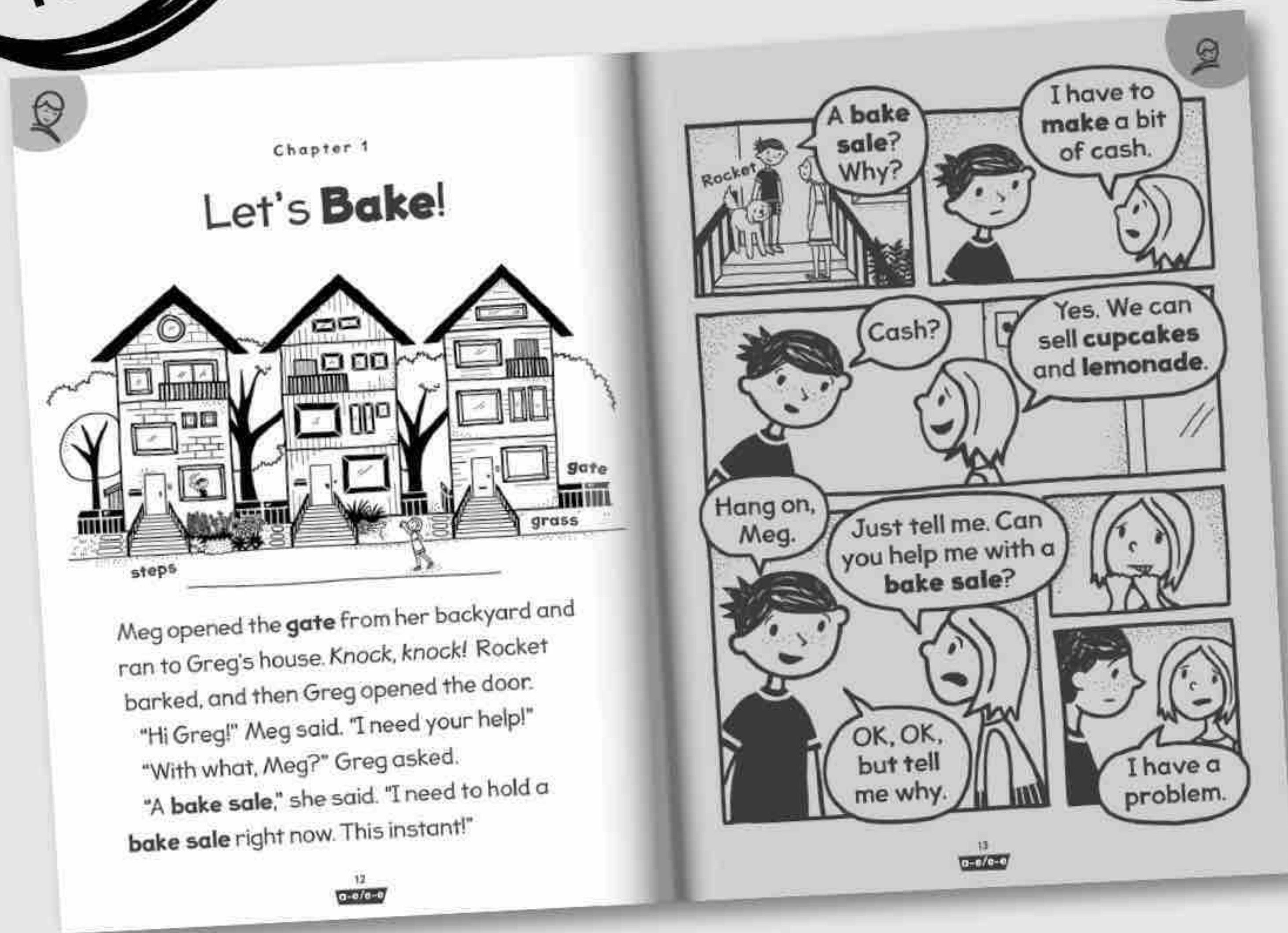


# How to read the stories in this book



**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. More about this approach is on page 153.

## 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 eight **phonograms** introduced in *Meg and Greg* Book 1 (*ck, sh, ch, th*) and Book 2 (*nk, ng, tch, dge*). The stories in this book focus on words that use a silent "magic" *e* to indicate that the previous vowel is pronounced with its long sound. The stories introduce words with a silent magic *e* in this order: **a-e** and **e-e** (*make, eve*), **i-e** (*time*), **o-e** (*bone*), **u-e** (*cute*).

The stories also use a few common words that can be tricky to sound out (see the list to the right). The child you're reading with may need help with these tricky words each time they encounter them. See pages 150-151 for more information.

### Longer Words

Look out for a few words with multiple syllables. Be ready to help your child break them into individual syllables. For example, *al-pine* and *lem-on-ade*.

### Words ending *se*

Also look out for words ending with the letters *se*. The *s* is often pronounced with a /z/ sound. For example, *vase, these, rise, nose, use*.

## Warning!

These 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.)

### New for this book

**what, when,  
where, which,  
why:**

Five common *wh* words pronounced /w/



All the stories in this book introduce words that use a silent “**magic**” **e**. The purpose of the magic e, which occurs at the end of a word and stays silent (not pronounced), is to indicate that the previous vowel is pronounced with a long sound.

Consider the difference between *măd* (**short vowel sound**) and *māde* (**long vowel sound**).

One way to help your child read a silent magic e word is this: Write a word, such as *made*, on a scrap of paper. Cross out the e to show that it is silent (*mad~~e~~*). Next, draw an arrow to show that the silent e jumps backward to the previous vowel (*mā~~d~~~~e~~*). Last, draw a horizontal line over that previous vowel to show that it says its name (*mā~~d~~~~e~~*).

Most of the time, the silent magic e jumps backward over only one consonant to the previous vowel. However, in a few words, it jumps backward over the blend *st* or the digraph *th*. For example, *waste*, *paste*, *bathe*.

The **silent e** has several other jobs too. These are described on page 152.

This story focuses on **a-e** words, as in *bāke* and **e-e** words such as *thēse*. There are more **a-e** words than **e-e** words in this story, simply because very few **e-e** words exist in English. It also includes the eight **phonograms** introduced in *Meg and Greg* Book 1 (*ck, sh, ch, th*) and Book 2 (*nk, ng, tch, dge*).

For a list of **a-e** and **e-e** words, including all the ones used in this story, go to [orcatworead.com](http://orcatworead.com).

# The Bake Sale

A story featuring







# Let's Bake!



Meg opened the **gate** from her backyard and ran to Greg's house. *Knock, knock!* Rocket barked, and then Greg opened the door.

"Hi Greg!" Meg said. "I need your help!"

"With what, Meg?" Greg asked.

"A **bake sale**," she said. "I need to hold a **bake sale** right now. This instant!"



A **bake sale**? Why?

I have to **make** a bit of cash.

Cash?

Yes. We can sell **cupcakes** and **lemonade**.

Hang on, Meg.

Just tell me. Can you help me with a **bake sale**?

OK, OK, but tell me why.

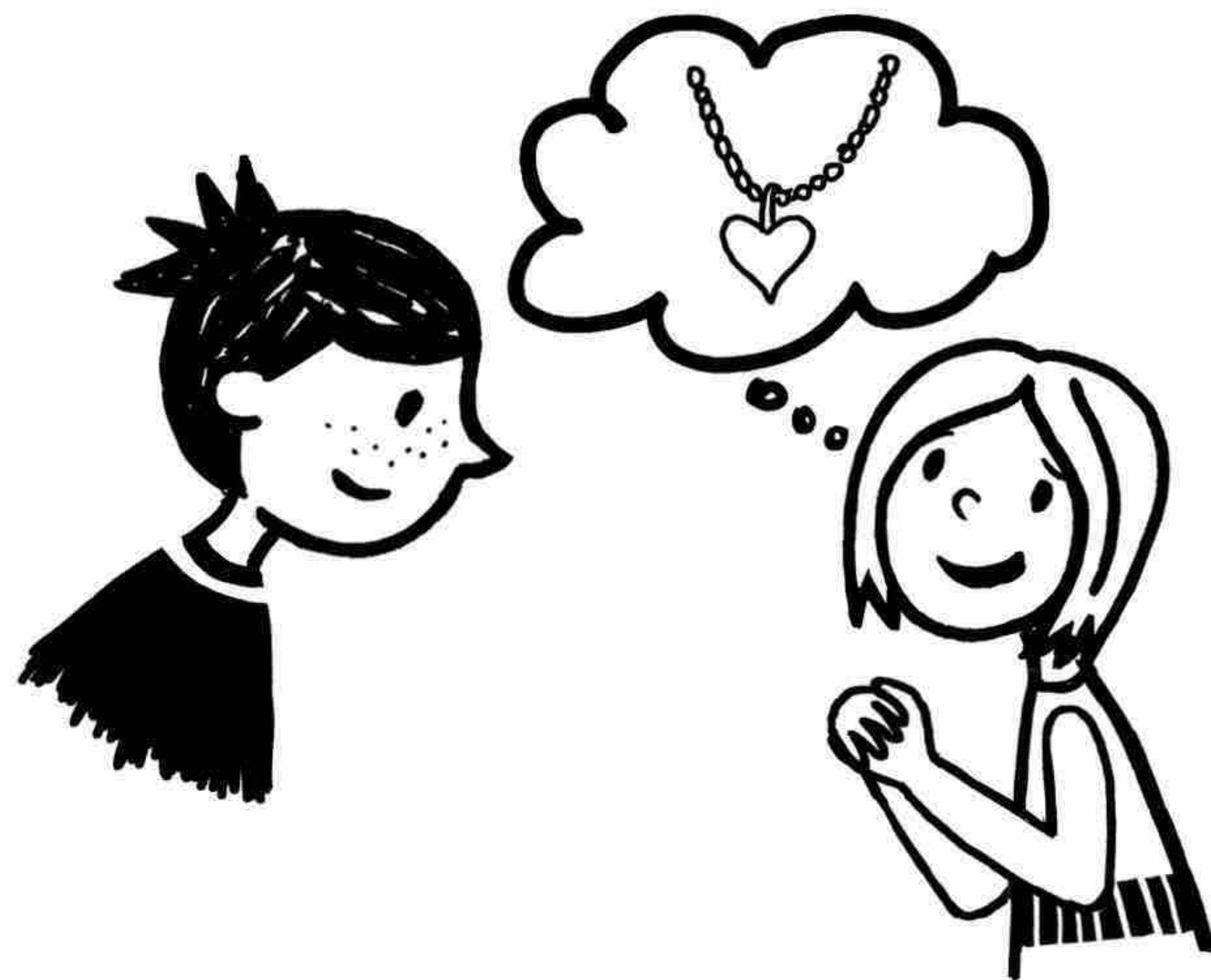
I have a problem.





"Are you all right, Meg?" Greg asked.

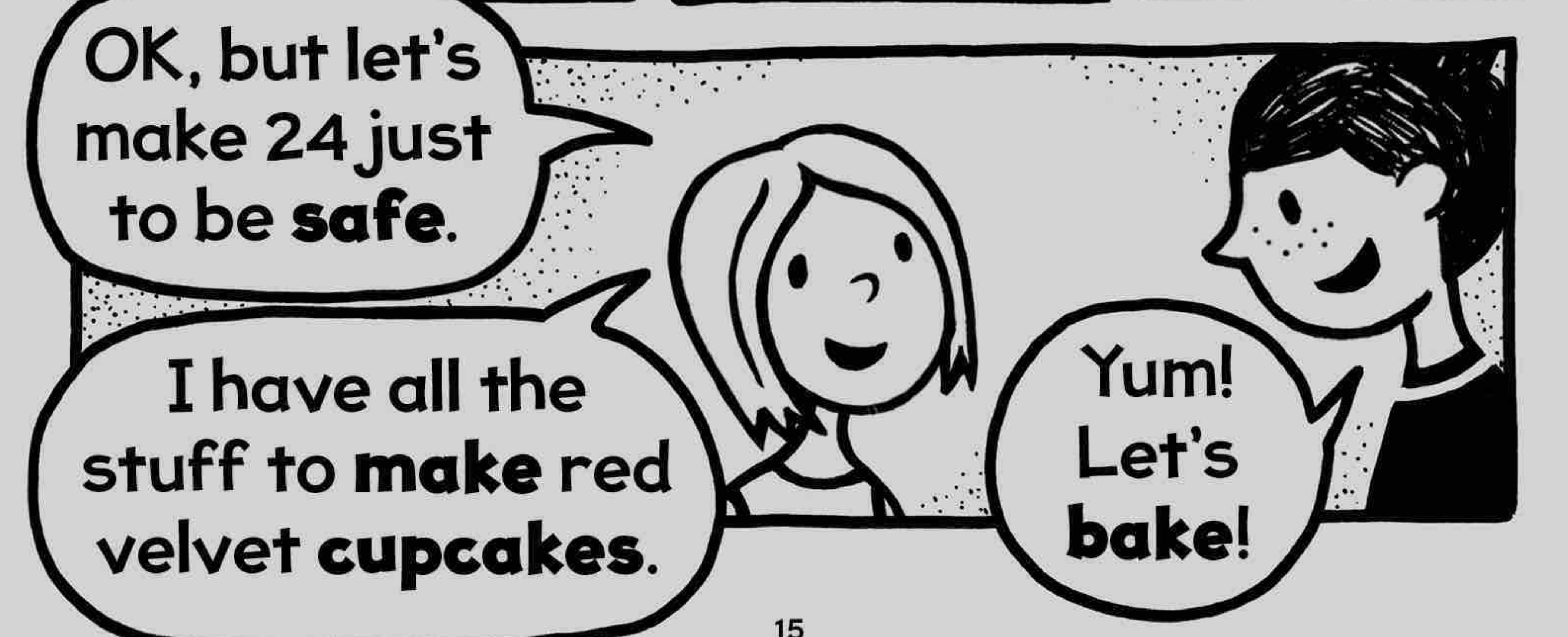
Meg took a deep breath. "I saw a pretty locket at **Gabe's** Gift Store this morning. I want to get it for my mom's birthday, but I don't have enough money **saved** up."



"OK," Greg said. "But what's the rush? We can hold a **bake sale** on the weekend."

Meg shook her head. "My mom's birthday is tomorrow. I want to buy the locket first thing in the morning."

"I get it," Greg said.







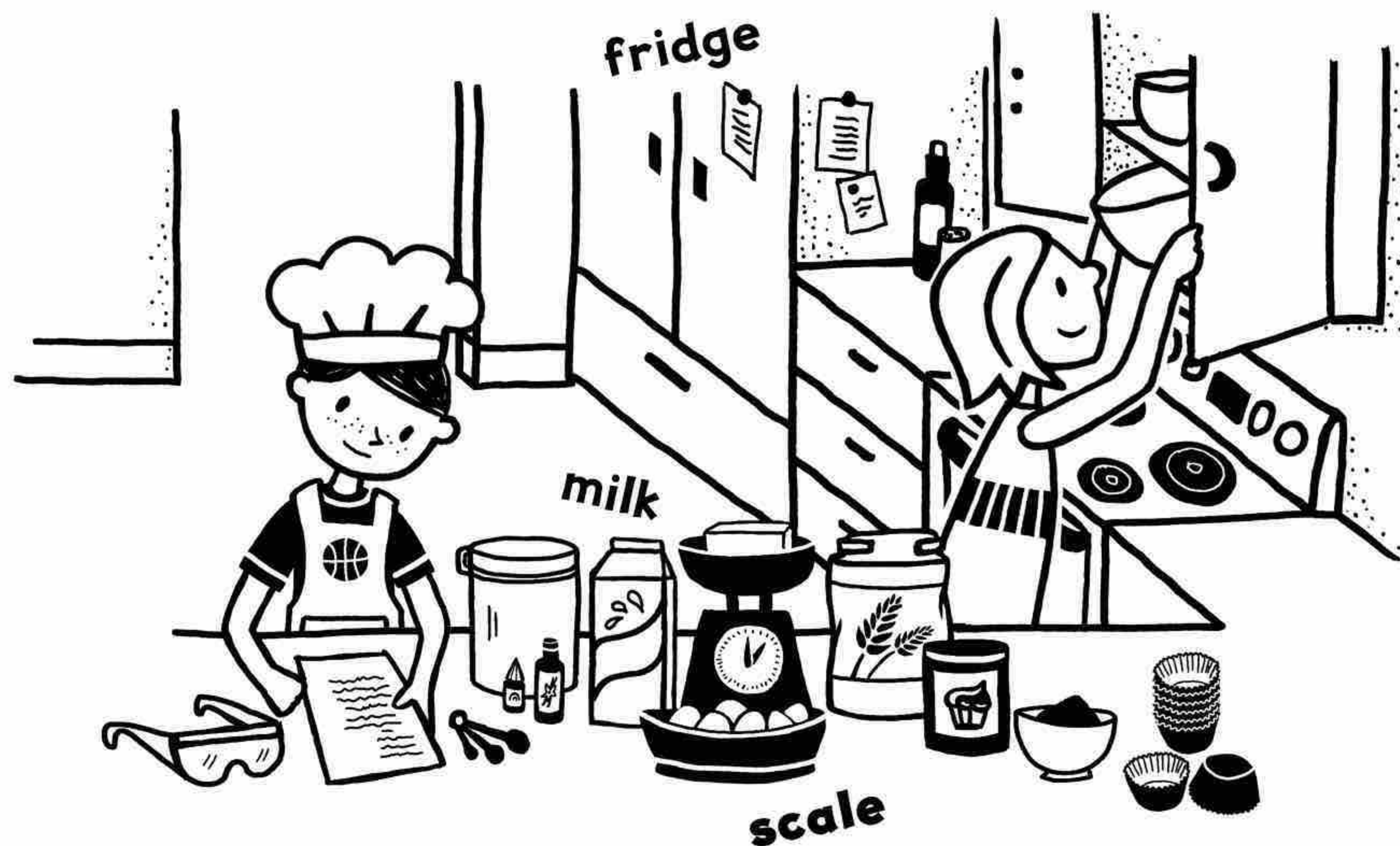
# Red Velvet Cupcakes

Greg grabbed his lucky apron and followed Meg. In her kitchen, Meg flung open the cupboards while Greg looked at the recipe.

“What do we need?” Meg asked.

Greg read aloud. “Flour, cocoa, baking soda, butter, sugar, milk, eggs and red food dye.”

Meg **made** a pile of ingredients on the counter and started looking for bowls and the mixer.







Greg licked the wooden spoon he had used to **scrape** out the last bits of **cake** batter. Meg put the **cupcakes** in the oven. Then she looked at the clock on the wall. "They **take** twenty minutes to **bake**, so let's set up our **cupcake** and **lemonade** stand while we wait."

Greg nodded. "Good idea."

Meg and Greg carried an old desk from Meg's **basement** outside.

"I'll get the beach umbrella from my garden," Greg said. "We can put it next to the desk for some **shade**."

"Perfect!" Meg said. "I'll get paper and markers to **make** a sign."

