



LANGUAGE ARTS & LITERATURE

• LEVEL 1 •

COURSE BOOK

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





FIRST EDITION THAT CORRELATES WITH THE READING BOOSTER PROGRAM

Created by Jenny Phillips and The Good and the Beautiful Team

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



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Items Needed

Course Set Items

	<i>Level 1 Course Book</i>
	<i>Reading Booster B Cards</i>
	<i>Reading Booster B Books Set</i>

Free Apps

	Good and Beautiful Letter Tiles app*
	Good and Beautiful Homeschooling 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 Homeschooling app.

The Good and Beautiful Homeschooling 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.

Suggested Coordinated Reading: My Second Readers

The Good and the Beautiful My Second 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 Second Readers* series (*My Second Nature Reader*, *My Second Africa Reader*, etc.). The physical readers are not integrated with this course, but all the *My Second Readers* follow the exact scope and sequence of the *Reading*

Booster B Cards. For example, Story #16 in both *My Second Nature Reader* and *My Second 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 Second Readers*, you can purchase them separately on goodandbeautiful.com.

Note: The *My First Readers* correlate with the *Reading Booster A Cards*. The *My Third Readers* correlate with the *Reading Booster C Cards*.



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).



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

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 Homeschooling 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.



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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: Helen LaFrance, Winslow Homer, Mary Cassatt, Hans Andersen Brendekilde, Henry O. Tanner, Hermann Werner, Hans Dahl

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:** We usually make a noun plural by adding S, but we add ES to make words plural that end with SH, CH, Z, X, or S.
- **Drop the E:** Drop the E before adding ED or ING to a word ending with a vowel.

Scope & Sequence

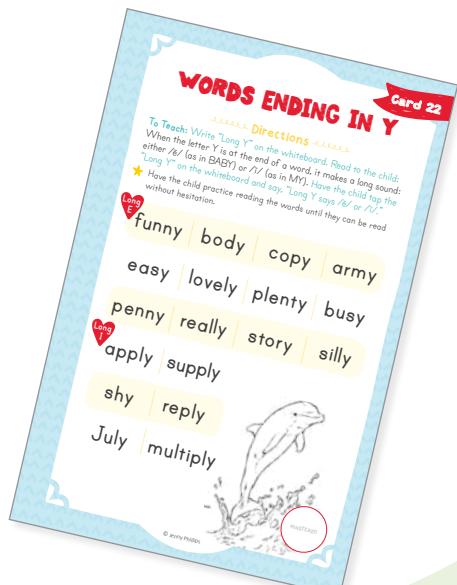
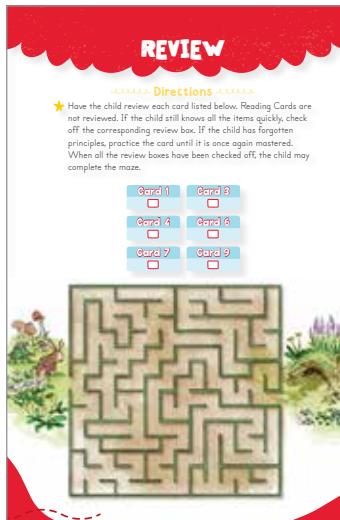
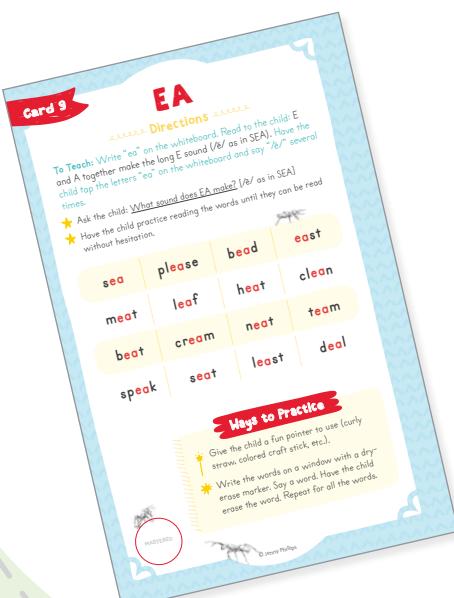
Reading Booster Cards

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



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

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 /i/
- 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 1 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: We usually make a noun plural by adding S, but we add ES to make words plural that end with SH, CH, Z, X, or S.

Drop the E: Drop the E before adding ED or ING to a word ending with a vowel.

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

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: English Words Can't End with V or U
(applied to one-syllable words with V only at this level: have, solve, etc.).

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: Drop the E before adding ED or ING to a word ending with a vowel.

Plural Nouns: We usually make a noun plural by adding S, but we 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		

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.





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 Second 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.

STOP



Complete these steps before beginning the course.



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 1 minute 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.



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.



On the Good and Beautiful Homeschooling 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.

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

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

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

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

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

- Sensory language
- Starting sentences with an uppercase letter
- Ending sentences with punctuation
- Writing sentences
- Art: art appreciation, Hans Dahl, shade, tint
- Literature: setting

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



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

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

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: Helen LaFrance and folk art, 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

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.

UNIT 3

Lessons 81 to 120

OVERVIEW

Spelling Words

any	many	what	some
school	girl	said	they
does	goes	there	little

Reading Booster Cards Covered in the Unit

- Cards 38 through 56

Spelling Principles Taught

- Spelling words with AI, ALL, EA, EE, EW, IGH, INK, OO sound 1, OO sound 2, OR, OW, OY, Sneaky E
- Spelling rule: Drop the E
- Adding ED, EST, ING

Writing, Grammar, and Other Principles Taught

- Geography: India, continents
- Capitalization, punctuation, commas
- Types of sentences (questions, commands, exclamations, statements), complete sentences vs. fragments
- Art: Mary Cassatt, Hans Andersen Brendekilde, Hermann Werner, Henry O. Tanner
- Root words/base words, prefixes
- Literature: folktales, types of literature (fiction, nonfiction, poetry, drama), *Haddie's Hidden Garden*
- Reading comprehension

Extra Items Needed

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

Phonics Principles Taught

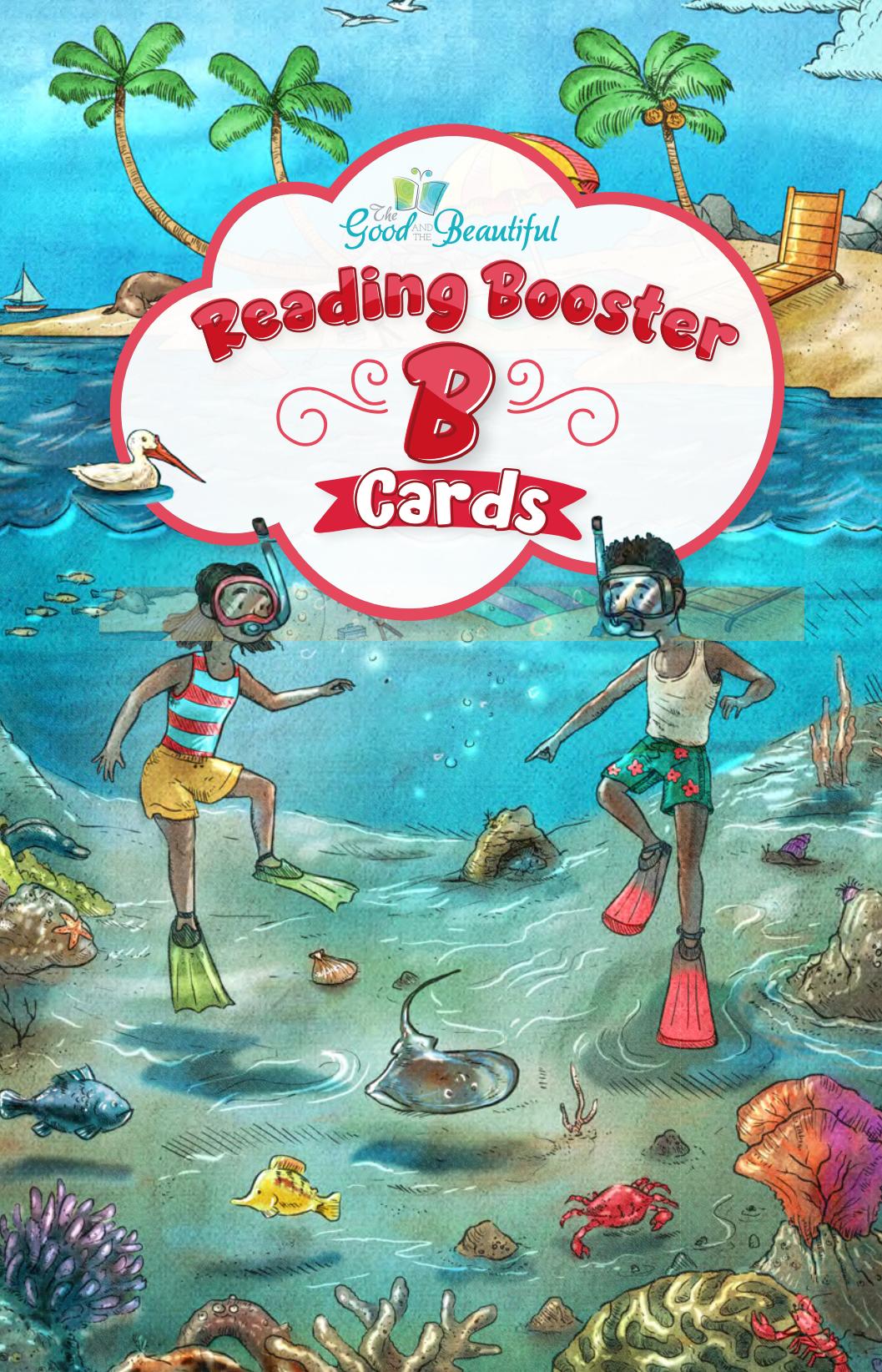
- Compound words
- Reading consonant + LE, EW, IGH, OA, OE, OI, OLL, other sounds of A, OW can make the long O sound, other sounds of EA, OY, sight words: group 4, soft C and G
- Word-decoding strategies
- Reading two- and three-syllable words
- Contractions
- Suffixes: FUL, LESS, LY

- Possessive nouns, adjectives, verb tenses, irregular past tense verbs
- Synonyms and antonyms
- Writer's workshops: thank-you note, gratitude journal
- Homophones: red/read, son/sun
- Oral narration: descriptive sentences, short story
- Respecting nature and people
- Reader's theater: "Mary Had a Little Lamb"
- Editing and editing marks
- Book report



Reading Booster

B Cards





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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 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

e

i

o

u

as in AS

as in ED

as in IN

as in ON

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

e

i

o

u

as in APE

as in EVE

as in ICE

as in ODE

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.

READING BOOSTER B

» Books «

1. *Eight Pretty Sheep*: Sight Words: Group 1
2. *Carl and Mark*: AR; ALK and OLD
3. *At the Shore*: Sneaky E: Part 1; Sneaky E: Part 2
4. *Dean and Dad*: EA; OR
5. *The Loose Tooth*: OO: Sound 1
6. *In the Woods*: OO: Sound 2
7. *I Found a Hound*: OU and OW
8. *Kate is Kind*: Sight Words: Group 2; INK, ANK, IND
9. *The Funny Goose*: Ending Es that are not Sneaky; Word Families: Group 3
10. *Mothers*: ER; IR; UR
11. *Snail Takes a Sail*: AI; WH
12. *The Little Writer*: WR; Sight Words: Group 3
13. *Paw Prints*: AW and AU; Words with Open Syllables: Part 1
14. *The Contest*: Softy E; Consonant + LE
15. *A Lost Zebra*: A says /uh/ and /ah/
16. *The Stormy Night*: EW; IGH
17. *Make a Cake*: OY and OI; Contractions
18. *Nancy Loves Nature*: Soft C and G; Sight Words: Group 4
19. *Grandpa's Pond*: OA, OE; OW Can Make the Long O Sound
20. *The Best Fort*: Other Sounds of EA; Words with Open Syllables: Part 2

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