

LANGUAGE ARTS & LITERATURE

LEVEL 2

COURSE BOOK

Phonics | Writing | Reading | Grammar & Punctuation
Spelling | Literature | Geography | Art

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 2 Course Book
	Reading Booster C Cards
	Reading Booster C Books Set

Required Apps

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

Visit goodandbeautiful.com/apps for information on accessing these free apps, which can be accessed on a 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
	personal reading books at the child's reading level from *The Good and the Beautiful Book List* (available for free on goodandbeautifulbooklist.com)

Extra Items Needed for Unit 1

	2 quarters
	recording device (optional), timing device, word processing program
	cotton ball
	index cards
	stick or spoon
	tracing paper
	watercolor paper, watercolor paints, paintbrushes, tissue

Extra Items Needed for Unit 2

	timing device, word processing program
	cotton swabs, paint, paper
	spoon, butter knife, fork
	watercolor paper, watercolor paints, paintbrushes, tissue

Extra Items Needed for Unit 3

	2 small rewards
	a poster board or access to Google Slides
	access to Google Maps
	small plastic sheet (optional)
	timing device, word processing program
	watercolor paper, watercolor paints, paintbrushes, tissue
	white paint

The Good and the Beautiful Handwriting Level 2 workbook or another handwriting program should be used 3 to 4 days a week in conjunction with this course.

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Suggested Coordinated Reading: My Third Readers

The Good and the Beautiful My Third 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 Third Readers* in the series (*My Third Nature Reader*, *My Third Africa Reader*, etc.). The physical readers are not integrated with this course, but all the *My Third Readers* follow the exact scope and sequence of the *Reading Booster C Cards*. For example, Story #16 in both the *My Third Nature Reader* and the *My Third Africa Reader* covers the phonics concept OUR and OUGH that correlates with a reading booster card, and the books avoid any concepts the child has not learned yet. Use one set or all of them!

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

Note: The *My First Readers* correlate with the *Reading Booster A Cards*. The *My Second Readers* correlate with the *Reading Booster B 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, they are a gentle, yet fun way for children to simply practice spelling words. After a word is completed, you 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 and 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 3 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,

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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 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.
- teaching the child to think, through parent-child discussions.

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

Answer Key

A *Level 2 Answer Key* is available as a free download and includes answers only to select pages (not every page). To access the free download, go to goodandbeautiful.com, navigate to the Level 2 Language Arts product page, and click on the "FAQs, Helps, and Extras" button below the product image.

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.

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

- Compound words
- Decoding practice
- Dividing words into syllables
- Glued sounds (letters have their own sounds but are hard to pull apart): AL, IGN, QU
- Open and closed syllables
- Phonograms (the letters together make one sound): AI, AIR, ANK, AR, AU, AUGH, AY, CH can say /k/, CI, DGE, EA, EAR, EI, EIGH, ER, EY, GN, IE, IGH, IR, KN, MB, OA, O can say the short U sound, OO, OR can say /er/, OUGH, OUR, PH, S says /z/, TCH, TI can say /sh/, UE, UI, Y in the middle of a word can make the long or short I sound
- Prefixes and suffixes
- Reading contractions
- Reading words with open syllables
- Reading words with soft C and G
- Root words/base words
- Short and long vowels
- Sight words
- Sneaky E (a Silent E that makes the vowel before it say its name)
- Suffixes -ness and -ment
- Words with silent letters

Grammar, Usage, and Punctuation

- Adjectives
- Alphabetical order
- Answering questions with complete sentences
- Antonyms and synonyms
- Articles
- Capitalization
- Commas in a series
- Commas in dates and greetings
- Common and proper nouns
- Editing
- Heteronyms
- Homophones: eye/I, for/four, hear/here, knew/new, meat/meet, one/won, see/sea, so/sew, to/too/two
- Irregular past tense
- Irregular plural nouns
- Plural nouns
- Possessive nouns
- Sentences, what makes a sentence, sentence diagramming
- Subjects
- Subject/verb agreement
- Verbs and verb tenses
- Writing contractions

Art, Geography, Literature, and Writing

- Art study, appreciation, and instruction
- Artist studies: Edward Mitchell Bannister, Fidelia Bridges, Ohara Koson, Konrad Mägi, Camille Pissarro, Carl Skånberg
- Editing and editing marks
- Geography: town/city, county, state/province, country, continents, planet, maps (creating maps; keys; legends; map symbols; grids; scales; cardinal directions; compass rose; locating landforms and man-made features on a map; labeling bodies of water and country names; using technology to explore maps; physical, political, and topographical maps), North America, patterns of human

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At-a-Glance
(continued)

settlement in North America, oceans, boundary lines, geography of the child's own state/province, house number and street address, natural disasters, North and South Poles, axis, equator, hemispheres, urban, rural, suburban, capital cities, Mongolia (nomads), weather and climate, humid, evaporation, cultures, natural resources, nonrenewable and renewable resources, vegetation, bay, grasslands, peninsula, plains, prairie, savanna, steppes

- Literature: American folklore, "Daniel and Prayer," "Diamonds and Toads" Reader's Theater, icon, legend, messages in books, nature journals, "Paul Bunyan," "Sir Isaac Newton and His Dog, Diamond," tall tales, "The Golden Touch" (King Midas adaptation), "The Miller of the Dee," "The Ugly Duckling," types of literature
- Oral narration: personal narrative, short story, summary, using sensory language
- Poetry appreciation and memorization
- Point of view
- Reader's theater (drama)
- Reading comprehension
- Rules of conversation
- Vocabulary
- Writing projects: "About Me" booklet, character sketch, creative writing, comparative essay, essay writing, letter writing, oral narration, personal narrative, poetry writing, sensory language, short story, thank-you note writing, writing descriptive sentences, writing sentences

Spelling Principles Taught

- Breaking words into syllables
- Contractions
- Non-decodable and high-frequency spelling words
- OR can say /er/
- Prefixes and suffixes
- Segmenting phonemes in a word
- Short words where Y says the long I sound
- Spelling words that end in Y
- Spelling words with AI, ALK, ALL, ANK, AR, AY, CH, EA, EAR, EE, ER, EY, IGH, IND, INK, IR, KN, OA, OLD, OO, OR, OU, SH, soft C and G, TH, QU, WH
- Spelling words with consonant blends
- Spelling words with -ed and -ing
- Spelling words with Sneaky E
- Spelling words with Sneaky E exceptions

Spelling Rules Taught

- **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.
- **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.
- **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.
- **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.

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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 for 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 7 (Lesson 2)

"View of Sankt Zyprian in Tiers with the Rosengarten in the Background" by Konrad Petrides (1864–1943), date unknown

Page 17 (Lesson 7)

"Fjord Landscape with Glacier and Reindeer" by August Wilhelm Leu (1818–1897), 1896

Page 21 (Lesson 8)

"Loch Coruisk, Isle of Skye" by Sidney Richard Percy (1821–1886), 1874

Page 34 (Lesson 13)

"Rocky Cliff with Stormy Sea, Cornwall" by William Trost Richards (1833–1905), 1902

Page 37 (Lesson 13)

"Mountain Village by a Stream" by Karl Haunold (1832–1911), date unknown

Page 51 (Lesson 19)

"Children with Goat Herd" by Hans Thoma (1839–1924), 1916

Page 64 (Lesson 22)

"Zomerlandschap" by Barend Cornelis Koekkoek (1803–1862), 1837

Page 82 (Lesson 29)

"Grossglockner from the Prague Hut" by Edward Theodore Compton (1849–1921), 1890

Page 83 (Lesson 29)

"Shepherds" by Edward Theodore Compton (1849–1921), date unknown

Page 85 (Lesson 30)

"Boy and Dog in the Woods" by Dan Burr (1960–living), 2021, commissioned and owned by Jenny Phillips

Page 98 (Lesson 35)

"Heiligenblut with a View of Grossglockner" by Marko Pernhart (1824–1871), c. 1860

Unit 2

Page 117 (Lesson 42)

"Watermill Near a Farm" by Jacob van Ruisdael (1628/1629–1682), c. 1653

Page 121 (Lesson 43)

"Highland Cattle" by Rosa Bonheur (1822–1899), 1876

Page 122 (Lesson 44)

"Farmers Harvesting—Holland" by Carl Skånberg (1850–1883), c. 1870s

Page 137 (Lesson 50)

"Good Friends (Portrait of the Artist's Sister, Bertha Edelfelt)" by Albert Edelfelt (1854–1905), 1881

Page 140 (Lesson 51)

"The Giessbach at Lake Brienz" by François Diday (1802–1877), date unknown

Page 146 (Lesson 53)

"African Children" by Karen Mence (birthdate unknown–living), 2021, original owned by Jenny Phillips

Page 162 (Lesson 59)

[left] "Norwegian Landscape" by Konrad Mägi (1878–1925), date unknown

[right] "Normandy" by Konrad Mägi (1878–1925), 1911

Page 165 (Lesson 60)

"Game from the Pinzgau" by Joseph Holzer (1824–1876), date unknown

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Credits

Page 183 (Lesson 66)

"Two Girls Reading" by Dan Burr (1960–living), modern reproduction owned by Jenny Phillips, inspired by the painting "Interesting Reading" by Theodor Kleehaas (1854–1929), date unknown

Page 193 (Lesson 69)

"A View of the High Alps Near Weichselboden in Styria" by Anton Hansch (1813–1876), c. 1845

Page 199 (Lesson 72)

"A Merry Ride" by Alfred von Wierusz-Kowalski (1849–1915), date unknown

Page 204 (Lesson 73)

"Sunset in Tamsui" by Chen Cheng-po (1895–1947), 1935, this work is in the public domain in the United States under PD-1996

Page 211 (Lesson 75)

"Burg Scharfenberg at Night" by Ernst Ferdinand Oehme (1797–1855), 1827

Page 220 (Lesson 78)

"The Blizzard" by Cornelius Krieghoff (1815–1872), c. 1860

Unit 3

Page 231 (Lesson 81)

"The Ruins of the Veste Clam Near Schottwien" by Gustav Reinhold (1798–1849), date unknown

Page 240 (Lesson 85)

"Cat and Goldfish—orange" by Ohara Koson (1877–1945), 1931, according to Japanese Copyright Law (June 1, 2018, grant) the copyright on this work has expired and is as such public domain

Page 242 (Lesson 85)

[left] "Red Ivy" by Ohara Koson (1877–1945), c. 1910

[right] "Bloeiende Wisteria" by Ohara Koson (1877–1945), date unknown

Page 243 (Lesson 86)

"The Sick Dachshund" by Franz von Defregger (1835–1921), 1890

Page 257 (Lesson 91)

"The Matterhorn" by Albert Bierstadt (1830–1902), c. 1867

Page 262 (Lesson 93)

[middle right] "Harvest" by Edward Mitchell Bannister (1828–1901), 1884

[bottom right] "Scene Along the Connecticut River" by Edward Mitchell Bannister (1828–1901), c. 1870

[bottom left] "Docks on the Lake" by Edward Mitchell Bannister (1828–1901), date unknown

Page 265 (Lesson 94)

"Cotopaxi" by Frederic Edwin Church (1826–1900), 1862

Page 283 (Lesson 100)

"Romantic Winter Landscape with Skiers" by Walter Moras (1856–1925), date unknown

Page 295 (Lesson 105)

"A Thunderstorm on Lake Chiemsee" by Georg Heinrich Crola (1804–1879), 1833

Page 296 (Lesson 105)

"Jack Rabbit (Shi-Ko-Da) Culin" by Grace Carpenter Hudson (1865–1937), 1919

Page 301 (Lesson 106)

"Afternoon by the Stream" by Dan Burr (1960–living), 2021, commissioned and owned by Jenny Phillips

Page 315 (Lesson 110)

"Farmer's Sledge from Salzburg" by Anton Strassgschwandtner (1826–1881), date unknown

Page 338 (Lesson 117)

"A Ghillie and Two Shetland Ponies in a Misty Landscape" by Rosa Bonheur (1822–1899), 1861

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How the Reading Booster C 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 (above) 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 C Cards* and *Reading Booster C Books Set*, the child can start reading Level 3 books from *The Good and the Beautiful Book List* during the time that would have been spent on reading booster cards and books.
- 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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Scope & Sequence

Reading Booster Cards

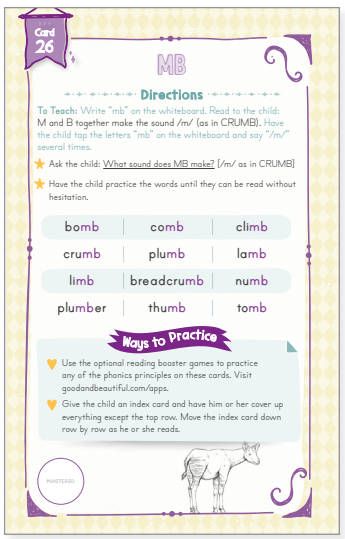
Note: Reading Cards, Poetry Reading Cards, and Review Cards that review phonics principles are not included in these lists.

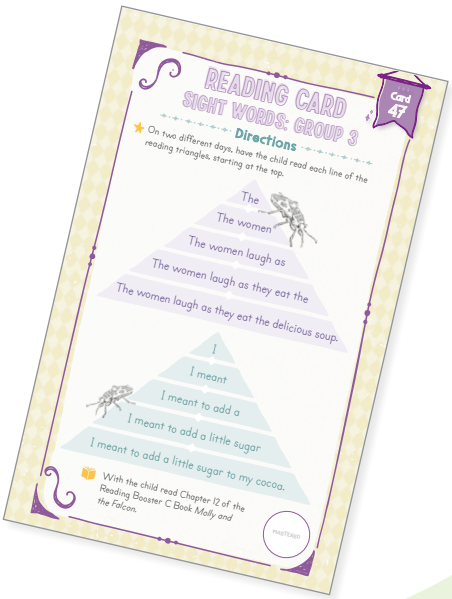
READING BOOSTER A (CORRELATES WITH LEVEL K)

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 1 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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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 8 to 12 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 8 to 12 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. If the child finishes *Reading Booster C Cards* and *Reading Booster C Books Set*, the child can start reading Level 3 books from *The Good and the Beautiful Book List* during the time set aside for reading booster cards and books.

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

- By working on the booster cards and/or books for 8 to 12 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 Third 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 2 Reading Assessment by reading the following passage in under 2 minutes with 6 or fewer mistakes.

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!

STEP 2

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

STEP 3



On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > How to Use the Level 2 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

Overview

*should be mastered by the end of the unit

Items Needed

- 2 quarters
- cotton ball
- index cards
- paintbrushes
- recording device (optional)
- stick or spoon
- timing device
- tissue
- tracing paper
- watercolor paints
- watercolor paper
- word processing program

PHONICS, READING, LITERATURE, ART, GEOGRAPHY

- Answering questions with complete sentences
- Art appreciation and practice
- Artist study: Camille Pissarro
- Common and proper nouns
- Compound words
- Decoding practice
- Editing
- Geography: continents, types of maps, North America, oceans, town/city, county, state/province, country, planet
- Heteronyms
- *Homophones (see/sea, for/four, hear/here, to/too)
- Literature: "Daniel and Prayer"
- Open and closed syllables
- Oral narration: short story
- Poetry memorization and reading
- *Phonics principles: AI, ANK, AR, AU, AY, EA, EAR, ER, EW, EY, KN, OA, OO, OOR, OR can say /er/, OY, QU, Sneaky E, Soft C and G, WH
- Reading comprehension
- Sight words
- Syllable divisions
- Writing: creative writing, essay writing, oral narration, poetry writing, short story, thank-you note writing, writing sentences

SPELLING

Unit Spelling Words to Memorize*

been	only
upon	brother
search	young

Spelling Review (from lower-level courses)*

he	the	you	they	so
of	do	she	we	love
does	or	be	for	me

Spelling Patterns to Master*

ALL AY SH CH TH OR

Unit Spelling Rules*

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.

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.

Spelling Practice

AI	EA	OO
ALL	EY	OR can say /er/
ANK	ING	QU
AR	KN	Sneaky E
AY	OA	Soft C and G
Contractions		

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Completed ☐

LESSON 1

Reading Words with QU

Helpful Hint: Lifelong preferences in literature develop at a young age. It is important to use this window of opportunity to help the child gain a love of good literature, including poetry—something relatively few children today are developing. The child will learn much from how you approach poetry. By not skipping poetry, enjoying it yourself, and being enthusiastic about it, you will help the child appreciate the power of poetry.

- ☐ Do not start this course until you have completed the "Master Before Starting This Course" *Reading Booster C Cards*.
- ☐ Work on reading booster cards or books for 8 to 12 minutes, following the booster card instructions.
- ☐ Read to the child: I'm really excited to learn with you through this course. I won't be your only teacher, though. Guess what else is going to be your teacher? Poetry! As I read poetry to you, and as you read poetry to me, it will not only help you practice reading but also place beautiful language patterns in your mind. This will help you to be a better writer now and throughout your whole life. Poetry will also help you recognize and appreciate beauty in the world around you, and it will help you develop a stronger heart and mind. Let's get started.

  The poem I am going to read talks about asters. Asters are flowers that look and smell beautiful and attract a lot of bees and butterflies. Read the poem to the child. Then have the child read the poem to you.

September

By Edwina H. Fallis

A road like brown ribbon,
A sky that is blue,
A forest of green
With that sky peeping through.
Asters, deep purple,
A grasshopper's call,
Today it is summer,
Tomorrow is fall.



Have the child circle all the color words used in the poem. Read to the child: Poems paint pictures in our minds. Listen to this poem as I read it again, and then listen to me read a version of the poem without any use of color. Read the poem above again, and then read the poem below. Discuss how the use of color helps the poem paint a more lovely picture.

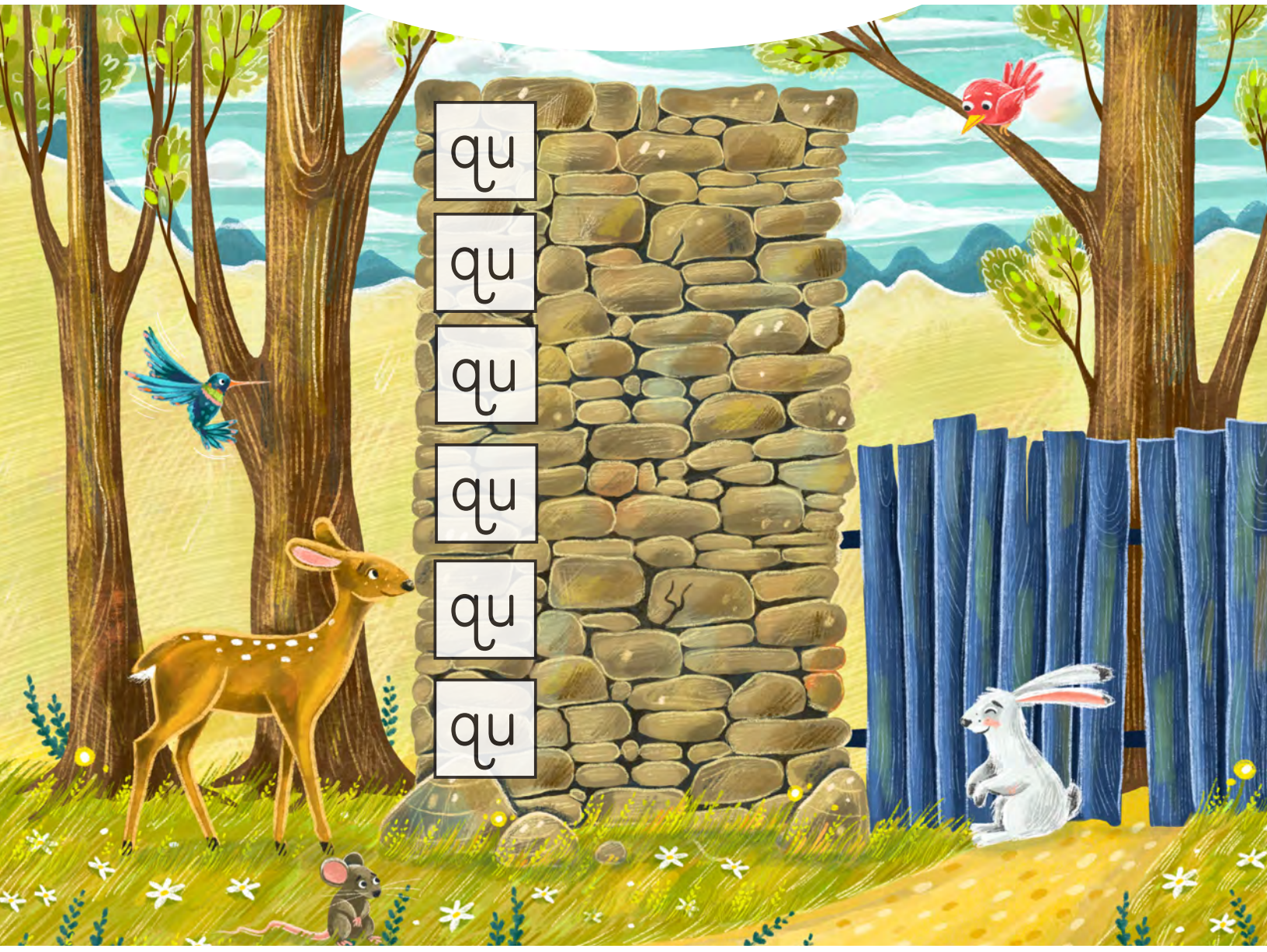
A road like ribbon, a sky, a forest
With that sky peeping through.
Asters, a grasshopper's call,
Today it is summer, tomorrow is fall.

- ☐ Read to the child: Through this course you will learn to read many new words, which will allow you to read so many more good and beautiful books and poems. Let's learn about the letter Q. In English the letter Q is almost always paired with the letter U. The combination QU makes the sound /kw/ as in QUICK.
- ☐ **Climb the Wall.** Have the child cut out the word boxes on the bottom of the next page. Spread the boxes out on the table. Read to the child: Let's do an activity called "Climb the Wall." Start at the bottom of the wall. Choose a box you cut out and put it next to the bottom QU box. Read the two boxes together to read the word. Then create the next word up the wall. Continue until you have finished climbing the wall. Then remove the boxes and climb the wall again with new words.

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Climb the Wall



iz	it	irk	itting
ote	ill	ilt	ack
ickly	iver	est	een

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Completed ☐

Independent Practice

WRITING PRACTICE To describe yourself, fill in each blank using a word or words from the word bank by each sentence.

I have _____ eyes.

brown blue green hazel gray

I have _____ hair.

black brown blond red

I am _____ years old.

seven eight nine ten eleven

I _____ a pet.

have do not have

ART Draw a picture of your family or your home.



☐ Personal or Shared Reading: For 20 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:
- stick or spoon
- colored pencils or paints

LESSON 2

Homophones

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Dictate the purple words (spelling review from lower-level courses) and have the child spell the words aloud. Write down and keep any words that are missed and practice daily until they are mastered. These words will not be reviewed in any future lessons.

he	the	you	they	so

☐ Have the child find a small stick outside or get a spoon. Cut out the box of drums and lay it on the table. Read to the child: Homophones are words that sound the same but are spelled differently and mean different things. For example, point to the purple word on a drum. The word on this drum is FOUR, like the number four. Spell the word aloud. Now point to the drum with a black word. This word sounds the same: FOR. Spell the word aloud. This word is not referring to the number four. We would use this word in sentences like these: "This card is FOR Mom. I am making this FOR you."

Give the child the stick or spoon. Read to the child: I will tell you a sentence, and you tap the drum that contains the correct usage of the word FOUR or FOR.

- I have FOUR brothers.
- I am late FOR the meeting.
- These flowers are FOR Helen.
- She is FOUR years old.
- I am looking FOR my keys.
- He is waiting FOR us.

☐ Read to the child: Look at the next set of drums and read the words on them aloud. The word in green says HEAR, like "I HEAR a noise." Do you see how it has an A in the word? You could picture the A as an ear to help you remember that HEAR spelled with an A is referring to hearing something.



The other word HERE is used in sentences like "I am HERE. HERE we come." I'll tell you a sentence, and you tap the drum that contains the correct usage of the word HEAR or HERE.

- HERE is an apple.
- I can HEAR the rain.
- Do you HEAR that sound?
- I'm over HERE.
- Wait right HERE.
- I HEAR a bird singing.



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Independent Practice

WRITING PRACTICE To describe the painting on the next page, fill in each blank using your own words or words from the bank.

church	trees	snow	clouds	beautiful	pretty	grass

The valley is _____.

I like the _____ and the _____.

I see different shades of color on the _____ and the _____.

ART With colored pencils or paints, draw or paint a tree or mountains in the box below. Let the page dry, if needed, before closing the book.

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☐ For 20 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 3

Writing Sentences

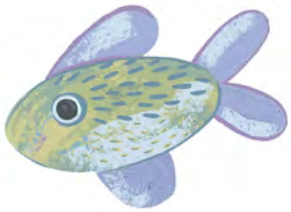
☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: When we write sentences, the first word always starts with an uppercase letter, which is also called a capital letter. When writing a sentence, we should not use uppercase letters in random places in the sentence. We also end each sentence with ending punctuation. There are three types of ending punctuation, and today we are going to learn about a period. I'll point to some periods in the sentences below the fish on this page.

Point to the only fish that has bubbles above it. Does the sentence below the fish start with an uppercase letter? [yes] Does it end with a period? [yes] Does it have any random uppercase letters in it? [no]

You get to be a detective and draw a couple of bubbles above each fish that has a correct sentence below it. Read each sentence and tell me if it

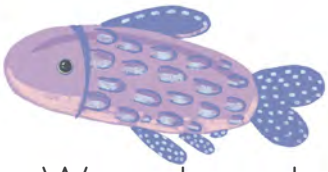
1. starts with an uppercase letter,
2. ends with a period, and
3. does not have random uppercase letters.



I eat a peach.



let's load the boat.



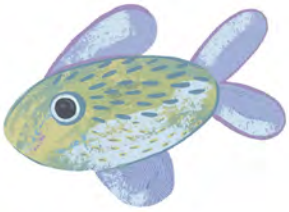
We work together

If so, draw a bubble or two above the fish. If the sentence below the fish has errors, do not draw bubbles above the fish.

☐ Read to the child: In many lessons we will do sentence dictation. This means that I read a short sentence aloud, and you write it on the blank line on the next page in the "Sentence Dictation" section. For today's sentence, instead of drawing a dot above the letter I, draw a heart or another object. Cover up the following sentence with your hand or a sticky note so the child does not see it. Dictate the sentence: The red fox sits. Whenever you do sentence dictation, help the child sound out words, if needed, and gently correct spelling errors. Also, make sure that the first letter of the sentence is capitalized, that the sentence ends with ending punctuation, and that there are no random uppercase letters. Work on correct handwriting (proper spacing between letters and words, etc.). If the child has too much to fix and is overwhelmed, not everything needs to be corrected.



The girl sits.



The cake is moist.



The mice arE nice.



The frog can croak.

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Completed ☐

SENTENCE DICTATION

☐ Have the child read a unit spelling word on the chart, and then spell it aloud, hopping for each letter. Repeat twice for each word.

been	only	search
upon	brother	young

Independent Practice

SPELLING PRACTICE: UNIT 1 SPELLING WORDS For each purple word, fill in the missing letters. Refer to the chart of orange words above if needed.



The fox will s e a r c h for food.

It is not old; it is y o u n g.

It sits u p o n the ground.

It's the o n l y fox here.

I have b e e n looking at it from my house.

The fox has a big b r o t h e r.

LOGIC & ART Find and draw the two items that are missing on each fox.



☐ For 20 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

READING BOOSTER 2 CARD TARGET

Spelling Words with QU and AY

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Write "four" and "for" on the whiteboard three times each. Read the sentences below and have the child erase the correct spelling of the homophone after each instance.

I'll wait for you. | I have four eggs. | The egg is for Dad. | It's time for bed. | Four dogs sleep. | It's four o'clock.

- ☐ Complete the letter tiles activity.

LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 4, or use physical tiles. Dictate the words in the purple boxes below (say them aloud). Have the child spell the words with tiles. After a word is created, have the child click the trash can to delete the word and get ready for the next one or put a blank space after the word before creating a new word.
(Note: Spelling one-syllable words with AY should be mastered in this unit. Spelling words with QU is not expected to be mastered at this level.)

quiz	quit	day	quilt	say	squid	play	quest

Independent Practice

WRITING PRACTICE To describe yourself, fill in each blank with a word or set of words from the word bank by each sentence.

I _____ bananas.

like do not like love

I _____ to a zoo.

have been have not been

I _____ dogs.

kind of like really like do not like

- ☐ Personal or Shared Reading: For 20 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: The free Good and Beautiful Letter Tiles app is very effective, as it includes only the letters the child needs for the lesson, which reduces frustration and time spent searching through all the letters of the alphabet. In addition, time is not spent getting physical tiles ready and resetting them after each word. The app also has tiles for phonograms.

READING & LOGIC Cut out the sentence strips, read them, and then tape them in the right order in the boxes below.

Put the Story in Order

Grandpa and Dirk Plant a Tree



First

Second

Third

Fourth

Once the tree was set in the hole, they covered the hole with dirt.

The very first thing Grandpa and Dirk did was find a spot to plant the tree.

Last, after the hole was covered by dirt, they watered the tree.

Next, they dug quite a big hole.

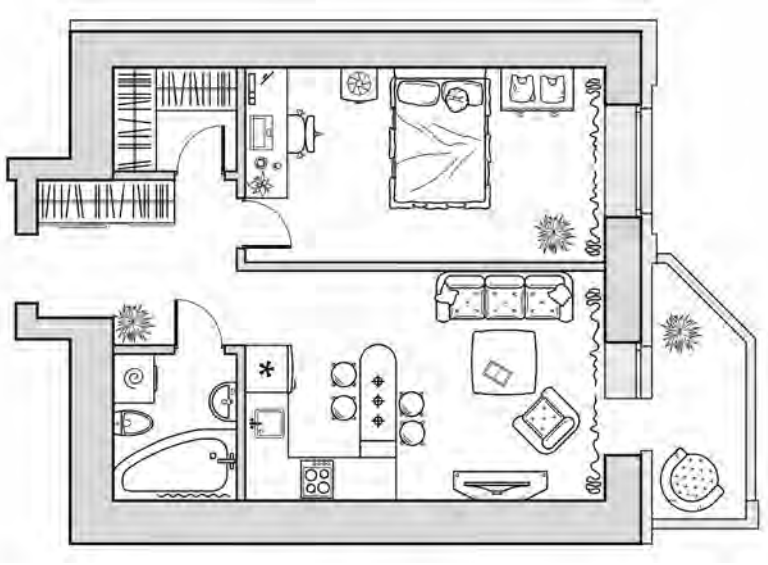
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LESSON 5

Geography: God's Plan for the World

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Cover up the following sentence with your hand or a sticky note so the child does not see it. Dictate this sentence: Do not quit. Have the child write the sentence on the next page.
  - Help the child sound out words, if needed, and gently correct spelling errors.
  - Make sure that the first letter of the sentence is capitalized, that the sentence ends with ending punctuation, and that there are no random uppercase letters.
  - Work on correct handwriting (proper letter formation and spacing between letters and words, etc.).
  - If the child has too much to fix and is overwhelmed, not everything needs to be corrected.
- ☐ Read to the child:



Look at the floor plan of the house on this page. Before any building is built, a plan is needed.

God made a plan for our world. He placed our world in the perfect place in the solar system. If our world were any farther from the sun, our planet would be frozen. Any closer, and it would be much too hot for us to survive. God made air we can breathe. He gave us plants and animals and all that we need on this earth, such as food, water, wood, and other materials.

Some who do not believe in God think the world was created by accident. Can you imagine a home putting itself together by accident without a designer or builder? How much harder would it be for a whole amazing world to put itself together without a designer? Our world is a beautiful, complex creation, perfect for human life. It was designed and made by God.

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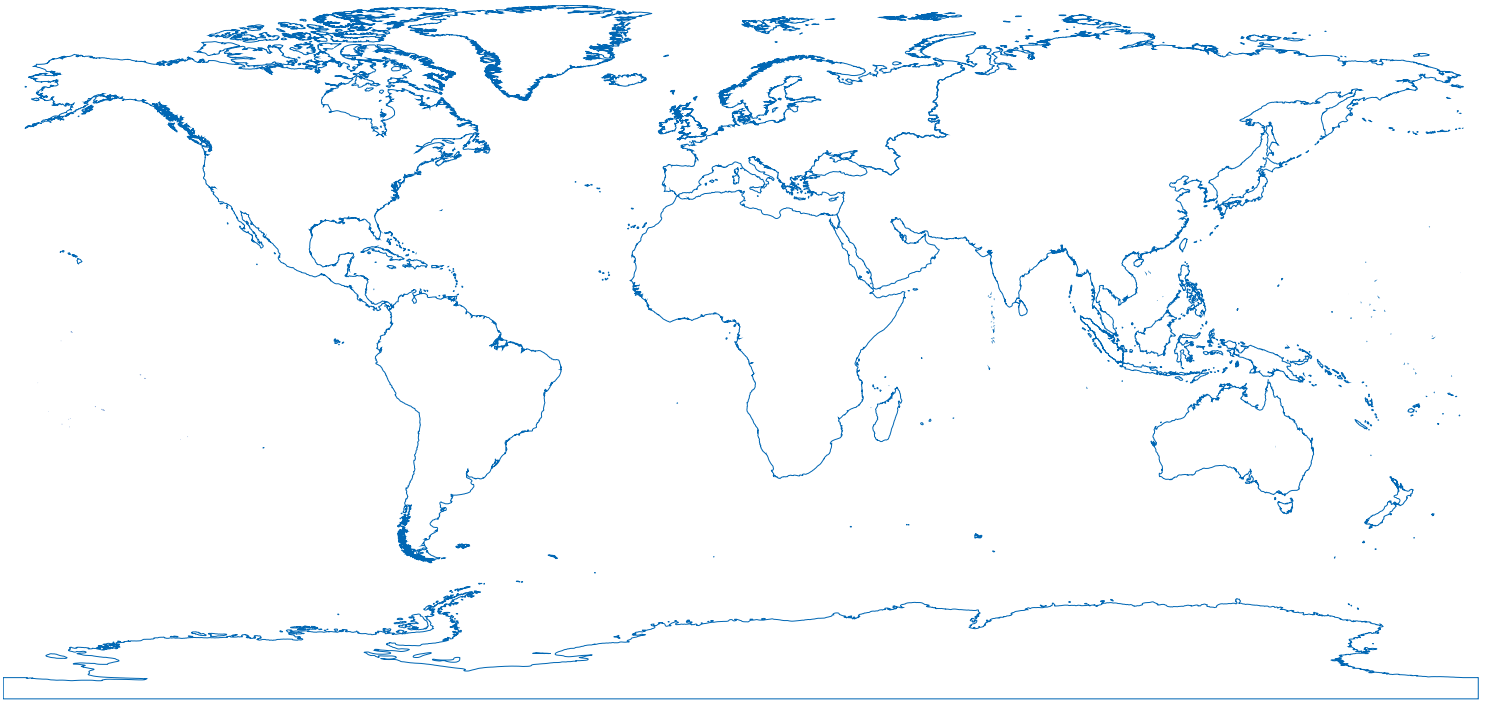
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SENTENCE DICTATION

The earth has seven ***continents***, which are main areas of land.



- ☐ Talk about the map to the right, which shows the seven continents. Discuss the continent on which you live.
- ☐ Have the child say the town/city, state/province, country, and continent where he or she lives. (For example, have the child say, "I live in the city of Boise, which is in the state of Idaho, which is in the country of the United States, which is on the continent of North America.")
- ☐ On the blank map, point to a continent and have the child identify it. Do this for all the continents 2–3 times.



Helpful Hint: Level 2 introduces continents so the child understands the concept of continents. Memorizing continents is not expected at this level.

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Completed ☐

Independent Practice

HOMOPHONE PRACTICE

four = I have four dogs. | **for** = This is for Mom.

Write the correct homophone in each blank: four or for.

1. The card is _____ you.
2. I have _____ cats.

Say the words.

young

been

Say and trace the words.

young

been

Circle each word twice.

y	o	u	n	g
o	b	e	r	o
u	b	e	e	n
n	f	b	e	r
g	b	e	e	n

Write each word in the correct set of boxes.

Fill in the missing letters.

b _ _ _ _

_ o _ _ _

_ _ _ _ n

y _ _ _ _

The spelling word is in all uppercase letters. Copy the word on the line in all lowercase letters.

UPON	

☐ Personal or Shared Reading: For 20 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 6

Closed Syllables

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Read to the child: Consonants are letters that are not vowels. Tell me any four consonants.
- ☐ 

On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Open and Closed Syllables. Play the video.
- ☐ Read to the child: A syllable is a letter or group of letters said with a single effort. I'll tell you a word, and you clap the syllables in the word with me. Say the following words aloud and clap the syllables with the child: winter: WIN - TER | absolutely: AB - SO - LUTE - LY | chair: CHAIR.

Syllables must contain at least one vowel. What must each syllable contain? [a vowel]

When a syllable ends with a vowel, it is called an open syllable. When a syllable ends with a consonant, it is called a closed syllable. Here is a good way to remember what a closed syllable is: closed and consonant both start with the letter C. What does a closed syllable end with? [a consonant] Look at the first syllable of each purple word and tell me if it is an open or closed syllable. Remember, a closed syllable ends with a consonant. hap - pen hel - met cac - tus

When a syllable is closed, the vowel in the syllable usually says its short sound—not its long sound. A double consonant is two of the same consonants together. When a word has a double consonant in the middle of the word, the first consonant closes off the syllable. Thus, when you see a double consonant in the middle of a word, you know that the vowel before it will use its short sound. This is a rule you can count on almost without exception. Now that you know this rule, you can read the words on the candles quickly. See how each of the words on the candles has a double consonant in the middle? That means the first vowel in the word will use its short sound. Start at the bottom of each candle and read the words going up. When you get to the top, pretend to blow out the candle.



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Completed ☐

Independent Practice

here = Put your hat right here.

hear = I hear a dog barking.

HOMOPHONE PRACTICE Write a sentence that uses each homophone correctly: here and hear.

here

hear

UNIT SPELLING WORDS Read each word, and then spell it, lifting a leg with each letter. Repeat two times.

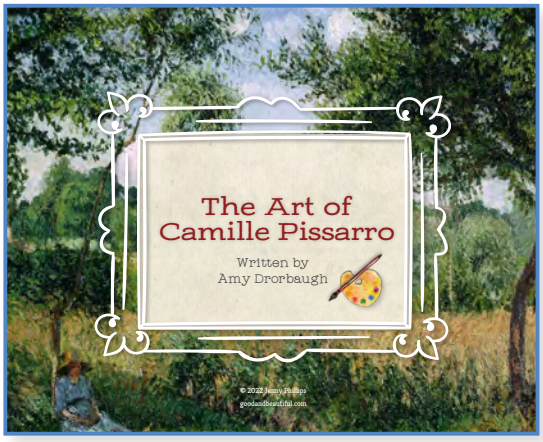
been	only	search
upon	brother	young

Use the app

ART BOOK

With your parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Books > The Art of Camille Pissarro. Play the video, and then circle the correct answers to the questions. Listen to the book again if needed to answer the questions.

Reading Comprehension



1. What did Camille mainly like to paint?

   animals people and landscapes

2. Complementary colors are opposites on a color wheel.

   true false

3. Where did Camille prefer to paint?

   out in nature inside

4. How were many of Camille's paintings destroyed?

   in a house fire in a flood during a war

☐ Personal or Shared Reading: For 20 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

Open Syllables

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: What are the vowels? [A, E, I, O, U, and sometimes Y] Consonants are letters that are not vowels. Tell me two letters that are consonants.

☐ Have the child spell the following words aloud: day, say, quiz, stay, tray.



☐ Read to the child: In the last lesson, we learned that syllables ending with a consonant are closed syllables. Here is a good way to remember what a closed syllable is: closed and consonant both start with the letter C. What does a closed syllable end with? [a consonant] An open syllable ends with a vowel. What does an open syllable end with? [a vowel] When a syllable is open, the vowel usually says its name.

Point to the glacier in the painting. How many syllables are in the word GLACIER? [two] Write "gla - cier" on the whiteboard. Is the first syllable of the word GLACIER open or closed? [open—it ends with a vowel] Because the syllable is open, the vowel makes the long sound—its name.

Give the child a crayon or colored pencil. Read to the child: The words on the chart all have two syllables. The words are broken into syllables with a dash in between. Look at the first syllable of each word. If the syllable is open, meaning it ends with a vowel, circle the word. After you have completed this for the entire chart, go back and read the words you circled.

val - id	ti - ger	ten - nis	e - ven
ba - sis	plas - tic	cra - zy	I - rish
la - bel	re - act	prof - it	ha - zy

☐ Dictate the purple words below (spelling review from lower-level courses) and have the child spell the words aloud. Write down and keep any words missed and practice daily until they are mastered. These words will not be reviewed again.

of	do	she	we	love

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Completed ☐

POETRY MEMORIZATION PRACTICE

☐ In this course the child memorizes just one poem: the one in this lesson. If desired, you can work on memorizing more poetry outside of this course. Read to the child: In this course you will memorize a poem. I will read the poem.



God

By Frances Wright Turner

Just an apple blossom,
Just a singing bird;
Just a little laughing brook,
Or a happy word.

Just a bit of blue sky,
A bit of earth's green sod;
O, what little things it takes
To show us God.

Read the poem again two lines at a time and have the child repeat the lines. Repeat again if desired. The poem does not need to be memorized at this time. The child will recite the poem at the end of the unit.

Independent Practice

HOMOPHONE PRACTICE

hear = I hear you. | **here** = She is here.

Write the correct homophone in each blank: hear or here.

1. I _____ a loud noise.

2. I'll sit right _____.

3. We _____ the wind.



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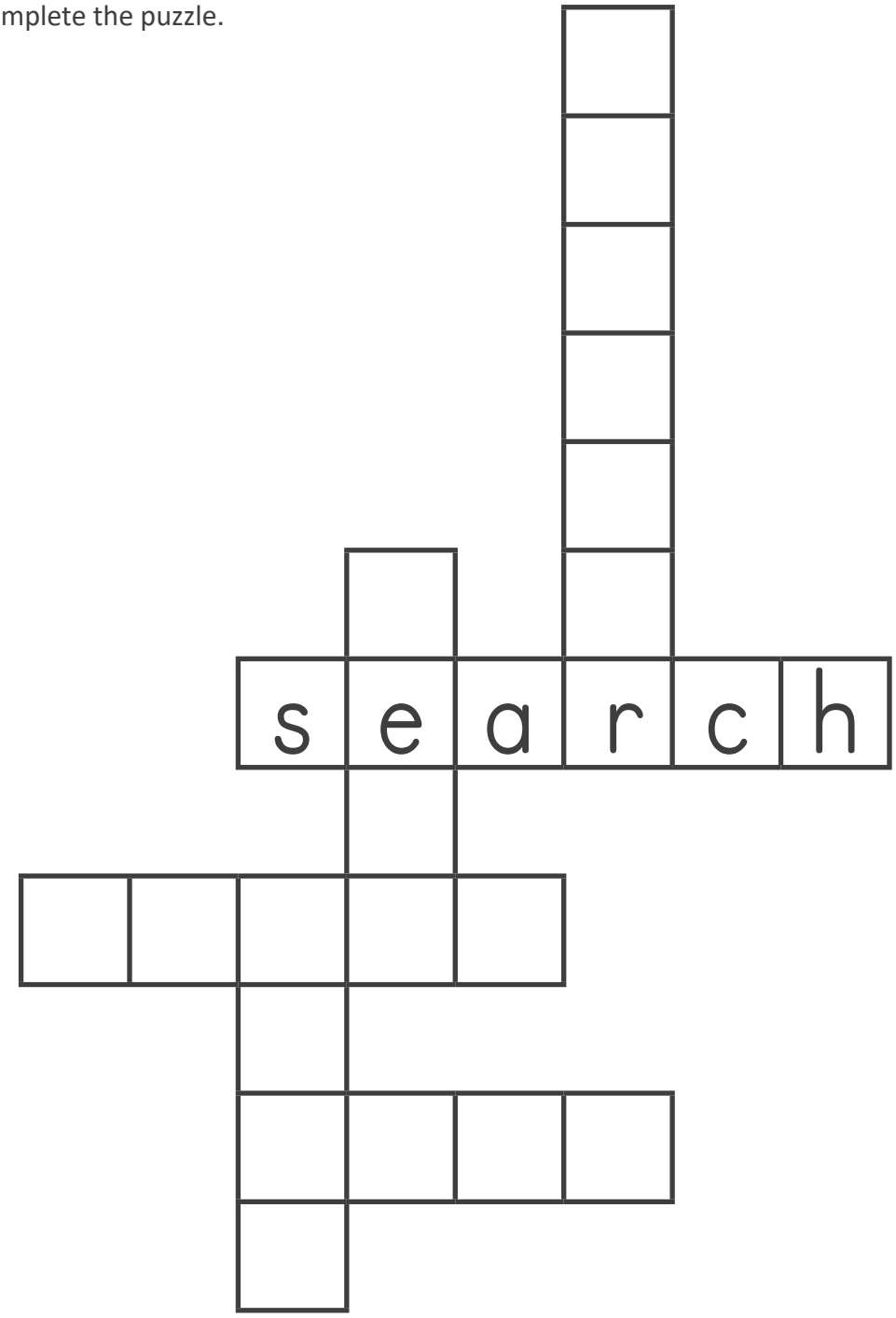
Completed ☐

SPELLING & LOGIC

For each orange unit spelling word, say the word, and then spell it aloud (looking at the chart) four times.

been	only	search
upon	brother	young

Then fill in the missing words on the crossword puzzle, using the orange words on the chart. Use logic to complete the puzzle.



☐ Personal or Shared Reading: For 20 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 8

Spelling Rule: Caboose E



- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Use the app — On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > U and V Caboose E. Play the video.
- ☐ Complete the letter tiles activity.

LETTER TILES

Use the app



On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 8, or use physical tiles. Read to the child: You are going to practice spelling words that have a Caboose E and words with ALL and ING. Dictate the words in the purple boxes below (say them aloud). Have the child spell the words with tiles. Read the spelling rule below to the child as often as needed. Write down any words the child struggles to spell and practice them again at the end of the activity.

Spelling Rule: 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.

(Note: Words with Caboose E, ALL, and ING should be mastered in this unit.)

have	live	calling	love	falling	carve	move	give

- ☐ Read to the child: Look at the nine children in the picture. Three more children are behind the globe. Read each name on the chart. If a name does not have any open syllables, circle the name. The three names you circle will be the names of the children behind the globe. Help the child identify whether each syllable is open or closed. Remind the child that an open syllable usually ends with a long vowel sound. In these words the letter Y is a vowel, and the long sound of Y is the long E or I sound.

A - my	I - vy	Co - dy	Han - nah
I - van	No - el	O - wen	Le - vi
Den - nis	Gra - dy	Dal - lin	E - li



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Independent Practice

WRITING PRACTICE With your best handwriting, copy the sentence, filling in the blanks with words from the bank.

cows	waterfall	mountains	water	rocks	sky	grass

In this painting I like the _____ and the _____.



☐ Personal or Shared Reading: For 20 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 9

Decoding Practice

Helpful Hint: Decoding is the skill of sounding out words that are not instantly recognized. If the child struggles with a word while reading, help the child identify and sound out any known phonics principles in the word, such as AY makes the long A sound; ER says /er/; C is soft before I, E, or Y; or Sneaky E makes the vowel say its name.

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: way, sway, may, pray. Words in brown contain spelling patterns to master in this unit (see page 1).
- ☐ Read to the child: A syllable is a letter or group of letters said with a single effort. I'll tell you a word, and you clap the syllables in the word with me. Say the following words aloud and clap the syllables with the child: winter: WIN - TER | absolutely: AB - SO - LUTE - LY | chair: CHAIR.

  Syllables must contain at least one vowel. What must each syllable contain? [a vowel]
- ☐ Read to the child: There are 12 types of true foxes in the world, and there are 12 rows of words below and on the next page. You will read the words on each row, and then I will read you the name of a type of fox.

  In all these words, the vowel says its name if it is an open syllable. An open syllable ends with a vowel.

  If a word has a double consonant, we divide the syllables between the consonants but only say the sound of the double consonant once. Remember that C is soft before I, E, and Y.

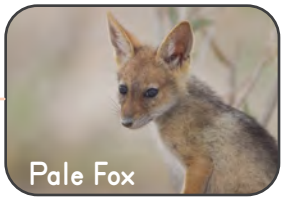
MEET THE FOXES

Read to the child: This Silent E does not make the vowel say its name. This Silent E is here because English words can't end in V.

detail	pebble	festive	 Red Fox
shelter	level	excuse	 Arctic Fox
escape	defense	entry	 Kit Fox

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decode	circus	decide	
before	center	recess	
relax	dentist	zero	
relate	female	erase	
prepare	helmet	became	
enrage	delight	Venus	
depend	delete	fender	
secret	elbow	refuse	
recent	destroy	beware	

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Independent Practice

RHYMING On the lines next to each word in purple, write a rhyming word. Come up with your own or use one in the orange box.

hole	ant	deep	brick	bite	jump

sheep _____



chick _____



kite _____



mole _____



OPEN SYLLABLES In each box draw a line from the beginning of the word to its correct ending. The first syllable for each word is open, so the vowel at the end of the first syllable is long (says its name).

fro	zy
la	zen

be	yond
re	lax

CABOOSE E Write an E at the end of each word that needs a Caboose E so that the word does not end with V or U. Then read each word aloud.

liv___	fern___	giv___	mov___	shov___	quilt___

☐ Personal or Shared Reading: For 20 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 10

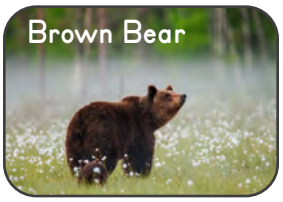
Decoding Practice

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Dictate this sentence: They have a ball. Have the child write the sentence on page 27. Remind the child that English words don't end with V. Have the child draw a beach ball above the sentence. For this and all future sentence dictation exercises,
  - help the child sound out words if needed and correct spelling errors.
  - make sure the first letter of the sentence is capitalized, that the sentence ends with ending punctuation, and that there are no random uppercase letters.
  - work on correct handwriting (letter formation, spacing between letters and words, etc.).
  - do not correct everything if the child is overwhelmed.
- ☐ Give the child a highlighter or yellow crayon. Read to the child: There are eight types of bears in the world. There are eight rows of words in this lesson. You will read the words on each row, and then I will read you the name of a type of bear. The words are divided into syllables, as shown by the gray and blue boxes. First, look at the letter team in the yellow box above the row and say its sound. Then on the row below the yellow box, highlight each use of the letter team on the row. Then read the words. Read the hints above each word to the child if needed. Tell the child that in these words the letter Y at the end of the words is a vowel and makes the long E or I sound.

MEET THE BEARS

er

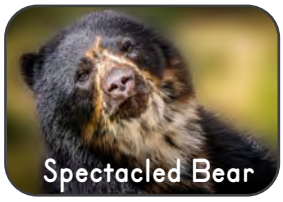
liberty surgery nursery



or

An open syllable ends with a vowel, and the vowel usually says its name.

reported acorn supporting



au

The H is silent.

automatic astronaut exhausted



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oy

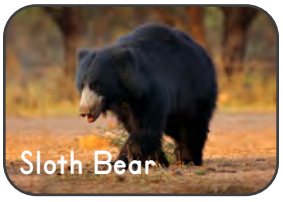
enjoyment tinkertoy royalty



qu

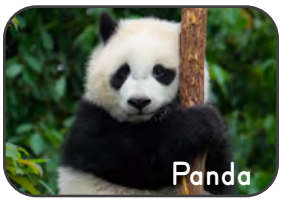
This word means "often."

require frequent squeaky



ar

partner apartment harmony



wh

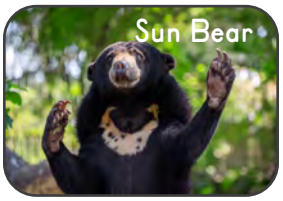
whirlpool cartwheel whispering



ew

This word means "just married."

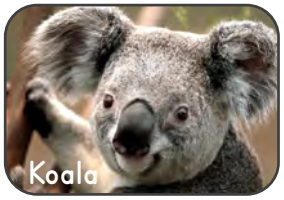
newsletter renew newlywed



BONUS: NOT A BEAR

Sometimes this animal is mistakenly called a bear, but it is not a bear at all! Decode the words and find out its name.

satisfy totally



I am a marsupial, not a bear! This means I carry my baby in a pouch when it is born. I live in Australia.

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SENTENCE DICTATION

Independent Practice

WRITING PRACTICE: THANK-YOU NOTE

1. Choose someone who takes care of you or teaches you and to whom you would like to write a thank-you note. Write the person's name on the blank black line.
2. Fill in the two blank orange lines with phrases from this orange box (or your own phrases).

helping me	teaching me	being fun	all you do

3. Fill in the purple line with a word from this purple box.
4. Write your first and last name on the green line.
5. Cut out the box and give the note to the person you wrote it for.

nice	kind	great

☐ Personal or Shared Reading: For 20 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Thank you!



Dear _____,

Thank you for _____ and also for _____.

You are _____.

Love,

_____

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LESSON 11

READING BOOSTER CARD TARGET 4

Reading Words with KN

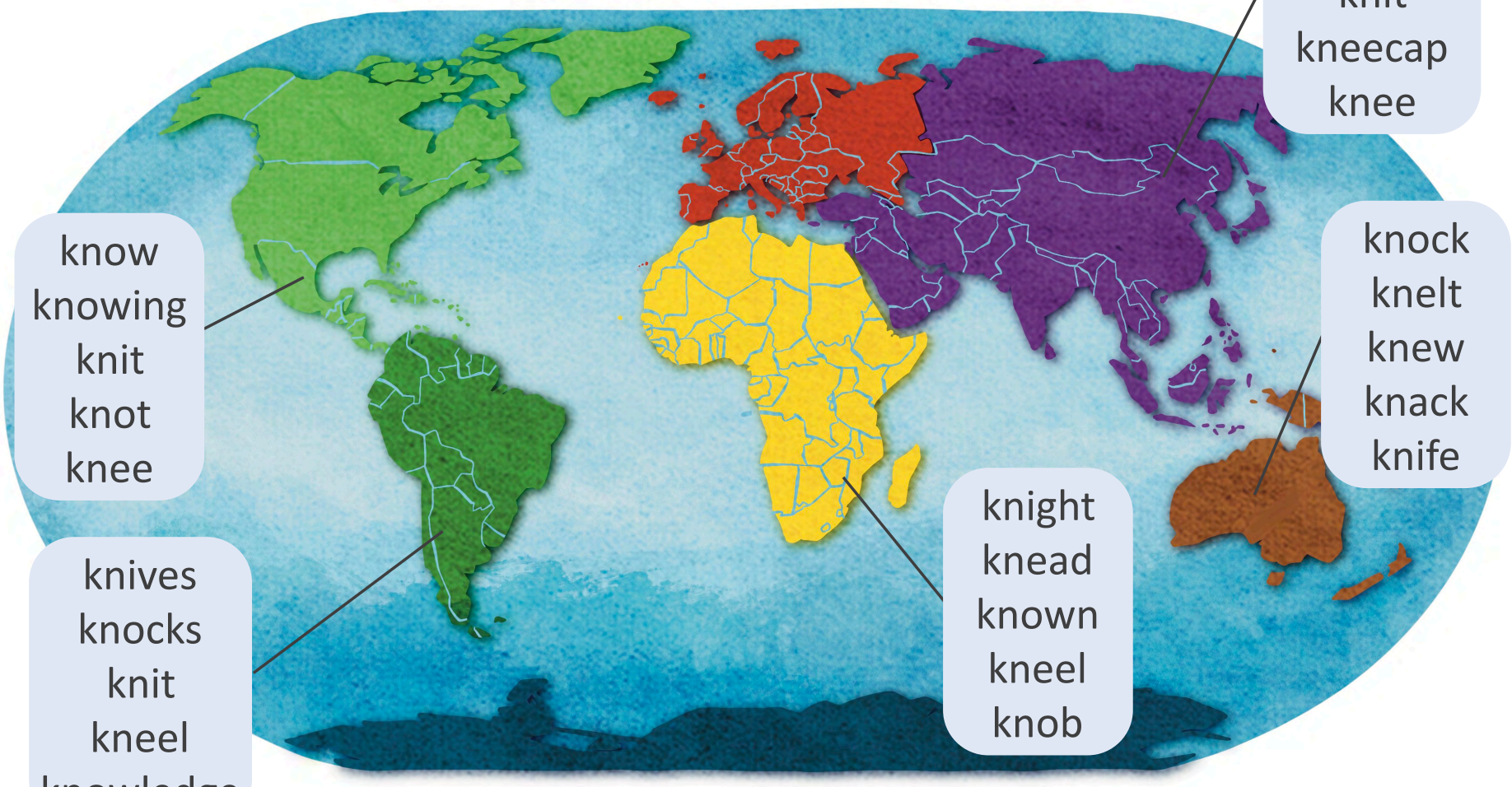
- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Remove the next page from the course book and set it aside. Dictate this sentence: You sit by the wall. Have the child write the sentence at the top of page 31. Instead of drawing a dot above the lowercase letter I, have the child draw a butterfly or a sun. Work with the child to fix any spelling mistakes, random capital letters, incorrect letter or word spacing, etc.
- ☐ Give the page you removed to the child. Point to each continent and tell the child its name. Read to the child: The letters KN make the sound /n/—the K is silent. Follow these instructions. Some of the words in the exercise are repeated.

1. Read the words in the box connected to South America.
2. Point to the blue continent. This is Antarctica. Point to the dark red continent. This is Europe.
3. Read the words in the box connected to North America.
4. Read the words in the box connected to Australia.
5. Read the words in the box connected to Asia.
6. Read the words in the box connected to Africa.



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SENTENCE DICTATION

☐ Quiz the child on the orange unit spelling words. Practice incorrectly spelled words by having the child write them on a window with a dry-erase marker or spell them aloud.

been	only	search
upon	brother	young



Independent Practice

Syllable Division Rule: Open Syllables

Rule: Divide before the consonant when the vowel is long. A long vowel says its name.

Fill in the circle that shows the total number of syllables in the word, and then write the word divided into syllables. The first one is completed as an example.

holy	1 **2** 3	ho – ly
chosen	1 2 3	
pretend	1 2 3	
hotel	1 2 3	

CABOOSE E Write an E at the end of each word that needs a Caboose E so that the word does not end with V or U. Then read each word aloud.

giv___	liv___	said___	mov___	prov___	quiz___



☐ Personal or Shared Reading: For 20 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 12

Spelling Words with Sneaky E



- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Write "four" and "for" on the whiteboard three times each. Read these sentences and have the child erase the correct spelling of the homophone after each instance.

I'll wait for him. | I have four dogs. | The book is for you. | It's time for lunch. | Four birds fly. | I see four birds.

- ☐ Have the child spell the following words aloud (spelling pattern to master: OR): storm, short, sport.
- ☐ Use the app

  If the child has not mastered the principle of Sneaky E taught in Level 1 (a Silent E at the end of a word that makes the vowel before it say its name), on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Sneaky E. Play the video.
- ☐ Complete the letter tiles activity.

Use the app

LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 12, or use physical tiles. Dictate the words in the purple boxes. Tell the child that many of the words have a Sneaky E at the end that is silent but makes the vowel before E say its name.

(Note: This exercise practices these spelling principles, which should be mastered in this unit: AY, CH, OR, and Sneaky E.)

Tip: Tell the child to use K for the /k/ sound before I, E, or Y.

chase	stay	shape	choke	shake	more
store	cute	pay	ignore	snore	tray

- ☐ Have the child write a vowel in each blank to create a real word.

i a u e o

h_me br_ve sh_de f_re

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Independent Practice

HOMOPHONE PRACTICE

hear = I hear you. | **here** = She is here.

Write the correct homophone in each blank: hear or here.

1. The road ends _____.

2. I _____ you sing.



3. Did you _____ that bang?

Syllable Division Rule: Open Syllables

Rule: Divide before the consonant when the vowel is long. A long vowel says its name.

The first syllable in each word is an open syllable, and the vowel says its long sound (its name). Read each word. Then draw a line between each pair of syllables. The first one is shown as an example.

i|tem	refuse	even	focus	silent

CABOOSE E

Unscramble the word in each box and write the correct word on the line.

omve

We will _____ to a new home.

lvei

We _____ in France.

☐ Personal or Shared Reading: For 20 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 13

Spelling Rule: Double S, F, L, or Z at the End of Words

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ 

On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Part 1: Spelling Rule S, F, L, Z. Play the video.

☐ Read to the child: Look at the painting on this page. Do you see white foam on the water? Do you see the light shining through the top of the waves? Look at the beautiful birds. Read this word: cliff.

Point to a cliff in the picture. How many Fs are at the end of the word CLIFF? Sometimes words end with a double S, F, L, or Z. In this lesson we will find out why some are doubled by learning Spelling Rule: Double S, F, L, or Z at the End of Words. First, let's do an activity to practice short and long vowels.

☐ Have the child read the words below, find the items in the painting, and then tell you if the vowel in each word is long or short.

cliff rock grass white wave



Completed ☐

unti	
spi	
spe	

- ☐ Read to the child: This is Spelling Rule: 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.
- ☐ Have the child cut out the dashed squares below and then place the L or LL on each blank yellow box to complete the word. Have the child refer to Spelling Rule: Double S, F, L, or Z at the End of Words if needed. Repeat the same exercise with the teal-colored boxes and letters F or FF. **Note: Have the child first determine how many syllables are in the word. If the word has more than one syllable, do not double the L or F. Remember not to double S, F, L, or Z if it comes right after a consonant.**
- ☐ Dictate the following words to the child and have the child write the words on a whiteboard or paper.

fell	**pass**	**until**	**puff**

leve		sme	
wi		awfu	
whi		gru	
shel		sco	

l
ll
f
ff

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Independent Practice

WRITING PRACTICE With your best handwriting, copy the sentence, filling in the blanks with phrases from the box.

blue river	misty mountain	cute homes	thick forest	green grass

My favorite parts of the painting are the _____ and the _____.



☐ Personal or Shared Reading: For 20 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 and even pause lessons, sometimes for a long time, while they work solely on reading 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 C Cards* and *Reading Booster C Books Set*, the child can start reading Level 3 books from *The Good and the Beautiful Book List* during the time that would have been spent on reading booster cards and books.

- 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 reading booster cards but mainly focuses on other concepts, such as spelling, writing, and grammar. 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.

MY THIRD READERS

The *My Third Readers* by The Good and the Beautiful are perfectly aligned with the *Reading Booster C 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 Third 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.



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LESSON 14

READING BOOSTER 5 CARD TARGET

OR Can Say /er/

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: Let's imagine that we are visiting a town that has the buildings shown on this page. Point to the green building. What do you think the building might be used for?

Look at the words under the green building. The letters O and R together can say /or/ like in FORT, but they can also say /er/ like in WORM. Read the words under the green building. In all these words, OR says /er/.

Now point to the yellow building. Tell me what you imagine is inside. Next I will tell you a word that starts with WOR, and you finish writing it on a line below the yellow building. Dictate these words and have the child finish them on the lines below the yellow building: world, worm, worst, worth.

Have the child read the words under the clock tower.

Dictate the following sentence. Have the child rotate the page and write it on the line under the bridge: I will work hard.









worker
sailor
worship
creator
author

wor
wor
wor
wor

visitor
worse
mayor
worthy
mirror

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Completed ☐

Independent Practice



UNIT 1 SPELLING WORDS Fill in each blank with the correct word from the chart.

been	only	search
upon	brother	young

The goats will _____ for food.

Once _____ a time there was a goat.

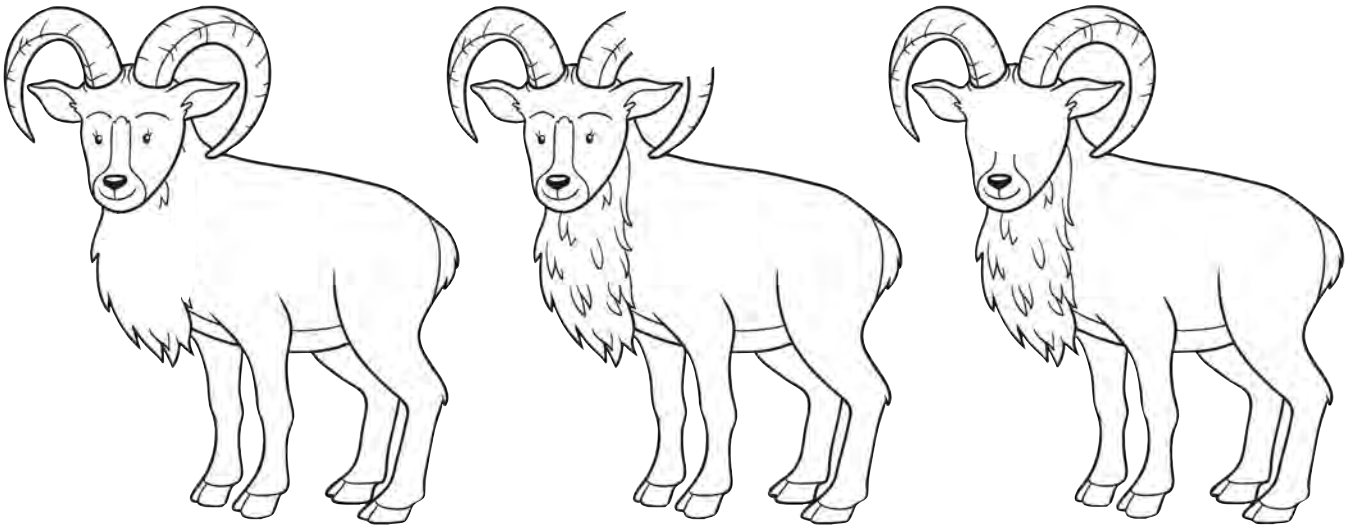
My _____ loves to watch the goats.

The _____ goat is cute.

I see _____ four goats.

The goats have _____ to the very top.

LOGIC & ART Find and draw the items that are missing on each goat.



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Completed ☐

Edit the Story

Edit the story. Use the marks shown in the box below to edit. Remember to start a sentence with a capital letter and end a sentence with a period, question mark, or exclamation point. **There are four mistakes.**

Capitalize: ≡	Add a punctuation mark: ^. ^? ^!



The Camping Trip

my family went on a camping trip. it was so much fun. We hiked for a very long time

We finally made it to our camping spot. i helped Mom set up the tent.

☐ Personal or Shared Reading: For 20 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 15

Decoding Words

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Dictate the purple words (spelling review from lower-level courses) and have the child spell the words aloud. Write down and keep any words missed and practice daily until they are mastered. These words will not be reviewed again.

does	or	be	for	me

- ☐ Read to the child: I will dictate a sentence, and you write it on the line on the next page. When you are done, I will tell you something fun to do. Dictate this sentence: They are playing. Work with the child to correct any mistakes. Now draw a hat above the last letter.
- ☐ Read to the child: There are two main types of wolves. Read the first column of words, and then I will read you the name of a type of wolf and a fun fact about it. Then read the second column of words, and I will read you the name of a second type of wolf and a fun fact about it. If needed, read the words by using the colored boxes to help you notice each syllable. A and I together make the long A sound. Open syllables end with a vowel, and the vowel usually says its name. Y at the end of the word can make the long E sound.

MEET THE WOLVES

maintain	pertain
proclaim	athletic
migraine	microscope
ponytail	absolutely
entertain	balcony
exclaimed	eloquent



Large animals like moose and deer are my prey, or the food I eat.



As a smaller wolf, I eat smaller animals like rabbits and mice. Sometimes I eat berries!

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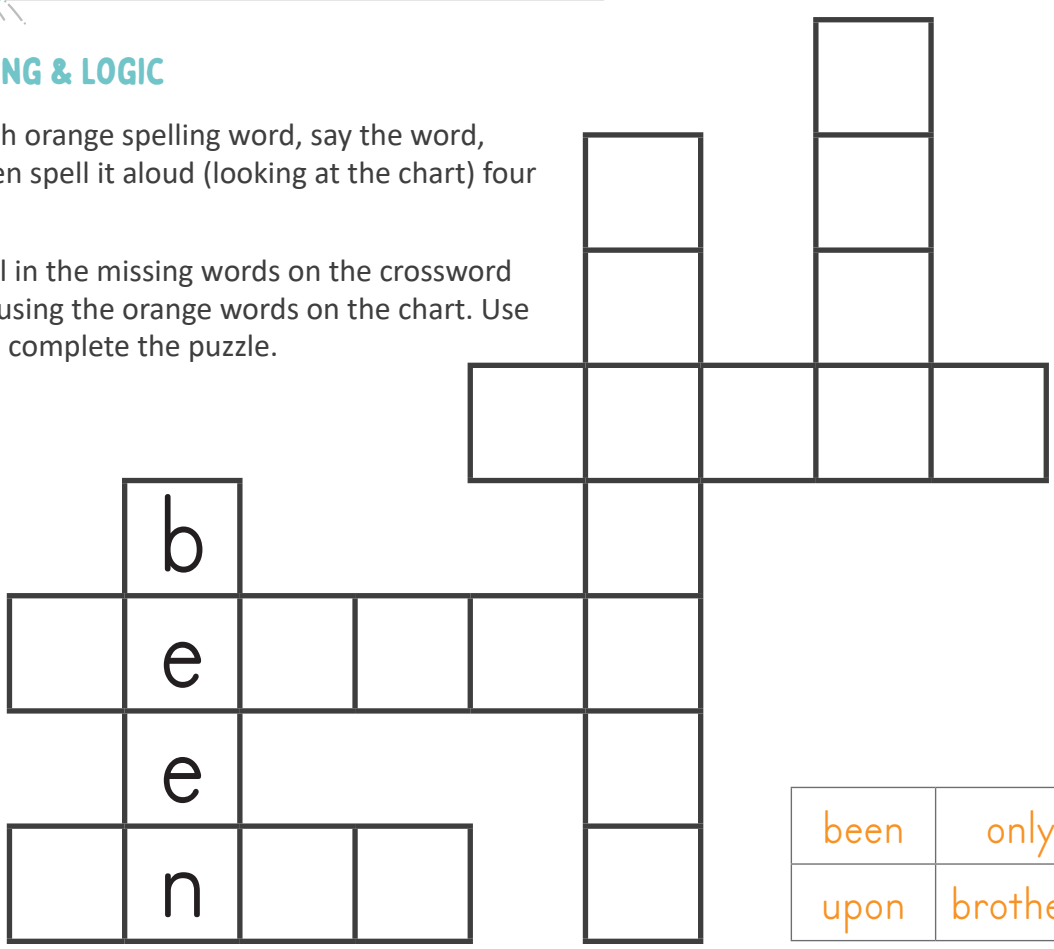
SENTENCE DICTATION

Independent Practice

SPELLING & LOGIC

For each orange spelling word, say the word, and then spell it aloud (looking at the chart) four times.

Then fill in the missing words on the crossword puzzle using the orange words on the chart. Use logic to complete the puzzle.



been	only	search
upon	brother	young

SPELLING: KN

Read each word in purple, write it, and then draw a line to its matching picture.

knee _____

knife _____





☐ Personal or Shared Reading: For 20 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 16

Spelling Rules Review

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: storm, short, ball, hall, tall. Words in brown contain spelling patterns to master in this unit (see page 1).
- ☐ On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Part 2: Spelling Rule S, F, L, Z. Play the video.
- ☐ Complete the letter tiles activity.

LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 16, or use physical tiles. Dictate the words in the purple boxes. Read the spelling rules to the child as often as needed. Write down any words the child struggles to spell and practice them again at the end of the activity.

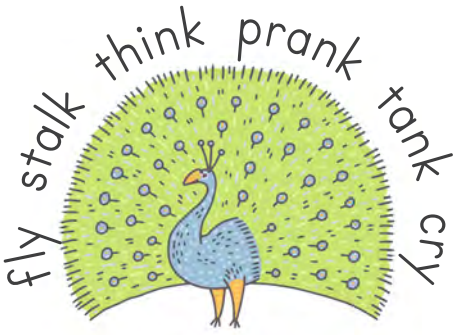
At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.

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.

tell	bell	puff	self	shelf	well	pass
have	grass	give	stuff	yell	until	solve

- ☐ Read to the child: Every syllable has to have at least one vowel. Read the words around the peacocks and tell me the vowel that is in each word. In words where Y is used as a vowel, the Y makes the long I sound.





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Completed ☐

Independent Practice

Syllable Division Rule: Open Syllables

Rule: Divide before the consonant when the vowel is long. A long vowel says its name.

The first syllable in each word is an open syllable, and the vowel says its long sound (its name). Read each word. Then draw a line between each pair of syllables.

robot rotate locate revise unite

CABOOSE E Unscramble the word in each box and write the correct word on the line.

olve

I _____ kittens and rabbits.

moev

We will _____ to a new farm.

CREATIVE WRITING CORNER

cold misty gentle soft dashed plopped
poured drizzled lightly loudly quietly

Make writing come alive! For example, instead of saying, "It is snowing," you could say, "The sky is filled with dancing, swirling snowflakes." Finish the sentence using as much detail as you can. Use words from the word bank if desired.



The rain

☐ Personal or Shared Reading: For 20 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 17

How to Write a Story

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Read to the child: I will dictate a sentence. You write it on the line at the bottom of the page. When you are done, I'll tell you something fun to do. Remember to double the L at the end of a one-syllable word when the L comes right after a short vowel. Dictate this sentence: We will go home. Have the child correct any mistakes. Now draw a tiny home above the sentence.
- ☐ 

On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > How to Write a Story. Play the video.
- ☐ Read to the child: To prepare for writing a story in the next lesson, choose and circle one of these outlines below that I will read to you, or you can create your own on another sheet of paper.

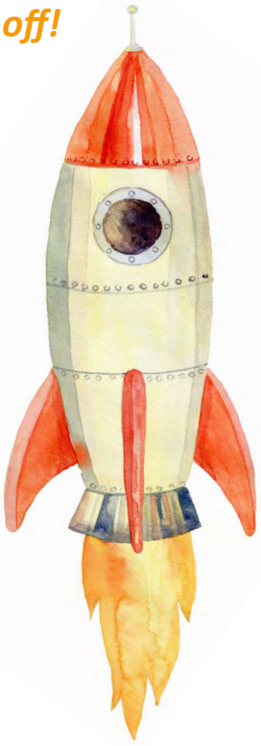
Beginning	Middle	Ending
Your new kitten is lost.	You pray for help and have the idea to look _____ (you decide a certain place).	You find the kitten.

Beginning	Middle	Ending
Your main character is on a nature walk with Dad, looking for a special red bird.	They look everywhere and see other neat things, but not that special red bird.	Just as they are about to get back in the car, they see the bird. Your main character takes a picture of it.

Rocket Reading Review

- ☐ Have the child read the sentences below, which review words with WH, WR, OA, EA, and more. Start from the bottom and go up, like a rocket-launch countdown. If the child cannot read the sentences easily, consider practicing these sentences daily for the next few days.

Blast off!



1. Write it down.
2. Wrap the bread.
3. Whip the cream.
4. Lead the goat.
5. Use the soap.
6. Do not scream.
7. Cook the wheat.
8. Clear your throat.
9. Wear your coat.
10. Use a wrench.
11. Clean the boat.
12. When does the road end?
13. Do not wreck the boat.
14. Read to me while I clean.
15. Who will eat a whole peach?

SENTENCE DICTATION

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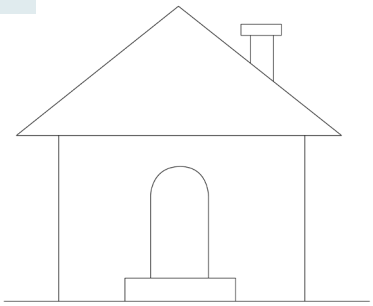
Independent Practice

ART: DRAWING AND SHADING

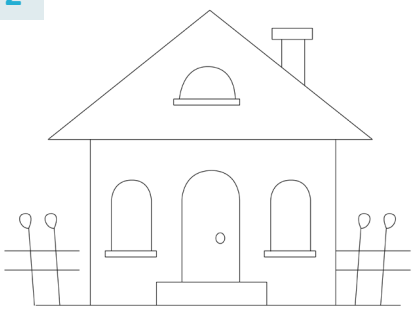
Use the app

Follow the three steps to finish the home at the bottom of the page. Then, with your parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Shading a Home. Play the video to learn how to shade the picture of the home that you drew.

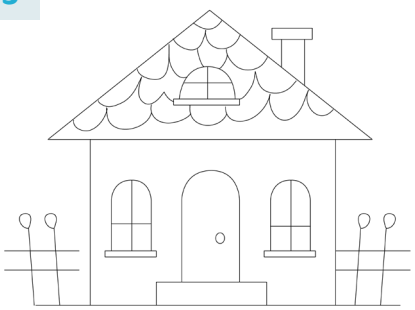
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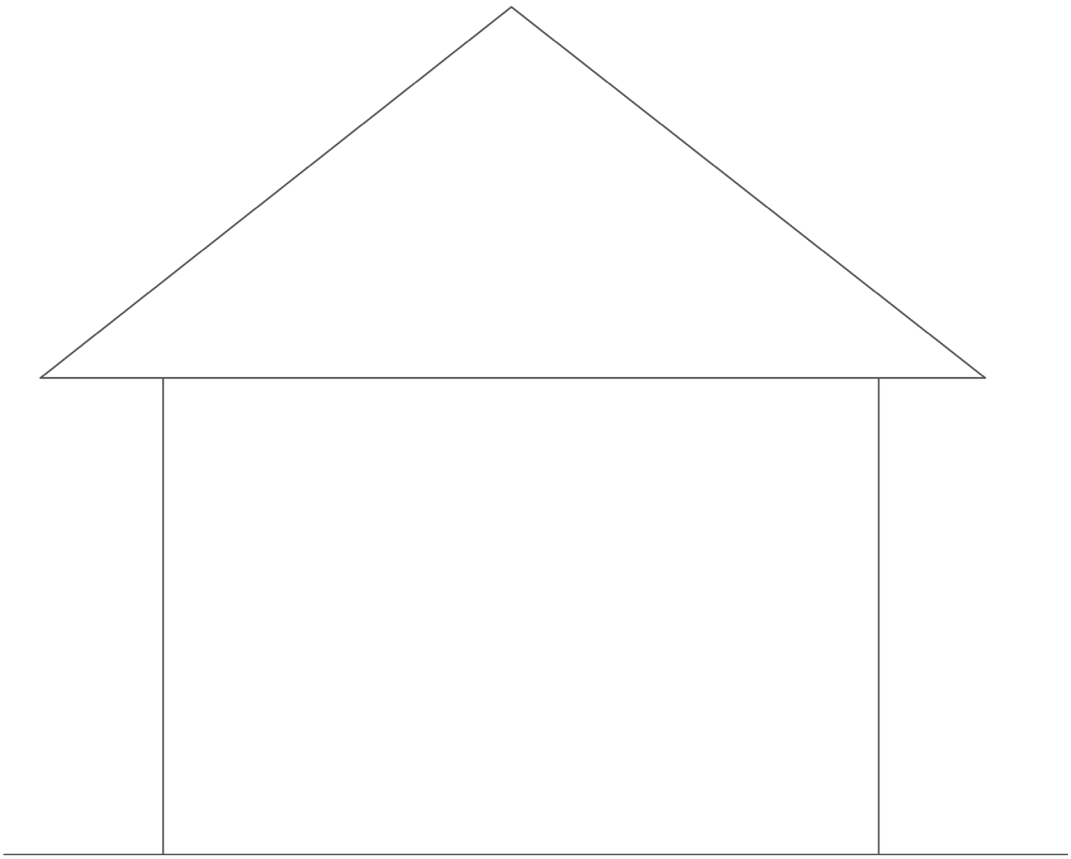


2



3





☐ Personal or Shared Reading: For 20 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:
- recording device (optional)
- word processing program

LESSON 18

Oral Narration: Short Story

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: In this lesson you get to write a story based on the outline you chose in the last lesson. You will tell me the story in your own words as I type it. First, I will read you the story outline, which tells the beginning, middle, and ending of the story. Then you tell me the story aloud. I will read you parts of the outline again when needed. Make sure to add details about how things look, feel, and sound.

After reading the outline to the child, type the story as the child tells it aloud. Prompt the child with questions like these:

- What is your character's name, and what is the character's age?
- What is the character like?
- What is the setting (where the story takes place)?
- What season is it? What is the weather like?
- How does the scene look?
- What colors do you see?
- What happens next?

If needed, pause and read what has been typed so far, and then have the child continue the story.

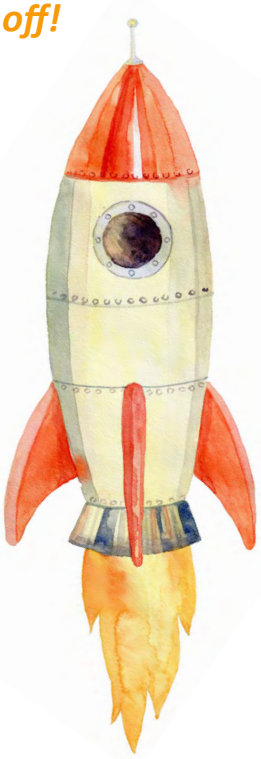
If the story gets off track, review the story outline and prompt the child with questions like, "What happens now to get your character from here to the end?"

The child does not have to come up with every sentence. The point is to guide the child through the whole process of writing a story and adding description and details. If desired, print out the story and have the child illustrate it.

Rocket Reading Review

☐ Have the child read the sentences below that review words with QU, KN, OR can say /er/, and other sounds of EA. Start from the bottom sentence and go up like a rocket-launch countdown. If the child cannot read the sentences easily, consider practicing these sentences daily for the next few days.

Blast off!



1. I'm quite ready.
2. I hold my breath.
3. My knuckle is sore.
4. I took a quiz.
5. I knew a sailor.
6. God is our creator.
7. The world is big.
8. I love the quilt.
9. I wear a coat.
10. The rope has a knot.
11. I hurt my knee and head.
12. The queen has great wealth.
13. I have a spool of thread.
14. I kneel in the meadow.

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Completed ☐

Independent Practice

POETRY MEMORIZATION PRACTICE

Either read the poem aloud twice or have your parent or teacher record the poem on a phone or other recording device and listen to it several times.



God

By Frances Wright Turner

Just an apple blossom,
Just a singing bird;
Just a little laughing brook,
Or a happy word.

Just a bit of blue sky,
A bit of earth's green sod;
O, what little things it takes
To show us God.

Draw a line from the blank to the correct missing phrase.

Just an _____,
Just a singing bird;
Just a _____,
Or a happy word.

Just a bit of _____,
A bit of earth's _____;
O, what _____
To _____.

little laughing brook

apple blossom

blue sky

green sod

show us God

little things it takes

CABOOSE E Unscramble the word in each box and write the correct word on the line.

haev

I _____ four brothers.

iveg

Let's _____ a gift to Jane.

☐ Personal or Shared Reading: For 20 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 19

Common and Proper Nouns

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Have the child spell the following words aloud: pay, paying, stay, staying, day, chip. Words in brown contain spelling patterns to master in this unit (see page 1).

☐ 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]

Point to a goat in the picture on the next page. Is a GOAT a person, place, or thing? [yes] Yes, a GOAT is a thing, so it is a noun.

Point to the field. Is a FIELD a person, place, or thing? [yes] Yes, a FIELD is a place, so it is a noun.

Point to the little girl. Is a GIRL a person, place, or thing? [yes] Yes, a GIRL is a person, so it is a noun.

Tell me two other things in the picture that are nouns. [sky, rock, tree, grass, hill, dress, etc.]

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. For example, the word GIRL is a common noun. But the specific name of a girl, such as SARAH, is a proper noun. The word DOG is a common noun. But the specific name of a dog, such as SPOT, is a proper noun. Proper nouns are always capitalized, which means they start with an uppercase letter, which is also called a capital letter.

Point to a goat in the painting. The word GOAT is a common noun. Let's imagine the goat's name is Sparky. The word SPARKY is a proper noun.

☐ Read to the child:

A country is a place that has its own laws and rules. Look at the map. Point to where you live on the map. This is where we live. The country we live in is called _____. Point to the red circle on the map. This is where the country of Germany is. This painting on the next page shows a place in Germany. The word COUNTRY is a common noun. The specific name of a country, such as GERMANY, is a proper noun. Now I'll tell you a common noun, and you tell me a proper noun that could replace it: girl, dog, town, boy.




J.T. 1916

Completed ☐

POETRY MEMORIZATION PRACTICE

☐ Work on memorizing the poem.



God

By Frances Wright Turner

Just an apple blossom,
Just a singing bird;
Just a little laughing brook,
Or a happy word.

Just a bit of blue sky,
A bit of earth's green sod;
O, what little things it takes
To show us God.

Independent Practice

HOMOPHONE PRACTICE

hear = I hear you. | **here** = She is here.

Write the correct homophone in each blank: hear or here.

1. I _____ the wind in the trees.

2. I'll put it right _____.

3. We _____ the music.

4. Jane will be _____ soon.



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Completed ☐

READING Draw a line from the first half of each sentence to its matching second half.

A vase of roses was	on the breakfast table.
The worm	is worth twenty dollars.
The silver mirror	wriggled across the dirt.

Syllable Division Rule: Closed Syllables

Rule: Divide after the consonant when the vowel has a short sound.

The first syllable in each word below is a CLOSED syllable, and the vowel says its short sound. Read each word. Then draw a line between each pair of syllables. The first one is shown as an example.

cab|in closet robin radish planet

SPELLING: KN Read each word in purple, write it, and then draw a line to its matching picture.

knob

knight

knot







☐ Personal or Shared Reading: For 20 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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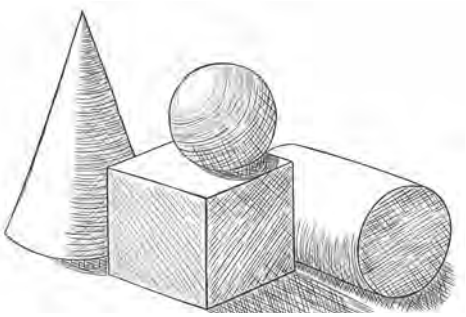
Completed ☐

LESSON 20

READING BOOSTER CARD TARGET 7

Sight Words: Group 1

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Read to the child: We are going to practice reading sight words that you learned with the *Reading Booster C Cards*. Look at the shapes to the right. The 3D shapes on the bottom of the page are missing six lines. Read the sentence or sentences in a box. Then find and draw one of the missing lines on the 3D shapes. Repeat for each box. Finally, find the one area that is missing the shading and add it.



I sure love the area where the tulips grow against the side of the house.

Be sure to include a period at the end of a sentence.

The group laughed as we ate breakfast.

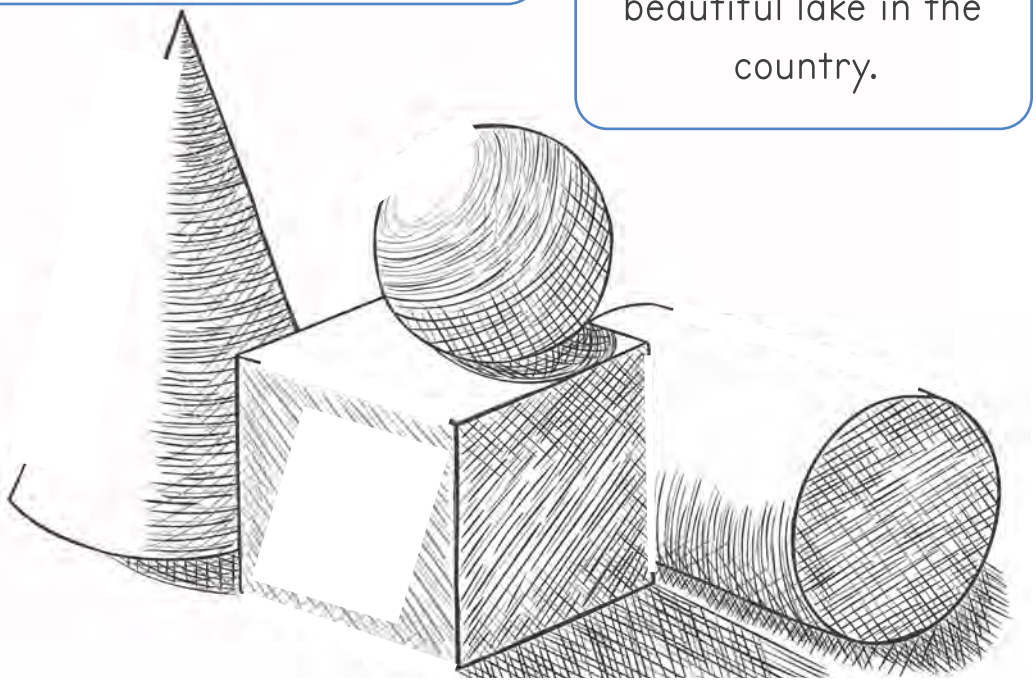
You use straight lines when you draw a triangle.

Our group was in a straight line.

America is a beautiful country.

The tulips are planted in an area shaped like a triangle.

I caught a fish in a beautiful lake in the country.



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Completed ☐

Independent Practice

HOMOPHONE PRACTICE

four = I have four dogs. | **for** = This is for Mom.

Write the correct homophone in each blank: four or for.

1. I'm waiting _____ the train.
2. I do not have _____ knees.

RHYMING On the lines next to each word in purple, write a rhyming word. Come up with your own or use one from the orange box.

log	hole	coat	bee	jump	pail

boat _____



tree _____



frog _____



snail _____



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Completed ☐

Edit the Story

Use the marks shown in the box below to edit the story. Sentences should start with a capital letter and end with a period, question mark, or exclamation point. **There are four mistakes.**

Capitalize: ≡	Add a punctuation mark: . ? !



The Silly Ducks

it was a beautiful day in the country. After I ate breakfast, I visited the pond by my home A group of ducks was being very silly! they dove straight down into the water. I giggled and giggled

☐ Personal or Shared Reading: For 20 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 21

Geography: Maps, Part 1

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read the poem to the child.

Making Maps

By Elaine V. Emans

I love to make maps!
I think it's great fun—
Making the boundaries
And then one by one
Putting in railroads
And each river bend,
And the tiny towns
Where little roads end.

I draw in the mountains,
And often a lake,
And I've even had
Long bridges to make!
I like to do highways.
And when they are drawn,
I dream that they take me
Where I've never gone.



Physical and Political Maps

☐ Read to the child:



Maps and globes are wonderful tools that help us see the entire world or an area of the world. Globes are a realistic way to show the world because the world is round like a sphere or a ball. But globes are hard to carry around, and you can only look at one part of a globe at a time. Maps show the world as if it were flattened out. Maps can show the entire world at once or give us a closer and more detailed look at a certain area. Also, maps can be folded up and even printed in books. There are several different kinds of maps.

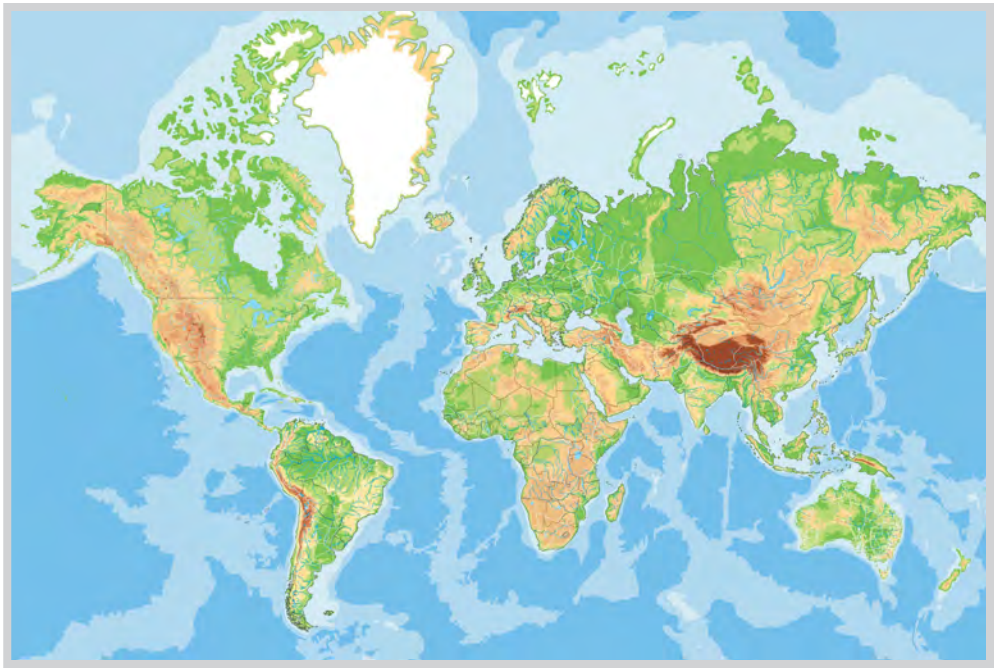
PHYSICAL MAPS

A physical map, like the one shown above, shows natural features, such as mountains, rivers, and lakes. Physical maps are sometimes called ***topographic*** maps.

On these types of maps, green means areas of low ***elevation***. Elevation is the height above sea level. Low areas are usually flat but can sometimes have small hills.

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Brown and yellow areas have higher elevations and show the locations of mountain ranges—the darker the brown, the higher a mountain. White indicates ice, and blue indicates water (oceans, lakes, rivers).



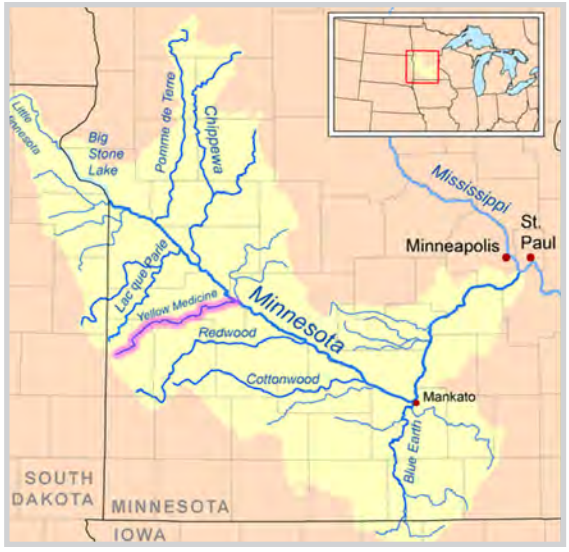
The map to the right is a physical map.

Have the child do the following with the map to the right.

1. Point to a few lakes.
2. Point to areas that have a lot of mountains.
3. Point to areas with low elevation.
4. Point to an area covered with ice.

There are many types of physical maps. For example, the map at the bottom left of this page shows the rivers in Minnesota. What can we learn from this map? Do you see the large river that runs through most of the state, as well as smaller rivers? Point to a long river and follow it with your finger. Point to a smaller river that runs into a larger river.

Notice how the other rivers flow into the big rivers. Does it seem like Minnesota has a lot of rivers? Well, it has even more lakes—more than 11,000! But there is a state that has far more lakes than Minnesota. Alaska has more than three million lakes! If you visited five different lakes in Alaska every day of the year, it would take you more than 1,643 years to visit all of them. I guess no one will ever get to see all the lakes of Alaska in his or her lifetime. Can you imagine a map that showed ALL the lakes in Alaska? It would have to be enormous. Below is a map of one small area of Alaska.



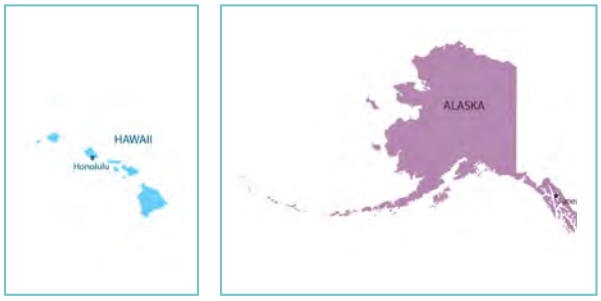


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POLITICAL MAPS

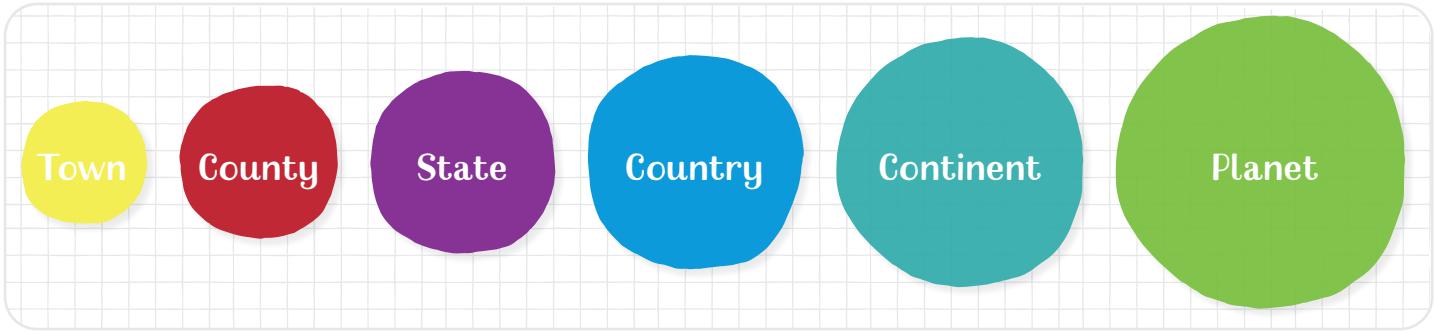
A political map shows human-made boundaries, such as countries and states. Some political maps may also show the locations of cities and towns. This map shows US state boundaries.





Some maps are a combination of both a physical and political map. For example, the map above shows the political boundaries of states, as well as physical things, such as the Great Salt Lake, shown in white in the state of Utah.

Let's talk about where we live, starting with the smaller circles and moving toward the larger circles. Modify the next section as needed for your area of the world, pointing to each circle as you explain. For example, we live in a town. Our town/city is in a county, our county is in a state/province, our state/province is in a country, our country is on a continent, and our continent is on planet Earth. With the child go over where you live in this order: town/city, county (if applicable), state/province, country, continent, planet.



☐ Have the child read the following poem.

First Snow

By Marie Louise Allen

Snow makes whiteness where it falls.
The bushes look like popcorn balls.
And places where I always play,
Look like somewhere else today.



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Completed ☐

Independent Practice

HOMOPHONE PRACTICE

sea = A ship sails on the sea. | **see** = I see a dog.

Write the correct homophone in each blank: sea or see.

1. The _____ is very deep.
2. They _____ some baby donkeys.

RHYMING On the lines next to each word in purple, write a rhyming word. Come up with your own or use one in the orange box.

fake sharp corn moon cake soon

harp _____



spoon _____



rake _____



horn _____



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Completed ☐

Edit the Story

Use the marks shown in the box below to edit the story.

1. Sentences should start with a capital letter and end with a period, question mark, or exclamation point.
2. The word "I" should always be capitalized.

There are five mistakes.

Capitalize: ≡	Add a punctuation mark: ^. ^? ^!



The Very Slow Sloth

Once i saw a sloth at the zoo. Looking closely, i could see its long claws. after waiting and waiting, i finally saw it move. I had never seen an animal walk so slowly, but in the water it moved faster

☐ Personal or Shared Reading: For 20 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

Heteronyms: Part 1

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Dictate this sentence to the child: You and Chad will not fall. Have the child write the sentence on the next page. If needed, remind the child to double the letters S, F, L, or Z when they come right after a short vowel in a one-syllable word. Have the child correct any mistakes. Now look at the last letter "L" on the word WILL. Extend the "L" really high, and then draw a sail on it.
- ☐ Read to the child: Some words are spelled the same but sound different. These words are called heteronyms. I'll point to each word as I read the sentences. See how the word in purple is spelled the same but is pronounced differently.

I **bow** before the king. | I put a **bow** on the box.

Now you read the following sentences:

At the end of the play, I took a **bow**. | The **bow** is blue.

I will point to each word as I read the sentences.

I will **read** the book right now. | I **read** the book yesterday.

Now you read the following sentences:

I'll **read** the book next week. | I already **read** the book.

I will point to each word as I read the sentences.

Please **close** the door. | We live **close** to a park.

Now you read the following sentences:

I will **close** the window. | I sat **close** to the couch.

I will point to each word as I read the sentences.

I have a **tear** in my eye. | I **tear** the bread into pieces.

Now you read the following sentences:

A **tear** rolled down my cheek. | I **tear** the paper.

© Good and Beautiful

Completed ☐

SENTENCE DICTATION

☐ Read to the child: Look at the bathtub at the bottom of the page. You get to draw bubbles coming out of it. Read the sentences in each box, and then draw three bubbles above or around the bathtub. You can make them as small or as big as you want. If more practice could be helpful, have the child read the sentences in the boxes a second time and add more bubbles to the page, even around the boxes.

I **close** the box and put a **bow** on it. I try not to **tear** the wrapping paper.

I sit **close** to the sad child and wipe a **tear** from her cheek.

I took a **bow** after I **read** the poem. I will **read** another poem tomorrow.



☐ Personal or Shared Reading: For 20 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 ☐

Independent Practice

WRITING PRACTICE To describe the painting, fill in each blank with any word from the word bank.

clouds	tree	cows	people	creek	sky

I like the _____ and the _____.

I see shades of color on the _____.

Use the app

With your parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Audio > Lesson 22 Audio Narration. Play the audio narration while looking at the painting. Listen and follow the instructions. This exercise helps you appreciate art and exposes you to descriptive and sensory language, preparing you to write well in the future.



Completed ☐

LESSON 23

Spelling Rules Review

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: fall, tall, wall, mall, call, short, storm, torn. Words in brown contain spelling patterns to master in this unit (see page 1).
- ☐ 

On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Part 3: Spelling Rule S, F, L, Z. Play the video.
- ☐ Complete the letter tiles activity.

LETTER TILES





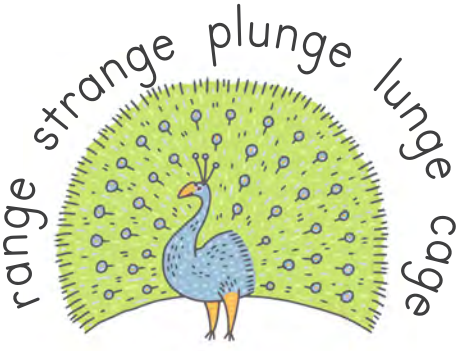
On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 23, or use physical tiles. Dictate the words in the purple boxes. Read the spelling rules to the child as often as needed. Write down any words the child struggles to spell and practice them again at the end of the activity.

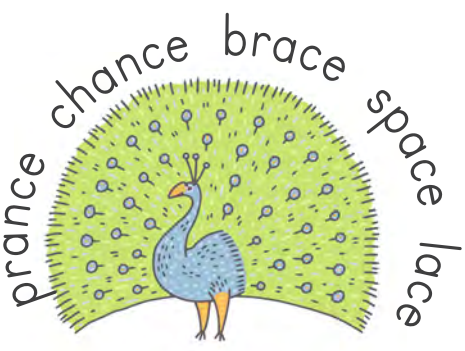
At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.

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.

hill	golf	sniff	buzz	shell	fizz	glass
spell	moss	love	shall	pool	puff	have

- ☐ Read to the child: Softy E comes right after a C or G and makes the C or G soft. The soft sound of C is /s/ as in ICE. The soft sound of G is /j/ as in AGE. Read the words around the peacocks.





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Completed ☐

Independent Practice

READING PRACTICE AND COMPREHENSION Read each story, and then circle the correct answers.

Abby on the Farm



Abby loves spending two weeks every summer in the quiet countryside on her grandparents' farm.

One of her jobs is to milk the cows. She squeezes the udders and squirts the milk into a metal pail. Sometimes it is hard work, but she does not quit until she has four quarts of fresh milk.

Abby also helps in the garden. She squats down in the squishy dirt and quickly weeds around the big squashes and pumpkins.

At night she loves to listen to her grandfather tell stories as she cuddles up in her grandmother's soft quilt.

What two things does Abby help with?

A. painting the house and baking

B. milking the cows and gardening

The Quest



King James picked up his quill pen and wrote a letter to his knight.

John, please come quickly. The queen is sick. You must go on a quest to find a plant that will make her better.

Quickly, the knight rode on his horse into the dark forest. All was quiet except the squawk of a bird.

Squatting down, the knight looked around. He found the plant and sped back to the castle.

The king squashed the plant and squeezed out the liquid to make a drink. After drinking it, the queen quickly recovered.

What did the knight find in the forest?

A. a plant to make the queen better

B. a spotted frog as a pet for the queen

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Completed ☐

HOMOPHONE PRACTICE

sea = A ship sails on the sea. | **see** = I see a dog.

Write the correct homophone in each blank: sea or see.

1. I _____ the blue _____.
2. The whale lives in the _____.

READING PRACTICE

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

The mirror was	book about a sailor.
The author wrote a	was wriggling.
We worship the	leaning against the wall.
The worm	world's Creator.

COMMON AND PROPER NOUNS

For each common noun, write a proper noun that makes sense from the orange box. Remember that proper nouns are always capitalized.

Pete	Mexico	Spot	Jane	Nile River	Hoppy

girl	_____	boy	_____
dog	_____	country	_____
rabbit	_____	river	_____

☐ Personal or Shared Reading: For 20 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

READING BOOSTER CARD TARGET 9

Reading Words with OO

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: In the Bible it says, "Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven" (Matthew 5:16). We can let our light shine by being kind and doing nice things for other people. The light from a lighthouse can protect ships from crashing into the shore. When we let our light shine, we can be like a lighthouse, leading people to the safety of Christ. Today we get to see inside a lighthouse as we practice reading words with OO. First, read the words in the yellow boxes that end with OOR, which makes the sound /or/.

door floor poor



☐ Read to the child: OO also makes the sound /o͞o/ as in FOOD. Read each sentence. Look at the lighthouse picture, and then tell me which sentence is the only true sentence.

A rooster is dancing in the ballroom.

There is a room to put your coat and boots.

A raccoon sleeps on a bed made with bamboo.

The smooth floor of the garage is great for riding scooters.

☐ Read to the child: OO also makes the sound /o͝o/ as in BOOK. Read each phrase and point to it in the lighthouse.

place to cook | hook

bookcase | wooden dresser

blue bowl that could have cookies in it

been	only	search
upon	brother	young

☐ Have the child write each orange unit spelling word on a whiteboard.

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Completed ☐

Independent Practice

SPELLING PATTERN PRACTICE: oo

Write the missing letters to spell each item.



oom



m



m se



p



t s

LEVEL 1 HOMOPHONE REVIEW

Write the correct homophone in each blank: to or too.

to = Give it to Mom.
too = She's too young.
I helped too.

1. You're _____ late.
2. I went _____ church.
3. We need help _____.

LOGIC & ART Find and draw all the missing things on each lighthouse. Include shading.





☐ Personal or Shared Reading: For 20 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 25

Decoding Practice

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: saying, playing, day, chin, call, fall. Words in brown contain spelling patterns to master in this unit (see page 1).
- ☐ Read to the child: I will tell you a sentence, and you write it on the line on the next page. Dictate this sentence, and then have the child change the letter V in the sentence to an ice-cream cone with ice cream on it: We have so much fun.

  As always, help the child sound out words if needed and gently correct spelling errors. Make sure that the first letter of the sentence is capitalized, that the sentence ends with ending punctuation, and that there are no random uppercase letters. Work on proper letter formation and spacing between letters and words, etc.
- ☐ Read to the child: Read the words in the orange boxes below from top to bottom in each column. When you get to the bottom, I will read a fact about the elephant under that column. If needed, read the words by reading each syllable in the box. One of the words means five children born at a time! Tell me when you get to that word.

  1. Remember, open syllables end with a vowel, and the vowel says its name. If needed, have the child highlight open syllables.
  2. In these words the letter Y at the end of the words is a vowel, and the long sound of Y is the long E sound.

MEET THE ELEPHANTS

gallery	delivery	memory
pottery	electric	quintuplets
recovery	industry	creamery



I am the biggest elephant. My huge ears help me cool down.



I live in the rain forest with my family group.



As the smallest elephant, I still weigh more than two cars!

© Good and Beautiful

Completed ☐

SENTENCE DICTATION

Independent Practice

WRITING PRACTICE: THANK-YOU NOTE

1. Choose someone to write a thank-you note to: a friend, sister, brother, mom, or dad. Write the person's name on the blank black line below.
2. Fill in the blank orange line with a phrase from this orange box (or your own phrase).

my friend	my mom	my dad	my sister	my brother

3. Fill in the purple lines with phrases from the purple box (or your own phrases).
4. Fill in the red line with a word from the red box.
5. Write your first and last name on the green line.
6. Cut out the box. Give the note to the person you wrote it for.

make me happy	are fun
make me smile	read to me
teach me	play with me

thankful	grateful

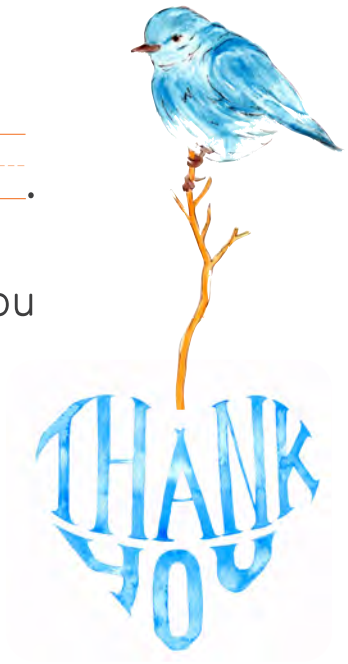
☐ Personal or Shared Reading: For 20 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Dear _____,

I am glad you are _____.

You _____, and you _____. I am _____.

Love,



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Completed ☐

LESSON 26

Using Complete Sentences to Write Answers to Questions

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ With the child go over where you live in this order: town/city, county (if applicable), state/province, country, continent, planet.
- ☐ Have the child practice sight words and phonics principles learned by reading the words in the box aloud and putting a heart around the two words that rhyme.

flood	year	fear	early	pearl
earth	heard	period	against	

- ☐ Quiz the child on these four unit spelling words by reading the word to the child and having the child write the word or spell it aloud: upon, brother, been, search. Follow these steps for any word missed:
  1. Write the word on a whiteboard four times in big lowercase letters.
  2. Erase one or two letters on each word. Have the child fill in the missing letters on each word. Erase all the words.
  3. Have the child say the word and write it on the whiteboard.
- ☐ Read to the child: Often when writing an answer to a question, we need to use a full sentence. For example, if I ask you what color the sky is and you answer "blue," that answer is not a full sentence. This is a full sentence: "The sky is blue."



If I ask you how many moons our world has and you answer "one," that answer is not a full sentence. What is a full-sentence answer to the question "How many moons does our world have?" [Our world has one moon.]

I will ask you a question, and you answer it with a full sentence.

1. Do lions have tails? [Yes, lions have tails.]
2. Are lions bigger or smaller than squirrels? [Lions are bigger than squirrels.]
3. How many legs does a lion have? [A lion has four legs.]

- ☐ Read to the child: On the next page is the story of Daniel and the lions' den from the Bible. You will also see sculptures that have been made about the story. Sculpture is a form of three-dimensional art made through carving, chiseling, or modeling. Read the story "Daniel and Prayer." Then I will ask you some questions, and you answer aloud with complete sentences.

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Completed ☐

Daniel and Prayer

Long ago, some people asked their king to make a new law that said people could not pray to God. People who did pray would be put into a lions' den. A prophet named Daniel had faith and still prayed to God. The wicked men saw Daniel praying and told the king. The king liked Daniel, and he was sad, but the law could not be changed. Daniel was thrown into the lions' den. In the morning the king looked into the den. Daniel was not hurt because God had sent an angel to shut the lions' mouths.

1. Did Daniel obey the new law that said no one could pray?
2. Why was Daniel thrown into the lions' den?
3. Was Daniel hurt in the lions' den?





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Completed ☐

Independent Practice

fold my arms	clasp my hands	bow my head
close my eyes	dear	thank God for
tell God	talk to God about	ask God
amen		

WRITING Finish the essay by tracing the words and adding your own words or using words from the word bank. If you have never prayed, imagine how you would pray and write about that.

My Little Essay

How I Pray

Praying is how I speak to God.
This is how I pray. First,

Then I

Also,

I'm so grateful I can pray!

☐ Personal or Shared Reading: For 20 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

Spelling Practice

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ With the child go over where you live in this order: town/city, county (if applicable), state/province, country, continent, planet.
- ☐ Read to the child: I will dictate a short sentence. When you are done writing it, I will tell you something fun to do. Remember to add Sneaky Es where needed. Dictate this sentence: I like to smile. Have the child write the sentence on the next page. Have the child correct any mistakes. Now draw a little smiley face in the letter O.
- ☐ Read the spelling rule to the child:

Spelling Rule: Double S, F, L, or Z at the End of Words

<u>At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.</u>

The brown words below end with S, F, L, or Z. If the S, F, L, or Z needs to be doubled, write the missing S, F, L, or Z. After each row of words, finish drawing a leash to one of the dogs on the picture below. For each word I will ask these questions:

1. Is it a two-syllable word? If so, do not double the S, F, L, or Z.
2. Does the S, F, L, or Z at the end of the word come after a consonant or two vowels together? If so, do not double the S, F, L, or Z. If it comes after one short vowel, double the S, F, L, or Z.

hil wil kis itself puf

until mis snif mos

mes tel bel coil owl





- ☐ Dictate the following words to the child and have the child write the words on a whiteboard or paper.

chill	pass	stool	chess

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Completed ☐

SENTENCE DICTATION



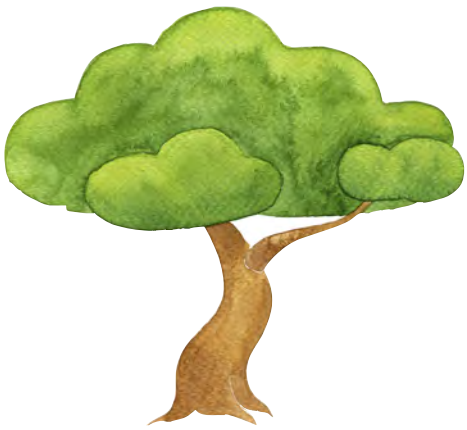
Independent Practice

READING AND ART

Read the sentences above each tree aloud. If all the sentences above a tree are true, draw some flowers around the base of the tree with colored pencils.

Squirrels have tails.	Tulips are flowers.	Floors can have carpet.
Knights wear armor.	Owls can hoot.	The world is huge.
Worms are small.	Clouds have roots.	Doors have knobs.







LEVEL 1 HOMOPHONE REVIEW

ate = I ate the peach. | **eight** = I have eight cats.

Write the correct homophone in each blank: ate or eight.

1. I saw _____ owls. 2. He _____ all the food.

☐ Personal or Shared Reading: For 20 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 28

Our World Is a Blessing

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Use the app

On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Softy E. Play the video. The video may be skipped if the child does not need to review the concept of Softy E. Read to the child: Tell me the soft sound of C. [/s/ as in ICE] Tell me the soft sound of G. [/j/ as in AGE] Softy E comes right after a C or G and makes the C or G soft. Read the words in green, which have a Softy E:

dance fence force chance page stage hinge range strange huge large

GEOGRAPHY BOOK

Use the app

On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Books > Our World Is a Blessing. Play the video, and then discuss the questions with the child.



Book Response Discussion

1. What are three of your favorite creations from God?
2. Choose one of those three and tell me some things you like about it.
3. In what ways are some of your favorite creations a blessing to you?
4. What are two ways you can help care for this beautiful world? [Answers may include not littering, cleaning up garbage, not wasting water or electricity, planting a garden or a tree, and being kind to animals.]

☐ Have the child read the following poem:

Our World

By Maggie Taylor Enger

Our world is filled with amazing things,
Like tangerines, tadpoles, and trees,
Rainbows, roses, and reptiles,
Birds, bananas, and bees.

Our world is filled with wonders,
Like sunsets, strawberries, and snakes,
Pandas, petunias, and polar bears,
Lizards, landscapes, and lakes.

Our world also has challenges,
Like thunderstorms, thistles, and thorns,
But God has blessed us with beauty and light
To carry us through the storms.

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Completed ☐

- ☐ Have the child practice naming the continents for a minute or two. [pink—North America, orange—South America, blue—Africa, purple—Europe, light green—Asia, dark green—Australia, light blue—Antarctica]
- ☐ Have the child identify all the oceans on the map below, and then read to the child: Which is the most northern ocean in the world? [Arctic] Which ocean is along the east coast of the United States? [Atlantic] Which ocean is on the west coast of South America? [Pacific Ocean]



Independent Practice

Use the key to color the map on the right.

Color It!

United States (USA)	Greenland	Canada
blue	yellow	green





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Completed ☐

CREATIVE WRITING CORNER

Create a poem by following the steps:

1. Read the words on the brown line, and then write a line that rhymes using a word from the brown box. Do the same thing for the blue line. Write a line above the green line that rhymes with the green line.
2. Write a title on the purple line at the top of the poem. Illustrate your favorite part of the poem in the blank box.

sky high spy	dark shark spark	light right white bright

Poetry Time

_____

The bees that hum, the birds that fly,

The lion's roar, the puppy's bark,

All these things show God's might.

☐ Personal or Shared Reading: For 20 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 29

READING BOOSTER CARD TARGET 12

Reading Words with EAR

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ 

Practice the Unit 1 spelling words using the free Good and Beautiful Letter Tiles app (Level 2 > Spelling Words: Unit 1) or any way desired: been, only, search, upon, brother, young.

☐ Read to the child: The letter combination EAR can make the sound /ear/ as in HEAR, /er/ as in HEARD, /air/ as in PEAR, or /ar/ as in HEART. There are no rules to help you know which of these sounds the letters EAR make, so you will need to memorize the words. Reading a lot helps! Give the child a cotton ball. Have the child read each box of words. Then have the child set the course book on the floor, kneel down, and try to drop the cotton ball so it touches the red bull's-eye. Repeat several times. * = two ways to pronounce



ear	earth	beard
hear	swear	spear
heard	gear	yearn
fear	earn	appear
dear	search	dearly
tear*	near	year
pearl	bear	hearing
wear	learn	heart
pear	smear	hearty

☐ Read to the child: Compound words are two words put together to make one word. We are going to practice reading compound words that use the letter combination EAR. First, read each word, and then put the words together.

ear - drum **eardrum**	earth - worm **earthworm**	over - heard **overheard**	ear - lobe **earlobe**
ear - wax **earwax**	swim - wear **swimwear**	ear - ring **earring**	ear - plug **earplug**
spear - mint **spearmint**	tear - drop **teardrop**	head - gear **headgear**	heart - beat **heartbeat**

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Independent Practice

Use the app

With your parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Audio > Lesson 29 Audio Narration. Play the audio narration. While you look at the paintings, listen and follow the instructions.





- [ ] For 20 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 ☐

ITEMS NEEDED:
- word processing program

LESSON 30

Oral Narration: Short Story

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: Sometimes the letter S makes the sound /z/ at the end of words. Read the words in purple aloud:

clouds workers worlds worms ears

☐ Dictate this sentence to the child: A ball fell in the hole. Have the child write the sentence on the next page. Have the child correct any mistakes. If needed, remind the child to double the letters S, F, L, or Z when they come right after a short vowel in a one-syllable word. If needed, remind the child to add a Silent E to the word HOLE to make the O say its long sound (its name).

☐ Read to the child: Let's talk about the painting on the next page by modern-day artist Dan Burr. It must be so peaceful and cool under those trees. Look at the details on the trees. Point to areas where you see the light coming through and shining on the tree trunks. [pause] Notice the tree branches. Do they go straight out, or do they curve and bend and twist? [pause]

Now let's use this painting to practice reading. Read the numbered sentences on this page aloud. Then read the sentences again and cross out the sentences that are not true about the painting.

1. It shows a lovely area of our world.
2. The weary boy falls and appears sad.
3. The earth is cold and covered in snow.
4. The boy has a long beard.
5. Tulips line the path in straight rows.
6. The boy is searching on his hands and knees for a pearl that he dropped.
7. I yearn to be in this place too! (YEARN means you have a strong wish for something.)

☐ Read to the child: In this lesson you get to create a short story based on this painting. First, I will read an outline to you, and you choose if you want to use this outline for a story or create your own.

Beginning	Middle	Ending
The boy is enjoying nature and then sees a black bear.	The boy lets his dog off its leash, and the dog chases the bear. The dog and the bear disappear into the forest. The boy wonders if his dog is OK.	The dog returns safely and is not hurt.

Now, you will tell me the story in your own words as I type it. I will read you parts of the outline again when needed. Make sure to add details about how things look, feel, and sound.

Type the story as the child tells it aloud. Prompt the child with questions like these:

- What does the scene smell, look, and feel like?
- How does the character feel?
- What colors do you see?
- What happened next?

If needed, pause and read what has been typed so far, and then have the child continue the story. If the child struggles, you can even write some of the sentences for the child or write every other one with the child. The point is to guide the child through the whole process of writing a story and adding in description and details. If desired, print out the story.

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Completed ☐

SENTENCE DICTATION



Completed ☐

Independent Practice

A lowercase A can look like all of these:

a a a a a

READING COMPREHENSION AND ART Read the mini story above each animal, and then underline the correct answer. Paint or draw some ground below each animal. The ground can contain dirt, grass, flowers, etc.

The fox pricked up her ears. They were shaped like triangles. Her hearing was so sharp that she heard a man's clock ticking 40 yards away!

What did the fox hear?

A. a fish jumping
B. a clock ticking



"What in the world!" Mr. Bailey exclaimed. What happened to his garden? It was destroyed.

It was the raccoon! She loved to eat vegetables and raided the garden.

Why did the raccoon raid the garden?

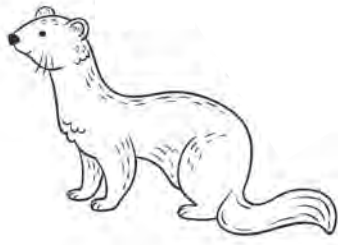
A. She loved vegetables.
B. She was trying to be funny.



The mink loved the water so much that he made his home in the side of the bank next to the river. He saw a worm and gobbled it up. He loved to eat them!

What did the mink love to eat?

A. worms
B. bats



☐ Personal or Shared Reading: For 20 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 31

Spelling Practice

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: hall, mall, small, way, chime.
- ☐ Complete the letter tiles activity.

LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 31, or use physical tiles. Dictate the words in the purple boxes. These words practice phonics principles learned in the course. These principles are not expected to be mastered in this course level, only practiced. Write down any words the child struggles to spell and practice them again at the end of the activity.

snake	quiz	take	queen	soon	room

Dictate the words below. Read the spelling rule to the child as often as needed. This spelling rule should be mastered by the end of the unit.

<u>At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.</u>

floss	roof	still	fluff	will	spell

Have the child create the word TALL with tiles. Then you and the child each take turns changing the first letter of the word to create a new word that hasn't been used yet until you run out of words.

- ☐ Read the poem to the child.



Fog

By Jennifer D. Lerud

Fingers rising from the river
Gray and misty, floating, linger,
Curl and swirl, moist with dew,
Till the sun's rays scatter you.

© Good and Beautiful

Completed ☐

DECODING PRACTICE

☐ Give the child a highlighter or yellow crayon. Read to the child: When reading longer words, it is helpful to recognize letter teams that together make one sound, such as TH, ER, AI, OA, and so on.

The words below are divided into syllables, as shown by the gray and blue boxes. You will read each row of words below. First, look at the letter team in the yellow box and say its sound. Then on the row below the yellow box, highlight each use of the letter team on the row. It's not a team if the letters are split between syllables. Then read the words. Read the hints above each word to the child if needed.

au

The H is silent.

exhaust

OR can say /er/.

author

I makes the long E sound in this word.
C makes its soft sound /s/ before E.

audience

or

important

perform

When reading a double consonant, only say the sound one time.

supported

ir

C is soft before I, E, or Y.

circumstance

irritate

birthmark

wh

whimper

Y can make the long E sound at the end of a word.

whimsy

whooping

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Completed ☐

Independent Practice

been	only	search
upon	brother	young

SPELLING & LOGIC

Read each riddle and write the unit spelling word from the box above that answers the riddle. If you can't figure out the answer, use elimination logic to help you. This means you first complete all the ones you know. Cross out each word on the chart above once you have used it. Then go back to the ones you didn't know and see which words are left. Which one makes the most sense?

He is my father's son. _____

I mean "up and on." _____

If you lost your book, you should do this. _____

My grandpa is not this. _____

I'm like the word BE, but in the past. _____

There are no more after me. _____

SPELLING & LOGIC

Fill in each blank spot with "ea" or "or" to form the correct word that answers the riddle. Remember that OR can say /er/ like in WORM.

y_ _r

I have 365 days, but when it's time to leap,
I have 366 days.

w_ _ld

You can call me a planet, a globe, or the earth.

☐ Personal or Shared Reading: For 20 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

READING BOOSTER CARD TARGET 13

Reading Words with EY

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: playing, staying, side, pinching, state.
- ☐ Dictate this sentence: I hope you have a dime. Have the child write the sentence on the next page. If needed, remind the child to use a Sneaky E at the end of a word to make the vowel say its name. Have the child correct any mistakes and then draw a rainbow that connects the word YOU to the word DIME in the sentence.
- ☐ Read to the child: The words we are going to use for this activity all end with EY. EY can make the long E sound.

1. Choose the butterfly that you like best on the following page and read the words in its box. Choose your next favorite butterfly and read the words in its box. Continue until all the butterflies have been chosen.
2. Now let's play "Bet You Can't Find My Butterfly." In my mind I will choose one of the butterflies as "it." You then choose three butterflies. Read the words in the boxes of the butterflies you pick. If one of your butterflies is the butterfly that I chose, I will say, "You found my butterfly!" and you win. Play multiple times if desired.

Independent Practice

HOMOPHONES Write a sentence that uses the word "four" and a sentence that uses the word "for." Remember to start the sentence with an uppercase letter and end it with a period.

four

for

SPELLING PATTERN PRACTICE: AR Write the antonym (opposite) of each word.

light

easy

finish

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Completed ☐

SENTENCE DICTATION

			
key	donkey	barley	trolley
kidney	parsley	jersey	chimney
monkey	jerseys	honey	donkeys
Whitney	hockey	turkey	keys
			
Paisley	turkeys	Bailey	Ashley
turkey	monkeys	chimneys	Audrey
valley	kidneys	Ainsley	Brittney
alley	medley	Carley	Zoey

☐ Personal or Shared Reading: For 20 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 33

Contractions

Helpful Hint: Like some other concepts in this course, contractions are only introduced and are not expected to be mastered at this level.

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: A contraction is a word that has shortened and combined two other words. In the orange boxes are contractions that were learned in the *Level 1 Course Book*. Read each contraction, and then draw a line to the two words that combine to make the contraction.

can't	didn't	I'm	he's	she's	it's	I'll	I'd

I am	did not	can not	she is	it is	I would	he is	I will

☐ Complete the letter tiles activity.

LETTER TILES





On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 33, or use physical tiles. Have the child spell the words in the purple boxes by following these steps. First, dictate the word without having the child build the word. Then read the instructions for each word to the child, pausing after each numbered step to let the child complete the step. Help as needed. The purple tile shows the final word created for each step.

don't

1. With the tiles create the words "do" and "not." Use the blank tile to put a space between the words.
2. Now create a contraction with the words: 1) remove the blank tile, 2) remove the letter O from the word NOT, and 3) insert an apostrophe where you took out the O.

doesn't

1. With the tiles create the words "does" and "not." Use the blank tile to put a space between the words.
2. Now create a contraction with the words: 1) remove the blank tile, 2) remove the letter O from the word NOT, and 3) insert an apostrophe where you took out the O.

we've

1. With the tiles create the words "we" and "have." Use the blank tile to put a space between the words.
2. Now create a contraction with the words: 1) remove the blank tile, 2) remove the letters H and A from the word HAVE, and 3) insert an apostrophe where you took out the H and A.

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Completed ☐

1. With the tiles create the words “have” and “not.” Use the blank tile to put a space between the words.
2. Now create a contraction with the words: 1) remove the blank tile, 2) remove the letter O from the word NOT, and 3) insert an apostrophe where you took out the O.

haven't

1. With the tiles create the words “is” and “not.” Use the blank tile to put a space between the words.
2. Now create a contraction with the words: 1) remove the blank tile, 2) remove the letter O from the word NOT, and 3) insert an apostrophe where you took out the O.

isn't



Independent Practice

READING PRACTICE Draw a line from the first half of each sentence to its matching second half.

Today I earned	bread, I smeared jam.
I woke up early and	five shiny quarters.
I planted straight rows	of tulips.
On a thick slice of	of thread.
They wound up the spool	fed barley to the monkeys.

COMMON AND PROPER NOUNS For each common noun, write a proper noun that makes sense from the orange box. Remember that proper nouns are always capitalized.

Mr. Jones Mexico Becky Oak Ranch France

woman _____

man _____

ranch _____

country _____

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Completed ☐

Edit the Story

Use the marks shown in the box below to edit the story.

1. Sentences should start with a capital letter and end with a period, question mark, or exclamation point.
2. The word "I" should always be capitalized.

There are five mistakes.

Capitalize: ≡	Add a punctuation mark: . ? !



The Baby Raccoon

Early this morning i heard a noise in my yard. I went outside and searched with my flashlight and saw that we had a visitor. it was a baby raccoon that was digging for worms. The mom came, and i saw the baby raccoon jump on its mom's back. they both ran away

☐ Personal or Shared Reading: For 20 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:
- paintbrushes
- tissue
- watercolor paints
- watercolor paper

LESSON 34

Reading Practice with Poetry

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Use the app — Practice the Unit 1 spelling words using the free Good and Beautiful Letter Tiles app (Level 2 > Spelling Words: Unit 1) or any way desired: been, only, search, upon, brother, young.

☐ Note: The child may need your help reading some of the words in the poems. Read to the child: Today you get to read some fun poems. After each poem pause and add one item around the clouds on this page to create your own sky above the dandelions. First, you will choose if you want to create a stormy sky or a sunny sky. Then, after each poem, you get to choose one item from the Stormy Sky or Sunny Sky columns (purple box) to add to your sky.

Dandelions in the Sun

By Annette Wynne

Dandelions in the sun,
Golden dollars every one,
Let us pick them and go buy
All the sea and all the sky.

Dandelions in the sun,
Golden dollars every one—
Who can be as rich as we
Buying sky and hill and sea!

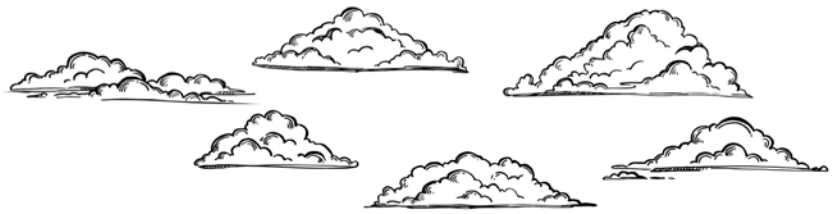
Thoughts and Flowers

By Annette Wynne

Thoughts grow like flowers overnight,
Opening at morning light,
Blossoming before you know—
Children, let the good thoughts grow!

If a weedy thought should sprout
In your garden, pull it out;
But keep the good thoughts watered so
They will always want to grow.

Stormy Sky	Sunny Sky
group of raindrops lightning bolt tornado	sun birds rainbow





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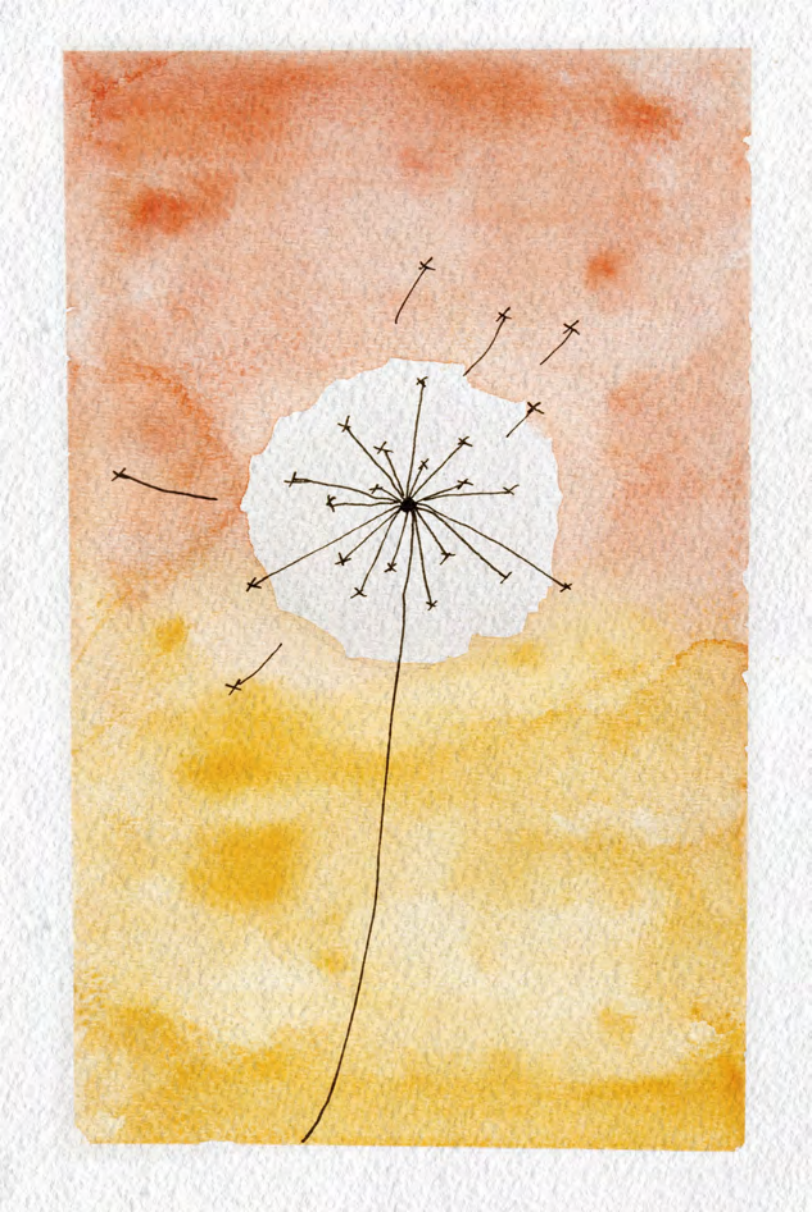
Completed ☐

Independent Practice

Watercolor Project: Dandelion

Get out a piece of watercolor paper, watercolor paints, paintbrushes, some water, and a tissue. (Regular paper will work if watercolor paper is not available.)

With your parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Watercolor Project: Dandelion. Play the video and follow along with the instructions, pausing the video when needed, in order to create the painting to the right.



☐ Personal or Shared Reading: For 20 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 35

Spelling Words with EY

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Complete the letter tiles activity.

LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 35, or use physical tiles. Dictate the words in the purple boxes and have the child spell the words with tiles.

TIP: Tell the child that the O in MONEY, HONEY, and MONKEY says /uh/.

key | donkey | turkey | monkey | honey | chimney | money

POETRY MEMORIZATION PRACTICE

- ☐ Work on memorizing the poem.

God

By Frances Wright Turner

Just an apple blossom,
Just a singing bird;
Just a little laughing brook,
Or a happy word.

Just a bit of blue sky,
A bit of earth's green sod;
O, what little things it takes
To show us God.



- ☐ Read to the child: Draw a line from the group of words to its contraction.

don't	doesn't	haven't	isn't	we've	it's	I'll
does not	do not	have not	it is	is not	I will	we have

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Completed ☐

Independent Practice

Use the app

On the Good and Beautiful Homeschool app, with your parent's permission, go to Language Arts > Level 2 > Audio > Lesson 35 Audio Narration. Play the audio narration while you look at the painting and follow the instructions.



Completed ☐

Syllable Division Rule: Closed Syllables

Rule: Divide after the consonant when the vowel has a short sound.

Read each word. Then draw a line between each pair of syllables. The first one is shown as an example.

visit punish exit camel habit

CABOOSE E Unscramble the word in each box and write the correct word on the line.

moev

Please help me _____ the couch.

hvae

They _____ a large mirror.

SPELLING Read the spelling rule, and then circle the correctly spelled word for each pair.

Spelling Rule: 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.

dwel dwell	skil skill	goal goall	swel swell	surf surff	glas glass

☐ Personal or Shared Reading: For 20 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:
- 2 quarters
- index cards

LESSON 36

READING BOOSTER CARD TARGET 15

Reading Words with Soft C and G

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Quiz the child on the unit spelling words by reading each word to the child and having the child write the word or spell it aloud: been, only, search, upon, brother, young. Follow these steps for any word missed:

1. Write the word on a whiteboard four times with large letters. Have the child read the words.
2. Erase any two letters in each word. Have the child fill in the missing letters in each word. Erase all the words.
3. Have the child say the word and write it on the whiteboard.

☐ Read to the child: What is the hard sound of C? [/k/] What is the soft sound of C? [/s/] What is the hard sound of G? [/g/] What is the soft sound of G? [/j/]

C and G are soft before I, E, or Y. Finish the sentence: C and G are soft before ___. [I, E, or Y]

☐ Give the child two quarters. Read to the child: Let's imagine that you get to purchase two Christmas trees for an orphanage. Read the words on the first chart, and then choose the tree you would buy and put a quarter on it. Do the same thing for the second chart. As the child reads the chart, circle the words with which the child struggles. Write those words on index cards and practice them for several days.

gentle	mice	germ	gerbil	palace	office	logic
giant	age	danger	cancel	surface	prince	angel
gem	digit	slice	celery	cereal	engine	energy
city	rice	spice	center	page	nice	policy



cent	stage	strange	citrus	practice	place	Lucy
cage	surge	face	scent	police	fence	twice
race	price	dance	sauce	furnace	mercy	circle
stencil	since	justice	necklace	sentence	fancy	barge



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Completed ☐

Independent Practice

ANK Review

Read each group of sentences aloud. Circle ALL the sentences that make sense with the picture.



1. The baby drank water.
2. Hank drank water.
3. The boat sank.
4. Frank has a bank.



1. Hank yanks the rope.
2. Frank dives off the plank.
3. The plank is brown.
4. Hank has a tank.



1. Amy has a piggy bank.
2. She yanked my ankle.
3. She puts a coin in her bank.
4. Hank shrank today.



1. Frank's boat sank.
2. Jim hurt his ankle.
3. I thanked Frank.
4. The page is blank.

Choose the letter group in each box that can be added to make a word and write it on the line.

dr br gl ____ank	br gr th ____ank	kn Fr ch ____ank
shr gr tr ____ank	bl ch br ____ank	tr st qu ____ank

☐ Personal or Shared Reading: For 20 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:

- tracing paper

LESSON 37

Geography: North America, Part 1

☐ Work on reading booster cards or books for 8 to 12 minutes.

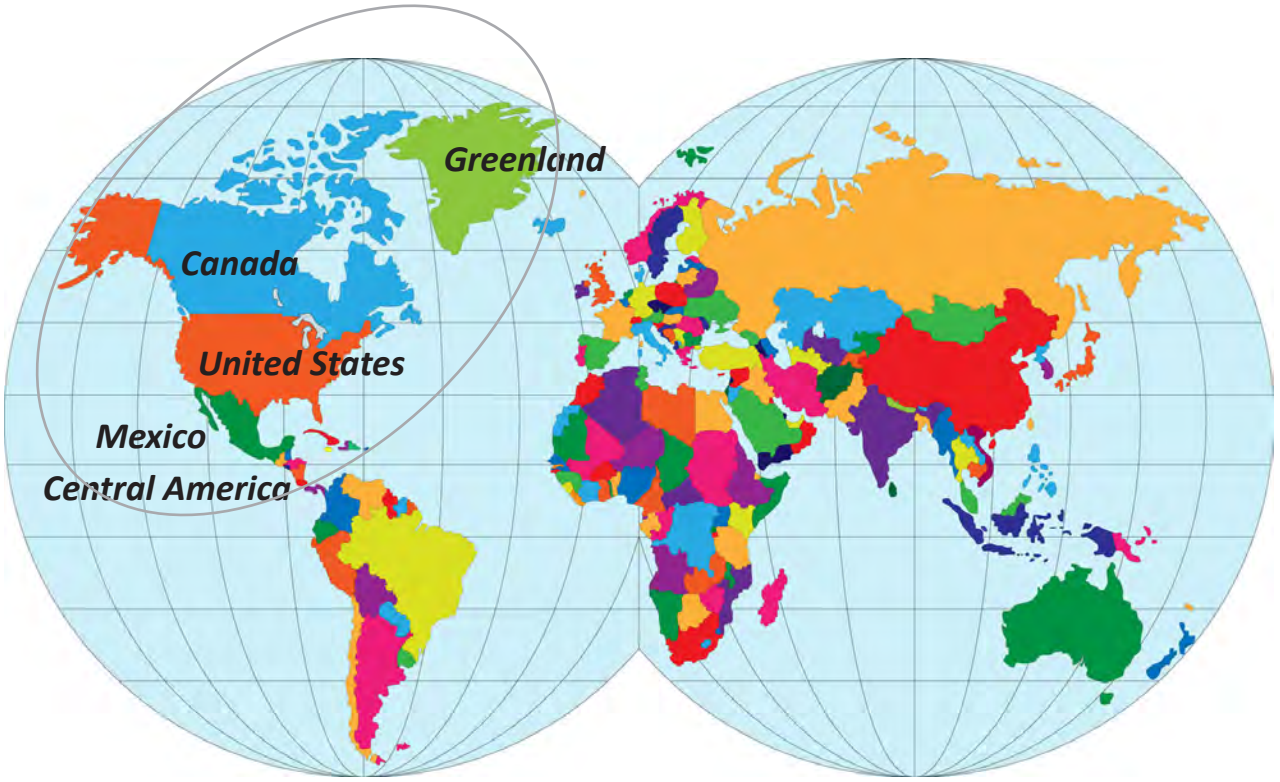
☐ Have the child spell the following words aloud: home, calling, falling, same, porch.

☐ Read to the child: Look at the map below. This is what a world globe would look like if we cut it in half and laid the two halves side by side. The area circled in gray is the continent of North America. North America is the third largest continent. Look at the map on the next page. Point to the items on the map as you say them in the next sentence. North America is the continent with Canada, the United States, Greenland, Mexico, some island countries (circled in red), and the countries in Central America (with a red underline beneath them). North America has 23 countries in all. Point out how Alaska is connected to Canada but belongs to the United States.

The map on the next page is a physical map. Remember that brown and yellow areas have higher elevations and show the locations of mountain ranges—the darker the brown, the higher a mountain. Run your finger along the area of brown on the map. Much of this area is the Rocky Mountains. White indicates ice. Which country in North America is mainly ice? [Greenland]

Tell me where you live, going from the smallest to largest areas: town/city, county (if applicable), state/province, country, continent, and planet.

☐ Read to the child: I will dictate a short sentence. When you are done writing it, I will tell you something fun to do. Dictate this sentence: I chase the dog all day. After the child writes the sentence on the next page, have the child draw a small dog above the sentence.



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Completed ☐

SENTENCE DICTATION



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Completed ☐

Independent Practice

North America

1. Place a thin piece of tracing paper over this page and trace the map. Trace the main areas of land and Hawaii. Do not trace all of the other islands.
2. On your map you traced, label **Canada, Central America, United States, Greenland, and Mexico.**



3. Color the following on your map:

   Canada—yellow
   Central America—orange
   United States—blue
   Greenland—green
   Mexico—brown

United States (Hawaii)

☐ Personal or Shared Reading: For 20 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:
- index cards
- timing device

LESSON 38

Phonograms Review: EW, OW, OU

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: The photo on this page shows Jesse Owens. He realized at a young age that he was a very fast runner. While he was still in high school, Jesse tied with the world record for the 100-yard dash. He eventually won gold medals in the Olympics and broke five world records. Jesse trained and worked hard in order to become faster and faster. We can do the same thing with reading. Let's see if in one lesson, with practice and hard work, you can become faster at reading.



You will read the sentences below, and I will time you. Time the child while writing down words the child struggles with, and then record Time #1. If the child struggles with being timed, the timing can be skipped.

1. Who drew a nice tower?
2. The new crew is loud.
3. Don't frown; there is no danger.
4. Gazing at clouds sounds great!
5. Does the hound howl?
6. May I pick a few flowers?
7. Did you buy a bag of flour?
8. Is your house new?
9. Who threw the screw?
10. The strange bird flew away.
11. The wind blew the clouds.
12. The towel is on the couch.
13. Now I hear the owl hoot.

Time #1_____ Time #2_____

☐ Have the child complete the following for the words that you wrote down:

1. Write them on index cards.
2. Use the index cards as flashcards to practice the words until mastered.

☐ Time the child reading the sentences again, and then record Time #2.

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Completed ☐

Independent Practice

SPELLING PRACTICE Write the correct word on each blank: well or whale.

well = Well, it's getting late. | Get water from the well. | I feel well. | **whale** = The whale is huge.

The _____ has a tail.

_____, it's time to go.

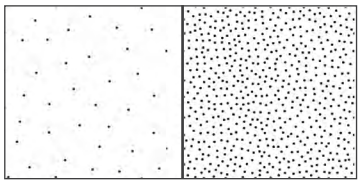
The _____ eats fish.

We dug a _____.



ART Using a lot of dots while drawing or painting is called STIPPLING.

1. Look at the examples of stippling in the boxes. Notice how the dots can be closer or farther apart.
2. Look at the areas of stippling on the whale.
3. Add some more areas of stippling on the whale wherever you want.



☐ For 20 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:
- recording device (optional)

Completed ☐

LESSON 39

Spelling Practice

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Practice the Unit 1 spelling words using the free Good and Beautiful Letter Tiles app (Level 2 > Spelling Words: Unit 1) or any way desired: been, only, search, upon, brother, young.
- ☐ Complete the letter tiles activity.

LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 39, or use physical tiles. Dictate the words in the purple boxes. These words practice phonics principles learned in the course. These principles are not expected to be mastered in this course level, only practiced. Tell the child that the /s/ sound at the end is made with Soft C and E together and the /j/ sound at the end is created with Soft G and E together:

nice	face	place	large	page	stage

Dictate the words below. Read the spelling rules to the child as often as needed.

At the end of one-syllable words, usually double the letters S, F, L, or Z when they come right after a short vowel.

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.

toss	poof	move	bell	solve	will

Have the child create the word MALL with tiles. Then you and the child take turns changing the first letter to create a new word that hasn't been used yet. Continue until you run out of words.

POETRY MEMORIZATION PRACTICE

- ☐ Review the poem, and then have the child record it or recite it aloud to a small group of people if possible.



God

By Frances Wright Turner

Just an apple blossom,
Just a singing bird;
Just a little laughing brook,
Or a happy word.

Just a bit of blue sky,
A bit of earth's green sod;
O, what little things it takes
To show us God.

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Completed ☐

Independent Practice

HOMOPHONES Write a sentence that uses the word "sea" and a sentence that uses the word "see." Remember to start the sentence with an uppercase letter and end it with a period.

sea

see

Circle the correct homophone for each sentence.



I **here / hear** a duck quack.

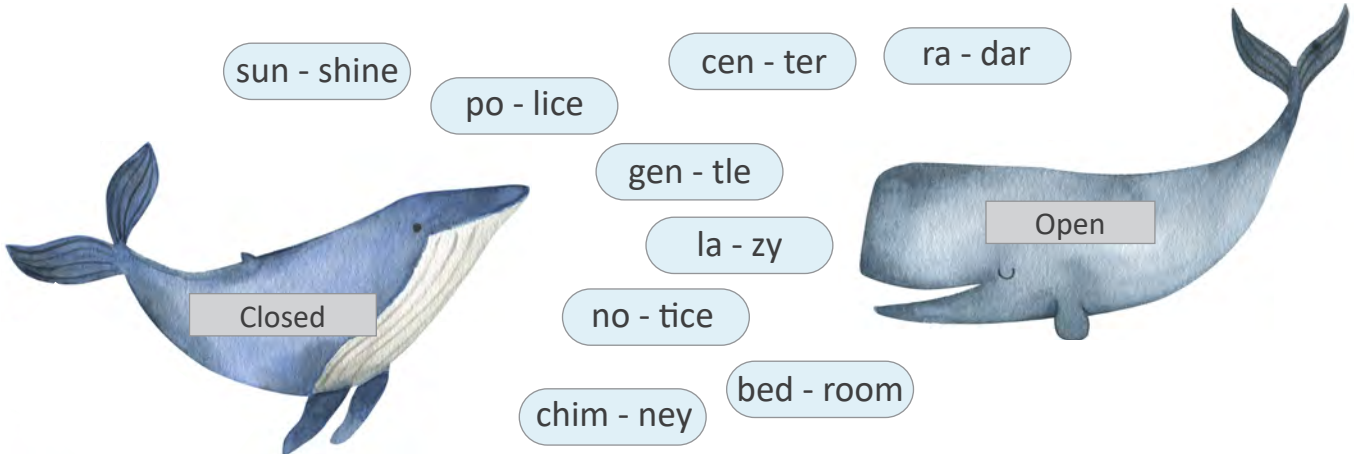
Here / Hear is a dime and a quarter.

He is coming straight **here / hear**.

I **here / hear** a monkey in that tree.

Which Whale?

OPEN AND CLOSED SYLLABLES Read each word. Then draw a line from each word to the whale that matches the type of FIRST syllable in the word. An open syllable ends with a vowel. A closed syllable ends with a consonant.



☐ Personal or Shared Reading: For 20 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 40
UNIT 1 REVIEW



☐ Only items that are helpful to have mastered at this point are assessed. 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 and consider continuing to practice the concepts missed.

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 Lesson 117 to assess the passage again to see what progress has been made.

☐ Read to the child: This review gives you practice with major concepts from Unit 1, and it will also help you to be better prepared for any type of testing you will have to do in the future. I will read the instructions in each section to you. You will complete only the purple sections today.

Spelling Rule: Caboose E

Have the child write an E at the end of each word that needs a Caboose E so that the word does not end with V or U.

giv___	liv___	call___	mov___

☐ Additional Practice

Spelling Rule: Caboose E

Have the child write an E at the end of each word that needs a Caboose E so that the word does not end with V or U.

hav___	quiz___	lov___	liv___

Homophones

Have the child circle the correct homophones.

1. I **hear / here** the birds.
2. The mail is **hear / here**.
3. Do you **see / sea** the sunset?
4. The **see / sea** is deep.
5. I need **for / four** spoons.
6. This key is **for / four** you.

☐ Additional Practice

Homophones

Have the child circle the correct homophones.

1. I **see / sea** a goose.
2. A ship is on the **see / sea**.
3. We **here / hear** the train.
4. Put your coat over **hear / here**.
5. The card is **for / four** you.
6. I picked **for / four** peaches.

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Spelling Rule: S, F, L, or Z

Have the child spell the following words aloud.

hill	stuff
glass	buzz

☐ Additional Practice

Spelling Rule: S, F, L, or Z

Have the child spell the following words aloud.

tell	moss
puff	sell

Spelling Patterns

Have the child spell the following words aloud.

fall	playing
chime	born

☐ Additional Practice

Spelling Patterns

Have the child spell the following words aloud.

tall	saying
chase	torn

Unit Spelling Words



The child learned how to spell words with many different phonics patterns. The unit spelling words are mainly rule breakers. Dictate the words and use the free Good and Beautiful Letter Tiles app to have the child spell the words (Level 2 > Spelling Words: Unit 1), or the child can write the words on paper. Circle words the child spells incorrectly.

been
only
search
upon
brother
young

☐ Additional Practice

Unit Spelling Words



Tell the child the spelling words that were spelled incorrectly in the purple section. Have the child use the free Good and Beautiful Letter Tiles app (Level 2 > Spelling Words: Unit 1) to spell them, or the child can write the words on paper. Circle words the child spells incorrectly and continue practicing them until mastered.



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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 on the bottom of this page.

This Reading Assessment includes words using the phonetic principles taught throughout *Reading Booster C Cards*. Only booster cards through Card 16 are expected to be mastered at this point in the course. It is OK if your child struggles with some of the words in this assessment at this time. You will readminister this Reading Assessment in Lesson 117 so that you can measure your child's progress. It is highly suggested that you administer the Reading Assessments to make sure your child is progressing in reading fluency and accuracy.



My aunt lives in quite a beautiful area of our country. Straight behind her home is a group of high mountains.

Early in the morning today, I rode a donkey near her home. I saw clouds as white as pearls, strange birds, a lake with a surface that appeared as clear as a mirror, a raccoon, and gently rolling hills.

All of these things seem proof to me of a grand Creator. I kneel and thank Him for this place of quiet peace and beauty that I dearly love.

Reading Assessment Scores

Time	Lesson 40: _____ (date: _____)	Lesson 117: _____ (date: _____)
# of Errors	Lesson 40: _____ (date: _____)	Lesson 117: _____ (date: _____)

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UNIT 2

Overview

*should be mastered by the end of the unit

Items Needed

- butter knife
- cotton swabs
- fork
- paint
- paintbrushes
- paper
- spoon
- timing device
- tissue
- watercolor paints
- watercolor paper
- word processing program

PHONICS, READING, LITERATURE, ART, GEOGRAPHY

- Art appreciation and practice
- Artist study: Konrad Mägi, Carl Skånberg
- Adjectives
- Articles
- Commas in a series
- Common and proper nouns
- Compound words
- Decoding practice
- Editing
- Geography: capital cities; cardinal directions; compass rose; maps (constructing a map—keys, legends, grids, scales, symbols, topographical map); house number and street address; Mongolia, Morocco; oceans, continents, the equator, hemispheres, North Pole, South Pole, axis; urban, rural, suburban; immigration, trade, local
- Heteronyms
- *Homophones (eye/I, knew/new, one/won)
- Literature: "Diamonds and Toads" Reader's Theater, point of view, "The Miller of the Dee," messages in books, nature journals, "Sir Isaac Newton and His Dog, Diamond"
- Oral narration: personal narrative
- *Phonics principles: AI, DGE, EIGH, ER, IE, IR, MB, O can say the short U sound, PH, S says /z/, TCH, UE, UI
- Plural nouns
- Poetry
- Prefixes and suffixes
- Reading comprehension
- Root words
- Sentence diagramming
- Sight words
- Subjects
- Syllable division rule
- Synonyms and antonyms
- Three things a sentence must have
- Vocabulary
- Verb tenses
- Verbs
- Writing: character sketch, creative writing, essay writing, oral narration, poetry writing, short story

SPELLING

Unit Spelling Words to Memorize*

our	very
could	should
would	where

Spelling Review (from lower-level courses)*

to	go	your	does	no
look	was	said	her	more
any	from	come	oh	

Spelling Patterns to Master*

AR ED EE OO SH TH

Short Words Where Y Says the Long I Sound (cry, etc.)

Unit Spelling Rule*

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.

Spelling Practice

AR
EAR
ER
EY
IGH
IR
OO
OR
Plural nouns
Prefixes and suffixes
Soft C and G
Softy E

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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. spelling rules,
    3. practicing and refining the spelling of phonics principles learned previously,
    4. practicing unit spelling words, which are rule breakers that need to be memorized, and
    5. 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.

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LESSON 41

Reading Words Where S Says /z/

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Read to the child: There are three articles: THE, A, and AN. What are the three articles? [THE, A, and AN] Read the sentences in green. Have the child point to the articles.

The pearl is beautiful. An ice palace shines.

- ☐ Read to the child: In some words S in the middle of the word makes the /z/ sound. Choose the milkshake on the next page that looks like it would taste the best, read the words below it, and then check the box. Then choose the milkshake that looks like the next-best-tasting milkshake, read the words below it, and check the box. Continue until all the milkshakes are chosen.

  Now let's play "That's My Milkshake!" I will choose my favorite milkshake in my mind. You choose a milkshake and read the words below it. When you get to the milkshake I chose, I will say, "That's my milkshake!" and the game is over. We will play this game three times, and I will pick a new milkshake each time. Help the child sound out words as needed.

Independent Practice

PLURAL WORDS AND SPELLING WORDS WITH OO

Plural means more than one. Write the plural word for each item. Hint: Each word contains OO.







COMMON AND PROPER NOUNS

Write a common noun that describes each proper noun. A common noun is a person, place, or thing. A proper noun is a SPECIFIC name of a person, place, or thing.

Mr. Parker Emily Pine Lake

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That's My Milkshake!



cousin

husband

business



lose

risen

reason



result

disaster

confuse



music

season

thousand



easy

disease



deserve

observe



desire

reason



misery

seasons

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Independent Practice

CREATIVE WRITING CORNER

First Sentences for Stories

Finish the sentences with your own ideas. Illustrate your favorite idea.

Once upon a time _____

_____

_____

_____

Once in a great forest, there was _____

_____

_____

_____



☐ Personal or Shared Reading: For 20 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 42

Literature and Oral Narration

- ☐ Work on reading booster cards or books for 8 to 12 minutes.

- ☐ 

Introduce the Unit 2 spelling words in your own way, or on the free Good and Beautiful Letter Tiles app, go to Level 2 > Spelling Words: Unit 2 to practice the words: our, very, could, should, would, where. Create a word and put a blank after it. Have the child say the word and then copy it with letter tiles after the blank. Do this twice for all the words.

- ☐ Read to the child: The story we are about to read was written by a famous author who lived more than 90 years ago: James Baldwin. When James was a child, he loved to read. In fact, he had a passion for reading. Reading lots of good books is one of the ways we can become good writers.

  This story is titled "The Miller of the Dee." A mill is a building where grain is ground into flour. In the story the miller grinds corn into corn flour. In England and in other places, people put mills right next to rivers. They would build a big wheel attached to the side of the building. In those days electricity had not been discovered. People used the wheel to create power. The river's water pushed the wheel. The wheel was attached to machinery inside the building. When the wheel moved, it moved the machinery. Today these waterwheels are rarely used because we have electricity to run machines.

  Have the child read the vocabulary words and definitions.

  envy: to want something someone else has

  lighthearted: cheerful, hopeful, free from worry

- ☐ Read the following story aloud or have the child read every other paragraph.

The Miller of the Dee

By James Baldwin

Once upon a time, there lived on the banks of the River Dee a miller, who was the happiest man in England.

He was always busy from morning until night, and he was always singing as merrily as any lark. He was so cheerful that he made everybody else cheerful; people all over the land liked to talk about his pleasant ways. At last the king heard about him.

"I will go down and talk with this wonderful miller," he said. "Perhaps he can tell me how to be happy."

As soon as he stepped inside the mill, he heard the miller singing:

"I envy nobody—no, not I!—For I am as happy as I can be, and nobody envies me."

"You're wrong, my friend," said the king. "You're wrong as wrong can be. I envy you, and I would gladly change places with you,



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if I could only be as lighthearted as you are."

The miller smiled and bowed to the king.

"I am sure I could not think of changing places with you, sir," he said.

"Now tell me," said the king, "what makes you so cheerful and glad here in your dusty mill, while I, who am king, am sad every day?"

The miller smiled again and said, "I do not know why you are sad, but I can easily tell you why I am glad: I earn my own bread, I love my wife and my children, I love my friends and they love me, and I owe not a penny to any man. Why should I not be happy? For here is the River Dee, and every day it turns my mill, and the mill grinds the corn that feeds my wife, my babes, and me."

"Say no more," said the king. "Stay where you are and be happy still. But I envy you. Your dusty cap is worth more than my golden crown. Your mill does more for you than my kingdom does for me. If there were more such men as you, what a good place this world would be! Goodbye, my friend!"

The king turned about and walked sadly away, and the miller went back to his work singing:

"Oh, I'm as happy as happy can be, for I live by the side of the River Dee!"

ORAL NARRATION

☐ Oral narration is an incredible exercise for strengthening recall, summary, storytelling, and organization skills. Read to the child: You get to narrate your own version of "The Miller of the Dee." This means that you will tell the story back to me in your own words. If needed, make a list of key words or pictures to help prompt the child.

Encourage the child to tell the story in his or her own words, using details and descriptions from his or her own imagination. You can even quickly prompt the child by saying something like, "That sounds wonderful. Describe it in more detail. What did it FEEL like? What did it LOOK like? What did it SMELL like?"

Independent Practice

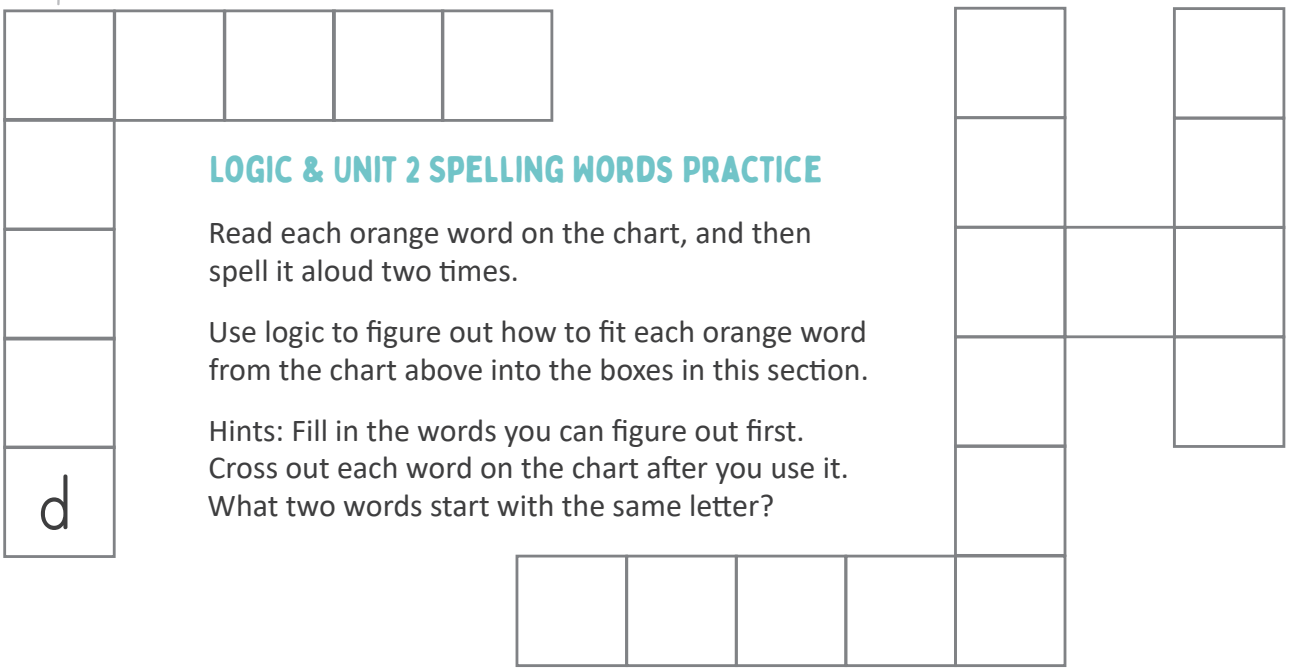
our	very	could
should	would	where

LOGIC & UNIT 2 SPELLING WORDS PRACTICE

Read each orange word on the chart, and then spell it aloud two times.

Use logic to figure out how to fit each orange word from the chart above into the boxes in this section.

Hints: Fill in the words you can figure out first. Cross out each word on the chart after you use it. What two words start with the same letter?



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Edit the Story

Edit the story. Use the marks shown in the box below to edit. Remember to start a sentence with an uppercase letter (also called a capital letter), always capitalize the word "I," and end a sentence with a period, exclamation point, or question mark. **There are six mistakes.**



Capitalize: ≡ Add a punctuation mark: ^. ^? ^!

The Storm and the Ship

Sam, hank, and i set sail on a fine summer morning Dark clouds soon began to form. it wasn't long until i realized that a huge storm was coming. We prayed and worked hard, and we made it through safely

IDENTIFYING COMPLETE SENTENCES

In each box, read the question. Then use a highlighter to highlight the speech bubble that answers the question with a complete sentence.

Who is your nephew?

Hank is my nephew.

Frank.

What color is your phone?

Purple.

My phone is black.

Write the answer to the question. Use a complete sentence and your best handwriting.

What is your favorite animal?

☐ Personal or Shared Reading: For 20 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 17

PH



☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Dictate the purple words (spelling review from lower-level courses) and have the child spell the words aloud or write them on the whiteboard. Write down and keep any words missed and practice daily until they are mastered.

to	go	your	no	look	was	does

☐ Read to the child: The letters PH make the sound /f/. Read the words in the boxes and circle the word that is a proper noun. A proper noun is the specific name of a person, place, or thing.

or**ph**an	pro**ph**et	gra**ph**	**ph**rase	Ste**ph**anie	al**ph**abet	ne**ph**ew

☐ Read to the child: Read the names, and then circle the name you like best for the reindeer above.

Ral**ph**	Ste**ph**anie	**Ph**illip	Ste**ph**en	Mem**ph**is	Jose**ph**	Mur**phy**

DECODING PRACTICE

☐ Read to the child: Read the words. G is soft (says /j/) before I, E, or Y. The vowel in an open syllable often makes its long sound but can also make its short sound.

The vowel at the end of an open syllable can say its long or short sound.

privilege	challenger	energy	apology

C is soft before I, E, or Y.

emergency	messenger	Argentina	generally

Independent Practice

our	very	could
should	would	where

Write all the words on the chart on a separate piece of paper by looking at the word, reading it, taking a picture of it in your mind, and then writing it without looking at it. Then check to make sure you spelled it correctly and fix any errors.

☐ Personal or Shared Reading: For 20 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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WRITING PRACTICE Describe the painting with three sentences. Make sure each sentence starts with a different word. For example, do not start more than one sentence with the word THE.



Completed ☐

LESSON 44

The Subject of a Sentence

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: sheep, sheet, far, car, farm, sharp.
- ☐ Read to the child: A subject is who or what is acting or being in the sentence. I will read some sentences aloud, and you tell me who or what is the subject in each sentence.

  The cat sits. [cat] | Heidi is nice. [Heidi]

  The car is dirty. [car] | The bear growls. [bear]

  David is kind. [David] | The lake is cool. [lake]

- ☐ Read to the child: The painting on this page was created by Carl Skånberg, who lived more than 130 years ago. Carl had a difficult life. He was born to a poor maid in Sweden. A man in Carl's community liked to give money to help other people. The man paid for Carl to get an education. As a boy, Carl developed a curve in his spine that made his back look rounded. This can be painful, but it did not stop him from working hard and eventually becoming a successful artist. He created many paintings with bright colors that showed beautiful scenes from different countries in Europe.
- ☐ Read to the child: Let's practice identifying the subject in a sentence. Tell me four nouns you see in the picture. A noun is a person, place, or thing. Write the nouns on the whiteboard. Now write a sentence about each of the nouns, and then tell me the subject of each sentence. Remember that the subject of the sentence is who or what is acting or being.



Completed ☐

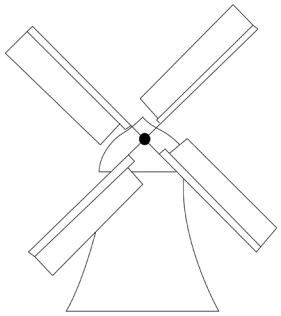
Independent Practice

ART: DRAWING AND SHADING

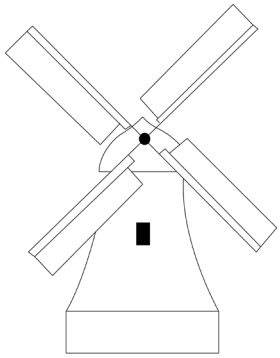
Use the app

Follow the three steps to finish the windmill at the bottom of the page. Then, with your parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Shading a Windmill. Play the video to learn how to shade the picture of the windmill that you drew.

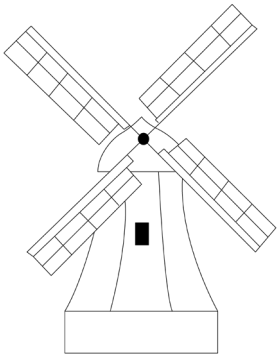
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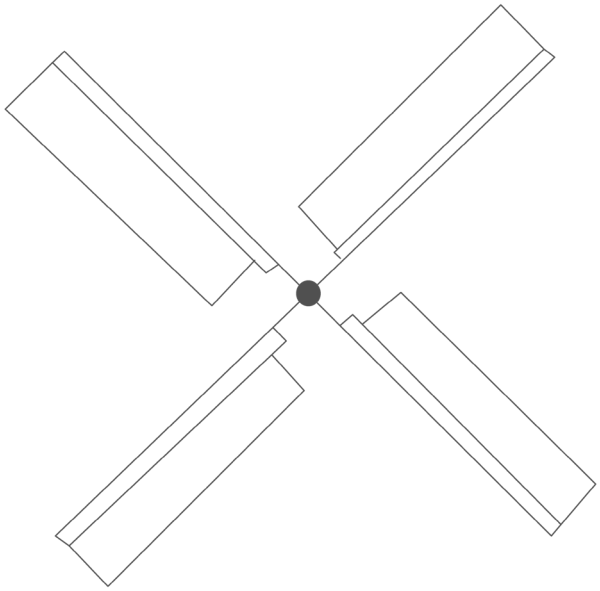


2



3





☐ Personal or Shared Reading: For 20 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: The spelling rule for using either CH or TCH is taught in the Level 3 course.

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LESSON 45

READING BOOSTER CARD TARGET 18

Reading Words with TCH

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Have the child read the poem. Help the child with difficult words.



The Little Turtle

By Vachel Lindsay

There was a little turtle.
He lived in a box.
He swam in a puddle.
He climbed on the rocks.

He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow,
And he snapped at me.

He caught the mosquito.
He caught the flea.
He caught the minnow,
But he didn't catch me.

☐ Read to the child: The ***point of view*** is who is telling a story. For example, listen to this sentence: "The sunset makes me feel so happy," David said. In the sentence we are hearing David's point of view.

You get to read a little story about turtles that tells both the turtle's point of view and a scientist's point of view. The story also practices the letters TCH, which make the sound /ch/. You will read the story twice. The second time you read the story, speak in a different voice for the turtle and for the scientist when you reach the words in purple. Reading text twice can really help increase the speed at which you can read.

THE SEA TURTLE LAYS EGGS

Once there was a sea turtle with a long scratch on its shell. It got the scratch on some coral while fleeing a shark.

One day the sea turtle said, "It's time for me to start laying my clutch of eggs." She laid them in a hole she made on a patch of sand behind some rocks. She covered the hole.

A scientist who was studying turtles was watching the sea turtle each day. He counted the eggs. "Wow," he said. "There are 110 eggs."

One day the scientist said, "Oh, the eggs are hatching!"

The hatchlings dug their way out of the nest and moved to the sea before they could be snatched up by a predator.

☐ Read to the child: Let's review.

1. A subject is who or what is acting or being in the sentence. What or who is the subject of these sentences? A wolf howls. [wolf] Marcos is late. [Marcos]

2. Answer these questions in two ways: first, with an incomplete sentence and then with a complete sentence.

   Is the moon big or small?

   Are you happy or sad?

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Independent Practice

knew = I knew you would come.

new = The car is new.

HOMOPHONE PRACTICE Write the correct homophone in each blank.

I have a _____ turtle.

Your nephew _____ my turtle's name.

Read the nature journal, and then circle the correct answers.

NATURE JOURNAL READING COMPREHENSION

Turtles

All turtles are reptiles, and most of them have hard shells that protect them. Also, all turtles lay eggs and spend most of their lives in water.

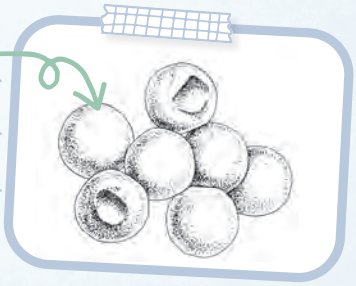


Smallest Turtle: about as long as a crayon

Largest Turtle: about as long as a couch

Some turtle eggs are shaped like a circle. Other kinds of turtles lay oval eggs.

Sea turtles usually lay more than 100 eggs at a time. This group of eggs is called a clutch.



1. Are all turtle eggs the same shape? **YES** **NO**
2. Do all turtles lay eggs? **YES** **NO**
3. Is a group of turtle eggs called a clutch? **YES** **NO**

☐ Personal or Shared Reading: For 20 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 46

Prefixes and Suffixes

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: Prefixes are groups of letters before the root word, and suffixes are groups of letters after the root word. Prefixes and suffixes change the meaning of the word. For example, the suffix -ful means "full of," so the word POWERFUL means "full of power." The suffix -less means "without," so the word HARMLESS means "without harm." The prefix re- means "again," so the word REBUILD means "to build again." Read each word, and then draw a line from the word to its meaning.

faithful	make again
remake	full of faith
hopeless	without blame
blameless	without hope

☐ Complete the letter tiles activity.



LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 46, or use physical tiles. Dictate the words in the purple boxes. Have the child use the letter tiles to create the words, using the correct prefix or suffix letter tile for each word. In addition to prefixes and suffixes, these words practice some of the phonics principles that the child is working to master in this unit: AR, SH, EE, TH, and OO.

reshape	harmless	roomful	cheerless	recook	armful
thankless	tasteless	needful	repark	dishful	toothless

Independent Practice

SUBJECTS A subject is who or what is acting or being in the sentence. Circle the subject in each sentence.

The boy sleeps.	A prince smiles.	Ice melts quickly.	An ant crawls.

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STORMY POETRY



POETRY WRITING & ART Finish the poetry couplet (two lines of poetry that rhyme) about a big storm. Use one of the suggested rhyming words in the box to finish your sentence or use one of your own. Then illustrate your poem.

light sight night might

The winds howl with such a fright

_____

_____

_____

☐ Personal or Shared Reading: For 20 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

Geography: Maps, Part 2

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: I will dictate the beginning of a short sentence. You finish the sentence in a silly way and write it on the lines on the next page. Dictate this phrase: The sheep try . . . Have the child correct any mistakes.

☐ Read to the child: A ***compass rose*** is a symbol 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.

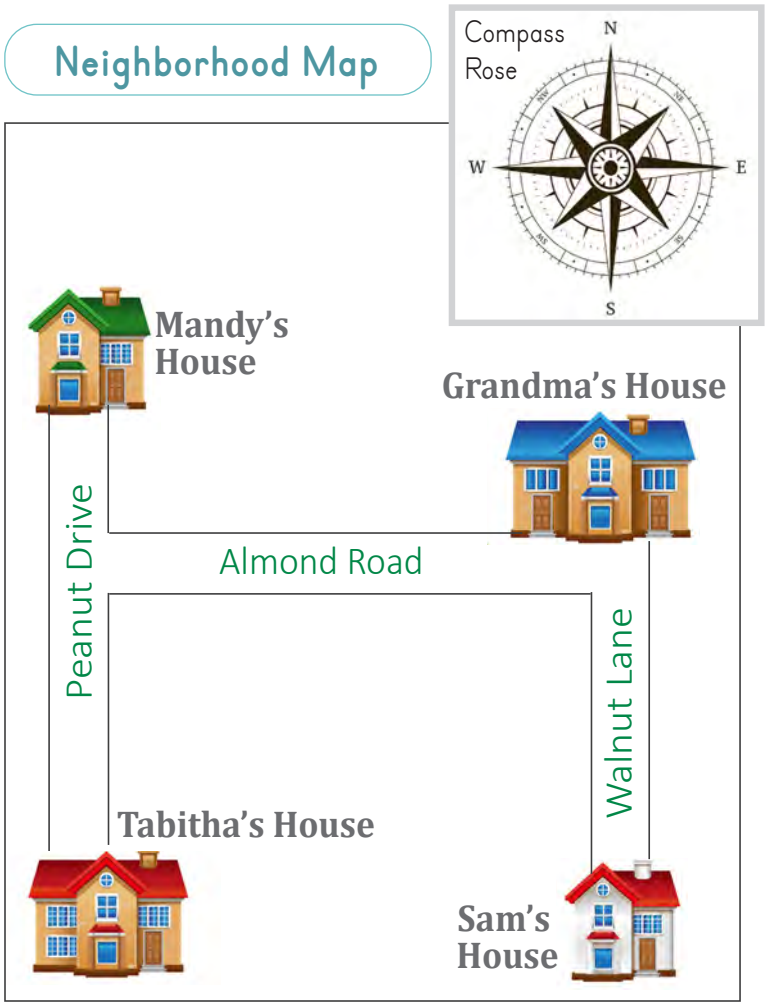
☐ Read to the child: Look at the map on this page and use the compass rose to give me directions aloud to the locations I tell you. (For example, Mandy's house to Tabitha's house = Go south on Peanut Drive.)

1. **Tabitha's house to Mandy's house** [Go north on Peanut Drive.]
2. **Grandma's house to Tabitha's house** [Go west on Almond Road, and then go south on Peanut Drive.]

☐ Read to the child: Look at Mandy's house and then Sam's house. Sam's house is not exactly south of Mandy's house; it is south and a little east, so we call this southeast.

Grandma's house is northeast of Tabitha's house. Draw a house that is northeast of Mandy's house.

Neighborhood Map



☐ Read to the child: Look at the map on the next page. Point to the box that says "Map Key/Legend." A map key or legend is the same thing. Both a key and a legend use symbols, colors, or lines to show places or items on a map. Using the map key, answer these questions aloud: How many villages are on the map? [2] Does the railroad cross over any paved roads? [no] Point to the prairie.

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SENTENCE DICTATION

Silly Sentence

Now point to the line that is labeled on the Map Key/Legend as "2 miles." This is the map scale. To show an area of land on a map, the area must be shrunk down in size. The scale helps us measure how much actual distance there is between two points on a map. Look again at the line labeled "2 miles." If you go that far on the map, you go two miles.

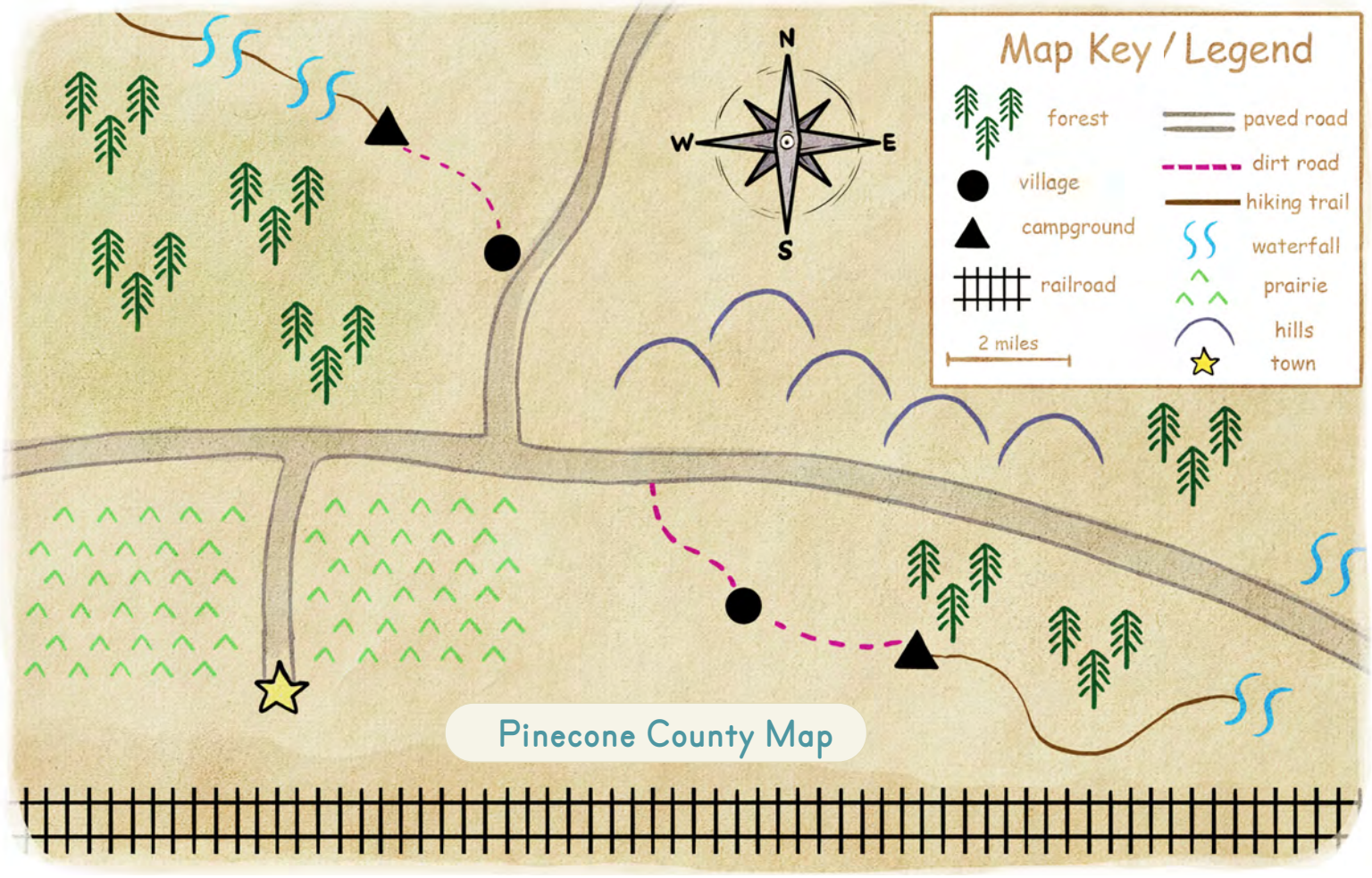
Point to the two campgrounds on the map. Use the Map Key/Legend to help you find them. Now point to the only town on the map.

Use the scale to help you answer these questions:

Could you get from the town to a campground in less than two miles? [no] Could you get from a campground to a waterfall in less than two miles? [yes]

Point to the compass rose and tell me what each letter on the compass rose stands for.

I will point to the title of the map on this page and the map on the previous page and read you the titles. The map title helps you know instantly what the map is. For example, if a map is titled "Rivers in France," you would expect the map to show the rivers that are in France.



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Completed ☐

Independent Practice

LEVEL 1 HOMOPHONE REVIEW

one = I have one nose. | **won** = I won the race.

Write the correct homophone in each blank: one or won.

1. I have _____ cat.
2. His team _____ the game.
3. I _____ the cake contest.
4. _____ cat sat.

Say it.

should

Trace the word while saying each letter aloud.

should

Circle the word three times.

c	s	h	o	m	s
s	h	o	u	l	d
n	v	e	u	v	o
s	h	o	u	l	d
s	h	o	u	l	d

Fill in the missing letters.

sh

oul

ld

Say it.

where

Trace the word while saying each letter aloud.

where

Circle the word three times.

d	u	w	o	w	w
c	k	h	u	h	h
w	h	e	r	e	a
c	o	r	k	r	l
w	s	e	o	e	e

Fill in the missing letters.

wh

er

re

SPELLING PRACTICE

Say each word aloud, and then spell it aloud in a whisper.

our	very	could
should	would	where

☐ Personal or Shared Reading: For 20 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 48

Spelling Rule: C or K at the Beginning or Middle of Words

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: far, star, part, teeth.
- ☐ Read to the child: I will dictate a short sentence, and you write it on the line at the bottom of the page. Draw a heart above the sentence when you are done. Dictate this sentence: I love my seeds.
- ☐ 

On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Spelling Rule: C or K at the Beginning or Middle of Words. Play the video.
- ☐ Read to the child: You will write a K or C on each blank. First, determine if an I, E, or Y comes after the blank, in which case the letter K should be used. Read the word after adding the correct letter to the word. When needed, I'll read the spelling rule to you.

Spelling Rule: 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.

s__in	__ross	s__ill
s__im	__rust	__lose
__idney	__ash	__ept
__opy	s__ip	s__irt
to__en	__urb	s__ram

- ☐ Dictate the following words to the child and have the child write the words on the whiteboard or on a separate piece of paper. Read the spelling rules on this page to the child as often as needed. (*At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.)

skim	**scab**	**scrape**
cross*	**kiss***	**script**

- ☐ Have the child read the following poem:

April

By Eunice Tietjens



The tulips now are pushing up
Like small green knuckles through the ground.
The grass is young and doubtful yet.
The robin takes a look around.
And if you listen you can hear
Spring laughing with a windy sound.

SENTENCE DICTATION

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Independent Practice

Edit the Story



Edit the story. Use the marks shown in the box below to edit. Remember to start a sentence with an uppercase letter (also called a capital letter), always capitalize the word "I," and capitalize specific names of people, pets, and places. **There are six mistakes.**

Capitalize: ≡ Add a punctuation mark: . ? !

My Lost Cat

Once we had a cat. we named it whiskers. One day Whiskers and I went on a walk around Silver mirror Lake. suddenly Whiskers saw a mouse. As fast as lightning, Whiskers ran off, and i started chasing him. For thirty minutes Whiskers was lost, but finally I found him

SPELLING WORDS WITH SOFTY E & LOGIC

Fill in each blank spot to form the correct word that answers the riddle. Each word has a Softy E at the end. Remember that a Softy E makes the C or G before it soft.

p in — I am the son of a king.

st — People perform on me. Actors like me.

sp — Tiny places do not have enough of this.

ar — I start with "L" and am the opposite of small.

☐ Personal or Shared Reading: For 20 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 49

Heteronyms: Part 2

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: Let's review. 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.

Cut off the chart at the bottom of the page and give it to the child. Dictate the words (in random order) from the chart to the right and have the child write each word in the correct column. Repeat the underlined spelling rule above when needed. Explain that SKATE is an exception.

K	C	Exception
skin	cup	skate
kit	cloth	
king	scat	

☐ Read to the child: Words that are *spelled* the same but *sound* different are called heteronyms. I'll point to each word as I read each set of sentences. Notice how the word in purple is spelled the same but is pronounced differently. After I read each set of sentences, you read them.

The **wind** blows.

The road will **wind** up the hill.

The weather is **windy**.

The road is **windy**.

I **dove** into the pool.

A **dove** is a small white bird.

I gave you a **present**.

I will **present** the award.

A **dove** flies in the **wind**.

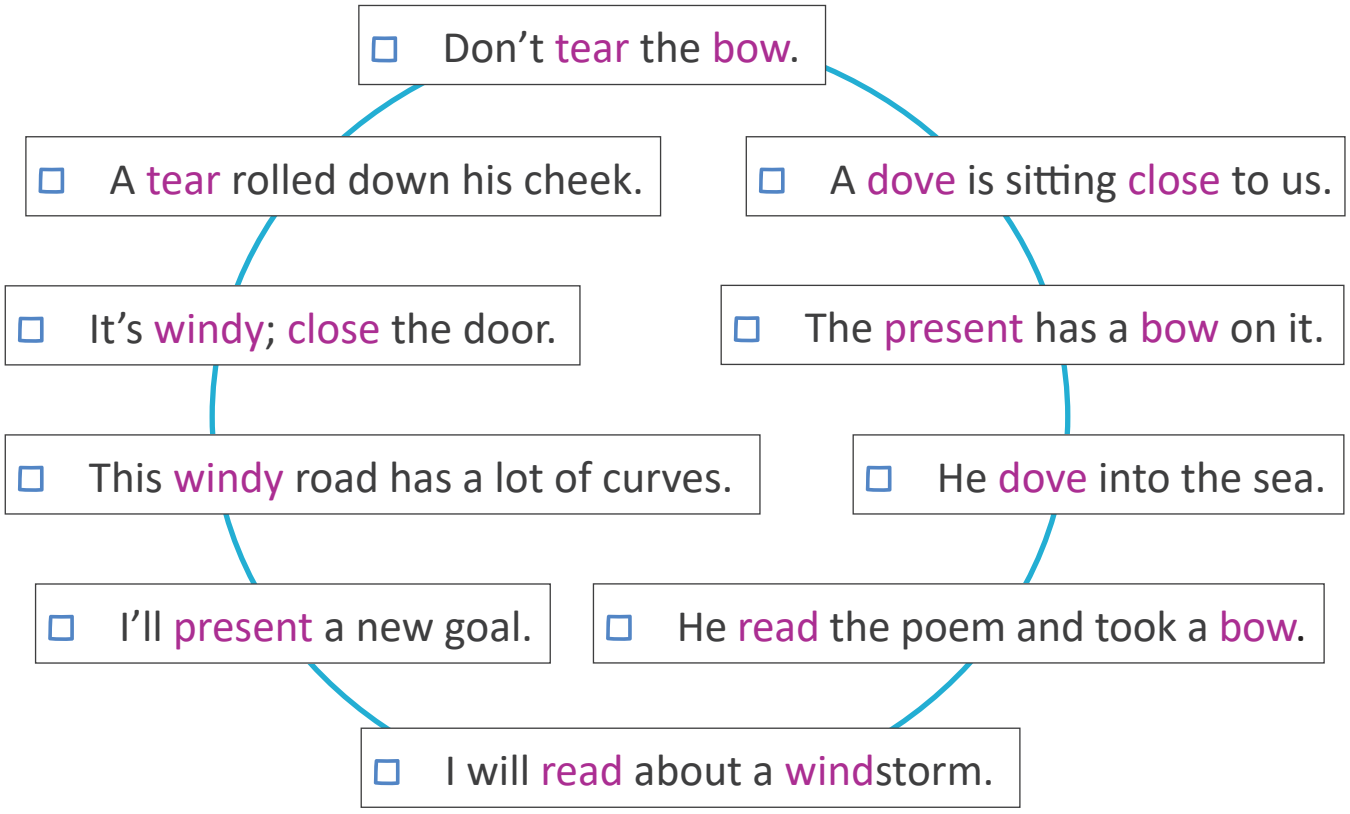
I **wind** string around the **present**.

	K Comes before an I, E, or Y	C	Exception

Completed ☐

Circle of Sentences

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



☐ Read to the child: Write the answer to each question. Use a full sentence and your best handwriting.

How many sisters do you have?

How many baby teeth have you lost?

This section is blank for double-sided printing purposes.

Completed ☐

Independent Practice

LEVEL 1 HOMOPHONE REVIEW Write the correct homophone in each blank.

one = I have one shoe. | **won** = I won the contest.

My donkey _____ an award.

I purchased _____ glass mirror.

I have _____ aunt living near me.

UNIT SPELLING WORDS

our	very	could
should	would	where

Read each word, and then spell it, raising your knee with each letter. Repeat two times.

Read the nature journal, and then circle the correct answers.

NATURE JOURNAL READING COMPREHENSION

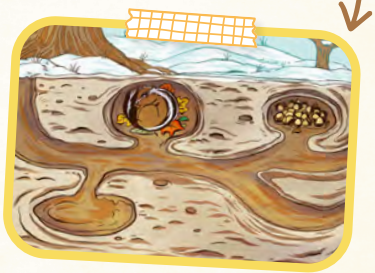
Chipmunks

Chipmunks are the smallest members of the squirrel family. They eat nuts, seeds, berries, mushrooms, bird eggs, snails, and more.



Chipmunks can carry food in massive cheek pouches that are three times the size of their heads.

Most chipmunks dig underground tunnels for sleeping in and storing food.



1. Does a chipmunk have white fur on its underside? **YES** **NO**
2. Do chipmunks eat snails? **YES** **NO**
3. Do chipmunks use whiskers to smell? **YES** **NO**

☐ For 20 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:
- cotton swab
- paint

Completed ☐

LESSON 50

Verbs

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Dictate the purple words (spelling review from lower-level courses) and have the child spell the words aloud or write them on the whiteboard. Write down and keep any words missed and practice daily until they are mastered.

oh	come	from	any	her	more	said

☐ Read to the child: A verb tells what the subject does. Fill in the blank. A verb tells _____. [what the subject does] There are two types of verbs: action verbs and being verbs. What are the two types of verbs? [action and being]

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. We WERE sad. They WILL BE good.

☐ Read to the child: Look at the painting on the next page. Fill in each blank line with an action verb.

A girl _____ a book, and a dog _____.

The girl and the dog _____ still.

☐ Give the child a cotton swab and a bit of paint to dip it in. Read to the child: On the chart below, put a spot of paint on each of the verbs. Remember, a verb is what the subject does.

Dan hikes.	Beth sings.	We are here.
Ron smiles.	The hat falls off.	We were late.
I am happy.	We eat.	They jump.

☐ Have the child read the poem.

A Dragonfly

By Eleanor Farjeon

When the heat of the summer
Made drowsy the land,
A dragonfly came
And sat on my hand,

With its blue jointed body,
And wings like spun glass,
It lit on my fingers
As though they were grass.



© Good and Beautiful


A. EDELFELT.
1881.

Completed ☐

Independent Practice

Edit the Story



Edit the story. Use the marks shown in the box below to edit. Remember to start a sentence with an uppercase letter (also called a capital letter), always capitalize the word "I," and end a sentence with a period, exclamation point, or question mark. **There are five mistakes.**

Capitalize: ≡ Add a punctuation mark: ^. ^? ^!

The Silly Goat

I once had a silly goat named billy. He would try to eat rope, my shirt, and my pants. he would try to jump over the gates he would chase the gophers

IDENTIFYING COMPLETE SENTENCES

In each box, read the question. Then use a highlighter to highlight the speech bubble that answers the question with a complete sentence.

How long is the worm?

The worm is two inches long.

Two inches.

What can you knit?

Socks and sweaters.

I can knit socks and sweaters.

Write the answer to the question. Use a complete sentence and your best handwriting.

Would you rather have a goat or a goose for a pet?

☐ Personal or Shared Reading: For 20 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

READING BOOSTER CARD TARGET 20

O Can Say the Short U Sound

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Have the child read the poem aloud:

Window Boxes

By Eleanor Farjeon

A window box of pansies
Is such a happy thing.
A window box of wallflowers
Is a garden for a king.
A window box of roses
Makes everyone stand still
Who sees a garden growing
On a window sill.

☐ Read to the child: Sometimes the letter O says /ŭ/ as in LOVE. Read the chart below each window box, and then tell me which window box you would most like to have on your bedroom window.

☐ Read to the child: C and G are usually soft when they come before ____. [I, E, or Y] A verb tells _____. [what the subject does] There are two types of verbs: action verbs and being verbs. What are the two types of verbs? [action and being] Tell me an action verb. [e.g., jump] Tell me a being verb. [e.g., is]

☐ Read to the child: Say this sentence five times while pointing to the points on the compass rose that each word represents: "Never eat soggy waffles."









some	done
dove	glove
month	other
London	mother
contain	observe
discover	above

oven	Monday
color	company
brother	hover
wonder	recover
dozen	occur
another	compete

lovingly	connect
shove	son
come	shoved
shovel	second
complete	develop
income	shoving

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Completed ☐

Independent Practice

Use the app

With your parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Audio > Lesson 51 Audio Narration. Play the audio narration while you look at the painting and follow the instructions.



Completed ☐

WRITING Finish the essay by tracing the words and adding your own words or words from the word bank.

as I read the Bible	when I pray	when I look at the sky	when I see the beautiful world
when I hear good music	when I serve others	as I remember I am His child	when I go to church

My Little Essay

How I Feel God's Love

There are different ways that I can feel God's love. First, I feel His love

I also feel His love

Plus,

I'm grateful God loves me.

☐ Personal or Shared Reading: For 20 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

READING BOOSTER CARD TARGET 22

UI and UE, Map Grids, Oceans

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Have the child read the poem.

Aim High to the Sky

By James McDonald

Aim high to the sky,
In all that you do.
Because you just never know,
What it takes to be you.
Be strong and be brave,
But at the same time be kind.
And always be sure,
That you're using your mind.

☐ Read to the child: Today you get to go on a cruise! Cut the cruise ship out on the bottom of the next page, and then we are ready to go! We will do this activity on the map on the next page.

1. A compass rose shows cardinal directions. Point to the N on the compass rose on the next page and tell me what the N stands for. [north] Repeat for E, S, and W. Use the compass rose to help you identify the west coast of the United States. Put your ship in the ocean there. This is where your cruise starts. Which ocean is your boat in? [Pacific]

   Oceans cover over 70% of our world. It is really one big ocean, but it is divided into areas named the Pacific, Atlantic, Indian, Arctic, and Southern Oceans. The Southern Ocean is down around Antarctica, and it is also called the Antarctic Ocean. It is so cold in that ocean that we are not going there today!

2. Find the country of Brazil in South America on the map. Read the path of words that goes from your ship down around South America and stop your ship at the east coast of Brazil. What ocean are you in now? [Atlantic Ocean]

3. Now read the words that make a path up to the Arctic Ocean. Then take your ship up to the Arctic Ocean. Brr, it's cold up there! Now take a pathway through the water to the Indian Ocean and read the words in the Indian Ocean.

4. A map grid is a pattern of lines that form squares. Letters and numbers are used with a map grid to help find the location of a place. For example, I will show you how to find the spot that is at B4. [Greenland] Tell me what country is at A3. [Canada] What ocean is at D2? [Indian Ocean]

☐ Read the poem on the next page to the child.

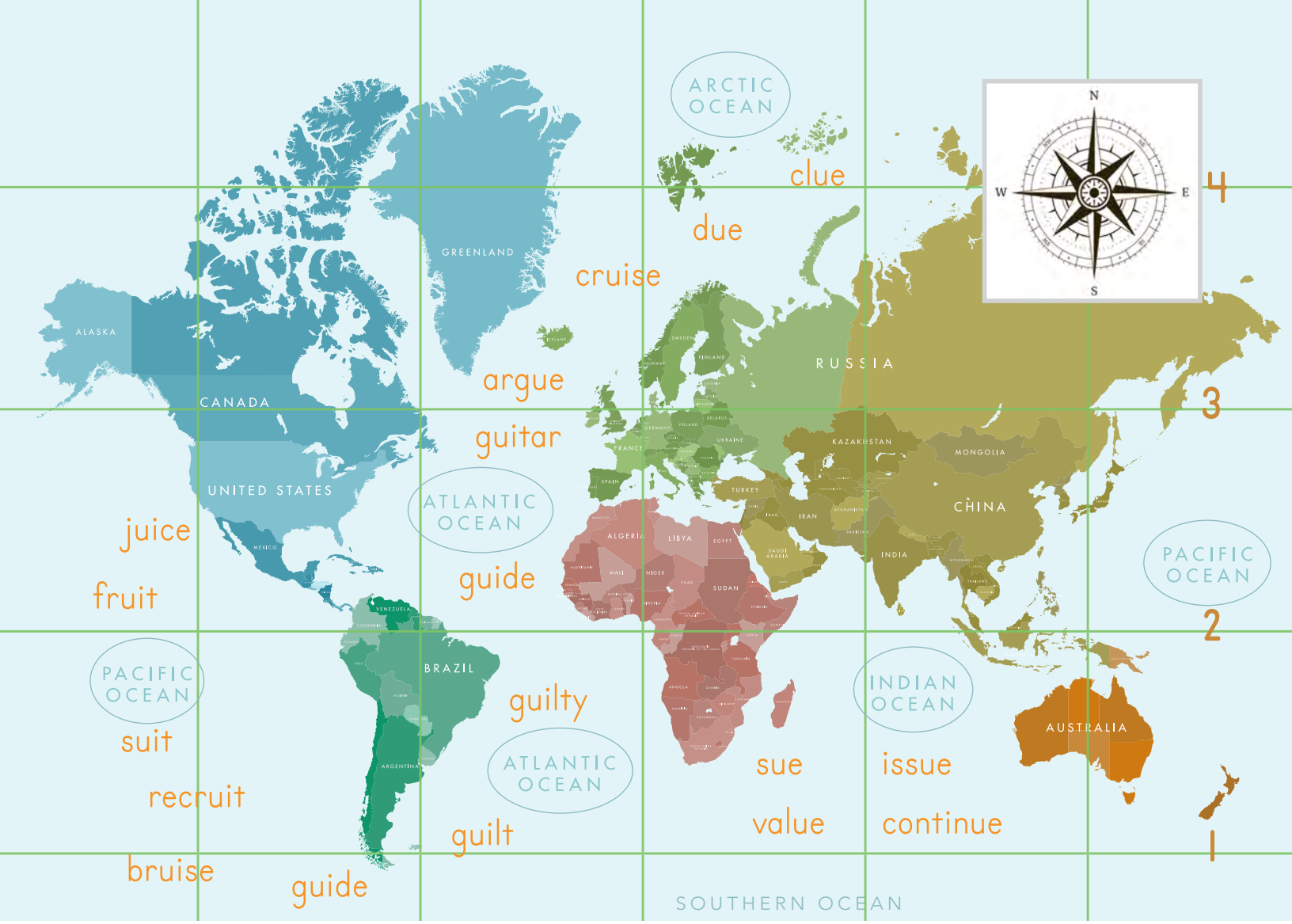
☐ Read to the child: Let's review. At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.

Cut off the chart at the bottom of the next page and give it to the child. Dictate the words (in random order) from the chart below and have the child write each word in the correct column. Also, read the rule below, if needed.

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

K	C	Exception
kite	class	skate
skid	clip	
skill	cross	

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Continents

By Jenny Phillips

When learning the seven
continents,
Two letters are all you need.
Think of A for six of them,
For the last one think of E.

Asia, Africa, and Australia,
These are the first three.
Be careful in Antarctica
Where you will likely freeze!

Two Americas, North and South,
Are connected by narrow land.
It's almost as if they are friends
Trying to hold hands.

Can you remember what comes
next?
Think of France, Spain, and Italy.
And then you might recall
Europe starts with E.

	K Comes before an I, E, or Y	C	Exception



Completed ☐

Independent Practice

COMMON AND PROPER NOUNS AND SPELLING PRACTICE Write a common noun that describes each proper noun. A proper noun is a SPECIFIC name of a noun.

David _____ Becky _____ Oak Road _____

GEOGRAPHY AND WRITING PRACTICE The house number and street name make the address for each house. Look at the sentence above the houses for the gray cat's address. Finish each sentence below with the correct addresses for the black and brown cats.



The gray cat lives at 18 Honey Road.

Honey Road

The black cat _____

The brown cat _____

☐ Personal or Shared Reading: For 20 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

This section is blank for double-sided printing purposes.

Completed ☐

LESSON 53

Geography: The Equator

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: fly, cry, dry, good, look, cook.
- ☐ As you read to the child, point to the items you are discussing on the map. The ***equator*** is an imaginary line drawn around Earth that divides the planet into two halves: the ***Northern Hemisphere*** and the ***Southern Hemisphere***.

  On the map below, point to the equator. Does the equator run through North or South America? [South America] Does the equator run through Africa or Australia? [Africa] Is the equator a real or imaginary line? [imaginary] Is Australia in the Northern Hemisphere or Southern Hemisphere? [Southern]

  Tell me where you live by telling me your house number, street name, town/city, county (if applicable), state/province, country, continent, hemisphere, and planet.

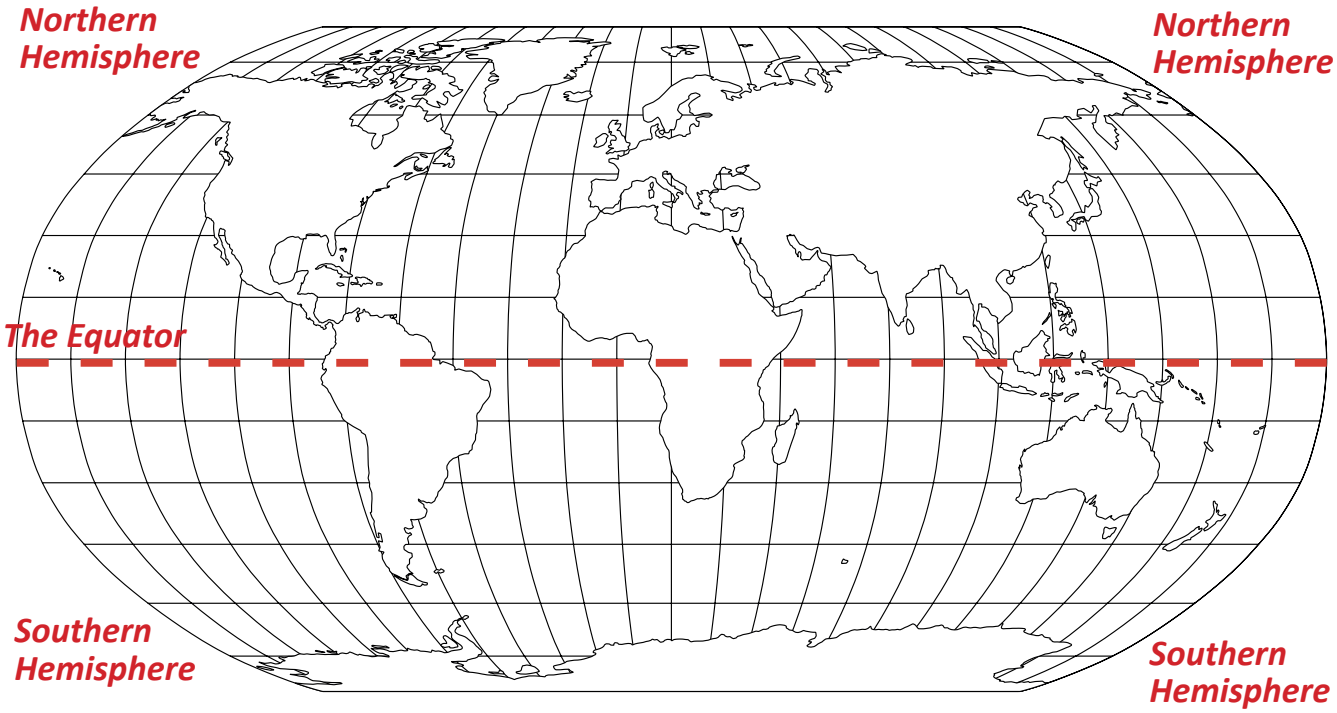
It is usually hot and ***humid*** around the equator. When the air is humid, it means a lot of water vapor is in the air, so the air feels heavy and moist. I will tell you why it is hotter around the equator. At the equator the sun's rays are shining directly down, not at an angle. This makes the temperature hotter. Why is it more humid around the equator? Warm air can hold more water than cold air. Also, it rains more near the equator because the hot air creates ***evaporation***. When water evaporates, it changes from a liquid to a gas—forming clouds! From clouds come rain.

It is hotter the closer you get to the equator and colder the farther away you get. For each pair of locations, underline the location that would be hotter.

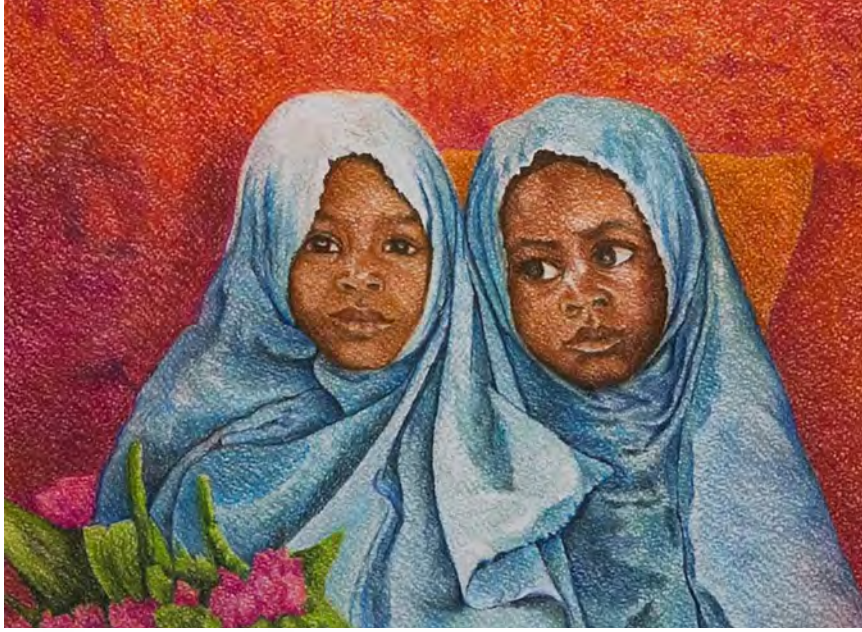
Greenland—Canada

Canada—United States

United States—Mexico

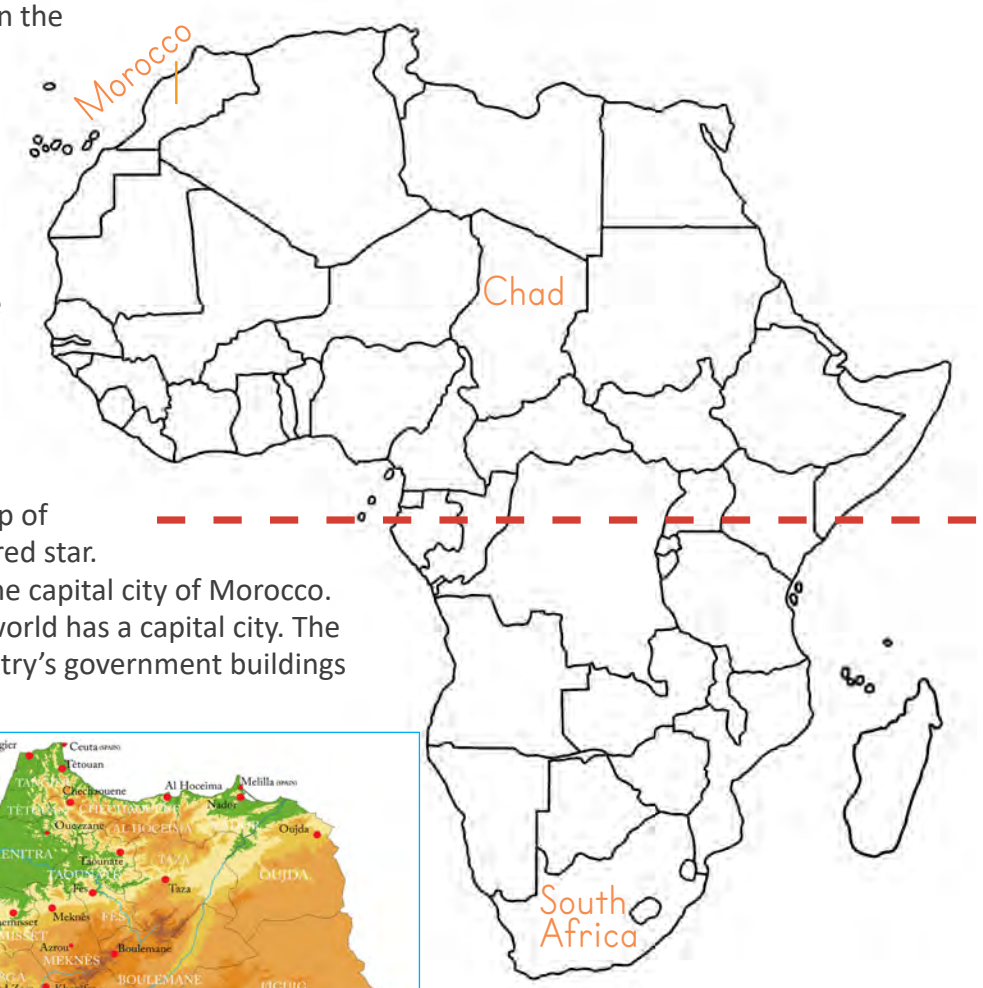


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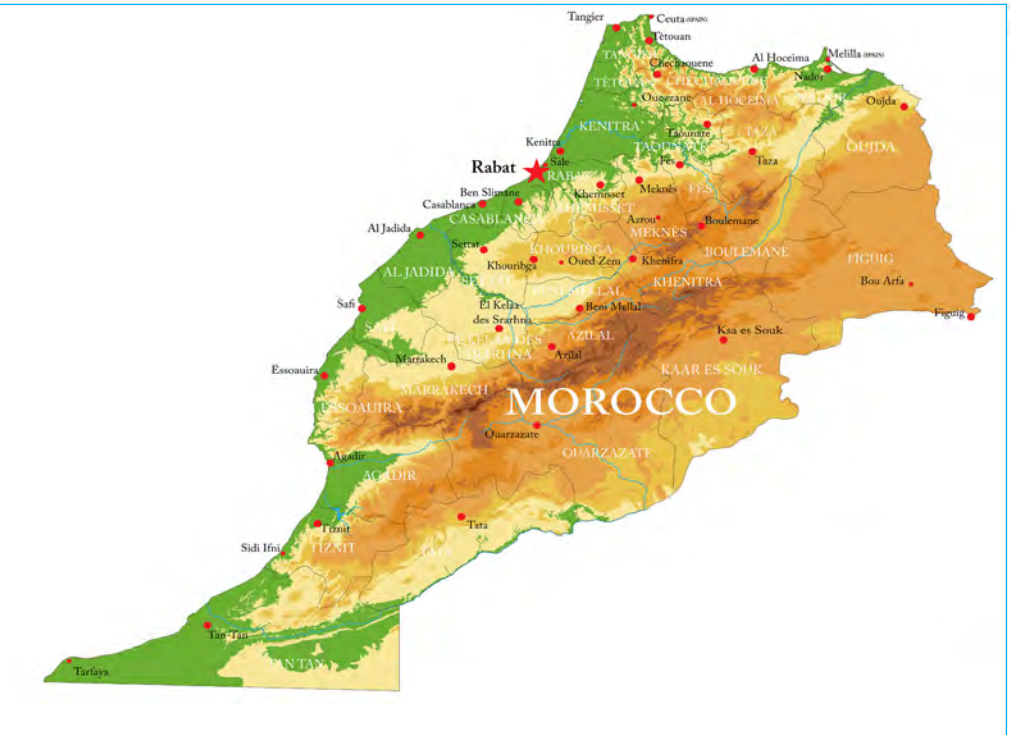
Fun Fact: You can find more kinds of bats in countries by the equator because it is nice and warm—the way many bats like it!

☐ Read to the child: The painting on this page is made with chalk pastels. It shows two girls from Morocco. Look how precious these Moroccan girls are. Every person is beloved and made in the image of God. Morocco is a country in Africa. Look at the political map of Africa on this page. The red line on the map is the equator. Africa is divided into many countries. Some of the countries in Africa are in the Northern Hemisphere, above the equator. Some of the countries in Africa are in the Southern Hemisphere, below the equator.



Point to Morocco on the map. Is it in the Northern or Southern Hemisphere? [Northern] Tell me another country in Africa that is in the Northern Hemisphere. Tell me the name of a country in Africa in the Southern Hemisphere.

Look at the topographical map of Morocco below. Point to the red star. This is Rabat [ru–BOUGHT], the capital city of Morocco. 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 brown on the map represents mountains. The darker the brown, the higher the mountain. Run your finger along the green area, where there are no mountains. Now run your finger along the highest mountains in Morocco.

Completed ☐

Independent Practice

HOMOPHONE PRACTICE

eye = My eye can see. | **I** = Dad and I hike.

Write the correct homophone in each blank: eye or I.

1. _____ have a patch on my _____.
2. My _____ hurts.

READING PRACTICE

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

I wonder who will	little presents today.
I wrapped a dozen	he dove into the sea.
We discovered a white	present the award.
I observed Jake as	dove in our yard.

Underline each sentence that is true.

Ducks can swim on the surface of a lake.

It is easier to observe the stars at night, not day.

You can cook food in an oven.

It would be strange to see snow on a high mountain.

☐ For 20 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 54

ER and IR Reading and Spelling Practice

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Give the child a highlighter or yellow crayon. Read to the child: When reading longer words, it is helpful to recognize letter teams that together make one sound, like TH, AR, ER, IR, and so on.

What sound does ER make? [/er/ as in HER] What sound does IR make? [/er/ as in STIR] For each word below, highlight any ER or IR team, and then read the word. The words below are divided into syllables, as shown by the gray and blue boxes. Remember that the vowel usually says its name in an open syllable (a syllable ending with a vowel).

eternal	sirloin	whirlpool
birthmark	deserve S sometimes makes the sound /z/.	together The vowel at the end of an open syllable can say its long or short sound.
disaster	November	cleverly

☐ Complete the letter tiles activity.

LETTER TILES

Use the app

On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 54, or use physical tiles. Dictate the words in the purple boxes. Tell the child that the /er/ sound in these words is made with ER.

her | after | under | faster | over | paper

Dictate the words in the purple boxes below. Tell the child that the /er/ sound in these words is made with IR.

bird | third | first | stir | dirt | girl

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Completed ☐

Independent Practice

knew = I knew you would come.

new = The car is new.

HOMOPHONE PRACTICE Write the correct homophone in each blank.

Our nephew _____ how to care for daisies.

I _____ you loved daisies.

I made a _____ garden patch filled with daisies.

Read the nature journal, and then circle the correct answers.

NATURE JOURNAL READING COMPREHENSION

Daisies

Daisies are found on every continent except for Antarctica. For thousands of years, daisies have been used as medicine.

The flowers and leaves of a daisy are edible. This means you can eat them! They are healthy.

Daisies can be white, purple, red, or yellow. The centers can be yellow, brown, or red.



Many insects eat the pollen from daisies.



1. Is daisy pollen dangerous to insects? **YES** **NO**
2. Are all daisies white? **YES** **NO**
3. Can you find daisies in Antarctica? **YES** **NO**

☐ For 20 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 55

Plural Nouns

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Have the child read the following phrases:

blue suit	**a true value**
juicy fruit	**continue the rescue**

☐ 

Practice the Unit 2 spelling words by dictating them and having the child write them on the whiteboard or by using the letter tiles app (Level 2 > Spelling Words: Unit 2): our, very, could, should, would, where.

☐ Read to the child: Let's review. What is a noun? [a word for a person, place, or thing] A plural noun is a word for more than one person, place, or thing.

We usually make a noun plural by adding S. For example, read the words in green, and then make them plural.

clue clues suit suits

We add ES to make words plural that end with SH, CH, Z, X, or S.



Tap each of the blue circles with your fingers and say the letter or letters in each circle.

Now, I will tell you the beginning of the rule, and then you finish it. Usually make a noun plural by adding S, but add ES to make words plural that end with ___. [SH, CH, Z, X, or S]

☐ Have the child complete the section below by adding S or ES to make each word plural. If needed, read the underlined rule on this page again.

glass_____

bench_____

flash_____

fox_____

wall_____

waltz_____

garden_____

branch_____

drink_____

wish_____

© Good and Beautiful

Completed ☐

Independent Practice

A lowercase Q can look like all of these:

q q q q q q q

READING COMPREHENSION AND ART Read the text in each box, and then underline the correct answer. Then fill in each blank face, copying the face above it.

One day, quite early in the morning, Quinn heard the sound of water pouring on his quilt. His room was quickly flooding. It was clearly much too cold! The pipes had broken!

What caused the pipes to break?

A. an earthquake
B. the cold

Whitney went out to feed the turkeys, but they were gone. She quickly jumped on her donkey and searched the quiet valley. She finally found the turkeys in a shady area. It was hard work, but she didn't quit until she had brought them all straight home.

Where did Whitney find the turkeys?

A. in a shady area
B. by the river

Mr. Lopez looked at his ducks as they ate worms. He had traveled the world, met a queen, and earned a lot of money. But he found the most joy in raising ducks and donating the eggs to families in need.

Mr. Lopez had

A. traveled to a few places.
B. traveled to many places.








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Completed ☐

CREATIVE WRITING CORNER

Create a poem by following the steps:

1. Under the first brown line of the poem, write a second line that rhymes. You can use the words in the brown box word bank. Do the same thing for the blue and green lines.
2. Write a title on the purple line at the top of the poem.



sky fly by	glide pride side	light right white bright

Poetry Time

I saw an eagle soaring high

His noble wings spread so wide

All these things show God's might.

☐ Personal or Shared Reading: For 20 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 56

Messages in Books

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: Have you ever heard of someone putting a message in a bottle? In stories and in real life, shipwrecked people have put important messages in sealed bottles and set them afloat on the ocean, hoping they would wash up on shore somewhere so that the messages could be found.



Messages are in everything we read, whether it is a note in a bottle, a poem, a scripture, a short story, or a book. All messages are either good or bad. All good messages come from God. No bad messages come from God. It is important that we do not read things that lead us away from Christ or encourage us to become less like Christ.

There are two charts on the next two pages. The charts show good and bad messages from two books: one is a best-selling book about a boy who writes in a diary, and the other is a book called *The Beatinest Boy*, which is listed on *The Good and the Beautiful Book List*. With the child, study and discuss the charts.

Isn't it amazing how different the messages in books can be? Why is a book that has so many bad messages and no good messages so popular? In Isaiah 5:20 we read that some people "call evil good, and good evil; that put darkness for light." Make sure to recognize books that make evil things look fun, exciting, and acceptable. Those books might make us laugh and entertain us, but they are not clean. We don't feel very good after reading those books. But if we read them a lot, we start to get used to those bad feelings and don't even recognize them anymore. That means we've become desensitized.

In the Bible we also read, "Be ye clean" (Isaiah 52:11). Being clean in our book choices leaves us feeling good. Always pay attention to how you feel after you finish a book.

As we continue reading clean and uplifting books in this course and from *The Good and the Beautiful Book List*, let's try to notice all the good messages in them and how the books make us feel.

Independent Practice

Use the app

PHONICS On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos and, as a review, watch the following videos: Part 1: Spelling Rule S, F, L, Z and Spelling Rule: C or K at the Beginning or Middle of Words.

☐ Personal or Shared Reading: For 20 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 ☐

What Messages Are in a Book?

Good Messages

The Beatinest Boy	
Kindness	✔
Gentleness	✔
Patience	✔
Love	✔
Thinking of Others	✔
Positive Attitude	✔
Appreciation of Nature	✔
Appreciation for Family	✔
Hard Work	✔
Hope	✔
Sharing	✔
Loyalty	✔
Complimenting Others	✔
Respect Toward Others	✔
Repentance	✔
Perseverance	✔
Knowledge	✔

Note: All of the good messages on this chart are given in *The Beatinest Boy* at least five times each!

A Book About a Boy Who Writes in a Diary	
Kindness	
Gentleness	
Patience	
Love	
Thinking of Others	
Positive Attitude	
Appreciation of Nature	
Appreciation for Family	
Hard Work	
Hope	
Sharing	
Loyalty	
Complimenting Others	
Respect Toward Others	
Repentance	
Perseverance	
Knowledge	

Note: None of the good messages on this chart are given in this book—not even once.

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Completed ☐

What Messages Are in a Book?

Bad Messages

The Beatinest Boy	
Unkindness	
Greediness	
Impatience	
Revenge	
Selfishness	
Negative Attitude	
Making Fun of Adults	
Ingratitude	
Making Fun of Family	
Laziness	
Potty Language	
Disloyalty	
Making Fun of School	
Disrespect	

Note: *The Beatinest Boy* does not make any of the bad messages on the chart seem acceptable or funny.

A Book About a Boy Who Writes in a Diary	
Unkindness	✔
Greediness	✔
Impatience	✔
Revenge	✔
Selfishness	✔
Negative Attitude	✔
Making Fun of Adults	✔
Ingratitude	✔
Making Fun of Family	✔
Laziness	✔
Potty Language	✔
Disloyalty	✔
Making Fun of School	✔
Disrespect	✔

Note: This book makes all the bad messages on the chart seem acceptable or funny.

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Completed ☐

LESSON 57

Sentence Diagramming: Step 1

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: Read the sentences in green. Have the child point to the subject (who or what is acting or being in the sentence) [lake, Stacy] and the verb (which can be an action verb or form of "to be"). [appeared, rescued]

The lake appeared calm.
Stacy rescued the raccoon.

☐ Read to the child: We are going to learn how to diagram sentences. Diagramming sentences is a great way to understand grammar, and it is a fantastic exercise for the brain. It is like putting together a word puzzle.

When we diagram a sentence, we always start with a horizontal line like this:

Then we add a vertical line like this:



Next we write the SUBJECT on the left and the VERB on the right.

Example: Dave jumps.



☐ Help the child complete the next page. You complete the first sentence (Jade smiles.), and then have the child complete the section.

☐ Read to the child: Let's review. 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.

Cut off the chart at the bottom of the next page and give it to the child. Dictate the words (in random order) from the chart below and have the child write each word in the correct column. Also, read the rule below if needed.

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

	K Comes before an I, E, or Y	C	Exception
	skip	cliff	skunk
	sky	close	
	kiss	scoot	

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Completed ☐

Sentence Diagramming: Step 1

Subject
The subject (a noun or pronoun) is who or what is acting or being in the sentence. The subject does not always come first in the sentence, but you always place the subject to the left of the vertical line.

subject	verb

Bunny eats.

Bunny	eats

Verb
The verb always goes to the right of the vertical line.

Diagram the sentences. **Draw the lines for the last sentence.**

Jade smiles.

I try.



Snow falls.

Wind blows.

	K Comes before an I, E, or Y	C	Exception

Completed ☐

Independent Practice

UNIT SPELLING WORDS

Each spelling word is listed in all uppercase letters, which are also called capital letters. Read each word, and then write it in all lowercase letters.

OUR		WOULD	
VERY		COULD	
SHOULD		WHERE	

HOMOPHONE REVIEW

hear = I hear you. | **here** = I'm here. | **sea/see** = I see the sea.

Write the correct homophone in each blank: hear, here, sea, or see.

1. The _____ is blue.
2. I _____ singing.
3. Wait right _____.
4. We _____ the sunrise.

☐ Personal or Shared Reading: For 20 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

This area is blank for double-sided printing purposes.

ITEMS NEEDED:

- word processing program

Completed ☐

LESSON 58

Oral Narration: Personal Narrative



☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: I will dictate a short sentence, and you write it on the line at the bottom of the page. Remember to add a silent Caboose E so a word does not end in V. Dictate this sentence: I have to feed my pig.

☐ Read to the child: Narrative writing is writing that tells a story—true or imaginary. A personal narrative is a true story about yourself. You are going to compose a personal narrative orally. First, let's choose an experience or event that has happened in your life. With the child discuss recent events in the child's life (a vacation or field trip, getting a pet, going to the dentist, visiting Grandma, getting hurt, finding something in nature, etc.). Then have the child select an experience to narrate and write the topic he or she selects on the blank line.

_____

Your narration should have a beginning, middle, and ending.

The beginning is fun; you get to tell about the setting of your story. Give some details about when the event took place and where you were. Also, introduce the characters.

The middle explains what happened. Make sure to use some of the following transition words to connect sentences and paragraphs:

first	**then**	**also**	**the next day**
suddenly	**finally**	**last**	**after that**

The end wraps it all up. Tell the results of the event or perhaps the lesson you learned.

☐ Have the child narrate a personal narrative story in his or her own words as you type it out. Typing it out while the child tells you the story offers him or her a chance to pause and think how to form the next part of the story. Use prompts like those listed below to encourage the child to add details and use sensory description.

- That sounds wonderful! Can you describe it in more detail? Can you add more details to this sentence?
- Can you describe the scene where this took place? What time of day was it?
- Do you think a transition word like SUDDENLY or NEXT would work well here?
- How did it make you FEEL? What did it LOOK like? What did it SMELL like? What did it SOUND like?
- And then what happened? How did the problem resolve? What did you learn?

SENTENCE DICTATION

_____

_____

_____

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Completed ☐

Independent Practice

SENTENCE DIAGRAMMING Diagram the following sentences on the given lines. The subject goes on the left, and the verb goes on the right.

I cry.



Rain falls.



ART BOOK

Use the app

On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Books > The Art of Konrad Mägi. Play the video, and then circle the right answers to the questions.



Reading Comprehension

1. Mägi used the same style for all of his paintings.

   true false

2. Mägi usually used bright colors in his paintings.

   true false

3. Which of the following things was Mägi interested in?

   lions clouds shovels

4. Which of the following is the main focus of the book?

   the life and art of Konrad Mägi which museums display Konrad Mägi's art today

☐ Personal or Shared Reading: For 20 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:
- cotton swab
- paint
- paper

Completed ☐

LESSON 59

Spelling Practice

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ 

On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Part 2: Spelling Rule S, F, L, Z. Play the video and watch with the child. Repeated viewing of this video helps cement learning.

Note that certain spelling principles do not need to be mastered in Level 2, as they will be mastered in future courses. However, some spelling principles do need to be mastered in Level 2 because they will not be taught in higher levels (see page xix). Much repetition is needed to achieve lifetime mastery of the principles, which is the goal. Even if your child understands the spelling concepts, it is suggested that you still repeat them.

☐ Complete the letter tiles activity. Read the spelling rules to the child as often as needed:

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

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.



LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 59, or use physical tiles. Dictate the words in the purple boxes.

thrill	tool	poof	stuff	skim	gruff
crust	cool	glass	cling	scarf	scrape

Independent Practice

SUBJECTS A subject is who or what is acting or being in the sentence. Circle the subject in each sentence.

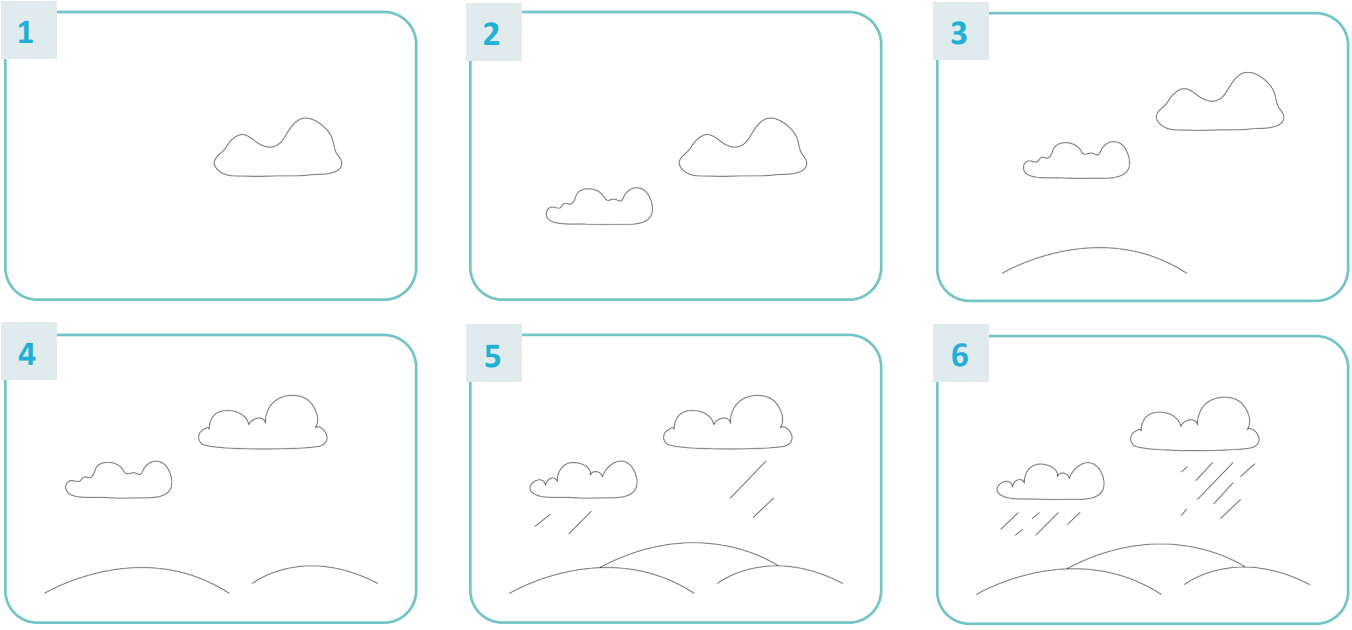
Lions roar.	The gerbil runs.	Yes, Ed is tall.	A monkey swings.

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Completed ☐

ART AND SPELLING PRACTICE You get to create a painting in the style of Konrad Mägi, who you learned about in the last lesson. The painting is of the hills of Estonia.

1. Get a separate piece of blank paper. Turn it sideways (the long way). Follow these steps to create the drawing of a hill with rain above it. Use a pencil. Try to fill the whole page or most of the page with the drawing.



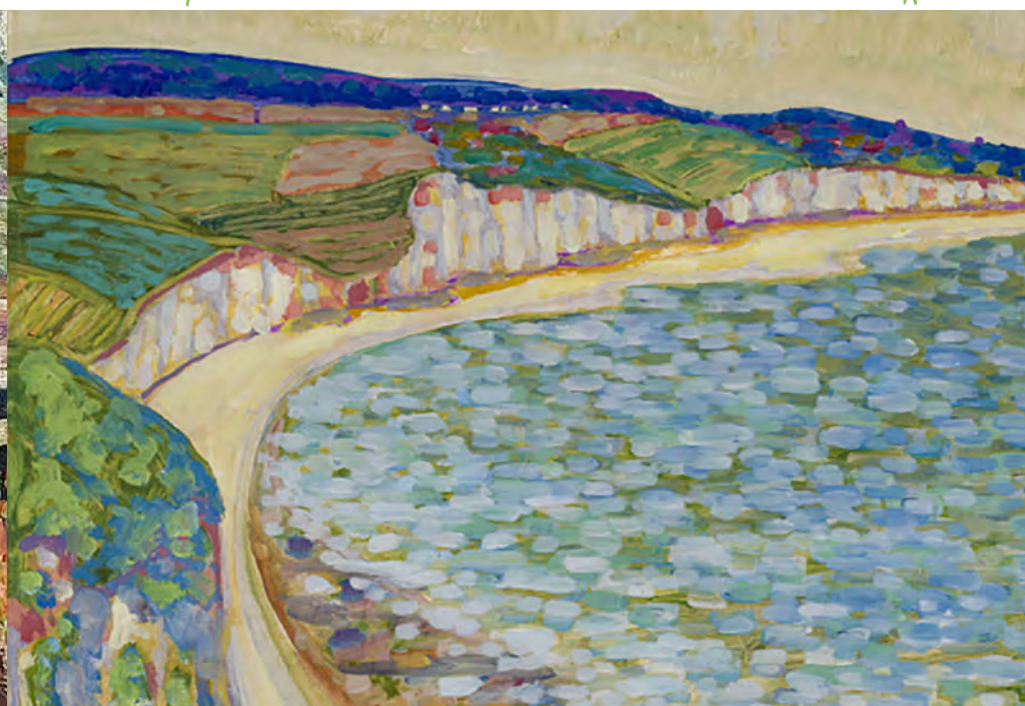
2. With a pencil, write each of your spelling words lightly somewhere in the hills. In the next step, you are going to bury them in the hills by painting over them.

our	very	could
should	would	where

3. Using a cotton swab or the eraser of a pencil and different colors of paint, paint the clouds and sky and hills using dots or short dashes that go up and down, sideways, or diagonally. Like Konrad Mägi, try using bright colors for the clouds, like purple, green, gray, and white. Sections of Konrad Mägi's paintings are below for your reference.

☐ Personal or Shared Reading: For 20 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 60

Sir Isaac Newton and His Dog, Diamond

☐ Work on reading booster cards or books for 8 to 12 minutes.



☐ Use the app Practice the Unit 2 spelling words by dictating them and having the child write them on the whiteboard or by using the letter tiles app (Level 2 > Spelling Words: Unit 2): our, very, could, should, would, where.

☐ Read to the child: I will dictate the beginning of a short sentence. You finish the sentence in a silly way on the line at the bottom of the page. The long A sound in "hair" is made with AI. Dictate this phrase: Your hair is . . .

☐ Read the story with the child, having the child read the paragraphs in purple. For unknown words, have the child sound out parts of the word that he or she can decode. The child can also try to use the context of the sentence to determine the word. Although decoding words using learned phonics principles is ideal, there are hundreds of words with exceptions or rare rules that the child will come across at some point while reading. The skills of decoding the known parts of the word and using sentence context to help determine the unknown parts of the word are important to learn.

Sir Isaac Newton and His Dog, Diamond

By Joseph Henry Wade and Emma Sylvester

Did you ever hear the story of Isaac Newton and his little dog, Diamond? One day, when Newton was fifty years old and had been hard at work for more than twenty years studying the theory of light, he went out of his chamber, leaving his little dog asleep before the fire.

On the table lay a heap of manuscript papers containing all the discoveries that Newton had made during those twenty years.

When his master was gone, Diamond jumped upon the table and overthrew the lighted candle. The papers immediately caught fire.

Just as the destruction was finished, Newton opened the chamber door and saw that his labors of twenty years were reduced to a heap of ashes. There stood little Diamond, the author of all the mischief.

Almost any other man would have been absolutely furious. But Newton patted the dog on the head with his usual kindness, although grief was in his heart.

"Oh, Diamond, Diamond," exclaimed he, "thou little knowest the mischief thou hast done!"

This incident affected Newton's health and spirits for some time afterward, but from his conduct toward the little dog, you may judge the sweetness of his temper.

☐ Read to the child: Is the story from the author's or the dog's point of view? [the author's] Have the child retell the story in his or her own words, and then explain the message of the story.

SENTENCE DICTATION

Silly Sentence

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Completed ☐

Independent Practice

to = I go to work. | Give this to Dad.
too = I am too tired. | I want some too.
two = I have two brothers.

HOMOPHONES Read each sentence, and then draw a line from the sentence to the correct word to fill the blank spot.

They have _____ many letters to write today.

_____ tulips are growing against the house.

We drove _____ a beautiful part of the country.

We are ready for breakfast _____.

Please give the fish we caught _____ Mom.

to (toward)

too (as in too much/many or also)

two (2)

Syllable Division Rule: Open Syllables

Rule: Divide before the consonant when the vowel is long. A long vowel says its name.

Fill in the circle that shows the total number of syllables in the word, and then write the word divided into syllables. The first one is completed as an example.

destroy	1 **2** 3	de - stroy
crazy	1 2 3	
human	1 2 3	
united	1 2 3	

CABOOSE E Write an E at the end of each word that needs a Caboose E so that the word does not end with V or U. Then read each word aloud.

giv___	liv___	tank___	mov___	prov___	quiz___

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Completed ☐

WRITING PRACTICE

To describe the painting on this page, fill each blank with any word from the word bank. The word for the last blank is not given.

lovely	hills	homes	peaceful	beautiful	pretty	grass	trees

The painting is _____.

I like the _____ and the _____.

The color used the most in the painting is _____.



☐ Personal or Shared Reading: For 20 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 61

READING BOOSTER CARD TARGET 24

Sight Words: Group 2 + Reader's Theater

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ 

On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Reading with Expression. Play the video and watch with the child.
- ☐ Note: The main character, Taylor, can be a boy or girl, depending on who is playing the part. Read to the child: Today we are going to practice sight words you have learned in your reading booster cards by doing a reader's theater where we read a two-person drama. A drama is a story that is acted out. The story we are going to read is called "Diamonds and Toads." This is a modified version of a French tale by Charles Perault. This story has two parts: the narrator and Taylor. We will read the story two times.

  We will try to read with expression in our voices, as we learned in the video we listened to.

Take out pages 167 and 169. You keep a page and give the other page to the child. Follow Steps 1 and 2 below. Keep page 167, as part of the independent practice is on the back side of the page.

- ☐ Read to the child:

1. We will both stand up as we read. The first time we read, you will be Taylor, and I will be the narrator.
2. The second time through the story, you will be the narrator, and I will be Taylor.



Independent Practice

Read to the child: We usually add S to words to make them plural, but we add ES to make words plural that end with SH, CH, Z, X, or S. Add either S or ES to make the words below plural. Then read each word aloud.

ear	watch	son	glass
shovel	leash	fox	ash

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Diamonds and Toads

Reader's Theater: Student Copy

Narrator: Long ago in a certain pleasant village by the ocean lived two siblings—Fanny and Taylor.

Taylor was kind and loving, but Fanny was not. One day Taylor went to the fountain to fetch water. There was a drought in the area, and the fountain was the only place to get water.

At the fountain Taylor saw an old, curious-looking woman sitting there. Taylor filled up a jar of water for the woman and spoke to her.

Taylor: Dear woman, you look so tired and lonely. Here is some water from the fountain. I hope it will give you strength. I wish you lived near me, for I would invite you to our home and play pleasant songs for you on our piano and cheer you up.

Narrator: The old woman smiled and touched Taylor's shirt sleeve. They talked for a long time. At length, the old woman told Taylor that she had no children who could inherit her belongings. She took a pouch from her pocket and gave it to Taylor. Ten minutes later, Taylor arrived home out of breath.

Taylor: Mother! Fanny! You must see this. Look at all the diamonds in this pouch. There are 50 diamonds of all colors. An old woman at the fountain gave them to me for my kindness. I will go put them in my drawer and think of what good I can do with them.

Narrator: Fanny, being very greedy and unpleasant, decided she wanted diamonds too, so she ran as fast as she could to the old woman, who was still sitting at the fountain. Fanny told the old woman that it was certainly not fair for Taylor to get those diamonds if she herself did not get anything, and Fanny demanded that the woman give her something. The old woman looked at Fanny sadly. Then she pointed over to a large basket sitting on the ledge of the fountain. Fanny grabbed it and ran off without even saying thank you. When she got home, she squealed in delight at how large the basket was, but when she opened it, 50 ugly, stinky, slimy toads jumped out.

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Completed ☐

Independent Practice

HOMOPHONES

one = I have one nose. | **won** = I won the race.

Write the correct homophone in each blank: one or won.

1. I own _____ blue suit.
2. He _____ the race.
3. _____ suitcase broke.
4. You _____ first place.

SPELLING PRACTICE

Say each word aloud, and then spell it aloud in a whisper.

our	very	could
should	would	where

Say it.

would

Trace the word while saying each letter aloud.

would

Circle the word three times.

w	e	w	o	w	s
o	w	o	u	o	v
u	o	u	u	u	w
l	w	o	u	l	d
w	o	u	l	d	h

Fill in the missing letters.

w _____ d

_____ ou _____

_____ ld

Say it.

very

Trace the word while saying each letter aloud.

very

Circle the word three times.

c	s	h	o	m	s
v	h	v	u	l	d
e	v	e	r	y	o
r	e	r	u	l	d
y	h	y	d	v	u

Fill in the missing letters.

v _____ y

_____ er _____

_____ y

☐ Personal or Shared Reading: For 20 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 ☐

Diamonds and Toads

Reader's Theater: Parent/Teacher Copy

Narrator: Long ago in a certain pleasant village by the ocean lived two siblings—Fanny and Taylor.

Taylor was kind and loving, but Fanny was not. One day Taylor went to the fountain to fetch water. There was a drought in the area, and the fountain was the only place to get water.

At the fountain Taylor saw an old, curious-looking woman sitting there. Taylor filled up a jar of water for the woman and spoke to her.

Taylor: Dear woman, you look so tired and lonely. Here is some water from the fountain. I hope it will give you strength. I wish you lived near me, for I would invite you to our home and play pleasant songs for you on our piano and cheer you up.

Narrator: The old woman smiled and touched Taylor's shirt sleeve. They talked for a long time. At length, the old woman told Taylor that she had no children who could inherit her belongings. She took a pouch from her pocket and gave it to Taylor. Ten minutes later, Taylor arrived home out of breath.

Taylor: Mother! Fanny! You must see this. Look at all the diamonds in this pouch. There are 50 diamonds of all colors. An old woman at the fountain gave them to me for my kindness. I will go put them in my drawer and think of what good I can do with them.

Narrator: Fanny, being very greedy and unpleasant, decided she wanted diamonds too, so she ran as fast as she could to the old woman, who was still sitting at the fountain. Fanny told the old woman that it was certainly not fair for Taylor to get those diamonds if she herself did not get anything, and Fanny demanded that the woman give her something. The old woman looked at Fanny sadly. Then she pointed over to a large basket sitting on the ledge of the fountain. Fanny grabbed it and ran off without even saying thank you. When she got home, she squealed in delight at how large the basket was, but when she opened it, 50 ugly, stinky, slimy toads jumped out.

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Completed ☐

LESSON 62

Three Things a Sentence Must Have

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Have the child read the poem:

Trees

By Aileen Fisher

Trees just stand around all day
And sun themselves and rest.
They never walk or run away
And surely that is best.
For otherwise how would a
Squirrel or robin find its nest?



☐ Read to the child: A sentence is a group of words that starts with a capital letter; ends with a period, exclamation point, or question mark; and expresses a complete thought.

A sentence needs three things: a subject, a verb, and a complete thought.

A subject: A subject is who or what is acting or being in the sentence.

A verb: A verb can be an ACTION or BEING word (for example, RUN or IS).

If a sentence is missing a subject, verb, or complete thought, it is called a ***fragment*** and is not a complete sentence.

Let's review. What three things does a sentence need? [a subject, a verb, and a complete thought] If a sentence is missing any of those things, it is called a ____. [fragment] A fragment cannot stand on its own as a sentence.

☐ In the purple box, have the child circle what each fragment is missing: a subject or verb.

1.	The green worm	SUBJECT | VERB
2.	Loves to help	SUBJECT | VERB
3.	Squirms around	SUBJECT | VERB
4.	The old apple tree	SUBJECT | VERB
5.	A bug on the log	SUBJECT | VERB
6.	Tries to help	SUBJECT | VERB

☐ Read to the child: A suffix is a group of letters added to the end of a word that changes the word's meaning. Read each word in the orange boxes, and then tell me the suffix added to each of these words. [-ed, -ing, -less]

planted flying endless

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Completed ☐

☐ Read to the child: A vowel suffix is a suffix that starts with a vowel. Read each word in the green boxes, and then point to the words that have vowel suffixes. The suffix -ly is a consonant suffix, and a "y" by itself is a vowel suffix.

fearful	aiming	latched
yawned	droopy	painful
clearly	tighter	endless
boiling	nearly	joyful
wrinkly	ageless	dearly

Independent Practice

SENTENCE DIAGRAMMING Diagram the following sentences on the given lines. The subject goes on the left, and the verb goes on the right.

It swings.



Honey drips.

GEOGRAPHY AND SPELLING PRACTICE Write the cardinal directions for each point of the compass rose.



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Completed ☐

Syllable Division Rule

Rule: Divide compound words between the two words.

Fill in the circle that shows the total number of syllables in the word, and then write the word divided into syllables. The first one is completed as an example.

classroom	1 **2** 3	class - room
airport	1 2 3	
campfire	1 2 3	
bathroom	1 2 3	

CABOOSE E Write an E at the end of each word that needs a Caboose E so that the word does not end with V or U. Then read each word aloud.

liv___	honey___	giv___	clu___	shov___	abov___

SUBJECTS A subject is who or what is acting or being in the sentence. Circle the subject in each sentence.

They argued.	The guide quit.	The gopher dug.	The small key fell.

☐ Personal or Shared Reading: For 20 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

Geography: The Amazing Nomads of Mongolia

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Read to the child: I will dictate a short sentence, and you write it on the line at the bottom of the page. Add a very large exclamation point to the end of the sentence. Dictate this sentence: I knew you could do it!

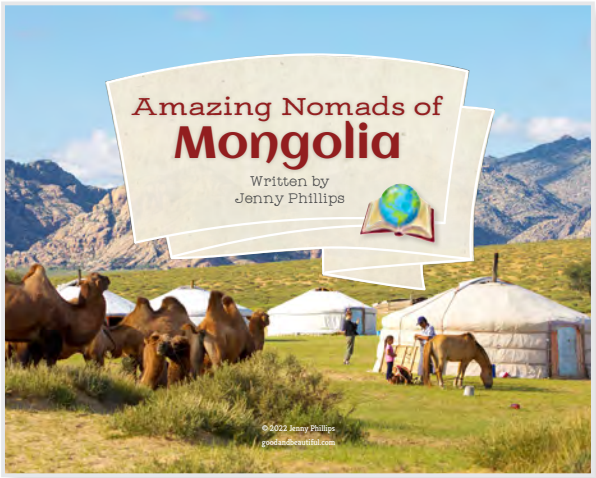
Have the child correct any mistakes. As always, cover up the sentence with your hand or a sticky note if needed so the child does not see it.

- ☐ Help the child complete the geography book activity and the "Color It!" map activity.

Use the app

GEOGRAPHY BOOK

On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Books > Amazing Nomads of Mongolia. Play the video.



Reading Comprehension

1. Circle two ways that some modern Mongolian nomads are connected to areas outside their homes.

   TVs cell phones living in the city

2. Circle two ways that Mongolian nomads can help preserve the environment.

   not overgraze an area make cheese not let harmful chemicals from mining get into rivers

3. Discuss the terms urban, rural, and suburban. In what type of area do you live? Do you know others who live in urban, rural, or suburban areas, or have you been to these areas on vacation?

urban (city) **rural** (countryside) **suburban** (an area located close to a big city or town)

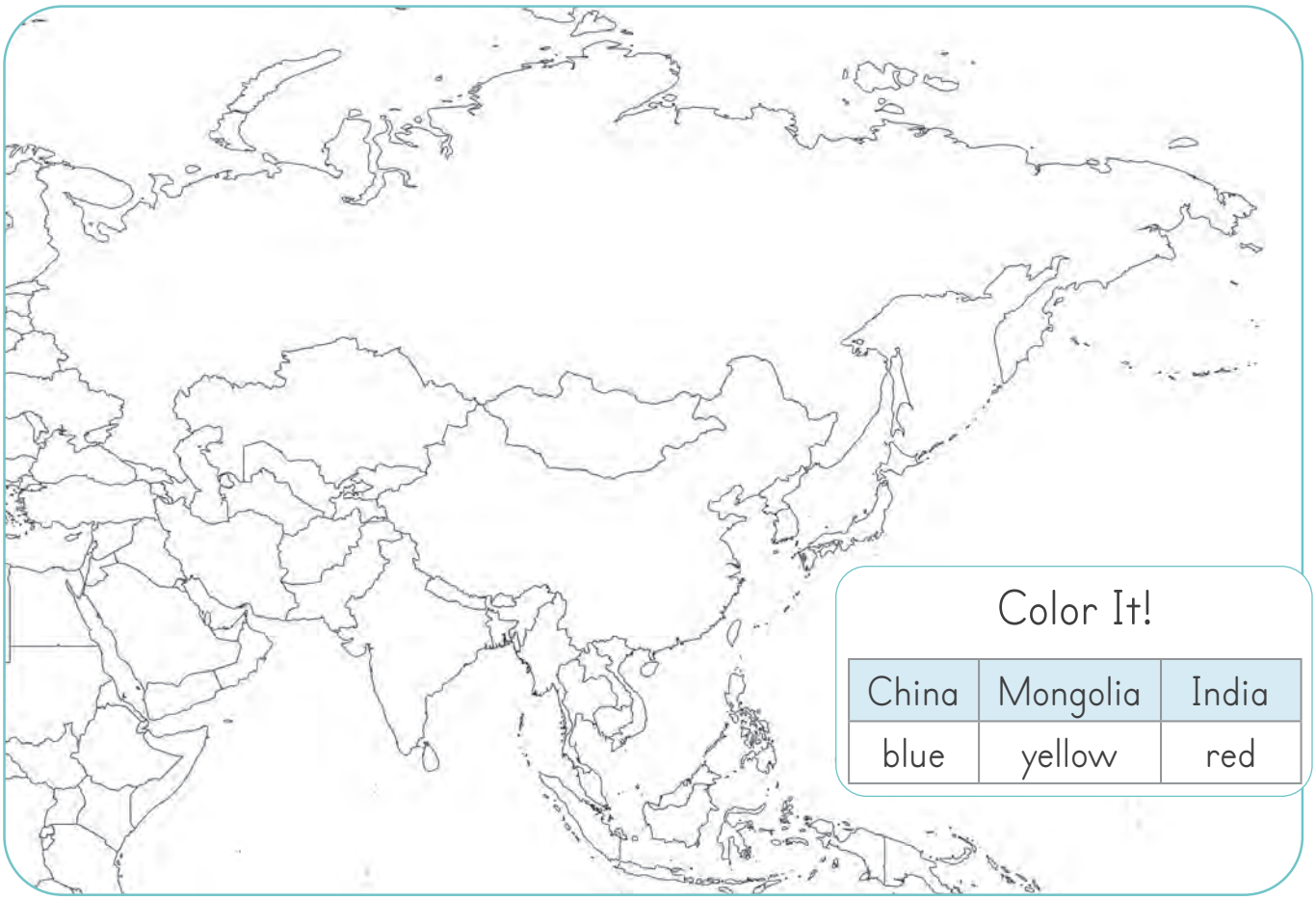
SENTENCE DICTATION

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Completed ☐



☐ Have the child color the bottom map, as indicated on the "Color It!" chart. The child may use the top map as a reference.



Color It!

China	Mongolia	India
blue	yellow	red

☐ Personal or Shared Reading: For 20 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 ☐

Independent Practice

Amazing Nomads of Mongolia

Geography Activity

Use a highlighter or yellow crayon to fill in each circle that shows how the physical environment of the Mongolian grasslands affects the daily life and culture of the nomads who live there. Cross out the circles that are false. If needed, listen to the book *Amazing Nomads of Mongolia* again.

Environment and Culture

They have huge gardens and plant a lot of crops.

They wear clothes that are comfortable, sturdy, and warm in the winter and cool in the summer.

They must move around to find the best place for themselves and their animals.



Plenty of grass is available for their animals, making it possible to be animal herders.

They eat a lot of meat, cheese, and milk from their animals.

They live in portable homes called gers that are easy to put up and take down.

They live in permanent homes with thick brick walls.

Urban, Rural, Suburban

On the line below each picture of Mongolia, add a label with the type of area shown:

urban (city) **rural** (countryside) **suburban** (an area located close to a big city or town)







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ITEMS NEEDED:
- spoon
- fork
- butter knife

Completed ☐

LESSON 64

Commas in a Series

Helpful Hint: A serial comma (also called an Oxford comma) is the comma placed right before the last item in a series of three or more items, such as the comma in red in this sentence: "I like clouds, grass, and trees." Some style guides (especially ones used by newspapers) say not to use the serial comma unless doing so causes confusion.

This course advocates the use of a serial comma because it often makes writing clearer. Also, many style guides and college handbooks advocate the use of a serial comma.

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: I will dictate three words. You write them on the lines at the bottom of the page. Each word contains the suffix -ed. Dictate these words: started, looked, needed.

☐ Have the child read the poem aloud:

The Bee

By Henry Bateman

Bustling about on rapid wing,
In summer life and glee;
It surely is a happy thing,
That ever busy Bee!



☐ Give the child a spoon, a fork, and a butter knife. Read to the child: When a sentence contains a series of three or more items or phrases, separate the items or phrases with commas. Set out the utensils I gave you in this order: SPOON, FORK, KNIFE. Write this sentence on the whiteboard: "I have a spoon, a fork, and a knife." Notice how we separate three or more items with commas.

Have the child find three items in the room and write a sentence about them on a separate piece of paper, separating them with commas.

Now let's practice separating phrases with a comma. Please jump, pat your head, and then touch your nose.

Write this sentence on the whiteboard: "You jump, pat your head, and touch your nose." Notice how we separate three or more phrases with commas.

Have the child do three more things, and you write a sentence about them, separating the phrases with commas.

Let's review. Fill in the blank. If a sentence contains a series of three or more items or phrases, we should separate the items or phrases with _____. [commas]

Answer the questions. How many items or phrases need to be in a series in order to separate them with commas? [three or more] If there are two items in a row, do you separate them with a comma? [no]

☐ Have the child insert the missing commas in each sentence.

1. I drew an ocean a piano and a fountain.
2. I drank juice ate some cereal and read a book.
3. God teaches us to have peace mercy and love.

SPELLING DICTATION

_____ _____ _____

_____ _____ _____

_____ _____ _____

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Completed ☐

Independent Practice

Syllable Division Rule

Split Before a Suffix: If the word contains a suffix, you often make a syllable division before the suffix. Examples of suffixes are -ing, -ly, -er, -less, -y, and -ful.

Fill in the circle that shows the total number of syllables in the word, and then write the word divided into syllables. The first one is completed as an example.

flooding	1 **2** 3	flood – ing
moister	1 2 3	
chewing	1 2 3	
lightly	1 2 3	

SPELLING RULE: 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. Add S or ES to make the words below plural. Then read each word aloud.

church aunt couch ant

radish mix wish kiss

☐ Personal or Shared Reading: For 20 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 65

READING BOOSTER CARD TARGET 26

MB and Articles

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: I will dictate a short sentence, and you write it on the line at the bottom of the page. Put a spiral instead of a period at the end of the sentence. Dictate this sentence: I planted small seeds. Have the child correct any mistakes.



☐ 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 APPLE in the purple sentence below. Does APPLE start with a vowel sound? Yes, so we use AN in front of it instead of A. Read the whole sentence.

The hummingbird hovers near an apple tree.

☐ Read to the child: As you have learned in your reading booster cards, when M and B are together, the B is usually silent. Read each sentence below. If A or AN is used incorrectly, cross out the word that's incorrect and insert the correct word.

1. They laid the Lord in an tomb.
2. I climb to the highest limb in an aspen tree.
3. Jacob purchased an orange comb.
4. The plumber hurt his thumb.
5. My fingers were so frozen that they felt numb.
6. We tasted a amazing piece of honeycomb.
7. I have an crumb on my thumb.

SENTENCE DICTATION

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Completed ☐

☐ Read to the child: Have you ever wondered where stuff comes from? The clothes you are wearing? Your toys? Bicycles and cars?

We are going to talk about how items, or goods, are moved from one place to another around the world and also how people and their ideas move around the world. When we say "trade," we are talking about countries buying from and selling things to each other.

For example, olives grow well in Italy, so they grow lots of olives there. They make olive oil, bottle it, and send it all over the world. People in many countries buy olive oil from Italy.

While we practice words with MB, let's learn how olive oil gets from Italy to our local store. ***Local*** means in our area. Point to and read the words in the first green box. After you read the words in the box, I will read to you information about the picture below the box. Repeat for the other two boxes. The words in blue are examples of M and B being divided by a syllable (not being one sound together), so the B is not silent.

numb	lamb
climb	climbing



The olives are harvested. Nets are set on the ground, and the trees are shaken. Then the olives are pressed with machines to get the oil out of them. The oil is bottled.

plumber	bomb
slumber	tomb



Boxes of oil are put in big metal containers on huge ships. It takes weeks for ships to arrive at another continent.

combing	limb
thumb	number



The metal containers are loaded on trains or trucks and are taken to warehouses. Smaller trucks take boxes of oil from the warehouses to the stores.

☐ Read to the child: ***Goods*** are things we buy, such as paper, food, cars, and hats. Goods move all around the world. For example, many goods, such as cars, are made in the United States and go on ships to be sold all over the world.

Goods aren't the only things that move from country to country. People do too! When a person moves into another country, they ***immigrate***. People have immigrated for different reasons. Sometimes it is so they can pray and worship the way they want to; other times it is to escape war or other dangers; some move to give their children a better education or to start a new business.

People may move to a different country by traveling on a ship, train, plane, car, or even by walking a very long way. Do you know anyone who has immigrated to our country?

When people move to a new country, they bring some of their customs and traditions with them, helping the people who already live there to have new experiences. They bring their food, clothing, language, and other ideas. It can be very fun to become friends with people from other countries and learn about what they eat and how they do things!

We are all children of God, using our abilities to make the world a better place.

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Completed ☐

Independent Practice

happy	good	pull	sheets	smooth
tuck	pillows	bedspread	blanket	

WRITING Read what is already written for the essay and think about what you want to add. Then write the essay by tracing the words and adding your own words to fill in the blank spots. When finished, read your essay aloud to your parent or teacher. Use words from the bank if needed.

My Little Essay

Why and How to Make Your Bed

Making your bed each morning helps you feel

First, you

Then you

It takes effort, but it is worth it.

☐ Personal or Shared Reading: For 20 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 66

Adjectives

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Read to the child: I will dictate a short sentence, and you write it on the line at the bottom of the page. Put a beach ball instead of a period at the end of the sentence. Dictate this sentence: They lifted the ball. As always, cover up the sentence with your hand or a sticky note if needed so the child does not see it.

  As a reminder, make sure the child fixes any errors: random uppercase letters, missing periods, incorrect spacing between words and sentences, etc.
- ☐ Have the child read the following words:

graph	photo	elephant	sphere

- ☐ Read to the child: An adjective is a word that describes a noun. What is an adjective? [a word that describes a noun] Here are some adjectives: wet, dry, big, fast, nice, funny.

  I am going to tell you some sentences, and you tell me the adjective in each sentence. (Adjectives are underlined.)

  I'll hold the <u>soft</u> cat. | It's a <u>cute</u> house.

  I like <u>peaceful</u> music. | I am <u>wet</u>.
- ☐ Read to the child: The painting on the next page shows so many good things: love of reading, love of family, love of pets, and the beautiful world God created. What are some things you like about this painting?
- ☐ Read to the child: Let's do an activity to practice adjectives. Tell me five nouns shown in the painting. A noun is a person, place, or thing. Write the nouns on the whiteboard. Excellent. Let's write as many adjectives as we can for each noun. Remember, adjectives are describing words.
- ☐ Read to the child: Some adjectives are not nice to use. For example, tell me the adjective in the sentence "The person is ugly." [ugly] Let's make a list of all the adjectives we can think of that would be better to use in the sentence: "The person is _____."

  Make a list together. Have the child write the list on a piece of paper or on the whiteboard. [Ideas = nice, kind, sweet, funny, loving, thoughtful, cheerful, talented, helpful, smart]

  Read to the child: It is important to learn what an adjective IS, but it is more important to USE adjectives that build up other people.

  How do you want people to describe you? Circle the two adjectives that you would *most* want to be known for.

kind

friendly curious

fun

smart creative

cheerful

SENTENCE DICTATION

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Completed ☐

Independent Practice

COMMAS IN A SERIES Add the missing commas.

I packed a comb a brush and a mirror.

The lamb jumped rolled over and ate some grass.

I made juice with an orange a lemon and a mango.

Read the nature journal, and then circle the correct answers.

NATURE JOURNAL READING COMPREHENSION

Sunflowers

Sunflowers follow the moving sun. At night they turn east where the sun will rise. The dark brown center in a sunflower is made of thousands of tiny flowers.

The tiny flowers in a sunflower grow into edible seeds. Edible means you can eat them. Birds love them too!

There are about 70 kinds of sunflowers—even purple and red ones.



Sunflowers grow fast! Some can grow up to 16 feet tall.



1. Is there only one kind of sunflower? **YES** **NO**
2. Do sunflowers follow the moon? **YES** **NO**
3. Can you eat the seeds of sunflowers? **YES** **NO**

☐ For 20 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 ☐

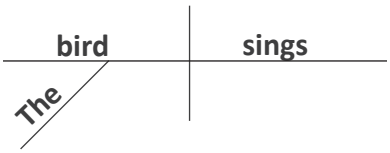
LESSON 67

Sentence Diagramming: Steps 2 and 3

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: quit, quilt, quiz.
- ☐ Read to the child: I will dictate a short sentence, and you write it on the line at the bottom of the page. Draw a crown above the sentence. Dictate this sentence: I know the queen.
- ☐ Note: This course uses diagramming lines that slant to the left for easier writing, but slanting to the right is fine too. Read to the child: Let's learn to diagram articles. What are the three articles? [THE, A, AN]

The word A goes before words that start with a consonant sound, as in, "I see a cow." The word AN goes before words that start with a vowel sound, as in, "I see an otter."

An article goes on a slanted line beneath the word it is modifying. This is how you would diagram the sentence **The bird sings.**



For this sentence write the article A where it goes on the diagram: **A sailor works.**

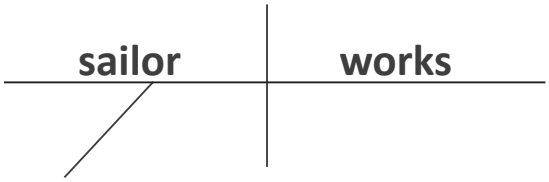


Diagram the sentence: **The squid swims.**

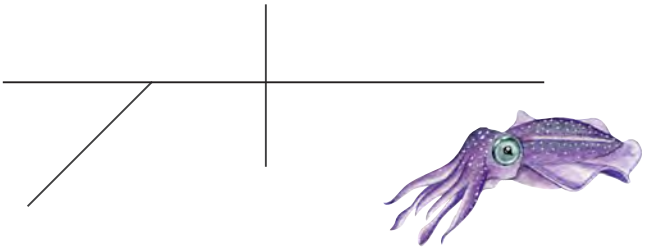
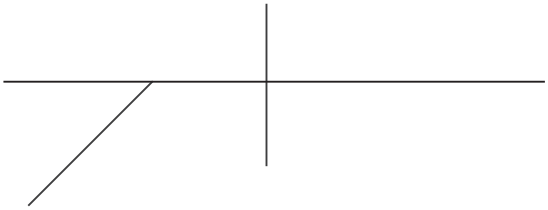
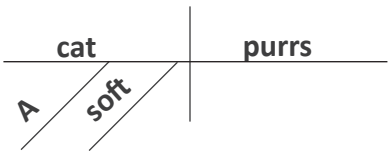


Diagram the sentence: **An elk sleeps.**

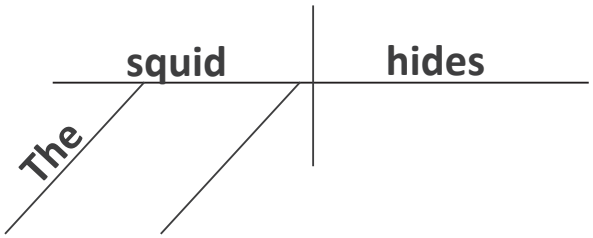


Now we are going to learn how to diagram adjectives. Adjectives are words that describe nouns. Examples of adjectives are SOFT, SWEET, BIG, WET, OLD, and CUTE.

The adjective goes on a slanted line beneath the word it describes. This is how you would diagram the sentence **A soft cat purrs.**



On the diagram, write the adjective for this sentence: **The small squid hides.**



SENTENCE DICTATION

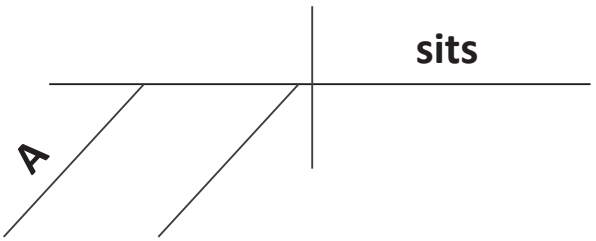
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Completed ☐

☐ Read to the child: You will fill in the missing words for each diagram by following these steps:

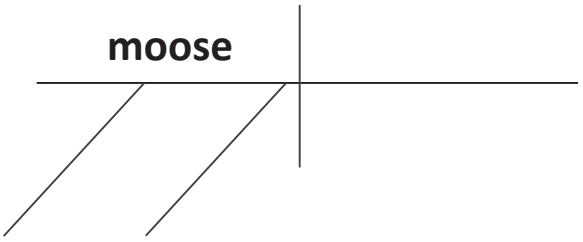
1. First, read the sentence aloud. Then cross out the words that are already diagrammed for you.
2. Then say the subject aloud (who or what is acting or being in the sentence) and write it to the left of the vertical line.
3. Next say the verb aloud (the action or being word). Write it to the right of the vertical line.
4. Say the article aloud (THE, A, AN) and write it on a slanted line beneath the word it is modifying.
5. Last, identify the adjective and write it on a slanted line beneath the word it is modifying.

A black bear sits.



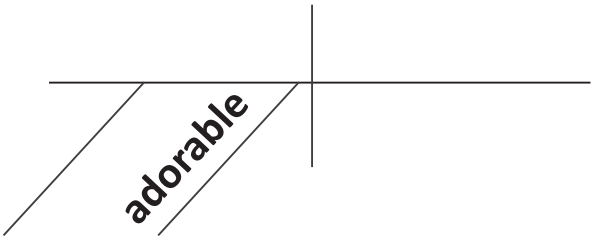


The big moose eats.



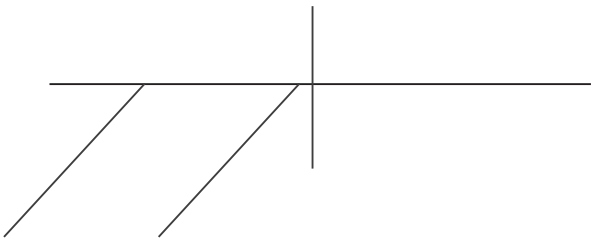


An adorable fawn sits.





A noble eagle flies.





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Completed ☐

Independent Practice

SUBJECTS A subject is who or what is acting or being in the sentence. Circle the subject in each sentence.

The lamb eats.	We worship God.	The mirror broke.	The mayor spoke.

Read the nature journal, and then circle the correct answers.

NATURE JOURNAL READING COMPREHENSION

Squid

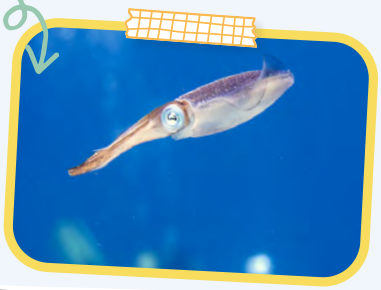
Squid can shoot dark ink, creating a cloud to hide them as they swim away. They can change color, which helps them hide. Also, they can swim very fast.

Some squid are as short as a paper clip, and others are as long as a school bus.

Squid move mainly by sucking in water and then pushing it out.



Squid are found in all oceans, even the Arctic Ocean.



1. Squid are always slow swimmers. **TRUE** **FALSE**
2. Squid can change color. **TRUE** **FALSE**
3. Some squid are smaller than mice. **TRUE** **FALSE**

☐ Personal or Shared Reading: For 20 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 68

READING BOOSTER CARD TARGET 27

DGE

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: good, wood, those, foot.
- ☐ Read to the child: I will dictate a short sentence, and you write it on the line at the bottom of the page. Draw a couple of little houses above the sentence when you are done writing it. Dictate this sentence: I walk down the street.
- ☐ Read to the child: There are some differences between the two pictures of the donkey on the next page, and you get to spot them! Read the DGE words below the first donkey on this page. Then spot a difference in the donkey pictures on the next page and circle it. Repeat with each of the next two donkeys below. When you are done, find more differences if you like.
- ☐ Have the child read the poem.

A Tree Is Full of Glorious Things

By Heidi Jenkins

Green. Brown. Yellow. Red.
Have you looked up into a tree?
You can lie as if in bed,
And look up. Tell, what do you see?
A robin sitting on her nest?
Oh, there's an owl getting rest.
A tree is full of glorious things.
It tells of God; it nearly sings.



dodge
lodge
badger
wedge
pledge
bridge



budge
dodging
ledge
judge
judgment
fridge

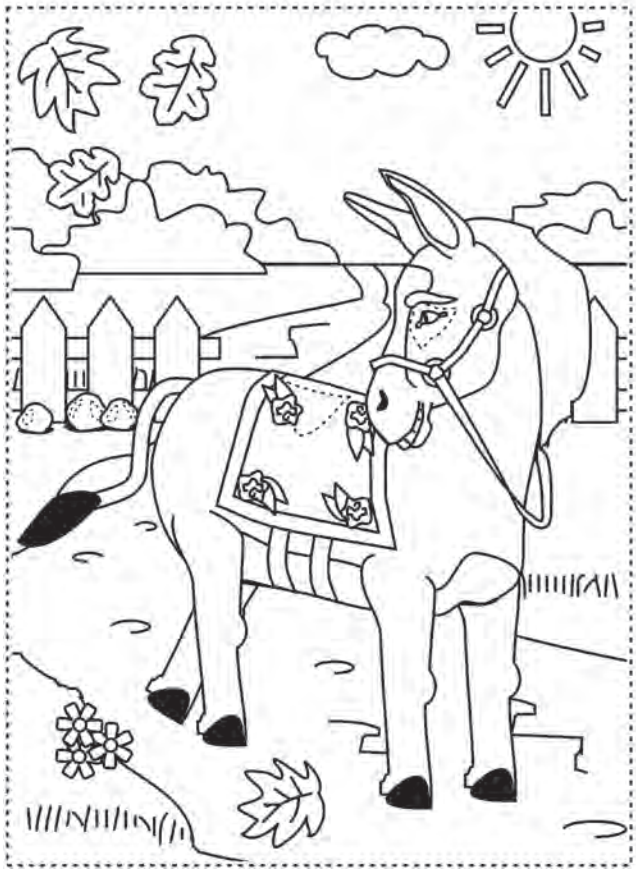


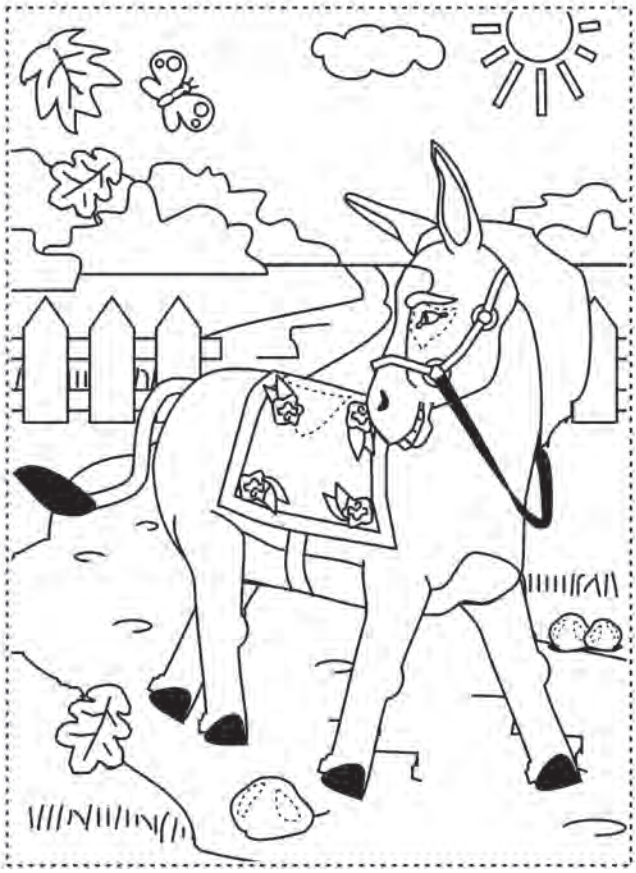
trudge
nudge
pledged
budget
edge
gadget

SENTENCE DICTATION

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Completed ☐





Independent Practice

SPELLING: EY AND SEGMENTING SOUNDS

Write the individual sounds to spell the word for each image. Two letters together that make one sound go in one purple box. There is one box for each sound. All the words contain EY. O says /uh/ in the first word.







ur

SPELLING: OO

On each line write a letter to finish creating a word.

o o k

o o k

SPELLING: IGH

On each line write a letter to finish creating a word.

i g h t

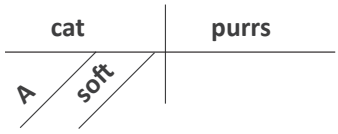
i g h t

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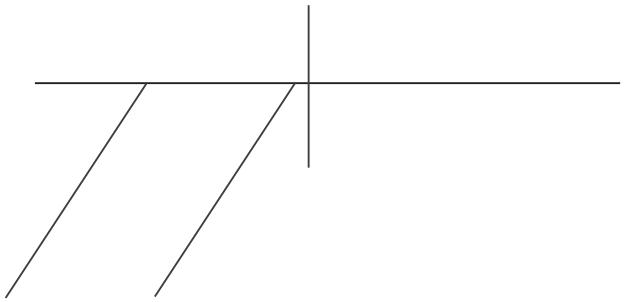
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SENTENCE DIAGRAMMING

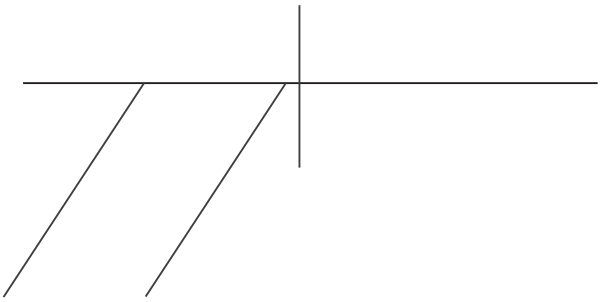
Diagram the sentences. Refer to the example or page 185 if needed.



The young lambs play.



A little cub climbs.







Say the words.

could

our

Say and trace the words.

could

our

Circle each word twice.

c	o	u	l	d
o	u	g	u	u
u	r	t	u	i
l	o	o	u	r
d	l	o	u	s

Fill in the missing letters.

c

o

ld

r

Write each word in the correct set of boxes.

☐ Personal or Shared Reading: For 20 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 69

Verb Tenses

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: them, start, played, crying.
- ☐ Dictate these words and have the child write the words at the bottom of this page: cling, keep, crib. If needed, read this spelling rule to the child: 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.
- ☐ Remove page 193 and give it to the child: Paintings like this one can show us the beauty and joy we can find in nature. Look how majestic and beautiful the trees are. We can see how tall they are compared to the men walking beneath them. Do you notice how the painting uses a lot of blue and green? Blue and green are cool colors. Cool colors make us feel calm. Because this painting uses so much green and blue, it can make us feel relaxed and refreshed when we look at it. Let's use this painting to talk about past, present, and future tenses.

  When the action or being is happening right now, it is in the ***present tense***; for example, "I work." When the action or being happened in the past, it is in the ***past tense***; for example, "I worked." When the action or being has not happened yet, it is in the ***future tense***; for example, "I will work."

  I will tell you some sentences about this painting in present tense. You tell them to me in past tense. Do the same thing for future tense.

Clouds float. | The girl walks. | Trees give shade.

- ☐ Write these categories on the whiteboard: "Common Nouns" and "Proper Nouns." Write the word "person" under the "Common Nouns" category. Let's give a person in the painting a name. Write the name the child chooses under the "Proper Nouns" category.

  Put the word "river" in the "Common Nouns" category. Let's give the river a name. Write the name of the river under "Proper Nouns." Make sure the first letter of each word in the name is capitalized.

  Now let's write two statements about the picture using our imaginations. We will write the sentences in the present tense. Write the sentences on the whiteboard or have the child write the sentences. Now tell me the sentences aloud in the past tense. Now tell me the sentences aloud in the future tense.

- ☐ Read to the child: Fill in the missing words in the chart.



Past Tense—Last Week My Dog	Present Tense—Today My Dog	Future Tense—Next Week My Dog
barked		
	plays	will play

SPELLING DICTATION

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Completed ☐

Independent Practice

HOMOPHONES

knew = I knew your name. | **new** = I have new glasses.

Write the correct homophone in each blank: knew or new.

1. The hat is _____.
2. We _____ the truth.
3. We _____ what he meant.
4. I have _____ keys.

SPELLING PRACTICE

Say each word aloud, and then spell it aloud again, tapping your foot with every letter. Complete twice for each word.

our	very	could
should	would	where

SPELLING RULE PRACTICE

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.

Write a "k" or "c" on each blank.

s__in	__ick	to__en	__idney	__ash	__ept
s__im	__rust	__lose	s__irt	__urb	__opy

COMMON AND PROPER NOUNS

Write a common noun that describes each proper noun. A proper noun is the SPECIFIC name of a noun.

Pine Town	Mr. Jenkins	Mary

☐ Personal or Shared Reading: For 20 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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This page is blank for double-sided printing purposes.

ITEMS NEEDED:
- paintbrushes
- tissue
- watercolor paints
- watercolor paper

Completed ☐

LESSON 70

Decoding Practice

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: jumped, free, this, that.
- ☐ Read to the child: I will dictate a short sentence, and you write it on the line at the bottom of the page. The /ou/ sound in crown is spelled OW. Dictate this sentence: You fixed the crown. Have the child draw a crown above the sentence.
- ☐ Give the child a highlighter or yellow crayon. Read to the child: When reading longer words, it is helpful to recognize letter teams that together make one sound, like TH, ER, AI, OA, and so on.

  What sound does AI make? [the long A sound] C is soft before E. What is the soft sound of C? [/s/] The words below are divided into syllables, as shown by the gray and blue boxes. Read each word, highlighting the uses of AI and soft C in a word.

	GN says /n/.	
container	campaign	remainder
		Vowels in open syllables are usually long, but not always.
concerns	existence	celebrate
OR can say /er/.		
traitor	diligence	innocent
ER doesn't say /er/ in this word.	IE says the long E sound.	
sincere	prairie	magnificent

SENTENCE DICTATION

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☐ Have the child read the following poems aloud:

Snow in Town

By Rickman Mark

Nothing is quite so quiet and clean,
As snow that falls in the night;
And isn't it jolly to jump from bed
And find the whole world white?
It lies on the window ledges,
It lies on the boughs of the trees,
While sparrows crowd at the kitchen door,
With a pitiful "If you please!"
No sound there is in the snowy road
From the horses' cautious feet,
And all is hushed but the postman's knocks
Rat-tatting down the street.
Until men come round with shovels
To clear the snow away—
What a pity it is that when it falls
They never let it stay!

Ice

By Dorothy Aldis

When it is the winter time
I run up the street.
And I make the ice laugh
With my little feet—
"Crickle, crackle, crickle,
Crrreeet, crrreeet, crrreeet."

Independent Practice

Watercolor Project: Ice Shards

Use the app

Get out a piece of watercolor paper, watercolor paints, paintbrushes, some water, and a tissue. (Regular paper will work if watercolor paper is not available.)

With your parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Watercolor Project: Ice Shards. Play the video and follow along with the instructions, pausing the video when needed, in order to create the painting to the right.



☐ Personal or Shared Reading: For 20 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 71

Geography: The Poles

☐ Work on reading booster cards or books for 8 to 12 minutes.

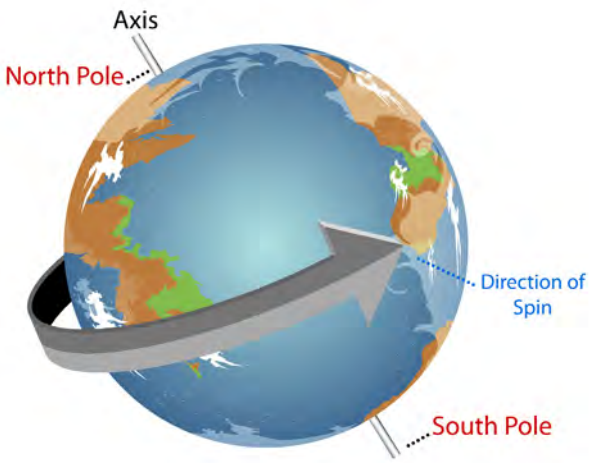
☐ Read to the child: I will dictate a short sentence, and you write it on the line at the bottom of the page. Add a very large exclamation point to the end of the sentence. Dictate this sentence: Look at that car fly!

☐ Read the following to the child, and then discuss the questions. If needed, read the information again.

Think of an imaginary pole poking right through the middle of Earth. Now tilt the pole a little and spin Earth on the pole. This pole is like the ***axis*** on which Earth spins. Earth goes in a full circle around the axis every 24 hours. There are 24 hours in a day. This is how we have day and night. When the country you live in is on the side of Earth facing the sun, it is day. But when the country where you live on Earth rotates and faces away from the sun, it is night.

Earth orbits in an oval path around the sun, but as it does so, it is also rotating on its axis. Earth is so big that we cannot feel it spinning, but it is moving!

The place where the pole would come out of the top of Earth is called the North Pole. At the bottom of Earth, the place where the pole would come out is called the South Pole. Because the sun hits the areas of the poles at an angle and not directly, they are the coldest spots on Earth.



As we learned before, the equator is an imaginary line drawn around the planet that divides it into two halves: the ***Northern Hemisphere*** and the ***Southern Hemisphere***. The equator is the hottest area of Earth because the sun hits that area directly instead of at an angle.

1. On the globe on this page, point to the North Pole. Point to the South Pole.
2. Is Earth's axis straight up and down, or is it tilted? [tilted]
3. Are the poles the coldest spots on Earth? [yes]

☐ Read to the child: Let's review. A vowel suffix is a suffix that starts with a vowel. Read each word in the green boxes, and then point to the words that have vowel suffixes. Y at the end of a word is a vowel suffix.

faithful	crying	hooked
pitched	sleepy	oldest

SENTENCE DICTATION

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Independent Practice

read	write	about	science	history
God's world	handwriting	good books		

WRITING Read what is already written and think about what you want to add. Then write the essay by tracing the words and adding your own words to fill in the blank spots. Use words from the bank if desired. Read your finished essay aloud to your parent or teacher. Remember, homeschooling is school!

My Little Essay

School

I like school because

I learn

I also

I am grateful I can learn each day.

☐ Personal or Shared Reading: For 20 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 72

READING BOOSTER CARD TARGET 29

EIGH

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: Let's review. 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.

Cut off the chart at the bottom of the page and give it to the child. Dictate the words (in random order) from the chart to the right and have the child write each word in the correct column. Repeat the underlined spelling rule above when needed. Explain that SKATE is an exception.

K	C	Exception
skim	scope	skate
skill	fact	
skit	scarf	

☐ Read to the child: E, I, G, and H together make the long A sound /ā/ (as in EIGHT). (* = exception; long I sound) Read each sentence, and then tell me if it is likely the sentence could be true about the picture.

1. **Eigh**ty children can fit on the sl**eigh**.
2. The sl**eigh** w**eigh**s a lot.
3. The horse can n**eigh**.
4. The sl**eigh** is the h**eigh**t* of a tall tree.
5. They are going to visit the n**eigh**bors.

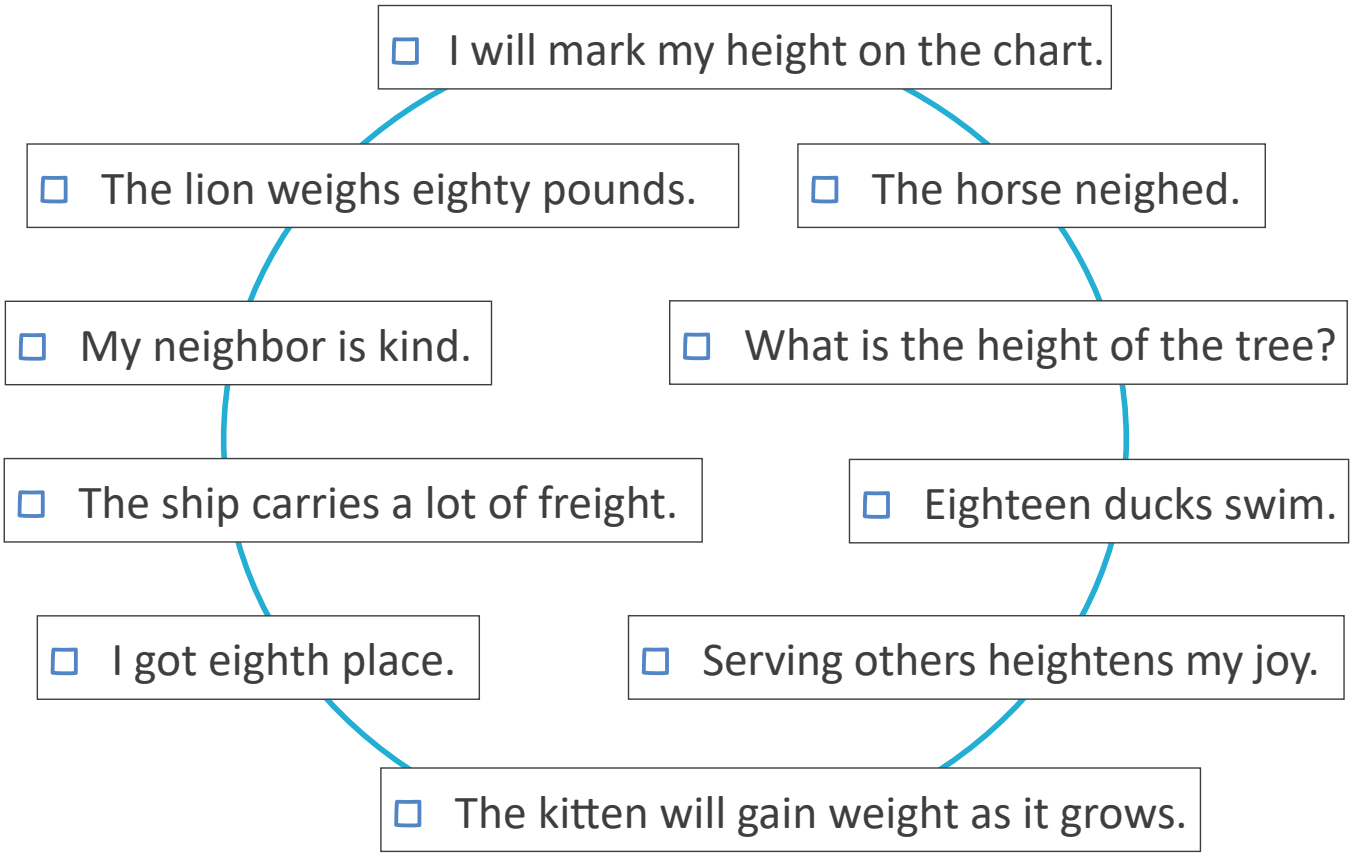


	K Comes before an I, E, or Y	C	Exception

Completed ☐

Circle of Sentences

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



☐ Read to the child: Write a question for your parent or teacher on the blank lines. Your parent or teacher will answer the question aloud.

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Completed ☐

Independent Practice

SPELLING: EE AND SEGMENTING SOUNDS

Write the individual sounds to spell the word for each image. Two letters together that make one sound (like KN and EE) go in one purple box. There is one box for each sound. All the words contain EE.







SPELLING: WORDS WITH OR

Add a letter or letters to each line to create a different word.

orn

orn

SPELLING: WORDS WITH AR

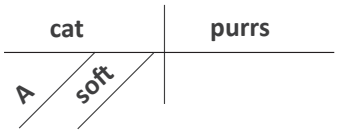
Add a letter or letters to each line to create a different word.

ar

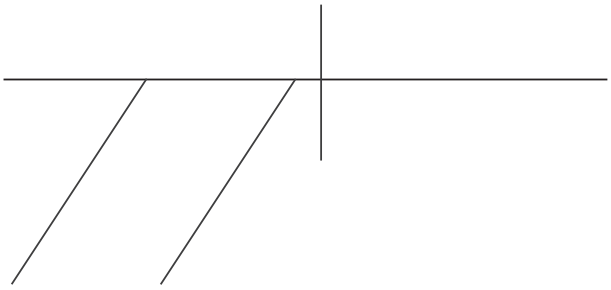
ar

SENTENCE DIAGRAMMING

Diagram the sentences. Refer to the example on the right or page 185 if needed.

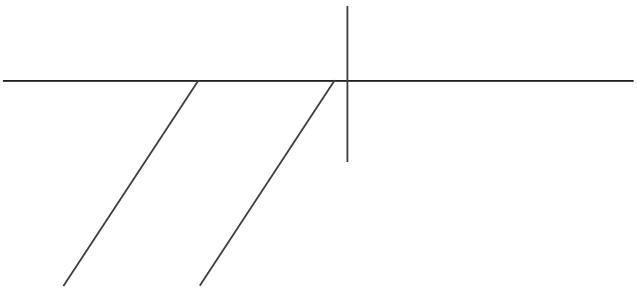


A small beaver chews.





The cute rabbit looks.





☐ Personal or Shared Reading: For 20 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 73

Root Words

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ 

Practice the Unit 2 spelling words by dictating them to the child and having the child write them on the whiteboard or use the letter tiles app (Level 2 > Spelling Words: Unit 2): our, very, could, should, would, where.

☐ Read to the child: I will dictate a short sentence, and you write it at the bottom of the page. Write each word in a different color. Dictate this sentence: The sheep still need food. Have the child correct any mistakes.

☐ Have the child read the following words:

phrase	photograph	telegraph	sphere

☐ Read to the child: Look at the children on the next page. You get to learn about and compare the local communities of two of the children. To discover who the children are, you will complete the activity in each box to the right, and then read the clue at the bottom of the box. Using the clue, point to the child, and then draw a little heart by the child so we remember which children we will learn about. Before I explain the instructions for the activity, let's talk about root words.

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; the root word of UNKIND is KIND.

☐ Give the child a highlighter or a yellow crayon. For each word in the boxes, highlight the root word and read it. Then read it with the prefixes and/or suffixes included. Don't forget to read the clue at the bottom of each box and draw a heart by the child the clue describes.

misjudge

uncertain

inherited

unpleasantly

development

Jasmine has her hair pulled back and has a red scarf around her neck.

disconnected

unwrapped

rewrite

peaceful

regrouped

The boy is named Bo. He is wearing a hat that is pointed at the top.

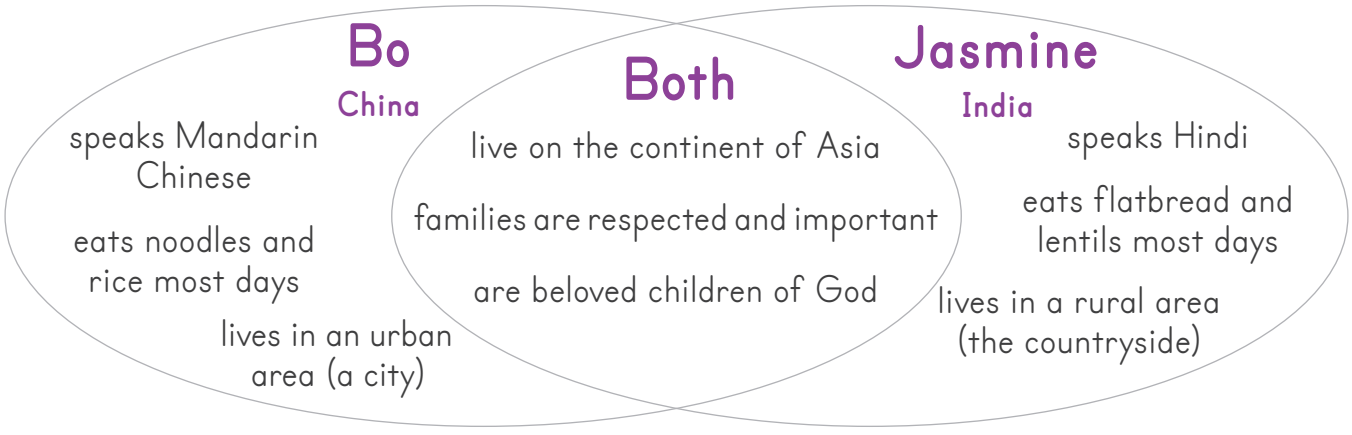
SENTENCE DICTATION

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☐ Read to the child: We get to learn more about Bo from China and Jasmine from India. Read the items on the Venn diagram below to learn how they are the same and how they are different.



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Independent Practice

Use the app

With your parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Audio > Lesson 73 Audio Narration. Play the audio narration.



SPELLING RULE: PLURAL NOUNS Most nouns can be made plural by adding an S. Add ES to nouns that end with SH, CH, Z, X, or S. Make each word plural by adding S or ES.

sleigh	flash	tail	class
bunch	box	fox	brush

☐ Personal or Shared Reading: For 20 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 74

Reading Comprehension

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child read the following story to you, which practices and reviews many phonics principles learned in this course. Then have the child summarize the story orally, including the most important details. If needed, the child may read the story again.

Luke and the Lighthouse



Luke listened to the waves crashing against the beach. The bright sunlight was now hidden behind dark, frightening clouds, and the wind was sighing through cracks in the lighthouse.

"I hope Grandfather gets back quickly," Luke said quietly. Soon it was twilight, and Grandfather still had not returned. Deep inside, Luke knew he needed to turn on the mighty light at the top of the lighthouse. He had seen his grandfather do it many times. But Luke was frightened by heights and did not want to go up the flight of narrow stairs leading to the light high in the red tower.

"Maybe there will be no ships tonight," Luke told himself. But he knew the right thing to do. Ships might crash upon the high, sharp rocks near the shore without the searchlight to show them the way.

Luke got down on his knees and prayed. He needed strength and courage. After his prayer, Luke had faith. He took a deep breath.

It was now night, and the clouds were so dark that Luke could not see any starlight or moonlight. Lighting a candle, Luke went straight up the stairs. They creaked as he put his weight on them, but he did not stop. Finally, he was at the top! Luke turned on the mighty light. Its bright beams reached out into the dark night. In the spotlight, Luke could see a huge ship a little way off. Luke felt so good inside for doing what was right. He thanked God for helping him.

At midnight his grandfather arrived. "Oh, Luke," he cried. "My car broke down. I am sorry I am so late. But look! You have turned on the light. You were very brave tonight."

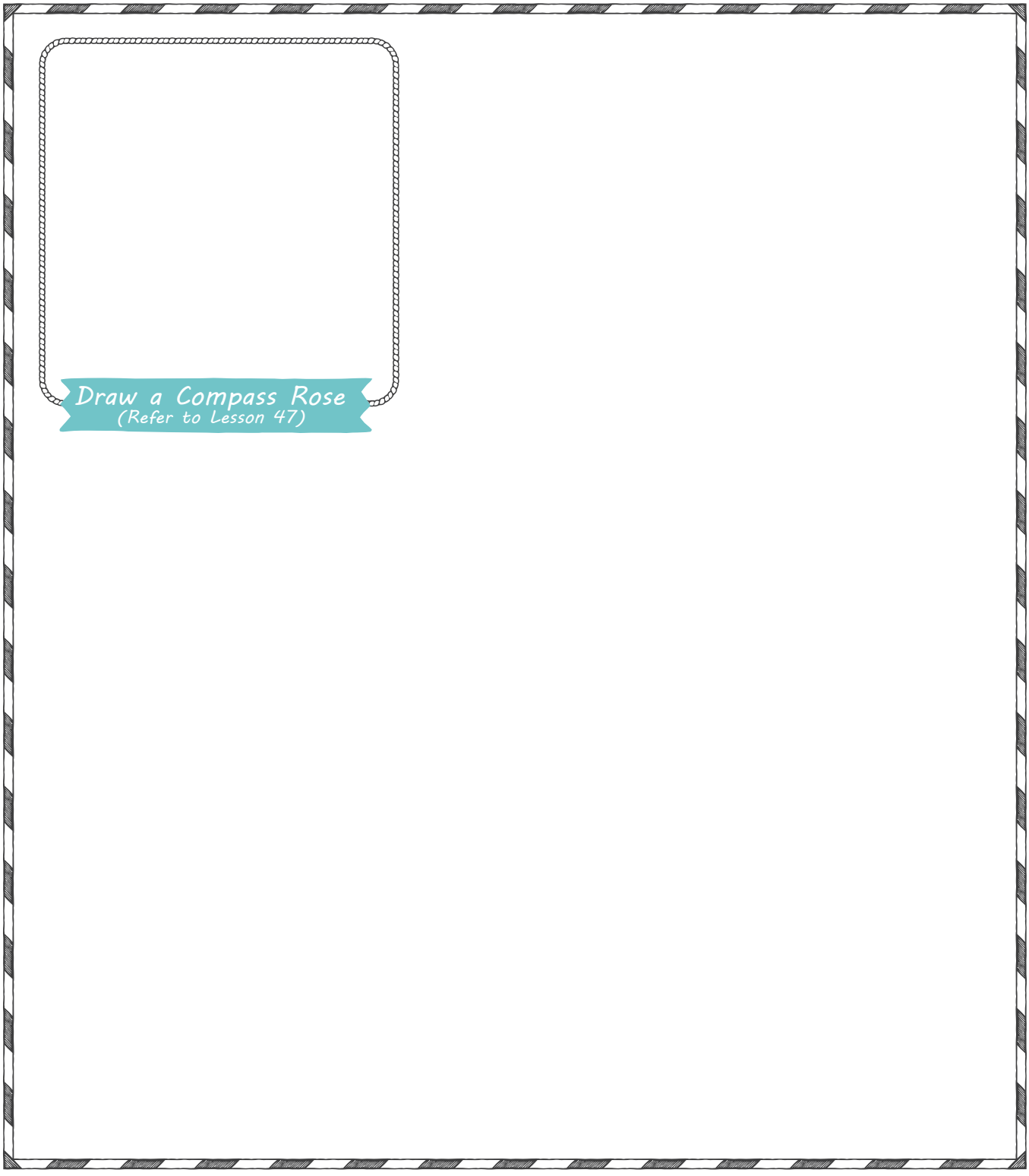
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Independent Practice

My Imaginary Town Map

GEOGRAPHY, WRITING, AND ART Imagine you live in the town that has Luke's lighthouse. Draw the lighthouse on the coast of an ocean, your house, Luke's house, a park, a store, a library, and streets.



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Using the map you drew on the previous page, fill in each blank with north, east, south, or west.

My house is _____ of the library. The park is _____ of the lighthouse.

The store is _____ of the lighthouse. Luke's house is _____ of the park.

CREATIVE WRITING CORNER

Character Sketch

The map you drew can spark hundreds of story ideas! It's fun to imagine and create. For this exercise you will think of an imaginary person in the town who would be an interesting character in a story. Fill in each circle about the character as you form the character in your mind. You don't have to write a story about the character. This is just an exercise to get your creativity flowing!

Name

Age

Pets

Eye Color

Favorite Hobby

Personality

Fears

Hair Color

☐ Personal or Shared Reading: For 20 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 75

Synonyms and Antonyms Practice

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Dictate the following words and have the child write them on the lines at the bottom of the page: good, cook, started.
- ☐ Have the child read the following words and circle the word that is a proper noun.

orphan	prophet	graph	phrase	Phillip	alphabet	nephew

- ☐ Read to the child: Synonyms are words that have similar meanings, like MAD and ANGRY. Antonyms are words that mean the opposite of each other, like COLD and HOT. Match synonyms and antonyms by drawing a line between them in the boxes below.

Synonyms (similar)	
garbage	home
house	hear
ill	trash
listen	small
little	gift
present	weird
sniff	correct
strange	smell
right	sick

Antonyms (opposites)	
dark	odd
even	true
false	light
east	rough
gentle	full
hungry	west
fail	pass
float	soft
hard	sink

SPELLING DICTATION

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DECODING PRACTICE

☐ Give the child a highlighter or yellow crayon. Read to the child: When reading longer words, it is helpful to recognize letter teams that together make one sound, like TH, ER, AI, OA, and so on.

The words below are divided into syllables, as shown by the gray and blue boxes. You will read each row of words below. First, look at the letter team in the yellow box and say its sound. Then, on the row below the yellow box, highlight each use of the letter team on the row. It's not a team if the letters are split between syllables. Then read the words. Read the hints above each word to the child if needed.

oo

childhood

The AL in this word says /all/. A falsehood is a lie.

falsehood

OA makes the long O sound.

toadstool

ea

meanwhile

appealing

revealed

ink

shrinkwrap

twinkling

sprinkles

ow

OW can make the long O sound.

scarecrow

EA can make the long A sound.

breakdown

landowner

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Completed ☐

Independent Practice

CREATIVE WRITING CORNER

You get to write the beginning of a story! The setting of the story (where it takes place) is the painting on the next page. Use your imagination to fill in the blanks below and finish the beginning of the story.

Story Time

Once on a _____ night, a horse was _____ toward the _____ castle. The man on the horse saw the _____ windows and wondered if the queen would

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READING REVIEW Read each word and circle it if you see the word in the painting above.

sleigh	fridge	hillside	windows
piano	building	fountain	guitar
suitcase	elephant	microphone	telephone
tower	cereal	monkey	shampoo
mirror	quilt	moonlight	squid
violin	horse	tree limb	lamb

☐ Personal or Shared Reading: For 20 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 76

READING BOOSTER CARD TARGET 31

IE

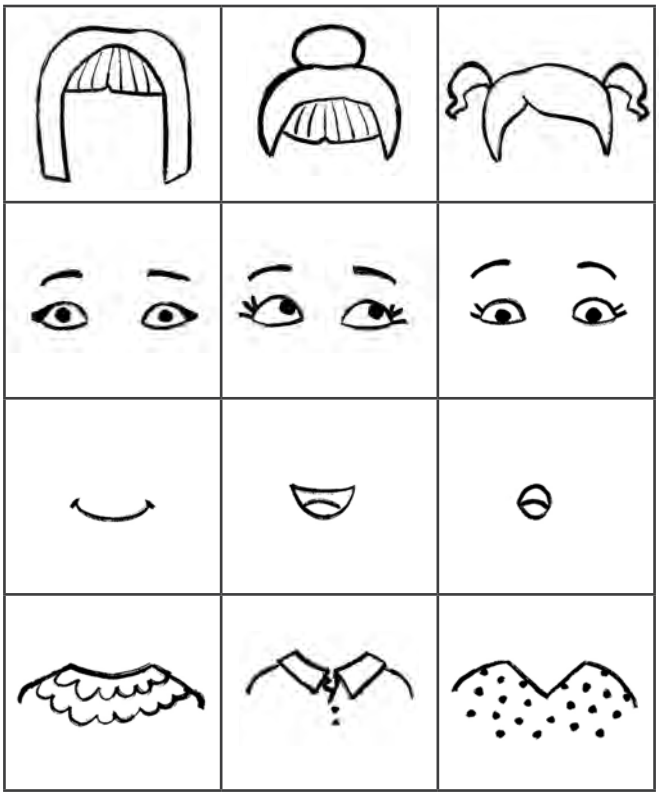
- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Read to the child: Today we are going to practice words with IE, which you have learned in your reading booster cards. Read the sentences in the boxes below. After each sentence, pause to choose one of the features to add to the girl: hair, eyes, mouth, or shirt. The nose is already drawn.

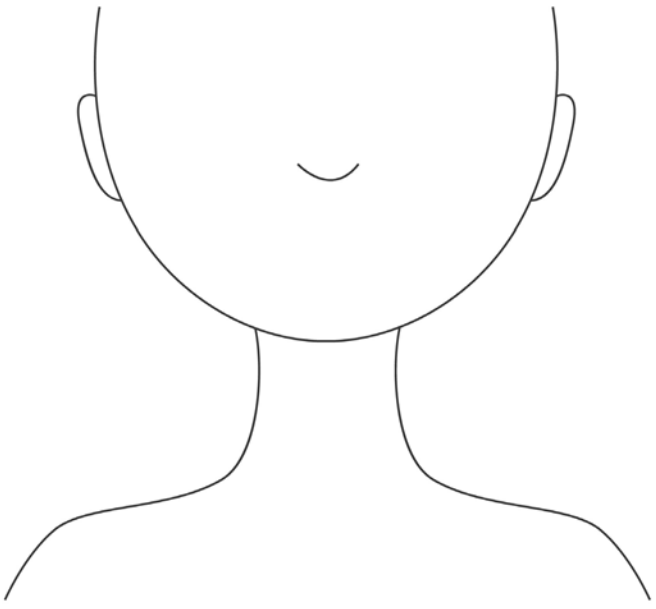
The chief retrieved his shield from his enemies.

The two-year-old shrieked when his cookie dropped.

The thief grabbed a piece of the pie.

I believe we feel relief when we don't tell a lie.





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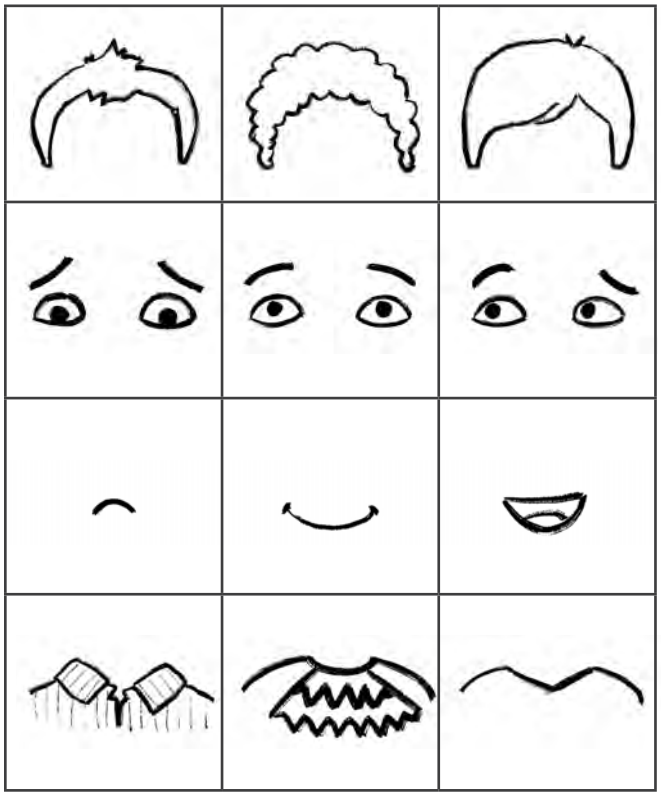
☐ Repeat the same activity with the items below.

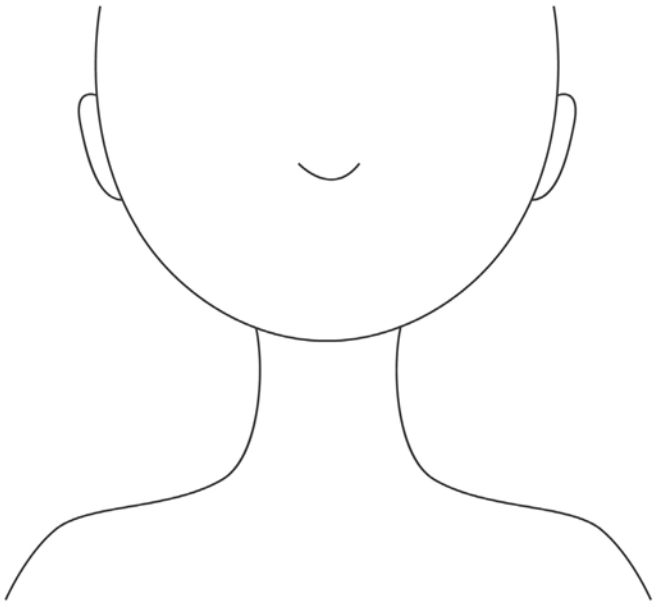
The car died on the way to the movie.

The priest took a stroll across the beautiful field.

I'll tie a piece of ribbon around the gift.

I will briefly explain my beliefs to the group.





☐ Have the child read the poem.

Singing

By Dorothy Aldis

Little birds sing with their beaks
In the apple trees;
But little crickets in the grass
Are singing with their knees.



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Completed ☐

Independent Practice

Say the words.

your

move

Say and trace the words.

your

move

Circle each word twice.

m	y	o	u	r
o	o	v	e	o
v	u	v	u	m
e	r	e	e	t

Write each word in the correct set of boxes.

Fill in the missing letters.

mo _____

_____ ou _____

_____ ve _____

y _____



EAR Words in -ing Form

On each line write the -ing form of the verb in the brackets.

1. I am _____ about tulips. [learn]
2. He loves _____ the ocean. [hear]
3. Anthony is _____ a reward. [earn]
4. I'm _____ to be kind. [yearn]

☐ Personal or Shared Reading: For 20 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

Spelling and Decoding Practice

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Read to the child: Tell me two nouns you see in the picture on this page. [some options: desk, man, floor, book, chalk] What is the teacher using to write on the board? [chalk] Tell me aloud how to spell "chalk."

  What could suddenly happen in this classroom that could make an interesting story? [some options: a new student arrives, the class pet gets loose, a rabbit could hop into the room]
- ☐ Read the spelling rule to the child.



Spelling Rule: 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.

- ☐ Dictate the following words and have the child write them on the lines at the bottom of the page: crate, sky, scope.
- ☐ Complete the letter tiles activity.

LETTER TILES

Use the app

On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 77, or use physical tiles. Read to the child: When a word needs a Silent E after a /k/ sound to make the vowel before it long, you use a K. If you used a C, the C would be soft. Two of the words I will dictate use a soft C and a Silent E at the end. Dictate the words.

lake	shake	face	scar	joke	brake
poke	nice	stage	flake	quake	woke

SPELLING DICTATION

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Completed ☐

DECODING PRACTICE

☐ Give the child a highlighter or yellow crayon. Read to the child: When reading longer words, it is helpful to recognize letter teams that together make one sound, like TH, ER, AI, OA, and so on.

The words below are divided into syllables, as shown by the gray and blue boxes. You will read each row of words below. First, look at the letter team in the yellow box and say its sound. Then, on the row below the yellow box, highlight each use of the letter team on the row. It's not a team if the letters are split between syllables. Then read the words. Read the hints above each word to the child if needed.

oi

appointment

asteroid

Detroit

ur

cursive

Frankfurt is a city in Germany.

Frankfurt

The vowel at the end of a syllable does not always say its long sound.

hurricane

ge /j/

challenged

A scavenger, such as a vulture, is an animal that feeds on dead animals.

scavenger

Sometimes INE says /ēn/ as in MAGAZINE, MACHINE, and ROUTINE.

tangerine

ou

C is soft before I, E, or Y.

announcer

This is a compound word.

housework

outnumber

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Completed ☐

Independent Practice

DROP THE E RULE When you add a vowel suffix to a word with a final Silent E, you drop the Silent E. On each blank line, write the word in the blue box combined with the vowel suffix. Y is a vowel suffix.

wrinkle + ed	_____	curve + ed	_____
race + ing	_____	lose + ing	_____
write + er	_____	ice + y	_____



VERB TENSES Fill in the missing words in the chart.

Past Tense—Last Week We	Present Tense—Today We	Future Tense—Next Week We
	skate	
laughed		will laugh

Put a box around the action verbs. An action verb shows an action.

lamb neighbor climb

fridge bridge field

sky argue

☐ Personal or Shared Reading: For 20 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

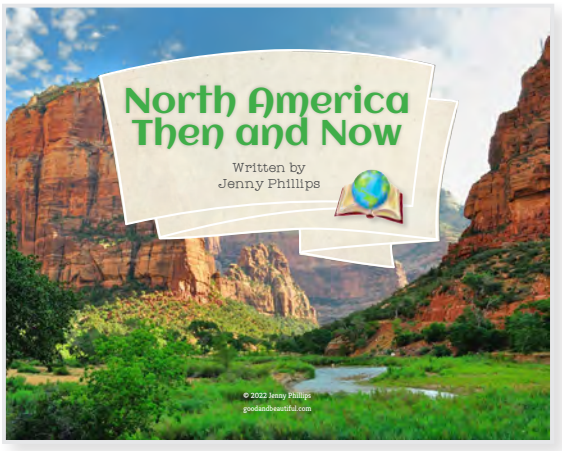
Geography: North America, Part 2

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Dictate these words and have the child write them on the lines at the bottom of the page: cram, skid, cloth. If needed, read this spelling rule to the child: 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.
- ☐ Complete the geography book activity.
- ☐ Take out the last page of this lesson and give it to the child. Have the child label the rivers, lakes, and oceans on the map, using the next page as a reference.

Use the app

GEOGRAPHY BOOK

On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Books > North America Then and Now. Play the video, and then ask the child the questions. Most likely, you will need to prompt the child and discuss the answers with the child.



Reading Comprehension

1. How did the animals in the land that is now Canada cause some people to come and settle in the area? [People went there so they could get valuable furs and sell them. (Prompt with the word FUR if needed.)]
2. When a coal mine opened up, a whole town often popped up around the mine. It was called a boomtown. After mines closed, the towns often became ghost towns. What is a ghost town? [A ghost town is a deserted town where no one lives anymore.]
3. Do people in a country always stay in one place? Why or why not? [No, sometimes they leave to explore new places or find new opportunities. Mines open or close, or lakes flood. People move to new places to find safety and freedom.]

SPELLING DICTATION

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Completed ☐



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Completed ☐

Independent Practice

Use the app

With your parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Audio > Lesson 78 Audio Narration. Play the audio narration while you look at the painting, set in Canada, and follow the instructions.



HOMOPHONES Read each sentence, and then draw a line from the sentence to the correct word to fill the blank spot. One of the words will be used more than once.

_____ hear thunder in the distance.

The cruise ship is _____.

They _____ a man who wore an orange suit.

My neighbor hurt his _____ yesterday.

We _____ how to decorate the shield.

I

eye

knew

new

☐ Personal or Shared Reading: For 20 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 ☐



Color It!

Canada	United States	Mexico
blue	yellow	green

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This page is blank for double-sided printing purposes.

Completed ☐

LESSON 79

Compound Words Practice

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Read to the child: I will dictate a short sentence, and you write it on the line at the bottom of the page. Dictate this sentence: We will dry the sheet.
- ☐ 

Practice the Unit 2 spelling words by dictating them to the child and having the child write them on the whiteboard or use the free Good and Beautiful Letter Tiles app (Level 2 > Spelling Words: Unit 2): our, very, could, should, would, where.
- ☐ Read to the child: The words below are compound words—two words put together to form one word. In your mind break the two words apart. If needed, read the first word, pause, and then read the second word. Then read the compound word without a pause between the words.

armchair	fingerprint	afternoon
battleship	blackboard	briefcase
candlestick	campground	barnyard
cupboard	dishwasher	spacesuit
everybody	firefighter	gentleman
hailstorm	headlight	guidepost
masterpiece	overboard	rattlesnake
applesauce	photograph	tombstone

SENTENCE DICTATION

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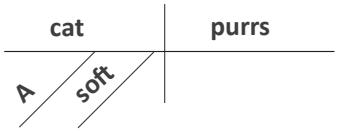
Independent Practice

CABOOSE E Write an E at the end of each word that needs a Caboose E so that the word does not end with V or U. Then read each word aloud.

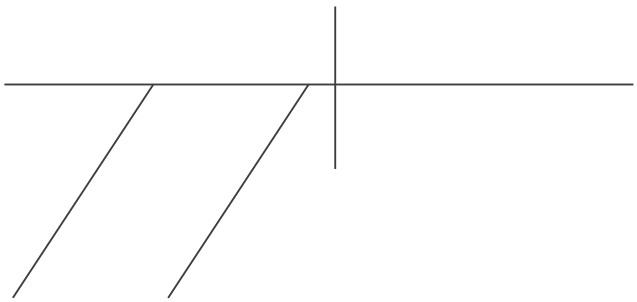
giv___	thief___	nerv___	clu___	halv___	field___

SENTENCE DIAGRAMMING

Diagram the sentences. Refer to the example or page 185 if needed.

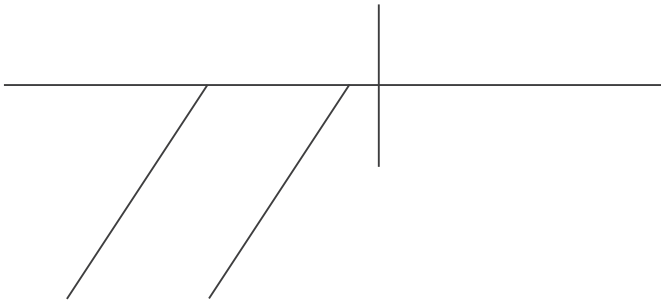


The brown bears walk.





The calm sheep graze.





HOMOPHONES Read each sentence, and then draw a line from the sentence to the correct word to fill the blank spot. One of the words will be used more than once.

They _____ how to make amazing fudge and cookies.

_____ want a piece of cherry pie.

We drove the _____ tractor into the field.

I closed one _____ when I looked into the telescope.

Father purchased a _____ oven.

eye

I

knew

new

☐ Personal or Shared Reading: For 20 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

☐ Only items that are helpful to have mastered at this point are assessed. The child should complete only the exercises with purple headers. Correct the work. If the child makes one or more mistakes in a section, check the orange "Additional Practice" checkbox for that section. Note that you will need to administer the Reading Assessment section and that there is no orange section for the Reading Assessment. Rather, you will be instructed in Lesson 118 to assess the passage again to see progress made. On another day the child should complete all the orange sections that are checked, if any. If the child still makes mistakes, make sure the child understands why and consider continuing to practice the concepts missed.

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.



In a certain drawer by the piano, I keep a guidebook about animals. I stretch out in front of the fireplace and read many paragraphs each night. The true things I learn fill me with wonder. Tonight I discovered that badgers can climb trees, and I learned about the average height and weight of lambs. I also learned that flies die when they are about a month old. I am most curious to learn about dolphins and elephants.

Reading Assessment Scores

Time Lesson 80: _____ (date: _____) Lesson 118: _____ (date: _____)

of Errors Lesson 80: _____ (date: _____) Lesson 118: _____ (date: _____)

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Completed ☐

Homophones

Circle the correct homophone in each sentence.

I one / won the race.	The car is knew / new.
My eye / I got poked.	They knew / new his name.

☐ Additional Practice

Homophones

Circle the correct homophone in each sentence.

My eye / I hurts.	I one / won the contest.
The hat is knew / new.	I have one / won pet.

Spelling Rule: C or K

Have the child fill in the blank with C or K.

___lub	s___ill	___ash	___eep

☐ Additional Practice

Spelling Rule: C or K

Have the child fill in the blank with C or K.

s___y	s___ore	___ick	___ool

Spelling Patterns

Have the child spell the following words aloud.

sheep	tooth
parted	fly

☐ Additional Practice

Spelling Patterns

Have the child spell the following words aloud.

cooked	sharp
three	try

Unit Spelling Words



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 2 > Spelling Words: Unit 2).

our	very	could
should	would	where

☐ Additional Practice

Unit Spelling Words



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 2 > Spelling Words: Unit 2).



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UNIT 3

Overview

*should be mastered by the end of the unit

Items Needed

- 2 small rewards
- access to Google Maps
- a poster board or access to Google Slides
- paintbrushes
- small plastic sheet (optional)
- timing device
- tissue
- watercolor paints
- watercolor paper
- white paint
- word processing program

PHONICS, READING, LITERATURE, ART, GEOGRAPHY

- Art appreciation and practice
- Artist studies: Edward Mitchell Bannister, Fidelia Bridges, and Ohara Koson
- Commas in dates, series, and greetings
- Contractions
- Decoding practice
- Editing
- Geography: boundary lines, geography of the child's own state/province, creating maps, locating landforms and man-made features on a map, natural disasters, natural resources, North and South Poles, oceans, Zimbabwe, continents, hemispheres, cardinal directions, compass rose, bay, grasslands, peninsula, plains, prairie, savanna, steppes
- *Homophones (so/sew, meat/meet, review of Units 1 and 2)
- Irregular past tense
- Irregular plural nouns
- Literature: American folklore, icon, legend, myth, nature journals, "Paul Bunyan," tall tales, "The Golden Touch" (King Midas adaptation), "The Ugly Duckling," types of literature
- Oral narration: short story, summary, using sensory words
- *Phonics principles: AIR, AL says /ul/ as in local, AUGH, CH can say /k/, CI, EI, GN, IGN, OUGH, OUR, suffixes NESS and MENT, silent letters, TI can say /sh/, Y in the middle of a word
- Poetry reading and writing
- Possessive nouns
- Prefixes and suffixes
- Reading comprehension
- Rules of conversation
- Sentence diagramming
- Sight words
- Subject/verb agreement
- Syllable division rules
- Vocabulary
- Writing: "About Me" booklet, creative writing, comparative essay, letter writing, sensory language, thank-you note writing, writing descriptive sentences

SPELLING

Unit Spelling Words to Memorize*

pretty	friend	blue	about
were	let's	why	when
who	people	great	it's

Spelling Review (from lower-level courses)*

there	boy	goes	none	what
some	girl	two	little	done
move	many	put	school	

Spelling Patterns to Master*

ALK ANK IND INK OLD WH

Short words where Y Says the Long I Sound (cry, etc.)

Unit Spelling Rules*

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 Practice

AI	IGH	OU
AR	ING	OW
AW	IR	Soft C and G
EA	OA	QU
EE	OO	
EY	OR	

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Important Notes About Reading



Having the child read books on his or her reading level is incredibly important at this stage. It is also very valuable for the child to read with you, or listen to, books that are two to three levels above his or her personal reading level. Hundreds of book suggestions can be found on *The Good and the Beautiful Book List*.

Reading a lot of quality books at this age will greatly increase current and future spelling, writing, and vocabulary skills and will increase attention span, focus, knowledge, and character.

Although practicing spelling patterns, memorizing rule-breaker or high-frequency spelling words, and practicing spelling rules are important and are covered in this course, these things are not enough to create strong spellers. Reading is vital to spelling success. There are many thousands of words that are exceptions to rules. Also, there are so many unusual spelling patterns that it would be impossible for a course to cover all of them.

At this stage the child has learned so many common phonics principles that he or she can and should read books that contain words that break rules and contain uncommon spelling patterns that have not been encountered before. The child will naturally learn to use known phonics principles and the context of the sentence to decipher these types of words. Since a course book cannot cover the tens of thousands of words that are rule breakers or contain rare spelling patterns, this is an important skill for children to learn.

Having a large vocabulary helps children more easily decipher words that are rule breakers or have uncommon spelling patterns. One of the best ways to increase vocabulary is for the child to listen to high-quality literature that is two to three levels above his or her personal reading level. This can be done through parent/teacher read alouds or by having the child listen to audio books.

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Important Reminder About 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 cards up to and including the card number on the symbol. Some children will need to slow down and 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 can with the booster cards while feeling successful and challenged but not overwhelmed. If the child finishes the *Reading Booster C Cards* and *Reading Booster C Books Set*, the child can start reading Level 3 books from *The Good and the Beautiful Book List* during the time that would have been spent on reading booster cards and books.
- It is highly recommended that you do not 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, writing, and grammar. 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.

"[C]hildren must have books, living books; the best are not too good for them; anything less than the best is not good enough; and if it is needful to exercise economy, let go everything that belongs to soft and luxurious living before letting go the duty of supplying the books . . ."

—Charlotte Mason

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Completed ☐

LESSON 81

READING BOOSTER 34 CARD TARGET

OUR and OUGH

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ 

Introduce the first half of the Unit 3 spelling words using the free Good and Beautiful Letter Tiles app (Level 2 > Spelling Words: Unit 3): pretty, friend, blue, about, were, let's. Create a word and put a blank after it. Have the child say the word, spell it aloud twice, and then copy it with letter tiles after the blank.
- ☐ Read to the child: I will dictate three words one at a time, and you write them on the lines at the bottom of the page. Then tell me what the root word is for each word. Dictate these words: talked, moldy, nicely.
- ☐ Read to the child: Look at the painting on the next page. I could describe the church by saying, "There is a church," or I could say something like, "A pretty little church is tucked away behind the trees. Its red steeple points into the air." Now, in detail, you describe other parts of the painting.
- ☐ Read to the child: Using your imagination when looking at a painting can help you create many story ideas. For example, the painting on the next page could generate thousands of story ideas. The sentences in green give practice reading words with OUR and OUGH, principles you've already learned through your reading booster cards. The sentences are slices of story ideas that Jenny Phillips came up with while looking at the painting. Read the sentences aloud.

This was the **fourth** log the boy and his dad pulled **through** the mud and dirt on the **rough** road. They **brought** the logs to the king's **court**. The boy's mother has a terrible **cough** and fever, and they **thought** they could sell the logs to get **enough** money for the medicine she needs.

The father is telling his son some exciting news that he heard from a trusted **source**. Inside the castle a princess from a faraway land is being given a **tour** and is meeting the prince. The king thinks the princess **ought** to marry his son, the prince, **although** his kingdom has **fought** against the princess' kingdom for years. He **thought** the marriage could bring peace. Of **course,** this is a **tough** choice for the princess.

- ☐ Read to the child: Now it's your turn! Using your imagination can be so fun. Come up with a story idea from this painting and tell it to me aloud, including some details. If needed, prompt the child with questions: "Where could they be taking the log other than the castle?" "What if the boy discovers a hurt animal on the way?" "Who are the other people walking toward the castle, and why might they be really scared or really excited?" "Where is the queen?" "Is there someone hiding in the forest?" "Why?"

SPELLING DICTATION

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Independent Practice

OPEN SYLLABLES In each box draw a line from the beginning of the word to its correct ending. The first syllable is open, so the vowel at the end of the first syllable is long (says its name).

de	gram
pro	lete

pre	tend
de	stroy

HOMOPHONE PRACTICE Write the correct homophone in each blank: meet or meat.

meet = Let's meet for lunch. | I have a track meet. | **meat** = We had meat for dinner.

1. You should _____ my cousin.
2. Put the _____ in the fridge.
3. Please slice the _____.
4. I'm at the track _____.

POETRY WRITING

Finish the poetry couplet (two lines of poetry that rhyme). Use one of the suggested rhyming words in the box to finish your sentence or use one of your own.



The sun kisses the fields today

hay play way sway away

☐ Personal or Shared Reading: For 20 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

Commas in Dates and Greetings

Comma
,

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: old, gold, sold, talk.
- ☐ Read to the child: I will dictate three words. You write them on the lines at the bottom of the page. Then tell me what the root word is for each word. Dictate these words: neater, stormy, sooner.
- ☐ Point to the comma in the red box. Read to the child: A comma tells us to pause briefly when we are reading. Today we are going to talk about three reasons we use commas. 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.

January 13, 2023	June 8 2024	September 3 1812	February 3 2021

- ☐ Read to the child: You have learned that we also use commas to separate words in a series. Read the sentence in the first purple box and notice how commas separate the words in a series. Then read the sentences in the other purple boxes and add commas between the words in a series.

The thief was rough, tough, and sad.	We made sauce dough and frosting.
I'll be kind sweet and good.	We bought a lamb goat and donkey.

- ☐ Read to the child: We also use commas in greetings and closings of messages. Point to the commas in the greeting and closing in the first box, and then add commas in the other orange boxes.

Dear Ann, Thank you for your thoughtful gift. Sincerely, John	Dear Dr. Jones Thank you for helping me yesterday. Best wishes Denzen	Dear Aunt Garcia I appreciate the meal you made for us. Warmly Carlos	Dear Mr. Lopez I am glad you are our new neighbor. Sincerely Jade

SPELLING DICTATION

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Completed ☐

COMMAS AND WRITING

☐ Read to the child: Instead of practicing commas with a lot of exercises, you will write several thank-you notes to God, expressing gratitude for the many things He has given you. This exercise practices commas with greetings, series of words, and dates.

1. Write today's date on the orange line.
2. Trace the first word in the greeting and add the word "God." Add a comma at the end of the greeting.
3. Trace the beginning of the sentence in your note, and then add three things you are grateful for. Remember to separate items in a series with commas.
4. Choose a closing from the box below to write on the red line. End the closing with a comma. Write your full name on the blue line.

Sincerely	Warmly	With love
With gratitude	Your friend	



Dear

Thank you for

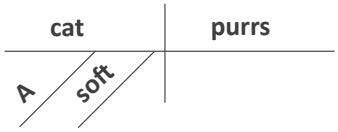
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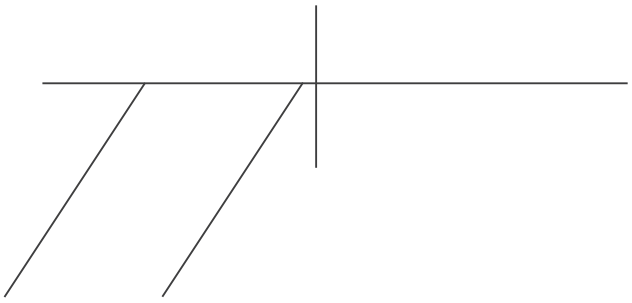
Independent Practice

SENTENCE DIAGRAMMING

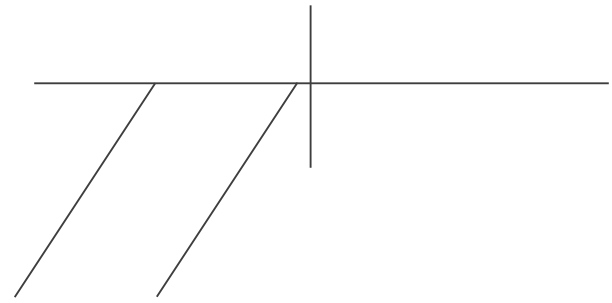
Diagram the sentences. Refer to the example or page 185 if needed.



The young lambs play.

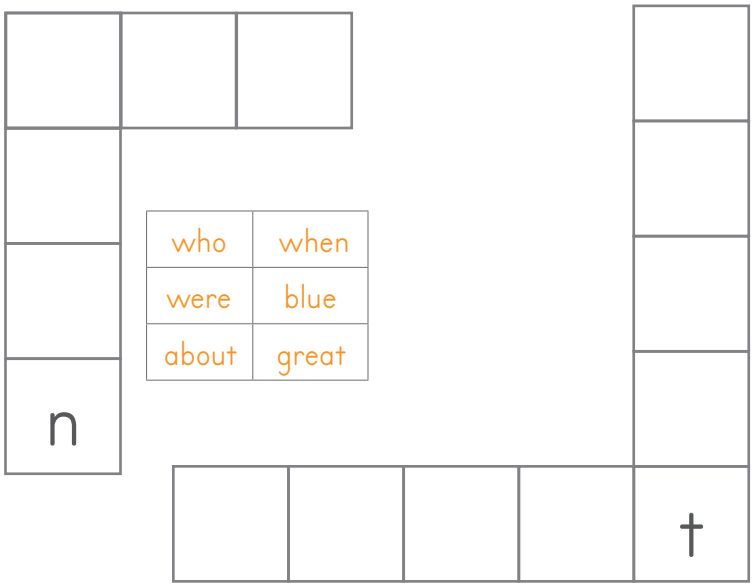


A little cub climbs.



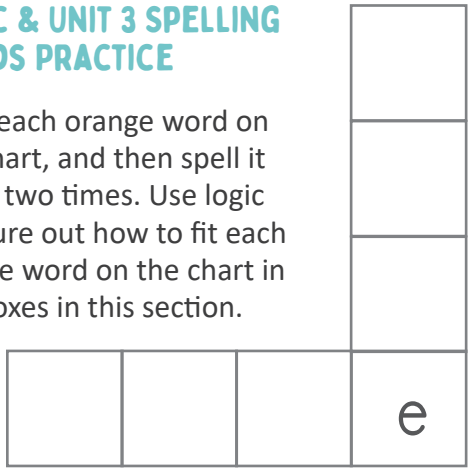






LOGIC & UNIT 3 SPELLING WORDS PRACTICE

Read each orange word on the chart, and then spell it aloud two times. Use logic to figure out how to fit each orange word on the chart in the boxes in this section.



☐ Personal or Shared Reading: For 20 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

Drop the E Rule

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ 

On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Spelling Rule: Drop the E. Play the video.
- ☐ Complete the letter tiles activity.

Drop the E Rule

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



LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 83, or use physical tiles. Take note of any words the child cannot spell correctly on his or her own and practice them again after all the other words are completed. For each pair of boxes, have the child create the word in the first box. Then tell the child the second word and ask if it ends with a vowel suffix. If so, the child should drop the E (pull it back down to the letter bank) before adding the vowel suffix to create the second word. The vowel suffixes are in yellow, and the consonant suffixes are in black for your reference.

shine	shining	hope	hopeful	glide	glided	bake	baking
scare	scary	care	caring	end	endless	move	moved

Dictate the words in the purple boxes below.

what white share thank

- ☐ Have the child read the poem aloud.

In a Storybook

Author Unknown

At night when sunshine goes away,
And it's too dark for me to play,
I like to come inside, and look
For new friends in a storybook.



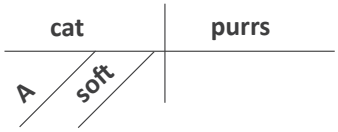
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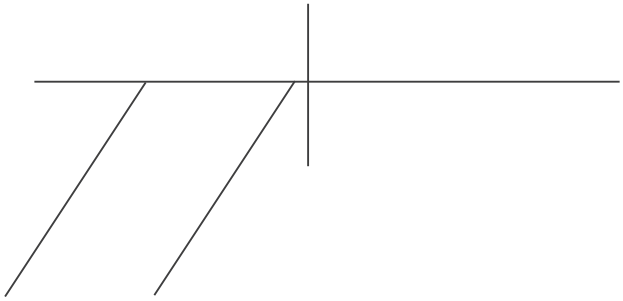
Independent Practice

SENTENCE DIAGRAMMING

Diagram the sentences. Refer to the example or page 185 if needed.

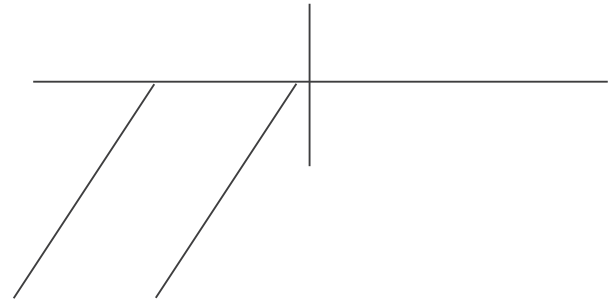


A brown bear looks.





The hairy ape stares.





HOMOPHONE PRACTICE

Write the correct word on each blank: meet or meat.

meet = Let's meet for lunch. | I have a track meet. | **meat** = We had meat for dinner.

1. I'm at a wrestling _____.
2. A dog gnaws the tough _____.
3. The _____ is in the freezer.
4. I'll _____ the women at noon.

who	what	when	where	why	how	does

WRITING PRACTICE

Write a question that you would ask a bird if a bird could answer. Start the question with a word from the green box.

_____

_____

_____

_____

_____

_____

☐ Personal or Shared Reading: For 20 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

Geography: Oceans



☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ 

Practice these Unit 3 spelling words by using the free Good and Beautiful Letter Tiles app (Level 2 > Spelling Words: Unit 3) or any way desired: why, when, who, people, great, it's.

☐ Read to the child:

The continents are all surrounded by water that we call oceans or seas. The ocean covers over 71% of the earth, so there is much more ocean than there is land. The water in lakes and rivers is called fresh water and usually has very little salt in it. Water in the ocean is different—it is so salty that we cannot drink it.

God designed the ocean as an important part of our lives. These amazing waters create more than half of the oxygen we breathe. Water evaporating from oceans also forms most of the clouds, which bring us fresh water that we can drink.

Even though the ocean is one big body of water, it is broken up into five sections: the Atlantic Ocean, the Pacific Ocean, the Indian Ocean, the Southern Ocean, and the Arctic Ocean, all shown on the map above.

Point to the equator. The imaginary line called the equator divides the world into two halves: the Northern Hemisphere and the Southern Hemisphere. The area above the equator is the Northern Hemisphere. The area below the equator is the Southern Hemisphere. I'll show you where we live on the map, and you tell me which hemisphere we live in.

Using the information you have just learned and the map on this page, answer the following questions aloud:

1. What type of water is in lakes and rivers? [fresh water] How is it different from water in the ocean? [It is not salty.]
2. What covers more of the earth—water or land? [water]
3. What are two things the ocean does to help human life? [The ocean creates oxygen for us to breathe and creates clouds that bring us water to drink.]
4. Which ocean is nearest to where you live? Which oceans surround Africa? [Indian, Atlantic] The United States? [Pacific, Atlantic]

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Completed ☐

Independent Practice

meet = Let's meet for lunch. | I have a track meet. | **meat** = We had meat for dinner.

HOMOPHONE PRACTICE Write the correct word on each blank: meet or meat.

1. He put ketchup on his _____.
2. The wrestling _____ is over.
3. _____ me at the ocean tomorrow.
4. Put the _____ in the oven.

DROP THE E RULE Drop the E before adding -ed or -ing to a word ending with an E. On each blank line, write the word in the blue box combined with the vowel suffix.

safe + er	_____	hike + ing	_____
hide + ing	_____	move + ed	_____
live + ed	_____	nice + er	_____

SPELLING: EY AND SEGMENTING SOUNDS

Write the individual sounds to spell the word for each image. Two letters together that make one sound go in one purple box. There is one box for each sound. All the words contain EY. These words are purposefully repeated from a prior lesson.







SPELLING: INK

On each line add a letter or letters to create a word.

ink

ink

SPELLING: ANK & IND

On each line add a letter or letters to create a word.

ank

ind

☐ Personal or Shared Reading: For 20 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 and paintbrushes or colored pencils

LESSON 85

Art and Geography: Ohara Koson

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Dictate the purple words (spelling review from lower-level courses) and have the child spell the words aloud. Write down and keep any words missed and practice daily until they are mastered.

there	boy	goes	none	what	some	girl

- ☐ Have the child spell the following words aloud: hold, told, walk, talk.
- ☐ Help the child complete the art book activity and the "Color It!" map activity.

ART BOOK

Use the app

On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Books > The Art of Ohara Koson. Play the video, and then discuss the questions with the child.

Book Response Discussion

1. What things did Ohara show in his paintings the most? [animals] If you were a professional artist, what would you want to paint the most: nature landscapes, people, or animals?
2. If you were able to go back in time and meet Ohara, would you rather spend two hours watching him create his art, or would you rather spend two hours asking him questions about anything you wanted? Why?



- ☐ Read to the child: In this unit you will work on words that start with WH. What sound does WH make? [/w/ as in WHAT] The cat on this page was illustrated by Ohara Koson. Use a green word from the word bank to start each question about the cat. Remember to start a sentence with an uppercase letter.

what	who	where

is the cat going?

owns the cat?

is the cat doing?



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Completed ☐

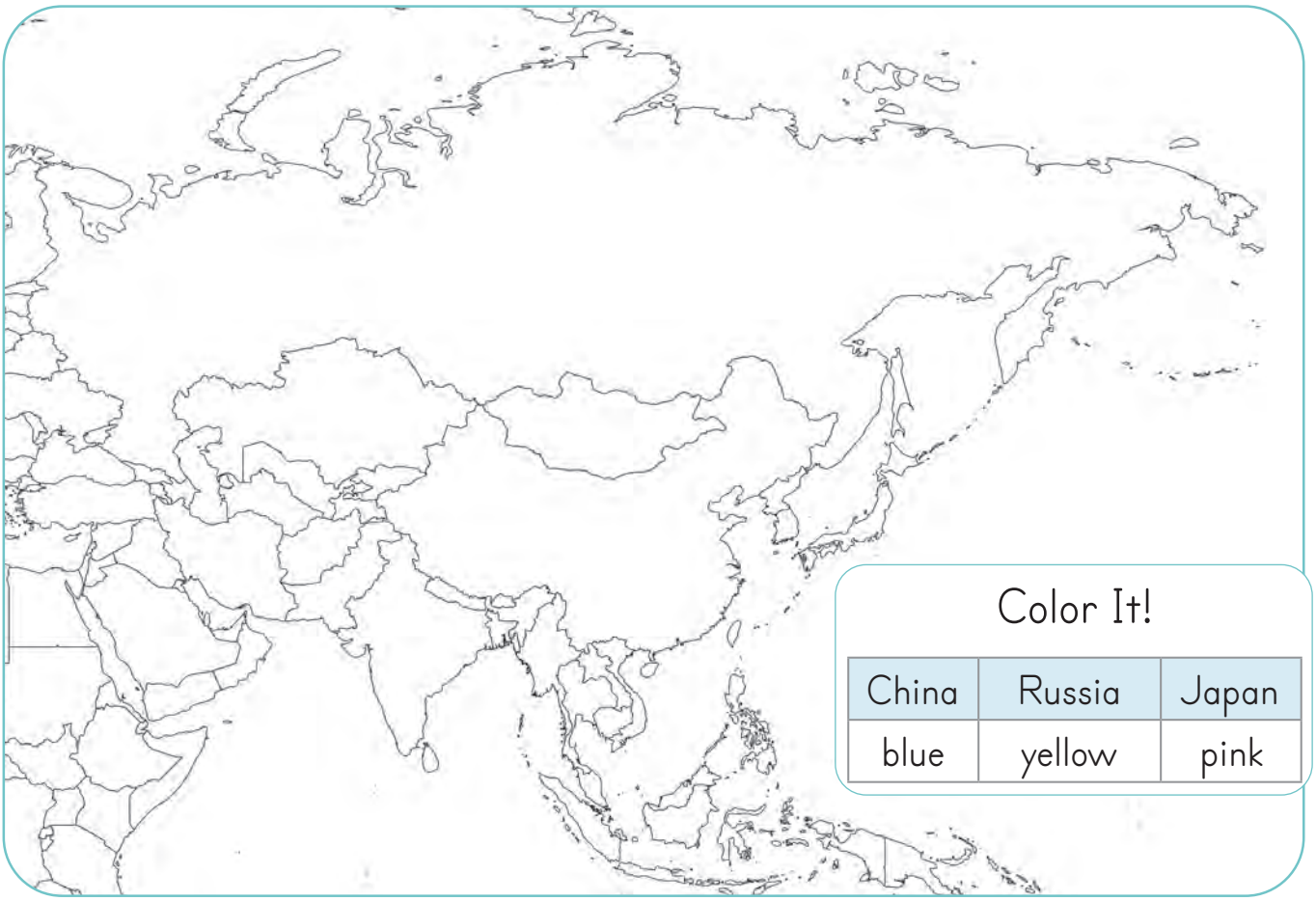


Which of the following countries is closest to Japan?

India China

Is Russia north or south of Japan?

north south



Color It!

China	Russia	Japan
blue	yellow	pink

☐ Personal or Shared Reading: For 20 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 ☐

Independent Practice

sew = I can sew a shirt.

so = He is so nice. | I'm hurt, so I need help.

HOMOPHONE PRACTICE Write the correct word on each blank: sew or so.

1. Do you know how to _____?
2. The lion weighs _____ much.
3. It's cold, _____ shut the window.
4. Aunt Jo showed me how to _____.

OHARA KOSON ART PROJECT On a separate sheet of paper, use a pencil to sketch a picture similar to one of Ohara Koson's pictures below: a tree limb with leaves climbing up it or the hanging flowers. Paint your picture with watercolors or color it with colored pencils.





Completed ☐

LESSON 86

READING BOOSTER CARD TARGET 36

Silent Letters + Subject/Verb Agreement

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Practice these Unit 3 spelling words using the free Good and Beautiful Letter Tiles app (Level 2 > Spelling Words: Unit 3) or any way desired: pretty, friend, blue, about, were, let's.
- ☐ Have the child read the words on the chart.

honor	soften	receipt	sword	rustle

- ☐ Read to the child: I will dictate a short sentence, and you write it on the line at the bottom of the page. When we contract the words LET and US into one word, we drop the U and put an apostrophe in its place. Dictate this sentence: Let's walk.
- ☐ Read to the child: What sentence sounds correct: "I run," or "I runs"? [I run.] I is the subject, and RUN is the verb. When writing, we should make sure the verb matches the subject correctly. The sentences below give practice reading words with a silent letter, a principle you've already learned through your reading booster cards. Read each sentence aloud and tell me the subject in the sentence. Then circle the correct verb form to match the subject.

The sick dog nestle nestles down in the wagon.

I hustle hustles to Grandmother's house.

Grandmother answer answers the door.

Daisy smell smells the scent of biscuits in the oven.

Grandmother listen listens to the kids tell about the dog.

She care cares for the dog all autumn until it heals.



SENTENCE DICTATION

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Completed ☐

Independent Practice

CREATIVE WRITING CORNER

soft wool fur snowy fluffy gentle
young sweet white playful pink nose



Make writing come alive! For example, instead of saying, "The lizard is green," you could say, "The lizard has a blue belly and a bright green, shiny back." Finish the sentence, using as much detail as you can. Use words from the word bank if desired.

The lamb

GEOGRAPHY & SPELLING PRACTICE Write the cardinal directions for each point of the compass rose.



☐ Personal or Shared Reading: For 20 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:

- access to Google Maps

LESSON 87

Geography: Maps, Part 3

Helpful Hint: Lesson 90 recommends gathering a group of children if possible.

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child write the words "let us" and "it is" on the whiteboard. Then have the child write the contraction of each set of words ("let's" by removing the U and "it's" by removing the I).
- ☐ Read to the child: Let's review. <u>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.</u>

  Cut off the chart at the bottom of the page and give it to the child. Dictate the words (in random order) from the chart to the right and have the child write each word in the correct column. Repeat the underlined spelling rule above when needed. Explain that SKATE is an exception.
- ☐ If desired, tell the child that technology can be used for good and be a wonderful resource.

  On a computer complete the following with Google Maps:

  - Help the child identify the town/city, state/province, country, and continent where you live as you continue to zoom out. Point out the boundary lines that separate states or provinces.
  - Search for "Kariba Dam, Zimbabwe." Switch back and forth between map view and satellite view and zoom out as you identify the dam, the river on which the dam is built, the lake by the dam, surrounding mountains and roads, and the country and continent in which the dam resides.

K	C	Exception
skid	scrape	skate
kite	screen	
skiff	scoff	



K Comes before an I, E, or Y	C	Exception

Completed ☐

☐ Help the child complete this page by looking up information online or in a book.

About my state or province . . .

☐ Name of your state/province: _____

☐ Capital city: _____

State/Province Symbols

☐ Animal: _____

☐ Bird: _____

☐ Flower: _____

☐ Tree: _____

This section is blank for double-sided printing purposes.

Completed ☐

Independent Practice

After researching briefly with your parent or teacher about landforms and bodies of water that are in your state/province, draw some landforms (mountain, plain, desert, hill, island) and/or a body of water that is in your state/province.

☐ Personal or Shared Reading: For 20 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:

- word processing program

LESSON 88

Oral Narration: Short Story

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: walk, chalk, cold, fold.
- ☐ This lesson guides the child through story ideas. However, the child is welcome to use his or her own story ideas if desired.



Read to the child: In this lesson you get to write a story about winning a contest to find the biggest pine cone or a story about your own idea. You will tell me the story in your own words as I type it. First, I will read you the story outline below, or you will create your own story outline. A story outline includes a beginning, middle, and ending. Then you tell me the story aloud. I will read you parts of the outline again when needed. Make sure to add details about how things look, feel, and sound.

After reading the outline to the child, type the story as the child tells it aloud.

Prompt the child with questions, such as, "What did it look like?" "What colors did you see?" "What was the weather like?" "What happened next?" If needed, pause and read what has been typed so far, and then have the child continue the story. If desired, print out the story and have the child illustrate it.

Beginning	Middle	Ending
You are on a nature walk with your homeschool group and come to a little forest of tall trees. Your leader announces a contest to find the largest pine cone that has fallen to the ground.	You are excited, and you look around. You find a huge pine cone hiding in a special spot.	You find out that your pine cone is the biggest, and you win a fun book about pine cones. You take it home and cuddle up in your favorite spot to read.

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Completed ☐

Independent Practice

SPELLING Read the spelling rule, and then circle the correctly spelled word for each pair. If needed, watch the video as a review.

Spelling Rule: Double S, F, L, or Z at the End of Words

This is Spelling Rule: 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.

dwel dwell	skil skill	goal goall	swel swell	surf surff	glas glass



Video: With a parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Part 3: Spelling Rule S, F, L, Z. Play the video.

WRITING PRACTICE Write a question that you would ask Noah about the animals on his ark if you got to meet him. Start the question with a word from the green box.

which what when where

Say the words.

when

blue

Say and trace the words.

when

blue

Circle each word twice.

b	l	u	w	b
d	u	g	h	l
b	l	u	e	u
l	o	o	n	e
w	h	e	n	s

Fill in the missing letters.

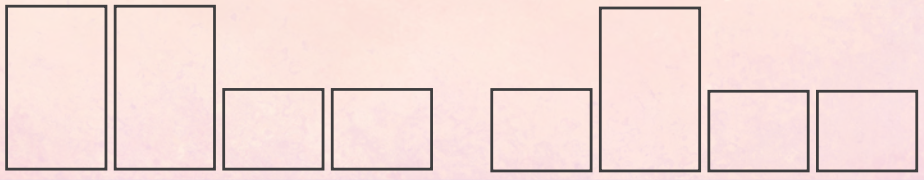
b

wh

ue

en

Write each word in the correct set of boxes.



☐ Personal or Shared Reading: For 20 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 89

READING BOOSTER CARD TARGET 38

TI Can Say /sh/

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: quit, quiz, quilt.
- ☐ Read to the child: I will dictate a sentence, and you write it on the line at the bottom of the page. Make the double Os into glasses. Dictate this sentence: We should go soon.
- ☐ Read to the child: Let's practice words where TI makes the /sh/ sound, as you learned in your reading booster cards. There are some differences between the two pictures of the rocket on the next page, and you get to spy them! Pick a photograph on this page and read the list of words aloud. Then spot a difference between the rockets on the next page and circle it. Repeat for each item below.
- ☐ Read the spelling rule to the child.

Spelling Rule: 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.

- ☐ Dictate the words in the boxes. Have the child write the words on the whiteboard or a separate sheet of paper. Read the spelling rule as often as needed. * = rule breaker

skid	**scar**	**clap**	**skunk***

clog	**skim**	**cross**	**skit**



station
option
solution
fraction
vacation
location



fiction
creation
information
direction
section
action

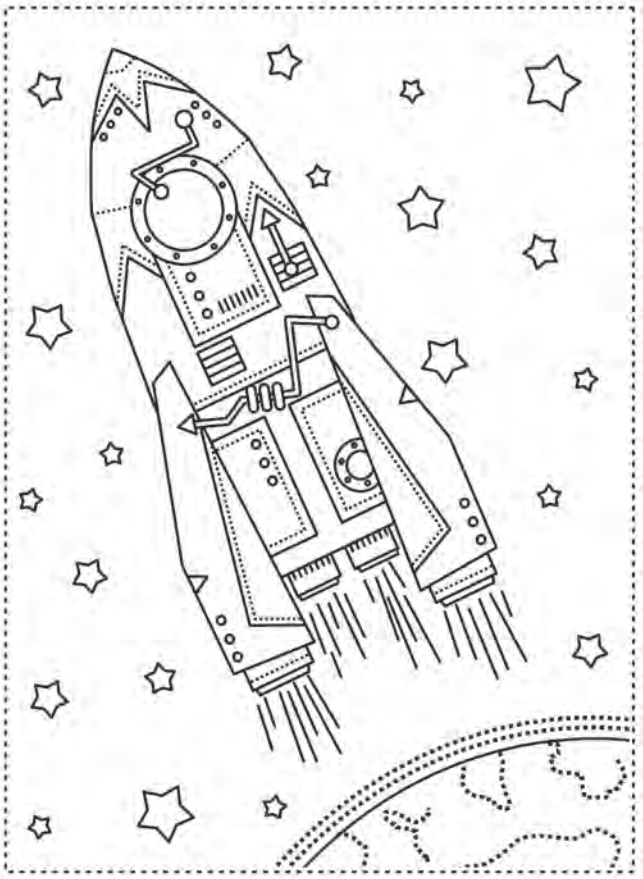


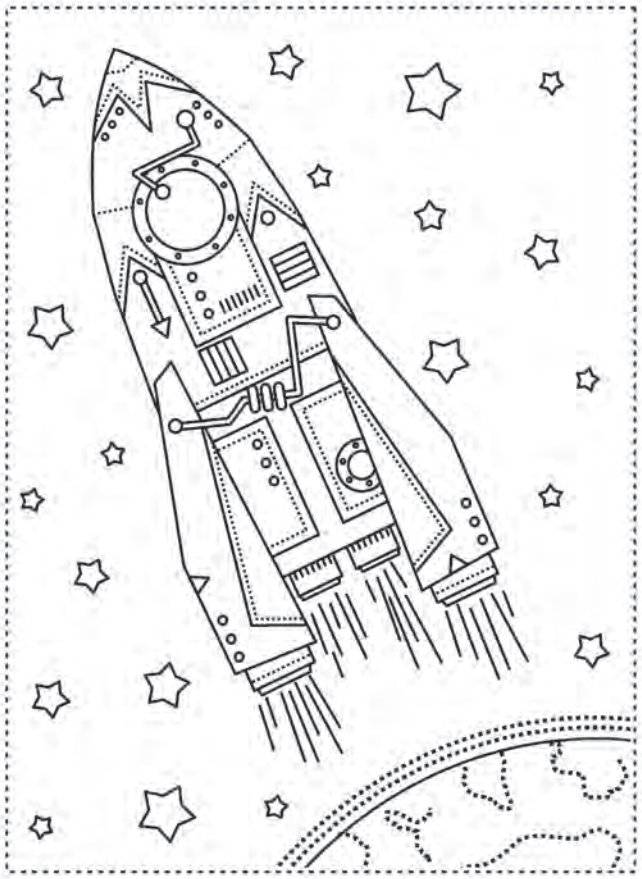
patience
lotion
mention
patient
motion
caution

SENTENCE DICTATION

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Completed ☐





Independent Practice

Edit the Article



Edit the article. Use the marks shown in the box below to edit. Cross out any incorrect word and write the correct word above it. Remember to use AN instead of A in front of a word that starts with a vowel sound. Also, always capitalize specific names of people, pets, and places. **There are four mistakes.**

Capitalize: ≡ Add a punctuation mark: ^. ^? ^!

Walking on the Moon

Some people have walked on the moon! A person has to work hard to become a astronaut. the first person to step on the moon was neil Armstrong

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Completed ☐

COMMAS AND WRITING You get to think of more things for which to thank God! This exercise practices commas with greetings, a series of words, and dates.

1. Write today's date on the orange line.
2. Trace the first word in the greeting and add the word "God." Add a comma at the end of the greeting.
3. Trace the beginning of the sentence in your note, and then add three things for which you are grateful. Remember to separate items in a series with commas.
4. Choose a closing from the box below to write on the red line. End the closing with a comma. Write your full name on the blue line.

From	Sincerely	Warmly	With love	With gratitude	Your friend

Thank-you Note to God

Dear

Thank you for

☐ Personal or Shared Reading: For 20 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 90

Special Needs Around the World

Parent/Teacher Preparation: The child will need a group setting of three to four children (in person or virtually) to practice participating in a collaborative discussion. If you cannot put this group together for this lesson, skip the lesson and come back to it on a day that you are able to have a group. If needed, you may do this activity with siblings, but consider that it can also be an opportunity to gain experience talking with people outside your home. Read the next page to be more prepared for the discussion.

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Get the group together. Read to the group: Today we are going to listen to a book and then have a discussion. When we have a group conversation, it is good to follow some rules. Read and discuss the Rules of Conversation in the yellow box below.



On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Books > Special Needs Around the World. Play the video.

Have a discussion using the questions in the purple box or your own questions. You or your child can lead the discussion.





Rules of Conversation

- Don't interrupt when others are speaking.
- Speak clearly and loudly enough to be heard.
- Raise your hand when you have something to say and wait patiently for your turn.
- Look at others when they are talking and show interest in what they are saying.
- Be respectful of others' ideas. It is also nice to show when you agree with or want to add more to support their thoughts.
- Ask questions to learn more and seek a better understanding of what others think.

- What does it mean for a person to have special needs?
- What is something you can do when you meet a new person with special needs and you are not sure if the person is able to talk or hear you?
- How do you feel when others include you in activities? How can you help other people with special needs feel included?

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Completed ☐

10 Tips for Parents to Help Children Understand Special Needs

1. A child is a child first. A child is not his or her special needs. We might say a child has special needs if it is relevant, but not that the child is special needs. Elias may be an autistic child, but first, he is a child who loves to ride his bike. The language we use with our children helps them focus on the person first.
2. At the same time, we don't need to pretend we do not notice a special need. Demonstrate to your child that disabilities are not shameful and that having conversations and respectfully asking questions might be welcomed. First say hello, ask a person's name, and talk about what you have in common, and then ask for permission to ask about a disability.
3. Teach your child that children with special needs are, in many ways, children just like any others—with abilities and challenges, likes and dislikes. Don't assume that a person is unable to help himself or herself.
4. Presume competence. Assume the person with special needs is capable and speak directly with him or her at eye level. Many kind people don't realize they are leaving people out when they speak over their heads or only to someone with them.
5. Model how to interact with people with special needs. If you are shaking hands with people, include all people. Always assume the person can hear and understand you. If you find out differently, you can then adjust your response.
6. Find out how you can help make playtime successful. Ask the parent questions. Adapting an activity may make it accessible to all.
7. Speak in a normal voice rather than assuming you need to speak more loudly or slowly.
8. Realize that families of those with special needs use tools, but the tools do not define them. Jacob is not confined to a wheelchair (a position of pity). Jacob uses a wheelchair for mobility (a position of competence).
9. Think about the language you use. The word "retarded" is out-of-date and is considered derogatory. "Deaf" or "blind" may be accurate for some but may not accurately describe a child who is actually hard of hearing or visually impaired. Help children to find appropriate words and know that it's OK to ask and learn when they're not sure.
10. Children with special needs are just as excited to make friends as anyone else!



Helpful Hint: If the child struggles with creative writing assignments, consider working with the child to write every other sentence or having the child dictate the assignment to you orally while you write it.

☐ Personal or Shared Reading: For 20 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 ☐

Independent Practice

CREATIVE WRITING CORNER

Make writing come alive! To describe a door, you could say, "The door is blue." Or you could say, "The bright blue door was tall and shiny." Using a complete sentence, describe the door on this page. Use words from the word bank if desired.

purple	bright
deep	lovely
flowers	surround



What's behind the door? You decide. Write a little story about what happens when you open the door.

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Completed ☐

LESSON 91

AIR

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ If needed, have the child write the words for this exercise instead of spelling them aloud. Read to the child: A letter team is two letters together that make one sound. Tell me two letter teams that make the sound /ow/ as in HOW? [OW, OU] Have the child spell these words aloud (tell the child that each word uses OW): how, now, cow.

  Have the child spell these words aloud (tell the child that each word uses OU): out, shout, cloud.
- ☐ Note: There is no reading booster card for the phonics principle AIR. Read to the child: Look at the painting on the next page. Imagine that you are in the scene, walking through the grass by the tall trees.

  I will tell you a list of adjectives, and you choose two words that you think best describe how the air would smell or feel. Adjectives are describing words. Here is the list: soft, soothing, lovely, refreshing, cool, fresh, earthy.

  Point to the word in the purple box. This is the word AIR. The letters AIR make the sound /air/ as in HAIR. Read the words in the green boxes. First, say each sound, and then put the sounds together.

air

air **air**	f - air **fair**
p - air **pair**	ch - air **chair**
h - air **hair**	st - air - s **stairs**
f - air - ly **fairly**	pr - air - ie **prairie**

- ☐ Read to the child: Read the compound words, first separating the two different words in your mind, and then reading them together. This gives you practice quickly recognizing the words in a compound word, which is a helpful reading skill.

airline	dairymaid	highchair
wheelchair	fairground	hairdresser

- ☐ Read to the child: I am going to dictate the beginning of a short sentence. You finish the sentence in a silly way and write it on the lines at the bottom of the page. TODAY combines the words TO and DAY. Dictate this phrase: Today I will talk . . . Have the child correct any mistakes.

SENTENCE DICTATION

Silly Sentence

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Independent Practice

ADJECTIVES AND WRITING Fill in each blank with an adjective from the word bank, or your own adjective, that you think works best to describe the painting.

colorful	fragrant	lovely
wide	green	quiet
stunning	towering	steep

Adjectives describe nouns.

_____ _____ wildflowers dot the _____ _____ valley. In the background the _____ _____ snowcapped mountain rises majestically.

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Completed ☐

DROP THE E RULE Drop the E before adding -ed or -ing to a word ending with an E. On each blank line, write the word in the blue box combined with the vowel suffix.

nice + er _____

dance + ing _____

make + ing _____

share + ed _____

Read the nature journal, and then circle the correct answers.

NATURE JOURNAL READING COMPREHENSION

Orca

Orcas are marine mammals that are found in all major oceans of the world. They have no predators and can live 40 to 60 years.



Orcas can grow to 26 feet long and weigh over 6,000 pounds! Also, orcas have 45 teeth that are 3 inches long each.

As many as 40 orcas will live with their relatives in family groups called pods.

Orcas are extremely smart animals capable of learning complex tricks and tasks.



1. Do orcas like to live in groups? **YES** **NO**
2. Can you find orcas in any ocean? **YES** **NO**
3. Do orcas have teeth? **YES** **NO**

☐ Personal or Shared Reading: For 20 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

READING BOOSTER CARD TARGET 42

CI

☐ Work on reading booster cards or books for 8 to 12 minutes.

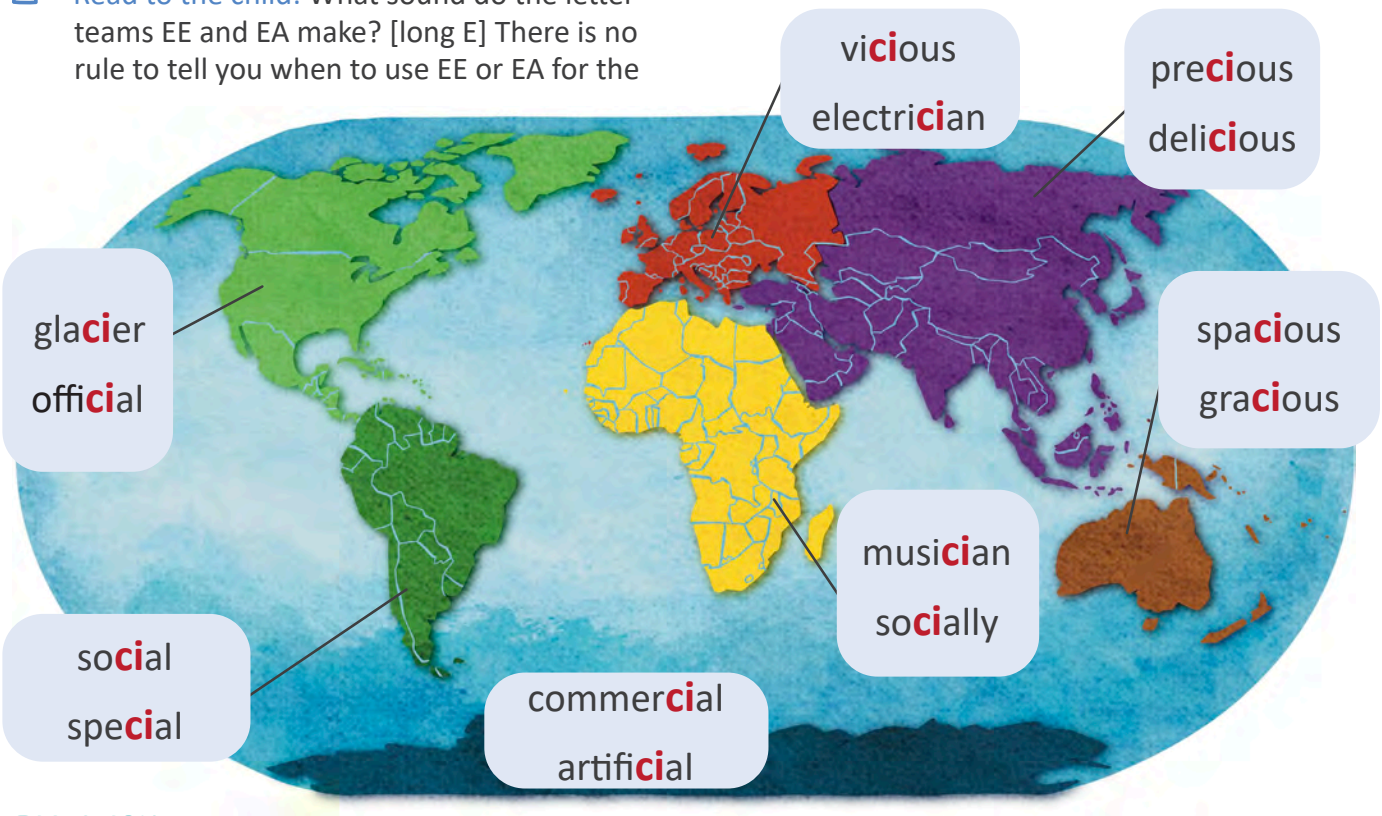
☐ Read to the child: As you learned in your booster cards, the letters C and I together can make the sound /sh/ as in GLACIER. I will tell you the name of a continent, and you read the words in the box connected to that continent. [Africa—yellow, North America—light green, Asia—purple, Europe—red, Australia—brown, South America—dark green, Antarctica—blue]

☐ Read to the child: What sound do the letter teams EE and EA make? [long E] There is no rule to tell you when to use EE or EA for the long E sound. Reading a lot can help you remember when to use EE or EA. For the words I dictate to you today with the long E sound, use EA. Listen to this spelling rule.

Spelling Rule: 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.

☐ Dictate the following words and have the child write them on the lines at the bottom of the page: hill, deal, will, bless, puff, meal.



DICTATION

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Completed ☐

Independent Practice

HOMOPHONES

meet = Let's meet at 9:00 a.m. | **meat** = I cut the meat.

Write the correct homophone in each blank: meet or meat.

1. I'll _____ his brother.

2. The butcher cuts _____.

3. The _____ is cooked.

4. I'll _____ you at 1:00 p.m.

UNIT SPELLING WORDS

- Say each word aloud, and then spell it aloud in a whisper.
- Say each word aloud, and then spell it aloud slow and then fast.

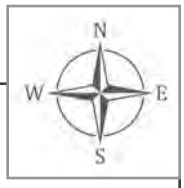
pretty	friend	blue
about	were	why

GEOGRAPHY, READING, AND ART PRACTICE

Follow the directions to create your own map.

- Draw a pond in the middle of the map. Make sure it takes up at least half the space in the box but not all the space.
- Put bushes on the east side of the pond.
- Put flowers on the west side of the pond.
- Draw a big rock north of the pond.
- Draw ducks in the south part of the pond.





☐ Personal or Shared Reading: For 20 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 93

Spelling Rules Practice

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Read the spelling rule to the child.

Spelling Rule: 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.

- ☐ Dictate the following words and have the child write them on the lines at the bottom of the page: thrill, tool, pass.
- ☐ Complete the letter tiles activity. Refer to the spelling rules and/or the videos if needed.



Videos: On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > U and V Caboose E or Spelling Rule: Drop the E. Play the video.

Spelling Rule: Caboose E

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

Spelling Rule: Drop the E

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



LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 93, or use physical tiles. Dictate the words. Read any of the spelling rules above to the child if needed.

living	moved	telling	hoping	making	passed
yelling	taking	smelled	having	lived	missing

Dictate the words in the purple boxes below. Write down words the child misspells to practice again at the end of the exercise.

were	sold	talk	what	where	walked

SPELLING DICTATION

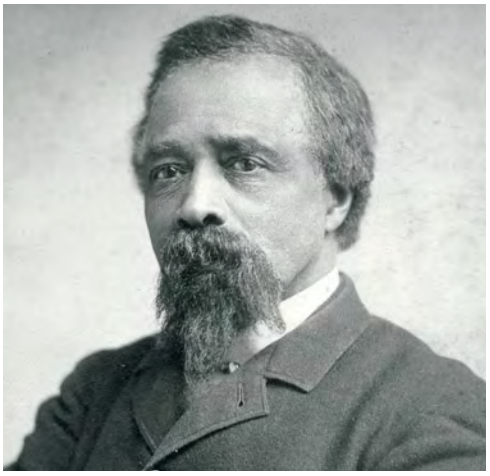
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Completed ☐

Independent Practice

Artist Study

Edward Mitchell Bannister



☐ Read to the child: Read the information about the artist, and then underline the correct answers to the questions.

Edward Mitchell Bannister was born in Canada in 1828. His mother sparked in him an interest in art. Very sadly, he struggled to get an art education because of his skin color. However, he persisted and practiced on his own, and, in time, his art was admired. Before he became well known for his art, he was a barber (someone who shaves faces and cuts hair—especially men's hair).



1. Who sparked Bannister's interest in art?
   his wife his mother his brother
2. Did Bannister work as a barber? yes no
3. How did he face his challenges?
   He kept on going and trying. He lost hope.





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Completed ☐

Independent Practice

hills	people	forests	mountains		
trees	rivers	birds	animals	insects	
orange	purple	blue	pink	brown	yellow

WRITING Write the essay by tracing the words and adding your own words to fill in the blank spots. On each blank spot, include a series of three words separated with commas (example: rocks, stones, and twigs). Then read your essay aloud to your parent or teacher. Use words from the bank if needed.

My Little Essay

If I Were an Artist

If I were an artist, I would paint

Plus, I would

use colors like

It's fun to imagine.

☐ Personal or Shared Reading: For 20 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
- small plastic sheet (optional)
- watercolor paints

LESSON 94

Possessive Nouns

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Have the child spell the following words aloud: talk, gold, chalk, told.

☐ 

Practice these Unit 3 spelling words using the free Good and Beautiful Letter Tiles app (Level 2 > Spelling Words: Unit 3) or any way desired: pretty, friend, blue, about, were, it's.

☐ Dictate this sentence: I feel rain. The child should write the sentence on the line at the bottom of the page and change the dot on the I to a raindrop. As always, make sure the child has correct spacing between words and fixes any errors and random uppercase letters, etc.

☐ Note: The objective of this lesson is for the child to learn to read possessive nouns and understand what they are. The child does not need to master creating possessive nouns. Take out the painting on the next page and give it to the child. Read to the child: This painting shows the tallest active volcano in the world. It is called Cotopaxi, and it is on the continent of South America. We will use this painting today as we talk about possessive nouns. When someone possesses something, it means it belongs to him or her. For example, if Helen owned a dog, you could say, "Helen possesses a dog." You could also write this sentence. Point to the green sentence and read it.

It is Helen's dog.

Look at the apostrophe, which is in red. We often add S to the end of a word to show that the word is plural, which means more than one. But in the green sentence, there is only one Helen. The apostrophe + S in the sentence shows that Helen owns the dog.

You read each sentence in purple, and then show me on the painting the area the sentence describes.

The volcano's eruption was fairly sudden.

A volcano is one of the world's special landforms.

We listen to the water's roar.

A column of smoke bursts from the mountain's tip.

☐ Dictate these sentences for the child to write on a whiteboard or piece of paper. If needed, remind the child to add an apostrophe because the word with the S is not plural; it shows possession.

The man's friend sat. A car's horn honked.

SENTENCE DICTATION

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Completed ☐

Independent Practice



PAST TENSE Regular past tense is usually formed by adding "ed."

Example: cook = cooked Write the past tense for each verb.

learn _____ erupt _____

point _____ flow _____

talk _____ earn _____

If a base or root word ends in a final Silent E, drop the E before adding a vowel suffix. Example: live = lived (not liveed). Write the past tense for each verb.

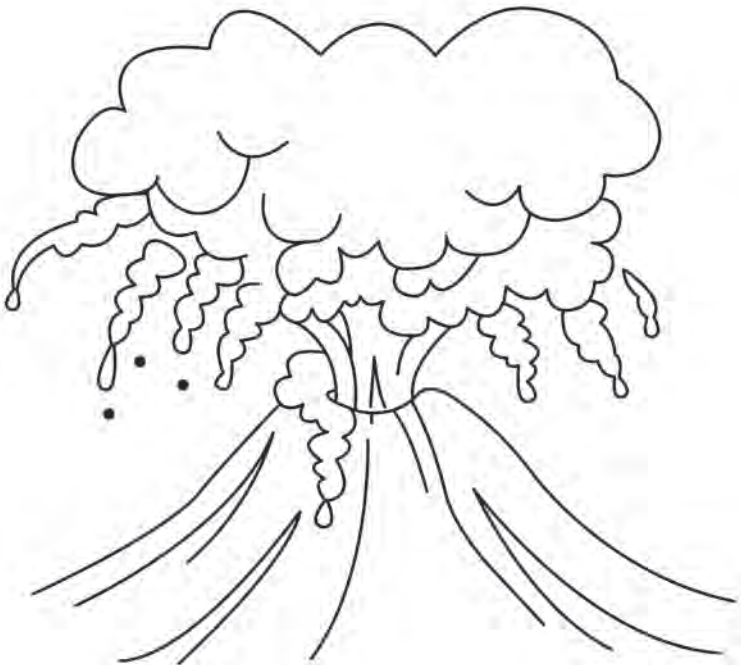
quake _____ explode _____

UNIT SPELLING WORDS

why	when	who

1. Read each word and write it with your finger on the palm of your other hand.
2. Say each letter, and then spin around once. Take a bow after you end each word.
3. With parent/teacher permission, write each spelling word twice on a window or mirror with a dry-erase marker.

ART Paint the volcano with watercolors. Use a thin brush. Place a plastic sheet behind the page if desired.



☐ Personal or Shared Reading: For 20 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:
- a small reward (see lesson)

LESSON 95

Irregular Plural Nouns

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Dictate the purple words (spelling review from lower-level courses) and have the child spell the words aloud. Write down and keep any words missed and practice daily until they are mastered.

two	little	done	move	many	put	school

☐ Determine a small reward for this activity, such as a berry, a fruit snack, or a jump on the trampoline, etc. Read to the child: One by one I will dictate six words that start with WH, and you write them on the lines at the bottom of the page. The WH is given on each line. Choose the lines you write the words on in random order. I am thinking of a line in my mind. When you write a word on that line, I have a small reward for you. Dictate these words: why, when, where, white, what, who.

☐ Read to the child: You have learned the rule for making a noun plural, which is this: Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S.

To review this rule, tell me how to spell the following words aloud: toys, boxes.

Let's practice some plural nouns that are irregular, meaning they don't follow the regular rule for making a noun plural. Quiz the child on the following words, first telling him or her the singular form of the word and having him or her tell you the plural form of the word aloud. Then tell the child the plural form of the word and have him or her tell you the singular form of the word. Repeat as many times as desired.

Singular	Plural
tooth	teeth
mouse	mice
goose	geese
child	children
man	men
woman	women
leaf	leaves
knife	knives
person	people
wolf	wolves
ox	oxen



☐ Read to the child: Some nouns are the same in their singular and plural forms. Listen to these pairs of sentences.

One moose came. Two moose came.

A sheep eats. Two sheep eat.

I saw one deer. I saw four deer.

My pants fit. Jane's and Sarah's pants are cute.

DICTATION

wh wh wh

wh wh wh

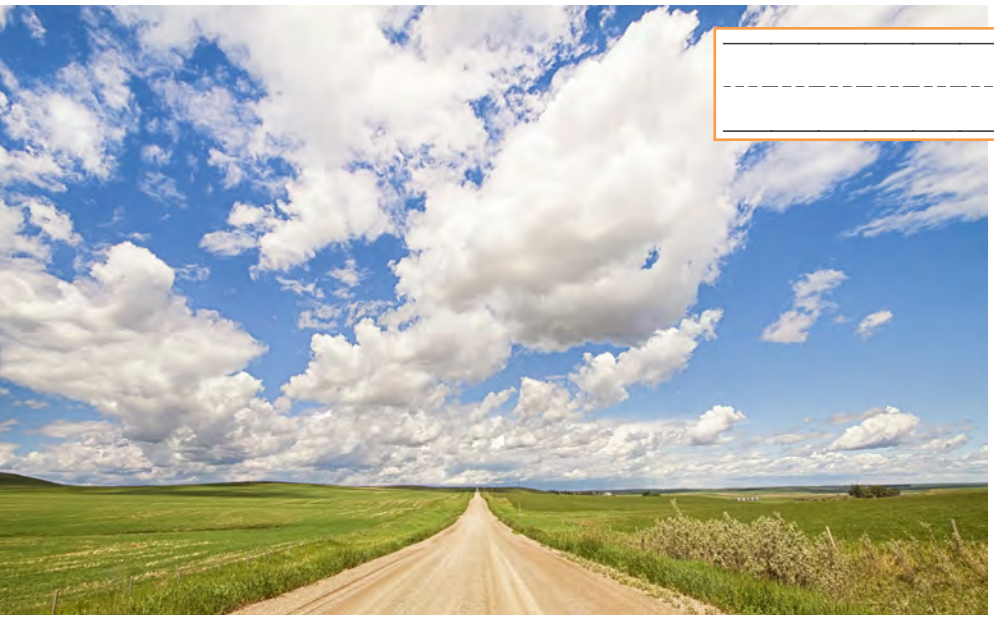
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Completed ☐

☐ Read to the child: We are going to talk about some physical characteristics that exist on every continent on Earth. Point to the first photo. Let's talk about this photo. A ***bay*** is an area of water that is partially surrounded by land. Point to the bay on the left side of the photo. Bays are connected to larger bodies of water, such as lakes or oceans. In this photo you can also see a ***peninsula***, which is a piece of land that is surrounded by water on three sides. You are going to write the word BAY on the line by the picture. When the long A sound is at the end of a word, it is made with AY.



☐ Point to the photo below. Read to the child: This photo shows plains. ***Plains*** are large areas of land that are mostly flat. Much of the world is covered with plains. Many plains are covered in grass and are called ***grasslands***. Grasslands in North America are also called ***prairies***. Grasslands in Asia are called ***steppes*** [steps]. Grasslands in tropical places are called ***savannas***. You are going to write the word PLAINS on the line by the picture. Three ways you can make the long A sound are by using AI, AY, or when a Silent E makes the A say its name. In this word the long A sound is made with AI.



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Completed ☐

Independent Practice

sew = I can sew a shirt.
so = He is so nice. | I'm hurt, so I need help.

HOMOPHONE PRACTICE Write the correct word on each blank: sew or so.

1. My neighbor is _____ kind.
2. I will _____ eighteen shirts.
3. I will _____ the edges of the quilt.
4. The elephant is _____ large.

ANTONYMS AND SPELLING (OU) An antonym is a word that is the opposite of another word. For example, HAPPY and SAD are antonyms. Write an antonym for each word. Each word contains OU, and the first letter or two is given.

whisper sh

lost f

silent l

sky gr

SPELLING: EA AND SEGMENTING SOUNDS

Write the individual sounds to spell the word for each image. Two letters together that make one sound go in one purple box. There is one box for each sound. All the words contain EA.







SPELLING: SOFT C On each line add a letter or letters to create a word.

ice

ice

SPELLING: SOFT G On each line add a letter or letters to create a word.

age

age

☐ Personal or Shared Reading: For 20 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:

- timing device

LESSON 96

READING BOOSTER CARD TARGET 44

GN, IGN, AUGH

Helpful Hint: We highly suggest having the child read from *My Third Nature Reader* to review the principles learned while also gaining an appreciation for nature and more experience reading nonfiction.

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Note: This section is a repeat of a previous section by design. Read to the child: Tell me two letter teams that make the sound /ow/ as in HOW. [OW, OU] Have the child spell these words aloud (tell the child that each word uses OW): how, now, cow.

Have the child spell these words aloud (tell the child that each word uses OU): out, shout, cloud.

☐ Read to the child: I am going to dictate the beginning of a short sentence. You finish the sentence in a silly way and write it on the lines at the bottom of the page. Dictate this phrase: We should go . . . Have the child correct any mistakes.

☐ Read to the child: Let's practice reading words with phonics principles that you have learned in your booster cards. Time the child as he or she reads the words on each track lane and see which lane the child can "dash" across fastest. Record the times on a whiteboard or at the end of each lane. You can skip the timing if it stresses the child, but consider this fun activity to be a good opportunity to try working on being less stressed while being timed.

1	gnat	gnaw	gnarl	sign	gnash	design
2	align	assign	daughter	caught	gnawing	
3	taught	naughty	gnashing	designed	retaught	

SENTENCE DICTATION



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Independent Practice

GEOGRAPHY BOOK

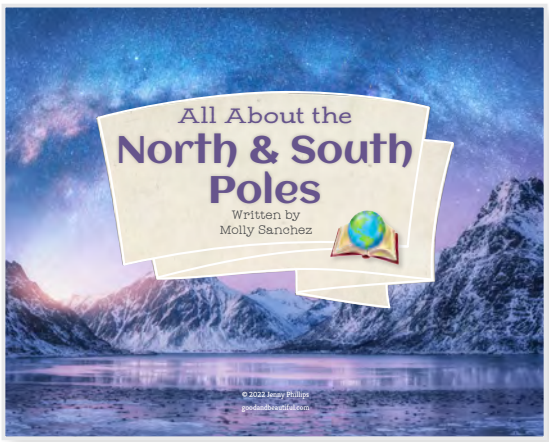
With a parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Books > All About the North & South Poles. Play the video. Answer the following questions. If needed, listen to the book again.

1. Is the South Pole on land?

   yes no

2. Is our earth tilted?

   yes no



WRITER'S WORKSHOP

Finish each sentence. Use ideas from the bank or your own ideas.

it is very cold in that area	no land is there	it is dark there for half the year

One thing I learned about the North Pole is _____

I also learned that _____

☐ Personal or Shared Reading: For 20 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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LESSONS 97 & 98

Writer's Workshop: About Me Booklet

- ☐ For each lesson, 97 and 98, work on reading booster cards or books for 8 to 12 minutes.
- ☐ Lesson 97: Read to the child: What sound do the letter teams EE and EA make? [long E as in SEE] I will dictate four words aloud, and you write them on the whiteboard. Use EA for the long E sound. Dictate these words: east, read, neat, seat.
- ☐ Lesson 97: Have the child cut out and complete the first set of boxes of the "About Me" booklet, with your help as needed. The first box has a back and a front.
- ☐ Lesson 98: Read to the child: Let's review. C and G are usually soft when they come before _____. [I, E, or Y]

  To put words in alphabetical order, look at the first letter of each word and organize the words in the order of the letters of the alphabet. Tell me the alphabetical order of these words: apple, banana. Tell me the alphabetical order of these words: goose, fawn.
- ☐ Lesson 98: Have the child cut out and complete the last two boxes (single sided) of the "About Me" booklet, with your help as needed. Then staple the book together.

pg 1

About Me: _____

Write your first name on the line above and describe the way you look below.
For example, what color is your hair, and is it straight, long, short, curly, etc.?

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Helpful Hint: Heads up! The child will create a geography presentation in Lesson 103, using either a poster board or a program like Google Slides. Prepare now to have one of these items ready.

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Describe your home and draw a picture of it.





Write about your favorite things to taste, see, and hear. Use the transitional words also or another. Draw some of the items you wrote about.

Write about your favorite things to do. Illustrate one thing you wrote about.

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Completed ☐

LESSON 97
Independent Practice

READING + SUBJECT/VERB AGREEMENT Circle the correct verb in each box.

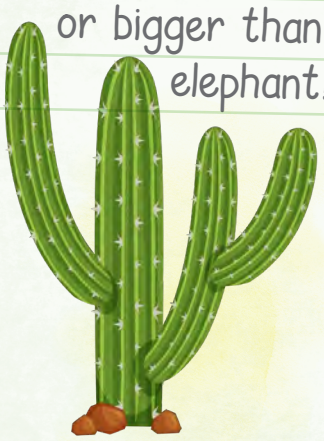
The dog gnaw gnaws on its precious bone while sitting on the front porch.

The guests think thinks the food is really delicious.

Read the nature journal, and then circle the correct answers.

NATURE JOURNAL READING COMPREHENSION

Cacti live in hot, dry places like deserts. They don't need much water and can go without rain for over a year! A cactus can be as small as a mouse or bigger than an elephant!



Cacti don't have leaves like other plants do. They have sharp thorns that help protect them.

Cacti

Some cacti have colorful flowers, and some grow fruit that can be eaten.



There are more than 2,000 different types of cacti!

1. Do cacti need water every day? **YES** **NO**
2. Can you find cacti in really cold places? **YES** **NO**
3. Do cacti have leaves? **YES** **NO**

☐ Personal or Shared Reading: For 20 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
Independent Practice

Edit the Article



Edit the article. Use the marks shown in the box below to edit. Remember to start a sentence with an uppercase letter, also called a capital letter. Add commas in a series of words. **There are five mistakes. Hint: The words cliffs, trees, and roofs are in a series.**

Capitalize: ≡	Add a punctuation mark: ^. ^? ^! ^,

Storks

storks have long legs and long necks. do you know where storks build nests They often choose cliffs trees and roofs of homes as their nesting locations.

UNIT SPELLING WORDS

- Say each word aloud, and then spell it aloud in a whisper.
- Say each word aloud, and then spell it aloud slowly and then fast.

when	who	people
great	why	friend

COMMON AND PROPER NOUNS

Read each sentence aloud. Then look at the underlined word in each sentence and circle whether it is a common noun or proper noun.

1. A certain <u>girl</u> combs her hair. common noun | proper noun
2. <u>Janice</u> combs her hair. common noun | proper noun
3. The <u>lake</u> is eighteen feet deep. common noun | proper noun
4. <u>Pine Lake</u> is eighteen feet deep. common noun | proper noun

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Completed ☐

LESSON 99

OR and IR Review

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: Read the words in the boxes. If needed, read the words divided into syllables. The letter team OR at the end of a word usually says /er/ like in AUTHOR.

portray	adorable	counselor
flavoring	horridly	birthmark
squirmy	forcible	inspiration

Soft C comes before an I, E, or Y.

☐ Complete the letter tiles activity.

LETTER TILES

Use the app

On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 99, or use physical tiles. Dictate the words in the purple boxes.

short stormy glory story thorn

Tell the child that OR at the end of the word often says /er/, but if you add a Silent E, it keeps the OR saying /or/ like MORE.

more labor store favor shore

Dictate the words in the purple boxes. Tell the child that the /er/ sound in these words is spelled with IR.

bird first shirt thirsty dirty

☐ Have the child read the following poem, "Firefly" 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.

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Completed ☐

Independent Practice

PLURAL WORDS We usually add S to words to make them plural, but we add ES to make words plural that end with SH, CH, Z, X, or S. Add either S or ES to make the words below plural. Then read each word aloud.

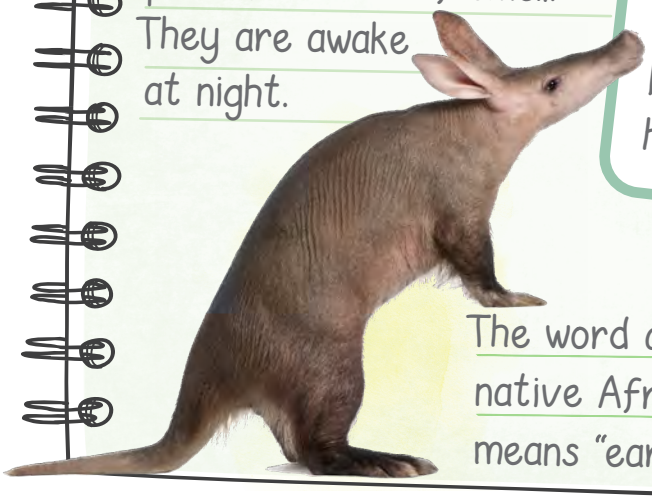
castle	ash	glass	bush
island	box	buzz	wish

Read the nature journal, and then circle the correct answers.

NATURE JOURNAL READING COMPREHENSION

Aardvarks

Aardvarks live in cool, dark underground burrows in Central and Southern Africa. They have very poor eyesight but a powerful sense of smell. They are awake at night.



Aardvarks are very powerful diggers. They use their sharp claws to dig burrows and hunt food.

Aardvarks have very long, sticky tongues that help them eat their favorite food—termites!



The word aardvark is a native African word that means "earth pig."

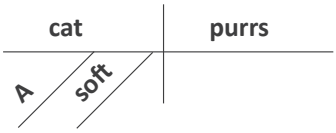
1. Are aardvarks awake at night? **YES** **NO**
2. Can aardvarks see in the dark? **YES** **NO**
3. Do aardvarks use their noses to dig? **YES** **NO**

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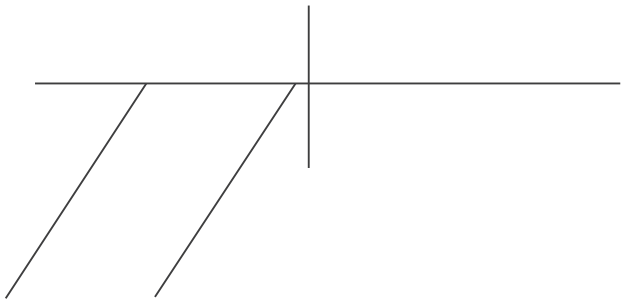
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SENTENCE DIAGRAMMING

Diagram the sentences. Refer to the example or page 185 if needed.

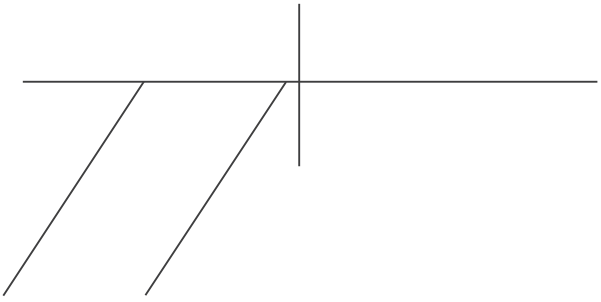


A little puppy looks.





The tiny kitten drinks.





Say the words.

great

who

Say and trace the words.

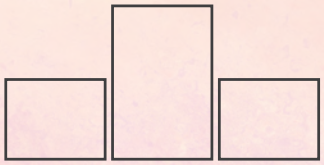
great

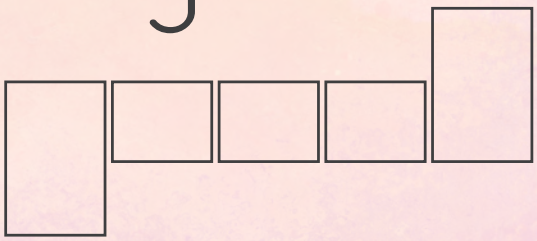
who

Circle each word twice.

c	g	w	h	e
g	r	e	a	t
w	e	t	o	i
h	a	w	h	o
o	t	o	u	s

Write each word in the correct set of boxes.





Fill in the missing letters.

w

at

o

gr

☐ Personal or Shared Reading: For 20 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 100

READING BOOSTER CARD TARGET 46

Sight Words: Group 3 + Sensory Language

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud, telling the child that each word contains AW: jaw, saw, lawn, yawn, straw.
- ☐ Read to the child: I will dictate three words that contain ER and have double consonants in the middle, and you write them on the lines at the bottom of the page. Dictate these words: letter, better, dinner.
- ☐ Read to the child: Sensory words describe touch, taste, sound, smell, and sight. Sensory words bring writing to life. The text in each box gives you practice with sight words that you already learned in your reading booster cards. Read the text in each box, and then tell me the main sense that is being described: touch, taste, sound, smell, or sight.

The woman added some sugar to the hot cocoa and handed it to me. A steamy chocolate smell swirled around me.

The cruel storm sent thunder cracking through the air and a deep rumble bounding across the mountains.

I sure loved the piece of citrus fruit. The juicy sweetness filled my mouth, but I could also detect a hint of sourness.

The children's laughter rang through the room like little ringing bells, and it filled my soul with joy.

With a harsh voice that sounded like grating metal, the man stated the rules about using fuel.

ORAL NARRATION

- ☐ With the child, look at the painting on the next page. Read to the child: Let's practice oral narration in which you use sensory words to describe the painting. I will tell you a sense, and you tell me a descriptive sentence about the painting that uses that sense. If you are stuck, I can give you some ideas to use.

Tell the child a sense below, and have the child tell you a descriptive sentence about the painting that uses the sense. Tell the child the prompts in brackets if needed.

Sound [river gurgles, snow crunches]

Touch [cold air, nips face, warm jacket]

Sight [sunlight shining on water, white snow]

SPELLING DICTATION

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Independent Practice

SPELLING: OA AND SEGMENTING SOUNDS

Write the individual sounds to spell the word for each image. Two letters together that make one sound go in one purple box. There is one box for each sound. All the words contain OA.







SPELLING: SOFT C

On each line add a letter or letters to create a word.

ace

ice

SPELLING: IGH

On each line add a letter or letters to create a word.

ight

ight

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Completed ☐

Say the words.

blue

when

Say and trace the words.

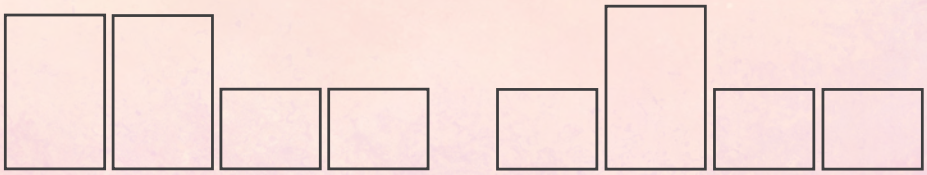
blue

when

Circle each word twice.

b	l	b	l	w
l	u	l	u	h
u	r	u	u	e
e	o	e	u	n
w	h	e	n	s

Write each word in the correct set of boxes.



Fill in the missing letters.

bl

wh

ue

en

POSSESSIVE NOUNS Read each phrase and draw a line to its meaning.

the woman's lamb	The thumb belongs to the man.
the man's thumb	The design belongs to Mary.
Mary's design	The lamb belongs to the woman.

HOMOPHONES Read each sentence, and then draw a line from the blank spot to the correct word to fill the blank spot.

The _____ is in the freezer. — meet

Ethan is always _____ curious. — meat

Let's _____ at the fountain tomorrow. — so

I'll _____ a new blue suit. — sew

The wrestling _____ is about to start.

☐ Personal or Shared Reading: For 20 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 101

Geography: Natural Resources

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Read to the child: I will dictate a sentence, and you write it on the line at the bottom of the page. When we contract the words IT and IS into one word, we drop the I in IS and put an apostrophe in its place. Dictate this sentence: It's a joy to share toys.
- ☐ 

Practice these Unit 3 spelling words using the free Good and Beautiful Letter Tiles app (Level 2 > Spelling Words: Unit 3) or any way desired: pretty, friend, blue, about, were.
- ☐ Read to the child: This beautiful earth is a wonderful gift. Feeling gratitude for our earth and taking care of it is the right thing and brings us joy. Read this poem about our earth.

O, Big Round World

By Alice C.D. Riley

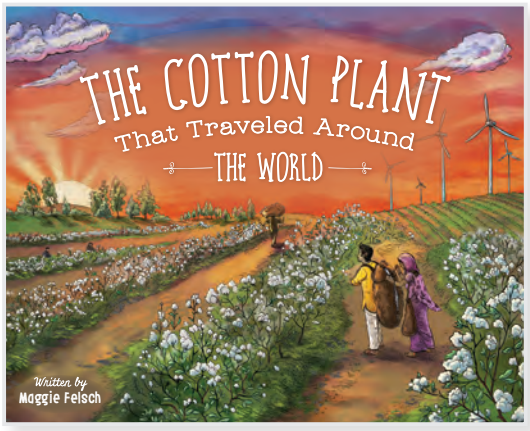
O, big round world,
O, wide, wide world,
How wonderful you are.
Your oceans are so very deep,
Your hills reach up so far;
Down through your valleys wide and green,
Such mighty rivers flow;
Upon your great sky-reaching hills,
Such giant forests grow.



GEOGRAPHY BOOK



On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Books > The Cotton Plant That Traveled Around the World. Play the video, and then discuss the questions.



Book Response Discussion

1. Is cotton a renewable or nonrenewable resource? [renewable, because it can be planted and harvested year after year]
2. Animals like sheep and yaks grow wool year after year. Is wool a renewable or nonrenewable resource? [renewable]
3. What are three ways resources are transported from one country to another? [answers may include boat, truck, plane, train, auto-rickshaw, or other modes of transportation]

SENTENCE DICTATION

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Completed ☐

Independent Practice

CREATIVE WRITING CORNER

Pet Problem!

You are going to write an imaginary story about a problem with a pet. First, fill out the parts below.

Kind of pet

The pet's name

Circle the problem that happens in the story.

- The pet gets lost.
- Your pet has escaped from its cage or pen.
- You are entering a pet contest, but your pet just got all dirty.

Write your story!

Illustrate your story.

☐ Personal or Shared Reading: For 20 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
- white paint

LESSON 102

Decoding Practice

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: cry, dry, kind, fly, think.
- ☐ Read to the child: I will dictate a short sentence, and you write it on the line at the bottom of the page. Dictate this sentence: It's time to plant seeds.
- ☐ Give the child white paint and a small paintbrush. Read to the child: You get to add dots of snow to the trees. Read each row of compound words, first separating the two different words in your mind, and then reading them together. This gives you practice quickly recognizing the words in a compound word, which is a helpful reading skill. After each row of words, paint three dots of snow on a tree.

anyplace	birthplace	breakdown
courthouse	downpour	courtyard
pocketknife	worldwide	worthwhile
floodlight	floorboard	countryside
earthquake	eyebrow	alleyway
peacekeeper	headphone	honeycomb



SENTENCE DICTATION

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Completed ☐

☐ Give the child a highlighter or yellow crayon. Read to the child: When reading longer words, it is helpful to recognize letter teams that together make one sound, like TH, ER, AI, OA, and so on.

The words below are divided into syllables, as shown by the gray and blue boxes. You will read each row of words below. First, look at the letter team in the yellow box and say its sound. Then on the row below the yellow box, highlight each use of the letter team on the row. It's not a team if the letters are split between syllables. Then read the words. Read the hints above each word to the child if needed.

er

nevertheless

entertaining

The vowel in an open syllable does not always say its name. O can say /uh/.

philosopher

oa

motorboat

When reading a double consonant, only say the sound one time.

approaching

goalkeeper

ow

drowsy

cauliflower

OW can make the long O sound.

hollow

ear can say /er/

research

searchlight

The E at the end is silent. A Silent E is often added at the end of a word after S so the word does not look plural.

rehearse

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Completed ☐

Independent Practice

UNIT SPELLING WORDS

- Say each word aloud, and then spell it aloud in a whisper.
- Say each word aloud, and then spell it aloud slow and then fast.

when	who	people
great	why	pretty

CABOOSE E Write an E at the end of the words that need a Caboose E so that the word does not end with V. Then read each word aloud.

hav___	island___	giv___	glov___	climb___	abov___

POSSESSIVE NOUNS Read each phrase and draw a line to its meaning.

the nation's leader	The suggestion belongs to Greg.
the lotion's scent	The leader belongs to the nation.
Greg's suggestion	The scent belongs to the lotion.

Syllable Division Rule + IGH Words

Rule: Divide compound words between the two words.

Fill in the circle that shows the total number of syllables in the word, and then write the word divided into syllables.

lighthouse	1 2 3	
moonlight	1 2 3	
nightgown	1 2 3	

☐ Personal or Shared Reading: For 20 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:

- a poster board or access to Google Slides

LESSONS 103 & 104

Geography Presentation

☐ For each lesson, 103 and 104, work on reading booster cards or books for 8 to 12 minutes.

☐ Lesson 103: Have the child spell the following words aloud: how, cow, cry, plow.

☐ Lesson 103: Help the child find information about a country of the child's choice, and you (the parent/teacher) fill in the chart below. Then have the child use the information to prepare a poster or multimedia presentation (on a program like Google Slides). It is fine for the parent or teacher to write all or some of the information on the poster or to type all the words on the slides.

Physical Features/Landforms	Natural Resources	People (language, culture, etc.)

☐ Lesson 104: Dictate these words and have the child write them on the lines at the bottom of the page: why, when, where, think, what, who.

☐ 

Lesson 104: On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > How to Give a Presentation. Play the video. Then have the child prepare for and give the presentation to his or her family and/or friends.

SPELLING DICTATION

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Completed ☐

LESSON 103

Independent Practice

Syllable Division Rule

Split After a Prefix or Before a Suffix: You often make a syllable division after the prefix or before the suffix. Examples of prefixes: un-, re-. Examples of suffixes: -ing, -ly, -er.

Fill in the circle that shows the total number of syllables in the word, and then write the word divided into syllables.

repaint	1 2 3	
unkindness	1 2 3	
nicely	1 2 3	
unfolding	1 2 3	

OPEN SYLLABLES In each box draw a line from the beginning of the word to its correct ending. The first syllable is open, so the vowel at the end of the first syllable is long (says its name).

ti	ger
u	nite

de	pril
A	tail

© Good and Beautiful

Completed ☐

HOMOPHONES REVIEW Read each sentence, and then draw a line from the blank spot to the correct word to fill the blank spot. Some words will be used more than once.

The bald eagle does not have _____ legs.

Knowledge is a good thing to seek _____.

I _____ a certain sound in the backyard.

I _____ you had the strength to tell the truth.

The painting of an ocean is over _____.

We _____ the pleasant tinkling of the fountain.

We bought a _____ piano yesterday.

for

four

hear

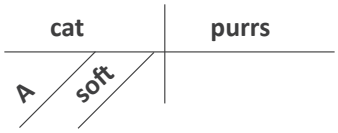
here

knew

new

SENTENCE DIAGRAMMING

Diagram the sentences. Add lines for the second diagram.



A little owl stares.

The new pony stands.





☐ Personal or Shared Reading: For 20 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
Independent Practice

READING + SUBJECT/VERB AGREEMENT Circle the correct verb in each box.

The women laugh laughs at the funny story.

Aunt June pour pours the sugar into a special jar.

Read the nature journal, and then circle the correct answers.

NATURE JOURNAL READING COMPREHENSION

Blue Morpho Butterflies

The blue morpho butterfly is among the largest butterflies in the world, with a wingspan of 5 to 8 inches! It lives for about four months.



The wings are brown with eyespots on the underside, while the top is covered in scales that appear blue.

It is found only in the tropical rain forests of South and Central America.

Blue morpho butterflies have a distinctive slow, wobbly flight pattern.



1. Can you find blue morpho butterflies in all forests? **YES** **NO**
2. Are blue morpho butterflies the smallest butterflies? **YES** **NO**
3. Do blue morpho butterflies have eyespots? **YES** **NO**

☐ Personal or Shared Reading: For 20 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 105

AR and IR Review

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Read to the child: Read the words, which are broken into syllables. Remember the C is soft (makes the /s/ sound) in front of I, E, or Y. An open syllable can end with a long or short vowel.

gardener	confirm	collar	circular
birthmark	birthplace	seabird	circumstance
whirlpool	hurricane	purposely	currently

- ☐ Complete the letter tiles activity.

LETTER TILES

Use the app

On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 105, or use physical tiles. Dictate the words in the purple boxes.

party | farming | start | artist | sharply

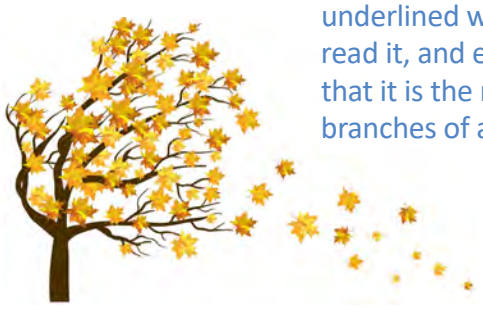
Dictate the words. Tell the child that OR at the end of the word often says /er/, but a Silent E keeps the OR saying /or/ like MORE.

tore | actor | store | armor | more

Dictate the words. Tell the child that IR makes the /er/ sound in each of these words.

dirty | swirled | thirty | squirt | thirsty

- ☐ Have the child read the poem. Point to the underlined word, read it, and explain that it is the main branches of a tree.



Whoosh! The Wind

By Jennifer D. Lerud

Whoosh! The wind whips wild and whining,
Through the thundering, thick sky climbing,
Between the <u>boughs</u> of beeches blowing,
Flinging free the fall leaves flowing.

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Completed ☐

Independent Practice

PRESENT TENSE VERBS Using the verb in the box, write the correct present tense verb form on the blank line for each sentence. If the verb ends with SH, CH, Z, X, or S, add ES, otherwise just add S.

splash

1. The child _____ in the pool.

scratch

2. The monkey _____ its leg.

talk

3. Peggy _____ to the group.



SENTENCE WRITING Study the details of the painting. Then write one or two sentences that describe how the scene sounds, looks, and feels. Use your best handwriting.

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Completed ☐

Edit the Article

Edit the article. Use the marks shown in the box below to edit.

- Start a sentence with an uppercase letter.
- End a sentence with a period, exclamation point, or question mark.
- Use A before a word that starts with a consonant and AN before a word that starts with a vowel sound.
- Names of states are proper nouns and should be capitalized.

There are five mistakes.

Capitalize: ≡ Add a punctuation mark: ^. ^? ^! ^,

Cross out an incorrect word and write the correct word.



The Pomo Native Americans

The Pomo people are from Northern california. they are known for making wonderful baskets. Many Pomo children like to go fishing and hunting with their fathers. Pomo women used to wear skirts made of deerskin or grass. they also gathered acorns and ground them into flour. Their houses were made from an cone-shaped frame of wooden poles covered with reed mats

☐ Personal or Shared Reading: For 20 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 106

READING BOOSTER 48 CARD TARGET

EI + Natural Disasters

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Read to the child: I am going to dictate three words to you. I will write the words on the whiteboard as you spell them aloud. Each word uses IGH. Dictate the following words and write them on the whiteboard as the child spells them: tight, might, right.

  Now you write the words on the whiteboard in alphabetical order. Help the child identify the first letter in each word and put the words in alphabetical order by which letters come first in the alphabet.
- ☐ Read to the child: I am going to dictate a short sentence, and you write it on the line at the bottom of the page. Draw a light bulb at the end of the sentence. Dictate this sentence: They are kind and good.
- ☐ Read to the child: Natural disasters are violent events of nature that humans cannot control. You read the purple boxes, and I will read the black boxes. This will give you practice reading words with EI (which you have mastered in your reading booster cards) as we learn more about natural disasters.



A volcano is a landform where molten rock erupts through the surface of the ground. Poisonous gases and ash can be spewed to a great h**ei**ght.



Many people live near active or dormant volcanoes. If you are warned that there might be a volcanic eruption near you, you should leave immediately. Not only is the lava dangerous, but also ash in the air can make it dangerous to breathe and can make drinking water unsafe.

SENTENCE DICTATION

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Completed ☐



Earthquakes are considered s**ei**smic activity, which is the shaking of the earth. Scientists measure the s**ei**smic activity on a scale of 1 to 10 with 10 being the most intense shaking. Some areas of the world rec**ei**ve more s**ei**smic activity than other areas.

Believe it or not, more than a million earthquakes take place every year. Most earthquakes are not very powerful, but some are. The most powerful earthquake ever measured at 9.5 on the Richter scale.





Tornadoes are violently spinning columns of air. They can rip apart c**ei**lings, uproot trees, and pick up cars. Tornadoes can form over **ei**ther water or land.

If a tornado is near you, it is best to go underground or to the lowest floor in the home and to stay away from windows and outside walls if you can. After a tornado hits your area, stay out of damaged buildings and away from fallen power lines.



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Avalanches can bury and sweep away things in their paths. They are most likely to happen after a heavy snowfall. A large avalanche can carry boulders and trees with it.





An avalanche is a large amount of snow that suddenly slides down a mountain. You should not take sl**ei**ghs, skis, or snowshoes in areas with avalanche warnings.

Independent Practice

POSSESSIVE NOUNS Read each phrase and draw a line to its meaning.

The teacher's strength	The weight belongs to the dog.
The traveler's guidebook	The strength belongs to the teacher.
The dog's weight	The guidebook belongs to the traveler.

HOMOPHONES Draw a line from each sentence to the correct word to fill the blank spot. One word will be used more than once.

We'll _____ you at the reindeer farm.

The weather is _____ weird today.

_____ has a lot of protein.

Aunt Robin will _____ a new tablecloth.

The swim _____ was cancelled.

meet **meat** **sew** **so**

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the flowers	the stream	the tree	the grass	the dog	the people
the sunlight	blue	purple	yellow	beautiful	peaceful	pretty

WRITING & COMMAS IN A SERIES Take out the painting on the next page and study it. Finish the essay by tracing the words and adding your own words or by using words from the word bank. Separate three words or phrases in a series with commas (example: the rocks, the sky, and the birds).

My Little Essay

"Afternoon by the Stream" by Dan Burr

Three items I like in this painting are

Also, the three colors I like best in the painting are

The painting is

☐ Personal or Shared Reading: For 20 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:
- paintbrushes
- tissue
- watercolor paints
- watercolor paper

LESSON 107

Irregular Past Tense

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Dictate the following words and have the child write them on the lines at the bottom of the page: why, when, where, while, what, who.

☐ Have the child read the following poem:

May Wind

By Dorothy Aldis

On a blue hill
When the wind stops
You all stand still
When the wind blows
You walk away slow.
White sheep, white sheep,
Where do you go?



☐ Read to the child: The poem you just read is in present tense. Read the poem again, changing the underlined words to past tense.

☐ Read to the child: As we have learned, we usually add ED to regular verbs to form past tense, but some words are irregular. For example, we use BLEW for the past tense of BLOW, not BLOWED.

Draw a line from each present tense verb to its matching past tense form. All the past tense forms of the verbs are irregular, meaning they are not formed by adding ED.

buy	caught
draw	bought
catch	wrote
take	drew
write	saw
see	took

Fill in each blank with an irregular past tense verb from above that makes sense.

Yesterday I _____ a book from the shelf.

Last week he _____ a big salmon.

Last month I _____ a letter to the mayor.

Draw a line from each present tense verb to its matching past tense form.

sing	went
go	ate
eat	sang

SPELLING DICTATION

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Completed ☐

☐ Have the child read the following poems:

Clouds

By Dorothy Aldis

If I had a spoon
As tall as the sky,
I'd dish out the clouds
That go slip-sliding by.
I'd take them right in
And give them to Cook
And see if they tasted
As good as they look.

Sky Laundry

By Marie Louise Allen

Last night, the rain was busy
With washing out the sky—
This morning, white and fluffy,
The clouds are out to dry.

A Little Cloud

By Ruby Archer

A little cloud stood lonely
Amid the evening sky;
Doubting and fearful waiting there—
No other cloudlet nigh.

Independent Practice

Watercolor Project: Cloudy Sky



Get out a piece of watercolor paper, watercolor paints, paintbrushes, some water, and a tissue. (Regular paper will work if watercolor paper is not available.)

With your parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Watercolor Project: Cloudy Sky. Play the video and follow along with the instructions, pausing the video when needed, in order to create the painting to the right.



☐ Personal or Shared Reading: For 20 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:

- a small reward (see lesson)

LESSON 108

READING BOOSTER CARD TARGET 50

AL, CH Can Say /k/, and The Ugly Duckling

☐ Due to the amount of reading in this lesson, it is suggested that you skip reading booster cards.

☐ Determine a small reward for this activity, such as a berry, a fruit snack, or a jump on the trampoline. Read to the child: One by one I will dictate six words that contain OU, and you write the missing letters on the lines at the bottom of the page. Choose the lines you write the words on in random order. I am thinking of a line in my mind. When you write a word on that line, I have a small reward for you. Dictate these words: found, sound, shouted, cloudy, counting, loudly.

☐ Read to the child: We are going to read a classic story called "The Ugly Duckling," based on the story by Hans Christian Andersen, who lived over 125 years ago. Hans Christian Andersen lived in Denmark, which is a country in Europe. The story includes many words with these principles learned in the reading booster cards: AL can say /ul/ as in LOCAL and CH can say /k/ as in SCHOOL.

☐ Discuss the words on the chart, which are in the story.

dismal = dim and gloomy	**scarlet** = a bright red color

☐ Together with the child, read "The Ugly Duckling." You read the black text, and the child reads the purple text, which gives the child practice reading words with AL and words where CH says /k/, concepts already learned in the reading booster cards. Then discuss the questions in purple at the end of the story.

The Ugly Duckling

It was summer in the centr**al** area of Denmark. The flower pet**al**s were pink and purple and smelled delicious; the wheat was yellow, and the oats were green. At the edge of the canal was a forest of great oaks that the loc**al** children loved to play in, sending up a **ch**orus of laughter.

Under some trees a duck had built herself a warm nest and was sitting on six eggs. Five of them were white, but the sixth egg was larger than the others and an ugly gray color. The duck was always puzzled about that egg and how it came to be so different from the rest. But the duck did not worry herself about the matter. She just took care that the big egg should be as warm as the rest.

DICTATION

ou	ou	ou
ou	ou	ou

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This was the first set of eggs that the duck had ever laid, and, to begin with, she was very pleased and proud. So, there she stayed, only getting off the eggs several times a day to see if the shells were cracking.

She had looked at the eggs at least a hundred and fifty times when, to her joy, she saw a tiny crack on two of them, and scrambling back to her nest, she drew the eggs closer. She sat there the whole day. By the next morning, two little yellow heads were poking out from their shells. After a while the little creatures were finally free of their shells. The five white eggs were empty, and ten eyes were gazing out upon the green world.

But it took many more days for the gray egg to crack. Finally, one morning the mother duck felt something stirring under her. Yes, there it was at last. And as she moved, a big, awkward bird tumbled headfirst on the ground.

The mother duck thought it was a most unusu**al** sight. The loc**al** ducks gathered around, and their noisy sounds e**ch**oed across the canal. "How ugly the duckling is!" they said. "We don't want him here."

Then a bird flew out and bit the ugly duckling in the neck, and the poor little fellow fell over onto its stoma**ch**.

The poor little fellow drooped his head and did not know where to look, but he was comforted when his mother answered:

"Let him alone. He is not doing any harm. He may not be quite as handsome as the others, but I am sure he will make his way in the world as well as anybody."

"Yes, but he is so big and ugly. He's a perfect fright," said a spiteful duck. And the poor duckling who had crept out of his shell last of all and looked so ugly was bitten and pushed and made fun of.

So it went on from day to day; it got worse and worse. The poor duckling was driven about by everyone; even his brothers and sisters were unkind to him. So at last he ran away until he came out on a boggy area inhabited by wild ducks. Here he remained the whole night, feeling very sorrowful.

In the morning the wild ducks rose in the air and stared at their new comrade. "What sort of a duck are you?" they all said, coming round him.

He bowed to them and was as polite as he could be, but he did not reply to their question. "You are exceedingly ugly," said the wild ducks.

"Pif! Pah!" The sound of a gun suddenly sounded across the moor.

At the sound of the gun, the wild ducks in the rushes flew into the air. It was good the duckling could not fly. He floundered along through the water until he could hide himself amidst some tall ferns which grew in a hollow. But before he got there, he met a huge creature on four legs, which he afterward knew to be a dog, who stood and gazed at him with a long red tongue hanging out of his mouth. The duckling grew cold with terror and tried to hide his head beneath his little wings, but the dog sniffed at him and passed on, and the duckling was able to reach his place of shelter.

"I am too ugly even for a dog to eat," said he to himself. "Well, that is a great mercy." And he curled himself up in the soft grass till the shots died away in the distance.

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The sun was setting one day, like a great scarlet globe, and the river was getting hard and slippery, when he heard a sound of whirring wings, and high up in the air, a flock of swans was flying. They were as white as the snow that had fallen during the night, and their long necks with yellow bills were stretched southward, for they were going—they did not quite know whither—but to a land where the sun shone all day. Oh, if only he could go with them! But that was not possible, of course, and besides, what sort of companion could an ugly thing like him be to those beautiful beings?

Every morning it grew colder. The duckling's tri**al**s were hard, indeed. He was tot**al**ly alone and longed for soci**al** contact. He felt tot**al**ly dism**al** as he struggled for surviv**al**.

One bitter night the water on the pond froze around the duck. He was stuck. Sever**al** hours more and the poor duckling's life would have been ended. But the arriv**al** of a man named **Ch**ris saved the duckling. **Ch**ris was crossing the river on his way to his work and saw in a moment what had happened. He stamped so hard on the ice that it broke, and then he picked up the duckling and tucked him under his sheepskin coat.

Instead of going on to his work, the man turned back and took the bird to his children, Ni**ch**olas and Mi**ch**ael, who gave him a warm mash to eat and put him in a box by the fire.

When they came back from school, he was much more comfortable than he had been in a long while. They were kind little children and wanted to play with him. But, alas! The poor fellow had never played in his life and thought they wanted to tease him, so he flew right out of the door and hid himself in the snow amongst the bushes at the back of the house.

He never could tell afterward exactly how he had spent the rest of the winter. He only knew that he was very miserable and that he never had enough to eat. But by and by the earth became softer, the sun hotter; the birds sang, and the flowers once more appeared in the grass. When he stood up, he felt different, somehow. His body seemed larger and his wings stronger, and he tried flying.

Oh, how glorious it felt to be rushing through the air, wheeling first one way and then the other! He had never thought that flying could be like that! After a while he fluttered slowly to the ground and paused for a few minutes, and while he was gazing about him, there walked slowly past a flock of the same beautiful swans he had seen so many months ago. Fascinated, he watched them one by one step into the canal and float quietly upon the water.

"I will follow them," said the duckling to himself. And flying quickly down to the water, he swam after them as fast as he could.

It did not take him long to reach them, for they had stopped to rest in a green pool shaded by a tree whose branches swept the water. And directly they saw him coming. Some of the younger ones swam out to meet him with cries of welcome, which the duckling hardly understood.

He thought of how ugly he was, so he stopped and dropped his head, looking down in the water. Reflected in the still pool, he saw his own image—no longer a dark gray bird, but a graceful and beautiful swan.

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Completed ☐

- How did the ugly duckling turn into a swan? [He was a swan the whole time.]
- The other ducks did not treat the ugly duckling kindly. Sometimes people behave this way too. How can you be different than the ducks? What can you do when you see someone being mistreated or made fun of?
- Sometimes we might feel ugly or out of place like the ugly duckling did, but God created each one of us unique and special. Romans 8:16 says, "The Spirit itself beareth witness with our spirit, that we are the children of God." Tell me about some of your marvelous qualities. Tell the child some of the beautiful qualities you see in him or her.

Independent Practice

ORDER OF EVENTS

Specify the order of events by writing "one" on the line beneath the picture that happened first, "two" on the line beneath the picture that happened next, and so on.









_____ _____ _____ _____

HOMOPHONE PRACTICE

so = I am so tired. | **sew** = I will sew a pillowcase.

Write a sentence for each word. Remember that the word I is always capitalized.

so _____

sew _____

Fix these items on the sentences above, if needed, and check each box when completed.

- ☐ I started each sentence with a capital letter.
- ☐ I ended with a period, a question mark, or an exclamation point.

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Completed ☐

NONFICTION Read the article.

The story of "The Ugly Duckling" teaches some true facts about swans. Swan eggs are bigger than duck eggs. Baby ducklings are also smaller than baby swans. Baby swans have gray or brown feathers until they are about a year old. Then they turn into majestic, beautiful birds.

Here are some more facts about swans:

- Adult swans have long, graceful necks.
- While many swans have pure white feathers, some swans have black and white feathers, and some swans have only black feathers.
- Some swans touch beaks with their partners, and their necks form a heart.
- When swan babies are born, they can swim right away.
- Swans can be found on every continent except for Antarctica.

Write "t" for true and "f" for false.

1. _____ Duck eggs are bigger than swan eggs.
2. _____ All swans are white.
3. _____ Swans live in Antarctica.
4. _____ Swans can swim right after they are born.
5. _____ Baby ducks are bigger than baby swans.



Syllable Division Rule + Soft G Words

Rule: Divide compound words between the two words.

Fill in the circle that shows the total number of syllables in the word, and then write the word divided into syllables.

stagecoach	1 2 3	
outrage	1 2 3	
gemstone	1 2 3	

☐ Personal or Shared Reading: For 20 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

American Folklore

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: good, cook, dry, book, try.
- ☐ Read to the child: I will dictate three words, one at a time, and you write them on the lines at the bottom of the page. Then tell me what the root word is for each word. Dictate these words: flying, rethink, unseen.
- ☐ Read to the child: ***Folklore*** refers to traditional legends and stories handed down orally (by telling rather than in writing) from generation to generation. Folklore carries ideas that are important to the people that create and tell the stories. A ***legend*** is a traditional story that is popularly believed to be true but is not proven to be true.

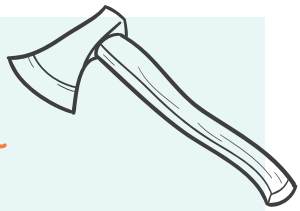
  Stories about Paul Bunyan are examples of American folklore. The stories of Paul Bunyan and his ox are also called ***tall tales***, which are stories often based on true people or events but that are exaggerated to the point that they are untrue, ridiculous, and often funny. Now, explain to me what a tall tale is.

  Paul Bunyan was an early American lumberjack known for his incredible strength, speed, and skill. He is a true American ***icon***. An icon is a person or thing that is considered a symbol for an important idea. Paul Bunyan is an icon, or a symbol, of the hard work that made early America great.
- ☐ Have the child read the purple paragraphs of "Paul Bunyan," and you read the other paragraphs. Help the child sound out difficult words.
- ☐ Ask the child to explain some of the exaggerations in the story.





Paul Bunyan



Adapted from *Paul Bunyan Tales* by Charles E. Brown, published in 1922.

Paul Bunyan was a powerful giant, seven feet tall and with a stride of seven feet. He was famous throughout the lumber camps for his great physical strength.

SPELLING DICTATION

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So great was his lung capacity that he called his men to dinner by blowing through a hollow tree.

When he spoke, limbs sometimes fell from trees.

No undertaking was too great for Paul. Lumberjacks say that he is the man who logged the timber of North Dakota. He also scooped out the hole for Lake Superior.

The Mississippi River was caused by the overturning of a water tank when his ox slipped.

To sharpen his axes, he rolled boulders down steep hillsides and, running after them, ground the blades against the revolving stones.

Bunyan was assisted in his lumbering by a huge blue ox of which he was very fond. This ox had the strength of nine horses, and it weighed 10,000 pounds. It measured seven axe handles between the eyes. Its horns were of immense size. The men tied a line to its horn tips and hung clothing on the line to dry.

The original color of the animal was pure white. One winter it snowed blue snow for seven days, and the ox, lying down in it all winter, was dyed blue.

With the ox's help, Paul dragged a whole house up a hill, and then he dragged the cellar up after it.

The ox sometimes got into mischief. Some of the lakes in Wisconsin and Minnesota are holes made by its feet.



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Completed ☐

Independent Practice

PRESENT TENSE VERBS

Using the verb in the box, write the correct present tense verb form on the blank line for each sentence. If the verb ends with SH, CH, Z, X, or S, add "es," otherwise just add "s."

wash 1. David _____ the windows.

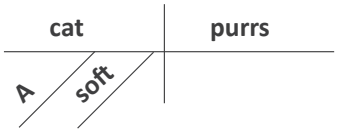
push 2. Mom _____ the stroller.

know 3. Chris _____ the code.

munch 4. The bug _____ leaves.

SENTENCE DIAGRAMMING

Diagram the sentences. Refer to the example or page 185 if needed.



An old whale swims.

The cute otter floats.





☐ Personal or Shared Reading: For 20 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

Suffixes -ness and -ment

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: The words below contain the suffixes -ment (state or condition) or -ness (state or quality). First, say the base or root word, and then read the word with the suffix.

movement	treatment	statement
payment	investment	employment
equipment	requirement	assessment
commitment	arrangement	improvement
darkness	weakness	sickness
willingness	forgiveness	blindness
sweetness	softness	sharpness

☐ Dictate the following words and have the child write them on the lines at the bottom of the page, first thinking of the root word, and then adding the suffix: goodness, softness, coldness, movement, pavement, darkness.

☐ Read to the child: First, read the root word, and then read the word with the suffix.

brightness	fairness	seriousness
selfishness	appointment	involvement
achievement	replacement	weirdness
advertisement	encouragement	enjoyment

SPELLING DICTATION

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Completed ☐

Independent Practice

CREATIVE WRITING CORNER

You get to write the beginning of a story! The setting of the story (where it takes place) is the painting on the next page. Use your imagination to fill in the blanks below and finish the beginning of the story.

Story Time

Once on a _____ day, a _____ family was _____ down the snowy hill. They couldn't wait to bring the _____ tree to _____

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READING REVIEW Read each word and circle it if you see the item in the painting above.

sleigh	soup	tropical island	reindeer
piano	building	scarf	guitar
suitcase	bridge	microphone	telephone
ceiling	cereal	fountain	donkey
mirror	tail	moonlight	bottle of lotion
cushion	mountain	sugar	scissors

☐ Personal or Shared Reading: For 20 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 111

Spelling Rules Practice

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Read the spelling rule to the child.

Spelling Rule: 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.

Dictate the following words and have the child write them on the lines at the bottom of the page: stuff, until, shrill.

- ☐ Complete the letter tiles activity. Refer to the spelling rules and/or the videos if needed.

Use the app

Videos: On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > U and V Caboose E or Spelling Rule: Drop the E. Play the videos.

Spelling Rule: Caboose E

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

Spelling Rule: Drop the E

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

LETTER TILES

Use the app



On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 111, or use physical tiles. Dictate the words. Read the child any of the spelling rules above if needed.

loving	skilled	living	shining	making	passed
yelling	taking	puffed	having	telling	missing

Dictate the words in the purple boxes below. Write down words the child misspells to practice again at the end of the exercise.

let's	it's	walk	talk	thing	singing

SPELLING DICTATION

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Completed ☐

Independent Practice

SPELLING: SEGMENTING SOUNDS AND AI

Write the individual sounds to spell the word for each image. Two letters together that make one sound (like AI) go in one purple box. There is one box for each sound. All the words contain AI for the long A sound.







SPELLING: OO

On each line add a letter or letters to create a word.

oo d

oo d

SPELLING: EA

On each line add a letter or letters to create a word.

ea t

ea t

Use the app

ART BOOK

With a parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Books > The Art of Fidelia Bridges. Play the video, and then circle the right answers to the questions. Watch the book again, if needed.



Reading Comprehension

1. Did Fidelia use only pastels to create art?

   yes no

2. What were some of Fidelia's favorite things to paint?

   birds and flowers castles and horses mountains and caves

☐ Personal or Shared Reading: For 20 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

Decoding Practice

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: sank, mind, cry, pink, try.
- ☐ Have the child read the following words:

wonder weight lambs guidebook animals beautiful area quite straight
great donkey surface mirror beauty breakfast mountains area pears height

- ☐ 

Practice these Unit 3 spelling words using the free Good and Beautiful Letter Tiles app (Level 2 > Spelling Words: Unit 3) or any way desired: pretty, friend, blue, about, were, why, when, who, people, great.

- ☐ Give the child a highlighter or yellow crayon. Read to the child: Read each row of words below. First, look at the letter team in the yellow box and say its sound. Then on the row below the yellow box, highlight each use of the letter team on the row. Then read the words.

qu

The first E says /uh/.

Usually the vowel at the end of an open syllable says its name, but not always.

consequence qualify equalize conquest

oy

A can say /uh/.

employment royalty employee enjoyable

ew

interview screwdriver jewelry newsworthy

wh

everywhere overwhelming cartwheel wholesome

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Completed ☐

Independent Practice

WRITING: COMPARATIVE ESSAY Take out the Venn diagram at the end of the lesson. Read the information on the diagram and use it to complete this essay. Remember to use commas in a series of words or phrases. Finish your essay on the next page.

My Little Essay

Comparing Polar Bears and Black Bears

Let's explore some of the similarities and differences between polar bears and black bears. First, polar bears and black bears both

Also,

they both

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However, these two types of bears are also different. For example,

Also, polar bears

Both of these animals are amazing.



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POLAR BEARS

- live in the Arctic
- live on sea ice
- eat only meat (mainly seals)
- average length is 2.5 meters (8 feet)

BOTH

- are fast runners
- have a very good sense of smell
- are good swimmers

BLACK BEARS

- do not live in the Arctic
- mainly live in forest areas
- eat grasses, roots, berries, insects, and sometimes fish or meat
- average length is 1.3 meters (4.5 feet)

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Completed ☐

LESSON 113

Letter Writing

☐ Work on reading booster cards or books for 8 to 12 minutes.

☐ Read to the child: Let's review. 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.

K	C	Exception
kid	scar	skunk
skip	cape	
keep	cram	

Cut off the chart at the bottom of the page and give it to the child. Dictate the words (in random order) from the chart above and have the child write each word in the correct column.

☐ Read to the child: In preparation for writing a letter, read the letter below and the notes around the letter. This exercise also helps you practice sight words learned in this course.

Greeting

Place a comma after the person's name.

Closing

Choose a closing such as "Love," "Your friend," or "Sincerely." Place a comma after the closing.

November 1, 2024

Date

Place a comma between the day of the month and the year.

Dear Aunt Rose,

I hope you are doing well. My family and I had a wonderful summer. We took a lengthy journey to a beautiful area by the ocean. At the end of the summer, we visited the countryside. We stayed in a beautiful cottage by the mountains. In the mornings we had breakfast on the pleasant patio that was lined with tulips and had a fountain.

Thank you so much for the Bible you sent to me. I keep it in the drawer by my bed and read it every night. It fills my soul with light and gives me strength. I am sure we will get to see you soon!

Love,

Lily Fern

	K Comes before an I, E, or Y	C	Exception

Completed ☐

☐ Read to the child: Now you get to write your own letter on a separate piece of paper. Use the format of the letter on the previous page as an example. Include the date, greeting, and closing. Help the child decide who to write a letter to (such as a grandparent, aunt or uncle, cousin, long-distance friend, etc.). Help the child in writing the letter as needed. If desired, mail the letter to the person, helping the child learn how to address an envelope.

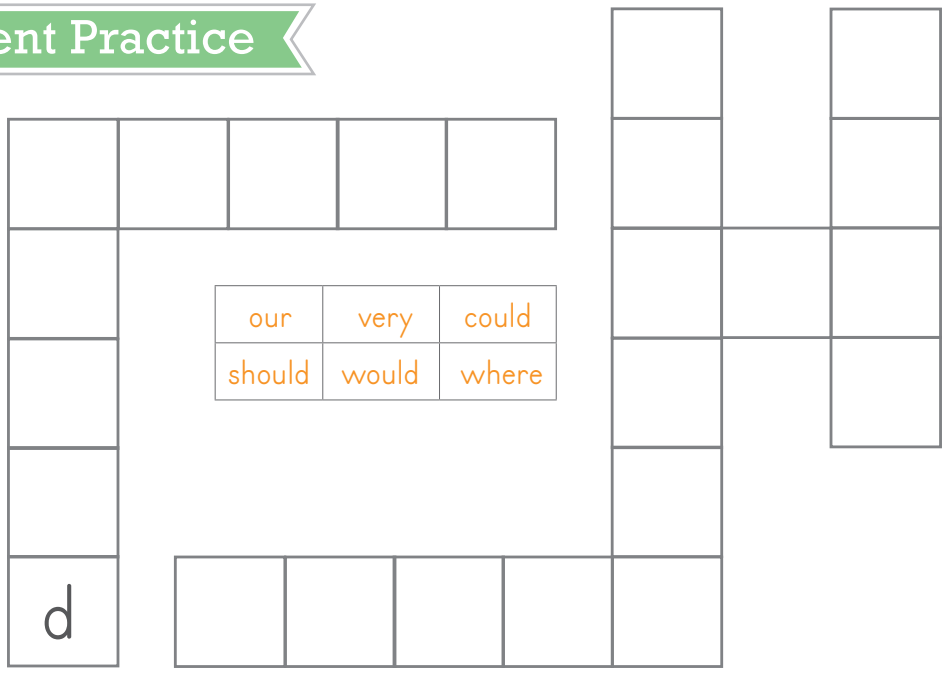
Independent Practice

UNIT 2 SPELLING WORDS REVIEW PRACTICE

Read each orange word on the chart, and then spell it aloud two times.

Use logic to figure out how to fit each orange word on the chart in the middle into the boxes in this section. Hints: Do the words you can figure out first. Cross out each word on the chart after you use it. What two words start with the same letter?

our	very	could
should	would	where



SOFT G Write the three letters that come after G to make the G soft (I, E, Y). _____ _____ _____

Read the following words. Circle all the words that use a soft G. * = exception to the rule

stage	urge	begin*	gate
grape	goat	huge	page
gem	large	giant	glad

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Completed ☐

Say the words.

people

friend

Say and trace the words.

people

friend

Circle each word twice.

p	e	o	p	l	e
f	e	o	p	l	f
r	r	u	e	e	r
i	o	e	o	n	i
e	h	e	p	s	e
n	f	r	l	e	n
d	d	f	e	o	d

Write the words on the lines.

Fill in the missing letters.

p e

ie

ple

fr

POSSESSIVE NOUNS Read each phrase and draw a line to its meaning.

the sword's blade	The duffel bag belongs to the thief.
the priest's idea	The blade belongs to the sword.
the thief's duffel bag	The idea belongs to the priest.

HOMOPHONES REVIEW Read each sentence, and then draw a line from the blank spot to the correct word to fill the blank spot. One word will be used twice.

_____ leaned against the grand piano.

I'm sure I have an infection in my _____.

I will touch the _____ fountain.

We _____ that a period should be at the end of the sentence.

The curious boy _____ all the answers.

I

eye

knew

new

☐ Personal or Shared Reading: For 20 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 114

Types of Literature

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: think, drink, cold, try.
- ☐ Have the child read the words on each candle from bottom to top and then color in each flame with yellow or orange or both.



- ☐ Read to the child: A ***biography*** is a story of someone's life written by someone else. From a biography we can learn a lot about history, and we can also gain so much by seeing how other people worked hard and overcame challenges. Who is someone in history whom you would like to read a biography about? When a person writes the story of his or her own life, it is called an ***autobiography.***

What would it be called if I wrote a story about your life? [biography] What would it be called if you wrote a story about your own life? [autobiography]

Another type of writing is poetry, which you have studied in this course. You have even written your own poetry!

Some books tell stories that are made up from someone's imagination. We call these kinds of books ***fiction***. Books that tell facts about people, places, or things are called ***nonfiction***. Read the following passage, which is nonfiction, and then complete the assignment on the next page.

BATS VERSUS BIRDS

Are birds and bats alike? Well, we know they both have wings and can fly, but in many ways they are not alike.

Birds have feathers on their bodies, but bats have fur.

There are many different kinds of bats, and they live in almost every

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part of the world. But there are 10 times more kinds of birds than bats.

Both birds and bats eat insects, fruit, and fish, but bats sleep upside down and birds sleep upright.

Bats have teeth, but birds do not. Also, most birds are awake in the day, and bats are not awake in the day.

BATS VERSUS BIRDS





Using complete sentences, write two ways that bats and birds are alike.

1.

2.

Using a complete sentence, write one way that bats and birds are not alike.

1.

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Independent Practice

Edit the Article

Use the marks shown in the box below to edit the article. Cross out any incorrect word and write the correct word above it. Remember to use AN instead of A in front of a word that starts with a vowel sound. Also, always capitalize specific names of people, pets, and places.
There are four mistakes.



Capitalize: ≡ Add a punctuation mark: . ? !

Mexico

What a amazing country mexico is! There are high mountains, beautiful beaches, large deserts, and green rain forests. there are many things to see, such as volcanoes and ruins

CONTRACTIONS

Read each contraction, and then draw a line to the two words that combine to make the contraction.

can't	didn't	I'm	he's	she's	it's	I'll	I'd
I am	did not	can not	she is	it is	I would	he is	I will

don't	doesn't	we've	haven't	isn't	he'll	she'll	hasn't
does not	we have	do not	have not	he will	is not	has not	she will

☐ Personal or Shared Reading: For 20 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 115

READING BOOSTER CARD TARGET 53

The Golden Touch: Part 1 + Y in the Middle of a Word

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child spell the following words aloud: chart, gold, find, think, take, pink.
- ☐ 

Practice these Unit 3 spelling words using the free Good and Beautiful Letter Tiles app (Level 2 > Spelling Words: Unit 3) or any way desired: pretty, friend, blue, about, were, why, when, who, people, great.
- ☐ Read to the child: Today we are going to start reading a short story based on a Greek myth called "King Midas and the Golden Touch." A ***myth*** is a fictional story that tries to explain a natural event or teach a moral or lesson. "King Midas and the Golden Touch" is a myth about a rich king who selfishly wishes that he could have even more gold. His wish is granted, and everything he touches turns to gold. However, when he accidentally turns his only daughter to gold, he discovers an important truth—that money doesn't always bring happiness. This story gives practice with reading words with Y in the middle of the word. Y in the middle of a word can say the long I sound or short I sound. I'll read all the text in black, and you read the text in purple.

THE GOLDEN TOUCH

BY AMY DRORBAUGH

Part 1

In a land far away, tucked in between the **Crystal** Mountains, was a beautiful green valley. Tucked in the center of this small valley was a **typical** little village. It was not a rich village, but it was a happy one, filled with families and joy and love. In one of the smallest cottages, with a bright green door, lived a small, dark-haired boy named Miles and his mother, **Madelyn**, and that is where our story begins.

The green cottage door burst open, and Miles came flying in. His dark hair was messy, and he was breathing hard from his run. His feet carried him all the way to his mother's side. She was kneading a large mound of dough on the rough kitchen table.

"What's got you so excited, Miles?" She smiled at him, but she did not stop working. Her hands pushed and pulled the dough in a smooth motion.

"The fair is here!" Miles was bouncing with excitement. "They are setting up in the south meadow. They have ponies you can ride and dogs who do tricks and caramel apples and jugglers! Can we go?"

Mother's smile faded, and her face looked serious. "How much does it cost?"

"It's one gold piece per person," Miles told her.

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Mother reached into the pocket of her old apron and pulled out a small handful of coins. She dropped them on the table with a small jingle. Miles could see that there were six small copper pieces, but no gold.

"I'm sorry, Miles, but we don't have enough money. If your father was back from selling the wheat, we might be able to go, but he won't be back for a week."

"But the fair will be gone by then!" Miles protested, his eyes filling with angry tears. "All of my friends are going. We never have enough money to do anything!"

His mother reached out to hug him, but he brushed past her and ran to his small room. He threw himself down on his bed and cried. His pillow was soon wet from his tears, so he rolled over and looked out of the small window above his bed. He could just see the moon shining weakly in the afternoon sun. Miles studied the faint curve, and as he fell asleep, he whispered.

"Money makes everything easier. I wish I could have as much money as I want." With that he fell into a deep sleep.

Miles was awakened by the bark of their dog, **Sydney**, and the clang of the oven door. He could hear Mother singing **hymns** to herself as she baked. Sitting up slowly, he reached for the cup of water sitting on his dresser. As his fingers grasped the small cup, it began to slowly change in his hand. The rough wood transformed into smooth, yellow gold!

"What?" Miles gasped and dropped the cup. It hit the floor with a heavy clang and a splash of water. Miles looked at his hands. They looked normal to him. He reached out slowly and touched his pillow with the tip of one finger. In a few seconds it was solid gold, just like the cup.

"Everything I touch turns to gold!"

Miles skipped around his room touching everything he could. His tattered blanket and his old toy horse each turned into gold by the touch of his hand. He ran out of his room, feeling the doorknob change under his hand as he left.

"Mother, Mother! We can go to the fair now!" he yelled as he ran down the hall.

Mother was carefully moving small brown loaves of bread from the oven to the table. She smiled at Miles as she worked. "What's all this about?"

"I can turn anything to gold! We have as much money as we want." To demonstrate, he reached forward and tapped one steaming-hot loaf. Miles smiled at his mom as the bread slowly changed into gold. Mother watched in astonishment and then silently picked up the cold golden bread. After a moment she set it aside.

"Don't touch any more of them, dear, or I will have to bake more for dinner," she said calmly as she turned back to her baking.

"Don't you understand what this means, Mother?" Miles moved over to the small pile of copper coins that were still on the table. One by one they each were turned into gold by the touch of his finger. "We can go to the fair now! I can make money all by **myself**!"

"I still have a lot of baking to do before dinner, but you may go to the fair if you want," Mother said quietly. Miles gathered up the golden coins, dropped them in his pocket, and headed for the cottage door.

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"Miles," Mother called with a wise smile, "this is an interesting **mystery**, but remember that gold makes for a very cold friend."

Miles, hardly listening at all, said **goodbye** and ran out. The bright green door slowly changed to gold behind him.

☐ **Oral Narration:** Have the child summarize the story that you have read thus far (Part 1).

Independent Practice

CREATIVE WRITING CORNER

Create a poem by following the steps:

1. Write a line under the brown line that rhymes with the brown line. Use a word from the brown box word bank. Do the same thing for the blue and green lines.
2. Write a title on the purple line at the top of the poem.

wall ball all	ground sound found	fun run

Poetry Time

Little lizard, green and small

Darting and racing all around

I watch it bathing in the sun

☐ Personal or Shared Reading: For 20 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 116

The Golden Touch: Part 2 + y in the Middle of a Word

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Read to the child: I will dictate a short sentence, and you write it on the line at the bottom of the page. Remember to separate words or phrases in a series with commas. Dictate this sentence: It's cold, late, and dark.
- ☐ Read to the child: Draw a line between the syllables in each compound word, and then read the word.

cornfield	windshield	elsewhere	underweight	signpost

- ☐ 

Practice these Unit 3 spelling words, using the free Good and Beautiful Letter Tiles app (Level 2 > Spelling Words: Unit 3) or any way desired: pretty, friend, blue, about, were, why, when, who, people, great.
- ☐ Read to the child: Today we will finish reading "The Golden Touch." I'll read all the text in black, and you read the text in purple. The word ***contentment*** means being happy.

THE GOLDEN TOUCH: Part 2

Miles raced down the dirt road toward the red-peaked tent, which rose like a **pyramid** in the south meadow. He saw his friends **Bryan** and Jeff in the crowd ahead. At the entrance he proudly presented one of his gold coins and entered the tent. Inside, lively music and delicious smells floated through the air. Brightly colored birds were flying through the air, and brightly dressed people walked through the crowds singing or calling out poems with funny **rhymes**.

Miles headed first to see the juggler. He was a tall man with a long, curly beard and a bright purple coat. He was juggling ten balls in the air as he joked with the people around him. Occasionally he would throw one of his balls into the crowd, and the person who caught it would toss it back. The juggler would catch it and send it spinning above his head again. Miles clapped and cheered with the crowd as the balls whizzed through the air.

Suddenly the juggler turned and threw one of the balls right at Miles. He caught it easily and

SENTENCE DICTATION

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tossed it back. As the ball flew through the air, Miles saw a golden sparkle and suddenly felt nervous. The juggler caught the gold ball but dropped it, surprised by its heavy weight. As he stared in surprise, the circle of balls above his head wobbled and began to fall. The crowd gasped as the balls hit the ground.

Miles' face turned red with embarrassment, and he quickly walked away. He followed his nose across the tent to the food stalls. Here he dropped a gold coin in a box, and a smiling old woman handed him a large apple, dipped in caramel and sprinkled with nuts. He thanked her and took a big bite. At least he tried to take a big bite, but his teeth bounced off the cold metal surface of the apple.

"Oh, no!" Miles cried as he watched the entire caramel apple turn into gold. His stomach rumbled hungrily. "How do I eat if everything I touch turns to gold?"

He walked away from the apple stall, feeling sad and hungry. He passed a man balancing on a strange **bicycle** with one tall wheel and one small wheel. He passed a man selling a **type** of fried dough dipped in blueberry **syrup**. Soon he came to a part of the tent where a group of shaggy ponies was giving rides. Miles smiled, watching the ponies shake their long manes, all decked out in **style** with colorful ribbons. These ponies were obviously very loved and well taken care of. They seemed to be enjoying the night as much as the giggling children on their backs. A tall woman wearing a bright pink dress noticed him standing there.

"Would you like a ride? Buttons is ready to go," she said, pointing to a dark brown pony with white spots and blue ribbons. "He's my very favorite pony. The best of the best."

Miles nodded and ran to the little pony. He pulled himself into the saddle, and Buttons started moving into line behind the other ponies. Everything seemed perfect.

Then it happened.

Buttons started to slow down, his legs stumbling as he walked. Then he stopped completely and made a sad-sounding whinny. Miles looked down to see what was wrong. He gasped as he saw the gold shine slowly spreading up the pony's legs.

"No, no, no!" he cried. But it was too late, and there was no way to stop it. The woman in the pink dress came running to see what was wrong. By that time Miles was sitting atop a solid gold pony statue.

"Buttons!" she cried. "What happened to you?" She looked at Miles in shock.

Miles could feel everyone else looking at him too. His eyes filled with tears as he slid off poor Buttons and ran out of the tent into the cool night air. He didn't stop until he reached his own home. Inside the warm cottage, his mother was quietly sewing patches onto a pair of his pants. She looked up as he came through the golden door.

"Miles, how was the fair?"

"It was awful! I ruined the juggler's show, and I couldn't eat anything because it all turned to gold, and poor Buttons!" he cried sadly. "I thought the gold would make it easier, but it just made everything worse."

Mother put her sewing down and stood up. "It's true that money alone cannot make us happy. True happiness is found in what we do, not what we have." She reached out

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to hug Miles. Miles, desperately in need of comfort, reached out his arms to her. At the last second, he realized what he was doing and pulled back.

"No! Don't touch me! You will turn to gold too!" he cried out.

"Very well. Why don't you go to bed? Everything will seem better in the morning."

Miles walked slowly to his room. **Lying** on the golden bed was not comfortable. His gold blanket was heavy and cold, and his gold pillow was hard. His stomach twisted with hunger. He looked out his small window at the bright moon as a tear dripped down his cheek.

"How I long for everything to be back to normal! How I long to hug Mom!" With that, he fell into a fitful sleep.

Miles was awakened by the bark of their dog, **Sydney**, and the clang of the oven door. He could hear Mother singing **hymns** to herself as she baked. He sat up slowly and reached for the cup of water sitting on his dresser. He stared at the rough wooden cup, carved with shapes and **symbols**, in surprise. It was still wood! In fact, nothing in the room was gold. Not his bed, not his pillow, and not his blanket! He touched his dresser with one finger, but nothing happened.

"It was just a dream!" Miles cried. "It was just a dream!" And he ran out the door and down the hall to the kitchen.

There was the door to their cottage, still bright green. There were the six copper pieces on the table. And there was his mother, carefully moving little loaves of bread from the oven to the table. Running to her he threw his arms around her waist and buried his face in her warm apron that smelled like fresh bread and roses.

"Miles! What's wrong?" Mother put down the last loaf of bread and wrapped her arms around him. "Is this about the fair? I'm so sorry we don't have enough money to go."

"It's OK, Mother," Miles smiled. "Money isn't that important. We can stay home. Can I have a loaf of your bread? With honey butter?"

"Of course; let's cut one while it's still warm. Then maybe we can read a chapter from our story together?"

Miles nodded happily. He and his mother spent a quiet but joyful evening together in the small but warm little cottage. Together they enjoyed perfect contentment that had nothing at all to do with gold and everything to do with love.

☐ **Oral Narration:** Have the child summarize the ending of the story that you have read (Part 2).

☐ Read to the child:

1. Who is the main character of the story? [Miles]
2. What is the message of the story? The message is what the author wants us to learn. [Things like gold do not bring us joy. Family love is far more valuable than gold.]

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Completed ☐

Independent Practice

SPELLING Read the spelling rule, and then circle the correctly spelled word for each pair. If needed, watch the video as a review.

Spelling Rule: Double S, F, L, or Z at the End of Words

This is Spelling Rule: 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.

smel	smell	until	untill	dwel	dwell	stif	stiff	clas	class	waltz	waltzz



Video: With a parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Part 3: Spelling Rule S, F, L, Z.

WRITING PRACTICE Write a question that you would ask a monkey if a monkey could talk. Start the question with a word from the green box.

why what when where

Say the words.

when

blue

Say and trace the words.

when

blue

Circle each word twice.

b	l	u	w	b
d	u	g	h	l
b	l	u	e	u
l	o	o	n	e
w	h	e	n	s

Write each word in the correct set of boxes.

Fill in the missing letters.

b

wh

ue

en

☐ Personal or Shared Reading: For 20 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 117

Reading Review: Shetland Pony Poetry

- ☐ In place of reading booster cards for this lesson, administer the Unit 1 Reading Assessment on page 111 for the second time to track the child's progress.
- ☐ Have the child spell the following words aloud: small, staying, porch, shine, teeth.
- ☐ Note: This lesson offers a way to practice phonics concepts in a meaningful and rich way. Read to the child: In this lesson you will practice some sight words and phonics principles you have learned in this course. You also get to watch a video about a baby miniature pony. First, read all the words in the purple boxes and the poems on this page. After reading each poem, point to the Shetland pony on the next page that it is talking about. You'll have to use logic to figure it out! Poems are written by Jenny Phillips and Maggie Taylor Enger.

Concept: Y in the middle of a word can make the long or short sound of I.

mystery	pyramid	oxygen
symbol	gym	style
system	myth	rhyme

Your Typical Day in May

How pleasant for you
Your typical day in May—
Frolicking in fields of flowers
And walking by trees that sway,
While your wonderful white mane
Blows beautifully in the breeze.
Can I come play with you, please?

Concept: GN can say /n/.
TI can say /sh/.

gnat	sign	gnash
gnaw	assign	nation
patient	question	fiction

The Grand Designer

What a darling creation,
So beautiful and grand.
When I see your marvelous mane,
I feel our Maker's hand.

From your sleek brown coat
To your cute, little size,
I see God's grand design
Right before my eyes.



If desired, to give a break from reading and enhance the lesson, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Baby Miniature Horse. Play the video. Note: Miniature ponies and Shetland ponies are similar but different breeds of ponies.

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☐ Read to the child: Read all the words in the purple boxes and the poems on this page, and then point to the Shetland pony that each poem is talking about.

Concept: CH can say /k/.

chorus	choir	anchor
monarch	echo	chemist
stomach	chemical	scholar

What a Little Character

What a little character
You curious little thing.
You sit on my head, and then
You grab my tail and you swing.
You are fuzzy and sunny and funny.
I'm glad you are friends with me.

Concepts: CI can say /sh/.
AL can say /ul/ as in LOCAL.

social	especially	precious
delicious	sufficient	personal
general	medal	musical

Special

Pony, you are quite special to me;
Your spotted coat is so nice to see.
You are loyal and gentle and clever,
And I will gladly love you forever.









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Independent Practice

Use the app

ART With your parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Audio > Lesson 117 Audio Narration. Play the audio narration while looking at the painting above.

SPELLING AND WRITING PRACTICE Write a sentence that uses the spelling word.

people

DROP THE E RULE Drop the E before adding ED or ING to a word ending with an E. On each blank line, write the word in the blue box combined with the vowel suffix.

walk + ed		large + er	
dance + ed		raise + ing	
pause + ed		change + ed	

☐ Personal or Shared Reading: For 20 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 118

Spelling Rules Practice

- ☐ In place of reading booster cards for this lesson, administer the Unit 2 Reading Assessment on page 225 for the second time to track the child's progress.
- ☐ Dictate the following sentence and have the child write it on the line at the bottom of the page: I said thank you.
- ☐ Complete the letter tiles activity. Refer to the spelling rules if needed.

Spelling Rule: 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.

Spelling Rule: Caboose E

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

Spelling Rule: 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.

Spelling Rule: Drop the E

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

- ☐ Have the child read the poem, which practices many phonics principles learned.

How Precious Is Our Journey

By Jenny Phillips

How precious is our journey here,
A flood of blessings to us flow,
And with the Savior as our guide,
Our strength and knowledge grow.
With so much to learn and love and see,
Life is a precious opportunity.

LETTER TILES

Use the app

On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 118, or use physical tiles. Dictate the words. Read the child any of the spelling rules above if needed.

gave	groove	carved	cross	grind	link
still	giving	dill	class	cooking	having

SENTENCE DICTATION

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Independent Practice

HOMOPHONE REVIEW

one = I ate one bun. | **won** = I won! | **see/sea** = I see the wide blue sea.

Write the correct homophone in each blank: one or won, sea or see.

1. The _____ is blue.
2. We _____ an award.
3. I have _____ brother.
4. We _____ the moon.

Read the nature journal, and then circle the correct answers.

NATURE JOURNAL READING COMPREHENSION

Spotted Owl

Brown feathers with white spots help spotted owls blend in with tree bark. They have blackish-brown eyes (most owls have orange-red or yellow eyes).



Spotted owls eat mainly flying squirrels, woodrats, mice, bats, insects, and birds.

There are three types of spotted owls. They like to live alone.

They communicate with barks, whistles, grunts, and hoots.



1. Spotted owls eat a lot of fish. **TRUE** **FALSE**
2. Spotted owls always live in a family. **TRUE** **FALSE**
3. Spotted owls have blackish-brown eyes. **TRUE** **FALSE**

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UNIT 1 SPELLING REVIEW & LOGIC

Read each riddle and write the unit spelling word that answers the riddle from the chart to the right. If you can't figure out the answer, use elimination logic to help you. This means you complete all the ones you know first. Cross out each word on the chart to the right once you have used it. Then go back to the ones you didn't know and see which words are left. Which one makes the most sense?

been	only	search
upon	brother	young

I'm a sibling, but I'm not a sister.

I'm often the second word in a story after the word ONCE.

This is not where I will go; it's where I've _____.

I'm not old.

You can't find anything without me.

I'm alone. It's no one but me.

SPELLING Look at each image. Write the noise that it makes. The noise of the duck ends with CK. The noise of the dog ends with K.

q



r



b



cl



☐ Personal or Shared Reading: For 20 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 119

Decoding Practice

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Dictate these review spelling words to the child, and have the child write them on a separate sheet of paper, or have the child spell the words aloud: our, very, could, should, would, where, does, none, little.
- ☐ Have the child read the words on each candle from bottom to top and then pinch out the flame.



- ☐ Have the child read each of the words below. Have the child read a syllable at a time, if needed.

weightless	guideline	resource	peaceful
		Y in the middle of a word can say the long or short I sound.	
worldwide	biblical	mythology	lightning
	An open syllable does not always end with a long vowel sound. TI says /sh/.		
problematic	invitation	protection	keyword
OW can say /ow/ OR the long O sound.			CH can say /k/. Sneaky E makes the U say its name.
knowingly	testimony	thumbnail	schedule

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Independent Practice

ANTONYMS AND SPELLING An antonym is a word that is the opposite of another word. For example, HAPPY and SAD are antonyms. Write an antonym for each word. Each word contains either IGH or OW.

dark l	wrong r
fast s	high l

Syllable Division Rule

Split After a Prefix or Before a Suffix: You often make a syllable division before or after the prefix or suffix. Examples of prefixes: un-, re-. Examples of suffixes: -ing, -ly, -er.

Fill in the circle that shows the total number of syllables in the word, and then write the word divided into syllables.

rewrite	1 2 3	
unkindly	1 2 3	
thankful	1 2 3	
unfolded	1 2 3	

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SPELLING RULE With a parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > Part 3: Spelling Rule S, F, L, Z. Play the video. This video can be skipped if the rule is mastered.

Circle the correct spelling of each word based on the rule you just reviewed in the video.

shril / shrill golf / golff fuz / fuzz hospital / hospitall scarf / scarff

Read the nature journal, and then circle the correct answers.

NATURE JOURNAL READING COMPREHENSION

Dragonflies have six legs, but they do not walk very well. They are masters at flying, however. They can fly very fast, hover in one place, fly straight up or down, and even fly backward.

These amazing insects are not dangerous to humans. They have clear, see-through wings and brightly colored bodies.

Dragonflies

Dragonflies eat other insects, such as flies and mosquitoes. They also eat spiders.



They are often found by lakes, streams, and ponds.



1. Which way can dragonflies fly? **FORWARD** **BACKWARD** **UP OR DOWN** **ALL OF THESE**

2. What is the main purpose of the text? **TO GIVE INTERESTING FACTS ABOUT DRAGONFLIES** **TO EXPLAIN HOW TO IDENTIFY KINDS OF DRAGONFLIES**

☐ Personal or Shared Reading: For 20 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 120
COURSE REVIEW

Reading Assessment

☐ This reading passage tests over 26 phonics principles taught in Level 2, as well as sight words (rule breakers) learned. Time the child as he or she reads the passage. On a separate sheet of paper, mark 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.

Early one pleasant morning before breakfast, Tom reads a book in a certain spot in the valley where he lives.

In general, he likes fiction. Today, he reads a book about a mystery that takes place on a special island and contains a queen, a sword, a palace, a bridge, and a lamb. In the story he reads about a flood, a clue, a knight, and a shield. Of course, he also likes to read about wonderful things God designed, like tiny gnats, reindeer, and dolphins. Tom also reads about people. One of his favorite books is about a chemist.



Reading Assessment Score

Time: _____ # of Errors: _____

For your information, according to national oral reading fluency norms published by Hasbrouck & Tindal in 2017, the national USA average for second graders reading grade-level text at the end of second grade is 100 words per minute. There are 100 words in the passage, but due to many words that combine multiple phonics principles, we consider the passage to be at a moderately advanced second-grade reading level. Please remember that all children progress differently, and what is important is that your child is making progress. If the child took longer than 1:40 seconds to read the passage or made five or more mistakes, it is suggested that you review the *Reading Booster C Cards* with the child daily. Occasionally have the child take the assessment again until the child can read the passage in 1:40 seconds or less with not more than five mistakes, and then move to the *Level 3 Course Book*.

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Spelling Assessment

☐ This section practices the principles listed below, which the child worked on mastering in Level 2:

Spelling Rules

- English words can't end with V (words also can't end with U, but that is not tested at this level)
- C or K at the beginning or middle of words
- Double S, F, L, or Z at the end of words
- Drop the E
- Plural nouns ending in SH, CH, Z, X, or S

Spelling Concepts

- Sight words
- Spelling grade-level, non-decodable words
- Spelling words with consonant blends
- Spelling words with ALK, ALL, ANK, AR, AY, CH, ED, EE, IND, ING, INK, OLD, OO, OR, SH, Short Words Where Y Says the Long I Sound (cry, dry, etc.), Sneaky E, TH, WH

☐ Dictate each word on the purple chart and have the child spell it aloud, write it on a piece of paper or whiteboard, or use the A–Z section of the free Good and Beautiful Letter Tiles app. If needed, take a break halfway through the words for the child to do something active and give his or her hands and mind a rest. Spelling principles and rules behind these words will be reviewed again in the *Level 3 Course Book*, so while mastery of these words is desired at this stage, it is not required to move on to the Level 3 course.

they	tall	shrink	none	thank	porches
move	cry	said	way	skating	looked
skill	cross	walk	told	marshes	where



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