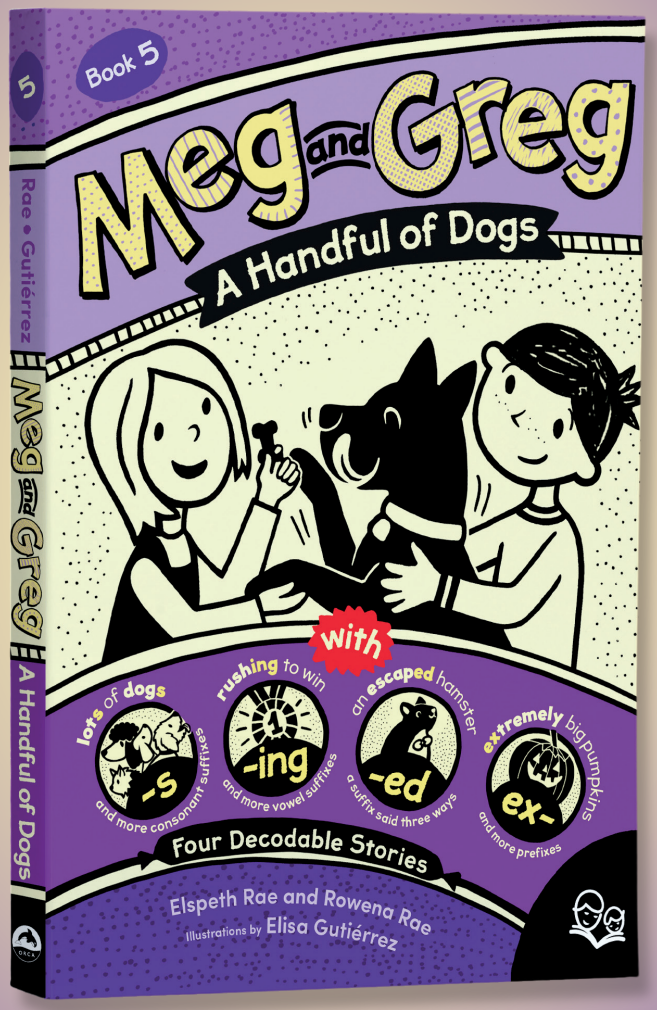
# Meg and Greg

## A Handful of Dogs

**Resource Pack**




9781459838239

**Specifically designed for shared reading, the Meg and Greg books help children of all abilities overcome language-based learning difficulties and achieve reading success.**

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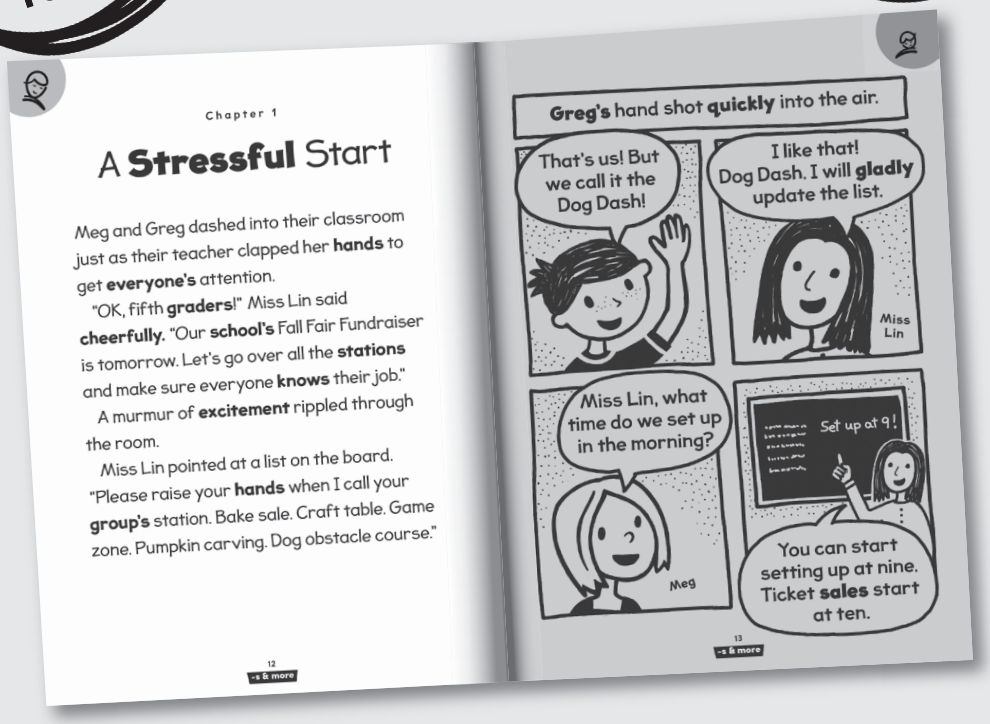
# How to read the stories in this book



Chapter 1

A **Stressful** Start

Meg and Greg dashed into their classroom just as their teacher clapped her **hands** to get **everyone's** attention.

"OK, fifth **graders**!" Miss Lin said **cheerfully.** "Our **school's** Fall Fair Fundraiser is tomorrow. Let's go over all the **stations** and make sure everyone **knows** their job."

A murmur of **excitement** rippled through the room.

Miss Lin pointed at a list on the board. "Please raise your **hands** when I call your **group's** station. Bake sale. Craft table. Game zone. Pumpkin carving. Dog obstacle course."

12
-s & more

**Greg's** hand shot **quickly** into the air.

That's us! But we call it the Dog Dash!

I like that! Dog Dash. I will **gladly** update the list.

Miss Lin

Miss Lin, what time do we set up in the morning?

Meg

Set up at 9!

You can start setting up at nine. Ticket **sales** start at ten.

13
-s & more

***Meg and Greg*** is a series of **decodable** phonics storybooks for children ages 6 to 9 who are learning to read. The stories are designed for shared reading between an experienced reader and a learning reader. This is especially helpful for children who have the added challenge of **dyslexia** or another language-based learning difficulty. A child feeling overwhelmed at reading sentences could start by reading only the illustration labels.

## Who are these stories decodable for?

The kid's text in this book is **decodable** by a child who knows:

- basic **consonant** sounds
- **consonant blends**
- **short vowel sounds**
- **digraphs** *ck, sh, ch, th, nk, ng*
- **trigraphs** *tch, dge*
- **magic *e*** *a-e, e-e, i-e, o-e, u-e*
- ***r*-controlled vowels** /ar/, /or/, /er/, /air/ sounds

The stories in this book focus on **suffixes** and **prefixes**:

- consonant suffixes ***-ful***, ***-ly***, ***-ment***, ***-s***
- vowel suffixes ***-en***, ***-er***, ***-es***, ***-est***, ***-ing***, ***-y***
- vowel suffix ***-ed***
- prefixes ***de-***, ***dis-***, ***ex-***, ***in-***, ***pre-***, ***re-***, ***un-***

## A note about suffixes

Adding a suffix to a word sometimes means adjusting the **base word**. For example, sometimes we drop a silent *e*, or double the final consonant, or change the letter *y* to an *i* before adding the suffix. Children must learn the rules to make these adjustments before they can read this book. More about these rules on pages 150–152.

## Warning!

***These little words can be tricky to read.***

| |
|---|
| a, as, has, is, his |
| of, the, do, to, I |
| be, he, me, she, we |
| OK, have, give, you |
| "all" family (ball, small, etc.) |
| what, when, where, which, why |
| was, go, no, so |

### New for this book

| |
|---|
| by, my |
| here |
| said |
| they |
| your |

# Some oddities of English explained

## Do you know what's tricky about these words?

In these words, the vowel makes a long ī sound. *Meg and Greg* Book 6 will cover long vowels.

This word is pronounced /hee-er/, which is a bit unexpected. Some people consider this word and others like it (*fire*, *sphere*) to be a mixture of a **magic *e*** word and an ***r*-controlled vowel** word.

| |
|---|
| by, my |
| here |
| said |
| they |
| your |

This common word is pronounced /sed/. It is the past tense of *say*, but the pronunciation of the vowel team *ai* is unexpected. The expected way would be a long ā sound, as in *pay* → *paid*.

This word has the three-letter *r*-controlled vowel *our* making the sound /or/. There are only a few words that use *our* in this way (*four*, *pour*).

This word uses the uncommon vowel team *ey*, which in this case is pronounced with a long ā sound. In other cases, *ey* is pronounced with a long ē sound (*key*).

## Tricky words introduced in Books 1–4

| | | | |
|---|---|---|---|
| a | do, to | of | |
| "all" family (ball, small, etc.) | go, no, so | OK | |
| as, has | have, give | the | |
| be, he, me, we, she | I | was | |
| | is, his | what | |

Please refer to megandgregbooks.com for explanations of these tricky words.

## A note about word meanings and etymology

It's fun to pull words apart and understand how they were built. For example, the word *unzip* can be pulled apart: *un-* is the **prefix** meaning "opposite of," and *zip* is the **base word** meaning "the action of doing up a zipper." So *unzip* means "the action of undoing a zipper."

But not all prefix and **suffix** meanings are obvious when you try to pull a word apart. What about the word *exhale*? By taking off the prefix *ex-* we are left with *hale*. This isn't a stand-alone word in English, so we don't know what it means until we dig into its history. It turns out that *hale* is a **root** that comes from the Latin word *halare*, meaning "to breathe." Once we know this, it's easier to pull apart *exhale*: *ex-* is the prefix meaning "out of" and *hale* relates to breathing, so *exhale* means "the action of breathing out."

If you are confused by a word and want to learn more about its history or why it might be spelled the way it is, try looking in an **etymology** dictionary.

# What is the 1-1-1 Doubling Rule?

The 1-1-1 Doubling Rule helps a child figure out when to double the final **consonant** of the **base word** before they add a suffix to that word.

Here is the rule: If the base word has 1 syllable, 1 short vowel and 1 final consonant *and* the suffix starts with a vowel, then you double the final consonant of the base word before adding the suffix. So you examine the base word and the suffix and need to say yes to four things to use the 1-1-1 Doubling Rule.

Examples of when to double: *sit* + *ing* = *sitting*, *drop* + *ed* = *dropped*, *sad* + *er* = *sadder*, *sun* + *y* = *sunny.*

Examples of when not to double: *gallop* + *ing* = *galloping*, *rain* + *ing* = *raining*, *camp* + *ed* = *camped*, *sad* + *ly* = *sadly.*

To get children started with the 1-1-1 Doubling Rule, try using a table like the one below.

| Base word + suffix | 1 syllable word | 1 short vowel | 1 final consonant | Suffix begins with a vowel | Double the final consonant of the base word? | Rewrite word with suffix here |
|---|---|---|---|---|---|---|
| run + ing | ☑ | ☑ | ☑ | ☑ | Yes / No | running |
| hard + en | ☑ | ☐ | ☐ | ☑ | Yes / No | harden |
| fast + er | ☐ | ☐ | ☐ | ☐ | Yes / No | |
| big + est | ☐ | ☐ | ☐ | ☐ | Yes / No | |
| help + ful | ☐ | ☐ | ☐ | ☐ | Yes / No | |
| garden + ing | ☐ | ☐ | ☐ | ☐ | Yes / No | |

When children are more comfortable with the rule, they can draw four small circles on their page when they come across a word that needs a suffix added to it. They can then think about the word and suffix, and tick the circles that answer yes to each question: Does it have 1 syllable? Does it have 1 short vowel? And so on. This will help them do a quick check to be sure they use the rule correctly.

## What is the Final *e* Rule?

The Final *e* Rule helps a child figure out when to drop the silent final *e* of the **base word** before they add a suffix to that word.

Here is the rule: If the base word ends in a final silent *e*, then look at the first letter of the suffix being added. If the suffix begins with a vowel, then drop the final silent *e* from the base word. If the suffix begins with a consonant, then keep the final silent *e* on the base word.

Examples of when to drop the final silent *e*:
*brave* + *est* = *bravest*, *hope* + *ed* = *hoped*, *horse* + *ing* = horsing.

Examples of when to keep the final silent *e*: *brave* + *ly* = *bravely*, *hope* + *ful* = *hopeful*, *horse* + *less* = *horseless.*

Note: For a word like *baker* (*bake* + *-er*), children often ask if they really need to drop the final silent *e* and add ***-er***. Can't they just add the letter *r*? It's worth explaining that the letter *r* has no meaning by itself. The suffix ***-er*** does. It's important for children to understand that they aren't just adding the letter *r*. They are removing the final silent *e* and adding the suffix ***-er***.

bike + ing = biking

safe + ly = safely

## What is the Final *y* Rule?

The Final *y* Rule helps a child figure out when to change the final *y* of the **base word** to *i* before they add a suffix to that word.

Here is the rule: If the base word ends in the letter *y*, then change the *y* to *i* and add the suffix (it doesn't matter if it's a vowel suffix or a consonant suffix). However, there are some notable exceptions: (1) If the suffix itself starts with the letter *i*, then leave the *y* alone and just add the suffix (this avoids a double *i*). (2) If the base word ends in a vowel + *y* (*oy*, *ay*, *ey*), then leave the *y* on the base word and just add the suffix.

Examples of changing the *y* to *i*: *copy* + *er* = *copier*, *silly* + *est* = *silliest*, *lazy* + *ness* = *laziness.*

Examples of leaving the *y* alone: *copy* + *ing* = *copying*, *joy* + *ful* = *joyful.*

Note: When you add the suffix ***-s*** to a base word ending in a *y*, you actually need to add ***-es*** (*fly* → *flies*, *lady* → *ladies*).

fairy~~y~~i + es = fairies

play + ing = playing

# About the *Meg and Greg* stories

## Who are the *Meg and Greg* stories for?

These **decodable** stories are for all children who are learning how to read, and they are especially helpful for children who have **dyslexia** or another language-based learning difficulty. All children benefit from learning English incrementally, so the *Meg and Greg* stories introduce one concept at a time, with each story building on the previous ones.

We wrote the stories for learning readers who are ages 6 to 9 (approximately grades 2–4), which is a little older than when many kids start learning to read. These slightly older learners can understand and appreciate more complex content, but they often need it written at a lower reading level. You might see this concept described with the term *hi-lo*.

To make a hi-lo concept work for children who are emerging readers, we designed the *Meg and Greg* stories for shared reading. A buddy reader—an adult or other confident reader—shares the reading with the child who is learning. Each story has five short chapters and is ideal for use in one-on-one or small-group reading sessions.

In this book, the fifth in the *Meg and Greg* series, the learning reader begins to read some of the story text in prose rather than in speech bubbles. By this book, readers are on their seventeenth through twentieth *Meg and Greg* stories and have built the reading skills and confidence to start reading longer sections of text. The text for the learning reader continues to be decodable for a child who has learned and practiced the phonograms and concepts introduced in the first four *Meg and Greg* books (see page 9).

## How does shared reading work?

Each story has several layers of text so that an adult or buddy reads the part of the story with more complex words and sentences, and the child reads the part of the story with carefully selected words and shorter sentences.

Each story has:

- *Illustration labels* for a child just starting to read or feeling overwhelmed at reading sentences. The labels are single words or short phrases and contain the story's target letters as often as possible.
- *Kid's text* for a child who has mastered the basic **consonant** sounds (including **consonant blends**), **short vowel sounds** and the **phonograms** and spellings introduced in the four previous books (Book 1: *ck, sh, ch, th*; Book 2: *nk, ng, tch, dge*; Book 3: *a-e, e-e, i-e, o-e, u-e*; Book 4: /ar/, /or/, /er/, /air/ sounds).
- *Kid's text* that always appears on the right-hand page when the book is open to a story. We also used kid's text for all story and chapter titles. As we created the stories, we bound ourselves to a set of rules that controlled the words we were "allowed" to use in the kid's text. If you're interested in these rules, they are listed on our website (megandgregbooks.com).
- *Adult or buddy reader's text*, which is the most difficult to read and always appears on the left-hand page when the book is open to a story. The buddy text uses longer sentences, a wider vocabulary and some letter combinations that the beginning reader has likely not yet learned, but it avoids very difficult words.

A child who is a more advanced reader and simply needs practice with the target concept can try reading all three layers of text in the story.

## Are there any tips for buddy readers?

Yes! Try these ideas to help the child you're reading with:

- Keep the list of tricky words handy for the child to refer to when reading (see the list on page 9). Be patient! The child may need help each time they encounter a tricky word, even if they just read the word in the previous line of text.
- Before starting a story, have the child read the story title and each chapter title (in the table of contents). Ask them to predict what the story might be about.
- Before starting a story, write down a list of all the words the child might not be familiar with and review them together.
- Before you read a page of buddy text, have the child point out all the words with the target concept on the left-hand page of the open book.
- After reading each chapter, have the child speak or write one sentence that uses some of the words from the chapter. Some children might like to draw a picture.

## Do the stories use "dyslexia-friendly" features?

Yes. As well as the language features throughout the story, we used design features that some people find helpful for reading:

- The font mimics as closely as possible the shapes of hand-printed letters. Children begin by learning to print letters, so we think it is important for the letter shapes to be familiar. For example, a child learns to print *a* not *a* and *g* not *g*.
- The illustration labels are printed in lowercase letters as much as possible, because children often learn to recognize and write the lowercase alphabet first.
- The spaces between lines of text and between certain letters are larger than you might see in other books.
- The kid's text is printed on shaded paper to reduce the contrast between text and paper.

# consonant suffixes
## word search

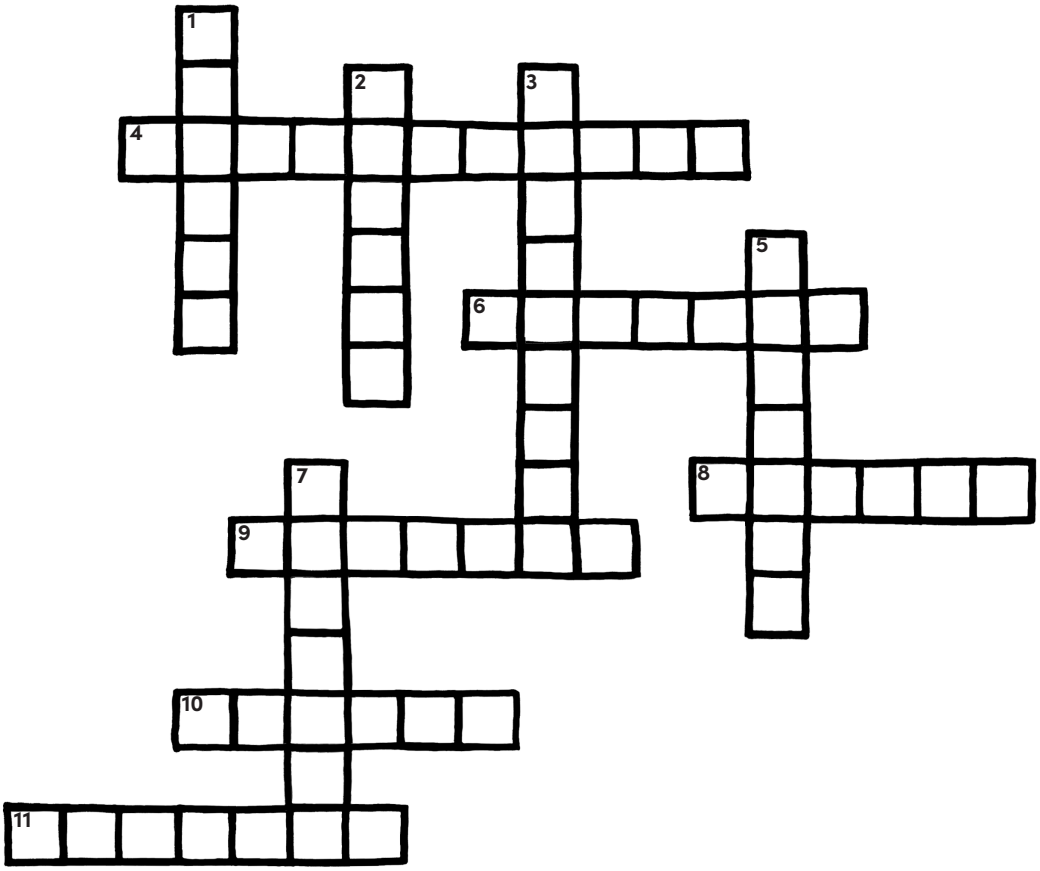
Find the words listed below in the puzzle.
Words are hidden → and ↓

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| h | m | u | w | s | x | h | s | r | t | n | t |
| t | i | m | e | l | y | c | w | u | l | f | h |
| r | n | a | s | z | x | a | i | r | a | g | a |
| e | r | v | t | f | e | i | f | v | c | t | n |
| s | g | c | r | k | r | r | t | p | a | i | k |
| t | l | f | i | z | a | p | l | w | k | k | f |
| f | a | x | c | h | b | l | y | z | e | k | u |
| u | d | x | t | f | b | a | h | u | s | t | l |
| l | l | h | l | g | i | n | d | m | k | p | n |
| a | y | n | y | d | t | e | s | g | t | a | g |
| a | n | i | s | q | s | s | q | p | e | z | o |
| c | k | i | s | o | f | t | l | y | m | p | q |

airplanes
cakes
gladly
rabbits
restful
softly
strictly
swiftly
thankful
timely

# consonant suffixes crossword

*Hint: Remember that suffixes have meanings.*
*For more information, see page 10.*




**Across →**

4. **The result of** developing is a _____.
6. The children helped their teacher clean up. They were **full of** help.
8. **More than one** skunk.
9. **More than one** carrot.
10. Students learn to handle kitchen knives i**n a way that** is safe.
11. The princess fought the dragon **in a way that** was brave.

**Down ↓**

1. The reusable bag had lots of uses. It was **full of** use.
2. The dog looked out at the rain **in a way that** was glum.
3. **The result of** being amazed is _____.
5. The boy closed the door **in a way that** was quick.
7. Some snakes have poisonous venom that is **full of** harm.

# 1-1-1 doubling rule
## word sums

For each row, tick the boxes that apply and use that information to decide whether the final consonant of the **base word** needs to be doubled. Then rewrite the word with its suffix attached.

*Hint: For more information about the 1-1-1 Doubling Rule, see page 150.*

| Base word + suffix | 1 syllable word | 1 short vowel | 1 final consonant | Suffix begins with a vowel | Double the final consonant of the base word? | Rewrite word with suffix here |
|---|---|---|---|---|---|---|
| jog + ing | ☑ | ☑ | ☑ | ☑ | (Yes) / No | jogging |
| camp + er | ☐ | ☐ | ☐ | ☐ | Yes / No | |
| sad + est | ☐ | ☐ | ☐ | ☐ | Yes / No | |
| hard + en | ☐ | ☐ | ☐ | ☐ | Yes / No | |
| trumpet + ing | ☐ | ☐ | ☐ | ☐ | Yes / No | |
| lunch + es | ☐ | ☐ | ☐ | ☐ | Yes / No | |
| flat + en | ☐ | ☐ | ☐ | ☐ | Yes / No | |
| sad + ly | ☐ | ☐ | ☐ | ☐ | Yes / No | |
| sit + ing | ☐ | ☐ | ☐ | ☐ | Yes / No | |
| brush + es | ☐ | ☐ | ☐ | ☐ | Yes / No | |
| fun + est | ☐ | ☐ | ☐ | ☐ | Yes / No | |
| rain + ing | ☐ | ☐ | ☐ | ☐ | Yes / No | |

# final e rule
## sentence rewrites

Rewrite each sentence's word sum in the space provided.
*Hint: For more information about the Final e Rule, see page 151.*

1. My dog is **brave + er** than your dog.
   My dog is _____ than your dog.
2. I went to get five **lime + s** at the store.
   I went to get five _____ at the store.
3. I like **cheese + y** snacks.
   I like _____ snacks.
4. **Hope + ful + ly** it will be sunny.
   _____ it will be sunny.
5. This wagon is **use + ful**.
   This wagon is _____ .
6. That cat is the **cute + est**!
   That cat is the _____ !
7. My sister was **snore + ing** in the car.
   My sister was _____ in the car.
8. I am not **blame + ing** you.
   I am not _____ you.
9. Tim rode his bike **safe + ly** along the path.
   Tim rode his bike _____ along the path.
10. Meg gave Greg a **broke + en** stick.
    Meg gave Greg a _____ stick.

# suffix -ed
## word rewrites

*Hint: Remember to consider the 1-1-1 Doubling Rule and the Final e Rule. For more information, see pages 150–151.*

Rewrite the action word (verb) in these sentences by adding the suffix *-ed* to put the action in the past (past tense).

1. They **jog** on the path. _____
2. I **bake** a cake. _____
3. We **jump** off the rock. _____
4. The cat **stretches**. _____
5. The dog **barks**. _____

Rewrite the action word (verb) in these sentences by removing the suffix *-ed* to put the action in the present (present tense).

1. I **trimmed** my hair. _____
2. They **smiled** at the winner. _____
3. I **biked** with my dad. _____
4. We **grabbed** a snack. _____
5. The cat **hunted** a bird. _____

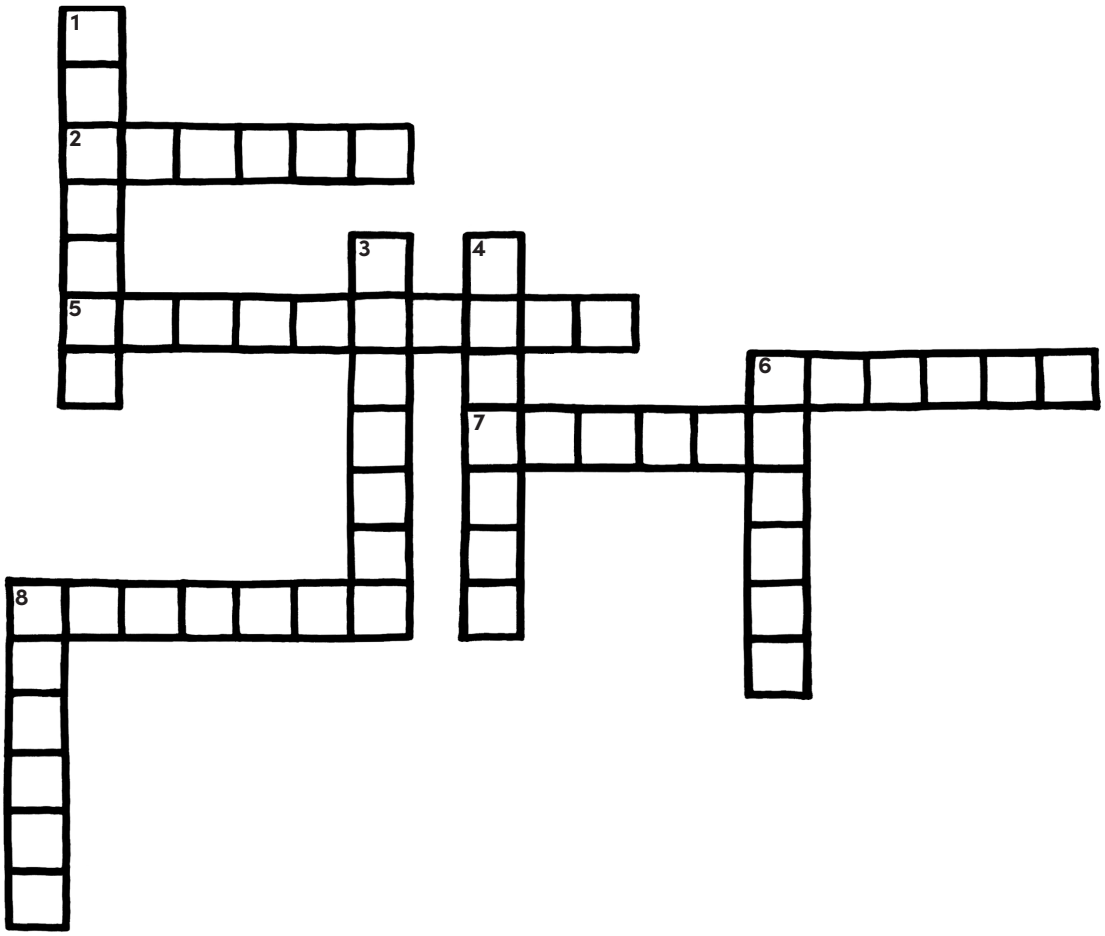
# final y rule
## word sums

*Hint: Remember to consider the Final y Rule.*
*For more information, see page 152.*

| Base word + suffix | Rewrite word with suffix here |
|---|---|
| copy + er | _____ |
| copy + ing | _____ |
| empty + ed | _____ |
| fairy + es | _____ |
| dizzy + ing | _____ |
| family + es | _____ |
| marry + ed | _____ |
| silly + est | _____ |
| study + ed | _____ |
| study + ing | _____ |
| candy + ed | _____ |

# prefixes
## crossword

*Hint: Remember that prefixes have meanings.*
*For more information, see page 112.*




**Across →**

2. To **breathe out** is to __hale.
5. The **opposite** of **connect**.
6. To **pack** your bag **again**.
7. To **breathe in** is to __hale.
8. The **opposite** of **lucky**.

**Down ↓**

1. If you **made** your lunch the night **before** going to school, you _____ your lunch.
3. **Not happy**.
4. To **visit** something **again**.
6. To take a library book **back** is to __**turn** it.
8. The **opposite** of **safe**.

# prefixes
## word search

Find the words listed below in the puzzle.
Words are hidden → and ↓

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| p | j | i | n | f | e | c | t | r | z | s | z |
| r | d | e | l | e | t | e | r | e | p | e | z |
| e | d | r | i | t | k | w | e | f | r | z | k |
| b | e | e | p | u | l | e | s | i | e | i | u |
| a | f | f | b | n | b | x | e | l | p | h | n |
| k | l | u | c | w | j | i | l | l | l | s | p |
| e | a | n | d | i | d | t | l | n | a | o | l |
| f | t | d | i | s | c | a | r | d | n | f | u |
| d | e | c | t | e | u | n | s | a | f | e | g |
| e | x | p | l | o | d | e | j | l | p | n | k |
| e | x | b | m | r | e | i | n | j | e | c | t |

deflate
delete
discard
exit
explode

infect
inject
prebake
preplan
refill

refund
resell
unplug
unsafe
unwise