

观察日记怎么写：盯住班主任一天，记下三个时间点

观察日记和平时写的作文不一样：作文可以回忆，观察日记必须当天看、当天记。写「班主任的一天」，先别急着动笔，先给自己派任务——这一天只盯三件事：早晨校门口、中午食堂、傍晚办公室。三个点盯住了，日记就齐了。

盯之前，先准备一个能塞进口袋的小纸条，把三个时间段印在脑子里：七点到七点半，老师在哪儿、跟谁说话；十二点到十二点半，老师坐在哪儿、吃了什么、有没有动筷子；放学后到五点，老师在做什么、桌上摆着多少本作业。观察的时候不用写字，记关键词就行，比如「门口」「弯腰」「汤洒了」，晚上再整理。

观察日记的「数据感」从哪来？从数数来。四年级的孩子不用统计报表，只要会数眼前看得见的东西：老师在校门口弯了几次腰、说了几次「慢点跑」；陪餐时老师盘子里有几样菜、饭吃没吃完；办公桌上作业摆了几摞、红笔换了几次手。假设你早上数到老师说了九次「慢点跑」，这个数字往日记里一放，比「老师很辛苦」有力十倍。

三个场景按时间连起来，每个场景写四到六行。早晨校门口：老师站在门内侧，左手扶着门框，右手每隔几秒抬一下，示意跑着进来的孩子放慢。中午陪餐：老师没坐教师席，坐在我们这排的空位上，盘子里和我们一样的两荤一素，她吃得很慢，眼睛却在看谁挑食。傍晚办公室：你被留下补订正，看见老师改作业改到笔没水，甩了两下继续写，桌角的作业摆得比字典厚。

观察日记最容易犯的错是写成表扬稿。记住你的身份是观察员，不是宣传员：只写你看到的，不写「辛苦了」「伟大」。老师打哈欠也可以写，老师把凉掉的饭倒掉也可以写。真实的观察自带敬意，不需要你喊出来。

最后检查三样：日期天气在不在第一行；三个场景是不是按早、中、晚排的；每个场景里有没有至少一个数字或一个动作。三样都有，这篇观察日记就过关。

How to Write an Observation Diary: Watch Your Homeroom Teacher for One Day and Note Three Time Points

An observation diary differs from the compositions you usually write: a composition can rely on memory, but an observation diary must be watched on the day and recorded on the day. To write 'a day of the homeroom teacher', do not rush to put pen to paper. First assign yourself a task: for this day, watch only three things — the school gate in the morning, the canteen at noon, and the office in the evening. Catch these three points and the diary is complete.

Before watching, prepare a small slip of paper that fits in your pocket, and keep three time slots in your head: seven to seven-thirty, where is the teacher and who is she talking to; twelve to twelve-thirty, where does she sit, what does she eat, does

she actually touch her chopsticks; after school until five, what is she doing and how many exercise books are stacked on her desk. While observing, do not write sentences — just keywords, such as 'gate', 'bending down', 'soup spilled'. Sort them out in the evening.

Where does the 'sense of data' in an observation diary come from? From counting. A fourth grader needs no statistics report; just count what sits in front of your eyes: how many times did the teacher bend down at the gate, how many times did she say 'don't run'; how many dishes were on her tray at lunch, did she finish her rice; how many stacks of homework sat on the office desk, how many times did she switch the red pen between hands. Suppose you counted nine 'don't run's in the morning — put that number in the diary and it is ten times stronger than 'the teacher works hard'.

Join the three scenes in time order and give each four to six lines. Morning at the gate: the teacher stands on the inside of the door, left hand on the frame, right hand lifting every few seconds to slow the children who dash in. Lunch: she does not sit at the teachers' table but takes the empty seat in your row, with the same two meat dishes and one vegetable as everyone else; she eats slowly while her eyes check who is picky about food. Evening in the office: you are kept behind to correct your work and see the teacher grading until her pen runs dry — she shakes it twice and keeps writing, the stack at the corner of her desk thicker than a dictionary.

The easiest mistake is turning the diary into a praise poster. Remember your role is observer, not publicist: write only what you see, never 'how hard she works' or 'how great she is'. You may write that the teacher yawned, and that she poured out her cold food. Real observation carries respect by itself; you do not need to shout it.

Check three things at the end: are the date and weather on the first line; are the three scenes arranged morning, noon, evening; does each scene contain at least one number or one action. If all three are there, this observation diary passes.

一篇「班主任的一天」观察日记示范，逐段拆给你看

下面是一篇四年级水平的示范日记，题目叫《班主任的一天》。先完整读一遍，再一段一段拆，看它是怎么把三个场景串起来、数字藏在哪里的。

第一段：「10月14日，多云。今天早上我特意提早十分钟到校，想看看 Ms. 周每天是怎么开始她的班的。」拆：第一行放日期天气，这是日记的规矩；「提早十分钟」是观察日记的开场动作——观察是你主动去看的，不是碰巧撞见的。这一句还交代了观察动机，一句话就够，不用抒情。

第二段：「七点零五分，周老师已经站在校门里面。她左手搭在门框上，看见跑着进来的同学就抬一下右手，嘴里说『慢点，慢点』。我站在她斜后方数了数，到七点二十，她一共说了十一回『慢点』，弯腰替一年级小孩拎过一次书包。」拆：这段全是眼睛看到的。时间精确到五分、二十分，数字十一回、一次，动作是搭门框、抬手、弯腰。没有一句「老师真负责」，但负责已经写在数字里了。这就是数据感：不评价，只报数。

第三段：「中午食堂，周老师没有坐老师那桌，端着餐盘坐到我们要空位上。她的盘子和我们一样，两荤一素，米饭冒尖一小碗。她吃得很慢，中途站起来两次，一次给旁边的同学递纸巾，一次把打翻的汤舀回盘里。最后她的饭吃光了，汤剩了小半碗。」拆：陪餐场景的关键是「和我们一样」四个字——观察日记要写不一样的地方，先要写一样的地方。递纸巾、舀汤、剩小半碗，三个动作按先后排，连「剩了小半碗」这种不完美的小事都敢写，日记才像观察而不是表扬稿。

第四段：「放学后我留下补订正数学作业。办公室里，周老师改作文，红笔在纸上划，划完一本抽一本，桌角的作业摞成两摞，比字典厚。她改到第五十本来不及数，笔没水了，甩两下接着写。五点差一刻，我订正完走人，她还在改。」拆：傍晚场景用「我留下补订正」自然进场，观察有了合理位置。「摞成两摞」「比字典厚」「五点差一刻」是这三颗数据钉子；结尾「她还在改」戛然而止，不加感叹号，敬意留给读者自己生出来。

第五段：「原来我们每天看到的『正常』，都是她提前十分钟、说十一回『慢点』、改到笔没水换来的。」拆：结尾只有一句感想，而且是从前文数字里推出来的，不是空喊。示范全文四百多字，早中晚三段各占一百字上下，比例均匀。

照着拆解锁自己的：每段先给时间，再给动作，再补一个数；三个场景各写一百字；结尾一句感想，从数字来。明天就挑你们班老师，盯三个点试试。

A Sample Observation Diary: A Day of Our Homeroom Teacher, Broken Down Paragraph by Paragraph

Below is a fourth-grade level sample diary titled 'A Day of Our Homeroom Teacher'. Read it through first, then take it apart paragraph by paragraph to see how the three scenes are strung together and where the numbers are hidden.

Paragraph one: 'October 14, cloudy. This morning I got to school ten minutes early on purpose, to see how Ms. Zhou starts her day.' The first line carries date and weather — diary rules. 'Ten minutes early' is the opening move of an observation diary: you go and look, you do not bump into things. One sentence of motive is enough; no lyricism needed.

Paragraph two: 'At 7:05 Ms. Zhou was already standing inside the gate. Her left hand rested on the door frame; whenever a child came in running she lifted her right hand and said 'slow down, slow down'. I stood diagonally behind her and counted: by 7:20 she had said 'slow down' eleven times, and bent down once to carry a first-

grader's schoolbag.' Everything here is what eyes saw. Time down to the minute, numbers eleven and one, actions of resting, lifting, bending. Not one sentence says 'how responsible she is', yet responsibility is already inside the counts. That is the data sense: report, do not judge.

Paragraph three: 'At noon in the canteen, Ms. Zhou did not sit at the teachers' table. She carried her tray to the empty seat in our row. Her tray was the same as ours — two meat dishes, one vegetable, a small heaping bowl of rice. She ate slowly, stood up twice: once to pass a tissue to the classmate beside her, once to scoop spilled soup back into the plate. In the end her rice was gone, with a small half-bowl of soup left.' The key to the lunch scene is the phrase 'the same as ours' — to notice what is different, first record what is the same. Passing the tissue, scooping the soup, leaving half a bowl: three actions in order. Even the imperfect detail of the leftover soup is allowed in, which is what makes it an observation rather than a praise poster.

Paragraph four: 'After school I stayed to redo my math corrections. In the office, Ms. Zhou was grading compositions, the red pen sweeping across paper, one book finished and pulled aside, the homework at her desk corner piled into two stacks thicker than a dictionary. Past fifty books I lost count. Her pen ran dry; she shook it twice and kept writing. At a quarter to five I finished and left; she was still grading.' The evening scene enters naturally through 'I stayed to redo corrections', which gives the observer a legitimate seat. 'Two stacks', 'thicker than a dictionary', 'a quarter to five' are the three data nails of this paragraph; the ending stops dead at 'she was still grading', no exclamation mark, leaving the respect for the reader to grow on their own.

Paragraph five: 'So the 'normal' we see every day was bought with her ten minutes early, eleven 'slow down's, and grading until the pen ran dry.' The close is a single thought, and it is derived from the numbers before it, not shouted into the air. The whole sample runs just over four hundred characters, with the morning, noon and evening paragraphs taking roughly a hundred each — an even balance.

To write your own, follow the breakdown: each paragraph gives a time first, then an action, then one number; three scenes, about a hundred characters each; one closing thought that comes from the numbers. Tomorrow, pick your own teacher and watch three points.

观察日记写成表扬稿、记流水账：四个常见毛病和改正办法

批改过四年级的观察日记就会发现，毛病高度雷同。下面四个坑，几乎每个孩子都踩过，认出来就能改。

第一个坑：表扬稿腔。通篇是「老师真辛苦」「老师真伟大」「我要向老师学习」。毛病出在身份错位——你写的是评论，不是观察。改法：把抒情句全部划掉，逼自己换成「我看到什么」。假设你划掉「老师很辛苦」之后不知道写什么，说明你根本没观察，回去盯场景；如果划掉之后剩下「她改作业改到笔没水」，那就对了，留动作，删感叹。

第二个坑：流水账。从「早上六点老师起床」写到「晚上十点老师睡觉」，一天二十四个小时全写，每件事一行，读起来像值日记录。毛病是贪多。改法：只留三个场景，其余全砍。观察日记的「一天」不是真的二十四小时，是你挑出来的三个点。砍完检查：每个留下的场景有没有至少一个数字、一个动作？没有就再回去看。

第三个坑：三个场景平均用力，或者顺序乱。有的孩子早晨写三百字，傍晚只写一句「晚上老师批改作业」；有的先写傍晚再写早晨，时间倒着走。改法：给每个场景定字数上限，假设总共四百字，早中晚各一百二十字上下，谁超了砍谁；顺序按时间排，段首放时间词——「七点零五分」「中午」「放学后」，读者闭着眼都能走一遍这一天。

第四个坑：细节全是想象。写老师「一定」累坏了、「肯定」没吃早饭，可自己根本没看见。观察日记的底线是只写亲眼所见。改法：给每个细节加来源标记，问自己「这个在哪儿看到的？」答不上来就删。没观察到老师的早晨怎么办？把观察起点改成你到校的时刻，写「我到校时老师已经站在门口」——「已经」两个字既诚实又有信息量。

还有一个隐形坑：只看不听。观察不只是眼睛的事。老师在校门口说什么、陪餐时跟同学聊什么、办公室里打电话的语气，都是观察素材。假设你听见老师说「这道题我讲过三遍了，再来问」，这句话比任何外貌描写都更像这个老师。

写前自查清单，六条：日期天气写没写；三个场景挑没挑；每个场景有没有数字；有没有划掉抒情句；顺序是不是早中晚；有没有至少一处听到的话。六条全勾，再动笔。

When Observation Diaries Turn into Praise Posters or Shopping Lists: Four Common Faults and How to Fix Them

Mark enough fourth-grade observation diaries and you find the faults repeat. The four traps below are ones nearly every child falls into; recognize them and they can be fixed.

Trap one: the praise-poster tone. The whole piece is 'how hard the teacher works', 'how great the teacher is', 'I must learn from her'. The fault is a role mix-up — you are writing commentary, not observation. Fix: strike out every sentimental

sentence and force yourself to answer 'what did I see'. Suppose after striking 'the teacher works hard' you have nothing left, that means you never observed — go back and watch the scene. If what remains is 'she graded until her pen ran dry', you are right: keep the action, delete the exclamation.

Trap two: the running account. From 'the teacher got up at six' to 'she went to bed at ten', all twenty-four hours written, one line per event, reading like a duty roster. The fault is greed. Fix: keep only three scenes and cut the rest. 'A day' in an observation diary is not literally twenty-four hours; it is the three points you chose. After cutting, check: does each surviving scene have at least one number and one action? If not, go back and look again.

Trap three: three scenes with equal weight, or in the wrong order. Some children write three hundred characters on the morning and one sentence — 'in the evening the teacher graded homework' — on the evening; others put evening before morning, time running backwards. Fix: set a character budget per scene. Suppose four hundred characters total: morning, noon and evening get about a hundred and twenty each, whoever goes over gets trimmed. Keep time order, and put a time word at each paragraph's head — '7:05', 'at noon', 'after school' — so a reader can walk through the day with eyes closed.

Trap four: details made entirely of imagination. Writing that the teacher 'must' be exhausted or 'definitely' skipped breakfast, when you never saw it. The bottom line of an observation diary is: write only what your own eyes witnessed. Fix: put a source tag on every detail by asking 'where did I see this?' If you cannot answer, delete it. No chance to observe the teacher's morning? Move your starting point to when you arrive, and write 'when I got to school, the teacher was already standing at the gate' — the word 'already' is both honest and informative.

One more hidden trap: watching with eyes only. Observation is not just visual. What the teacher says at the gate, what she chats about with students at lunch, the tone of her phone call in the office — all are material. Suppose you hear her say 'I have explained this problem three times, come ask again' — that sentence resembles this teacher more than any portrait description could.

A six-item pre-writing checklist: date and weather written; three scenes chosen; each scene has a number; sentimental sentences struck out; order is morning-noon-evening; at least one thing heard is included. Tick all six, then write.