



## Teacher Parent Resources

*(Click on the desk above to access Teacher Parent Resources outlined on the last two pages of this document, or go to: About > Children's Section > Resources)*

The website contains a variety of resources to help children (and adults) of all ages learn English and to help teachers and parents teach them. We offer both **primary** resources, multimedia stories and rhymes (text, audio, illustrations), and voluminous secondary or **teaching** resources (lesson plans, charts, diplomas, teacher playlists, simple homework, quizzes, etc.). On this child-friendly site, children can cue each and every choice by clicking on a picture. If you would like to directly access the teaching resources, click on the teacher's desk above.



**Rhymes:** Over 300 rhymes appear in 5 separate collections, all with complete text, pictures, and audio. Adults too frequently underestimate the appeal of rhymes and their value in developing literacy skills for children aged around 3 to 6. Young children respond well to the exaggerated rhythms and playful rhyming sounds, the quirky characters and situations, and can rather easily memorize many shorter rhymes. Repetition (especially when performing for adults) makes it much easier for children to instinctively absorb and integrate elements of grammar, syntax, vocabulary, phonics, etc. Rhymes are an invaluable, undervalued resource.

**Nursery Rhymes (Volland):** One woman reads 108 rhymes, the text highlighted in red as words are spoken.

**Nursery Rhymes (Jerrold):** A variety of male and female voices read 92 classic rhymes, with rhyming words highlighted in different colors for each rhyming sound.

**Mother Goose Visit (Rhymes):** A friendly woman's voice invites the child to explore 47 thematically grouped rhymes, converses, introduces rhymes, and comments on difficult words or concepts.

**Father Goose Visit (Rhymes):** A friendly man's voice invites the child to explore 41 thematically grouped rhymes, converses, introduces rhymes, and comments on difficult words or concepts.

**Other Rhymes:** An evolving section for longer rhymes and for non-traditional rhymes.



**Stories:** 75 English language stories and thought-provoking 'Imagines' ranging from the shortest and simplest (206 words, 1 minute 47 seconds) to longer and more complex (3154 words, 22 minutes), all with full text, pictures, audio. For readers, tables of contents provide the title, number of words, reading time, and a one-sentence summary for each story. Separate tables of contents for longer stories list stories by length, and also alphabetically by title, and include color coding for gender appeal, identifying stories with a male protagonist, female protagonist, animal or other non human protagonists, and general appeal.

**Imagines:** Ten very short prose exercises, each speaking directly to the child and designed to stimulate a child's imagination.

**Classic Stories:** 53 classic fables, folk tales, and fairy tales, many of them known to children around the world, some less familiar.

**New Stories:** This section contains 15 stories; a few are traditional, but most are new stories.

**Older Kids:** 18 narrative poems and the full text (currently without pictures) of *Alice in Wonderland*.

**World Languages:** We are slowly but steadily adding stories and languages, each story with audio, pictures, and text. We currently offer "The Tale of Peter Rabbit" in 15 languages, 17 of our stories and two rhyme collections in Spanish translation, 17 stories in Portuguese, 11 stories in Chinese, 11 stories in Igbo (a Nigerian language), 8 in Japanese, 6 in Korean, etc. We have recorded and soon will add many more stories in other languages. (We are actively seeking collaborators. Please volunteer to help locate volunteer translators and readers!) When possible, young children learning English should listen once or twice to a very short "Imagine" or very short classic story first in their home language, then listen repeatedly in English, and go on to longer stories. By hearing exactly the same story in their home language and then several times in English even children with limited English vocabulary and limited formal knowledge of English grammar, syntax, or phonetics should be able to access the 'right side' of their brain to rather quickly absorb what they need in order to learn the English language.

**Teaching Resources:** To review the first few secondary or teaching or pedagogical resources, at the top left of the home page click on About, then click on Children's Section. Options here include general background material in several categories: Introduction, To Parents, To Teachers, Why Classic Stories Matter, History of the Project, and Resources (the red balloon icon). Clicking on Resources leads to:



**Kindergarten Lesson Plans - Weeks 1 to 6** These downloadable and printable lesson plans for teaching young children English draw on our apps and the hearatale.org website, integrating vocabulary, phonics, rhymes, and stories. We hope grants soon will allow us to add lesson plans for a full 36 weeks for pre-K, for kindergarten, and for English as a second language.

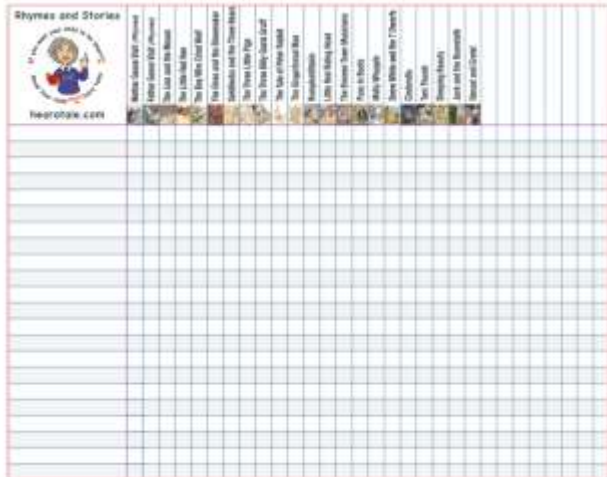
**Story Home Experiences (Booklet)** The booklet focuses on 51 of the current 53 Classic Stories, providing well over 100 short assignments (at least one, almost always two or more for each story) which a teacher might ask a child to complete at home or in the classroom. Children at home can hear these assignments spoken aloud by locating the story's icon and title in the table of contents, then clicking on a question mark after the story's title.

**Story Content Questions - 10 Stories** A link to written text of 10 classic stories alternating with questions focused on short narrative units, with fewer units and questions for shorter stories (for "The Lion and the Mouse" 3 sections with 5 questions for each section, 15 questions total), more sections and questions for longer stories (for "Little Red Riding Hood" 6 sections of 5 questions each, 30 questions total).

**Nursery Rhyme Home Experiences - 110 simple exercises and activities, similar to homework, for 60 popular nursery rhymes.** Teachers can ask students to do these in class or parents can help children do these in the home.

**Nursery Rhymes Questions - 631 content and phonics questions over 108 classic rhymes, at least 5 questions for each rhyme; each correct answer clearly identified among the four options.**

**Classroom Posters:** A teacher can download and print classroom charts to credit each individual student for stories the child listened to in the classroom and/or at home. Each chart contains a picture icon to identify the story and a space for the child's name. Charts may be printed for 20 stories, 30 stories, or 40 stories, and may be printed in different sizes. [Tables of Contents for stories on the charts are also available at hearatale.org >Children's Section>Teacher Playlists]



**Diplomas:** To reward children (and to encourage them) teachers or parents may download and print diplomas in 7 different formats. Once a diploma has been downloaded anyone may change the text as appropriate - to add the name of a school or school system, name a teacher or some other administrator, etc. One generic diploma contains no illustrations; three black and white diplomas contain six different illustrations each; three color diplomas contain six different illustrations each. Children may earn a diploma for listening to 20 stories (Expert), a diploma with different artwork for 30 stories (Esteemed Expert), another for 40 stories (Highly Esteemed Expert). (A teacher might post a 40 story chart in the classroom along with sample diplomas for 20, 30, and 40 stories and encourage children to earn as many diplomas as possible in time for the end of school year award ceremonies.)

**Rhymes and Stories DVD** (30,000 distributed to date) Each multimedia DVD can be manufactured in bulk for less than 1 dollar each, and contains ten hours of audio: 51 beloved children’s stories, 300 traditional rhymes, and over 500 classic illustrations---a virtual library of great children’s literature. Each is a godsend to a child without internet access and without picture books in the home or, more importantly, an adult with the time, energy, inclination, and ability to read and re-read and re-re-read the child’s favorite stories. In 2011-2012 these DVDs raised 459 at-risk Title I (impoverished) kindergarten students’ mean vocabulary scores from the 27th to the 47th percentile in 8 ½ months; three years later on Georgia’s statewide reading test, these students failed to meet the minimum standard less than half as often (7.6% vs. 16.13%) as their system peers, and scored in the highest range 35% more often (39.6% vs. 27.02%). [“Empowering Young Children in Poverty by Improving Their Home Literacy Environments,” *Journal of Research in Childhood Education*, 30 (2016): 211-225. DOI:10.1080/02568543.2016.1143894. Walter Evans, Paulette Harris, Sankara Sethuraman, Dharma Thiruvaiyuru, Elizabeth Pendergraft, Karen Cliett & Valerie Cato. Our article won the Distinguished Education Research Article Award for 2016, presented by the Association for Childhood Education International (ACEI)] Contact us at [rhymeazoo@augusta.edu](mailto:rhymeazoo@augusta.edu) if you would be interested in distributing DVDs.

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