

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

An open book page showing 'Train to Cascade Springs' Chapter 1. The left page contains text and the right page contains a comic strip. The text on the left page reads:

Chapter 1

### Train to Cascade Springs

Meg stood on her tiptoes. "I can see the train coming."

Meg and her mom, April, were waiting with Greg and Rocket at Ashton's train station.

Whoo-who!

"Wow! That was loud," Greg said, covering his ears.

Rocket wagged his tail as the train chugged into the station.

Greg turned to April. "Thank you for inviting Rocket and me on holiday with you and Meg."

"It's our pleasure, Greg," April replied.

Meg clapped her hands. "I'm excited to see Mount Cascade!"

"Me too," Greg said. "And it's exciting that we're going by train."

12 long a

The right page features a comic strip with four panels. The first panel shows a train with a speech bubble: "Yes, I ❤️ trains!" The second panel shows the train interior with a speech bubble: "That's lucky! We are going to be on this train all day long." The third panel shows the characters in the train with a speech bubble: "Fun!" The fourth panel shows a person taking a photo with a camera, with a speech bubble: "Perhaps you can make an album of the holiday." The photo has a caption: "Click!"

13 long a

**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
- 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

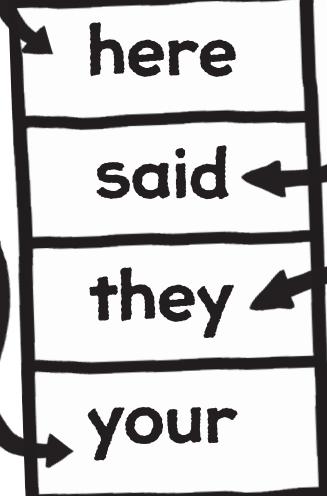
by, my

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.

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 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*).

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*).



## Tricky words introduced in Books 1–4

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

Please refer to [megandgregbooks.com](http://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

## 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 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.

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# 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](http://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.

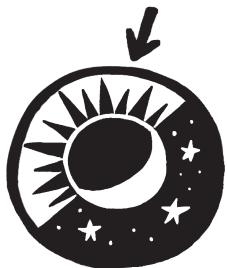
## Do the stories use “dyslexia-friendly” features?

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 *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.

# ai or ay which spelling?

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



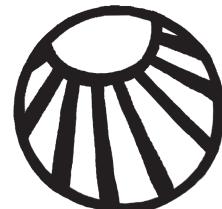
dai  
day



hai  
hay



trayn  
train



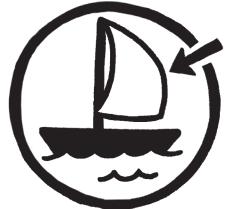
ray  
rai



nail  
nayl



paint  
paynt



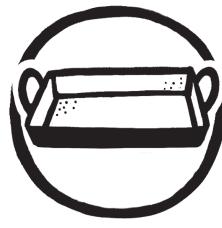
sayl  
sail



rayn  
rain

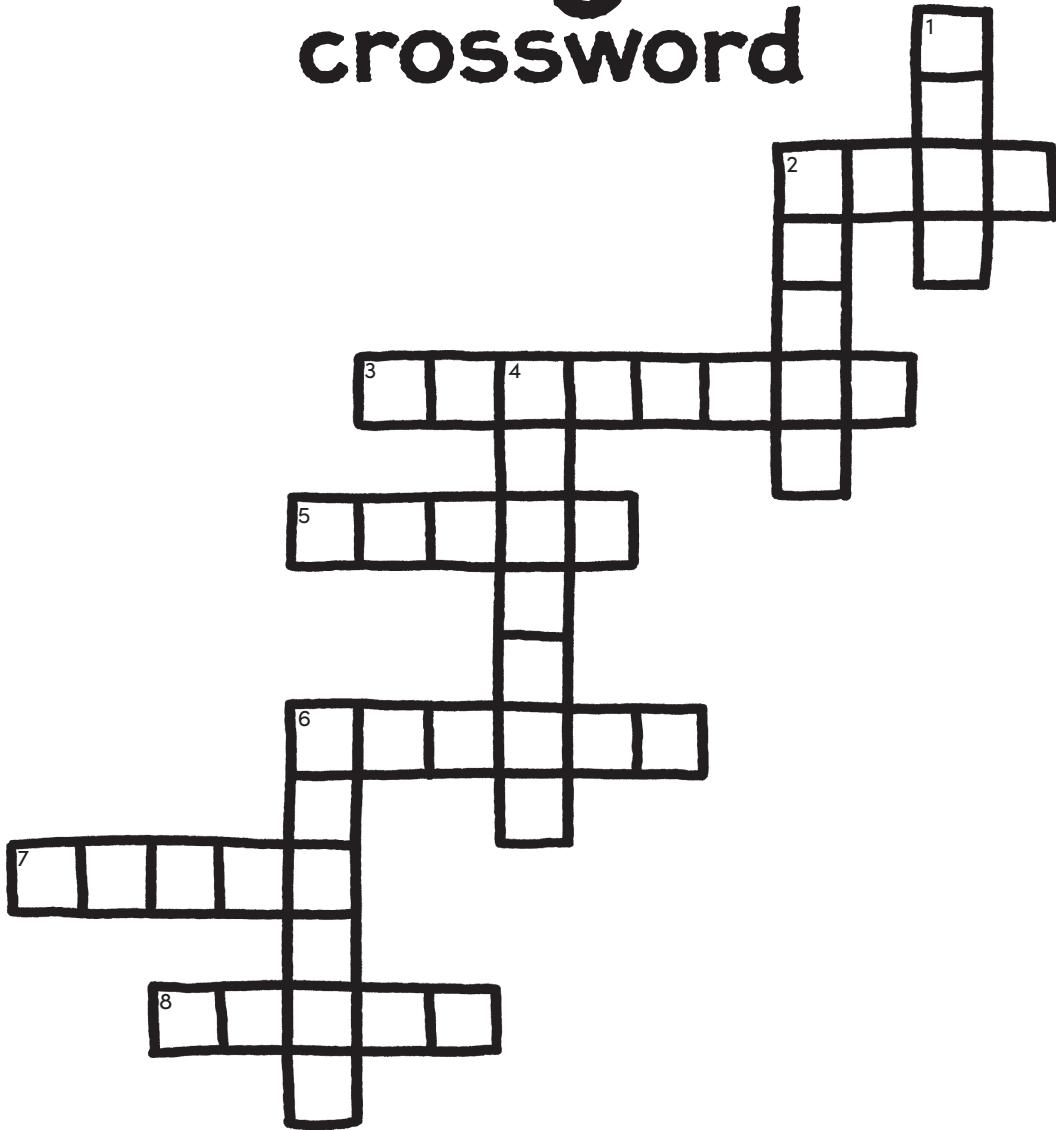


snail  
snayl



trai  
tray

# long ā crossword



## Across →

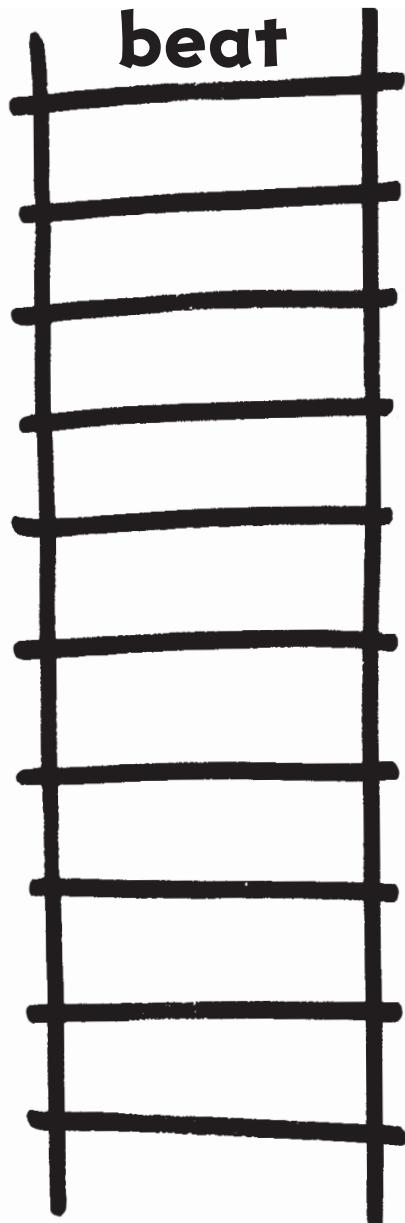
2. When you're sick, you \_\_\_\_ home from school.
3. When you celebrate the day you were born.
5. Metal links joined together.
6. To twist your ankle.
7. The part of your head used for thinking.
8. A country in Europe where they speak Spanish.

## 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

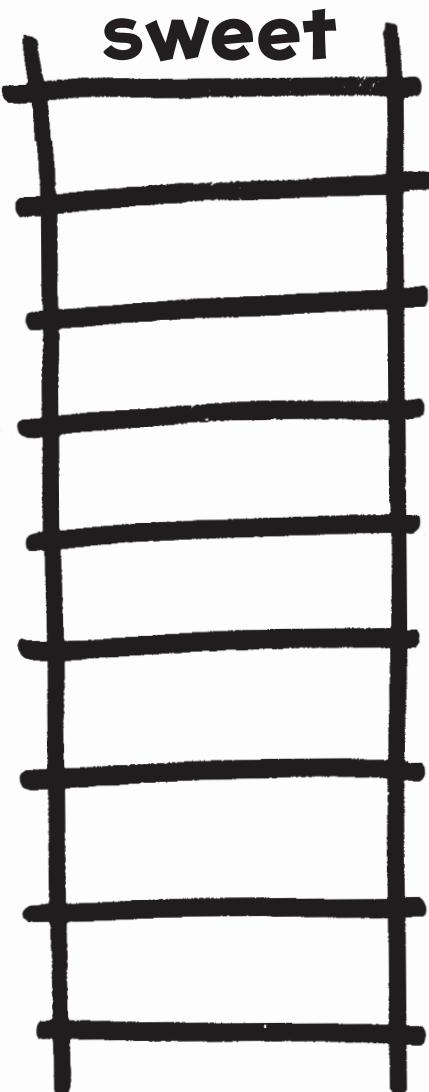
Climb down the ladder by solving the clues and changing just one letter from the previous **ea** word. You'll know you've done it right if the word at the bottom of the ladder matches the one at the top.



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

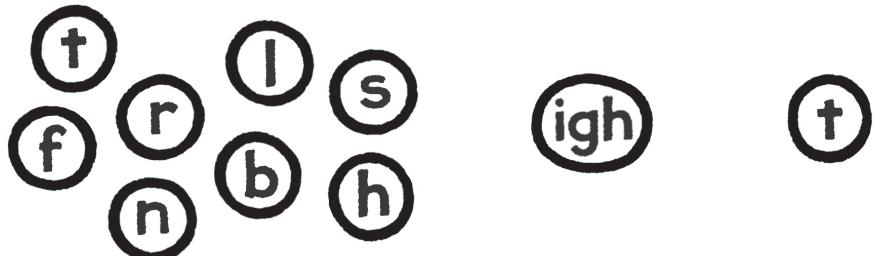
Climb down the ladder by solving the clues and changing just one letter from the previous ee word. You'll know you've done it right if the word at the bottom of the ladder matches the one at the top.



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 ī word search

Find the words listed below in the puzzle.

Words are hidden → and ↓.

I	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	friday	slide
butterfly	kind	smile
child	light	spider
dragonfly	pilot	surprise
final	sightsee	time
	skylight	try

# long ó 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

螺旋 ☺ D ⚡ ⚡ ☒ △ ▽ ○ ✕ △ ☼ ⚡

— — — — —

\* ☺ 螺旋 ○

— — — — —

◊ ○ ☺ \*

—

◊ ○ ☺ \*

— — — — —

— — — — —

○ ☺ ◊ ✕

— — — — —

⚡ ☺ ◀ ■ ↑ ☀

— — —

—

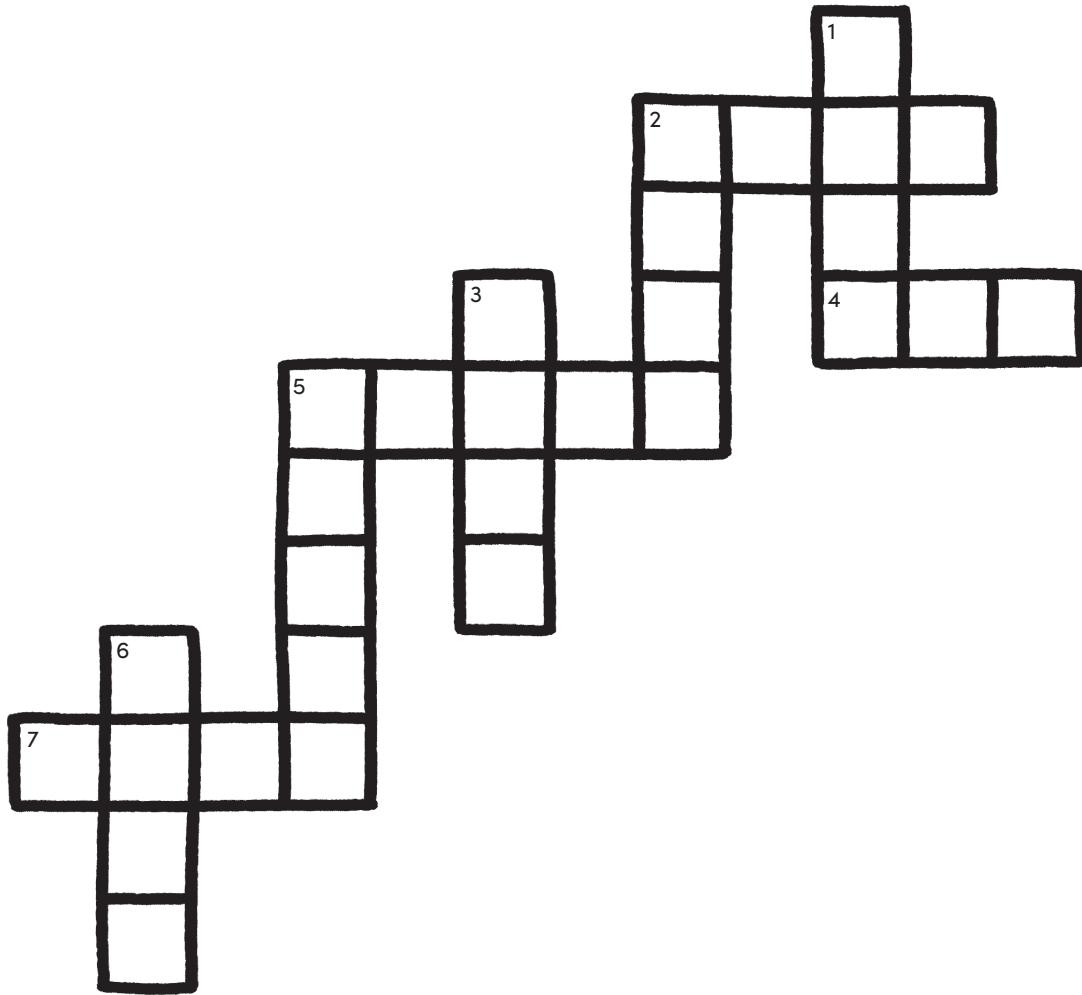
— — — — —

之心 ■ \* \* ☺ ✕

— — — — —

□ ☺ ◊ ✕

# long ó 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

Used at the beginning or middle of a syllable. Often followed by the letters l or n.

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*

### ay

Used at the end of a syllable.

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	

### a

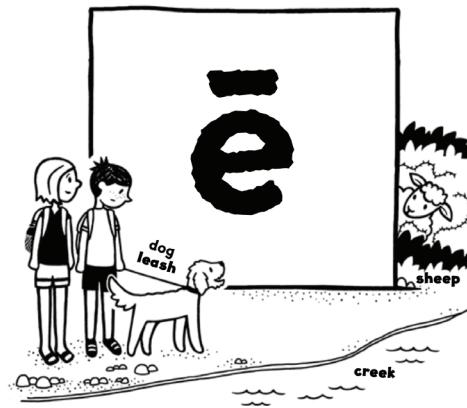
Used at the end of an open syllable.

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	

### a-e

Used in the middle of a syllable. (the magic e at the end of the syllable indicates the previous vowel is long)

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	



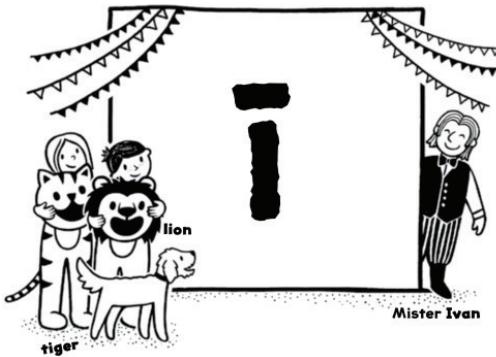
## List of words containing the long e sound

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
<i>Used in the beginning, middle or end of a syllable.</i>	<i>Used in the beginning, middle or end of a syllable.</i>	<i>Used at the end of an open syllable.</i>	<i>Used at the end of an open syllable. (often a suffix)</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>
agree*	see*	beach*	leash*	be
bee	seed	beak	leave*	became
beef	seem	bean	meal	before*
been	seen*	beaver*	mean	began
beet	sheep*	bleach	neat*	begin
between*	sheet	bleat*	pea	behind*
bleed	sleek	cheap	peach	beside*
breed	sleep*	cheat	peanut*	between*
breeze	sleeve*	clean	please	defend
cheek	sneeze	creak	reach	degree
cheese	speech	cream*	read*	delete
coffee	speed*	defeat	real	demand
creek*	steep*	dream	sea	depend
creep	street*	each	seal	eclipse
deep	streetcar*	east	seat	ego
eek*	sunscreen*	easy	sneak	eject
feed	sweep	eat	speak	elastic
feel	sweet*	grease	squeak*	electric
feet*	tee*	heal	squeal*	equal
free*	teeth*	heat*	steal	equator
freeze*	three*	heave*	steam	eternal
green	toffee*	jean*	stream	even*
keep	tree*	lead	teach	event
meet	weed	leaf*	team	evolve
need*	week	leap*	treat*	feline
				weak*



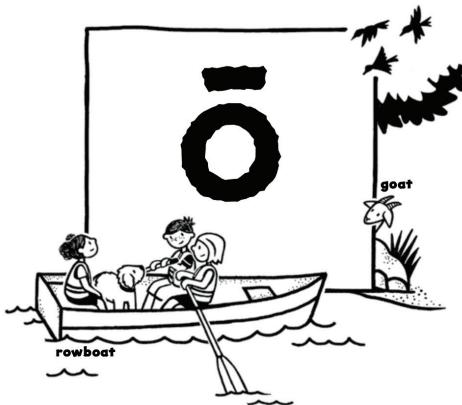
## List of words containing the long i sound

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				
<i>Used at the end of an open syllable.</i>	<i>Often (but not always) used in the middle of a word that ends with the letter t.</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>				
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						
Used in the beginning, middle or end of a syllable.	Usually at the end of a syllable and rarely in the middle.	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)						
bloat boat* boatyard*	loaf loan moan*	arrow bellow below* blow* borrow* bow bow* bowl rowboat* bungalow* rower* crow* shallow*	mow narrow own pillow* rainbow* row* old rowboat* rower* shallow*	bold cold fold hold* mold old scaffold scold smolder	knoll poll roll scroll stroll toll troll	bonus canopy clover* cobra coma donate donut* dunno* flamingo focus go* protect gopher grocer hero hippo almost ghost host most post poster*	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 close* choose code cone cove dome dose dove doze drone drove froze globe grove hole home* hope* hose	joke lone megaphone* mode mole mope nope* spoke nose* stole phone* stone* poke stove pole stroke pose* tadpole* those* probe prone throne prose tone quote robe rode role rope*	rose rove scone scope slope* smoke nope* spoke nose* stole stone* stove stroke pose* tadpole* those* probe prone throne prose tone quote robe rode role rope*
charcoal cloak coach coal coach coal coast coat coax croak float* foal foam throat foam gloat goat* groan load*	moat oak oat* poach road roam roast soak soak soap throat toad toast toast tomorrow* hollow know* low marshmallow	arrow bellow below* blow* borrow* bow bow* bowl rowboat* bungalow* rower* crow* shallow*	mow narrow own pillow* rainbow* row* old rowboat* rower* shallow*	bold cold fold hold* mold old scaffold scold smolder	knoll poll roll scroll stroll toll troll	bonus canopy clover* cobra coma donate donut* dunno* flamingo focus go* protect gopher grocer hero hippo almost ghost host most post poster*	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 close* choose code cone cove dome dose dove doze drone drove froze globe grove hole home* hope* hose	joke lone megaphone* mode mole mope nope* spoke nose* stole phone* stone* poke stove pole stroke pose* tadpole* those* probe prone throne prose tone quote robe rode role rope*	rose rove scone scope slope* smoke nope* spoke nose* stole stone* stove stroke pose* tadpole* those* probe prone throne prose tone quote robe rode role rope*



## 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	mutiny pupil student* stupid tulip* tumor tunic unicorn uniform* unit unite universe usual utensil	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/?