

Words That Sing Kindergarten

100 Poetry Charts for Shared Reading

includes Teacher Instructions

by

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Note: Poems are in alphabetical order

All By Myself

These are things I can do

All by myself.

I can comb my hair and fasten my shoe

All by myself.

I can wash my hands and wash my face,

All by myself.

I can put my toys and blocks in place

All by myself.

Category	Action Poem, Rhymed Verse
Text	All By Myself These are things I can do All by myself. I can comb my hair and fasten my shoe All by myself. I can wash my hands and wash my face All by myself. I can put my toys and blocks in place All by myself.
Actions, Additional Verses, or Variations	These are things I can do All by myself. <i>(point to self)</i> I can comb my hair and fasten my shoe <i>(point to hair and shoe)</i> All by myself. <i>(point to self)</i> I can wash my hands and wash my face <i>(pretend to wash hands and face)</i> All by myself. <i>(point to self)</i> I can put my toys and blocks in place <i>(pretend to put things away)</i> All by myself. <i>(point to self)</i>
Instructional Suggestions	There are lots of details to act out as the class learns this verse. Have children practice the poem with a partner or small group. Different groups can act out each specific action.

Are You Sleeping?

Are you sleeping, are you sleeping,

Brother John? Brother John?

Morning bells are ringing,

Morning bells are ringing,

Ding, ding, dong,

Ding, ding, dong.

Category	Nursery Rhyme, Rhymed Verse, Song
Text	Are You Sleeping? Are you sleeping, are you sleeping, Brother John? Brother John? Morning bells are ringing, Morning bells are ringing, Ding, ding, dong, Ding, ding, dong.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children pretend to be asleep. Wake them up one at a time, speeding up the tempo as you say their names aloud. Let them create sound effects by ringing bells or tapping glasses containing different levels of water. Try this as a two- or three-part round by asking each successive group to begin singing when the previous group has finished line two.

As I Was Going Along

As I was going along, along,

A-singing a comical song, song, song.

The lane that I went was so long, long, long,

And the song that I sang was so long, long, long,

And so I went singing along.

Category	Nursery Rhyme, Rhymed Verse, Song
Text	As I Was Going Along As I was going along, along, A-singing a comical song, song, song. The lane that I went was so long, long, long, And the song that I sang was so long, long, long, And so I went singing along.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This is a good poem to sing or chant as children march around the room. Children may notice that every line has the same sound at the end; <i>song, long, along</i> .

As I Was Walking

As I was walking near the lake,

I met a little rattlesnake.

He ate so much jelly-cake,

It made his little belly ache.

Category	Rhymed Verse
Text	As I Was Walking As I was walking near the lake, I met a little rattlesnake. He ate so much jelly-cake, It made his little belly ache.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children rub their tummies at the end. You can change this poem by substituting colors or other adjectives like <i>yellow snake</i> , <i>slimy snake</i> , or <i>wiggly snake</i> .

Baby Mice

Where are the baby mice?

Squeak, squeak, squeak.

I cannot see them.

Peek, peek, peek.

Here they come

From a hole in the wall –

One, two, three, four, five

In all!

Category	Concept Poem (cardinal numbers, counting) Rhymed Verse
Text	Baby Mice Where are the baby mice? Squeak, squeak, squeak. I cannot see them. Peek, peek, peek. Here they come From a hole in the wall – One, two, three, four, five In all!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children enjoy pretending to be squeaking, peeking baby mice. (Masks made from paper plates attached to tongue depressors, make it even more fun.) Have one half of the class be mice while the other half recites the poem. Then trade roles. Who is looking for these mice? A lost mouse, a child, a cat? There are many ways to interpret and share this nursery rhyme.

Baby Seeds

In a milkweed cradle, snug and warm,
Baby seeds are hiding safe from harm.

Open wide the cradle, hold it high,
Come along, wind, help them fly.

Category	Action Poem, Rhymed Verse
Text	Baby Seeds In a milkweed cradle, snug and warm, Baby seeds are hiding safe from harm. Open wide the cradle, hold it high, Come along, wind, help them fly.
Actions, Additional Verses, or Variations	In a milkweed cradle, snug and warm, <i>(close fingers into fist)</i> Baby seeds are hiding safe from harm. Open wide the cradle, hold it high. <i>(open hand and hold it up high)</i> Come along, wind, help them fly. <i>(wiggle fingers)</i>
Instructional Suggestions	If no children are allergic, bring in milkweed so the class can see the <i>milkweed cradle</i>. Many other seeds – like dandelion seeds – fly on the wind. Look at some seeds together.

The Beach

White sand,
Sea sand,
Warm sand,
Kicking sand,
Building sand,
Watching sand
As the waves roll in.

Category	Free Verse
Text	The Beach White sand, Sea sand, Warm sand, Kicking sand, Building sand, Watching sand As the waves roll in.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This poem evokes sensory images. Children might create other poems with descriptive words (<i>green grass</i>), or action words (<i>mowing grass</i>).

The Bear Went Over the Mountain

The bear went over the mountain,

The bear went over the mountain,

The bear went over the mountain

To see what he could see.

And all that he could see,

And all that he could see,

Was the other side of the mountain,

The other side of the mountain,

The other side of the mountain

Was all that he could see.

Category	Nursery Rhyme, Song
Text	The Bear Went Over the Mountain The bear went over the mountain, The bear went over the mountain, The bear went over the mountain To see what he could see. And all that he could see, And all that he could see, Was the other side of the mountain, The other side of the mountain, The other side of the mountain Was all that he could see.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children sing this rhyme to the tune of “For He’s a Jolly Good Fellow.” It’s lots of fun, especially while reading along with Rosemary Wells’ picture book, <i>The Bear Went over the Mountain</i>. Children will enjoy making a simple mural and showing the bear (as a stick puppet) going over the mountain.

Blackberries

Blackberries, blackberries, on the hill.

How many pails can you fill?

Briers are thick and briers scratch,

But we'll pick all the berries

In the blackberry patch.

Category	Rhymed Verse
Text	Blackberries Blackberries, blackberries, on the hill. How many pails can you fill? Briers are thick and briers scratch, But we'll pick all the berries In the blackberry patch.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children snap their fingers or clap on the rhyming words. Also invite them to substitute other fruits for blackberries.

Bow-wow-wow

Bow-wow-wow!

Whose dog art thou?

Little Tommy Tinker's dog.

Bow-wow-wow!

Category	Concept Poem (names), Nursery Rhyme, Rhymed verse.
Text	Bow-wow-wow Bow-wow-wow! Whose dog art thou? Little Tommy Tinker's dog. Bow-wow-wow!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have half the group play the dog and the other half play the questioner. Children will need help with the poem's archaic syntax (the words <i>art thou</i>) but will enjoy the fast repetition as well as reading a different child's name each time.

Charlie over the Ocean

Charlie over the ocean,
Charlie over the sea,
Charlie caught a blackbird,
But he can't catch me.

Category	Concept Poem (names), Rhymed Verse.
Text	Charlie over the Ocean Charlie over the ocean, Charlie over the sea, Charlie caught a blackbird, But he can't catch me.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Who is Charlie? What is going on here? Children will have lots of ideas. Substitute other children's names and/or animals. Have children point to themselves at the end. Assign the first three lines to three smaller groups and have the whole group read the last line.

Chocolate Rhyme

One, two, three cho-

One, two, three co-

One, two, three la-

One, two, three te!

Stir, stir the chocolate.

Category	Action Poem, Concept Poem (cardinal numbers, counting), Free Verse
Text	Chocolate Rhyme One, two, three cho- One, two, three co- One, two, three la- One, two, three te! Stir, stir the chocolate.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children count with their fingers and then mime stirring the chocolate. They can clap the word <i>chocolate</i> to identify syllable breaks or say the word slowly to identify sounds.

Come and Listen

Come and listen,
Come and listen
To my song,
To my song,
Happy children singing,
Happy children singing,
Sing along,
Sing along.

Category	Rhymed Verse, Song
Text	Come and Listen Come and listen, Come and listen To my song, To my song, Happy children singing, Happy children singing, Sing along, Sing along.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This rhyme can be sung to the tune of “Are You Sleeping?” It’s a good one to use as the class gathers for various activities.

Cuckoo, Cuckoo

Cuckoo, cuckoo, cherry tree,
Cuckoo, cuckoo, cherry tree,
Catch a bird and give it to me.

Let the tree be high or low,
Sunshine, wind, or rain, or snow.

Category	Concept Poem (directions, opposites), Rhymed Verse
Text	Cuckoo, Cuckoo Cuckoo, cuckoo, cherry tree, Cuckoo, cuckoo, cherry tree, Catch a bird and give it to me. Let the tree be high or low, Sunshine, wind, or rain, or snow
Actions, Additional Verses, or Variations	
Instructional Suggestions	Explain to children that a <i>cuckoo</i> is a “kind of bird” or “the sound a cuckoo bird makes.” Play a video or a recording of a cuckoo bird. Children will enjoy cuckooing in the first two lines. They will also enjoy the contrast in this poem (<i>high</i> and <i>low</i>) as well as the weather words.

Dance a Merry Jig

This little pig danced a merry, merry jig.

This little pig ate candy.

This little pig wore a blue and yellow wig.

This little pig was dandy.

But this little pig never grew very big,

And they called her itty bitty Mandy.

Category	Action Poem, Concept Poem (part of the body), Rhymed Verse
Text	Dance a Merry Jig This little pig danced a merry, merry jig. This little pig ate candy. This little pig wore a blue and yellow wig. This little pig was dandy. But this little pig never grew very big, And they called her itty bitty Mandy.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children touch their fingers as they say the rhyme. Because there are so many specific details in this rhyme, it's great to use for directed drawing. See how many things children will include in their artwork as you read and re-read the poem. In subsequent readings of the poem, substitute other names that rhyme with <i>Mandy</i>; e.g., <i>Andy</i>, <i>Sandy</i> and <i>Randy</i>.

Diddlety, Diddlety, Dumpty!

Diddlety, Diddlety, Dumpty!

The cat ran up the plum tree.

Half a crown to fetch her down,

Diddlety, diddlety, dumpty!

Category	Nursery Rhyme, Rhymed Verse, Word Play
Text	Diddlety, Diddlety, Dumpty! Diddlety, Diddlety, Dumpty! The cat ran up the plum tree. Half a crown to fetch her down, Diddlety, diddlety, dumpty!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Point out that one meaning of <i>crown</i> is an old-time British coin. Children may want to substitute a <i>half dollar</i>. They may notice that <i>diddlety</i> and <i>dumpty</i> have endings that sound alike. Have them say these words slowly and listen for the sounds.

Elizabeth, Elspeth, Betsey, and Bess

Elizabeth, Elspeth, Betsey, and Bess,
They all went together to seek a hen's nest.
They found a hen's nest with five eggs in.
They all took an egg and left one in.

Category	Nursery Rhyme, Concept Poem (cardinal numbers, counting, names) Rhymed Verse.
Text	Elizabeth, Elspeth, Betsey, and Bess Elizabeth, Elspeth, Betsey, and Bess, They all went together to seek a hen's nest. They found a hen's nest with five eggs in. They all took an egg and left one in.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Substitute the names of four children in the class. Cut out child-drawn representations of the characters, a hen's nest, and five eggs before affixing them to small magnets. Then have children retell the story as they manipulate the cutouts on a magnetic cookie sheet or whiteboard.

Every Morning at Eight O'Clock

Every morning at eight o'clock,
You can hear the mail carrier's knock.
Up jumps Katy to open the door,
One letter, two letters, three letters, four.

Category	Action Poem, Concept Poem (cardinal numbers, counting, names, time), Rhymed Verse
Text	Every Morning at Eight O’Clock Every morning at eight o’clock, You can hear the mail carrier’s knock. Up jumps Katy to open the door, One letter, two letters, three letters, four.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This poem is ideal for children to act out. You can prepare letter cards that spell children’s names or list high-frequency words. These cards will serve as the letters that children pretend to receive in the mail. The child named in the poem can deliver the letters. You can substitute the name <i>Katy</i> with other names of children in the class.

Fiddle-de-dee

Fiddle-de-dee, fiddle-de-dee,
The fly shall marry the bumblebee.
They went to the hall, and married was she.
The fly has married the bumblebee.

Category	Humorous Verse, Rhymed Verse, Word Play
Text	Fiddle-de-dee Fiddle-de-dee, fiddle-de-dee, The fly shall marry the bumblebee. They went to the hall, and married was she. The fly has married the bumblebee.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children will need practice to master the unusual syntax of this poem, but it will increase their awareness of the structure of written language. After reading the poem aloud together, point out the double <i>ee</i> in words.

Five Fat Pumpkins

Five fat pumpkins sitting on a gate,
First one said, "Oh my it's getting late."
Second one said, "There's a bat in the air."
Third one said, "We don't care".
Fourth one said, "Let's run, run, run."
Fifth one said, "Let's have some fun."
But *whoo* went the wind and out went the
light,
And five fat pumpkins rolled out of sight.

Category	Action Poem, Concept Poem (cardinal and ordinal numbers, counting), Rhymed Verse
Text	Five Fat Pumpkins Five fat pumpkins sitting on a gate, First one said, "Oh my it's getting late." Second one said, "There's a bat in the air." Third one said, "We don't care". Fourth one said, "Let's run, run, run." Fifth one said, "Let's have some fun." But <i>who</i> went the wind and out went the light, And five fat pumpkins rolled out of sight.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This rhyme can be done as a finger play. While reciting the poem aloud, have children hold up five fingers and wiggle one for each pumpkin. Then have children cup their mouths and blow for the wind before rolling one hand over the other during the last line. Or, five children can sit as pumpkins on a pretend gate and mime the actions of the poem as the rest of the class recites the words. Secretly tell one child to turn off the classroom lights on the words <i>out went the light</i>. Children also love making pumpkin puppets from cut paper and craft sticks.

Five Fingers on Each Hand

I have five fingers on each hand,
Ten toes on my two feet,
Two ears, two eyes,
One nose, one mouth,
With which to sweetly speak.
My hands can clap, my feet can tap,
My eyes can clearly see.
My ears can hear, my nose can sniff,
My mouth can say, "I'm me".

Category	Action Poem, Concept Poem (cardinal numbers, counting, parts of the body), Rhymed Verse
Text	Five Fingers on Each Hand I have five fingers on each hand, Ten toes on my two feet, Two ears, two eyes, One nose, one mouth, With which to sweetly speak. My hands can clap, my feet can tap, My eyes can clearly see. My ears can hear, my nose can sniff, My mouth can say, "I'm me".
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children indicate the appropriate body parts. You can use Lois Ehlert's picture book, <i>Hands</i> , with this rhyme as well. Have children trace their hands on construction paper and cut them out.

Five Little Ducks Went in for a Swim

Five little ducks went in for a swim.

The first little duck put his head in.

The second little duck put his head back.

The third little duck said, “Quack, quack,
quack,”

The fourth little duck with his tiny brother
Went for a walk with his father and mother.

Category	Action Poem, Concept Poem (cardinal and ordinal numbers, counting) Rhymed Verse
Text	Five Little Ducks Went in for a Swim Five little ducks went in for a swim. The first little duck put his head in. The second little duck put his head back. The third little duck said, "Quack, quack, quack," The fourth little duck with his tiny brother Went for a walk with his father and mother.
Actions, Additional Verses, or Variations	Five little ducks went in for a swim. <i>(wiggle fingers)</i> The first little duck put his head in. <i>(Put head forward)</i> The second little duck put his head back. <i>(put head back)</i> The third little duck said, "Quack, quack, quack." <i>(clap three times)</i> The fourth little duck with his tiny brother Went for a walk with his father and mother. <i>(walk fingers)</i>
Instructional Suggestions	Invite children to perform a little duck finger play while reciting the poem together.

Five Little Fingers

One little finger standing on its own.

Two little fingers, now they're not alone.

Three little fingers happy as can be.

Four little fingers go walking down the street.

Five little fingers, this one is a thumb.

Wave bye-bye because now we are done.

Category	Action Poem, Concept Poem (cardinal numbers, counting, parts of the body), Rhymed Verse
Text	Five Little Fingers One little finger standing on its own. Two little fingers, now they're not alone. Three little fingers happy as can be. Four little fingers go walking down the street. Five little fingers, this one is a thumb. Wave bye-bye because now we are done.
Actions, Additional Verses, or Variations	One little finger standing on its own. <i>(hold up index finger)</i> Two little fingers, now they're not alone. <i>(add middle finger)</i> Three little fingers happy as can be. <i>(add ring finger)</i> Four little fingers go walking down the street <i>(add little finger and wiggle all four fingers)</i> Five little fingers, this one is a thumb. <i>(add thumb)</i> Wave bye-bye because now we are done. <i>(wave goodbye)</i>
Instructional Suggestions	Teach children the finger actions to go along with the rhyme. As a follow-up, share Lois Ehlert's picture book, <i>Hands</i> , which has a cardboard cover shaped like a work glove. The book shows all kinds of things hands can do.

Five Little Froggies

Five little froggies sitting on a well.

One looked up and down she fell.

Froggies jumped high,

Froggies jumped low.

Four little froggies dancing to and fro.

Category	Action Poem, Concept Poem (cardinal numbers, counting, directions, opposites), Rhymed Verse
Text	Five Little Froggies Five little froggies sitting on a well. One looked up and down she fell. Froggies jumped high, Froggies jumped low. Four little froggies dancing to and fro.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children will clamber to be froggies, <i>jumping high</i> and <i>jumping low</i> and <i>dancing to and fro</i> as they act out the poem. The rest of the group can recite the poem. Once children are familiar with the verse, have them count down from <i>four little froggies</i> to <i>three little froggies</i> and so on. Try recreating the poem on a felt board or magnet board. Then ask children to remove a frog with each verse they count down.

Five Little Snowmen

Five little snowmen, happy and gay.

The first one said, "What a nice day!"

The second one said, "We'll cry no tears."

The third one said, "We'll stay for years."

The fourth one said, "But what happens in
May?"

The fifth one said, "Look, we're melting away!"

Category	Action Poem, Concept Poem (counting, ordinal numbers), Rhymed Verse
Text	Five Little Snowmen Five little snowmen, happy and gay. The first one said, "What a nice day!" The second one said, "We'll cry no tears." The third one said, "We'll stay for years." The fourth one said, "But what happens in May?" The fifth one said, "Look, we're melting away!"
Actions, Additional Verses, or Variations	
Instructional Suggestions	As children learn the rhyme, have them hold up one hand and wiggle a different digit with each line. At the end, they can hold out a closed fist to indicate that all the snowmen are gone. Once they have learned the words, assign five children to read the quoted lines while the rest serve as narrators, reciting (in unison) the first line and the beginning of each successive line.

A Frog Sat on a Log

A frog sat on a log,
A-weeping for his daughter.

His eyes were red,
His tears he shed,
And he fell right into the water.

Category	Concept Poem (colors), Rhymed Verse
Text	A Frog Sat on a Log A frog sat on a log, A-weeping for his daughter. His eyes were red, His tears he shed, And he fell right into the water.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to imagine what happened to Frog's daughter and why he is crying. Have them identify words in the rhyme that have the same ending sound.

Go to Bed Early

Go to bed early – wake up with joy,

Go to bed late – tired girl or boy;

Got to bed early – ready for play,

Go to bed late – moping all day;

Go to bed early – no pains or ills,

Go to bed late – doctors and pills;

Go to bed early – grow very tall,

Go to bed late – stay very small.

Category	Concept Poem (opposites, time), Rhymed Verse
Text	Go to Bed Early Go to bed early – wake up with joy, Go to bed late – tired girl or boy; Got to bed early – ready for play, Go to bed late – moping all day; Go to bed early – no pains or ills, Go to bed late – doctors and pills; Go to bed early – grow very tall, Go to bed late – stay very small.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This is an old instruction rhyme showing the importance of a good night's sleep. After children are familiar with the words, have them create their own actions to accompany each line. How well can they improvise? Alternatively, try having two groups alternate reading the lines.

Gobble, Gobble, Gobble

Gobble, gobble, gobble,

Quack, quack, quack.

A turkey says gobble,

And a duck says quack.

Category	Free Verse
Text	Gobble, Gobble, Gobble Gobble, gobble, gobble, Quack, quack, quack. A turkey says gobble, And a duck says quack.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children take turns gobbling and quacking while reading this verse. Help them create new verses by suggesting other animals and the sounds they make. Ask children to clap the syllables of the animal sounds in each line. <i>Meow, meow, meow; bow-wow-wow; oink, oink, oink; and moo, moo, moo,</i> are some animal noises that can be substituted.

Grandpa Grig

Grandpa Grig

Had a pig

In a field of clover.

Piggy died,

Grandpa cried,

And all the fun was over.

Category	Rhymed Verse
Text	Grandpa Grig Grandpa Grig Had a pig In a field of clover. Piggy died, Grandpa cried, And all the fun was over.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Create new verses with different names for <i>Grandpa</i> that rhyme with other animal names, such as <i>Grandpa Bog/Had a dog</i> .

Gray Squirrel

Gray squirrel, gray squirrel,

Swish your bushy tail.

Wrinkle up your funny nose.

Hold an acorn in your toes.

Gray squirrel, gray squirrel,

Swish your bushy tail.

Category	Action Poem, Rhymed Verse
Text	Gray Squirrel Gray squirrel, gray squirrel, Swish your bushy tail. Wrinkle up your funny nose. Hold an acorn in your toes. Gray squirrel, gray squirrel, Swish your bushy tail.
Actions, Additional Verses, or Variations	Gray squirrel, gray squirrel, <i>(stand with hands on bent knees)</i> Swish your bushy tail. <i>(wiggle the behind)</i> Wrinkle up your funny nose <i>(wrinkle nose)</i> Hold an acorn in your toes. <i>(pinch index finger and thumb together)</i> Gray squirrel, gray squirrel, <i>(stand with hands on bent knees)</i> Swish your bushy tail. <i>(wiggle the behind)</i>
Instructional Suggestions	Children enjoy performing the actions that accompany this rhyme. They also enjoy making hand puppets by drawing gray squirrels, cutting them out, and attaching them to craft sticks.

Hear the Lively Song

Hear the lively song
Of the frogs in yonder pond.
Crick, crick, crickety-crick,
Burr-ump!

Category	Rhymed Verse
Text	Hear the Lively Song Hear the lively song Of the frogs in yonder pond. Crick, crick, crickety-crick, Burr-ump!
Actions, Additional Verses, or Variations	
Instructional Suggestions	After children know this verse, it's fun to orchestrate the whole poem between four groups: frogs in the pond, narrators, a group assigned to saying <i>crick, crick, crickety-crick</i> while snapping their fingers, and a group assigned to saying <i>Burr-ump!</i>

Here Are My Eyes

Here are my eyes,

One and two.

I can wink.

So can you.

When my eyes are open,

I see the light.

When they are closed,

It's dark as night.

Category	Action Poem, Concept Poem (cardinal numbers, counting, opposites, parts of the body), Rhymed Verse
Text	Here Are My Eyes Here are my eyes, One and two. I can wink. So can you. When my eyes are open, I see the light. When they are closed, It's dark as night.
Actions, Additional Verses, or Variations	Here are my eyes. <i>(point to both eyes using two fingers)</i> One and two. <i>(point to one eye at a time)</i> I can wink. <i>(wink while pointing to self)</i> So can you. <i>(wink while pointing to others)</i> When my eyes are open, <i>(open eyes wide)</i> I see the light. When they are closed. <i>(close eyes)</i> It's dark as night.
Instructional Suggestions	The simple actions paired with this poem give children an exercise for their eyes. This is a good poem for children to recite with partners after they are familiar with the words. They face each other and take turns saying the first verse (emphasizing <i>me</i> and <i>you</i>); then, in unison, they recite the second verse.

Here is a House

Here is a house built up high
With two tall chimneys reaching the sky.

Here are the windows.

Here is the door.

If we peep inside
We'll see a mouse on the floor.

Category	Action Poem, Rhymed Verse
Text	Here is a House Here is a house built up high With two tall chimneys reaching the sky. Here are the windows. Here is the door. If we peep inside We'll see a mouse on the floor.
Actions, Additional Verses, or Variations	Here is a house built up high <i>(stretch arms up, touching fingertips together like a roof)</i> With two tall chimneys reaching the sky. <i>(stretch arms up separately)</i> Here are the windows. <i>(make a square shape with hands)</i> Here is the door. <i>(pantomime knocking)</i> If we peep inside <i>(tilt head as if looking around a corner)</i> We'll see a mouse on the floor. <i>(move fingers like a running mouse)</i>
Instructional Suggestions	Have children act out the rhyme. As an alternative, create a simple drawing of a big house with appropriate features and a cutout door that opens, showing a cutout mouse on a craft stick. Children can point to parts of the house before opening the door at the end.

Here is the Sea

Here is the sea,

The wavy sea.

Here is a boat,

And here is me.

And all the fishes

Down below

Wiggle their tails

And away they go.

Category	Action Poem, Rhymed Verse
Text	Here is the Sea Here is the sea, The wavy sea. Here is a boat, And here is me. And all the fishes Down below Wiggle their tails And away they go.
Actions, Additional Verses, or Variations	Here is the sea, (<i>Wave hands from side to side</i>) The wavy sea. (<i>wiggle fingers</i>) Here is a boat, (<i>cup hands like a boat</i>) And here is me. (<i>point to yourself</i>) And all the fishes. (<i>wiggle fingers</i>) Down below (<i>point down</i>) Wiggle their tails, (<i>wiggle fingers</i>) And away they go. (<i>wiggle fingers behind back</i>)
Instructional Suggestions	Children love making motions for each line of this verse to indicate <i>the wavy sea, the boat, me</i> and the <i>fishes</i> who <i>wiggle their tails</i> to swim away.

Here We Go

Here we go – up, up, up,
Here we go – down, down, down,
Here we go – moving forward,
Here we go – moving backward,
Here we go – round and round and round.

Category	Action Poem, Concept Poem (directions, opposites), Rhymed Verse
Text	Here We Go Here we go – up, up, up, Here we go – down, down, down, Here we go – moving forward, Here we go – moving backward, Here we go – round and round and round.
Actions, Additional Verses, or Variations	Here we go – up, up, up, <i>(stand up on toes)</i> Here we go – down, down, down, <i>(crouch down low)</i> Here we go – moving forward. <i>(take a step forward)</i> Here we go – moving backward. <i>(take a step backward)</i> Here we go – round and round and round. <i>(spin)</i>
Instructional Suggestions	Children need frequent opportunities to move around as they vocalize. They will enjoy this stretch-and-transition rhyme. The natural movements suggested for each line get children active while helping them remember the sequence of the words. Talk with children about words in the poem that are opposites; the actions will help them understand this concept.

Hiccup, Hiccup

Hiccup, hiccup, go away!

Come again another day.

Hiccup, hiccup, when I bake,

I will give you a butter-cake.

Category	Humorous Verse. Rhymed Verse.
Text	Hiccup, Hiccup Hiccup, hiccup, go away! Come again another day. Hiccup, hiccup, when I bake, I will give you a butter-cake.
Actions, Additional Verses, or Variations	
Instructional Suggestions	After children have learned this poem, assign roles. Have one child say the words <i>hiccup, hiccup</i> (or pretend to hiccup and make the sound) while one group of children says the rest of the words and another group marks the beat with rhythm instrument. They can also substitute words for <i>butter</i>.

Hickory, Dickory, Dare!

Hickory, dickory, dare!
The pig flew up in the air.
The man in brown
Soon brought him down,
Hickory, dickory, dare!

Category	Concept Poem (colors, directions, opposites), Humorous Verse, Nursery Rhyme, Rhymed Verse, Word Play
Text	Hickory, Dickory, Dare! Hickory, dickory, dare! The pig flew up in the air. The man in brown Soon brought him down, Hickory, dickory, dare!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Introduce this variation after the more familiar verse “Hickory, Dickory, Dock!” along with the version “Hickory, Dickory, Dore!” (available in this poetry chart collection) Children will love to compare and perform the variations. Have three groups rehearse a variation and perform it for the other groups. Be sure to point out how the title and text change when substituting <i>d</i> for <i>h</i> in the word <i>hickory</i>. This is a good example to use when working with hearing and substituting sounds.

Hickory, Dickory, Dore!

Hickory, dickory, dore!
The dog sat on the floor.
The clock struck six,
The dog chewed sticks,
Hickory, dickory, dore!

Category	Concept Poem (cardinal numbers, time), Humorous Verse, Nursery Rhyme, Rhymed Verse, Word Play
Text	Hickory, Dickory, Dore! Hickory, dickory, dore! The dog sat on the floor. The clock struck six, The dog chewed sticks, Hickory, dickory, dore!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children will enjoy comparing this variation to the previous poem, “Hickory, Dickory, Dare!”, as well as to other variations also available in this poetry chart collection. Groups of children can prepare a variation for presentation to the rest of the class.

Higglety, Pigglety, Pop!

Higglety, pigglety, pop!

The dog has eaten the mop.

The pig's in a hurry.

The cat's in a flurry.

Higglety, pigglety, pop!

Category	Humorous Verse, Nursery Rhyme, Rhymed Verse, Word Play
Text	Higglety, Pigglety, Pop! Higglety, pigglety, pop! The dog has eaten the mop. The pig's in a hurry. The cat's in a flurry. Higglety, pigglety, pop!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children will enjoy making mental pictures of the messy activity described. Invite them to add simple sounds using instruments like rhythm sticks, bells, or a tambourine to highlight the words <i>higglety</i>, <i>pigglety</i>, and <i>pop</i>. Help children to create new versions; e.g. <i>Higglety, pigglety, peen!/ The dog has eaten the screen.</i>

High and Low

I reach my hands way up high.

I can almost touch the sky.

Then I bend way down low,

And touch the floor just so.

Category	Action Poem, Concept Poem (directions, opposites), Rhymed Verse
Text	High and Low I reach my hands way up high. I can almost touch the sky. Then I bend way down low, And touch the floor just so.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This verse has the side benefit of some accompanying exercise, so it's a good transition activity. As you teach the poem, add the movements called for by each line; reach hands high, stand on tiptoes, bend low, and touch the floor.

How Many Days?

How many days do we have to play?

Saturday, Sunday, Monday,

Tuesday, Wednesday, Thursday,

Friday, Saturday, Sunday.

Category	Concept Poem (days of the week), Rhymed Verse
Text	How Many Days? How many days do we have to play? Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This poem helps children learn the days of the week. Create a slightly different verse by repeating the words of line 1 and then beginning line 2 with a different day. Since days of the week are always in the same order, starting with a new day changes the whole poem. Have children take turns picking a new day with which to begin. They can clap as they say each day. If children are looking at the poem, they can count the days.

I Clap My Hands

I clap my hands,
I touch my feet,
I jump up from the ground.
I clap my hands,
I touch my feet,
And turn myself around.

Category	Action Poem, Concept Poem (parts of the body), Rhymed Verse
Text	I Clap My Hands I clap my hands, I touch my feet, I jump up from the ground. I clap my hands, I touch my feet, And turn myself around.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to perform the actions of the poem as they repeat it two or three times. Then have them pick out high-frequency words such as <i>I</i> and <i>my</i> .

I Measure Myself

I measure myself from my head to my toes,
I measure my arms, starting right by my nose.
I measure my legs, and I measure me all.
I measure to see if I'm growing tall.

Category	Action Poem, Concept Poem (parts of the body), Rhymed Verse
Text	I Measure Myself I measure myself from my head to my toes, I measure my arms, starting right by my nose. I measure my legs, and I measure me all. I measure to see if I'm growing tall.
Actions, Additional Verses, or Variations	
Instructional Suggestions	After children learn the words, teach them movements to accompany each line; point from head to toe, point to nose and stretch out arms, point to length of legs, and then stretch out tall. Show children how to measure using a piece of yarn. They can work in partners to measure arms, legs, and so on. You can also read books about growing, such as <i>Titch</i> by Pat Hutchins (1993). Time permitting, invite children to talk about other ways they grow; e.g., how learning is a form of growing. Read <i>Leo the Late Bloomer</i> by Robert Kraus (1971), found in the <i>Fountas & Pinnell Classroom "Interactive Read-Aloud Collection, Kindergarten (2018)"</i> to accompany your class discussion.

I Stand on Tiptoe

I stand on tiptoe
To make myself tall.

I bend my knees
To make myself small.

But I like my sitting size best of all.

Category	Action Poem, Concept Poem (parts of the body, sizes) Rhymed Verse
Text	I Stand on Tiptoe I stand on tiptoe To make myself tall. I bend my knees To make myself small. But I like my sitting size best of all.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This verse is another good stretch activity to use between activities. For each line of the rhyme, have children add movement; stand on toes, stretch, bend knees, crouch, and sit down. After the last line, children will all be sitting on the rug in front of you.

I Wiggle

I wiggle, wiggle, wiggle my fingers.

I wiggle, wiggle, wiggle my toes.

I wiggle, wiggle, wiggle my shoulders,

I wiggle, wiggle, wiggle my nose.

Now no more wiggles are left in me,

I am sitting as still as still can be.

Category	Action Poem, Concept Poem (parts of the body), Rhymed Verse
Text	I Wiggle I wiggle, wiggle, wiggle my fingers. I wiggle, wiggle, wiggle my toes. I wiggle, wiggle, wiggle my shoulders, I wiggle, wiggle, wiggle my nose. Now no more wiggles are left in me, I am sitting as still as still can be.
Actions, Additional Verses, or Variations	I wiggle, wiggle, wiggle my fingers. <i>(wiggle fingers)</i> I wiggle, wiggle, wiggle my toes. <i>(wiggle toes)</i> I wiggle, wiggle, wiggle my shoulders. <i>(wiggle shoulders)</i> I wiggle, wiggle, wiggle my nose. <i>(wiggle nose)</i> Now no more wiggles are left in me. <i>(Shake head)</i> I am sitting as still as still can be. <i>(sit still)</i>
Instructional Suggestions	The repetition of words and accompanying actions help children learn this poem. Revisit the poem throughout the day. It's a fun transition activity as children gather for a read-aloud or other whole-class activity.

If I Were a Bird

If I were a bird,
I'd sing a song
And fly about
The whole day long.
And when the night came,
Go to rest
Up in my cozy little nest.

Category	Concept Poem (opposites, time), Rhymed Verse
Text	If I Were a Bird If I were a bird, I'd sing a song And fly about The whole day long. And when the night came, Go to rest Up in my cozy little nest.
Actions, Additional Verses, or Variations	
Instructional Suggestions	In partners, groups, or as a class, invite children to brainstorm what it would be like to be different animals. What sounds would they make? What favorite things would they do? Where would they sleep? Then as a class, pick one new animal at a time and change the poem accordingly; e.g., <i>If I were a dog/I'd bark and bark/And chase my tail/From day till dark./And when the night came,/Rest my head,/In my comfy dog bed.</i>

I'm a Little Acorn Brown

I'm a little acorn brown
Lying on the cold, cold ground.
Everyone walks over me.
That is why I'm cracked, you see.

I'm a nut

In a rut.

I'm a nut

In a rut.

Category	Rhymed Verse
Text	I'm a Little Acorn Brown I'm a little acorn brown Lying on the cold, cold ground. Everyone walks over me. That is why I'm cracked, you see. I'm a nut In a rut. I'm a nut In a rut.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children recite the poem while clapping their hands twice or snapping their fingers twice after each of the last four lines. Show them an acorn and explain that it is a seed from which a tree grows.

I'm Dusty Bill

I'm Dusty Bill,
From Vinegar Hill.
Never had a bath
And I never will.

Category	Concept Poem (names), Humorous Verse, Rhymed Verse
Text	I'm Dusty Bill I'm Dusty Bill, From Vinegar Hill. Never had a bath And I never will.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children will find this poem humorous. Invite them to recite the poem with expression and to say the last line louder than the other three.

Jack, Jack

Jack, Jack, down you go,
Down in your box, down so low.
Jack, Jack, there goes the top,
Quickly now, up you pop!

Category	Action Poem, Concept Poem (directions, names, opposites), Rhymed Verse
Text	Jack, Jack Jack, Jack, down you go, Down in your box, down so low. Jack, Jack, there goes the top, Quickly now, up you pop!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to sit in a circle and repeatedly recite the poem while you turn the handle and wait for Jack to pop out of his box. With each new recitation, instruct them to substitute their names for <i>Jack</i>. When Jack finally pops out of his box, hand over the jack-in-the-box to the child whose name was, at the time, being recited. This child will take your place turning the handle while the rest of the class recites the poem until every child's name is used in place of Jack's.

Jumping Beans

One, two, three, four,
Beans came jumping through the door.

Five, six, seven, eight,
Jumping Up onto my plate.

Category	Concept Poem (cardinal numbers, counting), Rhymed Verse
Text	Jumping Beans One, two, three, four, Beans came jumping through the door. Five, six, seven, eight, Jumping Up onto my plate.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children have a rollicking good time when they recite this poem and pretend to be jumping beans. Make a pretend doorway using two desk chairs. Position paper plates on the floor on one side of the door and ask children to line up outside the other. Invite them to jump through the door one at a time while reciting the poem. Instruct the first child to jump onto each plate until she or he lands on the last plate in line. Invite each child thereafter to follow suit until each jumping bean lands on her or his plate. After acting out the poem, have children take their plates back to their seats to draw accompanying illustrations.

Little Ball

A little ball,
A bigger ball,
A great big ball I see.
Shall we count them?

Are you ready?

One,
Two,
Three.

Category	Concept Poem (cardinal numbers, counting, sizes) Rhymed Verse
Text	Little Ball A little ball, A bigger ball, A great big ball I see. Shall we count them? Are you ready? One, Two, Three.
Actions, Additional Verses, or Variations	
Instructional Suggestions	While chanting this poem, have children use actions to indicate the three ball sizes by making a circle with their finger and thumb, with their hands, and then with their arms.

A Little Doggie

A little doggie,
All brown and black,
Wore his tail
Curled on his back.

Category	Concept Poem (colors), Rhymed Verse
Text	A Little Doggie A little doggie, All brown and black, Wore his tail Curled on his back.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This description of a <i>little doggie</i> is fun for children to draw and share. Invite them to create additional doggie attributes and/or those of new animals. Display the poetry chart on your classroom wall, and post children's drawings around it.

Little Miss Tucket

Little Miss Tucket

Sat on a bucket

Eating her peaches and cream;

There came a grasshopper,

Who tried hard to stop her,

But she said “Go away or I’ll scream!”

Category	Concept Poem (names), Nursery Rhyme, Rhymed Verse, Word Play
Text	Little Miss Tucket Little Miss Tucket Sat on a bucket Eating her peaches and cream; There came a grasshopper, Who tried hard to stop her, But she said “Go away or I’ll scream!”
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children will find this variation of the poem “Little Miss Muffet,” amusing. Invite them to create other variations by substituting out the words <i>tucket</i> and <i>bucket</i> ; e.g., <i>Little Miss Pox/Sat on a box</i> .

Little Mouse

Walk little mouse, walk little mouse.

Hide little mouse, hide little mouse,

Here comes the cat!

Run little mouse, run little mouse!

Category	Free Verse
Text	Little Mouse Walk little mouse, walk little mouse. Hide little mouse, hide little mouse, Here comes the cat! Run little mouse, run little mouse!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children accompany the verse with actions; tiptoe around, cover eyes with hands, look around, and run away. Or invite children to act out the poem as a game; lots of mice and one cat equals a creative outside activity. Children can also substitute <i>walk</i>, <i>hide</i>, and <i>run</i> with other action words like <i>crawl</i>, <i>kneel</i> and <i>skip</i>.

Little Snail

The snail is so slow,

The snail is so slow,

He creeps along

And creeps along.

The snail is

So-o-s-l-o-w.

Category	Free Verse, Song
Text	Little Snail The snail is so slow, The snail is so slow, He creeps along And creeps along. The snail is So-o-s-l-o-w.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Sing this verse to the tune of “The Farmer in the Dell,” or simply recite it, saying the last two words very, very slowly.

Little White Rabbit

Little white rabbit,
Hop on one foot, one foot.

Little white rabbit,
Hop on two feet, two feet.

Little white rabbit,
Hop on three feet, three feet.

Little white rabbit,
Hop on four feet, four feet.

Little white rabbit,
Hop, hop, hop.

Category	Concept Poem (cardinal numbers, counting), Free Verse
Text	Little White Rabbit Little white rabbit, Hop on one foot, one foot. Little white rabbit, Hop on two feet, two feet. Little white rabbit, Hop on three feet, three feet. Little white rabbit, Hop on four feet, four feet.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This poem is a good counting rhyme. Children can substitute other colors in place of <i>white</i>. Also invite them to substitute for other hopping or jumping animals; e.g., a <i>kangaroo</i>, a <i>frog</i>, or a <i>spider</i>. Ask children to think about how some animals hop or jump on two feet, while others may hop or jump on four or even eight feet. Have children read their variations according to each new animal's number of feet.

Lucy Locket

Lucy Locket lost her pocket.

Kitty Fisher found it.

Not a penny was there in it.

Only ribbon 'round it.

Category	Concept Poem (names), Nursery Rhyme, Rhymed Verse.
Text	Lucy Locket Lucy Locket lost her pocket. Kitty Fisher found it. Not a penny was there in it. Only ribbon 'round it.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Emphasize the meter by tapping a rhythm stick while the children say the poem. Have two groups take turns reading every other line; one group says the first and third lines, and the other responds with the second and fourth lines. Explain that a <i>pocket</i> in this poem is a “purse” or a “pocketbook.”

The Mockingbird

Hush little baby don't say a word,
Papa's going to buy you a mockingbird.

If the mockingbird won't sing,
Papa's going to buy you a diamond ring.

If the diamond ring turns to brass,
Papa's going to buy you a looking glass.

If the looking glass gets broke,
Papa's going to buy you a billy goat.

If that billy goat runs away,
Papa's going to buy you a bale of hay.

Category	Nursery Rhyme, Rhymed Verse, Song
Text	The Mockingbird Hush little baby don't say a word, Papa's going to buy you a mockingbird. If the mockingbird won't sing, Papa's going to buy you a diamond ring. If the diamond ring turns to brass, Papa's going to buy you a looking glass. If the looking glass gets broke, Papa's going to buy you a billy goat. If that billy goat runs away, Papa's going to buy you a bale of hay.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Sing this song together as a class. Some children may need help with the vocabulary <i>mockingbird</i> , <i>looking glass</i> , <i>Billy goat</i> , and <i>bale of hay</i> . Ask them to help you create additional verses to this lullaby.

My Head

This is the circle that is my head.

This is my mouth with which words are said.

These are my eyes with which I see.

This is my nose that is part of me.

This is the hair that grows on my head.

And this is my hat I wear on my head.

Category	Action Poem, Concept Poem (parts of the body), Rhymed Verse
Text	My Head This is the circle that is my head. This is my mouth with which words are said. These are my eyes with which I see. This is my nose that is part of me. This is the hair that grows on my head. And this is my hat I wear on my head.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children point to or otherwise indicate on their on faces each feature as it is mentioned. You can also use an enlarged drawing or a photo of a face. Alternatively, invite children to draw self-portraits and label each attribute.

Oliver Twist

Oliver Twist, can you do this?

If so, do so.

Number one, touch your tongue.

Number two, touch your shoe.

Number three, touch your knee.

Number four, touch the floor.

Number five, jump up high.

Category	Action Poem, Concept Poem (cardinal numbers, counting, parts of the body), Rhymed Verse
Text	Oliver Twist Oliver Twist, can you do this? If so, do so. Number one, touch your tongue. Number two, touch your shoe. Number three, touch your knee. Number four, touch the floor. Number five, jump up high.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Once children are familiar with the rhyme, have them work with a partner. One partner recites the poem and the other performs the actions. Then have the partners switch roles. Invite children to come up with their own actions for Oliver Twist to do.

One Potato, Two Potato

One potato, two potato,
Three potato, four,
Five potato, six potato,
Seven potato more,
Eight potato, nine potato –
Where is ten?

Now we must count over again.

Category	Concept Poem, (cardinal numbers, counting), Rhymed Verse
Text	One Potato, Two Potato One potato, two potato, Three potato, four, Five potato, six potato, Seven potato more, Eight potato, nine potato – Where is ten? Now we must count over again.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children make two fists and alternate tapping one on top of the other as they recite this rhyme. The rhyme can also be used in a counting game. Have children stand in a circle with one player in the middle. The children in the circle hold out two fists each. The player in the middle taps alternate fists, in sequence, each time she or he says a number word or the word <i>more</i>. Tapped fists go behind backs. The winner is the last player to have both fists eliminated.

One, Two, Three, Four

One, two, three, four,
Mary's at the cottage door,
Five, six, seven, eight,
Eating cherries off a plate.

Category	Concept Poem (cardinal numbers, counting), Rhymed Verse
Text	One, Two, Three, Four One, two, three, four, Mary's at the cottage door, Five, six, seven, eight, Eating cherries off a plate.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have one group chant the first and third lines and a second group respond with the alternate lines. Substitute <i>cherries</i> for other favorite foods. Children will enjoy acting out eating the different foods they brainstorm.

Point to the Right

Point to the right of me,

Point to the left of me,

Point up above me,

Point down below.

Right, left, up,

And down so slow.

Category	Action Poem, Concept Poem (directions, opposites), Rhymed Verse
Text	Point to the Right Point to the right of me, Point to the left of me, Point up above me, Point down below. Right, left, up, And down so slow.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children use both arms to point in the directions indicated. Emphasize saying the poem with expression while slowing down on the last line.

Puppies and Kittens

One little, two little, three little kittens
Were napping in the sun.

One little, two little, three little puppies
Said, "Let's have some fun."

Up to the kittens the puppies went creeping
As quiet as could be.

One little, two little, three little kittens
Went scampering up a tree!

Category	Action Poem, Concept Poem (cardinal numbers, counting), Rhymed Verse
Text	Puppies and Kittens One little, two little, three little kittens Were napping in the sun. One little, two little, three little puppies Said, "Let's have some fun." Up to the kittens the puppies went creeping As quiet as could be. One little, two little, three little kittens Went scampering up a tree!
Actions, Additional Verses, or Variations	One little, two little, three little kittens <i>(pop up three fingers)</i> Were napping in the sun. <i>(rest head on hands)</i> One little, two little, three little puppies <i>(pop up three fingers)</i> Said, "Let's have some fun". <i>(smile)</i> Up to the kittens the puppies went creeping, <i>(creep right fingers up left arm)</i> As quiet as could be. <i>(hold an index finger up to lips)</i> One little, two little, three little kittens <i>(pop up three fingers)</i> Went scampering up a tree! <i>(wiggle fingers over head)</i>
Instructional Suggestions	The vocabulary in this poem – <i>napping</i>, <i>creeping</i>, <i>scampering</i> – can be reinforced by miming the actions. Help children to brainstorm other actions kittens and puppies do; e.g., <i>meowing</i>; <i>barking</i>; <i>chasing tails</i>; <i>wagging tails</i>; <i>performing tricks</i> etc.

Pussycat, Pussycat

“Pussycat, pussycat, where have you been?”

“I’ve been to London to visit the Queen!”

“Pussycat, pussycat, what did you do there?”

“I frightened a little mouse under her chair.”

Category	Nursery Rhyme, Rhymed Verse
Text	Pussycat, Pussycat “Pussycat, pussycat, where have you been?” “I’ve been to London to visit the Queen!” “Pussycat, pussycat, what did you do there?” “I frightened a little mouse under her chair.”
Actions, Additional Verses, or Variations	
Instructional Suggestions	As you are teaching the poem, you may want to point out how the word <i>been</i> is pronounced like the word <i>bean</i>. The English pronunciation of the word <i>been</i> rhymes with the word <i>Queen</i>. You may also want to point out the poem’s use of quotation marks. Ask children if they have noticed quotation marks in books you’ve read together, and then discuss what they mean. After children are familiar with the poem, divide the class into two groups; one to read the questions and one to respond. Or invite children to recite their roles with a partner.

Red, White, and Blue

Red, white, and blue,
Tap me on the shoe.

Red, white, and green,
Tap me on the bean,

Red, white, and black,
Tap me on the back.

Category	Action Poem, Concept Poem (colors, parts of the body), Rhymed Verse
Text	Red, White, and Blue Red, white, and blue, Tap me on the shoe. Red, white, and green, Tap me on the bean, Red, white, and black, Tap me on the back.
Actions, Additional Verses, or Variations	
Instructional Suggestions	One way to help children memorize poems and songs is by using the echo technique; say a line, have children repeat it, and after every two or three lines have them say everything they've learned so far. Have children perform the motions as they say the words of this poem; Explain that <i>tap me on the bean</i> means "tap me on the head." Invite them to create new verses using different colors and rhyming words like <i>red/head</i> and <i>brown/frown</i>.

Ride a Cockhorse to Banbury Cross

Ride a cockhorse
To Banbury Cross
To see a fine lady
Upon a white horse;
Rings on her fingers
And bells on her toes,
She shall have music
Wherever she goes.

Category	Nursery Rhyme, Rhymed Verse
Text	Ride a Cockhorse to Banbury Cross Ride a cockhorse To Banbury Cross To see a fine lady Upon a white horse; Rings on her fingers And bells on her toes, She shall have music Wherever she goes.
Actions, Additional Verses, or Variations	
Instructional Suggestions	The words and rhythm of this poem mimic the sound of hoofbeats. Let children mark the beat by clapping their hands, tapping their feet or playing musical instruments like bells, a xylophone, tambourine, etc.

Rig-a-jig-jig

Thumbkin, pointer, middleman big,

Silly man, wee man,

Rig-a-jig-jig.

Category	Action Poem, Concept Poem (parts of the body), Rhymed Verse, Word Play
Text	Rig-a-jig-jig Thumbkin, pointer, middleman big, Silly man, wee man, Rig-a-jig-jig.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children touch the appropriate digit on each hand together as they name it and then roll their hands around as they say <i>rig-a-jig-jig</i>

The Rooster

Cock-a-doodle-do!

The rooster flaps his wings.

Cock-a-doodle-do!

He flaps his wings and sings.

Cock-a-doodle-do!

The rooster sings and then

Cock-a-doodle-do!

Cock-a-doodle-do!

He flaps his wings again.

Category	Rhymed Verse
Text	The Rooster Cock-a-doodle-do! The rooster flaps his wings. Cock-a-doodle-do! He flaps his wings and sings. Cock-a-doodle-do! The rooster sings and then Cock-a-doodle-do! Cock-a-doodle-do! He flaps his wings again.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Use sounds from simple instruments such as a xylophone or tambourine to accompany the repetition of the sound <i>Cock-a-doodle-do!</i> Then invite children to brainstorm other farm animals, the sounds they make, and the things they do; e.g., <i>Meow-meow-meow!/ The cat sleeps and purrs/Meow-meow-meow!/He wakes up to clean his fur.</i>

Sing, Sing

Sing, sing,

What will I sing?

The cat ran away

With the pudding string!

Do, do,

What will I do?

The cat ran away

With the pudding, too!

Category	Rhymed Verse, Song
Text	Sing, Sing Sing, sing, What will I sing? The cat ran away With the pudding string! Do, do, What will I do? The cat ran away With the pudding, too!
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children may have difficulty understanding how pudding (which to them is a dessert) could have a string. Explain that in olden times, pudding was a sausage (like a hot dog) with a string at the end. Invite them to think about why a cat would run away with pudding.

Slippery Soap

Slippery, slippery, slippery soap!

Now you see it, now you don't.

Slide it on your arms, one, two, three.

Now your arms are slippery!

Slide it on your legs, one, two, three.

Now your legs are slippery!

Category	Concept Poem (cardinal numbers, counting, parts of the body), Rhymed Verse
Text	Slippery Soap Slippery, slippery, slippery soap! Now you see it, now you don't. Slide it on your arms, one, two, three. Now your arms are slippery! Slide it on your legs, one, two, three. Now your legs are slippery!
Actions, Additional Verses, or Variations	
Instructional Suggestions	The beginning letters in the words <i>slippery soap</i> might be thought to sound slippery and slick. Invite children to say <i>slippery</i> quickly and slowly; <i>slip-per-y</i>. Have them pantomime imaginary soap bars slipping out of their hands as they recite the first line of the poem. Sliding, slithering actions will come naturally as they manipulate the invisible soap bars around their arms and legs. Have them repeat the rhyme, inserting different parts of the body; <i>toes, knees, knuckles, elbows, ankles</i>. If they insert a singular body part, like <i>neck</i>, remind them to change the verb to the singular <i>is</i>.

A Small Caterpillar

“Who’s that tickling my back?”

Said the wall.

“Me,” said a small caterpillar,

“I’m learning to crawl.”

Category	Humorous Verse, Rhymed Verse
Text	A Small Caterpillar “Who’s that tickling my back?” Said the wall. “Me,” said a small caterpillar, “I’m learning to crawl.”
Actions, Additional Verses, or Variations	
Instructional Suggestions	This poem has a surprise point of view; a wall asks the question and the caterpillar answers. Cover up the word <i>caterpillar</i> in both the title and the third line. Also cover up the image of the caterpillar in the poetry chart’s illustration. Then divide the class into two groups; assign one group to read for the (unknown) caterpillar and the other for the wall. Ask children to think about what could be <i>tickling</i> a wall. Allow them to guess. If needed, give more clues; e.g., its an insect. Reveal the answer by uncovering the illustration of a caterpillar. Invite children to tell you what insect they see before finally uncovering the word <i>caterpillar</i>. Afterward, try reciting variations of this poem using the other animals children guessed.

Someone's Birthday

Today is a birthday.

I wonder for whom?

We know it's somebody

Who's right in this room.

So look all around you

For somebody who

Is laughing and smiling,

My goodness – it's you!

Category	Concept Poem (birthdays), Rhymed Verse
Text	Someone's Birthday Today is a birthday. I wonder for whom? We know it's somebody Who's right in this room. So look all around you For somebody who Is laughing and smiling, My goodness – it's you!
Actions, Additional Verses, or Variations	
Instructional Suggestions	After reading the poem, place a special hat or button on the child whose birthday it is. Invite the birthday child to choose a story for the group read-aloud.

Sometimes

Sometimes I am tall.

Sometimes I am small.

Sometimes I am very, very, tall.

Sometimes I am very, very, small.

Sometimes tall,

Sometimes small,

Sometimes neither tall nor small.

Category	Action Poem, Concept Poem (opposites, sizes). Rhymed Verse
Text	Sometimes Sometimes I am tall. Sometimes I am small. Sometimes I am very, very, tall. Sometimes I am very, very, small. Sometimes tall, Sometimes small, Sometimes neither tall nor small.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children act out the rhyme; stand tall, crouch low, stand on tiptoes, crouch and lower head, stand tall, crouch down and then stand straight. Teach measurement in connection with this chant. Measure the children at the beginning of the school year and record their heights on a chart; then measure and record their heights again midyear and finally, once more at the end of the year so that children see real evidence of <i>small</i> and <i>tall</i>.

Stretching Fun

I stretch and stretch and find it fun

To try to reach up to the sun.

I bend and bend to touch the ground.

Then I twist and twist around.

Category	Action Poem, Concept Poem (directions, opposites), Rhymed Verse
Text	Stretching Fun I stretch and stretch and find it fun To try to reach up to the sun. I bend and bend to touch the ground. Then I twist and twist around.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children get some good stretching exercise as they say the rhyme and perform the stated actions. Have children say <i>stretch</i> and <i>touch</i> or <i>ground</i> and <i>around</i> to notice that they have the same ending sounds.

Ten Little Fingers

I have ten little fingers,
And they all belong to me.
I can make them do things.
Do you want to see?
I can make them point,
I can make them hold,
I can make them dance,
And then I make them fold.

Category	Action Poem, Concept Poem (parts of the body), Rhymed Verse
Text	Ten Little Fingers I have ten little fingers, And they all belong to me. I can make them do things. Do you want to see? I can make them point, I can make them hold, I can make them dance, And then I make them fold.
Actions, Additional Verses, or Variations	I have ten little fingers, (<i>hold up ten fingers</i>) And they all belong to me (<i>point to self</i>) I can make them do things (<i>wiggle fingers</i>) Do you want to see? (<i>tilt head</i>) I can make them point, (<i>point</i>) I can make them hold, (<i>hold fingertips together</i>) I can make them dance, (<i>dance fingers on arm</i>) And then I make them fold. (<i>fold hands in lap</i>)
Instructional Suggestions	Have children perform the actions indicated above. They can end by counting all ten fingers and then folding them again.

There Once Was a Queen

There once was a queen
Whose face was green.
She ate her milk.
And drank her bread.
And got up in the morning
To go to bed.

Category	Concept Poem (colors, opposites), Humorous Verse, Rhymed Verse
Text	There Once Was a Queen There once was a queen Whose face was green. She ate her milk. And drank her bread. And got up in the morning To go to bed.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to discuss what makes this nonsense poem funny. What words would they change to make it not funny? This poem presents a good opportunity to talk about opposites.

There Was an Old Woman

There was an old woman
Who lived under a hill.
And if she's not gone,
She lives there still.

Category	Nursery Rhyme, Rhymed Verse
Text	There Was an Old Woman There was an old woman Who lived under a hill. And if she's not gone, She lives there still.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Help children understand the last two lines of the poem. (A different way to say those two lines is that the old woman is still living there.) Invite them to say the lines of the poem quickly while clapping at the rhyming words <i>hill</i> and <i>still</i> .

There Was an Old Woman Who Lived in a Shoe

There was an old woman
Who lived in a shoe.
She had so many children,
She didn't know what to do.
She gave them some soup
With butter and bread,
Kissed them all fondly,
And put them to bed.

Category	Nursery Rhyme, Rhymed Verse
Text	There Was an Old Woman Who Lived in a Shoe There was an old woman Who lived in a shoe. She had so many children, She didn't know what to do. She gave them some soup With butter and bread, Kissed them all fondly, And put them to bed.
Actions, Additional Verses, or Variations	
Instructional Suggestions	As a class, find and count the number of children in the poetry chart's illustration. Then have children draw and cut out small pictures of themselves. Invite them to post their artwork on the chart. Afterward, ask the class to help you count the new number of children.

This is the Way We Go to School

This is the way we go to school,

Go to school, go to school.

This is the way we go to school

On a cold and frosty morning.

Category	Free Verse, Song
Text	This is the Way We Go to School This is the way we go to school, Go to school, go to school. This is the way we go to school On a cold and frosty morning.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This is a good poem for children to recite as they transition between activities. Have them sing the poem to the tune of “Here We Go ‘Round the Mulberry Bush.” Invite children to make up their own verses; e.g. <i>this is the way we start the day, go to lunch, take a nap, read a book, tie our shoes</i>, and so forth. They can also change the song to suit the weather (<i>warm and sunny morning</i>).

This is the Way We Wash Our Face

This is the way we wash our face,

Wash our face, wash our face.

This is the way we wash our face

Until we're squeaky clean.

Category	Free Verse, Song
Text	This is the Way We Wash Our Face This is the way we wash our face, Wash our face, wash our face. This is the way we wash our face Until we're squeaky clean.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children sing this to the tune of "Here We Go 'Round the Mulberry Bush." Children may spontaneously mime washing their faces. Once they are familiar with the repetitive pattern, create new verses by substituting new body parts; <i>cheeks, ears, elbows, neck, hands, etc.</i> Also substitute other action words like scrub, rub, dry and so forth. Explain the meaning of <i>squeaky clean</i>.

Three Blind Mice

Three blind mice,
See how they run!
See how they run!

They all ran after the farmer's wife
Who cut off their tails with a carving knife;
Did you ever see such a sight in your life
As three blind mice?

Category	Nursery Rhyme, Rhymed Verse, Song
Text	Three Blind Mice Three blind mice, See how they run! See how they run! They all ran after the farmer's wife Who cut off their tails with a carving knife; Did you ever see such a sight in your life As three blind mice?
Actions, Additional Verses, or Variations	
Instructional Suggestions	Teach children how to sing to the tune of this classic nursery rhyme. Then show them your favorite book adaptation of the poem to help reinforce its images. Invite children to substitute <i>blind</i> for different adjectives; e.g., color or size descriptors. The sillier the adjective, the sillier the sight!

Three Men in a Tub

Rub-a-dub-dub,

Three men in a tub.

And who do you think were there?

The butcher, the baker,

The candlestick maker,

And all had come from the fair.

Category	Nursery Rhyme, Rhymed Verse, Word Play
Text	Three Men in a Tub Rub-a-dub-dub, Three men in a tub. And who do you think were there? The butcher, the baker, The candlestick maker, And all had come from the fair.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have a small group of children say <i>rub-a-dub-dub</i> while the rest read the rhyme. You may need to discuss the meaning of <i>butcher</i>, <i>baker</i>, and <i>candlestick maker</i>. Ask children to identify the butcher, baker, and candlestick maker. How do they know who is who? What clues did the illustrator draw?

Time to Pick Up

Now it is time
To end our day
Pick up our materials
And put them away.

Category	Concept Poem (time), Rhymed Verse
Text	Now it is time To end our day Pick up our materials And put them away.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Here is a rhyme to sing or say while cleaning the room. After learning this rhyme, invite children to say it with you as they clean up. Substitute more detailed words for <i>materials</i> like <i>blocks</i>, <i>puppets</i>, <i>crayons</i>, and <i>papers</i>.

To Market, to Market

To market, to market,

To buy a fat pig.

Home again, home again,

Jiggety jig.

Category	Nursery Rhyme, Rhymed Verse, Word Play
Text	To Market, to Market To market, to market, To buy a fat pig. Home again, home again, Jiggety jig.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to draw and dictate or write how they might go to market and what they might buy. Have them recite the verse in various configurations and jump up when they say the words <i>jiggety jig</i>.

Two, Four, Six, Eight

Two, four, six, eight,
Meet me at the garden gate.
If I'm late, do not wait,
Two, four, six, eight.

Category	Concept Poem (cardinal numbers, counting), Rhymed Verse
Text	Two, Four, Six, Eight Two, four, six, eight, Meet me at the garden gate. If I'm late, do not wait, Two, four, six, eight.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This rhyme has a strong beat. Have children use rhythm sticks or hand claps to mark each number word. After children have learned the rhyme, you may want to use a number line to show that they are skipping every other number.

Two Little Blackbirds

Two little blackbirds

Sitting on a hill,

One named Jack,

One named Jill.

Fly away, Jack,

Fly away Jill,

Come back, Jack,

Come back Jill.

Category	Action Poem, Concept Poem (cardinal numbers, names), Rhymed Verse
Text	Two Little Blackbirds Two little blackbirds Sitting on a hill, One named Jack, One named Jill. Fly away, Jack, Fly away Jill, Come back, Jack, Come back Jill.
Actions, Additional Verses, or Variations	Two little blackbirds <i>(both hands on shoulders)</i> Sitting on a hill, One named Jack <i>(lift right hand above shoulder and put back down)</i> One named Jill <i>(lift left hand)</i> Fly away Jack, <i>(flutter right hand to reach up high)</i> Fly away Jill, <i>(flutter left hand to reach up high)</i> Come back Jack, <i>(bring right hand back to shoulder)</i> Come back Jill. <i>(bring left hand back to shoulder).</i>
Instructional Suggestions	Perform this poem as a finger play or puppet show. Invite children to make little puppets by cutting out blackbirds from construction paper and attaching them to craft sticks.

Up in the North

Up in the North, a long way off,
A donkey got the whooping cough.
He whooped so hard with the whooping cough,
He whooped his head and tail right off.

Category	Humorous Verse, Rhymed Verse
Text	Up in the North Up in the North, a long way off, A donkey got the whooping cough. He whooped so hard with the whooping cough, He whooped his head and tail right off.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Explain the meaning of <i>whooped</i> . Children will find this poem funny once they read and see that the donkey coughed its head and tail off. Invite them to substitute the names of different animals and different cardinal directions.

Up to the Ceiling

Up to the ceiling,
Down to the floor,
Left to the window,
Right to the door.

This is my right hand –
Raise it up high.
This is my left hand –
Reach for the sky.

Right hand, left hand,
Twirl them around,
Left hand, right hand,
Pound, pound, pound.

Category	Action Poem, Concept Poem (directions, opposites, parts of the body), Rhymed Verse
Text	Up to the Ceiling Up to the ceiling, Down to the floor, Left to the window, Right to the door. This is my right hand – Raise it up high. This is my left hand – Reach for the sky. Right hand, left hand, Twirl them around, Left hand, right hand, Pound, pound, pound.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This rhyme gives children a good stretch break between activities and lets them practice distinguishing the left and right hands. The hand actions, in order, are: raise hands up, put hands down, point left with the left hand, point right with the right hand, raise right hand, raise left hand while keeping right hand up, twirl hands one around the other, and hit fists together three times.

We Can

We can jump, jump, jump,

We can hop, hop, hop.

We can clap, clap, clap,

We can stop, stop, stop.

We can nod our heads for yes.

We can shake our heads for no.

We can bend our knees a tiny bit,

And sit down very slow.

Category	Action Poem, Concept Poem (directions, opposites, parts of the body), Rhymed Verse.
Text	We Can We can jump, jump, jump, We can hop, hop, hop. We can clap, clap, clap, We can stop, stop, stop. We can nod our heads for yes. We can shake our heads for no. We can bend our knees a tiny bit, And sit down very slow.
Actions, Additional Verses, or Variations	
Instructional Suggestions	This is a good poem to use to help children move from one activity to another. Have them complete the actions as they say the words. Ask children to say the four words that end the lines in verse one. If they say them slowly, they can hear the /p/ at the end of each word. Create a print version of verse 1 and have children locate words that end in the letter <i>p</i> .

Wee Willie Winkie

Wee Willie Winkie runs through the town,
Upstairs, downstairs, in his nightgown;
Rapping at the window,
Crying at the lock,
“Are the children all in bed?
For now it’s eight o’clock!”

Category	Concept Poem (cardinal numbers, names, time), Nursery Rhyme, Rhymed Verse.
Text	Wee Willie Winkie Wee Willie Winkie runs through the town, Upstairs, downstairs, in his nightgown; Rapping at the window, Crying at the lock, “Are the children all in bed? For now it’s eight o’clock!”
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children are fascinated by the image of Wee Willie Winkie running through the streets to check that all children are in bed. Tell them about the days when lamplighters lit the streetlights at night. Substitute other times for <i>eight o’clock</i> and other names for <i>Wee Willie Winkie</i> . Children can say <i>Wee Willie Winkie</i> and notice that the words sound the same at the beginning.

What's the Weather?

What's the weather?

What's the weather?

What's the weather like today?

Is it rainy?

Is it windy?

Are there clouds or is there sun?

Category	Free Verse, Song
Text	What's the Weather? What's the weather? What's the weather? What's the weather like today? Is it rainy? Is it windy? Are there clouds or is there sun?
Actions, Additional Verses, or Variations	It is _____. It is _____. That's the weather today. Today it is _____. It is _____ today.
Instructional Suggestions	Sing this to the tune of "Oh My Darling Clementine." Invite children to sing this in the morning while arriving as a way to react to the day's weather. Half the group can sing the question (which remains the same) while the other half sings the response (which changes with the weather)

When Ducks Get Up in the Morning

When ducks get up in the morning,

They always say, “Quack, quack.”

When ducks get up in the morning,

They always say, “Quack, quack,

Quack, quack, quack, quack, quack, quack.”

They always say, “Quack, quack.”

Category	Free Verse
Text	When Ducks Get Up in the Morning When ducks get up in the morning, They always say, "Quack, quack." When ducks get up in the morning, They always say, "Quack, quack, Quack, quack, quack, quack, quack, quack." They always say, "Quack, quack."
Actions, Additional Verses, or Variations	
Instructional Suggestions	Substitute other animals and sounds to create more verses: <i>birds – tweet, tweet; cows – moo, moo; cats – meow, meow; dogs – bow-wow or woof-woof; sheep – baa, baa; pigs – oink, oink.</i>

Why Rabbits Jump

“Why are you rabbits jumping so?

Now please tell why, tell why.”

“We jump to see the big round moon

Up in the sky, the sky.”

Category	Action Poem, Rhymed Verse
Text	Why Rabbits Jump “Why are you rabbits jumping so? Now please tell why, tell why.” “We jump to see the big round moon Up in the sky, the sky.”
Actions, Additional Verses, or Variations	
Instructional Suggestions	Divide the class into two, and have half of the children read the first two lines and the others read the final two lines. Let one group be rabbits and jump every time they hear the word <i>jump</i> . Invite children to take turns being rabbits.

Willaby, Wallaby, Woo

Willaby, wallaby, woo,
An elephant stepped on you.

Willaby, wallaby, wee,
An elephant stepped on me.

Category	Humorous Verse, Rhymed Verse, Word Play
Text	Willaby, Wallaby, Woo Willaby, wallaby, woo, An elephant stepped on you. Willaby, wallaby, wee, An elephant stepped on me.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Children love to act out this rhyme. Change <i>woo</i> to words that rhyme with children's names; <i>Willaby, wallaby, wason,/An elephant sat on Jason; Willaby, wallaby wackie,/An elephant sat on Jackie;</i> and so forth. Consider changing the verb <i>stepped</i> (<i>sat, bounced</i>) or the kind of animal (<i>monkey, unicorn</i>). The sillier the rhymes, the more intriguing the verse.

Wind the Bobbin

Wind, wind, wind, the bobbin,

Wind, wind, wind, the bobbin,

Pull, pull,

Clap! Clap!, Clap!

Category	Action Poem, Free Verse
Text	Wind the Bobbin Wind, wind, wind, the bobbin, Wind, wind, wind, the bobbin, Pull, pull, Clap! Clap!, Clap!
Actions, Additional Verses, or Variations	Wind, wind, wind the bobbin. <i>(turn hands around)</i> Wind, wind, wind the bobbin. <i>(turn hands around)</i> Pull, pull. <i>(pull hands from center out)</i> Clap! Clap! Clap! <i>(clap three times)</i>
Instructional Suggestions	Discuss what a <i>bobbin</i> is and how it is used. Bring in a sewing machine or miniature weaving loom bobbin for children to look at. Have them make winding hand motions as they say the poem.

Window Watching

See the window I have here,
So big and wide and square,
I can stand in front of it,
And see the things out there.

Category	Rhymed Verse
Text	Window Watching See the window I have here, So big and wide and square, I can stand in front of it, And see the things out there.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to add hand movements; draw a square in the air for lines 1 and 2, and shade the eyes as if looking in the distance for lines 3 and 4. After reciting the poem, ask children to draw themselves looking out the <i>big and wide and square</i> window at whatever their imagination comes up with. Have them label what they draw themselves seeing. Also consider posting the poetry chart and children's recreations next to a window in your classroom.

Windshield Wiper

I'm a windshield wiper,
This is how I go –
Back and forth, back and forth
In the rain and snow.

Category	Action Poem, Rhymed Verse
Text	Windshield Wiper I'm a windshield wiper, This is how I go – Back and forth, back and forth In the rain and snow.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Have children enact this poem by moving one or both arms as they chant; bend arm at elbow, fingers pointing up; move arm left and right, pivoting at the elbow. They can vary the tempo to indicate different kinds of weather.

Yankee Doodle

Yankee Doodle came to town,

Riding on a pony.

He stuck a feather in his cap

And called it macaroni.

Category	Rhymed Verse, Song
Text	Yankee Doodle Yankee Doodle came to town, Riding on a pony. He stuck a feather in his cap And called it macaroni.
Actions, Additional Verses, or Variations	
Instructional Suggestions	Invite children to act out this song by galloping in place like a pony. Then, on the third line, have them pretend to stick a feather in their imaginary cap. Children may find it interesting that <i>macaroni</i> once referred to a person who was fashionable, stylish, or pretty rather than to a food.

