

一支红笔的来历：小故事怎么写出起因经过结果

写老师的小故事，情节不用大，一条小线索就够：一支红笔。红笔好，因为它天天出现在作业本上，每个小学生都认识它。用它串起因经过结果，故事自己会长出来。

起因要小，要具体。别写老师工作辛苦，写一个具体的麻烦：周三下午，老师批改第三排的听写本，红笔写到最后一个字不出水了。换一支，还是不出水。拉开笔芯一看，空了。抽屉里翻了个遍，只剩一支蓝笔。这就是起因：一个当天必须解决的小麻烦。起因的标准是读者能马上明白麻烦在哪，而且麻烦不大，但绕不过去。

经过要有两次小波折。第一次：老师先用蓝笔改，改了两本，停住了——蓝笔改的字和学生的黑字混在一起，看不清哪里是批注。第二次：老师放下蓝笔，去小卖部买了一盒红笔芯，回来把那两本蓝笔批的重新用红笔过了一遍。经过的写法是一步一个动作：翻抽屉、试笔、停笔、走路、掏钱、拆笔芯、重写。小学生写故事最容易犯的错是跳过动作直接写结果，把买笔写成老师第二天拿来新笔，中间的动作全没了，故事就瘪了。

结果要落在一个变化上。故事的结果不是老师买到了笔，而是从那以后作业本上多了点东西：老师在每本听写本最后一页用红笔画一个小小的对勾，全对的画对勾，有错的画半个。同学们开始盼着翻到最后一页。结果的标准是：前面出现的道具在结尾再出现一次，红笔在结尾画那个对勾，线索就收回来了。

语言简洁生动的办法：一句话只说一件事；删掉非常、特别、十分这类词；给红笔一个声音，笔尖在纸上沙沙响，没水时在纸上划出无声的白痕。声音一出现，句子就活了。

最后检查一遍：起因是不是当天的小麻烦，经过有没有至少两个动作波折，结果有没有变化加道具回收。三样齐了，四百字的小故事就立住了。

Where the Red Pen Came From: How a Little Story Gets Its Beginning, Middle, and End

For a little story about a teacher, the plot need not be big; one small thread is enough: a red pen. The red pen is good because it shows up in homework notebooks every day and every primary school student knows it. String a beginning, a middle, and an end on it, and the story grows by itself.

The beginning must be small and concrete. Do not write that the teacher works hard; write one specific trouble: on Wednesday afternoon, grading the dictation books of the third row, the red pen runs dry on the very last character. He switches to another; still dry. He pulls out the refill: empty. He searches the drawer and finds only one blue pen. That is the beginning: a small trouble that must be solved today. The test for a beginning is that the reader instantly understands the trouble, and the trouble is small but unavoidable.

The middle needs two small turns. The first: the teacher starts with the blue pen, finishes two books, then stops — blue marks blend with the students' black writing, and you cannot tell which marks are corrections. The second: he puts the blue pen down, walks to the little shop, buys a box of red refills, comes back, and goes over those two blue-graded books again in red. Write the middle one action at a time: searching the drawer, testing pens, stopping, walking, paying, opening the package, refilling, rewriting. The most common mistake in a child's story is skipping actions and jumping to results — writing that the teacher simply brought new pens the next day. All the middle actions vanish, and the story goes flat.

The end must land on a change. The ending is not that the teacher bought pens; it is that after that day, something extra appears in the notebooks: on the last page of each dictation book, the teacher draws a small check in red — a full check for perfect work, half a check when there are mistakes. The class starts looking forward to turning to the last page. The test for an ending: a prop from earlier appears once more at the close. The red pen drawing that check at the end pulls the thread back in.

For concise, lively language: one sentence, one thing; delete words like very, especially, extremely; give the red pen a sound — the nib hissing on paper, and when dry, a silent white scratch. Once sound appears, the sentence comes alive.

Final check: is the beginning a small trouble of the day, does the middle have at least two action-turns, does the end have a change plus a prop returning? With all three, a four-hundred-word story stands up.