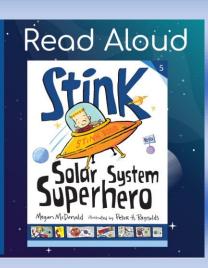
Teaching Point: Readers can explain how the author's choice of words contribute to mood or emphasize aspects of character or setting.

The **mood** in this part of the text seems **tense**. Stink and Skunk are arguing with Riley and the author uses the words "butted in" to show how Riley interrupts them. People can feel tense when others interrupt.



Passage from the story:

"I don't see why everybody's so down on Pluto," mumbled Stink, adding a touch of purple-gray to his planet. "Pluto's cool. It might be small, but it doesn't just do what all the other planets do. It has its own orbit."

"Yeah," said Skunk. "I don't get why they voted to take it away."

"Because Pluto's puny like a dwarf," Riley butted in. "Pluto gets its butt kicked by all the other planets. If an asteroid came, Pluto would be all 'Aah! I'm scared,' and shrink away."

"Nah-uh!" said Stink.

"Yah-huh. Ask anybody. I learned it at Space Camp."

"Space Camp, Space Camp!" said Stink. "People should boycott Space Camp for telling lies about Pluto."

"Stink! Riley!" Mrs. D. said sharply. "What's going on back there? You're supposed to be working on your Science."

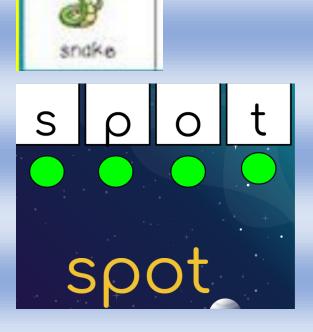
Riley's hand shot up into the air. "This is Science," she said. "That's what we were fighting about."

Mrs. D. came over to their tables. "What seems to be the problem?"

"Riley says there's no Pluto," said Stink, "and I say there is."

Teaching Point: Readers can use their knowledge of the blends sl, st, and sn to help them figure out unfamiliar words.







Teaching Point: Readers can explain (tell about) how the author uses <u>words</u> and <u>phrases</u> to inform, explain, or describe.

