Lesson 3

Vocabulary in Context

- Read each Context Card.
- Talk about a picture. Use a different Vocabulary word from the one in the card.

**TARGET VOCABULARY**
- woods
- turned
- tops
- chipmunks
- busy
- picked
- south
- grew

1. **woods**
   It is fun to walk in the **woods**. There are trees all around.

2. **turned**
   These leaves **turned** red in the fall. They changed color.
3. **tops**
The tops of these trees look like they are pointing to the sky.

4. **chipmunks**
Chipmunks have brown fur with white and black stripes.

5. **busy**
When you are busy, you have a lot to do.

6. **picked**
These children picked apples from the trees at an apple farm.

7. **south**
Many birds fly south for the winter. The weather is warmer there.

8. **grew**
This dog grew thicker fur for the winter. The thicker fur will keep the dog warm.
Background

**TARGET VOCABULARY**

A Busy Season In many areas, fall is a **busy** time. It begins even before the first tree **tops** have **turned** from green to orange. Birds fly **south** for the winter. Apples and pumpkins are **picked**. The **woods** are busy, too. **Chipmunks** store nuts. Some deer even shed the antlers that they **grew** in the spring.
Comprehension

**TARGET SKILL**  Author’s Purpose

The author has a purpose for writing *Henry and Mudge Under the Yellow Moon*. Fill in a chart like this one with details as you read. Use them as clues to decide why the author wrote the selection.

![Chart for Author's Purpose]

**TARGET STRATEGY**  Analyze/Evaluate

Think carefully about the story details and the author’s purpose for writing *Henry and Mudge Under the Yellow Moon*. Use your own ideas to decide if the author has done a good job of writing this story.
MEET THE AUTHOR

Cynthia Rylant

Cynthia Rylant loves animals, which is why you will find many in her books. She likes to take walks with her dogs. "Sometimes we have adventures," she says. "Someone will fall into a lake or someone will meet a raccoon—but mostly we just have lovely, quiet walks."

MEET THE ILLUSTRATOR

Suçie Stevenson

Suçie Stevenson has drawn the pictures for most of the Henry and Mudge books. Her brother’s Great Dane, Jake, gave her the idea for Mudge.

Suçie Stevenson takes her own dogs for walks on the beach. She likes seeing them swim to fetch balls.

TARGET VOCABULARY

busy  turned
chipmunks  tops
south  grew
woods  picked

TARGET SKILL

Author’s Purpose  Tell why an author writes a book.

TARGET STRATEGY

Analyze/Evaluate  Tell how you feel about the text, and why.

GENRE

Realistic fiction  is a story that could happen in real life.
HENRY and MUDGE
Under the Yellow Moon
by Cynthia Rylant
Illustrated by Suçie Stevenson

Essential Question
Why might an author write a story?
Together in the Fall

In the fall, Henry and his big dog Mudge took long walks in the woods.
Henry loved looking at the tops of the trees. He liked the leaves: orange, yellow, brown, and red.
Mudge loved sniffing at the ground.
And he liked the leaves, too.
He always ate a few.

STOP AND THINK
Author's Purpose Why does the author show that Henry and Mudge are good friends?
In the fall,
Henry liked counting the birds flying south.
Mudge liked watching for busy chipmunks.
Since one was a boy and the other was a dog, they never did things just the same way.
Henry picked apples and Mudge licked apples.

STOP AND THINK
Author's Craft  How does having the words picked and licked in the same sentence make that sentence fun to read?
Henry put on a coat and Mudge grew one. And when the fall wind blew, Henry’s ears turned red and Mudge’s ears turned inside out.
But one thing about them was the same. In the fall Henry and Mudge liked being together, most of all.

STOP AND THINK

Analyze/Evaluate Why do you think Henry and Mudge like to be together in the fall?
1. How is Henry different from Mudge?
   - Henry likes walks.
   - Henry likes leaves.
   - Henry picks apples.

2. **TARGET SKILL** Author's Purpose
   What was the author's purpose for writing pages 73–75? Use a chart like this to list your ideas.

3. **TARGET STRATEGY** Analyze/Evaluate
   What is your favorite thing that Henry and Mudge do while they are in the woods? Explain using story details. **TEKS 2.3B**

4. **Oral Language** Using the Retelling Cards, take turns retelling the story with a partner. Listen carefully. **TEKS 2.28a, 2.30. ELPS 2E**

**TEKS**
- 2.28a ask questions/clarify locate facts/details/support with evidence
- 2.28b describe characters' traits/motivations/feelings
- 2.28a ask clarifying questions
- 2.30 follow discussion rules
- **ELPS 2E** use support to enhance/confirm understanding of spoken language
Outdoor Adventures

Many people write e-mails to their families. E-mails can tell what is happening. The top of an e-mail is important. It tells who is getting the e-mail, who is sending the e-mail, and the subject of the e-mail.

An e-mail is an electronic message sent from one person to another. As you read, find the different parts of an e-mail.
To: Abuelita
From: Lola

Subject: Animal Hunt

Dear Abuelita,

We are very busy in school this week. Each day we are walking in the woods. Today we found animals. We saw chipmunks storing acorns for the winter. I spotted a hare that already grew its winter coat. It was very furry! We also saw birds flying south. I took a picture for you.

Write back!

Lola

Geese fly in a V shape. They take turns flying in the front. This helps them fly longer.
To: Lola

From: Abuelita

Subject: Plant Hunt

Dear Lola,

Your walks at school sound like fun. I have been taking walks, too. I look at plants in the woods. The tree tops have turned from green to red. Leaves cannot last through the cold winter. They are starting to drop off. I picked a few leaves to take home. Here are some pictures for you.

Talk to you soon,

Abuelita

Trees that have needles do not change colors. They can survive the winter.

When leaves turn colors, they stop making food for the tree.
Making Connections

**Text to Self**

**Describe an Activity** Henry and Mudge loved walking in the leaves. Do you enjoy walking in the leaves? Describe to a partner what you like and don’t like about it. Give specific details.

**Text to Text**

**Compare and Contrast** Think about how the two *Henry and Mudge* stories you read are alike and different. Write sentences that tell what happens in each story. Tell how the settings are alike and different.

**Text to World**

**Connect to Science** Go for a nature walk in your community. Draw and label interesting things you see. Make a list of questions you have about anything you see with a partner.

TEKS: 2.3B ask questions/clarityLOCATE facts/details/support with evidence; 2.3A compare works by the same author; 2.24A generate topics/formulate questions; ELPS: 3G express opinions/ideas/feelings; 3H narrate/describe/explain with detail;
Grammar

Statements and Questions  Statements and questions are types of sentences. All sentences begin with a capital letter. A statement tells something. It ends with a period. A question asks something. It ends with a question mark.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I live near the woods</td>
<td>Do you live near the woods?</td>
</tr>
<tr>
<td>Brendan sat by the pond.</td>
<td>Who sat by the pond?</td>
</tr>
</tbody>
</table>

Try This!  Decide whether each sentence is a statement or a question. Write each sentence correctly.

1. where do you like to walk
2. we hike up the hills
3. may I come with you
4. i will bring my jacket
**Sentence Fluency** Using different kinds of sentences makes your writing more fun to read. You can change one kind of sentence to another by moving or adding words.

<table>
<thead>
<tr>
<th>Statement</th>
</tr>
</thead>
</table>
| The boy jumps on the leaves.

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
</table>
| Does the boy jump on the leaves? 

**Connect Grammar to Writing**

When you revise your sentences that describe, try using different kinds of sentences to make your writing more interesting.
Write to Narrate

Word Choice: You can make a description more interesting when you use sense words to tell how things look, feel, smell, sound, and taste.

Nadia drafted a paragraph that describes where she lives. Later, she added sense words.

Writing Traits Checklist

- Ideas
  Did I think of different ways to tell about where I live?

- Organization
  Did I tell things in an order that makes sense?

- Word Choice
  Did I use sense words to tell more?

- Sentence Fluency
  Did I use different kinds of sentences?

Revised Draft

little green  big blue
I live in a house near a lake.

I love our house. You can see the lake from our porch. The sun comes in my bedroom window in the morning.
My House

by Nadia Krimsky

I live in a little green house near a big blue lake. I love our house. You can see the lake from our porch. I love to feel the warm sun when it comes in my bedroom window in the morning. Do you know what wakes me up? The birds start chirping. I smell the pancakes my dad makes. They taste so good that I always ask for more!

I used sense words to tell the reader more about how things look, feel, smell, taste, and sound.

Reading as a Writer

Which sense words did Nadia add? What sense words can you add to your story?