

Tales From Dr. Seuss!



Please visit: www.luannadamsstoryteller.com

"The Storyteller LuAnn Adams is a bit of an alchemist herself turning an ordinary room into a fantastical landscape as she relates her vivid tales." – NY Times

Tales From Dr. Seuss!

Study Guide

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Dr. Seuss Info:

You may know that **Dr. Seuss** is the world's best-selling children's author, having sold over 650 million books worldwide, but did you also know these weird and wonderful facts!

- - **1.** Dr. Seuss wasn't really a doctor. His real name was **Theodor Seuss Geisel**. As a magazine cartoonist, he began signing his work under the mock-scholarly title of "Dr. Theophrastus Seuss" in 1927. He shortened that to "Dr. Seuss" in 1928.
 - 2.** In 1954, *Life Magazine* published an article on illiteracy in school children, concluding that children weren't learning to read because their books were boring. In response, Dr. Seuss' editor challenged him to write a book using **250 of the words children use most**. So was born ***The Cat in the Hat***, which actually only uses 236!
 - 3.** His next challenge was to use only **50 words** – the resulting book was ***Green Eggs and Ham***.
 - 4.** He coined the term **NERD**, which first appeared in his book ***If I Ran The Zoo***.
 - 5.** **1 in 4 American children** receive Dr. Seuss as their first book.
 - 6.** Dr. Seuss' first book, ***And to Think That I Saw It on Mulberry Street***, was rejected by publishers **27 times**.
 - 7.** When Dr. Seuss suffered from writer's block, he would go to a **secret closet filled with hats** and wear them until he found inspiration
 - 8.** One of the trademarks of his artwork is **'no straight lines'**.
 - 9.** The **correct pronunciation of Seuss** rhymes with 'Voice' – Soice – but readers naturally read it as Soose, and so it was changed.
 - 10.** Dr. Seuss drove a car with a **GRINCH** license plate
- ...More about Dr. Seuss

Theodor Seuss Geisel – better known to millions of his fans as Dr. Seuss – Theodor Seuss Geisel was born on March 2, 1904 in Springfield, Massachusetts. At the time, his family lived on Howard Street in Springfield's South End. The family soon moved to Fairfield Street. The Geisel home was not far from Mulberry Street, the subject of his first children's book *And to Think That I Saw It on Mulberry Street*, published in 1937.

The Storyteller – In the early days, the keeper of history, culture & tradition. Storytellers were bearers of news, the keepers of culture, the historians & the entertainers. Traveling storytellers went from village to village with tales, songs anecdotes fables & news. They often created stories to teach important lessons.

Tales From Dr. Seuss! Before/After the Performance 2

<https://www.thesprucecrafts.com/printable-seuss-worksheets-and-coloring-sheets-1250985>
 - Write a poem [Seuss](#)

Dr. Seuss wrote stories with rhyming words. Write a poem that rhymes.
 Bennett Cerf, Dr. Seuss's editor, bet him that he couldn't write a book using 50 words or less. **The Cat in the Hat** was pretty simple, after all, and it used 225 words. Not one to back down from a challenge, Geisel started writing and

came up with **Green Eggs and Ham**—which uses exactly 50 words.

The 50 words, by the way, are: a, am, and, anywhere, are, be, boat, box, car, could, dark, do, eat, eggs, fox, goat, good, green, ham, here, house, I, if, in, let, like, may, me, mouse, not, on, or, rain, Sam, say, see, so, thank, that, the, them, there, they, train, tree, try, will, with, would, you.

The Complete List of Books by Dr. Seuss - Read 3 Before the Performance!

Here is the complete list of the Dr. Seuss book collection, some of which are familiar titles and some of which are books he wrote for adults.

- [And To Think That I Saw It On Mulberry Street](#) (1937)
- [The 500 Hats Of Bartholomew Cubbins](#) (1938)
- [The King's Stilts](#) (1939)
- [Horton Hatches the Egg](#) (1940)
- [McElligot's Pool](#) (1947)
- [Thidwick The Big-Hearted Moose](#) (1948)
- [Bartholomew And The Oobleck](#) (1949)
- [If I Ran the Zoo](#) (1950)
- [Scrambled Eggs Super!](#) (1953)
- [Horton Hears A Who!](#) (1954)
- [On Beyond Zebra](#) (1955)
- [If I Ran The Circus](#) (1956)
- [The Cat in the Hat](#) (1957)
- [How The Grinch Stole Christmas](#) (1957)
- [Yertle The Turtle And Other Stories](#) (1958)
- [The Cat In The Hat Comes Back!](#) (1958)
- [Happy Birthday To You!](#) (1959)
- [Green Eggs And Ham](#) (1960)
- [One Fish Two Fish Red Fish Blue Fish](#) (1960)
- [The Sneetches And Other Stories](#) (1961)
- [Dr Seuss's Sleep Book](#) (1962)
- [Dr Seuss's ABC](#) (1963)
- [Hop on Pop](#) (1963)
- [Fox In Socks](#) (1965)
- [I Had Trouble In Getting To Solla Sollew](#) (1965)
- [The Cat in the Hat Song Book](#) (1967)
- [The Foot Book](#) (1968)
- [I Can Lick 30 Tigers Today! And Other Stories](#) (1969)
-
- [My Book About Me](#) (1969)
- [I Can Draw It Myself](#) (1970)
- [Mr Brown Can Moo! Can You?](#) (1970)
- [The Lorax](#) (1971)
- [Marvin K. Mooney Will You Please Go Now!](#) (1972)
- [Did I Ever Tell You How Lucky You Are?](#) (1973)
- [The Shape Of Me And Other Stuff](#) (1973)
- [Great Day For Up](#) (1974)
- [There's a Wocket in my Pocket!](#) (1974)
- [Oh, The Thinks You Can Think!](#) (1975)
- [I Can Read With My Eyes Shut!](#) (1978)
- [Oh, Say Can You Say?](#) (1979)
- [Hunches In Bunches](#) (1982)
- [The Butter Battle Book](#) (1984)
- [You're Only Old Once!](#) (1986)
- [I am Not Going to Get Up Today](#) (1987)
- [Oh, The Places You'll Go!](#) (1990)

*"More valuable than the treasures in a storehouse are the treasures of the body.
And the most valuable of all are the treasures of the heart." – Nichiren Daishonin.*

Tales From Dr. Seuss!: *The Stories*

The Eggplant Story.. Green Eggs & Ham ...LuAnn's personal tale & Dr. Seuss' classic tale of food & the wonderful opportunity to change one's mind & discover something new!

The Cat in the Hat ... An infamous cat visits a house & causes chaos

Horton Hatches An Egg ... Mayzie abandons her egg & Horton an Elephant become the surrogate parent

Yertle The Turtle Yertle is a bully & orders the turtles in the pond to make a tower. The Yertle's reign end When the Mack, the turtle at the bottom of the stack does a plain little thing!

Tales From Dr. Seuss!: *Discussion Questions/Some Things to Try!*

Green Eggs & Ham ...Have you ever decided before you tried something, that you hated it? What happened? Did you change your mind? Have you ever thought something would be so delicious or so much fun & then you had the experience of it & changed your mind? Write, illustrate & tell your most dramatic: "How I Changed My Mind About _____" story!

***These activities are taken from *Teaching with Favorite Dr. Seuss Books* published by Scholastic Professional Books.**

MYSTERY WORDS

The rhyming words in Dr. Seuss stories make them perfect for activities that build sight vocabulary. Try this mystery word activity to help children make connections between the language they hear and the words they see.

- After sharing a Dr. Seuss story, write pairs of sentences on sentence strips.
- Use a large sticky note to cover one of the rhyming words at the end of a line.
- Together, read the lines aloud, pointing to each word as you say it. When you get to the covered word, ask children to predict what the word is.
- Lift the sticky note to let them check their guesses.

SKILL-BUILDING DISPLAYS

Use Dr. Seuss stories as inspiration for playful displays that build vocabulary and enhance writing skills. Ask children to be on the lookout for words that sound like their meaning. An example: plop, bump, and thump (from *The Cat in the Hat*).

- Build a word wall with such words and introduce the term onomatopoeia. Children can illustrate the word wall to add visual clues.

GUESS WHO!

Dr. Seuss stories feature some of the most memorable characters in children's literature. There's Horton, who lives in the Jungle of Nool, the Cat in the Hat and his trademark tricks, Sam and his green eggs and ham, Yertle the Turtle whose kingly ambitions go a little too far, and more. Explore the characters in various Dr. Seuss stories with this guessing game:

- **4**
- Invite children to choose a favorite character.
- Ask children to pretend to be that character and write a set of clues that describes who they are. Have them start with general clues and get progressively more specific — for example, I live in a jungle. I like to swim. I have a trunk. I have big ears. I am determined.
- Let children take turns reading aloud their clues one at a time, giving classmates a chance to guess their identity after each clue.

STORY MAPS

Creating a map of a story challenges children to make connections between characters, setting, and events.

- Have children brainstorm characters and places in a story.
- List these on the chalkboard or chart paper.
- Model the activity by making a map that incorporates children's suggestions. Then let children make their own map, generating a list of characters and places for a Dr. Seuss story and incorporating them in a map.
- Have children use what they know about the setting to make inferences and fill in the details of a map. For example, in *And to Think That I Saw It on Mulberry Street*, the boy describes what he sees on his way to and from school. The school is never pictured, but children can infer that he arrives and include the school on their map.

THE DR. SEUSS PICTURE DICTIONARY

Learn about all sorts of words — even the made-up kind — with this activity.

- As you share Dr. Seuss stories, have children look for words the author makes up!
- Write the words on chart paper.
- Invite children to choose a word from the list to add to a picture dictionary.
- Have them write the word on paper, illustrate it, and then write a definition.
- Then have children help arrange the pages in alphabetical order.

Tales From Dr. Seuss!

LuAnn's Picture Book (& Audio Story) Recommendations

Abiyoyo	retold by Pete Seeger
A Blind Boy Catches A Bird	recorded on "Brave Little Red & other Tales" by LuAnn Adams
Aliquipiso	The Girl Who Saved Her Tribe from "Women Warriors" pgs. 71-73
Amy's Letter	by Ezra Jack Keats
The Boy & the Ghost	retold by Robert San Souci
Brave Irene	by William Steig
The Butterfly	by Patricia Polacco
The Cherry Tree	by Daisaku Ikeda
Chicken Sunday	by Patricia Polacco
Crossing Bok Chitto	retold by Tim Tingle
The Empty Pot	retold by Demi
The Grain of Sand	recorded on "Brave Little Red & other Tales" by LuAnn Adams
Keep the Lights Burning Abbie	by Peter Roop
Maggie & the Pirate	by Ezra Jack Keats
Nadia the Willful	by Sue Alexander
Nomi & the Magic Fish	by Phumbula M'bane
Number the Stars	Ten yr. old girl rescues Danish Jews, by Lois Lowry
Nyganara	from "Third World Voice for Children" pgs. 25-28
One Riddle, One Answer	by Lauren Thompson
Over the Deep Blue Sea	by Daisaku Ikeda
Pink & Say	by Patricia Polacco
The Rough Face Girl	retold by Rafe Martin
The Search for the Magic Lake	from "Wonder Tales from Around the World" pgs. 117-121
The Snow Country Prince	by Daisaku Ikeda
The Twelve Days of Diving	recorded on "The Tricky Caterpillar..." by LuAnn Adams

Tales From Dr. Seuss!: Bibliography & Books for Teachers

- **Children Tell Stories: A Teaching Guide** By Martha Hamilton & Mitch Weiss
- **The Power of Story: Teaching Through Storytelling** By Rives Collins & Pamela J. Cooper
- **Storytelling Games: Creative Activities for Language, Communication & Composition across the Curriculum** By Doug Lipman
- **Storytelling: Reading Aloud and Roleplaying with Children** By Bob Barton & David Booth

30 Storytelling Tips For Educators:

Capture Your Students' Imagination! By Julie DeNeen

Storytelling has been around as long as humankind. It is one of the most effective ways to communicate an important truth to another person. It gives meaning, context, and understanding in a world that is often filled with chaos and disorder. If a teacher becomes an excellent storyteller, he or she can ensure that any concept they teach will be

remembered for years to come. Stories can be used to illustrate scientific or mathematical processes as well. Stories bring information, knowledge, and truth to life.

1. Every Part Must Be Essential When you compose your storyline, be it a fictional story to teach a lesson, or a non-fiction example, make sure that each part of the story is essential to the ending. Each character, point, or principle must somehow relate to the main point you are trying to drive home. Let's take for example, a story about the planets. You may be trying to help students memorize the order of the solar system. Any tale you concoct to help illuminate the facts must be related to the planets. Keep the main thing...the main thing.

2. You Must Have a Hook In Your Opening You hook the listener in by presenting a problem that encourages them to keep listening. You can use this tactic in any lesson. For example, if you are teaching the concept of photosynthesis, start your story by imagining a world in which all the flowers didn't have leaves. You create a problem that the story (in this case photosynthesis) solves. In many cases, students don't realize how many principles they take for granted (gravity, light, etc.) Creating a world in which it is taken away reveals the ultimate importance of the process you are describing.

3. Draw a Theme Out of Your Story Stories have a depth of meaning when there is a theme. However, it isn't always easy to write a story with a theme in mind. Rather, write the story first- with all the points you want to cover. When you've finished, stand back from the story for a moment to see if you can draw out a theme.

4. Keep It Simple If your audience is young, simple is best. Scientific principles like gravity and electricity can be difficult for young minds. Using analogies can help. For example, to explain an electrical circuit, describe how a train can only move along tracks that are connected to each other. A broken track means the train must stop and electricity is the same way.

5. Maintain Eye Contact Eye contact is most important. It not only helps keep a student's attention, but it also conveys a sense of confidence and truthfulness. Always look directly into your student's eyes. You will connect with them and keep their attention longer.

6. Use Vivid Language That Kids Can Understand Some psychologists argue that telling stories is one of the primary ways humans learn. Even if you are teaching science or math concepts, pick a word or two that your students haven't heard of before. Describe and define the word first, and then use it throughout the story. For example, if you are talking science, identify the word "energy" and then use it several times during your story. By the end of the story, they will have learned the concepts of the tale plus some vocabulary.

7. Use Movement As the storyteller, you can paint pictures with your body- using your hands, feet, legs, and head. Similarly, you can ask the students to perform movements during certain parts of the story. This will help activate their memory and keep their attention focused on what you are communicating.

8. Use Dramatic Pauses People often talk more quickly than the brain can process. If you pause at crucial moments in the story, you give your students the chance to think critically about the piece of information you have just given. Don't be afraid to pause, especially at a tense moment.

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9. Change Your Voice With Different Characters It helps to make characters more memorable when you give them personalities. Part of that includes changing your voice with each character. Without visual props, the voice is one of the best ways to bring the character to life.

10. Make Your Ending Strong With an Important Take Away Point The ending is the last thing your students will hear. Whatever points and/or principles you think are most important, put them at the end. If you can make the ending one sentence, this is even better. Use alliteration, repetitive words, or a singsong cadence to help make it memorable.

11. Tell The Truth, Even When It's Difficult Adults are tempted to lie to children when the situation seems too complex or mature for younger audiences. However, telling the truth is always preferable, even if you have to adapt some of the details and adjust your language for younger audiences.

12. Make The Character Relatable The main character of your story must be relatable to your students. You want them to "root" for the character's choices and decisions. One way to do this is to make the character "feel" real. He or she shouldn't be perfect, but have weaknesses and talents just like we all do. Student's love to root for the good guy in a story. Keep in mind; it doesn't have to be human. For example, when you talk about pollution, make recycled paper the good guy, and aerosol cans the enemy. Anything can have a good and evil counterpart.

13. Have Your Story Provide An Answer To a Problem Every story has theme or meaning. When you can tell a tale that provides a solution to a problem, there is higher likelihood that the story will take on a deeper meaning when it solves a problem in real life. When you are trying to communicate facts (like multiplication facts for example) perhaps create a story in which a character must know those facts in order to divide her gifts up among her family members.

14. Know Your Ending Before You Begin Before you tell a story, know the ending. Good storytellers, when they begin to formulate their story, start at the end and work backwards. As you prepare, pick the ending first. Then think about the point that comes right before the end, then the point that comes before the point that gets to the end. Keep working backwards until you arrive at the beginning of your story.

15. Appeal To The Senses When preparing your story, activate as many senses as possible. The more a story activates the senses, the more memorable it becomes. For a lesson in geography, you can use a visual map first. Add a song to help memorize the countries or cities. Use props that the students can hold. Maybe you can offer a food from each locale, to activate touch and smell.

16. The Story Should Be “Trustable” Don’t offer coincidences that magically solve the problem. Whatever world or situation your character is in, don’t break its rules just to end the story.

17. Invite Interaction Depending on the subject, you may want to enlist your student’s help in solving the problem. Perhaps you could tell the first half of the story and ask them to brainstorm an ending that solves the problem. Students can work in groups and learn from others who may have chosen to solve the story a different way. It helps students understand the idea that stories have multiple solutions.

18. Make The Stakes High Against The Goal Stories with a happy ending must first overcome obstacles. Before you get to the end of the story, you want to create dramatic tension that makes the listener think, “Will the character reach his or her goal?” A good story knows how to use tension. Whatever the hero wants, make it difficult for him or her to get there.

19. Use Props Almost any story can benefit from props, no matter what subject you are teaching. You can ask a student to hold the prop or even let students use the prop(s) in ways that create another problem in the story. Magicians often do this in their show. They ask someone to come to the front and help with juggling. Then, the magician allows the helper to “accidentally” break the plate that the magician plans to put together. This can work well in math. If you have a student manipulate a prop (like for example breaking several pretzels), you can then showcase the mathematical principles of fractions and division.

20. Create The Extraordinary Out of The Ordinary A story doesn’t have to be dramatic in order to highlight a point. In many cases, taking a mundane event and looking at it from a different angle is just as profound. For example, if you are talking about accepting other cultures, try this. Pick a common ritual (like men shaving their faces), and tell the story from the angle of a character from another world that has never seen such a thing. Better yet, treat the students like they are from another world. “Did you know that I saw someone put a knife to his face the other day?!” Use different vocabulary words (like knife versus razor). “Then, he smeared this unknown substance all over his face and used the sharp edge of the knife to rub it off!” Your students might be shocked when you reveal that you were simply talking about shaving. Then you can go into the idea and philosophy behind prejudice and discrimination against other cultures that are unfamiliar.

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21. Set The Scene It is crucial to create an environment for your story. Are you in the woods, on the beach, in a little apartment in the city, or on a different planet? Describe the surroundings, the weather, or the pre-existing conditions. Use rich detail so the students can picture the environment in their imaginations. Field trips are such a fantastic way to get into a different environment, but it isn’t always possible. Words, descriptions of smell, sounds, and sights will make the story more meaningful.

22. Use Music Music is an excellent way to learn. If you are teaching the fifty states, a song with a catchy rhythm will help solidify the memorization process. Songs have long been used throughout history to help cultures preserve traditions and historic events.

23. Create Fun Sound Effects If it is a stormy night, enlist the help of your younger students by asking them to each be in charge of a “sound effect”. Adding ‘sounds’ is fun to make a story participatory!

24. Have Your Students’ Retell It Back To You Once you are done with your story, have the students form groups and retell the story in a different way. Perhaps, you can assign them the task of summarizing the story in a sentence. The important part about this concept is to get the student’s involved in an active way. They’ve spent some time listening; now it is time to put it into action.

25. Draw Real Life Connections If your story teaches abstract concepts, find real life examples that make the information more meaningful. If you are trying to teach a history lesson, put the events in a different context. Imagine it now in the present day, with present situations. How would the scene play out in 2012 versus 1914? All of a sudden, history will feel much more “real” and alive.

26. Use Repetition This tip works well with younger students. Oftentimes, storybooks have a repeated phrase throughout the story (i.e. “I do not like green eggs and ham. I do not like them Sam I am). Do this when you start, in the middle, and at the end. Pick an important concept and repeat it over and over. You can describe the same concept with different words if you wish.

27. Write Your Story In One Sentence Before You Begin In order to keep your story simple and focused on what’s important, narrow it down to one sentence. Start with the beginning, and then add the middle, and the end. In the sentence, you should get the main purpose of the story, as well as the competing concept that threatens the story’s goal. Some people might think, “I can’t narrow down my story to one sentence!” Yes you can. It will force you to iron out the most crucial points. Once you do this, expand the sentence into a paragraph. Then expand each sentence in the paragraph to its own paragraph. Continue onward until your story is complete.

28. Avoid Detours Simplify, simplify, simplify. Cut out characters, scenes, and information that do not somehow work towards the goal of the story. If you aren't sure if something is crucial or not, tell it to a friend or fellow teacher, and remove the parts in question. If the story still flows well and has meaning, then it wasn't necessary.

29. Create a Timeline Write a timeline of events for you to keep track of the order. You can even put up an empty timeline on the board, and as you tell the story- add the important events as they happen. Combine the idea of props and interaction into your timeline. When you are done, the timeline will be filled out, and act as a visual prop for your students.

30. Don't Give Away Too Much! When you tell a story that has some mystery, you invite the listeners to try to figure out the solution for themselves. When they do, chances are- it will be more memorable and long lasting. The key is to give enough information so the student can solve the problem, but not so much that it is obvious. If you leave no trail of hints and clues, then it will be frustrating and impossible to solve. Invite your students into the storytelling process. Give them enough to understand and follow along, but not so much that you are spoon-feeding. Add drama, props, effects, and set the scene, so the listeners are drawn into the story; its characters, problem, and ultimately, the solution.

“Tell me a fact and I learn. Tell me a truth and I'll believe. But, tell me a story and it will live in my heart forever.” - Native American Proverb

LuAnn Adams

is an award-winning storyteller, recording artist, actor & author. She tells stories for children & adults at schools, theaters, libraries, museums, zoos, aquariums, wildlife centers, festivals, hospitals & special-needs learning centers across the United States—as well as in Vietnam, Cambodia & Egypt. Each storytelling performance inspires young people to discover their courage, explore the healing power of dialogue for creating choices & embrace their hope-filled dreams for a peaceful world.

LuAnn has performed at & received 23 touring grants from the **Cincinnati Playhouse** to create & perform multicultural storytelling programs for children & families in schools in the Ohio & Kentucky. Her animal storytelling programs have delighted visitors at national wildlife centers, zoos & aquariums New York & New Jersey for more than 15 years. LuAnn conducted storytelling master classes at **Northwestern University** in Chicago for five years. She has performed in Elementary & Middle Schools & for the **Clark County School Librarians Association (CCSLA)** annual meetings in Las Vegas. LuAnn has created, performed & conducted storytelling residencies extensively in NYC & East Coast schools for more than 25 years. For the past 5 years she has performed Civil War stories for History Re-Enactment Festivals in Minnesota, sharing stories with more than 20,000 Middle & High School students.

LuAnn created & will be performing **“The Rabbit in the Moon & other Marvelous Tales of the Night Sky”** at the Abrams Planetarium in East Lansing Michigan in March 2020. This is her 2nd performance series for the Wharton Center, she performed **“Jaws, Paws & Claws – Animal Wisdom Tales”** at the **Pasant Theater** in January 2017.

LuAnn is a member of the National Storytelling Network, New York Storytelling Center, Actor's Equity Association & SAG-AFTRA. She has a BA in Theater Arts & Child Psychology from Macalester College & an MFA in Acting from the Mason Gross School of the Arts at Rutgers University. Her award-winning storytelling CDs may be found in schools, libraries & homes all over the world.

“The storyteller LuAnn Adams is a bit of an alchemist herself, turning an ordinary room into a fantastical landscape as she relates her vivid tales.”

- New York Times

Watch LuAnn's Storytelling:

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LuAnn's CDs are available for download & purchase at CDBaby.com, Amazon.com:

"Jaws, Paws & Claws - Animal Wisdom Tales"

Won: The National Parenting Publications (NAPPA) Gold Award

"Tipingee, Brer Rabbit & The Mouse That Barked"

Won: The National Parenting Publications (NAPPA) Gold Award

"The Tricky Caterpillar & other Tales"

Won: The Parents' Choice Silver Honors Award & The National Parenting Publications (NAPPA) Honors Award

"Brave Little Red & other Tales"

Won: The Parents' Choice Recommended Seal & The National Parenting Publications (NAPPA) Gold Award

"These excellent collections of well-told tales deserve a place in every library with an audio storytelling collection." - School Library Journal