Lesson 8

Vocabulary in Context

1. harvest
   When there is a lot of corn to pick, it makes a good harvest.

2. separate
   Separate, or divide, different kinds of seed before planting them.

3. ashamed
   Don't feel ashamed, or guilty, if you forget to water a plant!

4. borders
   This farm has a fence along its borders to keep the animals inside.

TARGET VOCABULARY
harvest separate ashamed borders advice borrow patch serious

Vocabulary Reader  Context Cards

All About Grass by Marianne Taylor
• Study each Context Card.
• Make up a new context sentence using two Vocabulary words.

5. advice
Adults often give good advice. They have ideas about solving problems.

6. borrow
If you do not have gardening tools, you could borrow some from a friend.

7. patch
You can use a fairly small patch, or area, of land, to grow vegetables.

8. serious
If you are serious about something, you are not joking or fooling around.
How Does Your Garden Grow? If you are serious about growing vegetables, you must start with a plan. Draw a map of your patch of land. Separate the garden into different areas for different plants. Mark the borders of your garden. If needed, borrow gardening tools from a friend or a neighbor.

Don’t be ashamed if your first harvest is not as good as you had hoped! Ask for advice at a local garden center. Look for tips in library books or on the Internet. Most importantly, don’t give up.

Try growing plants in a window box or a pot if you don’t have room for a garden where you live.
**Comprehension**

**TARGET SKILL** **Conclusions**
As you read *The Harvest Birds*, tie story details together to figure out ideas the author does not state directly. Ask yourself, *What does the author mean here?* Use a chart like this one to describe your conclusions and the details that helped you to draw them.

**TARGET STRATEGY** **Infer/Predict**
Use your conclusions to figure out the theme, or the important message running through this story. Use your own words to tell what the author wants to teach readers.
Main Selection

Target Vocabulary
- harvest
- separate
- ashamed
- borders
- advice
- borrow
- patch
- serious

Target Skill
Conclusions Use details to figure out ideas that the author doesn't state.

Target Strategy
Infer/Predict Use clues to figure out more about the selection.

Genre
A traditional tale is a story that people have told for many years. Why does the author say she wrote this story, The Harvest Birds?

Meet the Author
Blanca López de Mariscal
Blanca López de Mariscal teaches at a university in Mexico. She writes and gives speeches about Mexican art, history, and literature. The Harvest Birds is her first children's book. She says she wrote this story because it was important to her to introduce children to Mexican storytelling.

Meet the Illustrator
Linda Cane
Linda Cane lives in the country. She has two dogs, a horse, a cat, and two peacocks! Linda Cane loves outdoor activities, such as hiking, skiing, and horseback riding. She has traveled to many places in the United States and all over the world.
THE HARVEST BIRDS

by Blanca López de Mariscal
illustrated by Linda Cane

Essential Question
How can readers figure out the message in a story?
In a little town where everyone knew everyone, there lived a young man called Juan Zanate (sah NAH tay). He was given this name because he was always seen with one or two zanate birds.

Juan used to sit under his favorite tree, dreaming and planning his life. He had wanted to have his own land, as his father and grandfather had. However, when his father died and the land was divided, there was enough for only his two older brothers. Because of this, Juan had to go to work in the shops of the town.

“If only I had my own land, my life would be different,” Juan thought. He went to see Don Tobias, the richest man in town, and asked to borrow a little piece of his land.

STOP AND THINK

Conclusions Why do you think Juan's brothers got to keep their father's land, and Juan didn't? Do you think this is fair? Explain your answer.
Don Tobias burst out laughing, and his wife laughed with him. “Why should I let you use my land?” he asked. “You don’t know anything about making things grow.”

Sad and ashamed, Juan returned to sit under his tree. It was the only place where he felt really happy. In its huge branches lived a flock of zanate birds who were so used to him that they thought of him as their friend.
There was one bird who cared very much for Juan and wanted him to find his way in life. This bird was always around Juan, resting on his shoulder or riding on his hat. Juan named him Grajo (GRAH hoh), or Crow, because zanates have black feathers.
After sitting and thinking for a long time, Juan decided to visit the oldest man of the town. "Old people know many things because they've lived longer," Juan thought. "He'll give me some advice, and maybe he'll even help me."

Juan greeted the old man, whom everyone called Grandpa Chon, with respect. The old man seemed to be in a good mood, so Juan dared to ask him for a piece of land. "Let me prove to you that I can be a good farmer and make things grow," he begged.
Grandpa Chon became serious. “I will help you,” he said. “I will let you use some land. If you fail, however, you must work for me for free for as many days as you have used my land.”
Juan ran into the town, shouting the good news. Instead of being happy for him, though, people laughed at him.

"Better you should straighten up my shop. Where you plant, not even weeds will grow," shouted the carpenter.

"Don't waste your time Juan. Come and work on this wheel," called the blacksmith.

"Help me with these sacks of flour and stop dreaming," added the baker.

Juan decided that nothing anyone said would stop him. "It's time to get to work," he told himself. He began to prepare his land for planting. It was a very tiny patch of land and didn't offer much promise of a big harvest. Still, Juan kept working, watched over by his good friends, the zanates.
"My head is small, like my garden patch, but it is big enough to hold many dreams," thought Juan.
He needed seeds to plant, but didn't have money to buy them, so he went to the shop and asked for some.

"Juan, sweep up the corn, bean, and squash seeds from my floor and take them to my pigs," the shop owner said. "Then if you wish, you can take some seeds for yourself."
Juan was happy, because now he had seeds to plant. He didn’t scare away the zanates the way the other farmers did. Instead, he gave them some of his leftover seeds to eat so they wouldn’t be hungry. After all, the zanates were his friends and he cared for them very much. Grajo was always with him, giving him advice as he worked.
Days passed, and the tiny plants began to appear. Little shoots of weeds came up along with them. The zanates told Juan not to throw the weeds away as the other farmers did. “Plant them on the borders of your land,” said the birds.
When the other farmers heard what Juan was doing, they laughed at him.
“Imagine keeping weeds in your field!”
At harvest time, everyone was waiting to make fun of Juan once again. They were sure he would fail. When Juan arrived in town, everyone was amazed. He brought a wonderful harvest—huge ears of corn, brightly colored squashes, and tasty-looking beans.
"How did you do it?" they all wanted to know. Juan smiled and answered, "I did it with the help of my friends the zanates, the harvest birds. I learned to listen to the voice of nature!"

"Work for me, Juan!" everyone shouted. "Teach me your secrets!"

"No," answered the old man. "Juan works for no one now, because I am going to give him the land that he harvested."

**STOP AND THINK**

**Author's Craft** Where does the author use words that make nature seem like a person? What do these words really mean?
After selling the crop at an excellent price, Juan Zanate and Grandpa Chon returned to the little patch of land that was now Juan’s. The old man asked Juan to tell him his secret.

“The zanates taught me that all plants are like brothers and sisters,” replied Juan. “If you separate them, they become sad and won’t grow. If you respect them and leave them together, they will grow happily and be content.”

**STOP AND THINK**

**Infer/Predict** Why was Juan successful? How do you think his life might change as a result of this experience?
Grammar

Commas in a Series A **comma** tells a reader where to pause. A comma also helps make the meaning of a sentence clear. When you list three or more words together in a sentence, the list is called a **series**. Use commas to separate the words in a series.

**Academic Language**

**comma**

**series**

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**Nouns in a Series**

Mark saw gulls, pelicans, and terns near his home.

**Verbs in a Series**

They dove, swooped, and soared through the sky.

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**Try This!**

Write each sentence. Put commas where they are needed.

1. Mike Jen and John worked at the school garden.
2. They raked planted and watered.
3. The garden had tomatoes cucumbers and lettuce.
4. The kids picked washed and ate the vegetables.
**Sentence Fluency**  Good writers combine short, choppy sentences into longer, smoother sentences. One way of combining short, choppy sentences is to join single words in a series. Remember to add *and* after the last comma.

**Short, Choppy Sentences**

Carlos harvested beans.

Carlos harvested corn.

Carlos harvested squash.

**Longer, Smoother Sentence**

Carlos harvested beans, corn, and squash.

**Connect Grammar to Writing**

As you revise your summary paragraph, look for ways to combine choppy sentences. You may be able to join single nouns or verbs in a series.