

陪读四步：从选版本到写出读后感

陪孩子读《西游记》，家长最常问的是「从哪开始、每天做什么、怎么落到作文上」。四个步骤可以直接照做。

第一步，选版本。小学三到五年级选青少版，语言现代、情节完整，一回故事大约一千字，读起来没有障碍。六年级到初中换原著节选，挑前三十回里故事性强的：大闹天宫、三打白骨精、真假美猴王、三借芭蕉扇。不要一上来就买全本原著，八十多万字，孩子读到第十回就放弃了，版本选错，后面全盘皆输。判断标准很简单：孩子能独立读完一页不需要问三个生字，这个版本就合适。

第二步，每日共读。固定时间，十五到二十分钟，睡前或晚饭后都行，关键是每天同一时段。方式分两种：三年级以下家长读孩子听，四年级以上轮流读，孩子读一段家长读一段。每次读完停在情节悬念处，比如「孙悟空被压在山下，接下来五百年他怎么过的」，把钩子留给明天。一周读六天留一天空，进度不崩。

第三步，提问讨论。每次读后问三个问题，固定套路：第一个问情节，「这一段里谁做了什么事」，检查有没有读进去；第二个问选择，「如果你是孙悟空，你打不打白骨精变的村姑」，逼孩子站队并说理由；第三个问联系，「你班里有没有像猪八戒这样的人」，把书里人物拉到孩子的生活里。三个问题问完就停，不要追问到孩子烦，讨论一旦变成审问，第二天孩子就不愿共读了。

第四步，引导写感受。先说后写：让孩子把讨论时说的话复述一遍，家长用手机录音，转成文字就是现成的素材。写作要求从三句话起步——「我最喜欢哪一段、为什么、书里这个人像我认识的谁」。三句话写顺了，再加一段情节概括，再加一个自己的经历，一篇四百字的读后感就有了。初稿别改错别字别改病句，先让孩子写完，改的冲动留到第二篇。

整个流程里家长的角色是陪练不是老师：版本你选，时间你定，但问题答案让孩子说，作文让孩子写。孩子写得歪，只要是他自己的话，就比背一篇范文有价值。

Four Steps of Reading Together: From Choosing an Edition to Writing a Book Report

When parents read *Journey to the West* with their kids, the three most common questions are: where do we start, what do we do each day, and how does this turn into an essay. These four steps can be followed as written.

Step one: choose the edition. For grades three to five, pick a youth edition - modern language, complete plot, about a thousand characters per episode, no reading barriers. From sixth grade through junior high, switch to selected passages from the original, choosing the most story-driven of the first thirty chapters: Havoc in Heaven, Three Strikes at the White Bone Demon, the True and False Monkey King, Three Borrowings of the Banana Fan. Don't buy the complete original to start - it runs over

800,000 characters, kids quit by chapter ten, and if the edition is wrong, everything after fails. The test is simple: if your child can read a full page without stopping to ask three characters, the edition fits.

Step two: daily shared reading. Fix the time – fifteen to twenty minutes, before bed or after dinner, either is fine; the key is the same slot every day. Two modes: for third grade and below, the parent reads and the child listens; from fourth grade up, take turns, one paragraph each. Stop each session at a cliffhanger – “Sun Wukong is pinned under the mountain; how will he spend the next five hundred years?” – and leave the hook for tomorrow. Read six days a week, keep one day free, and the schedule won’t collapse.

Step three: questions and discussion. Ask three questions after each session, always the same pattern. First, plot: “Who did what in this part?” – checks whether the reading actually landed. Second, choice: “If you were Sun Wukong, would you strike the village girl the White Bone Demon turned into?” – forces the child to take a side and give a reason. Third, connection: “Is anyone in your class like Zhu Bajie?” – pulls the characters into the child’s own life. Stop after three questions. Don’t press until the child is fed up; once discussion feels like interrogation, they won’t sit down with you tomorrow.

Step four: guide the writing of reflections. Talk first, write second: have the child restate what they said during discussion, record it on your phone, and the transcript is ready-made material. Start the writing requirement at three sentences – “which part I liked best, why, and who in the book reminds me of someone I know.” Once three sentences flow easily, add one plot summary paragraph, then one personal experience, and a four-hundred-character book report exists. Don’t fix typos or awkward sentences in the first draft – let the child finish; save the editing urge for the second piece.

Throughout the process the parent is a practice partner, not a teacher: you pick the edition, you set the time, but the answers come from the child and the essay is the child’s. A crooked essay in the child’s own words is worth more than a memorized model essay.