

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?”

"No, mother, but I wish to try now."

"Well, take some tea from the caddy, and put it into the teapot."

"How much shall I take?"

"Fill the teaspoon once for each one of us."

"One, two, three, four, five, and a big one for Frank, makes six."

"That will do. Now pour in some hot water, and set the teapot on the stove so that the tea can steep."

"How long must the tea steep, mother?"

"Only a little while. The hot water will soon make nice tea for us. Can you tell me what tea is, Milly?"

"Yes, mother, I think I can. Tea is made of the leaves of a plant that grows over the sea.

"Men pick the leaves from the plant, then roll them up, and dry them.

"When the leaves are dry, they are put into boxes, and sent to us in large ships.

"It is very far off where the tea plant grows, and the ships have to sail a long, long time before they get to us."

LANGUAGE LESSON.

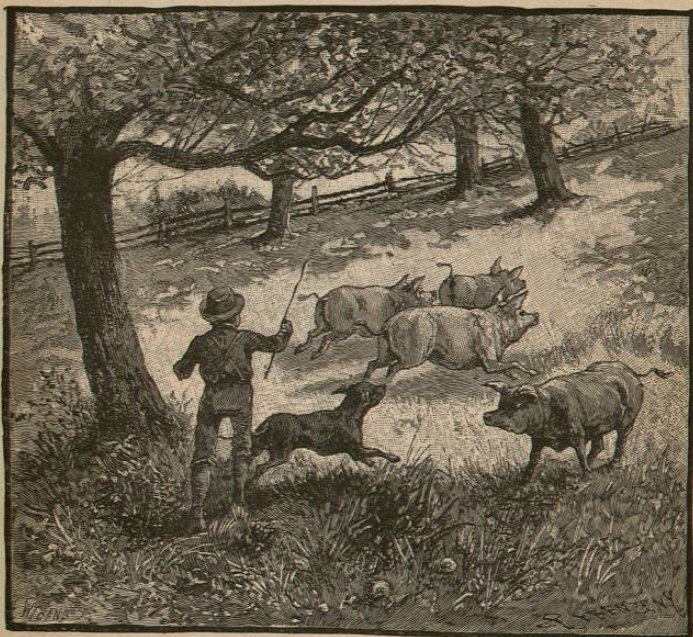
Let pupils copy the following sentences and commit them to memory.

*Men roll and dry the
leaves of the tea plant.
They put these dry
leaves into boxes.
The boxes are sent to
us in large ships.*

LESSON XXI.

NEW WORDS.

I'll = Ī	wĭll	ċents	thănk
tĕn	tŭrn	fă'ther	mŏn'ĕy
hĕlp	ĕarn	ĕarnĕd	ăn ōth'er



VOWEL EXERCISE.

û = ĕ = ĭ fŭr hŭrt lĕarn bĭrd

HOW JOHN EARNED TEN CENTS.

“John, would you like to earn some money?”

“Yes, father. What must I do to earn it?”

“Well, those pigs are out of the pen again. If you will drive them back, and stop the hole so they can not get out, I will give you ten cents.”

“O I'll do it,” said John, “and Rover will help me. Here, Rover! Here, Rover! Where are you?”

“But, John, you must not let Rover hurt the pigs,” said his father.

“O no, he shall not hurt them,” said John; and away they ran—Rover to have the fun, and John to earn the ten cents.

When the pigs saw that John and Rover were after them, how they did run! It was very funny to see them. The pigs would turn first one way, and then another.

After a long race, John got the pigs back into the yard.

"Father, I think I have earned the ten cents," said John. "I never saw pigs run so fast as they did. It was hard work to get them back into the pen. It tired me all out."

"Well, John," said his father, "we all have to work if we wish to earn money. Here are the ten cents you have earned."

"Thank you, father!" said John, and then he put the money into a little box.

"I will keep all the money I earn," said he, "and when I am a man, I will try to do some good with it. Then I shall always feel happy."

Let pupils write and properly mark the "New Words" and "Vowel Exercise."

LESSON XXII.

NEW WORDS.

teâr	möss	thîrd
pëek	lived	eried
trîed	mēan	plāce
wrën		brôught



THE TWO WRENS.

A wren lived in an old tree. She had made her nest in the same hole for two years. The third year, when she came to build her nest, she saw a young wren in the hole.

"What are you here for?" said the old wren.

"I am here to build my nest," said the young wren.

"You must not, that is my place," said the old wren.

"It is not! It is mine!" cried the young one. "I was here first this year. See what I have done! Look at the bits of moss I have brought here to make my nest!"

"I can not help that. It is my place," said the old wren. "I have had this tree two years, and now, when I come back again, I find you here."

"And I mean to stay here," said the young wren.

Then the old wren began to peck at the young one, and tried to tear the moss and bits of bark from the nest.

LESSON XXIII.

NEW WORDS.

därk	fight	fool'ish	my self
à hä'	noisè	hopped	be cause'
wrēns	mät'ter	(höpt)	blūe'bird

THE TWO WRENS—Continued.

Then the old wren and the young one had a hard fight.

Each one cried out, "It is my place."

"No, it is mine. I was here first."

"No, I was——"

"Aha!" said a bluebird, who was in another tree near by. "What is all this noise about?"

So he went to see what it was.

"What is the matter?" said he.

"She has my place," said the old wren.

"No, it is not her place; it is my place," said the young one.

"Let me see the place," said the bluebird. "What a dark hole it is!"

Then the bluebird hopped into the nest.

"You can not have it," he said to the old wren, "because the young wren was here first this year.

"You can not have it," he said to the young wren, "because the old one had it last year.

"I think I will stay here myself."

So the foolish wrens had to fly off and find some other place.

LANGUAGE LESSON.

Let pupils write the following exercise, and supply the missing words.

A wren lived in an — — — .
 She had built her — — — there for — — — years.
 She found a — — — in her nest.
 The two wrens began to — — — about the — — — .
 An old bluebird got into the — — — .
 He said "I think I will — — — here — — — ."

Let pupils make two statements about the wrens, either oral or written, in complete sentences.

LESSON XXIV.

NEW WORDS.

sēēs	ī'dlə	lāugh (lāf)	lēs'son
ē'ven	hūng	fāir'ly	smīlēd
Smīth	ōf'ten	bē'ing	tēach'er



THE IDLE BOY.

"When I was a boy at school," said an old man, "I was often very idle. Even while at my lessons, I used to play with other boys as idle as myself.

"Of course we tried to hide this from the teacher, but one day we were fairly caught."

"'Boys,' said he, 'you must not be idle. You must keep your eyes on your lessons. You do not know what you lose by being idle.'

"'Now, while you are young, is the time to learn.'

"'Let any one of you, who sees another boy looking off his book, come and tell me.'

"'Now,' said I to myself, 'there is Fred Smith. I do not like him. I will watch him, and if I see him looking off his book I will tell.'

"Not very long after I saw Fred looking off his book, so I went up and told the teacher.

"'Aha!' said he, 'how do you know he was idle?'

"'Please, sir,' said I, 'I saw him.'

"'O you did, did you? And where were your eyes when you saw him? Were they on your book?'

"I was fairly caught. I saw the other boys laugh, and I hung my head, while the teacher smiled.

"It was a good lesson for me. I did not watch for idle boys again."

LANGUAGE LESSON.

Statement. The boy was idle at school.

Question. Was the boy idle at school?

*Let teachers show pupils how the above **statement** was changed to a **question**, and have them treat the following statements in the same manner.*

The boy was very idle.

The boy was fairly caught.

It was a good lesson for him.

He did not watch idle boys again.

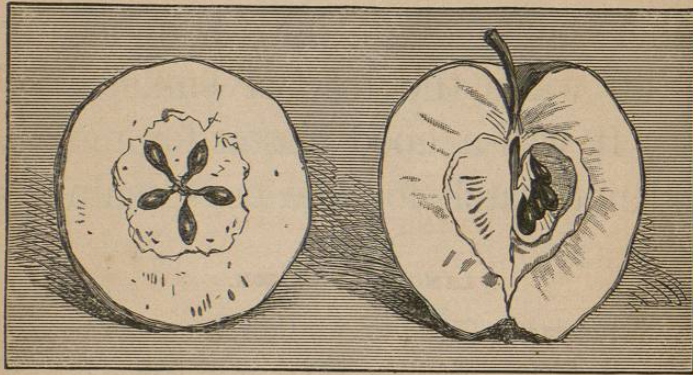
Let pupils write the following words and add such letters as will make them mean more than one.

rat	pen	pin	toy	tub
cat	hen	pig	boy	cup

LESSON XXV.

NEW WORDS.

eōrē	stōrē	whīch	ān'swēr
çēlls	sēeds	brown	hōld'ing
stēm	point	shāmē	blōs'sóm



AN APPLE CORE.

Father, one day, took an apple red,
And holding it up in his hand, he
said :

“Where is the boy who can answer
me ?

His, shall this nice, red apple be.
How many cells has the apple core,
Where dark brown seeds are held
in store ? x

And which way, too, point the seeds
in them—

Down to the blossom, or up to the
stem ? ”

Shame on us all, not one of us
knew ;

Who can get the apple now ? Can
you ?

LANGUAGE LESSON.

Let pupils write and supply the missing words.

The apple core has — cells.
Dark brown seeds are in the —.
The seeds point to the —.

*Let pupils copy, and fill the blanks with is, are, has,
and have.*

*The apple is nearly round.
The apple has a stem.
Apples have brown seeds.
Apples are good to eat.*

LESSON XXVI.

NEW WORDS.

pēt	gōēs	nāmē	pās'turē
lāps	rā'çēs	à lōnē'	bow'wow
bītes	drīnk	mās'ter	been = bīn



WHAT DICK, THE DOG, SAYS.

“Bowwow! Who are you?”

“I am only a little dog. My name is Dick.

“I am not a cross dog. I have always been a pet dog.

“Shall I tell you what I can do?”

“I can stand up on my hind legs, and jump over a stick. x

“O yes, and I can run as fast as Rover, and he is a big dog.

“I like to run races with Rover, because he never bites a little dog.

“We like to run after birds, but we never catch any.

“They fly away when we go near them.

“I wonder how the birds fly! Rover and I can not fly.

“My master has a cow. She is a good cow, and gives us nice milk.

“I do not care much for milk. I like meat better. But old Tab, the cat, likes milk.

“I like to see Tab drink milk. She laps it up so fast.

"I drive the cow to pasture every day. John goes with me to shut the gate.

"I wish I could open and shut that gate. Then John would not go to the pasture.

"I should like to go all alone. I think it would be very fine.

"I take good care of the cow.

"When any one goes near her, I say 'Bowwow,' and then he runs away."

LANGUAGE LESSON.

Answers to these questions, whether oral or written, should be in complete sentences.

- What was the little dog's name?
 What did he say he could do?
 Why did Dick like to race with Rover?
 Why did Dick like to see Tab drink milk?
 Who went to the pasture with the cow?

SLATE EXERCISE.

Let pupils write, syllabify and accent the following words.

only	races	happy	making
baby	being	funny	holding

LESSON XXVII.

NEW WORDS.

běd	pŭll	nīnə	dōe'tor
běll	rīng	dōər	fä'ther's
döll's	loud	pŭlse	mōrn'ing



THE SICK DOLL.

"Come, Frank, let us play that my doll is sick, and you are the doctor. You put on father's long coat and his tall hat, and then ring

the door bell, just as the doctor does."

"O yes, sister, I will be the doctor. When I ring the bell, Ann must open the door for me."

"Well, I will send Ann to the door when you ring."

Then Frank put on his father's tall hat and long coat. He went out of the room, and pretty soon he gave the bell a pull which made it ring very loud.

"Ann, there is some one at the door," said Mary. "Go and see who it is."

Ann went to open the door, and there stood Frank, trying very hard to look like a doctor.

"Come in, sir," said Ann, and Frank came into the room where Mary was.

"Good morning, doctor," said Mary.

"Good morning, Miss Mary. Did you send for me?"

"Yes, doctor, I sent for you because my doll is very sick."

"Very sick? What can be the matter? Has she been eating too much?"

"No, doctor, she does not eat much. She is quite cold, and does not move about much."

"Well, let me see," said the doctor; and he took out his watch while he held the doll's hand.

"One, two, three, four, five, six, seven, eight, nine, ten," said he. "O her pulse is not very fast."

"What shall I do for her, doctor?"

"Give her some warm tea, a hot bath, and put her to bed."

"Is that all, doctor?"

"Yes, that is all. I think she

will be well in the morning. Good morning, Miss Mary."

"Good morning, doctor."

LANGUAGE LESSON.

Let pupils give answers in complete sentences.

- What did Frank and Mary play?
 What kind of a coat and hat did Frank put on?
 What did he do then?
 What did Mary say about the doll?
 What did the doctor tell Mary to do?
 What did Mary say when the doctor went away?

Let pupils write their names and addresses after the following models.

*Master John Smith,
 Jamestown,
 New York.*

*Miss Milly Brown,
 Johnstown,
 New York.*

LESSON XXVIII.

NEW WORDS.

būy	çent	eōsts	thīng
sēll	dřess	thrēad	rēad'ŷ
pīnş	elōth	rīb'bōn	bēt'ter



FRANK AND HIS STORE.

"Well, Frank, what shall we play this morning?"

"I will tell you, sister. I will keep store, and you come and buy things of me."