

一本绘本打开的亲子时光：情绪与语言在阅读中悄悄生长

每一次与孩子共读，我都觉得像是重新翻开自己的童年。前阵子我们读了《噼里啪啦的情绪小怪兽》，这本绘本本来只是我随手在书店拿起的，却没想到成为我们家重新调整情绪交流方式的起点。孩子第一次看到五颜六色的小怪兽时特别兴奋，而我在旁边看着，竟也感受到那种久违的轻松。

共读的过程比我预期的热闹。孩子会突然站起来模仿怪兽的表情，一会儿皱眉装“生气”，一会儿捧着肚子大笑。我于是顺势引导他，“如果你今天在幼儿园不开心，是不是像绿色小怪兽一样？”孩子想了想，点点头，说自己午睡时被吵醒了。我才意识到，共读其实提供了一个非常温柔的开口，让孩子能更自在地表达情绪，而不是等待我们问出“你怎么了”。

在这个过程中，我们也慢慢形成了属于彼此的阅读仪式：读前把灯调暗一点，让空间安静下来；读到角色对话处时轮流扮演；合上书后再讨论今天哪个颜色的情绪最多。看似简单，却让孩子的语言表达变得更加具体。他开始把抽象的感受说得越来越清楚，比如“我今天有一点黄色的开心，还有一点蓝色的难过”。这种细腻的描述，是我以前没想过他能做到的。

最让我意外的变化发生在家庭互动上。我们大人之间争吵时，孩子会突然跑来提醒，“爸爸现在红色很多，妈妈有一点灰色”。虽然好笑，但也让我们意识到，共读让孩子理解情绪，更让我们重新意识到自己的情绪会被孩子看见。因此，家里开始出现更多“放慢速度”的时刻，“我们来休息一下再说”，这句话变得更频繁了。

回头看这一段共读经历，我发现它的价值并不在于读完多少本绘本，而在于能不能持续让家庭保持一种“愿意一起看、愿意一起说”的状态。所以我们制定了一个轻松的共读方式：不规定时间长度，但保持每天至少翻一小段；由孩子挑选绘本，让他拥有阅读的主动权；阅读后不过度说教，而是从一句最自然的问题开始，比如“你觉得这个角色像谁”。这种做法让共读从“任务”变成生活的一部分。

一本绘本确实改变不了家庭的全部，但它能像一把钥匙，轻轻推开连接彼此的那扇门。在共读里，父母学着倾听，孩子学着表达，家庭关系便在这一纸一画中悄悄变得柔软。

When a Picture Book Opens Up Family Time: How Emotions and Language Grow in Reading

Every time I read with my child, I feel as if I'm reopening my own childhood. Recently we read a picture book called "The Color Monster", and what I initially thought was just a casual pick from the bookstore unexpectedly became a turning point in how we communicate emotions at home. My child was thrilled by the colorful monsters, and watching him, I felt a sense of ease I hadn't felt in a long time.

Our reading was more lively than I expected. My child stood up and acted out the

monsters' expressions—angry one minute, giggling the next. I used the opportunity to guide him: "Were you like the green monster today?" He paused and nodded, saying he was upset because someone woke him during nap time. I then realized that reading together offered a gentle and safe way for him to open up.

Over time, we developed a small reading ritual: dimming the lights, taking turns playing characters, and talking about which emotion appeared most that day. These tiny habits improved his language skills in ways I didn't foresee. He began describing his feelings more specifically, saying things like, "I'm a little yellow happy today, and a little blue sad." It was a level of expression I hadn't expected from him.

The changes in our family interactions surprised me the most. When my partner and I argued, my child would interrupt, pointing out, "Daddy has a lot of red. Mommy has some gray." It was funny, but it reminded us how much our emotions affect him. We started slowing our conversations, choosing to pause rather than escalate, which made our home noticeably calmer.

Looking back, the value of reading together isn't about finishing many books but about maintaining the habit of "looking together and talking together." So we created a simple system: no fixed length, but read a bit every day; let the child choose the book; and avoid overexplaining afterward. A single natural question—"Who does this character remind you of?"—usually opens enough space for conversation.

A picture book cannot change everything, but it can be a small key that gently opens a door. In shared reading, parents learn to listen, children learn to express, and the family grows just a little softer page by page.

从故事到生活：亲子共读里的语言力量与情绪练习

我们家的共读旅程，是从《我爸爸》这本温暖又带点夸张的绘本开始的。第一次打开书时，孩子就被里面各种“超级爸爸”的形象吸引了。他看着爸爸跳舞、吼狮子、飞天一样地出现，笑得几乎在沙发上打滚。我当时坐在旁边，看着孩子那种毫不掩饰的快乐，突然意识到，阅读原来可以如此轻松地把家庭拉得更近。

每次读到爸爸像“大力士”一样抬起汽车的那页，孩子都会非要让我或他爸爸“演一遍”。我们当然抬不动汽车，但能假装憋气、假装使劲，再夸张地倒在地上。孩子在旁边看得乐不可支，会拍手说：“爸爸真的好厉害！”而这短短几分钟的表演，其实已经让孩子在学习表达、模仿和观察。更重要的是，他开始懂得夸赞是一种可以主动给予的情绪交流。

共读久了，我们也发现孩子的语言明显变得更丰富。有一次他看我加班到很晚，突然走到我

旁边说：“妈妈今天一定很累，就像故事里爸爸飞来飞去的时候一样。”我愣了几秒，才意识到共读给他提供了一种“类比”的方式，让他能更自然地把故事语言带到生活里。这种语言迁移，是课堂里不一定能学到的，却在共读过程中不知不觉发生。

情绪方面的变化也很明显。孩子有时会因为积木倒了或朋友抢玩具而沮丧。我以前总会习惯性安慰，但他听不进去。后来我试着用绘本里的情节开头，“这是不是像爸爸被雨浇到，有点不开心？”他会思考，然后点头，说：“可是爸爸最后还是笑了。”那一刻我突然明白，共读让孩子拥有一条他能理解的情绪出口，而不是靠大人硬塞给他的解释。

家庭互动也因为共读而变得更柔和。以前我们忙的时候多半会用“等一下”来敷衍孩子，但现在我们会更愿意花五分钟坐下，跟他一起看一两页。他也因为知道每天都有固定的阅读时间，而变得不那么焦虑，甚至常提醒我们：“今天还没有读故事哦。”这种稳定的节奏感给了他安全感，也让我们在亲子关系里找到更多喘息的可能。

为了让共读更可持续，我们制定了几个小原则：第一，阅读不追求数量，而是追求质量，让孩子有充分表达的空间；第二，故事结束后只提开放式问题，比如“你觉得故事里的爸爸像我们生活中的谁？”；第三，不强求孩子回答，让阅读保持自由。这样做不仅让阅读不变成负担，也让家庭关系在温柔的节奏里不断修复和成长。

一本绘本能带来的力量，或许不是立刻看得见的，但它在孩子的语言里、情绪里、眼神里悄悄发生。共读不是教学，而是一种陪伴；不是任务，而是一种一起生活的方式。

From Story to Daily Life: The Power of Language and Emotional Practice in Shared Reading

Our family's reading journey began with the picture book "My Dad"—warm, exaggerated, and irresistibly fun. From the moment we opened it, my child was captivated by all the versions of the "super dad" in the book. He laughed so hard he nearly slid off the couch. Watching him, I realized how naturally reading can pull a family closer.

Every time we reached the page where Dad lifts a car like a superhero, my child insisted that we "act it out." Of course, we couldn't lift a car, but we pretended: straining our faces, making dramatic sounds, and collapsing on the floor. My child clapped in delight, saying, "Daddy is amazing!" Those few silly minutes were more than play—they were lessons in expression, imitation, and emotional exchange.

As we continued reading, we noticed clear changes in his language abilities. One evening, he saw me exhausted from work and said, "Mom, you must be tired today, just like when Dad flies around in the story." It struck me that the stories had given him a way to relate ideas through analogy. That kind of linguistic transfer doesn't always come from a classroom—it happens quietly during shared reading.

His emotional awareness also grew. When his blocks fell or a friend took his toy, he used to spiral into frustration. Instead of lecturing him, I started with a reference from the book: "Is this like when Dad gets caught in the rain and feels upset?" He often paused, thought, and responded, "But Dad smiled later." It was a way for him to see emotions in a form he could understand, without feeling pressured by adult explanations.

Our family rhythm changed too. Instead of brushing him off with "later," we now sit down for a page or two even on busy days. Because he knows reading time is guaranteed, he is less anxious and often reminds us, "We haven't read today!" That steady rhythm gives him a sense of security and gives us a quiet moment of reconnection.

To keep reading sustainable, we created a few gentle rules: focus on quality over quantity; ask open-ended questions like "Who does the dad in the story remind you of?"; and never force responses. Reading stays free and enjoyable, not an obligation.

The influence of a single picture book may not appear overnight, but it emerges in a child's language, emotions, and expressions. Shared reading isn't about teaching—it's about companionship. Not a task, but a way of living together.

跟着绘本慢下来：亲子阅读让家庭关系更柔软的秘密

《好饿的毛毛虫》这本看似简单的绘本，陪伴了我们家整整一个月。刚开始我只是想着用它帮孩子认识星期和食物，没想到它却像一首慢慢展开的小诗，让我们一家在阅读中逐渐找到了一种温柔的节奏。

每天晚上，孩子都会自己把绘本搬到沙发上，拍一拍位置示意我坐过去。我们会从毛毛虫的出生开始，一页一页地念。孩子特别喜欢模仿毛毛虫吃东西的样子，每念到“它吃了一片苹果”时，他就会假装咬一口空气。后来我们甚至把这一页“发展”成了家庭小话剧，我负责当解说，他负责表演，读书变成了游戏。

在这个过程中，我发现孩子的语言表达明显变得更主动。他会尝试自己说出故事的顺序，不再只是默默听着。有一次，他突然说：“毛毛虫吃很多是不是因为它长大需要力量？”这句话让我惊喜，因为这已经是一种简单的因果推理。我顺势问：“那你觉得你什么时候也需要力量？”他想了想，说是早上起床的时候。这个小对话让我意识到，共读并不是要教会孩子“故事内容”，而是让他在讲述和思考中慢慢长大。

情绪层面的变化更加温柔。有一天，孩子因为积木推倒而大哭，我抱着他问：“是不是像毛毛虫在肚子痛的时候一样难受？”他点点头，情绪缓和下来。原来绘本给了孩子一个更容易理解的参照物，让他知道“难受”不是不能说出口的事情。

我们夫妻之间也因为共读的固定时间而更愿意停下来。以前下班回家常常只想赶紧处理杂事，但现在家里出现了一个共同的“小停顿”：无论多晚，我们都会一起和孩子读至少五分钟。这短短五分钟像一个家庭呼吸的节奏，让我们都重新注意到彼此的存在，而不是像以前那样被工作牵着走。

为了让这种温柔的阅读习惯能够持续，我们做了三个小调整：第一，让孩子主导选择绘本，让他觉得阅读是“属于他”的事情；第二，用提问推动讨论，而不是重复故事本身；第三，让阅读成为每日生活的“背景音乐”，不一定要很隆重，但一定要一致。这些做法让共读不再是固定任务，而是一种不断渗入生活的陪伴方式。

没想到，一只“好饿的毛毛虫”不仅带给孩子知识，也让我们这个家慢慢学会了放慢脚步。共读的力量，也许就在于让大人和孩子都能以同样的速度看世界，再重新靠近彼此。

Slowing Down with Picture Books: How Shared Reading Softens Family Relationships

The picture book “The Very Hungry Caterpillar” seemed simple at first, but it accompanied our family for nearly a month. I originally chose it to help my child learn weekdays and foods, but it turned into something like a gentle poem—slowly shaping a softer rhythm for our evenings.

Every night, my child carried the book to the sofa and tapped the spot next to him for me to sit. We read from the caterpillar’s tiny birth onward. He loved acting out the eating scenes, pretending to bite the air whenever we read “He ate through one apple.” Soon, this page evolved into a mini family play: I narrated, he performed, and reading became a game.

Through this, I noticed his language growing more confident. He began trying to retell the story himself rather than just listening. One night, he suddenly asked, “Does the caterpillar eat so much because he needs energy to grow?” I was surprised—this was simple causal reasoning. When I asked, “And when do you need energy?” he answered, “When I wake up in the morning.” That moment made me realize that shared reading isn’t about teaching the plot but helping him think, describe, and connect ideas.

The emotional benefits were even more touching. One day he cried when his blocks fell down. I held him and asked, “Does it feel like when the caterpillar had a stomachache?” He nodded, calming down. The story gave him a way to understand and express his discomfort without feeling overwhelmed.

As for us parents, the habit of reading created a moment of pause in our routine. After long workdays, we used to rush through the evening tasks. Now, no matter how

busy we are, we pause for at least five minutes of reading together. Those five minutes feel like the home taking a gentle breath—bringing us back to one another.

To keep the habit sustainable, we made three small adjustments: let the child choose the books; use questions to lead conversations instead of repeating the plot; and make reading a natural part of daily life, not a performance. These changes turned reading from a responsibility into a shared comfort.

Unexpectedly, a hungry little caterpillar didn' t just teach our child—it taught our family how to slow down. The power of shared reading may lie in helping adults and children look at the world at the same pace, drawing us closer page by page.