

三年级我学会了游泳300字范文：第一次下水不怕了（逐段点评）

这篇给三年级孩子看：先给一篇300字左右的范文，再一段一段点评它是怎么写出来的，孩子对照着看，就知道自己的作文该往哪里改。

范文：我学会了游泳。暑假第一天，妈妈带我去游泳班。站在池边，看到池子里全是人，我抓着池沿不肯松手，水漫到胸口，我的腿开始自己发抖。教练走过来，说：先别游，你就在水里吐泡泡。我鼓起腮帮子朝水面吐泡泡，水花溅到脸上，我笑了。后来教练递给我一块浮板，说：抱住它，蹬腿。我抱着浮板蹬，浮板推着我往前挪，一点点挪到了对岸。松开手的时候，我发现自己刚才一直憋着气。回家的路上我跟妈妈说：明天我还想去。

先看第一个场景：泳池边不敢下水。抓池沿不肯松手、腿自己发抖，全文没有出现害怕、恐惧这两个词，怕全写在手和腿上。三年级同学常写我害怕极了，范文写的是身体在干什么。这是第一个可以仿的点：写怕，写身体，不写心情词。

再看第二个场景：教练鼓励。教练的话只有一句，先别游，你就在水里吐泡泡，不是什么感人的长篇大论。听完之后的变化也不是我深受鼓舞，而是吐泡泡、水花溅到脸上、笑了。从怕水到敢下水，这个转折靠鼓起腮帮子和笑两个动作完成。鼓励场景要真实，靠的是动作，不是形容词。

第三个场景：扶着浮板游动。往前挪、一点点挪到对岸、松开手才发现一直憋着气。成就感不写我太高兴了，写憋气这个身体细节：身体一放松，高兴就在里面了。挪这个字也用得准，抱着浮板的样子就是挪，不是游。

结尾是一句对话：明天我还想去。没有喊我变勇敢了的口号，但和开头抓池沿不肯松手对照着看，从害怕到敢下水的转变已经完成了。三个场景按顺序排，语言全程朴实，没有堆形容词，这就是三年级能写出来、也值得仿的样子。

A Third-Grader's 300-Word Swimming Essay, Paragraph by Paragraph

This piece is for third graders: first a model essay of about three hundred words, then a paragraph-by-paragraph critique showing how it was built. The model essay: on the first day of summer camp my mum took me to swimming class. Standing at the pool edge, gripping the rim and refusing to let go, my legs began shaking on their own as the water reached my chest. The coach walked over and said, do not swim yet, just blow bubbles in the water. I puffed my cheeks and blew bubbles at the surface; splashes hit my face and I laughed. Later the coach handed me a float board: hug it and kick. Hugging the board I kicked, and it pushed me forward, inch by inch, to the far side. Only when I let go did I notice I had been holding my breath the whole

time. On the way home I told my mum I wanted to go again tomorrow. The critique: the first scene shows fear through hands and legs, never using the word afraid. The coach's encouragement is one plain sentence, and the turn happens through actions, blowing bubbles and laughing. The float board scene lands the achievement in a body detail, the held breath, and the verb crawl fits exactly. The closing line is dialogue, not a slogan about bravery; set against the gripping at the start, the change from fear to courage is already complete.

家长陪写指南：孩子写学游泳卡壳，问三个问题就够了

孩子坐在书桌前写我学会了游泳，写了三行就咬笔头：报名一行、上课一行、我会游泳了真开心一行。家长在旁边看着着急，最常见的两种反应都不管用：一种是代写，念一句孩子抄一句，交上去老师一眼就看出来；另一种是报菜名，提示孩子写蓝天、写碧波、写像小鱼一样自由，孩子照着写，交上来一篇大人作文。陪写的正确做法是帮孩子回忆，不是替孩子表达。

回忆靠问问题，但问题要问得具体。第一个问题：第一天到泳池，你站在池边干什么了？手抓着什么？脚有没有挪？孩子想不起来就继续缩小：池边的线是什么颜色的，你踩上去凉不凉。细节越问越小，答案就越真。第二个问题：有没有哪一次特别难受，鼻子进水那种？那天你说了什么，教练或者妈妈说了什么。这个问题挖的是全文最重要的转折，孩子往往记得呛水，却忘了当时说过想放弃，家长要帮他把那句话想出来。第三个问题：你第一次自己游出去，哪怕一两米，是什么感觉，耳朵里有没有声音，上来以后第一句话是什么。三个问题问完，怕水、呛水、游出去三个场景的原料就齐了。

接下来把回答变成段落，家长只做一件事：让孩子把自己说的话写下来。孩子嘴上说我就死死抓着池边，家长别改成我紧紧握住池沿，原话就是好句子，大人的书面语反而是破坏。孩子写的时候家长离开书桌，写完再一起读一遍，读到哪里拗口就停在哪里问：你当时真是这样吗，不是就改回真的。

三种帮倒忙的做法要避开。一是加形容词，孩子写我蹬了两下腿，家长提示加个飞快地，真实感立刻没了，三年级作文的力量在动词不在形容词。二是改结尾，孩子写明天我还想去，家长觉得太淡，非要加上我懂得了坚持就是胜利，一句口号毁掉全文。三是催字数，三年级三百字左右是正常要求，写不满就补一个场景，别把一段话拉长重复。家长的角色是提问者 and 读者，不是作者，守住这条线，孩子这篇作文就是他自己写的。

A Parent's Guide: Three Questions When the Swimming

Essay Stalls

A third grader sits down to write the swimming essay, manages three lines, enrollment, class, I can swim now and I am happy, then starts chewing the pencil. Two parental reactions fail every time: ghost-writing, which teachers spot instantly, and menu-reading, feeding the child phrases like blue waves and free little fish, producing an adult essay in a child's handwriting. The right help is recovering memory, not supplying expression. Memory comes from narrow questions. One: on the first day at the pool, what were you doing at the edge, what did your hands hold, did your feet move; if blank, shrink the question, what color was the line you stepped on, was it cold. Two: was there a time water went up your nose, what did you say that day, what did the coach or mum say; this digs out the story's turning point, often the forgotten wish to quit. Three: the first time you moved on your own, even a meter, what did it feel like, any sound in your ears, what was your first sentence out of the water. Then the parent does one thing: lets the child write down his own words. If the child says I grabbed the edge for dear life, do not polish it into firmly grasped the pool rim; the raw sentence is the good sentence. Avoid three harms: adding adjectives that kill the verb's honesty, rewriting the flat ending into a persistence slogan, and padding for word count by repeating a paragraph. The parent is questioner and reader, never the author.

泳池边素材库：三年级写学游泳，这些细节随手可用

写学游泳作文，三年级孩子最难的不是句子，是没东西可写：时间隔了一个暑假，泳池的事忘得差不多了。这里按四个场景整理一份细节清单，孩子一条条对照自己的经历，想起来的就用，想不起的划掉，用自己的话写进作文。没经历过也别照抄，抄来的细节经不起老师一问。

场景一：下水前。脚趾抠住池边瓷砖，瓷砖被太阳晒得发烫；泳镜戴上去眼眶被吸住，眨眼睛的时候眼皮跟着动；水漫到肚子的时候皮肤起了一层小疙瘩；站在浅水区装得很镇定，其实手在背后偷偷抓教练的胳膊；听见广播里扑通扑通的落水声，轮到自己时心跳比那声音还响。挑两三个写，怕水就出来了。

场景二：呛水时。水从鼻子进去，耳朵里像塞了棉花，嗡嗡的；咳得弯下腰，嘴里发苦；泳镜起雾，眼前白茫茫一片，抓谁的手都抓不准；想说话，出口只有咳声；上了岸蹲在池边，湿头发贴在脸上，心里想我大概学不会了。这一段是全文最重的，选两三个细节慢慢写。

场景三：扶浮板。浮板拍在水面上啪啪响，胳膊震得发麻；蹬腿的时候脚后跟打水，打出一串小水花；眼睛盯着对岸一条瓷砖缝，只敢看它不敢看水；教练在身后喊蹬腿蹬腿，声音忽远忽近；挪到一半不敢动了，假装看泳帽，其实是腿僵了。这些细节写出来，尝试的过程就不空。

场景四：学会的瞬间。蹬壁以后耳朵灌满水声，世界忽然安静了；手臂划了几下，脚踩到对岸的池壁，脚底打滑赶紧站稳；摘掉泳镜发现对岸有人在鼓掌，愣了两秒才反应过来是给自己鼓；想再游一次，嘴上说累了，身体已经走回出发的那一端。学会的高兴不用写高兴两个字，这些反应里全有。

最后一句提醒：清单是引子，不是答案。老师一眼能看出抓瓷砖是孩子的记忆还是抄来的，区别在于孩子能不能讲出细节后面的事。所以用之前先问自己：这个我经历过吗，后面有没有一个故事。有，它就是你的好素材；没有，划掉，去问自己真正记得的那件事。

A Poolside Detail Bank: Ready-to-Use Details for Young Swimmers' Essays

For third graders the hardest part of a swimming essay is not sentences but emptiness: the pool memories faded over one summer. This detail bank is sorted into four scenes. Children should check each item against their own experience, keep what they remember, cross out what they do not, and rewrite the keepers in their own words. Never copy what never happened; borrowed details collapse under one teacher's question. Scene one, before entering the water: toes gripping sun-hot tiles, goggles sucking at the eye sockets, skin prickling as water reaches the belly, pretending calm while secretly holding the coach's arm from behind. Scene two, choking: water up the nose, ears stuffed with cotton, coughing doubled over, goggles fogging white, reaching for a hand and missing, squatting at the edge thinking I probably cannot learn. Pick two or three and write them slowly. Scene three, with the float board: the board slapping and buzzing the arms, heels kicking up sprays, eyes locked on one tile seam across the pool, the coach's voice drifting near and far. Scene four, the moment of mastery: the world going quiet under the push-off, feet finding the far wall and slipping, removing fogged goggles to find applause meant for you, walking back to the start while saying you are tired. The bank is a trigger, not an answer. Before using an item, ask: did this happen to me, is there a story behind it. If yes, it is yours; if no, cross it out and go find the memory that is real.