

Directions: We recommend that students who need practice do so by reading one passage at least 3x daily (no more than 15–20 minutes at a time) for a week.

1. First give students the opportunity to listen to a reading by a fluent reader, while “following along in their heads.” It is essential that students hear the words pronounced accurately and the sentences read with proper punctuation!
2. Then have students read the passage aloud while monitored for accuracy in decoding words.
3. When reading aloud, students should focus on reading at an appropriate pace, reading words and punctuation accurately, and reading with appropriate expression.
4. Students need feedback and active monitoring on their fluency progress. One idea is to do a “performance” toward the end of the week where students are expected to read the selection accurately and expressively and be evaluated.
5. Students need to be encouraged. They know they do not read as well as they ought to and want to. It is very good to explain fluency and explain that it is fixable and has nothing at all to do with intelligence!
6. It is good for students to understand what they read. For this reason, comprehension questions and a list of high-value vocabulary words are also included with each passage.
7. Use Juicy Sentences (one juicy sentence will be identified for each passage) to help students dig into sentence structure, word choice, and meaning.

Students don’t need to finish an entire passage in one sitting. Variations in reading practice can include:

- Have students perform a choral read.
- Have students engage in a buddy/partner read.
- Recordings of the text can be used to provide additional opportunities to hear expert reading.
- Support students in chunking the text into smaller portions.

Support for English Language Learners

- Having a text read aloud by a fluent reader prior to the student engaging with the text.
- Giving students multiple opportunities to hear the text read aloud by a fluent reader so that they can mirror the pronunciation and prosody of well-spoken English.
- Providing repeated opportunities for students to practice decoding skills both on their own and with support via active monitoring.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions, and to reinforce newly learned vocabulary through repeated practice with the same text and opportunities to use that vocabulary to respond to comprehension questions.
- Calling out work with “juicy sentences,” a strategy developed by Dr. Lily Wong Fillmore, that allows students to look deeply at word choice, sentence structure, and other text features that build their understanding of how English is used to convey different meanings.
- Providing numbered lines that allow students to quickly focus-in on specific sections of the text.
- Providing space for students to annotate the text with their own notes.

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The Hare and the Hound
By: Aesop

Vocabulary:

Notes:

- necessity – something that is needed for survival

The Hare and the Hound

1 A hound started a Hare from his lair, but after a long run,
2 gave up the chase. A goat-herd seeing him stop, mocked
3 him, saying "The little one is the best runner of the two." The
4 Hound replied, "You do not see the difference between us: I
5 was only running for a dinner, but he for his life."¹⁷

6 Necessity is our strongest weapon.

¹⁷ Underlined text = juicy sentence

The Hare and the Hound
By: Aesop

Checking for Understanding

1. What did the Hound mean when he said, "You do not see the difference between us: I was only running for a dinner, but he for his life"?
2. What does the moral of the story mean? How else could you word it?

The Fisher and the Little Fish
By: Aesop

Vocabulary:

- prospect – something good that might happen in the future
- nay – old fashioned word for no

Notes:

The Fisher and the Little Fish

1 It happened that a Fisher, after fishing all day, caught
2 only a little fish. "Pray, let me go, master," said the Fish. "I
3 am much too small for your eating just now. If you put me
4 back into the river I shall soon grow, then you can make a
5 fine meal off me."¹⁸

6 "Nay, nay, my little Fish," said the Fisher, "I have you
7 now. I may not catch you hereafter."

8 A little thing in hand is worth more than a great thing in
9 prospect.

The Fisher and the Little Fish

¹⁸ Underlined text = juicy sentence

By: Aesop

Checking for Understanding

1. What was the fish trying to do in this text?
2. What does the moral of the story mean? How else could you word it?

The Two Crabs
By: Aesop

Vocabulary:

Notes:

- accustom – to get used to doing something a certain way

The Two Crabs

1 One fine day two Crabs came out from their home to take
2 a stroll on the sand. "Child," said the mother, "you are
3 walking very ungracefully. You should accustom yourself, to
4 walking straight forward without twisting from side to side."

5 "Pray, mother," said the young one, "do but set the
6 example yourself, and I will follow you."¹⁹

7 Example is the best teacher.

¹⁹ Underlined text = juicy sentence

The Two Crabs
By: Aesop

Checking for Understanding

1. What does the young crab mean when it says, "set the example yourself, and I will follow you"?
2. What do you think of the moral, "Example is the best teacher"? How else could you word the moral of this story?

The Cat and the Mouse
Edited by William Byron Forbush, et al

Vocabulary:

- none for this poem

Notes:

The Cat and the Mouse

- 1 The cat and the mouse
- 2 Played in the malt-house:

- 3 The cat bit the mouse's tail off. "Pray, puss, give me my tail."
- 4 "No," says the cat, "I'll not give you your tail, till you go to
- 5 the cow, and fetch me some milk."

- 6 First she leaped, and then she ran,
- 7 Till she came to the cow, and thus began:

- 8 "Pray, Cow, give me milk, that I may give cat milk, that cat
- 9 may give me my own tail again."
- 10 "No," said the cow, "I will give you no milk, till you go to the
- 11 farmer, and get me some hay."

- 12 First she leaped, and then she ran,
- 13 Till she came to the farmer, and thus began:

Notes:

14 "Pray, Farmer, give me hay, that I may give cow hay, that
15 cow may give me milk, that I may give cat milk, that cat
16 may give me my own tail again."
17 "No," said the farmer, "I'll give you no hay, till you go to the
18 butcher and fetch me some meat."

19 First she leaped, and then she ran,
20 Till she came to the butcher, and thus began:

21 "Pray, Butcher, give me meat, that I may give farmer meat,
22 that farmer may give me hay, that I may give cow hay, that
23 cow may give me milk, that I may give cat milk, that cat
24 may give me my own tail again."
25 "No," says the butcher, "I'll give you no meat, till you go to
26 the baker and fetch me some bread."

27 First she leaped, and then she ran,
28 Till she came to the baker, and thus began:

29 "Pray, Baker, give me bread, that I may give butcher bread,
30 that butcher may give me meat, that I may give farmer
31 meat, that farmer may give me hay, that I may give cow
32 hay, that cow may give me milk, that I may give cat milk,
33 that cat may give me my own tail again."

Notes:

34 "Yes," says the baker, "I'll give you some bread,
35 But if you eat my meal, I'll cut off your head."
36 Then the baker gave mouse bread, and mouse gave
37 butcher bread, and butcher gave mouse meat, and mouse
38 gave farmer meat, and farmer gave mouse hay, and mouse
39 gave cow hay, and cow gave mouse milk, and mouse gave
40 cat milk, and cat gave mouse her own tail again.

The Cat and the Mouse
Edited by: William Byron Forbush, et al.

Checking for Understanding

1. How does the author use repetition in this story?
2. Please summarize this story.
3. Based on this story, how would you describe the mouse? What details in the story support your description?

Teeny Tiny
Edited by: William Byron Forbush, et al.

Vocabulary:

- Meadow – a field

Notes:

Teeny Tiny

1 There was once upon a time a teeny-tiny woman who
2 lived in a teeny-tiny house in a teeny-tiny village. Now, one
3 day this teeny-tiny woman put on her teeny-tiny bonnet and
4 went out of her teeny-tiny house to take a teeny-tiny walk.
5 And when this teeny-tiny woman had gone a teeny-tiny way,
6 she came to a teeny-tiny gate; so the teeny-tiny woman
7 opened the teeny-tiny gate, and went into a teeny-tiny
8 meadow.²⁰ And when this teeny-tiny woman had got into the
9 teeny-tiny meadow, she saw a teeny-tiny bone on a
10 teeny-tiny stone, and the teeny-tiny woman said to her
10 teeny-tiny self:

11 "This teeny-tiny bone will make me some teeny-tiny
12 soup for my teeny-tiny supper." So the teeny-tiny woman
13 put the teeny-tiny bone into her teeny-tiny pocket, and
14 went home to her teeny-tiny house. Now, when the teeny-

²⁰ Underlined text = juicy sentence

Notes:

15 tiny woman got home to her teeny-tiny house, she was a
16 teeny-tiny bit tired; so she went up her teeny-tiny stairs to
17 her teeny-tiny bed, and put the teeny-tiny bone into a
18 teeny-tiny cupboard.

19 And when this teeny-tiny woman had been to sleep a
20 teeny-tiny time, she was awakened by a teeny-tiny voice
21 from the teeny-tiny cupboard, which said:

22 "GIVE ME MY BONE!"

23 And this teeny-tiny woman was a teeny-tiny bit
24 frightened, so she hid her teeny-tiny head under the teeny-
25 tiny clothes, and went to sleep again.

26 "GIVE ME MY BONE!"

27 This made the teeny-tiny woman a teeny-tiny more
28 frightened, so she hid her teeny-tiny head a teeny-tiny
29 further under the teeny-tiny clothes. And when the teeny-
30 tiny woman had been asleep again a teeny-tiny time, the
31 teeny-tiny voice from the teeny-tiny cupboard said again a
32 teeny-tiny louder:

Notes:

33 "GIVE ME MY BONE!"

34 At this the teeny-tiny woman was a teeny-tiny bit more
35 frightened; but she put her teeny-tiny head out of the
36 teeny-tiny clothes, and said in her loudest teeny-tiny voice:

37 "TAKE IT!"

Teeny Tiny
Edited by: William Byron Forbush, et al.

Checking for Understanding

1. How does the author use repetition in this text?

2. Please summarize this text.

The Small Gray Mouse
By: Nathan Haskell Dole

Vocabulary:

- vain – to be proud of your own achievements
- secure – a strong hold that does not allow movement
- pursue – to follow or chase
- ere – before
- dainty – delicate

Notes:

The Small Gray Mouse

- 1 The small gray mouse ran east
- 2 And the small gray mouse ran west
- 3 And could not tell in the least
- 4 Which way was best.
- 5 The small gray mouse ran north
- 6 And the small gray mouse ran south
- 7 And scurried back and forth
- 8 To escape the kitten's dreadful teeth-lined mouth!
- 9 But kitty thought it precious fun
- 10 To see the panting mousie run,
- 11 And when it almost got away
- 12 Her furry paw upon its back would lay.
- 13 But kitty grew too vain and sure;

Notes:

- 14 She thought she had the mouse secure;²¹
- 15 She turned her head, she shut her eyes.
- 16 That was not wise,
- 17 And ere she knew
- 18 The gray mouse up the chimney flew,
- 19 Where dainty cats could not pursue.
- 20 So she had nothing else to do
- 21 But miew—oo—oo—!

The Small Gray Mouse
By: Nathan Haskell Dole

Checking for Understanding

1. How would you describe the mouse in this poem?
2. Why did the cat “miew-oo-oo-“ at the end of the poem?
3. What mistake did the cat make in this poem?

The Conceited Mouse
By: Ella Foster Case

Vocabulary:

- dairymaid – a woman who works with milk products
- cunning – clever
- inconvenient – makes things harder

Notes:

The Conceited Mouse

1 Once upon a time there was a very small mouse with a
2 very, very large opinion of himself. What he didn't know his
3 own grandmother couldn't tell him.

4 “You'd better keep a bright eye in your head, these days,”
5 said she, one chilly afternoon. “Your gran'ther has smelled
6 a trap.”

7 “Scat!” answered the small mouse—“s if I don't know a
8 trap when I see it!” And that was all the thanks she got for
9 her good advice.

10 “Go your own way, for you will go no other,” the wise old
11 mouse said to herself; and she scratched her nose slowly

Notes:

12 and sadly as she watched her grandson scamper up the
13 cellar stairs.²²

14 Ah!" sniffed he, poking his whiskers into a crack of the
15 dining-room cupboard, "cheese—as I'm alive!" Scuttle—
16 scuttle. "I'll be squizzled, if it isn't in that cunning little
17 house; I know what that is—a cheese-house, of course.
18 What a very snug hall! That's the way with cheese-houses. I
19 know, 'cause I've heard the dairymaid talk about 'em. It
20 must be rather inconvenient, though, to carry milk up that
21 step and through an iron door. I know why it's so open—to
22 let in fresh air. I tell you, that cheese is good! Kind of a
23 reception-room in there—guess I know a reception-room
24 from a hole in the wall. No trouble at all about getting in,
25 either. Wouldn't grandmother open her eyes to see me
26 here! Guess I'll take another nibble at that cheese, and go
27 out. What's that noise? What in squeaks is the matter with
28 the door? This is a cheese-house, I know it is—but what if it
29 should turn out to be a—O-o-o-eeee!" And that's just what
30 it did turn out to be.

The Conceited Mouse
By: Ella Foster Case

Checking for Understanding

1. How was the mouse in the story a "conceited mouse"?
2. What happened to the Conceited mouse in this story?
3. What was the problem in this story?

The Fox and the Little Red Hen
Edited by: William Byron Forbush, et al.

Vocabulary:

- peeping – looking quickly
- stone – a type of rock

Notes:

The Fox and the Little Red Hen

1 Once upon a time there was a little red hen. She lived in
2 a little white house and she had a little green garden. Every
3 day she worked in the house and garden.

4 Near her home lived a family of foxes. One day Mamma
5 Fox said to Papa Fox, "I want a fat hen to eat." There was
6 nothing in the pantry for the baby foxes, so Papa Fox
7 started out to find something for them all.

8 He ran down the road until he came to the woods.
9 "Surely I will find something here," he said, but he found
10 nothing to eat in the woods. As he came near the little
11 green garden he said, "Oh, I smell fresh cake! Oh, I smell a
12 little red hen!"

13 Sure enough, there was the Little Red Hen eating her

Notes:

14 cake.

15 Papa Fox stole up softly behind her and grabbed her
16 and put her into the bag on his back; then he ran quickly
17 off down the hill toward his home.

18 The Little Red Hen was so frightened that she could only
19 whisper, "Oh, dear! Oh, dear! Oh, dear!"

20 Just then she had to sneeze, and when she put her claw
21 into her pocket for her handkerchief, she felt her little
22 scissors. Quick as a flash she took them out and cut a little
23 hole in the bag. Peeping out she saw a great hill just ahead,
24 all covered with stones. As Papa Fox stopped to rest on his
25 way up the hill, with his back turned toward her, she cut a
26 big hole in the bag, jumped out and quickly put a big stone
27 in the bag in her place.²³

28 As Papa Fox kept on up the hill, he thought the bag was
29 pretty heavy, but he said, "Never mind, she is a fat little red
30 hen."

31 Mamma Fox met him at the front door with all the baby
32 foxes.

²³ Underlined text = juicy sentence

Notes:

33 "The water is boiling," said she. "What have you in your
34 bag?" asked the Baby Foxes.

35 "A fat little red hen," said Papa Fox.

36 As he held the bag over the pot, he said to Mamma Fox,
37 "When I drop her in, you clap on the lid." So he opened the
38 bag. Splash! went the boiling water. It spilled all over Papa
39 Fox and Mamma Fox and the Baby Foxes. Never again did
40 they try to catch the Little Red Hen.

The Fox and the Little Red Hen
Edited by: William Byron Forbush, et al.

Checking for Understanding

1. How would you describe the Little Red Hen in the text?
2. How would you describe the Papa Fox?
3. Why did the Fox family never try to catch the Little Red Hen again?

The Frog and the Geese
By: La Fontaine

Vocabulary:

- consenting – to agree
- entreated – to ask something with a lot of emotion
- manner – the way something is done

Notes:

The Frog and the Geese

1 Two wild geese, when about to start southwards for the
2 winter, were entreated by a frog to take him with them. On
3 the geese consenting to do so if a means of carrying him
4 could be found, the frog produced a stalk of long grass, got,
5 the two geese to take it one by each end, while he clung to
6 it in the middle by his mouth.²⁴ In this manner the three
7 were making their journey, when they were noticed by
8 some men, who loudly expressed their admiration of the
9 plan, and wondered who had been clever enough to
10 discover it. The proud frog, opening his mouth to say, 'It
11 was I,' lost his hold, fell to the earth, and was dashed to
12 pieces.

²⁴ Underlined text = juicy sentence

The Frog and the Geese
By: La Fontaine

Checking for Understanding

1. What does the word, “entreated,” mean in the following sentence: “Two wild geese, when about to start southwards for the winter, were entreated by a frog to take him with them.”
2. What is the morale of this story?
3. How would you describe the frog in this text?

By: The Brothers Grimm

Vocabulary:

Notes:

- undertook – to begin or attempt to do something
- liberally – to give in a large amount
- sufficient – to have only what is needed
- behold – to look at something
- commend – to give attention to
- quantity – how much of something is being used

The Shoemaker and the Elves

1 There was once a shoemaker, who, from no fault of his
2 own, had become so poor that at last he had nothing left,
3 but just sufficient leather for one pair of shoes. In the
4 evening he cut out the leather, intending to make it up in the
5 morning; and, as he had a good conscience, he lay quietly
6 down to sleep, first commanding himself to God. In the
7 morning he said his prayers, and then sat down to work;
8 but, behold, the pair of shoes were already made, and there
9 they stood upon his board. The poor man was amazed, and
10 knew not what to think; but he took the shoes into his
11 hand to look at them more closely, and they were so neatly
12 worked, that not a stitch was wrong; just as if they had

Notes:

13

been made for a prize. Presently a customer came in; and
14 as the shoes pleased him very much, he paid down more
15 than was usual; and so much that the shoemaker was able
16 to buy with it leather for two pairs. By the evening he had;
17 got his leather shaped out; and when he arose the next
18 morning, he prepared to work with fresh spirit; but there
19 was no need—for the shoes stood all perfect on his board.
20 He did not want either for customers; for two came who
21 paid him so liberally for the shoes, that he bought with the
22 money material for four pairs more. These also—when he
23 awoke—he found all ready-made, and so it continued; what
24 he cut out overnight was, in the morning, turned into the
25 neatest shoes possible. This went on until he had regained
26 his former appearance, and was becoming prosperous.

27 One evening—not long before Christmas—as he had cut
28 out the usual quantity, he said to his wife before going to
29 bed, “What say you to stopping up this night, to see who it
30 is that helps us so kindly?” His wife was satisfied, and
31 fastened up a light; and then they hid themselves in the
32 corner of the room, where hung some clothes which
33 concealed them. As soon as it was midnight in came two
34 little manikins, who squatted down on the board; and,
35 taking up the prepared work, set to with their little fingers,
36 stitching and sewing, and hammering so swiftly and lightly,

Notes:

that the shoemaker could not take his eyes off them for
38 astonishment. They did not cease until all was brought to
39 an end, and the shoes stood ready on the table; and then
40 they sprang quickly away.

41 The following morning the wife said, "The little men
42 have made us rich, and we must show our gratitude to
43 them; for although they run about they must be cold, for
44 they have nothing on their bodies. I will make a little shirt,
45 coat, waistcoat, trousers, and stockings for each, and do
46 you make a pair of shoes for each."

47 The husband assented; and one evening, when all was
48 ready, they laid presents, instead of the usual work, on
49 the board, and hid themselves to see the result.

50 At midnight in came the Elves, jumping about, and soon
51 prepared to work, but when they saw no leather, but the
52 natty little clothes, they at first were astonished, but soon
53 showed their rapturous glee. They drew on their coats, and
54 smoothing them down, sang—

55 "Smart and natty boys are we;
56 Cobblers we'll no longer be."

Notes:

57

And so they went on hopping and jumping over the
58 stools and chairs, and at last out at the door. After that
59 evening they did not come again, but the shoemaker
60 prospered in all he undertook, and lived happily to the end
61 of his days.²⁵

The Shoemaker and the Elves
By: The Brothers Grimm

Checking for Understanding

1. Please summarize the story.
2. What did the Elves mean when they said, "Smart and natty boys are we;
Cobblers we'll no longer be."
3. How would you describe the Shoemaker and his wife in this story?

What Katie Heard
Edited by: J. Erskine Clark

Vocabulary:

- foisted – to force something upon someone else
- foxglove – a tall flower plant
- obliged – to have to do something
- affairs – your business
- midst – to be in the middle
- state – things that affect the way you think or feel

Notes:

What Katie Heard

- 1 'How very annoying!'
- 2 'It is really too bad to have this noisy creature foisted on
3 us just now.'
- 4 Katie stood on the doorstep of her aunt's house in a very
5 stiff, pink frock. Her cheeks were red and rosy, for it was a
6 warm summer day, and her feelings were just those of any
7 little girl who is paying her first real visit to an aunt in the
8 country.
- 9 The speakers were Katie's two cousins, Janet and Clare,

Notes:

10 and the words came very clearly through the curtains and
11 open windows, as Katie stood there, wondering whether
12 the bell had really rung, or whether she had better give it
13 another tug.²⁶ She saw her own reflection in the shining
14 bell-handle, and it had gone crimson all at once.

15 Poor Katie! Mother had told her she would be expected,
16 and this was what her cousins thought about her!

17 Was it not a dreadful state of affairs for a small girl at
18 the beginning of her first visit? Katie shut her mouth tight,
19 and clenched her small, hot hands, in a desperate effort to
20 look just ordinary. It was very hard to be brave. She would
21 have liked to run away, but she knew that would be
22 cowardly. Her cheeks kept growing hotter and hotter. It was
23 mean, she had always heard, to listen to things that were
24 not intended for one. Plainly, there was only one course: to
25 go right on, and not let anybody know that she had
26 overheard those dreadful, unkind words.

27 The waiting and the silence was almost too much. The
28 girls' voices died away in the room; a bee was buzzing in a
29 foxglove bell at her elbow, and some cows went quietly up
30 the lane past the green garden-gate. Then, all at once, the

Notes:

²⁶ Underlined text = juicy sentence

31 door flew open, and tall Janet and fair-haired Clare stood
32 before her.

33 'You dear child, have you come all alone? How tired she
34 looks, Clare!'

35 'Katie, Katie, haven't you got a kiss for your own
36 Clare?'

37 There was quite a chorus of greetings as they ushered
38 puzzled Katie into a bright room where her invalid aunt,
39 wrapped in a shawl, and rather pale, lay on a couch,
40 holding out both hands to welcome the visitor.

41 'Oh, dear,' thought Katie, 'I don't know how they can
42 pretend to be so kind!'

43 She stood there in the midst of them all, awkward and
44 silent, an honest-hearted little girl, obliged to act a most
45 untruthful part. Try as she might, her kisses were but cold
46 ones. She would have liked to push them away, and to cry
47 out: 'You don't love me, really; you said I was a noisy
48 creature! Let me go home.'

49 It was worse when her kind, suffering aunt took her in
50 her arms, and said she was 'Oh! so glad to have her to

Notes:

51 stay!' Katie felt such a mean, horrid little girl. She did not
52 know which way to look or where to hide her hot cheeks.

53 In the middle of the window, a large green parrot was
54 clawing at her perch.

55 'This is Polly,' said Janet, passing a hand under the great
56 creature's wing. 'The people next door are going away, and
57 they have sent her to us till they come back.'

58 Here Polly interrupted with a long, loud screech, so that
59 everybody had to put their hands to their ears.

60 'We rather like her,' said Clare, when she had finished,
61 'but oh! she is so noisy! Come and stroke her, Katie!'

62 So that was the 'noisy creature!' Katie's troubles all
63 vanished at a stroke; and before Clare and Janet could ask
64 what was the matter, she was sobbing out all about the silly
65 mistake to her kind aunt.

What Katie Heard
Edited by: J. Erskine Clark

Checking for Understanding

1. What did the author mean by the following phrase, "her feelings were just those of any little girl who is paying her first real visit to an aunt in the country"?
2. What misunderstanding did Katie make in this text?
3. What was the author's message in this text?
4. How would this story change if it was told from the viewpoint of Clare or Janet instead of Katie?

Little By Little
Edited by: William Byron Forbush, et al.

Vocabulary:

Notes:

- shovelful – how much fits on a shovel

Little By Little

1 When Charley awoke one morning, he looked from the
2 window, and saw the ground deeply covered with snow.

3 On the side of the house nearest the kitchen, the snow
4 was piled higher than Charley's head.

5 "We must have a path through this snow," said his
6 father. "I would make one if I had time. But I must be at the
7 office early this morning.

8 "Do you think you could make the path, my son?" he
9 asked little Charley.

10 "Why, the snow is higher than my head! How could I ever
11 cut a path through that snow?"

12 "How? Why, by doing it little by little. Suppose you try,"

Notes:

13 said the father, as he left for his office.

14 So Charley got the snow shovel and set to work. He
15 threw up first one shovelful, and then another; but it was
16 slow work.

17 "Little by little, Charley," said his mother. "That snow fell
18 in tiny bits, flake by flake, but you see what a great pile it
19 has made."²⁷

20 "Yes, mother, I see," said Charley. "If I throw it away little
21 by little, it will soon be gone."

22 So he worked on.

23 When his father came home to dinner, he was pleased to
24 see the fine path. The next day he gave little Charley a fine
25 blue sled, and on it was painted in yellow letters, "Little by
26 Little."

Little By Little
Edited by: William Byron Forbush, et al.

Checking for Understanding

1. Please summarize what occurred in this text.
2. How does Charley change from the beginning of the story to the end? Please include examples from the text to illustrate his change.
3. What does the phrase, "Little by Little," mean?

Take Me Out To The Ball Game
Written by: Jack Norworth
Music by: Albert Von Tilzer

Vocabulary:

- sou – a small amount of money
- umpire – a person who helps keep the rules in a game

Notes:

Take Me Out To The Ball Game

1 Katie Casey was baseball mad,
2 Had the fever and had it bad;
3 Just to root for the home town crew,
4 ev'ry sou -- Katie blew --
5 On a Saturday, her young beau called
6 to see if she if she'd like to go,
7 To see a show but Miss Kate said "no,
8 I'll tell your what you can do." –

9 Take me out to the ball game,
10 Take me out with the crowd --
11 Buy me some peanuts and cracker jack,
12 I don't care if I never come back,
13 Let me root, root for the home team,
14 If they don't win it's a shame --

Notes:

15 For it's one, two, three strikes, you're out,
16 at the old ball game.

17 Katie Casey saw all the games,
18 Knew the players by their first names;
19 Told the umpire he was wrong,
20 all along -- good and strong --
21 When the score was just two to two,
22 Katie Casey knew what to do,
23 Just to cheer up the boys she knew,
24 She made the gang sing this song: --

Take Me Out To The Ball Game
Written by: Jack Norworth
Music by: Albert Von Tilzer

Checking for Understanding

1. How does Katie Casey feel about baseball? How do you know that?

2. What does it mean to “root, root for the home team”?

I'm Always Chasing Rainbows
By: Joseph McCarthy
Music by: Harry Carroll

Vocabulary:

- schemes – a plan to get something done
- vain – unsuccessful
- denied – to be told no
- failure – when something does not work as it should

Notes:

I'm Always Chasing Rainbows

- 1 At the end of the rainbow there's happiness,
- 2 And to find it how often I've tried,
- 3 But my life is a race, just a wild goose chase,
- 4 And my dreams have all been denied.
- 5 Why have I always been a failure,
- 6 What can the reason be?
- 7 I wonder if the world's to blame,
- 8 I wonder if it could be me?

- 9 I'm always chasing rainbows,
- 10 Watching clouds drifting by.
- 11 My schemes are just like all my dreams,
- 12 Ending in the sky.

Notes:

- 13 Some fellows look and find the sunshine,
- 14 I always look and find the rain,
- 15 Some fellows make a winning sometime,
- 16 I never even make a gain,
- 17 Believe me, I'm alway's chasing rainbows,
- 18 Waiting to find a little blue bird in vain.²⁸

I'm Always Chasing Rainbows
By: Joseph McCarthy
Music by: Harry Carroll

Checking for Understanding

1. What does the author mean by, "I'm always chasing rainbows"?

2. What does the author mean by, "Some fellows look and find the sunshine,
I always look and find the rain"?

Grumble, Grumble, Growl!
Composed by: Phillip Phillips

Vocabulary:

- content – feeling satisfied
- scarcely – a small amount of something
- famine – when there's not enough food to eat and people are starving

Notes:

Grumble, Grumble, Growl!

- 1 We are all grumblers here,
 - 2 From the largest to the least,
 - 3 No matter what our cheer,
 - 4 Be it famine, be it feast,
 - 5 For this world is very strange,
 - 6 Let times be fair or foul,
 - 7 No matter where we range,
 - 8 It is grumble, grumble, growl,
 - 9 We never are content,
 - 10 But we frown and we scowl
 - 11 And our breath is ever spent,
 - 12 In a grumble and a growl!
-
- 13 Bright smiles are very rare.

Notes:

- 14 Thankful faces scarcely seen.
15 Let our fate be e'er so fair.
16 We do nothing but complain.
17 Sometime a muttered curse,
18 Sometimes almost a howl,
19 Never better, always worse
20 And its grumble, grumble growl.
21 We never are content
22 But we frown and we scowl
23 And our breath is ever spent
24 In a grumble, grumble growl.
- 25 This is wrong, very wrong
26 To slight our blessings here.
27 I tell it now in song
28 To press it on you here.
29 Give thanks for what you have,
30 Always smile and never scowl
31 And speak in tones of love
32 'Stead of grumble, grumble growl.²⁹
33 Thus will we be content,
34 Always smile and never scowl
35 And our breath in love be spent
36 Not in grumble, grumble growl.

²⁹ Underlined text = juicy sentence

Grumble, Grumble, Growl!
Composed by: Phillip Phillips

Checking for Understanding

1. How does the author use rhythm and rhyme in this poem?

2. What is the mood of this poem? What specific words or phrases in this poem illustrate the mood?

Should Auld Acquaintance Be Forgot
Composed by: Anonymous

Vocabulary:

- acquaintance – a person you know
- auld – the good old times
- auld lang syne – times gone by

Notes:

Should Auld Acquaintance Be Forgot

- 1 Should old acquaintance be forgot,
- 2 and never brought to mind?
- 3 Should old acquaintance be forgot,
- 4 and auld lang syne?

- 5 For auld lang syne, my dear,
- 6 for auld lang syne,
- 7 we'll take a cup of kindness yet,
- 8 for auld lang syne.
- 9 And surely you'll buy your pint cup
- 10 and surely I'll buy mine!
- 11 And we'll take a cup o' kindness yet,
- 12 for auld lang syne.

Notes:

We two have run about the slopes,
14 and picked the daisies fine;
15 But we've wandered many a weary foot,
16 since auld lang syne.

17 We two have paddled in the stream,
18 from morning sun till dine;
19 But seas between us broad have roared
20 since auld lang syne.

21 And there's a hand my trusty friend!
22 And give us a hand o' thine!
23 And we'll take a right good-will draught,
24 for auld lang syne.

Should Auld Acquaintance Be Forgot
Composed by: Anonymous

Checking for Understanding

1. How does the author use repetition in this poem?

2. What is the theme of this poem?

The Rich Lady Over the Sea
Composed by: Anonymous

Vocabulary:

- conveyed – to carry something to a place
- steeped – to place something in liquid
- contented – to be satisfied
- tax – to make someone pay extra money

Notes:

The Rich Lady Over the Sea

- 1 There was a rich lady lived over the sea, And she was an island queen, Her daughter lived off in the new country,
- 2 With an ocean of water between. With an ocean of water
- 3 Between. With an ocean of water between.
- 4
- 5 The old lady's pockets were filled with gold, Yet never
- 6 contented was she.³⁰ So she ordered her daughter to pay
- 7 her a tax, Of thruppence a pound on the tea. Of thruppence
- 8 a pound on the tea. Of thruppence a pound on the tea.
- 9
- 10 Oh mother, dear mother, the daughter replied, I'll not do the thing that you ask, I'm willing to pay fair price on the

³⁰ Underlined text = juicy sentence

Notes:

- 11 tea, But never the thruppenney tax. But never the
12 thruppenney tax. But never the thruppenney tax.
- 13 You shall, cried the mother, and reddened with rage, For
14 you're my own daughter, you see, And it's only proper that
15 daughter should pay. Her mother's a tax on the tea. Her
16 mother's a tax on the tea. Her mother's a tax on the tea.
- 17 She ordered her servant to come up to her, And to wrap up
18 a package of tea. And eager for thruppence a pound she
19 put in. Enough for a large family. Enough for a large family.
20 Enough for a large family.
- 21 The tea was conveyed to her daughter's own door, All down
22 by the oceanside, But the bouncing girl poured out every
23 pound. On the dark and the boiling tide. On the dark and
24 the boiling tide. On the dark and the boiling tide.
- 25 And then she called out to the island queen, Oh mother,
26 dear mother, called she, Your tea you may have when 'tis
27 steeped enough, But never a tax from me! But never a tax
28 from me! But never a tax from me!

The Rich Lady Over the Sea
Composed by: Anonymous

Checking for Understanding

1. How does the author use rhythm in this poem?

2. Summarize what occurred in this poem.

Washington Crossing the Delaware
Written by: Seba Smith
Music by: Charles Zuener

Vocabulary:

- retained – to hold on to something or someone
- captive – to hold as a prisoner
- amid – in the middle of something
- foes – an enemy
- weary – tired; worn out
- forlorn – feeling sad and lonely

Notes:

Washington Crossing the Delaware

- 1 Dark and gloomy was the hour,
- 2 And freedom's fire's burnt low
- 3 For twenty days had Washington
- 4 Retreated from the foe;
- 5 And his weary soldier's feet were bare
- 6 As he fled across the Delaware.

- 7 Hearts were fainting thro' the land,
- 8 And patriot blood ran cold;
- 9 The stricken army scarce retain'd
- 10 Two thousand men, all told,

Notes:

11 While British arms gleamed every where
12 From the Hudson to the Delaware.

13 Cold and stormy came the night;
14 The great chief rous'd his men;
15 Now, up, brave comrades,
16 Up and strike for freedom once again
17 For the lion sleepeth in its lair,
18 On the left bank of the Delaware.

19 By the darkling river's side
20 Beneath a wintry sky,
21 From that weak band forlorn and few,
22 Went up the patriot cry,
23 O land of freedom, ne'er despair,
24 We'll die or cross the Delaware.³¹

25 How the strong oars dash the ice,
26 Amid the tempest's roar!
27 And how the trumpet voice of Knox
28 Still cheers them to the shore!
29 Thus in the freezing midnight air
30 Those brave hearts cross'd the Delaware.

Notes:

³¹ Underlined text = juicy sentence

31 In the morning gray and dim,
32 The shout of battle rose;
33 The chief led back his valient men
34 With a thousand captive foes,
35 While Trenton shook with the cannon's blare,
36 That told the news o'er the Delaware.

Washington Crossing the Delaware
Written by: Seba Smith
Music by: Charles Zuener

Checking for Understanding

1. Please summarize the poem in your own words.

2. How did Washington's soldiers (the patriots) compare to the British soldiers? Make sure to include evidence from the text.

I'll Never Be a Slave Again
Written by: W. Dexter Smith, Jr.
Music by: Frederick Clemence

Vocabulary:

- toil – hard work that lasts a long time
- yield – to give up
- slave – someone who is owned by another person and is forced to work without pay
- ban – rules that limit what people can do
- splendor – great beauty
- nought - nothing

Notes:

I'll Never Be a Slave Again

- 1 I'll never be a slave again,
- 2 Nor bend the knee to man,
- 3 No more I'll wear the clanking chain,
- 4 Nor live beneath the ban;
- 5 I've hoped, through years of toil and care,
- 6 To see this golden hour.
- 7 And now I breathe sweet Freedom's air,
- 8 And feel its holy pow'r.

- 9 I fought beneath the dear old flag
- 10 For freedom, peace and right,
- 11

And saw the dark clouds roll away

Notes:

12 Before our country's might;
13 And now that I am truly free
14 Upon Columbia's shore,
15 A slave I never more will be
16 As in dark days of yore.

17 I'll never be a slave again
18 To wine and all its wiles
19 I see the demon 'neath the mask
20 And do not feed its smiles;
21 I'll have no master on the earth
22 I'll yield to nought but love,
23 That I may live and die to please
24 The One who rules above.³²
25 I'll live and die for our old flag,
26 Yes! ever shall it reign
27 I'll never see its splendor fade,
28 Nor be a slave again.

I'll Never Be a Slave Again
Written by: W. Dexter Smith, Jr.
Music by: Frederick Clemence

Checking for Understanding

1. Describe the narrator of this poem.
2. How does the author use repetition and rhyme in this poem?