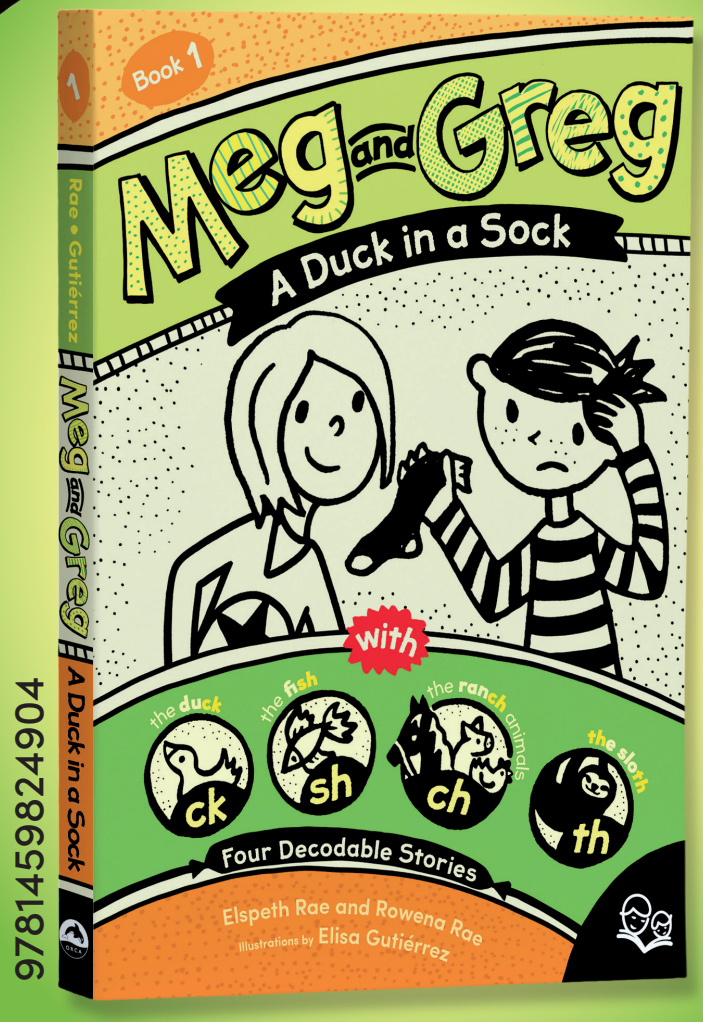
Meg and Greg

A Duck in a Sock

Resource Pack



9781459824904

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

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**) and **short vowel sounds** and is ready for stories using words with the following letter combinations (**phonograms**): ***ck***, ***sh***, ***ch*** and ***th***. Each story in this book introduces one of these phonograms. The next story builds on the last one, so by the final story, a child is practicing all four phonograms.

The stories also use a few common words that can be tricky to sound out. These words are in the list to the right. The child you're reading with may need help with them. We recommend writing the words on a card that can double as a bookmark.

Warning!

These words look little, but sometimes they can be tricky to read.

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

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 letter combination (**phonogram**) as much as possible.

- *Kid's text* for a child who has mastered the **basic consonants** and **short vowel sounds** and is ready to read sentences with words using the target phonogram. 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 phonograms and other language elements that the child 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 phonogram 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 table on the opposite page).
- 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.

What's so tricky about these little words?

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

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

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, which children reading this book may not be familiar with yet.

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

ck
match-up

Draw a line from each **ck** word to the correct picture.

stick

dog with black spots

Rocket

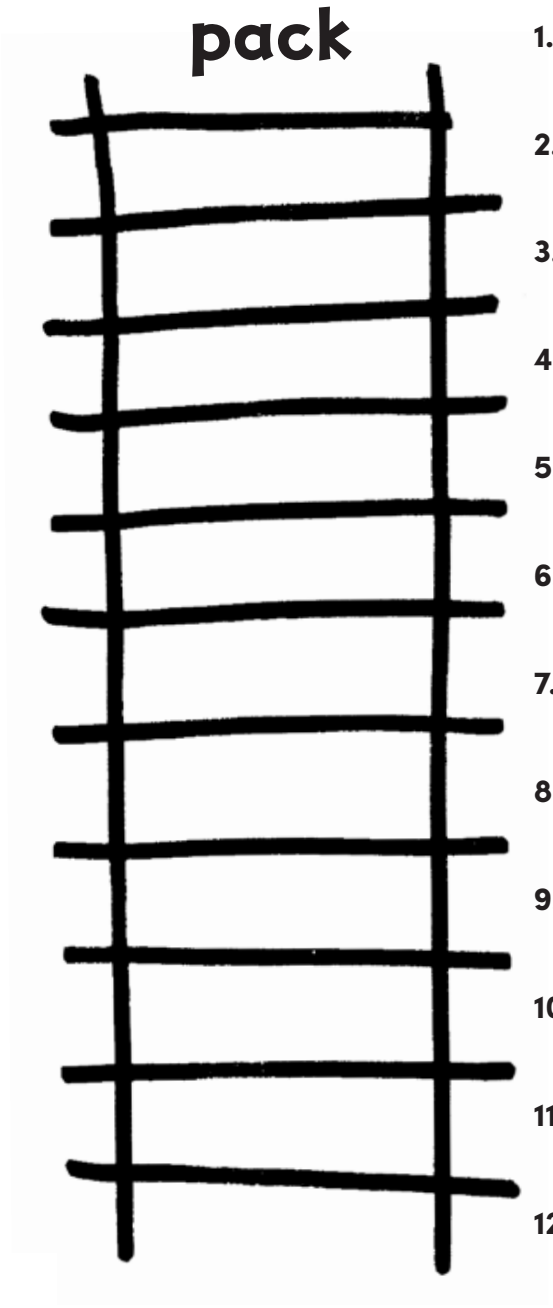
duck

Greg

Meg

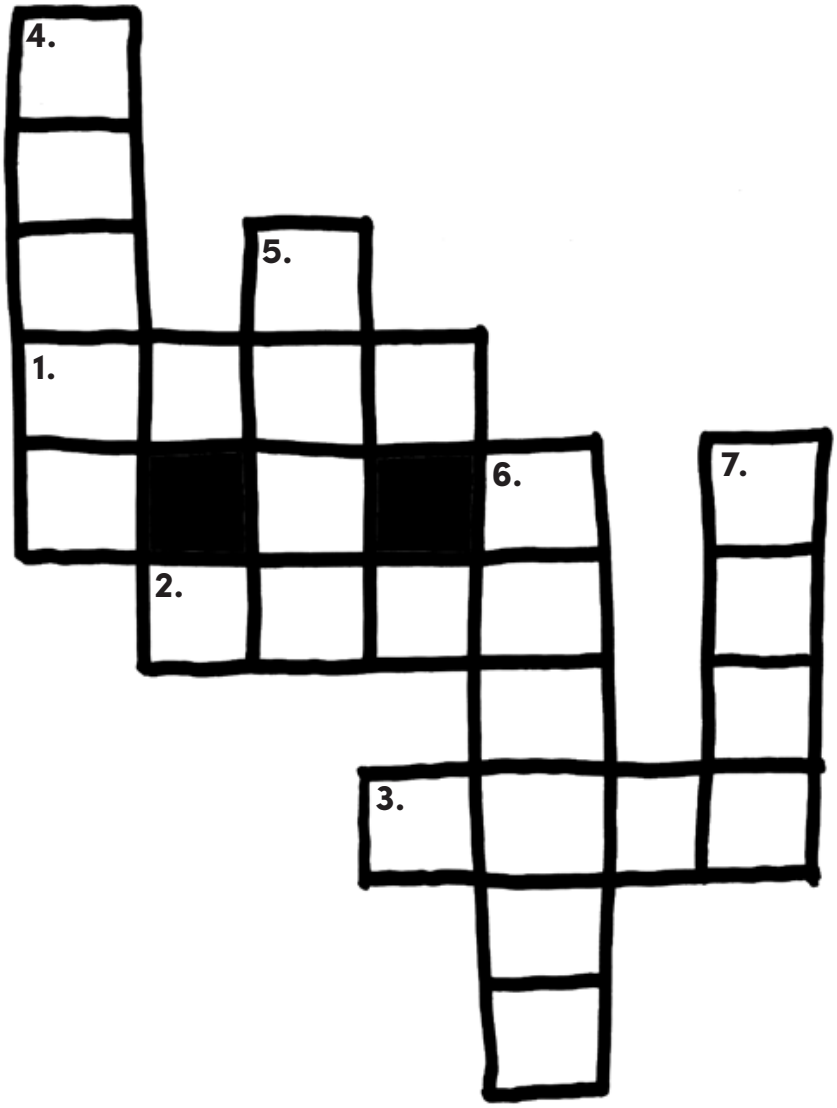
ck
word ladder

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



1. **pack**
2. **The bag that Santa carries.**
3. **A piece of clothing for your foot.**
4. **A hard stone.**
5. **The place where a boat is tied up.**
6. **52 cards make a _____ .**
7. **A bird with webbed feet.**
8. **A four-leaf clover gives you this.**
9. **The way to eat an ice cream cone.**
10. **The way you feel after eating too many ice creams.**
11. **Please don't _____ your nose!**
12. **The action of putting things in a bag or box.**

sh
crossword



Across →

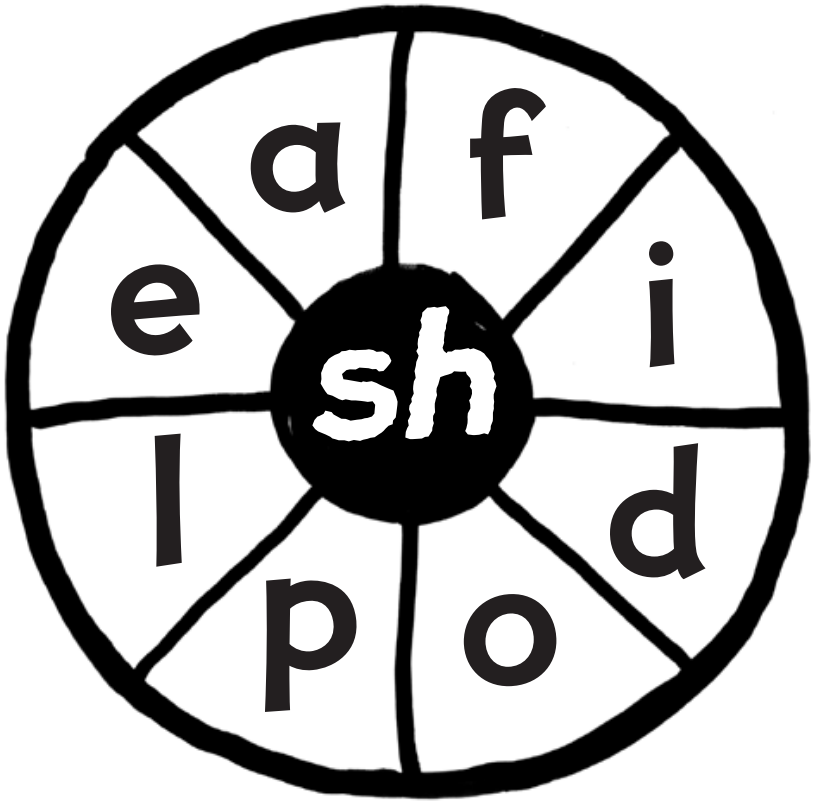
1. A big boat.
2. Another word for store.
3. Another word for money.

Down ↓

4. The tool you use to untangle hair.
5. Before you blow out your birthday candles, make a _____.
6. The sound a rock makes when you drop it into water.
7. Give the cat a _____of milk to drink.

sh
word wheel

How many words can you think of using letters from the wheel?
Every word must include **sh**.



ch
match-up

Draw a line from the **ch** word to the correct picture.

chaps

Chad

chicken

Stench

chuck
wagon

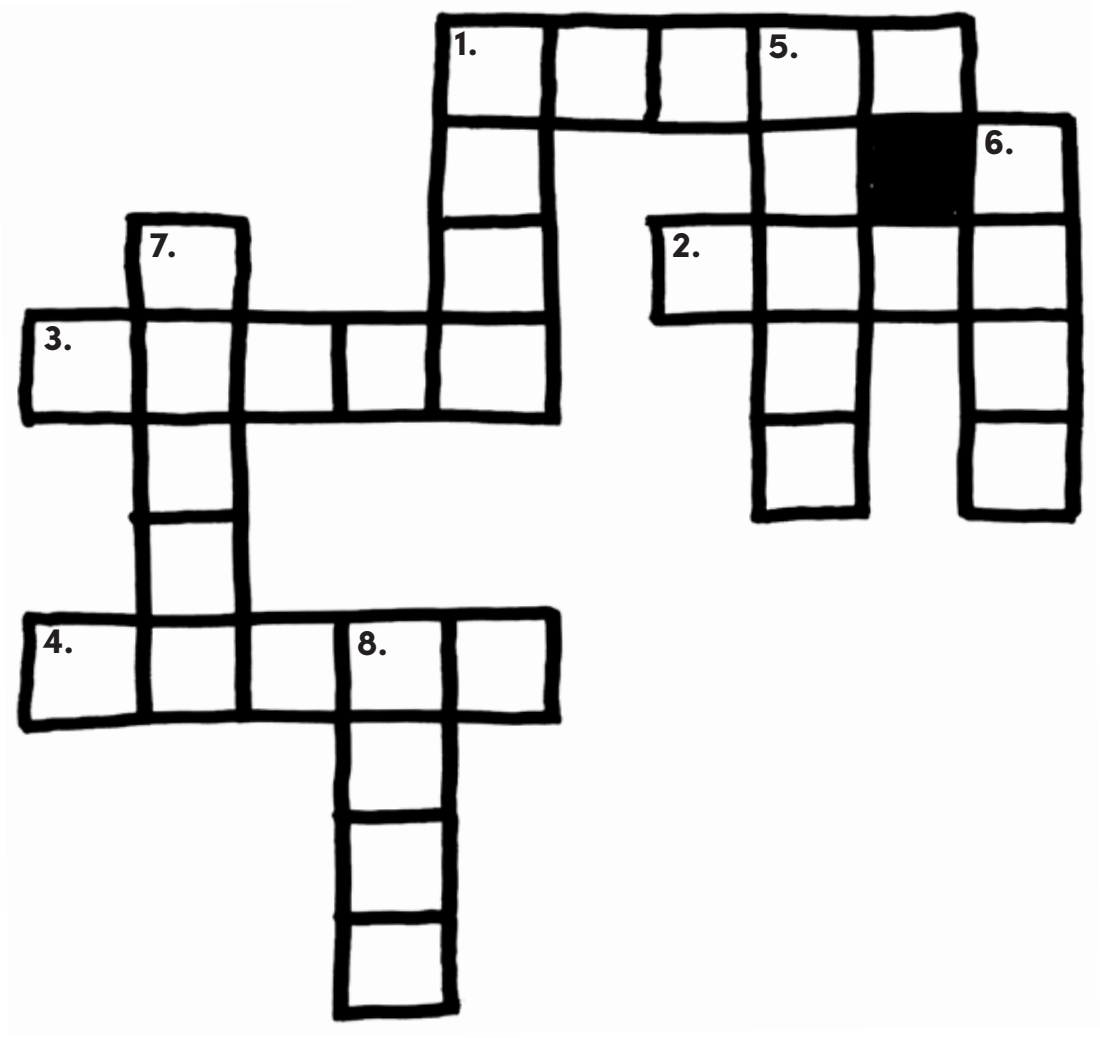
punch,
punch

Chestnut

ch
word mix up

Find the incorrect **ch** word in these speech bubbles.

th
crossword



Across →

1. A watery soup.
2. Another word for together.
3. Seventh, eighth, ninth, _____.
4. To bang a table with your fist.

Down ↓

1. When you are dirty, you take a _____.
5. The opposite of thin.
6. Another word for skinny.
7. A measure of how deep something is.
8. At school you add and subtract in _____ class.

th
word search

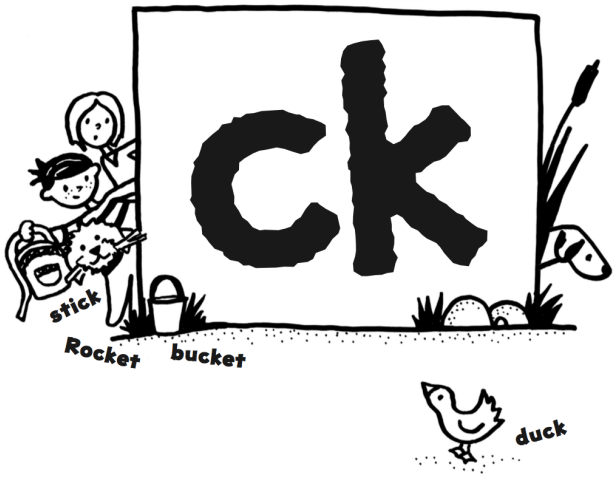
Find the following words in the puzzle.
Words are hidden → and ↓.

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

bath
cloth
moth
path
sloth
thicket

Bonus words:

chopstick
fish
luck
ranch
rocket



List of words containing *ck.*

The letter combination or phonogram *ck* always comes after a short vowel, often at the end of a word.

***These words appear in *A Duck in a Sock*, the first story in Book 1 of the Meg & Greg series.**

back*
backpack*
black*
block
brick
buck*
bucket*
check*
chick
click
clock
crack*
crackpot
cricket
crock
deck
dock*
duck*
flack
flapjack
fleck
flick
flock*

frock
hack
jack
jacket*
jock
kick
lack
lick
lock*
locket
luck*
mock
neck*
nick
nickel*
pack
peck*
pick*
pluck
pocket*
prick
puck
quack*

quick
rack
ransack
rock*
rocket*
ruckus
sack
setback
shack
shock
sick*
slack
slick
smack
snack*
sock*
speck
sprocket
stack
stick*
stock
struck
suck

tack
thick
tick
track*
trick
truck
tuck*
unpack
wick
wicket

Advanced ***ck*** word from the story:

duckling*

List of words containing *sh.*

The letter combination or phonogram *sh* can appear at the beginning or end of a syllable.

***These words appear in *Swish, the Pet Fish*, the second story in Book 1 of the Meg & Greg series.**

abolish
ash
Ashton*
bash
bishop
blush
brush*
cash
clash
crash*
crush
dash
diminish
dish*
establish
finish*
fish*
flash*
flesh
flush
fresh*

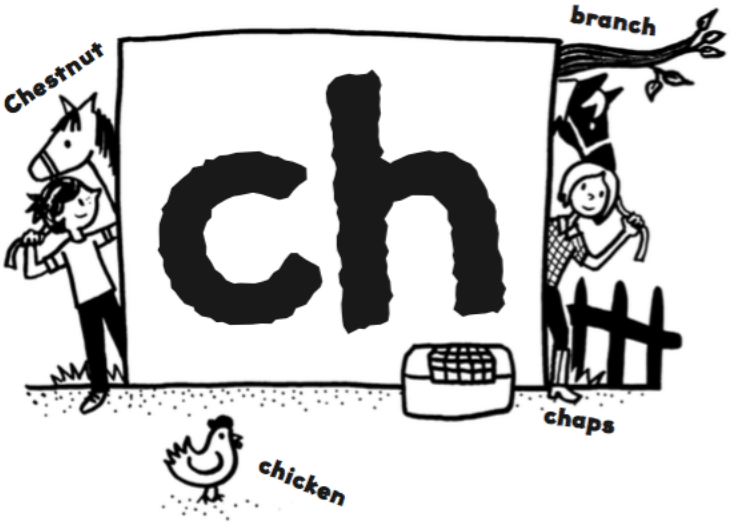
gash
gosh
gush
hush
impish
lash
lush
mash
mesh*
mush
plush
polish
posh
rash
rush*
sash
Sasha*
selfish
shack
shaft
shag

sham
shed*
shelf*
shell*
shift
shin
ship*
shock
shop*
shot
shred
shrill
shrimp*
shrub*
shrug*
shuck
shush
shut*
slosh
slush
smash

splash*
splish*
squish
swish*
trash
vanish*
wish*

Advanced ***sh*** words from the story:

goldfish*
push*
she*
shopkeeper*
should*
shout*



List of words containing *ch.*

The letter combination or phonogram *ch* can appear at the beginning or end of a syllable, but never after a short vowel.

***These words appear in *At Chapman Ranch*, the third story in Book 1 of the Meg & Greg series.**

bench*
blanch
branch*
brunch
bunch*
Chad*
chaff
champ
chant*
Chapman*
chap
chaps*
chat*
check*
chess
chest*

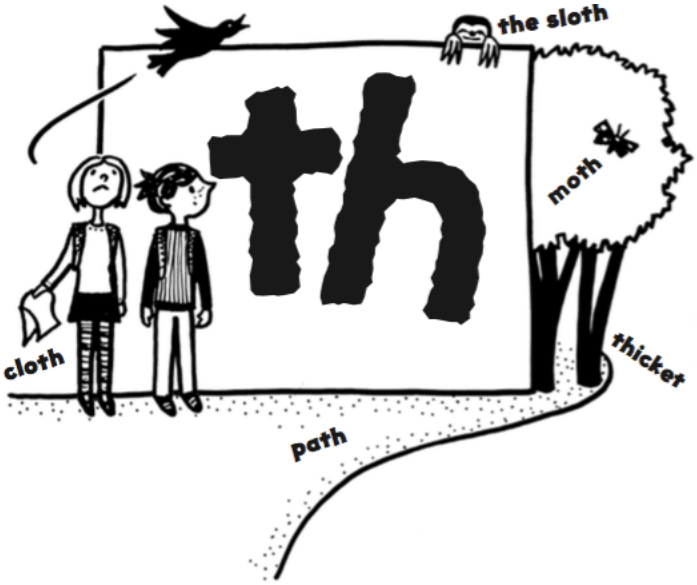
chestnut*
chick*
chicken*
chill
chimp
chin*
chip
chips*
chit-chat*
chomp*
chop*
chopstick*
chuck*
chug
chum
clench

clinch
crunch*
drench
finch
flinch*
hunch*
inch*
lunch*
mulch
munch*
pinch
punch*
quench
ranch*
scrunch
squelch

stench*
trench

Advanced ***ch*** words from the story:

chew*
each*
reach*
screech*
touch*



List of words containing *th.*

The letter combination or phonogram *th* can appear at the beginning or end of a syllable. The sound can be voiced as in 'this' and unvoiced as in 'thin'.

***These words appear in *Get That Sloth!*, the fourth story in Book 1 of the Meg & Greg series.**

Voiced:

than
that*
them
then*
this*
with*

Unvoiced:

bath*
blacksmith
broth
cloth*
fifth*
froth
math
moth*
path*
seventh*
sixth*
sloth*
smith
theft
thick*
thicket*
thin
throb
thrust*
thud*
thump
with*

Advanced ***th*** words from the story.

Voiced:

breath*
the*
their*
there*
these*
they*
those*

Unvoiced:

booth*
fourth*
thanks*
theme*
thing*
think*
third*
three*
threw*
through*

Meg and Greg

A Duck in a Sock

What are Meg and Greg saying?

Meg and Greg

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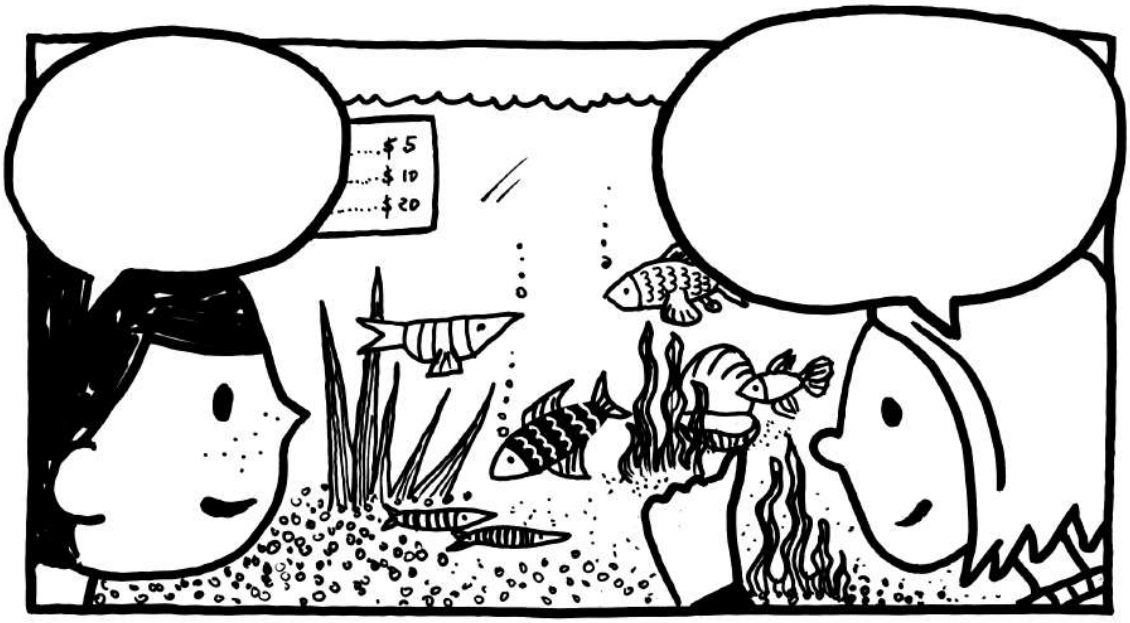
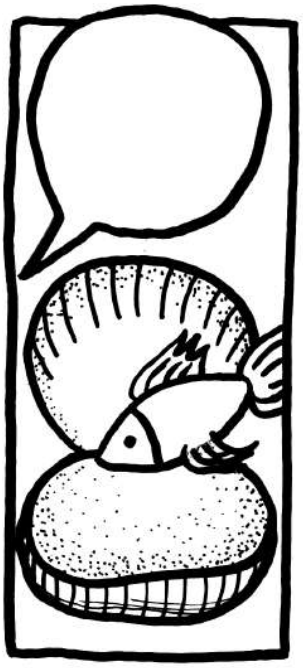
Meg and Greg





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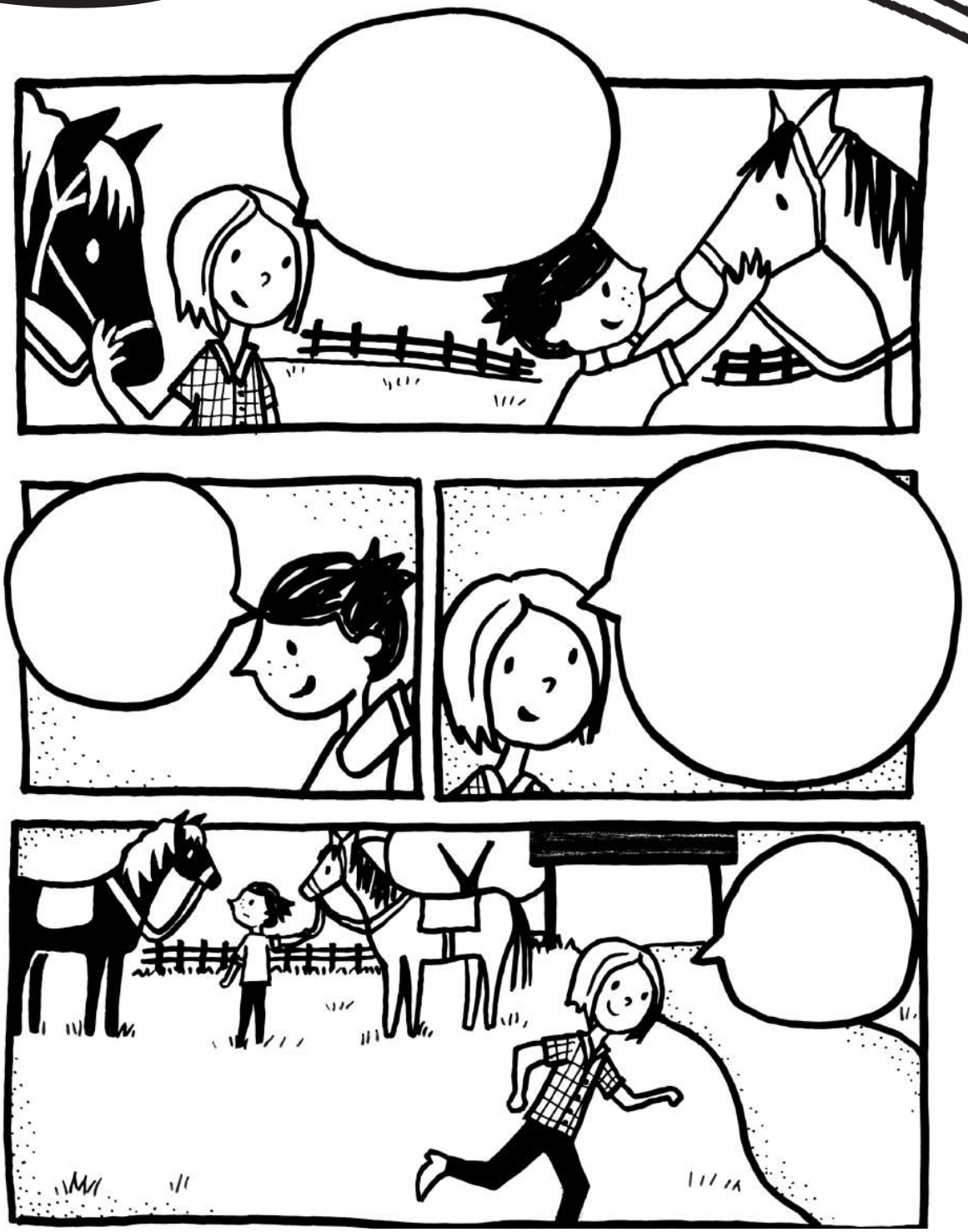
Meg and Greg