

写一首「她的笑」：三个意象怎么排进诗行

写「她的笑」这类儿童诗，最怕通篇写二十行「妈妈爱笑，她很爱我」。诗要有画面，厨房、灯下、笑脸这三个意象最稳妥，按开头、中段、结尾的顺序排进去，诗就有了骨架。

厨房放在开头。厨房是妈妈最常出现的地方，用炒锅的声音、水汽、碗筷的碰撞声起笔，读者一下就能进到场景里。行要短，每行控制在三到八个字，比如「锅里的油响了」「水汽爬上玻璃」。短行孩子好写，朗诵时换气自然落在行末，不用刻意学停顿。

灯下放在中段。开头的热闹过后，中段要静下来：妈妈在灯下缝东西、在灯下检查作业、在灯下洗水果。选一个场景写两三个细节，灯怎么照着，影子在墙上怎么动。中段行数可以多一点，十到十二行，中间插一句重复的话，比如把「灯小声了一点」重复两次，节奏就出来了。

笑脸放在结尾。不要直接形容笑，写笑出现的那一刻：她抬起头，看见我站在灯下，笑了。结尾用一两行短句收住，比如「她笑了」「灯亮了一点」，轻轻结束，朗诵到这里自然会慢下来。

行数分配：全诗二十到三十行，开头六到七行，中段十到十二行，结尾五到六行。朗诵处理上，节与节之间的空行停一拍，每节末尾停两拍。写完让孩子自己念一遍，哪里念岔了气、哪里赶着念，就把那一行拆短。儿童诗能不能朗诵，标准就是念下来不喘、不乱。

三个意象还有一个顺序上的讲究：先动后静再亮。厨房是动的，锅响、水响、碗碰；灯下是静的，针脚、影子、作业本；笑是亮的，她一抬头，整首诗的光就变了。孩子记不住结构术语，就记这六个字：先动，后静，再亮。写之前先让孩子说三件事：妈妈在厨房干过什么、在灯下干过什么、什么时候笑过，说出来再写行，比坐在桌前想快得多。重复句的位置也固定：放在中段正中间，前后各五到六行，朗诵的孩子到这一句会自然放慢，老师不用教。

Composing Her Smile: Placing Three Images into Poem Lines

A children poem about her smile should not spend twenty lines saying how much mom loves the child. It needs pictures. Kitchen, lamp, and smile are the three safest images, and placing them at the opening, middle, and ending gives the poem a frame.

Put the kitchen at the opening. It is where mom appears most often, so start with the sound of the wok, the steam, the clatter of bowls. Keep lines short, three to eight words, so a child can write them and breathe naturally at the line end when reciting.

Put the lamp in the middle. After the noise of the opening, the middle should quiet down: mom sewing under the lamp, checking homework, washing fruit. Pick one scene and write two or three details, how the light falls, how the shadow moves on the wall. Repeat one line twice, such as the lamp grew a little quieter, and the rhythm appears.

Save the smile for the ending. Do not describe the smile directly; write the moment it appears: she looks up, sees me under the lamp, and smiles. Close with one or two short lines so the recitation naturally slows down there.

Line budget: twenty to thirty lines in total, six or seven at the opening, ten to twelve in the middle, five or six at the ending. Pause one beat between stanzas and two beats at the end of each stanza. Have the child read the poem aloud; wherever the breath runs out, split that line shorter.