

Creative Storytelling

Mary Jo Huff



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Stories, Songs, Finger Plays,
and Poems to Build Early Literacy Skills

Mary Jo Huff



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Dedicated to all the early childhood friends who have been part of my life and to all the children who like to listen to good stories—especially Kurt, Melanie, Matt, Michael, Eli, Liam, and Cole. You light up my life!
Grandma Dodie

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*these stories are included on the *Story Tellers on Frog Street* DVD

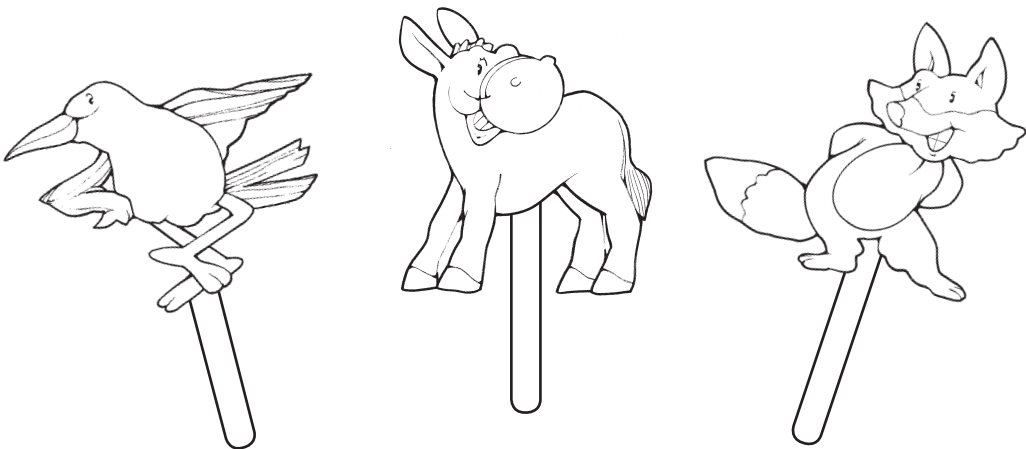
Introduction

My work as an early childhood educator has led me to the world of storytelling. In a child-centered environment, individual needs are met when children use their own imaginations while listening to a story.

I have a passion to encourage storytelling as a language connection in all classrooms. While presenting workshops across the country, I have had the opportunity to connect with hundreds of teachers and children who share my passion. Each time I visit a classroom, I am still amazed when I see the smiles on children's faces as they process a story. I can see in their eyes the excitement and joy that storytelling brings. And you can be a storyteller too!

This resource offers tips for easy storytelling techniques, including patterns and props to make the stories, songs, finger plays, and poems come alive. You will be amazed to see how children tune in when you tell a story in an animated way. When you are having fun, children are having fun. They are learning from your excitement about language. Children enjoy learning new songs and stories, but, of course, they also enjoy repeating their favorites again and again!

Enjoy the storytelling adventure. Connect ideas in this resource to ideas you already use in your classroom. Sing a song, chant a rhyme, do a finger play, and by all means always tell a story! Hand down the past to the present and preserve the present for the future. Tell a story!



Getting Started

Storytelling crosses the curriculum and can be introduced at any stage of the day. However, many teachers incorporate storytelling during Circle Time. Circle Time brings the group together and sets the tone for the day, and what better way to do that than by telling a story, singing a song, or reciting a poem! Storytelling is a great way to embed literacy opportunities into your morning routine.

Have fun with language as you call children to Circle Time. Set up a routine that becomes familiar and recognizable. For example, gather children to the circle as you sing “Story Circle.” Clap your hands to the rhythm and repeat the song until all children are gathered. Once children are seated, welcome them using the “Hello Children” chant. Or, use the “Smile Song and Puppet” activity on page 6 to welcome children each morning.

Use a poem, such as “Ten Little Fingers,” to signal to children that it is time to listen attentively and keep their hands quietly folded in their lap.

Hello Children

Hello children.
Hello children.
Hello children.
I’m glad I am here today.
Hello children.
Hello children.
Hello children.
I’m glad you are here today.
Hello children.
Hello children.
Hello children.
I’m glad we are here today.

Story Circle

Let’s all go to the Story Circle,
The Story Circle,
The Story Circle.
Let’s all go to the Story Circle
For story fun today!

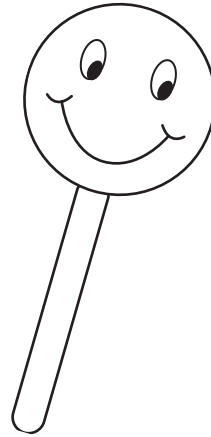
Ten Little Fingers

I have ten little fingers and they all belong to me.
I can make them do things, watch and see.
I can shut them up tight or open them wide.
I can put them together or make them hide.
I can jump them high or I can take them low.
I can fold them up quietly and hold them just so.

Smile Song

MATERIALS

- yellow craft foam, poster board, or construction paper
- wiggle eyes
- black markers
- glue
- craft sticks



DIRECTIONS

1. Cut a 5" circle from yellow craft foam, poster board, or construction paper for each child.
2. Have children add two wiggle eyes to the circle and use a black marker to draw a smile.
3. Help children glue their smile puppet to a craft stick.
4. Encourage children to wave their smile stick puppets as they help you count the smiling children.

Smile Song

Tune: The Paw Paw Patch

Mrs./Mr./Ms. (add your name) has smiling children.

Mrs./Mr./Ms. (add your name) has smiling children.

Mrs./Mr./Ms. (add your name) has smiling children.

Smiling little girls and boys!

Now there's one little, two little, three little children,

Four little, five little, six little children,

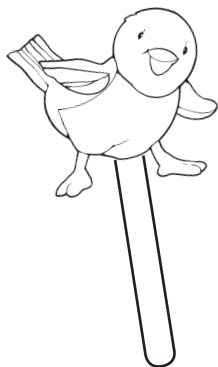
Seven little, eight little, nine little children,

Ten little smiling children.

Add additional verses (Now there's eleven little, twelve little...) until you have counted each child.

Puppets and Props

Puppets and props create special interest for children when you add them to story time. Use puppets or props to add instant visual appeal. Reproduce the appropriate patterns (pages 34-47) for each story, song, finger play, or poem. Color the patterns (or reproduce them on colored construction paper), and cut them out. Laminate them if you wish. You can use the patterns in several ways.

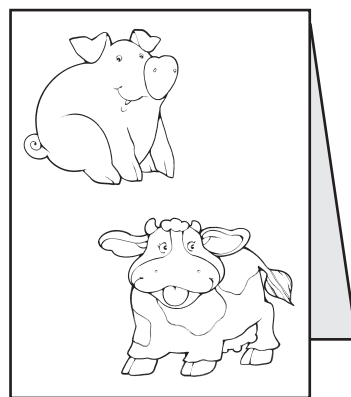


Make Stick Puppets

Attach each pattern to a craft or paint stick. Glue the patterns to the sticks, or use hook and loop Velcro to attach them. Make a second set of puppets for each story, and add them to the literacy center. The presence of puppets inspires children to become instant storytellers!

Create Flannel Board Characters

Attach a piece of hook Velcro to the back of each pattern. Prepare a flannel board, and display the patterns as you tell the story. As an alternative, attach magnets to the back of each pattern. Display the patterns on a metal baking sheet as you tell the story.



Encourage Role Play

Place the cut-outs for a particular story or poem in a basket. Invite a child to choose a cut-out and role-play that character as you read the story or recite the poem. Punch two holes at the top of each pattern. String a piece of yarn through the holes to create a necklace. Invite children to wear the necklaces as they role-play characters in the story.

Meeting Standards

Sharing stories and poems with children makes natural connections across the curriculum. You can teach and reinforce standards in language arts, science, math, social studies, and motor development when you incorporate stories, songs, finger plays, and poems in your lesson plans.

Language Arts

Storytelling develops literacy skills in four key areas: listening, speaking, reading, and writing. Children become natural participants as they begin to repeat the words in stories and poems they hear again and again. Children develop a greater self-esteem and feel a sense of accomplishment as they too become storytellers. Stories, songs, finger plays, and poems

- create a positive attitude towards reading
- develop attentive listening skills
- create interest in story structure
- develop rich language skills
- develop phonemic awareness skills (recognition of rhyme)
- increase vocabulary

The stories on pages 24-33 are included on the *Story Tellers on Frog Street* DVD. Invite children to listen to these stories again and again. Invite them to use the puppets and props as they follow along.

Science and Math

Poems such as “Turkey Time” (page 11), “Five Cold Penguins” (page 12), and “Out in the Barnyard” (page 17) reinforce counting skills as well as science concepts related to seasonal changes, environments, and animal characteristics.

Motor Development

Stories and poems that include music and movement encourage motor development. Challenge children to use their imaginations and creativity as they actively participate. Children will move all parts of their bodies using the rhythm of language.

Storytelling Tips

Choose a story that is right for you

- Look for stories that are age appropriate.
- Find stories that you like.
- Look for inspiration in picture books.
- Collect stories from family, friends, and community members.
- Create your own stories.

Learn the story

- Read the story several times.
- Divide the story into a beginning, a middle, and an end in your mind so you have an outline to follow.

Retell the story many times

- Record yourself telling the story, and listen to the recording. Identify areas in which you can improve by adding more details or sound effects.
- Practice telling the story to your family and friends.

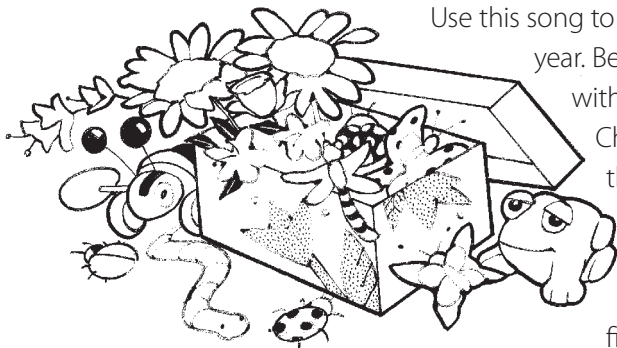
Speak naturally

- Use your normal speaking voice and pace for the majority of the story.
- To create dramatic moments and make story characters come alive, add voice inflections, accents, and sound effects and vary the volume of your voice.

Ask questions

- After reading or telling a story, ask children open-ended questions.
- Invite children to explore the beginning and the end of a story.
- Talk about the story setting, and ask children to imagine the same story taking place in a different setting.
- Discuss the characters with children, and invite them to imagine the same story with different characters.

Sing a Song of Seasons



Use this song to celebrate seasons throughout the year. Before beginning, cover a shoe box with colorful, seasonal wrapping paper. Challenge children to think of items that relate to the season, and fill the box with those items.

For example, to celebrate spring, add silk flowers, rubber fishing worms, and plastic ants or insects to a box covered with spring wrapping paper. Sing "Spring Is Here." Invite a child to reach into the box, pull out an item, and say its name at the appropriate time during the song (e.g., I saw some **flowers**).

Adapt the song and decorate additional boxes to match each season throughout the year.

Canta la canción de las estaciones

Spring Is Here

Spring is here.
Spring is here.
How do you think I know?
I saw some _____
I can tell you so.

Substitute summer, fall and winter to include other seasons.

Llegó la primavera

Llegó la primavera.
Llegó la primavera.
¿Cómo crees que lo sé?
Vi un pedacito _____
Es por eso que lo sé.

Sustituir la segunda palabra "primavera" por verano, otoño e invierno para incluir a todas las estaciones.

In the Spring

Call back with hand motions

Wind blows	<i>(cup hands and blow)</i>
Sun shines	<i>(circle hands and make a sun overhead)</i>
Rain falls	<i>(make the sign for rain)</i>
Birds sing	<i>(whistle)</i>
Butterflies flutter	<i>(wrap thumbs around each other for butterfly wings)</i>
Kites fly	<i>(two fingers up and pointer from other hand for tail)</i>
Kites fly way up high	<i>(point up high)</i>
In the springtime sky	

Turkey Time

MATERIALS

- turkey pattern (page 34)
- craft sticks (or hook Velcro and flannel board)

DIRECTIONS

1. Reproduce, color, and cut out five turkeys.
2. Attach each turkey to a craft stick, or prepare the turkeys to use as flannel board figures.
3. Invite five children to each hold one turkey puppet or flannel board figure.
4. Have one “turkey” waddle off each time the poem indicates.



Turkey Time

Five little turkeys by the barn door
One waddled off and then there were four.
Four little turkeys under the tree
One waddled off and then there were three.
Three little turkeys with nothing to do
One waddled off and then there were two.
Two little turkeys in the noonday sun
One waddled off and then there was one.
One little turkey running away
He knows what's coming so he didn't stay.

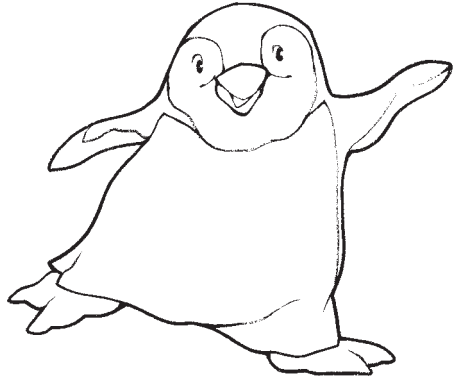
Five Cold Penguins

MATERIALS

- penguin pattern (page 34)
- craft sticks (or hook Velcro and flannel board)

DIRECTIONS

1. Reproduce, color, and cut out five penguins.
2. Attach each penguin to a craft stick, or prepare the penguins to use as flannel board figures.
3. Have one penguin “jump in by the water’s edge” each time the poem indicates.



Five Cold Penguins

Call Back

Five cold penguins
(**Five** cold penguins)

Three cold penguins
(**Three** cold penguins)

REFRAIN

See how they waddle.
(See how they waddle.)
They all ran up to the top of the ledge.
(They all ran up to the top of the ledge.)
One jumped in by the water’s edge.
(One jumped in by the water’s edge.)

Four cold penguins
(**Four** cold penguins)

Refrain

Refrain

Two cold penguins
(**Two** cold penguins)

Refrain

One cold penguin
(**One** cold penguin)

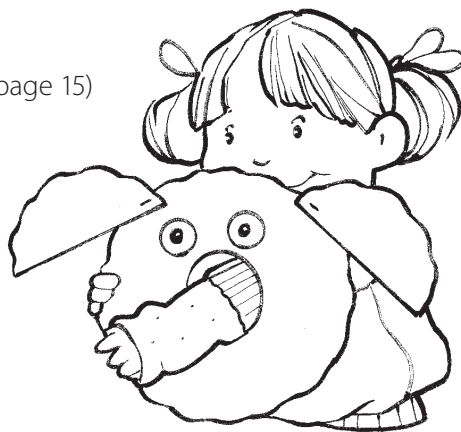
Refrain

(**He** ran up to the top of the ledge)
No more penguins
(No more penguins)

Elephant Song

MATERIALS

- “One Elephant Went Out to Play” song (page 15)
- white sheet
- black marker
- paper plates (large and small)
- glue
- wiggle eyes
- socks



Spider Web

Use a black marker to draw a large spider web on a white sheet. Spread the sheet out on the floor. Invite the “elephants” to come one at a time as you sing “One Elephant Went Out to Play.” Continue the song until all children are on the web. They have such fantastic fun!

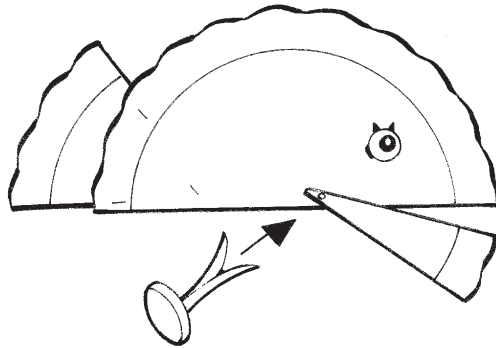
Paper Plate Elephant

1. Cut a small paper plate in half, and staple one half on each side of a large paper plate to make elephant ears.
2. Draw eyes on the large paper plate or glue on wiggle eyes.
3. Below the eyes cut a hole large enough for a child to fit his or her hand through.
4. Cut a large paper plate in half. Staple half of the plate to the backside of the elephant’s face. Staple the two plates together at the top between the elephant’s ears. This will add some stability to the puppet.
5. Cut the toe off a sock so both ends of the sock tube are open.
6. Have a child put his or her hand into the sock tube and then put the sock tube through the hole in the elephant’s face. The sock tube becomes the elephant’s trunk. Children can raise and lower the elephant’s trunk.

Five Little Fishes

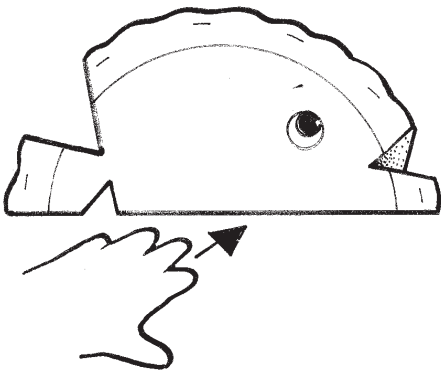
MATERIALS

- “Five Little Fishes” (page 15)
- paper plates (large and small)
- stapler
- brads



Whale

1. Cut a large paper plate in half. Use one half of the plate for the whale's body.
2. Cut a pie-slice section from the other half of the plate to make a whale tail. Staple the tail in place.
3. Cut a smaller pie-slice section to use as the whale's mouth.
4. Use a brad to attach the small end of the mouth to the whale's body. The brad will allow the mouth to open and close to gobble up the fish.



Fish

1. Cut a small paper plate in half.
2. Staple the halves together on the curved outer edge. Do not staple the straight bottom edge closed.
3. Cut two notches at the back of the fish to create a tail.
4. Cut one notch at the front of the fish to create a mouth.
5. Children can place their fingers inside the fish to manipulate it like a puppet.

One Elephant Went Out to Play

One elephant went out to play,
Out on a spider's web one day.
He/she had such fantastic fun,
He/she asked another elephant to come!

Two elephants went out to play,
Out on a spider's web one day.
They had such fantastic fun,
They asked another elephant to come!

Continue adding elephants until all children
have joined in.

Un elefante salió a jugar

Un elefante salió a jugar,
y en una telaraña se puso a saltar.
Se divirtió tanto, que empezó a llamar,
¡A otro elefante que quisiera brincar!

Dos elefantes salieron a jugar,
y en una telaraña se pusieron a saltar.
Se divertieron tanto que empezaron a llamar,
¡A otro elefante que quisiera brincar

Continuar añadiendo elefantes hasta que
todos los niños se hayan integrado.

Five Little Fishes

Five little fishes heading for shore.
Along came a whale (gulp).
Then there were four.

Four little fishes swimming in the sea.
Along came a whale (gulp).
Then there were three.

Continue counting down to one. End with
No more fish swimming by the whale.

Cinco pececitos

Cinco pececitos nadando hacia el teatro,
vino una ballena (ñam)
y quedaron sólo cuatro.

Cuatro pececitos que en el mar tú ves.
vino una ballena (ñam)
y quedaron sólo tres.

Tres pececitos en la orilla hacen adiós.
Vino una ballena (ñam).
Y quedaron sólo dos.

Dos pececitos nadando como ninguno,
vino una ballena (ñam).
y quedó sólo uno.

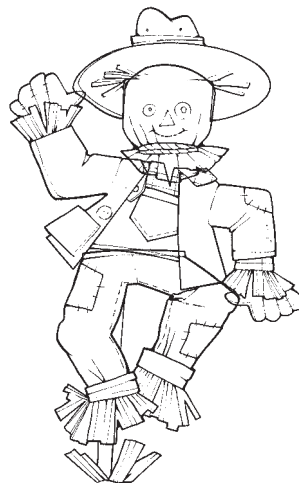
Un pececito vino a la costa a jugar.
Vino una ballena (ñam).

Ya no hay pececitos en el mar.

Scarecrow

MATERIALS

- scarecrow and crow patterns (pages 35-36)
- Velcro
- paint stick
- craft sticks
- cotton



DIRECTIONS

1. Reproduce the scarecrow pattern pieces, color them, and cut them out. Add some realistic details if you wish (e.g., glue straw pieces to the scarecrow's pants and jacket).
2. Place a strip of hook Velcro along the length of a paint stick. Place a piece of loop Velcro on the back of each scarecrow piece. Build the scarecrow on the stick as you recite the poem.
3. Reproduce three crow patterns, and cut them out. Attach each crow to a craft stick. Invite three children to each hold a crow puppet and "fly away" when the poem indicates.

Mr. Scarecrow

Hi Mr. Scarecrow looking at me. *(add face)*
Waiting out there by the big old tree.

Straw stuffed clothes all tattered and worn *(add jacket and pants)*
A hat that is flopping, all ragged and torn. *(add hat)*

A nose that is stitched from top to bottom. *(point to nose)*
Eyes bulged fat and stuffed with cotton. *(add cotton eyes)*

Can't scare me, I know your game.
But scare away the birds just the same. *(children with crow stick puppets fly away)*

Out in the Barnyard

MATERIALS

- patterns
mule (page 37), cow (page 37), duck (page 38), chicken (page 38), rooster (page 39), pig (page 39)
- craft sticks (or hook Velcro and flannel board)

DIRECTIONS

1. Reproduce the barnyard animal patterns, color them, and cut them out.
2. Attach each animal to a craft stick, or prepare the animals to use as flannel board figures.



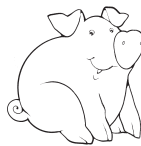
cluck-cluck



quack-quack



cock-a-doodle-doo



oink-oink



hee-haw



moo-moo-moo

Out in the Barnyard

Out in the barnyard,
Early in the morning,
All the little animals
Standing in a row.

Cluck, cluck,
Quack, quack,
Cock-a-doodle-doo.

Waiting for the farmer,
Early in the morning,
Hungry little animals
Standing in a row.

Oink, oink,
Hee-haw,
Moo-moo-moo.

The farmer fed the animals
Early in the morning.
All the little animals
Turn around and say,

Cluck, cluck,
Quack, quack,
Cock-a-doodle-doo.
Oink, oink,
Hee-haw,
Moo-moo-moo.

Out in the barnyard,
Early in the morning,
All the little animals
Turn around and say,

Cluck, cluck,
Quack, quack,
Cock-a-doodle-doo.
Oink, oink,
Hee-haw,
Moo-moo-moo.

Thank you, thank you!
We thank you!
Thank you, thank you!
We thank you!

Spring Surprise

MATERIALS

- Spring Surprise story (pages 22–23)
- patterns
 - bird (page 40), bear (page 40), rabbit (page 41), frog (page 41), bee (page 41)
- construction paper (blue, green, brown, white, green, yellow)
- craft sticks and paint sticks (or hook Velcro and flannel board)

DIRECTIONS

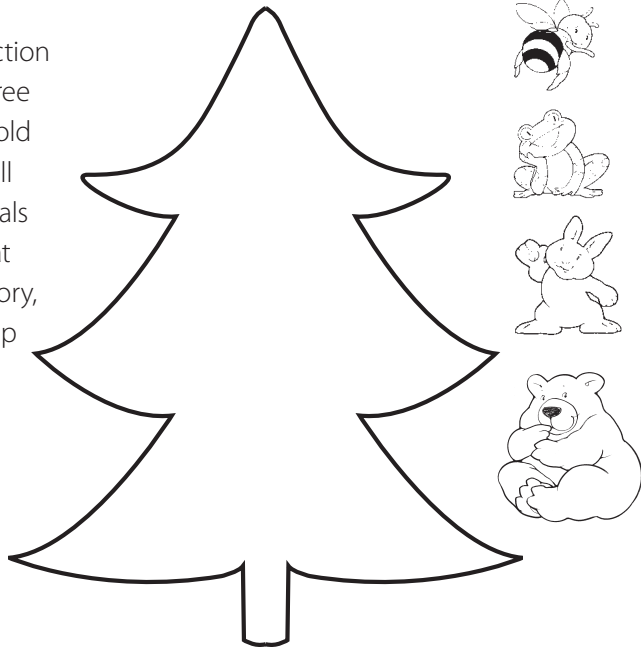
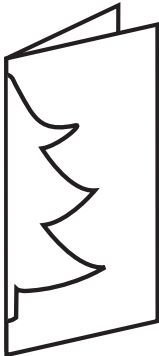
1. Copy the animal patterns on the appropriate color of construction paper, and cut them out. Or, reproduce all the patterns on white paper and color them the appropriate colors.

bird-blue rabbit-white bee-yellow
bear-brown frog-green

2. Attach each animal to a craft stick, or prepare the animals to be used as flannel board figures.

3. Make a large pine tree by folding a 12" x 18" sheet of green construction paper in half lengthwise. Draw a tree shape and cut on the outline. Unfold the paper. The tree needs to be tall enough so that when all the animals are stacked on top of each other at

the end of the story, they reach the top of the tree.



Honey Jar

MATERIALS

- Honey Jar story (pages 24-25)
- patterns
bear (page 40), rabbit (page 41),
honey jar (page 42), raccoon (page
42), squirrel (page 43), possum
(page 43),
- craft sticks, Velcro, or magnets
- flannel board or baking sheet
(optional)

DIRECTIONS

1. Reproduce the patterns, color them, and cut them out.
2. Attach each animal to a craft stick, or prepare the animals to use as figures on a flannel board (with Velcro) or a baking sheet (with magnets).



Gingerbread Girl

MATERIALS

- Gingerbread Girl story (pages 26-27)
- patterns
mule (page 37), cow (page 37), pig
(page 39), gingerbread girl (page
44), fox (page 44), little old woman
(page 45), little old man (page 45)
- craft sticks, Velcro, or magnets
- flannel board or baking sheet
(optional)

DIRECTIONS

1. Reproduce the patterns, color them, and cut them out.
2. Attach each character to a craft stick, or prepare the characters to use as figures on a flannel board (with Velcro) or a baking sheet (with magnets).



Little Red House

MATERIALS

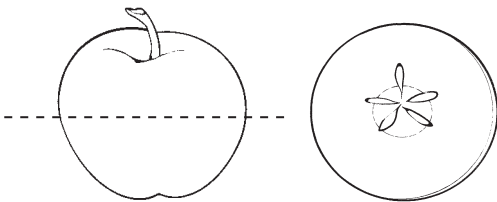
- Little Red House story (pages 28-29)
- patterns
 - worm, apple, apple star (page 46)
- Velcro or magnets
- flannel board or baking sheet
- apples (Red Delicious apples work best)
- parent letter

DIRECTIONS

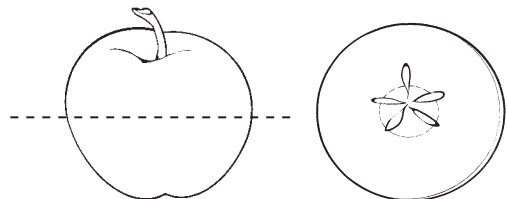
1. Reproduce the patterns, color them, and cut them out.
2. Attach Velcro or a magnet to the back of each pattern to use them as figures on a flannel board or a baking sheet.
3. After telling the story, send each child home with an apple and a copy of the parent letter below. Invite children to share the story of the Little Apple House with their families.

Dear Parents,

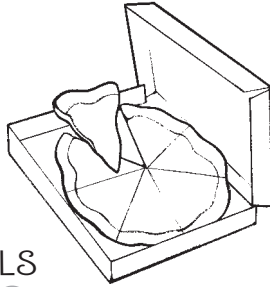
Your child has brought home an apple today! Do you know why? Ask your child to tell you the story of the Little Red House. Then cut the apple in half to find the surprise!



*Estimados padres de familia:
¡Su hijo(a) trajo hoy una manzana a la casa! ¿Quieren saber por qué? Pídanle que les cuente el cuento de la “Casita roja”. Luego corten la manzana por la mitad (a lo ancho) para encontrar ¡la sorpresa!*



Modern Three Bears



MATERIALS

- Modern Three Bears story (pages 30-32)
- patterns
bed, pizza box, headphones (page 47)
- Velcro or magnets
- flannel board or baking sheet

DIRECTIONS

1. Reproduce the patterns three times in different sizes. Reproduce the first set at 80% (Little Bear size), the second set at 100% (Mama Bear size), and the third set at 120% (Papa Bear size).
2. Color the patterns, and cut them out.
3. Attach Velcro or a magnet to the back of each pattern to use the patterns as figures on a flannel board or a baking sheet.

Five Little Monkeys



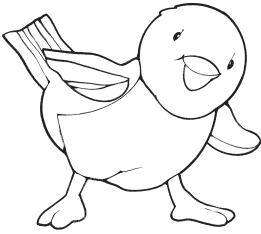
MATERIALS

- Five Little Monkeys poem (page 33)
- monkey pattern (page 34)
- craft sticks, Velcro, or magnets
- flannel board or baking sheet (optional)

DIRECTIONS

1. Reproduce, color, and cut out five monkeys.
2. Attach each monkey to a craft stick, or prepare the monkeys to use as flannel board figures.
3. Invite five children to each hold one monkey puppet or flannel board figure.
4. Have each monkey "leave the tree" when the poem indicates.

Spring Surprise

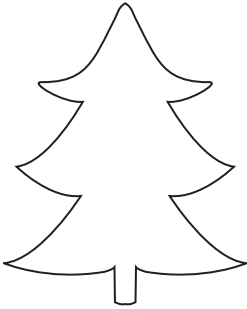


On a day before yesterday, there was a **blue bird** that flew around the forest singing a happy spring song.

(whistle, hum, or play the harmonica)

He had a surprise and could not wait to share it with his friends.

(whistle, hum, or play the harmonica)



The proud blue bird flew to the **green pine tree** and

whispered his surprise. *(whistle, hum, or play the harmonica)*

Tall pine tree was so happy for little blue bird that she began to wave her long branches.

(children sway their arms back and forth)



Blue bird flew over to **brown bear** and whispered his surprise.

(whistle, hum, or play the harmonica)

Brown bear was so happy for little blue bird that he began to dance.

(children dance)

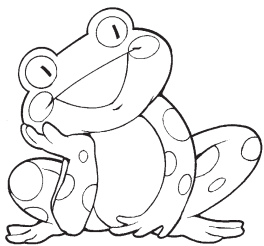


Blue bird flew over to **white rabbit** and whispered his surprise.

(whistle, hum, or play the harmonica)

White rabbit was so happy for little blue bird that he began to hop around.

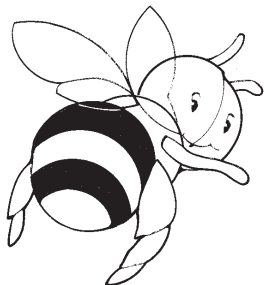
(children hop)



Blue bird flew over to **green frog** and whispered his secret.
(whistle, hum, or play the harmonica)

Green frog was so happy for little blue bird that he began to croak a little spring song.

(children croak, croak, croak)



Blue bird stopped little **yellow bee** in flight and whispered his surprise.

(whistle, hum, or play the harmonica)

Yellow bee was so happy for little blue bird that he began to buzz around.

(children buzz)

Blue bird flew back to the top of the tall pine tree, and the others followed so they could see the surprise that blue bird had shared.

Brown bear put his paws on the big pine tree and white rabbit hopped on top of bear's shoulders. Green frog jumped up on white rabbit and stretched his long hind legs. Yellow bee landed on top of green frog's head so he could see high up in the tree.

Yellow bee buzzed to green frog.

Green frog croaked to white rabbit.

White rabbit whispered to brown bear, and he began to dance around.

Listen and you can hear the blue bird's secret surprise.

Chirp, chirp, chirp!

What do you think the surprise is?

Honey Jar

Bear was at the edge of the woods when he heard a sound.

"Buzz, buzz, buzzzzzzzzzzzz!"

He knew what that was. It was the bees and he loved honey.

Bear climbed up the tree and grabbed the honey and came back down.

He was going to eat the honey when his friends said, "No, don't eat the honey. Save it and we will have a party."

"I love to party!" said bear.

So bear put the honey in a jar and saved it. When it got very cold and time for Bear to hibernate, he called to his friends, "It's party time! Come on over! It's party time and I love to party!" All the animal friends gathered around the honey jar.

Bear took the lid off the jar and looked inside.

"It's empty, it's empty," he yelled.

"Who took the honey from the honey jar?"



"Possum!"

"Possum took the honey from the honey jar."

"Who me?"

"Yes, you!"

"Not me!"

"Then who took the honey from the honey jar?"



"Raccoon!"

"Raccoon took the honey from the honey jar."

"Who me?"

"Yes, you!"

"Not me!"

"Then who took the honey from the honey jar?"



"Rabbit!"

"Rabbit took the honey from the honey jar."

"Who me?"

"Yes, you!"

"Not me!"

"Then who took the honey from the honey jar?"



"Squirrel!"

"Squirrel took the honey from the honey jar."

"Who me?"

"Yes, you!"

"Not me!"

"Then who took the honey from the honey jar?"



(Tell children to say *BEAR* very loudly)

"BEAR!"

"Bear took the honey from the honey jar."

"Who me?"

"Yes, you!"

"Yeah me!"

"I took the honey from the honey jar."

"Yum! Yum! Yum!"

Gingerbread Girl

Once upon a day before yesterday, a little old woman and a little old man lived in a little country house, all alone. Early one morning, the little old woman decided to make a gingerbread girl. She mixed up the ingredients. She took a hunk of dough and kneaded it on top of an old butcher block covered with flour.

The little old woman rolled the dough out flat and cut out a gingerbread girl. She placed the girl on a baking pan and put her in the oven. When the gingerbread girl had baked just the right amount of time, the little old woman took her out of the oven. She decorated the cookie girl with plump raisin eyes; colored coconut hair; sparkling, colored sugar for clothes, a red licorice mouth; a chocolate chip nose, and gumdrops for dancing shoes. Surprisingly, the gingerbread girl jumped up and danced and twirled across the kitchen floor. She ran out the door, turning flips and singing,

“Dance, dance, dance, and twirl.

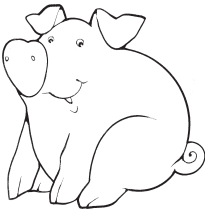
You can’t catch me, I’m the gingerbread girl!”

“Wait, wait!” cried the **little old woman** as she chased the gingerbread girl. “Stop! Stop!” she yelled. The gingerbread girl danced and twirled by the **little old man** working in his garden.

“Stop! Stop!” he yelled. But the gingerbread girl did a double flip, singing,

“Dance, dance, dance, and twirl.

You can’t catch me, I’m the gingerbread girl!”



She danced and twirled right by a **pig** wallowing in the mud.

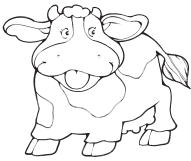
“Oink, oink, oink! You smell good enough to eat.”

The little old woman, the little old man, and the pig ran after the gingerbread girl.

She ran away, singing,

“Dance, dance, dance, and twirl.

You can’t catch me, I’m the gingerbread girl!”



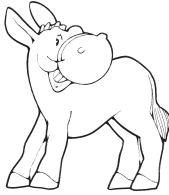
She danced and twirled right by a **cow** chewing her cud.

"Moo, moo! You smell good enough to eat."

The little old woman, the little old man, the pig, and the cow ran after the gingerbread girl. She ran away, singing,

"Dance, dance, dance, and twirl

You can't catch me, I'm the gingerbread girl!"



She danced and twirled right by a **mule** grazing on a hill.

"Hee-haw, hee-haw! You smell good enough to eat."

The little old woman, the little old man, the pig, the cow, and the mule ran after the gingerbread girl. She ran away singing,

"Dance, dance, dance and twirl.

You can't catch me, I'm the gingerbread girl!"

She danced and twirled to the edge of the river. She did not know how to swim.

"Oh no! How can I get across the river?" cried the gingerbread girl.



A quiet **fox** jumped from the bushes and said,

"I will help you across the river. Jump up on my tail!"

She did a double flip and landed on the fox's tail. As the fox began to swim, he said, "The river is getting deeper. Jump on my back." The gingerbread girl did a double flip and landed on the fox's back. He swam a short distance and said, "The river is getting deeper. Jump on my head."

The gingerbread girl did a double flip and landed on the fox's head.

When the fox reached the riverbank on the other side of the river, he flipped his nose and tossed the gingerbread girl high in the air. He opened his mouth for a sweet gingerbread snack. She did a double flip and ran away from the fox singing,

"Dance, dance, dance, and twirl.

You can't catch me, I'm the gingerbread girl!"

The gingerbread girl ran away from the little old woman, the little old man, the pig, the cow, the mule, and the fox. This just proves that this gingerbread girl was one smart cookie!



Little Red House

Once upon a time, a little boy went to visit his granny. He soon grew tired of all his toys. He no longer wanted to look at his picture books. He got tired of watching videos and television. He even got tired of playing!

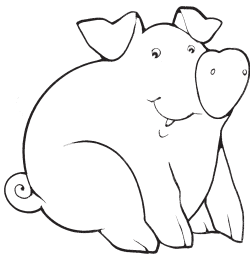
"I don't have anything to do," he declared. "What can I do?" he asked his granny.

His granny said, "I have an adventure for you. Go out to the barn, and ask your grandpa where you can find a little red house with no windows or doors, a chimney on top, and a light inside. Bring the little house back to me and I will have a surprise for you."

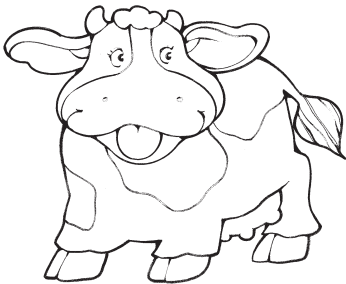
So the little fellow went out to the barn and asked his grandpa, "Grandpa, where can I find a little red house with no windows or doors, a chimney on top, and a light inside?"

Grandpa hesitated and then said, "What a foolish question. I have no idea. Ask someone else."

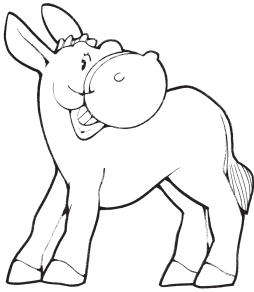
So the little fellow decided to go ask the pig. "Mr. Pig, Mr. Pig, where can I find a little red house with no windows or doors, a chimney on top, and a light inside?"



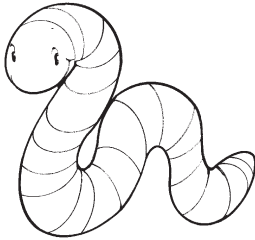
"Oinnnnnk! Oinnnnnk! Oinnnnnk! I don't know," said the **pig**. So the little fellow went out to the pasture and asked the cow. "Cow, cow, where can I find a little red house with no windows or doors, a chimney on top, and a light inside?"



"Mooooo! Mooooo! Mooooo! I don't know," said the **cow**. The little fellow saw a mule grazing on the hillside. "Mr. Mule, Mr. Mule, where can I find a little red house with no windows or doors, a chimney on top, and a light inside?"



"Hee-haw! Hee-haw! Hee-haw! I don't know," said the **mule**. The little fellow sat down under a big shade tree and thought and thought about the little red house with no windows or doors, a chimney on top, and a light inside. He began to cry.

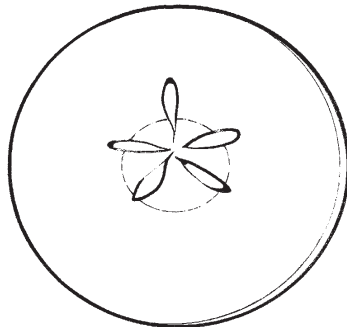


A little green **worm** came crawling by and asked the little fellow what he was crying about. The little fellow told the worm he was looking for a little red house with no windows or doors, a chimney on top, and a light inside. The worm said, "I know where that house is. Come along with me."

So the little fellow stood up and followed the worm to the other side of the tree. The worm crawled up the tree and *crunch, crunch, crunch*—down came the little red house with no windows or doors, and a chimney on top.

He ran to tell his granny. "I found the little red house with no windows or doors and a chimney on top, but I don't think there is a light inside."

His granny took the apple and cut it in half and let the little fellow see the big surprise. "WOW," said the little fellow. "There really is a light inside! I can see the star!"



Modern Three Bears

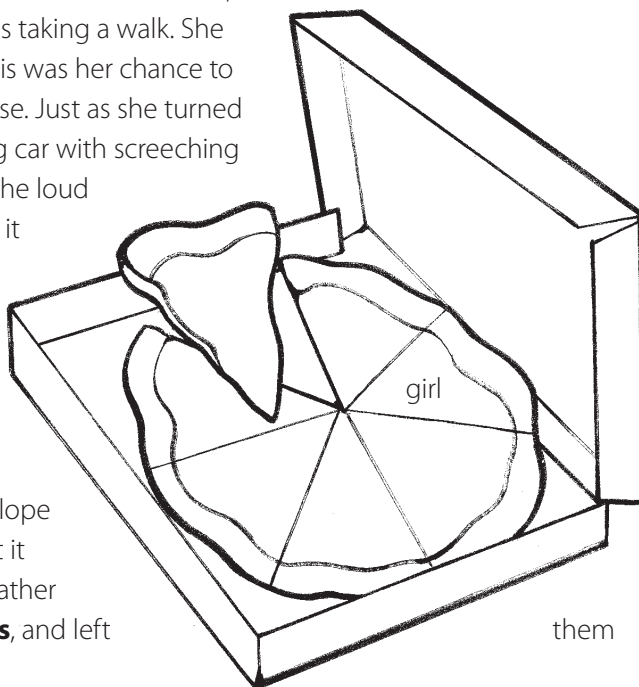
Once upon a time, there was a little curly-haired girl who lived in a small town. She had a bad reputation because she was so nosy. People would fuss at her for peeking in their windows, looking in their mailboxes, and snooping around their yards.

Near the edge of the woods lived a bear family. Mama Bear returned home after a long day at work and asked if anyone had fixed dinner. Papa Bear said that he had not fixed dinner. Little Bear said that he had not fixed dinner.

Mama Bear announced, "You will have to order out because I am not cooking tonight." "Yeah!" said Little Bear. "Let's have pizza." After receiving Mama Bear's approval, Papa Bear called the local pizza shop to place an order. He told the pizza delivery boy to leave the pizzas on the kitchen table when he delivered them and to take the envelope on the table with his payment.

Mama Bear decided to change her clothes and go for a jog before dinner. Papa Bear decided to change into his riding suit and ride his bike alongside Mama Bear. Little Bear decided to put on his roller blades and follow behind Mama Bear and Papa Bear.

Not too long after they disappeared into the woods, the little blond, curly-haired girl was taking a walk. She saw the bears leave their house. This was her chance to see what was inside the bears' house. Just as she turned the corner, she saw a funny-looking car with screeching tires pull into the bears' driveway. The loud music booming from the car made it rock back and forth. She saw a strange-looking boy jump out. He entered the bears' home through the back door. The little crept up to the side window to see what he was doing inside. The strange-looking boy took the envelope that was lying on the table and put it in his pocket. He unzipped a red leather square, took out three **pizza boxes**, and left on the kitchen table.



The strange-looking boy bopped out the back door, got back in his car, and screeched the tires as he pulled out of the bears' driveway. When he was out of sight, the little girl went to the back door and turned the knob. The door was open and she went inside.

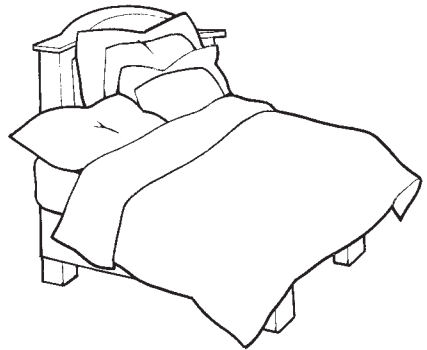
She found three pizza boxes on the table. She opened the first and largest pizza box. She swiped her fingers across the top and then licked her fingers.

"Yuck! It is an anchovy pizza. Yuck, yuck, yuck!" The curly-haired girl then opened the second pizza box. This pizza was covered with mushrooms and onions. It smelled bad. "Yuck! I don't like onions." Then the curly-haired girl opened the smallest pizza box. This pizza was her favorite! It had pepperoni and double cheese. "Yum, yum, yum!" She ate the whole pizza.



Then the nosy little girl walked into the family room and found the bears' CD players. She put on Papa Bear's large **headphones**. She did not like Papa Bear's country western music. Then, she put on Mama Bear's smaller headphones to listen. She did not like Mama Bear's classical music. Next, she put on Little Bear's smallest headphones to listen. She began to dance around the room. This was her kind of music! 'Round and 'round she danced.

After dancing for a while, the little curly-haired girl was tired and wanted to lie down. She climbed up the stairs and found the bears' bedroom. She jumped in the biggest **bed**, but it would not stop moving. It was a waterbed and she was getting sick from the motion! She rolled out of the big bed and hopped on the next bed which had ruffles and lace. Then, she saw the smallest bed. It had a plaid bedspread and lots of animals and soft pillows. She hopped on this bed, nestled down, and turned on the television to watch a movie. She snuggled down in the pillows and fell sound asleep.



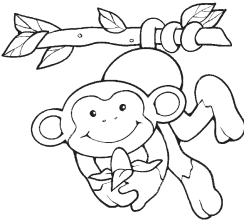
The three bears returned from their adventure in the woods. Mama Bear took off her jogging jacket. Papa Bear took off his headband and wristbands. Little Bear removed his roller blades. When the bears saw the pizza boxes on the table, they were ready to eat.

Papa Bear opened his pizza box and said, "Someone has been messing with my pizza." Mama Bear opened her pizza box and said, "Someone has been messing with my pizza, and it is cold and smelly." Little Bear opened his pizza box and cried, "Someone has been messing with my pizza, and it is all gone!" Little Bear began to cry. Papa Bear said, "There is someone in this house. I can smell them. Let's go find out who is here!" The three bears went into the family room and Papa Bear said, "Someone has been messing with my CD player." Mama Bear said, "Someone has been messing with my CD player, and they left it on." Little Bear said, "Someone has been messing with my CD player, and they broke my headphones." Little Bear began to cry again. Papa Bear said, "Let's keep looking. I can smell someone for sure." The three bears climbed the stairs. When they reached the top of the stairs, Papa Bear turned and told Mama Bear and Little Bear to be very quiet. The three bears tiptoed into the bedroom and Papa Bear said, "Someone has been in my bed. It is still moving." Mama Bear said, "Someone has been in my bed too and messed up my ruffles and lace." Little Bear whispered, "Come quick! There is someone in my bed." The three bears recognized the little nosy girl from down the street. They decided to teach her a lesson.

The three bears gathered around the bed. On the count of three, they growled as loud as they could growl.

One . . . two . . . three . . . GROWL!

The little girl woke up, saw the bears, screamed, and jumped off the bed. She ran down the stairs, through the family room and kitchen, and out the back door. The nosy little girl had learned a lesson for sure and never bothered anyone in that town again.



Five Little Monkeys

Five little monkeys swinging in the tree,
Making monkey faces right at me.
(children make monkey faces)
Na, na, na, na, na, na!

One little monkey left that tree,
Now there are **four** little monkeys
swinging in the tree,
Making monkey faces right at me.
(children make monkey faces)
Na, na, na, na, na, na!

Count down to no little monkeys back
in a tree and then up again to five.

Then **one** little monkey back in the tree,
Making monkey faces right at me.
(children make monkey faces)
Na, na, na, na, na, na!
Another little monkey back in the tree.

Two little monkeys swinging in the tree,
Making monkey faces right at me.
(children make monkey faces)
Na, na, na, na, na, na!

Continue up to five.

Cinco monitos

Cinco monitos colgados de una rama,
Haciendo monerías frente a mi cara.
(los niños hacen muecas)
¡Na, na, na, na, na, na!

Un monito se fue de allí,
Quedan **cuatro** monitos
colgados de una rama,
Haciendo monerías frente a mi cara.
(children make monkey faces)
¡Na, na, na, na, na, na!

Restar hasta no tener ningún monito en la rama y
empezar hasta volver a cinco.

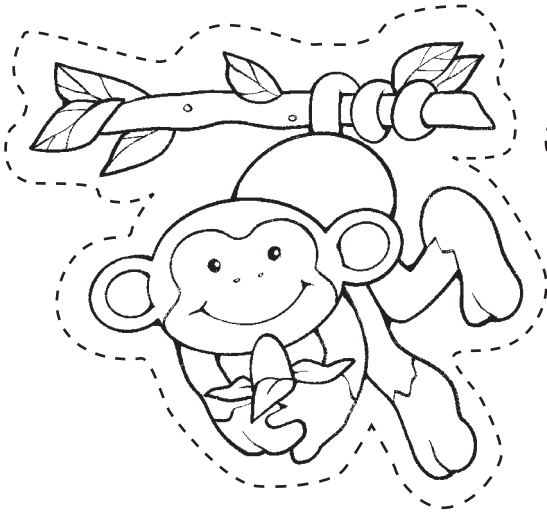
Luego **un** monito regresó a la rama,
haciendo muchas monerías frente a mi cara.
(los niños hacen muecas)
Na, na, na, na, na, na!
Hay otro monito de regreso en la rama.

Dos monitos colgados de una rama,
haciendo monerías frente a mi cara.
(children make monkey faces)
Na, na, na, na, na, na!

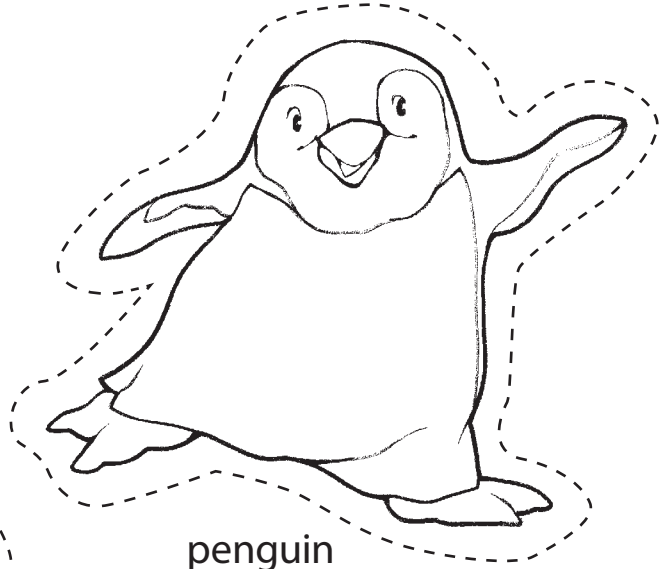
Seguir hasta llegar a cinco

Patterns

monkey



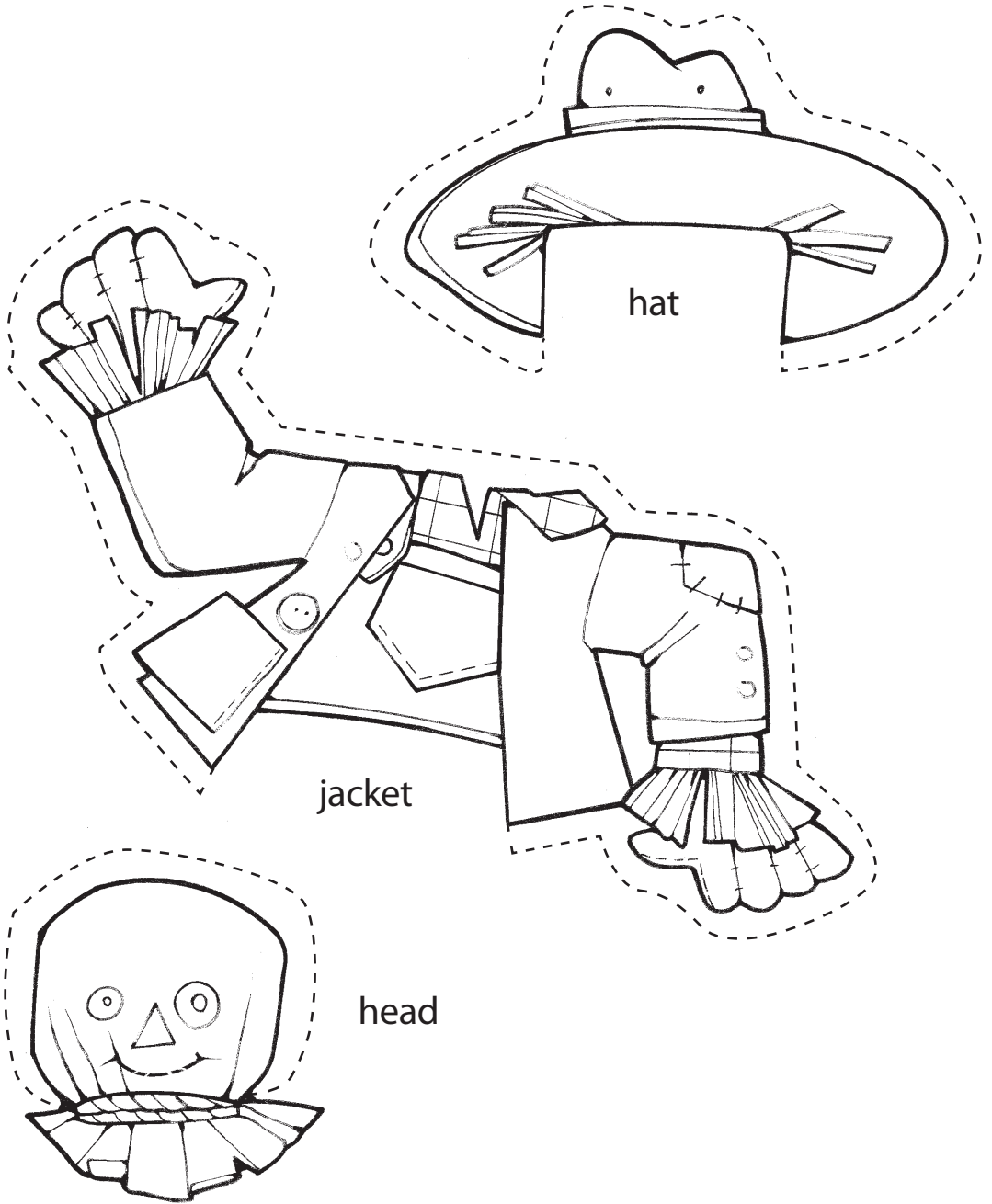
penguin



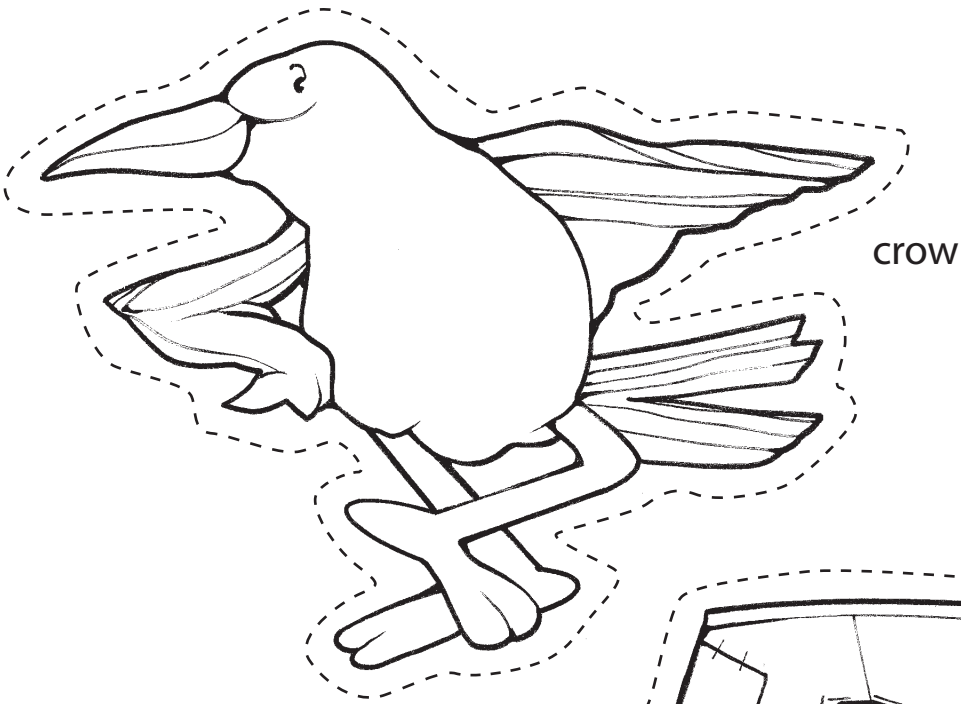
turkey



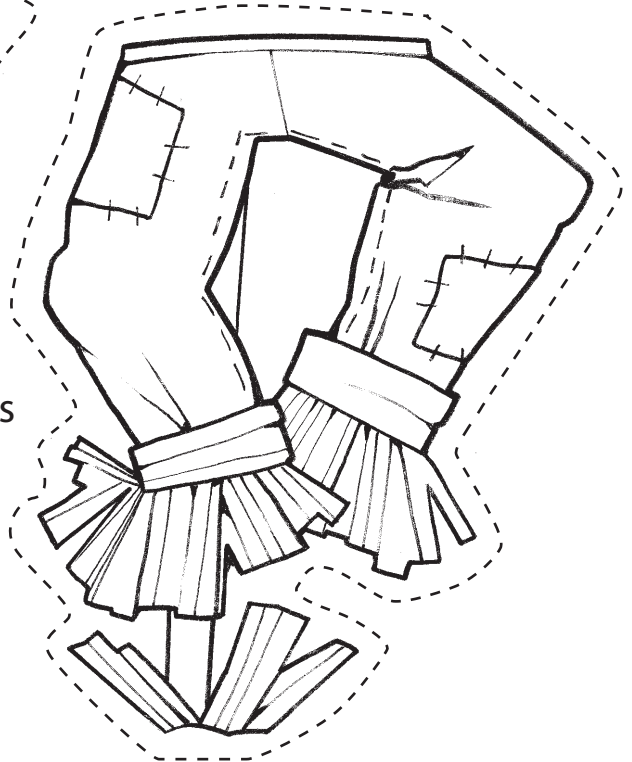
Patterns



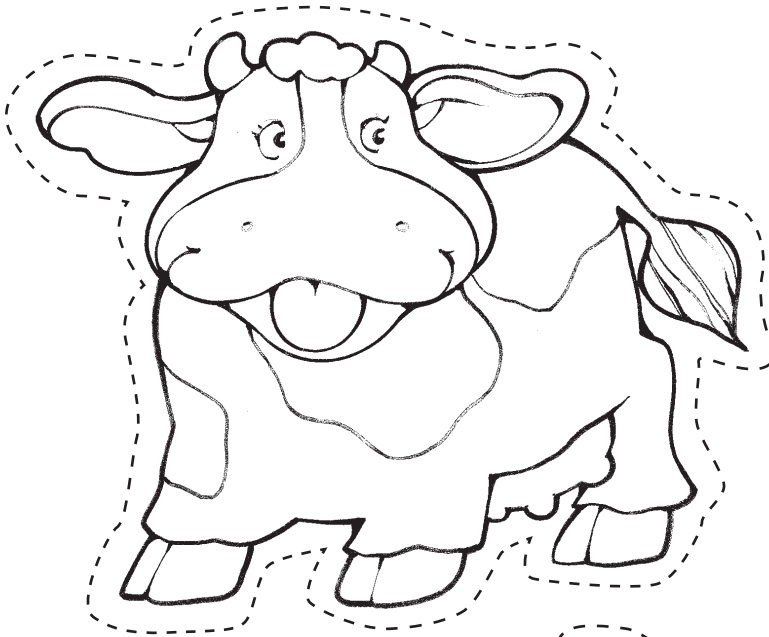
Patterns



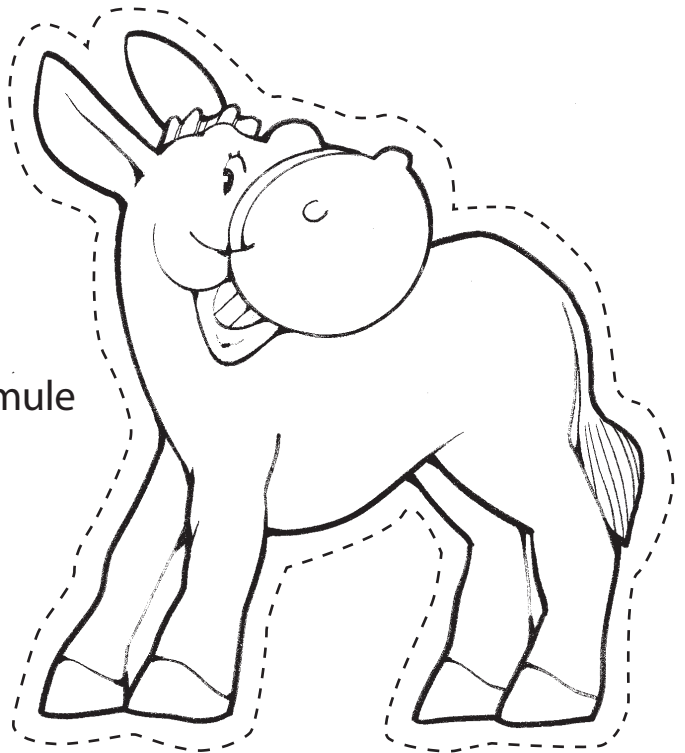
pants



Patterns



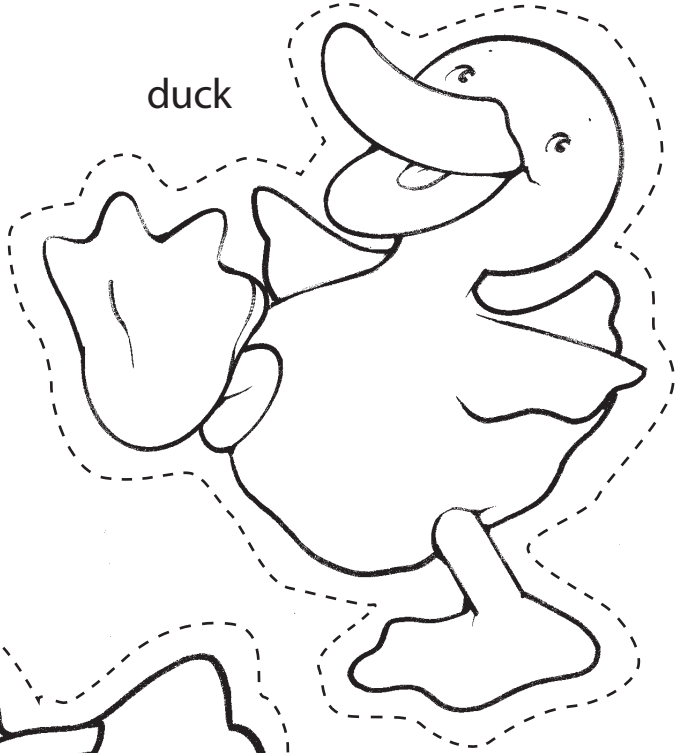
COW



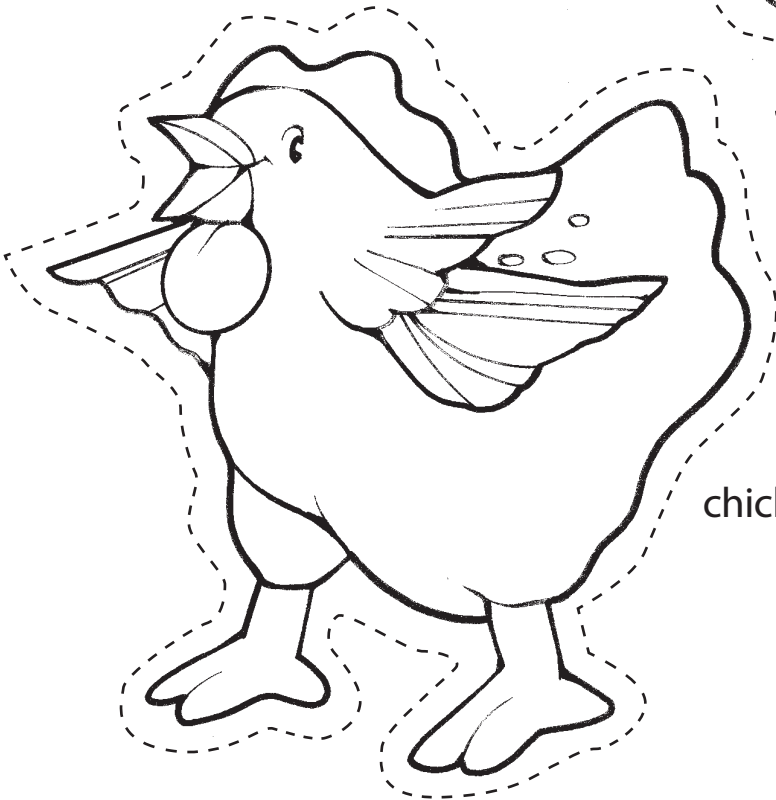
mule

Patterns

duck

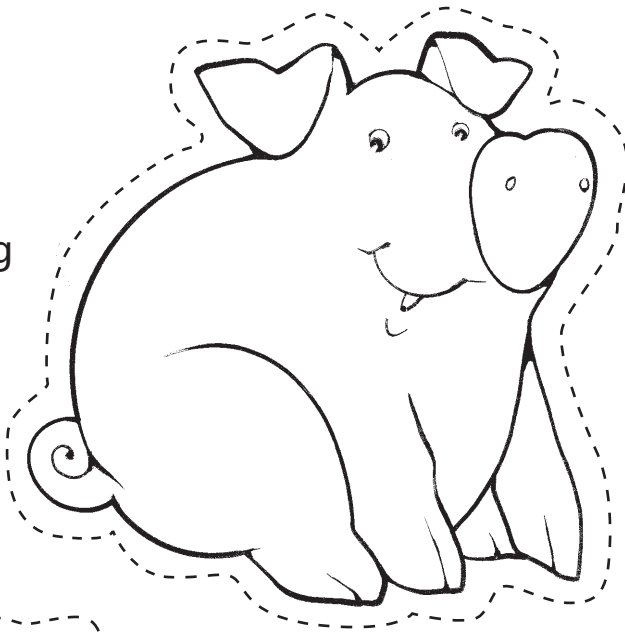


chicken



Patterns

pig

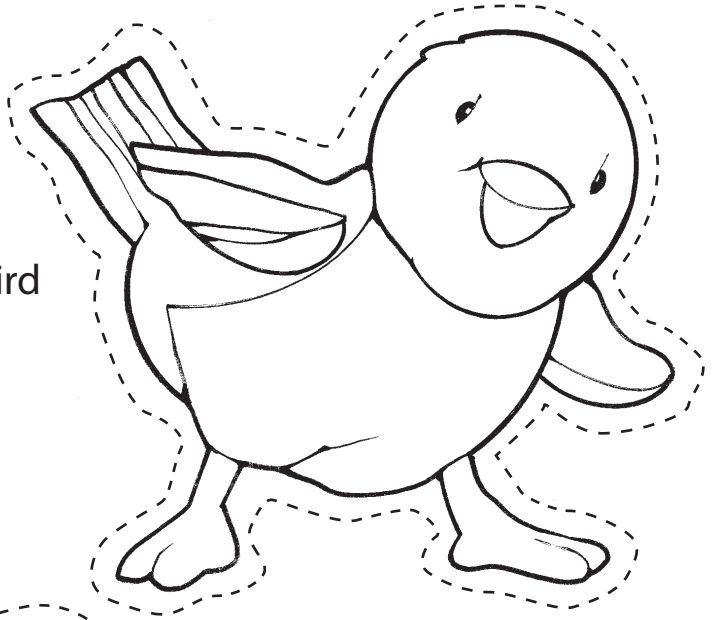


rooster



Patterns

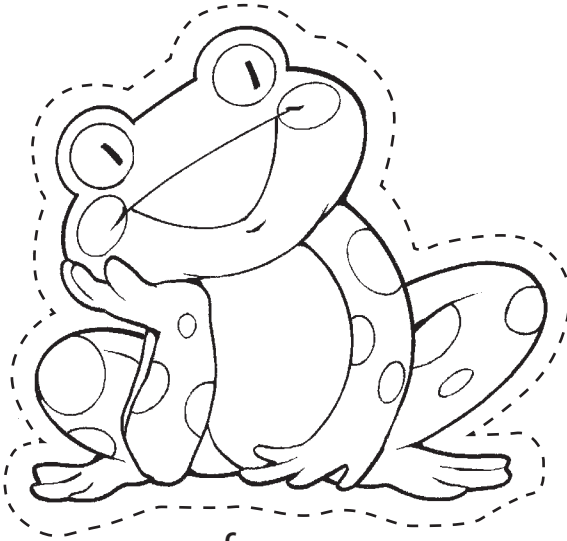
bird



bear

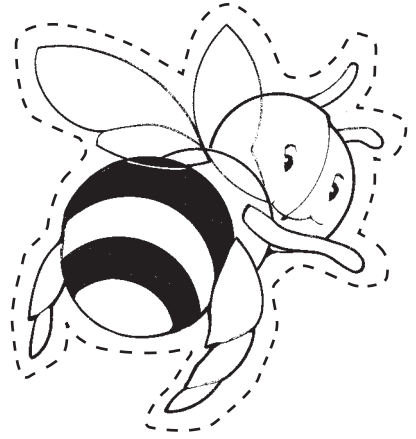


Patterns

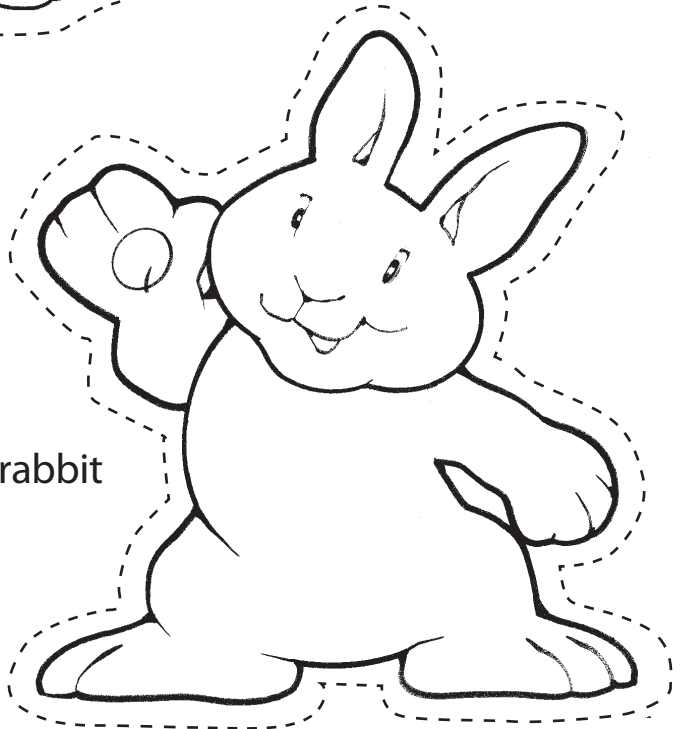


frog

bee



rabbit



Patterns

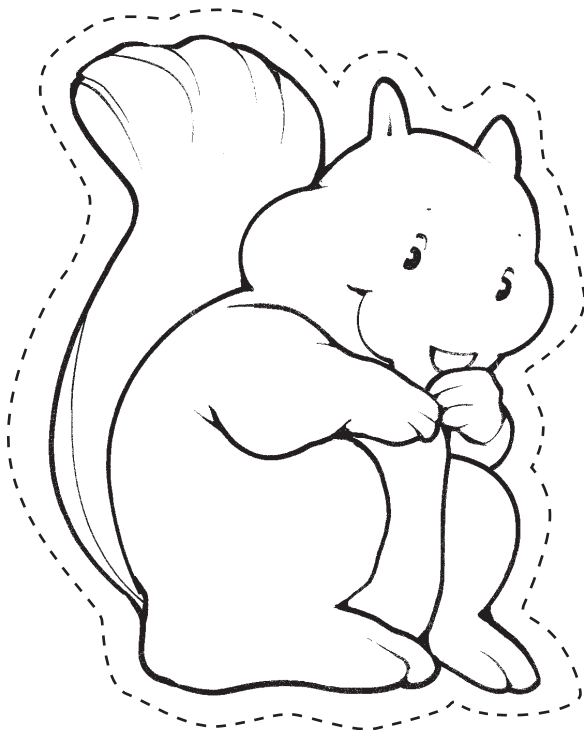


honey jar



raccoon

Patterns



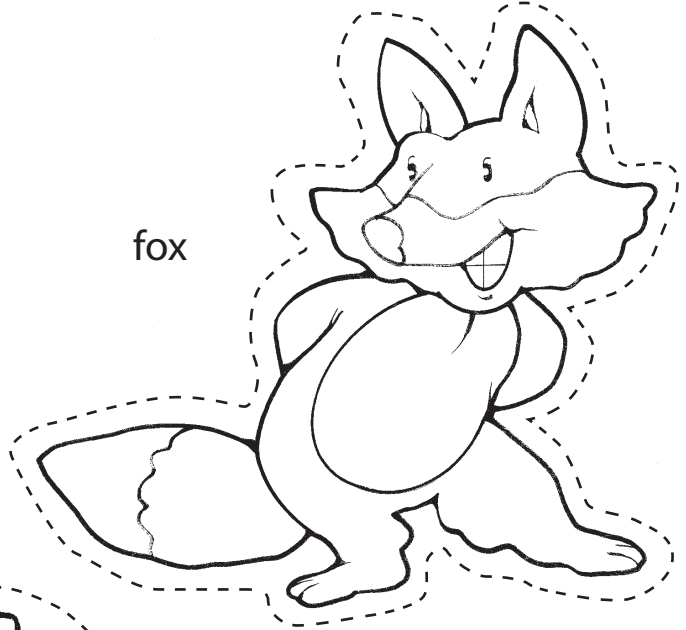
squirrel



possum

Patterns

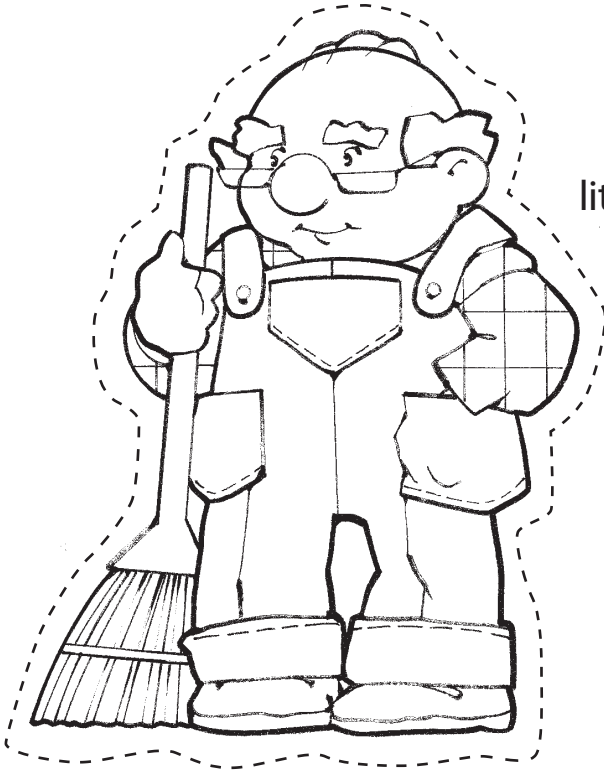
fox



gingerbread girl



Patterns

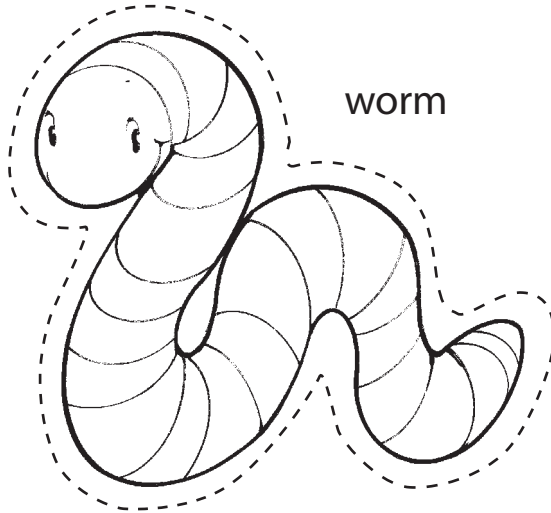


little old man

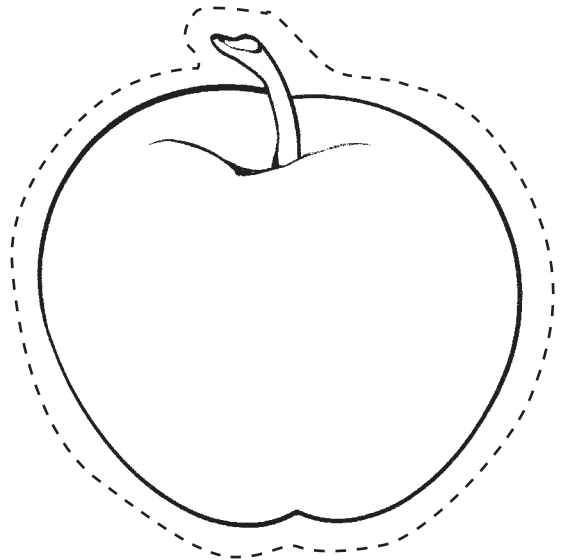


little old woman

Patterns

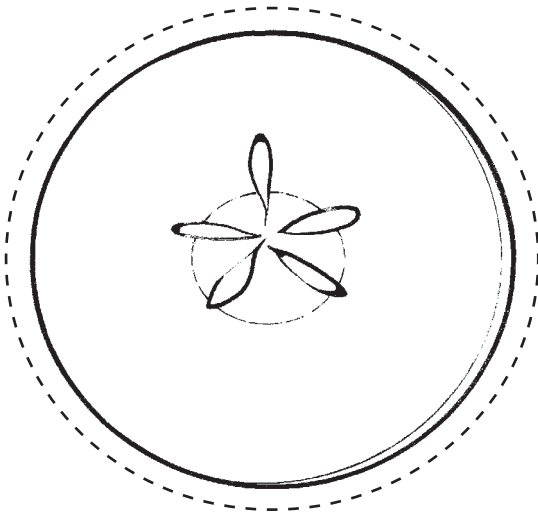


worm



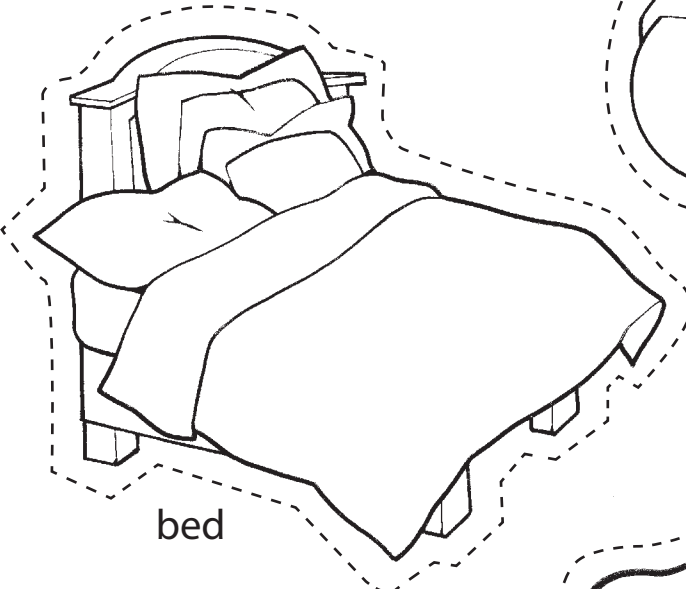
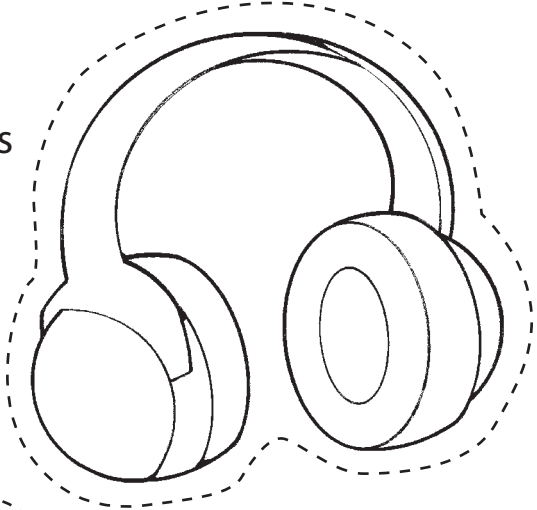
apple

apple star

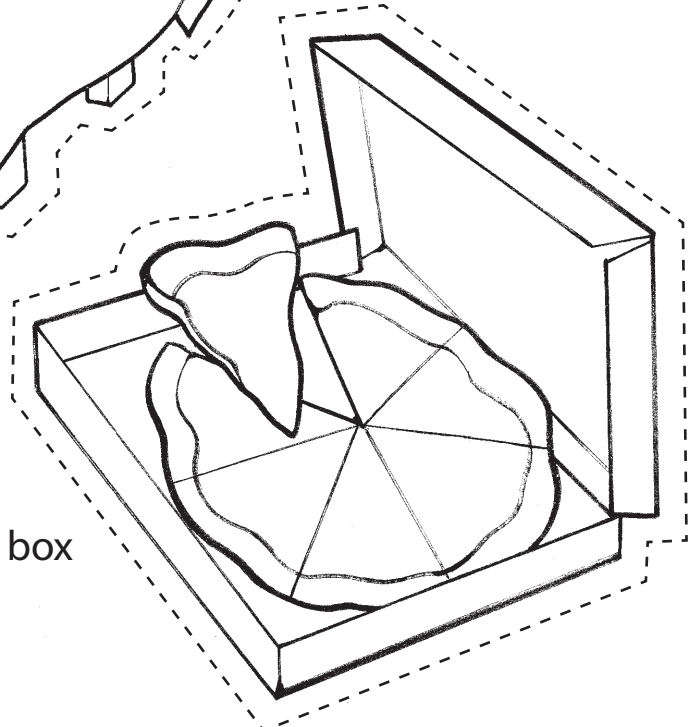


Patterns

headphones



bed



pizza box

Resources

Children's Books

This is a short list of books that can help you enhance your own storytelling. Each story has elements that make it perfect for retelling to children.

Are You My Mother? by P.D. Eastman

Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr.

I Went Walking by Sue Williams

It Looked Like Spilt Milk by Charles G. Shaw

Little Blue and Little Yellow by Leo Lionni

Rosie's Walk by Pat Hutchins

The Little Old Lady Who Was Not Afraid of Anything by Linda Williams

The Mitten by Jan Brett

The Napping House by Audrey Wood

The Rainbow Fish by Marcus Pfister

Tops & Bottoms by Janet Stevens

Who Sank the Boat? by Pamela Allen

Teaching Aids

Baltuck, Naomi. *Crazy Gibberish: And Other Story Hour Stretches*. Apple Boat Press: 2007.

Cullum, Carolyn N. *The Storytime Sourcebook II*. Neal Schuman Publishing: 2007.

Huff, Mary Ho. *Storytelling with Puppets, Props, and Playful Tales*. Wizard Books: 2002.

Kinghorn, Harriet. *Every Child a Storyteller: A Handbook of Ideas*. Teacher Ideas Press: 1991.

Vaughn, Gloria. *The Flannel Board Storybook*. Humanics Publishing Group: 1986.

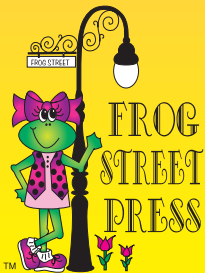
Warren, Jean. *Teeny-Tiny Folktales: Simple Folktales for Children plus Flannelboard Patterns*.

Warren Publishing House: 1987.



Mary Jo Huff

Mary Jo is a nationally-known keynote speaker, author, storyteller, recording artist, and early childhood educator. Her passion is to pass her world forward. She believes that stories and puppets open doorways to reading and writing. Her latest CD "Storytelling for Kids!" has been named the CD of the year by Creative Child Magazine.



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