



# Teacher Guide

# Long Vowels

for ages 6 to 8

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1. I Hope Magic 'e' Will Hop In!
2. Magic 'e' Day at School!
3. The Big Boys Make Lunch
4. Hide the Dice
5. The Great Paper Cake
6. They Wanted to Paint
7. Bouncing, Bouncing
8. Don't Worry!
9. Were There Many Animals?
10. George and Fudge
11. Freddie's Magic Glasses!
12. Small Kids, Tall Ideas!
13. The Soccer Game
14. What Should We Name the Puppies?
15. The Smile Store
16. Two Knights and a Dragon



By Cathy Jackson  
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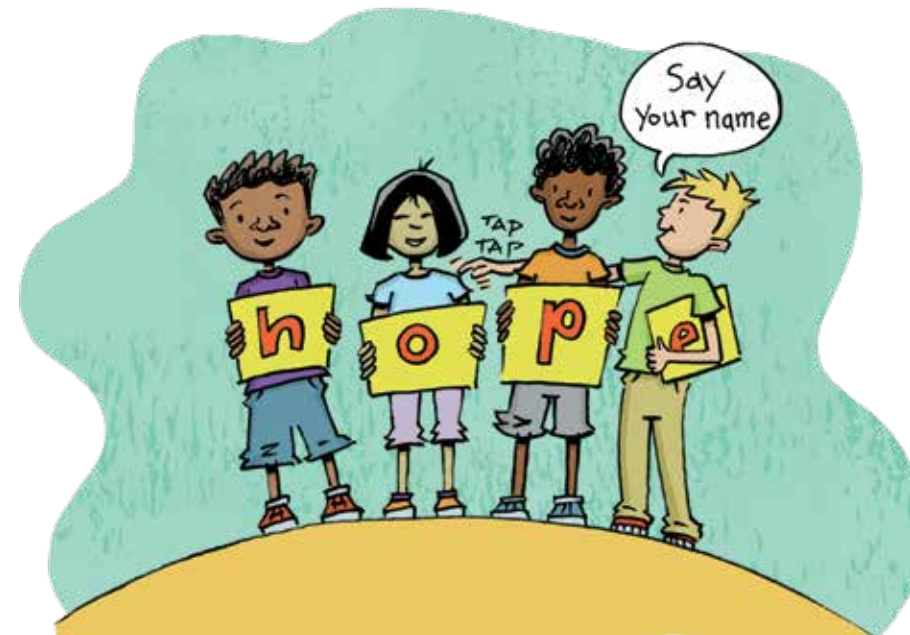
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Best Reading Phonics –Long Vowels Teacher Guide  
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## What do teachers say about the program?

I have used Cathy's reading program for a number of years. Time and time again this program has consistently enabled reluctant and struggling students become independent and confident readers. ~ **Resource Teacher**

The reading program Cathy has developed has been used throughout our school. The positive results and impact we have seen as a result of the high quality teaching materials has been outstanding. I have been an educator (Principal, Educational Consultant, Teacher) for over 25 years in Canada and the UK, and this is one of the best reading programmes I have seen... ~ **Elementary Principal**

I have been using this program for the past 2 years and it is a valuable tool in increasing my students' reading levels. It is a multi-level program for all beginning readers. I have also successfully used it with English Second Language students. My children love it, as it is user friendly. ~ **Grade 2/3 Teacher**

I am a special education teacher. For the last four years, I have been using this reading program for all my beginning readers. It's been the one program that has consistently helped the majority of my students. I would definitely recommend this resource to my fellow teachers. ~**Special Education Teacher**

## **Best Reading Phonics: Long Vowels Program**

**(For info on the lesson for each story, teachers should read the book's front and back pages first.)**

As well as teaching Long Vowels, this series introduces more sight words and grammar/spelling items. Contractions, possessives, past tenses, plurals, and compound words are used in most stories in order that they accumulate gradually in a natural progression. Read other books that employ these grammar/spelling concepts and have the students write a number of stories making use of them. Create collaborative class stories highlighting them when needed.

Teach the concepts as they occur and add the words to lists on the wall. New words can be added as the students find them in these and other books.

Some of these Long Vowel books have many sight words and grammar/spelling items. There is no rush to complete a book and its activities one week after another. Stop and review a group of books and their activities for a breather every couple of weeks. Give time for students to become familiar with the new material. Give opportunities for the material to be incorporated in students' stories. Allow each student to choose which story/activity they would like to review. That encourages metacognition. They think about which area they need to reinforce.

## **First Introduction of Long Vowel Sounds with 'e' at the End Of the Word:**

**I call it the Magic 'e':** The 'e' is magic because it is close enough to change the middle short vowel into a long vowel sound since there is only 1 consonant separating them: such as 'hope'. The 'e' can reach around the back of the last consonant and tap the middle vowel and whisper "Say your name!" The magic 'e' is silent. (They will learn later that if there are 2 consonants separating them, the 'e' cannot reach that far and cannot affect the short vowel: such as 'hopped'.)

## **Books 1-5**

While reading Short Vowel Words, the student has been taught to sound out each letter in its proper order; sliding them together to say the word. While reading Sight Words, they have been taught to look at the whole word.

They will now use both those methods when reading Long Vowel Words. Their eyes have to look at the whole word, especially the last letter (to check if there's an 'e' at the end), before sounding out all the letters.

The first 5 stories focus on words with an 'e' at the end of short vowel words, which changes them into a long vowel sound.

The students had been working hard to remember each Short Vowel sound and now we're telling them there's another vowel sound as well!

So I tell them that it is the vowel saying its name.

It takes time to learn the new Long Vowel rule. Please stay as long as is necessary on the activities for each book.

## **List of short and long vowel words to be used in the Classroom Activities:**

(cap/cape, can/cane, tap/tape, cub/cube, Tim/time, tub/tube, pin/pine, hop/hope, bit/bite, hid/hide, cut/cute, us/use, mad/made, at/ate, not/note, hat/hate, fin/fine)



### **Classroom Activities:**

#### Call 4 students to the front of the class:

Give three students a paper with a letter on it that will spell a 3-letter word. The fourth child has letter e. He stands away from the other 3 students. He will be **The Magic ‘e’!**

The class reads the short vowel word held by the 3 students: cap

Announce that the Magic ‘e’ will hop in! He hops to the end of the word with one arm across his letter. He stretches his other arm around the back of the last child and taps the middle child on the shoulder, whispering “Say your name!”

The middle child says the letter name “a”, then the class reads the new word: cape

(The Magic ‘e’ child has his arm across his letter to signify that it is not sounded out. We know that it is ‘e’ because parts of it can be seen.)

#### Another activity in class:

Ask a Magic ‘e’ child to stand away from the students. Have the class make a large circle. Group them side-by-side, in sets of 3, with letters that spell short vowel words. As a class, all read the short vowel words made.

The Magic ‘e’ child rushes to stand at the end of a word and everyone reads the new word. He rushes

to other words and the class reads them. After a number of words, have him switch places with another child, so that everyone has a turn.

#### Make puzzles:

Use the online Teacher Resources print-outs, matching the words to the pictures. (Make 2 sets so that one can be kept at home.)

#### Memory Matching Game Word to Picture:

Use the online Teacher Resources print-outs with all cards face-up in 2 rows: one with the word and the other with the picture. After they are familiar with them, turn them face-down, and mix them. Similar to the Sight Word Matching Game. (Make 2 sets so that one can be kept at home.)

### **First Introducing Long Vowel Sounds With 2 Vowels Together:**

**“When 2 Vowels Go Out Walking, The First One Is Always Talking!”** (That will remind the students that when 2 vowels are together in a word, the first vowel says its name and the second vowel is quiet.)

#### **Books 6-16**

When reading, their eyes will have to look at the whole word in order to determine if there are 2 vowels together or if there is an ‘e’ at the end of the word.

Class Activity:

Have a group of 4 students holding a letter, side-by-side, at the front of the class. The middle 2 vowels together can have their arms over each other's shoulder, so that they are a team. The first vowel says its name, while the second vowel is silent. (rain, team, road, feed...)

Use the online Teacher Resources print-outs to make Puzzles (matching picture to word), as well as Memory Matching Game For picture to word (2 rows face-up: 1 with the word, 1 with the picture; then face-down afterwards)

(Send home an extra set of each.)

**The Online Interactive Activities will reinforce the long vowel sounds and short vowel sounds.**

**They will also reinforce sight words, irregular past tense, irregular plurals, and contractions.**

These will occur throughout the stories and will be noted in the back page. Refer to them or make a lesson of them whenever it suits your language plans.

**Create an ongoing class list of irregular past tense, irregular plurals, and contractions (as well as sight words):**

The teacher adds to these whenever a student suggests another relevant word that they have come across.

**The following list of words will build throughout the stories:**

**Irregular plurals:** (1)life/lives, (9)sheep/sheep, deer/deer, (14)puppy/puppies, (16)child/children

**Irregular Past Tenses:** (1) run/ran, is/was, has/had, gets/got, hits/hit (2) make/made, say/said, take/took (3) get/got, do/did (4) ride/rode, hide/hid, is/was, sing/sang, find/found, (5) see/saw, forget/forgot, put/put, take/took, lie/lay, cut/cut, sit/sat (6) drink/drank, flies/flew (7) put/put, stop/stopped (8) give/gave, feel/felt, hold/held, don't/didn't (9) send/sent, are/were, fall/fell, try/tried, cry/cried, have/had, (10) shoot/shot, throw/threw, stick/stuck, begin/began (11) go/went, dive/dove, write/wrote (12) put/put, know/knew, come/came, think/thought (13) tries/tried, flies/flew (14) stop/stopped, eat/ate, begin/began, catch/caught (15) buy/bought, bring/brought, think/thought, laugh/laughed (16) creep/crept, freeze/froze, shake/shook

**Contractions:** Have the students stretch out their arm muscles. Then tell them to 'contract' them. They bend their elbow and see their stretched muscle shorten. Contract means to shorten, shrink, squeeze. We combine 2 words together, then take out a letter or two. We show where a letter is missing with the apostrophe. Put the 2 words together first: is not. Then take out the letter o and put an apostrophe in its place: isn't. (There are always "rule-breakers": will not changes to won't.)

Discuss the fact that in contractions, the apostrophe is placed where letters have been taken out and that it is faster to say the shorter word.

(1) it is/it's, is not/isn't, (2) let us/let's, (3) we will or we shall/we'll, you will/you'll, did not/didn't, I will or I shall/I'll, it is/it's, (5) it is/it's, let us/let's, we shall/we'll, do not/don't, (6) let us/let's (7) what is/what's, it is/it's, let us/let's, (8) here is/here's, will not/won't, do not/don't (9) cannot/can't, you are/

you're (10) I have/I've, she will/she'll, I am/I'm (11) I would/I'd (12) do not/don't, cannot/can't (13) it is/it's, they are/they're (14) let us/let's (15) did not/didn't (16) you are/you're, it is/it's

### Possession:

Discuss when to put 's to show possession: It shows ownership. (It is Jane's bag. It is the dog's bone. Here is the school's flag.)

Introduce that possession is also shown with: **my, your, his, her, our, their, its** when in front of a possession (That is **my** book. The dog wagged **its** tail.).

If a possessive stands by itself, use **mine, yours, his, hers, ours, theirs**: That lunch is **mine**. The cake is **yours**. The cat is **his**. The dog is **hers**. The paintings are **ours**. The books were **theirs**.

### Plurals:

Point out that most plurals just need an s.

Some plurals need **es** - when they end in ss, x, ch, sh: **glasses, boxes, lunches, dishes**

Some plurals change the 'y' to 'i' and add 'es': **puppy/puppies, candy/candies, baby/babies**

Some plurals change the word: **man/men, woman/women, child/children, foot/feet, tooth/teeth, mouse/mice, goose/geese**

Plurals for words ending with 'f' change to 'v' so that they are easier to pronounce: **shelf/shelves, leaf/leaves, loaf/loaves, knife/knives, life/lives**

Some plurals stay the same: **sheep/sheep, deer/deer, moose/moose, fish/fish**

### Silent letters:

The **k** is silent when with **kn**: **knife, knock, knight, knuckle, knob, knees, knit, knot, kneel, knelt, know, knew**

The **w** is silent when with **wr**: **write, wrote, written, wrong, wrist, wristwatch, wrap, wreath**

The **t** is silent in some words: **castle, listen, whistle, wrestle, fasten, often, soften**

The **b** is silent with some words: **climb, thumb, crumb, numb, plumber, doubt, comb, tomb**

### Long vowel e sound for -ie words:

(16) field

Other -ie words: shield, thief, chief, believe (Never 'believe' a **lie**!), piece (Have a piece of **pie**!)

### Letter combinations that make letter f sound:

(12) sphere, (15) Joseph, laugh

Other 'ph' words: elephant, alphabet, graph, photo, photograph, phonics, Philip, trophy, nephew

Other words that have an f sound like 'laugh': cough, enough, rough, tough

### Similar spelling or similar sound, different words:

Bk1: **live** or **lives** (short vowel sound) - I **live** with my family. My brother **lives** with us. The plural of **life** is **lives** (long vowel sound): Doctors save **lives**.

Bk2&3: **hole/whole** (long vowel sounds, letter w is silent in whole)

There was a **hole** in my shirt.

We ate the **whole** cake!



Bk4: **close** (long vowel sound and z sound): I will **close** the door.  
**close** (long vowel sound and s sound): I am **close** to the table. Beth and I are **close** friends.

Bk5: Words with **-ow**: blow, low, slow, flow, glow, grow  
Words with **-ow**: down, clown, brown, frown  
(A word with both: snowplow)

Bk6: **Same spelling, different meanings:** flies: can mean the action of flying. The bird flies in the air. He can fly! It can also mean more than one fly insect. There are 2 **flies** on the dog and 1 **fly** on the cat. The ‘y’ is changed to ‘-ies’ and has a long ‘i’ sound.

Bk9: **you’re/your:** The contraction for you are is **you’re**. **You’re** my friend!  
Possession is shown by **your**. This is **your** book.

**were/we’re:** The past tense of are is **were**. The dogs **were** fast.

The contraction for we are is **we’re**. **We’re** here to help.

Bk9, 13, 16: **they’re, there, their**

1- **they’re** is a contraction of they are (**They’re** on my team.) (To check it, replace the word they’re with they are in the sentence.) 2- **there** has the word here in it: (Here it is, right here.) **There** it is, over **there**. 3- The word **their** shows possession. (The **i** in the word reminds you that **it** belongs to them.) **It** is **their** class.

Bk10: **one/won:** I took **one** book. The past tense of win: We **won** the game!

Bk11: **read/read** The present tense has a long vowel sound: Today I **read** my book.  
The past tense is a short vowel sound: Yesterday I **read** my book.  
**red/read** (short vowel sounds): I like the colour **red**. I **read** all my books last week.

Bk11: **dove** (long vowel sound) is the past tense of “dive”: I **dove** into the water yesterday.

A **dove** (rhymes with love) is a bird: The white **dove** flew away.

Bk11: **buy/by/bye** (We went to **buy** glasses.) (The story was written **by** me.) (I walk **by** the lake.)  
(When they left, we shouted, “Good-**bye**!”)

Bk11 & 14: **new/knew** I have **new** shoes. (They are from a store.)  
I **knew** the answer in math class. (The past tense of know)

Bk11 & 14: **would/wood** I **would** like some lunch, please. The desk is made of **wood**.

Bk13: **Same spelling, different meanings: tie:** 1) The scores in the game were the same; it was a tie. 2) I can **tie** my laces on my shoes. 3) The man has a red **tie** around his neck.

Bk14: **four/for** My brother is **four** years old. This gift is **for** you!

Bk16: **it’s/its** We use **’s** in the contraction of it is to become **it’s**  
We can’t use **’s** to show possession because it has been used with the contraction, so we use **its** with no apostrophe: The dog wagged **its** tail.

Bk16: **knight/night** The **knight** defended the castle. I sleep at **night**.

**Compound Words List:** (Add to it as they occur in other books)

(1) baseball, superkid (2) outside (5) birthday, today (6) seaweed (7) everywhere, today (8) raincoat (9) inside, everywhere (10) blueberry (12) classroom (13) backflip (14) outside, racetrack, ice cream (an open compound word) (15) grandpa, upside-down (a hyphenated compound word), grandson, watermelon,

(16) everyone, nearby, whenever, anymore, anyone

**Sight Words In Each Story:** (A few repeated for review.)

- (1) play, say, your, good, now, only, find, fly, away
- (2) want, their, make, what, from, too, said, fall, they, take
- (3) have, before, around, all, over, some, thanks, soon, almost
- (4) when, was, her, found, where, first
- (5) saw, today, pull, down, off, of, put, don't, one, new
- (6) about, together, walking, talking, always, after, three
- (7) what, over, once, around, your
- (8) her, worry, gave, cold, never
- (9) open, were, there, any, many, where, myself, walked, own
- (10) one, air, after, long, found, walked
- (11) buy, should, would, could, or, new, some
- (12) small, warm, because, think, started, how, know
- (13) against, those, does, goes, again, both
- (14) should, two, new, would, their, four, again
- (15) work, buy, walked, laughed, every, some
- (16) once, quiet, it's, its, worked, laugh

**Bk8 Un- in front of a word means not:** unloved/not loved, unhappy/not happy, unfair/not fair, unwell/  
not well, untrue/not true

**Provide students with Oral Language opportunities with chants, rhymes, poems, and songs.**

Questions to foster oral language using any books read:

- Retell the story (with beginning, middle, and end) (Eventually with main character, setting, and event)
- Pick 2 stories that you have read and compare them. How are they the same? How are they different?  
Change the story in some way: "I wonder if..."
- What would the story be like if it was told by another character in the book?
- Do any stories remind you of something that you do?
- Do any stories remind you of anything your friends or family do?

Student Discussion Questions for each of the Long Vowel stories can be used in whole class discussions, partner sharing, or written responses.

The questions encourage imagination and use of previous knowledge. They reinforce communication and cooperation skills by: sharing personal ideas as well as responding to others' ideas, listening and taking turns, explaining a reason for an opinion, and answering in complete sentences.

When the student is forming an explanation, it requires them to decide upon the appropriate words for self-expression and then determine if the audience understands. It reinforces that an explanation should not begin with 'because', since there needs to be a phrase beforehand to establish the topic.

Student Discussion Questions for each story:

Bk1 I Hope Magic 'e' Will Hop in!

- List other games that need a ball.
- Tim was late for his baseball game. Why do you think he was late?

#### Bk2 Magic 'e' at School

- The cake was in the shape of letter 'e'. What other shapes can cakes be?
- If they left out a plate of nuts for the birds, who else might eat the nuts?

#### Bk3 Big Boys Make Lunch

- What is your Mom's favourite thing to eat?
- What are some snacks that you would like to make?

#### Bk4 Hide the Dice

- What is your favourite game that you like to play with your friends. Why do you like playing it?
- What are some songs you can sing with a friend? Can you sing them quickly or slowly while facing each other without laughing?

#### Bk5 The Great Paper Cake

- Which is your favourite stuffed toy? Why is it your favourite?
- What else can be made out of paper?

#### Bk6 They Wanted to Paint

- If you could choose an instrument to play, which would it be? Why?
- Where would you like a super dog to fly you? Why there?

#### Bk7 Bouncing

- What other animals/insects can bounce or hop?
- Was there a day when you felt very tired? What had you done that made you tired?

#### Bk8 Don't Worry!

- Who might need a map? Why?
- What are some things that kids your age might worry about?

#### Bk9 Were There Many Animals?

- What could you make with a big empty box?
- What animal makes the best pet: a cat or a dog? Why is it the best?

#### Bk10 George and Fudge

- Think of some Magic words that George could have said.
- What could happen after his Mom sneezed while he was saying the new magic spell?

#### Bk11 Freddie's Magic Glasses

- What story would you like to fall into? What would you do when you fell in it?
- If you had to choose between magic glasses or magic shoes, which would you choose? Why?

#### Bk12 Small Kids, Tall Ideas!

- List some places where you would see cone shapes. What are they used for?
- Would you like ice cream in a cone or in a bowl? Why?

### Bk13 Soccer Game

- What other ways could you form different teams?
- If a team had 12 feet in all, which animals could be on it?

### Bk14 What Should We Name the Puppies?

- What other games can be played in a school yard?
- Which is your favourite game to play? Why?

### Bk15 Smile Store

- What do you do when you want to make someone smile? How do you feel when you make them smile?
- Have you played the game “Who will smile first”? If you did play it, who would you play it with?

### Bk16 Two Knights and a Dragon

- What funny joke would you tell the dragon to make him laugh?
- Do you know of another action chant or song? If you do know one, teach it to someone. If you don't know one, ask someone to teach you theirs!

## **Provide students with Oral Language opportunities with chants, rhymes, poems, and songs.**

Children love to sing and chant rhymes. Studies have shown that singing as a class fosters group cooperation in all areas of social interaction. There are many children's camp songs that are available online.

Reading songs and rhymes are a fun way to provide a reading experience. Send home the lyrics of class songs as a reading assignment!

Clapping chants and action songs get their young bodies moving.

One clapping chant that would go well with Bk 14 (What Should We Name the Puppies?) is about ice cream. The chant is:

Double, double, ice, ice,  
Double, double, cream, cream,  
Double ice, double cream,  
Double, double, ice cream!

Instructions: Partners face each other. Whenever they say “Double”, they clap their own hands together. When they say “ice”, they clap their 2 hands to their partner's 2 hands. When they say “cream” they clap the BACK of their hands to the back of their partner's hands. (They have to concentrate in the middle when there is just 1 clap for each. The last line is fun, since it has 2 claps of their own hands, then 1 clap with their partner's flat hands and 1 clap using the back of their hands.) As they get better, they can say it faster and faster!

In Book 16, there is the chant of “Toes, toes, knees, knees, hip, hip, hurray!” We would sing it as a cheer to a Birthday child. (Touch your toes, knees, and hips, then jump in the air for Hurray!)

## **Offer many opportunities to encourage students to write.**

- Having students add interesting titles to their pictures is one way to include language into art class. For example, a picture of a tree could have titles of Waiting for a .. (bird's nest, squirrel, picnic, hide and seek).

- Ask what might be happening off either side of the page that we can't see. (If it is a ball in the air or on the ground: who kicked/threw it or where is the ball going?) They can have a simple drawing, but describe amazing things happening off the page!

- Ask if their picture could be the beginning, middle, or end of a story. (In Language class, show them a photo or picture and have them decide what story they could create with that picture as the beginning, middle, or end.)

- A fun 'title' activity in winter could be to decorate a colourful frame on a white paper. Don't draw anything in the picture area. Leave it white. Make a title under the white 'picture' describing it. There is no drawing involved - only imagination! Make a class list of everything that can be white: animals, food, snowstorms, clouds, clothes... (Examples: The polar bears are playing in the snowstorm. The marshmallows are floating in milk. The white cat jumped into the rice!)

### **'Draw and write' suggestions after each Long Vowel book:**

#### **(Found on the back page of each story.)**

Some children benefit from drawing an illustration first, then writing about what they've drawn afterwards. Others enjoy writing first and drawing afterwards.

**Bk1 Draw and write about you as a Superkid!**

**Bk2 Draw and write about flying a kite when suddenly the wind takes you up in the air!**

**Bk3 Draw and write about your Mom's favourite food.**

**Bk3 Write the steps needed to make your mom a snack.** (procedural writing)

**Bk4 Draw and write about what you would hide and where you would hide it.**

**Bk5 Draw and write about what else you can eat and what games you can play at a party.**

**Bk6 Draw and write about what pet you would paint and what it would be doing.**

**Bk7 Draw and write about where else you would bounce.**

**Bk8 Draw and write about something you could give that would be helpful to someone or something and explain why it would be helpful.**

**Bk9 Draw and write about your stuffed toys coming alive.**

**Bk10 Draw and write about what might happen to George's mom after her sneeze.**

**Bk11 Draw and write about what could happen when Freddie gets his magic shoes.**

**Bk12 Draw and write about things that float and things that sink.** (Label the items in your drawing.)

**Bk13 Draw and write about more animals that can join these teams.**

**Bk14 Draw and write about other pet names that would go well together.**

**Bk15 Draw and write about smiles that you can see in things.** (Label the items in your drawing.)

**Bk16 Draw and write about a silent game to play. List the instructions on how to play it.** (Procedural writing.)

**Bk16 Draw and write about other nocturnal animals.** (Report writing.)

## LIST OF READING STRATEGIES AS CHILDREN PROGRESS:

#1 Always do a picture walk through the whole story to get an idea of the content. Then, before you read each page, look at the picture for clues.

#2 Now that you are learning Long Vowel words: Look at the whole word (especially to check if there's an 'e' at the end or if there are 2 vowels together in the word) before sliding the sounds together.

#3 Chop up longer words using your letter sounds. (pic/nic)

#4 Look for known words within the new word. (sandwich)

#5 If the word is very difficult, and you have looked at the picture for clues, skip the word and read to the end of the sentence. (Read the next sentence, in case it is explained there.) Think of the context of the sentence, and what word (with that starting letter) would make sense. Reread the sentence, trying your new word.

#6 Sometimes, you might guess at a word and continue reading. Listen to yourself when you are reading aloud. Does it make sense? (The 'tail' man ran past me.) Stop if the sentence doesn't make sense; go back and figure out which word might make better sense. (The 'tall' man ran past me.)

#7 Reading aloud very quickly does not mean you are a better reader. Read as if you were talking. Read with expression. Emphasize words that are in **bold** print, CAPITAL letters, or are underlined. Look at the end punctuation; change your voice if there is a question mark or an exclamation mark

#8 As you read more stories, you might be able to read the new word without knowing what it means. (The cat slinked into the room.) Read the sentence before and after it to see if that will help. Look at the picture and ask an adult for the meaning if you are still unsure. Use it in the next story you write; make it your word!