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How to read with your eyes shut: short stories to read aloud

Books to read to younger children

Fleischman, Sid

[A carnival of animals](#)

Short tall stories from the master of the art of oddball storytelling

Marshall, James

[Rats on the range and other stories](#)

Six-foot rats, a pig's night out, and a mouse that house keeps for a cat.

Nixon, Joan Lowery

["Beats me, Claude](#)

Shirley and Claude have settled down to life on the farm, but when Shirley attempts to make an apple pie for Claude, little do they know that it will become the ultimate weapon.

[Stacks of stories](#)

Edited by Mary Hoffman

Libraries aren't so bad - here's a collection of stories that all have the library as a theme.

[Telling tales: a collection of school stories](#)

Compiled by Barbara Ireson

How long can Gerry Atkins get away with not doing his French homework? Do the strange things that happen when Miss Peabody's around mean that she's a witch? Can the end-of-year performance be so hopeless that the teacher will give up?

[A treasury of funny stories](#)

Chosen by Andrew Matthews

From a crummy mummy to flying dogs - stories that are giggle-guaranteed.

[A treasury of ghost stories](#)

Chosen by Kenneth Ireland

The dead man who was so ornery he wouldn't believe he was dead, 'ghosts' from the future, and the shortest ghost story ever told.

[The upside-down mice and other animal stories](#)

Compiled by Jane Mercer

Short stories by favourite authors including Roald Dahl, Penelope Lively, Dick King-Smith and Colin Dann - all about animals.

McBratney, Sam

Guess how much I love you

McKee, David

Elmer

Mahy, Margaret

The lion in the meadow

Murphy, Jill

Five minutes' peace

Rosen, Michael

We're going on a bear hunt

Sendak, Maurice

Where the wild things are

Steig, William

Doctor De Soto

Varley, Susan

Badger's parting gifts

Vaughan, Marcia

Wombat stew

Waddell, Martin

Farmer duck

Wells, Rosemary

Benjamin and Tulip

Williams, Linda

The little old lady who was not afraid of anything

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Picture Book Picks: classic read alouds for younger children

Armitage, Ronda and David
[The lighthouse keeper's lunch](#)

Blake, Quentin
[Mister Magnolia](#)

Burningham, John
[Mr Gumpy's outing](#)

Browne, Anthony
[Gorilla](#)

Campbell, Rod
[Dear zoo](#)

Carle, Eric
[The very hungry caterpillar](#)

Dodd, Lynley
[Hairy Maclary from Donaldson's dairy](#)

Fox, Mem
[Possum magic](#)

Graham, Bob
[Crusher is coming](#)

Gretz, Susanna
[It's your turn, Roger!](#)

Henkes, Kevin
[Sheila Rae, the brave](#)

Hill, Eric
[Spot's first walk](#)

Hoban, Russell
[Bedtime for Frances](#)

Hughes, Shirley
[Dogger](#)

Hutchins, Pat
[Rosie's walk](#)

Inkpen, Nick
[Kipper](#)

Kahukiwa Robyn
[Taniwha](#)

FAMILY READ-ALOUDS

Great novels to share

Aiken, Joan	Arabel's raven
Atwater, Richard	Mr Popper's penguins
Ball, Duncan	Selby screams <i>Grade 4, 5</i>
	Selby speaks
Banks, Lynne Reid	The Indian in the cupboard <i>Grade 4, 5</i>
Barrie, James	Peter Pan
Brisley, Joyce	Milly Molly Mandy stories
Burnett, Frances H.	The secret garden
Carroll, Lewis	Alice's adventures in Wonderland
Cleary, Beverly	The mouse and the motorcycle <i>Grade 4, 5</i>
	Ramona the pest
Collodi, Carlo	Pinocchio
Cooper, Susan	The dark is rising
Dahl, Roald	Fantastic Mr Fox
Feagles, Anna	Casey, the utterly impossible horse <i>Grade 3, 4, 5</i>
Godden, Rumer	The dolls' house
	Miss Happiness and Miss Flower
Grahame, Kenneth	The wind in the willows
Hirsch, Odo	Bartlett and the ice voyage <i>Grade 5, 6</i>
	Hazel Green
Honey, Elizabeth	45 and 47 Stella Street
Hunter, Norman	The incredible adventures of Professor Branestawm
Jansson, Tove	Finn family Moomintroll
Juster, Norton	The phantom tollbooth
King-Smith, Dick	Harry's Mad <i>Grade 4</i>
	The sheep-pig
Kipling, Rudyard	All the Mowgli stories
Lewis, C. S.	The lion, the witch and the wardrobe
Lewis, Hilda	The ship that flew
Lindgren, Astrid	Pippi Longstocking
Lindsay, Norman	The magic pudding
Lurie, Morris	Toby's millions - <i>Grade 4, 5</i>
	The 27 th annual African hippopotamus race <i>Grade 3, 4, 5</i>
Martin, J. P.	Uncle stories <i>Grade 4, 5, 6</i>
Milne, A.A.	Winnie-the-Pooh
Nesbit, E.	The railway children
Norton, Mary	Bedknob and broomstick
Pearce, Philippa	Tom's midnight garden
Pullman, Philip	The scarecrow and his servant <i>Grade 4, 5, 6</i>
Selden, George	The cricket in Times Square
Smith, Dodie	The hundred and one dalmations <i>Grade 3, 4, 5</i>
Travers, Pamela	Mary Poppins
Wang, Gabrielle	The garden of Empress Cassia
Wilder, Laura Ingalls	Little house in the big woods
Williams, Margery	The velveteen rabbit <i>Grade 1, 2</i>
Williams, Ursula Moray	The adventures of the little wooden horse <i>Grade 1, 2</i>

Also King-Smith - The Fox-busters *Grade 4, 5*
 White, E.B. Charlotte's web *Gr 3, 4, 5*.
 Brown, Jeff Flat Stanley *Gr. 1, 2*.

ENCOURAGING PHRASES FOR CHILDREN

Encouragement focuses on EFFORT ALONG THE WAY - NOT ON THE END PRODUCT.

- ❖ Thanks
- ❖ Thank you. I appreciate that.
- ❖ That really helps
- ❖ It looks as if you really enjoyed that!
- ❖ This place works a lot better with your help.
- ❖ It seems like you put a lot of effort into that.
- ❖ You must be really proud of that!
- ❖ I like the way you handled that.
- ❖ I like the way you.....
- ❖ I'm glad you enjoyed doing that.
- ❖ I'm glad you're pleased with that.
- ❖ Knowing you, I'm sure you'll do fine.
- ❖ Knowing you, I'm sure you'll work it out.
- ❖ I know I can rely on you.
- ❖ Knowing you, I'm sure you can handle it.
- ❖ I'm sure you'll figure it out.
- ❖ I have confidence in your judgment
- ❖ Since you're not satisfied, what can you do so you'll be pleased with it?
- ❖ It was thoughtful of you to.....
- ❖ I need your help on.....
- ❖ It looks as if you really worked hard on that.
- ❖ You have skill in..... Would you help
- ❖ It looks as if you spent a lot of time thinking that through.
- ❖ I see you've really made progress.
- ❖ I see you're moving along.
- ❖ Look at the progress you've made. (Be specific)
- ❖ You're improving in..... (Be specific)
- ❖ You may not feel you've reached your goal, but look how far you've come
- ❖ I know you can do it.
- ❖ I know you will try your hardest
- ❖ I know you will get there.
- ❖ I love the way you really try hard.
- ❖ Congratulations. You're really trying hard.

- ❖ Fabulous. You're putting a lot of effort into this.
- ❖ Wow! You're really getting stuck into this, aren't you?
- ❖ You were able to dobefore, so you can handle this.
- ❖ Tell me what you've decided to do.
- ❖ What do you intend to do next?
- ❖ It's great to see you enjoying so much!
- ❖ It looks as though you've got that beaten!
- ❖ You're on the right track now.
- ❖ You're doing a good job.
- ❖ You did a lot of work today.
- ❖ Now you've worked it out.
- ❖ That's right.
- ❖ Now you have the hang of it.
- ❖ That's the way.
- ❖ You're really doing a great job.
- ❖ You're doing fine.
- ❖ Now you have it.
- ❖ Nice going.
- ❖ That's coming along nicely.
- ❖ That's great.
- ❖ You did it that time.
- ❖ That's better.
- ❖ Good job.....(name)
- ❖ Keep it up.
- ❖ Keep up the good work.
- ❖ Much better.
- ❖ Good for you.
- ❖ Good thinking.
- ❖ You make it look easy.
- ❖ You're doing much better today.
- ❖ You're getting better every day.
- ❖ I knew you could do it.
- ❖ Keep working on it, you're getting better.
- ❖ You're doing beautifully.
- ❖ That's the way to do it.
- ❖ Keep on trying.
- ❖ You're the best.
- ❖ Nothing can stop you now.

- ❖ You're very good at that.
- ❖ You certainly did well today.
- ❖ I'm very proud of you.
- ❖ You're learning fast.
- ❖ That's good.
- ❖ I'm proud of the way you worked today.
- ❖ I'm happy to see you working like that.
- ❖ That's the right way to do it.
- ❖ You're really learning a lot.
- ❖ That's better than ever.
- ❖ That's quite an improvement.
- ❖ That kind of work makes me very happy.
- ❖ You figured that out fast.
- ❖ You remembered.
- ❖ You're really improving.
- ❖ I think you've got it now.
- ❖ I couldn't have done it better myself.
- ❖ Now that's what I call a fine job.
- ❖ You did that very well.
- ❖ That was first class work.
- ❖ That's the best ever.
- ❖ You really make my time in this class fun.
- ❖ You must have been practising.
- ❖ What a job you've done!
- ❖ Perfect!
- ❖ Fine!
- ❖ Outstanding!
- ❖ Sensational!
- ❖ Right on!
- ❖ Great!
- ❖ Fantastic!
- ❖ Terrific!
- ❖ Tremendous!
- ❖ Excellent! Super!
- ❖ Wonderful!
- ❖ Superb!
- ❖ Wow!
- ❖ Marvelous!

Handout 1.3

We learn when we recognise a reason to learn

At home

Children learn at home by what they see others do. They are surrounded by examples that arouse their interest. They enjoy doing what others do. They see a need to learn to communicate, express desires, feelings.

In the Early Years classroom

Teachers discuss with children the purposes for learning. They encourage them to talk about what they need to learn, have learnt and how they can use this knowledge. By talking over daily schedules they clarify learning intentions. They consider each child as an individual, exploring their interests and recognising their learning needs.

We learn when we are actively involved

At home

Children are never still — walking, talking, climbing, building, practising over and over. They demonstrate their desire to be independent by saying things like 'I can do it', by not wanting to hold hands, making their own choices and asking questions.

In the Early Years classroom

Children can be observed reading, writing, drawing, working alone and with others as a whole grade or in small groups. They share the use of equipment, moving about the classroom, working with others and extending experiences to outside the classroom.



Handout 1.3 (continued)

We learn when we are supported by models or demonstrations by others

At home

Children see parents and family members reading, being read to, talking about books together. People may be seen to read books for information, follow directions for games. They observe people having reasons to write. They recognise others at play and in work roles.

In the Early Years classroom

Teachers read to children and may match them with more experienced children for buddy reading and in shared reading. Shared writing sessions, author studies, charts on display provide demonstrations of how and why others write. Text models are provided through published books, class developed texts, and the work of other students. Listening to books read on tape reinforces demonstrations. Teachers themselves can be seen reading and writing for their own purposes.

We learn when we have the tools and resources we need

At home

There may be pencils, scissors, crayons, books to read, paper to write on, games to play, a safe area in which to play, bookshelves, a desk, computer, a place to store materials, and others to assist.



In the Early Years classroom

There are books that children are able to read, pencils, paper, crayons, publishing materials, learning centres, dictionaries, word lists, working areas and quiet areas, a listening post and tapes, computers, games for practising what has been learnt, and others to assist.

Handout 1.3 (continued)

We learn when we have opportunities for repetition and reinforcement

At home

Children may hear books read or stories told over and over again. They have time to return to their interests over and over again. They play games, observe print in the environment, receive encouragement and feedback on progress and are given prompts and guidance where needed.

In the Early Years classroom

Children have opportunities to read familiar books over and over again, to transfer their understandings to new situations, e.g. learning new vocabulary, rhymes and patterns. There are lots of opportunities to read and write. Support and challenges for new learning are provided through whole and small group teaching in daily reading and writing sessions. Encouragement and feedback are given. Teacher assistance and intervention are provided where needed.

We learn when we have time for practice

At Home

Children may be allowed to practise freely and places are set aside to encourage practice. There are not always set deadlines. Time is found to reread familiar books, read to parents and younger children. Writing can have a purpose when sending letters to others, putting up signs and notices or preparing lists.

In the Early Years classroom

Teachers plan opportunities for children to practise their learning. Meaningful tasks that encourage children to practise their learning are provided at learning centres and need to be completed within set timelines. Resources are easily accessible and available. Children can return to newly introduced books in school again and again.



Handout 1.3 (continued)

We learn when our efforts are recognised

At home

There is an expectation that children are able to achieve. They are encouraged to attempt tasks and support is offered when problems occur. Their efforts are recognised, e.g. examples are displayed on the fridge door or pasted in scrapbooks to be shared with others, perhaps copies are sent to grandparents. Efforts and achievements are praised. Hugs are given to demonstrate excitement and a celebration of success.

In the Early Years classroom

Teachers recognise efforts with constructive praise, e.g. 'I like the way you did that — that's what good readers/writers do.' Work is displayed in the room and around the school. Student portfolios are created to demonstrate learning development. Peer assessment is encouraged through feedback given at conferences, performances and the sharing of published writing. There is an expectation that all children can achieve and individual progress is identified and celebrated.

