

# Week 1 Read Aloud → Lesson 16



## Use Story Structure Comprehension

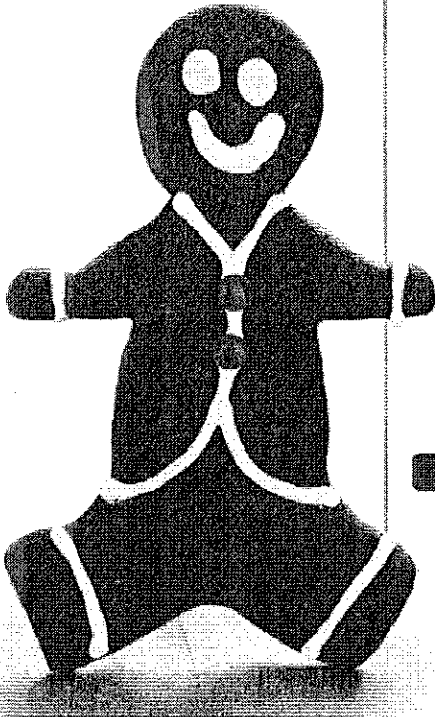
### Objectives

- To use story structure to understand and remember a story
- To listen to and respond to a story

### Materials



- Read-Aloud Anthology: "The Gingerbread Man," pp. 46-49
- drawing paper
- crayons
- pencils



### Review

**USE STORY STRUCTURE** Remind children that understanding who the characters are and what happens at different points in a story can help readers understand and remember important events in the story.



▲ Read-Aloud Anthology  
"The Gingerbread Man,"  
p. 46

Display the Beginning, Middle, Ending chart from Day 3 (page T27). Review with children story events at the beginning, in the middle, and at the end of *Snowmen at Night*.



**BEFORE READING** Tell children that today you will read them a story about a mischievous gingerbread man. Ask children whether they have heard the story "The Gingerbread Man" before. As needed, explain that a gingerbread man is a kind of cookie in the shape of a person. Begin a story map for "The Gingerbread Man." Have children set their own purpose for listening to this classic folktale.

The Gingerbread Man	
Characters	Setting
Beginning	
Middle	
Ending	

### Practice/Apply

**DURING READING** As you read the story aloud, use different voices for the characters. Pause periodically to review with children story characters as they are introduced and important story events.

T290 Theme 6: Let's Play

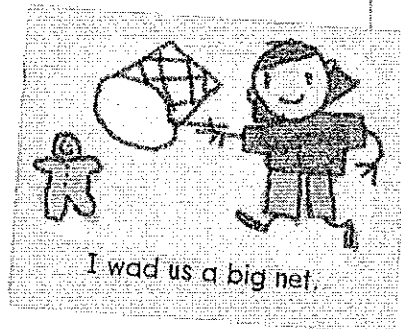


**CALIFORNIA STANDARDS**  
ENGLISH-LANGUAGE ARTS STANDARDS—Reading 2.3 Connect to life experiences the information and events in texts.  
RI.4 Detail familiar stories; RI.5 Identify characters, settings, and important events; Writing 1.1 Use letters and phonetically regular words to write about experiences, stories, people, objects, or events; (continued)

**AFTER READING** Discuss the story with children. Ask them to tell about their favorite parts or any parts of the story that surprised them. Then have children help you complete the story map by telling about the different parts of the story. **R.2.4; R.3.3**

The Gingerbread Man	
Characters: mouse family, Gingerbread Man, hedgehog, beetles, hare, fox	Setting: mouse family's house, fields, a hill, and the river
Beginning: Mother Mouse makes a Gingerbread Man for her children, but the Gingerbread Man runs away from her.	
Middle: Father Mouse, the mouse children, the hedgehog, the beetles, and the hare all chase and try to catch the Gingerbread Man.	
Ending: The Gingerbread Man comes across the fox, who tricks the Gingerbread Man into riding on his back into the river. The fox gets the Gingerbread Man to stand on his nose, and then he gobbles up the Gingerbread Man.	

**RESPOND** Ask children to think of a way they might have tried to catch the Gingerbread Man. Have them draw a picture to show their idea. Children can dictate or write a caption for their picture. **R.2.3; W.1.1; L.1.2**



**LANGUAGE SUPPORT**

**Beginning/Early Intermediate**  
 Help children discuss the story by phrasing questions about it that children can answer with yes or no. For example, *Can the hare catch the Gingerbread Man?*

The Gingerbread Man

READING

Written and Oral English-Language Conventions 1.2. Spell independently by using one-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

# Week 2 Read Aloud → Lesson 17



## Summarize Comprehension

### Objectives

- To listen to and respond to a story
- To summarize a story

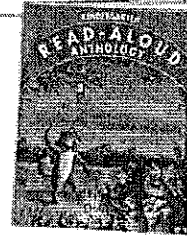
### Materials



- Read-Aloud Anthology: "Anna's Secret Friend," pp. 50–53
- chart paper
- marker

### Review

**SUMMARIZE** Remind children that when you read, it helps to stop and think about what has happened so far in the story. Doing this helps a reader understand what is happening.



▲ Read-Aloud Anthology  
"Anna's Secret Friend," p. 50

Display the story map from Day 3, page T343. Recall with children that you summarized *David's Drawings* by saying a few sentences about the important things that happened. Say: David drew a picture of a tree at school, and he let his friends add to it. At home, David drew his own picture of the tree.

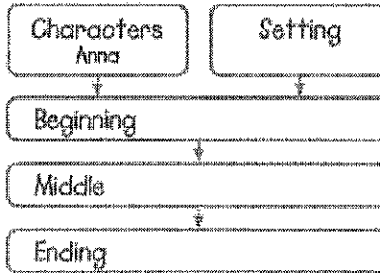


**PREVIEW/BUILD BACKGROUND** Ask children if they have ever moved to a new place. Ask those who have to tell how it felt to be in a new place where they did not know anyone. Tell children that today you will read a story about a girl named Anna who moves to a new town. Read aloud the title and the author's name. Ask:

What do you think will happen in the story? R.2.2

Then begin a story map for "Anna's Secret Friend."

### Anna's Secret Friend



Tell children that when you finish reading, they will summarize and retell this story as they did *David's Drawings*.



T362 Theme 6: Let's Play



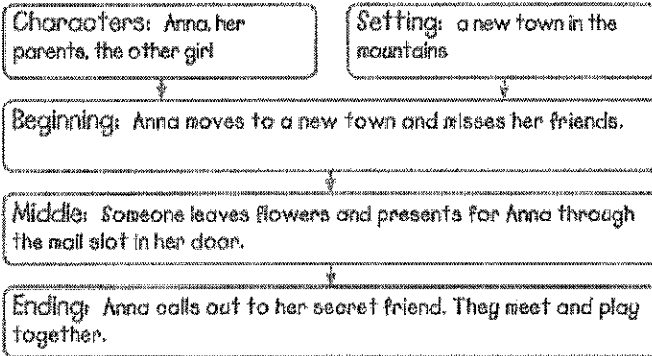
CALIFORNIA STANDARDS  
ENGLISH-LANGUAGE ARTS STANDARDS—Reading 2.2 Use pictures and context to make predictions about story content; R.2.3 Connect to life experiences the information and events in texts; R.2.4 Select familiar stories, (text-mead)

**Practice/Apply**

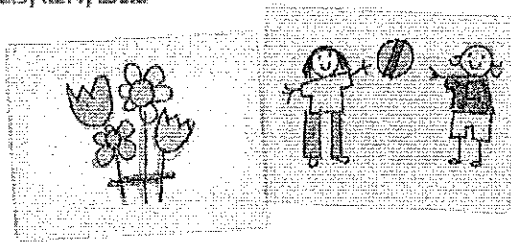
**DURING READING** As you read, pause periodically to summarize what has happened in the story up to that point.

**AFTER READING** Help children recall the important things that happen in the story. Write their ideas in the story map. Then have children summarize and retell the story by using the information in the story map. **R.2.4; R.3.3**

**Anna's Secret Friend**



**RESPOND** Talk with children about how Anna's feelings change during the story. Ask children how they might feel if they were in Anna's place. Ask them why they think the girl left the flowers and presents rather than knocking on Anna's door and introducing herself. Have children act out the story events in order, showing how Anna and the other girl feel throughout the story. **R.2.3; R.2.4; L.1.2**



**R.3.0** Identify characters, settings, and important events. **L.1.2** Store information and ideas, speaking audibly in complete, coherent sentences.



**LANGUAGE SUPPORT**

**Beginning/Early Intermediate**

Help children understand the important parts of the story. Ask *yes/no* questions, such as *Did Anna and her family move to a new town? Does a secret friend leave gifts for Anna? Do the girls become friends?*

READING

## Week 3 Read Aloud → Lesson 18

Day 3



# Use Graphic Organizers

## Comprehension

### Review

**USE GRAPHIC ORGANIZERS** Ask children what they remember about "The Gingerbread Man." Explain that you will read this story again and that they will help make a chart about what happens in the story. Start a Beginning, Middle, Ending chart.



▲ Read-Aloud Anthology  
"The Gingerbread Man,"  
p. 46

### Practice/Apply

**DURING READING** As you read the story aloud, pause occasionally to ask children what is happening in that part of the story.

**AFTER READING** Discuss the story with children. Ask:

- What happens in the beginning and middle of the story? (A mouse makes a Gingerbread Man who runs away. Nobody can catch him.)
- What happens at the end? (The fox eats the Gingerbread Man.)

Beginning: Mother mouse makes a Gingerbread Man for her children, but he runs away and she can't catch him.

Middle: No one can catch the Gingerbread Man—not father mouse, the hedgehog, the beetles, or the hare.

Ending: The Gingerbread Man meets a fox by the river. The fox tricks the Gingerbread Man into jumping on his back and eats him.

### Respond to Literature

**RESPOND** Call on children to tell about their favorite part of the story. Have them draw a picture that shows their favorite part and write a label for their illustration. **W.1.1**

### Objective

- To use graphic organizers to understand and remember a story

### Materials

- Read-Aloud Anthology, "The Gingerbread Man," pp. 46–49
- chart paper
- marker
- drawing paper
- pencils, crayons

The Gingerbread Man

READING

people, objects, or events; Written and Oral English Language Conventions 3.1 Recognize and use complete, compound sentences when speaking.

Lesson 18 T397



# Summarize

## Comprehension

### Objective

- To summarize a story

### Materials



- Read Aloud Anthology: "The Town Mouse and the Country Mouse," pp. 54-57
- chart paper
- marker

### Review

**SUMMARIZE** Remind children that they can summarize a story by telling the important things that happen in the story. Display the story map from Day 3, page T63. Recall with children that you summarized *The Most Perfect Spot* by saying a few sentences about the important things that happen in the beginning, in the middle, and at the end of that story.



▲ Read-Aloud Anthology "The Town Mouse and the Country Mouse," p. 54



Tell children that you are going to read another story. Explain that as you read this story, they will help you complete another story map to summarize the story. Read aloud the title of the story. Explain that "The Town Mouse and the Country Mouse" is a folktale. Remind children that a folktale is a story that has been told again and again over many, many years.

### The Town Mouse and the Country Mouse

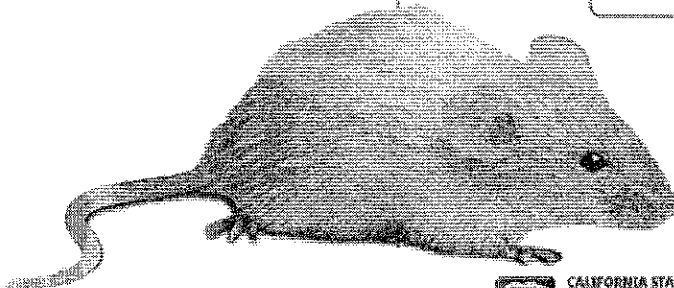
First,

↓

Then,

↓

At the end,



T82 Theme 7: In the Neighborhood



CALIFORNIA STANDARDS  
ENGLISH-LANGUAGE ARTS STANDARDS—Reading 2.4. For all familiar stories; RB.2 Identify characters, settings, and important events; Writing 1.1 Use letters and phonetically spelled words to write about experiences, stories, poems, objects, or events.

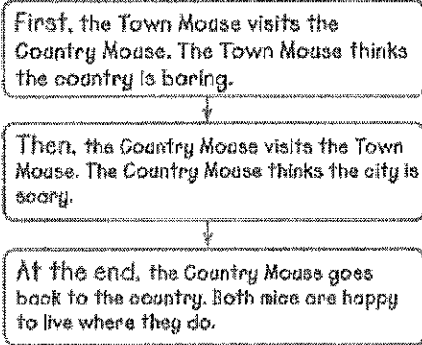
As you read, model for children how to summarize story events.

**Think Aloud** I can tell what happens in the beginning of the story in one or two sentences. At first, the Town Mouse visits the Country Mouse. The Town Mouse thinks that the country is boring.

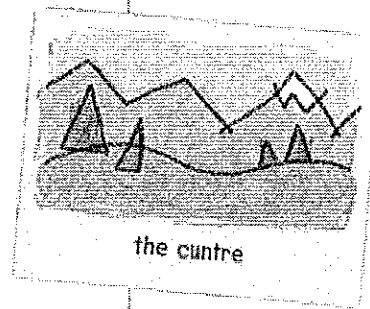
**Practice/Apply**

**DURING READING** Stop at key points in the story and help children note important events. Add their ideas to the story map. After reading, use the information to summarize the story. **R2.4; R3.3**

**The Town Mouse and the Country Mouse**



**RESPOND** Have children draw and label a picture to show where they would like to live--in the country or in the city. As children share their picture and explain their ideas, take an informal survey of preferences by counting country pictures and city pictures. **W1.1**



# Week 5 Read Aloud → Lesson 20



## Use Story Structure Comprehension

### Objective

- To use story structure to understand and remember a story

### Materials



- Read-Aloud Anthology: "The Snug Little House," pp. 58-61
- drawing paper
- pencils
- crayons

### Review

**USE STORY STRUCTURE** Remind children that stories have a beginning, a middle, and an ending, and that thinking about what happens in the different parts of a story can help them understand and remember a story. Recall for children events that happen in *Pet Show!*

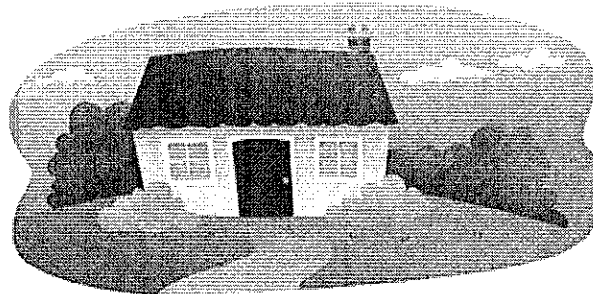


▲ Read-Aloud Anthology  
"The Snug Little House,"  
p. 58

**Think Aloud** In *Pet Show!* Archie can't find his cat to bring it to the neighborhood pet show. Archie thinks of another pet to bring. Archie gets a prize for his pet germ. All the other pets get prizes, too.



Tell children that today you will read a story about some broken-down furniture and a little old lady who finds a house in which to live. As you read, stop periodically to ask children about events in different parts of the story.



TE54 Theme 7: In the Neighborhood



CALIFORNIA STANDARDS

ENGLISH-LANGUAGE ARTS STANDARDS—Reading 2.3 Connect to life experiences the information and events in texts; 82.5 Ask and answer questions about essential elements of a text; R3.1 Distinguish fact from realistic text; R3.3 Identify characters, settings, and important events.



**DURING READING** Stop at key points in the story to ask children about important events. Model discussing events in the beginning of the story.

**Think About** In the beginning of the story, a chair with loose springs walks down the road and meets a broken table. They decide to walk together, and they meet an old bed.

### Practice/Apply

**AFTER READING** Discuss children's impressions of the story. Ask:



Is this story realistic or a fantasy? Tell why. (a fantasy; furniture can't walk or talk) **R3.1**

- How is what happens at the end of the story different from what happens in the beginning and in the middle? (In the beginning and in the middle of the story, the characters keep walking down the road and meeting new characters. When they come to the house, all the characters go inside. Then the old lady finds them and fixes them.) **R3.3**
- How are many of the characters in the story alike? (Possible responses: Many of them are things; many of the things are broken.) How are the story characters different? (Possible responses: Most of the characters are things; the old lady is a person; the house isn't broken, just empty.) **R2.5; R3.3**

**RESPOND** Ask children what they like about the story and what they think could happen next. Discuss with them how the characters change from the beginning of the story to the end. Then have children write about and draw their favorite part of the story. Call on volunteers to share their work with the group. **R2.3; R3.3**



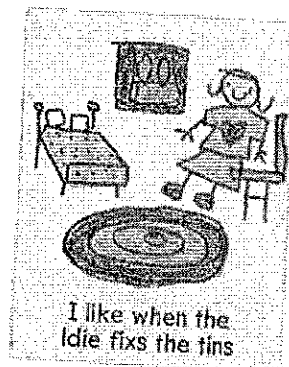
### LANGUAGE SUPPORT

#### Beginning/Early Intermediate

Point to and name the kinds of furniture in the story. Have children repeat the names. Then show more pictures of chairs, tables, beds, and so on, and ask: *What is this?* Help children answer, using the sentence starter *It is a \_\_\_\_\_*.

#### Intermediate/Early Advanced/Advanced

Have children work in pairs of mixed proficiencies to tell about how the characters change from the beginning of the story to the end.



GENRE:  
Folktale

# The Gingerbread Man



## Man

an English Folktale retold by John A. Rowe

**O**nce upon a time in a little old house, there lived a family of mice.

One day, mother mouse decided to bake a Gingerbread Man for her children. She mixed the dough, cut him out, and popped him into the oven.

After a while she went to the oven to see if the Gingerbread Man was ready.

But as she opened the oven door, the Gingerbread Man jumped up and ran away as fast as he could, laughing and singing,



***Ha ha ha, hee hee hee,  
I'm the Gingerbread Man  
and you can't catch me!***

Mother mouse chased after him, but she couldn't catch the Gingerbread Man.

So he ran and he ran, right through the garden where father mouse was busy digging up carrots.

"Who are you?" called father mouse.

And he answered,

***Ha ha ha, hee hee hee,  
I'm the Gingerbread Man  
and you can't catch me!***

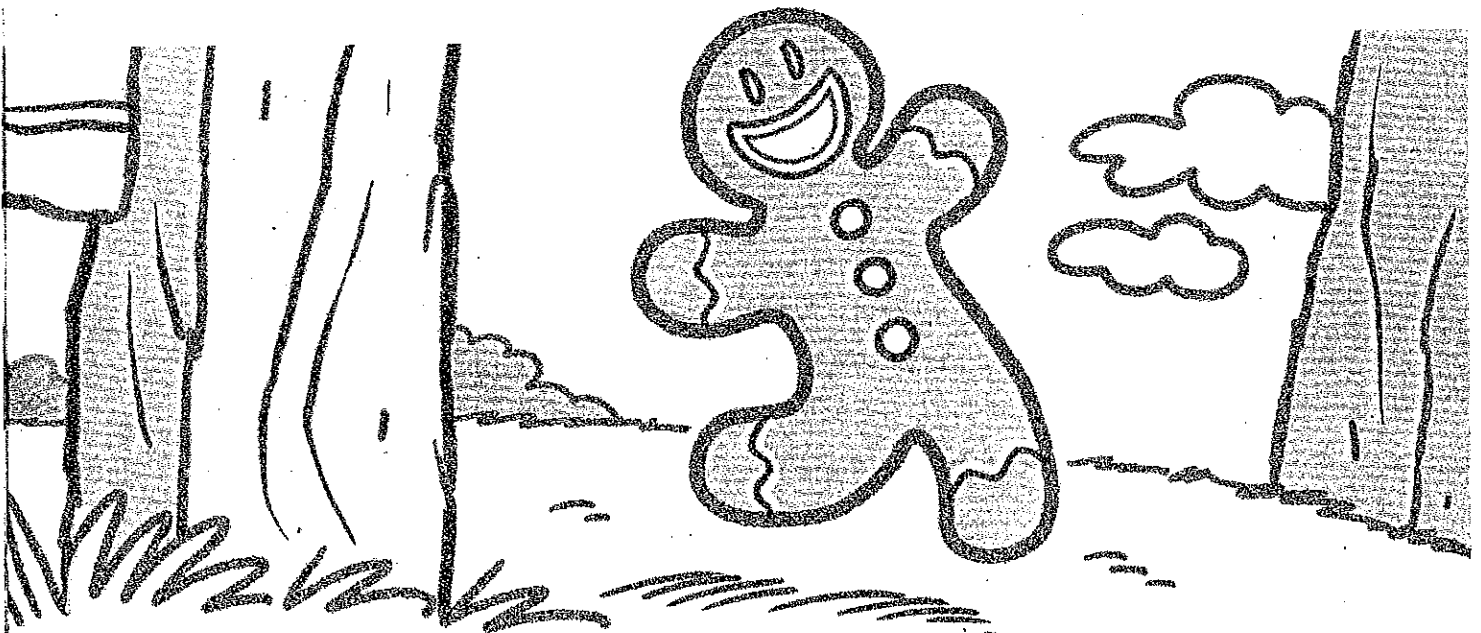
Father mouse chased after him, but *he* couldn't catch the Gingerbread Man either.

So he ran and he ran, right across a field where the mouse children were playing.

"Who are you?" called the mouse children.

And he answered,

***Ha ha ha, hee hee hee,  
I'm the Gingerbread Man  
and you can't catch me!***



The mouse children chased after him, but *they* couldn't catch the Gingerbread Man either.

So he ran and he ran, till he came to an old hedgehog taking a rest.

"Who are you?" called the hedgehog.

And he answered,

***Ha ha ha, hee hee hee,  
I'm the Gingerbread Man  
and you can't catch me!***

The hedgehog chased after him, but *he* couldn't catch the Gingerbread Man either.

So he ran and he ran, till he went past a hill where two beetles lived.

"Who are you?" called the beetles.

And he answered,

***Ha ha ha, hee hee hee,  
I'm the Gingerbread Man  
and you can't catch me!***

The two beetles chased after him, but *they* couldn't catch that Gingerbread Man either.

So he ran and he ran, till he came to a hare asleep in the grass.

"Who are you?" mumbled the sleepy hare.

And he answered,

***Ha ha ha, hee hee hee,  
I'm the Gingerbread Man  
and you can't catch me!***

The hare woke right up and chased after him, but *he* couldn't catch the Gingerbread Man either.

So the Gingerbread Man ran and he ran, and soon he came to a fox lying beneath a tree next to a river.

"Who are you?" asked the fox, licking his lips.

And he answered,

Tell children that  
*beneath* means  
*under*.

***Ha ha ha, hee hee hee,  
I'm the Gingerbread Man  
and you can't catch me!***

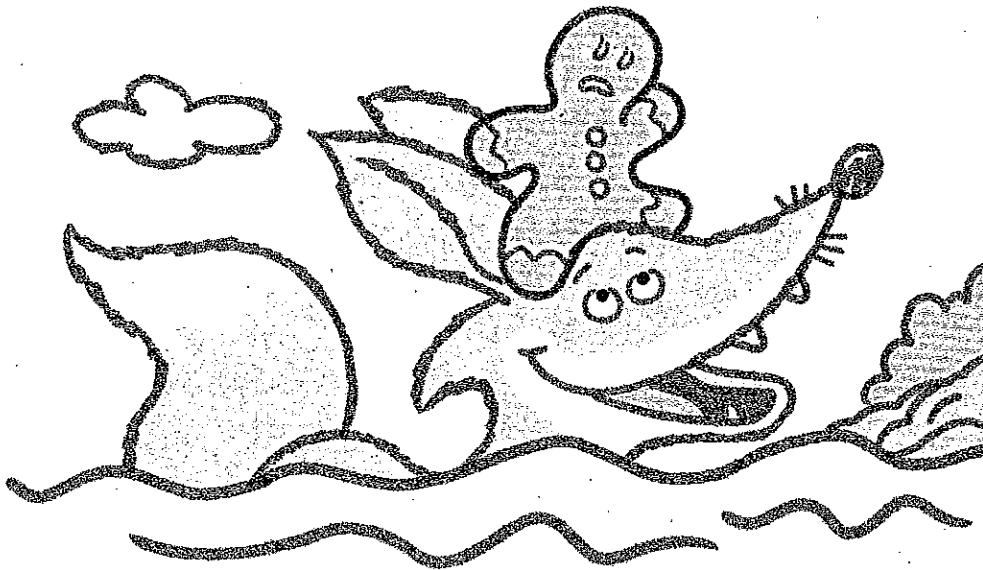
The sly old fox just laughed and said, "If you don't get across this river soon you *will* get caught. Why don't you climb onto my tail and let me carry you across?"

The Gingerbread Man saw that the river was too deep and that he had no time to lose, so he climbed up onto the fox's bushy tail.

"Oh dear," said the cunning fox. "The water's getting much deeper. Why don't you climb up onto my back so that you don't get wet?"

So the Gingerbread Man climbed up onto the fox's bony back.

"Oh dear, oh dear," said the hungry fox. "The water's even deeper now. Why don't you climb up onto my head so that you don't get wet?"



So the Gingerbread Man climbed up onto the fox's furry head.

"Oh dear, oh dear, oh dear," said the fox. "The water's much too deep. Why don't you climb up onto my nose so that you don't get wet?"

So the Gingerbread Man climbed up onto the fox's quivering nose.

Then suddenly, with a quick flick of his head, that sly old fox tossed the Gingerbread Man up into the air, and he caught him with a snap of his jaws.

And *that* was the end of the Gingerbread Man!

Tell children that *cunning* means *clever or smart*.

Tell children that when something is *quivering*, it is moving back and forth very fast.

GENRE:  
Realistic Fiction

# ANNA'S SECRET FRIEND

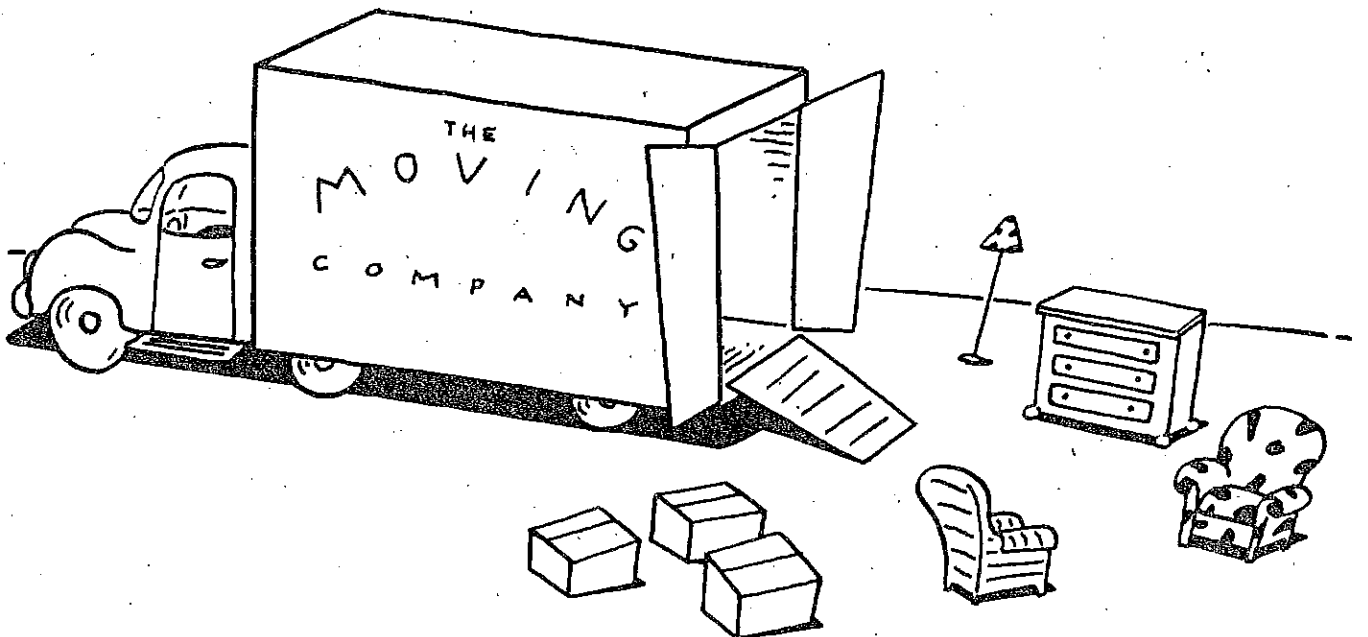


by Yoriko Tsutsui

Tell children that  
when someone  
is *pleased*, the  
person is happy.

**A** nna was excited about moving to a new house in a new town. She was especially pleased to be living close to the mountains. But already she was missing the friends she had left behind. Still, there was hardly time to think about anything because there were so many boxes to be carried into the new house.

Soon every room was full of boxes. Anna began to help unpack, but before long she was bored and tired.



Suddenly she heard a quiet tip tap sound. The noise came from the front door.

"I heard the postman," said Anna.

"I don't think it could have been," said her mother.

"We haven't told anyone our new address yet," said her father.

"But I *did* hear someone," said Anna, and she went to look.

At the front door Anna saw that her mother and her father were right. There were no letters, but there was something much nicer—a small bunch of violets that lay on the floor. How did the pretty flowers get there?

Quickly Anna opened the front door to see who could have brought the flowers. But all she could see was an unfamiliar street, and lots of people she hadn't seen before walking by.

Next morning Anna's mother did more unpacking.

"I just don't know who could have given those violets to us yesterday," she said to Anna.

Just then, Anna heard that noise again—a quiet tip tap sound at the front door.

Anna ran to the front door. This time there were three dandelions in the letter box. Anna carefully picked out the yellow flowers and opened the front door. But once again all she saw were people she didn't know walking along the street.

The next day Anna went shopping with her mother. It was very strange to be going into new shops and seeing people she didn't know. She wished her old friends were not so far away.

"Just look at those magnificent mountains," said her mother. "I'm sure we're going to love living in this town."

"Who do you think could have left those dandelions yesterday?" Anna asked.

"Maybe they were left for someone who lived in the house before us. Perhaps a little girl's friends don't know she has moved away," answered her mother.

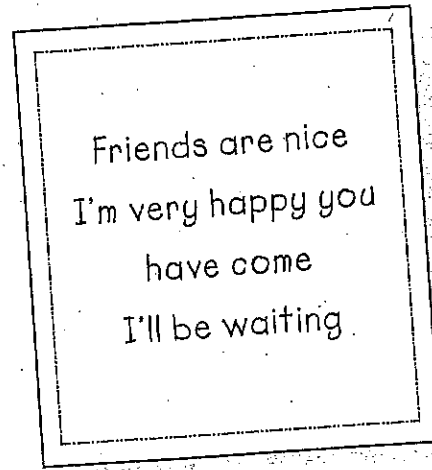
The house was nearly tidy the next day, but Anna's mother was still busy.

Anna drew a picture to send to one of her old friends.

Tell children that when something is *unfamiliar*, it is strange and new.

Tell children that *magnificent* means very beautiful and wonderful to look at.

"It's no fun without any friends to play with," she said sadly. But what was that? Anna heard the same quiet tip tap sound! Anna rushed to the letter box, and this time she saw a letter in it! There was no name on the envelope, but inside there was a short message written in big letters.



Friends are nice  
I'm very happy you  
have come  
I'll be waiting

Anna read the letter again and again. "I'm sure this letter is for me," she thought.

Anna enjoyed visiting her new school. A friendly teacher showed her all the toys the children played with, and told her about the meadow at the foot of the mountains where the children sometimes played.

"You'll soon make lots of new friends," the teacher told Anna. Anna looked at all the children laughing and chattering on the playground. She hoped that one of them had sent her the letter.

"Violets, dandelions, a letter..."

"Violets, dandelions, a letter..."

Anna sang as she played marbles by herself.

How she longed for someone to play with!

Just then she heard that sound again—a quiet little tip tap noise at the front door.

"Wait! Wait!" Anna shouted in her loudest voice as she rushed to the front door. She saw something coming through the letter box! It was a beautiful paper doll.

Tell children that when the other children were chattering, they were talking in a busy way.

Explain that when Anna longed for a friend, she wanted one very much.



Anna grabbed the doll and quickly opened the door. She saw a little girl just going out of the gate.

“Wait! Wait!” Anna shouted again.

The little girl turned around slowly. Her cheeks were bright red.

Anna walked down the path.

“Those violets—were they for me?” she asked.

The little girl nodded.

“And...and the letter? Was that for me too?”

Once again the little girl nodded. Anna looked down at the beautifully folded paper doll in her hand. All for her! The little girl looked at Anna shyly and said in a very small voice, “Will you play with me?”

This time it was Anna who nodded, so both girls smiled happily and went off to play.



GENRE:  
Folktale

Tell children that this folktale is an old, old story first told by Aesop thousands of years ago.

# The Town Mouse and the Country Mouse

retold and illustrated by Lorinda Bryan Cauley

**T**he Country Mouse lived by himself in a snug little hole in an old log in a field of wild flowers.

One day he decided to invite his cousin the Town Mouse for a visit, and he sent him a letter.

When his cousin arrived, the Country Mouse could hardly wait to show him around. They went for a walk, and on the way they gathered a basket of acorns.

They picked some wild wheat stalks.

They stopped by the river and sat on the bank, cooling their feet.

And on the way home for supper, they picked some wild flowers for the house.

The Country Mouse settled his cousin in an easy chair with a cup of fresh mint tea and then went about preparing the best country supper he had to offer.

He made a delicious soup of barley and corn.

He simmered a root stew seasoned with thyme.



Then he made a rich nutcake for dessert, which he would serve hot from the oven.

The Town Mouse watched in amazement. He had never seen anyone work so hard.

But when they sat down to eat, the Town Mouse only picked and nibbled at the food on his plate. Finally, turning up his long nose, he said, "I cannot understand, Cousin, how you can work so hard and put up with food such as this. Why, you live no better than the ants and work twice as hard."

"It may be simple food," said the Country Mouse, "but there is plenty of it. And there is nothing I enjoy more than gathering everything fresh from the fields and cooking a hot supper."

"I should die of boredom," the Town Mouse complained. "I never have to work for my supper, and in my life there is hardly ever a dull moment."

"I can't imagine any other life," answered the Country Mouse.

"In that case, dear Cousin, come back to town with me and see what you have been missing."

So, out of curiosity, the Country Mouse agreed to go. Off they went, scampering across fields while avoiding the cows and down a dirt lane, edged with bright flowers, until at last they reached the cobblestones leading into town.

The streetlights flickered eerily, and with each horse and carriage that clip-clopped by, the Country Mouse trembled with fear.

At last they reached a row of elegant town houses, their windows glowing in lamplight. "This is where I live," said the Town Mouse. The Country Mouse had to admit that it looked warm and inviting.

They went inside and crept past the ticktock of the grandfather clock in the hall and into the living room. The Town Mouse led his cousin to a small entrance hole behind the wood basket next to the fireplace.

Once inside, the Town Mouse lit a candle and started a fire. The Country Mouse looked around the room. It was so much grander than his little hole in the old log. Why, his cousin's bed was covered with a fine silk handkerchief as a bedspread.

Explain that when people *nibble* their food, they take very small bites and don't eat very much.

Tell children that when someone has *curiosity*, the person wants to know more about something.

They had been traveling all day, and the Country Mouse was tired and hungry. So he was surprised when his cousin started to go back through the entrance hole. "Could we have something to eat before you show me around?" he asked timidly.

"But of course," said his cousin. "That is where we are going. To have a feast of a supper."

Tell children that the *remains* of the supper is what was left over when the people finished eating.

They went through the living room and into the dining room and there on a large table was the remains of a fine supper. The Country Mouse's eyes were wide with astonishment. He had never seen so much food all at once, nor so many kinds.

"Help yourself," invited the Town Mouse. "Whatever you like is yours for the taking."

The Country Mouse scampered across the starched white linen and stared at the dishes. Creamy puddings, cheeses, biscuits and chocolate candies. Cakes, jellies, fresh fruit and nuts!

It all looked and smelled delicious. He hardly knew where to begin.

He took a sip from a tall, sparkling glass and thought, "This is heaven. Maybe I have been wrong to have wasted my life in the country."

He had just started nibbling on a piece of strawberry cake when suddenly the dining room doors flew open and two servants came in to clear away the dishes.

Tell children that when the Town Mouse *coaxed* his cousin onto the table, he talked him into going back to the table.

The two mice scampered off the table and hid beneath it. When they heard the doors close again, the Town Mouse coaxed his cousin back onto the table to eat what was left.

But they had hardly taken two bites when the doors opened again and a small girl in her nightdress ran in to look for her doll, which had fallen under the table. This time the Town Mouse hid behind the jug of cream and the Country Mouse crouched in terror behind the butter dish. But she didn't see them.

As soon as the girl was gone, the Town Mouse began to eat again. But the Country Mouse stood listening. "Come on," said his cousin. "Relax and enjoy this delicious cheese."



But before the Country Mouse could even taste it, he heard barking and growling outside the door. "Wha-, what's that?" he stammered.

"It is only the dogs of the house," answered the Town Mouse. "Don't worry. They're not allowed in the dining room." And with that, the doors burst open and in bounded two roaring dogs. This time the mice scampered down the side of the table, out of the room, and back to the hole in the living room just in the nick of time.

"Cousin, you may live in luxury here, but I'd rather eat my simple supper in the country than a feast like this in fear for my life. I'm going home right away," said the Country Mouse.

"Yes, I suppose that the hectic life of the town is not for everybody, but it's what makes me happy. If you ever need a little excitement in your life, you can come for another visit," replied his cousin.

"And any time you want a little peace and quiet and healthy food, come and visit me in the country," said the Country Mouse.

Then off he went to his snug little home in the fields, whistling a tune and looking forward to a good book by the fire and a mug of hot barley-corn soup.

Tell children that when things are hectic, they are busy and full of action.

GENRE:  
Fantasy



# THE SNUG LITTLE HOUSE

by Eils Moorhouse Lewis

**O**ne fine sunny day, a long time ago, a red velvet chair with loose springs in its seat came down the road. It noticed a table under a tree at the side of the road.

“Hi,” said the table. “Where are you going?”

“I’m just going down the road a piece,” replied the red velvet chair. “Would you like to join me?”

“Yes, I would,” said the table. “I’m not much good now that one of my legs has been broken.”

So off they went—down the road together.

They didn’t go very far when they came upon an old bed leaning against a fence.

“Hi,” the bed called out. “Where are you going?”

“Just down the road a piece,” replied the chair and table. “Won’t you join us?”

“May as well,” said the bed. “Nobody wants me now that two of my beautiful brass knobs are missing.”

And off the three of them went—down the road together.

Explain to children that brass knobs on a bed are metal balls put on the bed to make it prettier.

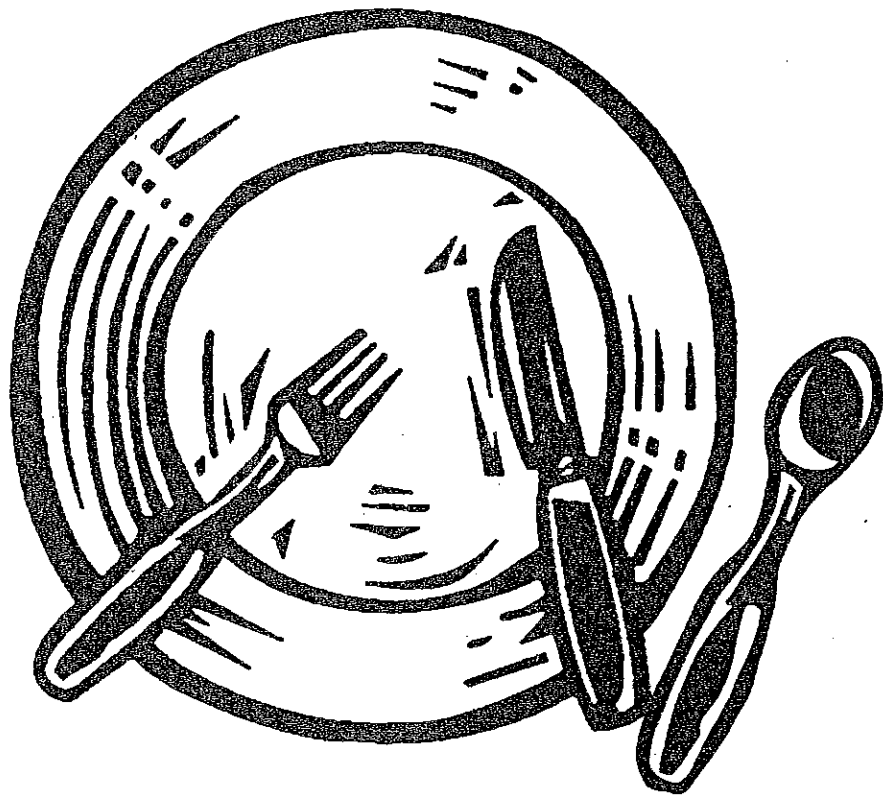
The road ran uphill and when they got to the top the red velvet chair with the loose springs, the table with the broken leg and the bed with the missing knobs saw a small stack of dishes and a knife, fork and spoon.

“Hi,” said the dishes, the knife, the fork and the spoon. “Where are you going?”

“Just down the road a piece,” replied the chair, the table and the bed. “Would you like to come along?”

“Yes, we would,” answered the knife. “My blade is so dull I don’t cut very well anymore, and fork’s tines are all bent, and poor spoon is tarnished. We’re not much use to anyone.”

The dishes, being cracked and chipped, decided to go along too.



Off they all went—down the road together.

Further along the road they came to a grassy knoll. Spread out on the grass was a rug.

Tell children that a fork's *tines* are the parts that stick out and that when something metal is *tarnished*, it is dark and not shiny like it is supposed to be.

Explain to children that a *knoll* is a little hill.

“Hi,” said the rug. “Where are you going?”

“Just down the road a piece,” replied the chair, the table, the bed, the dishes and the knife, fork and spoon. “Coming with us?” they asked.

“I think I will. I’m not pretty now that I have a hole worn in me and my edges are frayed,” answered the rug as it rolled itself up.

And they all went along together—down the road.

As they neared the end of the road they came upon a small house.

“Hi,” said the house. “Where are you going?”

“Just down the road a piece,” they all replied. “Why don’t you come along?”

“Oh, I can’t do that,” answered the house. “But why don’t you join me? Come on in.”

And they did.

The bed settled itself down in a far corner. The red velvet chair found a cozy spot beside the fireplace. The table went to the middle of the room and the rug, of course, spread itself out on the floor. The knife, fork, and spoon lay beside the dishes that were comfortably sitting on a shelf in a corner cupboard.

Now it happened that not much later a little old lady came hobbling by.

When she saw the house she thought, “My, what a snug little house.”

She peeked through the window and said to herself, “Nobody lives here, either. I think I’ll move in.”

And so she did.

The little old lady mended the table leg with a bit of wood and some nails, and she placed a soft cushion over the loose springs of the red velvet chair. Next, she sewed a patch on the hole in the rug and mended the dishes with some glue. She sharpened the knife blade, polished the spoon until it sparkled and straightened the tines of the fork. Last of all, she took the two remaining brass knobs from the bed and placed them on the mantle over the fireplace where they reflected the firelight.

Tell children that a mantle is a shelf over a fireplace.



Oh! The house did indeed look like a snug little house.  
And they all lived there together, happily ever after.

