

LANGUAGE ARTS & LITERATURE

LEVEL 2

ANSWER KEY

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

The Good and the Beautiful
CURRICULUM

LANGUAGE ARTS & LITERATURE

LEVEL 2

ANSWER KEY

First Edition that Correlates with the Reading Booster Program

Written by Jenny Phillips and The Good and the Beautiful Team

The Good and the Beautiful CURRICULUM

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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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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.
I have _____ hair.
I am _____ years old.
I _____ a pet.

Answers will vary.

brown blue green hazel gray	
black brown blond red	
seven eight nine ten eleven	
have do not have	

ART Draw a picture of your family or your home.

The child should have drawn a picture of his or her family or 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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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 _____ _____ _____.

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

Answers will vary.

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.

The child should have painted or drawn a tree or mountains.

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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.

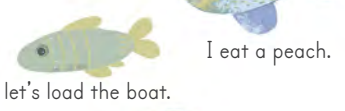
If so, draw a bubble or two above the fish. If the sentence below the fish has errors, do not draw bubbles above the fish.

☐ 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.













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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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LESSON 4

READING BOOSTER CARD TARGET 2

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 Answers will vary. bananas.
I to a zoo.
I dogs.

like do not like love

have been have not been

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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Completed ☐

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

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

Second

Next, they dug quite a big hole.

Third

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

Fourth

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

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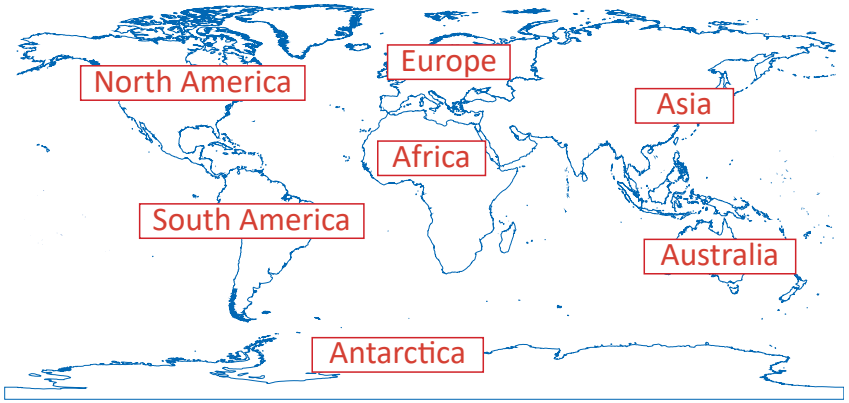
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SENTENCE DICTATION

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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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 for you.
2. I have four 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.

been

young

Fill in the missing letters.

been

young

been

young

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

UPON 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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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

Answers will vary.

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

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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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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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 hear a loud noise.
2. I'll sit right here.
3. We hear the wind.



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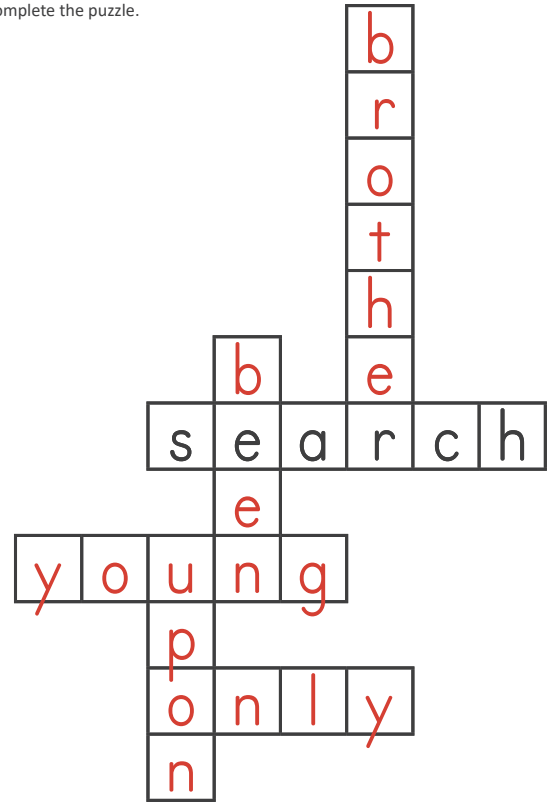
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SPELLING & LOGIC

For each orange unit 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



☐ 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.

☐ 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



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 _____.

Answers will vary.



☐ 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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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 deep

chick brick



Answers may vary.



kite bite



mole hole



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.

live	fern___	give	move	shove	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

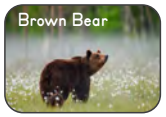
Decoding Practice

- ☐ 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

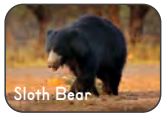
enjoyment | tinkertoy | royalty



qu

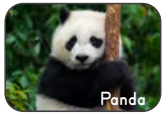
This word means "often."

require | frequent | squeaky



ar

partner | apartment | harmony



wh

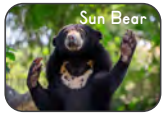
whirlpool | cartwheel | whispering



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).

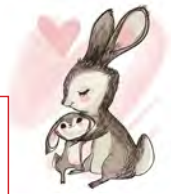
helping me	teaching me	being fun	all you do

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 fo _____ and also for _____.

Answers will vary.

Love,

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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	cho – sen
pretend	① ② ③	pre – tend
hotel	① ② ③	ho – tel

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.

give	live	said___	move	prove	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.
- ☐ 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.

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**o**me br**a**ve sh**a**de f**i**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 here.
2. I hear you sing.
3. Did you hear that bang?

hear

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.

item	refuse	even	focus	silent

CABOOSE E

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

omve — We will move to a new home.

lvei — We live 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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Completed ☐

LESSON 13

Spelling Rule: S, F, L, or Z

- ☐ 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
short	short	short	long	long



Completed ☐

unti	l
spi	ll
spe	ll
leve	l
wi	ll
whi	ff
shel	f

sme	ll
awfu	l
gru	ff
sco	ff

l
ll
f
ff

- ☐ 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

35

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Completed ☐

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 _____.

Answers will vary.



☐ 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

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

been	only	search
upon	brother	young



The goats will search for food.

Once upon a time there was a goat.

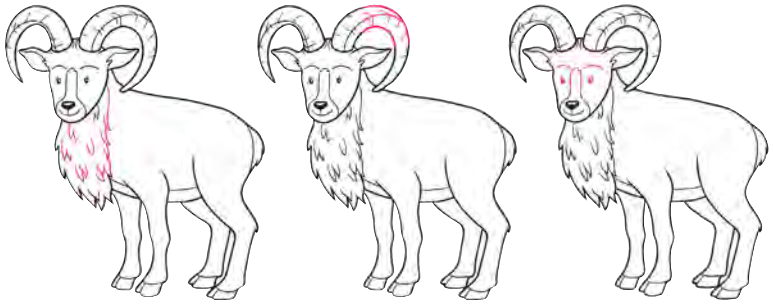
My brother loves to watch the goats.

The young goat is cute.

I see only four goats.

The goats have been 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 ☐

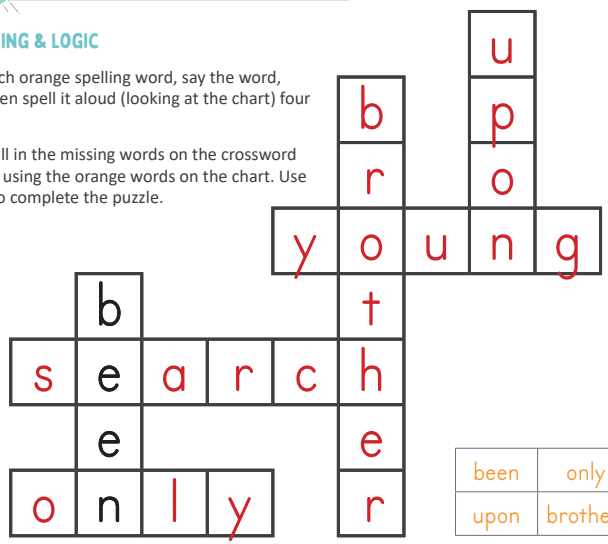
SENTENCE DICTATION

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 knee

knife 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 ☐

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.

ro|bot ro|tate lo|cate re|vise u|nite

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

olve

I love kittens and rabbits.

moev

We will move 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

Answers will vary.

☐ 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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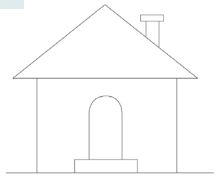
Independent Practice

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.

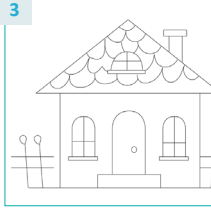
1



2



3



The child should have followed the steps above to draw and shade a house.

☐ 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

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 have four brothers.

iveg

Let's give 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 ☐

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 hear the wind in the trees.
2. I'll put it right here.
3. We hear the music.
4. Jane will be here soon.



© Jenny Phillips

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.

cabin | closet | robin | radish | planet

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

knob knob

knight knight

knot 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 ☐

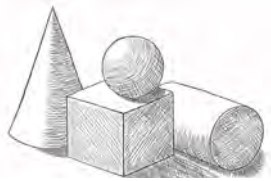
LESSON 20

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.

America is a beautiful country.

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

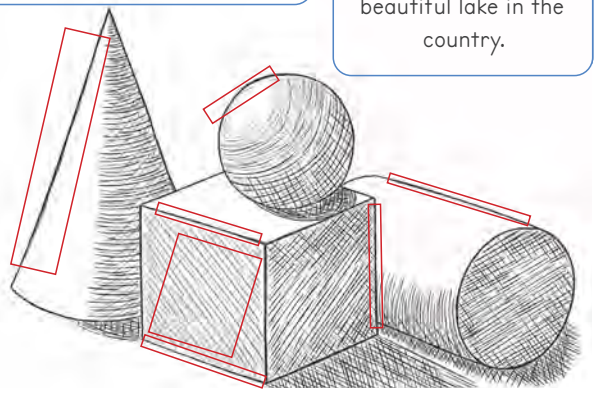
Be sure to include a period at the end of a sentence.

The group laughed as we ate breakfast.

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

You use straight lines when you draw a triangle.

Our group was in a straight line.



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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 for the train.
2. I do not have four 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 coat



tree bee



Answers may vary.

frog log



snail pail



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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 ☐

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.

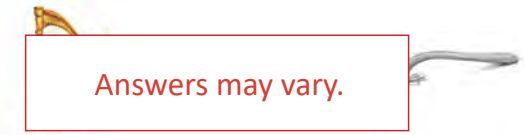
1. The sea is very deep.
2. They see some baby donkeys.

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 sharp

spoon moon



Answers may vary.

rake cake

horn corn





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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 ☐

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 _____.

I see shades _____.

Answers will vary.

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 ☐

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 see the blue sea.
2. The whale lives in the sea.

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	Jane	boy	Pete
dog	Spot	country	Mexico
rabbit	Hoppy	river	Nile 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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Independent Practice

SPELLING PATTERN PRACTICE: OO

Write the missing letters to spell each item.


broom


moon


moose


pool


tools

LEVEL 1 HOMOPHONE REVIEW

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

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

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

LOGIC & ART

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





☐ 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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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

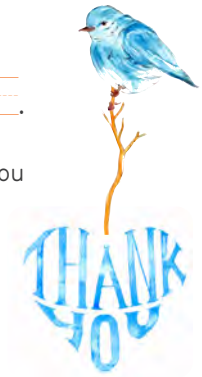
☐ Personal or Shared Reading: For 20 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Dear _____,

I am glad _____.

You _____ you

Answers will vary.



Love,

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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,

Answers will vary.

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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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

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

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.

hill will kiss itself puff

until miss sniff moss

mess tell bell 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 eight owls.
2. He ate 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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- ☐ 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 Answers will vary. bark,

All these things show God's might.

The child should have illustrated his or her favorite part of the poem in the 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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Independent Practice

A lowercase A can look like all of these:

ɑ a ɑ ɐ 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



The child should have drawn dirt, grass, flowers, etc., beneath the animals.

☐ 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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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.	OR can say /er/.	I makes the long E sound in this word. C makes its soft sound /s/ before E.
exhaust	author	audience

or

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

ir

C is soft before I, E, or Y.		
circumstance	irritate	birthmark

wh

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

I mean "up and on."
upon

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

My grandpa is not this.
young

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

There are no more after me.
only

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 e a r — I have 365 days, but when it's time to leap,
I have 366 days.

w o r l d — 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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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

The child should have written a sentence using the word "four," with a capital letter at the beginning of the sentence and a period at the end.

for

The child should have written a sentence using the word "for," with a capital letter at the beginning of the sentence and a period at the end.

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

light — dark

easy — hard

finish — start

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Completed ☐

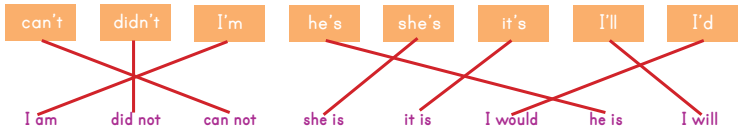
LESSON 33

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.



☐ 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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haven't

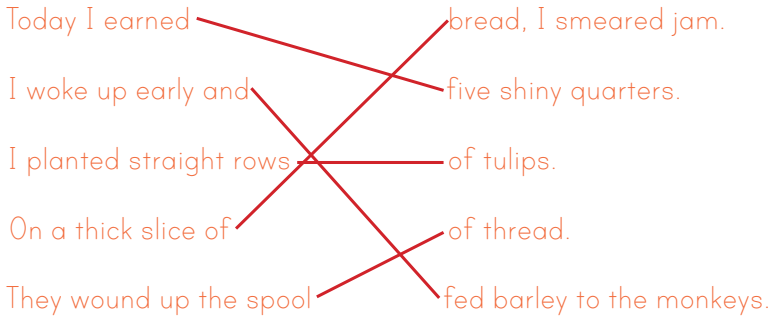
1. With the tiles create the words "have" and "not." Use the blank tile to put a space between the words.
2. Now create a contraction with the words: 1) remove the blank tile, 2) remove the letter O from the word NOT, and 3) insert an apostrophe where you took out the O.

isn'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.

Independent Practice

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



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 Becky

man Mr. Jones

ranch Oak Ranch

country France or Mexico

© Jenny Phillips

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 ☐

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 ☐

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 move the couch.

hvae

They have 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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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 drank	br gr th thank	kn Fr ch Frank
shr gr tr shrank	bl ch br blank	tr st qu stank

☐ 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

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 ☐

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 whale has a tail.

Well, it's time to go.

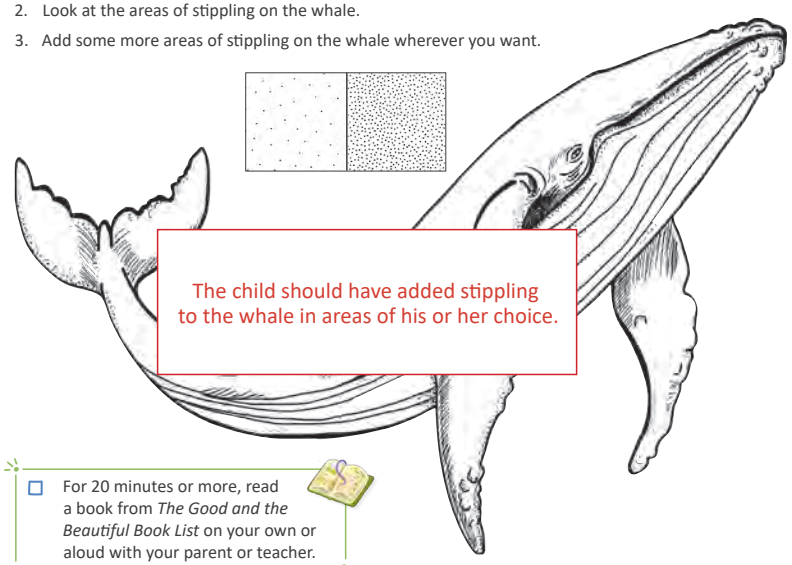
The whale eats fish.

We dug a well.



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.



The child should have added stippling to the whale in areas of his or her choice.

☐ 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

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

The child should have written a sentence using the word "sea," with a capital letter at the beginning of the sentence and a period at the end.

see

The child should have written a sentence using the word "see," with a capital letter at the beginning of the sentence and a period at the end.

Circle the correct homophone for each sentence.



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

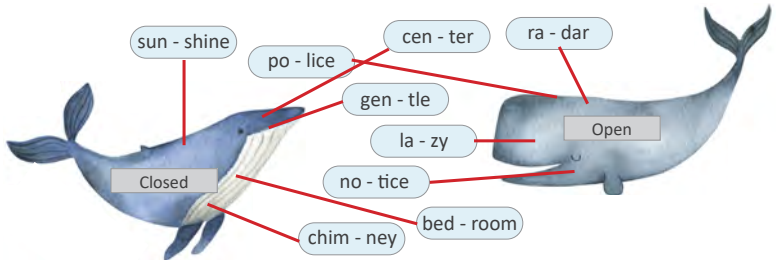
Here / Hear is a dime and a quarter.

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

READING BOOSTER CARD TARGET 16

☐ 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**e**	liv**e**	call___	mov**e**

☐ 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**e**	quiz___	lov**e**	liv**e**

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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Completed ☐

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.

brooms



spoons



tools



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 — man or boy

Emily — woman or girl

Pine Lake — lake

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Completed ☐

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

Answers will vary.

The child should have illustrated his or her favorite idea.

- ☐ 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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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

w	h	e	r	e
o				
u				
l				
d				

s				v
h				e
o	u			r
u				y
l				
c	o	u	l	d

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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Completed ☐

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?

The child should have answered the question with a complete sentence beginning with a capital letter and ending with a punctuation mark.

☐ 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.

The child should have written three complete sentences describing the painting below. Each sentence should begin with a different word.

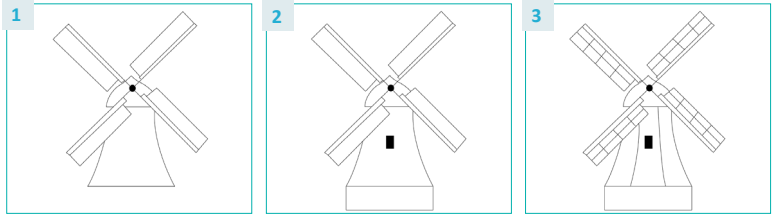


Completed ☐

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.



The child should have followed the steps above to draw and shade a windmill.

☐ 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

knew = I knew you would come.
new = The car is new.

HOMOPHONE PRACTICE Write the correct homophone in each blank.

I have a new turtle.

Your nephew knew 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.

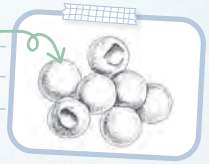
Smallest Turtle: about as long as a crayon

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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Completed ☐

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

The child should have finished the poem to the left with a rhyming line.

The child should have illustrated his or her poem in the 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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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 one cat.
2. His team won the game.
3. I won the cake contest.
4. One 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.

should

should

should

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.

where

where

where

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.

sk in	c ross	sk ill
sk im	c rust	c lose
k idney	c ash	k ept
c opy	sk ip	sk irt
to k en	c urb	sc 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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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 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.

prince	I am the son of a king.
stage	People perform on me. Actors like me.
space	Tiny places do not have enough of this.
large	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 ☐

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 won an award.

I purchased one glass mirror.

I have one 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 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.

Chipmunks

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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Completed ☐

ITEMS NEEDED
- cotton swab
- paint

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.



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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?

The child should have answered the question with a complete sentence beginning with a capital letter and ending with a punctuation mark.

☐ 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 ☐

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 ... that
I can ... I
feel ...
I also ...
... is.
I'm gr ...

The child should have traced the beginning of the sentences and then finished each one with a phrase from above or his or her own 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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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	or man	Becky	or woman	Oak Road
boy		girl		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 black cat lives at 20 Honey Road.

The brown cat lives at 12 Honey Road.

☐ 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

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

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

1. I have a patch on my eye.
2. My eye 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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Completed ☐

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

☐ Complete the letter tiles activity.

LETTER TILES

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 knew how to care for daisies.

I knew you loved daisies.

I made a new garden patch filled with daisies.

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

NATURE JOURNAL READING COMPREHENSION

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

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 suit

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

sh ch z x 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 es
bench es
flash es
fox es
wall s
waltz es
gardens
branch es
drink s
wish es

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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.



The child should have copied the faces above.

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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

His no

All th ht.

The child should have finished the poem with rhyming lines using words from the box above or his or her own 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 ☐

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.

Verb
The verb always goes to the right of the vertical line.

Bunny eats.

subject	verb
Bunny	eats

Diagram the sentences. Draw the lines for the last sentence.

Jade smiles.

Jade	smiles

I try.

I	try



Snow falls.

Snow	falls

Wind blows.

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	our	WOULD	would
VERY	very	COULD	could
SHOULD	should	WHERE	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 sea is blue.
2. I hear singing.
3. Wait right here.
4. We see 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.

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.

I	cry

Rain falls.

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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Completed ☐

ITEMS NEEDED
- cotton swab
- paint
- paper

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.

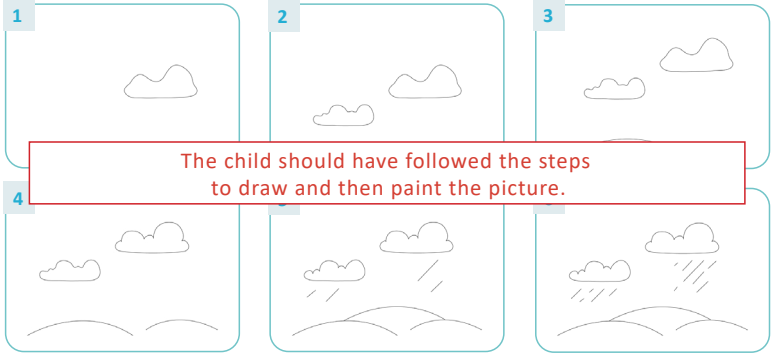
Lions roar.	The gerbil runs.	Yes, Ed is tall.	A monkey swings.

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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.



The child should have followed the steps to draw and then paint the picture.

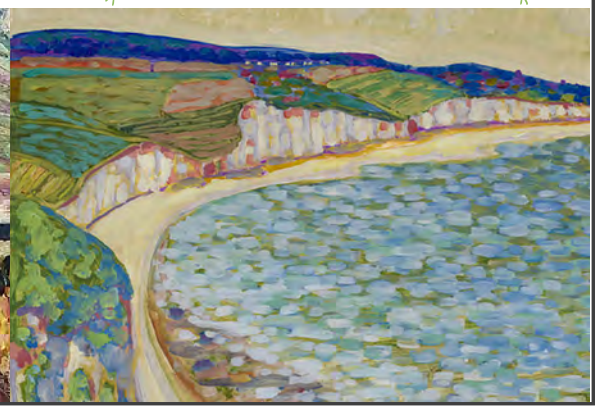
2. With a pencil, write each of your spelling words lightly somewhere in the hills. In the next step, you are going to bury them in the hills by painting over them.

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 ☐

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	cra - zy
human	1 **2** 3	hu - man
united	1 2 **3**	u - ni - ted

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.

give	live	tank	move	prove	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 lovely, peaceful, beautiful, pretty.
I like the hills, homes, grass, trees and the hills, homes, grass, trees.
The color used the most in the painting is any color (answers will vary).



☐ 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.

ears watches sons glasses

shovels leashes foxes ashes

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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 one blue suit.
2. He won the race.
3. One suitcase broke.
4. You won 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.

would

would

would

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.

very

very

very

- ☐ 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 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.

It | swings



Honey drips.

Honey | drips

GEOGRAPHY AND SPELLING PRACTICE Write the cardinal directions for each point of the compass rose.

North

West



East

South

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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	air – port
campfire	1 **2** 3	camp – fire
bathroom	1 **2** 3	bath – room

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.

live	honey___	give	clue	shove	above

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.

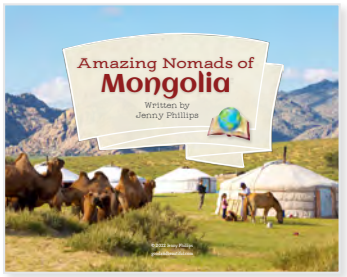
☐ Read to the child: I will dictate a short sentence, and you write it on the line at the bottom of the page. Add a very large exclamation point to the end of the sentence. Dictate this sentence: I knew you could do it!

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.

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)

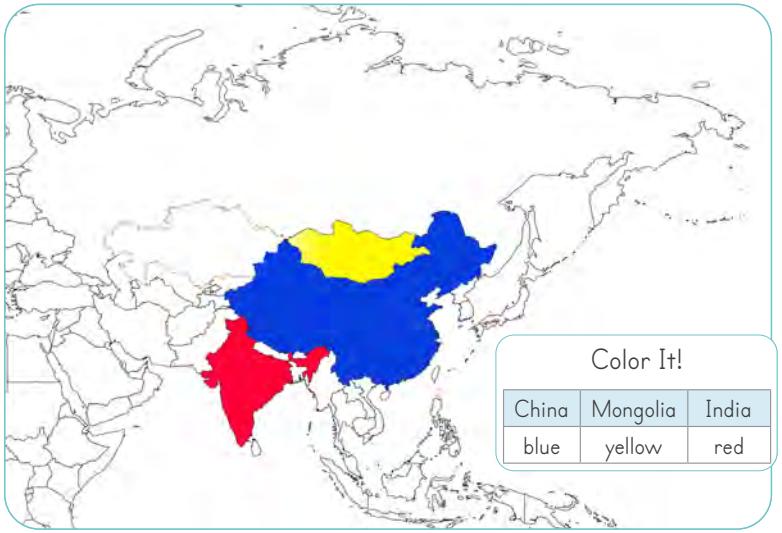
SENTENCE DICTATION

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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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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)



rural



urban



suburban

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Completed ☐

ITEMS NEEDED
- spoon
- fork
- butter knife

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	moist – er
chewing	1 **2** 3	chew – ing
lightly	1 **2** 3	light – ly

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.

churches aunts couches ants

radishes mixes wishes kisses

☐ 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 ~~a~~ a 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~~ an amazing piece of honeycomb.
7. I have ~~a~~ a crumb on my thumb.

SENTENCE DICTATION

© Jenny Phillips

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 morn

First,

Then

It tak

worth it.

The child should have finished the essay by tracing the first part of the sentences and then completing each in his or her own 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 ☐

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 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!

Sunflowers

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.

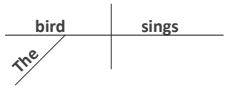
☐ Have the child spell the following words aloud: quit, quilt, quiz.

☐ 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.**

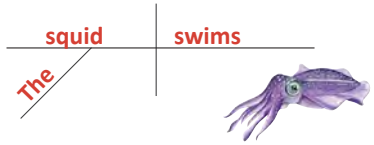
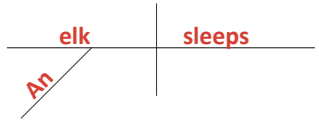
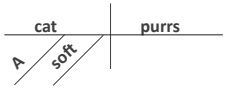


Diagram the sentence: **An elk sleeps.**

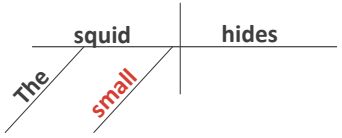


Now we are going to learn how to diagram adjectives. Adjectives are words that describe nouns. Examples of adjectives are SOFT, SWEET, BIG, WET, OLD, and CUTE.

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

© Jenny Phillips

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.

~~X~~ black bear s~~X~~s.

bear | sits
A / black



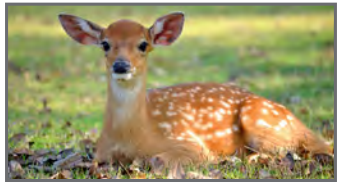
The big mo~~X~~se eats.

moose | eats
The / big



An ado~~X~~able fawn sits.

fawn | sits
An / adorable



A noble eagle flies.

eagle | flies
A / noble



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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 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.

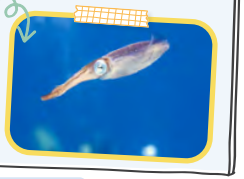
Some squid are as short as a paper clip, and others are as long as a school bus.

Squid

Squid move mainly by sucking in water and then pushing it out.



Squid are found in all oceans, even the Arctic Ocean.

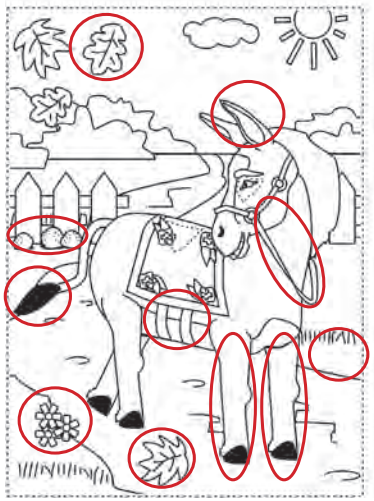


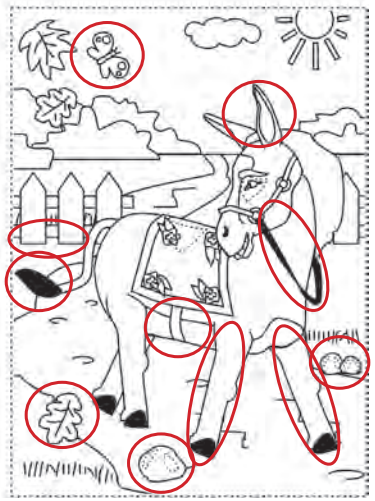
1. Squid are always slow swimmers. TRUE **FALSE**
2. Squid can change color. **TRUE** FALSE
3. Some squid are smaller than mice. **TRUE** FALSE

☐ 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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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.



m o n ey



k ey



t ur k ey

SPELLING: OO

On each line write a letter to finish creating a word.

Some possible OOK words:
book, cook, hook, look, nook, took

SPELLING: IGH

On each line write a letter to finish creating a word.

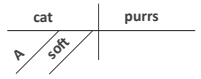
Some possible IGHT words:
fight, light, might, night, right, sight, tight

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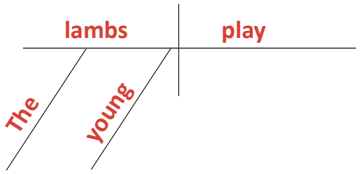
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SENTENCE DIAGRAMMING

Diagram the sentences. Refer to the example or page 185 if needed.

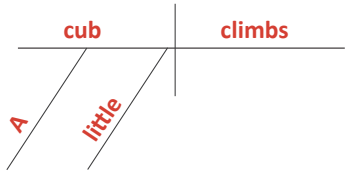


The young lambs play.





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.

could

our

could

our

Write each word in the correct set of boxes.

our	could
o u r	c o u l d

☐ 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 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	barks	will bark
played	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 new.
2. We knew the truth.
3. We knew what he meant.
4. I have new 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.

skin	kick	token	kidney	cash	kept
skim	crust	close	skirt	curb	copy

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 — town

Mr. Jenkins — or boy — man

Mary — or woman — girl

- ☐ 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 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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Completed ☐

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 lea

I as

I am n

each day.

The child should have finished the essay by tracing the first part of the sentences and then completing each in his or her own 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 ☐

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.


t | r | ee


d | ee | r


kn | ee

SPELLING: WORDS WITH OR

Add a letter or letters to each line to create a different word.

Some possible ORN words: born, corn, horn, torn, worn, scorn, sworn, acorn, thorn, adorn, etc.

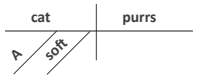
SPELLING: WORDS WITH AR

Add a letter or letters to each line to create a different word.

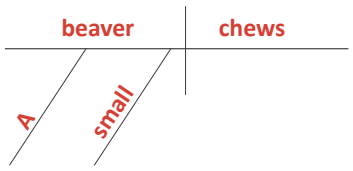
Some possible AR words: are, arm, arc, ark, bar, car, ear, far, jar, mar, oar, par, tar, war, barn, part, hard, park, yard, warm, harm, arch, etc.

SENTENCE DIAGRAMMING

Diagram the sentences. Refer to the example on the right or page 185 if needed.

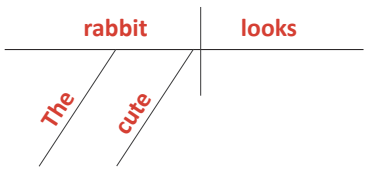


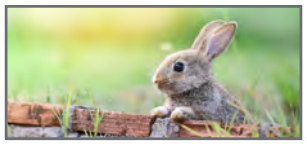
A small beaver chews.





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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Completed ☐

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.

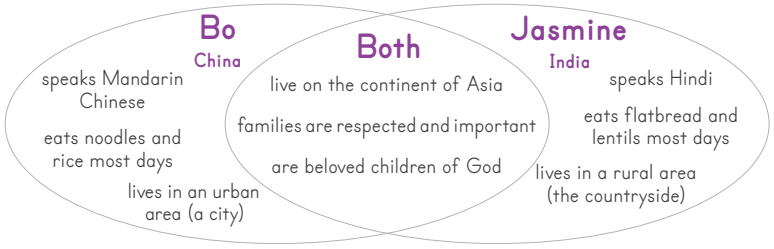
SENTENCE DICTATION

© Jenny Phillips

Completed ☐



☐ 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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Completed ☐

Independent Practice

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.

sleighs	flashes	tails	classes
bunches	boxes	foxes	brushes

☐ 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

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.

The child should have drawn a compass rose.

Draw a Compass Rose
(Refer to Lesson 47)

The child should have drawn a lighthouse on the coast, Luke's house, a park, a store, a library, streets, and his or her own house.

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Completed ☐

Using the map you drew on the previous page, fill in each blank with north, east, south, or west.

Answers will vary based on the drawing on the previous page.

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

Pet

Hobby

The child should have filled in each circle to describe the character he or she came up with.

Personality

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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LESSON 75

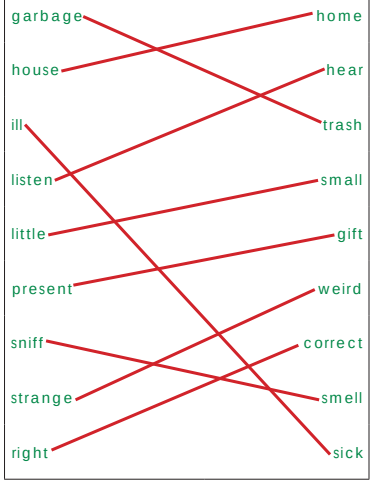
Synonyms and Antonyms Practice

- ☐ 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.

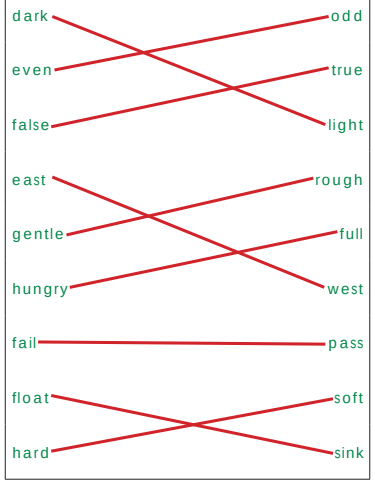
orphan	prophet	graph	phrase	Phillip	alphabet	nephew

- ☐ 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)



Antonyms (opposites)



SPELLING DICTATION

© Jenny Phillips

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.

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

© Jenny Phillips

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 hor_____ was
towa_____ castle.
The _____ the
_____s and
wond_____uld

The child should have filled in all of the blanks and finished the beginning of the story with his or her own sentence.

© Jenny Phillips



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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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.

your	move

Fill in the missing letters.

move

your

move

your



EAR Words in -ing Form

On each line write the -ing form of the verb in the brackets.

1. I am learning about tulips. [learn]
2. He loves hearing the ocean. [hear]
3. Anthony is earning a reward. [earn]
4. I'm yearning 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 ☐

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

© Jenny Phillips

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	wrinkled	curve + ed	curved
race + ing	racing	lose + ing	losing
write + er	writer	ice + y	icy



VERB TENSES Fill in the missing words in the chart.

Past Tense—Last Week We	Present Tense—Today We	Future Tense—Next Week We
skated	skate	will skate
laughed	laugh	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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Independent Practice

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. — I

The cruise ship is _____. — new

They _____ a man who wore an orange suit. — knew

My neighbor hurt his _____ yesterday. — eye

We _____ how to decorate the shield. — knew

☐ 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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Completed ☐

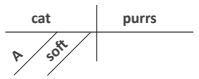
Independent Practice

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.

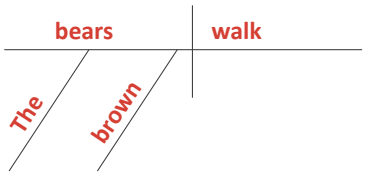
giv_e_	thief___	nerv_e_	clu_e_	halv_e_	field___

SENTENCE DIAGRAMMING

Diagram the sentences. Refer to the example or page 185 if needed.

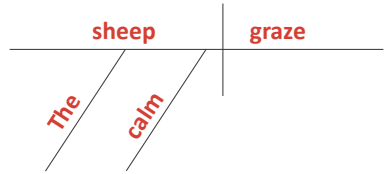


The brown bears walk.





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. — eye

_____ want a piece of cherry pie. — I

We drove the _____ tractor into the field. — knew

I closed one _____ when I looked into the telescope. — new

Father purchased a _____ oven. — 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 ☐

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.

c lub	s k ill	c ash	k eep

Additional Practice

Spelling Rule: C or K

Have the child fill in the blank with C or K.

s k y	s c ore	k ick	c 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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Completed ☐

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 — lete pro — gram	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 meet my cousin.
2. Put the meat in the fridge.
3. Please slice the meat.
4. I'm at the track meet.

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

The child should have finished the poem with a second line that rhymes with the first.

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

Thank-you Note to God

The child should have filled in today's date.

Dear God,

Thar

The child should have traced the words and then written three things he or she is thankful for, separated by commas.

The child should have filled in a closing. ,

Child should have written his or her full name.

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Completed ☐

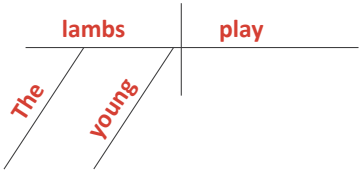
Independent Practice

SENTENCE DIAGRAMMING

Diagram the sentences. Refer to the example or page 185 if needed.

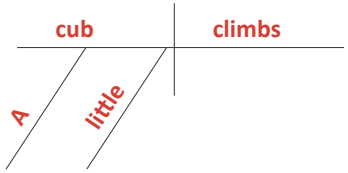


The young lambs play.





A little cub climbs.





w	h	o				a	
h						b	
e			who	when		o	
n			were	blue		u	
			about	great			
	g	r	e	a	t		

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.

b				
l				
u				
w	e	r	e	

☐ 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.

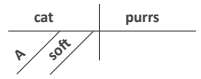
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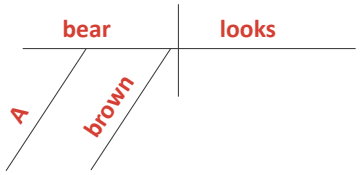
Independent Practice

SENTENCE DIAGRAMMING

Diagram the sentences. Refer to the example or page 185 if needed.

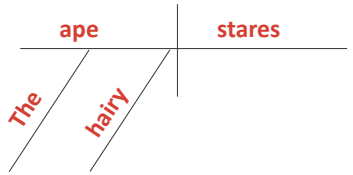


A brown bear looks.





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 meet.
2. A dog gnaws the tough meat.
3. The meat is in the freezer.
4. I'll meet 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.

The child should have written a question to ask a bird, using one of the green words above to begin the question.

☐ 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

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 meat.
2. The wrestling meet is over.
3. Meet me at the ocean tomorrow.
4. Put the meat 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	safer	hike + ing	hiking
hide + ing	hiding	move + ed	moved
live + ed	lived	nice + er	nicer

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.


m o n ey


k ey


t ur k ey

SPELLING: INK

On each line add a letter or letters to create a word.

Some possible INK words: fink, jink, kink, link, mink, pink, rink, sink, tink, wink, clink, think, drink, stink, blink, plink, slink, shrink, etc.

SPELLING: ANK & IND

On each line add a letter or letters to create a word.

Some possible ANK words: bank, sank, yank, rank, tank, dank, thank, ankle, plank, stank, drank, crank, prank, clank, blank, flank, etc.

Some possible IND words: find, wind, rind, kind, bind, mind, hind, blind, grind, behind, remind, kindly, etc.

☐ Personal or Shared Reading: For 20 minutes or more, read a *Beautiful Book List* on your own or aloud with your parent o

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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

Where is the cat going?
Who owns the cat?
What is the cat doing?



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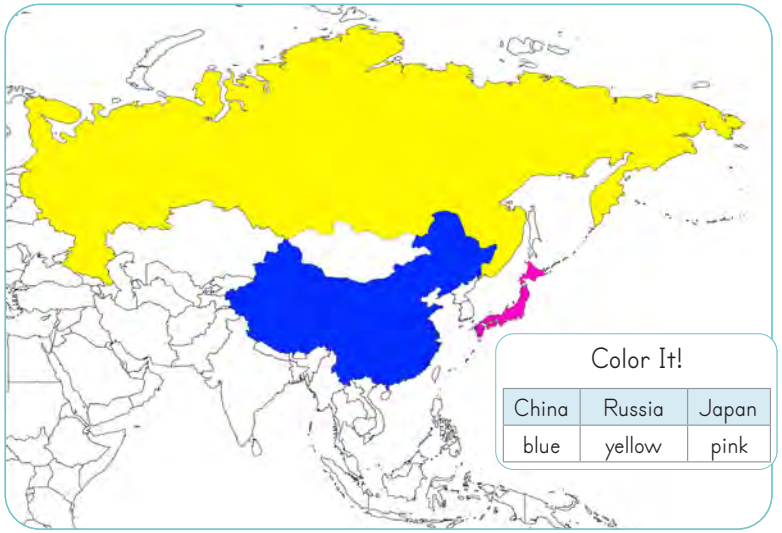


Which of the following countries is closest to Japan?

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 ___sew___?
2. The lion weighs ___so___ much.
3. It's cold, ___so___ shut the window.
4. Aunt Jo showed me how to ___sew___.

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.
subject: dog

I (hustle) hustles to Grandmother's house.
subject: I

Grandmother answer (answers) the door.
subject: Grandmother

Daisy smell (smells) the scent of biscuits in the oven.
subject: Daisy

Grandmother listen (listens) to the kids tell about the dog.
subject: Grandmother

She care (cares) for the dog all autumn until it heals.
subject: she



SENTENCE DICTATION

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Completed ☐

Independent Practice

soft wool fur snowy fluffy gentle
young sweet white playful pink nose

CREATIVE WRITING CORNER



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 la

The child should have finished the sentence using as much detail as possible.

GEOGRAPHY & SPELLING PRACTICE Write the cardinal directions for each point of the compass rose.

North

West



East

South

- ☐ 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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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.

The child should have drawn some landforms and/or bodies of water that are found in his or her 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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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

The child should have written a question to ask Noah about the animals on his ark, using one of the green words above to begin the question.

Say 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.

blue

when

blue

when

Say and trace the words.

when

blue

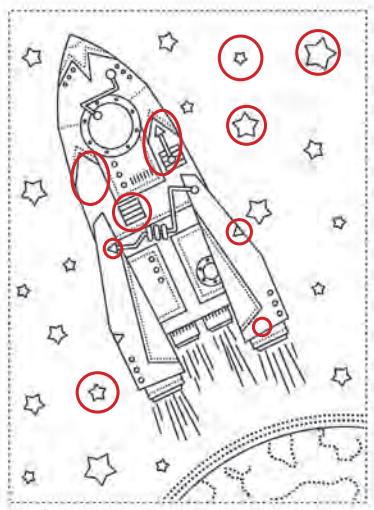
Write each word in the correct set of boxes.

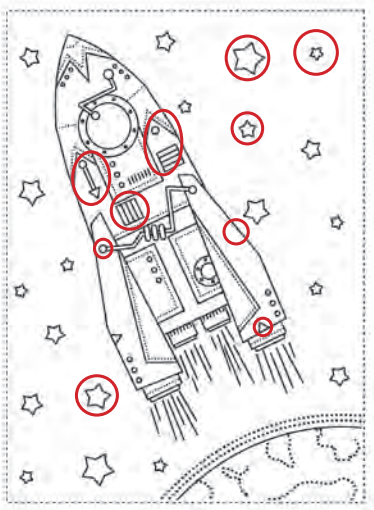
b	l	u	e	w	h	e	n

☐ 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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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~~ an 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

The child should have filled in today's date.

Dear God,

Thank you for

The child should have traced the words and then written three things he or she is grateful for, separated by commas.

The child should have filled in a closing. ,

The child should have written his or her full name.

☐ 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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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



The child should have described the door on this page using a complete sentence and as much detail as possible.

What's behind the door? You decide. Write a little story about what happens when you open the door.

The child should have written a few sentences about what happens when he or she opens the door.

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Independent Practice

colorful fragrant lovely
wide green quiet
stunning towering steep

Adjectives describe nouns.

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.

Answers in this section will vary depending on the adjectives the child chooses.

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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: nicer

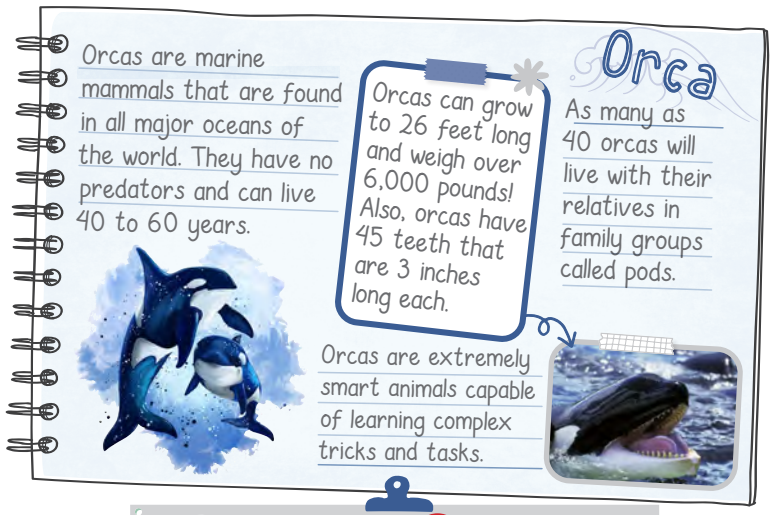
dance + ing: dancing

make + ing: making

share + ed: shared

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

NATURE JOURNAL READING COMPREHENSION



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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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 meet his brother.
2. The butcher cuts meat.
3. The meat is cooked.
4. I'll meet 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.



The child should have drawn a pond in the center of the box, bushes on the east side of the pond, flowers on the west side of the pond, a big rock north of the pond, and 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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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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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 we … paint … ould … use co … It's fu …

The child should have traced the beginning of the sentences and then finished each one.

☐ 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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Independent Practice



PAST TENSE Regular past tense is usually formed by adding "ed."

Example: cook = cooked Write the past tense for each verb.

learn	learned	erupt	erupted
point	pointed	flow	flowed
talk	talked	earn	earned

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.

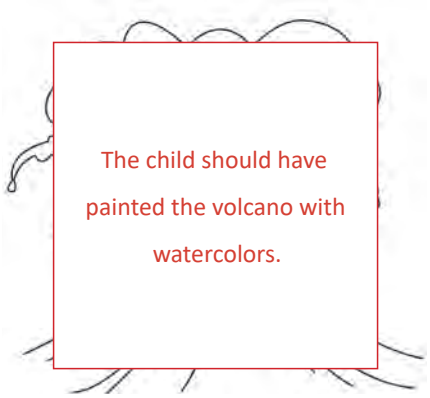
quake	quaked	explode	exploded

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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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 ___so___ kind.
2. I will ___sew___ eighteen shirts.
3. I will ___sew___ the edges of the quilt.
4. The elephant is ___so___ 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	shout	lost	found
silent	loud	sky	ground

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.


b | ea | n | s


l | ea | f


p | ea | ch

SPELLING: SOFT C On each line add a letter or letters to create a word.

Some possible ICE words:
vice, mice, lice, nice, dice, rice, iced, ices, price, slice, twice, spice, etc.

SPELLING: SOFT G On each line add a letter or letters to create a word.

Some possible AGE words:
ages, aged, page, rage, cage, wage, sage, stage, wager, image, agent, etc.

☐ 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.

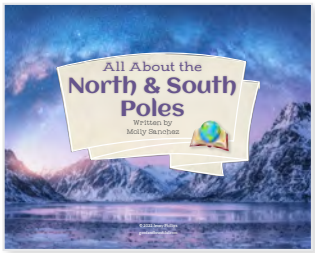
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Independent Practice

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 ab

I also learned that

The child should have finished each sentence using his or her own words or words from the provided bank.

☐ 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 97

Independent Practice

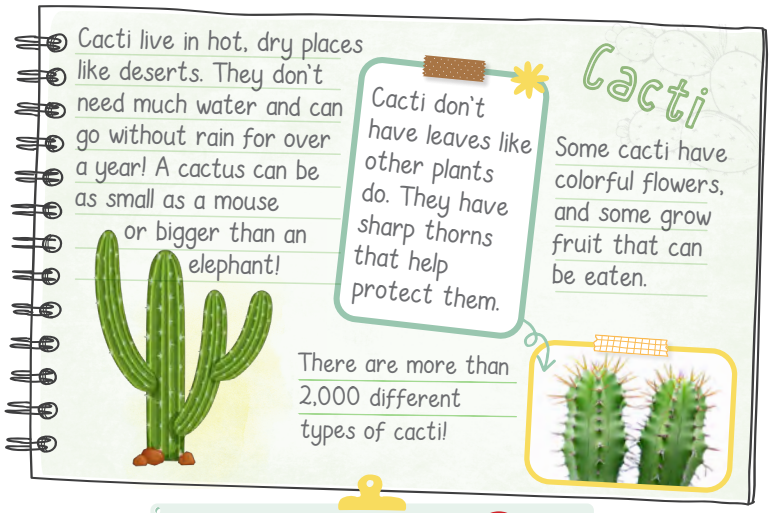
READING • SUBJECT/VERB AGREEMENT Circle the correct verb in each box.

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



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 girl combs her hair. (common noun) | proper noun
2. Janice combs her hair. common noun | (proper noun)
3. The lake is eighteen feet deep. (common noun) | proper noun
4. Pine Lake is eighteen feet deep. common noun | (proper noun)

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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.

castles ashes glasses bushes

islands boxes buzzes wishes

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."





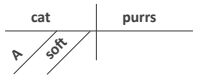
1. Are aardvarks awake at night? (YES) NO
2. Can aardvarks see in the dark? (YES) NO
3. Do aardvarks use their noses to dig? YES (NO)

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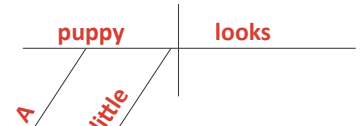
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SENTENCE DIAGRAMMING

Diagram the sentences. Refer to the example or page 185 if needed.

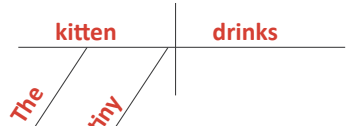


A little puppy looks.





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.

w	h	o		
g	r	e	a	t

Fill in the missing letters.

who

great

who

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.

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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.



s	oa	p



g	oa	t



c	oa	t

Some possible ACE words:
face, lace, race, mace, pace, place, grace, trace, space, brace, etc.

Some possible ICE words:
vice, mice, lice, nice, dice, rice, iced, ices, price, slice, twice, spice, etc.

Some possible IGHT words:
might, right, night, eight, light, fight, sight, tight, knight, height, flight, bright, slight, etc.

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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.

b l ue | w h e n

Fill in the missing letters.

blue

when

blue

when

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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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

Answers will vary.

The pet's name

Answers will vary.

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.

Illustrate your story.

The child should have illustrated his or her story.

Write your story!

The child should have written a story about a problem with a pet based on the pet and problem chosen above.

☐ 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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☐ 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 | philosopher

The vowel in an open syllable does not always say its name. O can say /uh/.

oa

motorboat | approaching | goalkeeper

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

ow

drowsy | cauliflower | hollow

OW can make the long O sound.

ear can say /er/

research | searchlight | rehearse

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.

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Independent Practice

UNIT SPELLING WORDS

when	who	people
great	why	pretty

- 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.

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**e**	island___	giv**e**	glov**e**	climb___	abov**e**

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	light - house
moonlight	1 **2** 3	moon - light
nightgown	1 **2** 3	night - gown

☐ 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 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	re - paint
unkindness	1 2 **3**	un - kind - ness
nicely	1 **2** 3	nice - ly
unfolding	1 2 **3**	un - fold - ing

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

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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. — four

Knowledge is a good thing to seek _____. — for

I _____ a certain sound in the backyard. — hear

I _____ you had the strength to tell the truth. — knew

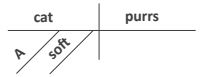
The painting of an ocean is over _____. — here

We _____ the pleasant tinkling of the fountain. — hear

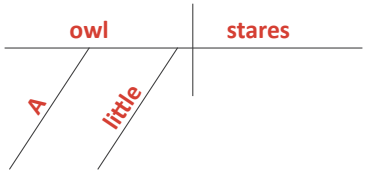
We bought a _____ piano yesterday. — new

SENTENCE DIAGRAMMING

Diagram the sentences. Add lines for the second diagram.

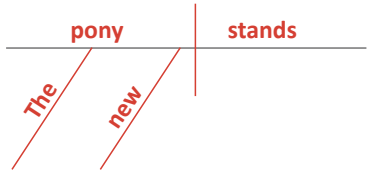


A little owl stares.





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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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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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 splashes in the pool.
scratch	2. The monkey scratches its leg.
talk	3. Peggy talks 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.

The child should have written one or two sentences that describe how the scene above sounds, looks, and feels.

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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 ~~a~~ A cone-shaped frame of wooden poles covered with reed mats ^

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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 sleighs, 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.	meet
The weather is _____ weird today.	meat
_____ has a lot of protein.	sew
Aunt Robin will _____ a new tablecloth.	so
The swim _____ was cancelled.	

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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

The child should have finished the essay by tracing the first part of the sentences and then completing each in his or her own words.

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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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:

Clouds

By Christina Rossetti

White sheep, white sheep,
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 took or bought a book from the shelf.

Last week he caught or bought, drew, saw a big salmon.

Last month I wrote or took 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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- 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.


three


four


one


two

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 — The child should have written a sentence using SO.

sew — The child should have written a sentence using 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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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. f Duck eggs are bigger than swan eggs.
2. f All swans are white.
3. f Swans live in Antarctica.
4. t Swans can swim right after they are born.
5. f 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	stage - coach
outrage	1 **2** 3	out - rage
gemstone	1 **2** 3	gem - stone

- ☐ 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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Independent Practice

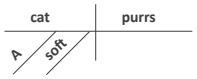
PRESENT TENSE VERBS

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."

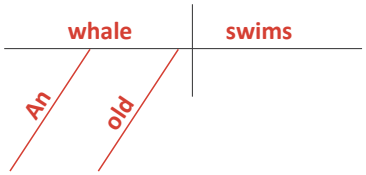
wash	1. David washes the windows.
push	2. Mom pushes the stroller.
know	3. Chris knows the code.
munch	4. The bug munches leaves.

SENTENCE DIAGRAMMING

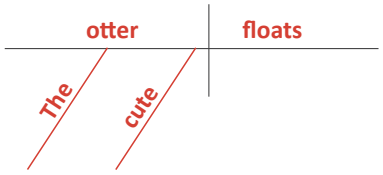
Diagram the sentences. Refer to the example or page 185 if needed.



An old whale swims.



The cute otter floats.







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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 was
hill.
They ring
the

The child should have filled in the blanks and then finished the story using his or her imagination.

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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

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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.


r ai n


s n ai l


t r ai n

SPELLING: OO

On each line add a letter or letters to create a word.

Some possible OOD words: good, mood, food, hood, wood, blood, stood, flood, brood, poodle, doodle, etc.

SPELLING: EA

On each line add a letter or letters to create a word.

Some possible EAT words: beat, seat, heat, meat, neat, eats, great, sweat, death, wheat, cheat, treat, cleats, etc.

ART BOOK

Use the app

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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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/.

consequence | qualify | equalize | conquest

oy — Usually the vowel at the end of an open syllable says its name, but not always.

employment | royalty | employee | enjoyable

ew — A can say /uh/.

interview | screwdriver | jewelry | newsworthy

wh

everywhere | overwhelming | cartwheel | wholesome

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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 dif ...bears

and bla ...irs

and bla

...Also,

they ba

The child should have finished the essay by tracing the first part of the sentences and then completing each in his or her own words.

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However, these two types of bears are also different. For example,

Also,

The child should have finished the essay by tracing the first part of the sentences and then completing each in his or her own words.

Both of these animals are amazing.

☐ 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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☐ 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?

w	h	e	r	e
o				
u				
l				
d				

our	very	could
should	would	where

s				v
h				e
o	u			r
u				y
l				
d	c	o	u	l

SOFT G Write the three letters that come after G to make the G soft (I, E, Y). 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

This section is blank for double-sided printing purposes.

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

Fill in the missing letters.

people

friend

people

friend

Write the words on the lines.

The child should have written the words on the decorative lines.

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
I'm sure I have an infection in my _____.	eye
I will touch the _____ fountain.	knew
We _____ that a period should be at the end of the sentence.	new
The curious boy _____ all the answers.	

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Completed ☐

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.

The child should have written two complete sentences about ways that bats and birds are alike.

Using a complete sentence, write one way that bats and birds are not alike.

1.

The child should have written a complete sentence about one way that bats and birds are not alike.

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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~~ an 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

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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

The child should have titled the poem.

Little lizard green and small

D

The child should have written a rhyming line for each line of poetry provided.

I

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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

Child should have written a question to ask a monkey using one of the green words above to begin the question.

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.

blue

when

Fill in the missing letters.

blue

when

blue

when

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Independent Practice

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

The child should have written a sentence using the 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	walked	large + er	larger
dance + ed	danced	raise + ing	raising
pause + ed	paused	change + ed	changed

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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 sea is blue.
2. We won an award.
3. I have one brother.
4. We see the moon.

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

NATURE JOURNAL READING COMPREHENSION

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.

Spotted Owl

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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Completed ☐

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.
brother

I'm often the second word in a story after the word ONCE.
upon

This is not where I will go; it's where I've _____.
been

I'm not old.
young

You can't find anything without me.
search

I'm alone. It's no one but me.
only

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.

quack 

ring 

bark 

clap 

☐ 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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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	light	wrong	right
fast	slow	high	low

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	2	re – write
unkindly	3	un – kind – ly
thankful	2	thank – ful
unfolded	3	un – fold – ed

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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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