

Words That Sing Grade 2

100 Poetry Charts for Shared Reading
includes Teacher Instructions

by

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Note: Poems are in alphabetical order

Afternoon on a Hill

I will be the gladdest thing
Under the sun.

I will touch a hundred flowers
And not pick one.

I will look at cliffs and clouds
With quiet eyes,

Watch the wind bow down the grass,
And the grass rise.

And when lights begin to show
Up from the town,

I will mark which must be mine,
And then start down!

Category	Concept Poem (cardinal number, directions, parts of the body), Rhymed Verse
Text	<p style="text-align: center;"> Afternoon on a Hill By Edna St. Vincent Millay </p> <p style="text-align: center;"> I will be the gladdest thing Under the sun. I will touch a hundred flowers And not pick one. I will look at cliffs and clouds With quiet eyes, Watch the wind bow down the grass, And the grass rise. And when lights begin to show Up from the town, I will mark which must be mine, And then start down! </p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Millay's beautiful poem invites children to think about the simplicity of nature. Use it to stimulate a discussion about how to care for and value the earth. While reciting the poem, have Children Act out the lines: e.g., being the grass that bows over the wind then rises back up. Pair it with the picture book <i>Our Big Home: An Earth Poem</i> by Linda Glaser, (2000) found in the Fountas and Pinell classroom interactive read aloud collection, Grade 2 (2018) or the picture book <i>Miss Rumphius</i> by Barbara Cooney (1982).</p>

At the Seaside

When I was down beside the sea,
A wooden spade they gave to me
To dig the sandy shore.

My holes were empty like a cup.
In every hole the sea came up
Till it could come no more.

Category	Concept Poem (directions), Rhymed Verse
Text	<p style="text-align: center;">At the Seaside</p> <p style="text-align: center;">When I was down beside the sea, A wooden spade they gave to me To dig the sandy shore.</p> <p style="text-align: center;">My holes were empty like a cup. In every hole the sea came up Till it could come no more.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>When reading this poem aloud, call out the simile (empty like a cup). Ask children to talk about why they think the poet picked this image (an empty cup can be filled with water just like a hole dug in the sand). What other comparisons (using like or as) can children make about the beach or sea: e.g., the sand is hot like the sun, the water is as blue as the sky, the ships look as small as toys in a bathtub, etc</p>

Bed in Summer

In winter I get up at night
And dress by yellow candlelight.
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
I have to go to bed by day?

Category	Concept Poem (colours, directions, seasons, time), Rhymed Verse
Text	<p style="text-align: center;">Bed in Summer</p> <p style="text-align: center;">In winter I get up at night And dress by yellow candlelight. In summer, quite the other way, I have to go to bed by day.</p> <p style="text-align: center;">I have to go to bed and see The birds still hopping on the tree, Or hear the grown-up people's feet Still going past me in the street.</p> <p style="text-align: center;">And does it not seem hard to you, When all the sky is clear and blue, And I should like so much to play, I have to go to bed by day?</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Invite the class to read this poem aloud multiple times period then return to each stanza an ask children to talk about what the poet meant. Many children will agree with the last stanza: it's hard to go to bed when the sun is still out. Have them talk about what seasons have longer days, what seasons have shorter days, and what time of the year this poem probably takes place in. Pair this poem with the picture book On Earth by G. Brian Karas (2005) found in the Fountas and Pinell classroom Interactive Read-Aloud Collection, Grade 2 (2018).</p>

Betty Botter

Betty Botter bought some butter,
“But,” she said, “this butter’s bitter;

 If I put it in my batter,
It will make my batter bitter.

 But a bit of better butter
Will make my batter better.”

So she bought a bit of butter
Better than her bitter butter,
And she put it in her batter.

So ‘twas better Betty Botter
Bought a bit of better butter.

Category	Concept Poem (name), Nursery Rhyme, Rhymed Verse, Word Play
Text	<p style="text-align: center;">Betty Botter</p> <p style="text-align: center;">Betty Botter bought some butter, “But,” she said, “this butter’s bitter; If I put it in my batter, It will make my batter bitter. But a bit of better butter Will make my batter better.” So she bought a bit of butter Better than her bitter butter, And she put it in her batter. So ‘twas better Betty Botter Bought a bit of better butter.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Some students, especially English language learners, may need help with words like <i>batter</i> and <i>bitter</i>. Children love to say this verse slowly the first time, and then increase their speed on subsequent things - all while trying not to mispronounce the words! Use this poem as children learn to identify short vowel sounds, and revisit it again when focusing on double consonants in the middle of words.</p>

Big Ship Sailing

There's a big ship sailing on the illy ally oh,
Illy ally oh, illy ally oh.

There's a big ship sailing on the illy ally oh,
Hi, ho, illy ally oh.

There's a big ship sailing, rocking on the sea,
Rocking on the sea, rocking on the sea.

There's a big ship sailing, rocking on the sea,
Hi, ho, rocking on the sea.

There's a big ship sailing back again,
Back again, back again.

There's a big ship sailing back again,
Hi, ho, back again.

Category	Concept Poem (direction, size), Free Verse, Nursery Rhyme, Song, Word Play
Text	<p style="text-align: center;">Big Ship Sailing</p> <p style="text-align: center;">There's a big ship sailing on the illy ally oh, Illy ally oh, illy ally oh.</p> <p style="text-align: center;">There's a big ship sailing on the illy ally oh, Hi, ho, illy ally oh.</p> <p style="text-align: center;">There's a big ship sailing, rocking on the sea, Rocking on the sea, rocking on the sea.</p> <p style="text-align: center;">There's a big ship sailing, rocking on the sea, Hi, ho, rocking on the sea.</p> <p style="text-align: center;">There's a big ship sailing back again, Back again, back again.</p> <p style="text-align: center;">There's a big ship sailing back again, Hi, ho, back again.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Children love to sing this song as they follow an appointed captain around the room. Invite children to pretend to be the ship or the ship's passengers who <i>toot</i> and <i>salute</i> as the ship leaves the dock. Help children make up additional verses featuring other kinds of boats and ships with the appropriate descriptive words: e.g., <i>tugboats chugging</i>, <i>ferries docking</i>, and <i>fire boats standing by</i>. Alternatively, children can recreate the poem using other forms of transportation. Accompany this song with its recording from John Langstaff's CD <i>Songs for Singing Children</i> (1996).</p>

Birds of a Feather

Birds of a feather flock together
And so do pigs and swine
Rats and mice will have their choice,
And so will I have mine.

Category	Nursery Rhyme, Rhymed Verse
Text	<p style="text-align: center;">Birds of a Feather</p> <p style="text-align: center;">Birds of a feather flock together And so do pigs and swine Rats and mice will have their choice, And so will I have mine.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>This seemingly simple verse has a deeper meaning. Read the poem to the class and ask children to listen closely to the words. Then invite them to read the poem together. Afterwards, help children to reflect on and articulate what the words might mean under the surface.</p>

The Brook

Grumbling, stumbling,
Fumbling all the day;
Fluttering, stuttering,
Muttering away;
Rustling, hustling,
Rustling as it flows;
This is how the brook talks,
Bubbling as it goes.

Category	Rhymed Verse, Word Play
Text	<p style="text-align: center;">The Brook</p> <p style="text-align: center;">Grumbling, stumbling, Fumbling all the day; Fluttering, stuttering, Muttering away; Rustling, hustling, Rustling as it flows; This is how the brook talks, Bubbling as it goes.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Read the poem aloud as a class until its words and rhythm are familiar. Then ask children to talk about why the poet chose these particular words to describe the brook’s motion. You may need to clarify what a <i>brook</i> is before children can think about its movement. Afterwards, invite them to discuss how a nonliving thing, such as a brook can <i>talk</i>. What other nonliving things can be described like a living thing in this way? For example, ideas may include how the wind <i>whispers</i> or <i>howls</i>. This poem can also be used as a model and resource for writing about the wind, the rain, or anything noisy.</p>

The Bus

There is a painted bus,
With twenty painted seats,
It carries painted people
Along the painted streets.
They pull the painted bell,
The painted driver stops,
And they all get out together
At the little painted shops.

Category	Concept Poem (cardinal number, size), Rhymed Verse
Text	<p style="text-align: center;">The Bus</p> <p style="text-align: center;">There is a painted bus, With twenty painted seats, It carries painted people Along the painted streets. They pull the painted bell, The painted driver stops, And they all get out together At the little painted shops.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>After reading the poem aloud, have children talk about what the poet is describing. Ask them what word is repeated over and over (painted) to help them figure out what the poem describes (a painted scene). Invite children to paint the scene from the poem, either individually or as a whole class. Make sure they add every detail from the poem. Then ask for volunteers to share their artwork. Hang the poetry chart on your classroom wall and display children’s artwork next to it.</p>

Buttercups and Daisies

Buttercups and daisies,
Oh, what pretty flowers,
Coming in the springtime,
To tell of sunny hours!

While the trees are leafless,
While the fields are bare,
Buttercups and daisies,
Spring up everywhere.

Category	Concept Poem (direction, season), Rhymed Verse
Text	<p style="text-align: center;">Buttercups and Daisies</p> <p style="text-align: center;">Buttercups and daisies, Oh, what pretty flowers, Coming in the springtime, To tell of sunny hours!</p> <p style="text-align: center;">While the trees are leafless, While the fields are bare, Buttercups and daisies, Spring up everywhere.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	Ask children to share with you what they know about flowers. How many kinds can they think of? Make a class list together. Then invite them to illustrate the list with the help of the poetry chart's illustration as well as picture books like Anita Lobel's <i>Alison's Zinnia</i> (1990), an ABC book with painting of twenty-six different flowers.

The Cat of Cats

By William Brightly Rands

I am the cat of cats. I am
The everlasting cat!
Cunning, and old, and sleek as jam,
The everlasting cat!
I hunt the vermin in the night -
The everlasting cat!
For I see best without the light -
The everlasting cat!

Category	Concept Poem (time), Rhymed Verse
Text	<p style="text-align: center;">The Cat of Cats By William Brightly Rands</p> <p style="text-align: center;">I am the cat of cats. I am The everlasting cat! Cunning, and old, and sleek as jam, The everlasting cat! I hunt the vermin in the night - The everlasting cat! For I see best without the light - The everlasting cat!</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Children will enjoy this image of a cat. Underline or make a web of the words that describe the cat (cunning, old, sleek as jam). Ask the class what the poet means by <i>everlasting cat</i>. Now invite children to brainstorm new descriptive words for cats: e.g., claws, whiskers, and curious. Then help them compose additional lines in keeping with the poem's rhyming scheme.</p>

Caterpillar

By Christina Rossetti

Brown and furry
Caterpillar in a hurry,
Take your walk
To the shady leaf, or stalk,
Or what not.
Which may be the chosen spot.
No toad spy you,
Hovering bird of prey pass by you;
Spin and die,
To live again a butterfly.

Category	Concept Poem (colour, direction), Rhymed Verse
Text	<p style="text-align: center;">Caterpillar</p> <p style="text-align: center;">By Christina Rossetti</p> <p style="text-align: center;">Brown and furry Caterpillar in a hurry, Take your walk To the shady leaf, or stalk, Or what not. Which may be the chosen spot. No toad spy you, Hovering bird of prey pass by you; Spin and die, To live again a butterfly.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	Christina Rossetti’s poem captures a caterpillar’s transformation into a butterfly. Invite children to talk about the simple yet descriptive images. Then present this poem with others found in this volume, such as “Fuzzy Little Caterpillar” or “Little Arabella Miller.

The Centipede's Song

Forty thousand little legs,

Walking down the stairs.

Forty thousand little feet,

Walking down in pairs.

Crunching on the gravel,

Marching in the shade,

Sounding like an army

Of soldiers on parade.

How happy are the centipedes,

Who do not have a care,

Except to keep their thousand

Of boots in good repair.

Category	Concept Poem (cardinal number, direction, size), Rhymed Verse, Song
Text	<p style="text-align: center;">The Centipede's Song</p> <p style="text-align: center;">Forty thousand little legs, Walking down the stairs. Forty thousand little feet, Walking down in pairs.</p> <p style="text-align: center;">Crunching on the gravel, Marching in the shade, Sounding like an army Of soldiers on parade.</p> <p style="text-align: center;">How happy are the centipedes, Who do not have a care, Except to keep their thousand Of boots in good repair.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Invite children to talk about how the poem helps them appreciate this insect by comparing the centipede's feet to people's feet. Then ask them to look at the word centipede and connect it to other words like pedal, pedestrian, pedestal, cent, and century. Have them talk about the parts of the words that look alike and also how they might be connected by meaning.</p>

The Chickens

Said the first little chicken,
With a queer little squirm,
“I wish I could find
A fat little worm.”

Said the next little chicken,
With an odd little shrug,
“I wish I could find a
A fat little slug.”

Said the third little chicken,
With a sharp little squeal,
“I wish I could find
Some nice yellow meal.”

Said the fourth little chicken,
With a small sigh of grief,
“I wish I could find
A little green leaf.”

Said the fifth little chicken,
With a faint little moan,
“I wish I could find
A wee gravel stone.”

“Now, see here,” said the mother,
From the green garden patch,
“If you want any breakfast,
Just come here and scratch.”

Category	Concept Poem (colours, counting, ordinal numbers, size), Nursery Rhyme, Rhymed Verse
Text	<p style="text-align: center;">The Chickens</p> <p style="text-align: center;">Said the first little chicken, With a queer little squirm, "I wish I could find A fat little worm."</p> <p style="text-align: center;">Said the next little chicken, With an odd little shrug, "I wish I could find a A fat little slug."</p> <p style="text-align: center;">Said the third little chicken, With a sharp little squeal, "I wish I could find Some nice yellow meal."</p> <p style="text-align: center;">Said the fourth little chicken, With a small sigh of grief, "I wish I could find A little green leaf."</p> <p style="text-align: center;">Said the fifth little chicken, With a faint little moan, "I wish I could find A wee gravel stone."</p> <p style="text-align: center;">"Now, see here," said the mother, From the green garden patch, "If you want any breakfast, Just come here and scratch."</p>
Actions, Additional	

Verses, or Variations	
Instructional Suggestions	As children become familiar with this poem, assign them different roles: the <i>first, second, third, fourth, and fifth little</i> chicken as well as <i>mother</i> . Ask those who are not assigned a character to act as narrators. Performers will need practice time to work with the language and to remember their parts. Now have children perform their stanzas in poem order. Don't miss the chance to revisit this poem when the class is learning about words with vowels and the letter r.

Choosing A Kitten

A black-nosed kitten will slumber all the day;

A white-nosed kitten is ever glad to play;

A yellow-nosed kitten will answer to your call;

And a gray-nosed kitten I like best of all.

Category	Concept Poem (colors), Rhymed Verse
Text	<p style="text-align: center;">Choosing A Kitten</p> <p style="text-align: center;">A black-nosed kitten will slumber all the day; A White-nosed kitten is ever glad to play; A yellow-nosed kitten will answer to your call; And a gray-nosed kitten I like best of all.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Invite children to talk about their own pets; e.g., describe how they look or act, and tell how they adopted them. Children who don't have pets may talk about the pets they wish they could adopt. Now ask children to write down their thoughts and then illustrate them. Alternatively, invite them to substitute the names of other pets to create new versions of this poem. Have children share their creations with the class.</p>

The City Mouse and the Garden Mouse

By Christina Rossetti

The city mouse lives in a house; -
The garden mouse lives in a bower,
He's friendly with the frogs and toads,
And sees the pretty plants in flower.

The city mouse eats bread and cheese; -
The garden mouse eats what he can;
We will not grudge him seeds and stalks,
Poor little, timid, furry man

Category	Concept Poem (opposites, size), Rhymed Verse
Text	<p style="text-align: center;">The City Mouse and the Garden Mouse By Christina Rossetti</p> <p style="text-align: center;">The city mouse lives in a house; - The garden mouse lives in a bower, He's friendly with the frogs and toads, And sees the pretty plants in flower.</p> <p style="text-align: center;">The city mouse eats bread and cheese; - The garden mouse eats what he can; We will not grudge him seeds and stalks, Poor little, timid, furry man.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Discuss words like <i>bower</i>, <i>grudge</i>, and <i>timid</i>, which children may not know. After they listen to the poem, ask children to make comparisons between the lives of the two very different mice. Invite them to expand their thinking by talking about what it may be like for people who live in a city versus those who live in the country; e.g., what do they have in common and what is unique to each setting. Pair this poem with Jan Brett's picture book <i>Town Mouse, Country Mouse</i> (1994) found in the Fountas & Pinnell Classroom Interactive Read-Aloud Collection, Grade 2 (2018)</p>

Clouds

White sheep, white sheep,

On a blue hill.

When the wind stops,

You all stand still.

When the wind blows,

You walk away slow.

White sheep, white sheep,

Where do you go?

Category	Concept Poem (color), Rhymed Verse
Text	<p style="text-align: center;">Clouds</p> <p style="text-align: center;">White sheep, white sheep, On a blue hill. When the wind stops, You all stand still,</p> <p style="text-align: center;">When the wind blows, You walk away slow. White sheep, white sheep, Where do you go?</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Present this poem without the title as a riddle for the class to solve and see if a discussion produces the answer; <i>Clouds</i>. Now explain how the poem’s use of white sheep is a metaphor for clouds because a metaphor is “a way to use symbolic words to help make comparisons.” What other metaphors can children think of for clouds? Take a trip outside and invite the class to look up at the clouds for inspiration – especially in their movement and changing shapes.</p>

Colour

By Christina Rossetti

What is pink? A rose is pink
By the fountain's brink.

What is red? A poppy's red
In its barley bed.

What is blue? The sky is blue
Where the clouds float through.

What is white? A swan is white
Sailing in the night.

What is yellow? Pears are yellow,
Rich and ripe and mellow.

What is green? The grass is green,
With small flowers between.

What is violet? Clouds are violet
In the summer twilight,

What is orange? Why, an orange,
Just an orange!

Category	Concept Poem (colors, season), Rhymed Verse
Text	<p style="text-align: center;">Colours By Christina Rossetti</p> <p style="text-align: center;">What is pink? A rose is pink By the fountain's brink. What is red? A poppy's red In its barley bed. What is blue? The sky is blue Where the clouds float through. What is white? A swan is white Sailing in the night. What is yellow? Pears are yellow, Rich and ripe and mellow. What is green? The grass is green, With small flowers between. What is violet? Clouds are violet, In the summer twilight. What is orange? Why, an orange, Just an orange!</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>When reading this poem together as a class, you may wish to divide children into two groups; one to ask the poem's questions (<i>What is pink?</i>) and one to answer them (<i>a rose is pink/By a fountain's brink</i>). After children are familiar with the poem, ask them to pair up to brainstorm other examples of things that are pink, red, blue, white, yellow, green, violet, and orange. Help them to rewrite color couplets; e.g., <i>What is white? The clouds are white/ In the sky where I fly my kite</i>.</p>

December Leaves

By Kaye Starbird

The fallen leaves are cornflakes
That fill the lawn's wide dish,
And night and noon
The wind's a spoon
That stirs them with a swish.

The sky's a silver sifter,
A-sifting white and slow,
That gently shakes
On crisp brown flakes
The sugar known as snow.

Category	Concept Poem (colors, time, season), Rhymed Verse
Text	<p style="text-align: center;">December Leaves</p> <p style="text-align: center;">The fallen leaves are cornflakes That fill the lawn's wide dish, And night and noon The wind's a spoon That stirs them with a swish.</p> <p style="text-align: center;">The sky's a silver sifter, A-sifting white and slow, That gently shakes On crisp brown flakes The sugar known as snow.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Walk children through this poem's metaphor, inviting them to offer their own guesswork. Once they are familiar with the poem and its imagery, invite small groups of children to illustrate individual copies. Have them glue on green, gold and orange cornflake leaves. (Make the leaves by mixing one or two tablespoons of rubbing alcohol and some food coloring in separate containers, adding cornflakes, and then closing and shaking the containers. (Finally, ask children to add silver glitter for the sky as it sifts the white sugar they sprinkle on for snow.</p>

Do Your Ears Hang Low?

Do your ears hang low?

Do they wobble to and fro?

Can you tie them in a knot?

Can you tie them in a bow?

Can you throw them o'er your shoulder,

Like a Continental Soldier?

Do your ears hang low?

Do your ears hang high?

Do they reach up to the sky?

Do they wrinkle when they're wet?

Do they straighten when they're dry?

Can you wave them at your neighbor,

With an element of flavor?

Do your ears Hang high?

Do your ears hang wide?
Do they flap from side to side?
Do they wave in the breeze
From the slightest little sneeze?
Can you soar above the nation,
With a feeling of elation?
Do your ears hang wide?

Do your ears fall off,
When you give a great big cough?
Do they lie there on the ground,
Or bounce up at every sound?
Can you stick them in your pocket,
Just like Davy Crockett?
Do your ears fall off?

Does your tongue hang down?

Does it flop all around?

Is it stringy at the bottom?

Is it curly at the top?

Can you use it for a swatter?

Can you use it for a blotter?

Does your tongue hang down?

Does your nose hang low?

Does it wiggle to and fro?

Can you flap it up and down,

As you fly around the town?

Can you turn it up for sure,

When you hear an awful bore?

Does your nose hang low?

Do your eyes pop out?

Do they bounce all about?

Can you take them in and out?

Can they do the boogie woogie,

Like they do in any movie?

Do your eyes pop out?

Category	Concept Poem (directions, parts of the body), Humorous Verse. Rhymed Verse, Song
Text	<p style="text-align: center;">Do Your Ears Hang Low</p> <p style="text-align: center;">Do your ears hang low? Do they wobble to and fro? Can you tie them in a knot? Can you tie them in a bow? Can you throw them o'er your shoulder, Like a Continental Soldier? Do your ears hang low?</p> <p style="text-align: center;">Do your ears hang high? Do they reach up to the sky? Do they wrinkle when they're wet? Do they straighten when they're dry? Can you wave them at your neighbor, With an element of flavor? Do your ears hang high?</p> <p style="text-align: center;">Do your ears hang wide? Do they flap from side to side? Do they wave in the breeze From the slightest little sneeze? Can you soar above the nation, With a feeling of elation? Do your ears hang wide?</p> <p style="text-align: center;">Do your ears fall off, When you give a great big cough? Do they lie there on the ground, Or bounce up at every sound? Can you stick them in your pocket, Just like Davy Crockett? Do your ears fall off?</p>

	<p>Does your tongue hang down? Does it flop all around? Is it stringy at the bottom? Is it curly at the top? Can you use it for a swatter? Can you use it for a blotter? Does your tongue hang down?</p> <p>Does your nose hang low? Does it wiggle to and fro? Can you flap it up and down, As you fly around the town? Can you turn it up for sure, When you hear an awful bore? Does your nose hang low?</p> <p>Do your eyes pop out? Do they bounce all about? Can you use them like a ball? Can you take them in and out? Can they do the boogie woogie, Like they do in any movie? Do your eyes pop out?</p>
<p>Actions, Additional Verses, or Variations</p>	
<p>Instructional Suggestions</p>	<p>A popular way to sing this song is to take one stanza and sing it over and over, speeding up each time until it is no longer possible to go faster. Alternatively, divide the class into four groups and assign each group one stanza to practice; assign the ear group just one of the four stanzas. Then invite each group to make up hand motions imitating its stanza's part of the body. Finally ask the class to perform the poem, group by group.</p>

Doctor Foster

Doctor Foster
Went to Gloucester
In a shower of rain,
He stepped in a puddle
Right up to his middle
And never went there again

Category	Nursery Rhyme, Rhymed Verse
Text	<p style="text-align: center;">Doctor Foster</p> <p style="text-align: center;">Doctor Foster Went to Gloucester In a shower of rain. He stepped in a puddle Right up to his middle And never went there again.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	Be sure children know that Gloucester, though it may not look it, rhymes with Foster. Display this poem by a classroom window and recite it together on rainy days.

The Donut Song

Oh I ran around the corner
And I ran around the block.
I ran right into the baker's shop.
I grabbed me a donut
Right out of the grease
And I handed the lady
A five-cent piece.
She looked at the nickel,
And she looked at me.
She said, "This nickel,
Is no good to me.
There's a hole in the nickel,
And it goes right through."
Said I" There's a hole in the donut, too!
Thanks for the donut. Good-bye"

Category	Concept Poem (cardinal number, direction, money), Humorous Verse, Rhymed Verse, Song
Text	<p style="text-align: center;">The Donut Song</p> <p style="text-align: center;">Oh I ran around the corner And I ran around the block. I ran right into the baker’s shop. I grabbed me a donut Right out of the grease And I handed the lady A five-cent piece. She looked at the nickel, And she looked at me. She said, “This nickel, Is no good to me. There’s a hole in the nickel, And it goes right through.” Said I” There’s a hole in the donut, too! Thanks for the donut. Good-bye"</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	Assign two children to perform the quoted parts, and invite the rest of the class to recite the role of narrator. Have them sing to the tune of “Turkey in the Straw”. Alternatively, they can recite it as a rap song.

Down By the Bay

Down by the bay, where the watermelons grow,
Back to my home I dare not go.
For if I do my mother will say,
“Did you ever see a pig dancing the jig?”
Down by the bay.

Down by the bay, where the watermelons grow,
Back to my home I dare not go.
For if I do my mother will say,
“Did you ever see a whale with a polka-dot-tail?”
Down by the bay.

Down by the bay where the watermelons grow.
Back to my home I dare not go.
For if I do my mother will say.
“Did you ever see a bear combing his hair?”
Down by the bay.

Down by the bay where the watermelons grow.

Back to my home I dare not go.

For if I do my mother will say.

“Did you ever see a moose kissing a goose?”

Down by the bay.

Down by the bay where the watermelons grow.

Back to my home I dare not go.

For if I do my mother will say.

“Did you ever see a bee with a sunburned knee?”

Down by the bay.

Category	Concept Poem (direction), Rhymed Verse. Humorous Verse Song
Text	<p style="text-align: center;">Down by the Bay</p> <p style="text-align: center;">Down by the bay, where the watermelons grow, Back to my home I dare not go. For if I do my mother will say, “Did you ever see a pig dancing the jig?” Down by the bay.</p> <p style="text-align: center;">Down by the bay, where the watermelons grow, Back to my home I dare not go. For if I do my mother will say, “Did you ever see a whale with a polka-dot-tail?” Down by the bay.</p> <p style="text-align: center;">Down by the bay where the watermelons grow. Back to my home I dare not go. For if I do my mother will say. “Did you ever see a bear combing his hair?” Down by the bay.</p> <p style="text-align: center;">Down by the bay where the watermelons grow. Back to my home I dare not go. For if I do my mother will say. “Did you ever see a moose kissing a goose?” Down by the bay.</p> <p style="text-align: center;">Down by the bay where the watermelons grow. Back to my home I dare not go. For if I do my mother will say. “Did you ever see a bee with a sunburned knee?” Down by the bay.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to recite or sing this rhythmic poem rapidly, clapping their hands or tapping their feet to keep – and then gradually hasten – the beat. Then ask them to create new verses with the same structure by revising each stanza’s fourth line; e.g. “Did you ever see a snake eating cake?”

Elephant

The elephant carries a great big trunk

She never packs it with her clothes.

It has no lock and it has no key,

But she takes it wherever she goes.

Category	Concept Poem (size), Rhymed Verse, Word Play
Text	<p style="text-align: center;">Elephant</p> <p style="text-align: center;">The elephant carries a great big trunk She never packs it with her clothes. It has no lock and it has no key, But she takes it wherever she goes.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>This short poem plays on the word <i>trunk</i>. Explain to children the meaning of pun or play on words. Invite them to illustrate the double meaning of this word to support comprehension and retention. Then ask children if they can think of a different word whose double meaning can describe a new animal; e.g. a kangaroo's joey whose name is anything but <i>Joey</i>. Alternatively, consider having children play with words that sound alike but carry different meanings (Homophones); e.g. a tale as in a story versus an animal's tail. Remember to return to this poem when working on words with multiple meanings.</p>

Eye Rhymes

You see me, I see you,
Your eyes are blue. Mine are, too

Your eyes are big and round and brown.
They must be the prettiest eyes in town.

When I look at you, you know what I see?
Eyes as green as green can be.

Blue eyes, green eyes,
Brown eyes, hey.

Your eyes are gray,
And I like them that way.

Category	Concept Poem (colors, parts of the body, size). Rhymed Verse.
Text	<p style="text-align: center;">Eye Rhymes</p> <p style="text-align: center;">You see me, I see you, Your eyes are blue. Mine are, too</p> <p style="text-align: center;">Your eyes are big and round and brown. They must be the prettiest eyes in town.</p> <p style="text-align: center;">When I look at you, you know what I see? Eyes as green as green can be.</p> <p style="text-align: center;">Blue eyes, green eyes, Brown eyes, hey.</p> <p style="text-align: center;">Your eyes are gray, And I like them that way.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Read the poem aloud as a class. Then instruct the class to recite the poem again, but this time ask each child to only say aloud the verse that best describes him or herself. Children will enjoy finding out who will recite which verse. Afterwards, invite children to partner up. Partners may or may not share the same eye color. Invite partners to draw portraits of each other to appreciate different eye color as well as other attributes.</p>

Fiddle-i-fee

I had a cat and my cat pleased me.

I fed my cat under yonder tree.

Cat plays fiddle-i-fee.

I had a duck and my duck pleased me.

I fed my duck under yonder tree.

Duck plays quaa-quaa, quaa-quaa,

Cat plays fiddle-i-fee.

I had a goose and my goose pleased me.

I fed my goose under yonder tree.

Goose plays hum-sum, hum-sum,

Duck plays quaa-quaa, quaa-quaa,

Cat plays fiddle-i-fee.

I had a hen and my hen pleased me.

I fed my hen under yonder tree.

Hen plays chimmy-chuck, chimmy-chuck, etc.

I had a pig and my pig pleased me.

I fed my pig under yonder tree.

Pig plays griffy-griffy, griffy-griffy etc.

I had a cow and my cow pleased me.

I fed my cow under yonder tree.

Cow plays strum-strum, strum-strum etc.

I had a horse and my horse pleased me.

I fed my horse under yonder tree.

Horse plays dub-ub, dub-ub etc.

I had a dog and my dog pleased me,

I fed my dog under yonder tree.

Dog plays clickity-clack, clickity-clack etc.

I had a sheep and my sheep pleased me,
I fed my sheep under yonder tree.
Sheep plays shake-shake, shake-shake etc.

Category	Nursery Rhyme, Rhymed Verse, Song, Word Play
Text	<p style="text-align: center;">Fiddle-i-fee</p> <p style="text-align: center;">I had a cat and my cat pleased me. I fed my cat under yonder tree. Cat plays fiddle-i-fee.</p> <p style="text-align: center;">I had a duck and my duck pleased me. I fed my duck under yonder tree. Duck plays quaa-quaa, quaa-quaa, Cat plays fiddle-i-fee.</p> <p style="text-align: center;">I had a goose and my goose pleased me. I fed my goose under yonder tree. Goose plays hum-sum, hum-sum, Duck plays quaa-quaa, quaa-quaa, Cat plays fiddle-i-fee.</p> <p style="text-align: center;">I had a hen and my hen pleased me. I fed my hen under yonder tree. Hen plays chimmy-chuck, chimmy-chuck etc.</p> <p style="text-align: center;">I had a pig and my pig pleased me. I fed my pig under yonder tree. Pig plays griffy-griffy, griffy-griffy etc.</p> <p style="text-align: center;">I had a cow and my cow pleased me. I fed my cow under yonder tree. Cow plays strum-strum, strum-strum etc.</p> <p style="text-align: center;">I had a horse and my horse pleased me. I fed my horse under yonder tree. Horse plays dub-ub, dub-ub etc.</p> <p style="text-align: center;">I had a dog and my dog pleased me. I fed my dog under yonder tree, Dog plays clickity-clack, clickity-clack etc.</p> <p style="text-align: center;">I had a sheep and my sheep pleased me. I fed my sheep under yonder tree. Sheep plays shake-shake, shake-shake etc.</p>

Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>The numerous verses and cumulative structure of this poem may necessitate presenting it in a pocket chart to help children learn and remember it. Alternatively, divide the class into nine groups – one for each verse. Ask children to practice reading their group’s verse, and encourage them to create accompanying hand or body movements. Some may also feel inspired to assign roles; e.g. narrator, yonder tree, and their stanza’s respective animal. Now have each group perform and pantomime its portion of the poem.</p>

Five Little Owls

Five little owls in an old elm tree,
Fluffy and puffy as owls could be,
Blinking and winking with big round eyes
At the big round moon that hung in the skies;
As I passed beneath, I could hear one say,
“There’ll be mouse for supper, there will today!”
Then all of them hooted, “Tu-whit, tu-whoo!
Yes, mouse for supper, hoo-hoo, hoo-hoo”

Category	Concept Poem (cardinal numbers, part of the body, size). Rhymed Verse.
Text	<p style="text-align: center;">Five Little Owls</p> <p style="text-align: center;">Five little owls in an old elm tree, Fluffy and puffy as owls could be, Blinking and winking with big round eyes At the big round moon that hung in the skies; As I passed beneath, I could hear one say, “There’ll be mouse for supper, there will today!” Then all of them hooted, “Tu-whit, tu-whooh! Yes, mouse for supper, hoo-hoo, hoo-hoo”</p>
Actions, Additional Verses, or Variations	Four little owls in an old elm tree ... Three little owls in an old elm tree ... Two little owls in an old elm tree ... One little owl in an old elm tree ... No little owls in an old elm tree ...
Instructional Suggestions	When reciting this poem as a class, consider varying the number of owls and counting down or up accordingly. For each differing verse, invite a new child to recite the sixth line. This poem may inspire a discussion about how owls are nocturnal creatures who like to hunt small rodents such as mice. Ask children if they can think of any other nocturnal animals or animals who are active during only certain parts of the year and the reasons why (e.g., bears hibernate in the winter).

Found a Peanut

Found a peanut, found a peanut,

Found a peanut last night.

Last night I found a peanut,

Found a peanut last night.

Cracked it open, cracked it open,

Cracked it open last night.

Last night I cracked it open,

Cracked it open last night.

It was rotten, it was rotten,

It was rotten last night.

Last night it was rotten,

It was rotten last night.

Ate it anyway, ate it anyway,

Ate it anyway last night.

Last night ate it anyway,

Ate it anyway last night.

Got a tummy ache, got a tummy ache;

Got a tummy ache last night.

Last night got a tummy ache,

Got a tummy ache last night

Category	Concept Poem (time), Free Verse
Text	<p style="text-align: center;">Found A Peanut</p> <p style="text-align: center;">Found a peanut, found a peanut, Found a peanut last night. Last night I found a peanut, Found a peanut last night.</p> <p style="text-align: center;">Cracked it open, cracked it open, Cracked it open last night. Last night I cracked it open, Cracked it open last night.</p> <p style="text-align: center;">It was rotten, it was rotten, It was rotten last night. Last night it was rotten, It was rotten last night.</p> <p style="text-align: center;">Ate it anyway, ate it anyway, Ate it anyway last night. Last night ate it anyway, Ate it anyway, last night.</p> <p style="text-align: center;">Got a tummy ache, got a tummy ache, Got a tummy ache last night, Last night got a tummy ache, Got a tummy ache last night.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Invite children to sing this song to the tune of “Clementine”. The simple repetitive structure makes it easy for them to create additional verses; any phrase with three or four syllables will work. Point out the poem’s storytelling nature. Encourage children to continue the story as they make up new verses e.g. Called the Doctor., had an operation., Was a Dream., and Then I Woke Up ...</p>

The Fox Went Out On A Chilly Night

The fox went out on a chilly night,
He called to the moon to give him light.

For he'd many a mile to go that night,
Before he'd reach the town-o, town-o, town-o.

He's many a mile to go that night
Before he'd reach the town-o.

Category	Concept Poem (distance, time), Rhymed Verse, Song, Word Play
Text	<p style="text-align: center;">The Fox Went Out On A Chilly Night</p> <p style="text-align: center;">The fox went out on a chilly night, He called to the moon to give him light. For he'd many a mile to go that night, Before he'd reach the town-o, town-o, town-o. He's many a mile to go that night Before he'd reach the town-o.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	Use this old story song for line-up at the end of the school day. You'll find it on many CDs and in many picture books, such as <i>The Fox Went Out on a Chilly Night</i> ; <i>an Old Song</i> by Peter Spier (1961)

Fuzzy Little Caterpillar

Fuzzy little caterpillar,
Crawling, crawling on the ground,
Fuzzy little caterpillar,
Nowhere, nowhere to be found,
Though we've looked and looked and hunted,
Everywhere around!

When the little caterpillar
Found his furry coat too tight,
Then a snug cocoon he made him,
Spun of silk so soft and light,
Rolled himself away with it -
Slept there day and night.

See how this cocoon is stirring -
Now a little head we spy.
What! Is this our caterpillar
Spreading gorgeous wings to dry?
Soon the free and happy creature
Flutters gaily by.

Category	Concept Poem (direction, size, time), Rhymed Verse
Text	<p style="text-align: center;">Fuzzy Little Caterpillar</p> <p style="text-align: center;">Fuzzy little caterpillar, Crawling, crawling on the ground, Fuzzy little caterpillar, Nowhere, nowhere to be found, Though we've looked and looked and hunted, Everywhere around!</p> <p style="text-align: center;">When the little caterpillar Found his furry coat too tight, Then a snug cocoon he made him, Spun of silk so soft and light, Rolled himself away with it - Slept there day and night.</p> <p style="text-align: center;">See how this cocoon is stirring - Now a little head we spy. What! Is this our caterpillar Spreading gorgeous wings to dry? Soon the free and happy creature Flutters gaily by.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>After children have listened to this poem and internalized the words, invite them to perform finger play actions. Have them wiggle their thumbs to show the caterpillar crawling and then hide their thumbs (caterpillars) in a fist (cocoon) for the first two verses. For the third verse, ask children to cross their thumbs and spread their fingers to show the butterfly drying its wings. Finally, they can wiggle their fingers to show the fluttering creatures.</p>

The Goat

There was a man – now please take note -

There was a man who had goat.

He loved that goat – indeed he did -

He loved that goat just like a kid.

One day that goat felt frisky and fine.

Ate three red shirts from off the line.

The man, he grabbed him by the back

And tied him to a railroad track.

But when the train drove into sight,

The goat grew pale and green with fright.

He heaved a sigh as if in pain,

Coughed up those shirts, and flagged the train.

Category	Concept Poem (cardinal number, color), Rhymed Verse
Text	<p style="text-align: center;">The Goat</p> <p style="text-align: center;">There was a man – now please take note - There was a man who had goat. He loved that goat – indeed he did - He loved that goat just like a kid.</p> <p style="text-align: center;">One day that goat felt frisky and fine. Ate three red shirts from off the line. The man, he grabbed him by the back And tied him to a railroad track.</p> <p style="text-align: center;">But when the train drove into sight, The goat grew pale and green with fright. He heaved a sigh as if in pain, Coughed up those shirts, and flagged the train.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>This is often presented as an echo song with a leader reciting one line at a time and the group repeating each line. Discuss how to flag something means “to stop it.” Also talk about how the poem is not realistic; a goat in this predicament could not flag a train in time to stop it. Then ask children about the poem’s moral, or its “message about right and wrong.” Was it right of the man to react like he did after the goat ate his shirts? Sometimes it’s fun to pretend, but only if we know it’s make-believe</p>

Good Morning Merry Sunshine

Good morning, merry sunshine!

How did you wake so soon?

You've scared the little stars away,

And shined away the moon.

I saw you go to sleep last night

Before I stopped my playing.

How did you get way over there,

And where have you been staying?

I never go to sleep, dear one,

I just go 'round to see

My little children of the

East who rise and watch for me.

I waken all the birds and bees

And flowers on my way,

And now come back to see the child

Who stayed out late to play.

Category	Concept Poem (direction, size, time), Rhymed Verse, Song
Text	<p style="text-align: center;">Good Morning Merry Sunshine</p> <p style="text-align: center;">Good morning, merry sunshine! How did you wake so soon? You've scared the little stars away, And shined away the moon. I saw you go to sleep last night Before I stopped my playing. How did you get way over there, And where have you been staying?</p> <p style="text-align: center;">I never go to sleep, dear one, I just go 'round to see My little children of the East who rise and watch for me. I waken all the birds and bees And flowers on my way, And now come back to see the child Who stayed out late to play.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>This poem is a good example of personification. It may take children a while to figure out its real meaning. Enjoy the language together and talk about how the sun, moon, and stars are described like people.</p>

The Greedy Man

The greedy man is he who sits
And bites bits out of plates,
Or else takes up a calendar
And gobbles all the dates

Category	Concept Poem (days of the week, months of the year) Humorous Verse, Rhymed Verse
Text	<p style="text-align: center;">The Greedy Man</p> <p style="text-align: center;">The greedy man is he who sits And bites bits out of plates, Or else takes up a calendar And gobbles all the dates</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children will enjoy reciting the poem while pretending to be the greedy man who bites bits out of plates and gobbles all the dates in the calendar. Invite them to create additional silly lines or verses.

The Greengrocer's Love Song

Do you carrot all for me?

My heart beets for you.

With your turnip nose

And your radish face

You are a peach.

If we cantaloupe

Lettuce marry.

Weed make a swell pear.

Category	Free Verse, Song, Word Play
Text	<p style="text-align: center;">The Greengrocer's Love Song</p> <p style="text-align: center;">Do you carrot all for me? My heart beets for you. With your turnip nose And your radish face You are a peach. If we cantaloupe Lettuce marry. Weed make a swell pear.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>This poem plays with language in a way children will enjoy. They may need help recognizing how a word's spelling and its sounds can playfully represent a new word or message; e.g. <i>If we cantaloupe</i> looks a little like, sounds like, and translates to <i>If we can't elope</i>. After children are familiar with the poem's use of word play, divide them into groups and ask each to try creating new word plays.</p>

Gregory Griggs

Gregory Griggs, Gregory Griggs,
Had twenty-seven different wigs.
He wore them up, he wore them down,
To please the people of the town.
He wore them east, he wore them west,
But he never could tell which he loved the best.

Category	Concept Poem (cardinal number, directions, name, opposites). Nursery Rhyme, Rhymed Verse
Text	<p style="text-align: center;">Gregory Griggs</p> <p style="text-align: center;">Gregory Griggs, Gregory Griggs, Had twenty-seven different wigs. He wore them up, he wore them down, To please the people of the town. He wore them east, he wore them west, But he never could tell which he loved the best.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children will enjoy reciting the poem to its infectious beat. After they are familiar with it, ask them to brainstorm why <i>Gregory Griggs had twenty-seven different wigs</i> . Then invite them to illustrate the poem, drawing in their answers; e.g. he wore the wigs for a fashion show. Collect children's drawings and display them next to the poetry chart on your classroom wall.

Happy Thought

By Robert Louis Stevenson

The world is so full
Of a number of things,
I'm sure we should all
Be as happy as kings.

Category	Rhymed Verse
Text	<p style="text-align: center;">Happy Thought By Robert Louis Stevenson</p> <p style="text-align: center;">The world is so full Of a number of things, I'm sure we should all Be as happy as kings.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>After enjoying the poem together, ask children if they are familiar with the role of happy thoughts in the classic story <i>Peter Pan; The Story of Peter and Wendy</i> by J.M.Barrie (1911). If not, take a moment to explain; maybe even read a passage. Then invite children to brainstorm their own happy thoughts. Afterwards, record their happy thoughts on chart paper. Or, alternatively, ask children to write down and illustrate their happy thoughts. Then display them next to the poetry chart on your classroom wall.</p>

Higgledy, Piggledy, See How They Run

by Kate Greenaway

Higgledy, piggledy, see how they run!

Hopperty, popperty! what is the fun?

Has the sun or the moon tumbled into the sea?

What is the matter, now? Pray tell it me!

Higgledy, piggledy, how can I tell?

Hopperty, popperty! hark the bell!

The rats and the mice even scamper away;

Who can say what may not happen to-day?

Category	Concept Poem (direction), Rhymed Verse, Word Play
Text	<p style="text-align: center;">Higgledy, Piggledy, See How They Run by Kate Greenaway</p> <p style="text-align: center;">Higgledy, piggledy, see how they run! Hopperty, popperty! what is the fun? Has the sun or the moon tumbled into the sea? What is the matter, now? Pray tell it me!</p> <p style="text-align: center;">Higgledy, piggledy, how can I tell? Hopperty, popperty! hark the bell! The rats and the mice even scamper away; Who can say what may not happen to-day?</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>This poem alludes to a dark, unknown occurrence. What is it? What role does the bell play? And where is it? Show children Kate Greenaway's original illustration from <i>Under the Window: Pictures and Rhymes for Children</i> (1878) to help them decipher what's happening in the poem. The book is public domain and available online</p>

How Much Wood Would a Woodchuck Chuck

How much wood would a woodchuck chuck

If a woodchuck could chuck wood?

He would chuck as much wood as a woodchuck could,

If a woodchuck could chuck wood.

Category	Rhymed Verse, Word Play
Text	<p style="text-align: center;">How Much Wood Would a Woodchuck Chuck</p> <p style="text-align: center;">How much wood would a woodchuck chuck If a woodchuck could chuck wood? He would chuck as much wood as a woodchuck could, If a woodchuck could chuck wood.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Ask children if they know what a woodchuck is. You may need to explain what this animal is and its habits. Children will need to know in order to act like woodchucks while reciting this tricky tongue twister. Like any tongue twister, this poem is fun to say aloud, especially as children practice reciting it faster and faster. Offer a reproduced copy for children to read independently and practice at their own pace.</p>

I Like Silver

I like silver.

I like brass.

I like looking

In the looking glass.

I like rubies,

I like pearls.

I like wearing

My hair in curls.

I like earrings.

I like clothes.

I like wearing

My hair in rows.

I Like baseball,

I like bats

I like wearing

Baseball hats.

Category	Concept Poem (color), Rhymed Verse
Text	<p style="text-align: center;">I Like Silver</p> <p style="text-align: center;">I like silver. I like brass. I like looking In the looking glass.</p> <p style="text-align: center;">I like rubies, I like pearls. I like wearing My hair in curls.</p> <p style="text-align: center;">I like earrings. I like clothes. I like wearing My hair in rows.</p> <p style="text-align: center;">I Like baseball, I like bats I like wearing Baseball hats.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to create new verses with the same simple “I like ... “rhythm and pattern. Then ask them to illustrate their work

I Never Saw a Purple Cow

By Gelett Burgess

I never saw a purple cow.

I never hope to see one.

But I can tell you anyhow

I'd rather see than be one.

Category	Concept Poem (color) Humorous Verse, Rhymed Verse
Text	<p style="text-align: center;">I Never Saw a Purple Cow By Gelett Burgess</p> <p style="text-align: center;">I never saw a purple cow. I never hope to see one. But I can tell you anyhow I'd rather see than be one.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Children will enjoy this nonsense poem. Invite them to make up their own; e.g. <i>I never saw a yellow goat/I never hope to see one/But I can tell you, and I quote/I'd rather see than be one.</i> Have children illustrate their poems and then compile their creations into a class book, or display their nonsensical drawings next to the poetry chart on your classroom wall.</p>

I Saw Esau

I saw Esau sawing wood,

And Esau saw I saw him.

Though Esau saw I saw him saw

Still Esau went on sawing!

Category	Free Verse, Word Play
Text	<p style="text-align: center;">I Saw Esau</p> <p style="text-align: center;">I saw Esau sawing wood, And Esau saw I saw him. Though Esau saw I saw him saw Still Esau went on sawing!</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>This is a tricky tongue twister. Have children think about which syllables or words to stress and which to run together to convey the correct meaning. Ask them to pause after the first line, read the second line quickly, pause after the third line, and then read the last line quickly. A reproduced copy will help children to read independently and practice at their own pace.</p>

I Went to the Pictures Tomorrow

I went to the pictures tomorrow,

I took a front seat at the back.

I fell from the pit to the gallery,

And broke a front bone in my back.

A lady she gave me some chocolate,

I ate it and gave it her back.

I phoned for a taxi and walked it,

And that's why I never came back.

Category	Concept Poem (direction, opposites), Humorous Verse, Rhymed Verse, Word Play
Text	<p style="text-align: center;">I Went to the Pictures Tomorrow</p> <p style="text-align: center;">I went to the pictures tomorrow, I took a front seat at the back. I fell from the pit to the gallery, And broke a front bone in my back. A lady she gave me some chocolate, I ate it and gave it her back. I phoned for a taxi and walked it, And that's why I never came back.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>This nonsense poem is full of contrasts. While reciting it as a class, make a chart listing the contrasting words. Illustrating each line may also help children decipher the impossible. For example, drawing a calendar with today and tomorrow's date will help them visualize why it's too early to enjoy a movie on a day that has not yet come to pass.</p>

I've Been Working on the Railroad

I've been working on the railroad,
All the live long day,
I've been working on the railroad,
Just to pass the time away.
Don't you hear the whistle blowing?
Rise up so early in the morn.
Don't you hear the captain shouting.
Dinah, blow your horn?

Dinah, won't you blow,
Dinah, won't you blow,
Dinah, won't you blow your horn?
Dinah, won't you blow,
Dinah, won't you blow,
Dinah, won't you blow your horn?

Someone's in the kitchen with Dinah,
Someone's in the kitchen I know,
Someone's in the kitchen with Dinah,
Strumming on the old banjo.

Fee, fie, fiddle-e-i-o
Fee, fie, fiddle-e-i-o-o-o-o
Fee, fie, fiddle-e-i-o,
Strumming on the old banjo.

Category	Concept Poem (time), Rhymed Verse, Song, Word Play
Text	<p style="text-align: center;">I've Been Working on the Railroad</p> <p style="text-align: center;">I've been working on the railroad, All the live long day, I've been working on the railroad, Just to pass the time away. Don't you hear the whistle blowing? Rise up so early in the morn. Don't you hear the captain shouting. Dinah, blow your horn?</p> <p style="text-align: center;">Dinah, won't you blow, Dinah, won't you blow, Dinah, won't you blow your horn? Dinah, won't you blow, Dinah, won't you blow, Dinah, won't you blow your horn?</p> <p style="text-align: center;">Someone's in the kitchen with Dinah, Someone's in the kitchen I know, Someone's in the kitchen with Dinah, Strumming on the old banjo.</p> <p style="text-align: center;">Fee, fie, fiddle-e-i-o Fee, fie, fiddle-e-i-o-o-o-o Fee, fie, fiddle-e-i-o, Strumming on the old banjo.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Children will enjoy this old folk song. Invite them to play simple rhythm instruments while they sing. Children can make banjos out of empty rectangle tissue boxes and rubber bands.</p>

If All the Little Raindrops

If all the little raindrops
Were lemon drops and gumdrops
Oh, what a rain that would be!
Standing outside with my mouth open wide
Ah, ah, ah, ah, ah, ah, ah, ah, ah

If all the raindrops
Were lemon drops and gumdrops
Oh, what a rain that would be!

If all the little snowflakes
Were candy bars and milkshakes
Oh, what a snow that would be!
Standing outside with my mouth open wide
Ah, ah, ah, ah, ah, ah, ah, ah, ah

If all the snowflakes
Were candy bars and milkshakes
Oh, what a snow that would be!

If all the little sunbeams
Were bubblegum and ice cream
Oh, what a sun that would be!
Standing outside with my mouth open wide
Ah, ah, ah, ah, ah, ah, ah, ah, ah

If all the sunbeams
Were bubblegum and ice cream
Oh, what a sun that would be!

Category	Concept Poem (size), Humorous Verse, Rhymed Verse, Song
Text	<p style="text-align: center;">If All the Little Raindrops</p> <p style="text-align: center;">If all the little raindrops Were lemon drops and gumdrops Oh, what a rain that would be! Standing outside with my mouth open wide Ah, ah, ah, ah, ah, ah, ah, ah, ah, ah</p> <p style="text-align: center;">If all the raindrops Were lemon drops and gumdrops Oh, what a rain that would be!</p> <p style="text-align: center;">If all the little snowflakes Were candy bars and milkshakes Oh, what a snow that would be! Standing outside with my mouth open wide Ah, ah, ah, ah, ah, ah, ah, ah, ah, ah</p> <p style="text-align: center;">If all the snowflakes Were candy bars and milkshakes Oh, what a snow that would be!</p> <p style="text-align: center;">If all the little sunbeams Were bubblegum and ice cream Oh, what a sun that would be! Standing outside with my mouth open wide Ah, ah, ah, ah, ah, ah, ah, ah, ah, ah</p> <p style="text-align: center;">If all the sunbeams Were bubblegum and ice cream Oh, what a sun that would be!</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to pretend to catch the sweets on their tongues as they say Ah. After they are familiar with the poem, have children substitute other favorite foods

	<p>that rhyme with <i>raindrops, snowflakes and sunbeams</i>. Alternative weather words can be used as well. Pair this poem with the picture book <i>Cloudy With a Chance of Meatballs</i> by Judi Barrett (1978) found in the Fountas & Pinnell Classroom Interactive Read-Aloud Collection, Grade 2 (2018).</p>
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If All the World Were Apple Pie

If all the world were apple pie,

And all the sea were ink.

If all the trees

Were bread and cheese,

What should we have to drink?

Category	Rhymed Verse
Text	<p style="text-align: center;">If All the World Were Apple Pie</p> <p style="text-align: center;">If all the world were apple pie, And all the sea were ink. If all the trees Were bread and cheese, What should we have to drink?</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>This poem juxtaposes strange ideas that children will like to imagine. Invite them to talk about how imagination and nonsense are used to make the poem interesting. Then ask children to think of their own silly, creative ideas.</p>

If You Ever

If you ever, ever, ever
Meet a grizzly bear,
You will never, never, never
Meet another grizzly bear.

If you ever, ever, ever
If you ever meet a whale,
You must never, never, never,
You must never touch its tail.
For if you ever, ever, ever,
If you ever touch its tail,
You will never, never, never
Meet another whale

Category	Humorous Verse, Rhymed Verse
Text	<p style="text-align: center;">If You Ever</p> <p style="text-align: center;">If you ever, ever, ever Meet a grizzly bear, You will never, never, never Meet another grizzly bear.</p> <p style="text-align: center;">If you ever, ever, ever If you ever meet a whale, You must never, never, never, You must never touch its tail. For if you ever, ever, ever, If you ever touch its tail, You will never, never, never Meet another whale</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Children will enjoy the joke about why they will never meet another grizzly bear (or whale) if they meet just one. Invite them to create their own If you ever .../You will never ... verses alone, with partners, or in groups. Patterns like this help children understand language and give them predictable structures on which to build.</p>

John Jacob Jingleheimer Schmidt

John Jacob Jingleheimer Schmidt

His name is my name, too!

Whenever we go out,

The people always shout

“There goes John Jacob Jingleheimer Schmidt!”

Da da da da da da.

Category	Concept Poem (name), Nursery Rhyme, Rhymed Verse, Song
Text	<p style="text-align: center;">John Jacob Jingleheimer Schmidt</p> <p style="text-align: center;">John Jacob Jingleheimer Schmidt His name is my name, too! Whenever we go out, The people always shout “There goes John Jacob Jingleheimer Schmidt!” Da da da da da da da.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>This is an old camp song with a surprise ending. Invite children to sing the verse several times, each time with a softer voice. But have them shout Da da da da da da da! each time they reach the last line. Introduce the class to recorded versions, such as Drew’s Famous Kids’ Camp Songs (2003) sung by a variety of artists.</p>

Knock, Knock

“Knock, knock!”

“Who’s there?”

“Lettuce.”

“Lettuce who?”

“Lettuce in, it’s cold out here.”

Category	Free Verse, Word Play
Text	<p style="text-align: center;">Knock, Knock</p> <p style="text-align: center;">“Knock, knock!”</p> <p style="text-align: center;">“Who’s there?”</p> <p style="text-align: center;">“Lettuce.”</p> <p style="text-align: center;">“Lettuce who?”</p> <p style="text-align: center;">“Lettuce in, it’s cold out here.”</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children enjoy the knock, knock genre of jokes and will have fun repeating them over and over. Use this poem to illustrate how a knock, knock joke plays with words and their sounds. Invite children to make up their own jokes or ask friends and family to tell more of them.

Little Arabella Miller

Little Arabella Miller

Had a fuzzy caterpillar.

First it crawled upon her mother.

Then upon her baby brother.

She said “Arabella Miller,

Put away that caterpillar!”

Category	Concept Poem (name, ordinal number, size) Nursery Rhyme, Rhymed Verse
Text	<p style="text-align: center;">Little Arabella Miller</p> <p style="text-align: center;">Little Arabella Miller Had a fuzzy caterpillar. First it crawled upon her mother. Then upon her baby brother. She said “Arabella Miller, Put away that caterpillar!”</p>
Actions, Additional Verses, or Variations	<p style="text-align: center;">Little Arabella Miller Had a great big green snake. First it crawled upon her mother, Then upon her baby brother. They said “Arabella Miller Put away that great big green snake!”</p>
Instructional Suggestions	<p>The repetition of –er endings (with /ar/pronounced like /er/) makes this poem rhythmically enjoyable. Once children are familiar with it, call attention to the word endings and shared sounds. Then invite them to create their own adaptations; e.g. <i>Little Poppy Punkey/Had a purple monkey./It poked and pinched her father,/But not me or any other./He said “Poppy Punkey,/Put away that monkey!”</i></p>

The Littlest Worm

The littlest worm (The littlest worm)

You ever saw (You ever saw)

Got stuck inside (Got stuck inside)

My soda straw (My soda straw)

The littlest worm you ever saw got stuck inside my soda straw

He said to me (He said to me)

“Don’t take a sip (“Don’t take a sip)

‘Cause if you do (‘Cause if you do)

You’ll get real sick.” (You’ll get real sick)

He said to me, “Don’t take a sip, ‘cause if you do, you’ll get real sick.”

I took a sip	(I took a sip)
And he went down	(And he went down)
Right through my pipe	(Right through my pipe)
He must have drowned	(He must have drowned)

I took a sip and he went down, right through my pipe, he must have drowned.

He was my pal	(He was my pal)
He was my friend	(He was my friend)
There is no more	(There is no more)
This is the end.	(This is the end)

He was my pal, he was my friend, there is no more, this is the end.

Now don't you fret

(Now don't you fret)

Now don't you fear

(Now don't you fear)

That little worm

(That little worm)

Had scuba gear.

(Had scuba gear)

Now don't you fret, now don't you fear, that little worm
had scuba gear.

Category	
Text	<p style="text-align: center;">The Littlest Worm</p> <p>The littlest worm (The littlest worm) You ever saw (You ever saw) Got stuck inside (Got stuck inside) My soda straw (My soda straw) The littlest worm you ever saw got stuck inside my soda straw</p> <p>He said to me (He said to me) “Don’t take a sip (“Don’t take a sip) ‘Cause if you do (‘Cause if you do) You’ll get real sick.” (You’ll get real sick) He said to me, “Don’t take a sip, ‘cause if you do, you’ll get real sick.”</p> <p>I took a sip (I took a sip) And he went down (And he went down)</p> <p>Right through my pipe (Right through my pipe) He must have drowned (He must have drowned)</p> <p>I took a sip and he went down, right through my pipe, he must have drowned.</p> <p>He was my pal (He was my pal) He was my friend (He was my friend) There is no more (There is no more) This is the end. (This is the end)</p> <p>He was my pal, he was my friend, there is no more, this is the end.</p> <p>Now don’t you fret (Now don’t you fret) Now don’t you fear (Now don’t you fear) That little worm (That little worm) Had scuba gear. (Had scuba gear)</p> <p>Now don’t you fret, now don’t you fear, that little worm had scuba gear.</p>

Actions, Additional Verses, or Variations	
Instructional Suggestions	This poem is intended to be performed in “echo” fashion: one group says a line and another repeats it directly after. Do this for the first four lines of each stanza and then have the whole class say each collective line together. Sing to the tune of “The Prettiest Girl I Ever Saw Was Sipping Cider Through a Straw.”

Miss Polly Had a Doll

Miss Polly had a dolly
Who was sick, sick, sick,
So she sent for the doctor
To be quick, quick, quick.

The doctor came
With his bag and hat,
And he knocked at the door
With a rat-a-tat-tat.

He looked at the dolly
And he shook his head,
And he said "Miss Polly,
Put her straight to bed."

Category	Concept Poem (name), Rhymed Verse, Song
Text	<p style="text-align: center;">Miss Polly Had a Doll</p> <p style="text-align: center;">Miss Polly had a dolly Who was sick, sick, sick, So she sent for the doctor To be quick, quick, quick.</p> <p style="text-align: center;">The doctor came With his bag and hat, And he knocked at the door With a rat-a-tat-tat.</p> <p style="text-align: center;">He looked at the dolly And he shook his head, And he said "Miss Polly, Put her straight to bed."</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Have one child say the doctor's words while the others recite the poem together. Invite the whole class to clap or tap along with the repeated words and sound words (rat-a-tat-tat) using rhythm sticks, tambourines, or other simple instruments. After children are familiar with the poem, ask them to help you brainstorm other make-believe games; e.g. playing tea party, school, house, pirates, etc. As a class, create a new verse inspired by the original poem; e.g. <i>Pirate Pip had a ship/That was quick, quick, quick,/But it tossed and tipped/Till he got sea sick, sick, sick.</i></p>

The Months of the Year

By Sara Coleridge

January brings the snow,
Makes our feet and fingers glow.

February brings the rain,
Thaws the frozen lake again.

March brings breezes loud and shrill,
Stirs the dancing daffodil.

April brings the primrose sweet,
Scatters daisies at our feet.

May brings flocks of pretty lambs,
Skipping by their fleecy dams.

June brings tulips, lilies, roses,
Fills the children's hands with posies.

Hot July brings cooling showers,
Apricots and gillyflowers.

August brings the sheaves of corn,
Then the harvest home is borne.

Clear September brings blue skies,
Goldenrod, and apple pies.

Fresh October brings the pheasant,
Then to gather nuts is pleasant.

Dull November brings the blast,
Makes the leaves go whirling fast.

Chill December brings the sleet,
Blazing fire, and holiday treat.

Category	Concept Poem (color, months of the year, seasons), Rhymed Verse
Text	<p style="text-align: center;">The Months of the Year By Sara Coleridge</p> <p style="text-align: center;">January brings the snow, Makes our feet and fingers glow.</p> <p style="text-align: center;">February brings the rain, Thaws the frozen lake again.</p> <p style="text-align: center;">March brings breezes loud and shrill, Stirs the dancing daffodil.</p> <p style="text-align: center;">April brings the primrose sweet, Scatters daisies at our feet.</p> <p style="text-align: center;">May brings flocks of pretty lambs, Skipping by their fleecy dams.</p> <p style="text-align: center;">June brings tulips, lilies, roses, Fills the children's hands with posies.</p> <p style="text-align: center;">Hot July brings cooling showers, Apricots and gillyflowers.</p> <p style="text-align: center;">August brings the sheaves of corn, Then the harvest home is borne.</p> <p style="text-align: center;">Clear September brings blue skies, Goldenrod, and apple pies.</p> <p style="text-align: center;">Fresh October brings the pheasant, Then to gather nuts is pleasant.</p> <p style="text-align: center;">Dull November brings the blast, Makes the leaves go whirling fast.</p> <p style="text-align: center;">Chill December brings the sleet, Blazing fire, and holiday treat.</p>

Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Assign partners and invite children to read these verses to each other – making sure to alternate months. Or divide the class into twelve groups; one for each month of the year. Ask each group to illustrate its stanza (you may need to define archaic language). Then invite children to line up in calendar order and hold up their group’s illustration(s) while the class recites its assigned lines. This is also a good poem to revisit for vowel combinations (ai, ay, ea, ee, ow) as well as for recognizing syllables.</p>

The Moon

By Robert Louis Stevenson

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbor quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day
Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall arise.

Category	Concept Poem (parts of the body, time), Rhymed Verse
Text	<p style="text-align: center;">The Moon By Robert Louis Stevenson</p> <p style="text-align: center;">The moon has a face like the clock in the hall; She shines on thieves on the garden wall, On streets and fields and harbor quays, And birdies asleep in the forks of the trees.</p> <p style="text-align: center;">The squalling cat and the squeaking mouse, The howling dog by the door of the house. The bat that lies in bed at noon, All love to be out by the light of the moon.</p> <p style="text-align: center;">But all of the things that belong to the day Cuddle to sleep to be out of her way; And flowers and children close their eyes Till up in the morning the sun shall arise.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Archaic or unfamiliar words like harbor quays and <i>squalling</i> may need explaining. For example, a harbor quay is “the built-up bank of a harbor or dock where ships can moor.” (The poem’s rhyme will help children with the pronunciation of the word quays. It rhymes with trees). Teach children that similes are “comparisons of two unlike things, especially in phrases containing the words ‘like’ or ‘as’”. Invite them to help you create their own similes about the moon or other things in nature. Then ask children to draw accompanying illustrations to support their understanding of the similes you create together.</p>

A Mouse in Her Room

A mouse in her room woke Miss Dowd,
Who was frightened and screamed very loud.

Then a happy thought hit her -

To scare off the critter,
She sat up in her bed and meowed.

Category	Concept Poem (name), Humorous Verse. Rhymed Verse
Text	<p style="text-align: center;">A Mouse in Her Room</p> <p style="text-align: center;">A mouse in her room woke Miss Dowd, Who was frightened and screamed very loud. Then a happy thought hit her - To scare off the critter, She sat up in her bed and meowed.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to talk about why what Miss Dowd did was so clever. They'll need to think from the mouse's perspective! Then ask the class to replace 'mouse' with different animals while also brainstorming new sounds Miss Dowd needs to make to scare the animals away.

Mr. Nobody

I know a funny little man,
As quiet as a mouse,
Who does the mischief that is done
In everybody's house!

There's no one ever sees his face,
And yet we all agree
That every plate we break was cracked
By Mr. Nobody.

It's he who always tears our books,
Who leaves the door ajar.
He pulls the buttons from our shirts,
And scatters pins afar.

He puts damp wood upon the fire,
That kettles cannot boil;
His are the feet that bring in mud
And all the carpets soil.

The finger marks upon the door
By none of us are made;
We never leave the blinds unclosed,
To let the curtains fade.

The ink we never spill; the boots
That lying 'round you see
Are not our boots – they all belong
To Mr. Nobody

Category	Concept Poem (name, parts of the body), Humorous Verse, Rhymed Verse
Text	<p style="text-align: center;">Mr. Nobody</p> <p style="text-align: center;">I know a funny little man, As quiet as a mouse, Who does the mischief that is done In everybody's house!</p> <p style="text-align: center;">There's no one ever sees his face, And yet we all agree That every plate we break was cracked By Mr. Nobody.</p> <p style="text-align: center;">It's he who always tears our books, Who leaves the door ajar. He pulls the buttons from our shirts, And scatters pins afar.</p> <p style="text-align: center;">He puts damp wood upon the fire, That kettles cannot boil; His are the feet that bring in mud And all the carpets soil.</p> <p style="text-align: center;">The finger marks upon the door By none of us are made; We never leave the blinds unclosed, To let the curtains fade.</p> <p style="text-align: center;">The ink we never spill; the boots That lying 'round you see Are not our boots – they all belong To Mr. Nobody</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children will enjoy – and perhaps relate to - this humorous poem about blaming mischief on a

mysterious Mr. Nobody instead of the narrators. Make a list together of all the things for which Mr. Nobody could be responsible. Scribe for the class or let children take turns adding to the list as well as illustrating it. Consider pairing this poem with picture books about mischievous children, like James Marshall's *Miss Nelson is Missing!* (1977) and *Miss Nelson is Back* (1982) found in the Fountas & Pinnell Classroom Interactive Read-Aloud Collection, Grade 2 (2018). Read back the list for a shared reading experience.

My Father is Extremely Tall

My father is extremely tall,
When he stands upright like a wall -
But I am very short and small.
Yet I am growing, so they say,
A little taller every day.

Category	Concept Poem (opposites, sizes), Rhymed Verse
Text	<p style="text-align: center;">My Father is Extremely Tall</p> <p style="text-align: center;">My father is extremely tall, When he stands upright like a wall - But I am very short and small. Yet I am growing, so they say, A little taller every day.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Invite children to recite the poem as they act out the idea of being tall and small. Help them see that all measurements are relative; to a mouse we are tall, yet we are very small compared to an elephant. Now have children draw two illustrations, each depicting themselves next to a different-sized animal. Then ask them to label the subjects as either small or tall in each comparative drawing.</p>

My Shadow

By Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me when I jump into my bed.

The funniest thing about him is the way he likes to grow,
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber
ball,
And he sometimes gets so little that there's none of him
at all.

Category	Concept Poem (directions, parts of the body, sizes, time), Rhymed Verse
Text	<p style="text-align: center;">My Shadow By Robert Louis Stevenson</p> <p style="text-align: center;">I have a little shadow that goes in and out with me, And what can be the use of him is more than I can see. He is very, very like me from the heels up to the head; And I see him jump before me when I jump into my bed.</p> <p style="text-align: center;">The funniest thing about him is the way he likes to grow, Not at all like proper children, which is always very slow; For he sometimes shoots up taller like an india-rubber ball, And he sometimes gets so little that there's none of him at all.</p>
Actions, Additional Verses, or Variations	<p style="text-align: center;">He hasn't got a notion of how children ought to play, And can only make a fool of me in every sort of way. He stays so close beside me, he's a coward you can see; I'd think shame to stick to nursie as that shadow sticks to me!</p> <p style="text-align: center;">One morning, very early, before the sun was up. I rose and found the shining dew on every buttercup; But my lazy little shadow, like an arrant sleepy-head, Had stayed at home behind me and was fast asleep in bed</p>
Instructional Suggestions	<p>Have children swing back and forth at the beginning of the first verse, stretch tall at the beginning of the second verse, and then curl up at the end. After they are familiar with this poem, invite children to create shadow art. First ask them to draw a picture of themselves. Next, have them cut out their picture, place it over a black piece of paper, and then cut around it. This will produce two cutout images; the drawing and a black shadow. Finally, instruct children to attach both cutouts to paper, with feet touching, to create a real shadow picture.</p>

Nest Eggs

By Robert Louis Stevenson

Here in the fork
The brown nest is seated;
Four little blue eggs
The mother keeps heated

Category	Concept Poem (cardinal number, colors, size) Rhymed Verse
Text	<p style="text-align: center;">Nest Eggs By Robert Louis Stevenson</p> <p style="text-align: center;">Here in the fork The brown nest is seated; Four little blue eggs The mother keeps heated</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Children may need a little help puzzling out this poem. Have them brainstorm the meaning of <i>'fork'</i> in this context (tree fork), and discuss how and why the mother bird heats the eggs. Pair this playful poem with a nonfiction book about birds or nests, such as <i>'About Birds: A Guide for Children'</i> by Cathryn Sill (1991) or <i>'Amazing Nests'</i> by Mary Ebeltoft Reid found in the Fountas & Pinnell Classroom Shared Reading Collection, Grade 2 (2018).</p>

New Shoes

My shoes are new and squeaky shoes,
They're shiny, creaky shoes,
I wish I had my leaky shoes
That my mother threw away.

I liked my old brown leaky shoes,
Much better than these creaky shoes,
These shiny, creaky, squeaky shoes
I've got to wear today.

Category	Concept Poem (color, opposites), Rhymed Verse
Text	<p style="text-align: center;">New Shoes</p> <p style="text-align: center;">My shoes are new and squeaky shoes, They're shiny, creaky shoes, I wish I had my leaky shoes That my mother threw away.</p> <p style="text-align: center;">I liked my old brown leaky shoes, Much better than these creaky shoes, These shiny, creaky, squeaky shoes I've got to wear today.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Children will relate to the idea that well-worn shoes might be more comfortable than new shoes. Hand out reproduced copies of this poem and invite children to illustrate old and new shoes. Alternatively, ask the class to brainstorm other things they do not prefer brand new; e.g. a well-loved stuffed animal, baseball glove, hat etc. Have children draw accompanying pictures. Display their artwork next to the poetry chart on your classroom wall.</p>

New Sights

I like to see a thing I know
Has not been seen before,
That's why I cut my apple through
To look into the core.

It's nice to think, though many an eye
Has seen the ruddy skin,
Mine is the very first to spy
The five brown pips within.

Category	Concept Poem (cardinal and ordinal numbers), Rhymed Verse
Text	<p style="text-align: center;">New Sights</p> <p style="text-align: center;">I like to see a thing I know Has not been seen before, That's why I cut my apple through To look into the core.</p> <p style="text-align: center;">It's nice to think, though many an eye Has seen the ruddy skin, Mine is the very first to spy The five brown pips within.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>This poem is about the unknown or unseen hiding in plain view. Invite children to talk about what other things (like an apple) offer new sights when looked at (or opened) for the first time; e.g. a pumpkin, a pea pod, a hatching egg, etc. Also help them understand that '<i>pips</i>' are "seeds".</p>

Old King Cole

Old King Cole was a merry old soul,

And a merry old soul was he.

He called for his pipe,

And he called for his bowl,

And he called for his fiddlers three.

Each fiddler he had a fiddle,

And the fiddles went tweedle-dee

Oh there's none so rare as can compare

As King Cole and his fiddlers three.

Category	Concept Poem (cardinal numbers, name), Nursery Rhyme, Rhymed Verse, Song, Word Play
Text	<p style="text-align: center;">Old King Cole</p> <p style="text-align: center;">Old King Cole was a merry old soul, And a merry old soul was he. He called for his pipe, And he called for his bowl, And he called for his fiddlers three.</p> <p style="text-align: center;">Each fiddler he had a fiddle, And the fiddles went tweedle-dee Oh there's none so rare as can compare As King Cole and his fiddlers three.</p>
Actions, Additional Verses, or Variations	<p style="text-align: center;">Then he called for his fifers two, And they puffed and they blew tootle-too, And King Cole laughed as his glass he quaffed, And his fifers puffed tootle-too.</p> <p style="text-align: center;">Then he called for his drummer boy, The army's pride and joy. And the thuds rang out with a loud bang, bang, The noise of the noisiest toy.</p> <p style="text-align: center;">Then he called for his trumpeters four. Who stood at his own palace door, And they played trang-a-tang Whilst the drummer went bang, And King Cole he called for more.</p> <p style="text-align: center;">He called for a man to conduct, Who into his bed had been tucked, And he had to get up without bite or sup, And waggle his stick and conduct.</p> <p style="text-align: center;">Old King Cole laughed with glee, Such rare antics to see. There never was a man in merry England Who was half as merry as he.</p>
Instructional Suggestions	Children may be familiar with the first verse of this traditional rhyme but perhaps not the rest of the story.

This rhyme-song has a lot of rich language with new vocabulary words (e.g., *fifers*, *quaffed*, *thuds*, *antics*) and complex language structure. Invite children to perform the first two stanzas (or all seven) by assigning roles. Ask part of the class to help you recite the poem while their classmates play the parts of Old King (or Queen) Cole, the three fiddlers, the two fifers, one drummer boy (or girl), four trumpeters, and one conductor. You may need to demonstrate how to play each role before the class orchestrates its performance.

The Old Man and the Cow

By Edward Lear

There was an old man who said “How
Shall I flee from this horrible cow?
I will sit on this stile,
And continue to smile,
Which may soften the heart of that cow”

Category	Humorous Verse, Limerick, Rhymed Verse
Text	<p style="text-align: center;">The Old Man and the Cow by Edward Lear</p> <p style="text-align: center;">There was an old man who said “How Shall I flee from this horrible cow? I will sit on this stile, And continue to smile, Which may soften the heart of that cow”</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	Edward Lear is the master of the limerick, which children enjoy for its rhyme, rhythm, and nonsensical humor. Use this poem to help them study limericks (number of lines, which lines rhyme, content) and to talk about what makes them funny. Identify the rhyming pattern by underlining or circling it with an erasable marker or highlighter tape. Alternatively, ask children to help you identify the rhyming pattern with a plain pointer.

Old Mother Hubbard

Old Mother Hubbard went to the cupboard
To give her poor dog a bone.

But when she got there, the cupboard was bare,
And so the poor dog had none.

She went to the hatter's to buy him a hat.
When she came back he was feeding the cat.

She went to the barber's to buy him a wig.
When she came back he was dancing a jig.

She went to the tailor's to buy him a coat.
When she came back he was riding a goat.

She went to the cobbler's to buy him some shoes.
When she came back he was reading the news.

Category	Humorous Verse, Nursery Rhyme, Rhymed Verse
Text	<p style="text-align: center;">Old Mother Hubbard</p> <p style="text-align: center;">Old Mother Hubbard went to the cupboard To give her poor dog a bone.</p> <p style="text-align: center;">But when she got there, the cupboard was bare, And so the poor dog had none.</p> <p style="text-align: center;">She went to the hatter's to buy him a hat. When she came back he was feeding the cat.</p> <p style="text-align: center;">She went to the barber's to buy him a wig. When she came back he was dancing a jig.</p> <p style="text-align: center;">She went to the tailor's to buy him a coat. When she came back he was riding a goat.</p> <p style="text-align: center;">She went to the cobbler's to buy him some shoes. When she came back he was reading the news.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>This is a great story poem about a dog whose owner, Mother Hubbard, goes out to buy him things. Create new verses with the same pattern: e.g., <i>She went to the cleaners to get him some clothes/when she came back he was licking his toes</i>. Revisit this poem when studying possessives.</p>

The Orchestra

Oh! We can play on the big bass drum,
And this is the way we do it;
Rub-a-dub, boom, goes the big bass drum,
And this is the way we do it.

Oh! We can play on the violin,
And this is the way we do it;
Zum, zum, zin, says the violin,
Rub-a-dub, boom, goes the big bass drum,
And this is the way we do it.

Oh! We can play on the little flute,
And this is the way we do it;
Tootle, toot, toot, says the little flute,
Zum, zum, zin, goes the violin,
Rub-a-dub, boom, goes the big bass drum,
And this is the way we do it.

Category	Concept Poem (sizes), Rhymed Verse, Song, Word Play
Text	<p style="text-align: center;">The Orchestra</p> <p style="text-align: center;">Oh! We can play on the big bass drum, And this is the way we do it; Rub-a-dub, boom, goes the big bass drum, And this is the way we do it.</p> <p style="text-align: center;">Oh! We can play on the violin, And this is the way we do it; Zum, zum, zin, says the violin, Rub-a-dub, boom, goes the big bass drum, And this is the way we do it.</p> <p style="text-align: center;">Oh! We can play on the little flute, And this is the way we do it; Tootle, toot, toot, says the little flute, Zum, zum, zin, goes the violin, Rub-a-dub, boom, goes the big bass drum, And this is the way we do it.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	In this cumulative verse, a new instrument is added, stanza after stanza, to build an orchestra. To help children recall the order, write the words for each instrument noise on a separate paper and assign the noises. As the orchestra grows, have children hold up their noise cards to remind others which comes next

Out and In

There were two skunks,
Out and In.

When In was out, Out was in.

One day Out was in,
And In was out.

Their mother,
Who was in with Out,
Wanted In in.

“Bring In in,”
She said to Out.

So Out went out
And brought In in.

“How did you find him
So fast?” asked Mother.

“Instinct,” he answered.

Category	Concept Poem (cardinal number, directions) Free Verse, Word Play
Text	<p style="text-align: center;">Out and In</p> <p style="text-align: center;">There were two skunks, Out and In. When In was out, Out was in. One day Out was in, And In was out.</p> <p style="text-align: center;">Their mother, Who was in with Out, Wanted In in. “Bring In in,” She said to Out.</p> <p style="text-align: center;">So Out went out And brought In in. “How did you find him So fast?” asked Mother. “Instinct,” he answered.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>This poem may be tricky for children. At first, try replacing the names In and Out with two names of children in the class. (The poetry charts are laminated so that you can temporarily tape on word cards.) When you are ready to revert to the original poem, read it aloud slowly several times; using an erasable marker or highlighter tape, circle the skunks’ names to help differentiate them from the words ‘out’ and ‘in’. Using a plain pointer, point out quotation marks and commas so that children will comprehend the meaning of the words. Revisit the poem as you deal with antonyms.</p>

Over the River and Through the Wood

Over the river and through the wood,
To grandmother's house we go;
The horse knows the way to carry the sleigh,
Through white and drifted snow.
Over the river and through the wood,
Oh, how the wind does blow!
It stings the toes and bites the nose,
As over the fields we go!

Over the river and through the wood,
Trot fast, my dapple gray!
Spring over the ground like a hunting hound,
For this is Thanksgiving Day!
Over the river and through the wood,
Now grandmother's face I spy!
Hurrah for the fun! Is the pudding done?
Hurray for the pumpkin pie!

Category	Concept Poem (colors, directions, parts of the body), Rhymed Verse
Text	<p style="text-align: center;">Over the River and Through the Wood</p> <p style="text-align: center;">Over the river and through the wood, To grandmother’s house we go; The horse knows the way to carry the sleigh, Through white and drifted snow. Over the river and through the wood, Oh, how the wind does blow! It stings the toes and bites the nose, As over the fields we go!</p> <p style="text-align: center;">Over the river and through the wood, Trot fast, my dapple gray! Spring over the ground like a hunting hound, For this is Thanksgiving Day! Over the river and through the wood, Now grandmother’s face I spy! Hurrah for the fun! Is the pudding done? Hurray for the pumpkin pie!</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Teach children this song for the Thanksgiving holiday. (You may wish to alter the poem for different holidays.)</p> <p>Pair it with the picture book ‘Over the River and Through the Woods’ by John Steven Gurney (1992). Both the poetry chart illustration and the illustrations from this picture book will show children how the holiday was likely celebrated years ago and how people lived in other times and places; e.g. they traveled by horse sleigh.</p>

The Owl and the Pussy-cat

By Edward Lear

The Owl and the Pussy-cat went to sea

In a beautiful pea-green boat.

They took some honey, and plenty of money,

Wrapped up in a five-pound note.

The owl looked up to the stars above,

And sang to a small guitar,

“O lovely Pussy! O Pussy, my love,

What a beautiful Pussy you are,

You are,

You are!

What a beautiful Pussy you are

Pussy said to the Owl, "You elegant fowl!

How charmingly sweet you sing!

O let us be married! too long we have tarried:

But what shall we do for a ring?"

They sailed away, for a year and a day,

To the land where the Bong-Tree grows

And there in a wood a Piggy-wig stood

With a ring at the end of his nose,

His nose,

His, nose,

With a ring at the end of his nose.

“Dear Pig, are you willing to sell for one shilling
Your ring?” Said the Piggy, “I will.”

So they took it away, and were married next day

By the Turkey who lives on the hill.

They dined on mince, and slices of quince,

Which they ate with a runcible spoon;

And hand in hand, on the edge of the sand,

They danced by the light of the moon,

The moon,

The moon,

They danced by the light of the moon.

Category	Concept Poem (cardinal number, color, direction, parts of the body, size, time), Rhymed Verse, Word Play.
Text	<p style="text-align: center;">The Owl and the Pussy-cat By Edward Lear</p> <p style="text-align: center;">The Owl and the Pussy-cat went to sea In a beautiful pea-green boat. They took some honey, and plenty of money, Wrapped up in a five-pound note. The owl looked up to the stars above, And sang to a small guitar,</p>

	<p style="text-align: center;"> “O lovely Pussy! O Pussy, my love, What a beautiful Pussy you are, You are, You are! What a beautiful Pussy you are </p> <p style="text-align: center;"> Pussy said to the Owl, “You elegant fowl! How charmingly sweet you sing! O let us be married! too long we have tarried: But what shall we do for a ring?” They sailed away, for a year and a day, To the land where the Bong-Tree grows And there in a wood a Piggy-wig stood With a ring at the end of his nose, His nose, His, nose, With a ring at the end of his nose. </p> <p style="text-align: center;"> “Dear Pig, are you willing to sell for one shilling Your ring?” Said the Piggy, “I will.” So they took it away, and were married next day By the Turkey who lives on the hill. They dined on mince, and slices of quince, Which they ate with a runcible spoon; And hand in hand, on the edge of the sand, They danced by the light of the moon, The moon, The moon, They danced by the light of the moon. </p>
<p>Actions, Additional Verses, or Variations</p>	
<p>Instructional Suggestions</p>	<p>This classic poem introduces poetry’s use of nonsense words (<i>runcible</i>) - favorite style for poets like Edward Lear and Lewis Carroll. It is also a fun poem for children to act out using props made from classroom materials: e.g. a tissue box guitar with yarn to pluck. After props are created and the class is familiar with the poem, assign select children to the four roles: Owl, Pussy-cat, Piggy-wig and Turkey. Invite each child to recite his or her lines (and/or act out his or her actions) while the rest of the class narrates.</p>

Pairs or Pears

Twelve pairs hanging high,
Twelve knights riding by,
Each knight took a pear,
And yet left a dozen there.

Category	Concept Poem (cardinal number, counting, directions) Nursery Rhyme, Rhymed Verse, Word Play
Text	<p style="text-align: center;">Pairs or Pears</p> <p style="text-align: center;">Twelve pairs hanging high, Twelve knights riding by, Each knight took a pear, And yet left a dozen there.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Children will enjoy puzzling out this poem's word play. Use teaching tools like an erasable marker or highlighter tape to call out the two words that sound alike but are spelled differently (homophones). After children differentiate between <i>pair</i> and <i>pear</i>, ask them to listen for other words in the poem that are also homophones; e.g. <i>high/hi</i>; <i>knight/night</i>; <i>by/bye</i>; and <i>there/their</i>. Ask children to help you make a list on chart paper.</p>

Porridge is Bubbling

Porridge is bubbling, bubbling hot.
Stir it' round and 'round in the pot,
The bubbles plip,
The bubbles plop.
It's ready to eat all bubbling hot.
Wake up, children.
Wake up soon.
We'll eat the porridge with a spoon

Category	Concept Poem (time), Rhymed Verse
Text	<p style="text-align: center;">Porridge is Bubbling</p> <p style="text-align: center;">Porridge is bubbling, bubbling hot. Stir it' round and 'round in the pot, The bubbles plip, The bubbles plop. It's ready to eat all bubbling hot. Wake up, children. Wake up soon. We'll eat the porridge with a spoon</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>This poem mimics the sounds of porridge. Using an erasable marker, highlighter, tape or plain pointer, ask children to help you find these onomatopoeic words (<i>bubble, plip and plop</i>). Then invite them to help brainstorm other words that sound like a real noise. As part of a shared writing exercise, record the sound words they come up with on chart paper. Or, opt for interactive writing by inviting children to help you record their thoughts. After composing a list, work together as a class to create a new onomatopoeic poem using the same structure; e.g. - <i>The bird is humming, humming proud. / The bee is buzzing, buzzing loud. / Shush says she. / Sigh said I. / Stop humming, buzzing says the crowd. / Shoo, bee / Flee bird. / It's quiet time – haven't you heard?</i></p>

The Ptarmigan

The ptarmigan is strange,
As strange as he can be;
Never sits on the ptelephone poles
Or roosts upon a ptree.
And the way he ptakes pto spelling
Is the strangest thing pto me.

Category	Rhymed Verse, Word Play
Text	<p style="text-align: center;">The Ptarmigan</p> <p style="text-align: center;">The ptarmigan is strange, As strange as he can be; Never sits on the ptelephone poles Or roosts upon a ptree. And the way he ptakes pto spelling Is the strangest thing pto me.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Help children notice the playful spellings – <i>ptelephone</i>, <i>ptree</i>, <i>ptakes</i>, and <i>pto</i> - that emphasize the weird but correctly spelled word ptarmigan. Invite them to use an erasable marker or plain pointer to identify these nonsense words on the poetry chart. Afterwards, introduce children to a list of other words whose first letter is not pronounced (e.g. <i>knee</i>, <i>knight</i>, <i>knock</i>, <i>write</i>) and define them, as needed.</p>

Rain

By Robert Louis Stevenson

The rain is raining all around,
It falls on field and tree,
It falls on the umbrellas here,
And on the ships at sea.

Category	Rhymed Verse
Text	<p style="text-align: center;">Rain By Robert Louis Stevenson</p> <p style="text-align: center;">The rain is raining all around, It falls on field and tree, It falls on the umbrellas here, And on the ships at sea.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Once children are familiar with the poem, cover up the following words with a sticky note or blank word card; <i>'field', 'tree', 'umbrellas'</i> and <i>'ships at sea'</i>. Ask children to think about a time they experienced rain. On what did the rain fall? Together as a class, adapt the poem by recording new words (try to keep the same rhyming scheme) e.g. <i>'The rain is raining all around/It falls on grass and dirt,/It falls on the players here,/And on my soccer shirt.'</i> Afterwards, invite children to make a mural backdrop illustrating the rain coming down in different places around the world or other times they experienced rain. Display the poetry chart on the mural.</p>

River

Runs all day and never walks,
Often murmurs, never talks,
It has a bed but never sleeps,
It has a mouth but never eats.

Category	Concept Poem (parts of the body), Rhymed Verse
Text	<p style="text-align: center;">River</p> <p style="text-align: center;">Runs all day and never walks, Often murmurs, never talks, It has a bed but never sleeps, It has a mouth but never eats.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>The answer to this riddle is the poem's title. Cover it up and help children to solve. You may need to define the word '<i>murmurs</i>'. Once children learn the answer to the riddle, explain why the words '<i>runs</i>', '<i>murmurs</i>', '<i>bed</i>' and '<i>mouth</i>' are used to describe a river. Using an erasable marker, label the poetry chart's illustration accordingly. Pair this poem with the picture book 'River Story' by Meredith Hooper (2000) found in the Fountas & Pinnell Classroom Interactive Read-Aloud Collection, Grade 2 (2018).</p>

The Rooks

By Jane Euphemia Browne

The rooks are building on the trees;

They build there every spring:

“Caw, caw”, is all they say,

For none of them can sing.

They’re up before the break of day,

And up till late at night;

For they must labour busily.

As long as it is light.

And many a crooked stick they bring.

And many a slender twig,

And many a tuft of moss, until

Their nests are round and big.

“Caw, caw!” Oh, what a noise

They make in rainy weather!

Good children always speak by turns,

But rooks all talk together

Category	Concept Poem (season, sizes, time), Rhymed Verse
Text	<p style="text-align: center;">The Rooks By Jane Euphemia Browne</p> <p style="text-align: center;">The rooks are building on the trees; They build there every spring: “Caw, caw”, is all they say, For none of them can sing.</p> <p style="text-align: center;">They’re up before the break of day, And up till late at night; For they must labour busily. As long as it is light.</p> <p style="text-align: center;">And many a crooked stick they bring. And many a slender twig, And many a tuft of moss, until Their nests are round and big.</p> <p style="text-align: center;">“Caw, caw!” Oh, what a noise They make in rainy weather! Good children always speak by turns, But rooks all talk together</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to guess what a ‘rook’ is by looking at the poetry chart’s illustration. Use this poem to introduce a conversation about the different kinds of homes animals build. Invite children to talk about other homes that different animals live in and why. For example, some squirrels live in trees – just like birds - while other squirrels live in burrows underground.

The Secret

We have a secret, just we three,
The robin, and I, and the sweet cherry tree;
The bird told the tree, and the tree told me,
And nobody knows it but just us three.

But of course the robin knows it best
Because she built the - I won't tell the rest;
And laid the four little – somethings - in it;
I'm afraid I shall tell it every minute.

But if the tree and the robin don't peep,
I'll try my best the secret to keep;
Though I know when the little birds fly about
Then the whole secret will be out.

We have a secret, just we three,
The robin, and I, and the sweet cherry tree;
The bird told the tree, and the tree told me,
And nobody knows it but just us three.

Category	Concept Poem (cardinal numbers, size) Rhymed Verse
Text	<p style="text-align: center;">The Secret</p> <p style="text-align: center;">We have a secret, just we three, The robin, and I, and the sweet cherry tree; The bird told the tree, and the tree told me, And nobody knows it but just us three.</p> <p style="text-align: center;">But of course the robin knows it best Because she built the - I won't tell the rest; And laid the four little – somethings - in it; I'm afraid I shall tell it every minute.</p> <p style="text-align: center;">But if the tree and the robin don't peep, I'll try my best the secret to keep; Though I know when the little birds fly about Then the whole secret will be out.</p> <p style="text-align: center;">We have a secret, just we three, The robin, and I, and the sweet cherry tree; The bird told the tree, and the tree told me, And nobody knows it but just us three.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>It strengthens children's auditory processing when they get the chance to hear a poem first, learn it aurally, and later see it in written form. When they do see the written version, children are pleasantly surprised to find they can read it! Read this poem to your class before introducing the poetry chart. When saying the poem as a group, invite children to stop before the last word in each line; have one child read each line's last word to highlight the poem's ending rhymes. Be sure to ask children to guess the poet's secret. Talk to the class about how a poet plants clues in his or her poem; e.g.</p>

	<p><i>'the robin' ... 'she built the -', 'laid the four little – somethings - in it' and 'Though I know when the little birds fly about/Then the whole secret will be out'. Invite children to refer to the poetry chart's illustration for visual clues.</i></p>
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She Sells Seashells

She sells seashells

On the seashore.

The shells that she sells

Are seashells I'm sure.

So if she sells seashells

On the seashore,

I'm sure that the shells

Are seashore shells.

Category	Rhymed Verse, Word Play
Text	<p style="text-align: center;">She Sells Seashells</p> <p style="text-align: center;">She sells seashells On the seashore. The shells that she sells Are seashells I'm sure. So if she sells seashells On the seashore, I'm sure that the shells Are seashore shells.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	Practice saying this poem together slowly, at first, and then faster as children grow in familiarity. This tongue twister is good for emphasizing /s/ and /sh/. Using erasable markers, invite children to underline or circle the letters 'sh' in one color and the letter 's' in a different color.

Sing Your Way Home

Sing your way home
At the close of the day.
Sing your way home,
Drive the shadows away.
Smile every mile
For wherever you roam
It will brighten your road,
It will lighten your load,
If you sing your way home.

Category	Concept Poem (distance, time), Rhymed Verse, Song
Text	<p style="text-align: center;">Sing Your Way Home</p> <p style="text-align: center;">Sing your way home At the close of the day. Sing your way home, Drive the shadows away. Smile every mile For wherever you roam It will brighten your road, It will lighten your load, If you sing your way home.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Have children discuss how singing (or just listening to music) sometimes makes you feel better or makes things easier to do. Ask them to give you examples; e.g. singing (or listening) to music on a long road trip. Explain that <i>'brighten your road'</i> and <i>'lighten your load'</i> does not mean you see better or carry less. Rather, these sayings are used to express feeling better.</p>

Snowman

I made a little snowman,
I made him big and round.
I made him from a snowball,
I rolled upon the ground.
He has two eyes, a nose, a mouth.
A lovely scarf of red.
He even has some buttons,
And a hat upon his head.
Melt, melt, melt, melt,
Melt, melt, melt, melt.

Category	Concept Poem (Cardinal number, color, opposites, parts of the body, sizes) Rhymed Verse
Text	<p style="text-align: center;">Snowman</p> <p style="text-align: center;">I made a little snowman, I made him big and round. I made him from a snowball, I rolled upon the ground. He has two eyes, a nose, a mouth. A lovely scarf of red. He even has some buttons, And a hat upon his head. Melt, melt, melt, melt, Melt, melt, melt, melt.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Divide the class into two groups, and have them alternate the reading aloud of lines. Ask children to steadily soften their voices over the final two lines, saying the last ‘melt’ in a whisper. Then hand out pieces of paper with eight frames. Invite each child to draw the snowman gradually melting across the eight frames (one frame for each melt) until the last frame only shows buttons, a red scarf, a hat, and any other accessory (e.g. a carrot for a nose) in a puddle of water. Creating these frames will take planning. Display children’s artwork on your classroom wall next to the poetry chart.</p>

Some One

By Walter de la Mare

Some one came knocking
At my wee, small door;
Some one came knocking,
I'm sure - sure – sure;
I listened, I opened,
I looked to left and right,
But nought there was a-stirring
In the still dark night;
Only the busy beetle
Tap-tapping in the wall,
Only from the forest
The screech-owl's call,
Only the cricket whistling
While the dewdrops fall,
So I know not who came knocking,
At all, at all, at all.

Category	Concept Poem (directions, size, time), Rhymed Verse
Text	<p style="text-align: center;">Some One By Walter de la Mare</p> <p style="text-align: center;">Some one came knocking At my wee, small door; Some one came knocking, I'm sure - sure – sure; I listened, I opened, I looked to left and right, But nought there was a-stirring In the still dark night; Only the busy beetle Tap-tapping in the wall, Only from the forest The screech-owl's call, Only the cricket whistling While the dewdrops fall, So I know not who came knocking, At all, at all, at all.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Mood is important to the recitation of this poem. Invite children to manipulate their voices to convey the mystery, awe and spookiness of a 'still dark night', its eerie sounds, and an unknown someone - or something – lurking out of sight. Talk to children about how it's okay to be scared. Sometimes being scared helps us know when something is wrong. Other times it tells us when we need to be brave. Ask children to talk about things that scare them e.g. the dark, getting lost, spiders etc.</p>

Stepping Stones

Stepping over stepping stones, one, two, three,

Stepping over stepping stones, come with me.

The river's very fast,

And the river's very wide,

And we'll step across on stepping stones

And reach the other side.

Category	Concept Poem (cardinal numbers, counting, direction, size), Rhymed Verse
Text	<p style="text-align: center;">Stepping Stones</p> <p style="text-align: center;">Stepping over stepping stones, one, two, three, Stepping over stepping stones, come with me. The river's very fast, And the river's very wide, And we'll step across on stepping stones And reach the other side.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Plan to perform this poem outside on a nice day. First, read it aloud until the class is familiar. Then using chalk, draw the river and stepping stones. Finally, have children step carefully on each stone to cross the river as they recite the poem. Afterwards, invite children to think of other ways to cross the river; e.g. hopping from stone to stone to create a hop-scotch-like game. Alternatively, children can change <i>step(ping)</i> to <i>jump(ing)</i> to make a jump rope song.</p>

Susie Moriar

This is the story of Susie Moriar.

It started one night as Susie sat by the_____.

The fire was so hot,

Susie jumped in a _____.

The pot was so low,

Susie fell in the _____.

The snow was so white,

Susie stayed there all _____.

The night was so long,

Susie sang a love _____.

The song was so sweet,

Susie ran down the _____.

The street was so brown,

Susie ran through the _____.

The town was so big,

Susie jumped on a _____.

The pig jumped so high,

Susie was thrown into the _____.

She couldn't get higher,

But oh! What a ride

Had Susie _____.

Category	Concept Poem (colors, directions, time). Rhymed Verse
Text	<p style="text-align: center;">Susie Moriar</p> <p style="text-align: center;">This is the story of Susie Moriar. It started one night as Susie sat by the _____. The fire was so hot, Susie jumped in a _____. The pot was so low, Susie fell in the _____. The snow was so white, Susie stayed there all _____. The night was so long, Susie sang a love _____. The song was so sweet, Susie ran down the _____. The street was so brown, Susie ran through the _____. The town was so big, Susie jumped on a _____. The pig jumped so high, Susie was thrown into the _____. She couldn't get higher, But oh! What a ride Had Susie _____.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Ask children to guess the poem's missing words (each missing word is found on the following line). When they guess right, invite them to write each missing word on its blank line with an erasable marker. When the poem is filled in, read it aloud together as a class until children are familiar. Afterwards, invite children to help you create a new story about Susie Moriar (or a different character) with the same structure; e.g., <i>'This is the story of my friend Kate. It started one night as she sat by the gate. The gate was so high, Kate climbed up to the sky'</i>.</p>

The Swing

by Robert Louis Stevenson

How do you like to go up in a swing,
Up in the air so blue?
Oh I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside-

Till I look down on the garden green,
Down on the roof so brown -
Up in the air I go flying again,
Up in the air and down!

Category	Concept Poem (colors, directions), Rhymed Verse
Text	<p style="text-align: center;">The Swing by Robert Louis Stevenson</p> <p style="text-align: center;">How do you like to go up in a swing, Up in the air so blue? Oh I do think it the pleasantest thing Ever a child can do!</p> <p style="text-align: center;">Up in the air and over the wall, Till I can see so wide, Rivers and trees and cattle and all Over the countryside-</p> <p style="text-align: center;">Till I look down on the garden green, Down on the roof so brown - Up in the air I go flying again, Up in the air and down!</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Read this poem aloud as a class before recess. Prompt children to think about all they can see when swinging on the playground. Afterwards, invite them to brainstorm other rides that show an aerial view (you may need to define the word <i>'aerial'</i>); e.g. spaceship, airplane, helicopter, parachute, roller coaster, Ferris wheel and so forth (list their ideas from highest to lowest aerial view). Finally, have children pick one kind of aerial view and illustrate it. Display their artwork on your classroom wall next to the poetry chart.</p>

Take Me Out to the Ball Game

Take me out to the ball game.

Take me out with the crowd.

Buy me some peanuts and Cracker Jack.

I don't care if I ever get back.

And it's root, root, root for the home team.

If they don't win it's a shame.

For it's one, two, three strikes, "You're out!"

At the old ball game.

Category	Concept Poem (cardinal numbers, counting), Rhymed Verse, Song
Text	<p style="text-align: center;">Take Me Out to the Ball Game</p> <p style="text-align: center;">Take me out to the ball game. Take me out with the crowd. Buy me some peanuts and Cracker Jack. I don't care if I ever get back. And it's root, root, root for the home team. If they don't win it's a shame. For it's one, two, three strikes, "You're out!" At the old ball game.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Children may know this classic ballgame song. Once all are familiar, invite the class to perform it; some children will have acting roles, some singing roles, and some will have both. Ask part of the class to sing lines one through four; part of the class to perform the roll of the crowd that <i>'root(s), root(s), root(s)</i> on lines five and six; one child to be the player who swings a pretend bat and strikes out on line seven; and one child to be the umpire who sings and acts out, <i>'For it's one, two, three strikes, "You're Out!"</i> (also on line seven). Have all children sing the final line.</p>

Taking Off

The airplane taxis down the field
And heads into the breeze,
It lifts its wheels above the ground,
It skims above the trees,
It rises high and higher
Away up toward the sun,
It's just a speck against the sky
-And now it's gone!

Category	Concept Poem (direction, distance), Rhymed Verse
Text	<p style="text-align: center;">Taking Off</p> <p style="text-align: center;">The airplane taxis down the field And heads into the breeze, It lifts its wheels above the ground, It skims above the trees, It rises high and higher Away up towards the sun, It's just a speck against the sky -And now it's gone!</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Children may be familiar with an airplane's take-off routine, though you may need to define the word '<i>taxis</i>'. Invite the class to recite the poem, first in a slow, whisper and then faster and louder as the airplane takes off. Starting on line six, have children taper back to a whisper as the airplane flies farther away. Then ask them to brainstorm other things that fly in the sky; e.g. hot air balloons, birds, helicopters, and space shuttles. List their ideas from slowest to fastest.</p>

Teacher, Teacher

Teacher, teacher, made a mistake,
She sat down on a chocolate cake.
The cake was soft; teacher fell off.
Teacher, teacher, made a mistake.

Category	Concept Poem (direction), Humorous Verse, Rhymed Verse
Text	<p style="text-align: center;">Teacher, Teacher</p> <p style="text-align: center;">Teacher, teacher made a mistake, She sat down on a chocolate cake. The cake was soft; teacher fell off. Teacher, teacher, made a mistake.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Once children are familiar with this poem, invite them to sit in a circle. Ask each child to recite a new verse (substituting other words for <i>teacher</i> and other flavors for <i>chocolate</i>) about a classmate sitting next to him or her. For example, Arik recites his adapted verse about Marisol, who is sitting next to him; <i>Marisol, Marisol, made a mistake/She sat down on a rainbow cake/The cake was soft; Marisol fell off, /Marisol, Marisol, made a mistake.</i> Marisol then recites her version about a classmate sitting on her other side, and so forth.</p>

There was a Crooked Man

There was a crooked man
Who walked a crooked mile.
He found a crooked sixpence
Against a crooked stile.
He bought a crooked cat,
Which caught a crooked mouse
And they all lived together
In a little crooked house.

Category	Concept Poem (cardinal number, distance, size) Nursery Rhyme, Rhymed Verse
Text	<p style="text-align: center;">There Was a Crooked Man</p> <p style="text-align: center;">There was a crooked man Who walked a crooked mile He found a crooked sixpence Against a crooked stile He bought a crooked cat, Which caught a crooked mouse, And they all lived together In a little crooked house.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Everything is crooked in this nursery rhyme! Invite children to have fun with the language by substituting <i>crooked</i> for other descriptive words, such as <i>silly</i>, <i>spooky</i> or <i>colorful</i>. Record their adaptations on chart paper or hand out reproduced poem templates with blank spaces for <i>crooked</i>. Invite children to write in their new descriptive words and illustrate their creations. Display their versions on your classroom wall next to the poetry chart.</p>

There was a Little Girl

By Henry Wadsworth Longfellow

There was a little girl
Who had a little curl
Right in the middle of her forehead.
When she was good
She was very, very good,
But when she was bad she was horrid.

Category	Concept Poem (parts of the body, size). Rhymed Verse
Text	<p style="text-align: center;">There was a Little Girl By Henry Wadsworth Longfellow</p> <p style="text-align: center;">There was a little girl Who had a little curl Right in the middle of her forehead When she was good She was very, very good, But when she was bad she was horrid.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Ask children to share ways they have been good, bad, and horrid (you may need to define the word <i>horrid</i>). Invite them to think of other words that mean the same as <i>horrid</i>; e.g. <i>horrible, naughty, and terrible</i>. Use erasable markers or highlighter tape, call out the rhyming words to draw attention to the poem's structure. Then ask children to help you write a version of the original; e.g. <i>There was a little mouse/Who had a little house/Hidden behind a hole in the wall./When he was scared/He was very, very scared,/But when he was brave he was tall.</i></p>

There Was a Little Turtle

By Vachel Lindsay

There was a little turtle,
He lived in a box,
He swam in a puddle,
He climbed on the rocks.

He snapped at a mosquito,
He snapped at a flea,
He snapped at a minnow,
He snapped at me.

He caught the mosquito,
He caught the flea,
He caught the minnow,
But ... he didn't catch me!

Category	Concept Poem (size), Rhymed Verse
Text	<p style="text-align: center;">There was a Little Turtle By Vachel Lindsay</p> <p style="text-align: center;">There was a little turtle, He lived in a box, He swam in a puddle, He climbed on the rocks.</p> <p style="text-align: center;">He snapped at a mosquito, He snapped at a flea, He snapped at a minnow, He snapped at me.</p> <p style="text-align: center;">He caught the mosquito, He caught the flea, He caught the minnow, But ... he didn't catch me!</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Invite the whole class to read the first verse, have half the class read the second verse, ask the other half to read the third verse, and then have everyone read the last line. Children love to recite this infectious poem while miming the turtle's motions. Using a plain pointer, point out each animal in the poetry chart illustration as the class progresses through the poem.</p>

There Was an Old Man of Blackheath

There was an old man of Blackheath

Who sat on his set of false teeth.

Said he, with a start,

“Oh dear, bless my heart!

I’ve bitten myself underneath!”

Category	Concept Poem (parts of the body), Humorous Verse. Limerick, Rhymed Verse
Text	<p style="text-align: center;">There Was an Old Man of Blackheath</p> <p style="text-align: center;">There was an old man of Blackheath Who sat on his set of false teeth Said he, with a start, “Oh dear, bless my heart! I’ve bitten myself underneath!”</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Ask children to compare this Edward Lear-inspired limerick to an original Lear limerick, like “The Old Man and the Cow”, which is also found in this poetry chart collection. After children study the humor, rhythm, and rhyme of limericks, invite them to write their own. Then ask them to illustrate their work. Collect the children’s limericks and bind them into a class book.</p>

There Was an Old Woman

There was an old woman tossed up in a basket,
Seventeen times as high as the moon.
And where was she going, I couldn't but ask it,
For in her hand she carried a broom.

“Old woman, old woman, old woman,” said I,
“Oh whither, oh whither, oh whither so high?”

“To sweep the cobwebs off the sky.”

“Shall I go with you?”

“Aye, by and by.”

Category	Concept Poem (cardinal number, direction, distance), Nursery Rhyme, Rhymed Verse
Text	<p style="text-align: center;">There Was an Old Woman</p> <p style="text-align: center;">There was an old woman tossed up in a basket, Seventeen times as high as the moon, And where was she going, I couldn't but ask it, For in her hand she carried a broom.</p> <p style="text-align: center;">"Old woman, old woman, old woman," said I, "Oh whither, oh whither, oh whither so high?" "To sweep the cobwebs off the sky," "Shall I go with you?" "Aye, by and by."</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Children will appreciate this poem's nonsensical imagery. Have them talk about what they think the cobwebs are and why the old woman is sweeping them <i>off the sky</i>. Children will need you to define the archaic word <i>whither</i> as well as the phrase <i>Aye, by and by</i>. Call out how the words <i>basket</i> and <i>ask it</i> rhyme even though <i>ask it</i> is two words (the word <i>ask</i> is in <i>basket</i> and the word <i>it</i> rhymes with the -et ending).</p>

They Walked the Lane Together

They walked the lane together,
The sky was dotted with stars,
They reached the rails together,
He lifted up the bars.

She neither smiled nor thanked him,
Because she knew not how,
For he was only the farmer's boy
And she was the jersey cow!

Category	Concept Poem (direction, distance), Rhymed Verse
Text	<p style="text-align: center;">They Walked the Lane Together</p> <p style="text-align: center;">They walked the lane together, The sky was dotted with stars, They reached the rails together, He lifted up the bars. She neither smiled nor thanked him, Because she knew not how, For he was only the farmer's boy And she was the jersey cow!</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Cover up the words <i>jersey cow</i> as well as the cow in the poetry chart's illustration. Invite children to predict who <i>she</i> is. Encourage them to look for clues in both the text and the illustration. After children have time to guess, reveal the answer. For more practice and fun with riddle poems, share the poetry charts for "Clouds" and "River", both of which are found in this collection.</p>

A Thunderstorm

Boom, bang, boom, bang,
Rumpety, lumpety, bump!
Zoom, zam, zoom, zam,
Clippity, clappity, clump,
Rustles and bustles
And swishes and zings!
What wonderful sounds
A thunderstorm brings.

Category	Rhymed Verse, Word Play
Text	<p style="text-align: center;">A Thunderstorm</p> <p style="text-align: center;"> Boom, bang, boom, bang, Rumpety, lumpety, bump! Zoom, zam, zoom, zam, Clippity, clappity, clump! Rustles and bustles And swishes and zings! What wonderful sounds A thunderstorm brings </p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Ask the class to talk about the onomatopoeic words in this poem that make them think of real thunderstorm sounds. Then invite children to perform the verse using everyday objects and simple rhythm instruments that mimic the sound of a thunderstorm: e.g. bells, a drum, a xylophone, and wooden sticks. Using teaching tools like erasable markers, highlighter tape, or masking cards, interact with the poetry chart to point out onsets and rimes, alliteration, and assonance</p>

Tree Shadows

All hushed the trees are waiting
On tiptoe for the sight
Of moonrise shedding splendor
Across the dusk of night,
Ah now the moon is risen,
And lo, without a sound
The trees all write their welcome
Far along the ground!

Category	Concept Poem (direction, distance, time), Rhymed Verse
Text	<p style="text-align: center;">Tree Shadows</p> <p style="text-align: center;">All hushed the trees are waiting On tiptoe for the sight Of moonrise shedding splendor Across the dusk of night. Ah now the moon is risen, And lo, without a sound The trees all write their welcome Far along the ground!</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>This poem is a good one to use when talking about personification. Trees cannot <i>wait on tiptoe</i> or <i>write their welcome</i> on the ground the way a person can, but the images presented help the reader imagine the stillness of a tree as its shadow grows on the ground under the moon. Softly and slowly recite this poem together; the poetry chart's illustration will guide children's comprehension of the text. Afterwards, invite the class to help you think of other things in nature that can be personified; e.g. the sighing wind or a running river. Ask children to draw the personified images you create together. (Re)visit the poetry chart "River" for more practice with personification.</p>

The Turtle

The turtle crawls on the ground
And makes a loud rustling sound.
He carries his house wherever he goes,
And when he is scared,
He pulls in his nose and covers his toes!

Category	Concept Poem (parts of the body), Rhymed Verse
Text	<p style="text-align: center;">The Turtle</p> <p style="text-align: center;">The turtle crawls on the ground And makes a loud rustling sound. He carries his house wherever he goes, And when he is scared, He pulls in his nose and covers his toes!</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>As children recite and read the poem, invite them to stretch out the words slowly, imitating a turtle's movement. To capture the alarm of the last line, have children read it quickly and loudly. Ask the class how the poem's recitation might change if its main character was a different animal; e.g. a rabbit, a hyena, or an owl.</p>

The Tutor

A tutor who tooted the flute,
Tried to tutor two tooters to toot.

Said the two to the tutor,
“Is it harder to toot, or
To tutor two tooters to toot?”

Category	Concept Poem (cardinal number), Rhymed Verse, Word Play
Text	<p style="text-align: center;">The Tutor</p> <p style="text-align: center;">A tutor who tooted the flute Tried to tutor two tooters to toot, Said the two to the tutor, “Is it harder to toot, or To tutor two tooters to toot?”</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>The words to this tongue twister are almost musical. Ask children why they think this is so. They will love to <i>toot</i> their way through the poem using a kazoo. Invite half the class to <i>toot</i> quietly while the rest recite. Then ask the two groups to switch roles and perform the poem again. Using an erasable marker or highlighter tape, call out the homophones <i>to</i> and <i>two</i>. This is a good poem to use when calling out words with /ü/.</p>

Two Little Kittens

Two little kittens, one stormy night,
Began to quarrel and then to fight.
One had a mouse, the other had none,
And that's the way the quarrel's begun.

"I'll have that mouse," said the biggest cat.
"You'll have that mouse? We'll see about that!"
"I *will* have that mouse," said the eldest son.
"You *shan't* have the mouse," said the little one.

I told you before 'twas a stormy night,
When these two little kittens began to fight.
The old woman seized her sweeping broom,
And swept the two kittens right out of the room.

The ground was covered with frost and snow,
And the two little kittens had nowhere to go.
So they laid them down on the mat at the door,
While the old woman finished sweeping the floor.

Then they crept in, as quiet as mice,
All wet with the snow and as cold as ice.
For they found it was better, that stormy night,
To lie down and sleep than to quarrel and fight.

Category	Concept Poem (cardinal numbers, sizes, time) Rhymed Verse
Text	<p style="text-align: center;">Two Little Kittens</p> <p style="text-align: center;">Two little kittens, one stormy night, Began to quarrel and then to fight. One had a mouse, the other had none, And that's the way the quarrel's begun.</p> <p style="text-align: center;">"I'll have that mouse," said the biggest cat. "You'll have that mouse? We'll see about that!" "I <i>will</i> have that mouse," said the eldest son. "You <i>shan't</i> have the mouse," said the little one.</p> <p style="text-align: center;">I told you before 'twas a stormy night, When these two little kittens began to fight. The old woman seized her sweeping broom. And swept the two kittens right out of the room.</p> <p style="text-align: center;">The ground was covered with frost and snow, And the two little kittens had nowhere to go. So they laid them down on the mat at the door. While the old woman finished sweeping the floor.</p> <p style="text-align: center;">Then they crept in, as quiet as mice, All wet with the snow and cold as ice. For they found it was better, that stormy night, To lie down and sleep than to quarrel and fight.</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Read the poem aloud together until children are familiar. If needed, define archaic or unfamiliar words like <i>quarrel</i>, <i>shan't</i> and <i>t'was</i>. Children may also wonder about the contraction <i>quarrel's</i> (<i>quarrel has</i>). Ask them about this story poem's message. What did the two little kittens learn at the end?</p>

Two Times Table

Twice one is two,
Violets white and blue,

Twice two is four,
Sunflowers at the door.

Twice three is six,
Sweet peas on their sticks.

Twice four is eight,
Poppies at the gate.

Twice five is ten,
Pansies bloom again.

Twice six is twelve,
Pinks for those who delve,

Twice seven is fourteen,
Flowers of the runner bean,

Twice eight is sixteen,
Clinging ivy, evergreen.

Twice nine is eighteen,
Purple thistles to be seen.

Twice ten is twenty,
Hollyhocks in plenty.

Twice eleven is twenty-two
Daisies wet with morning dew.

Twice twelve is twenty-four,
Roses ... who could ask for more?

Category	Concept Poem (cardinal numbers, counting, colors), Rhyming Verse
Text	<p style="text-align: center;">Two Times Table</p> <p style="text-align: center;">Twice one is two Violets white and blue.</p> <p style="text-align: center;">Twice two is four, Sunflowers at the door.</p> <p style="text-align: center;">Twice three is six, Sweet peas on their sticks.</p> <p style="text-align: center;">Twice four is eight, Poppies at the gate.</p> <p style="text-align: center;">Twice five is ten, Pansies bloom again.</p> <p style="text-align: center;">Twice six is twelve, Pinks for those who delve.</p> <p style="text-align: center;">Twice seven is fourteen, Flowers of the runner bean.</p> <p style="text-align: center;">Twice eight is sixteen, Clinging ivy, evergreen.</p> <p style="text-align: center;">Twice nine is eighteen, Purple thistles to be seen.</p> <p style="text-align: center;">Twice ten is twenty, Hollyhocks in plenty.</p> <p style="text-align: center;">Twice eleven is twenty-two, Daisies wet with morning dew.</p> <p style="text-align: center;">Twice twelve is twenty-four, Roses ... who could ask for more?</p>

Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>This poem focuses on multiplying by two, so you will not want to use it until you are teaching children multiplication. Have the class read the poem but also look at each mathematical equation. Using an erasable marker, count the numbers of flowers or plants by circling them in the poetry chart illustration. Children will learn that the number of flowers or plants pictured reflect each equation's answer. Afterwards, invite children to help you create new verses using the same rhyming scheme: e.g. <i>Twice two is four/Seashells on the seashore.</i></p>

A Walk One Day

When I went out for a walk one day
My head fell off and rolled away.
And when I saw that it was gone,
I picked it up and put it on.

When I went out into the street
Someone shouted, "Look at your feet."
I looked at them and sadly said,
"I've left them both asleep in bed".

Category	Concept Poem (direction, parts of the body), Humorous Verse, Rhymed Verse
Text	<p style="text-align: center;">A Walk One Day</p> <p style="text-align: center;">When I went out for a walk one day My head fell off and rolled away. And when I saw that it was gone, I picked it up and put it on.</p> <p style="text-align: center;">When I went out into the street Someone shouted, "Look at your feet". I looked at them and sadly said, "I've left them both asleep in bed."</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	After children learn this poem, invite them to present it as a play. Alternatively, divide the class into two groups: one to recite each line and another to echo the first group, line after line, in eerie whispers.

Walking Through the Jungle

Walking through the jungle,

What do you see?

Can you hear a noise?

What could it be?

Ah well, I think it is a snake, Sss! Sss! Sss!

I think it is a snake, Sss! Sss! Sss!

I think it is a snake, Sss! Sss! Sss!

Looking for his tea.

Walking through the jungle,

What do you see?

Can you hear a noise?

What could it be?

Ah well, I think it is a tiger, Roar! Roar! Roar!

I think it is a tiger, Roar! Roar! Roar!

I think it is a tiger, Roar! Roar! Roar!

Looking for his tea.

Walking through the jungle,

What do you see?

Can you hear a noise?

What could it be?

Ah well, I think it is a crocodile, Snap! Snap! Snap!

I think it is a crocodile, Snap! Snap! Snap!

I think it is a crocodile, Snap! Snap! Snap!

Looking for his tea.

HOPE IT ISN'T ME!

Category	Concept Poem (distance) Rhymed Verse
Text	<p style="text-align: center;">Walking Through the Jungle</p> <p style="text-align: center;">Walking through the jungle, What do you see? Can you hear a noise? What could it be?</p> <p style="text-align: center;">Ah well, I think it is a snake, Sss! Sss! Sss! I think it is a snake, Sss! Sss! Sss!</p>

	<p>I think it is a snake, Sss! Sss! Sss! Looking for his tea.</p> <p>Walking through the jungle, What do you see? Can you hear a noise? What could it be?</p> <p>Ah well, I think it is a tiger, Roar! Roar! Roar! I think it is a tiger, Roar! Roar! Roar! I think it is a tiger, Roar! Roar! Roar! Looking for his tea.</p> <p>Walking through the jungle, What do you see? Can you hear a noise? What could it be?</p> <p>Ah well, I think it is a crocodile, Snap! Snap! Snap! I think it is a crocodile, Snap! Snap! Snap! I think it is a crocodile, Snap! Snap! Snap! Looking for his tea. HOPE IT ISN'T ME!</p>
<p>Actions, Additional Verses, or Variations</p>	
<p>Instructional Suggestions</p>	<p>After children are familiar with the poem's words and structure, ask them to come up with other animals and sounds to create new verses: e.g. <i>Ah well, I think it is a monkey, Oo-oo! Ee-ee! Ah-ah!</i> Or <i>Ah well, I think it is a frog, Ribbit! Ribbit! Ribbit!</i></p>

When I Was One

When I was one I ate a bun
The day I went to sea;
I jumped aboard a sailing ship
And the captain said to me;
“We’re going this way, that way,
Forward and backward, over the deep blue sea,
A bright yellow sun and lots of fun
And that’s the life for me.”

When I was two I buckled my shoe
The day I went to sea;
I jumped aboard a sailing ship
And the captain said to me;
“We’re going this way, that way,
Forward and backward, over the deep blue sea.
A bright yellow sun and lots of fun
And that’s the life for me”

Category	Concept Poem (cardinal numbers, colors, counting, direction, part of the body), Rhymed Verse, Song
Text	<p style="text-align: center;">When I Was One</p> <p style="text-align: center;">When I was one I ate a bun The day I went to sea; I jumped aboard a sailing ship And the captain said to me; “We’re going this way, that way, Forward and backward, over the deep blue sea. A bright yellow sun and lots of fun And that’s the life for me.”</p> <p style="text-align: center;">When I was two I buckled my shoe The day I went to sea; I jumped aboard a sailing ship And the captain said to me; “We’re going this way, that way, Forward and backward, over the deep blue sea. A bright yellow sun and lots of fun And that’s the life for me</p>
Actions, Additional Verses, or Variations	<p>When I was three I hurt my knee ...</p> <p>When I was four I fell on the floor ...</p> <p>When I was five I learned to dive ...</p> <p>When I was six the sail I did fix ...</p>
Instructional Suggestions	<p>This poem has the rhythm of a sailor’s <i>chanty</i>, which it “a song sung by sailors in rhythm to their work. “Tell children about the days sailors sang chanteys when working on tall clipper ships. As they recite the poem, invite children to sway like ocean waves, forward and backward, while you, the captain, direct.</p>

Whether the Weather

Whether the weather be fine
Or whether the weather be not.
Whether the weather be cold,
Or whether the weather be hot.
We'll weather the weather
Whether we like it or not!

Category	Rhymed Verse, Word Play
Text	<p style="text-align: center;">Whether the Weather</p> <p style="text-align: center;">Whether the weather be fine Or whether the weather be not. Whether the weather be cold, Or whether the weather be hot. We'll weather the weather Whether we like it or not!</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Help children talk about the double meaning of <i>weather</i> in this poem. After they are familiar with the poem, contrast the words <i>whether</i> and <i>weather</i>, which in some parts of the United States are pronounced exactly alike and in other parts sound different (the <i>wh</i> pronounced softly with air blown out and the <i>w</i> pronounced harder with no breath). This is a fun poem for children to recite when they're lining up for recess.</p>

The Zigzag Boy and Girl

I know a little zigzag boy
Who goes this way and that.
He never knows just where he put
His coat or shoes or hat.

I know a little zigzag girl
Who flutters here and there.
She never knows just where to find
Her brush to fix her hair.

If you are not a zigzag child,
You'll have no cause to say
That you forgot, for you will know
Where things are put away

Category	Concept Poem (direction), Rhymed Verse
Text	<p style="text-align: center;">The Zigzag Boy and Girl</p> <p style="text-align: center;">I know a little zigzag boy Who goes this way and that. He never knows just where he put His coat or shoes or hat.</p> <p style="text-align: center;">I know a little zigzag girl Who flutters here and there. She never knows just where to find Her brush to fix her hair.</p> <p style="text-align: center;">If you are not a zigzag child, You'll have no cause to say That you forgot, for you will know Where things are put away</p>
Actions, Additional Verses, or Variations	
Instructional Suggestions	<p>Ask children to talk about why the word zigzag is used to describe the boy and girl. They will vie to explain and act it out. Have children help you brainstorm other equally playful words to describe little boys and girls: e.g. <i>Crisscross</i>, <i>twirly</i>, and <i>bouncy</i>. Some children wear zigzag parts in their hair. Invite the class to talk about other zigzags found in the home or school environment.</p>