

Words That Sing Grade 1

100 Poetry Charts for Shared Reading

includes Teacher Instructions

by

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Note: Poems are in alphabetical order

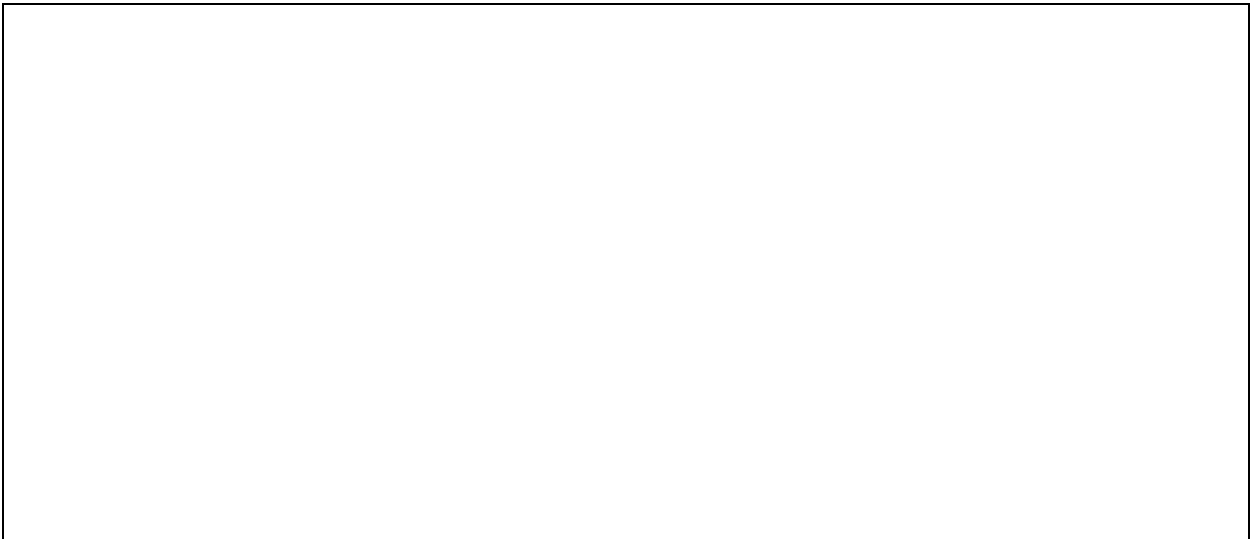
All by Myself

Hat on head, just like this,
Pull it down, you see.
I can put my hat on
All by myself, just me.

One arm in, two arms in,
Buttons, one, two, three.
I can put my coat on
All by myself, just me.

Toes in first, heels down next,
Pull and pull, then see.
I can put my boots on
All by myself, just me.

Fingers here, thumbs right here,
Hands warm as can be.
I can put my mittens on
All by myself, just me



Category	Action poem, concept poem (cardinal numbers, counting, parts of the body), rhymed verse
Text	<u>All by Myself</u> Hat on head, just like this, Pull it down, you see. I can put my hat on All by myself, just me. One arm in, two arms in, Buttons, one, two, three. I can put my coat on All by myself, just me. Toes in first, heels down next, Pull and pull, then see. I can put my boots on All by myself, just me. Fingers here, thumbs right here, Hands warm as can be. I can put my mittens on All by myself, just me
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to perform this poem as a play. Have a different child act of each verse using actual clothing [or just by pantomiming putting on the garments]. Make a shared-writing list of all the things children can do by themselves and invite them to illustrate it.

Apples and Bananas

I like to eat eat eat apples and bananas.

I like to eat eat eat apples and bananas.

I like to ate ate ate ate ay-ples and bay-nay-nays.

I like to ate ate ate ate ay-ples and bay-nay-nays.

I like to eat eat eat ee-ples and bee-nee-nees.

I like to eat eat eat ee-ples and bee-nee-nees.

I like to ite ite ite i-ples and bi-ni-nis.

I like to ite ite ite i-ples and bi-ni-nis.

I like to ote ote ote o-ples and bo-no-nos.

I like to ote ote ote o-ples and bo-no-nos.

I like to ute ute ute u-ples and bu-nu-nus.

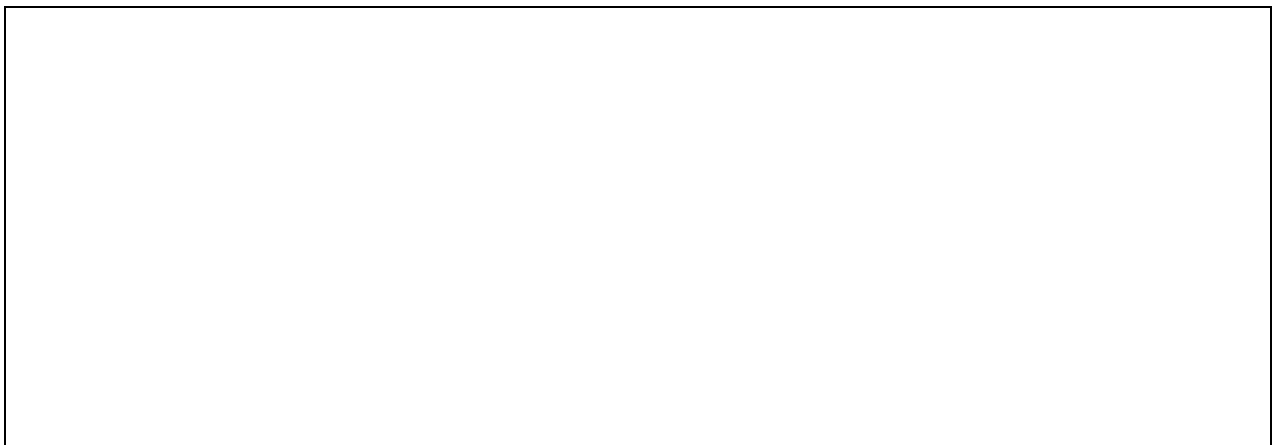
I like to ute ute ute u-ples and bu-nu-nus.

Now we're through, through, through, through,

Now we're through with the apples and bananas,

Now we're through, through, through, through,

With a, e, o, o, and u.



Category	Rhymed Verse, Song
Text	<u>Apples and Bananas</u> I like to eat eat eat apples and bananas. I like to eat eat eat apples and bananas. I like to ate ate ate ate ay-ples and bay-nay-nays. I like to ate ate ate ate ay-ples and bay-nay-nays. I like to eat eat eat ee-ples and bee-nee-nees. I like to eat eat eat ee-ples and bee-nee-nees. I like to ite ite ite i-ples and bi-ni-nis. I like to ite ite ite i-ples and bi-ni-nis. I like to ote ote ote o-ples and bo-no-nos. I like to ote ote ote o-ples and bo-no-nos. I like to ute ute ute u-ples and bu-nu-nus. I like to ute ute ute u-ples and bu-nu-nus. Now we're through, through, through, through, Now we're through with the apples and bananas, Now we're through, through, through, through, With a, e, o, o, and u.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This is a playful song with a catchy tune. The words change to reflect a long vowel sound. Children will catch on and enjoyed making up their own versus featuring other foods.

Ball-bouncing Rhymes

Number one, touch your tongue.

Number two, touch your shoe.

Number three, touch your knee.

Number four, touch the floor.

Number five, dance and jive.

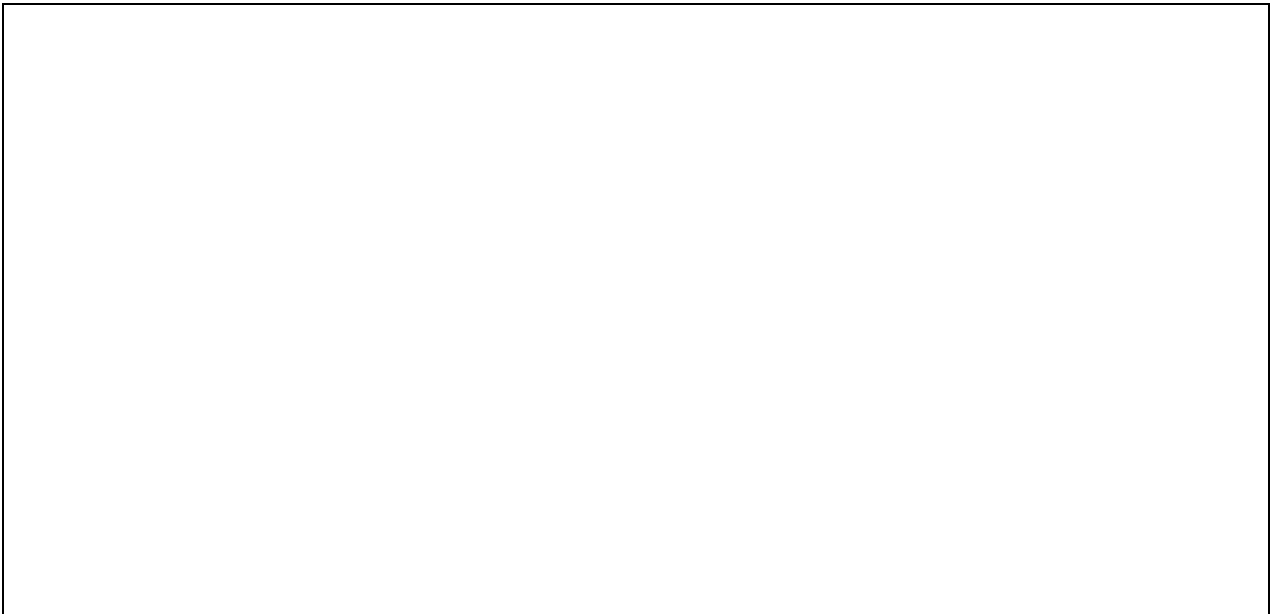
Number six, pick up sticks.

Number seven, say eleven.

Number eight, shut the gate.

Number nine, touch your spine.

Number 10, do it all again!



Category	Action poem, Concept poem (cardinal numbers, counting, parts of the body)
Text	<u>Ball-bouncing Rhymes</u> Number one, touch your tongue. Number two, touch your shoe. Number three, touch your knee. Number four, touch the floor. Number five, dance and jive. Number six, pick up sticks. Number seven, say eleven. Number eight, shut the gate. Number nine, touch your spine. Number 10, do it all again!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have the class recite the poem as children bounce a ball and perform the actions. Toss the ball to student number one, who bounces it once and perform the first line's action. This child passes or tosses the ball to student number two. "Who bounces it twice," performs the second line's action, and then passes the ball to student number three. Have children repeat this pattern through student number 10 or until everyone has had a turn.

Bears Eat Honey

Bears eat honey. Cows eat corn.

What do you eat

When you get up in the morn?

Monkeys eat bananas.

Cows eat corn.

What do you eat

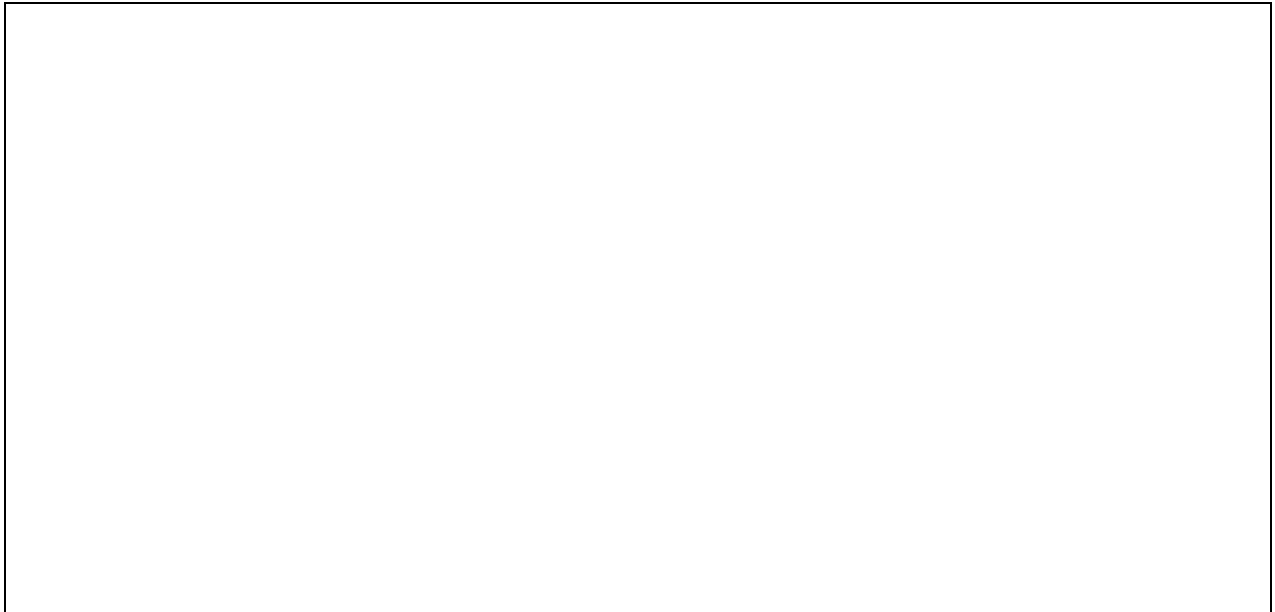
When you get up in the morn?

Horses eat oats.

Cows eat corn.

What do you eat

When you get up in the morn?



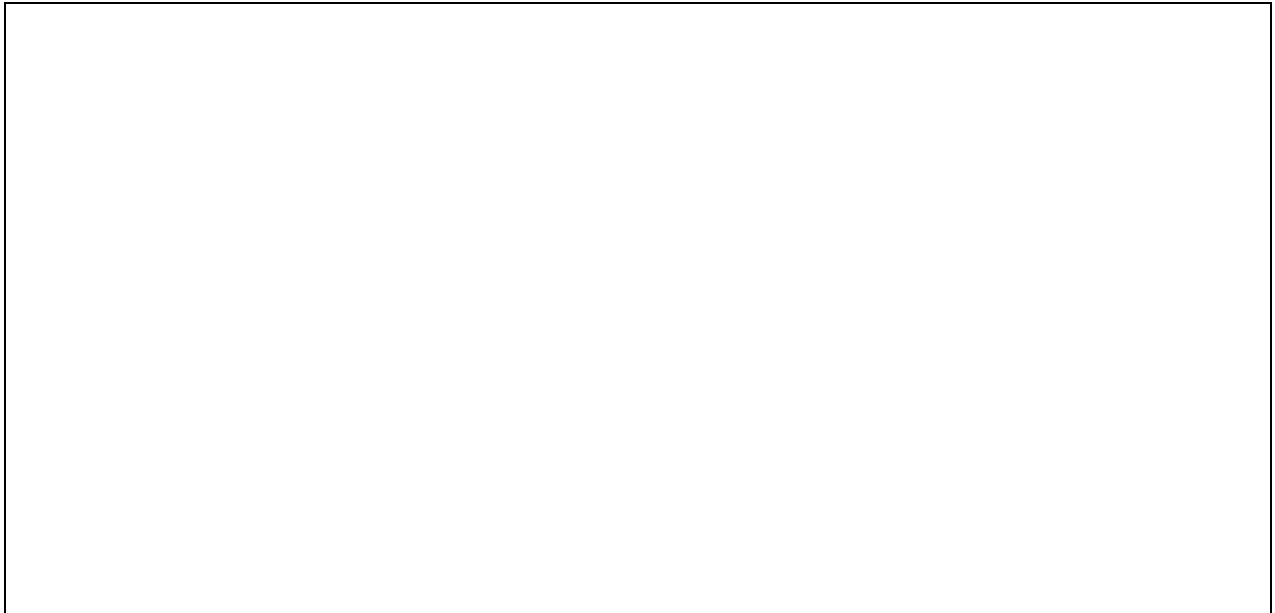
Category	Rhymed verse
Text	<u>Bears Eat Honey</u> Bears eat honey. Cows eat corn. What do you eat When you get up in the morn? Monkeys eat bananas. Cows eat corn. What do you eat When you get up in the morn? Horses eat oats. Cows eat corn. What do you eat When you get up in the morn?
Actions, Additional Verses, or Variations	
Instructional Suggestions	Use interactive writing to answer each verse: e. g., <i>cereal, pancakes, or oatmeal</i>. Then invite children to help you create new verses by brainstorming new animals and the things they eat: e. g., <i>dogs eat kibble, mice cheese, birds eat seed, etc.</i>

Cap, Mittens Shoes, and Socks

Cap, mittens, shoes, and socks,
Shoes and socks.

Cap, mittens, shoes, and socks,
Shoes and socks.

And pants and belt and shirt and tie
Go together wet or dry,
Wet or dry!



Category	Rhymed Verse, Song
Text	<u>Cap, Mittens Shoes, and Socks</u> Ca, mittens, shoes, and socks, Shoes and socks. Cap, mittens, shoes, and socks, Shoes and socks. And pants and belt and shirt and tie Go together wet or dry, Wet or dry!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children sing a song to the tune of “Head, Shoulders, Knees, and Toes.” After they are familiar with the words, ask a select group to recite only the echoing lines (lines 2, four, and seven). The rest of the class can choose to recite the poem as it is, or reorder the words in the line <i>Cap, mittens, shoes, and socks</i>. While children sing, help them keep the beat by clapping your hands and inviting them to do the same.

The Cats Have Come to Tea

by Kate Greenaway

When did she see —oh, what did she see,
As she stood leaning against the tree?
Why all the cats had come to tea.

Why do you find turnout —from round about,
All the houses had let them out,
And here they were with scamper and shout.

“Mew—Mew—mew!” was all they could say,
And, “We hope we find you well today.”

Oh, what should she do—oh, what should she do?
What a lot of milk they would get through;
For here they were with, “Mew—Mew—mew!”

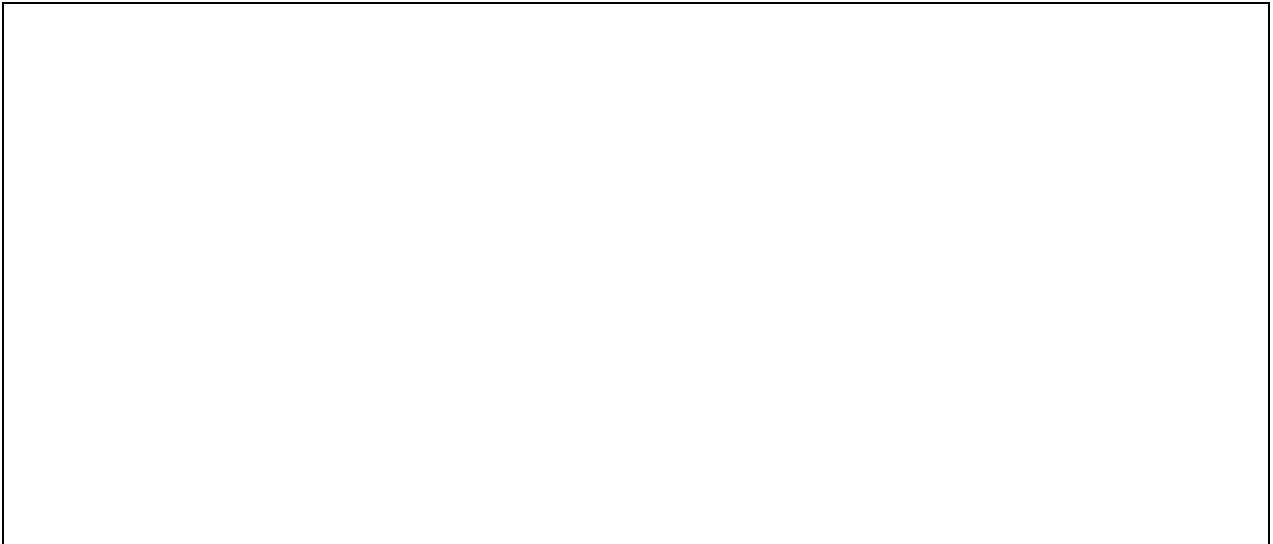
She didn’t know—oh, she didn’t know,
If bread and butter they’d like or no;
They might want little mice, oh! oh! oh!

Dear me—oh, dear me,
All the cats had come to tea.

Category	Rhymed Verse, Song
Text	<u>The Cats Have Come to Tea</u> <u>by Kate Greenaway</u> When did she see —oh, what did she see, As she stood leaning against the tree? Why all the cats had come to tea. Why do you find turnout —from round about, All the houses had let them out, And here they were with scamper and shout. “Mew—Mew—mew!” was all they could say, And, “We hope we find you well today.” Oh, what should she do—oh, what should she do? What a lot of milk they would get through; For here they were with, “Mew—Mew—mew!” She didn’t know—oh, she didn’t know, If bread and butter they’d like or no; They might want little mice, oh! oh! oh! Dear me—oh, dear me, All the cats had come to tea.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This poem is fun to role-play. Invite children to be the cats coming to T by reciting their respective lines while you narrate the rest of the poem. Children can dress up or make paper tea-time props to help them act out their parts. After they are familiar with the poem, asked the class to think about other animals they could invite to tea, and have them change the poem accordingly animal sounds included!

A Cloud

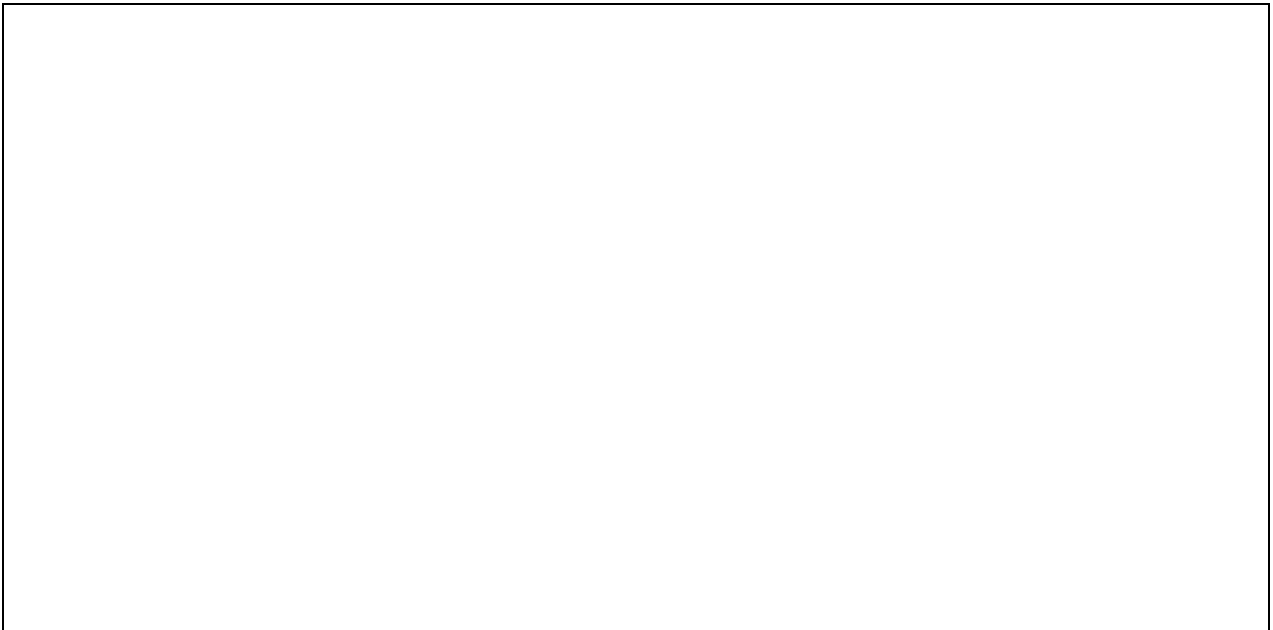
What's fluffy white and floats up high
Like a pile of cotton in the sky?
And when the wind blows hard and strong,
What very gently floats along?
What brings the rain, what brings the snow,
That showers down on us below?
When you look up in the high blue sky,
What is that thing you see float by?
A cloud!



Category	Action pawn, Rhymed Verse
Text	<u>A Cloud</u> What's fluffy white and floats up high Like a pile of cotton in the sky? And when the wind blows hard and strong, What very gently floats along? What brings the rain, what brings the snow, That showers down on us below? When you look up in the high blue sky, What is that thing you see float by? A cloud!
Actions, Additional Verses, or Variations	What's fluffy white and floats up high <i>[Point upward]</i> Like a pile of cotton in the sky? And when the wind blows hard and strong, <i>[Little fingers moving horizontally]</i> What very gently floats along? What brings the rain, what brings the snow, <i>[Open hand palm up]</i> That showers down on us below? <i>[Wiggle fingers moving downward]</i> When you look up in the high blue sky, <i>[Look up]</i> What is that thing you see float by? A cloud!
Instructional Suggestions	Present this poem as a riddle (without the title and last line) and ask children to predict the answer. Then invite them to think of other things (besides cotton) that cloud to remind them of or help them make a web of words related to clouds (drawing from the poem).

Crocodile

If you should meet a crocodile,
Don't take a stick and poke him.
Ignore the welcome of his smile.
Be careful not to stroke him.
For as he sleeps up on the Nile,
He gets thinner and thinner.
Remember when you meet a crocodile,
He's looking for his dinner.



Category	Rhymed Verse
Text	<u>Crocodile</u> If you should meet a crocodile, Don't take a stick and poke him. Ignore the welcome of his smile. Be careful not to stroke him. For as he sleeps up on the Nile, He gets thinner and thinner. Remember when you meet a crocodile, He's looking for his dinner.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Point out on a map that Nile is a river in Africa. Explain that rivers are natural habitat for crocodiles. As a class, brainstorm a list of other wild animals. Invite children to draw and colour each wild animal. Help them to identify the animals' natural habitats so that they can post them accordingly on a map. Display the map on your classroom wall.

Dig a Little Hole

added stanzas by Kate Roth

Dig a little hole.
Plant a little seed.
Pour a little water.
Poor little weed.

Chase a little bug.
Oh! There he goes!
Give a little sunshine.
See the little rose.

Dig another hole.
Plant another seed.
Pour some more water.
Pull another weed.

Chase another bug.
Oh! There he goes!
Give some more sunshine.
See another rose.

Category	Rhymed Verse
Text	<u>Dig a Little Hole</u> <u>added stanzas by Kate Roth</u> Dig a little hole. Plant a little seed. Pour a little water. Poor little weed. Chase a little bug. Oh! There he goes! Give a little sunshine. See the little rose. Dig another hole. Plant another seed. Pour some more water. Pull another weed. Chase another bug. Oh! There he goes! Give some more sunshine. See another rose.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Copy each stanza onto heavy art paper and invite children to make cut-out illustrations. Move their cut-out illustrations around until the class is satisfied with the arrangement before gluing them down. Children can then stand in front of the mural and recite the poem while they perform the actions described.

Dingle Dangle Scarecrow

Went all the cows were sleeping
And the sun had gone to bed,
Jump scare crow
And this is what he said:

Chorus

“I’m a dingle dangle scarecrow
With the flippy floppy hat.
I can shake my arms like this.
I can shake my legs like that.”

When the cows were in the meadow
And the pigeons in the loft,
Up jumped the scarecrow
And whispered very soft:

Repeat Chorus

When all the hands were roosting
And the moon behind a cloud,
Hop jump scare crow
Shouted very loud:

Repeat Chorus

Category	Nursery Rhyme, Rhymed Verse, Song
Text	<u>Dingle Dangle Scarecrow</u> Went all the cows were sleeping And the sun had gone to bed, Jump scare crow And this is what he said: <i>Chorus</i> “I’m a dingle dangle scarecrow With the floppy floppy hat. I can shake my arms like this. I can shake my legs like that.” When the cows were in the meadow And the pigeons in the loft, Up jumped the scarecrow And whispered very soft: <i>Repeat Chorus</i> When all the hands were roosting And the moon behind a cloud, Hop jump scare crow Shouted very loud: <i>Repeat Chorus</i>
Actions, Additional Verses, or Variations	
Instructional Suggestions	There’s a lot going on in this poem about a scarecrow who waits until farm creatures are sleeping and then scares them! Children will need to hear the poem several times to understand all the things that are happening. This story poem is a great one to stage with parts for cows, pigeons, hens, and <i>one dingle dangle scarecrow</i> who comes to life. Children may add other animals as well. Remind them that a chorus also called a refrain – is “the part you say over and over.”

The Donkey

I saw a donkey
One day old.
His head was too big
For his neck to hold
His legs were shaky
Long and loose.
They rocked and staggered
And weren't much use.



Category	Concept poem (cardinal number, parts of the body), Rhymed verse
Text	<u>The Donkey</u> I saw a donkey One day old. His head was too big For his neck to hold His legs were shaky Long and loose. They rocked and staggered And weren't much use.
Actions, Additional Verses, or Variations	He tried to gambol And frisk a bit, But he wasn't quite sure Of the trick of it He's queer a little coat Was soft and gray, Curled at his neck in a lovely way.
Instructional Suggestions	This poem evokes an image of a newborn animal. Most children will not have seen a newborn animal but can imagine a tiny donkey with curly fur just learning to walk. They can talk about what the donkey might look like. If you present the second first, point out that <i>gambol</i> and <i>frisk</i> both mean to “skip around playfully.”

Down on the Farm

Chorus

Oh, we're on our way, we're on our way to the farm.
We're on our way, we're on our way to the farm, farm.

Down on the farm there is a big brown cow.
Down on the farm there is a big brown cow.
The cow, she makes a sound like this: Moo! Moo!
The cow, she makes a sound like this: Moo! Moo!

Repeat Chorus

Down on the farm there is a little red hen.
Down on the farm there is a little red hen.
The hen, she makes it sound like this: Cluck, Cluck!
The hen, she makes it sound like this: Cluck, Cluck!

Repeat Chorus

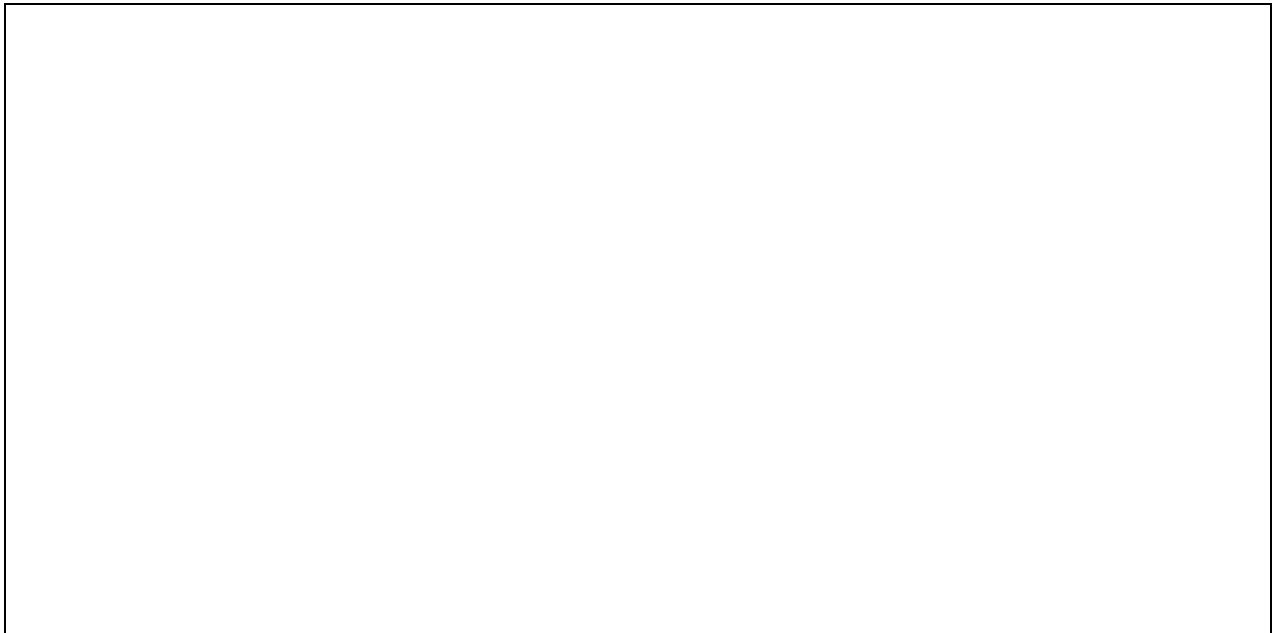


Category	Concept poem (cardinal number, parts of the body), Rhymed verse
Text	<u>Down on the Farm</u> <i>Chorus</i> Oh, we're on our way, we're on our way to the farm. We're on our way, we're on our way to the farm, farm. Down on the farm there is a big brown cow. Down on the farm there is a big brown cow. The cow, she makes a sound like this: Moo! Moo! The cow, she makes a sound like this: Moo! Moo! <i>Repeat Chorus</i> Down on the farm there is a little red hen. Down on the farm there is a little red hen. The hen, she makes it sound like this: Cluck, Cluck! The hen, she makes it sound like this: Cluck, Cluck! <i>Repeat Chorus</i>
Actions, Additional Verses, or Variations	
Instructional Suggestions	Substitute a variety of other animals and the sounds they make, such as a big black dog... makes it sound like this: Bow-wow! or a big brown horse... makes it sound like this: Neigh! Neigh!

The Elephant Who Jumped a Fence

I asked my mother for cents.
To see an elephant jump a fence.
He jumped so high, he reached the sky,
And didn't get back till the Fourth of July.

I asked my mother for fifty more
To see the elephant scrub the floor
He scrubs so slow he stubbed his toe,
And that was the end of the elephant show.

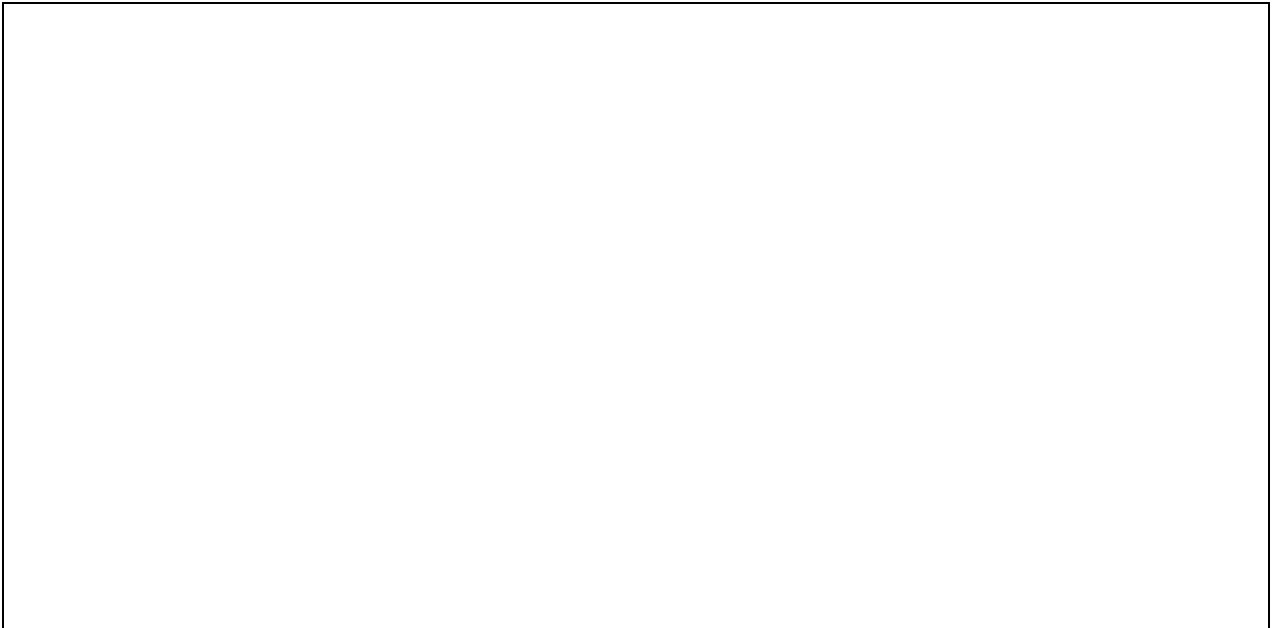


Category	Concept poem (cardinal and ordinal numbers, month of the year), Rhymed verse
Text	<u>The Elephant Who Jumped a Fence</u> I asked my mother for cents. To see an elephant jump a fence. He jumped so high, he reached the sky, And didn't get back till the Fourth of July. I asked my mother for fifty more To see the elephant scrub the floor He scrubs so slow he stubbed his toe, And that was the end of the elephant show.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children May perform the poem using paper coins, a paper fans, and an elephant cut-out or a puppet. It's fun to imagine an elephant flying, and children enjoy attending to and differentiating the sets of rhyming words in a variety of ways: e.g., clapping, snapping, shouting, or tapping. After performing the poem, introduced children to "Three elephants," another fun poetry chart poem about jumping elephants.

Engine, Engine, Number Nine

Engine, engine, number nine,
Running on Chicago line.
See it sparkle, see it shine.
Engine, engine, number nine.
Toot-toot! Toot-toot!

Engine, engine, number nine,
Running on Chicago line.
If the train should jump the track,
Do you want your money back?
Toot-toot! Toot-toot!

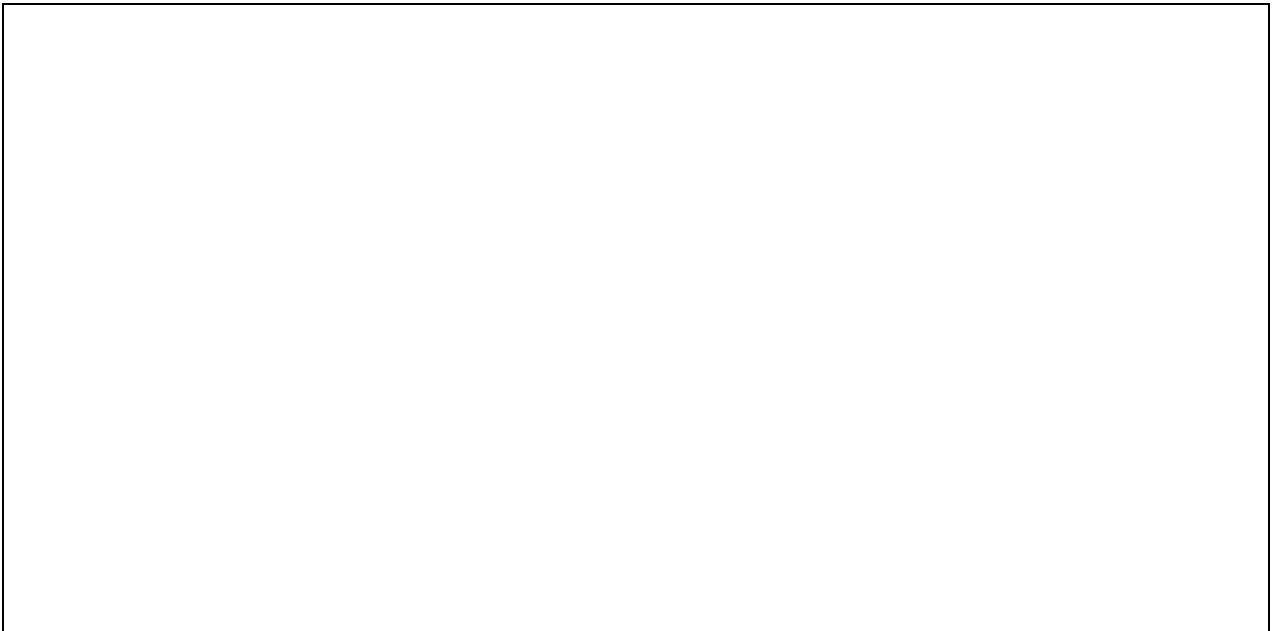


Category	Concept poem (cardinal number), Rhymed verse, Song
Text	<u>Engine, Engine, Number Nine</u> Engine, engine, number nine, Running on Chicago line. See it sparkle, see it shine. Engine, engine, number nine. Toot-toot! Toot-toot! Engine, engine, number nine, Running on Chicago line. If the train should jump the track, Do you want your money back? Toot-toot! Toot-toot!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Ask children to substitute any two- or three-syllable city name for Chicago. Have them clap the names to see if they will fit into the poem. Invite children to sit in a line locomotive-style while rocking forward and backward to the rhythm of the train. Add some instruments (bell, train whistle, etc.), to go along with Toot-toot!

Five Bananas

Five bananas on a banana tree,
Three for you and two for me
Five bananas on a banana tree.
Oh! I love those bananas!

Four bananas on a banana tree,
Two for you and two for me
Four bananas on a banana tree.
Oh! I love those bananas!



Category	Concept Poem (cardinal numbers, counting), Rhymed Verse	
Text	<u>Five Bananas</u> Five bananas on a banana tree, Three for you and two for me Five bananas on a banana tree. Oh! I love those bananas! Four bananas on a banana tree, Two for you and two for me Four bananas on a banana tree. Oh! I love those bananas!	
Actions, Additional Verses, or Variations	Three bananas on a banana tree, Two for you and one for me Three bananas on a banana tree. Oh! I love those bananas! Two bananas on a banana tree, One for you and one for me Two bananas on a banana tree. Oh! I love those bananas!	One banana on a banana tree, Half for you and half for me One banana on a banana tree. Oh! I love those bananas! No bananas on a banana tree, None for you and none for me No bananas on a banana tree. Oh! We have no bananas!
Instructional Suggestions	This is a good poem to use in a pocket chart. Copy each line of the poem on two strips of paper, the copy the number words (three, two, one, and half) on separate, shorter strips looking at the poetry chart as a reference, ask children to put the poem together by inserting each number in its correct spot on each line. You can substitute the number words in each stanza, as well as practice addition and subtraction equations using other favourite foods. Children can then write the equation on the board. Invite your class to hold up the right number of fingers as they say each number word. The poetry chart's illustration is helping as a visual cue. Using an erasable marker, circled the number of bananas as children progress through each stanza of the poem. Other visuals may also be used, such as a felt board or whiteboard with cut out bananas that children can affix.	

Five Enormous Dinosaurs

Five enormous dinosaurs,
Letting out a roar—
One went away, and
Then there were four.

For enormous dinosaurs,
Crashing down a tree—
One went away, and
Then there were three.

Three enormous dinosaurs,
Eating tiger stew—
One went away, and
Then there were two.

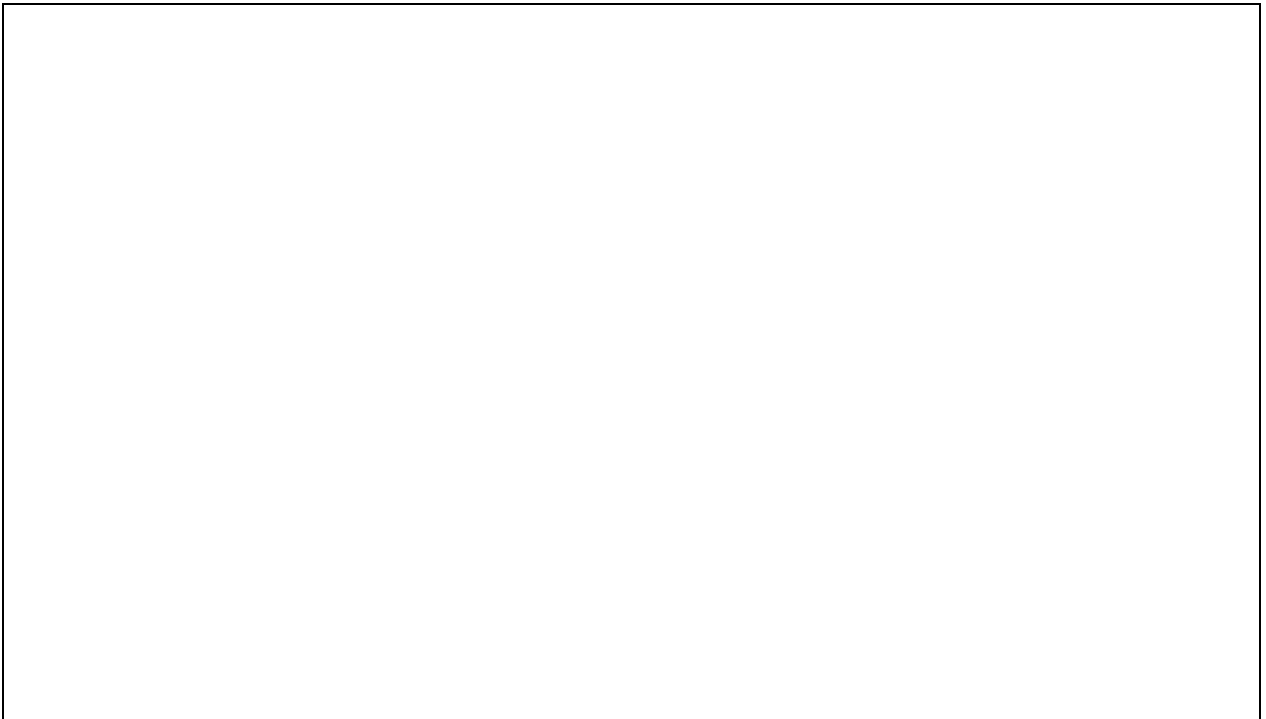
Two enormous dinosaurs,
Trying hard to run—
One went away, and
Then there was one.

What enormous dinosaur,
Afraid to be a hero—
He went away, and
Then there were zero.

Category	Concept poem (cardinal number), Rhymed verse, Song
Text	<u>Five Enormous Dinosaurs</u> Five enormous dinosaurs, Letting out a roar— One went away, and Then there were four. For enormous dinosaurs, Crashing down a tree— One went away, and Then there were three. Three enormous dinosaurs, Eating tiger stew— One went away, and Then there were two. Two enormous dinosaurs, Trying hard to run— One went away, and Then there was one. What enormous dinosaur, Afraid to be a hero— He went away, and Then there were zero.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Divide the class into five groups and invite each to make a dinosaur puppet using craft materials found in the classroom. Then ask each group to hold up its dinosaur puppet while the class recites the poem. At the end of the first stanza, group one and its dinosaur puppet sit down. Then, on cue, each group there after six until there's only <i>one enormous dinosaur</i> left who is afraid to be a hero.

Five Fat Peas

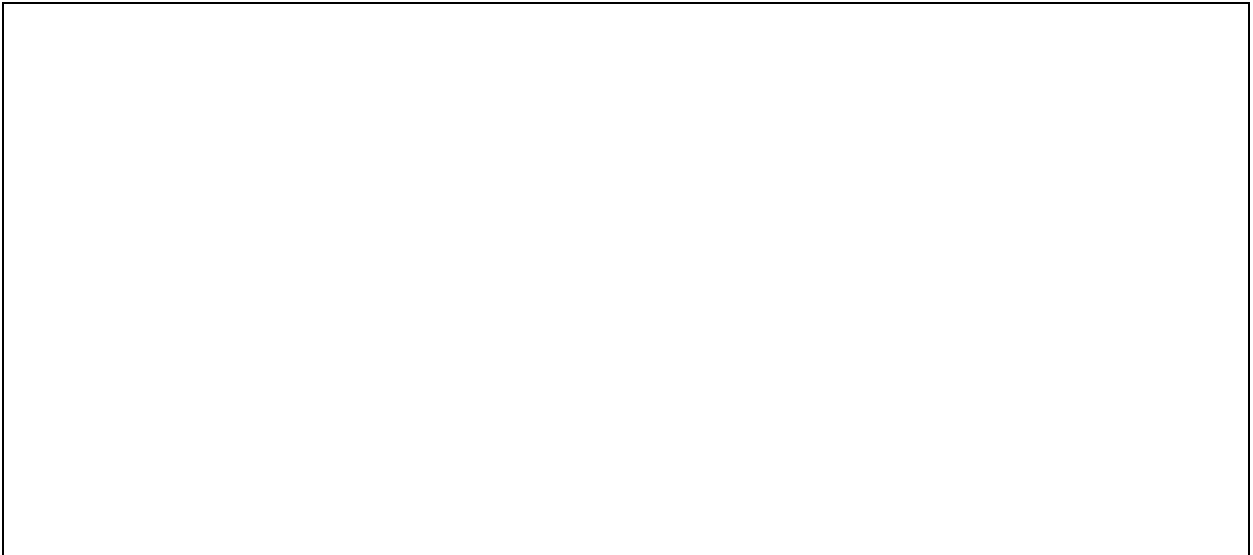
Five fat peas in a pea pod pressed.
One grew, two grew, and so did the rest.
They grew and grew and did not stop,
Until one day the pod went POP!



Category	Concept poem (cardinal number), Rhymed verse, Song
Text	<u>Five Fat Peas</u> Five fat peas in a pea pod pressed. One grew, two grew, and so did the rest. They grew and grew and did not stop, Until one day the pod went POP!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children love the images this infectious counting rhyme conjures— peas growing and the pea pod popping. Invite your class to clap when the pea pod goes POP! Ask children to help you brainstorm other vegetables or fruits with hidden parts: e.g., corn seeds inside a pumpkin, seeds inside an apple, etc.

Five Little Chickadees

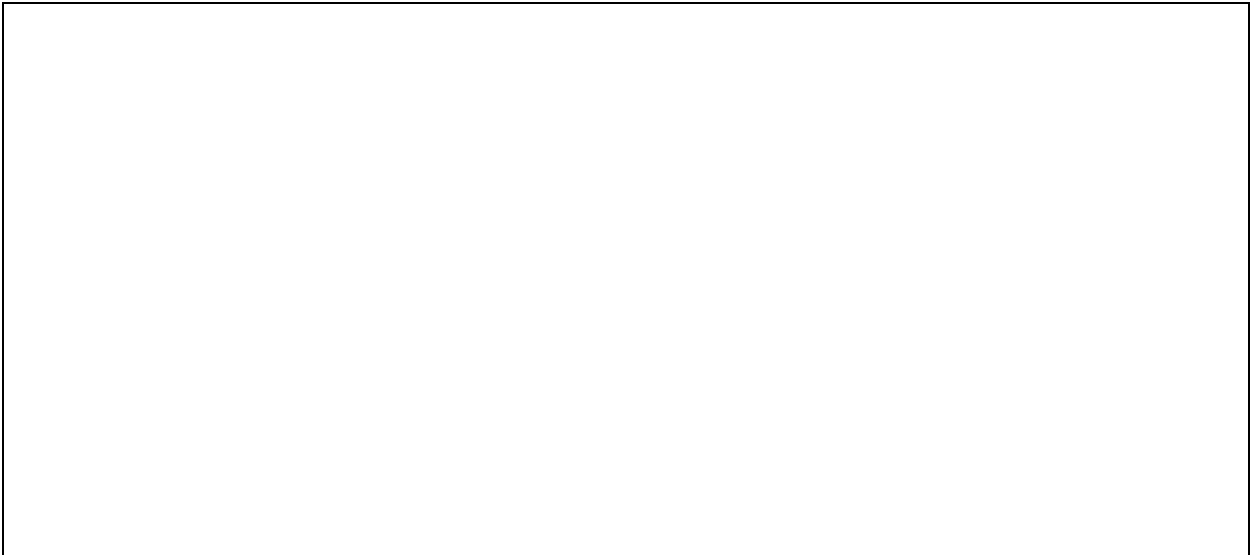
Five little chickadees peeping at the door.
One flew away and then there were four.
Chickadee, chickadee, happy and gay,
Chickadee, Chickadee, fly away.



Category	Concept poem (cardinal number), Rhymed verse, Song
Text	<u>Five Little Chickadees</u> Five little chickadees peeping at the door. One flew away and then there were four. Chickadee, chickadee, happy and gay, Chickadee, Chickadee, fly away.
Actions, Additional Verses, or Variations	Four a little chickadee sitting on a tree... Three little chickadees looking at you... Two little chickadees sitting in the sun... One little chickadee sitting there as one, It flew away and then there was none
Instructional Suggestions	Invite five children to stand in front of the whole class. Ask each child chickadee to fly away, on cue, when his or her verse is recited by classmates.

Five Little Mice

Five little mice came out to play.
Gathering crumbs along the way.
Out came pussycat sleek and fat.
Four little mice went scampering back.



Category	Concept poem (cardinal numbers, counting), Rhymed verse, Song
Text	<u>Five Little Mice</u> Five little mice came out to play. Gathering crumbs along the way. Out came pussycat sleek and fat. Four little mice went scampering back.
Actions, Additional Verses, or Variations	Five a little mice came out to play [one hand holding up five fingers] Gathering crumbs along the way. [other hand comes out with fingers wiggling] Out came pussycat sleek and fat. [cup first-hand like a mouth] Four little mice went scampering back [cupped hand chases wiggling fingers behind back]
Instructional Suggestions	You can use this rhyme as a hand play or choose five mice and one cat to act out the poem as the rest of the class recites. One mouse disappears in each stanza, until there are no more mice to scamper back.

Five Little Sparrows

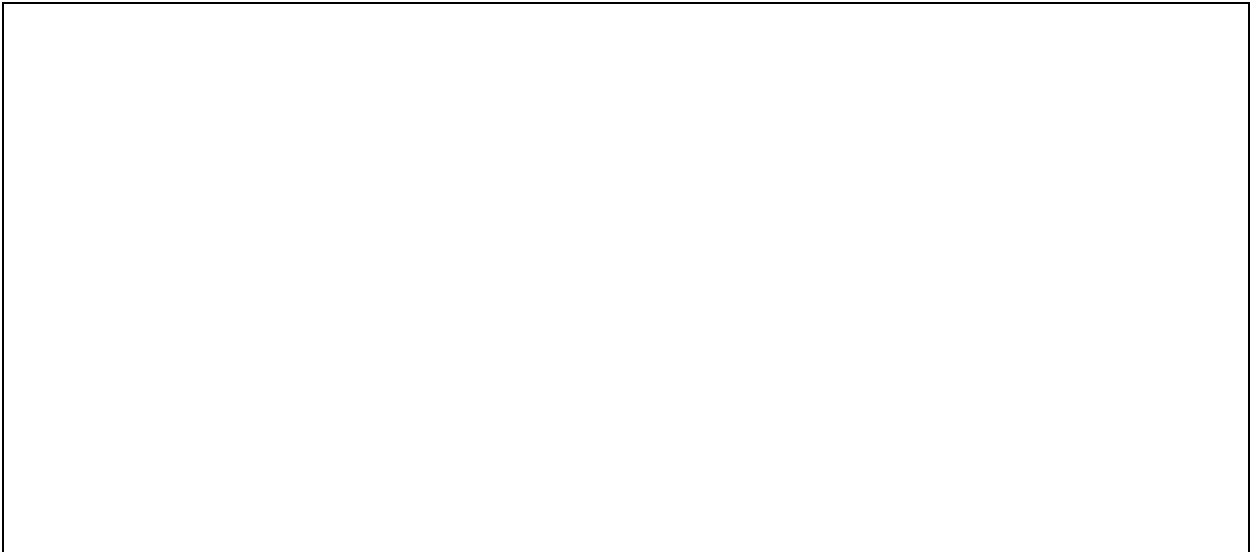
Five little sparrows
High in a tree

The first one says,
“I see the street.”

The third one says,
“And seeds to eat.”

The fourth one says,
“The seeds are wheat.”

The fifth one says,
“Tweet, tweet. Tweet, tweet.”



Category	Concept poem (cardinal numbers, ordinal numbers, counting), Rhymed verse
Text	<u>Five Little Sparrows</u> Five little sparrows High in a tree The first one says, “I see the street.” The third one says, “And seeds to eat.” The fourth one says, “The seeds are wheat.” The fifth one says, “Tweet, tweet. Tweet, tweet.”
Actions, Additional Verses, or Variations	
Instructional Suggestions	The whole class can play the role of narrator while five different children read the dialogue. Have them read only the words in quotation marks. After children know the poem, they can locate words with /ee/.

Four Seasons

Spring is showery, flowery, bowery.

Summer is hoppy, croppy, poppy.

Autumn is wheezy, sneezy, freezy.

Winter is slippery, drippy, nippy.



Category	Concept poem (cardinal and ordinal numbers, counting), Rhymed verse
Text	<u>Four Seasons</u> Spring is showery, flowery, bowery. Summer is hoppy, croppy, poppy. Autumn is wheezy, sneezy, freezy. Winter is slippery, drippy, nippy.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to talk about how the words describe the seasons and why they might have been chosen. You may need to explain that <i>bowery</i> means “leafy” or shady [as in under the leaves or the shade of trees]. Ask children to pick one season and draw their favourite activity to do during the season. They can use the poetry chart illustration as inspiration. Afterwards, display the poetry chart poem on your classroom wall and post children’s drawings around it.

Good morning, Mrs. Hen

“Good morning, Mrs. Hen.
How many chickens have you got?”

“Madame, I’ve got 10.
Four of them are yellow,
Four of them are brown,
And two of them are speckled red,
The nicest in the town.”



Category	Concept poem (cardinal and ordinal numbers, counting), Rhymed verse
Text	<u>Good morning, Mrs. Hen</u> “Good morning, Mrs. Hen. How many chickens have you got?” “Madame, I’ve got 10. Four of them are yellow, Four of them are brown, And two of them are speckled red, The nicest in the town.”
Actions, Additional Verses, or Variations	
Instructional Suggestions	Divide children into two groups to read the parts of Madame and Mrs. Hen. Explained that <i>Madame</i> means “Mrs.” or “lady.” You can make this poem interesting by playing with the numbers. Handle pre-cut, white paper eggs. Then pair children up and invite partners to colour each of their 10 eggs a solid color: one yellow, one blue, one red, one purple, and three green. They can work together to decide how many eggs of each colour they want to show. Afterward, invite partners to compare their colourful Ness with the rest of the class. Ask children to help you count how many eggs of each colour there are in total.

The Grand Old Duke of York

Oh, the grand old Duke of York,
He had 10,000 men.
He marched them up to the top of the hill,
And march them down again.

Oh, when you're up, you're up,
And when you're down, you're down.
And when you're only halfway up,
You're neither up nor down.



Category	Concept poem (cardinal and ordinal numbers, counting), Nursery Rhyme, Song
Text	<u>The Grand Old Duke of York</u> Oh, the grand old Duke of York, He had 10,000 men. He marched them up to the top of the hill, And march them down again. Oh, when you're up, you're up, And when you're down, you're down. And when you're only halfway up, Your neither up nor down.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This is a good marching song. Children can march in place as they recite the first verse. During the second verse, they can match actions to the words line by line: stand up, crouch down, stand halfway up, and then jump up and down.

Andy Pandy

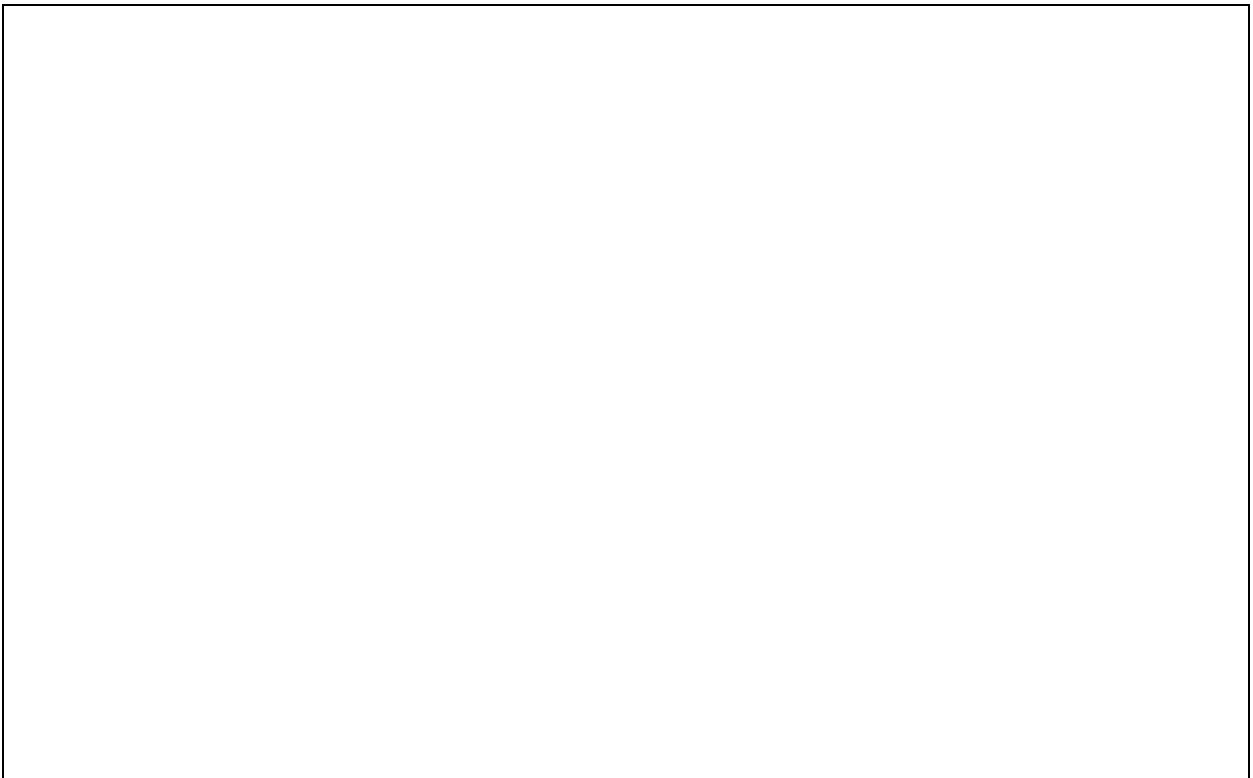
Andy Pandy, jack-a-dandy
Loves plum cake and sugar candy.
He bought some at the grocer's shop
And out he came, hop, hop, hop.



Category	Nursery Rhyme, Rhymed Verse, Word Play
Text	<u>Andy Pandy</u> Andy Pandy, jack-a-dandy Loves plum cake and sugar candy. He bought some at the grocer's shop And out he came, hop, hop, hop.
Actions, Additional Verses, or Variations	Andy Pandy, jack-a-dandy Loves carrot cake and chocolate candy. He bought some at the grocery store And he was happy evermore
Instructional Suggestions	There are some great food words in this poem: <i>plum cake</i>, <i>sugar candy</i>, and more if you teach the second stanza. Invite children to create variations by substituting other foods. Prompt them by asking what they would buy at the grocery store. Then have children illustrate the poem based on their answers.

Hanky Panky

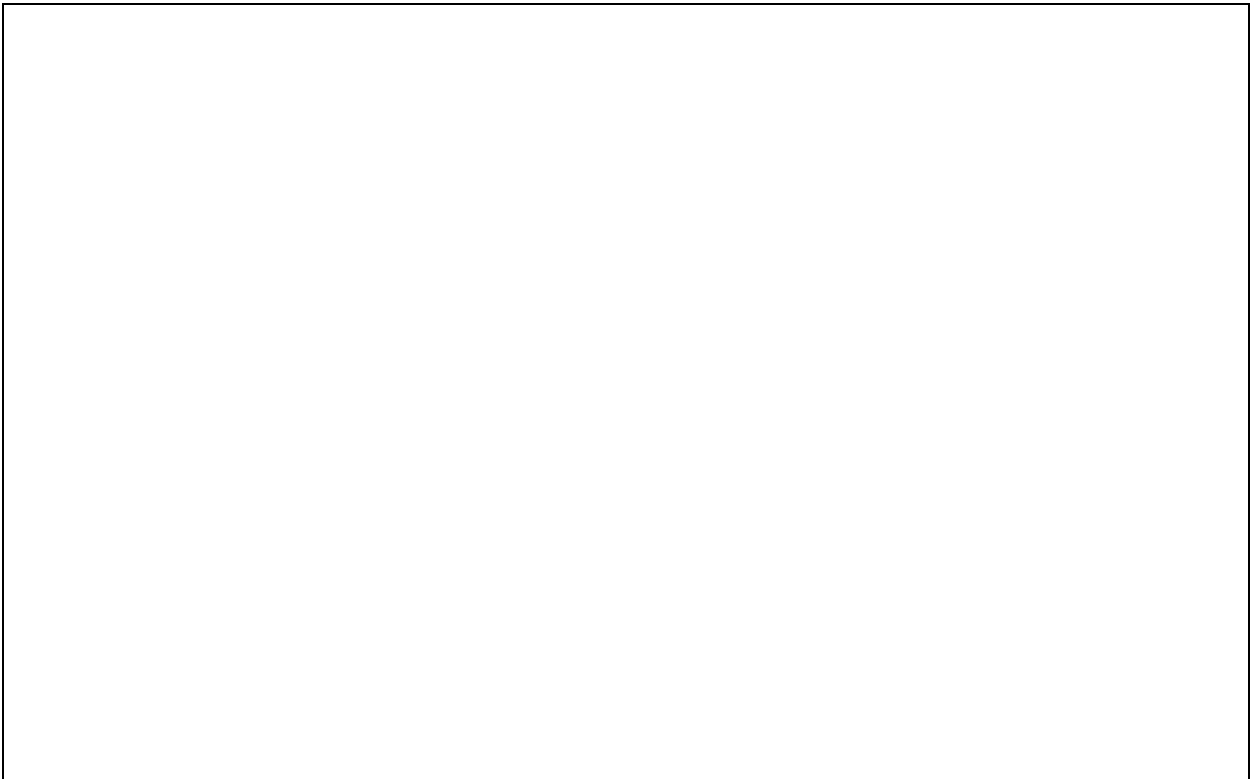
Down by the banks of the Hanky Panky
Where the bullfrogs jump from bank to banky
With an Eep! Eep! Ope! Ope!
Knee-flop-i-dilly and kerplop!



Category	Rhymed Verse, Song, Word Play
Text	<u>Hanky panky</u> Down by the banks of the Hanky Panky Where the bullfrogs jump from bank to banky With an Eep! Eep! Ope! Ope! Knee-flop-i-dilly and kerplop!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children enjoy the nonsense words in this poem. Help them discuss how words can make you think of real noises by suggesting the sounds they represent, such as <i>purr</i> , <i>buzz</i> , <i>fizz</i> , and <i>crackle</i> .

Hickory, Dickory, Dean!

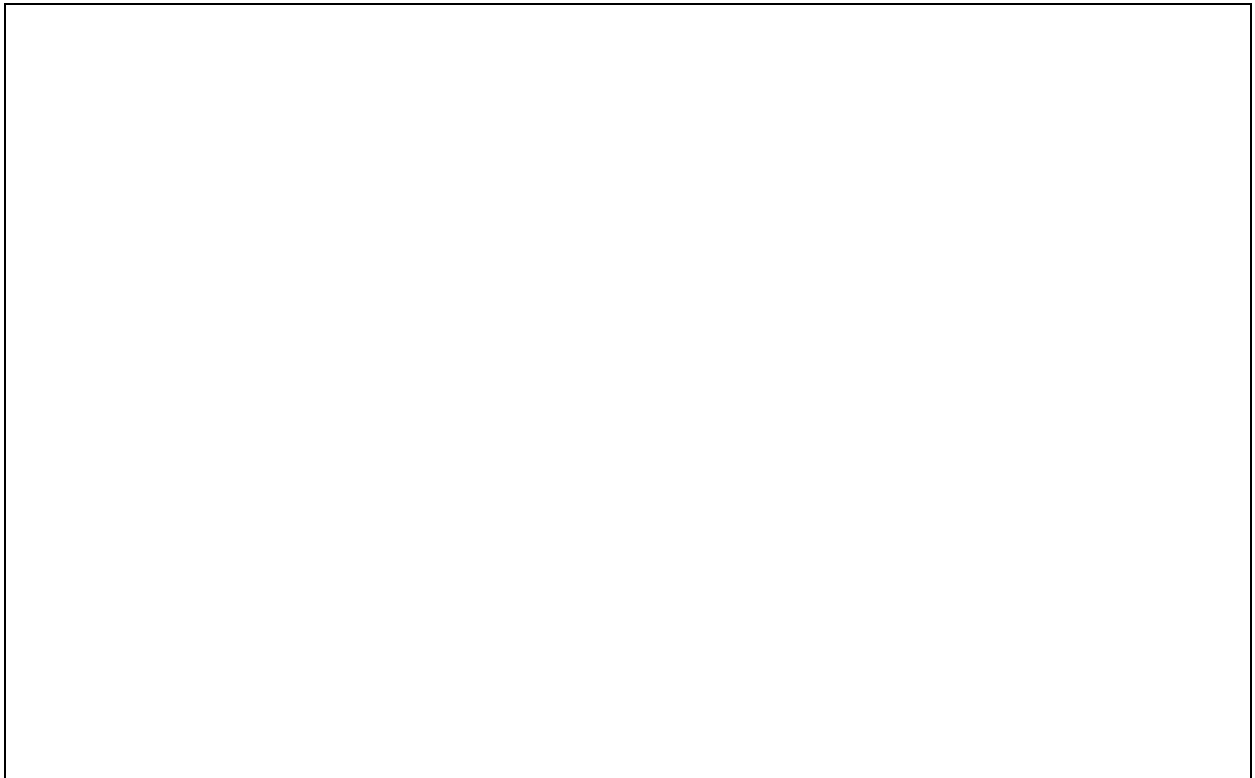
Hickory, dickory, dean!
The dog was very clean.
The cat was fine
To sit and dine.
Hickory, dickory, dean!



Category	Nursery Rhyme, Song, Word Play
Text	<u>Hickory, Dickory, Dean!</u> Hickory, dickory, dean! The dog was very clean. The cat was fine To sit and dine. Hickory, dickory, dean!
Actions, Additional Verses, or Variations	
Instructional Suggestions	After reading “Hickory, Dickory Dean! invite children to change the ending part of the wording in order to make a new word. With that new word, help children brainstorm a variation of this poem: e.g., replace <i>dean</i> with <i>dawn</i> to inspire the following: <i>Hickory, dickory dawn! / The dog mowed the lawn. / The cat meowed loud / Because he was proud. / Hickory, dickory, dawn!</i>

Horsie, Horsie

Horsie, horsie, don't you stop.
Just let your feet go clippety clop.
Your tail goes swish and the wheels go 'round.
Giddyup, you're homeward bound.



Category	Concept poem (cardinal and ordinal numbers, counting), Nursery Rhyme, Song
Text	<u>Horsie, Horsie</u> Horsie, horsie, don't you stop. Just let your feet go clippety clop. Your tail goes swish and the wheels go 'round. Giddyup, you're homeward bound.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children can come up with sound effects and motions for this poem: e.g., tapping fingernails or clapping for <i>clippity clop</i>, moving hands quickly for <i>swish</i>, and revolving both hands around each other to show how the <i>wheels go 'round</i>. Have children locate words that sound like real noises.

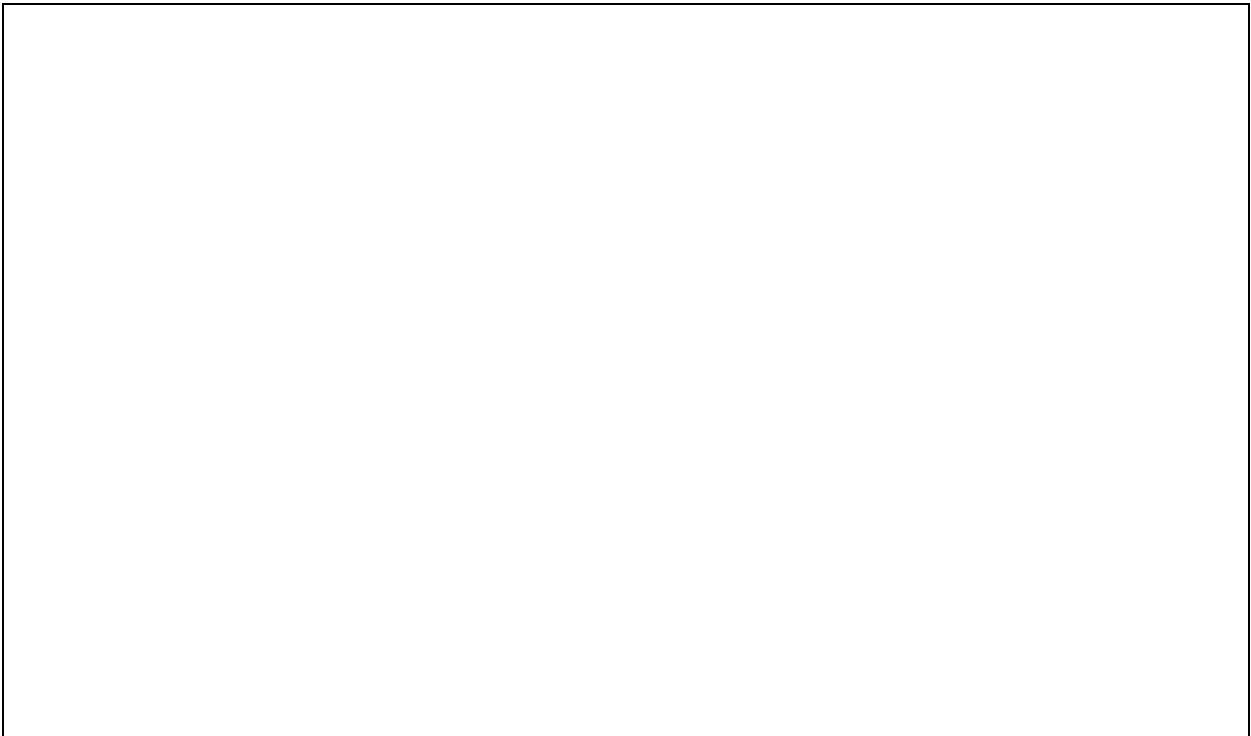
I Had a Loose Tooth

I had a loose tooth,
Wiggly, jiggly loose tooth.

I had a loose tooth
A-hanging by a thread.

I pulled my loose tooth,
My wiggly, jiggly loose tooth.
Put it under my pillow,
And then I went to bed.

The fairy took my loose tooth,
My wiggly, jiggly loose tooth.
And now I have a quarter,
And a hole in my head.



Category	Action Poem, Rhymed Verse, Word Play	
Text	<u>I Had a Loose Tooth</u> I had a loose tooth, Wiggly, jiggly loose tooth. I had a loose tooth A-hanging by a thread. I pulled my loose tooth,	My wiggly, jiggly loose tooth. Put it under my pillow, And then I went to bed. The fairy took my loose tooth, My wiggly, jiggly loose tooth. And now I have a quarter, And a hole in my head.
Actions, Additional Verses, or Variations	<u>I Had a Loose Tooth</u> I had a loose tooth, Wiggly, jiggly loose tooth. [Pretend to wiggle her tooth as if it were in the mouth] I had a loose tooth A-hanging by a thread. [hold hand up is it holding a tooth on a string] I pulled my loose tooth, [pretend to pull tooth] My wiggly, jiggly loose tooth. [pretend to shake tooth in palm of hand] Put it under my pillow, And then I went to bed. [put two hands together and lean head on them] The fairy took my loose tooth, [pretend to pull tooth] My wiggly, jiggly loose tooth. [pretend to shake tooth in palm of hand] And now I have a quarter, [hold palm out] And a hole in my head. [point to jaw]	
Instructional Suggestions	This is a good marching song. Children can march in place as they recite the first verse. During the second verse, they can match actions to the words line by line: stand up, crouch down, stand halfway up, and then jump up and down.	

I Have Two Eyes

I have two eyes to see with.

I have two feet to run.

I have two hands to wave with

And knows I have but one.

I have two ears to hear with

And a tongue to say, “Good day.”



Category	Action Poem, Concept Poem (cardinal numbers, parts of the body) Rhymed Verse
Text	<u>I Have Two Eyes</u> I have two eyes to see with. I have two feet to run. I have two hands to wave with And knows I have but one. I have two ears to hear with And a tongue to say, “Good day.”
Actions, Additional Verses, or Variations	<u>I Have Two Eyes</u> I have two eyes to see with. [Sitting, point with both hands to eyes] I have two feet to run. [lift 1 foot, then the other] I have two hands to wave with [wave with both hands] And knows I have but one. [point to nose] I have two ears to hear with [both hands behind ears] And a tongue to say, “Good day.” [standup on “Good day”]
Instructional Suggestions	Give children reproducible copies of the poem and have them draw a self-portrait to illustrate it. Be sure they include everything mentioned in the poem.

I Love the Mountains

I love the mountains.

I love the rolling hills.

I love the flowers.

I love the daffodils.

I love the fireside

When all the lights are low.

Boom-de-otta, boom-de-otta,

Boom-de-otta, boom-de-otta.



Category	Rhymed Verse, Song, Word Play
Text	<u>I Love the Mountains</u> I love the mountains. I love the rolling hills. I love the flowers. I love the daffodils. I love the fireside When all the lights are low. Boom-de-otta, boom-de-otta, Boom-de-otta, boom-de-otta.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Find this song online and teach children the melody. Then invite them to sing it as a round, with one group starting after the other group has sung the first two lines. Alternatively, have two groups sing or say alternative lines, following quickly along. Or have one group say boom-de-otta continually while the others sing the whole song. Pair the song with the picture book <i>I love the Mountains: a Traditional Song</i> by John Archambault and David Plumber (1998)

I Never had a Dog That Could Talk

I never had a dog that could talk,
Or a cat that could sing a song,
Or a pony that could on two legs walk
And keep it up all day long;
Or a pig that could whistle a merry tune,
Or a hen that could dance a jig,
Or a cow that could jump clear over the moon,
Or a musical guinea pig.



Category	Humorous Verse, Rhymed Verse
Text	<u>I Never had a Dog That Could Talk</u> I never had a dog that could talk, Or a cat that could sing a song, Or a pony that could on two legs walk And keep it up all day long; Or a pig that could whistle a merry tune, Or a hen that could dance a jig, Or a cow that could jump clear over the moon, Or a musical guinea pig.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to talk about what makes this poem funny. They can substitute names of other animals or their pets as well as new actions: e.g., <i>I never had a horse that could hopscotch.</i>

I Went Downstairs

I went downstairs
To see Mrs. Brown.

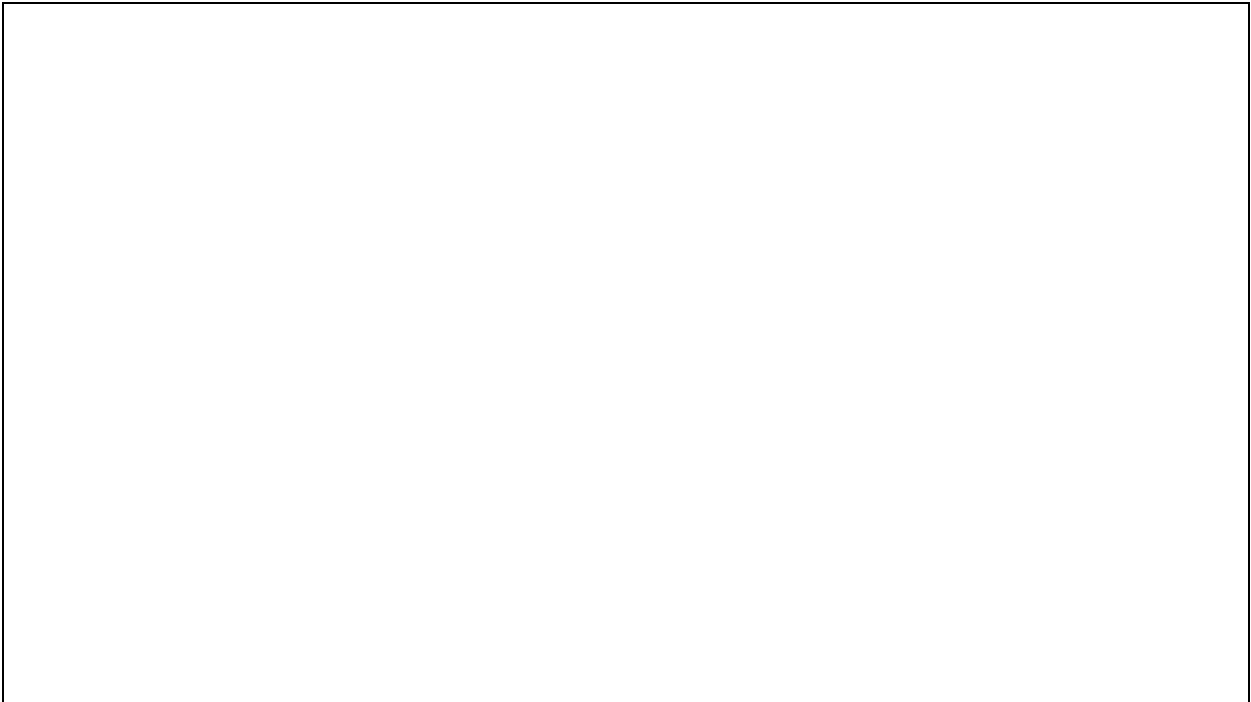
She gave me a nickel
To buy a pickle.

The flower was dead.
She gave me a thread.

The thread was thin.
She gave me a pin.

The pin was sharp.
She gave me a harp.

And the heart began to sing—
Minnie and a minnie
And a ha ha Ha!



Category	Concept poem (cardinal and ordinal numbers, counting), Nursery Rhyme, Song
Text	<u>I Went Downstairs</u> I went downstairs To see Mrs. Brown. She gave me a nickel To buy a pickle. The flower was dead. She gave me a thread. The thread was thin. She gave me a pin. The pin was sharp. She gave me a harp. And the heart began to sing— Minnie and a minnie And a ha ha Ha!
Actions, Additional Verses, or Variations	
Instructional Suggestions	This poem reinforces rhyming words. By using sticky notes to cover up the last word [or part of the last word] in each couplet, children can predict each new item given by Mrs. Brown based on the word at the end of the proceeding line [or they can create their own rhymes]. Assigned groups to read aloud each verse; save the last first for the class to read aloud together.

I've Got a Dog as Thin as a Rail

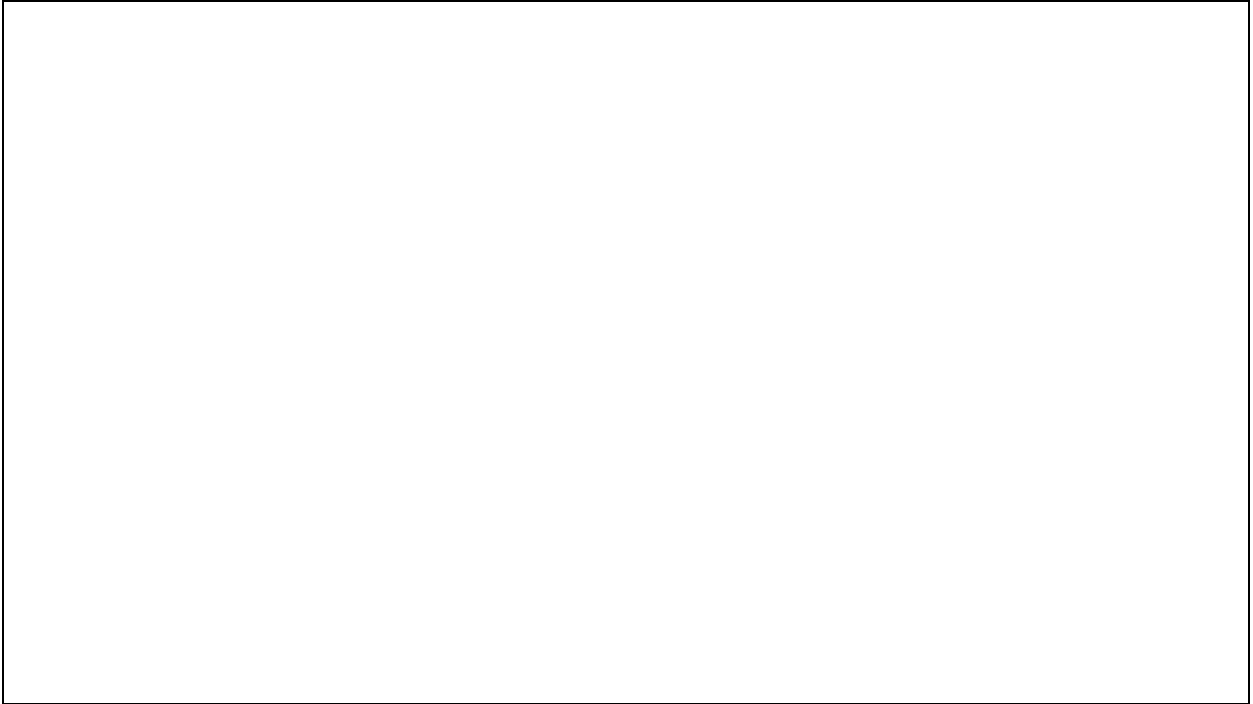
I've got a dog as thin as a rail,
He's got fleas all over his tail.
Every time his tail goes flop,
The fleas on the bottom all hop to the top.



Category	Concept poem (colour, names), Rhymed Verse
Text	<u>I've Got a Dog as Thin as a Rail</u> I've got a dog as thin as a rail, He's got fleas all over his tail. Every time his tail goes flop, The fleas on the bottom all hop to the top.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This verse has a predictable structure that children can use to create other rhymes: I've got a ___ as ___ as a _____. See what children can come up with and have them make an illustrated class book to showcase their efforts.

I'd Like to Be a Lighthouse
by Rachel Field

I'd like to be a lighthouse
All scrubbed and painted white.
I'd like to be a lighthouse
And stay awake all night
To keep my eye on everything
That sails my patch of sea;
I'd like to be a lighthouse
With the ships all watching me.



Category	Concept Poem, Rhymed Verse
Text	<u>I'd Like to Be a Lighthouse</u> <u>by Rachel Field</u> I'd like to be a lighthouse All scrubbed and painted white. I'd like to be a lighthouse And stay awake all night To keep my eye on everything That sails my patch of sea; I'd like to be a lighthouse With the ships all watching me.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Select one child pretend to be the lighthouse. Give him or her a flashlight. Invite the rest of the class to sit in a circle and ask the lighthouse to stand in the middle. Dim or turn off the classroom lights. While the seated children recite the poem, ask them to gently wave their arms, pretending to be the sea. Have the lighthouse slowly spin in circles, while shining the flashlight on the sea. When the poem ends, have the lighthouse stop moving; the seated child in the light can then switch places with the lighthouse. Have the class recite the poem again and again until all the children act as lighthouse.

It's Raining

It's raining, it's pouring,
The old man is snoring.
He went to bed and bumped his head
And couldn't get up in the morning.



Category	Rhymed Verse, Song
Text	<u>It's Raining</u> It's raining, it's pouring, The old man is snoring. He went to bed and bumped his head And couldn't get up in the morning.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This traditional verse has a somewhat mournful tone, but children enjoy seeing or singing it. You can find the tune online. Teach and revisit the poem on rainy days. Ask children if they know of any other poems or songs about the rain: e.g., <i>Rain rain go away / Come again some other day. / Little ___ wants to play. / Rain, rain, go away.</i> You may also wish to visit the poetry chart poem “<i>Little Raindrops</i>” by Janie Browne.

Jack, Be Nimble

Jack, be nimble.
Jack, be quick.
Jack, jump over
The candle stick.

Jack, be nimble,
Quick as a fox.

Jack, jump over
This little box.



Category	Concept poem (direction, name), Nursery Rhyme, Rhymed Verse
Text	<u>Jack, Be Nimble</u> Jack, be nimble. Jack, be quick. Jack, jump over The candlestick. Jack, be nimble, Quick as a fox. Jack, jump over This little box.
Actions, Additional Verses, or Variations	Jack, be nimble. Jack, cut a caper. Jack, jump over This piece of paper. Jack, be nimble. Jack, be fair. Jack, jump over This little chair
Instructional Suggestions	Children enjoy discovering the meaning of the word nimble. Class members may take turns jumping over a real or imaginary candlestick. [Candlesticks are easily made from small paper plates, short paper rolls, glue, and paper scraps.] A set of blocks or other small obstruction can be jumped over instead. Different names can be substituted for Jack. Create new versus in which the second- and fourth-lines rhyme. If you recite the poem outside, ask children to chant the words as they jump over a rope held by two classmates. If everyone makes it over one height, raise the rope and repeat.

Jack-in-the-box

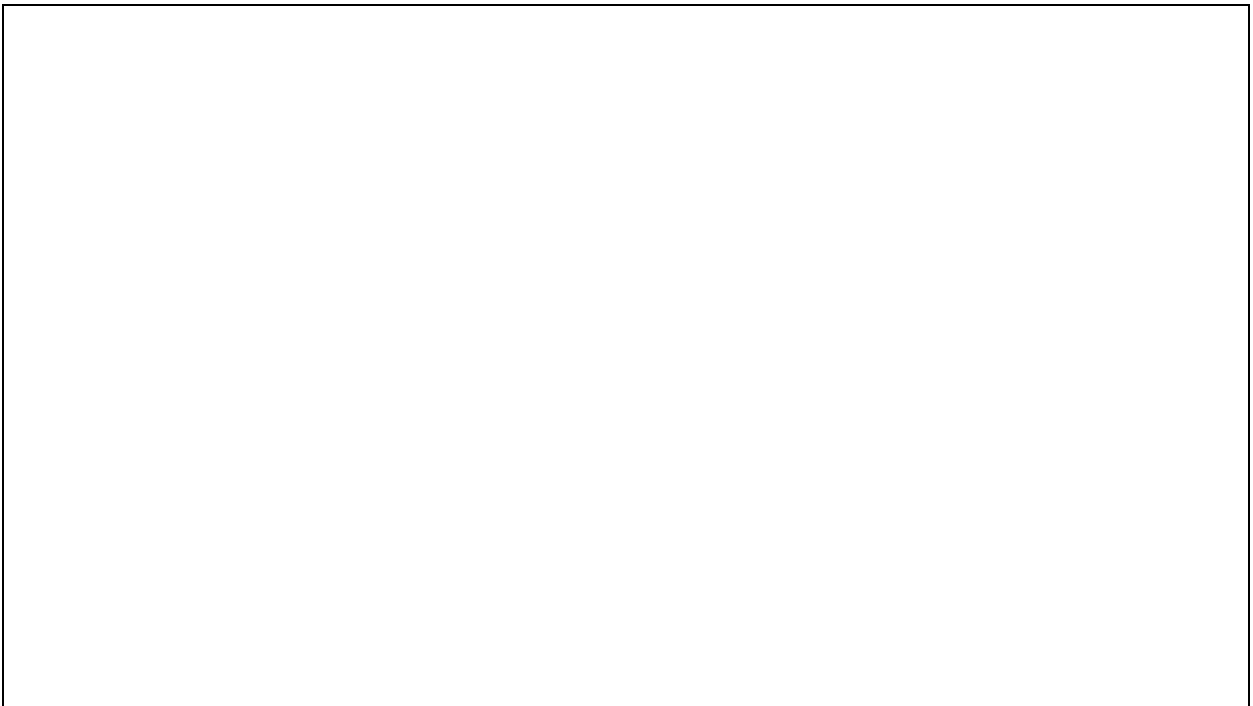
Jack-in-the-box,
All shut up tight;
Not a breath of air,
Not a ray of light.
How tired he must be
Down in a heap;
Will open the lid,
And up he will leap.



Category	Concept poem (direction, opposites), Rhymed Verse
Text	<u>Jack-in-the-box</u> Jack-in-the-box, All shut up tight; Not a breath of air, Not a ray of light. How tired he must be Down in a heap; Will open the lid, And up he will leap.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Talk to children about what a jack-in-the-box is [or demonstrate the toy to the class] and ask them to imagine being scrunched up inside a box. Then have them begin saying the verse while they are sitting down. Children can jump up on the final line.

Johnny Appleseed

Oh, the earth is good to me,
And so I think the earth
For giving me the things I need:
The sun, the rain, and the Appleseed.
The earth is good to me.

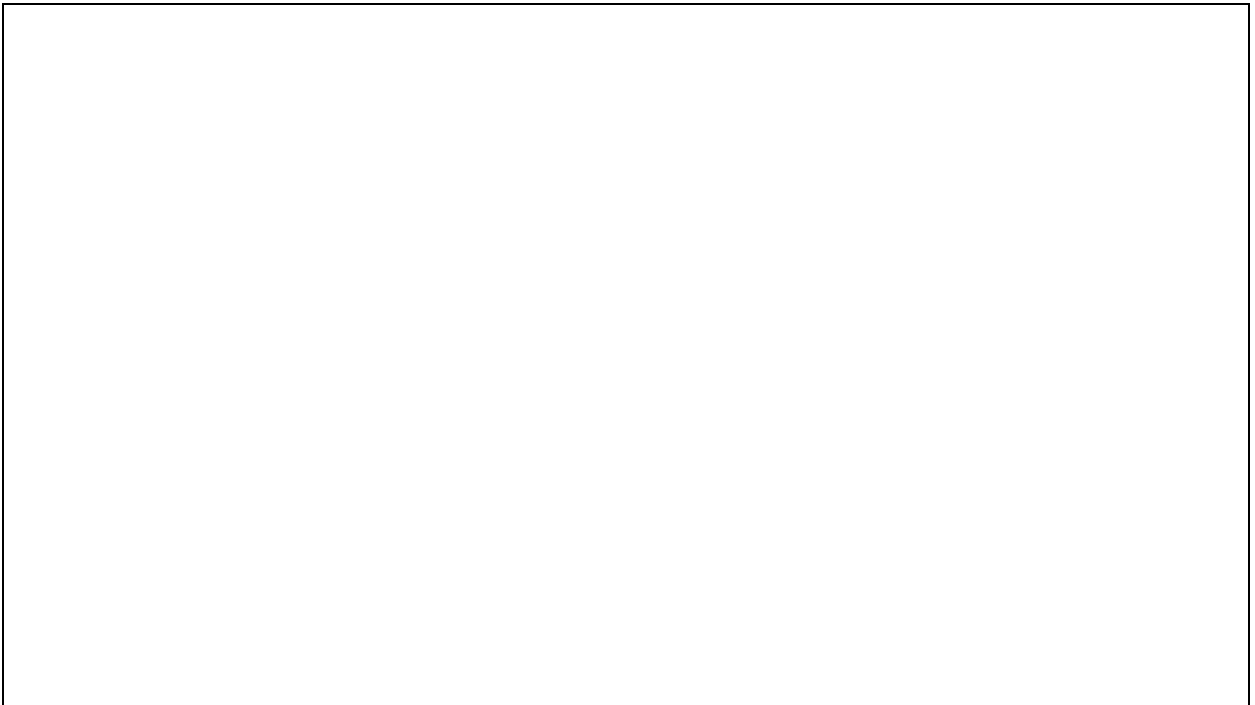


Category	Concept Poem (name), Nursery Rhyme, Rhymed Verse, Song
Text	<u>Johnny Appleseed</u> Oh, the earth is good to me, And so I think the earth For giving me the things I need: The sun, the rain, and the Appleseed. The earth is good to me.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children may enjoy hearing the story of Johnny Appleseed who travelled all his life planting apple trees. They can also talk about how the sun and rain help the tiny seeds grow into trees.

The Lion and the Unicorn

The Lion and the Unicorn
Were fighting for the crown.
The Lion beat the Unicorn
All around the town.

Some gave them white bread.
Some gave them brown.
Some gave them plum cake
And sent them out of town.

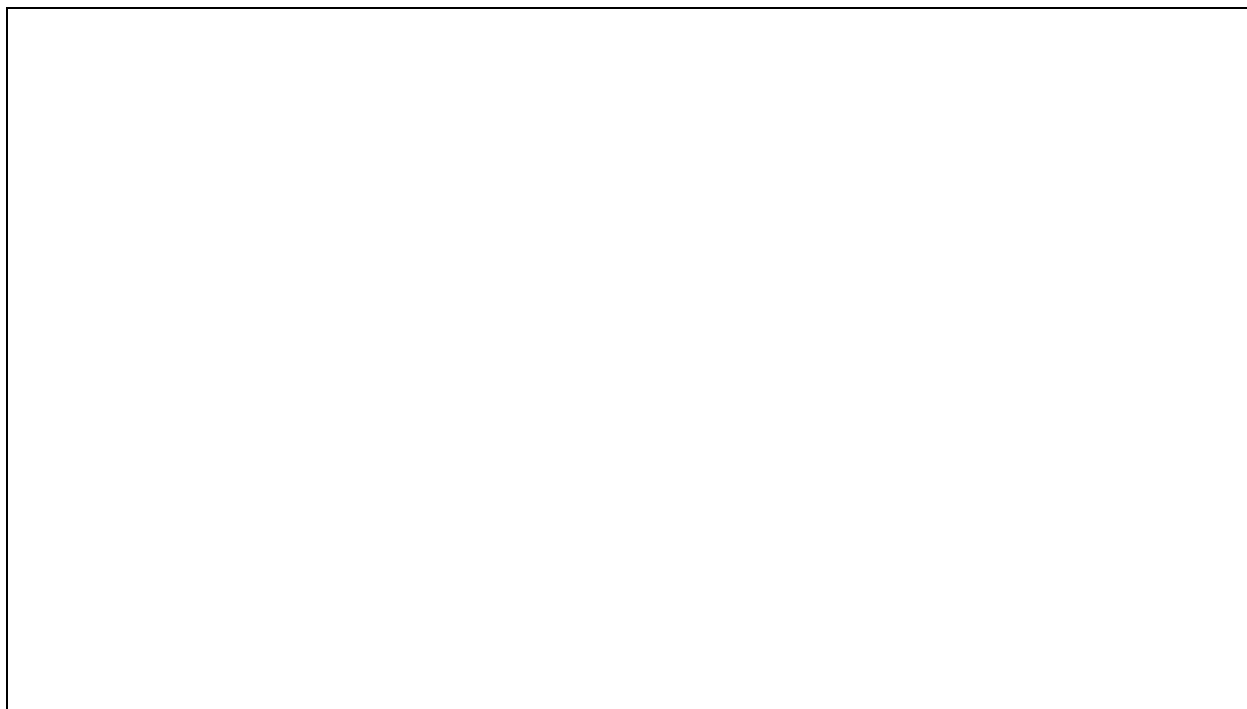


Category	Concept poem (colours), Nursery Rhyme, Rhymed Verse
Text	<u>The Lion and the Unicorn</u> The Lion and the Unicorn Were fighting for the crown. The Lion beat the Unicorn All around the town. Some gave them white bread. Some gave them brown. Some gave them plum cake And sent them out of town.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Check on children's knowledge of lions and unicorns. Even if children are unfamiliar, they can enjoy this rhyme. They may also be interested to know that these animals are symbols of the United Kingdom. Show children on a map which countries make up the United Kingdom. Then together as a class, substitute <i>lion and/or unicorn</i> for other animals. After they know the poem, invite children to say and look at the words, <i>crown, town, and brown</i> as examples of rhyming words. Using teaching tools like an erasable marker, highlighter tape, or masking card, call out the words matching rime -own (as in crown).

Little bird

Once I saw a little bird
Come hop, hop, hop.
So I cried, “Little bird,
Will you stop, stop, stop?”

I was going to the window
To say, “How do you do?”
But he shook his little tail,
And far away he flew.



Category	Concept poem (size), Nursery Rhyme, Rhymed Verse
Text	<u>Little bird</u> Once I saw a little bird Come hop, hop, hop. So I cried, "Little bird, Will you stop, stop, stop?" I was going to the window To say, "How do you do?" But he shook his little tail, And far away he flew.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Assign one child to read the material in quotation marks while others say the rest. This is a good poem to point out the function of quotation marks. Alternatively, have children substitute words for cry to increase their awareness of possibilities: e.g., <i>said, shouted, called, or whispered</i>.

Little Bo-Peep

Little Bo-Peep has lost her sheep
And can't tell where to find them;
Leave them alone, and they all come home,
Wagging their tails behind them.

Little Bo-Peep fell fast asleep
And dreamed she heard them bleating;
But when she woke, it was all a joke,
For they were still a-fleeting.

Then up she took her little crook,
And vowed that she would find them;
What was her joy to see them there,
Wagging their tails behind them.



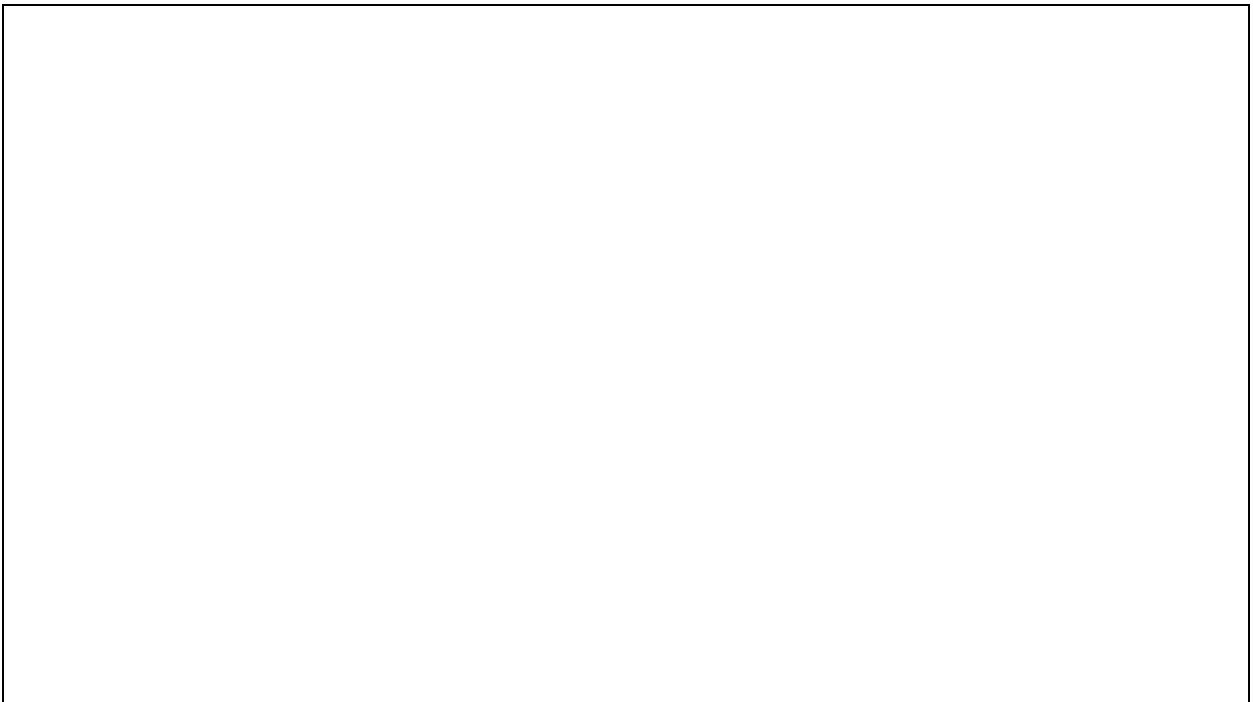
Category	Concept poem (name, size), Nursery Rhyme, Rhymed Verse
Text	<u>Little Bo-Peep</u> Little Bo-Peep has lost her sheep And can't tell where to find them; Leave them alone, and they all come home, Wagging their tails behind them. Little Bo-Peep fell fast asleep And dreamed she heard them bleating; But when she woke, it was all a joke, For they were still a-fleeing. Then up she took her little crook, And vowed that she would find them; What was her joy to see them there, Wagging their tails behind them.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This poem lends itself to creating a three-page class book [one verse on each page] or individual books the children illustrate. Explain that a shepherd's <i>crook</i> is "a long stick with a hook on the end that Little Bo-Peep uses to pull sheep into line. Also explain that to <i>vow</i> means "to promise" and that <i>bleating</i> is the "crying sound that sheep make."

Little Boy Blue

Little Boy Blue
Come blow your horn,
The sheep's in the meadow
The cow's in the corn.

Where is the boy
Who looks after the sheep?
He's under a haystack
Fast asleep.

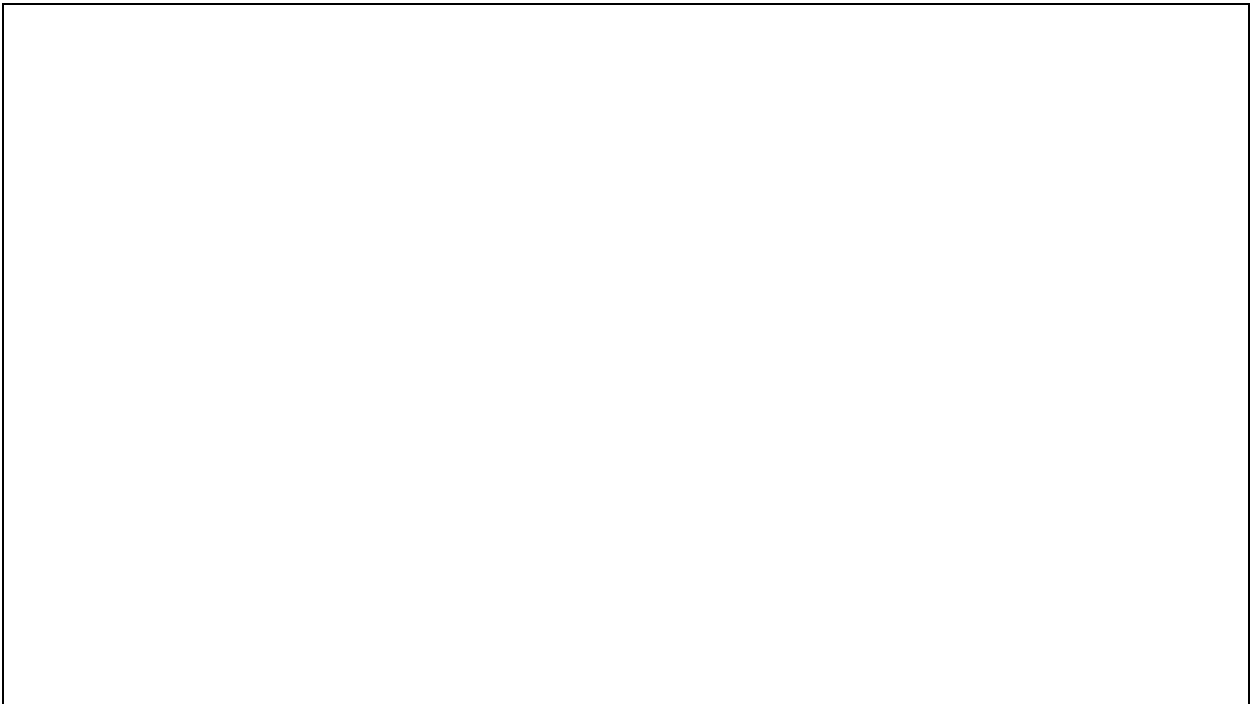
Will you wake him?
No, not I.
For if I do,
He's sure to cry.



Category	Concept poem (colour, size), Nursery Rhyme, Rhymed Verse
Text	<u>Little Boy Blue</u> Little Boy Blue Come blow your horn, The sheep's in the meadow The cow's in the corn. Where is the boy Who looks after the sheep? He's under a haystack Fast asleep. Will you wake him? No, not I. For if I do, He's sure to cry.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to get in groups and take turns reciting every other line. Then ask them to draw the scene; drawing will help children to decipher the poems details. Paired this poem with Iona Opie and Rosemary Wells's a picture book <i>Little Boy Blue</i> (1997).

Little Nancy Etticoat

Little Nancy Etticoat
With a white petticoat
And a red nose,
She has no feet or hands;
The longer she stands,
The shorter she grows.



Category	Concept poem (colour, name, parts of body, size), Nursery Rhyme, Rhymed Verse
Text	<u>Little Nancy Etticoat</u> Little Nancy Etticoat With a white petticoat And a red nose, She has no feet or hands; The longer she stands, The shorter she grows.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This poem is really a riddle. Cover up the poetry chart's illustration while children try to guess the answer. You may wish to give them a hint by saying that Little Nancy is not a person but a thing. If needed and cover the illustration part by part flame first provide children with a visual clue. Answer: a candle

Little Peter Rabbit

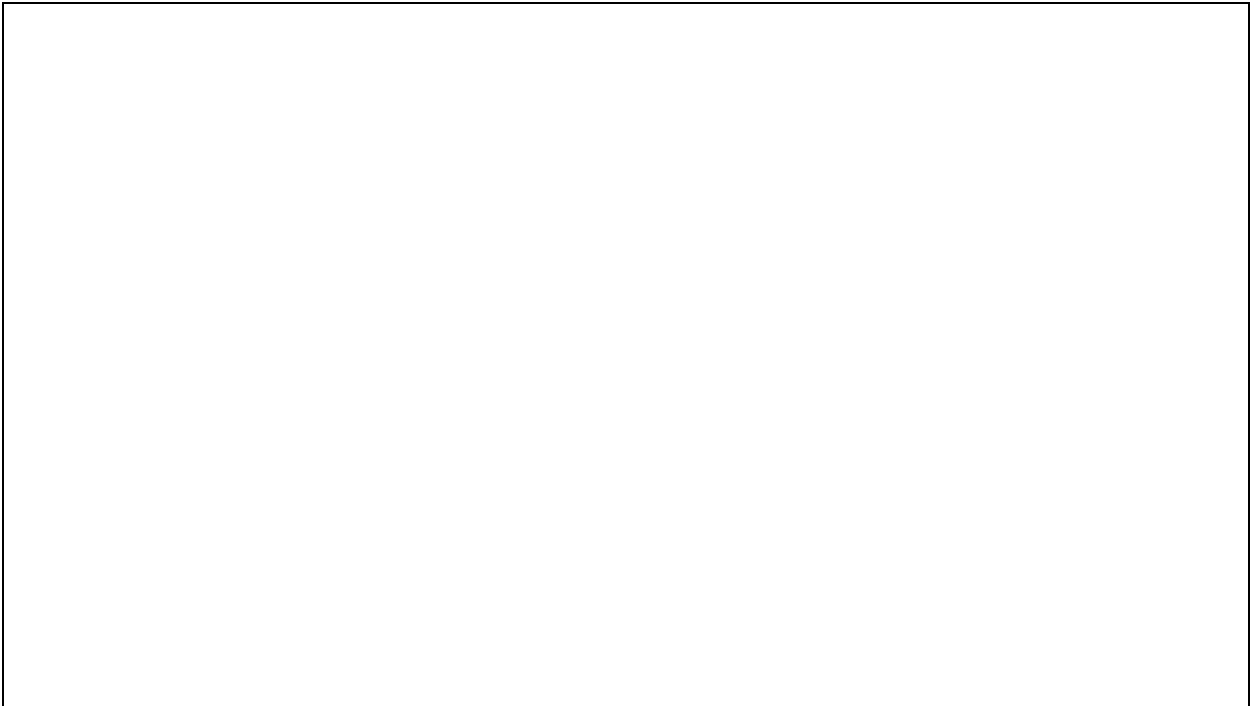
Little Peter rabbit had a fly up on his nose.

Little Peter rabbit had a fly up on his nose.

Little Peter rabbit had a fly up on his nose.

And he switched it and he swashed it,

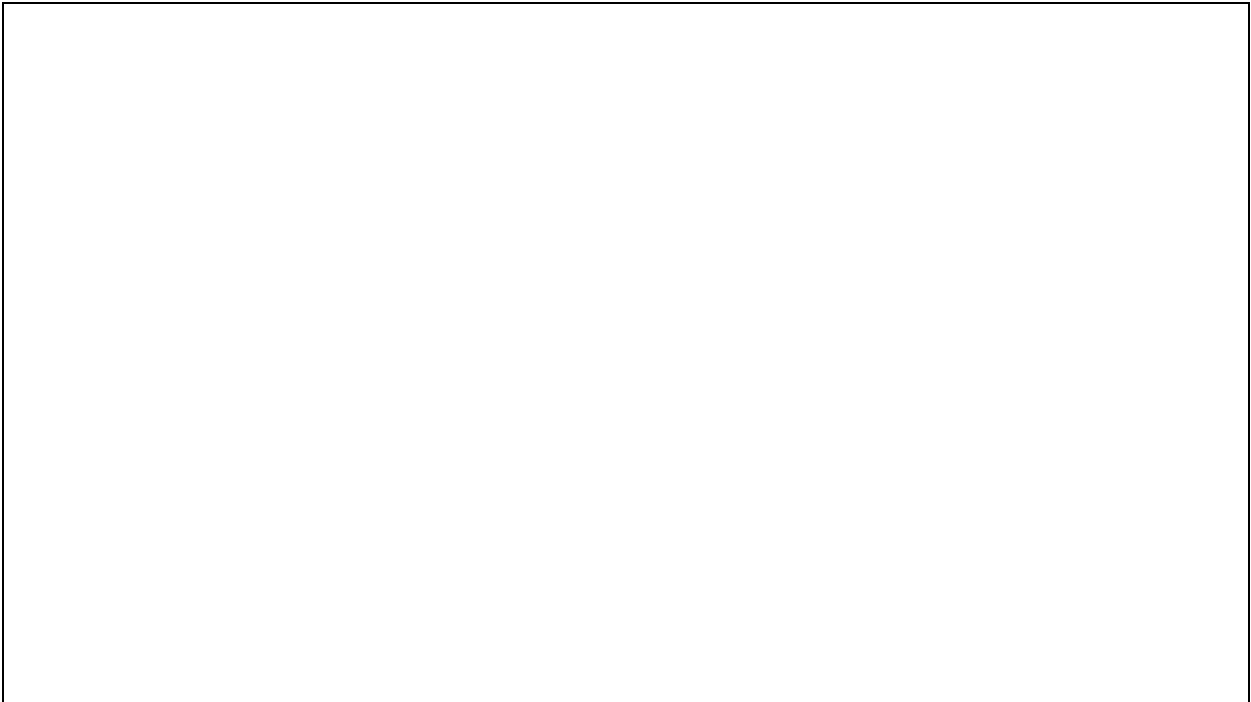
And the fly flew away.



Category	Concept poem (size), Nursery Rhyme, Rhymed Verse
Text	<u>Little Peter Rabbit</u> Little Peter rabbit had a fly up on his nose. Little Peter rabbit had a fly up on his nose. Little Peter rabbit had a fly up on his nose. And he switched it and he swashed it, And the fly flew away.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Recite this poem to the tune of “The Battle Hymn of the Republic.” Add some rhythm instruments or invite a few children to quietly say <i>swish</i>, <i>swash</i> over and over while the others read.

The Little Plant
by Kate L. Brown

In the heart of a seed,
Buried deep, so deep,
A dear little plant
Lay fast asleep.
“Wake!” set the sunshine,
“And creep to the light.”
“Wake!” said the voice
Of the raindrops bright. The little plant heard,
End it Rose to see
What’s the wonderful
Outside world might be.



Category	Concept poem (size), Rhymed Verse
Text	<u>The Little Plant by Kate L. Brown</u> In the heart of a seed, Buried deep, so deep, A dear little plant Lay fast asleep. “Wake!” set the sunshine, “And creep to the light.” “Wake!” said the voice Of the raindrops bright. The little plaque heard, End it Rose to see What’s the wonderful Outside world might be.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have the class narrate the poem while one child plays the role of sunshine and another place the raindrops. Several children can scrunch down like seeds and slowly “grow” to stretch as high as they can. Alternatively, create a mural showing the elapse of time for a growing plant. Invite children to make cut out illustrations. Move their cut-out illustrations around until the class is satisfied with the arrangement before gluing them down.

Little Pup, Little Pup

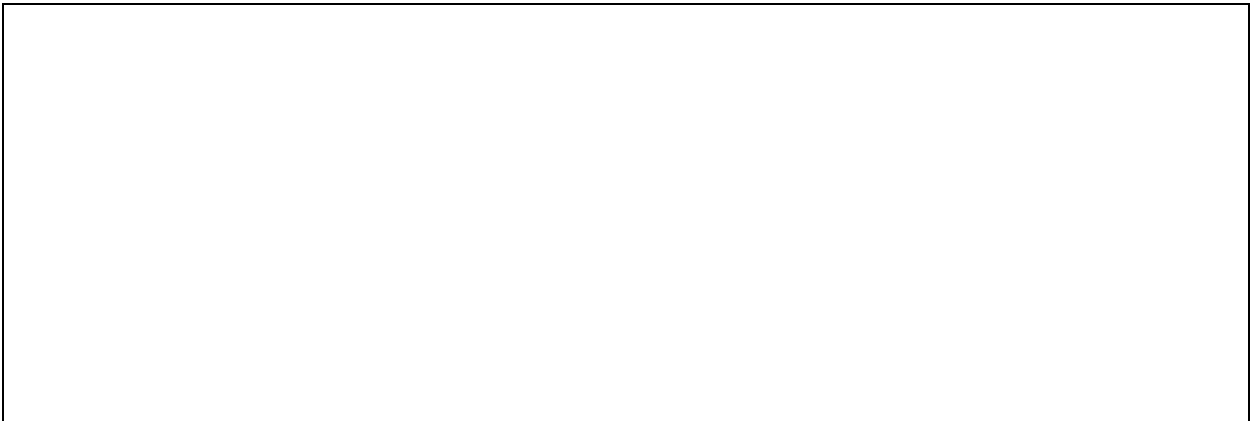
Little pup, little pup,
What do you say?
“Woof, woof, woof!
Let’s go and play.”

Kitty cat, kitty cat,
How about you?
“Meow, meow, meow!
And I purr, too.”

Pretty bird, pretty bird,
Have you a song?
“Tweet, tweet, tweet!
The whole day long.”

Jersey cow, jersey cow,
What do you do?
“Moo, moo, moo!
And give milk, too.”

Little lamb, little lamb,
What do you say?
“Baa, baa, baa!
Can Mary play?”

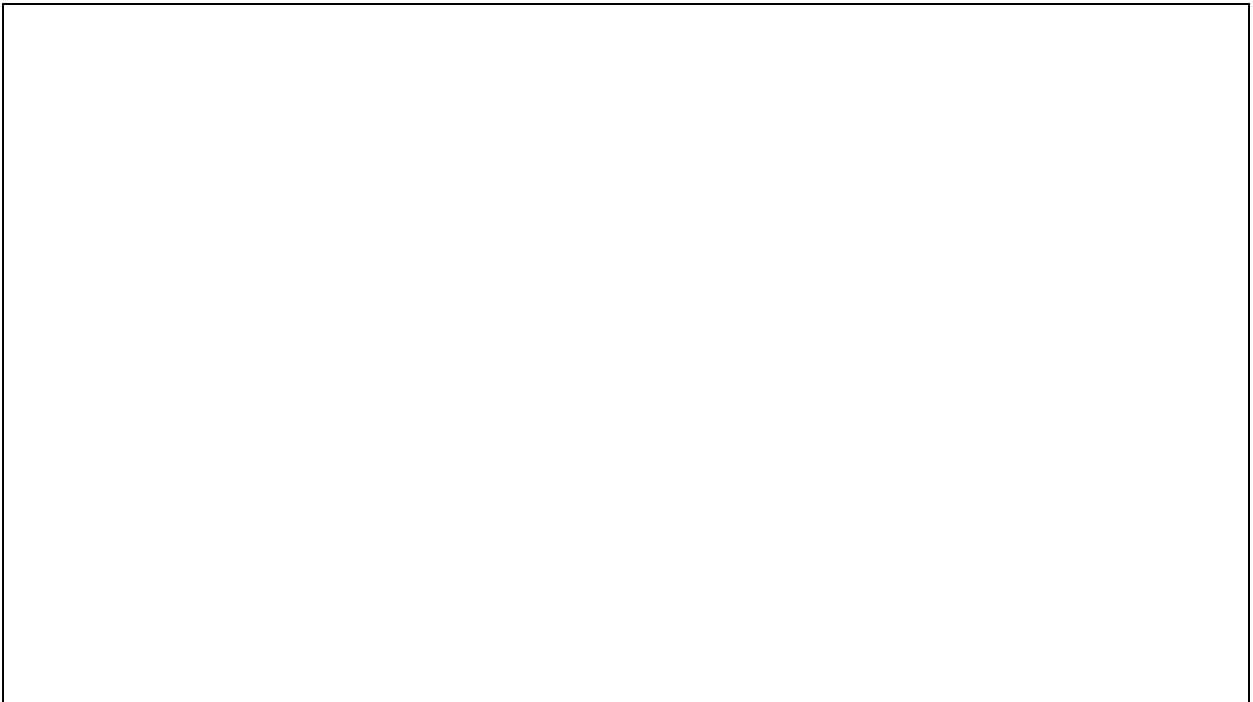


Category	Concept poem (size), Rhymed Verse	
Text	<u>Little Pup, Little Pup</u> Little pup, little pup, What do you say? “Woof, woof, woof! Let’s go and play.” Kitty cat, kitty cat, How about you? “Meow, meow, meow! And I purr, too.”	Pretty bird, pretty bird, Have you a song? “Tweet, tweet, tweet! The whole day long.” Jersey cow, jersey cow, What do you do? “Moo, moo, moo! And give milk, too.” Little lamb, little lamb, What do you say? “Baa, baa, baa! Can Mary play?”
Actions, Additional Verses, or Variations		
Instructional Suggestions	Once children know the poem, they will enjoy playing the game: one child recites the question and points to a classmate to answer it. This chosen classmate then asks the next question before choosing someone new to answer, and so forth. 10 children can play the game each time. Alternatively, add the letter s to all the animals names. Then assign small groups of children to each animal; as the class recites the poem, have each group answer on behalf of the assigned animal. After you perform the final stanza, ask the class why the little lamb asked for <i>Mary</i>. Children may recognize the reference to the poem “Mary Had a Little Lamb.” If not, consider sharing it, too. Children may also enjoy creating variations of “Little Pup, Little Pup” by replacing the animals and their noises, e.g., Pink Pig, Pink Pig, what do you say? Oink oink oink. In the mud, I play.	

Little Raindrops by Jane E. Browne

Oh, where do you come from
You little drops of rain,
Pitter patter, pitter patter
Down the windowpane?

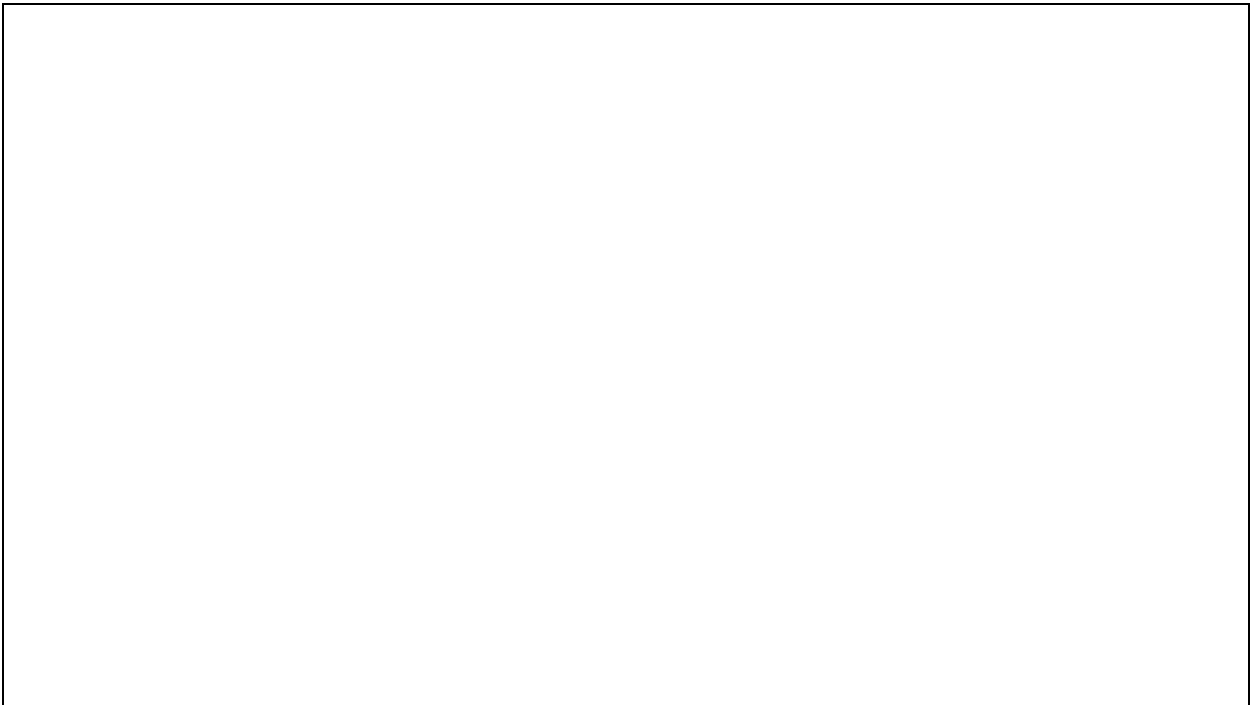
They won't let me walk,
And they won't let me play,
And they won't let me go
Out of doors at all today.



Category	Concept poem (size), Rhymed Verse
Text	<u>Little Raindrops by Jane E. Browne</u> Oh, where do you come from You little drops of rain, Pitter patter, pitter patter Down the windowpane? They won't let me walk, And they won't let me play, And they won't let me go Out of doors at all today.
Actions, Additional Verses, or Variations	They put away my playthings. Because I broke them all, And then they locked up all my bricks, I took away my ball. Tell me, little raindrops, Is that the way you play, Pitter patter, pitter patter, All the rainy day? They say I am very naughty, I have nothing else to do, But sit here at the window; I would like to play with you. The little raindrops cannot speak, But "pitter, pitter, pat" Means "We can play on this side, Why can't you play on that?"
Instructional Suggestions	Invite children to talk about rain and how it feels. They can also say the words <i>pitter</i>, <i>patter</i> and talk about how these words are included in the poem because they sound like rain. Display this poetry chart poem on your classroom window, especially on rainy days.

Little Robin Redbreast

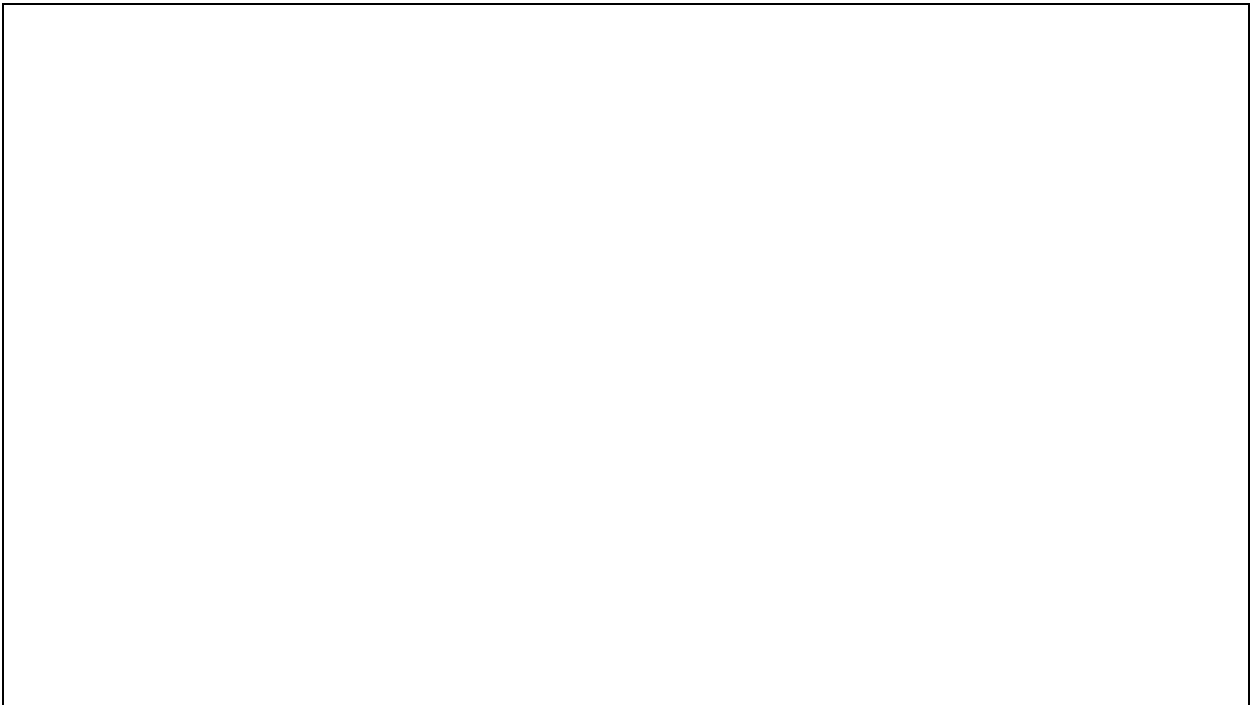
Little robin redbreast
Sat upon a rail.
Niddle-noodle went to his head.
Wibble-wobble went to tail.



Category	Action Poem, Concept poem (colour, size), Nursery Rhyme, Rhymed Verse, Word Play
Text	<u>Little Robin Redbreast</u> Little robin redbreast Sat upon a rail. Niddle-noodle went to his head. Wibble-wobble went to tail.
Actions, Additional Verses, or Variations	Little robin redbreast Sat upon a rail. [Hold up thumb and little finger and curl down rest of fingers] Niddle-noodle went to his head. [wiggle thumb] Wibble-wobble went to tail. [wiggle little finger]
Instructional Suggestions	This poem is full of imagery. If there is an opportunity, have children observe birds that are perched on trees or telephone lines. Consider also setting up a birdfeeder outside the classroom window, and then placed the poetry chart by the window. Children can also illustrate the poem pictures of robins.

The Man in the Moon

The man in the moon
Looked out of the moon;
His sides they shook with mirth.
“It’s time for all
Children to crawl
To their beds on Earth.”



Category	Concept poem (size), Nursery Rhyme, Rhymed Verse
Text	<u>The Man in the Moon</u> The man in the moon Looked out of the moon; His sides they shook with mirth. “It’s time for all Children to crawl To their beds on Earth.”
Actions, Additional Verses, or Variations	The man in the moon Came down to soon And asked his way to Norwich; He went by the south And burned his mouth While supping on plum porridge.
Instructional Suggestions	May want to explain that <i>shook with mirth</i> means “laughing.” Children can laugh and feel their sides shake. Children are sometimes curious about words such as <i>porridge</i> , which can be equated to <i>oatmeal</i> . Ask them to think what <i>supping</i> might mean; they may connect it to supper.

Mary Wore Her Red Dress

Mary wore her red dress, red dress, red dress.

Mary wore her red dress

All day long.

Mary wore her red hat, red hat, red hat.

Mary wore red hat

All day long.

Mary wore her red shoes, red shoes, red shoes.

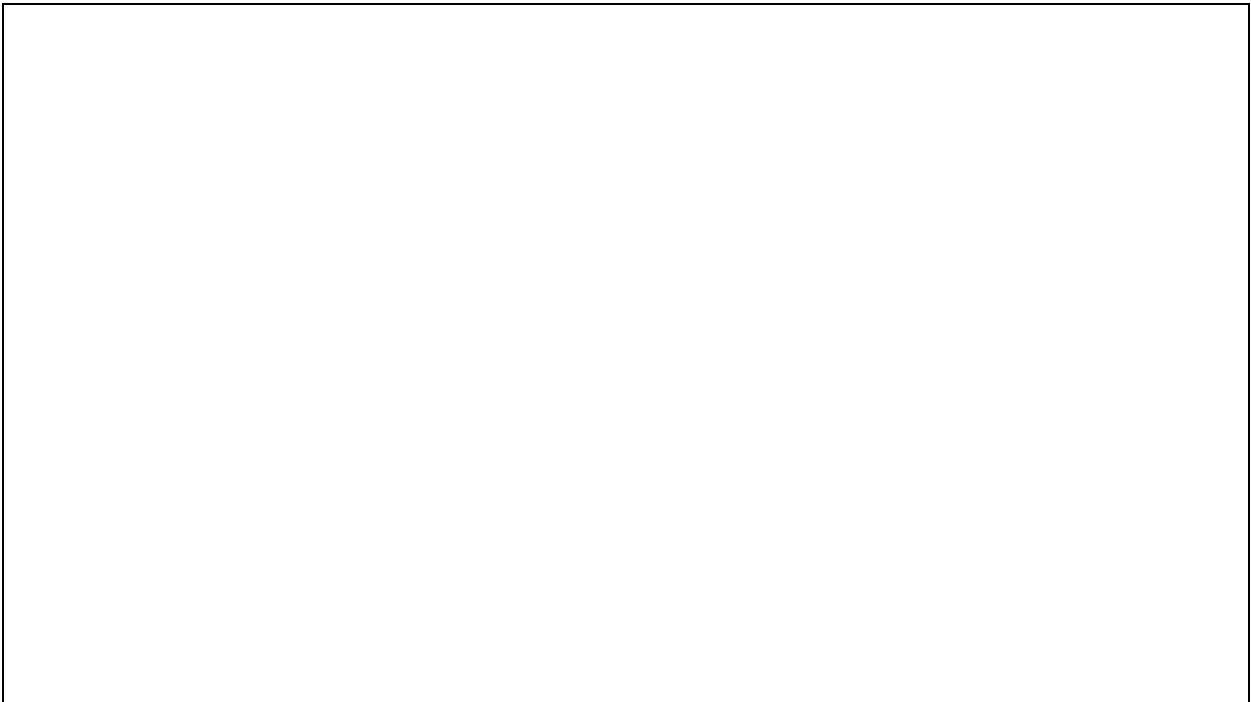
Mary wore red shoes

All day long.

Mary was a red bird, red bird, red bird.

Mary was a red bird

All day long.

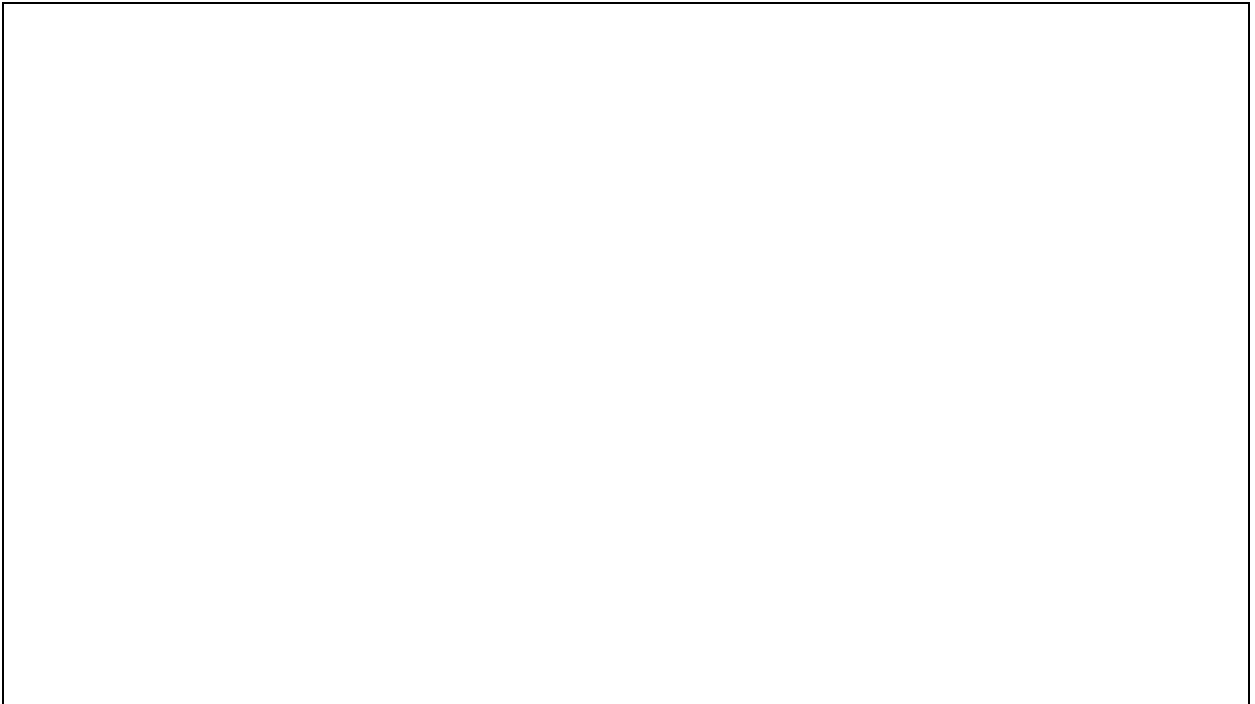


Category	Concept poem (colour, name), Free Verse, song
Text	Mary wore her red dress, red dress, red dress. Mary wore her red dress All day long. Mary wore her red hat, red hat, red hat. Mary wore red hat All day long. Mary wore her red shoes, red shoes, red shoes. Mary wore red shoes All day long. Mary was a red bird, red bird, red bird. Mary was a red bird All day long.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This is an old Texas folksong. Illuminate the last verse and make it a poem about different children wearing different coloured clothes or accessories: e. g., Finn wore his green goggles, green goggles, green goggles. Children enjoy substituting their own names, colour choices, and clothes or accessories. You may want to pair this poem with the story of Kate Bear's birthday party in Merle Peek's picture book <i>Mary Wore Her Red Dress</i> and <i>Henry Work His Green Sneakers</i> (1985).

Mary's Canary

Mary had a pretty bird,
Feathers bright and yellow,
Slender legs— upon my word
He was a pretty fellow.

The sweetest note he always song,
Which much delighted Mary.
She often, where the cage was hung,
Sat here and his Canary.



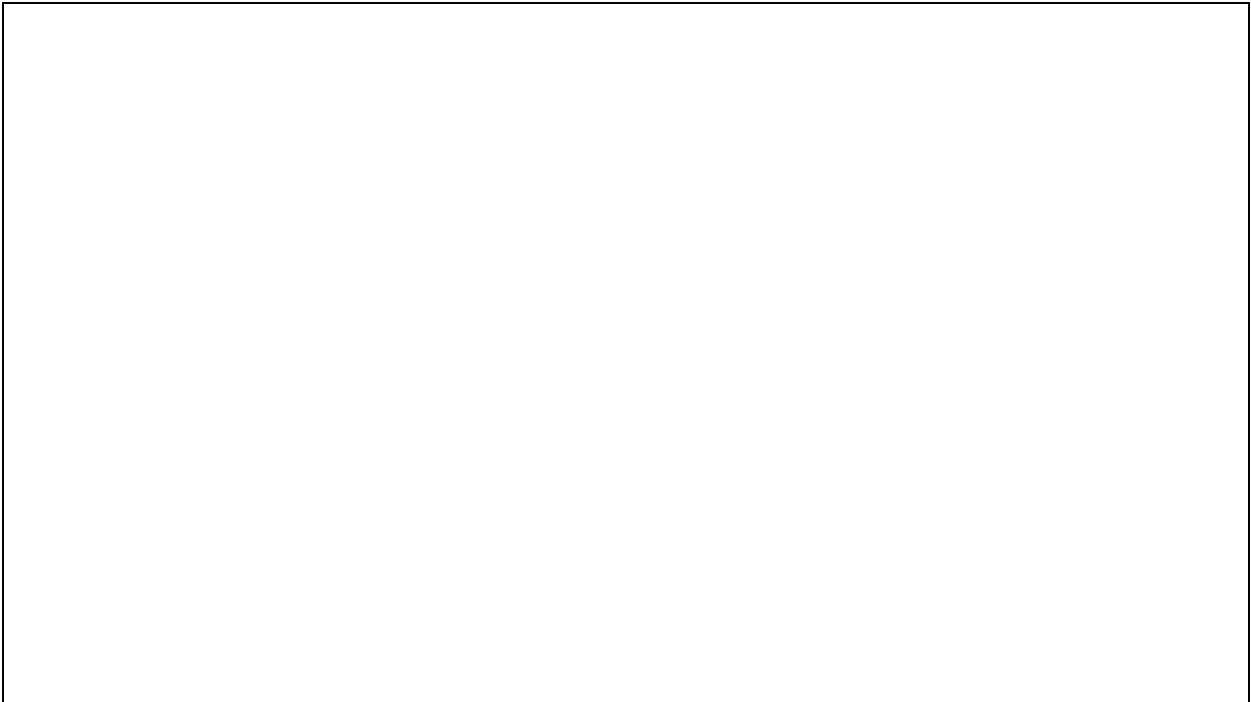
Category	Concept poem (size), Nursery Rhyme, Rhymed Verse
Text	<u>Mary's Canary</u> Mary had a pretty bird, Feathers bright and yellow, Slender legs— upon my word He was a pretty fellow. The sweetest note he always song, Which much delighted Mary. She often, where the cage was hung, Sat here and his Canary.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Divide the class into groups: one to recite the poem and one to be audible canaries making bird calls in the background. Find canary bird calls online to inspire children. Repeat the poem so the other group can pretend to be the canaries, too. Be sure to re-visit this poem when children are working to recognize rhymes and or identifying one, two, and three syllable words

Monday Morning

This is the way we wash our clothes,
wash our clothes, wash our clothes.
This is the way we wash our clothes
All on a Monday morning.

This is the way we hang them up,
hang them up, hang them up.
This is the way we hang them up
All on a Monday morning.

This is the way we fold our clothes,
fold our clothes, fold our clothes.
This is the way we fold our clothes
All on a Monday morning.

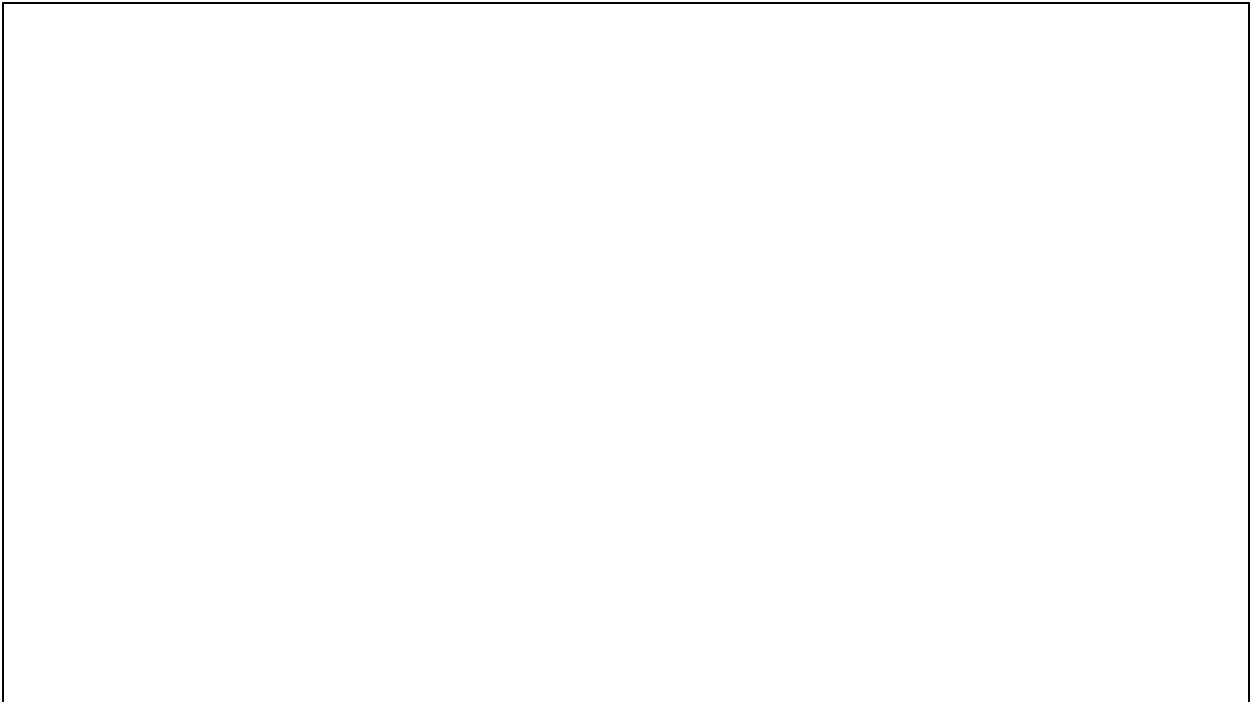


Category	Concept poem (days of the week, time), Free Verse
Text	<u>Monday Morning</u> This is the way we wash our clothes, wash our clothes, wash our clothes. This is the way we wash our clothes All on a Monday morning. This is the way we hang them up, hang them up, hang them up. This is the way we hang them up All on a Monday morning. This is the way we fold our clothes, fold our clothes, fold our clothes. This is the way we fold our clothes All on a Monday morning.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Create new <i>This is the way</i> versus with the same structure. Substitute the names of other days of the week as well as other times of the day or night

Moon, Moon

Moon, Moon,
Silvery spoon,
Floating still
On a night in June.

Moon, moon,
Back to soon,
White and pale
In the afternoon.



Category	Concept poem (size), Nursery Rhyme, Rhymed Verse
Text	<u>Moon, Moon</u> Moon, Moon, Silvery spoon, Floating still On a night in June. Moon, moon, Back to soon, White and pale In the afternoon.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Ask children if they have ever seen the moon in the sky during the day. Then discuss the many different ways the moon looks during the day and at night. This is a good form to use when calling out words with /u/.

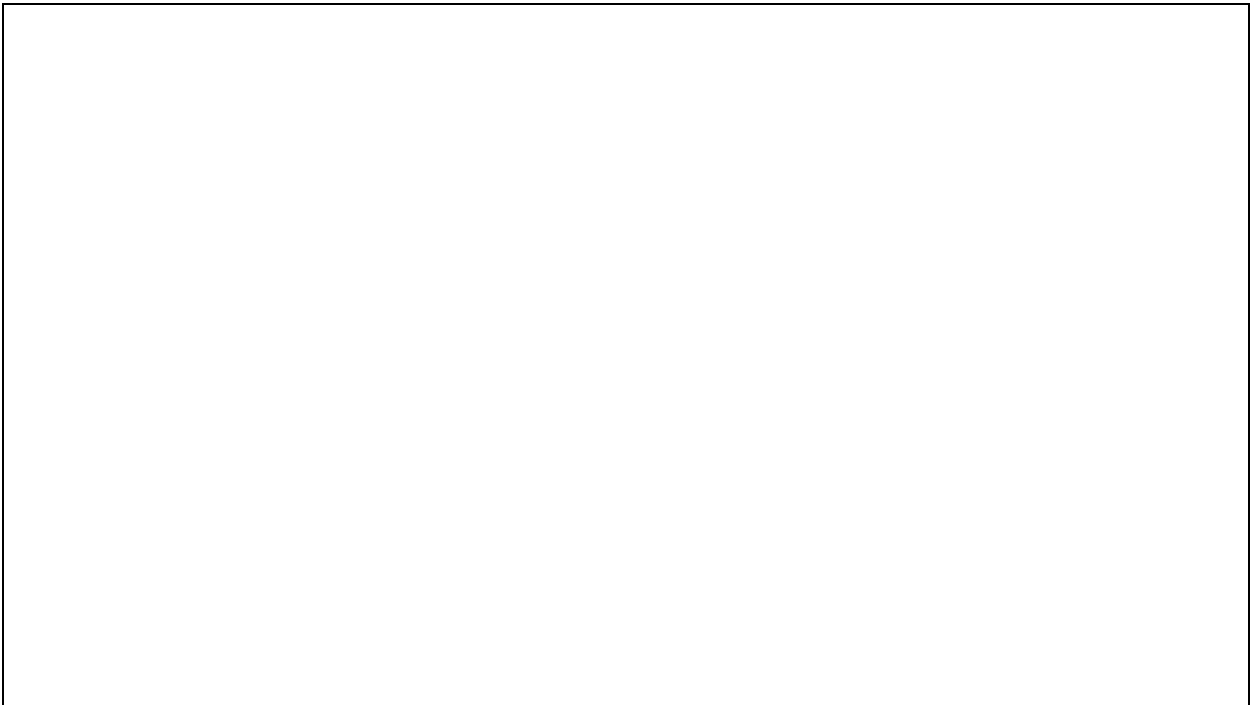
Mouse in a Hole

A mouse lived in a little hall,

Live quietly in a little hole.

When always quiet, as quiet as can be...

OUT POPPED HE!

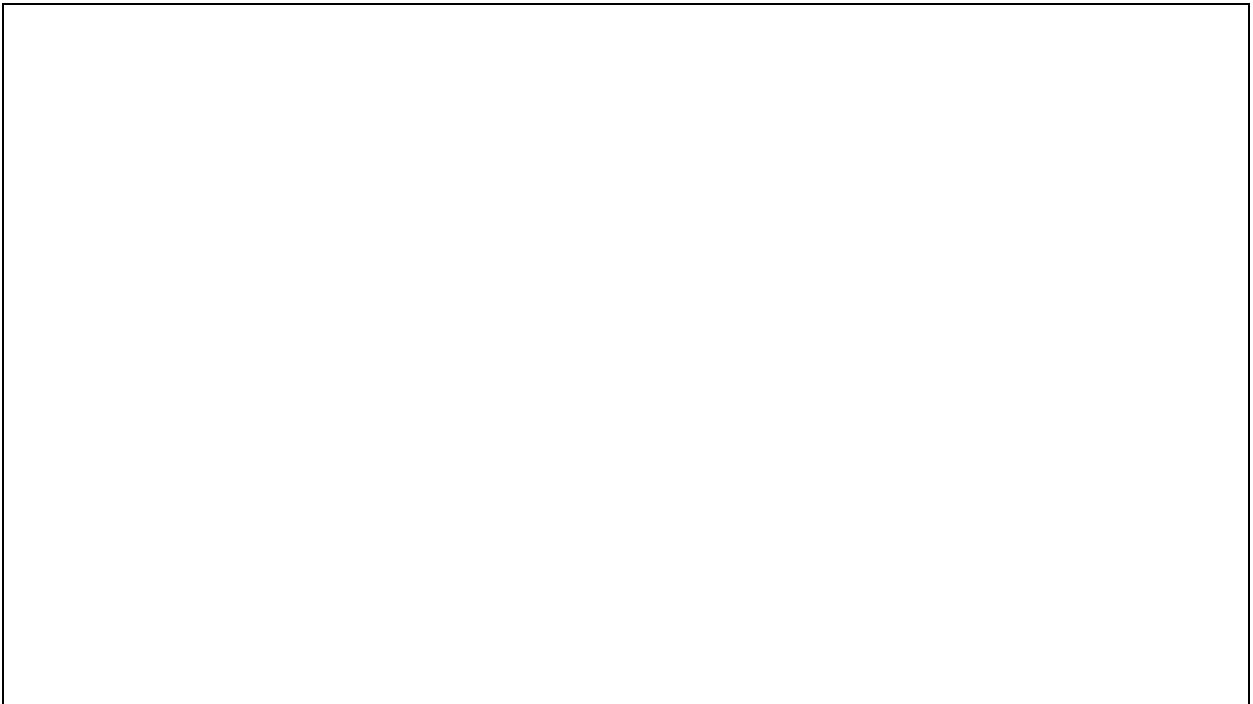


Category	Concept poem (opposites, sizes), Rhymed Verse
Text	<u>Mouse in a Hole</u> A mouse lived in a little hall, Live quietly in a little hole. When always quiet, as quiet as can be... OUT POPPED HE!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to read the third line very softly and then pop up and shout the last line. Ask them to talk about where other animals live it to create variations of this poem: e.g., <i>A cat lived in a big barn, / Lived quietly in a big barn. /When always quiet, as quiet as can be.../ OUT POUNCED SHE!</i>

My Big Balloon

I can make a big balloon,
Watch me while I blow.
Small at first and bigger,
Watch it grow and grow.

Do you think it's big enough?
Maybe I should stop.
Or if I blow much longer,
My balloon will surely POP!



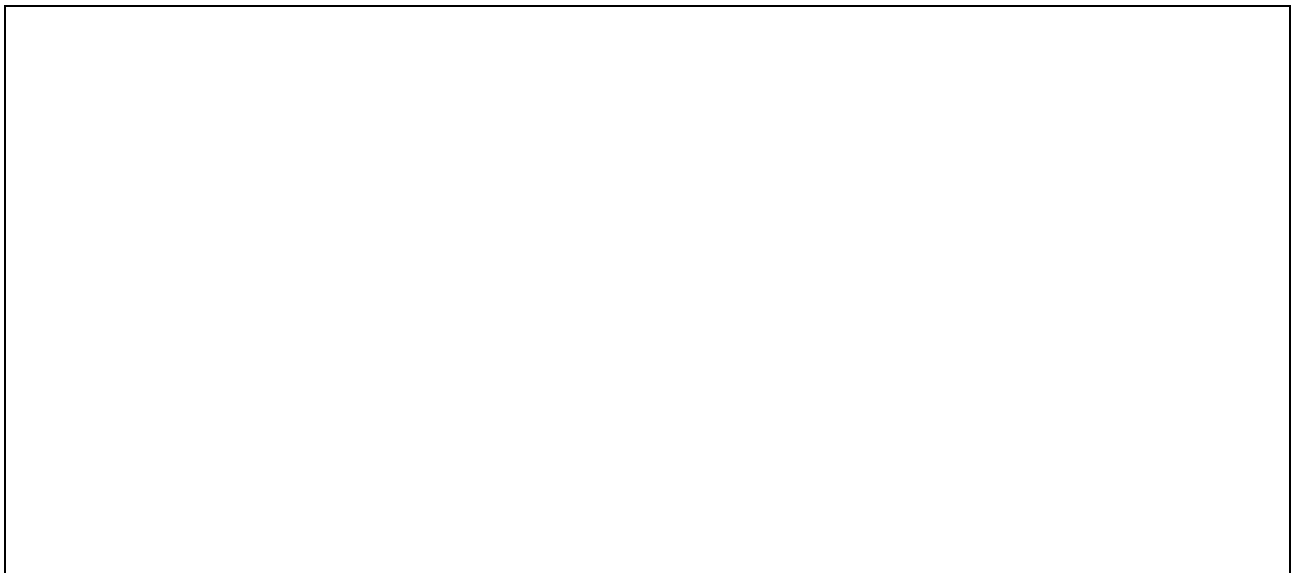
Category	Concept poem (size), Rhymed Verse
Text	<u>My Big Balloon</u> I can make a big balloon, Watch me while I blow. Small at first and bigger, Watch it grow and grow. Do you think it's big enough? Maybe I should stop. Or if I blow much longer, My balloon will surely POP!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Blow up a balloon while children recite the poem. They will enjoy watching the balloon get bigger and bigger as a recite word by word. Invite children to shout POP! on the last line when the balloon is nearly full. Display this poetry chart on your classroom wall to help celebrate each child's birthday.

My Favourite Toys

I have a lot of favourite toys,
I cannot choose just one.
I need to keep them all around
For different kinds of fun.

A book, a doll,
A drum, a ball,
And, of course, my teddy bear.
A wagon, a bike,
And finally, I like
The jack-in-the-box sitting there.

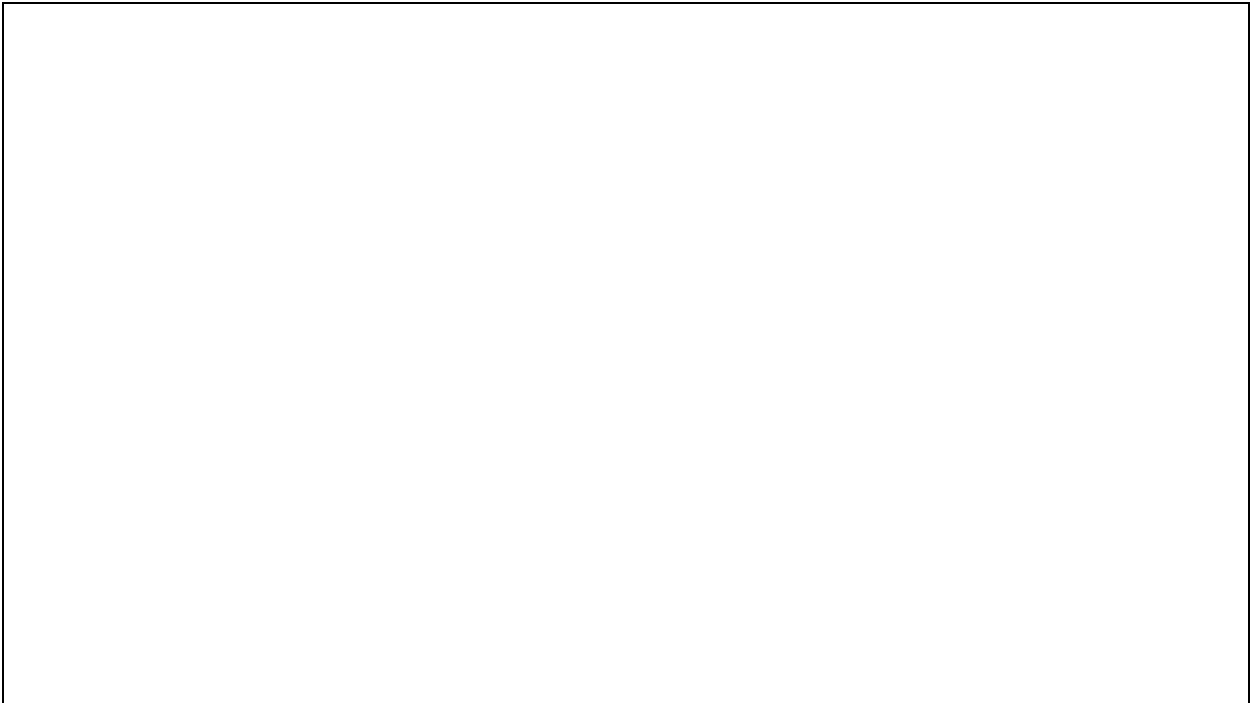
As you can see, I need them all
For work and play and rest.
When you go home to find your toys,
Which ones do you like best?



Category	Concept poem (opposites, sizes), Rhymed Verse
Text	<u>My Favourite Toys</u> I have a lot of favourite toys, I cannot choose just one. I need to keep them all around For different kinds of fun. A book, a doll, A drum, a ball, And, of course, my teddy bear. A wagon, a bike, And finally, I like The jack-in-the-box sitting there. As you can see, I need them all For work and play and rest. When you go home to find your toys, Which ones do you like best?
Actions, Additional Verses, or Variations	
Instructional Suggestions	Use the interactive writing to make a class book about toys. (Rayshawn's favourite toy is _____.") Children will likely add more modern toys to the list. Invite them to draw a picture of their favourite toys and then glue their illustrations into the class book. Alternatively, you may wish to display the poetry chart on your classroom wall so that children can post their illustrations around it.

My Hat, It Has Three Corners

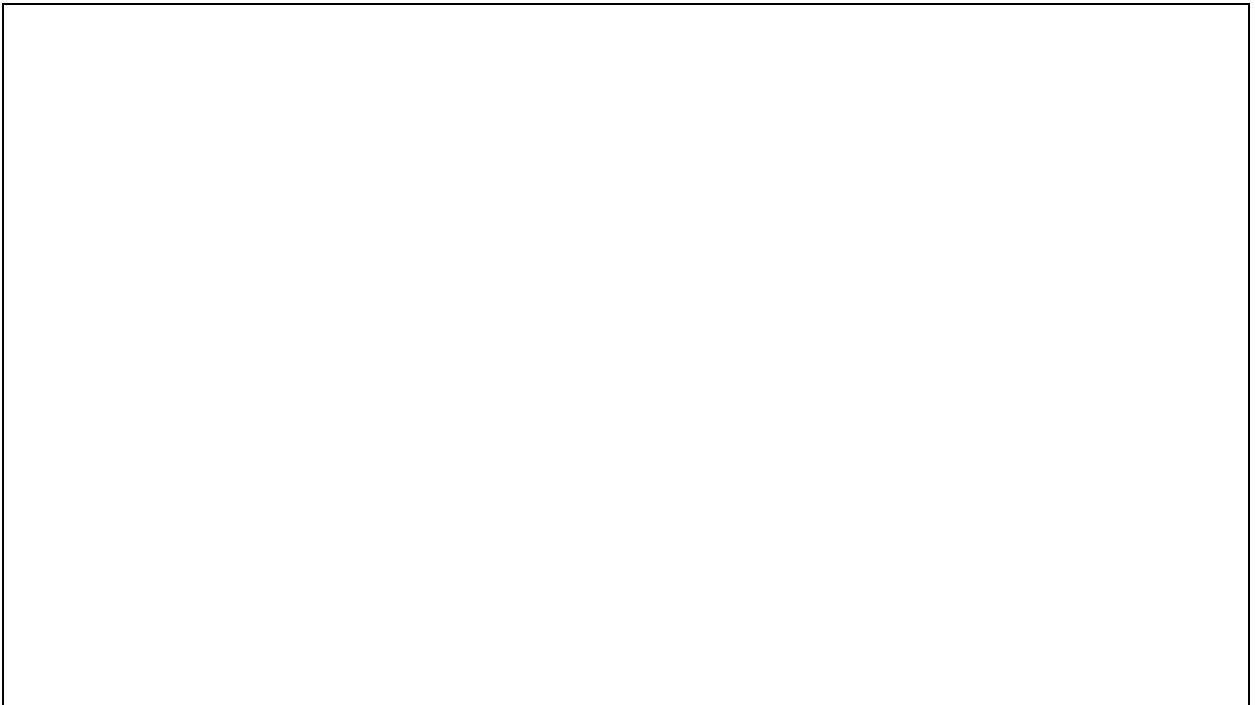
My hat, it has three corners,
Three corners has my hat;
And had it not three corners,
It would not be my hat.



Category	Action Poem, Concept Poem (cardinal number), Free Verse
Text	<u>My Hat, It Has Three Corners</u> My hat, it has three corners, Three corners has my hat; And had it not three corners, It would not be my hat.
Actions, Additional Verses, or Variations	My hat, it has three corners, (point to self) Three corners has my hat; (point to head) And had it not three corners, (hold up three fingers) It would not be my hat. (shake head)
Instructional Suggestions	This poem was originally created to teach children how to act out words instead of saying them. After children are familiar with the poem, copy it out on individual word cards to be placed in a pocket chart. Invite each child to create a name card by writing his or her own name. Place their name cards in a column next to the displayed poem. Switch out the <i>my</i> word cards with the child's name, and asked the class to read the poem. Then invite the child whose name was added to the poem to pick a new classmate's name. Reread the poem, each time with a new child's name, until the class can read an act of the poem quickly.

My Little Toys

Smiling girls, rosy boys,
Come and buy my little toys;
Monkeys made of gingerbread,
And sugar horses painted red.

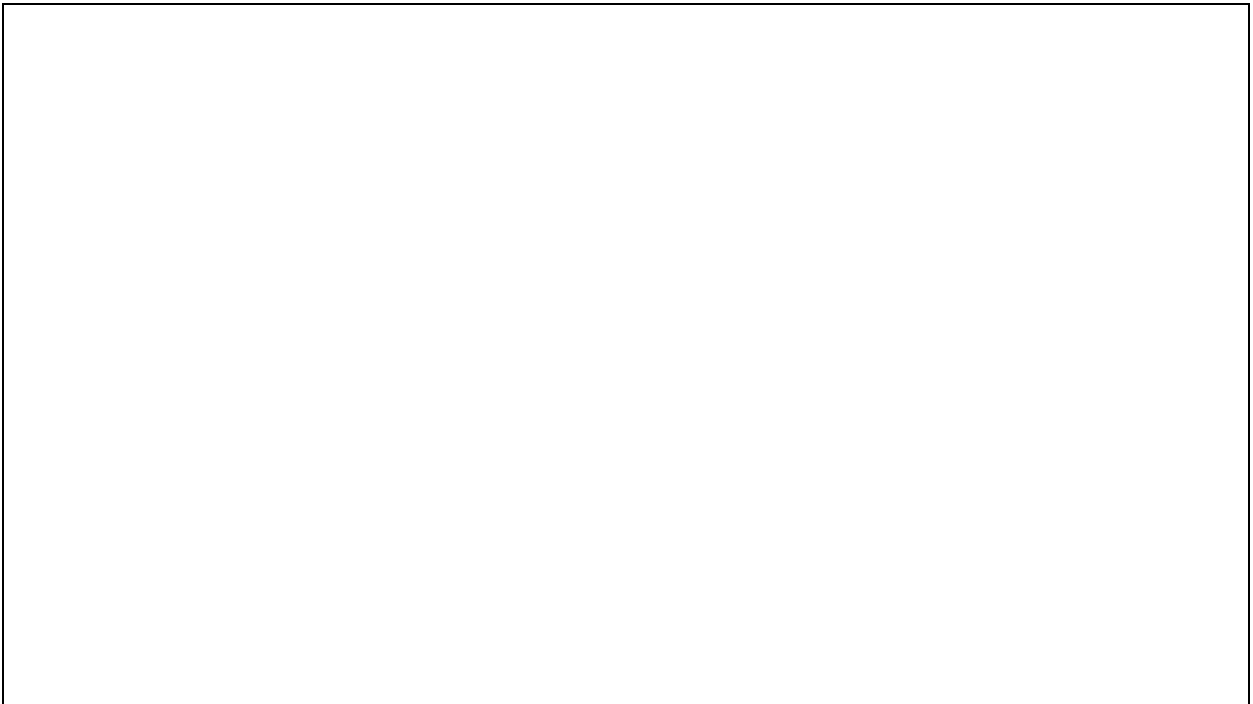


Category	Concept poem (colour), Nursery Rhyme, Rhymed Verse
Text	<u>My Little Toys</u> Smiling girls, rosy boys, Come and buy my little toys; Monkeys made of gingerbread, And sugar horses painted red.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children clap, snap, or whisper the rhyming words. Then have them illustrate the poem. Some may illustrate toys, so may illustrate food, and some may illustrate food to play with. Ask children what other toys or food they might substitute here, and guide their creation of rhyming lines: <i>Dolls with braided, rainbow hairdos /And edible cars painted blue</i>. Invite children to draw the new images.

Nut Tree

I had a little nut tree,
Nothing would it bear,
But a silver nutmeg
And a golden pair.

The king of Spain's daughter
Came to visit me,
And all for the sake
Of my little nut tree.



Category	Concept poem (opposites, sizes), Rhymed Verse
Text	<u>Nut Tree</u> I had a little nut tree, Nothing would it bear, But a silver nutmeg And a golden pair. The king of Spain's daughter Came to visit me, And all for the sake Of my little nut tree.
Actions, Additional Verses, or Variations	
Instructional Suggestions	While teaching children this nursery song, play a recorded version with music to help enhance the words. Talk about why the images of a silver nutmeg and a golden pair are magical. Ask children what other images they like from this poem and why.

The Old Gray Cat

The old gray cat is sleeping, sleeping, sleeping.

The old gray cat is sleeping in the house.

The little mice are creeping, creeping, creeping.

The little mice are creeping through the house.

The old gray cat is waking, waking, waking.

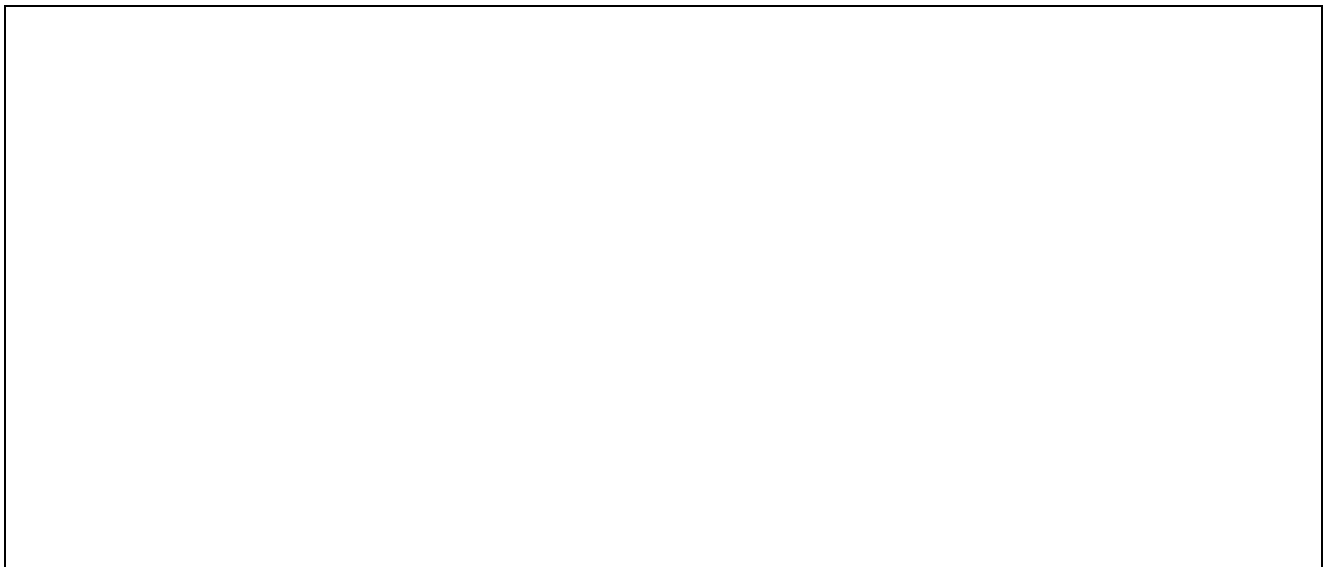
The old gray cat is waking in the house.

The old gray cat is chasing, chasing, chasing.

The old gray cat is chasing through the house.

All the mice are squealing, squealing, squealing.

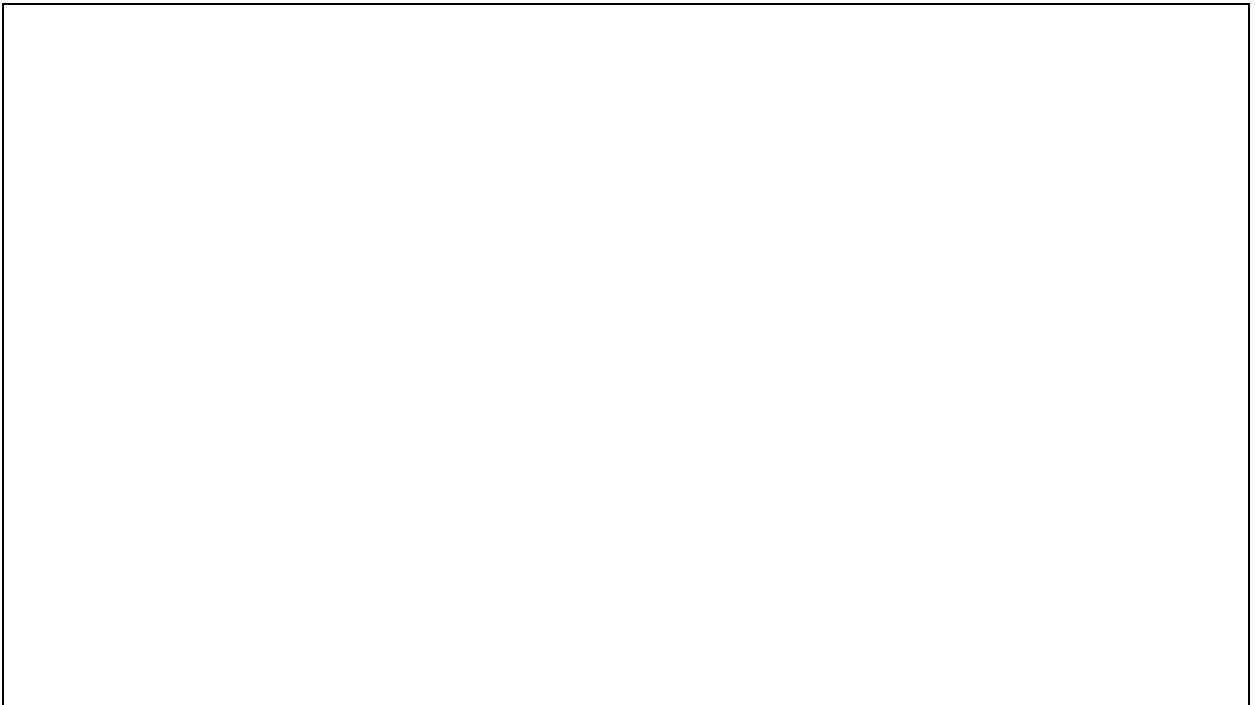
All the lights are squealing through the house.



Category	Concept poem (colour), Rhymed Verse, Song
Text	<u>The Old Gray Cat</u> The old gray cat is sleeping, sleeping, sleeping. The old gray cat is sleeping in the house. The little mice are creeping, creeping, creeping. The little mice are creeping through the house. The old gray cat is waking, waking, waking. The old gray cat is waking in the house. The old gray cat is chasing, chasing, chasing. The old gray cat is chasing through the house. All the mice are squealing, squealing, squealing. All the lights are squealing through the house.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This poem is fun for children to act out and sing. Invite them to do so as you narrate the poem; or assign to children to perform as the mice and cat while the class recite the poem together. Using a plain pointer, have children locate words on the poetry chart with -ing at the end. Then explain to the class the different uses of the words <i>in</i> and <i>through</i>. Consider reproducing this form as a five-page book that children can illustrate and use for shared reading.

On Saturday Night

On Saturday night I lost my wife,
And where do you think I found her?
Up in the moon, singing a tune,
And all the stars around her.



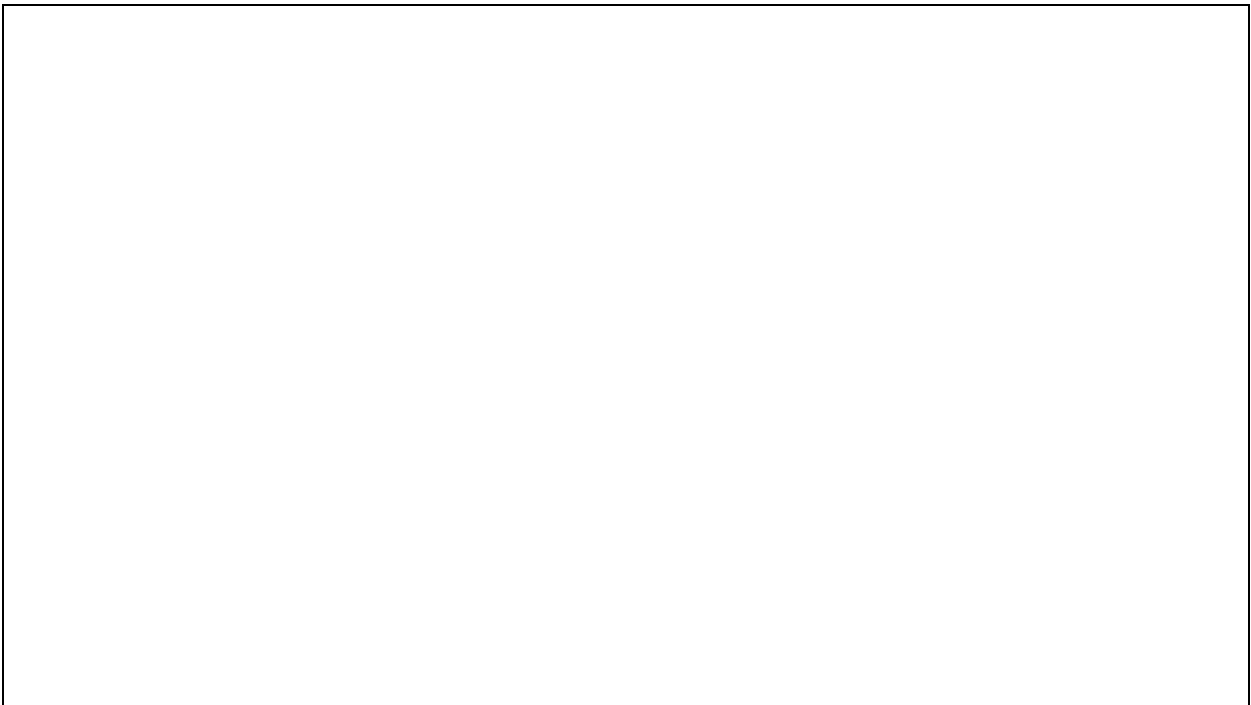
Category	Concept poem (days of the week, direction, time), Nursery Rhyme, Rhymed Verse, Song
Text	<u>On Saturday Night</u> On Saturday night I lost my wife, And where do you think I found her? Up in the moon, singing a tune, And all the stars around her
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to substitute other family words for wife: e.g., sister, mother, father, or brother. If they pick a family word with a new gender, ask children what other word needs to change in the poem.

On Top of Spaghetti

On top of spaghetti,
All covered with cheese,
I lost my last meatball,
When somebody sneezed.

It rolled off the table,
And onto the floor,
And then my poor meatball,
Rolled out of the door.

So, if you eat spaghetti,
All covered with cheese,
Hold onto your meatballs,
And don't ever sneeze.



Category	Humourous Verse, Rhymed Verse, Song
Text	<u>On Top of Spaghetti</u> On top of spaghetti, All covered with cheese, I lost my last meatball, When somebody sneezed. It rolled off the table, And onto the floor, And then my poor meatball, Rolled out of the door. So, if you eat spaghetti, All covered with cheese, Hold onto your meatballs, And don't ever sneeze.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children will love singing this nonsense song to the tune of "On Top of Old Smokey." Invite them to play with the poem by brainstorming other favourite food dishes: e.g., On top of ice cream, / All covered in syrup, / I lost my last cherry, / When loudly I hiccupped.

Out

Out goes the rat,
Out goes the cat,
Out goes the lady
With the big green hat.
Y-O-U spells you!
O-U-T spells out!



Category	Concept poem (colour, direction, size), Rhymed Verse
Text	<u>Out</u> Out goes the rat, Out goes the cat, Out goes the lady With the big green hat. Y-O-U spells you! O-U-T spells out!
Actions, Additional Verses, or Variations	
Instructional Suggestions	This poem may be recited as a jump-rope rhyme. Or invite children to recite it while playing at counting out circle game. Assign one child to be “it.” Ask the rest of the class to form a circle around the child who is “it.” Instruct the child in the centre to point to 10 students, one at a time, while saying Y-O-U spells you! / O-U-T spells out! The child who “it” points to on the word out is out and trades places with “it” by going to the centre to count someone else out. Alternatively, invite the class to play a version of the game Duck, Duck, Goose while reciting the poem.

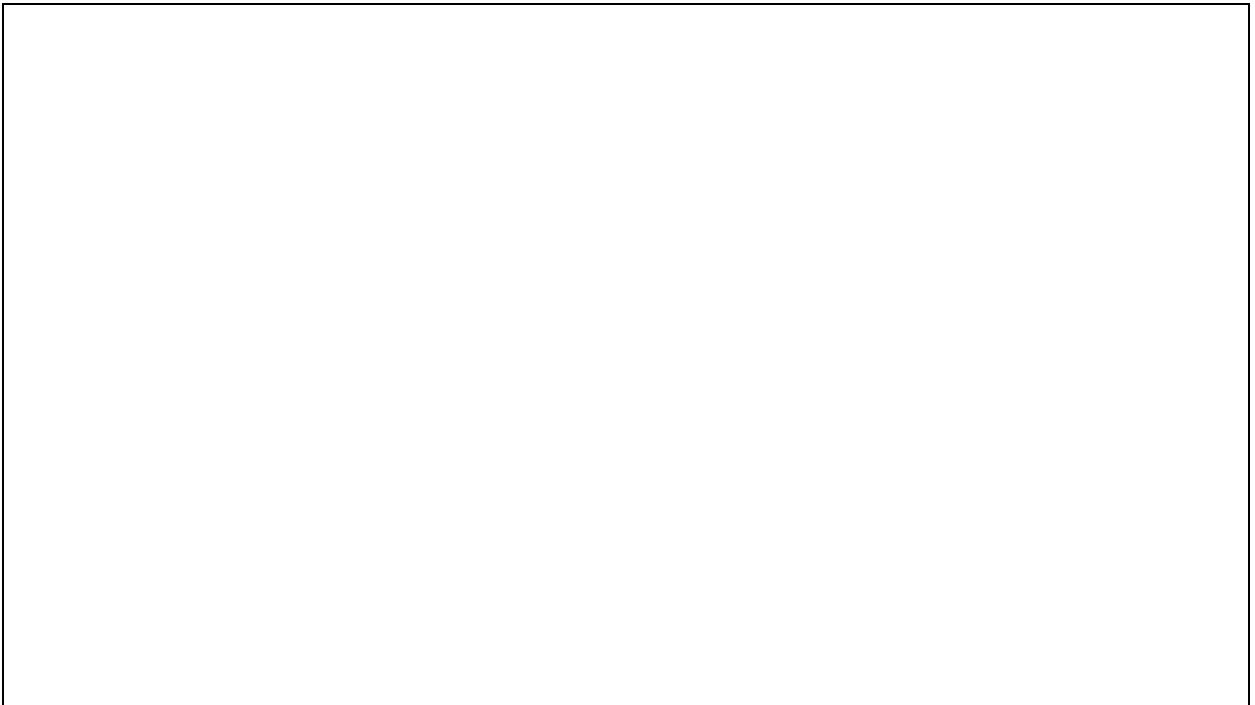
Papa's Glasses

These are Papa's glasses.

This is Papa's hat.

This is how he folds his hands

And puts them in his lap.



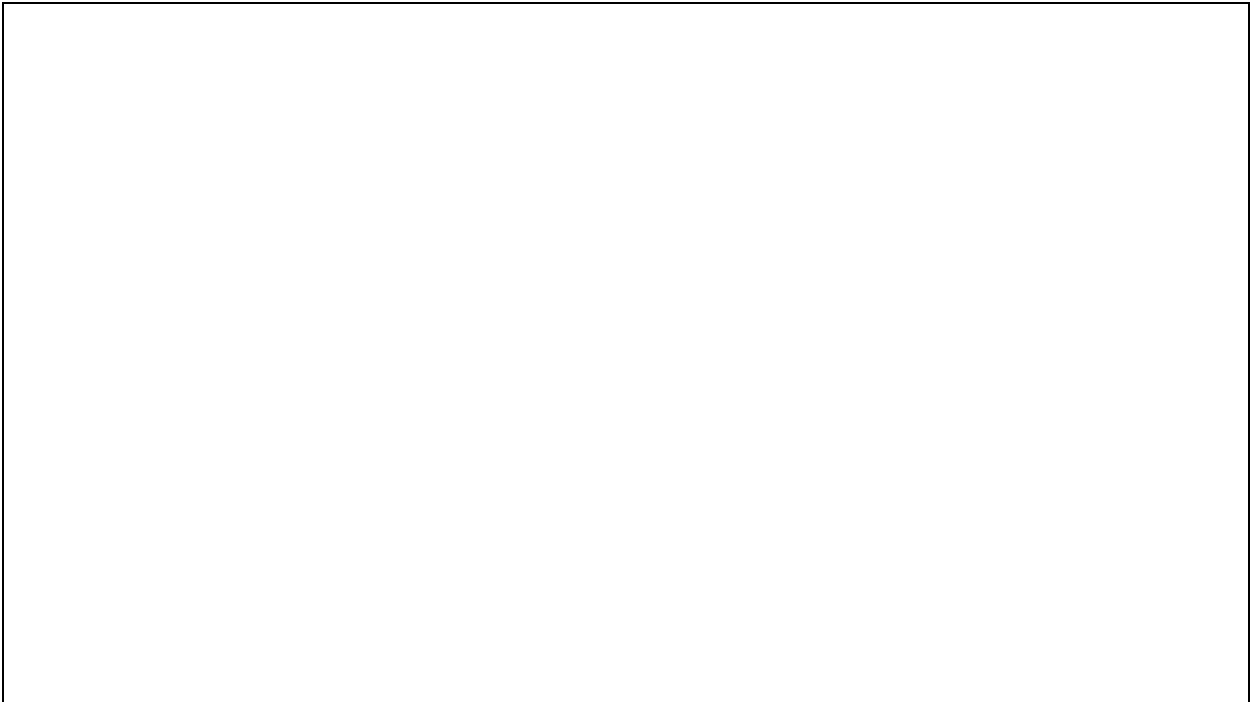
Category	Action poem, Concept poem (name)
Text	<u>Papa's Glasses</u> These are Papa's glasses. This is Papa's hat. This is how he folds his hands And puts them in his lap.
Actions, Additional Verses, or Variations	These are Papa's glasses. (make glasses with fingers) This is Papa's hat. (tap head) This is how he folds his hands (fold hands) And puts them in his lap. (place hands in lap)
Instructional Suggestions	Ask children to act out the poem according to its assigned actions. Invite them to then create new verses about someone else's glasses, hat, or a different accessory. Alternatively, have children substitute each other's names for <i>Papa</i>. Then have the name child act of the poem while others say it.

Peanut Butter and Jelly

First you take the peanuts,
And you dig ‘em, you dig ‘em,
Dig ‘em, dig ‘em, dig ‘em.

Then you crush ‘em, you crush ‘em,
Crush ‘em, crush ‘em, crush ‘em.
Then you spread ‘em, you spread ‘em.
Spread ‘em, spread ‘em, spread ‘em.

For your peanut, peanut butter and jelly,
Peanut, peanut butter and jelly.



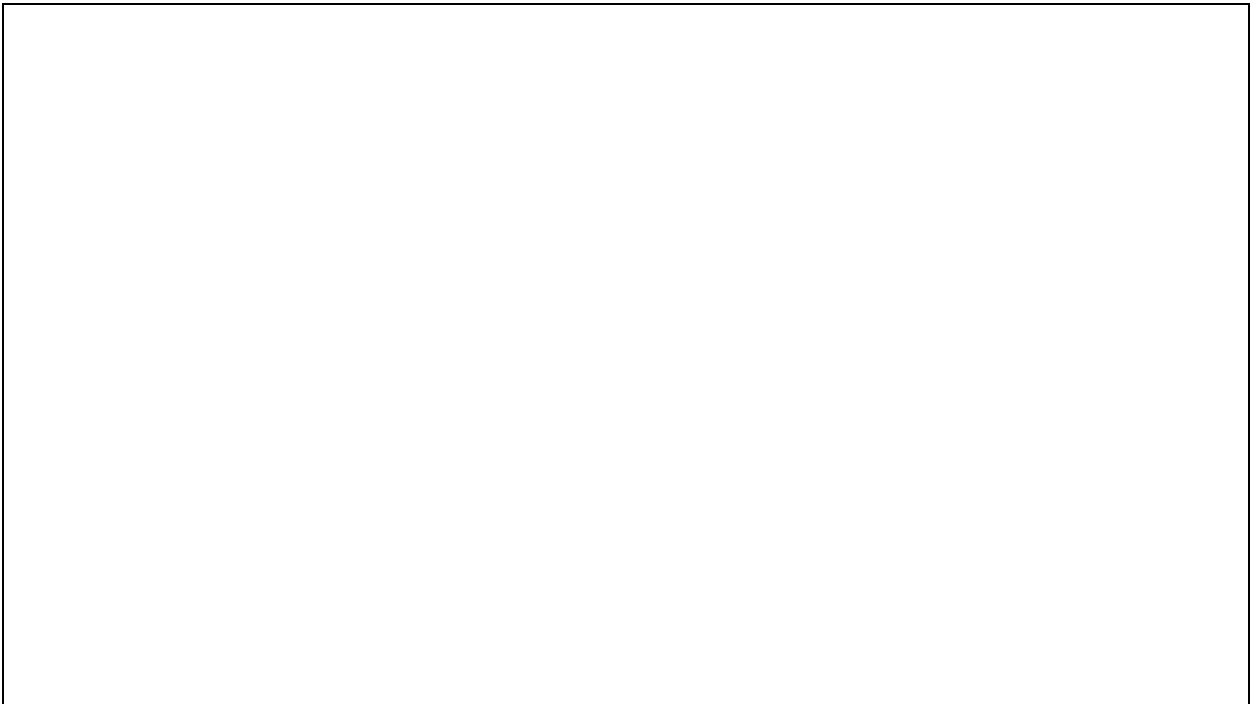
Category	Action poem, Concept poem (ordinal number), Free Verse
Text	<u>Peanut Butter and Jelly</u> First you take the peanuts, And you dig ‘em, you dig ‘em, Dig ‘em, dig ‘em, dig ‘em. Then you crush ‘em, you crush ‘em, Crush ‘em, crush ‘em, crush ‘em. Then you spread ‘em, you spread ‘em. Spread ‘em, spread ‘em, spread ‘em. For your peanut, peanut butter and jelly, Peanut, peanut butter and jelly.
Actions, Additional Verses, or Variations	Then you take the berries, And you pick ‘em, you pick ‘em, Pick ‘em, pick ‘em, pick ‘em. Then you smash ‘em, you smash ‘em, Smash ‘em, smash ‘em, smash ‘em. Then you smooth ‘em, you smooth ‘em. Smooth ‘em, smooth ‘em, smooth ‘em. For your peanut, peanut butter and jelly, Peanut, peanut butter and jelly. Then you take the sandwich, And you bite it, you bite it, Bite it, bite it, bite it. Then you chew it, you chew it, Chew it, chew it, chew it. Then you swallow it, you swallow it, Swallow it, swallow it, swallow it. ‘Cause it’s peanut, peanut butter and jelly, Peanut, peanut butter and jelly.
Instructional Suggestions	Invite children to act out this poem, including its additional verses. Children may be curious about the use of apostrophes in M and cars. Explain to them that asked’ sometimes stand for letters that have been left out of words. As a class, decipher what ‘em and ‘cause stand for. Some children may know and wish to offer an abbreviation for a peanut butter and jelly sandwich [PB and J]. If not, share this abbreviation with them. Ask children what each letter in the abbreviation stands for by inviting them to underline the letters on the poetry chart using an erasable marker or a plain pointer.

Peter Piper

Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers, Where's
the peck of pickled peppers Peter Piper picked?



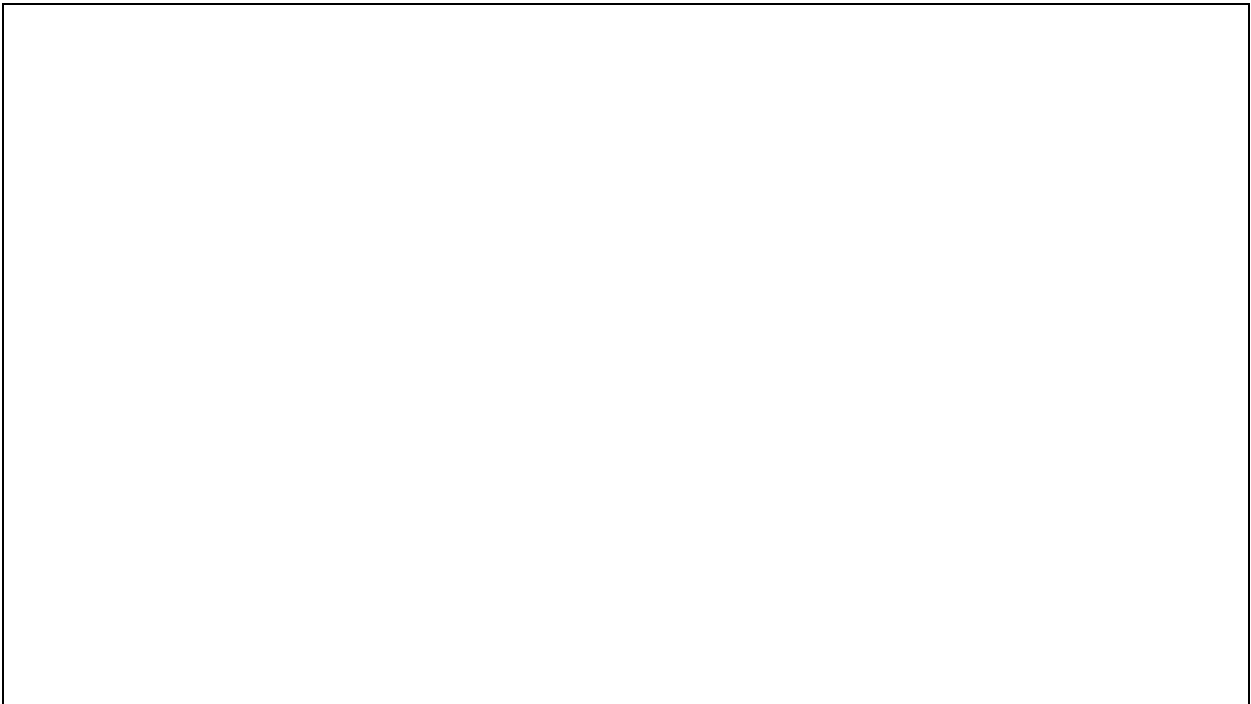
Category	Concept poem (name), Free Verse, Nursery Rhyme
Text	<u>Peter Piper</u> Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked?
Actions, Additional Verses, or Variations	
Instructional Suggestions	This tongue twister can be read and recited slowly at first and then faster and faster. Children might need help with the definition of a peck of pickled peppers. Ask them what other foods people may buy or make in large quantities.

Pop! Goes the Weasel

All around the mulberry bush,
The monkey chased the weasel.
The monkey thought t'was all in fun.
Pop! goes the weasel.

A penny for a spool of thread,
A penny for a needle,
That's the way the monkey goes.
Pop! goes the weasel.

Rufus has the whooping cough.
Poor Sally has the measles.
That's the way the doctor goes.
Pop! goes the weasel.



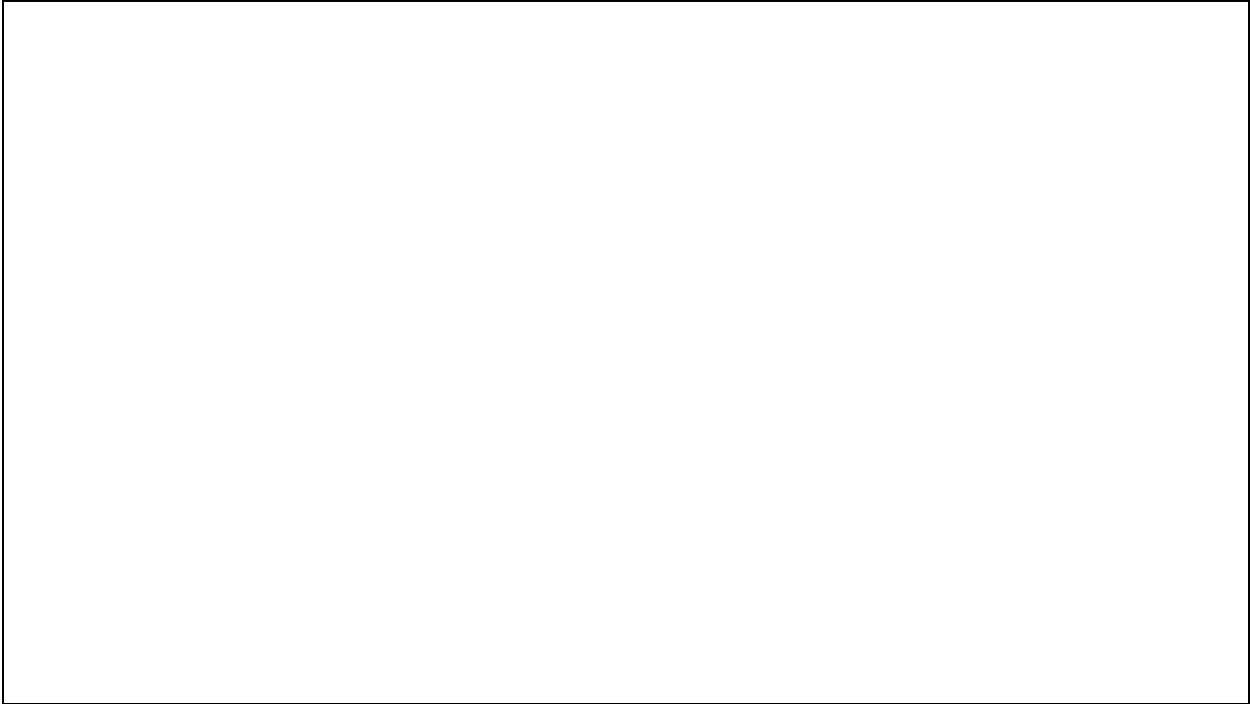
Category	Concept poem (names), Rhymed Verse, Song
Text	<u>Pop! Goes the Weasel</u> All around the mulberry bush, The monkey chased the weasel. The monkey thought t’was all in fun. Pop! goes the weasel. A penny for a spool of thread, A penny for a needle, That’s the way the monkey goes. Pop! goes the weasel. Rufus has the whooping cough. Poor Sally has the measles. That’s the way the doctor goes. Pop! goes the weasel.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children will enjoy singing the words and jumping up to shout Pop! You may need to explain or show what a weasel is as well as defined the archaic use of the word t’was. Play a recording of the song version or invite children to play the tune on homemade kazoos [tape a rubber band and a square of wax paper around one end of a paper tube, have children placed their mouths over the other end of the tube and then hum].

Pumpkin Orange

We had a pumpkin orange,
We gave it two big eyes.
We cut around a tiny nose
A funny mouth that smiles.

Now we'll hide behind the hedge
And wait until it's dark.
Then when _____ comes along,
Up we'll jump! "Boo!" we'll shout!

What a surprise!



Category	Concept poem (cardinal number, colour, parts of the body, size)
Text	<u>Pumpkin Orange</u> We had a pumpkin orange, We gave it two big eyes. We cut around a tiny nose A funny mouth that smiles. Now we'll hide behind the hedge And wait until it's dark. Then when ____ comes along, Up we'll jump! "Boo!" we'll shout! What a surprise!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Ask children have learned the poem, give them time to create the perfect props: orange jack-o'-lanterns attached to craft sticks to hold up when they shout Boo! For variety and suspense, record different children's names in the poem using an erasable marker.

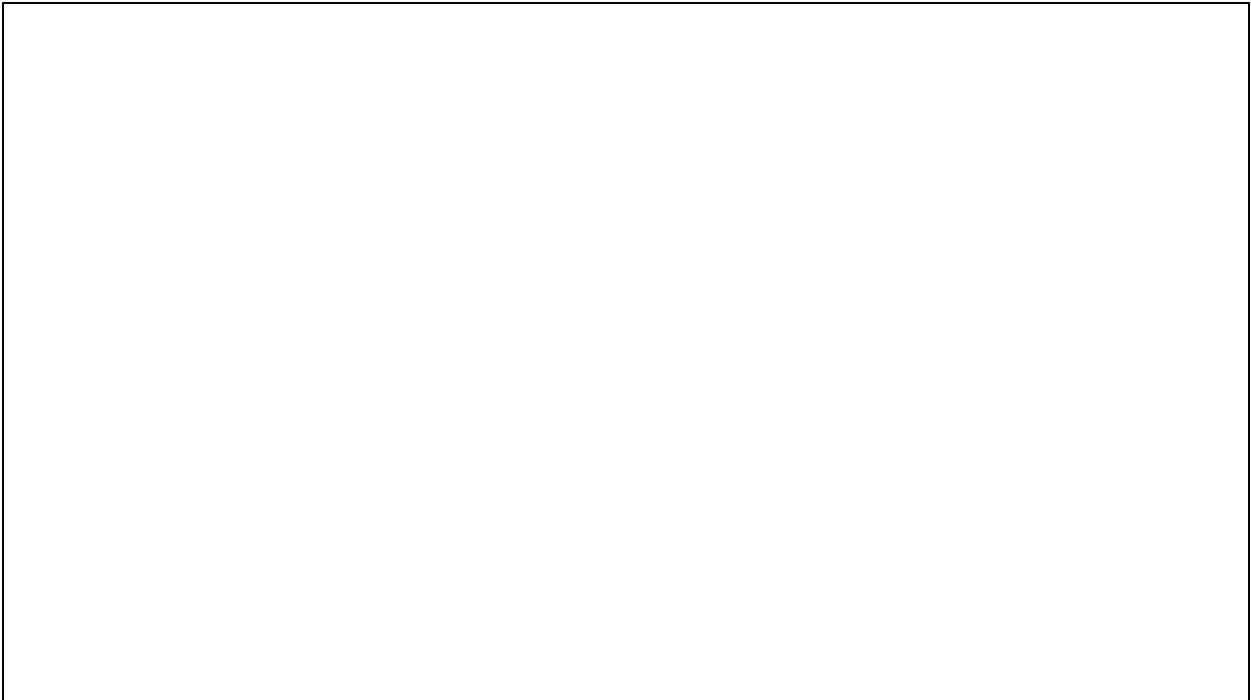
The Queen of Hearts

The Queen of Hearts,
She made some tarts
All on a summer day.

The Knave of Hearts,
He stole the tarts
And took them clean away.

The King of Hearts
Called for the tarts
Until his voice was sore.

The Knave of Hearts
Brought back the tarts
And said he'd steal no more.



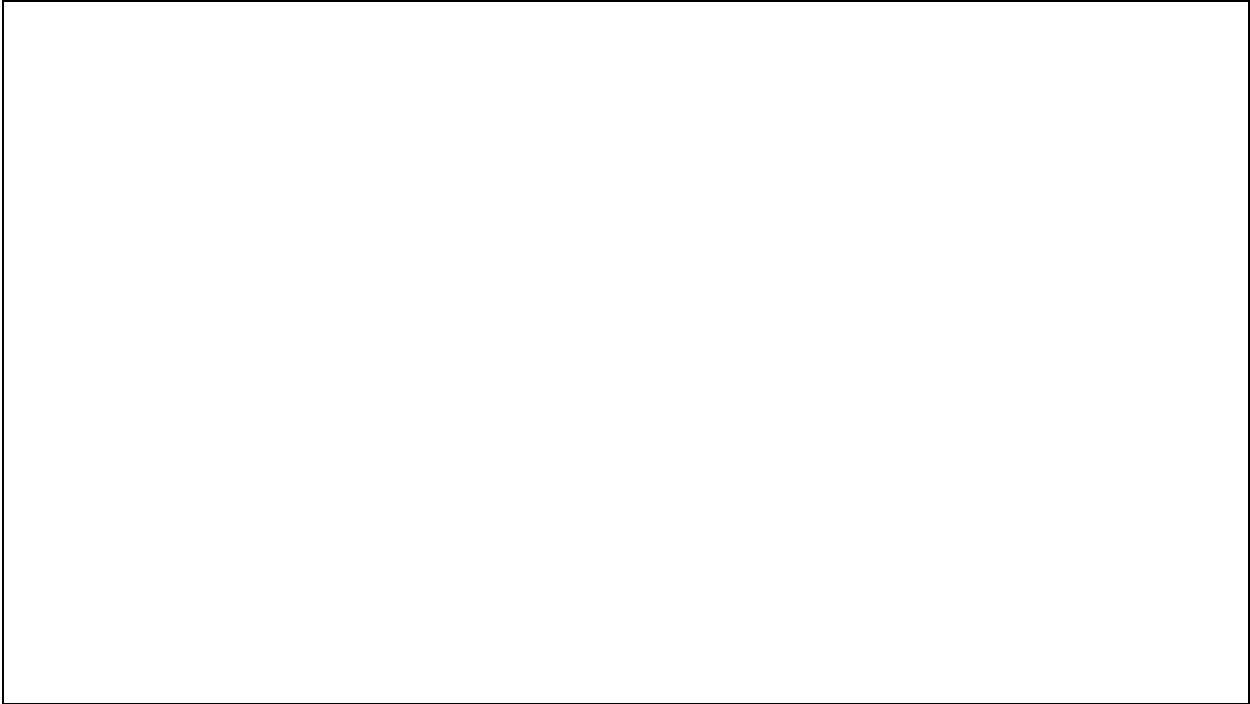
Category	Concept poem (season), Nursery Rhyme, Rhymed Verse
Text	<u>The Queen of Hearts</u> The Queen of Hearts, She made some tarts All on a summer day. The Knave of Hearts, He stole the tarts And took them clean away. The King of Hearts Called for the tarts Until his voice was sore. The Knave of Hearts Brought back the tarts And said he'd steal no more.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children need to know that tarts are little pies with no top crust usually filled with something sweet such as jam, custard, or fruit. They also need to know about royalty: Kings, Queens, Knaves, and so forth. Invite children to make paper crowns and other royal props. Then divide the class into four groups and have each group read or perform it's a signed stanza.

Ring-a-Ring

Ring-a-ring of little boys.
Ring-a-ring of girls.
All around, all around,
Twists and twirls.

You are merry children;
“Yes, we are.”
“Where do you come from?”
“Not very far.”

“We live in the mountain,
We live in the tree;
And I live in the river-bed,
And you won’t catch me!”

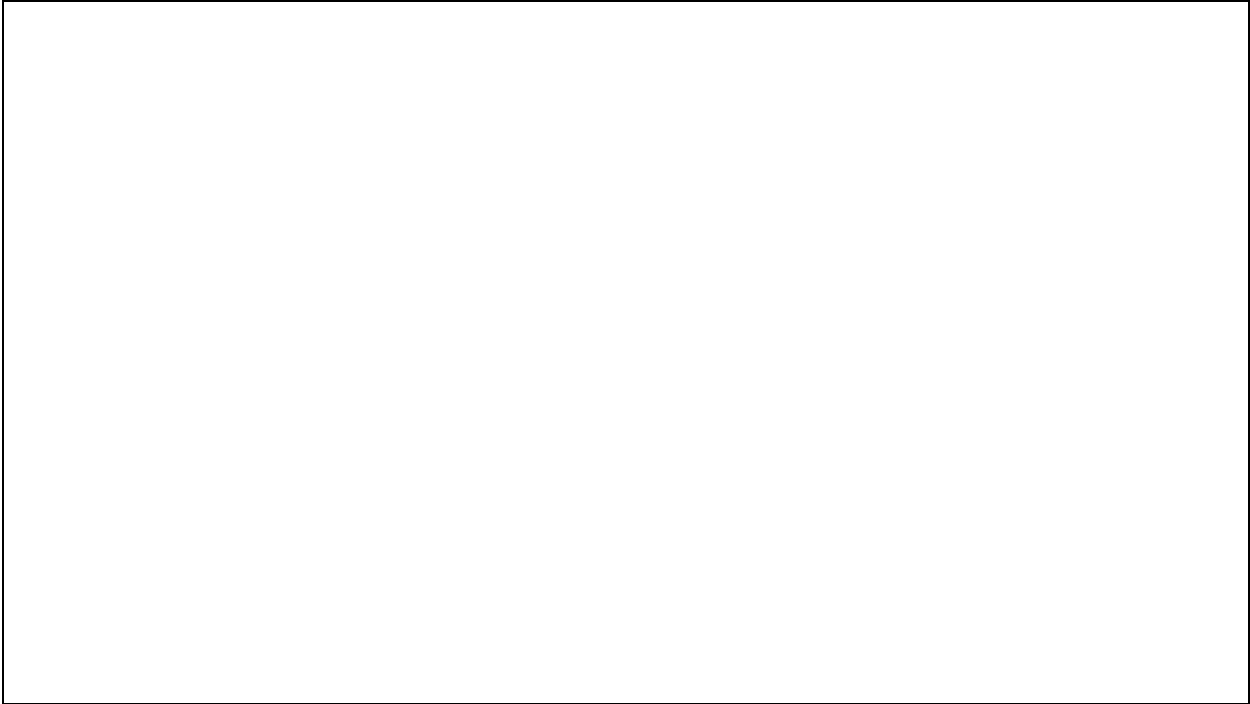


Category	Concept poem (direction), Rhymed Verse
Text	<u>Ring-a-Ring</u> Ring-a-ring of little boys. Ring-a-ring of girls. All around, all around, Twists and twirls. You are merry children; “Yes, we are.” “Where do you come from?” “Not very far.” “We live in the mountain, We live in the tree; And I live in the river-bed, And you won’t catch me!”
Actions, Additional Verses, or Variations	
Instructional Suggestions	Ask all but one boy to form a circle invite all but one girl to do the same. Have children twist and twirl in place while the one boy and one girl circle around the respective rings. Read the teacher part to the class. When it’s time for the <i>merry children</i> to recite their lines, have the boys and girls do so in unison. On the last line, invite the single boy and girl to tag a classmate, whose goal is to catch them. The goal of the taggers is to run around the circle and back to the open spot before being caught. Repeat until the poem is familiar and all the boys and girls get to be at the Taggers. You may want to or need to perform this form outside or in the gym.

Roosters Crow

Roosters crow in the morn
To tell us to rise,
And he who lies late
Will never be wise.

For early to bed
And early to rise
Is the way to be healthy
And wealthy and wise.

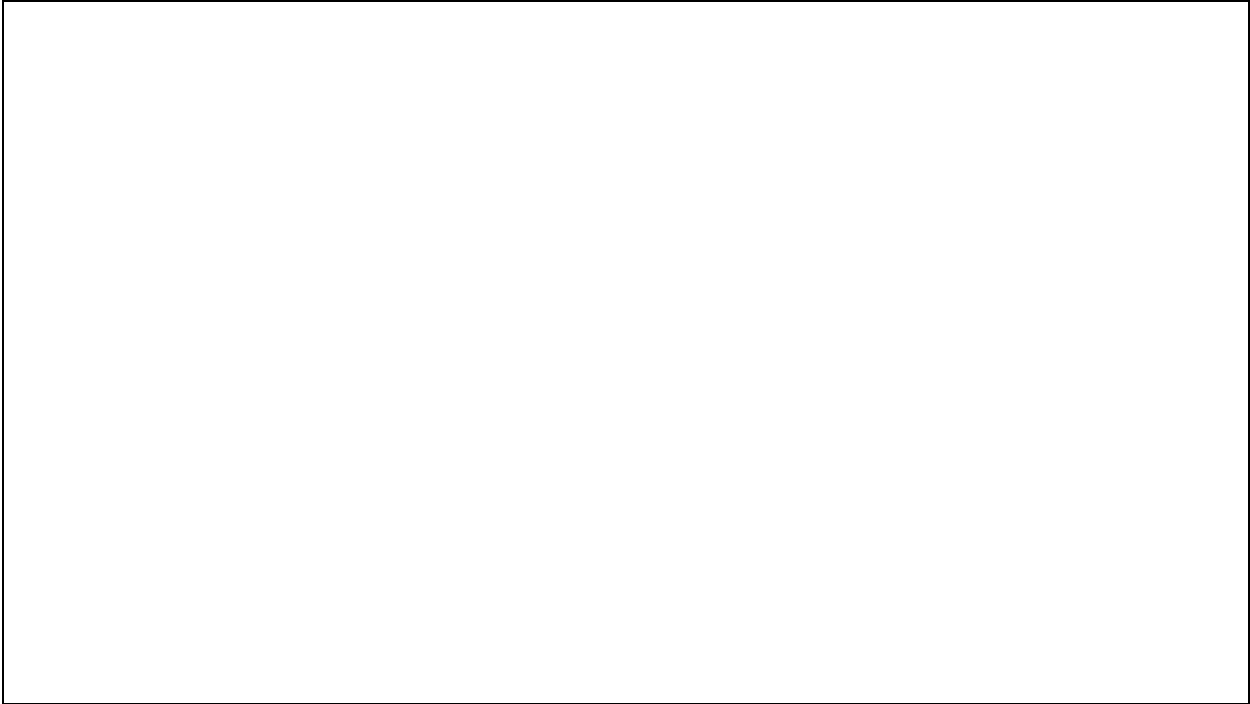


Category	Concept poem (time), Nursery Rhyme, Rhymed Verse
Text	<u>Roosters Crow</u> Roosters crow in the morn To tell us to rise, And he who lies late Will never be wise. For early to bed And early to rise Is the way to be healthy And wealthy and wise.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This poem presents an archaic practice the children may not know; people used to depend on the sound of a rooster's crow to wake them up at dawn. Compare a rooster's crow to an alarm clock. Discuss why it is important to get enough sleep.

‘Round and ‘Round

‘Round and ‘round the garden
Went to teddy bear.
One step,
Two steps,
And he’s almost there.

‘Round and ‘round the haystack
Went the little mouse.
One step,
Two steps,
In his little house.



Category	Concept poem (cardinal number, colour, parts of the body, size)
Text	<u>‘Round and ‘Round</u> ‘Round and ‘round the garden Went to teddy bear. One step, Two steps, And he’s almost there. ‘Round and ‘round the haystack Went the little mouse. One step, Two steps, In his little house.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children may be curious about the use of the of an apostrophe in <i>‘round</i>. Explain to them that apostrophes sometimes stand for letters that have been left out of words. As a class, decipher what <i>‘round</i> stands for. Also ask children why they think <i>around</i> is the right word for describing how someone circles something [circles are around]. Using an erasable marker, circle the apostrophe in the contraction <i>he’s</i>. Help children decipher what <i>he’s</i> stands for. Using highlighter tape or by underlining with an erasable marker, identify the poem’s plural word [steps]. It helps that the poem shows the word in both at singular and plural form.

Say and Touch

Say read and touch your head.

Say sky and touch your eyes.

Say bear and touch your hair.

Say here and touch your ear.

Say south and touch your mouth.

Say rose and touch your nose.

Say in and touch your chin.

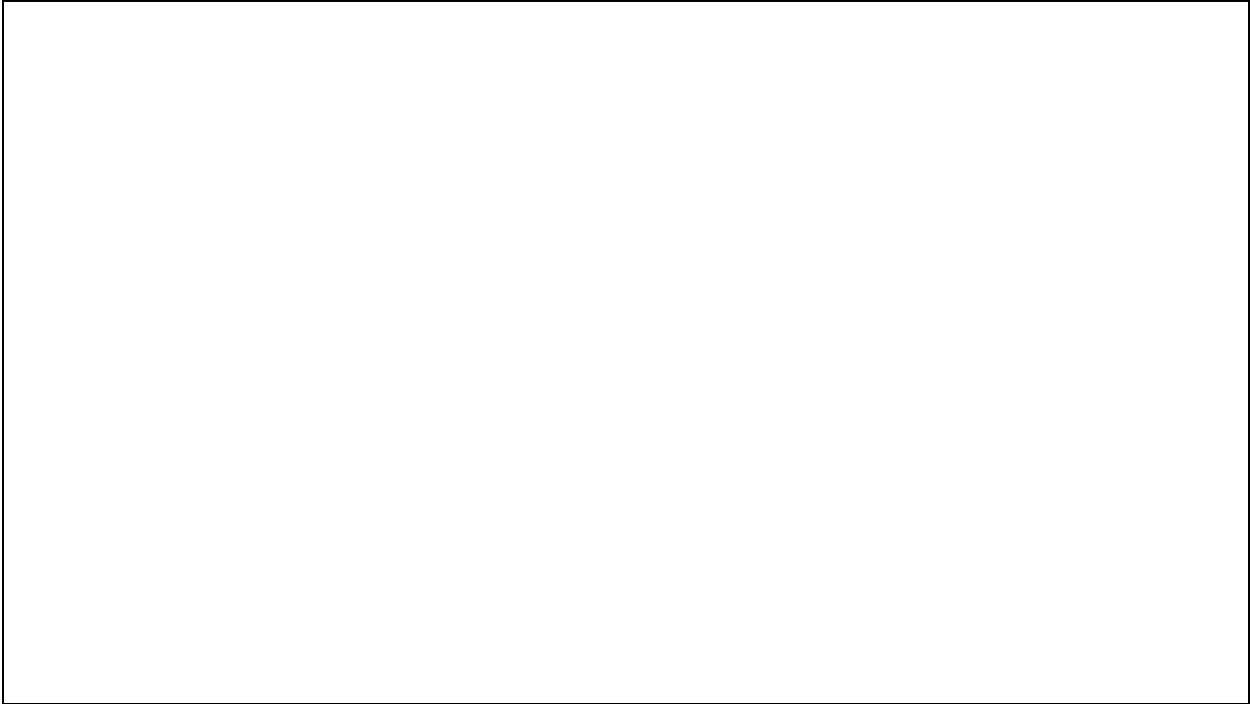
Say rest and touch your chest.

Say farm and touch your arm.

Say yummy and touch your tummy.

Say be in touch your knee.

Say neat and touch your feet.



Category	Concept poem (colour, parts of the body), Rhymed Verse
Text	<u>Say and Touch</u> Say read and touch your head. Say sky and touch your eyes. Say bear and touch your hair. Say here and touch your ear. Say south and touch your mouth. Say rose and touch your nose. Say in and touch your chin. Say rest and touch your chest. Say farm and touch your arm. Say yummy and touch your tummy. Say be in touch your knee. Say neat and touch your feet.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This poem is a little like the classic game Simon says. Children recite the rhymes as a point to the body part named: e. g., head, eye, ear, and so on. After they know the poem, the person who is it the teacher at first can see a verse that does not rhyme. Struck children to only follow directions that rhyme.

Sing a Rainbow

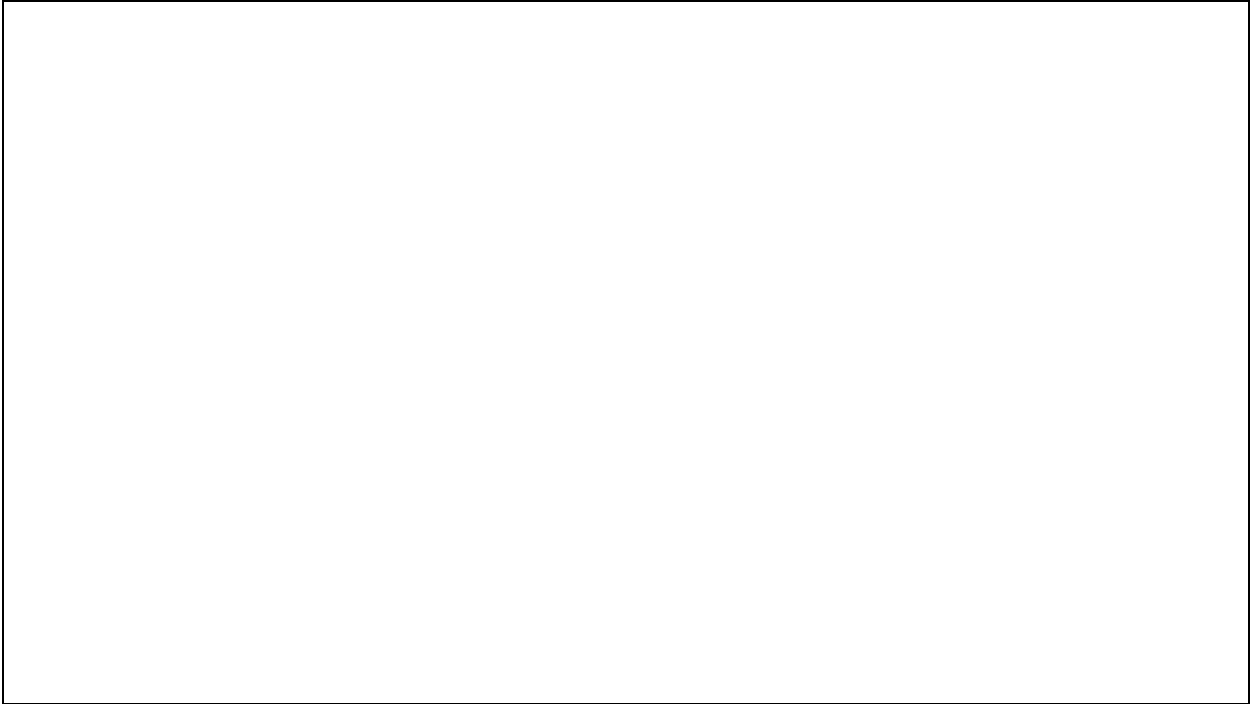
Red and yellow, pink and green,

Orange and purple and blue.

I can sing a rainbow,

Sing a rainbow,

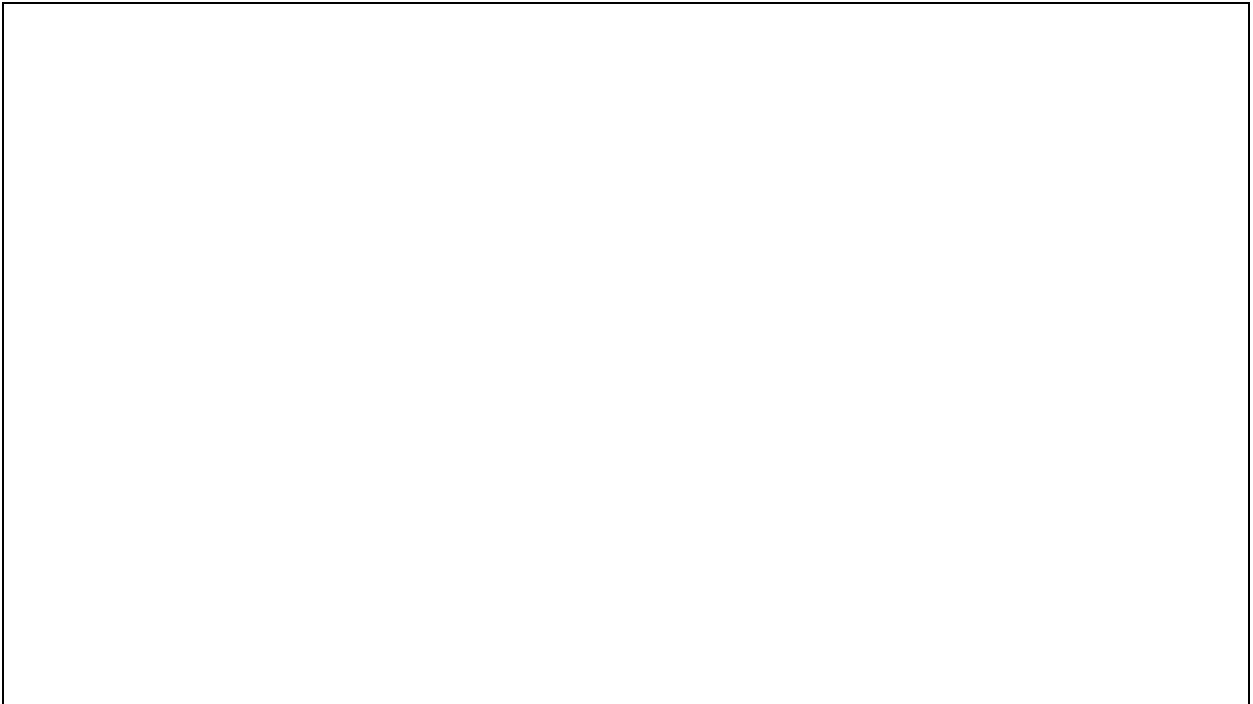
Sing a rainbow, too.



Category	Concept poem (cardinal number, colour, parts of the body, size)
Text	<u>Sing a Rainbow</u> Red and yellow, pink and green, Orange and purple and blue. I can sing a rainbow, Sing a rainbow, Sing a rainbow, too.
Actions, Additional Verses, or Variations	
Instructional Suggestions	After children are familiar with the poem, divide them into seven colour groups and invite them to pick out small classroom objects reflecting their group's color. Now have children recite the poem again. When their group's colour is called, invite one child from each colour group to set his or her object on the floor. Have children repeat the poem until each child's object from each colour group is displayed on the floor in the shape of a rainbow. This is a great song. You can find a tune online.

Sippity Sup

Sippity Sup, sippity sup.
Bread and milk from a china cup.
Bread and milk
From a bright silver spoon.
Made of a piece
Of the Bright silver moon.
Sippity sup, sippity sup.
Sippity, sippity, sup.

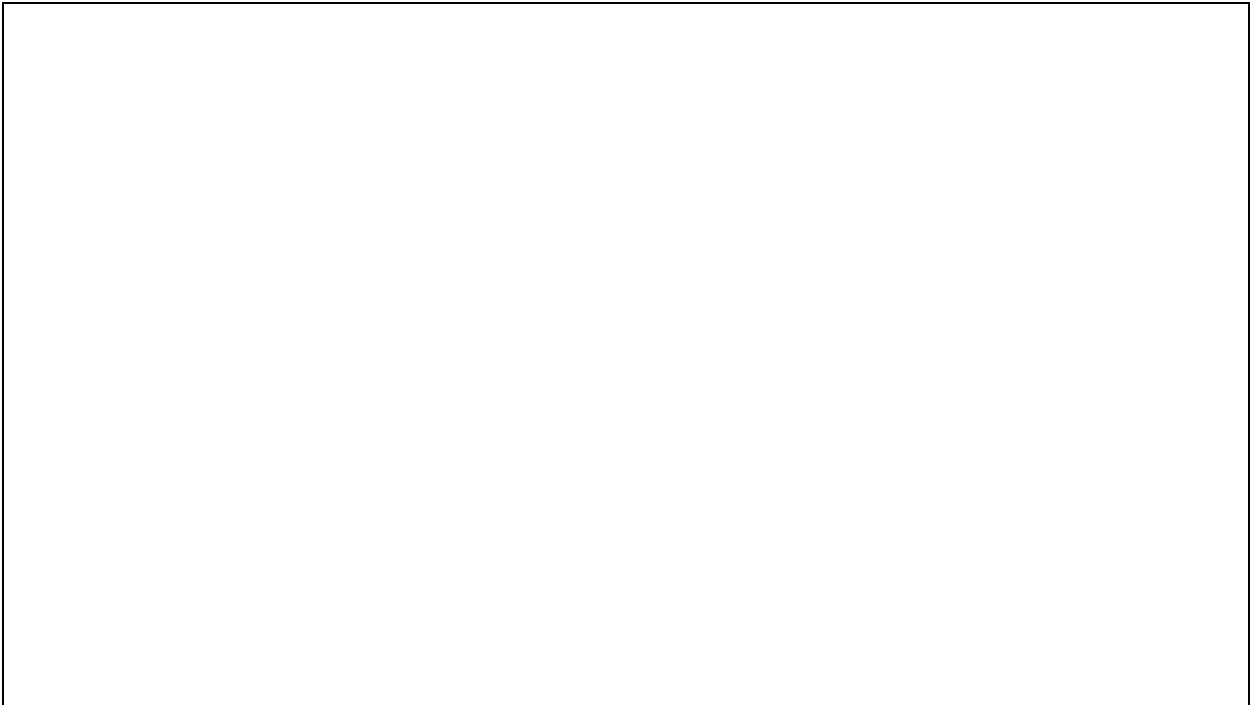


Category	Concept poem (colour), Nursery Rhyme, Rhymed Verse, Word Play
Text	<u>Sippity Sup</u> Sippity Sup, sippity sup. Bread and milk from a china cup. Bread and milk From a bright silver spoon. Made of a piece Of the Bright silver moon. Sippity sup, sippity sup. Sippity, sippity, sup.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have three or four children dramatize this poem by reciting lines while pretending to eat and drink with play cups and saucers. Ask the rest of the class to provide a layer of munching or slurping sounds, or to softly repeat the words <i>sippity sup</i> throughout the recitation. Help children to notice double consonants and vowels, alliteration, and assonance by underlining them in erasable marker or by highlighting them using highlighter tape.

Slowly, Slowly

Slowly, slowly, very slowly
Creeps the garden snail.
Slowly, slowly, very slowly
Up the wooden rail.

Quickly, quickly, very quickly
Runs the little mouse
Quickly, quickly, very quickly
‘Round about the house.



Category	Concept poem (direction, size) Rhymed Verse
Text	<u>Slowly, Slowly</u> Slowly, slowly, very slowly Creeps the garden snail. Slowly, slowly, very slowly Up the wooden rail. Quickly, quickly, very quickly Runs the little mouse Quickly, quickly, very quickly ‘Round about the house.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to say the snail verse slowly and the mouse verse quickly. Let them create motions to go with the words of this poem. They will learn about opposites as they make the snail move slowly and the mouse run quickly. See if they can come up with other opposite words and movements. Using teaching tools like an erasable marker, highlighter tape, or masking card, help children to notice the <i>-ly</i> endings. You may also want to call out the rhyming words; show children how by changing one or two letters at the start of a word, you can create a new word that rhyming with the first: e.g., <i>rail</i> and <i>snail</i>, or <i>mouse</i> and <i>house</i>.

A Snail

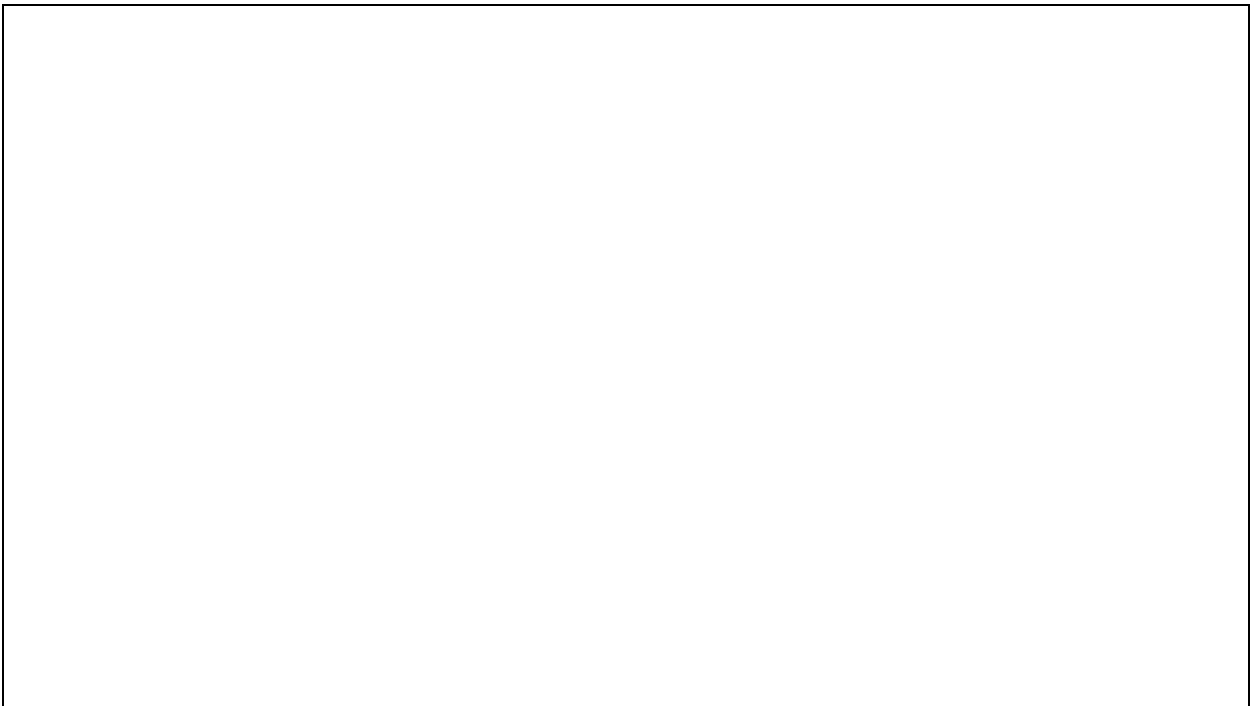
A snail crept up the lily's stalk.
“How nice and smooth,” said he.
“It's quite a pleasant walk,
And just the thing for me!”



Category	Concept poem (direction, time), Rhymed Verse
Text	<u>A Snail</u> A snail crept up the lily's stalk. "How nice and smooth," said he. "It's quite a pleasant walk, And just the thing for me!"
Actions, Additional Verses, or Variations	
Instructional Suggestions	Use this poem to call children's attention to quotation marks. Discuss the meaning of crept, and say the poem slowly as if the snail is creeping. You may also need to define or show a lily's stalk. Partners or small groups can take turns reading what the snails says. Pair this poem with the poetry chart poem, "Slowly, Slowly," which features another creeping snail.

Snow, Snow, Fly Away

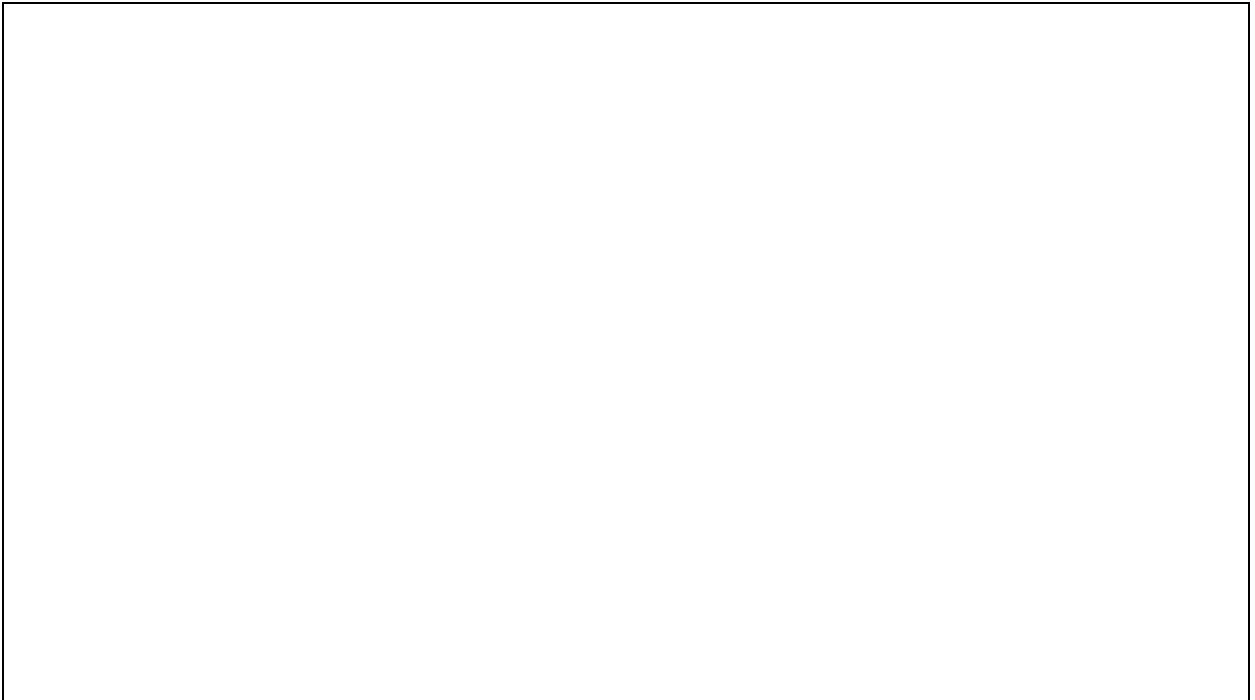
Snow, snow,
Fly away
Over the hills
And far away.



Category	Concept poem (direction), Free Verse
Text	<u>Snow, Snow, Fly Away</u> Snow, snow, Fly away Over the hills And far away.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Ask children what their favourite weather is. Invite them to help you brainstorm a list of new weather words. Reproduce the poem on word cards to be put in a pocket chart, which allows children to focus on the word substitutions and title changes.

The Squirrel

Whisky, frisky,
Hippety hop.
Up he scrambles
To the treetop.
Whirly, furly,
What a tail!
Tall as a feather,
Broad as a sail!
Where's his supper?
In the shell.
Snappity, crackity—
Out it fell!

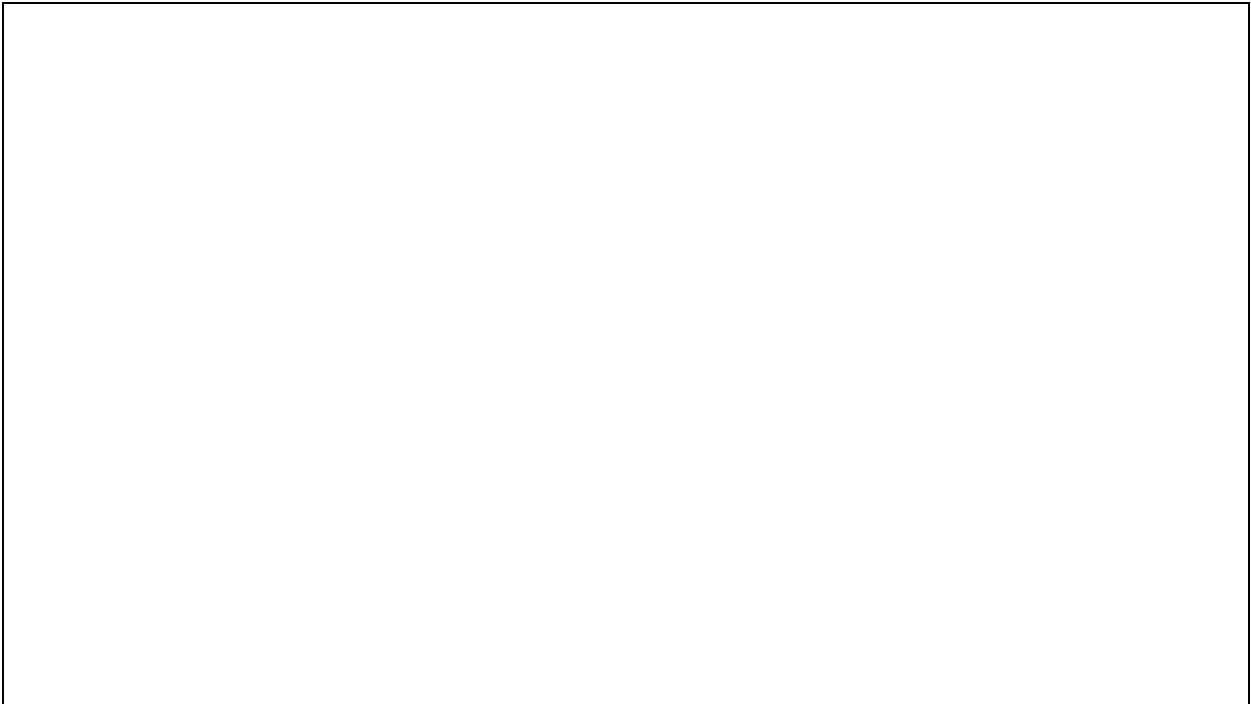


Category	Concept poem (direction, parts of the body, size), Rhymed Verse, Word Play
Text	<u>The Squirrel</u> Whisky, frisky, Hippety hop. Up he scrambles To the treetop. Whirly, furly, What a tail! Tall as a feather, Broad as a sail! Where's his supper? In the shell. Snappity, crackity— Out it fell!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children will enjoy this poem's word play. Explain that poems sometimes use word play [the juxtaposing of word patterns in a humorous and playful way] to create rhymes [whisky, frisky] and alliteration [hippety hop]. Using an erasable marker or highlighter tape, call out words that repeat initial and/or ending sounds. Then invite children to help you brainstorm a list of new words that fit the poem's pattern: e.g., add bisky after whisky, frisky, or add hoppity between hippety and hop. When children recite this poem, ask them to alter their voice— high or low pitched, softer or louder. To share further images of a squirrel, read Beatrix Potter's <i>The Tale of Quirrel Nitkin</i> [1903]. In this classic story, squirrels use their tails to help them sail across the water.

Star Light, Star Bright

Star light, star bright,
First star I see tonight.
I wish I may, I wish I might,
Have this wish I wish tonight.

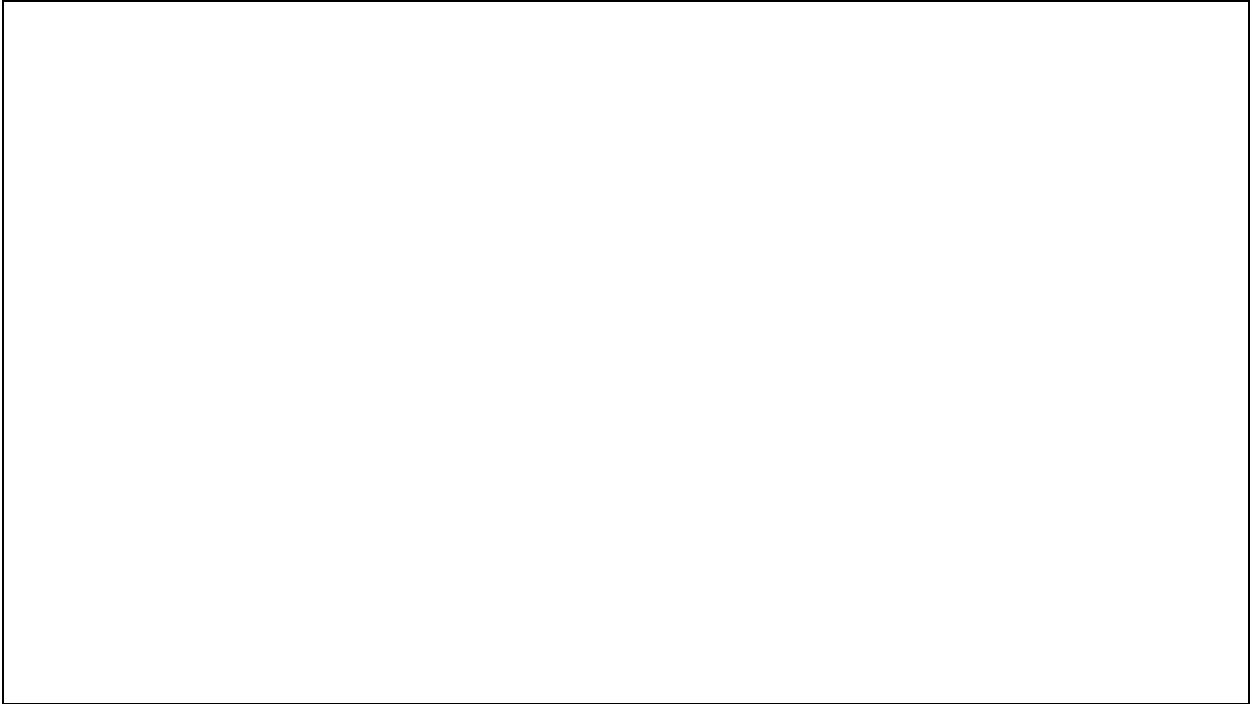
Star light, star bright,
Second star I see in flight.
I wish this wish with all delight,
I wish this wish to be alright.



Category	Concept poem (cardinal number, colour, parts of the body, size)
Text	<u>Star Light, Star Bright</u> Star light, star bright, First star I see tonight. I wish I may, I wish I might, Have this wish I wish tonight. Star light, star bright, Second star I see in flight. I wish this wish with all delight, I wish this wish to be alright.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children love telling their wishes and illustrating them after reciting the poem. Using a plain pointer, point out that every line has a rhyming word at the end; ask children to say <i>bright, tonight, might, height, flight, delight, and alright</i>. Then as a class, try creating a third verse by replacing select words: e.g., <i>Star white, star bright, / Third star I see tonight. / I wish I may, I wish I might, / Have this wish, to be a knight.</i>

There Once Was a Sow

There once was a sow
Who had three piglets.
Three little piglets had she.
And the old sow always went, “Umph,”
And the piglets went, “Wee, wee, wee.”



Category	Concept poem (cardinal number), Rhymed Verse
Text	<u>There Once Was a Sow</u> There once was a sow Who had three piglets. Three little piglets had she. And the old sow always went, “Umph,” And the piglets went, “Wee, wee, wee.”
Actions, Additional Verses, or Variations	
Instructional Suggestions	Explain to children that a sow is “the mother pig” and piglets are the “baby pigs.” Invite them to talk about other farm animals, their names, and the names of their babies: e.g., <i>cow</i> and <i>calf</i> .

There Was an Old Person of Ware

by Edward Lear

There was an old person of Ware,
Who rode on the back of a bear;
Then they asked, “Does it trot?”
He said, “Certainly not!
He’s a Moppsikon Floppsikon bear!”



Category	Humorous Verse, Rhymed Verse, Word Play
Text	<u>There Was an Old Person of Ware</u> <u>by Edward Lear</u> There was an old person of Ware, Who rode on the back of a bear; Then they asked, “Does it trot?” He said, “Certainly not! He’s a Moppsikon Floppsikon bear!”
Actions, Additional Verses, or Variations	
Instructional Suggestions	This is another entertaining limerick. Invite children to compare it to other Edward Lear poems found online, or the Edward Lear-inspired limerick, “There Was an Old Man of Peru,” found in this poetry chart collection. Once children gradually internalize the form of a limerick, invite them to help you write a new one, which children can then illustrate. Display the class’ limerick on your classroom wall next to your poetry chart limericks.

Thirty Days Has September

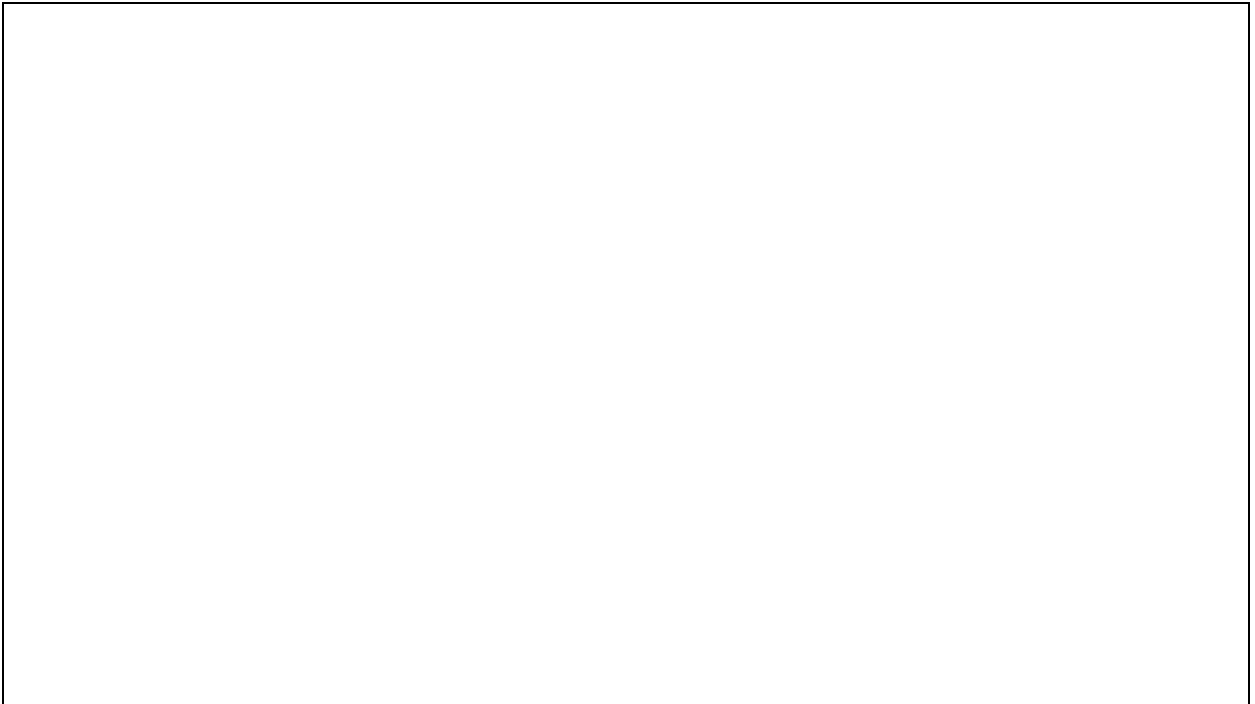
Thirty days has September,
April, June, and November.
February has twenty-eight alone.
All the rest have thirty-one.
Excepting leap year, that's the time
When February's days are twenty-nine.



Category	Concept poem (cardinal numbers, days of the month, months of the year), Rhymed Verse, Nursery Rhyme, Song
Text	<u>Thirty Days Has September</u> Thirty days has September, April, June, and November. February has twenty-eight alone. All the rest have thirty-one. Excepting leap year, that's the time When February's days are twenty-nine.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This traditional calendar poem will be a favourite that children turn to for years to come. Use it each new month as you check to see how many days there are. Test children's memories by asking how many days they think each new month has. Then turn the calendar's page and refer to the written poem for confirmation.

This Old Man

This old man,
He can shake,
Shake, shake, shake,
While baking a cake.
Knick-knack paddy-wack,
Give your dog a bone,
Shaking, shaking,
All the way home.



Category	Rhymed Verse, Song, Word Play
Text	<u>This Old Man</u> This old man, He can shake, Shake, shake, shake, While baking a cake. Knick-knack paddy-wack, Give your dog a bone, Shaking, shaking, All the way home.
Actions, Additional Verses, or Variations	This old man, He can Kick, Kick, kick, kick, Just a trick. Knick-knack paddy-wack, Give your dog a bone, Kicking, kicking, All the way home. This old man, He can twist, Twist, twist, twist, While shaking his fist. Knick-knack paddy-wack, Give your dog a bone, Twisting, twisting, All the way home.
Instructional Suggestions	This is a revised version of the traditional nursery song “This Old Man.” It offers children the opportunity to notice rhyming words that have the same phonogram pattern as well as what happens when you add <i>-ing</i> to words.

Three elephants

One elephant went out to play
Upon a spider's web one day.
He thought it such a tremendous stunt
That he called for another little elephant.

Two elephants went out to play
Upon a spider's web one day.
They thought it such a tremendous stunt
That they called for another little elephant.

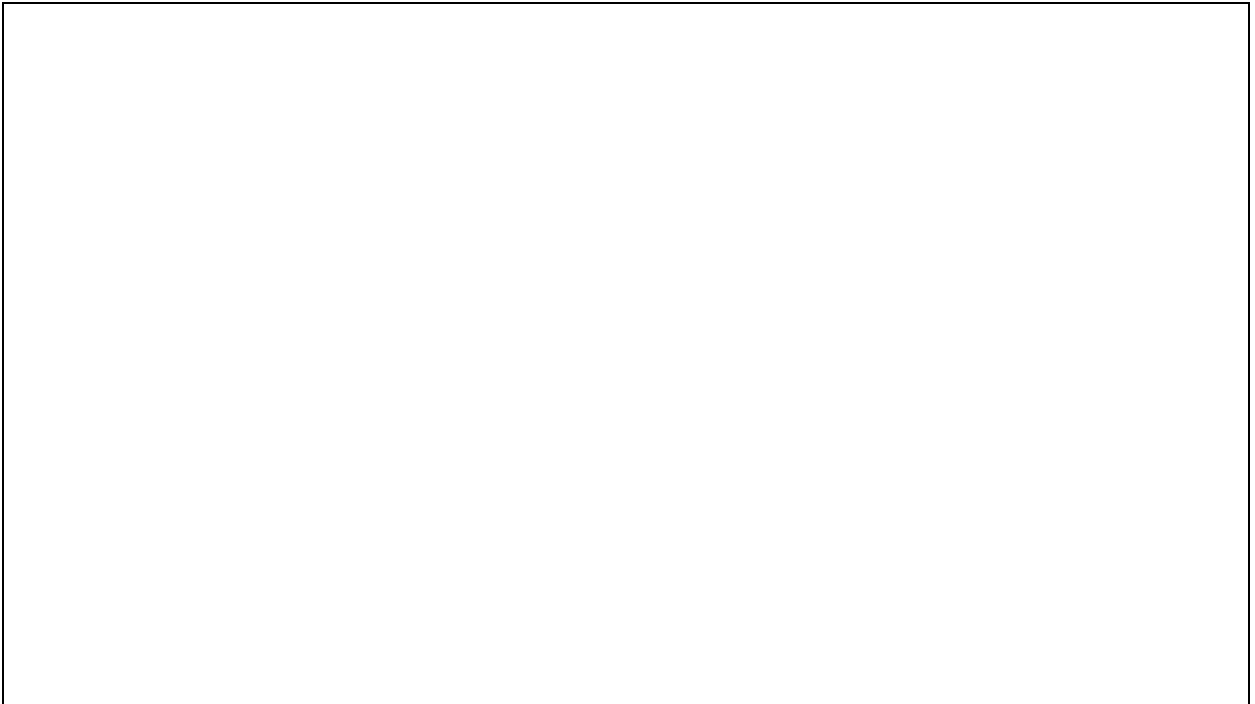
Three elephants went out to play
Upon a spider's web one day.
The web went CREAK, the web went CRACK,
And all of a sudden they all ran back.



Category	Concept poem (cardinal number), Rhymed Verse
Text	<u>Three elephants</u> One elephant went out to play Upon a spider's web one day. He thought it such a tremendous stunt That he called for another little elephant. Two elephants went out to play Upon a spider's web one day. They thought it such a tremendous stunt That they called for another little elephant. Three elephants went out to play Upon a spider's web one day. The web went CREAK, the web went CRACK, And all of a sudden they all ran back.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children will enjoy being elephants and walking a spider web tight rope especially outside using a jump rope. Place a piece of yarn or jump rope on the floor or ground. Invite one, then two, and finally three children to be the elephant taking an imaginary trip as the rest of the class recites the poem. When the web goes creek and crack, have the elephants all run back to the starting place.

There Once Was a Sow

There once was a sow
Who had three piglets.
Three little piglets had she.
And the old sow always went, “Umph,”
And the piglets went, “Wee, wee, wee.”



Category	Concept poem (cardinal number), Rhymed Verse
Text	<u>There Once Was a Sow</u> There once was a sow Who had three piglets. Three little piglets had she. And the old sow always went, “Umph,” And the piglets went, “Wee, wee, wee.”
Actions, Additional Verses, or Variations	
Instructional Suggestions	Explain to children that a sow is “the mother pig” and piglets are the “baby pigs.” Invite them to talk about other farm animals, their names, and the names of their babies: e.g., <i>cow</i> and <i>calf</i> .

There Once Was a Sow

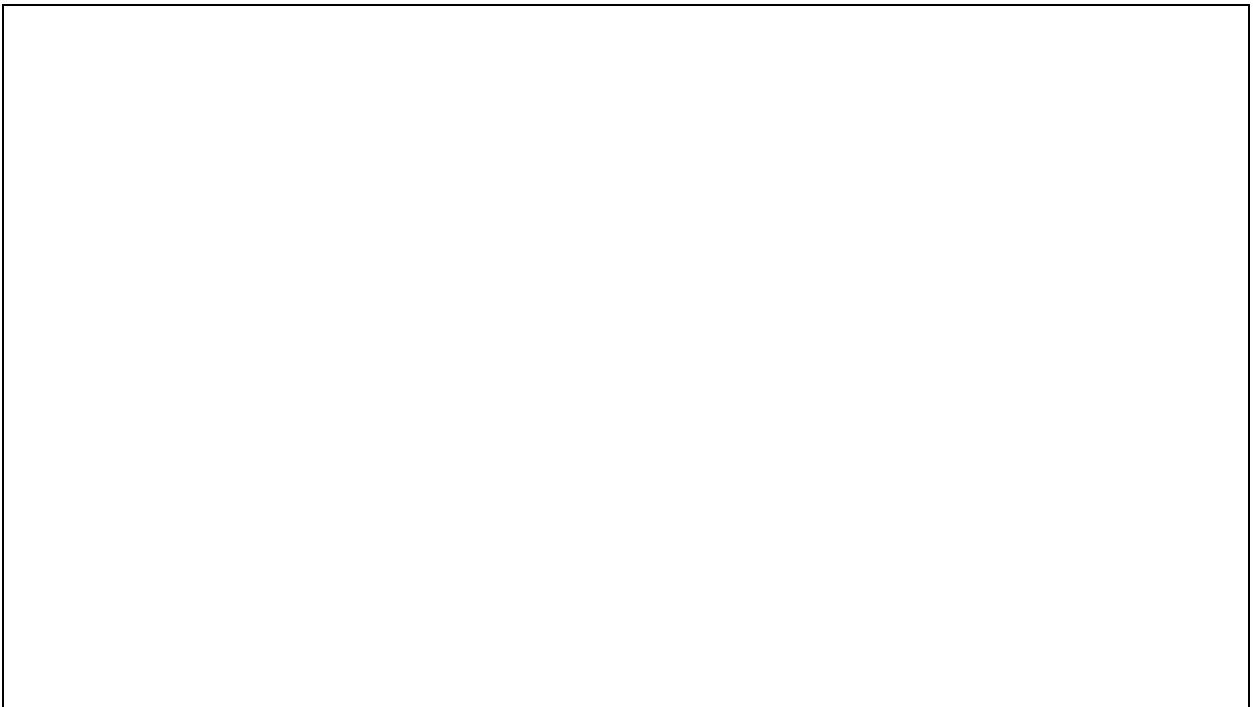
There once was a sow

Who had three piglets.

Three little piglets had she.

And the old sow always went, “Umph,”

And the piglets went, “Wee, wee, wee.”



Category	Concept poem (cardinal number), Rhymed Verse
Text	<u>There Once Was a Sow</u> There once was a sow Who had three piglets. Three little piglets had she. And the old sow always went, “Umph,” And the piglets went, “Wee, wee, wee.”
Actions, Additional Verses, or Variations	
Instructional Suggestions	Explain to children that a sow is “the mother pig” and piglets are the “baby pigs.” Invite them to talk about other farm animals, their names, and the names of their babies: e.g., <i>cow</i> and <i>calf</i> .

Three Wise Men of Gotham

Three wise men of Gotham

Went to sea in a bowl;

If the bowl had been stronger,

My song would have been longer.



Category	Concept poem (cardinal number), Nursery Rhyme, Rhymed Verse
Text	<u>Three Wise Men of Gotham</u> Three wise men of Gotham Went to sea in a bowl; If the bowl had been stronger, My song would have been longer.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Ask children to puzzle out why this poem ends so abruptly. They will enjoy the joke when they figure out that the bowl sank. Invite them to make before and after pictures: this will help English language learners with tricky words such as <i>wise</i> and <i>bowl</i> .

Tick-Tock

“Tick-tock, tick-tock,
Tick-tock,” says the clock.

Little boy, little girl,
Time to wash our hands



Category	Concept Poem (size, time), Rhymed Verse
Text	<u>Tick-Tock</u> “Tick-tock, tick-tock, Tick-tock,” says the clock. Little boy, little girl, Time to wash our hands
Actions, Additional Verses, or Variations	
Instructional Suggestions	Change this poem to fit any routine you have established in the classroom: e.g., <i>Time to read</i> or <i>Time for lunch</i> . Display this poem and any adaptations by the classroom activities or centers that are represented: e.g., by the sink where children wash their hands.

Tingalayo

Chorus

Tingaloyo come, little donkey, come.

Tingaloyo come, little donkey, come.

Me donkey fast. Me donkey slow.

Me donkey come and me donkey go.

Repeat Chorus

Me donkey hee. Me donkey haw.

Me donkey sleep in a bed of straw.

Repeat Chorus

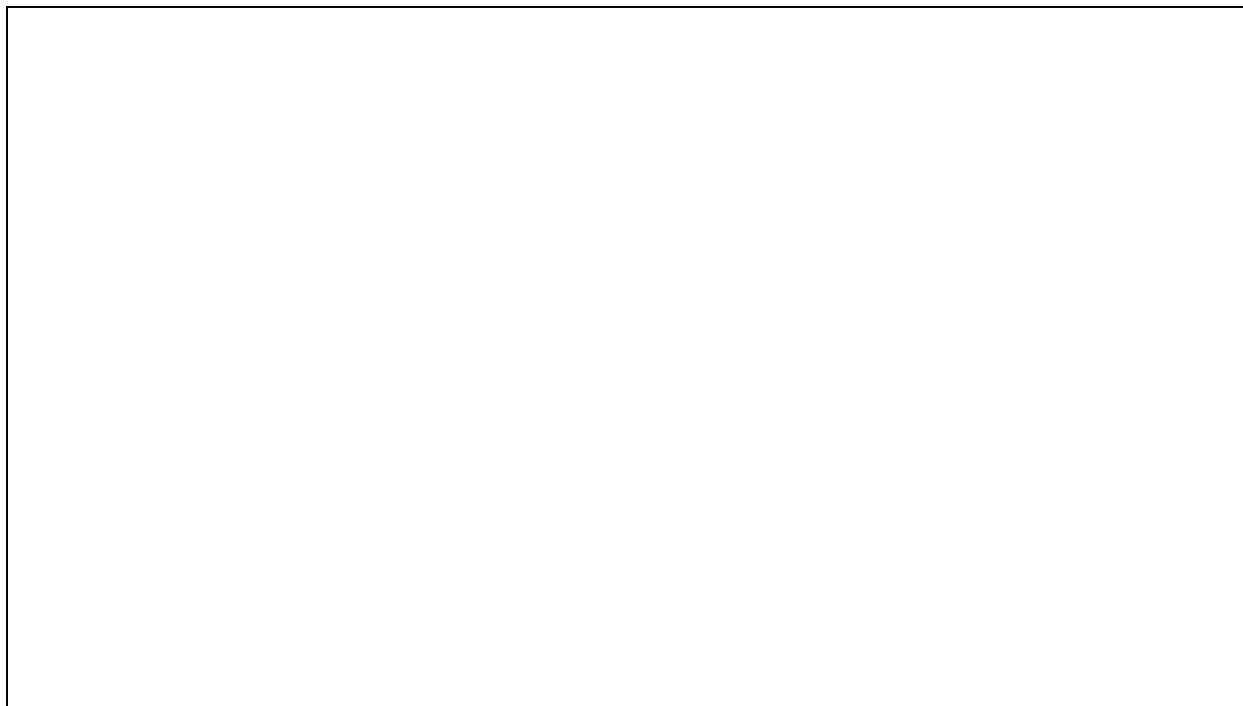
Me donkey dance. Me donkey sing.

Me donkey wearing' a diamond ring.

Repeat Chorus

Me donkey swim. Me donkey ski.

Me donkey dress elegantly.



Category	Rhymed Verse, Song
Text	<u>Tingalayo</u> <i>Chorus</i> <i>Tingaloyo come, little donkey, come.</i> <i>Tingaloyo come, little donkey, come.</i> Me donkey fast. Me donkey slow. Me donkey come and me donkey go. <i>Repeat Chorus</i> Me donkey hee. Me donkey haw. Me donkey sleep in a bed of straw. <i>Repeat Chorus</i> Me donkey dance. Me donkey sing. Me donkey wearing' a diamond ring. <i>Repeat Chorus</i> Me donkey swim. Me donkey ski. Me donkey dress elegantly.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Find this song's tune (a Spanish version is also available). Then invite children to sing the song, repeating the chorus each time. Call out the poem's rhyming patterns by underlining rhyming words with an erasable marker or highlighting them using highlighter tape. Create new verses together and sing them as a class: e.g., <i>Me donkey swing. Me donkey fly. / Me donkey lands and waves goodbye</i>. Invite children to illustrate both the original verses as well as the class' creation(s). Display the new verses and their illustrations on the classroom wall next to the poetry chart.

A Tiny Seed

Tiny seed planted just right,
Not a breath of air, not a ray of light.

Rain falls slowly to and fro,
And now the seed begins to grow.

Slowly reaching for the light
With all its energy, all its might.
The little seed's work is almost done
To grow up tall and face the sun.

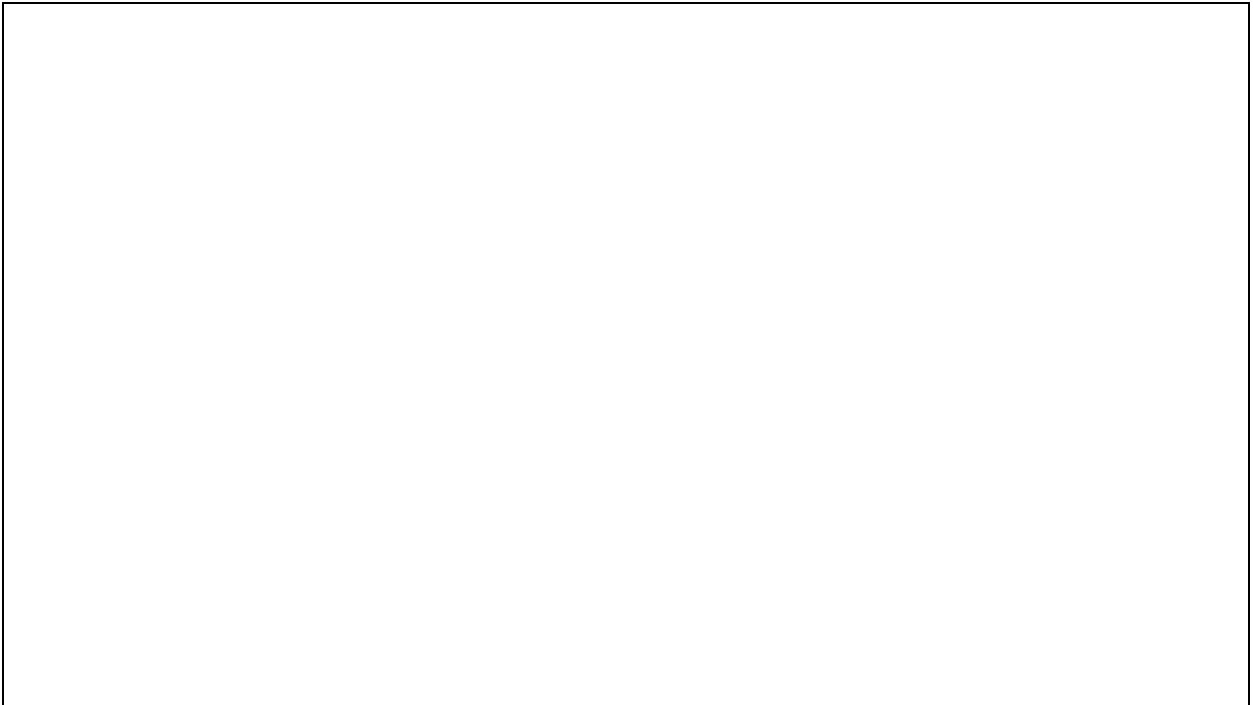


Category	Concept poem (direction, size), Rhymed Verse
Text	<u>A Tiny Seed</u> Tiny seed planted just right, Not a breath of air, not a ray of light. Rain falls slowly to and fro, And now the seed begins to grow. Slowly reaching for the light With all its energy, all its might. The little seed's work is almost done To grow up tall and face the sun
Actions, Additional Verses, or Variations	
Instructional Suggestions	This is a good transitioning poem to perform between activities. Have children roll up in a ball and then start to unfold as the seed begins to grow. At the end of the poem, invite them to stand up tall and stretch their arms.

Tom, Tom, the Piper's Son

Tom, he was a piper's son.
He learned to play when he was young;
But the only tune that he could play
Was "Over the Hills and Far Away."

Tom with his pipe made such a noise
That he pleased all the girls and boys;
And they stopped to hear him play
"Over the Hills and Far Away."



Category	Concept Poem (name), Nursery Rhyme, Rhymed Verse, Song
Text	<u>Tom, Tom, the Piper's Son</u> Tom, he was a piper's son. He learned to play when he was young; But the only tune that he could play Was "Over the Hills and Far Away." Tom with his pipe made such a noise That he pleased all the girls and boys; And they stopped to hear him play "Over the Hills and Far Away."
Actions, Additional Verses, or Variations	
Instructional Suggestions	Discuss the idea of the <i>pipe</i> being a musical instrument such as a flute, a clarinet, or a recorder. Invite the class to make homemade kazoos (tape or rubber-band a square of waxed paper around one end of a paper tube, have children place their mouths over the other end of the tube, and then hum). Have half of the class play their musical instruments while the other half sings the song and dances in place. Then ask the children to switch roles.

Traffic safety

Red light says stop.
Green light says go.
Yellow light says be careful,
You'd better go slow.

When I reach a crossing place,
To left and right I turn my face.
And then I walk, not run, across the street,
And use my head to guide my feet.



Category	Action Poem, Concept Poem (color, direction, parts of the body), Rhymed Verse
Text	<u>Traffic safety</u> Red light says stop. Green light says go. Yellow light says be careful, You'd better go slow. When I reach a crossing place, To left and right I turn my face. And then I walk, not run, across the street, And use my head to guide my feet.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Assign select children to read <i>stop, go, and careful, you'd better go slow</i> while performing actions they think best complement the words. Invite the rest of the class to recite the second stanza while also performing actions that match the words: e.g., turning their faces left and right. This is a good poem to recite, especially in preparation for field trips.

Tweedledum and Tweedledee

Tweedledum and Tweedledee
Were set to have a battle.
For Tweedledum said Tweedledee
Had tried to tell a tattle.

Just then flew by a monstrous crow,
Who wasn't too polite.
It frightened both the heroes so,
They quite forgot to fight.



Category	Concept Poem (name), Nursery Rhyme, Rhymed Verse, Word Play
Text	<u>Tweedledum and Tweedledee</u> Tweedledum and Tweedledee Were set to have a battle. For Tweedledum said Tweedledee Had tried to tell a tattle. Just then flew by a monstrous crow, Who wasn't too polite. It frightened both the heroes so, They quite forgot to fight.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This humorous poem will be fun and relatable to first graders, especially since tattling is something they may be tempted to do or try not to do. Have half the class read the first stanza. Also ask those children if they recognize the characters Tweedledum and Tweedledee. They might know them from <i>Lewis Carroll's Through the Lookingglass and What Alice Found There</i> (1871). If not, read an excerpt about Tweedledum and Tweedledee from this classic nonsense story.

Twenty White Horses

Twenty white horses

Upon a red hill;

Now they tramp.

Now the chomp.

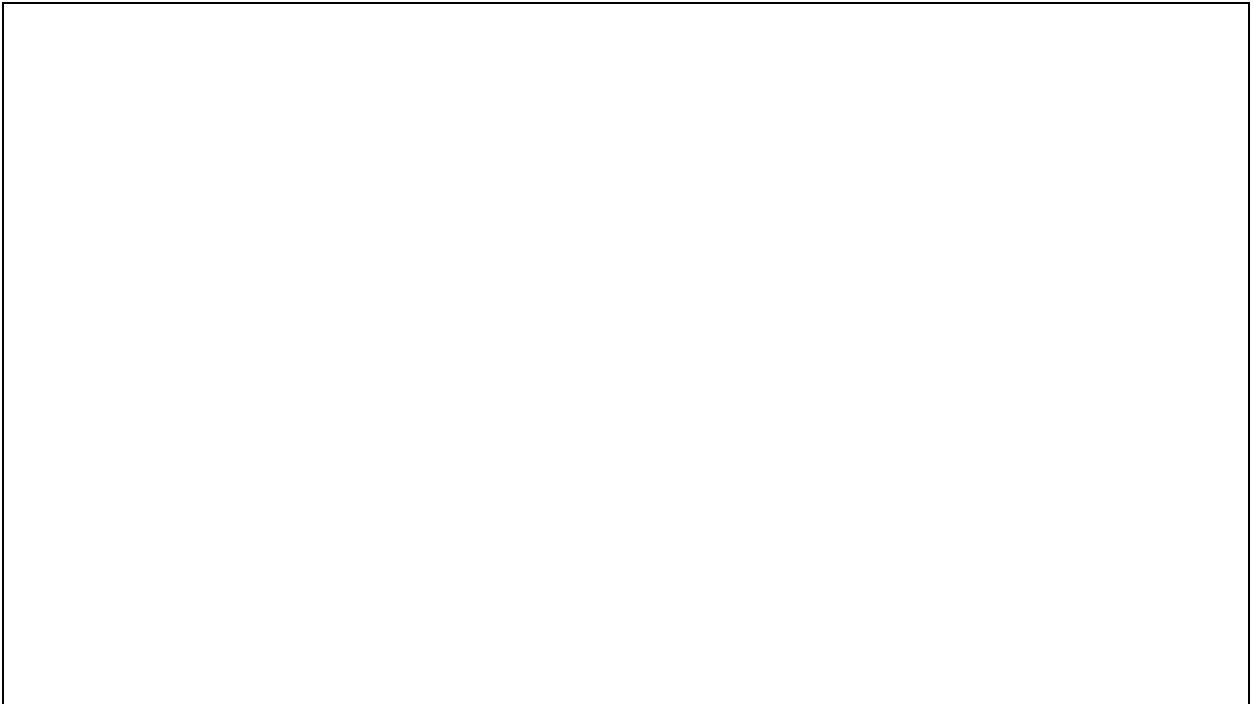
Now they stand still.



Category	Concept Poem (color, ordinal number), Nursery Rhyme, Rhymed Verse
Text	<u>Twenty White Horses</u> Twenty white horses Upon a red hill; Now they tramp. Now the chomp. Now they stand still.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children enjoy riddles and word play. Using the poetry chart illustration for visual clues, invite them to find the <i>twenty white horses that chomp, the red hill, and marks symbolizing tramp</i> .

Two Cats of Kilkenny

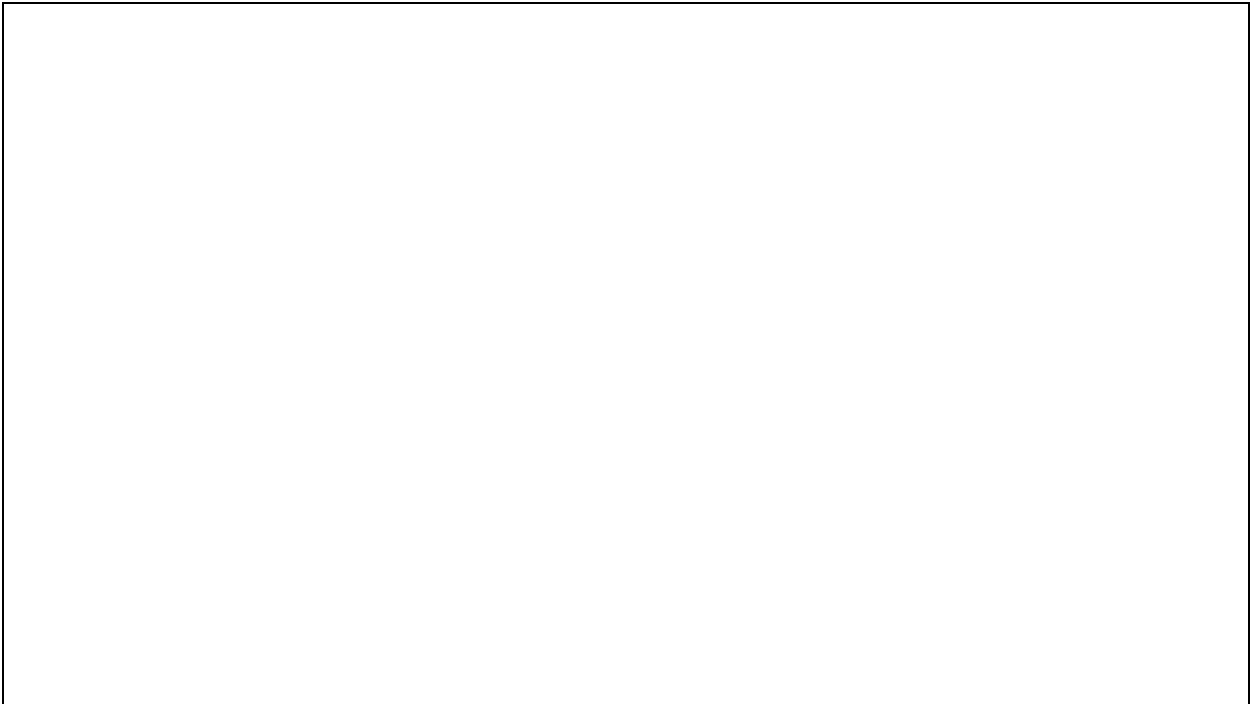
There once were two cats of Kilkenny.
Each thought there was one cat too many.
So they fought and they fit,
And they scratched and they bit,
Till, excepting their nails,
And the tips of their tails,
Instead of two cats, there weren't any.



Category	Concept Poem (cardinal numbers, parts of the body), Nursery Rhyme, Rhymed Verse
Text	<u>Two Cats of Kilkenny</u> There once were two cats of Kilkenny. Each thought there was one cat too many. So they fought and they fit, And they scratched and they bit, Till, excepting their nails, And the tips of their tails, Instead of two cats, there weren't any.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This is a good poem to turn into prose. Invite children to dictate to you a concise retelling: e.g., <i>Two cats fought each other until there wasn't anything left of them</i>. Also, ask them to talk about the poem's lesson. Using erasable markers or highlighting tape, underline or highlight the three sets of rhyming words. Call out the ending sounds for each set of rhyming words, and circle the initial letters that differ.

Up in the Green Orchard

Up in the green orchard there is a green tree,
The finest of pippins that you may see.
The apples are ripe and ready to fall,
And Robin and Rina shall gather them all.



Category	Concept Poem (color, direction, names), Nursery Rhyme, Rhymed Verse.
Text	<u>Up in the Green Orchard</u> Up in the green orchard there is a green tree, The finest of pippins that you may see. The apples are ripe and ready to fall, And Robin and Rina shall gather them all.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Once children know that <i>pippins</i> are green apples, they'll understand why this piece of land is called the green orchard. Substitute names of children in class for <i>Robin and Rina</i> . Substitute other fruit (<i>apricots, peaches, cherries</i>) for <i>pippins</i> , and change the color in the name of the orchard accordingly: <i>the red orchard of cherries</i> .

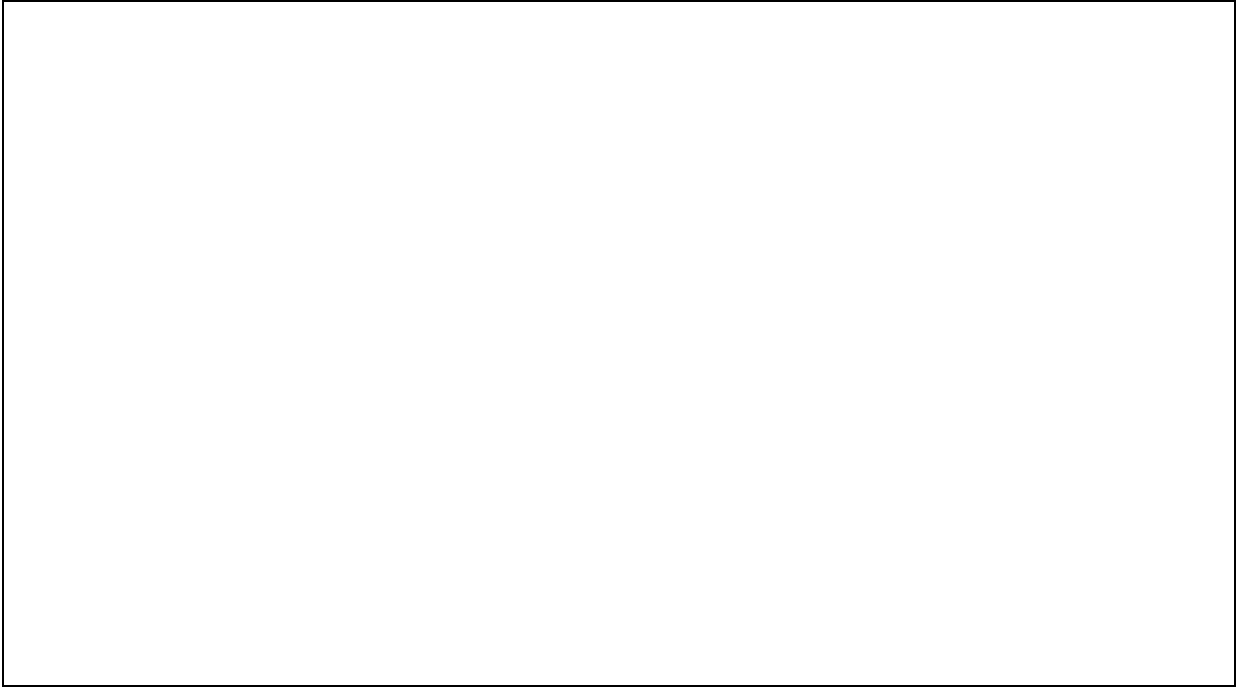
What Animals Say

“Bow-wow”, says the dog.
“Mew-mew”, says the cat.
“Grunt, grunt”, goes the hog.
And “squeak”, goes the rat.

“Chirp, chirp”, says the sparrow.
“Caw, caw”, says the crow.
“Quack, quack”, says the duck.
And what cuckoos say, you know.

So, with sparrows and cuckoos,
With rats and with dogs,
With ducks and with crows,
With cats and with hogs,

A fine song I have made,
To please you, my dear;
And if it's well sung,
'T will be charming to hear.



Category	Nursery Rhyme, Rhymed Verse, Song
Text	<u>What Animals Say</u> “Bow-wow”, says the dog. “Mew-mew”, says the cat. “Grunt, grunt”, goes the hog. And “squeak”, goes the rat. “Chirp, chirp”, says the sparrow. “Caw, caw”, says the crow. “Quack, quack”, says the duck. And what cuckoos say, you know. So, with sparrows and cuckoos, With rats and with dogs, With ducks and with crows, With cats and with hogs, A fine song I have made, To please you, my dear; And if it's well sung, 'T will be charming to hear.
Actions, Additional Verses, or Variations	
Instructional Suggestions	After reading the poem as a group, invite children to make paper plate masks of their favorite animal from the poem. Then group children by their favorite animals and invite them to put on their masks. Have the class perform the first three stanzas of the poem, limiting each animal group to its respective lines; in stanza three, two groups of animals will recite their respective lines together. Read the last stanza to the class, but pause before the final line. On cue, invite all children to sing their animal sounds. Afterwards, in response, read to them the last line of the poem.

What Do You See?

What do you see?

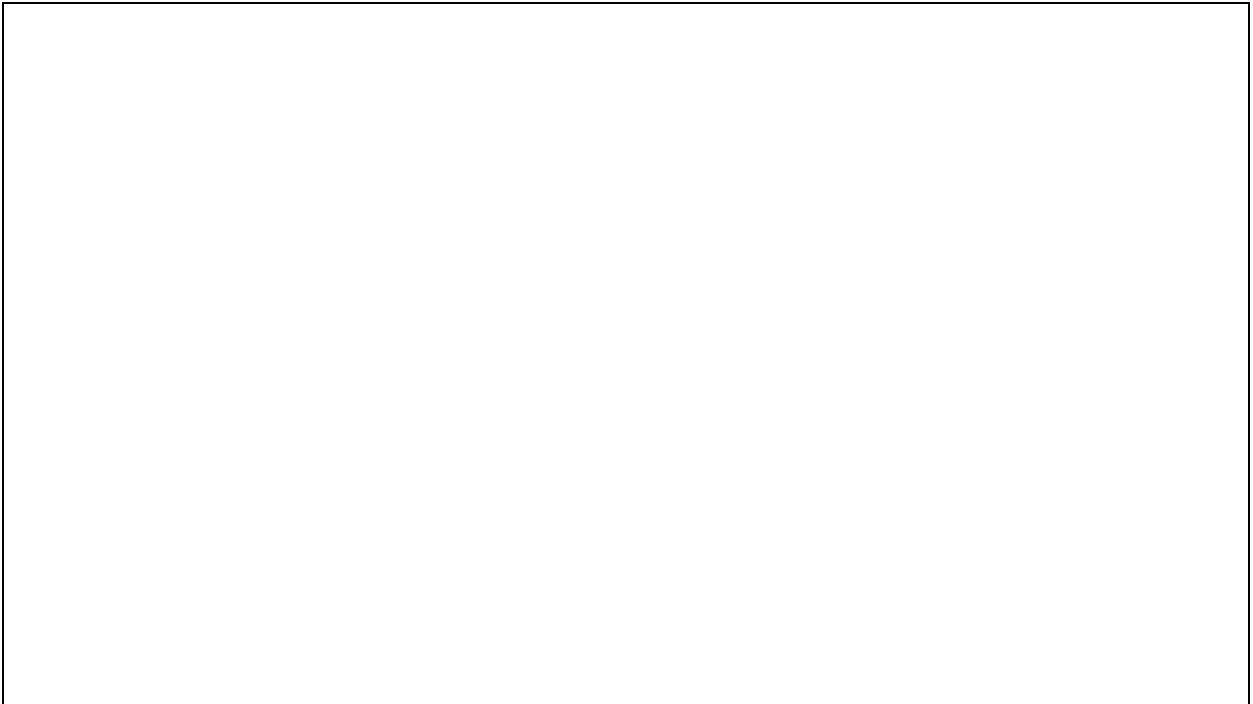
A pig in a tree.

Where's your cat?

Under my hat.

How do you know?

He licked my toe.



Category	Concept Poem (Direction, part of the body), Rhymed Verse
Text	<u>What Do You See?</u> What do you see? A pig in a tree. Where's your cat? Under my hat. How do you know? He licked my toe.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children love nonsense poems, and they will enjoy creating their own: e.g., <i>What can you do? / Swim in a shoe. / Where's your chair? / Under the bear.</i> Children's own rhymes and illustrations make a great bulletin board display or class book. Consider displaying them beside the poetry chart. These verses also give English language learners practice using difficult words such as <i>over</i>, <i>under</i>, <i>behind</i>, and <i>in front of</i>.

When You and I Grow Up by Kate Greenaway

When you and I
Grow up—Polly—
I mean that you and me,
Shall go sailing in a big ship
Right over all the sea.
We'll wait till we are older,
For if we went today,
You know that we might lose ourselves,
And never find the way.



Category	Concept Poem (name, size), Rhymed Verse
Text	<u>When You and I Grow Up by Kate Greenaway</u> When you and I Grow up—Polly— I mean that you and me, Shall go sailing in a big ship Right over all the sea. We'll wait till we are older, For if we went today, You know that we might lose ourselves, And never find the way.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This poem inspires children to think about who they want to grow up to be and what they want to do. Recite the poem together as a class until it is familiar. Then have children partner up and recite the poem to each other, substituting <i>Polly</i> for their partner's name. Have them ask their partners who they want to grow up to be and what they want to do. Invite children to illustrate their partners' responses. Children can then present to the class what they learned about their classmates.

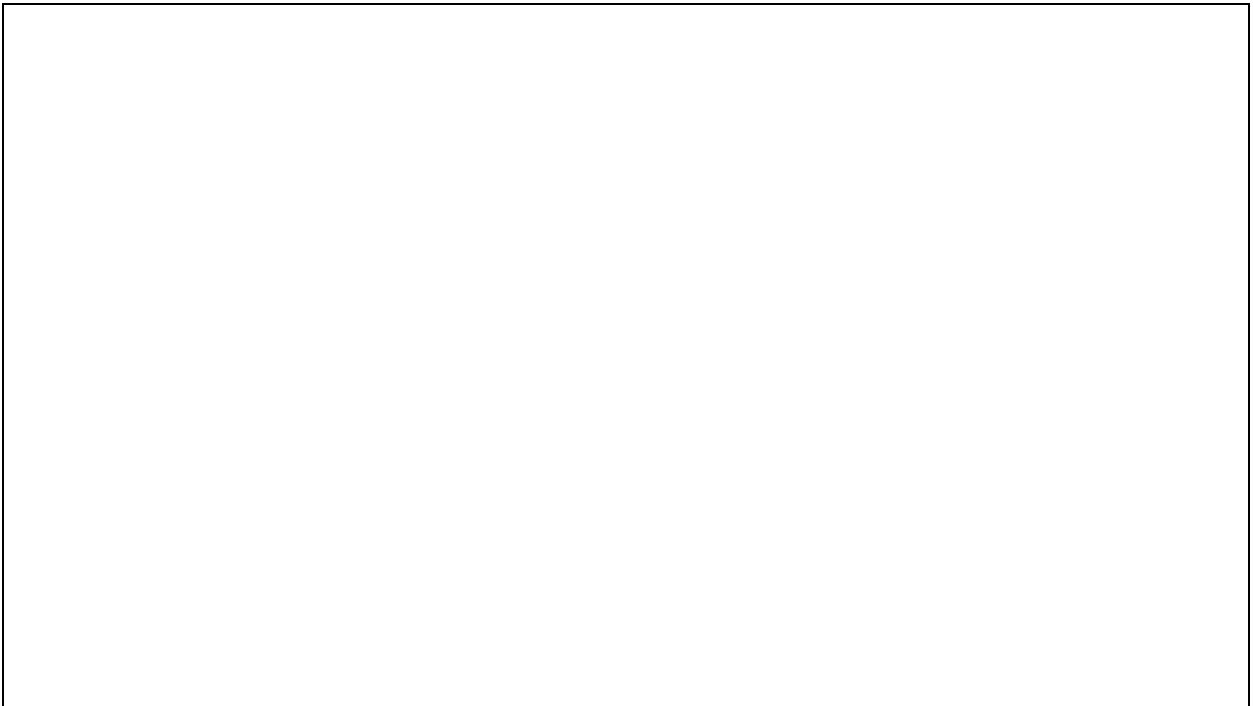
A Wise Old Owl by E.H. Richards

A wise old owl lived in an oak.

The more he saw, the less he spoke;

The less he spoke, the more he heard.

Why can't we all be like that wise old bird?



Category	Rhymed Verse
Text	<u>A Wise Old Owl by E.H. Richards</u> A wise old owl lived in an oak. The more he saw, the less he spoke; The less he spoke, the more he heard. Why can't we all be like that wise old bird?
Actions, Additional Verses, or Variations	
Instructional Suggestions	After an initial reading of the poem, ask for three volunteers to pantomime actions as the class recites: e.g., using a hand to shade eyes and looking from side to side; covering the mouth so as not to speak; and cupping both hands behind ears. While reciting the last line, invite each child to raise both arms in question. Then encourage a discussion about speaking and listening within a group.

