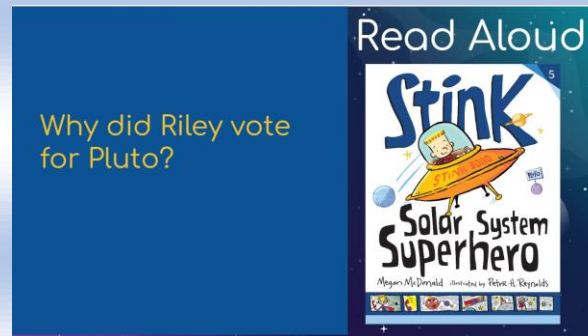








Teaching Point: Readers can ask and answer literal and inferential questions to determine meaning. Asking ourselves questions while we read helps keep us engaged in the reading.





After school, Stink went to find smiley Riley. “Hey, Riley, um, I was just wondering, what made you change your mind about Pluto?” “None of your beeswax,” said Riley. Still rotten. Stink started to walk away. “It’s just . . . I know how Pluto feels,” Riley mumbled. “Huh?” “At Space Camp —” “Here we go again,” said Stink, rolling his eyes. “This isn’t a brag. For real. I was going to say, at Space Camp, the other kids said I was extremely e-noying. They kicked me out of our bunkhouse. So, when you were in the corner crying —” “Pretend crying,” said Stink. “Whatever. I know how Pluto feels. To be kicked out, I mean.”


CAST	
	Neptune . . . Skunk
	Saturn . . . Sophie
	Jupiter . . . Webster
	Pluto . . . Stink


 **Neptune:** I’m Neato Neptune, the Blue Planet.


 **Saturn:** (Twirling two Hula-hoops.) I’m Spinning Saturn. I have rings!


 **Jupiter:** I’m Jupiter Jerk. I’m the biggest of them all.


 **Pluto:** (Flinging Superman cape in air) I’m Captain Pluto! I may be small, but — (Pluto bumps Neptune. Neptune bumps Saturn. Saturn bumps Jupiter.)


 **Neptune:** (Staggering.) It’s too crowded in this solar system. Too many planets!


 **Saturn:** But we’ve always had this many planets.


 **Jupiter:** One of us has got to go.


 **Neptune:** Not me.


 **Saturn:** Not me.


 **Jupiter:** Not me.


 **Pluto:** Well, don’t look at me. What did I do?


 **Jupiter:** You’re too small.


 **Saturn:** You’re not round enough.


 **Neptune:** And you have a weird orbit.


 **Pluto:** But I’m roundish. And I never bump into you very hard, Neptune, do I?


 **Neptune:** We don’t care. Get out of our solar system.

 **Saturn:** Find your own Milky Way.

 **Pluto:** (Goes into corner and cries.) Waah-hah-hah.

 **Saturn:** Uh-oh. Pluto is crying.

 **Neptune:** He must be lonely.

 **Jupiter:** Maybe he misses his friends.

So, the play really affected Riley because it reminded her of when she was left out at space camp. Knowing how it feels to be left out, made her decide to vote for Pluto as a planet.

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


Phonics





In a CVVC pattern the **Vowel Team** works together to make **one sound**. In a CVVC word with **ai**, the vowel team ai will make the sound /a/ as in rain.



sail 
paint 
pail 
rain 

“Riley twirled her **hair** in a knot.”



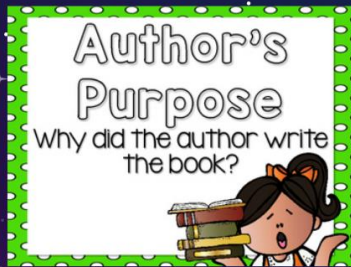
sail 
paint 
pail 
rain 

pail
mail
main
grain
graize

Notice the Consonant-Vowel-Vowel-Consonant pattern in this word.




h (Consonant) **a** (Vowel) **i** (Vowel) **r** (Consonant)

Now, practice reading these words.



Readers can state the **author's purpose** and determine their own perspective.

Author's Perspective (New Learning)	My Perspective (Connections)

AUTHOR'S PURPOSE		
PERSUADE	INFORM	ENTERTAIN
 P	 I	 E
PERSUADE The author is trying to get you to do something or try something.	INFORM The author is trying to teach you facts and give you information.	ENTERTAIN The author is trying to make the story interesting for you.
EXAMPLES Persuasive essays, editorials, advertisements, letters of opinion.	EXAMPLES Expository essays, textbooks, encyclopedias, research reports, nonfiction books.	EXAMPLES Fiction books, plays, movies, comic books, songs, jokes.

Notice how this is an informational text. The author is going to teach us about meteor showers. So, in an informational text, our perspective won't disagree with the author, it will make a connection to something author has taught us.

Space Systems: What is a meteor shower?

You don't need a telescope to see a meteor shower. The view from your own backyard will do just fine. You might want a cozy sleeping bag and an alarm clock to wake you up, though. The best time for stargazing is in the middle of the night.

Author's Perspective (New Learning)	My Perspective (Connections)
The best time to see a meteor shower in the middle of the night. You can even see them from your own backyard.	I have never seen a meteor shower before, but now I am interested in trying to see one because the author says that I can do it without a telescope and in my own backyard.



Read the graphic organizer on this slide. Notice the author is teaching us that the best time to see a meteor shower is at night. Now, notice the reader's perspective. The reader is not going to argue with what the author taught us, but the reader is going to make a connection to that knowledge.