



I Second That Emotion
Sharing Children's and Young Adult Poetry
A 21st Century Resource Guide for Teachers
and Librarians

Richie Partington

Intellectual Publishing
2010



Copyright 2010 by Richie Partington

No part of this book may be reproduced or copied without express permission from the author.

Published by:

Intellectual Publishing
312 South 1000 East
Salt Lake City, UT 84102

Available from:

LMC Source
P.O. Box 131266
Spring, TX 77393
<http://www.lmcsource.com>
lmcsourcesales@gmail.com
800-873-3043

ISBN: 978-1-933170-55-8



Table of Contents

Introduction	1
Chapter 1: Who Do We Serve With Children's and YA Poetry?	5
A Poet Talks Poetry: Words from Helen Frost	7
Chapter 2: We Become Children's and YA Poetry Anthologists.....	9
Chapter 3: Where Do We Find Poetry in the Children's and YA Library Collections?	13
Chapter 4: Writing our Own Poems.....	17
Chapter 5: Listening to Poetry	19
Chapter 6: We Gather Resources for Doing Poetry Digitally	23
Chapter 7: We Become Performers	27
Chapter 8: Memorizing Poetry	31
Chapter 9: Poetry for the Very Young	33
Chapter 10: Poetry in the Curriculum.....	35
Chapter 11: Putting it all Together	37
Appendix I: Writers of Children's and YA poetry with accompanying author websites, major awards listings, and a representative book by each.....	39
Appendix II: Selected poems, finger plays, songs, and chants, and other verse activities for the very young.....	79
Appendix III: Selected poet biographies and dramatized biographies.....	93

Appendix IV: Online poetry resources to check out (Also see author websites in Appendix I) 96

Appendix V: Poetry being utilized in Summer Reading programs..... 97

Appendix VI: Excerpts from selected state education standards and grade level expectations that refer to poetry 120

About the Author 141



Introduction

I have sought to create a resource guide that both tastes good and is good for you; one that will, above all, help you to share poetry on a daily basis with the young patrons you serve in a manner that they reap a multitude of fun and long-lasting emotional and intellectual benefits from these encounters. You might find this book to be one of the stranger and more irreverent resource guides with which you have interacted. If it does not turn out like you expect, you can always use it to prop up your cat.

Are you already confused? As John (who was named after a toilet) instructs us in the first chapter ("who I am not") of *You Don't Know Me*: "Deal with it."

Throughout this book you will encounter **DIRECTIONS** that must be followed in order for you to experience the "full effect." Execution of these **DIRECTIONS** will frequently require a laptop or palmtop computer at hand and will often necessitate your being in a space where noise can freely spill out of the computer without your getting thoroughly embarrassed or in trouble. Sometimes the **DIRECTIONS** will require that you embark on a scavenger hunt to the library, the supermarket, or the hardware store.

Okay, let's practice:

DIRECTIONS: Track down and read a copy of the 1965 Caldecott Honor book *Rain Makes Applesauce*. (This is a good time to get online and make friends with WorldCat, if you haven't already done so.)

DIRECTIONS: Go to <http://artsites.ucsc.edu/GDead/agdl/terr.html>, find the stanza that begins, "Inspiration, move me brightly" and read that one and the following stanza. (Feel free to also cue up or download the song, search for a YouTube video of it, or use it to create a new Pandora.com station. These are the technological opportunities that are open to us today. Make a habit of utilizing, sharing, and enjoying them.)

DIRECTIONS: Google *My Cousin Vinny* quotes, and read the quotes from one or two of the sites you retrieve. (If you have never seen this movie, then I recommend that you go rent or download it and watch it.)

DIRECTIONS: Go to <http://mathforum.org/dr.math/faq/faq.divisibility.html>, and learn or re-learn the divisibility rules for 2 through 10. You'll help and impress a kid some day by knowing them.

So, when I think about poetry, I think about a large bowl of apples and making applesauce.

I grew up with a heavy, round, dark oak, pedestal table that screechily slid open to permit the addition of two leaves on those occasions when various Italian relatives came over for Sunday dinner. (These days the table, now on its last legs, contentedly resides with my eldest nephew, Jesse.)

Somewhere near the end of the 1950s, my mother sat me, her eldest child, down at that oak table with a vegetable peeler, a cutting board, and a large bowl of apples and, with a bit of direction, had me peeling and carefully slicing up the apples for making applesauce. That was the beginning of a long series of wonderful, quality times spent learning to cook with my smart and hard-working mom.

My favorite apples as a child were always the Macintoshes. When I moved to Sebastopol, California in 1984, I was introduced to Gravenstein apples (after which a local school district, highway, and annual fair are all named), and I quickly fell in love with them, as well. I still treasure the experience and results of making applesauce. As a vegan, applesauce has become a valuable staple: I use a half-cup of applesauce in place of eggs when I am baking.

I love when poetry makes me salivate like crisp apples splashing their zest in my face before I transform them into a warm, comforting treat with that perfect touch of cinnamon.

I have very fond memories of being in the middle of large crowds in Oakland's Henry J. Kaiser Auditorium where, according to Wikipedia, the Grateful Dead performed 34 times between 1985 and 1989. Twenty-something years after attending a number of those 34 shows, I can read the lyrics to "Terrapin Station" and still recall exactly how it felt when the first part of the suite ("Lady With a Fan") ended, and, after an instrumental interlude that rises to a peak, Jerry Garcia would begin singing the portion you've now read. Remember that if you do a great job of sharing poetry, someday a former student will be writing amazing songs because of you, and, if they have been properly raised, they will remember to send you a backstage pass for one of their shows.

I love when readings and recitations of poetry rock me like the live performance of "Terrapin" always did—the special feeling that becomes a memory you can instantly and viscerally conjure up two decades later.

And poetry can certainly rock you. Oh, how glorious it was, to be seeking out poems for my Music and Movement class in 1988, and stumble across poems that were old friends from the early-Sixties who had provided me such joy as a child.

I love when poetry cracks me up in the same manner as does watching and re-watching *My Cousin Vinny*. For so many young students, the easiest path connect them with poetry is the one lined with humor.

I love how poetry is just like the number 2,520—how you can slice and dice a poem all sorts of ways, including your own special way, and find the natural balance in the sum of the parts. Take those divisibility rules and check out how cool the number 2,520 is. And don't ever let anyone tell you that theirs is the only way to dissect a poem.

Remember: if there is only one answer, and the teacher provides it, then there is no room for discussion. (I learned that from a great satirical passage in Libba Bray's *Going Bovine*.)

You want to know what is special to me about poetry?

Poetry is the height of and crossroads of human communication, a place where everything I love about language, interaction with the world, and memory all come together:

Poetry makes me feel.
Poetry makes me think.
Poetry makes me laugh.
Poetry makes me listen.
Poetry makes me dance.
Poetry makes me desire.
Poetry inspires me.

Poetry is exacting and fulfilling in its employment of just the right word, just the right emphasis, just the right beat. Poetry is an amazing wonder that, when I find the right piece, becomes internalized and changes who I am.

And I mean that literally. My first life experience of being a writer was as a six- and seven year-old, sitting around creating simple poems. Oh how much fun that was to learn that I had the power to manipulate words, to toy with rhythm and rhyme, and then fill the air with the sound of my own creation, evaluating and rewriting it.

I don't believe that I would be the same person today if I had not had those early experiences with poetry.

How important is sharing poetry with children and young adults?

DIRECTIONS: Retrieve and read this interview with Naomi Shihab Nye: Margolis, R. The Buzz. *School Library Journal* 54(4), 29. (April 2008).

In this resource guide I seek to provide you the tools and inspiration to really get yourself tuned onto poetry for children and young adults, so that you will be equipped to effectively convey that enthusiasm and share that poetry and have a great and joyous time doing so. (Come on. Be real. If you're not invested in what you are selling, you're not going to make the sale. Period.)

So, as Mr. Freeman announces (on page 12 of *Speak*), "Welcome to the journey."



Chapter 1

Who Do We Serve with Children's and YA Poetry?

DIRECTIONS: Fetch a glass of water or herbal tea and drink it. Your body will thank you and you'll be able to focus better on whatever you are doing.

DIRECTIONS: Pause for a minute and think about how long—how many thousands of days of standing there—it takes an oak to grow from an acorn into a giant of a tree that is felled and sliced up in order to craft a strong and sturdy table that then stands up to daily use for a hundred years or more. Think about how important it is to reuse, restore, refinish, or even give away good furniture and other wood-based products rather than just further clogging up landfills and cutting down more trees. Poetry is more enjoyable when the planet is not in distress (and, I suppose, more indispensable when it is).

Great children's and YA poetry is timeless. Recycle it. Check out the poets I was reading as a kid and the poets I read to my young students in the Eighties. I've worked hard to track them down and include them in Appendix I.

As librarians, we will employ children's and young adult poetry and poetry-related resources to serve many overlapping groups of constituents:

- For our young book lovers, we will provide great poetry books, in a diversity of formats, for their reading enjoyment.
- For our goofy, young patrons, we will provide rib-tickling verse.
- For our troubled students, we will provide evidence that they are not alone in their feelings and confusion.
- For our young writers, we will provide a feast of experiences showing how literary devices and vocabulary and rhythm can come together to craft powerful feelings and paint vivid and memorable pictures of the familiar and the impossible.
- For our aspiring poets, we will provide face-to-face and online outlets for their creative output and the advice of the great children's and young adult poets of our time.
- For young performers we will provide a wealth of tasty material with which to hone their craft.
- For our teacher colleagues we will provide our breadth of knowledge of the children's and YA poetry throughout our collection; great related print,

online, and database resources for their use; an ability and desire to collaborate on using poetry in their classroom and across the curriculum in fulfillment of state language arts standards; ideas for teaching poetry in a manner that students don't come to fear or dislike it.

- For society we promote poetry for children and young adults as a necessary and important component of developing creative, persistent, and ethical lifelong learners.
- For everyone who uses our library, we will heighten accessibility by providing a digital poetry presence and lots of visual in-the-library evidence that poetry is spoken here all the time.

A special note on reluctant readers:

Poetry is your best friend when it comes to so-called reluctant readers. For these students, books of poetry offer a welcome payoff after nearly every single page of reading. Unlike a novel, they can stop and take a break anywhere they feel like it, or even skip a page that doesn't interest them. They can easily go back and find pages that they really liked for when you are going to have a group come together to talk about what they've read or if they just want to share a really cool concrete poem with friends. Meanwhile, they are exposed to new vocabulary and all of those great poetic devices—beginning with rhyme, rhythm, alliteration, and onomatopoeia—that make language (and reading) so much fun. With younger reluctant readers you might choose an anthology of sports poems, one of Douglas Florian's great books of dinosaur or insect poems, Marilyn Singer's *Monster Museum* (full of zombies, werewolves, etc.), a collection of cat or dog poems, or one of Prelutsky's collections like *It's Raining Pigs and Noodles*. And if they are required to read a novel, make sure that you are booktalking a couple of verse novels as possible choices. (I'm really good at always pointing out to reluctant readers that verse novels have tons of white space so they go faster.)

DIRECTIONS: Google and read the poem "How to Eat a Poem" by Eve Merriam.



A Poet Talks Poetry: Words from Helen Frost

Website: <http://www.helenfrost.net/>

Children's and YA poetry books:

Keesha's House—a Michael L. Printz Honor book

Spinning Through the Universe

The Braid—a Lee Bennett Hopkins Poetry Award Honor book

Diamond Willow—a Lee Bennett Hopkins Poetry Award Winner

Crossing Stones

What Helen says about poetry:

“Poetry is a way of connecting on a deep level, from one person to another, meeting in our true selves, even if we (poet and reader) are separated by time and space. We all want to be included in the world's conversation, and to know that there is a place where we can be honest and still be loved. Poetry can be such a place; teachers and students, as well as writers and readers, can meet there.

“When I am writing poetry, my full concentration is on the language of the poem, which I trust to carry me into the heart of my work, and later to carry my readers into the heart of the poem, where we will meet. It is an expression of love and respect. In the reading or writing of poetry in a classroom, teachers and students can also meet at this level. Not all teachers wish to do this, because it creates a degree of closeness with students which has both advantages and difficulties. In my experience, the advantages outweigh and counteract the difficulties.

“If poetry is seen as a place, the use of form is one way of taking us there. Form is not an exercise, exactly. If you use it that way (as a writer or a teacher), be prepared for the poetry to enter the form and create its own surprises in meaning and emotion. Forms that have been passed down for a long time hold a certain power, somewhat mysterious, that you and your students will experience as you work with them. I encourage you to try a variety of forms, and not to assume that the more

complex ones will intimidate students. Just as children love to learn the rules of baseball or basketball and stretch their physical abilities within those rules, so they enjoy stretching to meet intellectual challenges. Let poetry be tough and joyful!

“Once students are engaged at a deep level, meaningful to them, all their learning ‘sticks’ better (not just learning about poetry), and because they know and remember more, they do better on their exams. As a poet or as a teacher, it is our job to do our job, and someone else's job to say how well we’ve done it; it should not be our job to get anyone to approve of us. For writers, this goes without saying: we all know we cannot be thinking about reviewers while we are writing our books; our complete focus has to be on the work itself. This should not be more controversial for teachers: you know your students, and you know how to teach; your students will learn more, and you will enjoy your work more, if you can focus on that and leave the standardized testing for someone else to think about. This requires a lot of trust--trust in oneself, one's students, and trust in the examiners. I know it is not a perfect world, but I believe such trust is usually merited and always helpful.”



Chapter 2

We Become Children's and YA Poetry Anthologists

I am not a big fan of National Poetry Month. Let's be honest: Imagine the results if we spent only one month each year eating well and exercising. Imagine the results if we spent only one month each year keeping our home clean and keeping our car in good working order. Imagine the results if we spent only one month each year reading aloud to our children. I can appreciate the good intentions people had of wanting to commemorate poetry, but we need to live poetry on a daily basis, not commemorate and, essentially, marginalize it. If you believe in the power of poetry like I do, then we need poetry in our faces, in our ears, and in our hands all the time, not just in April.

DIRECTIONS: Go to Google Books and search for "Mary Ann Hoberman" AND "I had a little brother." Click on one of the book results (it is found in many anthologies) and read the poem by the second U.S. Children's Poet Laureate. If you like this poem (I love this poem!), then you might want to check out some of those particular anthologies in which it is included. Remember this search tool. I find it of repeated value.

Now, I live in front of my laptop just as many hours as anyone else. And I wouldn't begin to hazard a guess as to how many hundreds of computer files within computer files within computer files I have created, accumulated, and lost track of over the past decade. So feel free to make a digital copy of your work, but don't even think about arguing over or ignoring the essence of these **DIRECTIONS** that will lead to editing and then sharing your very own Children's and/or YA Poetry Anthology.

DIRECTIONS: Visit a brick-and-mortar or online store and purchase a couple of packages of 100 5"x8" lined index cards. Also purchase either a file box that will hold the cards or else some sort of book, such as a photo album with sleeves, in which the cards can be maintained.

I hope that you have a favorite poem in your head. If you don't, this is the time to stop everything else and go find one and stick it in there in a hurry.

As soon as you acquire your index cards and remove the wrapping, neatly write down (or word-process, print out, and glue) that favorite poem onto an index card. At the top of the card, write the poem's title and author as well as the book's

citation. (If you are a numbers person and dig ISBNs, then feel free to include that, too.) Now you only have 99 more cards to fill.

As a teenager, much of my love for poetry came from song lyrics. There is certainly an overlap between poetry and lyrics. Do not fill your one hundred index cards with song lyrics. But feel free to do a few. Heck, go buy 200 index cards, use a hundred for song lyrics, and then memorize them. And remember that this overlap between poetry and lyrics is often the way to get teens thinking about the value of poetry.

DIRECTIONS: Go to <http://rustedpipe.vega.net/cracking.htm> and read the lyrics. (Feel free to also cue up or download the song, search for a YouTube video of it, or use it to create a new Pandora.com station. You can also track down a copy of *The Passionate Eye: The Collected Writings of Suzanne Vega*. I memorized this song from her first album a long time ago.)

So, from now on, every time you read a poem that really does something for you, you include it in your anthology. You've got to always have a few of those blank index cards at hand or, at least, something onto which you can write down the info for use later (title, author, ISBN, URL if you run across it online) whenever you encounter a keeper.

As you begin your anthology, you will need to decide upon a schema for organizing the cards. We will need to keep the cross-curricular aspects in mind, but there is just so much you can put on that card before the poem gets lost amidst the scribble. Back when I took that Movement and Music class as part of a course of study that led to a now-former career as a preschool Teacher/Director WHERE I SHARED POETRY EVERY SINGLE DAY, we would simply categorize each card as relating to either Animal, Child, Community, Machine, Physical Forces, or Plant. That worked well for me. Figure out what works for you. You just want to be sure to somehow organize your anthology so as to be able to quickly retrieve the poem that pops into your head as you sit with a class or stand talking with a teacher.

If you want to check out a few of the anthologies from the past and present that I've utilized:

My preschool Director years:

- *I Like You, If You Like Me: Poems of Friendship* selected by Myra Cohn Livingston. New York: McElderry, 1987.
- *The Random House Book of Poetry for Children* selected by Jack Prelutsky and Arnold Lobel, ill. New York: Random House, 1983.
- *Side by Side: Poems to Read Together* selected by Lee Bennett Hopkins and Hilary Knight. New York: Simon and Schuster, 1988.
- *Sing a Song of Popcorn: Every Child's Book of Poems* selected by Beatrice Schenk de Regniers, et al. New York: Scholastic, 1988.
- *Talking Like the Rain: A Read-to-Me Book of Poems* selected by Dorothy M. Kennedy, X.J. Kennedy, and Jane Dyer, ill. New York: Little Brown, 1991.

My bookseller years:

- *The 20th Century Children's Poetry Treasury* selected by Jack Prelutsky and Meilo So, ill. New York: Knopf, 1999.

Recent years:

- *Here's a Little Poem: A First Book of Poetry* collected by Jane Yolen, Andrew Fusek Peters, and Polly Dunbar, ill. Cambridge, MA: Candlewick, 2007.
- *The Bill Martin Jr. Big Book of Poetry* selected by Bill Martin Jr. and Michael R. Sampson. New York: Simon and Schuster, 2008.

Here are a few good words on using poetry from a long-time teacher:

DIRECTIONS: Retrieve and read this article: Kathy A. Perfect. "Rhyme and Reason: Poetry for the Head and Heart." *The Reading Teacher*. Newark: Apr 1999. Vol. 52, (7); p. 728.

DIRECTIONS: Retrieve and read this article: Sharon Ruth Gill. (2007). "The Forgotten Genre of Children's Poetry." *The Reading Teacher*, 60(7), 622-625.

DIRECTIONS: Retrieve and skim this article (if you are not already familiar with it): Marcia Bates. "The Design of Browsing and Berrypicking Techniques for the Online Search Interface." *Online Information Review*, Vol. 13(5), p.407.

The Marsha Bates berrypicking article was the best research-methods-related advice I came across in library school. I always try to employ Bates' strategies to seek out additional information when I discover a great article like Kathy Perfect's.

Chapter 3



Where Do We Find Poetry in the Children's and YA Library Collections?

In theory, most children's and YA poetry is catalogued and found here:

J808.1 Rhetoric of poetry

J811 American poetry

J811.008 American poetry—collections

In practice, the 811s are just the beginning of where we find poetry in our collections. There are many picture books that cataloguers will deliberate over before deciding to shelve a particular one with poetry, shelve it with picture books, or shelve it with books relating to the topic of the book. For example, a poetic picture book biography of a sports star might be shelved in poetry, shelved in picture books, shelved in biography, or shelved in sports. Recently, the practical realities of how such decisions are made had me thinking back to another former career as the Children's/YA Buyer for a bookstore chain. I was engaged in a discussion on a librarian listserv regarding the shelving of a dramatized biography that doesn't meet today's standards for quality biographies, but which remains part of many library collections for having garnered the Newbery Medal 50+ years ago (and for still being a terrific read). It was the librarian on that listserv who said, essentially, "We put a book where it's most accessible—where patrons will be most likely to find and read it" was the logic that made the most sense to me. That, of course, is how I did it at the bookstore.

We find a lot of poetry amidst the picture books. We find a lot of poetry scattered amongst the subject areas of nonfiction. We find poetry in the audio section. And, particularly since the 1997 publication of Karen Hesse's Newbery Medal-winning verse novel, *Out of the Dust*, poetry is found more and more amidst the fiction shelves of both the children's and YA collections.

Thus, the poetry found in the J811s frequently constitutes just a minority of a particular children's or YA collection. And, so, as librarians who love poetry and who are inspired by teachers like Karen A. Perfect to make poetry a part of our everyday and part of our patrons' everyday's, we need to be familiar with—and promote—poetry all over the library (and all over the curriculum).

What was I thinking?

Being that it was my desire to make this book useful in the field (and when you're working in the library) [silly pun joke], I utilized all these great tools available to us—WorldCat, BWI Title Tales, Amazon, Wikipedia, Google, and the books on the shelf—to make lists. When I was done I had put together a couple of lengthy appendices that together make up the majority of this book:

Appendix I contains is a listing of 500+ writers of children's and YA poetry—people from today, others from way back, and everyone in between. This is where I could indulge in nostalgia, going back and retrieving the publishing information on new and old books of children's poems that were in the library when I was a kid. You won't find the older books in the library any more (you'll be blown away by how many of them you can actually find used on Amazon), but you will find single poems from many of them amongst the great children's and YA poetry anthologies of the past decades. I sought out websites for the living poets and birth/death years for those who are no longer with us. I included some award information. Then I picked one representative title for each.

Appendix V contains a selection of children's and YA poetry books that are currently found on summer reading lists. The sampling is influenced by whose lists were online and were found near the top of Google results. (I could have kept going forever on that exercise.) Thus, it is not a complete list, but I did sufficient compiling to give you a good idea of the authors who, today, are frequently found on summer reading lists, and a good idea of which books are being used at this point in time with which grades. This is where you will find numerous anthologies. If you seek to add poetry to summer reading lists where none is currently included, I figure that the information in this compilation will be really helpful for advocating that change. If you already have poetry on the lists, then this will serve as a good checklist to assist you when you begin work on next year's lists.

Side trip: Finding a poem that is stuck in a corner of your brain

I can recall, three decades later, having walked into the (vinyl) record store in Southampton and hearing a song begin to play. I turned around to seek the source of the sound and saw that it was coming from a television. Or she was. It was the Material Girl before she was The Material Girl in a video before there was MTV. She was performing “Holiday,” and the song and the songstress were so amazing

that I could walk into that store today (which is no longer a music store) and show you to the foot exactly where that television was situated. I love when a new song does that to me. And I hate when I fail to learn what the song is, denying me the opportunity to repeat that pleasurable experience later on. (The kind of experience you can provide yourself, if you work hard on your poetry anthology index cards.) Back in the Seventies, as a teenager, I heard an amazing song while checking out blacklight posters in a Greenwich Village head shop. (God bless Wikipedia. You can go there if you don't know what a head shop is.) It literally took me years before I heard, by chance, that song playing on the radio and finally learned what it was. (The answer: the studio version of "Playing the Game" by Gentle Giant.)

So once you have experiences like these, you learn to dash for a pen while trying to catch four or five words in a row that you can google later. That's what happened recently when I was gift shopping in a clothing store in the mall (which is pretty foreign territory for me) and I heard a song being sung by a female vocalist who reminded me both of the B-52s and Tina Weymouth. I dashed for the counter, wrote down "the sun ain't shining no more" and now I can play the YouTube video repeatedly while I write and re-write this section.

It's not always so easy with children's poems.

Once you make poetry a daily happening in your school or public library, you can count on being approached one day by a teacher looking for a poem that's calling from the recesses of his or her consciousness. And the teacher is only going to have a few words to go on. So, what do you do with it?

Here's a line from a poem I read as a kid and re-discovered as a preschool director (one that always makes me happy because of magical backyard experiences I had as a four- and five-year-old):

"The trunk of a tree
is the road for me
on a sunny summer day."

If you google that line (in quotes) then you get no results. But if you go to Google Books and search the same quote, then you will retrieve results from which you will be able to learn something about the poem.

DIRECTIONS: Let's practice with that one. Open a window (for some fresh air) [another silly pun], then go to Google Books, enter the line of poetry (above) in quotes, and examine the three results.

Now we have information that three books contain the poem in question, and we can utilize WorldCat to track down the nearest copies to borrow, or we can seek out a cheap, used copy to purchase online. (If WorldCat reveals that there is no copy of any of those three books within a reasonable distance, then email me and I'll email you back a copy of the poem—another one I have memorized.)

If all else fails, then join a children's librarian or children's lit listserv and ask for help there. You should join a couple of these listservs anyway, even if—as I do—you are often too busy to do anything more than skim the subject headings as you delete 90% of the postings from your email without reading them.

And the tree I climbed in my backyard when I was four and five was most assuredly an apple tree and not—as in John's case—a gray-leaf tree. (See *You Don't Know Me*, page 4.) Unfortunately, my tree bore apples that were neither Macintosh nor Gravensteins. But they did make great applesauce. And the tree was great for climbing.



Chapter 4

Writing Our Own Poetry

How can you have students feeling comfortable writing poetry if you aren't comfortable doing so yourself? So, in order to really learn and feel comfortable working with students and poetry, it is advisable that we fool around, writing a bit of our own poetry using these forms, devices, and other moving parts. Relax. You don't have to share any of it, except with whichever of your household or farmyard critters happen to be around when you read your poems aloud to hear how they sound. **YOU HAVE TO READ POETRY ALOUD.** Now that you have nothing to fear, have fun. Be creative. See how well you can manipulate the English language to express your thoughts, feelings and funnybone.

DIRECTIONS: Go to and bookmark this page:

http://thinkfinity.org/PartnerSearch.aspx?orgn_id=9. For each of the forms, devices, etc. that we explore, you can go to this page and enter a term to find explanations, examples, and lesson plans.

Of course, I cannot be preaching all this stuff to you, unless I'm willing to give it a try, too. I am a writer but not experienced at writing poetry. But years of circle times made me brave enough to do anything. Here's a few forms I tried:

Term: Cinquain

Richie's Cinquain:

Nubians
floppy ears
bouncing, chomping, sunning
pastured pets seeking attention
goats

Term: Haiku

Richie's Haiku:

Lone brown crumbled leaf
At the edge of the puddle;
Stem froze in the mud.

Term: Acrostic

Richie's Acrostic:

Vegetables and minerals keep us healthy.
Eating animals or animal products is unnecessary.
Great way to live in harmony with the Earth
And it helps to lessen starvation. Being vegan is a
Nice way to treat people and all the planet's inhabitants.

Term: Limerick

Richie's Limerick:

On yonder branch, a squirrel, he sits;
From yonder plums, he's gnawing bits.
The bites were so fine
He continued to dine
And left me a treeful of pits



Chapter 5

Listening to Poetry

As we know historically, poetry was always written to be performed and shared and listened to as well as to be read. (One can just imagine Madonna's great-great grandparents strutting their stuff, belting out Italian sonnets.)

DIRECTIONS: Go to http://en.wikipedia.org/wiki/Poetry#Rhyme.2C_alliteration.2C_assonance and read about these repetitive patterns of sound that are employed by poets in crafting poems.

It is impossible to get the full effect of how the poet has brilliantly utilized these language patterns unless we read the poem aloud. The great fun of "I had a little brother" is the challenge of trying to read it aloud without stumbling.

Unfortunately, from what I've seen, there doesn't seem to be a lot of money to be made in recording children's poetry unless your name is Jack Prelutsky. But we are going to help change that.

And since I have now brought up the name of the esteemed, first U.S. Children's Poet Laureate (who performs his own audio recordings, which are all readily available):

DIRECTIONS: Go to the library or the bookstore, find a text copy or audio copy of *It's Raining Pigs and Noodles*, and at least read or listen to the poems "The Time has Come," "Worm Puree," and "I'm Caught Up in Infinity." Oh, and you should also check out "I Ate a Tooth This Morning," "My Parents Had the Flu Today," and "I'm Raising a Virtual Chicken." There are so many great ones—to me it feels like the children's poetry equivalent of The White Album. If you are really young and/or were born on Saturn, then you can go to Wikipedia and search for "The White Album." (Feel free to also cue up or download the album, search for YouTube videos of songs from it, or use it to create a new Pandora.com station.)

(And while you are at the library grab a batch of poetry books to begin reading.)

I hosted Jack Prelutsky for an event at the bookstore in 2000, when he did a book tour for the release of *It's Raining Pigs and Noodles*. I giggle when I'm reading

those little biographical blurbs about Prelutsky because of my experience with him. They usually mention his having been, among other things, a former Brooklyn taxi driver and folk singer.

So, I'm setting up for the event and Prelutsky walks in and asks me where he should park, because he's got his rental car across the street from the bookstore in a one hour zone. Now, you have to imagine downtown Sebastopol. Main Street is a one-way street that is three lanes wide with parking on both sides of those three. I explain to Jack that he needs to park in the lot around back of the store and then I watch him out the front window, impressed, as he dodges traffic to get back to his car and then as he cuts off three lanes of traffic to get where he needs to go. He comes strolling back in with his acoustic guitar and proceeds to entertain a hundred students like you wouldn't believe. We all had a blast listening to his reciting and singing (and getting to sing along to the chorus of "Worm Puree"). There is really something to be said for listening to poetry when it is presented like that!

DIRECTIONS: Go to the library or the bookstore, find and listen to an audio version of a children's or YA poetry book that is not written or performed by Jack Prelutsky.

Following are some audio recordings of children's poetry books that have been selected over the years as Notable Children's Recordings by the ALSC committee charged with that task. (ALSC is the Association for Library Service for Children, the division of the American Library Association (ALA) that is also responsible for the Newbery, Caldecott, and Sibert awards.)

- *Jazz* [audio] by Walter Dean Myers, Christopher Myers, ill., James Williams, nar., and Vaneese Thomas, nar. Pine Plains, NY: Live Oak Media, 2007.
- *Blues Journey* [audio] by Walter Dean Myers, Christopher Myers, ill., and Richard Allen, nar. Pine Plains, NY: Live Oak Media, 2003.
- *Heartbeat* [audio] by Sharon Creech and Mandy Siegfried, nar. Prince Fredrick, MD: Recorded Books, 2004.
- *Amber was Brave, Essie was Smart: The Story of Amber and Essie Told Here in Poems* [audio] by Vera B. Williams, Barbara Rosenblat, nar., Carine Montbertrand, nar., Daisy Eagan, nar., Chris Kubie, nar., Rory Young, and Arnie Cardillo. Pine Plains, NY: Live Oak Media, 2003.

- *How Do Dinosaurs Say Good Night* [audio] by Jane Yolen and Mark Teague, ill. Norwalk, CT: Weston Woods, 2005.
- *Charlie Parker Played Be Bop* [audio] by Chris Raschka, Richard Allen, nar. and Rory Young. Pine Plains, NY: Live Oak Media, 2003.
- *Zin! Zin! Zin!: a violin* [audio] by Lloyd Moss, Marjorie Priceman, ill., and Maureen Anderman, nar. Norwalk, CT: Weston Woods, 1999.
- *Harlem: a poem* [audio] by Walter Dean Myers, Ozzie Davis, nar., and Ruby Dee, nar. New Rochelle, NY: Spoken Arts, 1998.
- *Brown Honey in Broomwheat Tea* [audio] by Joyce Carol Thomas, Floyd Cooper, ill. and Ruby Dee, nar. New Rochelle, NY: Spoken Arts, 1998.
- *Monday's Troll* [audio] by Jack Prelutsky. Old Greenwich, CT: Listening Library, 1996.

Here are audio versions of a few other well-known children's poetry books that have not (or not yet) made the Notable Children's Recordings lists to which you might want to consider listening:

- *Love that Dog* [audio] by Sharon Creech and Scott Wolf. New York: Harper Children's Audio, 2002.
- *Hate the Cat* [audio] by Sharon Creech and Scott Wolf. New York: Harper Children's Audio, 2008.
- *Julie Andrew's Collection of Poems, Songs, and Lullabies* [audio] by Julie Andrews and Emma Walton Hamilton. New York: Hachette Audio, 2009.
- *When We Were Very Young & Now We are Six* [audio] by A.A. Milne and Miranda Richardson, nar. New York: Harper Children's Audio, 2004.
- *The Surrender Tree* [audio] by Margarita Engle. New York: Listening Library/Random House, 2009.

And here is a new one:

- *My Hippo Has the Hiccups [with CD] and other poems I totally made up* by Kenn Nesbitt. Naperville, IL: Sourcebooks Jaberwocky, 2009.



Chapter 6

We Gather Resources for Doing Poetry Digitally

Let's look back at some of the tools we've used so far: Google and Google Books. WorldCat. Wikipedia. Journal article databases. Title Tales. Hopefully, these are already available to young patrons through your digital libraries.

I figure it likely that you don't already have a poetry page for your young patrons. So let's get started on that. First, you'll need a link from the home page of your library site or your school's site to your poetry page. Figure out a catchy phrase for the link.

Okay. What to put on a poetry page. There can definitely be too much of a good thing. There are a ridiculous number of children's poetry-related websites. You should spend your time reading books of poetry rather than getting lost in websites. The same goes for the students. Dig deep and be very selective in which sites you include on your digital library poetry page.

VoiceThread is one of a number of computer-supported collaborative learning tools that can be used creatively through your digital website to promote poetry and learning in all sorts of fun ways.

Author websites: You will find in Appendix I that I have included all the author websites I could find for those I've listed. You can post some or all of these site links to your poetry page or on a supplemental page with a link to your poetry page.

DIRECTIONS: Visit a few of the author websites listed in Appendix I. You don't have to read every word. Instead, focus on what sorts of information is included. Put together a list of what you'd ideally like to be able to learn from visiting such sites. Which sites inspired you to read some (or some more) of that author's work? For those authors who provide links to other websites, what is the most useful or interesting link you encounter?

Great Websites: ALSC has a committee that evaluates websites for inclusion in their listing of Great Websites for Kids, which can be found here:

<http://www.ala.org/greatsites>

Here are some poet and poetry-related sites I've discovered amongst the ALSC Great Websites for Kids listings:

- Jack Prelutsky: <http://www.jackprelutsky.com>
- Janet Wong: <http://www.janetwong.com/>
- Kristine O'Connell George: <http://www.kristinegeorge.com>
- Shel Silverstein: <http://www.shelsilverstein.com>
- Kitz Page: <http://www.veeceet.com>
- Giggle Poetry: <http://www.gigglepoetry.com/index.aspx>
- Semantic Rhyming Dictionary: <http://www.rhymezone.com/>
- Poetry 180: <http://www.loc.gov/poetry/180>

I think that the most important site to include for young adults is <http://www.teenink.com/>, which, along with Teen Ink magazine, is supported by the nonprofit corporation the Young Authors Foundation.

Imagine that you have a couple of enthusiastic aspiring poets in your middle school or high school. You want to be supportive, and it would be nice to organize them into a poets support group. But you just know that it is going to be a struggle and a lot of work on your part to try and get it going and keep it going. Why struggle with that when Teen Ink offers the opportunity on any day of the week for teens to submit poems and have them be seen and discussed by hundreds of teens. (Your young poets can always put together an informal support/critique group if they prefer.) You will find that the poetry posted to the website is organized into the categories of Free Verse, Song Lyrics, Sonnet, Haiku, Limerick, and Ballad. It is really interesting to check out the poetry home page of Teen Ink, which lists the current top-voted and most-discussed poems on the site.

DIRECTIONS: Go to the poetry home page of Teen Ink <http://www.teenink.com/poetry/> and check out Today's Top Voted Poetry and Today's Most Discussed Poetry.

Check out what others have done with their sites. Here are a few school and public library poetry pages to check out. I only did a cursory search, so you might well track down others you like:

Independent School District, Center Point, TX

<http://www.cpsid.net/vnews/display.v/SEC/Library%7CSecondary%3E%3E8th%20Grade%20Resources>

Zwolle Elementary School, Zwolle, LA

<http://www.sabine.k12.la.us/zes/poetry/default.htm>

St. Vincent's Elementary School, Sainte-Foy, QC

<http://www.cqsb.qc.ca/svs/434/tpoetry.htm>

Holly Meadows Elementary School, Barrie, ON

<http://hol.scdsb.on.ca/Primary/Poetry/Poetry.htm>

Springfield, MA City Library

<http://www.springfieldlibrary.org/poetry/poetrypage.html>

Batesville, IN Public Library

<http://www.ebatesville.com/library/poetry.html>

Reminding you, again, to be very selective in what you include on your poetry web page. I've listed some online resources worth checking out in Appendix IV.



Chapter 7

We Become Performers

Public speaking is an important life skill, and one that challenges many of us. It took me several lifetimes to feel comfortable getting up in front of an audience. I believe that that is just how some of us are wired. Many young people are thoroughly delighted to be in the spotlight—even if it sometimes involves participation in various frowned-upon behaviors. Other people seem to start off fine as little kids and then have traumatic experiences that cause their becoming sensitive. That is why being a supportive (or not so supportive) audience can positively or adversely affect a young person's life.

I don't know what my own problem was. Well, okay, when Frankie Braille turned around in the middle of a choral performance in seventh grade and suggested to me that I quietly hum the rest of the songs, I was devastated and lost a lot of confidence. Nevertheless, I did okay four years later when I ran for student council president and had to speak before the entire high school. (I lost to a popular football star.) Maybe it was because it was only kids to whom I was speaking that I pulled off that campaign speech. In contrast, I sure as heck was shaking every time when, after college, I was getting up and speaking at legislative hearings about environmental issues. Then I completed some radio broadcasting classes. That didn't seem to make me much more comfortable. It actually was not until I completed some Early Childhood Education classes and began conducting circle times every day—leading songs and movement games, reading picture books and poems aloud—that I finally began to feel more comfortable and less self-conscious.

In any event, providing a safe and supportive environment in which young people can get up and read poems they have written or poetry they choose that has meaning for them is so important in providing great practice for the future. Remember that your failure to maintain a safe environment for them to perform may impact a kid's self-esteem for years.

Poetry programming in the library and beyond will typically involve students performing poetry or students listening to others performing poetry. We can host listening lunches and poetry slams. And they don't always have to be live or in-person. We have the technology to collaborate with other schools or libraries, along with a poet and his or her publisher, so that the poet can be doing a reading from

home, having his or her reading carried to, say, all the middle schools in the district, and then taking questions from students in each of those schools. Such utilization of technology will make possible what has been, budget-wise, out of the realm of possibility for most school districts. And there is an even easier twist to this idea: have the middle school kids utilize the same technology in order to perform “on TV” for students in the elementary schools. This, of course, can also be done in person, but the allure of having it being broadcast will get the elementary school audiences excited about performing poetry themselves and will inspire the middle school performers to innovative and reach new dramatic heights.

DIRECTIONS: Retrieve and read this article: Lindsay Ellis, Anne Ruggles Gere, L Jill Lamberton. “Out Loud: The Common Language of Poetry.” *English Journal* (High School Edition) Vol. 93(1) p.44 (September 2003)

DIRECTIONS: As you are compiling your index cards for your anthology, make sure to take note of which poems might make great performance poems. Again, you do this by reading the poems aloud—if only just to yourself—but preferably to others. Read to your dog or cat if necessary. Begin practicing re-reading those that work for you, and also see how long each one takes to perform. By the time you have completed your anthology, you should be able to figure out a selection of poems and an order in which to perform them so that you can craft a 30-35 minute recording. Practice, practice, practice. Then work at recording until you are satisfied with your playback. Then burn a CD copy to mail to each of your classmates (as well as to your nieces and nephews...and your mother. Don't ever forget your mother!).

There is a debate over how to properly read a poem in terms of line breaks when there is no punctuation at the end of a line. This is a wonderful thing in so far as no matter whatever your method is of reading a poem, you'll always be in agreement with an expert to whom you can defer when someone thoughtlessly tells you that you are reading it all wrong. You've got to stand up for doing it in the manner that turns you on.

DIRECTIONS: Retrieve and read this article:
<http://www.loc.gov/poetry/180/p180-howtoread.html>.

In contrast to Billy Collins, in Georgia Heard's *For the Good of the Earth and Sun: Teaching Poetry*, the author explains that a poet creates line breaks with intent and that the rhythm of a poem changes depending upon whether a poet employs longer

or shorter lines. Instead of just reading through those line breaks that end without punctuation as if the line break does not exist, Heard calls for pausing briefly at the end of each line.

DIRECTIONS: Try to be occasionally reading aloud poems alternately using one line-break strategy and then using the other. Take note of how the two strategies result in changes in tone, meaning, and enjoyment of the poem.



Chapter 8

Memorizing Poetry

When I was in Philadelphia, attending the National Council of Teachers of English annual convention, I had a great time talking to dozens of children's authors about my writing this book and my plans for using it to help teachers, librarians, and library students learn more about sharing poetry with children and young adults. During one of those enjoyable conversations, I was blown away when children's author Catherine Gilbert Murdock began to recite a passage from James Joyce's *Ulysses*. Whoa! Her recitation made me see her in an entirely different light. Oh, to wish that I could have responded in kind.

Hey guys! Don't you think a girl would be totally impressed—or at least thoroughly amused—if you flawlessly executed a passionate recitation of some great poem?

I believe that my childhood memorization of such things as multiplication tables and the powers of two (2, 4, 8, 16, 32, 64, 128...) were of great benefit to my general abilities to learn and for my abilities to recognize patterns. And I have always enjoyed the fun work of memorizing the words to songs, beginning back in my childhood and adolescence when I consciously learned the lyrics to songs by The Beatles, Bob Dylan, The Moody Blues, Joni Mitchell, and The Grateful Dead.

According to the Massachusetts English Language Arts Curriculum Framework:

"Memorizing poetry...can engage students in listening closely to the sounds and rhythmic sequences of words. Young children delight in making a poem their own by committing it to memory. Because memorization and recitation or performance require repeated readings of a poem...these techniques help students find layers of meaning that they might not discover in a single reading."

<http://www.doe.mass.edu/frameworks/ela/0601.pdf>

In researching for this book, I am finding evidence that, in past generations, some teachers used memorization as a punishment. Unquestionably, as caricatured in many a children's historical novel, nineteenth-century education involved a significant level of memorization. And, as is the way of things, the pendulum eventually swung the other way: the practice of memorization became discredited in many educational circles. Now most children miss out on the great benefits that result from the practice of memorization (including the way one is perceived

positively by members of the opposite sex). By the time I was growing up in the Boomer era, memorization of poetry was forgotten, at least in my neck of the woods. It was notable and memorable to me that my eighth grade American history teacher required us to each memorize and recite a poem of our own choosing each quarter. I loved it! Four decades later, I no longer remember all the words to those four poems, but I remember what poems they were and I clearly recall the structures and rhythm of each. To me, the key to the success of such an assignment was that it involved poems of my own choosing—poems which, for me, had meaning.

DIRECTIONS: Read this article: Michael Knox Beran. “In Defense of Memorization.” *City Journal* 14(3) Summer 2004. It is available online here: http://www.city-journal.org/html/14_3_defense_memorization.html

DIRECTIONS: Read this suggested process for memorizing a poem: <http://www.wikihow.com/Memorize-Quickly> (But feel free to use whatever method you prefer.)

DIRECTIONS: Choose a poem of at least 40 words (one that you have not previously memorized) and memorize it. Be on the lookout for a longer poem or a passage from a poem that you can also memorize. Find several informal audiences and recite the poem to them.



Chapter 9

Poetry for the Very Young

DIRECTIONS: Grab writing materials and turn to Appendix II. Look through it for some lively songs, rhymes, or poems that will make good accompaniment to skipping. Write down a few titles. If you don't recall all the words then look them up online and either write them out or print them out. Do the same for galloping and for marching; for hopping like a bunny or frog or kangaroo; and for walking on all fours or crawling. Then don some sneakers and appropriate garb, find a good-sized space somewhere that you feel comfortable, and skip around as you sing/recite one of the pieces you've chosen. (You need to do it so that you can feel the air rush by you.) Later do the same with galloping and marching; and with hopping and crawling. If you find the right smooth/slippery place to do so, you can go back to Appendix II and find one that will work while you sit on your bottom with your knees up, scooching yourself along as you pretend to row. (It seemed obvious to me that "Row, Row, Row Your Boat" would work for that one, but I discovered that "I am a Pizza" works just as well.)

In professional journals and online websites you can learn about the history of nursery rhymes that are often sung, as are lullabies. Young children find great delight and comfort in the rhyme and rhythmic feel of these verses that, in many cases, have been around and evolving for hundreds of years. This is an entryway to our helping develop and nurture lifelong fans of poetry.

Lullabies help relax little people (and big people) at naptime or bedtime. But during the more active hours of the day, it is developmentally inappropriate (and incredibly challenging) to keep groups of preschool aged children sitting for long periods of time. Thus, sharing poetry with the very young—typically in circle times—preferably and appropriately involves verses being joined to accompanying gross motor movements and/or fine motor movements. You switch back and forth between the more lively moving-around pieces and quieter sitting-down pieces, like when a picture book is being read aloud or when you sense the time is right to share a longer, quieter poem or you sing to them a multi-versed story song. I had no trouble getting three-year-olds to sit still, attentively listening to all the verses of songs like "Waltzing Matilda," "This Land is Your Land," and "Mister Tambourine Man" when I knew that they were ready to do so after first getting their fill of lively movement numbers such as "Shake Your Sillies Out," "Knees Up Mother Brown,"

"Sleeping Bears," or "Head Shoulders Knees and Toes" (sung repeatedly, faster and faster and faster, while doing the movements).

Successful circle times are well planned, employing a variety of tools. An experienced teacher can often plan out a circle time and (just like a star quarterback) change numbers as it goes along based upon the degree of energy being felt from the children on a particular day. But you've first got to really know your material and your audience.



Chapter 10

Children's and YA Poetry in the Curriculum

Poetry can be of great benefit to the curriculum. Once you are well versed in children's and YA poetry, you can use it as a bridge to all curricular areas. Turn the science teacher, the phys. ed. teacher, the math teacher, and the history teacher onto poems and books of poems that can enliven the curriculum. Even when not working directly with poetry, English teachers can be pairing poems with novels to add an interesting twist.

On the other hand...

"What's the greatest threat to poetry today?

"Comprehension questions in schools. Kids don't get the chance to get up and perform poetry, and enjoy it, because they're too busy counting adjectives and spotting metaphors."

from: Laura Barnett. (2009, July 21). G2: Arts: Portrait of the artist: Michael Rosen, writer 'Kids don't get the chance to enjoy poetry. They're too busy counting adjectives'. The Guardian, 23.

As I s-l-o-w-w-l-y worked my way through the alphabet of states, retrieving and searching curriculum frameworks and grade level expectations for inclusion of poetry (The results are compiled in Appendix V), I repeatedly asked myself whether those results were worth the effort involved in finding them. I have to believe that the answer is "Yes." Whether you are in a school library or a public library in Arkansas, you've got to know, for instance, that fourth grade teachers and students will be seeking out limericks and that sixth graders are supposed to be reading "a variety of poetry, with emphasis on narrative, including ballads." You've got to take that information into account when you are doing collection development, and you would be wise to have a pathfinder on your digital poetry page that lists books on the shelf and appropriate online limerick collections as well as the scattered single limericks to be found in your well known, well loved poetry anthologies.

DIRECTIONS: Try writing a limerick or an acrostic about state content standards and, when you succeed in really amusing yourself, send it out to your classmates or your friends who know about such things.

My initial motivation for seeking out details of where poetry is included in the standards was to see what kind of impediments those inclusions might lead to in

the enjoyment of poetry by young people. Frankly, what I've found is not nearly as bad as what I had anticipated. It makes me start to believe that if we are regularly exposing children and teens and their teachers to a lot of enjoyable poetry, things could actually and noticeably change. School librarians can be sharing some really enjoyable examples of those poetry forms that the students are (or are supposed to be, as per the standards) encountering. As librarians, we don't have to test students on poetry. We make it available and accessible and we share a little bit of it every chance we get. We can point out what we know about a poem and its poet, or—making sure to avoid the notion that there is just one answer—can share our own feelings about a poem. We want to leave plenty of room for students to take ownership of a poem we've turned them on to without burdening them with our own interpretation of and feelings about it. If the teacher is around, we'll be modeling that behavior so that teachers can learn to do the same.

And, then, we get to the big picture. When you make time to do so, you need to look at your state's standards; you need to look at the way the teachers in your community are implementing those standards; and you need to consider what public education is all about. If we are trying to create lifelong learners who are creative and persistent and ethical, if we are trying to create the generations who will care for us in our old age and take over stewardship of our troubled planet, then we need to look at the blueprint that we are using and see if it really is going to get us where we want to go. We need to take a good look at the American Association of School Librarian Standards for the 21st Century Learner (<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>) and see how those expectations match up to our state's educational blueprint. Then we can decide to just ignore what is going on, or we can try to do our part in really making a difference.



Chapter 11

Putting It All Together

DIRECTIONS: Go take a nice, long walk—at least for an hour—and take advantage of the fresh air to help you think of great ideas for working with kids and poetry. Feel free to let your mind wander to other ways that you can make the world a better place. I find that walking frequently enables me to stop seeing the trees and, instead, see the forest.

Okay. What are we going to do to make children's and YA poetry happen in the library? How are we going to enable kids and teens to feel comfortable poking through books of poetry and finding words that speak to, comfort, amuse, and enlighten them?

We are going to expand our personal knowledge bases by becoming familiar with a lot of books of children's and YA poetry, including picture books and verse novels. We will do that by reading a lot, by becoming anthologists, and by sharing with each other.

We are going to begin evaluating and expanding our poetry collections.

We are going to sneak in a poem every time we meet with a class.

We are going to use the expert knowledge we accrue to advocate for the inclusion of books of poetry, including verse novels, throughout the lists for summer reading programs.

We are going to create a digital children's and YA poetry center.

We are going to begin displaying poetry in the library. Perhaps we will create a poetry corner or a poetry wall where we can spotlight new acquisitions and share patron's poetry. Maybe we can create a series of photos or videos where local officials or the members of the fire department are reading from books of poetry.

We are going to work on bringing authors of children's and YA poetry books to the library for presentations and book signings. (Remember that you can be designing programs that involve connecting poets from their homes with your students through technology.)

We are going to craft all sorts of creative poetry programming for children and young adults.

We are going to make sure that students always feel safe when they read aloud to others and when they express their own personal opinions about a poem.

We are going to create the audio of our reading some of our favorite poems. We will inspire teachers and principals and school nurses and custodians to compile their own favorite poems and will record them reading. We will have middle school students performing for elementary students.

I believe that our enthusiasm and persistence will lead to lots and lots of young people discovering the pleasure in and value of poetry. Their enthusiasm will be infectious.

Resuscitate a book of children's or YA poetry. The reality is that, in due course, most books that are published eventually go out of print. The exceptions are award winners. But you will find it typical for children's and YA poetry books that are published today to go out of print far too quickly. When we succeed in our revolution to get everyone excited about children's and YA poetry, we will be able to bring back some great books of children's and YA poetry that are now out of print.

DIRECTIONS: When you are doing all of your reading, keep your eyes open for a great children's or YA poetry book that is out of print. Verify that it is really out of print, not merely between printings or scheduled editions (for example, the paperback edition is due in a few months). Compose an enthusiastic and persuasive one-page letter on why the book serves a need amongst children and young adults and should be back in print. Determine who is an appropriate person at the book's publisher to whom you can send your essay, then send it to them. I've found that publishers are great listeners. I've had publishers who knew I was working on this project tell me that if I let them know which of their children's and YA poetry books should be back in print, they would listen to me. Of course, I said, "You'll be hearing from my readers."

Okay. Get to work.



Appendix I: Writers of children's and YA poetry with accompanying author websites, major awards listings, and a representative book by each:

PB = picture book

V = novel in verse

PK = pre-kindergarten (four and five year-olds)

E = elementary (grades K-5)

M = middle (grades 6-8)

H = high (grades 9-12)

Diane Ackerman

<http://dianeackerman.com/>

Author of the Lee Bennett Hopkins

Poetry Award Honor book:

Animal Sense by Diane Ackerman and Peter Sis, ill. New York: Knopf, 2003. (PB, E, M)

Arnold Adoff

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

1988 NCTE Award for Excellence in Poetry for Children

Black is Brown is Tan by Arnold Adoff and Emily McCully, ill. New York: Harper & Row, 1973. (PB, PK, E) .

Jaime Adoff

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

Author of the Lee Bennett Hopkins

Poetry Award Honor book *The Song Shoots out of my Mouth* illustrated by Martin French.

Winner of the Coretta Scott King Taskforce John Steptoe New Talent Award for *Jimi & Me*.

Names Will Never Hurt Me by Jaime Adoff. New York: Dutton, 2004. (V, M, H)

Joan Aiken (1924-2004)

The Skin Spinners: Poems by Joan Aiken and Ken Rinciari. New York: Viking, 1976. (E, M)

John Agard

no website found

The Young Inferno by John Agard and Satoshi Kitamura. London: Francis London Children's, 2009. (PB, M, H)

Jon Agee

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

Orangutan Tongs: poems to tangle your tongue by Jon Agee. New York: Hyperion, 2009. (PB, E, M)

Conrad Aiken (1889-1973)

Cats and Bats and Thing with Wings by Conrad Aiken and Milton Glaser, ill. New York: Atheneum, 1965. (PB, E, M)

Francisco X. Alarcon

no website found

Author of the Pura Belpré Honor book:
*From the Bellybutton of the Moon and
other summer poems / Del Ombligo de
la Luna y Otro Poemas de Verano* by
Francisco X. Alarcon and Maya
Christina Gonzales, ill. San Francisco,
CA: Children's Book Press, 1998. (PB,
E)

Dorothy Aldis (1896-1966)

All Together: a child's treasury of verse
by Dorothy Aldis. New York: Putnam,
1952. (E)

Cecil F. Alexander (1818-1895)

All Things Bright and Beautiful by
Cecil F. Alexander and Ashley Bryan,
ill. New York: Atheneum, 2010. (PB,
PK, E, M)

Marie Louise Allen

no website found
A Pocketful of Poems by Marie Louise
Allen. New York: Harper, 1957. (E)

Sandra Alonzo

<http://www.sandraalonzo.com/>
Gallop-o-Gallop by Sandra Alonzo and
Kelly Murphy, ill. New York: Dial,
2007. (E)

Susan Altman

no website found
Ancient Africa (Modern Rhymes about
Ancient Times series) by Susan
Altman, Susan Lechner, and Donna
Perrone, ill. New York: Children's
Press, 2001. (PB, E, M)

Giles Andreae

no website found
Dinosaurs Galore! by Giles Andreae
and David Wojtowycz, ill. Wilton, CT:
Tiger Tales, 2005. (PB, E)

Joan Walsh Anglund

no website found
Morning is a Little Child: poems by
Joan Walsh Anglund. New York:
Harcourt Brace World, 1969. (E)

Kathi Appelt

<http://www.kathiappelt.com/>
Author of the Newbery Honor book
and National Book Award finalist *The
Underneath*
*Poems from Homeroom: a Writer's
Place to Start* by Kathi Appelt. New
York: Henry Holt, 2002. (M, H)

Richard Armour (1906-1989)

A Dozen Dinosaurs by Richard Armour
and Paul Galdone. New York:
McGraw-Hill, 1967. (PB, E, M)

Jorge Arqueta

<http://jorgearqueta.com/>
*Talking with Mother Earth/
Hablando con madre tierra*
Poems/Poemas by Jorge Arqueta and
Lucia Angela Perez, ill. Toronto, ON:
Groundwood, 2006. (PB, E, M)

Ruth Ashby

no website found

Caedmon's Song by Ruth Ashby and Bill Slavin, ill. Grand Rapids, MI: Eerdmans, 2006. (PB, E)

Frank Asch

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

Cactus Poems by Frank Asch and Ted Lewin, photo. San Diego, Harcourt, 1998. (PB, E, M)

Linda Ashman

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

The Essential Worldwide Monster Guide by Linda Ashman and David Small, ill. New York: Simon & Schuster, 2003. (PB, E, M)

Jim Aylesworth

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

Old Black Fly by Jim Aylesworth and Stephen Gammell. New York: Henry Holt, 1992. (PB, PK, E)

Rhoda W. Bacmeister (1894-1991)

Stories to Begin On by Rhoda W. Bacmeister. New York: Dutton, 1950. (E)

Brod Bagert

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

Let Me Be...The Boss: Poems to Perform by Brod Bagert and G.L. Smith, ill. Honesdale, PA: Wordsong, 1992. (E)

Audrey B. Baird

no website found

Storm Coming! by Audrey B. Baird and Patrick O'Brien, ill. Honesdale, PA: Wordsong, 2001. (PB, E)

Keith Baker

no website found

Big Fat Hen by Keith Baker. San Diego, CA: Harcourt, 1994. (PB, PK, E)

Andrea Beaty

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

Iggy Peck, Architect by Andrea Beaty and David Roberts, ill. New York: Abrams, 2007. (PB, E)

Karen Beaumont

<http://karenbeaumont.com/>

Move Over, Rover! by Karen Beaumont and Jane Dyer, ill. San Diego, CA: Harcourt, 2006. (PB, PK, E)

Carolyn Beck

no website found

Buttercup's Lovely Day by Carolyn Beck and Andrea Beck, ill. Victoria, BC: Orca, 2008. (PB, E)

Harry Behn (1898-1973)

Windy Morning: poems and pictures by Harry Behn. New York: Harcourt, Brace, 1953. (E)

Hillaire Belloc (1870-1953)

Cautionary Tales & Bad Children's Book of Beasts by Hillaire Belloc. Mineola, NY: Dover, 2008. (M, H)

Natalia Maree Belting

Calendar Moon by Natalia Maree Belting and Bernarda Bryson, ill. New York: Holt, Reinhardt, Winston, 1964. (PB, E)

Ludwig Bemelmans (1898-1962)

Madeline by Ludwig Bemelmans. New York: Simon & Schuster, 1939. (PB, PK, E)

Rowena Bennett (1896-1981)

Songs from Around a Toadstool Table by Rowena Bennett and Lucille W. Holling, ill. Chicago: Follett, 1937. (PB, E, M)

Barbara Helen Berger

<http://bhberger.com/>

A Lot of Otters by Barbara Helen Berger. New York: Philomel, 1997. (PB, PK, E)

Marianne Berkes

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

Over in the Arctic Where the Cold Winds Blow by Marianne Berkes and Jill Dubin, ill. Nevada City, CA: Dawn, 2008. (PB, PK, E)

Jennifer Berne

<http://jenniferberne.com/>

Manfish: A Story of Jacques Cousteau by Jennifer Berne and Eric Puybaret, ill. San Francisco, CA: Chronicle Books, 2008. (PB, E, M)

Carmen T. Bernier-Grand

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

Author of the Pura Belpre Illustrator Honor books *Viva la Vida: long live life* and:

Cesar: si, se puede! yes, we can! by Carmen T. Bernier-Grand and David Diaz, ill. New York: Marshall Cavendish, 2004. (PB, E, M)

James Berry

no website found

Isn't My Name Magical?: Sister and Brother poems by James Berry and Shelly Hehenberger, ill. New York: Simon & Schuster, 1999. (E)

Clare Bevan

no website found

Ballerina Poems by Clare Bevan and Lara Jones, ill. London: Macmillan Children's, 2007. (PB, E)

John Bierhorst

no website found

On the Road of Stars: Native American night poems and sleep charms by John Bierhorst and Judy Pedersen, ill. New York: Macmillan, 1994. (PB, E, M)

Kelly Bingham

no website found

Shark Girl by Kelly Bingham. Cambridge, MA: Candlewick Press, 2007. (V, M, H)

Quentin Blake

<http://www.quentinblake.com/index.html>

British Children's Laureate, 1999-2001

All Join In by Quentin Blake. New York: Little Brown, 1991. (PB, E)

Francesca Lia Block

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

Winner of the Margaret A. Edwards Award

How to (Un)cage a Girl by Francesca Lia Block. New York: Harper Teen, 2008. (H)

N.M. Bodecker (1922-1988)

Pigeon Cubes and other verse by N.M. Bodecker. New York: Atheneum, 1982. (E, M, H)

Philip Booth (1925-2007)

The Crossing by Philip Booth and Bagram Ibtouline, ill. Cambridge, MA: Candlewick, 2001. (PB, E)

David Bouchard

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

Author of the Lee Bennett Hopkins Poetry Award winner *Voices from the Wild* illustrated by Ron Parker.

If You're Not from the Prairie by David Bouchard and Henry Ripplinger, ill. Vancouver, BC: Raincoast, 1994. (PB, E, M)

Anne Bowen

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

I Know an Old Teacher by Anne Bowen and Stephen Gammell, ill. Minneapolis, MN: Carolrhoda, 2008. (PB, PK, E)

Barbara Brenner

no website found

The Earth is Painted Green: a garden of poems about our planet by Barbara Brenner and S.D. Schindler, ill. New York: Scholastic, 1994. (PB, E, M)

Pat Brisson

<http://www.enter.net/~brisson/>

The Best and Hardest Thing by Pat Brisson. New York: Viking, 2010. (V, M, H)

Gwendolyn Brooks (1917-2000)

Bronzeville Boys and Girls by Gwendolyn Brooks. New York: Harper, 1956. (E)

(Reissued in 2008 with illustrations—this time more properly depicting children of color—by Faith Ringgold. New York: Amistad, 2006.)

Walter R. Brooks (1886-1958)

The Collected Poems of Freddy the Pig by Walter R. Brooks. New York: Knopf, 1953. (E)

Calef Brown

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

Author of the Myra Cohn Livingston Award for Poetry winner *Flamingos on the Roof*.

Polkabats and Octopus Slacks: 14 Stories by Calef Brown. Boston: Houghton Mifflin, 1998. (PB, E, M)

Margaret Wise Brown (1910-1952)

Author of *Goodnight Moon*.

Under the Sun and the Moon and other poems by Margaret Wise Brown and Tom Leonard, ill. New York: Hyperion, 1993. (PB, E)

Susan Taylor Brown

<http://www.susantaylorbrown.com>
Hugging the Rock by Susan Taylor Brown. Berkeley, CA: Tricycle Press, 2006. (V, M)

Ashley Bryan

no website found

Author of the Lee Bennett Hopkins Poetry Award winner *Sing to the Sun*. Author and illustrator of the Coretta Scott King Illustrator Award winners *Beat the Story Drum, pum-pum, Beautiful Blackbird, and Let it Shine: Three Favorite Spirituals..* Author of the Coretta Scott King Honor book *Lion and the Ostrich Chicks and other African folk poems*. Author and illustrator of the Coretta Scott King Illustrator Honor books *Ashley Bryan's ABC of African American Poetry, I'm Going to Sing: Black American Spirituals, What a Morning! The Christmas Story in Black Spirituals, and All Night, All Day: A Child's First Book of African American Spirituals*.

May Hill Arbuthnot Lecture Award Honoree.

Ashley Bryan: Poems and Folktales (Audio CD). Belfast, ME: Audio Bookshelf, 1994. (E, M)

Jen Bryant

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

Author of Caldecott Honor book, *A River of Words: the story of William Carlos Williams*.

Ringside, 1925: Views from the Scopes Trial by Jen Bryant. New York: Knopf, 2008. (V, E, M)

Brad Burg

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

Outside the Lines: Poetry at Play by Brad Burg and Rebecca Gibbon, ill. New York: Putnam, 2002. (PB, E)

Robert Burleigh

<http://robertburleigh.com/>

Hoops by Robert Burleigh and Stephen Johnson. San Diego, CA: Silver Whistle, 1997. (PB, E, M)

Cylin Busby

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

First Kiss (Then Tell) edited by Cylin Busby. New York: Bloomsbury, 2008. (M, H)

Timothy Bush

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

Ferocious Girls, Steamroller Boys, and other poems in between by Timothy Bush. New York: Orchard, 2000. (PB, E)

Stephanie Calmenson

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

Jazzmatazz by Stephanie Calmenson and Bruce Degan, ill. New York: HarperCollins, 2008.

Eileen Cameron

Eileen Cameron

no website found

Canyon by Eileen Cameron and Michael Collier, photo. New York: Mikaya, 2002. (PB, E, M)

Lori M. Carlson

no website found

Cool Salsa: bilingual poems on growing up Latino in the United States by Lori M. Carlson. New York: Henry Holt, 1994. (M, H)

Lewis Carroll (1832-1898)

Jabberwocky by Lewis Carroll and Stephane Jorisch, ill. Toronto, ON: Kids Can Press, 2004. (PB, M, H)

Anne Carson

no website found

Autobiography of Red: a novel in verse by Anne Carson. New York: Knopf, 1998 (V,H)

Marlene Carvell

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

Sweetgrass Basket by Marlene Carvell. New York: Dutton, 2005. (V, M, H)

Sylvia Cassedy

no website found

Zoomrimes: poems about things that go by Sylvia Cassedy and Michele Chessare, ill. New York: HarperCollins, 1993. (PB, PK, E)

Siv Cedering (1939-2007)

The Blue Horse, and other night poems by Siv Cedering and Donald Carrick, ill. New York: Seabury Press, 1979. (PB, E)

Blaise Cendrars (1887-1961)

Shadow by Blaise Cendrars and Marcia Brown, ill. New York: Scribners, 1982. (PB, E, M)

Thalia Chaltas

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

Because I am Furniture by Thalia Chaltas. New York: Viking, 2009. (V, M, H)

Deborah Chandra

no website found

Balloons and other poems by Deborah Chandra and Leslie Bowman, ill. New York: Farrar, Straus & Giroux, 1990. (PB, E)

Remy Charlip

no website found

Sleepytime Rhyme by Remy Charlip. New York: Greenwillow, 1999. (PB, PK, E)

Andrea Cheng

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

Where the Steps Were by Andrea Cheng. Honesdale, PA: Wordsong, 2008. (V, E, M)

Bonnie Christensen

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

Rebus Riot by Bonnie Christensen.
New York: Dial, 1997. (PB, E, M)

Marchette Chute (1910-1994)

Around and About: rhymes by
Marchette Gaylord Chute. New York:
Dutton, 1957. (E)

John Ciardi (1916-1986)

1982 NCTE Award for Excellence in
Poetry for Children
You Read to Me, I'll Read to You by
John Ciardi. Philadelphia: Lippencott,
1962. (PK, E)

Pauline Clarke

Silver Bells & Cockle Shells by
Pauline Clarke. New York: Abelard
Schulman, 1962. (E, M)

Andrew Clements

<http://www.andrewclements.com/>
Dogku by Andrew Clements and Tim
Bowers, ill. New York: Simon &
Schuster, 2007. (PB, E)

Brian P. Cleary

<http://www.brianpcleary.com/>
*Hairy, Scary, Ordinary: What is an
Adjective?* by Brian P. Cleary and
Jenya Prosmitsky, ill. Minneapolis,
MN: Carolrhoda, 2000. (PB, E, M)

Elizabeth Coatsworth (1893-1986)

The Cat and the Captain by Elizabeth
Coatsworth. New York: Macmillan,
1927. (E, M)

Joanna Cole

no website found
*Miss Mary Mack and other street
rhymes* by Joanna Cole, et al. New
York: Morrow, 1990 (E)

William Cole (1912-1992)

Poem Stew by William Cole and Karen
Ann Weinhaus. New York: JB
Lippencott, 1981. (PB, PK, E)

Mary Ann Coleman

no website found
The Dreams of Hummingbirds by
Mary Ann Coleman and Robert
Masheris, ill. Morton Grove, Ill: Albert
Whitman, 1993. (PB, M, H)

Hilda Conkling (1910-1986)

Poems of a Little Girl by Hilda
Conkling. New York: A Stokes, 1920.
(E)

Wendy Cope

no website found
Twiddling Your Thumbs by Wendy
Cope and Sally Kindberg, ill. Boston:
Faber & Faber, 1988. (PB, PK, E)

Robert Cormier (1925-2000)

Winner of the Margaret A. Edwards
Award
Frenchtown Summer by Robert
Cormier. New York:

Delacorte/Random House, 1999. (V, M, H)

Eireann Corrigan

no website found

Splintering by Eireann Corrigan. New York: Scholastic, 2004. (V, H)

Dave Crawley

no website found

Cat Poems by Dave Crawley and Tamara Petrosino, ill. Honesdale, PA: Wordsong, 2007. (PB, PK, E)

Sharon Creech

<http://www.sharoncreech.co.uk/>

Love that Dog by Sharon Creech. New York: HarperCollins, 2001. (V, E, M)

Gary Crew

no website found

Troy Thompson's Excellent Poetry Book by Gary Crew and Craig Smith, ill. La Jolla, CA: Kane/Miller, 2003. (PB, E, M)

Nina Crews

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

The Neighborhood Mother Goose by Nina Crews. New York: Greenwillow, 2003. (PB, PK, E)

Kristyn Crow

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

Cool Daddy Rat by Kristyn Crow and Mike Lester. New York: Putnam, 2008. (PB, E, M)

Curtis L. Crisler

no website found

Tough Boy Sonatas by Curtis L. Crisler. Honesdale, PA: Wordsong, 2007. (M, H)

John Cunliffe

no website found

John Cunliffe's Fizzy Wizzy Poetry Book by John Cunliffe. London: Scholastic Children's, 1995. (E)

Margery Cuyler

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

Princess Bess Gets Dressed by Margery Cuyler and Heather Maione, ill. New York: Simon & Schuster, 2009. (PB, PK, E)

Kurt Cyrus

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

Tadpole Rex by Kurt Cyrus. San Diego, CA: Harcourt, 2008 (PB, PK, E, M)

Roald Dahl (1916-1990)

Dirty Beasts by Roald Dahl and Quentin Blake, ill. New York: Puffin, 2002. (E, M)

Kalli Dakos

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

If You're Not Here, Please Raise Your Hand: poems about school by Kalli

Dakos and G. Brian Karas, ill. New York: Simon & Schuster, 1990. (PB, E)

Lulu Delacre

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

Author of the Pura Belpre Illustrator Honor book *The Bossy Gallito / El Gallo de Bodas: a Traditional Cuban Folktale* retold by Lucia Gonzales. *Arroz con Leche: popular songs and rhymes from Latin America*. New York: Scholastic, 1989. (PK, E)

Walter de la Mare (1873-1953)

Songs of Childhood by Walter de la Mare [Walter Rama, pseud.]. London, 1902. (Available to read online through Project Guttenberg.)

Mary Grace Dembeck

no website found

Moonsnacks and Assorted Nuts by Mary Grace Dembeck and Jean Pidgeon, ill. Gridgeport, CT: Green Bark Press, 1994. (PB, E)

Carmen Bernos de Gasztold

no website found

Prayers from the Ark by Carmen Bernos de Gasztold and Rummer Godden, trans. New York: Viking, 1962. (E, M)

Beatrice Schenk de Regniers (1914-2000)

author of the Caldecott Medal winner *May I Bring a Friend*

The Way I Feel Sometimes by Beatrice Schenk de Regniers and Susan Meddaugh, ill. New York: Clarion, 1998. (PB, E, M)

Anna Dewdney

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

llama llama mad at mama by Anna Dewdney. New York: Viking, 2007. (PB, PK, E)

Emily Dickinson (1830-1886)

My Letter to the World and other poems by Emily Dickinson and Isabelle Arsenault, ill. Toronto, ON: Kids Can Press, 2008. (PB, E, M, H)

Leo and Diane Dillon

no website found

Illustrators of the Caldecott Medal winners *Why Mosquitoes Buzz in People's Ears* by Verna Aardema and *Ashanti to Zulu: African Traditions* by Margaret Musgrove. Authors and illustrators of the Coretta Scott King Illustrator Honor book *Rap a tap tap: here's Bojangles think of that!*

Illustrators of the Coretta Scott King Illustrator Honor book *The People Could Fly - the picture book* by Virginia Hamilton.

Authors and illustrators of the Coretta Scott King Illustrator Honor book: *Jazz on a Saturday Night* by Leo and Diane Dillon. New York: Blue Sky Press/Scholastic, 2007. (PB, E, M)

Emanuel di Pasquale

no website found

Cartwheel to the Moon: my Sicilian childhood by Emanuel di Pasquale and K. Dyble Thompson, ill. Chicago: Cricket, 2003. (PB, E, M)

Rebecca Kai Dotlich

<http://www.rebeccakaidotlich.com>

Lemonade Sun: and other summer poems by Rebecca Kai Dotlich and Jan Spivey Gilchrist, ill. Honesdale, PA: Wordsong, 1998. (PB, PK, E)

Denise Doyen

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

Once Upon a Twice by Denise Doyen and Barry Moser, ill. New York: Random House, 2009. (PB, E, M)

Crescent Dragonwagon

Author of the Coretta Scott King
Illustrator award winner
Half a Moon and One Whole Star by
Crescent Dragonwagon and Jerry
Pinkney, ill. New York: Macmillan,
1986. (PB, PK, E)

Paul Duggan

no website found

*Two Skeletons on the Telephone and
other poems from Tough City* by Paul
Duggan and Daniel Sylvestre, ill.
Brookfield, CT: Millbrook, 1999. (PB,
E, M)

Paul Laurence Dunbar (1872-1906)

*Jump Back, Honey: the poems of Paul
Laurence Dunbar* by Ashley Bryan,
ill., Carole Byard, ill., Jan Spivey
Gilchrist, ill., Brian Pinkney, ill., Jerry

Pinkney, ill., and Faith Ringgold, ill.
New York: Jump at the Sun, 1999.
(PB, M, H)

Ivy O. Eastwick (dec.)

Cherry Stones! Garden Swings! by Ivy
O. Eastwick. New York: Abingdon
Press, 1962. (E)

Kim Echlin

no website found

*Inanna: from the myths of ancient
Sumer* by Kim Echlin and Linda
Wolfsgruber, ill. Toronto, ON:
Groundwood, 2003. (PB, M, H)

Richard Edwards

no website found

The Word Party by Richard Edwards
and John Lawrence, ill. New York:
Delacorte, 1992. (PB, E)

David Elliott

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

And Here's to You by David Elliott and
Randy Cecil, ill. Cambridge, MA:
Candlewick, 2004. (PB, PK, E)

Zetta Elliott

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

Bird by Zetta Elliott and Shada
Strickland, ill. New York: Lee & Low,
2008. (PB, E, M)

Margarita Engle

no website found

Author of the Newbery Honor book,
Pura Belpre Award winner, and Lee

Bennett Hopkins Poetry Award Honor book *The Surrender Tree*.

Author of the Pura Belpre Award winner:

The Poet Slave of Cuba: a biography of Juan Francisco Manzano. New York: Henry Holt, 2006. (V, M, H)

Barbara Juster Esbensen (1925-1996)

1994 NCTE Award for Excellence in Poetry for Children

Author of the Lee Bennett Hopkins Poetry Award winner *Dance With Me* illustrated by Megan Lloyd.

Swing Around the Sun: poems by Barbara Juster Esbensen and Barbara Fumagalli, ill. Minneapolis, MN: Lerner, 1965. (PB, PK, E)

Willard R. Espy (1910-1999)

A Children's Almanac of Words at Play by Willard R. Espy and Bruce Cayard, ill. NY: CN Potter, 1982. (E, M, H)

Craig Crist-Evans (1954-2005)

North of Everything by Craig Crist-Evans. Cambridge, MA: Candlewick Press, 2004. (V, M)

Norma Farber (1909-1984)

Small Wonders: poems by Norma Farber and Kazue Mizumura, ill. New York: Coward, McCann, & Geoghegan, 1979.

Eleanor Farjeon (1881-1965)

Eleanor Farjeon's Poems for Children by Eleanor Farjeon. New York: HarperCollins, 1984. (E, M)

Max Fatchen

no website found

The Country Mail is Coming: poems from down under by Max Fatchen and Catharine O'Neill, ill. Boston: Joy Street, 1980, (PB, E, M)

Gene Fehler

<http://genefehler.com/>

Beanball by Gene Fehler. New York: Clarion, 2008. (V, E, M)

Lawrence Ferlinghetti

no website found

Mr. Ferlinghetti's Poem by Lawrence Ferlinghetti and David Frampton. Grand Rapids, MI: Eerdmans, 2006. (PB, PK, E)

Eugene Field (1850-1895)

Wynken, Blynken, and Nod by Eugene Field and Giselle Potter. New York: Schwartz & Wade, 2008. (PB, PK, E)

Rachel Field (1894-1942)

A Circus Garland: poems by Rachel Field and Prentiss Taylor, ill. Washington, DC: Winter Wheat, 1930. (E)

Terri Fields

<http://terrifields.com/>

After the Death of Anna Gonzales. New York: Henry Holt, 2002. (V, M, H)

Eric Finney

no website found

Billy and Me and the Igloo and other poems by Eric Finney and Sue Heap, ill. London: Edward Arnold, 1986. (PB, E)

Aileen Fisher (1906-2002)

1978 NCTE Award for Excellence in Poetry for Children

In the Woods, In the Meadow, In the Sky by Aileen Fisher and Margot Tomes, ill. New York: Scribner, 1965. (PK, E, M)

Michael Flanders (1922-1975)

Creatures Great and Small by Michael Flanders and Marcello Minale, ill. New York: Holt, Rinehart and Winston, 1964. (PB, E, M)

Paul Fleischman

<http://www.paulfleischman.net/>

Author of the Newbery Medal winner: *Joyful Noise: poems in two voices* by Paul Fleischman. New York: HarperCollins, 1988. (E, M, H)

Denise Fleming

<http://denisefleming.com/>

Author/Illustrator of Caldecott Honor book *In the Small, Small Pond*. *In the Tall, Tall Grass* by Denise Fleming. New York: Henry Holt, 1991. (PB, PK, E)

Ralph Fletcher

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

Ordinary Things: poems from a walk in Early Spring by Ralph Fletcher and Walter Lyon Krudop, ill. New York: Atheneum, 1997. (E, M)

Douglas Florian

<http://floriancafe.blogspot.com/>

Author of the Lee Bennett Hopkins Poetry Award winner *Beast Feast*. *Dinothesaurus: Prehistoric Poems and Paintings* by Douglas Florian. New York: Atheneum, 2009. (PB, E, M)

Christine Ford

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

Scout by Christine Ford. New York: Delacorte, 2006. (V, E, M)

Ruth Forman

no website found

Young Cornrows Callin Out the Moon by Ruth Forman and Chabi Bayoc. San Francisco: Children's Book Press, 2007. (PB, E)

Victoria Forrester

no website found

A Latch Against the Wind by Victoria Forrester. New York: Atheneum, 1985. (M, H)

Mem Fox

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

Ten Little Fingers and Ten Little Toes by Mem Fox and Helen Oxenbury, ill. San Diego, CA: Harcourt, 2008. (PB, PK, E)

Jeff Foxworthy

<http://www.jefffoxworthy.com/>
Dirt on my Shirt by Jeff Foxworthy
and Steve Bjorkman, ill. New York:
HarperCollins, 2008. (PB, E)

Robert Francis (1901-1987)

*Come Out into the Sun: poems new
and selected* by Robert Francis.
Amherst, MA: UMass Press, 1965 (H)

Betsy Franco

<http://www.betsyfranco.com/>
Mathematickles! by Betsy Franco and
Steven Salerno, ill. New York:
McElderry, 2003. (PB, E)

Kathleen Fraser

no website found
*Stilts, Somersaults, and Headstands:
game poems based on a painting* by
Kathleen Fraser and Peter Brugel,
painter New York: Atheneum, 1968.
(E, M, H)

Robert Froman

no website found
Street Poems by Robert Froman. New
York: McCall, 1971. (E, M)

Helen Frost

<http://www.helenfrost.net/>
Author of the Michael Printz Honor
book *Keesha's House*
Author of the Lee Bennett Hopkins
Poetry Award Honor book *The Braid*
Author of the 2009 Lee Bennett
Hopkins Poetry Award
winner *Diamond Willow*

Crossing Stones by Helen Frost. New
York: Frances Foster Books/Farrar,
Straus and Giroux, 2009. (V, M, H)
(See the Poet Profile, p.)

Robert Frost (1874-1963)

*Stopping by Woods on a Snowy
Evening* by Robert Frost and Susan
Jeffers, ill. New York: Dutton, 1978.
(PB, E, M)

Alma Fullerton

<http://www.almafullerton.com/>
Libertad by Alma Fullerton.
Markham, ON: Fitzhenry &
Whiteside, 2008. (V, M, H)

Rose Fyleman (1877-1957)

A Fairy Went a-Marketing by Rose
Fyleman and Jamichael Henterly, ill.
New York: Dutton, 1986. (PB, PK, E)

Jimmy Garthwaite (1895-?)

Bread an' Jam by Jimmy Garthwaite.
New York: Harper, 1928. (E)

Kristine O'Connell George

<http://www.kristinegeorge.com/>
Author of the 1998 Lee Bennett
Hopkins Poetry Award winner *The
Great Frog Race and other poems*
illustrated by Kate Kiesler.
Author of the Myra Cohn Livingston
Award for Poetry winners *Old Elm
Speaks: Tree Poems; Toasting
Marshmallows: Camping Poems; and:
Hummingbird Nest: a journal of
poems* by Kristine O'Connell George

and Barry Moser, ill. San Diego, CA: Harcourt, 2004. (E, M)

Nikki Giovanni

<http://nikki-giovanni.com/>

Author of the Caldecott Honor and Coretta Scott King Illustrator award-winner *Rosa* illustrated by Bryan Collier.

Ego Tripping and other poems for young people by Nikki Giovanni. New York: L. Hill, 1973. (M, H)

Mirra Ginsburg (1910-1999)

Across the Stream by Mirra Ginsburg and Nancy Tafuri, ill. New York: Greenwillow, 1982. (PB, PK, E)

Mel Glenn

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

Split Image: a story in poems by Mel Glenn. New York: HarperCollins, 2000. (V, M, H)

Paul Goble

no website found

Song of Creation by Paul Goble. Grand Rapids, MI: Eerdmans, 2004. (PB, E)

Maya Gottfried

no website found

Good Dog by Maya Gottfried and Robert Rahway Zakanitch, ill. New York: Knopf, 2005. (PB, E, M)

Joan Bransfield Graham

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

Flicker Flash by Joan Bransfield Graham and Nancy Davis, ill. Boston: Houghton Mifflin, 1999. (PB, E, M)

John Grandits

<http://johngrandits.com/>

Author of the Lee Bennett Hopkins Poetry Award Honor book *Blue Lipstick: concrete poems*

Technically, It's Not My Fault: concrete poems by John Grandits. New York: Clarion, 2004. (E, M)

Keith Graves

<http://www.keithgravesart.com/index2.html>

Frank Was A Monster Who Wanted to Dance by Keith Graves. San Francisco, CA: Chronicle Books, 1999. (PB, PK, E)

Robert Graves (1895-1985)

The Penny Fiddle: poems for children by Robert Graves. Garden City, NY: Doubleday, 1960. (E)

David Greenberg

no website found

Don't Forget Your Etiquette! the essential guide to misbehavior by David Greenberg and Nadine Bernard Westcott, ill. New York: Farrar Straus and Giroux, 2006. (PB, E, M)

Jan Greenberg

no website found

Co-author (with Sandra Jordan) of the Sibert Honor books *Vincent van Gogh: portrait of an artist* and *Action Jackson*.

Editor of the Michael Printz Honor book: *Heart to Heart: new poems inspired by Twentieth century American art* selected by Jan Greenberg. New York: Harry N. Abrams, 2001.

Side by Side: new poems inspired by art from around the world edited by Jan Greenberg. New York: Abrams, 2008. (M, H)

Eloise Greenfield

no website found

1997 NCTE Award for Excellence in Poetry for Children

Honey, I Love and other love poems by Eloise Greenfield. New York: Crowell, 1978. (E, M)

Nikki Grimes

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

2006 NCTE Award for Excellence in Poetry for Children

Author of the Coretta Scott King Author Honor and Illustrator award-winner *Talkin' About Bessie: The Story of Aviator Elizabeth Coleman* illustrated by E.B. Lewis

Author of the Coretta Scott King

Author award winner:

Bronx Masquerade by Nikki Grimes. New York: Dial, 2002. (V, M)

Lorie Ann Grover

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

Hold Me Tight by Lorie Ann Grover. New York: McElderry//simon & Schuster, 2005. (V, E, M)

Monica Gunning

no website found

Not a Copper Penny in Me House by Monica Gunning and Frane Lessac, ill. Honesdale, PA: Wordsong, 1993. (PB, E, M)

Karen Gundersheimer

no website found

Happy Winter by Karen Gundersheimer. New York: Harper, 1982. (E)

Christopher Gunson

<http://christophergunson.com/>

Over on the Farm: a counting picture book rhyme by Christopher Gunson. New York: Scholastic Press, 1997. (PB, PK, E)

Arlo Guthrie

<http://www.arlao.net/>

Mooses Come Walking by Arlo Guthrie and Alice Brock. San Francisco: Chronicle Books, 1995. (PB, PK, E)

Avis Harley

no website found

Fly With Poetry: an ABC of Poetry by Avis Harley. Honesdale, PA: Wordsong, 2000. (E, M, H)

Ruth Peabody Harnden

no website found

Wonder Why by Ruth Peabody

Harnden and Elaine Livermore, ill.

Boston: Houghton Mifflin, 1971. (PB, E)

Jay M. Harris

<http://jaymharris.com/>

The Moon is La Luna: Silly Rhymes in English & Spanish by Jay M. Harris and Matthew Cordell, ill. Boston: Houghton Mifflin, 2007.

David Harrison

<http://mowrites4kids.drury.edu/authors/harrison/>

Bugs: poems about creeping things by David Harrison and Rob Shepperson, ill. Honesdale, PA: Wordsong, 2007. (E, M)

Laura Haskins-Bookser

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

The Softer Side of Hip-Hop: poetic reflections on love, family, and relationships by Laura Haskins-Bookser. Buena Park, CA: Morning Glory Press, 2008. (M, H)

Juanita Havill

no website found

I Heard it from Alice Zucchini: poems about the garden by Juanita Havill and Christine Davenier. San Francisco: Chronicle Books, 2006.

Georgia Heard

<http://georgiaheard.com/>

author of *Awakening the Heart:*

Exploring Poetry in Elementary and Middle School.

Falling Down the Page: a book of list poems. New York: Roaring Brook Press, 2009. (E, M)

Florence Parry Heide

no website found

Grim and Ghastly goings-on by

Florence Parry Heide and Victoria

Chess, ill. New York: Lothrop, Lee & Shepard, 1992 (PB, E)

Stephanie Hemphill

no website found

Author of the Myra Cohn Livingston Award for Poetry winner *Things Left Unsaid.*

Author of the Myra Cohn Livingston Award for Poetry winner and Michael L. Printz Honor book *Your Own, Sylvia.*

Wicked Girls: a Novel of the Salem Witch Trials by Stephanie Hemphill. New York: Balzer and Bray, 2010. (V, M, H)

Juan Felipe Herrera

<http://www.juanfelipe.org/pageone.html>

Author of the Pura Belpre Honor book:

Laughing Out Loud, I Fly: A

Carcajadas Yo Vuelo by Juan Felipe

Herrera and Karen Barbour, ill. New York: HarperTeen, 1998. (M, H)

Steven Herrick

<http://www.stevenherrick.com.au/>

The Simple Gift by Steven Herrick.
New York: Simon Pulse, 2004. (V, M,
H)

Karen Hesse

no website found
Author of the Newbery Medal winner
and Scott O'Dell Award for Historical
Fiction *Out of the Dust*.
Witness by Karen Hesse. New York:
Scholastic Press, 2001. (V, E, M)

Margaret Hillert

no website found
The Sky is Not So Far Away by
Margaret Hillert and Thomas Werner,
ill. Honesdale, PA: Wordsong, 1996.
(PB, E, M)

Linda Oatman High

<http://www.lindaoatmanhigh.com/>
Author of the Lee Bennett Hopkins
Poetry Award Honor book *A Humble
Life: plain poems* illustrated by Bill
Farnsworth.
*Sister Slam and the Poetic
Motormouth Road Trip* by Linda
Oatman High. New York: Bloomsbury,
2004. (V, M, H)

Anna Grossnickle Hines

<http://www.aghines.com/>
Author of the Lee Bennett Hopkins
Poetry Award winner *Pieces: a year in
poems and quilts*.

1, 2, Buckle My Shoe by Anna
Grossnickle Hines. San Diego, CA:
Harcourt, 2008. (PB, PK)

Robin Hirsch

no website found
*FEG: Ridiculous Stupid Poems for
Intelligent Children* by Robin Hirsch
and Ha, ill. Boston: Megan
Tingley/Little Brown, 2002. (PB, E,
M)

Minfong Ho

[http://members2.authorsguild.net/
minfong/](http://members2.authorsguild.net/minfong/)
author of the Caldecott Honor book:
Hush: a Thai Lullaby by Minfong Ho
and Holly Meade, ill. New York:
Orchard, 1996. (PB, PK, E)

Russell Hoban

no website found
The Pedaling Man and other poems by
Russell Hoban. New York: WW
Norton, 1968. (E, M)

Sara Holbrook

<http://www.saraholbrook.com/>
I Never Said I Wasn't Difficult by Sara
Holbrook. Honesdale, PA: Boyds Mill
Press, 1996. (E, M)

Felice Holman

no website found
At the Top of My Voice by Felice
Holman. New York: Grossett, 1970.
(E)

Ellen Hopkins

<http://www.ellenhopkins.com/>
Crank by Ellen Hopkins. New York:
Simon Pulse, 2004. (V, M, H)

Mary Ann Hoberman

<http://www.maryannhoberman.com/>
Second American Child Poet Laureate
2003 NCTE Award for Excellence in
Poetry for Children
The Llama Who Had No Pajama by
Mary Ann Hoberman and Betty
Fraser, ill. San Diego, CA: Harcourt,
1998. (PB, PK, E)

Lee Bennett Hopkins

no website found
2009 NCTE Award for Excellence in
Poetry for Children
*Hand in Hand: an American history
through poetry* selected by Lee
Bennett Hopkins and Peter M. Fiore,
ill. New York: Simon & Schuster,
1994. (E, M)

Lenny Hort

no website found
The Seals on the Bus by Lenny Hort
and G. Brian Karas, ill. New York:
Henry Holt, 2000. (PB, PK, E)

Kate Hovey

<http://www.calartist.com/katehovey/>
Ancient Voices by Kate Hovey and
Murray Kimber, ill. New York:
McElderry, 2004. (PB, E, M)

Mary Botham Howitt (1799-1888)

The Spider and the Fly by Mary
Botham Howitt and Tony DiTerlizzi.

New York: Simon & Schuster, 2002
(PB, E, M)

Patricia Hubbell

<http://www.kidspoet.com/>
A Bundle of Beasts by Patricia Hubbell
and Mark Steele, ill. Boston:
Houghton Mifflin, 1987. (PK, E, M)

Langston Hughes (1902-1967)

The Negro Speaks of Rivers by
Langston Hughes and E.B. Lewis, ill.
New York: Jump at the Sun, 2009.
(PB, E, M, H)

James L. Hymes Jr. (1914-1998)

Oodles of Noodles by James L. Hymes,
Jr., Lucia Hymes, and Leonard P.
Kessler. New York: Young Scott, 1964.
(E)

Toyomi Igus

no website found
I See the Rhythm by Toyomi Igus and
Michele Wood, ill. San Francisco:
Children's Book Press, 1998. (E, M)

Dahlov Ipcar

no website found
Whisperings and other things by
Dahlov Zorlach Ipcar. New York:
Knopf, 1967. (PB, E)

Anne Isaacs

<http://www.anneisaacs.com>

Cat Up a Tree by Anne Isaacs and Stephen Mackey, ill. New York: Dutton, 1998. (PB, E, M)

Kobayashi Issa (1763-1828)

Today and Today by Kobayashi Issa and G. Brian Karas, ill. New York: Scholastic Press, 2007. (PB, E)

Malathi Michelle Iyengar

no website found

Tan to Tamarind: poems about the color brown by Malathi Michelle Iyengar and Jamel Akib, ill. San Francisco: Children's Book Press, 2009. (PB, PK, E, M)

Leland Jacobs (1907-1992)

May Hill Arbuthnot Lecture Award Honoree

Is Somewhere Always Far Away: poems about places by Leland Jacobs. New York: Holt, 1967. (PB, E)

Paul Janeczko

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

Author of the Lee Bennett Hopkins Poetry Award Honor books *A Poke in the I: a collection of concrete poems* illustrated by Chris Raschka and *Stone Bench in an Empty Park* with photographs by Henri Silberman. *Worlds Afire* by Paul Janeczko. Cambridge, MA: Candlewick Press, 2004. (V, E, M)

Elizabeth Jennings (1926-2001)

The Secret Brother and other poems for children by Elizabeth Jennings. New York: St. Martins, 1966 (E, M)

Angela Johnson

no website found

Author of the Michael L. Printz Award winner and the Coretta Scott King Award winner *The First Part Last*.

Author of the Coretta Scott King Award winners *Toning the Sweep*, and *Heaven*.

Author of the Coretta Scott King Honor book *When I am Old with You*.

Author of the Lee Bennett Hopkins Poetry Award and Coretta Scott King Honor book:

The Other Side: shorter poems by Angela Johnson. New York: Orchard, 1998. (E, M)

Lindsay Lee Johnson

<http://www.lindsayleejohnson.com>

Soul Moon Soup by Lindsay Lee Johnson. Asheville, NC: Front Street, 2002. (V, E, M)

Tony Johnston

no website found

Author of the Lee Bennett Hopkins Poetry Award Honor book *An Old Shell: Poems of the Galapagos* illustrated by Tom Porht.

My Mexico: Mexico Mio by Tony Johnston and F. John Sierra, ill. New York: Putnam, 1996. (E, M)

Alan Katz

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

Oops! by Alan Katz and Edward Koren, ill. New York: McElderry, 2008. (PB, E)

Bobbi Katz

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

The Monsterologist: a memoir in rhyme by Bobbi Katz and Adam McCauley, ill. New York: Sterling, 2009. (PB, E, M)

Susan Katz

no website found

Oh, Theodore! Guinea Pig Poems by Susan Katz and Stacy Schuett, ill. New York: Clarion, 2007. (PB, PK, E)

Verla Kay

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

Gold Fever by Verla Kay and S.D. Schindler, ill. New York: Putnam, 1999. (PB, E)

Meg Kearney

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

The Secret of Me by Meg Kearney. New York: Persea, 2005. (V, M, H)

X.J. Kennedy

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

2000 NCTE Award for Excellence in Poetry for Children
Knock at a Star: a child's introduction to poetry by X.J. Kennedy, Dorothy M. Kennedy, and Karen Ann Weinhaus, ill. Boston: Little

Brown, 1982. (E, M)

Samuel Jay Keyser

no website found

Author of the Lee Bennett Hopkins Poetry Award Honor book:
The Pond God and other stories by Samuel Jay Keyser and Robert Shetterly, ill. Asheville, NC: Front Street, 2003. (M, H)

Daniel Kirk

<http://danielkirk.com/>

Cat Power! by Daniel Kirk. New York: Hyperion, 2007. (PB, E, M)

Tamara Kitt (pseud: see Beatrice Schenk de Regniers)

Barbara Wyn Klunder

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

Other Goose: recycled poems for our fragile times by Barbara Wyn Klunder. Toronto, ON: Groundwood, 2007. (PB, E, M)

Ron Koertge

no website found

Shakespeare Bats Cleanup by Ron Koertge. Cambridge, MA: Candlewick Press, 2003. (V, E, M)

Gordon Korman

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

The D- Poems of Jeremy Bloom: a collection of poems about school, homework, and life (sort of) by Gordon Korman and Bernice Korman. New York: Scholastic, 1992. (E, M)

Amy Goldman Koss

<http://www.amygoldmankoss.net/>

Where Fish Go in Winter and other great mysteries by Amy Goldman Koss and Laura J. Bryant, ill. New York: Dial, 2002. (PB, PK, E)

Ruth Krauss (1901-1993)

Somebody Spilled the Sky by Ruth Krauss and Eleanor Lanahan Hazard, ill. New York: Greenwillow, 1979. (PB, PS, E)

Joe Kulka

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

Wolf's Coming by Joe Kulka. Minneapolis, MN: Carolrhoda, 2007. (PB, PK, E)

Maxine Kumin

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

No One Writes a Letter to a Snail by Maxine Kumin. New York: Putnam, 1962. (E)

Kevin Kurtz

<http://kevinkurtz.homestead.com/index.html>

A Day in the Salt Marsh by Kevin Kurtz and Consie Powell, ill. Mount Pleasant, SC: Sylvian Dell, 2007.

Karla Kuskin (1932-2009)

1979 NCTE Award for Excellence in Poetry for Children
Dogs & Dragons, Trees & Dreams: A Collection of Poems by Karla Kuskin.

New York: HarperCollins, 1980. (PK, E, M)

Bruce Lansky

<http://www.gigglepoetry.com>

If Kids Ruled the School: more kids' favorite funny school poems selected by Bruce Lansky and Stephen Carpenter, ill. Minnetonka, MN: Meadowbrook Press, 2004. (E)

Julie Hofstrand Larios

no website found

Yellow Elephant: a bright bestiary by Julie Hofstrand Larios and Julie Paschkis, ill. San Diego, CA: Harcourt, 2006. (PB, PK, E)

Jacob Lawrence (1917-2000)

Harriet and the Promised Land by Jacob Lawrence. New York: Simon & Schuster, 1993. (PB, E, M)

JoArno Lawson

no website found

Black Stars in a White Night Sky by JoArno Lawson and Sherwin Tjia, ill. Honesdale, PA: Wordsong, 2008. (PB, E, M)

Edward Lear (1812-1888)

The Owl and the Pussycat by Edward Lear and Jan Brett. New York: Putnam, 1991, (PB, PK, E, M)

Dennis Lee

no website found

Bubblegum Delicious by Dennis Lee and David McPhail, ill. New York: HarperCollins, 2000. (PB, PK, E)

Marcia Leonard

no website found

I Like Mess by Marcia Leonard and Dorothy Handelman, photo. Brookfield, CT: Millbrook, 1998. (PB, PK, E)

Alison Lester

<http://www.alisonlester.net/index.htm>
Magic Beach by Alison Lester. Boston: Little Brown, 1992. (PB, PK, E)

David Levithan

<http://www.davidlevithan.com/>
The Realm of Possibility by David Levithan. New York: Knopf, 2004. (V, M, H)

Constance Levy

no website found

Author of the Lee Bennett Hopkins Poetry Award winner *Splash! Poems of our watery world* illustrated by David Soman.
Story of Red Rubber Ball by Constance Levy and Hiroe Nakata, ill. San Diego, CA: Harcourt, 2004. (PK)

J. Patrick Lewis

<http://www.jpatricklewis.com/>
Spot the Plot: a Riddle Book of Book Riddles by J. Patrick Lewis and Lynn

Munsinger, ill. San Francisco, CA: Chronicle Books, 2009. (PB, E)

Sandra Olson Liatsos

no website found

Bicycle Riding and Other Poems by Sandra Olson Liatsos and Karen Dugan, ill. Honesdale, PA: Wordsong, 1997. (PB, E)

Brian Lies

<http://www.brianlies.com/>
Bats at the Library by Brian Lies. Boston: Houghton Mifflin, 2008. (PB, PK, E)

Dee Lillegard

no website found

Go! Poetry in Motion by Dee Lillegard and Valeri Gorbachev, ill. New York: Knopf, 2006. (PB, PK, E)

Vachel Lindsay (1879-1931)

Johnny Appleseed and other poems by Vachel Lindsay. New York: Macmillan, 1928. (E)

Jean Little

no website found

Hey World, Here I Am! by Jean Little and Sue Truesdell, ill. New York: HarperCollins, 1986. (E, M)

Lessie Jones Little

Children of Long Ago: poems by Lessie Jones Little and Jan Spivey Gilchrist, ill. New York: Philomel, 1988. (PB, PK, E, M)

Myra Cohn Livingston (1926-1996)
1980 NCTE Award for Excellence in
Poetry for Children

*Poem-Making: ways to begin writing
poetry* by Myra Cohn Livingston and
Lisa Desimini, ill. New York:
HarperCollins, 1991. (E, M)

Arnold Lobel (1933-1987)
Odd Owls & Stout Pigs by Arnold
Lobel. New York: HarperCollins, 2009.
(PB, E)

Jonathan London

no website found

Hip Cat by Jonathan London and
Woodleigh Hubbard, ill. San
Francisco: Chronicle Books, 1996. (PB,
PK, E)

**Henry Wadsworth Longfellow
(1807-1882)**

The Midnight Ride of Paul Revere by
Henry Wadsworth Longfellow and
Christopher H. Bing, ill. Brooklyn,
New York: Handprint, 2001 (PB, E, M,
H)

Pamela Love

no website found

Two Feet Up, Two Feet Down by
Pamela Love and Lynne Chapman, ill.
New York: Children's Press, 2004.
(PB, PK, E)

Alice Low

no website found

*The Fastest Game on Two Feet: and
other poems about how sports began* by

Alice Low and John O'Brien. New
York: Holiday House, 2009. (PB, E, M)

Jorge Lujan

<http://jorgelujan.com/home.htm>
Colors! by Jorge Lujan; John Oliver
Simon; Piet Grobler; and Rebecca
Parfitt. Toronto, ON: Groundwood,
2008. (PB, E)

George Ella Lyon

<http://www.georgeellalyon.com/>
My Friend, the Starfinder by George
Ella Lyon and Stephen Gammell, ill.
New York: Atheneum, 2008. (PB, E,
M)

Gail Kredenser (Mack)

no website found

The ABC of Bumptious Beasts: poems
by Gail Kredenser and Stanley Mack,
ill. New York: Quist, 1966. (PB, PK, E)

Marjorie Maddox

no website found

Animal Packs in Poetry by Marjorie
Maddox and Philip Huber, ill.
Honesdale, PA: Wordsong, 2008. (E)

Wes Magee

no website found

*The Best of Wes Magee: a book of
poems* by Wes Magee. London:
Macmillan, 2001. (E)

Margaret Mahy

no website found

May Hill Arbuthnot Lecture Award
Honoree

Down the Back of the Chair by Margaret Mahy and Polly Dunbar, ill. New York: Clarion, 2006. (PB, PK, E)

Celeste Davidson Mannis
<http://www.celestedavidsonmannis.com>
One Leaf Rides the Wind by Celeste Davidson Mannis and Susan Kathleen Hartung, ill. New York: Viking, 2002. (PB, PK, E)

Bill Martin Jr. (1916-2004)
Chicka Chicka Boom Boom by Bill Martin Jr., John Archambault, and Lois Ehert, ill. New York: Simon & Schuster, 1989. (PB, PK, E)

Gerda Mayer
no website found
Bernini's Cat: new and selected poems by Gerda Mayer. North Shields, Northumberland, UK : Iron Press, 1999. (E)

Phyllis McGinley (1905-1978)
Wonderful Time by Phyllis McGinley and John Alcorn. Philadelphia: Lippencott, 1966. (PB, E)

Alice McLerran
<http://www.alicemclerran.com/>
Author of *Roxaboxen*.
The Ghost Dance by Alice McLerran and Paul Morin, ill. New York: Clarion, 1995. (PB, E, M)

David McCord (1897-1997)
1977 NCTE Award for Excellence in Poetry for Children
Every Time I Climb a Tree by David McCord and Marc Simont, ill. Boston: Little Brown, 1967. (PB, E, M)

Patricia McCormick
<http://www.pattymccormick.com/>
Sold by Patricia McCormick. New York: Hyperion, 2006. (V, M, H)

Alison McGhee
<http://www.alisonmcghee.com/>
Only a Witch Can Fly by Alison McGhee and Taeun Yoo. New York: Feiwel and Friends, 2009. (PB, E, M)

Roger McGough
no website found
Sky in the Pie by Roger McGough and Satoshi Kitamura, ill. London: Puffin, 1999. (PB, PK, E)

Patricia C. McKissick
no website found
Author of the Newbery Honor book *The Dark Thirty: Southern Tales of the Supernatural*.
Author of the Coretta Scott King Award winners *A Long Hard Journey: The Story of the Pullman Porter* and *Sojourner Truth: Ain't I a Woman*
Author of the Lee Bennett Hopkins Poetry Award Honor book: *Stitchin' and Pullin': a Gee's Bend quilt* by Patricia C. McKissick and Cozbi A. Cabrera, ill. New York: Random House, 2008. (PB, E)

Bruce McMillan

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

Puffins Climb, Penguins Rhyme by Bruce McMillan. San Diego, CA: Harcourt, 1995. (PB, PK, E)

Colin McNaughton

no website found

Whose Been Sleeping in my Porridge? a book of wacky poems and pictures by Colin McNaughton. Cambridge, MA: Candlewick Press, 1998. (E, M)

Ryan Mecum

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

Vampire Haiku by Ryan Mecum. Cincinnati, OH: HOW Books, 2009. (M)

Tony Medina

no website found

I and I by Tony Medina and Jesse Joshua Watson, ill. New York: Lee & Low, 2009. (PB, E, M, H)

Billy Merrell

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

Talking in the Dark: a poetry memoir by Billy Merrell. New York: Scholastic Push, 2003. (V, H)

Eve Merriam (1916-1992)

1981 NCTE Award for Excellence in Poetry for Children

The Inner-City Mother Goose by Eve Merriam and Lawrence Ratzkin. New York: Simon & Schuster, 1969. (PB, M, H)

John Micklos

no website found

Grandparent Poems by John Micklos and Layne Johnson, ill. Honesdale, PA: Wordsong, 2004. (PB, E)

C.M. Millen

no website found

Blue Bowl Down by CM Millen and Holly Meade, ill. Cambridge, MA: Candlewick Press, 2004. (PB, PK, E)

Heather Lynn Miller

no website found

Subway Ride by Heather Miller and Sue Rama. Watertown, MA: Charlesbridge, 2009. (PB, PK, E)

Mary Britton Miller (1883-1975)

Give a Guess by Mary Britton Miller. New York: Pantheon, 1957. (PK, E)

Spike Milligan (1918- 2002)

Silly Verse for Kids by Spike Milligan. London: D. Dobson, 1959. (PK, E, M)

A.A. Milne (1882-1956)

When We Were Very Young by A.A. Milne and E.H. Shepard, ill. New York: Dutton, 1961. (PK, E)

Else Holmelund Minarik

no website found

The Winds that Come from Far Away and other poems by Else Holmelund Minarik. New York: Harper, 1964. (E)

Anne Miranda

no website found

To Market, To Market by Anne Miranda and Janet Stevens, ill. San Diego, CA: Harcourt, 1997. (PB, PK, E)

Stephen Mitchell

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

Author of the Lee Bennett Hopkins Poetry Award winner:

The Wishing Bone and other poems by Stephen Mitchell and Tom Pohrt, ill. Cambridge, MA: Candlewick Press, 2003. (PB, E, M)

Tony Mitton

no website found

Plum by Tony Mitton and Mary GrandPre, ill. New York: Arthur A. Levine/Scholastic, 2003. (PB, E)

Clement Clarke Moore (1779-1863)

I believe that this is the only guy I've listed in this book who was a slave owner. Merry Christmas.

The Night Before Christmas: poem by Clement Clarke Moore and Jan Brett, ill. New York: Putnam, 1998. (PB, PK, E, M)

John Travers Moore

no website found

The Cinnamon Seed by John Travers Moore and Trina Schart Hyman, ill. Boston: Houghton Mifflin, 1967. (PB, PS, E)

Lilian Moore (1909-2004)

1985 NCTE Award for Excellence in Poetry for Children

Beware, Take Care: fun and spooky poems by Lilian Moore and Howard Fine. New York: Henry Holt, 2006. (PB, E, M)

Pat Mora

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

Dizzy in Your Eyes: poems about love by Pat Mora. New York: Knopf, 2010. (M, H)

Heidi Mordhorst

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

Squeeze: poems from a juicy universe by Heidi Mordhorst and Jesse Torrey, ill. Honesdale, PA: Wordsong, 2005. (PB, E)

Lillian Morrison

no website found

Guess Again!: Riddle Poems by Lillian Morrison and Christy Hale, ill. Little Rock, AR: August House, 2006. (E)

Jeff Moss

no website found

The Butterfly Jar by Jeff Moss and Chris Demarest, ill. New York: Bantam, 1989. (E, M)

Christopher Myers

no website found

Illustrator of the Coretta Scott King Honor books *Harlem* and *Jazz* by Walter Dean Myers, and *Black Cat*.

Black Cat by Christopher Myers. New York: Scholastic Press, 1999. (PB, E, M)

Walter Dean Myers

<http://www.walterdeanmyers.net/>

Winner of the Margaret A. Edwards Award

Author of the Michael L. Printz Award for *Monster*

Author of the Newbery Honor books *Somewhere in the Darkness* and *Scorpions*.

Author of the Coretta Scott King winners *Now is Your Time: the African American Struggle for Freedom*, *Fallen Angels*, *Motown* and *Didi: a love story*, and *The Young Landlords*.

Author of the Coretta Scott King Honor books *Monster*, *Malcolm X: by any means necessary*, *Somewhere in the Darkness*, and *Fast Sam*, *Cool Clyde*, and *Stuff*.

Author of the Lee Bennett Hopkins Poetry Award Honor book *Blues Journey* illustrated by Christopher Myers.

May Hill Arbuthnot Lecture Award Honoree

Street Love by Walter Dean Myers. New York: Amistad, 2006. (V, M, H)

Ogden Nash (1902-1971)

Parents Keep Out: Elderly Poems for Younger Readers by Ogden Nash. Boston: Little Brown, 1951. (E, M)

Marilyn Nelson

no website found

Author of the Michael L. Printz Honor book, the Lee Bennett Hopkins Poetry Award Honor book, and the Coretta Scott King Honor book *A Wreath for Emmett Till* illustrated by Philippe Lardy.

Author of the Newbery Honor book and Coretta Scott King Honor book *Carver: a life in poems*.

Author of the Coretta Scott King Honor book *Fortune's Bones: the Manumission Requiem*.

Sweethearts of Rhythm: the story of the greatest all-girl swing band in the world by Marilyn Nelson and Jerry Pinkney, ill. New York: Dial, 2009. (PB, E, M)

G. Neri

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

Chess Rumble by G. Neri. New York: Lee & Low, 2007. (V, E, M)

Leslea Newman

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

Still Life With Buddy: a novel told in fifty poems by Leslea Newman.

Radnor, OH: Pride Publications, 1997. (V, H)

Judith Nicholls

no website found

Dragonsfire and other poems by Judith Nicholls. Boston: Faber and Faber, 1990. (E, M)

W. Nikola-Lisa

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

Bein' With You This Way by W. Nikola-Lisa and Michael Bryant, ill. New York: Lee & Low, 1994. (PB, PK, E)

Barbara Nichol

no website found

One Small Garden by Barbara Nichol and Barry Moser, ill. Toronto, ON: Tundra, 2001. (PB, E, M)

Grace Nichols

no website found

Everybody Got a Gift: new and selected by Grace Nichols. London: A. & C. Black Publishers, 2005. (E, M)

Bonnie Larkin Nims (1921-2008)

Yo Quisiera Vivir En Un Parque de Juegos: I Wish I Lived at the Playground by Bonnie Nims and Ramón F Orellana, ill. Chicago: JP O'Hara, 1972. (PB, PK, E, M)

Lisette Norman

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

My Feet are Laughing by Lisette Norman and Frank Morrison, ill. New York: Farrar, Straus and Giroux, 2006. (PB, E)

George Leslie Norris (1921-2006)

Merlin and the Snake's Egg: poems by Leslie Norris and Ted Lewin, ill. New York: Viking, 1978. (PB, E, M)

Sherry North

<http://www.sherrynorth.com/>
Because You are My Baby by Sherry North and Marcellus Hall, ill. New York: Abrams, 2008. (PB, PK)

Alfred Noyes (1880-1958)

The Highwayman by Alfred Noyes and Murray Kimber. Toronto, ON: Kids Can Press Poetry, 2005. (PB, M, H)

Naomi Shihab Nye

no website found

Author of the Cybils winner *Honeybee*. Author of the Lee Bennett Hopkins Poetry Award winner *What Have You Lost?* with photographs by Michael Nye.

Author of the Lee Bennett Hopkins Poetry Award Honor books *Amaze Me* and *This Forever, or What?: Poems and Paintings from Texas*.

19 Varieties of Gazelle: Poems of the Middle East by Naomi Shihab Nye. New York: Greenwillow, 2002. (E, M, H)

Mary O'Neill (1906-1990)

Hailstones and Hailbut Bones: adventures in color by Mary O'Neill and Leonard Weisgard, ill. Garden City, NY: Doubleday, 1961. (E, M)

Jose-Luis Orozco

<http://www.joseluisorozco.com/>
De Colores and other Latin-American folksongs for children by Jose-Luis

Orozco and Elisa Kleven, ill. New York: Dutton, 1994. (PB, PK, E)

Gareth Owen

<http://www.garethowen.com/>
Collected Poems for Children by Gareth Owen. London : Macmillan Children's, 2001. (E)

Paul Paolilli

no website found
Silver Seeds: a book of nature poems by Paul Paolilli

Theoni Pappas

no website found
Math Talk: Mathematical Ideas in Poems for Two Voices by Theoni Pappas. San Carlos, CA: World Wide Pub., 1991. (E)

Linda Sue Park

<http://www.lindasuepark.com/>
Tap Dancing on the Roof: Sijo (Poems) by Linda Sue Park and Istvan Banyai, ill. New York: Clarion, 2007. (PB, E, M)

Christopher Patton

no website found
Jack Pine by Christopher Patton and Cybele Young, ill. Toronto, ON: Groundwood, 2007. (PB, E, M)

Ann Whitford Paul

<http://www.annwhitfordpaul.net/>
All By Herself: 14 Girls who Made a Difference: poems by Ann Whitford

Paul and Michael Steirnagle, ill. San Diego: Harcourt, 1999. (PB, E, M)

Nina Payne

no website found
Summertime Waltz by Nina Payne and Gabi Swiatkowska, ill. New York: Farrar, Straus and Giroux, 2005. (PK, E, M)

Susan Pearson

no website found
Who Swallowed Harold? and other poems about pets by Susan Pearson and David Slonim, ill. New York: Marshall Cavendish, 2005. (PB, E, M)

Lydia Pender

no website found
Morning Magpie by Lydia Pender. Australia: Angus & Robertson, 1984. (E)

Andrea Perry

<http://www.byandreaperry.com/>
Here's What You Do When You Can't Find Your Shoe: ingenious inventions for pesky problems by Andrea Perry and Alan Snow, ill. New York: Atheneum, 2003. (PB, E)

Willie Perdomo

no website found
Author of the Coretta Scott King Illustrator Honor book:
Visiting Langston by Willie Perdomo and Bryan Collier, ill. New York: Henry Holt, 2002. (PB, PK, E)

Andrew Fusek Peters

no website found

Mad, Bad, and Dangerously Haddock

by Andrew Fusek Peters. Oxford:

Lion's Children's, 2006. (E)

Lisa Westberg Peters

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

Earthshake: poems from the ground up

by Lisa Westberg Peters and Cathie

Felstead, ill. New York: Greenwillow,

2003. (PB, E, M)

Neil Philip

[http://www.neilphilip.com/Neil%20](http://www.neilphilip.com/Neil%20Philip.html)

[Philip.html](http://www.neilphilip.com/Neil%20Philip.html)

War and the Pity of War by Neil

Philip. New York: Clarion, 1998. (M,

H)

Dav Pilkey

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

Author and illustrator of the Caldecott

Honor book *Paperboy*.

God Bless the Gargoyles by Dav

Pilkey. San Diego: Harcourt, 1996.

(PB, PK, E)

Edgar Allan Poe (1809-1849)

The Raven by Edgar Allan Poe and

Ryan Price, ill. Toronto, CA: Kids Can

Press, 2006. (PB, M, H)

Patricia Polacco

no website found

In Enzo's Splendid Gardens by

Patricia Polacco. New York: Philomel,

1997. (PB, PK, E)

Barry Louis Polisar

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

Curious Creatures: animal poems by

Barry Louis Polisar and David Clark,

ill. Silver Springs, MD: Rainbow

Morning Music Alternatives, 2010.

(PB, PK, E, M)

Penny Pollock

[http://home.att.net/~penny-](http://home.att.net/~penny-stewpollock/)

[stewpollock/](http://home.att.net/~penny-stewpollock/)

When the Moon is Full: a lunar year by

Penny Pollock and Mary Azarian, ill.

Boston: Little Brown, 2001. (PB, E)

Charlotte Pomerantz

no website found

The Tamarindo Puppy and other

poems by Charlotte Pomerantz and

Byron Barton, ill. New York:

Greenwillow, 1980. (PB, E, M)

Jack Prelutsky

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

First U.S. Children's Poet Laureate

Author of the Lee Bennett Hopkins

Poetry Award Honor book *Behold the*

Bold Umbrellaphant and other poems

illustrated by Carin Berger.

Good Sports: Rhymes about running,

jumping, throwing, and more by Jack

Prelutsky and Chris Raschka, ill. New

York: Knopf, 2007. (PB, E, M)

James Proimos

no website found

If I Were in Charge the Rules Would be Different by James Proimos. New York: Scholastic Press, 2002. (PB, E)

Mary Quattlebaum

<http://www.maryquattlebaum.com/>
Family Reunion by Mary Quattlebaum and Andrea Shine, ill. Grand Rapids, MI: Eerdmans, 2004. (PB, PK, E)

Doreen Rappaport

<http://www.doreenrappaport.com/>
Lady Liberty: a biography by Doreen Rappaport and Matt Tavares, ill. Cambridge, MA: Candlewick Press, 2008. (PB, E, M)

Knud Rasmussen (1879-1933)

Beyond the High Hills: a books of Eskimo poems by Knud Rasmussen and Guy Mary-Rousseliere, ill. Cleveland: Collins+World, 1961, (PB, E, M)

James Reeves (1909-1978)

The Wandering Moon by James Reeves. New York: Dutton, 1960. (E)

Adam Rex

<http://www.adamrex.com/>
Frankenstein Makes a Sandwich: and other stories you're sure to like, because they're all about monsters, and some of them are also about food

by Adam Rex. San Diego, CA: Harcourt, 2006. (PB, E, M)

Beah E. Richards (1920-2000)

Keep Climbing Girls by Beah E. Richards and Gregory Christie, ill. New York: Simon & Schuster, 2006. (PB, E)

Jame Richards

<http://www.jamerichards.com/>
Three Rivers Rising: a novel of the Johnstown Flood. New York: Knopf, 2010. (V, M, V)

Laura E. Richards (1850-1943)

Tirra Lirra: Rhymes old and new by Laura Elizabeth Howe Richards. Boston: Little Brown, 1932. (E, M)

Marci Ridlon (Marci McGill)

no website found

Sun Through the Window by Marci Ridlon. Honesdale, PA: Wordsong, 1996. (E)

E.V. Rieu (1887-1972)

The Flattered Flying Fish and other poems by E.V. Rieu. New York: Dutton, 1962. (E)

Elizabeth Maddox Roberts (1881-1941)

Under the Tree by Elizabeth Maddox Roberts. New York: Viking, 1930. (E, M)

Belinda Rochelle

no website found

Words with Wings: a Treasury of African-American Poetry and Art edited by Belinda Rochelle. New York: HarperCollins, 2001. (M, H)

Heidi Roemer

<http://heidibroemer.com/>

Whose Nest is This? by Heidi Roemer and Connie McLennan, ill. Minnetonka, MN: NorthWord, 2009. (PB, E)

Theodore Roethke (1908-1963)

Dirty Dinky and Other Creatures: poems for children by Theodore Roethke. Garden City, NY: Doubleday, 1973. (M, H)

Deborah Lee Rose

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

One Nighttime Sea by Deborah Lee Rose and Steve Jenkins, ill. New York: Scholastic Press, 2003. (PB, PK, E)

Michael Rosen

<http://www.michaelrosen.co.uk/>

British Children's Laureate, 2007-2009
The Best of Michael Rosen by Michael Rosen and Quentin Blake, ill. Berkeley, CA: Wetlands Press, 1995. (E, M)

Liz Rosenberg

no website found
Author of the Lee Bennett Hopkins Poetry Award winner *Light-Gathering Poems*.

I Just Hope It's Lethal: poems of sadness, madness, and joy selected by Liz Rosenberg and Deena November. Boston: Graphia/Houghton Mifflin, 2005. (M, H)

Deborah Ruddell

<http://deborahruddell.com/>

A Whiff of Pine, A Hint of Skunk: a forest of poems by Deborah Ruddell and Joan Rankin, ill. New York: McElderry, 2009. (PB, E)

Karen Gray Ruelle

no website found
Bark Park by Karen Gray Ruelle. Atlanta: Peachtree, 2008.

Ching Yeung Russell

<http://chingyeung.homestead.com/>

Tofu Quilt by Ching Yeung Russell. New York: Lee & Low, 2009. (V, E, M)

Joanne Ryder

no website found
Earthdance by Joanne Ryder and Norman Gorbaty. New York: Henry Holt, 1996. (PB, PK, E)

Cynthia Rylant

no website found
Author of the Caldecott Honor books *When I Was Young in the Mountains* and *The Relatives Came*.
Author of the Newbery Medal winner *Missing May*.
Author of the Newbery Honor book *A Fine White Dust*.

God Went to Beauty School by Cynthia Rylant. New York: HarperCollins, 2003. (E, M)

Laura Purdie Salas

<http://laurasalas.com/>

Stampede! Poems to Celebrate the Wild Side of School by Laura Purdie Salas and Steven Salerno, ill. New York: Clarion, 2009. (PB, E)

Michael Salinger

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

Well Defined: Vocabulary in Rhyme by Michael Salinger and Sam Henderson, ill. Honesdale, PA: Wordsong, 2009. (E, M, H)

Carl Sandburg (1878-1967)

Rainbows are Made: Poems by Carl Sandburg by Lee Bennett Hopkins, ed., and Fritz Eichenberg. New York: Harcourt, 1982. (E, M, H)

Lisa Ann Sandell

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

The Song of the Sparrow by Lisa Ann Sandell. New York: Scholastic, 2007. (V, M, H)

Liz Garton Scanlon

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

All the World by Liz Garton Scanlon and Marla Frazee. New York: Beach Lane/Simon & Schuster, 2009. (PB, PK, E)

Alice Schertle

no website found

A Lucky Thing by Alice Schertle and Wendell Minor, ill. San Diego, CA: Harcourt, 1999. (PB, E, M)

Lisa Schroeder

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

Chasing Brooklyn by Lisa Schroeder. New York: Simon Pulse, 2010. (V, H)

Jon Scieszka

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

Author of the Caldecott Honor book *The Stinky Cheese Man and other fairly stupid tales* illustrated by Lane Smith.

Science Verse by Jon Scieszka and Lane Smith. New York: Viking, 2004. (E, M)

Brenda Seabrooke

no website found

Judy Scuppernong by Brenda Seabrooke. New York: Dutton, 1990. (V, E, M)

Maurice Sendak

May Hill Arbuthnot Lecture Award Honoree

Author/illustrator of the Caldecott Medalist *Where the Wild Things Are*. National Book Award winner for *Outside Over There*.

Laura Ingalls Wilder Medal winner. *Chicken Soup with Rice: a book of months* by Maurice Sendak. New York: Harper & Row, 1962. (PB, PK, E)

Robert W. Service (1874-1958)

The Cremation of Sam McGee by Robert W. Service and Ted Harrison, ill. New York: Greenwillow, 1987. (PB, E, M)

Dr. Seuss (Theodor Seuss Geisel) (1904-1991)

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

Laura Ingalls Wilder Medal winner. *And to Think that I Saw it on Mulberry Street* by Dr. Seuss. New York: Vanguard Press, 1937. (PB, PK, E)

Tupac Shakur (1971-1996)

The Rose that Grew from Concrete by Tupac Shakur. New York: MTV Books, 1999. (M, H)

Ntozake Shange

no website found

Author of the Coretta Scott King Illustrator Award winner *Ellington Was Not a Street* illustrated by Kadir Nelson

Coretta Scott by Ntozake Shange and Kadir Nelson, ill. New York: Katherine Tegen Books, 2009. (PB, E, M, H)

George Shannon

<http://www.georghannon.org/>

Busy in the Garden by George Shannon and Sam Williams, ill. New York: Greenwillow, 2006. (PK, E)

Monica Shannon (1905-1965)

Author of Newbery Medalist *Dobry Goose Grass Rhymes* by Monica Shannon. New York: Doubleday, 1930. (E)

Nancy Shaw

no website found

Sheep in a Jeep by Nancy Shaw and Margot Apple. Boston: Houghton Mifflin, 1986. (PB, PK, E)

Diane ZuHone Shore

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

This is the Dream by Diane ZuHone Shore, Jessica Alexander, and James Ransome, ill. New York: Amistad, 2006. (PB, E, M)

Carol Diggory Shields

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

Wombat Walkabout by Carol Diggory Shields and Sophie Blackall, ill. New York: Dutton, 2009. (PB, PK, E)

Joyce Sidman

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

Author of the Caldecott Honor book and Lee Bennett Hopkins Poetry Award winner *Song of the Water Boatman & other pond poems* illustrated by Becky Prange.

Author of the Lee Bennett Hopkins Poetry Award Honor book and Cybils winner *This is Just to Say: poems of apology and forgiveness* illustrated by Pamela Zagarenski.

Author of the Cybils winner *Butterfly Eyes and Other Secrets of the Meadow*.

Red Sings from Treetops: a year in colors by Joyce Sidman and Pamela Zagarenski, ill. Boston: Houghton Mifflin, 2009. (PB, PK, E)

Diane Siebert

no website found

Author of the Lee Bennett Hopkins Poetry Award Honor book *Tour America: a journey through poems and art*.

Sierra by Diane Siebert and Wendell Minor, ill. New York: HarperCollins, 1991 (PB, E)

Judy Sierra

<http://www.judysierra.net/>

Antarctic Antics: a book of penguin poems by Judy Sierra, Jose Arugo, ill. and Araine Dewey, ill. San Diego: Harcourt, 1998. (PB, PK, E)

Shel Silverstein (1930-1999)

<http://shelsilverstein.com/indexSite.html>

Where the Sidewalk Ends by Shel Silverstein. New York: Harper & Row, 1974. (E, M)

Marilyn Singer

<http://www.marilysinger.net/>

Author of the Lee Bennett Hopkins Poetry Award Honor book, *Creature Carnival*, illustrated by Gris Grimly. *Quiet Night* by Marilyn Singer and John Mander, ill. New York: Clarion, 2002. (PB, PK, E)

Amy E. Sklansky

<http://www.amysklansky.com/>
The Duck Who Played Kazoo by Amy E. Sklansky and Tiphonie Beeke. New York: Clarion, 2008.

Charles R. Smith Jr.

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

Author of the Lee Bennett Hopkins Poetry Award Honor book *Short Takes: Fast Break Basketball Poetry* Coretta Scott King Honor book author of:

Twelve Rounds to Glory: the story of Muhammad Ali by Charles R. Smith Jr and Bryan Collier, ill. Cambridge, MA: Candlewick Press, 2007. (PB, E, M, H)

Hope Anita Smith

<http://hopeanitasmith.com/>

Author of the Myra Cohn Livingston Award for Poetry winner and Lee Bennett Hopkins Poetry Award Honor book *The Way a Door Closes* illustrated by Shane W. Evans. *Mother Poems* by Hope Anita Smith. New York: Henry Holt, 2009. (V, M, H)

Kirsten Smith

<http://www.kiwilovesyou.com/wordpress/>

The Geography of Girlhood by Kirsten Smith. New York: Little Brown, 2006. (V, M, H)

William Jay Smith

no website found

Ho for a Hat! by William Jay Smith. New York: Harper, 1964. (PB, E)

Zilpha Keatly Snyder

no website found

Today is Saturday by Zilpha Keatley Snyder and John Arms, ill. New York: Atheneum, 1969. (E)

Sonya Sones

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

Author of the Myra Cohn Livingston Award for Poetry winner *Stop Pretending: What Happened When My Big Sister Went Crazy*.
What My Mother Doesn't Know by Sonya Sones. New York: Simon & Schuster, 2001. (V, M, H)

Gary Soto

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

Author of the Pura Belpre Illustrator Honor book *Chato and the Party Animals* illustrated by Susan Guevara.
Author of the Pura Belpre Honor book *Baseball in April and other stories*.
Partly Cloudy: poems of love and longing by Gary Soto. Boston: Harcourt, 2009. (M, H)

Arnold Spilka

no website found

A Rumbudgin of Nonsense by Arnold Spilka. New York: Scribner, 1970. (E, M)

Eileen Spinelli

http://www.eileenspinelli.com/hearth_001.htm

Song for the Whooping Crane by Eileen Spinelli and Elsa Warnick. Grand Rapids, MI: Eerdmans, 2000. (PB, E, M)

Elizabeth Spires

no website found

I heard God talking to me: William Edmondson and his stone carvings by Elizabeth Spires. New York: Frances Foster/Farrar, Straus & Giroux, 2009. (M, H)

Karen Smith Stair

no website found

Glasses, Glasses oh what do I see? by Karen Smith Stair and Joyce Sandness, ill. Bothell, WA: Book Publishers Network, 2004. (PB, E)

Kaye Starbird

no website found

Don't Cross a Crocodile and other poems by Kaye Starbird. Philadelphia: Lippencott, 1963. (E)

William Steig (1907-2003)

An Eye for Elephants. New York: Windmill, 1970. (PK, E, M)

Judith W. Steinbergh

no website found

Marshmallow Worlds by Judith W. Steinbergh. New York: Grosset and Dunlap, 1972. (E)

James Stevenson

no website found

Corn-Fed: Poems by James Stevenson. New York: Greenwillow, 2002. (PB, E, M)

Robert Louis Stevenson (1850-1894)

A Child's Garden of Verses by Robert Louis Stevenson and Tasha Tudor, ill. New York: Macmillan, 1981. (E, M)

Sarah Stewart

no website found

Author of the Caldecott Honor book *The Gardener* illustrated by David Small.

The Library by Sarah Stewart and David Small, ill. New York: Farrar, Straus & Giroux, 1995. (PB, PK, E)

Tanya Lee Stone

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

A Bad Boy Can Be Good for a Girl by Tanya Lee Stone. New York: Wendy Lamb/Random House, 2006. (V, M, H)

Elizabeth Swados

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

The Animal Rescue Store by Elizabeth Swados and Anne Wilson, ill. New

York: Arthur A. Levine/Scholastic, 2005. (PB, E, M)

Susan Marie Swanson

no website found

Author of the Caldecott Medal winner *The House in the Night* illustrated by Beth Krommes

To Be Like the Sun by Susan Marie Swanson and Margaret Chodos-Irvine, ill. San Diego, CA: Harcourt, 2008. (PB, PK, E)

Clark Taylor

no website found

The House that Crack Built by Clark Taylor and Jan Thompson Dicks, ill. San Francisco, CA: Chronicle Books, 1992. (PB, M, H)

Alfred Tennyson, 1st Baron Tennyson (1809-1892)

The Lady of Shalott by Alfred Lord Tennyson and Genevieve Cote. Toronto, ON: Kids Can Press, 2005. (PB, M, H)

Maria Testa

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

Author of the Lee Bennett Hopkins Poetry Award Honor book *Becoming Joe DiMaggio* illustrated by Scott Hunt.

Almost Forever by Maria Testa. Cambridge, MA: Candlewick Press, 2003. (V, E, M)

Ernest L. Thayer (1863-1940)

Author of the poem that became the Caldecott Honor book
Casey at the Bat: a Ballad of the Republic sung in 1888 by Ernest Lawrence Thayer and Christopher H. Bing. Brooklyn, NY: Handprint, 2000. (PB, E, M)

Joyce Carol Thomas

<http://www.joycecarolthomas.com/>
The Blacker the Berry: poems by Joyce Carol Thomas and Floyd Cooper, ill. New York: HarperCollins, 2008. (PB, PK, E)

Ruth Tiller

no website found
Cats Vanish Slowly by Ruth Tiller and Laura Seeley, ill. Atlanta, Peachtree, 1995, (PB, E, M)

James S. Tippett (1885-1958)

Crickety Cricket! the best loved poems of James S. Tippett by James S. Tippett. New York: Harper & Row, 1973. (E)

Quincy Troupe

no website found
Take it to the Hoop, Magic Johnson by Quincy Troupe and Shane Evans, ill. New York: Hyperion, 2000. (PB, E, M)

Ann Turner

no website found
Hard Hit by Ann Turner. New York: Scholastic, 2006. (V, M, H)

Nancy Byrd Turner (1880-1971)

When it Rained Cats and Dogs by Nancy Byrd Turner and Tibor Gergely, ill. Philadelphia: Lippencott, 1946. (PB, E)

George Ulrich

no website found
My Tooth ith Loothe: funny poems to read instead of doing your homework by George Ulrich. New York: Bantam Doubleday Dell, 1995. (PB, E)

Uzo Unobagha

no website found
Off to the Sweet Shores of Africa and other talking drum rhymes by Uzo Unobagha and Julia Cairns, ill. San Francisco: Chronicle, 2007. (PB, E)

John Updike (1932-2009)

author of the Caldecott Honor book:
A Child's Calendar by John Updike and Trina Schart Hyman, ill. New York: Holiday House, 1999. (PB, E, M)

Luis Alberto Urrea

<http://www.luisurrea.com/home.php>
Vatos by Luis Alberto Urrea and Jose Galvez, photo. El Paso, TX: Cinco Puntos, 2000. (PB, M, H)

Patrice Vecchione

<http://www.patricevecchione.com/>
Whisper and Shout: Poems to Memorize selected by Patrice

Vecchione. Chicago: Cricket Books, 2002. (M, H)

Alice Walker

http://www.alicewalkersgarden.com/alice_walker_welcom.html

Author of the Pulitzer Prize for *The Color Purple*.

There is a Flower at the Tip of My Nose Smelling Me by Alice Walker and Stefano Vitale, ill. New York: HarperCollins, 2006. (PB,PK, E, M)

Lee Wardlaw

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

Saturday Night Jamboree by Lee Wardlaw and Barry Root, ill. New York: Dial, 2000. (PB, PK, E)

Sue Van Wassenhove

<http://suevanwassenhove.com/>

The Seldom-Ever Shady Glades by Sue Van Wassenhove. Honesdale, PA: Wordsong, 2008. (PB, E, M)

Clyde Watson

<http://clydewatson.com/>

Catch Me & Kiss Me & Say it Again by Clyde Watson and Wendy Watson, ill. New York: Collins+World, 1978 (PK, E)

Nancy Dingman Watson (?-2001)

Blueberry Lavender: songs of the farmers' children: poems by Nancy

Dingman Watson. Reading, MA: Addison Wesley, 1977. (E)

April Halprin Wayland

no website found

Author of the Myra Cohn Livingston Award for Poetry winner and Lee Bennett Hopkins Poetry Award Honor book:

Girl Coming in for a Landing by April Halprin Wayland New York: Knopf, 2002. (V, M, H)

Carole Boston Weatherford

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

Author of the Caldecott Honor book and Coretta Scott King Illustrator award winner *Moses* illustrated by Kadir Nelson

Author of the Lee Bennett Hopkins Poetry Award winner and Jane Addams Honor book:

Birmingham, 1963 by Carole Boston Weatherford. Honesdale, PA: Wordsong, 2007. (V, E, M)

Dennis Webster

no website found

Absolutely Wild by Dennis Webster and Kim Webster Cunningham, ill. Boston: David R. Godine, 2009. (PB, E)

Sarah Weeks

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

Mrs. McNosh Hangs Up Her Wash by Sarah Weeks and Nadine Bernard Westcott, ill. New York: Laura

Geringer/HarperCollins, 1998. (PB, PK, E)

Robert Weinstock

no website found

Food Hates You Too and other poems by Robert Weinstock. New York: Disney/Hyperion, 2009. (PB, E, M)

Rosemary Wells

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

Read to Your Bunny by Rosemary Wells. New York: Scholastic Press, 1998. (PB, E)

Colin West

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

"I Don't Care!" said the Bear by Colin West. Cambridge, MA: Candlewick Press, 1996. (PB, PK, E)

Nadine Bernard Westcott

no website found

The Lady with the Alligator Purse adapted by Nadine Bernard Westcott, ill. Boston: Little Brown, 1988. (PB, PK, E)

Robert Paul Weston

no website found

Zorgamazoo by Robert Paul Weston. New York: Razorbill, 2008. (V, E, M)

Laura Whipple

no website found

If the Shoe Fits: Voices from Cinderella by Laura Whipple and Laura Beingessner, ill. New York: McElderry, 2002. (PB, V, E, M)

Richard Wilbur

no website found

Opposites, More Opposites, and a few differences by Richard Wilbur. San Diego, CA: Harcourt, 2000. (E, M)

Margaret Wild

no website found

Jinx by Margaret Wild. New York: Walker, 2002. (V, M, H)

Julie Williams

<http://juliewilliamsimagesandwords.blogspot.com/>

Escaping Tornado Season: a story in poems by Julie Williams. New York: Harper Tempest, 2004. (V, M, H)

Jonah Winter

<http://jonahwinterbooks.com/>

Dizzy by Jonah Winter and Sean Qualls, ill. New York: Arthur A. Levine/Scholastic, 2006. (PB, E, M)

Kay Winters

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

Voices of Ancient Egypt by Kay Winters and Barry Moser, ill. Washington, D.C.: National Geographic, 2003. (PB, E, M)

William Wise

no website found

All on a Summer's Day by William Wise and Bill Binzen, ill. New York: Pantheon, 1971. (PB, E)

Allan Wolf

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

More Than Friends: poems from him and her by Allan Wolf and Sara Holbrook. Honesdale, PA: Wordsong, 2008. (M, H)

Sallie Wolf

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

Truck Stuck by Sallie Wolf and Andy Robert Davies, ill. Watertown, MA: Charlesbridge, 2008.

Virginia Euwer Wolff

no website found

Author of the National Book Award for Young People's Literature winner and Michael L. Printz Honor book *True Believer*.

Make Lemonade by Virginia Euwer Wolff. New York: Henry Holt, 1993. (V, M, H)

Janet S. Wong

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

Author of the Lee Bennett Hopkins Poetry Award Honor book *The Rainbow Hand: poems about mothers and children* illustrated by Jennifer Hewitson.

Twist: Yoga Poems by Janet S. Wong and Julie Paschkis, ill. New York: McElderry, 2007. (E)

Joyce Lee Wong

<http://joyceleewong.com/>

Seeing Emily by Janet S. Wong. New York: Amulet, 2005. (V, M, H)

Audrey Wood

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

Bright and Early Thursday Evening by Audrey Wood and Don Wood, ill. San Diego, CA: Harcourt, 1996. (PB, E, M, H)

Douglas Wood

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

Northwoods Cradle Song: from a Menominee lullaby by Douglas Wood and Lisa Desimini. New York: Simon & Schuster, 1996. (PB, E, M)

Nancy C. Wood

no website found

Author of the Lee Bennett Hopkins Poetry Award winner:

Spirit Walker by Nancy C. Wood and Frank Howell, ill. New York: Doubleday, 1993. (M, H)

Jacqueline Woodson

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

Author of the Newbery Honor books *Feather*; *Show Way*; and *After Tupac and D Foster*.

Author of the Caldecott Honor book *Coming on Home Soon* illustrated by E.B. Lewis.

Winner of the Margaret A. Edwards Award

Author of the Coretta Scott King Award winner *Miracles' Boys*.

Author of the Coretta Scott King Award Honor books *I Hadn't Meant to Tell You This*, and *From the Notebooks of Melanin Sun*.
Locomotion by Jacqueline Woodson. New York: Putnam, 2003. (V, E, M)

Valerie Worth (1933-1994)

1991 NCTE Award for Excellence in Poetry for Children
All the Small Poems and Fourteen More by Valerie Worth. New York: Farrar, Straus and Giroux, 1994. (E, M)

Philip Yates

no website found
A Pirate's Night Before Christmas by Philip Yates and Sebastia Sierra, ill. New York: Sterling, 2008. (PB, E, M)

Arthur Yorinks

no website found
Happy Bees by Arthur Yorinks and Carey Armstrong-Ellis, ill. New York: Abrams, 2005. (PB, PS, E)

Tracie Vaughn Zimmer

<http://www.tracievaughnzimmer.com/>
42 Miles by Tracie Vaughn Zimmer and Elaine Clayton, ill. New York: Clarion, 2008. (V, M)

Charlotte Zolotow

<http://www.charlottezolotow.com/>
Editor of, among many other books, the Newbery Medal winning *Joyful Noise: Poems for Two Voices* by Paul Fleischman.
All That Sunlight by Charlotte Zolotow and Walter Stein, ill. New York: Harper & Row, 1967. (PB, E, M)



Appendix II: Selected poems, fingerplays, songs, and chants, and other verse activities for the very young

These were all pieces that I used during my preschool career. I have sought current text and online sources for successfully retrieving them.

"A Bug Sat in a Silver Flower" by Karla Kuskin from *Moon, Have You Met My Mother: the collected poems of Karla Kuskin*. New York: Laura Geringer/HarperCollins, 2003. (Poem)

"Alphabet Song" (ABCs)

"Apples and Bananas" by [Traditional] from
<http://www.nancycassidymusic.com/ks1Lyrics.html#apples>

"B-A Bay" All these years, I had no idea that this was where this song originated:
http://www.youtube.com/watch?v=a_Y6UKMp8Qw (Song)

"Baby Beluga" by Raffi and D. Pike from *Baby Beluga* by Raffi and Ashley Wolff, ill. New York: Crown, 1990. (Song)

"The Baby Tree" by Rosalee Sorrels from *Rise Up Singing: the group singing songbook* edited by Peter Blood. Bethlehem, PA: Sing Out Corp., 1992. (Song)

"Big Rock Candy Mountain"

This is a sanitized version of the 1920s hobo song. It is the version that was on a cassette I listened to many, many times at naptimes, and so I am quite fond of it.

In the Big Rock Candy Mountains, There's a land that's fair and bright,
Where the goodies grow on bushes, And you sleep out ev'ry night,
Where friends are all around us, And the sun shines ev'ry day,
Oh, I'm bound to go where there isn't any snow,
Where the rain doesn't fall and the wind doesn't blow,
In the Big Rock Candy Mountains.

Oh, the buzzin' of the bees in the peppermint trees Round the soda water
fountains,
Where the lemonade springs and the bluebird sings In the Big Rock Candy
Mountains.

In the Big Rock Candy Mountains, You never change your socks,
And little streams of lemonade, Come a-tricklin' down the rocks.
The critters there are friendly, It's such a lovely sight,
There's a lake of stew and soda, too,
You can paddle all around 'em in a big canoe
In the Big Rock Candy Mountains.

"B-I-N-G-O" from <http://www.mylibrary.us/childrens/docpub/NRSsagl.pdf>

"Boom, Boom, Ain't It Great to be Crazy" by [Traditional] from
<http://www.nancycassidymusic.com/ks2Lyrics.html#boom>

"A Capital Ship" by Charles Edward Caryll from *Rise Up Singing: the group singing songbook* edited by Peter Blood. Bethlehem, PA: Sing Out Corp., 1992. (Song)
This was the favorite of a very bright six-year-old (who is now a twenty-six-year-old software developer). He memorized all the verses and begged me to play it frequently.

"Chicken Lip and Lizard Hips" by John and Nancy Cassidy from
<http://www.nancycassidymusic.com/ks1Lyrics.html#lips>

"Cockles and mussels" by [Traditional] from *Rise Up Singing: the group singing songbook* edited by Peter Blood. Bethlehem, PA: Sing Out Corp., 1992. (Song)

"Day is Done" from *Day is Done* by Peter Yarrow and Melissa Sweet. New York: Sterling, 2009. (Song)

"Day-O" by [Traditional] from
<http://www.nancycassidymusic.com/ks1Lyrics.html#dayo> (Song)

"Do Your Ears Hang Low?" by [Traditional] from
<http://www.nancycassidymusic.com/jubilee.html#ears> (Song)
Also from *Do Your Ears Hang Low?* by Caroline Church, ill. New York: Scholastic, 2002. Craft your own movements for this song. It is a hoot to sing it several times, singing (and moving) faster with each repetition.

"Do-Re-Me" I love this video: <http://www.youtube.com/watch?v=7EYAUazLI9k>

"Down By the Bay" by [Traditional]

from <http://www.nancycassidymusic.com/ks1Lyrics.html#down> (Song)

This might be the most important song on this list. After children get used to singing it, they are able to think up two rhyming words and create their own verse for it.

"Farmer in the Dell" by [Traditional] from

http://bussongs.com/songs/the_farmer_in_the_dell.php

I would pick a farmer to begin in the circle and he or she would bring in the wife, etc. until they all stood in a circle within a circle around the solitary cheese.

"Father's Old Gray Whiskers" by [Traditional] from

<http://www.nancycassidymusic.com/ks1Lyrics.html#father> (Song)

"Feed the Birds" by Richard M. Sherman and Robert B. Sherman from *Mary Poppins*. I've been in love with Mary Poppins since seeing the movie in the theater when it was first released in 1964. This song was Walt Disney's favorite and it works well on autoharp.

"Fiddle-I-Fee" by [Traditional] (Chant)

I don't know where this particular version originally came from. I learned it in my Music and Movement class twenty-plus years ago and I like it better than the (many) other versions out there. Everybody claps to the beat and belts out the animal sounds/words.

Bought me a cat, the cat pleased me, I fed my cat under yonder tree.

Cat went fiddle-i-fee, fiddle-i-fee.

Bought me a hen, the hen pleased me, I fed my hen under yonder tree.

Hen went chippy-chippy, cat went fiddle-i-fee, fiddle-i-fee.

Bought me a duck, the duck pleased me, I fed my duck under yonder tree.

Duck went splashy-splashy, hen went chippy-chippy, cat went fiddle-i-fee, fiddle-i-fee.

Bought me a goose, the goose pleased me, I fed my goose under yonder tree.

Goose went Quack!, duck went splashy-splashy, hen went chippy-chippy, cat went fiddle-i-fee, fiddle-i-fee.

Bought me a dog, the dog pleased me, I fed my dog under yonder tree.

Dog went Boo! goose went Quack!, duck went splashy-splashy, hen went chippy-chippy, cat went fiddle-i-fee, fiddle-i-fee.

Bought me a sheep, the sheep pleased me, I fed my sheep under yonder tree.

Sheep went baa, dog went Boo! goose went Quack!, duck went splishy-splashy, hen went chipsy-chopsy, cat went fiddle-i-fee, fiddle-i-fee.
Bought me a cow, the cow pleased me, I fed my cow under yonder tree.
Cow went moo, sheep went baa, dog went Boo! goose went Quack!, duck went splishy-splashy, hen went chipsy-chopsy, cat went fiddle-i-fee, fiddle-i-fee.
Bought me a horse, the horse pleased me, I fed my horse under yonder tree.
Horse went neigh, cow went moo, sheep went baa, dog went Boo! goose went Quack!, duck went splishy-splashy, hen went chipsy-chopsy, cat went fiddle-i-fee, fiddle-i-fee.

"Five Fat Turkeys" (Fingerplay)

Five (hold up five fingers) fat (arms rounded at sides to be pumpkin-shaped) turkeys (hand on head with fingers up like a turkey comb) are we (point to self)
We spent all night in a tree (arms and fingers extended up and out like branches)
When the cook came around (two hands as if holding baseball bat in front of you)
We couldn't (hide behind finger branches) be found (hand on brow like scanning the horizon)
And that's why we're here (point to ground with both index fingers) you see.
(hand to side, palms up)

Five (hold up five fingers) fat (arms rounded at sides to be pumpkin-shaped) turkeys (hand on head with fingers up like a turkey comb) are we (point to self)
We know (point index finger at temple and then shake finger at audience) you all will agree
That it certainly pays, on Thanksgiving days
To sleep (head resting on hands sleep-like) in the highest (hand measuring height) tree (arms and fingers extended up and out like branches)

"Five Little Ducks" by Raffi from *Five Little Ducks* by Raffi, Jose Aruego, ill., and Ariane Dewey, ill. New York: Crown, 1989. (Song)

This is one we would have six children (Mama Duck and five little ducks) perform as the rest of us sang it.

"Five Little Monkeys" from

<http://www.mylibrary.us/childrens/docpub/NRSsagl.pdf> (Chant)

I'd pick five children to jump in the middle as the rest of us chanted and clapped. I point to a money who would dramatically crash to the floor and stay there until all five were spralled out.

"Five Little Pumpkins" (Fingerplay)

Five little pumpkins sitting on the gate. (Hold up 5 fingers.)
The first one said, "It's getting late." (Hold up thumb.)
The second one said, "There are witches in the air." (Hold up index finger.)
The third one said, "But I don't care." (Hold up middle finger.)
The fourth one said, "Let's run and run and run." (Hold up ring finger.)
The fifth one said, "I'm ready for some fun." (Hold up pinkie.)
Then Ooooo! went the wind, and Out went the light! (Blow through hands, then clap.)
And the five little pumpkins rolled out of sight! (Roll hands behind back.)

"Fog" by Carl Sandburg from *A Book of Very Short Poems* selected by Michael Harrison. Oxford: Oxford University Press, 2001. (Poem)

"Fooba Wooba John" by [Traditional] from

<http://www.nancycassidymusic.com/ks2Lyrics.html#fooba> (Song)

This is one of the most important ones in that it offers children the opportunity to rhyme two words and use them to create a verse for the song.

"Freight Train" by Elizabeth Cotten from *Rise Up Singing: the group singing songbook* edited by Peter Blood. Bethlehem, PA: Sing Out Corp., 1992. (Song)

"Froggie Went a-Courtin'" by [Traditional] from from *Rise Up Singing: the group singing songbook* edited by Peter Blood. Bethlehem, PA: Sing Out Corp., 1992. (Song)

"The Garden Song" by Dave Mallett. I fell in love with this song from repeatedly airplay of the live Arlo Guthrie version which is included on *Precious Friend* [music recording] by Pete Seegar, Arlo Guthrie, and Shenandoah. Burbank, CA: Warner Brothers, 1982. (Song)

"Ghost Riders in the Sky" by Stan Jones from

<http://www.nancycassidymusic.com/ks2Lyrics.html#ghost> (Song)

There were always five- and six-year-old guys who thought this song was the living end.

"Go in and Out the Window" by [Traditional] from

<http://kristinhall.org/songbook/CircleGames/InAndOutTheWindow.html>

(Song) There is something so liberating about this game of running in and out of the "windows." I could always feel their excitement during this one.

"Going to the Zoo" by Tom Paxton from

<http://www.nancycassidymusic.com/jubilee.html#zoo> (Song)

Also from *Rise Up Singing: the group singing songbook* edited by Peter Blood. Bethlehem, PA: Sing Out Corp., 1992.

Also there is *Going to the Zoo* by Tom Paxton and Karen Lee Schmidt. New York: Morrow, 1996.

"Grand Old Duke of York" by [Traditional] from

<http://www.songsforteaching.com/actionparticipation/johnnyworkswithonehammer.htm> (Song)

This is one of the crazy ones where you lead the singing and movements at a relaxed speed so that everyone has the movements down. Then, after a couple of times you begin speeding it up and by the end everyone is rolling around hysterically.

"Green Grass Grew All Around"

<http://www.songsforteaching.com/folk/thegreengrassgrewallaround2k.php>

"Happy Hippopotamus"

All I want is a happy hippopotamus, a happy hippopotamus, a happy hippopotamus

All I want is a happy hippopotamus to keep me company

I don't want a tiny rhinoceros a flat-footed platypus, a dog or a catypus

All I want is a happy hippopotamus to keep me company

A lion would be fine, and so would a chimpanzee

A tall giraffe would make me laugh but there's just one thing for me.

All I want is a happy hippopotamus, a happy hippopotamus, a happy hippopotamus

All I want is a happy hippopotamus to keep me company

I couldn't find "my" version, so this one is out of my head. We would clap this with a few hand movements such as "tall giraffe"

"Head, shoulders, knees, and toes" by [Traditional] additional lyrics by Nancy Cassidy from

<http://www.nancycassidymusic.com/ks2Lyrics.html#shoulders> (Song)

The movements are simple: you are touching the parts when you sing them. The challenge is when you speed it up faster and faster. I don't know if that's a guy kind of thing, but I was always such a kid when we'd all get into doing it at warp speed.

"Here We Go Looby Loo" by [Traditional] from

http://bussongs.com/songs/here_we_go_looby_loo.php (Song)

"Hokey Pokey" (Song)

Song with gross motor movements. I would tie this to our themes. If we were doing bug, you'd be putting your antennae in or your thorax in. If we were doing cars and trucks then you'd be putting your tailgate in or your headlights in.

"Home on the Range" by Dr. Brewster M. Higley from *Home on the Range: cowboy poetry* by Paul Janeczko and Bernie Fuchs. New York: Dial, 1997. (Song)

"I am a Pizza" by Peter Alsop

from <http://www.peteralsop.com/WhaDYaWannaDo.htm#Pizza>

Call and Response song.

"I am very fond of bugs" by Karla Kuskin from *Moon, Have You Met My Mother: the collected poems of Karla Kuskin*. New York: Laura Geringer/HarperCollins, 2003. (Poem)

"I Wanna Be a Dog" by Barry Louis Polisar from *Rise Up Singing: the group singing songbook* edited by Peter Blood. Bethlehem, PA: Sing Out Corp., 1992. (Song)

"If You're Happy and You Know It" by [Traditional] from *If You're Happy and You Know It!* by Jan Ormerod and Lindsay Gardiner, ill. New York: Star Bright, 2003. (Song) Sing-along with movements. This is one to adapt to your current theme. For instance, if you are doing cats then you clap your paws, wag your tails, and wiggle your whiskers.

"I'm a Little Teapot" from

<http://www.mylibrary.us/childrens/docpub/NRSsagl.pdf> (Song)

"I'm Glad..." by anonymous from *The Earth is Painted Green* selected by Barbara Brenner and S.D. Schindler, ill. New York: Scholastic, 1994.

"I Like to Drive My Car Around" (Fingerplay)

(Everybody is standing and gripping their steering wheel)

I like to drive my car around (using steering wheel and making appropriate NASCAR sounds)

I get some gas (hold gas nozzle and pump gas) and go downtown (back to steering and NASCAR sounds)

I park my car (step on the brake with accompanying screeching to a stop)
And lock the door (turn the key)

And walk (like a penguin in *Mary Poppins*) down to the grocery store (or the ice cream store, or the...)

"Itsy Bitsy Spider"

<http://www.mylibrary.us/childrens/docpub/NRSsgl.pdf> (Fingerplay)

"I've Been Working on the Railroad" by [Traditional] from *I've Been Working on the Railroad* by Mary Ann Hoberman and Nadine Bernard Westcott, ill. New York: Hyperion, 1996. (Song)

"Jenny Jenkins" <http://www.youtube.com/watch?v=BdPSucYluuA> (Song)

"Jig Along Home" by Woody Guthrie from *Rise Up Singing: the group singing songbook* edited by Peter Blood. Bethlehem, PA: Sing Out Corp., 1992. (Song)

"Johnny Works With One Hammer" by [Traditional] from

<http://www.songsforteaching.com/actionparticipation/johnnyworkswithonehammer.htm>

"Kid's Peace Song" by Peter Alsop

from <http://www.peteralsop.com/TakeMeWithYou.htm#KidsPeace> (Song)

"Knees Up Mother Brown"

<http://www.songsforteaching.com/folk/kneesupmotherbrown.htm> (Song)

"Listen to the Horses" by Dave Eddleman from

http://www.raffinews.com/files/album_lyrics/quiet_time_lyrics.pdf

"Little Bunny Foo Foo" by [Traditional] from *Little Bunny Foo Foo: told and sung by the Good Fairy* by Paul Brett Johnson. New York: Scholastic, 2004. (Song)

I would do this as a sit down with hand movements.

"Little White Duck" from *Little White Duck* by Walt Whippo, Bernard Zaritzky and Joan Paley, ill. Boston: Little Brown: 2000. (Song)

Children contribute animal sounds at the conclusion of each verse.

"Mail Myself to You" by Woody Guthrie from

<http://www.nancycassidymusic.com/ks2Lyrics.html#mail> (Song)

Also in *Rise Up Singing: the group singing songbook* edited by Peter Blood.

Bethlehem, PA: Sing Out Corp., 1992.

"Mice" by Rose Fyleman from *Mice are Nice* selected by Nancy Larrick and Ed Young, ill. New York: Philomel, 1990. (Poem)

"Mister Moon" by [Traditional] from

http://bussongs.com/songs/mister_moon.php (Song)

"Miss Mary Mack" by [Traditional] from *Miss Mary Mack: a Hand-Clapping Rhyme* by Mary Ann Hoberman and Nadine Bernard Westcott. Boston: Little Brown, 1998.

(Chant) Handclap movements accompany chant.

"Miss Polly Had a Dolly" from

<http://www.songsforteaching.com/folk/misspollyhadadolly.htm> (Fingerplay)

All these years I thought it was Miss Molly, not Miss Polly...

"Mister Sun" adapted by Raffi from *Rise Up Singing: the group singing songbook* edited by Peter Blood. Bethlehem, PA: Sing Out Corp., 1992. (Song)

This works well with rhythmic clapping.

"Morningtown Ride" Malvina Reynolds from

<http://www.nancycassidymusic.com/ks1Lyrics.html#twinkle> (Song)

Also from *Rise Up Singing: the group singing songbook* edited by Peter Blood.

Bethlehem, PA: Sing Out Corp., 1992. (Song)

"Mother Doesn't Want a Dog" by Judith Viorst from *The Random House Books of Poetry for Children* selected by Jack Prelutsky and Arnold Lobel, ill. New York: Random House, 1983. (Poem)

"Mules" by anonymous from *Alphabbestiary: Animal Poems from A to Z* edited by Jane Yolen and Allan Eitzen, ill. Honesdale, PA: Wordsong, 1995. (Poem)
Tongue twister

"My Dog Rags" by Elizabeth Deutsch and Evelyn Atwater from
<http://www.nancycassidymusic.com/ks2Lyrics.html#dog> (Song)

"My Favorite Things" by Richard Rogers and Oscar Hammerstein II from *Rise Up Singing: the group singing songbook* edited by Peter Blood. Bethlehem, PA: Sing Out Corp., 1992. (Song)

"No One Knows for Sure" by Peter Alsop
from **<http://www.peteralsop.com/WhaDYaWannaDo.htm#NoOne>** (Song)
Peter Alsop's most moving song.

"Oats, Peas, Beans, and Barley Grow" by [Traditional] from
http://www.accessola.com/osla/bethechange/pdf/p_blm1kindergarten%20outside%20my%20window.pdf (Song)

We would perform this in a standing-up circle. The farmer chooses a partner and they swing around, arm in arm as everyone sings the last (Tra la la) verse.

"Oh, Susannah" by Stephen Foster from *Rise Up Singing: the group singing songbook* edited by Peter Blood. Bethlehem, PA: Sing Out Corp., 1992. (Song)

"Oh, What a Beautiful Morning" by Richard Rogers and Oscar Hammerstein, II
<http://www.youtube.com/watch?v=kp5HCDGJsvM>
This is the only song I remember my father ever singing.

"Over in the Meadow" adapted by Lee Hays and Doris Kaplan from *Rise Up Singing: the group singing songbook* edited by Peter Blood. Bethlehem, PA: Sing Out Corp., 1992. (Song) Children add in the animal noises.

"Puff the Magic Dragon" from *Puff the Magic Dragon* by Lenny Lipton, Peter Yarrow, and Eric Puybaret, ill. New York: Sterling, 2007. (Song)

I always sing it with the additional verses found on the version sung by then-child singer Amber McInnis from the music recording *Family Folk Festival*. Redway, CA: Music for Little People, 1990.

"Rabbit on My Shoulder" by Peter Alsop from
<http://www.peteralsop.com/Uh-Oh.htm#Rabbit> (Song) Call and response song.

"Riding in My Car" by Woody Guthrie from *Rise Up Singing: the group singing songbook* edited by Peter Blood. Bethlehem, PA: Sing Out Corp., 1992. (Song)
Great fun with the car sound effects.

"Rig a Jig Jig" by [Traditional] with additional lyrics by Nancy Cassidy from
<http://www.nancycassidymusic.com/ks2Lyrics.html#rig> (Song)
We created a dance for this one where two children would meet, take hands and skip around the outside of the circle.

"Ring Around the Rosie" by [Traditional] from
http://bussongs.com/songs/ring_around_the_rosie.php (Song)
Hold hands, circle around and fall down.

"Shake My Sillies Out" by Raffi, Bert Simpson, and Bonnie Simpson from
<http://www.nancycassidymusic.com/ks1Lyrics.html#shake> (Song)
One of the funnest gross motor songs.

"Skip to My Lou" by [Traditional] from *Cows in the Kitchen* by June Crebbin and Katherine McEwen, ill. Cambridge, MA: Candlewick, 1998. (Song)

"Sleeping Bears" (Song)

Gosh. I googled this one and all I found were links to my review of a book in which I used the song's lyrics. I guess it was on one of the fingerplay cards I got when participating in my Early Childhood Education Music and Movement class.

(All the children lie down curled up with their eyes closed.)

Sleeping bears, oh sleeping bears, oh sleeping in their caves.
Sleeping bears, oh sleeping bears, oh sleeping in their caves.
Please be very quiet, oh so very quiet
If you wake them, if you shake them, they get very mad.

(As soon as you reach the word "mad," all the bears jump up, curl their claws, bar their teeth and growl as loud as possible)

"Swing Low Sweet Chariot" by [Traditional] from
<http://www.nancycassidymusic.com/jubilee.html#swing> (Song)

"Teddy Bears' Picnic" by John Walter Bratton and Jimmy Kennedy from
<http://www.youtube.com/watch?v=dZANKFxrckU> (Song)

"There Was an Old Lady Who Swallowed a Fly" by Rose Bonne from *There Was an Old Lady Who Swallowed a Fly* by Simms Taback. New York: Viking, 1997. (Song)
A related book is *There Was an Old Lady Who Swallowed a Trout* by Terri Sloat and Reynold Ruffins. New York: Holt, 1998.

"This is a Nest for a Bluebird" (fingerplay)

This is a nest for a bluebird (two hands together to make a bowl shape)

This is a hive for a bee (two fists, knuckles together)

This is hole for a bunny (use thumbs and forefingers to make big circle)

This is a house for me (hands stiff with fingers pointing, make a roof shape over your head)

"This Land is Your Land" by Woody Guthrie from *Rise Up Singing: the group singing songbook* edited by Peter Blood. Bethlehem, PA: Sing Out Corp., 1992. (Song)

"This Little Light of Mine" by (Traditional) from
<http://www.nancycassidymusic.com/ks1Lyrics.html#light>
Also available on *This Little Light of Mine* by E.B. Lewis, ill. New York: Simon & Schuster, 2005 and from *Rise Up Singing: the group singing songbook* edited by Peter Blood. Bethlehem, PA: Sing Out Corp., 1992. (Song).

"Tiptoe" by Karla Kuskin from *The Bill Martin Jr. Big Book of Poetry*. New York: Simon & Schuster, 2008. (Poem)

"Twinkle Twinkle Little Star" by [Traditional] from
<http://www.nancycassidymusic.com/ks1Lyrics.html#twinkle> (Song)

"Waltzing Matilda" by Banjo Paterson from

<http://www.songsforteaching.com/folk/waltzingmatilda.htm> (Song)

This is another where the five- and six-year-olds just adored the drama and tragedy of the story song

"Way Up High in an Apple Tree" (Fingerplay)

Way up high in an apple tree (stretch arms and fingers up and out)
Two little apples were looking down at me (hold two fists up and out)
I shook that tree as hard as I could (shake tree)
Down came those apples and mmm were they good! (rub tummy and smile)

This was a great one for being imaginative and silly. We'd do way up high in a banana tree and a peach tree. We'd do way up high in a watermelon tree and a nachos tree and a cookie tree... (Fingerplay)

"Whad'ya Wanna Do?" by Peter Alsop

from <http://www.peteralsop.com/WhaDYaWannaDo.htm#WhaDYa> (Song)

This was one that lent itself to clapping the rhythm.

"When I First Came to this Land" by Oscar Brand from *Rise Up Singing: the group singing songbook* edited by Peter Blood. Bethlehem, PA: Sing Out Corp., 1992.

(Song)

"The Wheels on the Bus" by [Traditional] from *The Wheels on the Bus* by Raffi. New York: Crown, 1988. (Song)

Not only did we get all sorts of great movements and sounds going with this song, we'd get an assortment of noisy animals on the bus like the seals on the bus going Bark! Bark! Bark! and the lions on the bus going Roar! Roar! Roar!

"Where is Thumbkin?"

<http://www.songsforteaching.com/fingerplays/whereisthumbkinthumbkin.htm> (Fingerplay)

"Where Would You Be" by Karla Kuskin from *Make Things Fly* selected by Dorothy M. Kennedy and Sasha Meret, ill. New York: Margaret K McElderry, 1998. (Poem)

"Who Stole the Cookie from the Cookie Jar"

"Willoughby, Wallaby, Woo" by Larry Miyata and Dennis Lee from
<http://www.nancycassidymusic.com/ks1Lyrics.html#woo> (Song)

"You Can't Make a Turtle Come Out" by Malvina Reynolds from *Rise Up Singing: the group singing songbook* edited by Peter Blood. Bethlehem, PA: Sing Out Corp., 1992. (Song)

You Get a Little Extra When You Watch T.V. by Peter Alsop from
<http://www.peteralsop.com/WhaDYaWannaDo.htm#XtraTV>



Matsuo Basho

Grass Sandals: the travels of Basho by Dawnine Spivak and Demi, ill. New York: Atheneum, 1997. (PB, E, M)

Basho and the River Stones by Tim J. Myers and Oki S. Han, ill. New York: Marshall Cavendish, 2004. (PB, E)

Ludwig Bemelmans

Louie! by Will Hillenbrand. New York: Philomel, 2009. (PB, PK, E)

Cylin Busby

The Year We Disappeared: a father-daughter memoir by Cylin Busby and John Busby. New York: Bloomsbury, 2008. (H)

Caedmon

Caedmon's Song by Ruth Ashby and Bill Slavin, ill. Grand Rapids, MI: Eerdmans, 2006. (PB, E)

e.e. cummings

e.e. cummings: a poet's life by Catherine Reef. New York: Clarion, 2006. (M, H)

Emily Dickinson

Emily by Michael Bedard and Barbara Cooney, ill. New York: Doubleday, 1992. (PB, E)

Emily Dickinson's Letters to the World by Jeanette Winter. New York: Frances Foster/FSG, 2002. (PB, E)

The Mouse of Amherst by Elizabeth Spires and Claire A. Nivola, ill. New York: Farrar, Straus & Giroux, 1999. (PB, E, M)

Lee Bennett Hopkins

Been to Yesterdays: poems of a life by Lee Bennett Hopkins. Honesdale, PA: Wordsong, 1995. (E, M, H)

Langston Hughes

Love to Langston by Tony Medina. New York: Lee & Low, 2002. (PB, E, M)

Coming Home: from the life of Langston Hughes by Floyd Cooper. New York: Philomel, 1994. (PB, E)

Langston's Train Ride by Robert Burleigh and Leonard Jenkins. New York: Orchard, 2004. (PB, E, M)

Langston Hughes: American Poet by Alice Walker and Catherine Deeter. New York: Amistad, 2002. (PB, E, M)

Visiting Langston by Willie Perdomo and Bryan Collier, ill. New York: Henry Holt, 2002. (PB, PK, E)

Issa

Cool Melons--Turn to Frogs! the life and poems of Issa by Matthew Gollub and Kazuko G. Stone, ill. New York: Lee and Low, 1998 (PB, E, M)

Juan Francisco Manzano

The Poet Slave of Cuba: a biography of Juan Francisco Manzano by Margarita Engle. New York: Henry Holt, 2006. (Pura Belpre, V, E, M, H)

Pablo Neruda

The Dreamer by Pam Munoz Ryan and Peter Sis, ill. New York: Scholastic Press, 2010 (E, M, H)

Sylvia Plath

You Own, Sylvia by Stephanie Hemphill. New York: Knopf, 2007. (Michael L. Printz Honor, V, M, H)

William Shakespeare

Bard of Avon: the story of William Shakespeare by Diane Stanley and Peter Vennema, ill. New York: Morrow, 1992. (PB, E, M)

Phyllis Wheatley

Phyllis's Big Test by Catherine Clinton and Sean Qualls, ill. Boston: Houghton Mifflin, 2008. (PB, E, M)

Walt Whitman

Walt Whitman: Words for America by Barbara Kerley and Brian Selznick, ill. New York: Scholastic Press, 2004. (PB, E, M)

William Carlos Williams

A River of Words: the story of William Carlos Williams by Jen Bryant and Melissa Sweet, ill. Grand Rapids, MI: Eerdmans, 2008. (Caldecott Honor, PB, E, M, H)

Collective biographies:

Wildly Romantic: the English Romantic Poets—the mad, the bad, and the dangerous by Catherine M. Andronik. New York: Henry Holt, 2007. (H)



Appendix IV: Online poetry resources to check out
(Also see author websites in Appendix I)

Columbia Granger's World of Poetry: <http://www.columbiagrangers.org/>

How to Read a Poem: <http://www.shmoop.com/poetry/how-to-read-poem/how-to-read.html>

National Council of Teachers of English Award for Excellence in Poetry for Children: <http://www.ncte.org/awards/poetry>

Poetry Glossary: <http://www.shmoop.com/poetry/how-to-read-poem/poetry-glossary.html>

Poetry Slams, Inc.: <http://www.poetryslam.com/>

Poetry Speaks: <https://www.poetryspeaks.com/>

Poetry Terminology:
<http://www.nevnet.etzion.k12.il/english/poetry/terminology.htm>;

<http://thewordshop.tripod.com/forms.html>

Sylvia Vardell's blog, Poetry for Children:
<http://poetryforchildren.blogspot.com/>

Teen Ink Poetry Page: <http://www.teenink.com/poetry/>

VoiceThread: <http://voicethread.com/>



Appendix V: Poetry being utilized in Summer Reading Programs

Verna Aardema

Bringing the Rain to Kapiti Plain: a Nandi tale by Verna Aardema and Beatriz Vidal, ill. New York: Dial, 1981. Wayland Public Schools
http://www.wayland.k12.ma.us/lib_media/elemsumread.html#K-1
(K-1)

David Adedjouma

The Palm of My Heart: poetry by African American children edited by David Adedjouma and Gregory Christie, ill. New York: Lee & Low, 1996. Wayland Public Schools
http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry
(K-5)

Giles Andreae

Dinosaurs Galore! by Giles Andreae and David Wojtowycz, ill. Wilton, CT: Tiger Tales, 2005. Greece Central Elementary School Reading List
Greece Central Elementary School Reading List
<http://www.greece.k12.ny.us/summerread/list/elementary.htm> (K-2)

Jim Aylesworth

Naughty Little Monkeys by Jim Aylesworth and Henry Cole. New York: Dutton, 2003. Parkway School District, Chesterfield, MO.
<http://www.pkwy.k12.mo.us/panda/subjectlinks/elemreading.html> (K)

Katherine Ayres

Up, Down, and All Around by Katherine Ayres and Nadine Bernard Westcott, ill. Cambridge, MA: Candlewick, 2007. Houston Area Independent Schools Library Network
<http://www.haisln.org/recommend-edreadinglists.html> (PK, K)

Brod Bagert

School Fever by Brod Bagert and Robert Neubecker, ill. New York: Dial, 2008. Houston Area Independent Schools Library Network
<http://www.haisln.org/recommend-edreadinglists.html> (3, 4)

Keith Baker

Hickory Dickory Dock by Keith Baker. San Diego, CA: Harcourt, 2007. Boston Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

Carmen T. Bernier-Grand

Frida: Viva la Vida—Long Live Life by Carmen T. Bernier-Grand. New York: Marshall Cavendish, 2007. Sally Snyder, Coordinator of Children and Young Adult Library Services at the Nebraska Library Commission.
http://www.nlc.state.ne.us/libdev/summerreading/2009bcyl_handoutfromNLAsession.pdf (Teen nonfiction);
<http://www.k12.dc.us/Teachingandlea>

rning/summer-reading-list-2009/documents/12th.pdf (12)

Kelly L. Bingham

Shark Girl by Kelly L. Bingham. Cambridge, MA: Candlewick Press, 2007. Fairfax County Public Schools <http://www.fcps.edu/DIS/readlist/78.htm> (7, 8)

Margaret Wise Brown

Nibble Nibble: poems for children by Margaret Wise Brown and Leonard Weisgard, ill. New York: WR Scott, 1959. Smithtown Central School District <http://www.smithtown.k12.ny.us/readinglists/SummerReadingBib1-2.pdf> (1, 2)

Jen Bryant

The Trial by Jen Bryant. New York: Knopf, 2004. Fairfax County Public Schools <http://www.fcps.edu/DIS/readlist/78.htm> (7, 8)

Pieces of Georgia by Jen Bryant. New York: Knopf, 2006. Middlesex Middle School in Darien, Connecticut http://www.darienps.org/msxenglishdept/2009summerread_7.pdf (7)

Robert Burleigh

Hoops by Robert Burleigh and Stephen Johnson. San Diego, CA: Silver Whistle, 1997. District of Columbia Public Schools <http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/2nd.pdf> (2)

Stephanie Calmenson

Jazzmatazz by Stephanie Calmenson and Bruce Degan, ill. New York: HarperCollins, 2008. Sally Snyder, Coordinator of Children and Young Adult Library Services at the Nebraska Library Commission. http://www.nlc.state.ne.us/libdev/summerreading/2009bcyl_handoutfromNLAsession.pdf

Kindergarten Kids: riddles, rebuses, wiggles, giggles, and more by Stephanie Calmenson and Melissa Sweet, ill. New York: HarperCollins, 2005. Boston Public Schools <http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

Lori Marie Carlson

Sol a Sol: bilingual poems written and selected by Lori Marie Carlson and Emily Lisker, ill. New York: Henry Holt, 1998. Boston Public Schools <http://bostonpublicschools.org/files/Booklist%2009%204-5.pdf> (4, 5)

Deborah Chandra

George Washington's Teeth by Deborah Chandra and Brock Cole. New York: Farrar Straus & Giroux, 2003. Smithtown Central School District <http://www.smithtown.k12.ny.us/readinglists/SummerReadingBib3-5.pdf> (3-5); District of Columbia Public

Schools

<http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/2nd.pdf> (2)

Andrea Cheng

Shanghai Messenger by Andrea Cheng. New York: Lee & Low, 2005. Houston Area Independent Schools Library Network

<http://www.haisln.org/recommendedreadinglists.html> (5)

Andrew Clement

Dogku by Andrew Clement and Tim Bowers, ill. New York: Simon & Schuster, 2007. Houston Area Independent Schools Library Network
<http://www.haisln.org/recommendedreadinglists.html> (3, 4)

Catherine Clinton

I, Too, Sing America: three centuries of African-American poetry selected by Catherine Clinton and Stephen Alcorn, ill. Boston: Houghton Mifflin, 1998. Wayland Public Schools

http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5); Boston Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%209-12.pdf> (9-12); District of Columbia Public Schools
<http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/8th.pdf> (8)

Joanna Cole

Miss Mary Mack and other street rhymes by Joanna Cole, et al. New York: Morrow, 1990. Wayland Public Schools

http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5)

William Cole

An Arkful of Animals by William Cole and Lynn Munsinger, ill. Boston: Houghton Mifflin, 1978. Smithtown Central School District

<http://www.smithtown.k12.ny.us/readinglists/SummerReadingBib1-2.pdf> (1, 2)

Robert Cormier

Frenchtown Summer by Robert Cormier. New York: Delacorte/Random House, 1999. Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%209-12.pdf> (9-12)

Sharon Creech

Hate that Cat by Sharon Creech. New York: Joanna Cotler/Harper, 2008. Houston Area Independent Schools Library Network

<http://www.haisln.org/recommendedreadinglists.html> (3, 4); Boston Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%204-5.pdf> (4, 5)

Love That Dog by Sharon Creech. New York: Joanna Cotler/Harper, 2001. Fairfax County Public Schools

<http://www.fcps.edu/DIS/readlist/6.tmh> (6)

Heartbeat by Sharon Creech. New York: HarperCollins, 2004. Greece Central Elementary School Reading List

<http://www.greece.k12.ny.us/summerread/list/pdf-lists/elementary.pdf> (4-6)

Nina Crews

The Neighborhood Mother Goose by Nina Crews. New York: Greenwillow, 2004. Parkway School District, Chesterfield, MO.

<http://www.pkwy.k12.mo.us/panda/subjectlinks/elemreading.html> (K)

Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

Roald Dahl

Vile Verses by Roald Dahl. New York: Viking, 2005. Greece Central Elementary School Reading List
Greece Central Elementary School Reading List

List <http://www.greece.k12.ny.us/summerread/list/elementary.htm> (3-5)

Kali Dakos

If You're Not Here Please Raise Your Hand by Kali Dakos and Brian Karas, ill. New York: Four Winds Press, 1990. Fairfax County Public Schools

<http://www.fcps.edu/DIS/readlist/6.htm> (6)

Don't Read This Book Whatever You Do: more poems about school by Kali Dakos and G. Brian Karas, ill. New York: Four Winds, 1993. Smithtown Central School District

<http://www.smithtown.k12.ny.us/readinglists/middleschool.htm> (6-8)

Beatrice Schenk de Regniers

Sing a Song of Popcorn: every child's book of poems by Beatrice Schenk de Regniers, et al. New York: Scholastic, 1988. Wayland Public Schools

http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5)

Leo and Diane Dillon

Mother Goose: numbers on the loose collected and illustrated by Leo and Diane Dillon. San Diego, CA: Harcourt, 2007. Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

Rebecca Kai Dotlich

What is Science? by Rebecca Kai Dotlich and Sachiko Yoshikawa, ill. New York: Holt, 2006. Houston Area Independent Schools Library Network

<http://www.haisln.org/recommendreadinglists.html> (PK, K)

David Elliott

And Here's to You by David Elliott and Randy Cecil, ill. Cambridge, MA: Candlewick, 2004. Houston Area Independent Schools Library Network

<http://www.haisln.org/recommend-edreadinglists.html> (PK, K)

Margarita Engle

The Surrender Tree: poems on Cuba's struggle for freedom by Margarita Engle. New York: Henry Holt, 2008. Palo Alto Middle Schools

http://staff.pausd.org/~middlelibrary/Summer_Reading_List_2009.pdf (6-8)

Barbara Esbensen

Echoes for the Eye by Barbara Esbensen. New York: HarperCollins, 1995. Wayland Public Schools

http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5)

Tom Feelings

Soul Looks Back in Wonder compiled by Tom Feelings. New York: Dial, 1993. Parkway School District, Chesterfield, MO.

<http://www.pkwy.k12.mo.us/panda/subjectlinks/elemreading.html> (4)

Paul Fleischman

Joyful Noise: poems for two voices by Paul Fleischman and Eric Beddows. New York: Harper, 1988. Smithtown Central School District

<http://www.smithtown.k12.ny.us/readinglists/SummerReadingBib3-5.pdf> (3-5)

Benjamin Floella

Skip Across the Ocean: nursery rhymes from around the world collected by Benjamin Floella and Sheila Moxley, ill. New York: Orchard, 1995. Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

Douglas Florian

Bow Wow Meow: It's Rhyming Cats and Dogs by Douglas Florian. San Diego, CA: Harcourt, 2003. Houston Area Independent Schools Library Network

<http://www.haisln.org/recommend-edreadinglists.html> (1, 2)

Comets, Stars, the Moon, and Mars: space poems and paintings by Douglas Florian. San Diego, CA: Harcourt, 2007. Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

In the Swim: poems and paintings by Douglas Florian. San Diego, CA: Harcourt, 1997. Wayland Public Schools

http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5)

Insectlopedia: poems and paintings by Douglas Florian. San Diego, CA: Harcourt, 1998. Wayland Public Schools http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5)

Laugh-eteria: poems and drawings by Douglas Florian. San Diego, CA: Harcourt, 1999. Wayland Public Schools http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5)

Omnibeasts by Douglas Florian. San Diego, CA: Harcourt, 2004. Houston Area Independent Schools Library Network <http://www.haisln.org/recommendedreadinglists.html> (5)

Betsy Franco

Mathematickles! by Betsy Franco and Steve Salerno, ill. New York: McElderry, 2003. Smithtown Central School District <http://www.smithtown.k12.ny.us/readinglists/SummerReadingBib3-5.pdf> (3-5)

Helen Frost

Keesha's House by Helen Frost. New York: Frances Foster/Farrar Straus & Giroux, 2003. Greece Central High School Reading List <http://www.greece.k12.ny.us/summerread/list/high.htm> (9-12)

Kristine O'Connell George

Little Dog Poems by Kristine O'Connell George and June Otani, ill. New York: Clarion, 1999. Wayland Public Schools http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5)

Little Dog and Duncan by Kristine O'Connell George and June Otani, ill. New York: Clarion, 2002. District of Columbia Public Schools <http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/2nd.pdf> (2)

Old Elm Speaks: Tree Poems by Kristine O'Connell George. New York: Clarion, 1998. Fairfax County Public Schools <http://www.fcps.edu/DIS/readlist/6.htm> (6)

Swimming Upstream: middle school poems by Kristine O'Connell George and Debbie Tilley, ill. New York: Clarion, 2002. Lee County Schools 2009 Middle School Recommended Summer Reading List http://www.lee.k12.nc.us/parents_students/summer_read6-8.pdf (6-8)

Nikki Giovanni

Hip-Hop Speaks to Children: a celebration of poetry with a beat edited by Nikki Giovanni. Naperville, IL: Sourcebooks/Jabberwocky, 2008. District of Columbia Public Schools <http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/6th.pdf> (6)

Shimmy Shimmy Shimmy Like My Sister Kate: looking at the Harlem Renaissance through poems by Nikki Giovanni. New York: Henry Holt,

1996. Boston Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%209-12.pdf> (9-12);
Greece Central High School Reading
List
<http://www.greece.k12.ny.us/summerread/list/high.htm> (9-12)

Mel Glenn

Jump Ball: a basketball season in poems by Mel Glenn. New York: Lodestar, 1997. Boston Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%209-12.pdf> (9-12);
Lee County Schools 2009 Middle
School Recommended Summer
Reading List
http://www.lee.k12.nc.us/parents_students/summer_read6-8.pdf (6-8)

Split Image: a story in poems by Mel Glenn. New York: HarperCollins, 2000. Greece Central High School
Reading List
<http://www.greece.k12.ny.us/summerread/list/high.htm> (9-12)

Who Killed Mr. Chippendale? a mystery in poems by Mel Glenn. New York: Lodestar, 1996. Greece Central
High School Reading List
<http://www.greece.k12.ny.us/summerread/list/high.htm> (9-12)

John Grandits

Blue Lipstick: Concrete Poems by John Grandits. New York: Clarion, 2007.
Houston Area Independent Schools
Library Network

<http://www.haisln.org/recommendedreadinglists.html> (7, 8); Boston
Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%206-8.pdf> (6-8); Boston
Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%209-12.pdf> (9-12)

Technically, It's Not My Fault by John Grandits. New York: Clarion, 2004.
Lee County Schools 2009 Middle
School Recommended Summer
Reading List
http://www.lee.k12.nc.us/parents_students/summer_read6-8.pdf (6-8)

Alison Green

Mother Goose's Storytime Nursery Rhymes collected by Alison Green and Alex Scheffler, ill. New York: Arthur A. Levine/Scholastic, 2007. Boston
Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

Jan Greenberg

Heart to Heart: new poems inspired by Twentieth century American art selected by Jan Greenberg. New York: Harry N. Abrams, 2001. Lee
County Schools 2009 Middle School
Recommended Summer Reading List
http://www.lee.k12.nc.us/parents_students/summer_read6-8.pdf (6-8)

Eloise Greenfield

Honey, I Love, and other love poems by Eloise Greenfield. New York, Crowell,

1978. Wayland Public Schools
http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry
(K-5); District of Columbia Public
Schools

<http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/k.pdf> (K)

Nikki Grimes

Thanks a Million: poems by Nikki Grimes and Cozbi A. Cabrera, ill. New York: Amistad, 2006. Houston Area Independent Schools Library Network
<http://www.haisln.org/recommendreadinglists.html> (3, 4)

Dark Sons by Nikki Grimes. New York: Jump at the Sun/Hyperion, 2005. Parkway School District, Chesterfield, MO.

<http://www.pkwy.k12.mo.us/panda/subjectlinks/midreading.html> (9)

C is for City by Nikki Grimes and Pat Cummings, ill. New York: Lothrop, Lee & Shepard, 1995. Greece Central Elementary School Reading List
Greece Central Elementary School Reading List
<http://www.greece.k12.ny.us/summerread/list/elementary.htm> (1-4)

Bronx Masquerade by Nikki Grimes. New York: Dial, 2002. Boston Public Schools Boston Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%209-12.pdf> (9-12); Lee County Schools 2009 Middle School

Recommended Summer Reading List
http://www.lee.k12.nc.us/parents_students/summer_read6-8.pdf (6-8)

Donald Hall

Oxford Book of Children's Verse in America selected by Donald Hall. New York: Oxford University Press, 1985.

Wayland Public Schools

http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5)

White Apples and the Taste of Stone: Selected Poems, 1946-2006 by Donald Hall. Boston: Houghton Mifflin, 2006. Houston Area Independent Schools Library Network

<http://www.haisln.org/recommendreadinglists.html> (11, 12)

Jay M. Harris

The Moon is La Luna: Silly Rhymes in English & Spanish by Jay M. Harris and Matthew Cordell, ill. Boston: Houghton Mifflin, 2007. Sally Snyder, Coordinator of Children and Young Adult Library Services at the Nebraska Library Commission.

http://www.nlc.state.ne.us/libdev/summerreading/2009bcyl_handoutfromNLAsession.pdf

David Harrison

The Alligator in the Closet: and other poems around the house by David Harrison and Jane F. Kendall, ill.

Honesdale, PA: Wordsong, 2003.

Smithtown Central School District

<http://www.smithtown.k12.ny.us/>

readinglists/SummerReadingBib1-2.pdf (1, 2)

Stephanie Hemphill

Things Left Unsaid: a novel in poems by Stephanie Hemphill. New York: Hyperion, 2005. Boston Public Schools <http://bostonpublicschools.org/files/Booklist%2009%209-12.pdf> (9-12)

Your Own, Sylvia: a verse portrait of Sylvia Plath by Stephanie Hemphill. New York: Knopf, 2007. Boston Public Schools <http://bostonpublicschools.org/files/Booklist%2009%209-12.pdf> (9-12)

Steven Herrick

Naked Bunyip Dancing by Steven Herrick and Beth Norling, ill. Asheville, NC: Front Street, 2008. Sally Snyder, Coordinator of Children and Young Adult Library Services at the Nebraska Library Commission. http://www.nlc.state.ne.us/libdev/summerreading/2009bcyl_handout_fromNLAsession.pdf (2-5).

Karen Hesse

Out of the Dust by Karen Hesse. New York: Scholastic Press, 1997. Smithtown Central School District <http://www.smithtown.k12.ny.us/readinglists/SummerReadingBib3-5.pdf> (3-5); Lee County Schools 2009 Middle School Recommended Summer Reading List http://www.lee.k12.nc.us/parents_s

[tudents/summer_read6-8.pdf](#) (6-8); District of Columbia Public Schools <http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/6th.pdf> (6)

Witness by Karen Hesse. New York: Scholastic Press, 2001. Palo Alto Middle Schools http://staff.pausd.org/~middlelibrary/Summer_Reading_List_2009.pdf (6-8)

Anna Grossnickle Hines

1, 2, Buckle My Shoe by Anna Hines. San Diego, CA: Harcourt, 2008. Boston Public Schools <http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

Mary Ann Hoberman

You Read to Me, I'll Read to You: Very Short Stories to Read Together by Mary Ann Hoberman and Michael Emberley, ill. Boston: Little Brown, 2001. Parkway School District, Chesterfield, MO. <http://www.pkwy.k12.mo.us/panda/subjectlinks/elemreading.html> (1); The Town School for Boys in San Francisco (1); Boston Public Schools <http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

A House is a House for Me by Mary Ann Hoberman and Betty Fraser, ill. New York: Viking, 1978. Smithtown Central School District <http://www.smithtown.k12.ny.us/>

readinglists/SummerReadingBib1-2.pdf (1, 2)

Belinda Hollyer

She's All That: poems about girls selected by Brenda Hollyer and Susan Hellard, ill. Boston: Kingfisher, 2005. Boston Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%204-5.pdf> (4, 5)

Lee Bennett Hopkins

Hand in Hand: an American history through poetry selected by Lee Bennett Hopkins. New York: Simon & Schuster, 1994. Fairfax County Public Schools
<http://www.fcps.edu/DIS/readlist/6.htm> (6)

My America: a poetry atlas of the United States selected by Lee Bennett Hopkins and Stephen Alcorn, ill. New York: Simon & Schuster, 2000. Greece Central Elementary School Reading List
<http://www.greece.k12.ny.us/summerread/list/pdf-lists/elementary.pdf> (4-6)

Sports! Sports! Sports! a poetry collection selected by Lee Bennett Hopkins and Brian Floca, ill. New York: HarperCollins, 1999. Wayland Public Schools
http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5)

Langston Hughes

The Collected Poems of Langston Hughes by Langston Hughes. New York: Knopf, 1994. Parkway School District, Chesterfield, MO.
<http://www.pkwy.k12.mo.us/panda/subjectlinks/secreading.html> (12)

The Dream Keeper and other poems by Langston Hughes and Brian Pinkney, ill. New York: Knopf, 1994. Wayland Public Schools
http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5); Boston Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%204-5.pdf> (4, 5); District of Columbia Public Schools
<http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/7th.pdf> (7)

Ted Hughes

My Brother Bert by Ted Hughes and Tracey Campbell Pearson, ill. New York: Farrar, Straus & Giroux, 2009. Vermont School Library Association
<http://www.vtnea.org/Uploads/files/Docs/REading/readinglist/2009Summer.pdf> (K-4)

Anne Isaacs

Cat Up a Tree: a story in poems by Anne Isaacs. New York: Dutton, 1998. Wayland Public Schools
http://www.wayland.k12.ma.us/lib_

[media/elemsumread.html#Poetry](#)
(K-5)

Paul B. Janeczko

A Kick in the Head by Paul B. Janeczko and Chris Raschka, ill. Cambridge, MA: Candlewick Press, 2005. Fairfax County Public Schools
<http://www.fcps.edu/DIS/readlist/6.htm> (6)

World's Afire by Paul B. Janeczko. Cambridge, MA: Candlewick Press, 2004. Fairfax County Public Schools
<http://www.fcps.edu/DIS/readlist/78.htm> (7, 8)

Seeing the Blue Between: advice and inspiration for young poets edited by Paul B. Janeczko. Cambridge, MA: Candlewick Press, 2002. Lee County Schools 2009 Middle School Recommended Summer Reading List
http://www.lee.k12.nc.us/parents_students/summer_read6-8.pdf (6-8)

Angela Johnson

Running Back to Ludie by Angela Johnson. New York: Orchard, 2001. Boston Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%209-12.pdf> (9-12)

Lynn Joseph

Coconut Kind of Day: island poems by Lynn Joseph and Sandra Spidel, ill. New York: Lothrop, Lee & Shepard, 1990. Wayland Public Schools
http://www.wayland.k12.ma.us/lib_

[media/elemsumread.html#Poetry](#)
(K-5)

Alan Katz

Are You Quite Polite?: Silly Dilly Manners Songs by Alan Katz and David Catrow, ill. New York: McElderry, 2006. Houston Area Independent Schools Library Network
<http://www.haisln.org/recommend-edreadinglists.html> (1, 2); Boston Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

Caroline Kennedy

A Family of Poems: my favorite poetry for children selected by Caroline Kennedy and Jon Muth, ill. New York: Hyperion, 2005. Greece Central Elementary School Reading List
Greece Central Elementary School Reading List
<http://www.greece.k12.ny.us/summerread/list/elementary.htm> (3-5)

Ron Koertge

The Brimstone Journals by Ron Koertge. Cambridge, MA: Candlewick Press, 2001. Boston Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%209-12.pdf> (9-12)

Kevin Kurtz

A Day in the Salt Marsh by Kevin Kurtz and Consie Powell, ill. Mount Pleasant, SC: Sylvian Dell, 2007. Houston Area Independent Schools Library Network

<http://www.haisln.org/recommendedreadinglists.html> (PK, K)

Karla Kuskin

Green as a Bean by Karla Kuskin and Melissa Iwai, ill. New York: Laura Geringer/HarperCollins, 2007. Houston Area Independent Schools Library Network

<http://www.haisln.org/recommendedreadinglists.html> (PK, K)

Moon, Have You Met My Mother? The collected poems of Karla Kuskin by Karla Kuskin and Sergio Ruzzier. New York: Laura Geringer/HarperCollins, 2002. Smithtown Central School District

<http://www.smithtown.k12.ny.us/readinglists/SummerReadingBib3-5.pdf> (3-5)

Jacob Lawrence

Harriet and the Promised Land by Jacob Lawrence. New York: Simon & Schuster, 1993. District of Columbia Public Schools

<http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/1st.pdf> (1)

J. Patrick Lewis

Arithme-Tickle: an even number of odd riddle-rhymes by J. Patrick Lewis and Frank Remkiewicz, ill. San Diego, CA: Harcourt, 2002. District of Columbia Public Schools

<http://www.k12.dc.us/Teachingand>

[learning/summer-reading-list-2009/documents/4th.pdf](http://www.haisln.org/recommendedreadinglists.html) (4)

Please Bury Me in the Library by J. Patrick Lewis and Kyle M. Stone, ill. San Diego, CA: Harcourt, 2005. Greece Central Elementary School Reading List Greece Central Elementary School Reading

List <http://www.greece.k12.ny.us/summerread/list/elementary.htm> (K-5)

Brian Lies

Bats at the Library by Brian Lies. Boston: Houghton Mifflin, 2008. Houston Area Independent Schools Library Network

<http://www.haisln.org/recommendedreadinglists.html> (1, 2)

Henry Wadsworth Longfellow

Paul Revere's Ride by Henry Wadsworth Longfellow and Ted Rand, ill. New York: Dutton, 1990. Wayland Public Schools

http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5)

Pamela Love

Two Feet Up, Two Feet Down by Pamela Love and Lynne Chapman, ill. New York: Children's Press, 2004. District of Columbia Public Schools

<http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/1st.pdf> (1)

Patricia MacLachlan

Once I Ate a Pie by Patricia MacLachlan, Emily MacLachlan Charest, and Katy Schneider, ill. New York: Joanna Cotler/Harper, 2006. Houston Area Independent Schools Library Network

<http://www.haisln.org/recommend-edreadinglists.html> (1, 2)

Bill Martin Jr.

Chicka Chicka Boom Boom by Bill Martin Jr., John Archambault, and Lois Ehlert, ill. New York: Simon & Schuster, 1989. Wayland Public Schools

http://www.wayland.k12.ma.us/lib_media/elemsumread.html#K-1 (K-1)

The Bill Martin Jr. Big Book of Poetry selected by Bill Martin Jr. and Michael R. Sampson. New York: Simon and Schuster, 2008. District of Columbia Public Schools

<http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/4th.pdf> (4)

Patricia McCormick

Sold by Patricia McCormick. New York: Hyperion, 2006. Dana Hall School in Massachusetts.

<http://mydana.danahall.org/depts/library/SummerReading2009.pdf> (8)

Tony Medina

Love to Langston by Tony Medina and Gregory Christie, ill. New York: Lee & Low, 2002. Boston Public Schools <http://bostonpublicschools.org/files/Booklist%2009%204-5.pdf> (4, 5)

John Micklos

Grandparent Poems by John Micklos and Layne Johnson, ill. Honesdale, PA: Wordsong, 2004. Houston Area Independent Schools Library Network <http://www.haisln.org/recommend-edreadinglists.html> (1, 2)

C.M. Millen

Blue Bowl Down by CM Millen and Holly Meade, ill. Cambridge, MA: Candlewick Press, 2004. Smithtown Central School District

<http://www.smithtown.k12.ny.us/readinglists/SummerReadingBib1-2.pdf> (1, 2)

Edna St. Vincent Millay

Selected Poems by Edna St. Vincent Millay. New York: Library of America, 2003. Dana Hall School in Massachusetts.

<http://mydana.danahall.org/depts/library/SummerReading2009.pdf> (Composition II)

Walter Dean Myers

Blues Journey by Walter Dean Myers and Christopher Myers, ill. New York:

Holiday House, 2003. Greece Central Elementary School Reading List
<http://www.greece.k12.ny.us/summerread/list/pdf-lists/elementary.pdf> (3-5)

Harlem: a poem by Walter Dean Myers and Christopher Myers, ill. New York: Scholastic Press, 1997. Wayland Public Schools
http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5); District of Columbia Public Schools
<http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/8th.pdf> (8)

Here in Harlem: poems in many voices by Walter Dean Myers. New York: Holiday House, 2004. Boston Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%209-12.pdf> (9-12)

Jazz by Walter Dean Myers and Christopher Myers, ill. New York: Holiday House, 2006. Boston Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

Marilyn Nelson

Carver: A Life in Poems by Marilyn Nelson. Asheville, NC: Front Street, 2001. Houston Area Independent Schools Library Network
<http://www.haisln.org/recommendedreadinglists.html> (6);

Smithtown Central School District
<http://www.smithtown.k12.ny.us/readinglists/SummerReadingBib3-5.pdf> (3-5); District of Columbia Public Schools
<http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/9th.pdf> (9)

Fortune's Bones: the Manumission requiem by Marilyn Nelson. Asheville, NC: Front Street, 2004. Boston Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%209-12.pdf> (9-12); District of Columbia Public Schools
<http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/8th.pdf> (8)

A Wreath for Emmett Till by Marilyn Nelson and Philippe Lardy, ill. Boston: Houghton, 2005. District of Columbia Public Schools
<http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/11th.pdf> (11)

Pablo Neruda

Twenty Love Poems and a Song of Despair by Pablo Neruda. New York: Penguin, 2004. Houston Area Independent Schools Library Network
<http://www.haisln.org/recommendedreadinglists.html> (11, 12)

Lissette Norman

My Feet are Laughing by Lissette Norman and Frank Morrison, ill. New York: Farrar, Straus and Giroux, 2006. Parkway School District, Chesterfield, MO.

<http://www.pkwy.k12.mo.us/panda/subjectlinks/elemreading.html> (5)

Naomi Shihab Nye

Is This Forever or What?: Poems and Paintings from Texas edited by Naomi Shihab Nye. New York: Greenwillow, 2004. Houston Area Independent Schools Library Network

<http://www.haisln.org/recommendreadinglists.html> (6); Smithtown Central School District

<http://www.smithtown.k12.ny.us/readinglists/SummerReadingBib3-5.pdf> (3-5)

You & Yours: poems by Naomi Shihab Nye. Rochester, NY: BOA Editions, 2005. Houston Area Independent Schools Library Network

<http://www.haisln.org/recommendreadinglists.html> (7, 8)

19 Varieties of Gazelle: Poems of the Middle East by Naomi Shihab Nye. New York: Greenwillow, 2002.

Parkway School District, Chesterfield, MO. <http://www.pkwy.k12.mo.us/panda/subjectlinks/secreading.html>

(9) Greece Central Middle School Reading List

<http://www.greece.k12.ny.us/summerread/list/middle.htm> (6-8);

District of Columbia Public Schools

<http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/9th.pdf> (9)

Honeybee: poems and short prose by Naomi Shihab Nye. New York: Greenwillow, 2008. Vermont School Library Association

<http://www.vtnea.org/Uploads/files/Docs/REading/readinglist/2009Summer.pdf> (9-12)

Lydia Okutoro

Quiet Storm: voices of young Black poets selected by Lydia Okutoro. New York: Jump at the Sun/Hyperion, 1999. Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%209-12.pdf> (9-12)

Mary O'Neill

Hailstones and Hailbut Bones: adventures in color by Mary O'Neill and Leonard Weisgard, ill. Garden City, NY: Doubleday, 1961. Smithtown Central School District

<http://www.smithtown.k12.ny.us/readinglists/SummerReadingBib1-2.pdf> (1, 2)

Linda Sue Park

Tap Dancing on the Roof: Sijo (Poems)
by Linda Sue Park and Istvan Banyai,
ill. New York: Clarion, 2007. Boston
Public Schools

[http://bostonpublicschools.org/files/
Booklist%2009%204-5.pdf](http://bostonpublicschools.org/files/Booklist%2009%204-5.pdf) (4, 5)

Bee-Bim Bop! by Linda Sue Park and
Ho Baek Lee. New York: Clarion,
2005. District of Columbia Public
Schools

[http://www.k12.dc.us/Teachingand
learning/summer-reading-list-
2009/documents/k.pdf](http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/k.pdf) (K)

Andrea Perry

*Here's What You Do When You Can't
Find Your Shoe: ingenious inventions
for pesky problems* by Andrea Perry
and Alan Snow, ill. New York:

Atheneum, 2003. Greece Central
Elementary School Reading List
[http://www.greece.k12.ny.us/summ
erread/list/pdf-lists/
elementary.pdf](http://www.greece.k12.ny.us/summerread/list/pdf-lists/elementary.pdf) (2-5)

Lisa Westberg Peters

Earthshake: poems from the ground up
by Lisa Westberg Peters and Cathie
Felstead, ill. New York: Greenwillow,
2003. Boston Public Schools

[http://bostonpublicschools.org/files/
Booklist%2009%204-5.pdf](http://bostonpublicschools.org/files/Booklist%2009%204-5.pdf) (4, 5)

Jack Prelutsky

*Good Sports: rhymes about running,
jumping, throwing, and more* by Jack
Prelutsky and Chris Raschka, ill. New

York: Knopf, 2007. Boston Public
Schools

[http://bostonpublicschools.org/files/
Booklist%2009%20K-3.pdf](http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf) (K-3)

Me I Am! by Jack Prelutsky and
Christine Davenier, ill. New York:
Farrar Straus & Giroux, 1983.

Houston Area Independent Schools
Library Network

[http://www.haisln.org/recommend
edreadinglists.html](http://www.haisln.org/recommendedreadinglists.html) (PK, K);

Parkway School District, Chesterfield,
MO.

[http://www.pkwy.k12.mo.us/panda/
subjectlinks/elemreading.html](http://www.pkwy.k12.mo.us/panda/subjectlinks/elemreading.html) (1)

My Dog May be a Genius by Jack
Prelutsky. New York: Greenwillow,
2008. Houston Area Independent
Schools Library Network

[http://www.haisln.org/recommend
edreadinglists.html](http://www.haisln.org/recommendedreadinglists.html) (3, 4)

A Pizza the Size of the Sun by Jack
Prelutsky and James Stevenson, ill.
New York: Greenwillow, 1996.

Wayland Public Schools

[http://www.wayland.k12.ma.us/lib_
media/elemsumread.html#Poetry](http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry)
(K-5)

*Pizza, Pigs and Poetry: How to Write a
Poem* by Jack Prelutsky. New York:
Greenwillow, 2008. Sally Snyder,
Coordinator of Children and Young
Adult Library Services at the
Nebraska Library Commission.

http://www.nlc.state.ne.us/libdev/summerreading/2009bcyl_handoutfromNLAsession.pdf (2-5).

Read a Rhyme, Write a Rhyme selected by Jack Prelutsky and Meilo So, ill. New York: Knopf, 2005. Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%204-5.pdf> (4, 5);

Greece Central Elementary School Reading List Greece Central Elementary School Reading

List <http://www.greece.k12.ny.us/summerread/list/elementary.htm> (K-3); District of Columbia Public Schools

<http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/5th.pdf> (5)

Read-Aloud Rhymes for the Very Young selected by Jack Prelutsky and Marc Brown, ill. New York: Knopf, 1986. Parkway School District, Chesterfield, MO.

<http://www.pkwy.k12.mo.us/panda/subjectlinks/elemreading.html> (K); Wayland Public Schools

http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5)

Scranimals by Jack Prelutsky and Peter Sis. New York: Greenwillow, 2002. Greece Central Elementary School Reading List

<http://www.greece.k12.ny.us/summerread/list/pdf-lists/elementary.pdf> (K-3)

Ishmael Reed

From Totems to Hip-Hop: a multicultural anthology of poetry across the Americas 1900-

2002 edited by Ishmael Reed. New York: Thunder's Mouth Press, 2003. Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%209-12.pdf> (9-12)

Adam Rex

Frankenstein Makes a Sandwich: and other stories you're sure to like,

because they're all about monsters, and some of them are also about food

by Adam Rex. San Diego, CA: Harcourt, 2006. Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%204-5.pdf> (4, 5)

Heidi Roemer

Come to My Party and other shape poems by Heidi Roemer and Hideko

Takahashi, ill. New York: Henry Holt, 2004. Greece Central Elementary

School Reading List Greece Central Elementary School Reading

List <http://www.greece.k12.ny.us/summerread/list/elementary.htm> (K-2)

Karen Gray Ruelle

Bark Park by Karen Gray Ruelle.

Atlanta: Peachtree, 2008. Houston Area Independent Schools Library

Network

<http://www.haisln.org/recommend-edreadinglists.html> (PK, K)

Joanne Ryder

Toad by the Road: a year in the life of these amazing amphibians by Joanne Ryder and Maggie Kneen, ill. New York: Henry Holt, 2007. Houston Area Independent Schools Library Network
<http://www.haisln.org/recommend-edreadinglists.html> (1, 2)

Laura Purdie Salas

Chatter, Sing, Roar, Buzz: Poems About the Rainforest by Laura Purdie Salas. Mancato, MN: Capstone Press, 2009. Houston Area Independent Schools Library Network
<http://www.haisln.org/recommend-edreadinglists.html> (3, 4)

Carl Sandburg

Selected Poems by Carl Sandburg. San Diego, CA: Harcourt, 1996. Houston Area Independent Schools Library Network
<http://www.haisln.org/recommend-edreadinglists.html> (9, 10)

Alice Schurtle

Little Blue Truck by Alice Schurtle and Jill McElmurry, ill. San Diego, CA: Harcourt, 2008. Houston Area Independent Schools Library Network
<http://www.haisln.org/recommend-edreadinglists.html> (PK, K)

A Very Hairy Bear by Alice Schurtle and Olivier Dunrea, ill. San Diego, CA: Harcourt, 2004. Houston Area Independent Schools Library Network
<http://www.haisln.org/recommend-edreadinglists.html> (PK, K)

Jon Scieszka

Science Verse by Jon Scieszka and Lane Smith. New York: Viking, 2004. Greece Central Elementary School Reading List
<http://www.greece.k12.ny.us/summerread/list/pdf-lists/elementary.pdf> (K-3); Smithtown Central School District
<http://www.smithtown.k12.ny.us/readinglists/SummerReadingBib3-5.pdf> (3-5)

Robert W. Service

The Cremation of Sam McGee by Robert W. Service and Ted Harrison, ill. New York: Greenwillow, 1987. Wayland Public Schools
<http://www.wayland.k12.ma.us/lib-media/elemsumread.html#Poetry> (K-5)

Dr. Seuss

The Cat in the Hat by Dr. Seuss. New York: Random House, 1957. Parkway School District, Chesterfield, MO.
<http://www.pkwy.k12.mo.us/panda/subjectlinks/elemreading.html> (1)

And to Think that I Saw it on Mulberry Street by Dr. Seuss. New York: Vanguard Press, 1937.
Smithtown Central School District
<http://www.smithtown.k12.ny.us/readinglists/SummerReadingBib1-2.pdf> (1, 2)

The Tooth Book by Theo LeSieg[pseud.]. New York: Random House, 1981. District of Columbia Public Schools
<http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/1st.pdf> (1)

Carol Diggory Shields
Lunch Money and other poems about school by Carol Diggory Shields and Paul Maisel, ill. New York: Dutton, 1995. Wayland Public Schools
http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5)

Joyce Sidman
Meow Ruff by Joyce Sidman and Michelle Berg. Boston: Houghton Mifflin, 2006. Boston Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

Song of the Water Boatman & other pond poems by Joyce Sidman and Beckie Prange. Boston: Houghton Mifflin, 2005. Greece Central Elementary School Reading List
Greece Central Elementary School Reading

List <http://www.greece.k12.ny.us/summerread/list/elementary.htm> (3-5)

Judy Sierra
Counting Crocodiles by Judy Sierra and Will Hillenbrand, ill. San Diego, CA: Harcourt, 1997. Parkway School District, Chesterfield, MO.
<http://www.pkwy.k12.mo.us/panda/subjectlinks/elemreading.html> (K)

Wild About Books by Judy Sierra and Marc Brown, ill. New York: Knopf, 2004. Greece Central Elementary School Reading List
<http://www.greece.k12.ny.us/summerread/list/elementary.htm> (K-3)

Shel Silverstein
Falling Up: poems and drawings by Shel Silverstein. New York: HarperCollins, 1996. Wayland Public Schools
http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5)

Runny Babbit: a billy sook by Shel Silverstein. New York: HarperCollins, 2005. Smithtown Central School District
<http://www.smithtown.k12.ny.us/readinglists/SummerReadingBib1-2.pdf> (1, 2)

Marilyn Singer

Central Heating: Poems about Fire and Warmth by Marilyn Singer and Meilo So, ill. New York: Knopf, 2005. Greece Central Elementary School Reading List Greece Central Elementary School Reading List <http://www.greece.k12.ny.us/summerread/list/elementary.htm> (3-6)

Footprints on the Roof: poems about the Earth by Marilyn Singer and Meilo So, ill. New York: Knopf, 2002. Lee County Schools 2009 Middle School Recommended Summer Reading List http://www.lee.k12.nc.us/parents_students/summer_read6-8.pdf (6-8)

Amy E. Sklansky

The Duck Who Played Kazoo by Amy E. Sklansky and Tiphonie Beeke. New York: Clarion, 2008. Sally Snyder, Coordinator of Children and Young Adult Library Services at the Nebraska Library Commission. http://www.nlc.state.ne.us/libdev/summerreading/2009bcyl_handoutfromNLAsession.pdf (PB)

Charles R. Smith

Twelve Rounds to Glory: the story of Muhammad Ali by Charles R. Smith and Bryan Collier, ill. Cambridge, MA: Candlewick, 2007. Fairfax County Public Schools <http://www.fcps.edu/DIS/readlist/78.htm> (7, 8);

Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%206-8.pdf> (6-8)

Diamond Life: baseball sights, sounds, and swings by Charles R. Smith. New York: Orchard, 2004. Greece Central Elementary School Reading List Greece Central Elementary School Reading List <http://www.greece.k12.ny.us/summerread/list/elementary.htm> (K-3)

Sonya Sones

One of Those Hideous Books Where the Mother Dies by Sonya Sones. New York: Simon & Schuster, 2004. Dana Hall School in Massachusetts. <http://mydana.danahall.org/depts/library/SummerReading2009.pdf> (7)

Stop Pretending: What Happened When My Big Sister Went Crazy by Sonya Sones. New York: HarperCollins, 1999. District of Columbia Public Schools <http://www.k12.dc.us/Teachingandlearning/summer-reading-list-2009/documents/8th.pdf> (8)

What My Mother Doesn't Know by Sonya Sones. New York: Simon & Schuster, 2001. Greece Central High School Reading List <http://www.greece.k12.ny.us/summerread/list/high.htm> (9-12); Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%209-12.pdf> (9-12)

James Stevenson

Candy Corn by James Stevenson. New York: Greenwillow, 1999. Wayland Public Schools

http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5)

Popcorn: poems by James Stevenson. New York: Greenwillow, 1998.

Wayland Public Schools

http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5)

Patricia M. Stockland

Fur, Fangs, and Footprints: a collection of poems about animals selected by Patricia M. Stockland and Sara Rojo, ill. Minneapolis, MN: Compass Point, 2004. Greece Central Elementary School Reading List

<http://www.greece.k12.ny.us/summerread/list/pdf-lists/elementary.pdf> (3-6)

Maria Testa

Becoming Joe Dimaggio by Maria Testa. Cambridge, MA: Candlewick Press, 2002. Mountain Brook Schools

<http://www.mtnbrook.k12.al.us/cms/Summer+Reading+2009/10340.html> (5)

Uzo Unobagha

Off to the Sweet Shores of Africa and other talking drum rhymes by Uzo Unobagha and Julia Cairns, ill. San Francisco: Chronicle, 2007. Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

John Updike

A Child's Calendar by John Updike and Trina Schart Hyman, ill. New York: Holiday House, 1999.

Smithtown Central School District

<http://www.smithtown.k12.ny.us/readinglists/SummerReadingBib1-2.pdf> (1, 2)

Judith Viorst

If I Were in Charge of the World and Other Worries: poems for children and their parents by Judith Viorst. New York: Atheneum, 1981. Smithtown Central School District

<http://www.smithtown.k12.ny.us/readinglists/SummerReadingBib3-5.pdf> (3-5)

April Halprin Wayland

Girl Coming in for a Landing by April Halprin Wayland New York: Knopf, 2002. Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%209-12.pdf> (9-12)

Carole Boston Weatherford

Becoming Billie Holiday by Carole Boston Weatherford and Floyd Cooper, ill. Honesdale, PA: Wordsong, 2008.

Palo Alto Middle Schools
http://staff.pausd.org/~middlelibrary/Summer_Reading_List_2009.pdf (6-8)

I, Matthew Henson: polar explorer by Carole Boston Weatherford. New York: Walker, 2008. Houston Area Independent Schools Library Network
<http://www.haisln.org/recommendreadinglists.html> (3, 4)

Laura Whipple

Celebrating America: a collection of poems and images of the American spirit selected by Laura Whipple and The Art Institute of Chicago. Chicago: Art Institute of Chicago, 1994. Wayland Public Schools
http://www.wayland.k12.ma.us/lib_media/elemsumread.html#Poetry (K-5)

Robert Wyndham

Chinese Mother Goose Rhymes selected by Robert Wyndham and Ed Young, ill. New York: Philomel, 1968. Boston Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

Sallie Wolf

Truck Stuck by Sallie Wolf and Andy Robert Davies, ill. Watertown, MA: Charlesbridge, 2008. Houston Area Independent Schools Library Network
<http://www.haisln.org/recommendreadinglists.html> (PK, K)

Virginia Euwer Wolff

Make Lemonade by Virginia Euwer Wolff. New York: Henry Holt, 1993. Dana Hall School in Massachusetts.
<http://mydana.danahall.org/depts/library/SummerReading2009.pdf> (8)

True Believer by Virginia Euwer Wolff. New York: Atheneum, 2001. Greece Central High School Reading List
<http://www.greece.k12.ny.us/summerread/list/high.htm> (9-12); Boston Public Schools
<http://bostonpublicschools.org/files/Booklist%2009%206-8.pdf> (6-8)

Audrey Wood

A Dog Needs a Bone by Audrey Wood. New York: Blue Sky Press, 2007. Houston Area Independent Schools Library Network
<http://www.haisln.org/recommendreadinglists.html> (PK, K)

Jacqueline Woodson

Locomotion by Jacqueline Woodson. New York: Putnam, 2003. Greece Central Elementary School Reading List
<http://www.greece.k12.ny.us/summerread/list/pdf-lists/elementary.pdf> (4-5)

Valerie Worth

Animal Poems by Valerie Worth and Steve Jenkins. New York: Farrar Straus & Giroux, 2007. Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%204-5.pdf> (4, 5)

Dan Yaccarino

Dan Yaccarino's Mother Goose
illustrated by Dan Yaccarino. New York: Random House, 2003. Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

Peter Yarrow

Puff the Magic Dragon by Peter Yarrow, Lenny Lipton, and Eric Puybaret, ill. New York: Sterling, 2007. Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

Jane Yolen

Here's a Little Poem: A Very First Book of Poetry collected by Jane Yolen and Andrew Fusek Peters, and Polly Dunbar, ill. Cambridge, MA: Candlewick, 2007. Houston Area Independent Schools Library Network
<http://www.haisln.org/recommend>

[edreadinglists.html](#) (1, 2); Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

Margot Zemach

Some from the Moon, Some from the Sun: poems and songs for everyone. New York: Farrar Straus & Giroux, 2001. Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%20K-3.pdf> (K-3)

Tracie Vaughn Zimmer

42 Miles by Tracie Vaughn Zimmer. New York: Clarion, 2008. Houston Area Independent Schools Library Network

<http://www.haisln.org/recommend>
[edreadinglists.html](#) (5)

Reaching for Sun by Tracie Vaughn Zimmer. New York: Bloomsbury, 2007. Boston Public Schools

<http://bostonpublicschools.org/files/Booklist%2009%206-8.pdf> (6-8)



Appendix VI: Excerpts from selected state education standards and grade level expectations that refer to poetry:

Alabama

The Alabama Course of Study: English Language Arts

<http://www.leadered.com/CM%20pdf%20files/ALiclesummary2.pdf>

Kindergarten:

Literature, 6: "Students will identify...poetry..."

Oral and Visual Communication, 12: "Students will select appropriate voice level when reciting short poems..."

Grade One:

Writing and Language, 8: "Writing simple poems addressing a topic"

Oral and Visual Communication, 14: "Students will use appropriate intonation when reciting poems."

Grade Two:

Writing and Language, 8: "Writing free verse poetry to express ideas"

Grades Three–Five:

Literature: "Students will read complete texts as well as selected passages in multicultural literature and nonfiction texts that include...poetry..."

Grade Six:

Literature, 5: "Identifying odes, ballads, epic poetry..."

Grade Eight:

Reading , 3: "Students will distinguish among the subcategories of poetry such as ballads, lyric poems, epics, haiku, and limericks based on their characteristics; identifying rhythm and rhyme scheme."

Literature, 5 "Students will explain distinguishing characteristics of odes, ballads, epic poetry..."

Grade Nine:

Reading, 1: "Students will identify genre, tone and plot in...poetry..."

Grade Ten:

Reading, 1: "Students will apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in...poetry..."

Grade Eleven:

Reading, 1: "Students will analyze authors' use of literary elements, including characterization, theme, tone, setting, mood, plot, and literary point of view, in...poetry..."

Grade Twelve:

Reading, 1: "Students will compare organizational structure, figurative language, and literary devices, including use of paradox, among predominantly British...poetry..."

Alaska

Alaska Standards <http://www.eed.state.ak.us/standards/pdf/standards.pdf>

Grades Three - Six:

Reading, R1.7-2.7: "The student analyzes content and structure of genre by identifying and explaining the characteristics of...poetry."

Writing, [3]1.2.2; [4]-[6] 2.2.3: "The student writes for a variety of purposes and audiences by using expressive language when responding to...poetry..."

Grade Seven:

Reading [7] 3.2.1: "The student reads texts aloud by orally interpreting...poetry... to an audience."

Grades Seven - Ten:

Writing, [7]-[8] 2.3.2; [9]-[10] 4.2.3: ""The student writes for a variety of purposes and audiences by using expressive language when producing or responding to...poetry..."

Grade Ten:

Reading [10] 4.5.1: "The student analyzes and evaluates conventions and techniques of genre by analyzing the characteristics and the effect on the reader of...poetry..."

Arizona

Arizona Academic Standards - Language Arts

Standards <http://www.ade.state.az.us/standards/language-arts/>

Kindergarten:

Elements of Literature, PO 1: "Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of...poetry are read aloud."

Writing Applications, PO 2: "Participate in writing simple poetry, rhymes, songs, or chants."

Grade One:

Elements of Literature, PO 5: "Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm."

Grade Two:

Writing Applications, PO 2: "Write simple poetry, rhymes, or chants."

Grade Three:

Literacy, PO 2: "Read aloud from familiar...poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns."

Elements of Literature, PO 6: "Identify rhyme, rhythm, repetition, and sensory images in poetry."

Writing Applications - Expressive, PO 2: "Write in a variety of expressive forms (e.g., poetry...)..."

Grade Four:

Literacy, PO 1: "Read aloud from familiar...poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text."

Elements of Literature, PO 9: "Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry."

Grade Five:

Elements of Literature, PO 8: "Identify types of poetry (e.g., free verse, haiku, cinquain, limericks)."

Grade Six:

Vocabulary, PO 4: "Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in...poetry."

Elements of Literature, PO 2: "Identify the themes in works of...poetry..."

Elements of Literature, PO 7: "Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language)."

Grade Seven:

Elements of Literature, PO 2: "Recognize multiple themes in works of...poetry..."

Grade Eight:

Elements of Literature, PO 2: "Compare and contrast themes across works of...poetry..."

Elements of Literature, PO 7: "Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse)."

Grade Nine:

Elements of Literature, PO 3: "Compare (and contrast) works within a literary genre that deal with similar themes (e.g., compare...poems)."

Literary Response, PO 1: "Write a literary analysis that compares works within a literary genre that deal with similar themes (e.g., compare...two poems)."

Grade Eleven:

Elements of Literature, PO 6: "Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position)."

Arkansas

Arkansas English Language Arts Curriculum Framework

http://arkansased.org/teachers/pdf/ela_K-8_2003.pdf

http://arkansased.org/teachers/pdf/ela_9-12_2006.pdf

Kindergarten:

Reading, R.10.K.13: "Read familiar poems, nursery rhymes, and finger plays to explore rhythm and rhyme."

Reading, R.10.K.14: "Discuss familiar poems, nursery rhymes, and finger plays to determine meaning."

Grade One:

Writing, W.5.1.8: "Write couplets and acrostics"

Reading, R.10.1.16: "Read simple poems including couplets and acrostics"

Reading, R.10.1.17: "Discuss simple poetry to determine meaning"

Reading, R.10.1.18: "Analyze poetry to identify the characteristics of simple poems, including acrostics"

Grade Two:

Writing, W.5.2.9: "Write simple quatrains and shape poetry"

Reading, R.10.2.14: "Read a variety of poetry, including quatrains and shape poems"

Reading, R.10.2.15: "Discuss poetry to determine meaning"

Reading, R.10.2.16: "Analyze poetry to identify the characteristics of couplets and quatrains"

Grade Three:

Writing, W.5.3.8: "Write cinquains and diamantes"

Reading, R.10.3.15: "Read a variety of poetry including diamantes and cinquains"

Reading, R.10.3.16: "Discuss poetry to determine meaning"

Reading, R.10.3.17: "Analyze poetry to identify the characteristics of cinquains"

Grade Four:

Writing, W.5.4.7: "Write free verse and limericks"

Reading, R.10.4.15: "Read a variety of poetry including simple free verse and limericks"

Reading, R.10.4.16: "Discuss poetry to determine meaning"

Reading, R.10.4.17: "Analyze poetry to identify the characteristics of diamantes"

Grade Five:

Writing, W.5.5.4: "Write poems using a variety of techniques/devices, with emphasis on writing patterned and rhymed poetry"

Reading, R.10.5.11: "Read a variety of poetry, with emphasis on rhymed and patterned"

Reading, R.10.5.12: "Describe the characteristics of rhymed and patterned poetry"

Grade Six:

Writing, W.5.6.4: "Write poems using a variety of techniques/devices, with emphasis on narrative, including ballads"

Reading, R.10.6.11: "Read a variety of poetry, with emphasis on narrative, including ballads"

Reading, R.10.6.12: "Explain how form, including rhyme, rhythm, repetitions, line structure and punctuation, conveys the mood and meaning of a poem"

Grade Seven:

Writing, W.5.7.4.: "Write poems using a variety of techniques/devices, with emphasis on lyric poetry"

Reading, R.10.7.8: "Read a variety of poetry, with emphasis on lyric poetry"

Reading, R.10.7.9: "Identify the use of poetic devices, including comparison, alliteration, repetition, onomatopoeia, and rhyme"

Reading, R.10.7.10: "Examine the effect of imagery on the mood or meaning of the poem"

Grade Eight:

Writing, W.5.8.4.: "Write poems using a variety of techniques/devices, with emphasis on free verse"

Reading, R.10.8.10: "Read a variety of poetry, with emphasis on free verse"

Reading, R.10.8.11: "Interpret poetry, noting distinctive poetic devices"

Grade Nine:

Writing, W.5.9.6: "Write poems using a range of poetic techniques, forms, and figurative language, emphasizing narrative poetry"

Reading, R.10.9.3: "Read a variety of narrative poetry, including ballad and epic"

Reading, R.10.9.4: "Define and identify poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices"

Reading, R.10.9.5: "Identify the characteristics of narrative poetry"

Reading, R.10.9.6: "Read traditional and contemporary works of poets from many cultures"

Reading, R.10.9.7: "Identify the concept of persona"

Reading, R.10.9.8: "Identify techniques poets use to evoke emotion in a reader"

Reading, R.10.9.9: "Explain how word choice in a poem creates tone and voice"

Reading, R.10.9.10: "Paraphrase and interpret to find the meaning of selected poems, emphasizing the line"

Grade Ten:

Writing, W.5.10.6: "Write poems using a range of poetic techniques, forms, and figurative language, emphasizing lyric poetry"

Reading, R.10.10.3: "Read a variety of lyric poetry, including odes and sonnets"

Reading. R.10.10.4: "Recognize and discuss an author's use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices"

Reading. R.10.10.5: "Identify the characteristics of lyric poetry"

Reading. R.10.10.6: "Compare and contrast traditional and contemporary works of poets from many cultures"

Reading. R.10.10.7: "Examine the author's possible use of persona"

Reading. R.10.10.8: "Compare and contrast techniques poets use to evoke emotion in a reader"

Reading. R.10.10.9: "Identify examples of words that contribute to tone and voice"

Reading. R.10.10.10: "Paraphrase and interpret to find the meaning of selected poems, emphasizing the stanza"

Grade Eleven:

Writing, W.5.11.6: "Write poems using a range of poetic techniques, forms, and figurative language, emphasizing free verse poetry"

Reading. R.10.11.3: "Read a variety of poetry, including free verse"

Reading. R.10.11.4: "Analyze an author's use of poetic conventions and structures including line, stanza, imagery, rhythm, rhyme, and sound devices"

Reading. R.10.11.5: "Analyze and compare characteristics of free verse"

Reading. R.10.11.6: "Analyze traditional and contemporary works of poets from many cultures"

Reading. R.10.11.7: "Analyze the author's possible use of persona"

Reading. R.10.11.8: "Analyze techniques poets use to evoke emotion in a reader"

Reading. R.10.11.9: "Analyze word choice, tone, and voice"

Reading. R.10.11.10: "Paraphrase and interpret to find the meaning of selected poems, emphasizing the complete selection"

Grade Twelve

Writing, W.5.12.6: "Write poems using a range of poetic techniques, forms, and figurative language, emphasizing sonnets"

Reading. R.10.12.3: "Read a variety of poetry, including free and formal verse and narrative and lyric poetry"

Reading. R.10.12.4: "Evaluate the effectiveness of an author's use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices"

Reading. R.10.12.5: "Analyze and compare characteristics of formal verse, including sonnets, sestinas, and villanelles"

Reading. R.10.12.6: "Evaluate traditional and contemporary works of poets from many cultures"

Reading. R.10.12.7: "Evaluate the effectiveness of the author's use of persona"
Reading. R.10.12.8: "Evaluate techniques poets use to evoke emotion in a reader"
Reading. R.10.12.9: "Evaluate the effectiveness of word choice, tone, and voice"
Reading. R.10.12.10: "Paraphrase and interpret to find the meaning of selected poems, emphasizing multiple selections and authors"

California

English-Language Arts Content Standards for California Public Schools, Kindergarten through Grade Twelve

<http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>:

Kindergarten:

Reading, 3.2: "Identify types of everyday print materials...poems..."
Listening and Speaking, 2.2: "Recite short poems, rhymes, and songs."

Grade One:

Listening and Speaking, 2.1: "Recite poems, rhymes, songs, and stories."

Grade Two:

Reading, 3.4: "Identify the use of rhythm, rhyme and alliteration in poetry."

Grade Three:

Reading, 3.1: "Distinguish common forms of literature...poetry..."
Listening and Speaking, 1.4: "Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia)"
Listening and Speaking, 1.9: "Read...poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns..."
Listening and Speaking, 2.2: "Plan and present dramatic interpretations of...poems...with clear diction, pitch, tempo, and tone."

Grade Four:

Listening and Speaking, 2.4: "Recite brief poems (i.e., two or three stanzas)...using clear diction, tempo, volume, and phrasing."

Grade Five:

Reading, 3.1: "Identify and analyze the characteristics of poetry...and explain the appropriateness of the literary forms chosen by an author for a specific purpose."

Grade Six:

Reading, 3.4: "Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme."

Grade Seven:

Reading, 1.0: "Identify idioms, analogies, metaphors, and similes in prose and poetry."

Grade Eight:

Reading, 3.1: "Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet)."

Listening and Speaking: "Recite poems (of four to six stanzas)...using voice modulation, tone, and gestures expressively to enhance the meaning."

Grades Eleven and Twelve:

Reading, 3.1: "Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry.."

Reading, 3.4: "Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions."

Listening and Speaking, 2.5: "Recite poems...with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning..."

Colorado

FINAL draft recommendations: Colorado Academic Standards: Reading, Writing, and Communicating

http://www.cde.state.co.us/cdeassess/UAS/DRAFTS/Final%20Drafts/Reading_&_Writing_Draft_11.6.09.pdf

Preschool:

Oral Expression and Listening, 2b: "Students can recite songs, poems, and stories with repeated rhyme."

Oral Expression and Listening, 3a: "Students can recognize patterns of sounds in...poetry."

Grade One:

Reading for all Purposes: "Students can follow and replicate patterns in predictable poems."

Grade Two:

Reading for all Purposes: "Students can identify how word choice (sensory details, figurative language) enhances meaning in poetry."

Writing and Composition: "Students can write simple, descriptive poems"

Grade Three:

Reading for all Purposes: "Students can describe and draw inferences about the elements of plot, character, and setting in...poems..."

Writing and Composition: "Students can write descriptive poems using figurative language."

Grade Four:

Writing and Composition: "Students can write poems that express ideas or feelings using imagery, figurative language, and sensory details."

Grade Five:

Writing and Composition: "Students can write poems using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor); and graphic elements (capital letters, line length)"

Connecticut

The Connecticut Framework: K-12 Curricular Goals and Standards

http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/ctframe.pdf

Kindergarten - Grade Four:

Producing Texts: "Students will...write...in poetry...to tell stories that their audience understands."

Exploring and Responding to Texts: "Students will identify the literary conventions and devices used in...poems...and tell how those conventions and devices help the reader understand the genre."

Communication: "...students comprehend the main ideas and identify the principal characters when reading poems..."

Grades Nine–Twelve:

Communication: "...students...share their personal reactions and feelings about authentic literary texts such as poems..."

Delaware

English Language Arts Standards and Grade Level Expectations

http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/ela_standards_gle.shtml

Grade One:

Oral Communications, 1.4: "Listen, recite, and respond to...poems..."

Oral Communications, 1.7: "React to...poems..."

Reading, 2.4bl: "Identify the main character in a...poem." "Identify other characters in a ...poem."

Reading, 4.2b: "Distinguish between poetry and prose."

Grade Two:

Writing - Expressive: "Simple poems"

Reading, 2.5b: "Use personal experiences to make judgments...about concepts in...poems"

Grade Five:

Reading 2.4bl: "Identify...speaker(s) in a poem"

Reading 2.5b: "Use personal experience and knowledge of the world (text-to-world connections) to make and support judgments about concepts in...poems."

Grade Eight:

Oral Communications, 1.4: "Perform expressive oral readings of...poetry..."

Florida

Next Generation Sunshine State Standards

<http://www.floridastandards.org/index.aspx>

Kindergarten:

Writing, LA.K.4.1.2: "The student will participate in writing simple...poems, rhymes, or song lyrics."

Communication, LA.K.4.1.2: "The student will recite short poems, rhymes, songs...with repeated patterns"

Grade One:

Literary Analysis: LA.1.2.1.4: "The student will identify rhyme, rhythm, alliteration, and patterned structures in poems for children"

Grade Two:

Literary Analysis: LA.2.2.1.3: "The student will identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood"

Grade Three:

Literary Analysis, LA.3.2.1.3: "The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language)"

Grade Four:

Writing Applications, LA.4.4.1.2: "The student will write a variety of expressive forms (e.g.,...poetry, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format."

Grade Five:

Literary Analysis, LA.5.2.1.3: "The student will demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem"

Grade Seven:

Literary Analysis, LA.7.2.1.3: "The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry"

Grade Eleven:

Literary Analysis, LA.1112.2.1.3: "The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities"

Georgia

Georgia Performance Standards: English Language Arts and Reading
<https://www.georgiastandards.org/Standards/pages/BrowseStandards/ELAStandards.aspx>

Kindergarten:

Listening/Speaking/Viewing, ELAKLSV1d: "The student recites short poems, rhymes, songs, and stories with repeated patterns."

Grade Four:

Reading, ELA4R1c: "The student identifies the speaker of a poem..."

Reading, ELA4R1d: "The student identifies sensory details and figurative language."

Reading, ELA4R1i: "The student identifies rhyme and rhythm, repetition, similes, and sensory images in poems."

Grade Five:

Reading, ELA5R1h: "The Student responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry: i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme); ii. Figurative language (e.g., personification, metaphor, simile, hyperbole); iii. Graphics (i.e., capital letters, line length, stanzas)."

Grade Seven:

Reading, ELA7R2c: "The student identifies and explains idioms and analogies in...poetry"

Grade Nine:

Literature and Composition, ELA9RL1: "The student identifies and responds to differences in style and subject matter in poems by a variety of contemporary and canonical poets; the student:

Identifies and responds to the aesthetic effects of subject matter (i.e. topic, theme), sound devices (i.e., alliteration, onomatopoeia, rhyme scheme), figurative language (i.e., personification, metaphor, simile, hyperbole), and structure (i.e., fixed and free forms, rhymed and unrhymed, narrative and lyric) in a variety of poems; b. Sorts and classifies poems by specified criteria (i.e., fixed and free forms, rhymed and unrhymed, narrative and lyric, and/or universal themes and topics)."

Grade Ten:

Literature and Composition, ELA10RL1: "The student identifies and analyzes elements of poetry and provides evidence from the text to support understanding; the student: a. Identifies, responds to, and analyzes the effects of diction, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning. i. sound: alliteration, end rhyme, internal rhyme, consonance, assonance; ii. form: lyric poem, narrative poem, fixed form poems (i.e., ballad, sonnet); iii. figurative language: personification, imagery, metaphor, simile, synecdoche, hyperbole, symbolism
b. Analyzes and evaluates the appropriateness of diction and imagery (controlling images, figurative language, understatement, irony, paradox)."

Grades Ten to Twelve:

Reading and American Literature, ELAALRL1: "The student identifies and analyzes elements of poetry from various periods of American literature and provides evidence from the text to support understanding; the student: a. Identifies, responds to, and analyzes the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning. i. sound: alliteration, end rhyme, slant rhyme, internal rhyme, consonance, assonance; ii. form: fixed and free, lyric, ballad, sonnet, narrative poem, blank verse
iii. figurative language: personification, imagery, metaphor, conceit, simile, metonymy, synecdoche, hyperbole, symbolism, allusion; b. Analyzes and evaluates the effects of diction and imagery (i.e., controlling images, figurative language, extended metaphor, understatement, hyperbole, irony, paradox, and tone) as they relate to underlying meaning. c. Traces the historical development of poetic styles and forms in American literature."

Reading and British Literature, ELABRL1: "The student identifies and analyzes elements of poetry from various periods of British literature and provides evidence from the text to support understanding; the student: a. Identifies, responds to, and analyzes the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning. i. sound: alliteration, end rhyme, slant rhyme, internal rhyme, consonance, assonance; ii. form: fixed and

free, lyric, ballad, sonnet, heroic couplets, elegy, narrative poem, dramatic monologue

iii. figurative language: personification, imagery, metaphor, conceit, simile, metonymy, synecdoche, hyperbole, symbolism, allusion; b. Analyzes and evaluates the effects of diction and imagery (i.e., controlling images, figurative language, extended metaphor, understatement, hyperbole, irony, paradox, and tone) as they relate to underlying meaning. c. Traces the historical development of poetic styles and forms in British literature."

Reading and World Literature, ELAWLRL1: "The student identifies and analyzes elements of poetry from various periods of world literature and provides evidence from the text to support understanding; the student: a. Identifies, responds to, and analyzes the effects of diction, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning.

i. sound: alliteration, end rhyme, internal rhyme, terza rima, consonance, assonance; ii. form: haiku, lyric, epic, narrative poem; iii. figurative language: personification, imagery, metaphor, epic simile, synecdoche, hyperbole, symbolism; b. Analyzes and evaluates the effects of diction and imagery (i.e., controlling images, figurative language, understatement, irony, paradox, and tone) as they relate to underlying meaning. c. Identifies and responds to poetic forms specific to particular cultures."

Reading and Multicultural Literature, ELAMLRL1: "The student identifies and analyzes elements of poetry from multicultural literature and provides evidence from the text to support understanding; the student: a. Identifies, responds to, and analyzes the effects of diction, syntax, sound, meter, form, figurative language, and structure of poems as these elements relate to meaning. i. sound: meter, rhythm, rhyme (end rhyme, internal rhyme, approximate rhyme, slant rhyme) alliteration, consonance, assonance, onomatopoeia, euphony, cacophony; ii. form: fixed and free, lyric, narrative, elegy, sonnet, song; iii. figurative language: personification, imagery, metaphor, simile, synecdoche, hyperbole, symbolism, allusion, understatement; b. Analyzes and evaluates the effects of diction and imagery (i.e., controlling images/motifs, figurative language, irony, paradox, and tone) as they relate to underlying meaning. c. Identifies and responds to the blending of forms in American multicultural literature."

Massachusetts

Massachusetts Curriculum Frameworks: English Language

Arts <http://www.doe.mass.edu/frameworks/current.html>

Standard 14: "Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding."

Grades PreK to Two:

Poetry, 14.1: "Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry."

Dramatic Reading and Performance, 18.1: "Rehearse and perform...poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection."

Writing, 19.6: "Write or dictate short poems."

Grades Three to Four:

Understanding a Text, 8.13: "Identify the speaker of a poem..."

Poetry, 14.2: "Identify rhyme and rhythm, repetition, similes, and sensory images in poems."

Dramatic Reading and Performance, 18.2: "Plan and perform readings of selected texts for an audience, using clear diction and voice quality (volume, tempo, pitch, tone) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations."

Writing, 19.10: "Write short poems that contain simple sense details."

Grades Five to Six:

Poetry, 14.3 "Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry: sound (alliteration, onomatopoeia, rhyme scheme); figurative language (personification, metaphor, simile, hyperbole); and graphics (capital letters, line length)."

Writing, 19.15: "Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length)."

Grades Seven to Eight:

Poetry, 14.4: "Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry: sound (alliteration, onomatopoeia, internal rhyme, rhyme scheme); figurative language (personification, metaphor, simile, hyperbole); graphics (capital letters, line length, word position)."

Writing, 19.20: "Write poems using poetic techniques (alliteration, onomatopoeia, rhyme scheme), figurative language (simile, metaphor, personification), and graphic elements (capital letters, line length, word position)."

Grades Nine to Ten:

Poetry, 14.5: "Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and dramatic structure of poems: sound (alliteration, onomatopoeia, rhyme scheme, consonance, assonance); form (ballad, sonnet, heroic couplets); figurative language (personification, metaphor, simile, hyperbole, symbolism); and dramatic structure."

Myth, Traditional Narrative, and Classical Literature, 16.11: "Analyze the characters, structure, and themes of ...epic poetry."

Writing, 19.25: "Write poems using a range of poetic techniques, forms (sonnet, ballad), and figurative language."

Grades Eleven to Twelve:

Poetry, 14.6: "Analyze and evaluate the appropriateness of diction and imagery (controlling images, figurative language, understatement, overstatement, irony, paradox)."

Writing, 19.29: "Write poems using a range of forms and techniques."

New Jersey

Scope and Sequence Chart for Language Arts Literacy

http://www.state.nj.us/education/cccs/2004/s2_lal_sands/

Kindergarten:

Reading, 3: "Respond to a variety of poems...through movement, art, music, and drama."

Speaking, 3: "React to...poems and songs."

Grade One:

Speaking: "Recite poems...or rhymes orally."

Grade Four:

Reading, "Identify the structures in poetry."

Grade Five:

Reading, 14: "Identify and respond to the elements of sound and structure in poetry."

Grade Eight:

Reading, 10: "Read critically and analyze poetic forms (e.g., ballad, sonnet, couplet)."

Reading, 11: " Identify and understand the author's use of idioms, analogies, metaphors, and similes in...poetry."

Oregon

Department of Education Standards by Design

<http://www.ode.state.or.us/teachlearn/real/standards/>

Kindergarten:

Speaking and Listening, EL.00.SL.01: "Recite short poems, rhymes, and songs."

Grade One:

Speaking and Listening, EL.01. SL.01: "Recite poems, rhymes, songs..."

Grade Two:

Literature, EL.02.LI.08: "Recognize the use of rhyme, rhythm, and alliteration (using words with repeating consonant sounds) by a poet, and discuss its use."

Grade Six:

Literature, EL.06.LI.12: "Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme."

Grade Seven:

Reading, EL.07.RE.11: "Demonstrate understanding of idioms and comparisons, such as analogies, metaphors, and similes, in...poetry."

Texas

Texas Essential Knowledge and Skills for English Language Arts and Reading

<http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

Kindergarten:

Reading/Comprehension of Literary Text/Poetry, 7: "Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds."

Writing/Literary Texts, 14(B): Students are expected to write short poems."

Grade One:

Reading/Comprehension of Literary Text/Poetry, 8: "Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry."

Writing/Literary Texts, 18(B): Students are expected to write short poems that convey sensory details."

Grade Two:

Reading/Comprehension of Literary Text/Poetry, 7: "Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry."

Grade Three:

Reading/Comprehension of Literary Text/Poetry, 6: "Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse)."

Writing/Literary Texts, 18: "Students are expected to write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)."

Grade Four:

Reading/Comprehension of Literary Text/Poetry, 4: "Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse)."

Grade Five:

Reading/Comprehension of Literary Text/Poetry, 4: "Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems."

Writing/Literary Texts, 16B: "Students are expected to write poems using (i) poetic techniques (e.g., alliteration, onomatopoeia); (ii) figurative language (e.g., similes, metaphors); and (iii) graphic elements (e.g., capital letters, line length)."

Grade Six:

Reading/Comprehension of Literary Text/Poetry, 4: "Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem."

Grade Seven:

Reading/Comprehension of Literary Text/Poetry, 4: "Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem."

Writing/Literary Texts, 15B: "Students are expected to write poems using i) poetic techniques (e.g., rhyme scheme, meter); (ii) figurative language (e.g., personification, idioms, hyperbole); and (iii) graphic elements (e.g., word position)."

Grade Eight:

Comprehension of Literary Text/Poetry, 4: "Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry)."

High School, English I:

Reading/Comprehension of Literary Text/Poetry, 3: "Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry."

Writing/Literary Texts, 14B: "Students are expected to write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads)."

High School, English II:

Reading/Comprehension of Literary Text/Poetry, 3: "Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.

High School, English III:

Reading/Comprehension of Literary Text/Poetry, 3: "Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry."

Writing/Literary Texts, 14: "Students are expected to write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse)."

High School, English IV:

Reading/Comprehension of Literary Text/Poetry, 3: "Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods."



About the Author

Richie Partington is an instructor in the School of Library and Information Science at San Jose State University in California. His well-known essays on newly-published and upcoming children's and YA books—Richie's Picks—can be accessed at <http://richiespicks.com>. Richie has served a three-year term on YALSA's Best Books for Young Adults committee and was a member of the 2009 Caldecott Award committee. He booktalks at schools and libraries and he frequently presents at state and national conferences. He is also the founder and moderator of the online discussion group Middle School Lit:

http://groups.yahoo.com/group/middle_school_lit/.

Richie lives amidst the vineyards in Sebastopol, California, where he shares a little farm with his pet Nubian dairy goats.