

**Directions:** Read aloud this poem as a group, focusing on reading smoothly.

# The New Colossus

by Emma Lazarus

Not like the brazen giant of Greek fame,  
With conquering limbs astride from land to land;  
Here at our sea-washed, sunset gates shall stand  
A mighty woman with a torch, whose flame  
Is the imprisoned lightning, and her name  
Mother of Exiles. From her beacon-hand  
Glows world-wide welcome; her mild eyes command  
The air-bridged harbor that twin cities frame.  
“Keep, ancient lands, your storied pomp!” cries she  
With silent lips. “Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tost to me,  
I lift my lamp beside the golden door!”

**Directions:** Read aloud this portion of the United States Constitution as a group, focusing on reading smoothly.

## The Preamble

We the people of the United States,  
in order to form a more perfect union,  
establish justice, insure domestic tranquility,  
provide for the common defense,  
promote the general welfare,  
and secure the blessings of liberty to ourselves  
and our posterity,  
do ordain and establish this Constitution for the  
United States of America.

**Directions:** Read aloud this narrative poem as a group, focusing on reading smoothly.

# Clover-Blossom

by Louisa May Alcott

In a quiet, pleasant meadow,  
Beneath a summer sky,  
Where green old trees their branches waved,  
And winds went singing by;  
Where a little brook went rippling  
So musically low,  
And passing clouds cast shadows  
On the waving grass below;  
Where low, sweet notes of brooding birds  
Stole out on the fragrant air,  
And golden sunlight shone undimmed  
On all most fresh and fair;  
There bloomed a lovely sisterhood  
Of happy little flowers,  
Together in this pleasant home,  
Through quiet summer hours.  
No rude hand came to gather them,  
No chilling winds to blight;  
Warm sunbeams smiled on them by day,  
And soft dew fell at night.  
So here, along the brook-side,  
Beneath the green old trees,  
The flowers dwelt among their friends,  
The sunbeams and the breeze.

**Directions:** Read aloud this poem as a group, focusing on reading smoothly.

# The Gift to Sing

by James Weldon Johnson

Sometimes the mist overhangs my path,  
And blackening clouds about me cling;  
But, oh, I have a magic way  
To turn the gloom to cheerful day—  
I softly sing.

And if the way grows darker still,  
Shadowed by Sorrow's somber wing,  
With glad defiance in my throat,  
I pierce the darkness with a note,  
And sing, and sing.

I brood not over the broken past,  
Nor dread whatever time may bring;  
No nights are dark, no days are long,  
While in my heart there swells a song,  
And I can sing.

**Directions:** Read the first line of each section as a whole class and the second line on your own.

# One, Two, Buckle My Shoe

**One, two,**  
Buckle my shoe;

**Three, four,**  
Knock at the door;

**Five, six,**  
Pick up sticks;

**Seven, eight,**  
Lay them straight;

**Nine, ten,**  
A big fat hen.

**Directions:** Read or sing the second line of each section on your own and have the whole class join in for the boldfaced lines.

# Hickory Dickory Dock

**Hickory dickory dock, the mouse ran up  
the clock.**

The clock struck one, the mouse ran down.

**Hickory dickory dock.**

**Hickory dickory dock, the mouse ran up  
the clock.**

The clock struck two, the mouse said, "Boo!"

**Hickory dickory dock.**

**Hickory dickory dock, the mouse ran up  
the clock.**

The clock struck three, the mouse said, "Whee!"

**Hickory dickory dock.**

**Hickory dickory dock, the mouse ran up  
the clock.**

The clock struck four, the mouse said, "No more!"

**Hickory dickory dock.**

**Hickory dickory dock, the mouse ran up  
the clock.**

The clock struck five, the mouse arrived.

**Hickory dickory dock.**

**Directions:** Read or sing the first line of each section on your own and have the whole class join in for the second, boldfaced line.

## Hush, Little Baby

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

And if that mockingbird don't sing,  
**Papa's gonna buy you a diamond ring.**

And if that diamond ring turns brass,  
**Papa's gonna buy you a looking glass.**

And if that looking glass gets broke,  
**Papa's gonna buy you a billy goat.**

And if that billy goat don't pull,  
**Papa's gonna buy you a cart and bull.**

And if that cart and bull turn over,  
**Papa's gonna buy you a dog named Rover.**

And if that dog named Rover won't bark.  
**Papa's gonna buy you a horse and cart.**

And if that horse and cart fall down,  
**Well, you'll still be the sweetest little baby in town.**

**Directions:** Read or sing sections of the text labeled “Individual” on your own and have the whole class join in for the boldfaced sections labeled “Refrain—Group.”

# The Hokey Pokey

Refrain—Group

**You put your right foot in,  
You take your right foot out,  
You put your right foot in and you shake it all about.  
You do the hokey pokey and you turn yourself around.  
That’s what it’s all about.**

Individual

You put your left foot in,  
You take your left foot out,  
You put your left foot in and you shake it all about.  
You do the hokey pokey and you turn yourself around.  
That’s what it’s all about.

Refrain—Group

**You put your right arm in,  
You take your right arm out,  
You put your right arm in and you shake it all about.  
You do the hokey pokey and you turn yourself around.  
That’s what it’s all about.**

Individual

You put your left arm in,  
You take your left arm out,  
You put your left arm in and you shake it all about.  
You do the hokey pokey and you turn yourself around.  
That’s what it’s all about.

Refrain—Group

**You put your whole self in,  
You take your whole self out,  
You put your whole self in and you shake it all about.  
You do the hokey pokey and you turn yourself around.  
That’s what it’s all about.**



**Directions:** Read the first and last verses, in boldface, as a class. Read on your own the verse from the middle that you've been assigned.

# When Dawn Comes to the City

by Claude McKay

**The tired cars go grumbling by,  
The moaning, groaning cars,  
And the old milk carts go rumbling by  
Under the same dull stars.**

Out of the tenements, cold as stone,  
Dark figures start for work;  
I watch them sadly shuffle on,  
'Tis dawn, dawn in New York.

But I would be on the island of the sea,  
In the heart of the island of the sea,  
Where the cocks are crowing, crowing, crowing,  
And the hens are cackling in the rose-apple tree,  
Where the old draft-horse is neighing, neighing, neighing,  
Out on the brown dew-silvered lawn,  
And the tethered cow is lowing, lowing, lowing,  
And dear old Ned is braying, braying, braying,  
And the shaggy Nannie goat is calling, calling, calling  
From her little trampled corner of the long wide lea  
That stretches to the waters of the hill-stream falling  
Sheer upon the flat rocks joyously!

There, oh, there! on the island of the sea,  
There I would be at dawn.  
The tired cars go grumbling by,  
The crazy, lazy cars,  
And the same milk carts go rumbling by  
Under the dying stars.

A lonely newsboy hurries by,  
 Humming a recent ditty;  
 Red streaks strike through the gray of the sky,  
 The dawn comes to the city.

But I would be on the island of the sea,  
 In the heart of the island of the sea,  
 Where the cocks are crowing, crowing, crowing,  
 And the hens are cackling in the rose-apple tree,  
 Where the old draft-horse is neighing, neighing, neighing

Out on the brown dew-silvered lawn,  
 And the tethered cow is lowing, lowing, lowing,  
 And dear old Ned is braying, braying, braying,  
 And the shaggy Nannie goat is calling, calling, calling,  
 From her little trampled corner of the long wide lea

**That stretches to the waters of the hill-stream falling**  
**Sheer upon the flat rocks joyously!**  
**There, oh, there! on the island of the sea,**  
**There I would be at dawn.**

**Directions:** Read the passage aloud with your classmates, but only when your part is assigned. Group A starts, and other groups chime in as indicated. Then do the reverse: All groups start, and groups drop off as indicated.

# The Gettysburg Address

(beginning)

by Abraham Lincoln

## First read:

A	Four score and seven years ago
A, B	our fathers brought forth on this continent
A, B, C	a new nation, conceived in Liberty
A, B, C, D	and dedicated to the proposition that all men are created equal.

## Second read:

A, B, C, D	Four score and seven years ago
A, B, C	our fathers brought forth on this continent
A, B	a new nation, conceived in Liberty
A	and dedicated to the proposition that all men are created equal.

**Directions:** Read the passage aloud with your classmates, but only when your part is assigned. Group A starts, and other groups chime in as indicated. Then do the reverse: All groups start, and groups drop off as indicated.

# The Gettysburg Address

(ending)

by Abraham Lincoln

First read:

A	It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.
A, B	It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion
A, B, C	that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom
A, B, C, D	and that government of the people, by the people, for the people, shall not perish from the earth.

Second read:

A, B, C, D	It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.
A, B, C	It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion
A, B	that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom
A	and that government of the people, by the people, for the people, shall not perish from the earth.

**Directions:** Read the passage aloud with your classmates, but only when your part is assigned. Group A starts, and other groups chime in as indicated. Then do the reverse: All groups start, and groups drop off as indicated.

# The Pledge of Allegiance

## First read:

<b>A</b>	I pledge allegiance to the flag of the United States of America,
<b>A, B</b>	and to the republic for which it stands,
<b>A, B, C</b>	one nation, under God, indivisible,
<b>A, B, C, D</b>	with liberty and justice for all.

## Second read:

<b>A, B, C, D</b>	I pledge allegiance to the flag of the United States of America,
<b>A, B, C</b>	and to the republic for which it stands,
<b>A, B</b>	one nation, under God, indivisible,
<b>A</b>	with liberty and justice for all.

**Directions:** Read the passage aloud with your classmates, but only when your part is assigned. Group 1 starts, and other groups chime in as indicated. Boldfaced words are read by everyone.

# The House That Jack Built

	<b>This is the house that Jack built.</b>		
<b>1</b>	This is the malt <b>That lay in the house that Jack built.</b>	<b>7</b> <b>6,7</b> <b>5,6,7</b> <b>4,5,6,7</b> <b>3,4,5,6,7</b> <b>2,3,4,5,6,7</b> <b>1,2,3,4,5,6,7</b>	This is the man all tattered and torn, That kissed the maiden all forlorn, That milked the cow with the crumpled horn, That tossed the dog, That worried the cat, That killed the rat, That ate the malt <b>That lay in the house that Jack built.</b>
<b>2</b> <b>1,2</b>	This is the rat, That ate the malt <b>That lay in the house that Jack built.</b>		
<b>3</b> <b>2,3</b> <b>1,2,3</b>	This is the cat, That killed the rat, That ate the malt <b>That lay in the house that Jack built.</b>	<b>8</b> <b>7,8</b> <b>6,7,8</b> <b>5,6,7,8</b> <b>4,5,6,7,8</b> <b>3,4,5,6,7,8</b> <b>2,3,4,5,6,7,8</b> <b>1,2,3,4,5,6,7,8</b>	This is the priest all shaven and shorn, That married the man all tattered and torn, That kissed the maiden all forlorn, That milked the cow with the crumpled horn, That tossed the dog, That worried the cat, That killed the rat, That ate the malt <b>That lay in the house that Jack built.</b>
<b>4</b> <b>3,4</b> <b>2,3,4</b> <b>1,2,3,4</b>	This is the dog, That worried the cat, That killed the rat, That ate the malt <b>That lay in the house that Jack built.</b>		
<b>5</b> <b>4,5</b> <b>3,4,5</b> <b>2,3,4,5</b> <b>1,2,3,4,5</b>	This is the cow with the crumpled horn, That tossed the dog, That worried the cat, That killed the rat, That ate the malt <b>That lay in the house that Jack built.</b>	<b>9</b> <b>8,9</b> <b>7,8,9</b> <b>6,7,8,9</b> <b>5,6,7,8,9</b> <b>4,5,6,7,8,9</b> <b>3,4,5,6,7,8,9</b> <b>2,3,4,5,6,7,8,9</b> <b>1,2,3,4,5,6,7,8,9</b>	This is the cock that crowed in the morn, That waked the priest all shaven and shorn, That married the man all tattered and torn, That kissed the maiden all forlorn, That milked the cow with the crumpled horn, That tossed the dog, That worried the cat, That killed the rat, That ate the malt <b>That lay in the house that Jack built.</b>
<b>6</b> <b>5,6</b> <b>4,5,6</b> <b>3,4,5,6</b> <b>2,3,4,5,6</b> <b>1,2,3,4,5,6</b>	This is the maiden all forlorn, That milked the cow with the crumpled horn, That tossed the dog, That worried the cat, That killed the rat, That ate the malt <b>That lay in the house that Jack built.</b>	<b>10</b> <b>9,10</b> <b>8,9,10</b> <b>7,8,9,10</b> <b>6,7,8,9,10</b> <b>5,6,7,8,9,10</b> <b>4,5,6,7,8,9,10</b> <b>3,4,5,6,7,8,9,10</b> <b>2,3,4,5,6,7,8,9,10</b> <b>1,2,3,4,5,6,7,8,9,10</b>	This is the farmer sowing his corn, That kept the cock that crowed in the morn, That waked the priest all shaven and shorn, That married the man all tattered and torn, That kissed the maiden all forlorn, That milked the cow with the crumpled horn, That tossed the dog, That worried the cat, That killed the rat, That ate the malt <b>That lay in the house that Jack built.</b>

**Directions:** Read aloud the nursery rhyme as a class, reading smoothly and in unison. Assign a solo reader to the boldfaced lines.

## London Bridge

### **London Bridge is falling down**

Falling down, falling down  
London Bridge is falling down  
My fair lady.

### **Build it up with iron bars**

Iron bars, iron bars  
Build it up with iron bars  
My fair lady.

### **Iron bars will bend and break**

Bend and break, bend and break  
Iron bars will bend and break  
My fair lady.

### **Build it up with gold and silver**

Gold and silver, gold and silver  
Build it up with gold and silver  
My fair lady.

### **London Bridge is falling down**

Falling down, falling down  
London Bridge is falling down  
My fair lady.

**Directions:** Read aloud the poem as a class, reading smoothly and in unison. Assign a solo reader to the boldfaced lines.

# Secret

by Gwendolyn B. Bennett

**I shall make a song like your hair....**

gold-woven with shadows green-tinged,  
And I shall play with my song  
As my fingers might play with your hair.  
Deep in my heart.

**I shall play with my song of you,**

Gently....  
I shall laugh  
At its sensitive lustre....

**I shall wrap my song in a blanket,**

Blue like your eyes are blue  
With tiny shots of silver.

**I shall wrap it caressingly,**

Tenderly....

**I shall sing a lullaby**

To the song I have made  
Of your hair and eyes....  
And you will never know  
That deep in my heart

**I shelter a song of you**

Secretly....



**Directions:** Read aloud the poem as a class, reading smoothly and in unison. Assign a solo reader to the boldfaced lines.

# Mother to Son

by Langston Hughes

**Well, son, I'll tell you:**  
**Life for me ain't been no crystal stair.**  
It's had tacks in it,  
And splinters,  
And boards torn up,  
And places with no carpet on the floor—  
Bare;  
But all the time  
I'se been a'climbin' on,  
And reachin' landin's,  
And turnin' corners,  
And sometimes goin' in the dark,  
Where there ain't been no light.  
So boy, don't you turn back;  
Don't you sit down on the steps,  
'Cause you finds it's kinder hard;  
Don't you fall now—  
For I'se still goin', honey,  
**I'se still climbin',**  
**And life for me ain't been no crystal stair.**

**Directions:** Read or sing the song as a class, reading smoothly and in unison. Assign a solo reader to the boldfaced lines.

# Oh My Darling, Clementine

**In a cavern, in a canyon,**  
Excavating for a mine  
Dwelt a miner, forty-niner,  
And his daughter, Clementine.

Oh my darling, oh my darling,  
Oh my darling, Clementine!  
Thou art lost and gone forever  
Dreadful sorry, Clementine.

**Light she was and like a fairy,**  
And her shoes were number nine,  
Herring boxes, without topses,  
Sandals were for Clementine.

Oh my darling, oh my darling,  
Oh my darling, Clementine!  
Thou art lost and gone forever  
Dreadful sorry, Clementine.

**Drove she ducklings to the water**  
Ev'ry morning just at nine,  
Hit her foot against a splinter,  
Fell into the foaming brine.

Oh my darling, oh my darling,  
Oh my darling, Clementine!  
Thou art lost and gone forever  
Dreadful sorry, Clementine.

**Ruby lips above the water,**  
Blowing bubbles, soft and fine,  
But, alas, I was no swimmer,  
So I lost my Clementine.

Oh my darling, oh my darling,  
Oh my darling, Clementine!  
Thou art lost and gone forever  
Dreadful sorry, Clementine.

**How I missed her! How I missed her,**  
How I missed my Clementine,  
But I kissed her little sister,  
I forgot my Clementine.

Oh my darling, oh my darling,  
Oh my darling, Clementine!  
Thou art lost and gone forever  
Dreadful sorry, Clementine.

**Directions:** Get into two groups. Choose one group to “call” (C) and one group to “respond” (R) as you read the text.

# Baa, Baa, Black Sheep

(adaptation)

<b>C:</b>	Baa, baa, <i>black</i> sheep, have you any wool?
<b>R:</b>	Yes, sir, yes, sir, three bags full. One for the master, one for the dame, And one for the little boy, who lives down the lane.
<b>C:</b>	Baa, baa, <i>white</i> sheep, have you any wool?
<b>R:</b>	Yes, sir, yes, sir, three bags full. One to mend a jumper, one to mend a frock, and one for the little girl, with holes in her sock.
<b>C:</b>	Baa, baa, <i>grey</i> sheep, have you any wool?
<b>R:</b>	Yes, sir, yes, sir, three bags full. One for the kitten, one for the cats, and one for the owner, to knit some woolly hats.
<b>C:</b>	Baa, baa, <i>brown</i> sheep, have you any wool?
<b>R:</b>	Yes, sir, yes, sir, three bags full. One for the mommy, one for the daddy, and one for the little baby, who lives down the lane.
<b>C:</b>	Baa, baa, <i>bare</i> sheep, have you any wool?
<b>R:</b>	No sir, no sir, no bags full. None for the master, none for the dame, and none for the little boy, who lives down the lane.

**Directions:** Get into two groups. Choose one group to “call” (C) and one group to “respond” (R) as you read the text. Read boldfaced lines all together.

# Thanksgiving Day

by Lydia Maria Child

<b>C:</b>	Over the river, and through the wood,	<b>R:</b>	To grandfather’s house we go;
<b>C:</b>	The horse knows the way	<b>R:</b>	To carry the sleigh
<b>C:</b>	Through the white	<b>R:</b>	and drifted snow.
<b>C:</b>	Over the river, and through the wood—	<b>R:</b>	Oh, how the wind does blow!
<b>C:</b>	It stings the toes	<b>R:</b>	And bites the nose
<b>C:</b>	As over the ground	<b>R:</b>	we go.
<b>C:</b>	Over the river, and through the wood,	<b>R:</b>	To have a first-rate play.
<b>C:</b>	Hear the bells ring	<b>R:</b>	“Ting-a-ling-ding”,
<b>C:</b>	Hurrah for	<b>R:</b>	Thanksgiving Day!
<b>C:</b>	Over the river, and through the wood	<b>R:</b>	Trot fast, my dapple-gray!
<b>C:</b>	Spring over the ground,	<b>R:</b>	Like a hunting-hound!
<b>C:</b>	For this is	<b>R:</b>	Thanksgiving Day.
<b>C:</b>	Over the river, and through the wood,	<b>R:</b>	And straight through the barn-yard gate.
<b>C:</b>	We seem to go	<b>R:</b>	Extremely slow,—
<b>C:</b>	It is so hard	<b>R:</b>	to wait!
<b>C:</b>	Over the river and through the wood—	<b>R:</b>	Now grandmother’s cap I spy!
<b>C:</b>	Hurrah for the fun!	<b>R:</b>	Is the pudding done?
<b>C:</b>	Hurrah for the	<b>R:</b>	pumpkin-pie!

**Directions:** Get into two groups. Choose one group to “call” (C) and one group to “respond” (R) as you read the text.

# If

by Rudyard Kipling

<b>C:</b>	If you can keep your head when all about you	<b>R:</b>	Are losing theirs and blaming it on you,
<b>C:</b>	If you can trust yourself when all men doubt you,	<b>R:</b>	But make allowance for their doubting too;
<b>C:</b>	If you can wait and not be tired by waiting,	<b>R:</b>	Or being lied about, don't deal in lies,
<b>C:</b>	Or being hated, don't give way to hating,	<b>R:</b>	And yet don't look too good, nor talk too wise:
<b>C:</b>	If you can dream—and not make dreams your master;	<b>R:</b>	If you can think—and not make thoughts your aim;
<b>C:</b>	If you can meet with Triumph and Disaster	<b>R:</b>	And treat those two impostors just the same;
<b>C:</b>	If you can bear to hear the truth you've spoken	<b>R:</b>	Twisted by knaves to make a trap for fools,
<b>C:</b>	Or watch the things you gave your life to, broken,	<b>R:</b>	And stoop and build 'em up with worn-out tools:
<b>C:</b>	If you can make one heap of all your winnings	<b>R:</b>	And risk it on one turn of pitch-and-toss,
<b>C:</b>	And lose, and start again at your beginnings	<b>R:</b>	And never breathe a word about your loss;
<b>C:</b>	If you can force your heart and nerve and sinew	<b>R:</b>	To serve your turn long after they are gone,
<b>C:</b>	And so hold on when there is nothing in you	<b>R:</b>	Except the Will which says to them: 'Hold on!'
<b>C:</b>	If you can talk with crowds and keep your virtue,	<b>R:</b>	Or walk with Kings—nor lose the common touch,
<b>C:</b>	If neither foes nor loving friends can hurt you,	<b>R:</b>	If all men count with you, but none too much;
<b>C:</b>	If you can fill the unforgiving minute	<b>R:</b>	With sixty seconds' worth of distance run,
<b>C:</b>	Yours is the Earth and everything that's in it,	<b>R:</b>	And—which is more—you'll be a Man, my son!

**Directions:** Get into two groups. Choose one group to “call” (C) and one group to “respond” (R) as you read the text.

# Where Did You Come From, Baby Dear?

(adaptation)

by George MacDonald

<b>C:</b>	Where did you come from, baby dear?	<b>R:</b>	Out of the everywhere into here.
<b>C:</b>	Where did you get your eyes so blue?	<b>R:</b>	Out of the sky as I came through.
<b>C:</b>	What makes the light in them sparkle and spin?	<b>R:</b>	Some of the starry spikes left in.
<b>C:</b>	Where did you get that little tear?	<b>R:</b>	I found it waiting when I got here.
<b>C:</b>	What makes your forehead so smooth and high?	<b>R:</b>	A soft hand stroked it as I went by.
<b>C:</b>	What makes your cheek like a warm white rose?	<b>R:</b>	I saw something better than anyone knows.
<b>C:</b>	Whence that three-cornered smile of bliss?	<b>R:</b>	Three angels gave me at once a kiss.
<b>C:</b>	Where did you get this pearly ear?	<b>R:</b>	You spoke, and it came out to hear.
<b>C:</b>	Where did you get those arms and hands?	<b>R:</b>	Love made itself into hooks and bands.
<b>C:</b>	Feet, whence did you come, you darling things?	<b>R:</b>	From the same box as the cherubs' wings.
<b>C:</b>	How did they all just come to be you?	<b>R:</b>	You thought about me, and so I grew.
<b>C:</b>	But how did you come to us, you dear?	<b>R:</b>	You thought about you, and so I am here.

**Directions:** Divide into two groups. Members of Group A whisper their words in unison while members of Group B simultaneously read the words in chunks as shown, in a rhythm to match Group A.

# Twinkle, Twinkle, Little Star

by Jane Taylor

Group A	Group B
twinkle, twinkle	Twinkle, twinkle,
twinkle, twinkle	little star,
twinkle, twinkle	How I wonder
twinkle, twinkle	what you are!
twinkle, twinkle	Up above
twinkle, twinkle	the world so high,
twinkle, twinkle	Like a diamond
twinkle, twinkle	in the sky.
twinkle, twinkle	When the blazing
twinkle, twinkle	sun is gone,
twinkle, twinkle	When he nothing
twinkle, twinkle	shines upon,
twinkle, twinkle	Then you show
twinkle, twinkle	your little light,
twinkle, twinkle	Twinkle, twinkle,
twinkle, twinkle	all the night.
twinkle, twinkle	Then the traveler
twinkle, twinkle	in the dark,
twinkle, twinkle	Thanks you for
twinkle, twinkle	your tiny spark.

Group A	Group B
twinkle, twinkle	He could not see
twinkle, twinkle	which way to go,
twinkle, twinkle	If you did not
twinkle, twinkle	twinkle so.
twinkle, twinkle	In the dark blue
twinkle, twinkle	sky you keep,
twinkle, twinkle	And often through
twinkle, twinkle	my curtains peep,
twinkle, twinkle	For you never
twinkle, twinkle	shut your eye,
twinkle, twinkle	Till the sun
twinkle, twinkle	is in the sky.
twinkle, twinkle	As your bright
twinkle, twinkle	and tiny spark,
twinkle, twinkle	Lights the traveler
twinkle, twinkle	in the dark,
twinkle, twinkle	Though I know
twinkle, twinkle	not what you are,
twinkle, twinkle	Twinkle, twinkle,
twinkle, twinkle	little star.

**Directions:** Divide into two groups. Members of Group A whisper their words in unison while members of Group B simultaneously read the words in chunks as shown, in a rhythm to match Group A.

# The Mulberry Bush

Group A	Group B
mulberry bush	Here we go round
mulberry bush	the mulberry bush
mulberry bush	The mulberry bush,
mulberry bush	the mulberry bush
mulberry bush	Here we go round
mulberry bush	the mulberry bush
mulberry bush	So early in
mulberry bush	the morning

bale the hay	This is the way
bale the hay	we bale the hay
bale the hay	Bale the hay,
bale the hay	bale the hay
bale the hay	This is the way
bale the hay	we bale the hay
bale the hay	So early
bale the hay	Monday morning

feed the chicks	This is the way
feed the chicks	we feed the chicks
feed the chicks	Feed the chicks,
feed the chicks	feed the chicks
feed the chicks	This is the way
feed the chicks	we feed the chicks
feed the chicks	So early
feed the chicks	Tuesday morning

sweep the porch	This is the way
sweep the porch	we sweep the porch
sweep the porch	Sweep the porch,
sweep the porch	sweep the porch
sweep the porch	This is the way
sweep the porch	we sweep the porch
sweep the porch	So early
sweep the porch	Wednesday morning

Group A	Group B
paint the fence	This is the way
paint the fence	we paint the fence
paint the fence	Paint the fence,
paint the fence	paint the fence
paint the fence	This is the way
paint the fence	we paint the fence
paint the fence	So early
paint the fence	Thursday morning

groom the horse	This is the way
groom the horse	we groom the horse
groom the horse	Groom the horse,
groom the horse	groom the horse
groom the horse	This is the way
groom the horse	we groom the horse
groom the horse	So early
groom the horse	Friday morning

milk the cows	This is the way
milk the cows	we milk the cows
milk the cows	Milk the cows,
milk the cows	milk the cows
milk the cows	This is the way
milk the cows	we milk the cows
milk the cows	So early
milk the cows	Saturday morning

mulberry bush	Here we go round
mulberry bush	the mulberry bush
mulberry bush	The mulberry bush,
mulberry bush	the mulberry bush
mulberry bush	Here we go round
mulberry bush	the mulberry bush
mulberry bush	So early
mulberry bush	Sunday morning



**Directions:** Practice reading aloud your assigned line. Then read the whole poem as a class, with each student reading his or her line solo. Read the boldfaced lines all together.

# O Captain! My Captain!

by Walt Whitman Jr.

1. O Captain! my Captain! our fearful trip is done,
2. The ship has weather'd every rack, the prize we sought is won,
3. The port is near, the bells I hear, the people all exulting,
4. While follow eyes the steady keel, the vessel grim and daring;

**But O heart! heart! heart!**

5. O the bleeding drops of red,
6. Where on the deck my Captain lies,
7. Fallen cold and dead.

**O Captain! my Captain!**

8. Rise up and hear the bells;
9. Rise up—for you the flag is flung—for you the bugle trills,
10. For you bouquets and ribbon'd wreaths—for you the shores  
a-crowding,
11. For you they call, the swaying mass, their eager faces turning;

**Here Captain! dear father!**

12. This arm beneath your head!
13. It is some dream that on the deck,
14. You've fallen cold and dead.
15. My Captain does not answer, his lips are pale and still,
16. My father does not feel my arm, he has no pulse nor will,
17. The ship is anchor'd safe and sound, its voyage closed and done,
18. From fearful trip the victor ship comes in with object won;  
Exult O shores, and ring O bells!
19. But I with mournful tread,
20. Walk the deck my Captain lies,

**Fallen cold and dead.**

**Directions:** Practice reading aloud your assigned line. Then read the whole poem as a class, with each student reading his or her line solo. Read the boldfaced lines all together.

# The Star-Spangled Banner

by Francis Scott Key

**O say can you see by the dawn's early light**

1. What so proudly we hailed at the twilight's last gleaming?
2. Whose broad stripes and bright stars thru the perilous fight,
3. O'er the ramparts we watched were so gallantly streaming?
4. And the rocket's red glare, the bombs bursting in air,
5. Gave proof through the night that our flag was still there.
6. Oh, say does that star-spangled banner yet wave

**O'er the land of the free and the home of the brave?**

7. On the shore, dimly seen through the mists of the deep,
8. Where the foe's haughty host in dread silence reposes,
9. What is that which the breeze, o'er the towering steep,
10. As it fitfully blows, half conceals, half discloses?
11. Now it catches the gleam of the morning's first beam,
12. In full glory reflected now shines in the stream:
13. 'Tis the star-spangled banner! Oh long may it wave

**O'er the land of the free and the home of the brave!**

14. And where is that band who so vauntingly swore
15. That the havoc of war and the battle's confusion,
16. A home and a country should leave us no more!
17. Their blood has washed out their foul footsteps' pollution.
18. No refuge could save the hireling and slave
19. From the terror of flight, or the gloom of the grave:
20. And the star-spangled banner in triumph doth wave

**O'er the land of the free and the home of the brave!**

21. O thus be it ever, when freemen shall stand
22. Between their loved home and the war's desolation!
23. Blest with victory and peace, may the heav'n rescued land
24. Praise the Power that hath made and preserved us a nation.
25. Then conquer we must, when our cause it is just,
26. And this be our motto: "In God is our trust."
27. And the star-spangled banner in triumph shall wave

**O'er the land of the free and the home of the brave!**

**Directions:** Practice reading aloud your assigned line. Then read the whole poem as a class, with each student reading his or her line solo. Read the boldfaced lines all together.

# The Road Not Taken

by Robert Frost

**Two roads diverged in a yellow wood,**

1. And sorry I could not travel both
2. And be one traveler, long I stood
3. And looked down one as far as I could
4. To where it bent in the undergrowth;
5. Then took the other, as just as fair,
6. And having perhaps the better claim,
7. Because it was grassy and wanted wear;
8. Though as for that the passing there

**Had worn them really about the same,**

9. And both that morning equally lay
10. In leaves no step had trodden black.
11. Oh, I kept the first for another day!
12. Yet knowing how way leads on to way,
13. I doubted if I should ever come back.
14. I shall be telling this with a sigh
15. Somewhere ages and ages hence:
16. Two roads diverged in a wood, and I—

**I took the one less traveled by,  
And that has made all the difference.**

**Directions:** Practice reading aloud your assigned line. Then read the whole poem as a class, with each student reading his or her line solo. Read the boldfaced lines all together.

# Kite-Flying

by Claude McKay

**Higher fly, my pretty kite,  
over distant towers;  
paper-made, red, blue an' white.  
all my fav'rite colours.**

1. As up an' up an' up you mount
2. on your way to heaven,
3. thoughts come, which I cannot count,
4. of the times I've striven
5. Just to soar away like you,
6. rising to a happier sphere
7. deep within yon skies of blue
8. far from all de strife an' care
9. You have got you' singer on,
10. let me hear your singing,
11. hear you' pleasant bee-like tone
12. on de breezes ringing
13. Wider dash your streamin' tail
14. keep it still a-dancin'!
15. as across de ditch you sail,
16. by the tree-tops glancin'.
17. Messengers I send along,
18. lee round papers of bright red;
19. up they go to swell you' song,
20. climbin' on the slumber t'read.

**Higher fly, my pretty kite,  
higher, ever higher;  
draw me with you to your height  
out the early mire.**

**Directions:** With your fellow group members, choose particular lines from “A Secret in My Pocket” that you want to recite. Then recite aloud the poem as a group.

# A Secret in My Pocket

by Karen Baicker

1. I have a secret in my pocket.
2. It goes everywhere with me.
3. My secret is invisible,
4. Impossible to see.
  
5. It's the twinkle in the stars,
6. And the sprinkle-covered cone.
7. It's everything that makes me laugh
8. Aloud when I'm alone.
  
9. It's the maple in my syrup,
10. And the bubble in my bath,
11. The streamers on my bicycle,
12. My hidden garden path.
  
13. It's the whiskers on a kitten,
14. And the bumble in a bee.
15. It's every little secret thing
16. I've wanted it to be.

**Directions:** With your fellow group members, choose particular lines from “My Noisy Family” that you want to read. Then read aloud the poem as a group.

# My Noisy Family

by Michael Salinger, American Writer and Educator

1. When my family gets together
2. It can be very loud
3. Even when he's not mad
4. My grandpa shouts
5. The TV's always going in the next room
6. I can never be heard in this crowd
7. Nobody laughs bigger than dad
8. And the dog is barking 'cause he wants out
9. My big brother stomps his feet boom boom boom
10. And my baby sister cries louder than thunder
11. My grandma and I—we just wonder
12. Who's going to do the dishes?

**Directions:** With your fellow group members, choose particular lines from “Doubt” that you want to read. Then read aloud the poem as a group.

# Doubt

by Sara Holbrook, American Writer and Educator

1. Insecure
2. is a lace
3. untied
4. that in a race
5. trips me inside.
  
6. It hints
7. that I don't
8. have the stuff,
9. why try,
10. when I'm not good enough
11. And once
12. I stumble
13. in my mind,
14. it is harder
15. not to fall behind.
  
16. It sure would be
17. a faster route,
18. if I could live
19. without a doubt.

**Directions:** With your fellow group members, choose particular lines from “This Land Is Your Land” that you want to sing. Then sing aloud the song as a group.

# This Land Is Your Land

by Woody Guthrie

1. This land is your land, and this land is my land
2. From California to the New York island
3. From the Redwood Forest to the Gulf Stream waters
4. This land was made for you and me.
5. As I went walking that ribbon of highway
6. And I saw above me that endless skyway
7. I saw below me that golden valley
8. This land was made for you and me.
9. I roamed and rambled, and I’ve followed my footsteps
10. To the sparkling sands of her diamond deserts
11. All around me, a voice was sounding
12. This land was made for you and me.
13. There was a big, high wall there that tried to stop me
14. A sign was painted said “Private Property”
15. But on the backside, it didn’t say nothing
16. This land was made for you and me.
17. When the sun come shining, then I was strolling
18. And the wheat fields waving, and the dust clouds rolling
19. The voice was chanting as the fog was lifting
20. This land was made for you and me.
21. This land is your land, and this land is my land
22. From California to the New York island
23. From the Redwood Forest to the Gulf Stream waters
24. This land was made for you and me.



**Directions:** One person reads the poem. After each line, the class echoes it back to the reader, using the same expression.

# Caterpillar

by Christina Rossetti

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

**Directions:** One person reads the poem. After each line, the class echoes it back to the reader, using the same expression.

# If Dogs Could Talk

by Kirk Mann

If dogs could talk I think our dog  
Would have a lot to say.  
He'd probably tell my little brother,  
"SIT and now just STAY."

He'd probably tell my sister,  
"How about an ice-cream cone?"  
He'd probably tell my mother,  
"Please go get me a big bone."

He'd probably tell my father,  
"Make a left turn up ahead."  
He'd probably tell me,  
"Kid, tonight  
I'm sleeping in your bed."

**Directions:** One person reads the poem. After each line, the class echoes it back to the reader, using the same expression.

# Joy

by Clarissa Scott Delany

Joy shakes me like the wind that lifts a sail,  
Like the roistering wind  
That laughs through stalwart pines.  
It floods me like the sun  
On rain-drenched trees  
That flash with silver and green.  
I abandon myself to joy—  
I laugh—I sing.  
Too long have I walked a desolate way,  
Too long stumbled down a maze  
Bewildered.

**Directions:** One person reads the address. After each line, the class echoes it back to the reader, using the same expression.

# Farewell Address

(excerpt)

by Barack Obama

Over the course of these eight years, I have seen the goodness, the resilience, and the hope of the American people. I've seen neighbors looking out for each other as we rescued our economy from the worst crisis of our lifetimes. I've hugged cancer survivors who finally know the security of affordable health care. I've seen communities like Joplin rebuild from disaster, and cities like Boston show the world that no terrorist will ever break the American spirit.

I've seen the hopeful faces of young graduates and our newest military officers. I've mourned with grieving families searching for answers and found grace in a Charleston church. I've seen our scientists help a paralyzed man regain his sense of touch, and our wounded warriors walk again. I've seen our doctors and volunteers rebuild after earthquakes and stop pandemics in their tracks. I've learned from students who are building robots and curing diseases and who will change the world in ways we can't even imagine. I've seen the youngest of children remind us of our obligations to care for our refugees, to work in peace, and above all to look out for each other.

**Directions:** The class reads the poem chorally, pausing after each line for you or a classmate to echo it back to the class, using the same expression.

## Deep in the Rain Forest

Deep in the rain forest, in the treetops,  
Animals live where rain rarely stops.  
Shelters are formed by leaves in the trees,  
Making three layers called canopies.

In the top layer, toucans are found.  
Monkeys and bats stay far off the ground.  
Hummingbirds sip the nectar from flowers,  
While upside-down sloths just hang out for hours!

In the middle layer, there's much more to see.  
Lemurs and squirrels fly from tree to tree.  
Marmosets leap up high without fail.  
Opossums and porcupines hang by their tail.

In the bottom layer—the rain forest floor,  
Hogs give a snort, while leopards all roar.  
Anteaters dine on ants that they see,  
While big pythons slither 'round roots of a tree.

Deep in the rain forest, in the treetops,  
Animals live where rain rarely stops.  
Shelters are formed by leaves in the trees.  
Making three layers called canopies.

**Directions:** The class reads the speech chorally, pausing after each line for you or a classmate to echo it back to the class, using the same expression.

# I Have a Dream

(excerpt)

by Martin Luther King Jr.

We have also come  
to this hallowed spot  
to remind America  
of the fierce  
urgency of now.  
This is no time to  
engage in the  
luxury of cooling  
off or to take  
the tranquilizing  
drug of gradualism.  
Now is the time  
to make real  
the promises  
of democracy.

**Directions:** The class reads the poem chorally, pausing after each line for you or a classmate to echo it back to the class, using the same expression.

# Rain in Summer

(excerpt)

by Henry Wadsworth Longfellow

How beautiful is the rain!  
After the dust and heat,  
In the broad and fiery street,  
In the narrow lane,  
How beautiful is the rain!  
How it clatters along the roofs,  
Like the tramp of hoofs!  
How it gushes and struggles out  
From the throat of the overflowing spout!  
Across the window pane  
It pours and pours;  
And swift and wide,  
With a muddy tide,  
Like a river down the gutter roars  
The rain, the welcome rain!

**Directions:** The class reads the poem chorally, pausing after each line for you or a classmate to echo it back to the class, using the same expression.

# Will There Really Be a Morning?

by Emily Dickinson

Will there really be a morning?  
Is there such a thing as day?  
Could I see it from the mountains  
If I were as tall as they?  
Has it feet like water lilies?  
Has it feathers like a bird?  
Is it brought from famous countries  
Of which I have never heard?  
Oh, some scholar! Oh, some sailor!  
Oh, some wise man from the skies!  
Please to tell a little pilgrim  
Where the place called morning lies!