

Crafting Multimodal Responses to Picturebooks at Home with Your Child

与孩子一起创作多样性读后感

by SALLY BROWN, LING HAO, & RONG ZHANG

“Giving children many ways to show their understanding of picturebooks is more likely to capture the depth of their transactional experiences. Children bring a multitude of experiences to stories including social, cultural, and linguistic resources. Let’s open spaces for the differential representation of meaning-making.”

为孩子们提供多种方式来展示他们对绘本的理解更有可能捕捉到他们阅读体验的深度。孩子们读故事时会产生多种共鸣，包括社会、文化和语言资源方面的共鸣。我们要为孩子们的差异化表达提供空间。



LITERACY CHAMPION: SALLY BROWN

Sally Brown is a Professor of Literacy Education at Georgia Southern University. She started her career as a primary school teacher in South Carolina public schools. Currently, she teaches graduate and undergraduate literacy courses with a focus on emergent bilinguals and technology.

Her research interests include supporting emergent bilinguals in English-only classrooms, translanguaging, and multimodal meaning-making processes. Her recent book, *Digital Initiatives for Literacy Development in Elementary Classrooms: Engaging Research and Opportunities*, highlights the multimodal learning experiences of young children. She is also the co-editor of *Multimodal Literacies in Young Emergent Bilinguals: Speaking Back to Print-Centric Practices*, a forthcoming book.



LITERACY CHAMPION: LING HAO

Ling Hao is a Ph.D. candidate at the University of South Carolina. She works with different ELL families and Chinese immigrant families. Her research focuses on exploring emergent bilingual children's multimodal meaning-making process and promoting the literacy development of students with diverse cultural and linguistic backgrounds. She is the co-editor of an upcoming book, *Multimodal Literacies in Young Emergent Bilinguals: Speaking Back to Print-Centric Practices*.



LITERACY CHAMPION: RONG ZHANG

Rong Zhang is a Ph.D. candidate at Purdue University. Her research is focused on children's literature and reading, especially for wordless book analysis and young children's multimodal reading. She also conducts research on bilingual education with focuses on parents' perspectives, family literacy, and teachers' perspectives. She has an upcoming article, *Español, el idioma que nosotros hablamos: A Collective Case Study of Home Language Use* from School Community Journal.

One to Know: What Parents Need to Know about Multimodal Literacy Practice

父母需要知道的多元读写知识

Limits of Print-Centric Practices

纸质化练习的缺陷

Schools often limit literacy learning to linguistic representations such as written and oral language. However, not all children can express their ideas through this avenue. In order to take notice of what children know and their potential to make meaning of stories, multimodal literacy offers children opportunities to create literacy practices and fulfill their potential through the use of multimodal resources.

学校经常将认读学习局限为语言化的代表，比如写作和口语。但是，不是所有孩子都适合用这种方式表达学习。为了更全面的关注到孩子自己从故事里学到了什么，还有他们理解故事的潜力，多元化读写给孩子提供了更多创作文学练习的机会，并同时可以发挥孩子的潜能。

Multimodal Literacy

多元读写

Multimodal literacy involves using an organized set of resources for meaning-making that take into account different ways of representing learning (Jewitt & Kress, 2008). Children make choices about what and how to represent their understandings, using a variety of modes. For example, children may combine the use of drawings and gestures to explain how a book character changes over time.

多元读写包括组织一系列材料来表达意思，这种读写重视用不同的方式来表示习得。在用多元模式创作过程中，孩子会选择如何表达他们对阅读的理解。比如，孩子会组合使用绘画和肢体动作来解释书中角色通过时间的变化。

So, what type of modes might children engage in to make meaning of stories?
那么，孩子可以做哪几种关于故事的创作呢？

- **Visual:** drawing (on paper or using a digital device like a tablet), the use of color, paper cutouts, collage
视觉化的：绘画（在纸上或者在电子设备上），运用不同颜色，剪纸，拼贴画
- **Gestural:** expressions through hand and body movements, acting out stories, dancing, performing story dramas
动作化的：通过手势和身体动作表达，表演故事，跳舞，和表演故事剧
- **Musical:** singing songs
音乐化的：唱歌
- **Oral:** talk about books, dialogue, oral interactions, and oral storytelling
口语化的：关于这本书的聊天，对话，会话互动，讲述故事

What to Do: Get Reading and Exploring!

做什么：开始阅读和探索！

Getting Started

准备开始

Select a book to read to your child that ties to their interests and experiences. Consider these factors:

选择一个你想读给孩子的书，这本书要有关孩子的兴趣和经历。可以从以下几个方面考虑

- **Culture:** culturally diverse books
文化：多元文化的书
- **Language:** bilingual books
语言：双语书

Read the book with your child, pausing to ask questions that build connections between the child and the story. Sample questions may include:

当你和孩子一起读书的时候，可以停下来问孩子一些让孩子能和故事联系起来的问题。例如：

- What are you thinking?
你在想什么呀？
- What do you notice?
你注意到了什么？
- How is the story making you feel?
读这个故事你有什么感想？
- How are our family practices similar or different from those in the story?
我们在家里做的事和故事里发生的事有相似或者不同的地方吗？

Once the story is finished, invite your child to respond to the book. You may offer various resources for meaning-making. The goal is to have your child express their own understanding of the story. Think about the resources you have in your home that can be used to make meaning. Below are several examples of responses that children constructed about books that were read to them.

读完了故事，可以让孩子做有关这本书的练习。你可以提供很多种材料来让孩子做创作。这个目的是让孩子来表达他们对于故事的理解。可以考虑用家里的有的材料让孩子表达意义。下文有一些例子是孩子读完故事后对于故事的创作。

After your child completes their response, talk to them about their work. You may want to allow the child to just tell you what they have made, or you can guide them with questions.

当孩子做完创作之后，可以和孩子聊聊他们的作品。你可以让孩子聊聊他们做了什么，或者问孩子一些提示问题，比如：

- What did you make today?
你今天做了什么？
- Tell me how your work connects to the story that we read.
告诉我你的作品和我们读的书有什么关联
- How did you make sense of the story?
你是怎么理解这个故事的？
- Explain your thinking as you made your response.
当你做这个作品的时候你在想什么？

Examples of Multimodal Literacy

多元读写的例子

Paper-Based Drawing Using Markers

使用彩笔在纸上画画

After reading *Giant: A Panda of the Enchanted Forest* (Xuan Loc Xuan, 2018), a child used markers to draw a picture about pandas in the forest. The child extended the picturebook plot about fires in the forest by drawing flames around the pandas.

在读了《*Giant: A Panda of the Enchanted Forest*》(Xuan Loc Xuan, 2018) 这本书之后，一个孩子使用水彩笔画了一幅关于森林里的熊猫的图画。孩子通过在熊猫周围绘制火焰来扩展书中关于森林火灾的情节。



Digital Drawing Using a Tablet Device

使用平板设备进行数字绘图

A child listened to a reading of *The Pigeon Has to Go to School* (Mo Williams, 2019) and created an image of the main character, Pigeon. Pigeon was wondering how he would get to school, which was represented in a speech bubble.

一个孩子听了《*The Pigeon Has to Go to School*》(Mo Williams, 2019) 这个故事后，创造了主角鸽子的形象。鸽子想知道他怎么去学校。孩子把鸽子的想法在一个会话气泡中表现出来。

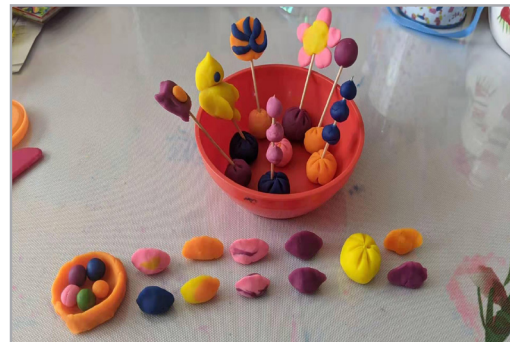


Playdough

橡皮泥

After reading *Who Stole the Buns?* (Yishi Jin, 2011), one child played with playdough and made some buns, dumplings, and sweet dumplings using different colors.

在读了《*谁偷了包子?*》(金艺实, 2011) 这个故事之后，一个孩子用橡皮泥做了一些不同颜色的包子、饺子和元宵。



Painting with Watercolors

水彩画

A child listened to *Lotus Town's Morning Market* (Xiang Zhou, 2006), and then used watercolor to paint some lotus blossoms in a pond. He also wrote Chinese characters 荷花 for lotus.

在读了《*荷花镇的早市*》(周翔, 2006) 这本书之后，一个孩子用水彩画了池塘里的荷花。他还在画上写了荷花的中文。



Legos

乐高积木

After reading *Dim Sum for Everyone* (Lin, 2014), one child used Lego to build a variety of the foods (e.g., cakes, biscuits) that she likes to eat at home.

在读了《*Dim Sum for Everyone*》(Lin, 2014) 这本书之后，一个孩子用乐高积木制作了她喜欢在家里吃的各种食物（例如蛋糕、饼干）。

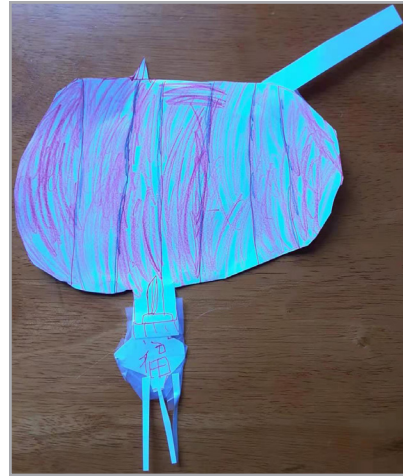


Paper Cuts

剪纸

After reading *Celebrating the Lantern Festival* (Sanmu Tang, 2010), a child made a paper lantern. She designed and cut the lantern by herself and decorated it with colored pencils. She also wrote Chinese character 福 (fortune) on her lantern.

在读了《过元宵》（唐三木, 2010）这本书之后，一个孩子用纸剪了一个灯笼。她自己设计并剪好了灯笼，然后用彩色铅笔装饰灯笼。她还在她的灯笼上写了汉字“福”。



More to Know and Do: Resources for Parents

更多知识和行动：家长可以使用的资源

Selecting Picturebooks to Read with Your Child

https://www.the-best-childrens-books.org/Caldecott_Award_Winners.html

选择绘本与您的孩子一起阅读：

https://www.the-best-childrens-books.org/Caldecott_Award_Winners.html

Purchasing Multicultural and Multilingual Picturebooks for Children

<https://www.leeandlow.com/>

为孩子购买多文化和多语言图画书：

<https://www.leeandlow.com/>

Recipe for homemade playdough

<https://livingwellmom.com/easy-homemade-playdough-recipe/>

自制橡皮泥的手册：

<https://livingwellmom.com/easy-homemade-playdough-recipe/>

How to Reach Us

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