

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.