

*presents*

# Once Upon a Tale

*featuring*

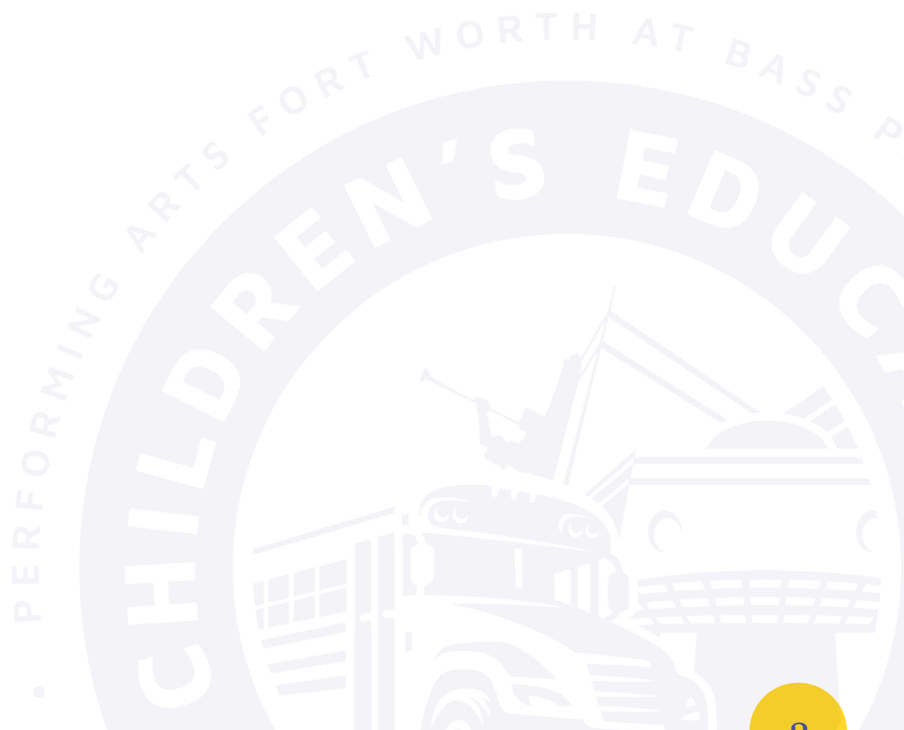
**Charlotte Blake Alston and Claudia Acosta,  
Storytellers**

*and*

**Amanda Hand and Ariel Hernandez,  
Singers**

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# Introduction

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Dear Teachers,

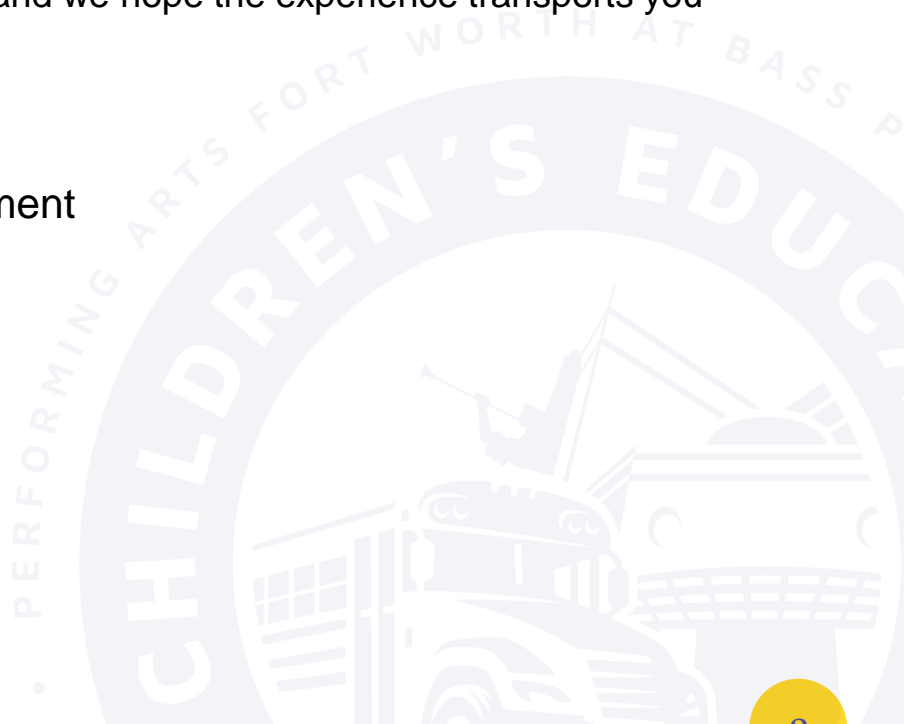
Welcome to “Once Upon a Tale”, a bilingual experience intended for first-grade students.

In this age of high-tech displays and shows of dazzling effects, our program encourages active participation, listening and imagination. Our talented storytellers bring classic tales to life using dramatic actions and language therefore encouraging students to open a book and discover a whole new world. The classic children's stories, fairy tales and nursery rhymes are creations that might be centuries old and yet relate to our own experience as much today as when they were written.

While storytellers lift stories off the page, the musical accompaniment offers interactive songs, both new and familiar, that will excite your students to make this 35-minute performance one they will never forget.

As many of these stories were imagined by people who lived centuries ago, they reflect the life and times of the authors. We chose to present tales that foster equity and inclusion to all and we hope the experience transports you to another world.

Childrens Education Department  
Performing Arts Fort Worth



# Texas Essential Knowledge and Skills

## English Language Arts and Reading:

The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

- 1.8(B) describe the main character(s) and the reason(s) for their actions.
- 1.8(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.
- 1.8(D) describe the setting.
- 1.9(A) demonstrate knowledge of distinguishing characteristics of well-known Childrens literature such as folktales, fables, fairy tales, and nursery rhymes.
- 1.9(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.
- 1.10(A) discuss the author's purpose for writing text.

## Music:

The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student creates and explores new musical ideas. The student examines music in relation to history and cultures. The students listens to, responds to, and evaluates music and musical performances.

- 1.3(A) sing songs or play classroom instruments from diverse cultures and styles.
- 1.3(C) move alone or with others to a varied repertoire of music using gross and fine locomotor or non-locomotor movement.
- 1.3(D) perform simple part work, including beat versus rhythm, rhythmic ostinato and vocal exploration.
- 1.4(C) explore new musical ideas using singing voice.
- 1.5(A) sing songs and play musical games, including rhymes, patriotic events, folk music and seasonal music.
- 1.5(B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures.
- 1.6(A) identify and demonstrate appropriate audience behavior during live or recorded performances.
- 1.6(C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.
- 1.6 (D) respond verbally or through movement to short musical examples.

## Theater:

The students develops concepts about self, human relationships, and the environment using elements of drama and conventions of theater. The student interprets characters using the voice and body expressively and creates dramatizations. The student relates theater to history, society and culture.

- 1.1(A) develop confidence and self-awareness through dramatic play.
- 1.1(B) develop spatial awareness in dramatic play using expressive and rhythmic movement.
- 1.1(C) imitate actions and sounds.
- 1.2(A) demonstrate safe use of movement and voice.
- 1.4(B) explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.
- 1.5(A) discuss, practice, and display appropriate audience behavior.
- 1.5(B) discuss dramatic activities.
- 1.5(C) discuss the use of music, creative movement, and visual components in dramatic play.



# The Performers

# Performers

## Charlotte Blake Alston

Charlotte Blake Alston is an internationally acclaimed storyteller and narrator. After 19 years as an Elementary School Teacher, she stepped away from the classroom to research and explore African and African American oral traditions. Over the course of 3 decades, she has performed in venues such as the Kennedy Center, the Smithsonian Institute, Carnegie

Hall and Lincoln Center and has been a featured performer and instructor at Storytelling Festivals in the US and abroad including Austria, Switzerland, South Africa and Brazil. In 2021 in her home city, after a 30-year association, she was named The Philadelphia Orchestra's Official Storyteller, Narrator and Host.



## Claudia Acosta

Claudia is a New York based actor, director, producer and teaching artist. Claudia has been a storyteller for Performing Arts Fort Worth and in their bilingual Children's Education Programs. As an educator, she has served on the faculty of top arts organizations throughout New York. Originally from Texas, she has performed,

written, directed and produced at Artes De la Rosa and led their teen theater troupe 1440 Experience. Shas performed in many Texas productions at Hip Pocket Theater, Cara Mia and Teatro Dallas. Ms. Acosta has directed student productions at Lehman College and SUNY New Paltz in New York.



# Performers

## Amanda Hand

Amanda Hand is lifelong musician. Her formal training began with the Fort Worth ISD string program in 4th grade. She plays guitar, electric bass, piano, and sings. Amanda earned a Bachelor of Music from Texas Wesleyan University in 2015 and began teaching music in FWISD the same year. She has completed three Orff-Schulwerk levels and two Kodály levels through Southern Methodist University. Amanda is a staff musician at Ridglea Presbyterian Church, and records original music under the name Mandy Hand. She is married and is Mom to two teenagers.



## Ariel Hernandez

Ariel Juliette Hernandez is a native of Grand Prairie, Texas where she graduated from Grand Prairie Fine Arts Academy and later received her Bachelor's in Music Education from the University of Texas at Arlington. She teaching elementary music at Fort Worth ISD. Ariel enjoys singing in local choirs, such as Fort Worth Chorale, Awaken Ensemble, and her church choir in Arlington! She is very excited to participate in Once Upon a Tale again this season.



# Rhymes



# Nursery Rhymes

Rhymes is a term used to describe a wide range of poems or rhymes for children. Most nursery rhymes date from the 16<sup>th</sup> – 18<sup>th</sup> centuries. The poems can tell little stories (sometimes strange stories whose meaning is lost in history) and they are sometimes padded out with nonsense words. Some of the rhymes are simply recited like poems but a great many of them are in fact songs with associated melodies, and we will concentrate on such "nursery songs" in this article.

Nursery Songs are part of folklore with the same characteristics as folks' songs: they may be hundreds of years old and have frequently been passed from generation to generation via an oral tradition. The songs are often very simple in nature with plenty of repetition, and frequently with simple up and down patterns in their melodies.



*The Wolf in Sheep's Clothing*  
Art by Milo Winter

The melodies often seem to follow the spoken word closely, which adults use to speak to very young children - with lots of inflection (and probably eye-contact and facial expressions) to help communicate the song. No doubt this simply means that they are easy for young children to learn, and singing Nursery Rhymes to children will surely contribute to their early education.

Nursery Rhymes can provide fun and entertainment to children in the same way as fairy tales and bedtime stories, but like those other narrative forms they also serve to support important learning processes: they encourage interaction, they tell interesting stories, and they teach lots of words and ideas. Many studies have shown that music and song helps in the development of other brain functions, so the usefulness of these simple nursery rhymes shouldn't be underestimated. Although the primary method of communication of nursery rhymes is verbal many collections of nursery rhymes have been printed in books and song-books, usually with illustrations which help to depict the story. As a special kind of folk songs, nursery rhymes become part of a cultural tradition, a universal reference point understood by millions of children and adults across the world.

# The Importance of Rhyme

Rhyming is a helpful first step toward phonemic awareness. When children play with rhymes, they listen to the sounds within words and identify word parts. For example, the /at/ sound in the word *mat* is the same /at/ sound in *cat*, *rat*, *sat*, and *splat*. Children typically learn to recognize rhyming words first and generate their own rhymes later. It is important to recognize that these skills are not always learned on a schedule. For some children, recognizing rhyme can be difficult. You can use different methods to help develop children's skills.

•**Have children listen to and identify rhymes in books.** Before reading, ask children to listen for rhyming words and raise their hands when they hear them. Or, stop before you get to the rhyming word and have children supply it.

•**Prompt children to produce words that rhyme.** Both real words and “nonsense words” are useful, such as *Peggy* and *leggy*; *turtle* and *Yertle*.

•**Provide opportunities to recite rhymes in song.** Music is a natural part of a child's world. They can be active participants, clapping, snapping, and adding their own motions to songs. For example, “*I’m a little lizard, my oh my! My skin has scales, it’s nice and dry.*”

•Use music and songs to teach rhyme. Sing active songs that invite children to use movement. Fingerplays such as “Itsy Bitsy Spider” invite active participation in a rhyming game.

•Use books and read-aloud stories to teach rhyme. Rhyming texts, both fiction and nonfiction, support literacy in general and help children learn phonemic awareness skills.

- Before reading, ask children to listen for words that rhyme.
- Encourage children to raise their hands when they recognize a rhyming word.
- Stop and have children supply a rhyming word in the text.
- After you have read a poem or story aloud, ask for rhyming words. (*What word rhymes with mittens?*)

•Use games to teach rhyme.

- Toss a beanbag onto a picture grid. Have children think of a word that rhymes with the picture (*fish, wish; goat, boat*).
- Play “I Say Night.” Teach children to respond with a rhyming word: *I say night. You say (right.)* Or *I say bread. You say \_\_\_\_\_.*
- Play rhyming partners. As children “buddy up” for an activity, give one child a random word, for example, *mitten*. The first child to suggest a rhyming word becomes that child's buddy.



# Aesop and his Fables

# Aesop and his Fables

**Aesop** [A-sop] (c. 620 BCE), the legendary Greek fabulist and former slave, is notably given the title as the creator of the Western traditional fable. Historians have placed the number of fables accredited to Aesop, somewhere between 200 to upwards of 1,000. His fables were shared orally throughout the Ancient world for generations. Because of this, there are no handwritten copies of his fables. They were also translated and found their way of mixing with Arabic and Hebrew fables of the time.

"Aesop's Fables" use animals to tell moral stories of actions and their consequences that relate to human nature. These stories are just as relatable today, as they were 2,500 years ago.

## The Hare and the Tortoise By Aesop

A Hare was making fun of the Tortoise one day for being so slow.

"Do you ever get anywhere?" he asked with a mocking laugh.

"Yes," replied the Tortoise, "and I get there sooner than you think. I'll run you a race and prove it."

The Hare was much amused at the idea of running a race with the Tortoise, but for the fun of the thing he agreed. So the Fox, who had consented to act as judge, marked the distance and started the runners off.

The Hare was soon far out of sight, and to make the Tortoise feel very deeply how ridiculous it was for him to try a race with a Hare, he lay down beside the course to take a nap until the Tortoise should catch up.

The Tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the Hare was sleeping. But the Hare slept on very peacefully; and when at last he did wake up, the Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time.

*The race is not always to the swift.*



*The Hare & The Tortoise*  
Art by Milo Winter



# Aesop and his Fables

## The Lion and the Mouse By Aesop

A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her. "Spare me!" begged the poor Mouse. "Please let me go and some day I will surely repay you."

The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.

Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring.

The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free. "You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

*A kindness is never wasted.*



*The Lion and the Mouse*  
Art by Milo Winter



# The Program



# The Program

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The following are a selection of nursery rhymes and songs that have been performed during *Once Upon A Tale*. The rhymes vary depending on the year and the performer. We hope you enjoy this selection.

## Apple Tree

Apple tree, apple tree,  
Will your apple fall on me?  
I won't cry, I won't shout,  
If your apple knocks me out!

## Estrellita Little Star (Twinkle, Twinkle Little Star)

Brilla, brilla, estrellita,  
*Twinkle, twinkle, little star,*

Pienso como tú serás.  
*How I wonder what you are.*

Tan arriba y tan lejos,  
*Up above the world so high*

Como diamante en el cielo.  
*Like a diamond in the sky.*

Brilla, brilla, estrellita,  
*Twinkle, twinkle, little star,*

Pienso como tú serás.  
*How I wonder what you are.*

## One, Two, Buckle My Shoe

One, two, buckle my shoe,  
Three, four, shut the door,  
Five, six, pick up sticks,  
Seven, eight, lay them straight,  
Nine, ten, a good fat hen,  
Eleven, twelve, dig and delve,  
Thirteen, fourteen, maids are courting,  
Fifteen, sixteen, maids in the kitchen,  
Seventeen, eighteen, maids are waiting,  
Nineteen, twenty, my platter's empty

## Aiken Drum

There was a man lived in the moon, lived in the moon, lived in the moon. There was a man lived in the moon, and his name was Aiken Drum.

And his head was made of an apple, apple, apple. His head was made of an apple and his name was Aiken Drum.

His body was made of a pickle, pickle, pickle. And his body was made of a pickle and his name was Aiken Drum.

Legs -	Celery
Arms -	Bananas
Eyes -	Cherries
Nose -	Carrot
Mouth -	A rainbow
Hair -	Spaghetti

## Sol solecito/ Little Sun

Sol, solecito,  
*Sun, little sun,*

Caliénta me un poquito.  
*Won't you warm me up a little;*

Hoy y mañana y  
*Now and tomorrow and*

Toda la semana.  
*All the days that follow.*

## My Aunt Came Back

Oh, my aunt came back,  
From Timbuktu,  
She brought with her,  
A wooden shoe,

Oh, my aunt came back...  
From Old Japan...  
She brought with her...  
A waving fan...

Oh, my aunt came back...  
From old Algiers...  
She brought with her...  
A pair of shears...

Oh, my aunt came back...  
From Guadeloupe...  
She brought with her...  
A hula hoop...

Oh, my aunt came back...  
From the county fair...  
She brought with her...  
A rocking chair...

Oh, my aunt came back...  
From Malibu...  
She brought with her...  
A clown like YOU!

## Miss Mary Mack

Miss Mary Mack, Mack, Mack,  
All dressed in black, black, black  
With silver buttons, buttons, buttons  
All down her back, back, back.

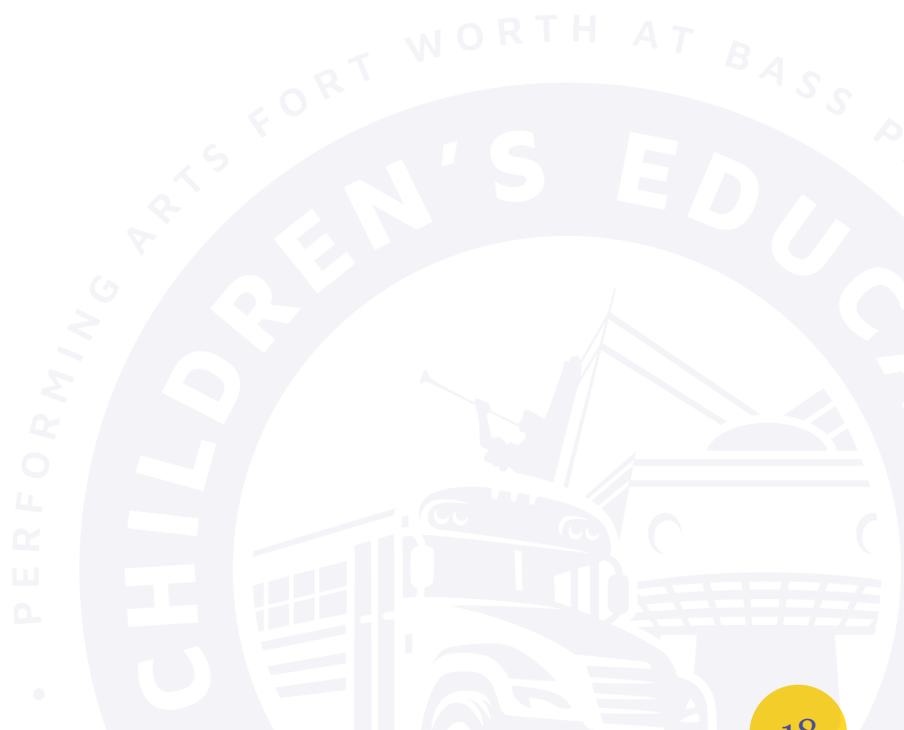
She asked her mother, mother, mother  
For 50 cents, cents, cents  
To see the elephants, elephants, elephants  
Jump over the fence, fence, fence.

They jumped so high, high, high  
They reached the sky, sky, sky  
And they didn't come back, back, back  
'Til the 4th of July, ly, ly!

## This Little Light of Mine

This little light of mine,  
I'm gonna let it shine.  
This little light of mine,  
I'm gonna let it shine,  
This little light of mine,  
I'm gonna let it shine,  
Let it shine,  
Let it shine,  
Let it shine.

Everywhere I go,  
I'm gonna let it shine.



## The Wheels on the Bus

The wheels on the bus go round and round, etc. x3

The wheels on the bus go round and round,  
All through the town.

The driver on the bus says "Move on back, etc." x3

The driver on the bus says "Move on back"  
All through the town.

The horn on the bus goes beep, beep, beep, etc. x3

The horn on the bus goes beep, beep, beep  
All through the town.

The wipers on the bus go swish, swish, swish x3

The wipers on the bus go swish, swish, swish  
All through the town.

The babies on the bus go "wah, wah, wah, etc." x3

The babies on the bus go "wah, wah, wah, etc."  
All through the town.

The mommas on the bus go "Shush, Shush, Shush, etc." x3

The mommas on the bus go "Shush, shush, shush," All through the town.

The daddies on the bus go "I love you, I love you, I love you, etc." x3

The daddies on the bus go "I love you",  
All through the town.

The wheels on the bus go round and round, etc. x3

The wheels on the bus go round and round  
All through the town.

## Wise Old Owl

One of these days, look up and see,

A wise old owl, sitting in a tree

He'll look at you, and he'll look at me,

Those two big eyes, they don't scare me

One of these nights, when raindrops fall,

He'll give a hoot, he will give a call.



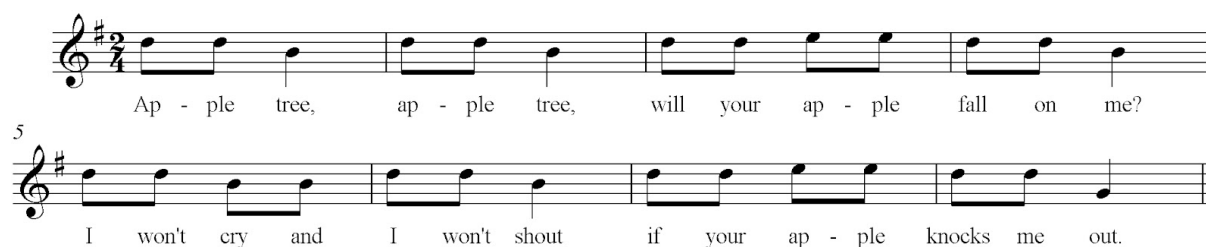
# Activities



# Apple Tree, Apple Tree

"Apple Tree, Apple Tree" has a rhythm that is easy for 1st graders to derive, is great for teaching so-mi (extracted in the first and third phrases), is great for la (extracted in the 2nd) and for do (the final phrase of the song).

## Apple Tree



The game:

**Formation:** standing circle, holding hands, with two people (Teacher and a student volunteer) making an arch.

**Action:** as the song is sung, the students process in a circular motion with the circle going under the arch formed by the teacher and student volunteer. On the word "out" the arch lowers their arms, catching whoever is under the tree at that time. The caught student then joins the arch (refer to it as the tree). The game is repeated until all the "apples" (the students in the walking circle) are caught. As the tree grows, more students are caught. The students love this!

This song is GREAT for 1st and 2nd grades. Use it for ta & ti-ti reading and so-mi-la reading in the first grade. You may create sets of tone ladders that the students use to sing the phrases. After they have derived the known solfa (the first three phrases of the song), they sing it while pointing to the solfège apples on their tone ladder.

To see this in action, view Amy Abbot video here:  
<https://www.youtube.com/watch?v=w4zdLRbkhLk>

*From--Magic a la Abbott by Amy Abbott*

# Rhyme Recognition

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## Objective

The student will recognize rhyming words.

## Materials

Set of "rhyme" and "time" picture cards (Activity Master PA.002.AM1a - PA.002.AM1f )

*Separate pairs of rhyming cards into two stacks.*

## Activity

Students play a game by matching rhyming picture cards.

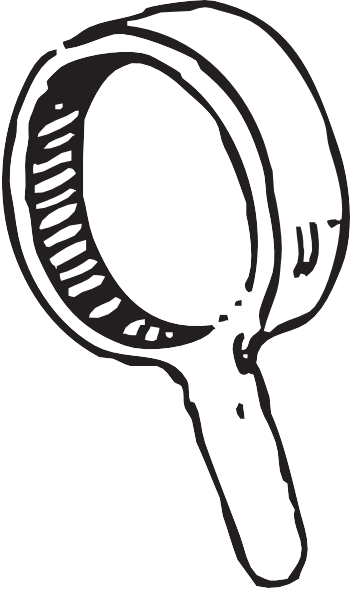
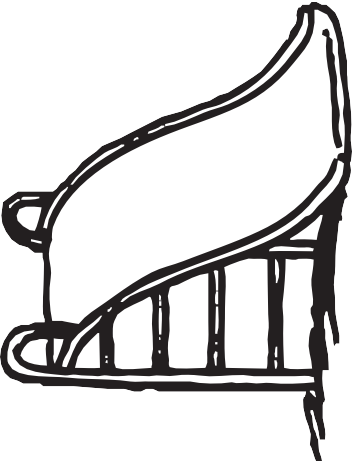

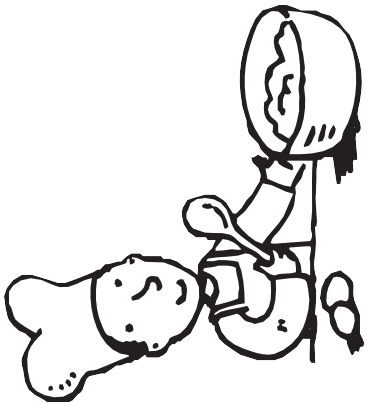
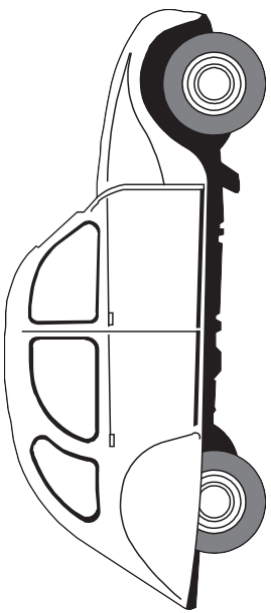

1. Place the two separate stacks of "rhyme" and "time" cards face down on a flat surface.
2. Working in pairs, student one turns over a card from each stack and names the pictures.
3. If a match is made says, "rhyme time" and keeps the pair. If a match is not made, returns the cards randomly to the appropriate stack and student two takes a turn.
4. Continue until all matches are made.
5. Peer evaluation.

## Extensions and Adaptations

State a word or draw a picture that rhymes with the match.  
Match words with the same initial sound.



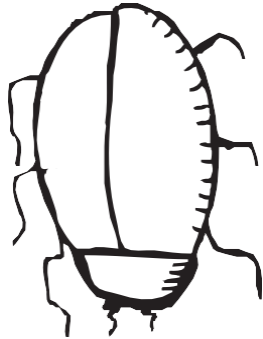


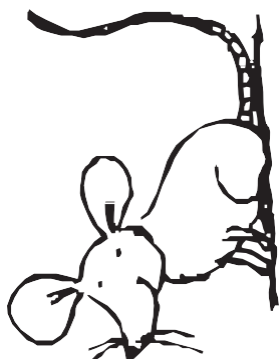
Color and cut out the following images. Place them facedown and have students work in pairs to find the matching images via rhyme.

*Rhyming game taken from Reading Rockets.*





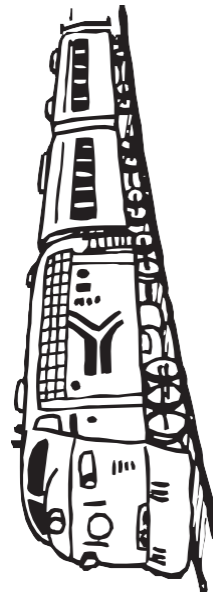

Rhyme cards: pan, slide, hop, cook, car, goat



 <p>Rhyme</p>	 <p>Rhyme</p>	 <p>Rhyme</p>
 <p>Rhyme</p>	 <p>Rhyme</p>	 <p>Rhyme</p>

Rhyme cards: chick, duck, bug, fox, dog, mouse



Rhyme

Rhyme

Rhyme

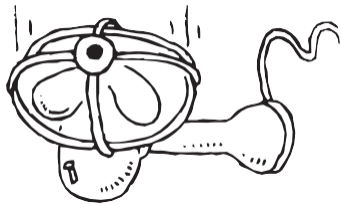


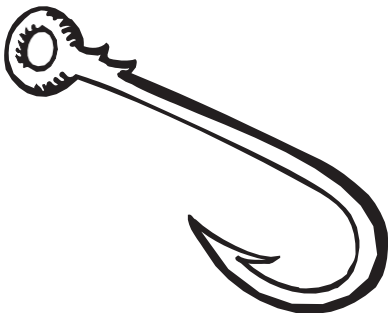
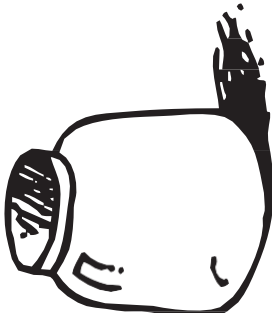

Rhyme

Rhyme

Rhyme

Rhyme cards: tree, tail, cat, snake, train, run


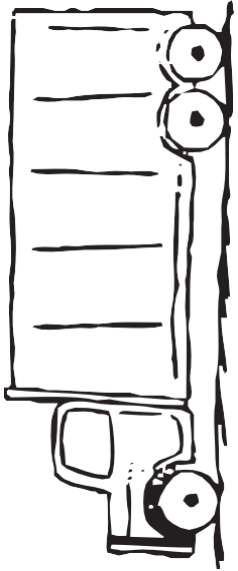

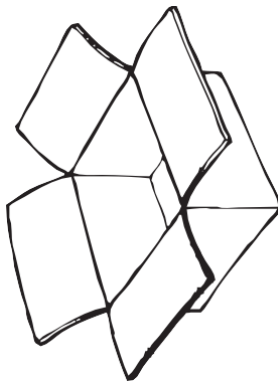

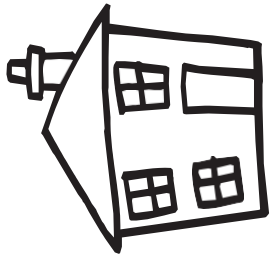




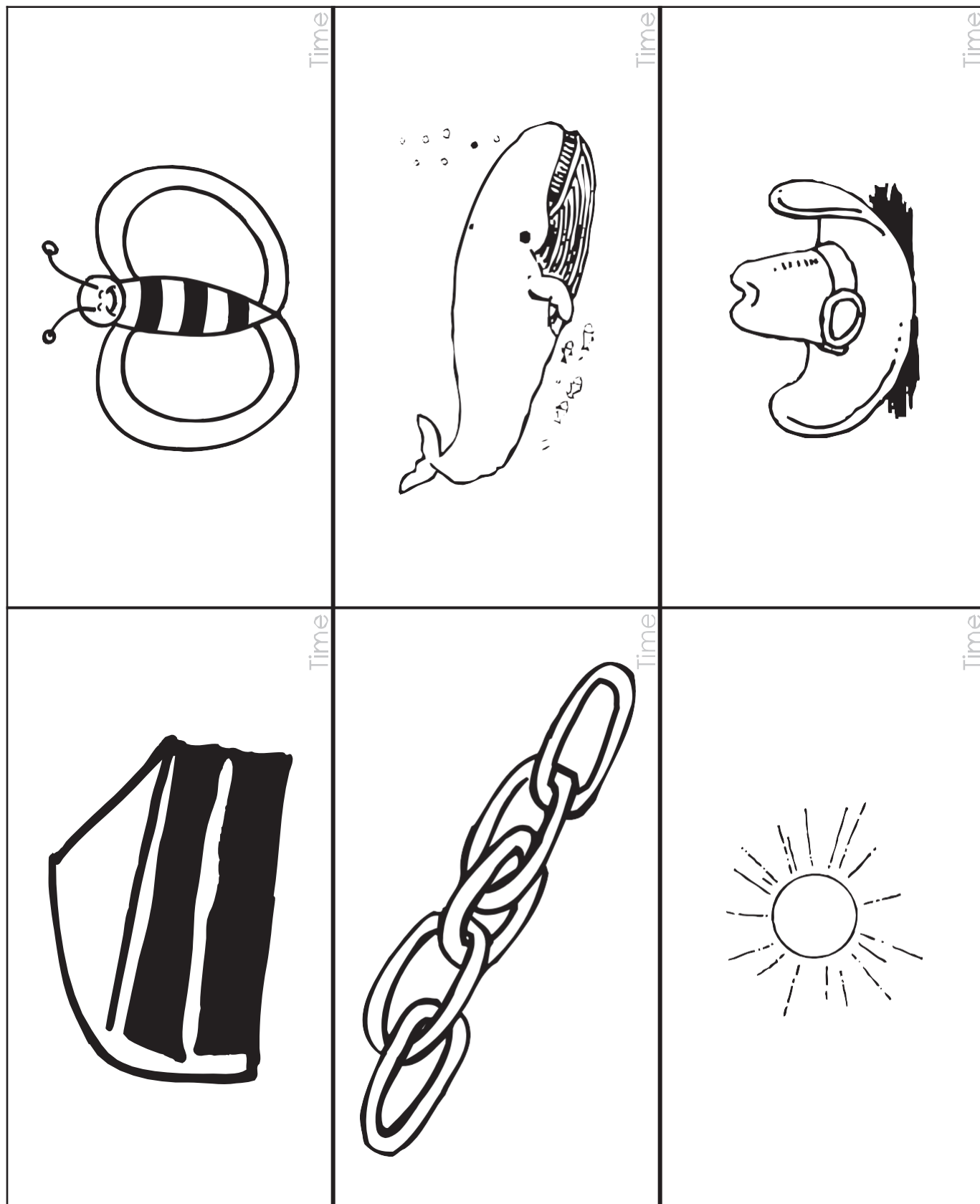
Time cards: fan, hide, mop, hook, jar, boat



 <p>Time</p>	 <p>Time</p>	 <p>Time</p>
 <p>Time</p>	 <p>Time</p>	 <p>Time</p>

Time cards: stick, truck, rug, box, frog, house





Time cards: bee, whale, hat, cake, chain, sun



# Extension Activities

## 1. Rhymes:

Have student see how many they can create that rhyme like the following:

**Pig:** wig, twig, fig, big, dig

**House:** mouse, blouse, rouse

**Wood:** food, mood, good

**Brick:** lick, sick, stick

**Blow:** mow, flow, glow

## 2. Story Elements:

Highlight each finger to indicate the question the student is to respond. Highlight each finger of the hand to indicate the question that the student should respond.

**Who?** The three little pigs, the big bad wolf

**Did what?** pigs built their homes, wolf blew two houses down

**Where and when?** at the homes of the 3 little pigs when he tried to eat them

**Problem** - the wolf wants to eat the pigs

**Solution** - the pigs are protected in the house and burn the tail wolf's tail

## 3. Fact and Opinion:

Dragging choices. Make a table with 2 columns for fact and Opinion. Students drag sentences from word bank to place in correct category.

### Fact

Something that is real.

The pigs are mammals.

The pigs are omnivores.

The farmers raise pigs in the field.

The little pigs smell and look for food with its snout.

We can say pig, hog or pig.

### Opinion

It is personal and each person sees or feels different things. Each person has their own opinion.

It seems to me that all the pigs are pink. The little pigs like to be dirty.

The pigs need brothers to build houses.

The pigs are afraid of the big bad wolf.

The wolf likes to frighten the little pigs.



# Resources

# Resources

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PBS Learning Media:

- What are Fairy Tales? Video: <https://kera.pbslearningmedia.org/resource/8dc57244-faec-46ce-88eb-d075d8ea9058/what-are-fairy-tales-young-explorers/>

CoComelon:

- Animated Videos with sing along to Nursery Rhymes: <https://www.youtube.com/@CoComelonAnimalTime>

Library of Congress:

- 140 interactive stories of Aesop's Fables: <https://read.gov/aesop/001.html>

This Reading Mama:

- Free printable Rhyming Activities: <https://thisreadingmama.com/printable-rhyming-activities/>

Project Gutenberg:

- Public domain of The Big Book of Nursery Rhymes by Walter Jerrold: <https://www.gutenberg.org/files/38562/38562-h/38562-h.htm>

The Spanish Experiment:

- Traditional children's stories, set in the modern-day world. Spanish and English script available alongside the story read aloud in Spanish: <https://www.thespanishexperiment.com/stories>

Hispanic Mama:

- Traditional Nursery Rhymes in Spanish. With lyrics and animated video: <https://hispanicmama.com/2015/12/28/15-traditional-nursery-rhymes-in-spanish/>

Britannica:

- History and information regarding Nursery Rhymes: <https://www.britannica.com/art/nursery-rhyme>

Spotify (also available on Apple Music):

- Classic Stories with Songs (Aesop's Fables): <https://open.spotify.com/album/0BLdTSuU1EvEIWnebv8kc?si=HBKSubGaR0e3KImW3NhYCQ>



# Angels In The Wings



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Angels in the Wings support the Children's Education Program of Performing Arts Fort Worth at the Nancy Lee and Perry R. Bass Performance Hall with gifts of \$1,000 and above. The Children's Education Program is an integral part of Bass Performance Hall but maintains its own support independent of Performing Arts Fort Worth.

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