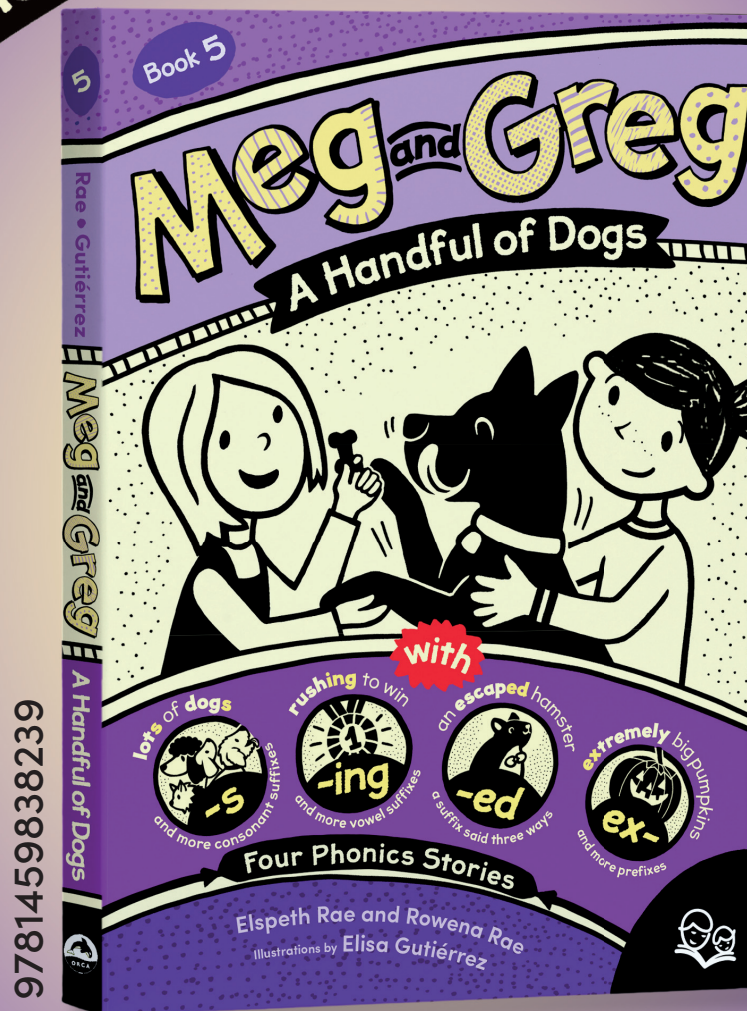


Meg and Greg

A Handful of Dogs

Resource
Pack



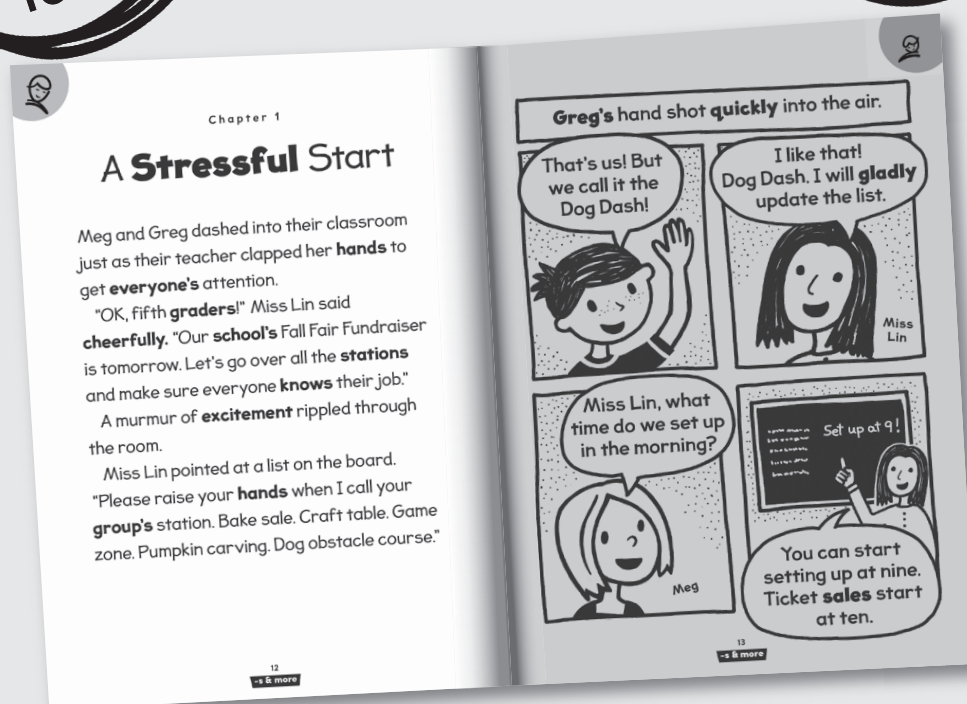
Specifically designed for shared reading, the Meg and Greg books help children of all abilities overcome language-based learning difficulties and achieve reading success.



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How to read the stories in this book



Meg and Greg is a series of **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.

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 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*).

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*).

by, my

here

said

they

your

Tricky words introduced in Books 1–4

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

fair^y + *es* = *fairies*

play + *ing* = *playing*





About the *Meg and Greg* stories

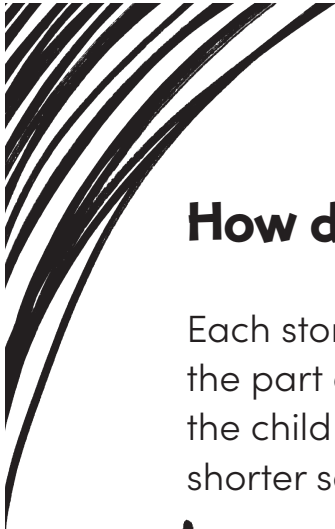
Who are the *Meg and Greg* stories for?

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 *α* and *g* not *g̃*.
- 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

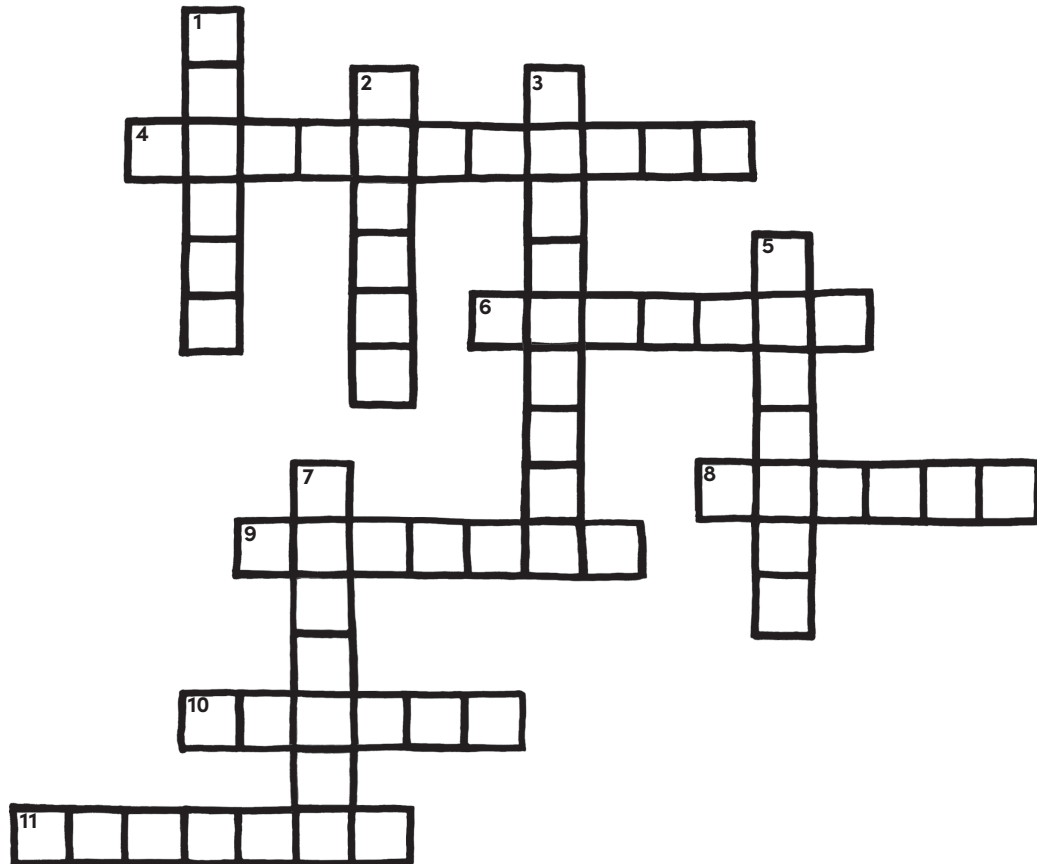
restful
softly
strictly
swiftly

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 **in 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

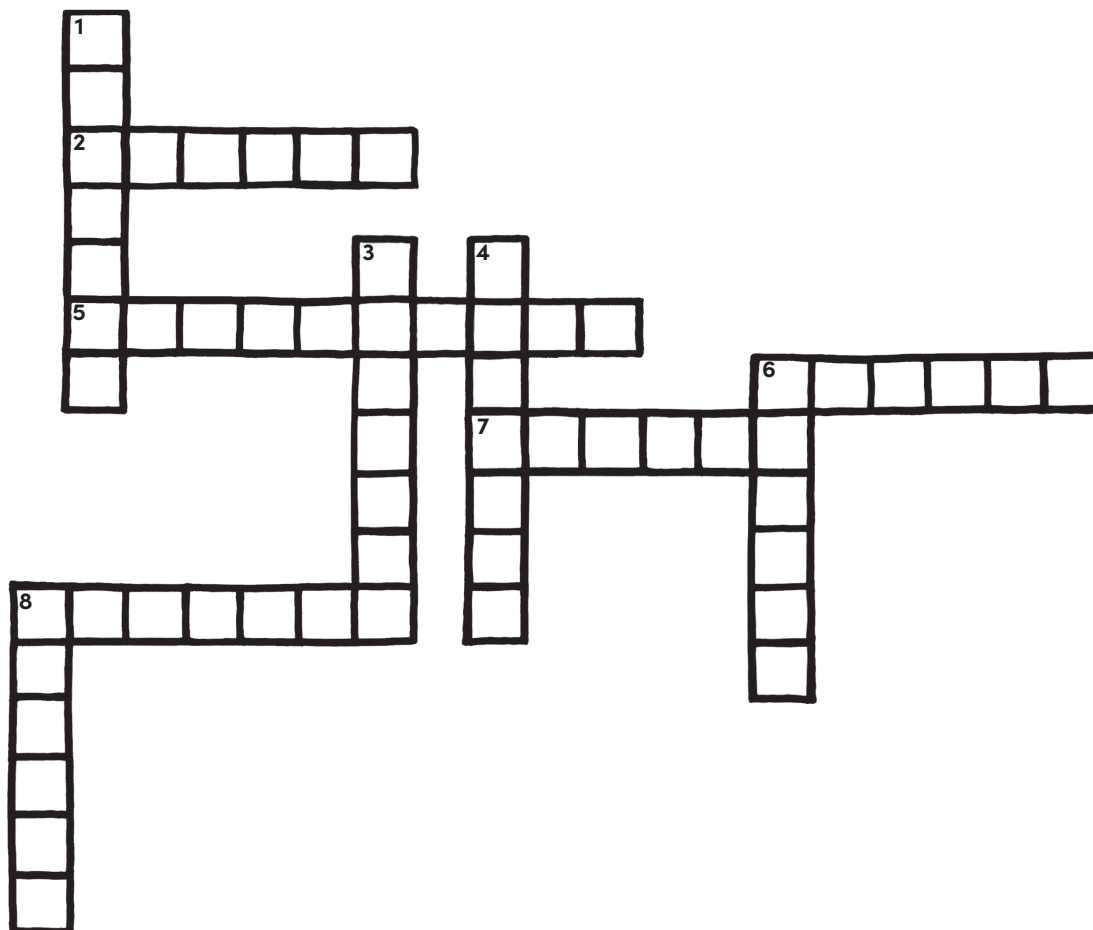
study + ed

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

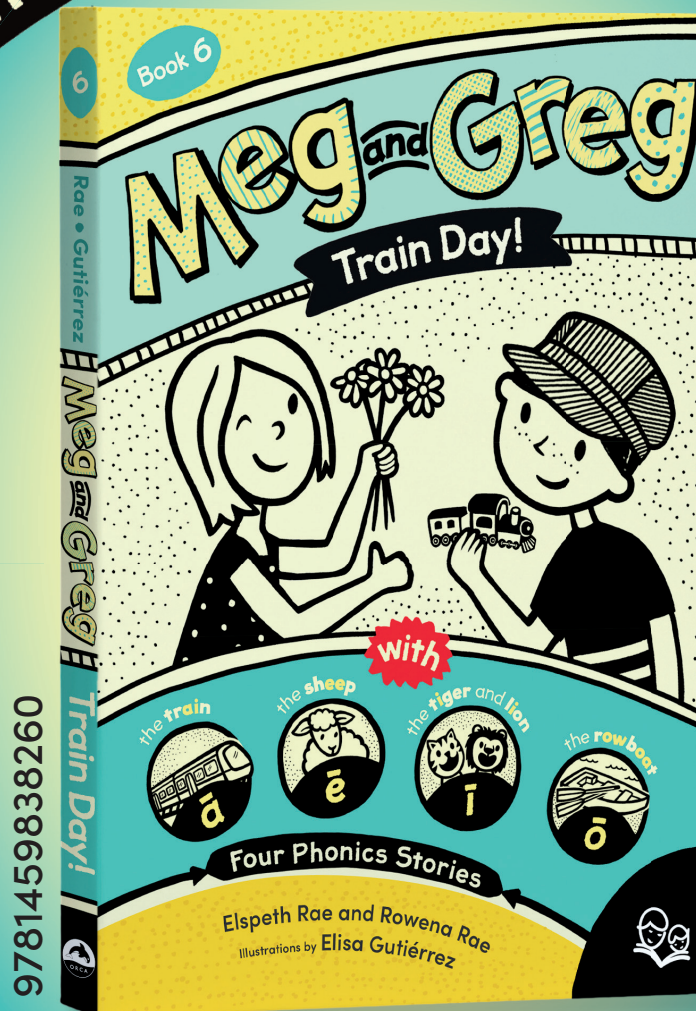
infect
inject
prebake
preplan
refill

refund
resell
unplug
unsafe
unwise

Meg and Greg

Train Day!

Resource
Pack



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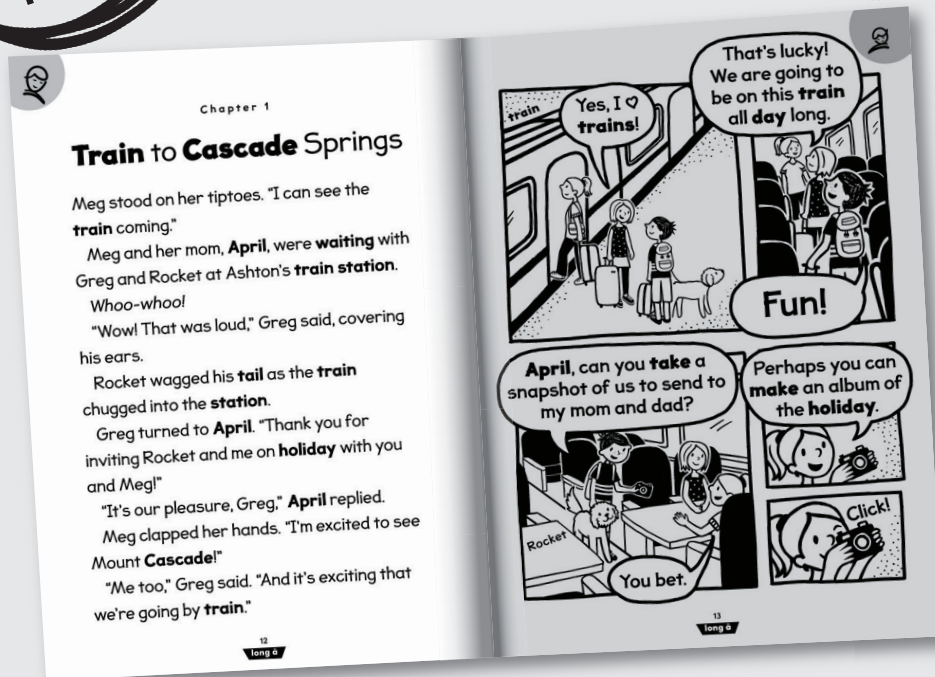
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How to read the stories in this book

Adult
or buddy
reader's
text



Kid's
text



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- **magic e**: *a-e, e-e, i-e, o-e, u-e*
- **r-controlled vowels**: */ar/, /or/, /er/, /air/* sounds
- consonant **suffixes** *-ful, -ly, -ment, -s*
- vowel suffixes *-ed, -en, -er, -es, -est, -ing, -y*
- **prefixes** *de-, dis-, ex-, in-, pre-, re-, un-*

The stories in this book focus on spelling **long vowel sounds**:

- **long ā**: *ai, ay, a, a-e*
- **long ē**: *ee, ea, e, y, e-e*
- **long ī**: *igh, ild, ind, i, y, i-e*
- **long ō**: *oa, ow, old, olt, oll, ost, o, o-e*
- **long ū**: *ue, ew, u, u-e*

The stories also use a few common words that can be tricky to sound out, listed to the right. Find out more on pages 148-149.



Warning!

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

a, as, has,
is, his

of, the, do, to

OK, have,
give, you

"all" family
(ball, small, etc.)

what, when,
where, which,
why

was, here, said,
they, your

New for this book

from, some, come

their

were

Some oddities of English explained

Do you know what's tricky about these words?

In these common words, the letter *o* is pronounced in an unexpected way. It has an *o* that sounds like a short *ū*. Linguists put words with this pronunciation into a category called "scribal *o*."

This word is pronounced /th-air/, which is unexpected for this combination of letters.

This word is pronounced /wer/. The final silent *e* sometimes confuses new readers, who treat it as a magic *e*.

In these words, the vowel makes a long *ī* sound, which is the focus of this book, so *by* and *my* are no longer tricky words for *Meg and Greg* readers!

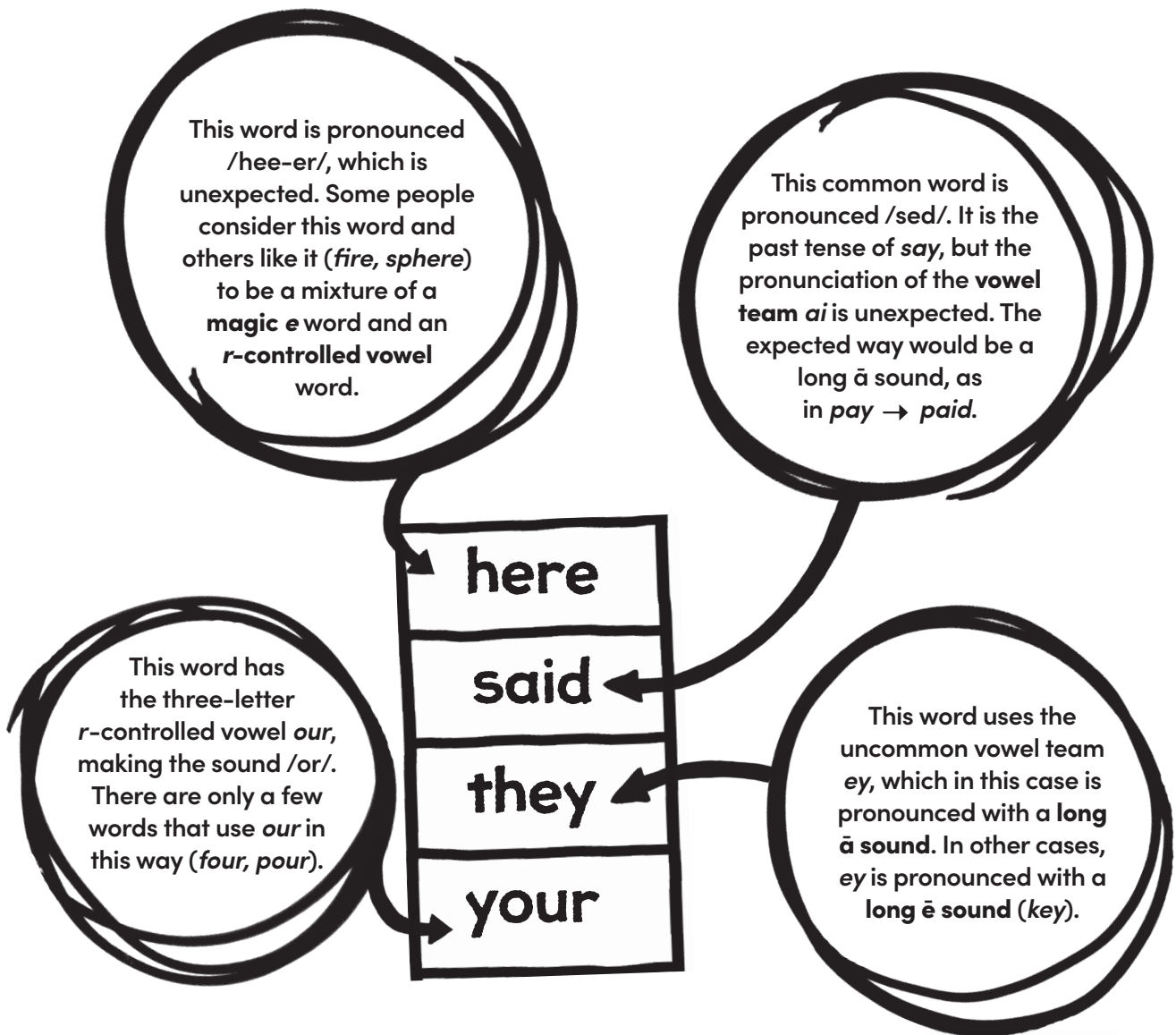
from

some,
come

their

were

by, my



Tricky words introduced in Books 1-4

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

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

How can a vowel team include the consonant w?

Linguists tell us that although w is classified as a consonant, it occasionally behaves in a vowel-ish way. This happens when it teams up with the true vowels a, e and o. A **vowel team** with the letter w typically goes at the end of a syllable. In this book, we introduce the vowel teams ow with a long ō sound (*snow*) and ew with a long ū sound (*few*). In Book 7 we will introduce the vowel teams aw (*paw*), ew with an /oo/ sound (*flew*) and ow with a gliding vowel sound (*cow*).

Is it pronounced /ū/ or /oo/?

All spellings of long ū can make two different sounds: a /ū/ (“yoo”) or an /oo/. Although the pronunciation sometimes depends on the speaker’s accent, consider *value* vs *blue*, *few* vs *screw*, *music* vs *lunar*, *mute* vs *flute*.

However, the most common way to spell the /oo/ sound is with the vowel team oo (*food*, *moon*, *shampoo*), and this vowel team doesn’t cross over into long ū. We will be covering the /oo/ sound with the spelling oo in Book 7.



What are the Wild Old Words?

Also known as vowel-consonant-consonant (VCC) words, these words are in a group where the vowel occurring before two consonants is pronounced with a long sound. A syllable with the VCC pattern looks very much like a closed syllable (which is typically pronounced with a **short vowel sound**), so the **long vowel sound** is unexpected. There aren't many words in this category, but some of them are used frequently, and therefore children need to be familiar with them.

Here's a list of common **Wild Old Words**:

ild	ind	old	oll	olt	ost
child	behind	bold	poll	bolt	almost
mild	blind	cold	roll	colt	compost
wild	find	fold	scroll	jolt	ghost
	grind	gold	toll	molt	host
	kind	hold	troll	revolt	most
	mind	mold		volt	post
	rind	old			
	wind	scold			
		sold			
		told			



About the *Meg and Greg* stories

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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 sixth in the *Meg and Greg* series, text for the learning readers continues to be decodable for children who have learned and practiced the **phonograms** and concepts introduced in the first five *Meg and Greg* books.



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 five 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; Book 5: suffixes *-ed, -en, -er, -es, -est, -ful, -ing, -ly, -ment, -s*; and prefixes *de-, dis-, ex-, in-, pre-, re-, un-*).
- **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** that 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 lists on pages 9 and 148-149). 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.

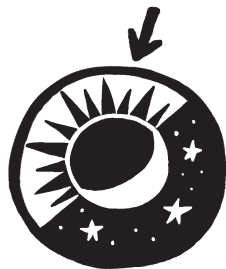
Do the stories use “dyslexia-friendly” features?

Yes. As well as the language features throughout the story, we use 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 *α* 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.
-
-
-
-

ai or ay which spelling?

Read the words out loud and then circle the correct spelling.



dai
day



hai
hay



trayn
train



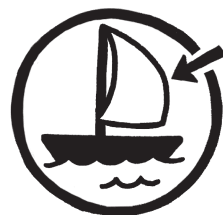
ray
rai



nail
nayl



paint
paynt



sayl
sail



rayn
rain



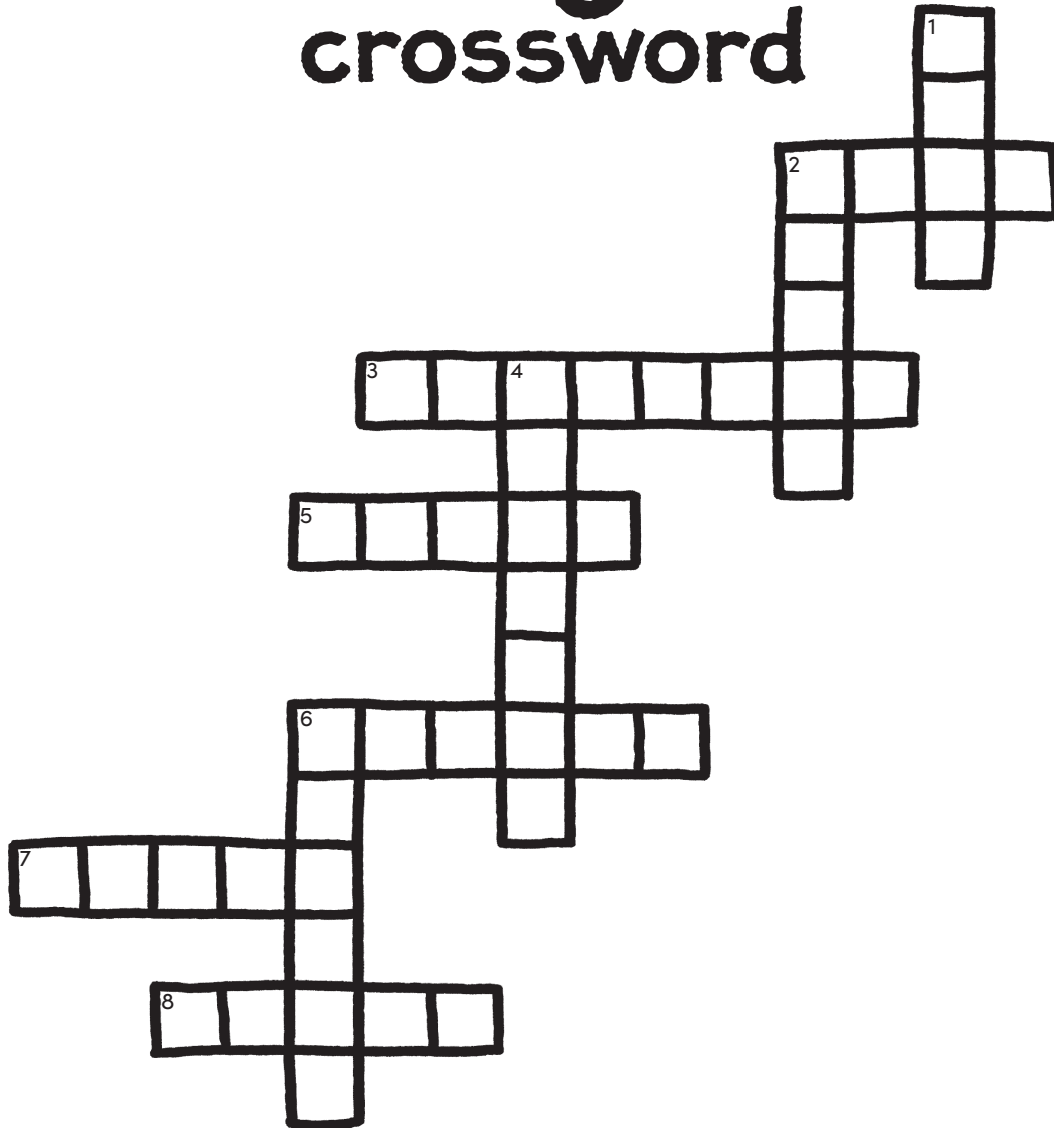
snail
snayl



trai
tray

long ā

crossword



Across →

2. When you're sick, you ____ home from school.
3. When you celebrate the day you were born.
5. Metal links joined together.
6. To twist your ankle.
7. The part of your head used for thinking.
8. A country in Europe where they speak Spanish.

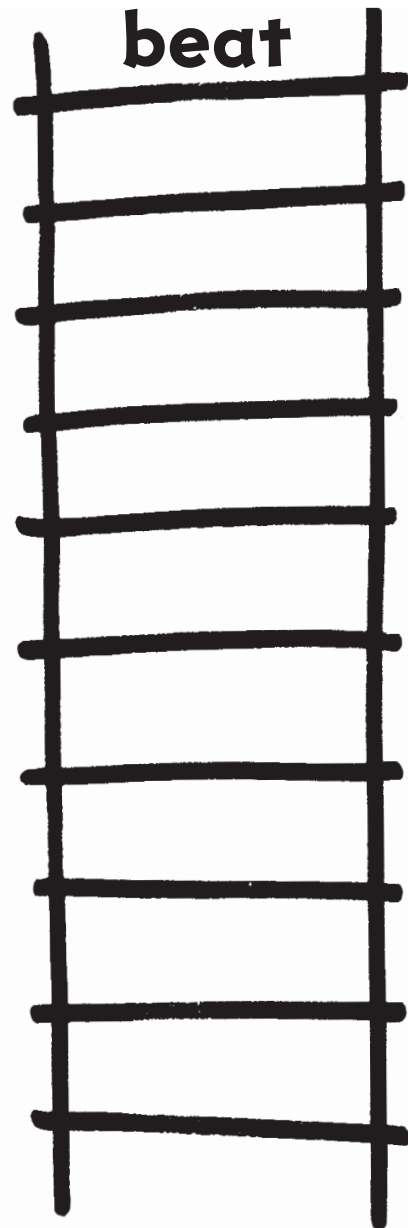
Down ↓

1. The slide and swings are at the ____ ground.
2. To shoot a fine mist of water.
4. Trains run along ____ tracks.
6. The second day of the weekend.

ea

word ladder

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

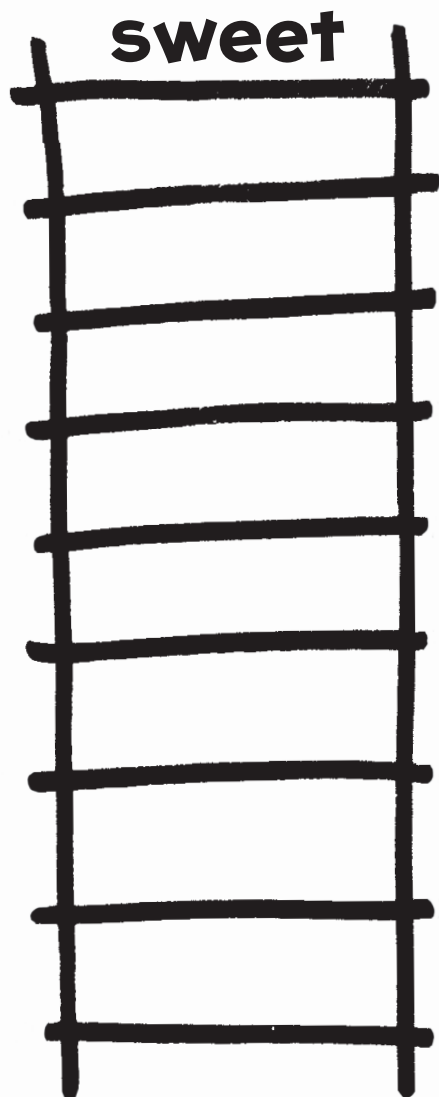


1. beat
2. When you clean up your bedroom, it becomes ____ and tidy.
3. While you wait, please take a ____ .
4. A marine mammal with webbed flippers and cute whiskers.
5. To pass out cards before starting a card game.
6. Breakfast is your first ____ of the day.
7. Chicken, beef and pork are types of ____ .
8. The opposite of nice.
9. The type of stalk that Jack climbed up.
10. This music has a good ____ .

ee

word ladder

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

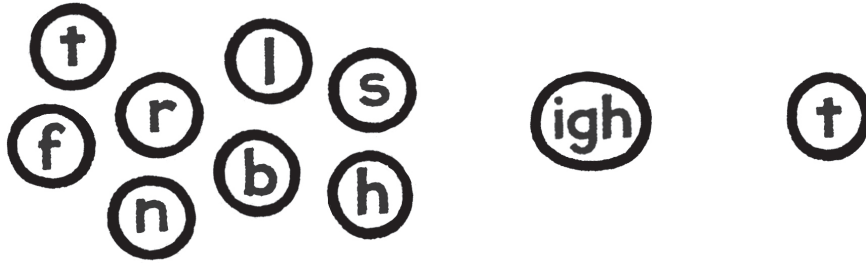


1. sweet
2. A mattress is usually covered by a ____.
3. A wooly farm animal.
4. It is hard to ride a bike up a ____ hill.
5. What you do with a broom.
6. We lie down and do this for about 8 hours every day.
7. When hair is wet and shiny it looks ____.
8. A mixture of rain and snow.
9. Sugar is ____.

igh

word making

How many *igh* words can you make using the letters below? The first two are done. You might find more words than fit on the lines.



1. night

2. slight

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

long i

word search

Find the words listed below in the puzzle.

Words are hidden → and ↓.

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

bike

butterfly

child

dragonfly

final

friday

kind

light

pilot

sightsee

skylight

slide

smile

spider

surprise

time

try

long o

pictogram

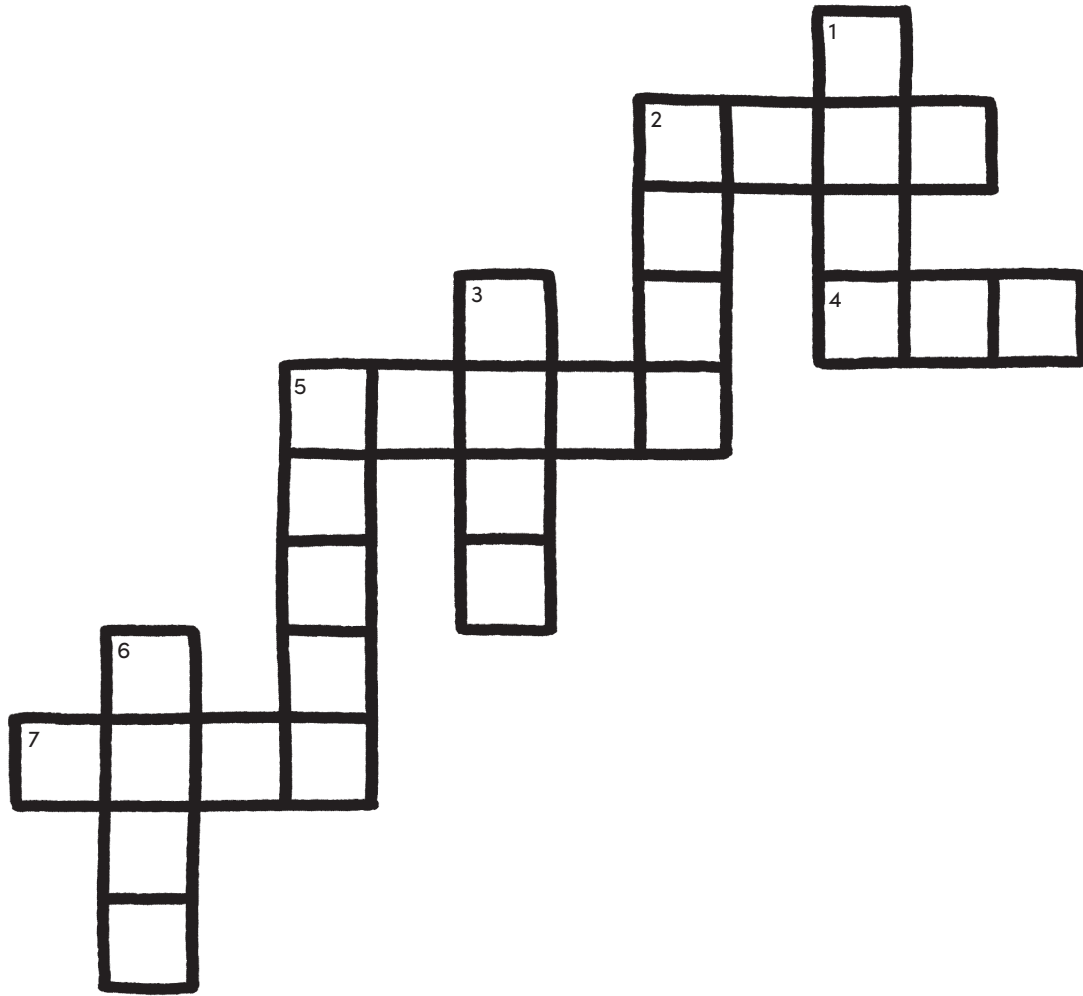
Use the code to figure out the sentence.

A	B	C	D	E	F	G	H	I	J	K	L	M
◆	◻	★	◀	■	↗	◎	💧	↑	✕	●	✱	✓
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
◎	😊	◐	▩	⚡	◻	⊗	▽	○	⌵	△	♥	⚡

✱ 😊 ◎ ◎ ◆ ◎ 😊
 ◆ ◎ 😊 ✱ ◀ ■ ◎ ◎ 😊 ◆ ⊗
 ⚡ 😊 ◀ ■ ↑ ◎ ◆
 ♥ ■ ✱ ✱ 😊 ⌵ ◻ 😊 ◆ ⊗

long o

crossword

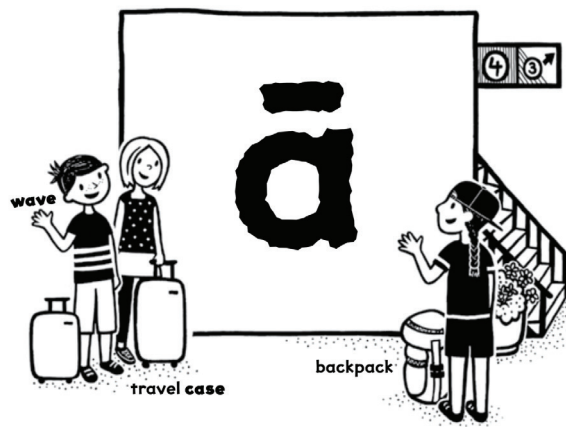


Across →

2. The opposite of fast.
4. The opposite of high.
5. What you do with a baseball.
7. A farm animal that says "maa."

Down ↓

1. The soccer player kicks the ball into the net and scores a ____!
2. White flakes that fall from the sky when it's cold.
3. To get bigger and bigger.
5. A crisp, hot, browned slice of bread.
6. To cross a large body of water, you travel in a ____.



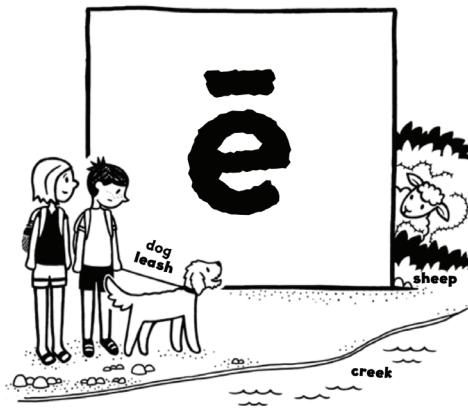
List of words containing the long a sound

This list contains words with the sound long a, which is most commonly spelled with the phonograms ai (snail), ay (play), the letter a ending an open syllable (ba-con), or the letter a with a magic e (cake).

This list does not include other less common ways to spell the sound long a including ei (neighbor), eigh (eight), ea (steak), é (café), et (ballet), and ey (they). These spellings will be introduced in a later Meg and Greg book.

* The starred words appear in *Train Day!*, the first story in Book 6 of the Meg and Greg series.

ai	ay	a	a-e
<i>Used at the beginning or middle of a syllable. Often followed by the letters l or n.</i>	<i>Used at the end of a syllable.</i>	<i>Used at the end of an open syllable.</i>	<i>Used in the middle of a syllable. (the magic e at the end of the syllable indicates the previous vowel is long)</i>
again* main against* nail bait paid* braid* pain brain paint chain* plain claim quail* daisy* raid drain rail exclaim* rain explain* raisin* fail sail faint saint faith snail* frail sprain grain stain hail tail* jail train* laid wail* maid waist mail* wait*	always* midday away* pay bay play birthday* portray bray pray clay railway* crayon* ray day* relay delay say dismay slay display* spray fray stay* gray stray hallway subway hay sway* holiday* today* lay tray may* way* maybe yesterday mayhem	agent haven apex hazel April* hiatus apron label baby* lady* bacon later bagel matrix basic nasal basin navy basis paper* canine pastry* caper preparations* cater radio crazy raven Danish* razor data station* equator table famous tomato* fatal vacate fragrant vapor gravy wager halo	amaze* game* sale ape gate same* bake* gave* save* bale glade scale base grade scrape blade grape shade blame handmade* shake blaze hate shame brave haze shape cake* lake shave came* lane slate cane late* slave cascade* made snake case* make* space* cave male state chase mate take* crane maze tale cupcake* name tape* daze page* trade decorate* pale vane exhale* place* vase fade plane wade fate plate wake* flake rake wave* flame safe* whale sake



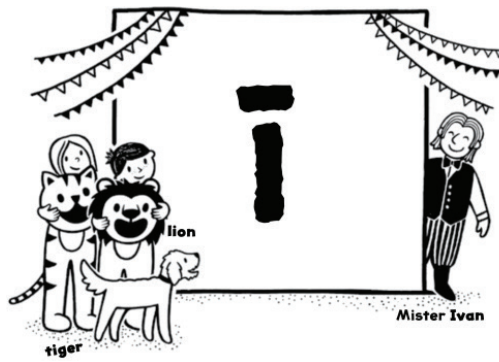
List of words containing the long e sound

This list contains words with the sound long e, which is most commonly spelled with the phonograms ee (sheep), ea (cream), the letter e ending an open syllable (she), the letter y ending an open syllable (candy), and the letter e with a magic e (theme).

This list does not include other less common ways to spell the sound long a including ey (key), ei (ceiling), ie (thief), and the letter i (radio). These spellings will be introduced in a later Meg and Greg book.

*The starred words appear in *Sheep in a Creek!*, the second story in Book 6 of the Meg and Greg series.

ee		ea		e		y		e-e
Used in the beginning, middle or end of a syllable.		Used in the beginning, middle or end of a syllable.		Used at the end of an open syllable.		Used at the end of an open syllable. (often a suffix)		Used in the middle of a syllable. (the magic e at the end of the syllable indicates the previous vowel is long)
agree*	see*	beach*	leash*	be	fever	angry	goofy	athlete
bee	seed	beak	leave*	became	frequent	army	gravy	compete
beef	seem	bean	meal	before*	he*	baby*	holly	complete
been	seen*	beaver*	mean	began	hero	belly	jelly	concede
beet	sheep*	bleach	neat*	begin	hyena	berry	muddy*	concrete
between*	sheet	bleat*	pea	behind*	idea*	blackberry*	navy	delete
bleed	sleek	cheap	peach	beside*	legal	buddy*	party	discrete
breed	sleep*	cheat	peanut*	between*	maybe*	bunny	poppy	eve
breeze	sleeve*	clean	please	defend	me*	candy	ruby	extreme
cheek	sneeze	creak	reach	degree	medium	carry	sandy*	intervene
cheese	speech	cream*	read*	delete	meow	copy	slippery*	mime
coffee	speed*	defeat	real	demand	meter	cozy	sorry*	stampedo
creek*	steep*	dream	sea	depend	neon	crazy	study	theme
creep	street*	each	seal	eclipse	pecan	dizzy	sunny*	these*
deep	streetcar*	east	seat	ego	pretend	duty	thorny*	trapeze
EEK*	sunscreen*	easy	sneak	eject	pretext	easy	ugly	
feed	sweep	eat	speak	elastic	realize	empty	very*	
feel	sweet*	grease	squeak*	elect	regret	entry	wooly*	
feet*	tee*	heal	squeal*	electric	remind*	fancy		
free*	teeth*	heat*	steal	equal	sequel			
freeze*	three*	heave*	steam	equator	she*			
green	toffee*	jean*	stream	eternal	video			
keep	tree*	lead	teach	even*	we*			
meet	weed	leaf*	team	event	zebra			
need*	week	leap*	treat*	evolve	zero			
	wheel		weak*	feline				



List of words containing the long i sound

This list contains words with the sound long i which is most commonly spelled with the phonograms igh (light), ild (wild), ind (kind), the letter i ending an open syllable (tiger), the letter y ending an open syllable (fly), and the letter i with a magic e (line).

This list does not include a less common way to spell the sound long i: ie (pie). This spelling will be introduced in a later Meg and Greg book.

*The starred words appear in *A Wild Night at the Big top*, the third story in Book 6 of the Meg and Greg series.

i	igh	ild & ind	y	i-e	
Used at the end of an open syllable.	Often (but not always) used in the middle of a word that ends with the letter t.	Part of a group of words often referred to as the Wild Old Words where a long vowel sound is followed by two consonants.	Used at the end of an open syllable.	Used in the middle of a syllable. (the magic e at the end of the syllable indicates the previous vowel is long)	
bicycle biology client climax compliant denial diagram diamond dinosaur final finally* Friday* giant hi* hibernate horizon I'm* I* idea* item Ivan* ivory ivy	liar library lion* migrate pirate priority quiet rival spider spinal tidy tiger* tiny title tricycle tripod triumph violet violin	bright delight fight flashlight* flight fright high* knight light night* right* sigh sight thigh tight* tonight* upright*	child* wild* mild behind* bind* blind find* grind hind kind* mind* rewind rind wind	apply butterfly* by* cry* cycle* deny dignify dry fly* fry imply justify multiply my* pigsty pry pylon python rely reply satisfy shy sly supply try* unicycle* why*	arrive* beside* bike bite bribe bride chime chive dime dine dive drive excite* feline* file fire* five* hide hike hive Ike* inside kite life like* lime line* Mike* mile mine nine outside* pile* pride prime prize quite ride* ripe rise scribe shine side* site size* slide slime smile* spike spine strike stripe* sunshine* swipe tide tile time* tribe while* white wide* wife wine wise



List of words containing the long o sound

This list contains words with the sound long o, which is most commonly spelled with the phonograms oa (boat), ow (snow), old (hold), oll (roll), olt (bolt), ost (post), the letter o ending an open syllable (go), and the letter o with a magic e (home).

This list does not include other less common ways to spell the sound long o including oe (toe) and ough (doughnut).

*The starred words appear in *The Rowboat Contest*, the fourth story in Book 6 of the Meg and Greg series.

oa	ow	old, oll, olt, ost	o	o-e					
<i>Used in the beginning, middle or end of a syllable.</i>	<i>Usually at the end of a syllable and rarely in the middle.</i>	<i>Part of a group of words often referred to as the Wild Old Words where a long vowel sound is followed by two consonants.</i>	<i>Used at the end of an open syllable.</i>	<i>Used in the middle of a syllable. (the magic e at the end of the syllable indicates the previous vowel is long)</i>					
bloat boat* boatyard* charcoal cloak coach coal coast coat coax croak float* foal foam gloat goat* groan load*	loaf loan moan* moat oak oat* poach road roam roast soak soap throat toad toast	arrow bellow below blow* borrow* bow bowl bungalow* crow* elbow fellow flow follow* glow grow hollow know* low marshmallow	mow narrow own pillow* rainbow* row* rowboat* rower* shallow* show slow* snow throw* tow tomorrow* willow* window yellow*	bold cold fold hold* mold old scaffold scold smolder sold told* bolt colt holt jolt volt almost ghost host most post poster*	bonus canopy clover* cobra coma donate donut* dunno* flamingo focus go* gopher grocer hero hippo hotel info* local moment* motel motorless* no* October	odor OK* only* open* over* photo* polite potato program propose protect rodent romantic so* soda solo token tomato trophy* video volcano yo-yo yoga	bone broke choke chose close* code cone cove dome dose dove doze drone drove froze globe grove hole home* hope* hose	joke lone megaphone* mode mole mope nope* nose* phone* poke pole pose* probe prone prose quote robe rode role rope*	rose rove scone scope slope* smoke spoke stole stone* stove stroke tadpole* those* throne tone wove yoke zone



List of words containing the long u sound

This list contains words with the sound long u, which is most commonly spelled with the phonograms ue (rescue), ew (few), the letter u ending an open syllable (mu-sic), and the letter u with a magic e (mute).

This list does not include a less common way to spell the sound long u: eu (feud). This spelling will be introduced in a later Meg and Greg book.

*The starred words appear in *A Few Snapshots*, the mini story in Book 6 of the Meg and Greg series.

ue	ew	u	u-e
<i>Used at the end of a syllable.</i>	<i>Usually used at the end of a syllable.</i>	<i>Usually used at the end of an open syllable.</i>	<i>Used in the middle of a syllable. (the magic e at the end of the syllable indicates the previous vowel is long)</i>
argue avenue barbecue continue cue hue issue pursue rescue* revenue statue value venue	curfew few* nephew new* pewter skewer spew stew	cucumber cupid duet duo* duty* emu fuel human humid humor January menu* museum music	abuse amuse consume costume* cube cute* dispute excuse fume fuse huge molecule mule mute perfume produce puke* refuse ridicule substitute tribute use

**Several phonograms that represent the sound long u also represent the sound /oo/. It can be hard to tell which way to pronounce some words! It can also depend on the speaker's accent. How do you pronounce stew? Is it /st-u/ or /st-oo/?