



Grade 3

# Fluency Packet | Teacher Guide

Grade 3

Skills

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# Fluency Packet

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**Teacher Guide**

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# Fluency Packet

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Research demonstrates that fluency practice produces gains in reading comprehension. The program’s fluency instruction includes modeled reading, assisted reading (such as choral or paired reading), independent reading, along with breadth of text encounters and extended deep reading of selected texts. This multi-faceted approach ensures that students receive low-stakes practice along with engaging, authentic fluency tasks, such as performances.

This fluency packet was created to accompany the program’s Grade 3 materials. It consists of poetry, folklore, and fables. These additional text selections provide opportunities for students to practice reading with fluency and prosody (expression).

The fluency routine outlined below provides a structured approach that equips students to read passages accurately and with expression, including phrasing and intonation. As they gain accuracy and confidence, they will naturally begin to read more quickly. However, it’s important not to pressure students to race through the text or read with undue speed. In addition, it is not a memorization drill—students should read the text as they perform even if they have memorized the words. The goal is to read smoothly, accurately, and with prosody.

At the beginning of the week, you should make sufficient copies of the week’s selection for each student. You should model reading the selection aloud to all students. When time allows, have students spend time practicing reading the passages aloud each day and encourage additional practice at home. During classroom practice, you should circulate around the room and provide students with corrective feedback. The expectation for all students should be that they are prepared to read the selection fluently and with prosody by Friday.

The five-day fluency performance routine below includes the following components:

**Day 1:** Introduce the text and read it aloud several times, modeling different tones or inflections, phrasing, and expression, and encouraging students to reflect on each one. For example, if you read in a monotone, students should realize that this is not a stellar reading; they may suggest better approaches, such as reading in a happy tone, an excited tone, a nervous tone, or other tone appropriate to the selected text. Discuss with students that text features, such as punctuation, and sentence structure can help them know when to read text with phrasing, intonation, and expression (prosody). After modeling, invite students to read aloud sample sentences from the text.

Students are encouraged to start reading the target text aloud at home. They may use reading logs to record each session, if desired.

**Day 2:** Students practice reading the text chorally, with varying inflection or tone, phrasing, intonation, expression, or other elements.

**Day 3:** Students practice both choral and paired readings, continuing to develop tone, inflection, phrasing, intonation, and expression. Listen to students practice reading and provide corrective feedback where necessary.

**Day 4:** Students continue practicing paired readings in preparation for the following day’s performance. Circulate around the room and provide paired students with corrective feedback where necessary.

**Day 5:** Student pairs perform their reading.

**Differentiation Options:** Students who are ready for a challenge may be prepared to perform the text independently, while students who require additional support may read the text chorally in groups rather than pairs.

If you choose to evaluate students’ performances, you may use the Fluency Passage Performance Rubric to evaluate each performance.

| <b>Fluency Passage Performance Rubric</b> |   |   |   |
|---|---|---|---|
|   | <b>Advanced</b>   | <b>Proficient</b>   | <b>Basic</b>  |
| Accuracy                                  | Reading contains no errors in pronunciation.  | Reading contains minimal errors in pronunciation.   | Reading contains numerous errors in pronunciation.  |
| Rate                                      | Reading is conversationally paced or paced to show appropriate emphasis and inflection.   | Reading is uneven, with interspersed periods of speed and sluggishness.                         | Reading is labored and slow.  |
| Expression (Prosody)                      | Expression is strong throughout the reading. While the tone and volume may vary, they do so in keeping with the student’s understanding of the piece. | Reading generally sounds like everyday speech, with possible lapses into expressionless speech. | Words are pronounced, but they are not spoken in a manner that indicates an understanding of their meaning. |

These selections may also be used to assess students’ performance in fluency and expression (prosody). We recommend asking a student to read a passage aloud for a set amount of time, such as one minute. During that time, the student will read from their copy, while you use an additional copy of the text

to mark any words the student misses during the allotted time and to record student's use of expression (prosody), including phrasing and intonation. At the conclusion of the allotted time, calculate the words read correctly to get an estimate of the student's fluency rate. Provide the student with feedback and work together to set achievable goals to support each student in reading smoothly, accurately, and with prosody. This activity may be repeated throughout the year with different texts in order to measure student progress in fluency.

## **Dear Family Member,**

Throughout Grade 3, your student will be bringing home short text selections on a weekly basis to practice reading. Your student should read the selection aloud each night to help them become increasingly fluent and able to read without hesitation. You or another family member may want to read the selection aloud first to model reading with fluency and expression.

At the end of each week, your student may be called upon to practice reading the selection aloud in class.

Repeated readings of text help build reading fluency, which includes automatic word recognition, expression, accuracy, and speed. The goal of using these short text selections is to help your student continue to strengthen their reading skills.



# 1. **“The Crocodile”**

---

by Lewis Carroll

|                                  |    |
|----------------------------------|----|
| How doth the little crocodile    | 5  |
| Improve his shining tail,        | 9  |
| And pour the waters of the Nile  | 16 |
| On every golden scale!           | 20 |
| <br>                             |    |
| How cheerfully he seems to grin! | 26 |
| How neatly spreads his claws,    | 31 |
| And welcomes little fishes in,   | 36 |
| With gently smiling jaws!        | 40 |

Word Count: 40 words

## 2. **“Winter Night”**

---

by Mary F. Butts

|  |    |
|--|----|
| Blow, wind, blow!                          | 3  |
| Drift the flying snow!                     | 7  |
| Send it twirling, whirling overhead!       | 12 |
| There’s a bedroom in a tree,               | 18 |
| Where, snug as a snug can be,              | 25 |
| The squirrel nests in his cozy bed.        | 32 |
| Shriek, wind, shriek!                      | 35 |
| Make the branches creak!                   | 39 |
| Battle with the boughs till break of day!  | 47 |
| In a snow cave warm and tight,             | 54 |
| Through the icy winter night,              | 59 |
| The rabbit sleeps the peaceful hours away. | 66 |
| Scold, wind, scold!                        | 69 |
| So bitter and so bold!                     | 74 |
| Shake the windows with your tap, tap, tap! | 82 |
| With half-shut, dreamy eyes                | 86 |
| The drowsy baby lies,                      | 90 |
| Cuddled close in his mother’s lap.         | 96 |

Word Count: 96 words

### 3. **“The Sleeping Beauty”**

---

by Walter Ramal

|                                      |    |
|--------------------------------------|----|
| The scent of bramble sweets the air, | 7  |
| Amid her folded sheets she lies,     | 13 |
| The gold of evening in her hair,     | 20 |
| The blue of morn shut in her eyes.   | 28 |
| How many a changing moon hath lit    | 35 |
| The unchanging roses of her face!    | 41 |
| Her mirror ever broods on it         | 47 |
| In silver stillness of the days.     | 53 |
| Oft flits the moth on filmy wings    | 60 |
| Into his solitary lair;              | 64 |
| Shrill evensong the cricket sings    | 69 |
| From some still shadow in her hair.  | 76 |
| In heat, in snow, in wind, in flood, | 84 |
| She sleeps in lovely loneliness,     | 89 |
| Half folded like an April bud        | 95 |
| On winter-haunted trees.             | 98 |

Word Count: 98 words

#### 4. **“The Horse”**

---

by F. Wyville Home

|   |    |
|---|----|
| Oh a strange and curious thing is a horse,          | 9  |
| Believe or not, as you choose.                      | 15 |
| For he takes it quite as a matter of course         | 25 |
| That he goes to bed in his shoes.                   | 33 |
| And his shoes, which are iron and not soft leather, | 43 |
| Are nailed to his feet with pegs                    | 50 |
| And he falls asleep without minding the weather,    | 58 |
| As he stands upright on his legs                    | 65 |
| And his hair doesn't grow in the proper place       | 74 |
| But out of his neck instead                         | 80 |
| And his ears are not at the side of his face,       | 91 |
| But stand on the top of his head.                   | 99 |

Word Count: 99 words

## 5. **“Twenty Little Snowflakes”**

---

by Leroy F. Jackson

|   |    |
|---|----|
| Twenty little snowflakes climbing up a wire.                      | 7  |
| “Now, listen,” said their mother, “don’t you climb up any higher. | 18 |
| The sun will surely catch you, and scorch you with his fire.”     | 30 |
| But the naughty little snowflakes didn’t mind a word she said,    | 41 |
| Each tried to clamber faster than his fellow just ahead;          | 51 |
| They thought that they’d be back in time enough to go to bed.     | 64 |
| But they found out that their mother wasn’t quite the dunce       | 75 |
| they thought her,   | 78 |
| The sun bobbed up—remember this, my little son and                | 88 |
| daughter—   | 89 |
| And turned those twenty snowflakes into twenty drops of           | 98 |
| water.  | 99 |

Word Count: 99 words

## 6. **“Sacajawea Saves the Captains’ Goods”**

---

by Katherine Chandler

|  |     |
|--|-----|
| Going up the Missouri, the compass, the books, and the maps were in one canoe. | 11  |
|  | 15  |
| The captains had the compass to find the West.                                 | 24  |
| One day a big wind hit this canoe and turned it nearly over.                   | 37  |
| Sacajawea’s husband was at the rudder.   | 43  |
| He was afraid and let go. The water came into the canoe.                       | 55  |
| The maps and books came up to the top of the water.                            | 67  |
| Sacajawea saw them going out into the river.                                   | 75  |
| She took the compass into her lap.   | 82  |
| She caught the books.  | 86  |
| She called to her husband.   | 91  |
| He took the rudder again.  | 96  |
| He straightened the boat again.  | 101 |
| Then Sacajawea caught the maps that were on top of the river.                  | 113 |

Word Count: 113 words

## 7. **“The World Tree and the End of the World”**

---

Traditional Viking Myth

|  |     |
|--|-----|
| The Vikings believed that a giant “world tree” called        | 9   |
| Yggdrasill [IG-druh-sil] held up the universe. Yggdrasil had | 16  |
| three roots. One root stretched to the land of ice. One root | 28  |
| reached to Asgard, the land of the gods. And one root        | 39  |
| stretched to the land of the giants. Three sisters who lived | 50  |
| beside the tree controlled everyone’s past, present, and     | 58  |
| future. A giant serpent chewed at the roots of the tree. One | 70  |
| day the tree would fall and bring down the world, causing a  | 82  |
| second great battle between the gods and the giants. The     | 92  |
| Vikings predicted that the giants would win this battle. The | 102 |
| world would be destroyed, then begin again—but this time,    | 112 |
| everything would be perfect.                                 | 116 |

Word Count: 116 words

## 8. “Foreign Lands”

---

by Robert Louis Stevenson

|                                      |     |
|--------------------------------------|-----|
| Up into the cherry tree              | 5   |
| Who should climb but little me?      | 11  |
| I held the trunk with both my hands  | 19  |
| And looked abroad on foreign lands.  | 25  |
| <br>                                 |     |
| I saw the next door garden lie,      | 32  |
| Adorned with flowers, before my eye, | 38  |
| And many pleasant places more        | 43  |
| That I had never seen before.        | 49  |
| <br>                                 |     |
| I saw the dimpling river pass        | 55  |
| And be the sky’s blue looking-glass; | 61  |
| The dusty roads go up and down       | 68  |
| With people tramping into town.      | 73  |
| <br>                                 |     |
| If I could find a higher tree        | 80  |
| Farther and farther I should see,    | 86  |
| To where the grown-up river slips    | 92  |
| Into the sea among the ships,        | 98  |
| <br>                                 |     |
| To where the roads on either hand    | 105 |
| Lead onward into fairy land,         | 110 |
| Where all the children dine at five, | 117 |
| And all the playthings come alive.   | 123 |

Word Count: 123 words



## 9. "The Brook"

---

by Alfred Tennyson

|                                     |     |
|-------------------------------------|-----|
| I chatter, chatter, as I flow       | 6   |
| To join the brimming river,         | 11  |
| For men may come and men may go,    | 19  |
| But I go on forever.                | 24  |
| <br>                                |     |
| I wind about, and in and out,       | 31  |
| With here a blossom sailing,        | 36  |
| And here and there a lusty trout,   | 43  |
| And here and there a grayling.      | 49  |
| <br>                                |     |
| I steal by lawns and grassy plots,  | 56  |
| I slide by hazel covers;            | 61  |
| I move the sweet forget-me-nots     | 66  |
| That grow for happy lovers.         | 71  |
| <br>                                |     |
| I slip, I slide, I gloom, I glance, | 79  |
| Among my skimming swallows;         | 83  |
| I make the netted sunbeam dance     | 89  |
| Against my sandy shallows.          | 93  |
| <br>                                |     |
| I murmur under moon and stars       | 99  |
| In brambly wildernesses;            | 102 |
| I linger by my shingly bars;        | 108 |
| I loiter round my cresses;          | 113 |

|                                  |     |
|----------------------------------|-----|
| And out again I curve and flow   | 120 |
| To join the brimming river,      | 125 |
| For men may come and men may go, | 133 |
| But I go on forever.             | 138 |

Word Count: 138 words

## 10. "A Great Lady"

---

by Carolyn Wells

|   |     |
|---|-----|
| This is the Queen of Nonsense Land,                   | 7   |
| She wears her bonnet on her hand;                     | 14  |
| She carpets her ceilings and frescos her floors,      | 22  |
| She eats on her windows and sleeps on her doors.      | 32  |
| Oh, ho! Oh, ho! to think there could be               | 41  |
| A lady so silly-down-dilly as she!                    | 47  |
| <br>  |     |
| She goes for a walk on an ocean wave,                 | 56  |
| She fishes for cats in a coral cave;                  | 64  |
| She drinks from an empty glass of milk,               | 72  |
| And lines her potato trees with silk.                 | 79  |
| I'm sure that fornever and never was seen             | 87  |
| So foolish a thing as the Nonsense Queen!             | 95  |
| <br>  |     |
| She ordered a wig for a blue bottle fly,              | 104 |
| And she wrote a note to a pumpkin pie;                | 113 |
| She makes all the oysters wear emerald rings,         | 121 |
| And does dozens of other nonsensible things.          | 128 |
| Oh! the scatterbrained, shatterbrained lady so grand, | 135 |
| Her Royal Skyhighness of Nonsense Land!               | 141 |

Word Count: 141 words

## 11. **“To the Pacific Ocean”**

---

by Katherine Chandler

|   |     |
|---|-----|
| The party went down the Columbia River in canoes.             | 9   |
| It was a hard trip.   | 14  |
| It rained all the time.                                       | 19  |
| Each day the men were wet to the skin.                        | 28  |
| They had to carry their goods around some rapids.             | 37  |
| They could not be very cheerful.                              | 43  |
| One day it stopped raining for a little time.                 | 52  |
| The low clouds went away.                                     | 57  |
| The party saw that the river was very wide.                   | 66  |
| They rowed on.  | 69  |
| Then they saw the great ocean lying in the sun.               | 79  |
| They became very happy.                                       | 83  |
| They cheered and laughed and sang.                            | 89  |
| They rowed on very fast.                                      | 94  |
| Captain Lewis wrote in his book:                              | 100 |
| “Ocean in view! O! the joy! We are in VIEW of the Ocean, this | 114 |
| great Pacific Ocean, which we have been so long anxious       | 124 |
| to see. The noise made by the waves breaking on the rocky     | 136 |
| shores may be heard distinctly.”                              | 141 |

Word Count: 141 words

## 12. “The Wind and the Sun”

---

by Aesop

A dispute once arose betwixt the North Wind and the Sun 11  
about the superiority of their power; and they agreed to try 22  
their strength upon a traveller, which should be able to get off 34  
his cloak first. 37

The North Wind began, and blew a very cold blast, 47  
accompanied with a sharp, driving shower. But this, and 56  
whatever else he could do, instead of making the man quit 67  
his cloak, obliged him to gird it about his body as close as 80  
possible. 81

Next came the Sun, who, breaking out from the thick, 91  
watery cloud, drove away the cold vapours from the sky, and 102  
darted his warm, sultry beams upon the head of the poor 113  
weather-beaten traveller. The man, growing faint with the 121  
heat, and unable to endure it any longer, first throws off his 133  
heavy cloak, and then flies for protection to the shade of a 145  
neighbouring grove. 147

Word Count: 147 words

**Moral:** 148

*Soft and gentle means will often accomplish what force 157  
and fury can never effect. 162*

Word Count: 162 words

### 13. “The Philosopher and the Acorn”

---

by Marmaduke Park

|  |     |
|--|-----|
| A philosopher, proud of his wit and his reason,                    | 9   |
| Sat him under an oak in a hot summer season.                       | 19  |
| On the oak grew an acorn or two, it is said:                       | 30  |
| On the ground grew a pumpkin as big as his head.                   | 41  |
| Thought the sage, “What’s the reason this oak is so strong         | 52  |
| A few acorns to bear that are scarce an inch long;                 | 63  |
| While this poor feeble plant has a weight to sustain,              | 73  |
| Which had much better hang on the tree, it is plain?”              | 84  |
| But just at the time the philosopher spoke                         | 92  |
| An acorn dropp’d down on his head from the oak;                    | 102 |
| Then, said he, who just now thought <i>his</i> plan was so clever, | 114 |
| “I am glad that <i>this</i> was not a pumpkin, however.”           | 124 |

Word Count: 124 words

|  |     |
|--|-----|
| <b>Moral:</b>  | 125 |
| The sage would no doubt have looked grievously dull,       | 134 |
| Had a pumpkin descended with force on his skull.           | 143 |
| Of his folly then let us in future beware,                 | 152 |
| And believe that <i>such matters are best as they are:</i> | 162 |
| Leave the manners and customs of oak trees alone,          | 171 |
| Of acorns, and pumpkins—and look to our own.               | 180 |

Word Count: 180 words

## 14. **“My Shadow”**

---

by Robert Louis Stevenson

|  |     |
|--|-----|
| I have a little shadow that goes in and out with me,             | 12  |
| And what can be the use of him is more than I can see.           | 26  |
| He is very, very like me, from the heels up to the head;         | 39  |
| And I see him jump before me, when I jump into my bed.           | 52  |
| <br>   |     |
| The funniest thing about him is the way he likes to grow—        | 64  |
| Not at all like proper children, which is always very slow;      | 75  |
| For he sometimes shoots up taller, like an india-rubber ball,    | 85  |
| And he sometimes goes so little that there’s none of him at all. | 98  |
| <br>   |     |
| He hasn’t got a notion of how children ought to play,            | 109 |
| And can only make a fool of me in every sort of way.             | 122 |
| He stays so close beside me, he’s a coward you can see;          | 134 |
| I’d think shame to stick to nursie as that shadow sticks to me!  | 147 |
| <br>   |     |
| One morning, very early, before the sun was up,                  | 156 |
| I ‘rose and found the shining dew on every buttercup;            | 166 |
| But my lazy little shadow, like an arrant sleepy-head,           | 175 |
| Had stayed at home behind me and was fast asleep in bed.         | 187 |

Word Count: 187 words

## 15. “How the Leaves Came Down”

---

by Susan Coolidge

|   |     |
|---|-----|
| “I’ll tell you how the leaves came down,” | 8   |
| The great Tree to his children said,      | 15  |
| “You’re getting sleepy, Yellow and Brown, | 21  |
| Yes, very sleepy, little Red;             | 26  |
| It is quite time you went to bed.”        | 34  |
| “Ah!” begged each silly, pouting leaf,    | 40  |
| “Let us a little longer stay;             | 46  |
| Dear Father Tree, behold our grief,       | 52  |
| ‘Tis such a very pleasant day             | 58  |
| We do not want to go away.”               | 65  |
| So, for just one more merry day           | 72  |
| To the great Tree the leaflets clung,     | 79  |
| Frolicked and danced, and had their way,  | 86  |
| Upon the autumn breezes swung,            | 91  |
| Whispering all their sports among,        | 96  |
| “Perhaps the great Tree will forget       | 102 |
| And let us stay until the spring          | 109 |
| If we all beg and coax and fret.”         | 117 |
| But the great Tree did no such thing;     | 125 |
| He smiled to hear their whispering.       | 131 |



|   |     |
|---|-----|
| “Come, children all, to bed,” he cried;     | 138 |
| And ere the leaves could urge their prayer  | 146 |
| He shook his head, and far and wide,        | 154 |
| Fluttering and rustling everywhere,         | 158 |
| Down sped the leaflets through the air.     | 165 |
| <br>  |     |
| I saw them; on the ground they lay,         | 173 |
| Golden and red, a huddled swarm,            | 179 |
| Waiting till one from far away,             | 185 |
| White bedclothes heaped upon her arm,       | 191 |
| Should come to wrap them safe and warm.     | 199 |
| <br>  |     |
| The great bare Tree looked down and smiled. | 207 |
| “Good-night, dear little leaves,” he said;  | 213 |
| And from below each sleepy child            | 219 |
| Replied “Good-night,” and murmured,         | 223 |
| “It is so nice to go to bed!”               | 231 |

Word Count: 231 words

## 16. **“The Landing of the Pilgrims”**

---

by Felicia Hemans

|   |     |
|---|-----|
| The breaking waves dashed high,               | 5   |
| On a stern and rock-bound coast,              | 11  |
| And the woods against a stormy sky            | 18  |
| Their giant branches tossed.                  | 22  |
| And the heavy night hung dark                 | 28  |
| The hills and waters o’er,                    | 33  |
| When a band of exiles moored their bark       | 41  |
| On the wild New England shore.                | 47  |
| Not as the conqueror comes,                   | 52  |
| They, the true-hearted came;                  | 56  |
| Not with the roll of the stirring drums,      | 64  |
| And the trumpet that sings of fame;           | 71  |
| Not as the flying come,                       | 76  |
| In silence and in fear—                       | 81  |
| They shook the depths of the desert gloom     | 89  |
| With their hymns of lofty cheer.              | 95  |
| Amid the storm they sang,                     | 100 |
| And the stars heard, and the sea;             | 107 |
| And the sounding aisles of the dim woods rang | 116 |
| To the anthem of the free!                    | 122 |

|   |     |
|---|-----|
| The ocean eagle soared                          | 126 |
| From his nest by the white wave's foam;         | 134 |
| And the rocking pines of the forest roared—     | 142 |
| This was their welcome home!                    | 147 |
| There were men with hoary hair                  | 153 |
| Amid that pilgrim band:                         | 157 |
| Why had <i>they</i> come to wither there,       | 164 |
| Away from their childhood's land?               | 169 |
| There was woman's fearless eye,                 | 174 |
| Lit by her deep love's truth;                   | 180 |
| There was manhood's brow serenely high,         | 186 |
| And the fiery heart of youth.                   | 192 |
| What sought they thus afar?                     | 197 |
| Bright jewels of the mine?                      | 202 |
| The wealth of seas, the spoils of war?—         | 210 |
| They sought a faith's pure shrine!              | 216 |
| Ay, call it holy ground,                        | 221 |
| The soil where first they trod.                 | 227 |
| They have left unstained what there they found— | 235 |
| Freedom to worship God.                         | 239 |

Word Count: 239 words

## 17. **“The Story of the First Butterflies”**

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by Florence Holbrook

The Great Spirit thought, “By and by I will make men, but first I will make a home for them. It shall be very bright and beautiful. There shall be mountains and prairies and forests, and about it all shall be the blue waters of the sea.”

As the Great Spirit had thought, so he did. He gave the earth a soft cloak of green. He made the prairies beautiful with flowers. The forests were bright with birds of many colors, and the sea was the home of wonderful sea-creatures. “My children will love the prairies, the forests, and the seas,” he thought, “but the mountains look dark and cold. They are very dear to me, but how shall I make my children go to them and so learn to love them?”

Long the Great Spirit thought about the mountains. At last, he made many little shining stones. Some were red, some blue, some green, some yellow, and some were shining with all the lovely colors of the beautiful rainbow. “All my children will love what is beautiful,” he thought, “and if I hide the bright stones in the seams of the rocks of the mountains, men will come to find them, and they will learn to love my mountains.”

When the stones were made and the Great Spirit looked upon their beauty, he said, “I will not hide you all away in the seams of the rocks. Some of you shall be out in the sunshine, so that the little children who cannot go to the mountains shall see your colors.” Then the southwind came by, and as he went, he sang softly of forests flecked with light and shadow, of birds and their nests in the leafy trees. He sang of long summer days and the music of waters beating upon the shore. He sang of the moonlight and the starlight. All the wonders of the night, all the beauty of the morning, were in his song.

“Dear southwind,” said the Great Spirit “here are some 338  
beautiful things for you to bear away with` you to your summer 350  
home. You will love them, and all the little children will love 362  
them.” At these words of the Great Spirit, all the stones before 374  
him stirred with life and lifted themselves on many-colored 383  
wings. They fluttered away in the sunshine, and the southwind 393  
sang to them as they went. 399

So it was that the first butterflies came from a beautiful 410  
thought of the Great Spirit, and in their wings were all the 422  
colors of the shining stones that he did not wish to hide away. 435

Word Count: 435 words

## 18. **“Why the Bear Has a Short Tail”**

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by Florence Holbrook

|  |  |
|--|--|
| One cold morning when the fox was coming up the road with some fish, he met the bear.  | 11<br>18   |
| “Good-morning, Mr. Fox,” said the bear.  | 24   |
| “Good-morning, Mr. Bear,” said the fox. “The morning is brighter because I have met you.”  | 33<br>39   |
| “Those are very good fish, Mr. Fox,” said the bear. “I have not eaten such fish for many a day. Where do you find them?”   | 51<br>64   |
| “I have been fishing, Mr. Bear,” answered the fox.   | 73   |
| “If I could catch such fish as those, I should like to go fishing, but I do not know how to fish.”   | 86<br>95   |
| “It would be very easy for you to learn, Mr. Bear,” said the fox. “You are so big and strong that you can do anything.”  | 108<br>120   |
| “Will you teach me, Mr. Fox?” asked the bear.  | 129  |
| “I would not tell everybody, but you are such a good friend that I will teach you. Come to this pond, and I will show you how to fish through the ice.”  | 141<br>155<br>161                                    |
| So the fox and the bear went to the frozen pond, and the fox showed the bear how to make a hole in the ice.  | 174<br>186   |
| “That is easy for you,” said the fox, “but many an animal could not have made that hole. Now comes the secret. You must put your tail down into the water and keep it there. That is not easy, and not every animal could do it, for the water is very cold; but you are a learned animal, Mr. Bear, and you know that the secret of catching fish is to keep your tail in the water a long time. Then when you pull it up, you will pull with it as many fish as I have.” | 198<br>209<br>222<br>235<br>248<br>262<br>277<br>283 |

The bear put his tail down into the water, and the fox went away. The sun rose high in the heavens, and still the bear sat with his tail through the hole in the ice. Sunset came, but still the bear sat with his tail through the hole in the ice, for he thought, “When an animal is really learned, he will not fear a little cold.”

It began to be dark, and the bear said, “Now I will pull the fish out of the water. How good they will be!” He pulled and pulled, but not a fish came out. Worse than that, not all of his tail came out, for the end of it was frozen fast to the ice.

He went slowly down the road, growling angrily, “I wish I could find that fox;” but the cunning fox was curled up in his warm nest, and whenever he thought of the bear he laughed.

Word Count: 440 words

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