

# 「严师与慈母」读后感素材清单：文中细节、批评、鼓励各怎么挑

这篇读后感硬性要求三个素材：文中一个细节、自己老师的一次批评、一次鼓励。素材挑对了，五百字是顺出来的；挑错了，五百字是挤出来的。下面给每个素材一条挑选标准和一条淘汰标准。

文中细节：挑动作，淘汰评价。课文里写老师「严厉又慈爱」的句子不能用作素材，那是作者的评价，不是细节。可用的长这样：老师把打瞌睡同学的头轻轻拍醒；老师要求作业本折角必须对齐，不对齐重写封面；老师冬天把手炉先放在讲台角上，谁冻红了手就叫谁去捂一下。检验方法：这个细节能不能拍成一秒钟的照片。能，就是细节；不能，就是评价。

批评：挑带委屈的那次，淘汰最严重的那次。很多同学会挑「被叫家长」那种大事，大事反而难写，因为写出来只剩检讨。挑小的、当时心里不服的那次：假设语文老师当着你同桌的面把你的作文退回来，说「这段是不是抄的」，其实你没抄，你憋了一星期没说话。委屈是有牙齿的素材，它咬住读者。写的时候保留你的不服，不用在批评段里急着认错，认错放到结尾的感悟里去。

鼓励：挑最小的那次，淘汰正式的那次。「校长在大会上表扬你」不算好素材，太正式，离老师这个人太远。好的鼓励小得像顺手：假设你在黑板上做题做对了，老师路过时用粉笔在你答案旁边画了个小小的对勾，没说话；假设你交上来的周记里写了一句丧气话，老师在下面回了一句「你上周可不是这么写的」。顺手式的鼓励证明老师一直在看你，这正好接住「慈母」那一面。

三个素材怎么串：按「文中一批评—鼓励—感悟」排，段与段之间用一句心理话接。示范一段：「读完全文我总想起那星期的憋闷。现在我把两件事摆在一起看：她退回作文时怀疑我，眼睛盯着的是那段不像我的好句子；她回我周记时，眼睛盯着的是我上周和这周不一样。她的眼睛从来没离开过我，只是先挑我的毛病，再接住我的低落。」这段一百三十字，三个素材里的前两个已经用完，这段负责把它们焊在一起，感悟从「她的眼睛」这个共同点里长出来，没有借用任何现成句子。

最后按清单核一遍：文中细节是不是一秒照片？批评那次你写没写出当时的不服？鼓励是不是顺手级别的？三个都过，这篇素材就立住了。

## A Material Checklist for the Strict-and-Gentle Reading Response: How to Pick the Text Detail, the Scolding, and the Encouragement

This response requires three materials by rule: one detail from the text, one scolding from your own teacher, one encouragement. Pick them well and five hundred words flow out; pick them badly and five hundred words get squeezed out. Below, each material gets one picking standard and one elimination standard.

The text detail: pick actions, eliminate evaluations. A sentence in the text saying the teacher is 'strict yet loving' cannot serve as material — that is the author's verdict, not a detail. Usable ones look like this: the teacher gently taps a dozing student awake; she requires the corners of exercise books to be folded square, and rewrites the cover if they are not; in winter she leaves a hand warmer at the corner of the podium and calls over whoever's hands are red to warm them. The test: can this detail be filmed as a one-second photo? If yes, it is a detail. If not, it is an evaluation.

The scolding: pick the one that left a grievance, eliminate the most serious one. Many students reach for the 'parents were called' event, but big events are harder to write — they collapse into a self-criticism. Pick the small one you resented at the time. Suppose the Chinese teacher returned your composition in front of your deskmate and said, 'Did you copy this passage?' — and you did not copy it, and you sulked for a week without saying a word. Grievance is material with teeth; it bites the reader. Keep your resentment in the telling. Do not rush to admit fault inside the scolding paragraph; save the admitting for the reflection at the end.

The encouragement: pick the smallest one, eliminate the formal one. 'The principal praised you at the assembly' is not good material — too formal, too far from the teacher as a person. Good encouragement is small and offhand. Suppose you solved a problem correctly on the blackboard, and the teacher, walking past, drew a tiny check mark beside your answer in chalk without a word; suppose you wrote one discouraged line in your weekly journal, and the teacher replied underneath: 'You were not writing like this last week.' Offhand encouragement proves the teacher has been watching you all along — which is exactly the gentle side.

How to string the three together: order them as text — scolding — encouragement — reflection, and join the paragraphs with one line of inner speech. A demonstration paragraph: 'After finishing the text, I kept thinking of that week's sulking. Now I set the two events side by side: when she returned my composition, her eyes were fixed on the passage that sounded too good to be mine; when she answered my journal, her eyes were fixed on the difference between last week and this week. Her eyes never left me — she only examined my flaws first, then caught my low moments.' One hundred and thirty characters. The first two materials are already spent; this paragraph welds them together, and the reflection grows from the common point of 'her eyes,' borrowing no ready-made sentence.

Finally, run the checklist: Is the text detail a one-second photo? Did you write the resentment into the scolding? Is the encouragement offhand-level? Pass all three, and the materials of this essay stand.