

Teaching Point: Readers can ask and answer literal and inferential questions to determine meaning and refer to the text to support inferences.

On Thursday, Mrs. D. announced, “Everybody take out your science books. Turn to page sixty-seven.”

Stink lugged the heavy book out of his desk. He opened to page sixty-seven. Stink could not believe his eyes. “Hey,” he said, looking around. “Mrs. D.! Something’s not right.”

“Somebody wrote all over my science book!” called somebody else.

“Me too!”

“Me three!”

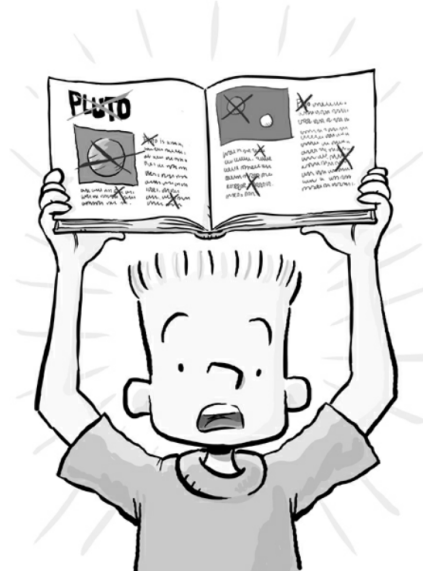
“Somebody crossed out all the Plutos!” shouted Stink, looking around at all the other books.

“Boys and girls,” said Mrs. D., “let’s just keep calm.” She walked around the room, up and down the aisles, looking at everybody’s books.

“The Evil Science-Book Fairy strikes again,” said Sophie of the Elves.

“Anti-Pluto goblins are on the loose,” said Webster.

“Now, class, you know we don’t go around writing in textbooks. Would anyone like to tell me who did this?”



Read Aloud

Who wrote in all of the books?

Why did Riley feel like Mrs. D had taken Stink’s side?

Stink Solar System Superhero
Megan McDonald illustrated by Peter H. Reynolds

As a reader of this book, I know how much Stink LOVES Pluto, so I know he didn’t write in the books because all of the Pluto information is what got scratched out. Stink would never do that; he would have added it in the books.


So, now I must ask myself, who would want the Pluto information out of the books?

Teaching Point: Readers can use knowledge of word patterns to read and spell unfamiliar words.

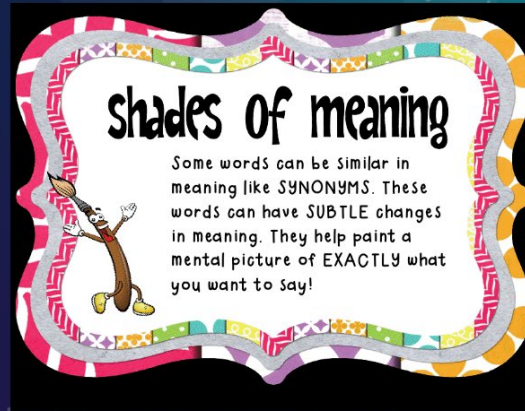
Phonics

Another type of syllable pattern is CVVC. This pattern is also called a **Vowel Team**, because **two vowels** work together to make **one sound**.
In a CVVC word with **ee**, the vowel team ee will make the sound /e/ as in bee.

“Stink, first of all, I’m going to **need** you to go **peel** off that bumper sticker at recess.”



Readers can notice when authors use **nuances** (shades of meaning, synonyms) in language to build their vocabulary and to think about why an author chose a specific word.



Readers use knowledge of nuances of words to better understand what the author is writing.

Exploring The Planets: Neptune

The last of the eight planets in our solar system is Neptune. This planet is the farthest from the sun. It is more than 2.5 billion miles from Earth, too far away to be seen with the naked eye. Neptune is a huge, stormy world. It has the fastest winds in the solar system.

After Uranus, Neptune was the second planet to be discovered through a telescope. It was the first planet to be found by people searching for one. In the 1800s several scientists were studying Uranus. They noticed that the planet did not move along its orbit exactly as expected. They thought these differences might be caused by gravity, a pulling force, from another planet. So the scientists began looking for a planet beyond Uranus. This was how they found Neptune.

The new planet was named Neptune because of its deep-blue color. Neptune was the ancient Roman god of the sea.

The author in the first underlined example wrote, "It is more than 2.5 billion miles from Earth, too far to be seen with the **naked-eye.**"

Writing "naked eye" instead of just eye, let's me (the reader) know that I might be able to see Neptune with a telescope or other assistance, but not by just going outside and looking up.