

写《我的老师》读后感的六个常见毛病，对照自查

批改读后感多了，会发现小学生写《我的老师》这类读后感，毛病高度重复。下面六个，每个都告诉你怎么认、怎么改。写完对着查，比抄一篇范文有用。

毛病一：复述课文占了大半篇幅。识别方法：数一数「课文写了什么」的段落字数，超过全文一半就是复述。改法：只留一个最能表现老师特点的情节，八十到一百字，其余全删。读后感的主角是你，课文只是引子。

毛病二：「感动」出现四五次，但读者不知道感动的具体理由。识别方法：搜一遍全文，「感动」「深受教育」「受益匪浅」出现三次以上，而每个「感动」后面都接不出一个细节，就是空喊。改法：每处「感动」后面补一句「因为什么」。比如「读到老师假装发怒那段我感动了，因为她明明舍不得真的凶我们」。

毛病三：写自己老师成了好人好事流水账。「老师送我回家」「老师给我补课」「老师带病上课」，一件事一句话，三件事排在一起，像值班表。改法：砍到只剩一件事，把这一件写透——当时的天气、老师的一个动作、一句原话、你的反应。一件带细节的事，顶得上三件没细节的事。

毛病四：结尾强行立志。「长大后我也要当一名老师」，全文前面没有任何铺垫，最后突然立这个志，读者只会觉得是套话。改法：结尾写一个跟这篇文章有关的念头就行。比如「明天上课，我想坐直一点，别让王老师再为后排操心」。念头小，反而真。

毛病五：三个必用素材缺一个。这次写作要求三样东西：课文中的老师形象、自己老师的一件事、自己的感悟。识别方法：写完按顺序找，缺哪样补哪样。常见的是有形象、有事件，唯独没有感悟——全文讲完故事就停，没有一句「这件事让我想到什么」。补一句就够：「我以前觉得老师管得宽，现在明白管得宽和假装发怒是同一种操心。」

毛病六：全文没有一句自己的话。通篇都是「这篇文章告诉我们」「我们要学习老师的精神」，这种句子在任何读后感里都能搬来搬去。识别方法：把文章给同桌看，问一句「这篇是不是写你们班老师？」答不上来就是话太通用。改法：往文章里加只有你知道的东西——老师口头禅、粉笔灰落在袖口上的样子、她改你作业时画的那个圈。

六个毛病按顺序查一遍，一般能改掉三四个。改完再读一次，重点听一句话：这篇文章换个人写得出来吗？写不出来，才说明它真的是你的读后感。

Six Common Mistakes in Writing a Reading Response to My Teacher: A Self-Check List

After grading enough reading responses, you notice the mistakes primary school students make on My Teacher-style essays repeat with striking regularity. Here are six, each with a way to spot it and a way to fix it. Checking against this list after writing beats copying a model essay.

Mistake one: retelling the text eats most of the space. How to spot it: count the characters spent on 'what the text says.' Over half the essay means retelling. The fix: keep only the one scene that best shows the teacher's character, eighty to one hundred characters, delete everything else. You are the main character of a reading response; the text is only the doorway.

Mistake two: 'moved' appears four or five times, but readers never learn the specific reason. How to spot it: search the essay. If 'moved,' 'deeply educated,' or 'greatly benefited' appears three or more times and none of them can be followed by a concrete detail, it is shouting. The fix: after every 'moved,' add one clause starting with 'because.' For example: 'I was moved when the teacher pretended to be angry, because she clearly could not bear to truly scold us.'

Mistake three: your own teacher becomes a running account of good deeds. 'The teacher walked me home,' 'the teacher tutored me,' 'the teacher taught while sick' — one sentence per event, lined up like a duty roster. The fix: cut down to one event and write it all the way through — the weather that day, one gesture, one exact quote, your reaction. One event with details outweighs three events without them.

Mistake four: a forced ambition at the end. 'When I grow up I want to be a teacher too,' with no setup anywhere before it. Readers will read it as boilerplate. The fix: end with one thought connected to this essay. For example: 'Tomorrow in class, I want to sit up straighter so Teacher Wang stops worrying about the back row.' A small thought reads as a true one.

Mistake five: one of the three required materials is missing. This assignment needs three things: the teacher's image from the text, one event about your own teacher, and your own reflection. How to spot it: after writing, look for each in order and patch what is absent. The common gap is reflection — the essay ends when the story ends, with no line about what the event made you think. One line is enough: 'I used to think teachers meddle too much. Now I see that meddling and pretending to be angry are the same kind of care.'

Mistake six: not one sentence in the essay is yours. The whole text is 'this article teaches us' and 'we should learn the teacher's spirit' — sentences that can be pasted into any reading response. How to spot it: hand the essay to a deskmate and ask, 'Is this about a teacher in your class?' If they cannot answer, the language is too generic. The fix: add things only you know — the teacher's catchphrase, chalk dust on her sleeve, the circle she drew in the margin of your homework.

Run the six checks in order and you will usually fix three or four. Then read once more and listen for one question: could someone else have written this essay? If they could not, only then is it truly your reading response.