

**Helpful Hint:**

Remember to start Lesson I only after the “Master Before Starting the Course” booster cards are mastered.

# LESSON 1

## Vowels: Part I



- If you did not complete the steps on page xxvi, do so before starting this lesson.
- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** God created so much beauty in this world for us to enjoy. Look at the painting on this page. Tell me some of the things you see that can bring us joy. **Prompt if needed:** trees, light, grass, hills, clouds, sky, animal, friends. Our world is full of beautiful words and art. We will explore those things in this course.

- **Read to the child:** There are 26 letters in the alphabet. How many letters are in the alphabet? [26] Some of the letters are special—they are called vowels. The vowels are A, E, I, O, U, and sometimes Y.
- **Read to the child:** The blue boxes below show the vowels A, E, I, O, and U. Point to each vowel and say its name. Now point to each vowel and say its sound. **The child should make the short vowel sounds:** [ /ă/ as in AS / ě/ as in ED / i/ as in IN / ɔ/ as in ON / ŭ/ as in UP ].

Aa

Ee

Ii

Oo

Uu

- **Read to the child:** Look at the images below. Point to something green. Point to something orange. Point to something gray. Point to something pink. Starting on the mouse with the orange, follow the path, say the name of the vowel, and include whether the vowel is uppercase or lowercase—for example, uppercase O or lowercase O.

Now follow the path again, this time saying the sound of the vowel.



- **Write the following letters on the whiteboard:** “h, o, a, m, u, e, i, y.” Have the child find and erase the vowels in order (a, e, i, o, u, and sometimes y).

### BONUS WORK

Lessons are designed to be short enough to allow you time to do bonus work with the child when desired.

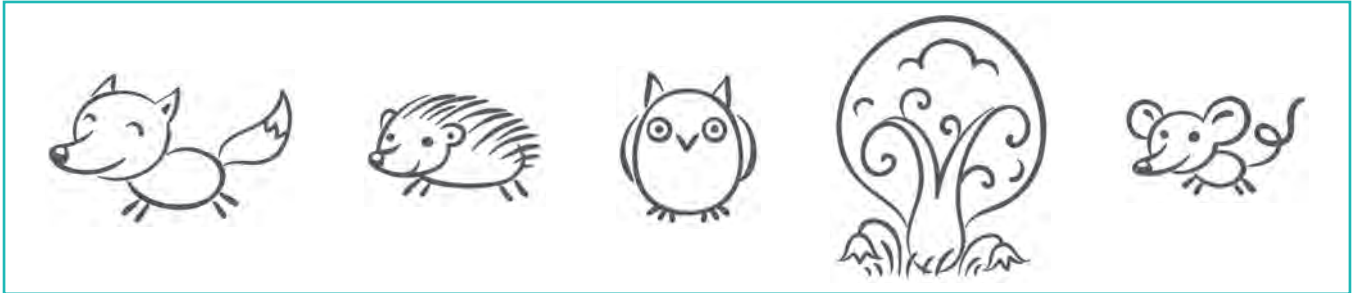
- \* Play a reading booster app game.
- 📖 Read aloud to the child.



## Independent Practice


**Helpful Hint:** In this course level, you will need to read the instructions in the Independent Practice sections to the child and give assistance when needed.

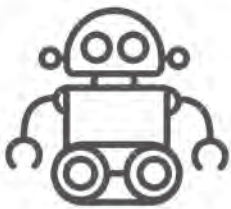
**Read to the child:** A category is a group of things that belong together. In each box, color the item that does not belong in the same category as the other items in the box.



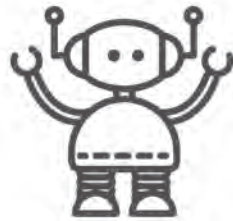
# LESSON 2

## How Letters Make Words

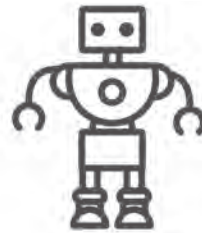
- Work on reading booster cards or books for 6 to 10 minutes.
-  On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Videos > [How Letters Make Words](#). Play the video and watch with the child. You can skip this video if the child can already blend and read simple words.
- Read to the child: Let's practice the sounds of vowels. Point to the vowel under each robot and say the sound it makes. At the end of each row, circle the robot that is your favorite in that row. Children should make the most common sound the vowel makes:  
[ /ă/ as in AS / ě/ as in ED / i/ as in IN / ۆ/ as in ON / ũ/ as in UP ].



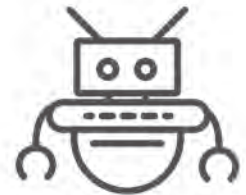
U



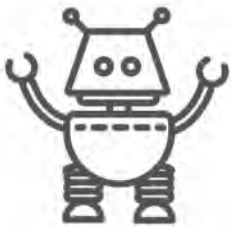
O



A



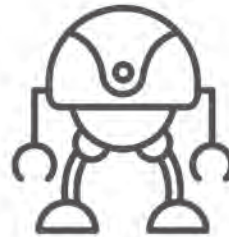
E



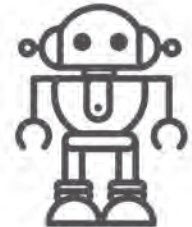
I



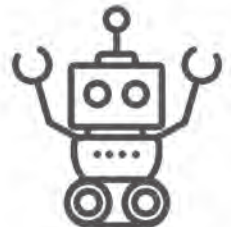
a



u



o



e



i



a



u

### BONUS WORK

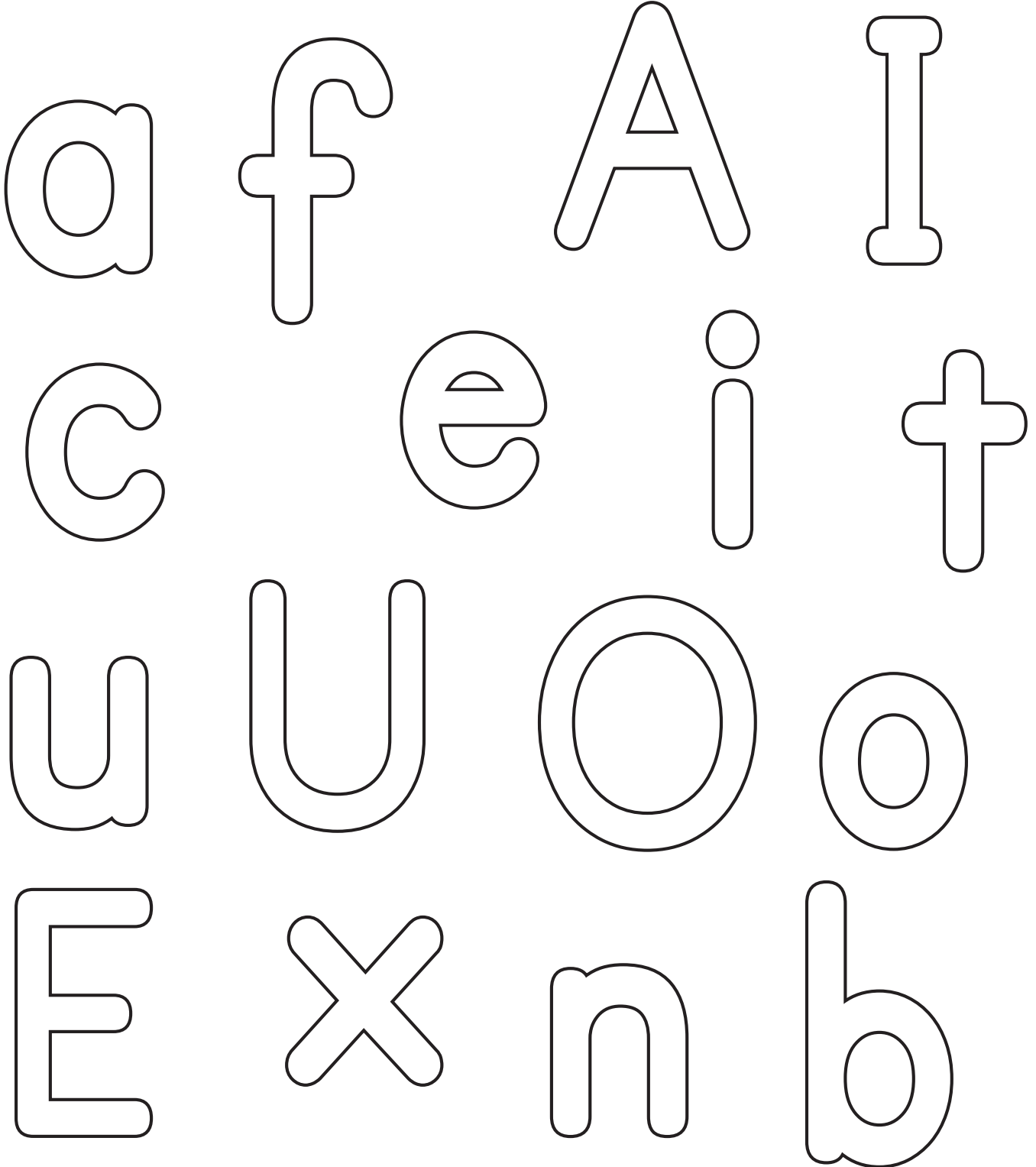
Watch the letter sounds videos for the vowels on The Good and the Beautiful Kids YouTube channel.

- ★ Play a reading booster app game.
- 📖 Read aloud to the child.



## Independent Practice

Have the child color all the uppercase vowels blue and all the lowercase vowels yellow. The child should not color the consonants.



# LESSON 3

## Reading Two-Letter Words

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child:** The blue boxes below show the vowels A, E, I, O, and U. Point to each vowel and say its name. Now point to each vowel and say its sound. Children should make the most common sound the vowel makes: [ /ă/ as in AS /ĕ/ as in ED /ĭ/ as in IN /ŏ/ as in ON /ŭ/ as in UP ].

Aa

Ee

Ii

Oo

Uu

- Read to the child:** Let's practice reading two-letter words. Point to each letter and say its sound. Then slide your finger under the words as you say the letters and connect the sounds to read the word. We read words from left to right. Hold out the first letter's sound until you say the second letter's sound.

at  
→am  
→ad  
→in  
→if  
→it  
→on  
→ox  
→up  
→us  
→an  
→Ed  
→

- **Read to the child:** Look at the picture of the girl. She is lying ON the cool grass. Say each sound in the word ON. **Demonstrate if needed.** How do you spell ON?

The girl will sit UP soon. Say each sound in the word UP. **Demonstrate if needed.** How do you spell UP?

- **Read to the child:** Parts of the grass are in the shade, and parts are in the sun. Point to the parts of the grass that are in the sun. The sun is such a blessing to us. It rises each morning and gives us heat and beautiful light. In this course we will memorize a poem about sunshine. Let's work on it now. **Read the poem aloud, and then have the child repeat each pair of lines. Then read a line to the child and have him or her try to say the next**

line from memory. On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Videos > [Sunshine Poem](#). Play the video to see hand motions for the poem.

## Sunshine

By Jenny Phillips



The sun shines  
On my toes  
On my face  
And on my nose.  
It kisses the tops  
Of all the trees  
Each blade of grass  
Each buzzing bee.  
I'm so glad that God above  
Made warm, sweet light for me.



### BONUS WORK

Lessons are designed to be short enough to allow you time to do bonus work with the child when desired.

- \* Play a reading booster app game.
- 📖 Read aloud to the child.



# Independent Practice

Have the child circle all the pictures in each row that contain the vowel sound shown.

a			
e			
i			
o			
u			
a			

**Helpful Hint:** It is strongly recommended that the child complete a handwriting page at least 2 to 3 times a week in *The Good and the Beautiful Level K Handwriting* workbook or another handwriting course.

# LESSON 4

## Spelling Two-Letter Words

- Work on reading booster cards or books for 6 to 10 minutes.
- Complete the letter tiles activity in the box below.

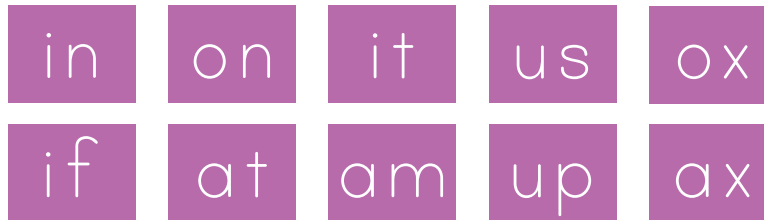


### LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 4 or use physical tiles. Dictate (say aloud) the words in the purple boxes below and have the child spell the words with tiles.

**TIP:** Have the child say each sound in the word and hold up a finger for each sound.



- Work on memorizing the poem. Read the poem aloud, and then have the child repeat each pair of lines. Then read a line to the child and have him or her try to say the next line from memory. Continue for as long as the child's focus allows.



On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Videos > [Sunshine Poem](#). Play the video to see hand motions.

### Sunshine

By Jenny Phillips

The sun shines  
On my toes  
On my face  
And on my nose.  
It kisses the tops  
Of all the trees  
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Each buzzing bee.  
I'm so glad that God above  
Made warm, sweet light for me.



### BONUS WORK

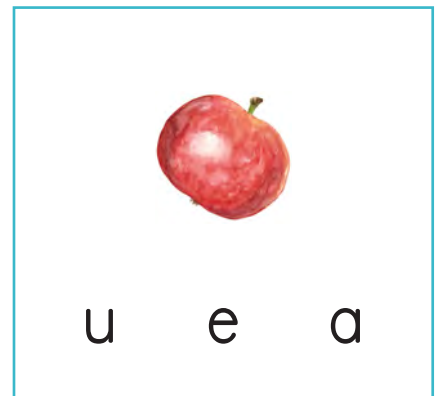
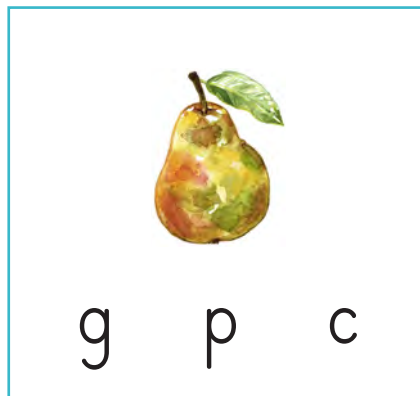
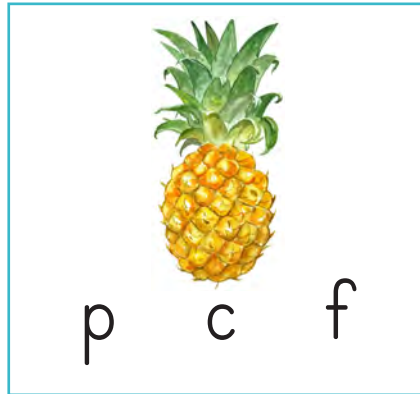
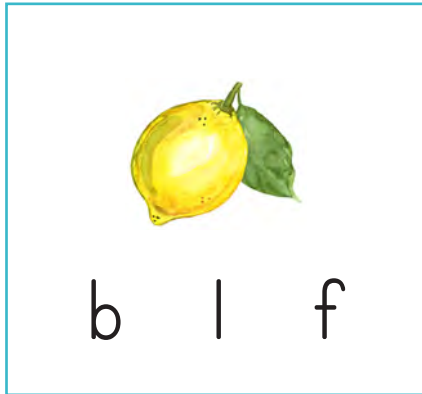
Having children listen to high-quality read alouds or audio books is one of the best things you can do to set a great academic foundation for reading and writing.

- 📖 Read aloud to the child.
- ★ Play a reading booster app game.



## Independent Practice

Have the child circle the letter that the word for each picture STARTS with.



In each blue box, have the child draw a line from the uppercase letter to its matching lowercase letter, saying aloud “uppercase A” and “lowercase A” and so on, as he or she connects each letter.



## ITEMS NEEDED:

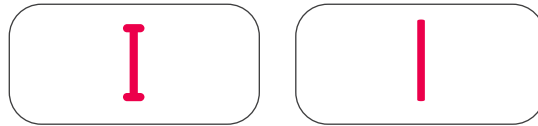
9 index cards

# LESSON 5

## One-Letter Words

**Helpful Hint:** Reading booster cards can be done at any point in the lesson, even at the end.

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child:** When the letter I is alone, it is a word. It says its name. The word I is always capitalized. Capitalized means that we use an uppercase letter. **Point to the boxes.** This is the word I with two different fonts.



When the letter A is by itself, it says its name and is a word. The word is A, like "I see *a* bird." **Point to the boxes.** This is the word A with two different fonts.



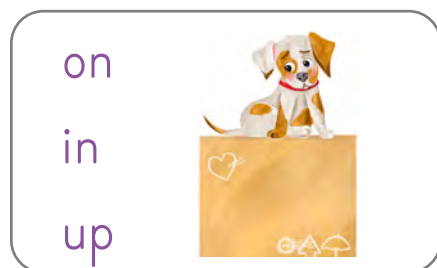
- Write the purple words on index cards. Lay the cards out in a trail on the floor (in random order). Have the child read each card and then hop to the next one, and so on, until he or she gets to the end of the trail.

at it am up in a I if on


- Read to the child:** The blue boxes below show the vowels A, E, I, O, and U. Point to each vowel and say its name. Now point to each vowel and say its short sound. [ /ă/ as in AS /ĕ/ as in ED /ĭ/ as in IN /ŏ/ as in ON /ŭ/ as in UP ]




- Read to the child:** Read the words by each picture. Tap the word that is for the picture in the box with your pencil eraser.



**Helpful Hint:** Although there is some handwriting in this course, this is not a handwriting course. If the child does not receive an effective and thorough foundation in forming letters, the child is likely to be overwhelmed by writing exercises. It is strongly recommended that the child use a handwriting course in addition to this course.

- 
**Read to the child:** We are going to talk about how to hold a pencil. Have the child follow the steps below to hold a pencil correctly. Alternatively, on the Good and Beautiful Homeschool app, go to Language Arts > Level K > Videos > [Pencil Grip: How and Why to Teach It](#) and watch the video. Note: Proper pencil grip can be very difficult for children and can take the whole course to master. Do not push the child to the level of frustration when working on pencil grip, but work on it gently and consistently.

### Pencil Grip



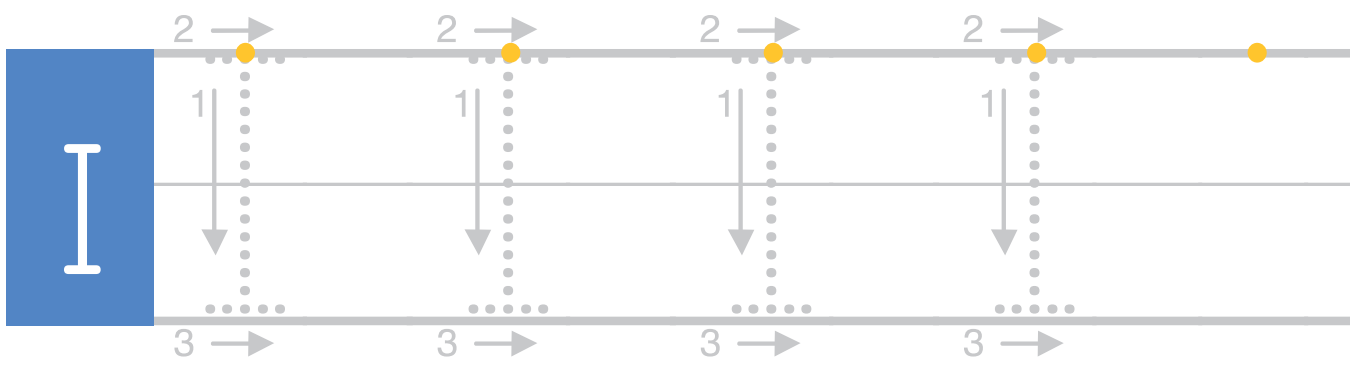
Pinch the pencil right above the sharpened area.

Flip the pencil to rest against your hand.

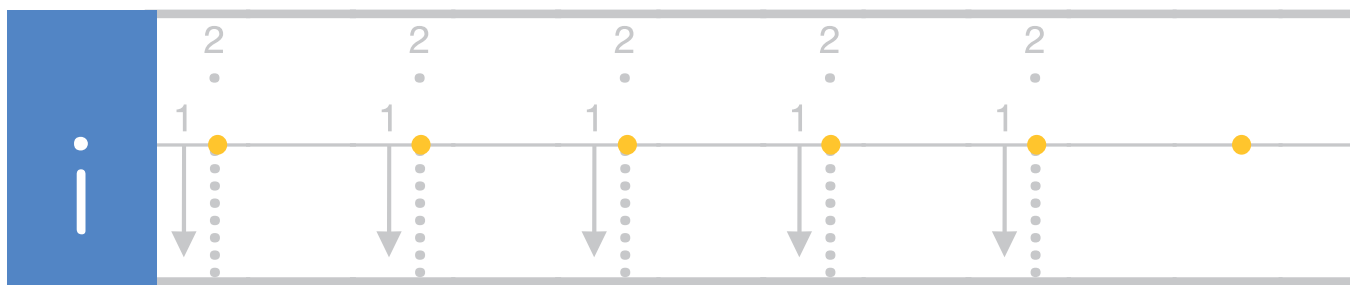
Rest your middle finger under the pencil and tuck back your other two fingers.

- Read to the child:** Now we are going to practice writing uppercase and lowercase I. What is the short sound of I? [i/ as in IN] First, trace each letter, starting on the yellow dot and following the numbered steps. Then write the letter at the end of the line, starting on the yellow dot.

### I




### i



**BONUS WORK**















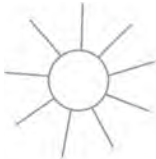



Listening at a young age to inspiring music with well-written lyrics sets a great foundation for vocabulary, beautiful language patterns, and music.

 Listen to lullaby songs on The Good and the Beautiful Kids YouTube channel.



## Independent Practice

Have the child circle all the pictures in each row that contain the vowel sound shown.

a			
e			
i			
o			
u			
a			

**Helpful Hint:** It is strongly recommended that the child complete a handwriting page at least 2 to 3 times a week in *The Good and the Beautiful Level K Handwriting* workbook or another handwriting course.

**Helpful Hint:** Reading Booster A Cards and Reading Booster A Books Set are a foundational part of the course and should not be skipped.

# LESSON 6

## IS and HAS

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child:** Most of the time when an S comes after a vowel, it will say /z/. Read the word with blue letters by sounding out each letter and then blending them together, making a /z/ sound for the S.

is

Now read the word with purple letters by sounding out each letter and then blending them together, making a /z/ sound for the S.

- Read to the child:** Emotions are the way a person feels, like feeling happy, sad, angry, excited, and scared.

has

Look at the first girl. Does she look happy, sad, or mad? [happy] Look at the words by the girl and circle the word IS, and then I will read you the words. **Point to each word as you read to the child. Explain that you read words from left to right.**

She is happy.



Look at the next girl. Does she look excited, sad, or happy? [sad] Look at the words by the girl and circle the word IS, and then I will read you the words. **Point to each word as you read to the child.**

She is sad.



Look at the first boy. Does he look excited, happy, or mad? [mad] Look at the words by the boy and circle the word HAS, and then I will read you the words. **Point to each word as you read to the child.**

He has a frown.



Look at the next boy. Does he look sad, happy, or mad? [happy] Look at the words by the boy and circle the word HAS, and then I will read you the words. **Point to each word as you read to the child.**

He has a smile.



### BONUS WORK

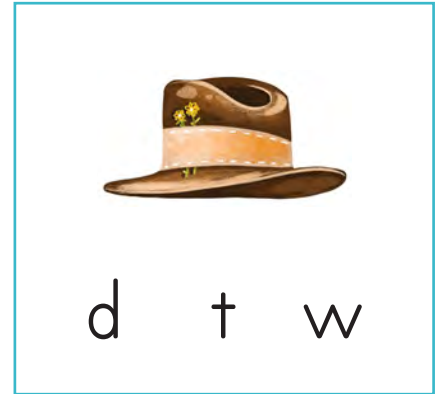
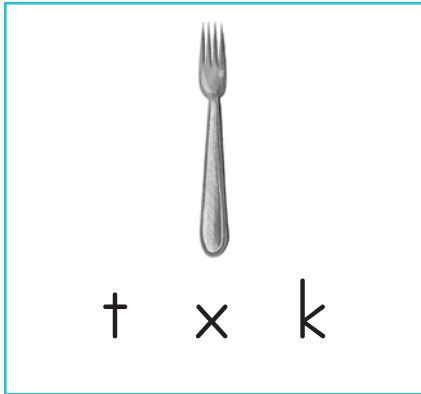
This course has some handwriting practice, but it is highly suggested that the child also complete a handwriting course.

- ★ Play a reading booster app game.
- 📖 Read aloud to the child.

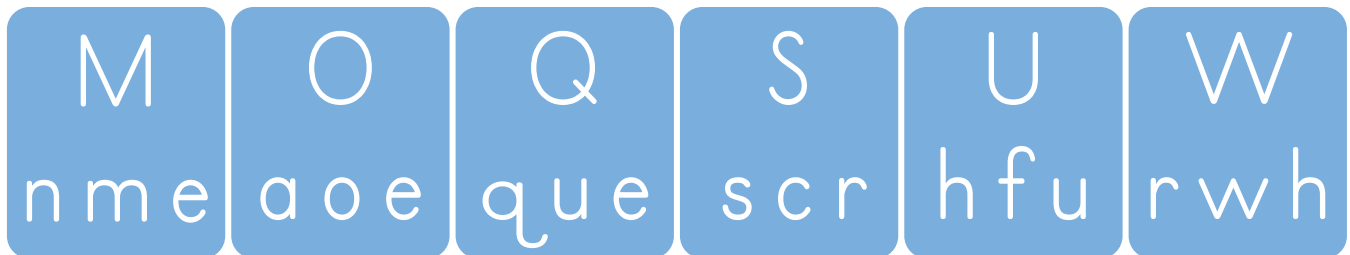


## Independent Practice

Have the child circle the letter that the word for each picture ENDS with.



In each blue box, have the child draw a line from the uppercase letter to its matching lowercase letter, saying aloud “uppercase M” and “lowercase M” and so on, as he or she connects each letter.

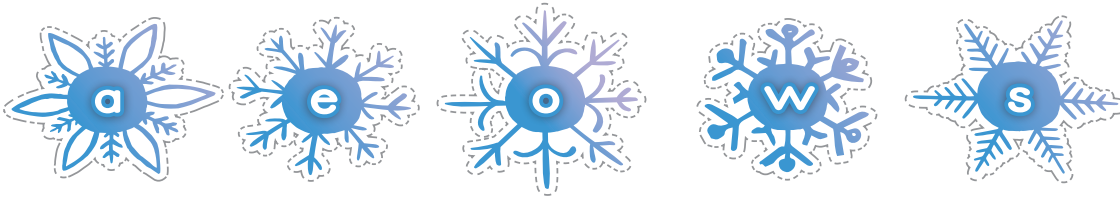


ITEMS NEEDED:  
craft knife

# LESSON 7

## Vowels: Part 2

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child:** Let's review: How many letters are in the alphabet? [26] Some letters are vowels. Letters that are not vowels are consonants. Which letters are vowels? [A, E, I, O, U, and sometimes Y] There are two consonants on the snowflakes below. Remember, a consonant is any letter that is not a vowel. Find the two consonants, and then tell me which snowflake is your favorite.



- Read to the child:** Every word has to have at least one vowel. Vowels can be either short or long. You have already learned the short sounds of vowels. The short sound is the most common sound. The long sound of a vowel is the vowel's name. Point to each vowel and say its long sound (its name).



- Read the following words and have the child say whether the vowel A is long or short.

play at lake fan rat gate same dad

- Have the child complete the Independent Practice page in this lesson while you cut out the letter strips on the next page and tape them together ("i" goes on the purple x; "O" goes on the green x). Take out the igloo page from this lesson and, with a craft knife, cut slits along the white dashed lines of the igloo.

- Igloo Slider:** Insert the prepared letter strip through the dashed lines from the back of the igloo so that only one letter shows in the igloo's entrance at a time. Pull the strip through, stopping at each letter. Practice what the child needs help with most: letter recognition, short sounds, or long sounds. For example, you could have the child say the name of each letter, the short sound of each letter, or the long sound of each letter.

### Short Vowel Sounds

/ă/ as in AS /ĕ/ as in ED /ĭ/ as in IN

/ŏ/ as in ON /ŭ/ as in UP

Note: Vowel sounds are often the easiest sounds for children to confuse since they are so similar. Reading is more difficult if recognition and sounds of vowels are not mastered. If needed, use the igloo slider each day as you continue through the course until the vowels are mastered. Consider using the slider as a review throughout the course.

a	o	e	i	
x	u	A	E	O
x	I	U	i	e



## Independent Practice

Have the child trace the vowels.

Have the child write the missing vowels.

\_\_\_\_\_

a                      i                      u                      \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Continued on the next page.

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Have the child circle all the pictures that contain a long A sound. A long vowel says its name.

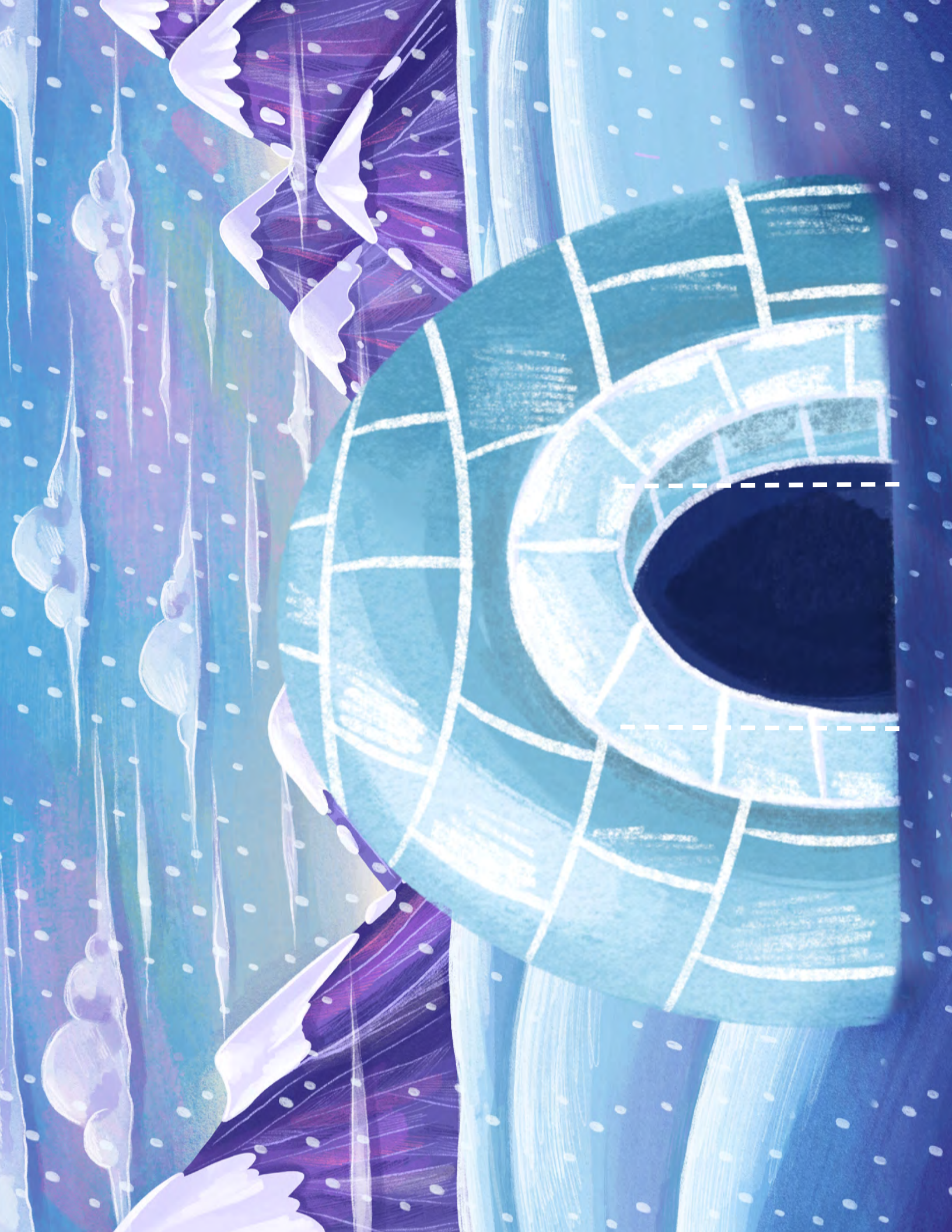


Have the child circle all the pictures that contain a long E sound. A long vowel says its name.



Have the child circle all the pictures that contain a long I sound. A long vowel says its name.





## ITEMS NEEDED:


a leaf

## LESSON 8

## Three-Letter Words: Part I



**Helpful Hint:** When you see a target at the top of a lesson, wait to complete the lesson until the card number on the target has been mastered.

- Work on reading booster cards or books for 6 to 10 minutes.
-  On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Videos > [Blending to Read](#). Play the video and watch with the child.
- Have the child find a small leaf outside or cut a leaf shape out of colored paper. **Read to the child:** Today we are going to use this leaf to help us read more words. Let's practice reading the words in a fun way.

Look at the words in the green box. Each word has the same vowel in the middle; what vowel is it? [A] What is the short sound of A? [/ă/ as in AS] What is the first letter of each word? [R] What sound does R make? [/r/]

I will cover the last letter of each word with the leaf. You say the sound that R and A make and hold the A sound until I move the leaf. Then quickly say the sound of the last letter to finish saying the word. **Demonstrate the first word for the child if needed. Complete the activity two to three times.**

- **Read to the child:** Now let's do the same thing to read the words in the yellow box.
- **Read to the child:** Look at the bus. I will name a part of the bus. You point to the part and tell me what letter the word starts with: tire, roof, window.

Let's find out how many sounds are in the word BUS. I am going to say the word BUS slowly so that you can hear each individual sound that makes up the word. With each sound that I make, hold up a finger. **Slowly say the SOUND of each letter: B-U-S.** Now count the fingers you're holding up. How many sounds did you hear?

That's right! There are three sounds, or letters, in the word BUS. What are those three letters? Listen again as I say the sounds in the word BUS, and then tell me the letters. **Slowly say the SOUND of each letter: B-U-S.** What letter sounds do you hear? **Repeat the sounds as many times as necessary.**

If desired, write down each letter as the child says it, to help visual learners make the connection between the sounds and the letters.



rat

ran

rag

ram

tag

tap

tan

tab

- Read to the child: Read the word in each yellow box. Say the first two sounds together and hold the vowel until you add the sound of the last letter.



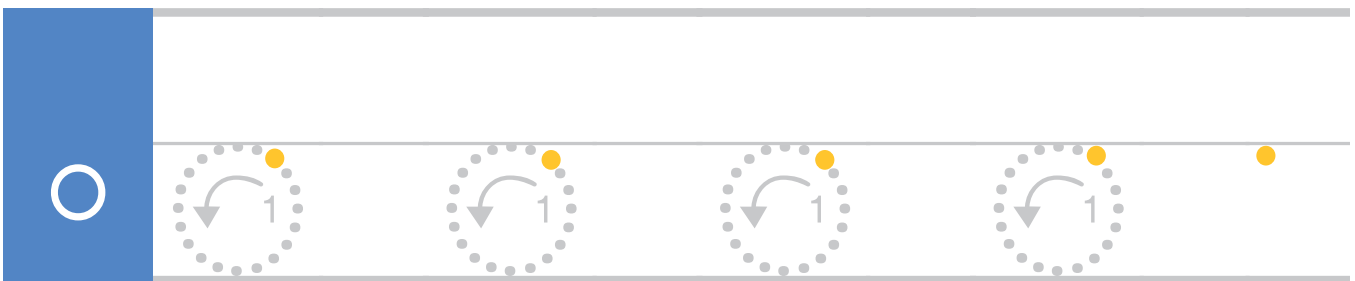
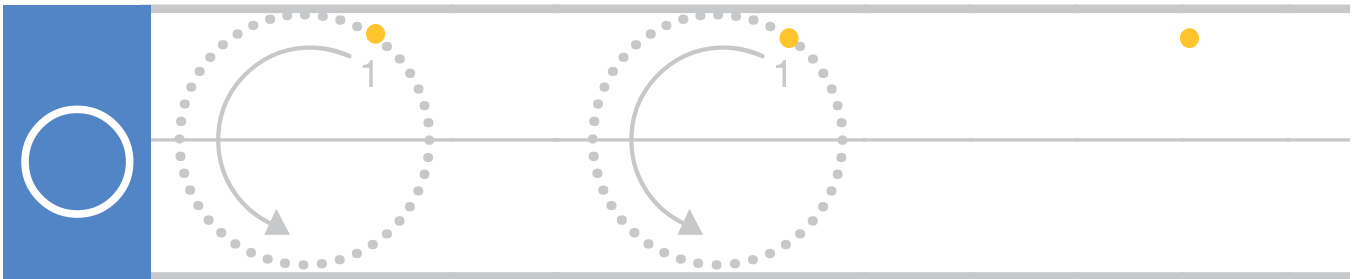
- Briefly work on memorizing the poem.

## Sunshine

By Jenny Phillips

The sun shines  
 On my toes  
 On my face  
 And on my nose.  
 It kisses the tops  
 Of all the trees  
 Each blade of grass  
 Each buzzing bee.  
 I'm so glad that God above  
 Made warm, sweet light for me.

- Read to the child: Now we are going to practice writing uppercase and lowercase O. What is the short sound of O? [ŏ/ as in ON] First, trace each letter, starting on the yellow dot and following the numbered step. Then write the letter at the end of the line, starting on the yellow dot.



### BONUS WORK

Help your child build the hand strength necessary for writing by playing with play dough together.

- Read aloud to the child.
- Play a reading booster app game.



# Independent Practice

Completed

Have the child cut out the letter boxes and paste them in the correct boxes to spell each word. If needed, review the letter names and sounds before the child cuts out the letter boxes.



d  g

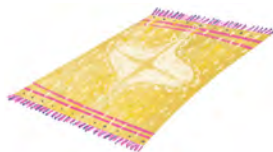


p  g



h  t

10



t  n

r  g

a  t



b  t

l  g

n  t

a e i n o o u u u

## ITEMS NEEDED:

a rock

## LESSON 9

## Three-Letter Words: Part 2

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child find a small rock outside or cut a rock shape out of colored paper. **Read to the child:** Today we are going to use this rock to help us read more words. Let's practice reading the words in a fun way.

Look at the words in the green box. Each word has the same vowel in the middle. Which vowel is it? [I] What is the short sound of I? [/i/ as in IN] What is the first letter of each word? [H] What sound does H make? [/h/]

I will cover the last letter of each word with the rock. You say the sound that H and I makes and hold the vowel sound until I move the rock. Then quickly say the sound of the last letter to finish saying the word. **Demonstrate the first word for the child if needed. Complete the entire activity two to three times.**

- **Read to the child:** Now let's do the same thing to read the words in the yellow box. One of the words is not a real word; raise your hand when you read it.
- **Read to the child:** Look at the fox. I'll tell you a part of the fox. You point to the part and tell me what letter the word ends with: tail, foot, ear, forehead.

Let's find out how many sounds are in the word FOX. I am going to say the word FOX slowly so that you can hear each individual sound that makes up the word. With each sound I make, hold up a finger. **Slowly say the SOUND of each letter: F-O-X.** Now count the fingers you're holding up. How many sounds did you hear?

That's right! There are three sounds, made with three letters, in the word FOX. What are the three letters? Listen again as I say the sounds in the word FOX, and then tell me the letters. **Slowly**

**say the SOUND of each letter: F-O-X.** What letter sounds do you hear? Repeat the sounds as many times as necessary. If desired, write down each letter as the child says it, to help visual learners make the connection between the sounds and the word.



hip  
him  
hid  
hit

dig  
did  
div  
dim

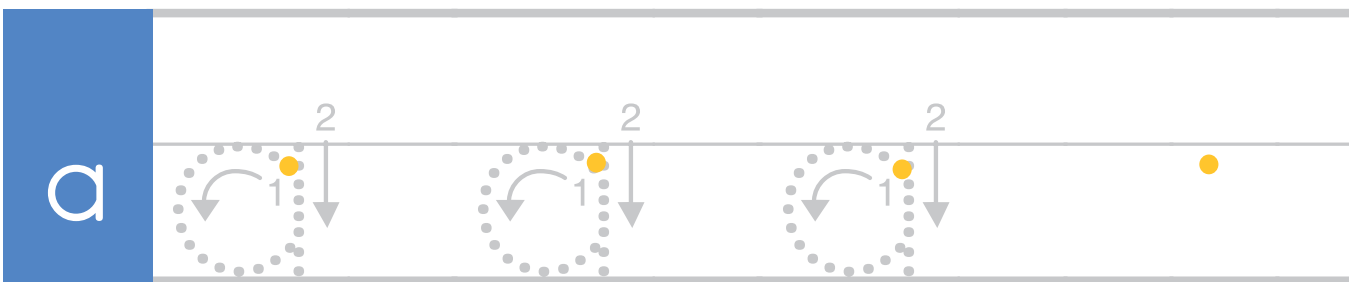
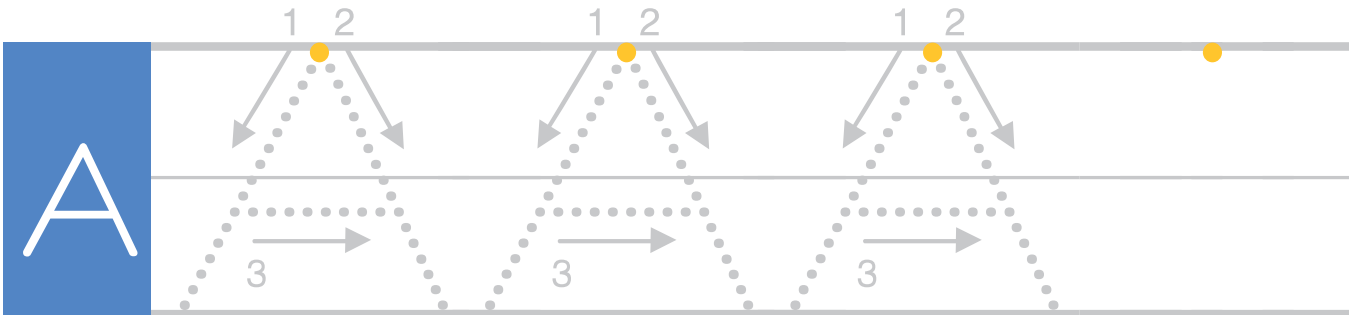
- **Read to the child:** Read the word in each yellow box. Start by saying the first two sounds together and hold the vowel until you add the sound of the last letter.



- Have the child circle all the pictures that contain a long vowel sound. A long vowel says its name.



- **Read to the child:** Now we are going to practice writing uppercase and lowercase A. What sound does short A make? [/ă/ as in AS] First, trace each letter, starting on the yellow dot and following the numbered steps. Then write the letter at the end of the line, starting on the yellow dot.



### BONUS WORK

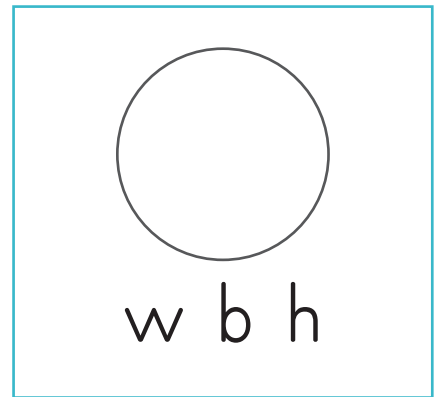
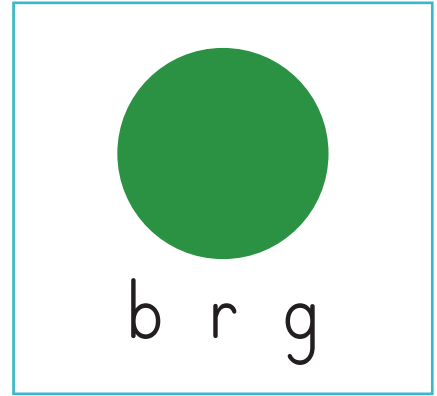
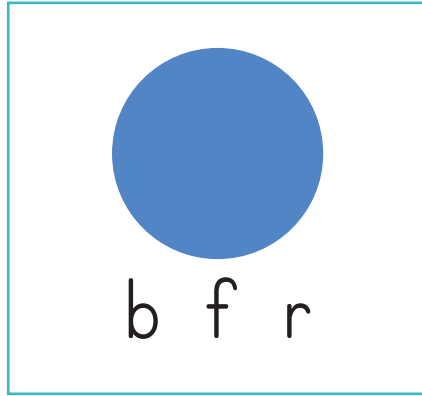
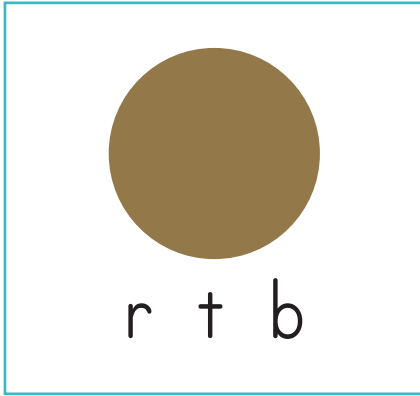
For extra practice, use the A-Z section of the Good and Beautiful Letter Tiles app at any time to have the child practice spelling two-letter or three-letter words.



## Independent Practice

Have the child circle the letter that the word for each color STARTS with.

**Helpful Hint:** If lessons feel too short for the child, do the bonus activities or do 1 ½ to 2 lessons a day until the child reaches a point where lessons are more challenging.



In each yellow box, have the child draw a line from the uppercase letter to its matching lowercase letter, saying aloud “uppercase X” and “lowercase X” and so on, while connecting each letter.



## ITEMS NEEDED:

highlighter or  
yellow crayon

## LESSON 10

## Spelling Three-Letter Words: Part I

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child complete the letter tiles activity and geography activity.



## LETTER TILES



On the Good and Beautiful Letter Tiles app, go to Level K > Lesson 10 or use physical tiles. Dictate the words in the purple boxes below and have the child spell the words with tiles.

TIP: Have the child say each sound in the word and hold up a finger for each sound.

run rag tag tug fun wag mug fan nut

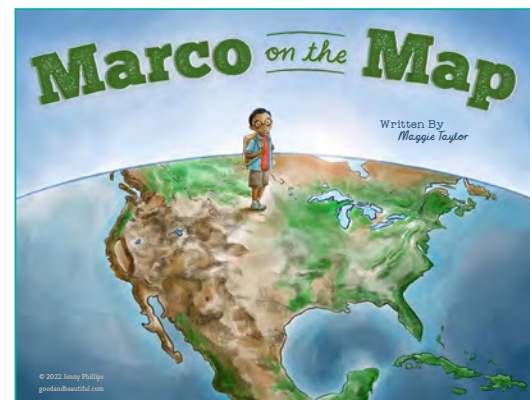


## GEOGRAPHY BOOK



This exercise practices geography and comprehension. On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Books > [Marco on the Map](#). Play the video. After viewing the book, have the child answer the following questions aloud. If needed, have the child listen to the book again.

1. What does the compass rose on a map show? [north, east, south, and west]
2. Where in the world do you live? [Encourage the child to say which town or city, state or province, and country he or she lives in.]



## BONUS WORK

If you have older children, consider having an older child read aloud to the child completing this course.

- ✎ Have the child color or paint.
- ★ Play a reading booster app game.



# Independent Practice



Read to the child: Read the words under each picture aloud. If you spy the word in the picture, highlight the word. (Children love using highlighters as something new, but crayons work as well.)



van  
bat  
fox



cap  
hen  
kid



cup  
hip  
dog



rug  
bed  
map



pot  
cat  
rat



can  
dog  
leg

**PREPARATION  
NEEDED:**  
see instructions  
below

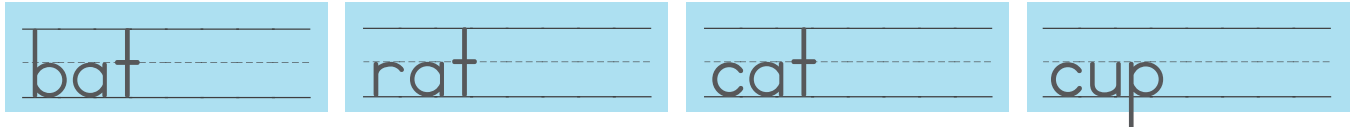
# LESSON 11

## Reading CVC Words + S at the End

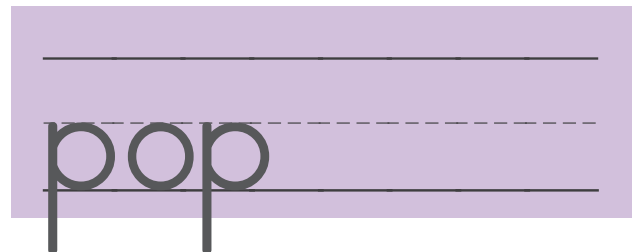
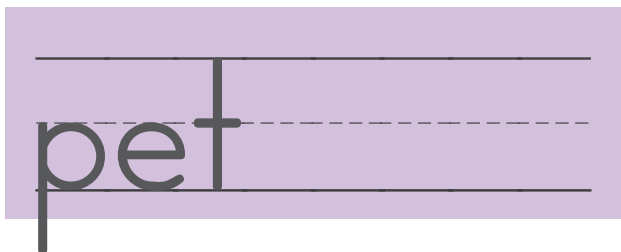
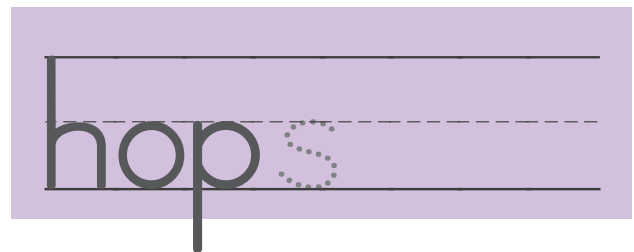
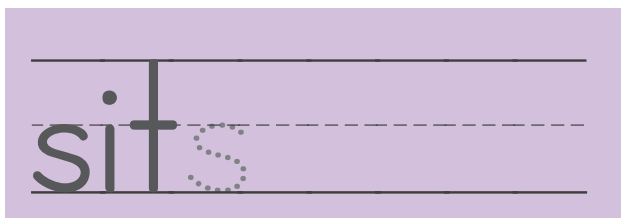
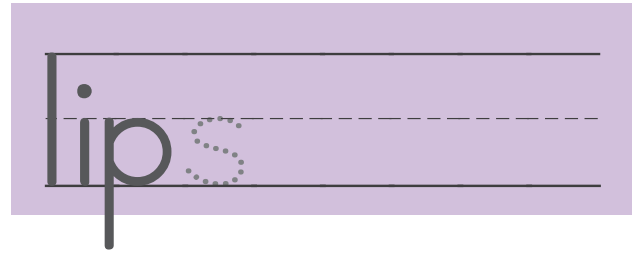
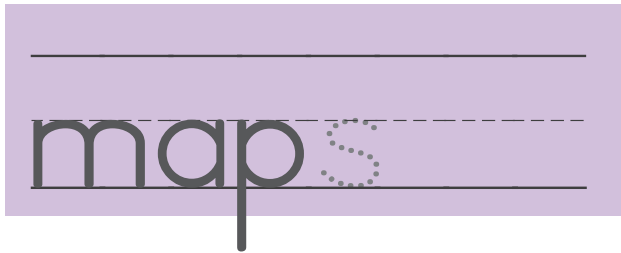
**Parent/Teacher Preparation:** Assemble the CVC Flipper on page 33.

**Helpful Hint:** CVC stands for consonant, vowel, consonant.

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child spell the following words aloud, holding up one finger for each sound: am, us, is, at.
- **Read to the child:** When S is at the end of a word, it can say /s/ or /z/. Today we are going to practice words where S says /s/ at the end of the word. In each of the blue boxes, read the word. I will write an S, and then you read the word again, adding the sound /s/ at the end.



- **Read to the child:** Now read the word in each purple box, and then you write an S at the end. Finally, read the word again, adding the sound /s/ at the end. The first four Ss are given to trace.



- Have the child read the words on the CVC Flipper you assembled. Store for future practice if desired.

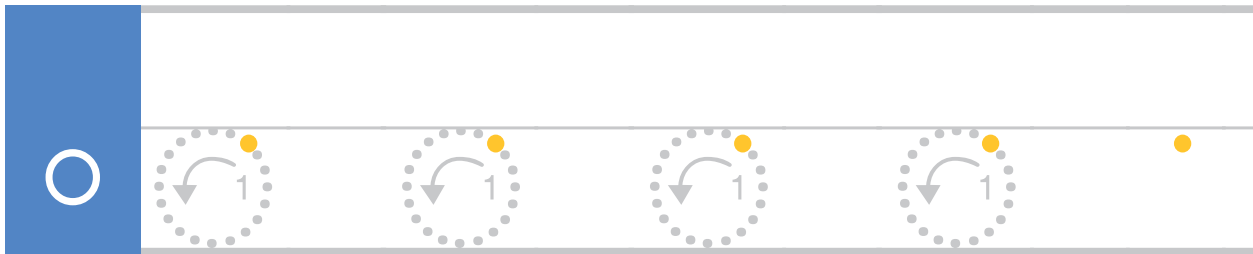
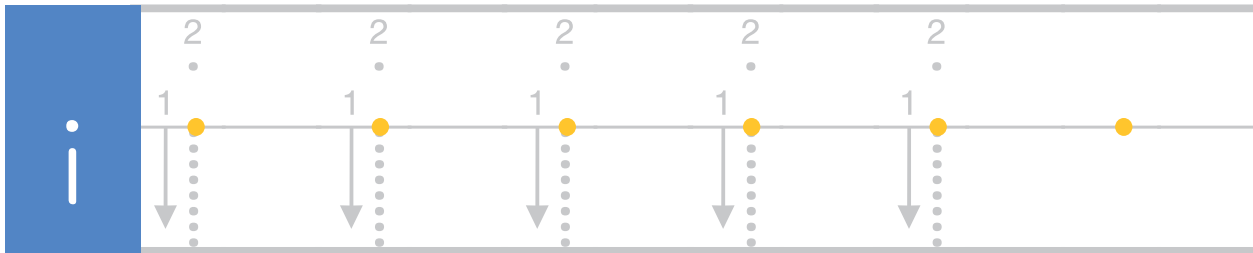
## BONUS WORK

\* Use the A-Z section on the free Good and Beautiful Letter Tiles app to have the child create the following words: up, if, on, at, is.



## Independent Practice

Read to the child: Practice writing lowercase Is and Os in preparation for the lower part of the page.



Read to the child: Write the missing I or O for each word.



f    x



p    n



p    t



d    g



b    x



p    g

Cut out the green and blue dashed boxes. Put the green dashed boxes in a stack and staple them onto the red flipper staple mark.

bi

se

me

hu

ra

si

go

fi

le

ne

nu

sa

hi

ho

Learning to read opens up a world of windows that look upon stories, people, and places which we would otherwise never see.

no t



**ITEMS NEEDED:**  
highlighter or  
yellow crayon

# LESSON 12

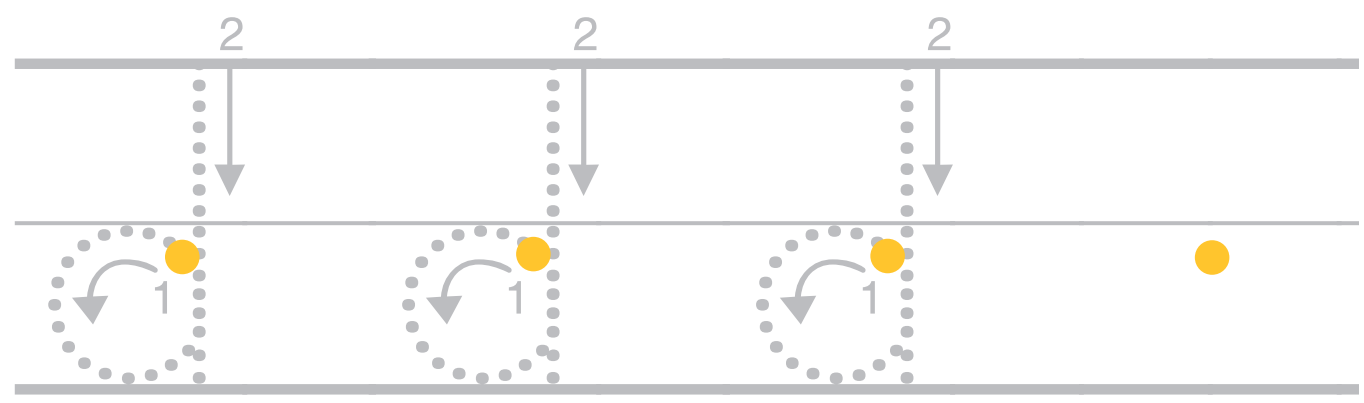
## b and d: Part I

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** What letter does the word DOUGHNUT start with? [D] Lowercase D starts with a doughnut. With your finger trace the brown lowercase D by starting on the gray dot and following the line around the circle. Without lifting up your finger, go to the top of the straight line of the D and then back down all the way to the bottom of the line. Repeat a few times.

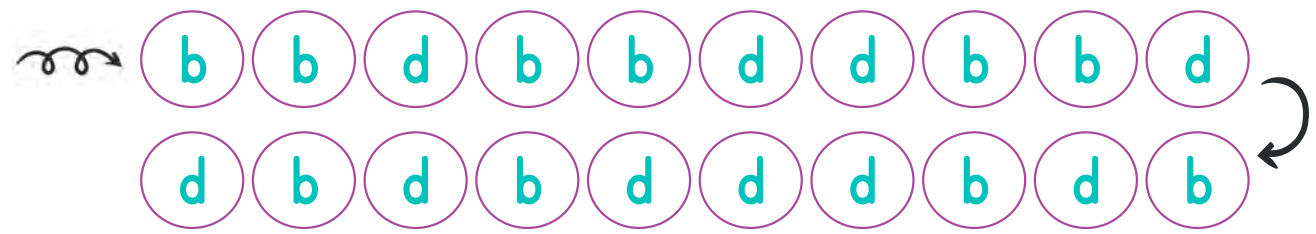


Now look at the doughnut on the next D. Lowercase D always starts with a doughnut. Trace the D with the doughnut with your finger the same way you traced the other D. Repeat a few times.

- Have the child trace each lowercase D with a pencil, starting on the yellow dot and using correct letter formation as explained above. As the child traces the doughnut part, have him or her say, "D starts with a doughnut."



- **Read to the child:** Search for all letter Ds below. Follow along the path with the eraser on your pencil. When you get to a D, tap it and say "D."



**Helpful Hint:** Each child will learn the difference between b and d in different ways, and it is normal for this concept to take a long time for some children to master. Lesson 20 uses a different approach to help with b and d confusion. If one approach works better for your child than the other, continue to use that approach.

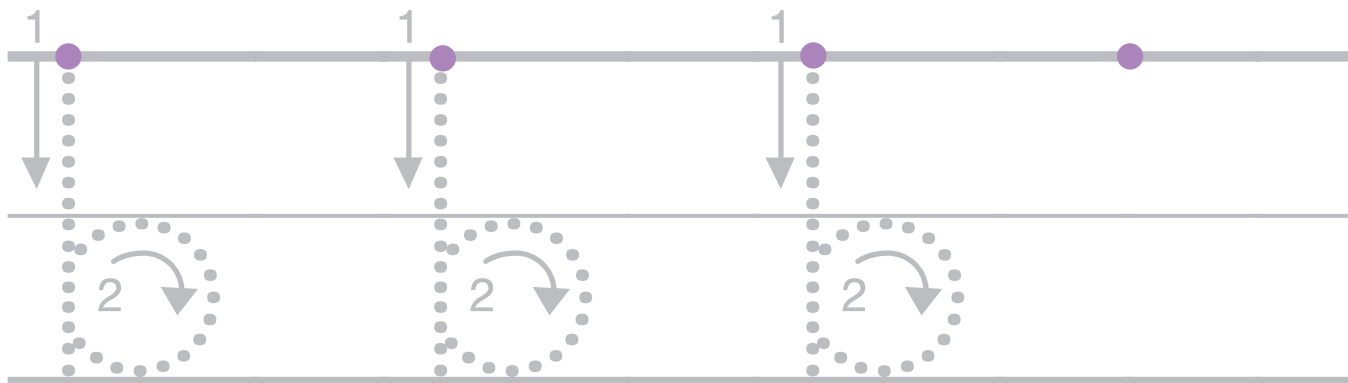
○ **Read to the child:** Look at the first blue letter B. This is lowercase B. With your finger trace the B by starting at the top of the line and going to the bottom of the line. Without lifting your finger, go back up to the dot, and then go around the circle and stop at the square. Do this three times.

Now look at the second B. What two items do you see on the B? [bat and ball] Lowercase B always starts with a line like a bat. Listen to the word BAT and tell me what it starts with. Say "B - B - BAT."

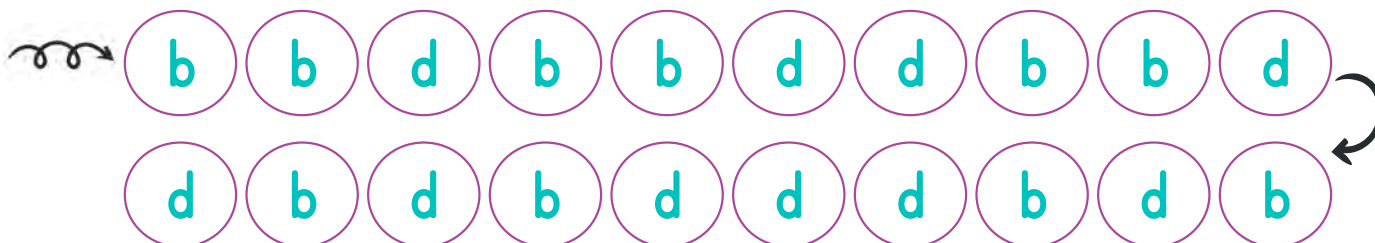
Trace the B with the bat and the ball with your finger the same way you traced the other B. Do this three times.



○ Have the child trace each lowercase B with a pencil, starting on the purple dot and using correct letter formation as explained above. As the child traces the straight line down, have him or her say "bat." Then have the child say "ball" as he or she traces the round part of the B.



○ **Read to the child:** Search for all letter Bs below. Follow along the path with the eraser on your pencil. When you get to a B, tap it and say "B."



**BONUS WORK**

On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 4 and have the child create the following words: up, on, am, if, sun.



# Independent Practice



**Read to the child:** Read the words under each picture aloud. If you spy the word in the picture, highlight the word with a highlighter.



pan  
dog  
lip



map  
hug  
kid



ham  
fox  
cat



kid  
mud  
jet



bag  
cat  
kid



lip  
net  
nut

# LESSON 13

## Reading Short Sentences: Part I

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** A sentence is a group of words that tells a complete thought. A sentence always starts with an uppercase letter. **Point to the sentences below and count them.** There are five sentences across from the pictures. Each sentence ends with a period. **Point to the periods.** The period tells us where the sentence ends. Also notice how there are spaces between each word. When we read sentences, we start on the left and read to the right. Also, when reading a book, we start from the top of the page and go line by line until we get to the bottom of the page. **Read one of the sentences below, pointing to each word as you read. Then have the child read the rest of the sentences and draw a line from each sentence to the picture the sentence matches.**



I hit it.



I dig.



I mix it.



I sip it.



I zip it.

- Have the child practice writing the letter O and draw for fun on the whiteboard as you cut out the bushes at the bottom of the page. Lay the bushes out on the table. Read to the child: Let's play "Hide the Animals." Choose a bush, read the sentence on it, and then place the bush over an animal in the grass to completely hide it. If needed, you can move the bushes around at any point so that, in the end, all the animals in the grass are completely hidden. Complete the game two or three times.

**BONUS WORK**

Having children listen to high-quality read alouds or audio books is one of the best things you can do to set a great academic foundation for reading and writing.

- 📖 Read aloud to the child.
- ★ Play a reading booster app game.





# Independent Practice

Read to the child: Write the missing I or O for each word.



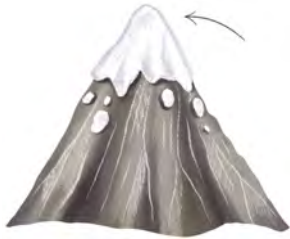
h \_ g



l \_ d



b \_ x



f \_ p



f \_ n



p \_ t



d \_ g



k \_ d



f \_ g

# LESSON 14

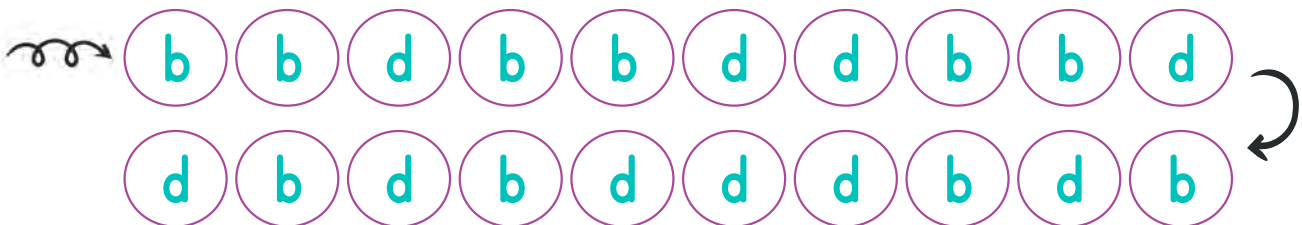
## Group I Sight Words: Part I



- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child spell the following words aloud, holding up one finger for each sound: it, is, us, bug, sat.
- **Read to the child:** Let's pretend that this ladder will help us reach the fruit on a beautiful tree. Starting on one side, "climb" the ladder by placing your finger on each sight word as you read it. Then "climb" down the other side. Repeat the exercise several times in different ways: going in the opposite direction, going slowly up one side and then down really fast, and going up really quietly and down really loudly.



- **Read to the child:** Search for all letter Ds below. Remember, D starts with a doughnut. Follow along the path with the eraser on your pencil. When you get to a D, tap it and say "D."



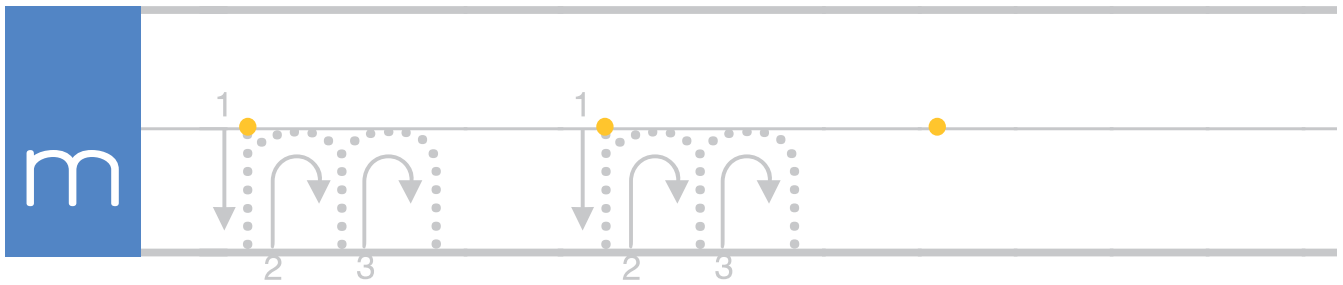
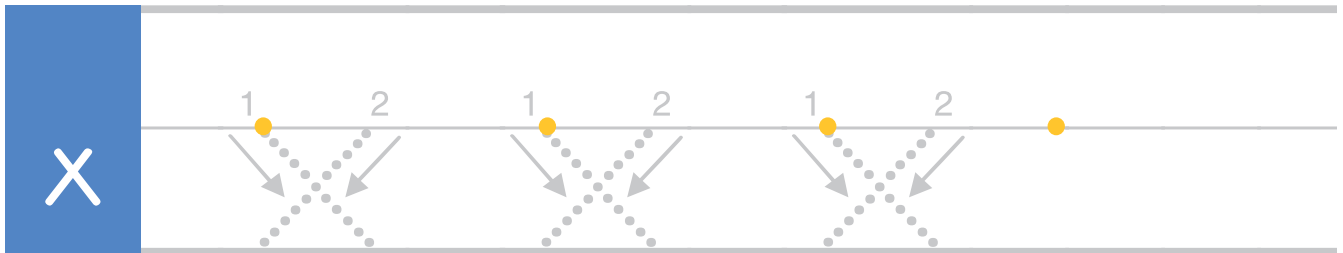
## BONUS WORK

\* Play a reading booster app game or read aloud to the child.



## Independent Practice

Read to the child: Trace the letters on each line, and then write the letter.



Read to the child: Write the missing X or M for each word.



fo



gu



ha



ra



bo



ja

## ITEMS NEEDED:

highlighter or  
yellow crayon

## LESSON 15

## Reading Short Sentences: Part 2

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child: A sentence is a group of words that tells a complete thought. Point to the sentences below and count them. There are five sentences across from the pictures. Each sentence ends with a period. Point to the periods. The period tells us where the sentence ends. Read each sentence, and then draw a line from the sentence to the picture that matches it.



He can hug it.



Sam and the cat sit.



Sam can tap the cat.



Sam and the cat run.



The cat runs.



# Independent Practice



Read to the child: Read the words under each picture aloud. If you spy the word in the picture, highlight the word. (Children love using highlighters as something new, but crayons work as well.)



pig  
hat  
rat



mop  
hat  
fan



tub  
map  
jug



hug  
jet  
pig



kid  
lid  
bag



dog  
ox  
hat

**BONUS WORK**

\* Play a reading booster app game or read aloud to the child.

# LESSON 16

## Spelling Three-Letter Words: Part 2



- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child complete the letter tiles activity and geography activity.



### LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 16 or use physical tiles. Dictate the words in the purple boxes below and have the child spell them with tiles.

hit hip hid dig dip dim big

Bonus Words: bib, bit, him, pit



### GEOGRAPHY BOOK



On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Books > [People Around the World](#). Play the video. After viewing the book, have the child answer the following questions aloud. If needed, have the child listen to the book again.

1. How might people who live in cold areas dress differently than people who live in hot areas? [more layers, hats, gloves]
2. What are some ways that people live differently in different parts of the world? [different types of homes, clothing, food, languages, music, dancing, etc.]



#### BONUS WORK

Fast-paced, instantly gratifying screen time can damage a child's attention span and desire for gentle, deep learning. Our media resources for children are designed to be slow-paced, gentle, and good for the mind and heart. Consider using our Kids YouTube channel and Homeschooling app.



# Independent Practice

## MATCH IT

**Read to the child:** Look at the image on each photo. Then read the word under each photo. If the word matches the image on the photo, color the image.

cut

dig

pig

hot

cat

fix

bog

dot

bed

# LESSON 17

## Three-Letter Words: Part 3

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Today we are going to read more words. Look at the words in the green box. Each word has the same vowel in the middle; what vowel is it? [O] What is the short sound of O? [/ɒ/ as in ON] What is the first letter of each word? [H] What sound does H make? [/h/]

I will cover the last letter of each word with my finger. You say the sound that H and O make and hold the sound of O until I move my finger. Then quickly say the sound of the last letter to finish saying the word. Some of the words are not real words; raise your hand when you read a word that isn't a real word. **Demonstrate the first one for the child if needed. Complete the entire activity two to three times.**

- **Read to the child:** Now let's do the same thing as we read the words in the other boxes. Remember, some of the words are not real words; raise your hand when you read a word that isn't a real word.
- **Read to the child:** Look at the yak below. Let's find out how many sounds are in the word YAK. I am going to say the word YAK slowly so that you can hear each individual sound that makes up the word. With each sound I make, hold up a finger. **Slowly say the SOUND of each letter: Y–A–K.** Now count the fingers you're holding up. How many sounds did you hear?

That's right! There are three sounds, made by three letters, in the word YAK. What are those three letters? Listen again as I say the sounds



in the word YAK, and then tell me the letters. **Slowly say the SOUND of each letter: Y–A–K.** What letter sounds do you hear? **Repeat the sounds as many times as necessary. If desired, write down each letter as the child says it, to help visual learners make the connection between the sounds and the letters.**

hop

hot

hog

hof

top

Tom

tob

mop

mom

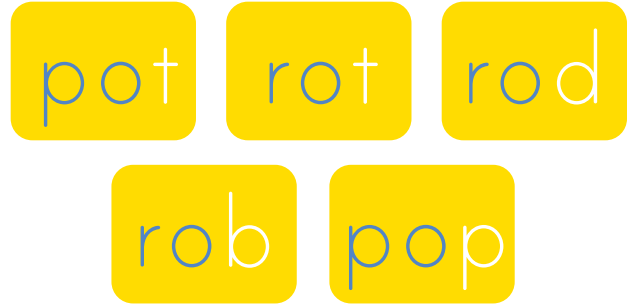
- Briefly work on memorizing the poem.

## Sunshine

By Jenny Phillips

The sun shines  
 On my toes  
 On my face  
 And on my nose.  
 It kisses the tops  
 Of all the trees  
 Each blade of grass  
 Each buzzing bee.  
 I'm so glad that God above  
 Made warm, sweet light for me.

- Read to the child: Read the word in each yellow box. Start by saying the first two sounds together and hold the vowel until you add the sound of the last letter.



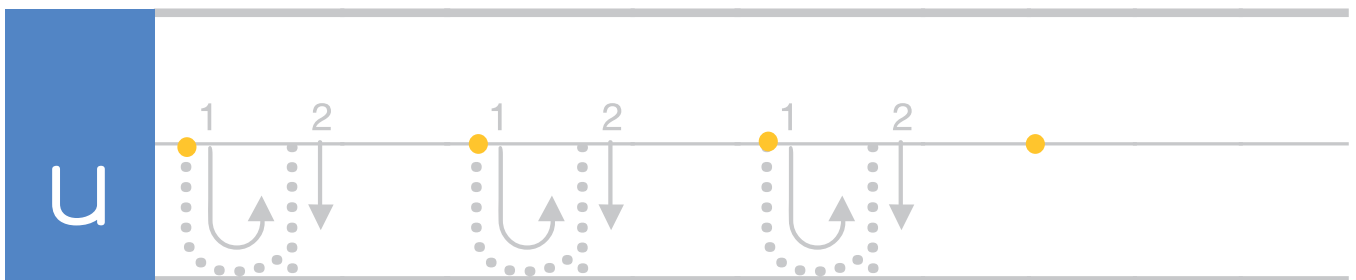
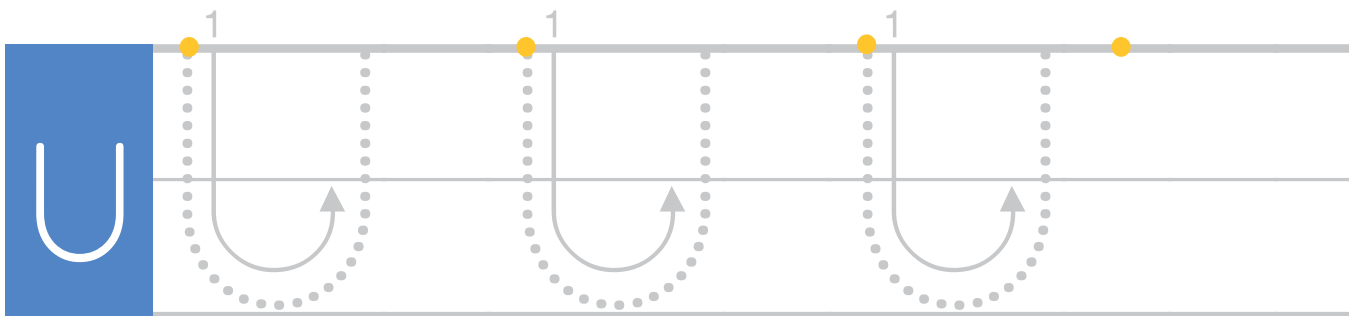
### BONUS WORK

On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 4 and have the child create the following words: as, fox, man, not, tip.



## Independent Practice

Read to the child: Now we are going to practice writing uppercase and lowercase U. What is the short sound of U? [/ü/ as in UP] First, trace each letter, starting on the yellow dot and following the numbered steps. Then write the letter at the end of the line, starting on the yellow dot.



Have the child cut out the letter boxes at the bottom of the page and paste them in the correct boxes to spell each word. If needed, review the letter names and sounds before the child cuts out the letter boxes.



c  t



a  t



f  x



d  g



b  g



f  n



p  t



h  t



v  n

a a a n o o o u u

# LESSON 18

## Three-Letter Words: Part 4

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Today we are going to read more words. Look at the words in the green box. Each word has the same vowel in the middle; what vowel is it? [A] What is the short sound of A? [/ă/ as in AS] What is the first letter of each word? [H] What sound does H make? [/h/]

I will cover the last letter of each word with my finger. You say the sound that H and A make and hold the short sound of A until I move my finger. Then quickly say the sound of the last letter to finish saying the word. **Demonstrate the first one for the child if needed. Complete the entire activity two to three times.**

- **Read to the child:** Now let's do the same thing to read the words in the other boxes.
- **Read to the child:** Look at the van. I'll name a part of the van. You point to the part and tell me what letter the word ends with: wheel, bumper, roof.

Let's find out how many sounds are in the word VAN. I am going to say the word VAN slowly so that you can hear each individual sound that makes up the word. With each sound I make, hold up a finger. **Slowly say the SOUND of each letter: V–A–N.** Now count the fingers you're holding up. How many sounds did you hear?

That's right! There are three sounds, made by three letters, in the word VAN. What are those three letters? Listen again as I say the sounds in the word VAN, and then tell me the letters. **Slowly say the SOUND of each letter:**

**V–A–N.** What letter sounds do you hear? Repeat the sounds as many times as necessary. If desired, write down each letter as the child says it, to help visual learners make the connection between the sounds and the letters.



hat  
ham  
had

tap  
tag  
tab

ram  
ran  
rat

- Help the child sound out each of the following words. Then have the child draw a line to the image showing the action for that word. Then have the child pretend he or she is doing the action.

sit



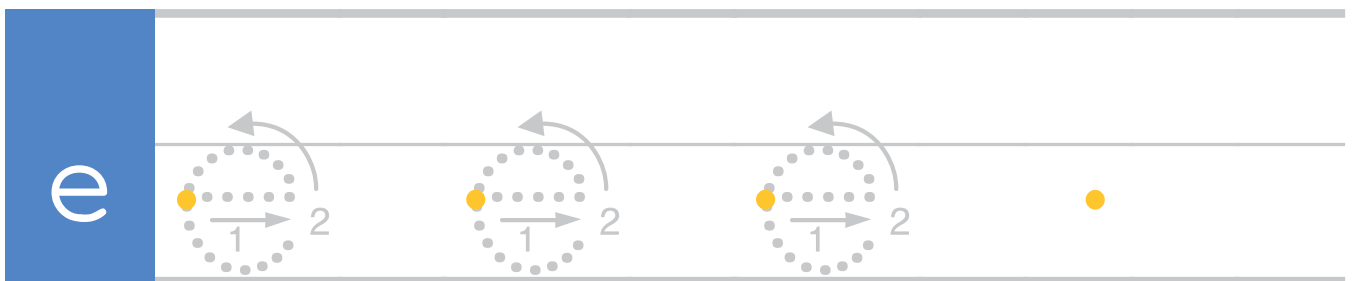
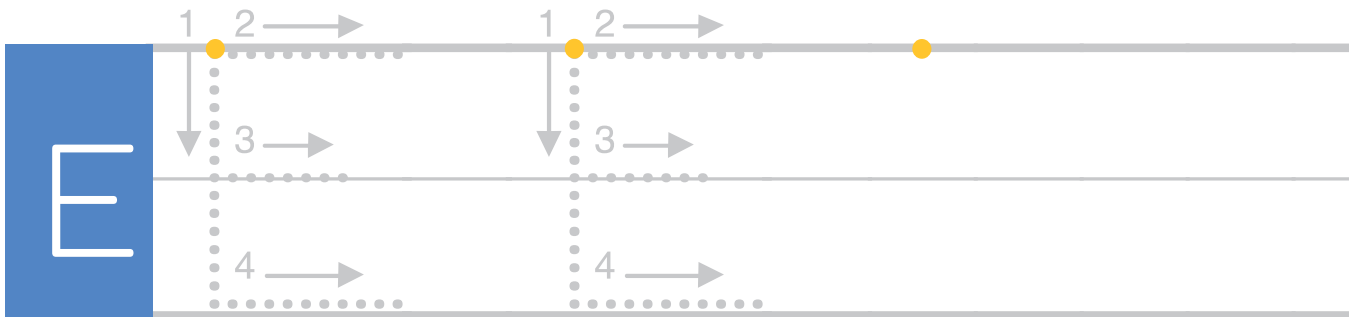
run



mop



- **Read to the child:** Now we are going to practice writing uppercase and lowercase E. What is the short sound of E? [/ĕ/ as in ED] First, trace each letter, starting on the yellow dot and following the numbered steps. Then write the letter at the end of the line, starting on the yellow dot.



**BONUS WORK**

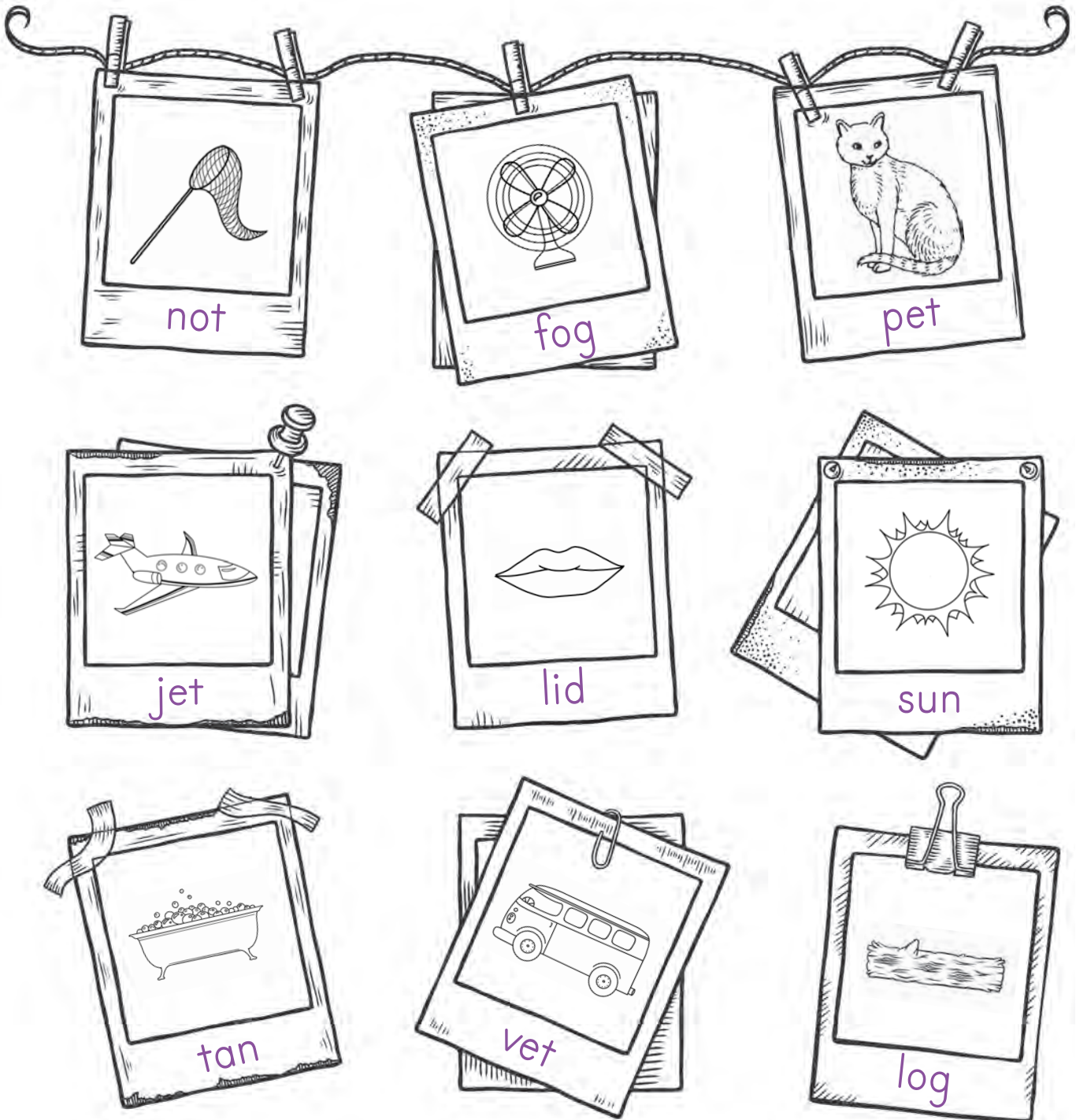
- \* Play a reading booster app game or read aloud to the child.



# Independent Practice

## MATCH IT

**Read to the child:** Look at the image on each photo. Then read the word under each photo. If the word matches the image on the photo, color the image.



# LESSON 19

## Group I Sight Words: Part 2



- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Today the eraser on your pencil is super bouncy! The purple words below are sight words. I will say a word, and then you will find it and bounce your pencil on it. The words with more letters are more bouncy than the shorter words. Say the words in random order as many times as desired.

Sight  
Word  
Bounce!

he she me  
the we to  
you love go

- **Read to the child:** Read each sentence below and draw a line from the sentence to the picture it matches.



He can sit.



She can run.



We can go.



Tim has it.

**Read to the child:** Read the poem to practice sight words.

## We Love

By Jenny Phillips

We love to jog.

We love to run.

We love the fog.

We love the sun.

You and I,

We love to hop

Up the hill

To the top.

### BONUS WORK

As a reminder, *The Good and the Beautiful My First Nature Readers* (and all other *My First Readers*) follow the exact scope and sequence of the reading booster cards. It is highly recommended that you use these books outside of lesson time (at dinner, at bedtime, to read to Grandma or a pet). The books instill a love for nature and increase confidence and fluency in reading with frustration-free reading that matches what the child has learned.



## Independent Practice

**Read to the child:** In each blank spot, write the correct vowel to make the word.

f x



b g



o i

o u

m g



p g



u i

o i

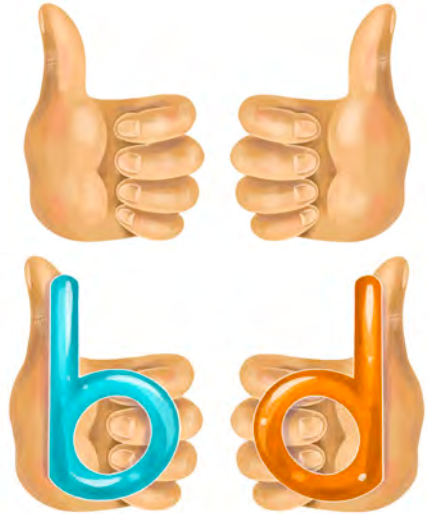
# LESSON 20

## b and d: Part 2

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Look at the image of the bed. Point to each letter in the image and say its sound. What do the letters spell? [bed] You can use the image of a bed like this to remember which way lowercase B and D face.

Now hold up your thumbs like the hands in the picture. See how the first hand is like a lowercase B and the second hand is like a lowercase D? I will spell BED aloud several times, pointing to your hands for the letters B and D and the blank space in between for the letter E.

- Say the following words aloud and have the child point to the B or D on the bed to show what letter the word starts with: bike, book, dog, bank, dish, dart, dolphin, boy, deer, boat, duck, dress, basket.



- With crayons or colored pencils on a separate piece of paper, have the child make an image of a bed like the one pictured above.

**Helpful Hint:** Each child will learn the difference between b and d in different ways, and it is normal for this concept to take a very long time for some children to master.

## BONUS WORK

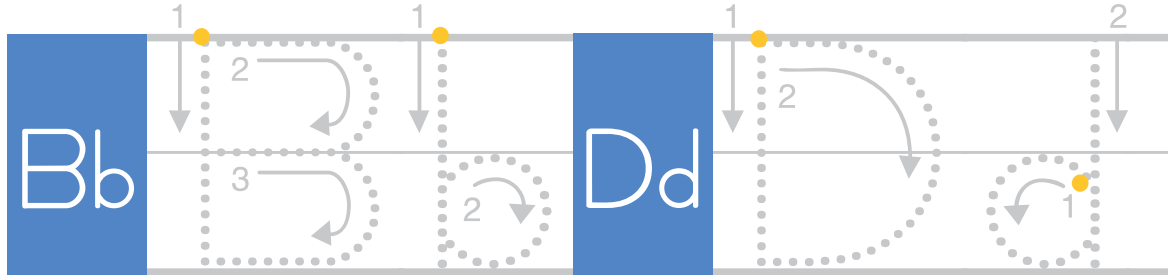
Create learning experiences often. For example, at the store you can tell the child to point to different fruits and say the letter each starts with.

\* Place CVC words on sticky notes and hide them all over the house for the child to find and read.



## Independent Practice

Read to the child: Practice writing uppercase and lowercase B and D.



Read to the child: Write the missing B or D for each word. Use an uppercase letter B or D as the beginning letter for each boy's name.



ob



an



en



og



ox



ug



ot



us



at

## ITEMS NEEDED:

12 index cards

## LESSON 21

## Words Where S Says /z/



- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Look at the words in the green box. Each word ends in the same letter. What letter is it? [S] What sound does S usually make? [/s/ as in HISS] However, we learned that S can also make the /z/ sound at the end of a word. Read the words in the green box, making the S say /z/.
- Write the following words on index cards. Lay the cards out in a trail on the floor (in random order). Have the child read each card and tell you if the S says /s/ or /z/. If correct, have the child hop to the next card, and so on, until he or she gets to the end of the trail.

is  
as  
has

is his was hugs as jets

dogs has sad bats sat gas

- **Read to the child:** Look at all the beautiful drums. When I say a word, tap your pencil on that drum and make a sound like a drum. Give shorter words a shorter tap. Say the words in random order as many times as desired.

his



as



bugs



was



is



logs

dogs



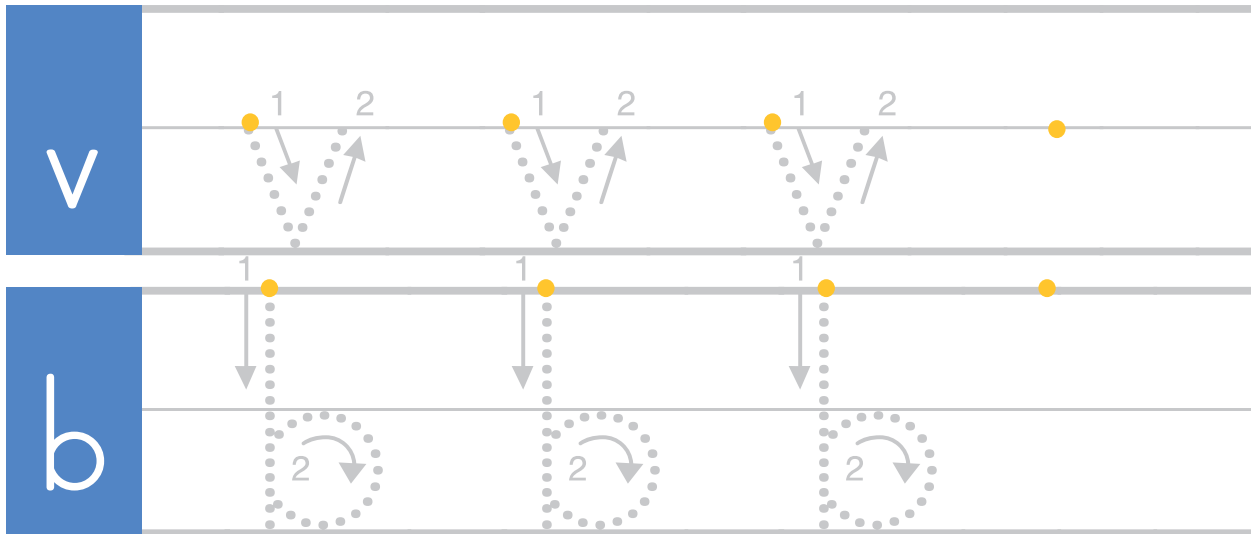
jets





# Independent Practice

Read to the child: Practice writing lowercase Vs and Bs.



Read to the child: Write the missing V or B for each word.



us



un



et



an



at



ib

**BONUS WORK**

\* Have the child read a *My First Reader* story.

# LESSON 22

## Reading Short Sentences: Part 3

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** A sentence is a group of words that tells a complete thought. Read each sentence below, and then draw a line from the sentence to the picture it describes.



The cat can sit.



The sun is up.



She can fix it.



The sun is not up.



She can sit.

\* Play a reading booster app game or read aloud to the child.



## Independent Practice

**Read to the child:** Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box.



**It is in a cup.**



**It is in a log.**



**It has a nut.**



**It has a mop.**



**It is wet.**



**It has a map.**



# LESSON 23

## Reading Short Sentences: Part 4

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** A sentence is a group of words that tells a complete thought. Read each sentence below, and then draw a line from the sentence to the picture it describes.



He and the dog run.



The dog is wet.



She is on it.



He has a box.



He is on it.

**Helpful Hint:** It is strongly recommended that the child complete a handwriting page at least 2 to 3 times a week in *The Good and the Beautiful Level K Handwriting* workbook or use another handwriting course.



## Independent Practice

**Read to the child:** Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box.



**It bit me.**



**It is big.**



**It has a fin.**



**It can go in  
the mud.**



**It was a van.**



**It is wet.**



# LESSON 24

## Spelling Three-Letter Words: Part 3

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child: When words end with the same sound, they rhyme. Read these rhyming words:

sat

fat

mat

pat

rat

- You or the child cut out the letter boxes on the right side of this page. Lay the boxes out on the table. Read to the child: Today you are going to create words! Below are four pictures: a cat, a bat, a rat, and a mat. Use the letter boxes we cut out to create the word for each image. Create the words in the blue boxes. When you have created a word, take off the letter boxes. Each word ends with the letters A and T, which make the sound /at/. Help the child isolate the sounds for each word, if needed.



at

c

b

r

m



# Independent Practice

Have the child circle the correct action word for each picture.



pop cut



hop sit



nip mop



mop mix



rip jog

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double-sided printing  
purposes.



nap tug



sit run

# LESSON 25

## Spelling Three-Letter Words: Part 4



- Work on reading booster cards or books for 6 to 10 minutes.
- Complete the letter tiles activity.



### LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 25 or use physical tiles. Dictate the words in the purple boxes below and have the child spell the words with the tiles. Have the child change one letter tile to spell the second word in each set.

**TIP:** Have the child say each sound in the word and hold up a finger for each sound.

**Helpful Hint:** Don't know how to switch the letter tiles out? On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Helps & Tips > [How to Use the Letter Tiles App](#). Play the video.

web wet sat sad pig pin had has cup cub

- **Geography** **Read to the child:** Our beautiful world has different kinds of water features. I will tell you about a water feature. You point to it, and then read the words below it. An **ocean** is a large area of salt water. **Have the child point to the ocean and read the words below it.** **Lakes** are areas of water that are much smaller than oceans and are usually made of fresh water instead of salt water. **Have the child point to the lake and read the words below it.** A **pond** is an area of water much smaller than a lake. **Have the child point to the pond and read the words below it.**



yet but did



wig big zap



wet sad fog

### BONUS WORK

Having children listen to high-quality read alouds or audio books is one of the best things you can do to set a great academic foundation for reading and writing.



## Independent Practice

**Read to the child:** Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box.



**It is a fox.**



**He has a cup.**



**It is as big as the sun.**



**It is on a log.**



**The fox has a leg.**



**It has a hat.**



# LESSON 26

## Substituting Sounds to Make New Words: Part I

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child spell the following words aloud.

if

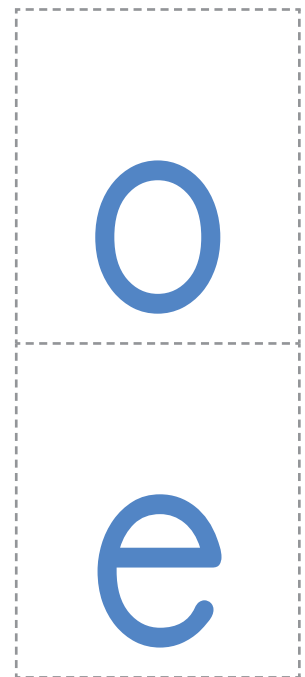
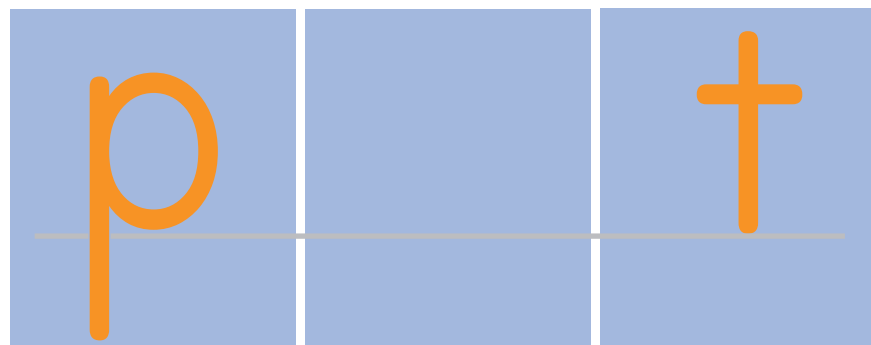
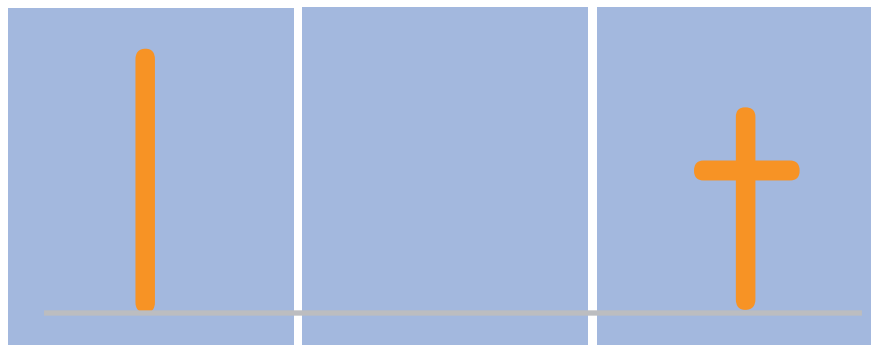
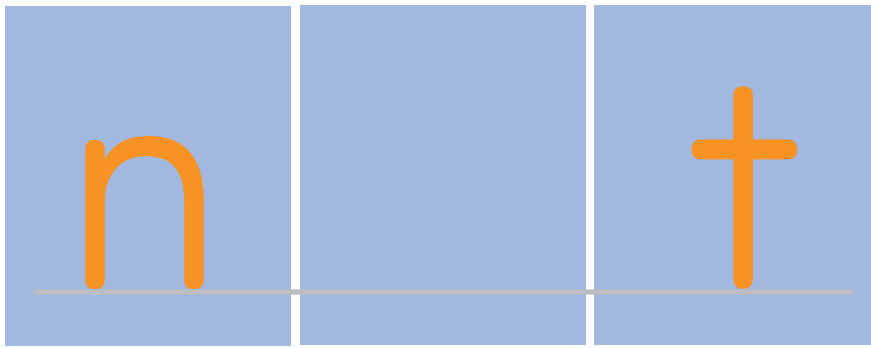
ox

at

am

an

- You or the child cut out the letter boxes on the bottom right side of this page. Lay the boxes out on the table. Read to the child: Today you are going to create words! Place the O you cut out on the first word and read the word you created. Now take off the O and place the E on the first word and read the word you created. Do this for the next two words.



- Read to the child:** Read the words in the yellow boxes. Say the first two sounds together and hold the vowel until you add the sound of the last letter.



- Read to the child:** Read each sentence, and then tell me if the sentence is true.

**It is an ant.**



**We sit.**



**She has a mop.**



**She is in it.**



**She pets a fox.**



**It is a man.**



**She is a bug.**



**We sit on a log.**



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**BONUS WORK**

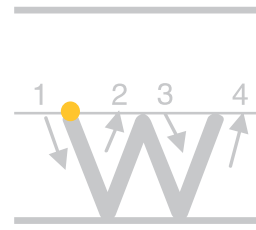
Developing creativity and imagination helps children become better writers. Read these phrases and have the child finish the sentences:

- One day in the middle of a snowstorm . . .
- Once there was a little brown . . .
- I stepped into the forest and . . .
- I looked into the pond and saw . . .



## Independent Practice

**Read to the child:** Write the missing W or R at the beginning of each word. Use the handwriting guide for reference if needed.



et

at

eb

an

ax

ut

**Read to the child:** In each blue box, draw a line from the uppercase letter to its matching lowercase letter, saying aloud “uppercase A” and “lowercase A” and so on, as you connect each letter.

A	C	E	G	F	H
aue	ace	gue	agr	hft	ruh

D	B	J	K	L	I
drc	ptb	jgr	cke	til	iwx

**Read to the child:** Read each sentence and cross out the box if the sentence in the box is not true.

It is on it.



It is in it.



It is  
on it.



# LESSON 27

## CVC Word Practice



- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Being grateful for things can make us happy. One thing we can be grateful for is art. Art can bring us joy. Look at the painting on this page. Two things that can make a painting look so real are shadow and light. Show me where you see shadows in the painting. Show me where you see light. Do you think it would be fun to visit this place? What do you think is beautiful about this place?



- **Read to the child:** Now we are going to practice reading. Read the words in the boxes below. Sound out the first two letters, and then say them together and hold out the vowel sound. Then add the final consonant sound. Circle the word if you can see a picture of it in the painting.

ki → d  
**kid**

je → t  
**jet**

va → n  
**van**

ca → p  
**cap**

ma → p  
**map**

ba → t  
**bat**

tu → b  
**tub**

he → n  
**hen**

bu → s  
**bus**

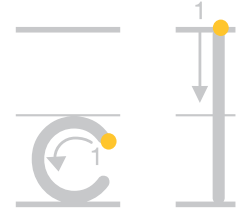
be → d  
**bed**

## BONUS WORK

On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 25 and have the child create the following words: his, has, hid, hip.



## Independent Practice



Read to the child: Write the missing lowercase C or L at the beginning of each word. Use the handwriting guide for reference if needed.

up

et

ut

at

og

an

## Pumpkin Patch



Read to the child: With a green pencil or crayon, draw a leaf or a vine on the two pumpkins on each row that rhyme (have the same ending sound).



**ITEMS NEEDED:**  
a car key

# LESSON 28

## Vowels: Part 3

**Helpful Hint:** If lessons feel short or are easy for the child, consider doing 1 ½ to 2 lessons a day and finishing the course more quickly.

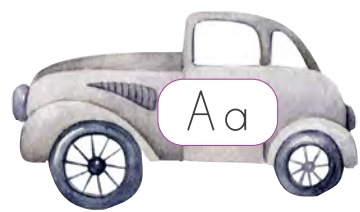
- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child:** The blue boxes below show the vowels A, E, I, O, and U. Point to each vowel and say its name. Now point to each vowel and say its long sound. Now point to each vowel and say its short sound. [ /ă/ as in AS /ĕ/ as in ED /ĭ/ as in IN /ŏ/ as in ON /ŭ/ as in UP ]



- Read to the child:** Say the name of each image. Then figure out what vowel sound is in the word and tap that vowel above on the blue boxes. **The word for the girl is KID.**



- Give the child a car key. Read to the child:** I will say the sound of a vowel. You tap the key on the car that shows that vowel. Say the short sound of each vowel several times: [ /ă/ as in AS /ĕ/ as in ED /ĭ/ as in IN /ŏ/ as in ON /ŭ/ as in UP ].



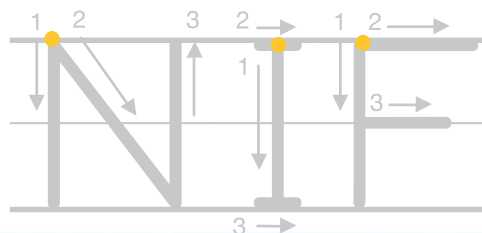
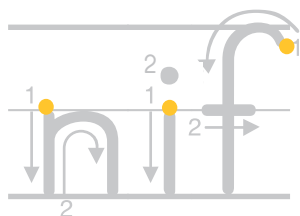
**BONUS WORK**

- 📖 Read aloud to the child.
- 🌟 Play a reading booster app game.



# Independent Practice

**Read to the child:** In the blue box are the letters to write the word "FIN," but they are all scrambled up! Unscramble the letters and write the word "fin" on the first line in all lowercase letters. Then on the next line, write the word again in all uppercase letters. Use the handwriting guide for reference.



nif

---



---



---

NIF

---



---



---

**Read to the child:**  
Read the word in each box aloud. If the word rhymes with the word on the shark, draw a line from the box to the shark.

tap

jog

got

cap



pop

lap

pen

zap

map

# LESSON 29

## Spelling Three-Letter Words: Part 5

- Work on reading booster cards or books for 6 to 10 minutes.
- Complete the letter tiles activity.



### LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 29 or use physical tiles. Dictate the words in the purple boxes below and have the child spell the words with tiles.

**TIP:** Have the child say each sound in the word and hold up a finger for each sound.

fit let mud met vet mix zip fed

- Read the poem to the child.

### I Love You, Little Cat

By Jenny Phillips

I love you, little cat  
With soft and smooth brown fur.  
I see your little paws  
And hear your quiet purr.

Your eyes now start to droop,  
You drop into my lap,  
You curl up, and you have found  
A great place for a nap!



- Work on memorizing the poem below.

### Sunshine

By Jenny Phillips

The sun shines  
On my toes  
On my face  
And on my nose.  
It kisses the tops  
Of all the trees  
Each blade of grass  
Each buzzing bee.  
I'm so glad that God above  
Made warm, sweet light for me.

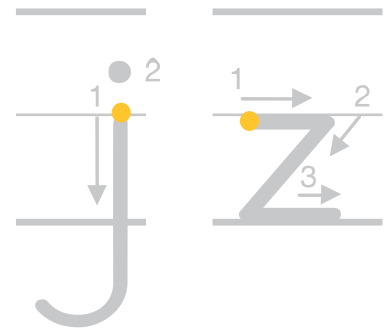
### BONUS WORK

- \* Have the child read a story from *My First Readers*.



## Independent Practice

**Read to the child:** Write the missing J or Z at the beginning of each word. Use the handwriting guide for reference if needed.



og

et

ip

am

ap

ug

## Pumpkin Patch



**Read to the child:** With a green pencil or crayon, draw a leaf or a vine on the two pumpkins on each row that rhyme (have the same ending sound).



# LESSON 30



## CVC Words + Writing the Words A and I

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Look at the painting on this page. The children are enjoying a beautiful view. It is wonderful to take the time to notice the beautiful things in the world around us. Point to the sunlight on the hill. Look out a window and describe some of the beautiful things you see.



- **Read to the child:** Now we are going to practice reading. Read the words in the boxes below. Sound out the first two letters, and then say them together and hold out the vowel sound. Then add the final consonant sound. Circle the word if you can see a picture of it in the painting.

ma → n  
man

gu → m  
gum

to → p  
top

la → p  
lap

ha → t  
hat

ne → t  
net

le → g  
leg

ha → m  
ham

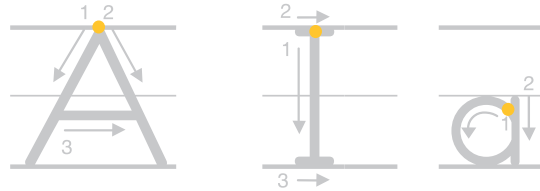
ki → d  
kid

fo → x  
fox

- **Read to the child:** As you have learned, some words are only one letter long. The letter A is also the word A. The letter I is also the word I. Read the sentences in purple.

I sat. A dog sat.

Each sentence below is missing the word A or I. Read the rest of the sentence to figure out which word is missing, and then write the word in the blank red spot. The word I is ALWAYS uppercase. The word A is uppercase only if it's at the beginning of the sentence. Use the handwriting guide for reference if needed.



We pet \_\_\_\_\_ dog.

\_\_\_\_\_ rat runs.

Ron and \_\_\_\_\_ jog.

\_\_\_\_\_ am on the bus.

### BONUS WORK

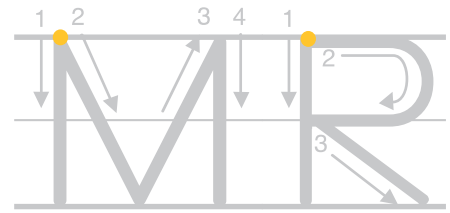
Bonus work does not always need to be completed at the end of a lesson. These ideas can be implemented any time of the day, even at bedtime.



Listen to Good and Beautiful learning songs on the Good and Beautiful Homeschool app.



## Independent Practice



**Read to the child:** Names of people and pets always start with an uppercase letter. Each name below is missing its first letter. Write the missing M or R at the beginning of each word. Use the handwriting guide for reference if needed. When two of the same consonants are in a row, you only say the sound of the first one.

att

ob

ex

eg

ax

on

**Read to the child:** In each blue box, draw a line from the uppercase letter to its matching lowercase letter, saying aloud “uppercase X” and “lowercase X” and so on, as you connect each letter.

X	Y	E	G	F	H
axe	acy	gue	gar	hft	ruh

D	B	J	K	L	Z
drc	pb t	jgr	cke	til	zwx

**Read to the child:** Read each sentence and cross out the box if the sentence in the box is false.

**A dog can sit.**



**A cat can sit.**



**A rat and a hen sit.**



# LESSON 31

## Substituting Sounds to Make New Words: Part 2

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child spell the following words aloud.

is

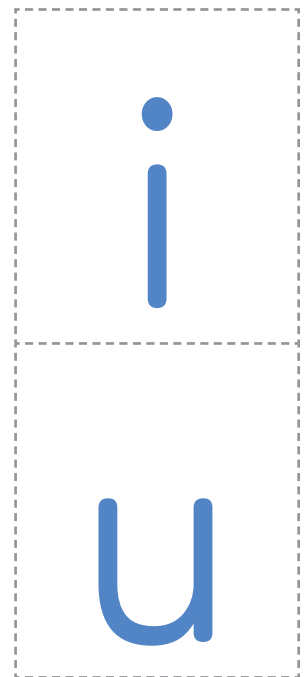
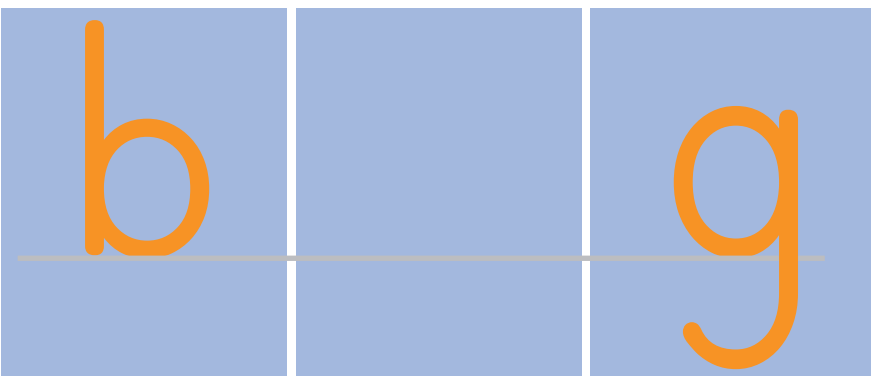
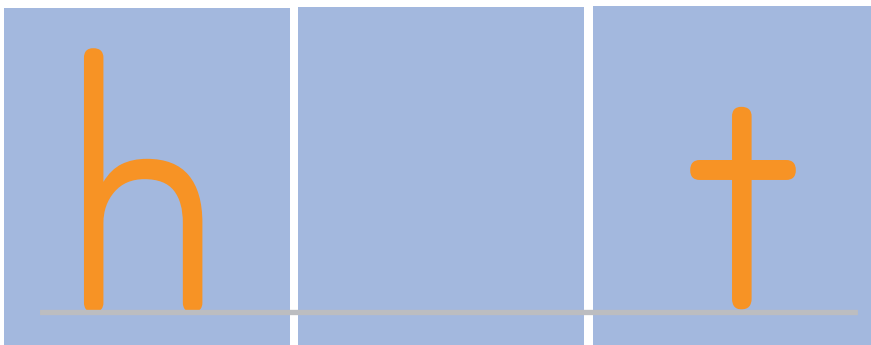
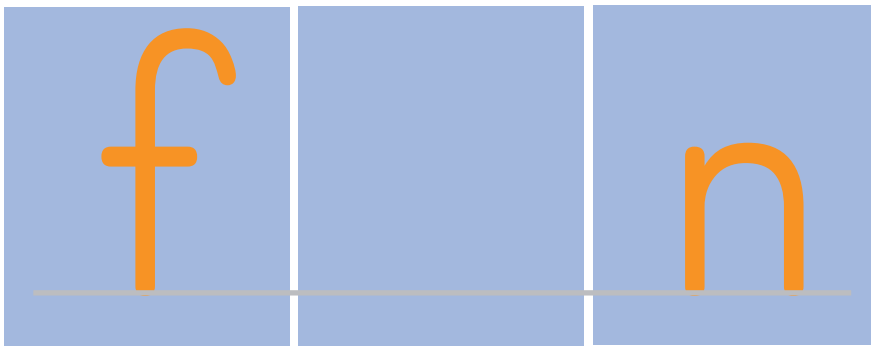
it

up

in

on

- You or the child cut out the letter boxes on the side of this page. Lay the boxes out on the table. Read to the child: Today you are going to create words! Place the I that you cut out on the first word and read the word you created. Now place the U that you cut out on the first word and read the word you created. Do this for the next two words.



- Read to the child:** Read the words in the boxes. Say the first two sounds together and hold the vowel until you add the sound of the last letter.



- Read to the child:** Read each sentence, and then tell me whether the sentence is true.

**It is a bag.**



**A cat is on a box.**



**She has a dog.**



**She is in a tub.**



**He has a log.**



**He is wet.**



**It is in it.**





**I sit on a bed.**



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**BONUS WORK**

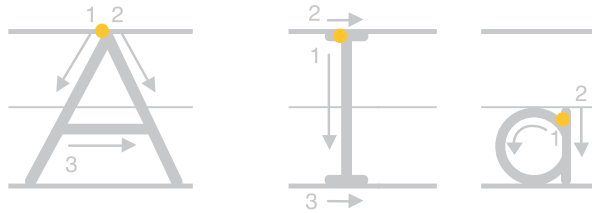
Have the child choose any item in the room and create the first line of a story about that item. Write the sentence down for the child and have him or her illustrate it.

-  Read aloud to the child.
-  Play a reading booster app game.



## Independent Practice

**Read to the child:** Each sentence below is missing the word A or I. Read the rest of the sentence to figure out which word is missing, and then write the word in the blank red spot. The word I is ALWAYS uppercase. The word A is uppercase only if it's at the beginning of the sentence. Use the handwriting guide for reference if needed.



\_\_\_\_\_ am in the fog.

\_\_\_\_\_ cat is on the rug.

You and \_\_\_\_\_ run.

\_\_\_\_\_ fix it.

We pet \_\_\_\_\_ pig.

**ITEMS NEEDED:**

(optional)  
paintbrush, black  
& white paint,  
googly eyes, white  
paper

# LESSON 32

## Poetry: Part I

- Work on reading booster cards or books for 6 to 10 minutes.
- Explain that RUBBERS are rubber rain boots. Read the following poems to the child. Then read each poem again, having the child repeat each line. Then discuss the meaning of each poem.

### An April Day

*By Unknown*

Now bless me! Where have my rubbers gone,  
And where is my big umbrella?  
It's pouring rain, and a minute ago,  
It was just as clear as a bell!

Oh, here are my rubbers, and here's my umbrella—  
But, dear! Dear me! I say,  
The sun's out bright and the rain's all gone—  
Did you ever see such a day!

### Spider Webs

*By Frederick Hall*

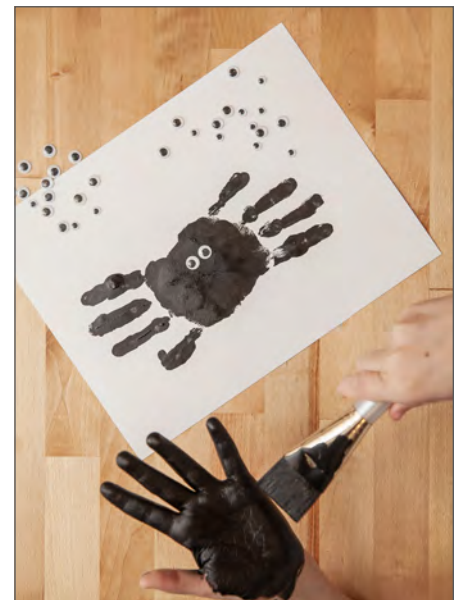
My mamma says they're spider webs,  
All sparkly with the dew,  
And Mamma's right, she's always right,  
And what she says is true.

But they're so weensy and so soft,  
And white, that just for fun,  
I call them little baby clothes  
Drying in the sun.

- If desired, research spider webs with the child. Look up information online to find out more about fascinating spider webs. Use this as an opportunity to explore with the child and also to help him or her gain an inquisitive mind and an appreciation for God's marvelous creations.

- **Optional Art Project: Spider Handprint**

1. Use a paintbrush to apply black paint to your child's palm and four fingers (omit the thumb).
2. Have the child make a handprint on white paper.
3. Turn the paper around and make another handprint, overlapping the palm area.
4. Paint over any extra white areas in the spider body, and then let the paint dry.
5. Paint a white smile and white circles for the eyes or attach googly eyes.



- **Read to the child:** The blue boxes below show the vowels A, E, I, O, and U. Point to each vowel and say its name. Now point to each vowel and say its long sound. Now point to each vowel and say its short sound. [ /ă/ as in AS / ě/ as in ED / ĭ/ as in IN / ɔ/ as in ON / ŭ/ as in UP ]

Aa

Ee

Ii

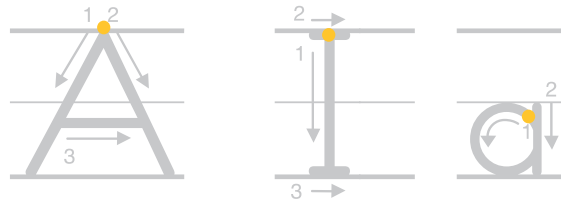
Oo

Uu



## Independent Practice

**Read to the child:** Each sentence below is missing the word A or I. Read the rest of the sentence to figure out which word is missing, and then write the word in the blank red spot. The word I is ALWAYS uppercase. The word A is uppercase only if it's at the beginning of the sentence. Use the handwriting guide for reference if needed.



\_\_\_\_\_ bug is on me.

\_\_\_\_\_ zip it.

You and \_\_\_\_\_ sit.

We got \_\_\_\_\_ hen.

\_\_\_\_\_ love the cat.

# LESSON 33

## Reading Practice

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child:** Look at the painting on this page. This painting shows a place in a country called Spain. It is a market where people bought flowers a long time ago. People of different countries often look and dress differently than people from other countries. There are even names that tell where they are from. For example, people from Spain are called Spaniards. People from the United States of America are called Americans. People from Canada are called Canadians. People from Italy are called Italians. It is wonderful that we have so many different people in our world. They are all children of God.



- Read to the child:** Now we are going to practice reading. Read the words in the boxes below. Sound out the first two letters, and then say them together and hold out the vowel sound. Then add the final consonant sound. After reading each word, point to the item in the painting.

po → t  
**pot**

fa → n  
**fan**

ki → d  
**kid**

do → g  
**dog**

ha → t  
**hat**

re → d  
**red**

mu → d  
**mud**

li → p  
**lip**

ru → g  
**rug**

ma → n  
**man**

- Read to the child:** Read the sentences in the boxes below. If the sentence says something true about the painting, fill in the little circle in the corner of the box. If the sentence is not true, cross out the circle.



The pot is big.



A hen is on the dog.



A kid can sit.





A bus is in the mud.



The man has a hat.

**BONUS WORK**

Draw an interesting squiggle on a blank piece of paper.  
Have the child use the squiggle to draw a picture.

-  Read aloud to the child.
-  Play a reading booster app game.



## Independent Practice

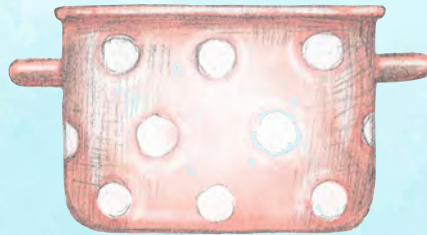
Read to the child: Read each brown word. If it is food, draw a line from the word to the pot.

jam

ham

mop

log



van

jet

cup

bun

yam

nut

Read to the child: Read each purple word. If it is something that you would find in a forest, draw a line from the word to the tree.

fox

mud

fog

cup



rug

sun

pot

mop

log

nut

## ITEMS NEEDED:

a spoon

## LESSON 34

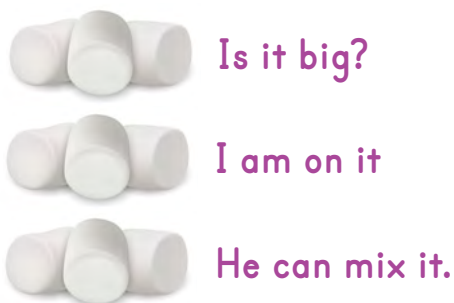
## Writing Short Sentences



- Work on reading booster cards or books for 6 to 10 minutes.
- Give the child a spoon. Read to the child: Every sentence needs to start with an uppercase letter. Let's make some hot chocolate! Read the sentence on each bowl. Using your spoon, pretend to take a spoonful of cocoa powder from the bowls that correctly start with an uppercase letter. Pretend to put the cocoa powder in the hot chocolate mug and pretend to mix it in.



- Take the spoon from the child. Read to the child: Every sentence also needs to end with a period, a question mark, or an exclamation point. Point to each mark in the yellow boxes and say its name. Read the sentence by each group of marshmallows. If it ends correctly by having a period, a question mark, or an exclamation point, pretend to pick up a marshmallow and drop it in the hot chocolate mug.



- Write "I dig." and "I dig." on the whiteboard and explain that words need spaces between them. Dictate (say aloud) the sentence in the green box to the right and have the child write it on the whiteboard. Make sure the sentence starts with an uppercase letter, ends with a period, and has space between the words.

I sit.

**BONUS WORK**

Use the A-Z section on the free Good and Beautiful Letter Tiles app to have the child create the following words, and then switch the first letter of the word with an R or a B to create a new word: pan, nut, sat.

**Independent Practice**

**Read to the child:** Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box.



**An ant is on a log.**



**An ant has a map.**



**It is as big as a dog.**



**The ant is red.**



**The ant has legs.**



**It has a hat.**



# LESSON 35

## Spelling Words with B and D

- Work on reading booster cards or books for 6 to 10 minutes.
- Write “Werun.” and “We run.” on the whiteboard and explain that words need spaces between them. Dictate (say aloud) the sentence in the green box to the right and have the child write it on the whiteboard. Make sure the sentence starts with an uppercase letter, ends with a period, and has space between the words. I run.
- Complete the letter tiles activity. Note: Practicing creating words with lowercase B and D can be an effective way to help with B and D confusion.



### LETTER TILES



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

**TIP:** Have the child say each sound in the word and hold up a finger for each sound.

bed dot bet dip did beg dim bat

- Read to the child: I am going to read a poem to you called “Raindrop Dance.” As I read, try to imagine being out in the rain and how it would sound, look, and feel.



### Raindrop Dance

By Jeana Atkison

Drip, drip, drop,  
A split and a splot,  
Pitter, patter, plop.

Splish, splash, splat,  
Dripping down my back.  
Boom, boom, crack!

#### BONUS WORK

Developing creativity and imagination helps children become better writers. Read these phrases and have the child finish the sentences aloud.

- One cold winter morning . . .
- Suddenly the wind . . .



## Independent Practice

**Read to the child:** Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box.



**A dog can run.**



**The rat is big.**



**It is a fox.**



**It is wet.**



**It is a dog.**



**I am in a van.**



Read to the child: The words for these images are hiding in the puzzle below. Find the word for each image and circle it. The words can go across or down. The first one is circled for you as an example.



c	h	a	t	p
a	d	o	g	i
t	s	u	n	g

# LESSON 36

## Reading Practice

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Look at the painting on this page. Two things that can make a painting look so real are shadow and light. Show me where you see shadows in the painting. Show me where you see light. Do you think it would be fun to visit this place? What do you think is beautiful about this place?



- **Read to the child:** Now we are going to practice reading. Read the words in the boxes below. Sound out the first two letters, and then say them together and hold out the vowel sound. Then add the final consonant sound. Circle the word if you can see a picture of it in the painting.

pi → g  
**pig**

ma → n  
**man**

va → n  
**van**

je → t  
**jet**

su → n  
**sun**

ba → t  
**bat**

ha → t  
**hat**

ba → g  
**bag**

lo → g  
**log**

ki → d  
**kid**

- Read to the child:** Read the sentences in the boxes below. If the sentence says something true about the painting, fill in the little circle in the corner of the box. If the sentence is not true, cross out the circle.



A kid can go up.



The man has a bag.



A hen has a mop.



A bus is on a rug.



The kid has a hat.

- Read to the child:** The blue boxes below show the vowels A, E, I, O, and U. Point to each vowel and say its name. Now point to each vowel and say its long sound. Now point to each vowel and say its short sound. [ /ă/ as in AS /ĕ/ as in ED /ĭ/ as in IN /ŏ/ as in ON /ŭ/ as in UP ]

Aa

Ee

Ii

Oo

Uu

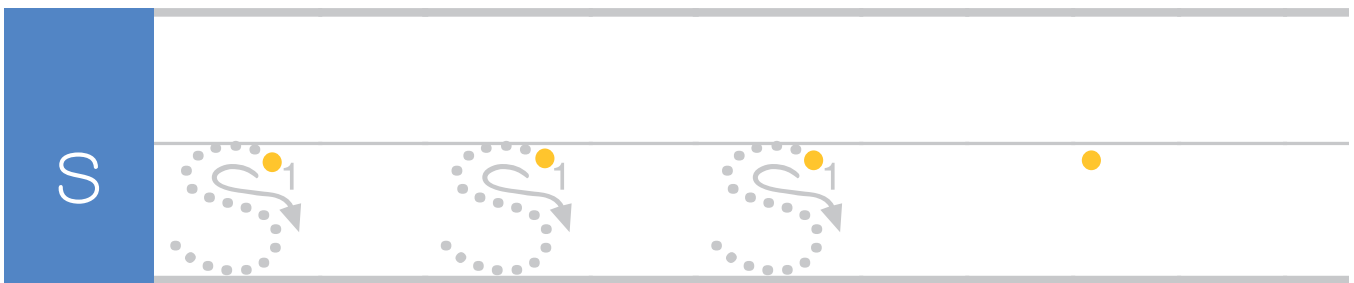
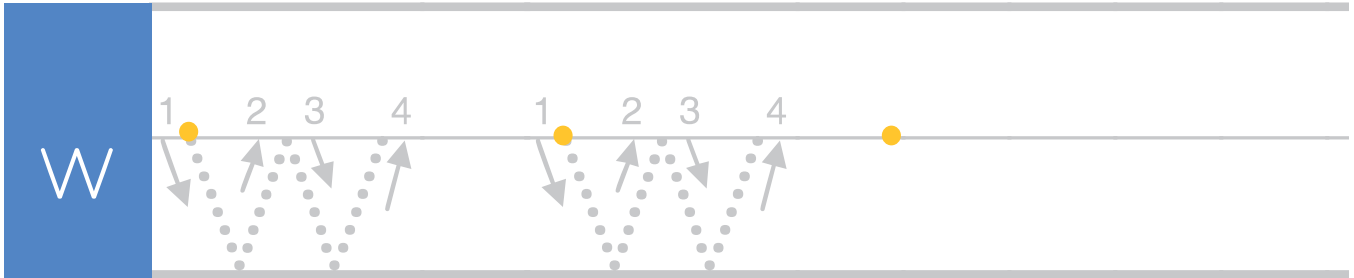
**BONUS WORK**

On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 25 and have the child create the following words: hid, has, tag, is.



## Independent Practice

**Read to the child:** We are going to practice writing lowercase W and S. First, trace each letter, starting on the yellow dot and following the numbered steps. Then write the letter at the end of each line, starting on the yellow dot.



**Read to the child:** Write a lowercase W or S on each blank space to create four different words.

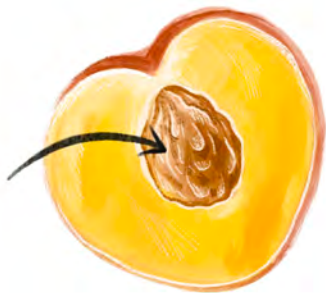
ad

eb

at

ax

Read to the child: In the box of letters, find the word for each image and circle it. The words can go across or down.



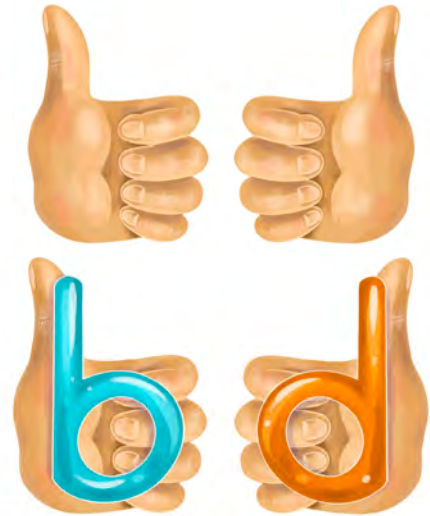
c	n	s	u	n
a	e	f	i	n
n	t	p	i	t

# LESSON 37

## b and d: Part 3

**Note:** If your child already has lowercase B and D recognition mastered, consider skipping this lesson.

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Hold up your thumbs like the hands in the picture. See how the first hand is like a lowercase B and the second hand is like a lowercase D? I will spell BED aloud several times, pointing to your hands for the letters B and D and the blank space in between for the letter E.
- **Read to the child:** Cut out the pictures on the next page. Then stack each picture on either the blue or green section below, depending on what letter the picture starts with: B or D.

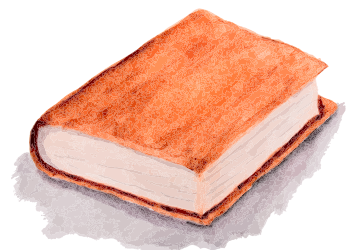


b

d

- Dictate (say aloud) the sentence in the green box to the right and have the child write it on the whiteboard. Make sure the sentence starts with an uppercase letter, ends with a period, and has space between the words.

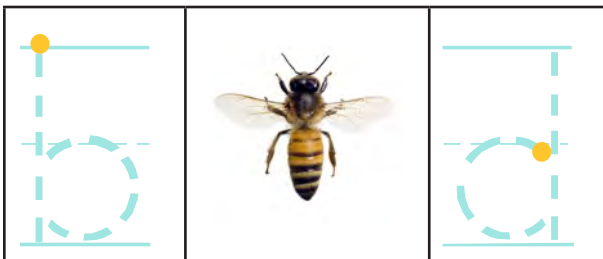
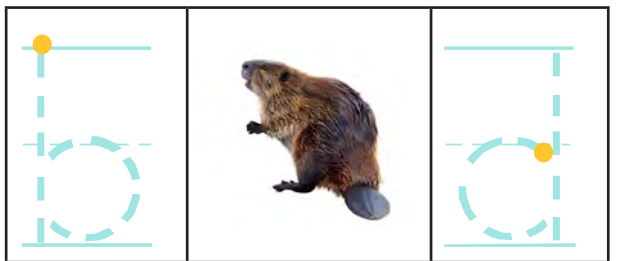
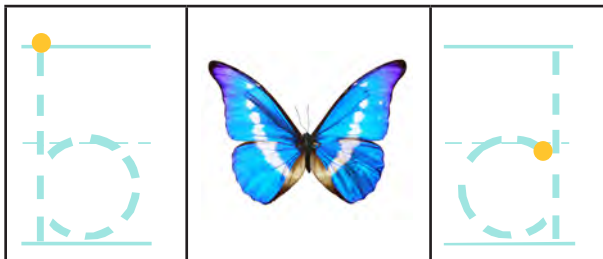
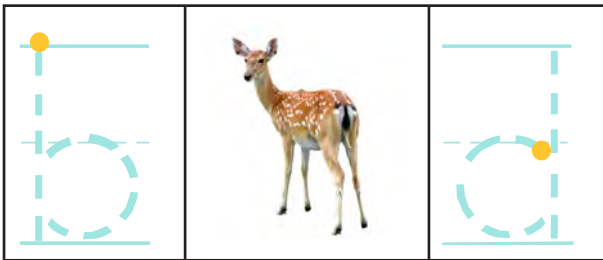
A dog sits.





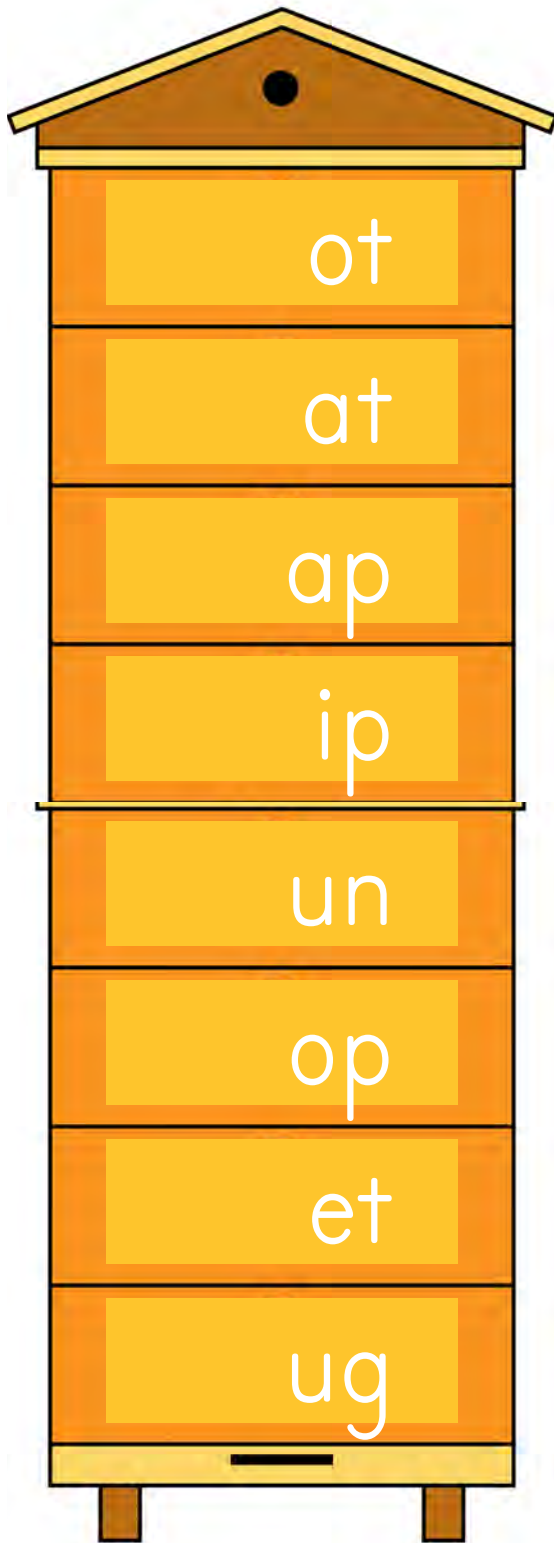
# Independent Practice

**Read to the child:** Look at the picture in each box. Trace the letter the picture starts with: B or D. Start B on the top of the BAT. Start D on the DOUGHNUT.



# LESSON 38

## Reading Review

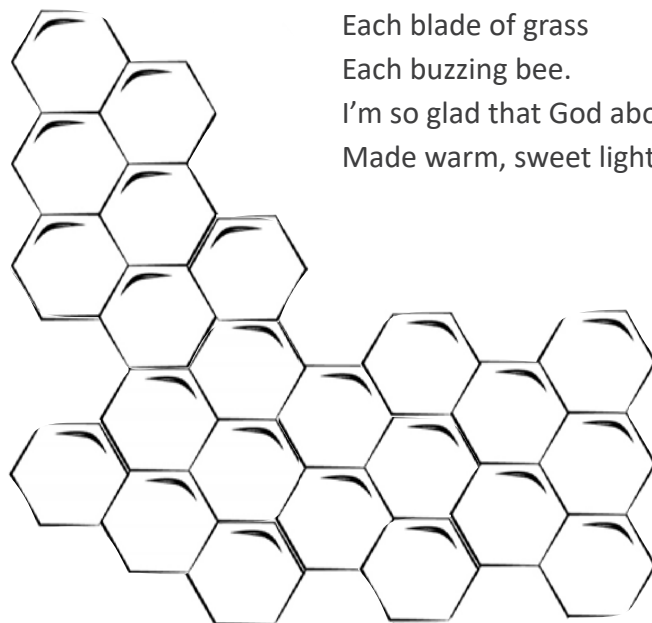


- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child get a yellow crayon or pencil while you cut out the boxes on the bottom of the next page and lay them out on the table. Read to the child: Let's play a game. Choose one of the letters on the table. Start at the bottom of the beehive box on this page and go up. For each box, place your letter before the letters in the box to see if it forms a real word. Each time you form a real word, I will fill in a honeycomb below. Repeat with all the letters. Once all the honeycombs are filled in, you win!
- If the poem is memorized, have the child record it to share with others or recite the poem to others. If it is not memorized, continue working on it.

### Sunshine



By Jenny Phillips

The sun shines  
 On my toes  
 On my face  
 And on my nose.  
 It kisses the tops  
 Of all the trees  
 Each blade of grass  
 Each buzzing bee.  
 I'm so glad that God above  
 Made warm, sweet light for me.



**BONUS WORK**

Having children listen to high-quality read alouds or audio books is one of the best things you can do to set a great academic foundation for reading and writing.

-  Read aloud to the child.
-  Play a reading booster app game.



## Independent Practice

**Read to the child:** Read each sentence. If the sentence matches the picture at the bottom of the page, color the star in the box. When two of the same consonants are in a row, you only say the sound for the first one.



**It is a wet pig.**



**It can buzz.**



**It bit me.**



**It is a bug.**



**The bug is red.**



**I love the bug.**



s

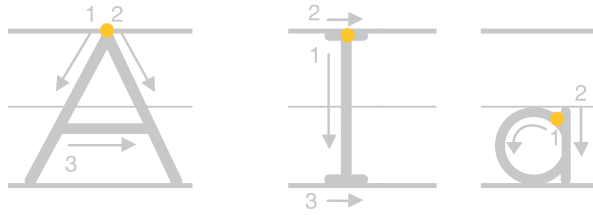
h

l

m

d

**Read to the child:** Each sentence below is missing the word A or I. Read the rest of the sentence to figure out which word is missing, and then write the word in the blank red spot. The word I is ALWAYS uppercase. The word A is uppercase only if it's at the beginning of the sentence. Use the handwriting guide for reference if needed.



fed the dog.

hen is in the pen.

We hug \_\_\_\_\_ cat.

\_\_\_\_\_ can fix it.

She and \_\_\_\_\_ hum.

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## LESSON 39

## UNIT 1 REVIEW



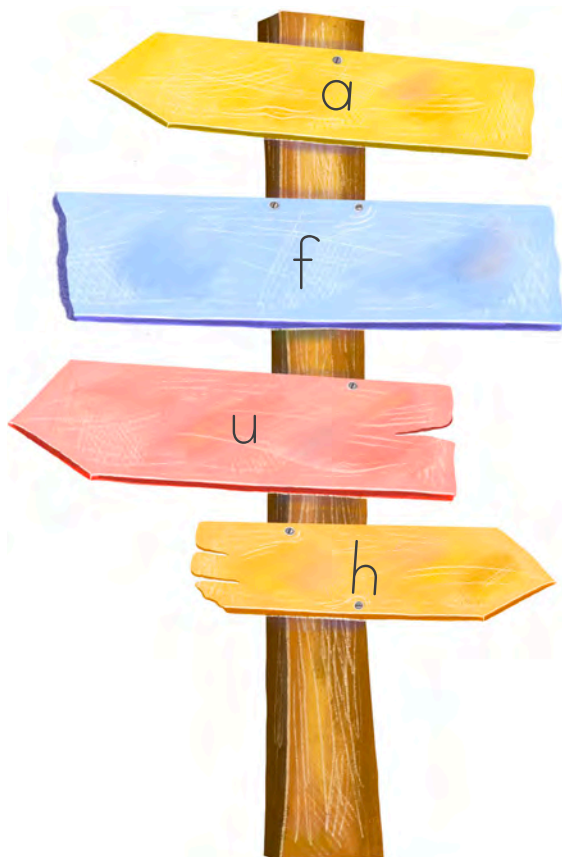
- The child completes the exercises with purple headers only. Correct the work. If the child makes one or more mistakes in a section, check the orange “Additional Practice” checkbox for that section. On another day the child will complete all the orange sections that are checked, if any. If the child still makes multiple mistakes, make sure the child understands why. Because there is so much review throughout this course and the next course level, the child is not expected to have the material mastered at this point in order to move on to the next unit.

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 Units 2 and 3 to repeat the assessment to see what progress has been made. If your child stresses about being timed, don't let the child see the timer or don't time the assessment.

- **Read to the child:** Today you are going to complete the Unit 1 Review. This review will help you practice for taking tests. You will complete only the purple sections today.

### Vowels and Consonants

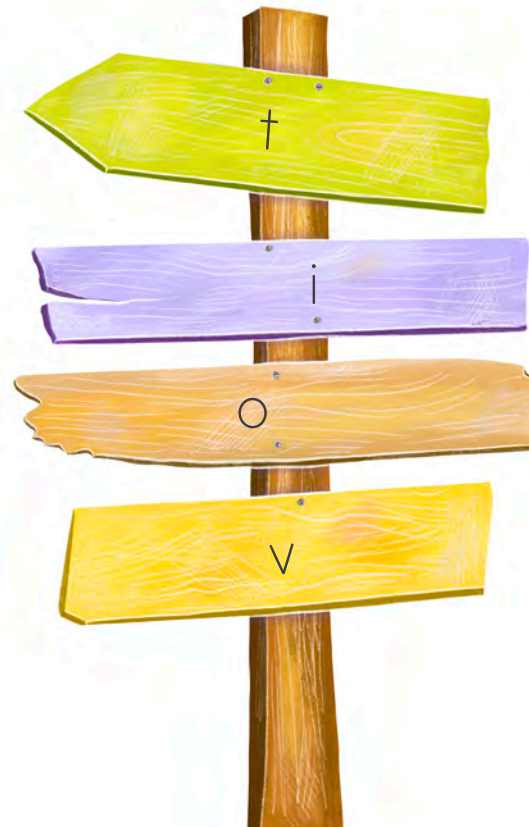
**Read to the child:** Tell me the vowels aloud. [A, E, I, O, U, and sometimes Y] Say the letter on each sign below. Draw a bug on any sign that has a consonant.



Additional Practice

### Vowels and Consonants

**Read to the child:** Tell me the vowels aloud. [A, E, I, O, U, and sometimes Y] Say the letter on each sign below. Draw a bug on any sign that has a consonant.



## Reading Assessment

- Time the child as he or she reads all the sentences 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 this page. The course will instruct you to go back and assess this passage again near the end of Unit 2 and Unit 3 to track progress.

The cat is not  
big.

She has fun.  
She can pat  
the dog.



He was not mad.

We love to pet the dog. It has a pup.

Yes, you can go and dig in the mud.

### Reading Assessment Scores

**Time** Lesson 39: \_\_\_\_\_ (date \_\_\_\_\_) Lesson 79: \_\_\_\_\_ (date \_\_\_\_\_) Lesson 119: \_\_\_\_\_ (date \_\_\_\_\_)

**# of Errors** Lesson 39: \_\_\_\_\_ (date \_\_\_\_\_) Lesson 79: \_\_\_\_\_ (date \_\_\_\_\_) Lesson 119: \_\_\_\_\_ (date \_\_\_\_\_)

## Spelling Three-Letter Words and Writing A and I

Have the child write the missing words as you dictate the following sentence: A cat and I run. Note: The child is not expected to have handwriting mastered at this point. If needed, demonstrate how to form letters correctly.

cat and \_\_\_\_\_.



Additional Practice

## Spelling Three-Letter Words and Writing A and I

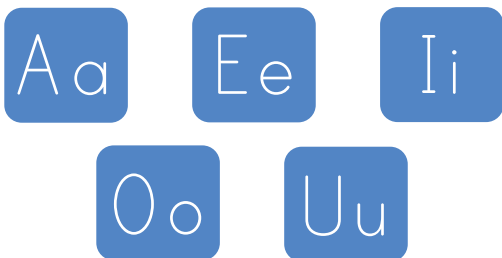
Have the child write the missing words as you dictate the following sentence: A pig and I sit. Note: The child is not expected to have handwriting mastered at this point. If needed, demonstrate how to form letters correctly.

pig and \_\_\_\_\_.



## Long Vowels

Read to the child: Point to each vowel and say its long sound. The long sound is the name of the vowel.



Additional Practice

## Long Vowels

Read to the child: Point to each vowel and say its long sound. The long sound is the name of the vowel.

