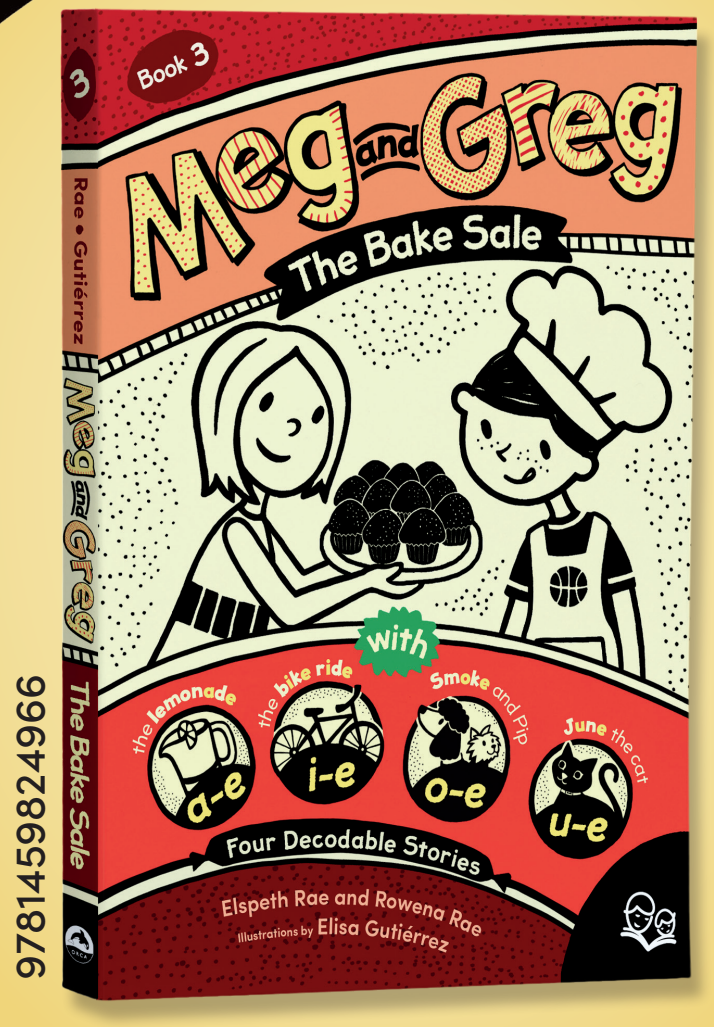
Meg and Greg

The Bake Sale

Resource Pack



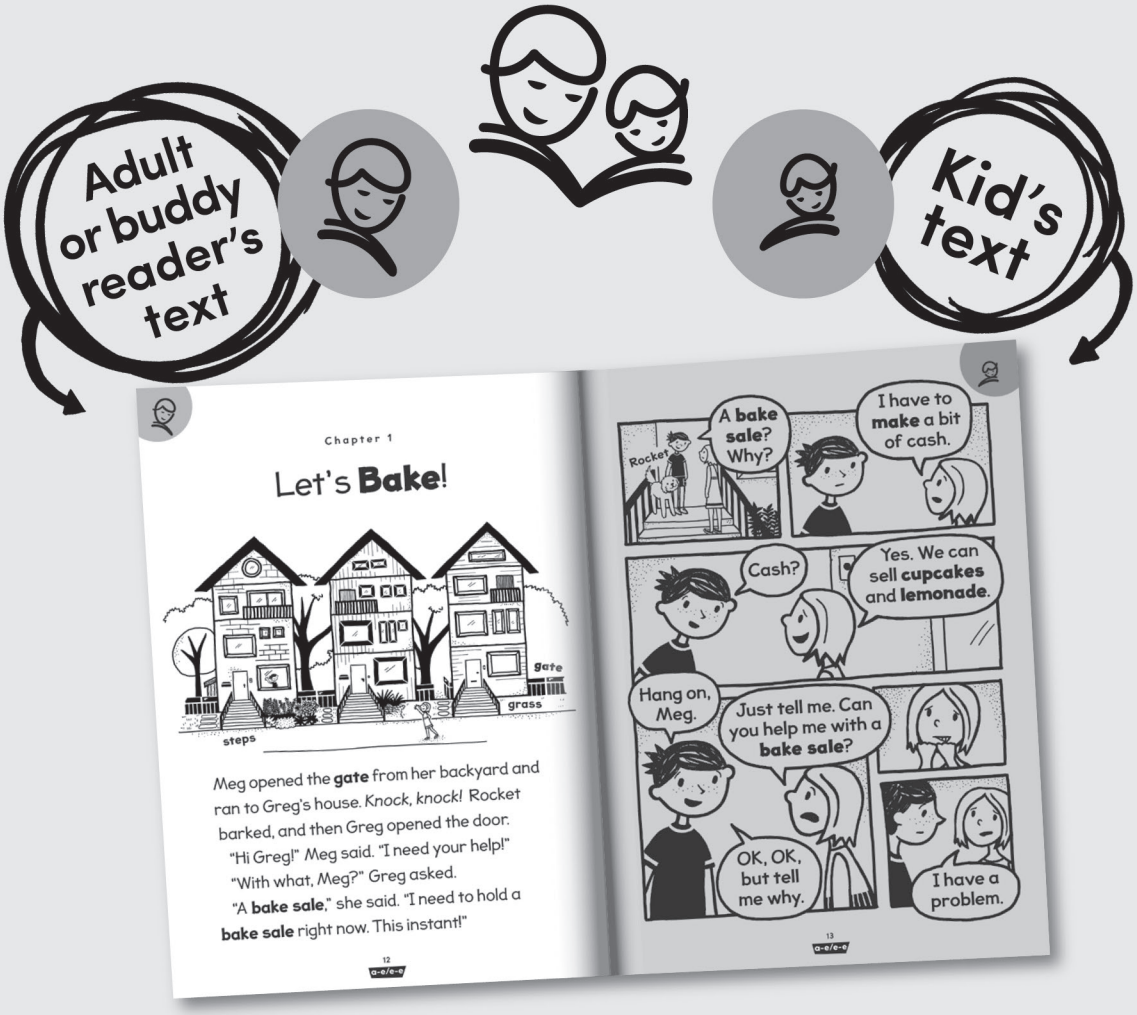
9781459824966

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

ORCA BOOK PUBLISHERS
orcabook.com • 1-800-210-5277

megandgregbooks.com

How to read the stories in this book



Meg and Greg is a series of phonics storybooks for children ages 6 to 9 who are struggling to learn how to read because of **dyslexia** or another language-based learning difficulty. The stories are designed for a child and an experienced reader to share the reading, as shown in the diagram above. A child feeling overwhelmed at reading sentences could start by reading only the illustration labels.

What is included in these stories

The stories in this book are for a child who is familiar with all the basic **consonant** sounds (including **consonant blends**), **short vowel sounds** and the eight **phonograms** introduced in *Meg and Greg* Book 1 (*ck, sh, ch, th*) and Book 2 (*nk, ng, tch, dge*). The stories in this book focus on words that use a silent "magic" *e* to indicate that the previous vowel is pronounced with its long sound. The stories introduce words with a silent magic *e* in this order: ***a-e*** and ***e-e*** (*make, eve*), ***i-e*** (*time*), ***o-e*** (*bone*), ***u-e*** (*cute*).

The stories also use a few common words that can be tricky to sound out (see the list to the right). The child you're reading with may need help with these tricky words each time they encounter them.

Longer Words

Look out for a few words with multiple syllables. Be ready to help your child break them into individual syllables. For example, *al-pine* and *lem-on-ade*.

Words ending *se*

Also look out for words ending with the letters *se*. The *s* is often pronounced with a /z/ sound. For example, *vase, these, rise, nose, use*.

Warning!

These 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.)

New for this book

what, when, where, which, why

Five common *wh* words pronounced /w/

Some oddities of English explained

Do you know what's tricky about these words?

This little word can be pronounced with a **short vowel sound** (/ă/ as in *hăt*), **long vowel sound** (/ay/) or **schwa vowel sound** (/uh/).

If these words followed the standard English spelling convention, they would all end in a double *s*, as in *pass* and *kiss*. Instead, they have a single *s* and are pronounced with a /z/ sound.

Children might try to pronounce this word as /off/ instead of the pronunciations /uv/ or /ov/.

This very common word starts with the *th* letter combination (**phonogram**) and ends with a schwa-sounding vowel. The *th* phonogram is the focus of the fourth story in *Meg and Greg* Book 1.

Children might try to pronounce these words with short vowel sounds, as in /daw/ and /taw/, or even long vowel sounds, as in /doe/ and /toe/, instead of the pronunciations /doo/ and /too/.

In these words, the vowel makes a long sound.

a
as, has
is, his
of
the
do, to
I
be, he, me, she, we

Children might try to pronounce this word as /ock/ instead of reading the two individual letters.

These words look like the **magic *e*** words introduced in this book, but they're not. The first vowel is pronounced with a short sound, and the final *e* is silent. Read more about words ending with *ve* on page 152.

This word is pronounced /y/-/oo/. Although it's fairly common for the letters *ou* to be pronounced with an /oo/ sound (*soup*, *group*), beginning readers may not be aware of this /oo/ sound for these letters, so they might need help reading it.

Words in the "all" family are pronounced /ŏ/-/l/. Beginning readers might try to pronounce the letter *a* as /ă/ as in *hăt* and so pronounce "all" as /ă/-/l/.

wh is a digraph (two letters with one sound) that in most accents is pronounced as /w/. *wh* occurs at the beginning of a word and is often used for question words, like the five introduced in this book. All of these words are difficult to sound out (not only because of the *wh* but also because of the spelling of the rest of the word). Beginning readers will likely need help reading each one of these words.

OK
have, give
you
"all" family (ball, small, etc.)
Five common *wh* words: what, when, where, which, why

Do you know that silent *e* has many jobs?

A lot of English words end with a silent letter *e*. This **silent *e*** has many different jobs, including being a **magic *e***, which is the focus of this book. Read on for some silent *e* jobs.

1. **Magic *e***: The silent *e* indicates that the previous vowel is pronounced with a **long sound**. Examples are *made, eve, tide, home, cube*.

2. **Words ending with *ve* or *ze***: English words never end with the letter *v* or a single letter *z*. In the case of the letter *v*, a silent *e* always protects it. Examples are *have, twelve, olive, curve*. In the case of the letter *z*, the *z* is doubled (*buzz, fizz*) or a silent *e* is added to protect it (*breeze, snooze*).

3. **Words ending with *se***: The silent *e* prevents some words from inadvertently looking like a plural word. Think about the word *moose*. Without a silent *e*, the word looks like this: *moos*. But would *moos* mean one large wild animal or multiple sounds made by a milk cow? Other examples are *pleas* vs. *please*, *brows* vs. *browse*, *tens* vs. *tense*.

4. **Words ending with *ge* or *ce***: The silent *e* ensures that the letter *c* is pronounced with its soft /s/ sound and the letter *g* is pronounced with its soft /j/ sound. Examples are *fence, dance, huge, cringe*.

5. **Words ending *th* + *e***: The silent *e* ensures that the digraph *th* is pronounced with its voiced sound /th/ and not the unvoiced sound /th/. Consider the examples *bathe* vs. *bath* and *clothe* vs. *cloth*.

6. **Short content words**: The silent *e* is sometimes added to a short **content word** (noun, main verb, etc.) to distinguish it from a **function word** (auxiliary verb, article, preposition, etc.) that sounds the same. For example, *bye* and *by*, *fore* and *for*. In other cases, the silent *e* adds a letter to a content word, since these words are rarely less than three letters. Examples are *ewe* and *awe*.

About the *Meg and Greg* stories

Who are the *Meg and Greg* stories for?

These stories are for children who are struggling to learn how to read because they have dyslexia or another language-based learning difficulty.

We wrote the stories especially for struggling readers who are ages 6 to 9 (approximately grades 2–4), which is a little older than most kids start learning to read. These slightly older learners can understand and appreciate more complex content, but they 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 at a near-beginner reading level, 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.

Aren't there already lots of books for beginning readers?

Yes, but the many leveled readers available for beginners typically don't meet the needs of children with a learning difficulty. These children benefit from learning English incrementally and without spelling exceptions or advanced spellings thrown into the mix.

The *Meg and Greg* stories introduce one letter combination (**phonogram**) at a time. Each story builds on the previous ones by including words with the phonograms already introduced.

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. Quite literally, *two read*.

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 sounds made by the basic **consonants** (including **consonant blends**), **short vowels** and the eight **phonograms** introduced in *Meg and Greg* Book 1 (*ck, sh, ch, th*) and Book 2 (*nk, ng, tch, dge*). The kid's text 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* is the most difficult, and it 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 letter combination 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 151).
- Before starting to read 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 letter combination (**phonogram**) 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.

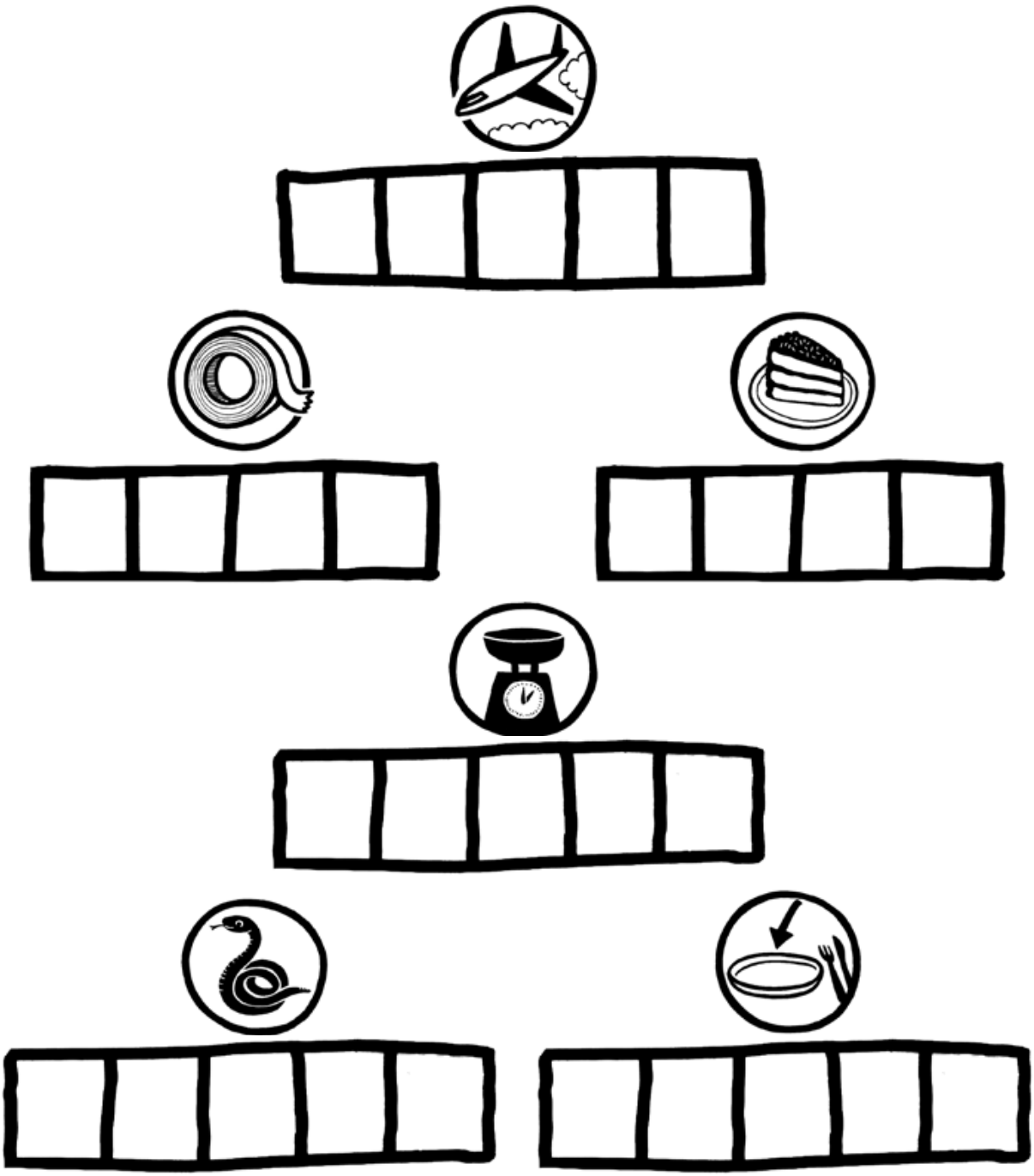
Do the stories use "dyslexia-friendly" features?

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. A beginning reader may be less familiar with the uppercase letter shapes.
- 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.

a-e
spelling

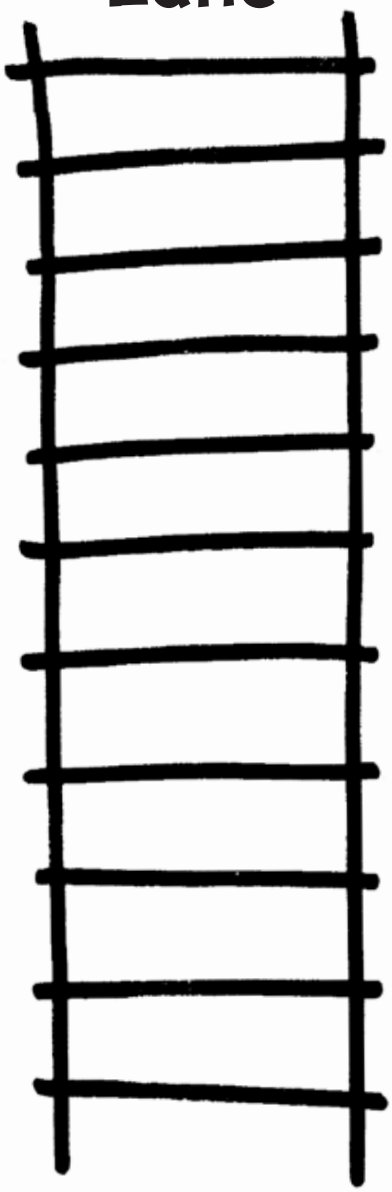
Spell each **a-e** word below the picture.
One letter fits into each box.



a-e
word ladder

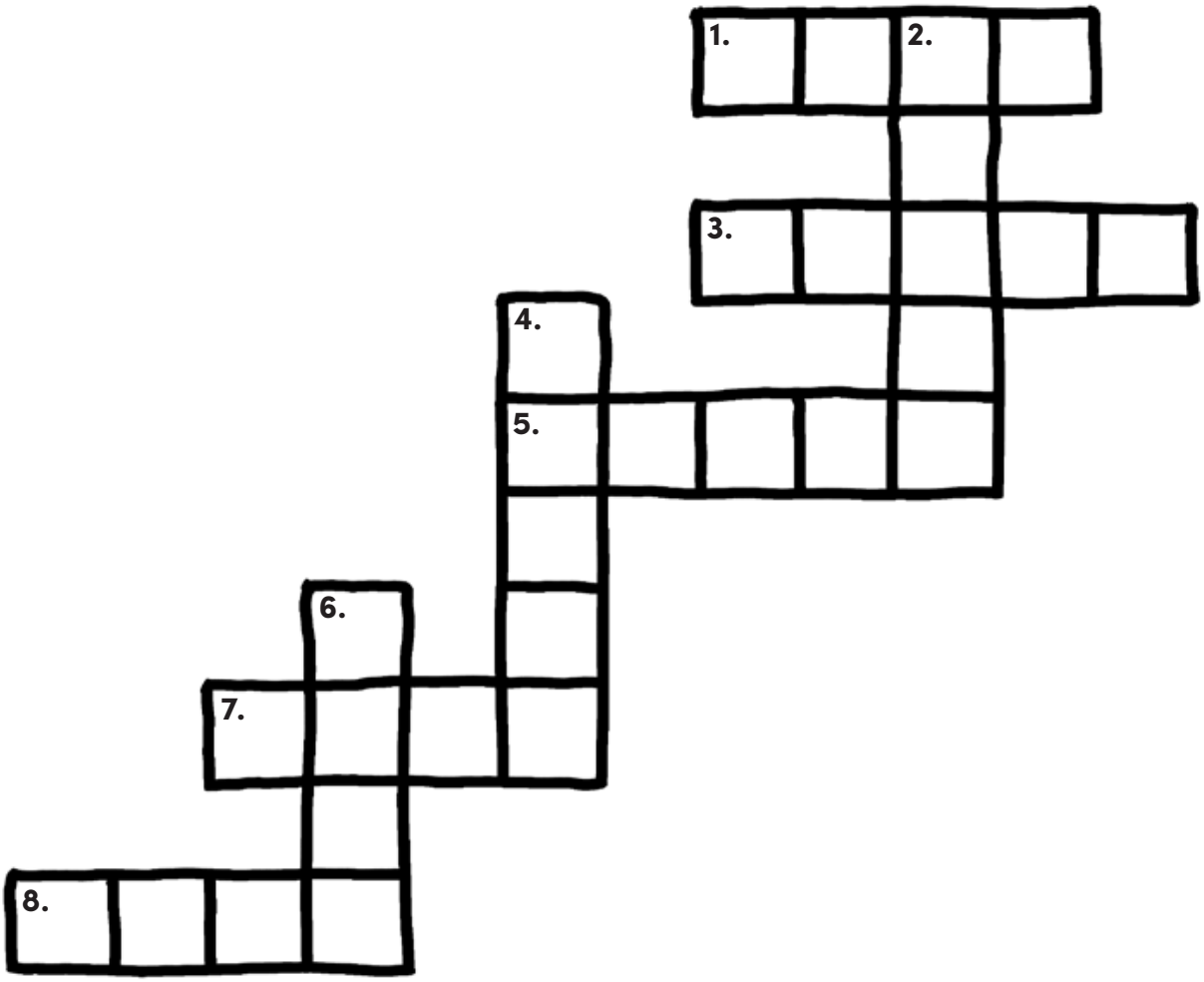
Climb down the ladder by solving the clues and changing just one letter from the previous **a-e** word. You'll know you've done it right if the word at the bottom of the ladder matches the one at the top.

Lane



1. **Lane**
2. **The long hair around a lion's head or on a horse's neck.**
3. **The gender opposite of female.**
4. **A very strong wind.**
5. **Monopoly is a board _____ .**
6. **The past tense of give.**
7. **Where dragons in fairy tales often live.**
8. **We put candles in this sweet dessert to celebrate a birthday.**
9. **A fresh body of water that is bigger than a pond.**
10. **If you are not on time for something, you are _____ .**
11. **A country road, often not paved.**

i-e
crossword



Across →

1. Little children love playing _____ and seek.
3. When you are happy, the corners of your mouth turn up into a _____.
5. The winner of a competition gets first _____.
7. Clocks tell us the _____.
8. Where honeybees live.

Down ↓

2. When you get in a car, you _____ to get where you are going.
4. The bones that run along your back are also called your _____.
6. A citrus fruit similar to a lemon, but green.

i-e
match-up

Draw a line from each ***i-e*** or short *i* word to the correct picture.

chick

pin

nine

pipe

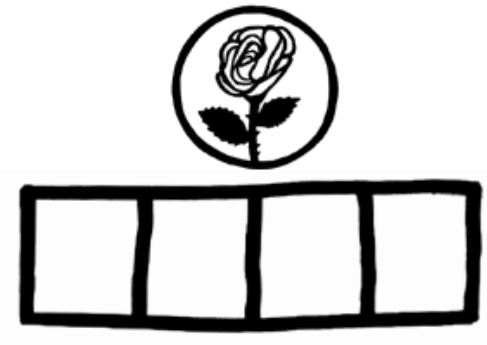
kite

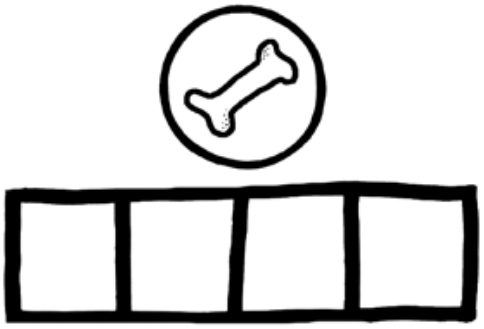
pig

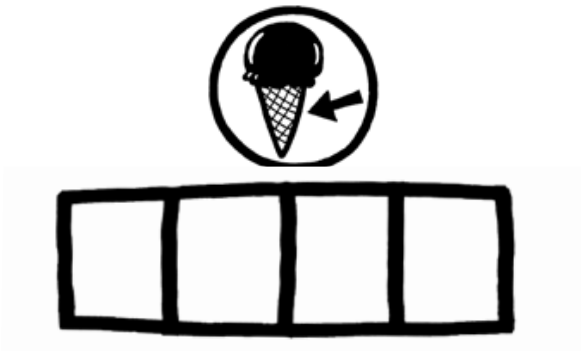
bike

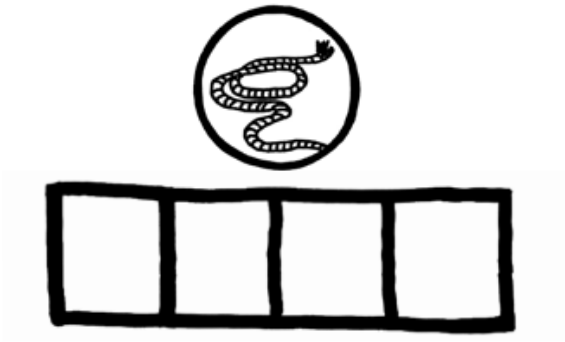
o-e
spelling

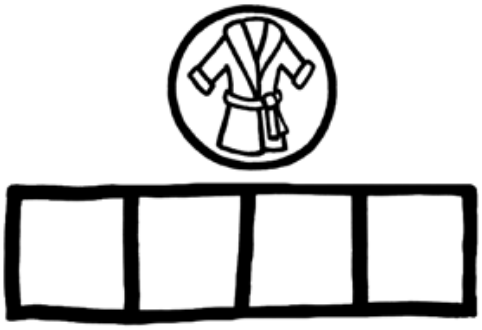
Spell each **o-e** word below the picture.
One letter fits into each box.

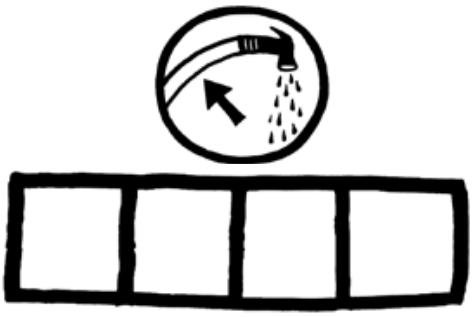


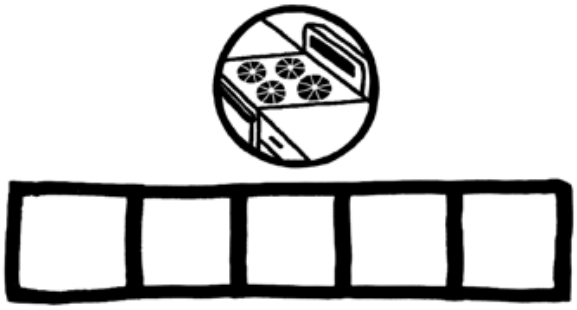












o-e
find the spelling

Put a circle around the correct spelling for each picture.

doge dog

pope pop

note not

smock smoke

home hom

loge log

throne thron

u-e
match-up

Draw a line from each **u-e** or short
u word to the correct picture.

tune

cup

sun

flute

jug

cube

mute

u-e
word search

Find the following **u-e** and short **u** words in the puzzle.
Words are hidden → and ↓.

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

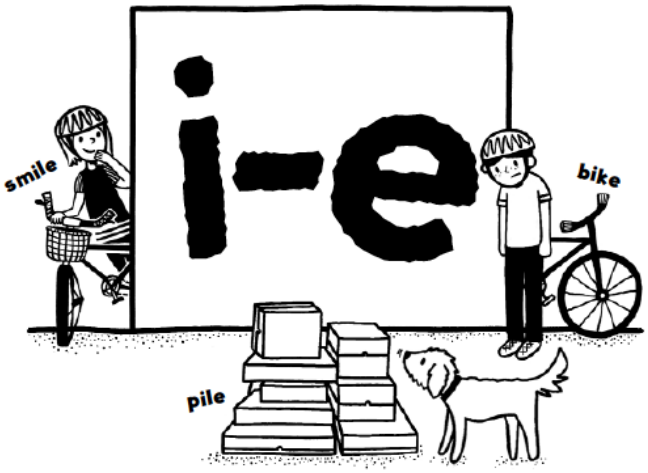
cube	flute	mule
cut	fuse	rub
cute	hug	tube
dug	luck	tune
dune	mug	tub

List of words containing a-e and e-e

Words containing the vowel combination *a*-consonant-*e* and *e*-consonant-*e* are part of a group of words called magic *e* words. The purpose of the magic *e*, which occurs at the end of a word and stays silent (not pronounced), is to indicate that the previous vowel is pronounced with a long sound. For a-e words, consider the difference between *mad* (short vowel sound) and *made* (long vowel sound). For e-e words, consider the difference between *them* (short vowel sound) and *theme* (long vowel sound). One way to explain the silent magic *e* to your child is to say that this *e* jumps backward to the previous vowel and makes that vowel say its name. Most of the time, the silent magic *e* jumps backward over only one consonant to find the previous vowel. However, in a few words, it jumps backward over the blend *st* or the digraph *th*. For example, *waste*, *paste*, *bathe*.

*These words appear in *The Bake Sale*, the first story in Book 3 of the Meg & Greg series.

a-e				**e-e**
amaze*	estimate*	lane*	scale*	complete
ape	fade	late*	scrape*	eve
bake*	fate	lemonade*	shade*	extreme
base	flame*	made*	shake*	Pete*
baseball	Gabe*	make*	shame*	theme
basement*	gale*	male*	shape	these*
blade	game*	mane*	shave	
blame*	gate*	name*	snake*	
cake*	gave*	pale	take*	
cane*	gaze	paste	tale	
case*	glaze	Pete*	tape*	
cave*	grade	plane*	taste*	
cupcake*	grape*	plate*	vase*	
daze	grate	rake	wade	
drape	graze	safe*	waste*	
escape*	hate*	sale*	wave*	
	lake*	save*		

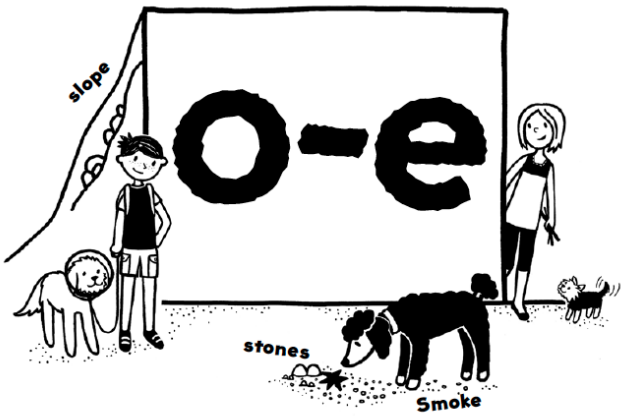


List of words containing i-e

Words containing the vowel combination *i*-consonant-*e* are part of a group of words called magic *e* words. The purpose of the magic *e*, which occurs at the end of a word and stays silent (not pronounced), is to indicate that the previous vowel is pronounced with a long sound. Consider the difference between *pin* (short vowel sound) and *pine* (long vowel sound). One way to explain the silent magic *e* to your child is to say that this *e* jumps backward to the previous vowel and makes that vowel say its name.

*These words appear in *The Bike Ride*, the second story in Book 3 of the Meg & Greg series.

bedside
bedtime
bike*
bite*
bribe
bride
chime*
chive
clockwise
dime*
dine
dislike
dive
drive*
file
fine*
five*
frostbite
hide*
hike
hive
inside*
kite*
life
lifetime
like*
lime*
line*
Mike*
mile*
milestone
mine
nine*
pike
pile*
pine*
pipe*
pride
prime
prize*
quite*
reptile
ride*
ripe
riptide
rise*
scribe
shine
side*
sideline
site
size*
slide*
slime*
smile*
snipe
spike*
spine*
spite
springtime
stride
strike
stripe
subscribe
sunrise*
sunshine
swipe
thrive
tide*
tile
time*
tribe
twine
valentine
vine*
while*
white
wide*
wife
wise
yikes*

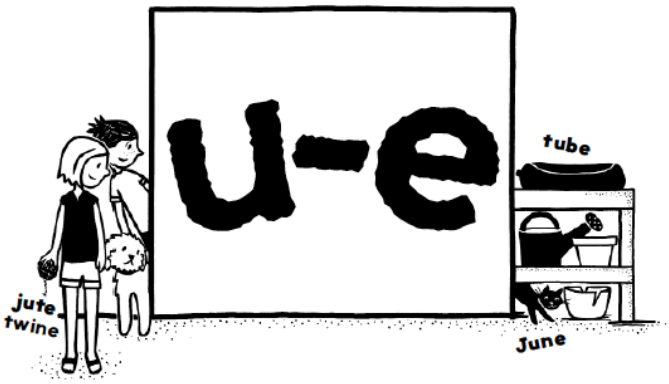


List of words containing o-e

Words containing the vowel combination o-consonant-e are part of a group of words called magic e words. The purpose of the magic e, which occurs at the end of a word and stays silent (not pronounced), is to indicate that the previous vowel is pronounced with a long sound. Consider the difference between *rob* (short vowel sound) and *robe* (long vowel sound). One way to explain the silent magic e to your child is to say that this e jumps backward to the previous vowel and makes that vowel say its name. Most of the time, the silent magic e jumps backward over only one consonant to find the previous vowel. However, in just one o-e word—*clothe*—the e jumps backward over the digraph *th*.

*These words appear in *Limestone Cove*, the third story in Book 3 of the Meg & Greg series.

backbone	drove	nose*	smoke*
bathrobe*	explode*	note*	sole
bone*	flagpole	phone*	spoke
broke*	froze	pinecone	stoke
choke	globe	poke	stone*
chose	grove	pole*	stove*
clone	hole*	postpone*	strobe
close*	home*	probe	stroke
coke	hope*	prone*	sunstroke*
compose	hose*	quote	suppose*
cone*	joke*	robe*	tadpole
cove*	Jones*	rode*	those*
dispose	limestone*	role	throne*
dome	lobe	Rome	tone
dose	lone	rope*	wishbone*
dove*	milestone	rose*	wove*
doze	mole	scone	yoke
drone	nope*	slope*	zone



List of words containing u-e

Words containing the vowel combination *u*-consonant-*e* are part of a group of words called magic *e* words. One way to explain the silent magic *e* to your child is to say that this *e* jumps backward to the previous vowel and changes its sound. In the case of u-e words, the magic *e* indicates that the previous vowel is pronounced either with a long vowel sound saying /u/ or with an /oo/ sound. For the /u/ sound, consider the difference between *cub* (short vowel sound) and *cube* (long vowel sound). For the /oo/ sound, consider the difference between *dud* (short vowel sound) and *dude* (/oo/ sound).

*These words appear in *June and the Kittens*, the fourth story in Book 3 of the Meg & Greg series.

u-e
(with long vowel /u/ sound)

amuse
costume
cube*
cuke*
cute*
dispute
excuse
fume
fuse*
huge*
mule*
muse
mute*
puke
tube*
use*

u-e
(with /oo/ sound)

Bruce*
brute*
dude*
dune*
dupe
fluke*
flute*
Jude*
June*
jute*
Neptune*
prune*
rude
rule*
tune
tune*