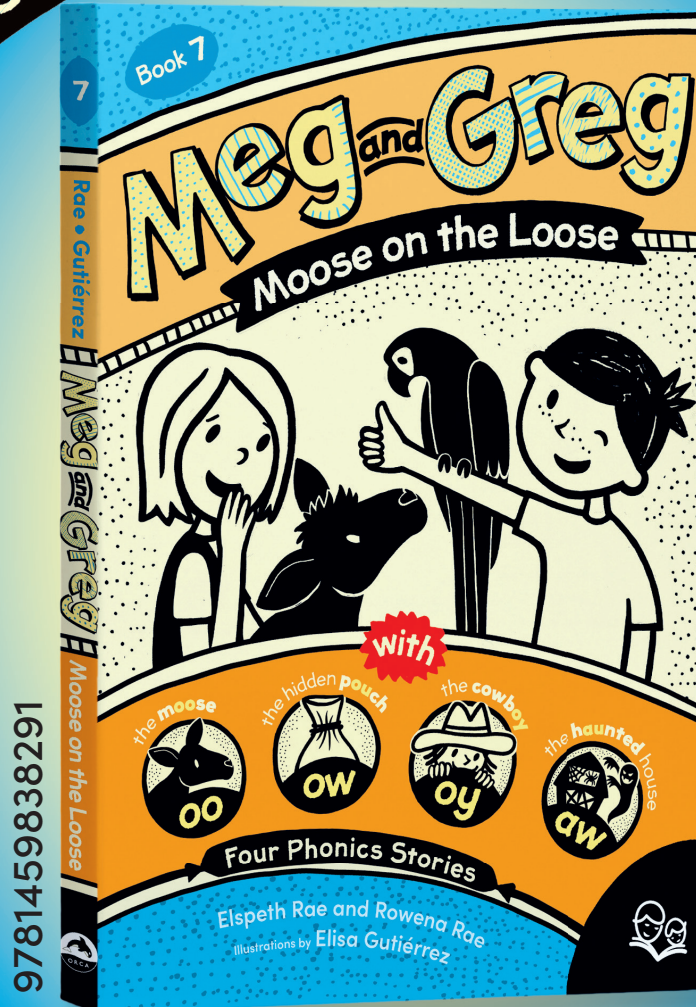


Meg and Greg

Moose on the Loose

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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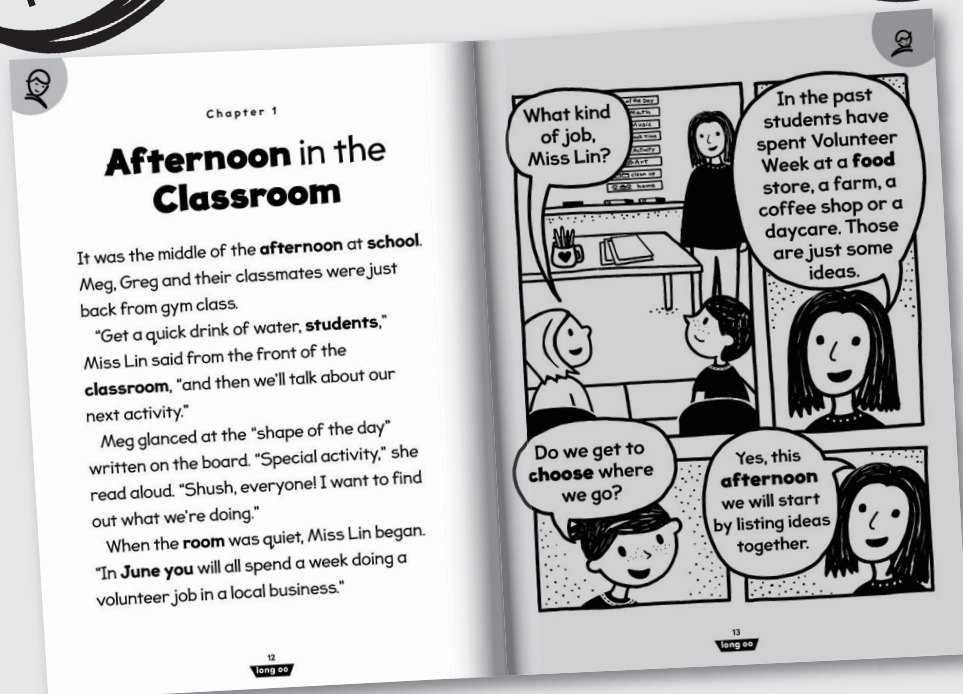
megandgregbooks.com

How to read the stories in this book

Adult
or buddy
reader's
text



Kid's
text



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

The stories in this book focus on **vowel teams** and **gliding vowels**:

- **long /oo/:** *ew, oo (goose), ou (soup), u, u-e, ue*
- **/ow/:** *ou (house), ow*
- **/oy/:** *oi, oy*
- **/aw/:** *au, aw, o*
- **short /oo/:** *oo (book)*

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



Warning!

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

was, were

from

they, their

here, said, your

New for this book

pull, push, put

Mr., Mrs., Ms.

"scribal o" words
(*some, come, love, wonder . . .*)



Some oddities of English explained

Do you know what's tricky about these words?

from In this word, the letter o is pronounced like a short ŭ sound. Although many words with this pronunciation for letter o fall into the category of “**scribal o**,” we don’t believe *from* does.

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

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

here This word is pronounced /hee-er/, which is 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.

said 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*.

they 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*).


your 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*).

pull, push, put In these words the letter *u* is pronounced in a similar way to the **short /oo/** in *book*. It is unexpected and students might need help to remember it.

Mr., Mrs., Ms.

The first two abbreviations stand for “mister” and “missus.” The *Mr.* abbreviation is logical, but the *Mrs.* abbreviation seems odd because there’s no *r* in *missus*. However, *missus* is a contraction of *mistress*, and around 1600 it was abbreviated to *Mrs.* to refer to a married woman. Many women now prefer to use *Ms.*, which is pronounced /mizz/ as it doesn’t indicate their marital status.

“scribal o” In a significant number of words, the letter *o* can be pronounced with a short ŭ sound (*love, son, come*). Three words that we introduced in Book 6 as tricky words use this sound (*some, come, from*), but not all have the “scribal o” history. There are differing explanations for the short ŭ sound being spelled with an *o*.



Tricky words introduced in Books 1-4

a

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

as, has

be, he, me,
we, she

do, to

go, no, so

have, give

I

is, his

of

OK

the

was

what

when

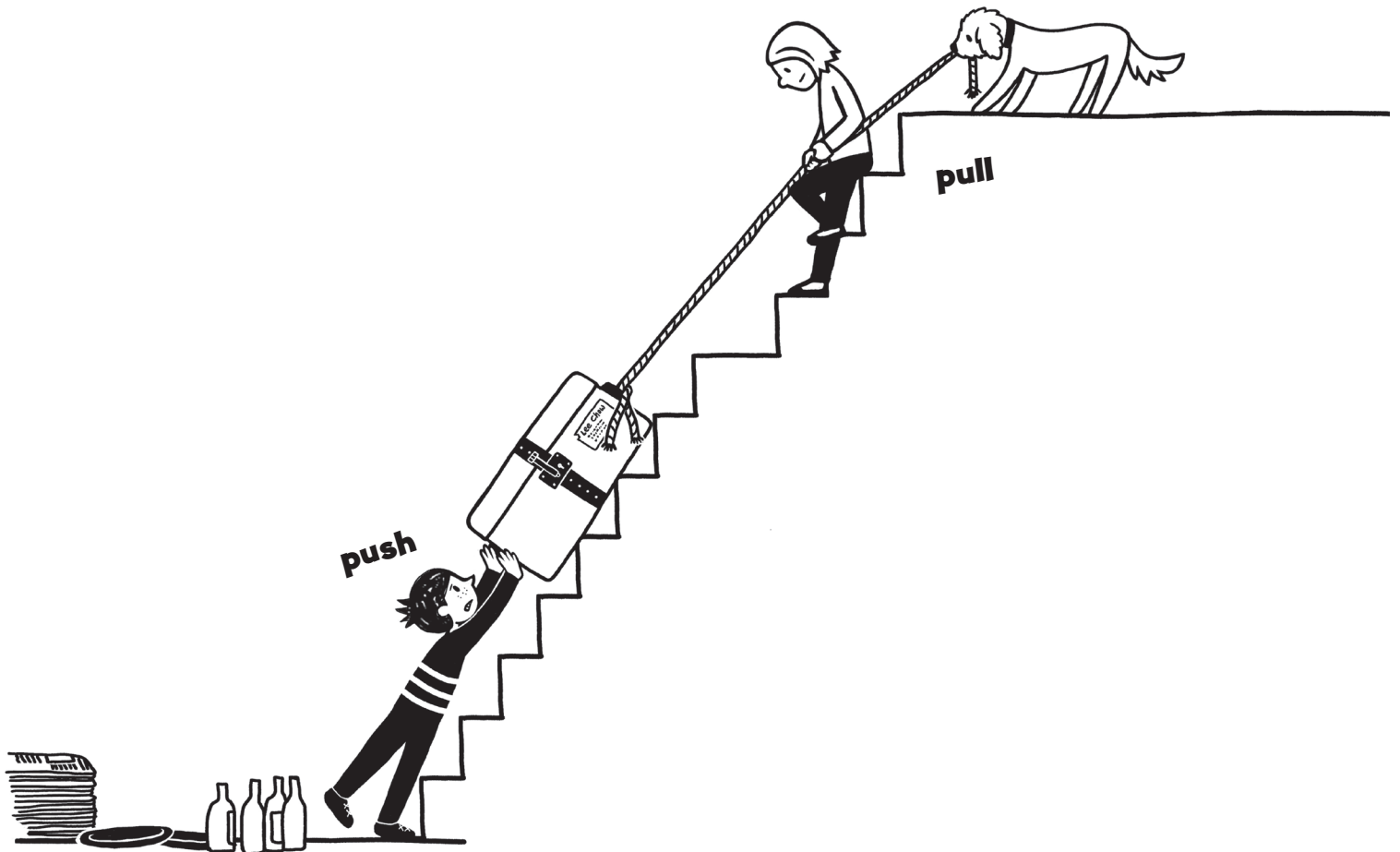
where

which

why

you

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



What is a “scribal o” word?

“Scribal o” words have a letter o that is pronounced with a short ŭ sound. Think of the words *some* and *love*. How did this pronunciation come about? The story goes that before Johannes Gutenberg developed his printing press in about 1440, manuscripts were handwritten by scribes, often monks. They used a medieval-looking script called blackletter, which has connected letters that can be difficult to distinguish. The difficulty was especially apparent for letters with multiple up-and-down strokes placed side by side.

The letters mnub (that is, m, n, u and b) were particularly difficult to distinguish.

Linguists theorize that to help make the words more readable, the scribes started using the letter o in place of the letter u. Despite this change, the words’ pronunciations remained as they had been with the letter u. Words that fall into the “scribal o” category include *come*, *love* and *son*.

However, there are words in English that use an o with a short ŭ pronunciation yet never had a letter u to start with, so we can’t use the “scribal o” as a blanket explanation. Words with the short-ŭ-sounding o and no sign of a u in their history include *mother*, *from* and *none*.

Here are the six example words and their origin. If you’re interested in looking up the origin of other words, use an etymology dictionary.

Word	Old English origin	
come	cuman	cuman
love	lufu	lufu
son	sunu	sunu
mother	modor	modor
from	fram	fram
none	nan	nan



Is it pronounced /oo/ or /ū/?

Long /oo/ is the focus of the first story in this book. Several spellings of long /oo/ can also represent the long ū sound (“yoo”), which we covered in Book 6. Although the pronunciation sometimes depends on the speaker’s accent, consider how you pronounce *blue* vs *value*, *screw* vs *few*, *lunar* vs *music*, *flute* vs *mute*. However, the most common way to spell the long /oo/ sound is with the **vowel team** oo (*food*, *moon*, *shampoo*), and this vowel team’s pronunciation doesn’t overlap with that of long ū.

The word *two*

The word *two* is a tricky one for some new spellers. Apart from the letter *t* at the beginning of the word, it does not make phonetic sense. Students often remember the letters in the word, but because the pronunciation doesn’t help with the spelling, they spell it as *tow* as frequently as they spell it as *two*.

This is an excellent example of why teaching reading and spelling can’t be done with phonics alone! English is a **morphophonemic** language, and the morphology is as important as the phonology. Morphology is the study of how words are constructed and their relationship to other words in our language.

The word *two* has several relatives: *twelve* (ten plus two), *twenty* (two times ten), *twin* (two babies born from one birth), *twine* (two or more strands twisted together), *between* (the space separating two things) and *twilight* (the time between two parts of the day). In all these relatives of *two*, both letters of the *tw* blend are pronounced, and therefore they are easier to spell correctly. The word *two* lost this pronunciation over the years, but it’s still part of the family and is still spelled with a *w*, even though we can’t hear it. If you spend some time helping children explore these connections, then they’re more likely to remember the *tw* spelling of *two*.





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 to 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 seventh in the *Meg and Greg* series, the learning reader continues to read some of the story text in prose instead of speech bubbles so they can practice reading longer passages. 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 six *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 six 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/* and */air/* sounds; Book 5: **suffixes** *-ed, -en, -er, -es, -est, -ful, -ing, -ly, -ment, -s*, and **prefixes** *de-, dis-, ex-, in-, pre-, re-, un-*; Book 6: **long vowel sounds** long *ā* (*ai, ay, a*), long *ē* (*ee, ea, e, y*), long *ī* (*igh, ild, ind, i, y*), long *ō* (*oa, ow, old, oll, olt, ost, o*), long *ū* (*ue, ew, u*).
- **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 to make it **decodable**. 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 lefthand 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. 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?

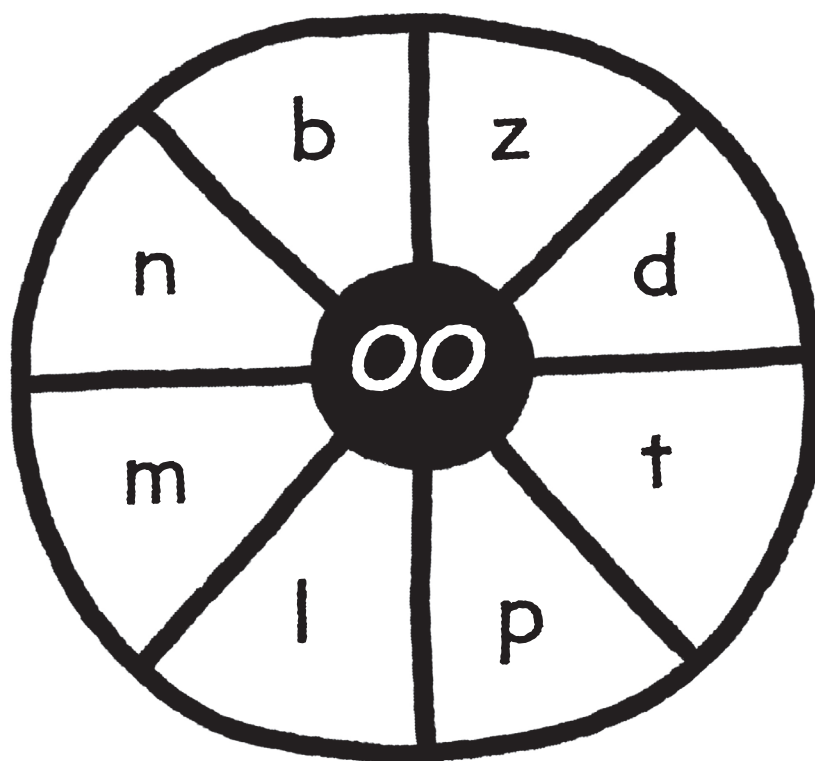
Yes. As well as the language features throughout the story, we use design features that some people find helpful for reading:

- The font mimics as closely as possible the shapes of handprinted 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.



oo word wheel

Can you think of at least 15 words using only these letters?
Each word must include the vowel team oo.



1. **too**

2. **loop**

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

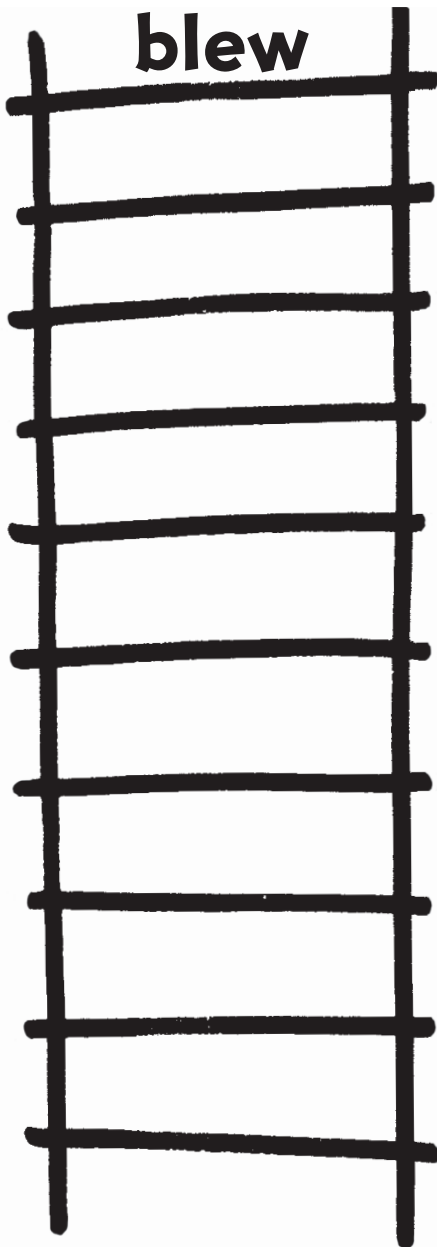
15.

ew

word ladder

Climb down the ladder by solving the clues and changing the beginning **consonant blend** or **digraph** from the previous ew 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. blew
2. The past tense of draw.
3. A soup-like dish made with meat and vegetables.
4. The geese _____ south for winter.
5. To crush or grind food with your teeth.
6. The sunflower _____ as tall as a house.
7. A metal fastener, like a nail, but with a spiral thread.
8. A boy _____ up on the school bus today.
9. The group of people who together operate or sail a ship.
10. Sally _____ her nose on a tissue.

OW (long ō or /ow/) which sound is it?

Spell the words on this page. Make sure you spell them in the correct column. Some are making a long ō sound (like *bowtie*) and some are making an /ow/ sound (like *cow*), but they are all spelled with the **vowel team ow**.



long ō sound 	/ow/ sound 

ou or ow

which spelling is it?

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



cloud
clowd



doun
down



howse
house



growl
groul



mouse
mowse



shower
shouer



mouth
mowth



froun
frown



sowth
south



plou
plow

oi or oy

which spelling is it?

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



coin
coyn



toi
toy



poynt
point



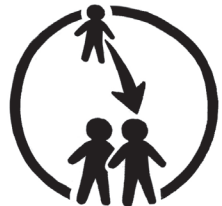
boy
boi



toylet
toilet



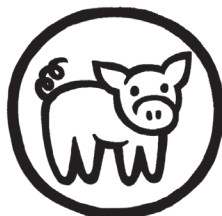
royal
roial



join
joyn



joi
joy



oink
oynk



destroy
destroi

oi and oy

word search

Find the words listed below in the puzzle.

Words are hidden → and ↓ and ↘.

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

ahoy
boy
choice
coil

coin
destroy
enjoy
joy

loyal
noise
point
poison

soy
toilet

the sound /aw/

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
♥	△	■	⚡	▩	⌵	○	⚡	▽	◻	◎	💧	😊

◀ ✱ ◀ ◻ ● ◀ ○ ↘

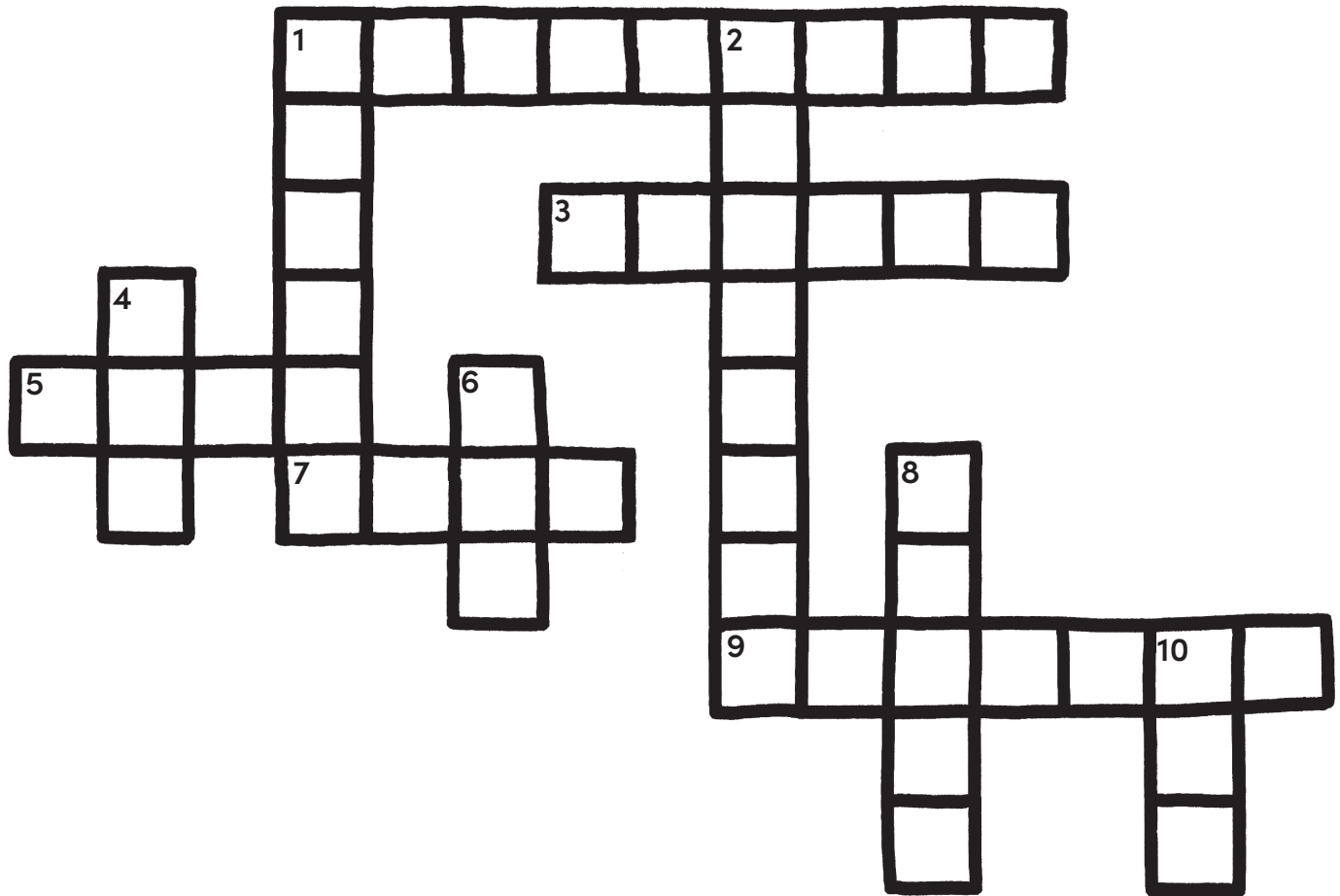
◀ ▩ ◀ ◻ ◻ ▩ ◀ ◻ ♥

↑ ♥ ◀ ✱ ◀ ⚡ ♥ ○ ↘ ↘

◐ ◀ ⚡ ♥ ↘ ▩ △ ◻ ◀ ○

the sound /aw/

crossword

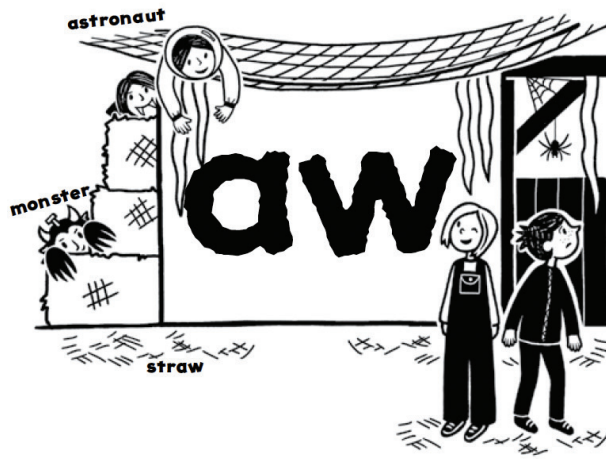


Across →

1. A person who travels in outer space.
3. The take-off of a rocket.
5. A cat walks on its four ____.
7. To defrost something.
9. Dirty clothes that need to be cleaned.

Down ↓

1. The month after July.
2. Anything to do with sailors, boats and navigation.
4. The past tense of see.
6. The bone that helps your mouth open and close.
8. The button you press to stop the movie or music for a moment.
10. Food that is not cooked is ____.



List of words containing the sound AW

This list contains words with the sound /aw/, which is spelled with the vowel teams aw (saw) and au (haunt) and with a short ɔ (dog).

* The starred words appear in *The Haunted House*, the fourth story in Book 7 of the Meg and Greg series.

au

Used at the beginning or middle of a syllable.

applaud	gauze*
astronaut*	hauling*
audio	haunch
audit	haunt*
August*	jaunt
Augusto*	launch*
Australia	laundry*
authentic*	laundromat*
author	maul
authorize	nausea
automatic	nautical*
autumn	Paula*
because*	pause*
cauldron	sauce
cauliflower	saucer
clause	sauna
default	saunter*
exhaust	sausage
faucet	somersault
fault	trauma
faulty	vault

aw

Used mostly at the end of a syllable, but can appear in the middle of a syllable before the letters l, n, or k

awesome*	outlaw
awestruck	paw*
awful*	pawn
awkward	prawn*
awning	raw*
caw	saw*
claw	sawdust
coleslaw	sawmill
crawl*	scrawl
dawdle	shawl*
dawn*	spawn
draw*	sprawl*
fawn	squawk
flaw	straw*
gnaw	strawberry
hawk*	thaw*
jaw*	withdraw
jigsaw*	yawn*
law	
lawn	
macaw*	

o

Used in a closed syllable. Not at an exhaustive list!

bottle*	long*
chop	lost
closet	lots*
coffee*	model
coffin*	monster*
combat	nod*
complete*	not*
complex	off*
contest	on*
contract	pop*
costume*	probably*
cross*	rocket*
drop	shop
follow*	shot
frog	snot
got*	solid
hotdog*	spot*
job*	stop*
lobster	strong
lodge	topic
long	wrong*



List of words containing the sound short oo

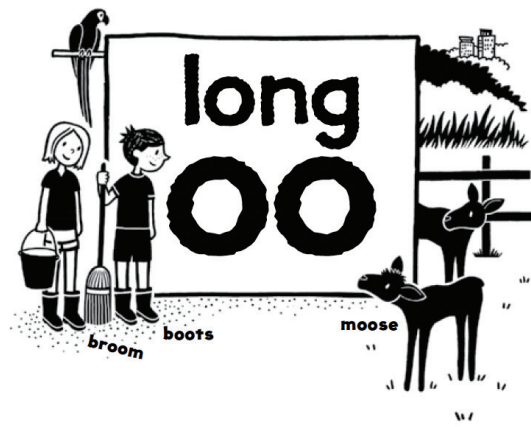
This list contains words with the sound short /oo/, which is spelled with the vowel team oo (book).

* The starred words appear in *The Book Nook*, the mini-story in Book 7 of the Meg and Greg series.

oo

*Used at the middle of a syllable.
Fairly uncommon sound and spelling.*

book*	hoof*
bookcase	hook*
bookmark	likelihood
bookshelf	look*
brook*	misunderstood
childhood	nook*
cook*	rook*
cookie	rookie
crook*	shook*
driftwood	soot*
fishhook	stood*
foot*	took*
footprint*	underfoot
football	understood
footbridge	wood*
footrest	woodpecker*
footwork	woodshed
good*	woodworker*
handbook*	woof*
hood	wool*



List of words containing the sound long oo

This list contains words with the sound long /oo/, which is most commonly spelled with the vowel teams ew (jewel), oo (goose), ou (group) and ue (blue), the letter u ending an open syllable (su-per), or magic e (flute).

This list does not include the spelling of long /oo/ with a single letter o. This uncommon way to spell /oo/ appears in two common words: do and to.

* The starred words appear in *Moose on the Loose*, the first story in Book 7 of the Meg and Greg series.

ew	oo		ou	u	ue	u-e	
<i>Used at the end of a syllable.</i>	<i>Used in any position in a word!</i>		<i>Used at the middle or end of a syllable.</i>	<i>Used at the end of an open syllable.</i>	<i>Used at the end of a syllable.</i>	<i>Used in the middle of a syllable. (the silent magic e indicates the previous vowel is long)</i>	
blew*	afternoon*	moo	caribou	brutal	blue*	absolute	include
chew*	balloon	moon*	cougar	cruel	clue	assume	introduce*
crew*	bamboo*	moose*	coupon	duet	due	attitude	June*
dew	boom	noon	croup	duo	ensue	brute	latitude
drew*	boomerang*	pool*	crouton	duplex	flue	chute	longitude
Drew*	boost	poop*	goulash	duplicate	fondue	conclude	lute
ewe	boot*	roof*	group*	duty	glue	consume	Neptune
flew*	booth	room*	mousse	fluid	pursue	crude	nude
grew*	broom*	root	recoup	July	residue	dude	plume
jewel	cartoon*	school*	soup	juvenile*	sue	dune	pollute
jewelry*	choo choo*	scoop*	souvenir	lunar	true	exclude	prune
knew	choose*	scooter*	toucan	Ruby*		fluke	reduce
mildew	classroom*	shampoo	toupee	ruin		flume	rude
nephew	cool	smooth*	troupe	rumor		flute*	rule
new*	coop*	snoop*	uncouth	student*		gratitude	spruce
newspaper*	Cooper*	Snoopy*	Vancouver	stupid		include	substitute
screw*	food*	soon*	wound	super*			truce
sewer	fool	stool*	you*	sushi			tube
shrewd	goose*	stoop*	youth	truth			tune
slew	groom*	swoop		tuba			
spew	hoop	too*		tulip			
stew*	hoot	tool		tuna			
strew	kangaroo*	tooth*		tutor			
threw*	lagoon*	woo hoo*		tutu			
yew	loop*	zoo*					
	loose*	zoom					



List of words containing the sound ow

This list contains words with the sound /ow/, which is spelled with the vowel teams *ou* (sound) and *ow* (cow).

Warning: the vowel team *ow* is also used to spell the long *ō* sound (snow); introduced in Book 6. And vowel team *ou* is also used to spell the long /oo/ sound (soup); introduced in the first story of Book 7 and infrequently the long *ō* sound (poultry) and short /oo/ sound (country).

* The starred words appear in *Found in the Ground*, the second story in Book 7 of the Meg and Greg series.

OU

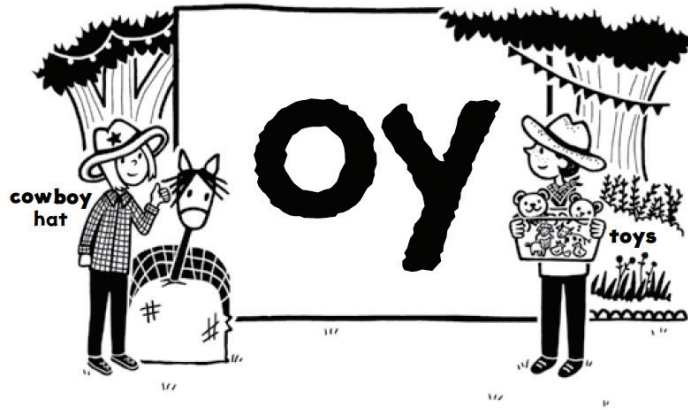
Used at the beginning or middle of a syllable.

about*	founder	outside*
aloud	ground*	outstanding*
amount	grouse	pouch*
announce*	grout	pound
around*	hound*	pout
astound*	house*	proud
bounce	loud*	round
bound*	mound	scout
boundary	mount	shout*
bounty	mouse*	snout*
cloud*	mouth*	sound*
clout*	noun	south*
couch	ouch*	spout
council	out*	sprout
count		thousand*
crouch*	/ow/+/er/	voucher
discount	flour*	without*
dugout*	our	wound
foul	sour	
found*		

OW

Used mostly at the end of a syllable, but can appear in the middle of a syllable before the letters l, n, er, or el.

allowing*	hometown*
bow	how*
brow	howl*
brown*	meow
Chow*	now*
chowder	owl
clown	plow*
cow	powder
coward	power
crowd*	rowdy
crown	scowl
down*	shower*
drown	towel
eyebrow*	tower
flower	town
fowl	vow
frown*	vowel
gown	wow*
growl*	



List of words containing the sound oy

This list contains words with the sound /oy/, which is spelled with the vowel teams oi (coin) and oy (boy).

* The starred words appear in *The Mount Royal Rodeo*, the third story in Book 7 of the Meg and Greg series.

oi

Used at the beginning or middle of a syllable.

appoint	oil
appointment*	oink*
asteroid*	point*
avoid*	poison*
ballpoint*	rejoice
boil*	sirloin
choice*	soil
coil*	spoil*
coin*	tabloid
disappoint*	toilet*
foil	turquoise
groin	voice
hoist	void
invoice	
join*	
joint	
loin	
moist	
noise*	

oy

Used mostly, but not always at the end of a syllable.

ahoy*
 annoy
 boy*
 convoy
 corduroy
 cowboy*
 decoy
 deploy
 destroy*
 Elroy*
 employ
 enjoy*
 joy*
 loyal*
 oyster
 royal*
 soy*
 toy*
 voyage*