

朗诵诗范文《写给讲台上的你》逐节点评

先贴出一首假设的十四行范文《写给讲台上的你》，再一节一节点评，最后说怎么排给全班朗诵。

第一节：你站在讲台上，声音不高，却让整个教室安静下来。粉笔在黑板上走路，一笔一画，把昨天和今天连起来。点评：第一节只写讲台和粉笔。粉笔在黑板上走路，把写字说成走路，孩子立刻懂，也好读。声音不高和安静下来形成对照，老师的气场不用形容词，靠这两句就立住了。

第二节：黑板黑了又白，白了又黑，一学期就这样翻过去。你的头发，有没有一根，替我们悄悄变白？点评：黑板黑了又白，白了又黑，重复里有时间过去的意思，这是把黑板用活的写法。替我们悄悄变白把白发记在学生账上，问句收节，朗诵到这里适合放慢。

第三节：深夜，办公室的灯还亮着，像一颗不肯睡的星。灯下批改的红笔，画圈，打钩，写下慢慢来，再试试。点评：深夜灯光是第三个意象，不肯睡的星把灯写成了人。慢慢来，再试试是老师批语的原话，放进诗里比任何赞美的话都真实。这一节句子长，适合分给领读的同学。

第四节：粉笔很短，讲台很小，灯光很轻。你把很小的东西，给了我们很多年。点评：短、小、轻三个词排在一起，齐读这一段最有力量。最后一句不喊感谢，只说给了我们很多年，时间本身就是谢意。全诗到十四行左右，三个意象齐了，句式也齐了。

排演建议：第一节和第四节全班齐读，第二、三节各请两名同学领读，一人两句。齐读的部分在粉笔很短，讲台很小处可以配一个手势：摊开手掌。领读的同学提前把诗抄在自己本子上，抄一遍就知道哪里该停顿。老师听到替我们悄悄变白那一问时往往会愣一下，这就是这首诗最成功的十秒钟。

Line-by-Line Review of the Recitation Poem 'To You on the Podium'

First an assumed fourteen-line model poem, To You on the Podium, then a stanza-by-stanza review, and finally how to stage it for a whole class.

Stanza one: You stand on the podium, voice not loud, yet the whole room falls still. The chalk walks across the blackboard, stroke by stroke, joining yesterday to today. Review: this stanza holds only the podium and the chalk. Saying the chalk walks across the board turns writing into walking — children get it at once, and it reads well. The contrast between voice not loud and the room falling still sets up the teacher's presence without a single adjective.

Stanza two: The blackboard goes dark then white, white then dark — a whole semester turns just like that. Your hair — has one strand, for our sake, quietly turned gray? Review: dark then white, white then dark — repetition carries the sense of time passing; this is how you use the blackboard alive. Quietly turned gray

charges the gray hair to the students' account; ending the stanza with a question asks the reciter to slow down.

Stanza three: Late at night, the office light is still on, like a star that refuses to sleep. Under the lamp, the red pen correcting homework draws circles, ticks, and writes: take it slow, try again. Review: the late-night lamplight is the third image; a star that refuses to sleep turns the lamp into a person. Take it slow, try again is the teacher's own comment on homework — placed in the poem it rings truer than any praise. These lines are long, so give them to solo readers.

Stanza four: The chalk is short, the podium is small, the lamplight is soft. You gave us very small things — for very many years. Review: short, small, soft lined up together — this is the strongest part for unison. The last line never shouts thanks; it simply says for very many years, and the time itself is the gratitude. The poem runs about fourteen lines, all three images present, the patterns complete.

Rehearsal notes: recite stanzas one and four in unison; for stanzas two and three, two students each, two lines apiece. At the unison part the chalk is short, the podium is small, add one gesture: open palms. Solo readers copy the poem into their own notebooks beforehand — copying once tells you where to pause. When the teacher hears the question about hair turning gray, she usually freezes for a moment; those are the ten seconds this poem succeeds most.