

溪边约定故事的三个场景怎么分配笔墨

溪边约定的故事只有三个场景：玩耍、约定、重聚。先定每个场景占多少笔墨。五百字上下，玩耍给二百字，约定给一百五十字，重聚给一百五十字。别在玩耍上写满三百字，重聚只剩五十字。约定是题眼，笔墨不能最轻。

开头别磨蹭，两句话把人带到溪边。那年夏天我家搬到乡下外婆屋后，外婆领我去认村口的小溪。谁、什么时候、在哪里，说完直接进玩耍。中高年级读者不挑开头，但字数有限，开头每多一句，场景就少一句。

溪边玩耍挑三个细节写透。打水漂谁赢得多，捉小鱼谁的桶漏了，互相泼水谁恼了谁笑了。不写我们玩得很开心，写具体的比赛。孩子之间的友情藏在比赛里，比赛写得越具体，友情越真。

拉钩约定要有三样：话语、动作、见证。话语要具体，不写下年再见，写明年暑假头一天，还在这块大石头这儿。动作要写到手指头，小指钩住，指甲盖对在一起晃三下。见证可以是溪水也可以是大石头，一句就够：溪水哗啦啦地流，像是听见了。

第二年重聚，先写等待再写见面。重聚那天可能阴天，可能你到早了，可能你担心对方早忘了。把这些担心写出来，等溪湾里出现一个人影，读者跟着你一起高兴。见面一刻要低浓度：对方不但记得，还记得你去年捉到过一条三指长的鱼。一句对话，比一百句抱头大哭都动人。

以小见大靠物件。挑一个物件贯穿全篇：一块发白的平石头，一只纸船，一顶忘在石头上的草帽。物件在玩耍时出现，在约定时被提起，在重聚时还在老地方。读者自己会懂，友情被保管了一年。

写完自查：三个场景齐不齐，约定话语有没有具体到日子和地点，物件出现了几次，结尾有没有直接夸友情的句子。有夸友情的句子，删掉。

还有一个省事的写法：从约定那天往回写。开头直接写拉钩，明年暑假头一天，还在这儿，然后再回头补这个夏天你们怎么认识的、怎么玩熟的。玩耍的篇幅可以压短，因为读者已经知道这两个人要分别，看玩耍时自带牵挂。这个倒着来的顺序对中高年级特别好用，五百字里能省出二十字给重聚。

How to Split the Word Count Across Three Scenes of a Streamside Promise Story

A streamside promise story has only three scenes: playing, the promise, the reunion. Decide the share of each first. For about five hundred words, give playing two hundred, the promise one hundred fifty, the reunion one hundred fifty. Do not spend three hundred words on playing and leave fifty for the reunion. The promise is the title eye, so its share cannot be the lightest.

Do not dawdle at the opening. Two sentences carry the reader to the stream: that summer my family moved to the home of my grandma in the country, and she took me to know the stream at the village gate. Who, when, where, said, then straight into playing. Upper graders do not fuss over openings, but the word count is limited, and every extra sentence at the start costs one sentence inside a scene.

For playing by the stream, pick three details and write them out. Who skipped the most stones, whose bucket leaked while catching minnows, who got splashed and who laughed. Do not write that we played happily. Write the contests. Friendship among kids hides inside contests, and the more concrete the contest, the more real the friendship.

The pinky promise needs three things: words, a gesture, a witness. The words must be concrete. Not let us meet again next year, but next year, first day of summer vacation, still at this big rock. Write the gesture down to the fingers: pinkies hooked, nails pressed together and shaken three times. The witness can be the stream or the rock, one line is enough: the stream gurgled on, as if it had heard.

For the reunion, write the waiting before the meeting. The day might be cloudy, you might come early, you might fear the other side forgot long ago. Write these worries out, and when a figure shows at the bend of the stream, readers feel glad together with you. Keep the meeting low in intensity: the other side not only remembers, but remembers that you once caught a fish three fingers long. One line of talk moves more than a hundred lines of hugging and crying.

Showing big feeling through small things relies on an object. Pick one object running through the story: a flat white stone, a paper boat, a straw hat left on the rock. It appears during play, gets mentioned at the promise, and is still at the same place at the reunion. Readers understand by themselves that the friendship was kept for a whole year.

Self check after writing: are the three scenes complete, do the promise words fix a day and a place, how many times does the object appear, is there a sentence at the end that praises friendship directly. If there is a praising sentence, delete it.

One more shortcut worth knowing: write backward from the day of the promise. Open with the pinky hook itself, next year first day of summer vacation still here, then loop back to how the two met and grew close that summer. The playing section can stay short, because readers already know these two will part, so every game they watch carries a pull. This backward order works especially well for upper graders, and inside five hundred words it saves twenty words for the reunion.

一篇溪边友情小故事的逐段点评

假设故事叫《溪边的大石头》。第一段：那年夏天我随妈妈到乡下外婆家，吃不惯也玩不着，躲在门后哭。外婆领我去村后的小溪打水漂，我在那里认识了阿贵。点评：开头带一点别扭，吃不惯、哭，溪水就成了把别扭抹平的地方，大石头从第一段起就有了分量。

第二段：我们比赛打水漂，阿贵一下漂四个，还教我挑扁的、边薄的石头。捉小鱼时，他总把自己捉的倒进我的桶里。点评：友情全靠细节说话。教挑石头、往我桶里倒鱼，两个动作比一百句他真好有用。总字是关键，倒一次是客气，每次都倒是友情。

第三段：开学前一天，我们坐在大石头上。阿贵伸出小拇指：明年暑假头一天，还在这儿。我们拉了钩，大拇指盖章，晃了三下。点评：约定场景话语、动作、时间三样齐全。还在这儿两个字比咱们约定吧更像孩子嘴里的话。大拇指盖章是孩子真做的动作，写进故事就站得住。

第四段：一冬天我想起那条溪好几次，怕阿贵忘了。有一回我问外婆，村后溪边的大石头还在不在。外婆说，石头在，石头在的地方，人就在。点评：一年中间没有留白。一次担心、一句对话，就把两个夏天接上了。外婆这句是全篇最好的一句，读者的信心也是它稳住的。

第五段：第二年暑假头一天，我到溪边早了。溪湾里出现一个人影，阿贵手里扬着一样东西。走近看清，是我去年打水漂丢的那块发白的平石头。点评：重聚不靠抱不靠哭，靠一块石头。物件第三次出场，友情保管没保管好，读者亲眼看见，不用谁说破。

两处可以改。第一处，第二段可以加一次小别扭，比如为一块石头谁赢吵了几句，傍晚又和好，友情就多一面，不只是互相让。第二处，阿贵替我保管石头太巧，改成两个人蹲在溪边一起找那块石头，找到找不到都成立，故事更可信，找的过程本身也是重聚。

A Streamside Friendship Story Annotated Paragraph by Paragraph

Suppose the story is called The Big Rock by the Stream. Paragraph one: that summer I followed my mother to the home of my grandma in the country, could not get used to the food and had no one to play with, and hid behind the door crying. Grandma took me to skip stones at the stream behind the village, and there I met A-Gui. Comment: the opening carries a small trouble, the food and the crying, so the stream becomes the place that smooths the trouble away, and the big rock gains weight from the very first paragraph.

Paragraph two: we raced at skipping stones, A-Gui skipped four at a time, and he taught me to pick stones that are flat with thin edges. When catching minnows, he always poured his own catch into my bucket. Comment: the friendship lives entirely in details. Teaching stone picking and pouring fish into my bucket do more than a

hundred lines of he is really good. The word always is the key. Pouring once is politeness, pouring every time is friendship.

Paragraph three: the day before school opened, we sat on the big rock. A-Gui held out his pinky: next year, first day of summer vacation, still here. We hooked pinkies and pressed thumbs to make a stamp, shaking three times. Comment: the promise scene has all three things, words, gesture, time. The two words still here sound more like a child than let us make a promise. The thumb stamp is a gesture kids really perform, so it stands firm inside a story.

Paragraph four: all winter I thought of that stream many times, afraid A-Gui had forgotten. Once I asked grandma whether the big rock by the stream was still there. Grandma said, the rock is there, and where the rock is, people are. Comment: the year in between is not left blank. One worry and one line of talk stitch the two summers together. The line of grandma is the best in the whole story, and the confidence of readers is steadied by it.

Paragraph five: on the first day of summer vacation the next year, I reached the stream early. A figure appeared at the bend, and A-Gui was waving something in his hand. Up close it was the flat white stone I had lost while skipping stones the year before. Comment: the reunion needs no hugging and no crying, only one stone. The object makes its third appearance, and readers see with their own eyes whether the friendship was kept, without anyone saying it out.

Two spots to improve. First, paragraph two could take a small quarrel, for instance a few sharp words over whose stone won, patched up by evening, and the friendship gains another face instead of only giving way to each other. Second, A-Gui keeping my stone for me is too neat. Change it to the two of them crouching by the stream looking for that stone together, found or not found both work, and the search itself becomes the reunion.

写友情约定故事最容易出的六个毛病

毛病一：玩耍记流水账。洗澡、摸鱼、打水漂，一样一句，像点名字，读者一个场面都记不住。识别：读玩耍那段，数有几个完整的经过，只有名词没有经过的就是流水账。改法：挑两样写经过，谁赢了、谁输了、中间谁说了什么话。

毛病二：约定含糊。全篇约定就一句，我们约好明年再见。没有日子，没有地点，没有动作。含糊的约定不值得等一年，重聚也就立不住。识别：把约定那句单独读，问自己对方跟谁约、哪天来、在哪儿等，三个问题答不上就是含糊。改法：话语具体到日子和地点，补上拉钩盖章的动作。

毛病三：一年中间留白。上一段拉钩，下一段就第二年见了，中间空着，读者觉得两个夏天是粘上去的。改法：中间写一两件小事，下雪天想起溪水响，问外婆大石头在不在。一两句就够，作用是搭桥，不是另起故事。

毛病四：重聚用力过猛。又哭又抱又转圈，中高年级读者会觉得假。识别：数重聚一段里写情绪的词，超过三个就过猛。改法：把情绪换成物件，对方带来一件去年的东西，或者问一句去年那条鱼后来怎么样了，感动自己会来。

毛病五：友情直接说破。结尾写这个约定让我懂得了友情的珍贵。前面故事里全没有这句话的位置，贴上去读者不认。识别：全文搜友情、珍贵、懂得这几个词，出现就是贴纸。改法：用动作或画面收尾，两个人坐在大石头上，各打一个水漂，溪水哗啦啦。

毛病六：细节不合年龄。写十岁的孩子包快艇游溪、拿水下相机拍鱼，细节和年龄、和那条小溪对不上，读者立刻出戏。识别：逐个问每个细节，这样的孩子做得到吗，村里的小溪配吗。改法：换成够得着的东西，赤脚、铁桶、草帽、竹竿。

排查顺序：先看约定有没有日子地点动作，再看中间有没有桥，然后扫结尾有没有贴纸句，最后逐个核细节。六个毛病都避开，这篇故事就情节完整，有细节也有感动。

Six Common Faults in Writing a Friendship Promise Story

Fault one: playing reads like a roll call. Bathing, feeling for fish, skipping stones, one line each, and readers cannot remember a single scene. How to spot: read the playing paragraph and count complete episodes. Only nouns and no episodes means a roll call. Fix: pick two games and write the episode, who won, who lost, what was said in the middle.

Fault two: the promise is vague. The whole promise is one line, we agreed to meet again next year. No day, no place, no gesture. A vague promise is not worth waiting a year for, and the reunion cannot stand. How to spot: read the promise line alone and ask, promised with whom, which day, waiting where. If the three questions have no answers, it is vague. Fix: fix the words to a day and a place, and add the pinky hook and thumb stamp.

Fault three: the year in between is blank. The paragraph before is the pinky promise, the next paragraph is already next year, with nothing between, and readers feel the two summers were pasted together. Fix: write one or two small things in between, hearing the stream on a snowy day, asking grandma about the big rock. One or two lines is enough, their job is a bridge, not a second story.

Fault four: the reunion pushes too hard. Crying, hugging, spinning around, and upper graders smell the fake at once. How to spot: count the feeling words in the reunion paragraph, more than three means too hard. Fix: trade feelings for an object.

The other side brings something from last year, or asks what happened to that fish, and the moving part arrives by itself.

Fault five: friendship is stated out loud. The ending says this promise taught me how precious friendship is. The story before has no place for that line, and readers will not accept the sticker. How to spot: search the whole text for friendship, precious, taught me. If they appear, they are stickers. Fix: end with an action or a picture. The two sit on the big rock, each skips one stone, and the stream gurgles on.

Fault six: details do not fit the age. A ten year old renting a speedboat on the stream or filming fish with an underwater camera, details that do not match the child or the village stream, and readers leave the story at once. How to spot: check each detail and ask, could a child like this really do it, can this stream support it. Fix: replace with things within reach, bare feet, a tin bucket, a straw hat, a bamboo pole.

Check order: first see whether the promise has a day, a place, and a gesture, then look for the bridge in the middle, then scan the ending for sticker sentences, and finally check details one by one. Clear all six faults and the story has a complete plot, real details, and feeling that moves people.