



TARGET VOCABULARY

woods

turned

tops

chipmunks

busy

picked

south

grew

Vocabulary
Reader



Context
Cards



TEKS 2.5B use context to determine meaning
ELPS 3B speak using context-appropriate vocabulary

Vocabulary in Context

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

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**

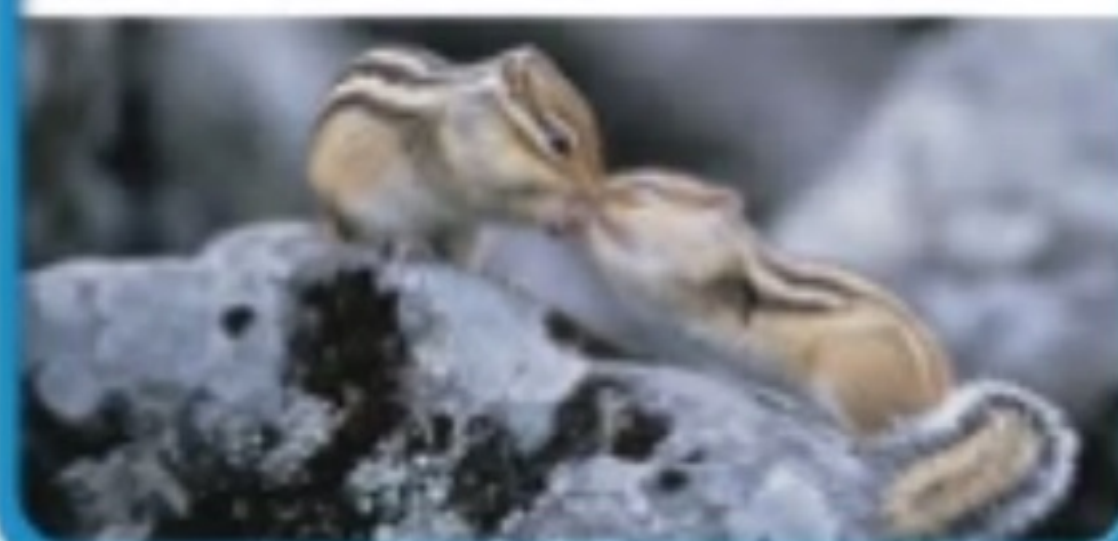
The **tops** of these trees look like they are pointing to the sky.



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.

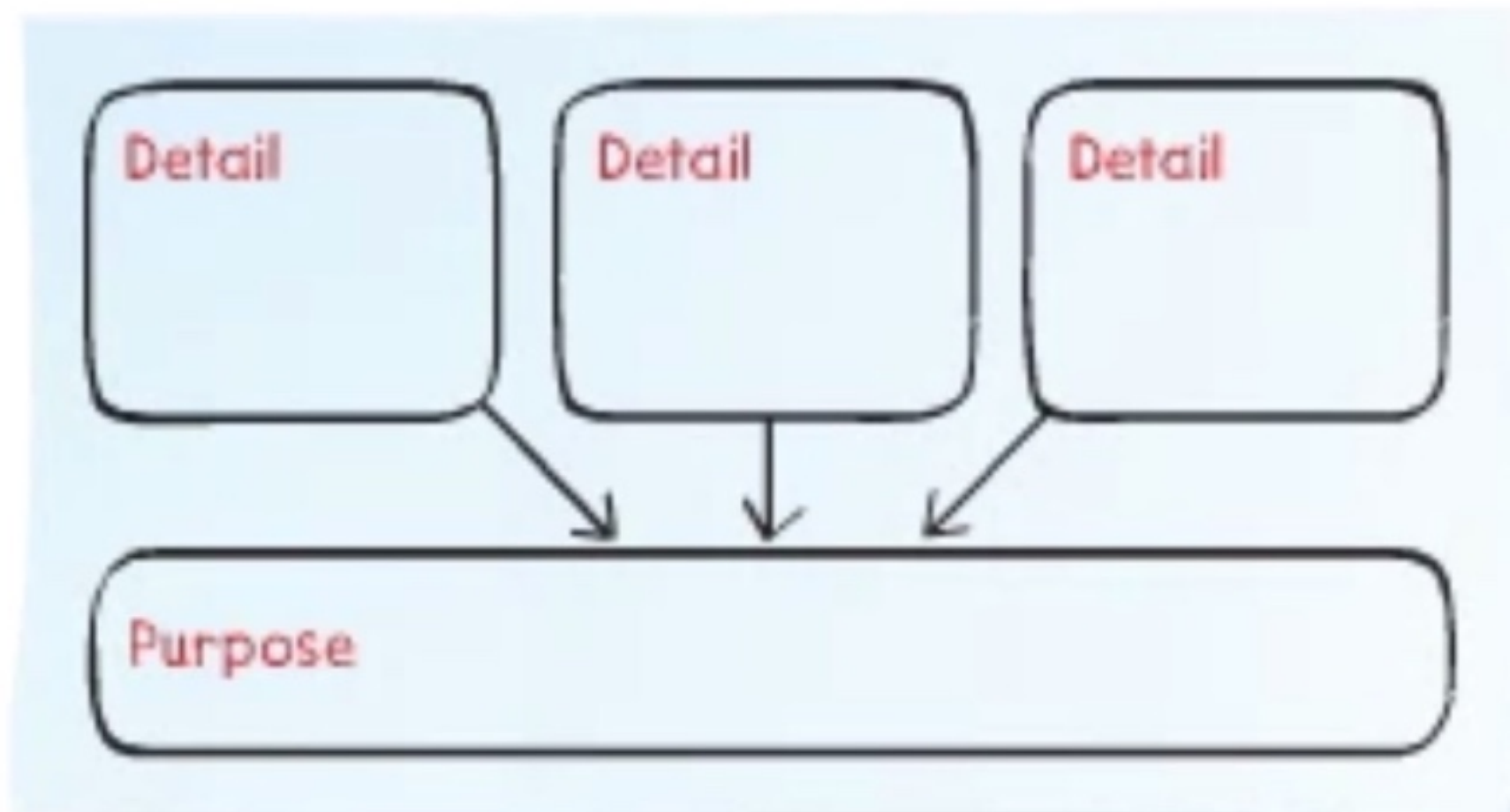




Comprehension

✓ 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.



✓ 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.

Main Selection



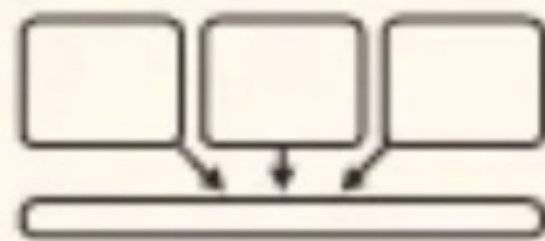
TARGET VOCABULARY

busy	turned
chipmunks	tops
south	grew
woods	picked



TARGET SKILL

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



TARGET STRATEGY

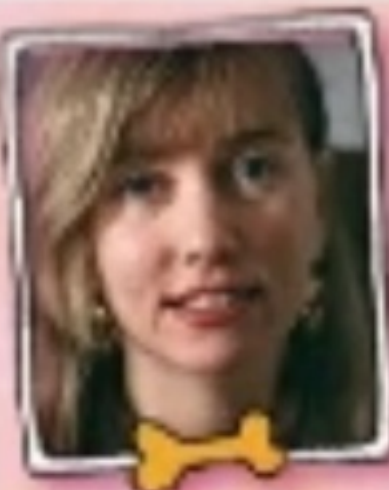
Analyze/Evaluate Tell how you feel about the text, and why.

GENRE

Realistic fiction is a story that could happen in real life.

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.



HENRY and MUDGE

Under the Yellow Moon

by Cynthia Rylant
Illustrated by Suçie Stevenson



Essential Question

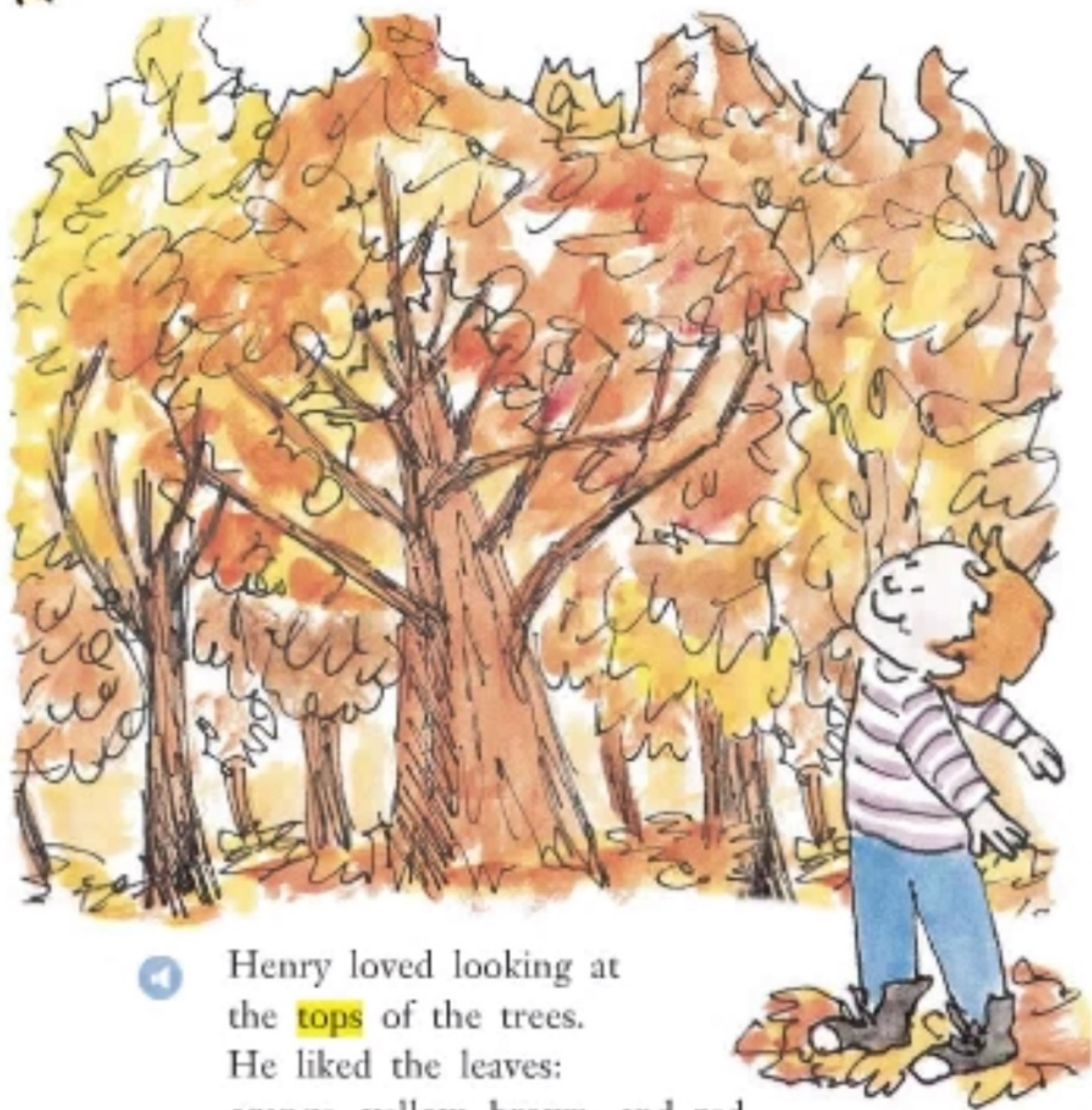
Why might an author write a story?





Together in the Fall

In the fall,
Henry and his big dog Mudge
took long walks in the woods.



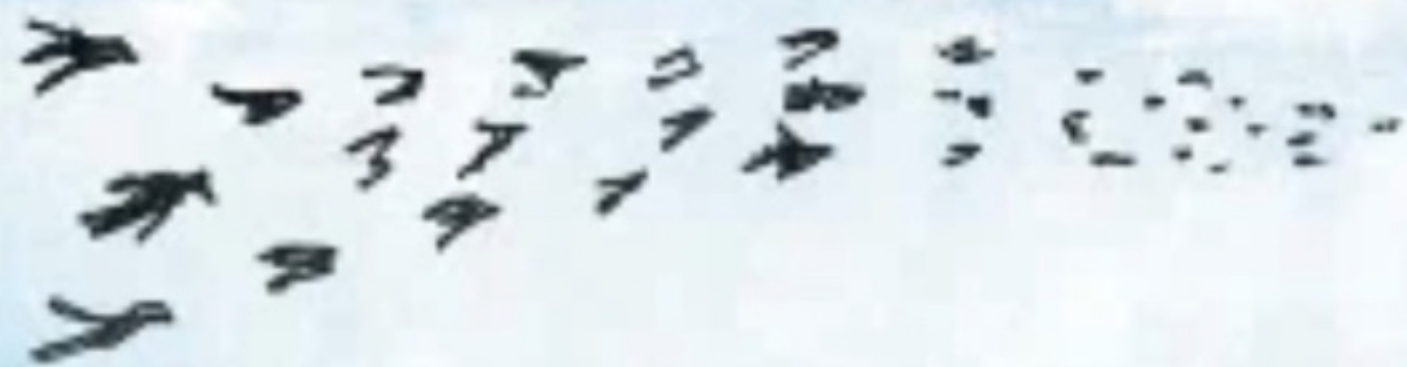
- 4 Henry loved looking at the **tops** of the trees. He liked the leaves: orange, yellow, brown, and red.

- 🔊 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?

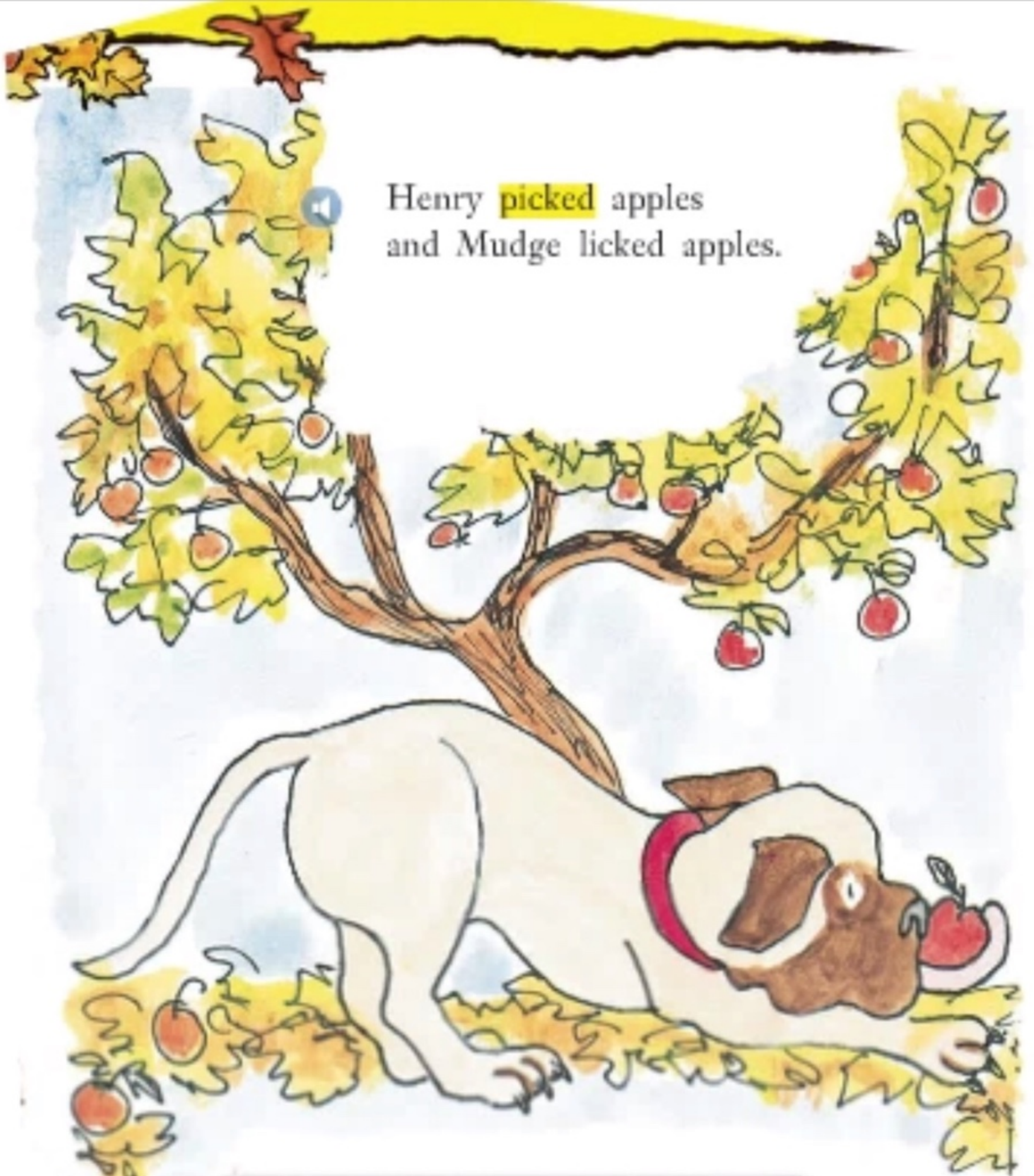


In the fall,
Henry liked counting the birds
flying **south**.
Mudge liked
watching for **busy chipmunks**.



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?

WES 2.38



Your Turn

1. How is Henry different from Mudge?

- Henry likes walks.
- Henry likes leaves.
- Henry picks apples.

TEKS 2.5B

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**



Retelling Cards



TEKS 2.3B ask questions/solicit facts/details/support with evidence; **2.5B** describe characters' motivations/feelings; **2.28A** listen to clarify questions; **2.30** follow discussion rules; **ELPS 2E** use support to enhance/clarify understanding of spoken language

Connect to Technology



TARGET VOCABULARY

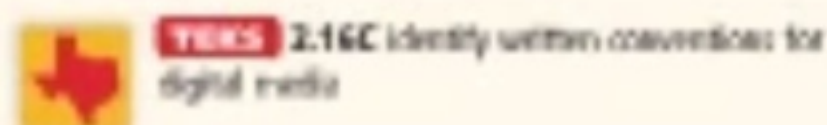
woods	busy
turned	picked
tops	south
chipmunks	grew

GENRE

Informational text gives facts about a topic.

TEXT FOCUS

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



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.

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

ELPS 3G, 3H

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

TEKS 2.3B, 2.5A

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

TEKS 2.24A

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/clarify locate facts/details/support with evidence; **2.5A** compare works by the same author; **2.24A** generate topics/translate questions; **ELPS 3G** express opinions/ideas/feelings; **3H** narrates/describes/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.

Academic Language

sentences

statement

question

Statements

I live near the woods.
Brendan sat by the pond.

Questions

Do you live near the woods?
Who sat by the pond?

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.



Statement			
			
The boy	jumps	on the leaves.	
Question			
			
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.

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?

