Good and 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.
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.
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.

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.
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).

Consonants GROUP 1

Directions

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

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.
Master Before Starting the Course

**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).

<table>
<thead>
<tr>
<th>C</th>
<th>c</th>
<th>F</th>
<th>R</th>
<th>f</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>p</td>
<td>W</td>
<td>w</td>
<td>Y</td>
<td>y</td>
</tr>
<tr>
<td>Z</td>
<td>z</td>
<td>M</td>
<td>t</td>
<td>m</td>
<td>r</td>
</tr>
<tr>
<td>h</td>
<td>K</td>
<td>k</td>
<td>T</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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.

<table>
<thead>
<tr>
<th>sa</th>
<th>se</th>
<th>si</th>
<th>so</th>
<th>su</th>
</tr>
</thead>
<tbody>
<tr>
<td>fa</td>
<td>fe</td>
<td>fi</td>
<td>fo</td>
<td>fu</td>
</tr>
<tr>
<td>pa</td>
<td>pe</td>
<td>pi</td>
<td>po</td>
<td>pu</td>
</tr>
<tr>
<td>za</td>
<td>ze</td>
<td>zi</td>
<td>zo</td>
<td>zu</td>
</tr>
<tr>
<td>ra</td>
<td>re</td>
<td>ri</td>
<td>ro</td>
<td>ru</td>
</tr>
</tbody>
</table>
**Master Before Starting the Course**

**Blending Two Letters**

**Part 2**

**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.

<table>
<thead>
<tr>
<th>ca</th>
<th>ma</th>
<th>la</th>
<th>ta</th>
<th>na</th>
</tr>
</thead>
<tbody>
<tr>
<td>je</td>
<td>ne</td>
<td>ve</td>
<td>de</td>
<td>te</td>
</tr>
<tr>
<td>wi</td>
<td>mi</td>
<td>bi</td>
<td>vi</td>
<td>ki</td>
</tr>
<tr>
<td>zo</td>
<td>jo</td>
<td>co</td>
<td>lo</td>
<td>wo</td>
</tr>
<tr>
<td>cu</td>
<td>tu</td>
<td>yu</td>
<td>gu</td>
<td>ju</td>
</tr>
</tbody>
</table>

© Jenny Phillips
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.

Directions

ha-t
ha-m
ha-d
di-d
di-p
di-m
ra-t
ra-n
ra-g
ra-m
hi-d
hi-m
hi-p
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.
On two different days, have the child read each line of the reading triangles, starting at the top.

**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.*
## Ways to Practice

- **Heart** Read each sight word aloud to the child, and then have him or her repeat it to you three times while pointing at it.

- **Flyswatter** 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.

<table>
<thead>
<tr>
<th>be-d</th>
<th>fe-d</th>
<th>re-d</th>
<th>le-d</th>
</tr>
</thead>
<tbody>
<tr>
<td>bed</td>
<td>fed</td>
<td>red</td>
<td>led</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>be-t</th>
<th>ge-t</th>
<th>je-t</th>
<th>le-t</th>
</tr>
</thead>
<tbody>
<tr>
<td>bet</td>
<td>get</td>
<td>jet</td>
<td>let</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>me-n</th>
<th>pe-n</th>
<th>te-n</th>
<th>he-n</th>
</tr>
</thead>
<tbody>
<tr>
<td>men</td>
<td>pen</td>
<td>ten</td>
<td>hen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>me-t</th>
<th>se-t</th>
<th>ne-t</th>
<th>ye-t</th>
</tr>
</thead>
<tbody>
<tr>
<td>met</td>
<td>set</td>
<td>net</td>
<td>yet</td>
</tr>
</tbody>
</table>

**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.
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.

Directions

Card 1  Card 2  Card 5

Card 8  Card 10  Card 11

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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.

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

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

**Word Families**

**GROUP 3**

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

- **ob**
  - r-ob
    - rob
  - j-ob
    - job
  - b-ob
    - bob

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

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

- **ug**
  - m-ug
    - mug
  - r-ug
    - rug
  - t-ug
    - tug

- **ut**
  - n-ut
    - nut
  - c-ut
    - cut
  - h-ut
    - hut

**MASTERED**
Ending Consonant Blends
SK and ST

Directions

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

<table>
<thead>
<tr>
<th>di-sk</th>
<th>ma-sk</th>
<th>ri-sk</th>
<th>ta-sk</th>
</tr>
</thead>
<tbody>
<tr>
<td>disk</td>
<td>mask</td>
<td>risk</td>
<td>task</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a-sk</th>
<th>de-sk</th>
<th>ju-st</th>
<th>la-st</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask</td>
<td>desk</td>
<td>just</td>
<td>last</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>mu-st</th>
<th>re-st</th>
<th>be-st</th>
<th>fa-st</th>
</tr>
</thead>
<tbody>
<tr>
<td>must</td>
<td>rest</td>
<td>best</td>
<td>fast</td>
</tr>
</tbody>
</table>

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.
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.
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 /ɪ/ as in MY. Have the child tap the letter “y” on the whiteboard and say “/ɪ/” several times.

★ Ask the child: What sound does Y make when it is at the end of a one-syllable word? [/ɪ/ as in MY]

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

<table>
<thead>
<tr>
<th>b-y</th>
<th>fl-y</th>
<th>m-y</th>
<th>fr-y</th>
</tr>
</thead>
<tbody>
<tr>
<td>by</td>
<td>fly</td>
<td>my</td>
<td>fry</td>
</tr>
<tr>
<td>dr-y</td>
<td>cr-y</td>
<td>sk-y</td>
<td>pr-y</td>
</tr>
<tr>
<td>dry</td>
<td>cry</td>
<td>sky</td>
<td>pry</td>
</tr>
<tr>
<td>sl-y</td>
<td>pl-y</td>
<td>tr-y</td>
<td>sp-y</td>
</tr>
<tr>
<td>sly</td>
<td>ply</td>
<td>try</td>
<td>spy</td>
</tr>
</tbody>
</table>

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.
**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.

<table>
<thead>
<tr>
<th>ch-in</th>
<th>mu-ch</th>
<th>ch-op</th>
<th>ch-ip</th>
</tr>
</thead>
<tbody>
<tr>
<td>chin</td>
<td>much</td>
<td>chop</td>
<td>chip</td>
</tr>
<tr>
<td>ch-ick</td>
<td>ri-ch</td>
<td>ch-at</td>
<td>in-ch</td>
</tr>
<tr>
<td>chick</td>
<td>rich</td>
<td>chat</td>
<td>inch</td>
</tr>
<tr>
<td>ben-ch</td>
<td>lun-ch</td>
<td>bun-ch</td>
<td>pin-ch</td>
</tr>
<tr>
<td>bench</td>
<td>lunch</td>
<td>bunch</td>
<td>pinch</td>
</tr>
<tr>
<td>ch-ill</td>
<td>ch-ug</td>
<td>cr-un-ch</td>
<td>br-an-ch</td>
</tr>
<tr>
<td>chill</td>
<td>chug</td>
<td>crunch</td>
<td>branch</td>
</tr>
</tbody>
</table>

**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.
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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**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.

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

**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.
**EE**

**Part 2**

**Directions**

🌟 Ask the child: *What sound can EE make? [/e/ as in BEE]*

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

<table>
<thead>
<tr>
<th>fr-ee</th>
<th>ee-l</th>
<th>ch-ee-k</th>
<th>gr-ee-n</th>
</tr>
</thead>
<tbody>
<tr>
<td>free</td>
<td>eel</td>
<td>cheek</td>
<td>green</td>
</tr>
<tr>
<td>m-ee-k</td>
<td>cr-ee-k</td>
<td>f-ee-d</td>
<td>p-ee-l</td>
</tr>
<tr>
<td>meek</td>
<td>creek</td>
<td>feed</td>
<td>peel</td>
</tr>
<tr>
<td>f-ee-l</td>
<td>b-ee-f</td>
<td>ch-ee-r</td>
<td>gr-eet</td>
</tr>
<tr>
<td>feel</td>
<td>beef</td>
<td>cheer</td>
<td>greet</td>
</tr>
<tr>
<td>bl-ee-d</td>
<td>f-ee-t</td>
<td>h-ee-l</td>
<td>cr-ee-p</td>
</tr>
<tr>
<td>bleed</td>
<td>feet</td>
<td>heel</td>
<td>creep</td>
</tr>
</tbody>
</table>

**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._
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
need-ed needed
rubb-ed rubbed
hugg-ed hugged
play-ed played
plann-ed planned
jump-ed jumped
kiss-ed kissed
mix-ed mixed
fix-ed fixed
ask-ed asked

© Jenny Phillips
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
CONGRATULATIONS!

Yay!

You did it.

You can now begin

Booster B Cards.