



The Good AND THE Beautiful

# Reading Booster B Cards



Written by The Good and the Beautiful Team

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A special thanks to the many educators, reading specialists,  
homeschool parents, and editors who gave invaluable input.



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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 B Cards* are integrated with *The Good and the Beautiful Level 1 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 1 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 1 Language Arts Course*.
- ★ The *Reading Booster B 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 B 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 1 > Videos. Visit [goodandbeautiful.com/apps](http://goodandbeautiful.com/apps) for more information on accessing these apps.



## 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 1 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 still knows 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 B Cards*, the child should move on to the *Reading Booster C Cards* WHILE finishing the *Level 1 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

## Sight Words

These are sight words from the Booster A Cards.

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

## The Alphabet

### Directions

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

# Master Before Starting the Course

## Vowels

★ Have the child name the vowels aloud. [A, E, I, O, U, and sometimes Y]

## Short Vowels

★ Have the child point to each vowel and say its short sound.

a

as in AS

e

as in ED

i

as in IN

o

as in ON

u

as in UP

## Long Vowels

★ Have the child point to each vowel and say its long sound. (The long sound is the name of the letter.)

a

as in APE

e

as in EVE

i

as in ICE

o

as in ODE

u

as in USE

# Master Before Starting the Course

## Consonants

### Group 1

- ★ 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

g

n

G

d

J

j

l

q

S

s

V

v

X

x

## Ways to Practice



Give the child a fun pointer to use (curly straw, colored craft stick, etc.).



Make flashcards on index cards for letters not mastered.



Many children at this level still need practice identifying whether some letters are uppercase or lowercase, thus the review here.

# Master Before Starting the Course

## Consonants

### Group 2

- ★ 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

y

F

R

f

H

r

h

K

k

T

Z

z

M

t

m

Y

P

p

W

w

## Ways to Practice



Give the child a fun pointer to use (curly straw, colored craft stick, etc.).



Make flashcards on index cards for letters not mastered.



# SNEAKY E

## Directions

Sneaky E is silent but makes the vowel before E say its name.

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

game	brake	smoke	make
------	-------	-------	------

chase	wipe	flame	wide
-------	------	-------	------

mile	skate	tire	vote
------	-------	------	------

cute	excuse	use	tape
------	--------	-----	------

mule	here	these	hole
------	------	-------	------

smile	pole	gate	zone
-------	------	------	------

male	glide	shake	theme
------	-------	-------	-------

## Ways to Practice

- ♥ Before the child reads the word, have him or her point to the vowel in the middle of the word and say its name.

- ★ Use the free Good and Beautiful Letter Tiles app (a-z) to have the child spell words on the chart above. You dictate the word (say it aloud) and have the child create it with the tiles.



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# READING CARD

## SNEAKY E

Card 8

### Directions

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



Have the child read the Reading Booster B Book #3,  
*At the Shore.*

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# OU AND OW

## Directions

**To Teach:** Write “ou” and “ow” on the whiteboard. Read to the child: O and U together and O and W together make the sound /ow/ (as in OUT and COW). Have the child tap the letters “ou” and “ow” on the whiteboard and say “/ow/” several times.

- ★ Have the child say the sound of OU and OW. [/ow/ as in OUT and COW]
- ★ Have the child practice reading the words until they can be read without hesitation.

out

shout

how

town

sound

cloud

loud

now

snout

cow

round

owl

found

wow

count

down

couch

frown

## Ways to Practice



Simply have the child practice the words repeatedly, giving help when needed.



Put a piece of cereal on each word. Once the child reads it, he or she can eat the cereal.

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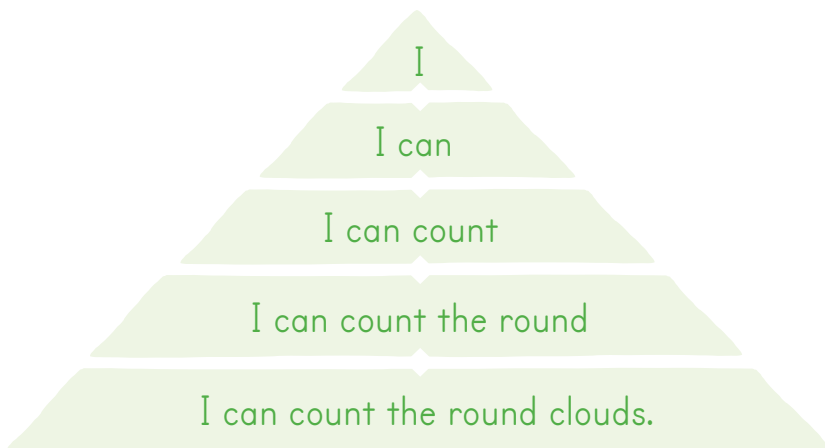
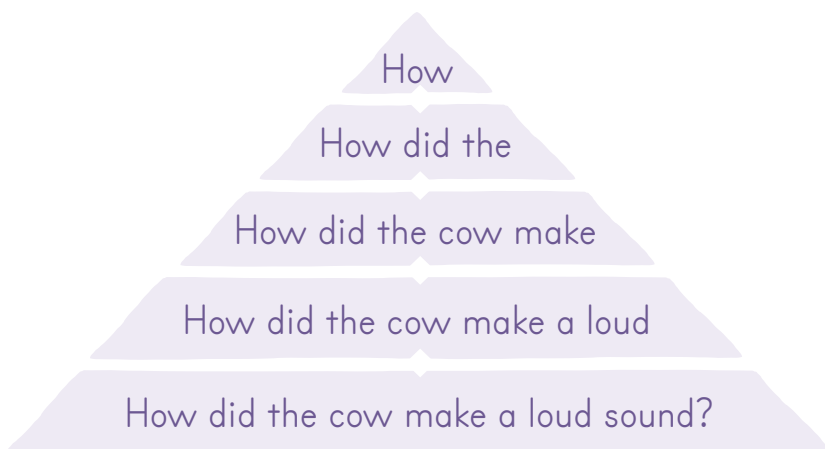
# READING CARD

## OU AND OW

Card 17

### Directions

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



Have the child read the Reading Booster B Book #7, *I Found a Hound*.



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# WORDS ENDING IN Y

Directions

**To Teach:** Write "Long Y" on the whiteboard. Read to the child: When the letter Y is at the end of a word, it makes a long sound: either /ē/ (as in BABY) or /ī/ (as in MY). Have the child tap the "Long Y" on the whiteboard and say, "Long Y says /ē/ or /ī/."

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

Long  
E

funny | body | copy | army

easy | lovely | plenty | busy

penny | really | story | silly

Long  
I

apply | supply

shy | reply

July | multiply



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# REVIEW

## Directions

- ★ Have the child review each card listed below. Reading Cards are not reviewed. If the child still knows all the items quickly, check off the corresponding review box. If the child has forgotten 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 21

☐

Card 22

☐

Card 24

☐

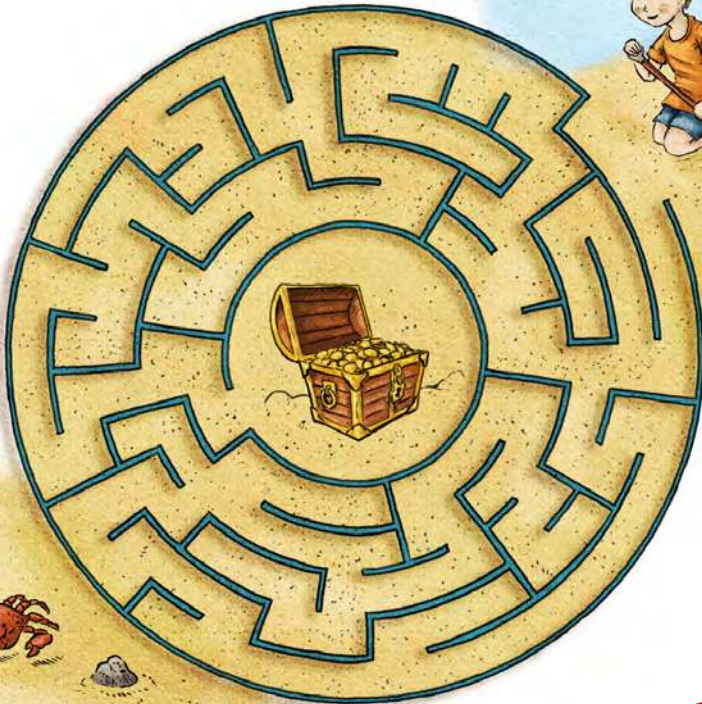
Card 25

☐

Card 26

☐

Card 28

☐

# IGH

## Directions

**To Teach:** Write “igh” on the whiteboard. Read to the child: I, G, and H together make the long I sound (/ī/ as in NIGHT). Have the child tap the letters “igh” on the whiteboard and say “/ī/” several times.

- ★ Have the child say the sound made by IGH. [/ī/ as in NIGHT]
- ★ Have the child practice reading the words until they can be read without hesitation.

night

sight

light

bright

fight

high

tight

sigh

might

tonight

thigh

fright



## Ways to Practice



Take turns! Have the child read one word, and then you read the next. Read the words twice, switching who starts.



Write the words on a whiteboard in segmented form (e.g., n-igh-t, s-igh-t, l-igh-t, etc.). Have the child point to each segment as he or she sounds it out.

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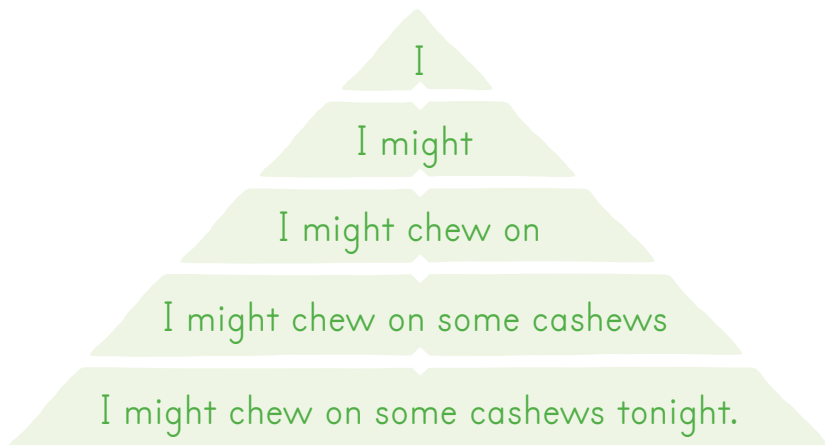
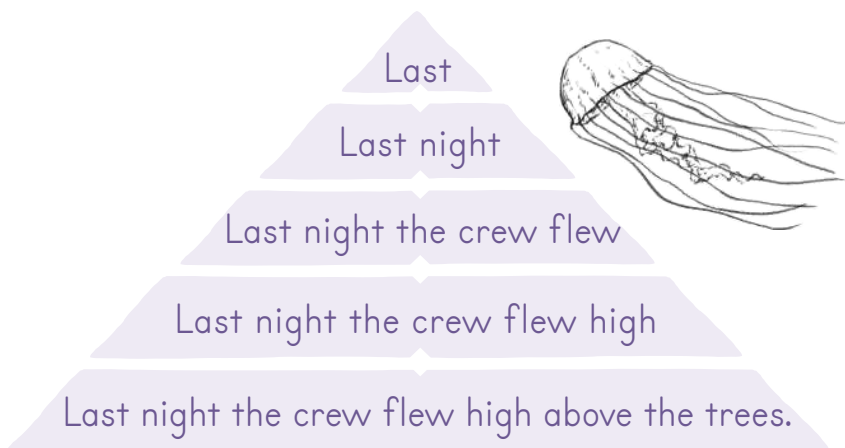
# READING CARD

## EW & IGH

Card 44

### Directions

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



Have the child read the Reading Booster B Book #16,  
*The Stormy Night*.

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# CONTRACTIONS

## Directions

**To Teach:** Read the child the information to the right. On the chart below, have the child read each set of words and then the contraction that the words form.

Contractions are formed when two words are shortened and put together. An apostrophe takes the place of the letters that were taken out.

- ★ Have the child practice reading the words until they can be read without hesitation. \* = exception

I will - I'll

she will - she'll

he will - he'll

you will - you'll

I would - I'd

I am - I'm

you are - you're

does not - doesn't

will not - won't\*

could not - couldn't

would not - wouldn't

should not - shouldn't

## Ways to Practice



Simply have the child practice the words repeatedly, giving help when needed.



Write the contractions on index cards and lay them in a square. Give the child a clean flyswatter, say the words that form the contraction, and have the child read and then swat the contraction.



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# SIGHT WORDS

## Directions

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

eye

full

Mr.

both

Mrs.

pull

another

together

orange

people

bush

carry

always

build

month

## 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.



Put a piece of cereal on each word. Once the child reads it, he or she can eat the cereal.

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# WORDS WITH OPEN SYLLABLES

## Directions

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

Y at the end of a word says the long I or E sound.

mi-nus  
minus

fi-nal  
final

cra-zy  
crazy

la-zy  
lazy

he-ro  
hero

e-vil  
evil

gra-vy  
gravy

be-hind  
behind

li-on  
lion

mo-ment  
moment

ta-ble  
table

se-cret  
secret

ti-ny  
tiny

shi-ny  
shiny

fla-vor  
flavor

re-lax  
relax

## Ways to Practice

- ★ Before reading each syllable, have the child see if a consonant closes the syllable or if the vowel is left open. If the vowel is left open, the vowel says its name.

- ♥ Simply have the child practice the words repeatedly, giving help when needed.

An open syllable ends with a vowel. A closed syllable ends with a consonant.

The vowel in an open syllable makes the long vowel sound.

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# CONGRATULATIONS!

Yay!

You did it.

You can now begin

Booster C Cards.



