The Mouse and the Motorcycle
Printable Book Unit

Created by Gay Miller
Thank you for downloading this sample of *The Mouse and the Motorcycle* Book Unit. Other products in this series may be found at

http://www.teacherspayteachers.com/Store/Gay-Miller

This packet contains graphic organizers for an interactive notebook and game activities covering vocabulary, comprehension questions, constructive response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

Genre: Adventure, Classics, Comedy and Humor, Series

Interest Level ~ Grades 3 – 5

Grade level Equivalent: 4.1

Lexile Measure®: 860L
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# Lesson Plans at a Glance

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<td>Character Change ~ Ralph</td>
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Vocabulary Sample
Chapter 1 ~ The New Guests

croquet (noun) – a lawn game in which mallets are used to hit wooden balls through wire hoops toward a goal

Matt also replaced worn-out lightbulbs, renewed washers in leaky faucets, carried trays for people who telephoned room service to order food sent to their rooms, and sometimes prevented children from hitting one another with croquet mallets on the lawn behind the hotel.

perplexed (adjective) – puzzled, confused, or uncertain; baffled, befuddled

The first thing Mrs. Gridley noticed when she and Mr. Gridley came into the room was the apple core on the table. She dropped it with a thunk into the metal wastebasket beside the table as she gave several quick little sniffs of the air and said, looking perplexed, “I don’t care what the bellboy said. I’m sure this hotel has mice.”

Chapter 2 ~ The Motorcycle

scurry (verb) – to move quickly or in a hurried way; hasten, hustle, rush, dash, scamper, sprint, speed

The instant the family left the room to go to dinner, Ralph scurried out of the mousehole and across the threadbare carpet to the telephone cord, which came out of a hole in the floor beside the bedside table.
Vocabulary Storage Pocket

Sixteen page vocabulary booklet. Each chapter contains two focus words with practice.

Chapter 1 [croquet and perplexed]

1. Is croquet used correctly in the sentences below? True or False

_______ Last summer, we played croquet in Margaret’s backyard under the big shade tree.

_______ My grandmother likes to croquet throws to give as wedding presents.

_______ When the intruder broke into our house, my brother picked up the croquet mallet and threatened to hit him if he didn’t leave.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

2. Circle five words in the box that are synonyms or closely related to the word perplexed.

informed          puzzled
tolerant          refined
baffled           confused
stumped           confounded
skilled           trained

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

3. Give an example of a time when you felt perplexed.

Page 1
Vocabulary Review

Match the correct vocabulary word from column two to its definition in column one by writing the letter associated with the word in front of its definition.

1. _______ nervous, worried, or concerned  
   a) perplexed

2. _______ regretful and sorry  
   b) staunch

3. _______ loyal or faithful  
   c) scurry

4. _______ difficulty or dilemma  
   d) anxious

5. _______ puzzles or confused  
   e) remorseful

6. _______ excite and enliven  
   f) foolhardy

7. _______ dash, scamper, or hurry  
   g) predicament

8. _______ reckless and risky  
   h) bravado

9. _______ boldness and daring  
   i) exhilarate

Chapter 1 [croquet and perplexed]

1. Is **croquet** used correctly in the sentences below? True or False

   __________ Last summer, we played **croquet** in Margaret’s backyard under the big shade tree.

   __________ My grandmother likes to **croquet** throws to give as wedding presents.

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   ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

2. Circle five words in the box that are synonyms or closely related to the word **perplexed**.

   centered box:
   
   informed  puzzled
   tolerant refined
   baffled confused
   stumped confounded
   skilled trained

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5. ______ a ______ puzzles or confused  
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Chapter 1 [croquet and perplexed]

1. Is croquet used correctly in the sentences below? True or False
   
   T Last summer, we played croquet in Margaret’s backyard under the big shade tree.
   
   F My grandmother likes to croquet throws to give as wedding presents.
   
   T When the intruder broke into our house, my brother picked up the croquet mallet and threatened to hit him if he didn’t leave.

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   informed  puzzled
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   baffled  confused
   stumped  confounded
   skilled  trained

   ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

3. Give an example of a time when you felt perplexed.

   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

Page 16
Option 1

Have students use the graphic organizer for notes. Notice the notes are not in complete sentences. Glue the organizer to the left side of the notebook page. On the right side of the notebook, students use the notes to write the details in paragraph form.

Option 2

Students complete the organizer by writing complete sentences.
Unit Sample
Chapter 1
1. Which three phrases best summarize Chapter 1?
   a. summer trip, stop at old hotel, Keith loves his room.
   b. freeway traffic, glad to arrive, spooky
   c. eating apple, probably mice, croquet on the back lawn
   d. bellboy, playing with cars, drip-dry clothes

2. The best title for Chapter 1 would be ----.
   a. A New Pet
   b. Traffic
   c. Arriving at the Hotel
   d. Mice??

3. Which word best describes Keith?
   a. curious
   b. lazy
   c. bossy
   d. glum

4. List an example of onomatopoeia used in Chapter 1.
   __________________________________________
   __________________________________________
   __________________________________________

5. Match each person with his or her first impression of the Mountain View Inn.
   ______ Mr. Gridley a. spacious
   ______ Mrs. Gridley b. old and spooky
   ______ Keith c. thankful to get there – comfortable

6. Read this passage from Chapter 1.
   Matt, who had seen guests come and go for many years, knew there were two kinds—those who thought the hotel was a dreadful old barn of a place and those who thought it charming and quaint, so quiet and restful.

   Based on the context clues, the words dreadful and quaint in this sentence most likely mean ----.

<table>
<thead>
<tr>
<th>dreadful</th>
<th>quaint</th>
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<tbody>
<tr>
<td>a. upset</td>
<td>e. charming</td>
</tr>
<tr>
<td>b. amused</td>
<td>f. recent</td>
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<tr>
<td>c. troubled</td>
<td>g. modern</td>
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<tr>
<td>d. terrible</td>
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</table>

   The words dreadful and quaint are __________________________________________.

7. How does the reader know Chapter 1 is told in 3rd person point of view?
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

8. Sequence the following events by numbering them in the correct order.
   _____ Mrs. Gridley asks her husband if they can look for another hotel.
   _____ Keith eats an apple.
   _____ Mrs. Gridley throws away Keith’s apple core.
   _____ Matt carries up luggage.
   _____ Keith plays with several small cars.
   _____ Matt tells the Gridleys that the hotel does not have mice.
1. Which three phrases best summarize Chapter 1?
   a. summer trip, stop at old hotel, Keith loves his room.
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   c. eating apple, probably mice, croquet on the back lawn
   d. bellboy, playing with cars, drip-dry clothes

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   b. lazy
   c. bossy
   d. glum

5. Match each person with his or her first impression of the Mountain View Inn.
   ___ c ___ Mr. Gridley   a) spacious
   ___ b ___ Mrs. Gridley   b) old and spooky
   ___ a ___ Keith       c) thankful to get there – comfortable

7. How does the reader know Chapter 1 is told in 3rd person point of view?
   While the story follows Keith’s perspective in Chapter 1, he is referred to as Keith or he, not I or me.

2. The best title for Chapter 1 would be ---.
   a. A New Pet
   b. Traffic
   c. Arriving at the Hotel
   d. Mice??

4. List an example of onomatopoeia used in Chapter 1.
   chatter, fee-bee-bee, vroom, wh-e-e wh-e-e, pb-pb-b-b-b, Bang! Crash! thunk

6. Read this passage from Chapter 1.
   Matt, who had seen guests come and go for many years, knew there were two kinds—those who thought the hotel was a dreadful old barn of a place and those who thought it charming and quaint, so quiet and restful.

   Based on the context clues, the words dreadful and quaint in this sentence most likely mean ---.

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<td>g. modern</td>
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<tr>
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<td>h. preoccupied</td>
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</table>

   The words dreadful and quaint are **antonyms**.

8. Sequence the following events by numbering them in the correct order.
   ___ 2 ___ Mrs. Gridley asks her husband if they can look for another hotel.
   ___ 4 ___ Keith eats an apple.
   ___ 6 ___ Mrs. Gridley throws away Keith’s apple core.
   ___ 1 ___ Matt carries up luggage.
   ___ 5 ___ Keith plays with several small cars.
   ___ 3 ___ Matt tells the Gridleys that the hotel does not have mice.
Chapter 1 ~ Constructive Response - Setting

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<th>Mood - Atmosphere of the Setting</th>
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CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Chapter 1 ~ Constructive Response - Setting

Place Where the Story Takes Place

The Gridleys are traveling across country and stop to spend the weekend in the run-down Mountain View Inn. This is a battered resort hotel in the Sierra Nevada of California.

Time the Story Takes Place

*The Mouse and the Motorcycle* was published in 1965. Since Matt, the bellboy, tells the Gridleys that there is a television in the lobby and Mr. Gridley tells of his trouble on the highway, the reader can assume the story takes place at approximately its publication date in the mid-1960s.

Importance of the Setting

Because the hotel is old and run down, mice have moved into the walls. The hotel has been described as "a dreadful old barn of a place" by some or "charming and quaint, so quiet and restful" by others. This imagery provides the reader with a picture that sets the tone for the story.

Mood - Atmosphere of the Setting

With Mrs. Gridley's dislike of mice along with Keith's hoping to see mice, the reader can assume the story is going to be a playful mouse tale.

**CCSS.ELA-Literacy.RL.3.3**
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

**CCSS.ELA-Literacy.RL.4.3**
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**CCSS.ELA-Literacy.RL.5.3**
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Chapter 1 ~ Constructive Response – Foreshadowing ~ Inference

Foreshadowing is when the author gives the reader hints about what is going to take place in the future. Name two times in which the author is letting the reader know that this story is going to be about a mouse.

Evidence of Foreshadowing from Chapter 1

Evidence of Foreshadowing from Chapter 1

CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Chapter 1 ~ Constructive Response – Foreshadowing ~ Inference

Foreshadowing is when the author gives the reader hints about what is going to take place in the future. Name two times in which the author is letting the reader know that this story is going to be about a mouse.

Evidence
(Mrs. Gridley)
It's probably full of mice . . . "I wouldn't mind a few mice," the boy said.

She dropped it with a thunk into the metal wastebasket beside the table as she gave several quick little sniffs of the air and said, looking perplexed, “I don’t care what the bellboy said. I’m sure this hotel has mice.”

“I hope so,” muttered Keith.

Evidence
(Keith)
#1 ~ Alone in Room 215 and unaware that he was being watched. . . .
#2 ~ Keith finds a knothole in the pine wall down by the floor.
#3 ~ Keith stopped playing with his cars. He looked around expecting to see someone.
In this Book Unit Interactive Notebook Series [Note: This series is set up differently from my products that simply say Book Units.] each unit will have seven sets of skill practice. Each practice will include one or more graphic organizers and an activity. The activities will not be worksheets as most of us have plenty of those, but will instead be a hands-on type of activity. Here is how it works:

1) Each unit will focus on two prefixes, two suffixes, and one Greek or Latin root word. Both graphic organizers and a practice activity will be provided. The affixes selected will repeat once in another book unit. Root words will appear only once in the series. A total of 9 prefixes, 9 suffixes, and 9 roots will be covered.

2) Each unit will practice with one or more of the following: figurative language, idioms, proverbs, and/or adages. Each unit will include a set of response cards, graphic organizers going over definitions, and a practice activity. Activities will be based on the writing style of the book’s author.

3) Each unit from this series will contain practice using context clues. An organizer explaining six types of context clues -- definition, synonym, antonym, example, cause/effect, comparison, lists/series and description -- plus task cards will be provided.

The task cards contain multiple choice questions based on the book with a selection of game activities to use with the cards. The cards will change for each unit; however, the games will remain the same.

4) Each unit will contain an organizer going over capitalization and/or punctuation rules.

The task cards contain multiple choice questions based on the book with a selection of game activities to use with the cards. The cards will change for each unit; however, the games will remain the same.

5) Each unit will contain an organizer going over rules and a practice activity with a grammar practice.

6) Each unit will contain an organizer going over rules and a practice activity practicing spelling rules.

7) Each unit will contain an organizer going over rules and a game-like practice with synonyms, antonyms, confusing set of words, and/or homophones/homographs.
## Common Core State Standards Reading: Language

### 3rd Grade

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<th>Root Word</th>
<th>Figurative Language</th>
<th>Context Clues</th>
<th>Quotations</th>
<th>Prepositions</th>
<th>Spelling Rules</th>
<th>Homophones</th>
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Common Core State Standards Reading: Language

4th Grade
# Common Core State Standards Reading: Language

## 5th Grade

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~ Page 22 © Gay Miller ~
This unit practices with the root word tele and the following prefixes and suffixes: mis-, anti, pre, -less, and -ment
Prefix & Suffix Card Game

Playing the Game

This game should be played in small groups of 2 to 6 players.

- Deal each player 5 of the small red cards.
- Place the rest of the red cards in a draw stack within reach of each player.

Turn over one of the prefix or suffix cards.

- Players will lay down each card from his/her hand that will form a real word when the prefix or suffix is added to it.
- All players must agree with each player’s choices. Dictionaries may be used to settle any disputes. An answer key has also been provided.
- Players are awarded one point for each word that was made.
- After each round, players will draw new cards to fill their hands (a total of 5 cards). Place the used cards on the bottom of the draw stack.
- A different prefix or suffix card is turned over. Play continues in the same manner with players again laying down each card from his/her hand that can be added to the prefix or suffix to form a real word.
- Play continues until all 5 prefix and suffix cards have been used.
- The winner is the player with the most points at the end of the game.

<table>
<thead>
<tr>
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<th>Example Words</th>
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<td>mis-</td>
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<td>bad, badly, wrong, wrongly</td>
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<td>pre-</td>
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<td>before, pre</td>
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<td>-ment</td>
<td>-ment</td>
<td>act, process</td>
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<td>-less</td>
<td>-less</td>
<td>without, not affected by</td>
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<td>-ing</td>
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<td>thing, bring</td>
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<td>-ch</td>
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<td>read, brush</td>
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<td>once, chance</td>
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<td>-ce</td>
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<td>take, face</td>
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<td>-e</td>
<td>-e</td>
<td>de, like</td>
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Unit Created by Gay Miller
Although this page looks empty now, it will fill up if you decide to use additional units in this series as further organizers will be provided to include all those pictured.
Context Clues Organizer

- Definition
- Restatement
- Comparison

- Example
- Cause & Effect
- Series
Matt sometimes **prevented** children from hitting one another with croquet mallets on the lawn behind the hotel.

**Prevented** most likely means
a) stopped
b) real
c) affected
d) prodded

Outside a chipmunk chattered in a pine tree and a **chickadee** whistled fee-bee-bee.

A **chickadee** is most like a
a) dog
b) bear
c) bird
d) fish

The boy’s mother looked **critically** around Room 215 and whispered, “I think we should drive back to the main highway.”

**Critically** most likely means
a) positively
b) disapprovingly
c) promisingly
d) helpfully

“But this place is so old,” **protested** the boy’s mother. “And we have only three weeks for our whole trip.”

**Protested** most likely means
a) matched
b) liked
c) complained
d) allowed

Matt, who had seen guests come and go for many years, knew there were two kinds —those who thought the hotel was a dreadful old barn of a place and those who thought it charming and **quaint**, so quiet and restful.

**Quaint** most likely means
a) attractive
b) modern
c) ugly
d) new

“I wouldn’t mind a few mice,” the boy said, as he looked around the room at the high ceiling, the knotty pine walls, the carpet so **threadbare** that many of its roses had almost entirely faded, the one chair with the antimacassar on its back, the washbasin and towel racks in the corner of the room.

**Threadbare** most likely means
a) fresh
b) extra
c) worn-out
d) green
Quotation Organizer

Three versions of the organizer rule cards are offered: one with blanks for students to write the rule and example sentences; one with the rule provided but with blank spaces for students to write in key words; and one with the answers provided. The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have cards already completed.
OF COURSE WE
WILL BE
COMFORTABLE
SAID MR
GRIDLEY

I HOPE SO
MUTTERED
KEITH

RALPH SCOLDED
HIS MOTHER
FROM THE
MOUSEHOLE

RALPH SHOUTED
NO IM TOO
YOUNG TO BE
DUMPED OUT
WITH THE TRASH

NOBODY STOLE
YOUR MOTORCYCLE
ANSWERED THE
BOYS MOTHER
FROM 216 ITS
AROUND

HA THE BOY SAID
TO HIMSELF HERE
IT IS
Preposition Organizer

Three versions of this organizer are provided depending on the needs of your students.

- Students will write definitions and examples.
- Students will fill in key words in the definitions which are provided.
- The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the sentences already completed.
Preposition Activity

Instructions

Have students work in small groups.

Determine which student goes first by youngest, oldest, etc.

On a turn, the player rolls one picture die and one preposition die. The player then has three seconds to make up a sentence using the preposition and picture. The sentence must relate to the picture.

Correct
The boy took a nap after lifting weights.
The boy is under the weights.

Incorrect
The boy leans against the weights.

Correct
Jumping over the creek is easy for the girl.
The girl with the heart on her shirt jumped.

Incorrect
The girl jumped on the creek.

One point is awarded for each correct response. The student with the most points at the end of play is the winner.

For individual play, have students write sentences to be checked by a peer or teacher later.
Spelling Rules Organizer

This graphic organizer and activity cover the following Common Core Standard:

CCSS.ELA-Literacy.L.4.2.d

Spell grade-appropriate words correctly, consulting references as needed.

Three versions of this organizer are provided depending on the needs of your students.

- Students will write rules and examples.
- Students write key words in the rules and examples.
- The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the sentences already completed.

This organizer will fit into a notebook.
Homophones Organizer

Two versions of this organizer are provided depending on the needs of your students.

- Students will write definitions of homophone.
- The second copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the sentences already completed.

This organizer will fit into a notebook.
"H'm'm—we shall see sea by Tuesday weak week; the basket is stopped while they are at the sea-side."

"I am sure you will never want to live in town again," said Timmy Willie.

But he did. He went back in the very next basket of vegetables; he said it was two too to quiet!!

One place suits one won person, another place suits another person. For my part I prefer to live in the country, like Timmy Willie.

The Tale of Johnny Town-Mouse

Johnny Town-mouse was born in a cupboard. Timmy Willie was born in a garden. Timmy Willie was a little country mouse who went to town by mistake in a basket. The gardener scented vegetables once a week by carrier; he packed them in a big basket.

The gardener left the basket by the garden gate, so that the carrier could pick it up when he past. Timmy Willie crept in through a whole hole in the wicker-work, and after eating some peas—Timmy Willie fell fast asleep.

He awoke in a fright, while the basket was being lifted into the carrier's cart. Then they're their there was a jolting, and a clattering of horse's feet; other packages whir were thrown in; for four miles and miles—jolt—jolt—jolt! and Timmy Willie trembled amongst the jumbled up vegetables.
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The Tale of Johnny Town-Mouse by Beatrix Potter is in public domain.