

## LESSON 27

### 1. READING SELECTIONS

#### THE BROKEN POT

The following story echoes the moral taught in the Aesop’s fable of the milkmaid who “counts her chickens before their hatched.” After students are finished reading the tale, teachers may want to read aloud the fable and draw comparisons between the two stories.

#### THE MILKMAID AND HER PAIL

BY AESOP

A milkmaid went out to milk the cows and returned from the field with a shining milk pail balanced nicely on her head. As she walked along, her pretty head was busy with plans for the days to come.

“This good, rich milk,” she mused, “will give me plenty of cream to churn. The butter that I make I’ll take to market, and with the money I get for it I will buy a lot of eggs for hatching. How nice it will be when they are all hatched and the yard is full of fine young chicks. Then when May Day comes I will sell them, and with the money I’ll buy a lovely new dress to wear to the fair. All the young men will look at me. They will come and try to get my attention,—but I will very quickly send them about their business!”

As she thought of what she would do, she tossed her head scornfully, and down fell the pail of milk to the ground. And all the milk flowed out, and with it vanished butter and eggs and chicks and new dress and all the milkmaid’s pride.<sup>1</sup>

#### READING QUESTIONS A

1. c
2. b
3. a
4. a
5. c
6. c
7. a
8. b
9. c
10. b

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<sup>1</sup> Revised from *The Aesop for Children*, originally published by Rand McNally & Company, 1919.

## WHY THE FISH LAUGHED

### READING QUESTIONS B

1. a
2. b
3. a
4. c
5. b

### 2. LITERARY TERMS REVIEW

Before students complete the exercises of this section, teachers may want to spend a considerable amount of time reviewing the literary terms presented in the lessons so far, including

*trimeter, fable, fiction, non-fiction, novel, stanza, verse, perfect rhyme, imperfect rhyme, stanza forms (couplet, triplet, quatrain, sestet, octave), anecdote, personification, metonymy, ballad, analogy, theme, plot, allegory, alliteration.*

### EXERCISE A

1. a
2. a
3. a
4. b
5. b
6. b
7. c
8. c
9. a
- 10.c

### 3. WRITING EXERCISE: COMPARISON (1)

This writing lesson teaches students to use transition words when comparing or contrasting.

### 4. PHONICS AND VOCABULARY: PH

#### PHONICS EXERCISE A

1. b
2. c
3. c
4. a
5. b

6. a
7. c
8. b
9. a
- 10.a

PHONICS EXERCISE B

1. elephant
2. physical
3. phone
4. nephew
5. autobiography
6. sphere
7. pharaoh
8. phial
9. phrase
- 10.epitaph

5. GRAMMAR AND VOCABULARY: VERBS (3)

GRAMMAR EXERCISE A

1.   A   The juggler threw the three balls in the air.
2.   A   He caught the yellow balls in his left and right hands and then his mouth.
3.   L   My aunt was tired.
4.   A   Our father and mother came home from Florida.
5.   L   Timothy is a violinist.
6.   L   Labradors are friendly dogs.
7.   A   I found a gold coin on my desk!
8.   A   I drank a cup of hibiscus tea after lunch.
9.   L   The last three days were very exciting.
10.   L   John has been my friend for many years.

GRAMMAR EXERCISE B

Before going over the exercise, teachers should review the rule regarding verbs ending in y

RULE FOR VERBS ENDING IN Y

If a verb has a consonant before the ending *y*, change the *y* to *i* and add *es*. If a verb has a vowel before the ending *y*, just *s*.

cry → cries

pry → pries

spy → spies

pray → prays

lay → lays

employ → employs

1. stays
2. buoys
3. tries
4. dallies
5. enjoys
6. carries
7. flies
8. relays
9. applies
10. delays