a hundred on the smile, a hundred on telling mom — it reads like three bricks. A diary needs weight distribution: the moment of praise is the highlight, yet it should be written short — short reads as sudden; the scenes before and after can open up. Suppose morning reading takes a hundred and fifty characters on nervousness, the nod only forty, and the walk home eighty on floating pride. The character ratio becomes big-small-medium, and the rhythm comes alive.

Trap four: ending with a slogan. 'I must not disappoint the teacher's expectations'; 'from now on I will study even harder' — these two lines appear in half the class's diaries. Fix: stop the ending on one small concrete action. 'Before bed I read the lesson once more; at the ginkgo line I deliberately read very loud, even though nobody in the house was listening.' Delete the slogan; show the resolve through the action.

After writing, run this six-item self-check and tick each line. One: does the first line carry the date and weather? Two: are the three scenes — morning reading, the smile, telling mom — arranged in time order? Three: is there at least one direct quote from the teacher, and no more than two? Four: are there at least two body reactions (palms, heartbeat, mouth corners all count)? Five: do the three scenes differ in length? Six: does the ending land on an action or image rather than a slogan? Six ticks and the diary stands. For any unticked line, fix only that line — no need to rewrite the whole diary.