

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.