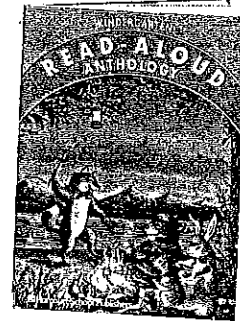


# Week 1 Read Aloud: Lesson 21



## Monitor Comprehension: Reread *Comprehension*



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

### Objectives

- To listen to and respond to a story
- To reread parts of a story to aid comprehension

### Review

#### MONITOR COMPREHENSION: REREAD

Remind children that rereading parts of a story can help readers understand what is happening in the story.

Tell children that you will read a story they have heard before, "The Snug Little House." Explain that you will reread parts of the story to help you understand it better. As you read aloud, stop at appropriate parts of the story and model how to reread to help you understand things that confuse you or to remember details about what is happening in the story.

#### Think Aloud

I don't remember what is wrong with the red velvet chair. The other furniture is worn out or broken. I will reread to find out. Reread the beginning of the story. Oh, now I remember. The velvet chair has loose springs.

### Materials



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



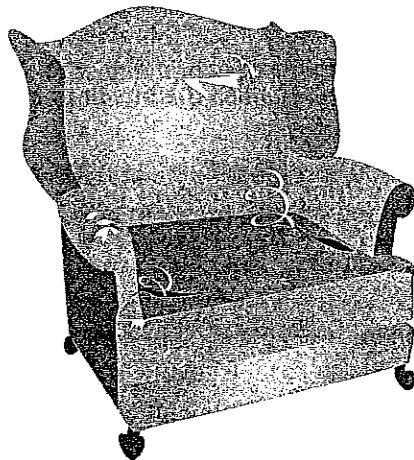


## Practice/Apply

**DURING READING** Have children tell you about anything in the story that confuses them. Reread parts of the story to clear up their confusion.

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

- **How do you think the characters were feeling before they met one another? Why?** (Possible response: They probably felt lonely and sad because they were broken. Maybe they thought nobody wanted them.)



**RESPOND** Have children draw a picture of their favorite character in the story. Have them write to tell what they like about that character. Allow time for children to share their work with a group.

R3.3; W1.1; LS1.2

**COMPARE CHARACTERS** Remind children that one character in the story is an old woman. Ask: **How does she make the house snug?** (She fixes things.) Then recall with children that the story *Pet Show!* also has an old woman as a character. Help children compare the two characters. Ask: **Where does the old woman in *Pet Show!* live?** (in an apartment; in the city) **Where does the old woman in “The Snug Little House” live?** (in a house; in the country) Help children understand how the two characters’ experiences are different because of where they live. R3.3

## LANGUAGE SUPPORT

### Beginning/Early Intermediate

Draw simple pictures of the characters in the story (chair, table, bed, dishes, knife, fork, spoon, rug, house, little old lady). Name them, and have children repeat the names with you. Then say the name of a character, and have children point to the corresponding picture and repeat the name.



## Generate Questions

### Comprehension

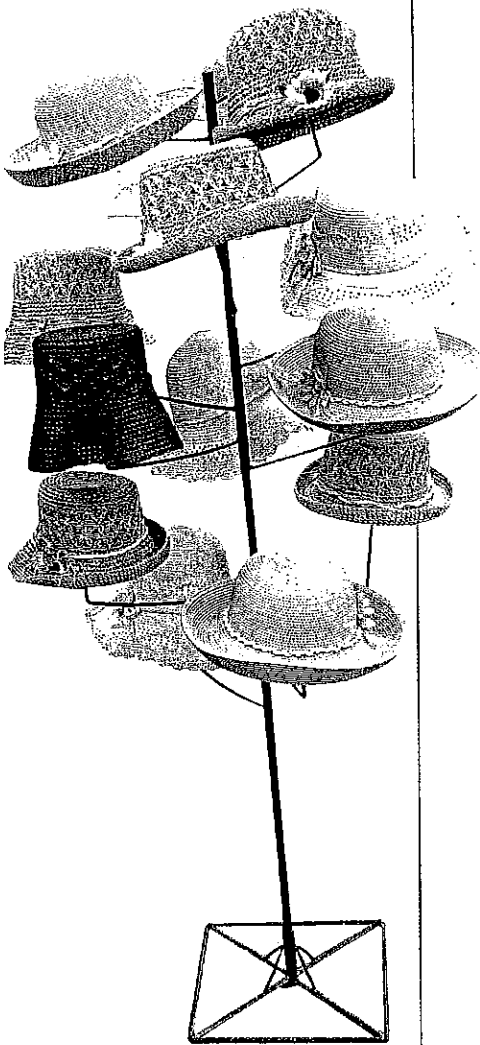
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Read-Aloud Anthology: "Caps for Sale"  
pp. 62–65



#### Review

**GENERATE QUESTIONS** Recall with children that they asked and answered questions while listening to *Zara's Hats*. Discuss how thinking of questions helped them to understand the story better.

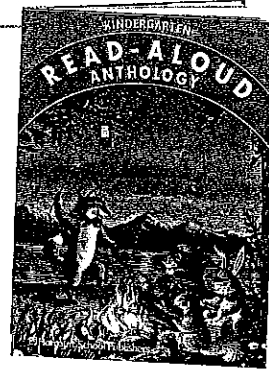
Routine Card  
**17**

Tell children that today you will read them another story, called "Caps for Sale." Ask:

- What do you think the story will be about?
- Who do you think will sell the caps? R2.2

Hold up the *Read-Aloud Anthology*. Point out that it is a book containing many stories and that it has a table of contents. Ask a volunteer to locate the table of contents. Show children how you can use the table of contents to find the first page of "Caps for Sale."

R2.1



▲ Read-Aloud Anthology  
"Caps for Sale," p. 62



**DURING READING** As you read, model for children how to generate questions about the story. Have children raise their hand when the story text answers a question. 🗣️ R2.5

**Think Aloud** The title of the story says that there are caps for sale. I wonder who will sell them. That is a question I have: Who will sell the caps?

### Practice/Apply

**GUIDED PRACTICE** Ask children to listen responsively as you read aloud the story “Caps for Sale.” Children can chime in on the repetitive line “You monkeys, you!” and make the sound of the monkeys: “Tsz, tsz, tsz.” 🗣️ LS2.2

As you read, pause to give children opportunities to ask questions about things that they do not understand. After reading, review children’s questions and help them answer them. 🗣️ R2.5

Question	Answer
Who will sell the caps?	a peddler
Why does the peddler have so many caps?	He sells them for fifty cents a cap.
How will the peddler get his caps back from the monkeys in the tree?	He throws his cap on the ground, and the monkeys copy him.

**RESPOND** Reread the story, asking children to join in on repeated dialogue. Then lead them in acting out the story as a group. You may wish to draw the stack of caps on the board to help children remember the order. 🗣️ R2.4; LS2.2; LS2.3

## **EL** LANGUAGE SUPPORT

### Beginning/Early Intermediate

To support children in responding to the story, pantomime and describe the actions of the peddler and the monkeys. Have children pantomime and name the actions with you.

🗣️ HSSK.6.3

### **SUPPORTING STANDARDS**

#### **SOCIAL STUDIES** Peddlers

Explain to children that long ago, people called peddlers sold things to other people. They sold everything from brushes to pots and pans to hats, like the peddler in the story. Tell children that long ago, there were no cars or trucks to deliver the things that people needed, so peddlers would go from town to town and from house to house to sell people things. Point out that today planes, trains, and trucks carry goods to stores where people can go to buy what they need. Have children talk about how a peddler’s life would be different from the life of someone who works in a store.





## Answer Questions Comprehension

### Objective

- To answer questions about a story

### Materials



- Read-Aloud Anthology: "Pig Pig Gets a Job," pp. 66–67
- drawing paper
- crayons, markers

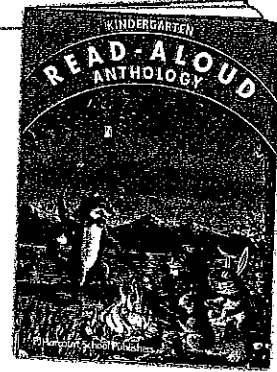
### Review

**ANSWER QUESTIONS** Remind children that asking and answering questions as they read is a way to help them understand what happens in a story.

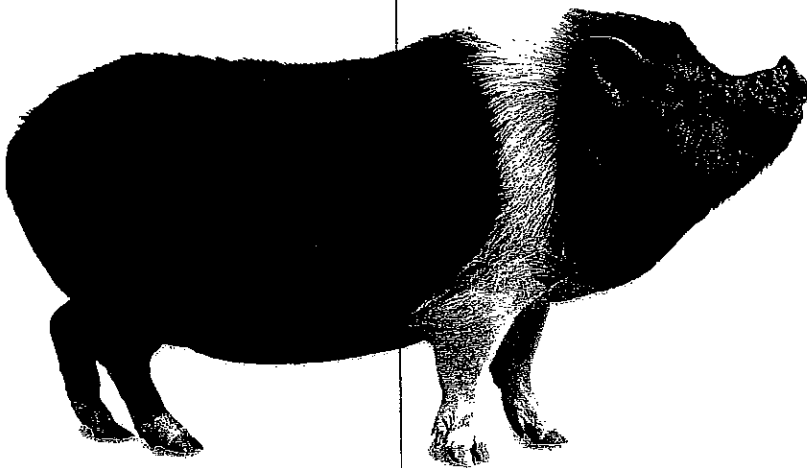
Recall with children that you asked and answered questions about *Bravo, Maurice!* Say: **While I was reading *Bravo, Maurice!*, we had a few questions. We thought about the questions while we were reading and found answers to a lot of our questions while we read the story.**


Routine  
Card  
**17**

Tell children that today you will read a story about an animal named Pig Pig and his big plans for making money. Explain that as you read, you will ask and answer questions that they have about the story.




▲ Read-Aloud Anthology,  
"Pig Pig Gets a Job,"  
p. 66




**DURING READING** As you read, stop periodically for children to ask questions about what is happening in the story. As needed, model for children how to answer questions as you read.  R2.5

**Think-Aloud** The title of the story is "Pig Pig Gets a Job." I wonder: Why does Pig Pig want to get a job? I'll keep reading to see if I can answer that question.

### Practice/Apply

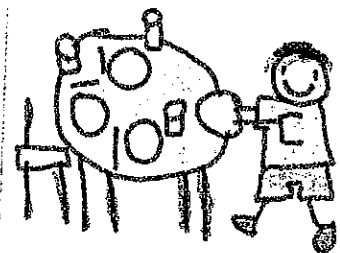
**GUIDED PRACTICE** As you read aloud, have children ask questions when they do not understand something. Tell others to listen attentively to the questions. Have children listen as you read further and raise their hand when they hear something in the text that answers a classmate's question.  R2.5

Question	Answer
Why does Pig Pig want a job?	He wants money.
Why does Pig Pig want money?	He wants to buy something.
What is Pig Pig's great idea?	He thinks his mother should give him a job.

**RESPOND** Discuss with children that Pig Pig's mother pays him money for doing little jobs for their family. Point out that families sometimes do things in different ways. Explain that in some families, children do chores without getting paid, while in other families, like Pig Pig's, children get an allowance, or money, for doing jobs at home. Ask children to draw to show a job they would like to have or draw what they would like to buy with an allowance. Have children label their drawing. Allow time for children to share and tell about what they drew.  R2.3

### LANGUAGE SUPPORT

**Beginning/Early Intermediate**  
Name the jobs Pig Pig says he will do. Act out each job for children. Then name the jobs again, having children act them out.

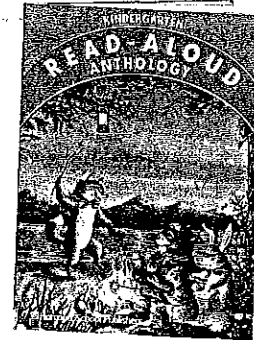


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# Monitor Comprehension: Make Inferences

Comprehension



▲ Read-Aloud Anthology  
"Caps for Sale," p. 62

## Review

**MAKE INFERENCES** Remind children that they used what they know and clues in *Zara's Hats* to help them understand things that happened in that story as they were listening to you read it aloud.

Tell children that today they will listen to a story they have heard before, "Caps for Sale." Explain that you will make a chart to help them make inferences about what happens in this story. Ask:

- **What do you know about monkeys?** (Responses will vary.)

Accept children's responses, and begin to fill in the What I Know column of the chart.

What I Know +	Story Clues	=	Inferences
Monkeys are playful.			
Monkeys can climb trees.			

**DURING READING** Model for children how to make inferences by using what you already know and clues in the story to figure out who takes the peddler's caps. Fill in the Story Clues and Inferences columns of the chart.

### Objectives

- To listen to and respond to a story
- To make inferences

### Materials



- Read-Aloud Anthology: "Caps for Sale," pp. 62–65
- Practice Book, p. 24
- chart paper
- marker
- crayons
- pencils



**Think Aloud** I know that monkeys like to play and that they can climb trees. The story says that the peddler takes a nap under a tree and when he wakes up, his caps are missing. I think the monkeys take the caps.

**What I Know + Story Clues = Inferences**

Monkeys are playful.	The peddler falls asleep wearing all his caps. When he wakes up, the caps are gone.	The monkeys take the caps and climb up into the tree.
Monkeys can climb trees.		

**Practice/Apply**

**GUIDED PRACTICE** As you read, ask children questions that require them to make inferences by using what they know and clues from the story. R2.5

**RESPOND** Help children recognize the patterned structure of the story. Point out that at the end of the story, the peddler says the repeated line “You monkeys, you!” when he tries to get his caps back. Reread the peddler’s and monkeys’ lines of dialogue for children.

Then have children respond through drama. Choose one child to be the peddler. The rest of the class will be the monkeys. As you retell the story, have children dramatize it, using the repeating refrains as well as dialogue they make up. R2.4; R3.3


**USE PRACTICE BOOK PAGE 24** Recall with children that “Caps for Sale” is about a peddler who sells caps. Remind children that a cap is a kind of hat. Ask: **What other stories have we read about selling hats?** (*Zara’s Hats*) Guide children to identify ways in which *Zara’s Hats* and “Caps for Sale” are the same and different. Have children draw to show one similarity or difference between the stories and tell the group about their drawing. R2.5; R3.3; LS1.2

**EL LANGUAGE SUPPORT**

**Beginning/Early Intermediate**

Ask simple questions to help children understand story events. For example, ask: *Did the peddler fall asleep? Does the peddler see his caps when he wakes up? Where does he see the caps? When the peddler shakes his finger, what do the monkeys do? When the peddler stamps his feet, what do the monkeys do?*

Name \_\_\_\_\_



Accept reasonable responses.

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# Details

## Comprehension T

### Objectives

- To listen to and respond to a story
- To identify details in a story

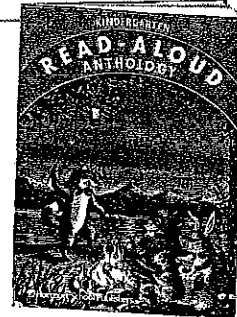


### Materials

- Read-Aloud Anthology: "How Many Spots Does a Leopard Have?," pp. 68–73
- paper
- pencils

### Review

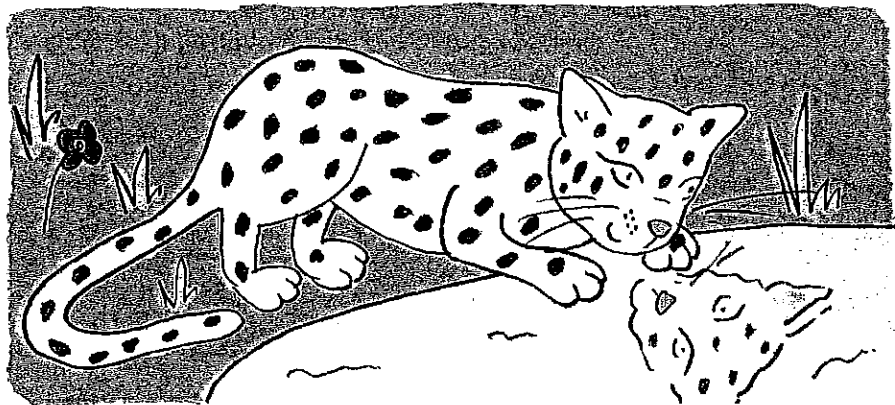
**BEFORE READING** Review that details are information in the words and pictures that authors and illustrators give to help readers understand and enjoy the story.



Routine Card 17

Tell children that you are going to read them a story about a leopard who wants to count his spots. Read the title of the story. Ask children to tell what they know about leopards. If available, show children a picture of a leopard and discuss it. Explain that they should listen carefully for details as you read the story about the leopard.

▲ Read-Aloud Anthology: "How Many Spots Does a Leopard Have?," p. 68



### Practice/Apply

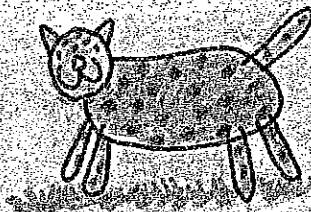
**CHECK UNDERSTANDING** **DURING READING** As you read the story aloud, pause at appropriate points in the story and ask children to tell about important details in it. Discuss how the details help them understand what is happening in the story.

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

- **Could this story happen in real life? Why or why not?** (No. Animals cannot really talk and count.) R3.1
- **Is this story a fable or a folktale? How can you tell?** (It is not a fable, because it doesn't teach a lesson, but it is an old story and the animals talk, so it's a folktale.)
- **Why does Rabbit get the prize for counting the spots?** (Leopard can't figure out why Rabbit counted wrong, so he has to give Rabbit the prize.) R2.5
- **Do you think the prize is a good one? Do you think Rabbit will like it? Why or why not?** (Responses will vary.) R2.3

### Respond to Literature

**RESPOND** Have children respond to the story in writing. Have them draw and write about the funniest part of the story to them. When they are done, ask volunteers to share what they wrote and talk about why they think that part of the story is the funniest. R2.3; W1.1; LS1.2



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### DIFFERENTIATE INSTRUCTION

**CHECK UNDERSTANDING**  
*IF children need extra support, THEN scaffold instruction.*

**Extra Support** Ask specific questions to help children focus on details. For example, *Why does Leopard want to count the spots on his coat?*

**Enrich/Accelerate: Page R3**  
Children will list details they see in different visuals.

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.

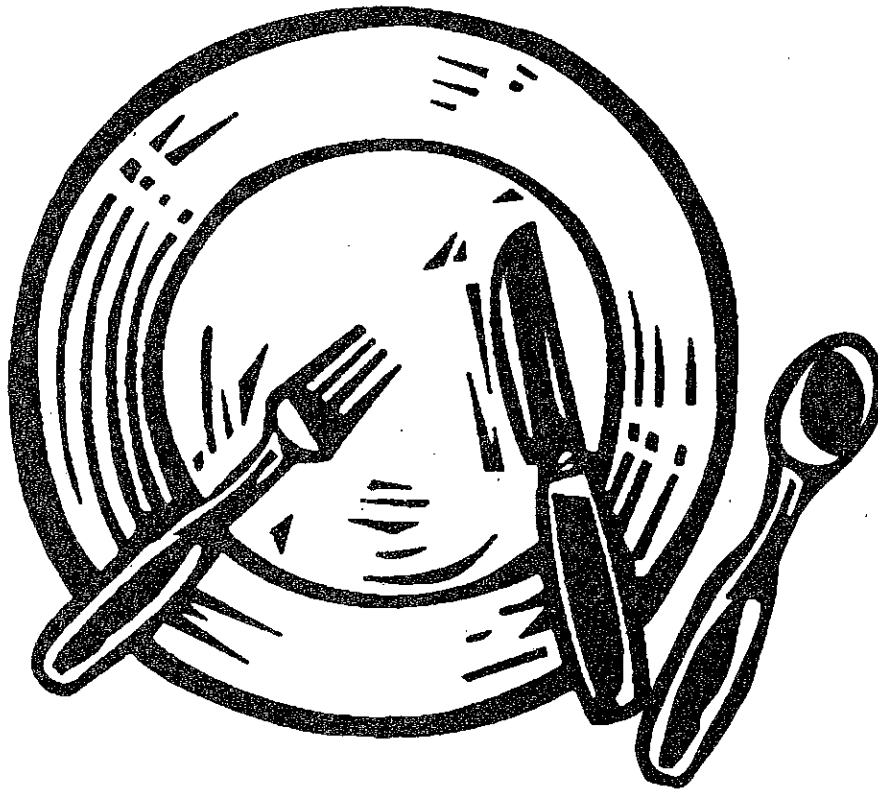
“Hi,” said the dishes, the knife, the fork and the spoon. “Where are you going?”

“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.

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.



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.

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.



GENRE:  
Classic Fiction

# CAPS FOR SALE!

*A TALE OF A PEDDLER, SOME MONKEYS  
AND THEIR MONKEY BUSINESS*

by Esphyr Slobodkina

Explain to children that a long time ago, peddlers went from town to town and house to house to sell things to people. The things they sold were called their wares.

Once there was a peddler who sold caps. But he was not like an ordinary peddler carrying his wares on his back. He carried them on top of his head.

First he had on his own checked cap, then a bunch of gray caps, then a bunch of brown caps, then a bunch of blue caps, and on the very top a bunch of red caps.

He walked up and down the streets, holding himself very straight so as not to upset his caps.

As he went along he called, "Caps! Caps for sale! Fifty cents a cap!"

One morning he couldn't sell any caps. He walked up the street and he walked down the street calling, "Caps! Caps for sale. Fifty cents a cap."

But nobody wanted any caps that morning. Nobody wanted even a red cap.

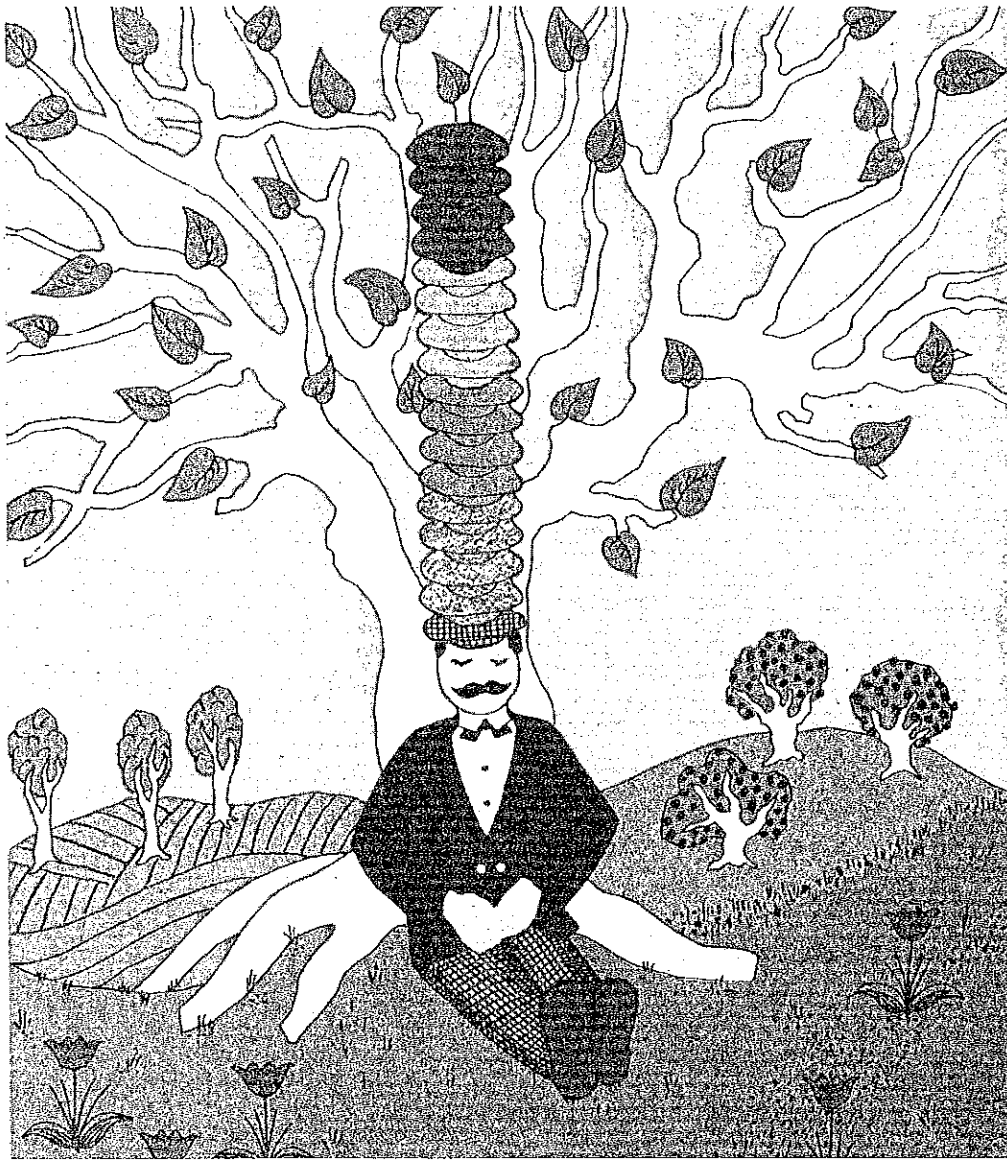
He began to feel very hungry, but he had no money for lunch.

"I think I'll go for a walk in the country," said he. And he walked out of town — slowly, slowly, so as not to upset his caps.

He walked for a long time until he came to a great big tree.

"That's a nice place for a rest," thought he.

And he sat down very slowly, under the tree and leaned back little by little against the tree-trunk so as not to disturb the caps on his head.



Then he put up his hand to feel if they were straight — first his own checked cap, then the gray caps, then the brown caps, then the blue caps, then the red caps on the very top.

They were all there.

So he went to sleep.

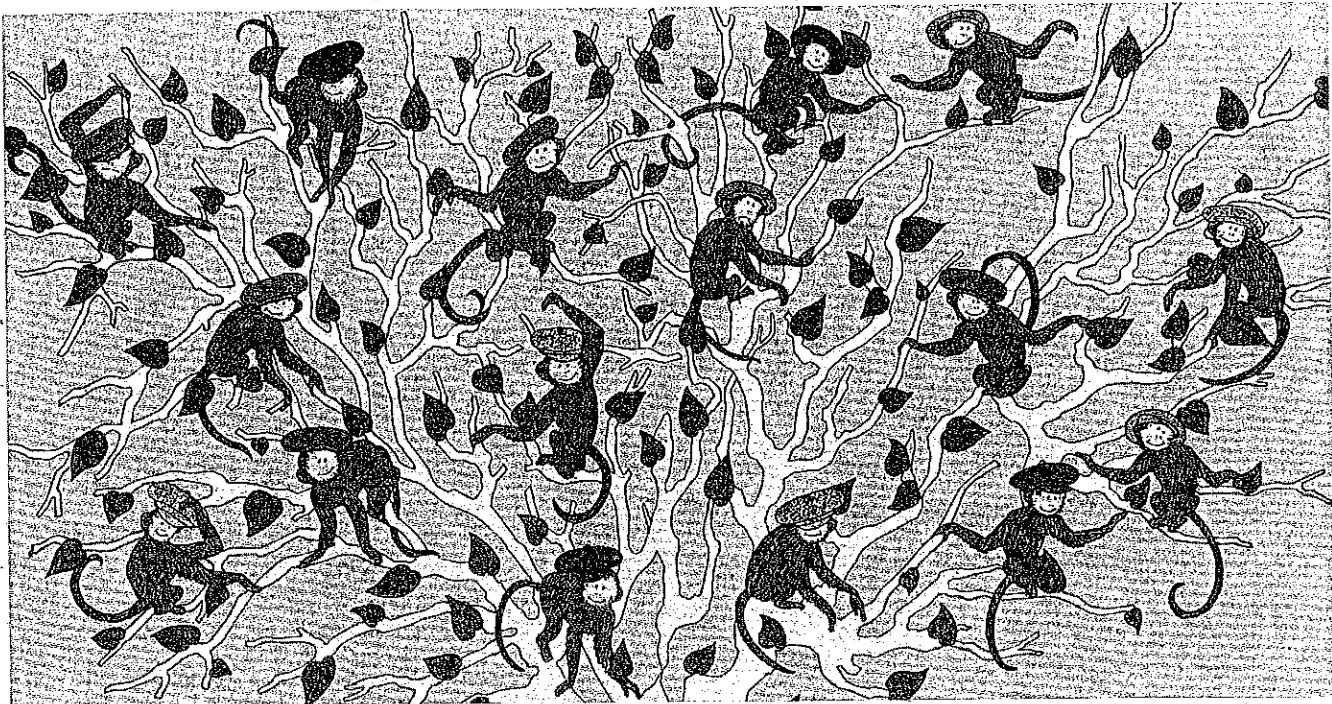
He slept for a long time.

When he woke up he was refreshed and rested.

But before standing up he felt with his hand to make sure his caps were in the right place.

All he felt was his own checked cap!





He looked to the right of him.

No caps.

He looked to the left of him.

No caps.

He looked in back of him.

No caps.

He looked behind the tree.

No caps.

Then he looked up into the tree.

And what do you think he saw?

On every branch sat a monkey. On every monkey was a gray, or a brown, or a blue, or a red cap!

The peddler looked at the monkeys.

The monkeys looked at the peddler.

He didn't know what to do.

Finally he spoke to them.

"You monkeys, you," he said, shaking a finger at them, "you give me back my caps."

But the monkeys only shook their fingers back at him and said,  
“Tsz, tsz, tsz.”

This made the peddler angry, so he shook both hands at them and  
said, “You monkeys, you! You give me back my caps.”

But the monkeys only shook both their hands back at him and said,  
“Tsz, tsz, tsz.”

Now he felt quite angry. He stamped his foot, and he said, “You  
monkeys, you! You better give me back my caps!”

But the monkeys only stamped their feet back at him and said,  
“Tsz, tsz, tsz.”

By this time the peddler was really very, very angry. He stamped  
both his feet and shouted, “You monkeys, you! You must give me back  
my caps!”

But the monkeys only stamped both their feet back at him and said,  
“Tsz, tsz, tsz.”

At last he became so angry that he pulled off his own cap, threw it  
on the ground, and began to walk away.

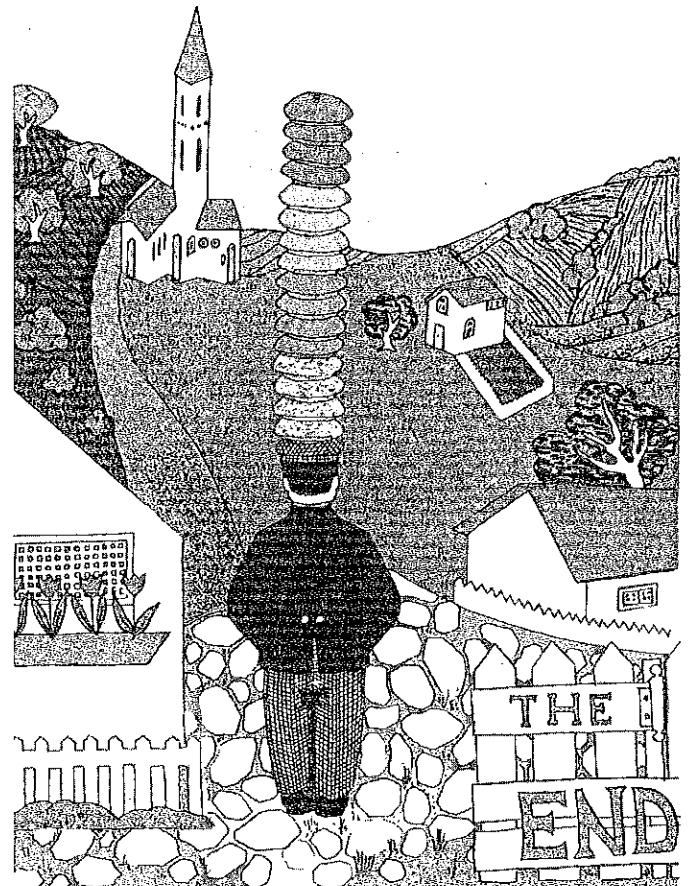
But then, each monkey pulled off his cap...

and all the gray caps,  
and all the brown caps,  
and all the blue caps,  
and all the red caps came flying  
down out of the tree.

So the peddler picked up his caps and  
put them back on his head —

first his own checked cap,  
then the gray caps,  
then the brown caps,  
then the blue caps,  
then the red caps on the very top.

And slowly, slowly, he walked back to  
town calling, “Caps! Caps for sale! Fifty cents  
a cap!”



GENRE:  
Fiction.

# Pig Pig Gets a Job

by David McPhail

Tell children that when someone makes an *announcement*, the person is sharing something that he or she wants everyone to know.

One day after school, Pig Pig raced home to make an announcement.

"I want some money," he told his mother. "I want to buy something!"

"What do you want to buy, dear?" Pig Pig's mother asked.

"I don't know yet," Pig Pig answered, "but something!"

"And what will you do to get this money?" said his mother.

"Do?" said Pig Pig.

"Do," said his mother. "If you want some money, you must do something to earn it."

"Like work?" squealed Pig Pig. "Like a job?"

"Exactly like," said his mother. "Any ideas?"

Pig Pig thought for a moment.

"Well, I could be a cook!" he said. "I'm good at making mud pies!"

"You certainly are," his mother agreed, "but not everyone likes mud pies. Maybe you could fix some sandwiches for our lunch."

"I could get a job building houses!" said Pig Pig. "I could use the hammer and saw that I got for my birthday!"

"You might start with something small," suggested his mother.

"A birdhouse would look nice in the yard."

“How about if I get a job as an auto mechanic!” said Pig Pig. “I could fix race cars when they break!”

“You could wash them and keep them shiny, too,” his mother pointed out. “In fact, *our* car could stand a good cleaning.”

“Or I could get a job at the dump,” said Pig Pig, “picking up trash and crushing it!”

“Picking up your room would be good practice,” urged his mother. “But please don’t crush anything.”

Pig Pig thought of yet another job.

“I could work in the circus,” he said, “taking care of the animals—training them and stuff.”

“Stuff like feeding them?” Pig Pig’s mother asked. “And speaking of animals, has Willie had his supper yet?”

“I have a great idea!” shouted Pig Pig. “You could give me a job!”

“I could,” his mother replied. “But what can you do?”

“Do?” cried Pig Pig. “Why, I can do plenty! I can feed Willie every day, and clean my room, and wash the car and fix it when it breaks down—”

“Washing it will be enough,” interrupted his mother. “Is there anything else?”

“There sure is!” Pig Pig went on.

“I can fix lunch sometimes, and build things when we need them, like a bookcase—or a birdhouse!”

“Splendid!” said Pig Pig’s mother. “I could pay you, and you would have money to save or to buy something you want.”

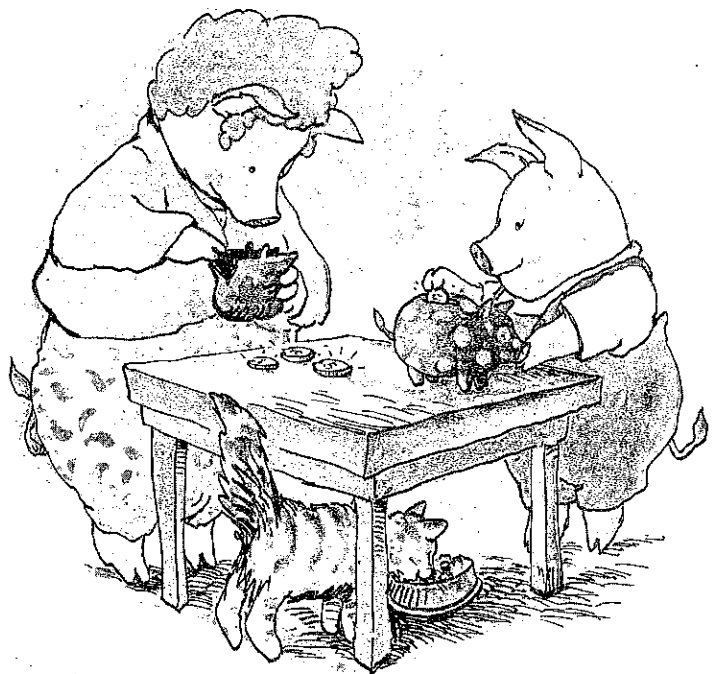
“And we could call all those things...my JOB!” said Pig Pig proudly.

“We could,” said his mother, “and we will!”

And they did.

Explain that when Pig Pig’s mother urges him to clean his room, she is telling him strongly that this is what she wants him to do.

Tell children that *plenty* means “a lot.”



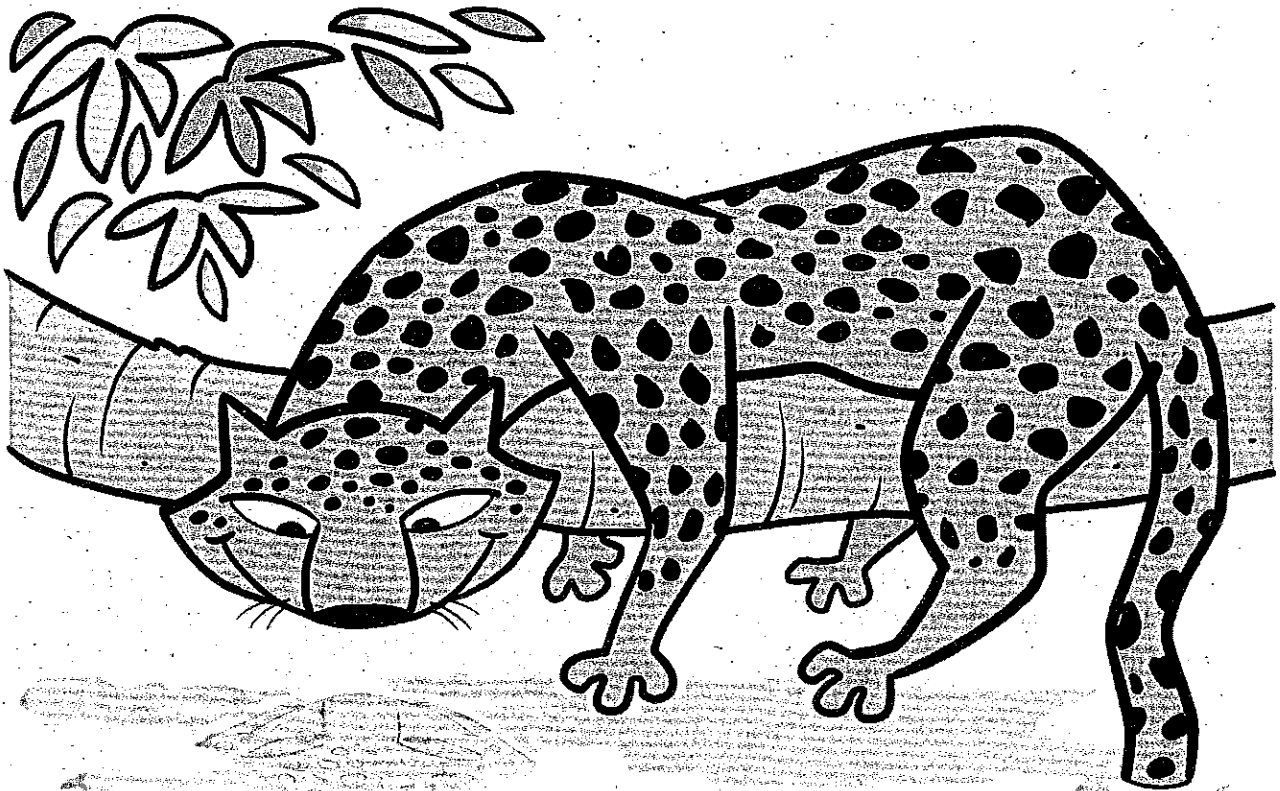
GENRE:  
Folktale

Remind children that folktales are stories told again and again over years and years. This author created his own version of this tale, which was first told by the Ngoni people of southeastern Africa.

# HOW MANY SPOTS DOES A LEOPARD HAVE?

by Julius Lester

**O**ne morning Leopard was doing what he enjoyed doing most. He was looking at his reflection in the lake. How handsome he was! How magnificent was his coat! And, ah! The spots on his coat! Was there anything in creation more superb?



Leopard's rapture was broken when the water in the lake began moving. Suddenly Crocodile's ugly head appeared above the surface.

Leopard jumped back. Not that he was afraid. Crocodile would not bother him. But then again, one could never be too sure about Crocodile.

"Good morning, Leopard," Crocodile said. "Looking at yourself again, I see. You are the most vain creature in all of creation."

Leopard was not embarrassed. "If you were as handsome as I am, if you had such beautiful spots, you, too, would be vain."

"Spots! Who needs spots? You're probably so in love with your spots that you spend all your time counting them."

Now there was an idea that had not occurred to Leopard. "What a wonderful idea!" he exclaimed. "I would very much like to know how many spots I have." He stopped. "But there are far too many for me to count myself."

The truth was that Leopard didn't know how to count. "Perhaps you will count them for me, Crocodile?"

"Not on your life!" answered Crocodile. "I have better things to do than count spots." He slapped his tail angrily and dove beneath the water.

Leopard chuckled. "Crocodile doesn't know how to count, either."

Leopard walked along the lakeshore until he met Weasel. "Good morning, Weasel. Would you count my spots for me?"

"Who? Me? Count? Sure. One-two-three-four."

"Great!" exclaimed Leopard. "You can count."

Weasel shook his head. "But I can't. What made you think that I could?"

"But you just did. You said, 'One-two-three-four.' That's counting."

Weasel shook his head again. "Counting is much more difficult than that. There is something that comes after four, but I don't know what it is."

"Oh," said Leopard. "I wonder who knows what comes after four."

"Well, if you ask at the lake when all the animals come to drink, you will find someone who can count."

"You are right, Weasel! And I will give a grand prize to the one who tells me how many spots I have."

Tell children that when people are *vain*, they think they are better than they really are.

Explain to children that when something is *difficult*, it is very hard to do.



Tell children that when something is *magnificent*, it is very great and special.

“What a great idea!” Weasel agreed.

That afternoon all the animals were gathered at the lake to drink. Leopard announced that he would give a magnificent prize to the one who could count his spots.

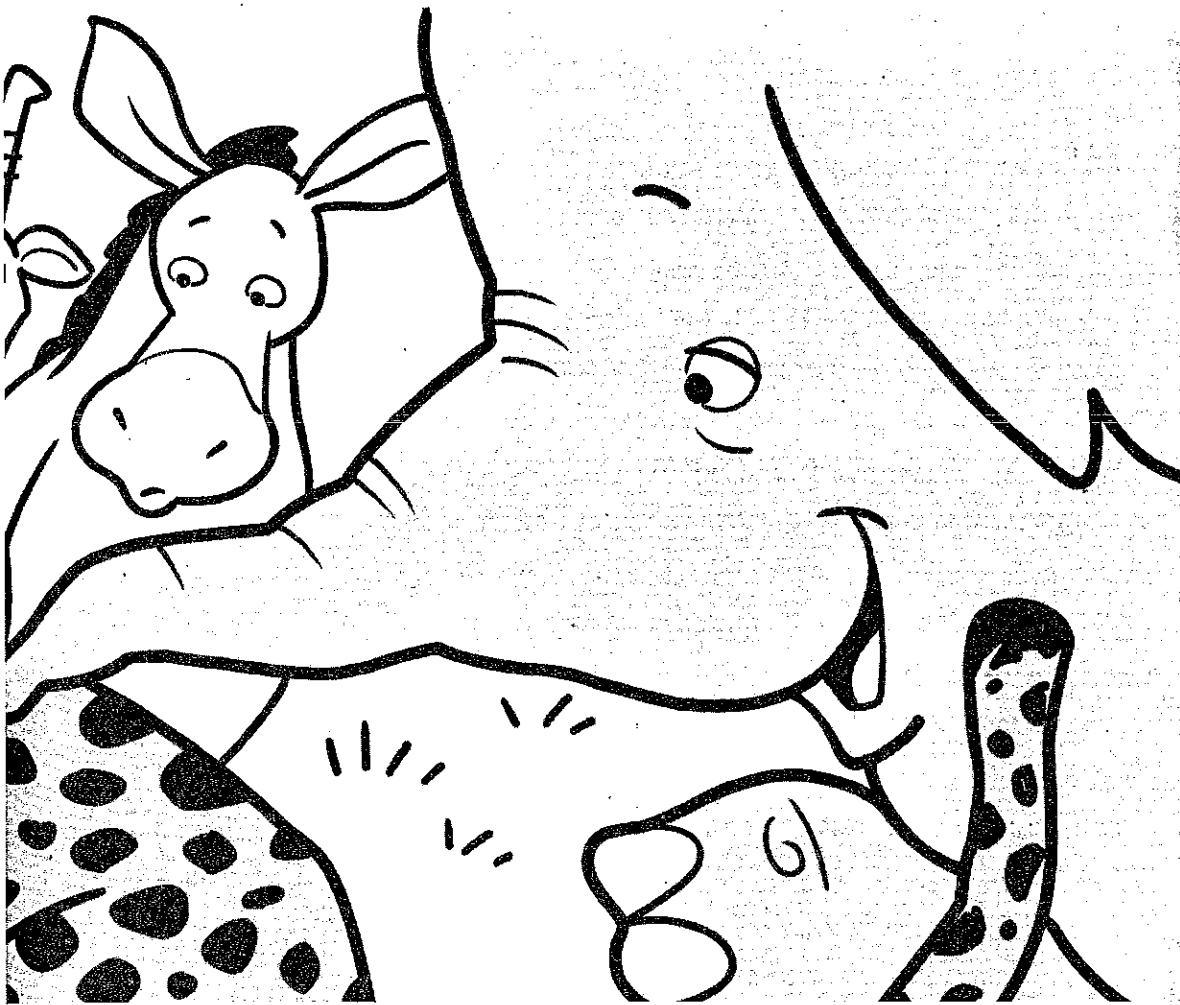
Elephant said he should be first since he was the biggest and the oldest.

“One-two-three-four-five-six-seven-eight-nine-ten,” Elephant said very loudly and with great speed. He took a deep breath and began again. “One-two-three-four-five-si—”

“No! No! No!” the other animals interrupted. “You’ve already counted to ten once.”

Elephant looked down his long trunk at the other animals. “I beg your pardon. I would appreciate it if you would not interrupt me when I am counting. You made me forget where I was. Now, where was I? I know I was somewhere in the second ten.”

“The second ten?” asked Antelope. “What’s that?”



“The numbers that come after the first ten, of course. I don’t much care for those ‘teen’ things, thirteen, fourteen, and what have you. It is eminently more sensible to count ten twice and that makes twenty. That is multiplication.”

None of the other animals knew what Elephant was talking about.

“Why don’t you start over again?” suggested Cow.

Elephant began again and he counted ten twice and stopped. He frowned and looked very confused. Finally he said, “Leopard has more than twenty spots.”

“How many more than twenty?” Leopard wanted to know.

Elephant frowned more. “A lot.” Then he brightened. “In fact, you have so many more spots than twenty that I simply don’t have time to count them now. I have an important engagement I mustn’t be late for.” Elephant started to walk away.

“Ha! Ha! Ha!” laughed Mule. “I bet Elephant doesn’t know how to count higher than twenty.”

Tell children that when Elephant says it is “eminently more sensible” to count by tens, he means that it makes a lot more sense.

Tell children that when you have an *engagement*, you have a plan to meet someone at a certain time and place.



Tell children that when Leopard asked his question *plaintively*, he was asking in a whiney voice.

Mule was right.

"Can *you* count above twenty?" Leopard asked Mule.

"Who? Me? I can only count to four because that's how many legs I have."

Leopard sighed. "Can *anyone* count above twenty?" he asked plaintively.

Bear said, "Well, once I counted up to fifty. Is that high enough?"

Leopard shrugged. "I don't know. It might be. Why don't you try and we will see."

Bear agreed. "I'll start at your tail. One-two-three-four-five-six....Hm. Is that one spot or two spots?"

All the animals crowded around to get a close look. They argued for some time and finally agreed that it should only count as one.

"So, where was I?" asked Bear.

"Five," answered Turkey.

"It was six," said Chicken.

"Better start again," suggested Crow.

Bear started again and got as far as eleven. "Eleven. That's a beautiful spot right there, Leopard."

"Which one?" Leopard wanted to know.

"Right there. Oh, dear. Or was it that spot there? They're both exquisite. My, my. I don't know where I left off counting. I must start again."

Bear counted as far as twenty-nine this time and then stopped suddenly. "Now, what comes after twenty-nine?"

"I believe thirty does," offered Turtle.

"That's right!" exclaimed Bear. "Now, where did I leave off?"

"You were still on the tail," offered Lion.

"Yes, but was that the twenty-ninth spot, or was it this one here?"

The animals started arguing again.

"You'd better start again," suggested Cow.

"Start what again?" asked Rabbit who had just arrived.

The animals explained to Rabbit about the difficulty they were having in counting Leopard's spots.

"Is that all?" Rabbit said. "I know the answer to that."

“You do?” all the animals, including Leopard, exclaimed at once.

“Certainly. It’s really quite simple.” Rabbit pointed to one of Leopard’s spots. “This one is dark.” He pointed to another. “This one is light. Dark, light, dark, light, dark, light.” Rabbit continued in this way until he had touched all of Leopard’s spots.

“It’s simple,” he concluded. “Leopard has only two spots—dark ones and light ones.”

All the animals remarked on how smart Rabbit was, all of them, that is, except Leopard. He knew something was wrong with how Rabbit counted, but unless he learned to count for himself, he would never know what it was.

Leopard had no choice but to give Rabbit the magnificent prize.

What was it?

What else except a picture of Leopard himself!

