

儿童朗诵诗容易出的六个毛病

毛病一：只写抒情没有形象。全诗都是啊夏天你真美这类句子，溪水、阳光、蝉鸣一个都没露面，只有情绪在喊。朗诵诗靠形象站住，情绪要藏在形象后面。识别：数一数诗里的名词，溪、水、石头、柳树、蝉加起来不到五个，就是太虚。改法：先把题目要求的三个意象各写成一，再往这几行上添情绪的词。

毛病二：句式不整齐。这行五个字，下行十五个字，朗诵的人找不到节拍，听的人也跟不上。识别：逐行数数字，最长行和最短行差五个字以上就是不齐。改法：定一个句式，比如溪水叮咚，叮咚到，让它重复三遍到四遍，其余的行给它当帮手。

毛病三：硬押韵。为了每行末尾都押同一个音，写出阳光照山头，溪水唱唱歌，我们真快乐这类凑数的句子。识别：读一遍，找出哪一行只是为了押韵才那么写。改法：放弃行行押韵，改用拟声词和重复短语，比如叮咚、嗡嗡、到溪边来，节奏靠重复立起来。

毛病四：单行太长没法朗诵。一行二十个字，朗诵到一半气不够，断在句子中间很难看。识别：每行念出声，一口气念不完的行就是太长。改法：每行控制在六到九个字，装不下的内容拆成两行。

毛病五：意象太成人化。写溪水带走了岁月、阳光焊接了影子这类句子，中高年级学生读不懂，朗诵活动的听众也听不懂。识别：拿每行问一个四年级的孩子什么意思，答不上来就是太成人化。改法：换成孩子看得见摸得着的东西，鹅卵石、草帽、水草、蜻蜓、石桥。

毛病六：结尾喊口号。最后一行写我爱小溪，我爱夏天，前面攒的形象全泄了气。识别：看末行是不是只有情绪词，没有一个形象。改法：用一个画面收尾，比如叮咚进我心里，夏天开始长，情绪从形象里自己长出来。

排查顺序：先数名词看形象够不够，再逐行数数字看齐不齐，然后把整首念出声查气和韵，最后单看末行有没有口号。六个毛病都避开，这首诗就适合拿到班级朗诵活动里去用。

Six Common Faults in Children Recitation Poems

Fault one: only feeling, no images. Lines like ah summer, how beautiful you are fill the poem, while stream, sunlight and cicada song never show up, and only feeling shouts. A recitation poem stands on images, and feeling hides behind them. How to spot: count the nouns. If stream, water, stone, willow, cicada add up to fewer than five, it is too thin. Fix: write the three required images in one line each first, then add feeling words onto those lines.

Fault two: uneven lines. One line has five words, the next has fifteen, the reciter cannot find the beat, and the audience cannot follow. How to spot: count words line by line, and if the longest and shortest differ by more than five, it is uneven. Fix: choose one pattern, for example plop plop stream water plopping to, repeat it three or four times, and let the other lines serve it.

Fault three: forced rhyme. To make every line end in the same sound, lines turn into filler like the sun shines on the hill, the stream sings its fill, we are happy still. How to spot: read the poem once and find any line written only for its rhyme. Fix: give up rhyming every line. Use sound words and repeated phrases instead, like plop plop, buzz buzz, come to the stream side, and the beat stands up by repetition.

Fault four: lines too long to recite. One line carries twenty words, the reciter runs out of breath in the middle, and the break lands ugly inside the sentence. How to spot: read each line aloud, and if one breath cannot finish it, it is too long. Fix: keep each line six to nine words, and split anything longer into two lines.

Fault five: grown up images. Lines like the stream carries away the years or sunlight welds the shadows, and upper graders cannot parse them, nor can the audience of a recitation event. How to spot: ask a fourth grader what each line means, and if no answer comes, it is too grown up. Fix: swap in things children see and touch, pebbles, straw hats, water grass, dragonflies, the stone bridge.

Fault six: a slogan ending. The last line is I love the stream, I love summer, and all the images built before leak away at once. How to spot: check whether the last line holds only feeling words and no image. Fix: close with a picture, like plopping into my heart, and summer begins to grow, and the feeling grows out of the picture by itself.

Check order: count nouns for images, count words line by line for evenness, read the whole poem aloud for breath and rhyme, then look at the last line alone for slogans. Clear all six faults and the poem is ready for a class recitation activity.