

LANGUAGE ARTS & LITERATURE

> LEVEL 2 &

COURSE BOOK

Phonics | Writing | Reading | Grammar & Punctuation Spelling | Literature | Geography | Art







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

Level 2 Course Book
Reading Booster C Cards
Reading Booster C Books Set

Required Apps

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

Visit goodandbeautiful.com/apps for information on accessing these free apps, which can be accessed on a 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 appincludes

- how-to videos and helps,
- instructional videos for the student,
- video books that are integrated with the curriculum, and
- reading booster games.

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
personal reading books at the child's reading level from <i>The Good and the Beautiful Book List</i> (available for free on goodandbeautifulbooklist.com)

Extra Items Needed for Unit 1

2 quarters
recording device (optional), timing device, word processing program
cotton ball
index cards
stick or spoon
tracing paper
watercolor paper, watercolor paints, paintbrushes, tissue

Extra Items Needed for Unit 2

timing device, word processing program
cotton swabs, paint, paper
spoon, butter knife, fork
watercolor paper, watercolor paints, paintbrushes, tissue

Extra Items Needed for Unit 3

2 small rewards
a poster board or access to Google Slides
access to Google Maps
small plastic sheet (optional)
timing device, word processing program
watercolor paper, watercolor paints, paintbrushes, tissue
white paint

The Good and the Beautiful Handwriting Level 2 workbook or another handwriting program should be used 3 to 4 days a week in conjunction with this course.

^{*}You may use your own physical tiles if desired.

Suggested Coordinated Reading: My Third Readers

The Good and the Beautiful My Third 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 Third Readers in the series (My Third Nature Reader, My Third Africa Reader, etc.). The physical readers are not integrated with this course, but all the My Third Readers follow the exact scope and sequence of the Reading Booster C Cards. For example, Story #16 in both

the My Third Nature Reader and the My Third Africa Reader covers the phonics concept OUR and OUGH that correlates with a reading booster card, and the books avoid any concepts the child has not learned yet. Use one set or all of them!

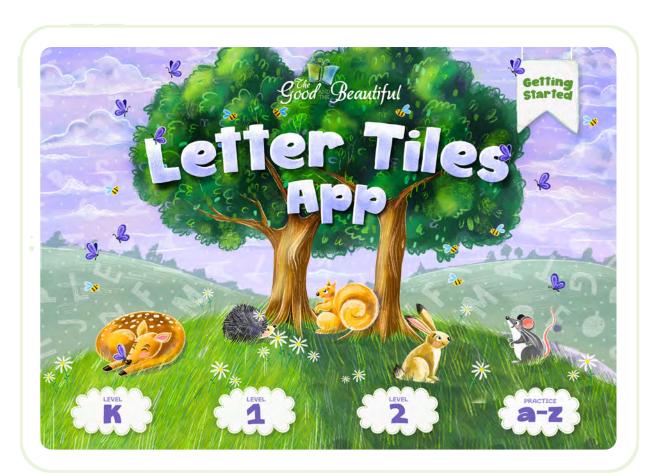
If you would like to use the *My Third Readers*, you can purchase them separately on goodandbeautiful.com.

Note: The *My First Readers* correlate with the *Reading Booster A Cards*. The *My Second Readers* correlate with the *Reading Booster B 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, they are a gentle, yet fun way for children to simply practice spelling words. After a word is completed, you 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 and 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 selfdirected 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 3 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.
- teaching the child to think, through parent-child discussions.

Serious writing instruction begins in Level 4 and increases in emphasis with each course level.

Answer Key

A *Level 2 Answer Key* is available as a free download and includes answers only to <u>select pages</u> (not every page). To access the free download, go to goodandbeautiful.com, navigate to the Level 2 Language Arts product page, and click on the "FAQs, Helps, and Extras" button below the product image.

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.

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

- Compound words
- Decoding practice
- Dividing words into syllables
- Glued sounds (letters have their own sounds but are hard to pull apart): AL, IGN, QU
- Open and closed syllables
- Phonograms (the letters together make one sound): AI, AIR, ANK, AR, AU, AUGH, AY, CH can say /k/, CI, DGE, EA, EAR, EI, EIGH, ER, EY, GN, IE, IGH, IR, KN, MB, OA, O can say the short U sound, OO, OR can say /er/, OUGH, OUR, PH, S says /z/, TCH, TI can say /sh/, UE, UI, Y in the middle of a word can make the long or short I sound
- Prefixes and suffixes
- Reading contractions
- Reading words with open syllables
- · Reading words with soft C and G
- Root words/base words
- Short and long vowels
- Sight words
- Sneaky E (a Silent E that makes the vowel before it say its name)
- Suffixes -ness and -ment
- Words with silent letters

Grammar, Usage, and Punctuation

- Adjectives
- Alphabetical order
- Answering questions with complete sentences
- Antonyms and synonyms
- Articles
- Capitalization

- Commas in a series
- Commas in dates and greetings
- Common and proper nouns
- Editing
- Heteronyms
- Homophones: eye/I, for/four, hear/here, knew/ new, meat/meet, one/won, see/sea, so/sew, to/ too/two
- Irregular past tense
- Irregular plural nouns
- Plural nouns
- Possessive nouns
- Sentences, what makes a sentence, sentence diagramming
- Subjects
- Subject/verb agreement
- Verbs and verb tenses
- Writing contractions

Art, Geography, Literature, and Writing

- Art study, appreciation, and instruction
- Artist studies: Edward Mitchell Bannister, Fidelia Bridges, Ohara Koson, Konrad Mägi, Camille Pissarro, Carl Skånberg
- · Editing and editing marks
- Geography: town/city, county, state/province, country, continents, planet, maps (creating maps; keys; legends; map symbols; grids; scales; cardinal directions; compass rose; locating landforms and man-made features on a map; labeling bodies of water and country names; using technology to explore maps; physical, political, and topographical maps), North America, patterns of human

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At-a-Glance

(continued)

settlement in North America, oceans, boundary lines, geography of the child's own state/ province, house number and street address, natural disasters, North and South Poles, axis, equator, hemispheres, urban, rural, suburban, capital cities, Mongolia (nomads), weather and climate, humid, evaporation, cultures, natural resources, nonrenewable and renewable resources, vegetation, bay, grasslands, peninsula, plains, prairie, savanna, steppes

- Literature: American folklore, "Daniel and Prayer," "Diamonds and Toads" Reader's Theater, icon, legend, messages in books, nature journals, "Paul Bunyan," "Sir Isaac Newton and His Dog, Diamond," tall tales, "The Golden Touch" (King Midas adaptation), "The Miller of the Dee," "The Ugly Duckling," types of literature
- Oral narration: personal narrative, short story, summary, using sensory language
- Poetry appreciation and memorization
- Point of view
- Reader's theater (drama)
- Reading comprehension
- Rules of conversation
- Vocabulary
- Writing projects: "About Me" booklet, character sketch, creative writing, comparative essay, essay writing, letter writing, oral narration, personal narrative, poetry writing, sensory language, short story, thank-you note writing, writing descriptive sentences, writing sentences

Spelling Principles Taught

- Breaking words into syllables
- Contractions

- Non-decodable and high-frequency spelling words
- OR can say /er/
- Prefixes and suffixes
- Segmenting phonemes in a word
- Short words where Y says the long I sound
- Spelling words that end in Y
- Spelling words with AI, ALK, ALL, ANK, AR, AY,
 CH, EA, EAR, EE, ER, EY, IGH, IND, INK, IR, KN, OA,
 OLD, OO, OR, OU, SH, soft C and G, TH, QU, WH
- Spelling words with consonant blends
- Spelling words with -ed and -ing
- Spelling words with Sneaky E
- Spelling words with Sneaky E exceptions

Spelling Rules Taught

- C or K at the Beginning or Middle of Words: <u>At</u>
 the beginning or middle of a word, usually use K
 for the /k/ sound before I, E, or Y. Use C in front
 of any other letters.
- 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.
- 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.
- Words that End with VE or E: Write an E at the end of words that need a Caboose E so that the word does not end with V or U.

Painting

Credits

The credits for all the paintings used in this course are given on these pages rather than on the course book pages, as there is rarely room on the pages themselves for this information. Put a sticky note on this page for quick reference for painting credits if you like to look at the credits often.

NOTE: Unless otherwise indicated, each painting is in the public domain in the United States because it was published before January I, 1926.

Unit 1

page 7 (Lesson 2)

"View of Sankt Zyprian in Tiers with the Rosengarten in the Background" by Konrad Petrides (1864–1943), date unknown

page 17 (Lesson 7)

"Fjord Landscape with Glacier and Reindeer" by August Wilhelm Leu (1818–1897), 1896

page 21 (Lesson 8)

"Loch Coruisk, Isle of Skye" by Sidney Richard Percy (1821–1886), 1874

page 34 (Lesson 13)

"Rocky Cliff with Stormy Sea, Cornwall" by William Trost Richards (1833–1905), 1902

page 37 (Lesson 13)

"Mountain Village by a Stream" by Karl Haunold (1832–1911), date unknown

page 51 (Lesson 19)

"Children with Goat Herd" by Hans Thoma (1839–1924), 1916

page 64 (Lesson 22)

"Zomerlandschap" by Barend Cornelis Koekkoek (1803–1862), 1837

page 82 (Lesson 29)

"Grossglockner from the Prague Hut" by Edward Theodore Compton (1849–1921), 1890

page 83 (Lesson 29)

"Shepherds" by Edward Theodore Compton (1849–1921), date unknown

page 85 (Lesson 30)

"Boy and Dog in the Woods" by Dan Burr (1960–living), 2021, commissioned and owned by Jenny Phillips

page 98 (Lesson 35)

"Heiligenblut with a View of Grossglockner" by Marko Pernhart (1824–1871), c. 1860

Unit 2

page 117 (Lesson 42)

"Watermill Near a Farm" by Jacob van Ruisdael (1628/1629–1682), c. 1653

page 121 (Lesson 43)

"Highland Cattle" by Rosa Bonheur (1822-1899), 1876

page 122 (Lesson 44)

"Farmers Harvesting—Holland" by Carl Skånberg (1850–1883), c. 1870s

page 137 (Lesson 50)

"Good Friends (Portrait of the Artist's Sister, Bertha Edelfelt)" by Albert Edelfelt (1854–1905), 1881

page 140 (Lesson 51)

"The Giessbach at Lake Brienz" by François Diday (1802–1877), date unknown

page 146 (Lesson 53)

"African Children" by Karen Mence (birthdate unknown–living), 2021, original owned by Jenny Phillips

page 162 (Lesson 59)

[left] "Norwegian Landscape" by Konrad Mägi (1878–1925), date unknown

[right] "Normandy" by Konrad Mägi (1878–1925), 1911

page 165 (Lesson 60)

"Game from the Pinzgau" by Joseph Holzer (1824–1876), date unknown

Painting

Credits

page 183 (Lesson 66)

"Two Girls Reading" by Dan Burr (1960–living), modern reproduction owned by Jenny Phillips, inspired by the painting "Interesting Reading" by Theodor Kleehaas (1854–1929), date unknown

page 193 (Lesson 69)

"A View of the High Alps Near Weichselboden in Styria" by Anton Hansch (1813–1876), c. 1845

page 199 (Lesson 72)

"A Merry Ride" by Alfred von Wierusz-Kowalski (1849–1915), date unknown

page 204 (Lesson 73)

"Sunset in Tamsui" by Chen Cheng-po (1895–1947), 1935, this work is in the public domain in the United States under PD-1996

page 211 (Lesson 75)

"Burg Scharfenberg at Night" by Ernst Ferdinand Oehme (1797–1855), 1827

page 220 (Lesson 78)

"The Blizzard" by Cornelius Krieghoff (1815–1872), c. 1860

Unit 3

page 231 (Lesson 81)

"The Ruins of the Veste Clam Near Schottwien" by Gustav Reinhold (1798–1849), date unknown

page 240 (Lesson 85)

"Cat and Goldfish—orange" by Ohara Koson (1877–1945), 1931, according to Japanese Copyright Law (June 1, 2018, grant) the copyright on this work has expired and is as such public domain

page 242 (Lesson 85)

[left] "Red Ivy" by Ohara Koson (1877-1945), c. 1910

[right] "Bloeiende Wisteria" by Ohara Koson (1877–1945), date unknown

page 243 (Lesson 86)

"The Sick Dachshund" by Franz von Defregger (1835–1921), 1890

page 257 (Lesson 91)

"The Matterhorn" by Albert Bierstadt (1830–1902), c. 1867

page 262 (Lesson 93)

[middle right] "Harvest" by Edward Mitchell Bannister (1828–1901), 1884

[bottom right] "Scene Along the Connecticut River" by Edward Mitchell Bannister (1828–1901), c. 1870

[bottom left] "Docks on the Lake" by Edward Mitchell Bannister (1828–1901), date unknown

page 265 (Lesson 94)

"Cotopaxi" by Frederic Edwin Church (1826–1900), 1862

page 283 (Lesson 100)

"Romantic Winter Landscape with Skiers" by Walter Moras (1856–1925), date unknown

page 295 (Lesson 105)

"A Thunderstorm on Lake Chiemsee" by Georg Heinrich Crola (1804–1879), 1833

page 296 (Lesson 105)

"Jack Rabbit (Shi-Ko-Da) Culin" by Grace Carpenter Hudson (1865–1937), 1919

page 301 (Lesson 106)

"Afternoon by the Stream" by Dan Burr (1960–living), 2021, commissioned and owned by Jenny Phillips

page 315 (Lesson 110)

"Farmer's Sledge from Salzburg" by Anton Strassgschwandtner (1826–1881), date unknown

page 338 (Lesson 117)

"A Ghillie and Two Shetland Ponies in a Misty Landscape" by Rosa Bonheur (1822–1899), 1861

How the Reading Booster C 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 (above) 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 C Cards and Reading Booster C Books Set, the child can start reading Level 3 books from The Good and the Beautiful Book List during the time that would have been spent on reading booster cards and books.
- It is highly recommended that you don't pause on the reading booster cards to catch up in the course book. This course book gives reading review practice of what has already been learned from the booster cards but mainly focuses on other concepts, such as spelling and writing. Children typically learn to read faster than they can learn to spell, and reading at a faster pace has huge benefits. Reading more overall and reading higher-level books will greatly improve spelling, vocabulary, and writing skills. It is not helpful to slow down learning reading to match the pace of learning spelling and other items that are naturally not learned as quickly at this level.

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	СК
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	СН
41	ТН
43	ING
45	EE: Part 1
46	EE: Part 2
48	Sight Words: Group 4
49	Inflectional Ending ED







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READING BOOSTER B (CORRELATES WITH LEVEL 1)

Card #	Principle(s)	Card #	Principle(s)
1	Sight Words: Group 1	29	WH
3	AR	31	WR
4	ALK and OLD	32	Sight Words: Group 3
6	Sneaky E: Part 1	34	AW and AU
7	Sneaky E: Part 2	35	Words with Open Syllables: Part 1
9	EA	37	Softy E
10	OR	38	Consonant + LE
12	OO: Sound 1	40	A Says /uh/ and /ah/
14	OO: Sound 2	42	EW
16	OU and OW	43	IGH
18	Sight Words: Group 2	45	OY and OI
19	INK, ANK, IND	46	Contractions
21	Ending Es That Are Not Sneaky	48	Soft C and G
22	Words Ending in Y	49	Sight Words: Group 4
24	ER	51	OA and OE
25	IR	52	OW Can Make the Long O Sound
26	UR	54	Other Sounds of EA
28	AI	55	Words with Open Syllables: Part 2

READING BOOSTER C (CORRELATES WITH LEVEL 2)

Card #	Principle(s)	Card #	Principle(s)
1	QU	29	EIGH
3	KN	31	IE
5	OR Can Say /er/	33	OUR and OUGH
7	Sight Words: Group 1	35	Words with Silent Letters: Part 1
9	Sounds of OO	36 Words with Silent Letters: Part 2	
11	Sounds of EAR	38	TI Can Say /sh/: Part 1
13	EY	40	TI Can Say /sh/: Part 2
15	Soft C and G	42	CI
17	PH	44	GN, IGN, AUGH
18	тсн	46	Sight Words: Group 3
20	O Can Say the Short U Sound	48	EI
22	UI and UE	49	AL
24	Sight Words: Group 2	50	CH Can Say /k/
26	МВ	52	Y in the Middle of a Word: Part 1
27	DGE	53	Y in the Middle of a Word: Part 2

Scope & Sequence Spelling



 \Rightarrow No spelling concepts in Level K are expected to be completely mastered at this level. \leftarrow

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 /ī/
- 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	I	а	he	she		me	the	you	go	or	
-----------------------------	---	---	----	-----	--	----	-----	-----	----	----	--



> No spelling concepts in Level I 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: <u>Drop the E before adding ED or ING to a word ending with a vowel.</u>

SPELLING WURDS TO MEMURIZE (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



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

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)

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		

PACING OF THE COURSE



Booster Cards and Lessons Do Not Move at the Same Pace

<u>Phonics principles</u> in the course book lessons and the booster cards <u>match the same</u> <u>sequence</u>. However, course book lessons and booster cards are <u>not meant to move at the same pace</u>. 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 8 to 12 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 8 to 12 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. If the child finishes Reading Booster C Cards and Reading Booster C Books Set, the child can start reading Level 3 books from The Good and the Beautiful Book List during the time set aside for reading booster cards and books.

If the Child Goes Slower Through the Booster Cards (which is completely fine)

- By working on the booster cards and/or books for 8 to 12 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 Third 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 2 Reading Assessment by reading the following passage in under 2 minutes with 6 or fewer mistakes.

Ben had wanted a white bunny for years, and he finally got one. He gave it food in the morning and late afternoon.

One stormy night Ben was curled up in bed. The wind blew, and the rain pounded on Ben's window.

"Oh no! I forgot to feed the bunny," he groaned. He did not want to go out into the cold, but he couldn't make a wrong choice. He got up, walked across the lawn to the large pen, and gave the bunny hay. He raced back to bed and felt joy in his heart. Being kind was great!



Open the *Reading Booster C Cards* and read the card instructions before beginning Lesson 1 in this course so that you understand how the *Reading Booster C Cards* correlate with this course.



On the Good and Beautiful Homeschooling app, go to Language Arts > Level 2 > Videos > How to Use the Level 2 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.

3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3

UNIT 1

Overview



*should be mastered by the end of the unit



Items Needed

- 2 quarters
- cotton ball
- index cards
- paintbrushes
- recording device (optional)
- stick or spoon
- timing device
- tissue
- tracing paper
- watercolor paints
- watercolor paper
- word processing program

PHONICS, READING, LITERATURE, ART, GEOGRAPHY

- Answering questions with complete sentences
- Art appreciation and practice
- Artist study: Camille Pissarro
- Common and proper nouns
- Compound words
- Decoding practice
- Editing
- Geography: continents, types of maps, North America, oceans, town/city, county, state/province, country, planet
- Heteronyms

- *Homophones (see/sea, for/four, hear/here, to/too)
- Literature: "Daniel and Prayer"
- Open and closed syllables
- Oral narration: short story
- Poetry memorization and reading
- *Phonics principles: AI, ANK, AR, AU, AY, EA, EAR, ER, EW, EY, KN, OA, OO, OOR, OR can say /er/, OY, QU, Sneaky E, Soft C and G, WH
- Reading comprehension
- Sight words

- Syllable divisions
- Writing: creative writing, essay writing, oral narration, poetry writing, short story, thank-you note writing, writing sentences

SPELLING

Unit Spelling Words to Memorize*

been	only
upon	brother
search	young

Spelling Review (from lower-level courses)*

he	the	you	they	SO
of	do	do she		love
does	or	be	for	me

Spelling Patterns to Master*

ALL

AY

SH

CH

TH

OR

Unit Spelling Rules*

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.

U and V Caboose E: Write an E at the end of the words that need a Caboose E so that the word does not end with V or U.

Spelling Practice

AI EA OO
ALL EY OR can say /er/
ANK ING QU
AR KN Sneaky E
AY OA Soft C and G

Contractions

LESSON 1

Reading Words with QU

Helpful Hint: Lifelong preferences in literature develop at a young age. It is important to use this window of opportunity to help the child gain a love of good literature, including poetry—something relatively few children today are developing. The child will learn much from how you approach poetry. By not skipping poetry, enjoying it yourself, and being enthusiastic about it, you will help the child appreciate the power of poetry.

- Do not start this course until you have completed the "Master Before Starting This Course" *Reading Booster C Cards*.
- Work on reading booster cards or books for 8 to 12 minutes, following the booster card instructions.
 - Read to the child: I'm really excited to learn with you through this course. I won't be your only teacher, though. Guess what else is going to be your teacher? Poetry! As I read poetry to you, and as you read poetry to me, it will not only help you practice reading but also place beautiful language patterns in your mind. This will help you to be a better writer now and throughout your whole life. Poetry will also help you recognize and appreciate beauty in the world around you, and it will help you develop a stronger heart and mind. Let's get started.

The poem I am going to read talks about asters. Asters are flowers that look and smell beautiful and attract a lot of bees and butterflies. Read the poem to the child. Then have the child read the poem to you.

September

By Edwina H. Fallis

A road like brown ribbon, A sky that is blue, A forest of green With that sky peeping through.

Asters, deep purple, A grasshopper's call, Today it is summer, Tomorrow is fall.



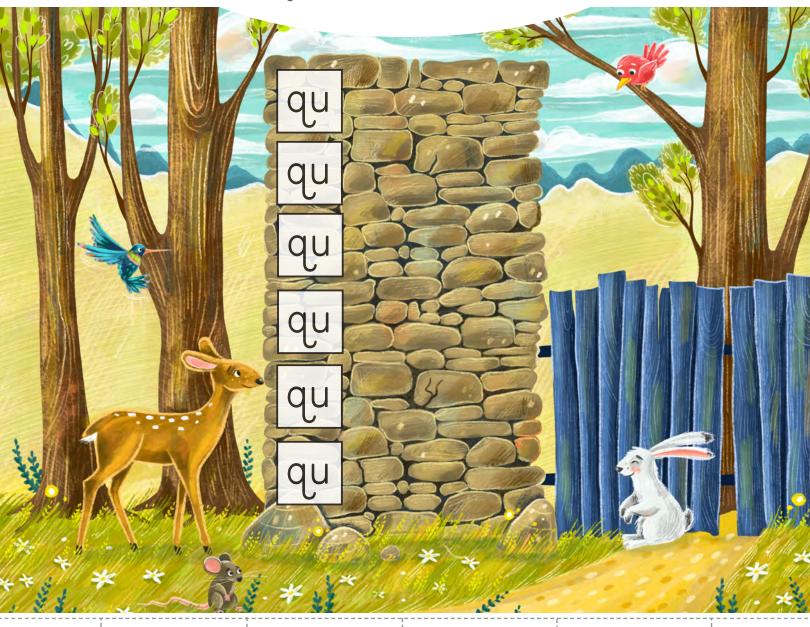
Have the child circle all the color words used in the poem. Read to the child: Poems paint pictures in our minds. Listen to this poem as I read it again, and then listen to me read a version of the poem without any use of color. Read the poem above again, and then read the poem below. Discuss how the use of color helps the poem paint a more lovely picture.

A road like ribbon, a sky, a forest With that sky peeping through. Asters, a grasshopper's call, Today it is summer, tomorrow is fall.

- Read to the child: Through this course you will learn to read many new words, which will allow you to read so many more good and beautiful books and poems. Let's learn about the letter Q. In English the letter Q is almost always paired with the letter U. The combination QU makes the sound /kw/ as in QUICK.
- Climb the Wall. Have the child cut out the word boxes on the bottom of the next page. Spread the boxes out on the table. Read to the child: Let's do an activity called "Climb the Wall." Start at the bottom of the wall. Choose a box you cut out and put it next to the bottom QU box. Read the two boxes together to read the word. Then create the next word up the wall. Continue until you have finished climbing the wall. Then remove the boxes and climb the wall again with new words.

Completed □





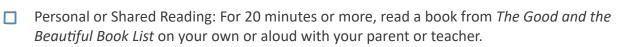
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WRITING PRACTICE To describe yourself, fill in each blank using a word or words from the word bank by each sentence.

I have	eyes.	brown blue green hazel gray
I have	,	black brown blond red
I am	years old.	seven eight nine ten eleven
I	a pet.	have do not have

ART Draw a picture of your family or your home.



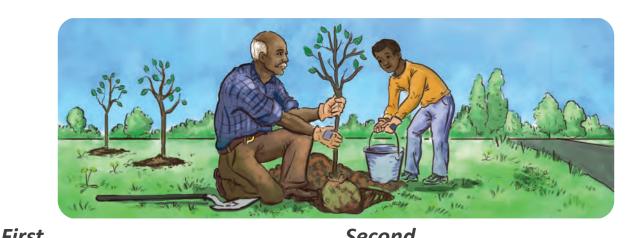


Helpful Hint: The free Good and Beautiful Letter Tiles app is very effective, as it includes only the letters the child needs for the lesson, which reduces frustration and time spent searching through all the letters of the alphabet. In addition, time is not spent getting physical tiles ready and resetting them after each word. The app also has tiles for phonograms.

READING & LOGIC Cut out the sentence strips, read them, and then tape them in the right order in the boxes below.

Put the Story in Order

Grandpa and Dirk Plant a Tree



11130	Second
Third	Fourth
Once the tree was set in the hole, they covered the hole with dirt.	The very first thing Grandpa and Dirk did was find a spot to plant the tree.
	1

Next, they dug quite a big hole.

Last, after the hole was covered by dirt,

they watered the tree.

LESSON 9

Decoding Practice

Helpful Hint: Decoding is the skill of sounding out words that are not instantly recognized. If the child struggles with a word while reading, help the child identify and sound out any known phonics principles in the word, such as AY makes the long A sound; ER says /er/; C is soft before I, E, or Y; or Sneaky E makes the vowel say its name.

Work on reading booster cards or books for 8 to 12 minutes		Work on	reading	booster	cards or	books	for 8	to 1	2 minute
------------------------------------------------------------	--	---------	---------	---------	----------	-------	-------	------	----------

- Have the child spell the following words aloud: way, sway, may, pray. Words in brown contain spelling patterns to master in this unit (see page 1).
- Read to the child: A syllable is a letter or group of letters said with a single effort. I'll tell you a word, and you clap the syllables in the word with me. Say the following words aloud and clap the syllables with the child: winter: WIN TER | absolutely: AB SO LUTE LY | chair: CHAIR.

Syllables must contain at least one vowel. What must each syllable contain? [a vowel]

Read to the child: There are 12 types of true foxes in the world, and there are 12 rows of words below and on the next page. You will read the words on each row, and then I will read you the name of a type of fox.

In all these words, the vowel says its name if it is an open syllable. An open syllable ends with a vowel.

If a word has a double consonant, we divide the syllables between the consonants but only say the sound of the double consonant once. Remember that C is soft before I, E, and Y.



detail

pebble

Read to the child: This Silent E does not make the vowel say its name. This Silent E is here because English words can't end in V.

festive



shelter

level

excuse



escape

defense

entry



Со	m	р	let	te	d	
		Μ		-	~	

SENTENCE DICTATION



WRITING PRACTICE: THANK-YOU NOTE

- 1. Choose someone who takes care of you or teaches you and to whom you would like to write a thank-you note. Write the person's name on the blank black line.
- 2. Fill in the two blank orange lines with phrases from this orange box (or your own phrases).

	helping me	teaching me	being fun	all yo	u do
3.	Fill in the purple line with	a word from this purple box.		اد ماد	
4.	. Write your first and last name on the green line.		nice	kind	great

- 5. Cut out the box and give the note to the person you wrote it for.
 - Personal or Shared Reading: For 20 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Thank you! Dear,	
Thank you for	and also for
You are	•
Love,	

LESSON 12

Spelling Words with Sneaky E





I'll wait for him. \mid I have four dogs. \mid The book is for you. \mid It's time for lunch. \mid Four birds fly. \mid I see four birds.





If the child has not mastered the principle of Sneaky E taught in Level 1 (a Silent E at the end of a word that makes the vowel before it say its name), on the Good and Beautiful Homeschooling app, go to Language Arts > Level 2 > Videos > Sneaky E. Play the video.

☐ Complete the letter tiles activity.





LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 12, or use physical tiles. Dictate the words in the purple boxes. Tell the child that many of the words have a Sneaky E at the end that is silent but makes the vowel before E say its name.

(Note: This exercise practices these spelling principles, which should be mastered in this unit: AY, CH, OR, and Sneaky E.)

Tip: Tell the child to use K for the /k/ sound before I, E, or Y.

chase

stay

shape

choke

shake

more

store

cute

pay

ignore

snore

tray

☐ Have the child write a vowel in each blank to create a real word.











h me









WRITING PRACTICE With your best handwriting, copy the sentence, filling in the blanks with phrases from the box.

	blue river	misty mountain	cute homes	thick forest	green grass
	My favorite parts of the painting are the and the				
-					



Personal or Shared Reading: For 20 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



LESSON 17

How to Write a Story

- Work on reading booster cards or books for 8 to 12 minutes.
- Read to the child: I will dictate a sentence. You write it on the line at the bottom of the page. When you are done, I'll tell you something fun to do. Remember to double the L at the end of a one-syllable word when the L comes right after a short vowel. Dictate this sentence: We will go home. Have the child correct any mistakes. Now draw a tiny home above the sentence.
- On the Good and Beautiful Home-schooling app, go to Language Arts > Level 2 > Videos > How to Write a Story. Play the video.
- Read to the child: To prepare for writing a story in the next lesson, choose and circle one of these outlines below that I will read to you, or you can create your own on another sheet of paper.

Beginning	Middle	Ending
Your new kitten is lost.	You pray for help and have the idea to look (you decide a certain place).	You find the kitten.

Beginning	Middle	Ending
Your main character is on a	They look everywhere	Just as they are about to get back
nature walk with Dad, looking for a special red bird.	and see other neat things, but not that special	in the car, they see the bird. Your main character takes a
	red bird.	picture of it.

Rocket Reading Review

Have the child read the sentences below, which review words with WH, WR, OA, EA, and more. Start from the bottom and go up, like a rocket-launch countdown. If the child cannot read the sentences easily, consider practicing these sentences daily for the next few days.

Blast off!

- 1. Write it down.
- 2. Wrap the bread.
- 3. Whip the cream.
- 4. Lead the goat.
- 5. Use the soap.
- 6. Do not scream.
- 7. Cook the wheat.
- 8. Clear your throat.
- 9. Wear your coat.
- 10. Use a wrench.
- 11. Clean the boat.
- 12. When does the road end?
- 13. Do not wreck the boat.
- 14. Read to me while I clean.
- 15. Who will eat a whole peach?

SENTENCE DICTATION

LESSON 19

Gommon and Proper Nouns

- Work on reading booster cards or books for 8 to 12 minutes.
- Have the child spell the following words aloud: pay, paying, stay, staying, day, chip. Words in brown contain spelling patterns to master in this unit (see page 1).

☐ Read to the child:

A *noun* is a word for a person, place, or thing. What is a noun? [a word for a person, place, or thing]

Point to a goat in the picture on the next page. Is a GOAT a person, place, or thing? [yes] Yes, a GOAT is a thing, so it is a noun.

Point to the field. Is a FIELD a person, place, or thing? [yes] Yes, a FIELD is a place, so it is a noun.

Point to the little girl. Is a GIRL a person, place, or thing? [yes] Yes, a GIRL is a person, so it is a noun.

Tell me two other things in the picture that are nouns. [sky, rock, tree, grass, hill, dress, etc.]

A *common noun* is the general name of a person, place, or thing. A *proper noun* is the specific

name of a person, place, or thing. For example, the word GIRL is a common noun. But the specific name of a girl, such as SARAH, is a proper noun. The word DOG is a common noun. But the specific name of a dog, such as SPOT, is a proper noun. Proper nouns are always capitalized, which means they start with an uppercase letter, which is also called a capital letter.

Point to a goat in the painting. The word GOAT is a common noun. Let's imagine the goat's name is Sparky. The word SPARKY is a proper noun.

Read to the child:

A country is a place that has its own laws and rules. Look at the map. Point to where you live on the map. This is where we live. The country we live in is called _____. Point to the red circle on the map. This is where the country of Germany is. This painting on the next page shows a place in Germany. The word COUNTRY is a common noun. The specific name of a country, such as GERMANY, is a proper noun. Now I'll tell you a common noun, and you tell me a proper noun that could replace it: girl, dog, town, boy.



Edit the Story

Use the marks shown in the box below to edit the story.

- 1. Sentences should start with a capital letter and end with a period, question mark, or exclamation point.
- 2. The word "I" should always be capitalized.

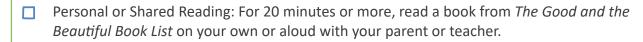
There are five mistakes.

Capitalize: Add a punctuation mark: 🔨 🅎 🥎



The Very Slow Sloth

Once i saw a sloth at the zoo. Looking closely, i could see its long claws. after waiting and waiting, i finally saw it move. I had never seen an animal walk so slowly, but in the water it moved faster





LESSON 24



Reading Words with 00

- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- Read to the child: In the Bible it says, "Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven" (Matthew 5:16). We can let our light shine by being kind and doing nice things for other people. The light from a lighthouse can protect ships from crashing into the shore. When we let our light shine, we can be like a lighthouse, leading people to the safety of Christ. Today we get to see inside a lighthouse as we practice reading words with OO. First, read the words in the vellow boxes that end with OOR, which makes the sound /or/.



Have the child write each orange unit spelling word on a whiteboard.

blue bowl that could have cookies in it

been	only	search
upon	brother	young



LOGIC & ART Find and draw all the missing things on each lighthouse. Include shading.

SPELLING PATTERN PRACTICE: 00 Write the missing letters to spell each item. OOM m se



LEVEL 1 HOMOPHONE REVIEW

Write the correct homophone in each blank: to or too.

to = Give it to Mom. too = She's too young. I helped too.

I. You're	late.
2. I went	church.
3.We need help	





fold my arms clasp my hands bow my head close my eyes dear thank God for tell God talk to God about ask God amen

WRITING Finish the essay by tracing the words and adding your own words or using words from the word bank. If you have never prayed, imagine how you would pray and write about that.

How I Pray Praying is how I speak to God. This is how I pray. First,
I'm so grateful I can pray!

SENTENCE DICTATION







Independent Practice

READING AND ART

Read the sentences above each tree aloud. If all the sentences above a tree are true, draw some flowers around the base of the tree with colored pencils.

Squirrels have tails.

Tulips are flowers.

Floors can have carpet.

Knights wear armor.

Owls can hoot.

The world is huge.

Worms are small.

Clouds have roots.

Doors have knobs.







LEVEL 1 HOMOPHONE REVIEW

ate = I ate the peach. | eight = I have eight cats.

Write the correct homophone in each blank: ate or eight.

1. I saw ____ owls. 2. He ___ all the food.

Personal or Shared Reading: For 20 minutes or more, read a book from The Good and the Beautiful Book List on your own or aloud with your parent or teacher.





Reading Words with EAR

☐ Work on reading booster cards or books for 8 to 12 minutes.



Practice the Unit 1 spelling words using the free Good and Beautiful Letter Tiles app (Level 2 > Spelling Words: Unit 1) or any way desired: been, only, search, upon, brother, young.

Read to the child: The letter combination EAR can make the sound /ear/ as in HEAR, /er/ as in HEARD, /air/ as in PEAR, or /ar/ as in HEART. There are no rules to help you know which of these sounds the letters EAR make, so you will need to memorize the words. Reading a lot helps! Give the child a cotton ball. Have the child read each box of words. Then have the child set the course book on the floor, kneel down, and try to drop the cotton ball so it touches the red bull's-eye. Repeat several times. * = two ways to pronounce



ear
hear
heard
fear
dear
tear*
pearl
wear
pear

earth
swear
gear
earn
search
near
bear
learn
smear

beard
spear
yearn
appear
dearly
year
hearing
heart
hearty

Read to the child: Compound words are two words put together to make one word. We are going to practice reading compound words that use the letter combination EAR. First, read each word, and then put the words together.

ear - drum

eardrum

earth - worm

earthworm

over - heard

overheard

ear - lobe

earlobe

ear - wax

earwax

swim - wear

swimwear

ear - ring

earring

ear - plug

earplug

spear - mint

spearmint

tear - drop

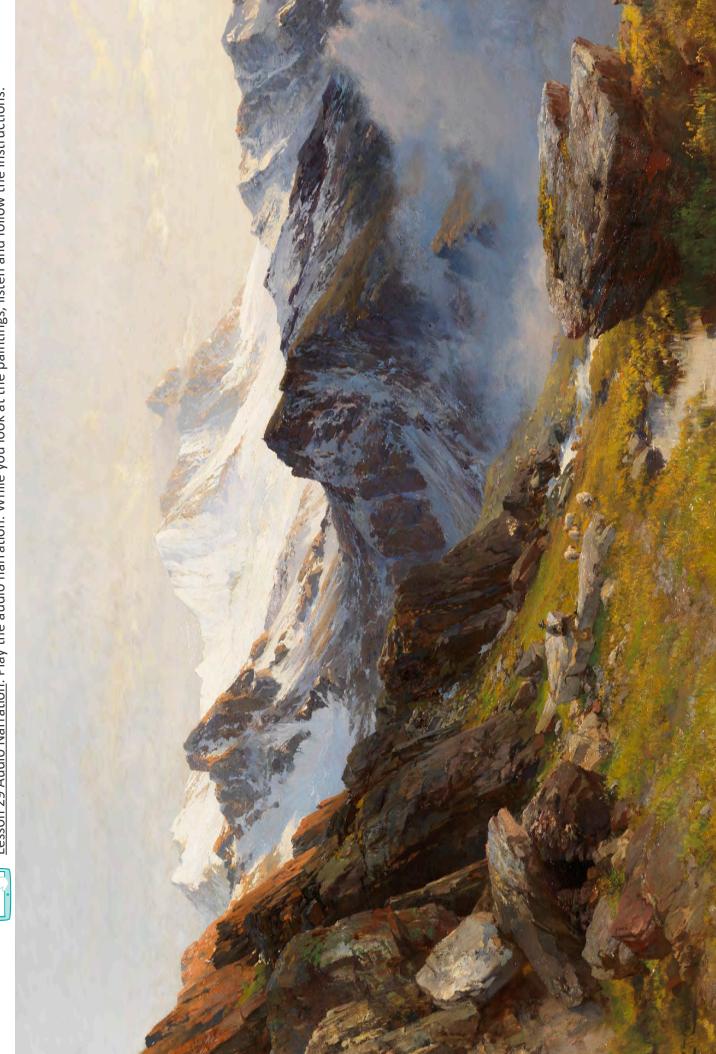
teardrop

head - gear

headgear

heart - beat

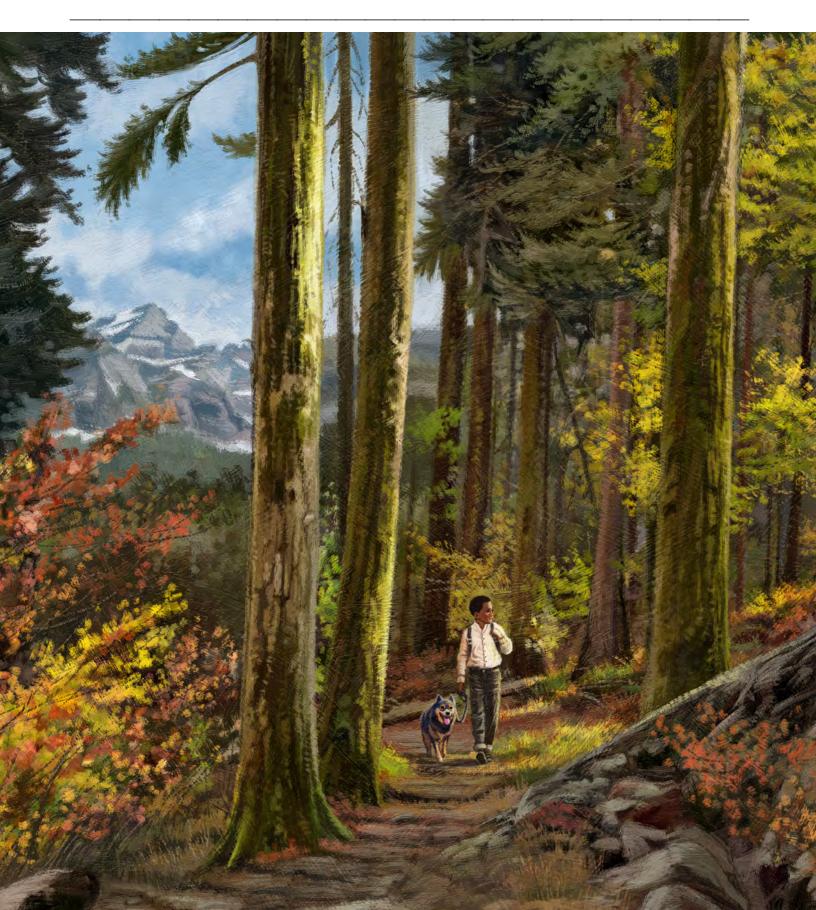
heartbeat



Independent Practice

With your parent's permission, on the Good and Beautiful Homeschooling app, go to Language Arts > Level 2 > Audio > Lesson 29 Audio Narration. Play the audio narration. While you look at the paintings, listen and follow the instructions.

SENTENCE DICTATION





Reading Words with EY

- Work on reading booster cards or books for 8 to 12 minutes.
- Have the child spell the following words aloud: playing, staying, side, pinching, state.
- Dictate this sentence: I hope you have a dime. Have the child write the sentence on the next page. If needed, remind the child to use a Sneaky E at the end of a word to make the vowel say its name. Have the child correct any mistakes and then draw a rainbow that connects the word YOU to the word DIME in the sentence.
- Read to the child: The words we are going to use for this activity all end with EY. EY can make the long E sound.

- Choose the butterfly that you like best on the following page and read the words in its box. Choose your next favorite butterfly and read the words in its box. Continue until all the butterflies have been chosen.
- 2. Now let's play "Bet You Can't Find My Butterfly." In my mind I will choose one of the butterflies as "it." You then choose three butterflies. Read the words in the boxes of the butterflies you pick. If one of your butterflies is the butterfly that I chose, I will say, "You found my butterfly!" and you win. Play multiple times if desired.



four

HOMOPHONES Write a sentence that uses the word "four" and a sentence that uses the word "for." Remember to start the sentence with an uppercase letter and end it with a period.

for			
SPELLING PATTERN PRACTI	CE: AR Write the antonym (o	oposite) of each word.	
light	easy	finish	

Spelling Words with EY

- Work on reading booster cards or books for 8 to 12 minutes.
- Complete the letter tiles activity.



LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 35, or use physical tiles. Dictate the words in the purple boxes and have the child spell the words with tiles.

TIP: Tell the child that the O in MONEY, HONEY, and MONKEY says /uh/.

key

donkey

turkey

monkey

honey

chimney

money

POETRY MEMORIZATION PRACTICE

☐ Work on memorizing the poem.

God

By Frances Wright Turner

Just an apple blossom,
Just a singing bird;
Just a little laughing brook,
Or a happy word.

Just a bit of blue sky,
A bit of earth's green sod;
O, what little things it takes
To show us God.



Read to the child: Draw a line from the group of words to its contraction.

don't

doesn't

haven't

isn't

we've

it's

I'll

does not

do not

have not

it is

is not

I will

we have

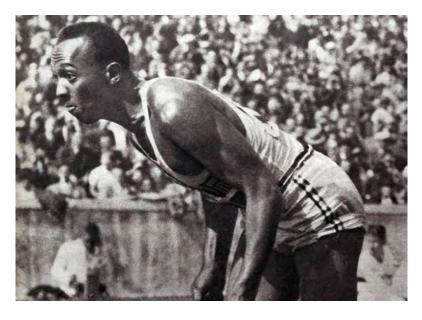
ITEMS NEEDED:

- index cards
- timing device

LESSON 38

Phonograms Review: EW, OW, OU

- Work on reading booster cards or books for 8 to 12 minutes.
- Read to the child: The photo on this page shows Jesse Owens. He realized at a young age that he was a very fast runner. While he was still in high school, Jesse tied with the world record for the 100-yard dash. He eventually won gold medals in the Olympics and broke five world records. Jesse trained and worked hard in order to become faster and faster. We can do the same thing with reading. Let's see if in one lesson, with practice and hard work, you can become faster at reading.



You will read the sentences below, and I will time you. Time the child while writing down words the child struggles with, and then record Time #1. If the child struggles with being timed, the timing can be skipped.

- I. Who drew a nice tower?
- 2. The new crew is loud.
- 3. Don't frown; there is no danger.
- 4. Gazing at clouds sounds great!
- 5. Does the hound howl?
- 6. May I pick a few flowers?
- 7. Did you buy a bag of flour?
- 8. Is your house new?
- 9. Who threw the screw?
- 10. The strange bird flew away.

- II. The wind blew the clouds.
- 12. The towel is on the couch.
- 13. Now I hear the owl hoot.

īme #1	Time #2

- ☐ Have the child complete the following for the words that you wrote down:
 - 1. Write them on index cards.
 - 2. Use the index cards as flashcards to practice the words until mastered.
- Time the child reading the sentences again, and then record Time #2.

UNIT 1 REVIEW



Only items that are helpful to have mastered at this point are assessed. The child completes the
exercises with purple headers only. Correct the work. If the child makes one or more mistakes in
a section, check the orange "Additional Practice" checkbox for that section. On another day the
child will complete all the orange sections that are checked, if any. If the child still makes multiple
mistakes, make sure the child understands why and consider continuing to practice the concepts
missed.

Note that you will need to administer the Reading Assessment section. There is no orange section for the Reading Assessment. Instead, you will be instructed in Lesson 117 to assess the passage again to see what progress has been made.

Read to the child: This review gives you practice with major concepts from Unit 1, and it will also help you to be better prepared for any type of testing you will have to do in the future. I will read the instructions in each section to you. You will complete only the purple sections today.

Spelling Rule: Caboose E

Have the child write an E at the end of each word that needs a Caboose E so that the word does not end with V or U.

giv	liv	call	mov

Additional Practice

Spelling Rule: Caboose E

Have the child write an E at the end of each word that needs a Caboose E so that the word does not end with V or U.

hav	quiz	lov	liv

Homophones

Have the child circle the correct homophones.

- I. I hear / here the birds.
- 2. The mail is hear / here.
- 3. Do you see / sea the sunset?
- 4. The see / sea is deep.
- 5. I need for / four spoons.
- 6. This key is for / four you.

Additional Practice

Homophones

Have the child circle the correct homophones.

- I. I see / sea a goose.
- 2. A ship is on the see / sea.
- 3. We here / hear the train.
- 4. Put your coat over hear / here.
- 5. The card is **for / four** you.
- 6. I picked for / four peaches.

Spelling Rule: S, F, L, or Z

Have the child spell the following words aloud.

hill	stuff
glass	buzz

Additio	anal D	racti	00
Adding	ו וטווכ	racii	CE

Spelling Rule: S, F, L, or Z

Have the child spell the following words aloud.

tell	moss
puff	sell

Spelling Patterns

Have the child spell the following words aloud.

fall	playing		
chime	born		

Additional Practice

Spelling Patterns

Have the child spell the following words aloud.

tall	saying
chase	torn

Unit Spelling Words

The child learned how to spell words with many different phonics patterns.

The unit spelling words are mainly rule

breakers. Dictate the words and use the free Good and Beautiful Letter Tiles app to have the child spell the words (Level 2 > Spelling Words: Unit 1), or the child can write the words on paper. Circle words the child spells incorrectly.

> been only search upon brother young

Additional Practice

Unit Spelling Words

Tell the child the spelling words that were spelled incorrectly in the purple section. Have the child use the free

Good and Beautiful Letter Tiles app (Level 2 > Spelling Words: Unit 1) to spell them, or the child can write the words on paper. Circle words the child spells incorrectly and continue practicing them until mastered.



$C \circ$	m	nΙ	et	Р	d	
\sim \circ		ρ	Lι	_	u	_

Reading Assessment

Time the child as he or she reads the passage in purple. On a separate sheet of paper, use tally marks to count the number of errors made. If the child cannot read a word after a few seconds, tell the child the word (and count it as an error) and have the child continue reading. Pause the timer during any interruptions. Write the time and the number of errors made on the bottom of this page.

This Reading Assessment includes words using the phonetic principles taught throughout *Reading Booster C Cards*. Only booster cards through Card 16 are expected to be mastered at this point in the course. It is OK if your child struggles with some of the words in this assessment at this time. You will readminister this Reading Assessment in Lesson 117 so that you can measure your child's progress. It is highly suggested that you administer the Reading Assessments to make sure your child is progressing in reading fluency and accuracy.

My aunt lives in quite a beautiful area of our country. Straight behind her home is a group of high mountains.



Early in the morning today, I rode a donkey near her home.

I saw clouds as white as pearls, strange birds, a lake with a surface that appeared as clear as a mirror, a raccoon, and gently rolling hills.

All of these things seem proof to me of a grand Creator. I kneel and thank Him for this place of quiet peace and beauty that I dearly love.

Reading Assessment Scores					
Time	Lesson 40:	_ (date:) Lesson II7:	_ (date:)		
# of Errors	Lesson 40:	_ (date:) Lesson II7:	_ (date:)		

UNIT 2

Overview



*should be mastered by the end of the unit



Items Needed

- butter knife
- cotton swabs
- fork
- paint
- paintbrushes
- paper
- spoon

- timing device
- tissue
- watercolor paints
- watercolor paper
- word processing program

PHONICS, READING, LITERATURE, ART, GEOGRAPHY

- Art appreciation and practice
- Artist study: Konrad Mägi, Carl Skånberg
- Adjectives
- Articles
- Commas in a series
- Common and proper nouns
- Compound words
- Decoding practice
- Editing
- Geography: capital cities; cardinal directions; compass rose; maps (constructing a map—keys, legends, grids, scales, symbols, topographical map); house number and street address; Mongolia, Morocco; oceans, continents, the equator, hemispheres, North Pole,

South Pole, axis; urban, rural, suburban; immigration, trade, local

- Heteronyms
- *Homophones (eye/I, knew/new, one/won)
- Literature: "Diamonds and Toads" Reader's Theater, point of view, "The Miller of the Dee," messages in books, nature journals, "Sir Isaac Newton and His Dog, Diamond"
- Oral narration: personal narrative
- *Phonics principles: AI, DGE, EIGH, ER, IE, IR, MB, O can say the short U sound, PH, S says /z/, TCH, UE, UI
- Plural nouns

- Poetry
- Prefixes and suffixes
- Reading comprehension
- Root words
- Sentence diagramming
- Sight words
- Subjects
- Syllable division rule
- Synonyms and antonyms
- Three things a sentence must have
- Vocabulary
- Verb tenses
- Verbs
- Writing: character sketch, creative writing, essay writing, oral narration, poetry writing, short story

Unit Spelling Words to Memorize*

our	very	
could	should	
would	where	

Spelling Review (from lower-level courses)*

to	go	your	does	no
look	was	said	her	more
any	from	come	oh	

Spelling Patterns to Master*

AR ED EE OO SH TH

Short Words Where Y Says the Long I Sound (cry, etc.)

SPELLING

AR

EAR

ER

EY IGH

IR

00

Unit Spelling Rule*

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 I, E, or Y. Use C in front of any other letters.

OR

Plural nouns

Spelling Practice

Prefixes and suffixes

Soft C and G

Softy E

3010

Reading Words Where S Says /z/

	Work on	reading	booster	cards or	books	for	8 to	12	minutes.
--	---------	---------	---------	----------	-------	-----	------	----	----------

Read to the child: There are three articles: THE, A, and AN. What are the three articles? [THE, A, and AN] Read the sentences in green. Have the child point to the articles.

The pearl is beautiful.

An ice palace shines.

Read to the child: In some words S in the middle of the word makes the /z/ sound. Choose the milkshake on the next page that looks like it would taste the best, read the words below it, and then check the box. Then choose the milkshake that looks like the next-best-tasting milkshake, read the words below it, and check the box. Continue until all the milkshakes are chosen.

Now let's play "That's My Milkshake!" I will choose my favorite milkshake in my mind. You choose a milkshake and read the words below it. When you get to the milkshake I chose, I will say, "That's my milkshake!" and the game is over. We will play this game three times, and I will pick a new milkshake each time. Help the child sound out words as needed.



PLURAL WORDS AND SPELLING WORDS WITH OO

Plural means more than one. Write	the plural word for each item. Hint	:: Each word contains OO.
		181

COMMON AND PROPER NOUNS

Write a common noun that describes each proper noun. A common noun is a person, place, or thing. A proper noun is a SPECIFIC name of a person, place, or thing.

Mr. Parker	Emily	Pine Lake

That's My Milkshake!



cousin

husband

business



lose

risen

reason



result

disaster

confuse



music

season

thousand



easy

disease



deserve

observe



desire

reason



misery

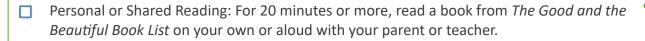
seasons



Independent Practice CREATIVE WRITING CORNER

First Sentences for Stories

Finish the sentences with your own ideas. Illustrate your favorite idea.	
Once upon a time	_ }
Once in a great forest, there was	-
	(





C 0	m	nl	ete	$^{\prime}$	
CU	111	IJΙ	ete	u	-

WRITING PRACTICE Describe the painting with three sentences. Make sure each sentence starts with a different word. For example, do not start more than one sentence with the word THE.				





LEVEL 1 HOMOPHONE REVIEW Write the correct homophone in each blank.

one = I have one shoe. | won = I won the contest.

My donkey ______ an award.

I purchased ______ glass mirror.

I have _____ aunt living near me.

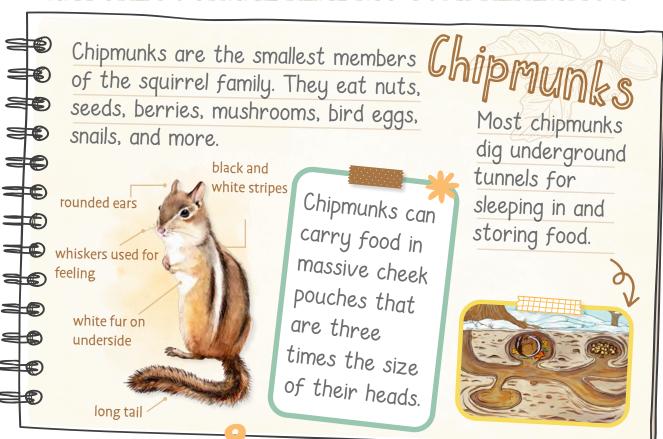
UNIT SPELLING WORDS

our	very	could
should	would	where

Read each word, and then spell it, raising your knee with each letter. Repeat two times.

Read the nature journal, and then circle the correct answers.

NATURE JOURNAL READING COMPREHENSION



- 1. Does a chipmunk have white fur on its underside? YES $\,$ NO $\,$
- 2. Do chipmunks eat snails? YES NO
- 3. Do chipmunks use whiskers to smell? YES NO

For 20 minutes or more, read a book from *The Good* and the Beautiful Book List on your own or aloud with your parent or teacher.



O Gan Say the Short U Sound

- Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child read the poem aloud:

Window Boxes

By Eleanor Farjeon

A window box of pansies Is such a happy thing.

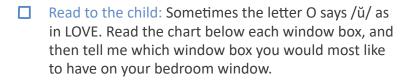
A window box of wallflowers Is a garden for a king.

A window box of roses

Makes everyone stand still

Who sees a garden growing

On a window sill.



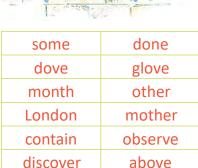
Read to the child: C and G are usually soft when they come before _____. [I, E, or Y] A verb tells _____. [what the subject does] There are two types of verbs: action verbs and being verbs. What are the two types

of verbs? [action and being] Tell me an action verb. [e.g., jump] Tell me a being verb. [e.g., is]

□ Read to the child: Say this sentence five times while pointing to the points on the compass rose that each word represents: "Never eat soggy waffles."









oven	Monday
color	company
brother	hover
wonder	recover
dozen	occur
another	compete



lovingly	connect
shove	son
come	shoved
shovel	second
complete	develop
income	shoving



COMMON AND PROPER NOUNS AND SPELLING PRACTICE Write a common noun that describes each proper noun. A proper noun is a SPECIFIC name of a noun.

David	Becky	Oak Road

GEOGRAPHY AND WRITING PRACTICE The house number and street name make the address for each house. Look at the sentence above the houses for the gray cat's address. Finish each sentence below with the correct addresses for the black and brown cats.





Honey Road



The black cat



The brown cat

Personal or Shared Reading: For 20 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Fun Fact: You can find more kinds of bats in countries by the equator because it is nice and warm—the way many bats like it!

Read to the child: The painting on this page is made with chalk pastels. It shows two girls from Morocco. Look how precious these Moroccan girls are. Every person is beloved and made in the image of God. Morocco is a country in Africa. Look at the political map of Africa on this page. The red line on the map is the equator. Africa is divided into many countries. Some of the countries in Africa are in the Northern Hemisphere, above the equator. Some of the countries in Africa are in the Southern Hemisphere, below the equator.

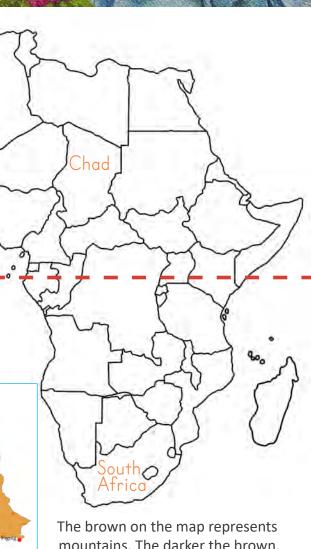
Point to Morocco on the map. Is it in the Northern or Southern Hemisphere? [Northern] Tell me another country in Africa that is in the Northern Hemisphere. Tell me the name of a country in Africa in the Southern Hemisphere.

Look at the topographical map of Morocco below. Point to the red star.

This is Rabat [ru–BOUGHT], the capital city of Morocco. Almost every country in the world has a capital city. The *capital city* is where the country's government buildings and government leaders are.

MOROCCO

8000 8



The brown on the map represents mountains. The darker the brown, the higher the mountain. Run your finger along the green area, where there are no mountains. Now run your finger along the highest mountains in Morocco.



A lowercase Q can look like all of these:

q q q q q q

READING COMPREHENSION AND ART Read the text in each box, and then underline the correct answer. Then fill in each blank face, copying the face above it.

One day, quite early in the morning, Quinn heard the sound of water pouring on his quilt. His room was quickly flooding. It was clearly much too cold! The pipes had broken!

What caused the pipes to break?

A. an earthquake B. the cold

Whitney went out to feed the turkeys, but they were gone. She quickly jumped on her donkey and searched the quiet valley. She finally found the turkeys in a shady area. It was hard work, but she didn't quit until she had brought them all straight home.

Where did Whitney find the turkeys?

A. in a shady area

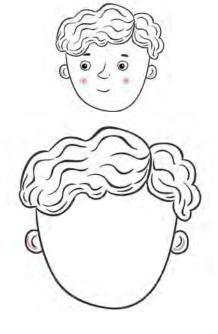
B. by the river

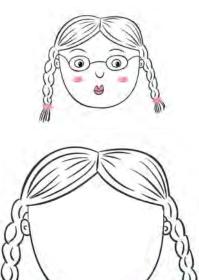
Mr. Lopez looked at his ducks as they ate worms. He had traveled the world, met a queen, and earned a lot of money. But he found the most joy in raising ducks and donating the eggs to families in need.

Mr. Lopez had

A. traveled to a few places.

B. traveled to many places.









Create a poem by following the steps:

CREATIVE WRITING CORNER

1. Under the first brown line of the poem, write a second line that rhymes. You can use the words in the brown box word bank. Do the same thing for the blue and green lines.



sky fly by

ф

7

glide pride side

light right white bright



saw an eagle soaring high

His noble wings spread so wide

All these things show God's might.

Personal or Shared Reading: For 20 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Three Things a Sentence Must Have

- Work on reading booster cards or books for 8 to 12 minutes.
- ☐ Have the child read the poem:

Trees

By Aileen Fisher

Trees just stand around all day And sun themselves and rest. They never walk or run away And surely that is best. For otherwise how would a Squirrel or robin find its nest?



Read to the child: A sentence is a group of words that starts with a capital letter; ends with a period, exclamation point, or question mark; and expresses a complete thought.

A sentence needs three things: a subject, a verb, and a complete thought.

A subject: A subject is who or what is acting or being in the sentence.

A verb: A verb can be an ACTION or BEING word (for example, RUN or IS).

If a sentence is missing a subject, verb, or complete thought, it is called a *fragment* and is not a complete sentence.

Let's review. What three things does a sentence need? [a subject, a verb, and a complete thought] If a sentence is missing any of those things, it is called a _____. [fragment] A fragment cannot stand on its own as a sentence.

In the purple box, have the child circle what each fragment is missing: a subject or verb.

1. The green worm	SUBJECT VERB
2. Loves to help	SUBJECT VERB
3. Squirms around	SUBJECT VERB
4. The old apple tree	SUBJECT VERB
5. A bug on the log	SUBJECT VERB
6. Tries to help	SUBJECT VERB

Read to the child: A suffix is a group of letters added to the end of a word that changes the word's meaning. Read each word in the orange boxes, and then tell me the suffix added to each of these words. [-ed, -ing, -less]

planted

flying

endless

Geography: The Amazing Nomads of Mongolia

- Work on reading booster cards or books for 8 to 12 minutes.
- Read to the child: I will dictate a short sentence, and you write it on the line at the bottom of the page. Add a very large exclamation point to the end of the sentence. Dictate this sentence: I knew you could do it!

Have the child correct any mistakes. As always, cover up the sentence with your hand or a sticky note if needed so the child does not see it.

Help the child complete the geography book activity and the "Color It!" map activity.



GEOGRAPHY BOOK

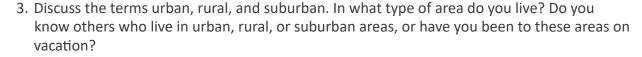
On the Good and Beautiful Homeschooling app, go to Language Arts > Level 2 > Books > Amazing Nomads of Mongolia. Play the video.

Reading Comprehension

1. Circle two ways that some modern Mongolian nomads are connected to areas outside their homes.

TVs cell phones living in the city

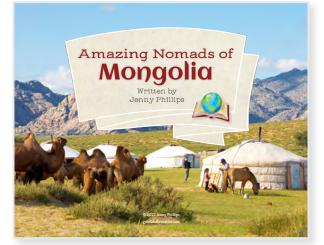
2. Circle two ways that Mongolian nomads can help preserve the environment.



urban (city)

rura (countryside)

suburban (an area located close to a big city or town)



SENTENCE DICTATION

Adjectives

Work on reading booster cards or books for 8
to 12 minutes.

Read to the child: I will dictate a short sentence, and you write it on the line at the bottom of the page. Put a beach ball instead of a period at the end of the sentence.

Dictate this sentence: They lifted the ball.

As always, cover up the sentence with your hand or a sticky note if needed so the child does not see it.

As a reminder, make sure the child fixes any errors: random uppercase letters, missing periods, incorrect spacing between words and sentences, etc.

☐ Have the child read the following words:

Read to the child: An adjective is a word that describes a noun. What is an adjective? [a word that describes a noun] Here are some adjectives: wet, dry, big, fast, nice, funny.

I am going to tell you some sentences, and you tell me the adjective in each sentence. (Adjectives are underlined.)

I'll hold the <u>soft</u> cat. | It's a <u>cute</u> house. I like peaceful music. | I am wet.

Read to the child: The painting on the next page shows so many good things: love of

reading, love of family, love of pets, and the beautiful world God created. What are some things you like about this painting?

- Read to the child: Let's do an activity to practice adjectives. Tell me five nouns shown in the painting. A noun is a person, place, or thing. Write the nouns on the whiteboard. Excellent. Let's write as many adjectives as we can for each noun. Remember, adjectives are describing words.
- Read to the child: Some adjectives are not nice to use. For example, tell me the adjective in the sentence "The person is ugly." [ugly] Let's make a list of all the adjectives we can think of that would be better to use in the sentence: "The person is ______."

Make a list together. Have the child write the list on a piece of paper or on the whiteboard. [Ideas = nice, kind, sweet, funny, loving, thoughtful, cheerful, talented, helpful, smart]

Read to the child: It is important to learn what an adjective IS, but it is more important to USE adjectives that build up other people.

How do you want people to describe you? Circle the two adjectives that you would *most* want to be known for.

kind
friendly curious
fun
smart fun
creative

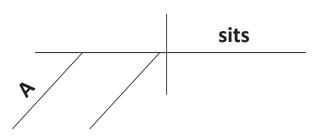
cheerful

SENTENCE DICTATION



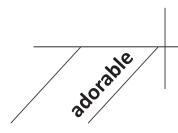
- Read to the child: You will fill in the missing words for each diagram by following these steps:
 - 1. First, read the sentence aloud. Then cross out the words that are already diagrammed for you.
 - 2. Then say the subject aloud (who or what is acting or being in the sentence) and write it to the left of the vertical line.
 - 3. Next say the verb aloud (the action or being word). Write it to the right of the vertical line.
 - 4. Say the article aloud (THE, A, AN) and write it on a slanted line beneath the word it is modifying.
 - 5. Last, identify the adjective and write it on a slanted line beneath the word it is modifying.

A black bear sits.



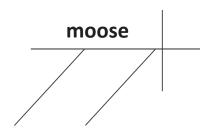


An adorable fawn sits.



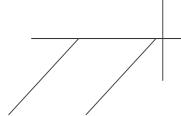


The big moose eats.





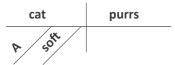
A noble eagle flies.



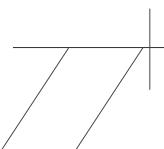


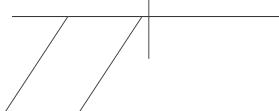
SENTENCE DIAGRAMMING

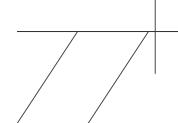
Diagram the sentences. Refer to the example or page 185 if needed.



The young lambs play.







A little cub climbs.





coulo

Say the words.

Say and trace the words.

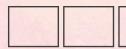
Circle each word twice.

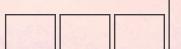
С	0	u		d
0	J	g	u	u
u	r	+	u	i
I	0	0	u	r
d		0	u	S

Fill in the missing letters.

С	
0	

Write each word in the correct set of boxes.







Personal or Shared Reading: For 20 minutes or more, read a book from *The Good and the* Beautiful Book List on your own or aloud with your parent or teacher.



Reading Comprehension

- Work on reading booster cards or books for 8 to 12 minutes.
- Have the child read the following story to you, which practices and reviews many

phonics principles learned in this course. Then have the child summarize the story orally, including the most important details. If needed, the child may read the story again.

Luke and the Lighthouse

Luke listened to the waves crashing against the beach. The bright sunlight was now hidden behind dark, frightening clouds, and the wind was sighing through cracks in the lighthouse.

"I hope Grandfather gets back quickly,"
Luke said quietly. Soon it was twilight, and
Grandfather still had not returned. Deep
inside, Luke knew he needed to turn on the
mighty light at the top of the lighthouse. He
had seen his grandfather do it many times.
But Luke was frightened by heights and
did not want to go up the flight of narrow
stairs leading to the light high in the red
tower.

"Maybe there will be no ships tonight," Luke told himself. But he knew the right thing to do. Ships might crash upon the high, sharp rocks near the shore without the searchlight to show them the way.

Luke got down on his knees and prayed. He

needed strength and courage. After his prayer, Luke had faith. He took a deep breath.



It was now night, and the clouds were so dark that Luke could not see any starlight or moonlight. Lighting a candle, Luke went straight up the stairs. They creaked as he put his weight on them, but he did not stop. Finally, he was at the top! Luke turned on the mighty light. Its bright beams reached out into the dark night. In the spotlight, Luke could see a huge ship a little way off. Luke felt so good inside for doing what was right. He thanked God for helping him.

At midnight his grandfather arrived. "Oh, Luke," he cried. "My car broke down. I am sorry I am so late. But look! You have turned on the light. You were very brave tonight."

Co	mr	le	te	d	

Using the map you drew on the previous page, fill in each blank with north, east, south, or west.

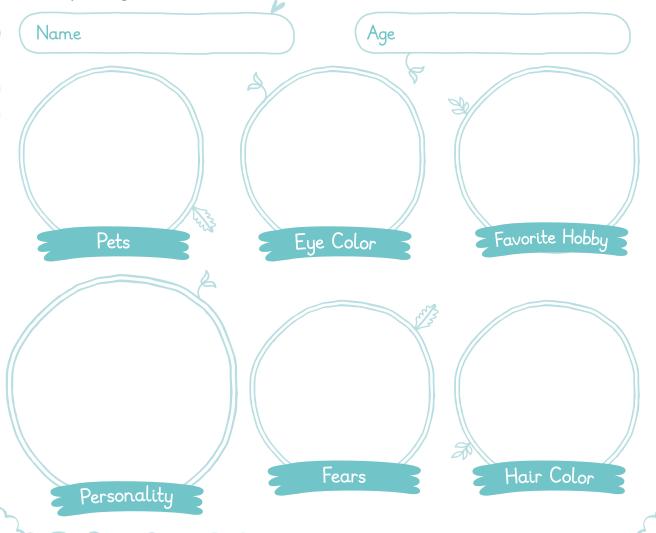
My house is _____ of the library. The park is _____ of the lighthouse.

The store is ______ of the lighthouse. Luke's house is _____ of the park.

CREATIVE WRITING CORNER

Character Sketch

The map you drew can spark hundreds of story ideas! It's fun to imagine and create. For this exercise you will think of an imaginary person in the town who would be an interesting character in a story. Fill in each circle about the character as you form the character in your mind. You don't have to write a story about the character. This is just an exercise to get your creativity flowing!



Personal or Shared Reading: For 20 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.







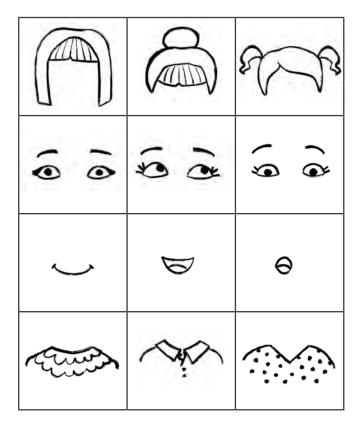
- ☐ Work on reading booster cards or books for 8 to 12 minutes.
- Read to the child: Today we are going to practice words with IE, which you have learned in your reading booster cards. Read the sentences in the boxes below. After each sentence, pause to choose one of the features to add to the girl: hair, eyes, mouth, or shirt. The nose is already drawn.

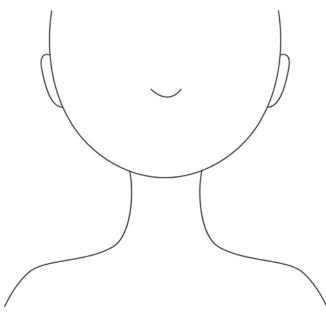
The chief retrieved his shield from his enemies.

The two-year-old shrieked when his cookie dropped.

The thief grabbed a piece of the pie.

I believe we feel relief when we don't tell a lie.





UNIT 2 REVIEW

Only items that are helpful to have mastered at this point are assessed. The child should complete only the exercises with purple headers. Correct the work. If the child makes one or more mistakes in a section, check the orange "Additional Practice" checkbox for that section. Note that you will need to administer the Reading Assessment section and that there is no orange section for the Reading Assessment. Rather, you will be instructed in Lesson 118 to assess the passage again to see progress made. On another day the child should complete all the orange sections that are checked, if any. If the child still makes mistakes, make sure the child understands why and consider continuing to practice the concepts missed.

Reading Assessment

Time the child as he or she reads the passage in purple. On a separate sheet of paper, use tally marks to count the number of errors made. If the child cannot read a word after a few seconds, tell the child the word (and count it as an error) and have the child continue reading. Pause the timer during any interruptions. Write the time and the number of errors made at the bottom of the page.

In a certain drawer by the piano, I keep a guidebook about animals. I stretch out in front of the fireplace and read many paragraphs each night. The true things I learn fill me with wonder. Tonight I discovered that badgers can climb trees,



and I learned about the average height and weight of lambs. I also learned that flies die when they are about a month old. I am most curious to learn about dolphins and elephants.

		Reading Assess	ment Scores		
Time	Lesson 80:	(date:) Lesson II8:	(date:)
# of Errors	Lesson 80:	(date:) Lesson II8:	(date:	

UNIT 3

Overview

*should be mastered by the end of the unit



Items Needed

- 2 small rewards
- access to Google Maps
- a poster board or access to Google Slides
- paintbrushes
- small plastic sheet (optional)
- timing device
- tissue
- watercolor paints
- watercolor paper
- white paint
- word processing program

PHONICS, READING, LITERATURE, ART, GEOGRAPHY

- Art appreciation and practice
- Artist studies: Edward Mitchell Bannister, Fidelia Bridges, and Ohara Koson
- Commas in dates, series, and greetings
- Contractions
- Decoding practice
- Editing
- Geography: boundary lines, geography of the child's own state/province, creating maps, locating landforms and man-made features on a map, natural disasters, natural resources, North and South Poles, oceans, Zimbabwe, continents, hemispheres, cardinal directions, compass

- rose, bay, grasslands, peninsula, plains, prairie, savanna, steppes
- *Homophones (so/sew, meat/ meet, review of Units 1 and 2)
- Irregular past tense
- Irregular plural nouns
- Literature: American folklore, icon, legend, myth, nature journals, "Paul Bunyan," tall tales, "The Golden Touch" (King Midas adaptation), "The Ugly Duckling," types of literature
- Oral narration: short story, summary, using sensory words
- *Phonics principles: AIR, AL says /ul/ as in local, AUGH, CH can say /k/, CI, EI, GN, IGN, OUGH, OUR, suffixes NESS and MENT, silent letters, TI can say /sh/, Y

- in the middle of a word
- Poetry reading and writing
- Possessive nouns
- Prefixes and suffixes
- Reading comprehension
- Rules of conversation
- Sentence diagramming
- Sight words
- Subject/verb agreement
- Syllable division rules
- Vocabulary
- Writing: "About Me" booklet, creative writing, comparative essay, letter writing, sensory language, thank-you note writing, writing descriptive sentences

Unit Spelling Words to Memorize*

pretty	friend	blue	about
were	let's	why	when
who	people	great	it's

Spelling Review (from lower-level courses)*

there	boy	goes	none	what
some	girl	two	little	done
move	many	put	school	

Spelling Patterns to Master*

ALK ANK IND INK OLD WH

Short words where Y Says the Long I Sound (cry, etc.)

SPELLING

Unit Spelling Rules*

Drop the E: <u>Drop the E before adding ED or ING to a word ending with an E.</u>

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 Practice

Al	IGH	OU
AR	ING	OW
AW	IR	Soft C and G
EA	OA	QU
EE	00	
EY	OR	

Important Notes About Reading



Having the child read books on his or her reading level is incredibly important at this stage. It is also very valuable for the child to read with you, or listen to, books that are two to three levels above his or her personal reading level. Hundreds of book suggestions can be found on *The Good and the Beautiful Book List*.

Reading a lot of quality books at this age will greatly increase current and future spelling, writing, and vocabulary skills and will increase attention span, focus, knowledge, and character.

Although practicing spelling patterns, memorizing rule-breaker or high-frequency spelling words, and practicing spelling rules are important and are covered in this course, these things are not enough to create strong spellers. Reading is vital to spelling success. There are many thousands of words that are exceptions to rules. Also, there are so many unusual spelling patterns that it would be impossible for a course to cover all of them.

At this stage the child has learned so many common phonics principles that he or she can and should read books that contain words that break rules and contain uncommon spelling patterns that have not been encountered before. The child will naturally learn to use known phonics principles and the context of the sentence to decipher these types of words. Since a course book cannot cover the tens of thousands of words that are rule breakers or contain rare spelling patterns, this is an important skill for children to learn.

Having a large vocabulary helps children more easily decipher words that are rule breakers or have uncommon spelling patterns. One of the best ways to increase vocabulary is for the child to listen to high-quality literature that is two to three levels above his or her personal reading level. This can be done through parent/teacher read alouds or by having the child listen to audio books.

Important Reminder About Booster Cards and Books



- A lesson with a target symbol means that you should wait to start the lesson until the child has mastered all the cards up to and including the card number on the symbol. Some children will need to slow down and 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 can with the booster cards while feeling successful and challenged but not overwhelmed. If the child finishes the Reading Booster C Cards and Reading Booster C Books Set, the child can start reading Level 3 books from The Good and the Beautiful Book List during the time that would have been spent on reading booster cards and books.
- It is highly recommended that you do not pause on the reading booster cards to catch up in the course book. This course book gives reading review practice of what has already been learned from the booster cards but mainly focuses on other concepts, such as spelling, writing, and grammar. Children typically learn to read faster than they can learn to spell, and reading at a faster pace has huge benefits. Reading more overall and reading higher-level books will greatly improve spelling, vocabulary, and writing skills. It is not helpful to slow down learning reading to match the pace of learning spelling and other items that are naturally not learned as quickly at this level.

"[C]hildren must have books, living books; the best are not too good for them; anything less than the best is not good enough; and if it is needful to exercise economy, let go everything that belongs to soft and luxurious living before letting go the duty of supplying the books . . ."

—Charlotte Mason



TI Gan Say /sh/

- Work on reading booster cards or books for 8 to 12 minutes.
- Have the child spell the following words aloud: quit, quiz, quilt.
- Read to the child: I will dictate a sentence, and you write it on the line at the bottom of the page. Make the double Os into glasses.

 Dictate this sentence: We should go soon.
- Read to the child: Let's practice words where TI makes the /sh/ sound, as you learned in your reading booster cards. There are some differences between the two pictures of the rocket on the next page, and you get to spy them! Pick a photograph on this page and read the list of words aloud. Then spot a difference between the rockets on the next page and circle it. Repeat for each item below.

Read the spelling rule to the child.

Spelling Rule: G 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 I, E, or Y. Use C in front of any other letters.

Dictate the words in the boxes. Have the child write the words on the whiteboard or a separate sheet of paper. Read the spelling rule as often as needed. * = rule breaker

ski	d scar	clap	skunk*

ı				
	clog	skim	cross	skit



station
option
solution
fraction
vacation

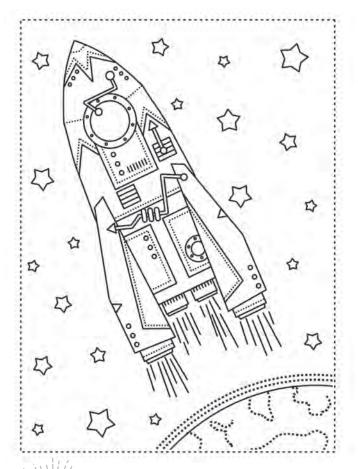


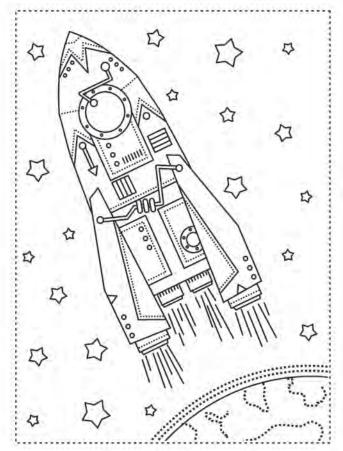
fiction
creation
information
direction
section
action



lotion mention patient motion caution

SENTENCE DICTATION







Independent Practice

Edit the Article

Edit the article. Use the marks shown in the box below to edit. Cross out any incorrect word and write the correct word above it. Remember to use AN instead of A in front of a word that starts with a vowel sound. Also, always capitalize specific names of people, pets, and places. There are four mistakes.



Capitalize:

Add a punctuation mark: \bigwedge \uparrow



Walking on the Moon

Some people have walked on the moon! A person has to work hard to become a astronaut. the first person to step on the moon was neil Armstrong

\cap	$\overline{}$	m	n	Δ.	tο	Ы	
$\overline{}$	U	111	P		ιc	u	-

COMMAS AND WRITING You get to think of more things for which to thank God! This exercise practices commas with greetings, a series of words, and dates.

- 1. Write today's date on the orange line.
- 2. Trace the first word in the greeting and add the word "God." Add a comma at the end of the greeting.
- 3. Trace the beginning of the sentence in your note, and then add three things for which you are grateful. Remember to separate items in a series with commas.
- 4. Choose a closing from the box below to write on the red line. End the closing with a comma. Write your full name on the blue line.

From	Sincerely	Warmly	With love	With gratitude	Your friend
	3%3 ↓The	ank-yo	Du [†] Not	e to God	
Dear					
nar	Tk yc	u fo			

Special Needs Around the World

Parent/Teacher Preparation: The child will need a group setting of three to four children (in person or virtually) to practice participating in a collaborative discussion. If you cannot put this group together for this lesson, skip the lesson and come back to it on a day that you are able to have a group. If needed, you may do this activity with siblings, but consider that it can also be an opportunity to gain experience talking with people outside your home. Read the next page to be more prepared for the discussion.

- Work on reading booster cards or books for 8 to 12 minutes.
- Get the group together. Read to the group: Today we are going to listen to a book and

then have a discussion. When we have a group conversation, it is good to follow some rules. Read and discuss the Rules of Conversation in the yellow box below.



On the Good and Beautiful Homeschooling app, go to Language Arts > Level 2 > Books > <u>Special</u>

Needs Around the World. Play the video.

Have a discussion using the questions in the purple box or your own questions. You or your child can lead the discussion.



Rules of Conversation

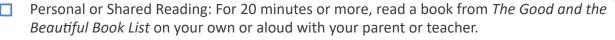
- Don't interrupt when others are speaking.
- Speak clearly and loudly enough to be heard.
- Raise your hand when you have something to say and wait patiently for your turn.
- Look at others when they are talking and show interest in what they are saying.
- Be respectful of others' ideas. It is also nice to show when you agree with or want to add more to support their thoughts.
- Ask questions to learn more and seek a better understanding of what others think.
- What does it mean for a person to have special needs?
- What is something you can do when you meet a new person with special needs and you are not sure if the person is able to talk or hear you?
- How do you feel when others include you in activities? How can you help other people with special needs feel included?



10 Tips for Parents to Help Children Understand Special Needs

- 1. A child is a child first. A child is not his or her special needs. We might say a child <u>has</u> special needs if it is relevant, but not that the child <u>is</u> special needs. Elias may be an autistic child, but first, he is a child who loves to ride his bike. The language we use with our children helps them focus on the person first.
- 2. At the same time, we don't need to pretend we do not notice a special need. Demonstrate to your child that disabilities are not shameful and that having conversations and respectfully asking questions might be welcomed. First say hello, ask a person's name, and talk about what you have in common, and then ask for permission to ask about a disability.
- 3. Teach your child that children with special needs are, in many ways, children just like any others—with abilities and challenges, likes and dislikes. Don't assume that a person is unable to help himself or herself.
- 4. Presume competence. Assume the person with special needs is capable and speak directly with him or her at eye level. Many kind people don't realize they are leaving people out when they speak over their heads or only to someone with them.
- 5. Model how to interact with people with special needs. If you are shaking hands with people, include all people. Always assume the person can hear and understand you. If you find out differently, you can then adjust your response.
- 6. Find out how you can help make playtime successful. Ask the parent questions. Adapting an activity may make it accessible to all.
- 7. Speak in a normal voice rather than assuming you need to speak more loudly or slowly.
- 8. Realize that families of those with special needs use tools, but the tools do not define them. Jacob is not confined to a wheelchair (a position of pity). Jacob uses a wheelchair for mobility (a position of competence).
- 9. Think about the language you use. The word "retarded" is out-of-date and is considered derogatory. "Deaf" or "blind" may be accurate for some but may not accurately describe a child who is actually hard of hearing or visually impaired. Help children to find appropriate words and know that it's OK to ask and learn when they're not sure.
- 10. Children with special needs are just as excited to make friends as anyone else!

Helpful Hint: If the child struggles with creative writing assignments, consider working with the child to write every other sentence or having the child dictate the assignment to you orally while you write it.



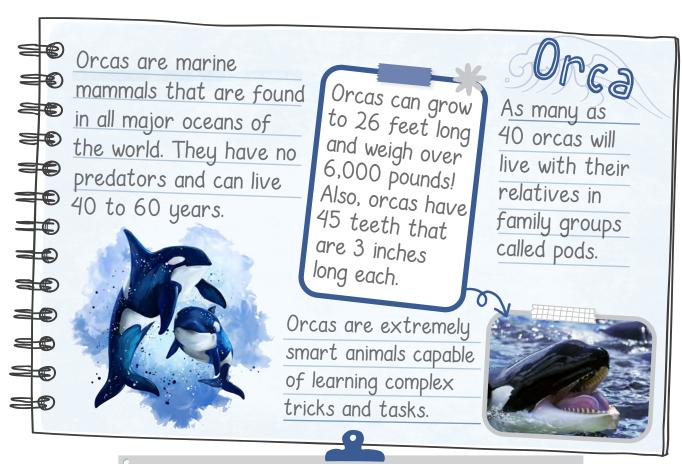


DROP THE E RULE Drop the E before adding -ed or -ing to a word ending with an E. On each blank line, write the word in the blue box combined with the vowel suffix.

nice + er dance + ing share + ed

Read the nature journal, and then circle the correct answers.

NATURE JOURNAL READING COMPREHENSION



- 1. Do orcas like to live in groups? YES NO
- 2. Can you find orcas in any ocean? YES NO
- 3. Do orcas have teeth? YES NO

Personal or Shared Reading: For 20 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Spelling Rules Practice

Work on reading booster cards or books for
8 to 12 minutes.



Spelling Rule: 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.

- Dictate the following words and have the child write them on the lines at the bottom of the page: thrill, tool, pass.
- Complete the letter tiles activity. Refer to the spelling rules and/or the videos if needed.



Videos: On the Good and Beautiful Homeschooling app, go to Language Arts > Level 2 > Videos > U and V

<u>Caboose E</u> or <u>Spelling Rule: Drop the E</u>. Play the video.

Spelling Rule: U and V Gaboose E

A Silent E is added to words to keep them from ending in V or U because most English words do not end with the letters V or U.

Spelling Rule: Drop the E

If a base word ends in a final Silent E, drop the E before adding a vowel suffix.



ele

LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level 2 > Lesson 93, or use physical tiles. Dictate the words. Read any of the spelling rules above to the child if needed.

living

moved

telling

hoping

making

passed

yelling

taking

smelled

having

lived

missing

Dictate the words in the purple boxes below. Write down words the child misspells to practice again at the end of the exercise.

were

sold

talk

what

where

walked

1111

SPELLING DICTATION