Tips for the next story:

G has several sounds. In general *g* sounds like *g as in gift*. But it often sounds like *j* in front of *e, i* or *y*; *g* often is silent in front of an *n*. And it can also sound like <u>zh</u>.

G as *g:* egg   greedy   glit◆ter◆ing   grew   g<u>oo</u>se   gold   game

              <u>ea</u> <u>ea</u>   <u>oo</u>   <u>oa</u>   <u>ay</u>

Engl<u>ish</u>   lang<u>u</u>age   gr<u>ow</u>

i   w i j   <u>oa</u>

G as *j:* gentle   giant   ges◆ture   page   large   region   change

           j   ul   j <u>ie</u> u   j   <u>ch</u>   <u>ay</u> j   o j   <u>ea</u> ju   <u>ay</u> j

ener<u>gy</u>   gen◆er◆al

    j <u>ea</u>   j   u

Silent g: gnaw   gnat   gnome   gnu   sign

              o   <u>oa</u>   <u>oo</u>   <u>ie</u>

G as *zh*: gar◆age   mir◆age   bar◆rage

          u   o <u>zh</u>   o <u>zh</u>   u   o <u>zh</u>

Some exceptions: get   give   g<u>ir</u>l   gift

                                                    u

g<u>ee</u>se   g<u>ea</u>r   gill   gig◆gle   **ig**◆nor◆ant   begin

  <u>ea</u>   ul   u u   i

If these general rules help, then use them. Some readers will do better just knowing that when they see a *g* it could be a *j*, <u>zh</u>, or silent. The key is to sound out words and see if you know a word that sounds like it and also fits in the meaning of the sentence.

The *G<u>oo</u>se* with the *Golden Eggs*

                                    <u>oa</u>   z

(*g*)

One day a farmer went to the nest of his *gentle*

wu   o   <u>oo</u>   uv   z j   ul

g<u>oo</u>se. He found a *giant egg*. It was all yell<u>ow</u> and

       <u>ea</u> <u>ow</u>   j <u>ie</u> u   u z o   <u>oa</u>

glit◆ter◆ing. When he picked it up, he almost dropped it. It

              <u>ea</u>   t   <u>ea</u> o   <u>oa</u>   t

was as heavy as lead. He made a *gesture* to throw it
<small>uz   z   ea   z   ea   ay   j   ch   oo   oa</small>

away. He thought a trick had been played on him. But he
<small>u   ea   i   ea</small>

took it home.
<small>ou   oa</small>

He found it was an *egg* of pure *gold*. He was
<small>ea ow   u z   uv yoo   oa   ea   u z</small>

de♦light♦ed. Every morning the same thing hap♦pened.
<small>i   ie   ea   oa   ay</small>

He soon was rich by selling his *eggs*. As he *grew* rich
<small>ea   u z   ie   z   z   z   ea   oo</small>

he *grew greedy.* He wanted to *get* all the *gold* the
<small>ea   oo   ea ea   ea   o   oo   o   oa</small>

goose could *give* at once. He killed it. He opened it
<small>k   wu s   ea   ea</small>

and found nothing.
<small>ow   u</small>

Greed often destroys itself.
<small>ea   u   i   z</small>

How did the farmer become rich?
<small>o   i k u</small>

a) He sold his land to build homes.
<small>ea oa   z   oo   oa   z</small>

b) He sold food to miners.
<small>ea oa   oo   ie   z</small>

c) He sold *golden eggs*.
<small>ea oa   oa   z</small>

d) He won money.
<small>ea   u   u   ea</small>

See if you can now read the story unprompted.

The *Goose* with the *Golden Eggs*
(*g*)

One day a farmer went to the nest of his *gentle goose*. He found a *giant egg*. It was all yellow and *glittering*. When he picked it up he almost dropped it. It was as heavy as lead. He made a *gesture* to throw it away. He thought a trick had been played on him. But he took it home.

He found it was an *egg* of pure *gold*. He was delighted. Every morning the same thing happened. He soon was rich by selling his *eggs*. As he *grew* rich he *grew greedy*. He wanted to *get* all the *gold* the *goose* could *give* at once. He killed it. He opened it and found nothing.

Greed often destroys itself.

The following comprehension questions are to be read to the student and discussed.

1. When people are greedy, how do they act?

2. Why did the farmer kill his goose?

3. How did the farmer's greedy behavior hurt him?

4. Do you agree with the moral of the story? Explain your thinking.

Tips for the next story:

In general *g* sounds like *j* in front of *i,e* or *y*. *Dge* is a common example of this tip, with the *d* and *e* silent. Practice these words.

g sounds like *j*:   edge   hedge   budge   dodge

Spelling Tip: Forming The Plural Of Words

The word *plural* means *more than one*. To form the plural of most words, simply add *s* to the end of the word. Here are some examples:

1. Add *s*. Sometimes the *s* will sound like *z*:

cat k	cats k		toy	toys
car k o	cars k o z		girl u	girls u z
son u	sons u z		horse oa	horses oa i z
fight ie	fights ie		paper ay	papers ay z
stick	sticks		bowl oa	bowls oa z

2. Add *–es*. Especially with words that end in *o, sh, ch, tch, zz, x* and *ss*:

volcano kay oa	volcanoes kay oa z		torch oa	torches oa i z
tomato u ay oa	tomatoes u ay oa z		watch o	watches o
potato u ay oa	potatoes u ay oa z		catch k	catches k i z
wish	wishes i z		ditch	ditches i z
dish	dishes i z		latch	latches i z
fish	fishes i z		fizz	fizzes i z
inch	inches i z		fox ks	foxes ks i z

lun<u>ch</u>   lun<u>ch</u>es   ta<u>x</u>   ta<u>x</u>es

                  i z   ks   ks i z

miss   misses   boss   bosses

                  i z   i z

pass   passes

                  i z

3. With words that end in *y,* change the *y* to an *i* and add *es:*

pony   ponies   fry   fr<u>ie</u>s

<u>oa</u> <u>ea</u>   <u>oa</u> <u>ea</u> z   <u>ie</u>   z

sky   sk<u>ie</u>s   baby   babies

  <u>ie</u>   z   <u>ay</u> <u>ea</u>   <u>ay</u>   <u>ea</u>z

cry   cr<u>ie</u>s   penny   pennies

k <u>ie</u>   k   z   <u>ea</u>   <u>ea</u> z

Notice that words ending in a digraph with *y (*vowel followed by *y)* do not change the *y* – just add *s:*

pl<u>ay</u>   pl<u>ay</u>s   guy   guys

                  z   <u>ie</u>   <u>ie</u> z

tr<u>ay</u>   tr<u>ay</u>s   jersey   jerseys

                  z   z <u>ea</u>   z <u>ea</u> z

buy   buys   b<u>oy</u>   b<u>oy</u>s

  <u>ie</u>   <u>ie</u> z   z