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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

- I. 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 I 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.

Short Vowels



- 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.



The Alphabet



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

- 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 <u>Vowels | A Vowel Song for Kids</u> or <u>ABC Song video</u>.

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 I) 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

X

- 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.

GROUP 2

> Directions - <

Have the child point to each letter and I) 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 Y y

Z Z M t m r

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

- 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.

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.

si fo fe zi ze Za

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.

la ca bi CO ZO yu

Blending to Read CVC Words



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

ha-m

ha-d

ra-t

ra-n

ra-g

ra-m

di-d

di-p

di-m

hi-d

hi-m

hi-p

hi-t



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

Reading Card

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

Α

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?





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.



CVC Words with the Short E Sound

> Directions ← ← €

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

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

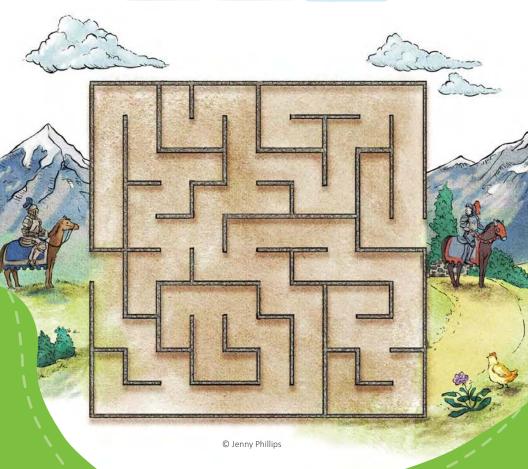


∴ Review ∴

→ 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.





Reading Card

More CVC Words



🌟 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 taq.

The

The kid

The kid fed a

The kid fed a yam to

The kid fed a yam to the hen.





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

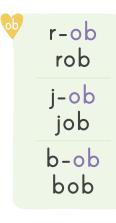
Word Families

GROUP 3

> Directions ← €

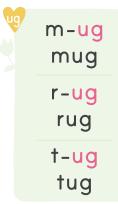
Have the child practice reading the words until they can be read without hesitation.

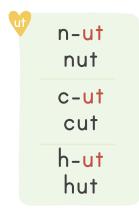
it	s-it
	sit
	b-it bit
	k-it kit

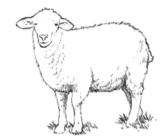


ot	c-ot cot	
	h-ot hot	
	n-ot not	

ub	r-ub rub	
	t-ub tub	
	s-ub sub	









Ending Consonant Blends SK and ST

> Directions ← ◀

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

	ma-sk		ta-sk
disk	mask	risk	task

mu-st	re-st	be-st	fa-st
must	rest	best	fast

- 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.



Reading Card SS, FF, LL



🌟 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.

— 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 $\sqrt{1}$ as in MY. Have the child tap the letter "y" on the whiteboard and say " $\sqrt{1}$ " 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	fl-y	m-y	fr-y
by	fly	my	fry
dr-y	cr-y	sk-y	pr-y
dry	cry	sky	pry
sl-y	pl-y	tr-y	sp-y
sly	ply	try	spy

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

wh-y

g-uy quy 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.







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.

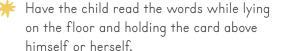
ch-in	mu-ch	ch-op	ch-ip
chin	much		chip
ch-ick	ri-ch	ch-at	in-ch
chick	rich	chat	inch
ben-ch	lun-ch	bun-ch	pin-ch
bench	lunch	bunch	pinch
ch-ill	ch-ug	cr-un-ch	br-an-ch
chill	chug	crunch	branch

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.



Reading Card

n 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.

Ι

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.

To Teach: Write "ing" on the whiteboard. Read to the child: I, N, and G together make the sound /ing/ as in SING. Have the child tap the letters "ing" on the whiteboard and say "/ing/" 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	d-ing	r-ing	k-ing
sing	ding	ring	king
st-ing	cl-ing	w-ing	do-ing
sting	cling	wing	doing
go-ing	be-ing	p-ing	th-ing
going	being	ping	thing
fl-ing	br-ing	sw-ing	sl-ing
fling	bring	swing	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.



Part 2

→ Directions ←



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

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



Ways to Practice

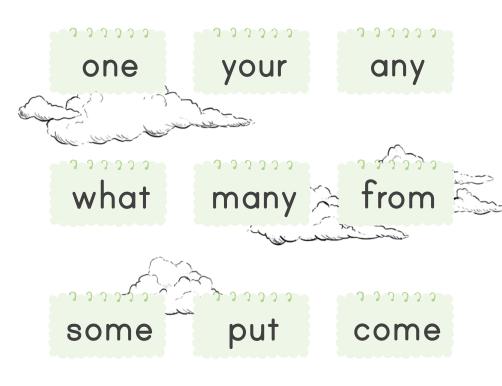
Give the child a fun pointer (curly straw, feather, etc.) to use to point to each sound as he or she says it.

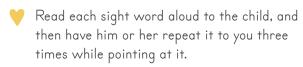
Use the A–Z section in the free Good and Beautiful Letter Tiles app to have the child spell words listed on the chart above. You dictate the word (say it aloud) and have the child create it with the tiles.

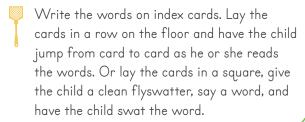
Card 48

GROUP 4

Sight Words









Inflectional Ending ED

→ 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.

end-ed ended

nodd-ed nodded

plant-ed planted

hunt-ed hunted

need-ed needed rubb-ed

hugg-ed hugged

play-ed played

plann-ed planned

peel-ed peeled

jump-ed jumped

> kiss-ed kissed

mix-ed mixed

fix-ed fixed

ask-ed

_∴ 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





Yay

You did it.

You can now begin

Booster B Cards.



