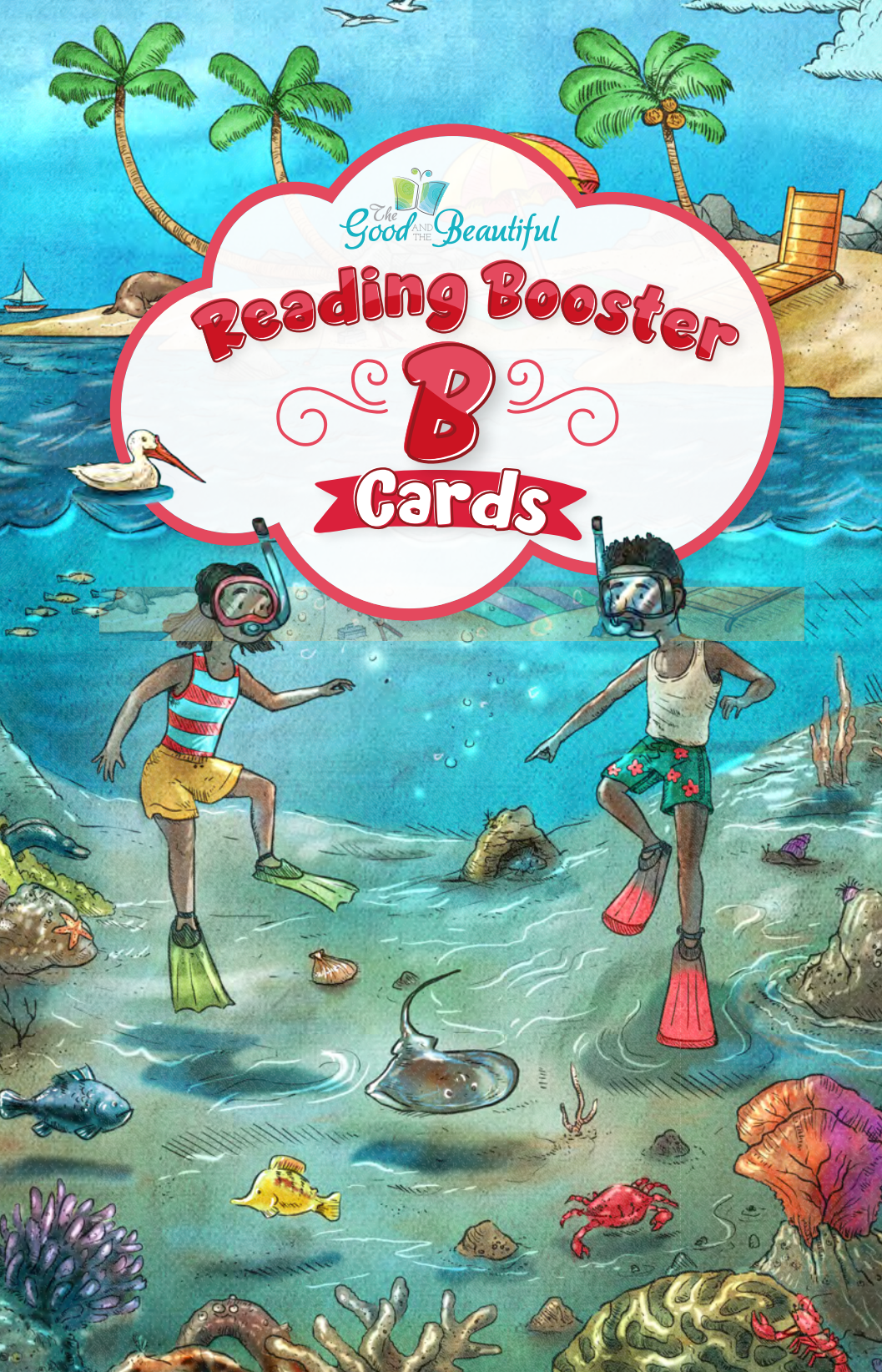

The Good AND THE Beautiful
Reading Booster
B
Cards



Written by The Good and the Beautiful Team
Designed by Phillip Colhouer
Illustrated by Kessler Garrity and Edward Stevens

A special thanks to the many educators, reading specialists, homeschool parents, and editors who gave invaluable input.

The Good and the Beautiful
CURRICULUM

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About The Good and the Beautiful Reading Booster Cards

- These cards help children master phonics principles that boost reading speed, fluency, and confidence. The cards also help children master sight words, which are high-frequency words that often cannot be sounded out.
- The *Reading Booster B Cards* are integrated with *The Good and the Beautiful Level 1 Language Arts Course*, but these cards can also be used as a stand-alone resource.
- The booster cards will cover phonics concepts before the *Level 1 Language Arts Course* covers them. Children can learn to read faster than they are able to learn the other principles in the course. It is to the child's advantage to excel quickly in reading by using the booster cards and to continue toward reading mastery by using the *Level 1 Language Arts Course*.
- The *Reading Booster B Books Set*, sold separately, correlates with these cards. Each book focuses on the principle(s) taught on a certain card or group of cards and includes only phonics principles taught up to the point of that card. It is suggested that you purchase the *Reading Booster B Books Set* and have the child read the books that correlate with the cards as he or she practices the cards. The books can also be read again as a review of principles.
- The reading booster games are available on the Good and Beautiful Homeschool app and correlate perfectly with these cards. There is a game that will give optional extra practice for each of the cards except for the reading and review cards. The free Good and Beautiful Letter Tiles app can be used for additional practice. Videos referenced in the booster cards can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 1 > Videos. Visit goodandbeautiful.com/apps for more information on accessing these apps.

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How to Use the Cards

1. Start with the **"Master Before Starting the Course"** cards. These cards should be mastered before beginning *The Good and the Beautiful Level 1 Language Arts Course*.

2. Then go through the cards in numerical order. To do so, practice 1 to 3 cards daily.

3. Once a card is mastered, have the child select a sticker from the back of the booster cards and place it on the **"Mastered"** circle at the bottom of the card. A card is considered mastered when the child meets one of the following criteria: 1) the child knows all the items on the card on the first try, or 2) after practicing, the child can easily and quickly complete each item on two different days.

4. "**Review Cards**" are placed intermittently throughout the cards and will prompt the child to review certain cards. When reviewing, if the child still knows all the items quickly, check off the corresponding review box on the "**Review Card.**" If the child has forgotten any principles, practice the card until it is once again mastered. When all the review boxes have been checked off, the child may complete the "**Review Card**" maze.

5. Once the child has mastered the *Reading Booster B Cards*, the child should move on to the *Reading Booster C Cards* WHILE finishing the *Level 1 Language Arts Course*. This allows advanced readers to move forward in reading while not missing other concepts in the course.

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Master Before Starting the Course

Sight Words

These are sight words from the Booster A Cards.

to	put	look	so
are	or	for	the
of	be	oh	no
go	said	they	boy
do	her	little	there
what	two	one	girl
any	many	some	your
from	come	love	she

The Alphabet

Directions

- Have the child tell you how many letters are in the alphabet. [26]
- Have the child sing the alphabet without help.

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Master Before Starting the Course

Vowels

★ Have the child name the vowels aloud. [A, E, I, O, U, and sometimes Y]

Short Vowels

★ Have the child point to each vowel and say its short sound.

a	e	i	o	u
as in AS	as in ED	as in IN	as in ON	as in UP

Long Vowels

★ Have the child point to each vowel and say its long sound. (The long sound is the name of the letter.)

a	e	i	o	u
as in APE	as in EVE	as in ICE	as in ODE	as in USE

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Master Before Starting the Course

Consonants

Group 1

★ Have the child point to each letter and 1) say its sound and 2) say its name, including uppercase or lowercase (e.g., uppercase B or lowercase B).

B	L	Q	b	N
D	g	n	G	d
J	j	l	q	S
s	V	v	X	x

Ways to Practice

- Give the child a fun pointer to use (curly straw, colored craft stick, etc.).
- Make flashcards on index cards for letters not mastered.

Many children at this level still need practice identifying whether some letters are uppercase or lowercase, thus the review here.

Master Before Starting the Course

Consonants

Group 2

★ Have the child point to each letter and 1) say its sound and 2) say its name, including uppercase or lowercase (e.g., uppercase B or lowercase B).

C	c	y	F	R	f
H	r	h	K	k	T
Z	z	M	t	m	Y
P	p	W	w		

Ways to Practice

- Give the child a fun pointer to use (curly straw, colored craft stick, etc.).
- Make flashcards on index cards for letters not mastered.

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Card 1

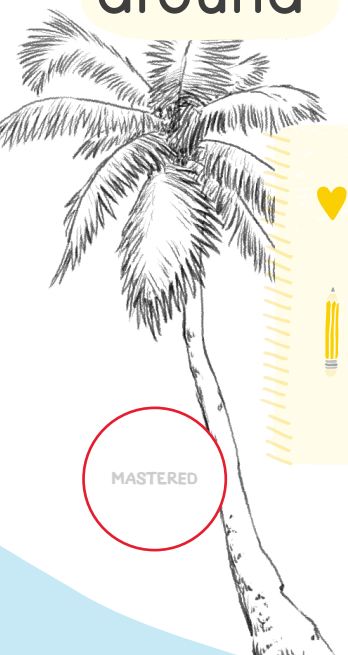
Group 1

SIGHT WORDS

Directions

★ Have the child practice reading the words until they can be read without hesitation. * = Explain that when there are two of the same consonant in a row, you say the sound of the consonant only once.

our	friend	should
very	pretty*	eight
could	where	would
around	blue	know



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Ways to Practice

♥ Simply have the child practice the words repeatedly, giving help when needed.

Write the words on index cards. Lay the cards in a row on the floor and have the child jump from card to card as he or she reads the words.

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Card 2

READING CARD
SIGHT WORDS: GROUP 1

Directions

On two different days, have the child read each line of the reading triangles, starting at the top. (Not all sight words are included in the reading triangles.)

Our

Our very

Our very pretty

Our very pretty friend

Our very pretty friend has a blue hat.

We

We know

We know where

We know where we could

We know where we could stand around.



Have the child read the Reading Booster B Book #1, *Eight Pretty Sheep*.

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Card 3

AR

Directions

To Teach: Write "ar" on the whiteboard. Read to the child: A and R together make the sound /ar/ (as in TAR). Have the child tap the letters "ar" on the whiteboard and say "/ar/" several times.

- Ask the child: What sound does AR make? [/ar/ as in TAR]
- Have the child practice reading the words until they can be read without hesitation.

car	star	far	barn
bar	park	jar	part
art	harm	farm	sharp
march	start	yard	hard

Ways to Practice

- Use the optional reading booster games to practice any of the phonics principles on these cards. Visit goodandbeautiful.com/apps.



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Card 4

ALK AND OLD

Directions

To Teach: Write "alk" and "old" on the whiteboard. Read to the child as you point to each set of letters: A, L, and K together say /alk/ (as in TALK). O, L, and D together say /ōld/ (as in OLD). Have the child tap each set of letters on the whiteboard and say its sound several times.

★ Have the child practice reading the words until they can be read without hesitation.

walk	old
talk	gold
chalk	cold
stalk	sold



bold	told
mold	scold
hold	fold

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Card 5

READING CARD
AR & ALK AND OLD

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.

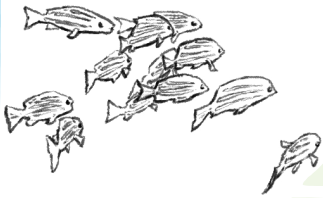
An

An old car

An old car is parked

An old car is parked in my

An old car is parked in my yard.



It is

It is hard

It is hard to make

It is hard to make a gold star

It is hard to make a gold star with chalk.

Have the child read the Reading Booster B Book #2, *Carl and Mark*.

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Part 1

Card 6

SNEAKY E

Directions

Sneaky E is silent but makes the vowel before E say its name.

To Teach: Read the definition above of Sneaky E to the child. On the chart below, have the child read the first word, identify the vowel, and then read the word with Sneaky E added.

★ Have the child practice reading the words until they can be read without hesitation.

hop - hope	mad - made
slop - slope	cap - cape
glob - globe	not - note
shin - shine	fin - fine
kit - kite	at - ate
pin - pine	plan - plane
hid - hide	cub - cube

For more help, have the child watch the Sneaky E video on the Good and Beautiful Homeschool app. See the "About The Good and the Beautiful Reading Booster Cards" page for more details.

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Card 7

Part 2

SNEAKY E

Directions

Sneaky E is silent but makes the vowel before E say its name.

★ Have the child practice reading the words until they can be read without hesitation.

game	brake	smoke	make
chase	wipe	flame	wide
mile	skate	tire	vote
cute	excuse	use	tape
mule	here	these	hole
smile	pole	gate	zone
male	glide	shake	theme

Ways to Practice

♥ Before the child reads the word, have him or her point to the vowel in the middle of the word and say its name.

✸ Use the free Good and Beautiful Letter Tiles app (a–z) to have the child spell words on the chart above. You dictate the word (say it aloud) and have the child create it with the tiles.



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Card 8

READING CARD
SNEAKY E

Directions

On two different days, have the child read each line of the reading triangles, starting at the top.

I

I smile

I smile while

I smile while I ride

I smile while I ride my bike.



We

We hope

We hope the snake

We hope the snake ate

We hope the snake ate the cake.

Have the child read the Reading Booster B Book #3, *At the Shore*.

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Card 9

EA

Directions

To Teach: Write "ea" on the whiteboard. Read to the child: E and A together make the long E sound (/ē/ as in SEA). Have the child tap the letters "ea" on the whiteboard and say "/ē/" several times.

- Ask the child: What sound does EA make? [/ē/ as in SEA]
- Have the child practice reading the words until they can be read without hesitation.



sea	please	bead	east
meat	leaf	heat	clean
beat	cream	neat	team
speak	seat	least	deal

Ways to Practice

- Give the child a fun pointer to use (curly straw, colored craft stick, etc.).
- Write the words on a window with a dry-erase marker. Say a word. Have the child erase the word. Repeat for all the words.



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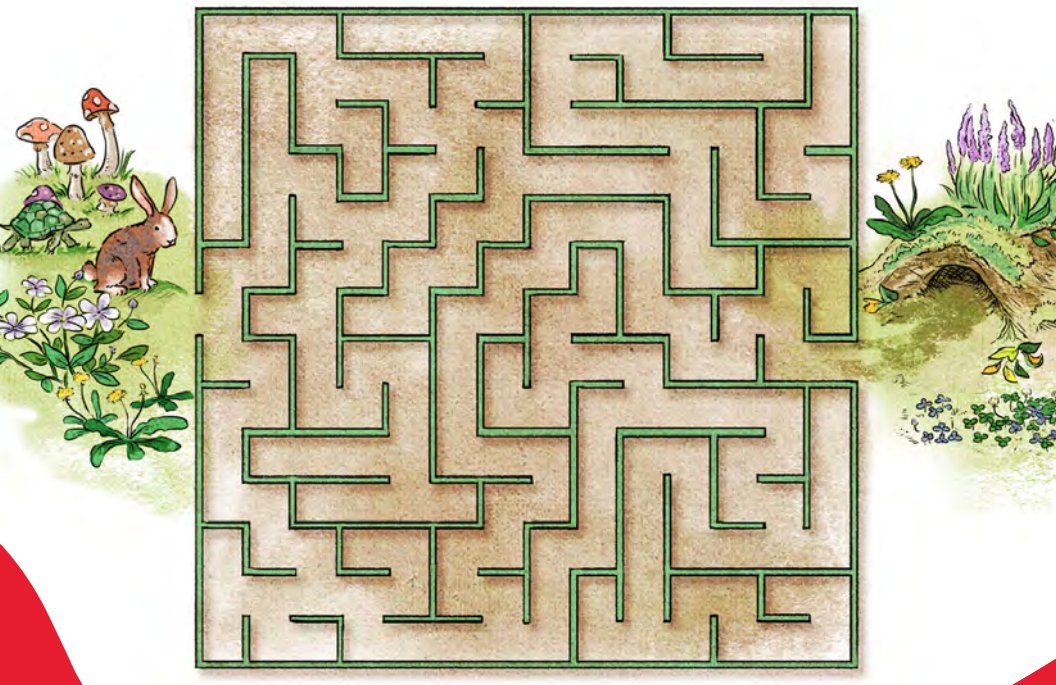
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REVIEW

Directions

★ Have the child review each card listed below. Reading Cards are not reviewed. If the child still knows all the items quickly, check off the corresponding review box. If the child has forgotten principles, practice the card until it is once again mastered. When all the review boxes have been checked off, the child may complete the maze.

Card 1 ☐	Card 3 ☐
Card 4 ☐	Card 6 ☐
Card 7 ☐	Card 9 ☐



Card 10

OR

Directions

To Teach: Write "or" on the whiteboard. Read to the child: O and R together make the sound /or/ (as in FORT). Have the child tap the letters "or" on the whiteboard and say "/or/" several times.

- Ask the child: What sound does OR make? [/or/ as in FORT]
- Have the child practice reading the words until they can be read without hesitation.

more	corn	born	worn
short	torch	porch	storm
thorn	horn	sport	fork
pork	stormy	stork	north
fort	sort	torn	form

Ways to Practice

- Roll three dice on the card. Have the child read all the words that the dice touch. Repeat until the child has read all the words.
- Have the child read the words while lying on the floor and holding the card above himself or herself.

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Card 11

READING CARD
EA & OR

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.



We

We hear

We hear a neat

We hear a neat storm

We hear a neat storm in the north.



I

I eat my

I eat my peas

I eat my peas and beans

I eat my peas and beans with a fork.

Have the child read the Reading Booster B Book #4, *Dean and Dad*.

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Card 12

OO: SOUND 1

Directions

To Teach: Write "oo" on the whiteboard. Read to the child: Two Os together can make several different sounds. In this course we will learn the two most common sounds of OO. They are /o͞o/ (as in FOOD) and /o͝o/ (as in BOOK). Have the child tap the letters "oo" on the whiteboard and say "/o͞o/" and "/o͝o/."

- Have the child say the two most common sounds of OO. [/o͞o/ as in FOOD and /o͝o/ as in BOOK]
- Have the child practice reading the words until they can be read without hesitation.

zoo	too	tool	zoom
soon	mood	moon	cool
food	poof	roof	school
spoon	tooth	bloom	broom
pool	room	scoop	boot

Ways to Practice

Have the child clap each time he or she reads a word and jump three times after each row.

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Card 13

READING CARD
OO: SOUND 1

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.

He

He can

He can scoop his

He can scoop his food with

He can scoop his food with a spoon.

Soon

Soon it will

Soon it will be too



Soon it will be too cool to go

Soon it will be too cool to go in the pool.

Have the child read the Reading Booster B Book #5, *The Loose Tooth*.

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Card 14

OO: SOUND 2

Directions

To Teach: Write "oo" on the whiteboard. Read to the child: Two Os together can make several different sounds. In this course we will learn the two most common sounds of OO. They are /o͞o/ as in FOOD and /o͝o/ as in BOOK. Have the child tap the letters "oo" on the whiteboard and say "/o͞o/" and "/o͝o/."

- Have the child say the two most common sounds of OO. [/o͞o/ as in FOOD and /o͝o/ as in BOOK]
- Have the child practice reading the words until they can be read without hesitation.

look	hook	took
good	hood	cook
shook	looking	wood
book	stood	hoof
foot	nook	brook

Ways to Practice

- Use the optional reading booster games to practice any of the phonics principles on these cards. Visit goodandbeautiful.com/apps.

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Card 15

READING CARD
OO: SOUND 2

Directions

On two different days, have the child read each line of the reading triangles, starting at the top.



I

I took

I took the hood

I took the hood off of

I took the hood off of the hook.

We

We will

We will look

We will look at the good

We will look at the good book.

Have the child read the Reading Booster B Book #6, *In the Woods*.

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Card 16

OU AND OW

Directions

To Teach: Write "ou" and "ow" on the whiteboard. Read to the child: O and U together and O and W together make the sound /ow/ (as in OUT and COW). Have the child tap the letters "ou" and "ow" on the whiteboard and say "/ow/" several times.

- Have the child say the sound of OU and OW. [/ow/ as in OUT and COW]
- Have the child practice reading the words until they can be read without hesitation.

out	shout	how
town	sound	cloud
loud	now	snout
cow	round	owl
found	wow	count
down	couch	frown

Ways to Practice

- Simply have the child practice the words repeatedly, giving help when needed.
- Put a piece of cereal on each word. Once the child reads it, he or she can eat the cereal.

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Card 17

READING CARD
OU AND OW

Directions

On two different days, have the child read each line of the reading triangles, starting at the top.

How

How did the

How did the cow make

How did the cow make a loud

How did the cow make a loud sound?

I

I can

I can count

I can count the round

I can count the round clouds.

Have the child read the Reading Booster B Book #7, *I Found a Hound*.



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Card 18

Group 2

SIGHT WORDS

Directions

- Have the child practice reading the words until they can be read without hesitation.

were

word

away

water

their

again

yellow

child

aunt



Ways to Practice

- Use the free Good and Beautiful Letter Tiles app (a–z) to have the child spell words on the chart above. You dictate the word (say it aloud) and have the child create it with the tiles.
- Have the child tap his or her pencil on the word's cloud each time a word is read.

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INK, ANK, IND

Card 19

Directions

To Teach: Write "ink," "ank," and "ind" on the whiteboard. Read to the child as you point to each set of letters: I, N, K together say /ĭnk/ (as in INK). A, N, K together say /ank/ (as in BANK). I, N, D together say /īnd/ (as in KIND). Have the child tap each set of letters on the whiteboard and say its sound several times.

★ Have the child practice reading the words until they can be read without hesitation. * = Can be pronounced two ways.

think	bank
wink	sank
sink	tank
blink	drank
drink	thank
pink	blank



kind	blind
find	wind*

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Card 20

READING CARD

SIGHT WORDS: GROUP 2 & INK, ANK, IND

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.

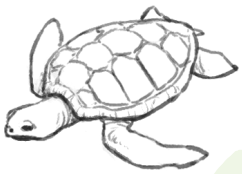
I

I think

I think Frank

I think Frank is their

I think Frank is their child.



Find

Find the

Find the yellow tank

Find the yellow tank that sank

Find the yellow tank that sank in the water.

Have the child read the Reading Booster B Book #8, *Kate Is Kind*.

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REVIEW

Directions

★ Have the child review each card listed below. Reading Cards are not reviewed. If the child still knows all the items quickly, check off the corresponding review box. If the child has forgotten principles, practice the card until it is once again mastered. When all the review boxes have been checked off, the child may complete the maze.

Card 10 ☐	Card 12 ☐	Card 14 ☐
Card 16 ☐	Card 18 ☐	Card 19 ☐



Card 21

ENDING Es THAT ARE NOT SNEAKY

Directions

★ Have the child practice reading the words until they can be read without hesitation. * = Can be pronounced two ways.

These ending Es do not make the vowel long.

become

lose — As in "lose a key"

gone

above

none

move

olive

done

live*

dove*

give

have

prove

glove

Silent E often comes after an S so the word does not look plural. This spelling rule is taught in our higher-level language arts courses, but the child can learn to read these words before spelling them. Tell the child that if an E is at the end of a word after an S, the E is silent.

Children will later learn the spelling rule that English words do not end with V.

house

mouse

browse

goose

loose — As in "a loose tooth"

choose

grease

crease

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Card 22

WORDS ENDING IN Y

Directions

To Teach: Write "Long Y" on the whiteboard. Read to the child: When the letter Y is at the end of a word, it makes a long sound: either /ē/ (as in BABY) or /ī/ (as in MY). Have the child tap the "Long Y" on the whiteboard and say, "Long Y says /ē/ or /ī/."

★ Have the child practice reading the words until they can be read without hesitation.

Long E

funny	body	copy	army
easy	lovely	plenty	busy
penny	really	story	silly

Long I

apply	supply
shy	reply
July	multiply



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Card 23

READING CARD

ENDING Es THAT ARE NOT SNEAKY & WORDS ENDING IN Y

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.

I

I have

I have plenty

I have plenty of lovely

I have plenty of lovely gloves.

They

They move

They move into the

They move into the house

They move into the house in July.

Have the child read the Reading Booster B Book #9, *The Funny Goose*.

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Card 24

ER

Directions

To Teach: Write "er" on the whiteboard. Read to the child: E and R together make the sound /er/ (as in HER). Have the child tap the letters "er" on the whiteboard and say "/er/" several times.

- Ask the child: What sound does ER make? [/er/ as in HER]
- Have the child practice reading the words until they can be read without hesitation.

herd	fern	teacher	dinner
river	mother	zipper	after
winter	swerve	power	ladder
summer	number	butter	letter

Ways to Practice

- Simply have the child practice the words repeatedly, giving help when needed.
- Write the words on index cards and lay them in a square. Give the child a clean flyswatter, say a word, and have the child swat the word.

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Card 25

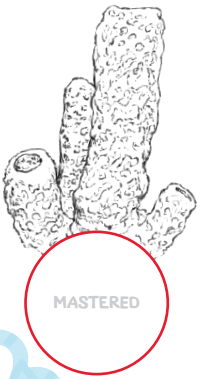
IR

Directions

To Teach: Write "ir" on the whiteboard. Read to the child: I and R together make the sound /er/ (as in FIR). Have the child tap the letters "ir" on the whiteboard and say "/er/" several times.

- Ask the child: What sound does IR make? [/er/ as in FIR]
- Have the child practice reading the words until they can be read without hesitation.

bird	stir	dirt	skirt
first	thirst	shirt	birch
sir	firm	birth	dirty
chirp	third	twirl	swirl



Ways to Practice

- Write the words on a whiteboard in segmented form (e.g., b-ir-d, st-ir, d-ir-t, etc.). Have the child point to each segment as he or she sounds it out.
- Have the child read the words while lying on the floor and holding the card above himself or herself.

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Card 26

UR

Directions

To Teach: Write "ur" on the whiteboard. Read to the child: U and R together make the sound /er/ (as in NURSE). Have the child tap the letters "ur" on the whiteboard and say "/er/" several times.

- Ask the child: What sound does UR make? [/er/ as in NURSE]
- Have the child practice reading the words until they can be read without hesitation.

curl	burn	turn	surf
nurse	burst	curb	purse
burger	hurt	spurt	curve
hurry	sturdy	purr	turnip

Ways to Practice

- Use the optional reading booster games to practice any of the phonics principles on these cards. Visit goodandbeautiful.com/apps.
- Give the child a fun pointer to use (curly straw, colored craft stick, etc.).



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Card 27

READING CARD
ER, IR & UR

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.

The

The girl

The girl will eat

The girl will eat a burger for

The girl will eat a burger for dinner.

My

My teacher's

My teacher's firm hold

My teacher's firm hold will steady

My teacher's firm hold will steady the ladder.

Have the child read the Reading Booster B Book #10, *Mothers*.

MASTERED



Card 28

AI

Directions

To Teach: Write "ai" on the whiteboard. Read to the child: A and I together make the long A sound (/ā/ as in AIM). Have the child tap the letters "ai" on the whiteboard and say "/ā/" several times.

- Ask the child: What sound does AI make? [/ā/ as in AIM]
- Have the child practice reading the words until they can be read without hesitation.

aim	rain	train	jail
mail	pail	paid	faith
brain	tail	pain	paint
stain	faint	grain	snail

Ways to Practice

- Write the words on index cards. Lay the cards in a row on the floor and have the child jump from card to card as he or she reads the words.
- Take turns! Have the child read one word, and then you read the next. Read the words twice, switching who starts.



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REVIEW

Directions

★ Have the child review each card listed below. Reading Cards are not reviewed. If the child still knows all the items quickly, check off the corresponding review box. If the child has forgotten principles, practice the card until it is once again mastered. When all the review boxes have been checked off, the child may complete the maze.

Card 21 ☐	Card 22 ☐
Card 24 ☐	Card 25 ☐
Card 26 ☐	Card 28 ☐



Card 29

WH

Directions

To Teach: Write "wh" on the whiteboard. Read to the child: When W and H are together, the H is usually silent, so they make the sound /w/ (as in WHITE). An exception is when WH says /h/ (as in WHOM). Have the child tap the letters "wh" on the whiteboard and say the sounds "/w/" and "/h/" several times.

- Ask the child: What sounds can WH make? [/w/ as in WHITE and /h/ as in WHOM]
- Have the child practice reading the words until they can be read without hesitation.

/w/

whatever	whiff	wheel	when
whack	which	whirl	whale
while	white	whisk	whip
wheat	whistle		

/h/

whom	whomever	whoever	whose
whole	who		



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Card 30

READING CARD
AI & WH

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.

She

She painted a

She painted a whale

She painted a whale whirling

She painted a whale whirling its tail.



When

When did I

When did I get a

When did I get a stain on my

When did I get a stain on my white shirt?



Have the child read the Reading Booster B Book #11, *Snail Takes a Sail*.

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Card 31

WR

Directions

To Teach: Write "wr" on the whiteboard. Read to the child: When W and R are together, the W is silent, so they make the sound /r/ (as in WRITE). Have the child tap the letters "wr" on the whiteboard and say "/r/" several times.

- Have the child say the sound made by WR. [/r/ as in WRITE]
- Have the child practice reading the words until they can be read without hesitation.

wrist	write	wrote	wrap
wreath	wrong	wrench	writer
wrinkled	wreck	wren	written
wrapper	wrapped	wrinkly	unwrap

Ways to Practice

Write the words on a window with a dry-erase marker. Say a word. Have the child erase the word. Repeat for all the words.



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Card 32

Group 3

SIGHT WORDS

Directions

- Have the child practice reading the words until they can be read without hesitation.

because	warm	heart
don't	been	only
today	upon	once
also	search	other
brother	young	hour

Ways to Practice

- Give the child 15 small items like pebbles. Say a word on the chart and have the child put an item on the word. Continue until all the words are covered.
- Have the child try reading the words from the bottom up, instead of from the top down.

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Card 33

READING CARD
WR & SIGHT WORDS: GROUP 3

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.

I

I will also

I will also wrap the

I will also wrap the other

I will also wrap the other gift today.

My

My brother

My brother once

My brother once wrote a story

My brother once wrote a story in an hour.

Have the child read the Reading Booster B Book #12, *The Little Writer*.



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Card 34

AW AND AU

Directions

To Teach: Write "aw" and "au" on the whiteboard. Read to the child: A and W together and A and U together make the sound /aw/ (as in PAW). Have the child tap the letters "aw" and "au" on the whiteboard and say "/aw/" several times.

- Have the child say the sound made by AW and AU. [/aw/ as in PAW]
- Have the child practice reading the words until they can be read without hesitation.

saw	paw	lawn	hawk
claw	yawn	straw	raw
jaw	August	pause	fault
launch	laundry	cause	clause

Ways to Practice

- Give the child an index card and let him or her cover up everything except the top row. Move the card down row by row as he or she reads.

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Part 1

Card 35

WORDS WITH OPEN SYLLABLES

Directions

To Teach: Read the information to the right to the child. Before reading each syllable, have the child see if a consonant CLOSES the syllable or if the vowel is left OPEN. If the vowel is left open, the vowel says its name.

An open syllable ends with a vowel. A closed syllable ends with a consonant.

The vowel in an open syllable makes the long vowel sound.

★ Have the child practice reading the words until they can be read without hesitation.

ro-bot robot	a-corn acorn	pa-per paper	be-gin begin
ti-ger tiger	i-tem item	A-pril April	o-ver over
o-pen open	fe-ver fever	spi-der spider	ba-sic basic

Ways to Practice

♥ Have the child point to the last letter in each syllable. If it's a vowel, the child says the long vowel sound, or the vowel's name, because it's an open syllable.

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Card 36

READING CARD
AW AND AU & WORDS WITH OPEN SYLLABLES

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.

I

I saw a

I saw a tiger, a hawk

I saw a tiger, a hawk, and spiders

I saw a tiger, a hawk, and spiders in August.

April

April launched

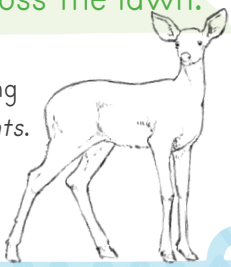
April launched her paper

April launched her paper plane

April launched her paper plane across the lawn.

Have the child read the Reading Booster B Book #13, *Paw Prints*.

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SOFTY E

Directions

To Teach: Read the child the information to the right. Before reading each word, say the soft sound of C or G.

A Softy E comes right after a C or G and makes the C or G soft. The soft sound of C is /s/ as in ICE. The soft sound of G is /j/ as in AGE.

- Have the child say the soft sound of C [/s/ as in ICE] and the soft sound of G [/j/ as in AGE].
- Have the child practice reading the words until they can be read without hesitation. Note: Softy E can also make the vowel before it long, but it does not always do this.

nice	fence	large
mice	dance	huge
twice	age	cage
rice	stage	page

For more help, have the child watch the Softy E video on the Good and Beautiful Homeschool app. See the "About The Good and the Beautiful Reading Booster Cards" page for more details.

Ways to Practice

Have the child clap each time he or she reads a word and jump three times after each column.

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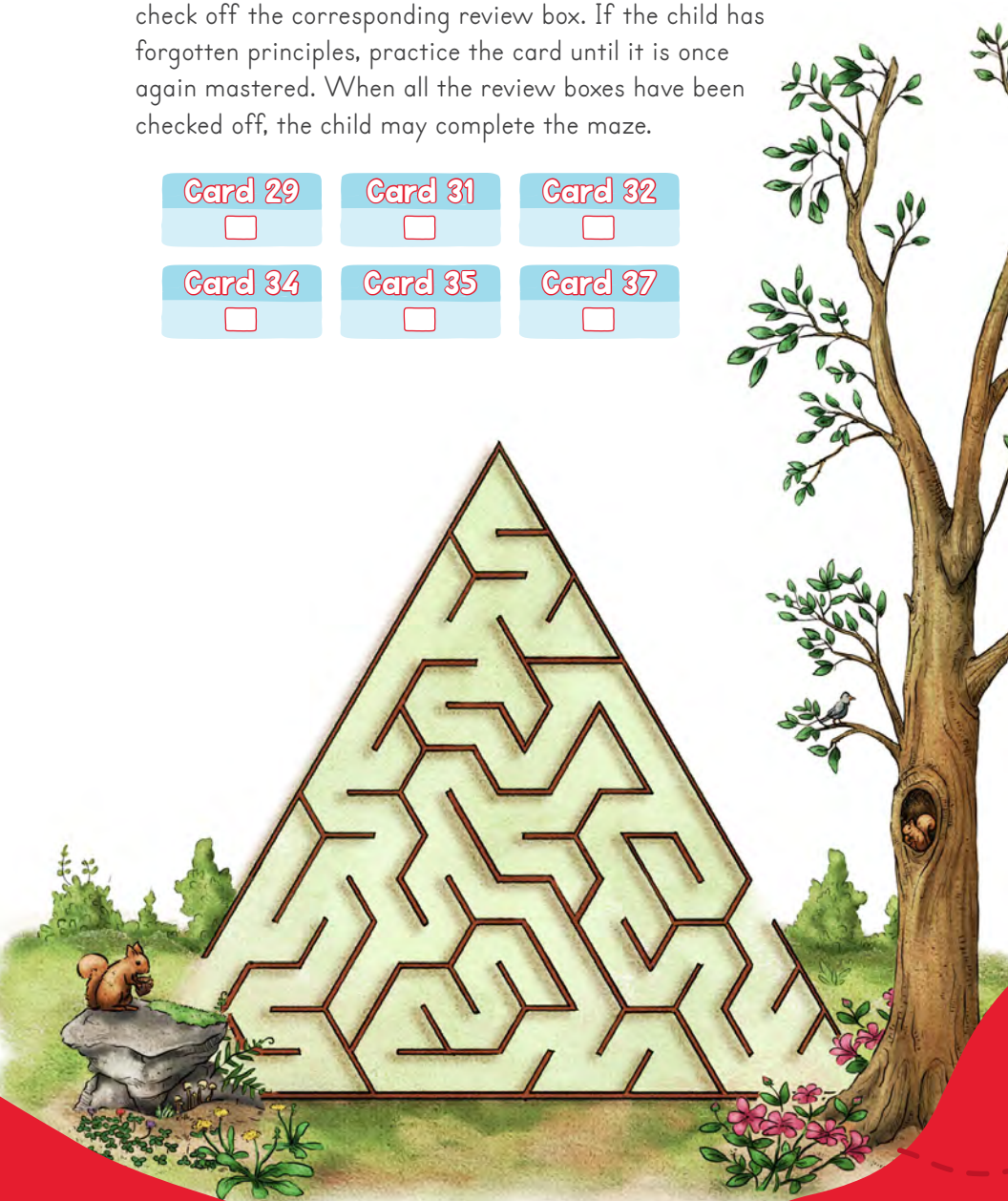
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REVIEW

Directions

★ Have the child review each card listed below. Reading Cards are not reviewed. If the child still knows all the items quickly, check off the corresponding review box. If the child has forgotten principles, practice the card until it is once again mastered. When all the review boxes have been checked off, the child may complete the maze.

Card 29 ☐	Card 31 ☐	Card 32 ☐
Card 34 ☐	Card 35 ☐	Card 37 ☐



Card 38

CONSONANT + LE

Directions

To Teach: Write "le" on the whiteboard. Read to the child: When L and E are together and follow a consonant at the end of a word, they make the sound /ul/ (as in LITTLE). Have the child tap the letters "le" on the whiteboard and say the sound "/ul/" several times.

- Ask the child: What do the letters LE say when they follow a consonant at the end of a word? [/ul/ as in LITTLE]
- Have the child practice reading the words until they can be read without hesitation.

nibble	apple	purple
middle	sample	noodle
twinkle	double	shuttle
puddle	giggle	sprinkle
title	cattle	drizzle
example	puzzle	turtle
freckle	marble	jingle

Ways to Practice

- Use the optional reading booster games to practice any of the phonics principles on these cards. Visit goodandbeautiful.com/apps.

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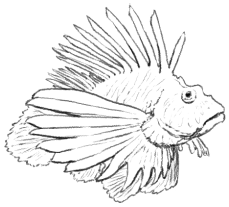
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Card 39

READING CARD
SOFTY E & CONSONANT + LE

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.



You

You can drizzle

You can drizzle icing

You can drizzle icing and place

You can drizzle icing and place sprinkles on it.

My

My aunt

My aunt dances in

My aunt dances in the middle

My aunt dances in the middle of the stage.

Have the child read the Reading Booster B Book #14, *The Contest*.

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Card 40

A SAYS /UH/ AND /AH/

Directions

★ Have the child practice reading the words until they can be read without hesitation.

A Says /uh/

afar	panda	about	across
among	amount	alarm	zebra
Africa	Anna	Emma	Bella

A Says /ah/

wasp	calm	wash	almost
father	wander	swap	want
swamp	swan		



Regional accents can affect these pronunciations.

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Card 41

READING CARD
A SAYS /UH/ AND /AH/

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.

Anna

Anna and

Anna and Father

Anna and Father see zebras

Anna and Father see zebras in Africa.

Emma

Emma was

Emma was calm and

Emma was calm and did not swat

Emma was calm and did not swat the wasp.

Have the child read the Reading Booster B Book #15, *A Lost Zebra*.

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Card 42

EW

Directions

To Teach: Write "ew" on the whiteboard. Read to the child: E and W together make the sound /o͞o/ (as in NEW). Have the child tap the letters "ew" on the whiteboard and say the sound "/o͞o/" several times.

- Have the child say the sound made by EW. [/o͞o/ as in NEW]
- Have the child practice reading the words until they can be read without hesitation.

new	grew	flew	blew
chew	stew	crew	drew
news	cashew	dew	screw

Ways to Practice

- Use the free Good and Beautiful Letter Tiles app (a–z) to have the child spell words on the chart above. You dictate the word (say it aloud) and have the child create it with the tiles.



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Card 43

IGH

Directions

To Teach: Write "igh" on the whiteboard. Read to the child: I, G, and H together make the long I sound (/ī/ as in NIGHT). Have the child tap the letters "igh" on the whiteboard and say "/ī/" several times.

- Have the child say the sound made by IGH. [/ī/ as in NIGHT]
- Have the child practice reading the words until they can be read without hesitation.

night	sight	light	bright
fight	high	tight	sigh
might	tonight	thigh	fright



Ways to Practice

- Take turns! Have the child read one word, and then you read the next. Read the words twice, switching who starts.
- Write the words on a whiteboard in segmented form (e.g., n-igh-t, s-igh-t, l-igh-t, etc.). Have the child point to each segment as he or she sounds it out.

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Card 44

READING CARD
EW & IGH

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.

Last

Last night

Last night the crew flew

Last night the crew flew high

Last night the crew flew high above the trees.



I

I might

I might chew on

I might chew on some cashews

I might chew on some cashews tonight.

Have the child read the Reading Booster B Book #16, *The Stormy Night*.

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Card 45

OY AND OI

Directions

To Teach: Write "oy" and "oi" on the whiteboard. Read to the child: O and Y together and O and I together make the sound /oy/ (as in BOY). Have the child tap the letters "oy" and "oi" on the whiteboard and say "/oy/" several times.

- Have the child say the sound made by OY and OI. [/oy/ as in BOY]
- Have the child practice the words until they can be read without hesitation.

boy	joy	toy
soy	enjoy	oyster
oil	foil	spoil
moist	boil	noise
coil	join	joint

Ways to Practice

- Roll three dice on the card. Have the child read all the words that the dice touch. Repeat until the child has read all the words.

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Card 46

CONTRACTIONS

Directions

To Teach: Read the child the information to the right. On the chart below, have the child read each set of words and then the contraction that the words form.

Contractions are formed when two words are shortened and put together. An apostrophe takes the place of the letters that were taken out.

★ Have the child practice reading the words until they can be read without hesitation. * = exception

I will - I'll	you are - you're
she will - she'll	does not - doesn't
he will - he'll	will not - won't*
you will - you'll	could not - couldn't
I would - I'd	would not - wouldn't
I am - I'm	should not - shouldn't

Ways to Practice

♥ Simply have the child practice the words repeatedly, giving help when needed.

Write the contractions on index cards and lay them in a square. Give the child a clean flyswatter, say the words that form the contraction, and have the child read and then swat the contraction.



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Card 47

READING CARD
OY AND OI & CONTRACTIONS

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.

He'll

He'll plant

He'll plant the seeds

He'll plant the seeds in the moist

He'll plant the seeds in the moist soil.



She

She doesn't

She doesn't need to

She doesn't need to join the band

She doesn't need to join the band to make noise.

Have the child read the Reading Booster B Book #17, *Make a Cake*.

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REVIEW

Directions

★ Have the child review each card listed below. Reading Cards are not reviewed. If the child still knows all the items quickly, check off the corresponding review box. If the child has forgotten principles, practice the card until it is once again mastered. When all the review boxes have been checked off, the child may complete the maze.

Card 38 ☐	Card 40 ☐	Card 42 ☐
Card 43 ☐	Card 45 ☐	Card 46 ☐



Card 48

SOFT C AND G

Directions

To Teach: Read to the child: C and G are usually soft when they come before I, E, or Y.

The soft sound of C is /s/ as in ICE. The soft sound of G is /j/ as in AGE.

- Have the child say the soft sound of C [/s/ as in ICE] and the soft sound of G. [/j/ as in AGE]
- Have the child practice reading the words until they can be read without hesitation.

cent	recess	giant
circus	cell	germ
city	pencil	digit
since	gel	engine
center	gentle	danger
celery	gem	urgent

Ways to Practice

- Have the child point to the letter right after C or G and say if it is an I, E, or Y. If so, then the C or G is soft.
- Use the optional reading booster games to practice any of the phonics principles on these cards. Visit goodandbeautiful.com/apps.

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Group 4

Card 49

SIGHT WORDS

Directions

- Have the child practice reading the words until they can be read without hesitation.

eye	full	Mr.
both	Mrs.	pull
another	together	orange
people	bush	carry
always	build	month

Ways to Practice

- Write the words on index cards. Lay the cards in a row on the floor and have the child jump from card to card as he or she reads the words.
- Put a piece of cereal on each word. Once the child reads it, he or she can eat the cereal.

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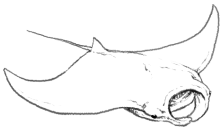
Card 50

READING CARD

SOFT C AND G & SIGHT WORDS: GROUP 4

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.



The

The city has

The city has another

The city has another giant fire

The city has another giant fire engine.

I'll

I'll carry

I'll carry both the

I'll carry both the celery and

I'll carry both the celery and the oranges.

Have the child read the Reading Booster B Book #18, *Nancy Loves Nature*.

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Card 51

OA AND OE

Directions

To Teach: Write "oa" and "oe" on the whiteboard. Read to the child: O and A together and O and E together make the long O sound (/ō/ as in OAT). Have the child tap the letters "oa" and "oe" on the whiteboard and say "/ō/" several times.

★ Have the child practice reading the words until they can be read without hesitation.

boat	loaf	coat	foam
float	groan	cloak	soak
moat	throat	croak	toe
soap	goat	toast	Joe
load	roam	toad	oboe

Ways to Practice

- Have the child read the words while lying on the floor and holding the card above himself or herself.
- Give the child a fun pointer to use (curly straw, colored craft stick, etc.).

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Card 52

OW CAN MAKE THE LONG O SOUND

Directions

To Teach: Write "ow" on the whiteboard. Read to the child: O and W together can make the sound /ow/ (as in COW) or the long O sound, /ō/ (as in LOW). Have the child tap the letters "ow" on the whiteboard and say "/ow/" and "/ō/" several times.

★ Have the child practice reading the words until they can be read without hesitation. * = Can be pronounced two ways.

row	slow	willow	glow
low	flow	bowl	follow
bow*	grow	own	pillow
snow	show	crow	window

Ways to Practice



★ Use the free Good and Beautiful Letter Tiles app (a–z) to have the child spell words on the chart above. You dictate the word (say it aloud) and have the child create it with the tiles.

Write the words on a window with a dry-erase marker. Say a word. Have the child erase the word. Repeat for all the words.

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Card 53

READING CARD

OA AND OE & OW CAN MAKE THE LONG O SOUND

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.

Our

Our goat

Our goat can follow

Our goat can follow Joe in

Our goat can follow Joe in the snow.

Dip

Dip your toe

Dip your toe in the

Dip your toe in the moat by the

Dip your toe in the moat by the willow tree.

Have the child read the Reading Booster B Book #19, *Grandpa's Pond*.



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Card 54

OTHER SOUNDS OF EA

Directions

★ Have the child practice the words until they can be read without hesitation.

EA Says the Short E Sound

bread	head	sweat	ready
instead	heaven	spread	breath
wealth	steady	deaf	meadow
wear	ahead	thread	health
heavy	weather	healthy	feather

EA Says the Long A Sound

great	break	steak

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Part 2

Card 55

WORDS WITH OPEN SYLLABLES

Directions

Have the child practice the words until they can be read without hesitation.

Y at the end of a word says the long I or E sound.

mi-nus minus	fi-nal final	cra-zy crazy	la-zy lazy
he-ro hero	e-vil evil	gra-vy gravy	be-hind behind
li-on lion	mo-ment moment	ta-ble table	se-cret secret
ti-ny tiny	shi-ny shiny	fla-vor flavor	re-lax relax

Ways to Practice

Before reading each syllable, have the child see if a consonant closes the syllable or if the vowel is left open. If the vowel is left open, the vowel says its name.

Simply have the child practice the words repeatedly, giving help when needed.

An open syllable ends with a vowel. A closed syllable ends with a consonant.

The vowel in an open syllable makes the long vowel sound.

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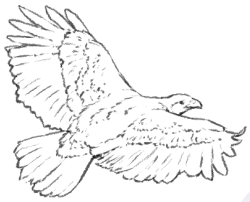


Card 56

READING CARD
OTHER SOUNDS OF EA & WORDS WITH OPEN SYLLABLES

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.



Crazy

Crazy weather

Crazy weather can be

Crazy weather can be seen across

Crazy weather can be seen across the meadow.

The

The great

The great lion

The great lion lays down

The great lion lays down his heavy head.

Have the child read the Reading Booster B Book #20, *The Best Fort*.

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REVIEW

Directions

★ Have the child review each card listed below. Reading Cards are not reviewed. If the child still knows all the items quickly, check off the corresponding review box. If the child has forgotten principles, practice the card until it is once again mastered. When all the review boxes have been checked off, the child may complete the maze.

Card 48 ☐	Card 49 ☐
Card 51 ☐	Card 52 ☐
Card 54 ☐	Card 55 ☐



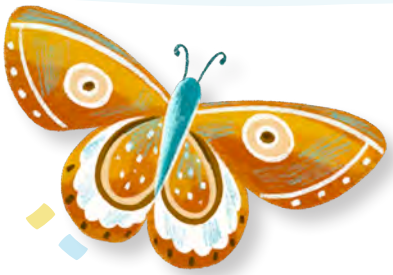
CONGRATULATIONS!

Yay!

You did it.

You can now begin

Booster C Cards.









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