

写给老师的朗诵诗怎么写：四步凑齐粉笔、黑板和灯光

写一首献给老师的朗诵诗，不用等灵感，按四步走就能写出来。

第一步，挑意象。老师这个题目太大，诗里要换成看得见摸得着的东西：讲台、粉笔、黑板、深夜的灯光、作业本上的红笔迹。题目要求粉笔、黑板、深夜灯光三个意象都在，可以先把它们写在草稿纸边上，写完整首诗再检查有没有漏。挑意象有个窍门：找带动作的东西。粉笔会短，黑板会满，灯会亮也会灭，这些东西自己会讲故事。

第二步，把句子写整齐。朗诵诗靠节奏，节奏靠整齐的句式。可以定一个开头格式，比如每一节都用你字开头：你站在讲台上，声音不高，全班都安静了。你手里的粉笔，一笔一笔，把黑板写满。你办公室的灯，夜夜都亮，亮到星星都困了。句式一重复，朗诵的时候自然有拍子，也不用刻意打拍子。

第三步，押韵。儿童诗不用句句押，隔行押就够。比如上、满、困这组不好押，就换成同韵的字：讲台上的声音很轻，全班听得认真。粉笔越写越短，知识越讲越满。灯下批改到深夜，红笔画的圈像星星。真、心、星押 in 韵，短、满押 an 韵，读起来顺就行，不必硬凑。

第四步，按朗诵分工改。班级朗诵一般分领读和齐读。把最短最有劲的句子留给齐读，比如粉笔很短，讲台很小，你把最好的年华给了我们。把讲细节的长句子分给领读的同学。写完自己出声读一遍，读到哪里喘不上气，就把那行拆开；读到哪里嘴打结，就换掉那个词。

行数控制在十二到十六行，差不多三到四节，每节三到四行。写完后检查三件事：粉笔、黑板、深夜灯光是不是都在；每一行读出来顺不顺；有没有哪一行只是喊口号。口号行直接删掉，换成一个画面，这首诗就能上台朗诵了。

How to Write a Recitation Poem for Teachers: Four Steps to Gather Chalk, Blackboard and Lamplight

To write a recitation poem for teachers, do not wait for inspiration — four steps will get it done.

Step one: pick images. The topic teacher is too big; replace it with things you can see and touch: the podium, chalk, the blackboard, the light late at night, red pen marks on homework books. The assignment requires chalk, blackboard and late-night lamplight all to appear, so write them in the margin of your draft first and check for omissions when the poem is done. Here is a trick: choose images that carry actions. Chalk grows short, the blackboard fills up, a light turns on and off — these things tell stories by themselves.

Step two: make the lines neat. A recitation poem runs on rhythm, and rhythm runs on parallel sentence patterns. Set one opening format, for instance start each stanza with the word you: You stand on the podium, voice not loud, the whole class falls

quiet. The chalk in your hand, stroke by stroke, fills the blackboard. The light in your office burns every night, burns until the stars grow sleepy. Once the pattern repeats, the beat comes naturally when reciting — no need to drum it.

Step three: rhyme. A children's poem need not rhyme every line; rhyming every other line is enough. For example, if a group of ending sounds will not match, swap in words from the same rhyme family: the voice on the podium is soft, the whole class listens closely; the chalk grows shorter as it is written, the knowledge grows fuller as it is taught; correcting homework deep into the night, the red-pen circles look like stars. Match sounds loosely — as long as it reads smoothly, do not force it.

Step four: revise for the recitation roles. A class recitation usually splits into solo lines and unison lines. Give the shortest, punchiest lines to the unison part, for instance: chalk is short, the podium is small, you gave us the best of your years. Give the longer detail lines to the solo readers. Read the finished poem aloud once; wherever you run out of breath, split that line; wherever your tongue trips, replace that word.

Keep it to twelve to sixteen lines, roughly three or four stanzas of three to four lines each. When done, check three things: are chalk, blackboard and late-night lamplight all present; does every line read smoothly aloud; is any line just a slogan. Delete slogan lines, replace them with a picture, and the poem is ready for the stage.