

LESSON XXXV.

NEW WORDS.*

kiss	leave	pour	laughed
toast	asked	o'clock	(läft)
nurse	(äskt)	saying	soldiers
brass	Maud	evening	(söl'jers)
	butter	uniform	

TEA AND TOAST.

Maud had a cold and could not leave her room. But papa' came to give her a kiss every day before he went away.

"O what nice toast!" said he, one morning. "I wish you would ask me to take tea with you, Maud, and give me some toast like that."

"What fun it would be! Do come, papa'! How shall I ask you? What shall I say?"

* *To the teacher.*—Hereafter plurals regularly formed, possessives, compounds, and simple derivatives, are not included in the "New Words."

"You must say—

"Miss Maud will be pleased to have her papa' take tea and toast with her this evening at six o'clock."

"Do not forget the toast."



"Very well, that is just what I do say," said Maud.

"Well, I will come," said papa'. "Now, good-by. I must go to march with the soldiers."

"O then you will come in your uniform, papa'? I love to see you in your uniform!"

"Do you?" said her papa'. "Well, if a tall soldier is to take tea with you, I hope you will have something very nice for him."

"Of course I will. I will make the tea myself."

"All right," said papa'.

So papa' came in his blue uniform with brass buttons.

What fun it was! Maud poured out the tea.

How many cups of tea papa' did drink! How well he liked the toast!

He kept saying, "Nurse, bring some more, if you please. I'm not asked out to tea every day."

Then Maud laughed and papa' laughed, and they were as merry as two little birds in a tree.

After tea, papa' said, "Now, Maud, it is time for me to go. I will say good-by. I have had a very happy evening."

"Good-by," said Maud. "I hope you will soon come and take tea with me again."

LANGUAGE LESSON.

Let pupils give oral answers in complete sentences.

Why did Maud have to stay in her room?

What did Maud's papa' wish her to do?

Why did he have to go away?

Who made and poured the tea?

What kind of uniform did her papa' wear?

SLATE EXERCISE.

Let pupils copy the following exercise.

Miss Maud will be pleased to have her papa take tea and toast with her this evening at six o'clock.

When I came home from school, I went to the barn to see her. O how glad she was to have me come back!

When it was cold, I used to put her to bed in the wood box by the stove. The rest is sad to tell.

One night I was sick, and asked nurse to take care of Bo-peep, and she said, "Yes, dear."

In the morning I ran to the wood box to find Bo-peep. She was not there!

When nurse came in she said, "O I am so sorry! I forgot to bring the poor little thing into the house!"

I ran out to the barn, and there was little Bo-peep, dead.

I could not help crying. The next morning, Ned and I buried

her in the garden, under an old apple tree.

Ned put up a piece of board on the tree, and I wrote this on it—

"Little Bo-peep
Fell fast asleep."

LANGUAGE LESSON.

Let pupils give oral answers in complete sentences.

What did John have in the basket?

What name did the girl give the lamb?

What did she put on its neck?

Where was the lamb found dead?

Where was it buried?

SLATE EXERCISE.

Let pupils copy, and fill the blanks.

_____ build nests.
 _____ make honey.
 Feathers grow on _____
 Wool grows on _____
 Apples grow on _____

LESSON XXXVII.

NEW WORDS.

frísk	eō'zŷ	brēasts	hīd'den
sānd	rāin'ŷ	tēn'der	būr'rowz
sāfē'lŷ	nūrsed	līn'ingz	wīnd'ing
nīb'blē	(nūrst)	shēl'ter	seām'per



THE WILD RABBITS.

Among the sand hills,
Near by the sea,
Wild young rabbits
Were seen by me.

They live in burrows
With winding ways,
And there they shelter
On rainy days.

The mother rabbits
Make cozy nests,
With hairy linings
From their breasts.

The tender young ones
Are nursed and fed,
And safely hidden
In this warm bed.

And when they are older,
They all come out
Upon the sand hills,
And frisk about.

They play, and nibble
The long, dry grass,
But scamper away
Whenever you pass.

LESSON XXXVIII.

NEW WORDS.

ăh	nēed	frīend
nôr	stō'rŷ	ŭn lĕss'
trŷe	ôught	naught'ŷ

KITTY BROWN'S STORY.

"O mamma!" cried little Kitty Brown, "I want to tell you something.

"I heard such a funny story about Mary Black! I did not think she could be so naughty."

"But, Kitty, I do not like to hear anything naughty about little boys and girls.

"Before you tell me the story, there are three things I would like to ask you."

"What are they, mamma'?"

"In the first place, is the story true?"

"I think so. Miss White told me, and she is a great friend of Mary's."

"Well, it may be true, but is it kind?"

"I am afraid it is not. I should not like to have such a story told about me."

"Well, then, Kitty, if the story is not true, nor kind, do you think you ought to tell it?"

"No, I do not think I need to tell it."

"Ah, then, Kitty, if the story is not true, nor kind, and you do not need to tell it, why tell it to me at all?"

"O because I heard it, and thought you would like to hear it, too."

"No, Kitty, I do not care to hear it. Unless what you say is kind

and true, and you have need of saying it, you should not tell it.

“If you can not speak well of your friends, do not speak of them at all.”

LANGUAGE LESSON. ✓

Let pupils give oral answers in complete sentences.

What did Kitty wish to do?

What did her mother first ask about the story?

What next did she ask about it?

What was the last thing she asked about it?

What did she say to Kitty then?

SLATE EXERCISE.

Let pupils copy, and commit to memory.

If you can not speak well of your friends, do not speak of them at all.

Do not say anything about any one, unless it is kind and true.

LESSON XXXIX.

NEW WORDS.

bănk	brīdġe	eġimbed
ŭn tġl'	brănġh	fă'r ther
swġng	lăr'ġest	sŭp pōše'
păr'tŷ	ġhăt'ter	băek'ward
swŭng	fōr'ward	lōng'-tăiled

THE MONKEY BRIDGE.

A party of long-tailed monkeys came to a small river, over which there was no bridge.

At first, they did not seem to know how to cross the river, and so began to chatter and talk with one another, as if they were asking what should be done.

After a little while they ran to a tree that stood by the bank of the river.

The largest and strongest monkey climbed the tree, and took hold of a strong branch with his tail.

While he was doing this, the rest kept up their chatter, and seemed



to know just what was going to be done.

When the monkey that had climbed the tree was ready, another

came down over him, holding on with his tail, and the first one holding him by the legs.

Then another monkey came down over both of the others, and so on, until a long string of monkeys hung nearly to the ground.

What do you suppose they did next? I will tell you.

The monkey nearest the ground began to make the long string swing backward and forward by putting his paws on the ground.

The string of monkeys went faster and faster, and farther and farther, each time.

By and by it swung so far that the last monkey could catch hold of a tree on the other side of the river.

Then this monkey climbed the tree, and went up until he was as

high as the first monkey on the other side.

This, of course, made a bridge of monkeys from one side of the river to the other.

Then the first monkey let go his hold of the tree, and the long bridge swung over to the other side.

The monkeys now climbed up over each other until they all got into the tree.

Then they began to chatter again, and made a great noise.

They seemed to think they had done a great thing, and I think they had, don't you?

LANGUAGE LESSON.

Let pupils tell, in their own language, how the monkeys crossed the river.

SLATE EXERCISE.

Let pupils write, syllabify, and accent the "New Words" at the head of this lesson.

LESSON XL.

NEW WORDS.

erib	sĩnce	dōn't =	dō nōt
pĩnk	shōw	kĩssed	chānce
bōth	swēet	(kĩst)	rōşē'būd



DICK AND THE BABY.

“Bowwow! Here I am again! I told you before, that my name is Dick. But the baby calls me ‘Bowwow.’”

"Do you know why? It is because I always say 'Bowwow.' It is all I know how to say.

"Have you seen our baby? She has big black eyes, and her mouth looks like a pink rosebud.

"She is a sweet little girl, and I love her dearly.

"I did not like her at first, but that was a long time ago.

"My master was very fond of her, and that made me feel cross.

"I used to bark at the baby and show all my teeth.

"After that they did not let me go near her.

"I did not see the baby for a long time, but I did not care for that.

"My master did not seem to like me then.

"Every time he saw me he would

say, 'Go away, Dick! Go away, you bad dog! You are not good to my baby!'

"So I was not happy. I made up my mind to bite that baby.

"It was a long time before I got a chance to bite her.

"But one day I found her alone, as she lay in her little crib.

"I jumped up and put both my paws on her crib.

"But I did not bite her after all. Shall I tell you why?

"She was too pretty to bite, so I kissed her, and have loved her ever since.

"Now, because I kiss the baby and love her, my master likes me again.

"He pats my head, and says, 'Good old dog! Good Dick! You love the baby, don't you?'

“I am glad I am not a cross dog now. I feel better when I am good, don't you?”

LANGUAGE LESSON.

Let pupils copy and learn how the words *man*, *fly*, and *mouse* are changed to mean more than one.

I saw the *man*.
I saw the *men*.
I caught the *fly*.
I caught the *flies*.
The cat caught the *mouse*.
The cat caught the *mice*.

SLATE EXERCISE.

Let pupils rule their slates into squares to correspond to the diagram below, and then reproduce the drawing.



LESSON XLI.

NEW WORDS.

joy bŭrn răt'tle fĭn'ger
ōwn wāke thêrê's = thêrê ĩs
stâir be ġĭng' trōū'ble eōv'erēd

MAMMA'S KISSES.

A kiss when I wake in the morning,
A kiss when I go to bed,
A kiss when I burn my finger,
A kiss when I hurt my head.

A kiss when my bath is over,
A kiss when my bath begins;
My mamma is full of kisses,
As full as nurse is of pins.

A kiss when I play with my rattle,
A kiss when I pull her hair;
She covered me over with kisses
The day I fell from the stair.