

## 写「让妈妈笑一笑」短诗：先定节奏再填事

给小学中低年级写让妈妈笑一笑的短诗，顺序和给初中生写的相反：先定节奏，再填事情。提纲要求节奏明快、朗朗上口，最稳的办法是全诗用两字或三字一顿的短句，每行不超过八个字，读起来自然有拍子。

行数十五到二十行，按四段分：第一段四行，写妈妈一天累在哪些地方，只写看到的，比如她下班进门先换鞋、先坐下；第二段五行，写我洗碗，水声、碗碰碗的声音放进去；第三段五行，写我捶背，拳头轻轻的、背圆圆的，两个叠词够用；第四段四到六行，写妈妈的笑脸，收尾。

三个意象的排法有讲究：洗碗和捶背是做的事，放中间两段，一件一段，不要混在一起；笑脸是结果，放最后，前面不提前出现笑字，结尾的笑才值钱。

朗朗上口靠三样东西：短句、叠词、押一点尾韵。短句前面说了；叠词用轻轻、圆圆、暖暖这类，两三个就够；尾韵不必每行都押，隔行押就行，比如了、腰、笑这一类音，押上三四处，诵读时就有顺口感。

写完让孩子先读出声。读的时候哪里绊住，就把那行的字删到一口气能读完；哪里孩子自己加了拖音，说明那一行节奏对了，保留。全诗读两遍不累，就是合格的诵读稿。

最后检查心愿有没有落地：诗里要有我想让妈妈开心这句意思，但最好不直说，用洗碗、捶背两个行动顶上去，让笑脸替心愿说话。

选材上还有一点：洗碗、捶背是提纲给的意象，但每件事要挑一个孩子真做过的版本。洗碗可以是站板凳上够不到水龙头的那种，捶背可以是排队等公交时顺手的那种。真做过的版本写出来有细节，假想的版本只剩动作名字。动笔前让孩子先讲一遍那件事，讲出来的话里就有现成的句子。

## Writing a Bright Little Poem About Making Mom Smile

For a lower elementary poem about making mom smile, the order is the opposite of the middle school version: set the rhythm first, then fill in the deeds. The outline asks for a bright, chantable beat, and the safest way is two or three syllables per beat, short lines no longer than eight characters, so the poem carries its own clap.

With fifteen to twenty lines, split into four stanzas: four opening lines on where the day tires Mom, written only as what the child sees, her changing shoes first, sitting down first; five lines on me washing dishes, with the water sound and bowls clinking; five lines on me rubbing her back, fists gentle, back round, two reduplicative words are enough; four to six closing lines on her smiling face.

Placing the three images matters: dishwashing and back rubbing are deeds, one per middle stanza, never mixed; the smiling face is the result, kept for the end, with no smile word earlier, so the closing smile is worth something.

Chantability rests on three things: short lines, reduplicative words, a little end rhyme. Short lines are covered; use reduplicatives like softly, roundly, warmly, two or three at most; rhyme every other line rather than every line, landing three or four times on sounds like le, yao, xiao, and the reading feels smooth.

Have the child read the draft aloud. Where the tongue trips, cut that line to one breath; where the child stretches a word on their own, the beat there is right, keep it. If two full readings leave the child unstrained, the poem is recital-ready.

Final check: the wish to make Mom happy must land, but best unstated. Let the two deeds, dishwashing and back rubbing, carry it, and let the smiling face speak for the wish.

One more note on material: dishwashing and back rubbing come from the outline, but each deed should use a version the child really did. Dishwashing can be the kind done standing on a stool that still cannot reach the faucet; back rubbing can be the kind done absentmindedly while waiting in line for the bus. Versions really lived carry details; imagined versions leave only the name of the action. Before writing, have the child retell the event once, and the retelling hands over ready-made lines.