# Meg and Greg

## Scarlet and the Ring

**Resource Pack**

9781459824997

**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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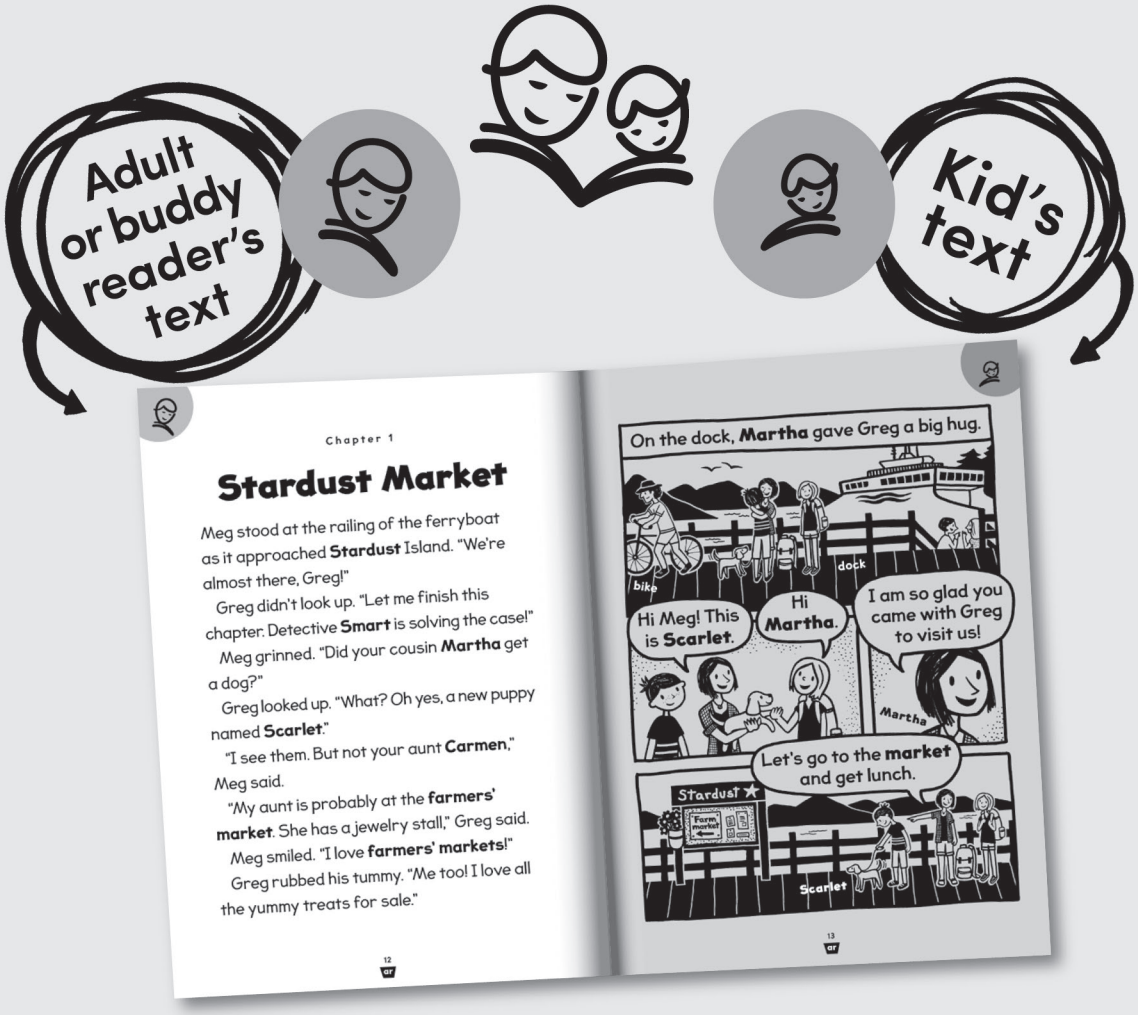
# How to read the stories in this book




***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**), **short vowel sounds** and the thirteen **phonograms** and spellings introduced in *Meg and Greg* Book 1 (*ck, sh, ch, th*), Book 2 (*nk, ng, tch, dge*) and Book 3 (*a-e, e-e, i-e, o-e, u-e*).

The stories in this book focus on words pronounced with vowel sounds controlled by the letter *r*. They are known as ***r*-controlled** or bossy *r* words. We introduce the sounds—shown inside slashes—in this order: /**ar**/ (*star*), /**or**/ (*north, door, more*), /**er**/ (*her, bird, turn*) and /**air**/ (*fair, bear, parent, carrot, heron, errand*). Some of these spellings are pronounced differently in some accents.

The stories also use a few common words that can be tricky to sound out, listed to the right.

### A note about /or/, /er/ and /air/

For the first time, we have written stories that introduce multiple spellings for a single sound. More on page 150.

### Suffixes

Also look out for a few suffixes (*-ing* and *-er*) in some of these stories.

## Warning!

***These words look little, but they 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

***New for this book***

- was
- go, no, so

# 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/).

The single, final *s* in these words is 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.

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. Beginning readers may not have learned this yet.

| |
|---|
| a |
| as, has |
| is, his |
| of |
| the |
| do, to |
| I |
| be, he, me, she, we |
| go, no, so |

| |
|---|
| OK |
| have, give |
| you |
| "all" family (ball, small, etc.) |
| what, when, where, which, why |
| was |

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

These words look like the **magic *e*** words, but they're not. The first vowel is pronounced with a short sound, and the final *e* is silent. Words in English never end with the letter *v*, so the final *e* is just there to protect the letter *v*.

This word is pronounced /y/-/oo/. It's fairly common for the letters *ou* to be pronounced with an /oo/ sound (*soup*), but beginning readers may not have learned this yet.

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

The *wh* **digraph** is pronounced as /w/ in most accents. All these question words are difficult to sound out (not only because of the *wh* but also because of the spelling of the rest of the word).

In this word, the letter *a* is pronounced with a short /ŭ/ sound, and the single, final *s* makes a /z/ sound.

## Why the multiple spellings for some of the sounds in this book's stories?

For the first time in the *Meg and Greg* series, we have written stories that introduce multiple spellings for a single sound. Most children who have worked their way through all the *Meg and Greg* stories in order, starting from Book 1: *A Duck in a Sock*, will have gained the reading skills and, we hope, the confidence to tackle reading these multiple spellings with support from a buddy reader. Parents and teachers may choose to teach the different spelling choices to children separately or all at once before reading the stories.

The multiple spellings are as follows:

- Story two, "A Lost Horse," the sound /**or**/: *or*, *oor* and *ore*
- Story three, "Surf Lessons," the sound /**er**/: *er*, *ir* and *ur*
- Story four, "The Bear in the Air," the sound /**air**/: *air*, *ear*, *ar*+vowel, *arr*+vowel, *er*+vowel and *err*+vowel

## Are you sure it makes that sound?

Some of the ***r*-controlled vowels** are pronounced differently in different accents. This is especially the case for some of the /**air**/ sounds, like in the words *heron* and *carrot*. We wrote these stories with Standard American English as our reference, so the first syllable in these words is pronounced /hair/ and /cair/. In some accents, however, these words will be pronounced a little differently. If this is the case for the child you're reading with, talk about these different pronunciations together, and perhaps make a list of these words and identify how they are pronounced in the child's accent.

## A note about word endings

Known as suffixes, word endings are one or more letters added to the end of a word to change its function or meaning. In the first three *Meg and Greg* books, the only suffix we used was *-s* added to a base word, as in *cats*. We purposely avoided all other suffixes in the kid's text. However, when a child gets to this fourth book in the series, they are reading their thirteenth through sixteenth *Meg and Greg* stories. Wow!

By this stage in their reading progress, we think learning readers are ready to tackle more suffixes. For example, the suffix *-ing* (which includes the **phonogram** *ng* from Book 2) can be added to the base word *camp* to make *camping*. Sometimes the final letter of the base word gets doubled before the suffix attaches. For example, the suffix *-er* (which includes the phonogram *er* from story three of this book) can be added to the word *run* to make *runner*. Words that take suffixes in both of these ways (simple add-on and doubled final letter) are included in the Book 4 stories.

Some base words lose their final letter *e* before the suffix can be attached. For example, *bake* loses its *e* to take the suffix *-ing* and become *baking*. Words that lose their final letter *e* like this are not included in the Book 4 stories.

# 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 basic **consonant** sounds (including **consonant blends**), **short vowel sounds** and the thirteen **phonograms** and spellings introduced in *Meg and Greg* Book 1 (*ck, sh, ch, th*), Book 2 (*nk, ng, tch, dge*) and Book 3 (*a-e, e-e, i-e, o-e, u-e*).
- *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 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.

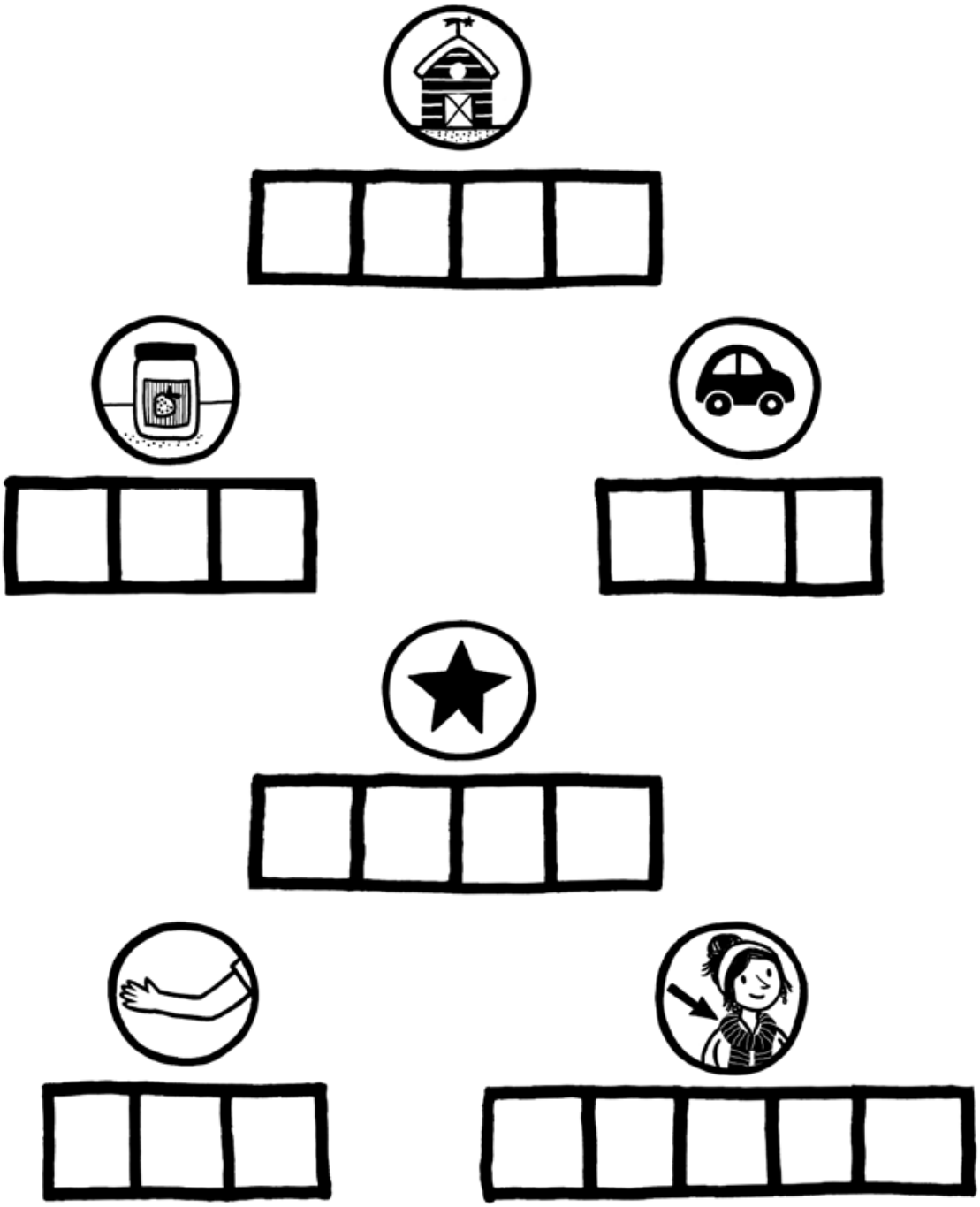
## Do the stories use "dyslexia-friendly" features?

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.

# ar
# spelling

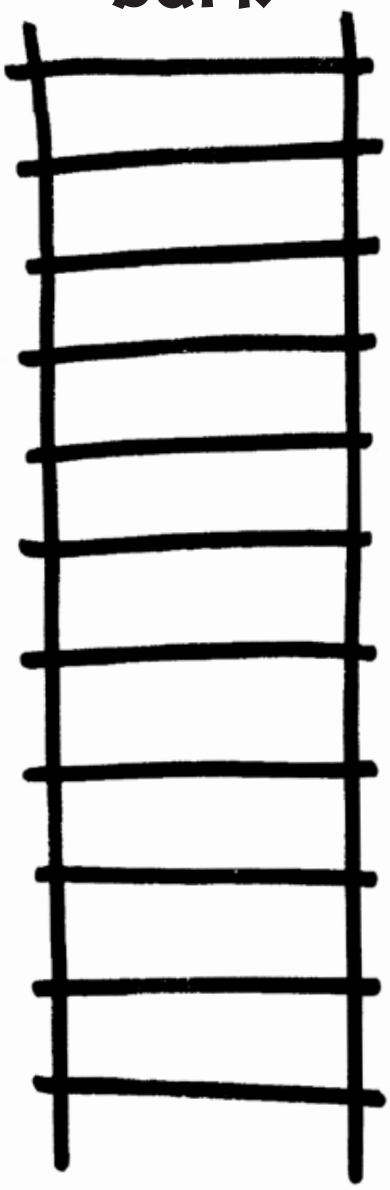
Spell each **ar** word below the picture.
One letter fits into each box.



# ar
# word ladder

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

**bark**

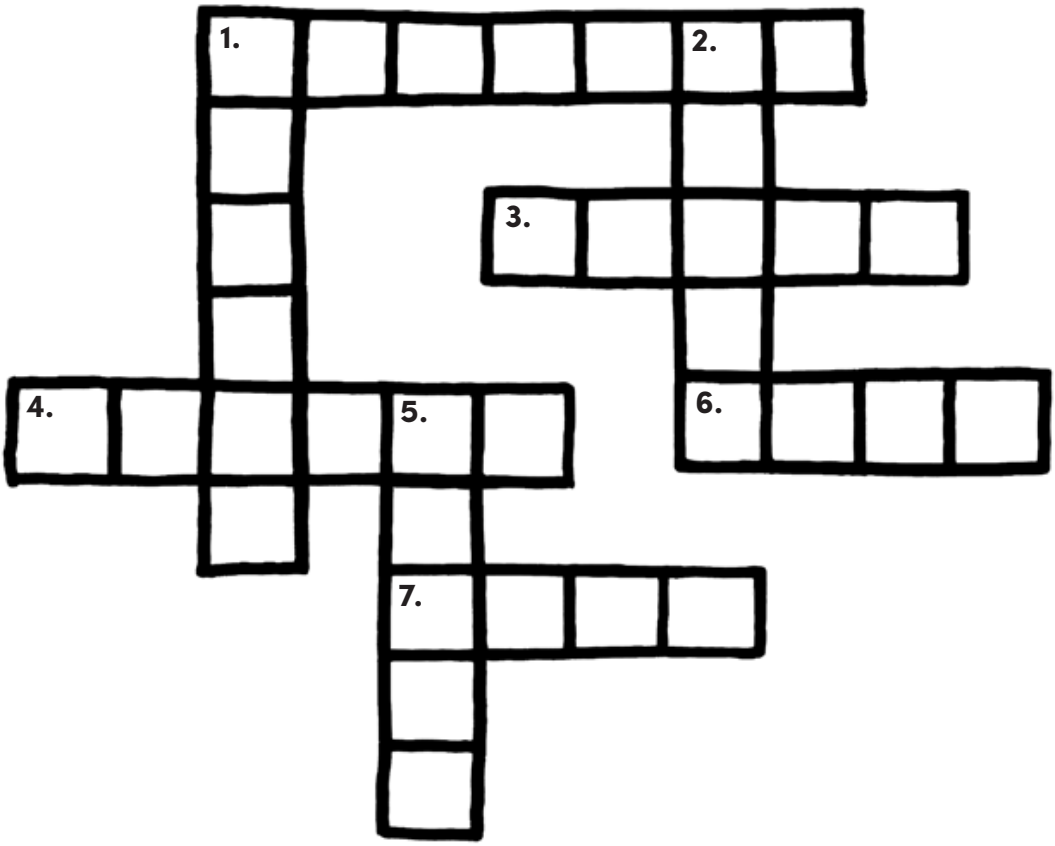


1. **bark**
2. **Hand in your homework, so your teacher can _____ it.**
3. **In the daytime, it's light. At night, it's _____ .**
4. **Poison _____ frogs live in the rainforests of South America.**
5. **A small, sweet pie is called a _____ .**
6. **What you push around a grocery store as you collect food.**
7. **When a person passes smelly gas, they _____ .**
8. **One portion or piece of something is one _____ .**
9. **A place to take a dog for a walk.**
10. **A big fish that lives in the ocean and has sharp teeth!**
11. **The sound a dog makes.**

# or
## spelling

Spell each **or** word below the picture.
One letter fits into each box.

# or
## crossword




**Across →**

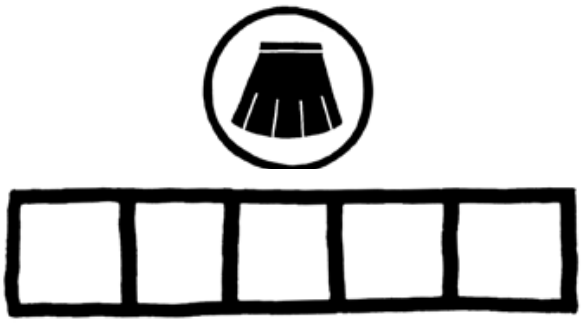
1. A person who sells flowers.
3. When there is lots of rain, wind, thunder and lightning, we call it a _____.
4. Baseball, soccer, hockey and tennis are all _____.
6. Another word for *ripped* is _____.
7. A whale with black and white markings; also called a killer whale.

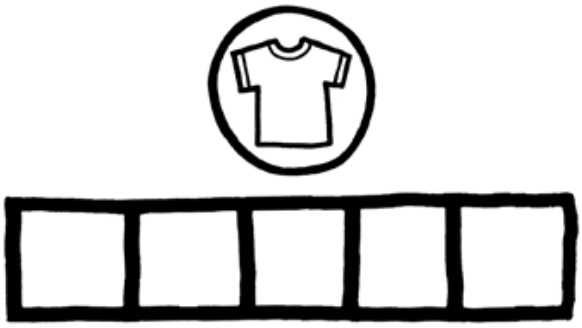
**Down ↓**

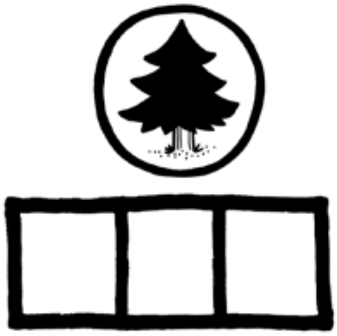
1. The past tense of forget.
2. The opposite of tall.
5. The sharp, pointy spike on the stem of a rose is called a _____.

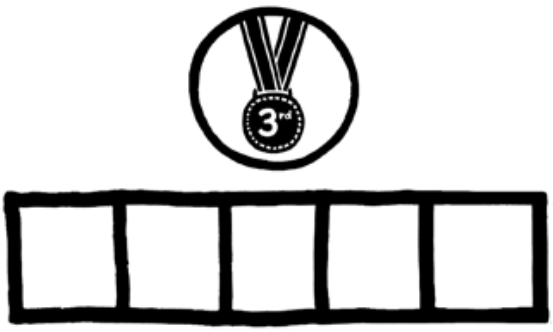
# *ir* spelling

Spell each *ir* word below the picture.
One letter fits into each box.









# er sound
# word search

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

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

| | | |
|---|---|---|
| **burn** | **firm** | **squirm** |
| **burst** | **hermit** | **swirl** |
| **curl** | **nerve** | **term** |
| **fern** | **nurse** | **thirst** |

# air sound
# match-up

Draw a line from each word to the correct picture.

**bear**

**pear**

**hair**

**chair**

**parrot**

**carrot**

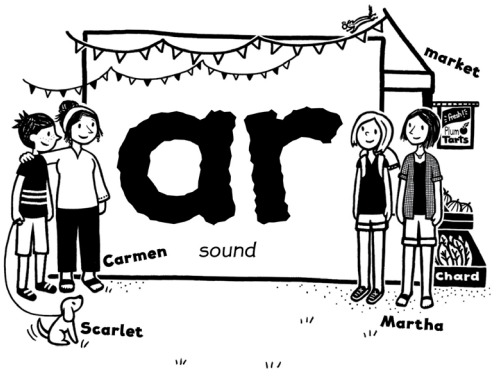
**underwear**

# air sound
# word search

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

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

| | | |
|---|---|---|
| airbag | flare | rare |
| aircraft | funfair | stair |
| arid | heron | swear |
| armchair | mare | there |
| flair | parent | |




## List of words containing the ar sound

This list contains words with the sound /ar/ spelled with the phonogram *ar*. This sound is only spelled with the *ar* phonogram, which can appear anywhere in a syllable: at the beginning, as in *art*; in the middle, as in *farm*; or at the end, as in *mar-ket*.

This list does not include the suffix -ar, as in *lunar*, which is pronounced with an /er/ sound. It also does not include words spelled *ar* + vowel (as in *area*) or *arr* + vowel (as in *parrot*), which are both pronounced /air/ in most accents.

*These words appear in *Scarlet and the Ring*, the first story in Book 4 of the Meg & Greg series.

alarm
apartment
arch
arctic
argument
are*
arm*
army
art*
artistic
barber
bark*
barking*
barn*
barnyard
Bart*
car*
card*
cargo
Carmen*
carpet
cart*
carve
charge
charm*
chart
charter
dark*
darn*
dart*
darted*
far*
farm*
farmer*
fart*
garden*
garlic
garnet*
garnish
hard*
harden
hark
harm
harp
harvest
jar*
lard
large
lark
marble
margin
mark*
market*
marmalade
Mars
marsh
Martha*
parch
park*
parked*
parsnip*
part*
partner
party
scar
scarf*
scarlet*
shark*
sharp
smart*
snarl
spark
star*
starch
stardust*
starling*
start*
started*
starve
starving*
tar
target
tarnish
tarp
tart*
tarts*
yard
yarn*

## List of words containing the or sound

This list contains words with the sound /or/ spelled most frequently with the phonogram *or*. This word list also includes words spelled with the phonograms *oor* (*door*) and *ore* (*more*), because they appear in some common words. The *or* phonogram can appear anywhere in a syllable: at the beginning, as in *orbit*; in the middle, as in *storm*; or at the end, as in *for*. The *oor* and *ore* phonograms only appear at the end of a syllable (*poor*, *store*).

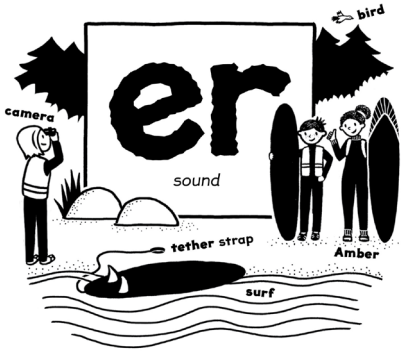
This list does not include the suffix -or, as in *doctor*, which is pronounced with an /er/ sound. It also does not include words spelled with other less common ways to spell the sound /or/ including *oar* (*board*), *our* (*four*) and *ar* when following a *w* (*war*, *warn*).

*These words appear in *A Lost Horse*, the second story in Book 4 of the Meg & Greg series.

**or**
absorb
acorn*
born
coral
cord
cork
corn*
corral
corset
deform
deport
dorm
escort
export
flora*
florist*
foghorn*
for*
forbid
ford
forest*
forget*
forgot*
fork*
form
format
formula
fort*
glory
horn*
hornet*
horse*
lord
morning*
normal
north*
or*
orbit
orca*
orchard*
order
organ
passport
platform
popcorn*
porch
pork
port
record
report
scorch
short*
snort*
snorted*
sort
sport
sports*
stork
storm*
thorn*
torn*
worn

**oor**
door
floor*
poor

**ore**
adore
chore
more
shore
snore
store




## List of words containing the er sound

This list contains words with the sound /er/ which is most commonly spelled with the phonograms *er* (*her*), *ir* (*bird*) and *ur* (*turn*). The *er*, *ir* and *ur* phonograms can appear anywhere in a syllable, but are most commonly in the middle of a syllable. Several common words that use the suffix -er have been included in this list and in the story. (Note that this list could have many more words added to it; the sound /er/ occurs in a lot of words!)

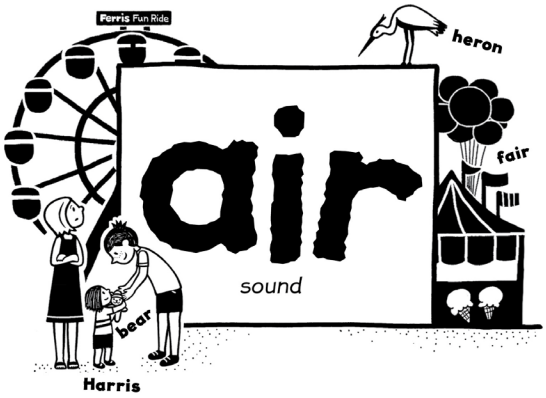
This list does not include other less common ways to spell the sound /er/ including the two suffixes -or as in *actor* and -ar as in *lunar,* and it also doesn't include spellings with the phonograms *ar* (*orchard*), *ear* (*earth*), *our* (*journal*) and *yr* (*syrup*).

*These words appear in *Surf Lessons*, the third story in Book 4 of the Meg & Greg series.

**er**
after*
Amber*
better*
bigger
camera*
clever*
closer*
dinner*
diverse
ever*
everyone*
farther*
fern*
germ
her*
herb
herd
hermit*
higher*
insert
interest
modern
monster*
nerve*
never*
number*
other*
over*
Pender*
pepper
perfect*
perhaps*
person*
stronger*
summer*
surfer*
surfers*
swerve
swimmer*
term*
tether*
under*
water*
whenever*
winter

**ir**
birch
bird*
birth
chirp*
dirt
fir*
firm*
first*
girl*
Kirk*
mirth
quirk
shirt
skirt*
smirk
squirm*
stir*
swirl*
T-shirt*
third*
thirst*
twirl

**ur**
burden
burn*
burp
burst*
curl*
curled*
current*
curve
disturb
fur*
furnish
further
hurt*
hurts*
injury*
lurch
nurse*
purr
purse*
return
slurp
sunburn*
sure*
surf*
surfboard*
surfer*
surfers*
surfing*
surprise
survive
turn
turned*
urban




## List of words containing the air sound

This list contains words with the sound /air/. Included are six phonograms that make the sound /air/ in most accents: *air* (*chair*), *ear* (*bear*), *ar*+vowel (*care*), *arr*+vowel (*parrot*), *er*+vowel (*there*) and *err*+vowel (*berry*).

*These words appear in *The Bear in the Air*, the fourth story in Book 4 of the Meg & Greg series.

**air**
affair
air*
airbag*
aircraft*
airline
airmail
airplane*
airplanes*
airtime
armchair*
Blair*
chair*
dairy
despair
donair
eclair
fair*
fairway
fairy
flair*
funfair*
hair*
hairy
impair
lair
Nazair*
pair
prairie
repair
stair*
stairs*
unfair
upstairs

**ear**
bear*
pear*
swear*
underwear*
wear
tear

**ar+vowel**
arid*
care*
carefully*
dare*
flare*
hare
mare*
parent*
parents*
rare*
scare*
stare*
stared*
square

**arr+vowel**
arrow
barrack
barrel
barrier
carried*
carrot*
carry*
carrying*
Harris*
marry
narrate
narrow
parrot*
tarragon
terrible*

**er+vowel**
America
herald
heron*
inherit
perish
sheriff
stereo
there*
very*
where*

**err+vowel**
berry
blackberry
cherry
errand
error
Ferris*
ferry
herring
merry*
raspberry
strawberry
terror