LANGUAGE ARTS & LITERATURE

LEVEL K

ANSWER KEY

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

The Good and the Beautiful
CURRICULUM

First Edition that Correlates with the Reading Booster Program

Created by Jenny Phillips and The Good and the Beautiful Team

© 2022 The Good and the Beautiful, LLC | goodandbeautiful.com

All rights reserved. This digital publication is licensed for individual use only. It may be printed or copied for personal, noncommercial use by the original purchaser and their immediate household. This file may not be posted online, uploaded to file-sharing platforms, emailed, distributed electronically, or resold in printed or digital form without prior written permission of the copyright owner. Any unauthorized duplication, distribution, or commercial exploitation of this work is strictly prohibited and may result in legal action.

Completed ☐

Independent Practice

Helpful Hint: In this course level, you will need to read the instructions in the Independent Practice sections to the child and give assistance when needed.

Read to the child: A category is a group of things that belong together. In each box, color the item that does not belong in the same category as the other items in the box.

© Good and Beautiful

Completed ☐

Independent Practice

Have the child color all the uppercase vowels blue and all the lowercase vowels yellow. The child should not color the consonants.

© Good and Beautiful

Completed ☐

Independent Practice

Have the child circle all the pictures in each row that contain the vowel sound shown.

a			
e			
i			
o			
u			
a			

Helpful Hint: It is strongly recommended that the child complete a handwriting page at least 2 to 3 times a week in *The Good and the Beautiful Level K Handwriting* workbook or another handwriting course.

© Good and Beautiful

Completed ☐

Independent Practice

Have the child circle the letter that the word for each picture STARTS with.

b l f	p c f	t e w
s h f	g p c	u e a

In each blue box, have the child draw a line from the uppercase letter to its matching lowercase letter, saying aloud "uppercase A" and "lowercase A" and so on, as he or she connects each letter.

A	C	E	G	F	H
a u e	a c e	g u e	g a r	h f t	r u h
D	B	J	K	L	I
d r c	p b t	j g r	c k e	t i l	i w x

© Good and Beautiful

Completed ☐

ITEMS NEEDED:
9 index cards

LESSON 5
One-Letter Words

Helpful Hint: Reading booster cards can be done at any point in the lesson, even at the end.

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child: When the letter I is alone, it is a word. It says its name. The word I is always capitalized. Capitalized means that we use an uppercase letter. Point to the boxes. This is the word I with two different fonts.

I I

When the letter A is by itself, it says its name and is a word. The word is A, like "I see *a* bird." Point to the boxes. This is the word A with two different fonts.

a a

- Write the purple words on index cards. Lay the cards out in a trail on the floor (in random order). Have the child read each card and then hop to the next one, and so on, until he or she gets to the end of the trail.

at it am up in a I if on

- Read to the child: The blue boxes below show the vowels A, E, I, O, and U. Point to each vowel and say its name. Now point to each vowel and say its short sound. [/ă/ as in AS /ĕ/ as in ED /ĭ/ as in IN /ŏ/ as in ON /ŭ/ as in UP]

Aa Ee Ii Oo Uu

- Read to the child: Read the words by each picture. Tap the word that is for the picture in the box with your pencil eraser.

on
in
up

up
on
in

in
on
up

© Good and Beautiful

Completed ☐

Independent Practice

Have the child circle all the pictures in each row that contain the vowel sound shown.

Helpful Hint: It is strongly recommended that the child complete a handwriting page at least 2 to 3 times a week in *The Good and the Beautiful Level K Handwriting* workbook or another handwriting course.

© Good and Beautiful

Completed ☐

Independent Practice

Have the child circle the letter that the word for each picture ENDS with.

t x k

m n l

d t w

b h l

g d n

n r m

In each blue box, have the child draw a line from the uppercase letter to its matching lowercase letter, saying aloud "uppercase M" and "lowercase M" and so on, as he or she connects each letter.

M	O	Q	S	U	W
nme	aoe	que	scr	hfu	rwh
T	Y	V	R	P	N
iyt	wby	vgr	cre	bip	inx

© Good and Beautiful

Completed ☐

ITEMS NEEDED:
craft knife

LESSON 7
Vowels: Part 2

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child: Let's review: How many letters are in the alphabet? [26] Some letters are vowels. Letters that are not vowels are consonants. Which letters are vowels? [A, E, I, O, U, and sometimes Y] There are two consonants on the snowflakes below. Remember, a consonant is any letter that is not a vowel. Find the two consonants, and then tell me which snowflake is your favorite.

- Read to the child: Every word has to have at least one vowel. Vowels can be either short or long. You have already learned the short sounds of vowels. The short sound is the most common sound. The long sound of a vowel is the vowel's name. Point to each vowel and say its long sound (its name).

Aa Ee Ii Oo Uu

- Read the following words and have the child say whether the vowel A is long or short.

ā = long A sound
ă = short A sound

play	at	lake	fan	rat	gate	same	dad
ā	ă	ā	ă	ă	ā	ā	ă

- Have the child complete the Independent Practice page in this lesson while you cut out the letter strips on the next page and tape them together ("i" goes on the purple x; "O" goes on the green x). Take out the igloo page from this lesson and, with a craft knife, cut slits along the white dashed lines of the igloo.
- **Igloo Slider:** Insert the prepared letter strip through the dashed lines from the back of the igloo so that only one letter shows in the igloo's entrance at a time. Pull the strip through, stopping at each letter. Practice what the child needs help with most: letter recognition, short sounds, or long sounds. For example, you could have the child say the name of each letter, the short sound of each letter, or the long sound of each letter.

Short Vowel Sounds

/ă/ as in AS /ĕ/ as in ED /ĭ/ as in IN

/ŏ/ as in ON /ŭ/ as in UP

Note: Vowel sounds are often the easiest sounds for children to confuse since they are so similar. Reading is more difficult if recognition and sounds of vowels are not mastered. If needed, use the igloo slider each day as you continue through the course until the vowels are mastered. Consider using the slider as a review throughout the course.

© Good and Beautiful

Completed ☐

a o e i

u A E O

I U i e

Independent Practice

Have the child trace the vowels.

and sometimes

Have the child write the missing vowels.

a e i o u and sometimes y

Continued on the next page.

© Good and Beautiful

Completed ☐

This space is blank for double-sided printing purposes.

Have the child circle all the pictures that contain a long A sound. A long vowel says its name.

Have the child circle all the pictures that contain a long E sound. A long vowel says its name.

Have the child circle all the pictures that contain a long I sound. A long vowel says its name.

© Good and Beautiful

Completed ☐

Independent Practice

Have the child cut out the letter boxes and paste them in the correct boxes to spell each word. If needed, review the letter names and sounds before the child cuts out the letter boxes.

d o g

p i g

h u t

10

t e n

r u g

a n t

b a t

l o g

n u t

Completed ☐

Read to the child: Read the word in each yellow box. Start by saying the first two sounds together and hold the vowel until you add the sound of the last letter.

big bit bid bin bib

Have the child circle all the pictures that contain a long vowel sound. A long vowel says its name.

Read to the child: Now we are going to practice writing uppercase and lowercase A. What sound does short A make? [/ă/ as in AS] First, trace each letter, starting on the yellow dot and following the numbered steps. Then write the letter at the end of the line, starting on the yellow dot.

BONUS WORK

For extra practice, use the A–Z section of the Good and Beautiful Letter Tiles app at any time to have the child practice spelling two-letter or three-letter words.

© Good and Beautiful

Completed ☐

Independent Practice

Helpful Hint: If lessons feel too short for the child, do the bonus activities or do 1 ½ to 2 lessons a day until the child reaches a point where lessons are more challenging.

Have the child circle the letter that the word for each color STARTS with.

r t b	b f r	b r g
b r g	b r g	w b h

In each yellow box, have the child draw a line from the uppercase letter to its matching lowercase letter, saying aloud "uppercase X" and "lowercase X" and so on, while connecting each letter.

X	Y	E	G	F	H
a x e	a c y	g u e	g a r	h f t	r u h
D	B	J	K	L	Z
d r c	p b t	j g r	c k e	t i l	z w x

© Good and Beautiful

Completed ☐

Independent Practice

Spy It!

Read to the child: Read the words under each picture aloud. If you spy the word in the picture, highlight the word. (Children love using highlighters as something new, but crayons work as well.)

van
bat
fox

cap
hen
kid

cup
hip
dog

rug
bed
map

pot
cat
rat

can
dog
leg

© Good and Beautiful

Completed ☐

BONUS WORK

✱ Use the A–Z section on the free Good and Beautiful Letter Tiles app to have the child create the following words: up, if, on, at, is.

Independent Practice

Read to the child: Practice writing lowercase Is and Os in preparation for the lower part of the page.

Read to the child: Write the missing I or O for each word.

f o x

p i n

p o t

d o g

b o x

p i g

© Good and Beautiful

Completed ☐

Independent Practice

SPY IT!

Read to the child: Read the words under each picture aloud. If you spy the word in the picture, highlight the word with a highlighter.

pan
dog
lip

map
hug
kid

ham
fox
cat

kid
mud
jet

bag
cat
kid

lip
net
nut

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Write the missing I or O for each word.

h o g

l i d

b o x

t o p

f i n

p i t

d o g

k i d

f o g

© Good and Beautiful

Completed ☐

BONUS WORK

✱ Play a reading booster app game or read aloud to the child.

Independent Practice

Read to the child: Trace the letters on each line, and then write the letter.

Read to the child: Write the missing X or M for each word.

f o x

g u m

h a m

r a m

b o x

j a m

© Good and Beautiful

Completed ☐

Independent Practice

Spy It!

Read to the child: Read the words under each picture aloud. If you spy the word in the picture, highlight the word. (Children love using highlighters as something new, but crayons work as well.)

pig
hat
rat

mop
hat
fan

tub
map
jug

hug
jet
pig

kid
lid
bag

dog
ox
hat

BONUS WORK

✱ Play a reading booster app game or read aloud to the child.

© Good and Beautiful

Completed ☐

Independent Practice

MATCH IT

Read to the child: Look at the image on each photo. Then read the word under each photo. If the word matches the image on the photo, color the image.

© Good and Beautiful

Completed ☐

Have the child cut out the letter boxes at the bottom of the page and paste them in the correct boxes to spell each word. If needed, review the letter names and sounds before the child cuts out the letter boxes.

c a t

a n t

f o x

d o g

b u g

f a n

p o t

h u t

v a n

Completed ☐

Independent Practice

MATCH IT

Read to the child: Look at the image on each photo. Then read the word under each photo. If the word matches the image on the photo, color the image.

© Good and Beautiful

Completed ☐

Read to the child: Read the poem to practice sight words.

We Love

By Jenny Phillips

We love to jog.
We love to run.
We love the fog.
We love the sun.

You and I,
We love to hop
Up the hill
To the top.

BONUS WORK

As a reminder, *The Good and the Beautiful My Level K Nature Readers* (and all other *My Level K Readers*) follow the exact scope and sequence of the reading booster cards. It is highly recommended that you use these books outside of lesson time (at dinner, at bedtime, to read to Grandma or a pet). The books instill a love for nature and increase confidence and fluency in reading with frustration-free reading that matches what the child has learned.

Independent Practice

Read to the child: In each blank spot, write the correct vowel to make the word.

f o x

o i

b u g

o u

m u g

u i

p i g

o i

© Good and Beautiful

Completed ☐

BONUS WORK

Create learning experiences often. For example, at the store you can tell the child to point to different fruits and say the letter each starts with.

✱ Place CVC words on sticky notes and hide them all over the house for the child to find and read.

Independent Practice

Read to the child: Practice writing uppercase and lowercase B and D.

Read to the child: Write the missing B or D for each word. Use an uppercase letter B or D as the beginning letter for each boy's name.

Bob

Dan

Ben

dog

box

bug

dot

bus

bat

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Practice writing lowercase Vs and Bs.

Read to the child: Write the missing V or B for each word.

bus

bun

vet

van

bat

bib

BONUS WORK

✷ Have the child read a story from *My Level K Readers*.

© Good and Beautiful

Completed ☐

BONUS WORK

✷ Play a reading booster app game or read aloud to the child.

Independent Practice

Read to the child: Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box.

☆ It is in a cup.

★ It is in a log.

★ It has a nut.

☆ It has a mop.

☆ It is wet.

☆ It has a map.

Completed ☐

Independent Practice

Read to the child: Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box.

- ☆ It bit me.
- ★ It is big.
- ★ It has a fin.
- ☆ It can go in the mud.
- ☆ It was a van.
- ★ It is wet.

Completed ☐

LESSON 24

Spelling Three-Letter Words: Part 3

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child: When words end with the same sound, they rhyme. Read these rhyming words:

sat fat mat pat rat

- You or the child cut out the letter boxes on the right side of this page. Lay the boxes out on the table. Read to the child: Today you are going to create words! Below are four pictures: a cat, a bat, a rat, and a mat. Use the letter boxes we cut out to create the word for each image. Create the words in the blue boxes. When you have created a word, take off the letter boxes. Each word ends with the letters A and T, which make the sound /at/. Help the child isolate the sounds for each word, if needed.

cat

bat

rat

mat

at

c

b

r

m

© Good and Beautiful

Completed ☐

Independent Practice

Have the child circle the correct action word for each picture.

pop cut

hop sit

nip mop

mop mix

rip jog

nap tug

sit run

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box.

- ★ It is a fox.
- ☆ He has a cup.
- ☆ It is as big as the sun.
- ★ It is on a log.
- ★ The fox has a leg.
- ☆ It has a hat.

Completed ☐

Independent Practice

Read to the child: Write the missing W or R at the beginning of each word. Use the handwriting guide for reference if needed.

wet	rat	web
ran	wax	rug

Read to the child: In each blue box, draw a line from the uppercase letter to its matching lowercase letter, saying aloud "uppercase A" and "lowercase A" and so on, as you connect each letter.

A	C	E	G	F	H
a u e	a c e	g u e	a g r	h f t	r u h
D	B	J	K	L	I
d r c	p t b	j g r	c k e	t i l	i w x

Read to the child: Read each sentence and cross out the box if the sentence in the box is not true.

© Good and Beautiful

Completed ☐

BONUS WORK

On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 25 and have the child create the following words: his, has, hid, hip.

Independent Practice

Read to the child: Write the missing lowercase C or L at the beginning of each word. Use the handwriting guide for reference if needed.

cup	let	cut
cat	log	can

Pumpkin Patch

Read to the child: With a green pencil or crayon, draw a leaf or a vine on the two pumpkins on each row that rhyme (have the same ending sound).

© Good and Beautiful

Completed ☐

ITEMS NEEDED:
a car key

LESSON 28
Vowels: Part 3

Helpful Hint: If lessons feel short or are easy for the child, consider doing 1 ½ to 2 lessons a day and finishing the course more quickly.

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child: The blue boxes below show the vowels A, E, I, O, and U. Point to each vowel and say its name. Now point to each vowel and say its long sound. Now point to each vowel and say its short sound. [/ă/ as in AS /ĕ/ as in ED /ĭ/ as in IN /ŏ/ as in ON /ŭ/ as in UP]

Aa Ee Ii Oo Uu

- Read to the child: Say the name of each image. Then figure out what vowel sound is in the word and tap that vowel above on the blue boxes. The word for the girl is KID.

dog /ŏ/

lid /ĭ/

kid /ĭ/

sun /ŭ/

bed /ĕ/

pig /ĭ/

hat /ă/

can /ă/

- Give the child a car key. Read to the child: I will say the sound of a vowel. You tap the key on the car that shows that vowel. Say the short sound of each vowel several times: [/ă/ as in AS /ĕ/ as in ED /ĭ/ as in IN /ŏ/ as in ON /ŭ/ as in UP].

© Good and Beautiful

Completed ☐

BONUS WORK
- Listen to audio books on goodandbeautifulstorytime.com.
- Play a reading booster app game.

Independent Practice

Read to the child: In the blue box are the letters to write the word "FIN," but they are all scrambled up! Unscramble the letters and write the word "fin" on the first line in all lowercase letters. Then on the next line, write the word again in all uppercase letters. Use the handwriting guide for reference.

nif fin

NIF FIN

Read to the child: Read the word in each box aloud. If the word rhymes with the word on the shark, draw a line from the box to the shark.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Write the missing J or Z at the beginning of each word. Use the handwriting guide for reference if needed.

jog jet zip

jam zap jug

Pumpkin Patch

Read to the child: With a green pencil or crayon, draw a leaf or a vine on the two pumpkins on each row that rhyme (have the same ending sound).

© Good and Beautiful

Completed ☐

Read to the child: As you have learned, some words are only one letter long. The letter A is also the word A. The letter I is also the word I. Read the sentences in purple.

I sat. A dog sat.

Each sentence below is missing the word A or I. Read the rest of the sentence to figure out which word is missing, and then write the word in the blank red spot. The word I is ALWAYS uppercase. The word A is uppercase only if it's at the beginning of the sentence. Use the handwriting guide for reference if needed.

We pet a dog.

A rat runs.

Ron and I jog.

I am on the bus.

BONUS WORK

Bonus work does not always need to be completed at the end of a lesson. These ideas can be implemented any time of the day, even at bedtime.

Listen to Good and Beautiful learning songs on the Good and Beautiful Homeschooling app.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Names of people and pets always start with an uppercase letter. Each name below is missing its first letter. Write the missing M or R at the beginning of each word. Use the handwriting guide for reference if needed. When two of the same consonants are in a row, you only say the sound of the first one.

Matt Rob Rex

Meg Max Ron

Read to the child: In each blue box, draw a line from the uppercase letter to its matching lowercase letter, saying aloud "uppercase X" and "lowercase X" and so on, as you connect each letter.

X	Y	E	G	F	H
a x e	a c y	g u e	g a r	h f t	r u h

D	B	J	K	L	Z
d r c	p b t	j g r	c k e	t i l	z w x

Read to the child: Read each sentence and cross out the box if the sentence in the box is false.

A dog can sit.	A cat can sit.	A rat and a hen sit.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Each sentence below is missing the word A or I. Read the rest of the sentence to figure out which word is missing, and then write the word in the blank red spot. The word I is ALWAYS uppercase. The word A is uppercase only if it's at the beginning of the sentence. Use the handwriting guide for reference if needed.

I am in the fog.

A cat is on the rug.

You and I run.

I fix it.

We pet a pig.

© Good and Beautiful

Completed ☐

Read to the child: The blue boxes below show the vowels A, E, I, O, and U. Point to each vowel and say its name. Now point to each vowel and say its long sound. Now point to each vowel and say its short sound. [/ă/ as in AS /ĕ/ as in ED /ĭ/ as in IN /ŏ/ as in ON /ŭ/ as in UP]

Aa Ee Ii Oo Uu

Independent Practice

Read to the child: Each sentence below is missing the word A or I. Read the rest of the sentence to figure out which word is missing, and then write the word in the blank red spot. The word I is ALWAYS uppercase. The word A is uppercase only if it's at the beginning of the sentence. Use the handwriting guide for reference if needed.

A bug is on me.

I zip it.

You and I sit.

We got a hen.

I love the cat.

© Good and Beautiful

Completed ☐

Read to the child: Read the sentences in the boxes below. If the sentence says something true about the painting, fill in the little circle in the corner of the box. If the sentence is not true, cross out the circle.

- ● The pot is big.
- ⊗ A hen is on the dog.
- ● A kid can sit.
- ⊗ A bus is in the mud.
- ● The man has a hat.

BONUS WORK

Draw an interesting squiggle on a blank piece of paper. Have the child use the squiggle to draw a picture.

Read aloud to the child.
Play a reading booster app game.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Read each brown word. If it is food, draw a line from the word to the pot.

Read to the child: Read each purple word. If it is something that you would find in a forest, draw a line from the word to the tree.

© Good and Beautiful

Completed ☐

BONUS WORK

Use the A–Z section on the free Good and Beautiful Letter Tiles app to have the child create the following words, and then switch the first letter of the word with an R or a B to create a new word: pan, nut, sat.

Independent Practice

Read to the child: Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box.

- ★ An ant is on a log.
- ☆ An ant has a map.
- ☆ It is as big as a dog.
- ★ The ant is red.
- ★ The ant has legs.
- ☆ It has a hat.

Completed ☐

Independent Practice

Read to the child: Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box.

- ★ A dog can run.
- ☆ The rat is big.
- ☆ It is a fox.
- ★ It is wet.
- ★ It is a dog.
- ☆ I am in a van.

Completed ☐

Read to the child: The words for these images are hiding in the puzzle below. Find the word for each image and circle it. The words can go across or down. The first one is circled for you as an example.

c	h	a	t	p
a	d	o	g	i
t	s	u	n	g

© Good and Beautiful

Completed ☐

Read to the child: Read the sentences in the boxes below. If the sentence says something true about the painting, fill in the little circle in the corner of the box. If the sentence is not true, cross out the circle.

- ● A kid can go up.
- ● The man has a bag.
- ⊗ A hen has a mop.
- ⊗ A bus is on a rug.
- ● The kid has a hat.

Read to the child: The blue boxes below show the vowels A, E, I, O, and U. Point to each vowel and say its name. Now point to each vowel and say its long sound. Now point to each vowel and say its short sound. [/ă/ as in AS /ĕ/ as in ED /ĭ/ as in IN /ŏ/ as in ON /ŭ/ as in UP]

Aa Ee Ii Oo Uu

BONUS WORK

On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 25 and have the child create the following words: hid, has, tag, is.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: We are going to practice writing lowercase W and S. First, trace each letter, starting on the yellow dot and following the numbered steps. Then write the letter at the end of each line, starting on the yellow dot.

Read to the child: Write a lowercase W or S on each blank space to create four different words.

sad web

sat wax

© Good and Beautiful

Completed ☐

Read to the child: In the box of letters, find the word for each image and circle it. The words can go across or down.

c	n	s	u	n
a	e	f	i	n
n	t	p	i	t

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Look at the picture in each box. Trace the letter the picture starts with: B or D. Start B on the top of the BAT. Start D on the DOUGHNUT.

© Good and Beautiful

Completed ☐

BONUS WORK

Having children listen to high-quality read alouds or audio books is one of the best things you can do to set a great academic foundation for reading and writing.

- Read aloud to the child.
- Play a reading booster app game.

Independent Practice

Read to the child: Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box. When two of the same consonants are in a row, you only say the sound for the first one.

- ☆ It is a wet pig.
- ★ It can buzz.
- ☆ It bit me.
- ★ It is a bug.
- ☆ The bug is red.
- ☆ I love the bug.

s h l m d

© Good and Beautiful

Completed ☐

Read to the child: Each sentence below is missing the word A or I. Read the rest of the sentence to figure out which word is missing, and then write the word in the blank red spot. The word I is ALWAYS uppercase. The word A is uppercase only if it's at the beginning of the sentence. Use the handwriting guide for reference if needed.

I fed the dog.

A hen is in the pen.

We hug a cat.

I can fix it.

She and I hum.

© Good and Beautiful

Completed ☐

LESSON 39
UNIT 1 REVIEW

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

  Note that you will need to administer the Reading Assessment section. There is no orange section for the Reading Assessment. Instead, you will be instructed in Units 2 and 3 to repeat the assessment to see what progress has been made. If your child stresses about being timed, don't let the child see the timer or don't time the assessment.

- Read to the child: Today you are going to complete the Unit 1 Review. This review will help you practice for taking tests. You will complete only the purple sections today.

Vowels and Consonants

Read to the child: **Tell me the vowels aloud. [A, E, I, O, U, and sometimes Y] Say the letter on each sign below. Draw a bug on any sign that has a consonant.**

☐ Additional Practice

Vowels and Consonants

Read to the child: **Tell me the vowels aloud. [A, E, I, O, U, and sometimes Y] Say the letter on each sign below. Draw a bug on any sign that has a consonant.**

© Good and Beautiful

Completed ☐

Spelling Three-Letter Words and Writing A and I

Have the child write the missing words as you dictate the following sentence: A cat and I run. Note: The child is not expected to have handwriting mastered at this point. If needed, demonstrate how to form letters correctly.

A cat and I run .

☐ Additional Practice

Spelling Three-Letter Words and Writing A and I

Have the child write the missing words as you dictate the following sentence: A pig and I sit. Note: The child is not expected to have handwriting mastered at this point. If needed, demonstrate how to form letters correctly.

A pig and I sit .

Long Vowels

Read to the child: **Point to each vowel and say its long sound. The long sound is the name of the vowel.**

Aa Ee Ii Oo Uu

☐ Additional Practice

Long Vowels

Read to the child: **Point to each vowel and say its long sound. The long sound is the name of the vowel.**

Aa Ee Ii Oo Uu

© Good and Beautiful

Completed ☐

BONUS WORK

Developing creativity and imagination helps children become better writers. Read these phrases and have your child finish the sentences:

- Coming from the kitchen was the smell of . . .
- Once there was a big yellow . . .

Independent Practice

Read to the child: Each sentence below is missing the word SHE or GO. Read the rest of the sentence to figure out which word is missing, and then write the word in the blank red spot. Always remember to start a sentence with an uppercase letter. Use the handwriting guide for reference.

She Go she go

She has a job.

Go get the map.

Yes, she can zip it.

Can we go ?

She is wet.

© Good and Beautiful

Completed ☐

LESSON 42

b and d: Part 4

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child: Write a lowercase B or D under each picture, indicating the letter the picture starts with. Start with the doughnut for D or the top of the bat for B.

b or d?

- Read to the child: Read the words in each column from top to bottom. At the bottom of each column, stop and draw a face on the head.

dad	bet	bin	sad
bad	bun	mad	red
did	web	hid	bag
bid	bed	dug	dot
dip	dig	rib	bat

© Good and Beautiful

Completed ☐

BONUS WORK

✱ Have the child read a story from *My Level K Readers*.

Independent Practice

Read to the child: Now we will practice writing lowercase N and T. First, trace each letter starting on the yellow dot and following the numbered steps. Then write the letter at the end of each line, starting on the yellow dot.

Read to the child: Write a lowercase N or T on each blank space to create four different words.

a n

o n

i t (or in)

a t

© Good and Beautiful

Completed ☐

Read to the child: Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box.

- ☆ A web is so big.
- ★ The bugs are red.
- ☆ It looks wet.
- ☆ I love the bugs.
- ☆ It is on top of a box.
- ★ Bugs are not in the mud.

Completed ☐

Helpful Hint: It is strongly recommended that the child complete a handwriting page at least 2 to 3 times a week in *The Good and the Beautiful Level K Handwriting* workbook or use another handwriting course.

Independent Practice

Read to the child: Draw a line from each picture to the letter it starts with: B or D.

© Good and Beautiful

Completed ☐

Read to the child: Trace the word BED twice, starting each letter on the yellow dot.

Read to the child: Fill in the missing B and D to write the word BED. Make sure to start the B and D in the right spot. Then draw a bed with a pillow on the word, as shown on the previous page.

b e d

Read to the child: Doughnut starts with D. On each lowercase D, draw and color a doughnut with sprinkles, striped frosting, or chocolate frosting.

© Good and Beautiful

Completed ☐

Helpful Hint: If this course ever seems to be going too fast for the child, consider pausing the course and having the child read and reread *Reading Booster A Cards* and *Reading Booster A Books Set* and work on a handwriting course. At this level it is better to cement basic phonics principles before moving on to more advanced concepts. This allows the child to experience joy and confidence while reading.

Independent Practice

Read to the child: Read the word below each soccer ball. Then find a word under a net that rhymes with the word under each soccer ball. Draw a line between the words.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Look at the blue box. On the first line, write the word for the picture to the right of this paragraph in all lowercase letters. On the next line, write the word for the picture to the right of this paragraph in all uppercase letters. The letters are given to you scrambled up! Use the handwriting guide for reference.

tha hat

HTA HAT

Read to the child: Read the words on each snowman. If all the words on a snowman rhyme (have the same ending sound), draw a hat and arms on the snowman.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Practice writing lowercase A and U.

a

u

Read to the child: Write the missing A or U for each word.

s u n

h a t

r a t

c a t

t u b

b a g

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Write the missing S or B at the end of each word. In all the words below that end with S, the S makes the sound /z/. Use the handwriting guide for reference.

a s i s t u b h a s

Read to the child: Read each sentence. If the sentence matches something in the picture at the bottom of the page, color the star in the box.

- ★ It is a pig.
- ☆ It has a hat.
- ☆ It is a big cat.
- ★ It is in the mud.

Completed ☐

Independent Practice

Read to the child: Practice writing lowercase U and O.

Read to the child: Write the missing letter for each word: O or U.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Look at the blue box. On the first line, write the word for the picture to the right of this paragraph in all lowercase letters. On the next line, write the word for the picture to the right of this paragraph in all uppercase letters. The letters are given to you scrambled up! Use the handwriting guide for reference.

gru rug

RGU RUG

Read to the child: Read the word on each mushroom aloud. Find the mushroom that has a word that does not rhyme with all the other words and draw a bug on top of it.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Say the word for each picture. Then say the word again, separating each sound of the word. Then spell each word, writing one letter in each box.

Segment and Spell

b a t

h a t

Read to the child: Look at the picture in each box. Trace the letter the picture starts with: B or D. Start B on the top of the BAT. Start D on the DOUGHNUT.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: A sentence is a group of words that tells a complete thought. Read each sentence below, and then draw a line from the sentence to the picture it describes.

It is wet.

His dog is in it.

He is up.

She has a hat.

She hugs the cat.

BONUS WORK

✷ Play a reading booster app game or read aloud to the child.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Each sentence below is missing the word A or I. Read the rest of the sentence to figure out what word is missing, and then write the word in the blank red space. The word I is ALWAYS uppercase. The word A is uppercase only if it is at the beginning of the sentence. Use the handwriting guide for reference.

A bug is on me.

I love to run.

She and I sit.

A hen is in the pen.

We pet a dog.

© Good and Beautiful

Completed ☐

BONUS WORK
- Listen to audio books on goodandbeautifulstorytime.com.
- Play a reading booster app game.

Independent Practice

Read to the child: Look at the blue box. On the first line, write the word for the picture above this paragraph in all lowercase letters. On the next line, write the word for the picture above this paragraph in all uppercase letters. The letters are given to you scrambled up! Use the handwriting guide for reference.

cta cat

CTA CAT

Read to the child: Read the words on each pot aloud. Draw a plant in each pot with a word that rhymes with HAT.

© Good and Beautiful

Completed ☐

LESSON 54

Short and Long Vowels: Part I

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child: Let's review: There are 26 letters in the alphabet. Some letters are vowels, and some are consonants. How many letters are in the alphabet? [26] What are the vowels? [A, E, I, O, U, and sometimes Y] A long vowel says its name. Point to each vowel below. Say the short sound for each vowel. Then say the long sound for each vowel.

a e i o u

Have the child trace the vowels, and then read them in order.

- Have the child circle all the pictures with names that contain a long vowel. If needed, remind the child that a long vowel says its name.

- Read to the child: What do the letters C and K say when they are together? [/k/] Let's practice reading some words with CK and some three-letter words. First, say the sound for each letter using the short sound for the vowels, and then put the sounds together.

so - **ck** **sock**	du - **ck** **duck**	li - **ck** **lick**	ha - s **has**	si - **ck** **sick**
ca - n **can**	va - n **van**	ne - t **net**	le - g **leg**	ne - **ck** **neck**

© Good and Beautiful

Completed ☐

BONUS WORK
- Listen to audio books on goodandbeautifulstorytime.com.
- Play a reading booster app game.

Independent Practice

Read to the child: Look at the blue box. On the first line, write the word for the picture to the right of this paragraph in all lowercase letters. On the next line, write the word for the picture to the right of this paragraph in all uppercase letters. The letters are given to you scrambled up! Use the handwriting guide for reference.

mpa map

MPA MAP

Read to the child: Read the words on each cloud. Draw a raindrop under each cloud that has a word that rhymes with LOT.

© Good and Beautiful

Completed ☐

Independent Practice

Aa Ee Ii Oo Uu

Read to the child: Cross out all the consonants. A consonant is any letter that is not a vowel. The vowels are shown in the blue boxes above.

x x x e x a x x x x o i x x x x

You or the child cut out the letter boxes on the side of this page. Lay the boxes out on the table. Read to the child: Today you are going to create words! Glue a vowel onto the proper middle box to finish each word correctly.

b	o	x
f	e	d
k	i	d
v	a	n

o
e
i
a

© Good and Beautiful

Completed ☐

LESSON 56

Short and Long Vowels: Part 2

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child: What are the vowels? [A, E, I, O, U, and sometimes Y] A long vowel says its name. Every word has to have at least one vowel. Vowels can be either short or long. Point to each vowel below. Say the short sound for each vowel. Then say the long sound for each vowel.

a e i o u

This space is blank for double-sided printing purposes.

- Have the child circle all the pictures with names that contain a long vowel. If needed, remind the child that a long vowel says its name.

- Practice these Unit 2 spelling words using the Letter Tiles app (Level K > Spelling Words: Unit 2) or any way desired: he, she, we, me.

- Complete the following items in this order:
  1. Read Chapter 4 of *Bobby and the Big Road* to the child.
  2. Discuss the following question:

     Bobby and his mother and father saw all kinds of beautiful things along the Big Road. What are some of the things they saw? [brown butterfly, locust tree, lizard, two blackbirds, toad, gray squirrel] How did the squirrel act when they first saw it? [It ran into a tree.] By the end of the summer, how do you know the squirrel was more friendly? [It would take nuts from Bobby's hand.]
  3. If desired, take the child outside and see what beautiful things you can observe. Discuss how God's creations can bring us joy.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Each sentence below is missing the word A or I. Read the rest of the sentence to figure out which word is missing, and then write the word in the blank red spot. The word I is *always* uppercase. The word A is uppercase only if it is at the beginning of the sentence. Use the handwriting guide for reference.

I go on a run.

I love the cat.

A cat is on the rug.

He and I sit.

Can I hop on a log?

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Look at the green box. On the first line, write the word for the picture to the right in all lowercase letters. On the next line, write the word for the picture to the right in all uppercase letters. The letters are given to you scrambled up! Use the handwriting guide for reference.

xfo fox

XFO FOX

Read to the child: Trace the sentence that explains the picture correctly.

We run.

She sits.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Look at the picture in each box. Trace the letter the picture starts with: B or D. Start B on the top of the BAT. Start D on the DOUGHNUT.

Read to the child: Write the missing Y or F at the beginning of each word. Use the handwriting guide for reference.

yes fog yet

© Good and Beautiful

Completed ☐

ITEMS NEEDED:
watercolors
paintbrush

LESSON 61

Ending Consonant Blends: Part 2

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child: In each circle, say the sounds of the letters on the first puzzle piece. Then determine which one of the puzzle pieces to the right in the circle creates a word when put together with the piece on the left. Draw a line between the two puzzle pieces that combine to make a word.

BONUS WORK
- Listen to audio books on goodandbeautifulstorytime.com.
- Play a reading booster app game.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Look at the green box. On the first line, write the word for the picture to the right in all lowercase letters. On the next line, write the word for the picture to the right in all uppercase letters. The letters are given to you scrambled up! Use the handwriting guide for reference.

amj jam

AMJ JAM

Read to the child: Trace the sentence that explains the picture correctly.

We run.

She sits.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Read each sentence. If the sentence matches the picture of the little duckling at the bottom of the page, color the star in the box.

- ☆ It is on a desk.
- ★ It has a mom.
- ★ It sits on the duck.
- ★ It is soft.
- ★ It can rest.
- ☆ It has a belt.

Completed ☐

ITEMS NEEDED:
8 sticky notes

LESSON 64

Ending Consonant Blends: Part 4

- Work on reading booster cards or books for 6 to 10 minutes.
- While you prepare the "Sticky Note Rhymes" activity, have the child complete the "Build a Word" section on this page. Then complete the activity you prepared.

PREPARE: Write the words below on sticky notes. Hang up all the sticky notes in random order on a wall or window in a rectangular shape.

- dust
- damp
- past
- nest
- must
- lamp
- fast
- best

PLAY: Have the child take a sticky note off the wall or window and read the word. Then have the child find, take down, and read the sticky note with the rhyming word. Repeat until all the words have been chosen.

Build a Word

Read to the child: Using letters from the orange box, add a letter to the beginning of each group of letters to create six different, real words. Letters may be used more than one time.

meld
or held

soft

raft

felt
or melt

hand
or sand

cast
or fast, mast

r
s
f
m
c
h

© Good and Beautiful

Completed ☐

BONUS WORK
- Listen to audio books on goodandbeautifulstorytime.com.
- Play a reading booster app game.

Independent Practice

Read to the child: Look at the green box. On the first line, write the word for the picture to the right in all lowercase letters. On the next line, write the word for the picture to the right in all uppercase letters. The letters are given to you scrambled up! Use the handwriting guide for reference.

bwe web

BWE WEB

Read to the child: Trace the sentence that explains the picture correctly.

We sit.

He sits.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box.

- ★ The fox can jump.
- ☆ It can rest.
- ★ It is soft.
- ★ The fox is fast.
- ☆ It is in a pond.
- ☆ It has a nest.

Completed ☐

ITEMS NEEDED:
8 sticky notes

LESSON 66

Ending Consonant Blends: Part 5

- Work on reading booster cards or books for 6 to 10 minutes.
- While you prepare the "Sticky Note Rhymes" activity, have the child complete the "Build a Word" section on this page. Then complete the activity you prepared.

PREPARE: Write the words below on sticky notes. Hang up all the sticky notes in random order on a wall or window in a rectangular shape.

- ramp
- lost
- past
- tent
- camp
- cost
- last
- bent

PLAY: Have the child take a sticky note off the wall or window; read the word on the sticky note; and then find, take down, and read the sticky note with the rhyming word. Repeat until all the words are chosen.

Build a Word

Read to the child: Using letters from the orange box, add a letter to the beginning of each group of letters to create six different, real words. Letters may be used more than one time.

- help
- ramp or camp
- mint or hint
- mask or cask
- fend or send, mend
- sent or rent

r s f m c h

© Good and Beautiful

Completed ☐

BONUS WORK

- Listen to audio books on goodandbeautifulstorytime.com.
- Play a reading booster app game.

Independent Practice

Read to the child: Look at the green box. On the first line, write the word for the picture to the right in all lowercase letters. On the next line, write the word for the picture to the right in all uppercase letters. The letters are given to you scrambled up! Use the handwriting guide for reference.

hta hat

HTA HAT

Read to the child: Trace the sentence that explains the picture correctly.

We sit.

He sits.

© Good and Beautiful

Completed ☐

BONUS WORK

Developing creativity and imagination helps children become better writers. Read these phrases and have your child finish the sentences:

- Once upon a time in a castle lived a . . .
- Suddenly, I heard a . . .

Independent Practice

Read to the child: Draw a line from each sentence to the picture it describes.

The kids are wet.

We sit next to Mom.

He has a map.

We help.

© Good and Beautiful

Completed ☐

ITEMS NEEDED:
8 sticky notes

LESSON 68

Reading Words with SS, FF, LL: Part 2

- Work on reading booster cards or books for 6 to 10 minutes.
- While you prepare the "Sticky Note Rhymes" activity, have the child complete the "Build a Word" section on this page. Then complete the activity you prepared.

PREPARE: Write the words below on sticky notes. Hang up all the sticky notes in random order on a wall or window in a rectangular shape.

- fell
- mill
- kiss
- less
- bell
- pill
- hiss
- mess

PLAY: Have the child take a sticky note off the wall or window; read the word on the sticky note; and then find, take down, and read the sticky note with the rhyming word. Repeat until all the words are chosen.

Build a Word

Read to the child: Using letters from the orange box, add a letter to the beginning of each group of letters to create six different, real words. Letters may be used more than one time.

esk

ond

ask

amp

ast

est

p d f m c n

© Good and Beautiful

Completed ☐

BONUS WORK
✱ Have the child read a story from *My Level K Readers*.

Independent Practice

Read to the child: Read the short story. Then read the questions and fill in the little circle next to the right answer.

Reading Comprehension
The Ox

It is an ox. It is so big.

The ox is hot, so it will sit and rest.

Is the ox hot?	● yes	○ no
Will the ox sit?	● yes	○ no

Read to the child: Trace the sentence that explains the picture correctly.

It is a dog.

It is an ox.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Say the word for each picture below. Then say the word again, separating each sound of the word. Then spell each word, writing one letter in each box.

Segment and Spell

c a t

h a t

Read to the child: Look at the picture in each box. Trace the letter the picture starts with: B or D. Start B on the top of the BAT. Start D on the DOUGHNUT.

© Good and Beautiful

Completed ☐

BONUS WORK

✷ Dictate these words and have the child write them on the whiteboard: he, we, she.

Independent Practice

Read to the child: Say the word for each picture. Then say the word again, separating each sound of the word. Then spell each word, writing one letter in each box.

Segment and Spell

v a n

c a n

Read to the child: Look at the picture in each box. Trace the letter the picture starts with: B or D. Start B on the top of the BAT. Start D on the DOUGHNUT.

© Good and Beautiful

Completed ☐

BONUS WORK

✸ Dictate these words and have the child write them on the whiteboard: me, and, as.

Independent Practice

Read to the child: A globe is a model of the earth. It is like a round ball on a stand. On the picture of the globe below, color the oceans blue and the land green.

© Good and Beautiful

Completed ☐

Read to the child: Say the word for each picture. Then say the word again, separating each sound of the word. Then spell each word, writing one letter in each box.

Segment and Spell

m o p

w e b

Read to the child: Look at the picture in each box. Trace the letter the picture starts with: P or Q.

© Good and Beautiful

Completed ☐

LESSON 74

READING BOOSTER 32 CARD TARGET

Short Words Where Y Says the Long I Sound: Part I

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child spell the following words aloud: he, she, we, me.
- Read to the child: There are some very short words where Y acts as a vowel and has the long I sound at the end. Read the words down each column. At the bottom of each column, stop and draw a face on the head. Some of the words are repeated twice. When W and H are together, the H is silent.

by	cry	buy	dry
dry	guy	fry	try
sly	my	spy	cry
why	sky	why	fly

- Read to the child: Read each word. Then write a new real word by replacing the first letter of the word with one of the letters in the green box. The first letter is circled to remind you to replace it.

c g	try cry
b f	sly fly
d s	fry dry

© Good and Beautiful

Completed ☐

BONUS WORK

- Dictate these words and have the child write them on the whiteboard: has, his, is.

Independent Practice

Read to the child: Circle the word that matches the name of the picture.

clap, sled, slam	click, club, clock	club, clam, cliff
flop, fled, flag	flat, floss, flip	cliff, clip, class

Read to the child: Trace the sentence that explains the picture correctly.

A box sits.

A fox sits.

© Good and Beautiful

Completed ☐

BONUS WORK

✱ Dictate these words and have the child write them on the whiteboard: sand, plan.

Independent Practice

Read to the child: Fill the blanks in each sentence with one of the words from the box. One word will not be used.

try dry my fly

My sock is dry .

I try to fix my hat.

Read to the child: In the box of letters, find the word for each image and circle it. The words can go across or down.

p	c	l	o	c	k
i	d	x	o	g	i
g	u	s	o	c	k

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Fill in the blanks for each sentence with one of the words from the box. One word will not be used. Remember that sentences begin with an uppercase letter.

try dry My sky

My wet dress will dry .

The sun is in the sky .

Read to the child: Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box.

- ★ A bug is on a frog.
- ☆ It is on my desk.
- ☆ It is in a pond.
- ★ It has a leg.
- ☆ It has a ball.
- ★ The bug is red.

Completed ☐

- Practice these Unit 2 spelling words using the Letter Tiles app (Level K > Spelling Words: Unit 2) or any way desired: he, she, we, me.
- Read to the child: Look at the lake and islands below. Do you see the tents and boats? Wouldn't it be fun to stay there for a day? Pretend you are riding in a kayak or canoe on this lake. Trace your finger through the lake and read the sentence.

BONUS WORK

✱ Have the child read a story from *My Level K Readers*.

Independent Practice

Read to the child: Write the missing letter at the beginning of each word: K or R.

kiss run kit

Completed ☐

Independent Practice

Read to the child: Read the short story. Then read the questions and fill in the little circle next to the correct answer.

Reading Comprehension
I Can Pray

I am Jan. I am glad. I pray to God. I pray as I play. I can pray as I am sick in bed. I can pray for help.

Can Jan pray for help?	● yes	○ no
Is Jan glad?	● yes	○ no

Read to the child: Trace the sentence that explains the picture correctly.

She jumps.

She has a pot.

© Good and Beautiful

Completed ☐

BONUS WORK

Use the A–Z section on the free Good and Beautiful Letter Tiles app to have the child create the following words: by, try. Then have the child create the following words, replacing one letter each time to create each new word: dry, cry, fry.

Independent Practice

Read to the child: Trace the words, and then finish the sentence with the correct word from the box.

Write About the Bat

fly clap

You can fly.

Read to the child: Say each word, and then trace each word.

Say It	Trace It	Say It	Trace It
by	by	fly	fly
my	my	sky	sky
try	try	dry	dry

Read to the child: Look at the picture in each box. Trace the letter the picture starts with: B or D.

© Good and Beautiful

Completed ☐

BONUS WORK

Use the A–Z section on the free Good and Beautiful Letter Tiles app to have the child create the following words, one word at a time: not, bat, mop, lap. Then switch out the vowel in each word to form another word.

Helpful Hint: Don't know how to switch the letter tiles out? On the Good and Beautiful Homeschooling app, go to Language Arts > Level K > Helps & Tips > How to Use the Letter Tiles App. Play the video.

Independent Practice

Read to the child: Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box.

- ★ Two girls have cats.
- ☆ They have pigs.
- ★ Oh, I love the cats.
- ☆ The cat goes up a hill.

Completed ☐

BONUS WORK

Write the following words on 12 index cards: cat, rat, ball, fall, block, rock, sand, band, cry, try, speck, deck. Lay them down in 3 rows of 4 with the words facing down. Take turns turning over 2 cards at a time to find a rhyming match. Continue until all matches are found.

Independent Practice

Read to the child: Cross out any boxes where the text does not match the picture.

A p[illegible] an[illegible] cat [illegible] [illegible] log.	The dog can run.	Ben can pet the dog.

Read to the child: Rhyming words end with the same sound. Read the words on each line and cross out the word that does not rhyme.

RHYMING WORDS

1. hay day get
2. fly desk sky
3. play say pit
4. by rock cry
5. bent tent sand
6. way say fix

© Good and Beautiful

Completed ☐

BONUS WORK

Use the A–Z section on the free Good and Beautiful Letter Tiles app to have the child create the following words: by, try. Have the child create the following words, replacing one letter each time to create a new word: dry, cry, fry.

Independent Practice

Read to the child: A word can sound the same but mean different things. Draw a line from each sentence to the picture that shows the correct meaning of the word PLAY that is being used.

The little boy can **play**.

We will go to the **play**.

Read to the child: Say each word, and then trace each word.

Say It	Trace It	Say It	Trace It
by	by	say	say
my	my	day	day

Read to the child: Look at the picture in each box. Trace the letter the picture starts with: B or D.

© Good and Beautiful

Completed ☐

BONUS WORK

✱ Dictate these words and have the child write them on the whiteboard: he, she, sled.

Independent Practice

Read to the child: A sentence is a group of words that tells a complete thought. Read each sentence below, and then draw a line from the sentence to the picture it describes.

Is it snug in there?

Does she kiss the kit?

Does he nap?

Does the little kit play?

© Good and Beautiful

Completed ☐

ITEMS NEEDED:
8 sticky notes

LESSON 87

SH: Part 2 / Capitalization Rules

- ○ Work on reading booster cards or books for 6 to 10 minutes.
- ○ While you prepare the "Sticky Note Rhymes" activity, have the child complete the "Build a Word" section on this page. Then complete the "Sticky Note Rhymes" activity.

PREPARE: Write the words below on sticky notes. Hang up all the sticky notes in random order on a wall or window.

- shop
- wish
- brush
- smash
- hop
- dish
- mush
- cash

PLAY: Have the child take a sticky note off the wall or window; read the word on the sticky note; and then find, take down, and read the sticky note with the rhyming word. Repeat until all the words are chosen.

Build a Word

Read to the child: Using letters from the orange box, add a letter or set of letters to the beginning of each group of letters to create four different, real words. Each letter or set of letters is only used once, so cross it out after it is used.

shift

dish

brush

trash
or bash, dash

d
sh
b
tr

Helpful Hint: The next lesson is a poetry party! There are OPTIONAL activities that may need some preparation.

© Good and Beautiful

Completed ☐

Read to the child: Letters can be uppercase or lowercase. Capital and uppercase mean the same thing. Here are three times when you capitalize a letter, which means you make it uppercase: 1) sentences always start with a capital letter, 2) the word "I" is always capitalized, and 3) proper nouns are always capitalized. Names of people and pets are examples of proper nouns. Read these sentences and circle any letters that should be capitalized but are not.
Note: These sentences also practice SH words.

1. Yes, tom loves to play.
2. he is not shy.
3. I wish i could play.
4. Will ed rush the song?
5. do not smash the drum.
6. can I buy it at the shop?
7. I wish i had a drum.

Read to the child: Let's review. Let's practice clapping syllables. First, I will tell you the word, and then we will clap together.

can - dy pa - per pea - nut back - pack horse frog pen - cil note - book a - pron

1. How many letters are in the alphabet? [26]
2. What sound does SH make? [/sh/]
3. What sound does AY make? [/ay/ as in DAY]
4. What are the vowels? [A, E, I, O, U, and sometimes Y]

BONUS WORK

Read each word to your child and have him or her clap the syllables in the word: cat, donkey, tiger, elephant, crocodile, funny, hat, paragraph.

Have the child write the words IN and TO on the whiteboard. Then have the child write the words together to create INTO.

© Good and Beautiful

Completed ☐

Independent Practice

Aa Ee Ii Oo Uu

Read to the child: Cross out all the consonants. A consonant is any letter that is not a vowel. The vowels are shown in the blue boxes above.

~~x~~ ~~x~~ ~~x~~ o ~~x~~ e ~~x~~ ~~x~~ ~~x~~ ~~x~~ a i ~~x~~ ~~x~~ ~~x~~

You or the child cut out the boxes with blue letters on the side of this page. Lay the boxes out on the table. Read to the child: Today you are going to create words! Glue a vowel onto the proper middle box to finish each word correctly.

w	a	x
t	u	b
f	e	d
k	i	d

a
e
i
u

© Good and Beautiful

Completed ☐

Birds
By McKay Felsch

As I walk in wonder through the fields,
Many birds sing to me.
I look up at the tree that shields
The bird's nest in the tree.

The goose is swimming in the pond,
Hawks are in the air,
And the ruddy duck of which I'm fond
Feeds her young with tender care.

Seagulls are circling overhead,
A robin is chirping in the tree,
And the lark that is well-fed
Is singing happily.

Peacock
By Maggie Felsch

The noble peacock struts about
Looking beautiful and wise.
With a crest atop his turquoise head
He has a grand surprise—
A tail that spreads like a hand-held fan
Covered in blue-green eyes.

- Explore the painting below, discussing how each bird is a unique creation of God. Ask the child which bird in the painting is his or her favorite.
- Read to the child: Read the words below aloud. If you spy what the word describes in the picture below, highlight the word with a highlighter or yellow crayon.

duck sock wall dish lamp hen
hill rock ball fish shell grass

Spy It!

Completed ☐

- Practice these Unit 3 spelling words using the Letter Tiles app (Level K > Spelling Words: Unit 3) or any way desired: the, you, go, or.
- Read to the child: Read the orange sentences, pausing briefly at each comma and stopping briefly at each period.

Oh, Mom said we can help. I will stay and help Mom, but the two girls must go. I will stay all day.

BONUS WORK
- Dictate these words and have the child write them on the whiteboard: day, way, say.

Independent Practice

Read to the child: Read each word. Then write a new real word by replacing the first letter of the word with one of the letters in the green box. The first letter is circled to remind you to replace it.

m f	by	my
v w	day	way
t r	ball	tall

Read to the child: Read the words on each cake aloud. If all the words rhyme, decorate the cake. Words that rhyme end with the same sound, even if that sound is made by different letters.

© Good and Beautiful

Completed ☐

Independent Practice

Write About North Pole Animals

Read to the child: Trace the words, and then finish the sentence with the correct word.

fox pig

You are a fox .

fly swim

You can swim .

small big

He is big .

© Good and Beautiful

Completed ☐

BONUS WORK

✱ Have the child read a story from *My Level K Readers*.

Independent Practice

Read to the child: Say the word for each picture. Then say the word again, separating each sound of the word. Then spell each word, writing the missing letters in each box.

Segment and Spell

f i sh

b r u sh

Read to the child: Each sentence below is missing either the word THE or YOU. Read the rest of the sentence, and then write the missing word in the blank red spot. Always start a sentence with an uppercase letter. Put an X in the green box if you put a space before and after the word you wrote.

The the You you

I am in the shed. ☐

You are a girl. ☐

Do you love fish? ☐

© Good and Beautiful

Completed ☐

LESSON 93

Reading Words with Suffixes and Prefixes

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child: We can add a group of letters to the beginning of words to change the words. In each box, read the word in blue. Then read the syllables in black. Then put the syllables together to read the word in purple.

well	pack	do	lock
un - well	un - pack	un - do	un - lock
unwell	unpack	undo	unlock

- Read to the child: In each box draw a line between the two syllables as shown, and then read the word.

unclog	unpin	unzip	unclip

- This activity practices some unit spelling words and other words and breaks up the reading in this lesson. Read to the child: We are going to do an activity called "Pop-Up Spelling." You duck down. I will tell you a three-letter word to spell. You spell it, popping up a little with each letter. On the last letter, jump up. Dictate these words: hat, van, the, you, day, say.
- Read to the child: We can also add a group of letters to the end of words to change the words. In each box, read the word in blue. Then read the syllables in black. Then put the syllables together to read the word in purple.

sad	ill	fit	rich
sad - ness	ill - ness	fit - ness	rich - ness
sadness	illness	fitness	richness

- Read to the child: In each box draw a line between the two syllables, and then read the word.

blackness	softness	gladness	sickness

© Good and Beautiful

Completed ☐

BONUS WORK

Use the A–Z section on the free Good and Beautiful Letter Tiles app to have the child create the following words: fly, try, my. Have the child create the following words, replacing one letter each time to create a new word: day, lay, may, say.

Independent Practice

Read to the child: Trace the words, and then finish the sentence with the correct word.

Write About the Penguin

egg ax

He has the egg .

Read to the child: Say each word, and then trace it.

Say It	Trace It	Say It	Trace It
by	by	say	say
my	my	day	day

Read to the child: Look at the picture in each box. Trace the letter the picture starts with: B or D.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Tell me what would happen if the illustration in a book showed things that happened before you read about it happening. [It wouldn't be as fun.] What would happen if the illustrations in a book didn't match the story? [It would be confusing.] Cut out the illustrations at the bottom of the page. Read each book page below, and then glue the illustration on the blank page next to the matching text.

Jun does a lot in the day. He plays a song.

Next, he gets a ball and a bat and has fun.

Jun then plays. He can go up and jump off.

Last, he sits with his cat. It was a long day.

Completed ☐

Independent Practice

Spy It!

Read to the child: Read the words below aloud. If you spy what the word describes in the picture below, highlight the word with a highlighter or yellow crayon.

hen	dog	wall
dish	ship	hip
hay	kid	brick
bench	chick	can

Completed ☐

Independent Practice

Read to the child: Read the name and the hint under each name. Draw a line to match the correct name with the finger puppet.

Seth
He has a belt.

Beth
She has a bun.

Ted
He does not have a belt.

Ann
She has a red dress.

Jill
She is not last.

Read to the child: Each sentence below is missing the word THE or YOU. Read the rest of the sentence, and then write the missing word in the blank red spot. Always start a sentence with an uppercase letter. Put an X in the green box if you put a space before and after the word you wrote.

The the You you

The boy is tall. ☐

You can stay. ☐

Are you glad? ☐

© Good and Beautiful

Completed ☐

BONUS WORK

✱ Play a reading booster app game or read aloud to the child.

Independent Practice

Read to the child: Read the short story. Then read the questions and fill in the little circle that has the right answer.

Reading Comprehension
Beth and Mom

Beth and Mom love to play. They stay by a pond and sit on a cloth. They look at ducks and kick a ball.

Do they play with a ball?	● yes ○ no
Do they look at fish?	○ yes ● no

Read to the child: Trace the sentence that explains the picture correctly.

She looks.

She zips it up.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: Read the short story. Then read the questions and fill in the little circle next to the right answer.

Reading Comprehension
The Ship

It is such a big ship.

The wind picks up, and it goes fast.

Is it a small ship?	○ yes	● no
Does it go fast?	● yes	○ no

Asking and Answering Questions

Read to the child: Find out the answer to each question. Then trace the words and finish the sentence with the correct word.

Does your mom love black or red best?

Mom loves best.

Does your mom love cats or dogs best?

Mom loves best.

© Good and Beautiful

Completed ☐

BONUS WORK

✱ Dictate these words and have the child write them on the whiteboard: day, way, say.

Independent Practice

Read to the child: Read each word. Then write a new real word by replacing the first letter of the word with one of the letters in the green box. The first letter is circled to remind you to replace it.

v b	my	by
d z	say	day
f j	call	fall

Read to the child: Read the words on the beehives aloud. If all the words rhyme, draw a bee above the beehive.

Read to the child: Read the word on each honeycomb and circle the word if it's a real word.

© Good and Beautiful

Completed ☐

Independent Practice

Read to the child: On the chart below, read the two words below each picture and fill in the circle next to the word that matches the picture.

● bending ○ pinching	○ singing ● kicking	○ brushing ● sitting	● giving ○ falling
● playing ○ shopping	○ flying ● singing	○ swinging ● playing	● drumming ○ running

Read to the child: Trace the sentence that explains the picture correctly.

She sings.

She shops.

© Good and Beautiful

Completed ☐

Nouns

○ Have the child cut out the word boxes below and paste them in the appropriate column.
Note: The child may need help reading some of the words.

Person	Place	Thing
girl	pet shop	wall
man	ranch	shell
mom	hall	belt
king	mall	moth
boy		bench
		branch
		string

© Good and Beautiful

Completed ☐

BONUS WORK

✱ Have the child read a story from *My Level K Readers*.

Independent Practice

you

Trace the word.

you

Circle the word 3 times.

y	y	c	y
h	o	u	o
a	u	n	u
y	o	u	d

Fill in the missing letters.

y o u

y o u

y o u

Read to the child: Draw a picture in the frame that depicts the items that are in the boxes below.

pond	sun	log	frog	fish

© Good and Beautiful

Completed ☐

BONUS WORK

On the Good and Beautiful Homeschooling app, go to Language Arts > Level K > Videos and have the child watch these videos: Manners: Poetry Memorization | Long Vowel Sounds.

Independent Practice

Read to the child: Read the short story. Then read the statements and fill in the little circle next to the right answer.

Reading Comprehension
The Truck

This is a dump truck. Look! It is going to pick up all the rocks. Yay!

It is a dump truck.	● yes	○ no
It will pick up sticks.	○ yes	● no

the

Trace the word.

the

Circle the word 3 times.

t	y	t	d
h	o	h	o
e	u	e	u
b	t	h	e

Fill in the missing letters.

t h e

t h e

t h e

© Good and Beautiful

Completed ☐

BONUS WORK

✱ Dictate these words and have the child write them on the whiteboard: day, way, say.

Independent Practice

Read to the child: On the chart below, read the two words below each picture and fill in the circle next to the word that matches the picture.

○ crashing ● digging	● mixing ○ crying	○ flying ● sitting	● zipping ○ falling

Read to the child: Trace the sentence that explains the picture correctly.

She rests.

She hops.

Read to the child: Words that rhyme have the same ending sound. For example, DOG and LOG rhyme. CLOCK and BLOCK rhyme. SAT and RAT rhyme. Write a word that rhymes with the word below.

tall

© Good and Beautiful

Completed ☐

Noun or Verb?

Noun Person, Place, or Thing	Action Verb Something Being Done
brick	pray
moth	sing
string	run
king	shut
sheep	sleep
wing	swim
seed	skip
hall	
cheek	

© Good and Beautiful

Completed ☐

BONUS WORK

✱ Have the child read a story from *My Level K Readers*.

Independent Practice

Read to the child: Say the word for each picture. Then say the word again, separating each sound of the word. Then spell each word. Some letters are given.

Segment and Spell

l a m p

h a n d

Read to the child: Each sentence below is missing the word THE or YOU. Read the rest of the sentence, and then write the missing word in the blank red spot. Always start a sentence with an uppercase letter. Put an X in the green box if you put a space before and after the word you wrote.

The the You you

You are fun. ☐

The bug is green. ☐

Do you feel sad? ☐

© Good and Beautiful

Completed ☐

stree eep nee

Practice these Unit 2 spelling words using the Letter Tiles app (Level K > Spelling Words: Unit 2) or any way desired: he, she, we, me.

BONUS WORK

✱ Dictate these words and have the child write them on the whiteboard: get, yes, run.

Independent Practice

Read to the child: On the chart below, read the two words below each picture and fill in the circle next to the word that matches the picture.

● sleeping ○ kicking	○ punching ● sitting	○ flying ● crying	○ brushing ● jumping

On the Good and Beautiful Homeschooling app, go to Language Arts > Level K > Videos and have the child watch these two videos one or more times:

1. Manners: Poetry Memorization
2. Long Vowel Sounds

Manners

By Florence A. Richardson

Water and soap will make you sweet;
Brush and comb will keep you neat;
But "Thank you," "Please," and "Pardon me,"
Will make a sweeter child of thee.

© Good and Beautiful

Completed ☐

LESSON 108

Being Verbs

Parent/Teacher Preparation: Take out page 309 and assemble *The Gift: A Fold-up Book*.

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child spell the following words aloud: the, you, go, or.
- Have the child read *The Gift: A Fold-up Book* that you prepared.
- Note: This lesson is an introduction to the concept of being verbs. The concept will be taught and reviewed in future courses and is not expected to be mastered in this course. Read to the child: Let's review. An action verb shows something being done. I will tell you some action verbs aloud. You point to the box with CH or SH to tell me what set of letters each word starts with: CHOP, SHINE, CHASE, SHOP, CHEW, SHOUT, SHUT.

ch sh

A being verb uses a form of the verb TO BE. For example, Sam IS happy. We ARE happy. I AM happy.

- Read to the child: IS, ARE, and AM are all being verbs. Write the correct verb on each blank line.

am is are

Seth ___is___ big.

You ___are___ fun.

I ___am___ not mad.

© Good and Beautiful

Completed ☐

BONUS WORK

On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 105. Have the child create the following words: need, dish, tree, see, sheet, weed.

Independent Practice

Read to the child: Look at the picture in each box. Trace the letter the picture starts with: B or D.

Read to the child: You get to write about a king and his ring! Write words from the purple box on the purple lines. Write a word from the teal box on the teal line.

Writer's Workshop

big small red

frog duck

A Ring for the King

The king had a _____ ring.

He lost it in a _____ pond.

A _____ went into the pond and got the ring. The king was so glad.

© Good and Beautiful

Completed ☐

ITEMS NEEDED:
2 spoons
white liquid chalk marker or white crayon

LESSON 109

Plural Nouns

ch sh

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child spell the following words aloud: the, you, go, or.
- Read to the child: A noun is a word for a person, place, or thing. What is a noun? [a word for a person, place, or thing] An action verb shows something being done. I will tell you some words aloud. You point to the box with CH or SH to tell me which set of letters each word starts with. Then you tell me if the word is a noun or an action verb. Read the following words aloud (read the underlined definitions above when needed): CHAIR, SHUT, CHIN, CHOP, SHARE, SHOE.
- Give the child one spoon. Read to the child: You have one spoon. A spoon is a thing, so it is a noun. Give the child another spoon. Now you have two spoons. The word SPOONS is plural. Plural means more than one. A plural noun is more than one person, place, or thing. We usually make a noun plural by adding S or ES—for example, two DOGS or a few DISHES. I will say a noun, and you say the plural of the noun: rope [ropes], cat [cats], boy [boys], dish [dishes], cloud [clouds], wish [wishes].
- Read to the child: On the chart below, read the two words below each picture and fill in the circle next to the word that matches the picture.

● bells ○ bell	○ hat ● hats	● boxes ○ box	○ trees ● tree

- Give the child a white liquid chalk marker or white crayon. Read to the child: Read each word. Put a dot by it if it is a plural noun. Remember that plural means more than one.

● cheeks ● moths
street ● foxes
● seeds bench

© Good and Beautiful

Completed ☐

BONUS WORK
✱ Have the child read a story from *My Level K Readers*.

Independent Practice

Read to the child: Say the word for each picture. Then say the word again, separating each sound of the word. Then spell each word. Some letters are given.

Segment and Spell

s l e d

g i f t

Read to the child: Read each word. If you spy the word in the picture, put a white dot by the word with your liquid chalk marker or a white crayon.

● sled sheep ● branch doll ● rock
● sky ● tree crab ● weed sloth

Spy It!

Completed ☐

BONUS WORK

✱ Have the child read a story from *My Level K Readers*.

Independent Practice

Read to the child: For each circle say the sounds of the letters on the first puzzle piece. Then determine which of the puzzle pieces in the circle create a word when put together with the first piece. Draw a line connecting the two puzzle pieces that combine to make a word.

Read to the child: Say each word, and then trace each word.

Say It	Trace It	Say It	Trace It
by	by	fly	fly
my	my	sky	sky
try	try	dry	dry

Use the app

On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Videos and have the child watch these two videos one or more times:

1. Manners: Poetry Memorization
2. Long Vowel Sounds

Manners

By Florence A. Richardson

Water and soap will make you sweet;
Brush and comb will keep you neat;
But "Thank you," "Please," and "Pardon me,"
Will make a sweeter child of thee.

© Good and Beautiful

Completed ☐

BONUS WORK

✱ Have the child read a story from *My Level K Readers*.

Independent Practice

Read to the child: Each picture shows a plural noun. Spell each word. Some letters are given.

Segment and Spell

Read to the child: Each sentence below is missing the word THE or YOU. Read the rest of the sentence, and then write the missing word in the blank red spot. Always start a sentence with an uppercase letter. Put an X in the green box if you put a space before and after the word you wrote.

The the You you

Do you love math? ☐

The hill is tall. ☐

You see one deer. ☐

© Good and Beautiful

Completed ☐

Read to the child: Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box.

- ★ It is so little.
- ★ It sleeps on a hand.
- ☆ It has many red spots.
- ☆ It has one hat.
- ☆ He puts it in a tree.
- ☆ He puts a cloth on it.

Completed ☐

BONUS WORK

✷ Dictate these words and have the child write them on the whiteboard: day, way, say.

Independent Practice

Read to the child: On the chart below, read the two words below each picture and fill in the circle next to the word that matches the picture.

○ calling ● sitting	○ lifting ● pecking	● feeding ○ flying	○ clapping ● hugging

Read to the child: Match the following words with their antonyms.

sit	go
small	boy
girl	stand
stop	big

Read to the child: Words that rhyme have the same ending sound. For example, DOG and LOG rhyme. CLOCK and BLOCK rhyme. SAT and RAT rhyme. Write a word that rhymes with the word below.

fall _____

© Good and Beautiful

Completed ☐

Work on memorizing the poem with the child.

Manners

By Florence A. Richardson

Water and soap will make you sweet;
Brush and comb will keep you neat;
But "Thank you," "Please," and "Pardon me,"
Will make a sweeter child of thee.

Read to the child: The blue boxes below show the vowels A, E, I, O, and U. Point to each vowel and say its name. Now point to each vowel and say its short sound. Now point to each vowel and say its long sound.

Aa Ee Ii Oo Uu

BONUS WORK

✸ Help the child work on memorizing his or her address.

Independent Practice

the

Trace the word.

the

Circle the word 3 times.

t	y	t	d
h	o	h	o
e	u	e	u
b	t	h	e

Fill in the missing letters.

t h e
t h e
t h e

Read to the child: Make each word plural, and then circle the picture that matches the word.

eggs bells hats

© Good and Beautiful

Completed ☐

BONUS WORK

✸ Have the child read a story from *My Level K Readers*.

Independent Practice

Read to the child: Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box.

- ☆ A sheep can munch grass.
- ★ It is in the tree.
- ☆ Many bugs are flying.
- ☆ It sings to a sheep.
- ★ It is on a branch.
- ☆ There are little rocks.

Completed ☐

BONUS WORK

✸ Have the child read a story from *My Level K Readers*.

Independent Practice

bed

Read to the child: Trace the word BED twice, starting each letter on the yellow dot.

Read to the child: Fill in the missing B and D to write the word BED. Make sure to start the B and D in the right spot. Then draw a bed with a pillow on the word, as shown at the top of this page.

b e d

you

Trace the word.

you

Circle the word 3 times.

y	y	c	y
h	o	u	o
a	u	n	u
y	o	u	d

Fill in the missing letters.

y o u

y o u

y o u

© Good and Beautiful

Completed ☐

- Read to the child: Now I will read you another poem about the night. Then I will play you a song that was written to the words of the poem. As you listen to the song, you may lie down and close your eyes and notice how peaceful the song is. Read the poem, and then on the Good and Beautiful Homeschooling app, go to Language Arts > Level K > Audio > Meadow of the Night. Play the audio narration.

Meadow of the Night

By Frank Dempster Sherman

At evening when I go to bed
I see the stars shine overhead;
They are the little daisies white
That dot the meadow of the night.

- Read to the child: Now read the poem "So Many Sheep" for the third time and tell me if it seemed any easier to read than the first time.
- While you prepare the "Sticky Note Rhymes" activity, have the child complete the "Build a Word" section on this page. Then complete the activity you prepared.

PREPARE: Write the words below on sticky notes. Hang up all the sticky notes in random order on a wall or window in a rectangular shape.

- bath
- bring
- see
- sky
- path
- wing
- bee
- try

PLAY: Have the child take a sticky note off the wall or window; read the word on the sticky note; and then find, take down, and read the sticky note with the rhyming word. Repeat until all the words are chosen.

Build a Word

Using letters from the orange box, add a letter to the beginning of each group of letters to create four different, real words. Letters may be used more than one time.

ring

need
or reed

inch

trash

t r i n

© Good and Beautiful

Completed ☐

BONUS WORK

✱ Have the child read a story from *My Level K Readers*.

Independent Practice

Read to the child: Each picture shows a plural noun. Spell each word. Some letters are given.

Segment and Spell

m o p s

c a t s

Use the app

GEOGRAPHY BOOK

Read to the child: In this course you have learned about different countries in the world. Now you get to listen to a book that will teach you about one more country. On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Books > The Sounds of Uganda. Play the video for the child.

Have the child explain some of the things he or she learned about Uganda. If needed, have the child watch the video of the book again.

© Good and Beautiful