

朗诵诗写作方法：三个意象、整齐句式、押一个韵

朗诵诗和普通诗最大的区别是它要被念出来。写完先出声读一遍，拗口的句子当场改掉。

第一步，把一天切成三段。清晨出发、午后欢笑、黄昏归途，正好对应诗的三节，每节四到六行，全诗十二到十六行就凑齐了。切法像切西瓜，按时间下刀，不用倒叙，朗诵的孩子和听的人都跟得上。

第二步，给每节配核心意象。清晨出发配阳光：阳光落在书包上、车票上、伸出来的手指上。午后欢笑配笑声：笑声可以具体到“笑到蹲下”“笑出眼泪”。黄昏归途配脚步：脚步的影子被夕阳拉长，脚步声比早上轻。三个意象各管一节，不串门，诗的骨架就清楚了。

第三步，用整齐句式搭节奏。最省事的办法是三节用同一个开头，比如每节第一行都是“那一天，……”；每节行数相同，每行字数接近，五到九个字之间挑。整齐不是死板，三节里允许有一行故意长一点，放在每节的第三行，像唱歌时的换气口。

第四步，押一个韵。不用每行都押，选偶数行押同一个韵脚，比如光、响、上、方，都是ang韵，念起来自然顺。押不上就换词，别硬凑，“阳光真好”这种废话韵不如换成“阳光落在帽檐上”。

班级朗诵的分工建议：每节开头那句“那一天”由全班齐声念，中间的句子分组轮念，最后一行全班再齐一次。写的时候就按这个分工留白，齐诵的句子短，轮诵的句子长，念出来才有起伏。

标题怎么起：直接用“那一天”这种带指代的短语，别起“难忘的快乐时光”这种把话说尽的标题，留给听众一个悬念。

最后检查：三节是不是各管一个意象，偶数行押韵没有，出声读有没有拗口的地方。三处都过，这首诗就能上台。

How to Write a Recitation Poem: Three Images, Neat Lines, One Rhyme

A recitation poem differs from an ordinary poem in one big way: it must be read aloud. When you finish, read it out loud once and fix every awkward line on the spot.

Step one: cut the day into three parts. Morning departure, afternoon laughter, dusk on the way home – they become the poem's three stanzas, four to six lines each, and the whole poem reaches twelve to sixteen lines. Cut by time like slicing a watermelon, no flashbacks, so the reciting children and the listeners can both follow.

Step two: give each stanza its core image. Morning departure takes sunlight: sunlight landing on a schoolbag, on a ticket, on outstretched fingers. Afternoon

laughter takes the laugh itself: specific enough to be laughing until you crouch, laughing out tears. Dusk homeward takes footsteps: shadows stretched long by the setting sun, steps lighter than in the morning. One image per stanza, never visiting the neighbors, and the skeleton of the poem stands clear.

Step three: build rhythm with neat lines. The easiest trick is to start all three stanzas the same way, for instance That day, ... as the first line of each; keep the same number of lines per stanza and similar length per line, between five and nine characters. Neat does not mean rigid – let one line per stanza run a little longer, placed third, like a breath mark in a song.

Step four: keep one rhyme. You need not rhyme every line; rhyme the even lines with the same ending sound, and the poem rolls off the tongue naturally. If a rhyme will not come, change the words – a filler like the sunlight is nice is worse than sunlight landing on the cap's brim.

Division of labor for class recitation: the opening line of each stanza goes to the whole class in unison, middle lines are taken by groups in turn, and the last line returns to everyone. Leave these gaps while writing – short lines for unison, longer lines for groups – and the performance gains rise and fall.

How to title it: use a pointing phrase like That Day, not a title that says everything such as Happy Unforgettable Times; leave the audience one question mark.

Final check: does each stanza hold one image, do the even lines rhyme, does anything stumble when read aloud. Pass all three and the poem is ready for the stage.