草莓观察日记的三个时段怎么写：开花、变红、摘下来吃

《四年级我爱吃的水果观察日记400字：窗台上的草莓》点名了三个时段：开花、结果变红、摘下来吃。观察日记是一条一条记的，这三个时段正好是三条最要紧的日记。每一条怎么写实，一个一个说。

先说日记的格式。每条有日期，一条只写当天看到的。别把下周才红的草莓写进这周的日记里。孩子会抱怨连着几天没得写，告诉他「今天没有变化」也是一条：苗在安静地长，这也是真观察。日记还比任何一节课都更教耐心，孩子会明白草莓不是一天长出来的，等待也是种草莓的一部分。

时段一，开花。别写「开出了美丽的白花」，数：开了几朵、一朵几片花瓣、中间是什么颜色。草莓花五片白花瓣，中间一簇黄色花蕊。再写花后来怎么了：花瓣干了掉了，花的底下鼓起来变绿。很多孩子以为花谢了草莓就没了，其实花的底下变成了草莓。这个发现值得单独记一条。

窗台上一般没有蜜蜂，家长会拿小刷子从这朵花扫到那朵花帮忙授粉。这是真场景，值得写。孩子自己接过刷子扫花，就是这条日记里最活的一句。

时段二，变红。这条的关键是把颜色写成几个阶段。草莓从绿变白再变红，红是从尖尖开始、往把儿那边扩的。别写「草莓红了」，写哪头先红、哪头还白。让孩子用手碰一碰：红的地方还硬，没软。皮上的籽也值得写：草莓的籽全长在果子外面，数籽是孩子愿意干的事，数完顺手就写进日记了。

时段三，摘下来吃。怎么摘：把儿一掐就断，或者手指一拧就下来。多大：跟大拇指比、跟手心比。味道别写「真甜」，写尖是甜的、靠近把儿是酸的；或者写闻着香、吃着淡；或者写里面有点空心。窗台上种的草莓通常比买的酸、比买的小，这不要紧，写出来就比「好吃极了」好。

三个时段隔了一个多月，孩子容易中途没兴趣。办法是每天固定一个时间一起去看，比如晚饭后两分钟。天天看，才能天天写。

观察日记最常见的毛病是月底一次补完，每条日期都一样，每条草莓都熟了。这种日记没有时间顺序。真的时间顺序藏在细节里：写花谢的那条一定在写青果的那条前面，写白着一半的那条一定在全红的那条前面。

400字的分配建议：开头一两行交代苗怎么来的，开花一百二十字，变红一百二十字，摘下来吃一百二十字，结尾一行写另一颗还没熟。

最后检查一遍：把日记从头读，能不能说出哪一天苗是什么样子。能，这篇日记就成立；说不出，回到那条日记，再补一件当天真看到的事。

The Three Entries of a Strawberry Diary: Flowering, Turning Red, and the First Bite

The outline for the fourth grade observation diary titled Strawberries on the

Windowsill requires three time periods: flowering, the fruit turning red, and picking and eating. An observation diary is written entry by entry, and these three periods are exactly the three most important entries. Here is how to make each entry stand.

First, the diary format. Every entry carries a date, and one entry records only what was seen on that day. Do not write next week's red fruit into this week's entry. A child may complain that several days in a row have nothing to write. Tell him that nothing changed today is a legal entry: the plant was simply growing quietly, and that is a real observation too. A diary also teaches patience better than any lesson. The child learns that a strawberry is not made in a day, and that waiting is part of growing it.

Period one, flowering. Do not write a beautiful white flower bloomed. Count instead: how many flowers opened, how many petals each has, what color the center is. A strawberry flower has five white petals, and its center is a cluster of yellow stamens. Then write what happened to the flower afterward. The petals dry up and fall off, and the base of the flower swells and turns green. Many children assume that when the flower dies the strawberry disappears, when in fact the bottom of the flower becomes the strawberry. This discovery deserves a whole entry of its own.

On a home windowsill there are usually no bees, and a parent helps by sweeping a small brush from flower to flower so the flowers can set fruit. This is a real scene and worth writing. The child taking the brush himself and sweeping it over the flowers is the liveliest line in the entry.

Period two, the fruit turning red. The key is to write the color in stages. A strawberry fruit goes from green to white to red, and the red starts at the tip and spreads toward the stem. Do not write the strawberry turned red. Write which end turned red first and which end is still white. Let the child touch it: the red part is still firm, not soft yet. The seeds on the surface are also worth writing about. A strawberry carries all its seeds on the outside of the fruit, and counting them is something children gladly do, so the count ends up in the diary by itself.

Period three, picking and eating. Write how it is picked: the stem pinches off easily, or twists off with the fingers. Write how big it is by comparing it with a thumb or a palm. Write the taste without using so sweet. Write that the tip is sweet and the part near the stem is sour, or that it smells fragrant but tastes plain, or that it is a little hollow inside. A windowsill strawberry is usually smaller and more sour than a store-bought one, and that is fine. Writing it truly is better than writing that it was delicious beyond words.

The three periods are spread over more than a month, and a child may lose interest halfway. The fix is to look at the plant together at a fixed time every day, after dinner for two minutes. Only a child who looks every day can write every day.

The most common flaw in observation diaries is writing the whole month in one sitting at the end, with every entry dated the same day and every strawberry already ripe. Such a diary has no time order. Real time order hides in the details: the entry about the withered flower must come before the entry about the green fruit, and the entry about the half-white strawberry must come before the entry about the fully red one.

For four hundred characters, a good split is: one or two opening lines for how the plant arrived, one hundred twenty for the flowering period, one hundred twenty for the turning red period, one hundred twenty for the picking and eating period, and one closing line about the other strawberry that is not ripe yet.

One final check: read the diary through and see whether you can tell what the plant looked like on each date. If you can, the diary works. If you cannot, go back to that entry and add one more thing the child actually saw that day.