



# LANGUAGE ARTS & LITERATURE

✿ LEVEL 3 ✿

**COURSE BOOK**

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





**FOURTH EDITION**

Created by Jenny Phillips and The Good and the Beautiful Team



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# Items Needed

## Course Set Items

	<i>Level 3 Course Book</i>
	<i>Level 3 Spelling Practice Book</i>
	<i>Level 3 Phonics Read-Together Books</i> (four books)

## Required Apps

	Good and Beautiful Letter Tiles app*
	Good and Beautiful Homeschool app

Visit [goodandbeautiful.com/apps](http://goodandbeautiful.com/apps) for information on 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 homeschool app.

The Good and Beautiful Homeschool app includes

- video lessons, which are usually optional and can be used in place of the lesson or after the lesson for more reinforcement, and
- required audio narrations that are part of some independent work sections.

\*You do not have to use the spelling app to complete work. In place of the spelling app, you may simply dictate (say aloud) the words to the child and have the child write the words.

## Items to Always Have on Hand

	thin-tipped markers (any kind, 20+ colors) Note: Each level of language arts uses a different art medium for art projects. Markers are required for this course.
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	pencil, scissors, glue stick, tape, a timing device (such as a timer on a smart phone)
	personal reading books at the child's reading level from <i>The Good and the Beautiful Book List</i> (free download available at <a href="http://goodandbeautifulbooklist.com">goodandbeautifulbooklist.com</a> )

## Extra Items Needed for Unit 1

	Optional: mango-flavored snack (Lesson 19 page 58)
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## Extra Items Needed for Unit 2

	Optional: rolls (Lesson 57 page 187)
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## Extra Items Needed for Unit 3

	Optional: oatcake supplies & toppings (See Lesson 85 page 281 for recipe.)
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## Extra Items Needed for Unit 4

	Optional: 1 sheet of colored construction paper, 1 sheet of white card stock (See Lesson 99 page 335 for craft.)
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*The Good and the Beautiful Handwriting Level 3* workbook or another handwriting program should be used 3 to 4 days a week in conjunction with this course. It is also suggested that the child complete *The Good and the Beautiful Typing 1* course or another typing course.

# About This Course

## Overview: Language Arts & Literature Courses

- **Preschool to Level 3** courses focus heavily on phonics and reading and require one-on-one time with a parent or teacher each day.
- **Levels 4 and above** are designed to be mainly self-directed by the student.

## What This Course Covers

This course combines the following subjects:

Phonics	Reading	Spelling
Writing	Grammar and Punctuation	Literature
Art	Poetry Memorization and Appreciation	Geography

## Preparation

If you bought the physical course set, the only preparation needed is to read the About This Course section of the course book and the *Spelling Practice Book*.

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 4 course, consider adding in extra handwriting practice, reading time, typing, and/or language arts electives.

**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.

## Phonics and Reading

At the beginning of most lessons, you will be directed to read together with the child in one of the phonics read-together books that are integrated with the course. These books contain almost all the phonics instruction for the course. Even if you have an advanced reader, we highly recommend not skipping these books. Even advanced readers need to learn the skills of slowing down and decoding words and not just skipping over them in their minds as they read. In addition, the read-together books allow you to determine if there are any holes in the child's phonics foundation, as phonics instruction ends after Level 3. Advanced readers are likely to go through the books quickly and will benefit from the powerful messages, model writing, and one-on-one time with you.

## 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 six or seven 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 that are too difficult 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 more than what is in the course, let them!

In Level 3, fun and meaningful writing exercises start out gently and build in complexity and difficulty as the course progresses. Much scaffolding is provided in early writing assignments, which means parts of the writing are given as starting points, and the child fills in the parts that are missing. Scaffolding allows the child to build confidence in writing without becoming overwhelmed and provides repeated examples of excellent model writing. As the course progresses, the scaffolding is lessened and eventually removed from exercises.

Writing is also taught through audio narrations, which proved very effective and enjoyable in piloting.

Creating fantastic writers is a process that takes years of immersing the child in rich, well-written literature and effective instruction. The Good and the Beautiful has a strong focus on these things.

## Answer Key

A Level 3 Answer Key is available in physical form or as a free download and includes answers only to select pages (not every page). To access the free download, go to [goodandbeautiful.com](http://goodandbeautiful.com), navigate to the Level 3 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 audiobooks. Choose books that are two to three levels higher than the child’s personal reading level and 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](http://goodandbeautifulbooklist.com)) includes hundreds of Jenny Phillips’s top-recommended, wholesome books for all reading levels and a list of Jenny’s top-recommended read alouds.

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# At-a-Glance

Note: These items are found in the course book, read-together books, spelling practice book, and audio narrations that are a part of this course.

## Art, Literature, Writing, and Reading Comprehension

- Art appreciation, history, and instruction
- Artists studied: Albert König, Carl Bøgh, Claude Monet, Henri Rousseau, Ikeda Shōen, Marianne von Werefkin
- Creative writing: plot outlines, personality traits, using good description, using strong verbs, using transitions, writing poetry, writing narratives, varying sentence lengths and beginnings, adding detail, fiction writing
- Discussing literature
- Drama (reader's theater)
- Expressionism
- Folktales
- Genres
- Impressionism
- Literary devices: alliteration, figurative language, personification, sensory language, onomatopoeia
- Literature studies: *Heidi*, Marguerite Henry, *The Swiss Family Robinson*, Aesop's Fables, *Rescue Dog of the High Pass*, Thornton Burgess, The McGuffey Readers, what makes a book worth reading, messages and themes in books
- Nonfiction writing: book reports, opinion paragraphs, informative essays, instructions, journals, letters, parts of a paragraph, parts of an essay, summaries, persuasive essays, comparative essays, informative paragraphs, writing thank-you cards
- Oral narration
- Poetry: couplets, memorization, mood, rhyming patterns, stanzas, rhyme scheme, rhythm
- Reading comprehension: determining the meaning of unfamiliar words, paying attention to details, identifying main ideas, reading comprehension through geography journals, poetry studies, artist studies, writer studies, and survival guide pages
- Reading orally with emotion, expression, and fluency
- Revising writing
- Elements of plot
- The many forms of visual art

## Geography

- Alaska
- Cardinal directions
- Child's local geography
- Continents
- Countries studied: Australia, Austria, China, Ireland, Japan, Scotland, Switzerland, Uganda
- Culture
- Earth's physical systems: lithosphere, biosphere, hydrosphere, atmosphere
- Ecosystems
- Geography terms: elevation, flora, humidity, inhabited, population, poverty, vegetation, standard of living, tundra
- Hemispheres and the equator
- How climate and geography affect culture
- How humans adapt environments and adapt to environments
- Landforms
- Natural and man-made disasters
- Natural resources
- Parts of a map: compass rose, grid, legend, scale, title, key
- Regions of Asia
- Renewable and nonrenewable resources
- Rural, urban, and suburban
- Survival guides: firewood, healing plants, pine trees, deserts
- The movement of goods and ideas
- Types of maps: topographical, political, road, thematic
- Weather vs. climate

## Grammar, Usage, and Punctuation

- A sentence needs three things
- Acronyms
- Action and being verbs
- Adjectives and adverbs
- Capitalization in titles
- Capitalizing proper nouns



# At-a-Glance

(continued)

- Commas in addresses, dates, series
- Comparative and superlative adjectives
- Compound words
- Compound sentences
- Contractions: aren't, can't, doesn't, don't, couldn't, haven't, he's, I'll, she's, there's, won't, you'll
- Coordinating conjunctions
- Dictionary skills
- Each other vs. one another
- Editing
- Heteronyms: wound, object, use, live, perfect, lead
- Homophones: flour/flower; wear/where; to/ too; in/inn; right/write; wait/weight; dear/deer; know/no; weak/week; would/wood; their/there; hole/whole; ant/aunt  
*(Note about homophones: Even when words are not homophones where you live or in your dialect, it strengthens a child's communication skills to learn about how others speak.)*
- Idioms
- Independent clauses vs. fragments
- Irregular past-tense verbs
- Nouns: common, proper, possessive, plural, abstract, irregular plural, concrete
- Past, present, and future tenses
- Prefixes, suffixes, root words (base words)
- Prepositions
- Pronouns
- Punctuating dialogue
- Sentence diagramming
- Shades of meaning
- Subject of a sentence
- Syllable types
- Synonyms and antonyms
- Types of sentences (statement, question, exclamation, command)
- Using complete sentences

## Phonics Principles

- AGE or IAGE can say /ij/
- AIN can say /ain/ or /in/
- ALLY can say /lee/
- ANT can say /ent/
- ATE can say /it/
- Challenging words that are difficult to decode phonetically
- CH can say /k/ or /sh/
- CI, SI, TI, and XI can say /sh/
- Decoding skills
- DU can say /jew/ or /juh/
- ER can say /air/ and /ear/
- GUE can say /g/
- I can say the long E sound
- IE can say the long E or long I sound
- INE can say /in/ or /een/
- ON, ION, and EON can say /en/, /un/, or /yen/
- OUR can say /er/
- OUS, IOUS, and EOUS can say /ē-us/ or /us/
- Phonograms review
- QUE can say /k/
- Soft C and G
- Sounds of AR
- Sounds of EY
- Sounds of IE
- Sounds of OU
- SS can say /sh/
- TION, SION, SSION, and CIAN can say /shun/
- Long and short vowels
- TU can say /ch/
- TURE can say /chur/
- Words with hard C followed by soft C
- Y in the middle of a word

## Spelling (see pages x–xi)

# Level 3 Spelling Scope & Sequence

## Unit 1

### Spelling Words (high-frequency and irregular words)

once	because	square
dollar	water	laugh
again	built	nothing

### Days of the Week

Tuesday	Wednesday	Saturday
Monday	Thursday	

### Spelling Rules

**C, K, or CK at the End of Words:** For the /k/ sound at the end of words, use CK after a short vowel in one-syllable words. Use K after a consonant, a long vowel, or two vowels together. Use C at the end of multisyllable words.

**Using CH or TCH:** If the sound /ch/ follows a short vowel sound, usually use TCH; otherwise, use CH.

**DGE or GE:** If the sound /j/ follows a short vowel sound, it is usually spelled DGE.

### Spelling Patterns

**AI:** brain, chain, chair, mail, paid, paint, snail, tail, trail, train

**OU:** found, ground, loud, mouth, proud, shout, sound

**QU:** quack, queen, quiet, quit, quiz

**IGH:** bright, fight, high, light, night, right, tight

**OY and OI:** boil, choice, coin, enjoy, moist, noise, spoil, toy

**Words with Double Consonants:** better, different, funny, happen, happy, letter, pretty, silly, sudden, summer

## Unit 2

### Spelling Words (high-frequency and irregular words)

sorry	carry	head
other	hour	heart
sure	bread	ready

### Colors

blue	orange	purple
white	yellow	

### Spelling Rules

**Drop the E:** If a base word ends in a Silent E, drop the E before adding a vowel suffix. (Example: bake—baking)

**1-1-1 Rule:** If a word is 1 syllable and ends with 1 vowel (not 2 vowels) followed by 1 consonant, usually double the final consonant before adding an ending that starts with a vowel. Exceptions include 1-1-1 words that end in W, X, or Y.

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

### Spelling Patterns

**AW:** crawl, draw, hawk, lawn, saw, straw, yawn

**EA:** beach, dream, each, eat, reach, read, stream, teach, team

**ER:** after, brother, every, never, over, river, under, verb

**EY:** donkey, honey, key, money, monkey, turkey, valley

**IR:** bird, dirt, dirty, first, shirt, stir, third

**OA:** boat, coat, float, goat, road, soap, throat, toad, toast

# Level 3 Spelling Scope & Sequence

## Unit 3

### Spelling Words (high-frequency and irregular words)

busy	thought	really
also	earth	please
another	early	today

### Months of the Year

January	December
July	September

### Spelling Rules

**Singular Words That End with S:** When a word ends in S but is not plural, usually add a Silent E.

**Plural Nouns:** Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S. (This part of the rule is learned in higher-level courses: Drop the Y and add IES to words that end with a consonant + Y.)

**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.

### Spelling Patterns

**EW:** blew, chew, drew, few, flew, grew

**SOFT C and G:** age, choice, face, huge, large, nice, page, place, space, voice

**UR:** burn, burst, curl, curve, hurt, nurse, purse, return, turn

**Words Ending with Y (long E sound):** chewy, cloudy, easy, empty, messy, nobody, noisy, plenty, rainy, sunny

**WR:** wrap, wreck, wrist, write, wrong, wrote

## Unit 4

### Spelling Words (high-frequency and irregular words)

across	father	mother
always	already	through
knee	together	picture

### Months of the Year

October	November
February	August

### Spelling Rules

**Consonant + LE:** Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + L that have no other vowel. (Example: whistle, not whistl)

**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.

**Review of Spelling Rules from Units 1, 2, and 3**

### Spelling Patterns

**OR Can Say /er/:** author, color, doctor, word, world, worse, worst, worth

**OW (LONG):** blow, bowl, glow, grow, low, show, slow, snow, throw

**OW (SHORT):** brown, crown, down, frown, owl, town

**MB:** climb, crumb, lamb, thumb

**Sounds of EAR:** ear, earn, fear, heard, learn, near

**UI:** build, built, fruit, juice

# UNIT 1 OVERVIEW

These are the main topics covered. See the scope and sequence in the front matter for more details.

## Spelling

The correlated *Spelling Practice Book* contains most of the spelling instruction and practice for the course:

### Unit 1 Spelling Patterns

AI

IGH

OY & OI

OU

DOUBLE CONSONANTS

QU

### Unit 1 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.

once	because	square
dollar	water	laugh
again	built	nothing

The child will also practice spelling these days of the week.

Tuesday	Wednesday	Saturday	Monday	Thursday
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### Spelling Rules

Using CH or TCH	DGE or GE	C, K, or CK at the End of Words
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### Level 2 Review Words

about	many	are	why	they	would
brother	come	could	does	done	friend

## Grammar, Usage, and Punctuation

Listed are the basic principles that are taught for the first time in the course. Editing is included in every unit.

- A sentence needs three things
- Adjectives, adverbs, verbs (action and being), nouns (common and proper)
- **Contractions:** can't, I'll, aren't
- Dictionary skills
- **Heteronyms:** wound, object, use
- **Homophones:** flour/flower; wear/where; to/too; in/inn
- Idioms
- Past, present, and future tenses
- Prefixes and suffixes
- Sentence diagramming
- Shades of meaning
- Subject of a sentence
- Syllable types
- Synonyms and antonyms
- Using complete sentences

## Phonics, Reading, and Vocabulary

This unit correlates with *Timothy of the 10th Floor: A Phonics Read-Together Book*, which contains most of the phonics, reading, and vocabulary instruction and practice for this unit.

### Phonics/Reading Principles

- Challenging words that are difficult to decode phonetically
- CI, SI, TI, and XI can say /sh/
- Decoding skills
- IOUS and EOUS can say /ē-us/ or /us/
- Phonograms review
- Soft C and G
- Sounds of AR
- Sounds of EY
- Sounds of OU
- TION, SION, SSION, and CIAN can say /shun/
- TU can say /ch/
- TURE can say /chur/
- Words with hard C followed by soft C
- Vocabulary words

## Art, Literature, Writing, and Reading Comprehension

- **Art appreciation, history, and instruction; expressionism; artist studies:** Carl Bøgh, Marianne von Werefkin
- **Writing:** writing instruction through lessons and audio narrations, creative writing, journal writing, study model essays, opinion essay, persuasive essay, comparative essay, editing
- **Literary devices:** alliteration, sensory language
- **Reading comprehension**
- **Poetry:** memorization, rhyming patterns, stanzas, couplets
- **Literature studies:** *Heidi*, *The Swiss Family Robinson*, what makes a book worth reading

## Geography

- Cardinal directions
- Continents
- Countries of Europe
- Hemispheres and the equator
- Rural, urban, and suburban
- Topographical map
- Geography terms: humidity, population, poverty, standard of living

Theme:



## Animals

# UNIT 2 OVERVIEW

These are the main topics covered. See the scope and sequence in the front matter for more details.

## Spelling

The correlated *Spelling Practice Book* contains most of the spelling instruction and practice for the course.

### Unit 2 Spelling Patterns

AW

EA

ER

EY

IR

OA

### Unit 2 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.

sorry	carry	head
other	hour	heart
sure	bread	ready

The child will also practice spelling these colors.

blue	orange	purple	white	yellow
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### Spelling Rules

Drop the E	1-1-1 Rule	Caboose E
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### Level 2 Review Words

any	what	some	school	said	little
should	were	when	where	pretty	people

## Grammar, Usage, and Punctuation

Listed are the basic principles that are taught for the first time in the course. Most principles from earlier units are reviewed throughout the course but are not listed here. Editing is included in every unit.

- Capitalizing proper nouns
- Commas in dates and series
- Compound words
- Contractions:** don't, won't, you'll
- Heteronyms:** live, perfect, lead
- Homophones:** right/write; wait/weight
- Possessive nouns
- Types of sentences

## Phonics, Reading, and Vocabulary

This unit correlates with *The Kingdom of Kind: A Phonics Read-Together Book*, which contains most of the phonics, reading, and vocabulary instruction and practice for this unit.

### Phonics/Reading Principles

- Challenging words that are difficult to decode phonetically
- CH can say /k/ or /sh/
- Decoding skills
- GUE can say /g/
- INE can say /in/ or /een/
- Long and short vowels
- ON, ION, and EON can say /en/, /un/, or /yen/
- Phonograms review
- Sounds of IE
- TU can say /ch/
- TURE can say /chur/
- Vocabulary words
- Y in the middle of a word

## Art, Literature, Writing, and Reading Comprehension

- Art appreciation, history, and instruction; artist study:** Henri Rousseau
- Writing:** oral narrations, writing instruction through lessons and audio narrations, creative writing, fiction writing, journal writing, poetry writing, summaries, outlines, revising, book report, comparative paragraph, elements of plot, using transitions, adding detail
- Literary devices:** figurative language, alliteration
- Reading comprehension**
- Poetry:** mood, rhyme scheme
- Literature studies:** Aesop's fables, Thornton Burgess

## Geography

- Australia
- Earth's physical systems:** lithosphere, biosphere, hydrosphere, atmosphere
- Ecosystems
- Ireland
- Landforms
- Natural and man-made disasters
- Natural resources
- Parts of a map:** grid, legend, key, scale, compass rose, title



## Important Tips for Learning Success

Attitudes are contagious. Make yours worth catching.

- Children have the acute ability to detect their teacher's real attitude toward learning, and it deeply impacts the student's own attitude toward learning—positively or negatively.

Good teachers find the subject fascinating. We may have our favorite subjects, but all subjects, if approached “good and beautiful” style (connected to beauty and meaning) can be fascinating. If you don't feel a subject is fascinating, dig deeper, ask questions, and seek for meaningful connections.

Express gratitude often for the opportunity to learn alongside your child.

If you treat the lesson like something you just need to finish and check off your list for the day, you won't demonstrate an enthusiasm for learning. Take time to discuss and explore, even if it means you don't get through a whole lesson each day.

Example is the most powerful teacher. If you want your child to love reading good books, read good books yourself and talk about them often.

- Reminder: Having the child listen to books that are 2 to 3 levels higher than his or her personal reading level is an excellent (and we believe critical) way to increase reading skills. It is strongly suggested that you read to your child daily and/or have the child listen to higher-level audio books. On [goodandbeautifulbooklist.com](http://goodandbeautifulbooklist.com) you can search for books on our list by level and sort them by books that are available in audio book format.

### Heads Up

- In Unit 4 of this course, some short sections of *Rescue Dog of the High Pass* by Jim Kjelgaard are studied. If desired for extra enrichment, consider getting this book and reading it aloud to the child or have the child listen to an audio version of the book. For your convenience, *The Good and the Beautiful Book List* ([goodandbeautifulbooklist.com](http://goodandbeautifulbooklist.com)) lists other books by Jim Kjelgaard that we recommend.



## Weather & Oceans

# UNIT 3 OVERVIEW

These are the main topics covered. See the scope and sequence in the front matter for more details.

### Spelling

The correlated *Spelling Practice Book* contains most of the spelling instruction and practice for the course:

#### Unit 3 Spelling Patterns

EW

Soft C & G

WR

UR

#### Words Ending with Y

#### Unit 3 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.

busy	thought	really
also	earth	please
another	early	today

The child will also practice spelling these months.

January	December	September	July
---------	----------	-----------	------

#### Spelling Rules

Singular Words That End with S	Plural Nouns	Double S, F, L, or Z at the End of Words
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#### Level 2 Review Words

who	great	goes	young	move	search
your	only	walk	talk	very	none

### Grammar, Usage, and Punctuation

Listed are the basic principles that are taught for the first time in the course. Most principles from earlier units are reviewed throughout the course but are not listed here. Editing is included in every unit.

- **Contractions:** couldn't, she's, haven't
- **Homophones:** dear/deer, know/no, week/weak, would/wood
- **Nouns:** plural nouns, abstract nouns, concrete nouns, irregular plural nouns
- Pronouns
- **Verbs:** irregular past-tense verbs

### Phonics, Reading, and Vocabulary

This unit correlates with *Heather and the Highland Pony: A Phonics Read-Together Book*, which contains most of the phonics, reading, and vocabulary instruction and practice for this unit.

#### Phonics/Reading Principles

- AGE or IAGE can say /ij/
- AIN can say /ain/ or /in/
- ANT can say /ent/
- ATE can say /it/
- Challenging words that are difficult to decode phonetically
- Decoding skills
- DU can say /jew/ or /juh/
- OUR can say /er/
- Phonograms review
- SS can say /sh/

### Art, Literature, Writing, and Reading Comprehension

- **Art appreciation, history, and instruction; Impressionism; artist study: Claude Monet**
- **Writing:** writing instruction through lessons and audio narrations, creative writing, journal writing, poetry writing, summary writing, letter writing, instruction writing, using transitions, writing a book report, informative paragraph, using strong verbs, adding detail
- **Reading comprehension**
- **Poetry:** rhythm
- **Literature studies:** Marguerite Henry, poetry, messages and themes in books, the McGuffey Readers

### Geography

- Culture
- **Geography terms:** vegetation, flora, elevation, population, inhabited
- North America
- **Maps:** political, road, thematic
- Scotland
- **Weather:** snow, climate, tornadoes





## Forests and Survival

Note: Survival skills should not be used without expertise and parental permission.

# UNIT 4 OVERVIEW

These are the main topics covered. See the scope and sequence in the front matter for more details.

## Spelling

The correlated *Spelling Practice Book* contains most of the spelling instruction and practice for the course.

### Unit 4 Spelling Patterns

EAR

MB

OR CAN SAY /ER/

OW

UI

### Unit 4 Spelling Words

These words are either high frequency, commonly misspelled, or rule breakers. The child will work on memorizing these words.

across	father	mother
always	already	through
knee	together	picture

The child will also practice spelling these months.

October	November	February	August
---------	----------	----------	--------

### Spelling Rules

Consonant + LE	C or K at the Beginning or Middle of Words	Review: Rules from Units 1–3
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### Level 2 Review Words

small	tall	way	say	cry	sky
think	drink	chalk	wall	call	pink

## Grammar, Usage, and Punctuation

Listed are the basic principles that are taught for the first time in the course. Most principles from earlier units are reviewed throughout the course but are not listed here. Editing is included in every unit.

- Acronyms
- Capitalization in titles
- Commas in addresses
- Comparative and superlative adjectives
- Compound sentences
- **Contractions:** he's, there's, doesn't
- Coordinating conjunctions
- Each other vs. one another
- **Homophones:** ant/aunt, their/there, hole/whole
- Independent clauses
- Prepositions
- Punctuating dialogue

## Phonics, Reading, and Vocabulary

This unit correlates with *The Journey of Five: A Phonics Read-Together Book*, which contains most of the phonics, reading, and vocabulary instruction and practice for this unit.

### Phonics/Reading Principles

- ALLY can say /lee/
- Challenging words that are difficult to decode phonetically
- Decoding skills
- ER can say /ear/ and /air/
- I can say the long E sound
- OUS, IOUS, and EOUS can say /us/
- Phonograms review
- QUE can say /k/
- Review of principles from the other *Level 3 Phonics Read-Together Books*

## Art, Literature, Writing, and Reading Comprehension

- **Art appreciation, history, and instruction; forms of visual art; artist studies:** Ikeda Shōen, Albert König
- **Writing:** writing instruction through lessons and audio narrations, creative writing, journal writing, poetry writing, summary writing, comparative paragraph, descriptive writing, oral narration, opinion paragraph, letter writing, writing thank-you cards, writing book reports, varying sentence lengths and beginnings
- **Literary devices:** personification, onomatopoeia
- **Reading comprehension**
- **Poetry:** rhyme scheme
- **Literature studies:** *Rescue Dog of the High Pass*, folktales, drama (reader's theater), genres

## Geography

- Alaska
- Child's local geography
- **Geography term:** tundra
- Japan
- Northern and Southern Hemispheres review
- Regions of Asia
- Renewable and nonrenewable resources
- **Survival guides:** firewood, healing plants, pine trees, deserts
- Uganda

# SPELLING

## ❧ PRACTICE BOOK ❧

Correlated with the Level 3 Language Arts Course Book



# SPELLING PRACTICE BOOK

For use with *The Good and the Beautiful Level 3 Language Arts Course Book*



## How This Book Works:

The *Level 3 Language Arts Course Book* will tell you when and how to use this book. It is used about every other lesson; thus, you will see lesson numbers skipped.

Each day that the child works in this book, he or she should read the riddle on the first page of the lesson but not turn the page to see the answer until the first page of the lesson is completed.



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# SPELLING SCOPE & SEQUENCE

## Unit 1: Lessons 1 to 30

### Spelling Words (high frequency and irregular words)

once	because	square
dollar	water	laugh
again	built	nothing

### Days of the Week

Tuesday	Wednesday	Saturday
Monday	Thursday	

### Spelling Rules

**Using CH or TCH:** If the sound /ch/ follows a short vowel sound, usually use TCH; otherwise, use CH.

**DGE or GE:** If the sound /j/ follows a short vowel sound, it is usually spelled DGE.

**C, K, or CK at the End of Words:** For the /k/ sound at the end of words, use CK after a short vowel in one-syllable words. Use K after a consonant, a long vowel, or two vowels together. Use C at the end of multisyllable words.

### Spelling Patterns

**AI:** brain, chain, chair, mail, paid, paint, snail, tail, trail, train

**OU:** found, ground, loud, mouth, proud, shout, sound

**QU:** quack, queen, quiet, quit, quiz

**IGH:** bright, fight, high, light, night, right, tight

**OY and OI:** boil, choice, coin, enjoy, moist, noise, spoil, toy

**Words with Double Consonants:** better, different, funny, happen, happy, letter, pretty, silly, sudden, summer

## Unit 2: Lessons 31 to 60

### Spelling Words (high frequency and irregular words)

sorry	carry	head
other	hour	heart
sure	bread	ready

### Colors

blue	orange	purple
white	yellow	

### Spelling Rules

**Drop the E:** If a base word ends in a Silent E, drop the E before adding a vowel suffix.  
(Example: bake—baking)

**1-1-1 Rule:** If a word is 1 syllable and ends with 1 vowel (not 2 vowels) followed by 1 consonant, usually double the final consonant before adding an ending that starts with a vowel. Exceptions include 1-1-1 words that end in W, X, or Y.

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

### Spelling Patterns

**AW:** crawl, draw, hawk, lawn, saw, straw, yawn

**EA:** beach, dream, each, reach, read, stream, teach, team

**ER:** after, brother, every, never, over, river, under, verb

**EY:** donkey, honey, key, money, monkey, turkey, valley

**IR:** bird, dirt, dirty, first, shirt, stir, third

**OA:** boat, coat, float, goat, road, soap, toad, toast, throat

# SPELLING SCOPE & SEQUENCE CONTINUED

## Unit 3: Lessons 61 to 90

### Spelling Words (high frequency and irregular words)

busy	thought	really
also	earth	please
another	early	today

### Months of the Year

January	December
July	September

### Spelling Rules

**Singular Words That End with S:** When a word ends in S but is not plural, usually add a Silent E.

**Plural Nouns:** Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S. (This part of the rule is learned in higher-level courses: Drop the Y and add IES to words that end with a consonant + Y.)

**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.

### Spelling Patterns

**EW:** blew, chew, drew, few, flew, grew

**Soft C and G:** age, choice, face, huge, large, nice, page, place, space, voice

**UR:** burn, burst, curl, curve, hurt, nurse, purse, return, turn

**Words Ending with Y (long E sound):** chewy, cloudy, easy, empty, messy, nobody, noisy, plenty, rainy, sunny

**WR:** wrap, wreck, wrist, write, wrong, wrote

## Unit 4: Lessons 91 to 120

### Spelling Words (high frequency and irregular words)

across	father	mother
always	already	through
knee	together	picture

### Months of the Year

October	November
February	August

### Spelling Rules

**Consonant + LE:** Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + L that have no other vowel.  
(Example: whistle, not whistl)

**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.

**Review of Spelling Rules  
from Units 1, 2, and 3**

### Spelling Patterns

**OR can say /er/:** author, color, doctor, word, world, worse, worst, worth

**OW (long):** blow, bowl, glow, grow, low, show, slow, snow, throw

**OW (short):** brown, crown, down, frown, owl, town

**MB:** climb, crumb, lamb, thumb

**Sounds of EAR:** ear, earn, fear, heard, learn, near

**UI:** build, built, fruit, juice

## EXTRA SPELLING WORDS

A note from Jenny Phillips: After hundreds of hours spent researching spelling instruction, analyzing the effectiveness of spelling programs, and piloting spelling with many children, I believe that most children best improve spelling by reading a lot and practicing the following skills:

1. learning to segment words into phonograms (a single sound made with a letter or group of letters) and sound chunks (e.g., na-tur-al)
2. memorizing the spelling of certain irregular and high-frequency words
3. learning spelling rules

I believe that spending extra time reading usually benefits most children over the long run more than spending extra time memorizing spelling words. However, there is value in having children memorize carefully selected spelling words. We offer this list of well-chosen words for those who would like their Level 3 children to work on extra spelling words.

### Suggestions for Practice

1. Quiz the child until you find 4–8 words that the child misspells. Practice those words until they are all mastered, and then move on to a new group of words.
2. Each day, have the child write the words in sound chunks (if a word is more than one syllable), and then write the word not broken up. The list shows the words broken into

sound chunks, but the child can break words into chunks any way that works best for the child.

3. Each day, also have the child practice each word in kinesthetic, auditory, and visual ways (Ideas are listed on pages viii–ix.).

Note: Syllable division rules are complex and even vary among experts. Also, the way syllables break is not always helpful for spelling. For example, NATURAL is usually broken into syllables like this: nat–u–ral. It is easier to spell the word broken into sound chunks that make sense: na–tur–al (because the T and U *together* say /ch/). Thus, we encourage children to break words into sound chunks that make sense, unless they are applying a spelling rule like “Consonant + LE” to the last syllable of a word.



**AL**

royal	roy al
normal	norm al
animal	an i mal
final	fi nal
equal	e qu al
oval	o val
loyal	loy al

**WORDS WITH SILENT LETTERS**

listen	lis ten
doubt	doubt
half	half
honest	hon est

**UE**

value	val ue
glue	glue
clue	clue
argue	ar gue
guest	guest
cruel	cruel
fuel	fuel

**OR CAN SAY /ER/**

mirror	mir ror
worm	worm
worthy	wor thy
worker	wor ker

**SOUNDS OF OU**

trouble	trou ble
touch	touch
cough	cough
brought	brought
fought	fought
although	al though
country	coun try

**EA SAYS THE SHORT E SOUND**

spread	spread
bread	bread
heavy	heav y

**TU**

nature	na ture
adventure	ad ven ture
moisture	mois ture
creature	crea ture
fortune	for tune

**Y IN THE MIDDLE**

mystery	my ster y
gym	gym
type	type
style	style
symbol	sym bol
syrup	syr up

# SPELLING PRACTICE IDEAS

## AUDITORY

Record yourself saying and spelling your words. Play it back.

Play “Sparkle.” Take turns with the child, or in a group, saying the next letter of a word. When complete, the last person says, “Sparkle!” (or whatever word you choose).

Pass a ball back and forth, saying one letter each time you throw the ball.

Have a spelling bee for an audience of stuffed animals or toys.

Write the words on a whiteboard, and then spell each word out loud, erasing each letter as you say it.

Say each letter, and then spin around once. Take a bow after you end each word.

Spell a word standing on one foot. Switch feet to spell your next word.

Climb up and down stairs by saying one letter of a word for each stair you climb.

Spell the words out loud while trying to keep a balloon in the air, tapping it upward with each letter.

Write spelling words on index cards. If you have multiple children, consider having the children quiz each other by spelling the words aloud.

## VISUAL

Write spelling words three times on one line—small, medium, and then large.

Write words on scratch paper (colorful paper coated in black paint-like material).

Use washable window or dry-erase markers to write words on glass doors or windows.

Write the words with a phone/tablet drawing tool.

Write your spelling words in the order of the longest to the shortest.

Type the words using a fun font and color.

Use water to paint spelling words on construction paper.

## KINESTHETIC

Use the A–Z section of the free Good and Beautiful Letter Tiles app to spell the words.

Put together an easy puzzle. Let the child put one piece in place when he or she spells a word correctly.

Use your finger to write words in the sand or on a cookie sheet with flour, salt, or sugar.

Jump across the room or the lawn. For each spelling word that is correct, the child may take one jump.

Hold an exercise pose while spelling each word.

Make a balance beam with a long piece of string. Spell the words aloud as you walk on the beam.

Write the words in the air using a feather.

Lay on your back. Lift a leg for each letter you spell.

Stamp the letters into play dough with letter stamps.

Use sign language to sign each letter of a spelling word. This may be slow at first, but the child will become proficient in signing letters by the end of the year.

Write the spelling word with your finger on the palm of your other hand.

Shoot a basketball or kick a ball into a goal each time you spell a word correctly.

Use letter magnets to spell the words on the fridge.

Spell out the word with your finger on someone's hand or back; does he or she know what you are spelling?

Stand in a martial arts stance and punch with each hand alternately while saying the letters. End each word with a kick.

Create a block tower. For each correct word, the child gets a block to add to a tower. See how high the tower can be built before it falls.

Tape letters around the room in alphabetical order. Have the child run and touch each letter as he or she spells out the word.

# UNIT 1

## SCOPE & SEQUENCE

### Unit 1 Spelling Patterns and Corresponding Words

#### QU

quack  
queen  
quiet  
quit  
quiz

#### AI

brain  
chain  
chair  
mail  
paid  
paint  
snail  
tail  
trail  
train

#### IGH

bright  
fight  
high  
light  
night  
right  
right  
tight

#### OU

found  
ground  
loud  
mouth  
proud  
shout  
sound

#### OY & OI

boil  
choice  
coin  
enjoy  
moist  
noise  
spoil  
toy

#### DOUBLE CONSONANTS

better                  letter  
different              pretty  
funny                    silly  
happen                  sudden  
happy                    summer

### Unit 1 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.\*

once	because	square
dollar	water	laugh
again	built	nothing

The child will also practice spelling these days of the week.

Tuesday	Wednesday	Saturday	Monday	Thursday
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\*If the child already has these words mastered, you can use extra spelling words from page vii. Also, you may consider writing down words the child spells wrong in writing assignments and using those words as additional spelling words.

## Unit 1 Spelling Rules

RULE	VIDEO
<p><b>C, K, or CK at the End of Words:</b> For the /k/ sound at the end of words, use CK after a short vowel in one-syllable words. Use K after a consonant, a long vowel, or two vowels together. Use C at the end of multisyllable words.</p>	<p>Video can be found on the Good and Beautiful Homeschool app by going to Language Arts &gt; Level 3 &gt; Videos &gt; <u>C, K, or CK at the End of Words</u></p>
<p><b>Using CH or TCH:</b> If the sound /ch/ follows a short vowel sound, usually use TCH; otherwise, use CH. The following words are exceptions: SUCH, MUCH, RICH, and WHICH (as in “Which one?”).</p>	<p>Video can be found on the Good and Beautiful Homeschool app by going to Language Arts &gt; Level 3 &gt; Videos &gt; <u>Using CH or TCH</u></p>
<p><b>DGE or GE:</b> If the sound /j/ follows a short vowel sound, it is usually spelled DGE.</p>	<p>Video can be found on the Good and Beautiful Homeschool app by going to Language Arts &gt; Level 3 &gt; Videos &gt; <u>DGE or GE</u></p>

# UNIT 2

## SCOPE & SEQUENCE

### Unit 2 Spelling Patterns and Corresponding Words

#### AW

crawl  
draw  
hawk  
lawn  
saw  
straw  
yawn

#### EA

beach  
dream  
each  
eat  
reach  
read  
stream  
teach  
team

#### ER

after  
brother  
every  
never  
over  
river  
under  
verb

#### EY

donkey  
honey  
key  
money  
monkey  
turkey  
valley

#### IR

bird  
dirt  
dirty  
first  
shirt  
stir  
third

#### OA

boat  
coat  
float  
goat  
road  
soap  
throat  
toad  
toast

### Unit 2 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.\*

sorry	carry	head
other	hour	heart
sure	bread	ready

The child will also practice spelling these colors.

blue	orange	purple	white	yellow
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\*If the child already has these words mastered, you can use extra spelling words from page vii. Also, you may consider writing down words the child spells wrong in writing assignments and using those words as additional spelling words.

## Unit 2 Spelling Rules

RULE	VIDEO
<p><b>Drop the E:</b> If a base word ends in a Silent E, drop the E before adding a vowel suffix. (Example: bake—baking)</p>	<p>Video can be found on the Good and Beautiful Homeschool app by going to Language Arts &gt; Level 3 &gt; Videos &gt; <u>Drop the E</u></p>
<p><b>1-1-1 Rule:</b> If a word is 1 syllable and ends with 1 vowel (not 2 vowels) followed by 1 consonant, usually double the final consonant before adding an ending that starts with a vowel. Exceptions include 1-1-1 words that end in W, X, or Y.</p>	<p>Video can be found on the Good and Beautiful Homeschool app by going to Language Arts &gt; Level 3 &gt; Videos &gt; <u>1-1-1 Rule</u></p>
<p><b>Caboose E:</b> A Silent E is added to words to prevent them from ending in V or U because most English words do not end with the letters V or U.</p>	<p>Video can be found on the Good and Beautiful Homeschool app by going to Language Arts &gt; Level 3 &gt; Videos &gt; <u>Caboose E</u></p>

Note: Spelling Rules from Unit 1 are also reviewed.

# UNIT 3

## SCOPE & SEQUENCE

### Unit 3 Spelling Patterns and Corresponding Words

#### EW

blew  
chew  
drew  
few  
flew  
grew

#### Soft C & G

age  
choice  
face  
huge  
large  
nice  
page  
place  
space  
voice

#### UR

burn  
burst  
curl  
curve  
hurt  
nurse  
purse  
return  
turn

#### Words Ending with Y

chewy  
cloudy  
easy  
empty  
messy  
nobody  
noisy  
plenty  
rainy  
sunny

#### WR

wrap  
wreck  
wrist  
write  
wrong  
wrote

### Unit 3 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.\*

busy	thought	really
also	earth	please
another	early	today

The child will also practice spelling these months.

January	December	September	July
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\*If the child already has these words mastered, you can use extra spelling words from page vii. Also, you may consider writing down words the child spells wrong in writing assignments and using those words as additional spelling words.



## Unit 3 Spelling Rules

RULE	VIDEO
<b>Singular Words That End with S:</b> When a word ends in S but is not plural, usually add a Silent E.	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Singular Words That End with S</u>
<b>Plural Nouns:</b> Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S. (This part of the rule is learned in higher-level courses: Drop the Y and add IES to words that end with a consonant + Y.)	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Plural Nouns</u>
<b>Double S, F, L, or Z at the End of Words:</b> At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Double S, F, L, or Z at the End of Words</u>

Note: Spelling rules from Units 1 and 2 are also reviewed.

# UNIT 4

## SCOPE & SEQUENCE

### Unit 4 Spelling Patterns and Corresponding Words

#### OR Can Say /er/

author  
color  
doctor  
word  
world  
worse  
worst  
worth

#### OW (long)

blow  
bowl  
glow  
grow  
low  
show  
slow  
snow  
throw

#### OW (short)

brown  
crown  
down  
frown  
owl  
town

#### MB

climb  
crumb  
lamb  
thumb

#### Sounds of EAR

ear  
earn  
fear  
heard  
learn  
near

#### UI

build  
built  
fruit  
juice

### Unit 4 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.\*

across	father	mother
always	already	through
knee	together	picture

The child will also practice spelling these months.

October	November	February	August
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\*If the child already has these words mastered, you can use extra spelling words from page vii. Also, you may consider writing down words the child spells wrong in writing assignments and using those words as additional spelling words.

## Unit 4 Spelling Rules

RULE	VIDEO
<p><b>Consonant + LE:</b> Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + L that have no other vowel. (Example: whistle, not whistl)</p>	<p>Video can be found on the Good and Beautiful Homeschool app, by going to Language Arts &gt; Level 3 &gt; Videos &gt; <u>Consonant + LE</u></p>
<p><b>C or K at the Beginning or Middle of Words:</b> 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.</p>	<p>Video can be found on the Good and Beautiful Homeschool app, by going to Language Arts &gt; Level 3 &gt; Videos &gt; <u>C or K at the Beginning or Middle of Words</u></p>

Note: Spelling rules from Units 1, 2, and 3 are also reviewed.