

整理房间作文的写法：乱桌面、摆书、妈妈检查，三步各怎么落笔

写我把房间收拾得干干净净，让妈妈笑了，四百字左右，要写乱糟糟的桌面、分类摆书、妈妈检查时的表情。先把字数切成三块：乱桌面写九十字，收拾过程写一百八十字，妈妈检查写一百三十字，开头一句话交代时间就行，比如周六一早妈妈加班去了，我在家决定干一件大事。

乱糟糟的桌面要乱得具体。别写我的桌子特别乱，要写乱成什么样：橡皮滚到笔盒外面，咬过一口的铅笔头躺在一半写完的作业本上，课外书压着数学卷子，卷子上还有一块昨天滴的果汁印。写三到五样东西，每样带一点状态，读者一眼就看见那张桌子。

分类摆书是收拾过程里最该放慢的地方，给它最多的字数。动作按顺序拆：先把书全抱出来堆在床上，床变成了一座小山；再一本一本分，课本摆成一列，故事书摆成一列，卷边的画册单独放最下面；最后上书架，高的放上层，天天翻的放下层，手一伸就能够到。心理描写夹在动作缝里：分到最后一本发现一张画了一半的恐龙，扔还是留，捏着那张纸想了三秒，决定贴在书桌抽屉上。心理一夹，收拾就不像流水账了。

妈妈检查这块，表情要分先后写。妈妈先进门，眼睛在屋里扫一圈，这是第一层：愣住。然后她走到书架前，抽出一本故事书看看背面又放回去，这是第二层：不信。最后她转过身，嘴角先翘，眼睛跟着亮，蹲下来问我这是不是我自己弄的，这是第三层：笑。三层写完，妈妈笑了四个字可以不出现，读者已经看见了。

结尾点题别喊口号。用一个小动作收尾：妈妈把我乱塞进沙发缝的袜子扔回衣柜，顺手把我头发揉乱了。或者用一句话：妈妈说这屋子比她收拾得还细。点题的诀窍是把懂事两个字藏进动作和对话里，全文不出现懂事，读者自己读出来。

写完自查三件事：桌面乱不乱得能数出东西，摆书有没有拆成抱、分、上架三步，妈妈的笑有没有愣、不信、笑三层。三样都在，这篇就立住了。

How to Write the Room-Cleaning Essay in Three Moves

To write the essay about tidying my room until mom smiled, around four hundred words, the outline asks for a messy desk, sorting books, and moms face while inspecting. Cut the word count into three blocks: ninety for the messy desk, one hundred eighty for the cleaning process, one hundred thirty for moms inspection. One opening sentence sets the time, such as: mom went to work on Saturday morning, and I decided to do something big at home.

The messy desk must be messy in a countable way. Do not write that my desk was very untidy. Write what was on it: an eraser rolled outside its pencil case, a half-bitten pencil lying on a half-finished homework book, a story novel crushing a math

test paper with yesterday juice stain on it. Three to five objects, each with a little condition attached, and the reader sees that desk at once.

Sorting books is where the process should slow down, so it gets the most words. Break the actions in order: first carry every book out and pile them on the bed, which turns into a small mountain; then sort one by one, textbooks in one stack, storybooks in another, the bent-corner picture books alone at the bottom; finally onto the shelf, tall books up high, daily reads down low where a hand can reach. Tuck the thinking between actions: at the end I find a half-drawn dinosaur, throw it or keep it, I hold the paper for three seconds and decide to tape it inside the desk drawer. One thought tucked in, and the cleaning stops reading like a list.

In the inspection block, write moms face in layers. She walks in first, eyes sweeping the room, layer one: frozen. Then she goes to the shelf, pulls out a storybook, checks its back cover, puts it back, layer two: disbelief. Finally she turns around, the corners of her mouth lift first, her eyes follow, she squats and asks if I did all this myself, layer three: the smile. With three layers done, the words mom smiled never need to appear; the reader has already seen it.

For the ending, do not shout a slogan. Close with a small action: mom tosses the sock I had shoved into the sofa crack back into the wardrobe, and ruffles my hair while she is at it. Or one line: mom says she could not have cleaned this well herself. The trick is hiding the word sensible inside actions and dialogue; the essay never says sensible, and the reader finds it alone.

Check three things after writing: is the desk messy enough to count, did the sorting break into carry out, sort, shelve, and does moms smile pass through frozen, disbelief, smile. All three there, and the essay stands.

范文点评：《书架上的恐龙》——一篇三年级整理房间作文的亮点与软处

下面这篇假设的范文约四百二十字，小作者三年级，题目叫书架上的恐龙。我们一段段看，亮点标出来可以直接背走用，软处给改法。

第一段原文：周六妈妈去上班，我看着乱糟糟的房间，心想：我要给妈妈一个惊喜。点评：一句话交代时间、起因、目的，干净。软处是乱糟糟三个字太笼统，改成我踢开地上的袜子才找到门口，笼统就变成了画面。

第二段原文：我的书桌上，橡皮不见了，笔盒张着嘴，作业本和书堆成小山，果汁印在卷子上像一朵云。点评：这段是全文最亮的地方。笔盒张着嘴是拟人用得准，果汁印像云是观察细，

两处都可直接学。注意小山这个比喻和第二段的堆书会重复，后文换说法。

第三段原文：我把书全搬到床上，一本一本擦干净，按大小排好，放上书架。擦完我有点累，但很开心。点评：这段偷懒了。搬、擦、排、放四个动词挤成一句，每个都没展开，累但开心是空话。改法：把擦干净拆成一个具体动作，比如我用袖子擦掉故事书封面上的果汁印，擦的时候想起那是上周洒的。累但开心删掉，换成我直腰的时候捶了两下背。

第四段原文：妈妈回来了，她看了看房间，笑了，说宝宝真懂事。我心里比吃了蜜还甜。点评：妈妈的笑只有一下，没有过程，这是三年级作文最常见的毛病。改法：让妈妈先没发现，换鞋时踩到一张纸，捡起来发现是恐龙画，再抬头看书架，书架上书按大小排着，她愣了两秒才笑。比吃了蜜还甜这句也删，换成我把恐龙画从她手里抢回来，贴到抽屉上。

第五段原文：妈妈笑了，我真懂事。点评：结尾把题目和中心思想各抄一遍，是凑字数写法。改法：删掉这两句，停在抢画贴画那个动作上，题目妈妈笑了已经在第四段完成，中心思想懂事让读者自己说。

整篇看，亮在比喻和观察，软在动词不展开、笑没有过程。把第三段拆慢、第四段加愣两秒，这篇就从及格线升到优秀。

Reviewing a Third-Graders Room-Tidying Essay

The sample below, about four hundred and twenty words, is by a third grader titled The Dinosaur on the Shelf. Paragraph by paragraph: bright spots can be memorized and reused, soft spots come with fixes.

Paragraph one: on Saturday mom went to work, and I looked at the messy room and thought, I will give mom a surprise. Comment: one sentence covers time, cause, and purpose, clean. The soft spot is the word messy being too vague; change it to I kicked a sock on the floor before finding the door, and vague becomes a picture.

Paragraph two: on my desk the eraser was missing, the pencil case sat with its mouth open, homework and books piled into a small mountain, and a juice stain on the test paper looked like a cloud. Comment: the brightest paragraph. The pencil case with its mouth open is a precise personification, and the juice cloud shows careful observation; both worth stealing. Note that small mountain repeats with the book pile later, so change the later wording.

Paragraph three: I carried all the books onto the bed, wiped them clean one by one, arranged them by size, and put them back on the shelf. I was a little tired but very happy. Comment: this paragraph takes a shortcut. Carry, wipe, arrange, place, four verbs crammed into one sentence, none opened up, and tired but happy is empty talk. Fix: split wiped clean into one concrete action, like rubbing the juice stain off the storybook cover with my sleeve, remembering it was spilled last week. Delete

tired but happy; replace it with me pounding my back twice when I straightened up.

Paragraph four: mom came back, looked at the room, smiled, and said what a sensible child. My heart was sweeter than honey. Comment: the smile happens only once with no process, the most common flaw in third-grade essays. Fix: let mom miss it first. Changing shoes, she steps on a paper, picks it up and finds the dinosaur drawing, then looks up at the shelf where books sit by size, and she freezes two seconds before smiling. Delete sweeter than honey; replace it with me snatching the drawing back from her hand and taping it to the drawer.

Paragraph five: mom smiled, and I am really sensible. Comment: the ending copies the title and the theme one time each, a word-count trick. Fix: delete both sentences and stop on the snatching-and-taping action. The title was already finished in paragraph four, and the theme sensible can be said by the reader alone.

Overall, the essay shines in metaphor and observation, and sags in unopened verbs and a smile with no process. Slow down paragraph three, add the two-second freeze in paragraph four, and it climbs from passing to excellent.

故事：床底下的秘密——一次没收拾完美的房间，妈妈为什么还是笑了

周六我决定给妈妈一个惊喜：把房间收拾得干干净净。所谓干净，是把看得见的地方都摆整齐，看不见的地方眼不见为净。书按大小上了书架，桌面擦出一块白，被子叠成方块。至于笔盒里三个月没洗的彩笔、沙发底下的三只袜子、抽屉里揉成团的草稿纸，我全塞进了床底。塞的时候床底发出闷闷的一声，像藏了一个秘密。

下午四点门锁响，我坐在收拾好的书桌前装看书。妈妈进门，眼睛扫了一圈，脚步慢下来，走到书架前点头。我心里开始发飘，觉得自己已经懂事到可以上作文了。然后她去阳台拿扫帚，扫帚柄横着扫过床底，把那一堆秘密扫了出来：三只袜子排成一列滚出来，最上面那只还是我上周赖床没穿的那只，草稿纸团骨碌碌滚到门口。

那几秒钟我记得很清楚。我手心出汗，书上的字一个也进不去脑子，等着挨说。妈妈蹲下去，先捡起那只袜子，又捡起一个纸团，展开看了一眼，又放下。她没回头，只问了一句：这些是你塞进去的，还是本来就在床底。我说是我塞的。声音小得自己都嫌丢人。

妈妈站起来，把袜子拎到衣柜前一只一只塞进脏衣篮，把纸团扔进垃圾桶，然后转过身，嘴角翘起来，眼睛弯弯的。她说：桌面擦得比我细，书架排得比我校服柜子还整齐，就是床底还欠一次。我也笑了。那天我明白一件事：干净不是把乱藏起来，是把乱处理掉，藏起来的乱会在扫帚柄碰到的那一刻全部回来。

后来这篇事写进作文，老师批了一句：扫帚柄扫出袜子那一段最真。你看，写妈妈笑了不一定要写完美的惊喜，写一个被拆穿的半吊子惊喜，笑反而更可信。要写这类故事，记住三拍：藏的时候多写一笔心虚，拆的时候让拆的东西具体，笑之前让妈妈先处理烂摊子再笑。顺序对了，故事自己会暖。

A Story: The Secret Under the Bed

On Saturday I decided to surprise mom: tidy my room until it was spotless. Spotless meant everything visible was neat and everything invisible was out of sight, hence clean. Books went onto the shelf by size, the desk was wiped white, the quilt folded into a square. As for the dried-up markers in the pencil case, three socks under the sofa, and crumpled draft papers in the drawer, I stuffed them all under the bed. The bed gave a muffled thud as they went in, like hiding a secret.

At four the lock clicked, and I sat at the tidy desk pretending to read. Mom came in, eyes sweeping once, her steps slowing as she went to the shelf and nodded. My chest started floating; I felt sensible enough to be written into an essay. Then she went to the balcony for the broom, and the broom handle swept sideways under the bed, dragging the whole pile of secrets out: three socks rolling out in a row, the top one the sock I had skipped while oversleeping last week, paper balls tumbling all the way to the door.

I remember those seconds clearly. My palms sweated, not one character on the page entered my brain, I waited to be scolded. Mom squatted, picked up the sock first, then a paper ball, unfolded it, glanced, and set it down. Without turning around she asked one question: did you put these under the bed, or were they always there. I said I put them there. My voice was so small I was ashamed of it myself.

Mom stood up, carried the socks to the wardrobe and dropped them one by one into the laundry basket, tossed the paper balls into the trash, then turned around, mouth corners lifting, eyes crescent-shaped. She said: the desk is wiped finer than mine, the shelf is neater than my wardrobe, but the bed still owes me one cleaning. I laughed too. That day I understood one thing: clean is not hiding the mess, it is handling the mess, and hidden mess all comes back the moment a broom handle touches it.

Later I wrote this into an essay, and the teacher marked one line: the broom sweeping out the socks is the truest paragraph. So writing mom smiled does not require a perfect surprise; a half-finished surprise that gets caught makes the smile more believable. To write this kind of story, remember three beats: while hiding, write one extra stroke of guilt; while catching, make the caught objects concrete;

before the smile, let mom deal with the wreckage first, then smile. Get the order right, and the story warms itself.