

LANGUAGE ARTS & LITERATURE

LEVEL 1

COURSE BOOK

Phonics | Reading | Spelling | Writing | Literature
Grammar and Punctuation | Art Appreciation

The Good and the Beautiful
CURRICULUM



First Edition That Correlates with the Reading Booster Program

Created by Jenny Phillips and The Good and the Beautiful Team

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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Items Needed

Course Set Items

	Level 1 Course Book
	Reading Booster B Cards
	Reading Booster B Books Set

Free Apps

	Good and Beautiful Letter Tiles app*
	Good and Beautiful Homeschool app

Visit goodandbeautiful.com/apps for information on accessing these free apps through your computer or mobile device.



This app icon is used whenever you need to use the Letter Tiles app.



This app icon is used whenever you need to use the Homeschool app.

The Good and Beautiful Homeschool app includes

- how-to videos and helps,
- instructional videos for the student,
- video books that are integrated with the curriculum, and
- reading booster games.

*You may use your own physical tiles, if desired.

Items to Always Have on Hand

	pencil, scissors, glue stick, tape, crayons or colored pencils, highlighter, several sheets of blank white paper
	whiteboard and dry-erase marker

Extra Items Needed for Unit 1

	cotton swabs
	8 index cards
	optional items for poetry party (page 29)
	cotton balls
	poster paint, watercolors, and paintbrush
	craft knife
	small bowl or cup

Extra Items Needed for Unit 2

	cotton swabs
	1 coin (any type)
	13 index cards
	a few pinches of salt
	poster paint, watercolors, and paintbrush
	spatula (optional)
	word processing program

Extra Items Needed for Unit 3

	watercolors and paintbrush
	sticky notes (optional)
	word processing program
	stapler

The Good and the Beautiful Handwriting Level 1 workbook or another handwriting course should be used 3 to 4 days a week in conjunction with this course.

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Suggested Coordinated Reading: My Second Readers

The Good and the Beautiful My Second Readers are designed to give the child extra independent reading practice at exactly the level the child is on, which boosts confidence and makes reading less overwhelming and a more enjoyable and positive experience.

There are different *My Second Readers* series (*My Second Nature Reader*, *My Second Africa Reader*, etc.). The physical readers are not integrated with this course, but all the *My Second Readers* follow the exact scope and sequence of the *Reading Booster B Cards*. For example, Story #16 in both *My Second Nature Reader* and *My Second Africa Reader* covers OU and OW and avoids any concepts the child has not learned yet. Use one set or all of them!

If you would like to use the *My Second Readers*, you can purchase them separately on goodandbeautiful.com.

Note: The *My First Readers* correlate with the *Reading Booster A Cards*. The *My Third Readers* correlate with the *Reading Booster C Cards*.



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Integrated and Free Letter Tiles App

- Visit goodandbeautiful.com/apps for information on this free app, which can be accessed on a computer or a mobile device.
- Many lessons refer to this app for spelling practice. This app helps make spelling fun and allows the child to practice spelling many more words without becoming fatigued.
- The app has a different screen for each lesson that it is used in. Only the letters and phonograms needed for the lesson are included, which reduces frustration and time as the child does not have to look through all the letters of the alphabet to find the letters needed.
- The app lessons are not designed to have confetti or flashing lights when a word is completed. Rather, the app is a gentle, yet fun way for children to simply practice spelling words. After a word is completed, you should tell the child if the word is correct or not. If the word is incorrect, he or she can make corrections. If the word is correct, press the garbage can icon in the upper corner to erase the word.
- In place of the app, you can dictate words aloud and have the child write them, or you can use physical letter tiles (that you purchase on your own).



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About This Course

Overview: Language Arts & Literature Courses

- **Preschool to Level 3** courses focus heavily on phonics and reading and require one-on-one time with a parent or teacher each day.
- **Levels 4 and above** are designed to be mainly self-directed by the student.

What This Course Covers

This course combines the following subjects:

Phonics	Reading	Spelling
Writing	Grammar and Punctuation	Literature
Art	Poetry Memorization and Appreciation	Geography

Preparation

If you bought the physical course set, the only preparation needed is to read the About This Course section of the course book and booster cards.

If you are using the PDF download, you will need to print out and bind all the course items.

How to Complete the Course

Work on this course book 4 to 5 days a week. A full public school year is about 36 weeks, not including holidays and breaks. If you complete four lessons in this course per week, you will finish the course in 30 weeks. Some children may not finish a full lesson each day (and take longer than one school year to complete the course), while other children may finish more than one lesson a day (and finish the course in less than a year).

If your state requires a certain number of hours to be spent on language arts each day, or you finish this course before the school year ends and do not want to start on the Level 2 course, consider adding reading booster games, a handwriting course, and/or extra reading time.

Each day simply follow the instructions in the course book. Blue text indicates instructions to you, and black text is what you read to the child. Use the checkboxes to keep track of what you have already completed within a lesson.

Principles Behind This Course

- **Easy to Teach and No Preparation Time**

  Parents with no expertise in language arts can give their children top-quality instruction without any preparation time. Spend time exploring and learning right along with the child.

- **Connects Multiple Subjects**

  This course combines multiple subjects. Connecting learning in this manner creates deeper meaning and interest. It also eliminates the expense and trouble of purchasing and using 6 or 7 different courses.

- **Emphasizes the Good and the Beautiful: God, Family, Nature, and High Moral Character**

  This course has a nondenominational Christian foundation, with the goal of producing not only intelligent minds but also high character and hearts that love God, nature, and good literature.

- **Creates Excellent Writers and Editors**

  Writing well is one of the most important academic skills a child can gain. However, pushing younger children to complete writing assignments can overwhelm them and cause them to dislike writing. This is because most children in lower levels are still working on basic handwriting, reading, spelling, and grammar skills. There are exceptions; some children are ready to write earlier. If you have young children who love to write, let them!

  At lower levels, the best way to develop great writers is by

  - using oral narration to have the child expand and improve sentences and organize information by

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summarizing aloud and narrating aloud his or her own stories.

- reading a lot of great literature to the child.
- teaching the child to read well so that he or she can begin reading great literature on his or her own.
- occasionally having the child complete simple, meaningful writing projects.

Serious writing instruction begins in Level 4 and increases in emphasis with each course level.

Answer Key

A *Level 1 Answer Key* is available as a free download and includes answers only to select pages (not every page). Access the free download on the Good and Beautiful Homeschool app by going to Language Arts > Level 1 > Helps.

Unit Reviews/Assessments

The end of each unit contains a review that will track the child's progress.

Poetry Memorization

Poetry memorization is a wonderful exercise for the young, growing mind. Author Laura M. Berquist wrote, "Familiarity with truly good poetry will encourage children to love the good" (*The Harp and Laurel Wreath*, page 9).

Memorization also boosts confidence, increases focus and attention span, strengthens the mental capacity of the brain, and builds in children's minds an ability to understand and use complex language. Children learn by example, and their minds are most impressionable in the younger years. Ingraining their minds with examples of beautifully crafted language will help them build a solid foundation for lifelong learning and love of all things good and beautiful.

How Spelling Works

This course does not focus on spelling lists or memorization of spelling words. Rather, the course teaches how to segment and decode words in order to spell them based on known phonics principles.

In addition, children practice spelling a small number of high-frequency and irregular words right in the lessons; these are the "Unit Spelling Words." Children will naturally know how to spell many words after learning the phonics principles behind the words. Teaching children to memorize a lot of decodable spelling words is time-consuming, frustrating, and ineffective.

Children learn and practice spelling rules in higher-level courses.

Teacher Read Aloud

Consider reading to the child daily or having the child listen to worthy, clean audio books. Choose books that are two to three levels higher than the child's personal reading level and are of the highest literary and moral merit so that the child receives all the spiritual and academic benefits available through literature.

The Good and the Beautiful Book List (free download available at goodandbeautifulbooklist.com) includes hundreds of Jenny Phillips' top-recommended, wholesome books for all reading levels and a list of Jenny's top-recommended read alouds.

Reading good literature to children is priceless!

- The US Department of Education commissioned a two-year study to determine how America could "become a nation of readers." The findings were simple: "The single most important activity for building the knowledge required for success in reading is reading aloud to children" (Richard C. Anderson, *Becoming a Nation of Readers*, 1985).
- Children can comprehend on a higher reading level than they can read, so delving into difficult plots and complex sentence structures will make children better readers and writers and increase their vocabulary.
- Utilizing quality literature is a powerful way to instill a foundation of high moral character in children.

Important Safety Notice

Adult supervision is recommended for all activities as some require sharp objects, heat sources, or small objects that could be a choking hazard for young children.

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At-a-Glance

Phonics Principles Taught

- Adding missing sounds
- Compound words
- Counting syllables
- Dividing words into syllables
- Glued sounds (letters have their own sounds but are hard to pull apart): ALK, ANK, IND, INK, OLD, OLL
- Other sounds of A
- Other sounds of EA
- OW can make the long O sound
- Phonograms (the letters together make one sound): CH, EW, AI, AR, AU, AW, EE, EA, ER, IGH, IR, OA, OE, OI, OO, OU, OR, OW, OY, SH, TH, UR, WH, WR
- Reading contractions
- Reading two- and three-syllable words
- Reading words that end with consonant + LE
- Reading words with open syllables
- Reading words with prefixes
- Reading words with soft C and G
- Short and long vowels
- Sight words
- Sneaky E (a Silent E that makes the vowel before it say its name)
- Sneaky E exceptions (done, come, some, etc.)
- Substituting sounds to create a new word
- Suffixes: ER, EST, FUL, LESS, LY
- Softy E (a Silent E that makes the C or G before it soft)
- Vowels and consonants
- Word decoding strategies
- Words ending in Y

Grammar, Usage, and Punctuation

- Action and being verbs
- Adjectives
- Alphabetical order
- Articles: THE, A, AN; when to use A or AN
- Capitalizing days of the week and months of the year, proper nouns, and the word I
- Commas in dates and a series
- Common and proper nouns
- Complete sentences vs. fragments
- End punctuation
- Homophones: to/too/two; be/bee; red/read, son/sun; ate/eight
- Irregular past tense
- Prefixes and suffixes
- Possessive nouns
- Root words/base words
- Starting a sentence with an uppercase letter
- Subjects
- Synonyms and antonyms
- Types of sentences: questions, commands, exclamations, statements
- Verb tenses

Art, Geography, Literature, and Writing

- Art study, appreciation, and instruction (tint, shade, shadow and light, perspective)
- Artists studied: Ikeda Shōen, Winslow Homer, Mary Cassatt, Hans Andersen Brendekilde, Henry O. Tanner, Hermann Werner, Hans Dahl

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At-a-Glance (continued)

- Creating descriptive sentences
- Editing and editing marks
- Geography terms: adapting to and modifying the physical environment, borders, capital cities, cardinal directions, climate, compass rose, cultures, diversity, Haiti, India, how towns and cities grow and change over time, landmarks and monuments, maps (constructing a map, map keys, map grids, map symbols), landforms, natural resources, oceans, the continents, respecting the world, the United Kingdom, weather
- Literature: Aesop's Fables, Beatrix Potter, folktales, parables, types of literature (fiction, nonfiction, poetry, drama)
- Oral narration (short story)
- Reader's theater (drama)
- Reading comprehension
- Rhyming, poetry reading, memorization, and appreciation
- Sensory language (language that uses the senses)
- Storytelling
- Writing projects: oral narration, summary, book report, gratitude journal, journal writing, opinion writing, thank-you note

Spelling Principles Taught

- Breaking words into syllables
- Spelling words with AI, ALK, ALL, ANK, AR, AY, CH, EA, EE, ER, EW, IGH, IND, INK, IR, OI, OLD, OO, OR, OU, OW, OY, SH, TH, UR, WH
- Segmenting phonemes in a word
- Spelling words with consonant blends
- Spelling words with Sneaky E exceptions
- Spelling words with Sneaky E
- Spelling words with Softy E
- Spelling words that end in Y
- Spelling words with ED and ING

Spelling Rules Taught

- **Plural Nouns:** Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S.
- **Drop the E:** If a base word ends in a Silent E, drop the E before adding a vowel suffix.

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Painting Credits

The credits for all the paintings used in this course are given on these pages rather than on the course book pages, as there is rarely room on the pages themselves for this information. Put a sticky note on this page for quick reference to painting credits if you like to look at the credits often.

NOTE: Unless otherwise indicated, each painting is in the public domain in the United States because it was published before January 1, 1926.

Unit 1

Page 2 (Lesson 1)
[left] "Fjord with Sailing Boat" by Hans Dahl (1849–1937), date unknown

[middle] "A View of Brodick Castle, Isle of Arran, Scotland" by Carlo Bossoli (1815–1884), date unknown

[right] "Lighthouse at Stora Bält" by Anton Melbye (1818–1875), 1846

Page 6 (Lesson 2)
"A Young Woman in the Meadow" by Hans Dahl (1849–1937), 1894

Page 9 (Lesson 3)
"Children Blowing Bubbles" by H.A. Brendekilde (1857–1942), c. 1875–1942

Page 13 (Lesson 4)
"Black Forest Meadow" by Hans Thoma (1839–1924), 1874

Page 25 (Lesson 8)
"French Boy with Kittens" by Dan Burr (1960–living), 2021, commissioned and owned by Jenny Phillips

Page 47 (Lesson 16)
"View of Seelisberg" by Johann Ludwig Bleuler (1792–1850), date unknown

Page 56 (Lesson 20)
"Floodplain with Farmhouse and Cattle Herder" by Eduard Leonhardi (1828–1905), 1867

Page 60 (Lesson 22)
"Rough Sea in Stormy Weather" by Paul Jean Clays (1819–1900), 1846

Page 67 (Lesson 25)
"Mill on the Mountain Stream" by Julius Rose (1828–1911), 1885

Page 75 (Lesson 28)
"Boy and Squirrel" by Dan Burr (1960–living), 2021, commissioned and owned by Jenny Phillips

Page 84 (Lesson 31)
"A Tasty Snack" by Victor Gabriel Gilbert (1847–1933), date unknown

Page 95 (Lesson 34)
"View of the Town of Diessenhofen and the St. Catharinathal Convent" by Johann Ludwig Bleuler (1792–1850), c. 1829–1836

Page 106 (Lesson 38)
"Village in the Bernese Alps" by Adolf Mosengel (1837–1885), date unknown

Unit 2

Page 116 (Lesson 42)
Illustration from children's book *The Tale of Peter Rabbit* by Beatrix Potter (1866–1943), 1902

Page 117 (Lesson 42)
[bottom left] Illustration from children's book *The Tale of Timmy Tiptoes* by Beatrix Potter (1866–1943), 1911

[bottom right] Illustration from children's book *The Tale of Squirrel Nutkin* by Beatrix Potter (1866–1943), 1903

Page 121 (Lesson 44)
"The Libyan Desert" by Carl Hasch (1836–1897), date unknown

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Painting Credits

Page 123 (Lesson 45)
"Children on a Country Road" by H.A. Brendekilde (1857–1942), 1892

Page 132 (Lesson 49)
"The Point at Moret" by Alfred Sisley (1839–1899), 1891

Page 133 (Lesson 49)
"A Post Coach Resting at Dusk" by Ignaz Raffalt (1800–1857), c. 1840

Page 153 (Lesson 58)
"Harvest in Anticoli" by Pedro Weingärtner (1853–1929), 1893

Page 155 (Lesson 59)
"Upon Sunny Waves" by Hans Dahl (1849–1937), date unknown

Page 161 (Lesson 61)
Two prints from the series "Streaked Mist" by Ikeda Shōen (1886-1917), 1906

Page 162 (Lesson 61)
Two prints from the series "Streaked Mist" by Ikeda Shōen (1886-1917), 1906

Page 165 (Lesson 62)
"Haitian Everyday Life" by Fleurius Saint-Vil (birth date unknown), 2021, original owned by Jenny Phillips

Page 203 (Lesson 73)
"Farmhouse in the Summer Light" by Jacob Koganowsky (1874–1926), date unknown

Page 206 (Lesson 74)
"Poll the Milkmaid" by Arthur Hughes (1832–1915), 1872

Page 215 (Lesson 78)
"Matamoe Aka Landscape with Peacocks" by Paul Gauguin (1848–1903), 1892

Unit 3

Page 227 (Lesson 81)
"Rocks on Valaam" by Alexander Vasilyevich Gine (1830–1880), late 1850s to early 1860s

Page 250 (Lesson 89)
"Winter in Dauphiné" by Boris Bessonov (1862–1934), date unknown

Page 253 (Lesson 90)
"The Lei Maker" by Theodore Wores (1859–1939), 1901

Page 271 (Lesson 96)
[top] "Forester's Daughter" by Hermann Werner (1816–1905), 1883

[bottom] "Grandmother's Story" by Hermann Werner (1816–1905), date unknown

Page 281 (Lesson 99)
"View of Hallstatt" by Gustav Barbarini (1840–1909), 1874

Page 299 (Lesson 105)
"The Scout: Friends or Foes" by Frederic Remington (1861–1909), c. 1900–1905

Page 300 (Lesson 106)
"Spring Day in the Foothills of the Alps" by Fritz Müller-Landeck (1865–1942), date unknown

Page 307 (Lesson 107)
"Back to Her Tribe" by Grace Hudson (1865–1937), 1898

Page 333 (Lesson 115)
"Stone City" by Grant Wood (1891–1942), 1930

Page 343 (Lesson 118)
[top] "The Banjo Lesson" by Henry Ossawa Tanner (1859–1937), 1893

[middle] "Christ and His Mother Studying the Scriptures" by Henry Ossawa Tanner (1859–1937), c. 1909

[bottom] "Daniel in the Lions' Den" by Henry Ossawa Tanner (1859–1937), c. 1907–1918

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Scope & Sequence

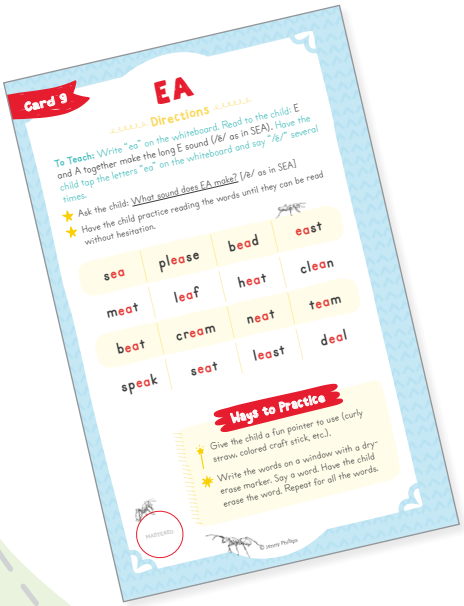
Reading Booster Cards

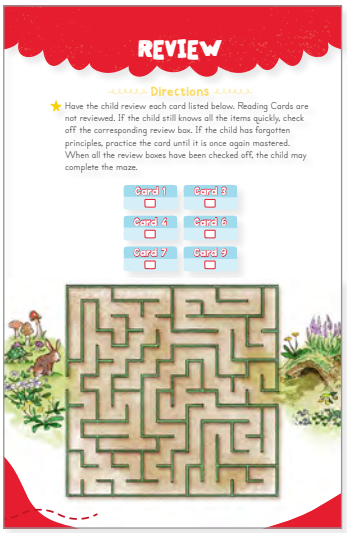
Note: Reading Cards, Poetry Reading Cards, and Review Cards that review phonics principles are not included in these lists.

READING BOOSTER A (CORRELATES WITH LEVEL K)

Card #	Principle(s)
1	Blending to Read CVC Words: Part 1
2	Blending to Read CVC Words: Part 2
5	Sight Words: Group 1
8	Words Where S Says /z/
10	CVC Words with the Short A Sound
11	CVC Words with the Short E Sound
12	CVC Words with the Short I Sound
13	CVC Words with the Short O Sound
14	CVC Words with the Short U Sound
17	Sight Words: Group 2
18	Word Families: Group 1
20	Word Families: Group 2
21	Word Families: Group 3
23	CK
24	ALL

Card #	Principle(s)
26	Ending Consonant Blends ND and FT
27	Ending Consonant Blends SK and ST
29	SS, FF, LL
31	Beginning Consonant Blends
32	Short Words Where Y Says the Long I Sound
34	AY
35	Sight Words: Group 3
37	SH
39	CH
41	TH
43	ING
45	EE: Part 1
46	EE: Part 2
48	Sight Words: Group 4
49	Inflectional Ending ED







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READING BOOSTER B (CORRELATES WITH LEVEL 1)

Card #	Principle(s)
1	Sight Words: Group 1
3	AR
4	ALK and OLD
6	Sneaky E: Part 1
7	Sneaky E: Part 2
9	EA
10	OR
12	OO: Sound 1
14	OO: Sound 2
16	OU and OW
18	Sight Words: Group 2
19	INK, ANK, IND
21	Ending Es That Are Not Sneaky
22	Words Ending in Y
24	ER
25	IR
26	UR
28	AI

Card #	Principle(s)
29	WH
31	WR
32	Sight Words: Group 3
34	AW and AU
35	Words with Open Syllables: Part 1
37	Softy E
38	Consonant + LE
40	A says /uh/ and /ah/
42	EW
43	IGH
45	OY and OI
46	Contractions
48	Soft C and G
49	Sight Words: Group 4
51	OA and OE
52	OW Can Make the Long O Sound
54	Other Sounds of EA
55	Words with Open Syllables: Part 2

READING BOOSTER C (CORRELATES WITH LEVEL 2)

Card #	Principle(s)
1	QU
3	KN
5	OR Can Say /er/
7	Sight Words: Group 1
9	Sounds of OO
11	Sounds of EAR
13	EY
15	Soft C and G
17	PH
18	TCH
20	O Can Say the Short U Sound
22	UI and UE
24	Sight Words: Group 2
26	MB
27	DGE

Card #	Principle(s)
29	EIGH
31	IE
33	OUR and OUGH
35	Words with Silent Letters: Part 1
36	Words with Silent Letters: Part 2
38	TI Can Say /sh/: Part 1
40	TI Can Say /sh/: Part 2
42	CI
44	GN, IGN, AUGH
46	Sight Words: Group 3
48	EI
49	AL
50	CH Can Say /k/
52	Y in the Middle of a Word: Part 1
53	Y in the Middle of a Word: Part 2

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Scope & Sequence
Spelling

LEVEL K

No spelling concepts in Level K are expected to be completely mastered at this level.

CONCEPTS PRACTICED

- Identifying missing letters in words
- Replacing a letter to make a new word
- Segmenting phonemes in a word
- Spelling CVC words (Consonant - Vowel - Consonant)
- Spelling one- and two-letter words
- Spelling plural words
- Spelling short words where Y says /ī/
- Spelling words where S says /z/
- Spelling words with beginning and ending blends
- Spelling words with ALL, AY, B and D, CH, EE, SH, TH
- Spelling words within word families

SPELLING WORDS TO MEMORIZE (HIGH-FREQUENCY AND IRREGULAR WORDS)

I	a	he	she	we	me	the	you	go	or

LEVEL 1

No spelling concepts in Level I are expected to be completely mastered at this level.

CONCEPTS PRACTICED

- Breaking words into syllables
- Identifying missing letters in words
- Segmenting phonemes in a word
- Spelling compound words
- Spelling high-frequency and irregular words
- Spelling words that end in ED, EST, ER, ING, LY, Y
- Spelling words with consonant blends, Sneaky E, Sneaky E exceptions, Softy E (makes C and G soft)
- Spelling words with AI, ALK, ALL, ANK, AR, AY, CH, EA, EE, ER, EW, IGH, IND, INK, IR, OI, OLD, OO, OR, OU, OW, OY, SH, TH, UR, WH

Plural Nouns: Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S.

Drop the E: If a base word ends in a Silent E, drop the E before adding a vowel suffix.

SPELLING WORDS TO MEMORIZE (HIGH-FREQUENCY AND IRREGULAR WORDS)

love	no	her	so	be	do	are	of
look	put	was	oh	your	from	boy	come
more	done	none	move	any	many	what	some
there	school	girl	said	they	little	does	goes

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LEVEL 2

CONCEPTS PRACTICED BUT NOT EXPECTED TO BE COMPLETELY MASTERED

- Breaking words into syllables
- Contractions
- Identifying missing letters in words
- Recognizing open and closed syllables
- Segmenting phonemes in a word
- Spelling words with open syllables
- Spelling words with AI, EA, ER, EY, IGH, IR, KN, OA, OR can say /er/, OW, QU, Softy E (CE and GE), UR

CONCEPTS TO MASTER BEFORE STARTING LEVEL 3

- Contractions LET'S and IT'S
- Spelling words with consonant blends
- Spelling words with ALK, ALL, ANK, AR, AY, CH, ED, EE, IND, ING, OLD, OO, OR, SH, Short Words Where Y Says the Long I Sound (cry, dry, etc.), Sneaky E, TH, WH

SPELLING RULES TO MASTER BEFORE STARTING LEVEL 3

Caboose E: A Silent E is added to words to prevent them from ending in V or U because most English words do not end with the letters V or U.

C or K at the Beginning or Middle of Words: At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.

Double S, F, L, or Z at the End of Words: At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.

Drop the E: If a base word ends in a Silent E, drop the E before adding a vowel suffix.

Plural Nouns: Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S.

SPELLING WORDS TO MASTER BEFORE STARTING LEVEL 3
(HIGH-FREQUENCY AND IRREGULAR WORDS)

Words Reviewed from Levels K and 1

he	the	you	they	so	of	do	she
we	love	are	or	be	for	me	to
go	your	does	no	look	was	said	her
more	any	from	come	oh	there	boy	goes
none	what	some	girl	two	little	done	move
many	put	school					

Words New to Level 2

been	only	search	upon	brother	young	our	very
could	should	would	where	pretty	friend	blue	about
were	why	when	who	people	great		

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How the Reading Booster B Target Symbols Work



- Each lesson will direct you to work on reading booster cards and/or books. The child will go through the booster cards and books at his or her own pace. However, the child will need to have mastered some booster cards before completing certain lessons.

- This course book has a target booster card symbol on many of the lessons. If a lesson has a target symbol on it, you should wait to start that lesson until the child has mastered all the booster cards up to and including the card number on the symbol. Some children will need to slow down or even pause lessons while they work exclusively with booster cards, books, and games. If the child is ahead of the booster card target, great! Keep going.

- Allow the child to go as fast as he or she feels successful and challenged. If the child finishes the *Reading Booster B Cards* before this course is completed, the child can move on to the *Reading Booster C Cards* while finishing this course.

- It is highly recommended that you don't pause on the reading booster cards to catch up in the course book. This course book gives reading review practice of what has already been learned from the booster cards but mainly focuses on other concepts, such as spelling and writing. Children typically learn to read faster than they can learn to spell, and reading at a faster pace has huge benefits. Reading more overall and reading higher-level books will greatly improve spelling, vocabulary, and writing skills. It is not helpful to slow down learning reading to match the pace of learning spelling and other items that are naturally not learned as quickly at this level.



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PACING OF THE COURSE

Booster Cards and Lessons Do Not Move at the Same Pace.

Phonics principles in the course book lessons and the booster cards **match the same sequence**. However, course book lessons and booster cards are **not meant to move at the same pace**. This ensures that things like writing and spelling instruction do not slow down reading, which is the most critical skill gained at this age. Most children can learn to read a lot faster than they can learn to spell and write, and improving reading fluency and speed at this level is the focus of this course.

It is strongly recommended that you work with the child on booster cards and/or books at the beginning (or end) of each lesson for 5 to 10 minutes. The time it takes for children to master booster cards and read booster books varies widely at this age.

If the Child Goes Faster Through the Booster Cards (which is completely fine)

- By working on the booster cards and/or books for 5 to 10 minutes daily, some children will move through the principles on the booster cards much more quickly than the principles are presented in the course book. This is completely fine! When the child gets to a principle in the course book that has already been mastered on a card, it is important to review and practice that principle. When the child masters all the *Reading Booster B Cards*, the child may move to *Reading Booster C Cards* while finishing the *Level 1 Course Book*.

If the Child Goes Slower Through the Booster Cards (which is completely fine)

- By working on the booster cards and/or books for 5 to 10 minutes daily, some children will not be able to master booster card principles before they are presented in the course book. If this is the case, it is strongly recommended that you pause work on the course book and do any or all of the following items:

    1. Spend more time working on booster cards.
    2. Play reading booster app games.
    3. Read books in *The Good and the Beautiful My Second Readers* series, which follows the same sequence as the reading booster cards, allowing the child to read extra stories that focus on the exact principles on which he or she is working.

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STOP

Complete these steps before beginning the course.

STEP 1

Before beginning this course, the child should be able to pass the Language Arts Level 1 Assessment, which includes the ability to write correctly all the uppercase and lowercase letters of the alphabet as well as to read the following passage in 1 minute 30 seconds or less with four or fewer mistakes.

There are many sheep on the top of the hill.

Are they flying? No. They all stay and munch the fresh grass.

I sit on a rock by them and sing.

STEP 2

Open the *Reading Booster B Cards* and read the card instructions before beginning Lesson 1 in this course so that you understand how the *Reading Booster B Cards* correlate with this course.

STEP 3



On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > How to Use the Level 1 Language Arts Course and watch the video. Taking a few minutes to watch the video will make your experience and the child's experience with the course so much more enjoyable and effective.

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UNIT 1

Lessons 1 to 40

OVERVIEW

Spelling Words

love	no	her	are	of
so	be	do	look	put

Extra Items Needed

- cotton swabs
- optional items for poetry party (page 29)
- cotton balls
- 8 index cards
- poster paint, watercolors, and paintbrush
- craft knife
- small bowl or cup

Reading Booster Cards Covered in the Unit

- Cards 1 through 17

Phonics Principles Taught

- Homophones: ate/eight
- Long and short vowels
- Phonemic awareness: determining missing letters in words, changing one letter to create a new word, etc.
- Plural words
- Reading words with ALK, AR, EA, OLD, OO sound 1, OO sound 2, OR, OU, OW, Sneaky E, and sight words: group 1
- Reading two-syllable words
- Syllables

Spelling Principles Taught

- Spelling words with ALK, AR, EA, OLD, OO sound 1, OO sound 2, OR, OU, OW, and Sneaky E
- Segmenting words to spell them

Writing, Grammar, and Other Principles Taught

- Geography: maps/globes, landforms, oceans, continents, countries, map key, constructing a map, adapting to the physical environment
- Oral narration: summarizing and storytelling
- Plural words
- Poetry appreciation and memorization
- Sensory language
- Starting sentences with an uppercase letter
- Ending sentences with punctuation
- Writing sentences
- Art: art appreciation, Hans Dahl, shade, tint
- Literature: setting

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Completed ☐

LESSON 1

Long and Short Vowels

Helpful Hint: If the child asks questions or shows interest in talking more about parts of the lesson, it is suggested that you do so, encouraging exploration and deeper learning.

☐ Remember to start Lesson 1 only after the "Master Before Starting the Course" booster cards are mastered. These are prerequisites for the course.

☐ 

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > Long Vowel Sounds. Play the video.

☐ Read to the child: Being able to read is a wonderful blessing. Reading can take us to faraway places and times. Wouldn't it be fun to read a story that took place in each of the pictures on this page? If you could read a book that took place in any of these pictures, which picture would you choose? Now, looking at that picture, use your imagination and tell me a possible first sentence for the story by finishing this sentence: "Once upon a time . . ." If needed, tell the child examples of possible first sentences for one or both of the other pictures.







Reading is a wonderful way to learn and to bring joy into our lives. In this course you are going to learn to read so many words. It is going to be so fun to learn together! First, let's review vowels. Do you remember the vowels? Have the child tell you the vowels. [A, E, I, O, U, and sometimes Y]

Every word has to have at least one vowel. Let's say the vowels again: "A, E, I, O, U, and sometimes Y." Have the child write the vowels all in uppercase (A, E, I, O, U, Y) and then all in lowercase (a, e, i, o, u, y) on a piece of paper or a whiteboard while you cut out the dashed boxes on the next page.

☐ Read to the child: Vowels are either short or long. When a vowel says its name, it is the long sound. When it does not say its name, it is the short sound. Say the long sound for each of these vowels.

a e i o u

☐ Read to the child: Read each word on the rock path, point to the vowel, and then tell me if the vowel is long or short. It is long if it says its name.



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Completed ☐

WHICH SQUIRREL WILL COLLECT MORE ACORNS?

☐ Have the child read the name of each squirrel. Lay the acorns out on the table. Have the child choose an acorn and read the word on it. If the word has a long vowel, the child should place it in the long vowel box. Words with short vowels go in the short vowel box. At the end have the child count the number of acorns in each box and see which squirrel has the most acorns or if they have an equal number of acorns.

Miss May



Red Rob



Long Vowel Box

Short Vowel Box

















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Completed ☐

Note: This course includes only a very small amount of handwriting instruction—mainly for the purpose of refreshing the child's mind in order to complete the exercises in the section. It is strongly recommended that the child complete a handwriting page at least 3 to 4 times a week in *The Good and the Beautiful Level 1 Handwriting Workbook* or another handwriting program.

Independent Practice

Helpful Hint: After you read the "Independent Practice" instructions to the child, the child will usually, but not always, be able to complete the section independently. Help when needed.

Read to the child: Trace the letters, starting on the yellow dots, and then write both the uppercase and lowercase letters twice, starting on the yellow dots.



Read to the child: Write a lowercase T or P to create a word on each line. Then circle the vowels.

wen

sto

spo

slee

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 2

EE Review

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: Look at the painting on this page. God gave this artist, Hans Dahl, a talent for painting, but Hans also had to work hard to develop his talent. He studied and practiced painting for years. He loved to create paintings that showed the happiness of people and the beauty of nature where he lived. Isn't it amazing that with just a few tubes of paint and some brushes, the artist was able to create this beautiful scene? Would you enjoy being in this scene for an afternoon? Imagine how the air would feel and smell.



☐ The phonogram EE is taught in our Level K course, but it is reviewed again in this course. Read to the child: Two Es next to each other always make the sound /ē/ as in FEET. Read the sentences below that have to do with the painting. The sentences both end with question marks, so say each sentence as if it's a question. Demonstrate what a question sounds like if needed.

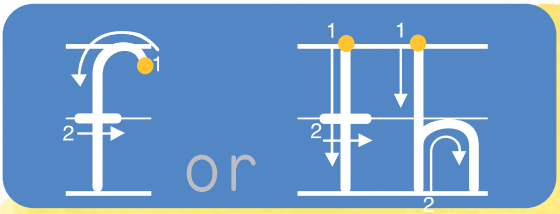
Does she keep seeds in her bucket?

Is she going to feed three sheep?

☐ Read to the child: Let's get ready to do a fun activity. While I cut out the purple and blue letter tiles on the next page, you complete the yellow box by adding F or TH to each group of letters to make real words. Remove the bottom portion of the page by cutting along the line. Give the course book to the child while you cut out the individual tiles. After you cut out the letter tiles, follow the instructions in the next section.

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Completed ☐



☐ The previous page gives instructions for this exercise.

pa

lip

ba

ma

lap

☐ Have the child say the vowels in order. [A, E, I, O, U, and sometimes Y] Then have the child point to each vowel in the blue circles and say the long sound of the vowel (the vowel's name).

i a u e o

☐ Do not show the child the course book as you do this exercise. Create the first word of each pair of boxes with the tiles you cut out. Have the child read the word, pointing to each tile, saying its sound, and then putting the sounds together. (Even if the child knows how to read the word, this helps the child practice segmenting a word for spelling purposes.) Then tell the child the word in the second box of the pair. Have the child remove one tile and replace it with another one to create the word. Repeat the activity with the remaining word pairs.

sh ee p → sh ee t

g r ee n → g r ee t

s p ee d → s p ee ch

d s ch

g r sh ee t p n

Completed ☐

Independent Practice

Read to the child: Draw a heart around all the words on the chart that contain a long E vowel sound. Long E says its name.

me	hen	pen
bet	be	wet
let	fed	he
she	leg	met

Read to the child: Draw a line from the beginning of the word to the correct ending for the word.

sna	**ff**	**blen**	**d**	**tra**	**t**
sni	**ck**	**gra**	**b**	**trus**	**p**



☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 3

READING BOOSTER CARD TARGET 1

Introduction to Unit 1 Spelling Words

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: Look at the painting. There are many little details in the painting. For example, do you see the wrinkles on the children's clothes? Do you see dandelions in the grass? What is floating above the children? [bubbles]



- ☐ Read to the child: Some words can be spelled by sounding out the words. I will dictate (tell you) some words, and you will write them on the blank spaces of the bubbles below. Cover up the words with an index card if needed. Dictate these words to the child (say them aloud), helping the child isolate and identify each sound and write the words on the bubbles: in, win, let, not.

  Some words are rule breakers because they do not follow the regular spelling patterns. The unit spelling words you will work on are always rule breakers and need to be memorized.

- ☐ Use ideas on the next page to practice the green unit spelling words. (Yellow words will be practiced in a future lesson.) All children can benefit from all learning styles. See what works best for the child.

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Completed ☐

Helpful Hint: Make sure that the child is saying and reading each spelling word before copying it or spelling it. A child, especially one who is young, may simply copy the letters from print, but the goal is to have the child know the word that he or she is spelling.

Unit 1 Spelling Words & Practice Ideas

no	so	love	her	of	be	do	are	put	look

Kinesthetic

Have the child spell the words aloud while trying to keep a balloon in the air, tapping it upward with each letter.

Have the child jump across the room or the lawn. For each spelling word that is correct, take one jump. If there are multiple children, see who can make it to the other end first.

Have the child write the words in the air using a feather.

Use the free Good and Beautiful Letter Tiles app. Go to Level 1 > Spelling Words: Unit 1 to access a group of tiles with only the letters needed for all the Unit 1 Spelling Words. Dictate the words and have the child spell them with the tiles.

Auditory

Have the child spell the words aloud.

Have the child say the words aloud as he or she writes them.

Using a recording device, record or have the child record the words being spelled out. As you record, say the word first, and then spell it out. Then have the child listen to the recording.

Have the child say the word and then spell the word very slowly and then very quickly.



Visual

Have the child write the words with fun colors.

Have the child write each word with window markers.

Have the child write each word very big and then very small.

Have the child write each word in all uppercase letters and then in all lowercase letters.

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Completed ☐

Independent Practice

sh or ch

Read to the child: Fill in the missing letters for each word: SH or CH. Use correct letter formation, following the handwriting guide if needed.

ack ut

ben lun

Read to the child: These children are having birthdays! Read each clue, and then write the name under the correct child's picture. A person's name always starts with an uppercase letter, but the other letters in the name are usually lowercase.

Tom — He has a red truck.

Max — He has three gifts.

Meg — She has a blue hat.

Liz — She is three and feels so much glee!









☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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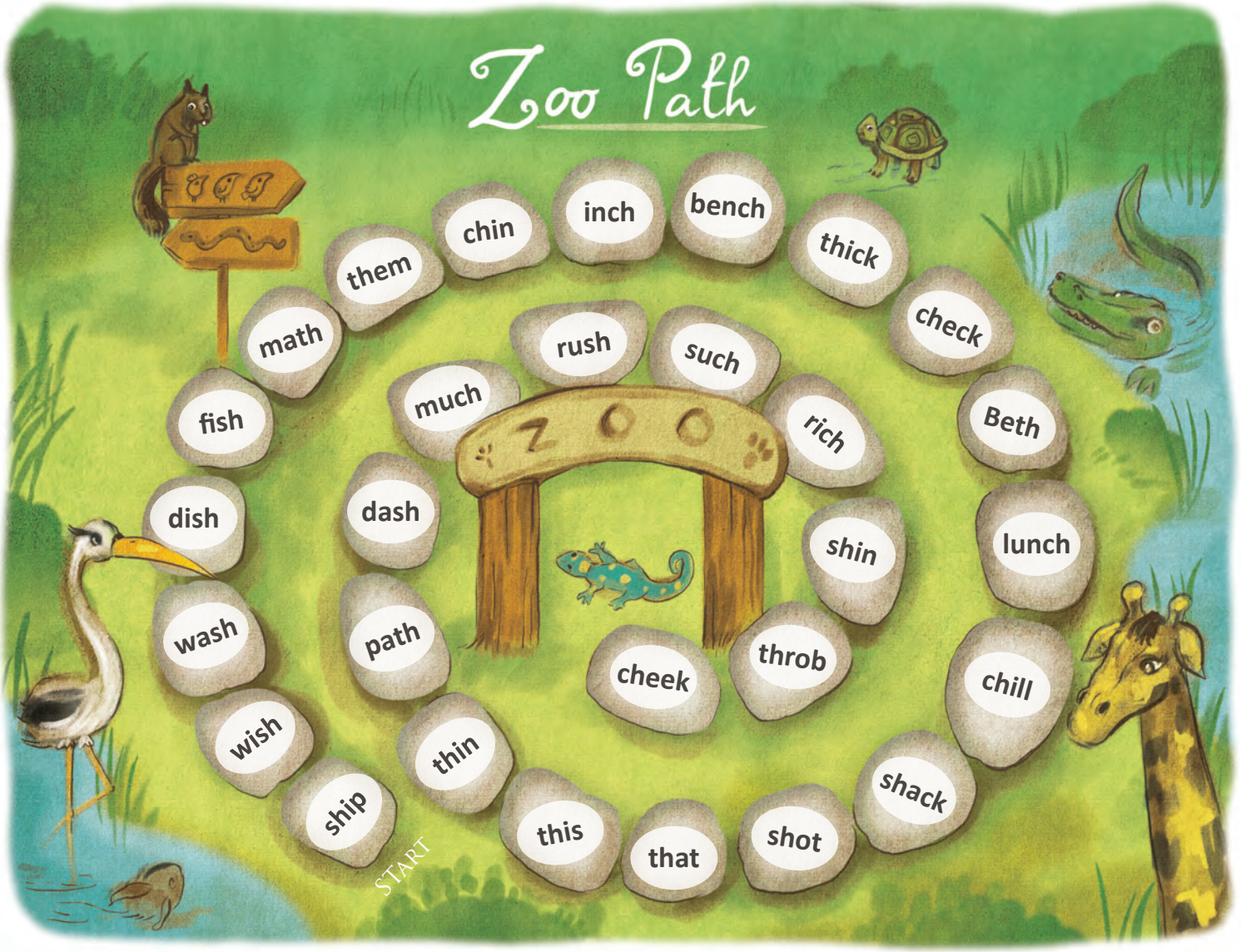
Completed ☐

LESSON 4

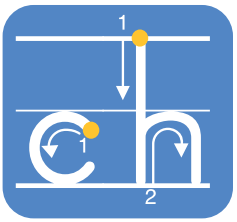
SH, CH, TH Review

Helpful Hint: The first several lessons are a review of principles taught in Level K.

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ **Zoo Path:** Have the child read all the words on the "Zoo Path" included in this lesson, pointing a pencil eraser under each word while reading it.



- ☐ Write the following words on a whiteboard: sat, hop, deck, keep, tick. Have the child erase the first letter of each word and write CH to form a new word. Have him or her read the new word. Refer to the handwriting guide in the blue box if needed.



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Completed ☐

Independent Practice

Read to the child: Study the painting. Then read each word in green below and circle it if you see the item in the painting. Then color in each box below that has a word with a long E sound. Long E says its name.

creek	stamp	tree
deck	sheep	grass

Read to the child: In this course you will listen to audio narrations. These narrations will expose you to beautiful descriptive and sensory language, preparing you to complete your own oral narrations much later in the course and to write well in the future. On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Lesson 4 Audio Narration. Play the audio narration.



☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

Items Needed:
dry paintbrush
paint (optional)
craft knife

LESSON 5

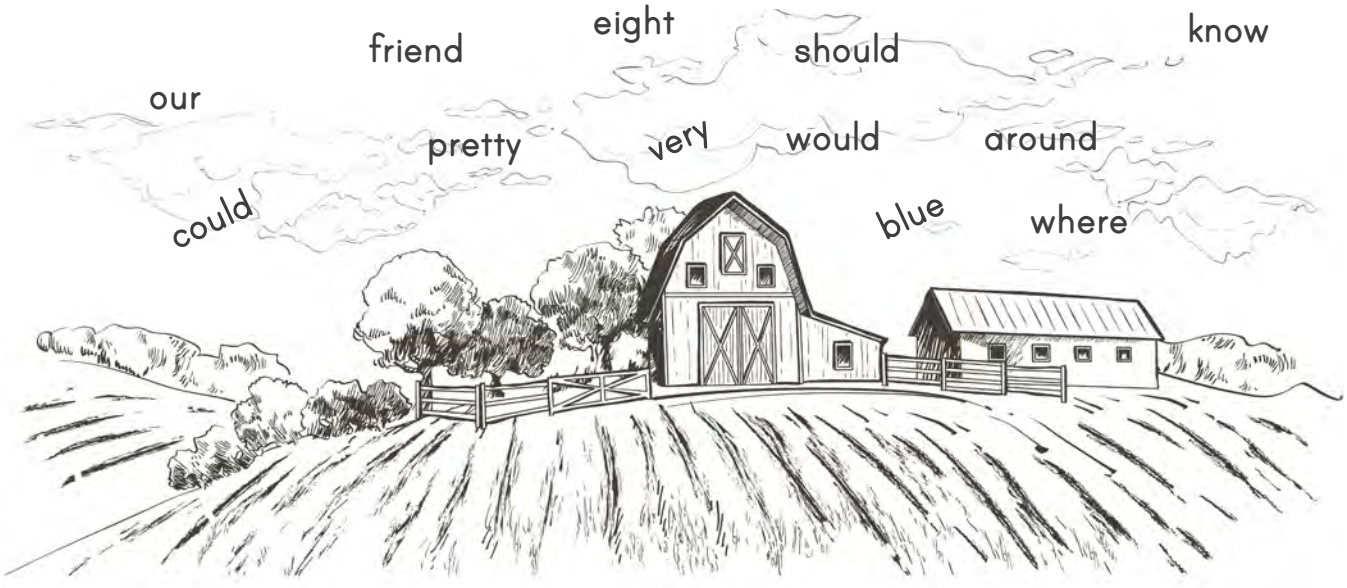
READING BOOSTER CARD TARGET 2

Sight Words: Group 1

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Quiz the child on all the yellow spelling words on page 10 (be, do, are, put, look) and use the spelling practice ideas to practice the words the child spelled incorrectly.
- ☐ Follow the instructions on the next page to prepare and use the "Sight Words: Group 1 Slider." If desired, have the child repeat all the words at least twice.

Independent Practice

Read to the child: Point to a word on the drawing below with a dry paintbrush and read the word aloud. Repeat for each word. Then paint or color the picture.



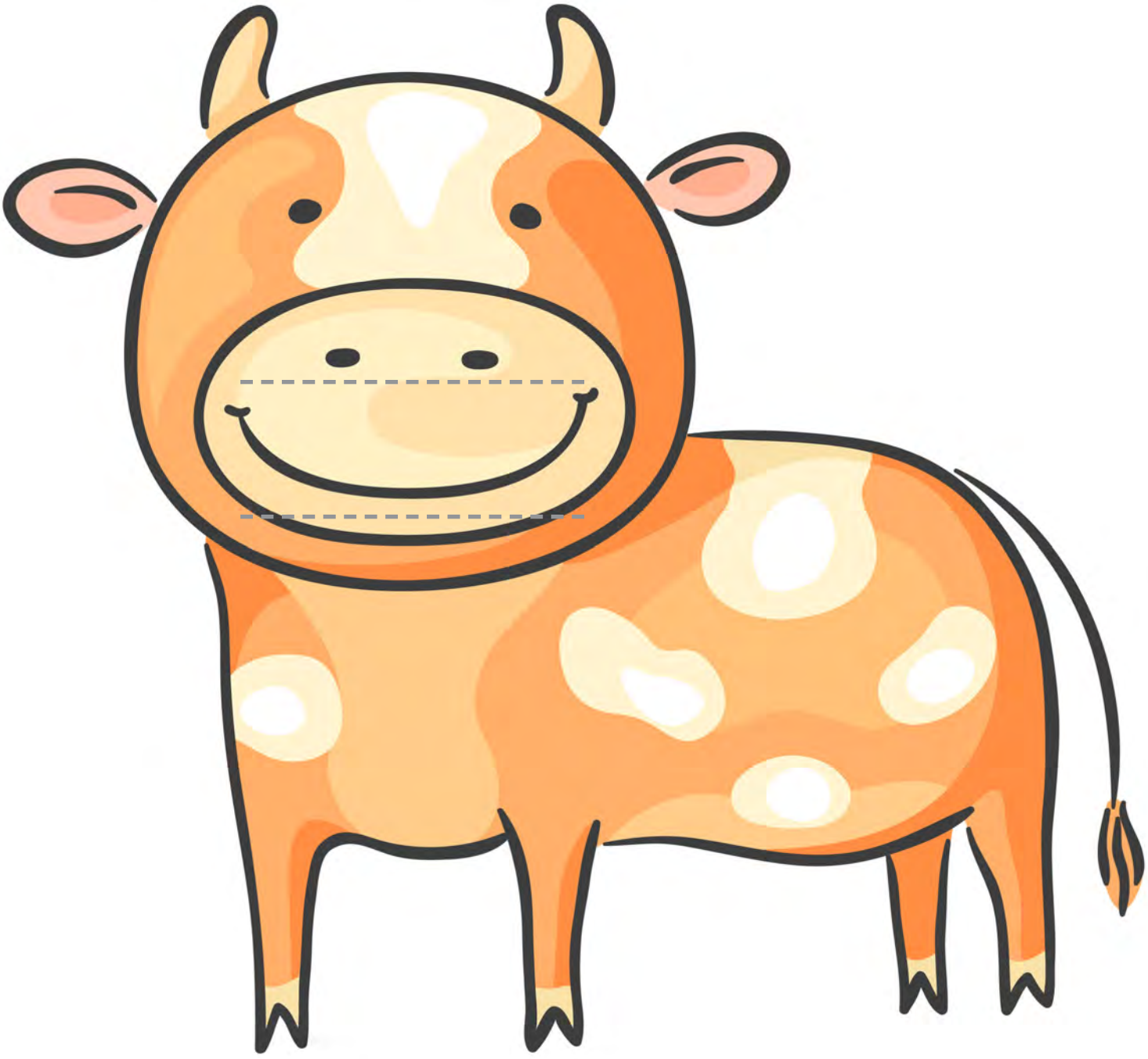
- ☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

1. Remove this page. Using a craft knife, cut the slits on the gray dashed lines.
2. Cut out the word strips on the next page. Insert a strip into the slider from the back, so one word shows on the front.
3. Have the child pull each strip through while reading the words. Repeat with all the strips.

SIGHT WORDS: GROUP 1 SLIDER



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our

friend

should

very

pretty

could

would

around

where

eight

blue

know

know

should

could

would

where

very

know

friend

eight

around

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Important Reminder

PACING OF BOOSTER CARDS AND BOOKS



- A lesson with a target symbol means that you should wait to start the lesson until the child has mastered all the booster cards up to and including the card number on the symbol.
- It is highly recommended that you don't pause working on the reading booster cards to catch up in the course book. This course book gives reading review practice of what has already been learned from the booster cards but mainly focuses on other concepts, such as spelling and writing. Children typically learn to read faster than they can learn to spell, and reading at a faster pace has huge benefits. Reading more overall and reading higher-level books will greatly improve spelling, vocabulary, and writing skills. It is not helpful to slow down learning reading to match the pace of learning spelling and other items that are naturally not learned as quickly at this level.
- If the child finishes the *Reading Booster B Cards* before this course is completed, the child can move on to the *Reading Booster C Cards* while finishing this course.

MY SECOND READERS

The *My Second Readers* by The Good and the Beautiful are perfectly aligned with the *Reading Booster B Cards*. This means you can give the child wholesome, beautiful books to read that are at the exact independent reading level he or she is currently at, boosting the child's confidence and success with reading.

Consider using the *My Second Readers* at different times of the day. For example, the child could read a story to the family at dinnertime or read to his or her stuffed animal each night.



Helpful Hint: Lesson 10 is a poetry party! There are OPTIONAL activities that may need some preparation. Look at the lesson now to see if you want to do any of the optional activities so that you can prepare the supplies.

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Completed ☐

Items Needed:
cotton swabs
watercolor paints

LESSON 6

READING BOOSTER CARD TARGET 3

AR: Part 1

Helpful Hint: These kinds of exercises are not just fluff and fun. Through exercises like these, you are preparing the child to become a great creative writer.

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Quiz the child on all the green spelling words on page 10 (no, so, love, her, of) and use the spelling practice ideas to practice any words the child spelled incorrectly.
- ☐ Read to the child: A and R together make the sound /ar/ as in FARM. Let's make a list of fun story ideas that could take place on a farm called Big Star Farm. On a whiteboard, have the child write the words "Big Star Farm." Brainstorm story ideas. Ask questions that start with "What if?" (e.g., What if there was a missing goat? What if a stray horse showed up on the farm?)

We are going to practice more words that use AR. First, say each separate sound in the word. Then put the sounds together.

f - ar - m **farm**	ar - m **arm**	h - ar - m **harm**
p - ar - t **part**	st - ar - t **start**	ch - ar - t **chart**
j - ar **jar**	st - ar **star**	h - ar - d **hard**
y - ar - d **yard**	ch - ar - m **charm**	d - ar - k **dark**
sh - ar - p **sharp**	h - ar - p **harp**	p - ar - k **park**

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Completed ☐

☐ For five minutes, help the child work on memorizing the poem "Singing Time" or another poem of your choice. First, read the poem to the child. Then read it again, having the child repeat each pair of lines. Finally, read a line to the child and have him or her try to say the next line from memory. Continue for as long as the child's focus allows. You will continue working on this poem in future lessons.

Singing Time

By Rose Fyleman



I wake in the morning early
And always, the very first thing,
I poke out my head and I sit up in bed
And I sing and I sing and I sing.

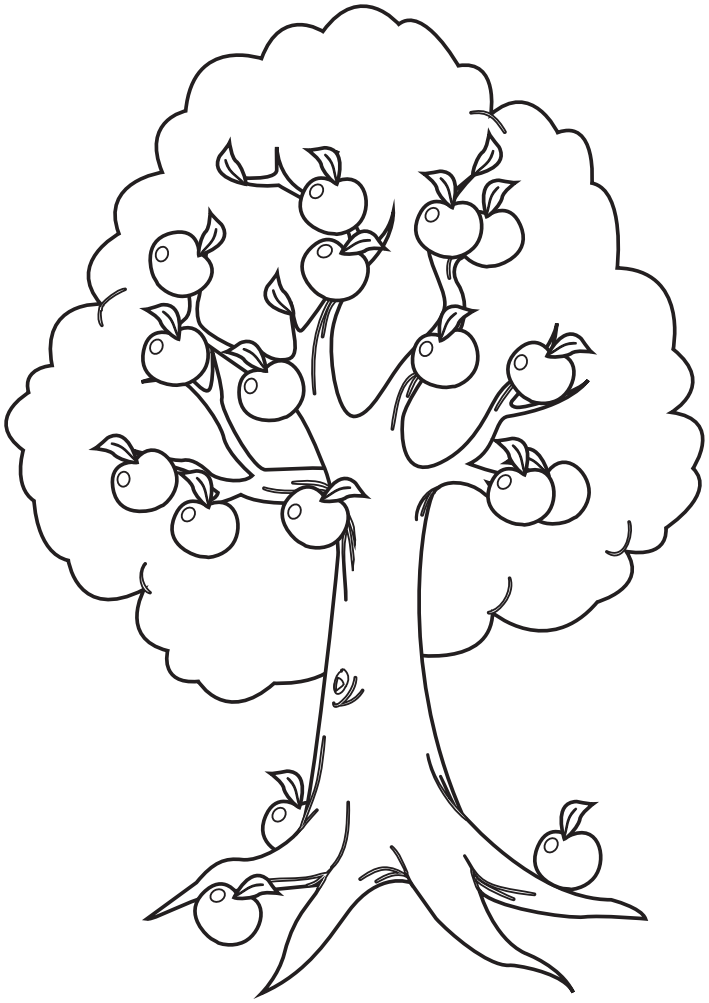
Independent Practice

COTTON SWAB PAINTING

Read to the child: Read each spelling word and copy each word twice. Then use cotton swabs and watercolor paint to make dots and fill in the apple tree.

no

do



so

of

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 7

Helpful Hint: Adapt any lesson as needed for variations in pronunciation in your area.

AR: Part 2 + Oral Narration

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Complete the letter tiles activity.

Use the app

LETTER TILES

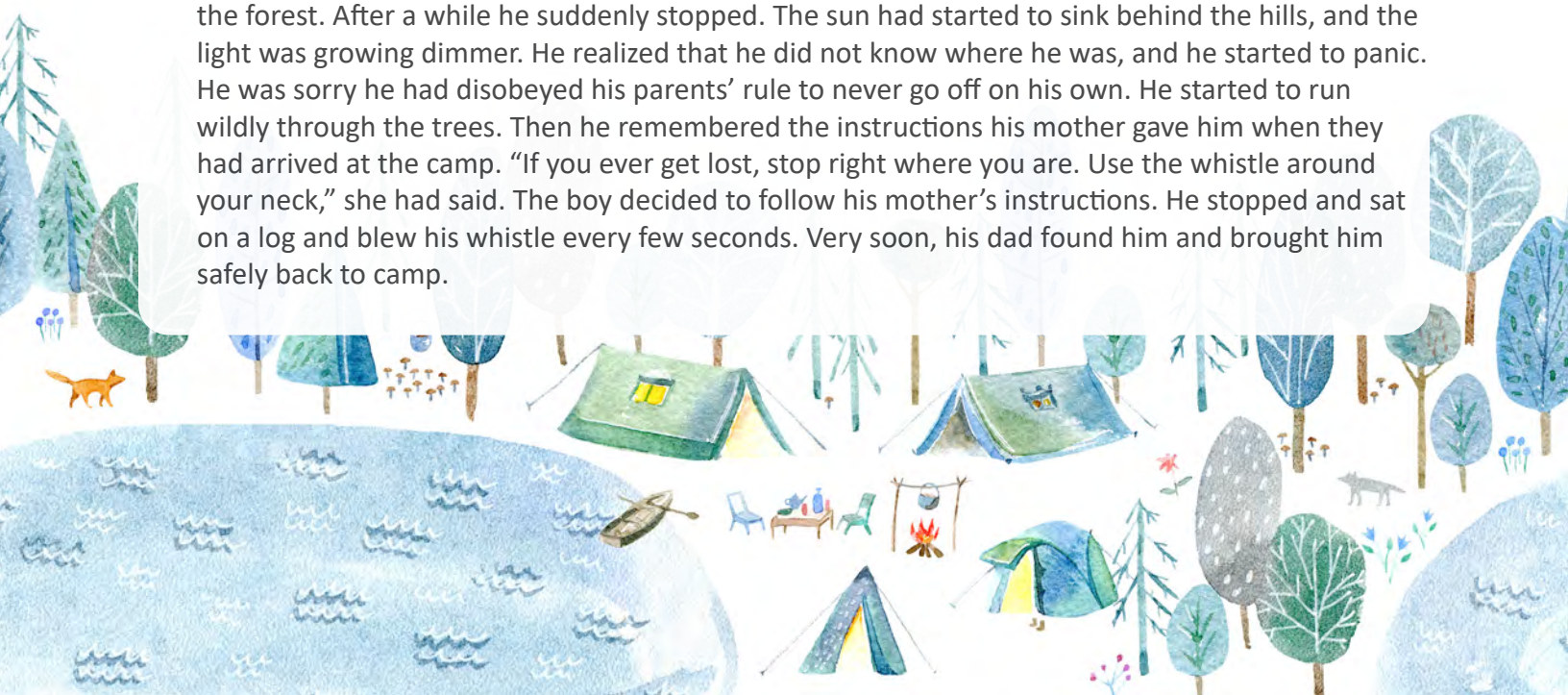
On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 7 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words using tiles.

TIP: Have the child say each sound in the word and hold up a finger for each sound. AR is one sound.

far | bar | tar | star | farm | part | yard | harp

- ☐ Read the following story to the child. Have the child tell the story back to you in his or her own words with as much detail as possible. This exercise helps develop memory and organizational skills. As the child retells the story, prompt him or her to add in details by asking questions like "Which country was it in?" and "What time of day was it?" Some children may need the story read to them twice.

Three families were gathered around a campfire in Canada in the early evening. One young boy thought he saw a rabbit hop into the woods. Quietly, he slipped away from the group and followed the rabbit into the woods. It was cool and green under the canopy of trees. The boy could no longer see the rabbit, but he could see the rabbit's tracks, and he followed them, winding around the forest. After a while he suddenly stopped. The sun had started to sink behind the hills, and the light was growing dimmer. He realized that he did not know where he was, and he started to panic. He was sorry he had disobeyed his parents' rule to never go off on his own. He started to run wildly through the trees. Then he remembered the instructions his mother gave him when they had arrived at the camp. "If you ever get lost, stop right where you are. Use the whistle around your neck," she had said. The boy decided to follow his mother's instructions. He stopped and sat on a log and blew his whistle every few seconds. Very soon, his dad found him and brought him safely back to camp.



Completed ☐

Independent Practice

ee or ar

Read to the child: Fill in the missing letters for each word: EE or AR. Use correct letter formation, following the handwriting guide if needed.

d p

s d

d k

c d

Read to the child: These children are having birthdays! Read each clue, and then write the name under the correct child's picture. A person's name always starts with an uppercase letter, but the other letters in the name are usually lowercase.

Dan — He can jump up! He has a drum.

Ann — She jumps with one leg.

Sam — He has a green hat.

Kit — She has a sweet dog.









☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

Items Needed:
8 index cards
cotton swabs
watercolor paints

LESSON 8

READING BOOSTER 4 CARD TARGET

ALK + The Power of Art

☐ Write each of the following words (with the underlining) on separate index cards twice (you will have eight cards in all): walk, talk, stalk, chalk. Read to the child: When the letters A, L, and K are together, they make the sound /alk/ like in WALK. Have the child read each word on the index cards. Then lay the eight cards in two rows of four with the words facedown. See how quickly the child can match them all. The child may choose two cards at a time, read them, and, if they are a match, keep them. If the words are not a match, the child turns the cards back over and goes again. Repeat the game if desired.



☐ Read to the child: Look at the painting on the next page. This is a painting of a boy in France long ago. Can you see the different colors in the water? Do you see the shadows under the lily pads? Look how sweet the cats are and how cute the ducks are. God's creations are amazing.

Art can bring you joy. Art helps you see and feel the wondrous and lovely world around you that God has made. Through art you can see places and people and things that you might not be able to see in person.

Look at the clouds in the painting. There are different shades of color in the clouds; they are not just pure white. Let's see if there are any clouds outside right now and if they have shades of color.

In art a ***tint*** is made by adding white or more water, which reduces darkness, while a ***shade*** is made by adding black, which increases darkness.

☐ Have the child use cotton swabs and paint to make tints and shades on the circles, according to the labels.

Plain red paint

red watercolor paint with very little water

A lighter color (tint) of red

red watercolor paint mixed with enough water that it has a much lighter tint

A darker color (shade) of red

red watercolor paint with very little water and a little bit of black

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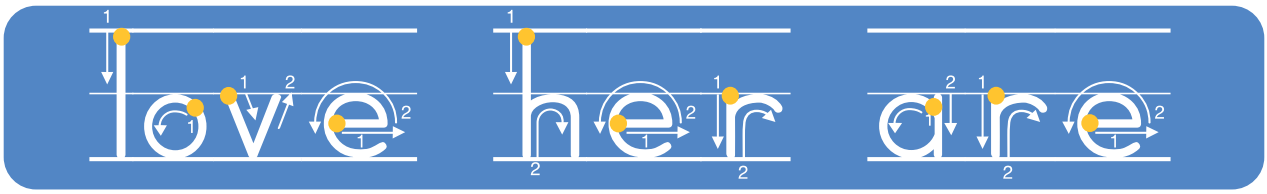


Completed ☐

Independent Practice

Read to the child: Write your first and last name on the line below.

Read to the child: Fill in each blank with the appropriate word from the blue box.



I see _____ car.

I _____ to play the harp.

Yes, there _____ many stars.

There _____ three farm carts.

Is _____ farm big?

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 9

Reading Words with OLD

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Quiz the child on all the yellow spelling words on page 10 (be, do, are, put, look) and use the spelling practice ideas to practice the words the child spelled incorrectly.
- ☐ Write the word "old" on the whiteboard. Read to the child: This is the word OLD. Read the following words that all end with the sound /ōld/.

cold	gold	sold	bold	mold	hold	told	scold

- ☐ Note: This exercise gives practice reading words containing OLD and helps children exercise their creativity in preparation for creative writing. Gently prompt the child with ideas if needed. Read to the child: You get to use your imagination! Read the beginning of each sentence, and then finish the sentence with your own imagination—your ending can be mysterious, serious, or funny.

1. On a cold fall day . . .

2. The man put gold in the . . .

3. The old fox . . .

4. I boldly told the king that . . .



- ☐ Note: This exercise and future ones like it increase concentration and memory and help children become familiar with the language of poetry. Read this excerpt of a poem to the child. Then read it again, having the child repeat each line.

My Palace

By Gracie Phillips

I walk through the silent forest,
A canopy of green.
The birds sing a lovely chorus
As if I were their queen.

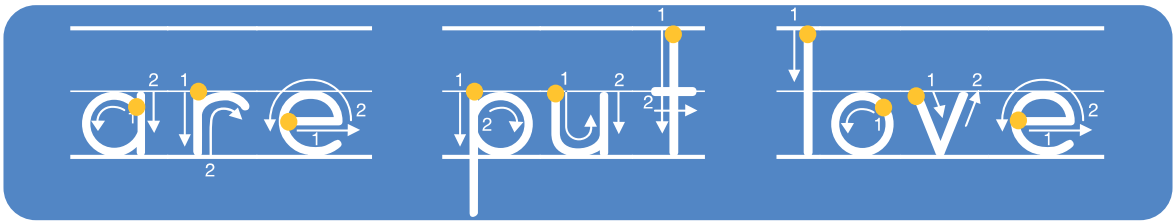
My throne's a lovely dirt mound.
My crown is made of flowers.
This lovely palace I have found
Is full of leafy towers.

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Completed ☐

Independent Practice

Read to the child: Fill in each blank with the appropriate word from the blue box.



Will you _____ the dishes away?

I _____ seeing the hens in the barn.

We _____ going to feed the sheep.

"Yes, we _____ coming," said Bill.

What are some things you _____?

We can _____ the food in the pan.

Read to the child: Circle the correct spelling for each word.



slid sled



fish flish



benth bench



brush bruch



☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

Items Needed:
optional items for poetry party (see below)

LESSON 10

Poetry Party: Kittens and Cats

Helpful Hint: Instilling the language and beauty of poetry into a child's mind at a young age is one of the best ways to create a strong foundation in character, writing, memory, vocabulary, and thinking skills.

PREPARATION: Before the lesson read through the optional activity ideas at the bottom of the page and decide if you want to do some, all, or none of them, and prepare items if needed.

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: Today we get to have a poetry party! We are going to have so much fun reading poems about kittens and cats and doing fun activities with the poems. I will read you two poems by Amy Drorbaugh. One poem is about a tabby cat. A tabby cat has unique markings. Unique means "its own kind" or "unusual." Look at the picture of the tabby cat on this page. Just like all tabby cats, it has an M-shaped marking above its eyes and stripes along its legs and tail.

  I will read the poems to you. Then I will read the poems again, pausing after each line, and you will repeat each line after me.



Tabby Cat

Four little paws
With small, sharp claws
A tongue so rough and pink
Soft, thick fur
A rumbling purr
And eyes that blink, blink, blink

Meow, Meow

Meow, meow when I am sad.
A hiss when I am mad,
Yeow and chitter every day,
And a purr when I am glad.

Optional Activity Ideas

- ○ Use a black eyebrow or eyeliner pencil to draw cat whiskers on the child and to color the tip of the child's nose black.
- ○ Play "Freeze Dance" by having the child act like a cat while you play music and then freeze when you turn the music off. The child must hold still for 10 full seconds before you start the music again.
- ○ Watch the video Baby Kittens on the Good and Beautiful Homeschool app.
- ○ Go outside and use sidewalk chalk to draw cat paw prints with the child.

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☐ Read to the child: Did you know that little kittens sleep about 90 percent of each day? All kittens are born with blue eyes, but some kittens' eyes will change to be yellow, orange, green, or hazel. Hazel is a combination of brown and green. I will now read you two more poems about kittens. Then I will read the poems again, pausing after each line, and you will repeat each line after me.

Mama Cat and Kitten

By Shannen Yauger

Mama Cat purrs, Mama Cat licks.
Tiny kitten stretches, tiny kitten kicks.
Mama Cat snuggles her baby on the bed.
Tiny kitten nuzzles so close to her head.

Family of Kittens

By Tessa Greene

A brand new family of kittens
Snuggle in their cozy bed
While their sweet and loving mama
Cleans each paw and tail and head.
Cuddled up so close together,
Keeping one another warm,
While the rain rolls down the window,
Mama keeps them safe from harm.

☐ Read to the child: We have one more poem to read, but before we read it, we are going to do an activity called "Name That Kitten." The last page of the lesson has pictures of cute new kittens, and they need names! Each kitten has two possible names beside it. You will read the two names beside each kitten and circle the name you want to give the kitten. When you are done, show me the kitten you would most want to have for a pet.



☐ Read to the child: We are ready to read our last poem. Did you know that cats belong to the same family as lions? They are both in the cat family. That means that lions and cats have some similarities, such as these:

- They have great eyesight in the dark.
- They have retractable claws, which means their claws can come in and out of their paws.

Some things are different between house cats and lions. For example, lions roar, but cats can't roar. Cats purr, but lions can't purr. Kittens learn to purr when they are two days old.

This poem is about a cat acting like a lion. House cats and lions are actually very different, but it is fun to think of a cat acting brave and bold like a lion while it is playing. I will read the poem to you. Then I will read the poem again, pausing after each line, and you will repeat each line after me.

Lion Inside

By Jeana Atkison

Sitting so quietly in a chair
My cat turns to me with a glint in his stare.
He may be small, and he may be wide
But deep down within, there's a lion inside.

Once I sat with a book in my lap,
I thought my cat was taking a nap.
Adventure interrupted by a loud cry,
He pounced on his toy; he's a lion inside.

Note: For double-sided printing purposes, the Independent Practice page is not at the end of the lesson as it usually is.

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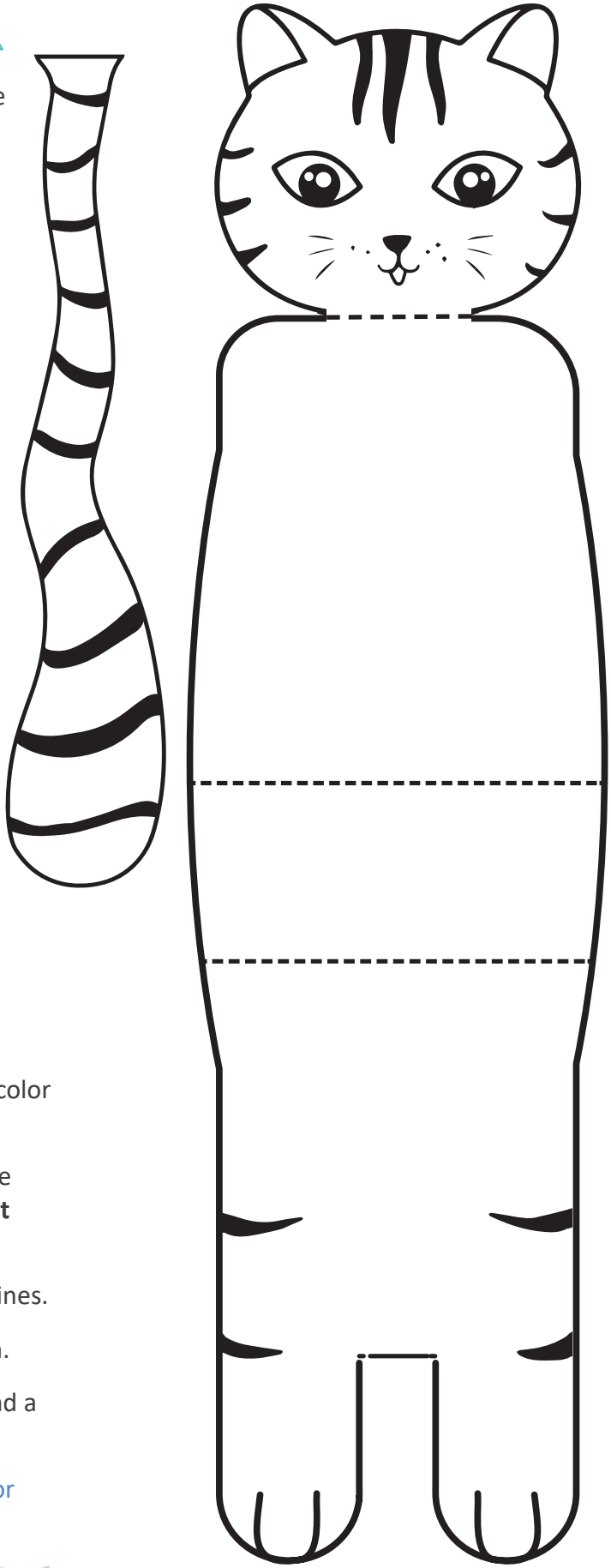
Completed ☐

Independent Practice

Read to the child: Follow the instructions to create the cat.

TABBY CAT CRAFT





Color the tabby cat prior to cutting. Make sure to color the cat's back and add stripes where desired.

Cut out the tabby cat and its tail. Do not cut off the head. The head and body stay together. **Do not cut on the dashed lines.**

Fold the cat's body inward along the two dashed lines.

Fold the tabby cat's head in the opposite direction.

Lastly, curl the end of the tail by wrapping it around a pencil, and then attach the tail with clear tape.

Poetry party lessons do not include any personal or shared reading requirements.

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Completed ☐

NAME THAT KITTEN





Beth OR Tess



Shay OR Dot



Dash OR Star



Jack OR Nash



Jazz OR Mark

© Good and Beautiful

Completed ☐

Items Needed:
cotton swabs
poster paint

LESSON 11

Spelling Words with ALK and OLD

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Complete the letter tiles activity.

Use the app

LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 11 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words using tiles.

bold	chalk	told	talk	gold	cold	sold	fold	walk



Completed ☐

☐ Point to the picture of a globe below. Read to the child: A globe is a model of the world shaped as a sphere.

Point to the map on the previous page. A map gives the same kind of information as a globe, but a map is flat.

A globe cannot show all the areas of the world at once like a map can. In order to see different areas on a globe, you have to spin it around.

On the previous page's map, look at each area circled in orange. Then find it and point to it on one of the globes shown on this page. Help the child to locate each place if needed. Tell the child what each place is when he or she points to it: Greenland, United States, South America, Africa, Australia.

Can you remember where the United States is? Point to it on the map and the globe.

☐ Read to the child: We can use words like right, left, next to, above, past, and below to describe where things are. For example, tell me where the ceiling is. [above] Tell me where the floor is. [below] Tell me where the door is.

Now I will point to Africa and South America on the map. Africa is to the right of South America.

Now I will point to Greenland and South America. Is Greenland below or above South America?











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Completed ☐

Independent Practice

COTTON SWAB PAINTING

Read to the child: Read each spelling word, and then copy it, saying the letters aloud as you write. After you write each word, use cotton swabs and paint to make three dots to represent flowers on the landscape scene between the words. Let the paint dry before closing the book.

no

so

love



do

of

look

sh or ch

Read to the child: Fill in the missing letters for each word: SH or CH. Use the correct letter formation, following the handwriting guide if needed.

ark

arm

ben

arp

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

Items Needed:
watercolor paints
paintbrush

LESSON 12

READING BOOSTER CARD TARGET 6

Sneaky E: Part 1



☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Use the app — On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > Sneaky E. Play the video.

☐ Read to the child: Sneaky E comes at the end of a word. If you were sneaking around to do something kind, like serving someone in your family as a surprise, would you be very quiet or very loud? Yes, you would be very quiet. In fact, Sneaky E is totally silent. But it also does something sneaky—it makes the vowel before it say its long vowel sound, which is its name.

1. Point to the first word in the blue box and read it.

hid	hide

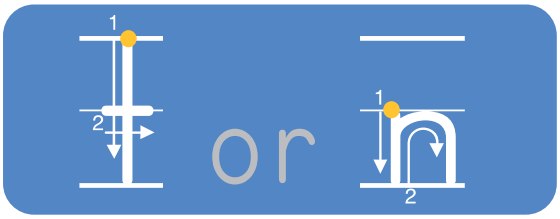
2. The next word in the blue box shows what happens when we add a Sneaky E. It is silent, but it makes the vowel before it say its name. Point to the second word in the blue box. Point to the Sneaky E. What will the Sneaky E say? [nothing—it is silent] Point to the vowel that is closest to the Sneaky E. Yes, it is an I. The Sneaky E will make the I say its name. What is the name of the letter I? Read the word, remembering that I says its name and that the E is silent.

☐ Read to the child: Point to each word and say it as you climb up the mountain on the right of the picture with your finger. Then draw a stick figure person on the top of the mountain. Now go down the waterfall by starting at the top and pointing to each word with your finger as you read it.



Completed ☐

Independent Practice



Read to the child: Add a T or an N to each line to make a word. Then use watercolors and a brush to paint the flowers. Try making different tints and shades (as taught in Lesson 8) by mixing a little more water or black into the colors being used.

Brush Painting

see

fee

tee

gree

car

bar

par



Read to the child: Draw a line from the beginning of the word to the correct ending for the word.

w	ark
p	alk

ch	alk
c	all

pl	alk
t	ay

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

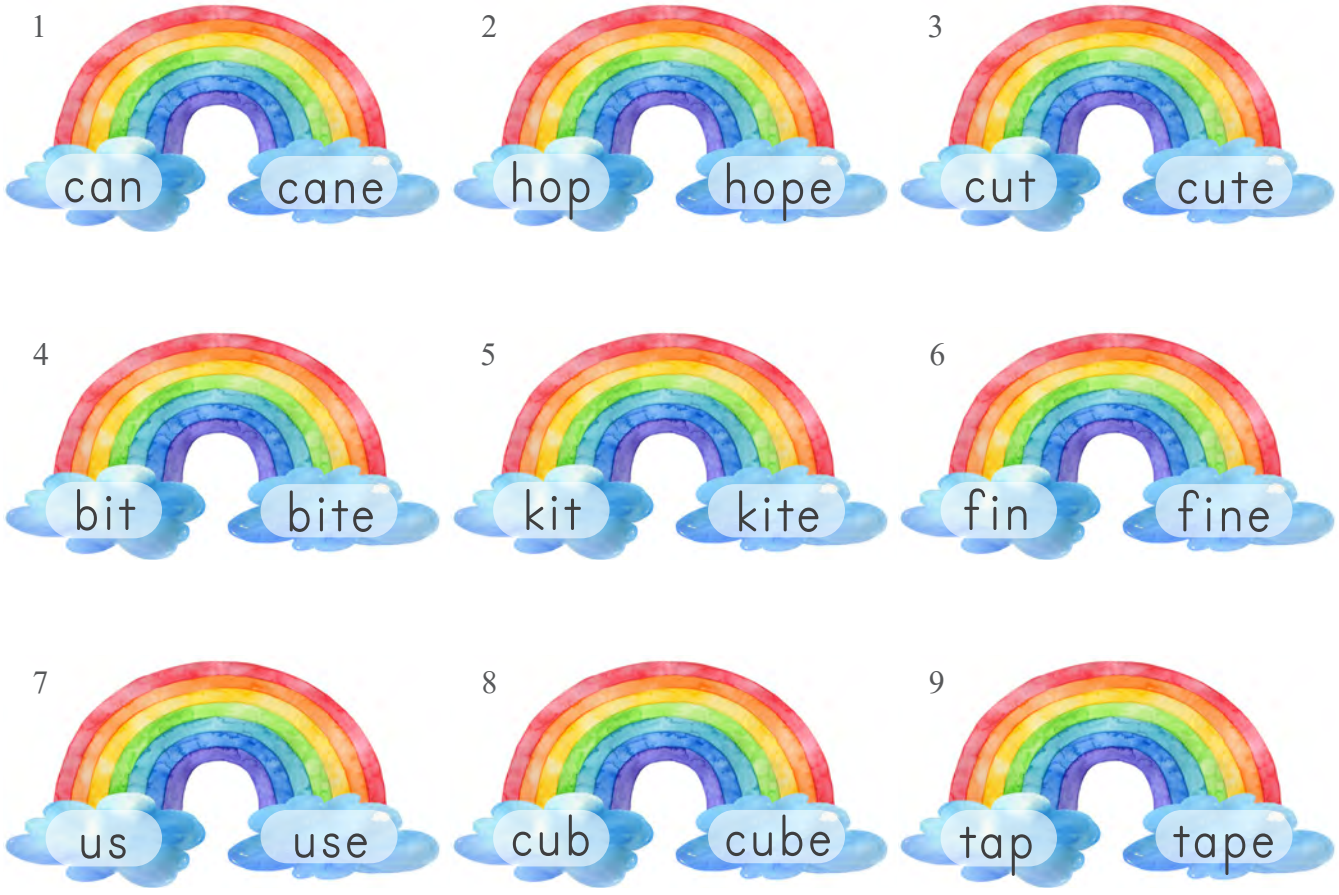
Items Needed:
cotton ball

LESSON 13

Sneaky E: Part 2

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Quiz the child on all the green spelling words on page 10 (no, so, love, her, of) and use ideas on that page to practice any words the child spelled incorrectly.
- ☐ Read to the child: Let's review and then play a game called "Rainbow Ride." Sneaky E comes at the end of a word. If you were sneaking around, would you be very quiet or very loud? That's right! You would be very quiet. In fact, Sneaky E is totally silent. But it also does something sneaky—it makes the vowel before it say its long vowel sound, which is its name.
- ☐ Give the child a cotton ball. Read to the child: Imagine that the cotton ball is a cloud. I will choose a rainbow and write the number of one of the rainbows on a piece of paper that you can't see. Then you place your cloud on one of the rainbows. If it is the rainbow I chose, I will say, "You're on my rainbow!" and the game is over. If it is not the rainbow I chose, you will say the words on each cloud of the rainbow you chose and then choose another rainbow. We will play several times.

Rainbow Ride



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Completed ☐

Independent Practice

Read to the child: Write your first and last name on the line below.

Read to the child: Fill in each blank with the appropriate word from the blue box.

look Put be

_____ _____ at those blue jays!

_____ your pig in here.

Will we _____ last in line?

_____ at the dog.

I will _____ there.

_____ the ham on your plate.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 14

Syllables

Helpful Hint: Don't slow down booster card mastery to match lessons. It is great for the child to learn to read as quickly as possible. If the child has already learned the phonics principles on a booster card, it is fine for the lesson to be a review and practice. If the child finishes the *Reading Booster B Cards* before the course is over, great! Move on to the *Reading Booster C Cards*.

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Observe the weather outside with the child. Brainstorm some first sentences for a possible story that has to do with the weather (e.g., "It was a cold, rainy day," or "The wind whipped through the trees").
- ☐ As you read the words in bold below, clap each syllable. Read to the child: A syllable is a letter or group of letters said with one vowel sound. Some words have one syllable, such as **CAT**, **A**, **YOU**, and **SMART**.

  Some words have two syllables, such as **BE - GIN**, **ZE - BRA**, and **PEN - CIL**. Some words have more than two syllables—for example, **ED - U - CA - TION** and **BUT - TER - FLY**.

Dividing words into syllables can make words easier to read and spell. Every syllable has to have at least one vowel. Let's review. Every syllable has to have at least one _____. [vowel]

- ☐ Read to the child: Let's practice clapping syllables. First, I will tell you a word from the chart. You clap the syllables and then point to the item on the picture below.

roof	chim - ney	win - dow
lawn	fence	flow - er
tree	bush - es	branch - es



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Completed ☐

☐ To give the child reading exposure to the unit spelling words, and to practice phonics principles learned in the course thus far, have the child read the text in each box and draw a line to its matching image.



She likes to be in the tree.



There is one small grape in her hand.



She will pick some grapes.



The cart is full.



They are in the garden.



She can use the green can.

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Completed ☐

Independent Practice

Read to the child: Circle the correctly spelled word for each picture.



barn | barm



chalk | chawt

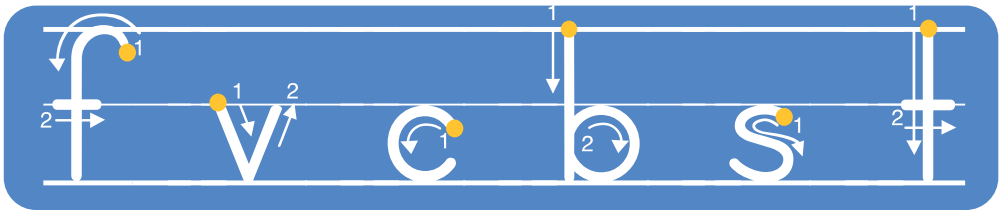


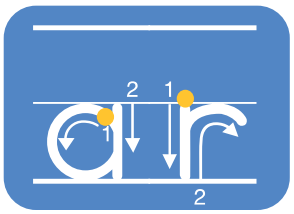
rop | rope



bik | bike

Read to the child: Create three words, each using AR and at least one letter from the blue bank.





Read to the child: Circle all the words that have a long A vowel sound.

lake	cave	flat
ate	plan	rake
man	made	trap

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 15

Sneaky E: Part 3

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Quiz the child on all the yellow spelling words on page 10 (be, do, are, put, look) and use the spelling practice ideas from that page to practice any words the child spelled incorrectly.
- ☐ Write these words on a whiteboard: glob, shin, fin, can, spin, past. Read to the child: What are the vowels? [A, E, I, O, U, and sometimes Y] What does a long vowel say? [its name] Remember that Sneaky E is totally silent. But it also does something sneaky—it makes the vowel before it say its long vowel sound, which is its name. Look at each word that I wrote on the whiteboard. Read the word and circle the vowel. Then add a Sneaky E and read the word again.
- ☐ Read to the child: Look at the cute puppies on this page! Read the two names under each puppy and tell me which name you like best for the puppy.

Name the Puppy



Pete Abe



Bart Steve



Cole Drake



Jake Blake



Rose Kate



Star Jane

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Completed ☐

Independent Practice

Read to the child: Circle the correctly spelled word for each picture.



jad | jar



plate | plake

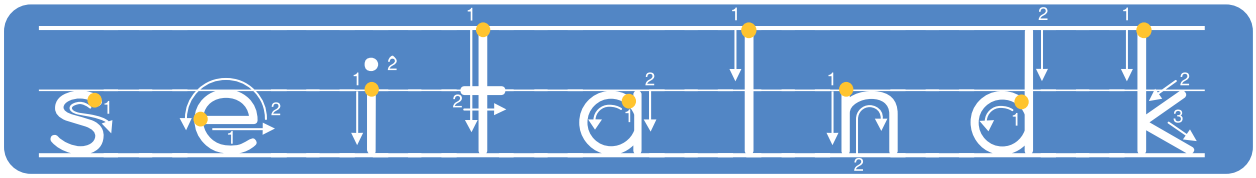


rak | rake



kit | kite

Read to the child: Write the word for each picture using letters from the blue bank.







_____ _____

_____ _____

_____ _____

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 16

Sneaky E: Part 4

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Quiz the child on all the green spelling words on page 10 (no, so, love, her, of) and use the spelling practice ideas from that page to practice any words the child spelled incorrectly.
- ☐ Write these words on a whiteboard: rose, hose, nose, rise, wise. Read to the child: When some words end with S and a Sneaky E, the S makes the /z/ sound. Read the words on the whiteboard.
- ☐ Read to the child: Choose any phrase on the chart below and read it in your mind. Then pretend to do the action for the phrase. I will try to guess which action you are doing. If I get it right, then cross off the box and choose another phrase. Continue until all the phrases are crossed off. If needed, I can help you with any of the words.

rake the yard	taste a cake	wave	smile
slide	close the gate	drive a car	hide
bite a grape	wake up	use a pen	take a walk

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Completed ☐

Independent Practice

Read to the child: Study the painting. Then read each word in purple below and circle it if you see the item in the painting.



smoke	cliff	shade	bike	hill
lake	grass	slime	path	rock
sky	fire	king	slide	car
chalk	home	stone	ape	tree

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 17

Sneaky E: Part 5

Helpful Hint: The geography book activity practices geography, reading comprehension, and summarization.

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Quiz the child on all the yellow spelling words on page 10 (be, do, are, put, look) and use the spelling practice ideas from that page to practice any words the child spelled incorrectly.
- ☐ Complete the letter tiles and geography book activities.



LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 17 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words with tiles.

not	note	hid	hide	mad	made	take	rope	fine

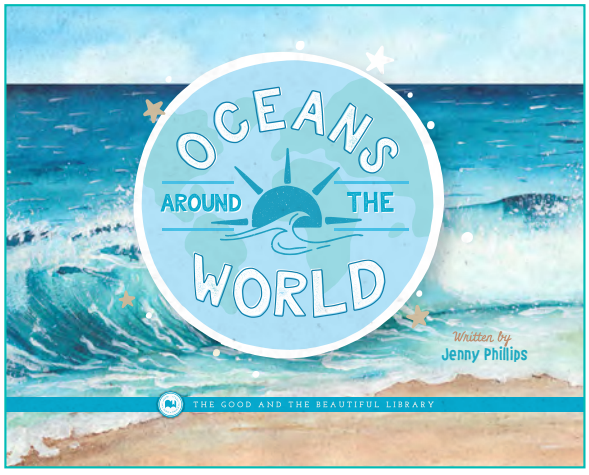
Bonus words: ripe, rake, fade, make, rate, dime



GEOGRAPHY BOOK



On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Books > Oceans Around the World. Play the video.



Have the child answer the following questions. If needed, have the child listen to the book again.

1. Is there more land or more water covering the earth? [water]
2. Is some of the ocean covered with ice? [yes]
3. There are names for areas of the ocean, but is the ocean one big connected ocean? [yes]
4. Where does most of the rain on our earth come from? [the ocean]

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Completed ☐

Independent Practice

Read to the child: Fill in each blank with the appropriate word from the blue box.

are	put	love

I _____ the cake on your plate.

Sam and I _____ helping Mom.

We _____ our friends.

They _____ looking for gold.

I _____ our old home.

We _____ our feet in the lake.

Read to the child: Circle the correct spelling for each word.



graps grapes



rope rop



cak cake



plate plat

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

© Good and Beautiful

Completed ☐

LESSON 18

READING BOOSTER CARD TARGET 9

EA: Part 1

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Write the word "bean" on the whiteboard like this: "b - ea - n." Read to the child: The letter combination EA has several different sounds. On your reading booster cards, you have learned the most common sound of EA, which is the long E sound, as in BEAN. Show the child how to sound out the word BEAN by using the word that you wrote on the whiteboard.
- ☐ Read to the child: Look at the painting on the next page. Point to the tracks the dog has made. Now you get to decide where the dog goes next! Give the child a black, brown, or gray colored pencil (or marker). Read each row of words and each sentence below from left to right. After reading each row of words or each sentence, use your pencil (or marker) to make a group of four paw prints on the painting to show where the dog is going. Have the child read each sound and then put them together to read the word.

p - ea - k **peak**	l - ea - st **least**	f - ea - st **feast**	t - ea - m **team**
d - r - ea - m **dream**	r - ea - ch **reach**	t - ea - ch **teach**	h - ea - t **heat**
b - l - ea -ch **bleach**	b - ea - ch **beach**	h - ea - p **heap**	b - ea - t **beat**

1. You teach us not to cheat.
2. We can reach the stream.
3. We need to speak to Dad.
4. The stream is deep.

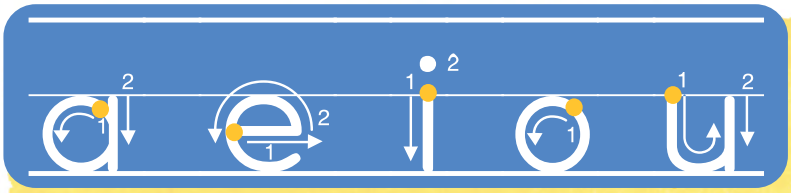
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Completed ☐

Independent Practice

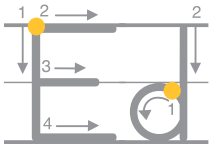


Read to the child: Write a vowel on each blank to create a real word. Every word ends with a Sneaky E, which is silent and makes the vowel before it say its name.

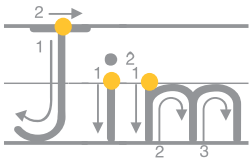
m de t pe d me

c ne r be h re

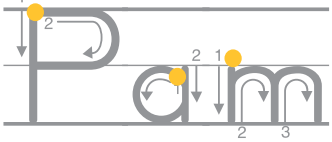
Read to the child: Read the clues for each pair of boots and write the correct name of each child under that child's boots. A person's name always starts with an uppercase letter, and other letters in a name are usually lowercase. The word in red is HAVE.



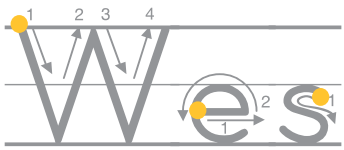
They have stripes and are black.



They are green and tall.



They have cute spots.



They are red.









☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

Items Needed:
paintbrush
watercolor paints

LESSON 19

EA: Part 2

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Complete the letter tiles activity.

Use the app

LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 19 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words with tiles.

beach	reach	read	real	peach	steal

Bonus words: each, lead, peal, cheap

- ☐ Help the child work on memorizing the poem.

Singing Time

By Rose Fyleman

I wake in the morning early
And always, the very first thing,
I poke out my head and I sit up in bed
And I sing and I sing and I sing.

- ☐ Read to the child: Let's review.

1. When a vowel is long, it says its _____. [name]
2. How many letters are in the alphabet? [26]
3. What are the vowels? [A, E, I, O, U, and sometimes Y]
4. A consonant is every letter that is not a ____. [vowel]



Completed ☐

Independent Practice

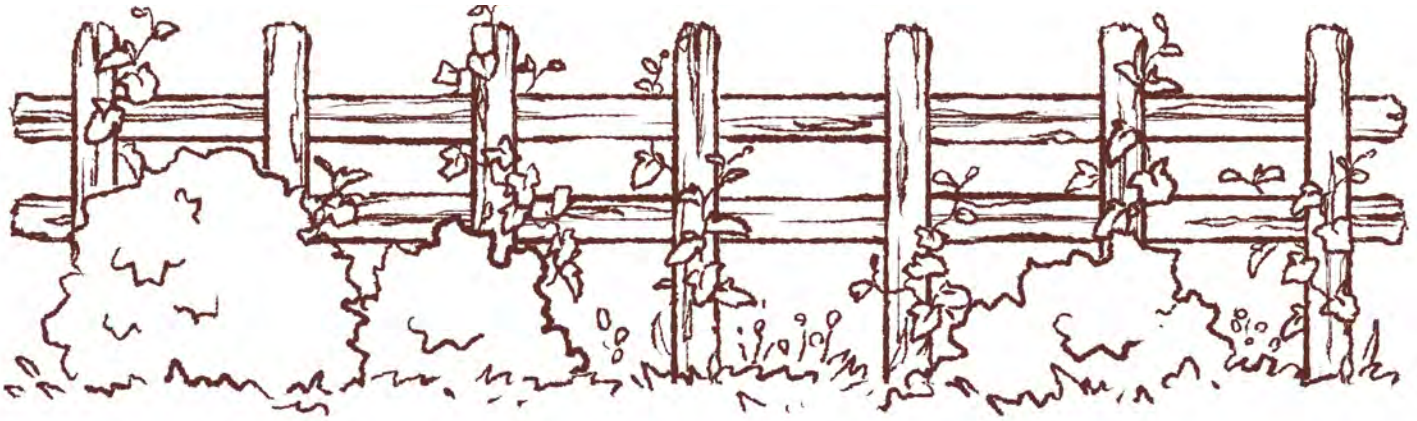
Read to the child: Draw a heart around each word on the chart that contains a long O vowel sound.

no	flop	crop	robe	pole	spot



Brush Painting

Read to the child: Fill in each blank with either a TH or a CH to make a word, and then use watercolor paint and a brush with a small tip to paint the picture.



bea wi ase

ing art pa

ben ea ime

op eek mo

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

Items Needed:
3 to 4 cotton balls (optional)

LESSON 20

EA: Part 3

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Have the child read the EA clouds. If desired, cut several cotton balls into smaller pieces and have the child put a piece of cotton ball on each cloud after reading the word.

EA Clouds

each	dream	reach	sea	treat	meat
peach	scream	feast	seat	beach	teach
read	real	heal	plead	weak	speak
least	cream	jeans	lead	heat	cheat

- ☐ Dictate the following words (say them aloud) and have the child write the words on the lines below (the EA is already given): teach, reach. Tell the child that EA makes the long E sound.
- ☐ Read this poem by Rose Fyleman to the child. Then read it again, having the child repeat each line.

Good Morning

By Rose Fyleman

Good morning to you and good morning to you;
Come pull on your stocking and put on your shoe;
There are bees, there are birds, there are flowers in the sun—

Good morning to you and good morning to you;
Come out of your beds, there is plenty to do.
Come out with a shout and a laugh and a run—
Good morning, good morning to everyone.

ea

ea

- ☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Independent Practice

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Lesson 20 Audio Narration. Play the audio narration. Read to the child: Listen and follow the instructions. This exercise exposes you to beautiful descriptive and sensory language, preparing you to complete your own oral narrations much later in the course and to write well in the future.



Completed ☐

LESSON 21

EA: Part 4

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Quiz the child on all the green spelling words on page 10 (no, so, love, her, of) and use the spelling practice ideas from that page to practice any words the child spelled incorrectly.

THE SECRET CARD

☐ Read to the child: Someone wrote the teacher a very nice, secret thank-you card. It made the teacher happy. Let's figure out who wrote the secret card. Read the following paragraphs, which describe the children who did not write the card. Cross out the picture of the child when you know which child the paragraph is describing. The child who is not crossed out at the end is the one who wrote the secret card!

1. Matt is neat, and he loves treats. He has a feast with lots of treats. He has red stripes.
2. Blake does not cheat or sneak. He does not like beans with cream. Blake does not have long pants.
3. Dan is not mean. He is strong, not weak. He likes to eat peanuts. He has glasses.
4. Ellen dreams of going to the beach by the sea. She has stripes on. One hand is up.
5. Meg can reach the peaches on the tree. She hikes each day. She has blue stripes.
6. Kate does not scream. Her arms are up.
7. Beth likes to be neat and clean. She has a dress with a sash. Each day she eats peaches with cream.



© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Cross out the word in each box that is a made-up word.

deep	need
keeb	seed

part	art
cart	gart

vox	box
fox	mix

bean	fean
reach	teach

Read to the child: Circle the number of individual letter sounds that are in the word for each image.



2	3



4	5

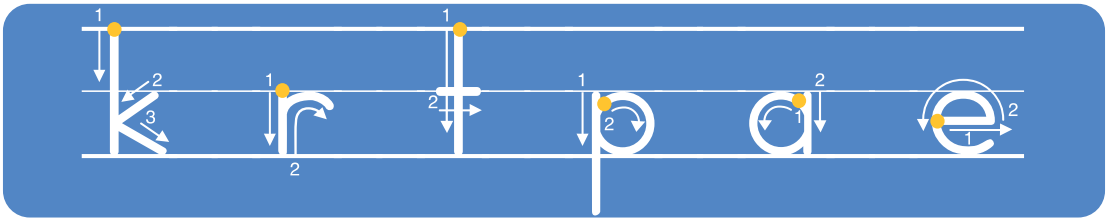


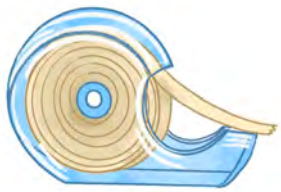
3	4



2	3

Read to the child: Write the word for each picture using letters from the blue bank.







☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 22

READING BOOSTER CARD TARGET 11

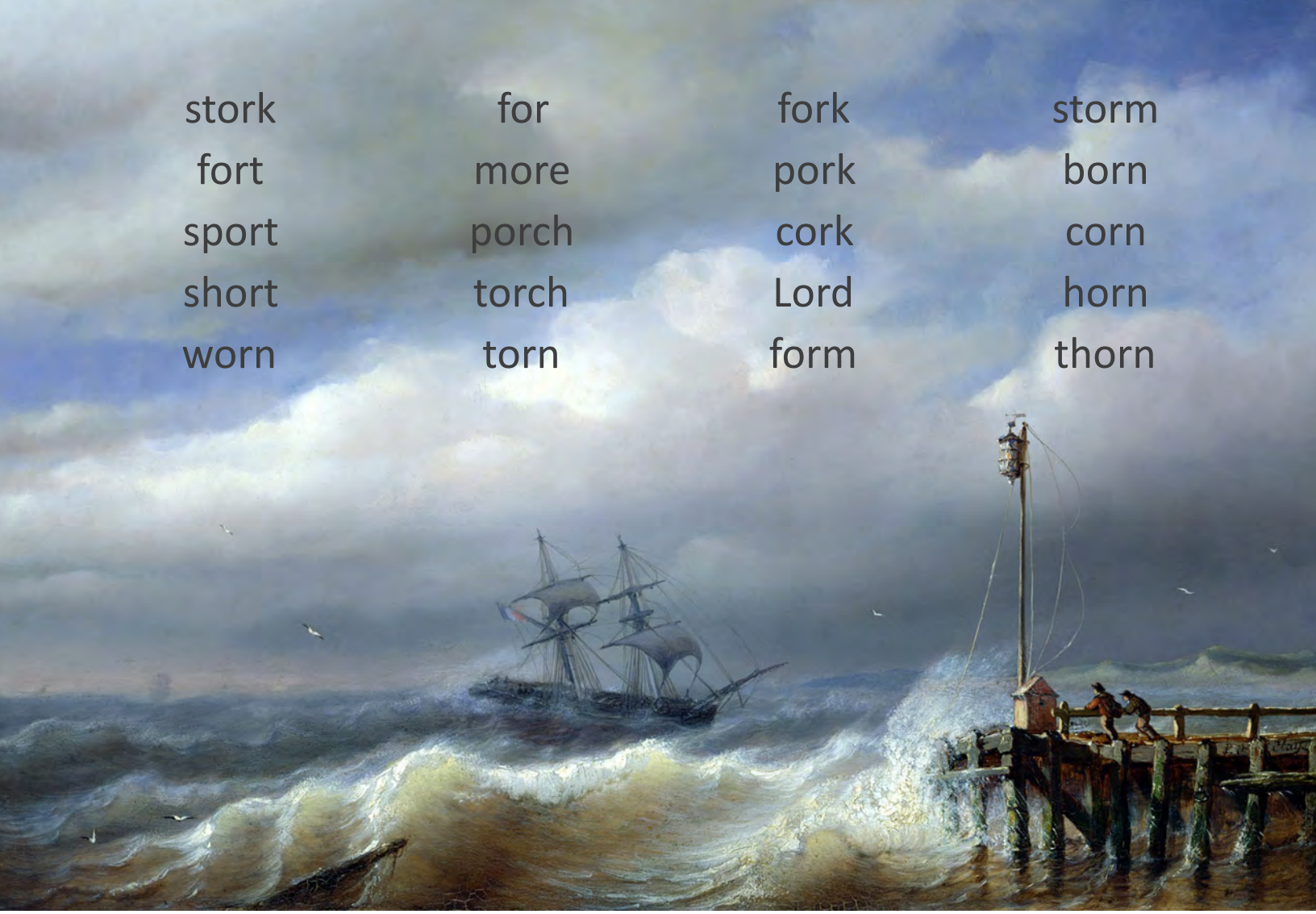
OR: Part 1

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Write "or" on the whiteboard. Read to the child: OR makes the sound /or/ as in FOR. Tap the letters O and R on the whiteboard several times while saying /or/.

f	or	
	or	n
	or	t

- ☐ Have the child cut out the squares below. Then have the child place a yellow letter in the blank box by the yellow letters and read the word, separating each sound. Do this for all the yellow letters. Repeat for the blue and red letters.
- ☐ Read to the child: It would be fun to read or write a story about a storm. The ***setting*** is where and when a story takes place. Let's think of settings we could use in a story about a storm. Brainstorm ideas with the child. You may need to prompt the child with ideas like a desert at night, Grandmother's house at Christmas, etc. Then have the child come up with a first sentence or two (aloud) of a story for one of the settings, prompting the child if needed and urging the child to include sensory details like the way things look, feel, or sound.

c	b	w	th	h
t	k	m	sp	sh

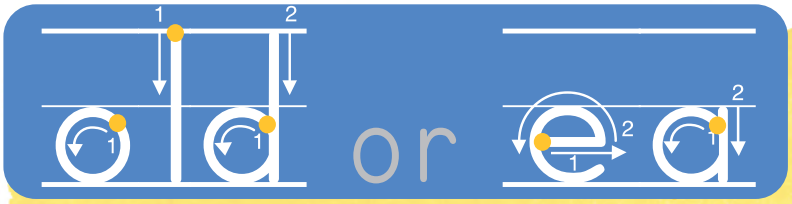


☐ Read to the child: We just talked about stories of storms. This painting could spark a lot of fun story ideas about a ship in a storm. Let's explore this painting. Look how beautiful the many shades of white are in the clouds and in the water. Also, the painting has a feeling of dark, stormy weather, but we get a peaceful feeling with the birds gliding in the sky and the blue sky poking through the clouds. Give the child a marker. Now, read all the words on the painting, crossing out each word with a marker after you read it.

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Completed ☐

Independent Practice



Read to the child: Fill in the missing letters for each word: EA or OLD. Use correct letter formation, following the handwriting guide if needed.

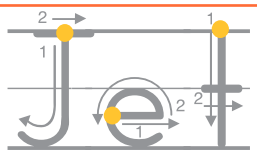
g _____ _____

r _____ ch

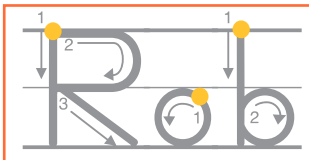
cr _____ m

s _____

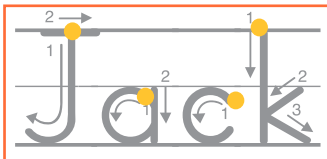
Read to the child: Boats are often given names. All the boats below have names. Read the clues for each boat name and write the correct name under each boat. Names—even names of boats—always start with an uppercase letter, and the other letters in a name are usually lowercase.



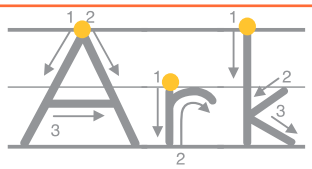
I have a star.



My stripes do not go side to side.



I have red at the bottom.



I have a big green dot.



_____

_____

_____



_____

_____

_____



_____

_____

_____



_____

_____

_____

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Important Reminder

PACING OF BOOSTER CARDS AND BOOKS



- A lesson with a target symbol means that you should wait to start the lesson until the child has mastered all the booster cards up to and including the card number on the symbol. Some children will need to slow down or even pause lessons while they work exclusively with booster cards, books, and games. If the child is ahead of the booster card target, great! Keep going.

- Allow the child to go as fast as he or she feels successful and challenged. If the child finishes the *Reading Booster B Cards*, the child can move on to the *Reading Booster C Cards* while finishing this course.

- It is highly recommended that you don't pause working on the booster cards to catch up in the course book. This course book gives reading review practice of what has already been learned from the booster cards but mainly focuses on other concepts, such as spelling and writing. Children typically learn to read faster than they can learn to spell, and reading at a faster pace has huge benefits. Reading more overall and reading higher-level books will greatly improve spelling, vocabulary, and writing skills. It is not helpful to slow down learning reading to match the pace of learning spelling and other items that are naturally not learned as quickly at this level.

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Completed ☐

Items Needed:
small bowl or cup

LESSON 23

OR: Part 2

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Complete the letter tiles activity.

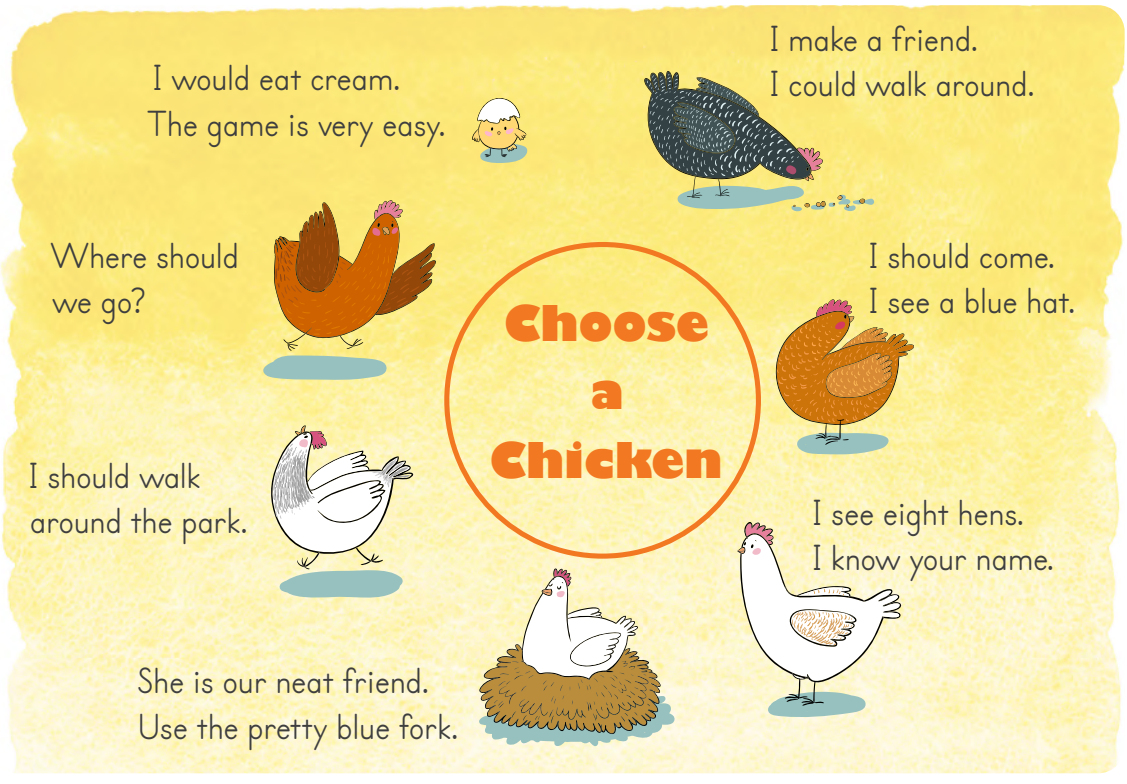
Use the app

LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 23 or use physical tiles. Dictate the words in the purple boxes below and have the child spell the words with tiles.

fork	pork	sport	storm	thorn	north

- ☐ Cut out the pictures in the dashed boxes, and then put them in a bowl or cup. Read to the child: We are going to play "Choose a Chicken." You choose two chickens from the bowl. These two chickens will tell you where to start and stop reading. Start reading the sentences by the first chicken you chose and go around the circle clockwise, reading all the sentences by the chickens until you get to the second chicken you chose. Choose two more chickens and repeat until you have only one chicken left. This is the winning chicken! Play more than once if desired.



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Completed ☐

Independent Practice



Read to the child: Fill in the missing letters for each word: AR or OR. Use correct letter formation, following the handwriting guide if needed.

f k st m c n

L d st t m

Read to the child: Draw two bubbles above each fish that has a word with a LONG vowel sound.



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☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 24

Homophones + Writing a Sentence

☐ 

Practice the unit spelling words using the letter tiles app (Level 1 > Spelling Words: Unit 1) or any way desired: love, no, her, so, be, do, are, of, look, put. Use the spelling practice ideas on page 10 to practice any words the child spells incorrectly.

☐ Write the words "ate" and "eight" on the whiteboard. These two words sound the same, but they have different meanings. That means they are ***homophones***. Read these sentences to see how the words are used.

I **ate** the cake.

I have **eight** frogs.

☐ Read to the child: Now, tell me a sentence that uses the word spelled A - T - E. Tell me a sentence that uses the word spelled E - I - G - H - T. Let's practice these homophones. Write the words "ate" and "eight" four times each on the whiteboard in random order. I will say a sentence, and you will erase one of the correct homophones used in the sentence. Make up sentences until all the words are used.

☐ Read to the child: The first word in a sentence starts with an uppercase letter. Sentences end with a period, an exclamation point, or a question mark. Point to each mark and say its name.

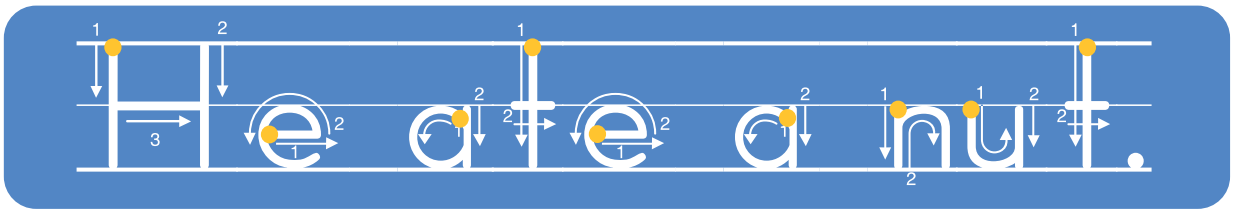


☐ Read to the child: Point to the question mark. Point to the period. Point to the exclamation point.

Look at the three sentences below in purple. Do they all start with an uppercase letter? Point to the sentence that ends with an exclamation point. Read the sentences aloud.

1. The eight snakes are sleeping.
2. Did you eat a peach?
3. I ate all the buns!

☐ Read to the child: Read the sentence in the blue box. Does the sentence start with an uppercase letter? What does it end with? Notice how there is space between each word. Copy the sentence on the blank line. Remember to start with an uppercase letter, end with a period, and leave space between each word.



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Completed ☐

Independent Practice

Read to the child: Cross out the word in each box that is a made-up word.

clean	mean
beach	reab

cone	tabe
cape	here

storm	torn
blorm	horn

stay	pray
tray	zay

Read to the child: Circle the letter the image ends with.



g s



t d



g b



m n

Read to the child: Draw a line from the beginning of the word to the correct ending for the word.

t	ine
sh	alk
pr	ay

g	old
r	eep
sh	ipe

c	each
p	old
cr	y

Read to the child: Circle all the words that have a long A vowel sound.

fake	rat	black
gate	am	late
mask	snake	flat

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

Items Needed:
watercolor paints
paintbrush

LESSON 25

READING BOOSTER CARD TARGET 13

OO: Sound 1

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: Look at the beautiful painting on this page. It shows a place in Germany long ago. Germany is a country on the continent of Europe. Point to the wheel on the side of the house. That is a waterwheel. The water turns the wheel. The wheel is attached to a grinder inside the building. As the wheel turns, the grinder turns and grinds flour.

Let's practice spelling some words that use phonics principles you have learned. I will say a word. You find the item on the painting, point to it, and then write the missing letter or letters of the word on one of the spaces below. Say these words: tree, sky, rock, home.

ome ee ky ck

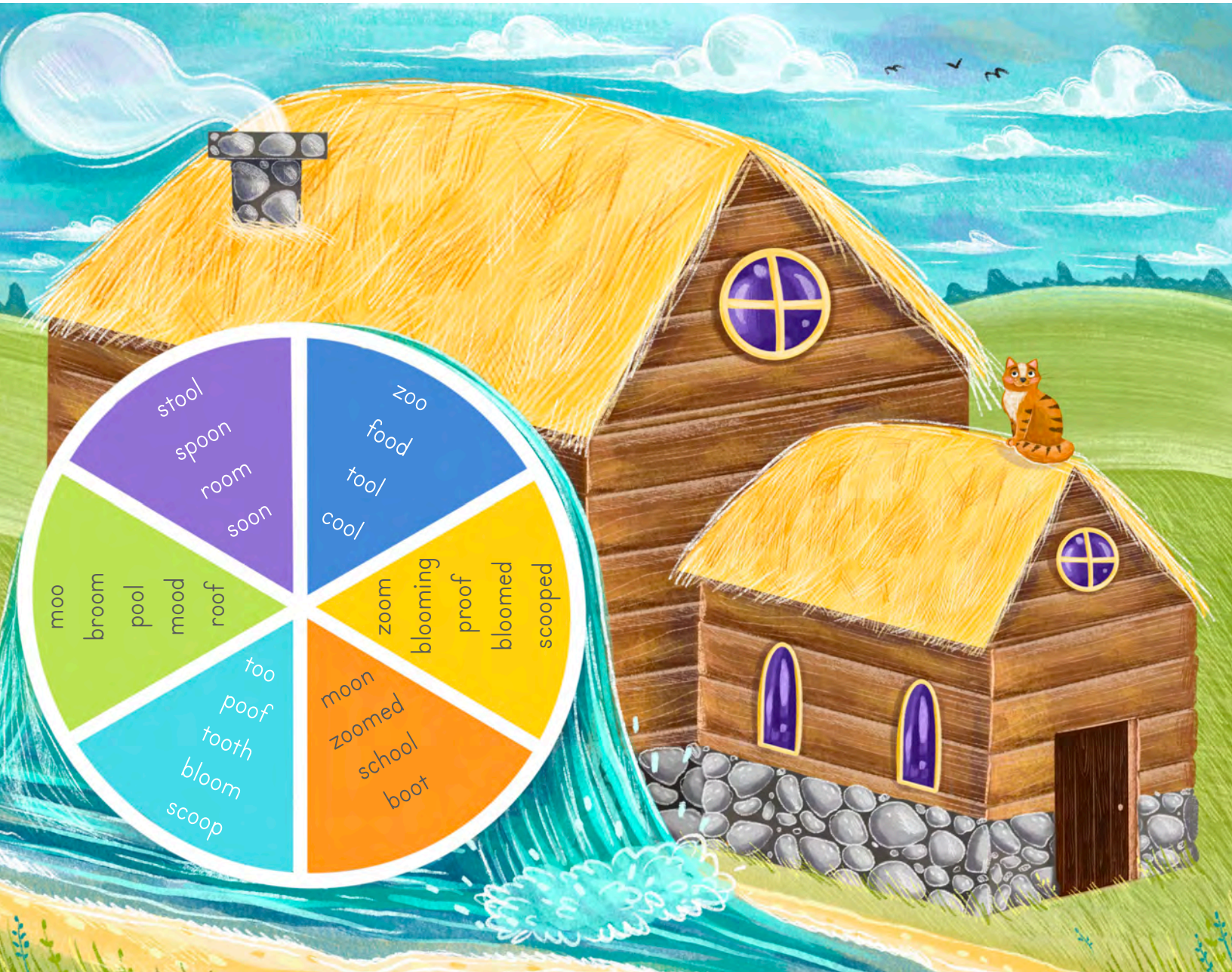


Completed ☐

☐ Read to the child: The letters O and O together can make three different sounds. The most common sound of OO is /o͞o/ as in FOOD. On the waterwheel below, choose your favorite color and read the words in that section of the wheel. Then choose your next favorite color and so on until all the words have been read. Remember that the OO in these words says /o͞o/ as in FOOD. Turn the book to read the words. Note: Some words are pronounced differently in different regions. Adjust accordingly.

☐ Read to the child: Draw a line from the first half of each sentence to its matching second half.

It is cool	is by the stool.
The broom	in this room.
I use a tool to	fix the stool.



Completed ☐

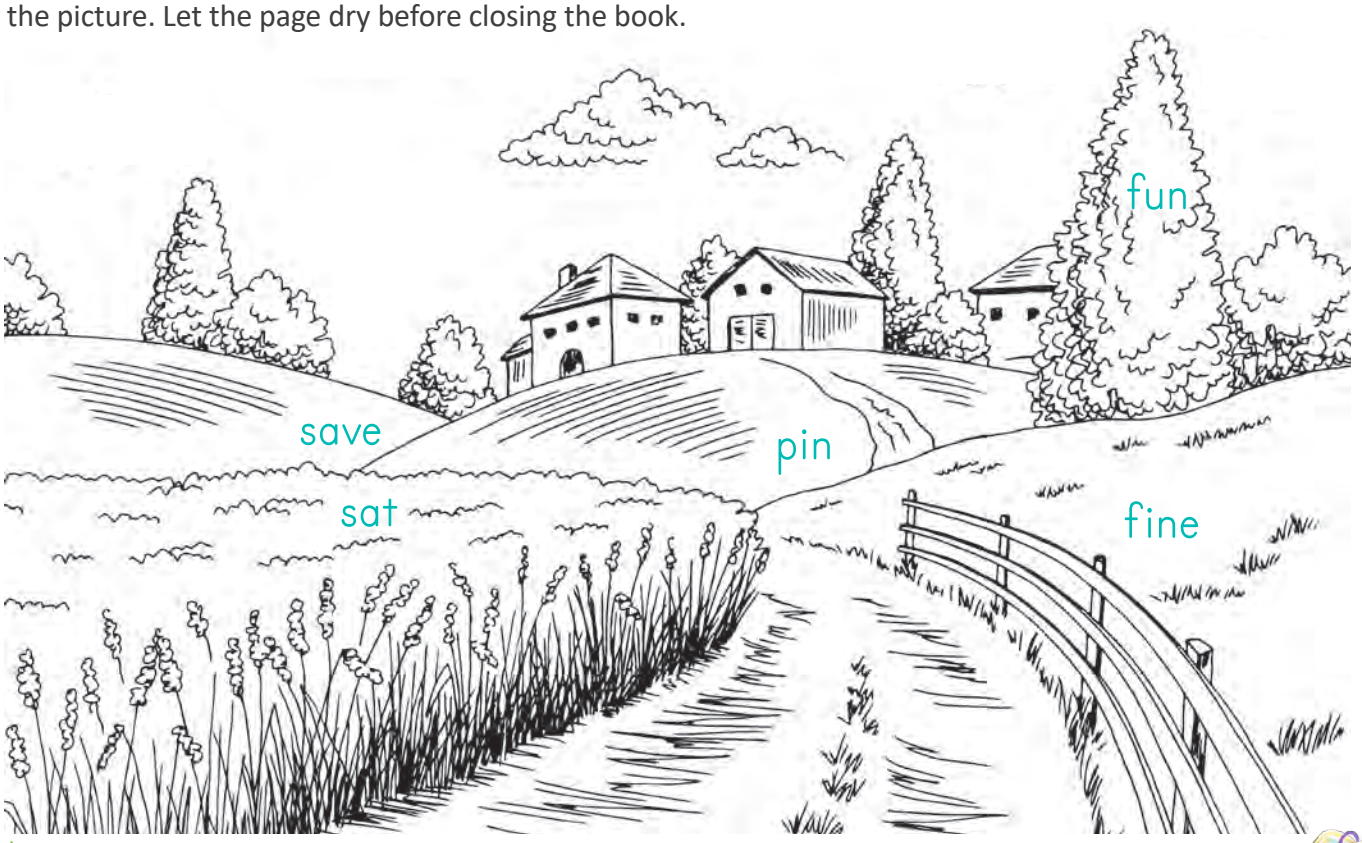
Independent Practice

Mixed-up Sentence

Read to the child: The sentence in the blue box is mixed up, and it's missing a period. On the blank line, write the words in the correct order. Don't forget the period. *Hint: A sentence always starts with an uppercase letter.*

much I you love so

Read to the child: Create a dark green tint by adding very little water to your green watercolor paint. Create a lighter green tint by using a little more water. Paint the parts that contain a word with a LONG vowel dark green. Paint the parts that contain a word with a SHORT vowel light green. Paint the rest of the picture. Let the page dry before closing the book.



☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 26

Spelling Words with OO: Sound 1

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Dictate these words and have the child write them at the bottom of this page: far, farm.
- ☐ Complete the letter tiles activity.
- ☐ Complete the geography book activity.

Use the app

LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 26 or use physical tiles. Dictate the words in the purple boxes below and have the child spell the words with tiles.

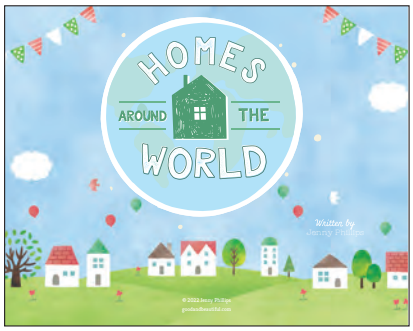
zoo	soon	food	spoon	pool	cool	moon	room	roof

Bonus words: zoom, spool, loop, mood

Use the app

GEOGRAPHY BOOK

Read to the child: There are over 190 countries in the world. The country in which you live is called _____. A country is a place where people live under the same government, laws, and rules. Let's listen to a book about homes in different countries across the world. On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Books > Homes Around the World. Play the video, and then have the child complete the following items:



1. Explain why it might be hard to build a home in a really dry place. [people need water]
2. Explain in what ways homes can be different. [some are colorful and fancy; some are not; they are different sizes; they are made from different materials; some are built close together, and some are built far apart from each other; etc.]

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Completed ☐

Independent Practice

Read to the child: Read the information in the box below each house. Color in the circle by each box that explains one way a person could adapt to that environment.



It is so hot here.

Put on cool shorts.

Put on thick socks.



It is so dry.

Get a dog.

Dig more wells.



There are so many bugs.

Put on bug spray.

Make a cool pool.



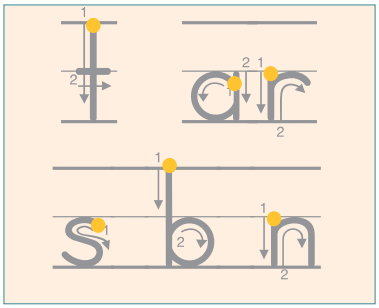
There are no trees but a lot of stones.

Live in a lake.

Make your home with stones.

Segment and Spell

Read to the child: Segment, or separate, and write the individual sounds to spell the word for each image. The sound /ar/ in these words is made with AR. Use the handwriting guide if needed.







Art

Read to the child: Draw a heart around each vowel.

o

g

e

h

i

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 27

Two-Syllable Words: Part 1

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: Let's practice the homophones EIGHT and ATE. Write the words "ate" and "eight" four times each on the whiteboard in random order. I will say a sentence, and you erase one of the correct homophones used in the sentence. Make up sentences until all the words are used.
- ☐ Read to the child: We are going to practice reading words that have more than one syllable. First, say each syllable. Then read the syllables together.

gold - en **golden**	sea - son **season**	dream - ing **dreaming**
mis - take **mistake**	chop - stick **chopstick**	ex - plode **explode**
up - date **update**	den - tist **dentist**	in - flate **inflate**
ex - pect **expect**	ex - tend **extend**	hap - pen **happen**
un - less **unless**	prob - lem **problem**	sup - port **support**
up - set **upset**	with - in **within**	for - est **forest**

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Completed ☐

Independent Practice

Read to the child: Draw a line from each word to its picture.

shells



ship



shapes



Read to the child: Circle each sentence that is true.

I eat shells.

I am on a bench.

I take baths.

I like to eat chips.

Read to the child: Read each spelling word, and then spell it aloud two times, clapping with each letter.

no | her | so | do | of | put

Read to the child: Each spelling word is listed in all lowercase letters. Write each word in all uppercase letters.

	love
	are
	look
	be



☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 28

READING BOOSTER CARD TARGET 14

OO: Sound 2

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: Look at the painting on this page. It can give us joy to watch, study, and appreciate the creatures God created. Look at the wonder on the boy's face as he watches the squirrel. There are more than 200 types of squirrels in the world. The squirrel in this painting is a fox squirrel. I will read you a poem about this type of squirrel. Read the poem in the green box to the child.

Let's practice spelling some words that use phonics principles you have learned. I will say a word. You find the item on the painting, point to it, and then write the missing letter or letters of the word on one of the spaces below. Dictate these words: nose, wood, cheek, hand, ear.

The Fox Squirrel

By Horace Dumont Herr

O the merry fox squirrel
Lives up in a tree,
And happy he is
As happy can be;
His coat it is sleek,
His eyes they are bright,
And he plays all the day
And sleeps all the night.

w

ose

nd

eek

ea



Completed ☐

☐ Read to the child: The letters O and O together can make three different sounds. You have already learned one sound of OO: /o͞o/ as in FOOD. Another sound of OO is /o͝o/ as in LOOK. The squirrel on this page is collecting acorns for the winter. Read the words in each row of acorns, and then circle all the acorns in the row that rhyme with the first acorn in the row. The squirrel gets those acorns for her winter storage!



look hook shook cook foot

wood hoof brook stood crook

good nook hood book looked

☐ Dictate the following words and have the child write the words on the blank lines provided (the OOK is already given): shook, took.

_____ook _____ook

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Completed ☐

Independent Practice

MIXED-UP SENTENCE

Read to the child: The sentence in the blue box is mixed up, and it's missing a period. On the blank line, write the words in the correct order. Don't forget the period. *Hint: A sentence always starts with an uppercase letter.*

lunch ate We

Read to the child: For each picture circle the description that is true.



1. The fox stood by the brook and looked at jumping fish.
2. The red fox is walking. It does not have a broom.



1. The ducks are not in a pool and are not in a school.
2. The ducks at the zoo eat food with a spoon.



1. It stood on my roof.
2. It does not have food. It is not in my room.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 29

Spelling Review

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Dictate the following words and have the child write the words on the blank lines provided (the last three letters are given for each word): pool, tool, stood.

_____ ool _____ ool _____ ood

☐ Read to the child: Today we are going to meet six children who live in different countries. Remember, a country is a place that has its own laws and rules. Look at the map on the next page. This is a map of the countries in the world. The white areas on the map are where the oceans are. Many areas of land are separated by oceans, and you have to travel from one area of land to another by boat or by airplane. Point to where you live on the map. This is where we live. The country in which we live is called _____.

Now let's meet some children and their pets. These children live all around the world. Let's find where the first child lives. Point to the country outlined in orange on the map. This is the country of Canada. Look at the orange box on the next page. The boy in the box is Noah. He lives in Canada and has a pet frog. Write "frog" on the blank line under Noah in the orange box.

Now find and point to the country that is outlined in dark blue. This is the country of Brazil. The girl in the dark blue box on the next page is Maria, and she has a pet fish. Maria and her pet fish live in Brazil. Write "fish" on the blank line under Maria.

The next country is outlined in red. Point to it. This is Scotland. The boy in the matching red box is Logan. He lives in Scotland and has a pet sheep. On the blank line under Logan, write "sheep."

Point to South Africa, the country outlined in pink at the lowest point in Africa. In the pink box is a girl named Johanna. She lives in South Africa, and her pet is a cat. Write "cat" on the blank line under Johanna.

Now point to the large country outlined in green. This is China, and it is the country where Mei [MAY] lives. Find Mei and her pet duck in the green box. On the blank line under Mei, write "duck."

The last country is Australia. Point to the large island country outlined in purple. This is where Oliver lives, and he has a pet snake. Write "snake" on the blank line under Oliver.



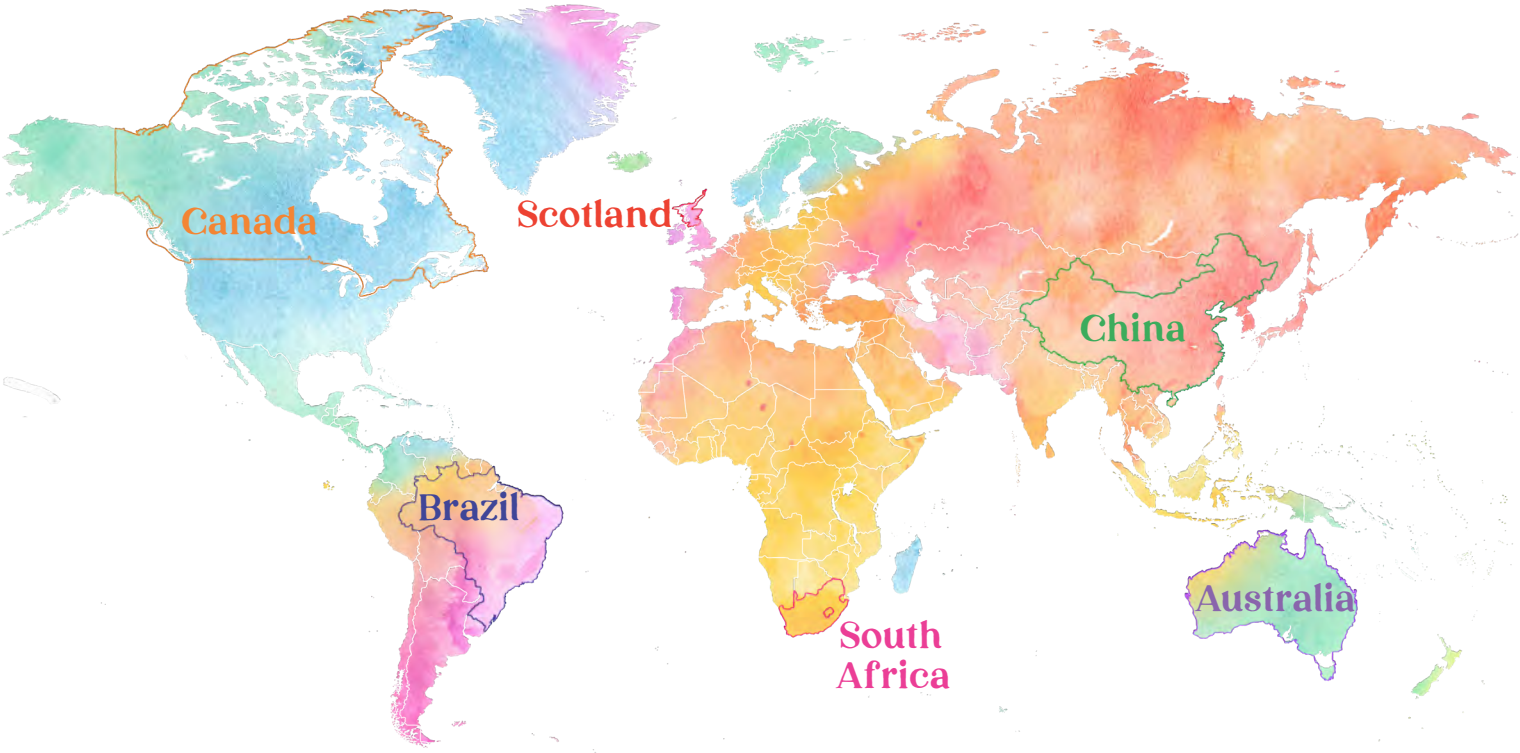
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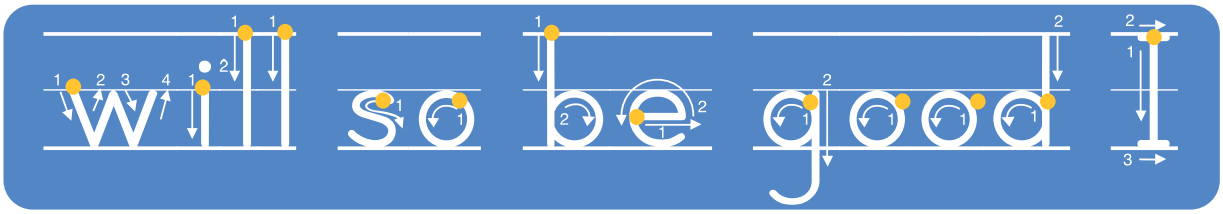
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Independent Practice

MIXED-UP SENTENCE

Read to the child: The sentence in the blue box is mixed up, and it's missing a period. On the blank line, write the words in the correct order. Don't forget the period. *Hint: A sentence always starts with an uppercase letter.*



Read to the child: Draw a line from the first half of each sentence to its matching second half.

The pool feels	to the moon.
I wish I could zoom	very cool.
"Please clean your	use eight more pigs.
The pretty farm could	room," they said.

Read to the child: Circle each word on the chart that contains a long vowel sound.

shine	huge	kid	push	these	skate
cob	bride	cube	star	red	go

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 30

Plural Words

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Use the app Practice the unit spelling words using the letter tiles app (Level 1 > Spelling Words: Unit 1) or any way desired: love, no, her, so, be, do, are, of, look, put. Use the spelling practice ideas on page 10 to practice any words the child spells incorrectly.

☐ Read to the child: Singular means one. Plural means more than one. Point to one window on the house below. The word WINDOW is singular. Now point to all the windows on the house. The word WINDOWS is plural. We can add S or ES to words to make them plural. Point to the door on the house. The word DOOR is singular. What is the plural word for DOOR? [doors] Point to a tree. The word TREE is singular. What is the plural word for TREE? [trees]

Read the words in the boxes and tell me if they are singular or plural. ES makes the sound /ez/ or /iz/ as in FOXES.

spoon	tools	rooms	peaches	boot	boxes
benches	zoo	foxes	beaches	team	forks

☐ Note: This exercise gives practice reading words containing OO and helps children exercise their creativity in preparation for creative writing. Gently prompt the child with ideas if needed. Read to the child: You get to use your imagination! Read the beginning of each sentence, and then finish the sentence aloud using your imagination—the sentence can be mysterious, serious, or funny.

1. In the woods by the home . . .

2. Poof! All of a sudden . . .

3. I walked into the room and . . .



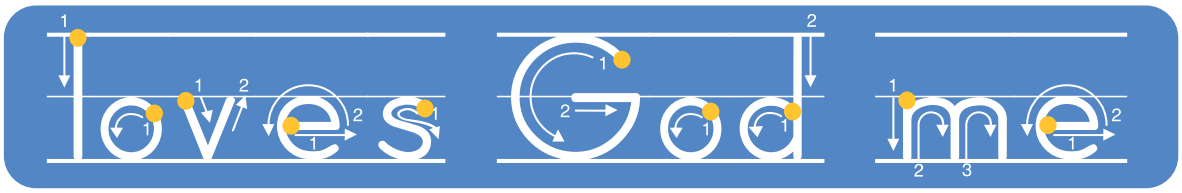
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Independent Practice

MIXED-UP SENTENCE

Read to the child: The sentence in the blue box is mixed up, and it's missing a period. On the blank line, write the words in the correct order. Don't forget the period. *Hint: A sentence always starts with an uppercase letter.*



Read to the child: Draw a line from the first half of each sentence to its matching second half.

I stacked a	zoom around the room.
The boys will	in a line.
We all walked	pile of wood.

Read to the child: Circle the correct word for each sentence.

I ate / eight fish.	I see ate / eight sheep.
Ate / Eight kids swim.	We ate / eight lunch.

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Completed ☐

Read to the child: Fill in each blank with either AR or OO to make a word, and then use colored pencils to color the landscape. Make each stripe in the picture a different shade of green or yellow.





p ___ l

f ___ m

st ___ l

f ___ d

st ___ t

m ___ d

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 31

Spelling Words with OO: Sound 2

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Complete the letter tiles activity.

Use the app

LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 31 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words using tiles. Not all words use OO by design so that the child has to think more about the vowel sound used in each word.

look	took	soon	not	pool	good	book	dot	food	foot

- ☐ Have the child read the list of words and phrases below and circle words for objects that can be seen in the painting. Then have the child find and point to one of the plural words on the list.



bench
path
basket
girl
dresses
chalk
seat
thin cloth
smoke
three kids
chin
shin
green grass
spoon
two sheep
broom

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Completed ☐

Independent Practice

Read to the child: Read the clues and write the correct name under each child. People's names always start with an uppercase letter, and other letters in a name are usually lowercase.

Barf

He is a boy and likes to read.

Kate

She does not have on a dress.

Lily

She does not sit on the grass or on a book.

Dot

She does not have a cat or red pants.







Read to the child: Fill in each blank with the word "her," and then read the sentences aloud. The first word in a sentence always starts with an uppercase letter.

Her her

Do you know _____ ?

_____ name is Ann.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 32

Two-Syllable Words: Part 2

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: Let's practice the homophones EIGHT and ATE. Write the words "ate" and "eight" four times each on the whiteboard in random order. I will say a sentence, and you erase one of the correct homophones used in the sentence. Make up sentences until all the words are used.
- ☐ Read to the child: We are going to practice reading words that have more than one syllable. First, say each syllable. Then read the syllables together.

keep - ing **keeping**	sleep - ing **sleeping**	free - dom **freedom**
in - side **inside**	sun - set **sunset**	prob - lem **problem**
buck - et **bucket**	need - less **needless**	bleed - ing **bleeding**
pock - et **pocket**	clos - et **closet**	rock - et **rocket**
kit - ten **kitten**	start - ing **starting**	deep - est **deepest**
meek - est **meekest**	short - est **shortest**	meet - ing **meeting**

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Completed ☐

☐ Say the following words to the child. Have the child clap the syllables and tell you how many there are.

pop - corn foot - ball pink good - bye pur - ple hol - i - day

☐ Help the child work on memorizing the poem.

Singing Time

By Rose Fyleman

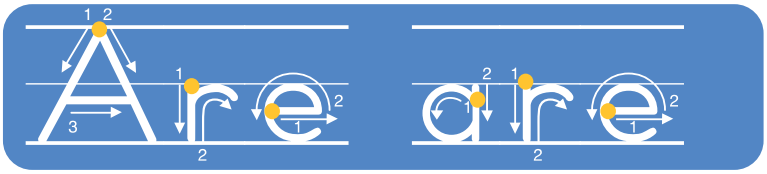
I wake in the morning early
And always, the very first thing,
I poke out my head and I sit up in bed
And I sing and I sing and I sing.

☐ Read to the child: Let's review.

1. When a vowel is long, it says its _____. [name]
2. How many letters are in the alphabet? [26]
3. What are the vowels? [A, E, I, O, U, and sometimes Y]
4. A consonant is every letter that is not a ____. [vowel]

Independent Practice

Read to the child: Fill in each blank with the word "are," and then read the sentences aloud. The first word in a sentence always starts with an uppercase letter.



_____

_____ you ten years old?

_____

We _____ here.

Read to the child: Draw a line from the beginning of the word to the correct ending for the word.

sp	uck
br	oon
tr	oom

ea	alk
ch	each
p	ch

t	oop
f	ood
sc	ooth

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Items Needed:

craft knife

LESSON 33

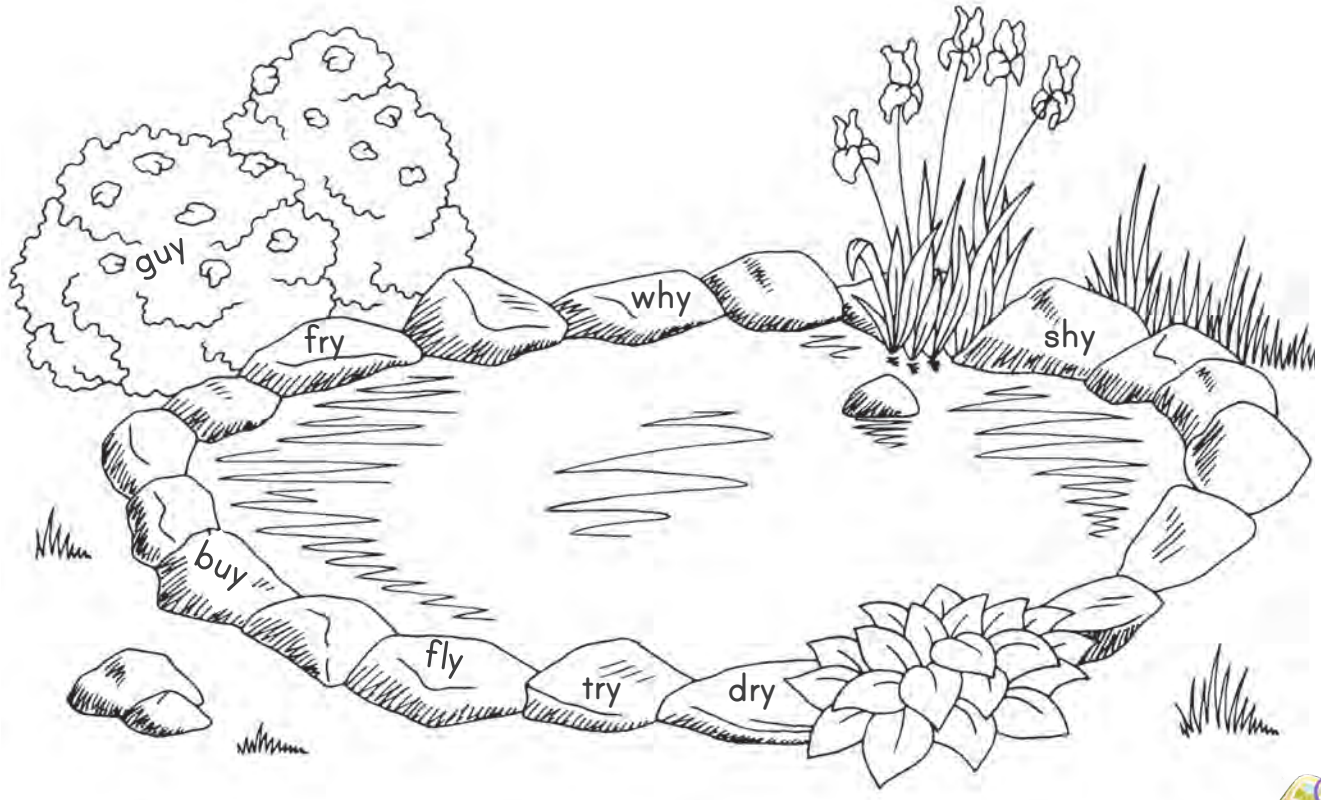
READING BOOSTER CARD TARGET 16

Reading Words with OU and OW: Part 1

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: Let's practice words with OU and OW that you learned in the reading booster cards. Both OU and OW can make the /ow/ sound. Prepare and use the "OU and OW Slider" on the next page, having the child read all the words at least twice. Words with a star after them are exceptions to the most common sound of OU.
- ☐ Use the app Practice the unit spelling words using the letter tiles app (Level 1 > Spelling Words: Unit 1) or any way desired: love, no, her, so, be, do, are, of, look, put. Use the spelling practice ideas on page 10 to practice any words the child spells incorrectly.

Independent Practice

Read to the child: Read aloud the words on the bushes and rocks. Then color the picture.



- ☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

1. Remove this page. Using a craft knife, cut the slits on the gray dashed lines.
2. Cut out the word strips on the next page. Insert a strip into the slider from the back so that only one word shows on the front.
3. Have the child pull each strip through while reading the words. Repeat with all the strips.

*Words with a star are exceptions.

ou and ow Slider



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This page is left blank intentionally for double-sided printing purposes.

out	mound	cow
loud	cloud	town
noun	count	frown
hound	flour	down
thou	group	brown
proud	court	crowd
sour	soup	growl

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Completed ☐

LESSON 34

Reading Words with OU and OW: Part 2

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

LANDFORMS: PART 1

☐ Read to the child: A ***landform*** is the natural form of an area of land. God gave us so many interesting and beautiful landforms. I will tell you the name and definition of a landform and point to it on this page. Point to each landform as you read its definition.

Mountain: An area that rises high above the land around it and is not flat on top

Plateau: A high area with steep sides and a flat top

Desert: A dry area of land

Dunes: Hills made of sand, often in a desert

Valley: An area of low land between two mountains or hills

Canyon: A deep, narrow valley with steep sides

Now, I will tell you a landform. You point to it and then read the words by it. Say the name of each landform in random order.



found
down
loud
town



hound
cloud
round
snout



shout
sound
frown
count



couch
growl
brown
crown



gown
crowd
sprout
south



plow
howl
towel
vowel

© Good and Beautiful

Completed ☐

Independent Practice

Have the child read each spelling word and then spell it aloud two times, hopping with each letter.

love | no | her | so | be

Each spelling word is listed in all lowercase letters. Have the child write each word in all uppercase letters.

	be
	do
	are
	of

Each spelling word is listed in all uppercase letters. Have the child write each word in all lowercase letters.

	LOOK
	PUT
	LOVE
	HER

© Good and Beautiful

Completed ☐

Read to the child: Read each sentence. If the sentence is not true about the painting below, cross out the box.

There is a town.	An owl is in the sky.
I see a brown cow.	There are clouds.
A hound is on a couch.	The tree has a mouth.



☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Completed ☐

LESSON 35

Spelling Words with OW

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Complete the letter tiles activity.

Use the app

LETTER TILES

This is a review of spelling words with OW. On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 35 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words using tiles.

cow	how	now	wow	down	town

☐ Read to the child: Look at the map below. Maps represent spaces and help us identify places. Most of the earth is covered with ocean, but a lot of it is covered with land. The earth can be divided into seven sections of land called continents. I will point to each continent on the map below and say its name.

The map of the world below is a flat map. On the next page, the world is shown on globes. The flat map shows the world as if we took a globe and flattened it out. On a globe you can't see all the areas of the earth at one time. You have to spin it around. Point to Africa on the map below. This is Africa. Point to Africa on a globe on the next page. Point to Australia on the map below. This is Australia. Point to Australia on a globe.



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Completed ☐



☐ Read to the child: Let's do an activity to describe locations. I will read each sentence with one option, then read it again with another option. You tell me which is the best option to make the sentence true. I will help you locate the continents we talk about on the map on the previous page.

1. Australia is above below Asia.

2. Europe is next to far from Asia.

3. North America is to the left to the right of Europe.

4. Africa is next to far from Australia.

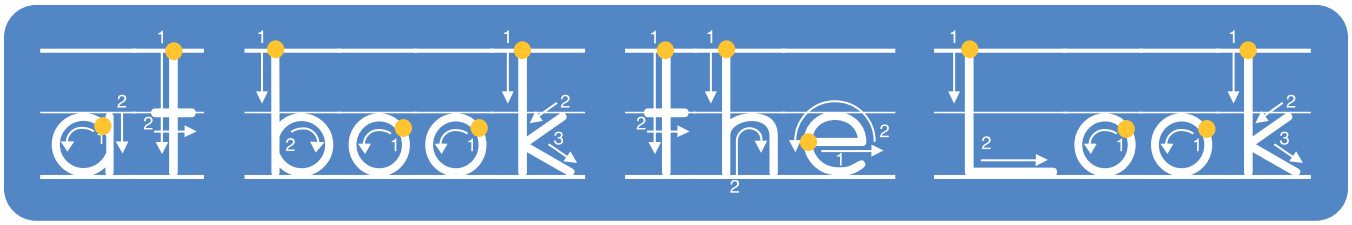
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Independent Practice

Mixed-up Sentence

Read to the child: The sentence in the blue box is mixed up, and it's missing a period. On the blank line, write the words in the correct order. Don't forget the period. *Hint: A sentence always starts with an uppercase letter.*



Read to the child: Draw a line from the first half of each sentence to its matching second half.

The loud pig	fill the sky.
Dark clouds	to ten.
We should go	has a snout.
I could count	buy a good book.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 36

READING BOOSTER CARD TARGET 17

Spelling Words with OU

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Have the child complete the letter tiles activity.

Use the app

LETTER TILES

This is a review of spelling words with OU. On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 36 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words using tiles.

out | shout | cloud | sound | found | count | loud

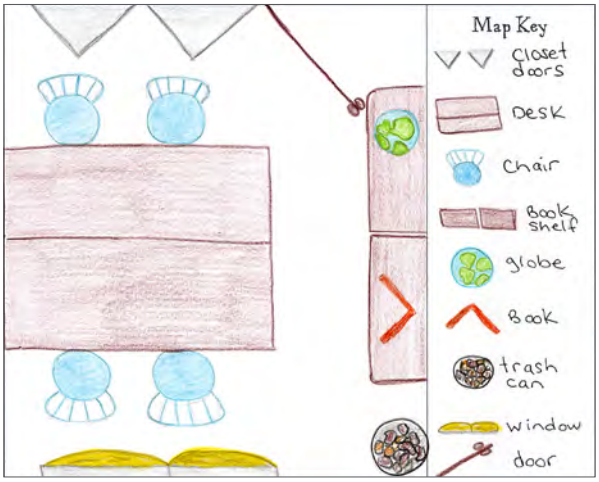
- ☐ Read to the child: Mapmakers draw symbols to show things on maps. The map key shows what each symbol represents. Look at this map and map key. I will point to the map key and tell you what each symbol represents. Read the map key to the child. Now, point to the following items on the map: forest, mountains, a town, a lake, a local road, a major highway, a railroad. This map is seen from an aerial view. This means that we are looking at the land from above.

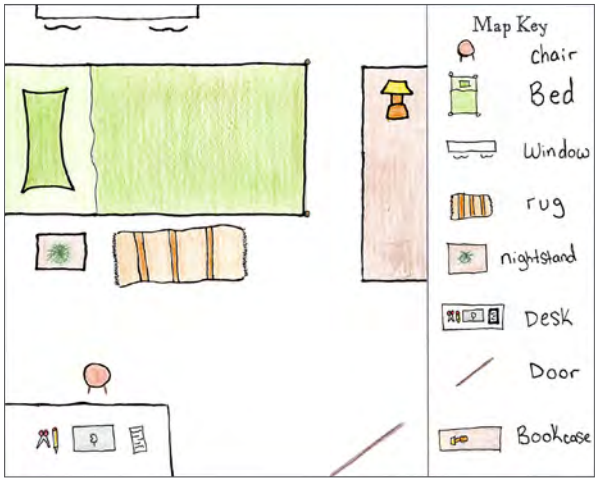


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☐ Read to the child: In the box below, create a map that shows the aerial view of your classroom or bedroom. See the example maps for ideas. I can help you write or spell the words on the key.





My Map: An Aerial View

Map Key

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Completed ☐

Independent Practice



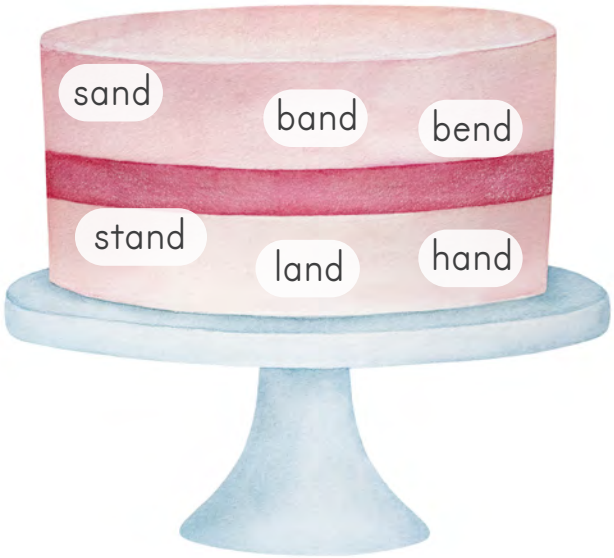
Read to the child: Fill in the missing letters for each word: OO or OU. Use correct letter formation, following the handwriting guide if needed.

f d t s n

g d f nd

Read to the child: Read each word on the first cake aloud. Cross out the one word that does not rhyme with the rest of the words. Draw candles with flames on the cake and color them. Repeat the steps for the second cake.





☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 37

Poetry

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: Poetry is a kind of writing that often uses short lines and patterns of rhythm and rhyme. Reading good poetry is wonderful for our hearts and minds. Poetry can bring us a lot of joy, as it makes us think, laugh, smile, or feel wonder and beauty. Reading poetry also helps us become better writers and thinkers. In this lesson I'll read you a couple of poems about swinging. Read the following poem aloud.

Swing Song

By Horace Dumont Herr

There is a swing,
Beneath the pine;
It's just the thing,
The shade is fine;
Swing, swing,
Children swing,
Swing and sing,
Swing and sing.

☐ Read the following poem. Then read each line and have the child repeat each line. Then discuss the questions below the poem.



Swinging

By Elizabeth Lincoln Gould

Swing, swing, under the apple tree,
Down in the orchard when apples are red;
Catch the rope tightly then up and away you go,
Up to the green.
Swing, swing, under the apple tree,
Up till you see the sky through the green;
Down till your feet sweep the grass growing under you,
Up, up again to the wide, leafy screen.

1. What does the setting (where the poem happens) look like in your mind? What do you picture?
2. Would you like to be in the poem?

Writer's Workshop

☐ Have the child complete these steps:

1. Cut out the boxes of text on the bottom of the next page. Help the child read each one.
2. Have the child choose one of the cut-out text boxes and tape or glue it in the blue box near the top of the next page.
3. Help the child read the poem and write a rhyming word on each blank line. Give the child ideas of possible words if needed (fly and day).
4. Have the child illustrate the poem in the large blank box.

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Completed ☐

The Lovely Things I See Each Day

God made many things for me



Mountains that rise up in the sky

Bugs that hum and birds that _____

A little breeze and the ocean spray

The lovely things I see each _____.

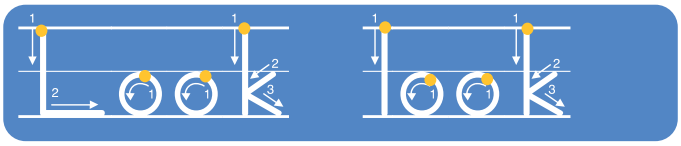


A blue, blue lake; a green, green tree

A rising sun; a buzzing bee

Completed ☐

Independent Practice



Read to the child: Fill in each blank with the word "look," and then read the sentence aloud. The first word in a sentence always starts with an uppercase letter.

_____ at these gold forks.

Can you _____ at those horses?

Read to the child: A person or horse can only enter the castle today if the word by them rhymes with NEAT. Draw an arrow from the castle road to each person or horse that can enter the castle.















☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



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Completed ☐

LESSON 38

Two-Syllable Words: Part 3

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ 

Practice the unit spelling words using the letter tiles app (Level 1 > Spelling Words: Unit 1) or any way desired: love, no, her, so, be, do, are, of, look, put. Use the spelling practice ideas on page 10 to practice any words the child spells incorrectly.
- ☐ Read to the child: We are going to practice reading words that have more than one syllable. First say each syllable. Then read the syllables together. (Note: Even if the child can read the words, it is helpful to learn the skill of separating out syllables to prepare for more challenging words to come.)

sev - en **seven**	bas - ket **basket**	rack - et **racket**
jack - et **jacket**	chip - munk **chipmunk**	mis - take **mistake**
les - son **lesson**	rab - bit **rabbit**	kit - ten **kitten**
pup - pet **puppet**	hab - it **habit**	ob - ject **object**
muf - fin **muffin**	cob - web **cobweb**	sun - set **sunset**
ex - tend **extend**	trum - pet **trumpet**	in - vent **invent**



- ☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Independent Practice

Use the app

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Lesson 38 Audio Narration. Play the audio narration. Read to the child: Listen to the narration and follow the instructions. This exercise exposes you to beautiful descriptive and sensory language, preparing you to complete your own oral narrations much later in the course and to write well in the future.



Completed ☐

LESSON 39

Reading Practice

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Use the app Practice the unit spelling words using the letter tiles app (Level 1 > Spelling Words: Unit 1) or any way desired: love, no, her, so, be, do, are, of, look, put. Use the spelling practice ideas on page 10 to practice any words the child spells incorrectly.
- ☐ Have the child read the following short stories, which practice phonograms and sight words the child has learned. Tell the child that the word in purple is GRANDMA.

Short Stories

I love to visit Grandma on her farm. She has a barn full of corn and a neat horse that is not hard to ride. In her wide yard, she has a cart made of wood and eight pigs that snort.



She has a lake by her home where rosebuds bloom.



One day I was in my yard when the sky got dark in the east. Dad said, "It is a storm. We should go get our mule, Bart, from the barn. I know the storm will start soon."

After the storm I was on the porch. The pine trees were torn, but our roof had not been harmed.

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Completed ☐

Independent Practice

Read to the child: Read and follow the instructions by each box. Try to read the instructions without help if possible. The word in purple is DRAW.

Draw a line that is green.

Draw one leaf that is very small and one leaf that is big.

Draw a sun with blue sky around it.

Draw a moon with a black sky around it.

Draw a very tall tree that bends.

Draw a box around the ball and a hat on the boy.



☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 40

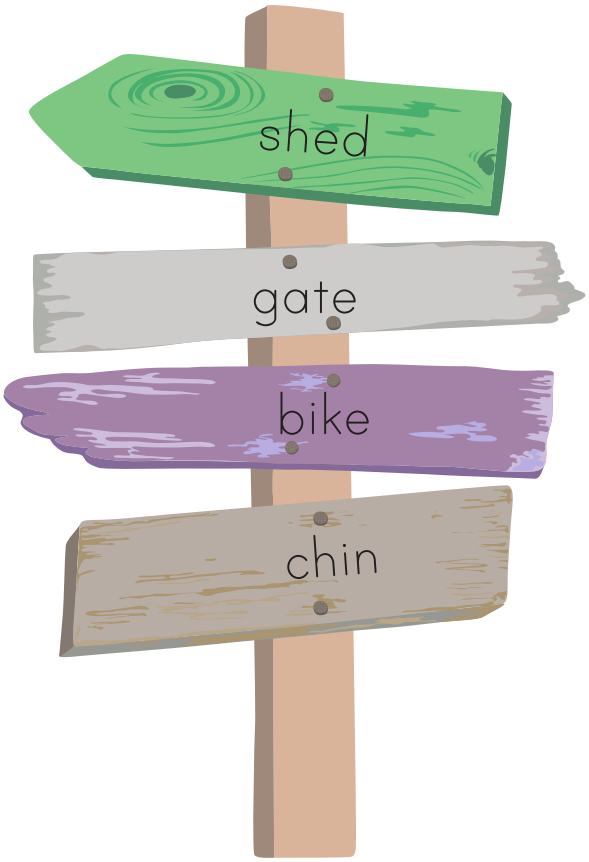
UNIT 1 REVIEW

☐ The child completes the exercises with purple headers only. Correct the work. If the child makes one or more mistakes in a section, check the orange "Additional Practice" checkbox for that section. On another day the child will complete all the orange sections that are checked, if any. If the child still makes multiple mistakes, make sure the child understands why. Because there is so much review throughout this course and the next course level, the child is not expected to have the material mastered at this point in order to move on to the next unit.

☐ Note that you will need to administer the Reading Assessment section. There is no orange section for the Reading Assessment. Instead, you will be instructed in Unit 3 to repeat the assessment to see what progress has been made.

Long and Short Vowels

A long vowel says its name. Read each word and draw a bug on each sign that has a long vowel.



☐ Additional Practice

Long and Short Vowels

A long vowel says its name. Read each word and draw a bug on each sign that has a long vowel.



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Completed ☐

Homophones

Circle the correct homophone in each sentence.

Ate / Eight dogs nap.	He ate / eight ham.
She has ate / eight hens.	I ate / eight chips.

☐ Additional Practice

Homophones

Circle the correct homophone in each sentence.

I ate / eight food.	I see ate / eight ants.
Ate / Eight cats sit.	We ate / eight lunch.

Syllables and Plural Words

Read each of the words below, and then read them again while you clap the syllables. Then tell me if each word is plural or singular.



☐ Additional Practice

Syllables and Plural Words

Read each of the words below, and then read them again while you clap the syllables. Then tell me if each word is plural or singular.



Unit Spelling Words



You learned how to spell words with many different phonics patterns, which means you now know how to spell hundreds of words. The unit spelling words are rule breakers that have to be memorized. I will tell you the spelling words, and you use the Letter Tiles app to spell them (Spelling Words: Unit 1). The child could also write the words on paper. Circle words the child spells incorrectly.

love	no	her	so	be
are	of	look	do	put

☐ Additional Practice

Unit Spelling Words



I will tell you the spelling words that you spelled incorrectly in the purple section we did, and you use the Letter Tiles app to spell them (Spelling Words: Unit 1). The child could also write the words on paper. Circle words the child spells incorrectly and continue practicing them until mastered.

Helpful Hint: Because there is so much review throughout this course and the next course level, the child is not expected to have the material mastered at this point in order to move on to the next unit.

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Reading Assessment

☐ Time the child as he or she reads the passage in purple. On a separate sheet of paper, use tally marks to count the number of errors made. If the child cannot read a word after a few seconds, tell the child the word (and count it as an error) and have the child continue reading. Pause the timer during any interruptions. Write the time and the number of errors made at the bottom of the page. The course will instruct you to go back and assess this passage again in Lesson 118 to track the child's progress. If the child gets stressed if you time him or her, don't mention that you are timing the passage or choose not to time the child at all. (Never say you are not timing when you are.) Note that if you don't time the child, you will not be able to evaluate the child's progress the next time you assess the passage.

If there is not a storm next week, I could go to the lake with our very good friend and his neat dad.



We will talk, take a hard hike, cook food, pan for gold, walk around, see storks and clouds, hear the sounds, and try to count the stars. I would like to take a seat and put my feet in the cold blue lake. Wow! I know how fun it will be!

Reading Assessment Scores

Time Lesson 40: _____ (date_____) Lesson 118: _____ (date_____)

of Errors Lesson 40: _____ (date_____) Lesson 118: _____ (date_____)

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UNIT 2

Lessons 41 to 80

OVERVIEW

Spelling Words

was	oh	your	more	done
from	boy	come	none	move

Reading Booster Cards Covered in the Unit

- Cards 18 through 37

Phonics Principles Taught

- Compound words
- Dividing words into syllables
- Suffixes ER and EST
- Open syllables
- Reading Sneaky E exceptions
- Reading words with AI, ANK, AU, AW, ER, IND, INK, IR, OU, OW, UR, WH, WR
- Softy E
- Words ending in Y
- Reading sight words

Extra Items Needed

- 1 coin (any type)
- 13 index cards
- a few pinches of salt
- paintbrush
- spatula (optional)
- cotton swabs
- watercolors
- poster paint (green, yellow, brown)
- word processing program

Spelling Principles Taught

- Spelling words with AI, ALK, ANK, AR, EA, ER, IND, INK, IR, OLD, OW, SH, Sneaky E, UR, WH
- Segmenting words to spell them
- Spelling Sneaky E exceptions
- Spelling rules for plural nouns
- Spelling words that end in Y

Writing, Grammar, and Other Principles Taught

- Grammar: action and being verbs, articles, common and proper nouns, subjects
- Alphabetical order
- Art: Ikeda Shōen, Winslow Homer
- Geography: landforms, maps, the United Kingdom, Haiti, borders, capital cities, compass rose, map key, climate, following directions
- Homophones: to/too/two; be/bee
- Journal writing
- Literature: Aesop's Fables, Beatrix Potter, parables
- Poetry appreciation and memorization
- Oral narration: descriptive sentences and storytelling
- Sensory words

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LESSON 41

READING BOOSTER CARD TARGET 18

Sight Words: Group 2

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Use the spelling practice ideas on page 115 to practice the green unit spelling words (was, oh, your, from, boy) for 5 to 6 minutes.
- ☐ Have the child cut out the boxes below on the dashed lines. Read to the child: Let's do a fun activity to practice Sight Words: Group 2. Read the sentence under each animal. Then put the matching home on the animal. Have the child repeat the activity, but this time choose silly homes for the animals.

 Their aunt has a yellow hat.	 They were away from home.	 The child got on her bike and rode away.
 I asked for some water again.	 The child said one word.	 Our car goes up the hill again.



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Completed ☐

Independent Practice

My Little Journal

Read to the child: Answer the question with a **complete sentence**. For example, "six years old" is not a sentence, but "I am six years old" is a complete sentence. Draw a picture for the sentence you write.

What is one thing you like that is found outside?

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Helpful Hint: Make sure the child says and reads each spelling word before copying or spelling it. A child, especially a young child, may simply copy the letters from the page without thinking much about it. However, the goal is to have the child know the words he or she spells.

Unit 2 Spelling Words & Practice Ideas

was	oh	your	from	boy	come	more	done	none	move

Kinesthetic

Have the child write the words using sidewalk chalk or finger paint.

Flatten play dough with a rolling pin. Have the child write the words on the play dough with the top end (non-brush side) of a paintbrush.

On the free Good and Beautiful Letter Tiles app, go to Level 1 > Spelling Words: Unit 2 to access a group of tiles with only the letters needed for the Unit 2 Spelling Words.

Have the child use sign language to sign each letter of a spelling word. It may go slowly at first, but the child will become proficient in signing letters by the end of the year.

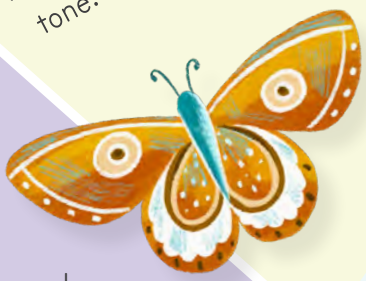
Auditory

Have the child spell the words aloud.

Have the child say the words aloud while writing them on a whiteboard or with window markers.

Using a recording device, record or have the child record the words being spelled out. As you record, say the word first, and then spell it out. Then have the child listen to the recording.

Have the child spell the word aloud while saying every letter in a different tone: high or low, soft or loud.



Visual

Have the child dip a cotton swab or paintbrush in water and write the words on a whiteboard or sidewalk.

Have the child look at the word, cover it up, try to visualize the way the word looked, and then spell it aloud.

Have the child rip up a piece of paper into 10 pieces, and then write the spelling words on any pieces the child chooses.

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LESSON 42

Beatrix Potter and Nature

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Use the spelling practice ideas on page 115 to practice the yellow unit spelling words (come, more, done, none, move) for 5 to 6 minutes.



- ☐ Read to the child: Have you ever heard the story of Peter Rabbit? This story is considered a classic. What do you think a classic is? [It is a story so well written and liked that people have continued to read it for many years.] *The Tale of Peter Rabbit* was written by Beatrix Potter more than 100 years ago. Beatrix lived in England. If desired, find England on a globe. This page shows a picture of Beatrix and her mother.

Do you think that Beatrix's childhood made a difference in what she would write when she was older? Yes! Beatrix's stories are all about animals. When she and her brother were young, they had several small pets, such as rabbits, mice, and a hedgehog.



Beatrix Potter with her mother

Also, she loved to read when she was a little girl. She read all the time. This helped her become a good writer. Did you know that the more you read good books, the better you become at writing? It's true. Reading good books is one of the best ways to become a good writer. People learn by example—that means following what other people do. That is why it is important to read good books. If you read books that are not written well or are about bad things, then you will be "trained" by people with poor writing habits and bad thoughts, which will make it harder for you to write well and have a mind filled with good and beautiful things.

When she got a little older, Beatrix started to write in a journal. She described things she had seen and places she had been, and she even drew pictures of nature. In fact, Beatrix loved nature. She loved to be outdoors and in gardens. Do you think her journal would be interesting to read?

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Beatrix loved to draw, and she was so good at it that her parents hired someone to give her art lessons, which helped her become an even better artist. It is good to practice and to learn as much as you can from others. Above are some pictures from her first art lessons.

Beatrix did not have the idea to write books at first. One day she wrote a letter to a little boy to cheer him up. In her letter she told a story about some bunnies. Writing these letters made her think about making the story into a book. And it was a great idea! She became one of the best-known and most-loved authors and illustrators in the world. She wrote over 28 books. They have sold more than 100 million copies!

The illustrations below by Beatrix Potter show her love of nature. What are some things about nature that you like? Tell the child some things about nature that you like.

☐ Read the poem to the child:

The Beech Tree

By Rose Fyleman

I'd like to have a garden
With a beech tree on the lawn;
The little birds that lived there
Would wake me up at dawn.





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Independent Practice

Read to the child: For each picture, circle the sentence that is true.



1. The fox zoomed very fast up the hill and around the pretty garden.
2. The sly red fox walks into the woods.



1. The owl hoots and swoops down to the ground.
2. The owl stood still on the branch.



1. The chipmunk stood still on the stump.
2. The chipmunk jumped off the tree and found a nut on the ground.

Read to the child: Fill in each blank with the correct word from the blue box, and then read the sentence aloud. The first word in a sentence always starts with an uppercase letter.



_____ your book good?

_____ friend is very kind.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 43

READING BOOSTER CARD TARGET 19

INK, ANK, IND: Part 1

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: Read each of the words in the boxes and tell me if it is singular or plural.

sink	towns	snout	tank	clouds
drinks	couches	bank	foxes	leaves



☐ Note: This exercise gives practice reading words containing INK, ANK, and IND. It also helps children exercise their creativity in preparation for creative writing. Gently prompt the child with ideas if needed. Read to the child: You are going to get to use your imagination! Read the beginning of each sentence, and then finish the sentence using your imagination, describing how the scene might feel, look, or sound.

1. I sat down on the stream bank and . . .
2. I looked across the river and said, "I think . . .
3. We ran to the stream. I really needed to find . . .

CIRCLE OF SENTENCES

☐ Have the child read each sentence and then put a check mark in each box.

- ☐ I can wink.
- ☐ You are so kind.
- ☐ I am at the bank.
- ☐ The dress is pink.
- ☐ I drink the broth.
- ☐ I sank into bed.
- ☐ I drank the milk.
- ☐ I will find a book.

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Completed ☐

Independent Practice



Read to the child: Fill in each blank with the word WAS, and then read the sentences aloud.

_____ your mom cooking the food?

He _____ looking for more to drink.

Read to the child: This exercise gives practice with art and also reading colors and words with phonics principles you have been learning. Follow all the instructions in orange. The underlined word is DRAW. The word COLOR is in purple. The word APPLE is in red.



1. Color the thing standing on the boy.
2. Find the apple and color it green.
3. Now look for glasses and color them blue.
4. Color a girl's dress pink.
5. Draw a cloud on a book.
6. Find the girl with her hand up. Draw a drink in her hand.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 44

INK, ANK, IND: Part 2

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: Look at the painting on this page. It's beautiful how the dark blue sky and the yellow sand look together. Point to the sand dunes. Do you see how one side of the sand dune is a darker yellow than the other side? That is because the light is shining on one side, and the hill is in a shadow on the other side.

Let's practice writing words that end with INK, ANK, and IND. I will tell you a story about this painting, stopping at times to have you write a word from the story on the spaces below. The words already have the first letter or two. Read the story to the child, emphasizing the bolded words: Once there was a group of people traveling through the hot, dry desert with camels. They ran out of water and really needed a **drink**. Have the child write the word "drink" below. "Let's **find** a river," said one man. Have the child write the word "find" below. They looked and looked and finally found a small river. They filled up their jugs and **drank**. Have the child write the word "drank" below. Before continuing on with their journey, they rested on the **bank** of the river. Have the child write the word "bank."

dr f dr b



Completed ☐

☐ Help the child begin memorizing the unit poem on the right. You may choose a different poem to memorize if desired.

☐ Read to the child: Let's review.

1. When a vowel is long, it says its _____. [name]
2. How many letters are in the alphabet? [26]
3. What are the vowels? [A, E, I, O, U, and sometimes Y]
4. A consonant is every letter that is not a ____. [vowel]

What Do You Suppose?

By Unknown

What do you suppose?
A bee sat on my nose.
Then what do you think?
He gave me a wink
And said, "I beg your pardon,
I thought you were a garden."

Independent Practice

My Little Journal



Read to the child: Answer the question with a **complete sentence**. For example, "dogs" is not a sentence, but "I like dogs more than cats" is a complete sentence. Draw a picture for the sentence you write.

Do you like cats or dogs more?

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



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LESSON 45

Common and Proper Nouns

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: A ***noun*** is a word for a person, place, or thing. What is a noun? [a word for a person, place, or thing]

Is the word GIRL a person, place, or thing? [person] Yes, it is a person, so it is a noun.

Is the word BOOK a person, place, or thing? [thing] Yes, it is a thing, so it is a noun.

Is the word KITCHEN a person, place, or thing? [place] Yes, it is a place, so it is a noun.

Is the word BIRD a person, place, or thing? [thing] Yes, it is a thing, so it is a noun.

A ***common noun*** is the general name of a person, place, or thing. A ***proper noun*** is the specific name of a person, place, or thing. To learn this better, let's look at the painting on this page. Point to the tallest girl in the picture.

Write the word "girl" on the whiteboard. The word GIRL is a common noun, but the specific name of the girl, ANNA, is a proper noun. Write the word "Anna" on the whiteboard.

Point to the girl with the black hat. Write the word "child" on the whiteboard. The word CHILD is a common noun, but the specific name of the child, SOFIA, is a proper noun. Write the word "Sofia" on the whiteboard. Proper nouns always start with an uppercase letter.

This painting takes place in a country called Russia. The word COUNTRY is a common noun. The specific name of the country, RUSSIA, is a proper noun.

What is a proper noun? [the specific name of a noun] What do proper nouns always start with? [an uppercase letter] Note: The child does not need to master the concept of proper nouns at this point; this is only an introduction.

☐ Read to the child: Let's review some words. Read the words below, crossing out each word as you read it. When you get to any word that is a color, stomp your feet.

water word yellow away their again does

wink drink sank pink blank blind find



Completed ☐

Independent Practice

Read to the child: Fill in each blank with the correct word from the blue box. Remember to start sentences with an uppercase letter. Not all the words are used.

was	Oh	Your	from	boy

The gift is _____ Dave.

_____ dog is big!

_____, the book is so good!

Read to the child: Draw a line from each word to its rhyming word. Then draw a flag on top of each mountain, drawing the same color of flag on the mountains with words that rhyme.



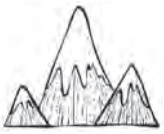
wink



bank



tank



grind



kind



sink

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Items Needed:
paintbrush
poster paint (green, yellow, brown)

LESSON 46

READING BOOSTER CARD TARGET 21

Reading Sneaky E Exceptions

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Write "done," "some," "have," "live" (short I sound), "love," and "come" on the whiteboard.

Read to the child: Silent E is an E that is silent. Sometimes when Sneaky E adds a Silent E to the end of a word, he does not make the vowel say its name. Let's practice some of the exceptions. Help the child read the words on the whiteboard. Then have the child read each word aloud again and write it, saying each letter aloud while writing.

English words cannot end in V. That is why a Silent E is added to HAVE, LOVE, and LIVE.

☐ Read to the child: Read the names of the three children below.

These three children are cousins. Their aunt is sick, so they each bought flowers for her. Let's figure out which child chose which plant by following these steps:

1. Read all the words by a plant.
2. Find the word that is repeated.
3. Find that word under a child's name.
4. Write that child's name under the plant he or she chose!



Dean
come



Jean
some



Carson
done



done have
some live
come some



done love
some have
done come



come live
have come
done some

Independent Practice

Read to the child: On a separate piece of paper, paint a yellow flower with a green stem and leaves in a brown pot. Label the colors on the painting, using this guide:

green yellow brown

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 47

Spelling Sneaky E Exceptions

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Complete the letter tiles activity.

Use the app

LETTER TILES

This is a review of spelling words with INK and Sneaky E. On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 47 or use physical tiles. Dictate the words in the purple boxes below. Have the child spell the words using the letter tiles.

TIP: Remember that English words don't end with V, and that is why a Sneaky E is added to the end of GIVE, HAVE, LIVE, etc.

give | pink | live | think | have | gone | done

Landforms: Part 2

- ☐ Read to the child: ***Landform*** is a word that describes the type of land in an area. God gave us so many interesting and beautiful landforms. I will tell you the name and definition of a type of landform and point to it on this page. Point to each landform as you read its definition.

Hill: Hills are lower than mountains, but they are higher than the areas around them.

Plain: Plains are flat areas of land.

Island: Islands are areas of land that are surrounded by water on all sides.

Coast: The coast is where the sea and land meet.

Now, I will name a landform. You point to it and then read the words by it. Say the name of each landform in random order.



tank
bank
drink



thank
pink
think



cloud
sound
down



were
their
away

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Completed ☐

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Independent Practice

Common and Proper Nouns

Read to the child: Cut out the word boxes below. Glue each in the correct column.

Common Nouns	Proper Nouns

Frank	bank	Hank	water
Kate	Rome	hill	town
Finland	aunt	Aunt Jane	sink

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Completed ☐

Items Needed:
1 coin
(any type)

LESSON 48

READING BOOSTER CARD TARGET 22

The Sounds of Y: Part 1

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

Note: We will not learn the fourth sound of Y (like the Y in MYTH) in Level 1.

☐ Read to the child: Let's talk about three of the sounds that Y can make.

/y/ as in YAWN

/ī/ as in MY

/ē/ as in BABY

When Y is at the beginning of a word, it always says /y/. Read these words:

yes yard yuck yeast

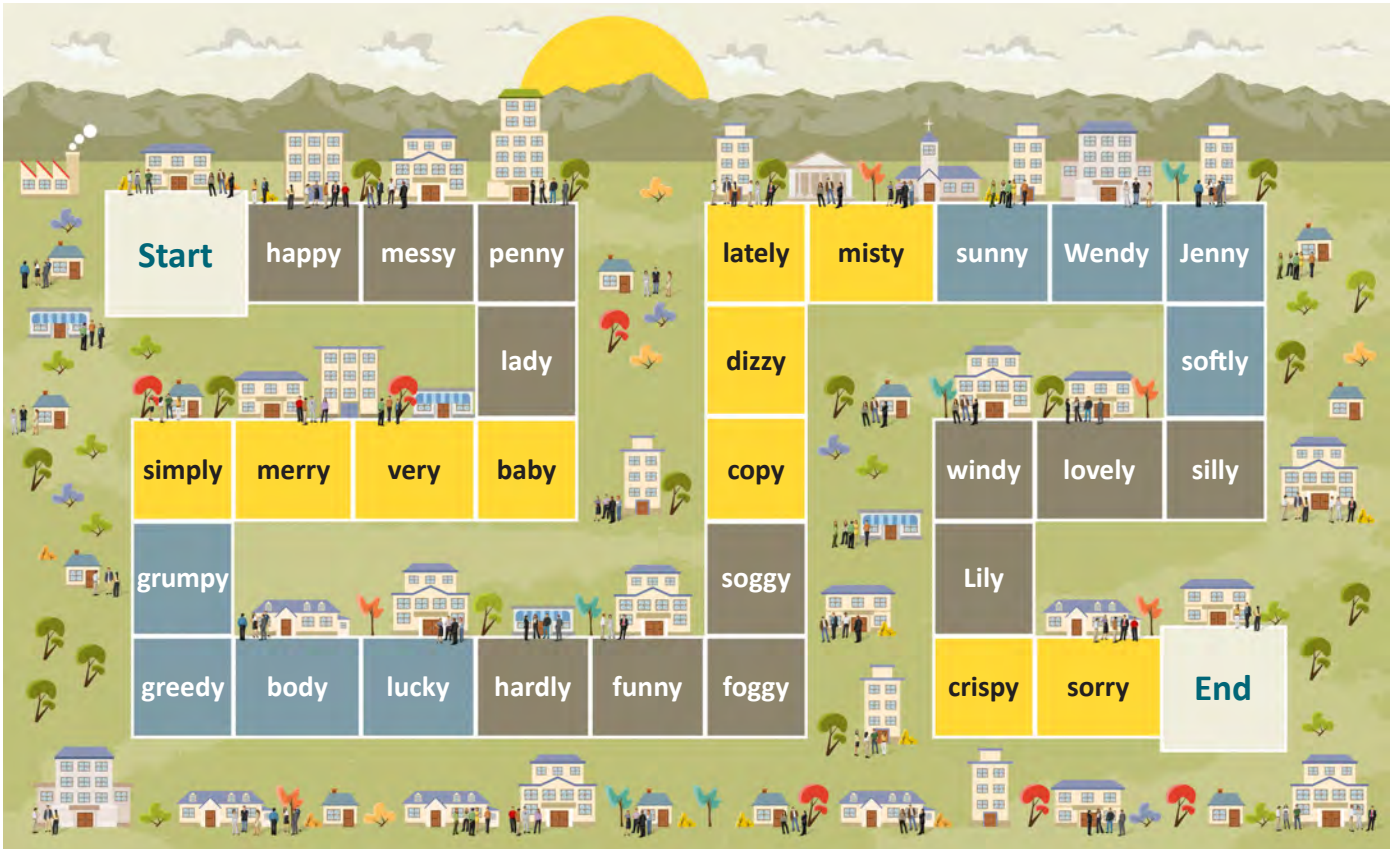
When Y is at the end of a **one-syllable word**, it says /ī/ as in MY. Read these words:

try cry sky fly spy why dry

When Y is at the end of a **word with more than one syllable**, it says /ē/ as in BABY. Read these words:

puppy silly happy pretty jelly

☐ Give the child a coin. Explain what heads and tails are. Have the child toss the coin. If it lands on "tails," the child moves forward five spaces with his or her finger on the maze below, reading each word while advancing. If the coin lands on "heads," the child skips ahead two spots without reading the words. Continue flipping the coin and go through the maze at least twice.



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Completed ☐

Independent Practice

Read to the child: Read each spelling word, and then spell it aloud two times, clapping with each letter.

boy | come | more | done | none | move

Read to the child: Each spelling word is listed in all lowercase letters. Write each word in all uppercase letters.

was	
oh	
your	
from	

Read to the child: For each picture, circle the sentence that is true.



1. The girl with yellow boots walks her dog.
2. The girl with a green hood takes a walk with her dog.



1. The girl and the boy each read a book on the couch.
2. The kids have a lot of fun as they play.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

Items Needed:
10 index cards

LESSON 49

Alphabetical Order

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: Today we are going to learn about alphabetical order. Alphabetical order is a way to organize letters or words in the same order as the letters in the alphabet. Have the child sing the alphabet song a few times while you write the letters on the boxes shown at the bottom of the page on separate index cards. Use the colors shown. Give the child the index cards.

Have the child put all the orange letters in alphabetical order. [A, B, C, D, E]

Now, put just C and A in alphabetical order.

Now, put just B and E in alphabetical order.

Now, put just D and C in alphabetical order.

Help the child put all the blue letters in alphabetical order. If needed, help the child slowly sing the alphabet song. [F, G, I, K, M]

Now, put just M and K in alphabetical order.

Now, put just F and G in alphabetical order.

☐ Write "dog" and "cat" on the whiteboard. Show the child how to put those two words in alphabetical order, based on the first letter of the word.

☐ Have the child write the words "pig" and "ant" in alphabetical order on the whiteboard.

☐ Ask the child if the word "bug" or "snake" would come first in alphabetical order.

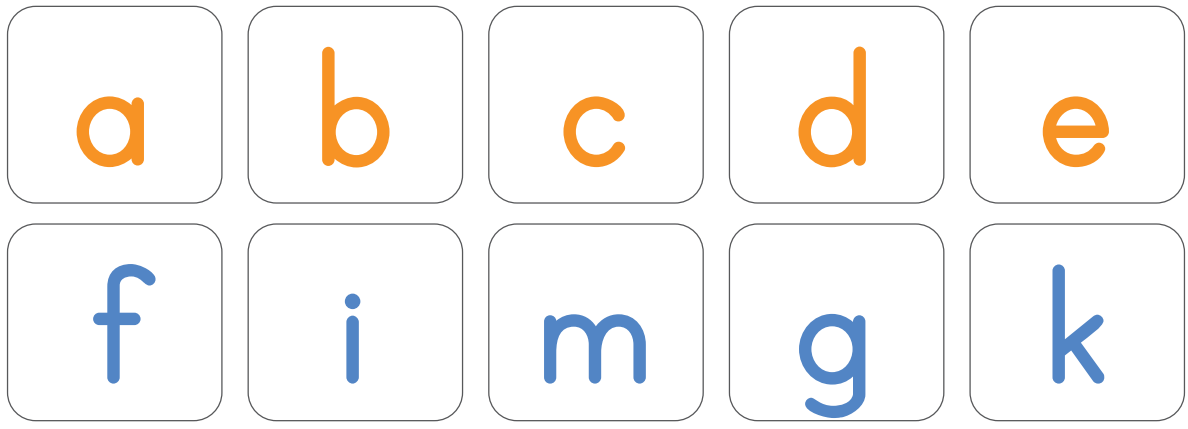
☐ Review the poem with the child.

Singing Time

By Rose Fyleman

I wake in the morning early
And always, the very first thing,
I poke out my head and I sit up in bed
And I sing and I sing and I sing.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



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Independent Practice

Use the app

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Lesson 49 Audio Narration. Play the audio narration. Have the child listen to and follow the instructions while looking at the paintings on these pages.



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Completed ☐

Completed ☐



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Completed ☐

LESSON 50

Unit 2 Homophones

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: Homophones are words that sound the same but are spelled differently and have different meanings. Write the words "too," "two," and "to" on the whiteboard. These three words all sound the same, but they have different meanings. Read the following paragraph aloud to see how the three words are used.



A funny bee went **to** fly up **to** the clouds.



The bee asked his friend **to** come, **too**. So **two** bees started **to** fly up. Soon, one bee got **too** worn out and started **to** go back. His friend told him **to** look up. The bee saw **two** big clouds that were close, so he kept going and reached the clouds.

That was so great! Did you know that bees can fly higher than Mt. Everest, which is the highest mountain on Earth?

- ☐ Write the words "be" and "bee" on the whiteboard. Point to the words as you read to the child: Today we are also going to learn about the homophones BE and BEE. A BEE is an insect. You just read about a bee. Here is BE in a sentence: Please BE kind.
- ☐ Have the child fill in the blanks with "be" or "bee."

1. The _____ stung me.

2. I try to _____ nice.

3. We are going to _____ late.

4. The _____ is yellow.

- ☐ Help the child work on memorizing the poem "What Do You Suppose?" You will work on memorizing this poem throughout the course. You may choose a different poem to memorize if desired.

What Do You Suppose?

By Unknown

What do you suppose?
A bee sat on my nose.
Then what do you think?
He gave me a wink
And said, "I beg your pardon,
I thought you were a garden."

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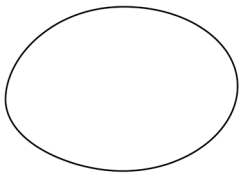
Completed ☐

Independent Practice

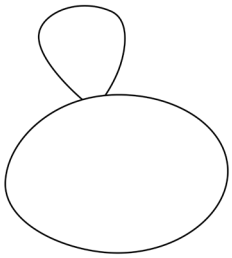
Read to the child: Circle all the words for things that feel SOFT.

cloud	book	wood	spoon	rabbit	thorn	brick
cloth	kitten	fork	chalk	bench	cart	sock

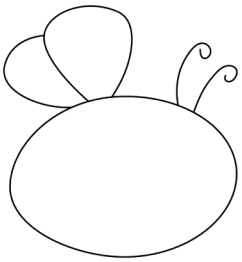
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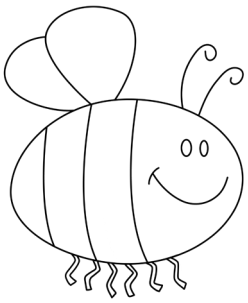
2



3



4



Draw a Bee

Read to the child: Follow the steps to draw a bee in the blank box.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 51

The Sounds of Y: Part 2

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: The most important thing that we can do in life is to become more like Jesus. Read the following words, and then circle the words that describe Jesus and the way you want to be described.

grumpy	messy	friendly
brave	happy	greedy
mean	kind	sneaky

☐ Read to the child: I am going to read a fun poem about a puppy, and then you will read the short story at the bottom of the page.

The Puppy Chased the Sunbeam

By Ivy O. Eastwick

The puppy chased the sunbeam
All around the house—
He thought it was a bee,
Or a little golden mouse;
He thought it was a spider
On a little silver string;
He thought it was a butterfly
Or some such flying thing;
He thought—but oh! I cannot tell you
Half the things he thought
As he chased the sparkling sunbeam
Which—just—would—not—be—caught.



My fuzzy and cuddly puppy loves me! Her name is Molly. She is silly and funny. She is not shy, and she is so wiggly. She does not bark too loudly. Yes, I simply love my silly puppy.

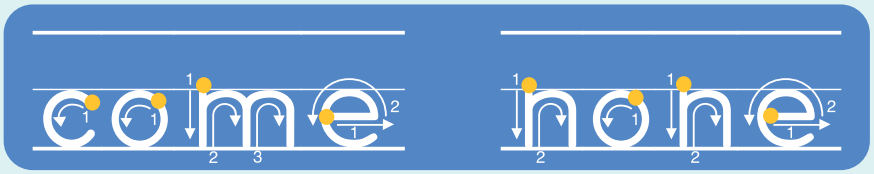
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Completed ☐

Independent Practice

Read to the child: Circle all the uppercase letters. If you get any letters incorrect, practice writing the uppercase and lowercase pair (e.g., Aa) for the letter a few times on a separate sheet of paper.

M i k n O J L p K j m N o P



Read to the child: Fill in each blank with the correct word: COME or NONE.

Will you _____ to see the pretty lake?

Well, _____ of the boys are here.

Riddles!

Have the child read the riddles and write the answers.

What am I?

I like to be wet.
I am often green.
I can be seen
sitting on lily pads.
You would not eat a fly,
but I would!

_____

_____

_____

What am I?

I can be found in homes,
but I do not like to be seen.
I sound a lot like the word HOUSE.
I am soft and small
and sneaky and fast.

_____

_____

_____

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 52

Spelling Words That End with Y

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Complete the letter tiles activity.



LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 52 or use physical tiles. Read to the child: When Y is at the end of a word with more than one syllable, it says /ē/ as in BABY. Dictate the words in the purple boxes and have the child spell them with the tiles.

windy	misty	army	easy	simply	sadly	candy

Bonus words: neatly, madly, crispy

Oral Narration: Descriptive Sentences

☐ Read to the child and complete: Let's practice oral narration in which you add more description to sentences to make them more interesting. For example, you can change the sentence "I saw a lizard" to "I saw a skinny green lizard sitting lazily on a big rock."

Read the child a sentence to the right and have the child retell the sentence in his or her own words, adding sensory words and details from his or her imagination. As the child narrates, write the sentence in the section titled "My Beautiful Sentences." If needed, prompt the child to add more description and details. If the child struggles, give examples or help the child make a list of descriptive words or stronger verbs that could be used. Complete for both sentences.

It rained.

I saw a bird.

My Beautiful Sentences

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Completed ☐

Independent Practice

My Little Journal 

Read to the child: Answer the question with a **complete sentence**. For example, “six years old” is not a sentence, but “I am six years old” is a complete sentence. Draw a picture for the sentence you write.

What is a food that you really like?

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

Items Needed:
cotton swabs
watercolor paints

LESSON 53

Parables

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Use the spelling practice ideas on page 115 to practice the green unit spelling words (was, oh, your, from, boy) for 5 to 6 minutes.

☐ Read to the child: A parable is a simple story that is used to teach a lesson. Jesus told many parables.

Read the following parable of the prodigal son to the child. Have the child retell the story in his or her own words.

The Prodigal Son

Jesus told the people a parable, or story, about a man who had two sons.

The younger one asked for his share of his father's money to spend as he pleased.

He took the money and went away and soon wasted it in sin and rich living.

When he had spent it all, he found that he had no money or friends.

He had to get a job feeding pigs.

He was so hungry that he wanted to eat the pigs' food.

He felt very sorry that he had been so selfish and wicked.

He said to himself, "I will arise and go to my father and be his servant."

His father saw him coming and ran out to meet him and kissed him.

His father gave him new clothes and a ring.

The father made a great feast and wanted everyone to rejoice because his son had come home.

God is our loving Father, and He rejoices when we turn away from sin and come back to Him.



☐ Help the child work on memorizing the poem.

What Do You Suppose?

By Unknown

What do you suppose?
A bee sat on my nose.
Then what do you think?
He gave me a wink
And said, "I beg your pardon,
I thought you were a garden."

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Completed ☐

Independent Practice

COTTON SWAB PAINTING

Read to the child: Read each word in blue aloud and copy each word twice. Put a plastic sheet behind the page, and then use cotton swabs and paint to fill each box with dots that represent the colors of each season. Add only a tiny bit of water to the watercolors. Let the paint dry before closing the book.

summer	fall
winter	spring

blue

brown

Read to the child: Circle the correct word for each sentence. The word TOO (with two Os) can mean ALSO or VERY.

The water is to / too cold.	Did he eat to / too much cake?
Give the card to / too Dad.	I would like to come to / too.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 54

OU and OW Review

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: OU can make the sound /ow/ as in OUT. Read the following words. First read each sound, and then put them together to read the word. Then read the sentences.

ou - t **out**	sh - ou - t **shout**	sh - ou - ted **shouted**	l - ou - d **loud**	s - ou - nd **sound**
cl - ou - d **cloud**	r - ou - nd **round**	gr - ou - nd **ground**	f - ou - nd **found**	m - ou - th **mouth**

1. I can shout with my mouth.
2. I found a pouch on the ground.
3. Our house has a mouse.
4. Your hound is loud.

☐ Read to the child: OW can make the sound /ow/ as in COW. Read the following words. First read each sound, and then put them together to read the word. Then read the sentences.

n - ow **now**	c - ow **cow**	t - ow - n **town**	cl - ow - n **clown**	d - ow - n **down**
w - ow **wow**	cr - ow - d **crowd**	g - ow - n **gown**	cr - ow - n **crown**	fr - ow - n **frown**

1. The clown frowns.
2. The gown is brown.
3. A crowd is in our town.
4. A shower is in the tower.

☐ Read the poem to the child. Then read it again, having the child repeat each line.

The Bird's Nest

By Unknown



Here upon the leaves at rest
A little bird has built her nest.
Two tiny eggs within she's laid,
And many days beside them stayed.

Now she's happy; listen well!
Two baby birds break through the shell.
Don't you hear them? "Peep! Peep! Peep!
We love you, Mother. Cheep! Cheep! Cheep!"

© Good and Beautiful

Completed ☐

Independent Practice



Read to the child: With crayons, markers, or colored pencils, draw a brown pot with a green cactus in it. Ideas are given at the top. Put a yellow flower on the cactus. Draw a blue sky behind the cactus. Then, with a marker, write the word for each of the colors next to that color on the picture you drew.

yellow

brown

blue

green

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

Items Needed:
spatula (optional)

LESSON 55

READING BOOSTER CARD TARGET 26

Reading Words with ER, IR, UR: Part 1

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Play "Swat the Fly" on the next page. The homophones do not need to be mastered in this lesson.
- ☐ Read to the child: ER, IR, and UR can make the sound /er/ as in TURN. Read each of the words in the boxes and tell me if it is plural or not.

skirts	mother	birds	curve	ladders
ferns	shirt	church	purse	dinner



- ☐ Read to the child: You are going to get to use your imagination! I'll read you a partial sentence about the illustration on this page, and then you finish the sentence with your own imagination, describing the way the scene might feel, look, or sound.

1. Kim has a surprise in her bag; it's . . .
2. Kim turns the corner and . . .
3. Kim was so happy because . . .

CIRCLE OF SENTENCES

- ☐ Have the child read each sentence and then put a check mark in each box.

- ☐ I see the river.
- ☐ I stir the drink.
- ☐ It is winter.
- ☐ The water swirls.
- ☐ It is my third turn.
- ☐ I dig in the dirt.
- ☐ The bird chirps.
- ☐ I sweep the dirt.

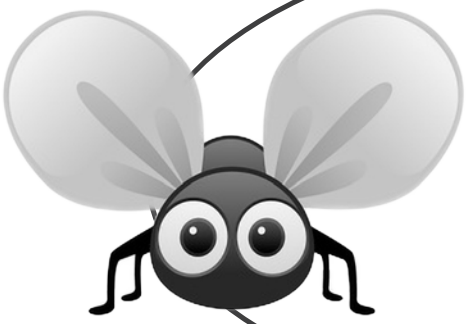
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Swat the Fly

Say a sentence from this page that uses TO, TOO, or TWO and have the child swat the correct word with a spatula or his or her hand. **(You do not need to cut out the images on this page.)** Repeat as many times as desired.

I want an apple TOO. | This book is TOO hard. | Give this TO Mom. | Can you teach me TO swim? | Let's go TO the store. I need help TOO. | I will walk TO the park. | Give this card TO Dad. | I read TWO books. | Give the note TO Amy. | I picked TWO flowers. | Jill will come TOO. | You can never be TOO faithful. | I like TO sing. | I made TWO cakes. | I like TO read. The book is TOO easy.



too



two



to

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Completed ☐

Independent Practice

Read to the child: Cross out the word in each box that is a made-up word.

bank	sank
zank	thank

cow	zow
town	wow

foot	stood
took	vook

ink	pink
krink	think

Read to the child: Write the word for each picture. Each word contains AR.







Read to the child: Circle all the words that have a long A vowel sound.

lane	path	hand
track	rake	grand

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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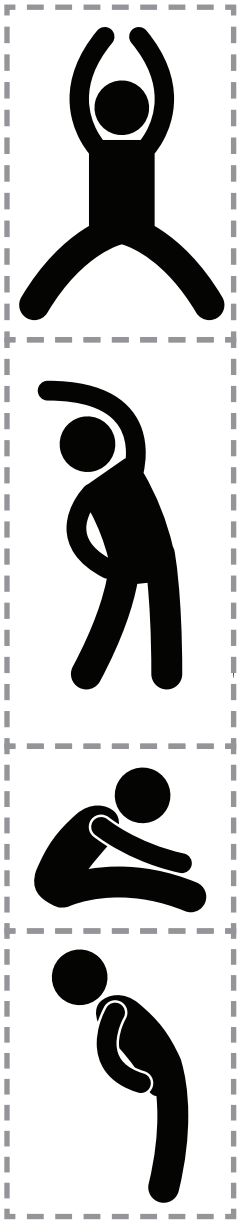
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LESSON 56

Reading Words with ER, IR, UR: Part 2

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Use the spelling practice ideas on page 115 to practice the yellow unit spelling words (come, more, done, none, move) for 5 to 6 minutes.
- ☐ Read to the child: ER, IR, and UR make the sound /er/ as in TURN. Cut out the boxes on this page and lay them on a table. Choose a stretch card and a word card. I'll hold the word card up for you so you can read all the words on it while you try to hold the stretch. Do this for all the stretches.

clev - er	f - ir - st
cl - er - k	sh - ir - t
pow - er	sk - ir - t
rath - er	ch - ir - p
nev - er	h - ur - t
lev - er	s - ur - f - er
thund - er	b - ur - st
corn - er	c - ur - b

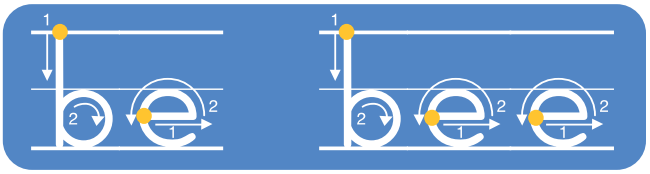


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Completed ☐

Independent Practice



Be or Bee?

Read to the child: Fill in the blanks with the correct word: BE or BEE.



1. I was stung by a _____.
2. Will you _____ home soon?
3. I want to _____ helpful.
4. A _____ is on the bag.



Read to the child: Read each sentence, look at the picture, and circle the sentence if it is true.

1. I see a ladder.
2. I see an ape.
3. There is a gray pipe on the side of the home.
4. A cow is on the bed.
5. There is a shelf of books.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 57

Spelling Words with ER, IR, UR

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Complete the letter tiles activity.



LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 57 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words with tiles.

Read to the child: ER, IR, and UR all say the sound /er/ as in TURN. There is no rule that tells you when to use ER, IR, or UR for the /er/ sound.

Let's spell words with ER.

after river verb

Now let's spell words with IR.

bird first dirt

Now let's spell words with UR.

turn hurt burn

Oral Narration: Descriptive Sentences

- ☐ Read to the child and complete: Let's practice oral narration in which you add more description to a sentence to make it more interesting. For example, you can change the sentence "She was excited" to "Her excitement showed on her glowing face and in her dancing eyes."

Read a sentence to the right and have the child retell the sentence in his or her own words, adding sensory words and details from his or her imagination. As the child narrates, write the sentence in the section titled "My Beautiful Sentences." If needed, prompt the child to add more description and details. Complete for both sentences.

A butterfly flew.

A frog sat.

My Beautiful Sentences

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Completed ☐

Independent Practice

Was was

Read to the child: Fill in each blank with the word WAS, and then read the sentences aloud.

_____ your cat here? He _____ funny.

Read to the child: Follow all the instructions in orange.



1. Spy the bird and color it yellow.
2. Find the boy and color his shirt blue.
3. Color the small girl's skirt pink.
4. Draw a bird on top of the boy.
5. Draw a cloud in the sky.
6. Look for the puppy and color it brown.
7. Spot the cat and make it gray.
8. Fill in the small girl's shirt with green.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

Items Needed:
3 index cards (optional)

LESSON 58

Action and Being Verbs

Note: In this course the child learns only the being verbs that do not need to be paired with a helping verb. For example, the being verb BEEN has to be paired with a helping verb: HAS BEEN. The being verb BEING has to be paired with a helping verb: IS BEING, WAS BEING, etc. Helping verbs are a more complex topic that will not be taught until a future level.

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: Study the painting on the next page. Describe what you see in the background. Is this a busy scene? Would it be fun to be working with the horses? Imagine how the horses would sound. Imagine how fresh the air would feel. We will use this painting today to talk about verbs.

☐ Read to the child: A ***verb*** tells what something or someone does. There are two types of verbs: action verbs and being verbs.

An ***action verb*** shows an action. For example, Amy LAUGHS. David JUMPS. The bird SINGS.

Here are some sentences about the painting. Read each sentence and circle the action verb in each sentence.

A girl works hard.

The hay sits.

A man helps.

The sun shines.

☐ Read to the child: A ***being verb*** uses a form of the verb TO BE. For example, Sam IS happy. Sam WAS happy. We WERE sad. I AM fine.

Point to each being verb in purple and read it.

am	are	is
was	were	

Now, I'll say a being verb, and you point to it in the purple box: were, is, am, was, are.

Here are some sentences about the painting. Read each sentence and circle the being verb in each sentence.

The hills are green.

They were working.

The sun was hot.

The girl is strong.

☐ Read to the child: Draw a line from the sentence to the animal it describes. Then circle the verb in each sentence and tell me if it is an action verb or a being verb.



I am gray.



My beak is small.



I give milk.

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Completed ☐

☐ Write the following words on index cards or scraps of paper: burn, firm, zipper. Have the child read each word and then put them in alphabetical order.

☐ Read to the child: We are going to practice words that use ER, IR, and UR and that are more than one syllable long. First, say each syllable. Then read the syllables together.

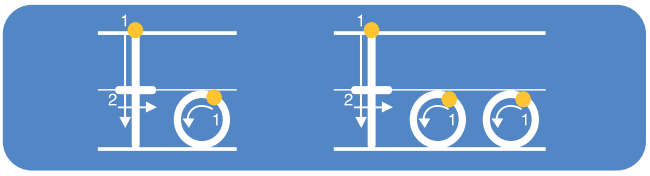
blis - ters **blisters**	sis - ter **sister**	both - er **bother**	fur - ther **further**
Sat - ur - day **Saturday**	lock - er **locker**	Thurs - day **Thursday**	burst - ing **bursting**
sur - vive **survive**	thir - sty **thirsty**	thir - ty **thirty**	thir - teen **thirteen**



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Completed ☐

Independent Practice



To or Too

Read to the child: Fill in the blanks with the correct word: TO or TOO. TOO can mean ALSO.

1. I see the birds _____.
2. I go _____ the lake.
3. I want a cat _____.
4. Please talk _____ Beth.



Read to the child: Read each sentence, look at the picture, and circle the sentence if it is true.



1. A cat is on a pole.
2. A stork is on a seat.
3. A cloud is on the porch.
4. Birds are on the roof.
5. The flowers are made from gold.
6. There are two seats.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 59

READING BOOSTER CARD TARGET 28

Reading Words with AI

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: The words in the purple box are being verbs. Read them. Now give me two examples of action verbs. [jump, run, swim, sleep, etc.]

am	are	is
was	were	

- ☐ Write the word "sail" on the whiteboard like this: "s - ai - l". Read to the child: Today our lesson will be centered around the word SAIL. Explore the painting with the child (the contrast of sunlight and mist, all the colors of the water, what it would feel like to be in the scene). The letters A and I together say the long A sound. Have the child read the word SAIL. Let's read some more words that use AI. First, say each sound, and then put the sounds together to read the word.

ai - d **aid**	ai - m **aim**	f - ai - l **fail**	w - ai - t **wait**
m - ai - l **mail**	p - ai - l **pail**	n - ai - l **nail**	p - ai - n **pain**
t - ai - l **tail**	g - ai - n **gain**	p - ai - d **paid**	m - ai - d **maid**



Completed ☐

☐ Read to the child: Read the names of the three children below.

These three children are friends. Last summer they each got to pick out a sailboat for their family to rent. Figure out which child chose which sailboat by reading all the words by the first sailboat. Then determine which word is repeated. Find the repeated word under a child's name. That is the child who chose that sailboat. Write that child's name under the sailboat he or she chose. Do the same thing for each of the sailboats.



Paisley
daisy

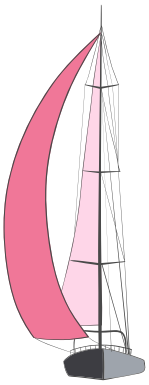


Craig
rain



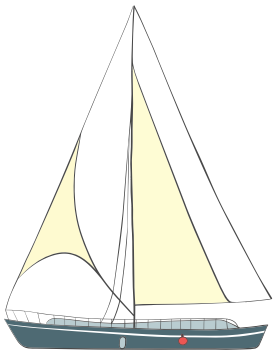
Faith
tailor

strain
tailor
drain

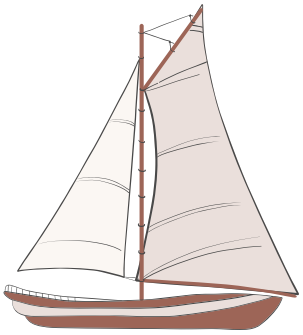


chair
tailor
waist

jail
maid
daisy



rainy
daisy
main



chain
rain

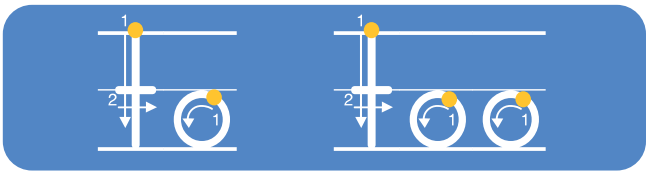
claim
trait

daily
rain

© Good and Beautiful

Completed ☐

Independent Practice



To or Too

Read to the child: Fill in the blanks with the correct word: TO or TOO. TOO can mean ALSO.



1. I see the deer _____.
2. I love deer _____.
3. The small deer likes _____ nap.
4. I am trying _____ paint a deer.

Read to the child: Read each sentence, look at the picture, and put a star by the only sentence that is true. Then circle the verb in each sentence. Remember that the word IS is a being verb.







1. A silly sheep is on the tree.
2. A ladder is on a cloud.
3. It is so foggy.
4. A puppy surfs.
5. A car drives.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 60

Spelling Words with AI

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: The words in the purple box are being verbs. Read them. Now give me two examples of action verbs. [jump, run, swim, sleep, etc.]
- ☐ Complete the letter tiles and geography book activities.

am	are	is
was	were	





LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 60 or use physical tiles. Dictate the words in the purple boxes. Tell the child AI makes the long A sound.

rain	train	stain	mail	main	paid	pain	paint	faith

Bonus words: aim, aid, sail, tail, snail, fail, plain





GEOGRAPHY BOOK

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Books > Families Around the World. Play the video.

Have the child answer the following questions.



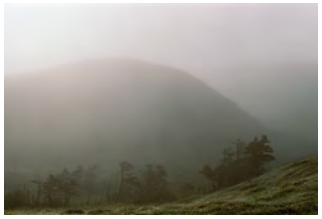
1. How many people are in your family?
2. Extended family is family that extends beyond parents and children, such as grandparents, cousins, aunts, and uncles. Name some members of your extended family.
3. What are some activities you enjoy doing with your family?
4. What are some reasons you think God gave us families?

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Independent Practice

Read to the child: Circle the word that best describes the picture.

		
skinny sadly foggy	happy empty hurry	windy sorry candy
		
messy rocky study	grassy loudly sticky	misty softly windy

MIXED-UP SENTENCE

Read to the child: The sentence in the blue box is mixed up, and it's missing a period. On the blank line, write the sentence in the correct order. Don't forget the period. *Hint: A sentence always starts with an uppercase letter, which is also called a capital letter.*

found cow the

© Good and Beautiful

Completed ☐

Spot the Syllables

Read to the child: Fill in the circle for the number of syllables in the word depicted in the image. Then write the word for the image divided into syllables with a dash between the syllables. The blue box shows all the syllables used. The first one is completed as an example. Every syllable needs a vowel.

pump pea fi bird ger kin nut

	1 **2**	mag - net
	1 2	
	1 2	
	1 2	
	1 2	

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 61

Artist Study: Ikeda Shōen



- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Use the spelling practice ideas on page 115 to practice the green unit spelling words (was, oh, your, from, boy) for 5 to 6 minutes.
- ☐ Read to the child: Look at the photo on this page of the artist Ikeda Shōen [ih–KAY–dah SHOW–en]. She lived in Japan many years ago. Her parents knew that she was talented and encouraged her to study painting.

  Often, the art a person creates can show us what things he or she thinks are important and beautiful. Look at the top painting on this page. Notice how the woman is reading and how she is holding the girl's hand. The girl is looking out at the nature around her.

  Look at the second painting. The girls are on a beautiful lake or pond, and one girl is picking a long, beautiful flower.

  Ikeda Shōen showed many simple, beautiful things in her paintings, such as the love of mothers, the beauty of nature, and a love for reading, kindness, and gentleness.

  What are some important but simple things about life that you would like to paint?

  Her paintings also show us how many people dressed and what their daily lives were like in Japan around 100 years ago. Read all the words in the blue box aloud. Then choose the word that you think best describes the art of Ikeda Shōen and write the word at the end of the sentence on the line below.





lovely pretty grand charming neat clever

Her art is _____.

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Completed ☐

Independent Practice

Read to the child: Fill in the last word of each sentence with a descriptive word from the blue box.

kind	happy	cute	sweet	fun	neat



The flute sounds _____.



The kids are _____.

© Good and Beautiful

Completed ☐

Spot the Syllables

Read to the child: Fill in the circle for the number of syllables in the word depicted in the image. Then write the word for the image divided into syllables with a dash between the syllables. The blue box shows all the syllables used. The first one is completed as an example. Every syllable needs a vowel.

frac cloud der spi leaf for

	1 (2)	mag - net
	1 2	
	1 2	
	1 2	
	1 2	

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 62

Spelling Rule for Plural Nouns

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: A noun is a person, place, or thing. What is a noun? [a person, place, or thing] Plural means more than one. A plural noun is more than one person, place, or thing.

  Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S. Finish this sentence: When forming a plural noun, usually add S, but add ES to words that end with _____. [SH, CH, Z, X, or S]
- ☐ Help the child complete the section in this lesson titled "PLURAL NOUNS: S or ES?"
- ☐ Read to the child: The painting on the next page is a folk art painting of Haiti. The painting was created by an artist from Haiti who lives in the area she painted.

  Look at the map of Haiti below. Trace the purple line with your finger. This line is the border of the country. On the yellow side of the purple line is the country of Haiti. On the other side of the line is another country.

  Point to the red square. This red square marks the capital city of Haiti. Almost every country in the world has a capital city. The capital city is where the country's government buildings and government leaders are. The country we live in is called _____. The capital city of our country is _____.

  Look at the painting on the next page again. The painting shows us what life is like for some people who live in the countryside of Haiti. Notice how beautiful and bright the people's clothing is. Notice how beautiful the landscape is. The homes are made out of three different kinds of materials—what are they? [straw, wood, and stone]



- ☐ Have the child help you make a short list of nouns seen in the picture. Write them on the whiteboard, and then have the child change some of them to plural nouns. NOTE: Not all nouns can be made plural with S or ES.
- ☐ Write these words on the whiteboard: village, girl, donkey. Tell the child these are common nouns. Ask the child to make up some proper nouns (specific names) that go along with the picture by giving the village and people names.


Saint-Vil
Fleurius

Completed ☐

PLURAL NOUNS: S or ES?



☐ Read to the child: Most NOUNS can be made plural by adding an S. Add ES to nouns that end with SH, CH, Z, X, or S.

Have the child write S or ES at the end of each word to correctly make the word plural.

s es

tree

sock

bench

dress

crack

lamp

glass

fox

church

Independent Practice

Read to the child: Circle the correct word for each sentence. The word TOO (with two Os) can mean ALSO or VERY.

The pail is to / too leaky.	Take the grain to / too the cows.
Give the turnip to / too the teacher.	The nurse can help to / too.

© Good and Beautiful

Completed ☐

Read to the child: Fill in each blank with the correct word from the blue box. Remember to start sentences with an uppercase letter.

was	Oh	your	from	boy

Dave is a _____.

My home is far _____ here.

Is _____ sister on the train?

I _____ late.

_____, I love the rain!



Read to the child: A verb tells what the subject does. There are two types of verbs: action verbs and being verbs. Read each sentence below. Then circle the verb with blue. The first one is completed as an example.

The family sails.	A train stops.
The rain starts.	The wind is strong.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 63

Two-Syllable Words: Part 4

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: We are going to practice reading words that are more than one syllable. First, say each syllable. Then read the syllables together. (Note: Even if the child can read the words, it is helpful to learn the skill of separating out syllables to prepare for more challenging words to come.)

sea - son **season**	pret - zel **pretzel**	pic - nic **picnic**
hic - cup **hiccup**	hun - dred **hundred**	car - toon **cartoon**
cac - tus **cactus**	sil - ver **silver**	mag - net **magnet**
nap - kin **napkin**	gar - den **garden**	pump - kin **pumpkin**
buck - et **bucket**	back - pack **backpack**	ex - port **export**
gal - lop **gallop**	den - tist **dentist**	foot - ball **football**

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Completed ☐

tal - ent **talent**	for - est **forest**	wel - come **welcome**
pres - ent **present**	king - dom **kingdom**	hap - pen **happen**

☐ Read to the child: We are going to do an activity called "Which One Is the Winner?" It is a dog show contest, and you are the judge! On each box write the word I dictate to you. Dictate these words, telling the child that the /ow/ sound is made with the letters O and W: now, how, wow. Now choose which dog gets first place and draw a line from its box to the gold medal. Then choose second (silver) and third (bronze) places and draw a line to those medals.

Which One Is the Winner?





☐ Read to the child: Write this phrase, and then finish it with your own words: The dog is _____. Remember to start the sentence with an uppercase letter and end it with a period.

© Good and Beautiful

Independent Practice

Use the app

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Lesson 63 Audio Narration. Play the audio narration. Read to the child: Listen and follow the instructions. This exercise exposes you to beautiful descriptive and sensory language, preparing you to complete your own oral narration in an upcoming lesson.



Completed ☐

PLURAL NOUNS: S or ES?

Read to the child:
Most NOUNS can be made plural by adding an S. Add ES to nouns that end with SH, CH, Z, X, or S.

Read to the child:
Write S or ES at the end of each word to correctly make the word plural.



fern _____ tail _____

inch _____ class _____

brush _____ box _____

Read to the child: Using examples of the ferns above, draw one or two ferns with colored pencils.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 64

Subjects + Maps

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: Look at the map on the next page. The green parts show the United Kingdom. The United Kingdom is an area with four countries (point to the countries on the map as you say them): England, Scotland, Wales, and Northern Ireland. Point to the flag on the map. This is the United Kingdom's flag.

Point to the compass rose. A compass rose is a design on a map that shows cardinal directions: north, east, south, and west. It is easy to remember this order if you go clockwise and say Never (for north), Eat (for east), Soggy (for south), Waffles (for west). Point to the N on the compass rose and tell me what the N stands for. [north] Repeat for E, S, and W.

Point to Wales. Now move your finger from Wales to Scotland. You just went north! Now put your finger on England and move it to Wales. You just went west!

Look at the compass rose and point to the S. The S points south.

Show the child where the English Channel is. Point to England, and then move your finger to the English Channel. Which way did you move? [south]

Maps are a lot of fun. You'll get even more practice with the compass rose in the Level 2 course. Now let's look at the map key. Point to the map key and tell the child what each symbol represents.

Using the map key to help you, show me where these things are on the map: mountains, rivers, the border between Wales and England, and the border between England and Scotland.

Point to the country of England. The white dots show cities. Point to the city of London. This is the capital city of England. As you have learned, almost every country in the world has a capital city. The capital city is where the country's government buildings and government leaders are. Point to the blue clock tower by London. This famous clock is called Big Ben, and it's an important landmark in London. Maps can show us where famous landmarks or monuments are.

In the next couple of lessons, you'll get to explore England and its lovely countryside.

☐ Read to the child: Let's review. A ***verb*** tells what the subject does. There are two types of verbs: action verbs and being verbs.

An action verb shows an action. For example, Amy LAUGHS. David JUMPS. The bird SINGS.

A being verb uses a form of the verb TO BE. For example, Sam IS happy. Sam WAS happy.

A ***subject*** is who or what is acting or being in a sentence. For example, in the sentence "The dog sits," DOG is the subject. In the sentence "My mom is nice," MOM is the subject. An easy way to find the subject of a sentence is by asking who or what is doing the action.

Tell me what the subject is in this sentence: "The boy runs." [boy]

Tell me what the subject is in this sentence: "A bird flies." [bird]

Read each sentence on the next page. Then circle the verb with blue and the subject with yellow. The first one is completed as an example.

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Completed ☐



The family sails.	The ship sails.	The sun shines.
Sheep graze.	England is pretty.	A bus turns.
The rain falls.	The sea was cold.	The map is cute.

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Independent Practice

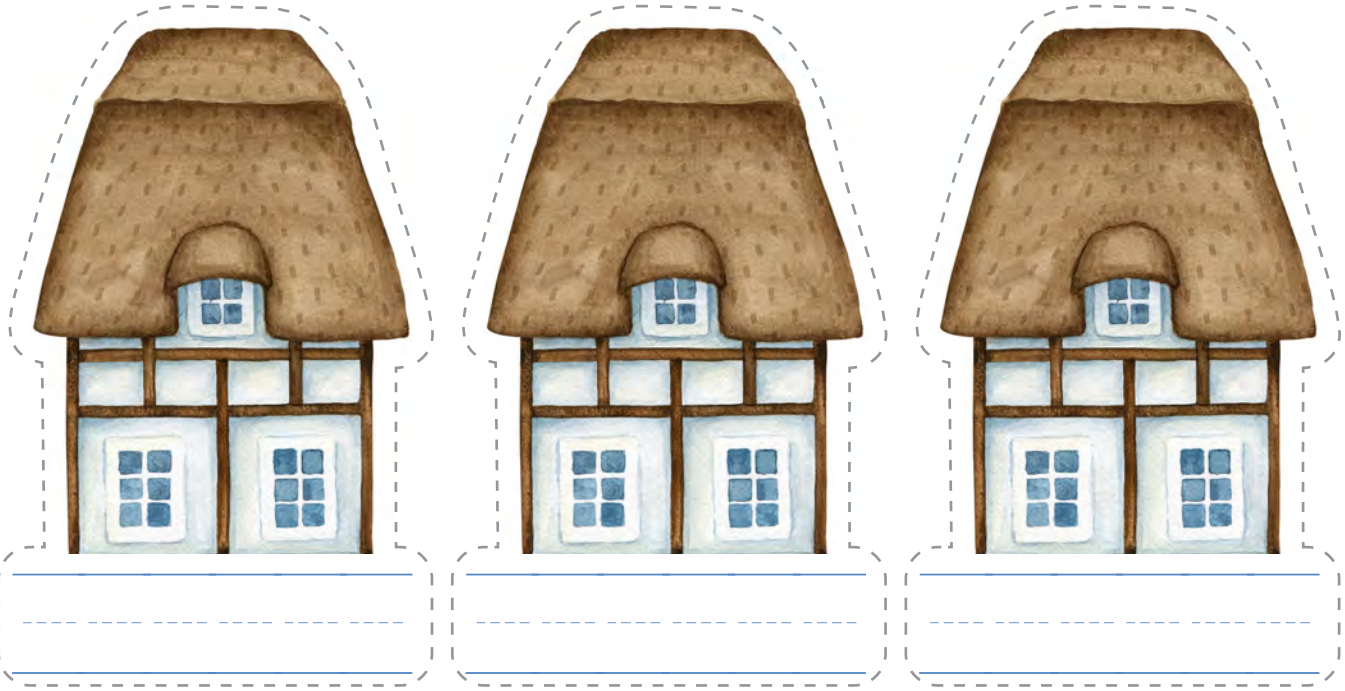
Use the app

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Lesson 64 Audio Narration. Read to the child: Listen and follow the instructions. This exercise exposes you to beautiful descriptive and sensory language, preparing you to complete your own oral narration in an upcoming lesson.



Completed ☐

Read to the child: Under each home, write one of these three words: “how,” “now,” “wow.” Cut out the homes and glue them wherever desired on the last page of this lesson titled “My English Countryside.” Add roads, bushes, trees, etc., with colored pencils or crayons.



Say the words.

done

your

Say and trace the words.

done

your

Circle each word twice.

d	o	n	e	y
o	d	o	r	o
n	u	n	u	u
e	y	o	u	r

Write each word in the correct set of boxes.





Fill in the missing letters.

d e

y r

o u

n e

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

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Completed ☐

Helpful Hint: This lesson requires a blank word processing document, so it is suggested that you have it open before starting the lesson.

LESSON 65

READING BOOSTER CARD TARGET 29

WH + Oral Narration

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: ***Climate*** means the type of weather a place has had over a long period of time. Climate tells us if a place is usually hot or cold, dry or wet, windy or not windy. The kind of climate people live in affects how they live. For example, you can't have lemon orchards in cold places because lemon trees don't do well in the cold. Also, you wear warmer, thicker clothing in cold areas. Even the kinds of houses that people build depend on the climate. In Samoa, for example, it is almost always warm, and many people do not have walls on their houses—just beams that let the breeze flow through and cool down the houses. But you would never want to have that kind of house in Alaska, where it is often snowy and freezing!

The climate in England is moderate. That means it doesn't usually get really cold or really hot. England's climate is great for sheep because sheep don't like to get too cold or too hot. Speaking of sheep, you get to read the words on the sheep below. Remember that WH makes the sound /w/ as in WHAT.

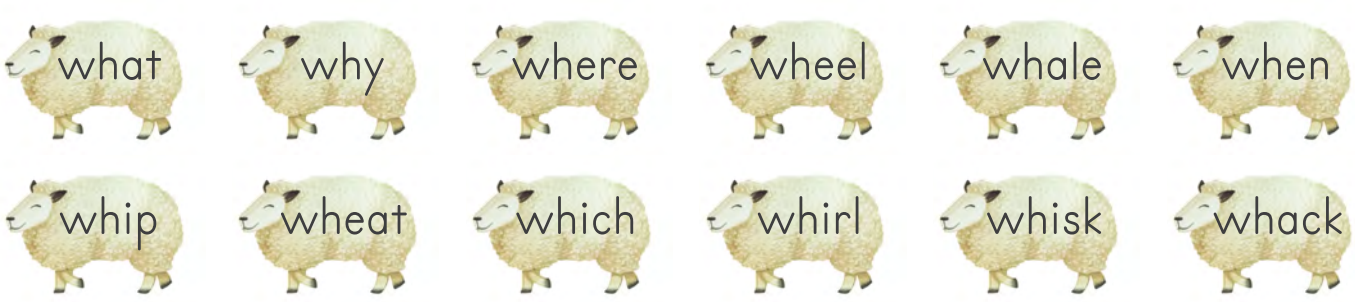
☐ Read to the child: Some WH words, such as who, whom, and whole, are rule breakers*, and the WH makes the sound /h/. Read the words on the chart. Then circle each proper noun, which is the specific name of a person, place, or thing.

Whitney	while	wheat
Wheeler Farm	White Lake	who*
whom*	wham	whole*

☐ Take out the next page and give it to the child. Read to the child: Now you get to describe this photo of England. I will type your description as you say it aloud. If you want to change anything, I can go back and change it. If you need help or need to add more details, I can ask you some questions to help you.

Type out the narration as the child describes the photo. At times you may need to read to the child what was just written. Use the following questions to prompt the child if needed.

- Does the castle stand majestically or beautifully on the hill?
- Does the castle look old or new?
- What does the sun look like?
- Is the light reflecting on the water?
- What do the clouds look like?
- Where do you see shadow and light?
- What are the plants like that line the river?



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Completed ☐

Independent Practice

Read to the child: Look at the castle in the photo you just described. You get to ask the castle owner two questions. Start each question with a word that makes sense: what, where, how, or why.

What Where How Why

do you like it?

is your name?

PLURAL NOUNS: S or ES?

Read to the child: Most NOUNS can be made plural by adding an S. Add ES to nouns that end with SH, CH, Z, X, or S.

Read to the child: Write S or ES at the end of each word to make the correct plural word. Then use colored pencils to draw vines and flowers on the arches.

S ES



arch

seat

drink

class

dish

wheel

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

wheel whale when who where why whom what whip

LESSON 66

Spelling Words with WH

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: Oh no! The sheep from the last lesson have escaped into this lesson. You need to round them up. Read the word on each sheep, and then tap the sheep to put it back in its pen.
- ☐ Complete the letter tiles and art book activities.

Use the app

which

LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 66 or use physical tiles.

Read to the child: We are going to practice words that start with WH. One of the words is a rule breaker: WHO. Look at the word WHO in green, and then close your eyes and spell it aloud. Do this three times.

who

Let's spell words with WH.

whip whisk when who

Now let's review and spell words with OW.

now how wow town

Now let's review and spell words with AI.

rain train faith paint

wheat

Use the app

whirl

ART BOOK

whisk

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Books > The Art of Winslow Homer. Play the video.

Have the child answer the following questions. If needed, have the child listen to the book again.

1. Was Winslow Homer from Germany, Mexico, or the United States of America? [The United States of America]

2. Probably because he lived on the beach in Maine for many years, Winslow Homer painted many scenes of what? [the ocean]



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Completed ☐

Independent Practice

My Little Journal 

Read to the child: Answer the question below with a **complete sentence**. For example, "stormy weather" is not a sentence, but "I like stormy weather" is a complete sentence. Draw a picture of the cover of the book or a scene from the book.

What is a book that you like?

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 67

READING BOOSTER CARD TARGET 31

Reading Words with WR

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Quiz the child on the green and yellow unit spelling words on page 115. Practice any words spelled incorrectly.

☐ Have the child work on memorizing the poem.

What Do You Suppose?

By Unknown

What do you suppose?
A bee sat on my nose.
Then what do you think?
He gave me a wink
And said, "I beg your pardon,
I thought you were a garden."

☐ Read to the child: WR makes the sound /r/ as in WRITE. Choose one of the stretches and circle it. Then read the words on the chart while you hold that stretch. I will hold up the course book for you to see while you read.



wrist	wrap	writer
write	wreath	wrench
wrote	wrong	wring

☐ Read to the child: Now choose one of these stretches and circle it. Then read the words on the chart while you hold that stretch. I will hold up the course book for you to see while you read. Some of these words use WH.



wriggly	wren	written
wrapper	wrapped	wrinkly
whom	wham	whole

☐ Have the child spell these words aloud: far, jar, art, farm.

☐ Read to the child: You get to sort out sentences. Find the boxes on the next page and cut them out along the dashed lines. Then put the strips together in pairs to make sentences. *Hint: A sentence starts with an uppercase letter and ends with a period.*

☐ Read to the child: Complete these steps for each box below:

1. Circle the verb. Tell me if it is an action verb or a being verb.
2. Circle the subject of each sentence with a yellow pencil. Tell me if the subject is a common or proper noun.

A snail moves.

Blake is kind.

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Completed ☐

Independent Practice

Read to the child: Start the question below with a word that makes sense: when, where, how, or why.

When Where How Why

_____ is your purse?

MIXED-UP SENTENCE

Read to the child: The sentence in the blue box is mixed up, and it's missing a period. On the blank line, write the sentence in the correct order. Don't forget the period. *Hint: A sentence always starts with an uppercase letter, which is also called a capital letter.*

funny You are

_____

_____

_____

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

That is	note on a wrapper.
Please	the wrong way.
The writer	has a sore wrist.
I wrote a	wrap the wreath.

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Completed ☐

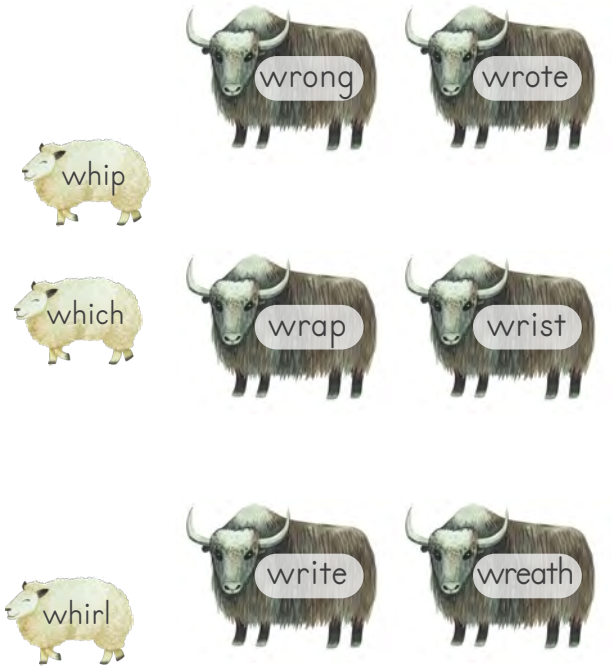


LESSON 68

Aesop's Fables

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: Oh no! Some sheep from Lesson 65 escaped again! Read the word on each sheep, and then tap it to put it back in its pen. It looks like some yaks need to be put back in their pens, too. Read the word on each yak and tap it to put it back in its pen.



☐ Read to the child: I am going to tell you about a storyteller, and then you are going to take a quiz, so pay close attention.

Many fables, or short stories that teach a lesson, were written so long ago that we are not always sure who wrote them. But many ancient fables are said to have been written by a man named Aesop. We do not know a lot about Aesop or even whether he was real. We do not even know his last name! But the following is what people believe about him.

Aesop was a storyteller who is believed to have lived a long time ago. He lived in Greece, which is in Europe. Aesop was a slave. He was a very wise man, and people loved his stories. His stories usually included animals and taught good lessons. Eventually, he was considered so clever that he was freed from being a slave and became an assistant to the king. Aesop's stories were retold by others and eventually written down.



☐ Have the child take the "Aesop Quiz." [Answers: C, B, C, A, C, C]



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Aesop Quiz

Have the child circle the correct answer.

1. Was Aesop a real man?
   - A. no
   - B. yes
   - C. maybe

2. What was Aesop's last name?
   - A. Baker
   - B. We do not know his last name.
   - C. Smith

3. Aesop told many stories about _____.
   - A. people
   - B. dragons
   - C. animals

Have the child write the correct answer on the blank line.

4. Aesop lived in _____.
   - A. Greece
   - B. Africa
   - C. France

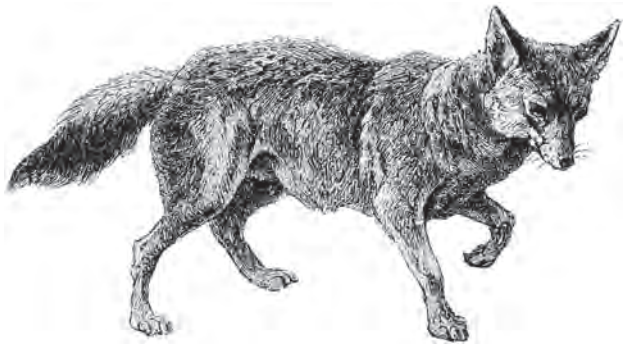
5. Aesop was a _____.
   - A. baker
   - B. farmer
   - C. slave

6. Aesop liked to _____.
   - A. write songs
   - B. make pots
   - C. tell stories

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Completed ☐

☐ Read Aesop's fable to the child. Have the child narrate (retell) the story in his or her own words. If needed, prompt the child or read the story to the child again. Then discuss the lesson the story teaches.



The Wolf in Sheep's Clothing

A wolf really wants a sheep for dinner, but he cannot get one because the shepherd watches the sheep so carefully. So the wolf decides to disguise himself. He clothes himself in a sheepskin and slips among the sheep. The wolf completely tricks the shepherd, and when the flock is penned into a fenced area for the night, the wolf is shut in with the rest. But the shepherd, that very night, needs a sheep for food. He takes the wolf instead of a sheep.

Independent Practice

Read to the child: Circle the correct word for each sentence. The word TOO (with two Os) can mean ALSO or VERY.

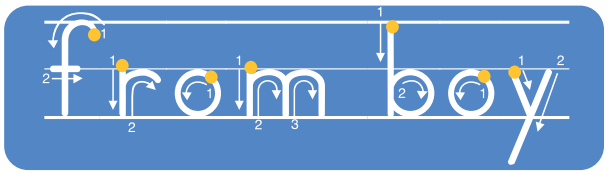
The air is to / too cold.	I go to / too the store.
I want to / too swim.	You are to / too late.

He is two / too years old.	I will come two / too.
We have two / too fish.	I like apes two / too.

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Completed ☐

Independent Practice



Read to the child: Fill in each blank with the word FROM or BOY.

The _____ is _____ my town.

Read to the child: Follow all the instructions in orange.



1. Write the word "who" under the dog on the ground.
2. Find the boy and color his pants green.
3. Fill in the sun with yellow.
4. Color the two dogs brown.
5. Color any three flowers pink.
6. Find the boy's cap and color it blue.
7. Fill in the boy's shirt with red.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 69

READING BOOSTER CARD TARGET 32

Sight Words: Group 3

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

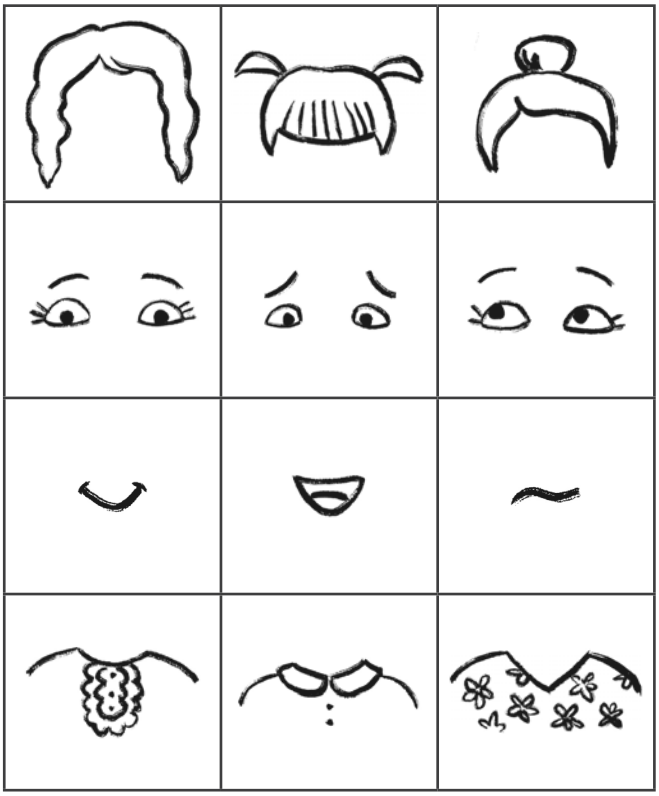
☐ Read to the child: Today we are going to practice reading sentences with sight words you have learned in your reading booster cards. Read the sentences in the boxes below. After each sentence, pause and choose a pair of eyes, a mouth, hair, or a shirt to draw on the girl.

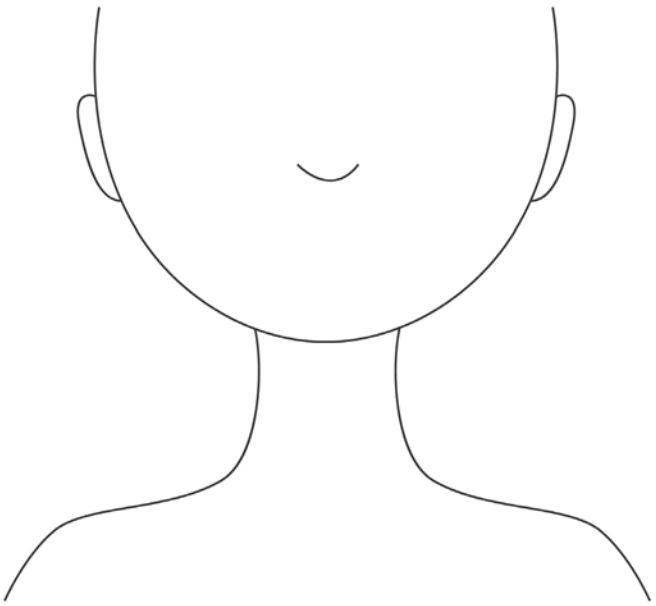
My brother and I have faith in Jesus.

I will also search for other books.

The young child has a big heart.

Because Hank is gone, we need help today.





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Completed ☐

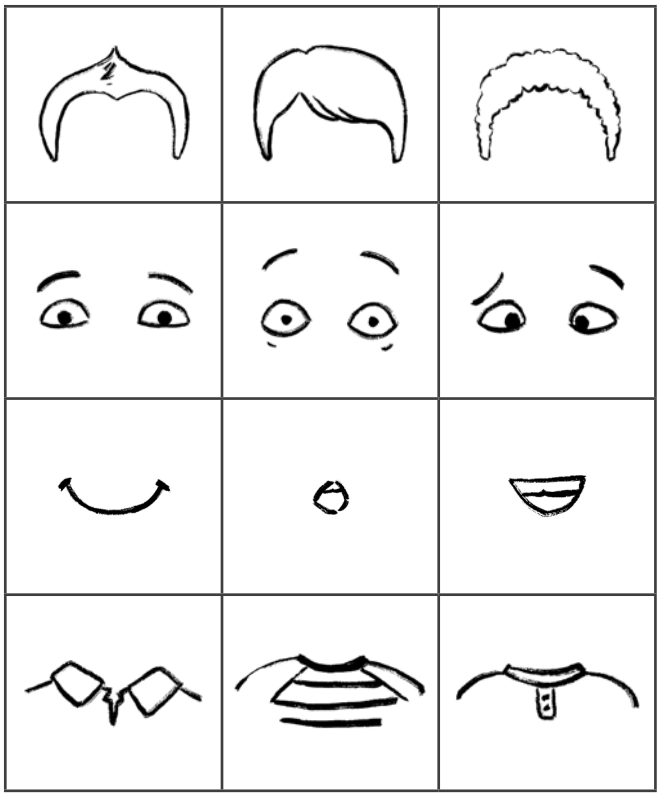
☐ Repeat the same activity having the child draw a boy with the items below.

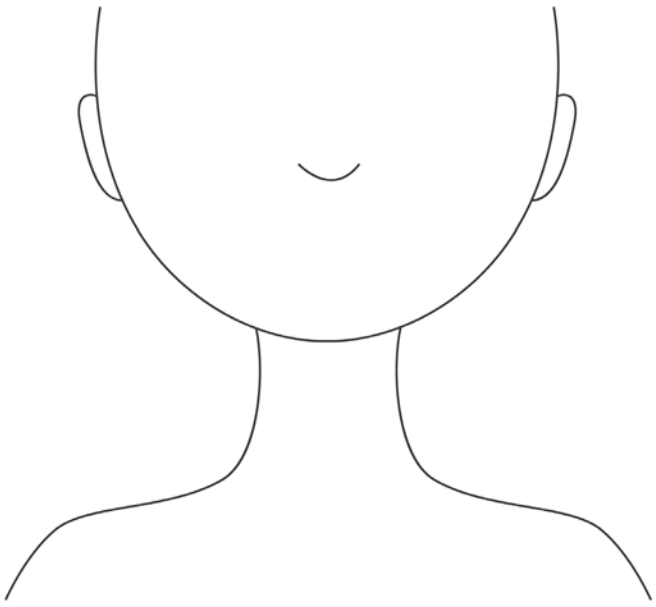
Once the sun came up, it got really warm.

In one hour we will put frosting on the cake.

We will search for your brother's dog.

Only Jesus has been a perfect person.





☐ Have the child read the poem aloud.

Little Bird

By Shannen Yauger

Sweet little bird, up in a tree,
I see you, do you see me?
Stretch your wings, then fly away.
I'm so happy I saw you today!



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Completed ☐

Independent Practice

PLURAL NOUNS: S or ES?



Read to the child: Most NOUNS can be made plural by adding an S. Add ES to nouns that end with SH, CH, Z, X, or S.

Read to the child: Read each word. Then write S or ES at the end of each word to correctly make the word plural.

s es

boss

flash

wish

beach

snail

sail

fox

Say the word below.

done

Trace the word.

done

Circle the word 3 times.

d	o	n	e	d
o	d	o	n	e
n	u	n	u	s
o	d	o	n	e

Fill in the missing letters.

d e

e

on

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 70

ER and EST

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Use the app Practice the unit spelling words using the letter tiles app (Level 1 > Spelling Words: Unit 2) or any way desired: was, oh, your, from, boy, come, more, done, none, move. Practice any words spelled incorrectly.

☐ Read to the child: A suffix is a letter or short group of letters added to the end of a word that changes the word's meaning.

1. Look at the word in the first green box and read it. In the second green box, the suffix ER is added to the word. Read the new word that is made.
2. Look at the word in the first orange box and read it. In the second orange box, the suffix EST is added to the word. Read the new word that is made.
3. Look at the word in the first purple box and read it. In the second purple box, the suffix EST is added to the word. Read the new word that is made.

fast	faster	cold	coldest	loud	loudest

☐ Read to the child: Read all the words in each box. Then draw a line from each word to the picture it describes.

fast faster fastest			tall taller tallest		
					

☐ Read to the child: Read each row of words. Then draw a line from the row of words to the picture that best shows what the words could describe.

young	younger	short	shorter	soft	softer



old	oldest	sharp	sharper	big	biggest



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Independent Practice

Spot the Syllables

Read to the child: Fill in the circle for the number of syllables in the word depicted in the image. Then write the word for the image divided into syllables with a dash between the syllables. The blue box shows all the syllables used. The first one is completed as an example. Every syllable needs a vowel.

spoon a met corn fox hel

	1 **2**	mag - net
	1 2	
	1 2	
	1 2	
	1 2	

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Items Needed:
watercolors
paintbrush
salt

LESSON 71

READING BOOSTER CARD TARGET 34

AU and AW: Part 1

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Take this page out of the course book. Read to the child: Today you get to create a pond for the swan. AW and AU always say /aw/ as in SAW. Read each box of words. Then I will read the instructions for what to do. In the end you will have made a really fun pond!

r**aw**	str**aw**	cr**aw**l
s**aw**	dr**aw**	th**aw**
cl**aw**	h**awk**	d**awn**

Half of the pond is drawn. Color the plants. Draw just the outline of the rest of the pond. Do not draw your own plants yet—just the outline of the pond.

f**awn**	l**aw**	fl**aw**
l**awn**	j**aw**	p**awn**
y**awn**	**aw**ful	p**aw**

Draw some little plants, flowers, and grass around the part of the pond you drew. With a colored pencil, draw a few little fish in the pond.

p**au**se	P**au**l
l**au**ndry	l**au**nch
f**au**lt	**au**thor

Paint the pond lightly with blue watercolors. Paint right over the fish. Sprinkle the painting with a few pinches of salt. Brush away the salt when the painting is dry.



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Independent Practice

Read to the child: Complete the question with a word that makes sense: what, when, where, how, or why.

what when where how why

Do you know
we will leave today?

MIXED-UP SENTENCE

Read to the child: The sentence in the blue box is mixed up, and it's missing a period. On the blank line, write the sentence in the correct order. Don't forget the period. *Hint: A sentence always starts with an uppercase letter, which is also called a capital letter.*

kind He is so

Say the word below.

none

Trace the word.

none

Circle the word 3 times.

n	o	n	n	d
o	d	o	o	a
m	n	o	n	e
n	o	n	e	e

Fill in the missing letters.

n e

e

on

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Important Notes About Spelling



- At this point in the course, the child does not practice spelling with all the phonics principles he or she is learning on the booster cards. Some phonics principles are complex, especially with longer words, and are easier to read than to spell. For the rest of this course, spelling practice will be focused on
  1. practicing words that contain phonics principles learned in this course,
  2. practicing and refining the spelling of phonics principles previously learned,
  3. practicing unit spelling words, which are rule breakers that need to be memorized, and
  4. learning to isolate and identify sounds in words, which greatly helps with spelling.
- While it's important at this age to practice spelling in the ways just listed, the most important way to increase spelling skills at this level is to have the child focus on phonics and reading.
- If you have extra time or want to do extra work with the child to improve spelling, we recommend not spending that extra time on memorizing lists of spelling words at this level. Rather, have the child learn how to read well and do as much reading as possible. However, balance is important, and the way this course has the child practice spelling is also very important to set a strong foundation in spelling.
- More spelling rules will be introduced in Level 2.

Completed ☐

LESSON 72

Spelling Practice

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: Oh no! Five sheep from Lesson 65 have escaped *again*. You need to round them up. Read the word on each sheep, and then tap the sheep to put it back in its pen.
- ☐ Complete the letter tiles and geography book activities.









LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 72 or use physical tiles. Read to the child: We are going to practice words with phonics principles you have learned. One of the words is a rule breaker: WHO. Look at the word WHO in green, and then close your eyes and spell it aloud. Do this three times.

who

Let's spell words with ALK and OLD.

walk | old | talk | cold

Now let's spell words with EA.

neat | east | leaf | clean

Now let's review and spell words with WH.

what | when | why | who









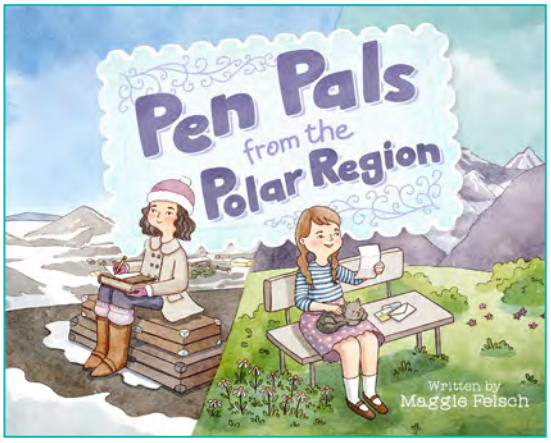
GEOGRAPHY BOOK

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Books > Pen Pals from the Polar Region. Play the video.

Have the child answer the following questions. If needed, have the child listen to the book again.

1. The polar region on the south side of the earth is called the Antarctic Circle. What is the polar region on the north side of the earth called? [the Arctic Circle]

2. When it's summer in the Arctic Circle, what season is it in the Antarctic Circle? [winter]





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Independent Practice

My Little Journal

Read to the child: Answer the question with a **complete sentence**, tracing the first part. Draw a picture in the box for the sentence you write. Don't forget to include a period at the end of the sentence.

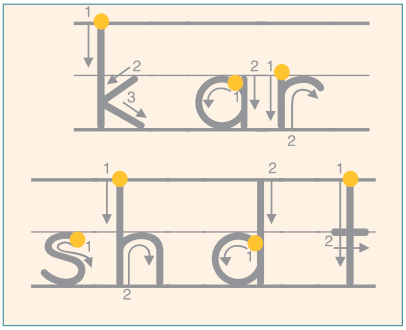
What do you think about snakes?

Some ideas: neat, cool, scary, odd

I think snakes are

Segment and Spell

Read to the child: Write the individual sounds to spell the word for each image. Two letters together that make one sound (like SH or AR) go in one box. There is one box for each sound.







Art

Read to the child: Draw a balloon around each vowel.

e i

g

u

c

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 73

AU and AW: Part 2

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Have the child read the words:

small	smaller	tall	tallest	short	shorter

- ☐ 

Practice the unit spelling words using the letter tiles app (Level 1 > Spelling Words: Unit 2) or any way desired: was, oh, your, from, boy, come, more, done, none, move. Practice any words spelled incorrectly.
- ☐ Read to the child: Choose any phrase on the chart below and read it in your mind. Then pretend to do the action for the phrase. I will try to guess which action you are doing. Then cross off the box and choose another phrase. Continue until all the phrases are crossed off.

drink with a straw	walk on the lawn	tap my jaw and count to ten	be a rocket that launches
be a dog with a hurt paw	yawn loudly	fold laundry	fly like a hawk
cut raw peaches	draw a train	wake up at dawn	use a saw to cut wood

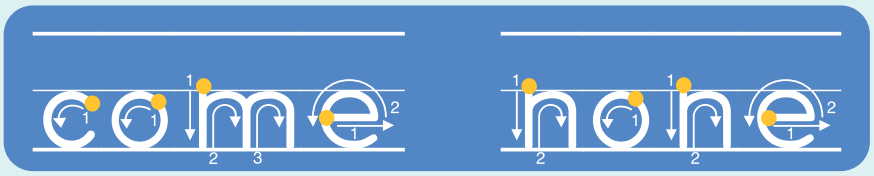
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Independent Practice

Read to the child: Circle all the uppercase letters. If you get any letters incorrect, practice writing the uppercase and lowercase pair (e.g., Aa) for the letter a few times on a whiteboard.

Q r q S t s U R v T u W Y p



Read to the child: Fill in each blank with the correct word: COME or NONE.

Will you _____ and sit on the lawn?

Well, _____ of the straws are long.

Riddles!

Read to the child: Read the riddles and write the answers. Each answer contains OO.

What am I?

I am in the sky.
I am hard to see in the day.
I am round, and I shine.
A man has walked on me.

_____

What am I?

I am part of your body.
I am in your mouth.
I am hard and white.
I help you eat!
I am just one.

_____

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Read to the child: Study the painting. Then read each word in purple below and highlight or circle it if you see the item in the painting.



lawn	whale	plant	tree	mouse
straw	rain	bird	ladder	house
hawk	wood	dirt	penny	goose
fawn	train	path	army	child
grass	nurse	river	wall	cow

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Completed ☐

LESSON 74

Articles

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Have the child read this sentence aloud:

I t**old** the **old** goat not to h**old** on to my coat.

- ☐ Dictate these words and have the child write them on the blank lines below: hold, told.
- ☐ Read to the child: The words THE, A, and AN are called ***articles***. What three words are articles? [THE, A, and AN] Use the word AN in front of a word that starts with a vowel sound. Point to the word OWL in the purple sentence. Does OWL start with a vowel sound? Yes, so we use AN in front of it instead of A. Read the whole sentence.

I saw an owl.



Use the word A before a word that does not start with a vowel sound. Point to the word HAWK in the green sentence. Does HAWK start with a vowel sound? No, so we use A in front of it instead of AN. Read the whole sentence.

I saw a hawk.



Here is a tip when deciding if you should use A or AN: think of not wanting to have two vowel sounds in a row. Let's review. What are the three articles? [THE, A, and AN]

- ☐ Help the child complete the "A or AN?" activity on the next page. Read the tip above to the child when needed.
- ☐ Have the child read this poem:

May

By Unknown

May's a month of happy sounds,
The hum of buzzing bees,
The chirp of sweet baby birds,
And the song of a little breeze.



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Completed ☐

A or An?



☐ Read to the child: Write the correct choice on each blank line: A or AN.

_____ _____

_____ ant is on _____ wrench.

_____ _____

_____ ax is on _____ log.

Independent Practice

Say the word.

move

Trace the word.

move

Circle the word 3 times.

c	m	n	e	m
m	o	v	e	o
n	v	e	u	v
o	e	m	n	e

Fill in the missing letters.

o e

m e

v e

Say the word.

come

Trace the word.

come

Circle the word 3 times.

b	o	c	e	c
o	d	o	n	o
c	o	m	e	m
a	c	e	n	e

Fill in the missing letters.

o e

c e

m e

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Completed ☐

Read to the child: Read each sentence. If the sentence is not true about the picture, cross out the box.

A cow is in the stream.	A cow drinks water.
Yellow frogs jump upon the roof.	Clouds are in the sky.
The girl holds a pail.	A pretty cat searches for a mouse.



☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 75

READING BOOSTER 36 CARD TARGET

Open Syllables: Part 1

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Have the child read this sentence aloud:

The food is c**old** and m**old**y.

- ☐ Dictate these words and have the child write them on the blank lines below: old, told.
- ☐ Use the app On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > Open and Closed Syllables. Play the video.
- ☐ Read to the child: When a syllable ends with one vowel, it is an ***open syllable***, and the vowel is usually long (says its name). Each word on the first mug below has an open syllable for the first syllable. With a yellow crayon or highlighter, highlight the vowel at the end of the first syllable. The open-syllable vowel will say its name. Read the words.



Each of the words on the next mug has a closed syllable for the first syllable, except for one. Find the one word that has an open first syllable and highlight the vowel. Read the words.



With a yellow crayon or highlighter, highlight the vowel at the end of the first syllable. The open-syllable vowel will say its name. Read the words on the last mug.



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Completed ☐

☐ Work on reviewing the poem memorized in the previous unit.

Singing Time

By Rose Fyleman

I wake in the morning early
And always, the very first thing,
I poke out my head and I sit up in bed
And I sing and I sing and I sing.

☐ Read to the child: Let's review.

1. When a vowel is long, it says its _____. [name]
2. How many letters are in the alphabet? [26]
3. What are the vowels? [A, E, I, O, U, and sometimes Y]
4. A consonant is every letter that is not a ____. [vowel]

Independent Practice

My Little Journal



Read to the child: Answer the question with a **complete sentence**. For example, "dogs" is not a sentence, but "I like dogs more than cats" is a complete sentence. Draw a picture in the box for the sentence you write.

Do you like summer or winter more?

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 76

Open Syllables: Part 2

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Have the child read this sentence aloud:

He t**old** me where to find g**old**.

Dictate these words and have the child write them on the blank lines below: sold, hold.

- ☐ If desired, watch the video from the previous lesson again. Read to the child: As we have learned, words can be divided into syllables. When a syllable ends with one vowel, the vowel is usually long (says its name). These kinds of syllables are called OPEN SYLLABLES because there is nothing after the vowel to "close" it. Each of the words on the first mug below has an open syllable for the first syllable. With a yellow crayon or highlighter, highlight the vowel at the end of each first syllable. The open-syllable vowel will say its long name. Read the words.



Each of the words on the next mug has a closed syllable for the first syllable, except for one. Find the one word that has an open first syllable and highlight the vowel. Read the words.



With a yellow crayon or highlighter, highlight the vowel at the end of each first syllable. The open-syllable vowel will say its long name. Read the words on the last mug.



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Completed ☐

Independent Practice

A or An?



Read to the child: Write the correct choice on each blank line: A or AN.

_____ Is _____ ant on _____ plate?

_____ ape is on _____ rock.

Say the word.

more

Trace the word.

more

Circle the word 3 times.

m	o	n	m	m
o	o	o	o	o
k	u	r	r	r
m	o	r	e	e

Fill in the missing letters.

o e

m e

r e

Say the word.

from

Trace the word.

from

Circle the word 3 times.

d	f	r	o	m
f	r	o	m	e
f	o	n	o	s
e	m	o	n	d

Fill in the missing letters.

r m

f m

o m

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 77

Compound Words

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Have the child read this sentence aloud:

  He s**old** the **old** g**old** clock.

- ☐ Dictate these words and have the child write them on the blank lines below: bold, cold.
- ☐ Read to the child: A compound word is made of two words joined together. We are going to practice reading compound words. First, say the words separately, and then put them together.

pop - corn **popcorn**	cross - walk **crosswalk**	mail - box **mailbox**
cow - boy **cowboy**	pan - cake **pancake**	fire - fly **firefly**
tooth - brush **toothbrush**	bath - tub **bathtub**	sea - shore **seashore**
gold - fish **goldfish**	butter - fly **butterfly**	grass - hopper **grasshopper**
some - one **someone**	sea - shell **seashell**	birth - day **birthday**

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Completed ☐

Independent Practice

Compound Words Flap Chart

1. Have the child read the words below aloud and circle four words for which he or she would like to draw pictures.
2. Have the child make a compound word flap chart by following these instructions:

   Fold a blank sheet of paper in half vertically. Open the paper back up. Fold the two long sides to the center. Now fold it in half horizontally, and then fold it in half horizontally again. Open the paper all the way. You should have created 16 boxes. With the paper turned vertically, cut the three horizontal folds between the four outside boxes on each long side, stopping when you reach the first vertical crease, as shown in the picture.

   On the outside of the first flap, write the first half of the compound word you chose and draw a picture of the word. On the second flap, write the second half of the word and draw a picture of the word. Open up the flaps, write the compound word, and draw a picture for the compound word.

basketball rainbow

starfish goldfish

cupcake toothbrush

pancake mailbox

sunflower raincoat

firefly spaceship



☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 78

READING BOOSTER CARD TARGET 37

Softy E: Part 1

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: What sound does AR make? [/ar/ as in TAR] Dictate these words and have the child write them on the blank lines below: farm, sharp.

☐ Read to the child: Under each flower, circle the first word in the compound word, and then read the word to name the flower.

				
sunflower	cornflower	bluebells	buttercup	masterwort

☐ 

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > Softy E. Play the video.

☐ Read to the child: Whenever a word ends with CE or GE, Softy E comes and tickles the G or C and makes them soft. What is the soft sound of C? [/s/] What is the soft sound of G? [/j/] Look at each word and determine which words Softy E would tickle. They are words that end with CE or GE. Then, with a yellow crayon, highlight the letter the girl will tickle to make it soft.

Read all the words that end with GE.

Read all the words that end with CE.

mark

fence

urge



bounce

dance

large

force

lung

lunge

dawn

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Completed ☐

Independent Practice

Read to the child: Read each set of directions. Circle the name of the place where the directions take you.



Go to the only house on Fern Loop.

Where are you?

Shane's House Jenny's House

Go to the place that is the most south on Rose Street.

Where are you?

Art Shop Church

1. Start at the art shop.
2. Turn north on Hope Drive.
3. Turn east on Acorn Street.
4. Turn south on Rose Street.
5. Turn into the first place.

Where are you?

Shane's House Hotel

1. Start at the church.
2. Turn north on Rose Street.
3. Turn west on Acorn Street.
4. Turn north on Hope Drive.
5. Turn into the first place.

Where are you?

Art Shop Store

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Completed ☐

Say the words.

more

boy

Say and trace the words.

more

boy

Circle each word twice.

m	o	m	e	b
o	b	o	y	o
m	o	r	e	y
e	m	e	u	r

Write each word in the correct set of boxes.

Fill in the missing letters.

m e

b

or

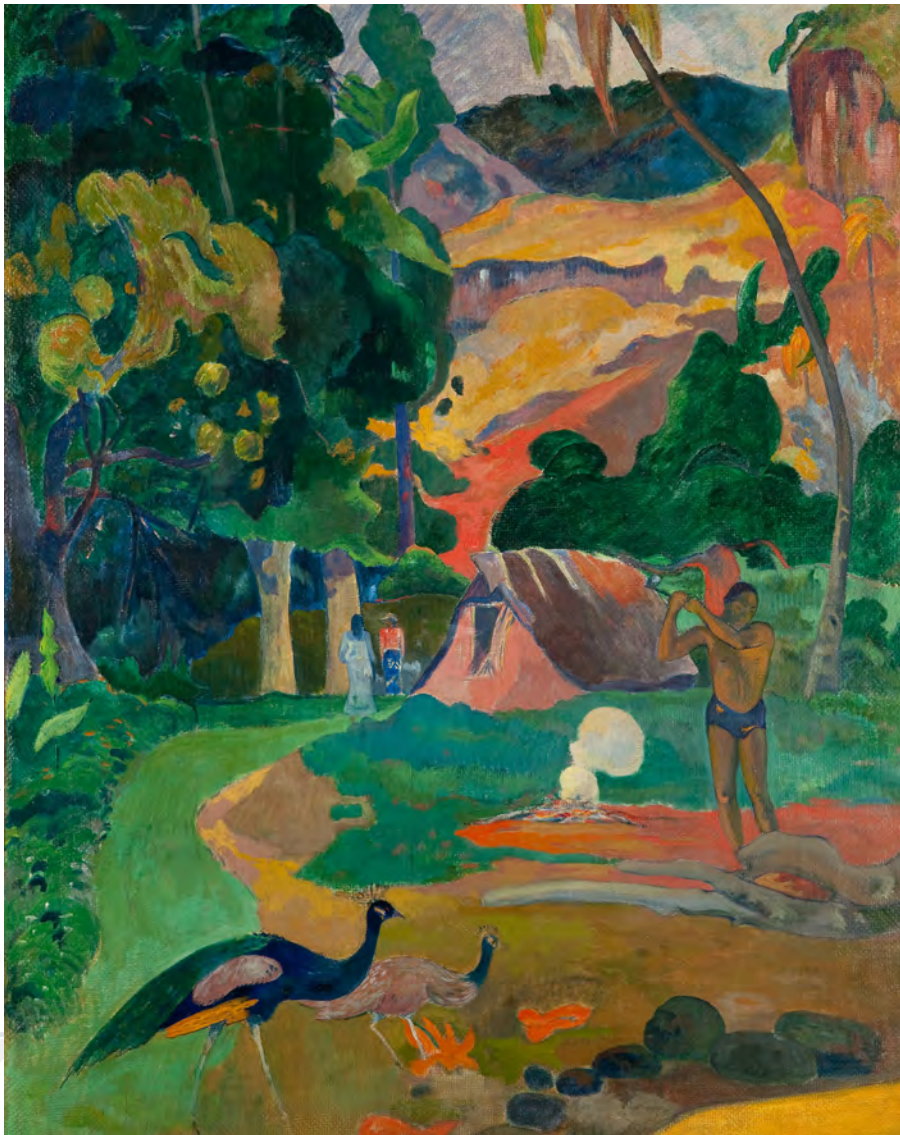
y

Read to the child: This scene is of French Polynesia. If the sentence is not true about the picture, cross out the box.

There are two peacocks.

The man sits and writes.

A whale is on the lawn.



☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Completed ☐

LESSON 79

Softy E: Part 2

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: I will tell you two words, and you write them on the lines at the bottom of the page. In both words Sneaky E makes the vowel say its name. Dictate these words: home, shine.
- ☐ Read to the child: Under each creature, circle the first word in the compound word, and then read the whole word to name the creature.

				
blackbird	stingray	jellyfish	polecat	woodchuck

- ☐ Read to the child: Whenever a word ends with CE or GE, Softy E comes and tickles the G or C and makes them soft. What is the soft sound of C? [/s/] What is the soft sound of G? [/j/] When words end with CE or GE, the Softy E sometimes also makes the vowel say its name. Look at each word and determine which words Softy E would tickle. They are words that end with CE or GE. Then with a yellow crayon, highlight the letter the girl will tickle to make soft.

Read all the words that end with GE and CE. In all the words, the Softy E makes the vowel say its name.



twice

nice

shrug

lace

wage

price

huge

strong

cage

mice

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Read each spelling word, and then spell it aloud three times, clapping with each letter.

was | boy | more | done | none | move

Read to the child: Each spelling word is listed in all uppercase letters. Write each word in all lowercase letters. Read each word aloud before rewriting it.

YOUR	
FROM	
COME	

Use the app

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > Open and Closed Syllables. Play the video. If the concept is already mastered, skip the video. After the video read to the child: Each word has a line dividing it into syllables. The first syllable of each word is open, so the vowel says its name. Read each word aloud, and then draw a line from the word to its picture.

ro/bot

re/mote

pa/per

ti/ger









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Completed ☐

Read to the child: Put a box around the nouns. A ***noun*** is a word for a person, place, or thing.

brain penny write

snail open bird

sing river

Read to the child: Put a box around the action verbs. An ***action verb*** shows an action.

ladder whale search

eat draw bird

sing sleep

Read to the child: Circle the correct word for each sentence.

It is time to / too go.	We are to / too late.
I love to / too play.	I am to / too sick.
I can be / bee kind.	A be / bee can buzz.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 80

UNIT 2 REVIEW

- ☐ Administer the Reading Assessment. You will be instructed near the end of this course to assess the passage again to track progress.
- ☐ On the next page, have the child complete the sections with purple headers only. Correct the work. If the child makes one or more mistakes in a section, check the orange "Additional Practice" checkbox for that section. On another day have the child complete all the orange sections that are checked, if any. Because there is so much review throughout this course and the next course level, the child is not expected to have the material mastered at this point in order to move on to the next unit.

Reading Assessment

- ☐ Time the child as he or she reads the passage in purple. On a separate sheet of paper, use tally marks to count the number of errors made. If the child cannot read a word after a few seconds, tell the child the word (and count it as an error) and have the child continue reading. Pause the timer during any interruptions. Write the time and the number of errors made at the bottom of this page. The course will instruct you to go back and assess this passage again in Lesson 119 to track progress.



Today I did three things.

First, I wrote a story about a funny mouse with a long tail who loved acorns.

Next, I helped plow dirt and plant grain over by the church.

Last, I helped paint the fence white before it began to rain. It was a lovely day.

Reading Assessment Scores

Time	Lesson 80: _____ (date: _____)	Lesson 119: _____ (date: _____)
# of Errors	Lesson 80: _____ (date: _____)	Lesson 119: _____ (date: _____)

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Completed ☐

Homophones

Circle the correct homophone in each sentence.

Give it to / too Mom.	I am to / too old.
A be / bee stung me.	I will be / bee good.

☐ Additional Practice

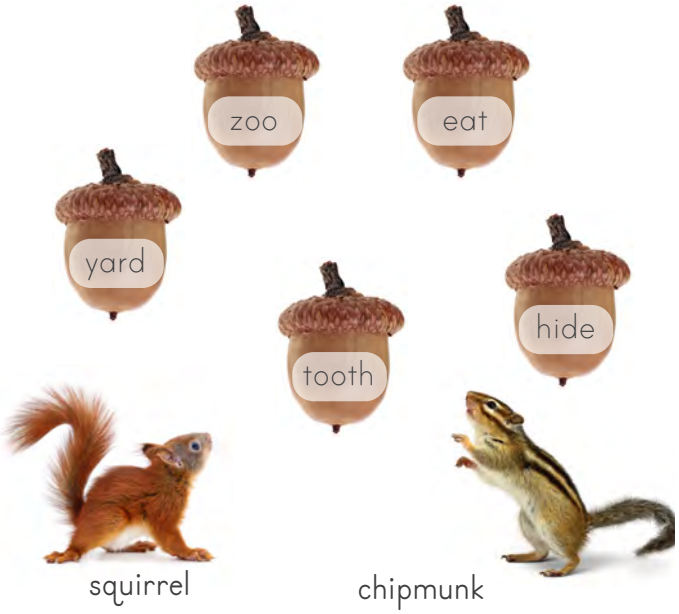
Homophones

Circle the correct homophone in each sentence.

You are to / too late.	It is time to / too leave.
It will be / bee fun.	The be / bee can fly.

Nouns and Verbs

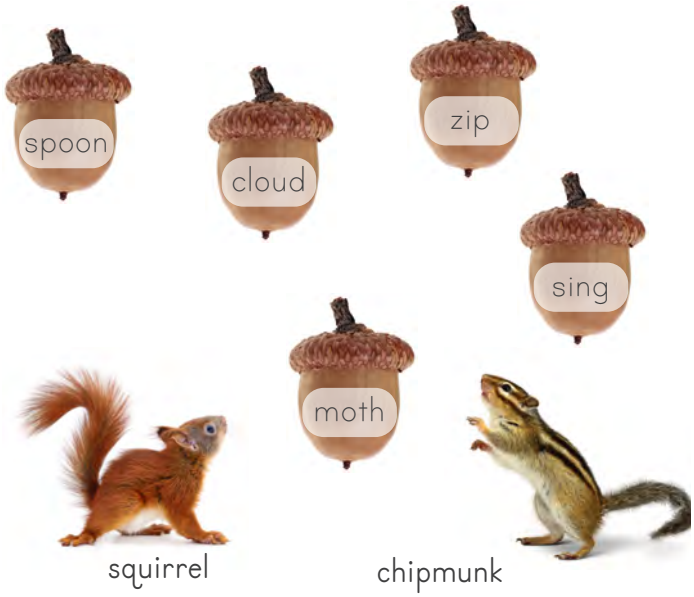
Draw lines from the squirrel to the acorns that have nouns on them. Draw lines from the chipmunk to the acorns that have verbs on them.



☐ Additional Practice

Nouns and Verbs

Draw lines from the squirrel to the acorns that have nouns on them. Draw lines from the chipmunk to the acorns that have verbs on them.



Unit Spelling Words

Use the app

Quiz the child on the unit spelling words in the chart below. Have the child write the words, spell them aloud, or spell the words with the free Good and Beautiful Letter Tiles app (Level 1 > Spelling Words: Unit 2).

was	oh	your	from	boy
come	more	done	none	move

☐ Additional Practice

Unit Spelling Words

Use the app

Quiz the child on the unit spelling words in the chart to the left. Have the child write the words, spell them aloud, or spell the words with the free Good and Beautiful Letter Tiles app (Level 1 > Spelling Words: Unit 2).



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UNIT 3

Lessons 81 to 120

OVERVIEW

Spelling Words

any	many	what	some
school	girl	said	they
does	goes	there	little

Reading Booster Cards Covered in the Unit

- Cards 38 through 56

Spelling Principles Taught

- Spelling words with AI, ALL, EA, EE, EW, IGH, INK, OO sound 1, OO sound 2, OR, OW, OY, Sneaky E
- Spelling rule: Drop the E
- Adding ED, EST, ING

Extra Items Needed

- watercolors
- paintbrush
- stapler
- word processing program
- sticky notes (optional)

Phonics Principles Taught

- Compound words
- Reading consonant + LE, EW, IGH, OA, OE, OI, OLL, other sounds of A, OW can make the long O sound, other sounds of EA, OY, sight words: group 4, soft C and G
- Word-decoding strategies
- Reading two- and three-syllable words
- Contractions
- Suffixes: FUL, LESS, LY

Writing, Grammar, and Other Principles Taught

- Geography: India, continents
- Capitalization, punctuation, commas
- Types of sentences (questions, commands, exclamations, statements), complete sentences vs. fragments
- Art: Mary Cassatt, Hans Andersen Brendekilde, Hermann Werner, Henry O. Tanner
- Root words/base words, prefixes
- Literature: folktales, types of literature (fiction, nonfiction, poetry, drama), *Haddie's Hidden Garden*
- Reading comprehension
- Possessive nouns, adjectives, verb tenses, irregular past tense verbs
- Synonyms and antonyms
- Writer's workshops: thank-you note, gratitude journal
- Homophones: red/read, son/sun
- Oral narration: descriptive sentences, short story
- Respecting nature and people
- Reader's theater: "Mary Had a Little Lamb"
- Editing and editing marks
- Book report

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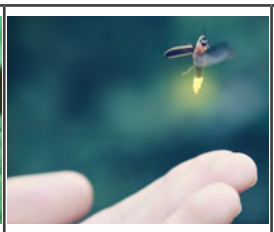
Items Needed:
paintbrush
watercolors

LESSON 81

READING BOOSTER CARD TARGET 38

Consonant + LE Words

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Practice the green unit spelling words using ideas on page 225 (any, many, what, some, there, school) and use the spelling practice ideas from that page to practice any words the child spelled incorrectly.
- ☐ Read to the child: Under each creature circle the first word in the compound word, and then read the whole word to name the creature. The letters G - U - L - L spell GULL.

				
seagull	bluebird	ladybug	firefly	earwig

- ☐ Take out the next page and give it to the child, along with watercolors and a paintbrush. Read to the child: In this lesson is a poem about where animals go when it rains. Because reading the same poem a few times helps you become a faster reader, you will read the poem three times in this lesson. It will get easier each time! As you learned in your booster cards, when words end with a consonant + LE, the E is silent. This poem contains many compound words and words that end with a consonant + LE.

  After reading the poem for the first time, take a break and paint the hillside on the paper I gave you.

  When you've read the poem for the second time, take a break and paint the sky, which should be a stormy sky.

  When you've read the poem for the third time, paint little blue lines in the sky and on the hill to show rain.

THE RAINSTORM

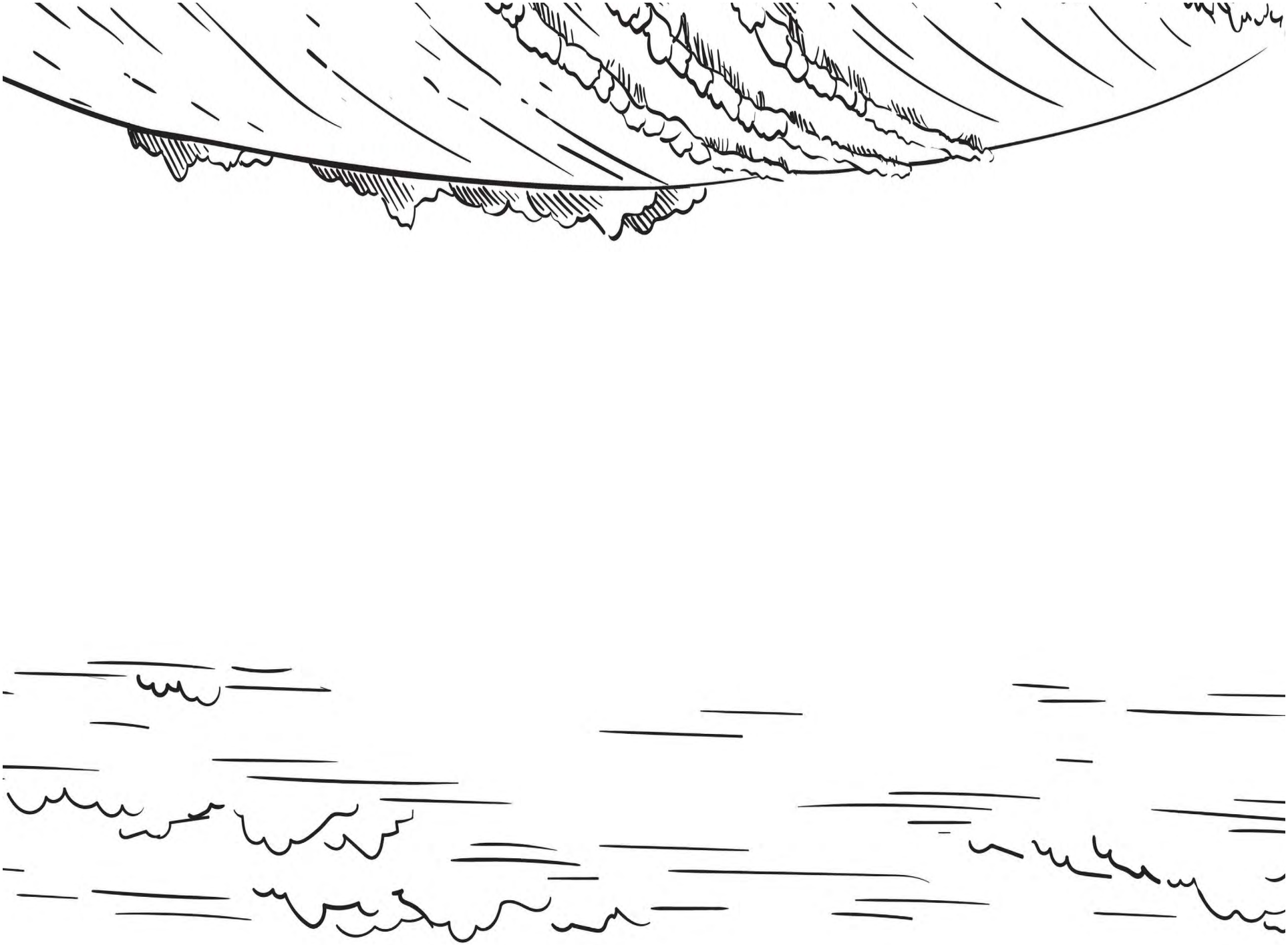
By Jenny Phillips

One afternoon in the summertime,
I sat on a hilltop wide,
And suddenly there came a rainstorm,
And everything went to hide.

The eagle rose above the clouds,
The snake wriggled down its hole,
The beetle snuggled under a stone,
And into the ground went the mole.

The animals found cozy places to cuddle.
But me? I giggled and jumped in a puddle.

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Completed ☐

Helpful Hint: Make sure that the child is saying and reading each spelling word before copying it or spelling it. A child, especially one who is young, may simply copy the letters from print, but the goal is to have the child know the word that he or she is spelling.

Unit 3 Spelling Words & Practice Ideas

any	many	what	some	there	school	girl	said	they	little	does	goes

Kinesthetic

Have the child spell the words with a finger or stick in a tray of salt.

Have the child stand up and spell the word aloud while doing body spelling: 1) stay standing for letters that do not go above the midline or below the baseline, 2) crouch down for letters that go below the baseline, and 3) put his or her hands up for letters that go above the midline.

Have the child spell the words while jumping on a trampoline.

Have the child spell the words aloud while walking across the lawn, taking one step for each letter.

Have the child spell the words by typing them.

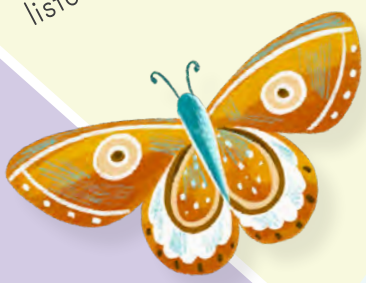
Auditory

Have the child spell the words aloud.

Have the child say the word, spell the word slowly, and then spell the word really fast.

Have the child say each word aloud and spell it on his or her knee with an index finger.

Using a recording device, record or have the child record the words being spelled out. As you record, say the word first, and then spell it out. Then have the child listen to the recording repeatedly.



Visual

Write short sentences that use the spelling word. Have the child read the sentences and then read them backward.

Have the child look at the word. Then have the child cover it up and try to visualize the way the word looked and spell it aloud.

Have the child write the words in all uppercase letters.

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Completed ☐

Independent Practice

ing

Read to the child: Change each of the words in the box to its ING form to show what is happening in each picture. Write the ING word on the line next to the picture it describes.

dash walk eat







A or An?

Read to the child: Write the correct choice on each blank line: A or AN.

_____ _____

_____ owl is on _____ tree.

_____ _____

_____ goose is on _____ egg.

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Completed ☐

Read to the child: Study the painting. Then read each word in purple below and highlight or circle it if you see the item in the painting.



waves	forest	rice	cloud	whale
table	candle	water	ladder	rock
stable	train	house	church	white

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 82

Capitalization and Punctuation

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: I will tell you two words, and you write them on the lines at the bottom of the page. Each word has ER at the end. Think of the word without ER first and then add the ER. Dictate these words: taller, smaller.

☐ Read to the child: Under each creature circle the first word in the compound word, and then read the whole word to name the creature. The letters B - U - L - L spell BULL.

				
bulldog	sheepdog	greyhound	bobcat	foxhound

☐ Read to the child: The words in green are the days of the week. Point to each word and read it. Help the child read the words if needed.

Wednesday Saturday Monday Thursday Friday Sunday Tuesday

☐ Read to the child: Just as a room can get messy and needs to be cleaned up, sometimes writing needs to be cleaned up too. Editing is the process of fixing and cleaning up writing. Always capitalize names of people and pets, capitalize the word I, and start sentences with a capital letter. You already know that you should end sentences with either a period, a question mark, or an exclamation point. Place three short lines (≡) under letters in the purple sentences that should be capitalized. There are three mistakes.

John and i gave a Bible to frank. he thanked us.

You should also capitalize days of the week and months of the year. Place three short lines (≡) under letters in the orange sentences that should be capitalized. There are three mistakes.

In april we made pickles. next monday we will eat them.

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Completed ☐

☐ Read to the child: When we edit our own writing, we can erase and fix our mistakes. When we want to show what should be fixed on someone else's paper, we use editing marks like those below. Help the child complete the editing exercise below.

Edit the Story



☐ Have the child edit the story using the editing marks shown in the box below. Remind the child that sentences should always start with uppercase letters and end with a punctuation mark. **There are four mistakes.**

Capitalize: ≡	Add a punctuation mark: ^ ^?

Example: i made a cake for Mom

The Peacock

what kind of pet do you think I have? It is not a turtle or a goldfish or a poodle. it is a peacock!

i think peacocks look so noble and lovely

Independent Practice

Use the app: On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > Open and Closed Syllables. Play the video.

Read to the child: Each word has a line dividing it into syllables. The first syllable of each word is open, so the vowel says its name. Read each word aloud, and then draw a line from the word to its picture.

he/ro la/dy a/pron spi/der o/pen gra/vy








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Completed ☐

Say the words.

many

what

Circle each word twice.

m	a	n	y	w
m	i	n	g	h
m	a	n	y	a
e	w	h	a	t

Fill in the missing letters.

m y

wh

an

at

Say and trace the words.

many

what

Write each word in the correct set of boxes.





Read to the child: Put a box around each action verb. An ***action verb*** shows an action.

crawl snuggle fence

freckle sky

cake

read draw

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 83

A Sentence Needs Three Things

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: What sound does EA make? [/ē/ as in the name of the letter] I will tell you two words, and you write them on the lines at the bottom of the page. Each word has ER at the end. Think of the word without ER first and then add the ER. Dictate these words: neater, meaner.

☐ Read to the child: Under each picture, circle the first word in the compound word, and then read the whole word to name the item in the picture.

				
anteater	lionfish	humpback	angelfish	foxglove

☐ Read to the child:
Whenever a word ends with CE or GE, Softy E comes and tickles the C and G and makes them soft. What is the soft sound of C? [/s/] What is the soft sound of G? [/j/] Softy E is going to tickle only the words on the shelves that end with CE or GE. With a yellow crayon, highlight the letters Softy E will tickle to make soft. Then read those words.



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Completed ☐

☐ Read to the child: A sentence needs three things: 1) a subject (who or what is doing the action or being), 2) a verb (what the subject does), and 3) a complete thought. If a group of words is missing any of those things, it is called a fragment and is not a complete sentence. The groups of words below are each missing one of these things, so we call them fragments. I will read one of these fragments that is missing a subject. You change each fragment to a sentence by adding a subject. I will show you how to change the first two fragments to sentences by adding a subject, and then you will complete the rest as I read them.

- can pound the nail [Dad can pound the nail.]
- has a book [Mom has a book.]
- eats dinner [_____ eats dinner.]
- goes to sleep [_____ goes to sleep.]
- cuts the cake [_____ cuts the cake.]
- paints the wall [_____ paints the wall.]

☐ Read to the child: I will tell you groups of words aloud that are fragments because they are missing verbs. You change each fragment to a sentence. I will show you how to change the first two fragments to sentences by adding a verb, and then you will complete the rest as I read them.

- the bird [The bird flies.]
- a little cat [A little cat sleeps.]
- the big dog [The big dog _____.]
- Dad and I [Dad and I _____.]



Independent Practice



Read to the child: Fill in each blank with the correct word: SOME or ANY.

I need _____ pickles.

I do not have _____ muffins left.

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Completed ☐

Edit the Story



Have the child edit the story using the editing marks shown in the box below. Remind the child that sentences and days of the week should start with an uppercase letter. **There are five mistakes.**

Capitalize: ≡ Add a punctuation mark: ^ ?

My Pretty Cow

my pretty cow loves to eat grass. My brother and I take care of her each tuesday.

yesterday my cow got her hoof stuck in a hole. we helped her get it out

Say the words.

does

goes

Say and trace the words.

does

goes

Circle each word twice.

d	o	e	s	g
o	a	n	y	o
e	t	c	u	e
s	g	o	e	s

Write each word in the correct set of boxes.

Fill in the missing letters.

d s

d

g

go

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 84

READING BOOSTER 40 CARD TARGET

A Says /uh/ and /ah/

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Practice the yellow unit spelling words using ideas on page 225 (girl, said, they, little, does, goes) and use the spelling practice ideas from that page to practice any words the child spelled incorrectly.
- ☐ Read to the child: Under each creature circle the first word in the compound word, and then read the whole word to name the creature.

				
seahorse	rockfish	butterfly	deerhound	starfish

- ☐ Read to the child: The words in green are the days of the week. Point to each word and read it. Help the child read the words if needed.

Wednesday Saturday Monday Thursday Friday Sunday Tuesday

- ☐ Read to the child: The most common sound of the letter A is the short vowel sound /ă/ as in the words BAT or SAT. The letter A can also have a long A sound or say /uh/ as in AMONG or /ah/ as in SWAN. If you are reading a word with the letter A, you can try all of these sounds until the word makes sense.

Emma is looking for the key that will open the locked cabinet in her room. Read the words in all the boxes. The key that Emma needs is next to the box that has her name in it.



across
tuna
amount



swan
Anna
calm



want
Emma
swamp
wander
swap



among
adopt
amuse



about
ago
sofa

© Good and Beautiful

Completed ☐

Independent Practice

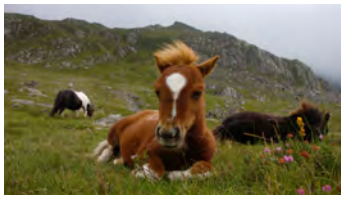
ing

Read to the child: Change each of the words in the box to its ING form to show what is happening in each picture. Write the ING word on the line next to the picture it describes.

feed play rest







Read to the child: For each picture, circle the sentence that is true.



1. The horse has a thick, lovely mane.
2. The horse is friends with a panda and a zebra.



1. The dog runs across the swamp in alarm.
2. The dog has a huge stick in its mouth.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 85

Spelling Review + Oral Narration

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Complete the letter tiles activity.



LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 85 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words with tiles.

Read to the child: Let's practice some of your spelling words for this unit.

girl | said | they | little

Now let's spell words with OO or OR.

look | book | more | soon

Now let's spell words with EE or INK.

need | think | keep | pink

Oral Narration: Descriptive Sentences

- ☐ Read to the child: Let's practice oral narration where you add more description to a sentence to make it more interesting. For example, you can change the sentence "I saw a lizard" to "I saw a skinny green lizard sitting lazily on a big rock."

Tell the child each sentence at the end of this section. Then have the child retell the sentence in his or her own words, adding sensory words and details from his or her imagination. As the child narrates, write the sentences in the section titled "My Beautiful Sentences." Prompt the child to add more description and details.

The eagle flew.

The snow fell.

My Beautiful Sentences

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Completed ☐

Independent Practice

Use the app

ART BOOK

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Books > The Art of Mary Cassatt. Play the video.

Have the child answer the following questions. If needed, have the child listen to the book again.

1. What did Mary Cassatt like to paint pictures of? [Answers may include portraits, people, mothers, and children.]

2. Would you enjoy painting a self-portrait (a painting of yourself) as Mary did? Why or why not? [Answers will vary.]



Riddles!

Read to the child: Read the riddles and write the answers.

What am I?

I am big and often red.
I am a building.
I can be used to store hay.
You might find horse stalls here
Or pigs or cows or goats.

_____

_____

_____

What am I?

I am a color,
But I am also a metal.
I am a nugget or a flake.
You are rich if you have a lot of me.
I sound close to the word OLD.

_____

_____

_____

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

Items Needed:
paintbrush
watercolors

LESSON 86

Word-Decoding Strategy

Note: Breaking a word into syllables and examining which syllables are open or closed can help determine the vowel sounds in words—a principle we have taught and will continue to teach. However, it is also important to teach children just to try different sounds of a vowel to see which ones make sense, since dividing words into syllables in your mind and determining which ones are open and closed can be complex, even for adults. Also, there are many exceptions to the rules for open syllables, making the rules unreliable. This lesson teaches the important skill of trying out different sounds of a vowel in a word that is not instantly recognized by the child.

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: What sound do the letters A - L - L make together? [/all/ as in BALL] Dictate these words. Have the child write them on the lines at the bottom of the page: all, ball, fall.

☐ Give the child a small paintbrush and some blue watercolor paint. Use only a tiny bit of water to prepare the blue paint. Place a plastic sheet behind the next page. Read to the child: You get to add rain to the sky on the painting on the next page. After each row of words you read, dip your paintbrush in the blue paint and make six dots of rain anywhere you would like on the painting.

The letters O - L - L often make the sound /oll/ as in ROLL. Sometimes OLL makes the sound /all/ as in JOLLY. OLL is highlighted in each word below. Read the words. If you are not sure what the word is, first try the sound /oll/ as in ROLL. If that doesn't sound right, try /all/ as in JOLLY.

Paint 6 dots.

roll	toll	scroll	jolly	stroller	Molly	trolley	Holly

☐ Read to the child: The vowel A can make different sounds. The most common sound is the short sound: /ă/ as in AS. The long sound of A is its name: /ā/. A can also say /uh/ as in AMONG or /ah/ as in SWAN. Read the words below. If you are not sure what the word is, try the different sounds of A.

Paint 6 dots.

extra	scab	apart	amaze	Nora	awake	Ezra	shady

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Completed ☐



☐ Read to the child: The vowel O can make different sounds. The most common sound is the short sound: /ŏ/ as in ON. The long sound of O is its name: /ō/. Read the words below. If you are not sure what the word is, try the different sounds of O.

Paint 6 dots.

lost	most	host	frost	oxen	only	cross	post

☐ Read to the child: Now practice what you have learned by reading the sentences in purple. Then you can add as many more dots of rain to the picture as you would like.

Molly is the name of the doll.

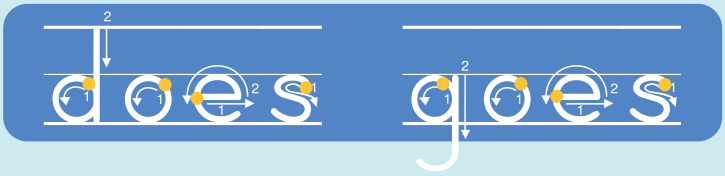
I took a poll, and most children liked the color blue best.

The rolls are soft and taste extra nice today.

© Good and Beautiful

Completed ☐

Independent Practice



Read to the child: Fill in each blank with the correct word: DOES or GOES.

The book _____ on the shelf.

The turtle _____ crawl on the rocks.

This food _____ taste good.

Edit the Story



Have the child edit the story using the editing marks shown in the box below. Remind the child that sentences, months, and days of the week should start with an uppercase letter. **There are six mistakes.**

Capitalize: ≡ Add a punctuation mark: ^ ?

Up in the Sky

on wednesday we went to the beach. there were so many seagulls in the sky. we will come back in june, and I hope I can see the seagulls again

© Good and Beautiful

Completed ☐

Read to the child: Put a box around each action verb. An ***action verb*** shows an action.

snuggle whale write

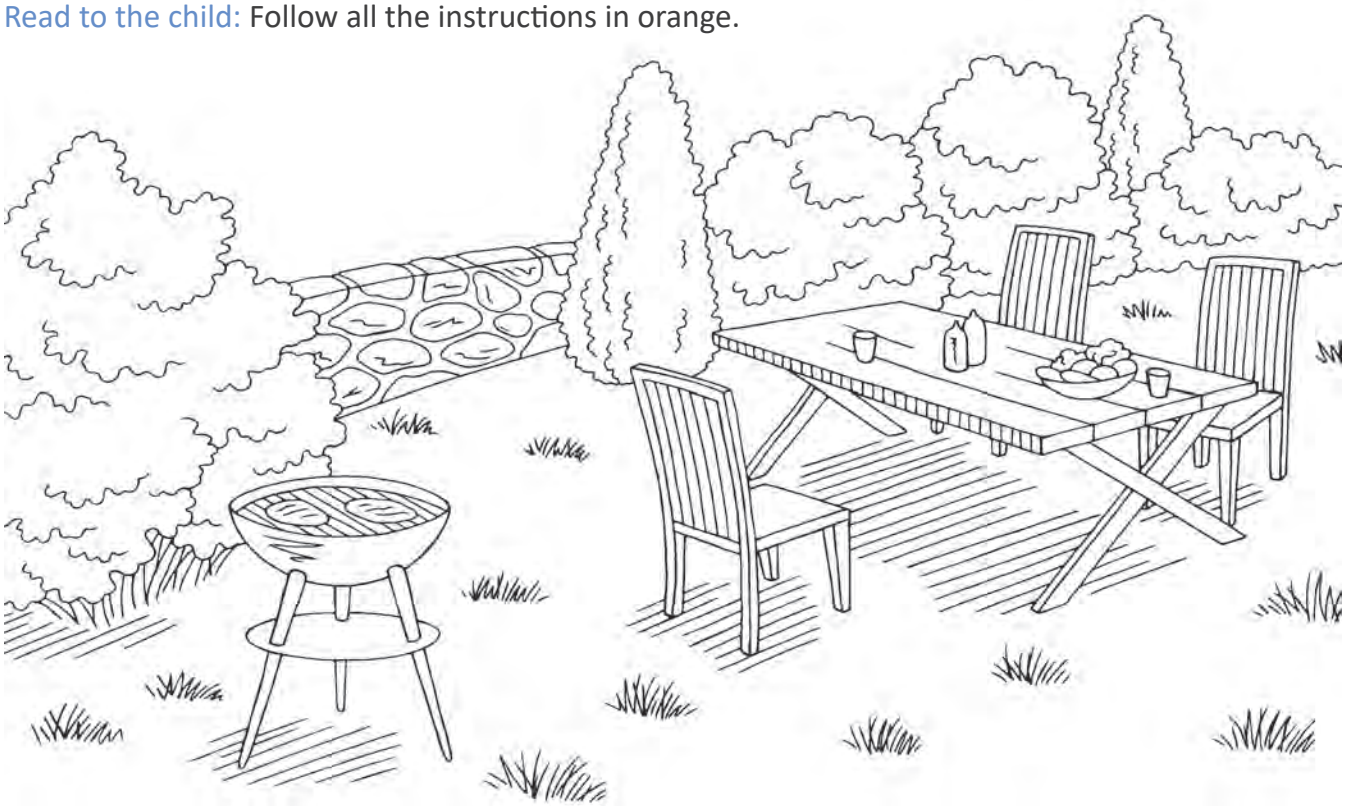
tickle

wrestle table

Bible

search

Read to the child: Follow all the instructions in orange.



1. Spy the grill and color it blue.
2. Color the grass light green.
3. Fill in one chair with brown.
4. Draw an apple on the table.
5. Spot the stone wall and color it blue and gray.
6. Draw a little pickle on the table.
7. Draw some pink and purple flowers on the lawn.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 87

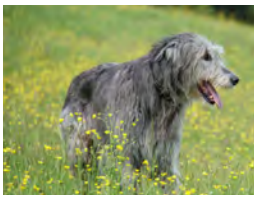
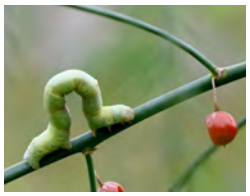
READING BOOSTER CARD TARGET 42

EW: Part 1

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: What sound does AI make? [/ā/ as in the name of the letter A] Dictate these words. Have the child write them on the lines at the bottom of the page: rain, faith.

☐ Read to the child: Under each picture, circle the first word in the compound word, and then read the whole word to name the item in the picture. Help the child recognize the word WOLF.

				
wolfhound	inchworm	muskrat	goldfinch	beehive

☐ Give the child colored pencils. Read to the child: Reading the same poem a few times helps you become a faster reader. So you will read a fun poem about the wind three different times in this lesson. After each time you will use your colored pencils to draw or color something on the picture on the next page. The letters E and W together usually make the /o͞o/ sound as in NEW.

<u>After reading the poem the first time:</u>

Draw a ball in the sky.

<u>After reading the poem the second time:</u>

Draw dust in the air.

<u>After reading the poem the third time:</u>

Draw flowers bending to the ground.

WHEN THE WIND BLEW

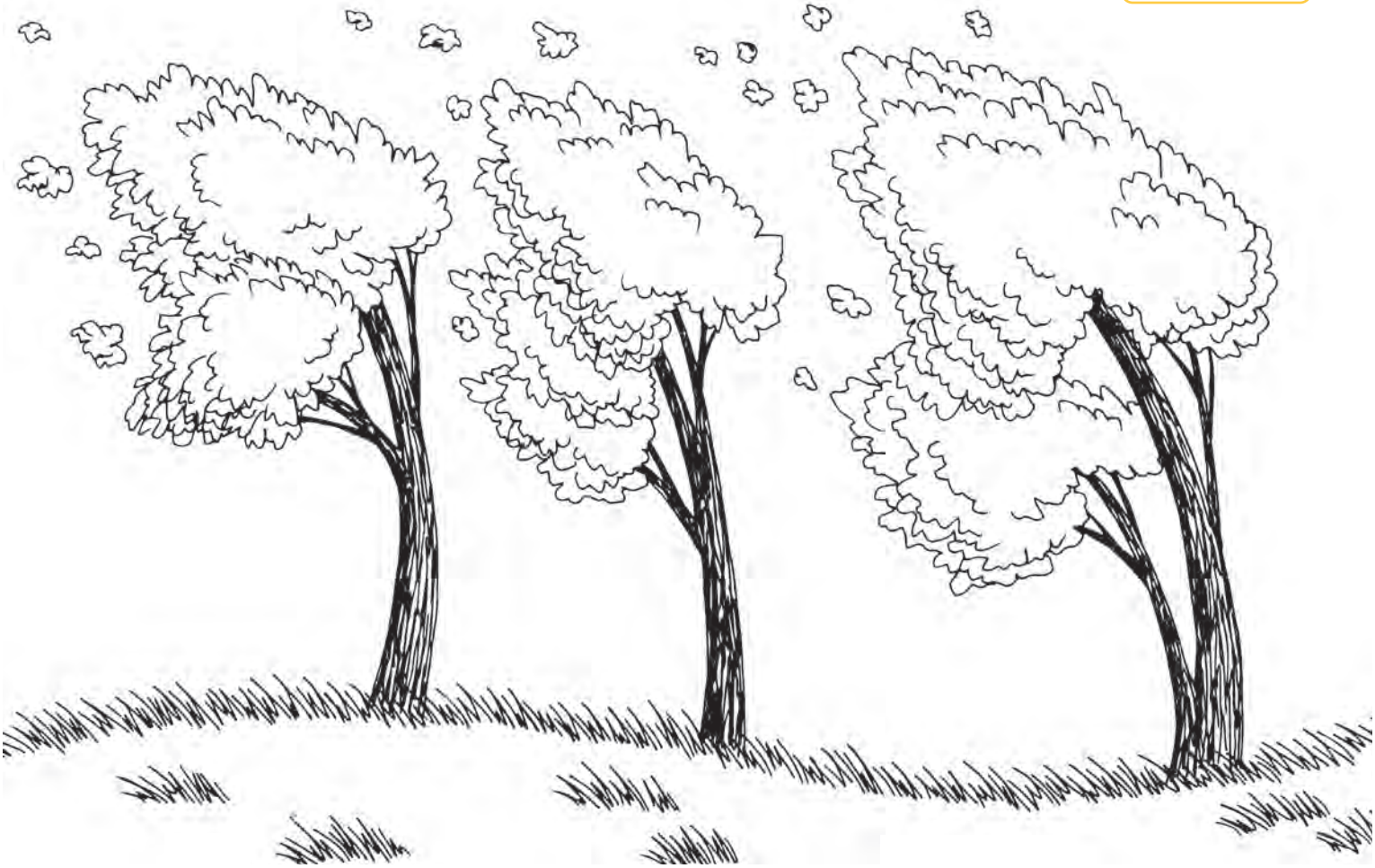
By Jenny Phillips

Did you hear the latest n**ew**s?
The wind bl**ew** really hard today
And thr**ew** my ball so far away.

It dr**ew** the dust into the air.
It swished the tall trees all around
And bent the flowers to the ground.

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Completed ☐



Independent Practice

Read to the child: Color the rest of the picture above.

Use the app

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > Open and Closed Syllables. Play the video. Skip the video if this concept is already mastered.

Read to the child: Each word is divided into syllables. Highlight the open syllables with yellow. Then read each word aloud and draw a line from the word to its picture. DINO is short for dinosaur.

mu/sic ha/lo ba/con hu/man di/no las/so








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Completed ☐

Spot the Syllables

Read to the child: Fill in the circle for the number of syllables in the word depicted in the image. Then write the word for the image divided into syllables with a dash between the syllables. The blue box shows all the syllables used. The first one is completed as an example. Every syllable needs a vowel.

school rack cone pop et corn pine

	1 **2**	bee – hive
	1 2	
	1 2	
	1 2	
	1 2	

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 88

Drop the E Spelling Rule: Part 1

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: I will tell you two spelling words from Unit 1, and you write them on the lines at the bottom of this page. Dictate these words: love, look. If the child has forgotten how to spell a word, tell the child how to spell the word. In addition to writing the word on this page, have the child write the word with a finger on his or her knee and spell the word aloud in a whisper and then a normal voice. Then quiz the child on the word again at the end of the lesson.

☐ Read to the child: To review principles learned in recent lessons, read the two sentences, and then circle the one that best matches what is in the picture.

1. Molly rolls the stroller down the street, and Holly feels jolly.

2. On a lovely July day, Molly has extra fun swimming in the pond.



☐ Use the app On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > Spelling Rule: Drop the E. Play the video and watch with the child.

☐ Read to the child: If a base word ends in a Silent E, drop the E before adding a vowel suffix. Point to the purple box. What is this word? [hike] Point to the green box. If we want to create the word HIKING, we add ING to the end of HIKE. But before we add ING, we need to drop the Silent E. Cross out the Silent E. Point to the orange box. This is how the word HIKING looks after dropping the Silent E and putting ING on the end.

hike

hike + ing

hiking

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Completed ☐

☐ Read to the child: On each blank line, write the word in the green box combined with ING or ED. Remember to drop the E before adding ING or ED.

come + ing

bake + ed

move + ing

care + ed

Independent Practice

Say the words.

they

said

Say and trace the words.

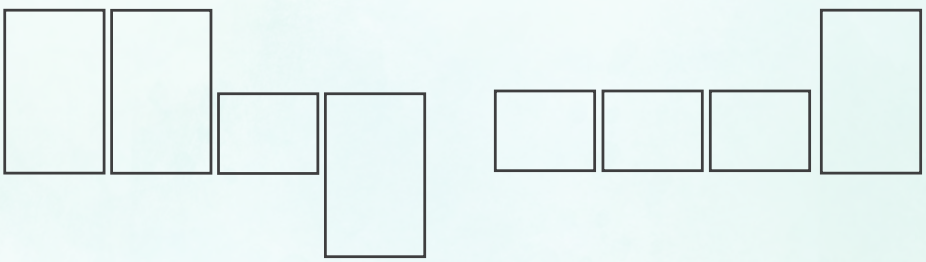
they

said

Circle each word twice.

t	h	e	y	s
h	w	h	a	a
e	t	c	n	i
y	s	a	i	d

Write each word in the correct set of boxes.



Fill in the missing letters.

th

id

y

s

© Good and Beautiful

Completed ☐

Read to the child: Put a box around each action verb. An ***action verb*** shows an action.

make panda swan

heart page pebble

bake open

Read to the child: Follow all the instructions in orange.



1. Spy the globe and color it.
2. Fill in the chairs with brown.
3. Color the curtains yellow.
4. Color a few of the books in the bookcase.
5. Draw a bug above a clock.
6. Color a lamp pink. Color the other lamp blue.
7. Spot the tables and draw a little cup on each table.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 89

Drop the E Spelling Rule: Part 2

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ 

Practice the green unit spelling words using the letter tiles app (Level 1 > Spelling Words: Unit 3) or any way desired: any, many, what, some, there, school. Use the spelling practice ideas on page 225 to practice any words the child spells incorrectly.
- ☐ Read to the child: <u>If a base word ends in a Silent E, drop the E before adding a vowel suffix.</u> On each blank line, write the word in the green box combined with ING or ED. Remember to drop the E before adding the ING or ED.

live + ing	
like + ed	
shine + ing	

- ☐ Have the child read the chart below in the following manner:
  1. Say what each root word is (by dropping ING and adding a final Silent E in his or her mind).
  2. Read each word with the ING added.

riding	making	driving	closing
hiding	shaking	caring	saving
sliding	taking	shining	hoping

© Good and Beautiful

Completed ☐

Independent Practice

My Little Journal

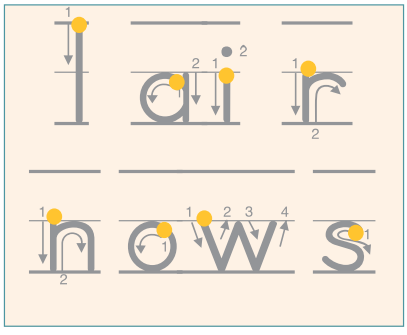
Read to the child: Answer the question with a **complete sentence**, tracing the first part. Make sure to put appropriate spacing between words. Draw a picture in the box for the sentence you write.

What do you do on Saturdays?

On Saturdays I

Segment and Spell

Read to the child: Segment and write the individual sounds to spell the word for each image. Two letters together that make one sound (like SH or AR) go in one box. There is one box for each sound.







Art

Read to the child: Draw a cloud around each vowel.

e f

w

g

u

c

© Good and Beautiful

Completed ☐

Read to the child: Study the painting. Then read each word in purple below and highlight or circle it if you see the item in the painting.



white	trail	paw prints	cloud	bark
wheel	screw	panda	goose	pine needle
jaw	swamp	swan	brown	teacher
stump	river	water	army	branch

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

Items Needed:
sticky notes (optional)

LESSON 90

EW: Part 2 + Respecting Nature and People

Preparation: Put sticky notes or scraps of paper over each photograph on this page.

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: Let's review. I will tell you four short spelling words from Unit 1, and you write them on the lines at the bottom of this page. Dictate these words: no, so, be, her. If the child has forgotten how to spell a word, practice the word. Ideas for spelling practice can be found at goodandbeautiful.com/blog/the-75-best-spelling-practice-ideas.

☐ Read to the child: God gave us a beautiful world to live in, and it is important to be respectful of the world and to take care of it. We can make a positive or a negative impact on the world. Positive means good and helpful. Negative means bad or damaging. You are going to practice reading words with EW while we do an activity to learn about caring for our world and the impact we can have on it. Read the words in a green box, which will allow you to take the paper off the picture below the green box. I will tell you what is happening in the picture and then ask you some questions. Remember that the letters E and W together usually make the /o͞o/ sound as in NEW.

newest	screw
chewy	flew



Someone is throwing trash out the window. Throwing trash on the ground is called littering. Will littering have a positive or negative impact on our world? [negative] Why? [Our world looks dirty. Littering can also harm animals.]

fewer	crew
news	stew



Some areas of land, like this one, are protected from having houses or buildings put on them. How can this be a positive thing? [It allows places for birds and other animals to live; it keeps the beauty of some areas of our world protected.]

blew	drew
dew	newer



Electric lights use electricity, and electricity uses up the earth's resources or can create pollution. Someone is turning off the lights before he or she leaves the house. Will this have a positive or negative impact on our world? [positive] Why? [It saves electricity.]

© Good and Beautiful

Completed ☐

☐ Read to the child: We are going to do an activity called “Which One Is the Winner?” It is another dog show contest, and you are the judge! In each box write the word I dictate to you. Dictate these words, telling the child that the /ow/ sound is made with OW: wow, how, now. Now choose which dog gets first place and draw a line from its box to the gold medal. Then choose second (silver) and third (bronze) places and draw a line to their medals.

Which One Is the Winner?













Independent Practice

Read to the child: When you add ED or ING to a word with a final Silent E, you drop the Silent E. On each blank line, write the word in the green box combined with ING or ED.

live + ed

hope + ing

move + ed

© Good and Beautiful

Completed ☐

Read to the child: On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Lesson 90 Audio Narration. Play the audio narration and follow the instructions.



Completed ☐

LESSON 91

READING BOOSTER CARD TARGET 43

IGH

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: I will tell you two words, and you write them on the lines at the bottom of the page. Each word has EST at the end. Think of the word without EST first and then add the EST. Dictate these words: fastest, tallest.

☐ Read to the child: As you learned in your reading booster cards, IGH says /ī/ as in LIGHT. Read each sentence in purple, and then draw a line from the sentence to the matching picture.

The moon is a br**igh**t l**igh**t in the n**igh**t sky.



That shelf m**igh**t be too h**igh** for me to reach.



You are r**igh**t; the lid on this jar is too t**igh**t.



☐ Have the child choose six different crayons or colored pencils. Read to the child: Look at the titles of the poems in the blue boxes. Which poem title is a compound word? [bedtime] Reading poems is a great way to practice words with IGH. Reading poems more than once really helps you become a faster reader. Read the poem titled "Moon" three times. Each time after reading the poem, fill in one of the white circles with a different color.

Read the poem titled "Bedtime" three times. Each time after reading the poem, fill in one of the white circles with a different color.

MOON

Up so high this dark, dark night,

A little ball of bright white light,

Moon you are a pretty sight.

BEDTIME

In my bed I feel no fright,

I just sigh and feel delight,

As I stare into the starry night.

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Completed ☐

Independent Practice

Use the app

HADDIE'S HIDDEN GARDEN



Haddie's Hidden Garden is used for many purposes: vocabulary exercises; reading comprehension; building character and love of good literature; exposure to writing with sensory description and literary devices; and understanding character, setting, and more.

Read to the child: For several lessons you are going to listen to a book titled *Haddie's Hidden Garden*. While listening to the first chapter, you can color the picture below that illustrates the story. On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Haddie's Hidden Garden: Chapter 1. Play the audio. Then have the child summarize the story aloud to you. If the child struggles to summarize the chapter, have the child listen to the chapter again. This can help train the child to pay close attention while listening.



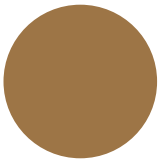
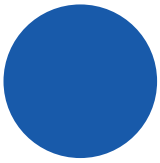
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Completed ☐

Spot the Syllables

Read to the child: Fill in the circle for the number of syllables in the word depicted in the image. Then write the word for the image divided into syllables with a dash between the syllables. The blue box shows all the syllables used. Every syllable needs a vowel.

blue sled cup tea cake pot brown

	1 2	
	1 2	
	1 2	
	1 2	
	1 2	

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 92

Spelling Practice

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Complete the letter tiles activity.

Use the app

LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 92 or use physical tiles. Dictate the words in the purple boxes below and have the child spell the words with tiles.

TIP: Review the sounds of these tiles before starting: IGH and EW.

TIP: Remind the child that Sneaky E is silent but usually makes the vowel before it say its name.

light	new	chew	hope	note	night	tight	few	bright	might

BONUS WORDS: crew, flew, blew, right, fright, high

- ☐ Have the child read the mini story below, which practices sight words and phonics principles recently covered. Tell the child the word in purple is SHEPHERD.



On a warm, sunny day long ago, Jesus told people a story. It was about one hundred sheep. One of them was lost. Because all the sheep were dear to the heart of the shepherd, he searched for the missing sheep. Jesus also loves us in this way and calls for us when we wander.

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Completed ☐

Independent Practice

Use the app

HADDIE'S HIDDEN GARDEN

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Haddie's Hidden Garden: Chapter 2. Play the audio. The child may color the pictures below while listening if desired. If the child struggles to complete the assignments on this page correctly, have the child listen to the chapter again.







Read to the child: Underline the correct name for each person from *Haddie's Hidden Garden*.

Greta

Ma Rose

Aunt Rosa

Haddie

Jade

Hilda

Read to the child: Underline the correct answer for each question.

1. Where does the chapter end? **a hill** **a swamp** **the sea**

2. What word best describes Ma Rose? **mean** **funny** **kind**

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Completed ☐

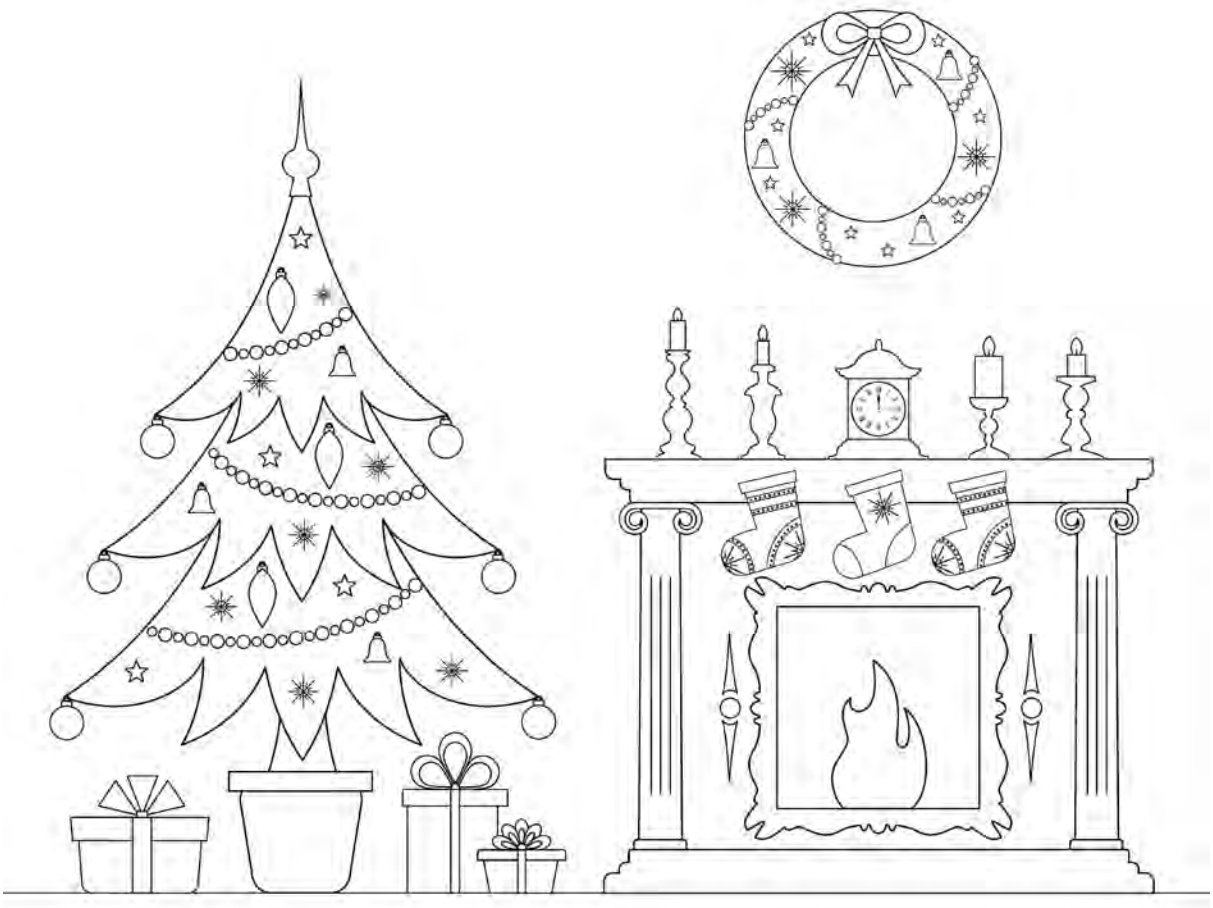
Read to the child: Put a box around each action verb. An ***action verb*** shows an action.

freckle apple wrap

zebra sweep tiger

chew turtle

Read to the child: Follow all the instructions in orange.



1. Find the fire and fill it in with yellow.
2. Color the wreath green.
3. Color one candlestick blue.
4. Color the middle stocking any color.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 93

Reading Two- and Three-Syllable Words

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: I will tell you two words, and you write them on the lines at the bottom of the page. In both words Sneaky E makes the vowel say its name. Dictate these words: same, time.
- ☐ Read to the child: Under each picture, circle the first word in the compound word, and then read the whole word to name the item in the picture.

				
goldfish	horsefly	crayfish	woodpecker	hollyhock

- ☐ Read to the child: Whenever a word ends with CE or GE, Softy E comes and tickles the C and G and makes them soft. What is the soft sound of C? [/s/] What is the soft sound of G? [/j/] When words end with CE or GE, the Silent E sometimes also makes the vowel say its name. Look at each word and determine which words Softy E would tickle. They are words that end with CE or GE. Then, with a crayon, highlight the letters Softy E will tickle to make soft.

Find and read only the words that end with GE and CE. In some of the words, the Silent E makes the vowel say its name.

chance

twice

wrench

lace



charge

grace

large

begin

huge

price

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Completed ☐

☐ Read to the child: We are going to practice reading words that are more than one syllable. First, say each syllable. Then read the syllables together. (Note: Even if the child can read the words, it is helpful to learn the skill of separating out syllables to prepare for more challenging words to come.)

when - ev - er **whenever**	how - ev - er **however**	some - time **sometime**
wheel - chair **wheelchair**	wheth - er **whether**	a - while **awhile**
hand - some **handsome**	side - ways **sideways**	left - o - ver **leftover**
ab - sence **absence**	bap - tize **baptize**	un - der - neath **underneath**
ac - cord - ing **according**	race - horse **racehorse**	space - craft **spacecraft**
up - per - case **uppercase**	ad - vance **advance**	sen - tence **sentence**

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Completed ☐

Independent Practice

ing

Read to the child: Change each of the words in the box to its ING form to show what is happening in each picture. Write the ING word on the line next to the picture it describes.

roll drink stand







Use the app

HADDIE'S HIDDEN GARDEN

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Haddie's Hidden Garden: Chapter 3. Play the audio. Then have the child summarize aloud to you the main events of the chapter. If the child struggles to tell the summary, have the child listen to the chapter again.



☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 94

Suffixes: FUL, LESS, LY

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ 

Practice the yellow unit spelling words using the letter tiles app (Level 1 > Spelling Words: Unit 3) or any way desired: girl, said, they, little, does, goes. Use the spelling practice ideas on page 225 to practice any words the child spells incorrectly.
- ☐ Read to the child: A suffix is a small group of letters added to the end of a word that changes the word's meaning. We are going to practice words that end with the suffixes LY, FUL, and LESS. First, read the word and suffix separately and then together.

care - ful **careful**	cloud - less **cloudless**	care - less **careless**
hope - less **hopeless**	use - ful **useful**	dear - ly **dearly**
soft - ly **softly**	safe - ly **safely**	near - ly **nearly**
end - less **endless**	cheer - ful **cheerful**	help - less **helpless**
wrong - ly **wrongly**	pain - less **painless**	hurt - ful **hurtful**

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Completed ☐

☐ Read to the child: Needs and wants are different. For example, we need air to breathe. We might want a pet fish, but we don't need it. What are some other things you need to live? [food, shelter, love]

People modify the world around them to meet their needs and wants. ***Modify*** means to change. When we modify something, we change it. God has given us a beautiful world and the things we need to modify the land. He has given us metal, the right materials to make concrete, and wood to make things with.

a

The image below is a beautiful scene in a country called Norway. I will tell you a set of words. You find both words on the chart and then see where they meet. I will then tell you how that spot shows a way that people modify the land to meet their needs or wants. Remember that the letters A and G can look like the letters in the purple boxes.

g

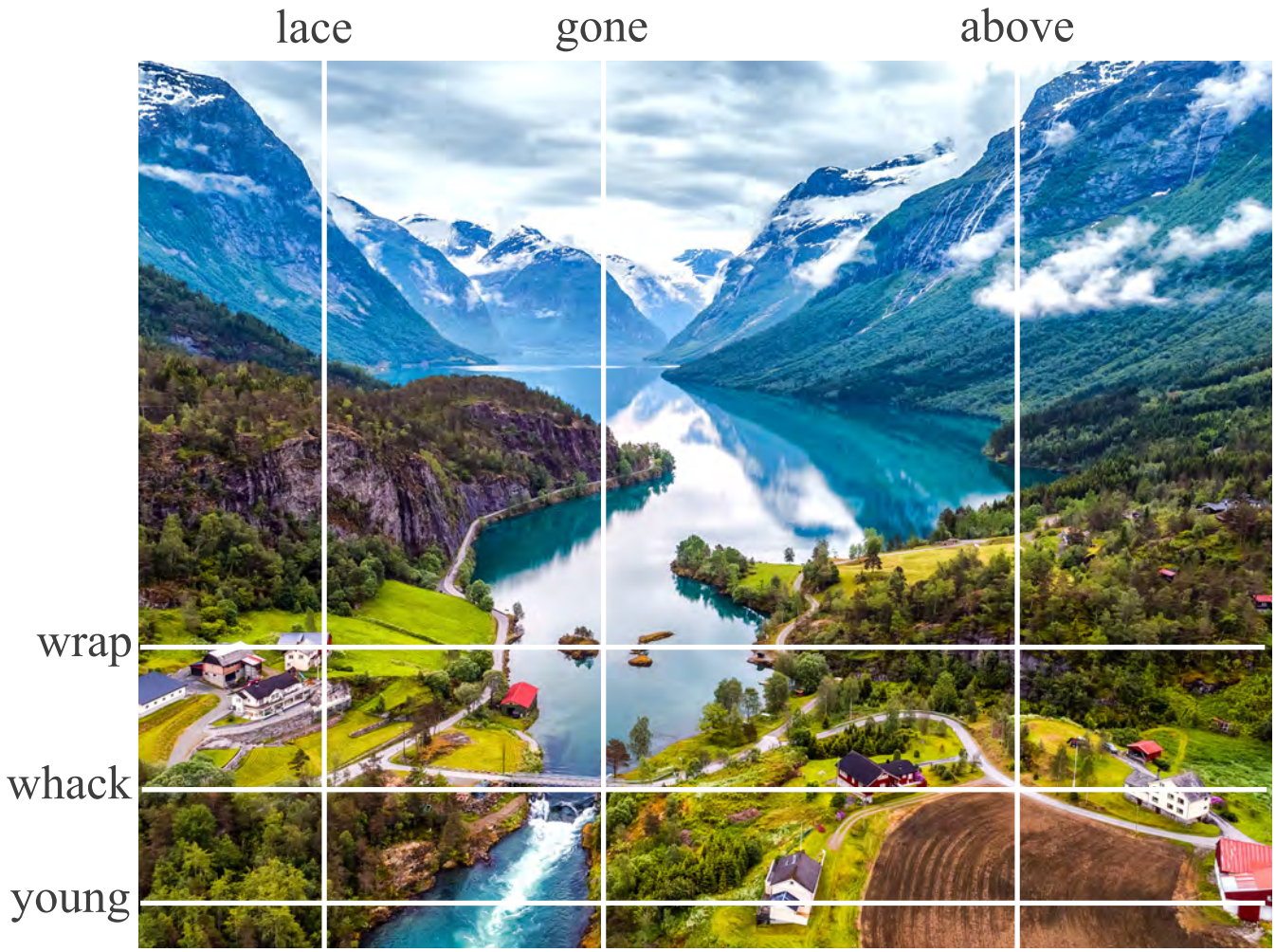
Say the first set of purple words. Have the child find the spot where that set of words meets. Then read the information about that spot. Repeat with the remaining sets of words.

GONE/WHACK: This bridge shows a way that people modify their environment. How would building a bridge help the people? [They can drive across the water instead of taking a boat.]

LACE/WRAP: Trees used to be here. People cleared the trees off so they could build homes, which give them shelter, safety, comfort, and privacy.

ABOVE/YOUNG: People can modify the land by plowing it to plant and grow food.

ABOVE/WHACK: People modify the land by building roads. How are roads a blessing to people?



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Completed ☐

Independent Practice

Use the app

HADDIE'S HIDDEN GARDEN

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Haddie's Hidden Garden: Chapter 4. Play the audio. The child may color the map below while listening if desired. Also, have the child describe the character Haddie to you. If needed, prompt the child with questions like "Is she hardworking or lazy?" or "Does she like to learn?" and "What things does she like?"

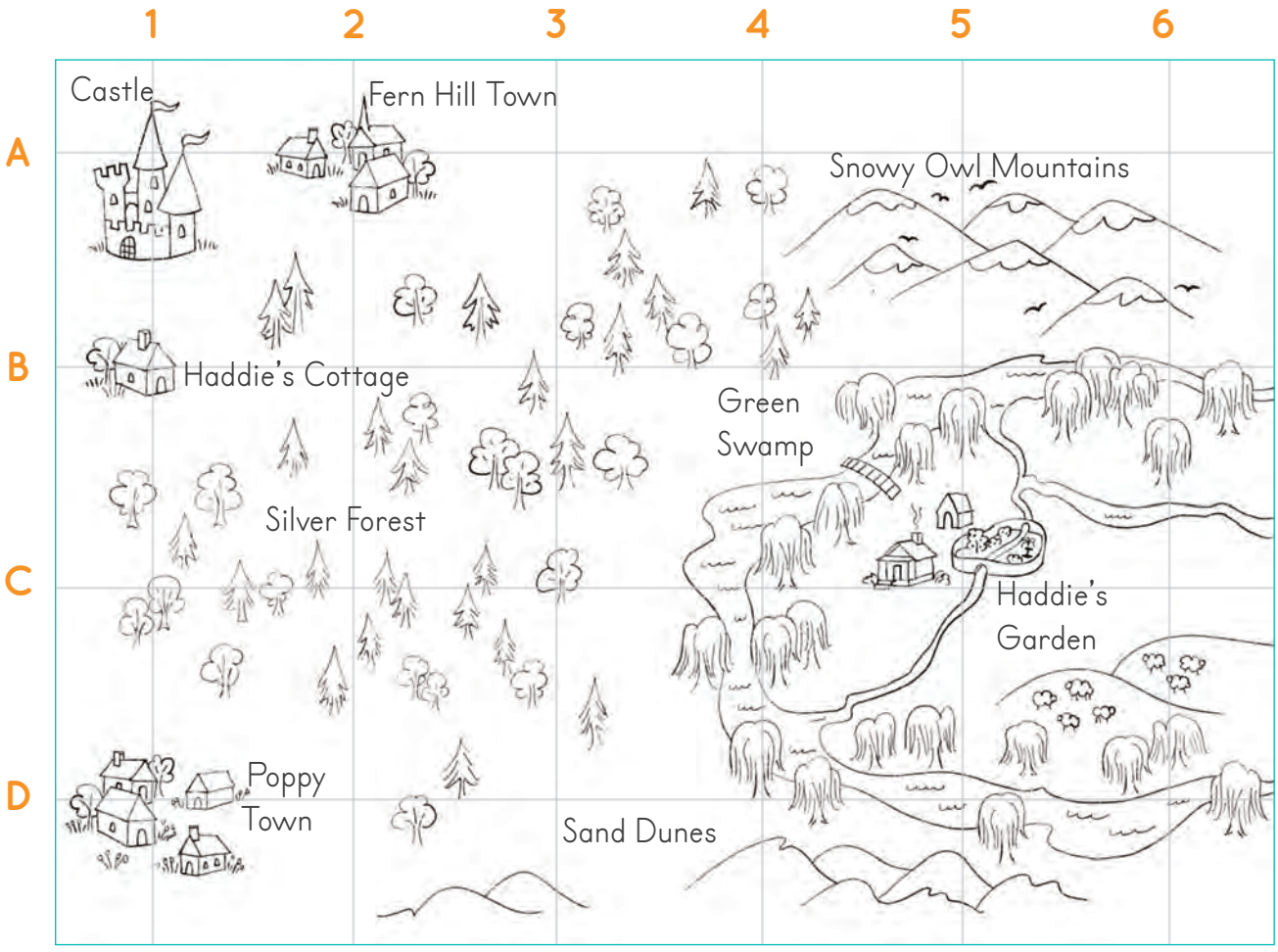


Read to the child: Answer the questions about the map of the setting of *Haddie's Hidden Garden*.

What is at D1? _____

What letter and number show where the castle is? _____

What letter and number show where Haddie's Hidden Garden is? _____



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Completed ☐

PLURAL NOUNS: S or ES?

Most **NOUNS** can be made plural by adding an S. Add ES to nouns that end with SH, CH, Z, X, or S.

Read to the child:
Write S or ES at the end of each word to correctly make the word plural.



acorn _____ poodle _____

torch _____ fox _____

cashew _____ porch _____

Read to the child: Using the examples of acorns above, draw one or two acorns with colored pencils.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 95

READING BOOSTER CARD TARGET 45

OY and OI

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: I will tell you two words, and you write them on the lines at the bottom of the page. In both words we add a Silent E at the end because English words can't end with V. Dictate these words: live, have.

☐ Read to the child: Under each picture, circle the first word in the compound word, and then read the whole word to name the item in the picture. The letters B - U - L - L spell BULL.

				
mockingbird	goldenrod	mayflower	spearmint	bullfrog

☐ Read to the child: Whenever a word ends with CE or GE, Softy E comes and tickles the C and G and makes them soft. What is the soft sound of C? [/s/] What is the soft sound of G? [/j/] When words end with CE or GE, the Silent E sometimes also makes the vowel say its name. Look at each word and determine which words Softy E would tickle. They are words that end with CE or GE. Then, with a crayon, highlight the letter Softy E will tickle to make soft.

Find and read only the words that end with CE and GE. In some of the words, the Silent E makes the vowel say its name.

cattle

stage

page

twice

since

grew

ounce

barge

fence

fever



_____ _____

_____ _____

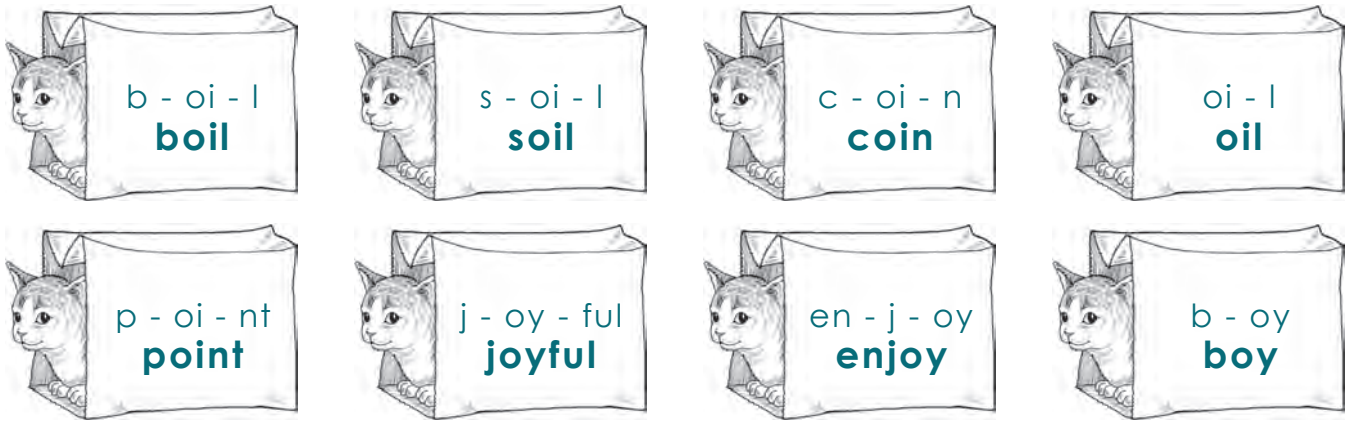
_____ _____

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Completed ☐

☐ Read to the child: As you have learned in your reading booster cards, the letters OY and OI make the sound /oy/ as in BOY. Read the words in purple to the child and have the child write them on the orange lines. (The orange lines are lower on the page so that you can cover up the purple words while the child writes.) The OI in the middle of each word is already given. Have the child isolate and say each sound of the word aloud before writing it. oil | boil | point | spoil

☐ Read to the child: For the words below, say each sound, and then read the word. Then read the sentences.



1. The boy enjoys his new toys.
2. Plant the seed in moist soil.
3. The coin fell into boiling oil.
4. Roy points to the coil of rope.

o i

o i

o i

o i

Independent Practice

Use the app

HADDIE'S HIDDEN GARDEN

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Haddie's Hidden Garden: Chapter 5. Play the audio. Then have the child summarize aloud to you the main events of the chapter. Have the child predict what will happen in the next chapter—the last chapter.



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Read to the child: Answer the question with at least two full sentences. You may trace the first part of each sentence. Use words from the word bank or your own words.

My Little Journal



If you could have a garden, what would it be like?

blue	purple	grapes	pond	berries
arches	flowers	and	river	benches
yellow	roses	wall	trees	gate

My garden would have

My garden would also

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



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LESSON 96

Possessive Nouns and Types of Sentences

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: I will tell you two words, and you write them on the lines at the bottom of the page. Each word has EST at the end. Think of the word without EST first. Dictate these words: hardest, kindest.

☐ Read to the child: A noun is a word for a person, place, or thing. When something belongs to a noun, we add an apostrophe and an S to the end of the word, and the noun then becomes a possessive noun. Read these sentences that contain possessive nouns.

’

That is Dad’s wrench.

I have Jane’s book.

The school’s roof is black.

☐ Read to the child: There are four different types of sentences. Some sentences are questions, such as “Are you tired?”

Some sentences are commands, which tell someone to do something, such as “Sit down” or “Get in the car.”

Some sentences are exclamations, which are sentences that have a lot of emotion. Exclamations always end with an exclamation point, such as “Help me!”

Most sentences are statements. This kind of sentence is not asking a question or giving a command. Statements tell you about something and state information, for example, “Sarah sat down” or “I am hungry.”

Read each sentence and tell me if it is a question, command, statement, or exclamation.

1. Oh, the toilet is leaking!
2. I wrote a song on Thursday.
3. Did you wrap Tim’s gift?
4. Sit on Grandma’s couch.

☐ Read to the child: The top painting on the next page is titled “Forester’s Daughter.” It was created by an artist named Hermann Werner. It shows a scene in Germany many years ago. What do you like about the painting? Many of Hermann Werner’s paintings show kindness and love. How does this painting show kindness and love?

The bottom painting is also by Werner. It is titled “Grandmother’s Story.” How does his painting show love and kindness? How does it show respect? Art is a wonderful gift from God. It can draw us closer to Him, make us happy, and help us be grateful.

Let’s review. There are four different types of sentences: questions, statements, commands, and exclamations. Together, on the whiteboard, write two questions about one of the pictures and then imagine the answers. Write two statements about one of the pictures. Write two commands that people in one of the pictures might say, such as “Throw the seeds” or “Listen carefully.”

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Independent Practice

Say the words.

there

girl

Say and trace the words.

there

girl

Circle each word twice.

g	h	e	g	t
i	w	h	i	h
r	h	e	r	e
l	s	a	l	r
t	h	e	r	e

Write each word in the correct set of boxes.

Fill in the missing letters.

th

g re

r l

Use the app

HADDIE'S HIDDEN GARDEN

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Haddie's Hidden Garden: Chapter 6. Play the audio. Then have the child answer the questions. If the child struggles to answer the questions, have the child listen to the chapter again.



Read to the child: Underline the correct answer for each question.

1. What does Haddie use to save Ma Rose? **love** **a ladder** **gold**

2. How does Ma Rose treat the king? **meanly** **kindly** **terribly**

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Completed ☐

LESSON 97

Unit 3 Homophones

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: The letters O and O together can make the sound /ŏŏ/ as in BOOK. I will tell you two words, and you write them on the lines at the bottom of the page. Dictate these words: look, good.
- ☐ Read to the child: As you have learned, homophones are words that sound the same but are spelled differently and have different meanings. Look at the two homophones in the orange boxes. Point to the word RED in the box. This word is a color, the color red. Point to the word READ in the box. This means that you have read something like a book or a poem.

  Now, tell me a sentence that uses the word spelled R - E - D.

  Tell me a sentence that uses the word spelled R - E - A - D.

red **read**





- ☐ Read to the child: In each section below, read each sentence, and then draw a line from the blank spot to the correct word to fill in the blank spot.

The girl _____ a book. — **red**

The sock is _____. — **read**

I put a _____ bucket in the sand.

We _____ five pages last night.

Blake saw a _____ bird. — **read**

Dad _____ the letter. — **red**

I cut the _____ cloth.

We _____ ten chapters.

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Completed ☐

☐ Read to the child: Before we go over one more set of homophones, you get to relax while you listen to two fun poems. While I read, you may lie down or rest your head on the table and close your eyes.

The Wonderful Artist

By Unknown

The wonderful artist
Who made the trees
Paints the leaves
So beautifully.
A swirl of yellow
And orange, and red
Come floating down
About my head.
The wonderful artist
Is God above.
I thank Him for
His works of love.



Fireflies

By Elizabeth Madox Roberts

A little light is going by,
Is going up to see the sky,
A little light with wings.
I never could have thought of it,
To have a little bug all lit
And made to go on wings.

☐ Read to the child: The two words in the boxes both sound like this: SUN. You already know the word spelled S - U - N. It is a fiery ball of hot gases in space. Point to the word in the orange box spelled S - U - N. Now point to the other word, spelled S - O - N. This word means a person's child who is a boy.

sun son

☐ Read to the child: In each section below, read each sentence, and then draw a line from the blank spot to the correct word to fill in the blank.

The _____ is very hot.
His _____ will come with us.
The _____ went behind the clouds.
Hank has a two-year-old _____.

sun
son

The _____ is round.
I love to see the _____ rise in the morning.
Is your _____ going to stay with us?
How old is your _____?

son
sun

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Independent Practice

Have the child complete the book report for *Haddie's Hidden Garden* (or another book the child recently read). If the child is overwhelmed by the assignment, the child can do it orally as you write it.

A Book Report

1. On the purple line, write the title of a book you have recently read and liked.
2. Finish the sentences on the orange lines.

I really like the book titled _____

I like the book because _____

I also like the book because _____

I am grateful for good books like this one.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 98

READING BOOSTER CARD TARGET 46

Reading Contractions

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: What sound does AI make? [/ā/ as in the name of the letter A] I will tell you two words, and you write them on the lines at the bottom of the page. Each word has LY at the end. Think of the word without LY first and then add the LY. Dictate these words: faintly, fairly.

☐ Read to the child: A contraction is a word that has shortened and combined two words. Follow the signs by reading each set of words and then reading the contraction for the two words.





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☐ Read to the child: Starting with the first cone, read the set of black words and the contraction they form. Then, with a colored pencil or crayon, draw a scoop of ice cream around the words. Repeat these steps for the blue words and then the yellow words. Finish the cone by drawing a cherry on top. Repeat the steps for the second cone.

you are
you're

you will
you'll

he will
he'll

I am
I'm

she will
she'll

I would
I'd





☐ Read to the child: Let's review.

1. What are the three articles? [THE, A, AN]
2. When a vowel is long, it says its _____. [name]
3. How many letters are in the alphabet? [26]
4. What are the vowels? [A, E, I, O, U, and sometimes Y]
5. A consonant is every letter that is not a ____. [vowel]

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Independent Practice

there school some

Read to the child: Fill in each blank with the correct word: THERE, SCHOOL, or SOME.



I really enjoy _____.

We hear _____ noise.

I put the can of oil over _____.

Edit the Story



Have the child edit the story using the editing marks shown in the box below. Remind the child that sentences, months, and days of the week should start with an uppercase letter. **There are five mistakes.**

Capitalize: ≡	Add a punctuation mark: ^ ?

The Mailbox

Mom and i got a new mailbox last june. Every saturday i write a letter to Grandma. I put it in the mailbox and raise the flag

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 99

Oral Narration: Short Story Part 1

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: I will tell you three words, and you write them on the lines at the bottom of the page. The third word might be an unfamiliar word. It means to put horseshoes on a horse. Spell it by sounding it out. Dictate these words: went, stop, shod.

☐ Read to the child: You are going to create a story from your imagination. Your main character could be a squirrel that gets lost in the forest, a boy who wants a puppy—or any other character. It's easier to write a story if you do some planning first, so we will fill out the boxes below. In the next lesson, you will tell me the story aloud while I type it. Help the child brainstorm ideas for each of the boxes. You write the ideas in the boxes. The child will narrate the story in the next lesson.

Possible Main Characters

_____

_____

_____

Possible Settings

_____

_____

_____

☐ Have the child choose one of the characters and settings. Then brainstorm with the child possible problems that the character needs to solve. Write the child's favorite problem and solution in the boxes below. Then have the child come up with a title for the story.

Problem: *What's wrong?*

_____

_____

_____

_____

_____

Solution: *How is the problem fixed?*

_____

_____

_____

_____

_____

Title:

_____ _____ _____

_____ _____ _____

_____ _____ _____

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Completed ☐

Independent Practice

Read to the child: Write the correct word—A or AN—on each blank line.

I saw _____ ape eat _____ bunch of bugs.

Edit the Story

Have the child edit the story using the editing marks shown in the box below. *Hint: A or AN is used incorrectly three times.* **There are six mistakes.**



Capitalize: ≡ Add a punctuation mark: ^. ^?

Cross out any incorrect words and write the correct words.

The New Pony

Dad bought me an new pony! Yesterday, i took it for an ride for the first time. The pony was calm and smart. we saw a owl sleeping in a tree

Read to the child: In each row circle all the words that are in the category given in the first box of the row.

Things on a Farm	barn	whale	goats	moon
Things in a Bedroom	puddle	dresser	bed	tiger

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Completed ☐

Read to the child: Study the painting. Then read each word in purple below and highlight or circle it if you see the item in the painting.



bubble	roof	tiger	robot	ground
coil of rope	paper	smoke	boat	wrapper
water	horse	house	bowl	wood

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Items Needed:
word processing program

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LESSON 100

Oral Narration: Short Story Part 2

Preparation: Read the information in the orange box before completing the lesson.

Oral Narration: Why

Oral narration takes time and effort, but it is a powerful learning tool. Through oral narration children can improve focus, organization skills, higher-level thinking, and creativity. Children also gain confidence and the ability to write down or type their stories effectively and easily once they gain the necessary grammar, handwriting, and spelling skills.

Oral Narration: How

- You type out the story as the child tells it to you aloud.
- Do not interrupt the child or say that ideas are not good (unless they are inappropriate). Simply type what the child says and prompt the child to add more description or help the child if he or she is stuck. Prompt with questions such as these:
  - What happens next?
  - Do you think it's time to get to the solution of the problem?
  - Do you want to say something about . . . ?
  - Do you like the idea of . . . ?
  - What is the character smelling, hearing, seeing, or feeling?
  - Can you tell me in detail what it looks like? Feels like?
  - Maybe you could start the next sentence with "Then" or "Next" or "Suddenly."
  - Maybe it would be good to add some dialogue; what should the character say?
- The more practice with oral narration the child gains, the less he or she will need prompting.
- If the story is getting too long, prompt the child to move to the conclusion.
- You may need to pause at times and reread the partially completed story to the child.

Oral Narration: Tips

- Children will often struggle the first few times they complete oral narration exercises, but most children are naturally good at oral narration once they are comfortable with it.
- Never attempt oral narration if the child is hungry, grumpy, or tired. It's OK to skip this lesson and come back to it on a day that the child is fresh, happy, and ready for oral narration.
- If the child wants to finish the story in one session, allow him or her to do so. However, many children will need multiple sessions or days to complete the story. For example, you may just get the introduction completed in one day, and so on.

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Have the child narrate the short story idea from the previous lesson as you type it. Follow the instructions above. This process may take more than one school day. When the story is completed, print it out or save it digitally.

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Completed ☐

Independent Practice

ing

Read to the child: Change each of the words in the box to its ING form. Write the ING word on the line next to the picture that shows which animal could be making the sound.

hoot cluck roar







Read to the child: For each picture, circle the sentence that is true.



1. It is a stormy night at the lighthouse.
2. It is a calm night at the lighthouse.



1. The boy makes a lot of noise with a toy.
2. A boy counts the silver coins.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 101

Review

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Complete the letter tiles activity.

LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 101 or use physical tiles. Dictate the words in the purple boxes below and have the child spell the words with tiles.

TIP: Go over the sounds of these tiles before starting: IGH and OY.

TIP: Remind the child that OO makes multiple sounds. In these words it says /o͞o/ like in ZOO.

joy	light	toy	night	boy	tight	soon	right	room	food

BONUS WORDS: sight, might, mood, hoot, tool, moon, broom, boot

- ☐ Have the child read the mini story below, which practices sight words and phonics principles recently covered. Tell the child the word in purple is HEARD.

There once was a young boy and his brother who loved to hear noises. They sat upon the warm sand at the beach and counted sounds for an hour: the crashing waves, the crying gulls, and the barking seals. They also heard the whispering breeze and many other sounds.



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Completed ☐

☐ Read to the child: We are going to do an activity called "Which One Is the Winner?" It is a Shetland pony contest, and you are the judge! In each box write the word I dictate to you. Dictate these words: day, say, play. Now choose which pony gets first place and draw a line from its box to the gold medal. Then choose second (silver) and third (bronze) places and draw a line to their medals.

Which One Is the Winner?





Independent Practice

Read to the child: When you add ED or ING to a word with a final Silent E, you drop the Silent E. On each blank line, write the word in the green box combined with ING or ED.

move + ed

love + ing

share + ed

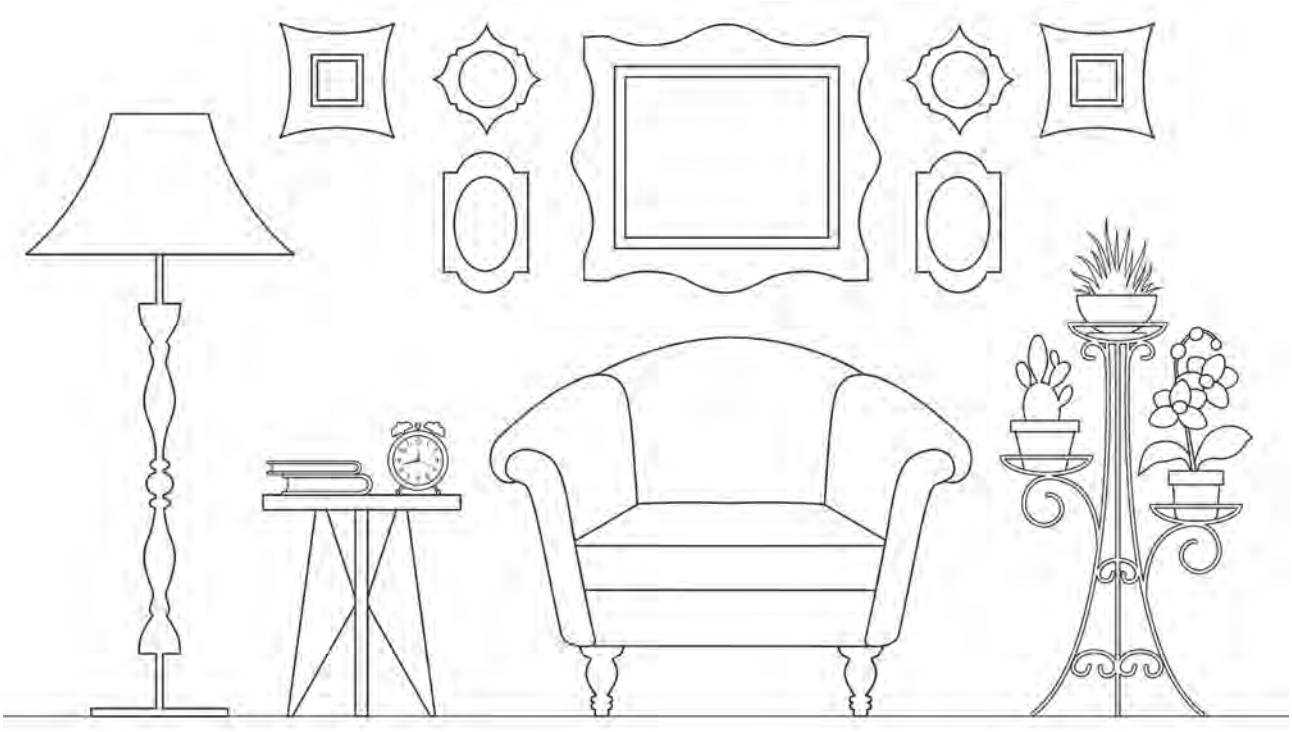
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Read to the child: Circle the correct word for each sentence.

His son / sun is asleep.	The son / sun is really hot.
The son / sun rose.	Is your son / sun coming?

Read to the child: Follow all the instructions in orange.



1. Draw a sun in the biggest frame.
2. Color the chair blue.
3. Put stripes on the lampshade.
4. Color the plant you like the most.
5. Draw yellow light coming out from under the lampshade.
6. On top of the books, draw a mug with steam coming out of it.
7. Circle the tallest plant.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 102

READING BOOSTER CARD TARGET 48

Soft C and G: Part 1

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: Let's review what you learned in your reading booster cards. What is the hard sound of G? [/g/ as in GAS] What is the soft sound of G? [/j/ as in GEM] G is soft when it comes before ____. [E, I, or Y] Have the child point to each word below, read the word, and say if each G is soft or hard.

gem	gain	grab	gentle	ginger	gel

What is the hard sound of C? [/k/ as in CAT] What is the soft sound of C? [/s/ as in CENT] C is soft when it comes before ____. [E, I, or Y] Have the child point to each word below, read the word, and say if the C is soft or hard.

cell	city	crinkle	center	crackle	cement

☐ Have the child read the story. Note: Names often do not follow phonics principles but are important for children to learn to read. Help the child read names as needed.

Brothers



George and Gene are twin brothers. They have been best friends since they were born.

They both have giant hearts, and they love to serve others. Jesus is the center of their lives. George is gentle and notices when a person needs help. Gene is nice and funny.

Once, they lived in the city. They cleaned up garbage when it was on the street. They treated their friends Lucy, Tracy, and Nancy like princesses.

But now they live in a peaceful village. They make cider with the apples from their orchard.

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Completed ☐

☐ Read to the child: We are going to do an activity called “Which One Is the Winner?” It is a cat contest, and you are the judge! In each box write the word I dictate to you. Dictate these words: way, this, then. Now choose which cat gets first place and draw a line from its box to the gold medal. Then choose second (silver) and third (bronze) places and draw a line to their medals.

Which One Is the Winner?













Independent Practice

Read to the child: Put a box around each noun. A ***noun*** is a person, place, or thing.

live stage swan

eat

puzzle heart

leaf

shut

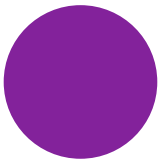
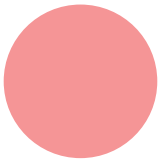
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Completed ☐

Spot the Syllables

Read to the child: Fill in the circle for the number of syllables in the word depicted in the image. Then write the word for the image divided into syllables with a dash between the syllables. The blue box shows all the syllables used. Every syllable needs a vowel.

pur bike ple star pink can dy

	1 2	
	1 2	
	1 2	
	1 2	
	1 2	

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



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LESSON 103

India and Folktales

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: Read the short sentences to practice reading contractions.

He doesn't like it. I couldn't sleep. I won't cheat.

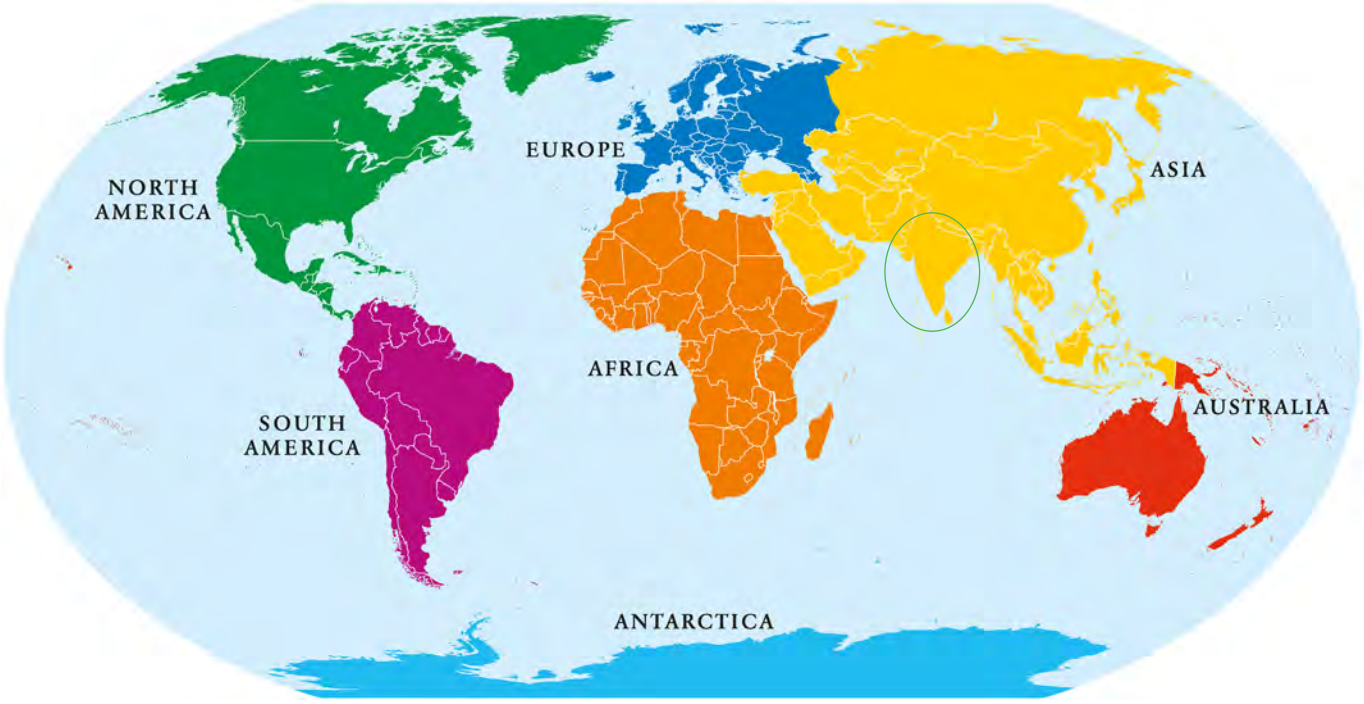
☐ Read to the child: In this lesson we are going to learn about a country called India. Read the sentences below, which teach about India and help you practice reading words with OY and OI.

Steamed or boiled rice cakes are a common snack.	
People in India enjoy shopping at beautiful markets.	
There are many soybean farms in India.	
Most of India is humid; that means the air feels moist.	

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Completed ☐

☐ Point to each continent and tell the child its name. Then point to the continents randomly until the child is familiar with their locations. Read to the child: Point to Asia. India is a country in Asia. It is circled with green; point to it.



☐ Read to the child: The gray map shows India and the countries surrounding it. I will trace my finger along the border of India. Trace your finger along the border of India. Now I will point to some of the countries close to India and say their names. Point to China, Nepal, and Pakistan and say their names.

Here are some fun facts about India.



- The language most spoken in India is called Hindi.
- Many people in India don't eat cows because they believe cows are sacred.
- India has many interesting animals, including tigers, elephants, and flying foxes.

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Completed ☐

☐ Read to the child: Have you ever heard of the word folktale? ***Folktales*** are stories that have been told aloud and passed down through time. Folktales often teach about the beliefs of a culture, and they are often used to teach lessons. I am going to read you an old folktale from India.

The CAMEL and the PIG



Adapted from the story contained in *The Talking Beasts* by Various Authors
Edited by Kate Douglas Wiggin and Nora Archibald Smith

A camel said, "There is nothing better than being tall! Look how tall I am!"

A pig, who heard these words, said, "There is nothing better than being short! Look how short I am!"

The camel said, "Well, let's have a contest and see what is best: being tall or being short. If I lose, I shall give up my hump."

The pig said, "If I lose, I shall give up my snout."

"Agreed!" said the camel.

"Just so!" said the pig, and they walked along together.

First, they came to a garden that had a wall without any opening. But tall trees grew just inside that reached their branches outside of the wall. The camel stood by the wall and reached the tall plants and trees, eating as much as he wanted, but the pig could not eat anything. Then the camel turned to the pig and said, "Now, would you be tall, or short?"

Next, they came to a garden that had a very high stone wall surrounding it. No trees grew by the wall. The only way to get into the garden was through a low, narrow, open door. The pig easily went in and ate all the juicy vegetables he wanted. After eating his fill of the vegetables, he came out. The pig looked at the poor camel that had to stay outside because he was too tall to enter the garden by the door, and the pig said, "Now, would you be tall, or short?"

The camel and the pig thought about their contest. They decided that the camel should keep his hump and the pig should keep his snout because it was good to be tall, and it was good to be short. Both of them were just the way they needed to be.

☐ Have the child summarize the story. Then read to the child: Who are the two main characters in the story? [the camel and the pig] I will read the last paragraph again, and then you tell me who is telling the story—the pig, the camel, or the narrator? [the narrator]

This story teaches a lesson. Is the lesson that we should be hardworking or that we are all special in our own way?

Yes, we are all special in our own way. God made us all different. We are different sizes and shapes. We have different hair and eyes and talents and gifts. We do not need to be the same as anyone else.

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Completed ☐

Independent Practice

Edit the Story



Have the child edit the story using the editing marks shown in the box below. **There are five mistakes.**

Capitalize: ≡ Add a punctuation mark: ^ ^

Cross out any incorrect word and write the correct word.

The Fox Cubs

Yesterday, Mom and i spotted some fox cubs. we looked at them from far away. Oh, i saw an fox cub tumble in a ball

Have the child read each spelling word and then spell it aloud three times, clapping with each letter.

girl | said | they | little | what | school

Each spelling word is listed in all uppercase letters. Have the child write each word in all lowercase letters.

ANY	
MANY	
SOME	
THERE	

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 104

Prefixes

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: I am going to tell you a short sentence, and you write it at the bottom of the page. Make sure to put spaces between each word. The word NICE ends with CE. Remember that Softy E tickles words that end with CE and makes the C say its soft sound, /s/. Dictate this sentence and have the child write it at the bottom of the page: You are nice.
- ☐ Read to the child: A prefix is a short set of letters we add to the beginning of a word that changes the word's meaning. The prefix UN means NOT or REVERSE ACTION. UNSAFE means not safe. UNDONE means not done. Draw a line between the word and its meaning.

unlike	not like
undone	not wise
unwise	not done
unclean	not happy
unfair	not clean
unhappy	not able
unable	not fair

- ☐ Read to the child: The prefix RE can mean AGAIN. RETIE means to tie again. Find 15 words scattered in the picture on the next page and read them.
- ☐ Read to the child: We are going to practice multisyllable words that start with UN. First, read each syllable separately, and then put them together.

un - fixed
unfixed

un - cov - er - ing
uncovering

un - test - ed
untested

un - pre - pared
unprepared

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Completed ☐



☐ Read to the child: The words in the purple box are being verbs. Read them. Now give me two examples of action verbs. [jump, run, swim, sleep, etc.]

am	are	is
was	were	

☐ Read to the child: Let's review.

1. What are the three articles? [THE, A, AN]
2. What sound does AY make? [/a/ as in DAY] What sound does AR make? [/ar/ as in CAR]

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Independent Practice

Read to the child: Uppercase letters are usually used only at the beginning of a sentence or for the first letter of a name. Cross out any letter in the middle or at the end of a word that is an uppercase letter and write the lowercase letter above it.

The whitE riCe tasTes veRy nIce.

there school some

Read to the child: Fill in each blank with the correct word: THERE, SCHOOL, or SOME.

I see _____ swans.

I love _____ at home.

The lake is over _____.



Riddles!

Read to the child: Read the riddles and write the answers. Each answer contains IGHT.

What am I?

I come from the sun.
I come from a lamp.
You cannot hold me,
But you can't see without me.

_____

What am I?

This is when you see the moon.
This is when the stars shine.
This is when I get in bed.
This is the time that owls fly.

_____

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 105

Soft C and G: Part 2

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: What sound does ALL make? [/all/ as in BALL] I will say three words, and you write them on the lines below. The third word might be an unfamiliar word, but it means "having love for." Spell it by sounding it out. Dictate these words: all, tall, fond.
- ☐ Read to the child: Read the information about each dog, and then choose which dog you would most like to have as a pet.



Cedric

Cedric sleeps in the center of our porch. He is a good guard dog.



Chance

Chance has a giant heart. He is as gentle as an angel.



Lace

Cute Lace loves to walk with kids and keep them safe from danger.



Duke

Duke likes to bark at pencils and likes celery and lettuce.

- ☐ Read to the child: Cut out the boxes below on the dashed lines. Then put the strips together in pairs to make sentences. *Hint: A sentence starts with an uppercase letter and ends with a period.*

We had to	was at the circus.
A police officer	cancel the party.
I played	center of my life.
Jesus is the	during recess.

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Completed ☐

Independent Practice

My Little Journal



Read to the child: Answer the question, tracing the first part.

What do you like to eat for dinner?

For dinner I like to eat

Read to the child: When you add ED or ING to a word with a final Silent E, you drop the Silent E. On each blank line, write the word in the green box combined with ING or ED.

bake + ed

move + ing

live + ed

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Completed ☐

Read to the child: Study the painting. Then read each word in purple below and highlight or circle it if you see the item in the painting.



moonlight	turtle	white	night
toy	tiger	wrinkle	engine
thigh	saddle	whale	shirt
wasp	lawn	stage	celery
stars	tail	hoof	circus

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Items Needed:
stapler

LESSON 106

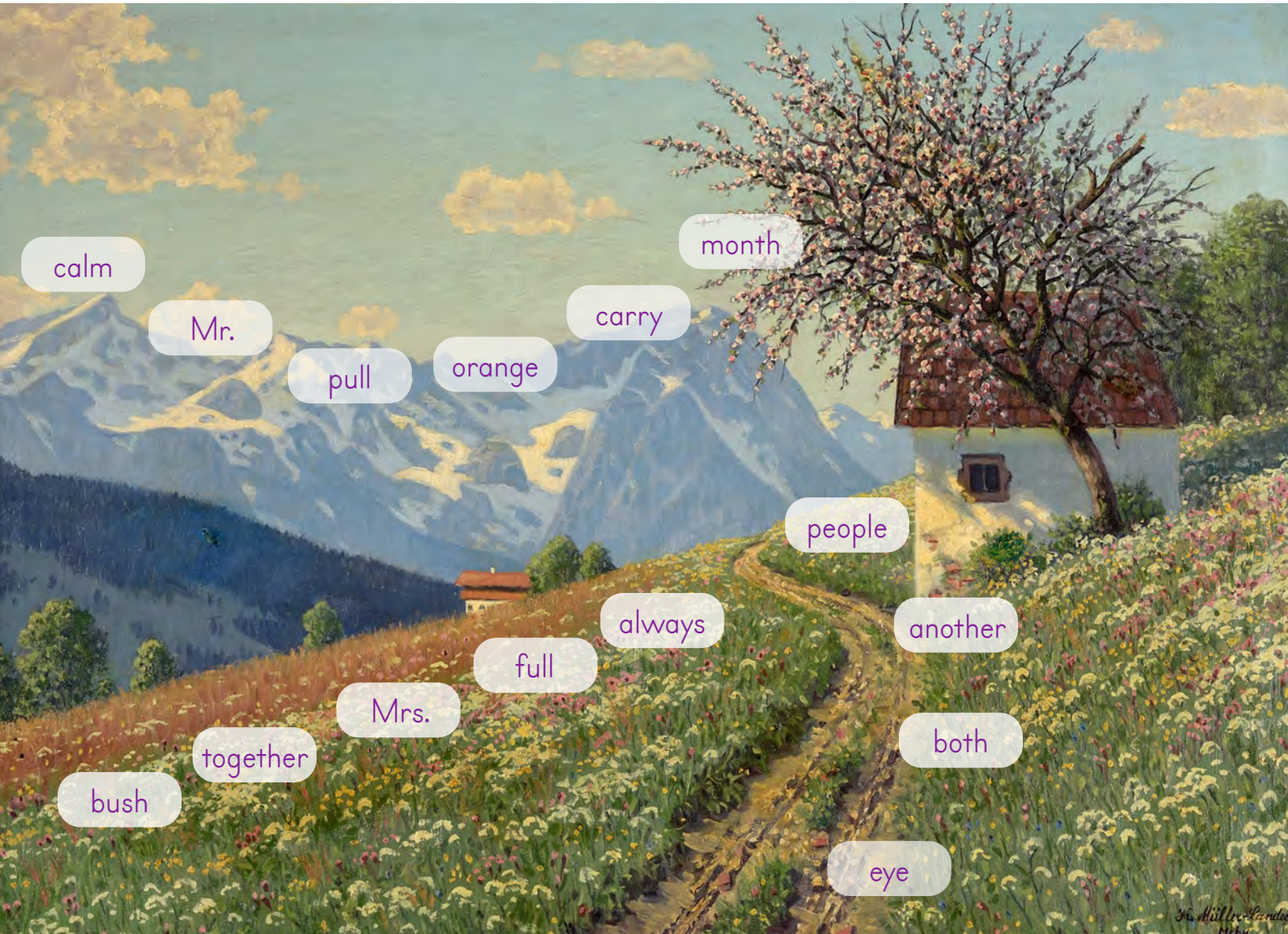
READING BOOSTER CARD TARGET 49

Sight Words: Group 4

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Assemble the Review Flipper 1 at the end of this lesson, using the instructions at the top of that page. Have the child read the words on the flipper.
- ☐ Read to the child: Look at the wonderful painting on this page. Imagine how it would feel and sound to be there. Look at the path. Start at the bottom of the path and walk along the path with your fingers, reading the words as you go. Have the child read from EYE to PEOPLE.

  Now, let's practice oral narration where you add more description to a sentence to make it more interesting. For example, you can change the sentence "I sat by the lake" to "I sat by the sparkling lake and felt the cool breeze fan my face."

  The sentence is "I walked on the path." Retell the sentence in your own words, adding details, such as how things looked, sounded, and felt. Write the child's sentence in the "My Beautiful Sentences" section on the next page (the line labeled #1).



Completed ☐

Now, look at the painting again. You get to roll down the hill with your fingers as you read the words that go down the hill. Have the child read from ALWAYS to BUSH, following along under the words with his or her finger, making circles like rolling.

Now, pretend with your finger that you are flying through the sky and landing on the tree. Have the child read from CALM to MONTH, following along under the words with his or her finger flying from word to word.

Now, you get to add description to one more sentence. The sentence is "The bird flew." Retell the sentence in your own words, adding details, such as how things looked, sounded, and felt. Write the sentence in the "My Beautiful Sentences" section (the line labeled #2).

Now, as fast as you can, start at the word EYE and read all the words again as you move your fingers to walk on the path, roll down the hill, and fly in the sky like a bird.

My Beautiful Sentences

#1: _____

_____

_____

_____

#2: _____

_____

_____

_____

Independent Practice



Read to the child: Fill in the missing letters for each word: EA or EW.

r ___ d ch ___ h ___ l

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Read to the child: Read each set of directions. Circle the place the directions take you.



1. Start at the school.
2. Turn east on Ocean Street.
3. Turn south on Pine Lane.
4. Turn into the first place.

Where are you?

Mike's House Library

1. Start at the surf shop.
2. Turn north on Lighthouse Lane.
3. Turn west on Beach Street.
4. Turn into the first place.

Where are you?

Pet Shop Park

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

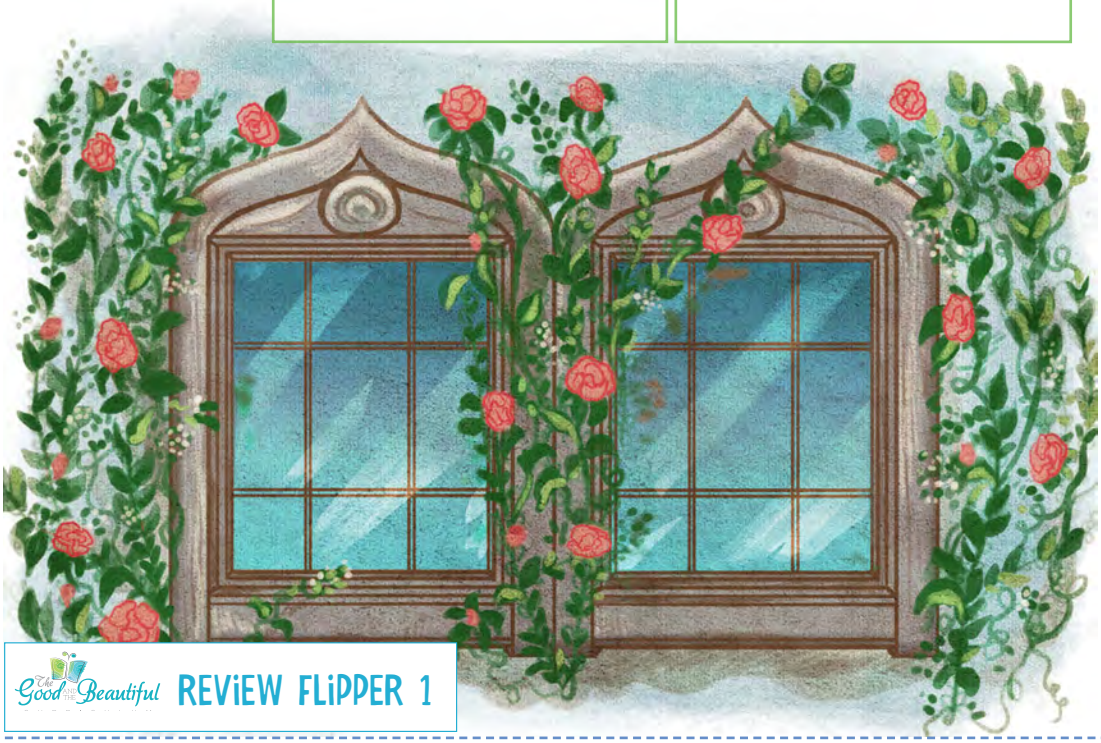
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Cut out the green and blue dashed boxes. Put the green dashed boxes in a stack and staple them onto the red flipper staple mark: [.

ine	ood	ound	rown	ern	irst	urry
old	ear	orm	oot	ind	oil	ail

farm]

Learning to read opens up a world of windows that look upon stories, people, and places that we would otherwise never see.



The Good and the Beautiful REVIEW FLIPPER 1

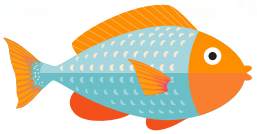
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Completed ☐

LESSON 107

Adjectives



☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Practice the yellow unit spelling words using ideas on page 225 or using the letter tiles app: girl, said, they, little, does, goes.

☐ Read to the child: An ***adjective*** describes a noun. Fill in the blank. An adjective ____. [describes a noun] Here are some adjectives that could describe the fish on this page: wet, cute, slimy, thin, spotted, bright, colorful.

I am going to tell you some sentences, and you tell me the adjective in each sentence. (Adjectives are underlined.)

The ball is <u>small</u>.

This house is <u>old</u>.

I like the <u>soft</u> kitten.

The <u>tired</u> dog took a nap.

Tell me an adjective that describes the weather today. [cold, sunny, warm, etc.]

☐ Have the child complete the activity below by cutting out the word boxes and placing each one in the correct column.

Adjectives That Describe Christ

Adjectives That Describe Christ	Adjectives That Do Not Describe Christ

kind	**cheerful**	**loving**	**happy**
holy	**wise**	**mean**	**greedy**
peaceful	**rude**	**hateful**	**selfish**

Completed ☐

Independent Practice

My Little Journal

Read to the child: Answer the question with a complete sentence. Use the word bank if desired.

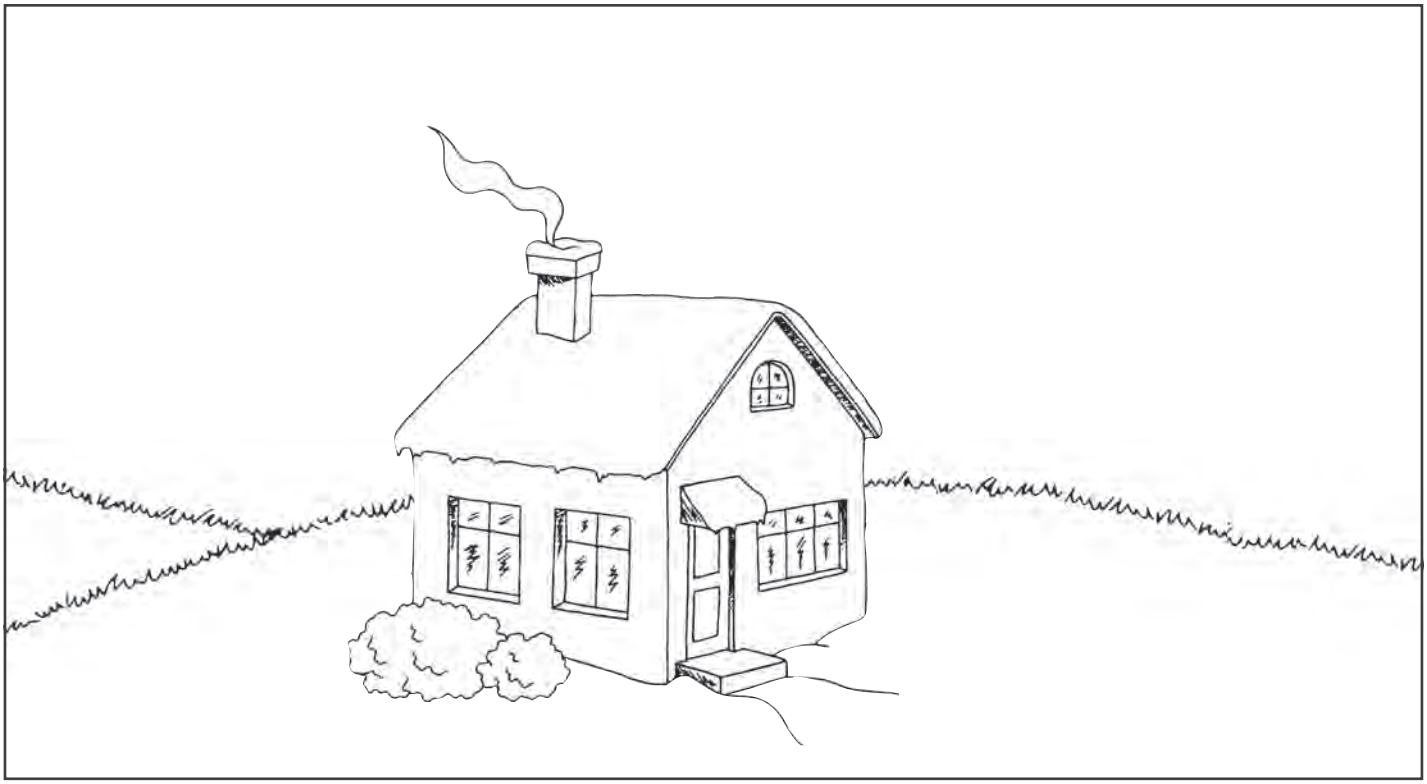
What color is your hair?

black brown blonde red

Use the app

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Lesson 107 Audio Narration. Play the audio narration. Have the child listen to and follow the instructions while looking at the painting on the next page.

Read to the child: You get to create a focus picture, where the colors you use make the home the focus of the picture. Using colored pencils, color the house a very light yellow or very light blue and the roof a light brown. Color the windows darker yellow, as if they are glowing with light. Color the bushes green. Then color the ground with light gray and brown. Color the sky dark gray and brown as if it is a big storm. Look at what you created and see how the house stands out against the dark and non-detailed background.



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LESSON 108

Root Words/Base Words

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Dictate this sentence and have the child write it on the line at the bottom of the page: I love you.
- ☐ Read to the child: A root word, also called a base word, is a word without any prefixes or suffixes added. For example, the root word of HOPEFUL is HOPE, and the root word of UNKIND is KIND. Look at the two pictures of globes on the next page. There are some differences between the two pictures, and you get to find them! Below one of the colored globes on this page, read each word, and then highlight the root word. Then find a difference between the two globes on the next page and circle it. Repeat for each globe below. Allow the child to spot more differences if desired.



unfair
undo
unable



painful
joyful
useful



nicely
strangely
lately



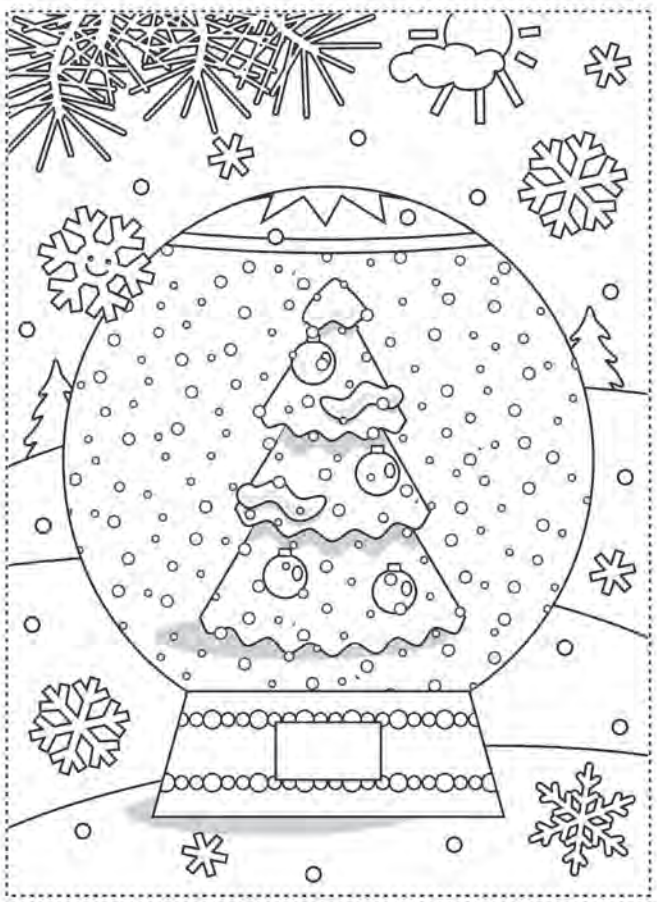
calmness
tighter
undone



oily
boiling
brightly

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Completed ☐





☐ Read to the child: Let's imagine that it's Christmastime, and you are writing a letter to Grandma. The letter below shows an imaginary address for an imaginary grandma, but you will write your real address on the return address section. This section shows who the letter is from. Write the child's address on the whiteboard and have the child copy it. Explain what goes on each line.



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Independent Practice

My Little Journal

Read to the child: Answer the question, tracing the first and last parts. Use words from the word bank if desired.

How old are you?

five six seven eight nine ten

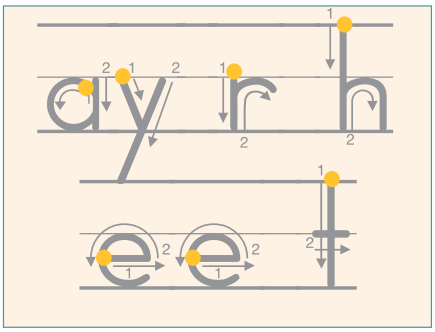
I am years old.

Read to the child: In each row circle all the words that are in the category given in the first box of the row.

Things You See at Night	stars	sunshine	moonlight	sunrise
Things That Are Places	city	brother	town	school
People	baby	aunt	child	uncle

Segment and Spell

Read to the child: Segment and write the individual sounds to spell the word for each image. Two letters together that make one sound (like SH or AR) go in one box. There is one box for each sound.







Art

Read to the child: Draw a triangle around each vowel.

h a

o

j

m

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 109

Verb Tenses

Preparation: Write the child a thank-you note and place it somewhere he or she will find it before the next lesson.

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Practice the green unit spelling words using ideas on page 225 or using the letter tiles app: any, many, what, some, there, school.

☐ Read to the child: A verb is in present tense when it is happening right now. For example, "I JUMP." When the action or state of being has not happened yet, it is in future tense. For example, "Tomorrow I WILL JUMP." When the action or state of being happened in the past, it is in past tense. For example, "Yesterday I JUMPED." When changing a verb to past tense, usually add ED to the end.

I will tell you a sentence in present tense. You tell it to me in past tense.

I live in New York.
I smile at you.
I push the stroller.

I will tell you a sentence in present tense. You tell it to me in future tense.

I go to the beach.
I paint a picture.

I will tell you a sentence in past tense. You tell it to me in present tense.

I cleaned my room.
We shared our food.
We weeded the garden.

☐ Read to the child: At the bottom of the page are three verbs in present tense. Write each of them in past tense on the blank lines.

☐ Have the child read the poem.

The Robin

By Laurence Alma-Tadema



When Father takes his spade to dig
Then Robin comes along;
He sits upon a little twig
And sings a little song.

Or, if the trees are rather far,
He does not stay alone,
But comes up close to where we are
And bobs upon a stone.

float _____

pull _____

want _____

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Completed ☐

Independent Practice



Have the child fill in each blank with a word from the box that makes sense.

ate	eight	be	bee

1. Jane made _____ cards for Beth.
2. She drew a flower and a _____.
3. Soon she will _____ done.
4. Jane _____ the last roll.

Read to the child: Each word has a line dividing it into syllables. The first syllable of each word is open, so the vowel says its name. Read each word aloud, and then draw a line from the word to its picture.

mu/sic



sta/pler



di/no



pi/rate



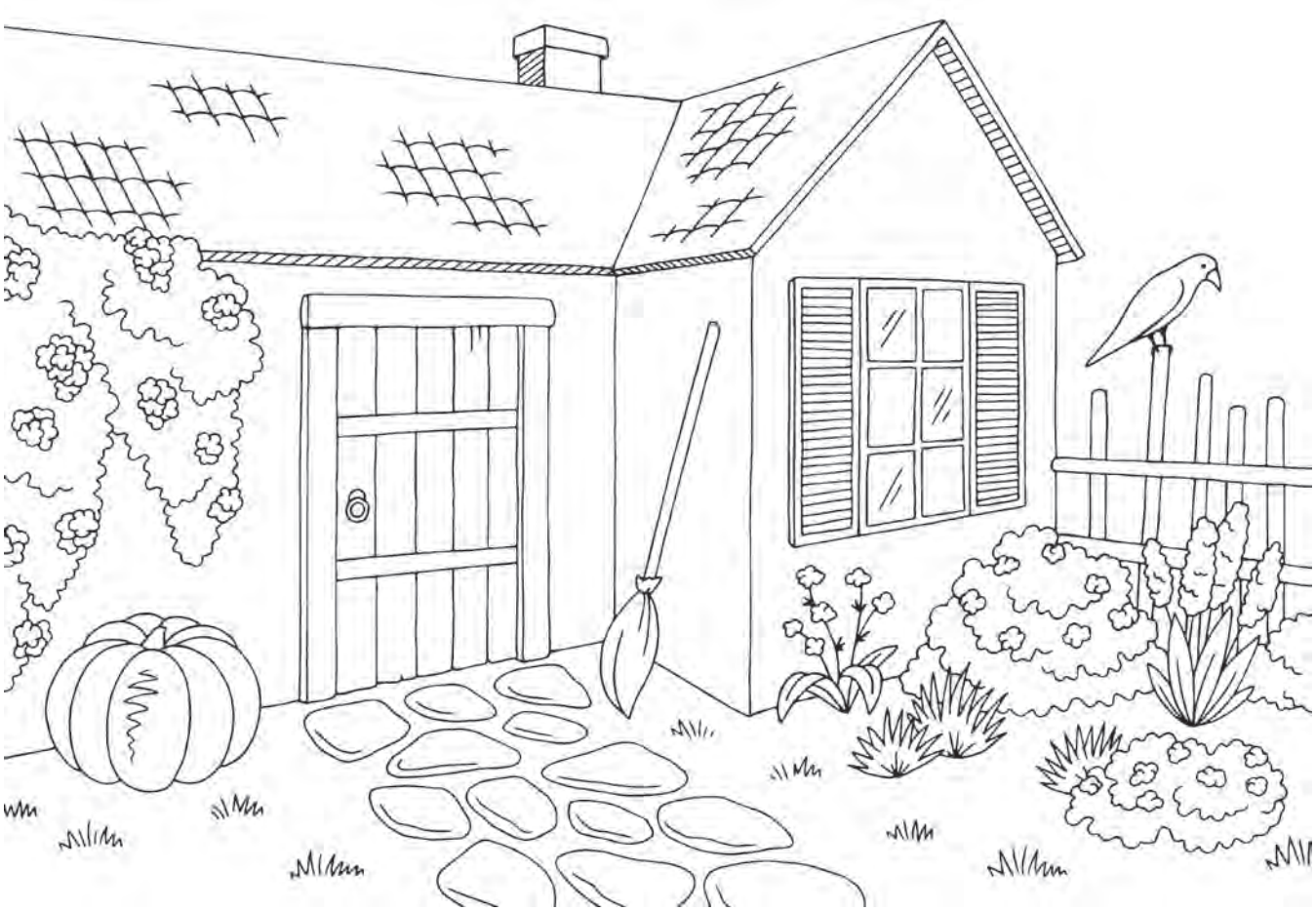
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Read to the child: Circle the correct word for each sentence. TOO can mean "too much" of something.

It is to / too hot.	The son / sun is bright today.
He loves his son / sun.	We will go to / too the beach.

Read to the child: Follow all the instructions in orange.



1. Draw a green vine on the pumpkin.
2. Color the pumpkin orange.
3. Color the plant that you like most.
4. Draw a butterfly above the fence.
5. Color three stones.
6. Draw a sun in the upper right corner.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 110

Writer's Workshop: Thank-You Note



- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ **Reminder: You were instructed in Lesson 109 to write the child a thank-you note and place it somewhere he or she would find it before this lesson. If you have not done so already, you should write the note before working on this lesson.**
- ☐ Read to the child: Did you know that many children in the history of the world have not had the opportunity to learn to read or write? You are blessed to be able to know how to read and write. It is wonderful to use those blessings to do good in the world. In this lesson we are going to practice doing good things with our writing skills by writing a thank-you note.
- ☐ Read to the child: How did you feel when you got the thank-you note I left you? Imagine that one of your friends gave you a note saying thank you for being such a good friend and example. How would you feel? Writing notes of thanks and gratitude can help other people feel good; it also makes you feel good. In preparation for writing a thank-you note, let's make a list of people for whom you could write a note. Think of your family, friends, and people in your community and church. Think of people who serve you or are an example to you. Write your list below.

People to Whom I Could Write a Thank-You Note

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Completed ☐

☐ Have the child read the example thank-you note on this page.

March 10, 2024

Dear Grandma,

I am sending you a note to thank you for being such a wonderful grandma. I love to be with you because you are always smiling, and it makes me happy. I also love the books that you read to me. I can tell you love books, and you have helped me to love books too. Thank you for taking me to the zoo last week. I had such a great time. I love spending time with you. I just wanted you to know that I am grateful to you for all you do!

Love,

Jane



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Completed ☐

☐ Read to the child: When you write a thank-you note, you should make your note sincere; it should sound like you really mean what you write. You should put careful thought into your note.

In preparation for writing your own thank-you note, read the following pairs of thank-you notes. For each pair, tell me which thank-you note is more sincere and thoughtful and why.

May 7, 2022

Dear Mrs. Hall,

Thank you for teaching my art class. You are a good teacher.

Love,

Walter

May 7, 2022

Dear Mrs. Hall,

Thank you for teaching my art class. Your lessons are fun, and I learn so much. Thank you for being cheerful and kind. You are a good example for me.

Love,

Walter

March 22, 2024

Dear Max,

I am so glad you are my brother. Thank you for spending time with me yesterday. I think you are the best older brother I could have!

Love,

Molly

March 22, 2024

Dear Max,

Thank you for being my brother.

Love,

Molly



Independent Practice

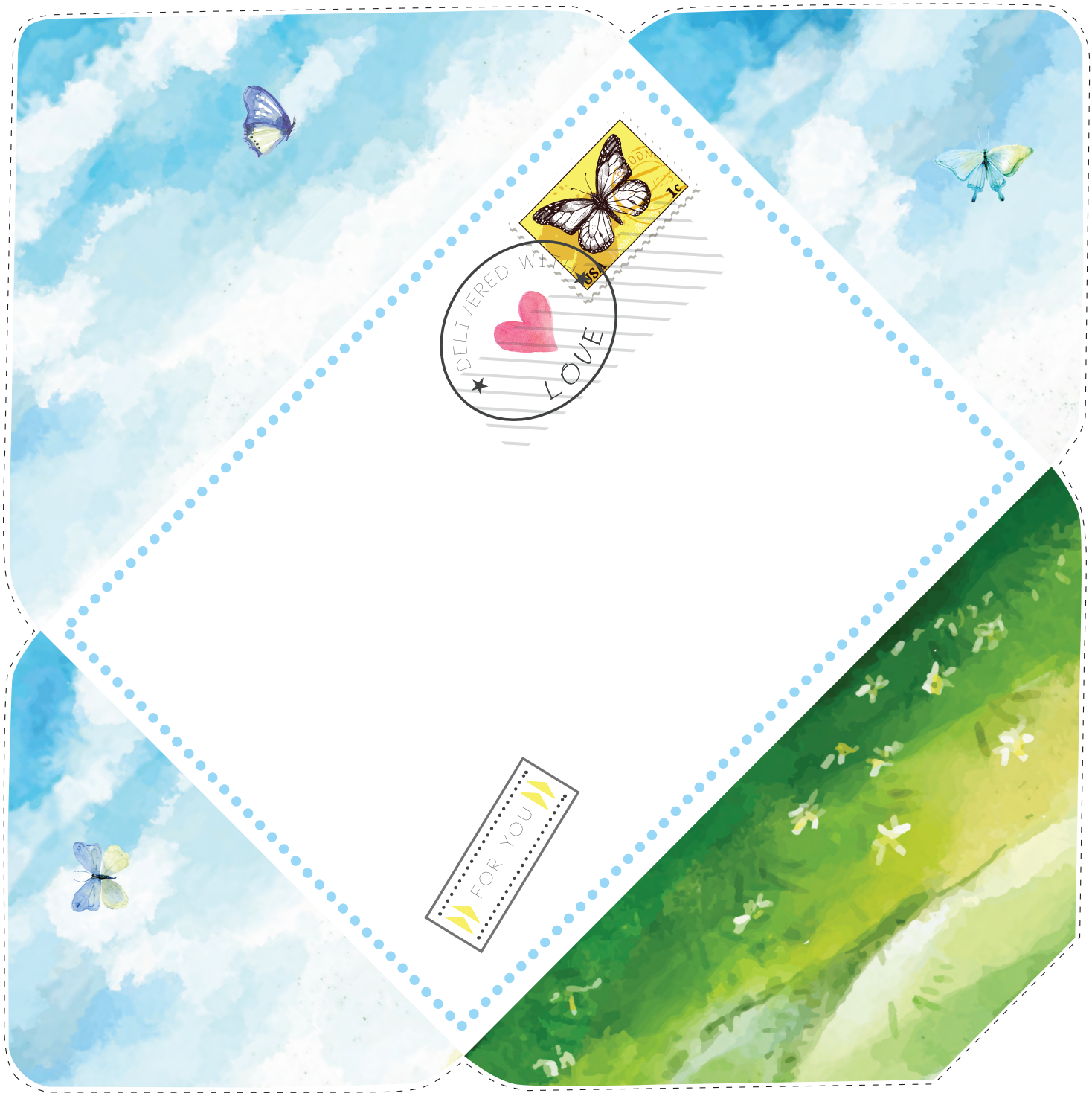
Read to the child: Write and deliver a thank-you note using the thank-you note template on the next page. Cut the template on the outside dashed lines. Write in the white space, and then fold the note up.



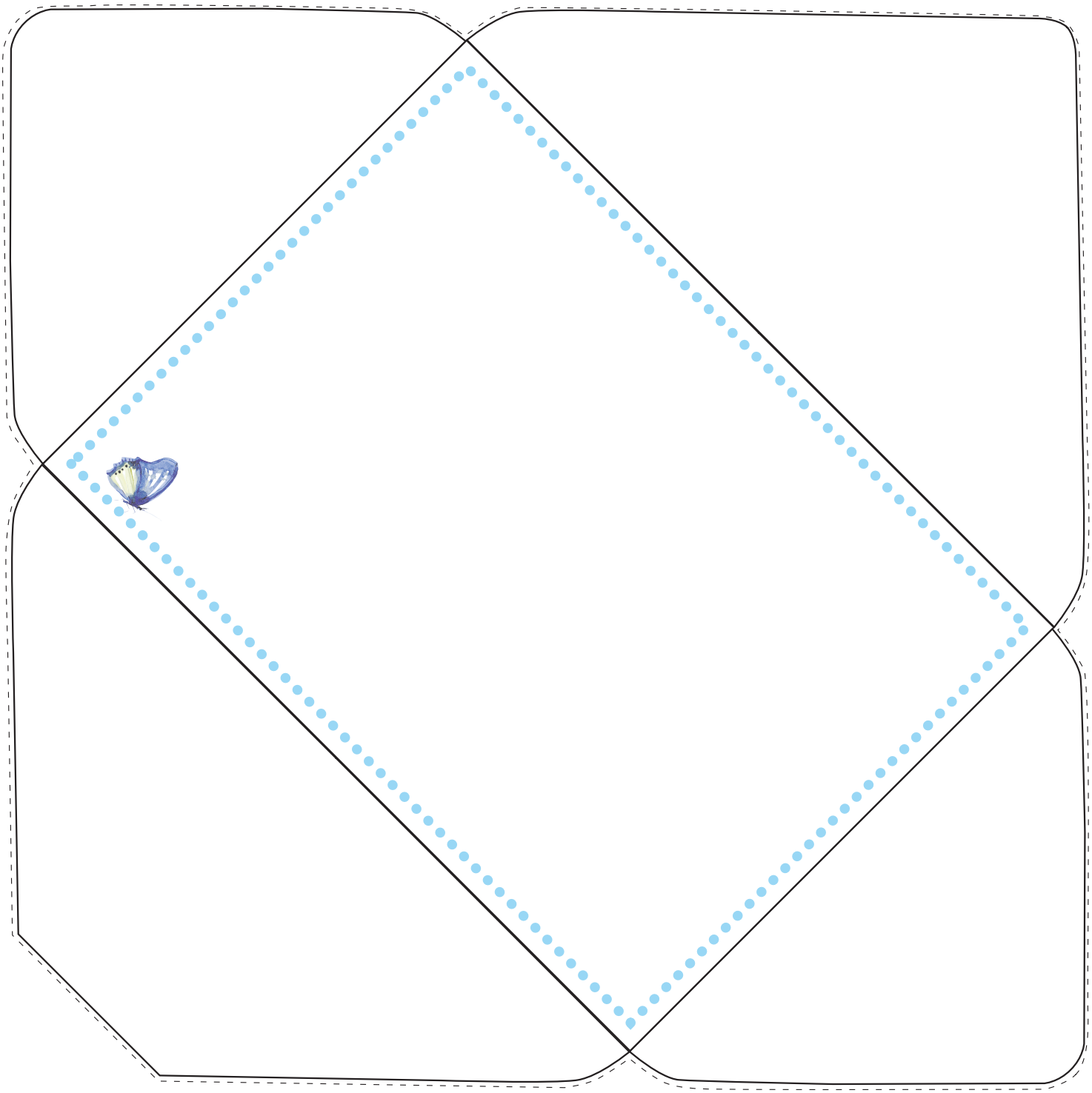
☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐



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Completed ☐

LESSON 111

READING BOOSTER CARD TARGET 51

OA and OE

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: Let's practice words with OA and OE that you learned in the reading booster cards. Both OA and OE can make the long O sound. Reading the same poem a few times helps you become a faster reader. So you will read a short poem three different times in this lesson. It will be fun to see how much easier it is to read the poem each time. After reading the poem each time, follow the instructions I give.

First time: Draw some birds in the sky.

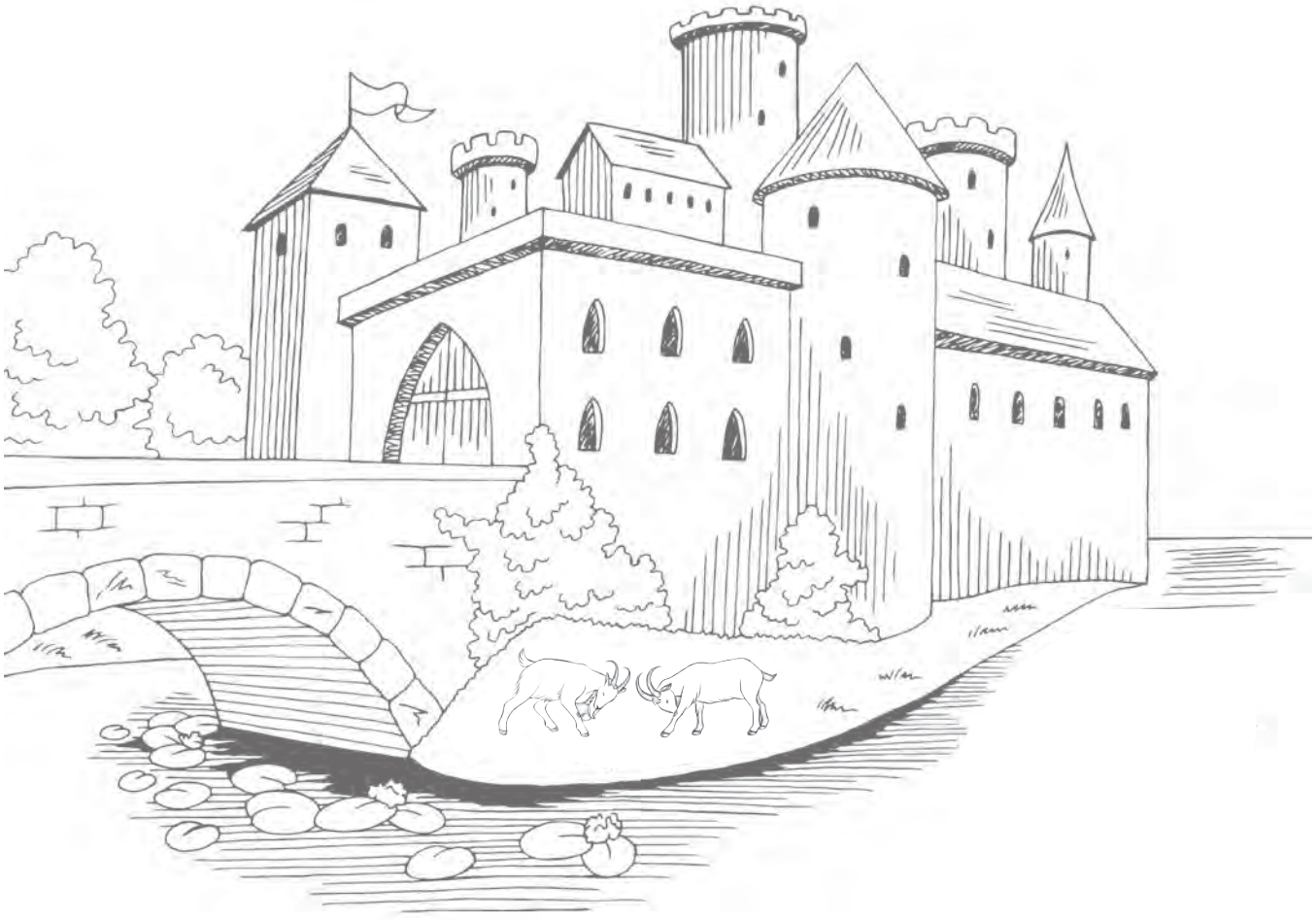
Second time: Draw a flag on a tower.

Third time: Add some colored dots as flowers on the grass.

BOAT ON A MOAT

By Jenny Phillips

Joe and his dad hop in a boat.
Dad has a cloak, and Joe has a coat.
Across a wide and pretty moat,
They paddle and sail and talk and float.
They see a toad and watch birds soar
And spot some goats playing on the shore.



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Completed ☐

Independent Practice

Read to the child: Write the root word for each word shown. The root word is the word without any prefixes or suffixes. A prefix is at the beginning of a word, like UN or RE. A suffix is at the end of the word, like ING or LESS.

floating _____

rewrite _____

Read to the child: Under each photo, circle the adjective that describes the castle. A noun is a person, place, or thing. An adjective is a word that describes a noun.



tiny tall loud



hairy soft red



old young polite

Have the child read each spelling word and then spell it aloud three times, clapping with each letter.

any | little | many | said | school | some

The spelling word is listed in all uppercase letters. Have the child write the word in all lowercase letters.

DOES	_____

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 112

Irregular Past Tense

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: What sound does AI make? [/ā/ as in the name of the letter A] The word FAITH uses AI for the long A sound. Dictate this sentence and have the child write it on the line at the bottom of the page: I have faith.
- ☐ Have the child tell you a sentence in present tense and future tense.
- ☐ Read to the child: Write these words in past tense.

shout

wink

curl

- ☐ Read to the child: Some verbs are irregular. They do not follow the rules. For example, think of the sentence "Today I eat." You would say, "Yesterday I ate." You would not say, "Yesterday I eated." On the charts below, I will read a present tense verb in green, and you read the matching irregular past tense verb in purple.

say	said
make	made
swim	swam
go	went
run	ran
take	took

fall	fell
fly	flew
slide	slid
ride	rode
am	was
build	built

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Completed ☐

Independent Practice

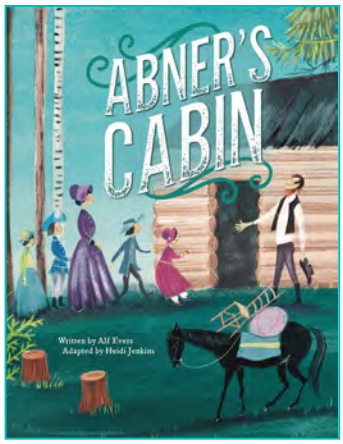
Use the app

GEOGRAPHY BOOK

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Books > Abner's Cabin. Play the video.

Have the child answer the following questions. If needed, have the child listen to the book again.

1. Did the town change over time? [yes]
2. Did Abner's cabin end up getting pushed over by a bulldozer? [no]



Read to the child: Write the root word for each word shown. The root word is the word without any prefixes or suffixes. A prefix is at the beginning of a word, like UN or RE. A suffix is at the end of the word, like ING or LESS. One of the words has a prefix AND a suffix.

joyful _____

unneeded _____

Read to the child: Under each photo, circle the adjective that describes the cabin. A noun is a person, place, or thing. An adjective is a word that describes a noun.



wet slimy nice



small huge round



red polite scary

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 113

READING BOOSTER CARD TARGET 52

OW Can Make the Long O Sound

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: I will tell you a short sentence in present tense, and you say it in past tense. Remember that you usually add D or ED to a verb to make it past tense, but some verbs are irregular.

We cook. | I run. | She eats. | The bug flies.

Some verbs are the same in the present tense and the past tense. Tell me the past tense of each sentence after I say it. Replace the word TODAY with YESTERDAY as you say the sentence.

Today I shut the door. | Today I put seeds in the ground. | Today I cut the apple.

OUT MY WINDOW

By Jenny Phillips

Out my window I see clouds like pillows,

And I gaze at a row of lovely willows.

In winter I see a crow flying low

Over a land that is sleeping in snow.

Out my window the moon is aglow,

And all that I see is a wonderful show.

☐ Read to the child: Let's practice reading words where OW makes a long O sound. You've already learned these words in your reading booster cards. Reading the same poem a few times really helps you get faster with reading. You will read a fun, short poem three different times in this lesson. It will be fun to see how much easier it is to read the poem each time. Each time after reading the poem, go look out a window and describe something you see using details. For example, instead of saying, "I see a tree," you could say something like "I see a tall tree with gray branches."



☐ Read to the child: Let's review. What is the hard sound of G? [/g/ as in GAS] What is the soft sound of G? [/j/ as in GEM] G is soft when it comes before ____. [E, I, or Y]

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Completed ☐

Independent Practice

My Little Journal



Read to the child: Answer the question, tracing the first part. Use words from the word bank if desired.

How do you feel today?

happy silly grateful upset tired

Today I feel so

Read to the child: When you add ED or ING to a word with a final Silent E, you drop the Silent E. On each blank line, write the word in the green box combined with ING or ED.

have + ing

move + ed

hide + ing

Have the child read each spelling word and then spell it aloud three times, clapping with each letter.

any | little | many | said | school | some

The spelling word is listed in all lowercase letters. Have the child write the word in all uppercase letters.

goes	

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



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Completed ☐

Items Needed:
stapler

LESSON 114

Synonyms and Antonyms

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Assemble Review Flipper 2 at the end of this lesson. Have the child read the words on it.
- ☐ Read to the child: I will tell you two compound words. You tell me the two words that make up each compound word and then write the compound words on the lines at the bottom of the page. Dictate these words: bathtub, sandbox.
- ☐ Read to the child: A synonym is a word that means nearly the same thing as another word. For example, SMALL and LITTLE are synonyms. In each box, circle the two words that are synonyms.

big large happy	fast tall speedy	sad happy glad
end finish smart	slow sick ill	mad gentle angry

- ☐ Read to the child: An antonym is a word that means the opposite of another word. For example, HAPPY and SAD are opposites. In each box, write an antonym for the given word.

down _____	slow _____
cold _____	good _____
short _____	young _____

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Completed ☐

Independent Practice

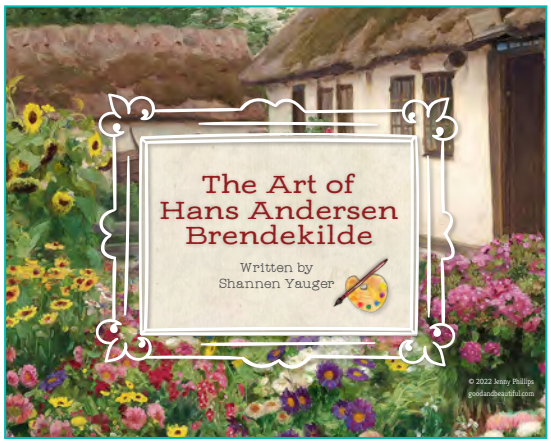
Use the app

ART BOOK

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Books > The Art of Hans Andersen Brendekilde. Play the video.

Have the child answer the following questions. If needed, have the child listen to the book again.

1. Did Brendekilde like to paint people? [yes]
2. Did Brendekilde's paintings look like real life? [yes]



sun son read red

Read to the child: Fill in each blank with the correct word: SUN or SON, READ or RED.



She holds her _____ .

He buys a _____ toy.

I _____ a book about the _____ .

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

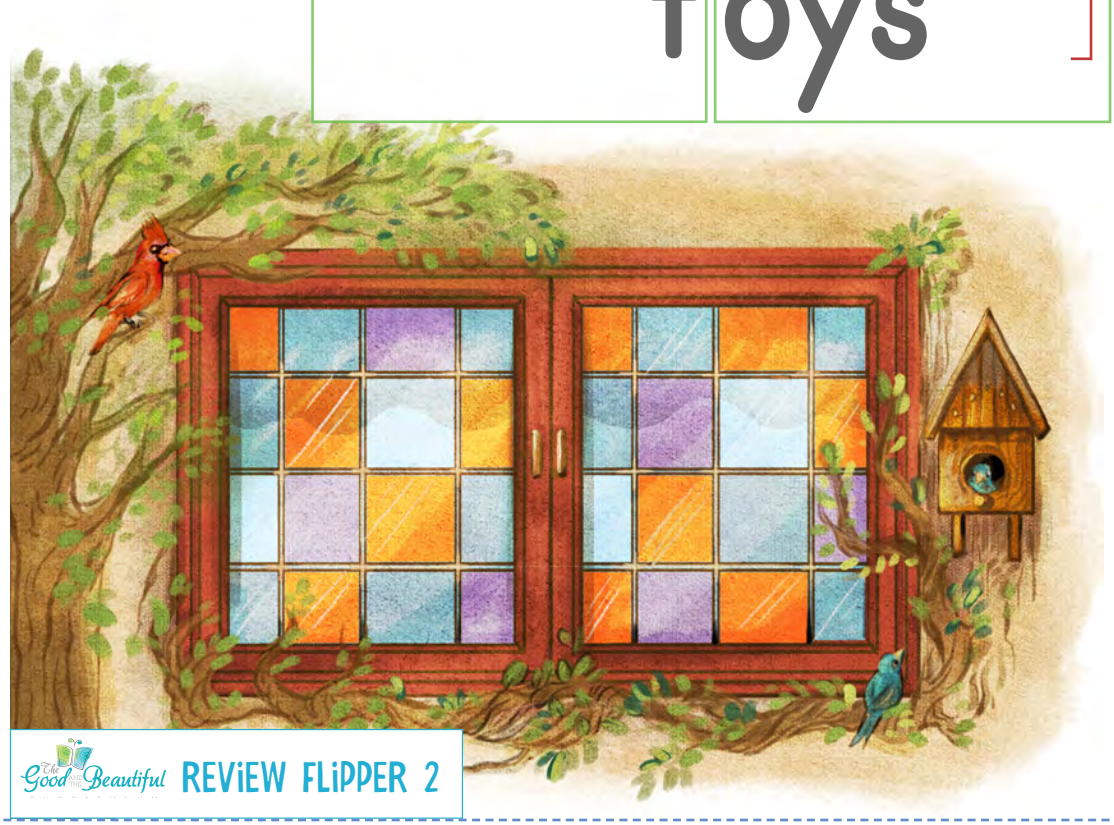
© Good and Beautiful

Cut out the green and blue dashed boxes. Put the green dashed boxes in a stack and staple them onto the red flipper staple mark: [.

oken	ook	ower	urtle	oil	oe	each
otal	opic	race	ight	oad	alk	ake

toys]

Learning to read opens up a world of windows that look upon stories, people, and places that we would otherwise never see.



The Good and the Beautiful REVIEW FLIPPER 2

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Completed ☐

Items Needed:
stapler

LESSON 115

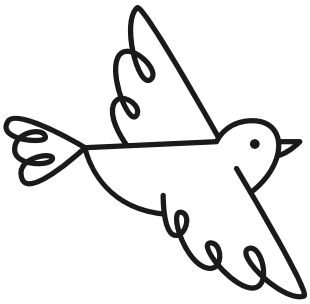
Writer's Workshop: Gratitude Journal



☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: You are very special. God made you, and you are precious to Him. Every person is different and special. For this writer's workshop, you get to create a book about you and what you like. As you write the book, you can think about all the things God has given you and how grateful you are for them.

Have the child cut out, fill out, and color the booklet in this lesson. On the whiteboard write words the child wants to use but can't sound out. Staple the book together with the pages in any order you desire. The booklet can be completed over multiple days.



Why I Am Grateful

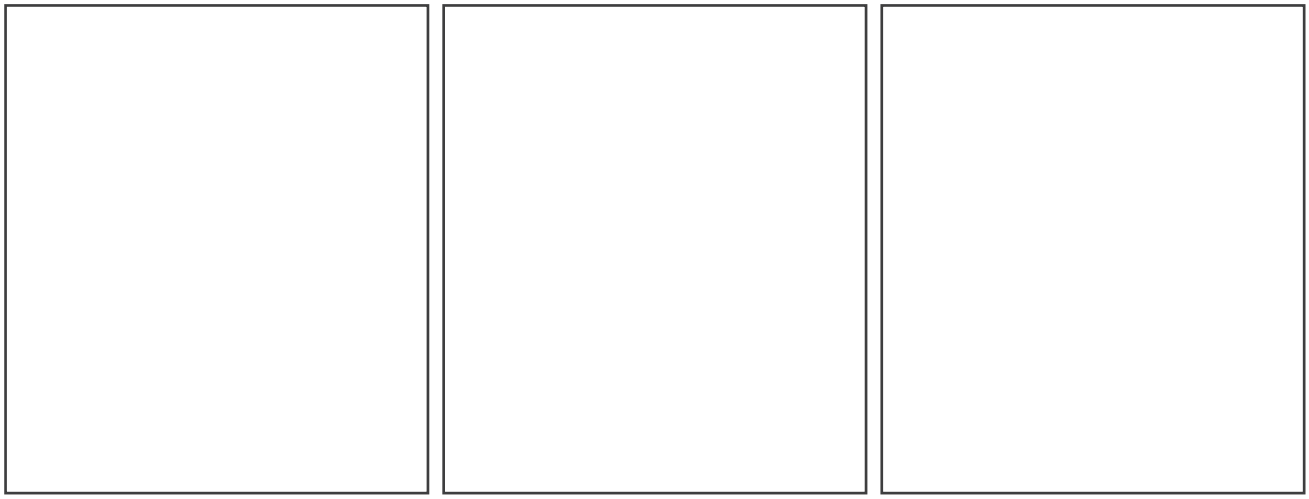
My name is _____.

I am _____ years old.

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My favorite color is _____.

I am grateful for these things that are my favorite color.



Outside, I am grateful for things like _____.

Here is a picture of things I like outside.

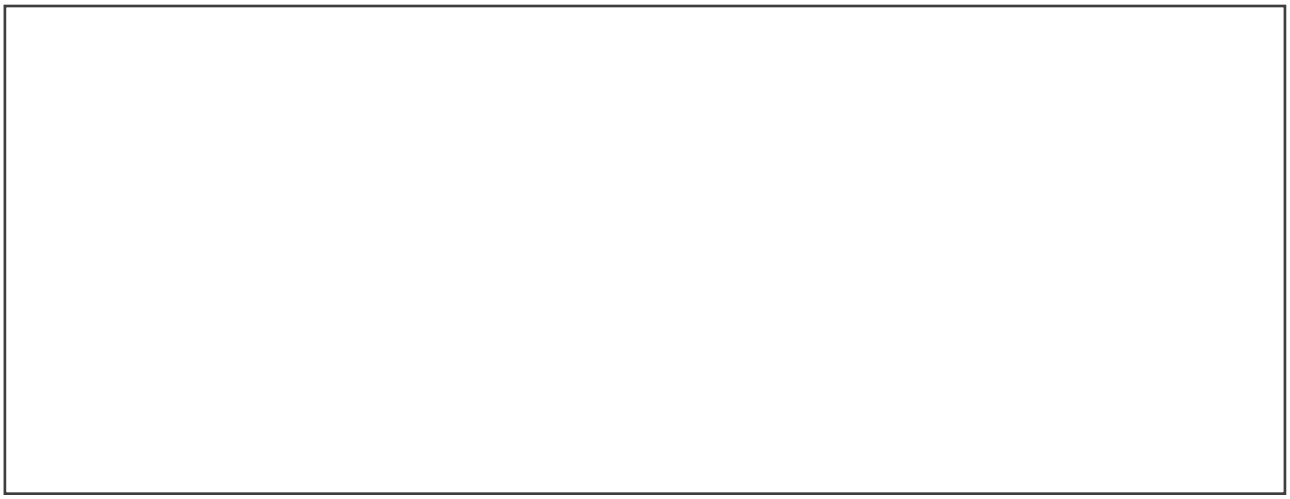
I am grateful God made me! I have _____ eyes and _____ hair. I am good at _____.

I am grateful for my family because _____

_____

_____.

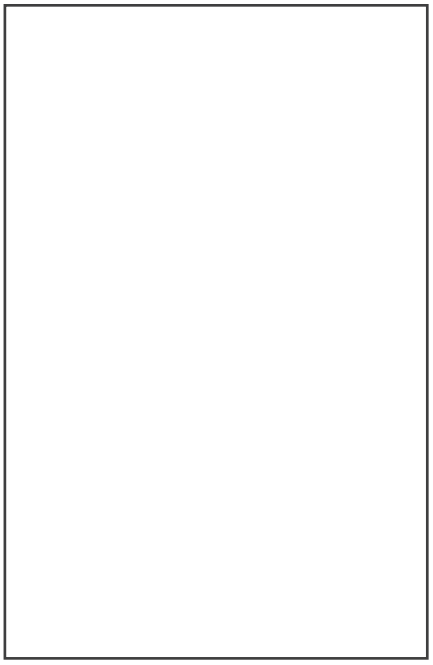
Here is a picture of my family.



I am grateful for these foods that God has given me: _____

_____

_____.



My favorite things to eat for dinner are

_____

_____

_____

_____

_____

_____.

Completed ☐

Independent Practice

Note: Give the child a highlighter if possible. Read to the child: Study the painting. Then read each word in purple below and highlight or circle it if you see the item in the painting.



windmill	mice	lawn	zoo	tree
roof	hillside	train	curvy line	brown
cow	robot	house	mall	white
purple	barn	water	chalk	horse

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 116

Commas

Helpful Hint: Our courses teach the Oxford comma (a comma before the final item in a series), as most stylebooks use Oxford commas. You may teach the child not to use Oxford commas if desired.

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: I will tell you two compound words. You tell me the two words that make up each compound word and then write the words on the lines at the bottom of the page. Dictate these words: bedtime, yourself.

☐ Note: These comma rules are only introduced here. They will be practiced and mastered in future course levels. Point to the comma in the red box. Read to the child: This is a comma. A comma tells us to pause briefly when we are reading. Today we are going to talk about two reasons we use commas.

Comma
,

First, put a comma between the day of the month and the year when writing the date. Read the date in the first green box and notice how the comma comes after the day of the month. Then read the dates in the other green boxes and add commas in the correct spots.

March 14, 2023 | May 6 1899 | June 25 2025 | July 7 1925

☐ Read to the child: Another reason we use commas is to separate words in a series. A series is a list of three or more things. Read the sentences in the first two purple boxes and write a 1, 2, and 3 above the three words in the series. [lions, tigers, hippos; kick, bite, yell] Notice how commas separate the words in the series. If there are only two words in the series, you do not use commas. Now read the sentences in the green boxes and add commas between the words in a series.

I like lions, tigers, and hippos.

We shouldn't kick, bite, or yell.

I'll cook read and paint.

I won't be mean selfish or grumpy.

I'd like to swim dance and hike.

She'll jump hop and skip.

☐ Read to the child: Let's practice! Each box below is missing one comma. Add it.

I was born on May 3 2010.

I couldn't find my purse keys, or hat.

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Completed ☐

☐ Read to the child: Imagine being in a room without sounds, colors, or smells. That would not be very interesting! Sounds, smells, and colors bring things to life. We use senses to experience our world.

What are our senses? [the ability to see, hear, touch/feel, smell, and taste]

When authors write, they can use sensory language to make the writing more interesting. This means they describe the way things look, taste, feel, smell, and sound.

☐ Read the poem to the child, stopping after each stanza to discuss sensory language (words that describe the way things look, taste, feel, smell, or sound).



Oh, Spring

By Jenny Phillips

Oh, spring,
You have come
To wake up all the trees,
Bring back the lovely song of birds,
And start the hum of busy bees.

Oh, spring,
You begin
To open blossoms that smell so sweet,
Give life to tiny, growing leaves,
And cover the world with green.

Oh, spring,
How I love
The warm sunshine on my hair,
The feel of freshness in the air,
The color painted everywhere.

Independent Practice

Read to the child: In each row circle all the words that are in the category given in the first box of the row.

Parts of the Body	pillow	window	elbow	eye
Clothes	shirt	skirt	soap	coat
Things That Are Cold	goat	snow	ice	freezer

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Completed ☐

Read to the child: Write the root word for each word shown. The root word is the word without any prefixes or suffixes.

groaning _____

untoasted _____

Read to the child: Draw a line from each sentence to the word that goes in the blank spot. One word is used twice.

I would like to talk to your _____.

The _____ gives us heat.

Yesterday I _____ a very good book.

Look at that funny _____ bug.

Your _____ drew a lovely mouse.

sun

son

red

read

Read to the child: Under each photo, circle the adjective that describes the scene. A noun is a person, place, or thing. An adjective is a word that describes a noun.



sad calm mean



tiny lovely angry



smart sharp pretty

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

LESSON 117

Review

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Complete the letter tiles activity.

LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 117 or use physical tiles. Dictate the words in the purple boxes below and have the child spell the words with tiles.

TIP: Go over the sounds of these tiles before starting: WH and OW.

TIP: Remind the child that OO makes multiple sounds. In these words it says /o͝o/ like in LOOK.

when	now	what	cow	look	white	book	who	how	good

BONUS WORDS: hook, hood, took, wood, wow, down, owl

- ☐ Have the child read the mini story below, which practices sight words and phonics principles recently covered.

Mr. and Mrs. Jones bring food to the lighthouse once a month when the sea is calm and gentle. They pull up in an orange boat and turn off the engine. They both carry packages up the steep steps. After talking to the people who live there, they leave. They will make another trip next month!

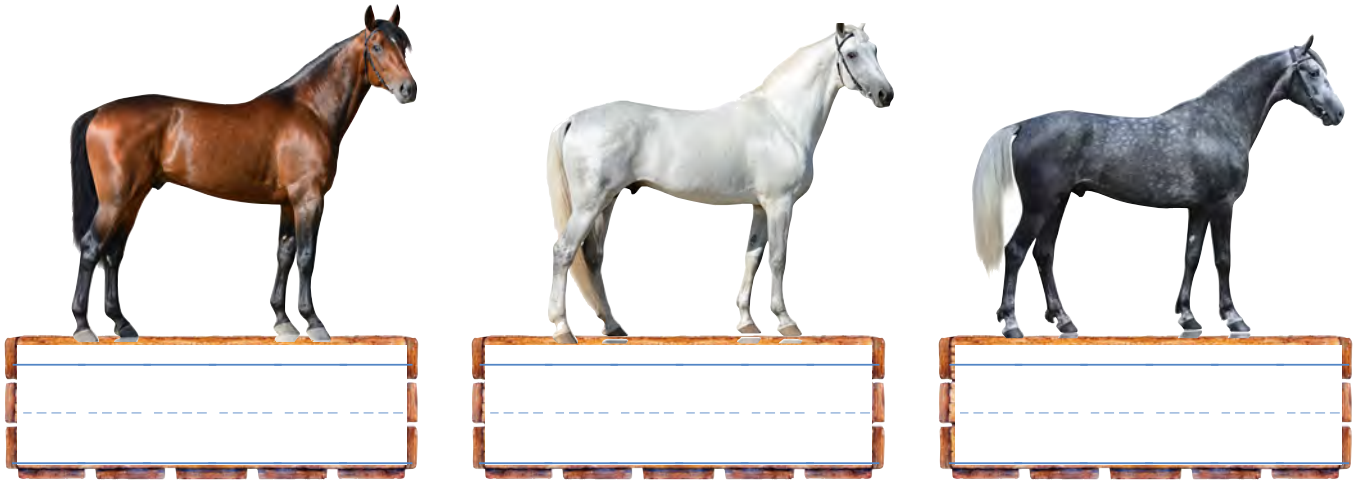


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Completed ☐

☐ Read to the child: We are going to do an activity called "Which One Is the Winner?" It is a horse contest, and you are the judge! In each box write the word I dictate to you. Dictate these words: walk, talk, start. Now choose which horse gets first place and draw a line from its box to the gold medal. Then choose second (silver) and third (bronze) places and draw a line to their medals.

Which One Is the Winner?





Independent Practice

Read to the child: Each box below is missing one comma. Add it.

I was born on June 1 2007.	I won't be mean, angry or bossy.
We left on May 15 2001.	I saw crows toads, and swans.
We moved on April 4 2022.	I'll need soap, shampoo and towels.

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Completed ☐

Read to the child: Uppercase letters are usually only used at the beginning of a sentence or for the first letter of a name. Cross out any letter in the middle or at the end of the word that is an uppercase letter and write the lowercase letter above it.

A largE sTork flew iNto the aIr.

Read to the child: An antonym is a word that means the opposite of another word. For example, HAPPY and SAD are antonyms. In each box write an antonym for the given word.

light	night
dry	start
short	easy

Read to the child: Write the root word for each word shown. The root word is the word without any prefixes or suffixes.

lighter

unload

snowing

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

Items Needed:
paintbrush
watercolors

LESSON 118

Other Sounds of EA

READING BOOSTER CARD TARGET 55

- ☐ Have the child complete the Unit 1 Reading Assessment on page 111 to track the reading progress the child has made.
- ☐ Practice the yellow unit spelling words using ideas on page 225 or using the letter tiles app: girl, said, they, little, does, goes.
- ☐ Read to the child: Under each picture, circle the first word in the compound word, and then read the whole word to name the picture. The letters W - O - R - M spell WORM.

				
toadstool	silkworm	eggplant	wallflower	cornstalk

- ☐ Take the next page out of the book and give it to the child along with watercolors and a paintbrush. Read to the child: As you have learned in your booster cards, the vowels E and A together can make different sounds, like the long or short E sounds. Let's practice some words with these sounds. In this lesson is a fun poem about a meadow. Reading the same poem a few times helps you become a faster reader. So you will read a poem three different times in this lesson. It will be fun to see how much easier it is to read the poem each time. B - E - A - U - T - Y spells BEAUTY.

  After reading the poem for the first time, take a break from reading and paint the hills and fields different shades of green (add water to make green lighter; add a tiny bit of black to make it darker).

  After reading the poem for the second time, take a break from reading and paint the sun yellow and draw birds in the sky.

  After reading the poem for the third time, you can put any finishing touches on the painting that you desire.

THE MEADOW

By Jenny Phillips

In the meadow it's lovely weather.
The wind has breath like a feather.

I spread a cloth on the ground—
A wealth of beauty is all around.

The meadow wears a robe of green,
And flowers dot the lovely scene.

Great puffs of white float above.
I look to heaven filled with love.

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Completed ☐

Independent Practice

Artist Study

Henry O. Tanner



Read to the child: Read the information about the artist, and then underline the correct answers to the questions.

Henry knew he wanted to be a painter when he was 13 years old. He made many paintings that showed people from the Bible. He was also an art teacher. One of his best-known paintings is called "The Banjo Lesson."



1. At what age did Henry decide to be a painter?
   25 13

2. Did he teach art? yes no

3. What does the painting to the right show?
   Mary and Jesus as a boy Daniel in the lions' den





4. What does the painting to the left show?
   Adam and Eve Daniel in the lions' den

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Completed ☐

LESSON 119

Reader's Theater: "Mary Had a Little Lamb"

☐ Have the child complete the Unit 2 Reading Assessment on page 219 to track the reading progress the child has made.

☐ Read to the child: Literature means any well-written works like books, poems, or stories. There are four main types of literature: fiction, nonfiction, poetry, and drama.

Fiction is an imaginary story not based on real people or events. Nonfiction is based on real people or facts. Is *Haddie's Hidden Garden* fiction or nonfiction? [fiction]

In the last lesson, you read an article about the artist Henry O. Tanner. Was that fiction or nonfiction? [nonfiction]

"Mary Had a Little Lamb" is a poem that was made into a song. Let's listen to it!



On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > Mary Had a Little Lamb. Play the video.

Drama is writing that is meant to be acted out, like in a play. Today we get to do a reader's theater. We will read part of a short play based on the poem "Mary Had a Little Lamb."

Take out the next page, cut it in half, and give the student copy to the child. If the child is a boy, and if desired, you can change the role to a boy named Billy. Tell the child that L - A - M - B spells LAMB. You read the part of Mary (Billy), and I will be the teacher. Directions to the actor are in brackets. You do not read aloud the words in the brackets. Stand up and complete the reader's theater.

We are going to do the reader's theater again, but first, let's watch a video that tells the fun, true story of "Mary Had a Little Lamb."



On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > The Story of Mary Had a Little Lamb. Play the video. Then complete the reader's theater again.

Independent Practice

Have the child read each spelling word and then spell it aloud three times, clapping with each letter.

any | many | what | some | there | school

The spelling word is listed in all uppercase letters. Have the child write the word in all lowercase letters.

THEY	

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Mary's Little Lamb (student copy)

Mary/Billy:

[*Sitting at desk writing. Pretends to see the lamb come into the school. Goes and holds the lamb's rope while speaking.*]

Oh, Teacher. I'm so sorry. My lamb should have stayed outside, but it got loose and came in the open door.

Teacher:

[*Raising a finger to his or her lips and nicely quieting the class.*]

Shhh! Now class, stop laughing and settle down, please.

[*Turns to Mary/Billy.]*

It surely is a lovely little white lamb, but you must take it outside. It is against the rules to have animals in the classroom.

Mary/Billy:

I know. I did not mean to bring it. The little white lamb is very good, but it got out of the fence and followed me to school today.

Teacher:

The lamb followed you because you love it so. And it loves you because you love it. I see how gentle and kind you are to your lamb. Hurry now, and let it eat the fresh green grass outside while we learn inside.

Mary's Little Lamb (teacher copy)

Mary/Billy:

[*Sitting at desk writing. Pretends to see the lamb come into the school. Goes and holds the lamb's rope while speaking.*]

Oh, Teacher. I'm so sorry. My lamb should have stayed outside, but it got loose and came in the open door.

Teacher:

[*Raising a finger to his or her lips and nicely quieting the class.*]

Shhh! Now class, stop laughing and settle down, please.

[*Turns to Mary/Billy.]*

It surely is a lovely little white lamb, but you must take it outside. It is against the rules to have animals in the classroom.

Mary/Billy:

I know. I did not mean to bring it. The little white lamb is very good, but it got out of the fence and followed me to school today.

Teacher:

The lamb followed you because you love it so. And it loves you because you love it. I see how gentle and kind you are to your lamb. Hurry now, and let it eat the fresh green grass outside while we learn inside.

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Completed ☐

LESSON 120

UNIT 3 REVIEW

- ☐ Administer the Reading Assessment.
- ☐ On the next page, have the child complete the sections with purple headers only. Correct the work. If the child makes one or more mistakes in a section, check the orange "Additional Practice" checkbox for that section. On another day the child will complete all the orange sections that are checked, if any.

  Note: Because all the principles taught in this course are taught again or reviewed in *The Good and the Beautiful Language Arts Level 2 Course*, only the Reading Assessment needs to be passed to move on to the next level. Principles such as nouns, verbs, and spelling rules are not expected to be mastered at this time.

Reading Assessment

- ☐ Time the child as he or she reads aloud the passage in purple below. On a separate sheet of paper, use tally marks to count the number of errors made. If the child cannot read a word after a few seconds, tell the child the word (and count it as an error) and have the child continue reading. Pause the timer during any interruptions. If it takes longer than two minutes to read the passage, or if the child makes more than six mistakes, it is suggested that the child continue to review *Reading Booster B Cards*, *Reading Booster B Books Set*, and Reading Booster B app games, taking this assessment periodically and passing it before moving on to *The Good and the Beautiful Language Arts Level 2 Course*.



Ben had wanted a white bunny for years, and he finally got one. He gave it food in the morning and late afternoon.

One stormy night, Ben was curled up in bed. The wind blew, and the rain pounded on Ben's window.

"Oh no! I forgot to feed the bunny," he groaned. He did not want to go out into the cold, but he couldn't make a wrong choice. He got up, walked across the lawn to the large pen, and gave the bunny hay. He raced back to bed and felt joy in his heart. Being kind was great!

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Completed ☐

Homophones

Circle the correct homophone in each sentence.

Your son / sun is kind.	I red / read the book.
The son / sun is hot.	The apple is red / read.

☐ Additional Practice

Homophones

Circle the correct homophone in each sentence.

The paint is red / read.	I red / read the story.
The son / sun shines.	How old is your son / sun?

Root Words

Write the root word for each word shown. The root word is the word without any prefixes or suffixes.

joyful

unkind

☐ Additional Practice

Root Words

Write the root word for each word shown. The root word is the word without any prefixes or suffixes.

raining

hopeful

Unit Spelling Words

Use the app

Quiz the child on the unit spelling words in the boxes below. Have the child write the words, spell them aloud, or spell the words with the free Good and Beautiful Letter Tiles app (Level 1 > Spelling Words: Unit 3).

any	many	what	some	there	school
girl	said	they	little	does	goes

☐ Additional Practice

Unit Spelling Words

Use the app

Quiz the child on the unit spelling words in the boxes to the left. Have the child write the words, spell them aloud, or spell the words with the free Good and Beautiful Letter Tiles app (Level 1 > Spelling Words: Unit 3).



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