

两篇溪边日记对比：为什么一篇像记账，一篇像玩水

假设两篇三年级日记，同一天、同一个溪边。甲篇：今天我和妈妈去小溪玩水。我们先脱了鞋，然后我踩水，又捡石子。中午妈妈说回家。今天我们玩得很开心。乙篇开头一样，但中间写了我踩右脚炸开一圈水，凉鞋咕叽咕叽响，跟妈妈比谁踩得高，输了。两篇字数差不多，差别一眼可见。

第一处差别：甲篇什么都写，乙篇只写一件事。甲篇脱鞋、踩水、捡石子、回家，四件事各一行，每件都没写透，合起来像出门清单。乙篇把踩水一件事拆成几个小动作：抬脚、踩下、水炸开、溅到小腿。日记短，三百字装不下四件事，装一件事绰绰有余。选内容这一步，乙篇赢了。

第二处差别：甲篇没有声音，乙篇有咕叽咕叽和妈妈的喊声。甲篇写我踩水，水花溅起来，很好玩，很好玩三个字替读者把感受说完了，读者反而没感受。乙篇写水花溅了我一脸，妈妈笑得蹲下去，好玩藏在画面里。对比一下就能背下来：感受要么用声音和画面带出来，要么最多写一次，别替读者下结论。

第三处差别：甲篇没有一句人话，乙篇记了妈妈的原话。妈妈说不行，衣服全湿了，这句话一出来，妈妈这个人就站在岸上了。甲篇里妈妈只是一个功能，负责喊回家。教孩子记对话有个笨办法：回家路上把今天听到的话在心里背一遍，挑最像他口气的一句写进日记，加引号。

第四处差别在结尾。甲篇结尾今天我们玩得很开心，是喊出来的。乙篇结尾是我把三块石子摆在窗台上，明天再去看它们干没干。石子在不在、干没干，把开心变成了惦记。让三年级孩子自己读两篇结尾，他们也能说出哪篇更好，差别不在字数，在有没有把一件事真的写下去。

Two Stream Diaries Compared: Why One Reads Like a Ledger and One Like Real Play

Suppose two third grade diaries describe the same day at the same stream. Diary A reads: Today I went to the stream to play in the water with mother. First we took off our shoes, then I stomped water, then I picked up pebbles. At noon mother said let us go home. We had a great time today. Diary B starts the same way, but in the middle it describes stomping the right foot so the water bursts in a ring, the sandals going squelch-squelch, and losing a contest against mother to see who stomps higher. The two are about the same length, and the difference is obvious at a glance.

First difference: A writes everything, B writes one thing. A lists taking off shoes, stomping, picking pebbles, going home, one line each, none of them written through, so together they read like an outing checklist. B breaks one act, stomping, into small moves: lifting the foot, slamming down, water bursting, spray on the calves. A diary is short; three hundred characters cannot hold four events but easily holds one. On choosing content, B wins.

Second difference: A has no sound, B has squelch-squelch and mothers shout. A

writes that the splash rose and it was very fun, and those three words finish the feeling for the reader, leaving the reader with nothing. B writes that the spray hit my whole face and mother laughed so hard she squatted down; the fun hides inside the picture. Memorize the contrast: bring feeling out through sound and image, or state it at most once, never conclude for the reader.

Third difference: A has no human speech, B records mothers exact words. When she says no, your clothes are all soaked, the person of mother suddenly stands on the bank. In A, mother is only a function whose job is calling everyone home. There is a simple trick for teaching dialogue: on the way home, replay in your head everything you heard today, pick the line that sounds most like the speaker, and write it in quotation marks.

The fourth difference is the ending. A ends with we had a great time, shouted at the reader. B ends with I set my three pebbles on the windowsill and will check tomorrow whether they dried out. Whether the pebbles are there and whether they are dry turns happiness into looking forward. Let a third grader read both endings aloud, and they can tell which is better: the gap is not word count but whether one thing was truly written through.