

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.