

LESSON 40

Unit 2 Spelling Words

- Work on reading booster cards or books for 6 to 10 minutes.
- Complete the letter tiles activity below to introduce the Unit 2 spelling words (*he, she, we, me*) and practice words where S says /z/. Consider practicing the Unit 2 spelling words multiple times if needed.



LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 40 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words with tiles.

he she we me is has his

- Read the poem to the child. Then read it again, having the child repeat each line.

Willow Tree

By Amy Drorbaugh

Willow, oh willow,
Grow straight and tall
With branches and leaves
Like a green waterfall.



- **Read to the child:** Words that rhyme have the same ending sound. For example, DOG and LOG rhyme. CLOCK and BLOCK rhyme. FUN and SUN rhyme. Write a word that rhymes with the word below.

rat

BONUS WORK

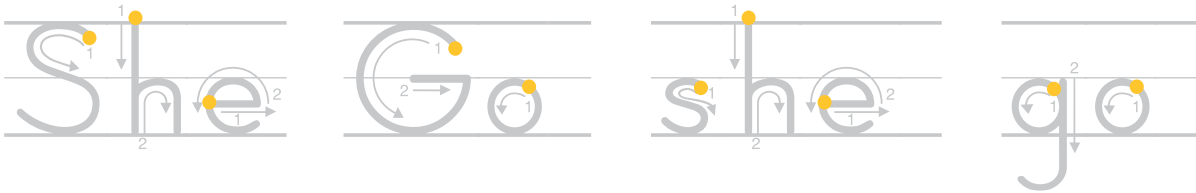
Developing creativity and imagination helps children become better writers. Read these phrases and have your child finish the sentences:

- * Coming from the kitchen was the smell of . . .
- * Once there was a big yellow . . .



Independent Practice

Read to the child: Each sentence below is missing the word SHE or GO. Read the rest of the sentence to figure out which word is missing, and then write the word in the blank red spot. Always remember to start a sentence with an uppercase letter. Use the handwriting guide for reference.



_____ has a job.

_____ get the map.

Yes, _____ can zip it.

Can we _____ ?


_____ is wet.

ITEMS NEEDED:
craft knife

LESSON 41

Group 2 Sight Words



- Work on reading booster cards or books for 6 to 10 minutes.
- Follow the instructions on the next page to prepare and use the “Spider Slider” with the child, reading all the words one or more times.
-  Practice these Unit 2 spelling words using the Letter Tiles app (Level K > Spelling Words: Unit 2) or any way desired: **he, she, we, me.**

BONUS WORK

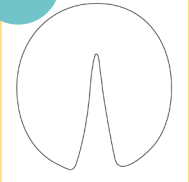
On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 35 and have the child create these words: map, got, top, mad.



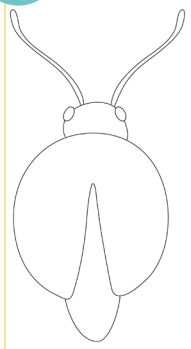
Independent Practice

Draw a Bug

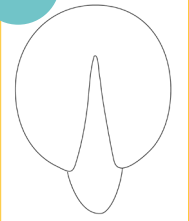
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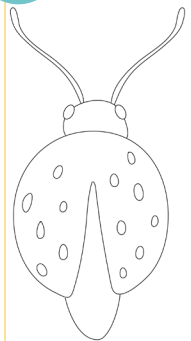
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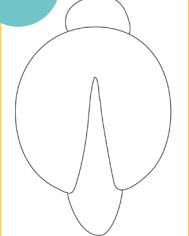
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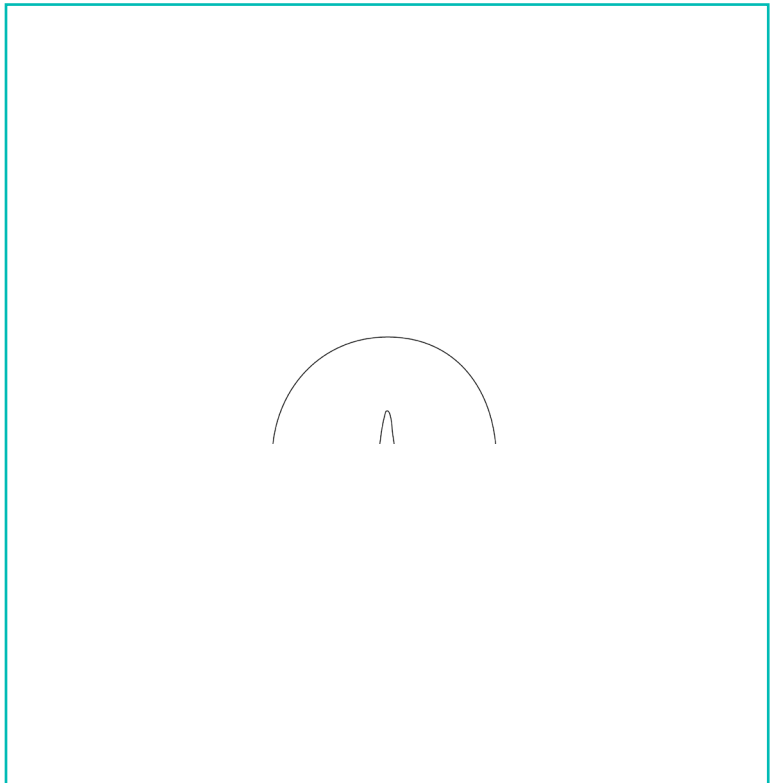
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3



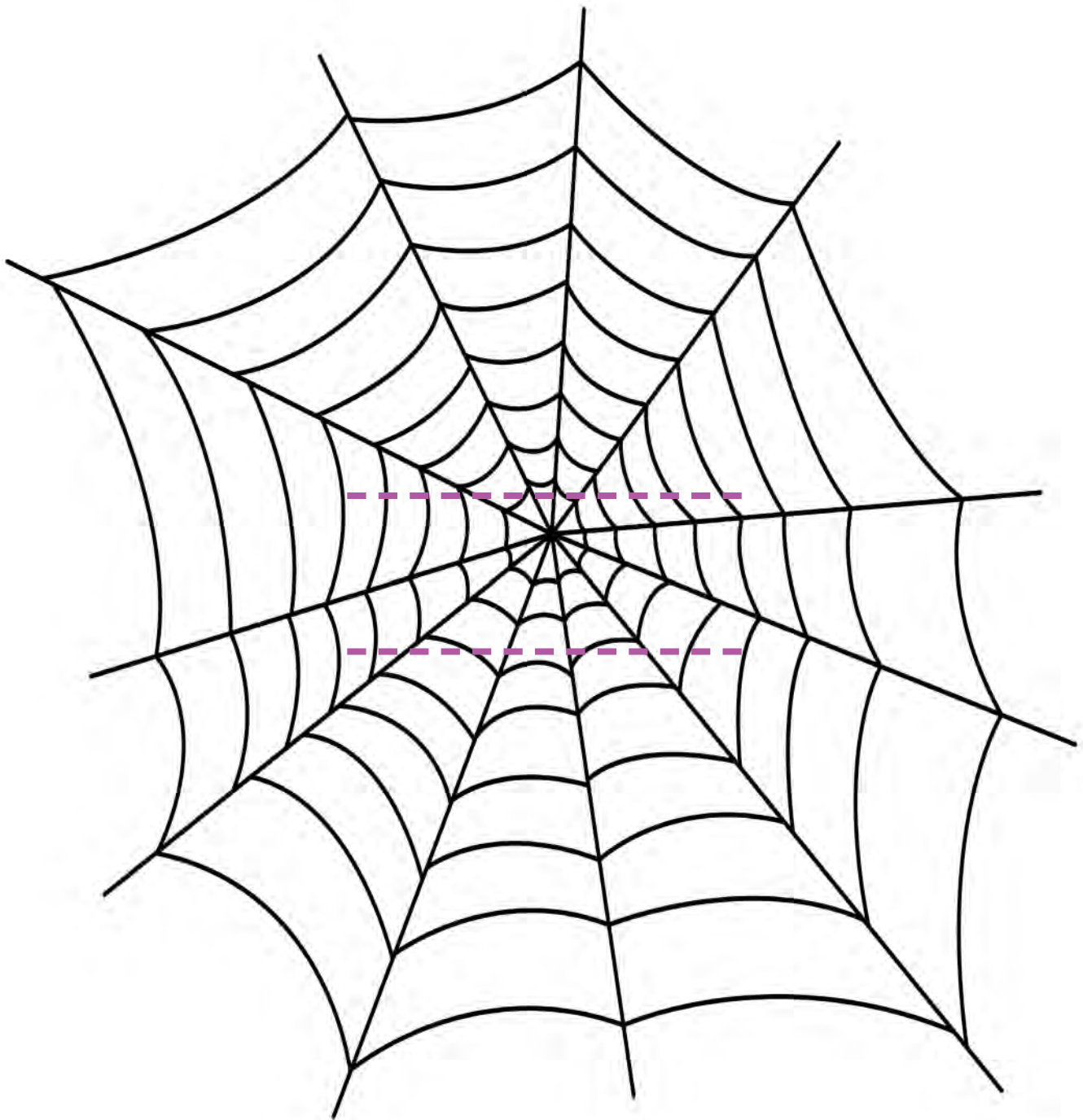
Read to the child: Follow the step-by-step pictures to finish drawing the bug in the blank box. Color the bug if desired. Have the child write the following sentence in the box in his or her best handwriting: It is a bug.



Helpful Hint: If desired, keep the slider in a large zipper bag or a file folder. Use the slider periodically as a review.

1. Remove this page. Using a craft knife, cut the purple dashed lines.
2. Cut out the word strips on the next page. Insert a strip into the slider so that one word shows on the front.
3. Have the child pull each strip through while reading the words. Repeat with all the strips.

Spider Slider





so

of



do



or

be



for



are



no



look

for



are

of



so

or



be

are

of



or

so



do

no

LESSON 42

b and d: Part 4

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child:** Write a lowercase B or D under each picture, indicating the letter the picture starts with. Start with the doughnut for D or the top of the bat for B.

b or d?

















- Read to the child:** Read the words in each column from top to bottom. At the bottom of each column, stop and draw a face on the head.

dad

bet

bin

sad

bad

bun

mad

red

did

web

hid

bag

bid

bed

dug

dot

dip

dig

rib

bat



BONUS WORK

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



Independent Practice

Read to the child: Now we will practice writing lowercase N and T. 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 N or T on each blank space to create four different words.

a _____

o _____

i _____

a _____

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 web is so big.



The bugs are red.



It looks wet.



I love the bugs.



It is on top of a box.



Bugs are not in the mud.



LESSON 43

Word Families: OG and AD

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child:** Word families are groups of words that have the same pattern. Look at the words in the green box. Can you see how they all end with O and G? They are in the word family OG. When words end with the same letter pattern, they rhyme with one another. Read the words in the green box.

What is the word family in the yellow box? [They are in the word family AD.]
Read all the words in the yellow box.

- Have the child circle the correct word for each image.



- Have the child spell the following two-letter words aloud.

it

if

in

up

us

BONUS WORK

- Read aloud to the child or have the child listen to high-quality audio books.
- Play a reading booster app game.

hog
dog
fog
log
jog
bog

dad
sad
bad
pad
mad
had

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.

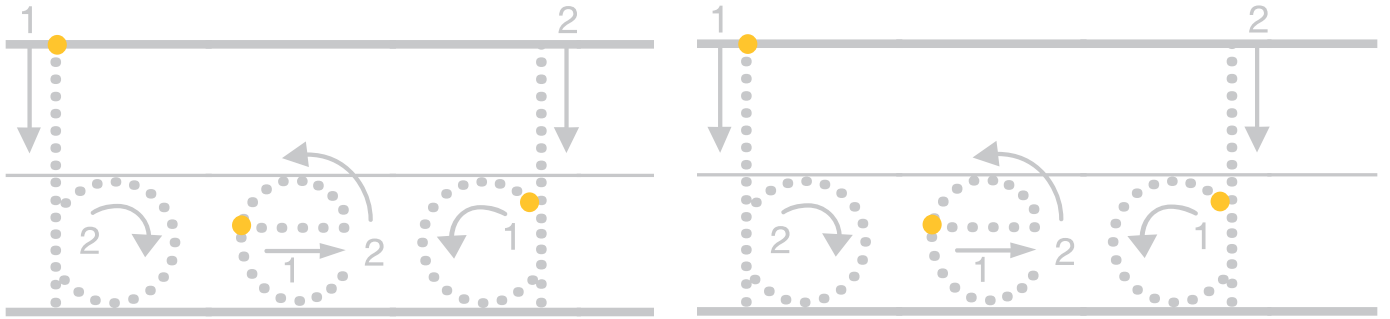


Independent Practice

Read to the child: Draw a line from each picture to the letter it starts with: B or D.



Read to the child: Trace the word BED twice, starting each letter on the yellow dot.



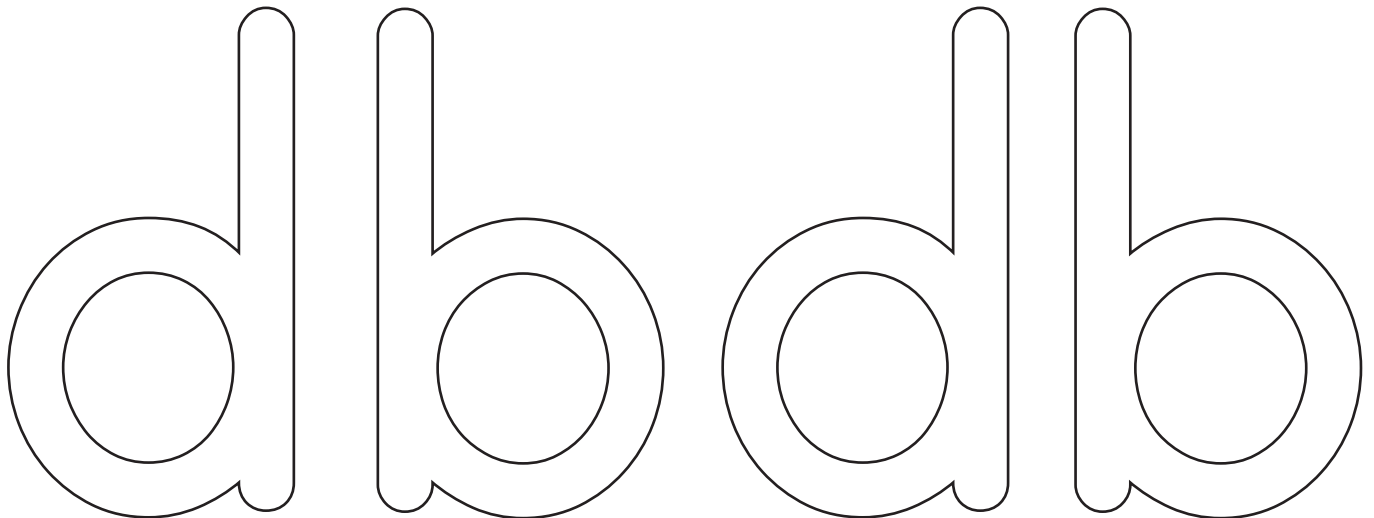
Read to the child: Fill in the missing B and D to write the word BED. Make sure to start the B and D in the right spot. Then draw a bed with a pillow on the word, as shown on the previous page.



e



Read to the child: Doughnut starts with D. On each lowercase D, draw and color a doughnut with sprinkles, striped frosting, or chocolate frosting.



LESSON 44

Spelling Three-Letter Words: Part 6

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



LETTER TILES



Read to the child: God put animals on this earth. Animals are a blessing to us. They provide things such as eggs, wool, and milk. For thousands of years, animals have helped people work and travel. For example, oxen have pulled plows, and horses have pulled wagons. Animals are interesting to study and also bring us great joy! We may play with dogs, feel a kitten's soft fur, watch birds soar in the sky, or ride on ponies. We should be grateful for animals and always treat them with kindness. Let's practice spelling some names of animals.

On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 44 or use physical tiles. Have the child spell the words for the animals pictured below: pig, dog, bat, cat, fox. If the child is not fatigued, have him or her spell these additional words: hen, ram.

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



- **Read to the child:** Say the order of the vowels. [A, E, I, O, U] Now point to each vowel below and say its short sound. [/ă/ as in AS / ɛ/ as in ED / ɪ/ as in IN / ɒ/ as in ON / ū/ as in UP]



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.

Helpful Hint: If this course ever seems to be going too fast for the child, consider pausing the course and having the child read and reread *Reading Booster A Cards* and *Reading Booster A Books Set* and work on a handwriting course. At this level it is better to cement basic phonics principles before moving on to more advanced concepts. This allows the child to experience joy and confidence while reading.



Independent Practice

Read to the child: Read the word below each soccer ball. Then find a word under a net that rhymes with the word under each soccer ball. Draw a line between the words.



not



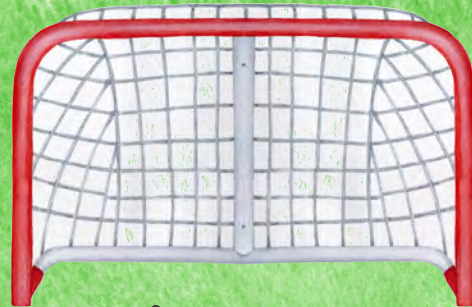
ran



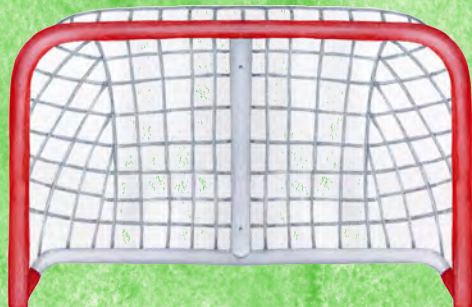
pot



man



hot



van

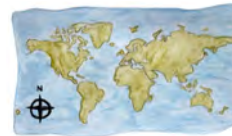
LESSON 45

Word Families: EN and IT



- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child read the words in the green and yellow boxes.
- **Read to the child:** There are so many things for which to be grateful—many things that we may not even think about. When we are grateful, we can be happier. We can become more grateful by thinking of things we are thankful for when we pray. Instead of just saying, “I’m thankful for this day,” you can think about so many little and big things for which you are grateful. You can also practice being more grateful by noticing the things around you in life that are blessings. Let’s practice reading some words of things for which we are grateful. After we read each word, let’s talk about what life would be like without that thing. Then draw a line to match the name to the picture.

be - d
bed



tu - b
tub



ma - p
map



je - t
jet



ga - s
gas



su - n
sun



ten
hen
men
pen
den
Ben

sit
pit
fit
hit
lit
bit

Read to the child: Look at this fun painting. The artist used a lot of details to make the painting come to life. Point to snow on the bottom of a shoe. Point to shadows on the snow. Let's use this painting to practice some three-letter words.

1. Point to a boy sitting on someone's lap. I will slowly say all the sounds in the word LAP. Tell me the letter of each sound, and I will write the letters on the whiteboard.
2. Point to the girl in the painting; she is standing by the dog. Does she look happy or sad? What color is the scarf around her neck and head? Yes, it is red. I will slowly say all the sounds in the word RED. Tell me the letter of each sound, and I will write the letters on the whiteboard.
3. The boys are having a race down the hill. Point to the sled that you think will win the race. I will slowly say all the sounds in the word WIN. Tell me the letter of each sound, and I will write the letters on the whiteboard.
4. Read each word in the boxes, and then point to the item on the painting.

dog

hat

leg

kid

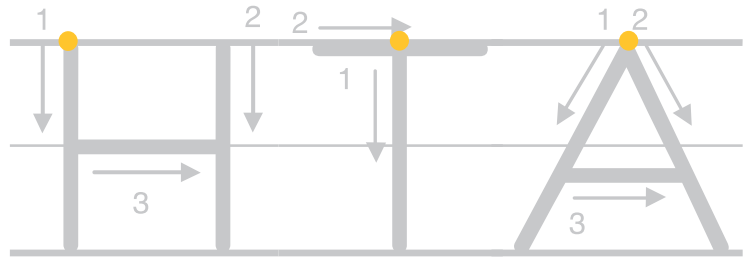
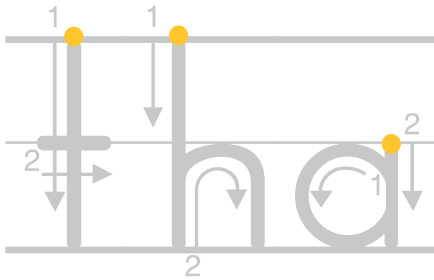
**BONUS WORK**

- * Have the child tell you how many sounds are in each word: hut, if, run.



Independent Practice

Read to the child: Look at the blue box. On the first line, write the word for the picture to the right of this paragraph in all lowercase letters. On the next line, write the word for the picture to the right of this paragraph in all uppercase letters. The letters are given to you scrambled up! Use the handwriting guide for reference.



tha

Handwriting lines for lowercase letters: top solid line, middle dashed line, bottom solid line.

HTA

Handwriting lines for uppercase letters: top solid line, middle dashed line, bottom solid line.

Read to the child: Read the words on each snowman. If all the words on a snowman rhyme (have the same ending sound), draw a hat and arms on the snowman.



LESSON 46


Word Families: AT and UG

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child: Look at the words in the green box. Can you see how they all end with A and T? They are in the word family AT. Read the words in the green box.

What is the word family in the yellow box? [UG] Read all the words in the yellow box.

- Have the child circle the correct CVC word for each image.



- Use the app  Practice these Unit 2 spelling words using the Letter Tiles app (Level K > Spelling Words: Unit 2) or any way desired: he, she, we, me.
- Have the child spell the following two-letter words aloud.

it

if

in

up

us

sat
rat
mat
cat
pat
bat

hug
bug
tug
dug
mug
rug

BONUS WORK

- Complete a craft from *The Good and the Beautiful Creative Arts & Crafts Notebook*.



Independent Practice

Read to the child: Practice writing lowercase A and U.

a

u

Read to the child: Write the missing A or U for each word.



s _ n



h _ t



r _ t



c _ t



t _ b



b _ g

LESSON 47

Spelling Word Families: Part I

- 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 short sound.



- Have the child complete the letter tiles activity.



LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 47 or use physical tiles. Have the child make as many words as he or she can from the IT family (using the IT tile) and then the AT family (using the AT tile).

- **Geography** **Read to the child:** **Rivers** are moving water that flows in a path through the land. The bottom of the river is called the **riverbed**. A riverbed is made of sand, rocks, or mud. The sides of the river are called **riverbanks**. Look at the pictures below. One is of a river, one is of a stream, and one is of a waterfall. A stream is a small, narrow river. A waterfall is flowing water that falls over ledges, cliffs, or large rocks. Point to the river (the biggest one) and read the words below it. Point to the waterfall and read the words below it. Now read the words below the stream.



jug tax pat



pit get leg



pin cut kit

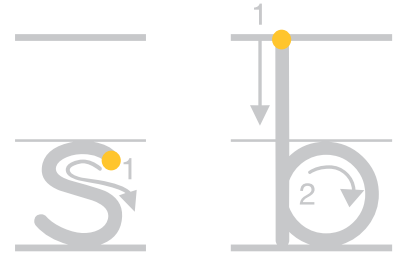
BONUS WORK

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



Independent Practice

Read to the child: Write the missing S or B at the end of each word. In all the words below that end with S, the S makes the sound /z/. Use the handwriting guide for reference.



a _____ i _____ fu _____ ha _____

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



It is a pig.



It has a hat.



It is a big cat.




It is in the mud.



LESSON 48



Word Families: IP and UN

- Work on reading booster cards or books for 6 to 10 minutes.
-  Practice these Unit 2 spelling words using the Letter Tiles app (Level K > Spelling Words: Unit 2) or any way desired: **he, she, we, me.**

- Have the child spell the words in the blue boxes aloud. Tell the child that all the words are in the UN family.

sun

fun



run

bun

- Read to the child: You are going to climb the mountain on this page. Use the tips of your index finger and middle finger to walk up the mountain, stopping at each word to read it. Repeat the activity.



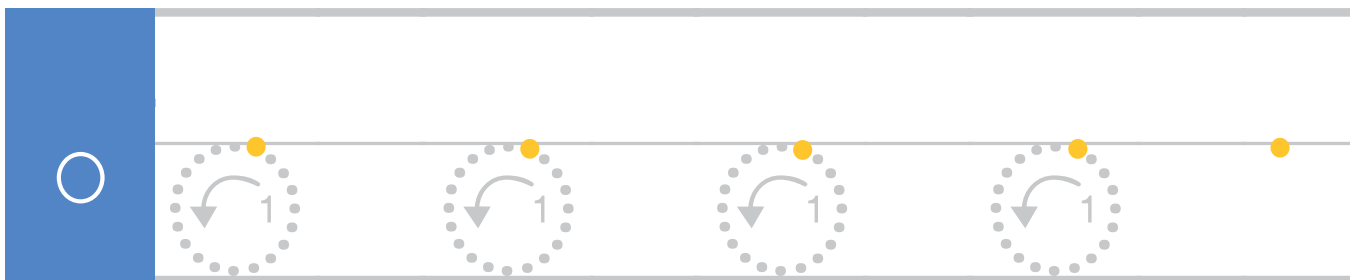
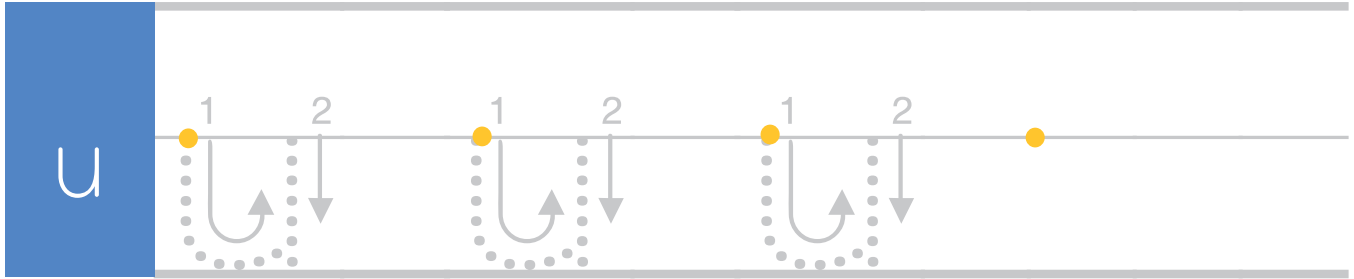
BONUS WORK

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

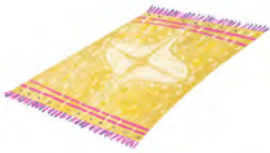


Independent Practice

Read to the child: Practice writing lowercase U and O.



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



r g



l g



t b



b g



b s



m p

LESSON 49

Spelling Word Families: 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



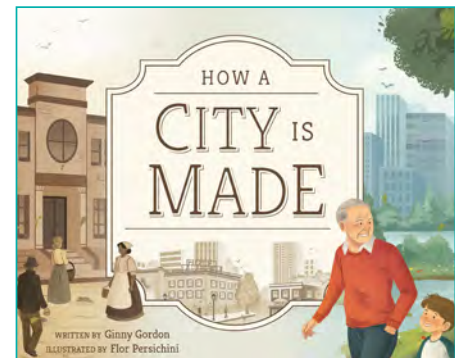
On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 49 or use physical tiles. Have the child make as many words as he or she can from the UG family (using the UG tile) and then the OT family (using the OT tile).



GEOGRAPHY BOOK



On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Books > [How a City Is Made](#) and have the child watch the video book. Then have the child answer the questions. If needed, have the child watch the video a second time after hearing the questions below.



1. What were some of the reasons people liked living near the river? [People could easily get water for cooking, washing, and drinking near the river. The river also made traveling easier.]
2. What are some of the ways the town progressed (changed) over time? [Answers will vary but could include the addition of bridges, canals, paved roads, gas lighting, a telegraph system, or railways. Also, bigger buildings replaced smaller ones, and other things were built.]

BONUS WORK

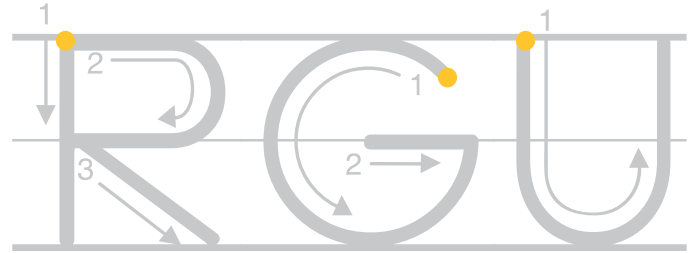
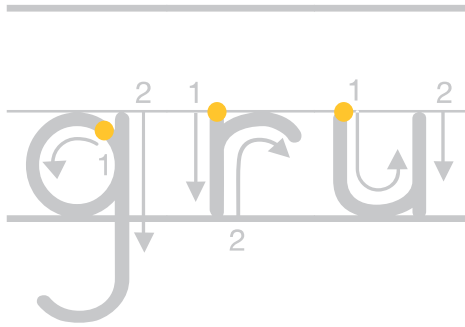
- * Review some booster cards, allowing the child to use a magnifying glass or a flashlight in a dark room.

Helpful Hint: Don't worry about moving too quickly through reading booster cards. If the child finishes the cards before the course ends, the child can start on the Reading Booster B Set (cards and books).



Independent Practice

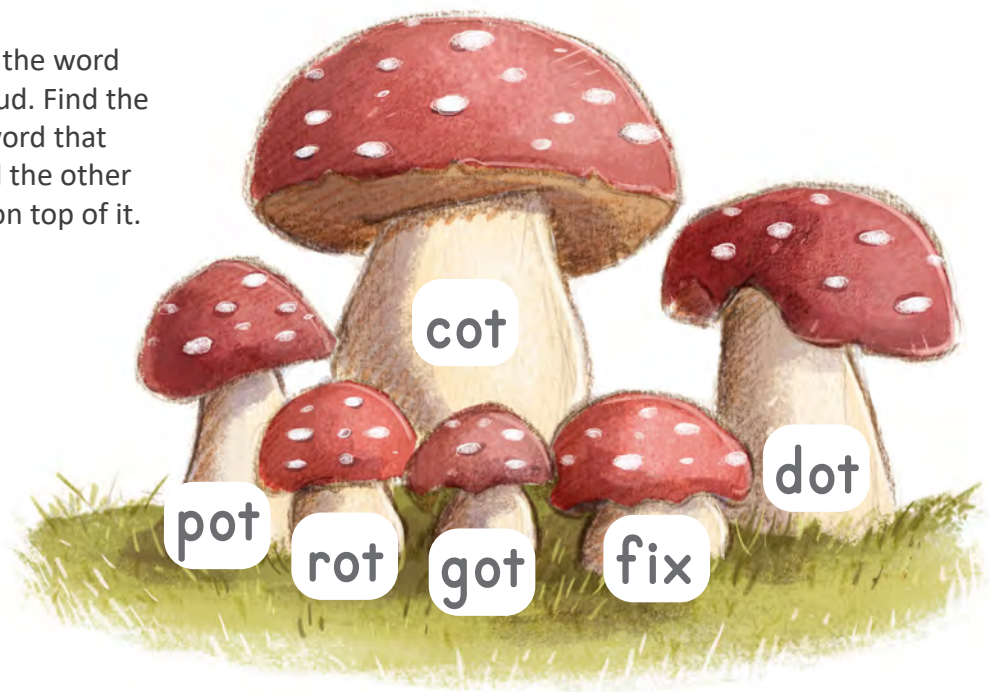
Read to the child: Look at the blue box. On the first line, write the word for the picture to the right of this paragraph in all lowercase letters. On the next line, write the word for the picture to the right of this paragraph in all uppercase letters. The letters are given to you scrambled up! Use the handwriting guide for reference.



gru


RGU

Read to the child: Read the word on each mushroom aloud. Find the mushroom that has a word that does not rhyme with all the other words and draw a bug on top of it.



LESSON 50

Reading Sentences That Are Questions

- Work on reading booster cards or books for 6 to 10 minutes.
-  Practice these Unit 2 spelling words using the Letter Tiles app (Level K > Spelling Words: Unit 2) or any way desired: **he, she, we, me**.
- Point to the question mark at the end of each sentence below. Read to the child: When a sentence ends with a question mark, the sentence is a question. Demonstrate to the child how to read a question by reading the first sentence as a statement and then as a question so the child can listen to the difference. Now you read the sentences. Each sentence is a question, so make it sound like a question by raising the tone of your voice at the end of the sentence. Then draw a line from each sentence to the picture that it matches.



Can he hug a dog?



Did she get a cat?



Can a cat sit on a dog?



Did she pet it?

BONUS WORK

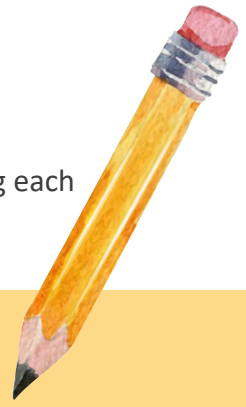
Use the A-Z section on the free Good and Beautiful Letter Tiles app to have the child create several CVC words on his or her own. Explain that each word needs a vowel.



Independent Practice

Read to the child: Say the word for each picture. Then say the word again, separating each sound of the word. Then spell each word, writing one letter in each box.

Segment and Spell



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 51

Reading Review

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** This is a painting by Mikhail Klodt. It was painted over 100 years ago. What do you think is beautiful about this place? Would you enjoy taking a bike ride on the trail shown in the picture? Would you enjoy having a picnic under the tree? Show me where you see shadow and light in this picture. Part of the painting has a lot of detail, and part of the painting does not. Show me the parts of the painting that have a lot of detail. Show me the parts of the painting that do not. Now we are going to practice reading. Read the words in the boxes below the picture. If you cannot read the word, sound out each letter, and then put the sounds together. Finally, read the words again and circle any words that are pictured in the painting.



hut

man

van

jet

box

log

tub

pig

hat

rug

cat

fan

bag

dog

map



Independent Practice

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.



It is wet.



His dog is in it.



He is up.



She has a hat.



She hugs the cat.

BONUS WORK

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

Helpful Hint: *Bobby and the Big Road* is included right in the course book. You don't need to buy the book.

LESSON 52

Reading Words with CK



- Work on reading booster cards or books for 6 to 10 minutes.
- Give crayons or colored pencils to the child. **Read to the child:** In the next lesson, we are going to start reading a wonderful book titled *Bobby and the Big Road*. Look at the picture of Bobby at the bottom of the page. What animals do you notice in the picture? What letter does squirrel start with? [S] What letter does rabbit start with? [R] **Have the child color the squirrel and the rabbit.**

Have the child color the rock on which the boy is sitting. The word ROCK is spelled like this. Write the word "rock" on a sheet of paper or the whiteboard. When the letters C and K are next to each other, they make the sound /k/ as in ROCK. Let's read some words that use C and K together. Read the first part of the word, holding out the vowel sound. Then add the sound of CK. **Have the child color the rest of the picture, if desired.**

pa - ck
pack

ki - ck
kick

pi - ck
pick

sa - ck
sack

de - ck
deck

so - ck
sock

si - ck
sick

ne - ck
neck

du - ck
duck

lo - ck
lock

li - ck
lick



- **Read to the child:** You are going to read some names that end with CK. Notice that the names start with uppercase letters. Uppercase letters are also called capital letters. Names of people and pets always start with uppercase letters. After you read all the words, tell me which of the names you think would be best for the dog on this page if he were your pet.

Ja - ck

Jack

Ma - ck

Mack

Ni - ck

Nick

Za - ck

Zack

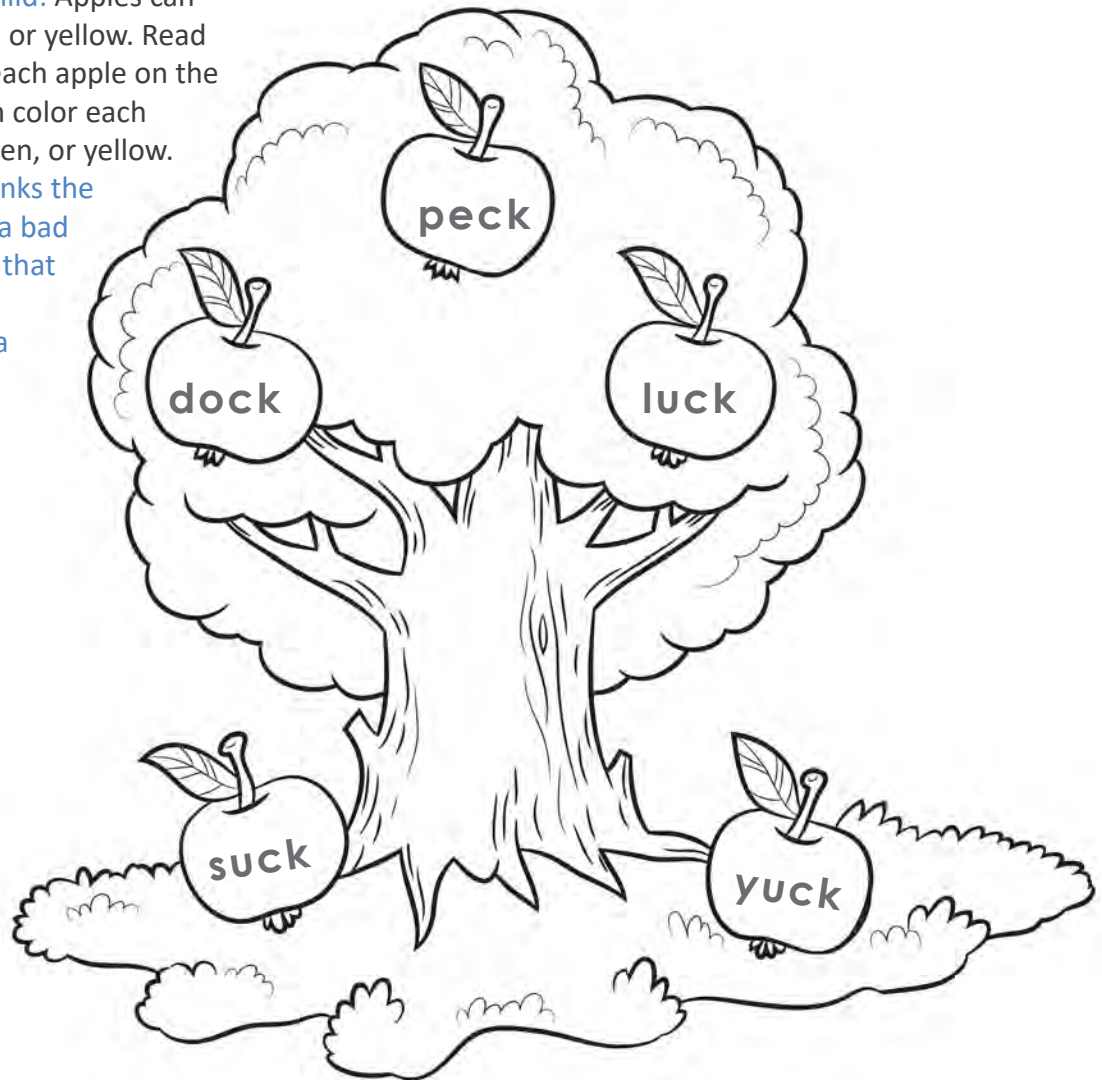
Ri - ck

Rick

Mi - ck

Mick

- **Read to the child:** Apples can be red, green, or yellow. Read the word on each apple on the tree, and then color each apple red, green, or yellow. If the child thinks the word SUCK is a bad word, explain that it is like “suck milk through a straw.”

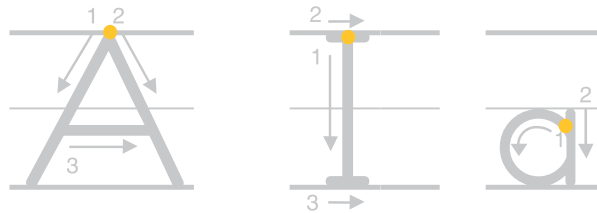

BONUS WORK

Use the A-Z section on the free Good and Beautiful Letter Tiles app to have the child create the following words: hit, big, sat, mud. Then have the child switch out the vowel to create another word.



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 what word is missing, and then write the word in the blank red space. The word I is ALWAYS uppercase. The word A is uppercase only if it is at the beginning of the sentence. Use the handwriting guide for reference.



_____ bug is on me.

_____ love to run.

She and _____ sit.

_____ hen is in the pen.

We pet _____ dog.

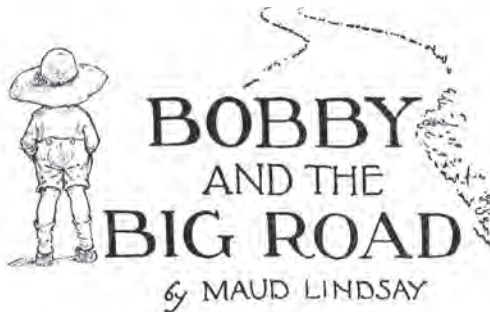
LESSON 53

Bobby and the Big Road: Chapter 1

○ Work on reading booster cards or books for 6 to 10 minutes.

○ Complete the following items in this order:

1. Read Chapter 1 of *Bobby and the Big Road* to the child.
2. After reading the story, have the child read the words in red: OF, HE, and TO.
3. Tell the child that T-H-E spells THE. Have the child point to THE in the chapter title.
4. Ask the child to tell you what happened in this chapter, using his or her own words. You may need to read the story, or parts of the story, again or prompt the child.



CHAPTER 1—THE HOME IN THE COUNTRY

Bobby and his father and mother had lived in a great city all of Bobby's life; but ever since he could remember, they had been planning and saving for a home in the country.

Nothing pleased Bobby so much as to hear Father tell about this country home. Bobby never tired of asking questions about it.

"Will it have a porch like the one at Grandmother's?" he would say.

"Yes, indeed," said Father. "There will be a great, roomy porch with flower vines climbing over it, and in the evenings, you and Mother

and I will sit there to watch the stars."

"Oh, yes!" said Bobby. "And will there be a tree in our yard?"

"More than one," said Father. "In the largest tree of all, we will hang a swing."

"And now," begged Bobby, "tell about the wide, shining windows that will let in the sunshine and fresh air and about the birds that will wake us up in the morning."

Father could tell about all of these things. He could even draw a picture of the home just as they wanted it to be, but if Bobby asked when they would have their new home, Father could only say, "If we are willing to work for it and save for it and wait for it, we shall surely have a home in the country someday."

"I'm willing to work and wait, and so is Mother," said Bobby. "Aren't you, Mother?" And Bobby smiled till his face was as pleasant to see as a new moon.

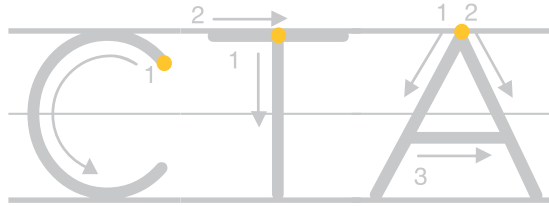
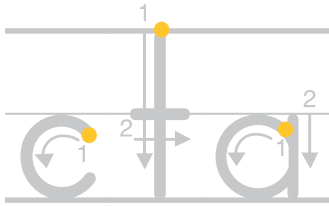
BONUS WORK

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



Independent Practice

Read to the child: Look at the blue box. On the first line, write the word for the picture above this paragraph in all lowercase letters. On the next line, write the word for the picture above this paragraph in all uppercase letters. The letters are given to you scrambled up! Use the handwriting guide for reference.



cta

CTA

Read to the child: Read the words on each pot aloud. Draw a plant in each pot with a word that rhymes with HAT.



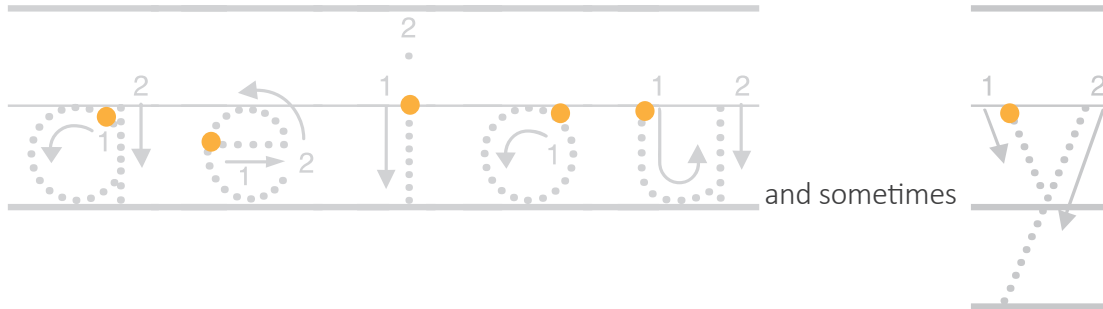
LESSON 54

Short and Long Vowels: Part I

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child:** Let's review: There are 26 letters in the alphabet. Some letters are vowels, and some are consonants. How many letters are in the alphabet? [26] What are the vowels? [A, E, I, O, U, and sometimes Y] A long vowel says its name. Point to each vowel below. Say the short sound for each vowel. Then say the long sound for each vowel.



Have the child trace the vowels, and then read them in order.



- Have the child circle all the pictures with names that contain a long vowel. If needed, remind the child that a long vowel says its name.



- Read to the child:** What do the letters C and K say when they are together? [/k/] Let's practice reading some words with CK and some three-letter words. First, say the sound for each letter using the short sound for the vowels, and then put the sounds together.

so - ck
sock

du - ck
duck

li - ck
lick

ha - s
has

si - ck
sick

ca - n
can

va - n
van

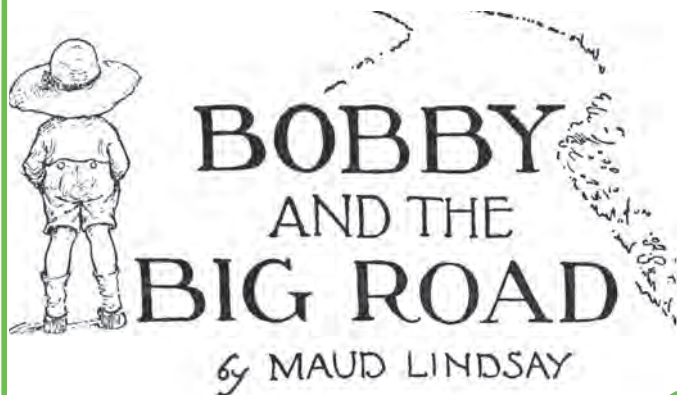
ne - t
net

le - g
leg

ne - ck
neck

○ Complete the following items in order:

1. Read Chapter 2 of *Bobby and the Big Road* to the child.
2. Ask the child to tell you in his or her own words what happened in this chapter.
3. After reading the story, have the child read the words in red. Explain the difference between OF and OFF. (Note: Not all instances of HE, OF, TO, etc. are in red.)



CHAPTER 2—A SURPRISING JOURNEY

The day that Bobby was five years old, he went on a journey with his father and mother. The funny part of it was that he did not know where they were going. When his mother was dressing him, he asked, “Where are we going, Mother?”

But Mother only said, “Oh, somewhere with Father.”

When Bobby asked Father, Father laughed and answered, “You will know when you get there.” It certainly was puzzling.

First of all, they went to the railway station and got on a train.

“Now I know,” said Bobby. “We are going to see Grandmother.”

But by and by, the train stopped at a little town where Father said they must get off. And,

why, it was not the place where Grandmother lived at all!

A carriage and two fine horses were waiting for them at the town, and away they rode through the trees and then out onto a big, beautiful country road.

“Now I know,” said Bobby. “We are going to my uncle John’s house, where we went when I was a baby.”

“No,” said Father. “You have never been where we are going in all the days of your life, but there is no place to which you would rather go, not even to Grandmother’s.”

Bobby could not think of a place where he would rather go than to Grandmother’s.

“Have you ever been there, Father?” he asked.

“Oh, yes,” replied Father. “I went there long ago and liked it so much I went again and again, on and off, for years.”

“Have you been, Mother?”

She had. Once, Grandmother went to the city to stay with Bobby, and Mother and Father had gone out together. Father had taken Mother to the very place where they were going now!

BONUS WORK

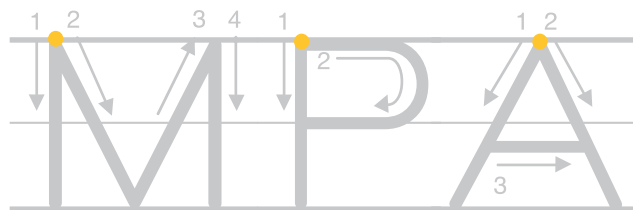
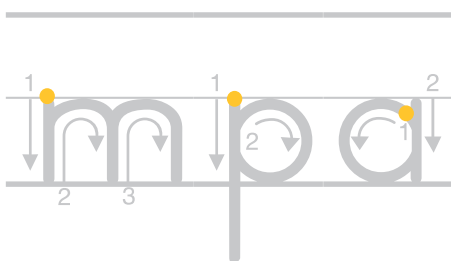
- 📖 Read aloud to the child.
- 🌟 Play a reading booster app game.



Independent Practice



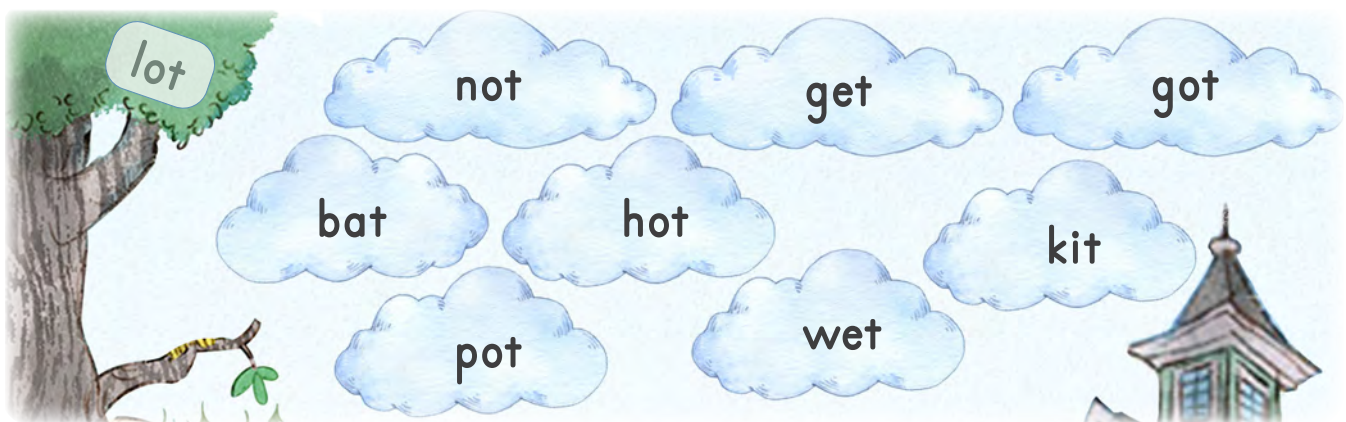
Read to the child: Look at the blue box. On the first line, write the word for the picture to the right of this paragraph in all lowercase letters. On the next line, write the word for the picture to the right of this paragraph in all uppercase letters. The letters are given to you scrambled up! Use the handwriting guide for reference.



mpa

MPA

Read to the child: Read the words on each cloud. Draw a raindrop under each cloud that has a word that rhymes with LOT.



LESSON 55

Reading Words with ALL



- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Today you are going to read some words that end with the letters A-L-L, which make the sound /all/ as in FALL. Read all the words in green.

Now, let's imagine that we are going to have a picnic. Read each word in green again, and then look at the picture by the word. If it is something you want to have at your picnic, draw a line from it to the picnic basket.

all 

 ball

 tall

 small



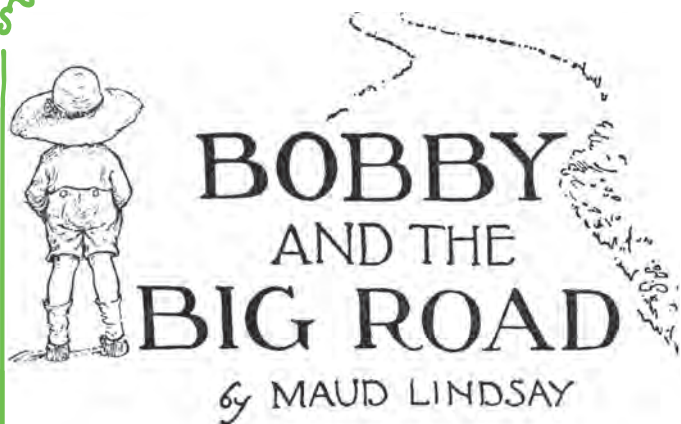
mall 

call 

 wall

 fall

- Complete the following items:
 1. Read Chapter 3 of *Bobby and the Big Road* to the child.
 2. Discuss the following questions:
 - Which group of words best describes Bobby's new home and the area around it: loud and boring or peaceful and beautiful? [peaceful and beautiful]
 - What did Bobby's father say Bobby should do to everyone who travels on the road that goes past their new house? [be a friend to them] Being a friend means being kind and thoughtful. We can be friendly to people by smiling at them, saying kind things, and looking for ways to help them and make them happy.
 3. If desired, help the child write a one-sentence note to a family member and leave it on his or her bed. Have the child think of a sentence, such as "You are nice." Write the sentence and have the child copy it.



CHAPTER 3—THE BIG ROAD

Dear me, what a long way the trip was for Bobby and his family!

“Half a mile to go,” said Father.

Then—“A quarter of a mile.”

And at last—“Hurrah! Here we are!”

The carriage stopped with a jolt, and Bobby looked out to see a little brown house by the country road. It had wide, shining windows and a great, roomy porch where flower vines twisted together. In a tree close by the porch hung a swing.

“Why, it looks just like the home that we are going to have someday!” said Bobby, nearly falling out of the carriage in his excitement.

And what do you think? It was their home. Father had bought it for them!

They moved into it the very next week.

The road that ran by the little brown house where Bobby and his mother and father lived was a long road, and a wide road, and a smooth road.

It began at the little town and wound on and on like a great white ribbon through the green country and away to the mountaintop.

Trees grew on either side of it, and there were many flowers.

The air was filled with sweet smells, and birds sang there the livelong day.

A great many people traveled on the Big Road. From early morning until late at night, they were passing the little brown house.



Some of the people rode on horseback and some in carriages. Some of them had fine cars, and some of them walked.

No matter how they traveled, or whether they were rich or poor, the Big Road belonged to every one of them alike.

It belonged to Bobby, too. His father told him about it the very day that he was five years old and came to the little brown house for the first time.

“The Big Road is my road, and your mother’s road, and it belongs to a great many other people; but it is your road, too. It will take you to pleasant places and bring you pleasant friends, and you must be a friend to everyone who travels on it,” said Father.

BONUS WORK

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



Independent Practice

Aa Ee Ii Oo Uu

Read to the child: Cross out all the consonants. A consonant is any letter that is not a vowel. The vowels are shown in the blue boxes above.

j g h e w a s d g t o i p m n c

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! Glue a vowel onto the proper middle box to finish each word correctly.

b		x
f		d
k		d
v		n

o
e
i
a

LESSON 56

Short and Long Vowels: Part 2


- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** What are the vowels? [A, E, I, O, U, and sometimes Y] A long vowel says its name. Every word has to have at least one vowel. Vowels can be either short or long. Point to each vowel below. Say the short sound for each vowel. Then say the long sound for each vowel.

a e i o u

- Have the child circle all the pictures with names that contain a long vowel. If needed, remind the child that a long vowel says its name.



This space is blank for double-sided printing purposes.

-  Practice these Unit 2 spelling words using the Letter Tiles app (Level K > Spelling Words: Unit 2) or any way desired: **he, she, we, me.**

- Complete the following items in this order:

1. Read Chapter 4 of *Bobby and the Big Road* to the child.
2. Discuss the following question:

Bobby and his mother and father saw all kinds of beautiful things along the Big Road. What are some of the things they saw? [brown butterfly, locust tree, lizard, two blackbirds, toad, gray squirrel] How did the squirrel act when they first saw it? [It ran into a tree.] By the end of the summer, how do you know the squirrel was more friendly? [It would take nuts from Bobby's hand.]

3. If desired, take the child outside and see what beautiful things you can observe. Discuss how God's creations can bring us joy.



BOBBY AND THE BIG ROAD

by MAUD LINDSAY

CHAPTER 4—THE WALK

Bobby's father thought the Big Road was always saying, "Come and go with me."

So the very first day that he and Mother and Bobby lived in the country, they went for a walk on the road.

The sun was shining, and the west wind was blowing, and wherever they looked, there were wonderful things to see.

"I see a brown butterfly with gold spots on his wings," said Bobby.

"I see a locust tree full of white blossoms," said Mother.

"I see a lizard sunning himself on a stone," said Father.

It was as nice as playing a game to tell what they saw along the Big Road.

Mother spied two blackbirds on a rail fence. Bobby found a spotted toad in the grass, and when the road turned into a wood, Father called, "Look, look, there is a gray squirrel."

Mother and Bobby looked as quickly as they could, but the gray squirrel was quicker than

they were.

Whisk, whisk, he ran up into a tall hickory tree. They did not even catch a glimpse of him.

"If we sit down on this log, and keep as still as mice, perhaps you may see him yet," said Father.

So they sat down on the log and waited and watched, and watched and waited, till Bobby thought he could not keep still another minute.

Just then, the gray squirrel peeped down from the tree.

"Any danger down there?" his bright eyes seemed to ask.

Mother and Father and Bobby scarcely dared to breathe; they were so afraid of startling him.

What a cunning gray squirrel he was, with his big bushy tail and his little round nose!

He came a little way down the tree and then stopped to look and listen. Then he came a little farther down. Then, hurry, scurry, he jumped to the ground almost at Bobby's feet and scampered away into the woods.

Bobby talked about him all the way home.



"Do you suppose he knew we were waiting for him?" he asked.

"I cannot tell you that," said Father, "but one thing I know; he will very soon find out that we are his friends."



Sure enough, before the summer was over, the gray squirrel would take nuts from Bobby's hand.

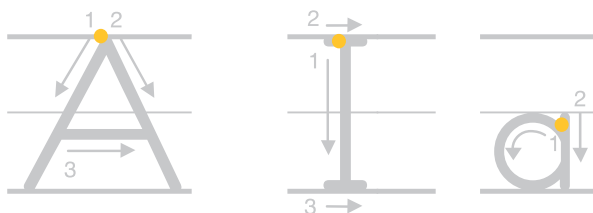
BONUS WORK

-  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 is at the beginning of the sentence. Use the handwriting guide for reference.



I go on _____ run.

_____ love the cat.

_____ cat is on the rug.

He and _____ sit.

Can I hop on _____ log?

LESSON 57

Poetry: Part 2

○ Work on reading booster cards or books for 6 to 10 minutes.

○ **Read to the child:** I am going to read you a fun poem titled “The Valley of Grump.” Then I am going to read it again and have you repeat each line. **Read the poem to the right, and then read it again, having the child repeat each line.**

○ **Read to the child:** This poem has a great message! It teaches us that a positive attitude makes us happy and can make everything more pleasant.

Having a positive attitude means you try not to complain and that you look for the good. For example, doing chores can be hard. You can be negative, which means you complain and are grumpy, or you can put on a smile and try to do chores happily.

The poem uses symbols. A symbol is something that represents an idea. In this poem, the Valley of Grump is a symbol for being grumpy. What is the symbol in the poem for being kind? [the Valley of Nice]

○ Complete the next page.

The Valley of Grump

By Margaret Colton, adapted by Jenny Phillips

The Valley of Grump is a sad, sad place.
Everyone cries and fights all day,
No one has anything nice to say,
And trash is scattered all over the place.

The sun never shines in the Valley of Grump,
And there are no flowers in that smelly old dump.
No bees buzz, and no birds sing,
And no one there has ever seen spring.

Oh, it’s so easy to slip into the Valley of Grump,
And find yourself in such a horrible slump.
But, oh, it’s so easy to get out, too—
Just put on a smile and say something kind,
And suddenly you’ll be in the Valley of Nice.



Yes, the Valley of Nice is the best place to be.
The flowers dance, and the birds always sing.
So, in the Valley of Grump, never stay long;
The Valley of Nice is where you belong.



Independent Practice

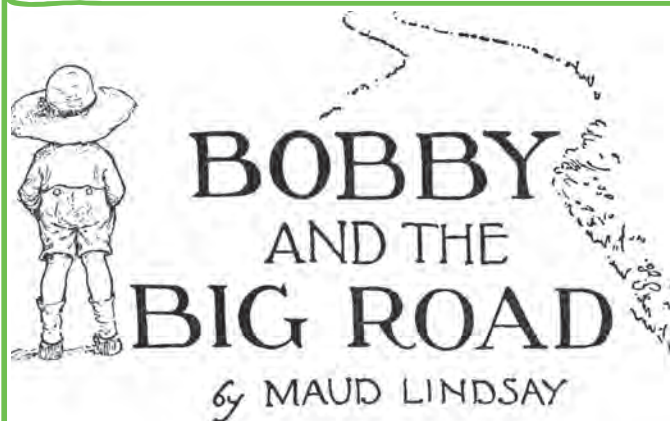
Read to the child: For your independent practice today, you get to create a drawing of what you think the Valley of Nice should look like. Remember that in the Valley of Nice, the flowers dance, and the birds always sing. It’s a beautiful, peaceful, happy place. Use your imagination to create your own Valley of Nice on the last page of this lesson.

BONUS WORK

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

○ Complete the following items:

1. Read Chapter 5 of *Bobby and the Big Road* to the child.
2. After reading the story, have the child read the words in red: OF, OFF, HE, and TO.
3. Ask the child to tell you in his or her own words what kind of neighbors Bobby has. Ask probing questions to get more details if needed.



CHAPTER 5—NEIGHBORS

There were no houses or people nearer than the town, but Bobby and Mother and Father in the little brown house had plenty of neighbors.

Every time Bobby went out to swing or to play, he saw some of them peeping at him from a bush or tree or hurrying away through the grass at the sound of his feet.

There was the big lively jaybird that was not afraid of anything, and a shy brown bird that sang every day in the bush nearby, and a pair of little bluebirds that lived off in the woods beyond the house.

A slim green lizard went slipping off through the grasses almost every day, and a tree frog with a shrill little voice lived

next door in a maple tree.

Just at twilight time, the katydids would begin their music in the trees.

“Katy did! Katy didn’t! Katy did! Katy didn’t!” Over and over it went, but what Katy did or did not do, Bobby never could find out.

Then, too, there was Old Neighbor Owl, who sometimes came when the night was dark to sit in a tree on the other side of the Big Road.

“Who-o? Who-o?” he called, just as if he wanted to know who lived in the little brown house.

Father would answer him politely: “Mr. and Mrs. Randolph and their little boy, Bobby.” But it made no difference. The very next night, the owl would ask, “Who-o? Who-o?”

Of all the neighbors, the one that Bobby liked best was the little brown rabbit with long ears and a scrap of a tail.

We will read more about this little brown rabbit in the next lesson.

The Valley of Nice



LESSON 58

Spelling Word Families: Part 3

- 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 58 or use physical tiles. Dictate the words in the purple boxes. For each word family group, have the child spell the first word. Then change only the first letter to create the next three words in the group.

fed	bed	red	led
can	van	ran	pan
tug	bug	rug	dug

- Complete the following items:

1. Read Chapter 6 of *Bobby and the Big Road* to the child.
2. Have the child read the words in red: THE, HER, AND, and GO. (Note: Not all occurrences of these words are in red; just have the child read the ones that are in red.)
3. Ask the child to describe what Bobby saw at the little brown rabbit's home. Ask probing questions to help the child use descriptive words about the rabbit and her home.



BONUS WORK

Have the child write his or her full name on a piece of paper (write the name on the whiteboard if needed so the child can copy it). Have the child decorate and color around his or her name.



BOBBY AND THE BIG ROAD

by MAUD LINDSAY

CHAPTER 6—THE LITTLE BROWN RABBIT

The first time Bobby saw the brown rabbit, he ran after her as fast as he could, for he thought to himself, “How nice it would be to have a bunny rabbit for a pet!”

But, dear me, how quick the rabbit was! She was into the wood like a streak of lightning through the bushes.

Bobby stumbled over a stump and tumbled over a log and got his feet tangled in a wild grapevine trying to catch the rabbit. In the end he had to go home without her.

When he got home, he was sorry he had chased the rabbit. He was so afraid that he had frightened her away.

However, the next day, he caught a glimpse of her again, leaping across the road.

Bobby told Father about the little brown rabbit, and not long after, Father said to him, “How would you like to go with me to the little brown rabbit’s home?”

“Really, Father?” asked Bobby.

“Really, Bobby,” answered Father.

As Bobby thought nothing could be more pleasant, they started right out.

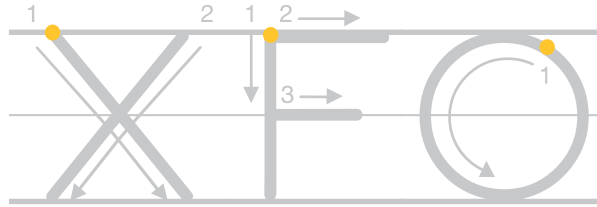
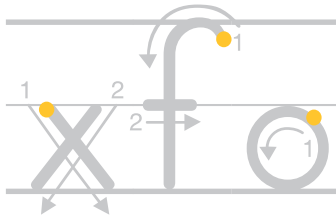
The little brown rabbit lived in a hole in the ground that was called a burrow. She had dug it for herself in a bank of earth that sloped from a green field down to the Big Road.

Father pushed aside the leaves and vines that covered it, and there in the snug, safe burrow, lined with hair from the little brown rabbit’s own coat, Father and Bobby saw—what do you think? Five baby rabbits! And when Bobby saw those baby rabbits, he was glad, you may be sure, that he had not caught their mother, the little brown rabbit.



Independent Practice

Read to the child: Look at the green box. On the first line, write the word for the picture to the right in all lowercase letters. On the next line, write the word for the picture to the right in all uppercase letters. The letters are given to you scrambled up! Use the handwriting guide for reference.



xfo

Handwriting lines for practicing the word 'fox' in lowercase.

XFO

Handwriting lines for practicing the word 'FOX' in uppercase.

Read to the child: Trace the sentence that explains the picture correctly.



We run.
She sits.

LESSON 59

Spelling Words with ALL

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child spell the following words aloud: **he, she, me, we.**
- Complete the letter tiles activity.



LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 59 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words with tiles. Tell the child that all the words end with ALL.

call

fall

ball

hall

tall

mall

wall

- Point to the capital “I” in the word “if” on the last line of the poem to the right. Read to the child: With many fonts, capital I is just a straight line.

It is wonderful that you have learned enough words that you can read poems! Read the poem titled “Ben.”

BEN

Ben is a lad.
He is not bad.
He hugs his mom
If she is sad.



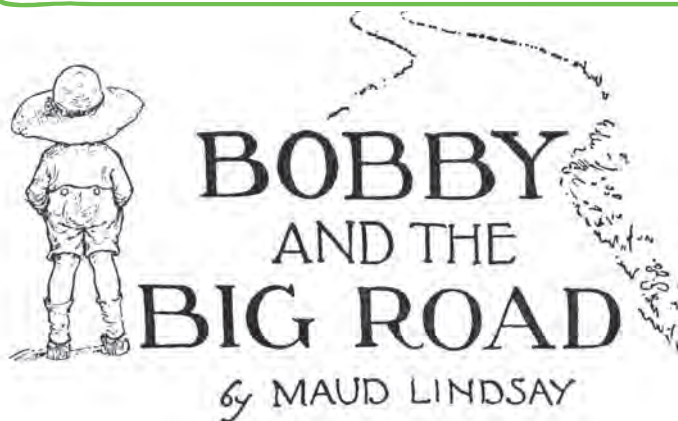
BONUS WORK

Use the A-Z section on the free Good and Beautiful Letter Tiles app to have the child create the following words: hit, big, sat, mud. Then have the child switch out the vowel to create another word.

Helpful Hint: The *Simply Good and Beautiful Math K Course* has the child repeatedly work on memorizing his or her parent’s phone number. If you are not using that course, consider working on phone number memorization.

○ Complete the following items:

1. Read Chapter 7 of *Bobby and the Big Road* to the child.
2. After reading the story, have the child read the words in red: OF, OFF, THE, TO, and TOO. Explain that TOO means “also” or “more of something than is needed.”
3. Ask the child to tell you in his or her own words what happened in this chapter. Ask probing questions to help the child describe what Bobby saw along the way.



CHAPTER 7—THE WAY HOME

One afternoon, Bobby went **to** play in **the** woods beyond the little brown house.

The woods were full **of** things that Bobby liked—blue and white violets, tall pink flowers, and soft green moss. He found a bright bird’s feather for his hat, and an empty snail shell by a little path, and a piece of bark that had fallen **off** a tree.

His hands and his pockets, **too**, were soon filled with treasures to take home with him.

But which was **the** way home? Was it through the bushes and tall green trees on this side, or was it through the bushes and tall green trees on that side? Bobby went first one way and then the other, but no matter how he turned, he could not see **the** little brown house.

It was getting late, **too**. The katydids were already beginning their “Katy did” and “Katy

didn’t.” Bobby did not like **to** hear them at all; not when he was in the woods by himself and could not find the way home.

“Father! Mother!” he called, but no one answered. It really was enough **to** make a little boy cry, and **to** tell the truth, there were two big tears in Bobby’s eyes. They were just about to roll down his cheeks when all at once he came to a road that wound through the woods like a white ribbon.

“Why, it’s the Big Road!” said Bobby, speaking out loud in his surprise. Yes, and there by the side **of** the road was the great log where he and Mother and Father had waited for the gray squirrel, and there was the gray squirrel himself scampering through **the** bushes.

When Bobby had followed the road from the woods, the first thing he spied was the locust tree that he and Mother had seen when they went for their walk. There was no doubt about the way then, and a smiling little boy went running down the road. He did not stop until he was home again.

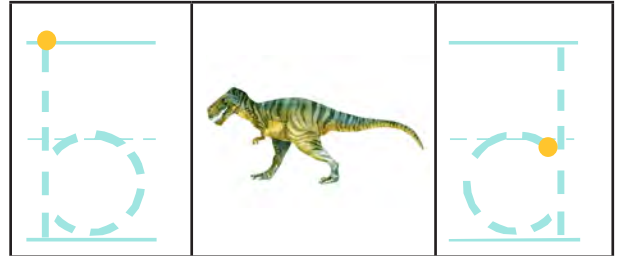
Mother and Father were out watching for him, and they were as glad as he when the Big Road brought him back **to** them.

It was wonderful how pleasant the katydids sounded **to** Bobby when he was safe at home.

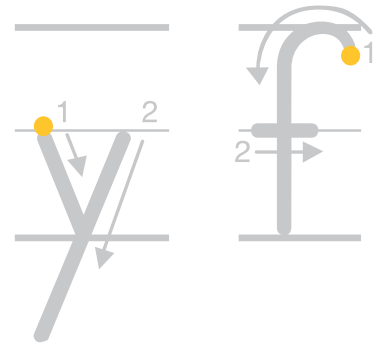


Independent Practice

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.



Read to the child: Write the missing Y or F at the beginning of each word. Use the handwriting guide for reference.



_____ es _____

_____ og _____

_____ et _____


ITEMS NEEDED:

watercolors
paintbrush
watercolor
paper

LESSON 60

Ending Consonant Blends: Part I



- Work on reading booster cards or books for 6 to 10 minutes.
-  Practice these Unit 2 spelling words using the Letter Tiles app (Level K > Spelling Words: Unit 2) or any way desired: *he, she, we, me*.
- Read to the child:** Today we are going to read some words that have two consonants together. First, say the sounds of the first two letters and hold the vowel sound until you are ready to say the sounds of the last two letters. Then read the word without holding out the sounds.

ju - mp
jump

so - ft
soft

be - st
best

fa - st
fast

la - st
last

he - lp
help

de - sk
desk

we - nt
went

se - nt
sent

ca - mp
camp

ju - nk
junk



la - mp
lamp

mu - st
must

te - st
test

mi - st
mist

BONUS WORK

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

○ Complete the following items:

1. Read Chapter 8 of *Bobby and the Big Road* to the child.
2. After reading the story, have the child read the words in red: ON, IN, FOR, AND, and TOO. (Not all occurrences of these words are in red; the child only reads the ones that are in red.)
3. Ask the child to explain what Bobby and his family saw and heard on the way to their picnic. Help the child remember and describe the details of the brook and the place where they chose to sit.



BOBBY AND THE BIG ROAD

by MAUD LINDSAY

CHAPTER 8—THE PICNIC

One day when all the birds were singing **and** there was not a cloud **in** the sky, Father said, "Let's have a picnic!"

"Oh, yes, let's do have a picnic!" said Bobby.

So Mother packed a basket with sandwiches **and** fruit, **and** they were soon **on** their way.

Bobby carried the basket for a while, and Father carried it **for** a while. Then Father put a stick through the handle of the basket so he **and** Bobby could both carry it. This was a fine plan, **and** they were stepping along briskly when suddenly Father stopped **and** said, "I hear running water."

Bobby **and** Mother stopped to listen.

Yes, they heard it, **too**. *Gurgle, gurgle.*

"There is a brook somewhere near us," said Father, "**and** the place that a brook comes from is the best place **in** the world to have a picnic."

When they came to the turn of the road, there was a little stream, sure enough. It crossed the Big Road **and** ran away down the hill.

Father stopped beside the brook **and** talked to it.

"Where did you come from, little brook?" he asked.

"From a bubbling spring **in** the woodland nook," he answered himself again.

So Bobby and his father **and** mother followed the little stream back through the mosses and ferns, under trees and over stones till they came to a gray rock **on** the side of a hill.

From under the gray rock bubbled a spring of water.

Drip, drop, it fell among the stones, and *gurgle, gurgle,* it ran away **in** the shining stream that they had followed from the Big Road.

The grass grew like a carpet all about the spring, **and** the trees overhead were like great green umbrellas.

It was the best place **in** the world for a picnic, they all agreed, **and** Mother made haste to spread the tablecloth that she had brought **in** the basket **and** to take out the lunch.

Sandwiches and fruit **and** cool spring water in green leaf cups that Father made—who would want a better lunch?

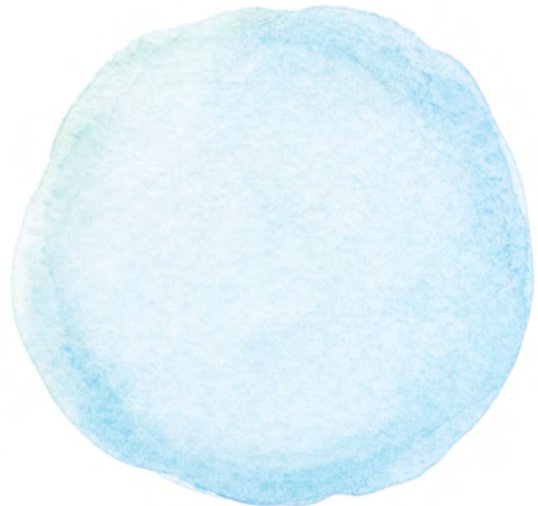
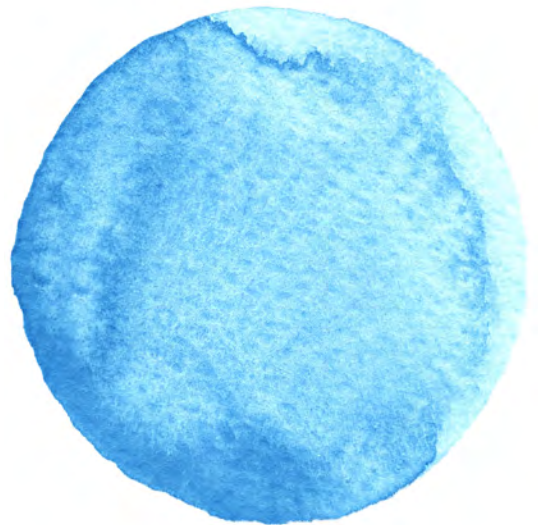


Independent Practice

Read to the child: We just read about a brook in *Bobby and the Big Road*. In the next lesson, you get to paint a stream with watercolors! First, in this lesson you will learn how to create different shades of color.

Adding more water to the watercolor makes the color lighter, while less water creates a darker shade. Darker shades are also created by layering or applying more than one coat of color.

On watercolor paper, have the child practice creating different shades of blue circles, as shown to the right.



ITEMS NEEDED:
watercolors
paintbrush

LESSON 61

Ending Consonant Blends: Part 2

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** In each circle, say the sounds of the letters on the first puzzle piece. Then determine which one of the puzzle pieces to the right in the circle creates a word when put together with the piece on the left. Draw a line between the two puzzle pieces that combine to make a word.

ne st
nd

gi sk
ft

me lt
sk

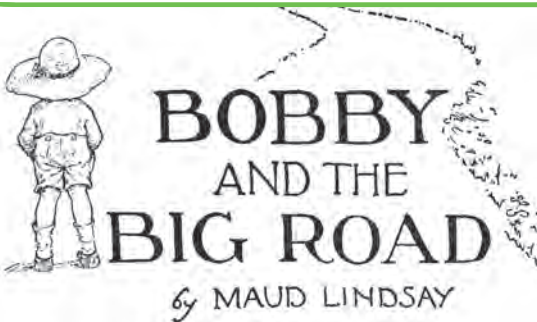
re nk
st

BONUS WORK

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

○ Complete the following items:

1. Read Chapter 9 of *Bobby and the Big Road* to the child.
2. Ask the child to tell you in his or her own words what happened in this chapter.



CHAPTER 9—THE NEWCOMERS

Rap-a-tap-a-tap! Rap-a-tap-a-tap!

This is what Bobby heard early one morning before he was up. *Rap-a-tap-a-tap!*

He thought someone was knocking at the door. *Rap-a-tap-a-tap!*

“Come in,” he called, but nobody came. When he opened the door, nobody was there.

But the *rap-a-tap-a-tapping* was louder and clearer than before.

“Perhaps a carpenter is building a house by the Big Road,” thought Bobby. My! How nice that would be! He fairly jumped into his clothes and ran out to see if he was right.

He could hear the noise very clearly outside, but though he looked up the road and down the road, he could not find the carpenter at work.

Sometimes the rapping would stop, but

if Bobby turned to go into the house, it was sure to begin again. *Rap-a-tap-a-tap!* He was still trying to find out who was so busy when Mother called him to breakfast.

“Perhaps my father will know,” he thought as he ran in to wash his face and hands. And, sure enough, the very first words Father said were, “Well, Bobby, do you hear our new neighbors at work? We must go and see them after breakfast.”

He would not say anything else about the new neighbors, and Bobby was in such a hurry to find out who they were that he could scarcely eat his bread and milk.

Rap-a-tap-a-tap! Father and Bobby heard the hammering as they crossed the Big Road.

“They must be in the field beyond the bushes,” said Bobby. But no! Father stopped under the tall hickory tree by the roadside.

“Here they are right above your head,” he said. What do you think the new neighbors were? Woodpeckers with red heads and black-and-white wings and strong bills. They were pecking a hole in the tree for their nest with their “*Rap-a-tap-a-tap.*”

“Good morning, Mr. and Mrs. Woodpecker,” said Father. “This is Bobby. We are glad you are going to live by the Big Road.”



Independent Practice

Have the child remove the next page from the course book. Using the top image as a guide, have the child use the watercolor paints to paint the river on the bottom of the page. The child can also add flowers to the riverbank if desired.



**PREPARATION
NEEDED:**
see instructions
below

LESSON 62

Ending Consonant Blends: Part 3

Parent/Teacher Preparation: Assemble the Ending ST Flipper on page 175.

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Read the words in the boxes. First, say the sounds of the first two letters and hold the vowel sound until you are ready to say the sounds of the last two letters. Then read the word without holding out the sounds.

ma - sk
mask

bu - mp
bump

fe - lt
felt

pu - mp
pump

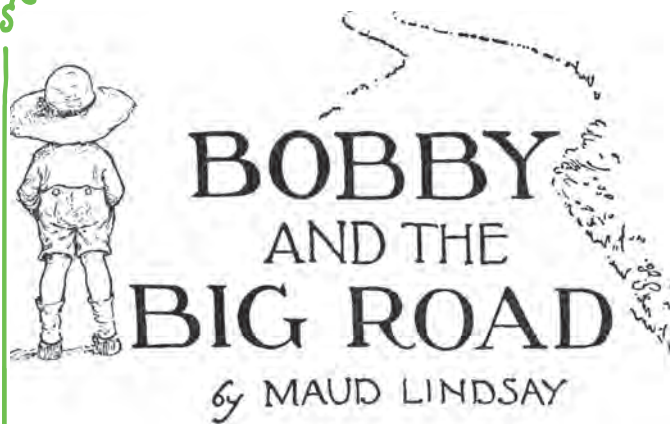
lu - mp
lump

he - ld
held

- **Read to the child:** Let's review.
 1. How many letters are in the alphabet? [26]
 2. What are the vowels? [A, E, I, O, U, and sometimes Y]
- Have the child read the words on the Ending ST Flipper you assembled. Store for future practice.

○ Complete the following items:

1. Read Chapter 10 of *Bobby and the Big Road* to the child—the final chapter.
2. **Read to the child:** What things did Bobby do to help others on the road? [gave back a rug that fell out of a carriage, gave back potatoes that fell off a wagon, gave the milkman water, smiled kindly at people]
3. **Read to the child:** The Bible teaches us to be kind. It says, "And be ye kind one to another" (Ephesians 4:32). Bobby is a good example of kindness.



CHAPTER 10—THE SECRET

Father and Mother had kept a secret from Bobby. They told him about it one morning at the breakfast table.

“Oh, Father, what is it?” asked Bobby, but Father would not say another word.

“Do you know, Mother?” asked Bobby.

“Yes,” said Mother, “but it is a secret.”

“Shall I ever know?” asked the little boy.

“Oh, yes,” said Father. “If you will go and sit on the stone by the gate and look toward town at about twelve o’clock, I think you will see the secret coming up the Big Road.”

Dear me, how long it was before twelve o’clock! All morning Bobby kept asking his mother, “Is it nearly twelve o’clock, Mother? Is it nearly twelve?”

And when at last she said, “There’s only a half an hour left to wait,” Bobby went right out and sat down on the stone to watch.

Almost everybody who passed by spoke to him, for by this time he knew many of the people who traveled up and down the Big Road.

He knew a little old lady and gentleman

with a cute, spotted pony. One day when a rug had fallen from their carriage, he had run a long way to give it back to them.

He knew the farmer whose wagon made such a rumble-jumble on the Big Road. Once, Bobby had helped the farmer pick up some potatoes that had jolted from his wagon.

Bobby was also great friends with the milkman who came every day with cans of fresh milk. He gave the milkman water to drink when the weather was hot.

As for the rest of the travelers, he nodded and smiled kindly at all of them, so it was no wonder that they had something to say to him.

“Good morning, Bobby. What is making you so glad today?” called a young gentleman who rode by on a sleek black horse.

“Better come and help me make hay. I need an extra hand,” said the farmer from his high wagon seat.

Another merry-faced farmer liked to walk on the road as much as Bobby and Mother and Father did. He said, “Keep your ears open, Bobby, and you’ll hear some birds calling in the fields.”

Even though Bobby had so many friends to talk to him, the half an hour dragged by very slowly.

“Surely it must be twelve o’clock now,” he thought, and he went to the house to ask his mother the time. No, it was still ten minutes until twelve.

“I will come out and tell you when it is twelve,” promised Mother.

So Bobby went back to the stone to watch.

He counted up to a hundred, to pass the time away, and said all the rhymes that he knew. Then Mother finally came out.

“Twelve o’clock,” she said, “and if I am not mistaken, the secret is coming up the road.”

“Why, that is just a horse and buggy,” said Bobby.

“But who is in the buggy?” asked Mother. “Look again.”

Bobby looked again. Why, it was Father driving up the road all by himself! What did it mean?

“I guess the secret was too heavy to carry,” said Bobby, “and he had to get a buggy to bring it in.”

But, when Father drove up to the gate, what do you think he said?

“Well, Bobby, how do you like our horse and buggy?”

As you could guess, Bobby and his parents and their horse had many more wonderful adventures on the Big Road that wound through woods and fields that were filled with God’s lovely creations.

The End

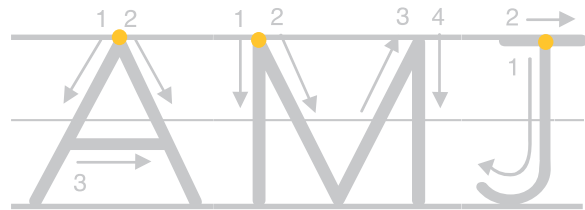
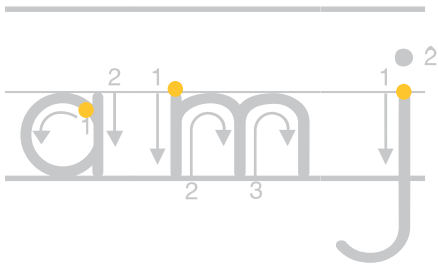


Helpful Hint: This course includes some poetry and short stories after this lesson, but no other read aloud literature. Consider reading high-quality literature aloud to the child as often as possible outside of the lesson.



Independent Practice

Read to the child: Look at the green box. On the first line, write the word for the picture to the right in all lowercase letters. On the next line, write the word for the picture to the right in all uppercase letters. The letters are given to you scrambled up! Use the handwriting guide for reference.



amj

Handwriting practice lines (top solid, middle dashed, bottom solid) for the lowercase word 'amj'.

AMJ

Handwriting practice lines (top solid, middle dashed, bottom solid) for the uppercase word 'AMJ'.

Read to the child: Trace the sentence that explains the picture correctly.



We run.

She sits.



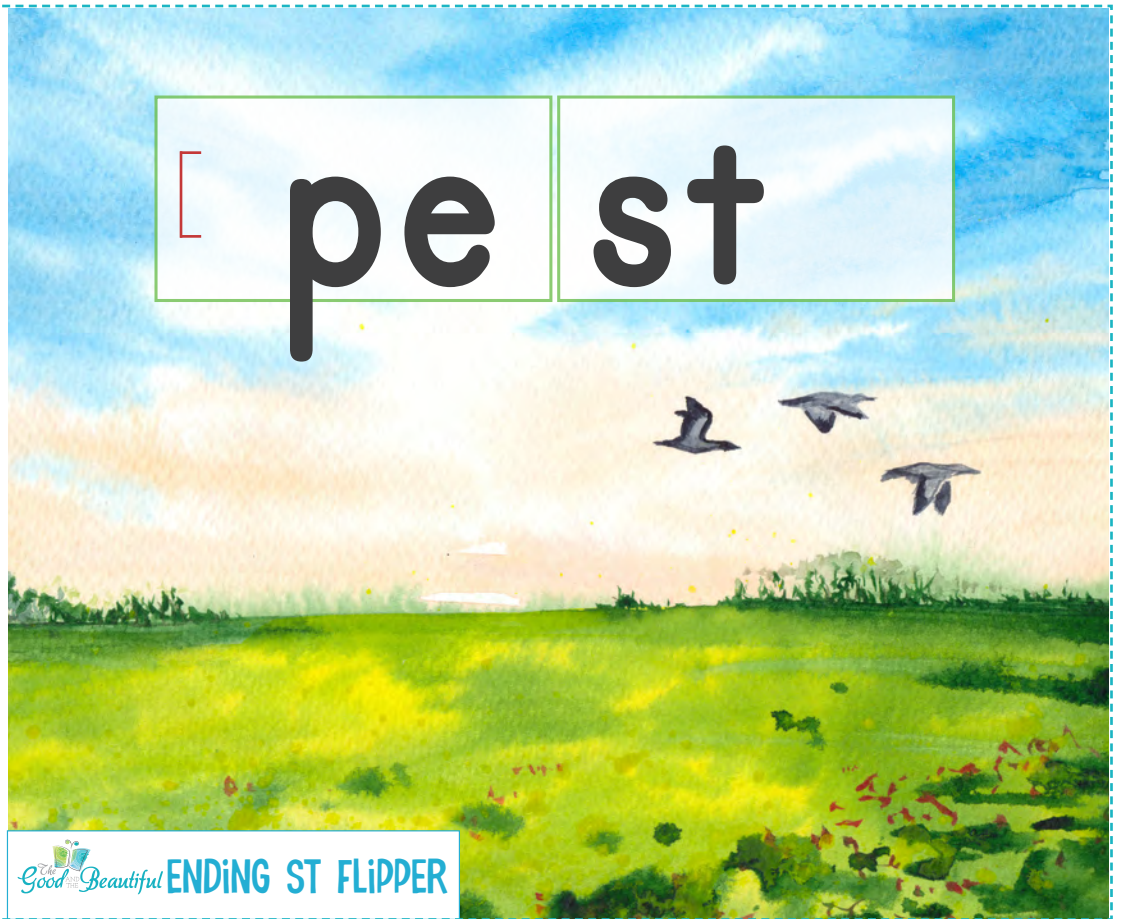
On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Audio > [Lesson 62 Audio Narration](#). Play the audio narration while the child looks at the painting on this page.



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.

li	ru	be	la	ne	ve	du
mu	we	fi	lo	mi	co	re

Choose
books that
lift your
heart and
mind.



LESSON 63

Spelling Words with Ending Consonant Blends: Part I

- Work on reading booster cards or books for 6 to 10 minutes.
- Complete the letter tiles activity. Spelling practice like this, which has the child segment and decode the sounds in words, also improves reading speed.



LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 63 or use physical tiles. Dictate the words in the purple boxes 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.

land gift sand next vest band lift hand

- **Geography** Read to the child: **Mountains** are areas of land that rise high above the land around them. **Hills** also rise above the land around them, but hills are not as tall as mountains. A **valley** is a low area of land between two mountains or hills. Point to the picture of a mountain and read the words below it. Point to the picture of a valley and read the words below it. Now read the words below the picture of hills.



best nest



rest lift



test help

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 of the little duckling at the bottom of the page, color the star in the box.



It is on a desk.



It has a mom.



It sits on the duck.



It is soft.



It can rest.



It has a belt.



ITEMS NEEDED:
8 sticky notes

LESSON 64

Ending Consonant Blends: Part 4

- Work on reading booster cards or books for 6 to 10 minutes.
- While you prepare the “Sticky Note Rhymes” activity, have the child complete the “Build a Word” section on this page. Then complete the activity you prepared.

PREPARE: Write the words below on sticky notes. Hang up all the sticky notes in random order on a wall or window in a rectangular shape.



- dust • damp • past • nest
- must • lamp • fast • best

PLAY: Have the child take a sticky note off the wall or window and read the word. Then have the child find, take down, and read the sticky note with the rhyming word. Repeat until all the words have been chosen.

Build a Word



Read to the child: Using letters from the orange box, add a letter to the beginning of each group of letters to create six different, real words. Letters may be used more than one time.

eld

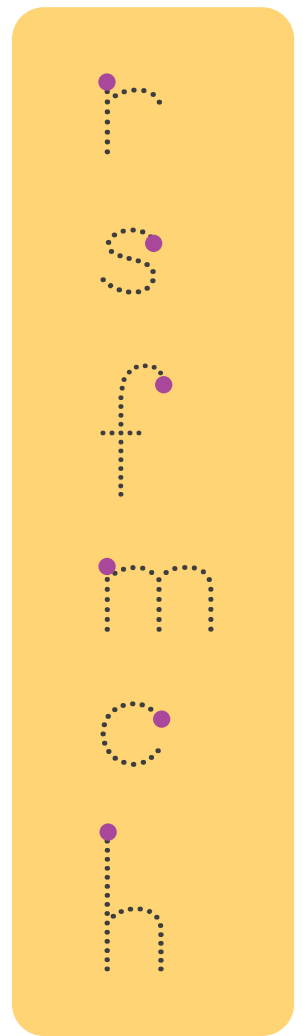
oft

aft

elt

and

ast



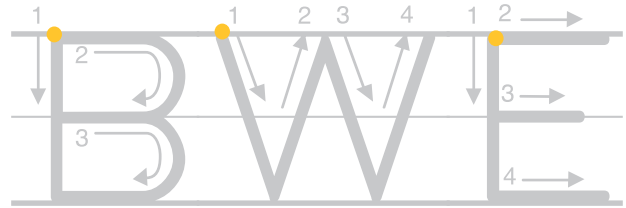
BONUS WORK

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



Independent Practice

Read to the child: Look at the green box. On the first line, write the word for the picture to the right in all lowercase letters. On the next line, write the word for the picture to the right in all uppercase letters. The letters are given to you scrambled up! Use the handwriting guide for reference.



bwe

BWE

Read to the child: Trace the sentence that explains the picture correctly.



We sit.

sit.

He sits.

sits.

LESSON 65

Spelling Words with Ending Consonant Blends: Part 2

- 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 65 or use physical tiles. Dictate the words in the purple boxes 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.

test fast rest last pest best land past

- Point to the capital I on the last line of the poem. Read to the child: With many fonts, capital I is just a straight line.
It is wonderful that you have learned enough words that you can read poems! Read the poem titled "Dog and Cat."



Dog and Cat

Dog and cat,
Pig and rat,
Run and run,
In the sun.

- Point to the specified circles to the right as you read to the child: You live on a street. Your street is in a city. Your city is in a state. And your state is in a country. For a few minutes, help the child memorize his or her family's home address (house number, street name, city, state, and country). Modify if needed.

street

city

state

country

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 out the vowel to form another word: tag, set, pen, lap.



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.



The fox can jump.



It can rest.



It is soft.



The fox is fast.



It is in a pond.



It has a nest.



ITEMS NEEDED:

8 sticky notes

LESSON 66

Ending Consonant Blends: Part 5

- Work on reading booster cards or books for 6 to 10 minutes.
- While you prepare the “Sticky Note Rhymes” activity, have the child complete the “Build a Word” section on this page. Then complete the activity you prepared.

Sticky
Note
Rhymes

PREPARE: Write the words below on sticky notes. Hang up all the sticky notes in random order on a wall or window in a rectangular shape.

• ramp • lost • past • tent
• camp • cost • last • bent

PLAY: Have the child take a sticky note off the wall or window; read the word on the sticky note; and then find, take down, and read the sticky note with the rhyming word. Repeat until all the words are chosen.

Build a Word

Read to the child: Using letters from the orange box, add a letter to the beginning of each group of letters to create six different, real words. Letters may be used more than one time.



elp

amp

int

ask

end

ent

r

s

f

m

c

h

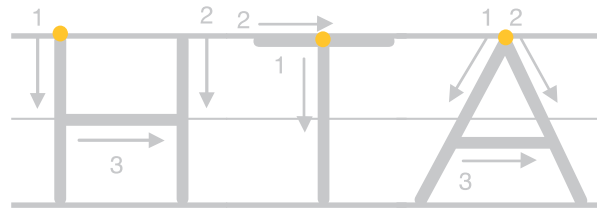
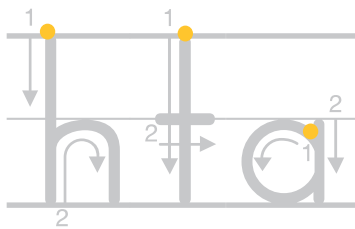
BONUS WORK

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



Independent Practice

Read to the child: Look at the green box. On the first line, write the word for the picture to the right in all lowercase letters. On the next line, write the word for the picture to the right in all uppercase letters. The letters are given to you scrambled up! Use the handwriting guide for reference.



hta

HTA

Read to the child: Trace the sentence that explains the picture correctly.



We sit.

He sits.

LESSON 67



Reading Words with SS, FF, LL: Part I

- Work on reading booster cards or books for 6 to 10 minutes.
- Write “ss,” “ff,” and “ll” on the whiteboard. Read to the child: Double means two. When a word has a double S, F, or L, only say the sound of the S, F, or L one time. Let’s play “Knock on My Door.” I’ll choose a door on this page in my mind. Then you choose a door and read the words under it. After you read the words, knock on the door. If it is the door that I chose, I will say “Come in!” If it’s not the door I chose, I won’t say anything. Then you’ll choose another door and repeat the steps until you find my door. We will play several times.



hill bill
will tell



bell less
dill well



toss moss
miss loss



puff sell
off boss

BONUS WORK

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

- Once upon a time in a castle lived a . . .
- Suddenly, I heard a . . .



Independent Practice

Read to the child: Draw a line from each sentence to the picture it describes.



The kids are wet.



We sit next to Mom.



He has a map.



We help.

ITEMS NEEDED:

8 sticky notes

LESSON 68

Reading Words with SS, FF, LL: Part 2

- Work on reading booster cards or books for 6 to 10 minutes.
- While you prepare the “Sticky Note Rhymes” activity, have the child complete the “Build a Word” section on this page. Then complete the activity you prepared.

PREPARE: Write the words below on sticky notes. Hang up all the sticky notes in random order on a wall or window in a rectangular shape.

• fell • mill • kiss • less
• bell • pill • hiss • mess

PLAY: Have the child take a sticky note off the wall or window; read the word on the sticky note; and then find, take down, and read the sticky note with the rhyming word. Repeat until all the words are chosen.

Sticky
Note
Rhymes

Build a Word

Read to the child: Using letters from the orange box, add a letter to the beginning of each group of letters to create six different, real words. Letters may be used more than one time.



esk

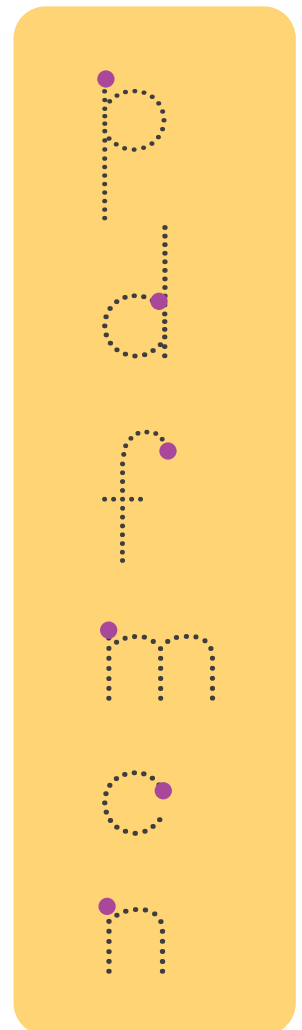
ond

ask

amp

ast

est



BONUS WORK

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

Independent Practice

Read to the child: Read the short story. Then read the questions and fill in the little circle next to the right answer.

Reading Comprehension

The Ox



It is an ox. It is so big.

The ox is hot, so it will sit and rest.

Is the ox hot?	<input type="radio"/> yes	<input type="radio"/> no
Will the ox sit?	<input type="radio"/> yes	<input type="radio"/> no

Read to the child: Trace the sentence that explains the picture correctly.



It is a dog.

It is an ox.

ITEMS NEEDED:

liquid chalk
marker or white
crayon

LESSON 69

A Short Story About Honesty

- Work on reading booster cards or books for 6 to 10 minutes.
- **Note:** This story has been slightly modified. **Read to the child:** I am going to read you a short story called “The Little Loaf” from *The New McGuffey Third Reader*. A famine is when people don’t have enough food for a long time.

The Little Loaf



Once, in a country called Germany, there was a famine. A rich baker sent for twenty of the poorest children in the town. He said to them, “In this basket there is a loaf for each of you. Take it and come back to me every day till God sends us better times.”

The hungry children gathered about the basket and fought for the bread because each child wished to have the largest loaf. After they grabbed their loaves, they went away without even thanking the good man.

But Gretchen, a poorly dressed little girl, did not fight or struggle with the rest but remained standing a little ways away. When the badly behaved children had left, she took the smallest loaf, which alone was

left in the basket, shook the man’s hand in gratitude, and went home.

The next day the children were as badly behaved as before, and poor, sweet Gretchen did not fight for the bread. She stood back and waited patiently. She received the only loaf of bread left. It was half the size of the loaves the other children grabbed. When Gretchen came home and her mother cut the loaf open, many shining pieces of silver fell out of it.

Her mother was very surprised and said, “Take the money back to the good man at once. It must have fallen into the dough by accident. Go quickly, Gretchen, go quickly!”

But when the little girl gave the rich man her mother’s message, he said, “No, no, my child, it was no mistake. I had the silver pieces put into the smallest loaf because I knew you would take the smallest loaf. It is a reward for your good behavior. Always be kind and grateful as you are now. Go home now and tell your mother that the money is your own.”

- Complete the following sections. Some children will need you to read the story or parts of the story again. Before rereading, you may want to review the questions again so that the child knows exactly what to listen for in the story.

Key Details in Text and Major Events Read to the child:

1. There was a famine in this story, and the people were hungry. What did a rich baker do to help? [He gave loaves of bread to children.]
2. Except for Gretchen, how did the children behave when the baker brought out the basket of bread? [They fought and tried to get the biggest loaf of bread.] How did Gretchen behave? [She did not fight. She waited patiently.]
3. What happened when her mother cut the loaf of bread? [Silver coins fell out.] Why did the baker put the silver coins in the smallest loaf of bread? [He knew Gretchen would end up with the smallest loaf of bread, and he wanted to reward her for her good behavior.]
4. What helps you know that Gretchen's mother was honest? [When she saw the coins, she thought they accidentally fell into the bread dough, and she wanted to give them back to the baker.]

Setting Read to the child:

The **setting** of a story or book is where the story takes place. I will read you the first two sentences of the story again, and then you tell me the setting—where the story takes place. [a town in Germany] Give the child a liquid chalk marker or white crayon. The map on this page shows Europe, which is a large area of land on the earth. Europe has many countries in it. Point to Germany. This is Germany, which is the setting of the story we read. Use your marker (or crayon) to put a dot on the country of Germany.

Characters Read to the child:

A **character** is a person in a story. Tell me all the characters you can remember in the story. [the baker, the ill-behaved children, Gretchen, her mother]



BONUS WORK

- * Dictate these words and have the child write them on the whiteboard: sun, sit, log.



Independent Practice

Read to the child: Say the word for each picture below. Then say the word again, separating each sound of the word. Then spell each word, writing one letter in each box.



Segment and Spell

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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.

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LESSON 70

Syllables/Neighborhood Maps

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child:** A syllable is a letter or group of letters said with a single beat. Some words are one syllable long, such as CAT, A, YOU, and SMART.

Some words have two syllables, such as BE-GIN, ZE-BRA, and LI-ON. Some words have more than two syllables, such as ED-U-CA-TION.

Syllables usually contain only one vowel sound.

Let's practice clapping syllables. First, I will tell you the word, and then we will clap together.

pan - cake	car	suit - case
pan - da	Sat - ur - day	worm
win - dow	un - der - stand	ro - bot

- Read to the child:** Look at the map on the next page. This is the map of a neighborhood. A neighborhood is a small area in a city or town. Describe your neighborhood to me. [possible prompts: Is there a park? Are the houses close together? Is there a store? Is there a pond or river? Are there a lot of trees, hills, animals?]

Describe the street by your house. [Is there a sidewalk? Does it have trees lining it? etc.]

Point to the park on the map. How many syllables are in the word PARK? **Clap one syllable with the child as you say PARK.**

Now point to the white house above the park. That is Pete's house. I will point to the street on which Pete lives. This street is called Ash Wood Street. Move your finger to the right along Ash Wood Street until the street ends. Where the street ends, go down to the parking lot of the blue hotel.

How many syllables are in the word HOTEL? **Clap two syllables with the child as you say HO-TEL.**

Now point to the red school. How many syllables are in the word SCHOOL? **Clap one syllable with the child as you say SCHOOL.** I will point to the street the school is on. This street is called Elm Street.

Now point to the purple house below the school. That is Bree's house. Point to the house right next to Bree's house. That is Gabe's house. The purple store has two flags on it. Move your finger from Gabe's house to the store to show me how you would drive to the store on the roads.

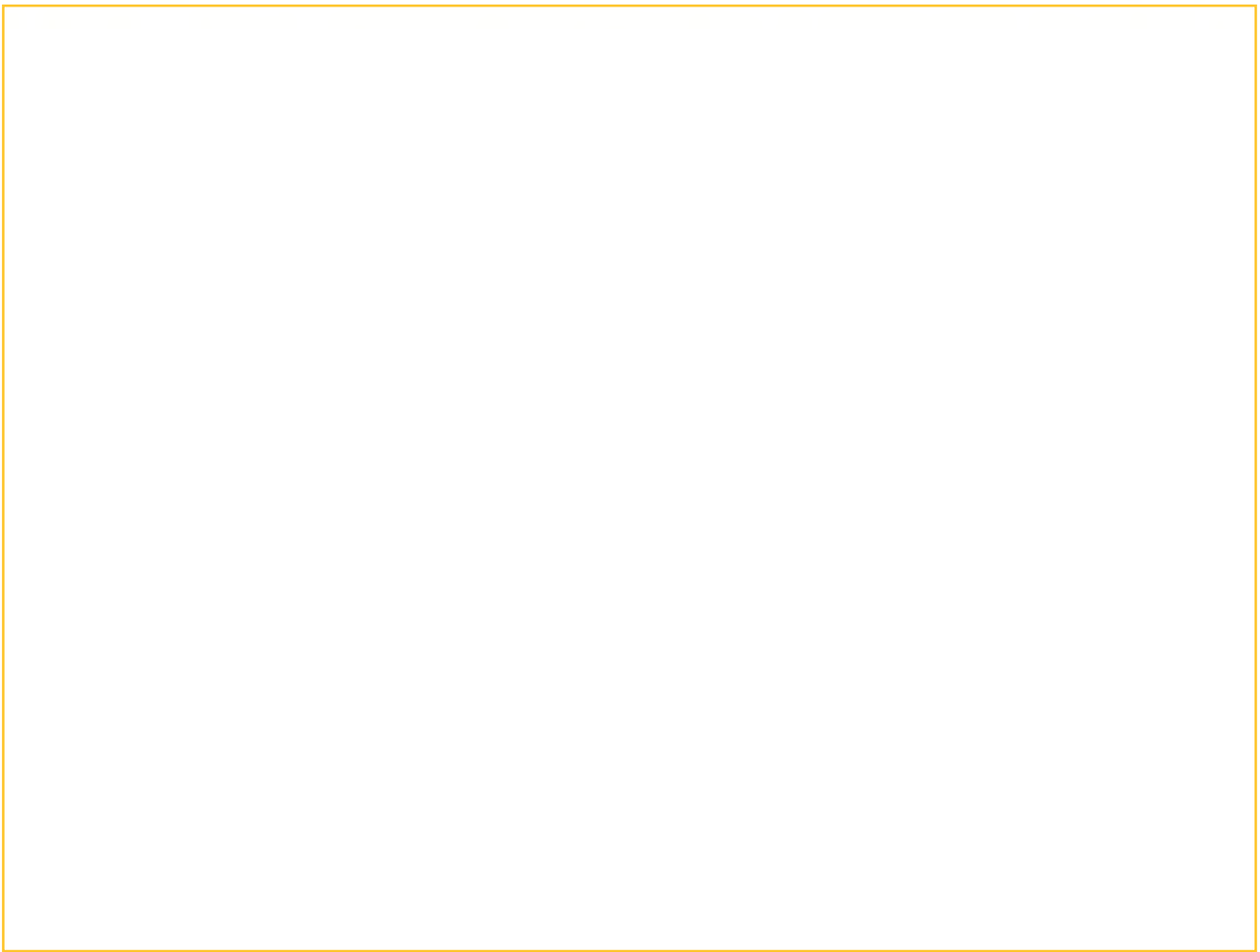
BONUS WORK

- ★ Dictate these words and have the child write them on the whiteboard: fox, box.



Independent Practice

Read to the child: In the blank yellow box on the next page, draw and color a map of your house and the things close around it, like houses, trees, a park, etc. **The child may need help with this project. If needed, ask the child to describe the things around his or her house and lightly sketch them out.**



ITEMS NEEDED:

a pointer, such as a spoon, key, or feather

items listed on the next page

LESSON 71

Beginning Consonant Blends: Part I



- Work on reading booster cards or books for 6 to 10 minutes.

Let's practice clapping syllables. First, I will tell you the word, and then we will clap together.

sun - shine	love
A - pril	Sun - day
girl	af - ter - noon

- Read the poem to the child.

The Little Red Apple

By Grace Wilson Coplen

A little red apple
 Hung high in a tree.
 I looked up at it,
 And it looked down at me.
 "Come down,
 please," I called.
 And what do you
 suppose?
 That little red apple
 Dropped right on
 my nose!

- Have the child read each column of words as he or she points with a special item, such as a spoon, key, or feather.

clap

flag

slam

clam

flap

slab

click

flat

slant

clock

fled

slap

club

flip

sled

class

flop

slid

cliff

flex

slim

clip

floss

slot

clump

flock

slick

BONUS WORK

* Help the child work on memorizing his or her address.



Independent Practice

Read the instructions to the child. Help the child create the spelling rainbow if needed.

Spelling Rainbow

Supplies Needed:

- 1 paper plate
- white glue
- scissors
- 12" piece of yarn
- 24-28 cotton balls
- hole punch



1. Cut out the strips of paper on page 197. Then say the word, trace the word, and write the word on each strip.



2. Cut the paper plate in half and place glue dots all around one of the halves.



3. Cover each dot with a cotton ball to form a cloud. Next, place each of the word strips in the color order shown in the picture to the right and glue them to hang vertically from the back of the cloud.



4. Using a hole punch, make a hole in the top of the cloud and tie a piece of yarn or ribbon through it for hanging.

he he

she she

we we

me me

he he

she she

we we

me me

ITEMS NEEDED:

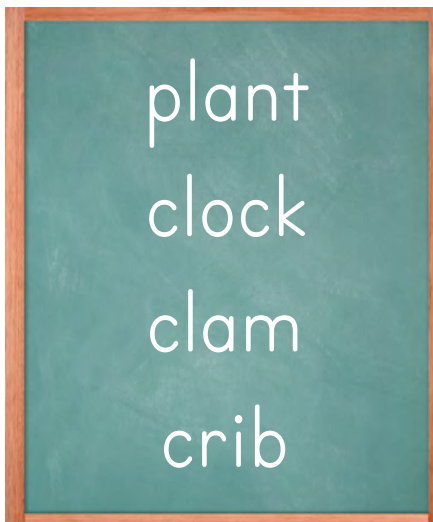
liquid chalk
marker or white
crayon

LESSON 72

Beginning Consonant Blends: Part 2

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child:** God created the natural things on our earth, such as the trees, birds, clouds, flowers, people, and animals. Man-made things are made by people. People use natural things to make man-made things. For example, God created trees and stones, but houses are man-made. People can take wood from trees and stones from the ground and make a house with them. God created sand, but glass is man-made. People take sand and heat it until it melts, and then they turn it into glass. In the painting on this page, tell me three natural things God made. [options: sky, clouds, air, birds, rocks, water] Tell me a man-made thing you see. [lighthouse]

Give the child a liquid chalk marker (or a white crayon). Let's do a fun activity to practice beginning consonant blends. Read each word on a chalkboard below. Then underline the things on the chalkboard that are man-made objects. Remember, a man-made object does not occur naturally in nature—a person has to make it. Then do the same thing for the other chalkboards.



- **Read to the child:** A map represents a place. Point to the map on this page. This is a map of the United States. There are 50 states. Forty-eight of them are on the mainland. **Point to the mainland.** **As you talk about Alaska and Hawaii, point to them.** Alaska and Hawaii are part of the United States, but they are not connected to the other 48 states. Hawaii is not really under the US. It is far out in the Pacific Ocean. Alaska is not right above the US. It is actually connected to Canada. **Show the child where the United States mainland and Canada are on the world map on the next page.**

If you live in the United States, tell the child the state you live in and show where it is on the map. Have the child use the liquid chalk marker (or white crayon) to color in the state. If you don't live in the US, read to the child: Let's imagine that you lived in the country of the United States in the state of Texas. **Point to Texas on the map and have the child color in the state.** Tell the child that the sizes of Alaska and Hawaii are not shown in proportion to the rest of the United States.



○ **Read to the child:** The map below shows Canada. Canada does not have states. It has provinces and territories. If you live in Canada, tell the child where you live and show the child where it is on the map. Have the child use the liquid chalk marker (or white crayon) to color in the province or territory. If you don't live in Canada, read to the child: Let's imagine that you lived in the country of Canada in the province of Alberta. Point to Alberta on the map and have the child color in the province.



BONUS WORK

* Dictate these words and have the child write them on the whiteboard: he, we, she.





Independent Practice

Read to the child: Say the word for each picture. Then say the word again, separating each sound of the word. Then spell each word, writing one letter in each box.



Segment and Spell



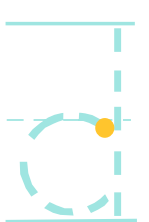




Read to the child: Look at the picture in each box. Trace the letter the picture starts with: B or D. Start B on the top of the BAT. Start D on the DOUGHNUT.

		
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--	---	---

		
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LESSON 73

Spelling Words with Beginning Consonant Blends

- Work on reading booster cards or books for 6 to 10 minutes.
- Complete the letter tiles activity. Spelling practice like this, which has the child segment and decode the sounds in words, also improves reading speed.



LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 73 or use physical tiles. Dictate the words in the purple boxes 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.

grin flag grab flat glad frost slip grip

- Read to the child:** Whenever there are double consonants at the end of a word, only say the sound of the consonant once. Read these words and tell me when you get to a word that is a food.

buzz fuzz egg fizz odd add

- Geography Read to the child:** **Deserts** are areas of very dry land where very few plants grow. **Volcanoes** are mountains that are usually shaped like a cone and can erupt with lava. A **prairie** is a large area of mostly flat ground covered with grass. Point to the desert and read the words below it. Point to the prairie and read the words below it. Now read the words below the volcano.



fizz drop drag



plug grand drip



crop bless grill

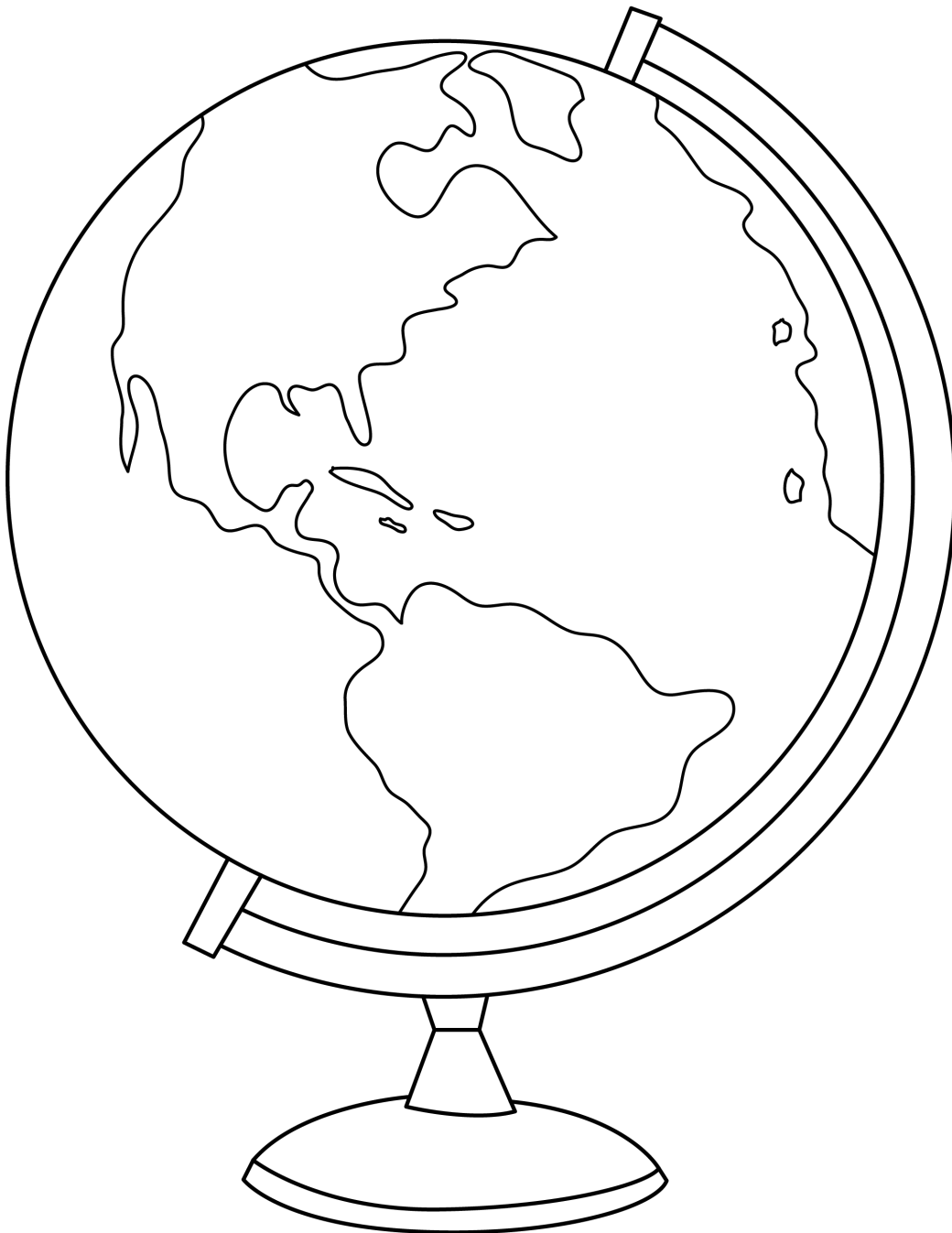
BONUS WORK

* Dictate these words and have the child write them on the whiteboard: me, and, as.



Independent Practice

Read to the child: A globe is a model of the earth. It is like a round ball on a stand. On the picture of the globe below, color the oceans blue and the land green.



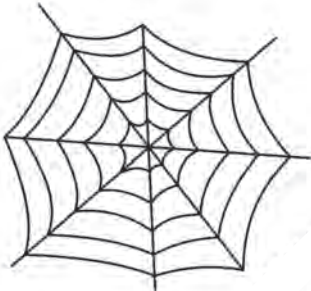
Read to the child: Say the word for each picture. Then say the word again, separating each sound of the word. Then spell each word, writing one letter in each box.



Segment and Spell



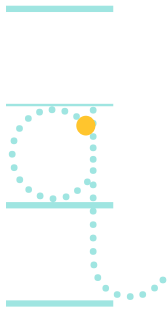


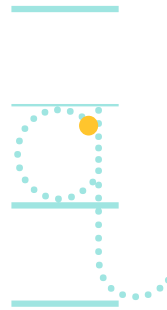
_____	_____	_____
-----	-----	-----
_____	_____	_____



_____	_____	_____
-----	-----	-----
_____	_____	_____

Read to the child: Look at the picture in each box. Trace the letter the picture starts with: P or Q.

		
---	---	---

		
---	---	---

		
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LESSON 74



Short Words Where Y Says the Long I Sound: Part I

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child spell the following words aloud: **he, she, we, me.**
- **Read to the child:** There are some very short words where Y acts as a vowel and has the long I sound at the end. Read the words down each column. At the bottom of each column, stop and draw a face on the head. Some of the words are repeated twice. When W and H are together, the H is silent.

by	cry	buy	dry
dry	guy	fry	try
sly	my	spy	cry
why	sky	why	fly



- **Read to the child:** Read each word. Then write a new real word by replacing the first letter of the word with one of the letters in the green box. The first letter is circled to remind you to replace it.

c g

try

b f

sly

d s

fry







BONUS WORK

* Dictate these words and have the child write them on the whiteboard: has, his, is.



Independent Practice

Read to the child: Circle the word that matches the name of the picture.

 <p>clap sled slam</p>	 <p>click club clock</p>	 <p>club clam cliff</p>
 <p>flop fled flag</p>	 <p>flat floss flip</p>	 <p>cliff clip class</p>

Read to the child: Trace the sentence that explains the picture correctly.



A box sits.

A fox sits.

LESSON 75

Short Words Where Y Says the Long I Sound: Part 2

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Look at the painting on this page. Would you like to go on a picnic with this family? One of the ways the artist made this painting look so realistic is by using a lot of small details. For example, can you see wrinkles in the people's clothes? Can you see ripples on the water? Now read the sentences in green below.

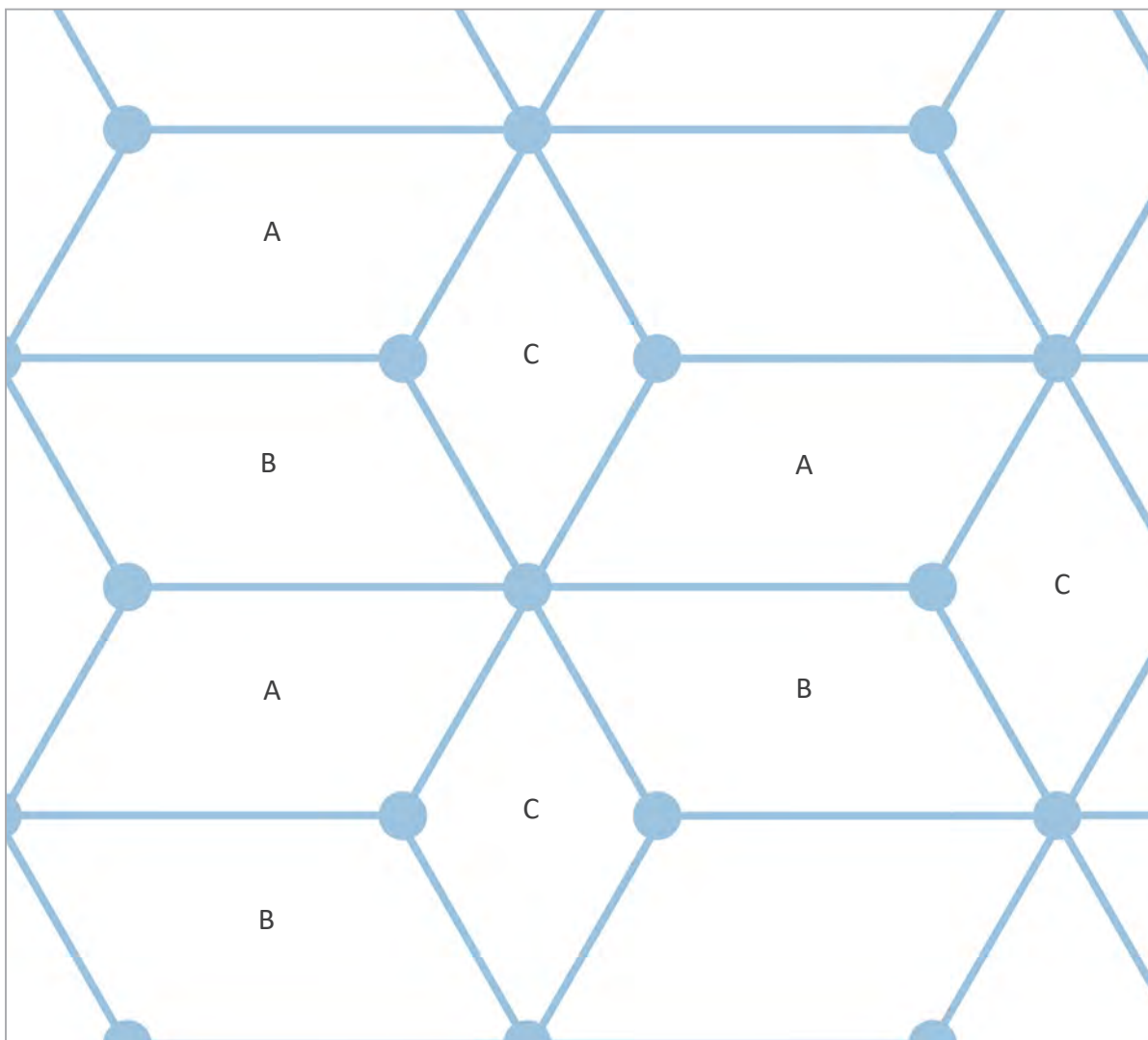
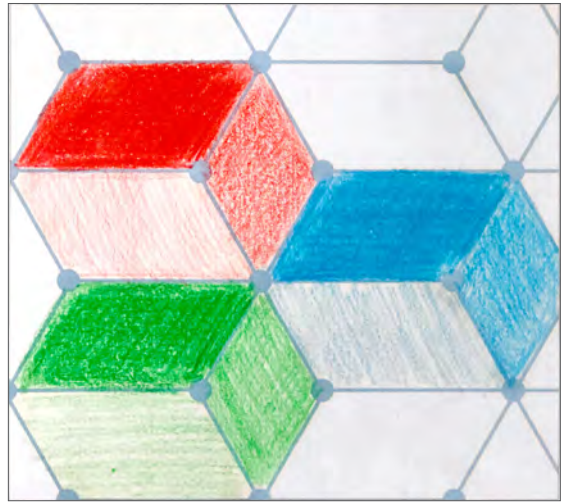
1. The kids are dry.
2. The boy will try to help.
3. She will not cry.
4. Why do the kids get in?
5. The duck will not fly.
6. The sun is in the sky.



- **Read to the child:** Look at the painting on the first page of the lesson again. Colors have different values, which means how dark or light a color is. Look at the green on the bushes. Some parts of the bushes are a darker value of green, and some are a lighter value of green. **Point to the darker and lighter shades.**

You get to do a fun art project to practice creating different values of colors.

1. Choose your favorite color crayon. In one of the boxes labeled "A," press hard with your crayon to color a really dark value. In the box labeled "B," press very lightly to color a very light value. In the box labeled "C," color using medium pressure for a medium value. Refer to the example image to the right if needed.
2. Repeat Step 1 for two more boxes. Use a different color for each box.



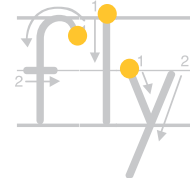
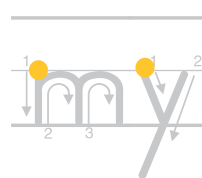
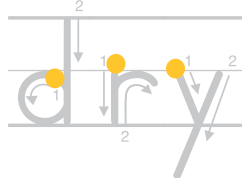
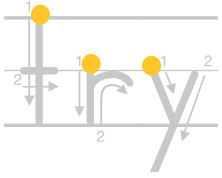
BONUS WORK

* Dictate these words and have the child write them on the whiteboard: sand, plan.



Independent Practice

Read to the child: Fill the blanks in each sentence with one of the words from the box. One word will not be used.



My sock is _____ .

I _____ to fix _____ hat.

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.



p	c	l	o	c	k
i	d	x	o	g	i
g	u	s	o	c	k

LESSON 76

Spelling Short Words Where Y Says the Long I Sound

- Work on reading booster cards or books for 6 to 10 minutes.
- Complete the letter tiles and art book activities.



LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 76 or use physical tiles. Dictate the words in the purple boxes 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.

dry fly try my sky fry spy sly



ART BOOK



On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Books > [The Art of Fanny Brate](#). Play the video.

Read to the child: Tell me something you learned about Fanny Brate's art. [She used a lot of white and light. She liked to paint children. She painted still-life paintings too.] Prompt the child if needed (e.g., "What did she like to paint? Were her paintings light or dark?" etc.). If needed, have the child listen to the book again.



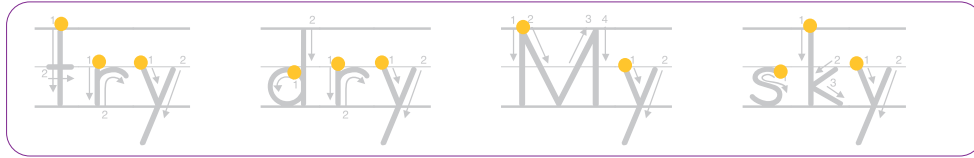
BONUS WORK

- * Dictate these words and have the child write them on the whiteboard: he, she, sled.



Independent Practice

Read to the child: Fill in the blanks for each sentence with one of the words from the box. One word will not be used. Remember that sentences begin with an uppercase letter.



wet dress will _____.

The sun is in the _____.

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 bug is on a frog.



It has a leg.



It is on my desk.



It has a ball.



It is in a pond.



The bug is red.



ITEMS NEEDED:

watercolors
paintbrush

LESSON 77



Reading Words with AY: Part I

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child:** The letters AY make the long A sound, as in the word DAY. Point to AY in the box and say the sound that A and Y make together.

ay

Great! Now we are going to add letters before the /ay/ sound to make words. Say the sound of the first letter or letters and then add /ay/.

say may pay play day stay

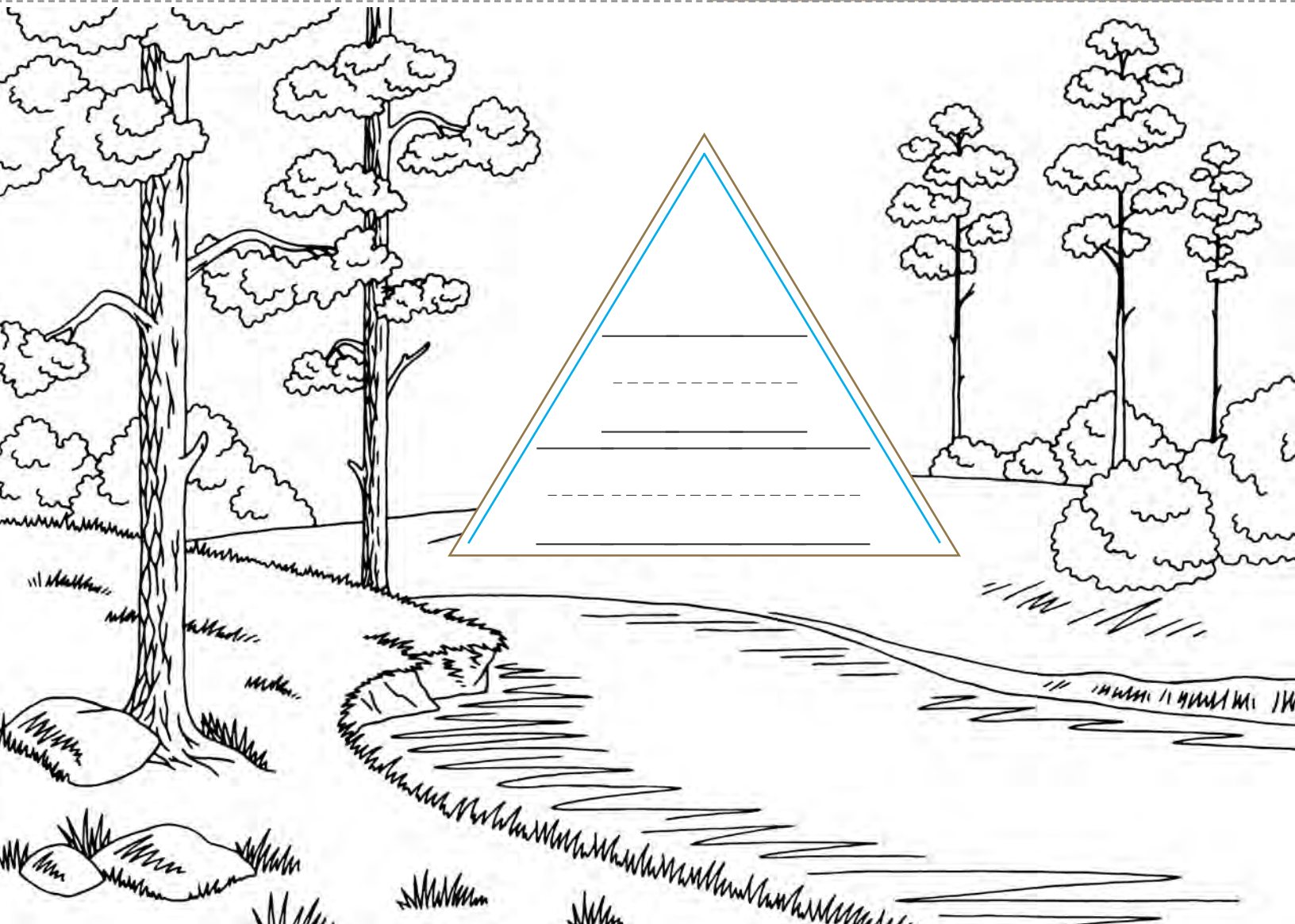
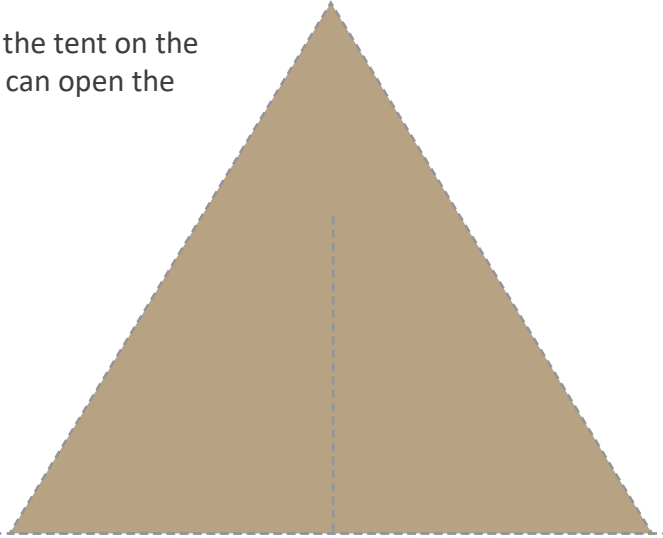
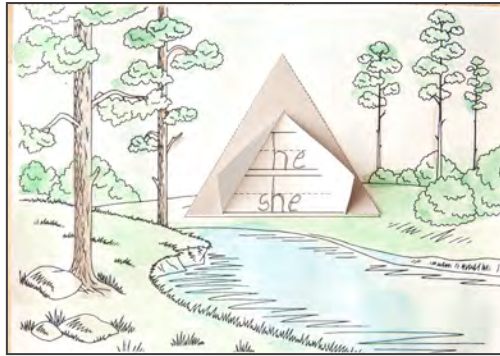
- Read to the child:** Let's imagine we are going camping! Read the words in green. If the item by the word is something that you would take on a camping trip, draw a line from the item to the campground.



SPELLING TENT ART PROJECT

Read to the child: Follow these steps to do a fun art project!

1. Take out this page and cut it on the dashed lines. Cut the brown triangle tent on all the dashed lines.
2. Write the spelling words "he" and "she" on the writing lines in the white triangle.
3. Paint the picture with watercolors or color the picture with crayons or colored pencils. Do not color inside the white triangle.
4. Fold back the tent flaps as shown in the example. Glue the tent on the triangle, putting glue only on the blue lines so that you can open the tent flap and see your spelling words.



**PREPARATION
NEEDED:**
see instructions
below

LESSON 78

Reading Words with AY: Part 2

Parent/Teacher Preparation: Assemble the AY Flipper on page 221.

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child spell the following words aloud: **he, she, we, me.**
- Have the child read the words on the AY Flipper you assembled. Store for future practice.
- Have the child read the poem.



The End of Day

I sit by Mom at the end of day,
And she helps me to pray.
She tucks me in my bed all snug,
At the end of day.

- **Read to the child:** On the next page, we are going to practice reading sentences about a painting. The sentences are questions, so make sure you read them like questions. These are questions you could ask the little girl in the painting.



Will you play on the rock?

May I stay and play?

Is it a hot day?

Is hay on top of the hut?

BONUS WORK

* Dictate these words and have the child write them on the whiteboard: best, test.



Independent Practice

Read to the child: Read the short story. Then read the questions and fill in the little circle next to the correct answer.



Reading Comprehension I Can Pray

I am Jan. I am glad. I pray to God. I pray as I play. I can pray as I am sick in bed. I can pray for help.

Can Jan pray for help?	<input type="radio"/> yes	<input type="radio"/> no
Is Jan glad?	<input type="radio"/> yes	<input type="radio"/> no

Read to the child: Trace the sentence that explains the picture correctly.



She jumps.

She has a pot.

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.

s	h	w	st	tr	p
[[[[[[
l	d	r	m	sw	pl
[[[[[[

Good books
bring
warmth
and light
into our
hearts and
spirits.



Good and Beautiful AY FLIPPER

ITEMS NEEDED:

Google Maps™,
Google Earth™, or
a map website of
your choice

LESSON 79

Spelling Words with AY

- In place of booster cards/books, complete the Unit 1 Assessment on page 104 to review progress.
- Complete the letter tiles activity. Spelling practice like this, which has the child segment and decode the sounds in words, also improves reading speed.



LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 79 or use physical tiles. Dictate the words in the purple boxes.

say day way hay pay pray play stay

- **Geography** Go to Google Maps™ mapping service, Google Earth™ mapping service, or another map website of your choice.
 1. Zoom out to see and talk about the state or province in which the child lives.
 2. Zoom in and find the city or town where the child's school or homeschool is located.
 3. Zoom in more to see the names of streets and find the exact location of the child's school or homeschool.

Read to the child: Let's talk about geographical places within the community where you live. A community is a group of people living in the same area.

 1. Is there a park or other natural place in the area? If so, what is it like?
 2. Is there a library, a church (or place of worship), a fire station, or another building in your community that you can describe to me?
- **Geography** Help the child complete the Writer's Workshop on the next page, which also functions as the independent practice section for this lesson. Help the child choose a location in the community to write about and spell the chosen words to fill in the blank spaces. Have the child draw a picture of the place he or she chose in the blank box at the bottom of the page.

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



Writer's Workshop

A Place in My Community

By _____

There are many places in my community. One _____
of them is the _____.

I am glad we have this place because

_____.

_____.

LESSON 80

UNIT 2 REVIEW

- First, have the child complete 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 have the child 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. Note that you will need to administer the Reading Assessment section, and there is no orange section for the Reading Assessment. Instead, you will be instructed near the end of this course to assess the passage again.

Segmenting, Spelling Words with Blends, Unit Spelling Words



LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 80 or use physical tiles. For each box say the word aloud and have the child isolate each sound in the word (say the sound each letter makes) and then spell it with the tiles.

sand plan belt wind he she we me

Additional Practice

Segmenting, Spelling Words with Blends, Unit Spelling Words



LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 80 or use physical tiles. For each box say the word aloud and have the child isolate each sound in the word (say the sound each letter makes) and then spell it with the tiles.

land send melt tent he she we me

Reading Assessment

- Time the child as he or she reads aloud the passage in purple below. 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 3 to track progress.

Look! It is a tall wall.

Bugs fly in the sky.
Are the bugs red? No.

It is a hot day, so
we plan a trip to the
pond. Yay! It will be
fun for all of us.



Reading Assessment Scores

Time Lesson 80: _____ (date _____) Lesson 116: _____ (date _____)

of Errors Lesson 80: _____ (date _____) Lesson 116: _____ (date _____)