

讀書給小童的樂趣

從小童還很小的時候開始，直到他們可以自己閱讀之後，我們應該看著書本，讀給小童聽，這樣做會有很多好處。這是放鬆、親近、分享樂趣和探索世界的時刻。另外，專家建議每日用20分鐘讀書給小童聽可以提高他們在學校學習成功的機會。

以下方法是關於如何充分利用你讀書給小童的時間。

開始的姿勢

你的身體姿勢顯示你的興趣同關懷。同小童保持同樣的高度，抱著小童在沙發或床上，或者一起坐在地上。

選擇適合小童年齡的書

小童用他們所有的感覺來探索書籍，包括品嚐，所以應選擇用布或者硬紙做成的書，這樣不易損壞。年長的小童對說出書上的事物的名字感興趣。慢慢地，小童會對書中的故事感興趣，開始是很簡單的故事，之後慢慢地發展到較長的故事。最後，你可能要朗讀更長的書，時間是幾天或者幾個星期，一次一章。

滿足他們的興趣

選擇適合小童的年齡同興趣的書。年齡較小的小童在你讀到最後一頁之前可能已經沒有興趣了。這沒問題。目標是將閱讀當作一種樂趣，而不是讀完一本書。

改編書中的內容

你可以根據聽你讀書的小童的年齡來改編書本的內容。對於年幼的小童，試著用你自己的話來描述書上的圖片或者講故事。你也可以將人物的名字改成小童知道的名字。

吸引小童的注意

鮮明的顏色和清楚的圖片可以吸引小童的注意。如果想吸引坐不定的小童的注意，你可以使用帶有移動部分的書——可以掀起來的紙片、可以跳出來的場景、可以放進窄孔的小紙片。選擇你知道可以引起他們興趣的東西：他們喜歡的活動或者動物。

要具有戲劇性

朗讀時具有戲劇性還將會使小童對故事產生興趣。以兒歌的方式來突出節奏。使用姿勢並在圖片上指出你正在講的地方。對於故事中不同的人物，你要用不同的聲音，並且講到動物時要學動物的聲音。鼓勵小童模仿你，一起享受樂趣。

讓小童參與

當小童已經聽過同一個故事幾次以後，你可以讓他們參與進來，停下來讓他們說出下一個詞。有些故事有重複句，小童說出下一個詞並不難，而有些詞你可以重複一下，小童將跟著你重複。讓小童翻到下一頁可以使她或他參與到讀書中來。

提問

不斷地停下來問一下關於圖片或者故事的問題。就算在小童可以講話之前，你也可以問，“你有無看到大灰狼藏在哪里？”如果小童正在學數數，你可以問，“你在這頁紙上可以看到多少只貓咪？”對於吸引年長的小童的注意，你可以問，“如果這個小女孩打開那扇門，你認為會發生什麼事情？”

回答問題

總要耐心回答小童的問題。對總沒能講好多話的小童，他們指圖片中的某個地方時可能是在問問題。無論他們用手在指什麼，你都要說出那樣東西的名字來做出回應。年齡稍長的小童可能問為什麼某個人物做了某事。暫時停下讀書，同他們討論一下他們的想法。

不斷重複

小童喜歡一遍又一遍地聽你讀同一本書——但是有些成年人剛剛相反，他們喜歡多點變化。對於小童這種鐘意熟悉的故事的特點，你要耐心。重複是小童學習書中的辭彙、概念、同故事的一種方法。

保持讀書的習慣

當你的小童可以自己閱讀時，你們可以輪流互相讀給對方。這種分享快樂的時刻帶來的良好感覺可以持續多年。

Betsy Mann編寫

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