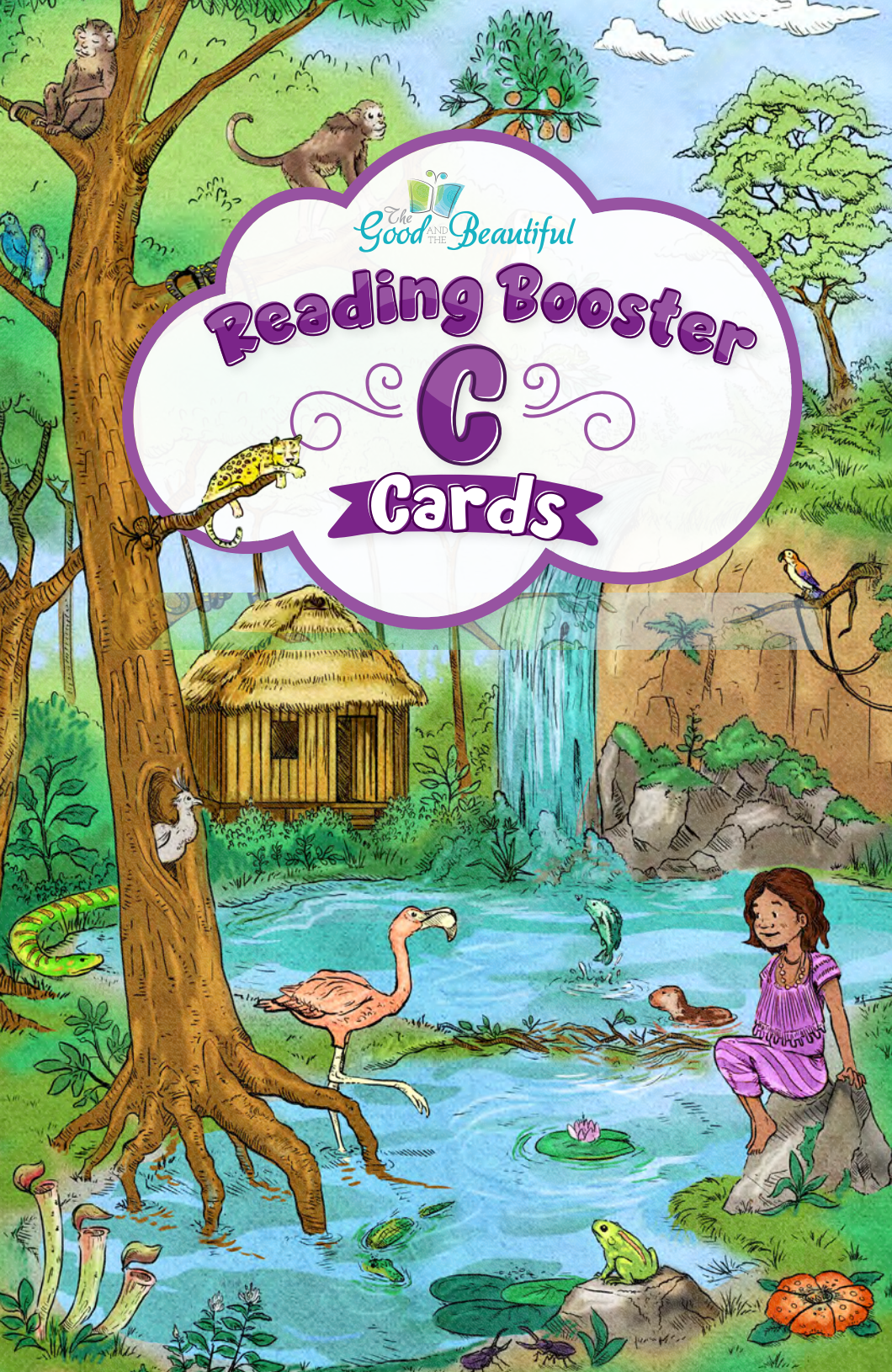

The Good AND THE Beautiful
Reading Booster
C
Cards



Written by The Good and the Beautiful Team
Poems written by Jenny Phillips and Maggie Taylor Enger
Designed by Phillip Colhouer
Illustrated by Kessler Garrity and Edward Stevens

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

The Good and the Beautiful
CURRICULUM

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About The Good and the Beautiful Reading Booster Cards

- These cards help children master phonics principles that boost reading speed, fluency, and confidence. The cards also help children master sight words, which are high-frequency words that often cannot be sounded out.

- The *Reading Booster C Cards* are integrated with *The Good and the Beautiful Level 2 Language Arts Course*, but these cards can also be used as a stand-alone resource.

- The booster cards will cover phonics concepts before the *Level 2 Language Arts Course* covers them. Children can learn to read faster than they are able to learn the other principles in the course. It is to the child's advantage to excel quickly in reading by using the booster cards and to continue toward reading mastery by using the *Level 2 Language Arts Course*.

- The *Reading Booster C Books Set*, sold separately, correlates with these cards. The chapters of each book focus on the principles taught on a certain card or group of cards and include only phonics principles taught up to the point of that card. It is suggested that you purchase the *Reading Booster C Books Set* and have the child read the books that correlate with the cards as he or she practices the cards. The books can also be read again as a review of principles.

- The reading booster games are available on the Good and Beautiful Homeschool app and correlate perfectly with these cards. There is a game that will give optional extra practice for each of the cards except for the reading and review cards. The free Good and Beautiful Letter Tiles app can be used for additional practice. Videos referenced in the booster cards can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 2 > Videos. Visit goodandbeautiful.com/apps for information on accessing these apps.

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How to Use the Cards

1. Start with the **"Master Before Starting the Course"** cards. These cards should be mastered before beginning *The Good and the Beautiful Level 2 Language Arts Course*.

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

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

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



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MASTER BEFORE STARTING THE COURSE

Vowels

- Have the child say the short sound of each vowel. [/ă/ as in AS /ĕ/ as in ED /ĭ/ as in IN /ŏ/ as in ON /ŭ/ as in UP]
- Have the child say the long sound of each vowel. [/ā/ as in APE /ē/ as in EVE /ī/ as in ICE /ō/ as in ODE /ū/ as in USE]
- Have the child say the two long sounds of Y. [/ī/ as in SKY and /ē/ as in BABY]

Sight Words

These are sight words from the Booster B Cards.

know	were	word	away	water
their	again	yellow	child	aunt
because	warm	heart	don't	been
only	today	upon	once	also
search	other	brother	young	hour
eye	full	Mr.	both	Mrs.
pull	another	together	orange	people
bush	carry	always	build	month

Card 1

QU

Directions

To Teach: Write "qu" on the whiteboard. Read to the child: Q and U together make the sound /kw/ (as in QUICK). Have the child tap the letters "qu" on the whiteboard and say "/kw/" several times.

- Ask the child: What sound does QU make? [/kw/ as in QUICK]
- Have the child practice the words until they can be read without hesitation.

quick	squirt	squeeze
quilt	quest	square
queen	quit	squirrel
quack	quiver	squid
quiet	quote	quality
quiz	quarter	quail

Ways to Practice

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



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Card 2

POETRY READING QU

Directions

- Have the child practice the poem until it can be read without hesitation.

Poetry Reading

A Quilt for the Queen

Quick! Come join my quest!
We'll bring a quilt to the queen—
The finest quilt of softest silk,
The best quality she's seen.

She'll be quite amazed
With every square upon it.
Then maybe she'll request
That we make a dress and bonnet!

With the child read Chapter I of the Reading Booster C Book *Wesley and the Wolves.*



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Card 3

KN

Directions

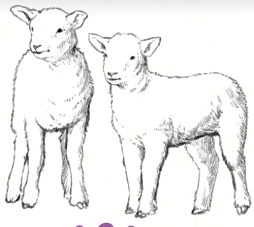
To Teach: Write "kn" on the whiteboard. Read to the child: K and N together make the sound /n/ (as in KNOW). Have the child tap the letters "kn" on the whiteboard and say "/n/" several times.

- Ask the child: What sound does KN make? [/n/ as in KNOW]
- Have the child practice the words until they can be read without hesitation.

knowing	knead	knife
knew	knowledge	knuckle
knot	knee	knob
knit	known	knapsack
knight	kneel	knelt

Ways to Practice

Cut a box the size of the largest word above out of the top middle of an index card. Have the child use the card to show only one word at a time as he or she reads all the words.



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Card 4

READING CARD KN

Directions

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

I

I know how

I know how to knit

I know how to knit and tie a

I know how to knit and tie a knot.



The

The knight

The knight knew to

The knight knew to kneel before

The knight knew to kneel before his queen.

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With the child read Chapter 2 of the Reading Booster C Book *Wesley and the Wolves*.

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Card 5

OR CAN SAY /ER/

Directions

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

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

Regional accents can affect these pronunciations.

world	worm	worst	worker
worth	worthy	calculator	sailor
mayor	worship	worse	creator
survivor	visitor	author	mirror

Ways to Practice

- Play bingo by writing the words on index cards and placing the cards facedown in a pile. Then draw a card, read the word on the card, and have the child find the word on this card and place a dried bean or other small object on it. The child gets "bingo" when he or she gets four words in a row. Play again, reversing roles.



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Card 6

READING CARD
OR CAN SAY /ER/

Directions

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

The

The worker

The worker is known

The worker is known to carry

The worker is known to carry large mirrors.

The

The mayor

The mayor met the

The mayor met the sailor

The mayor met the sailor and his visitor.



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With the child read Chapter 3 of the Reading Booster C Book *Wesley and the Wolves*.

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GROUP 1

SIGHT WORDS

Card 7

Directions

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

caught	triangle
beautiful	breakfast
laugh	against
country	tulip
period	area
group	straight
America	sure

Ways to Practice

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

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Card 8

READING CARD

SIGHT WORDS: GROUP 1

Directions

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

Our

Our beautiful

Our beautiful country

Our beautiful country is in North

Our beautiful country is in North America.



The

The straight

The straight line of

The straight line of tulips drew

The straight line of tulips drew my eye.

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With the child read Chapter 4 of the Reading Booster C Book *Wesley and the Wolves.*

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Card 9

SOUNDS OF OO

Directions

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

- Ask the child: What sounds does OO make? [/o͞o/ and /o͝o/]
- Have the child practice the words until they can be read without hesitation.

shook	booklet	groom	spool
wooden	raccoon	stoop	hoot
caboose	cocoon	proof	swoop
droopy	groove	troops	shampoo

Ways to Practice

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

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Card 10

POETRY READING
SOUNDS OF OO

Directions

- Have the child practice the poem until it can be read without hesitation.

Poetry Reading

Raccoon and Her Babies

Raccoon and her babies are sleeping at noon,
But soon they'll wake up to a beautiful moon.
Looking for food, they'll head out as a troop,
Watching for owls that might make a great swoop.
They'll run safely away from the sound of a hoot
And happily eat grubs that they found on a root.

With the child read Chapter 5 of the Reading Booster C Book *Wesley and the Wolves.*

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Card 11

SOUNDS OF EAR

Directions

To Teach: Write "ear" on the whiteboard. Read to the child: The letters E, A, and R together can make the sound /er/ (as in EARLY) or /ear/ (as in HEAR). Have the child tap the letters "ear" on the whiteboard and say "/er/" and "/ear/" several times.

- Ask the child: What sounds does EAR make? [/er/ as in EARLY and /ear/ as in HEAR]
- Have the child practice the words until they can be read without hesitation.

year	fear	ear
earn	heard	beard
early	clear	earth
learn	yearn	weary
appear	dearly	near
pearl	gear	smear

Ways to Practice

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

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Card 12

READING CARD
SOUNDS OF EAR

Directions

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

Earl

Earl heard



Earl heard last year's

Earl heard last year's Earth Day

Earl heard last year's Earth Day speech.

This

This year

This year Pearl

This year Pearl can earn

This year Pearl can earn new gear.

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With the child read Chapter 6 of the Reading Booster C Book *Wesley and the Wolves.*

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REVIEW

Directions

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

Card 1 ☐	Card 3 ☐	Card 5 ☐
Card 7 ☐	Card 9 ☐	Card 11 ☐



Card 13

EY

Directions

To Teach: Write "ey" on the whiteboard. Read to the child: E and Y together can make the sound /ē/ (as in KEY). Have the child tap the letters "ey" on the whiteboard and say "/ē/" several times.

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

key	trolley	hockey
monkey	honey	Mickey
donkey	turkey	chimney
money	kidney	alley
barley	Whitney	Paisley
jersey	parsley	valley



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Ways to Practice

- Simply have the child practice the words repeatedly, giving help when needed.
- Put a fruit snack or other small food item at the bottom of each column and let the child eat it after reading all the words in the column.

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Card 14

POETRY READING
EY

Directions

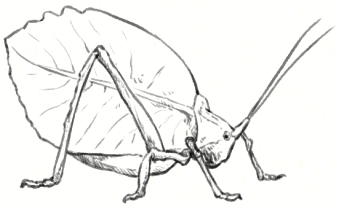
- Have the child practice the poem until it can be read without hesitation.

Poetry Reading

The Donkey and His Valley

There is a donkey in a valley so green
With fields of parsley, barley, and beans.
Whitney, his owner, has a home nearby.
It's a snug little house with a chimney so high.
The donkey is friends with a turkey and pig
And the bees who make honey in this valley so big.

With the child read Chapter 7 of the Reading Booster C Book *Wesley and the Wolves.*



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Card 15

SOFT C AND G

Directions

To Teach: Write "c" and "g" on the whiteboard. Read to the child: C and G are usually soft before E, I, or Y. The soft sound of C is /s/ (as in ICE), and the soft sound of G is /j/ (as in AGE). Have the child tap the letter "c" and say "/s/" several times and then tap "g" and say "/j/" several times.

- Ask the child: What is the soft sound of C? [/s/ as in ICE] What is the soft sound of G? [/j/ as in AGE]
- Have the child practice the words until they can be read without hesitation. NOTE: Only Cs and Gs before E, I, or Y are soft.

stencil	ice	fancy	gerbil
palace	office	logic	general
prince	sauce	cancel	surface
peace	angel	cereal	margin
citrus	strange	police	advance
energy	necklace	sentence	mercy
practice	justice	Lucy	circle

Ways to Practice

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

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Card 16

READING CARD

SOFT C AND G

Directions

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

Place

Place a

Place a period after

Place a period after your

Place a period after your strange sentence.



Lucy

Lucy had a

Lucy had a surge in

Lucy had a surge in energy and

Lucy had a surge in energy and won the race.

With the child read Chapter 8 of the Reading Booster C Book *Wesley and the Wolves.*

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Card 17

PH

Directions

To Teach: Write "ph" on the whiteboard. Read to the child: P and H together make the sound /f/ (as in PHONE). Have the child tap the letters "ph" on the whiteboard and say "/f/" several times.

- Ask the child: What sound does PH make? [/f/ as in PHONE]
- Have the child practice the words until they can be read without hesitation.

phone	graph	paragraph
elephant	phrase	autograph
dolphin	Stephanie	microphone
trophy	alphabet	Joseph
orphan	nephew	amphibian
gopher	Phillip	telephone

Ways to Practice

- Have the child try reading the words from the bottom up, instead of from the top down.

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Card 18

TCH

Directions

To Teach: Write "tch" on the whiteboard. Read to the child: T, C, and H together make the sound /ch/ (as in MATCH). Have the child tap the letters "tch" on the whiteboard and say "/ch/" several times.

- Ask the child: What sound does TCH make? [/ch/ as in MATCH]
- Have the child practice the words until they can be read without hesitation.

hatch	stitch	itching
latch	crutch	pitch
snatch	kitchen	ditch
stretch	butcher	twitch
patch	ketchup	fetch
scratch	hatchet	clutch
watch	notch	pitcher

Ways to Practice

- Put a fruit snack or other small food item at the bottom of each column and let the child eat it after reading all the words in a column.

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Card 19

READING CARD
PH AND TCH

Directions

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



Did

Did Phillip

Did Phillip watch

Did Phillip watch the elephant

Did Phillip watch the elephant stretch?

Joseph

Joseph did not

Joseph did not scratch

Joseph did not scratch the phone

Joseph did not scratch the phone with his watch.

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With the child read Chapter 9 of the Reading Booster C Book *Wesley and the Wolves.*

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Card 20

O CAN SAY THE SHORT U SOUND

Directions

To Teach: Write "o" on the whiteboard. Read to the child: O can make the short U sound /ŭ/ (as in COME). Have the child tap the letter "o" on the whiteboard and say "/ŭ/" several times.

- Ask the child: Can O make the short U sound /ŭ/? [Yes]
- Have the child practice the words until they can be read without hesitation.

shove	develop	front	son
London	second	contain	observe
discover	shoved	oven	Monday
color	company	income	hover
wonder	recover	dozen	occur
shoving	lovingly	compete	connect
shovel	complete		



Ways to Practice

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

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Card 21

POETRY READING

O CAN SAY THE SHORT U SOUND

Directions

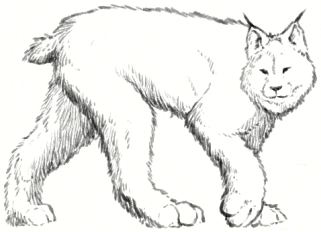
- Have the child practice the poem until it can be read without hesitation.

Poetry Reading

Wonder

I feel so much wonder everywhere!
I observe honking geese filling the air.
I watch all the bees as they hover around.
I discover a dozen snails on the ground.
I see colorful flowers dance down the lane.
It's a wonder how much beauty this world can contain!

With the child read Chapter 10 of the Reading Booster C Book *Wesley and the Wolves.*



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Card 22

UI AND UE

Directions

To Teach: Write "ui" and "ue" on the whiteboard. Read to the child: U and I together make the sounds /o͞o/ (as in SUIT), /ĭ/ (as in BUILT), or /ī/ (as in GUIDE). U and E together make the sounds /o͞o/ (as in BLUE) or /ū/ (as in CUE). Have the child tap the letters "ui" on the whiteboard and say "/o͞o/, /ĭ/, and /ī/" several times. Have the child tap the letters "ue" on the whiteboard and say "/o͞o/" and "/ū/" several times.

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

/o͞o/

suit	bruise
blue	Tuesday
juicy	sued
true	suitcase
recruit	avenue
clue	cruise

/ū/

- argue
- issue
- tissue
- rescue
- value
- continue
- virtue

/ī/

- guide
- guiding

/ĭ/

- built
- guilty
- guitar

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Card 23

POETRY READING
UI AND UE

Directions

- Have the child practice the poem until it can be read without hesitation.

Poetry Reading

The Statue

On Tuesday I walked down an avenue fair
And stopped to observe a big statue there.
Built of blue stone was a boy by a car
Who sat on a suitcase and played his guitar.
I valued the statue, for as I continued along,
I found myself smiling and humming a song.

With the child read Chapter I of the Reading Booster C Book *Molly and the Falcon.*



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REVIEW

Directions

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

Card 13	Card 15	Card 17
☐	☐	☐
Card 18	**Card 20**	**Card 22**
☐	☐	☐



Card 24

GROUP 2

SIGHT WORDS

Directions

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

certain	length
drawer	piano
ocean	touch
strength	curious
drought	fountain
inherit	pleasant

Ways to Practice

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

Have the child read the words while lying on the floor and holding the card above himself or herself.

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Card 25

READING CARD

SIGHT WORDS: GROUP 2

Directions

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

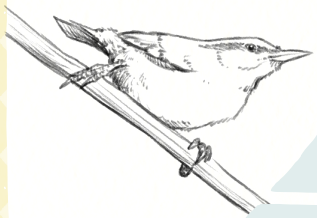
We

We can

We can touch the

We can touch the water in the

We can touch the water in the pleasant fountain.



This

This drawer

This drawer is greater

This drawer is greater in length

This drawer is greater in length than others.

With the child read Chapter 2 of the Reading Booster C Book *Molly and the Falcon.*

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Card 26

MB

Directions

To Teach: Write "mb" on the whiteboard. Read to the child: M and B together make the sound /m/ (as in CRUMB). Have the child tap the letters "mb" on the whiteboard and say "/m/" several times.

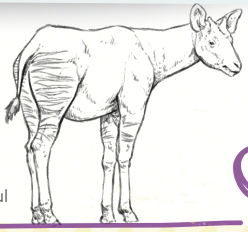
- Ask the child: What sound does MB make? [/m/ as in CRUMB]
- Have the child practice the words until they can be read without hesitation.

bomb	comb	climb
crumb	plumb	lamb
limb	breadcrumb	numb
plumber	thumb	tomb

Ways to Practice

- Use the optional reading booster games to practice any of the phonics principles on these cards. Visit goodandbeautiful.com/apps.
- Give the child an index card and have him or her cover up everything except the top row. Move the index card down row by row as he or she reads.

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Card 27

DGE

Directions

To Teach: Write "dge" on the whiteboard. Read to the child: D, G, and E together make the sound /j/ (as in BADGE). Have the child tap the letters "dge" on the whiteboard and say "/j/" several times.

- Ask the child: What sound does DGE make? [/j/ as in BADGE]
- Have the child practice the words until they can be read without hesitation.

bridge	ledge	judge	nudge
dodge	gadget	badge	edge
misjudge	wedge	fudge	budge
budget	lodge	badger	fidget
pledge	ridge	trudge	grudge
porridge	fridge	partridge	

Ways to Practice

- Play bingo by writing the words on index cards and placing the cards facedown in a pile. Then, draw a card, read the word on the card, and have the child find the word on this card and place a dried bean or other small object on it. The child gets "bingo" when he or she gets four words in a row. Play again, reversing roles.

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Card 28

READING CARD
MB AND DGE

Directions

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

My

My lamb

My lamb followed

My lamb followed a partridge

My lamb followed a partridge into the hedge.

Clean

Clean the

Clean the crumbs out

Clean the crumbs out of the fridge

Clean the crumbs out of the fridge at the lodge.



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With the child read Chapter 3 of the Reading Booster C Book *Molly and the Falcon.*

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Card 29

EIGH

Directions

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

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

weigh	weight
eight	eighth
sleigh	freight
eighty	eighteen
neighbor	*height
neigh	*heighten

*=exception

Ways to Practice

- Have the child read the words while lying on the floor and holding the card above himself or herself.

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Card 30

POETRY READING
EIGH

Directions

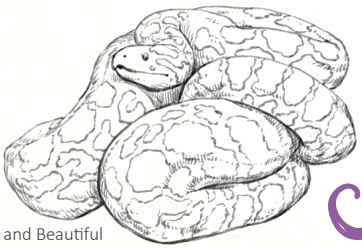
- Have the child practice the poem until it can be read without hesitation.

Poetry Reading

The Horse Sleigh

Eight mighty horses harnessed to a sleigh
Stamped their feet and let out a neigh,
Leaned into their collars with all their weight,
And began to pull the heavy freight.
I watched from a tree limb, the highest of heights,
As they pulled through the neighborhood and out of sight.

With the child read Chapter 4 of the Reading Booster C Book *Molly and the Falcon.*



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Card 31

IE

Directions

To Teach: Write "ie" on the whiteboard. Read to the child: I and E together can make the long E sound /ē/ (as in GRIEF) or the long I sound /ī/ (as in PIE). Have the child tap the letters "ie" on the whiteboard and say "/ē/" and "/ī/" several times.

- Ask the child: What sounds does IE make? [/ē/ as in GRIEF and /ī/ as in PIE]
- Have the child practice the words until they can be read without hesitation.

chief	brief	thief	grief
relief	piece	belief	movie
shield	niece	lie	retrieve
shriek	achieve	field	tie
pie	believe	die	cookie

Ways to Practice

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

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Card 32

READING CARD IE

Directions

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



The

The chief

The chief denied

The chief denied himself another

The chief denied himself another piece of pie.

I

I believe

I believe the thief will

I believe the thief will try to

I believe the thief will try to retrieve the tie.

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With the child read Chapter 5 of the Reading Booster C Book *Molly and the Falcon.*

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Card 33

OUR AND OUGH

Directions

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

/or/

pour
tour
court
course
fourth
source

/ō/

dough
though
although
doughnut

/ew/

through

/off/

cough

/ŭf/

rough
tough
enough

/aw/

thought
ought
fought
brought

Ways to Practice

- Simply have the child practice the words repeatedly, giving help when needed.
- Take turns! Have the child read one word, and then you read the next. Read the words twice, switching who starts.

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Card 34

READING CARD
OUR AND OUGH

Directions

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

Pour

Pour a

Pour a fourth cup



Pour a fourth cup into the

Pour a fourth cup into the tough dough.

She

She sought

She sought to get

She sought to get through the

She sought to get through the course today.

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With the child read Chapter 6 of the Reading Booster C Book *Molly and the Falcon.*

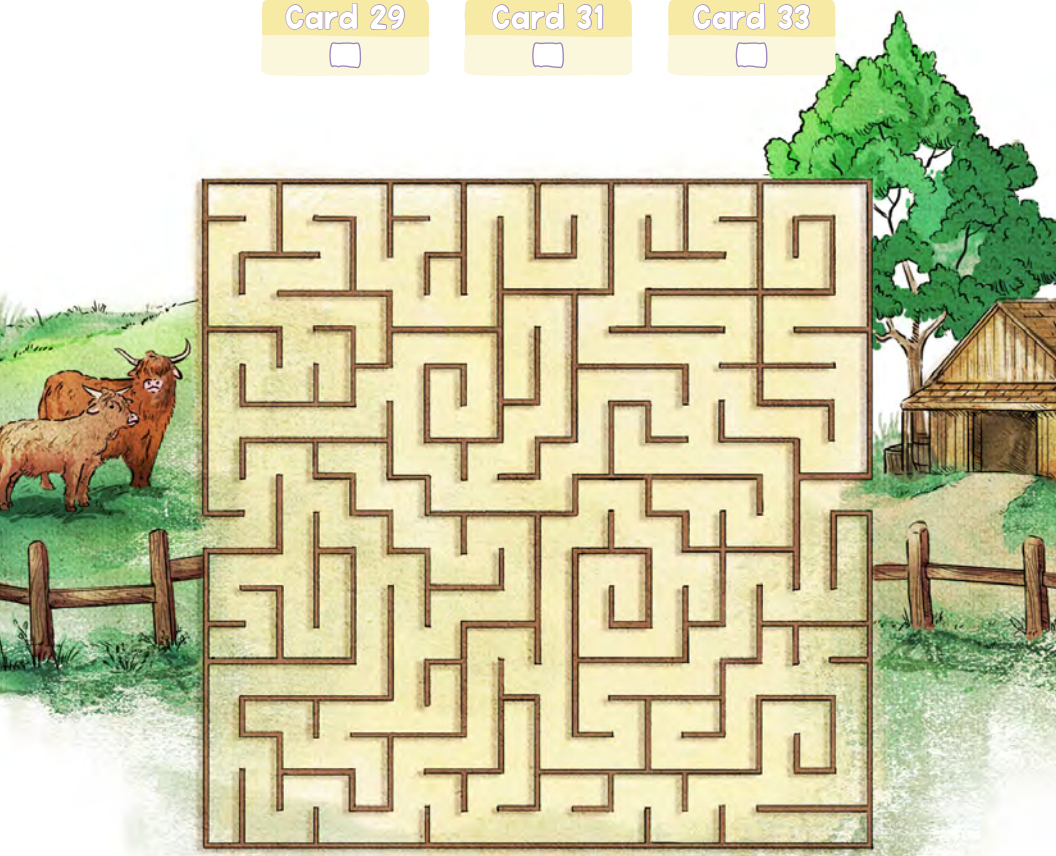
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REVIEW

Directions

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

Card 24	Card 26	Card 27
☐	☐	☐
Card 29	**Card 31**	**Card 33**
☐	☐	☐



Card 35

Part 1

WORDS WITH SILENT LETTERS

Directions

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

castle	fasten	hustle	listen
nestle	wrestle	autumn	ballet
soften	honor	half	ghost
answer	sword	calf	subtle
rustle	receipt		



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Ways to Practice

Have the child tap his or her pencil on the orchid each time a word is read.

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Card 36

Part 2

WORDS WITH SILENT LETTERS

Directions

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

biscuit	scent	muscle	guest
moisten	debt	doubt	yolk
island	salmon	scissors	Christmas
science	column	glisten	scene

Ways to Practice

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



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Card 37

READING CARD

WORDS WITH SILENT LETTERS

Directions

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

Talk

Talk to the

Talk to the guest and

Talk to the guest and listen to

Talk to the guest and listen to her answers.



Find

Find the calf

Find the calf in the

Find the calf in the autumn

Find the calf in the autumn castle scene.

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With the child read Chapter 7 of the Reading Booster C Book *Molly and the Falcon.*

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Card 38

Part 1

TI CAN SAY /SH/

Directions

To Teach: Write "ti" on the whiteboard. Read to the child: T and I together can make the sound /sh/ (as in CREATION). Have the child tap the letters "ti" on the whiteboard and say "/sh/" several times.

- Ask the child: What sound can TI make? [/sh/ as in CREATION]
- Have the child practice the words until they can be read without hesitation.

patience	action	question
nation	section	vacation
lotion	direction	option
mention	information	location
patient	creation	solution
motion	fiction	fraction

Ways to Practice

- Put a fruit snack or other small food item at the bottom of each column and let the child eat it after reading all the words in a column.

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Card 39

READING CARD
TI CAN SAY /SH/

Directions

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



Give

Give the

Give the patient

Give the patient information

Give the patient information about lotions.

List

List the

List the actions of

List the actions of the nation

List the actions of the nation in that section.

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With the child read Chapter 8 of the Reading Booster C Book *Molly and the Falcon.*

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Card 40

Part 2

TI CAN SAY /SH/

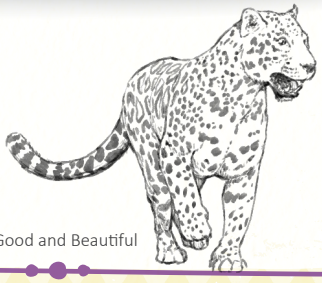
Directions

- Ask the child: What sound can TI make? [/sh/ as in CREATION]
- Have the child practice the words until they can be read without hesitation.

position	attention
collection	objection
pollution	celebration
suggestion	definition
invitation	decoration
combination	international

Ways to Practice

Cut a box the size of the words above out of the top middle of an index card. Have the child use the card to show only one word at a time as he or she reads all the words.



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Card 41

POETRY READING
TI CAN SAY /SH/

Directions

- Have the child practice the poem until it can be read without hesitation.

Poetry Reading

Let's Plan a Vacation

I have an idea—let's plan a vacation
In a fun location, as a celebration!
North or south, any direction,
Any which way, I have no objection.
So tell me, please, what's your suggestion?
East or west or a combination?

With the child read Chapter 9 of the Reading Booster C Book *Molly and the Falcon.*



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Card 42

CI

Directions

To Teach: Write "ci" on the whiteboard. Read to the child: C and I together can make the sound /sh/ (as in SPECIAL). Have the child tap the letters "ci" on the whiteboard and say "/sh/" several times.

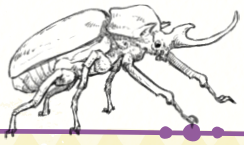
- Ask the child: What sound can CI make? [/sh/ as in SPECIAL]
- Have the child practice the words until they can be read without hesitation.

special	precious	official
social	artificial	commercial
spacious	delicious	sufficient
especially	suspicion	beneficial



Ways to Practice

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



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Card 43

READING CARD C1

Directions

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



The

The spacious

The spacious station

The spacious station was in

The spacious station was in a commercial.

Our

Our special

Our special decorations

Our special decorations are

Our special decorations are artificial.

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With the child read Chapter 10 of the Reading Booster C Book *Molly and the Falcon.*

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Card 44

GN, IGN, AUGH

Directions

To Teach: Write "gn," "ign," and "augh" on the whiteboard. Read to the child: G and N together can make the sound /n/ (as in GNAT). I, G, and N together can make the sound /īn/ (as in SIGN). A, U, G, and H together can make the sound /aw/ (as in DAUGHTER). Have the child tap the letters "gn" on the whiteboard and say "/n/" several times. Repeat for "ign" and "augh."

- Ask the child: What sound can GN make? [/n/ as in GNAT] What sound can IGN make? [/īn/ as in SIGN] What sound can AUGH make? [/aw/ as in DAUGHTER]
- Have the child practice the words until they can be read without hesitation.

gnat	sign	gnaw
align	gnash	gnarl
assign	design	taught
daughter	assignment	naughty

Ways to Practice

- Take four scraps of paper. Write three of the words on each scrap. Have the child read the words on a scrap of paper and then crumple it into a ball. When all the papers are in balls, have the child sit close to a wastebasket and try to throw the balls into the basket.

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Card 45

READING CARD
GN, IGN, AUGH

Directions

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



My

My daughter

My daughter taught

My daughter taught about

My daughter taught about special designs.

He

He ought

He ought to align

He ought to align the gnarled

He ought to align the gnarled wires.

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With the child read Chapter II of the Reading Booster C Book *Molly and the Falcon.*

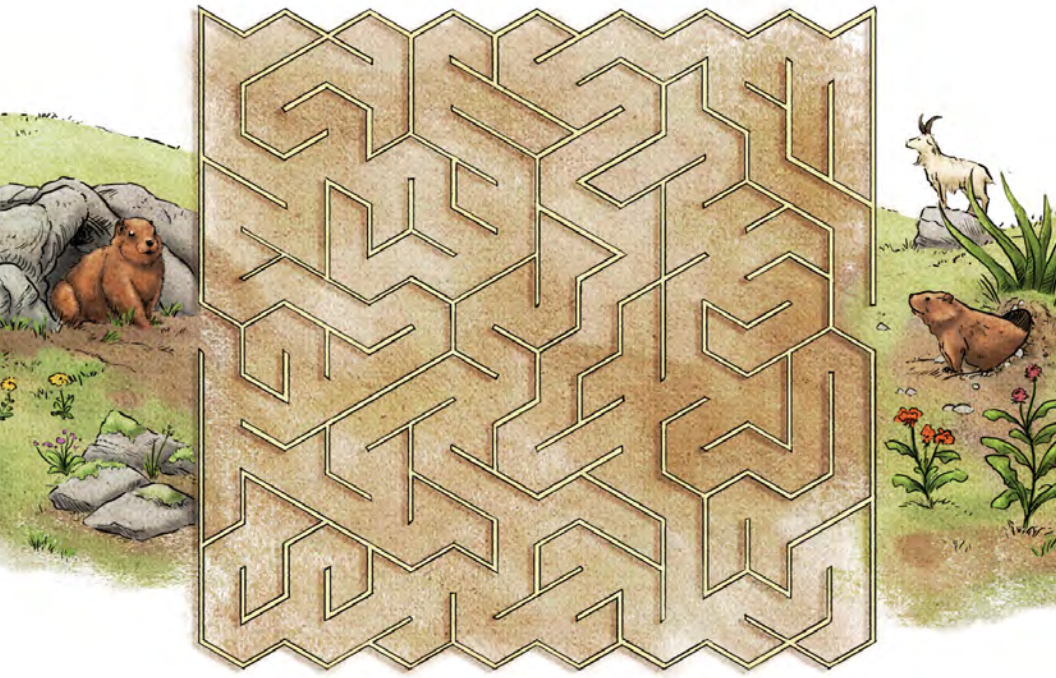
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REVIEW

Directions

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

Card 35 ☐	Card 36 ☐	Card 38 ☐
Card 40 ☐	Card 42 ☐	Card 44 ☐



Card 46

GROUP 3

SIGHT WORDS

Directions

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

cocoa	soup
crayon	meant
rule	cruel
journey	mountain
bald	fuel
women	laughter
cushion	sugar

Ways to Practice

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

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Card 47

READING CARD

SIGHT WORDS: GROUP 3

Directions

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



The

The women

The women laugh as

The women laugh as they eat the

The women laugh as they eat the delicious soup.

I

I meant

I meant to add a



I meant to add a little sugar

I meant to add a little sugar to my cocoa.

With the child read Chapter 12 of the Reading Booster C Book *Molly and the Falcon.*

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Card 48

EI

Directions

To Teach: Write "ei" on the whiteboard. Read to the child: E and I together can make the long A sound /ā/ (as in VEIN) or the long E sound /ē/ (as in SEIZE). Have the child tap the letters "ei" on the whiteboard and say "/ā/" and "/ē/" several times.

- Ask the child: What sounds does EI make? [/ā/ as in VEIN and /ē/ as in SEIZE]
- Have the child practice the words until they can be read without hesitation.

vein	reign	veil
ceiling	deceit	receive
deceive	neither	protein
seize	weird	reindeer

Ways to Practice

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

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Card 49

AL

Directions

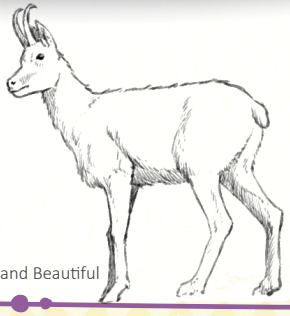
To Teach: Write "al" on the whiteboard. Read to the child: When at the end of a word, A and L together can make the sound /ul/ (as in LOCAL). Have the child tap the letters "al" on the whiteboard and say "/ul/" several times.

- Ask the child: What sound can AL make? [/ul/ as in LOCAL]
- Have the child practice the words until they can be read without hesitation.

personal	tropical	decimal
seasonal	general	recital
survival	digital	arrival

Ways to Practice

- Have the child clap each time he or she reads a word and jump three times after each row.
- Use the optional reading booster games to practice any of the phonics principles on these cards. Visit goodandbeautiful.com/apps.



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Card 50

CH CAN SAY /k/

Directions

To Teach: Write "ch" on the whiteboard. Read to the child: C and H together can make the sound /k/ (as in SCHOOL). Have the child tap the letters "ch" on the whiteboard and say "/k/" several times.

- Ask the child: What sound can CH say? [/k/ as in SCHOOL]
- Have the child practice the words until they can be read without hesitation.

chorus	chemical	chemist
choir	orchid	character
anchor	ache	chord
stomach	echo	headache

Ways to Practice

- Simply have the child practice the words repeatedly, giving help when needed.
- Have the child read the words while lying on the floor and holding the card above himself or herself.

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Card 51

READING CARD
EI, AL, CH CAN SAY /K/

Directions

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

The

The choir

The choir echoes the

The choir echoes the chorus during

The choir echoes the chorus during the recital.



He

He received

He received the

He received the seasonal good

He received the seasonal good character award.

With the child read Chapter 13 of the Reading Booster C Book *Molly and the Falcon.*

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Card 52

Part 1

Y IN THE MIDDLE OF A WORD

Directions

To Teach: Write "y" on the whiteboard. Read to the child: When Y is in the middle of a word, it can make the sound /ĭ/ (as in GYM) or the sound /ī/ (as in HYPHEN). Have the child tap the letter "y" on the whiteboard and say "/ĭ/" and "/ī/" several times.

- Ask the child: What sounds can Y say in the middle of a word? [/ĭ/ as in GYM and /ī/ as in HYPHEN]
- Have the child practice the words until they can be read without hesitation.

mystery	system	gym
gymnast	symbol	oxygen
crystal	typical	myth

Ways to Practice

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

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Card 53

Part 2

Y IN THE MIDDLE OF A WORD

Directions

- Ask the child: What sounds can Y say in the middle of a word? [/ĭ/ as in GYM and /ī/ as in HYPHEN]
- Have the child practice the words until they can be read without hesitation.

style	type	rhyme
cycle	myself	python
lying	goodbye	analyze

Ways to Practice

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



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Card 54

READING CARD
Y IN THE MIDDLE OF A WORD

Directions

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

Let's

Let's analyze

Let's analyze the types



Let's analyze the types of crystals

Let's analyze the types of crystals with Sydney.

A

A typical

A typical song

A typical song contains symbols

A typical song contains symbols and rhymes.

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With the child read Chapter 14 of the Reading Booster C Book *Molly and the Falcon.*

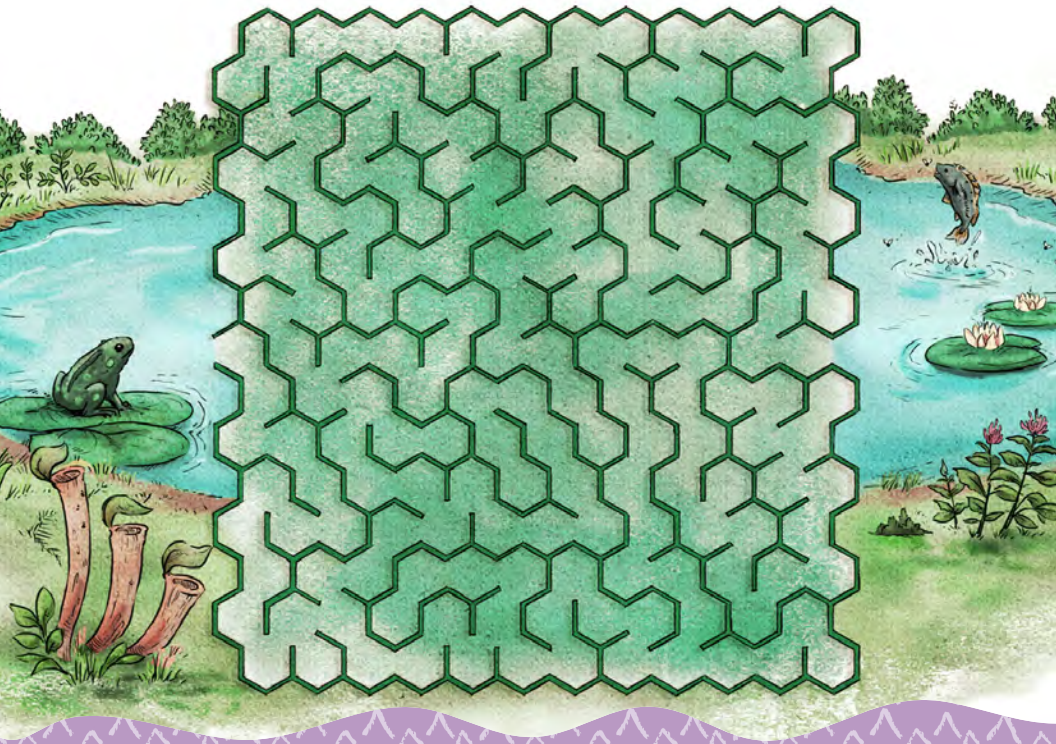
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REVIEW

Directions

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Card 46 ☐	Card 48 ☐	Card 49 ☐
Card 50 ☐	Card 52 ☐	Card 53 ☐





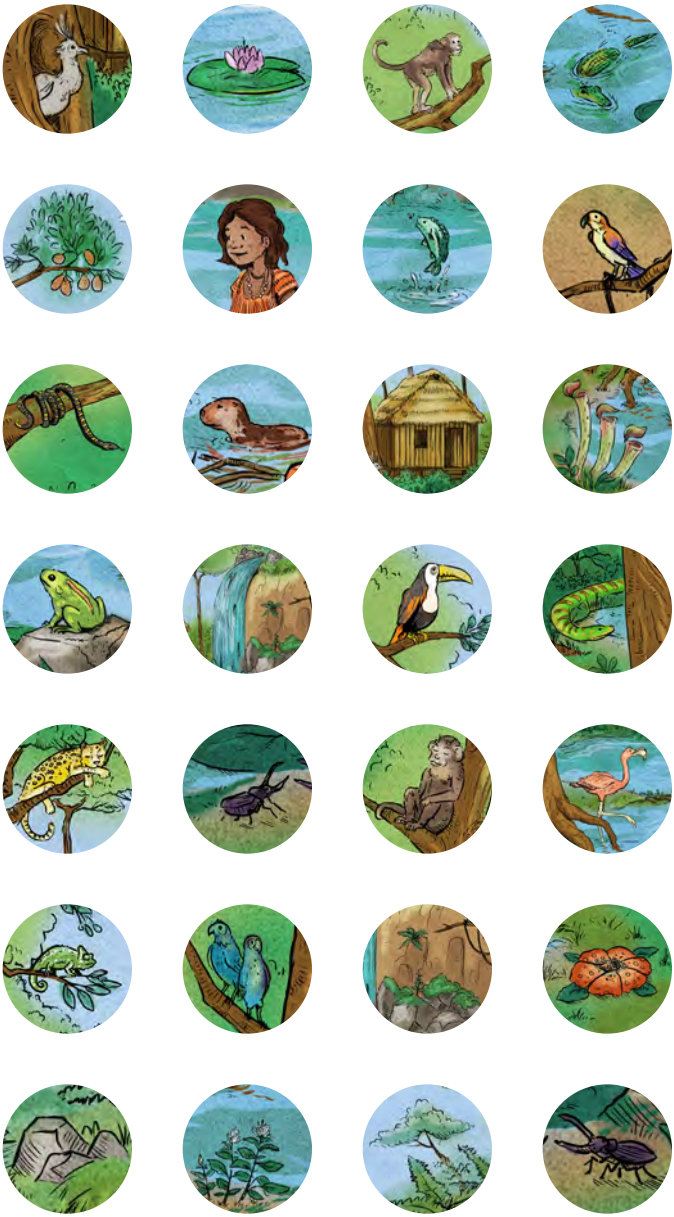
CONGRATULATIONS!

Yay!

You did it.

What's Next?

The child is now ready to read Level 3 books from *The Good and the Beautiful Book List*. If you are still completing *The Good and the Beautiful Level 2 Language Arts Course*, have the child read books from *The Good and the Beautiful Book List* in place of working on the Reading Booster C Cards and Books Set.

































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