

小学生《我的老师》读后感四步写法：引议联结一步不落

读完一篇写老师的课文，老师布置写读后感，很多同学第一句话就是「今天我读了《我的老师》，深受感动」，然后不知道接下来写什么。四步法可以解决这个问题：引、议、联、结。按这个顺序写，六百字很容易写够，而且内容不空。

第一步「引」，把课文里的老师形象简要引进来。不要复述全文，挑最能表现老师特点的一两句话或一个情节。比如课文里写老师温柔，可以引「她爱我们，并没有存什么虚情假意」，也可以选老师假装发怒那个情节。引完加一句自己的评价，比如「就是这个细节，让我一下子喜欢上了文中的老师」。引的部分控制在八十到一百五十字。

第二步「议」，说说这个特点为什么打动人。要回到课文的具体情节议。老师假装发怒，学生看出她并没有真的生气，反而跟她更亲近。可以这样议：让人记住的不是凶，而是凶里面藏着的用心，学生感受得到真假。议的部分写一两段，一百五十字左右，别喊口号。

第三步「联」，由课文里的老师想到自己的老师，写一件事。这是全文最重的一段，选一件你记得最清楚的事，把当时的场景、老师说了什么、做了什么、你什么反应写出来。比如数学老师蹲在课桌边，用铅笔在草稿纸上画图讲那道应用题；比如语文老师把你的作文读给全班听，读到一半停下来夸那个比喻用得准。细节比「老师很关心我们」这种话有说服力。

第四步「结」，把课文里的老师和你写的老师放在一起，写一句新的认识。可以写对老师这个职业的新想法，也可以写你想对老师说的话。不要突然拔高到「长大后一定要当人民教师」，除非你真这么想。

字数这样分配：引一百字，议一百五十字，联两百字，结一百五十字，加上开头结尾的衔接句，正好六百字上下。写完后自查一个小标准：遮住课文部分，只看写自己老师的那一段，如果这一段有事、有细节、读起来像真发生过，这篇读后感就成功了大半。

How to Write a Reading Response to My Teacher: The Four-Step Method for Primary School Students

You finish reading a text about a teacher, and the assignment is a reading response. Many students start with 'Today I read My Teacher and I was deeply moved' and then go nowhere. The four-step method fixes this: quote, comment, connect, conclude. Follow the order, and six hundred words come easily without empty filler.

Step one, quote: bring in the teacher from the text briefly. Do not retell the whole story. Pick one or two sentences or one scene that shows the teacher's character. If the text describes a gentle teacher, you can quote 'She loved us without any pretense,' or choose the scene where she pretends to be angry. Add one sentence of your own reaction, such as 'It was exactly this detail that made me like

the teacher in the text at once.’ Keep this part between eighty and one hundred and fifty characters.

Step two, comment: explain why this trait is touching. Stay close to the specific scene in the text. The teacher pretends to be angry, the students see she is not truly angry, and they grow closer to her. You can comment like this: what people remember is not the strictness but the care hidden inside it, and students can always tell what is real. Write one or two paragraphs, around one hundred and fifty characters, and avoid slogans.

Step three, connect: move from the teacher in the text to your own teacher, and write one event. This is the heaviest paragraph. Choose the event you remember most clearly. Write the scene, what the teacher said, what the teacher did, and how you reacted. For example, the math teacher crouched beside the desk and drew a diagram in pencil on scratch paper to explain that word problem; or the Chinese teacher read your composition to the whole class and stopped halfway to praise that one accurate metaphor. Details convince far better than ‘the teacher cares about us.’

Step four, conclude: place the teacher from the text beside the teacher you wrote about, and state one new understanding. It can be a new thought about teaching as a job, or something you want to say to your teacher. Do not suddenly jump to ‘I will surely become a teacher when I grow up’ unless you truly mean it.

Split the words like this: one hundred for quoting, one hundred and fifty for commenting, two hundred for connecting, one hundred and fifty for concluding, plus a few linking sentences, and you land right around six hundred. After writing, check with one small standard: cover the part about the text and read only the paragraph about your own teacher. If that paragraph has a real event, has details, and reads like it actually happened, your response is already mostly a success.

一篇《我的老师》读后感范文逐段点评：好在哪里，怎么改

假设六年级某同学交了一篇读后感，题目是《读〈我的老师〉有感》，全文六百二十字。我们逐段看这篇习作哪里站得住、哪里要动刀。这个方法比闷头再写十篇管用：先学会给自己的文章挑毛病。

先看开头。原文第一段写：「今天我读了《我的老师》这篇文章，讲的是魏老师关心学生的故事，我读完后非常感动，深受教育。」这段三十七个字，毛病是全是对的但全没用。「非常感动」「深受教育」是任何读后感都能套的话，删掉不损失信息。改法：直接从课文里那个情节进。比如改成「魏老师假装发怒，同学们一眼看穿了，反而笑得更欢——我读到这里也笑了，因为我想起我们的王老师」。一句话就把读者带进场景，还提前埋下了自己老师。

再看引用部分。原文第二段把课文从第一段复述到最后一段，用了二百四十个字，快占全文四成。读后感不是缩写故事。留一个情节就够：假装发怒那个情节，写八十到一百字，其余删掉。判断标准很简单：这一段里有没有你自己的话？如果通篇都是「课文先写了什么，接着写了什么」，这就是复述，不是读后感。

第三段写自己的老师，原文只有九十个字：「我的王老师也很好，有一次我生病了，她送我回家，我很感动。」这是全文最该重、却最轻的一段。缺的是过程。假设真实情况是：那天放学下小雨，王老师骑着电动车送你到巷口，车只能停在外边，她把自己的雨衣披到你身上，自己半边肩膀湿了。把这些写进去：雨什么样子、雨衣什么颜色、她说了哪句话、你到家回头看见什么。这一段写到二百字，整篇文章立刻立起来。

结尾原文是：「老师真伟大，我以后一定要好好学习，报答老师。」口号味重。改法：把结尾落在一个具体的念头上。比如「现在我坐在教室里，想起王老师湿了一半的肩膀，忽然明白假装发怒和披雨衣是一回事——老师的那些办法里都藏着真心」。这个结尾既回了课文，又收在自己老师身上，不用喊「伟大」两个字。

改完统计：复述从二百四十字压到九十字，自己老师那段从九十字扩到二百二十字，全文字数没超，重心却从课文挪到了你身上。这就是读后感改稿的核心动作：砍复述，加自己的事。下次写完自己对照这四个部位查一遍，比等老师批改快得多。

A Paragraph-by-Paragraph Review of a Sample Reading Response to My Teacher: What Works and How to Fix It

Suppose a sixth-grader hands in a reading response titled *Reflections on Reading My Teacher*, six hundred and twenty characters long. Let us go paragraph by paragraph and see what stands and what needs the knife. This method beats blindly writing ten more drafts: first learn to find faults in your own writing.

Start with the opening. The original first paragraph reads: 'Today I read the article *My Teacher*. It tells how Teacher Wei cared for her students, and after reading I was very moved and deeply educated.' Thirty-seven characters, technically correct and completely useless. 'Very moved' and 'deeply educated' fit any reading response ever written; deleting them loses nothing. The fix: enter straight through a scene from the text. For example: 'Teacher Wei pretended to be angry, the classmates saw through it at once and laughed even harder — I laughed too at this line, because it reminded me of our Teacher Wang.' One sentence pulls the reader into a scene and plants your own teacher early.

Next, the quotation part. The original second paragraph retells the text from beginning to end in two hundred and forty characters, nearly forty percent of the essay. A reading response is not a story summary. Keep one scene only: the pretend-

anger scene, eighty to one hundred characters, delete the rest. The test is simple: are your own words in this paragraph? If the whole paragraph is 'first the text wrote this, then it wrote that,' it is retelling, not reflection.

The third paragraph is about the student's own teacher, and the original has only ninety characters: 'My Teacher Wang is also nice. Once I was sick and she walked me home, and I was moved.' This is the part that should be heaviest and is the lightest. What is missing is the process. Suppose what really happened was this: it was drizzling after school, Teacher Wang rode her electric scooter to the mouth of your lane, the vehicle could only stop outside, she took off her own raincoat and put it on you, and half her own shoulder got wet. Write it in: what the rain looked like, what color the raincoat was, exactly what she said, what you saw when you looked back at your door. Expand this paragraph to two hundred characters and the whole essay stands up at once.

The original ending reads: 'Teachers are truly great; I will study hard from now on and repay my teacher.' Heavy on slogans. The fix: land the ending on one concrete thought. For example: 'Now I sit in the classroom, remember the half-wet shoulder of Teacher Wang, and suddenly understand that pretending to be angry and lending a raincoat are the same thing — every trick a teacher uses hides a real heart.' This ending returns to the text and closes on your own teacher, without shouting the word 'great.'

After revision: retelling shrank from two hundred and forty characters to ninety, the paragraph about your own teacher grew from ninety to two hundred and twenty, the total length stayed within limits, but the center of gravity moved from the text to you. That is the core move in revising a reading response: cut the summary, add your own story. Next time you finish a draft, check these four parts yourself — far faster than waiting for the teacher's red pen.

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.