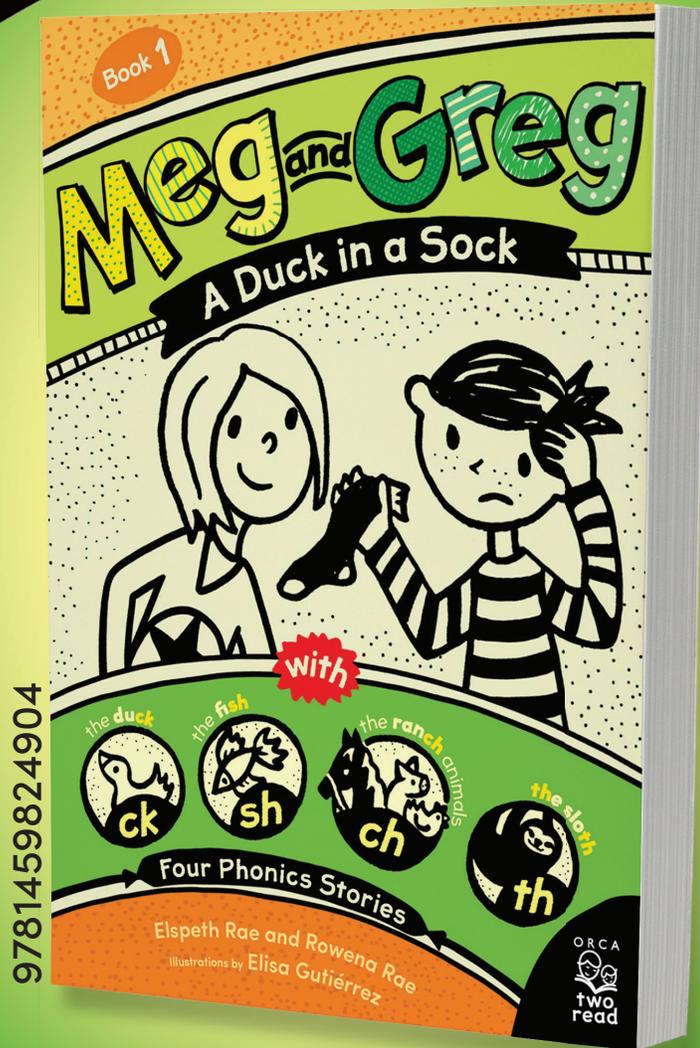


# Meg and Greg

## A Duck in a Sock

Resource Pack



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

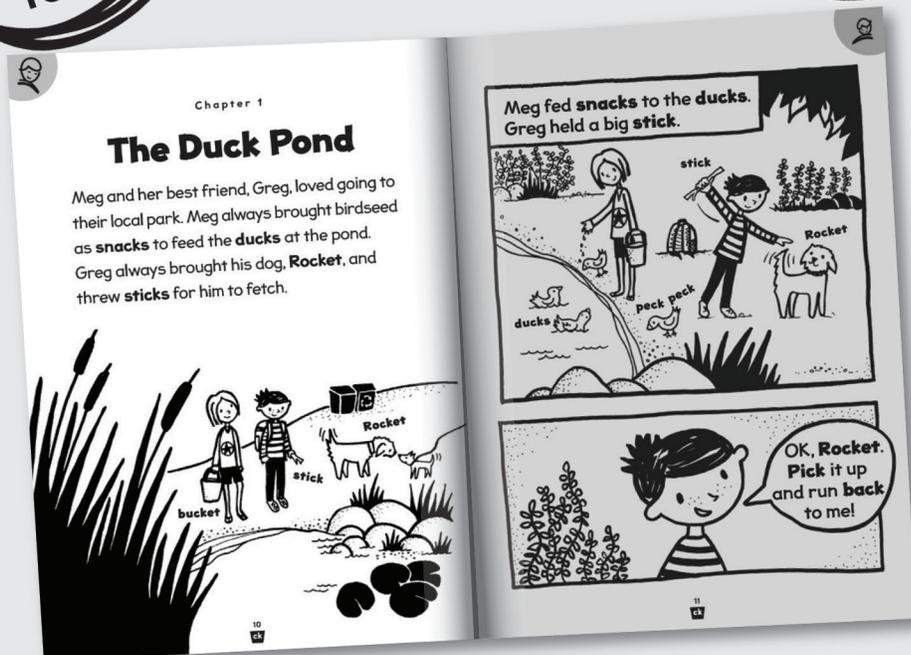


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# How to read the stories in this book



*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 ([orcatworead.com](http://orcatworead.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?

This little word can be pronounced with a short vowel sound (/ă/ as in *hăť*), 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.

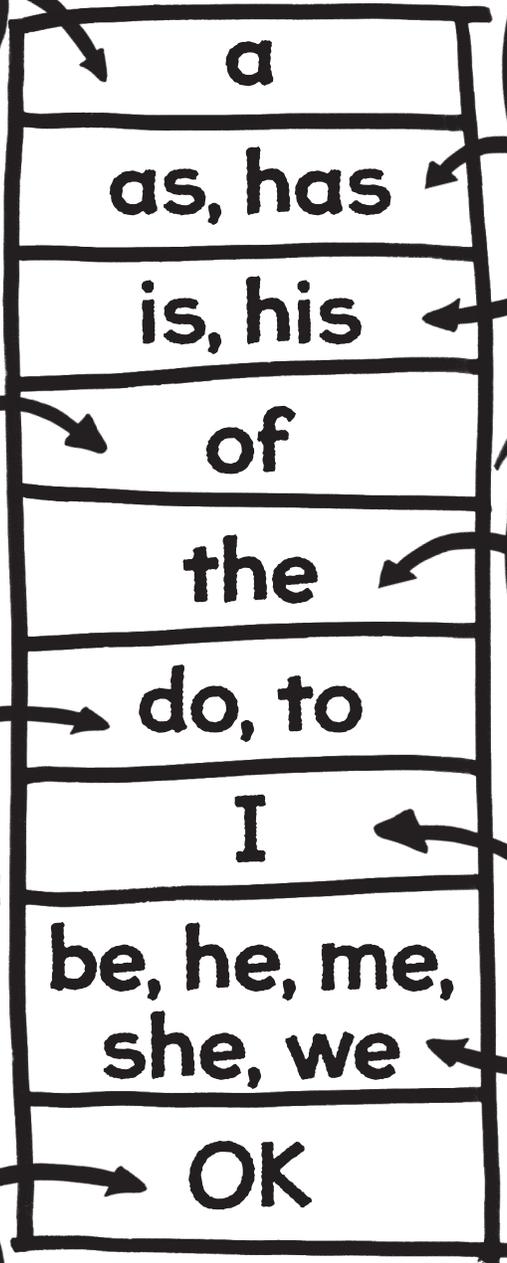
Children might try to pronounce this word as /off/ instead of the pronunciations /uv/ or /ov/.

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**

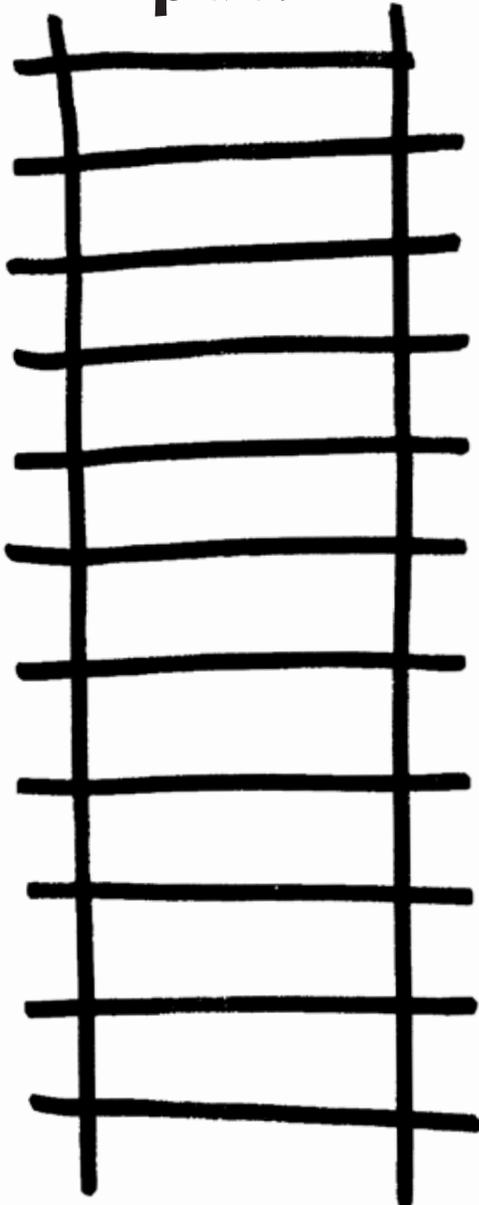
**Greg**

**Meg**

# ck word ladder

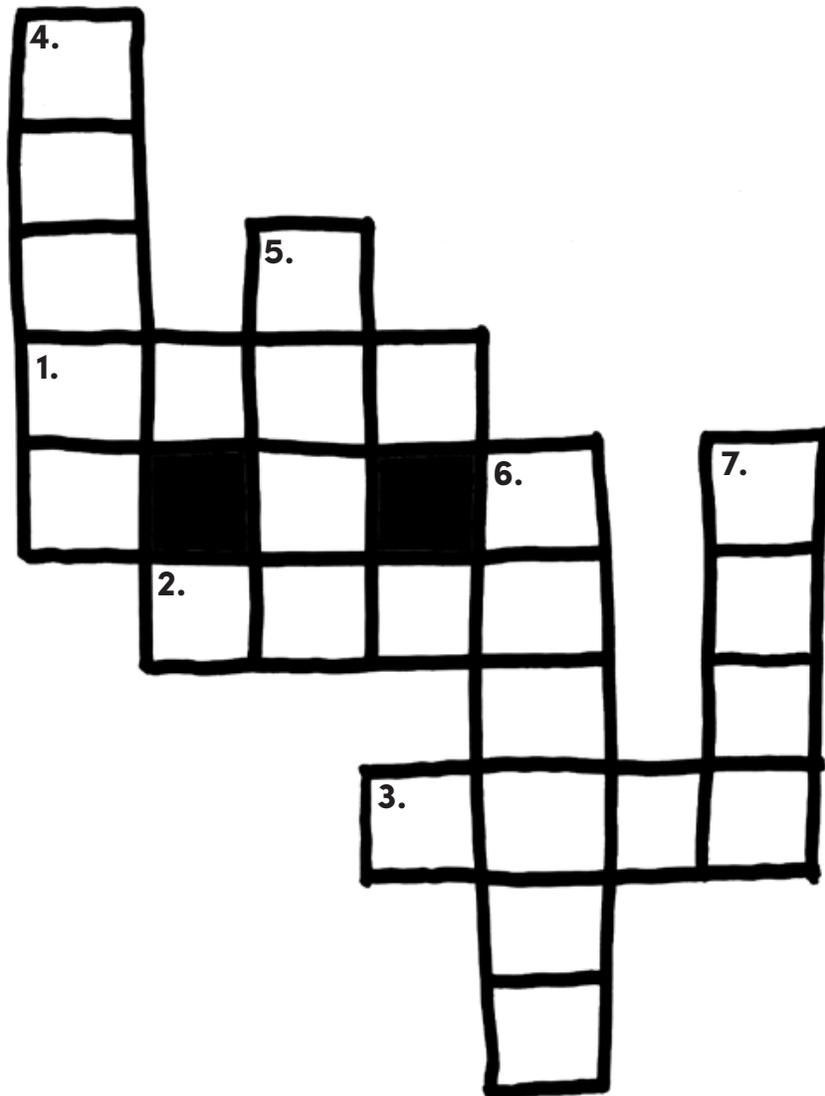
Climb down the ladder by solving the clues and changing just one letter from the previous **ck** word. You'll know you've done it right if the word at the bottom of the ladder matches the one at the top.

pack



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.

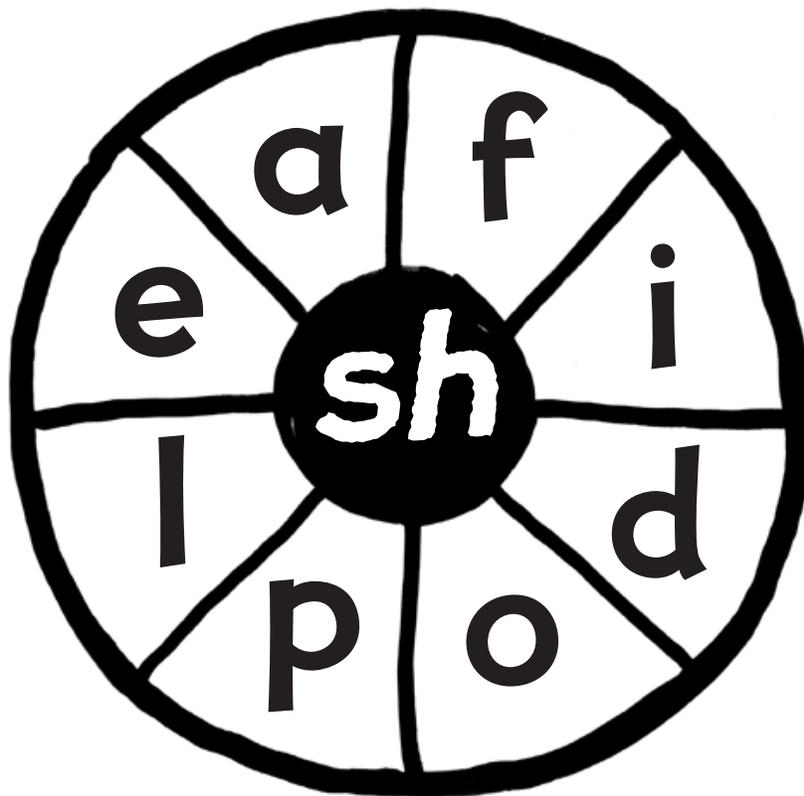
## Down ↓

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**



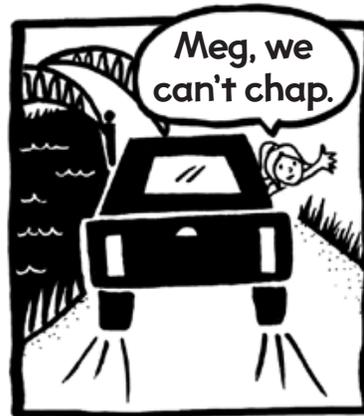
**Chestnut**



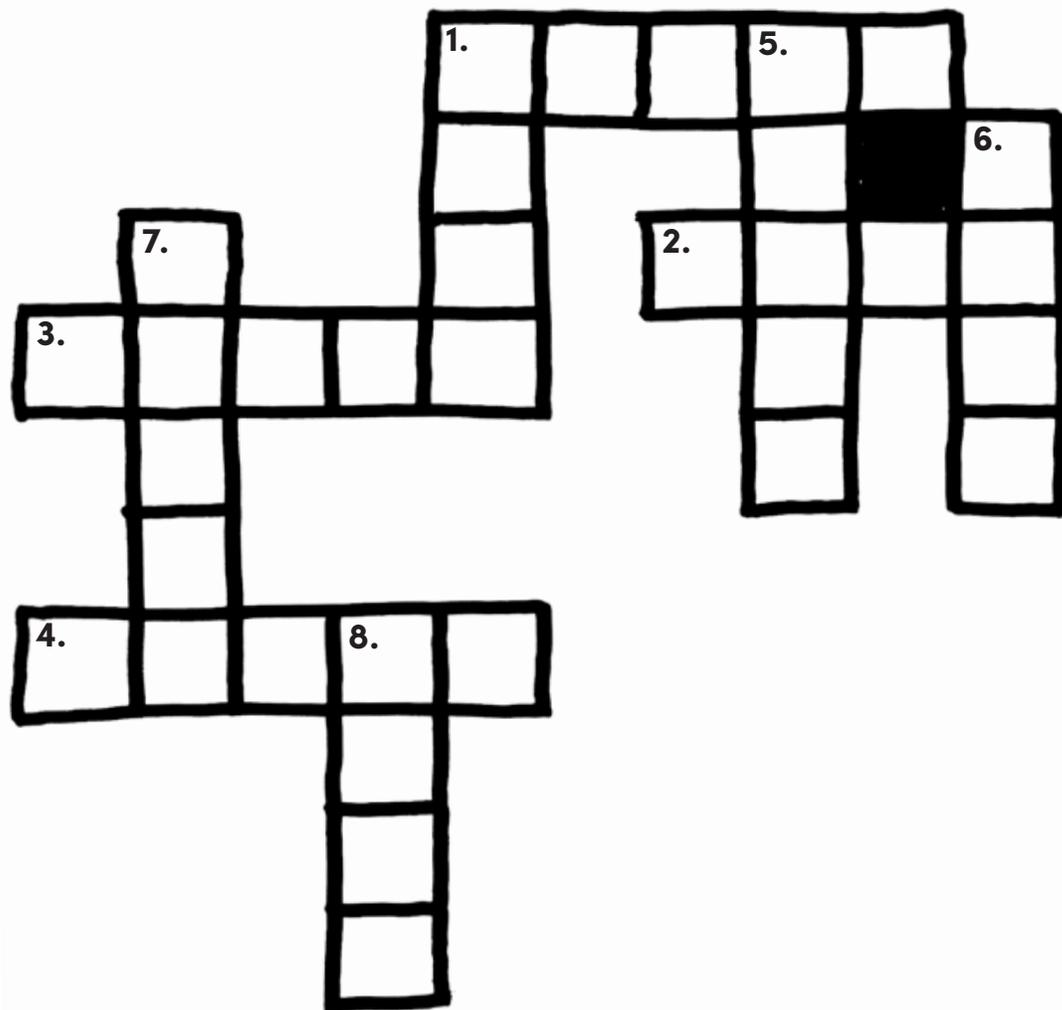
# ch

## 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

**Bonus words:**

bath

chopstick

cloth

fish

moth

luck

path

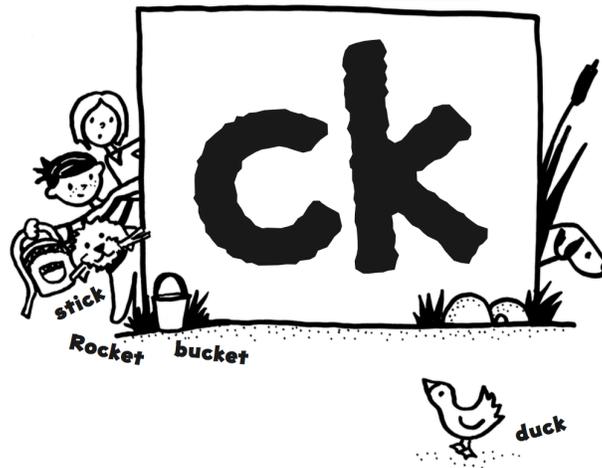
ranch

sloth

rocket

thicket





## 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\*

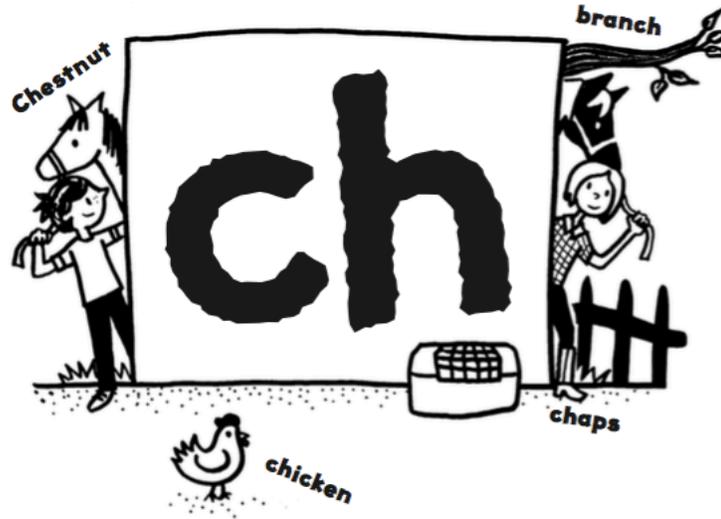
gash  
gosh  
gush  
hush  
impish  
lash  
lush  
mash  
mesh\*  
mush  
plush  
polish  
posh  
rash  
rush\*  
sash  
Sasha\*  
selfish  
shack  
shaft  
shag

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\*

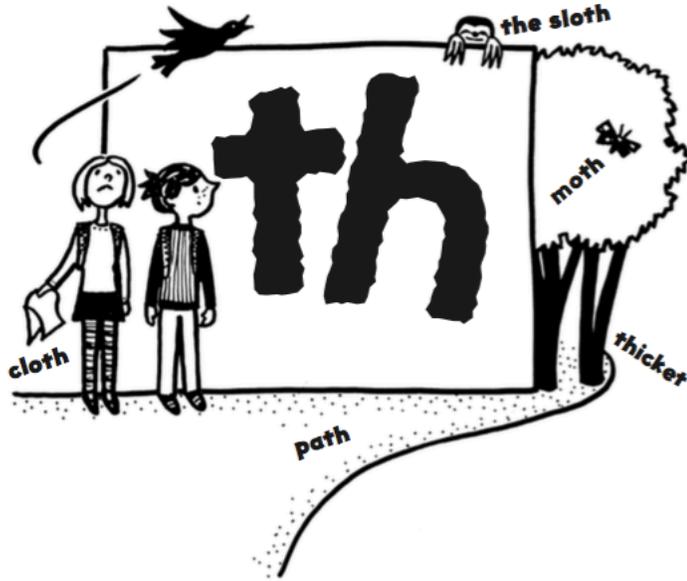
chestnut\*  
 chick\*  
 chicken\*  
 chill  
 chimp  
 chin\*  
 chip  
 chips\*  
 chit-chat\*  
 chomp\*  
 chop\*  
 chopstick\*  
 chuck\*  
 chug  
 chum  
 clench

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



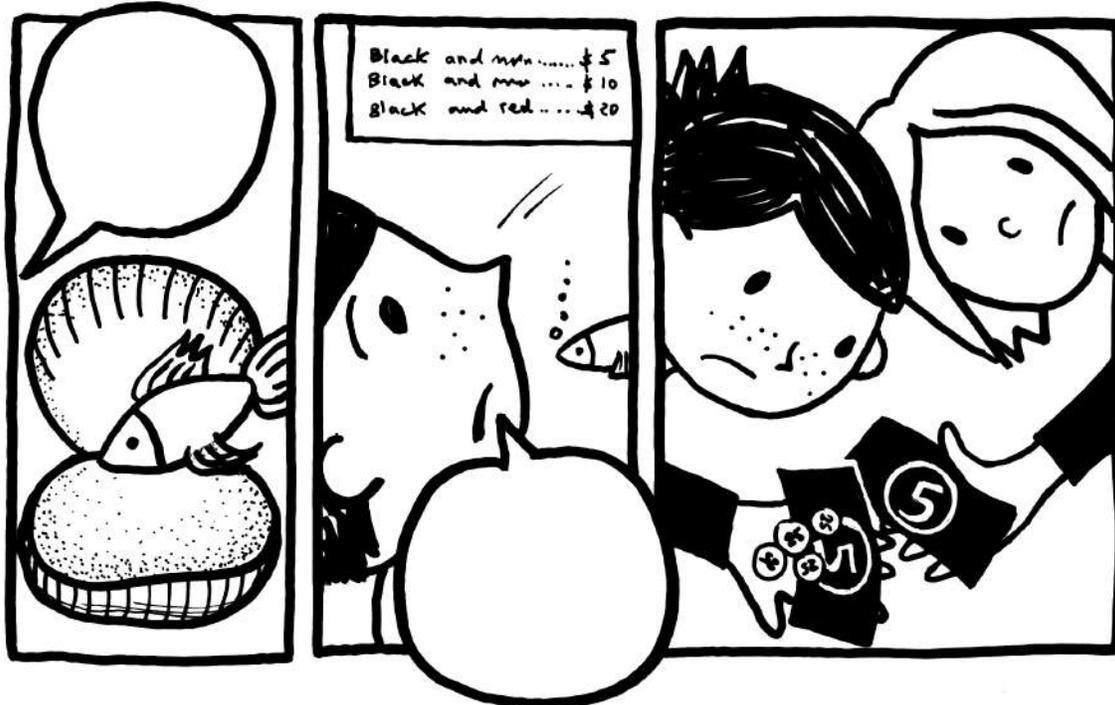
What are  
Meg and Greg  
saying?

# Meg and Greg



What are  
Meg and Greg  
saying?

# Meg and Greg



What are  
Meg and Greg  
saying?

# Meg and Greg



What are  
Meg and Greg  
saying?

# Meg and Greg

