

小溪边的夏天怎么写：用五感观察法把画面写具体

不少同学写小溪边的夏天，翻来覆去只有一句这里很美。老师想看到的画面写不出来，问题出在观察：你只是看了一眼，没有把眼睛、耳朵、手、鼻子都用上。五感观察法就是挨个问自己五个问题，每个问题都记下答案，素材自然就多了。

先看。溪水的颜色不是简单的清，阳光下的水面会闪，像撒了一把碎银子。溪底的鹅卵石有大有小，颜色各不相同，有的青灰，有的带花纹。看的时候要把形状、颜色、位置说清楚，比如鹅卵石铺在溪底，大的像鸡蛋，小的像弹珠。

再听。溪水声不是一种声音：水浅的地方流过石头，发出沙沙声；水撞到大石头，哗啦一声溅起水花；远处偶尔还有鸟叫和蝉鸣。写溪水声时别只写哗哗，试着分辨几种不同的响法，声音就有了层次。

接着摸。把手伸进溪水，凉意一下子包住手腕；捞起一颗鹅卵石，表面被水冲得滑溜溜，没有一点棱角。脚踩进溪底，石头硌着脚心，有点痒。手摸和脚踩是两种感觉，分开写，读者就像自己也下了水。

最后闻。溪边有湿石头的气味，水草被太阳晒出一点腥气，草丛里可能还有野花的味道。闻到的东西最容易被忽略，写一句就比别人的作文特别。

素材齐了，开头结尾可以套用现成句式。开头：夏天最热的时候，我家门前的小溪就成了乐园。结尾：太阳落山了，我踩着夕阳回家，溪水声还在耳朵里哗哗地响。开头点出地点和时间，结尾用声音收住，全文就不会空洞。写之前还可以准备一个小本子，把五个问题的答案各记一两个词，动笔时照着答案扩句，五分钟就能列出一份不空洞的提纲。

How to Write Summer by the Creek: Make the Scene Concrete with Five-Sense Observation

When writing about summer by the creek, many students can only say it is very beautiful. The scene the teacher wants to see never appears, and the problem lies in observation: you only glanced, instead of using eyes, ears, hands, and nose together. Five-sense observation means asking yourself five questions one by one and writing down each answer; material then comes naturally.

Look first. Creek water is not simply clear; in sunlight the surface flickers like a handful of scattered silver coins. Pebbles on the bottom come in different sizes and colors, some gray-green, some with patterns. When you look, state shape, color, and position clearly: pebbles carpet the creek bed, the big ones like eggs, the small ones like marbles.

Then listen. Creek water makes more than one sound: shallow water brushing over

stones whispers; water hitting a big rock splashes loudly and throws up sprays; far away there may be birdsong and cicadas. Do not just write that the water roars. Tell the different sounds apart and the sound gains layers.

Next touch. Put your hand into the water and coolness wraps your wrists at once; pick up a pebble and its surface, washed by years of current, is smooth with no edge. Step onto the bottom and the stones press your soles, a little ticklish. Hand-feel and foot-feel are different; write them separately and readers feel they stepped into the water too.

Finally smell. The creek side carries the scent of wet stone, a faint grassy fishiness from sun-baked water plants, maybe wildflowers in the grass. Smells are the easiest thing to miss, so one sentence about scent makes your essay stand out.

With the material ready, reuse ready-made sentence patterns for the opening and ending. Opening: In the hottest days of summer, the creek in front of my house becomes a playground. Ending: When the sun went down, I walked home through the sunset, and the sound of the creek was still roaring in my ears. The opening fixes place and time; the ending closes on sound, and the whole essay stops being empty. Before writing, keep a small notebook and jot one or two words for each of the five questions; when you draft, expand those answers into sentences, and an outline that is not empty takes five minutes.

一篇小溪边的夏天范文逐段点评：溪水声、鹅卵石、水花这样落地

下面点评一篇四年级同学写的溪边范文，全文四百多字，三个必用素材都落了地，适合对照学习。先看第一段：夏天一到，村口的小溪就热闹起来，水从石头上跳过去，一路哗哗地响，像在跟谁吵架。点评：这句写溪水声用了跳和吵架两个词，声音立刻有了性格。好处是把水声当成了人来写，坏处是吵架略带火气，如果想写欢快一点，可以换成唱歌或说笑。

第二段写鹅卵石：我蹲下来，看见溪底的鹅卵石，圆的、扁的、半截埋在沙里的，最大的一颗上面有一道白纹，像画上去的。我把它捞上来，表面滑得握不住，又放回水里。点评：这段先写看，再写捞和摸，两个感官连着用，顺序跟做游戏的顺序一致。白纹这个细节最值钱，它是只有认真看过才写得出的东西。可改进处是圆的、扁的后面可以再补一个颜色，画面更完整。

第三段写水花：弟弟一脚踩进水里，水花溅起来，落在我的胳膊上，凉丝丝的。阳光照着水花，亮了一下就没了。点评：这段先写动作再写感觉，最后用亮了一下就没了收住，抓住了水花转瞬即逝的特点。这个收法值得学：写易消失的东西，就用一句它消失了来结尾。

把三段连起来看，范文的成功处在于每段只抓一个素材，写透再换下一个。同学自己写的时

候最怕一段里塞进所有东西，溪水声、石头、水花挤在一起，哪个都没写清。学这篇的段落分工，比背它的句子更有用。建议你把这篇范文和自己写的放在一列对照，用铅笔圈出它每段的第一句，看看是不是每句都先交代了要写哪个素材，这个习惯养成后，写景作文就不容易跑题。

A Sample Creek-in-Summer Essay Reviewed Paragraph by Paragraph: Water Sound, Pebbles, and Splashes at Work

Below is a review of a sample essay by a fourth grader about the creek in summer. The essay runs over four hundred words, uses all three required materials, and is worth studying side by side. Paragraph one: When summer arrives, the creek at the village entrance comes alive; water leaps over stones, roaring all the way along as if quarreling with someone. Review: the verbs leap and quarrel give the water sound a personality. Treating the sound as a person works well; quarrel carries a bit of anger, so for a cheerier tone swap it for singing or chatting.

Paragraph two handles pebbles: I squatted and saw the pebbles on the bottom, round ones, flat ones, half-buried in sand; the largest bore a white stripe like a painted line. I fished it up, its surface too slippery to hold, and put it back. Review: this paragraph looks first, then scoops and touches, linking two senses in the order of an actual game. The white stripe is the most valuable detail, the kind only careful looking can produce. One improvement: add a color after round and flat to complete the picture.

Paragraph three handles splashes: my little brother stomped into the water, splashes flew up and landed on my arm, cool and fine. Sunlight lit the splashes for a moment, then they were gone. Review: action first, sensation next, and the line then they were gone captures how splashes vanish in an instant. Steal this closing move: when writing something that disappears fast, end with the sentence that tells it disappearing.

Read the three paragraphs together: the essay succeeds because each paragraph grabs only one material and writes it through before moving on. The biggest risk in your own writing is cramming everything into one paragraph, water sound, stones, and splashes jostling so none comes out clear. Learning this division of labor matters more than memorizing its sentences. Put this sample beside your own draft and circle the first sentence of each paragraph with a pencil, checking whether each one names the material it will develop; once the habit forms, scene essays stop drifting off topic.

写溪边作文的四个毛病和一套可套用句式：改完就能交

溪边作文的毛病很集中，改起来也有套路。下面四个毛病按出现频率排，每个都配自查方法和改法，最后给一套可以直接套用的句式。

毛病一：全篇只写很美。自查方法是数作文里出现几次美、漂亮、好看，超过两次就中招。改法是把美换成证据：不说溪水很美，说阳光下的水面闪得像碎银子。读者自己会得出美的结论，这比直接喊美有力得多。

毛病二：素材堆在一段。溪水声、鹅卵石、水花挤在同一段里，每个都只有一句。自查方法是看段落长度，超过六行且话题换了三个，就是堆了。改法是一段一个素材，写够三四句再换，段落分工清楚，全文自然有层次。

毛病三：声音没有层次。全文只有一个哗哗。改法是回忆或重看溪边的场景，把水声拆成两三种：浅水过石头的沙沙声，水撞大石的哗啦声，加上远处的鸟叫蝉鸣。写的时候按由近到远排，声音就有了远近。

毛病四：结尾喊口号。夏天真美啊、我爱小溪这类结尾空洞。改法是用动作或声音收尾，比如我踩着夕阳回家，溪水声还在耳朵里响。收尾落在具体的画面上，情感不用喊也能感觉到。

可套用句式如下。开头三选一：夏天最热的时候，我家门前的小溪就成了乐园；一到暑假，村口的小溪就成了我们的天下；记忆里的夏天，总是带着小溪边的凉气。结尾三选一：太阳落山了，溪水声还在耳朵里哗哗地响；回家的路上，胳膊上的溪水已经干了，凉丝丝的感觉还在；我答应小溪，明年夏天还来。套用之后记得把地点、人名换成自己的，句子才不别扭。改完最后通读一遍，凡是出现美、高兴这类抽象词，就问自己证据在哪，找不到就删掉换成一个画面，作文的分数往往就是这样一句一句提上去的。

Four Flaws in Creek Essays Plus a Set of Reusable Sentence Patterns

The flaws in creek essays are concentrated, and the fixes follow a routine. The four flaws below are ranked by frequency, each with a self-check method and a fix, followed by a set of sentence patterns you can reuse directly.

Flaw one: the whole essay only says it is beautiful. Self-check by counting how many times beautiful, pretty, or nice appears; more than twice means you are caught. Fix it by replacing the label with evidence: do not say the creek is beautiful, say the sunlit surface flickers like scattered silver coins. Readers will reach the conclusion on their own, which hits harder than shouting it.

Flaw two: materials piled into one paragraph. Water sound, pebbles, and splashes crowd into the same paragraph, one sentence each. Self-check by checking paragraph

length: over six lines with three topic switches means a pile-up. Fix it by giving each paragraph one material and writing three or four sentences before switching; clear division of labor gives the essay layers.

Flaw three: flat sound. The essay has only one roar. Fix it by recalling or rewatching the scene and splitting the water sound into two or three kinds: shallow water whispering over stones, water slapping a big rock, plus distant birdsong and cicadas. Arrange them from near to far and the sound gains depth.

Flaw four: slogan endings. Lines like what a beautiful summer or I love the creek are empty. Fix it by closing on an action or a sound, for example I walked home through the sunset, the creek still roaring in my ears. Landing on a concrete scene lets readers feel the emotion without being told.

Reusable patterns follow. Opening, pick one: In the hottest days of summer, the creek in front of my house becomes a playground; Once summer vacation starts, the creek at the village entrance becomes our kingdom; The summer in my memory always carries the coolness of the creek side. Ending, pick one: When the sun went down, the creek was still roaring in my ears; On the way home, the water on my arm had dried, but the cool feeling stayed; I promised the creek I would come back next summer. After reusing, swap in your own place and names so the sentences fit. Finally, read the whole draft once more: whenever an abstract word like beautiful or happy appears, ask where its evidence is, and if there is none, replace it with a scene. Essay scores rise sentence by sentence exactly this way.