

写「严师与慈母」型读后感：先找两面，再配两件事

读一篇写老师的文章，要求围绕「既严格又温柔」写读后感，还要用到文中一个细节、自己老师的一次批评、一次鼓励。素材一共四个，别急着动笔，先把四个素材找齐，再排顺序，五百字反而好写。

第一步，在课文里找两面。严格的一面，挑一个动作细节：比如文中老师批改作文，红笔圈出一个错别字，旁边写了「再想想」三个字，不写答案。温柔的一面也挑一个细节：比如老师发现学生上课走神，不点名，只走过去把手轻轻按在他桌上。两面各用一个细节，不要各写一段复述。引用时把细节原样带出来，读者才信。

第二步，给自己老师配两件事。批评那次，选印象最深的一件，写清楚三样：老师批评的原话、当时的场景、你当时的不服气。假设数学老师把你做错的计算题放在讲台上，当着来办公室的同学说「这么简单的题错三道，你自己看看」，你当时脸烫，觉得她故意让你难堪。鼓励那次，选一件小的。假设有次你上课答错了一个问题，声音越来越小，老师说「你前面半句是对的，再说一遍」。两件事一重一轻，正好对上老师的两面。

第三步，把四面拼成一个感悟。不要写「老师严格是爱，温柔也是爱」这种现成句子，太滑，滑过去什么也不留下。找一个能把两面接起来的念头。比如：那次批评之后你发现，讲台上那道错题旁边，老师用铅笔写了解题的第一步，只写第一步，后面留给你自己。严格和温柔在同一个动作里碰头了，你的感悟就从这里长出来：她从来不是只凶我，她是留着半步让我自己走。

段落顺序建议：第一段引文中严格的细节，第二段引文中温柔的细节，第三段写自己老师的批评，第四段写鼓励，第五段用那个「铅笔写的半步」式的发现收尾。每段八十到一百二十字，五段正好五百字上下。

自查标准：把「严格」「温柔」两个词从文章里删掉，看读者还能不能看懂老师在两面。能看懂，说明细节干活了；看不懂，说明你在替细节下结论。

Writing a Reading Response on the Strict Teacher and Gentle Mother Type: Find Both Sides First, Then Pair Two Events

You read an article about a teacher, and the assignment asks for a response built around 'both strict and gentle,' using one detail from the text, one scolding from your own teacher, and one encouragement. Four materials in total. Do not rush to write. Collect all four first, then arrange them, and five hundred words actually becomes easier.

Step one: find both sides in the text. For strictness, pick one action detail: the teacher marks a wrong character in red while grading compositions and writes only 'think again' beside it, never the answer. For gentleness, pick another: the teacher

notices a student drifting in class, does not call his name, just walks over and rests a hand lightly on his desk. One detail per side, not one summary paragraph per side. Quote the detail as it is, and the reader will believe you.

Step two: pair two events with your own teacher. For the scolding, choose the one you remember most, and write three things clearly: her exact words, the scene, and your resentment at the time. Suppose the math teacher left your wrong calculation problems on the podium and said, in front of classmates visiting the office, 'Three mistakes on problems this simple — look at them yourself.' Your face burned; you thought she meant to embarrass you. For the encouragement, choose a small one. Suppose once you answered a question wrong in class and your voice kept shrinking, and the teacher said, 'The first half was right — say it again.' One heavy event, one light one, matching the teacher's two sides exactly.

Step three: assemble the four sides into one reflection. Do not write ready-made lines like 'strictness is love, gentleness is also love' — too slippery, and nothing sticks. Find a thought that joins the two sides. For example: after that scolding, you notice that beside the wrong problem on the podium, the teacher had written the first step of the solution in pencil — only the first step, leaving the rest to you. Strictness and gentleness meet in a single gesture, and your reflection grows from there: she was never just scolding me; she was leaving half a step for me to walk myself.

Suggested paragraph order: one, quote the strict detail from the text; two, quote the gentle detail; three, your teacher's scolding; four, the encouragement; five, close with a 'half step in pencil' kind of discovery. Eighty to one hundred and twenty characters per paragraph, five paragraphs, and you land right around five hundred.

Self-check standard: delete the words 'strict' and 'gentle' from your essay and see whether the reader can still tell the teacher has two sides. If yes, your details are doing the work. If not, you are drawing conclusions on their behalf.