

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.

假设范文《灯下的小声》与逐段点评

下面是一首假设的二十四行儿童诗，题目叫《灯下的小声》，写完后逐段点评。第一段写厨房：锅里的油响了 / 葱花香从门缝里挤进来 / 碗在盆里碰了一下 / 妈妈的手很快 / 水珠甩在我的手背上 / 厨房很吵。点评：六行全是声音和动作，没有一句夸妈妈，行都在三到八个字之间，朗诵时每一行正好一口气。

第二段写灯下：吵声停了 / 妈妈坐在灯下 / 她在缝我的校服 / 针脚很小 / 灯小声了一点 / 影子的边是毛的 / 她咬断线 / 用指甲划了一下线头 / 灯又小声了一点 / 作业本上 / 她的名字写得比我的还工整。点评：中段十一行，节奏明显慢下来，「灯小声了一点」原样重复两次，孩子念到第二次会自动放轻声音，这就是重复句的作用；「影子的边是毛的」是全诗最特别的一行，来自真实观察，比写一百行「妈妈辛苦了」都管用。

第三段写笑：我站在灯影边上 / 她抬起头 / 看了我一下 / 笑了 / 眼睛先弯起来 / 嘴角后来才跟上 / 灯亮了一点。点评：结尾七行，笑不直接用形容词，而是拆成抬头、看、眼睛先弯、嘴角跟上四个动作，最后用「灯亮了一点」收住，其实灯没变，是看的人心里亮了，这一行不解释，朗诵停两拍就够了。

全诗二十四行，厨房六行、灯下十一行、笑七行，正好落在二十到三十行的区间。带孩子改自己的诗时照着三个问题问：开头有没有声音、中段有没有一句重复的话、结尾的笑是不是拆成了动作。三个问题都答上来，这首诗就能上台朗诵了。

朗诵这首诗还有两处具体处理。第一处是「灯小声了一点」第二次出现时，声音要比第一次轻半个度，孩子容易反着来，越重复越大声，练习时可以先让孩子念一遍正常的，再念一遍「怕吵到妈妈睡觉」的，后一种音量就是对的。第二处是最后两行之间多停一拍，「她笑了」之后不急接「灯亮了一点」，让听的人先反应过来，再补上那句。这两处处理不用讲理论，直接示范给孩子模仿就行。

A Sample Poem Under the Lamp, Annotated Section by Section

Below is an assumed twenty-four line children poem called Under the Lamp, followed by section notes. The first stanza is the kitchen: the oil in the wok crackled / the smell of scallion squeezed through the door gap / a bowl clinked in the basin / moms hands moved fast / water drops flew onto the back of my hand / the kitchen was loud. Note: six lines of sound and action, no praise, every line short enough for one breath when recited.

The second stanza is the lamp: the noise stopped / mom sat under the lamp / she was mending my school uniform / the stitches were tiny / the lamp grew a little quieter / the edge of the shadow was fuzzy / she bit the thread / scraped the thread end with a nail / the lamp grew a little quieter again / on the homework cover / her name was written neater than mine. Note: eleven slow lines, the repeated sentence makes the child lower the voice the second time, and the fuzzy shadow edge beats a hundred lines of praising mom.

The third stanza is the smile: I stood at the edge of the lamplight / she looked up / glanced at me / smiled / her eyes curved first / the corners of her mouth caught up later / the lamp grew a little brighter. Note: the smile is split into four actions, and the last line is true only inside the watchers heart; hold two beats and stop.

Twenty-four lines in total, six plus eleven plus seven, right inside the twenty to thirty range. When revising a childs poem, ask three questions: does the opening have sound, does the middle repeat one line, is the ending smile broken into actions.

孩子写「妈妈的笑」诗歌，五个常见毛病

第一个毛病：通篇喊口号。假设一个孩子写了二十四行，其中八行是「妈妈我爱你」，剩下全是「辛苦了」「真伟大」。口号不是画面，读者看不见任何东西。改法是把口号删掉，换成一个动作：妈妈弯腰系鞋带、把鱼肚子上最嫩的肉夹过来。删完行数不够，用细节补，不要用感情词补。

第二个毛病：硬押韵。为了押「了」字，把「她笑了」写成「她的嘴角往上翘了翘了」。儿童诗不要求押韵，要求顺。改法是念出声，哪句拗口就拆掉韵脚，宁可押不韵也不能绕。

第三个毛病：形容词堆满。「慈祥的、温柔的、美丽的、勤劳的妈妈」连着出现，一个画面都没有。改法是每个形容词都问一句：从哪儿看出来的？慈祥就写她抬头看人的那一下，形容词

全部换成动作。

第四个毛病：每行一样长。二十行全是七个字，念起来像数数，朗诵的孩子会越念越快，像背课文。改法是故意打乱：长行八个字，短行两个字，中间放一行只有一个词的行，比如「安静。」，朗诵的孩子到这儿自然会停。

第五个毛病：结尾非要写「我爱妈妈」。这是老师批改时最容易放过、朗诵时最容易毁掉的一句——孩子念到这句会突然拔高嗓门，前面攒的安静全没了。改法是结尾只写画面：她笑了，灯亮了一点。爱字不出现，听的人自己会懂。

五个毛病里最伤的是第一个和第五个，一个让诗空，一个让诗俗。检查方法很简单：把孩子的诗念给没看过的人听，问对方「诗里的妈妈在干什么」，答不出动作，这首诗就还得改。

改的时候还有一个顺序建议：先删后补。第一遍只删，把口号、堆在一起的形容词、硬押的韵脚全划掉，孩子看到诗变短会心疼，告诉他这是给诗腾地方；第二遍再补，每人家里都有一件妈妈做过的具体的事，让孩子说出那件事，一行一行写进去。低年级孩子一次改不完，分两晚改，一晚只做一遍，改完念一遍就停，比坐下来改两小时有效。

Five Common Faults in a Childs Poem About Moms Smile

Fault one: slogans all the way through. Suppose twenty-four lines contain eight I love mom and the rest are how tired you are or how great you are. Slogans are not pictures. Delete them and put in one action instead: mom bending down to tie a shoe, moving the tenderest fish belly onto the child's bowl. Fill the missing lines with details, never with feeling words.

Fault two: forced rhyme. To rhyme, a child twists she smiled into the corners of her mouth curled up up up. Children's poems need smoothness, not rhyme. Read aloud and cut any awkward ending.

Fault three: adjective piles: kind, gentle, beautiful, hardworking, all stacked with no picture. Ask where can I see that for every adjective, then replace it with an action.

Fault four: every line the same length. Twenty lines of seven characters each read like counting, and the reciter speeds up like reciting a textbook. Break the pattern on purpose, and drop a one word line like silence to force a pause.

Fault five: ending with I love mom. The child suddenly raises the voice at that line and kills all the quiet built before. End on a picture instead: she smiled, the lamp grew brighter. The word love never appears, and the listener understands.

