

随笔素材清单：平凡瞬间从哪里找

布置随笔作业，一半学生第一句话是没写的。素材不是没有，是没翻出来。下面按题目三类素材各列十个，先挑能想起画面的，再往下写。

意外相遇类：放学路上碰到转走的老同学；菜市场撞见教过自己的体育老师挑西红柿；毕业多年在火车上遇到同桌；医院排队遇见闹过矛盾的邻居；书店里听见有人念自己写的作文；公交车上帮人让座被认出；亲戚婚礼上见到多年不联系的表哥；校门口保安说出一句只有老同学知道的话；超市广播里点到妈妈的名字；旧货摊翻到自家搬走前的旧相册。

失败经历类：第一次做饭把盐当成糖；演讲比赛忘词站了十秒；养的死掉的金鱼；没考好藏试卷又被翻出来；学骑车摔进沟里被路过的人扶起；小组作业搞砸被组员当面说；报名校队落选；把妈妈镯子弄丢又找回；养死的绿萝；运动会垫底。

一句记得的话类：爷爷说摔了先看路再看伤；妈妈说哭完把饭吃了；老师说输了就输了，想想输在哪；同学说你比昨天快了一点；陌生人说你这孩子真好；爸爸只说了走吧；奶奶说东西坏了修修还能用；邻居说长大就懂了；高年级学长说别怕慢，怕停；自己写在文具盒里的一行字。

两个挖素材的方法。第一，翻旧物：抽屉里的奖状、票根、旧课本、文具盒，每样拿起来问一句它背后发生过什么。旧物是记忆的挂钩。第二，倒时间轴：从昨天往前倒，小学三年级往前数五个学期，每个学期只挑一件事，挑得出来的就是素材。

家长可以帮的忙：晚饭后拿一张旧照片问孩子这是哪天拍的，孩子讲的过程就是随笔的草稿。别替孩子挑素材，他讲哪个时话最多，哪个就是他的。

挑素材的标准只有一条：写的时候能不能想起当时的声音。想起声音的瞬间能写活，想不起的换一个。

An Essay Element Checklist: Where to Find Ordinary Moments

When an essay assignment is given, half the students open with I have nothing to write about. The material exists; it just has not been dug out. Below are ten prompts for each of the assignment's three element types. Pick the ones you can picture first, then write.

Unexpected encounters: running into a classmate who moved away on the way home from school; meeting your old PE teacher picking tomatoes at the market; meeting your deskmate years after graduation on a train; meeting a neighbor you quarreled with while queuing at the hospital; hearing someone read your composition aloud in a bookstore; being recognized after giving up your seat on a bus; seeing a cousin you lost touch with at a relative's wedding; the school gate guard saying a line only old classmates would know; your mother's name called over the supermarket loudspeaker;

finding an old photo album from before your family moved at a flea market.

Failures: cooking for the first time and using salt instead of sugar; freezing for ten seconds after forgetting your lines in a speech contest; goldfish that died; a bad test paper hidden and then found; falling into a ditch learning to ride a bike and being helped up by a passerby; messing up a group project and being called out by teammates; failing to make the school team; losing and then finding your mother's bracelet; a pothos you killed; finishing last at the sports meet.

A sentence still remembered: grandpa saying after a fall, look at the road first, then at the wound; mom saying finish your meal after you finish crying; the teacher saying losing is losing, think about where you lost; a classmate saying you are a little faster than yesterday; a stranger saying what a good kid you are; dad only saying let's go; grandma saying a broken thing can still be used after mending; a neighbor saying you will understand when you grow up; an upperclassman saying do not fear slow, fear stopping; a line you wrote inside your pencil case.

Two digging methods. First, go through old objects: certificates, ticket stubs, old textbooks, pencil cases. Pick each one up and ask what happened behind it. Old objects are hooks for memory. Second, run the timeline backward: start from yesterday and go back; count five terms before third grade, pick one event per term, and whatever surfaces is material.

Where parents can help: after dinner, hold up an old photo and ask your child when it was taken. The telling is the essay's draft. Do not choose the material for them - whichever story they talk most about is theirs.

The only standard for choosing: can you hear the sound of that moment while writing it? A moment with its sound can be written alive; if the sound is missing, swap it out.