LESSON 98

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

Make the sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

\[ g \] (which makes the “\( j \)” sound, as in “age”)

Explain that so far \( g \) has made the hard “\( g \)” sound as in “gap.” But when a \( g \) is followed by an \( i \), \( e \), or \( y \), it makes the “\( j \)” sound as in “ginger” and “huge.”

Words to read and write with the soft \( g \):

- ginger
- huge
- wage
- garage (the ge sounds like zh)
- strange
- change
- urgent
- gym
- gem
- gentle
- danger
- germ
- geology
- gender
- geography
- agitated
- emergency
- register
- college

Point out the common exceptions “girl,” “get,” “gill” which have the hard “\( g \)” sound.

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

**busy,** **business**

Have the student read:

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1 \[ busy \]: \( b \) is decodable; \( u \) making the “\( ih \)” sound is irregular; \( s \) making the “\( z \)” sound is decodable; \( y \) making the long “\( e \)” sound is decodable

**business**: pronounced as a two-syllable word (with “\( i \)” not pronounced); “bus” is pronounced “biz” as above
The man said that he had urgent business downtown.

Cindy’s weekend was busy enough given her goal of cleaning the whole garage.

The bride exchanged the costly gem for a more modest ring.

My sister started taking gymnastics at five, meaning when my sister was five not when it was five o’clock.

Have the student write from your dictation:

Even when Nancy is busy, she makes time to go to the gym.

Roger hates garlic, so let’s prepare a dish with ginger.

The new business was thriving because customers noticed the expert service it delivered.

My dog, Ginger, makes a gentle woof when she needs to go outside.

Choose any of the stories in Group 8 (‘Y’ as a Vowel Stories), Group 7 (Consonant-le Stories), Group 6 (Snow, Cow, Cloud Stories), or Group 5 (R-Controlled Stories) for a “triple read.”
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