

# 朗读的乐趣

从孩子很小的时候开始，直到他们可以自己阅读之后，我们都应该看着书本，朗读给孩子听。这样做会有很多好处。这是放松、亲近、分享乐趣和探索世界的时刻。此外，专家建议每天花20分钟朗读给孩子听可以提高他们在学校学习成功的机会。

以下是充分利用你的朗读时间的一些方法。

## 开始的姿势

你的身体姿势显示你的兴趣和关怀。和孩子保持同样的高度，抱着孩子在沙发或床上，或者一起坐在地上。

## 选择适合孩子年龄的书

宝宝用他们所有的感觉来探索书籍，包括味觉，所以应选择用布或硬纸做成的书，以便不容易损坏。一两岁的孩子对一页上一张图的书，说出书上事物的名字感兴趣。逐渐地，孩子会对书中的故事感兴趣，开始是很简单的故事，然后慢慢地发展到较长和复杂一点的故事。最后，你可能要朗读更长的书，时间是几天或者几个星期，一次一个章节。

## 跟随他们的兴趣

选择适合孩子年龄和兴趣的书。年龄较小的孩子在你读到最后一页之前可能已经没兴趣了。这没问题。目标是将阅读当作一种乐趣，而不是读完一本书。

## 改编一下内容

你可以根据孩子的年龄来改编书本的内容。对于年龄小的孩子，试着用你自己的话来描述书上的图片或者讲故事。你也可以将人物的名字改成孩子知道的人的名字。

## 吸引孩子的注意

鲜明的颜色和清楚的图片可以引起孩子的兴趣。如果想吸引好动的孩子的注意，你可以使用含有移动部分的书——可以掀起来的纸片、可以跳出来的场景、可以放进窄孔的小纸片。选择你知道可以引起他们兴趣的东西：他们喜欢的活动或者动物。

## 朗读要具有戏剧性

朗读时具有戏剧性会使孩子对故事产生兴趣。以儿歌的方式来突出节奏；使用姿势并在图片上指出你正在讲的地方；对于故事中不同的人物，使用不同的声音；讲到动物时要学动物的叫声。鼓励孩子模仿你，一起享受乐趣。

## 让孩子参与

当孩子已经听过同一个故事几次以后，你可以让他们参与进来，停下来让他们说出下一个词。有些故事有重复句，孩子说出下一个词并不难，而有些词你可以重复一下，孩子将跟着你重复。让孩子翻到下一页可以使她或他参与到读书中来。

## 提问

不时地停下来问一下关于图片或者故事的问题。即使在孩子会讲话之前，你仍可以问：“你看到大灰狼藏在哪里了吗？”如果孩子正在学数数，你可以问：“你在这页纸上可以看到多少只猫咪？”对于吸引年龄大点的孩子的注意，你可以问：“如果这个小女孩打开那扇门，你认为会发生什么事情呢？”

## 回答问题

还要耐心回答孩子的问题。对于还不会说很多话的孩子，他们指图片中的某个地方时可能是在问问题。不管他们用手在指什么，你要说出其名字来做出回应。年龄大点的孩子可能问为什么某个人物做了某事。暂时停下朗读，和他们讨论一下他们的想法。

## 重复再重复

孩子喜欢一遍又一遍地听你读同一本书——而有些成年人正相反，他们喜欢多一点变化。对于孩子这种喜欢熟悉的故事的倾向，你要耐心。重复是孩子学习书中的词汇、概念、和故事的一种方式。

## 坚持

当你的孩子可以自己阅读时，你们可以轮流互相读给对方。这种分享朗读快乐的时刻所带来的良好感觉可以持续许多年。

Betsy Mann编写

# The Pleasures of Reading Aloud

There are lots of reasons to look at books and read aloud to children, starting when they are very young and continuing well after they can read for themselves. It's a time to enjoy moments of relaxation and closeness, to share interests and explore the world. In addition, experts suggest that reading to children 20 minutes a day improves their chances of success in school.

Here are some ways to make the most of your reading time.

## The starting position

Your physical position communicates your interest and caring. Place yourself at child level, cuddled on the sofa or bed or sitting on the floor together.

## Suit the book to the age

Babies explore books through all their senses, including taste, so choose cloth or cardboard books that will take heavy wear and tear. Later, toddlers are interested in naming things in books with one picture per page. Gradually, children become interested in the stories in books, first very simple ones, then progressively longer and more complicated stories. Eventually, you may be reading longer books over a period of days or even weeks, one chapter at a time.

## Follow their interests

Choose a book that suits the child's age and interests. Younger children may lose interest before you arrive at the last page. That's okay. The goal is to make reading fun, rather than to get to the end of the book.

## Adapt the text

You can adapt a book to the age of the child you are reading to. For young children, try just describing the pictures or telling the story in your own words. You might also change the names of the characters to names of people the child knows.

## Catch children's attention

Bright colours and clear illustrations catch children's interest. You can hold the attention of a squirming child with books that have moving parts—flaps that lift, scenes that pop up, pieces that go into slots. Build on what you know interests them: an activity they enjoy, an animal that appeals to them.

## Make your reading dramatic

Making your reading dramatic will also keep children interested in the story. Emphasize the rhythm in nursery rhymes. Use gestures and point to what you're talking about in the pictures. Change your voice for different characters in the story and make sounds for the animals. Encourage the children to imitate you and join in the fun.

## Involve children

When children have heard a story several times already, you can involve them by pausing to let them fill in the next words. Some stories have a refrain that makes this easy, for instance, "I'll huff and I'll puff and I'll blow your house down!" in the Three Little Pigs. Just letting a child turn the page can keep him or her involved in reading.

## Ask questions

From time to time, stop and ask questions about the pictures or the story. Even before a child can talk you might ask, "Can you see where the wolf is hiding?" If a child is learning to count, you could ask, "How many cats do you see on this page?" Draw older children into the action by asking, "What do you think will happen if Goldilocks eats the porridge?"

## Respond to questions

Take time to answer the children's questions too. For children who don't yet say many words, just pointing at a part of an illustration may be a question. Respond by naming whatever the child is pointing to. Older children might ask why a character did something. Pause in your reading to discuss their ideas.

## Over and over again

Children love to hear the same book read over and over again—much to the dismay of some adults who would like a bit more variety. Be patient with this preference for familiar material. Repetition is part of the way children learn the words, the concepts and the story that a book contains.

## Keep it up

When your children can read for themselves, you can take turns reading to each other. The good feelings of these moments spent sharing the pleasure of books will last many years.

*by Betsy Mann*