

从洗碗到捶背：一首短诗是怎么改出来的

假设一个孩子写让妈妈笑一笑的短诗，初稿十八行，问题一眼能看出来：洗碗、捶背、笑脸挤在同一段里，第二段就写了妈妈笑了，哗哗白白轻轻暖暖弯弯六个叠词连着用。三轮改下来，诗才立住。

第一轮拆段。把三件事分开：洗碗单独一段，捶背单独一段，笑脸挪到最后。拆完孩子不肯，说笑脸放最后就没人知道妈妈笑了。让他读拆开的版本，读到捶背那段他自己停了，说好像真的在等妈妈回头。等出来的笑比提前给的笑好，这一轮他就服了。

第二轮藏笑。第二段里妈妈笑了那句删掉，换成她没说话，手上擦着桌子。孩子问这样是不是太冷，他说妈妈明明笑了。把问题还给他：她没说话，可你看见她嘴角了没有？孩子想了想，加了半句，擦桌子的手，慢了下来。笑没出现，笑已经在里面了。

第三轮删叠词。六个叠词删到四个，哗哗、白白、轻轻、弯弯各留一个，暖暖和弯弯重复，删暖暖；叠词均匀分到二三四段，每段一个。删完读一遍，原来叠词挤在一起像打嗝，现在一段一个，像呼吸。

陪改的家长记住三条：只提问，不代笔，孩子自己的词再笨也留着；每轮只改一类问题，拆段就不管叠词；改完让孩子读给妈妈听，妈妈的笑就是这首诗的最后一稿。

三轮改完回头看，初稿真正的问题不是词不好，是顺序不对：事情挤在一起，笑给得太早，叠词一次倒完。顺序调对了，同样的词全都亮了。下次孩子再写，先问他三个问题：几件事打算分几段？笑放在第几段？叠词准备用几个？答完再动笔，能省掉两轮修改。这三问也适用于任何想让妈妈笑一笑的题目，先排顺序，再挑词。

From Dishes to Back Rubbing: How a Short Poem Got Revised

Suppose a child writes a short poem about making Mom smile. The first draft has eighteen lines and the problems show at once: dishwashing, back rubbing and the smiling face crammed into one stanza, Mom smiling already in stanza two, six reduplicatives, hush-hush, white-white, softly, warmly, bending, running together. Three rounds of revision make the poem stand.

Round one: split stanzas. Separate the three deeds: dishwashing gets its own stanza, back rubbing its own, the smile moves to the end. The child protests that no one will know Mom smiled if the smile comes last. Reading the split version aloud, he stops at the back-rubbing stanza and says it feels like really waiting for her to turn around. A smile that arrives by waiting beats a smile handed over early; he accepts the change.

Round two: hide the smile. Delete Mom smiled from stanza two, replace it with she

said nothing, wiping the table. The child asks if that is too cold, since Mom did smile. Hand the question back: she said nothing, but did you see the corner of her mouth? He thinks and adds half a line, the hand wiping the table, slowing down. The smile never appears, yet the smile is already inside.

Round three: cut reduplicatives. Six down to four, keeping hush-hush, white-white, softly, bending, one each; warmly and bending repeat, so warmly goes. Spread the four evenly across stanzas two to four. Reading it after the cut, the crowded reduplicatives used to sound like hiccuping; now one per stanza, they breathe.

Three rules for parents editing alongside: ask questions, never ghostwrite, keep the clumsy words the child wrote himself; fix one class of problem per round, splitting stanzas without touching reduplicatives; when it is done, let the child read it to Mom, and the smile from Mom is the final draft of the poem.

Looking back after three rounds, the real flaw of the first draft was not bad words but bad order: deeds crammed together, the smile given too early, reduplicatives dumped all at once. Once the order was right, the same words lit up. Next time the child writes, ask three questions first: how many deeds and how many stanzas; in which stanza does the smile go; how many reduplicatives are planned. Answering these before drafting saves two rounds of revision. The same three questions work for any prompt about making Mom smile: set the order first, then choose the words.