

《一碗面的旅程》三个画面逐一点评：气泡、翻滚、端碗

提纲要求三个画面：水开的气泡、面条翻滚、端碗时的小心。这三处正好是煮面过程里最有戏的三个时刻，可以逐点来看怎么写、怎么改。

水开的气泡是开篇画面。不少同学会写水开了，我把面放进去，这是报告，不是画面。更好的办法是给气泡一个过程：先是几个小气泡贴在锅底不肯走，接着一串挣脱上去，最后整锅水轰地响起来，顶得锅盖发抖。气泡的变化和孩子心跳的变化可以对照着写，开篇的张力就有了。

面条翻滚是核心画面，关键在动作和声音两路。面条下锅时啪的一声，筷子搅出一个小小的漩涡，水再开时白沫涌到锅沿又退回去。点评样诗时检查这两路：诗句写了面条在锅里转圈，动作就有了；再写白沫冲上来又落下去，声音也有了。两路齐全，画面才算立住。

端碗时的小心是收束画面，也最容易写平。我小心地把碗端上桌什么也没说；换成碗里的面还在颤，我的手也在颤，两种颤让我自己笑出了声，小心就看得见了。这个画面要承担全诗的情绪落点：第一次做饭的得意，恰恰藏在那份小心翼翼里。

评同学的诗可以照这个标准核对：三个画面是不是各自有动作和声音？是不是被时间顺序串成一条线？有没有一行让人笑或者让人停一下？三条都做到，诗就成立；缺哪一条，就只改那个画面，其余部分不动，改起来负担小，也不容易把诗改散。

Reviewing Three Pictures in A Bowl of Noodles: Bubbles, Rolling, Careful Carrying

The outline asks for three pictures: the bubbles when the water boils, the noodles rolling in the pot, and the care when carrying the bowl. These three moments are exactly the three strongest points in the process of cooking a bowl of noodles, and each one deserves a close look at how it is written and how it can be improved.

The bubbles are the opening picture. Many students write the water boiled and I put in the noodles, which is a report, not an image. A better way is to give the bubbles a small story: first a few tiny bubbles stuck to the bottom of the pot, refusing to move, then a chain of them breaking free, and finally the whole pot roaring and making the lid tremble. The change of the bubbles can mirror the change of the child's heartbeat, and putting the two side by side gives the opening its tension.

The rolling noodles are the central picture, and the key is movement and sound, two channels at once. The noodles hit the water with a splash, the chopsticks stir a small whirlpool, and when the water boils again the white foam climbs to the rim of the pot and falls back. When you review a sample line, check both channels: if the line says the noodles spin round and round, the movement is there; if it also says the foam rushes up and drops back, the sound is there. A picture with both channels

stands up; one with only a single channel still looks flat.

Careful bowl-carrying is the closing picture, and the one most often written thin. I carried the bowl to the table carefully says almost nothing. Try the noodles in the bowl are still shaking, my hands are shaking too, and the two shaking made me laugh out loud, and the carefulness becomes visible at once. This picture should carry the emotional landing of the whole poem, because the quiet pride of a first cooking is hidden inside that carefulness.

When you review a classmate's poem, use this standard: does each of the three pictures have its own movement and sound? Are the pictures tied together by the time order into one line? Is there one line that makes the reader laugh or stop? If all three answers are yes, the poem works. If any answer is no, fix that picture only and leave the rest untouched, so the revision stays small and the poem does not fall apart.