



LANGUAGE ARTS & LITERATURE

• LEVEL K •

COURSE BOOK

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



Before Beginning Level K

Before starting the Level K course, the child needs to know all the uppercase and lowercase letters by name and the most common sounds they make. All vowels make more than one sound. The child needs to know only the short vowel sounds [/ă/ as in AS /ĕ/ as in ED /ĭ/ as in IN /ŏ/ as in ON /ŭ/ as in UP]. Use the chart below to test the child. **The child should not start this course until he or she can pass this assessment.**

To Administer the Assessment

Point to each letter below and have the child name the letter, say its sound, and indicate whether the letter is uppercase or lowercase. If the child misses any letters or sounds, have the child practice those letters and sounds until mastered. The child will then be ready for the Level K course.

a	w	c	d	L	f	h	g	i
j	B	I	D	n	P	y	R	J
s	t	u	v	Q	x	p	S	r
A	M	C	O	z	G	U	W	K
b	H	E	k	F	T	V	q	X
N	o	e	Y	I	Z	m		

Items Needed

Course Set Items

	<i>Level K Course Book</i>
	<i>Reading Booster A Cards</i>
	<i>Reading Booster A Books Set</i>

Free Apps

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

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



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



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

The Good and Beautiful Homeschool app includes

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

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

Items to Always Have on Hand

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



Extra Items Needed for Unit 1

	index cards
	black and white washable poster paint (optional)
	paintbrush for poster paint (optional)
	two googly eyes (optional)
	highlighter or yellow crayon
	white paper (optional)
	craft knife
	a car key
	a spoon
	a leaf
	a rock

Items Needed

Extra Items Needed for Unit 2

	white liquid chalk marker or white crayon
	1 paper plate
	12" piece of yarn
	24–28 cotton balls
	a pointer, such as a spoon, key, or feather
	craft knife
	white glue
	24 sticky notes
	Google Maps™, Google Earth™, or a map website of your choice
	hole punch
	watercolor paper
	watercolors & paintbrush

Extra Items Needed for Unit 3

	16 sticky notes
	Google Maps™ or a map website of your choice
	a dime
	Google Docs™ or another word processing program
	unsharpened pencil
	2 spoons
	craft knife
	white liquid chalk marker or white crayon
	highlighter or yellow crayon
	small snack item (optional)
	watercolors & paintbrush

The Good and the Beautiful Level K Handwriting workbook or another handwriting course should be used two or more days a week in conjunction with this course.



Suggested Coordinated Reading: My Level K Readers

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

There are different *My Level K Readers* series (*My Level K Nature Reader*, *My Level K Africa Reader*, etc.). The physical readers are not integrated with this course, but all the *My Level K Readers* follow the exact scope and sequence of the *Reading Booster A Cards*. For example, Story #11 in both the

My Level K Nature Reader and the *My Level K Africa Reader* covers ending consonant blends and avoids any concepts the child has not learned yet. Use one set or all of them!

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

Note: The *My Level 1 Readers* correlate with the *Reading Booster B Cards*. The *My Level 2 Readers* correlate with the *Reading Booster C Cards*.



Integrated and Free Letter Tiles App

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



About This Course

Overview: Language Arts & Literature Courses

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

What This Course Covers

This course combines the following subjects:

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

Preparation

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

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

How to Complete the Course

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

If your state requires a certain number of hours to be spent on language arts each day, or you finish this course before the school year ends and do not want to start on the Level 1 course, consider adding reading booster games, a handwriting course, and/or extra reading time.

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

Principles Behind This Course

• Easy to Teach and No Preparation Time

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

• Connects Multiple Subjects

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

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

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

• Creates Excellent Writers and Editors

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

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

- using oral narration to have the child

expand and improve sentences and organize information by summarizing aloud and narrating aloud his or her own stories.

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

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

Answer Key

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

Unit Reviews/Assessments

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

Poetry Memorization

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

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

How Spelling Works

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

In addition, children practice spelling a small number of high-frequency and irregular words right in the

lessons; these are the "Unit Spelling Words," which start in Unit 1. Children will naturally know how to spell many words after learning the phonics principles behind the words. Teaching children to memorize a lot of decodable spelling words is time-consuming, frustrating, and ineffective.

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

Teacher Read Aloud

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

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

Reading good literature to children is priceless!

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

Important Safety Notice

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

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At-a-Glance

Course Prerequisite

With solid mastery, recognize, name, and distinguish between the uppercase and lowercase letters of the alphabet and know their sounds (only the most common sound of each vowel).

Phonics and Reading

- Avoiding b and d confusion
- Reading words with ending and consonant blends
- Blending to read
- Identifying and understanding the purpose of periods, question marks, exclamation points, and commas
- Following punctuation clues when reading
- Identifying and reading rhyming words
- Identifying consonants
- Identifying initial, middle, and ending sounds of words
- Knowing the vowels and their short and long sounds
- Completing phonemic awareness activities (adding, substituting, and deleting letters to create new words; distinguishing between similarly spelled words by identifying the sound that differs; segmenting phonemes in a word; unscrambling CVC words)
- Reading 100 high-frequency words
- Reading CVC words
- Reading one- and two-letter words
- Reading plural words
- Reading short words with long vowel sounds (hi, he, go, etc.)
- Reading words with these phonograms: AY, CK, EE, CH, NG, SH, TH
- Reading sentences and books with targeted phonics principles
- Reading text with meaning and fluency
- Reading words with inflectional endings ED and ING
- Reading words from word families
- Reading words with ALL (tall, ball, wall, etc.)
- Reading words with double consonants
- Reading words where S says /z/ (as, his, was, etc.)
- Reading words where Y at the end says the long I sound (my, cry, dry, etc.)
- Learning the following sight words:

he	she	me	the
we	to	you	love
go	so	or	are
of	be	no	do
for	look	oh	girl
they	there	two	said
boy	little	her	does
goes	one	your	any
what	many	from	some
put	come		

- Understanding syllables (counting, segmenting, and knowing that every syllable needs a vowel)
- Understanding that a word can sound the same but have different meanings (e.g., play)
- Understanding the mechanics of reading (following words from left to right, top to bottom, and page by page; recognizing that spoken words are represented in written language by specific sequences of letters; understanding that a sentence is made up of a group of words; understanding that words are separated by spaces in print)

At-a-Glance (continued)

Spelling

- Spelling CVC words
- Spelling words with beginning and ending blends
- Spelling words with ALL (tall, ball, wall, etc.)
- Spelling words within word families
- Spelling one- and two-letter words
- Spelling plural words
- Spelling words with these phonograms: AY, CK, EE, CH, NG, SH, TH
- Segmenting phonemes in a word
- Spelling words using phonetic spelling principles
- Replacing a letter to make a new word
- Spelling high-frequency and irregular words
- Discussing literature with a parent or teacher
- Learning to guide a discussion with peers and understanding rules for conversation
- Identifying random uppercase letters in sentences and understanding they should be avoided
- Learning new vocabulary
- Completing picture studies
- Producing antonyms
- Recalling an experience and writing a short narrative
- Using appropriate pencil grip
- Using appropriate spacing between words
- Writing an informative essay
- Writing an opinion essay
- Writing left to right
- Understanding where to find the author and illustrator name in a book and the role of each
- Identifying the parts of a book (title, front cover, back cover, spine)
- Studying poetry (appreciation, creating words that rhyme, reading, memorization)
- Orally retelling and summarizing stories with key details
- Orally narrating original stories
- Orally narrating informative texts
- Answering questions about key details
- Comparing and contrasting similar stories and characters

Art, Literature, Oral Narration, and Writing

- Learning art appreciation through artist studies, art instruction and projects (drawing and watercolor), and craft projects
- Categorizing items
- Listening to audio narrations that describe paintings to learn how to pay attention to details, appreciate artwork, organize information, expand sentences, and use descriptive language
- Listening to and discussing high-quality, character-building literature (poetry; *Bobby and the Big Road* [fictional book with high literary and moral value that promotes strong families and a love of nature]; short stories about honesty and kindness)
- Listening to and following two- and three-step directions

At-a-Glance (continued)

Grammar, Usage, and Punctuation

- Capitalizing proper nouns
- Capitalizing the word “I”
- Distinguishing between homophones: to, too, two; be, bee
- Understanding parts of speech: nouns and verbs
- Understanding plural nouns
- Learning to write sentences
- Starting sentences with a capital letter
- Using appropriate end punctuation

Geography

- Comparing and contrasting how people live in different settings around the world
- Learning how food, clothing, shelter, water, and resources provide for human needs and wants and vary in different environments
- Learning how weather, climate, and other environmental characteristics affect people’s lives in places or regions
- Studying maps (learning the definitions of, purposes of, and differences between maps and globes; understanding maps of different places [the world, the neighborhood, etc.]; creating maps of familiar places; understanding the scale of maps and globes)
- Studying landforms (learning about and identifying land and water features; illustrating basic landforms)
- Learning why and how people and goods move to, from, and within communities

- Studying cultures (identifying the culture of communities; how people live differently in other places using various sources; similarities and differences among individuals such as kinship and religion; family traditions)
- Using directions or positional words
- Finding the location of settings in literature
- Learning about and memorizing the student’s home address
- Learning about and identifying North and South Poles
- Identifying the United States on a map
- With an online map, finding the city or town where the student’s home or learning place is located
- Understanding how towns begin and change over time and how members of a community work together to offer resources to each other
- Identifying natural resources as being renewable/nonrenewable or recyclable
- Understanding climate and its impact on people
- Understanding the difference between man-made items and natural items

Painting Credits

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

NOTE: Unless otherwise indicated, each painting is in the public domain.

Unit 1

Page 2 (Lesson 1)

“Landscape in Lower Austria” by Leopold Munsch (1826–1888), date unknown

Page 8 (Lesson 3)

“Playing with the Chicks” by Carl von Bergen (1853–1933), 1912

Page 15 (Lesson 5)

“A Mountain Landscape with a Smithy” by Anton Hansch (1813–1876), date unknown

Page 70 (Lesson 27)

“View of the Village Kragholm at the Faareveile Estate on Langeland, Denmark” by Axel Thorsen Schovelin (1827–1893), date unknown

Page 76 (Lesson 30)

“On Top of the Hill” by Carl Spitzweg (1808–1885), c. 1870s

Page 84 (Lesson 33)

“The Flower Market” by José Benlliure Gil (1858–1937), date unknown

Page 92 (Lesson 36)

“Mountain Landscape with Hikers” by Matthias Rudolph Toma (1792–1869), 1867

Unit 2

Page 124 (Lesson 45)

“Exciting Toboggan Ride” by Theodor Kleehaas (1854–1929), date unknown

Page 136 (Lesson 51)

“View in Normandy (Summer Day)” by Mikhail Konstantinovich Klodt (1832–1902), 1860

Page 173 (Lesson 62)

“Piggyback” by Ernst Nowak (1851–1919), date unknown

Page 199 (Lesson 72)

“Lighthouse” by Alfred Thompson Bricher (1837–1908), date unknown

The author died in 1908, so this work is in the public domain in its country of origin and other countries and areas where the copyright term is the author’s life plus 100 years or fewer.

Page 208 (Lesson 75)

“The Ferry” by Myles Birket Foster (1825–1899), date unknown

Page 218 (Lesson 78)

“Riverside Farmstead” by Mikhail Konstantinovich Klodt (1832–1902), 1858

Painting Credits

Unit 3

Page 238 (Lesson 83)

“Chatting in the Country Lane” by Hermann Baisch (1846–1894), 1893

Page 241 (Lesson 83)

“Scene near Berchtesgaden with Watzmann” by Ludwig Sckell (1833–1912), date unknown

Page 254 (Lesson 88)

“Feathered Cattle in the Barn” by Alfred Schöniar (1856–1936), date unknown

Page 274 (Lesson 95)

“The Dog in the Poultry Yard” by Carl Jutz (1838–1916), 1872

Page 277 (Lesson 97)

“Lake Teganuma” by Hasui Kawase (1883–1957), 1930

Page 292 (Lesson 102)

“Making up the Butter” by Jonathan Pratt (1835–1911), date unknown

Page 296 (Lesson 103)

“The Evening Hour” by George Hardy (1822–1909), 1877

Page 302 (Lesson 106)

“The Swing” by Myles Birket Foster (1825–1899), date unknown

Page 313 (Lesson 109)

“Christmas Morn” by W.C. Bauer (1862–1904), c. 1885

Page 315 (Lesson 110)

“Summer Evening Beside the Lake” by Fujishima Takeji (1867–1943), 1897

Page 334 (Lesson 117)

“A Misty Morning Near Saint Petersburg” by Andrei Nikolaevich Shilder (1861–1919), date unknown

Page 336 (Lesson 118)

“Greenie with Two Yellow Puppies” by Grace Carpenter Hudson (1865–1937), 1896

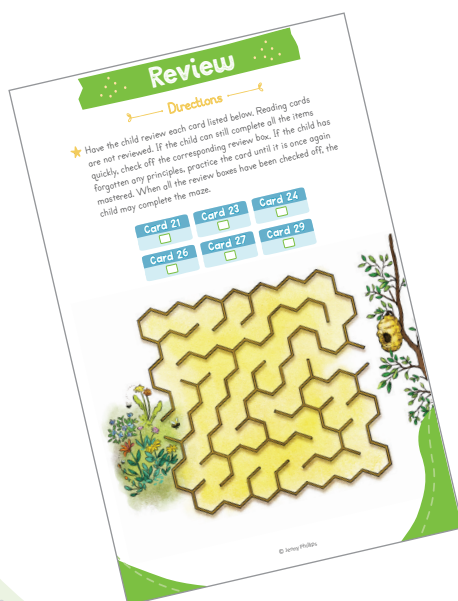
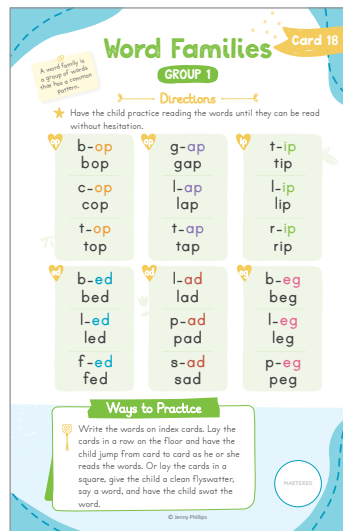
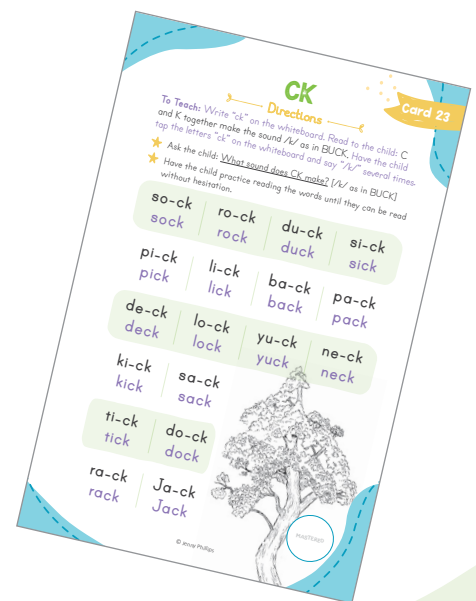
Scope & Sequence Reading Booster Cards

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

READING BOOSTER A (CORRELATES WITH LEVEL K)

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

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



READING BOOSTER B (CORRELATES WITH LEVEL 1)

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

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

READING BOOSTER C (CORRELATES WITH LEVEL 2)

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

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

How the Reading Booster A Target Symbols Work



- Each lesson will direct you to work on reading booster cards and/or books. The child will go through the booster cards and books at his or her own pace. However, the child will need to have mastered some booster cards before completing certain lessons.
- This course book has a target booster card symbol on many of the lessons. If a lesson has a target symbol on it, you should wait to start that lesson until the child has mastered all the booster cards up to and including the card number on the symbol. Some children will need to slow down or even pause lessons while they work exclusively with booster cards, books, and games. If the child is ahead of the booster card target, great! Keep going.
- Allow the child to go as fast as he or she feels successful and challenged. If the child finishes the *Reading Booster A Cards* before this course book is completed, the child can move on to the *Reading Booster B Cards* while finishing this course.
- It is highly recommended that you don't pause on the reading booster cards to catch up in the course book. This course book gives reading review practice of what has already been learned from the booster cards but mainly focuses on other concepts, such as spelling and writing. Children typically learn to read faster than they can learn to spell, and reading at a faster pace has huge benefits. Reading more overall and reading higher-level books will greatly improve spelling, vocabulary, and writing skills. It is not helpful to slow down learning reading to match the pace of learning spelling and other items that are naturally not learned as quickly at this level.

Scope & Sequence

Spelling

LEVEL K

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

CONCEPTS PRACTICED

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

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

I	a	he	she	we	me	the	you	go	or
---	---	----	-----	----	----	-----	-----	----	----

LEVEL 1

➔ No spelling concepts in Level 1 are expected to be completely mastered at this level. ⚡

CONCEPTS PRACTICED

- Breaking words into syllables
 - Identifying missing letters in words
 - Segmenting phonemes in a word
 - Spelling compound words
 - Spelling high-frequency and irregular words
 - Spelling words that end in ED, EST, ER, ING, LY, Y
 - Spelling words with consonant blends, Sneaky E, Sneaky E exceptions, Softy E (makes C and G soft)
 - Spelling words with AI, ALK, ALL, ANK, AR, AY, CH, EA, EE, ER, EW, IGH, IND, INK, IR, OI, OLD, OO, OR, OU, OW, OY, SH, TH, UR, WH
- Plural Nouns:** We usually make a noun plural by adding S, but we add ES to make words plural that end with SH, CH, Z, X, or S.
- Drop the E:** Drop the E before adding ED or ING to a word ending with a vowel.

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

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

LEVEL 2

CONCEPTS PRACTICED BUT NOT EXPECTED TO BE COMPLETELY MASTERED

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

CONCEPTS TO MASTER BEFORE STARTING LEVEL 3

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

SPELLING RULES TO MASTER BEFORE STARTING LEVEL 3

Caboose E: English words can't end with V or U (applied to one-syllable words with V only at this level: have, solve, etc.).

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

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

Drop the E: Drop the E before adding ED or ING to a word ending with a vowel.

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

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

Words Reviewed from Levels K and 1

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

Words New to Level 2

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

PACING OF THE COURSE



Booster Cards and Lessons Do Not Move at the Same Pace

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

It is strongly recommended that you work with the child on booster cards and/or books at the beginning (or end) of each lesson for 6 to 10 minutes. The time it takes for children to master booster cards and read booster books varies widely at this age.

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

- By working on the booster cards and/or books for 6 to 10 minutes daily, some children will move through the principles on the booster cards much more quickly than the principles are presented in the course book. This is completely fine! When the child gets to a principle in the course book that has already been mastered on a card, it is important to review and practice that principle. When the child masters all the *Reading Booster A Cards*, the child may move to *Reading Booster B Cards* while finishing the *Level K Course Book*.

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

- By working on the booster cards and/or books for 6 to 10 minutes daily, some children will not be able to master booster card principles before they are presented in the course book. If this is the case, it is strongly recommended that you pause work on the course book and do any or all of the following items:
 1. Spend more time working on booster cards.
 2. Play reading booster app games.
 3. Read books in *The Good and the Beautiful My Level K Readers* series, which follows the same sequence as the reading booster cards, allowing the child to read extra stories that focus on the exact principles on which he or she is working.

STOP



Complete these steps before beginning the course.



Make sure the child can say the names and sounds of all the letters correctly and say whether a letter is uppercase or lowercase. If these things are not truly mastered, this course will be frustrating for you and the child. Consider using *The Good and the Beautiful Kindergarten Prep* course to master the letters if needed.



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



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

UNIT 1

OVERVIEW



Spelling Words to Memorize

I	a
---	---

This course does not have long lists of spelling words to memorize. Most high-frequency, non-decodable words will eventually be memorized naturally after much exposure to reading. Rather than spending large amounts of time memorizing spelling words, stronger spellers are created when that time is spent teaching spelling through decoding and segmenting words, learning spelling rules, and increasing reading fluency and speed.

Words the Child Learns to Spell

This course does not have a lot of spelling LISTS to memorize, but the child practices spelling over 70 words in this unit by using phonics principles (not memorization), which means the child gains the skills to spell hundreds of other words by the end of this unit!

Phonics Principles Taught

- Blending to read
- Long and short vowels
- Avoiding lowercase b and d confusion
- One-letter words
- Two-letter words
- CVC Words
- CVC Words + S
- Reading short sentences
- S can make the /z/ sound
- Sight word practice
- Word families



Extra Items Needed

- index cards
- black and white washable poster paint (optional)
- paintbrush for poster paint (optional)
- 2 googly eyes (optional)
- highlighter or yellow crayon
- a car key
- a spoon
- craft knife
- white paper (optional)
- a leaf
- a rock

Reading Booster Cards Covered in the Unit

- Cards 1 through 16

Spelling Principles Taught

- Isolating and segmenting sounds in a word
- Identifying missing letters in words
- Spelling one- and two-letter words
- Spelling CVC words

Writing, Grammar, and Other Principles Taught

- Capitalizing the word "I"
- Ending punctuation
- Art and geography
- Literature appreciation
- Oral narration
- Reading comprehension
- Poetry appreciation and memorization
- Rhyming
- Using appropriate pencil grip
- Starting a sentence with an uppercase letter
- Writing letters and words

Helpful Hint:

Remember to start Lesson I only after the "Master Before Starting the Course" booster cards are mastered.

LESSON 1

Vowels: Part I



- If you did not complete the steps on page xxvi, do so before starting this lesson.
- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** God created so much beauty in this world for us to enjoy. Look at the painting on this page. Tell me some of the things you see that can bring us joy. **Prompt if needed:** trees, light, grass, hills, clouds, sky, animal, friends. Our world is full of beautiful words and art. We will explore those things in this course.

- **Read to the child:** There are 26 letters in the alphabet. How many letters are in the alphabet? [26]
Some of the letters are special—they are called vowels. The vowels are A, E, I, O, U, and sometimes Y.
- **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 sound. **The child should make the short vowel sounds:** [/ă/ as in AS / ě/ as in ED / ɪ/ as in IN / ɔ/ as in ON / ŭ/ as in UP].

Aa

Ee

Ii

Oo

Uu

- **Read to the child:** Look at the images below. Point to something green. Point to something orange. Point to something gray. Point to something pink. Starting on the mouse with the orange, follow the path, say the name of the vowel, and include whether the vowel is uppercase or lowercase—for example, uppercase O or lowercase o.

Now follow the path again, this time saying the sound of the vowel.



- **Write the following letters on the whiteboard:** “h, o, a, m, u, e, i, y.” Have the child find and erase the vowels in order (a, e, i, o, u, and sometimes y).

BONUS WORK

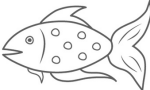
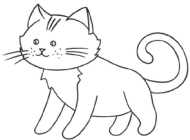
Lessons are designed to be short enough to allow you time to do bonus work with the child when desired.

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



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.

LESSON 4

Spelling Two-Letter Words

- Work on reading booster cards or books for 6 to 10 minutes.
- Complete the letter tiles activity in the box below.

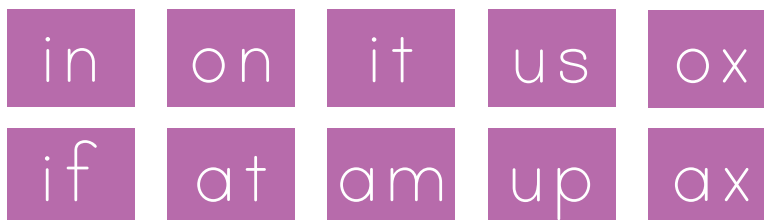


LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 4 or use physical tiles. Dictate (say aloud) the words in the purple boxes below and have the child spell the words with tiles.

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



- Work on memorizing the poem. Read the poem aloud, and then have the child repeat each pair of lines. Then read a line to the child and have him or her try to say the next line from memory. Continue for as long as the child's focus allows.

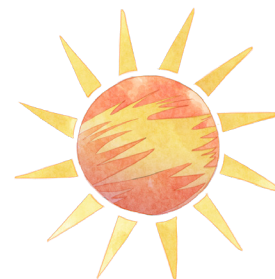


On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Videos > [Sunshine Poem](#). Play the video to see hand motions.

Sunshine

By Jenny Phillips

The sun shines
On my toes
On my face
And on my nose.
It kisses the tops
Of all the trees
Each blade of grass
Each buzzing bee.
I'm so glad that God above
Made warm, sweet light for me.



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.

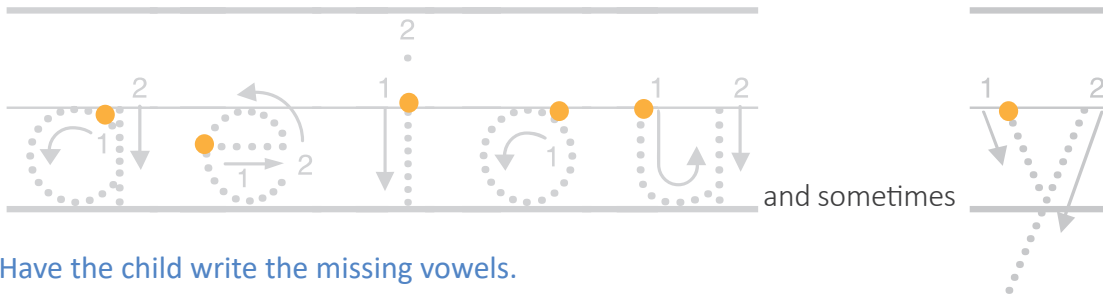
- 📖 Read aloud to the child.
- ★ Play a reading booster app game.

a	o	e	i	
x	u	A	E	O
x	I	U	i	e



Independent Practice

Have the child trace the vowels.



Have the child write the missing vowels.

a i u and sometimes

Continued on the next page.

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.

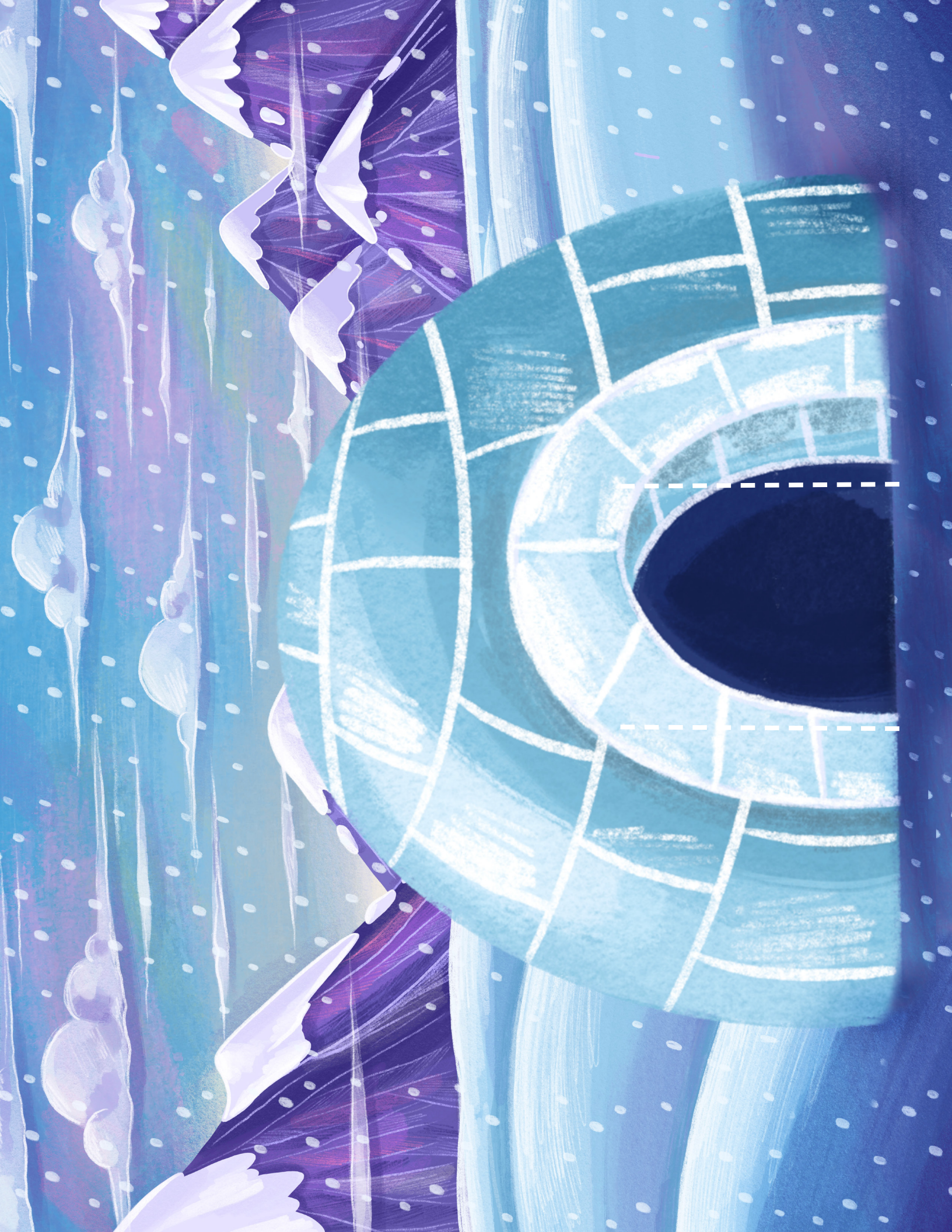


Have the child circle all the pictures that contain a long E sound. A long vowel says its name.



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





ITEMS NEEDED:

a leaf

Completed ☐

LESSON 8

Three-Letter Words: Part I



Helpful Hint: When you see a target at the top of a lesson, wait to complete the lesson until the card number on the target has been mastered.

- Work on reading booster cards or books for 6 to 10 minutes.
-  On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Videos > [Blending to Read](#). Play the video and watch with the child.
- Have the child find a small leaf outside or cut a leaf shape out of colored paper. **Read to the child:** Today we are going to use this leaf to help us read more words. Let's practice reading the words in a fun way.

Look at the words in the green box. Each word has the same vowel in the middle; what vowel is it? [A] What is the short sound of A? [/ă/ as in AS] What is the first letter of each word? [R] What sound does R make? [/r/]

I will cover the last letter of each word with the leaf. You say the sound that R and A make and hold the A sound until I move the leaf. Then quickly say the sound of the last letter to finish saying the word. **Demonstrate the first word for the child if needed. Complete the activity two to three times.**

- **Read to the child:** Now let's do the same thing to read the words in the yellow box.
- **Read to the child:** Look at the bus. I will name a part of the bus. You point to the part and tell me what letter the word starts with: tire, roof, window.

Let's find out how many sounds are in the word BUS. I am going to say the word BUS slowly so that you can hear each individual sound that makes up the word. With each sound that I make, hold up a finger. **Slowly say the SOUND of each letter: B-U-S.** Now count the fingers you're holding up. How many sounds did you hear?

That's right! There are three sounds, or letters, in the word BUS. What are those three letters? Listen again as I say the sounds in the word BUS, and then tell me the letters. **Slowly say the SOUND of each letter: B-U-S.** What letter sounds do you hear? **Repeat the sounds as many times as necessary.**

If desired, write down each letter as the child says it, to help visual learners make the connection between the sounds and the letters.



rat

ran

rag

ram

tag

tap

tan

tab

ITEMS NEEDED:

highlighter or
yellow crayon

LESSON 10

Spelling Three-Letter Words: Part I

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child complete the letter tiles activity and geography activity.



LETTER TILES



On the Good and Beautiful Letter Tiles app, go to Level K > Lesson 10 or use physical tiles. Dictate the words in the purple boxes below and have the child spell the words with tiles.

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

run rag tag tug fun wag mug fan nut

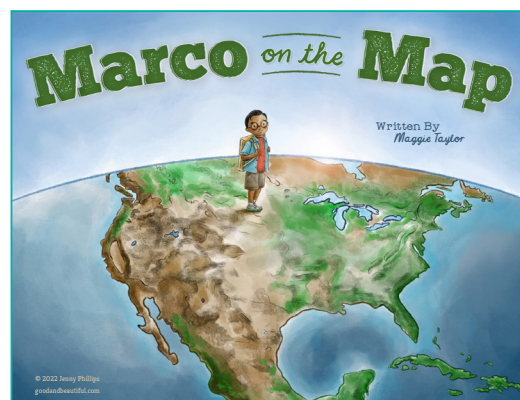


GEOGRAPHY BOOK



This exercise practices geography and comprehension. On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Books > [Marco on the Map](#). Play the video. After viewing the book, have the child answer the following questions aloud. If needed, have the child listen to the book again.

- What does the compass rose on a map show?
[north, east, south, and west]
- Where in the world do you live? [Encourage the child to say which town or city, state or province, and country he or she lives in.]

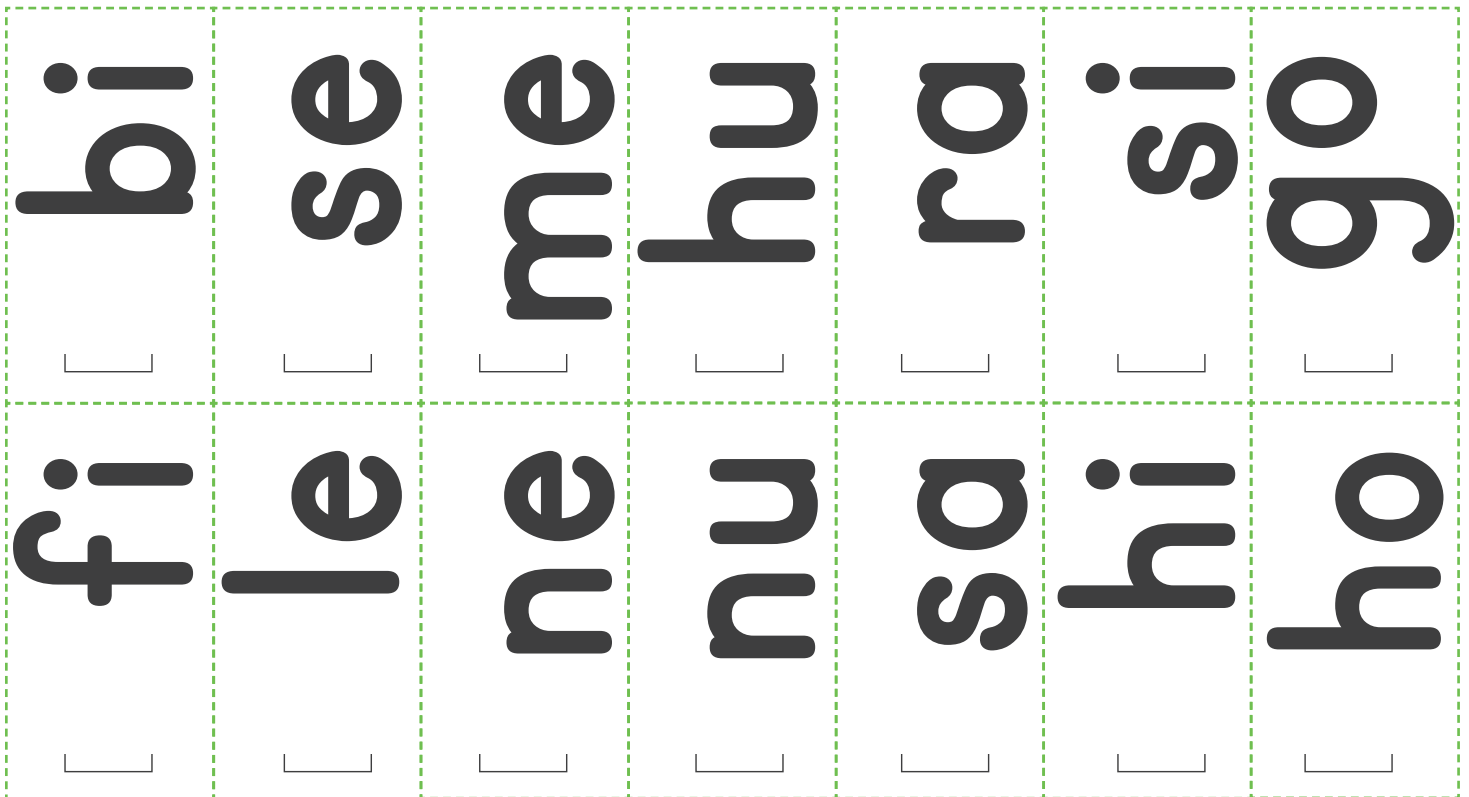


BONUS WORK

If you have older children, consider having an older child read aloud to the child completing this course.

- Have the child color or paint.
- Play a reading booster app game.

Cut out the green and blue dashed boxes. Put the green dashed boxes in a stack and staple them onto the red flipper staple mark.



Learning to
read opens
up a world
of windows
that look
upon stories,
people, and
places which
we would
otherwise
never see.



ITEMS NEEDED:

highlighter or
yellow crayon

LESSON 12

b and d: Part I

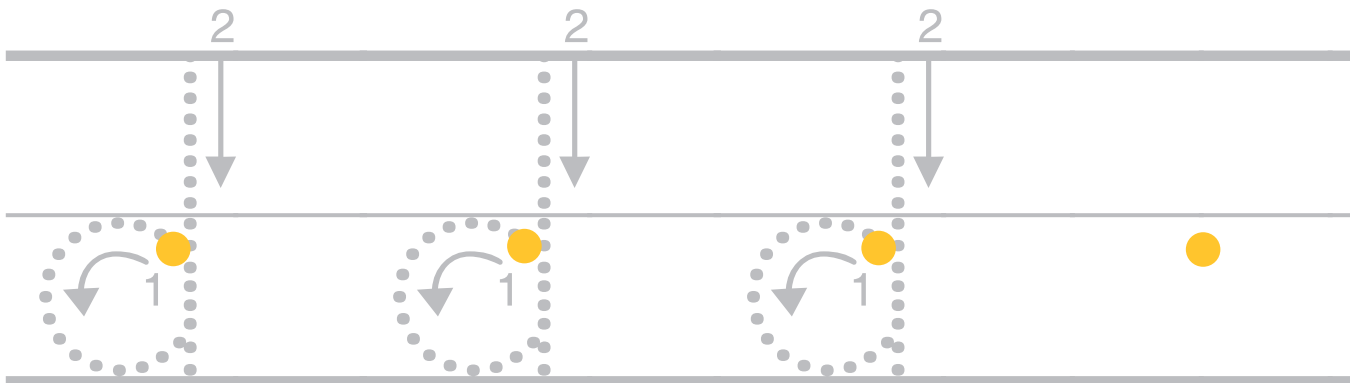
- Work on reading booster cards or books for 6 to 10 minutes.

- Read to the child:** What letter does the word DOUGHNUT start with? [D] Lowercase D starts with a doughnut. With your finger trace the brown lowercase D by starting on the gray dot and following the line around the circle. Without lifting up your finger, go to the top of the straight line of the D and then back down all the way to the bottom of the line. Repeat a few times.

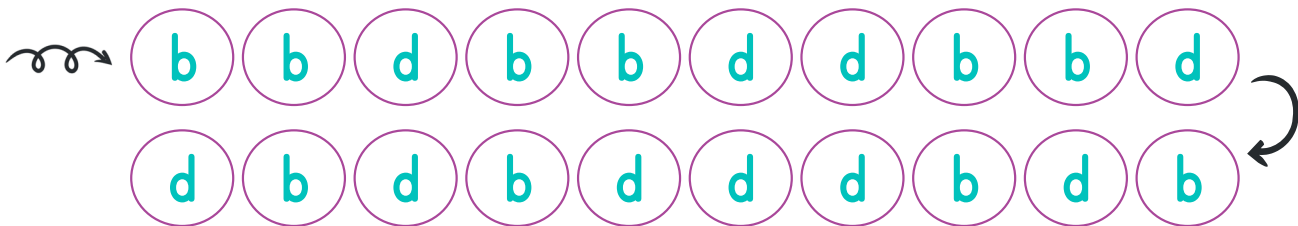


Now look at the doughnut on the next D. Lowercase D always starts with a doughnut. Trace the D with the doughnut with your finger the same way you traced the other D. Repeat a few times.

- Have the child trace each lowercase D with a pencil, starting on the yellow dot and using correct letter formation as explained above. As the child traces the doughnut part, have him or her say, “D starts with a doughnut.”



- Read to the child:** Search for all letter Ds below. Follow along the path with the eraser on your pencil. When you get to a D, tap it and say “D.”



Helpful Hint: Each child will learn the difference between b and d in different ways, and it is normal for this concept to take a long time for some children to master. Lesson 20 uses a different approach to help with b and d confusion. If one approach works better for your child than the other, continue to use that approach.



Independent Practice



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

- Have the child practice writing the letter O and draw for fun on the whiteboard as you cut out the bushes at the bottom of the page. Lay the bushes out on the table. Read to the child: Let's play "Hide the Animals." Choose a bush, read the sentence on it, and then place the bush over an animal in the grass to completely hide it. If needed, you can move the bushes around at any point so that, in the end, all the animals in the grass are completely hidden. Complete the game two or three times.

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.



 **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.

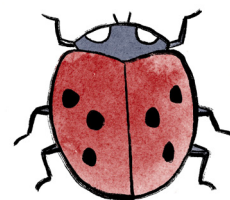
f x

o i



b g

o u



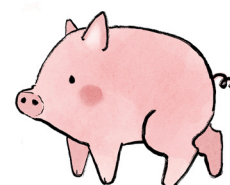
m g

u i



p g

o i



ITEMS NEEDED:

12 index cards

Completed ☐

LESSON 21

Words Where S Says /z/



- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Look at the words in the green box. Each word ends in the same letter. What letter is it? [S] What sound does S usually make? [/s/ as in HISS] However, we learned that S can also make the /z/ sound at the end of a word. Read the words in the green box, making the S say /z/.
- Write the following words on index cards. Lay the cards out in a trail on the floor (in random order). Have the child read each card and tell you if the S says /s/ or /z/. If correct, have the child hop to the next card, and so on, until he or she gets to the end of the trail.

is
as
has

is his was hugs as jets

dogs has sad bats sat gas

- **Read to the child:** Look at all the beautiful drums. When I say a word, tap your pencil on that drum and make a sound like a drum. Give shorter words a shorter tap. Say the words in random order as many times as desired.

his



as



bugs



was



is



logs

dogs



jets



LESSON 26

Substituting Sounds to Make New Words: Part I

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child spell the following words aloud.

if

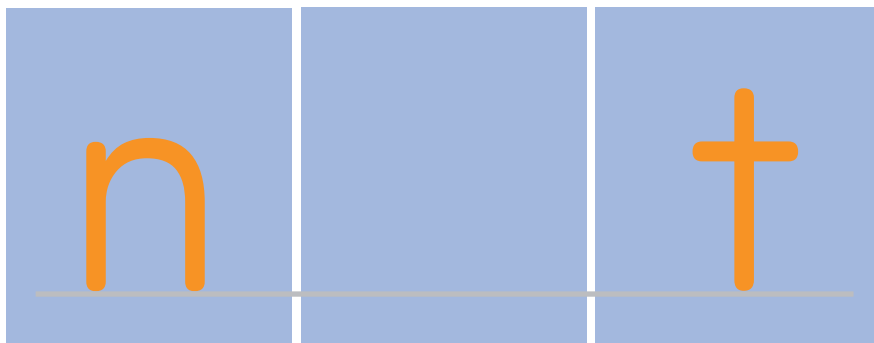
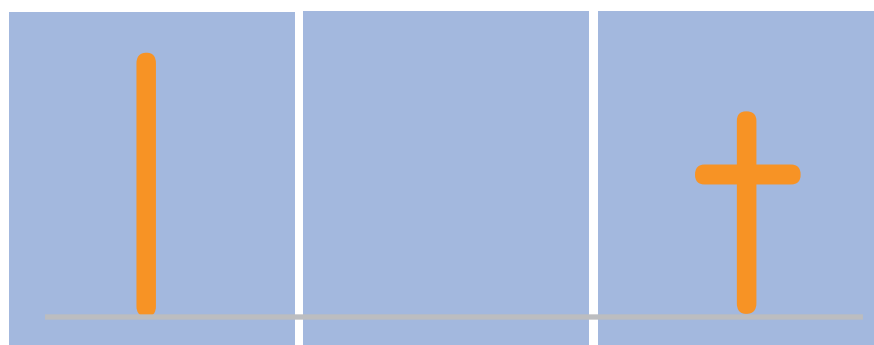
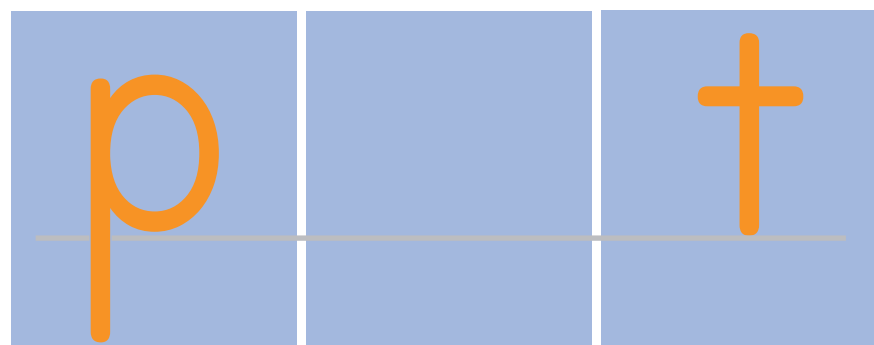
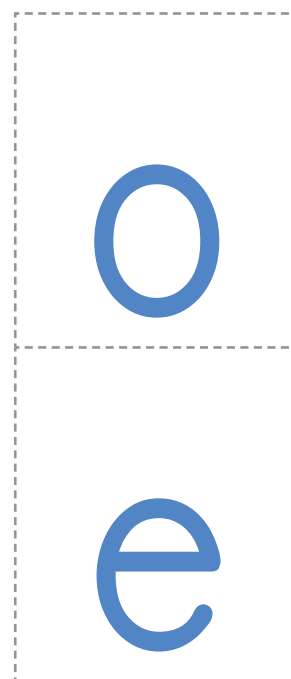
ox

at

am

an

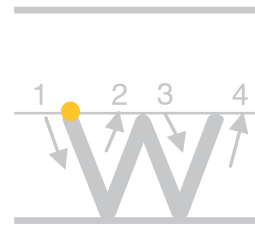
- You or the child cut out the letter boxes on the bottom right side of this page. Lay the boxes out on the table. Read to the child: Today you are going to create words! Place the O you cut out on the first word and read the word you created. Now take off the O and place the E on the first word and read the word you created. Do this for the next two words.





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.



et

at

eb

an

ax

ug

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
aue	ace	gue	agr	hft	ruh

D	B	J	K	L	I
drc	ptb	jgr	cke	til	iwx

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

It is on it.



It is in it.



It is
on it.



ITEMS NEEDED:
a spoon

Completed ☐

LESSON 34

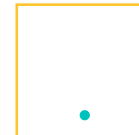
Writing Short Sentences



- Work on reading booster cards or books for 6 to 10 minutes.
- Give the child a spoon. Read to the child: Every sentence needs to start with an uppercase letter. Let's make some hot chocolate! Read the sentence on each bowl. Using your spoon, pretend to take a spoonful of cocoa powder from the bowls that correctly start with an uppercase letter. Pretend to put the cocoa powder in the hot chocolate mug and pretend to mix it in.



- Take the spoon from the child. Read to the child: Every sentence also needs to end with a period, a question mark, or an exclamation point. Point to each mark in the yellow boxes and say its name. Read the sentence by each group of marshmallows. If it ends correctly by having a period, a question mark, or an exclamation point, pretend to pick up a marshmallow and drop it in the hot chocolate mug.



Is it big?



I am on it



He can mix it.



- Write "I dig." and "I dig." on the whiteboard and explain that words need spaces between them. Dictate (say aloud) the sentence in the green box to the right and have the child write it on the whiteboard. Make sure the sentence starts with an uppercase letter, ends with a period, and has space between the words.

I sit.

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.



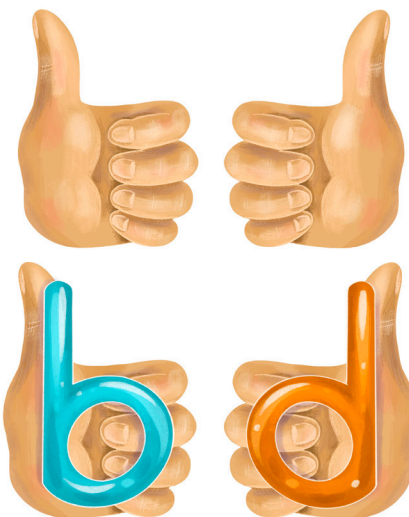
c	h	a	t	p
a	d	o	g	i
t	s	u	n	g

LESSON 37

b and d: Part 3

Note: If your child already has lowercase B and D recognition mastered, consider skipping this lesson.

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Hold up your thumbs like the hands in the picture. See how the first hand is like a lowercase B and the second hand is like a lowercase D? I will spell BED aloud several times, pointing to your hands for the letters B and D and the blank space in between for the letter E.
- **Read to the child:** Cut out the pictures on the next page. Then stack each picture on either the blue or green section below, depending on what letter the picture starts with: B or D.



b

d

- Dictate (say aloud) the sentence in the green box to the right and have the child write it on the whiteboard. Make sure the sentence starts with an uppercase letter, ends with a period, and has space between the words.

A dog sits.

LESSON 39

UNIT 1 REVIEW



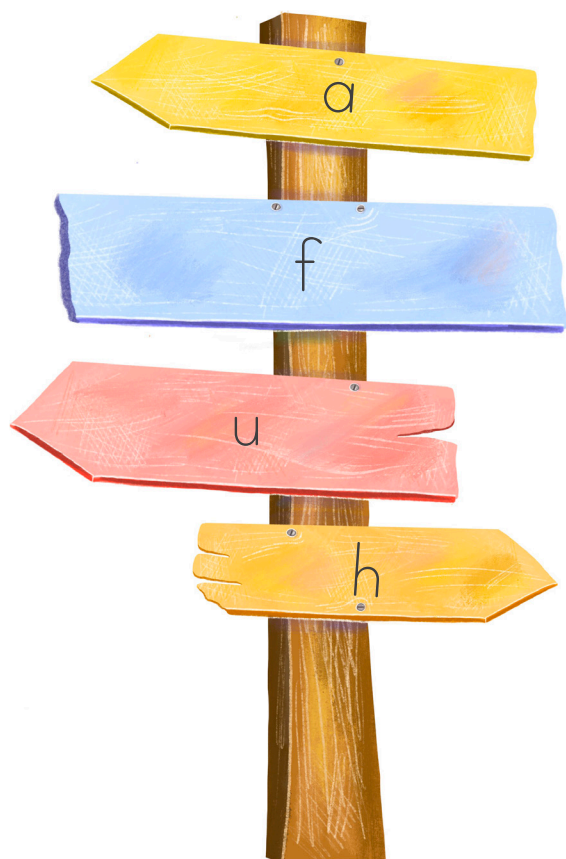
- The child completes the exercises with purple headers only. Correct the work. If the child makes one or more mistakes in a section, check the orange “Additional Practice” checkbox for that section. On another day the child will complete all the orange sections that are checked, if any. If the child 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

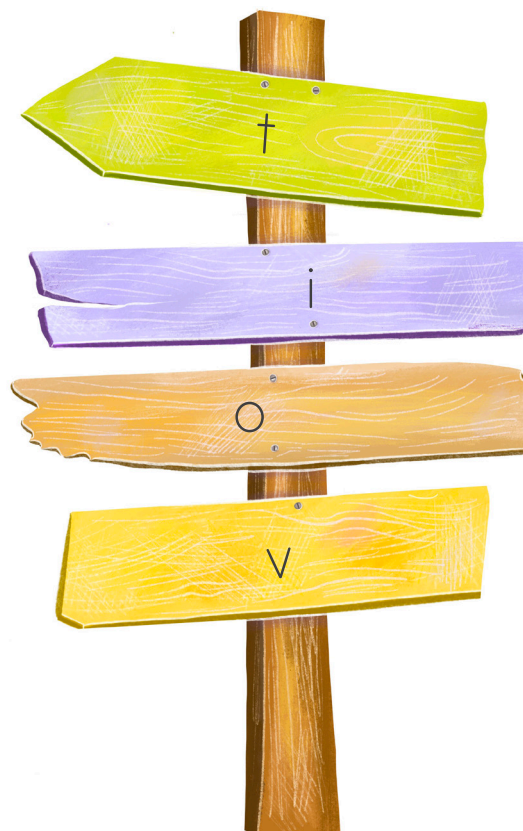
Read to the child: Tell me the vowels aloud. [A, E, I, O, U, and sometimes Y] Say the letter on each sign below. Draw a bug on any sign that has a consonant.



☐ 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.



Reading Assessment

- Time the child as he or she reads all the sentences in purple. On a separate sheet of paper, use tally marks to count the number of errors made. If the child cannot read a word after a few seconds, tell the child the word (and count it as an error) and have the child continue reading. Pause the timer during any interruptions. Write the time and the number of errors made at the bottom of this page. The course will instruct you to go back and assess this passage again near the end of Unit 2 and Unit 3 to track progress.

The cat is not
big.

She has fun.
She can pat
the dog.



He was not mad.

We love to pet the dog. It has a pup.

Yes, you can go and dig in the mud.

Reading Assessment Scores

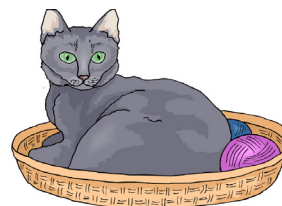
Time Lesson 39: _____ (date _____) Lesson 79: _____ (date _____) Lesson 119: _____ (date _____)

of Errors Lesson 39: _____ (date _____) Lesson 79: _____ (date _____) Lesson 119: _____ (date _____)

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.

cat and .

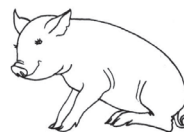


☐ Additional Practice

Spelling Three-Letter Words and Writing A and I

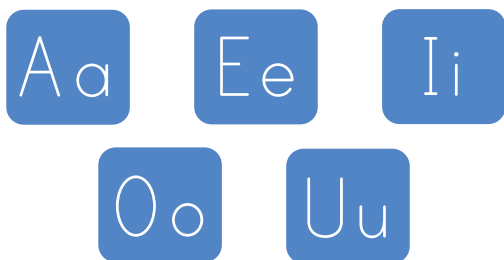
Have the child write the missing words as you dictate the following sentence: A pig and I sit. Note: The child is not expected to have handwriting mastered at this point. If needed, demonstrate how to form letters correctly.

pig and .



Long Vowels

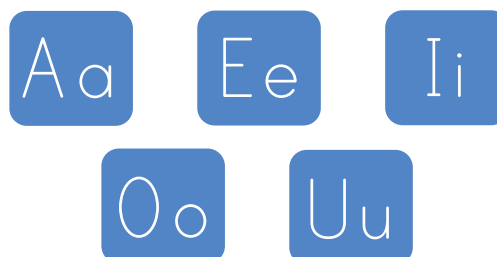
Read to the child: Point to each vowel and say its long sound. The long sound is the name of the vowel.



☐ 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.



UNIT 2

OVERVIEW



Spelling Words to Memorize

he	she	we	me
----	-----	----	----

This course does not have long lists of spelling words to memorize. Most high-frequency, non-decodable words will eventually be memorized naturally after much exposure to reading. Rather than spending large amounts of time memorizing spelling words, stronger spellers are created when that time is spent teaching spelling through decoding and segmenting words, learning spelling rules, and increasing reading fluency and speed.

Words the Child Learns to Spell

This course does not have a lot of spelling LISTS to memorize, but the child practices spelling over 70 words in this unit by using phonics principles (not memorization), which means the child gains the skills to spell hundreds of other words by the end of this unit!

Spelling Principles Taught

- Spelling short words where Y says the long I sound
- Spelling word families
- Spelling words with ALL
- Spelling words with AY
- Spelling words with beginning consonant blends
- Spelling words with ending consonant blends
- Spelling three-letter words

Reading Booster Cards Covered in the Unit

- Cards 17 through 34



Extra Items Needed

- 1 paper plate
- 12" piece of yarn
- 24–28 cotton balls
- a pointer, such as a spoon, key, or feather
- craft knife
- white glue
- 24 sticky notes
- Google Maps™, Google Earth™, or a map website of your choice
- hole punch
- white liquid chalk marker or white crayon
- watercolor paper
- watercolors & paintbrush

Phonics Principles Taught

- Beginning consonant blends
- Ending consonant blends
- Reading words with ALL, AY, CK, SS, FF, LL
- Short and long vowels
- Short words where Y says the long I sound
- Word families: AT and UG, EN and IT, IP and UN, OG and AD
- Sight word practice

Writing, Grammar, and Other Principles Taught

- Literature appreciation
- Neighborhood maps
- Poetry appreciation and memorization
- Syllables
- Reading comprehension
- Art and geography

IMPORTANT REMINDER

WHITE LIQUID CHALK MARKER

This item is optional but highly suggested. It is used in several lessons in Units 2 and 3 (starting with Lesson 69). A white crayon can be used in its place. However, many children love using

the chalk marker, and it works more effectively for the lessons. It is suggested that you store the marker and bring it out only for the lessons that use it.

PACING OF BOOSTER CARDS AND BOOKS

- A lesson with a target symbol means that you should wait to start the lesson until the child has mastered all the booster cards up to and including the card number on the symbol.
- If the child finishes the *Reading Booster A Cards* before this course book is completed, the child can move on to the *Reading Booster B Cards* while finishing this course.
- It is highly recommended that you don't pause working on the reading booster cards to catch up in the course book. This course



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

MY LEVEL K READERS

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

Consider using the *My Level K Readers* at different times of the day. For example, the child could read a story to the family at

dinnertime or read to his or her stuffed animal each night.



Helpful Hint: 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.



not



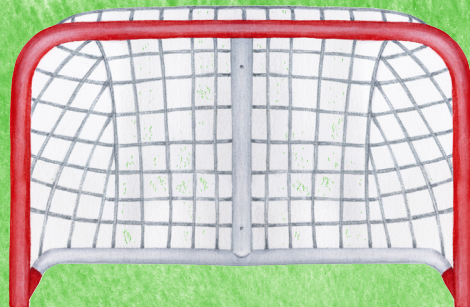
ran



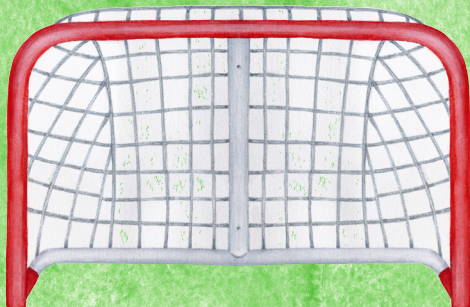
pot



man



hot



van

LESSON 48

Word Families: IP and UN



- Work on reading booster cards or books for 6 to 10 minutes.
-  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.**

- Have the child spell the words in the blue boxes aloud. Tell the child that all the words are in the UN family.

sun

fun

run

bun

- Read to the child: You are going to climb the mountain on this page. Use the tips of your index finger and middle finger to walk up the mountain, stopping at each word to read it. Repeat the activity.



BONUS WORK

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

ITEMS NEEDED:

watercolors
paintbrush
watercolor
paper

LESSON 60

Ending Consonant Blends: Part I



- Work on reading booster cards or books for 6 to 10 minutes.
-  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:** Today we are going to read some words that have two consonants together. First, say the sounds of the first two letters and hold the vowel sound until you are ready to say the sounds of the last two letters. Then read the word without holding out the sounds.

ju - mp
jump

so - ft
soft

be - st
best

fa - st
fast

la - st
last

he - lp
help

de - sk
desk

we - nt
went

se - nt
sent

ca - mp
camp

ju - nk
junk

la - mp
lamp

mu - st
must

te - st
test

mi - st
mist

BONUS WORK

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

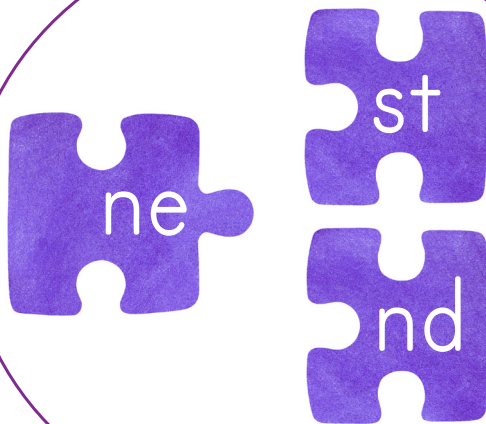
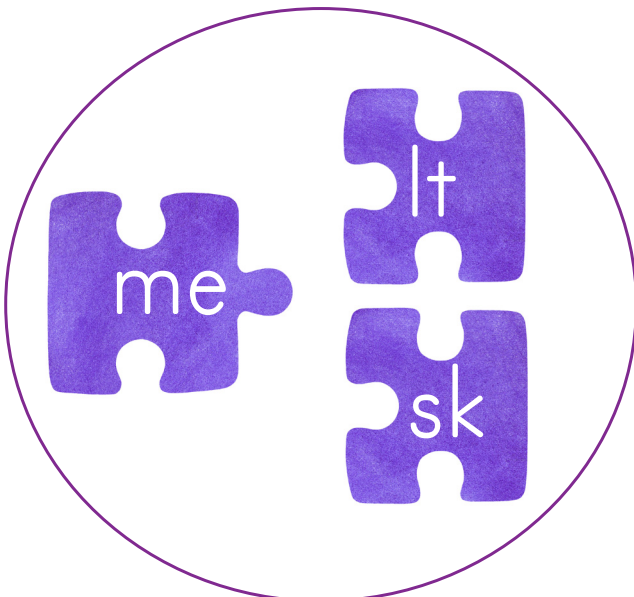
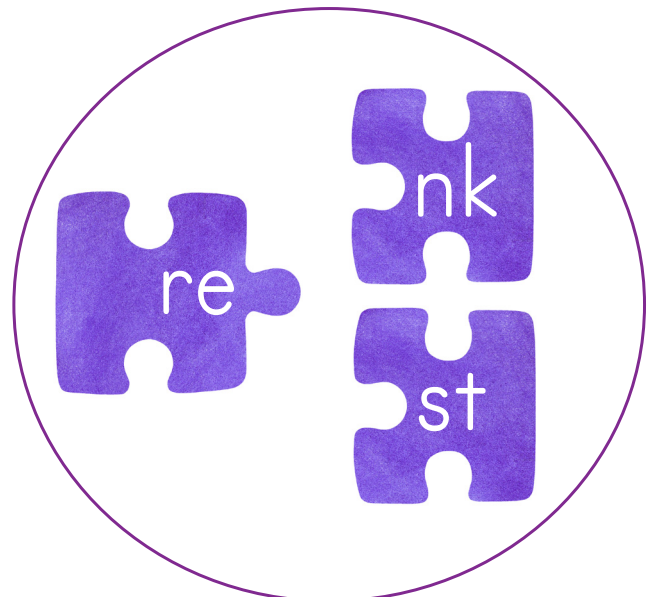
ITEMS NEEDED:

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

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

○ Complete the following items:

1. Read Chapter 9 of *Bobby and the Big Road* to the child.
2. Ask the child to tell you in his or her own words what happened in this chapter.



BOBBY AND THE BIG ROAD

by MAUD LINDSAY

CHAPTER 9—THE NEWCOMERS

Rap-a-tap-a-tap! Rap-a-tap-a-tap!

This is what Bobby heard early one morning before he was up. *Rap-a-tap-a-tap!*

He thought someone was knocking at the door. *Rap-a-tap-a-tap!*

"Come in," he called, but nobody came. When he opened the door, nobody was there.

But the *rap-a-tap-a-tapping* was louder and clearer than before.

"Perhaps a carpenter is building a house by the Big Road," thought Bobby. My! How nice that would be! He fairly jumped into his clothes and ran out to see if he was right.

He could hear the noise very clearly outside, but though he looked up the road and down the road, he could not find the carpenter at work.

Sometimes the rapping would stop, but

if Bobby turned to go into the house, it was sure to begin again. *Rap-a-tap-a-tap!* He was still trying to find out who was so busy when Mother called him to breakfast.

"Perhaps my father will know," he thought as he ran in to wash his face and hands. And, sure enough, the very first words Father said were, "Well, Bobby, do you hear our new neighbors at work? We must go and see them after breakfast."

He would not say anything else about the new neighbors, and Bobby was in such a hurry to find out who they were that he could scarcely eat his bread and milk.

Rap-a-tap-a-tap! Father and Bobby heard the hammering as they crossed the Big Road.

"They must be in the field beyond the bushes," said Bobby. But no! Father stopped under the tall hickory tree by the roadside.

"Here they are right above your head," he said. What do you think the new neighbors were? Woodpeckers with red heads and black-and-white wings and strong bills. They were pecking a hole in the tree for their nest with their "*Rap-a-tap-a-tap.*"

"Good morning, Mr. and Mrs. Woodpecker," said Father. "This is Bobby. We are glad you are going to live by the Big Road."



Independent Practice

Have the child remove the next page from the course book. Using the top image as a guide, have the child use the watercolor paints to paint the river on the bottom of the page. The child can also add flowers to the riverbank if desired.