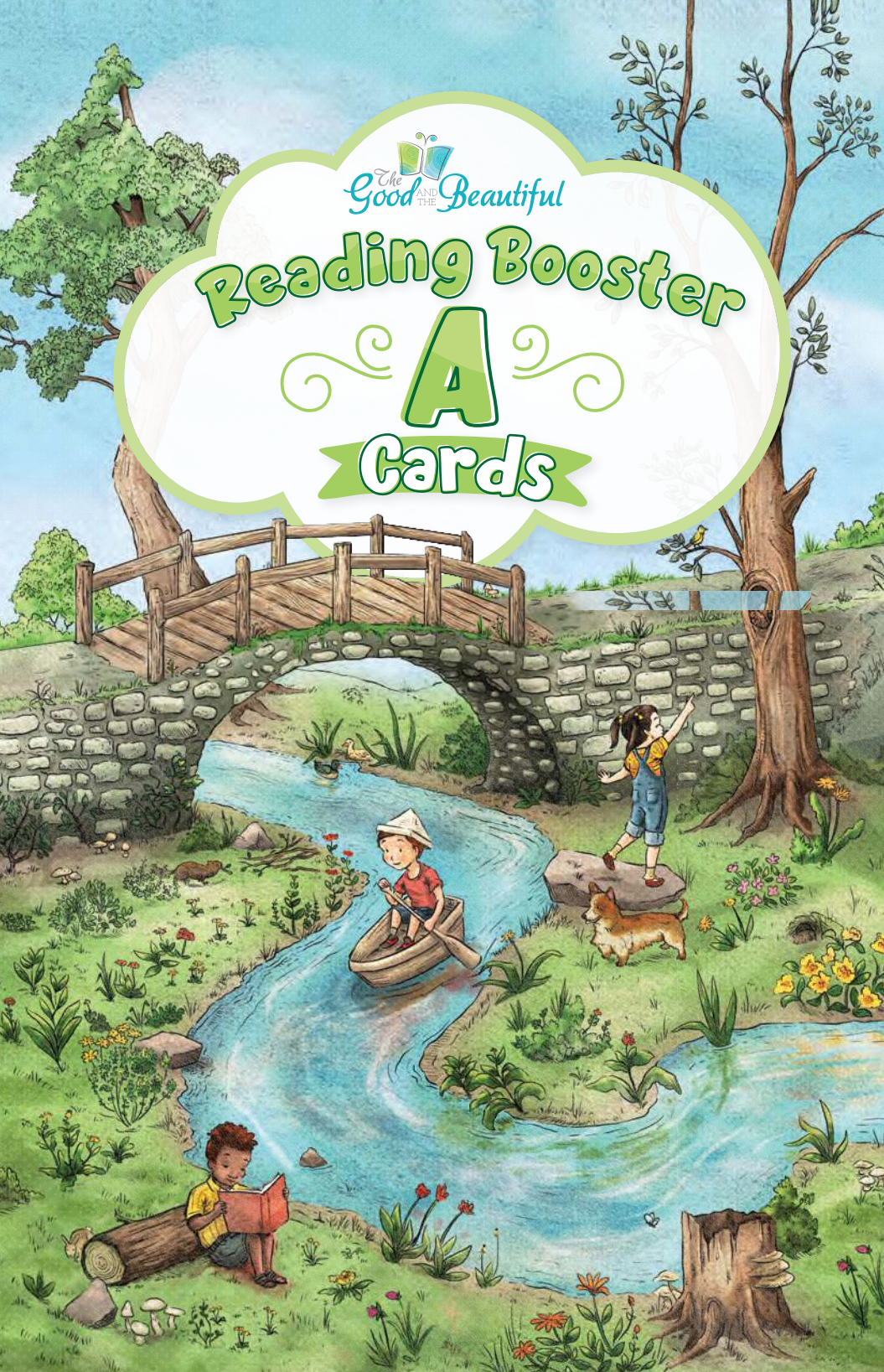

The Good AND THE Beautiful
Reading Booster
A
Cards

About The Good and the Beautiful Reading Booster Cards

- These cards help children master phonics principles that boost reading speed, fluency, and confidence. The cards also help children master sight words, which are high-frequency words that often cannot be sounded out.
- The *Reading Booster A Cards* are integrated with *The Good and the Beautiful Level K Language Arts Course*, but these cards can also be used as a stand-alone resource.
- The booster cards will cover phonics concepts before the *Level K Language Arts Course* covers them. Children can learn to read faster than they are able to learn the other principles in the course. It is to the child's advantage to excel quickly in reading by using the booster cards and to continue toward reading mastery by using the *Level K Language Arts Course*.
- The *Reading Booster A Books Set*, sold separately, correlates with these cards. Each book focuses on the principle(s) taught on a certain card or group of cards and includes only phonics principles taught up to the point of that card. It is suggested that you purchase the *Reading Booster A Books Set* and have the child read the books that correlate with the cards as he or she practices the cards. The books can also be read again as a review of principles.
- The reading booster games are available on the Good and Beautiful Homeschooling app and correlate perfectly with these cards. There is a game that will give optional extra practice for each of the cards except for the reading and review cards. The free Good and Beautiful Letter Tiles app can be used for additional practice. Videos referenced in the booster cards can be found on the Good and Beautiful Homeschooling app by going to Language Arts > Level K > Videos. Visit goodandbeautiful .com/apps for information on accessing these apps.

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How to Use the Cards

1. Start with the **"Master Before Starting the Course"** cards. These cards should be mastered before beginning *The Good and the Beautiful Level K Language Arts Course*.

2. Then go through the cards in numerical order. To do so, practice 1 to 3 cards daily.

3. Once a card is mastered, have the child select a sticker from the back of the booster cards and place it on the **"Mastered"** circle at the bottom of the card. A card is considered mastered when the child meets one of the following criteria: 1) the child knows all the items on the card on the first try, or 2) after practicing, the child can easily and quickly complete each item on two different days.

4. "**Review Cards**" are placed intermittently throughout the cards and will prompt the child to review certain cards. When reviewing, if the child can still complete all the items quickly, check off the corresponding review box on the "**Review Card.**" If the child has forgotten any principles, practice the card until it is once again mastered. When all the review boxes have been checked off, the child may complete the "**Review Card**" maze.

5. Once the child has mastered the *Reading Booster A Cards*, the child should move on to the *Reading Booster B Cards* WHILE finishing the *Level K Language Arts Course*. This allows advanced readers to move forward in reading while not missing other concepts in the course.

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Master Before Starting the Course

Short Vowels

Directions

- Have the child name the vowels aloud. [A, E, I, O, U, and sometimes Y]
- Have the child point to each vowel and say its short sound.

a	e	i	o	u
as in AS	as in ED	as in IN	as in ON	as in UP

The Alphabet

Directions

- Have the child tell you how many letters are in the alphabet. [26]
- Have the child sing the alphabet without help.

Ways to Practice

- Write the vowels on index cards. Have the child put the cards in order (A, E, I, O, U). Then have him or her say the short sound of each vowel.
- On the Good and Beautiful Homeschooling app, go to Language Arts > Level K > Videos to watch the Vowels | A Vowel Song for Kids or ABC Song video.

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Master Before Starting the Course

Some uppercase and lowercase letters are next to each other because the only difference is the size.

Consonants

GROUP 1

Directions

★ Have the child point to each letter and 1) say its sound and 2) say its name, including uppercase or lowercase (e.g., uppercase B or lowercase B).

B	L	Q	b	N
D	q	n	G	d
J	j	l	S	s
g	V	v	X	x

Ways to Practice

- Give the child a fun pointer (curly straw, feather, etc.) to use to point to each letter as he or she says it.
- On the Good and Beautiful Homeschooling app, go to Language Arts > Level K > Videos to watch the Letter Sounds videos.

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Consonants

GROUP 2

Directions

- Have the child point to each letter and 1) say its sound and 2) say its name, including uppercase or lowercase (e.g., uppercase B or lowercase B).

C	c	F	R	f	H
P	p	W	w	Y	y
Z	z	M	t	m	r
h	K	k	T		

Letter names and sounds are taught in *The Good and the Beautiful Preschool Course* and mastered in our *Kindergarten Prep Course*.

Ways to Practice

- Give the child a fun pointer (curly straw, feather, etc.) to use to point to each letter as he or she says it.
- On the Good and Beautiful Homeschooling app, go to Language Arts > Level K > Videos to watch the Letter Sounds videos.

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Master Before Starting the Course

Blending is taught in The Good and the Beautiful Kindergarten Prep Course.

Blending Two Letters

Part 1

Directions

★ In preparation for reading full words, have the child make the sound of the consonant, then make the short sound for the vowel, and then blend the sounds together, holding out the vowel sound for a few seconds.

sa →	se →	si →	so →	su →
fa →	fe →	fi →	fo →	fu →
pa →	pe →	pi →	po →	pu →
za →	ze →	zi →	zo →	zu →
ra →	re →	ri →	ro →	ru →

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Master Before Starting the Course

Blending Two Letters

Part 2

Blending is taught in The Good and the Beautiful Kindergarten Prep Course.

Directions

★ In preparation for reading full words, have the child make the sound of the consonant, then make the short sound for the vowel, and then blend the sounds together, holding out the vowel sound for a few seconds.

ca →	ma →	la →	ta →	na →
je →	ne →	ve →	de →	te →
wi →	mi →	bi →	vi →	ki →
zo →	jo →	co →	lo →	wo →
cu →	tu →	yu →	gu →	ju →

© Jenny Phillips

Card 1

Blending to Read CVC Words

CVC: Consonant - Vowel - Consonant

Part 1

Directions

Cover the last letter of each word with an index card, leaf, small stone, or another object. Have the child blend the sounds of the first two letters together and hold out the vowel sound until you quickly move the object. The child should then add the final consonant without pausing between the vowel sound and the final consonant. Have the child repeat each word several times, trying to do it faster and faster each time.

ha-t	di-d
ha-m	di-p
ha-d	di-m
ra-t	hi-d
ra-n	hi-m
ra-g	hi-p
ra-m	hi-t

For more help have the child watch the Blending to Read video. On the Good and Beautiful Homeschooling app, go to Language Arts > Level K > Videos > Blending to Read.

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Reading Card

Card 3

CVC Words

Directions

On two different days, have the child read each line of the reading triangles, starting at the top.

A

A mat

A mat fit

A mat fit in a

A mat fit in a hut.

Can

Can I

Can I hug

Can I hug a

Can I hug a cat?

Have the child read the Reading Booster A Book #1, *I Dig*.

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GROUP 1

Card 5

Sight Words

he	she	me
the	we	to
you	love	go

Ways to Practice

- Read each sight word aloud to the child, and then have him or her repeat it to you three times while pointing at it.
- Write the words on index cards. Lay the cards in a row on the floor and have the child jump from card to card as he or she reads the words. Or lay the cards in a square, give the child a clean flyswatter, say a word, and have the child swat the word.



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Card 11

CVC Words with the Short E Sound

Directions

- Have the child practice reading the words until they can be read without hesitation.

be-d bed	fe-d fed	re-d red	le-d led
be-t bet	ge-t get	je-t jet	le-t let
me-n men	pe-n pen	te-n ten	he-n hen
me-t met	se-t set	ne-t net	ye-t yet

Ways to Practice

- Have the child clap as he or she says the sound for each letter.
- Put a fruit snack or other small food item beside each row and let the child eat it after reading all the words in a row.

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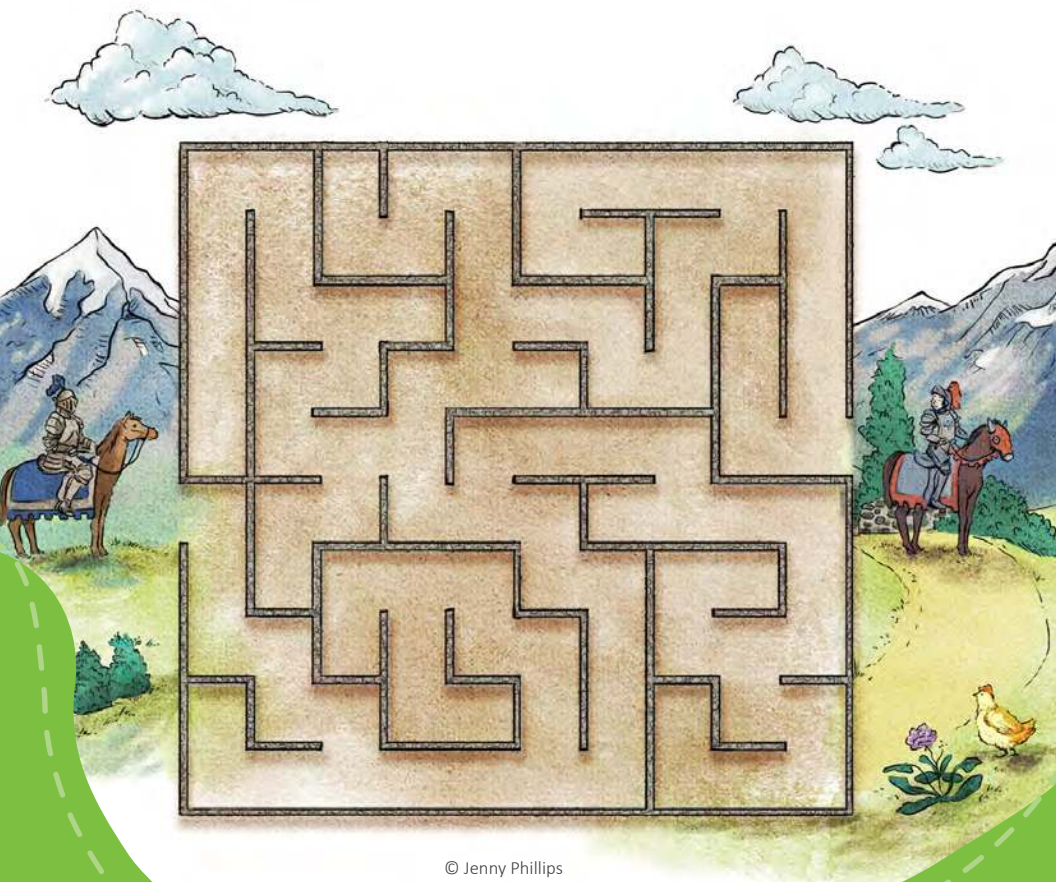
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Review

Directions

★ Have the child review each card listed below. Reading cards are not reviewed. If the child can still complete all the items quickly, check off the corresponding review box. If the child has forgotten any principles, practice the card until it is once again mastered. When all the review boxes have been checked off, the child may complete the maze.

Card 1 ☐	Card 2 ☐	Card 5 ☐
Card 8 ☐	Card 10 ☐	Card 11 ☐



© Jenny Phillips

Card 15

Reading Card

More CVC Words

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.

Mom

Mom cut

Mom cut the

Mom cut the red

Mom cut the red tag.



The

The kid

The kid fed a

The kid fed a yam to

The kid fed a yam to the hen.

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Have the child read the Reading Booster A Book #6, *Big Red*.

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Word Families

Card 21

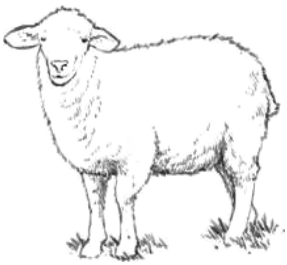
GROUP 3

Directions

★ Have the child practice reading the words until they can be read without hesitation.

it	ob	ot
s-it sit	r-ob rob	c-ot cot
b-it bit	j-ob job	h-ot hot
k-it kit	b-ob bob	n-ot not

ub	ug	ut
r-ub rub	m-ug mug	n-ut nut
t-ub tub	r-ug rug	c-ut cut
s-ub sub	t-ug tug	h-ut hut



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Card 27

Ending Consonant Blends

SK and ST

Directions

- Have the child practice reading the words until they can be read without hesitation.

di-sk disk	ma-sk mask	ri-sk risk	ta-sk task
a-sk ask	de-sk desk	ju-st just	la-st last
mu-st must	re-st rest	be-st best	fa-st fast

Ways to Practice

- Put a fruit snack or other small food item beside each row and let the child eat it after reading all the words in a row.
- Use the A–Z section in the free Good and Beautiful Letter Tiles app to have the child spell words listed on the chart above. You dictate the word (say it aloud) and have the child create it with the tiles.



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Card 30

Reading Card

SS, FF, LL

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.



Huff

Huff and

Huff and puff up

Huff and puff up the

Huff and puff up the big hill.





The

The boss

The boss will

The boss will sell

The boss will sell a doll.



Have the child read the Reading Booster A Book #12, *At the Well*.

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Card 32

Short Words Where Y Says the Long I Sound

Directions

To Teach: Write "y" on the whiteboard. Read to the child: When Y is at the end of a one-syllable word, it makes the sound /ī/ as in MY. Have the child tap the letter "y" on the whiteboard and say "/ī/" several times.

- Ask the child: What sound does Y make when it is at the end of a one-syllable word? [/ī/ as in MY]
- Have the child practice reading the words until they can be read without hesitation.

b-y by	fl-y fly	m-y my	fr-y fry
dr-y dry	cr-y cry	sk-y sky	pr-y pry
sl-y sly	pl-y ply	tr-y try	sp-y spy

Explain that W and H together make only the /w/ sound.

wh-y why	g-uy guy	b-uy buy

Explain that U and Y together make the long I sound /ī/.

Ways to Practice

Write the words on index cards. Lay the cards in a row on the floor and have the child jump from card to card as he or she reads the words. Or lay the cards in a square, give the child a clean flyswatter, say a word, and have the child swat the word.



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Card 39

CH

Directions

To Teach: Write "ch" on the whiteboard. Read to the child: C and H together make the sound /ch/ as in CHIP. Have the child tap the letters "ch" on the whiteboard and say "/ch/" several times.

- Ask the child: What sound does CH make? [/ch/ as in CHIP]
- Have the child practice reading the words until they can be read without hesitation.

ch-in chin	mu-ch much	ch-op chop	ch-ip chip
ch-ick chick	ri-ch rich	ch-at chat	in-ch inch
ben-ch bench	lun-ch lunch	bun-ch bunch	pin-ch pinch
ch-ill chill	ch-ug chug	cr-un-ch crunch	br-an-ch branch

Ways to Practice

- Write the words on index cards. Lay the cards in a row on the floor and have the child jump from card to card as he or she reads the words.
- Have the child read the words while lying on the floor and holding the card above himself or herself.



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Reading Card

Card 40

CH

Directions

★ On two different days, have the child read each line of the reading triangles, starting at the top.

Chop

Chop an

Chop an inch off

Chop an inch off the branch

Chop an inch off the branch by the bench.

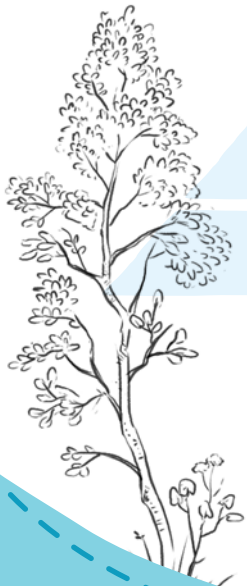
I

I crunch

I crunch on the

I crunch on the chips in

I crunch on the chips in my lunch.



Have the child read the Reading Booster A Book #16, *My Little Chick*.

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Card 43

ING

Directions

To Teach: Write "ing" on the whiteboard. Read to the child: I, N, and G together make the sound /ĭng/ as in SING. Have the child tap the letters "ing" on the whiteboard and say "/ĭng/" several times.

- Ask the child: What sound does ING make? [/ĭng/ as in SING]
- Have the child practice reading the words until they can be read without hesitation.

s-ing sing	d-ing ding	r-ing ring	k-ing king
st-ing sting	cl-ing cling	w-ing wing	do-ing doing
go-ing going	be-ing being	p-ing ping	th-ing thing
fl-ing fling	br-ing bring	sw-ing swing	sl-ing sling

Ways to Practice

- Put a fruit snack or other small food item beside each row and let the child eat it after reading all the words in a row.
- Have the child clap as he or she says each sound.



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Card 46

EE

Part 2

Directions

- Ask the child: What sound can EE make? [/ē/ as in BEE]
- Have the child practice reading the words until they can be read without hesitation.

fr-ee free	ee-l eel	ch-eek cheek	gr-een green
m-eek meek	cr-eek creek	f-eed feed	p-eel peel
f-eel feel	b-eef beef	ch-eer cheer	gr-eet greet
bl-eed bleed	f-eet feet	h-eel heel	cr-eep creep



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Ways to Practice

- Give the child a fun pointer (curly straw, feather, etc.) to use to point to each sound as he or she says it.
- Use the A–Z section in the free Good and Beautiful Letter Tiles app to have the child spell words listed on the chart above. You dictate the word (say it aloud) and have the child create it with the tiles.

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Card 48

GROUP 4

Sight Words

one your any

what many from

some put come

Ways to Practice

- Read each sight word aloud to the child, and then have him or her repeat it to you three times while pointing at it.
- Write the words on index cards. Lay the cards in a row on the floor and have the child jump from card to card as he or she reads the words. Or lay the cards in a square, give the child a clean flyswatter, say a word, and have the child swat the word.

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Inflectional Ending ED

Card 49

Directions

To Teach: Write "ed" on the whiteboard. Read to the child: ED at the end of a word can have three possible sounds: /ed/, /d/, and /t/. Have the child tap the letters "ed" on the whiteboard and say "/ed/," "/d/," and "/t/" several times.

- Ask the child: What sounds can ED make? [/ed/, /d/, and /t/]
- Have the child practice reading the words until they can be read without hesitation.

Tell the child: Words often have the same consonant twice in a row. This is called a double consonant. You say the sound of the letter only one time.

ed	d	t
end-ed ended	rubb-ed rubbed	jump-ed jumped
nodd-ed nodded	hugg-ed hugged	kiss-ed kissed
plant-ed planted	play-ed played	mix-ed mixed
hunt-ed hunted	plann-ed planned	fix-ed fixed
need-ed needed	peel-ed peeled	ask-ed asked

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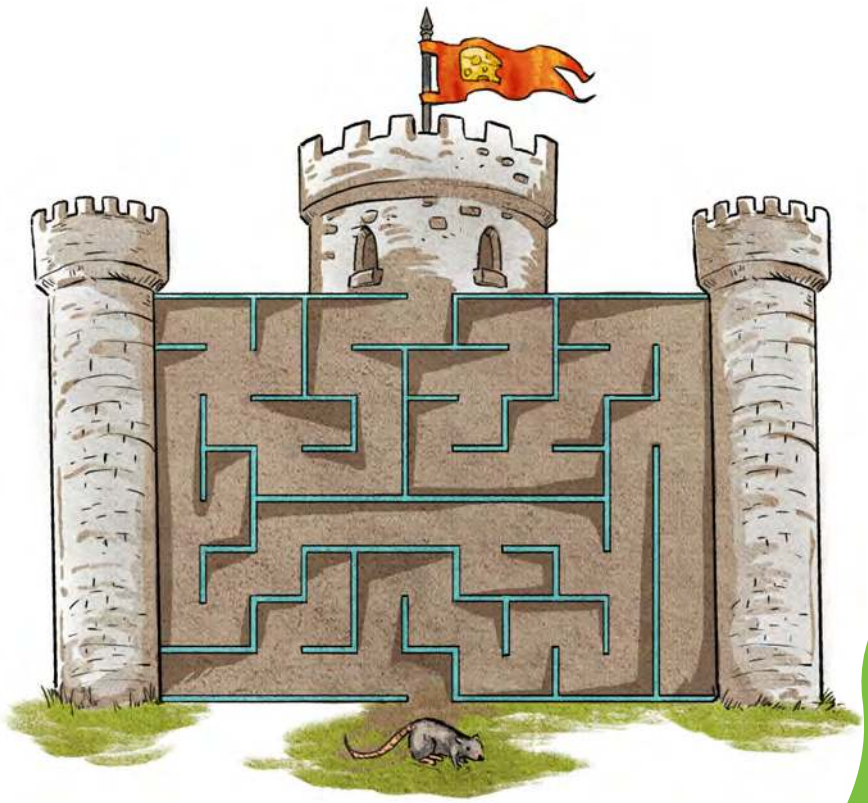
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Review

Directions

★ Have the child review each card listed below. Reading cards are not reviewed. If the child can still complete all the items quickly, check off the corresponding review box. If the child has forgotten any principles, practice the card until it is once again mastered. When all the review boxes have been checked off, the child may complete the maze.

Card 41 ☐	Card 43 ☐	Card 45 ☐
Card 46 ☐	Card 48 ☐	Card 49 ☐



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CONGRATULATIONS!

Yay!

You did it.

You can now begin

Booster B Cards.
































READING BOOSTER A

Books

1. *I Dig:* CVC words
2. *I Am Wet:* CVC words
3. *Pam:* CVC Words; Sight Words: Group 1
4. *We Go:* CVC Words; Sight Words: Group 1
5. *The Jet:* Words Where S Says /z/
6. *Big Red:* More CVC Words
7. *Fun in the Sun:* More CVC Words
8. *The Fox:* Sight Words: Group 2; Word Families: Group 1
9. *The Log:* Word Families: Group 2; Word Families: Group 3
10. *Jack:* CK; ALL
11. *Nick and Meg:* Ending Consonant Blends ND and FT; Ending Consonant Blends SK and ST
12. *At the Well:* SS, FF, LL
13. *My Six Cats:* Beginning Consonant Blends; Short Words Where Y Says the Long I Sound
14. *Pray:* AY; Sight Words: Group 3
15. *Dash and I:* SH
16. *My Little Chick:* CH
17. *Beth Loves Math:* TH
18. *Spring:* ING
19. *I Will Be Sweet:* EE: Part 1; EE: Part 2
20. *Elk:* Inflectual Ending ED; Sight Words: Group 4

Created by
The Good and the Beautiful Team

Book 1

I Dig



READING BOOSTER A BOOK SET

The Good and the Beautiful

I Dig



I dig.



I sit.





I mix it.

I zip it.



I am on top.





I am in it.

The End



Correlates with
Reading Booster A
concept:

CVC Words



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Book 6

Big Red



READING BOOSTER A BOOK SET

The Good and the Beautiful

Big Red



Big Red is a big red dog.



He is not sad.

"Can you wag, Big Red?"



Can he sit?



Can he go?



Yes!

“Big Red, we can
let it nap.”



Big Red and Jen
love to get fed.


BIG RED

The End



Correlates with
Reading Booster A
concept:

More CVC Words



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Book 12

At the Well



READING BOOSTER A BOOK SET

The Good and the Beautiful

At the Well



“Will you fill the jugs at the well?”



"Yes, we will!"

Tess and Bill huff and puff up the big hill.

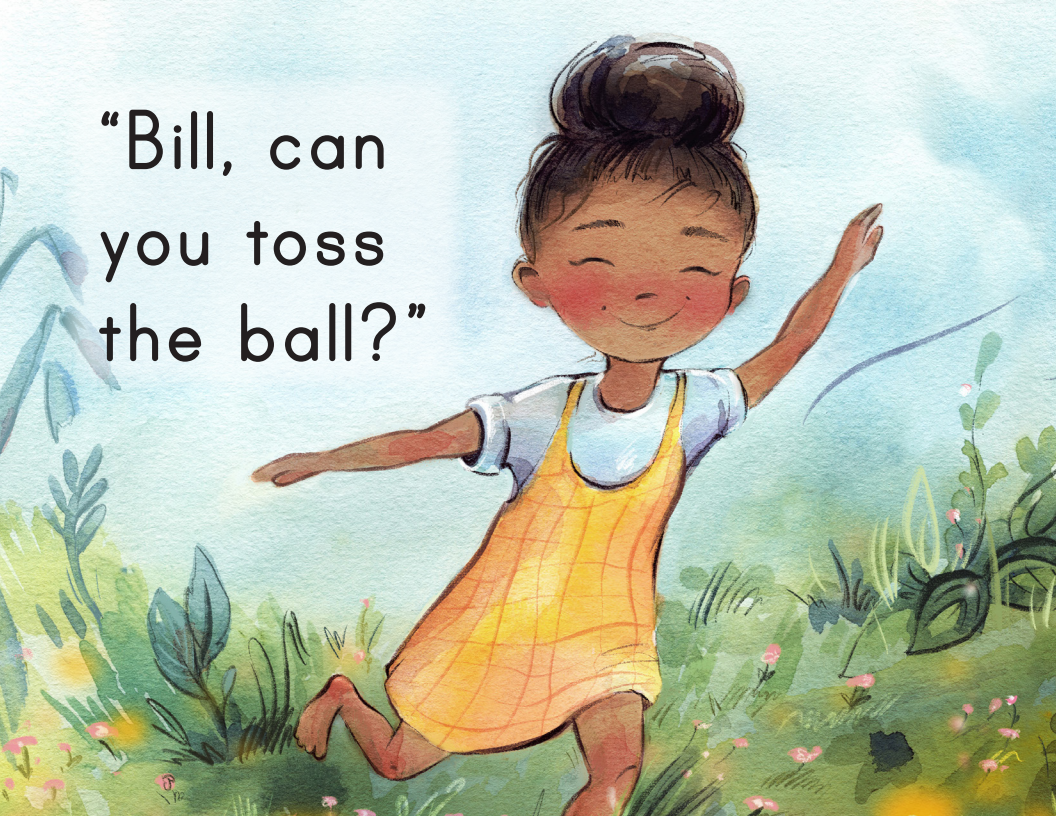


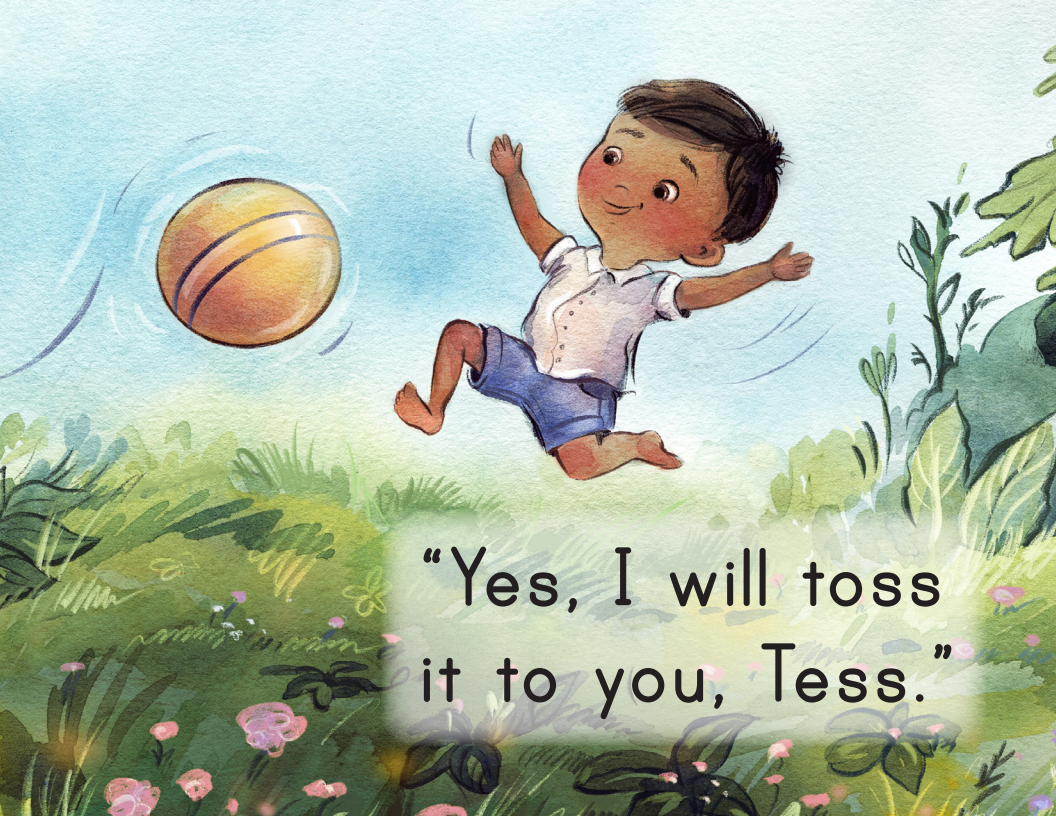

His jug has less.


“It is not a big loss.”

"Tess and Bill, I can tell you did well."




“Bill, can you toss the ball?”


"Yes, I will toss
it to you, Tess."

The End



Correlates with
Reading Booster A
concept:

SS, FF, LL



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Book 16

My Little Chick



READING BOOSTER A BOOK SET

The Good and the Beautiful

My Little Chick




"You can pick a chick,"
said Dad.

I sat on the bench to look at them.





A bunch of chicks had lunch.

Peck, peck!

“They are so much fun!” I said.



A chick got up
on my lap.

“I pick you!” I said.



It was such a
small, soft chick.



The End



Correlates with
Reading Booster A
concept:

CH



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Book 17

Beth Loves Math



READING BOOSTER A BOOK SET

The Good and the Beautiful

Beth Loves Math




Beth loves to do
math on the bed.
B
E=MC²

She does it at this desk.





She does math
by the thin path.

Math with Seth is fun.
The cat sits with them.



This is also a fun spot to do math.



This is the best
way to do math!


8
8
CUTIE
π

The End



Correlates with
Reading Booster A
concept:

TH

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