**TWO FINGERS PINCH THE TOP**

**THIS FINGER LIES UNDERNEATH AND THE PENCIL SITS ON TOP.**

**ROLL YOUR OTHER FINGERS UNDERNEATH**

**HOLD YOUR PENCIL LIKE**

---

**EDITING YOUR WRITING**

If you see this message from your teacher it means you need to:
- Correct your spelling
- Use a Capital Letter C
- Add a word
- Use full stops.

---

**DECODING: READING STRATEGIES**

**Eagle Eye**
- Look at the pictures for clues to figure out the word.

**Stretchy Snake**
- Stretch the sounds out slowly.
- Put the sounds together.

**Lips The Fish**
- Get your mouth ready for the first sound.

**Tryin’ Lion**
- Try a word that makes sense.
- Reread and see if it makes sense.

**Fluent Fly**
- Sound like a storyteller when you read.
- Only stop if you see a tricky word or a full stop, and take a short breath at a comma.

**Skippy The Frog**
- Skip the word! Read to the end of the sentence.
- Hop back and read again.

---

**GRAMMAR**

**NOUN:** bear

**VERB:** growled

**ADJECTIVE:** ferocious

There are different types of sentences that you can use:

- **A simple sentence** is one clause or one idea:
  - My horse stood under the tree.
  - It tells the reader:
    - What is happening — stood
    - Who or what is doing the action — My horse
  - Where it is happening — under the tree
  - A compound sentence is more than one clause (idea) joined by a conjunction such as: and, but, or

---

**COMPREHENSION**

**Predicting**
What will come next in the sentence, in the story, in the next chapter?

**Making Connections**
What did I know before and how does this and the new information fit together?

**Inferring**
What do the words the author is using tell me about what I am understanding?

**Create Images**
How are the words making pictures in my head? How can I use my senses to understand what the author is saying?