



*Spelling Names by Singing Old Songs with New Words*



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# NURSERY RHYME NAME SONGS

*Spelling Names by Singing Old Songs with New Words*



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*Lyrics to the traditional songs and the name songs; one page each; printable in color, grayscale or line art.*

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## CD #1: Mini Books : “ALL 24 NRNS Mini Books.pdf”

Printable one-page mini books featuring the traditional rhymes used in the project; available as individual PDF's or as “ALL 24 NRNS Mini Books;” directions for printing and folding books available and in “Manual” p. 63 on CD #1.

PAGE #	MINI BOOK
3	Directions for Printing and Folding Mini Books
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22	The Mulberry Bush
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24	This Old Man
25	Three Blind Mice
26	Twinkle, Twinkle, Little Star
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## CD #1: CD Labels

*Labels for in-house duplication of CD #1 and CD #2 are designed to be used with the following adhesive CD labels: Avery 5697 or 5931 or 8931 or Neato 863100; label designs are available in color, grayscale or lineart.*

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## CD #2 SONGS: TABLE OF CONTENTS

*Traditional songs and Name Songs with lyrics from CD #1: Song Sheets; also tunes only for sing-alongs.*

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2	Name Song, See-Saw, Margery Daw
3	Tune Only, See-Saw, Margery Daw
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4	Traditional Song, Shoo Fly
5	Name Song, Shoo Fly
6	Tune Only, Shoo Fly
	<b>3 Letter Names: Mary Had a Little Lamb</b>
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9	Tune Only, Mary Had a Little Lamb
	<b>3 Letter Names: Three Blind Mice</b>
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16	Traditional Song, Twinkle, Twinkle, Little Star
17	Name Song, Twinkle, Twinkle, Little Star
18	Tune Only, Twinkle, Twinkle, Little Star

## TRACK #

## SONG

- 
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24 Tune Only, Rock-a-Bye Baby
- 6 Letter Names: London Bridge Is Falling Down**  
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26 Name Song, London Bridge Is Falling Down  
27 Tune Only, London Bridge Is Falling Down
- 6 Letter Names: Sing a Song of Sixpence**  
28 Traditional Song, Sing a Song of Sixpence  
29 Name Song, Sing a Song of Sixpence  
30 Tune Only, Sing a Song of Sixpence
- 7 Letter Names: The Itsy Bitsy Spider**  
31 Traditional Song, The Itsy Bitsy Spider  
32 Name Song, The Itsy Bitsy Spider  
33 Tune Only, The Itsy Bitsy Spider
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34 Traditional Song, Yankee Doodle  
35 Name Song, Yankee Doodle  
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37 Traditional Song, Pop! Goes the Weasel  
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## INTRODUCTION

The ability to read and write sets human beings apart from all other creatures! These abilities begin to develop very early in life as children learn the early literacy skills needed for reading and writing: Vocabulary, Narrative Skills, Letter Knowledge, Print Awareness, Phonological Awareness and Print Motivation.\* The State Library of Louisiana's *Nursery Rhyme Name Songs* project provides tools for adults to use with children ages 3 – 5 to help foster these skills with an emphasis on Letter Knowledge.

A brief review of early literacy skill development clarifies the rationale for *Nursery Rhyme Name Songs*. Babies first learn the sounds of language and gradually learn that these sounds combine to make words. Toddlers begin to speak short sentences using the words they hear. Preschoolers make major early literacy strides when they come to understand that the spoken word can be captured with written symbols called the alphabet. This understanding often occurs as preschoolers learn to spell their own names. Songs that spell out children's names help children remember the correct sequence of letters. This project provides such songs for names with 2 – 15 letters.

*Nursery Rhyme Name Songs* adapts the lyrics of 24 traditional nursery rhyme and children's songs to help preschoolers develop Letter Knowledge as they:

- Begin to recognize their own names in print
- Begin to spell their names orally
- Begin to write their names

The project provides song sheets and a companion music CD that demonstrates how to sing each name song. The song sheets and the music CD also include lyrics for the traditional songs used in the project so that children can learn new rhyming words (Phonological Awareness.)

Illustrated printable mini books featuring the traditional songs are available for children to color and keep. The simple illustrations help children understand the meaning of the words used in the traditional songs (Vocabulary.) When reading a mini book with a child, adults can point to the words on the page to show that print works from left to right (Print Awareness.) Adults can also encourage children to tell the story in each mini book in their own words (Narrative Skills.) And finally, the song sheets, the CD, and the mini books can be fun to use with children! Children enjoy singing the name songs of their siblings and friends, learning the traditional songs, and coloring the mini books (Print Motivation.)

A survey of 292 pilot participants provided ideas for using *Nursery Rhyme Name Songs* in public libraries, early childhood classrooms, and homes. The project also includes: Early literacy writing activities; a bibliography of storybooks about names; program suggestions; a list of songs about names; a suggested training workshop description, plan and evaluation; results of the pilot survey; and testimonials.

\*"Every Child Ready to Read @ your library, Parent Guide to Early Literacy for Pre-Readers." Public Library Association, Association for Library Service to Children, National Institute of Child Health & Human Development.

## HOW TO DO THIS PROJECT

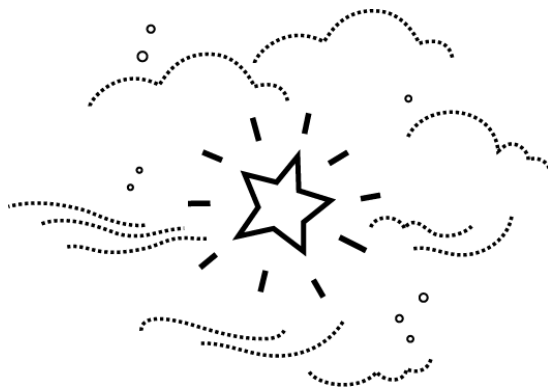
1. Count the number of letters in the child's name.
2. Choose a song sheet with the same number of letters; if there are two songs, pick one.
3. Start the CD of songs on the traditional song selected for the child's name.
4. Learn to sing the traditional song yourself by listening to it on the CD and singing the words on the left side of the song sheet.
5. Sing the traditional song to the child; invite the child to sing along.
6. On the right side of the song sheet, write the letters of the child's name in the blank spaces using a capital letter (uppercase) for the first letter only and lowercase letters for the rest of the name.
7. Learn to sing the child's name song yourself by starting the CD on the name song, singing the words, and singing the letters for the "hums" sung on the CD.
8. Sing the name song several times to the child until it becomes familiar; invite the child to sing along.
9. Write the child's name in big print; use a capital letter (uppercase) for the first letter only and lowercase letters for the rest of the name.
10. Sing the name song to the child, pointing to each letter as you sing the letter names so the child understands that each printed letter has its own name.
11. Guide the child's finger to point to each letter as you sing again slowly.
12. Encourage the child to begin writing their name using a capital letter (uppercase) for the first letter only and lowercase letters for the rest of the name.



## TIPS FOR SUCCESS

Praise children often and have fun with the songs!

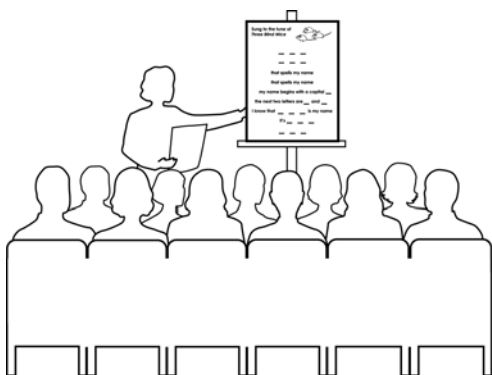
1. Think about songs you remember from your own childhood that you can change to help a child learn their name using the kinds of words on the name song sheets.
2. Songs on the CD are recorded slowly and simply to make learning the tunes and the words easier. Feel free to “jazz up” the songs with your own style and rhythm.
3. Remember to guide children to write a capital letter (uppercase) only for the first letter in their names and to use lowercase letters for the rest of their names.
4. When teaching children the traditional songs, act them out, do hand motions, or play games that go with the songs.
5. For long names, encourage children to learn just one or two letters at a time.
6. For compound names, consider using a name song that has one more letter
7. space than letters in the child’s name so you can teach the child to see and say the “space” between the two words in the name.
7. For names that are initials, consider using a 4-letter name song so you can teach the child to see, say, and write the periods after each initial.
8. Encourage children to color the mini book that corresponds to their name songs.
9. Remember that children learn at different rates.
10. Repeating the songs at different times during the day will help children learn.



## IDEAS FOR USE IN PUBLIC LIBRARIES

### Give to Patrons

- At the children's room desk
- At the check-out desk
- After programs
- Near a bulletin board display about the project

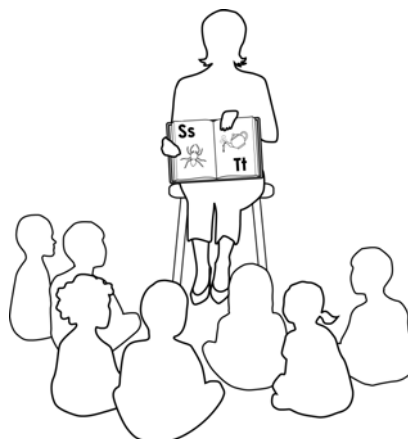


### Train Adults

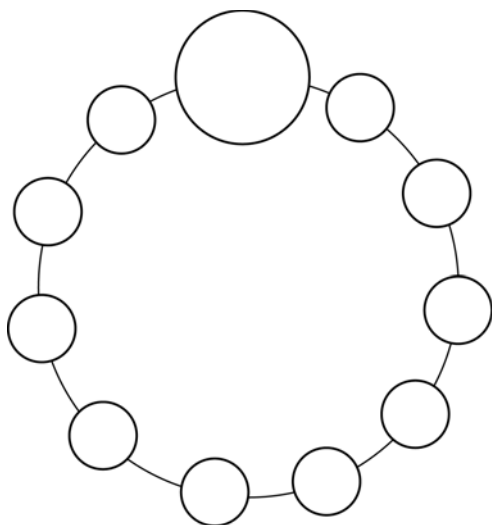
- Head Start, day care, preschool staff
- Home school groups
- Parent / caregiver groups
- Community, municipal and church groups

### Sing with Children

- Annual program for ages 3 - 5
- Preschool storytime
- Group tours
- Small informal groups



## IDEAS FOR USE IN CLASSROOMS

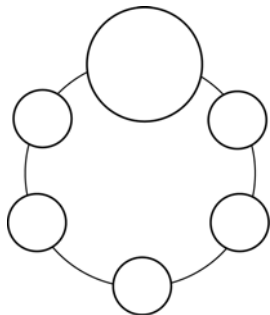


### Large Groups

- During morning circle time or storytime
- First sing your own name song for children.
- Each day, feature a different child's name.
- Write the child's name on the board and guide the child in pointing to the letters as you teach the name song to the group.
- Give the child a pretend microphone to encourage the child to lead the group singing.

### Small Groups

- During center time
- Before and after class

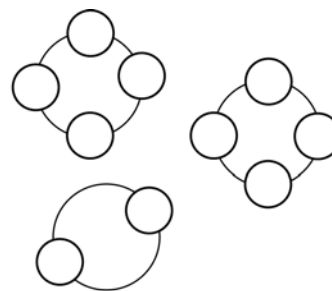
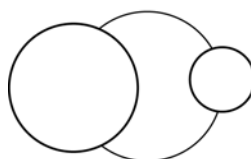


### Transitions

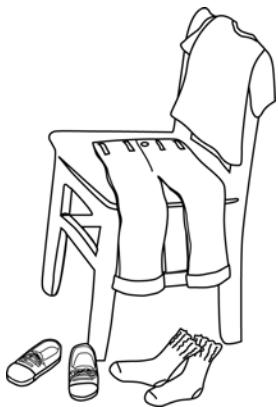
- Choose a leader of the day.
- Hum the leader's song to signal transitions.
- Encourage the whole group to sing the leader's songs during transitions.

### Individual Time

Work with individual children during center time.



## IDEAS FOR USE IN HOMES

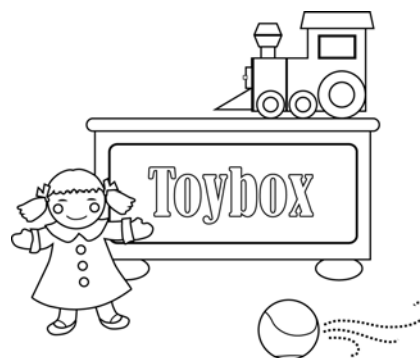


### Getting Dressed

- Tape the child's song sheet to a closet door.
- Sing with the child while helping them get dressed.
- Praise the child's singing often.

### Play

- Sing while playing with a child.
- Singing the songs over and over helps a child learn.



### Bathtime

- Sing as you help a child bathe.
- Sing as you help a child dry off and get dressed for bed.

### Bedtime

- Sing as part of a bedtime routine
- Singing to a child right before bedtime helps the child relax.



## EARLY LITERACY WRITING ACTIVITIES



### Rubbings

Why do rubbings?

- Helps strengthen the muscles in little children’s fingers and hands that are used when holding a pen or pencil. Weak hand muscles make it hard for children to write later.
- Shows young children that we can “capture” shapes on paper and show these shapes to others later.
- Children come to understand that they themselves can create representations of objects! This understanding is a precursor of Alphabet Knowledge, the idea that letters represent sounds and can be written down for others to read later.
- Rubbings give satisfaction to children whose scribbling skills are stronger than their drawing skills.

What do I need?

- Flat objects with raised ridges or texture (leaves, coins, lace, etc.)
- White paper (not construction paper)
- Crayons broken in half so children have to use their fingers in a “pincer” grasp instead of holding the crayon with their whole hand

How do I do it?

- Place the flat object on a table or hard surface
  - Place the paper over the object
  - Direct children to color the area of paper over the flat object
  - See the shape of the object on the paper!
- 

### Name Puzzles

Why do name puzzles?

- They help children become familiar with the shapes and names of the letters
- They help children learn the right sequence of the letters that spell their names



What do I need?

- One piece of paper to write a child's name on so they can see the sequence of letters
- Small cards (from paper or cardboard), one for each letter in a child's name
- A pen or marker

How do I do it?

- Write the child's name on the paper. Use a capital letter for the first letter only and lowercase (small) letters for all the rest.
  - Write the letters of the child's name on the cards, one letter on each card. Use a capital letter for the first letter only and lowercase (small) letters for all the rest.
  - Ask the child to arrange the cards in the same sequence as the name written on the paper.
- 

### **Dot-to-Dot Name Writing**

Why do it?

- Helps children learn the shapes and names of the letters in their names.
- Helps children learn the sequence of the letters in their names.
- Gives children practice writing their names as they trace over the dotted letters.
- Helps strengthen the muscles in little children's hands that are used when holding a pen or pencil. Weak hand muscles make it hard for children to write later.

What do I need?

- Dot-to-Dot alphabet stamps (or the willingness to write the child's name letters in dots)
- Stamp pad (or a pen or marker to write the letters in dots)
- Piece of paper
- Broken crayon for child to trace over the dots

How do I do it?

- Stamp the child's name on paper or make letter shapes as a series of dots. Use a capital letter for the first letter only and lowercase (small) letters for all the rest.
  - Make photocopies of the dotted name so the child can practice many times.
  - Direct the child to trace the letters from dot to dot, starting each letter at the top and writing downward.
- 

### **Dot Sticker Name Sign**

Why do it?

- Helps children learn the shapes and names of the letters in their names.
- Helps children learn the sequence of the letters in their names.

- Helps strengthen the muscles in little children's hands that are used when holding a pen or pencil. Weak hand muscles make it hard for children to write later.
- Makes a colorful name sign for the child to put someplace special such as a bedroom wall or door.

#### What do I need?

- Piece of paper
- Pen or pencil
- Adhesive dots – use bigger dots  $\frac{1}{2}$ " –  $\frac{3}{4}$ " for younger children and smaller dots  $\frac{1}{4}$ " –  $\frac{1}{2}$ " for older children

#### How do I do it?

- Write the child's name on a piece of paper in letters large enough for them to place dots.
- Direct the child to peel off stickers and stick them on the letters one after another so that all the writing is covered up with the dots.
- Do not help the child peel off the stickers. Each time they do it themselves, they are using the "pincer" grasp and are strengthening the muscles in their hands and fingers that will be needed to hold a pen or pencil later.

## NAME STORYBOOKS

### Activities for read aloud programs:

- Provide nametags for children and adults. Encourage young children to spell their name for you and print their name using a capital letter for the first name and lowercase letters for all the other letters. Say the name of each letter as you write it. Allow adults and older children to write their own names.
- At the end of the program, provide materials for a craft related to names. Ask the children to stick or glue their nametag on their craft project and make a display of all the projects.
- Encourage parents and caregivers to tell children why they were given their particular names.
- Encourage parents and caregivers to look up the meaning of their child's name using [Behind the Name](#).



### FOR AGES 3 - 5

#### **A My Name is Alice** by Jane Bayer

The well-known jump rope ditty which is built on letters of the alphabet is illustrated with animals from all over the world. Help children think of similar chants for their own names!

#### **Catalina Magdalena Hoopensteiner Wallendiner Hogan Logan Bogan Was Her Name** by [Tedd Arnold](#)

Presents the words--and varying forms of the name--of a classic camp song that dates at least from the 1940s. She had two holes on the bottom of her nose--one for her fingers, and one for her toes! Though she has two arms that drag along the ground, two feet bigger than a bathroom mat, and just two teeth in her mouth, life for Catalina is full and fun!

#### **Chrysanthemum** by [Kevin Henkes](#) (also available as a [big book](#) , as a [DVD](#) and in [other formats](#).)

Chrysanthemum thinks her name is absolutely perfect, until her first day of school. "You're named after a flower!" teases Victoria. "Let's smell her," says Jo. Chrysanthemum wilts. What will it take to make her blossom again?

**Edmund for Short: A Tale from China Plate Farm** by [Chris Jackson](#) When Edmund the pig discovers that the cows on China Plate Farm all have grand names based on their body markings, he decides to mark himself so he can have a grand name of his own, but nobody notices, as a new calf is being born on the farm.

**Eleanor, Ellatony, Ellencake, and Me** by [Cathy Rubin](#)

Various members of Eleanor's family give her different nicknames, but she finally tells them that she has decided on one of her own. Encourage children to talk about their own nicknames!

**From Anne to Zach** by Mary Jane Martin

In this rhyming alphabet book, the letter on each page features one short sentence introducing a child's name.

**Let's Call Him Lau-Wiliwili-Humuhumu-Nukunuku-Nukunuku-Apua'a-Oi'Oi** by [Tim Myers](#) and Daryl Arakaki

When two proud fish of different species marry and have a fish child, an argument erupts over what to name the child.

**Matthew A. B. C.** by [Peter Catalanotto](#)

Mrs. Tuttle, a kindergarten teacher, has 25 boys in her class, all named Matthew. She adds a letter of the alphabet to each of their names based on unusual special qualities about each boy. The ideas are funny and zany, especially when one more boy named Matthew is added to the class.

**The Name Quilt** by Phyllis Root

One of Sadie's favorite things to do when she visits her grandmother is to hear stories about the family members whose names are on a special quilt that Grandma had made, so Sadie is very sad when the quilt is blown away in a storm.

**The Name of the Tree: A Bantu Folktale** by Celia Barker Lottridge

When a drought spreads through the land of the short grass, the animals set out across the great plain to find food. Their only hope for survival is a tree with a variety of colorful fruit. The problem is its branches are too high. To reach them, the wise old turtle says, one must know the name of the tree, something to which only King Lion is privy. In this Bantu folktale retold by Celia Barker Lottridge, the hero is not the most cunning or the strongest but the one that tries the hardest.

**Naming the Cat** by Laurence P. Pringle

A family considers many possibilities before coming up with a name that is just right for the cat that has come to live with them.

**A Porcupine Named Fluffy** by [Helen Lester](#)

Fluffy's name is a source of sorrow to the sharp-quilled youngster, until he meets and befriends a rhinoceros named—Hippo! Introduce the story by showing children photos of fluffy things ([clouds](#), [cotton](#), [cotton candy](#)) a [porcupine](#), a [hippo](#) and a [rhinoceros](#).

## FOR AGES 6 ON UP

### **Andy: That's My Name** by [Tomie dePaola](#)

Andy's friends construct different words from his name: "an" words, "and" words, and "andy" words.

### **Ashok by Any Other Name** by [Sandra S. Yamate](#)

Ashok is an Indian American boy who wishes he had a less ethnic, more "American" name. His experiments with new names create a variety of mishaps until he finally discovers just the right name for himself. A story for every immigrant or child of immigrants who struggles to be an American.

### **Call Me Little Echo Hawk** by Terry EchoHawk

Every child has a name, and the story of Echo Hawk will motivate children everywhere to seek out stories about their own names. In "Call Me Little Echo Hawk," children will also learn to be proud of their heritage and their ancestors.

### **Christopher Changes His Name** by Itah Sadu

Christopher Mulamba is tired of being one of three boys with the same first name in his class, so he picks out a series of new names honoring a variety of black heroes, from the star of his aunt's Trinidadian folktales to scientist Elijah McCoy to Michael Jordan, but in the process his own name gets lost.

### **The First Thing My Mama Told Me** by Susan Marie Swanson

A young girl celebrates the name that was chosen just for her. "When I was born, the first thing my mama told me was my name". Lucy remembers lots of things about her name. Seven-year-old Lucy describes special memories about her name from each of her birthdays.

### **Hope** by Isabell Monk

Isabell Monk's depiction of how a girl learns about her rich biracial heritage will help all children see themselves with pride and self-respect.

### **I Am Renè, the Boy** by [Rene Colato Lainez](#)

When Renè learns that in the United States his name is also a girl's name, he does some research and relates the name's meaning and letters to his homeland of El Salvador and the things that make him special.

### **Ivan to Make You Laugh: Jokes about Novel, Nifty, and Notorious Names** by Sam Schultz

Presents a variety of jokes about people's names.

### **Josephina Hates Her Name** by Diana Engel

After Grandma explains that she named Josephina after her talented, daring older sister, Josephina starts to appreciate her unusual name.

**A Lion Named Shirley Williamson** by [Bernard Waber](#)

The lions at the zoo are jealous of the new lioness because of her fancy name and because of the special treatment she receives from the zookeeper.

**Mommy Doesn't Know My Name** by [Suzanne Williams](#)

This loving and humorous story depicts frustrated Hannah, who tries to get her mother to call her by her real name rather than the pet names she uses.

**My Name Is Yoon** by Helen Recorvits

Disliking her name as written in English, Korean-born Yoon, or “shining wisdom,” refers to herself as “cat,” “bird,” and “cupcake,” as a way to feel more comfortable in her new school and new country.

**Name Games: Using Children's Names to Link Oral Language and Print** by Traci Ferguson Geiser

This teacher resource is rich in phonics and oral language practice. Each of the ten complete lesson cycles culminates in a unique bookmaking activity. Loaded with reproducibles, *Name Games* keeps teacher preparation time to a minimum.

**The Name Jar** by [Yangsook Choi](#)

Being the new kid in school is hard enough, but what about when nobody can pronounce your name? Having just moved from Korea, Unhei is anxious that American kids will like her. So instead of introducing herself on the first day of school, she tells the class that she will choose a name by the following week. Her new classmates are fascinated by this no-name girl and decide to help out by filling a glass jar with names for her to pick from.

**Nutty Names: A Book of Name Jokes** by Mark Ziegler

The only thing kids think is funnier than a good joke is... more good jokes! These supercharged joke books contain more jokes than ever. Get ready to laugh!

**The Other Emily** by Gibbs Davis

Emily believes her name belongs to her alone, but on the first day of school she discovers she is not the only Emily in the world.

**Rumpelstiltskin** by [Paul O. Zelinsky](#)

A strange little man helps the miller's daughter spin straw into gold. In this highly inventive and splendid rendering of a favorite Grimm fairy tale, award-winning storyteller and illustrator Paul O. Zelinsky evokes a world of Medieval magic.

**Santa's Book of Names** by [David McPhail](#)

A young boy who has trouble reading helps Santa with his yearly rounds and receives a special Christmas present.

**Three Names of Me** by Mary Cummings

A girl adopted from China explains that her three names--one her birth mother whispered in her ear, one the babysitters at her orphanage called her, and one her American parents gave her--are each an important part of who she is. Includes scrapbooking ideas for other girls adopted from China.

**Tikki Tikki Tembo** by Arlene Mosel

This story why the Chinese no longer honor their firstborn with an unusually long name such as "Tikki tikki tembo-no sa rembo- chari bari ruchi-pip peri pembo!" This re-creation of an ancient Chinese folktale has hooked legions of children, teachers, and parents, who return, generation after generation, to learn about the danger of having such an honorable name, especially when one falls into a well.

## NAME STORY PROGRAM SUGGESTIONS

*Thanks to Jefferson Parish Library Staff for their contributions.*

### Materials Needed:

- CD Player
- CD of [Wee Sing Children's Songs and Fingerplays](#)
- CD of Johnette Downing's [Silly Sing Along](#)
- CD #2 "Songs" for *Nursery Rhyme Name Songs*
- Nametags
- Black Sharpies for writing names on nametags and for Dot-to-Dot Name Writing
- Storytime backdrop about names
- Books about names to read aloud
- Handout for adults with songs, book titles, literacy tips, etc.
- Flannel or magnetic board letters for song *B-I-N-G-O* (Letters: B i n g o)
- Flannel or magnetic board on easel or on table
- Stuffed elephant toy
- Books to display for checkout
- White paper
- Short thick crayons
- Enlargement of *Nursery Rhyme Name Song* sheets for demonstrating
- Enlargement of instructions for using *Nursery Rhyme Name Songs*
- Words to all songs and rhymes on big chart paper or posters:
  - Favorite opening song or rhyme
  - Name, Name, What Is Your Name?
  - Everyone Who Has a Name
  - Willoughby, Wallaby Woo
  - Favorite closing song or rhyme
- Pocket folder for each child (Put *Nursery Rhyme Name Song* materials in these)
- *Nursery Rhyme Name Song* materials for each child
  - Song Sheets and Mini Books on CD #1





- CD #2 of Songs
- Materials for suggested activities while waiting for program; see “Early Literacy Writing Activities” p.16 in this manual.

**Suggested Activities While Waiting for Program to Start:**

- [Learn-the-Alphabet Rubbing Plates](http://www.lakeshorelearning.com) from [www.lakeshorelearning.com](http://www.lakeshorelearning.com)  
Item # EE626
- [Learn-Your-Name Puzzles](http://www.lakeshorelearning.com) from [www.lakeshorelearning.com](http://www.lakeshorelearning.com)  
Item # GG629
- [Alphabet Picture Stickers](http://www.lakeshorelearning.com) from [www.lakeshorelearning.com](http://www.lakeshorelearning.com)  
Item # RR741
- [Manuscript Follow-the-Dots Stamps](http://www.lakeshorelearning.com) from [www.lakeshorelearning.com](http://www.lakeshorelearning.com)  
Item # LA923X
- [Alphabet Stickers](http://www.lakeshorelearning.com) from [www.lakeshorelearning.com](http://www.lakeshorelearning.com)  
Item # EE864
- Dot-to-Dot Name Writing Need colored adhesive ½” – ¾” dots, white paper, black Sharpies; see instructions in “Early Literacy Writing Activities” p.16 in this manual.
- 

**Music:** Play Wee Sing Children’s Songs and Fingerplays as group enters area.

**Nametags:** Provide nametags for each child. As children come in, ask them their names. Ask them if they can spell it for you. If they can’t spell their own name, ask the adult with them to spell it. Repeat each letter as you write their name on the nametag. Write their name with a capital letter (uppercase) for the first letter only and use small letters (lowercase) for all the other letters.

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## Story Program

**Welcome Song or Rhyme:** *(Guide children to do an action rhyme or song used regularly.)*

**Segue:** There is something that everybody has but you can't touch it, can't taste it, can't smell it, but you CAN hear it, and you CAN see it. What is it? *(Let group guess for a while.)*

I'll tell you the answer. It's OUR NAMES! Everybody has a name! You can HEAR it when someone talks to you. And you can SEE it on your nametag.

Let's sing a song about names!

**Song: Name, Name, What Is Your Name?** *(To the tune of: Skip to My Lou)*

Name, Name, what is your name?  
Name, Name, what is your name?  
Name, Name, what is your name?  
What is your name, my darlin'?

My name is \_\_\_\_\_. How about you?  
My name is \_\_\_\_\_. How about you?  
My name is \_\_\_\_\_. How about you?  
What is your name, my darlin'?

His (or her) name is \_\_\_\_\_. How do you do? (Shake hands with child.)  
His (or her) name is \_\_\_\_\_. How do you do? (Shake hands with child.)  
His (or her) name is \_\_\_\_\_. How do you do? (Shake hands with child.)  
How do you do, my darlin'?

Name, Name, what is your name?  
Name, Name, what is your name?  
Name, Name, what is your name?  
What is your name, my darlin'?

**Segue:** Now let's listen to a story about someone whose name was a problem.

**Read Aloud:** *(Select one of the titles from the "Name Storybooks Bibliography" p. 19 in this manual and read it aloud.)*

**Seque:** Now let's play a name game! Listen to what I say. Do what I do.

**Game: Everyone Who Has a Name**

Everyone who has a name, stand up.  
 Everyone who has a name, sit down.  
 Everyone who has a name, stand up.  
 Everyone who has a name, turn around.

Everyone who has a name, stretch up high.  
 Everyone who has a name, stretch down low.  
 Everyone who has a name, roll your hands fast.  
 Everyone who has a name, roll your hands slow.

Everyone who has a name, turn around.  
 Everyone who has a name, sit back down.

**Seque:** Now let's listen to a song that has a funny name in it and some actions for us to do. Listen to song. Watch what I do. Do what I do.

**Song with Actions:** "Anna Banana" from Johnette Downing's [Silly Sing Along](#) CD

**Seque:** Listen to what I say. Do what I do.

**Game: Everyone Who Has a Name** *(to introduce Nursery Rhyme Name Songs)*

Everyone who has a name, turn around.  
 Everyone who has a name, sit back down.  
 Everyone who has a name, deep breath in.  
 Everyone who has a name, deep breath out.  
 Everyone who has a name has a song.  
 A song to sing to spell your name all day long.

**Introduce Nursery Rhyme Name Songs:** When we help children learn to spell their names, we help them get ready for reading. We'd like to show you a way to help your child learn to spell their own name by teaching them a song. *(Demonstrate how the project works with an enlarged sample song sheet. Show how to write the child's letters on the song sheet, cue up the CD, listen to the song while following along on the song*

*sheet. Give ideas for when adults can sing to children during the day using enlarged instructions.)*

**Segue:** Besides learning the letters in names, it's fun to make sounds that rhyme with names. Here's a song like that!

### **Song with Elephant Prop: Willouby Wallaby Woo**

Willouby wallaby wee, an elephant sat on me.  
Willouby wallaby woo, an elephant sat on you.

*(Repeat song using children's names for last word and rhyming sounds for third word. Place a stuffed elephant on the head of the child you're singing about.)*

EXAMPLES:           Willouby wallaby wustin, an elephant sat on Justin.  
                          Willouby wallaby wanya, an elephant sat on Tanya.

**Segue:** Later on, see if you can think up rhyming sounds for the names of people you know. But now, everyone who has a name, look, look, look. Everyone who has a name, time for a book! You stay sitting down. I'll get the book.

**Read Aloud with Visuals:** *(Choose a title from the "Name Storybooks" bibliography provided. Prepare large visual aids to use while telling or reading story. A good example of such a story is Catalina Magdalena Hoopensteiner Wallendiner Hogan Logan Bogan Was Her Name by Tedd Arnold.)*

**Segue:** Today we heard some name stories, played a couple of name games, and now you have a special song that will help you learn to spell your name. Let's do one last thing all together.

**Closing Song or Rhyme:** *(Guide children to do an action rhyme or song used regularly.)*

**NURSERY RHYME BOOKS**

These books feature the songs used in the *Nursery Rhyme Name Songs* project.

**Are You Sleeping?** by Debbie Trafton O'Neal. Illustrated by Benrei Huang.

**A-Tisket, A-Tasket** by Ella Fitzgerald and Van Alexander. Illustrated by Ora Eitan.

**Baa, Baa, Black Sheep!** by Annie Kubler.

**Baa, Baa, Black Sheep** by Iza Trapani.

**Hey Diddle, Diddle** by Kin Eagle. Illustrated by Rob Gilbert.

**Hey Diddle, Diddle** by Theresa Howell. Illustrated by Liz Conrad.

**Hey Diddle, Diddle** adapted and illustrated by Marilyn Janovitz.

**Hey Diddle Diddle** by James Marshall.

**Hey, Diddle Diddle!** by Salley Mavor.

**Hey, Diddle Diddle** Illustrated by Jill McDonald.

**Hey, Diddle Diddle** Illustrated by Jeanette Winter.

**I'm a Little Teapot** by Iza Trapani.

**Jack and Jill** Illustrated by Heather Collins.

**Jack and Jill** Illustrated by Salley Mavor.

**Mary Had a Little Lamb** by Linda Edwards.

**Mary Had a Little Lamb** by Sarah Josepha Hale. Illustrated by Tomie dePaola.

**Mary Had a Little Lamb** by Mary Ann Hoberman. Illustrated by Nadine Bernard Westcott.

**Mary Had a Little Lamb** by Salley Mavor.

**Mary Had a Little Lamb** by Iza Trapani.

**Oh Where, Oh Where Has My Little Dog Gone?** by Iza Trapani.

**Pop Goes the Weasel : A Silly Song Book** by Annie Auerbach. Illustrated by Christopher Gaisey.

(Rock-a-Bye Baby) **Amazing Baby: Rock-a-Bye Baby!** by Mike Jolley.

**Rock-a-Bye Baby** by Danny Adlerman. Illustrated by Kim Adlerman.

**Rock-a-Bye Baby** Illustrated Heather Collins.

**Rock-a-Bye Baby** Illustrated by Jeanette Winter.

**Row, Row, Row Your Boat** by Heather Collins.

**Row Your Boat : A Pop-Up and Push-Tab Book** by Anthony [i.e., Antony] Lishak. Illustrated by Graham Percy.

**Row, Row, Row Your Boat** by Iza Trapani.

**Shoo Fly!** by Iza Trapani.

**Sing a Song of Sixpence** by Illustrated by Pam Adams.

**Sing a Song of Sixpence** by Linda Edwards.

**Sing a Song of Sixpence** by Anne Faundez.

**The Ants Go Marching** by Pamela Conn Beall and Susan Hagen Nipp. Illustrated by Hala Wittwer.

**The Ants Go Marching** by Sandra D'Antonio.

**The Ants Go Marching** Illustrated by Geoffrey Hayes.

**The Ants Go Marching One by One** by Kathleen Garry McCord.

**The Ants Go Marching** edited by Ann Owen. Illustrated by Sandra D'Antonio.

**The Ants Go Marching** Illustrated by Jeffrey Scherer.

**The Itsy Bitsy Spider** by Joe Chicko.

**The Itsy Bitsy Spider** by Lorianne Siomades.

**The Itsy Bitsy Spider** by Iza Trapani.

**The Itsy-Bitsy Spider** by Rosemary Wells.

**The Itsy-Bitsy Spider** Illustrated by Jeanette Winter.

**All Around the Mulberry Bush** by Robert H. Rowland.

(The Mulberry Bush) **Daisy says "Here we go 'round the mulberry bush"** by Jane Simmons.

**Here We Go Round the Mulberry Bush** by Sophie Fatus and Fred Penner.

**Here We Go Round the Mulberry Bush** by Will Hillenbrand.

**Here We Go Round the Mulberry Bush** by Annie Kubler.

**Here We Go 'Round the Mulberry Bush : Popular Folk Song** by Iraida López-Iñiguez. Illustrated by Marianne Young.

**The Wheels on the Bus** Illustrated by Andy Cooke.

**The Wheels on the Bus** by Annie Kubler.

**The Wheels on the Bus** by Ann Owen. Illustrated by Sandra D'Antonio.

**Wheels on the Bus** by Raffi. Illustrated by Sylvie Kantorovitz Wickstrom.

**The Wheels on the Bus** by Dana Regan.

**Wheels on the Bus** Illustrated by Jerry Smith.

**The Wheels on the Bus : Around-and-Round Storybook!** Illustrated by Michelle Swan.

**The Wheels on the Bus** by Paul O. Zelinsky.

**The Wheels on the School Bus** by Mary-Alice Moore. Illustrated by Laura Huliska-Beith.

**This Old Man** Illustrated by Pam Adams.

**This Old Man** Illustrated by Carol Jones.

**This Old Man : A Musical Counting Book** Illustrated by Tony Ross.

**Twinkle, Twinkle, Little Star** by Heather Collins.

**Twinkle, Twinkle, Little Star** Illustrated by Tina Macnaughton.

**Twinkle, Twinkle, Little Star** by Debbie Trafton O'Neal and Jane Taylor. Illustrated by Benrei Huang.

**Twinkle, Twinkle, Little Star** by Jane Taylor. Illustrated by Annie Kubler.

**Twinkle, Twinkle, Little Star: A Traditional Lullaby** by Jane Taylor. Illustrated by Sylvia Long.

**Twinkle, Twinkle, Little Star** by Iza Trapani.

**Twinkle, Twinkle, Little Star** by Kate Toms.

**Twinkle, Twinkle, Little Star** Illustrated by Rosemary Wells.

**Twinkle, Twinkle, Little Star** by Salina Yoon.

**Yankee Doodle** by Edward Bangs. Illustrated by Amanda Haley.

**Yankee Doodle** by Mary Ann Hoberman. Illustrated by Nadine Bernard Westcott.

**Yankee Doodle : A Song from the American Revolution** by Ann Owen. Illustrated by Todd Ouren.



## SONGS ABOUT NAMES



Thanks to Jefferson Parish Library Staff for their contributions.

**Name, Name, What Is Your Name?** (To the tune of: *Skip to My Lou*)

Name, Name, what is your name?

Name, Name, what is your name?

Name, Name, what is your name?

What is your name, my darlin'?

My name is \_\_\_\_\_. How about you?

My name is \_\_\_\_\_. How about you?

My name is \_\_\_\_\_. How about you?

What is your name, my darlin'?

His (or her) name is \_\_\_\_\_. How do you do? (*Shake hands with child.*)

His (or her) name is \_\_\_\_\_. How do you do? (*Shake hands with child.*)

His (or her) name is \_\_\_\_\_. How do you do? (*Shake hands with child.*)

How do you do, my darlin'?

Name, Name, what is your name?

Name, Name, what is your name?

Name, Name, what is your name?

What is your name, my darlin'?

**B-i-n-g-o**

(*Make big flannel or magnetic board letters. Use an uppercase B and lowercase for all the other letters. Point to each letter as you sing the song.*)

There was a farmer had a dog and Bingo was his name-o.

B - i - n - g - o

B - i - n - g - o

B - i - n - g - o

And Bingo was his name-o.

(*Repeat song, remove the "o" and add a clap in its place. Repeat until all letters are removed and replaced by claps.*)

**Willoughby Wallaby Woo**

Willouby wallaby wee, an elephant sat on me.

Willouby wallaby woo, an elephant sat on you.

*(Repeat song using children's names for last word and rhyming sounds for third word. Place a stuffed elephant on the head of the child you're singing about.)*

EXAMPLES: Willouby wallaby wustin, an elephant sat on Justin.  
Willouby wallaby wanya, an elephant sat on Tanya.

### **Everyone Who Has a Name**

Everyone who has a name, stand up.  
Everyone who has a name, sit down.  
Everyone who has a name, stand up.  
Everyone who has a name, turn around.

Everyone who has a name, stretch up high.  
Everyone who has a name, stretch down low.  
Everyone who has a name, roll your hands fast.  
Everyone who has a name, roll your hands slow.

Everyone who has a name, turn around.  
Everyone who has a name, sit back down.

*(Use this next verse to introduce the Nursery Rhyme Name Songs project.)*

Everyone who has a name, turn around.  
Everyone who has a name, sit back down.  
Everyone who has a name, deep breath in.  
Everyone who has a name, deep breath out.  
Everyone who has a name has a song.  
A song to sing to spell your name all day long.

### **Songs about Names on CD**

*These songs are either about names or invite playing with names such as substituting a child's name in the song. Permission has been granted by the copyright holders of the CD's to use these songs in non-profit programs with children and their families.*

[Divirtámonos Aprendiendo Con Hap Palmer](#) by [Hap Palmer](#)  
¿Cómo te llamas? (What Is Your Name?) Track #8

[Learning Basic Skills through Music](#) by [Hap Palmer](#)  
▪ What Is Your Name? Track #10

[Wee Sing And Play](#) by Pamela Conn Beall and Susan Haen Nipp

- Mary at the Kitchen Door Track #10

**Wee Sing Children's Songs and Fingerplays** by Pamela Conn Beall and Susan Haen Nipp

- BINGO Track #22
- John Jacob Jingleheimer Schmidt Track #23
- Peters Hammers Track #51

**Wee Sing For Baby** by Pamela Conn Beall and Susan Haen Nipp

- Whoops, Johnny! Track #22

**Wee Sing Fun 'n' Folk** by Pamela Conn Beall and Susan Haen Nipp

- Jenny Jenkins Track #7

**Wee Sing Games, Games, Games** by Pamela Conn Beall and Susan Haen Nipp

- Jim Along, Josie Track #18

**Wee Sing in the Car** by Pamela Conn Beall and Susan Haen Nipp

- John Jacob Jingleheimer Schmidt Track #34
- Betty Botter Track #35
- Yon Yonson Track #37
- Peter Piper Track #53
- While riding in a car, find the letters, in order, that spell your name. Page 55

**Wee Sing Mother Goose** by Pamela Conn Beall and Susan Haen Nipp

- Tommy Snooks and Bessy Brooks Track #9
- Georgie Porgie Track #10
- Jack, Be Nimble Track #11
- Polly Put the Kettle On Track #15
- Little Tommy Tucker Track #17
- Peter Piper Track #20
- Betty Botter Track #27
- Bobby Shafto Track #29

**Wee Sing Nursery Rhymes & Lullabies** by Pamela Conn Beall and Susan Haen Nipp

- Georgie Porgie Track #11
- Diddle, Diddle, Dumpling Track #13
- Jack, Be Nimble Track #33
- Betty Botter Track #36
- Little Tommy Tucker Track #41
- Peter Piper Track #45

**Wee Sing Silly Songs** by Pamela Conn Beall and Susan Haen Nipp

- Michael Finnegan Track #10

## NAME ACTIVITIES AND CRAFTS

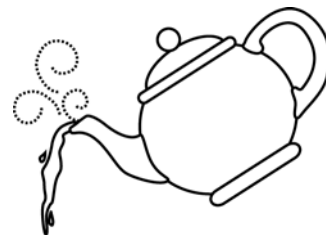
*Below are suggestions for activities and crafts related to names. To duplicate and distribute copies, please contact the owner of each web site.*

### [ABC's and Names](#)

[http://www.hubbardscupboard.org/abc\\_s\\_and\\_names.html](http://www.hubbardscupboard.org/abc_s_and_names.html)

*Hubbard's Cupboard* by Michelle Hubbard, 2000 - 2007

Group games using call and response, arranging name letters in the proper sequence, creating a name wall, a name ABC tub, writing names in a blank oversized book to reinforce letter recognition; includes Chanting the ABC's, Name Chant/Manipulation, and Our Big Book of Names.



### [Etymology and History of First Names](#)

<http://www.behindthename.com/>

*Behind the Name* 1996 – 2007

Brief information on the origins and meanings of thousands of names.

### [My Name](#)

[http://fun.familyeducation.com/writing/activity/36720.html?for\\_printing=1](http://fun.familyeducation.com/writing/activity/36720.html?for_printing=1)

*Family Education* by Pearson Education, Inc., © 2000-2007

A homemade personalized “dry erase” board helps children learn to write and recognize their names.

*Excerpted from The Preschooler's Busy Book by Patricia Kuffner with permission of its publisher, Meadowbrook Press, 1998.*

### [My Name is Special](#)

<http://comsewogue.k12.ny.us/~rstewart/k2001/Themes/names/names.htm>

*Mrs. Stewart's Kindergarten Page* by Mrs. Stewart, 2001 – 2006

Poems and songs, books featuring names, and classroom activities featuring letters and literacy, math, art and center ideas.

### [Names](#)

<http://www.hubbardscupboard.org/names.html>

*Hubbard's Cupboard* by Michelle Hubbard, 2000 - 2007

Games and activities for individuals and partners that reinforce recognition and sequence of order in names; includes In My Name/ Not In My Name Sort, My Name/Your Name Sort, Name Bags, and Name List.

### [Name Activities](#)

<http://www.mrsalphabet.com/names.html>

*Mrs. Alphabet* by Anne Lynch, 1998 - 2007

Classroom activities emphasizing names.

### [Name Activities and Crafts](#)

<http://www.thevirtualvine.com/Names.html>

*The Virtual Vine* 2001 - 2007

Numerous activities, songs, and games featuring children's names.

### [Name Activities in Order of Difficulty](#)

[http://www.hubbardscupboard.org/Name\\_Activities\\_by\\_Difficulty.PDF](http://www.hubbardscupboard.org/Name_Activities_by_Difficulty.PDF)

*Hubbard's Cupboard* by Michelle Hubbard, 2000 - 2007

Short descriptions of activities that foster letter recognition and sequencing in names; presented in order of difficulty from easiest to most difficult.

### [Name Collage](#)

[http://fun.familyeducation.com/childrens-art-activities/collage/35226.html?for\\_printing=1](http://fun.familyeducation.com/childrens-art-activities/collage/35226.html?for_printing=1)

*Family Education* by Pearson Education, Inc., © 2000-2007

Children make a collage using the letters of their names to find magazine pictures of activities, food, etc. that begin with each letter in their name.

### [Name-Spelling Game](#)

[http://fun.familyeducation.com/spelling/activity/36706.html?for\\_printing=1](http://fun.familyeducation.com/spelling/activity/36706.html?for_printing=1)

*Family Education* by Pearson Education, Inc., © 2000-2007

Homemade flash cards spell a child's name and give the child practice sequencing the letters properly.

*Excerpted from The Preschooler's Busy Book* by Patricia Kuffner with permission of its publisher, Meadowbrook Press, 1998.

### [What's In a Name](#)

<http://www.kinderkorner.com/names.html>

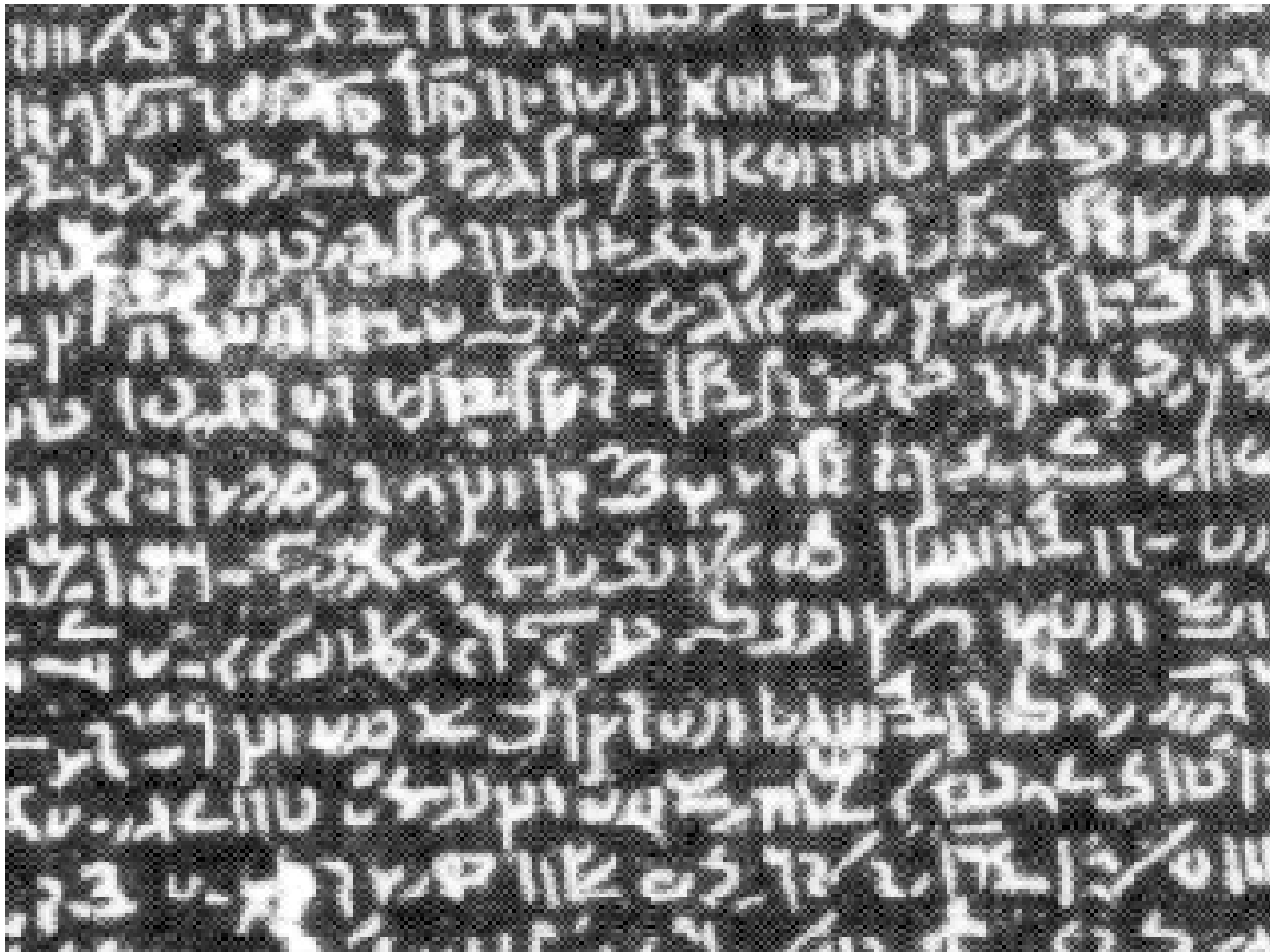
*Kinder Korner* by Victoria Smith, 1998 - 2006

Quotes about the importance of children's names to children, a poem called "Naming Things," various songs and rhymes featuring children's names, and activities with names including graphing.

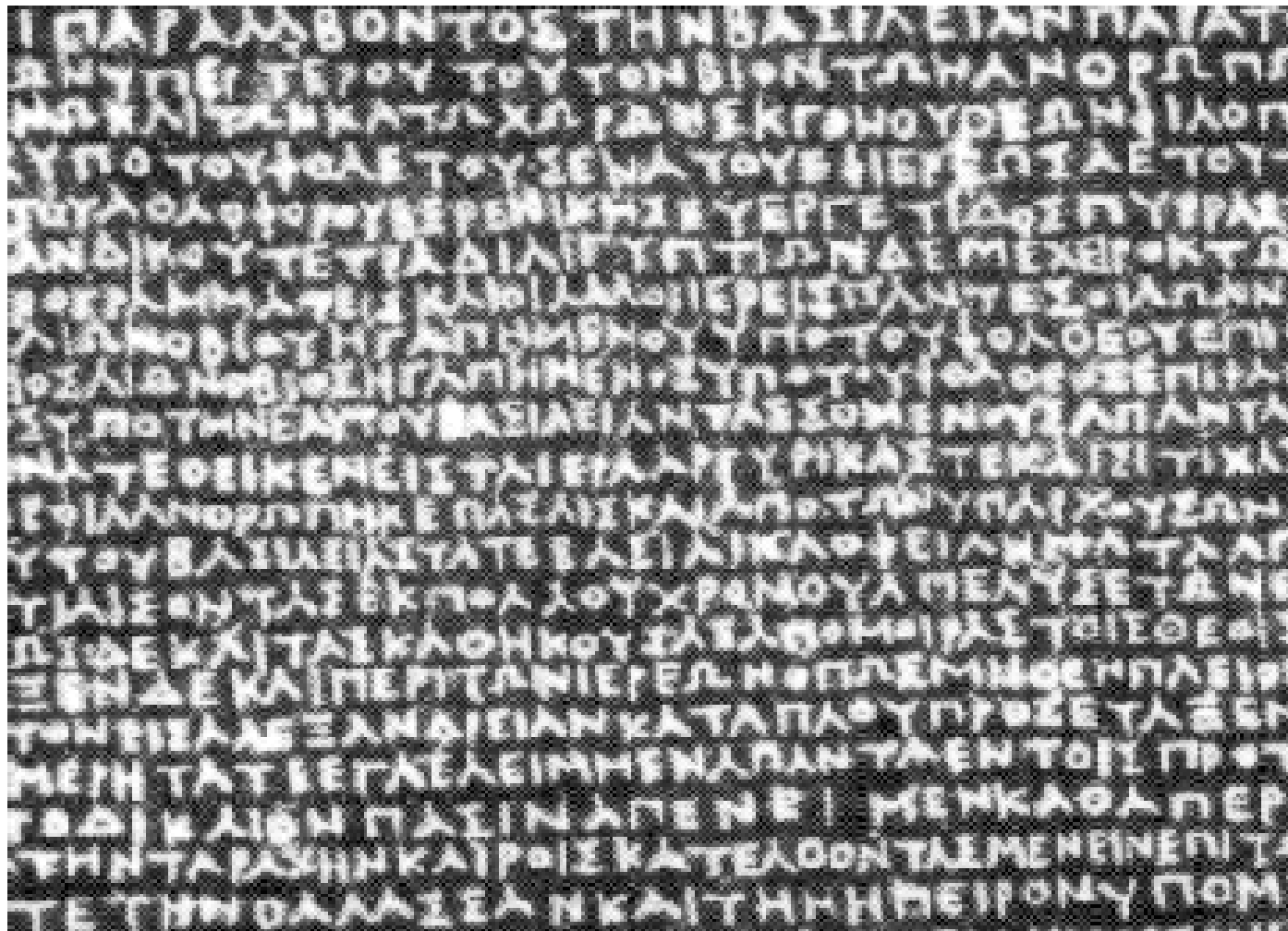
## THE ROSETTA STONE



Egyptian Hieroglyphs—used for official and religious texts



Egyptian Demotic—everyday Egyptian script



Greek



1. In the reign of the young one who has succeeded his father in the kingship, lord of diadems, most glorious, who has established Egypt and is pious
2. Towards the gods, triumphant over his enemies, who has restored the civilised life of men, lord of the Thirty Years Festivals<sup>1</sup>, even as Hephaistos<sup>2</sup> the Great, a king like the Sun<sup>3</sup>,
3. Great king of the Upper and Lower countries<sup>4</sup>, offspring of the Gods Philopatores, one of whom Hephaistos has approved, to whom the Sun has given victory, the living image of Zeus<sup>5</sup>, son of the Sun, Ptolemy
4. Living for ever, beloved of Ptah, in the ninth year, when Aetos son of Aetos was priest of Alexander, and the Gods Soteres, and the Gods Adelphoi, and the Gods Euergetai, and the Gods Philopatores<sup>6</sup> and
5. The God Epiphanes Eucharistos; Pyrrha daughter of Philinos being Athlophoros of Berenike Euergetis; Areia daughter of Diogenes being Kanephoros of Arsinoe Philadelphos; Irene

## WORKSHOP DESCRIPTION: *NURSERY RHYME NAME SONGS*

**Summary:** This presentation demonstrates tools and strategies for developing the 6 early literacy skills, particularly those that help children ages 3-5 learn to spell their names. The key name-spelling strategy uses songs that spell out children's names. Song sheets featuring new lyrics for traditional nursery rhymes include blank spaces for the letters in children's names. Project materials include song sheets with lyrics to traditional nursery rhymes and name songs, a CD of both types of songs, mini printable nursery rhyme books, and instructions for using the project in classrooms, homes, and public libraries.

**Length of program:** 90 minutes – 2 hours

**Recommended audience:** Adults who work with children ages 3-5 including public library staff, early care and education staff, parents, and caregivers

**Maximum # of attendees recommended:** 100

**Pre-requisites:** None

**Materials/equipment needed:** Copies of the 2 CD's for participants (or hard copies of documents on CD #1 and a CD copy of CD #2 Songs), screen, multi-media projector, laptop computer, CD player, A-V cart, table for presenter, dry erase board and easel, dry erase markers, 6 flip chart pads and 6 easels, 2" x 2" post-it notes and pencils for participants, samples of name-related crafts, *Wee Sing* musical recordings about names and/or featuring rhymes used in project; lavalier or headset microphone and PA system, chairs only for participant seating.

**Learning objectives:** Participants will be able to:

- Identify the appropriate song to use with a child's name
- Sing the name songs themselves
- Demonstrate techniques for teaching a child the traditional nursery rhymes and their name song
- Employ strategies for encouraging a child to begin writing their names

**Expected Outcome:** Children will be able to:

- Recite and/or sing traditional nursery rhymes
- Recognize their names in print
- Identify the letters in their own names
- Recite the series of letters in their names correctly
- Spell their names orally
- Begin writing their names

## TRAINING WORKSHOP PLAN



*Spelling Names by Singing Old Songs with New Words*

### Materials Needed:

- Printed introduction of yourself and project for host to use to introduce you
- Nametags for participants
- CD player
- Extension cord and / or extra batteries for CD player
- CD of nursery rhyme songs about names; see list on “Songs about Names” p. 33 – 35 in this manual
- CD of Songs for *Nursery Rhyme Name Songs*
- Enlarged copy of agenda
- Big hair clip to clip on agenda as workshop progresses
- Book about names to read aloud; see “Name Storybooks” p. 19 – 23 this manual
- Song about names printed large enough for everyone to see; see “Songs about Names” p. 33 - 35 in this manual
- Materials needed for group games about names
- Writing sample from another culture; see “Rosetta Stone” p.38 – 41 this manual
- 2” x 2” post-it notes for participants’ tables
- Pencils for participants’ tables
- Dry erase board with 6 squares drawn on it; each square is labeled with the name of an early literacy skill
- Dry erase marker

- Easel for dry erase board
- 6 flip chart pages posted on wall (or 6 flip charts and 6 easels); each labeled with the name of an early literacy skill; see “Training Workshop Early Literacy Signs” p. 54 - 60 in this manual
- 6 markers, one for each flip chart
- Selections of books about names to booktalk; see “Name Storybooks” p. 19 - 23 in this manual
- Samples of all early literacy writing activities to show; see “Early Literacy Writing Activities” p. 16 in this manual
- Samples of all mini books to show; see “Mini Books” folder on CD #1
- Samples of name crafts to show; see “Name Activities and Crafts” p. 36 - 37 in this manual
- Handouts:
  - *Nursery Rhyme Name Songs* title pages; see pages 1-3 in this manual
  - Agenda
  - “Table of Contents” p. 4 – 9 in this manual
  - “Songs about Names” p. 33 - 35 in this manual
  - Words of songs about names that you plan to sing with the group
  - “Rosetta Stone” p. 38 – 41 in this manual
  - “How to Do this Project” p. 11 in this manual
  - “Ideas for Use ...in Libraries, ...in Classrooms, ...in Homes” as appropriate for the participants; see p. 13 – 15 in this manual
  - Sample of a song sheet from CD #1 Song Sheets folder
  - “Name Storybooks” p. 19 – 23 in this manual
  - “Name Activities and Crafts” p. 36 – 37 in this manual
  - “Early Literacy Writing Activities” p. 16 – 18 in this manual
  - Sample of a mini book printout from CD #1 Mini Books folder
  - “How to Duplicate this Project” p. 62 in this manual
  - “Evaluation” p. 52 – 53 in this manual
  - CD #1 of Manual/Song Sheets/Mini Books/CD Labels for *Nursery Rhyme Name Songs*

- CD #2 of Songs for *Nursery Rhyme Name Songs*

### **Set-Up :**

- Before participants begin arriving
- Test CD player and any other equipment
- Organize all registration materials
- Have nametags and handouts ready
- Give to host the notes that introduce you and project
- Play a CD of songs about names as participants arrive

### **Welcome:**

- Host
  - Welcomes group
  - House-keeping notes
  - Introduces you using the printed information you provided
  
- Presenter
  - Thank the host and the participants
  - Add any introductory remarks
  - Review contents of handouts

### **Introduce Topic:**

- There is a gift that each of us receives at birth that we keep for life. Know what it is? Our names.
- Babies can recognize the sound of their own names before they can speak.
- Toddlers can say their own names; they also learn that they can make marks with crayons and markers when they scribble.
- Preschoolers often make the extremely important connection between the spoken word and the printed word when they learn to spell their names.
  - First they learn to recognize their names in print, often starting with recognizing the first letter in their name
  - Then they begin to learn the names of the letters

- They learn the proper sequence for these letters
- Singing a song that spells out their names helps them remember the letter sequence
- And finally, they learn to write their names. At first, the letter-like forms may not look like a name but this type of writing is a natural part of the learning process. Eventually, preschoolers learn to write standard letter forms as their hands and fingers become stronger.

**Informal Needs Assessment of Participants:** Raise your hand if you:

- Remember who taught you to spell your name (*invite sharing but if no one wants to do so, tell how you learned to spell your name or ask everyone to spell their first name out loud at the same time*)
- Have you ever had to help children learn to spell their names?
- Is this something you still do now (*invite sharing of how they do it, but if no one wants to do so, move on*)
- Who do you think teaches most children how to spell their names?
- Do you have any contact with them?

**Segue:** Today you'll learn how to use *Nursery Rhyme Name Songs*, an original project created by the State Library of Louisiana that helps children ages 3 – 5 learn to spell their names. We'll see why name spelling is important, review the 6 early literacy skills and learn how to use the *Nursery Rhyme Name Songs* project with children to foster these skills. But first, let's read a story that helps us realize how important names are to children.

**Read Aloud a Book about Names:** (*see "Name Storybooks" p. 19 – 23 in this manual*)

**Segue:** Reading a story about names is a great way to introduce the *Nursery Rhyme Name Songs* project to children as well as to their teachers and parents. There's a list of other good books about names in your handouts. We'll review them later today.

There's also many dynamic songs about names or with silly names that children enjoy. Let's sing one of them now. You have a list of them in your handouts.

**Sing a song about names:** (see *"Songs about Names" p. 33 – 35 in this manual*)

- If the song about names is not familiar to the group:
  - "Listen to me" and you sing the song by yourself.
  - "Now I'll sing a line and you sing that same line" and have the audience echo you line by line.
  - "Now let's sing the song together" and sing it several times until they are familiar with it.

Once the group has become familiar with the song, tell them to find the handout with the words to the song and sing the song with them again while they read the words.

- If there are motions to the song, follow these steps:
  - "Listen to me" and you sing the song by yourself.
  - "Now watch what I do while I sing this song" and demonstrate the motions as you sing.
  - "Now do as I do while I sing the song again" and sing the song again by yourself as participants imitate your actions; now the participants will have heard the song 3 times and seen the action twice.
  - "Now I'll sing a line and you sing that same line and we'll do the motions, too" and have the audience echo you line by line, doing the motions for each line.
  - "Now let's sing the song together" and sing it several times until they are familiar with it.

**Segue:** Books and songs about names help focus children's attention on the importance of names. We can channel this focus to help children make the connection between the sound of their name and the way it looks in print. This connection is vital to being ready to learn to read.

Also, no matter where children live or go to school, eventually, they must learn to spell both their first name and their last name. It's the most basic literacy skill a person can have. That's why it's a state educational requirement for young children.

### **Review State Educational Requirements:**

- Louisiana Department of Education
  - [Prekindergarten English Language Arts Grade Level Expectations](#) stipulate that students must be able to:
    - Identify their own first name in print
    - Identify at least eight uppercase or lowercase letters, focusing on those in the student's name
  - [Kindergarten English Language Arts Grade Level Expectations](#) stipulate that students must be able to:
    - Distinguish and name all uppercase and lowercase letters
    - Identify own first and last name
    - Print all uppercase and lowercase letters
    - Identify and use uppercase letters at the beginning of their own first and last names
- Louisiana Department of Social Services
  - [Louisiana's Early Learning Guidelines and Program Standards: Birth through Three](#) for Language and Literacy, p. 99 - 100, stipulate that "caregivers will give 3-year old children opportunities to:"
    - Begin to recognize their own name
    - Begin to know that print has meaning
    - Draw or write using pencils, crayons, chalk, markers, etc.
    - Initiate writing through sign-in sheets, journals, name cards, etc.
  - [Louisiana Standards for Programs Serving Four-Year-Old Children](#) for Language and Literacy Development, p. 73-74, stipulate that "educational experiences will assure that preschool children will:"
    - Recognize and begin writing their own name



- Use scribble writing and letter-like forms, especially those in their own names

**Play a Game about Names:** (see “Name Activities and Crafts” p. 36 - 37 in this manual)

**Segue:** To children ages 3-5,, the letters of the alphabet may look as unusual as this writing: (Show a sample of writing from another culture that looks very different from the English alphabet such as “Rosetta Stone” p. 38 – 41 in this manual.)

- Find this writing sample in your handouts.

**Review the 6 Early Literacy Skills:**

- Ask the group to think about 2 things that someone needs to know in order to be able to read this writing.
- Ask the group to write the 2 ideas on 2 separate post-it notes.
- Ask the group to give you their post-it notes.
- Read aloud the post-it note responses, grouping them into the 6 early literacy skills on a dry erase board with 6 squares drawn on it.
- Follow up with a brief overview of the 6 early literacy skills using the information on the “Training Workshop Early Literacy Signs” p. 54 – 60 in this manual. For more information about early literacy, see the State Library of Louisiana’s web pages “Early Literacy: What Is It and Why Is It Important?” at [http://www.state.lib.la.us/la\\_dyn\\_tmpl.cfm?doc\\_id=759](http://www.state.lib.la.us/la_dyn_tmpl.cfm?doc_id=759)

**Play a Game about Names:** (see “Name Activities and Crafts” p. 36 – 38 in this manual)

**Segue:** One of the best ways to learn something new is through play. *The Nursery Rhyme Name Songs* project feels like a game to children.

### Nursery Rhyme Name Songs:

- Demonstrate how to sing the songs on their sample song sheet.
- Provide background information
  - Original project created by the State Library of Louisiana
  - Helps children learn to spell their names and to begin writing them, which is part of Alphabet Knowledge
  - Also fosters the other early literacy skills
  - Uses 24 traditional nursery rhymes and children's songs
  - Includes song sheets, a CD of all the songs used, and printable mini books of the traditional songs; all these materials are in your handouts
  - Helps children make the connection between the spoken word and the printed word
  - 2004 – 2006: Presented to over 800 staff in libraries, day care, preschool, Head Start program, and home instruction programs during 2004 – 2006
  - 2006: Piloted with a CD in 292 programs and homes
  - 2007: Survey of pilot participants gave feedback on project's usefulness
  - 2007: Prototype designed to be used in libraries, classrooms, and homes
- Explain and demonstrate "How to Do This Project" handout from this manual p. 11.
- Review the "Tips for Success" using handout from this manual p.12.
- Demonstrate all the name songs, projecting them onto the dry erase board and writing in the letters of names the participants provide (*see CD #1 Song Sheets folder; project the PDF "ALL Song Sheets"*)
- Ask participants to think of moments during their daily routines when they can teach a child or a group of children a name song.
- Review participants' ideas for these teaching moments.
  - If group is small, consider having them stand in a circle and take turns throwing a ball to each other; whoever catches the ball, shares an idea.
  - If group is large, consider having them discuss their ideas in small groups for a few minutes then having a speaker from each small group share ideas with the whole group

- Review “Name Storybooks” using handout from this manual p.19 - 23 and booktalk your favorites.
- Review of “Songs about Names” using handout from this manual p. 33 – 35.
- Show samples of the “Early Literacy Writing Activities” using handout from this manual p.16 – 18.
- Provide a round robin opportunity for participants to think of ideas for how the *Nursery Rhyme Name Songs* project helps develop the 6 early literacy skills.
  - Post 6 flip chart pages on the wall, one for each of the 6 early literacy skills (see “*Training Workshop Early Literacy Signs*” in this manual p. 54 - 60.)
  - In small groups, participants move from one flip chart page to the next, writing their ideas on the pages.
  - Review participants’ ideas for how the NRNS helps develop early literacy skills
- Review “How to Duplicate this Project” using handout from this manual p. 62.

**Evaluation:** Provide an opportunity for participants to evaluate the workshop (see “*Evaluation*” in this manual p. 52 – 53.)

**Closing Remarks:** We hope that you will use this project with children and share it with others. The project can be duplicated for non-commercial use for anyone who would like the opportunity to help children learn to spell their names. As the *Nursery Rhyme Name Songs* project is shared with others, we help children make that vital connection between the spoken word and the printed word. And we do it with their very first gift, their names. Thank you.

**TRAINING WORKSHOP EVALUATION**  
**Nursery Rhyme Name Songs**

**INSTRUCTIONS:** Circle the number beside each comment at the level which best represents your evaluation. Turn in this form at the end of the workshop

**WORKSHOP DATE:** \_\_\_\_\_ **PLACE:** \_\_\_\_\_

**1. Two things you learned today:**

A.

B.

**2. Two things you already knew that were confirmed today:**

A.

B.

**3. Will you use the Nursery Rhyme Name Songs project?**

**4. Will you encourage others to use it?**

**5. Two things that you'd like to change about the presentation:**

A.

B.

**6. The content of the workshop was:**

extremely valuable	5	4	3	2	1	of little value
detailed enough	5	4	3	2	1	too general
current & relevant	5	4	3	2	1	outdated
cohesive & logical	5	4	3	2	1	fragmented/difficult to follow

**7. The instructor:**

was knowledgeable	5	4	3	2	1	was unsure of the material
had good presentation skills	5	4	3	2	1	had poor presentation skills
encouraged participation	5	4	3	2	1	discouraged participation

Continued on Reverse Side 

addressed my level & needs	5	4	3	2	1	did not consider my level
presented material at a comfortable pace	5	4	3	2	1	presented too fast

**8. The training/presentation materials (hand-outs and slides):**

are excellent	5	4	3	2	1	are poor and low quality
followed course content	5	4	3	2	1	are out of sequence
are valuable for future	5	4	3	2	1	are of no value for future

**9. The training facility:**

was comfortable	5	4	3	2	1	was uncomfortable
was well arranged/spacious	5	4	3	2	1	was poorly arranged/cramped
had ample/good equipment	5	4	3	2	1	lacked adequate equipment

**10. Overall, the workshop:**

had clear goals	5	4	3	2	1	had unclear goals
met its goals	5	4	3	2	1	missed its goals
was long enough	5	4	3	2	1	was too short
was excellent	5	4	3	2	1	was poor

**11. What was the most useful aspect of the workshop?**

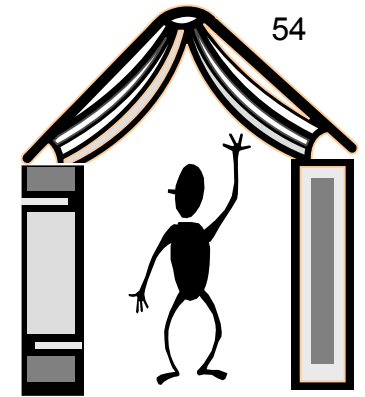
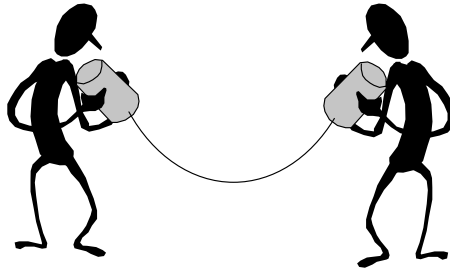
Least useful?

**12. How would you improve the workshop?**

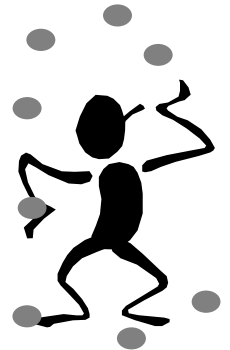
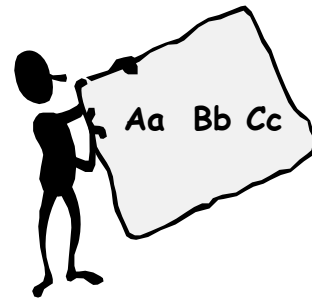
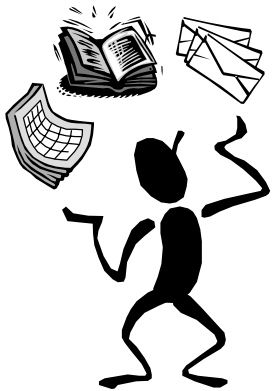
**13. Suggested topics for future workshops:**

**14. How did you learn about this workshop?**

**15. Other comments:**



# TRAINING WORKSHOP EARLY LITERACY SIGNS



# Vocabulary

55



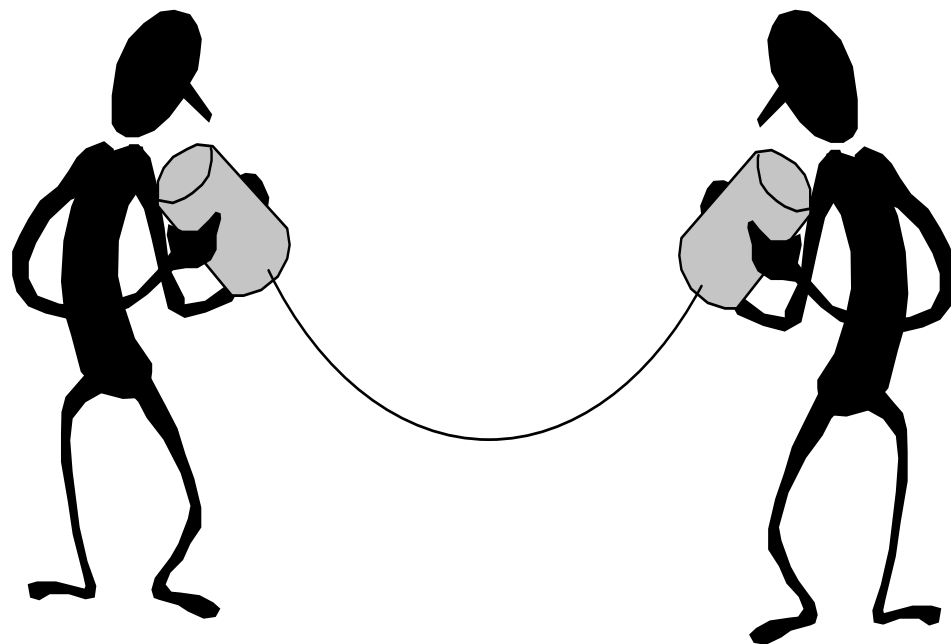
## Knowing the names of things

from "Every Child Ready to Read @ your library, Parent Guide to Early Literacy for Pre-Readers." Public Library Association, Association for Library Service to Children, National Institute of Child Health & Human Development

# Narrative Skills

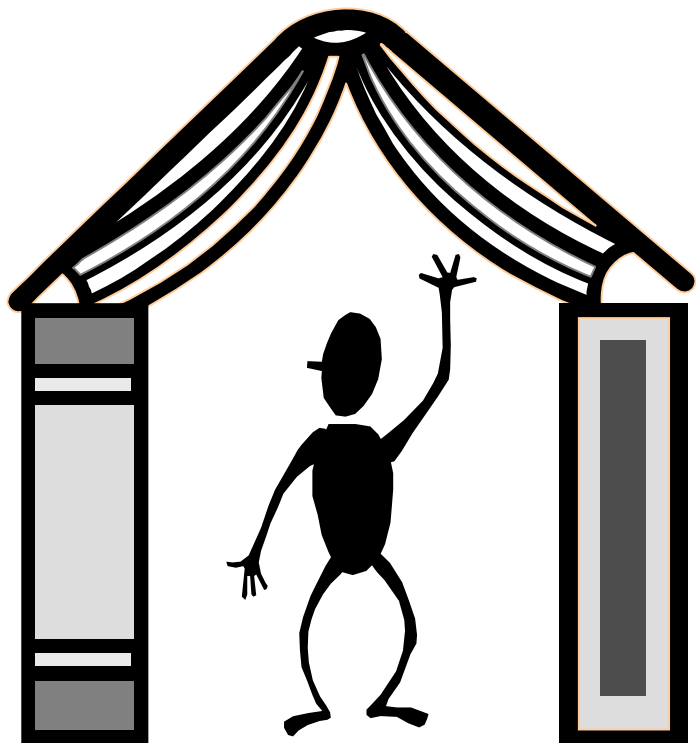
Being able to describe things and events and tell stories.

from "Every Child Ready to Read @ your library, Parent Guide to Early Literacy for Pre-Readers." Public Library Association, Association for Library Service to Children, National Institute of Child Health & Human Development





# Print Motivation



Being interested in and  
enjoying books

from "Every Child Ready to Read @ your library, Parent Guide to Early Literacy for Pre-Readers." Public Library Association, Association for Library Service to Children, National Institute of Child Health & Human Development

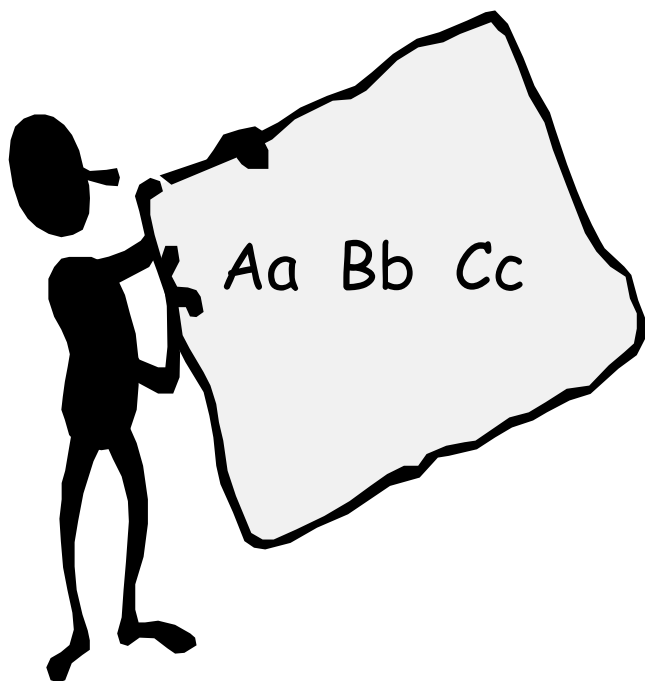
# Print Awareness

Noticing print in the environment, knowing how to handle a book and knowing how to follow the words on a page

from "Every Child Ready to Read @ your library, Parent Guide to Early Literacy for Pre-Readers." Public Library Association, Association for Library Service to Children, National Institute of Child Health & Human Development



# Letter Knowledge



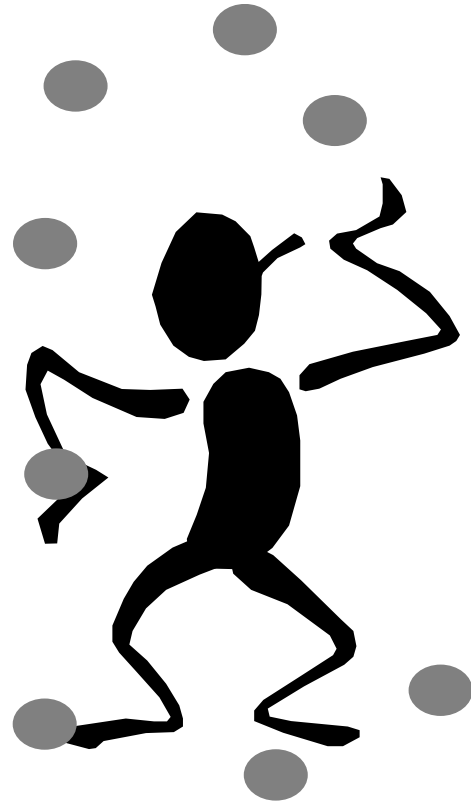
Knowing that letters have different shapes, knowing their names and sounds and recognizing letters everywhere.

from "Every Child Ready to Read @ your library, Parent Guide to Early Literacy for Pre-Readers."  
Public Library Association, Association for Library Service to Children, National Institute of Child  
Health & Human Development

# Phonological Awareness

Being able to hear and play with  
the smaller sounds in words.

from "Every Child Ready to Read @ your library, Parent Guide to Early Literacy for Pre-Readers."  
Public Library Association, Association for Library Service to Children, National Institute of Child  
Health & Human Development



## SURVEY RESULTS SUMMARY



During 2006, the *Nursery Rhyme Name Songs* project was piloted with song sheets and a CD of the name songs in 292 sites (public libraries, early care and education programs, and homes.) In 2007, a survey evaluating the use and effectiveness of the project was distributed to pilot participants. Survey results are summarized below:

- 22% pilot participants responded.
- 30% of respondents were preschool teachers and 21% were public library staff.
- Over 60% of the children with whom the project was used were ages 3 – 5.
- The majority of respondents worked with groups of 15 – 20 children daily.
- Most of the children were eligible for free or reduced lunch.
- 50.8% of respondents used the project and reported the following:
  - The majority of respondents recommended starting the project in September or October.
  - They sang one or more name songs with the whole group each week.
  - Singing a child's song repeatedly helped children learn the songs.
  - The project helped children learn to spell their names as follows:
    - "All or most of the children" – 18.5% respondents
    - "75% of children" – 3.1% respondents
    - "50% of children" – 13.8% respondents
  - Children also learned to spell other children's names.
  - Most children were also taught the traditional song on which their name song was based.
  - Parents and guardians were given children's name song sheets.
  - The staff, children and parents/caregivers easily learned the name songs.
  - Project was used during library storytimes and in classrooms primarily during center times, morning circle time, and in small group time.
  - The respondents would recommend the project to others.
- Reasons given for not using the project included:
  - Children could already spell their names.
  - School system's new curriculum requirements took priority time.
  - Project seemed to require too much time to use with individual children.
  - Most respondents did not state a specific reason at all.

## HOW TO DUPLICATE THE *NURSERY RHYME NAME SONGS* PROJECT

### To train other adults to use the project, you need:

- Copies of CD #1 in CD format
- Copies CD #2 in CD format
- Hard copies of handouts listed on “Training Workshop Agenda” in this manual

### To implement the project with children, you need:

- Hard copies of the “Song Sheets” on CD #1; instructions for using the project are included
- Hard copies of the “Mini Books” on CD #1
- Copies of “CD #2 Songs” in CD format

### To make copies of the project materials you have 4 options:

1. In-house *CD duplication* of CD #1, CD #2 and of the CD labels for each CD\*
2. In-house *hard copy* duplication of documents on CD #1 and in-house *CD duplication* of CD #2 ; will also need copies of the CD #2 label\*
3. Purchase copies of both CD’s from Accupress in Ville Platte, LA  
Phone: 1-800-542-8283 Website: [www.accupress.com](http://www.accupress.com)
4. In-house hard copy duplication of documents on CD #1 and purchase copies of the CD #2 from Accupress in Ville Platte, LA  
Phone: 1-800-542-8283 Website: [www.accupress.com](http://www.accupress.com)

\* *CD labels are designed to be used with the following adhesive CD labels: Avery 5697 or 5931 or 8931 or Neato 863100; label designs are available in color, grayscale or lineart.*

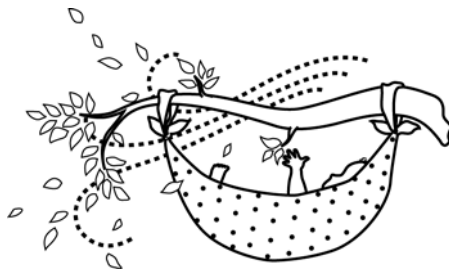


## DIRECTIONS FOR FOLDING MINI BOOKS

1. Print out the page for one of the rhymes. Find the word "Name" above the title of the rhyme.
2. Turn the page so that the picture with the word "Name" is the bottom right-hand picture on the page. This will be the cover of the book.
3. Flip the page over. Now the picture with the word "Name" should be face down in the bottom left-hand corner image.
4. With images face down, fold down the top of the page to the bottom of the page.
5. You should be looking at the inside of the book, not the picture with the word "Name."
6. Now fold from left to right. You should see the picture with the word "Name" which is the cover of the book.
7. Write the child's name on the line next to the word "Name." Start with a capital letter and use lowercase letters for the rest of the name. This will help the child learn to recognize their name in print.
8. Have fun reading the book to the child over and over!



## TIPS FOR SHARING A BOOK WITH A CHILD



1. Tell a child about the pictures in a book using your own words. Point to the pictures as you describe them.
2. When you read the book to a child, point to the words as you read. This helps the child to know that you are saying the words on the page and not just talking about the pictures.
3. After a child has become familiar with the rhyme, when you read it, stop before the last word on the page and let the child say the last word.
4. Encourage the child to tell YOU about the pictures. This will help the child to learn new words.
  - a. Pick out something in the picture that you want the child to notice.
  - b. Ask the child, "Where's the \_\_\_\_\_?" and wait for the child to point to it.

If the child points correctly:

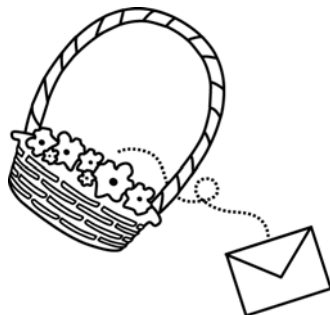
- Say, "Yes! That's the \_\_\_\_\_!"
- Say something else about the object in the picture, like, "Yes! That's the lamb. The lamb is smelling the flowers."
- When you can, show the child a real example of things in the pictures.

If the child points to something else:

- Say, "That's the \_\_\_\_\_" and tell the child what it is.
- Then say, "Here's the \_\_\_\_\_" and point to the thing you wanted the child to notice.
- After a little while you share the book with the child, ask again, "Where's the \_\_\_\_\_?"



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- Emily Smith, Early Years Consulting
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- Phyllis Heroy, East Baton Rouge Parish School System
- Patty Skinner, Vermilion Parish Library

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- Sarah Boatman, Iberia Parish Library, New Iberia, LA
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- Cynthia Cater, Teacher, Brown Preschool, Springhill, LA
- Andrea Chatagnier, PreK Teacher, Iota Elementary, Iota, LA
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***Music Education Consultants:***

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Sheila McWilliams, Studio for the Arts, Marksville, LA

***Graphic Images:***

Kate Ferry, New Iberia, LA

***Vocals Recording:***

Jack White, Jack Legg Productions, Baton Rouge, LA

***Pilot Survey:***

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Riley Bordelon, State library of Louisiana, Baton Rouge, LA

Ian Barnett, State Library of Louisiana, Baton Rouge, LA

## TESTIMONIALS



“I have been using the *Nursery Rhyme Name Songs* project for a year and a half now by distributing the songs within my own family and in my storytimes. It is easy to make copies of the songs and hand them out. Many people have been very excited to receive special name songs for their own children. The song sheet can be filled out, placed on the refrigerator, and become a spotlight in a child’s day. I have had mothers, grandmothers, and other caregivers come back and tell me that their children are singing their special name songs, learning to spell their names and loving it. My own daughter loves her special name song and can easily spell out her name at age 2.”

*Sarah Boatman, Iberia Parish Library, New Iberia, LA*

“This program is really a wonderful idea. Children learn through music, rhythm, and repetition. The songs are fun, familiar and easy to use!”

*Kim Briscoe, Special Education PreK Teacher, Welsh Elementary, Welsh, LA*

“The Name Songs are fun and easy to use and children are more likely to remember.”

*Barbara Cart, Vernon Parish School Board Head Start, Vernon Parish*

“I am celebrating the fact that all of my children are leaving my class with the ability to spell and write their name. The project enabled children and their parents to work on the letters of their name to a familiar tune and required no outside supplies other than paper and pencil and a voice. I will use this method every year from now on. The kindergarten teachers will love both of us!!!! Thank you for your help in this area.”

*Cynthia Cater, Teacher, Brown Preschool, Webster Parish, Springhill LA*

“The children loved learning to spell their names with their own special songs.”

*Andrea Chatagnier, PreK Teacher, Iota Elementary, Iota, LA*

“I have always found that singing helps children learn and recall words faster. I used this project with PreK English language learners. I knew it had worked when I heard a child singing his song on his own while playing.”

*Betty Dupont, PreK Teacher, University Terrace Elementary, Baton Rouge, LA*

“Children’s knowledge of the nursery rhyme tunes made learning easier. Also, the repetition of saying the letters as we pointed to them helped the students recognize their names in print quickly.”

*Tonia S. Lemoine, Early Childhood Development Center, Mansura, LA*

“The children really seem to enjoy the name songs, and they look forward to the week when their name is highlighted. Some of my very young students haven't necessarily learned how to spell their names yet, but they are at least focusing on letters and learning to recognize some letters. Other students (who already could spell their names) are learning how to spell classmates' names. So, the activity meets all levels of learners.”

*Liegh Lissard, LA4 PreK Teacher, Truman Montessori, Lafayette, LA*

“Using nursery rhymes to help children spell their names is a wonderful idea! These songs are easy and fun for children to learn. I enjoyed this activity as much as my students did.”

*Coral Miller, Teacher, Fisher Early Childhood Development Center, Lafayette, LA*

“Children learn through fun activities. These activities incorporated fun with singing which allowed children to sing throughout the day.”

*Kimberly C. O'Brien, Teacher, Eunice Elementary, Eunice, LA*

“The children recognize the tunes to the nursery rhymes and, therefore, have an easier time learning to spell their names with the tunes.”

*LaBreeska Smith, LA4 Pre-K Teacher, Sabine Parish LA4 Head Start, Many, LA*

“The children love the songs! I made copies of the song sheets for each child and gave them to parents during parent-teacher meetings so the parents could sing with the children at home. The parents were amazed at how easily the children learned to spell their names.”

*Shirley J. Sneed, PreK Teacher, Natchitoches Central High, Natchitoches, LA*

“What a great project! Can't wait to use it again year after year!”

*Cheryl Soley, Golden Meadow Lower Elementary, Golden Meadow, LA*

“Thanks for the wonderful teaching tool. Anne (another Pre-K teacher) and I are having a ball teaching the name songs to our students (and the students are learning!!!)

*Christi Thibodeaux, Gethsemane Christian Academy, Lafayette, LA*