

It has long halls leading to it, and through these, the little mice carry bits of soft, dry grass, with which they make warm and cozy nests.

When the days begin to grow cold, these little mice go into their nests in the ground.

There they sleep through the whole winter, and do not wake till the spring comes back and the sun warms the ground.

LANGUAGE LESSON.

*Let pupils tell in their own words,—*

- Where the harvest mouse makes her nest.
- How large the ball, or nest, is.
- The size of this little mouse.
- What she is eating for her dinner.
- Where these mice live in winter.

*Let pupils write statements about,—*

- The tail of the harvest mouse.
- The mouse on the nest in the picture.
- The mouse on the stalk in the picture.

LESSON LII.

NEW WORDS.

flăt	rĕad	slĭps	bĕr' rĭes
fĕet	sōles	pō'lar	sĕa' wĕed
kĭlls	bōots	tō'ward	sŭn' shĭnĕ
sĕals	Nôth	sŭm'mer	sĕa' shōrĕ

THE WHITE BEAR.

In another lesson you have read about the black bear.

In this lesson you will learn something about the white or polar bear.

In the cold, cold North there is nearly always snow on the ground.

Even in summer it is very cold, and great pieces of ice float about in the sea.

Here is the home of the white bear. He does not mind the cold, for he has a coat of thick fur to keep him warm.

He walks about in the deep snow, and seems to like the cold air as well as you do the warm sunshine.



He never slips on the ice as you do, because the soles of his feet are covered with long hair.

He walks as softly as if he had on a pair of fur boots.

He always lives near the sea, for he likes to swim in the water.

There, too, he finds plenty of fish and seals to eat.

He likes to catch a seal for his dinner. He roams about until he finds a place where the water is clear of ice.

He knows that this is a place where a seal is likely to come up for air. So he keeps very quiet and watches.

By and by, up comes the round head of a seal. Soon he crawls out upon the ice, and after a while goes to sleep.

Then the bear creeps softly along toward the seal. He makes no noise because of the long hair on his feet.

If the seal wakes up and looks around, the bear falls flat upon the ice and lies very still till the seal, thinking there is no one about, goes to sleep again.

The bear does this again and again, till at last he is near enough to spring upon the seal and fasten his long, sharp claws in his body, as you see him doing in the picture. He then kills and eats him.

Sometimes he jumps into the water after a fish, and is so quick, that he catches it before it can get away.

When he can not find food in this way, he goes to some place where the snow has melted and feeds on berries.

If he can not find any berries, he is glad to eat even the seaweed that grows along the seashore.

The white bear does not sleep all through the long winter like the black bear.

Where the white bear lives, it is winter nearly all the time.

Men hunt these animals for their skins, which they make into coats and other things.

LANGUAGE LESSON.

Where is the home of the polar bear?

Why doesn't he slip on the ice?

What does he find for food?

Tell how he catches seals and fish.

SLATE EXERCISE.

*Let pupils copy, and commit to memory.*

*I'll stands for I will.*

*I'm stands for I am.*

*I've stands for I have.*

*Isn't stands for is not.*

*Don't stands for do not.*

*I was stands for it was.*

## LESSON LIII.

## NEW WORDS.

chir'rup ing    felt    shāke  
                          sāng    à lōng'  
                          sōng    à bōvē'  
                          rē'al lŷ



wōund'ēd

beaū'tī ful

hē's    = hē is

eān't    = eān nōt

I'd    = I wōuld

they're = they āre

they'll = they wīll

## NELL AND HER BIRD.

Good-by, little birdie!

Fly to the sky,  
 Singing and singing  
 A merry good-by.

Tell all the birdies  
 Flying above,  
 Nell, in the garden,  
 Sends them her love.

Tell how I found you,  
 Hurt, in a tree;  
 Then, when they're wounded,  
 They'll come right to me.

I'd like to go with you,  
 If I could fly;  
 It must be so beautiful,  
 Up in the sky!

Why, little birdie—  
 Why don't you go?  
 You sit on my finger,  
 And shake your head, "No."

He's off! O how quickly  
 And gladly he rose!  
 I know he will love me  
 Wherever he goes.

I know—for he really  
 Seemed trying to say,  
 "My dear little Nelly,  
 I can't go away."

But just then some birdies  
 Came flying along,  
 And sang, as they neared us,  
 A chirruping song;

And he felt just as I do  
 When girls come and shout  
 Right under the window,  
 "Come, Nelly—come out!"

It's wrong to be sorry;  
 I ought to be glad;  
 But he's the best birdie  
 That ever I had.

## LESSON LIV.

## NEW WORDS.

New Yôrk  
 spâr'rowş  
 prëş'ënts  
 sëv'er al  
 wormş  
 (wârmş)  
 çit'ÿ  
 dîe  
 wîde  
 hăng  
 shăde  
 eount  
 hŭn'grÿ

Bës'sië  
 flew  
 (flū)



THE SPARROWS' CHRISTMAS TREE.

In the great city of New York there are several parks. Shade-trees grow in these parks, and there are many wide walks.

Some years ago, the trees began to die. Worms were eating all

the leaves. Some sparrows were brought from over the sea to kill these worms.

Now there are so many sparrows that the parks seem quite full of them.

The men who take care of the parks, make little houses which they place in the trees.

In these houses the sparrows spend the winter.

Bessie's father lived near one of these parks.

One Christmas morning Bessie looked out of the window, and saw several little sparrows hopping about in the snow.

They were trying to find something to eat, and they looked hungry and cold.

Bessie was a kind little girl, and she felt very sorry for the poor birds.

She would have asked them into her warm home if they would only have come.

Pretty soon she thought of a plan. What do you suppose it was? It was a queer plan. She asked her mother if she could not make a Christmas tree for the little birds.

"How will you do it?" asked her mother.

"O I will take the little Christmas tree you gave me last night, and put it outside the window, and hang little baskets of seed and bread in it for the birdies."

Her mother helped her fasten the little tree just outside the window. Then Bessie put her presents for the sparrows on it.

At first the birds did not think the tree could really be for them.

But by and by two or three sparrows came to it.

They looked at it a while, and then flew off to the park and told the rest of the birds.

Soon there were very many sparrows in Bessie's tree. They thanked Bessie over and over, and wished her a "Merry Christmas" more times than she could count.

It took the birds nearly all day to take care of their presents, and Bessie was happier than they.

Bessie was pleased because she had made the birds happy, and her mother said: "Bessie, you see that the way to be happy yourself, is to make others happy."

LANGUAGE LESSON.

Why were the sparrows placed in the park?

Where did they live in the winter?

What did Bessie wish to do for them?

What did Bessie give them for presents?

LESSON LV.

NEW WORDS.

fōes	erēpt	wōvə	pāsēd
drew	swōrd	mīght	(pāst)
(dru)	prīnce	sprūng	brūshēd
wōkə	pow'er	spī'ders	(brūsht)
	à erōss'		hīm sēlf'

WHAT A SPIDER AND A FLY DID.

There was once a young prince, who said that, if he had the power, he would drive all the spiders and flies out of the world.

One day, after a great fight, this prince had to hide from his foes. He ran into a wood, and there, under a tree, he lay down and fell asleep.

A bad man saw him. He drew his sword, and crept up toward him. But a fly came creeping over the face of the prince and waked him. He sprung to his feet and the man ran off.

That night the prince hid himself in a cave in the same wood. In the night, a spider wove her web across the mouth of the cave.

Two men, who were hunting for the prince, that they might kill him, passed by the cave in the morning, and the prince heard what they said.

“Look,” cried one of them, “he must be hid in this cave!”

“No,” said the other, “that can not be, for if he had gone in there, he would have brushed down that spider’s web.”

And so the men went on, and did not wait to look in the cave.

As soon as they were out of sight, the prince thought how his life had been saved—one day by a fly, and the next day by a spider.

## LESSON LVI.

## NEW WORDS.

I've	=	Ī hävē	där'ling
tī'nŷ		eräm	first'-rätə
fröst		dīm'pləd	ün der stööd'

## HANG UP BABY'S STOCKING.

Hang up the baby's stocking.

Be sure you don't forget.

The dear, little, dimpled darling

Has never seen Christmas yet.

But I told him all about it,

And he opened his big, blue eyes;

I am sure he understood it,

He looked so funny and wise.

Ah, what a tiny stocking!

It doesn't take much to hold

Such little toes as baby's,

Safe from the frost and cold.

But then, for the baby's Christmas,

It never will do at all;



For Santa Claus wouldn't be looking  
For anything half so small.



I know what will do for baby;  
I've thought of a first-rate plan:  
I'll borrow a stocking of grandma-  
The longest that ever I can.

And you shall hang it by mine,  
mother,

Right here in the corner,—so;  
And write a letter for baby,  
And fasten it on the toe.

“Old Santa Claus, this is a stocking  
Hung up for our baby dear;  
You never have seen our darling;  
He has not been with us a year.

“But he is a beautiful baby!  
And now, before you go,  
Please cram this stocking with pres-  
ents,  
From the top of it down to the  
toe.”

LANGUAGE LESSON.

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

Why did the little girl want a large stocking?  
Where was she going to hang it up?  
How was Santa Claus to know it was for the baby?  
What did the little girl tell Santa Claus to do?

## SLATE EXERCISE.

Let pupils copy, and learn the following corrections of  
common errors.

*I did it. I saw him.*  
*I have it. He got it.*  
*It is I. Was it she?*  
*I have written.*  
*They knew better.*

Let pupils copy, and learn the following

Punctuation Marks.

*Comma (,) Period (.)*  
*Colon (:), Hyphen (-)*  
*Interrogation Mark (?)*  
*Exclamation Mark (!)*  
*Quotation Marks (" ")*  
*Semicolon (;)*

## PEARLS IN VERSE.\*

Little drops of water,  
Little grains of sand,  
Make the mighty ocean,  
And the pleasant land.  
Little deeds of kindness,  
Little words of love,  
Make our earth an Eden,  
Like the Heaven above.

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Twinkle, twinkle, little star;  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.

When the glorious sun is set,  
When the grass with dew is wet,  
Then you show your little light,  
Twinkle, twinkle, all the night.

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\* It is intended that these selections shall be memorized by pupils, but as they do not form any part of the reading lessons, the words not heretofore used are not regarded as "new words."

All things bright and beautiful,  
 All creatures great and small,  
 All things wise and wonderful,  
 The good God made them all.

---

Children, do you love each other?  
 Are you always kind and true?  
 Do you always do to others  
 As you'd have them do to you?

Be not selfish to each other,—  
 Never mar another's rest;  
 Strive to make each other happy,  
 And you will, yourselves, be blest.

---

Work while you work, play while you  
 play;  
 This is the way to be cheerful and  
 gay.  
 All that you do, do with your might;  
 Things done by halves are never done  
 right.

If you tried, and have not won,  
 Never stop for crying;  
 All that's great and good is done  
 Just by patient trying.

---

Little children, you must seek:  
 Rather to be good than wise;  
 For the thoughts you do not speak  
 Shine out in your cheeks and eyes.

---

In books or work or healthful play,  
 Let my first years be passed,  
 That I may give for every day,  
 Some good account at last.

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If little things that God has made,  
 Are useful in their kind,  
 O let us learn a simple truth,  
 And bear it on our mind:—  
 That every child can praise Him,  
 However weak and small;  
 Let each with joy remember this—  
 That God has work for all.

# PHONIC CHART.

## VOWELS.

ā as in lake	ē as in bē	ō as in bōx
ā " " āt	ě " " lět	ū " " ūse
ā " " fār	ē " " hēr	ŭ " " ŭp
ā " " all	ī " " īce	û " " fûr
ā " " eāre	ī " " in	ōō " " tōō
ā " " āsk	ō " " sō	ōō " " lōōk



## DIPHTHONGS.

oi, oy (unmarked), as in oil, boy  
 ou, ov " " out, now

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## CONSONANTS.

b as in bād	m as in mē	y as in yēs
d " " dō	n " " nō	z " " frōze
f " " fōx	p " " pūt	ng " " sīng
g " " gō	r " " rāt	ch " " chĕk
h " " hē	s " " sō	sh " " shē
j " " jŭst	t " " tōō	th " " thĭnk
k " " kĭte	v " " vĕry	th " " thē
l " " lēt	w " " wē	wh (hw), " whæt

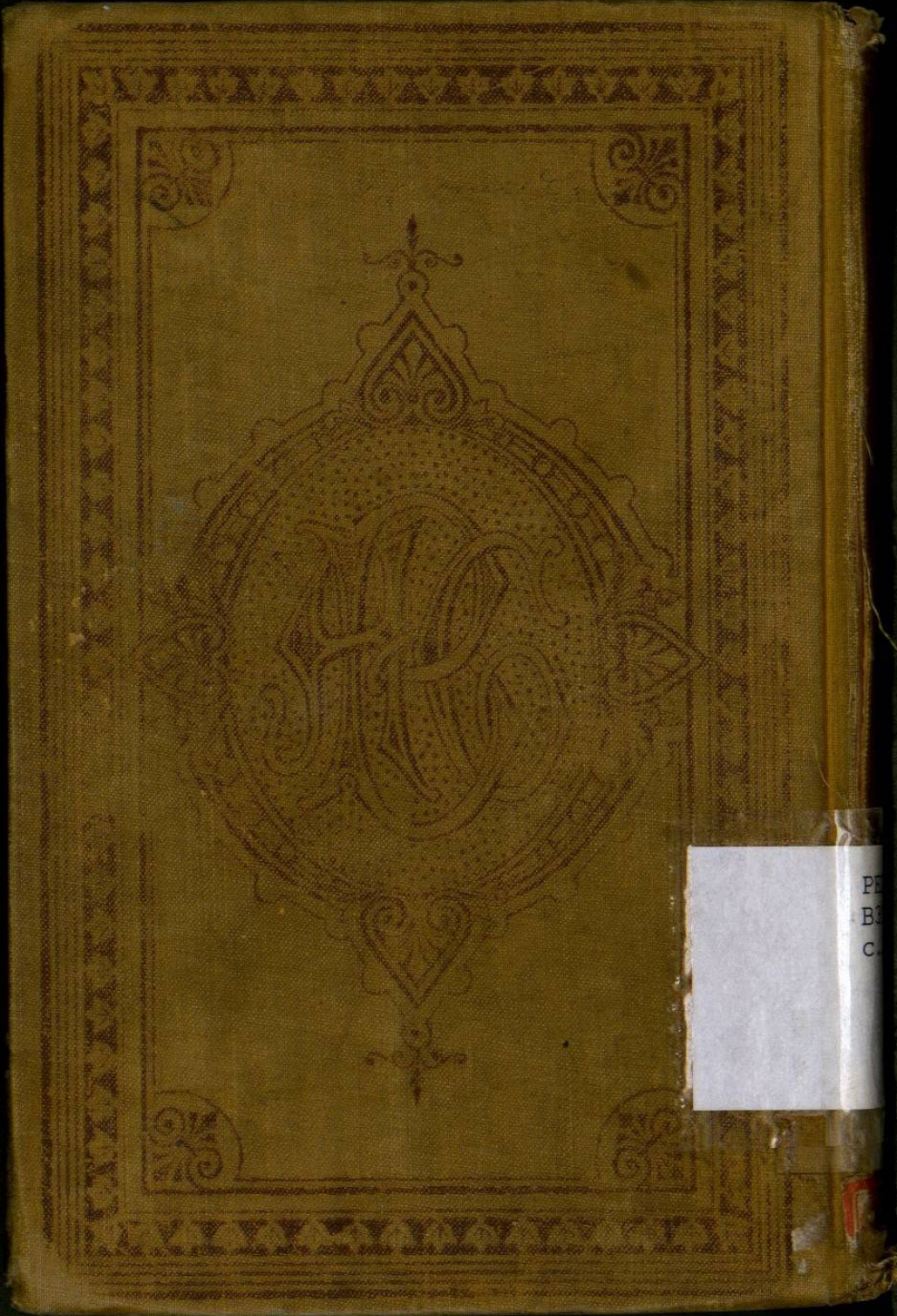
## EQUIVALENTS.

### VOWELS.

ā like ō as in whæt	ó like ŭ as in eóme
ê " â " " whêre	ô " ə " " fôr
e " ā " " they	ō " û " " wôrk
ī " ē " " gĭrl	ų, ɸ " ōō " " pūt, equld
ı " ē " " polĭçe	ÿ " ı " " bÿ
o, u, " ōō " " tō, rŭle	ÿ " ı " " kĭt'ÿ

### CONSONANTS.

ç like s as in rāçe	ğ like j as in eāge
e " k " " eāt	ŋ " ng " " thĭnk
eh " k " " sehool	ş " z " " hăş
çh " sh " " maçhine	x " ks " " bōx
x̄ like gz as in exĭst	



PE  
B  
C