

400字范文《暑假里的十节课》与逐段点评

下面是一篇假设的四年级学生范文《暑假里的十节课》，全文约400字，先读一遍，再逐段看它做对了什么。

范文第一段：暑假里，妈妈给我报了游泳培训班，一共十节课。第一天站在池边，池水蓝得发深，我腿有点软，死活不肯下水。点评：开头没有写夏天多热、游泳多重要，直接站到池边。腿有点软是身体反应，死活不肯下水是动作，两句话就把怕水的状态立住了，这是开头该有的样子。

范文第二段：第一节课练憋气。教练说深吸一口气，把脸埋进水里。我数到七，耳朵里嗡嗡响，猛地抬起头，水珠挂在睫毛上。同桌的小宇能憋十五秒，我只憋了八秒。点评：这一段全部是具体画面：数到七、嗡嗡响、睫毛上的水珠。小宇的十五秒是对照，不用写我很羡慕，差距本身就带出心情。写同学时只写一个名字一个数字，不展开他的故事，主次清楚。

范文第三段：第五节课练蹬腿。扶着池边，腿伸直，脚背绷平，啪啪地打水。练了二十分钟，腿酸得抬不起来，池底的蓝线在我眼前晃。我想过不来了，可第二天还是去了。点评：练蹬腿的过程用了三个短动作：伸直、绷平、打水，节奏像动作本身。想过不来了，可第二天还是去了，这一句是全文的心理转折点，没有喊坚持就是胜利，只写了行为，行为本身就是坚持。

范文第四段：最后一节课，教练让我从这头游到那头，二十五米。我蹬着腿，胳膊划着水，中间换了两口气，手碰到了池壁。我愣了一秒，低头看自己的脚，真的到了对岸。点评：游完25米只用了四句话，最关键的是愣了一秒和低头看脚这两个反应。成功时刻人不一定欢呼，更多是不敢相信，写不敢相信比写我高兴极了真实。

范文结尾：十节课上完了，我学会了游泳。浮板还留在池边，我已经不需要它了。点评：结尾一句话交代结果，一句话告别道具。浮板在第二、三、四段都出现过，最后一句让它退场，全文就收住了。模仿这篇范文，先学它的字数分配和道具，再学它用身体反应写心情。

A Sample 400-Word Essay: Ten Lessons in Summer, with Paragraph-by-Paragraph Comments

Below is a sample essay of about 400 words written from a fourth grader's point of view, titled Ten Lessons in Summer. Read it once, then see paragraph by paragraph what it does right.

Paragraph one: During the summer holiday, my mom signed me up for a swimming course, ten lessons in all. On the first day I stood at the edge of the pool. The water looked so blue it was almost dark, and my legs felt weak. I refused to get in. Comment: The opening skips talk about the heat or the importance of swimming and puts the reader at the poolside. Weak legs are a body reaction, and refusing to get in is an action. Two sentences set up the fear, which is exactly what an opening should do.

Paragraph two: Lesson one was breath holding. The coach said take a deep breath and put your face in the water. I counted to seven, my ears started buzzing, and I jerked my head up with water drops on my eyelashes. My desk mate Xiao Yu could hold for fifteen seconds; I only managed eight. Comment: This paragraph is all concrete images: counting to seven, the buzzing, the drops on the lashes. The fifteen seconds form a contrast, and the gap itself carries the feeling without saying I was jealous. The classmate gets one name and one number, keeping the focus on the writer.

Paragraph three: In lesson five we practiced leg kicks. Holding the edge, legs straight, toes pointed, splashing away. After twenty minutes my legs were too sore to lift, and the blue line at the bottom of the pool swam before my eyes. I thought about quitting, but I went the next day anyway. Comment: The kicking process uses three short actions: straighten, point, splash, and the rhythm matches the movement itself. Thinking of quitting but showing up the next day is the turning point. No slogan about perseverance, just a behavior, and the behavior is the perseverance.

Paragraph four: In the last lesson the coach told me to swim from this end to that end, twenty-five meters. I kicked, pulled through the water, took two breaths on the way, and my hand touched the wall. I froze for a second, looked down at my feet, and I really was at the other side. Comment: The 25 meters take only four sentences, and the key ones are freezing for a second and looking down at the feet. When people succeed they do not always cheer; more often they cannot believe it. Writing disbelief is truer than writing I was so happy.

The ending: Ten lessons were over, and I had learned to swim. The float board stayed by the pool. I did not need it anymore. Comment: One sentence reports the result, one sentence says goodbye to the object. The float board appeared in paragraphs two, three, and four, and letting it exit at the end closes the essay cleanly. To learn from this model, copy the word distribution and the object first, then learn how body reactions carry the feelings.