

怎样写一首适合班级朗诵的短诗

班级朗诵的短诗和自己默默读的诗不一样。朗诵诗要句式整齐、段落分明，写之前先把框架定好。以写溪水叮咚为例，题目要求溪水、阳光、蝉鸣三个意象，就把诗分成三段，每段四行，一段管一个意象，共十二行。想要十六行，就加第四段收尾段，也是四行，把三个意象合在一起。框架先定，写句子时就不会乱。

第二步把句式做整齐。整齐不是每行字数一样，而是同一个句式重复出现。比如每段第一行都用溪水叮咚，叮咚到谁的句式：叮咚到阳光身上，叮咚到蝉鸣里。三段用同一个句式领三遍，听众听到第二段就能跟着走，听到第三段就想一起念。每行控制在六到九个字，超过十个字的句子要砍。

第三步弄节奏。儿童诗不必严格押韵，硬押韵反而写出别扭的句子。节奏靠两样东西。一是拟声词：叮咚、嗡嗡、哗啦，拟声词自带节拍。二是重复：每段末尾重复同一个短语，比如每段最后一行都落到夏天上，节奏就在重复里立起来。

第四步设计朗诵分工，这是最容易被忘的一步。写句子时就把角色分好：每段第一行一个人领诵，中间两行男女生轮流接，每段最后一行全班齐诵。齐诵的句子要短而响，像溪水叮咚，夏天在溪边这样的句子。写的时候心里标好这些行，整首诗就有了层次。

写完自查四样：三个意象齐不齐，同一个句式有没有出现三遍以上，有没有拟声词或重复短语，朗诵分工能不能分出来。四样都齐，这首诗就能拿到班级朗诵活动里用。

最后还有一步省不掉：定稿前把诗念给两三个孩子听。他们抬头看你的地方是能听进去的地方，低头扭动的地方就是要改的地方。朗诵诗的裁判不在稿子上，在耳朵上。照他们的反应改一轮，比自己对稿改十遍管用。班级活动前再让领诵和齐诵的孩子合练两次，哪一行接不上就在哪一行前多留半拍，诗是念给人听的，练的时候耳朵说了算。

How to Write a Short Poem for Class Recitation

A short poem for class recitation is different from a poem read silently alone. A recitation poem needs even sentence patterns and clear parts, so fix the frame before writing. Take writing Plop Plop Stream Water as an example. The task asks for three images, stream, sunlight and cicada song, so split the poem into three stanzas of four lines each, one image per stanza, twelve lines in all. If you want sixteen lines, add a fourth stanza of four lines that braids the three images together. Fix the frame first, and the lines will not wander.

Step two: make the sentence patterns even. Even does not mean every line has the same number of words; it means one pattern repeats. For example, the first line of each stanza uses the pattern, plop plop stream water, plopping to whom: plopping to the sunlight, plopping into the cicada song. Three stanzas use the same lead three times, so the audience follows along at the second stanza and wants to join in at the

third. Keep each line six to nine words, and cut anything past ten.

Step three: rhythm. Children poems do not need strict end rhyme, and forcing rhyme produces stiff lines. Rhythm comes from two places. One is sound words: plop plop, buzz buzz, splash splash, which carry rhythm by themselves. The other is repetition: repeat one phrase at the end of every stanza, for example every last line lands on summer, and the beat stands up inside the repeat.

Step four: plan the recitation parts, the step most often missed. Assign voices while writing the lines: one solo voice takes the first line of each stanza, boys and girls alternate the middle two lines, and the whole class takes the last line of each stanza. Lines for the whole class should be short and ringing, like plop plop stream water, summer by the stream. Mark these lines in your head while writing, and the whole poem gains levels.

Self check on four things: are all three images present, does one pattern lead at least three times, is there a sound word or a repeated phrase, can the recitation parts be divided. If all four hold, the poem is ready for a class recitation activity.

One step cannot be skipped at the end: before the final draft, read the poem aloud to two or three children. Where they look up is where the poem lands, and where they look down and fidget is where it needs fixing. The judge of a recitation poem is not the page but the ear. One round of revision by their reactions beats ten rounds at your own desk. Before the class event, let the solo and unison voices rehearse together twice, and wherever a handover stumbles, leave half a beat more before that line. A poem is read to people, so in rehearsal the ear has the final say.