

范文与点评：朗诵诗《那一天》逐节分析

先看一首十四行的范文，再逐节点评。

第一节：那一天，阳光很轻，/ 轻得像落在书包上的羽毛。/ 车票在手里捏出了褶子，/ 出发口令一喊，队伍就走了。/ 影子排着影子，踏踏，踏踏。点评：清晨出发一节，阳光落在书包上、车票捏出褶子、影子排影子，三个细节全是看得见的东西，没有“心情激动”这种抽象词；踏踏两个叠词给朗诵留了节奏点。

第二节：那一天，笑声很响，/ 响得惊飞了草垛上的麻雀。/ 谁讲了个什么，全组蹲下，/ 笑出眼泪的滋味，咸咸的。/ 阳光挪过石磨，又挪过我们。点评：午后欢笑一节，笑声惊飞麻雀是把声音写成画面，笑到蹲下、笑出眼泪咸咸的，把笑写到了身体上；阳光在这节只出现一次，挪石磨又挪人，暗示时间过去，没有串了上一节的主。

第三节：那一天，脚步很软，/ 软得像踩在黄昏的棉花上。/ 夕阳把影子拉得很长很长，/ 踏踏的声音比早上轻了。/ 那一天，都在回家的路上。点评：黄昏归途一节，脚步软、影子长、踏踏变轻，跟第一节的踏踏呼应，首尾扣上了；最后一行把那一天收在回家路上，齐诵这一句正好收尾。

全诗偶数行押 ang 韵：响、上、们不押但光、上、响、上、上押同一韵母，朗诵时韵脚落在偶数行，听感整齐。

两处可以改。其一，第二节“阳光挪过石磨”与第一节阳光意象重复，第二节主角是笑声，这行可换成“影子挪过石磨”，两节意象就分开了。其二，第三节第四行“踏踏的声音比早上轻了”有十一字，比别行长太多，朗诵到这句会赶，删成“踏踏声比早上轻”就顺了。

这首范文给班级朗诵留了现成的分工：每节首行“那一天”全班齐诵，中间三行分组轮诵，末行全班齐。抄在朗诵稿上时，把齐诵的句子加粗，排练就不用再商量。

Sample Poem and Commentary: That Day, Line by Line

Read a fourteen-line sample first, then take it apart stanza by stanza.

Stanza one: That day, the sunlight was light, / light as a feather landing on a schoolbag. / The ticket creased in my hand, / and one command to start, the column moved. / Shadow lined up behind shadow, step, step. Comment: in the morning-departure stanza, sunlight on the bag, the creased ticket, shadows in line - all three details are visible things, with no abstract words like excitement; the doubled step, step leaves a rhythm mark for recitation.

Stanza two: That day, the laughter was loud, / loud enough to startle sparrows off the haystack. / Someone said something, and the whole group crouched, / the taste of laughing out tears - salty. / The sun crossed the millstone, then crossed us. Comment: in the afternoon-laughter stanza, laughter startling sparrows turns sound

into a picture; laughing into a crouch and the salt of laughing-tears put the laugh in the body. Sunlight appears only once here, crossing the millstone then crossing us, marking time passing without stealing the previous stanza's image.

Stanza three: That day, the footsteps were soft, / soft as treading on dusk's cotton. / The setting sun stretched our shadows very, very long, / the step, step sound lighter than in the morning. / That day, all of it on the way home. Comment: in the dusk-homeward stanza, soft steps, long shadows, and a lighter step, step echo stanza one, closing the circle; the last line lands That day on the road home, and a unison reading of it makes a perfect ending.

The even lines carry one rhyme family across the poem, so the rhyme feet fall on even lines and the listening feel is neat.

Two places to improve. First, the sun crossing the millstone in stanza two repeats stanza one's sunlight; since laughter owns stanza two, change that line to shadows crossed the millstone, and the two stanzas keep separate images. Second, the fourth line of stanza three runs far longer than the rest, forcing the reciter to rush; trimming it to step, step lighter than morning smooths it out.

The sample already carries a division of labor for class recitation: every stanza's opening That day goes to the whole class, the three middle lines go to groups in turn, the final line returns to everyone. When copying the script, bold the unison lines and rehearsal needs no debate.