

LESSON XII.

NEW WORDS.

fit bits

tail tied

ends

cross

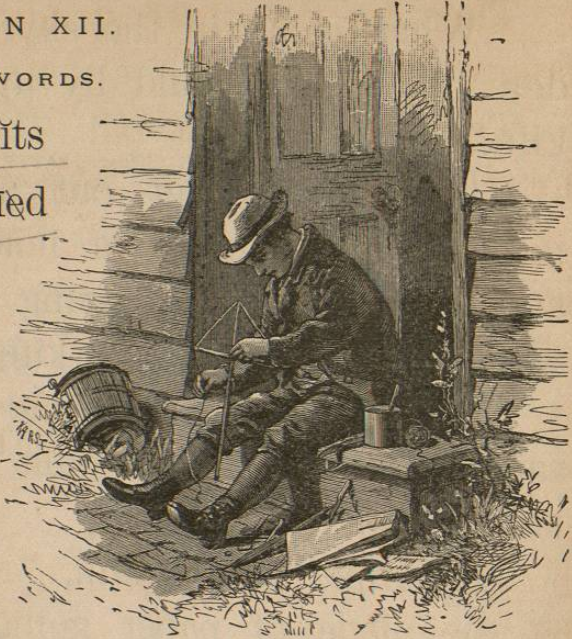
paste

sticks

happy

strings

*atrasman
zoma
cordones*



FRANK AND HIS NEW KITE.

Frank did not like his old kite, so he made a new one.



He took two sticks and made a cross, like this.



Then he put a string round the ends, like this.



He cut some blue paper to fit the sticks, and put it on with paste.

Then he tied three strings to the sticks, in this way.

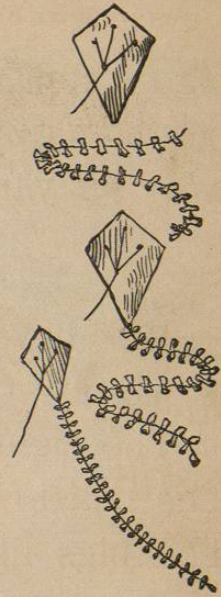
Then he made a tail for the kite.

He tied bits of paper to a string, like this.

Then he tied the tail to the kite.

His mother gave him a long string for it, and he was very happy with his new kite.

Now it is all made, it looks like this, as it floats in the air.



LANGUAGE LESSON.

Let pupils copy these questions and write answers in complete sentences.

Why did Frank make a new kite? Of what did he make it?

LESSON XIII.

NEW WORDS.

pīg	pīgs	^{supe} knew	eōurse
pēn	first	(nū)	world
wēē	yārd	ā bout'	(wūrd)

^{yarda}
^{father}THE LITTLE PIGS.

We have eight little pigs. One is white. One is all black.

The eight little pigs live in a pen. The pen is in a yard near the barn. The pigs like to run in the yard.

One day they made a hole under the pen. The little white pig got out of the yard first.

Then the little black pig came out. Then all the other little pigs came out.

The little white pig began to look about him.

"Wee, wee! What a big world this is!" he said.

Then all the other pigs said
"Wee, wee!"



The little white one was larger than any of the other pigs; so, of course, he knew all about it.

“Where shall we go?” said the little black pig.

“Let us go up the hill,” said the white one.

The other pigs said “Wee, wee!” again.

That was the way they said yes.

LANGUAGE LESSON.

How many pigs were there?

Where did the eight little pigs live?

How did they get out of the pen?

What did the white pig say first?

SLATE EXERCISE.

Let pupils copy and supply the missing words.

*The little white _____ said, _____
 What a big _____ this is!”
 There were _____ little _____
 They got out of a _____*

LESSON XIV.

NEW
WORDS.

gāte

sēen

eōok

ōn'ly

ō'pen

bā'by

entire whōle

pinew thīnks

be fōrē'

lōok'ing



THE LITTLE PIGS—Continued.

Then the little pigs went up the hill. It was a very small hill; but the pigs said, “What a large hill this is!”

They were only baby pigs, you know.

By and by they came to the top of the hill. They saw a large house in a yard.

"What a big pen!" said all the little pigs.

"Do you think we shall find more pigs there?" said the black pig.

"Wee, wee!" said the other pigs.

You see, a pig thinks the whole world was made for pigs.

Some one had left the gate open. The little pigs went into the yard. No one was there, so they went on. They were still looking for pigs.

Before they got to the door the cook came out. The pigs gave her one look.

"That is no pig," said the little white pig. Then they all ran back to their pen.

But they knew more than when they left it.

They had seen the world, and found that there are other things than pigs in it.

LANGUAGE LESSON.

Let pupils give answers in complete sentences.

Where did the pigs go?

What did they call the house?

How did they get into the yard?

What did the white pig say when he saw the cook?

Then what did they all do?

Let pupils pronounce the following words according to their marking.

*papa white high done
built other over yard
eight moves why blue*

Let pupils write these words and mark their pronunciation, as in the above exercise.

his red will glad wish from
got use that kind have more

LESSON XV.

NEW WORDS.

eōol	dēer	hōofs	whosē
pōol	trēes	hōrnſ	mōosē
spruċe			à mōng'



VOWEL EXERCISE.

o=ōo=ū dō tō loſē sōon spruċe

THE MOOSE.

“See, John, how fast the moose is running! He is afraid of the dogs.”

“I hope they will not catch him. Whose dogs are they, papa’?”

“I do not know whose they are; but they will not catch the moose. He will hide from them, among the spruce trees.”

“He is very much like a deer, papa’. See his long legs and large horns!”

“Yes, John. The moose is a kind of deer. His horns are not like those of a deer, but his eyes and hoofs are.

“When I was a little boy, I was sent out one day to find the cow. I got on my pony, and, after a long ride among the spruce trees, the pony came to a full stop.

“‘Go on, pony,’ said I. ‘Do you see the cow?’ But the pony would not go on. It was not the cow that he saw. It was a large moose.

"There he stood, in a pool of water, looking at us with his large, soft eyes.

"He did not move at first, but pretty soon he began to splash the water with his hoofs.

"Then the pony was afraid, and I was, too. We did not stop to find the cow. We came out from among the trees, and went home as fast as we could."

"Why did the moose stand in the pool of water, papa'?"

"It was a warm day, and he stood in the water to get cool. A moose or a deer likes to stand in the cool water on a warm day."

LANGUAGE LESSON.

Let pupils write these sentences and fill the blanks.

The moose — among the — trees.

The — stood in a — of water.

The moose has — and — like a deer.

The moose began to — the water with his —.

LESSON XVI.

NEW WORDS.

a'ny (ən'y)	slōw	hēad	shell	erawł
ēars	snāil	puš	tōuch	grōwš



THE SNAIL.

"Look here, Mary. I wish you to see this shell."

"What is in it, mamma'?"

"A snail is in it. See! Its head is coming out of the shell."

"Can the snail come out of its shell, mamma'?"

"No. The shell grows on its back."

"Then it is never away from home, is it, mamma'? Why does it push up those funny little things that look like horns?"

"Its eyes are in them."

"Has it any teeth?"

"O yes, it has many teeth."

"O mamma'! But it has no ears."

"Yes, it has, Mary; but you can not see them. Take it in your hand. It will not hurt you."

"O look, mamma'! It has put its head into the shell again."

"Yes, it saw that you were going to touch it."

"How funny! I did not think it could see so well."

"Now be very still, and it will soon push its head out of the shell again."

"Yes, there it is, mamma'. Do see it crawl off with its shell on its back!"

"That is the only way it can get about, Mary."

"Well, it is a pretty slow way. I have heard that some little boys and girls are 'as slow as a snail.'"

LANGUAGE LESSON.

Let pupils write answers in complete sentences.

What was Mary looking at?

What does the snail have on its back?

What does the lesson say a snail has?

How does the snail move about?

Why did the snail hide its head in its shell?

SLATE EXERCISE.

Let pupils write these words and mark their pronunciation.

like hide sent cool them good
him hope long soon those stood

LESSON XVII.

NEW WORDS.

Tăb	eăb	prăy	kīt'tenş
Miŝŝ	fiñe	pärt	eon sěnt'
Mil'ly	fēel	thēir	eon tēnt'



TAB AND HER KITTENS.

“O look at my kittens!” said Milly
to May.

“Just feel of their fur—so soft
and so fine.”

Then mother cat, Tab, to Milly did
say,

“O pray, little Miss, the kittens
are mine.”

“I know they are yours,” said she
to old Tab,

“But can I not give one to dear
little May?

She will take it out home with
horses and cab,

And give it some meat and some
milk ev'ry day.”

“No, no, little Miss! I can not
consent.

What you say about May is all
very fine.

I could never be happy—never con-
tent ;

I tell you again, the kittens are
mine.”

“Well, well, mother cat! I will
ask you no more
To part with your dear little
kittens, a day.
So let them come out to romp on
the floor;
To have a good time, and a jolly,
nice play.”

LANGUAGE LESSON.

*Let pupils write the following sentences, filling the blanks
with the words **has, is, part, came, and will.***

Milly — some little kittens.
Their fur — soft and fine.
The cat would not — with her kittens.
The kittens — out to play on the floor.
May — not take a kitten home with her.

*Let pupils copy the following names, and then write their
own in the same manner.*

*Frank Brown.
John H. White.
Mary J. Green.*

LESSON XVIII.

NEW WORDS.

mĕn	quĭtĕ	shĕar	elĕan
wŏol	shŏok	shĕars	shĕep
shŏuld			wĭn'ter



VOWEL EXERCISE.

ŏo = ŭ bŏok lŏok put push

THE SHEEP.

Frank and Ned like to watch the
men wash the sheep.

When it is time to shear the

sheep, the men wash them in the brook, to make the wool clean.

The sheep do not like the water, and, of course, try to get away from the men.

While Frank and Ned were looking on, one of the sheep got away, and ran out of the brook.

He shook the water from his wool and ran away.

The man ran after him and caught him by the horns.

Then he took him back and gave him a good wash.

The water in the brook was clear, and the sheep came out with their wool nice and clean.

Then they were put into a small yard, or pen, and the men cut off their wool with large shears.

As each one had his wool cut off, he was let out of the pen.

"I should think they would take cold after the wool is off," said Ned.

"No, Ned," said Frank. "They shear sheep only when it is warm, as it is now. The wool grows very fast, and by winter they have a warm coat again."

LANGUAGE LESSON.

Let pupils copy the following sentences, filling the blanks with the words *is, are, boy, and boys.*

This boy — good.

These boys — good.

That boy — tall.

Those boys — tall.

This — is good.

These — are good.

That — is tall.

Those — are tall.

LESSON XIX.

NEW WORDS.

dry	bark	hides	leaves
pats	gives	claws	Bun'ny
nuts	sharp	crack	squir'rel



ROVER AND THE SQUIRREL.

Here are Rover and Bunny.
Bunny is a tame squirrel. He
is very fond of Ned. He is fond

of nuts, too, and Ned gives him
some every day.

Bunny can hold the nuts in his
paws, and crack them with his
strong teeth.

When he does not want to eat
the nuts, he hides them under the
dry leaves in the yard, and pats
them down with his little paws.

Bunny likes to get out of his
cage, and play in the tall grass, and
run up into the trees.

A squirrel has sharp claws, and
can run up into a tree very fast.

One day Bunny was running in
the grass and heard a dog bark.

He stood up on his hind legs and
saw that Rover, the dog, was near
him.

Bunny does not like dogs, so up
he went into a tree.

As a dog does not have sharp

claws, Rover could not run up into the tree after Bunny.

All he could do was to stand up, with his paws on the tree, and bark at Bunny.

But Bunny was not afraid. He knew that Rover could not get up into the tree.

Ned heard Rover bark, and when he found that he was after his tame squirrel, he made him go away.

Poor Bunny was glad to come down from the tree and go into his cage.

LANGUAGE LESSON.

Let pupils give answers, whether oral or written, in complete sentences.

- How does a squirrel crack nuts?
- Where did Bunny hide the nuts?
- Why can a squirrel run up into a tree?
- Why can not a dog run up into a tree?
- Why did Bunny run up into a tree?
- How many feet has a squirrel?
- Where did you ever see a squirrel?

LESSON XX.

NEW WORDS.

fill	pōur	stōve	bōx'ēs
tēa	ōnce	shīps	tēa'pōt
hōt	(wūns)	stēep	cād'dy
pīek	spōon	plānt	tēa'spōon



MAKING TEA.

“Mother, let me make the tea this time.”

“Have you ever made it, Milly?”