

LANGUAGE ARTS & LITERATURE

LEVEL 1

COURSE BOOK

Phonics | Reading | Spelling | Writing | Literature
Grammar and Punctuation | Art Appreciation

The Good and the Beautiful
CURRICULUM

Items Needed

Course Set Items

	Level 1 Course Book
	Reading Booster B Cards
	Reading Booster B Books Set

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, highlighter, several sheets of blank white paper
	whiteboard and dry-erase marker

Extra Items Needed for Unit 1

	cotton swabs
	8 index cards
	optional items for poetry party (page 29)
	cotton balls
	poster paint, watercolors, and paintbrush
	craft knife
	small bowl or cup

Extra Items Needed for Unit 2

	cotton swabs
	1 coin (any type)
	13 index cards
	a few pinches of salt
	poster paint, watercolors, and paintbrush
	spatula (optional)
	word processing program

Extra Items Needed for Unit 3

	watercolors and paintbrush
	sticky notes (optional)
	word processing program
	stapler

The Good and the Beautiful Handwriting Level 1 workbook or another handwriting course should be used 3 to 4 days a week in conjunction with this course.

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Suggested Coordinated Reading: My Level 1 Readers

The Good and the Beautiful My Level 1 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 1 Readers* series (*My Level 1 Nature Reader*, *My Level 1 Africa Reader*, etc.). The physical readers are not integrated with this course, but all the *My Level 1 Readers* follow the exact scope and sequence of the *Reading Booster B Cards*. For example, Story #16 in both *My Level 1 Nature Reader* and *My Level 1 Africa Reader* covers OU and OW 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 1 Readers*, you can purchase them separately on goodandbeautiful.com.

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



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Integrated and Free Letter Tiles App

- Visit goodandbeautiful.com/apps for information on this free app, which can be accessed on a computer or a mobile device.
- Many lessons refer to this app for spelling practice. This app helps make spelling fun and allows the child to practice spelling many more words without becoming fatigued.
- The app has a different screen for each lesson that it is used in. Only the letters and phonograms needed for the lesson are included, which reduces frustration and time as the child does not have to look through all the letters of the alphabet to find the letters needed.
- The app lessons are not designed to have confetti or flashing lights when a word is completed. Rather, 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).



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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 2 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

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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 1 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 1 > Helps.

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." 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

Phonics Principles Taught

- Adding missing sounds
- Compound words
- Counting syllables
- Dividing words into syllables
- Glued sounds (letters have their own sounds but are hard to pull apart): ALK, ANK, IND, INK, OLD, OLL
- Other sounds of A
- Other sounds of EA
- OW can make the long O sound
- Phonograms (the letters together make one sound): CH, EW, AI, AR, AU, AW, EE, EA, ER, IGH, IR, OA, OE, OI, OO, OU, OR, OW, OY, SH, TH, UR, WH, WR
- Reading contractions
- Reading two- and three-syllable words
- Reading words that end with consonant + LE
- Reading words with open syllables
- Reading words with prefixes
- Reading words with soft C and G
- Short and long vowels
- Sight words
- Sneaky E (a Silent E that makes the vowel before it say its name)
- Sneaky E exceptions (done, come, some, etc.)
- Substituting sounds to create a new word
- Suffixes: ER, EST, FUL, LESS, LY
- Softy E (a Silent E that makes the C or G before it soft)
- Vowels and consonants
- Word decoding strategies
- Words ending in Y

Grammar, Usage, and Punctuation

- Action and being verbs
- Adjectives
- Alphabetical order
- Articles: THE, A, AN; when to use A or AN
- Capitalizing days of the week and months of the year, proper nouns, and the word I
- Commas in dates and a series
- Common and proper nouns
- Complete sentences vs. fragments
- End punctuation
- Homophones: to/too/two; be/bee; red/read, son/sun; ate/eight
- Irregular past tense
- Prefixes and suffixes
- Possessive nouns
- Root words/base words
- Starting a sentence with an uppercase letter
- Subjects
- Synonyms and antonyms
- Types of sentences: questions, commands, exclamations, statements
- Verb tenses

Art, Geography, Literature, and Writing

- Art study, appreciation, and instruction (tint, shade, shadow and light, perspective)
- Artists studied: Ikeda Shōen, Winslow Homer, Mary Cassatt, Hans Andersen Brendekilde, Henry O. Tanner, Hermann Werner, Hans Dahl

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At-a-Glance (continued)

- Creating descriptive sentences
- Editing and editing marks
- Geography terms: adapting to and modifying the physical environment, borders, capital cities, cardinal directions, climate, compass rose, cultures, diversity, Haiti, India, how towns and cities grow and change over time, landmarks and monuments, maps (constructing a map, map keys, map grids, map symbols), landforms, natural resources, oceans, the continents, respecting the world, the United Kingdom, weather
- Literature: Aesop's Fables, Beatrix Potter, folktales, parables, types of literature (fiction, nonfiction, poetry, drama)
- Oral narration (short story)
- Reader's theater (drama)
- Reading comprehension
- Rhyming, poetry reading, memorization, and appreciation
- Sensory language (language that uses the senses)
- Storytelling
- Writing projects: oral narration, summary, book report, gratitude journal, journal writing, opinion writing, thank-you note

Spelling Principles Taught

- Breaking words into syllables
- 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
- Segmenting phonemes in a word
- Spelling words with consonant blends
- Spelling words with Sneaky E exceptions
- Spelling words with Sneaky E
- Spelling words with Softy E
- Spelling words that end in Y
- Spelling words with ED and ING

Spelling Rules Taught

- **Plural Nouns:** Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S.
- **Drop the E:** If a base word ends in a Silent E, drop the E before adding a vowel suffix.

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Painting
Credits

The credits for all the paintings used in this course are given on these pages rather than on the course book pages, as there is rarely room on the pages themselves for this information. Put a sticky note on this page for quick reference 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)
[left] "Fjord with Sailing Boat" by Hans Dahl (1849–1937), date unknown

[middle] "A View of Brodick Castle, Isle of Arran, Scotland" by Carlo Bossoli (1815–1884), date unknown

[right] "Lighthouse at Stora Bält" by Anton Melbye (1818–1875), 1846

Page 6 (Lesson 2)
"A Young Woman in the Meadow" by Hans Dahl (1849–1937), 1894

Page 9 (Lesson 3)
"Children Blowing Bubbles" by H.A. Brendekilde (1857–1942), c. 1875–1942

Page 13 (Lesson 4)
"Black Forest Meadow" by Hans Thoma (1839–1924), 1874

Page 25 (Lesson 8)
"French Boy with Kittens" by Dan Burr (1960–living), 2021, commissioned and owned by Jenny Phillips

Page 47 (Lesson 16)
"View of Seelisberg" by Johann Ludwig Bleuler (1792–1850), date unknown

Page 56 (Lesson 20)
"Floodplain with Farmhouse and Cattle Herder" by Eduard Leonhardi (1828–1905), 1867

Page 60 (Lesson 22)
"Rough Sea in Stormy Weather" by Paul Jean Clays (1819–1900), 1846

Page 67 (Lesson 25)
"Mill on the Mountain Stream" by Julius Rose (1828–1911), 1885

Page 75 (Lesson 28)
"Boy and Squirrel" by Dan Burr (1960–living), 2021, commissioned and owned by Jenny Phillips

Page 84 (Lesson 31)
"A Tasty Snack" by Victor Gabriel Gilbert (1847–1933), date unknown

Page 95 (Lesson 34)
"View of the Town of Diessenhofen and the St. Catharinathal Convent" by Johann Ludwig Bleuler (1792–1850), c. 1829–1836

Page 106 (Lesson 38)
"Village in the Bernese Alps" by Adolf Mosengel (1837–1885), date unknown

Unit 2

Page 116 (Lesson 42)
Illustration from children's book *The Tale of Peter Rabbit* by Beatrix Potter (1866–1943), 1902

Page 117 (Lesson 42)
[bottom left] Illustration from children's book *The Tale of Timmy Tiptoes* by Beatrix Potter (1866–1943), 1911

[bottom right] Illustration from children's book *The Tale of Squirrel Nutkin* by Beatrix Potter (1866–1943), 1903

Page 121 (Lesson 44)
"The Libyan Desert" by Carl Hasch (1836–1897), date unknown

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Painting Credits

Page 123 (Lesson 45)
"Children on a Country Road" by H.A. Brendekilde (1857–1942), 1892

Page 132 (Lesson 49)
"The Point at Moret" by Alfred Sisley (1839–1899), 1891

Page 133 (Lesson 49)
"A Post Coach Resting at Dusk" by Ignaz Raffalt (1800–1857), c. 1840

Page 153 (Lesson 58)
"Harvest in Anticoli" by Pedro Weingärtner (1853–1929), 1893

Page 155 (Lesson 59)
"Upon Sunny Waves" by Hans Dahl (1849–1937), date unknown

Page 161 (Lesson 61)
Two prints from the series "Streaked Mist" by Ikeda Shōen (1886-1917), 1906

Page 162 (Lesson 61)
Two prints from the series "Streaked Mist" by Ikeda Shōen (1886-1917), 1906

Page 165 (Lesson 62)
"Haitian Everyday Life" by Fleurius Saint-Vil (birth date unknown), 2021, original owned by Jenny Phillips

Page 203 (Lesson 73)
"Farmhouse in the Summer Light" by Jacob Koganowsky (1874–1926), date unknown

Page 206 (Lesson 74)
"Poll the Milkmaid" by Arthur Hughes (1832–1915), 1872

Page 215 (Lesson 78)
"Matamoe Aka Landscape with Peacocks" by Paul Gauguin (1848–1903), 1892

Unit 3

Page 227 (Lesson 81)
"Rocks on Valaam" by Alexander Vasilyevich Gine (1830–1880), late 1850s to early 1860s

Page 250 (Lesson 89)
"Winter in Dauphiné" by Boris Bessonov (1862–1934), date unknown

Page 253 (Lesson 90)
"The Lei Maker" by Theodore Wores (1859–1939), 1901

Page 271 (Lesson 96)
[top] "Forester's Daughter" by Hermann Werner (1816–1905), 1883

[bottom] "Grandmother's Story" by Hermann Werner (1816–1905), date unknown

Page 281 (Lesson 99)
"View of Hallstatt" by Gustav Barbarini (1840–1909), 1874

Page 299 (Lesson 105)
"The Scout: Friends or Foes" by Frederic Remington (1861–1909), c. 1900–1905

Page 300 (Lesson 106)
"Spring Day in the Foothills of the Alps" by Fritz Müller-Landeck (1865–1942), date unknown

Page 307 (Lesson 107)
"Back to Her Tribe" by Grace Hudson (1865–1937), 1898

Page 333 (Lesson 115)
"Stone City" by Grant Wood (1891–1942), 1930

Page 343 (Lesson 118)
[top] "The Banjo Lesson" by Henry Ossawa Tanner (1859–1937), 1893

[middle] "Christ and His Mother Studying the Scriptures" by Henry Ossawa Tanner (1859–1937), c. 1909

[bottom] "Daniel in the Lions' Den" by Henry Ossawa Tanner (1859–1937), c. 1907–1918

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Scope & Sequence
Reading Booster Cards

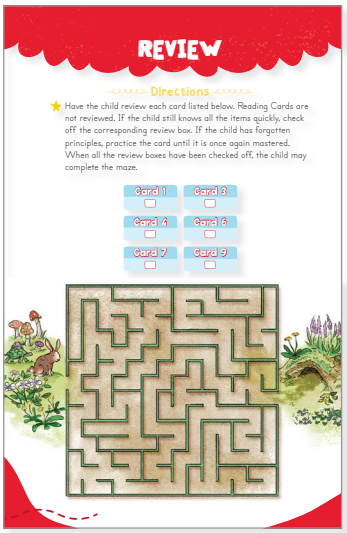
Note: Reading Cards, Poetry Reading Cards, and Review Cards that review phonics principles are not included in these lists.

READING BOOSTER A (CORRELATES WITH LEVEL K)

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

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







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READING BOOSTER B (CORRELATES WITH LEVEL 1)

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

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

READING BOOSTER C (CORRELATES WITH LEVEL 2)

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

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

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Scope & Sequence
Spelling

LEVEL K

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

CONCEPTS PRACTICED

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

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

I	a	he	she	we	me	the	you	go	or

LEVEL 1

No spelling concepts in Level I are expected to be completely mastered at this level.

CONCEPTS PRACTICED

- Breaking words into syllables
- Identifying missing letters in words
- Segmenting phonemes in a word
- Spelling compound words
- Spelling high-frequency and irregular words
- Spelling words that end in ED, EST, ER, ING, LY, Y
- Spelling words with consonant blends, Sneaky E, Sneaky E exceptions, Softy E (makes C and G soft)
- Spelling words with AI, ALK, ALL, ANK, AR, AY, CH, EA, EE, ER, EW, IGH, IND, INK, IR, OI, OLD, OO, OR, OU, OW, OY, SH, TH, UR, WH

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

Drop the E: If a base word ends in a Silent E, drop the E before adding a vowel suffix.

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

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

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LEVEL 2

CONCEPTS PRACTICED BUT NOT EXPECTED TO BE COMPLETELY MASTERED

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

CONCEPTS TO MASTER BEFORE STARTING LEVEL 3

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

SPELLING RULES TO MASTER BEFORE STARTING LEVEL 3

Caboose E: A Silent E is added to words to prevent them from ending in V or U because most English words do not end with the letters V or U.

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

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

Drop the E: If a base word ends in a Silent E, drop the E before adding a vowel suffix.

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

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

Words Reviewed from Levels K and 1

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

Words New to Level 2

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

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How the Reading Booster B 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 B Cards* before this course is completed, the child can move on to the *Reading Booster C 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.



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PACING OF THE COURSE

Booster Cards and Lessons Do Not Move at the Same Pace.

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

It is strongly recommended that you work with the child on booster cards and/or books at the beginning (or end) of each lesson for 5 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 5 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 B Cards*, the child may move to *Reading Booster C Cards* while finishing the *Level 1 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 5 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 1 Readers* series, which follows the same sequence as the reading booster cards, allowing the child to read extra stories that focus on the exact principles on which he or she is working.

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STOP

Complete these steps before beginning the course.

STEP 1

Before beginning this course, the child should be able to pass the Language Arts Level 1 Assessment, which includes the ability to write correctly all the uppercase and lowercase letters of the alphabet as well as to read the following passage in 2 minutes 30 seconds or less with four or fewer mistakes.

There are many sheep on the top of the hill.

Are they flying? No. They all stay and munch the fresh grass.

I sit on a rock by them and sing.

STEP 2

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

STEP 3



On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > How to Use the Level 1 Language Arts Course and watch the video. Taking a few minutes to watch the video will make your experience and the child's experience with the course so much more enjoyable and effective.

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UNIT 1

Lessons 1 to 40

OVERVIEW

Spelling Words

love	no	her	are	of
so	be	do	look	put

Reading Booster Cards Covered in the Unit

- Cards 1 through 17

Phonics Principles Taught

- Homophones: ate/eight
- Long and short vowels
- Phonemic awareness: determining missing letters in words, changing one letter to create a new word, etc.
- Plural words
- Reading words with ALK, AR, EA, OLD, OO sound 1, OO sound 2, OR, OU, OW, Sneaky E, and sight words: group 1
- Reading two-syllable words
- Syllables

Extra Items Needed

- cotton swabs
- optional items for poetry party (page 29)
- cotton balls
- 8 index cards
- poster paint, watercolors, and paintbrush
- craft knife
- small bowl or cup

Spelling Principles Taught

- Spelling words with ALK, AR, EA, OLD, OO sound 1, OO sound 2, OR, OU, OW, and Sneaky E
- Segmenting words to spell them

Writing, Grammar, and Other Principles Taught

- Geography: maps/globes, landforms, oceans, continents, countries, map key, constructing a map, adapting to the physical environment
- Oral narration: summarizing and storytelling
- Plural words
- Poetry appreciation and memorization
- Sensory language
- Starting sentences with an uppercase letter
- Ending sentences with punctuation
- Writing sentences
- Art: art appreciation, Hans Dahl, shade, tint
- Literature: setting

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Completed ☐

LESSON 1

Long and Short Vowels

Helpful Hint: If the child asks questions or shows interest in talking more about parts of the lesson, it is suggested that you do so, encouraging exploration and deeper learning.

☐ Remember to start Lesson 1 only after the "Master Before Starting the Course" booster cards are mastered. These are prerequisites for the course.

☐ Use the app — On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > Long Vowel Sounds. Play the video.

☐ Read to the child: Being able to read is a wonderful blessing. Reading can take us to faraway places and times. Wouldn't it be fun to read a story that took place in each of the pictures on this page? If you could read a book that took place in any of these pictures, which picture would you choose? Now, looking at that picture, use your imagination and tell me a possible first sentence for the story by finishing this sentence: "Once upon a time . . ." If needed, tell the child examples of possible first sentences for one or both of the other pictures.







Reading is a wonderful way to learn and to bring joy into our lives. In this course you are going to learn to read so many words. It is going to be so fun to learn together! First, let's review vowels. Do you remember the vowels? Have the child tell you the vowels. [A, E, I, O, U, and sometimes Y]

Every word has to have at least one vowel. Let's say the vowels again: "A, E, I, O, U, and sometimes Y." Have the child write the vowels all in uppercase (A, E, I, O, U, Y) and then all in lowercase (a, e, i, o, u, y) on a piece of paper or a whiteboard while you cut out the dashed boxes on the next page.

☐ Read to the child: Vowels are either short or long. When a vowel says its name, it is the long sound. When it does not say its name, it is the short sound. Say the long sound for each of these vowels.

a e i o u

☐ Read to the child: Read each word on the rock path, point to the vowel, and then tell me if the vowel is long or short. It is long if it says its name.



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WHICH SQUIRREL WILL COLLECT MORE ACORNS?

☐ Have the child read the name of each squirrel. Lay the acorns out on the table. Have the child choose an acorn and read the word on it. If the word has a long vowel, the child should place it in the long vowel box. Words with short vowels go in the short vowel box. At the end have the child count the number of acorns in each box and see which squirrel has the most acorns or if they have an equal number of acorns.

Miss May



Red Rob



Long Vowel Box

Short Vowel Box

















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Note: This course includes only a very small amount of handwriting instruction—mainly for the purpose of refreshing the child's mind in order to complete the exercises in the section. It is strongly recommended that the child complete a handwriting page at least 3 to 4 times a week in *The Good and the Beautiful Level 1 Handwriting Workbook* or another handwriting program.

Independent Practice

Helpful Hint: After you read the "Independent Practice" instructions to the child, the child will usually, but not always, be able to complete the section independently. Help when needed.

Read to the child: Trace the letters, starting on the yellow dots, and then write both the uppercase and lowercase letters twice, starting on the yellow dots.



Read to the child: Write a lowercase T or P to create a word on each line. Then circle the vowels.

wen

sto

spo

slee

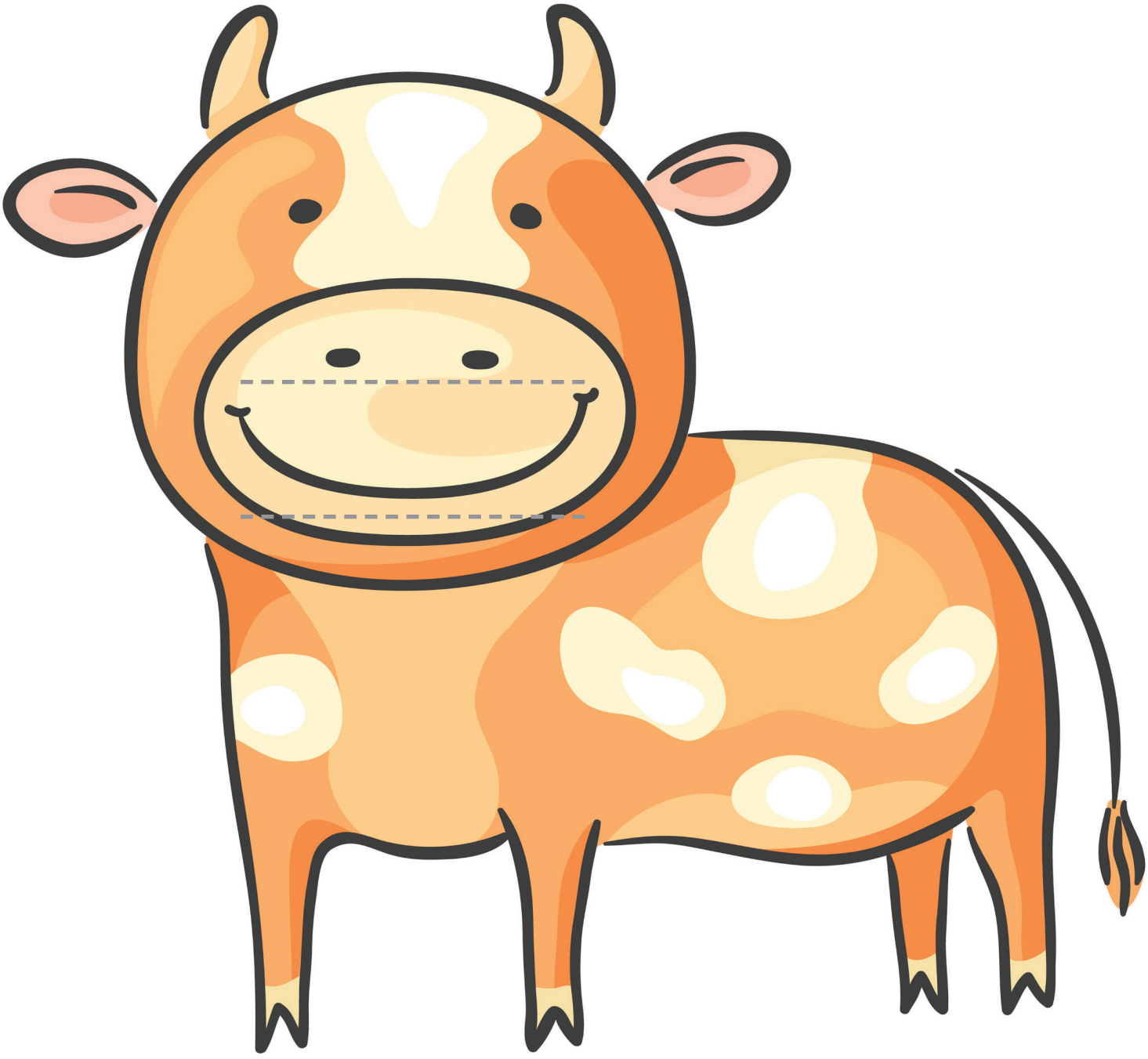
☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

1. Remove this page. Using a craft knife, cut the slits on the gray dashed lines.
2. Cut out the word strips on the next page. Insert a strip into the slider from the back, so one word shows on the front.
3. Have the child pull each strip through while reading the words. Repeat with all the strips.

SIGHT WORDS: GROUP 1 SLIDER



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our

friend

should

very

pretty

could

would

around

where

eight

blue

know

should

could

would

where

very

know

friend

eight

around











Important Reminder

PACING OF BOOSTER CARDS AND BOOKS



- A lesson with a target symbol means that you should wait to start the lesson until the child has mastered all the booster cards up to and including the card number on the symbol.
- 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.
- If the child finishes the *Reading Booster B Cards* before this course is completed, the child can move on to the *Reading Booster C Cards* while finishing this course.

MY LEVEL 1 READERS

The *My Level 1 Readers* by The Good and the Beautiful are perfectly aligned with the *Reading Booster B 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 1 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: Lesson 10 is a poetry party! There are OPTIONAL activities that may need some preparation. Look at the lesson now to see if you want to do any of the optional activities so that you can prepare the supplies.

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NAME THAT KITTEN





Beth OR Tess



Shay OR Dot



Dash OR Star



Jack OR Nash



Jazz OR Mark

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Items Needed:
watercolor paints
paintbrush

LESSON 12

READING BOOSTER CARD TARGET 6

Sneaky E: Part 1



☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Use the app — On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > Sneaky E. Play the video.

☐ Read to the child: Sneaky E comes at the end of a word. If you were sneaking around to do something kind, like serving someone in your family as a surprise, would you be very quiet or very loud? Yes, you would be very quiet. In fact, Sneaky E is totally silent. But it also does something sneaky—it makes the vowel before it say its long vowel sound, which is its name.

1. Point to the first word in the blue box and read it.

hid	hide

2. The next word in the blue box shows what happens when we add a Sneaky E. It is silent, but it makes the vowel before it say its name. Point to the second word in the blue box. Point to the Sneaky E. What will the Sneaky E say? [nothing—it is silent] Point to the vowel that is closest to the Sneaky E. Yes, it is an I. The Sneaky E will make the I say its name. What is the name of the letter I? Read the word, remembering that I says its name and that the E is silent.

☐ Read to the child: Point to each word and say it as you climb up the mountain on the right of the picture with your finger. Then draw a stick figure person on the top of the mountain. Now go down the waterfall by starting at the top and pointing to each word with your finger as you read it.



Completed ☐

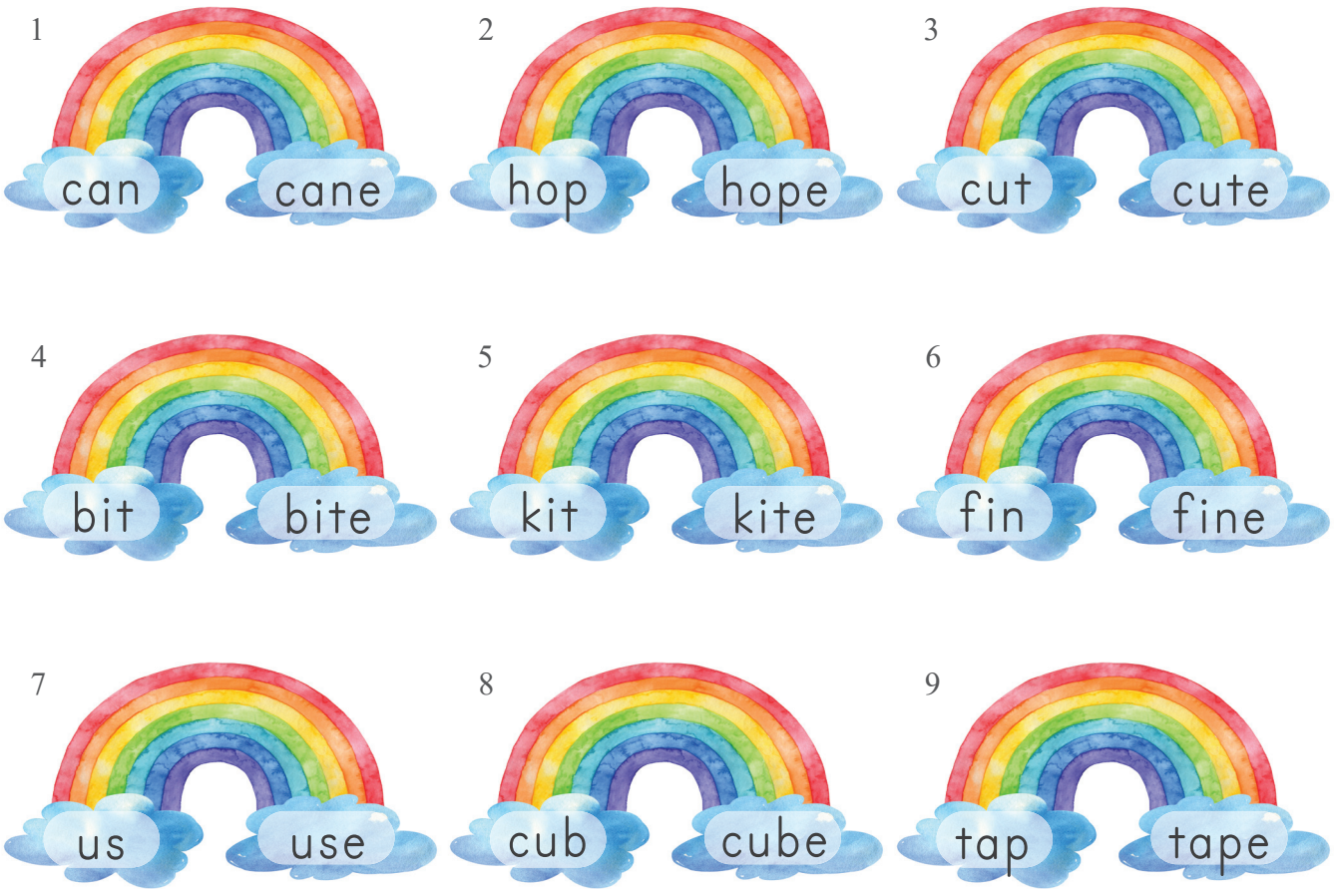
Items Needed:
cotton ball

LESSON 13

Sneaky E: Part 2

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Quiz the child on all the green spelling words on page 10 (no, so, love, her, of) and use ideas on that page to practice any words the child spelled incorrectly.
- ☐ Read to the child: Let's review and then play a game called "Rainbow Ride." Sneaky E comes at the end of a word. If you were sneaking around, would you be very quiet or very loud? That's right! You would be very quiet. In fact, Sneaky E is totally silent. But it also does something sneaky—it makes the vowel before it say its long vowel sound, which is its name.
- ☐ Give the child a cotton ball. Read to the child: Imagine that the cotton ball is a cloud. I will choose a rainbow and write the number of one of the rainbows on a piece of paper that you can't see. Then you place your cloud on one of the rainbows. If it is the rainbow I chose, I will say, "You're on my rainbow!" and the game is over. If it is not the rainbow I chose, you will say the words on each cloud of the rainbow you chose and then choose another rainbow. We will play several times.

Rainbow Ride



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Independent Practice

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Lesson 20 Audio Narration. Play the audio narration. Read to the child: Listen and follow the instructions. This exercise exposes you to beautiful descriptive and sensory language, preparing you to complete your own oral narrations much later in the course and to write well in the future.



Completed ☐

Items Needed:
small bowl or cup

LESSON 23

OR: Part 2

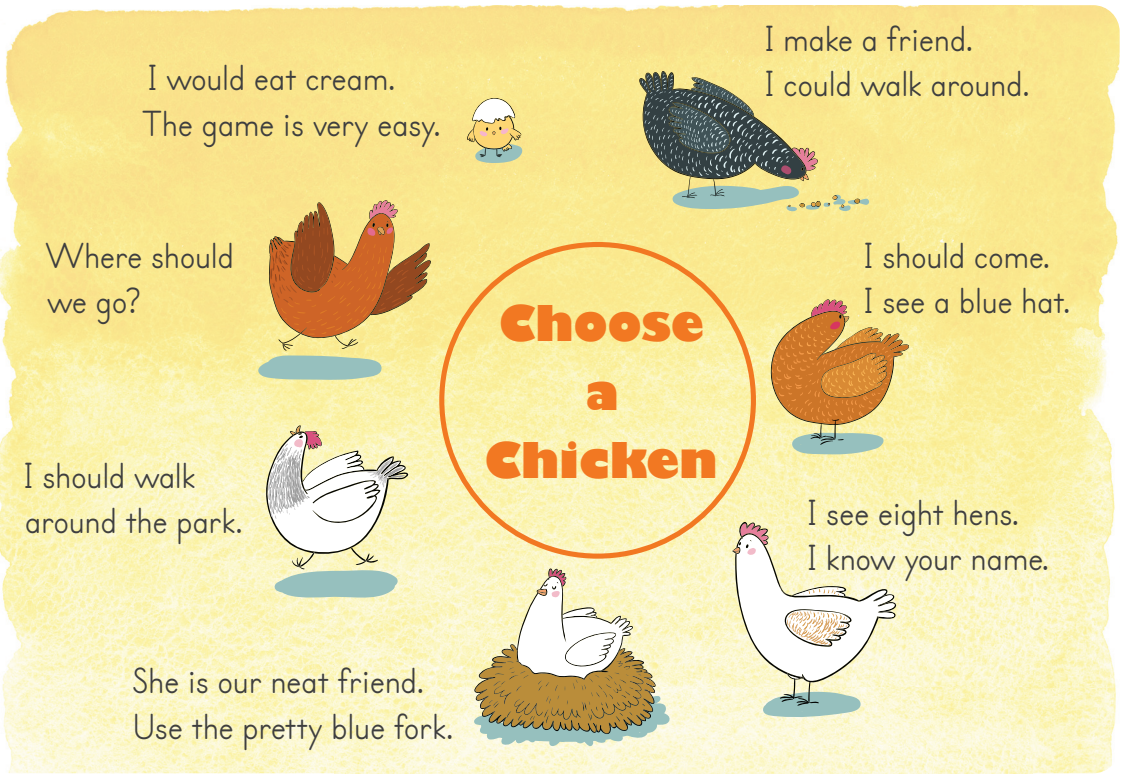
- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Complete the letter tiles activity.

LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 23 or use physical tiles. Dictate the words in the purple boxes below and have the child spell the words with tiles.

fork	pork	sport	storm	thorn	north

- ☐ Cut out the pictures in the dashed boxes, and then put them in a bowl or cup. Read to the child: We are going to play "Choose a Chicken." You choose two chickens from the bowl. These two chickens will tell you where to start and stop reading. Start reading the sentences by the first chicken you chose and go around the circle clockwise, reading all the sentences by the chickens until you get to the second chicken you chose. Choose two more chickens and repeat until you have only one chicken left. This is the winning chicken! Play more than once if desired.



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Completed ☐

LESSON 26

Spelling Words with OO: Sound 1

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Dictate these words and have the child write them at the bottom of this page: far, farm.
- ☐ Complete the letter tiles activity.
- ☐ Complete the geography book activity.

Use the app

LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 26 or use physical tiles. Dictate the words in the purple boxes below and have the child spell the words with tiles.

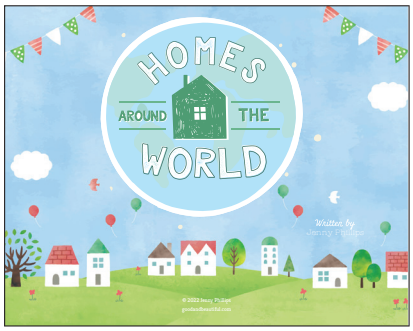
zoo	soon	food	spoon	pool	cool	moon	room	roof

Bonus words: zoom, spool, loop, mood

Use the app

GEOGRAPHY BOOK

Read to the child: There are over 190 countries in the world. The country in which you live is called _____. A country is a place where people live under the same government, laws, and rules. Let's listen to a book about homes in different countries across the world. On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Books > Homes Around the World. Play the video, and then have the child complete the following items:



1. Explain why it might be hard to build a home in a really dry place. [people need water]
2. Explain in what ways homes can be different. [some are colorful and fancy; some are not; they are different sizes; they are made from different materials; some are built close together, and some are built far apart from each other; etc.]

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Completed ☐

LESSON 28

READING BOOSTER CARD TARGET 14

OO: Sound 2

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Read to the child: Look at the painting on this page. It can give us joy to watch, study, and appreciate the creatures God created. Look at the wonder on the boy's face as he watches the squirrel. There are more than 200 types of squirrels in the world. The squirrel in this painting is a fox squirrel. I will read you a poem about this type of squirrel. Read the poem in the green box to the child.

Let's practice spelling some words that use phonics principles you have learned. I will say a word. You find the item on the painting, point to it, and then write the missing letter or letters of the word on one of the spaces below. Dictate these words: nose, wood, cheek, hand, ear.

The Fox Squirrel

By Horace Dumont Herr

O the merry fox squirrel
Lives up in a tree,
And happy he is
As happy can be;
His coat it is sleek,
His eyes they are bright,
And he plays all the day
And sleeps all the night.

w

ose

nd

eek

ea



Completed ☐

☐ Read to the child: The letters O and O together can make three different sounds. You have already learned one sound of OO: /o͞o/ as in FOOD. Another sound of OO is /o͝o/ as in LOOK. The squirrel on this page is collecting acorns for the winter. Read the words in each row of acorns, and then circle all the acorns in the row that rhyme with the first acorn in the row. The squirrel gets those acorns for her winter storage!



look hook shook cook foot

wood hoof brook stood crook

good nook hood book looked

☐ Dictate the following words and have the child write the words on the blank lines provided (the OOK is already given): shook, took.

ook ook

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Completed ☐

Independent Practice

MIXED-UP SENTENCE

Read to the child: The sentence in the blue box is mixed up, and it's missing a period. On the blank line, write the words in the correct order. Don't forget the period. *Hint: A sentence always starts with an uppercase letter.*

lunch ate We

Read to the child: For each picture circle the description that is true.



1. The fox stood by the brook and looked at jumping fish.
2. The red fox is walking. It does not have a broom.



1. The ducks are not in a pool and are not in a school.
2. The ducks at the zoo eat food with a spoon.



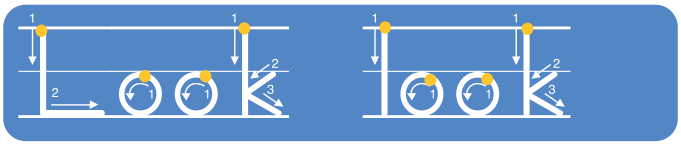
1. It stood on my roof.
2. It does not have food. It is not in my room.

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Completed ☐

Independent Practice



Read to the child: Fill in each blank with the word "look," and then read the sentence aloud. The first word in a sentence always starts with an uppercase letter.

_____ at these gold forks.

Can you _____ at those horses?

Read to the child: A person or horse can only enter the castle today if the word by them rhymes with NEAT. Draw an arrow from the castle road to each person or horse that can enter the castle.















☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



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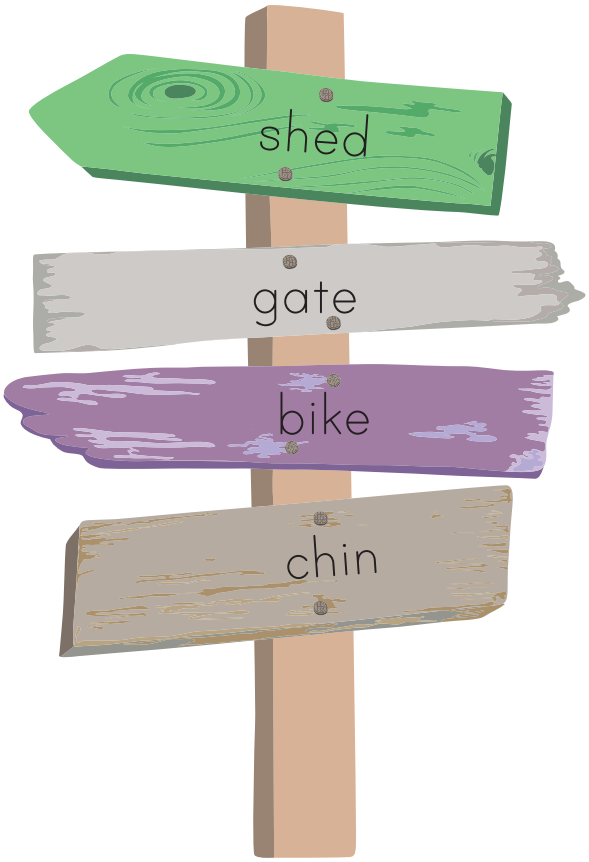
LESSON 40

UNIT 1 REVIEW

- ☐ 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 Unit 3 to repeat the assessment to see what progress has been made.

Long and Short Vowels

A long vowel says its name. Read each word and draw a bug on each sign that has a long vowel.



☐ Additional Practice

Long and Short Vowels

A long vowel says its name. Read each word and draw a bug on each sign that has a long vowel.



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Completed ☐

Homophones

Circle the correct homophone in each sentence.

Ate / Eight dogs nap.	He ate / eight ham.
She has ate / eight hens.	I ate / eight chips.

☐ Additional Practice

Homophones

Circle the correct homophone in each sentence.

I ate / eight food.	I see ate / eight ants.
Ate / Eight cats sit.	We ate / eight lunch.

Syllables and Plural Words

Read each of the words below, and then read them again while you clap the syllables. Then tell me if each word is plural or singular.



☐ Additional Practice

Syllables and Plural Words

Read each of the words below, and then read them again while you clap the syllables. Then tell me if each word is plural or singular.



Unit Spelling Words



You learned how to spell words with many different phonics patterns, which means you now know how to spell hundreds of words. The unit spelling words are rule breakers that have to be memorized. I will tell you the spelling words, and you use the Letter Tiles app to spell them (Spelling Words: Unit 1). The child could also write the words on paper. Circle words the child spells incorrectly.

love	no	her	so	be
are	of	look	do	put

☐ Additional Practice

Unit Spelling Words



I will tell you the spelling words that you spelled incorrectly in the purple section we did, and you use the Letter Tiles app to spell them (Spelling Words: Unit 1). The child could also write the words on paper. Circle words the child spells incorrectly and continue practicing them until mastered.

Helpful Hint: 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.

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Completed ☐

Reading Assessment

☐ Time the child as he or she reads the passage in purple. On a separate sheet of paper, use tally marks to count the number of errors made. If the child cannot read a word after a few seconds, tell the child the word (and count it as an error) and have the child continue reading. Pause the timer during any interruptions. Write the time and the number of errors made at the bottom of the page. The course will instruct you to go back and assess this passage again in Lesson 118 to track the child's progress. If the child gets stressed if you time him or her, don't mention that you are timing the passage or choose not to time the child at all. (Never say you are not timing when you are.) Note that if you don't time the child, you will not be able to evaluate the child's progress the next time you assess the passage.

If there is not a storm next week, I could go to the lake with our very good friend and his neat dad.



We will talk, take a hard hike, cook food, pan for gold, walk around, see storks and clouds, hear the sounds, and try to count the stars. I would like to take a seat and put my feet in the cold blue lake. Wow! I know how fun it will be!

Reading Assessment Scores

Time Lesson 40: _____ (date_____) Lesson 118: _____ (date_____)

of Errors Lesson 40: _____ (date_____) Lesson 118: _____ (date_____)

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UNIT 2

Lessons 41 to 80

OVERVIEW

Spelling Words

was	oh	your	more	done
from	boy	come	none	move

Reading Booster Cards Covered in the Unit

- Cards 18 through 37

Phonics Principles Taught

- Compound words
- Dividing words into syllables
- Suffixes ER and EST
- Open syllables
- Reading Sneaky E exceptions
- Reading words with AI, ANK, AU, AW, ER, IND, INK, IR, OU, OW, UR, WH, WR
- Softy E
- Words ending in Y
- Reading sight words

Extra Items Needed

- 1 coin (any type)
- 13 index cards
- a few pinches of salt
- paintbrush
- spatula (optional)
- cotton swabs
- watercolors
- poster paint (green, yellow, brown)
- word processing program

Spelling Principles Taught

- Spelling words with AI, ALK, ANK, AR, EA, ER, IND, INK, IR, OLD, OW, SH, Sneaky E, UR, WH
- Segmenting words to spell them
- Spelling Sneaky E exceptions
- Spelling rules for plural nouns
- Spelling words that end in Y

Writing, Grammar, and Other Principles Taught

- Grammar: action and being verbs, articles, common and proper nouns, subjects
- Alphabetical order
- Art: Ikeda Shōen, Winslow Homer
- Geography: landforms, maps, the United Kingdom, Haiti, borders, capital cities, compass rose, map key, climate, following directions
- Homophones: to/too/two; be/bee
- Journal writing
- Literature: Aesop's Fables, Beatrix Potter, parables
- Poetry appreciation and memorization
- Oral narration: descriptive sentences and storytelling
- Sensory words

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Independent Practice

My Little Journal 

Read to the child: Answer the question with a **complete sentence**. For example, "six years old" is not a sentence, but "I am six years old" is a complete sentence. Draw a picture for the sentence you write.

What is one thing you like that is found outside?

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



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Items Needed:
cotton swabs
watercolor paints

LESSON 53

Parables

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

☐ Use the spelling practice ideas on page 115 to practice the green unit spelling words (was, oh, your, from, boy) for 5 to 6 minutes.

☐ Read to the child: A parable is a simple story that is used to teach a lesson. Jesus told many parables.

Read the following parable of the prodigal son to the child. Have the child retell the story in his or her own words.

The Prodigal Son

Jesus told the people a parable, or story, about a man who had two sons.

The younger one asked for his share of his father's money to spend as he pleased.

He took the money and went away and soon wasted it in sin and rich living.

When he had spent it all, he found that he had no money or friends.

He had to get a job feeding pigs.

He was so hungry that he wanted to eat the pigs' food.

He felt very sorry that he had been so selfish and wicked.

He said to himself, "I will arise and go to my father and be his servant."

His father saw him coming and ran out to meet him and kissed him.

His father gave him new clothes and a ring.

The father made a great feast and wanted everyone to rejoice because his son had come home.

God is our loving Father, and He rejoices when we turn away from sin and come back to Him.



☐ Help the child work on memorizing the poem.

What Do You Suppose?

By Unknown

What do you suppose?
A bee sat on my nose.
Then what do you think?
He gave me a wink
And said, "I beg your pardon,
I thought you were a garden."

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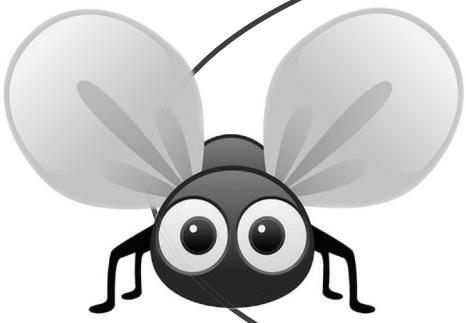
Swat the Fly

Say a sentence from this page that uses TO, TOO, or TWO and have the child swat the correct word with a spatula or his or her hand. **(You do not need to cut out the images on this page.)** Repeat as many times as desired.

I want an apple TOO. | This book is TOO hard. | Give this TO Mom. | Can you teach me TO swim? | Let's go TO the store. I need help TOO. | I will walk TO the park. | Give this card TO Dad. | I read TWO books. | Give the note TO Amy. | I picked TWO flowers. | Jill will come TOO. | You can never be TOO faithful. | I like TO sing. | I made TWO cakes. | I like TO read. The book is TOO easy.



too



two

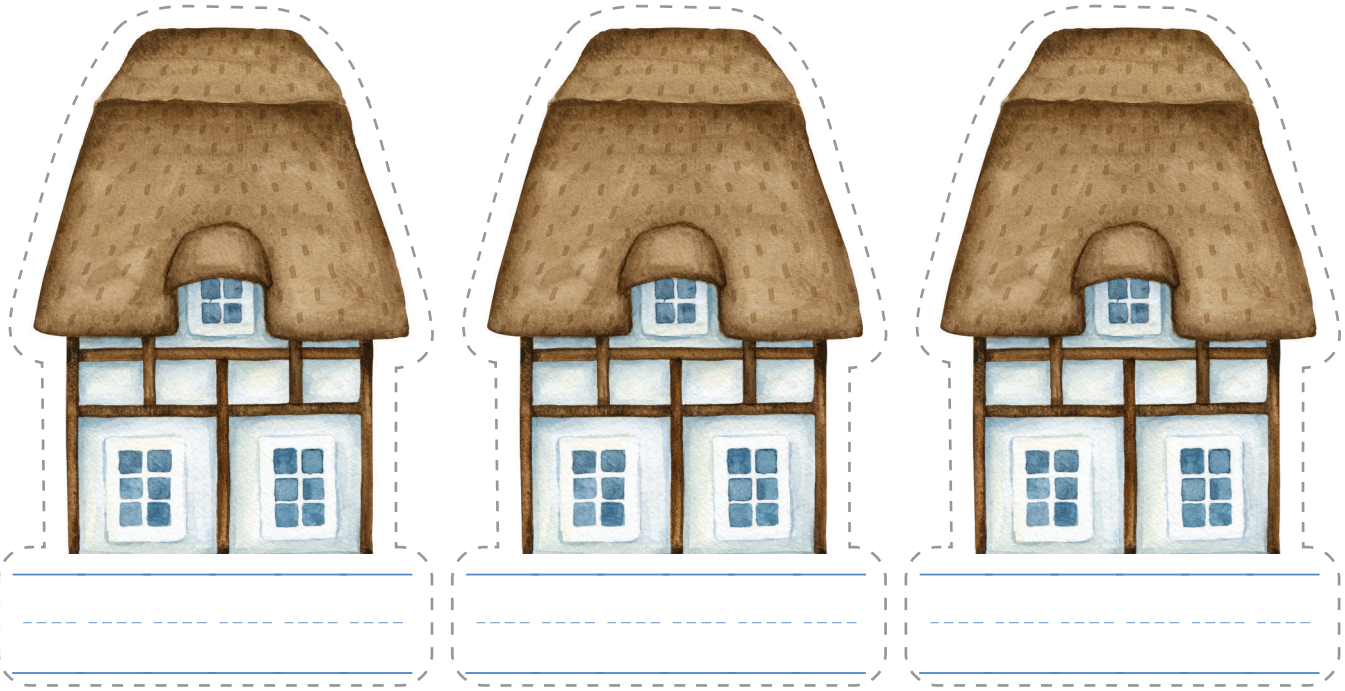


to

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Read to the child: Under each home, write one of these three words: “how,” “now,” “wow.” Cut out the homes and glue them wherever desired on the last page of this lesson titled “My English Countryside.” Add roads, bushes, trees, etc., with colored pencils or crayons.



Say the words.

done

your

Say and trace the words.

done

your

Circle each word twice.

d	o	n	e	y
o	d	o	r	o
n	u	n	u	u
e	y	o	u	r

Write each word in the correct set of boxes.

Fill in the missing letters.

d e

y r

o u

n e

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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wheel whale when who where why whom what whip

LESSON 66

Spelling Words with WH

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: Oh no! The sheep from the last lesson have escaped into this lesson. You need to round them up. Read the word on each sheep, and then tap the sheep to put it back in its pen.
- ☐ Complete the letter tiles and art book activities.

Use the app

which

LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 66 or use physical tiles.

Read to the child: We are going to practice words that start with WH. One of the words is a rule breaker: WHO. Look at the word WHO in green, and then close your eyes and spell it aloud. Do this three times.

who

Let's spell words with WH.

whip whisk when who

Now let's review and spell words with OW.

now how wow town

Now let's review and spell words with AI.

rain train faith paint

wheat

Use the app

whirl

whisk

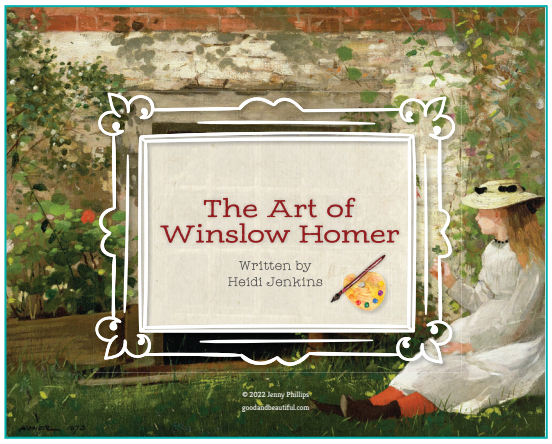
ART BOOK

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Books > The Art of Winslow Homer. Play the video.

Have the child answer the following questions. If needed, have the child listen to the book again.

1. Was Winslow Homer from Germany, Mexico, or the United States of America? [The United States of America]

2. Probably because he lived on the beach in Maine for many years, Winslow Homer painted many scenes of what? [the ocean]



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Independent Practice

My Little Journal 

Read to the child: Answer the question below with a **complete sentence**. For example, "stormy weather" is not a sentence, but "I like stormy weather" is a complete sentence. Draw a picture of the cover of the book or a scene from the book.

What is a book that you like?

☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 69

READING BOOSTER CARD TARGET 32

Sight Words: Group 3

☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

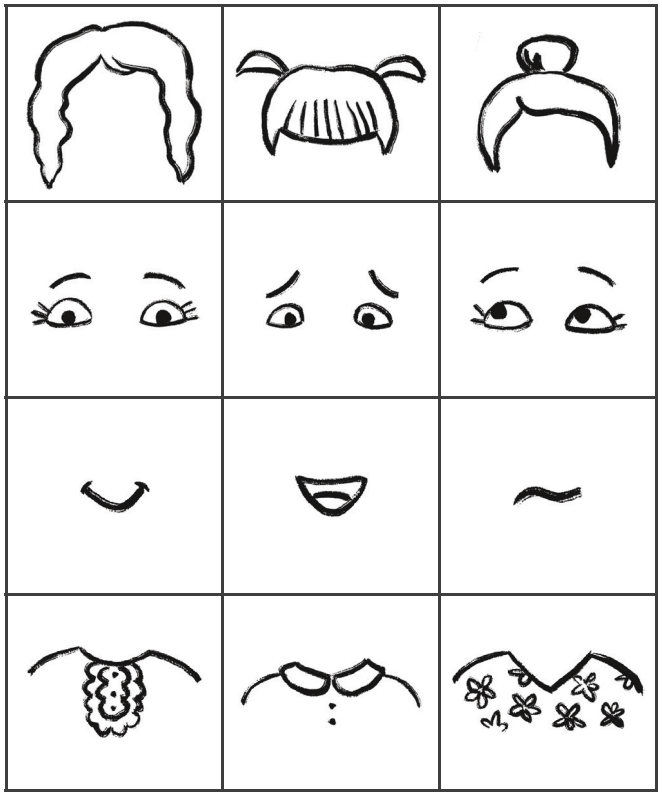
☐ Read to the child: Today we are going to practice reading sentences with sight words you have learned in your reading booster cards. Read the sentences in the boxes below. After each sentence, pause and choose a pair of eyes, a mouth, hair, or a shirt to draw on the girl.

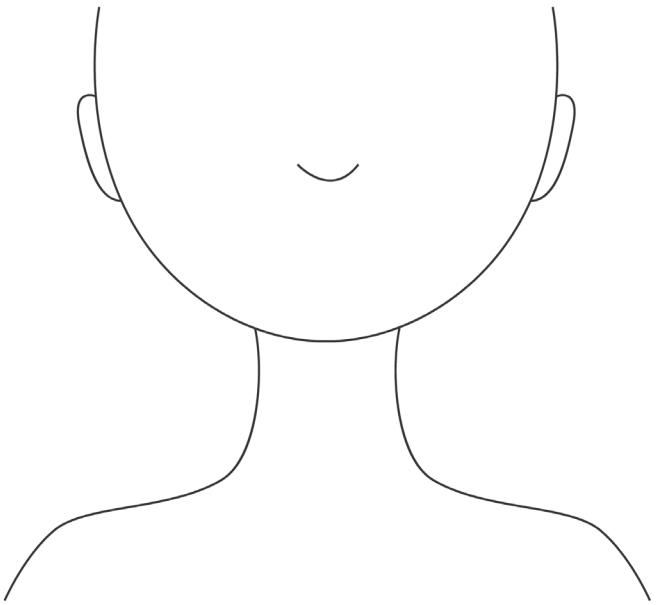
My brother and I have faith in Jesus.

I will also search for other books.

The young child has a big heart.

Because Hank is gone, we need help today.





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Important Notes About Spelling



- At this point in the course, the child does not practice spelling with all the phonics principles he or she is learning on the booster cards. Some phonics principles are complex, especially with longer words, and are easier to read than to spell. For the rest of this course, spelling practice will be focused on
  1. practicing words that contain phonics principles learned in this course,
  2. practicing and refining the spelling of phonics principles previously learned,
  3. practicing unit spelling words, which are rule breakers that need to be memorized, and
  4. learning to isolate and identify sounds in words, which greatly helps with spelling.
- While it's important at this age to practice spelling in the ways just listed, the most important way to increase spelling skills at this level is to have the child focus on phonics and reading.
- If you have extra time or want to do extra work with the child to improve spelling, we recommend not spending that extra time on memorizing lists of spelling words at this level. Rather, have the child learn how to read well and do as much reading as possible. However, balance is important, and the way this course has the child practice spelling is also very important to set a strong foundation in spelling.
- More spelling rules will be introduced in Level 2.

Completed ☐

LESSON 72

Spelling Practice

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: Oh no! Five sheep from Lesson 65 have escaped *again*. You need to round them up. Read the word on each sheep, and then tap the sheep to put it back in its pen.
- ☐ Complete the letter tiles and geography book activities.







LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 72 or use physical tiles. Read to the child: We are going to practice words with phonics principles you have learned. One of the words is a rule breaker: WHO. Look at the word WHO in green, and then close your eyes and spell it aloud. Do this three times.

who

Let's spell words with ALK and OLD.

walk | old | talk | cold

Now let's spell words with EA.

neat | east | leaf | clean

Now let's review and spell words with WH.

what | when | why | who









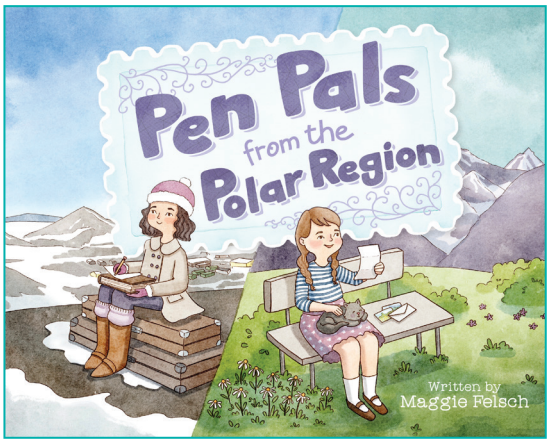
GEOGRAPHY BOOK

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Books > Pen Pals from the Polar Region. Play the video.

Have the child answer the following questions. If needed, have the child listen to the book again.

1. The polar region on the south side of the earth is called the Antarctic Circle. What is the polar region on the north side of the earth called? [the Arctic Circle]

2. When it's summer in the Arctic Circle, what season is it in the Antarctic Circle? [winter]





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Independent Practice

Compound Words Flap Chart

1. Have the child read the words below aloud and circle four words for which he or she would like to draw pictures.
2. Have the child make a compound word flap chart by following these instructions:

   Fold a blank sheet of paper in half vertically. Open the paper back up. Fold the two long sides to the center. Now fold it in half horizontally, and then fold it in half horizontally again. Open the paper all the way. You should have created 16 boxes. With the paper turned vertically, cut the three horizontal folds between the four outside boxes on each long side, stopping when you reach the first vertical crease, as shown in the picture.

   On the outside of the first flap, write the first half of the compound word you chose and draw a picture of the word. On the second flap, write the second half of the word and draw a picture of the word. Open up the flaps, write the compound word, and draw a picture for the compound word.

basketball rainbow

starfish goldfish

cupcake toothbrush

pancake mailbox

sunflower raincoat

firefly spaceship



☐ Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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LESSON 78

READING BOOSTER CARD TARGET 37

Softy E: Part 1

- ☐ Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- ☐ Read to the child: What sound does AR make? [/ar/ as in TAR] Dictate these words and have the child write them on the blank lines below: farm, sharp.
- ☐ Read to the child: Under each flower, circle the first word in the compound word, and then read the word to name the flower.

				
sunflower	cornflower	bluebells	buttercup	masterwort

- ☐ Use the app On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > Softy E. Play the video.
- ☐ Read to the child: Whenever a word ends with CE or GE, Softy E comes and tickles the G or C and makes them soft. What is the soft sound of C? [/s/] What is the soft sound of G? [/j/] Look at each word and determine which words Softy E would tickle. They are words that end with CE or GE. Then, with a yellow crayon, highlight the letter the girl will tickle to make it soft.

Read all the words that end with GE.

Read all the words that end with CE.

mark

fence

urge



bounce

dance

large

force

lung

lunge

dawn

_____ _____

_____ _____

_____ _____

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