

## 游泳朗诵诗三步写法：意象分工与行数分配

给班级朗诵活动写一首十二到十六行的儿童诗，先定事件线，再分意象，最后排行数。事件线是贯穿全诗的那件事：第一次下水害怕、学会蹬腿、暑假结束时会游了。三个事件各占四到五行，诗的骨架就立住了，后面只是往里填句子。

第一步给意象分工。题目要求水花、泳池、阳光三个意象，各给一个角色：水花管声音和动作，放在学游泳的段落，比如水花拍打池壁、水花钻进耳朵；泳池管地方和光影，比如泳池装着一小片天空、池底晃动的亮斑；阳光管情绪，安排在开头和结尾各出现一次，首尾呼应。每个意象全诗出现两到三次就够，出现四次以上听众会腻。

第二步分配行数和字数。十六行以内拆成三段：下水四行、学游泳六行、结尾四行。每行控制在五到九个字，节奏自然整齐；哪一行超过十个字，朗诵时一口气读不完，就拆成两行。写的时候数着字数，比写完再改省力。

第三步处理押韵。儿童诗不要求严格押韵，做到大致相押就行：第一、二、四行的末字韵母接近即可，比如见、天、边。如果为了押韵句子变得别扭，放弃押韵保句子，浅显顺口比押韵优先。押韵的位置也可以放在段内，不必每段都押。

标题从意象里挑，比如水花里的夏天、泳池和阳光。不要把题目原样抄进标题，诗里已经用意象讲了学游泳这件事，标题再直说一遍就浪费了。

写完后自己出声读一遍，拿铅笔标出磕巴的地方：读不顺的位置多半是字数超标或顺序别扭，只改标出来的那几行，别整首重写。改完再读一遍，两遍都顺，这首诗就能交给班级排练了。排练时再请同学听一遍，别人指出的磕巴处往往是自己读顺了却难为别人的地方。

## Three Steps to Writing a Swimming Recitation Poem: Image Roles and Line Budgets

To write a twelve-to-sixteen-line children poem for a class recitation, set the event line first, then assign the images, then arrange the lines. The event line is the thread running through the poem: fear on the first day in the water, learning to kick, and finally swimming as summer ends. Give each event four to five lines and the skeleton stands; the rest is just filling in sentences.

Step one: give each image a job. The topic asks for splashes, the pool and sunlight. Splashes carry sound and motion, placed in the learning section: splashes patting the pool wall, splashes getting into the ear. The pool carries place and light: the pool holding a slice of sky, bright patches wobbling on the bottom. Sunlight carries feeling, appearing once at the start and once at the end to echo each other. Two or three appearances per image is enough; four or more will bore the audience.

Step two: budget the lines and characters. Split sixteen lines into three stanzas: four for entering the water, six for learning, four for the ending. Keep each line to five to nine Chinese characters and the rhythm turns neat by itself; if a line passes ten characters, one breath cannot finish it, so split it into two. Counting while writing saves far more work than fixing afterward.

Step three: handle the rhyme. A children poem needs no strict rhyme; near-rhyme is fine. Make the last characters of lines one, two and four share similar finals, like see, sky and by in English. If forcing a rhyme twists the sentence, drop the rhyme and keep the sentence; plain and smooth comes before rhyming. Rhymes can also sit inside a stanza instead of at every line end.

Pick the title from an image, such as Summer in the Splashes or The Pool and the Sunlight. Do not copy the task title into the poem title; the images already tell the swimming story, so a plain title wastes the chance.

When it is done, read it aloud once and mark every stumble with a pencil. Rough spots usually mean a line is too long or the order is awkward; fix only the marked lines instead of rewriting the whole poem. Read it again. If both passes sound smooth, the poem is ready for the class to rehearse. During rehearsal ask a classmate to listen once more; the stumbles others point out are often spots you smoothed over but are hard on everyone else.