

## ITEMS NEEDED:

see instructions  
below  
craft knife

## LESSON 81

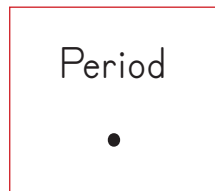
## Group 3 Sight Words/ Punctuation Fluency: Part I



**Parent/Teacher Preparation:** Take out the next page “Catch the Fish.” Cut out the fish. Cut the purple dashed line on the image with a craft knife.

- Work on reading booster cards or books for 6 to 10 minutes.
- Place the “Catch the Fish” game page on a table or other surface. Lay out the ovals with the fish facing down and the sight words facing up. Read to the child: Today we get to play a fun game called “Catch the Fish” to practice sight words. This is how we will play: You choose three ovals, and I will take the three that are left. You go first. Don’t look at the back of the oval. Read the words on the front of each oval before putting it through the slit on the picture. Once you’ve read all the words, get the ovals from behind the page, flip them over, and count the fish. This is how many fish you caught. Then it is my turn. Whoever catches the most fish wins. This is a game of chance. That means no strategy is used. It doesn’t really matter who wins; it is just a fun way to practice reading the sight words and being a good sport. Repeat the game as many times as the child’s attention span allows.

- Read to the child: What does a stop sign mean? [stop] Point to the period in the red box. This is a period. Periods are written at the end of sentences. A period means STOP. You want to add a stop, or the period, after you complete one thought and before you begin another. Each complete thought is called a sentence.



Period =



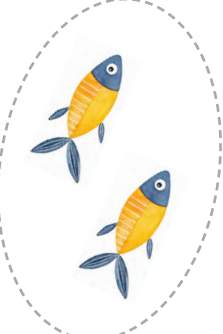
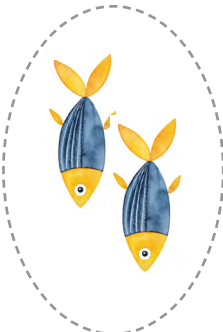
I will read the paragraph below without stopping at the periods. Listen to how hard it is to understand. Read the paragraph without stopping at the periods.

Now I will read the paragraph, stopping briefly at the periods, and you can see how much easier it is to understand. Read the paragraph, stopping briefly at each period.

Now you read the paragraph, stopping briefly at each period.

The girl and the boy have two little dogs. The girl says they are so cute. Her mom pets the two dogs.

# Catch the Fish



girl

oh

does

two

there

they

little

boy

said

boy

little

her

there

two

said

does

goes

they

**BONUS WORK**

Use the A-Z section on the free Good and Beautiful Letter Tiles app to have the child create the following words: by, try. Then have the child create the following words, replacing one letter each time to create each new word: dry, cry, fry.



**Independent Practice**



Read to the child: Trace the words, and then finish the sentence with the correct word from the box.

Write About the Bat

fly clap

You can \_\_\_\_\_

Read to the child: Say each word, and then trace each word.

Say It

Trace It

by  
my  
try

by  
my  
try

Say It

Trace It

fly  
sky  
dry

fly  
sky  
dry

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



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# LESSON 82

## A Short Story About Kindness

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Family traditions help bring families closer together and make us stronger. They are also fun and create good memories. Here are some examples of family traditions: saying a prayer together before bed each night, making apple cider each September, sharing gifts at Christmas, or going camping each summer. Tell me some traditions your family has.
- **Read to the child:** I am going to read you a story called “The Clothesline.” This story is set in the United States long ago. The family in the story has a tradition they do every six months. Listen carefully to the story, and then we will discuss it. [Read the story aloud to the child.](#)

### The Clothesline

By Jenny Phillips

Eight-year-old Henry held his box of new clothes on his lap as the wagon moved along, making squishing sounds in the damp dirt road. It rained hard earlier that morning, but the weather had cleared up, allowing Henry’s family to go to town for their tradition of buying a new set of clothes every six months.

While they were headed back home, the wind started to whistle through the hills. Henry took off his hat so he wouldn’t lose it. As the wagon was passing a little, run-down house, Henry saw a clothesline in the yard. The clothes were flapping wildly in the wind.

Suddenly, a blue shirt broke loose from the clothesline, sailed through the air, and landed in a puddle.

“Wait!” cried Henry to his father, who was driving the horse. “I want to put that shirt back on the clothesline.”

Father stopped the horse, and Henry jumped out. No one was in sight. Carefully, the little boy picked up the blue shirt. He was surprised to see how many patches it had, along with tears and holes, and it was so very thin. While Henry noticed that the brown pants hanging on the line were also very worn and patched up, he also realized that the pants and shirt looked like the exact



same color and size of the new clothes he had. His new shirt was blue, and his new pants were brown.

With a lovely idea swirling in his head, Henry ran to the wagon and asked his father if he could put his new clothes up in place of the worn-out clothes on the clothesline.

Henry's older sister Annie cried out, "Henry! You would give up your new clothes? You can't get any more for six months."

Henry looked down at the clothes he was wearing. "My clothes are only a little worn," he said. "They will last six months."

With his father's permission, Henry took the ragged brown pants and blue shirt from the clothesline and replaced them with his new ones. Then, below the clothesline, he placed the box with his new socks and shoes.

As he dashed off back to the wagon, a warm, beautiful feeling filled his heart. Rays of sunshine broke through the clouds at that moment, and Henry could not remember ever feeling so happy.

Many years later, on a cold winter's day,

Henry was sitting by Annie at church. Their new minister had been in the area for only a few weeks, but Henry and Annie already loved him.

"Today," said the minister, "I want to tell you how my family came to believe in God and come to Him. Many years ago, my mother did not believe in God. She was a very poor widow, and life was hard for her. She didn't even have enough money to buy clothes for her little boy, and his clothes were so worn out. One day, she washed the clothes and hung them up to dry, fearing that the next time she washed them, they would just fall apart. Later that day, when she went to the clothesline, the old clothes had turned into perfectly new, sturdy clothes, and there were new shoes and socks on the ground. She felt that it had to be the work of God."

Annie looked at Henry with wide eyes. "Henry, that was you, not God."

Henry thought about the warm feeling in his heart that day, which had told him what to do. Henry smiled and shook his head. "No, Annie, that *was* the work of God."

## Compare and Contrast Similar Stories and Characters

Have the child tell you the main things that happened in the story and then discuss the questions.

1. In the last unit, we read a story called "The Little Loaf." The main character was Gretchen, who did not fight for bread. How are Gretchen's and Henry's stories different? [Gretchen is a girl, and Henry is a boy. They lived in different countries. Gretchen was really poor, but Henry helped someone really poor. Gretchen's story is about honesty, but Henry's story is about giving to others.]
2. Although their stories were different, both Gretchen and Henry made a good choice. Gretchen did not fight for bread, and Henry was kind. How was each child rewarded, and was the reward the same or different? [Gretchen was rewarded with silver, and Henry was rewarded with peace. They were both rewarded with happiness.]

**BONUS WORK**

Use the A-Z section on the free Good and Beautiful Letter Tiles app to have the child create the following words, one word at a time: not, bat, mop, lap. Then switch out the vowel in each word to form another word.

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



## 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.



**Two girls have cats.**



**They have pigs.**



**Oh, I love the cats.**



**The cat goes up a hill.**



**Read to the child:** You get to write about a pond! Write your name on the first line after the word BY. Choose two words from the purple box and write one on each purple line. Write a word from the teal box on the teal line. Draw a picture about what you wrote.

.....  **Writer's Workshop** .....

rocks frogs plants

swim play

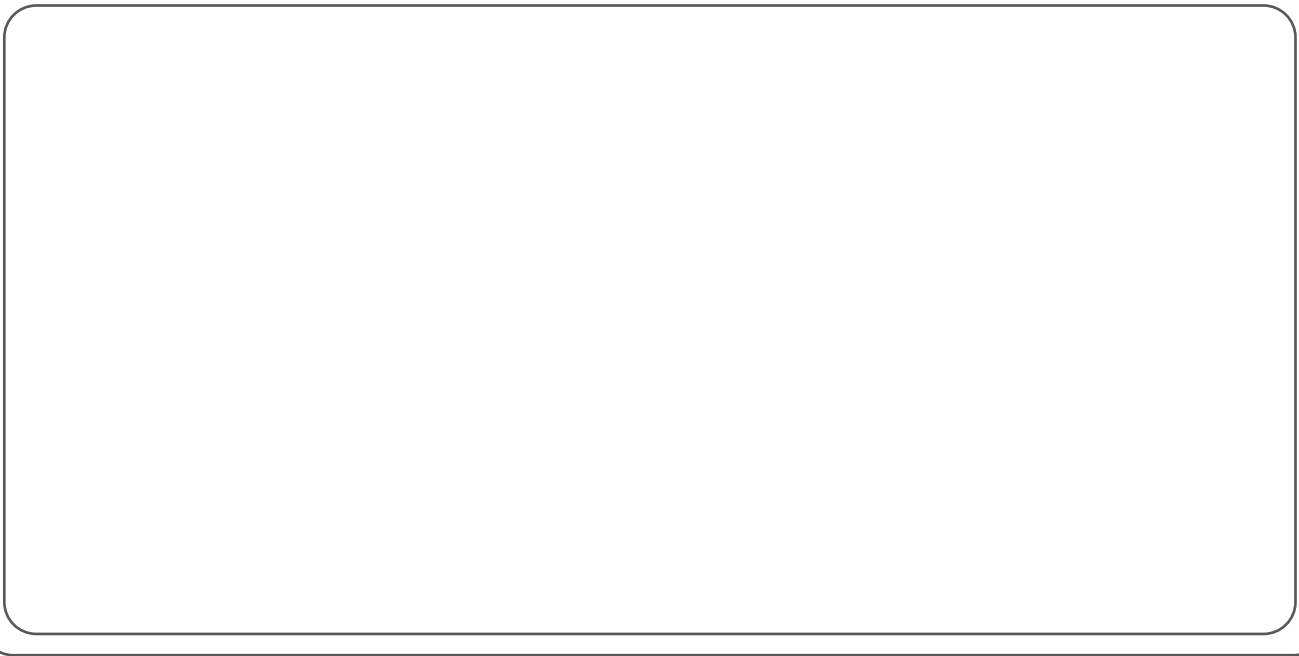
# The Pond

By \_\_\_\_\_

In a pond there are \_\_\_\_\_

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

Ducks \_\_\_\_\_ in the pond.



**PREPARATION  
NEEDED:**  
see instructions  
below

# LESSON 83

## Respectful Conversations

**Parent/Teacher Preparation:** The child will need a group setting of 3 to 4 children (in person or virtually with appropriate supervision) between ages 5 and 13 to practice participating in a collaborative discussion. If you cannot put this group together for this lesson, skip the lesson and come back to it on a day that you are able to have a group. In a later lesson, the child will practice a conversation with an adult. If needed, you may do this activity with siblings, but consider that it can also be an opportunity to gain experience talking with people outside your home.

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** The painting on this page is titled “Chatting in the Country Lane.” Two neighbors are having a conversation. This means they are talking about something. Being able to talk with other people and learn from them is a great blessing. When we talk to people, we should be respectful and follow rules.



Get the group together and follow these instructions:

- **Read to the children:** In Psalm 105:2, the Bible says this about God: “Talk ye of all his wondrous works.” Today we are going to talk about God’s wondrous works, and you will each share your personal thoughts. When we have a group conversation, it is good to follow some rules. I will read some rules for good conversation. **Read and discuss the rules. If desired, you can role-play how to follow—or not follow—some or all of the rules.**

# Rules of Conversation



- Wait patiently for your turn.
- Don’t interrupt when others are speaking.
- Look at others when they are talking and show that you are interested in what they are saying.
- Don’t tell others that their ideas are not good or make fun of them.
- Ask questions to learn more and seek a better understanding of what others think.
- Speak clearly and loudly enough to be heard.

- **Read to the children, filling in the blank with the name of the child you are teaching:** We will now have our discussion. I will read some questions and also ask some follow-up questions during the discussion to learn more about your answers or make sure your answer is understood. **Take out the painting on page 241 and display it for the children. Read each question in purple below. During the discussion prompt the children for more information by asking the questions in the green box.**

1. \_\_\_\_\_, in this painting of Germany long ago, can you find a fisherman and a girl with her goats? The girl’s family probably used the goats for milk and cheese, and she probably found joy in playing with and watching the goats. God made so many wonderful creatures. What animal are you grateful for, and why?
2. \_\_\_\_\_, do you see the tree in the painting that is turning yellow? Some of the grass is also turning yellow. In addition, there is a little bit of snow on the mountains. The painting shows fall. The seasons are spring, summer, fall, and winter. What is your favorite season, and why?

Can you tell me more about that?  
 Why else do you like that animal?  
 Are there any ways (or additional ways) the animal is useful or brings us joy?  
 \_\_\_\_\_

Is there anything you don’t like about the season?  
 Are there any smells, sounds, or sights of the season that you particularly like?

## BONUS WORK

Write the following words on 12 index cards: cat, rat, ball, fall, block, rock, sand, band, cry, try, speck, deck. Lay them down in 3 rows of 4 with the words facing down. Take turns turning over 2 cards at a time to find a rhyming match. Continue until all matches are found.



## Independent Practice

**Read to the child:** Cross out any boxes where the text does not match the picture.

A pig and a  
cat sit on a log.



The dog can  
run.



Ben can pet  
the dog.



**Read to the child:** Rhyming words end with the same sound. Read the words on each line and cross out the word that does not rhyme.

## RHYMING WORDS

1. hay                      day                      get

2. fly                      desk                      sky

3. play                      say                      pit

4. by                      rock                      cry

5. bent                      tent                      send

6. way                      say                      fit



# LESSON 84

## Spelling and Vocabulary Practice

- Work on reading booster cards or books for 6 to 10 minutes.
- Complete the letter tiles activity. Don't know how to switch the letter tiles out? See the helpful hint on page 236.

**Helpful Hint:** In this lesson the child will read unfamiliar words and learn to ask the meaning of unfamiliar words. These things help the child build confidence and have fun learning new words.



### LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 84 or use physical tiles. **Read to the child:** Today you get to do a fun activity. First, create the word TIP, and then I will keep telling you a new word to create by just changing, deleting, or adding a letter.

tip lip flip flop flap lap sap sip slip slid sled

**Read to the child:** Now let's practice your new spelling words for Unit 3. I will create each word with tiles and add a blank space after it. You read the word, and then copy the word with tiles after the blank space. Finally, clear all the tiles. I will tell you the word, and you create it again with the tiles.

the you go or

- Read to the child:** At times when you read, you will come across a word that you don't know the meaning of. Read the sentences in the green box. When you get to a word you don't know, sound it out. Then ask me what the word means, and I will tell you. Finally, read the sentences again.

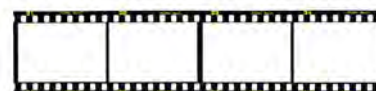
(**bog** = wet, squishy ground | **asp** = a type of venomous snake | **lax** = not careful | **apt** = likely)

“Do not play by the bog,” said Mom. “An asp is there.”

The boy did not get lax. He was apt to do as his mom said.

- Read to the child:** Learning new words can be so fun! You read each word in purple on the chart, and then I will read the definition of the word. Then you point to the picture of the item.

film	a thin plastic that was once used in cameras
brass	a gold-colored metal



**BONUS WORK**

Use the A-Z section on the free Good and Beautiful Letter Tiles app to have the child create the following words: by, try. Have the child create the following words, replacing one letter each time to create a new word: dry, cry, fry.



# Independent Practice

Read to the child:  
A word can sound the same but mean different things. Draw a line from each sentence to the picture that shows the correct meaning of the word PLAY that is being used.

The little boy can **play**.

We will go to the **play**.



Read to the child: Say each word, and then trace each word.

Say It

Trace It

by  
my

by  
my

Say It

Trace It

say  
day

say  
day

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



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# LESSON 85

## Punctuation Fluency: Part 2

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child:** Alliteration is when two words close to each other start with the same beginning sound. For example, listen to the beginning D sounds in this sentence: The **dog digs deeply**. Read the beginning of each sentence and finish the sentence by pointing to a word from the word bank that creates alliteration (uses the same first sound).

sit	play	jump	buzz
-----	------	------	------

The big black bug will \_\_\_\_\_.

I \_\_\_\_\_ on the soft sand.

- Point to the comma in the red box. Read to the child:** This is a comma. A comma tells us to pause briefly when we are reading.

Comma  
,

I will read the first two orange sentences, pointing to each word as I go, so you can follow along with me. I will show you how I pause briefly at each comma. Then you read the rest of the orange sentences, pausing briefly at each comma.

1. Russ, my dog, is mad.

2. I mix, and Dad cuts.

3. Yes, I love it.

4. That boy, Dan, is fun.

5. No, we did not go.

6. Oh, there is a duck.

7. The girl runs, and I sit.

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

### Do You Know How Many Stars?

By Johann Wilhelm Hey (revised)

Do you know how many stars  
Are shining in the skies?  
Do you know how many clouds  
Each day go floating by?  
God in heaven knows them all,  
And would miss one should it fall.  
Do you know how many children  
Go to little beds at night,  
And without a care or sorrow,  
Wake again with morning light?  
God in heaven each name can tell,  
Knows us, too, and loves us well.



## BONUS WORK

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



## 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.



Is it snug in there?



Does she kiss the kit?



Does he nap?



Does the little kit play?

## ITEMS NEEDED:

small snack item  
(optional)

## LESSON 86

## SH: Part I



- Work on reading booster cards or books for 6 to 10 minutes.
- If desired, put a little snack on different parts of the zoo path on the following page (such as a fruit snack or piece of cereal) to motivate the child to continue around the path. Read to the child: As you have learned in your reading booster cards, S and H together make the sound /sh/. Read each word on the zoo path on the next page.
- Complete the letter tiles activity.



## LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 86 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words with tiles.

wish dish dash shed shut shop rush shy ship

Read to the child: Now let's practice your new spelling words for Unit 3.

the you go or



## Independent Practice



On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Videos and have the child watch these two videos one or more times:

1. [Manners: Poetry Memorization](#)
2. [Long Vowel Sounds](#)

## Manners

By Florence A. Richardson

Water and soap will make you sweet;  
Brush and comb will keep you neat;  
But "Thank you," "Please," and "Pardon me,"  
Will make a sweeter child of thee.

## BONUS WORK

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

# Zoo Path



trash  
crash  
rush  
flash  
mash  
shop  
shin  
shut  
fresh  
shed  
fish  
dish  
Josh  
cash  
trash  
crash  
rush  
flash  
mash  
shop  
shin  
shut  
fresh  
shed  
fish  
dish  
Josh  
cash  
crush  
brush  
slush  
blush  
gush  
swish  
shot  
shy  
flush  
yep  
rash  
wish  
wash  
ship  
ship  
cash  
Josh  
dish  
fish  
shed

Start


## ITEMS NEEDED:

8 sticky notes

## LESSON 87

## SH: Part 2 / Capitalization Rules

- 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 “Sticky Note Rhymes” activity.



Sticky  
Note  
Rhymes

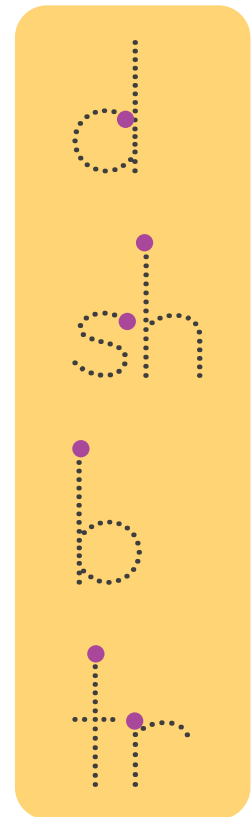
**PREPARE:** Write the words below on sticky notes. Hang up all the sticky notes in random order on a wall or window.

• shop      • wish      • brush      • smash  
• hop      • dish      • mush      • cash

**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 or set of letters to the beginning of each group of letters to create four different, real words. Each letter or set of letters is only used once, so cross it out after it is used.



ift

ish

rush

ash

**Helpful Hint:** The next lesson is a poetry party! There are **OPTIONAL** activities that may need some preparation.

- **Read to the child:** Letters can be uppercase or lowercase. Capital and uppercase mean the same thing. Here are three times when you capitalize a letter, which means you make it uppercase: 1) sentences always start with a capital letter, 2) the word “I” is always capitalized, and 3) proper nouns are always capitalized. Names of people and pets are examples of proper nouns. Read these sentences and circle any letters that should be capitalized but are not.  
**Note:** These sentences also practice SH words.

1. Yes, tim loves to play.

2. he is not shy.

3. I wish i could play.

4. Will ed rush the song?

5. do not smash the drum.

6. can I buy it at the shop?

7. I wish i had a drum.



- **Read to the child:** Let's review. Let's practice clapping syllables. First, I will tell you the word, and then we will clap together.

can - dy   pa - per   pea - nut   back - pack   horse   frog   pen - cil   note - book   a - pron

1. How many letters are in the alphabet? [26]
2. What sound does SH make? [/sh/]
3. What sound does AY make? [/ay/ as in DAY]
4. What are the vowels? [A, E, I, O, U, and sometimes Y]

### BONUS WORK

Read each word to your child and have him or her clap the syllables in the word: cat, donkey, tiger, elephant, crocodile, funny, hat, paragraph.

Have the child write the words IN and TO on the whiteboard. Then have the child write the words together to create INTO.



# Independent Practice



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.

x g w o F e s D g t a i H m n

You or the child cut out the boxes with blue letters 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.

w		x
t		b
f		d
k		d

a
e
i
u

## ITEMS NEEDED:

see optional  
activity ideas

highlighter or  
yellow crayon

watercolors

paintbrush

## LESSON 88

## Poetry Party: Birds

**Helpful Hint:** Instilling the language and beauty of poetry into a child's mind at a young age is one of the best ways to create a strong foundation in character, writing, memory, vocabulary, and thinking skills.

**PREPARATION:** Before beginning the lesson, read through the optional activity ideas at the bottom of the page and decide if you want to do some, all, or none of them. Prepare items if needed.

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Today we get to have a poetry party! We are going to have so much fun reading poems about birds and doing fun activities with this theme. While I read the poems, try to imagine the scenes in your mind.



## To Be a Bird

By Heidi Jenkins

To be a bird, how would it be?  
I'd fly from here right to that tree.  
Then I would perch, all proud and tall,  
And warm each egg and guard them all.  
Then I'd swoop down. "Gulp, gulp!" I'd go.  
For worms taste great to birds, you know.  
"On second thought," I now will say,  
"I'm glad I'm not a bird today."

## Bird Nest

By Tessa Greene

I see a basket made of sticks,  
All hidden in a tree.  
I know that it's a bird's nest—  
See the eggs? One, two, three!  
Mama bird flies back,  
And she lands inside her nest  
To take care of her little eggs,  
And take a little rest.

## Optional Activity Ideas

- Make owl snacks by spreading nut butter on a rice cake and decorating the owl with any desired items: bananas, blueberries, slivered almonds, cheese, cereal, or crackers.
- Watch the video [The Amazing World of Birds](#) on The Good and the Beautiful Homeschool Science YouTube channel.
- Observe birds in your yard or at a nearby park. Watch their behaviors and count how many different kinds you can find.



## Birds

By McKay Felsch

As I walk in wonder through the fields,  
Many birds sing to me.  
I look up at the tree that shields  
The bird's nest in the tree.

The goose is swimming in the pond,  
Hawks are in the air,  
And the ruddy duck of which I'm fond  
Feeds her young with tender care.

Seagulls are circling overhead,  
A robin is chirping in the tree,  
And the lark that is well-fed  
Is singing happily.

## Peacock

By Maggie Taylor Enger

The noble peacock struts about  
Looking beautiful and wise.  
With a crest atop his turquoise head  
He has a grand surprise—  
A tail that spreads like a hand-held fan  
Covered in blue-green eyes.

- Explore the painting below, discussing how each bird is a unique creation of God. Ask the child which bird in the painting is his or her favorite.
- **Read to the child:** Read the words below aloud. If you spy what the word describes in the picture below, highlight the word with a highlighter or yellow crayon.

duck sock wall dish lamp hen  
hill rock ball fish shell grass





# Independent Practice

Take out this page and cut on the dashed line. Have the child paint the peacock with watercolors. Save this page for the next lesson.

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# LESSON 89

## SH: 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 89 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words with tiles.

ash

she

fish

mush

flash

lash

trash

Read to the child: Now let's practice your new spelling words for Unit 3.

the

you

go

or

- Have the child read each sentence and then put a check mark in the box.

They shop.

The shed is tall.

The boy is shy.

She has a brush.

The dish is big.

I dash fast!

He goes in the shack.

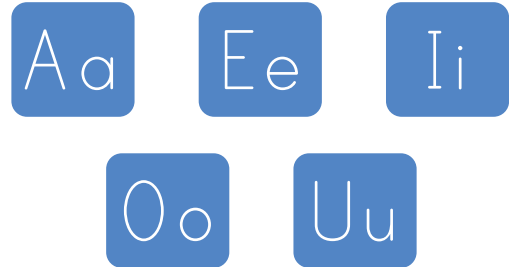
There are two ships.

- Work on memorizing the poem with the child.

Manners  
 By Florence A. Richardson

Water and soap will make you sweet;  
 Brush and comb will keep you neat;  
 But "Thank you," "Please," and "Pardon me,"  
 Will make a sweeter child of thee.

- 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. Now point to each vowel and say its long sound.



**BONUS WORK**

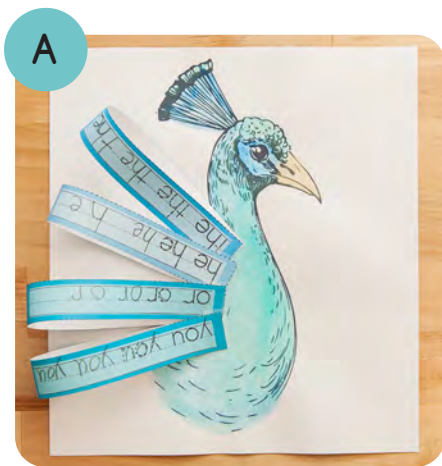
\* Help the child work on memorizing his or her address.

**Independent Practice**

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

# Spelling Peacock

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



- Take the peacock head page that you painted in the last lesson. Loop four of the paper spelling strips and tape them to the left edge of the page as shown in Picture A.
- Loop the other four paper spelling strips and tape them in another row as shown in Picture B.

the the

you you

go go

or or

he he

the the

you you

or or

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# LESSON 90



## CH: Part I

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** As you learned in your reading booster cards, the letters CH make the sound /ch/ as in CHIP. Point to the box and say the sound that C and H say together.


ch

Great! Now we are going to add letters before the /ch/ sound to make words. Say the sounds of the letters, and then add /ch/.

much    such    rich    inch    pinch    ranch

- **Read to the child:** Let's imagine you are making the cake shown on this page. Read all the words in green. Then draw lines from the pretty cake to each item you would use to make the cake.



Use the app  Practice these Unit 3 spelling words using the Letter Tiles app (Level K > Spelling Words: Unit 3) or any way desired: **the, you, go, or.**

Read to the child: Read the orange sentences, pausing briefly at each comma and stopping briefly at each period.


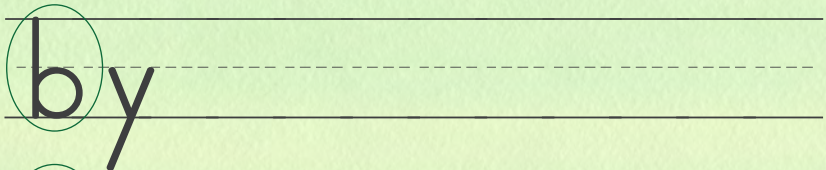

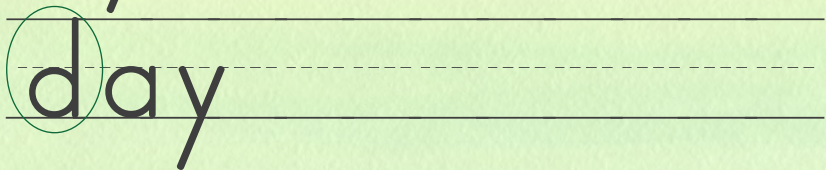

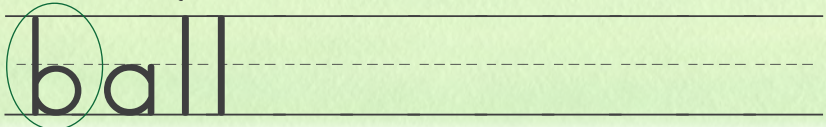
Oh, Mom said we can help. I will stay and help Mom, but the two girls must go. I will stay all day.

**BONUS WORK**

\* Dictate these words and have the child write them on the whiteboard: day, way, say.

 **Independent Practice**

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.

Read to the child: Read the words on each cake aloud. If all the words rhyme, decorate the cake. Words that rhyme end with the same sound, even if that sound is made by different letters.

			
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**ITEMS NEEDED:**  
Google Maps™  
online  
a dime

# LESSON 91

## Notes from the Polar Regions

**Parent/Teacher Preparation:** Prepare a way to view Google Maps™ online.

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child:** Today we get to talk about the North and South Poles. Look at the picture of Earth shown on this page. As you have learned, a globe is a model of our earth. The North Pole is at the top of the earth, and the South Pole is near the bottom of the earth. **Point to the North Pole. Point to the South Pole.** Before we listen to a story about children who live in and visit areas around the poles—the polar regions—let’s practice writing some words. I will tell you three words, and you write them on the polar bears below. Polar bears live in the North Pole but not the South Pole. **Dictate the words:** my, day, say.

North Pole



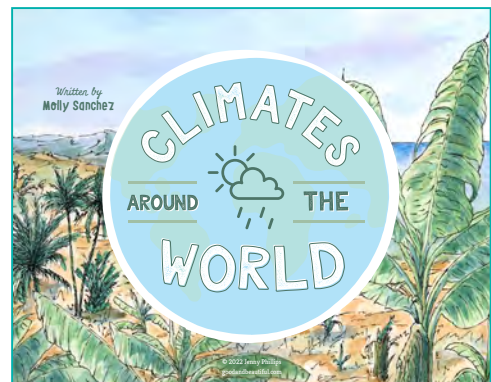
South Pole



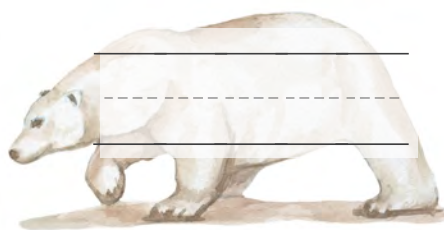
### GEOGRAPHY BOOK



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



- Which climate type do you think we live in? [Answers will vary.]
- Which climate type is found near the equator? [tropical]
- Which climate type has extremely cold, long winters? [polar]



- **Read to the child:** We can use different tools to learn where places are. For example, we can find the McMurdo Station in Antarctica on a paper map or a map on the internet. Google Maps™ creates accurate maps using signals from satellites up in space. This is called GPS technology. Let’s explore McMurdo Station on Google Maps™. [Go to googlemaps.com](https://www.google.com/maps/@77.841935,-156.621386,15z). Search for “McMurdo Station Antarctica.” Switch to the terrain view. Let the child zoom in and out and explore.
- **Give the child a dime and explain what heads and tails are. Read to the child:** Let’s play an activity called “Are you going to the North or South Pole?” You flip the coin. If it lands on heads, read one of the sentences above the North Pole, and then color in the box. If you flip tails, read one of the sentences below the South Pole and color in the box. Whichever area gets all the boxes colored in first—the North Pole or the South Pole—is where we imagine you get to visit.

## Are you going to the North or South Pole?

- The boy will stay.
- Her clay is dry.
- Does it fit?
- She goes up.



North Pole



South Pole



- There are two cats.
- Oh, it is little.
- They said yes.
- A girl prays.

### BONUS WORK

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



## Independent Practice

### Write About North Pole Animals

Read to the child: Trace the words, and then finish the sentence with the correct word.



fox pig

You are a \_\_\_\_\_.



fly swim

You can \_\_\_\_\_.



small big

He is \_\_\_\_\_.

# LESSON 92

## CH: 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 92 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words with tiles.

chin

much

rich

lunch

inch

chop

such

Read to the child: Now let's spell some more words.

ball

by

wall

my

tall

small

- Have the child read each sentence and then put a check mark in the box.

I munch a chip.

I play chess.

I tap my chin.

Yay, he has a chick.

We chat.

The chest is for me.

It is such a fun trip.

Look at the chimp.

**BONUS WORK**

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




# 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 the missing letters in each box.



## Segment and Spell



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sh



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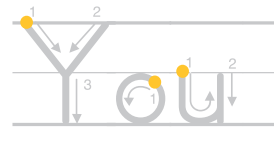
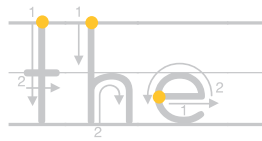
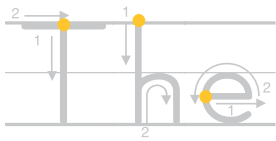
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sh

**Read to the child:** Each sentence below is missing either the word THE or YOU. Read the rest of the sentence, and then write the missing word in the blank red spot. Always start a sentence with an uppercase letter. Put an X in the green box if you put a space before and after the word you wrote.



I am in \_\_\_\_\_ shed.

\_\_\_\_\_ are a girl.

Do \_\_\_\_\_ love fish?

# LESSON 93

## Reading Words with Suffixes and Prefixes

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child:** We can add a group of letters to the beginning of words to change the words. In each box, read the word in blue. Then read the syllables in black. Then put the syllables together to read the word in purple.

<b>well</b> un - well <b>unwell</b>	<b>pack</b> un - pack <b>unpack</b>	<b>do</b> un - do <b>undo</b>	<b>lock</b> un - lock <b>unlock</b>
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- Read to the child:** In each box draw a line between the two syllables as shown, and then read the word.

<b>unclog</b>	<b>unpin</b>	<b>unzip</b>	<b>unclip</b>
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- This activity practices some unit spelling words and other words and breaks up the reading in this lesson. **Read to the child:** We are going to do an activity called “Pop-Up Spelling.” You duck down. I will tell you a three-letter word to spell. You spell it, popping up a little with each letter. On the last letter, jump up. **Dictate these words:** hat, van, the, you, day, say.
- Read to the child:** We can also add a group of letters to the end of words to change the words. In each box, read the word in blue. Then read the syllables in black. Then put the syllables together to read the word in purple.

<b>sad</b> sad - ness <b>sadness</b>	<b>ill</b> ill - ness <b>illness</b>	<b>fit</b> fit - ness <b>fitness</b>	<b>rich</b> rich - ness <b>richness</b>
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- Read to the child:** In each box draw a line between the two syllables, and then read the word.

<b>blackness</b>	<b>softness</b>	<b>gladness</b>	<b>sickness</b>
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**BONUS WORK**

Use the A-Z section on the free Good and Beautiful Letter Tiles app to have the child create the following words: fly, try, my. Have the child create the following words, replacing one letter each time to create a new word: day, lay, may, say.



# Independent Practice

**Read to the child:** Trace the words, and then finish the sentence with the correct word.



## Write About the Penguin

egg ax

He has the .

**Read to the child:** Say each word, and then trace it.

Say It

Trace It

by

by

my

my

Say It

Trace It

say

say

day

day

**Read to the child:** Look at the picture in each box. Trace the letter the picture starts with: B or D.

bed

bed

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**ITEMS NEEDED:**

Google Docs™ or  
another word  
processing  
program

# LESSON 94

## Writer's Workshop: Japan



- Work on reading booster cards or books for 6 to 10 minutes.
- To expose children to digital tools available for writing, open up Google Docs™ or another word processing program. Read to the child: When we write, we can write on paper, on computers, or on other devices. Today we are going to do research about Japan and write about it. I will type our research project today. Here is what I am going to write. Read the purple text below to the child. You will help me fill in the blank spots. Type the following paragraphs (in purple).

Japan is a wonderful country. Let's take a look at the geography and weather of Japan.

What is the geography of Japan like? Well, first you should know that \_\_\_\_\_. Second, \_\_\_\_\_.

Another interesting thing to learn about Japan is its weather. \_\_\_\_\_. Also, \_\_\_\_\_.

Japan's geography and weather make it an interesting country.

Read the information below with the child. Then have the child help you fill in the blanks in the paragraphs that you typed.

### Geography

- Japan is a small country.
- Japan is made up of a group of islands.
- Japan is part of the continent of Asia.
- Most of Japan is covered with mountains.

### Weather

- Japan has summers that are long, hot, humid, and sunny. Humid means the air feels wet.
- Many of the mountains in Japan receive a lot of snow in the winter.
- Many trees and plants grow in Japan because of the warm weather and rich soil.

### BONUS WORK

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



# Independent Practice

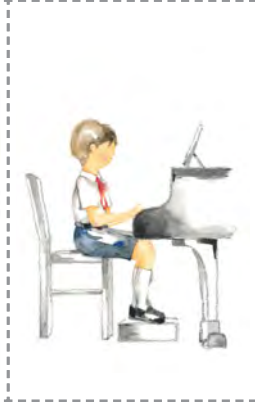
**Read to the child:** Tell me what would happen if the illustration in a book showed things that happened before you read about it happening. [It wouldn't be as fun.] What would happen if the illustrations in a book didn't match the story? [It would be confusing.] Cut out the illustrations at the bottom of the page. Read each book page below, and then glue the illustration on the blank page next to the matching text.

Jun does a lot in the day. He plays a song.

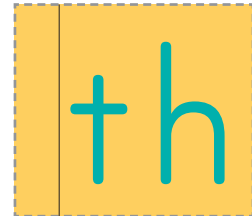
Next, he gets a ball and a bat and has fun.

Jun then plays. He can go up and jump off.

Last, he sits with his cat. It was a long day.



Save the box with the TH for the next lesson.



## ITEMS NEEDED:

unsharpened  
pencil  
highlighter  
tape

## LESSON 95

## TH: Part I



- Work on reading booster cards or books for 6 to 10 minutes.
- Attach the TH box saved from the previous lesson to one end of an unsharpened pencil using clear tape. Use the solid line as a guide for the tape. Once attached, the TH box will be like a flag on the pencil. Give the pencil to the child. Read to the child: You have learned the sounds of TH in the reading booster cards. Now you get to practice the words! Place the TH on the pencil over each yellow box and read the word it creates.

	at
--	----

	an
--	----

	em
--	----

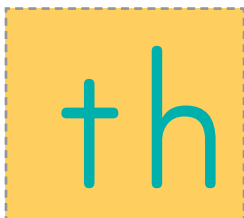
	us
--	----

	is
--	----

	ick
--	-----

	en
--	----

	in
--	----



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○ Read to the child: Now use the TH on your pencil to practice words that end with TH.

ma

clo

ba

six

mo

slo

wi

ten

○ Have the child read the following passage.

### The Lunch

This lunch is so much fun! Seth and Beth sit with me on the thick cloth. We sit by the pond and the path. I am glad for this day.



○ Read to the child: Words that rhyme have the same ending sound. For example, DOG and LOG rhyme. CLOCK and BLOCK rhyme. SAT and RAT rhyme. Write a word that rhymes with the word below.

\_\_\_\_\_

may

\_\_\_\_\_



## Independent Practice



**Read to the child:** Read the words below aloud. If you spy what the word describes in the picture below, highlight the word with a highlighter or yellow crayon.

hen

dog

wall

dish

ship

hip

hay

kid

brick

bench

chick

can



# LESSON 96

## TH: 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 96 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words with tiles.

this

that

math

bath

them

path

with

Read to the child: Now let's practice your spelling words for Unit 3.

the

you

go

or

- Have the child read each sentence and then put a check mark in the box.

	<input type="checkbox"/> I love math.	
<input type="checkbox"/> The cloth is thin.		<input type="checkbox"/> That is a bench.
<input type="checkbox"/> The sloth is big.		<input type="checkbox"/> A moth can fly.
<input type="checkbox"/> This is fun.		<input type="checkbox"/> Seth will plan a trip.
	<input type="checkbox"/> Go with me.	

### BONUS WORK

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



## Independent Practice

**Read to the child:** Read the name and the hint under each name. Draw a line to match the correct name with the finger puppet.

**Seth**

He has a belt.

**Beth**

She has a bun.

**Ted**

He does not have a belt.

**Ann**

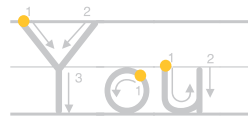
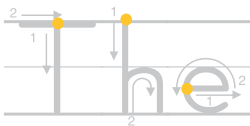
She has a red dress.

**Jill**

She is not last.



**Read to the child:** Each sentence below is missing the word THE or YOU. Read the rest of the sentence, and then write the missing word in the blank red spot. Always start a sentence with an uppercase letter. Put an X in the green box if you put a space before and after the word you wrote.



\_\_\_\_\_ boy is tall.

\_\_\_\_\_ can stay.

Are \_\_\_\_\_ glad?

# LESSON 97

## The Art of Hasui Kawase

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** We get to study the artist who created the painting on this page. Look how beautiful the clouds are. I'll read a fun poem about clouds, and then we'll listen to an art book.

### Clouds

By Dorothy Aldis

If I had a spoon  
As tall as the sky,  
I'd dish out the clouds  
That go slip-sliding by.  
I'd take them right in  
And give them to Cook  
And see if they tasted  
As good as they look.



- Complete the art book activity.

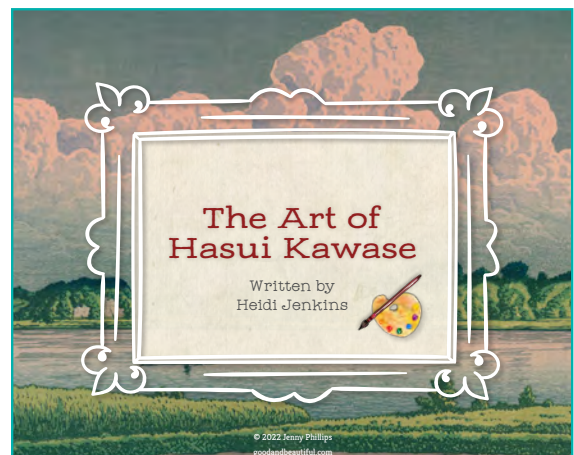


## ART BOOK



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

1. In which country did the artist Hasui Kawase live and paint? [Japan]
2. Describe one of your favorite scenes painted by Hasui Kawase.
3. Did Hasui Kawase paint more landscapes (paintings of nature scenes) or portraits (paintings of people's faces)? [landscapes]



## BONUS WORK

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



## Independent Practice

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



## Reading Comprehension

# Beth and Mom

Beth and Mom love to play.  
They stay by a pond and sit on  
a cloth. They look at ducks and  
kick a ball.

Do they play with a ball?	<input type="radio"/> yes <input type="radio"/> no
Do they look at fish?	<input type="radio"/> yes <input type="radio"/> no

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



She looks.

She zips it up.

**ITEMS NEEDED:**  
white liquid chalk  
marker or white  
crayon

# LESSON 98

## The Parts of a Book

- Work on reading booster cards or books for 6 to 10 minutes.
- Give the child a liquid chalk marker or a white crayon. Read to the child: Today we get to talk about books. First, let's practice writing some words. I will tell you three words, and you write them on the chalkboards below. Dictate the words: you, go, or.
- Have the child point to each box on the picture. Tell the child what the item is.
- Show the child where to find the names of authors and illustrators in a few different books you have. Have the child explain the author's and illustrator's roles in creating a book.
- Work on memorizing the poem with the child.

### Parts of a Book



### Manners

By Florence A. Richardson

Water and soap will make you sweet;  
 Brush and comb will keep you neat;  
 But "Thank you," "Please," and  
 "Pardon me,"  
 Will make a sweeter child of thee.





# Independent Practice

**Read to the child:** You get to write about a hot day! Write your name on the line after the word BY. Write words from the purple box on the purple lines. Write a word or words from the teal box on the teal line. Illustrate what you wrote. *You can help the child write words other than these if desired.*

## **Writer's Workshop**

swim play camp

me the sun

### On a Hot Day

By \_\_\_\_\_

On a hot day, I love to \_\_\_\_\_

and \_\_\_\_\_

I'm glad God made \_\_\_\_\_


**PREPARATION  
NEEDED:**  
see instructions  
below

# LESSON 99

## ING: Part I



**Parent/Teacher Preparation:** Assemble the ING Flipper on page 283.

- Work on reading booster cards or books for 6 to 10 minutes.
-  Practice these Unit 3 spelling words using the Letter Tiles app (Level K > Spelling Words: Unit 3) or any way desired: **the, you, go, or.**
- Read to the child:** As you have learned from your reading booster cards, the letters ING make the sound /ing/ as in SING. On the chart below, read the two words below each picture and fill in the circle next to the word that matches the picture. When a word has a double consonant, you say the sound of the consonant once.

			
<input type="radio"/> hugging <input type="radio"/> praying	<input type="radio"/> hopping <input type="radio"/> swinging	<input type="radio"/> crying <input type="radio"/> clapping	<input type="radio"/> swimming <input type="radio"/> shutting
			
<input type="radio"/> singing <input type="radio"/> running	<input type="radio"/> standing <input type="radio"/> skipping	<input type="radio"/> playing <input type="radio"/> flying	<input type="radio"/> brushing <input type="radio"/> ringing

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



## 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 Ship

It is such a big ship.

The wind picks up, and it goes fast.

Is it a small ship?	<input type="radio"/> yes	<input type="radio"/> no
Does it go fast?	<input type="radio"/> yes	<input type="radio"/> no

### Asking and Answering Questions

**Read to the child:** Find out the answer to each question. Then trace the words and finish the sentence with the correct word.

Does your mom love black or red best?

Mom loves \_\_\_\_\_ best.

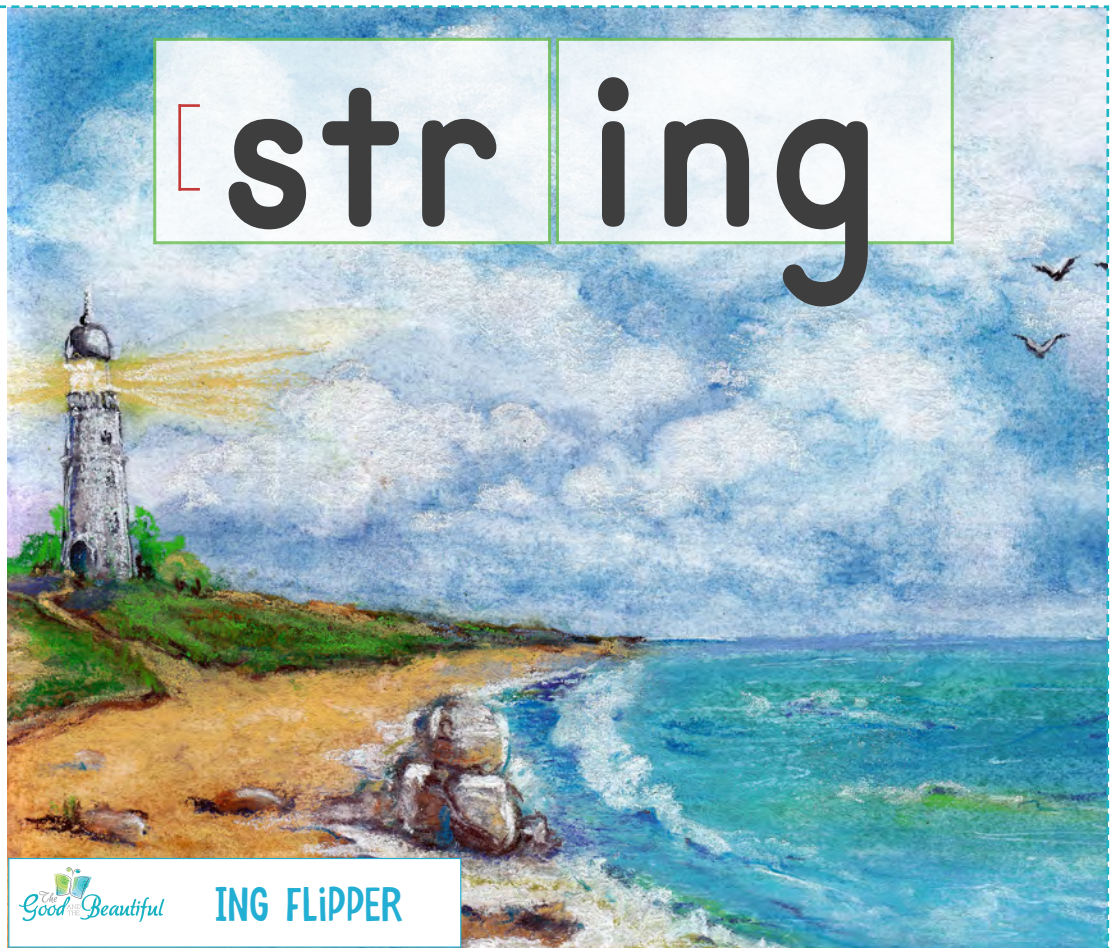
Does your mom love cats or dogs best?

Mom loves \_\_\_\_\_ best.

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.

k	s	sw	br	d	fl	w
[	[	[	[	[	[	[
r	sl	th	st	cl	do	fall
[	[	[	[	[	[	[

Good books  
are like  
lighthouses  
warning us  
of dangers  
and bringing  
light into our  
lives.



**PREPARATION  
NEEDED:**  
see instructions  
below

# LESSON 100

## ING: Part 2

**Parent/Teacher Preparation:** Take out page 287 and assemble the *Buzz! An ING Fold-up Book*.

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Today we are going to use the theme of honeybees in our lesson!

Let's start by reviewing how to clap syllables. First, I will tell you the word, and then we will clap together.

bee    hon - ey    buzz - ing    hon - ey - comb    yel - low    fly

1. How many letters are in the alphabet? [26]
2. What sound does CH make? [/ch/] What sound does AY make? [/ay/ as in DAY]
3. What are the vowels? [A, E, I, O, U, and sometimes Y]
4. What sound does SH make? [/sh/]

- Have the child read the *Buzz! An ING Fold-up Book* that you prepared.
- **Read to the child:** The bees below love collecting pollen from flowers. Read the words beside a bee, choose which flower it will land on, and draw a line to it. Repeat for all the bees.

king  
sing



ding  
zing



thing  
bring



ring  
swing



string  
cling



**BONUS WORK**

\* Dictate these words and have the child write them on the whiteboard: day, way, say.



# Independent Practice

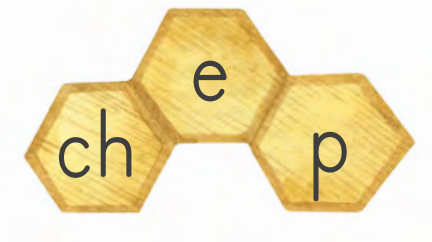
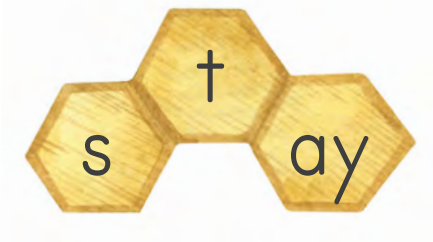
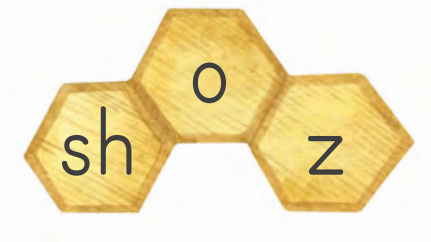
**Read to the child:** Read each word. Then write a new real word by replacing the first letter of the word with one of the letters in the green box. The first letter is circled to remind you to replace it.

v b	my
d z	say
f j	call

**Read to the child:** Read the words on the beehives aloud. If all the words rhyme, draw a bee above the beehive.



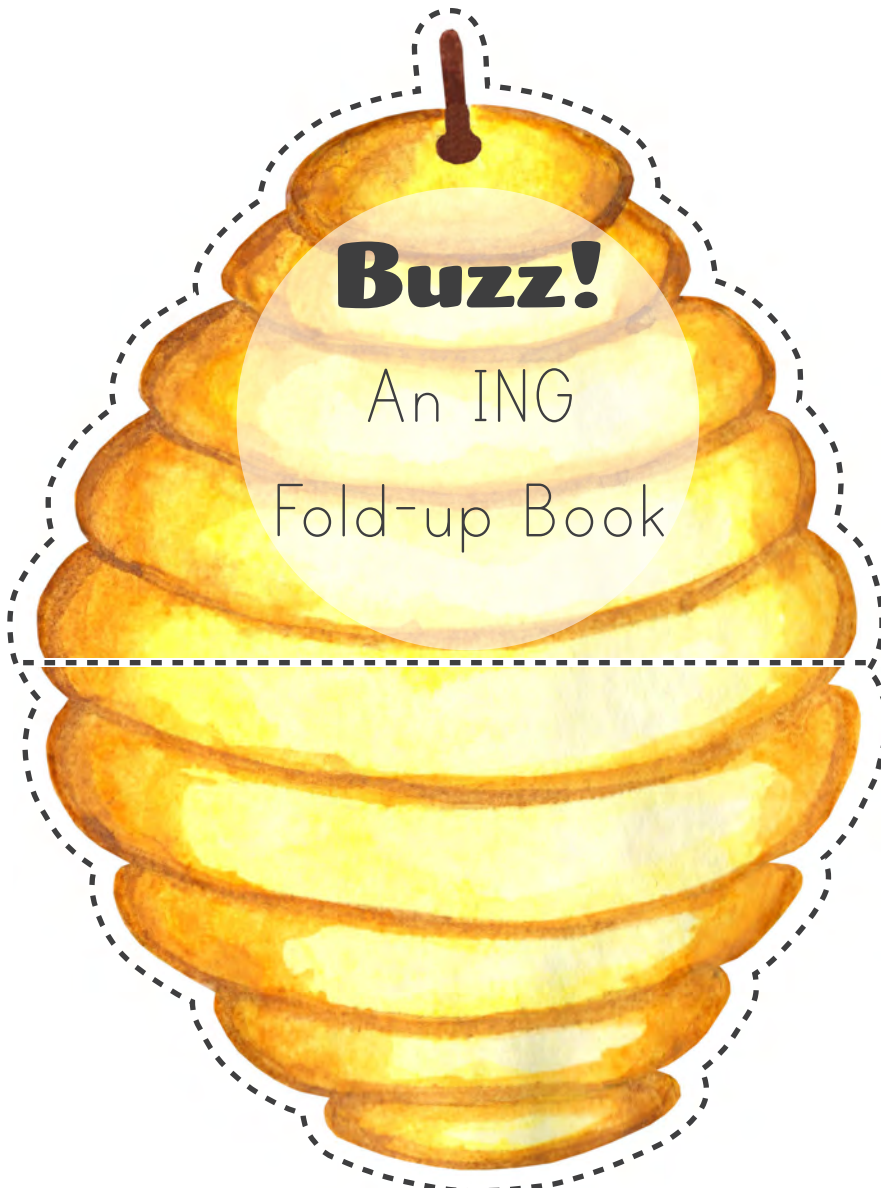
**Read to the child:** Read the word on each honeycomb and circle the word if it's a real word.



# Fold-up Book

Follow the instructions below to assemble the fold-up book.

1. Cut out the two halves of the beehive on the black dashed lines.
2. Cut out the book strip on the black dashed lines.
3. Fold the book back and forth on the dashed orange lines, like an accordion.
4. Glue the two halves of the beehive on the panels with the Xs.



Glue the top of the beehive here.

X

Oh, it loves sitting there.



It loves flying. It goes buzz, buzz.



It has wings, and it can sting.



It is such a grand thing.



Glue bottom of the beehive here.

X

# LESSON 101

## Great, Wide, Beautiful, Wonderful World

- Work on reading booster cards or books for 6 to 10 minutes.
- Read to the child: Today we are going to talk about the amazing world God created for us. Listen to this poem.

### Great, Wide, Beautiful, Wonderful World

By William Brighty Rands



Great, wide, beautiful, wonderful world!  
With the wonderful water round you curled,  
And the wonderful grass upon your breast—  
World, you are beautifully dressed.

The wonderful air is over me,  
And the wonderful wind is shaking the tree;  
It walks on the water and whirls the mills,  
And talks to itself on the tops of the hills.

You friendly Earth! how far do you go,  
With the wheat fields that nod, and the  
rivers that flow,  
With cities and gardens, and cliffs and isles,  
And people upon you for thousands of miles?

Ah! You are so great, and I am so small,  
I tremble to think of you, World, at all!  
And yet, when I said my prayers today,  
A whisper inside me seemed to say,

“You are more than the Earth, tho’ you are  
such a dot:

You can love and think, and the Earth  
cannot!”

- Complete the geography book activity.

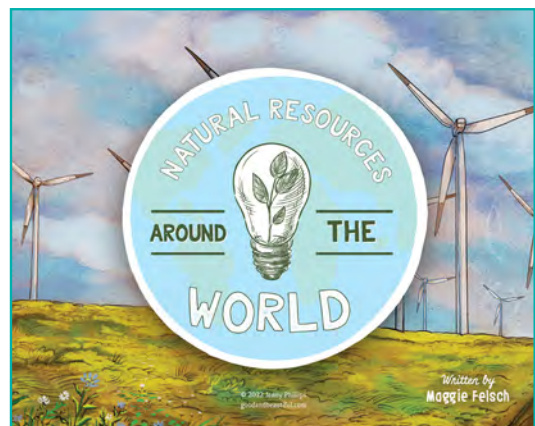



## GEOGRAPHY BOOK



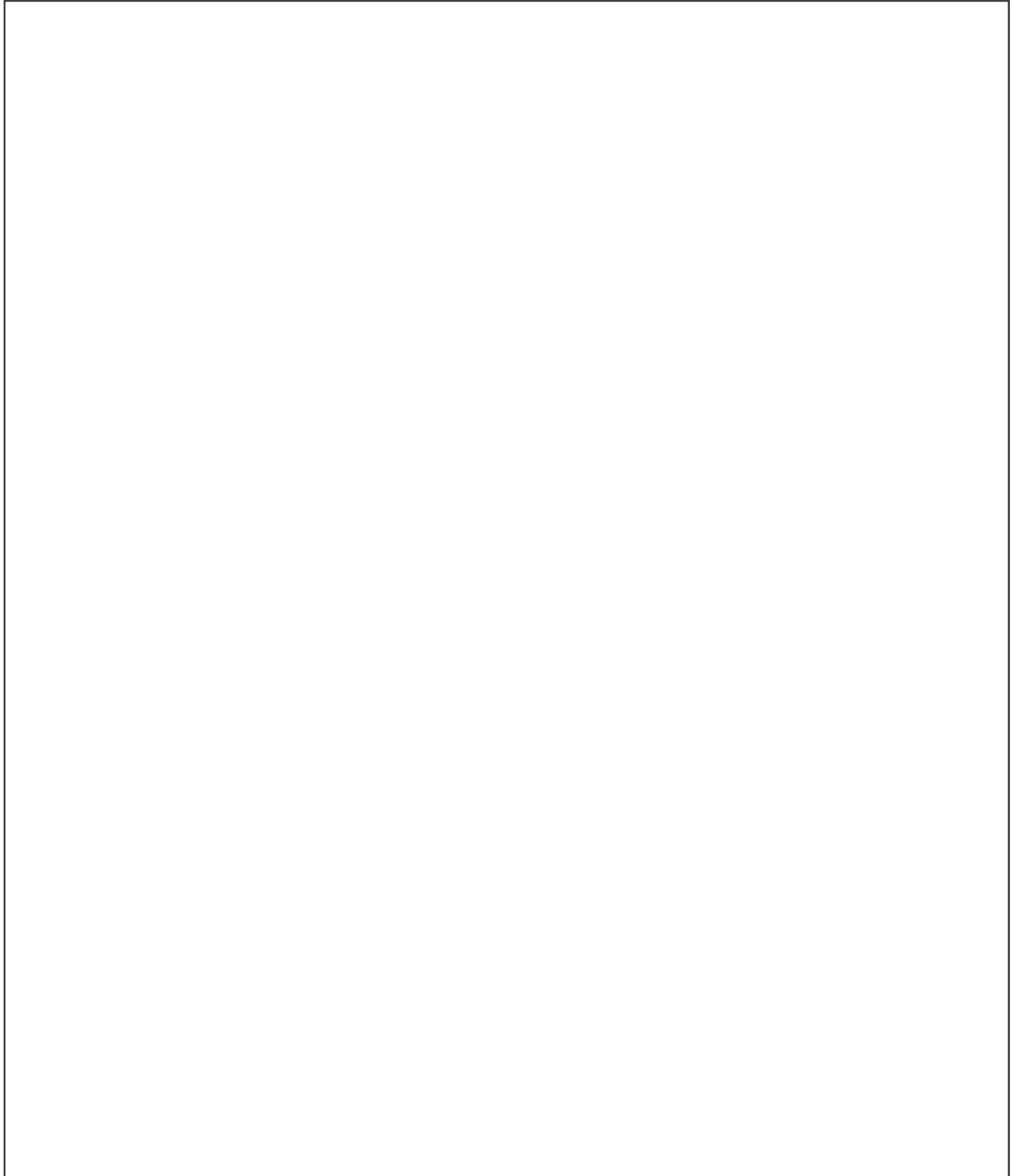
On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Books > [Natural Resources Around the World](#). Play the video.

- What natural resource commonly comes from sheep? [wool]
- Name one natural resource that produces renewable electricity. [solar (sun), wind, hydropower (water)]
- What is one way that you can conserve energy in your home? [Answers will vary.]



-  **Read to the child:** Draw a picture that shows some of the landforms and resources of our world. Include at least three of these things in your picture: a river, stream, waterfall, lake, pond, ocean, island, volcano, sun, wind, rain, mountain, trees, or plants.

## Great, Wide, Beautiful, Wonderful World





## Independent Practice

**Read to the child:** On the chart below, read the two words below each picture and fill in the circle next to the word that matches the picture.

			
<input type="radio"/> bending <input type="radio"/> pinching	<input type="radio"/> singing <input type="radio"/> kicking	<input type="radio"/> brushing <input type="radio"/> sitting	<input type="radio"/> giving <input type="radio"/> falling
			
<input type="radio"/> playing <input type="radio"/> shopping	<input type="radio"/> flying <input type="radio"/> singing	<input type="radio"/> swinging <input type="radio"/> playing	<input type="radio"/> drumming <input type="radio"/> running

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



She sings.

She shops.

# LESSON 102

## Nouns

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child spell the following words aloud: **the, you, go, or.**
- **Read to the child:** A noun is a word for a person, place, or thing. What is a noun? [a word for a person, place, or thing]
  1. Point to the dog in the picture. Is the word DOG a person, place, or thing? [thing] Yes, it is a thing, so it is a noun.
  2. Point to the girl in the picture. Is the word GIRL a person, place, or thing? [person] Yes, it is a person, so it is a noun.
  3. Point to the table. Is the word TABLE a person, place, or thing? [thing] Yes, it is a thing, so it is a noun.
  4. Is the word KITCHEN a person, place, or thing? [place] Yes, it is a place, so it is a noun.



# Nouns

- Have the child cut out the word boxes below and paste them in the appropriate column.  
Note: The child may need help reading some of the words.

Person	Place	Thing

wall	belt	mom	boy
girl	man	mall	hall
pet shop	moth	bench	ranch
shell	branch	king	string

**BONUS WORK**

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



# Independent Practice



Trace the word.



Circle the word 3 times.

y	y	c	y
h	o	u	o
a	u	n	u
y	o	u	d

Fill in the missing letters.

Handwriting practice lines with the following letters and spaces:

y                    u

                         o u

y o



**Read to the child:** Draw a picture in the frame that depicts the items that are in the boxes below.

pond

sun

log

frog

fish

# LESSON 103

## Spelling Practice

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child spell the following words aloud: **the, you, go, or.**
- **Read to the child:** Let's review. A noun is a word for a person, place, or thing. What is a noun? [a word for a person, place, or thing]
  1. Point to the window in the picture. Is the word WINDOW a person, place, or thing? [thing] Yes, it is a thing, so it is a noun.
  2. Point to the mom. Is the word MOM a person, place, or thing? [person] Yes, it is a person, so it is a noun.
  3. Point to the room. Is the word ROOM a person, place, or thing? [place] Yes, it is a place, so it is a noun.
- Complete the letter tiles activity.



### LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 103 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words with tiles.

rich

day

chat

say

tall

much

ball

such

**Read to the child:** Now let's review your spelling words from Unit 2.

he

she

we

me

- **Read to the child:** The blue boxes 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. Now point to each vowel and say its long sound.

Aa

Ee

Ii

Oo

Uu

**BONUS WORK**

On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Videos and have the child watch these videos: [Manners: Poetry Memorization](#) | [Long Vowel Sounds](#).



### Independent Practice

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



## Reading Comprehension The Truck

This is a dump truck. Look! It is going to pick up all the rocks. Yay!

It is a dump truck.	<input type="radio"/> yes	<input type="radio"/> no
It will pick up sticks.	<input type="radio"/> yes	<input type="radio"/> no



Trace the word.



Circle the word 3 times.

t	y	t	d
h	o	h	o
e	u	e	u
b	t	h	e

Fill in the missing letters.

t		e
	h	e
t	h	

# LESSON 104

## EE: Part I



- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** As you have learned in your booster cards, two Es together make the long E sound /ē/ as in NEED. Let's play "Knock on My Door" again, but with different doors this time. 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, and you choose another door and repeat the steps until you find my door. We will play several times.



deep weed  
seed need



feet sleep  
meet sheep



feel cheek  
keep seek



free jeep  
beep tree



# Independent Practice

Read to the child: You get to write about what pet you think would be the best pet to have. Fill in the blanks, and then illustrate what you wrote. The child will likely need help with this exercise.



dog



turtle



bunny



fish



cat



sheep



pig



goat

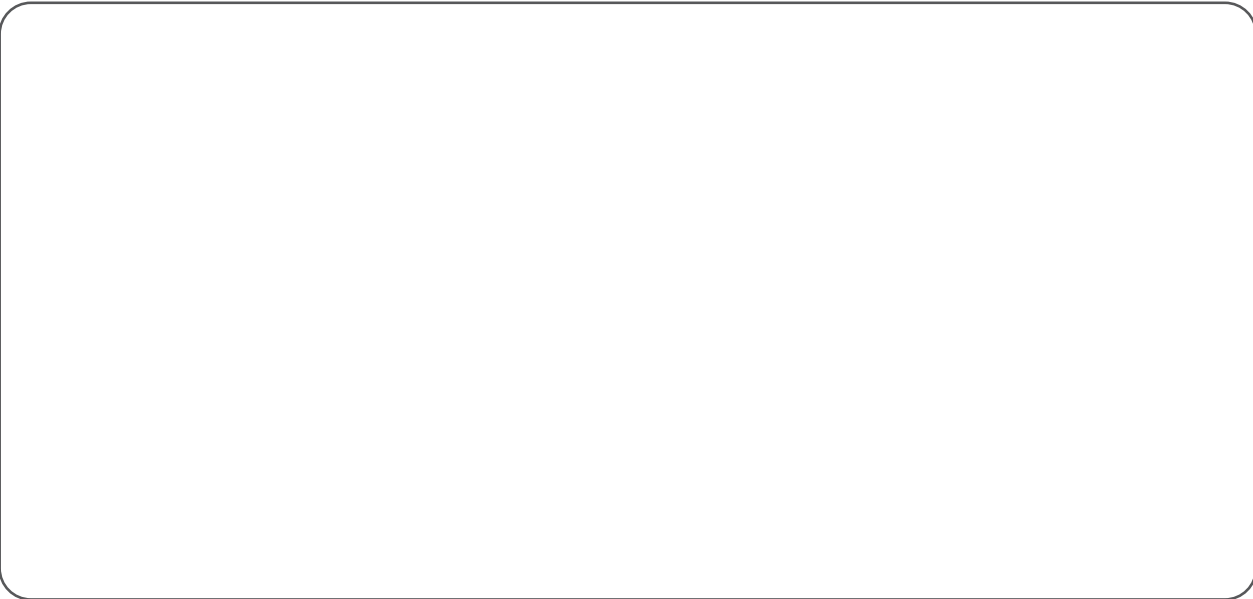
## Writer's Workshop

### The Best Pet

The best pet is a \_\_\_\_\_  
\_\_\_\_\_

because it \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



# LESSON 105

## EE: 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 105 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words with tiles.

need seed wish deep dash feet free

Read to the child: Now let's practice your new spelling words for Unit 3.

the you go or

- Have the child read each sentence and then put a check mark in the box.

I see a creek.

I keep it.

I pat my cheek.

I feed the sheep.

I need a sheet.

Was the eel big?

Does a bee sting?

We greet the king.


**BONUS WORK**

\* Dictate these words and have the child write them on the whiteboard: day, way, say.



# Independent Practice

**Read to the child:** On the chart below, read the two words below each picture and fill in the circle next to the word that matches the picture.

			
<input type="radio"/> crashing <input type="radio"/> digging	<input type="radio"/> mixing <input type="radio"/> crying	<input type="radio"/> flying <input type="radio"/> sitting	<input type="radio"/> zipping <input type="radio"/> falling

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



She rests.


She hops.

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

tall \_\_\_\_\_

# LESSON 106

## Action Verbs

- Work on reading booster cards or books for 6 to 10 minutes.
-  Practice these Unit 3 spelling words using the Letter Tiles app (Level K > Spelling Words: Unit 3) or any way desired: **the, you, go, or.**
- **Read to the child:** There are two types of verbs: action and being. Today we are going to learn about words that are action verbs. An action verb shows something being done. Listen to the sentence and do what I say.

“Pat your head.” PAT is the action you are doing. PAT is a verb.

“Wave your hand.” WAVE is the action you are doing. WAVE is a verb.

Read each sentence, and then circle the action verb. Remember that the action verb is not WHO is doing something but the ACTION that is being done.

**They swing. We play. He sleeps. I push. I look. They sit.**

- **Read to the child:** Let’s review. A noun is a person, place, or thing. Look at the painting. Isn’t it beautiful? The children are by the woods. WOODS is a place, so it is a noun. Point to one of the kids and tell me if it is a girl or a boy. The word GIRL or BOY is a person, so it is a noun. Tell me three more nouns you see in the picture. [tree, sky, air, grass, dress, basket, dirt, etc.]
- Have the child cut out the word boxes on the next page and paste them in the appropriate columns.



# Noun or Verb?

<p><b>Noun</b> Person, Place, or Thing</p>	<p><b>Action Verb</b> Something Being Done</p>

pray	brick	king	seed
sing	moth	sheep	hall
run	string	wing	cheek
shut	sleep	swim	skip

**BONUS WORK**

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




# 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. Some letters are given.



## Segment and Spell



a

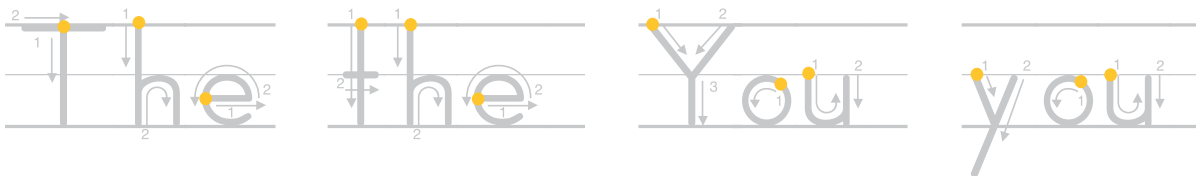
m



h

d

**Read to the child:** Each sentence below is missing the word THE or YOU. Read the rest of the sentence, and then write the missing word in the blank red spot. Always start a sentence with an uppercase letter. Put an X in the green box if you put a space before and after the word you wrote.



\_\_\_\_\_ are fun.

\_\_\_\_\_ bug is green.

Do \_\_\_\_\_ feel sad?

# LESSON 107

## EE: Part 3



- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Look at the top of the next page. Each of the words is missing one letter. I will tell you the word aloud, and you write the missing letter. **Dictate these words:** street, deep, need.
- **Read to the child:** Let's review. A noun is a person, place, or thing. Look at the picture below and tell me a noun that you see painted in the picture. [boat, sky, hill, grass, etc.] An action verb shows something being done. What are some things you could DO in this picture? [sit, swim, run, sail] Those are action verbs.

Use your finger to walk along the path to the water, and then you get to jump in! Start by putting your finger by the first word on the path where it is widest. Read each word, and then tell me if it is a noun or verb. Jump in the water to get to the last word! [cheek is a noun, sleep is a verb, seed is a noun, bleed is a verb, eel is a noun, street is a noun]

- **Read to the child:** Some verbs are similar but are not exactly the same. For example, show me the difference between these two verbs: WALK and MARCH. Show me the difference between these two verb phrases: TAKE the book and GRAB the book. Show me the difference between these two verbs: GIGGLE and LAUGH.



stree

eep

nee



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**

\* Dictate these words and have the child write them on the whiteboard: **get, yes, run.**



## Independent Practice

**Read to the child:** On the chart below, read the two words below each picture and fill in the circle next to the word that matches the picture.

			
<input type="radio"/> sleeping <input type="radio"/> kicking	<input type="radio"/> punching <input type="radio"/> sitting	<input type="radio"/> flying <input type="radio"/> crying	<input type="radio"/> brushing <input type="radio"/> jumping



On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Videos and have the child watch these two videos one or more times:

1. [Manners: Poetry Memorization](#)
2. [Long Vowel Sounds](#)

**Manners**  
 By Florence A. Richardson

Water and soap will make you sweet;  
 Brush and comb will keep you neat;  
 But "Thank you," "Please," and "Pardon me,"  
 Will make a sweeter child of thee.

# LESSON 108

## Being Verbs

**Parent/Teacher Preparation:** Take out page 309 and assemble *The Gift: A Fold-up Book*.

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child spell the following words aloud: **the, you, go, or.**
- Have the child read *The Gift: A Fold-up Book* that you prepared.
- Note: This lesson is an introduction to the concept of being verbs. The concept will be taught and reviewed in future courses and is not expected to be mastered in this course. Read to the child: Let's review. An action verb shows something being done. I will tell you some action verbs aloud. You point to the box with CH or SH to tell me what set of letters each word starts with: CHOP, SHINE, CHASE, SHOP, CHEW, SHOUT, SHUT.



A being verb uses a form of the verb TO BE. For example, Sam IS happy. We ARE happy. I AM happy.

- Read to the child: IS, ARE, and AM are all being verbs. Write the correct verb on each blank line.

am

is

are

Seth \_\_\_\_\_ big.

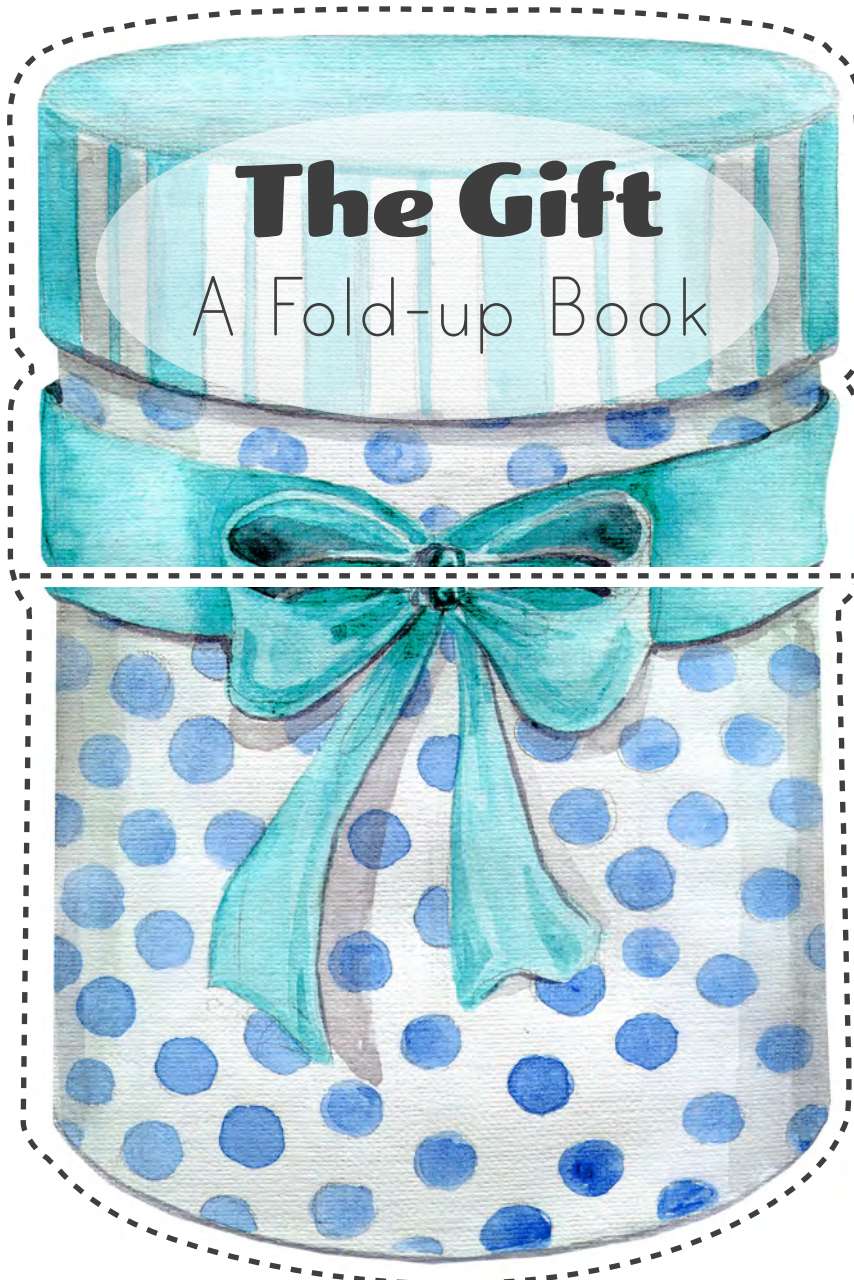
You \_\_\_\_\_ fun.

I \_\_\_\_\_ not mad.

# Fold-up Book

Follow the instructions below to assemble the fold-up book.

1. Cut out the two halves of the gift box on the black dashed lines.
2. Cut out the book strip on the black dashed lines.
3. Fold the book back and forth on the dashed orange lines, like an accordion.
4. Glue the two halves of the gift box on the panels with the Xs.



Glue the top of the box here.

X

I got a gift for  
Mom. Is it a  
sheep?

No! A sheep  
does not fit in  
the box.

Is it a jeep?  
No! A jeep  
does not fit in  
the box.

Is it a dress?  
Yes! She will  
love it.

Glue the bottom of the box here.

X

**BONUS WORK**

On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 105. Have the child create the following words: need, dish, tree, see, sheet, weed.



**Independent Practice**



**Read to the child:** Look at the picture in each box. Trace the letter the picture starts with: B or D.

--	--	--

--	--	--

**Read to the child:** You get to write about a king and his ring! Write words from the purple box on the purple lines. Write a word from the teal box on the teal line.

**Writer's Workshop**

big small red

frog duck

**A Ring for the King**

The king had a \_\_\_\_\_ ring.

He lost it in a \_\_\_\_\_ pond.

A \_\_\_\_\_ went into the pond and got the ring. The king was so glad.

## ITEMS NEEDED:

2 spoons  
white liquid  
chalk marker or  
white crayon





## LESSON 109

## Plural Nouns

ch

sh

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child spell the following words aloud: **the, you, go, or.**
- Read to the child: A noun is a word for a person, place, or thing. What is a noun? [a word for a person, place, or thing] An action verb shows something being done. I will tell you some words aloud. You point to the box with CH or SH to tell me which set of letters each word starts with. Then you tell me if the word is a noun or an action verb. **Read the following words aloud (read the underlined definitions above when needed): CHAIR, SHUT, CHIN, CHOP, SHARE, SHOE.**
- Give the child one spoon. Read to the child: You have one spoon. A spoon is a thing, so it is a noun. Give the child another spoon. Now you have two spoons. The word SPOONS is plural. Plural means more than one. A plural noun is more than one person, place, or thing. We usually make a noun plural by adding S or ES—for example, two DOGS or a few DISHES. I will say a noun, and you say the plural of the noun: rope [ropes], cat [cats], boy [boys], dish [dishes], cloud [clouds], wish [wishes].
- Read to the child: On the chart below, read the two words below each picture and fill in the circle next to the word that matches the picture.

			
<input type="radio"/> bells <input type="radio"/> bell	<input type="radio"/> hat <input type="radio"/> hats	<input type="radio"/> boxes <input type="radio"/> box	<input type="radio"/> trees <input type="radio"/> tree

- Give the child a white liquid chalk marker or white crayon. Read to the child: Read each word. Put a dot by it if it is a plural noun. Remember that plural means more than one.

cheeks

moths

street

foxes

seeds

bench



**BONUS WORK**

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



# 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. Some letters are given.



## Segment and Spell



s			d
---	--	--	---



g	i		
---	---	--	--

**Read to the child:** Read each word. If you spy the word in the picture, put a white dot by the word with your liquid chalk marker or a white crayon.

sled  
sky

sheep  
tree

branch  
crab

doll  
weed

rock  
sloth



# LESSON 110

## Categories

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

○ **Read to the child:** The words at the bottom of the page are missing the first and last letters. I will tell you the words aloud, and you write the missing letters. **Dictate these words:** need, feel, fast.

○ **Read to the child:** Categories are groups of things that are alike. Tell me some words that are in the category of FRUITS.

Tell me some words that are in the category of THINGS IN THE SKY.

Tell me some words that are in the category of THINGS THAT CAN SWIM.

○ **Take out the next page and give it to the child.**

**Read to the child:** This painting was created by an artist named Fujishima Takeji [foo-jee-SHEE-muh TAH-keh-jee]. This talented artist was from Japan. He spent many years studying art, and he practiced a lot. He died many years ago, but today his paintings are taken to museums all over the world for people to enjoy.



The painting in this lesson is titled “Summer Evening Beside the Lake.” What is the girl in the blue dress doing? [reading] The girl in the white dress is resting. Do you notice how the painting looks calm and peaceful? The artist used soft, light colors to create a calm mood. The soft yellow on the lake is light reflecting from the setting sun. The overall effect of this painting is that it is calm and peaceful and yet full of light.

Let’s use this painting to talk about categories.

Tell me things from this painting that are in the category of THINGS THAT ARE ALIVE. [people, trees, grass, etc.]

Tell me things from this painting that are in the category of THINGS THAT ARE NOT ALIVE. [clothes, book, bench, lake, fan, etc.]

Tell me things in the category of COLORS. [blue, yellow, green, brown, black, etc.]

\_\_\_\_\_

-----

ee

\_\_\_\_\_

\_\_\_\_\_

-----

ee

\_\_\_\_\_

\_\_\_\_\_

-----

as

\_\_\_\_\_



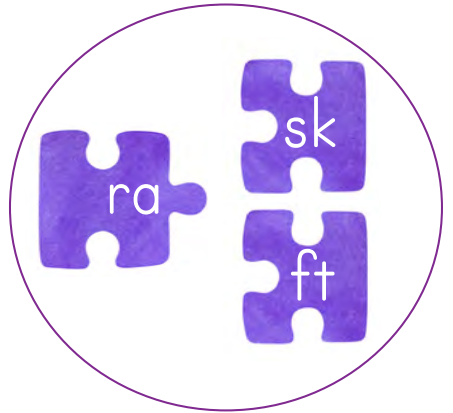
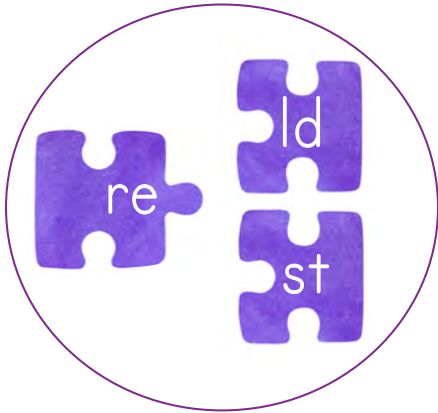
**BONUS WORK**

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



# Independent Practice

**Read to the child:** For each circle say the sounds of the letters on the first puzzle piece. Then determine which of the puzzle pieces in the circle create a word when put together with the first piece. Draw a line connecting the two puzzle pieces that combine to make a word.



**Read to the child:** Say each word, and then trace each word.

Say It

Trace It

by  
my  
try

by  
my  
try

Say It

Trace It

fly  
sky  
dry

fly  
sky  
dry



On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Videos and have the child watch these two videos one or more times:

1. [Manners: Poetry Memorization](#)
2. [Long Vowel Sounds](#)

## Manners

By Florence A. Richardson

Water and soap will make you sweet;  
Brush and comb will keep you neat;  
But "Thank you," "Please," and "Pardon me,"  
Will make a sweeter child of thee.

# LESSON 111

## Group 4 Sight Words



- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** We are going to practice sight words that you learned on your booster cards. Read the words in each box by the three parts of the snowman. After you read the words in each box, draw items on the part of the snowman next to the box. You might want to include a mouth, eyes, carrot nose, hat, scarf, and buttons. **Note:** The words are repeated.

one	some	many
what	your	put

any	come	some
from	one	what

your	from	put
come	any	many



- Complete the letter tiles activity.



### LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 111 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words with tiles.

say    wind    way    land    day    best    pray

**Read to the child:** Now let's practice your spelling words for Unit 3.

the    you    go    or

**BONUS WORK**

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




# Independent Practice


**Read to the child:** Each picture shows a plural noun. Spell each word. Some letters are given.



## Segment and Spell

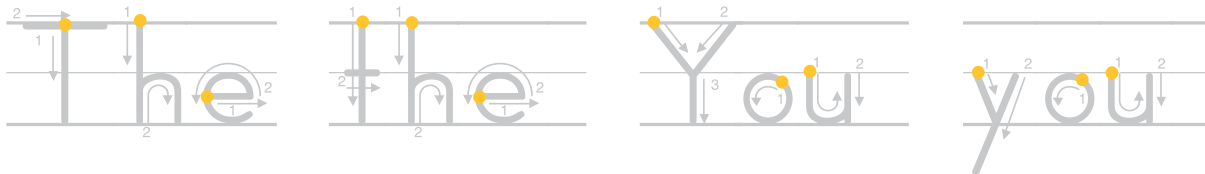


	i		



d	o		

**Read to the child:** Each sentence below is missing the word THE or YOU. Read the rest of the sentence, and then write the missing word in the blank red spot. Always start a sentence with an uppercase letter. Put an X in the green box if you put a space before and after the word you wrote.



Do \_\_\_\_\_ love math?

\_\_\_\_\_ hill is tall.

\_\_\_\_\_ see one deer.

# LESSON 112

## Poetry and Reading Practice

- Work on reading booster cards or books for 6 to 10 minutes.
- Have the child spell the following words aloud: **the, you, go, or.**
- **Note:** Repeated reading of the same passage increases confidence and fluency. The reading in this lesson targets sight words and phonics principles from recent lessons. **Read to the child:** You have read a reading booster book about a girl and chicks. In this lesson you get to read a poem about the girl. You will read the poem three different times in the lesson. Did you know that runners practice running to get faster at running? Getting faster at reading also takes practice. It will be fun to see how much easier the poem is to read each time you read it. Read the poem “Seeds for Chicks” for the first time.

### SEEDS FOR CHICKS

“Come,” said the girl.  
 “Oh, come get a seed.  
 Little chicks, it is what you need.  
 One, two, three  
 I pass out more to you.  
 I love to look at what you do.”



- **Read to the child:** Before you read the poem again, you get to color one thing on the coloring section on the next page, and you get to tell me one thing to color. **Color the items.**
- **Read to the child:** Now you read the poem “Seeds for Chicks” for the second time.
- **Read to the child:** Before you read the poem for the last time, you get to color another thing on the coloring section on the next page, and you get to tell me one more thing to color. **Color the items.**
- **Read to the child:** Now you read the poem “Seeds for Chicks” for the third time and tell me if it is any easier to read than the first time you read it.
- **Read to the child:** You can finish the coloring page during your independent practice time.



## Independent Practice

Read to the child: Say each word, and then trace each word.

Say It

Trace It

by

by

my

my

Say It

Trace It

say

say

day

day



On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Videos and have the child watch these two videos one or more times:

1. [Manners: Poetry Memorization](#)
2. [Long Vowel Sounds](#)

## Manners

By Florence A. Richardson

Water and soap will make you sweet;  
Brush and comb will keep you neat;  
But "Thank you," "Please," and "Pardon me,"  
Will make a sweeter child of thee.

# LESSON 113

## Antonyms

- 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:** Antonyms are words that have opposite meanings. For example, COLD is the opposite of HOT. I'll say a word aloud, and you tell me its opposite, which we call its antonym.

tall [short]	up [down]	night [day]	frown [smile]	late [early]
hard [soft]	over [under]	strong [weak]	open [close]	full [empty]

- Read to the child:** Draw lines to match the following words with their opposites:

wet

big

small

glad

stop

dry

sad

go

## Short Story with Sight Words

- Have the child read the short story.

Come! We can get some 🍦🍦 from the stand. What will you get? I will get this one: 🍦. Your mom said not to get many. Let us get one for you and one for me.



**BONUS WORK**

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



**Independent Practice**

**Read to the child:** You get to write about things you love. Write your name on the line after the word BY. Then fill in the purple blank lines. Illustrate what you wrote. **Help the child as needed.**



**Writer's Workshop**

Things I Love

By \_\_\_\_\_

Two things I love are \_\_\_\_\_

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

I love \_\_\_\_\_ too.

Large empty rectangular box for drawing an illustration of the things the child loves.

# LESSON 114

## Oral Narration: Short Story

- Work on reading booster cards or books for 6 to 10 minutes.
- This lesson guides the child through story ideas. However, the child is welcome to use his or her own story ideas if desired. **Read to the child:** In this lesson you get to write a story about finding and helping a baby squirrel. You will tell me the story in your own words as I type it. First, I will read you the story outline below. A story outline includes a beginning, middle, and ending. Then you tell me the story aloud. I will read you parts of the outline again when needed. Make sure to add details about how things look, feel, and sound.

After reading the outline to the child, type the story as the child tells it aloud. Prompt the child with questions such as “How did it sound?” “What was it like?” “What happened next?” If needed, pause and read what has been typed so far, and then have the child continue the story.

Beginning	Middle	Ending
<p>You live by the woods. There is a storm by your house with a lot of wind.</p> <p>After the storm you find a tiny baby squirrel that fell out of the nest because of the storm.</p>	<p>You get your parents. They help you put some soft washcloths in a box, put the baby squirrel in, and tie it up in the tree, hoping that the mother squirrel will come and get it.</p>	<p>You look out your window and watch the tree for a long time.</p> <p>Finally, the mother comes down the tree and gets her baby.</p>

### BONUS WORK

On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 58 and have the child create these words: leg, tag, van, bat, pat, can, fan, pen.



## Independent Practice

Read to the child: Draw a picture for the story you created during the lesson. It can be any part of the story.

### The Baby Squirrel

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



**It is so little.**



**It sleeps on a hand.**



**It has many red spots.**



**It has one hat.**



**He puts it in a tree.**



**He puts a cloth on it.**





long day play spell may well went just them

than men its yes

with his I

at this us

that it was on as

Tape  
lighthouse  
here.

we what why you your

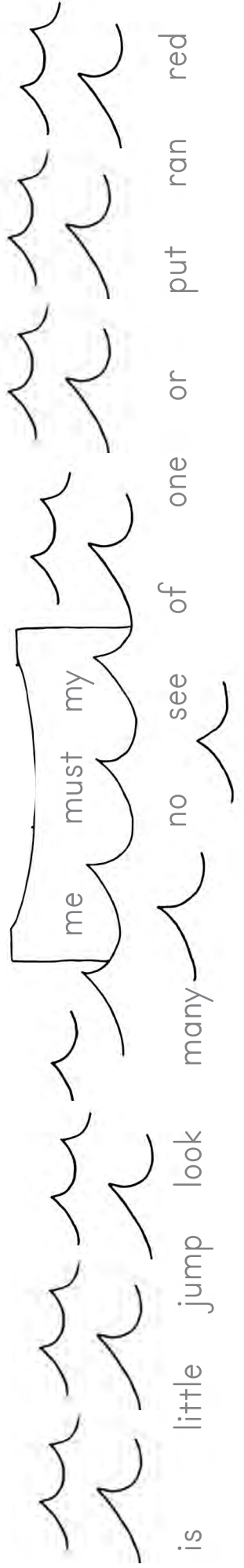
run say she so some

the three to try up

an if will back stop

boy not two set

then end let him such way



is little jump look many


**BONUS WORK**

\* Dictate these words and have the child write them on the whiteboard: day, way, say.



# Independent Practice

**Read to the child:** On the chart below, read the two words below each picture and fill in the circle next to the word that matches the picture.

			
<input type="radio"/> calling <input type="radio"/> sitting	<input type="radio"/> lifting <input type="radio"/> pecking	<input type="radio"/> feeding <input type="radio"/> flying	<input type="radio"/> clapping <input type="radio"/> hugging

**Read to the child:** Match the following words with their antonyms.

sit

go

small

boy

girl

stand

stop

big


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

fall \_\_\_\_\_

# LESSON 116

## ED: Part I



- In place of booster cards/books, complete the Unit 2 Assessment on page 226 to review progress.
-  Practice these Unit 3 spelling words using the Letter Tiles app (Level K > Spelling Words: Unit 3) or any way desired: **the, you, go, or.**
- **Read to the child:** ED at the end of a word can have three possible sounds: /ed/, /d/, and /t/. Read the word in each bubble. If the bubble ends with the /t/ sound, pop it by crossing it out. If a consonant is doubled, meaning there are two consonants in a row, say the consonant sound once.

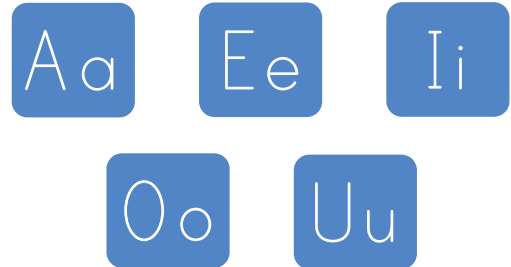


Work on memorizing the poem with the child.

Manners  
 By Florence A. Richardson

Water and soap will make you sweet;  
 Brush and comb will keep you neat;  
 But "Thank you," "Please," and "Pardon me,"  
 Will make a sweeter child of thee.

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. Now point to each vowel and say its long sound.



**BONUS WORK**

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

**Independent Practice**

Trace the word.

Circle the word 3 times.

t	y	t	d
h	o	h	o
e	u	e	u
b	t	h	e

Fill in the missing letters.

t	e
h	e
t	h

Read to the child: Make each word plural, and then circle the picture that matches the word.

egg



bell



hat



# LESSON 117

## Spelling Practice

- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** The words at the bottom of the page are missing the first and last letters. I will tell you the words aloud, and you write the missing letters. Dictate these words: his, has, feet.
- **Read to the child:** Let's review. A noun is a word for a person, place, or thing. What is a noun? [a word for a person, place, or thing]
  1. Tell me three things you see in the painting that are nouns. [tree, bird, fog, dirt, rock, grass, plant, cloud, etc.]
  2. An action verb shows something being done. I'll tell you a sentence, and you tell me the action verb in the sentence. The bird FLIES. Grass GROWS. The clouds FLOAT peacefully. The leaves RUSTLE in the wind.
- Complete the letter tiles activity.



### LETTER TILES



On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 117 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words with tiles.

my by say all play call day ball

**Read to the child:** Now let's review your spelling words from Unit 2.

he she we me

i

a

ee

**BONUS WORK**

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



## Independent Practice

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



**A sheep can  
munch grass.**



**It is in the tree.**



**Many bugs are  
flying.**



**It sings to a  
sheep.**



**It is on a  
branch.**



**There are little  
rocks.**



## ITEMS NEEDED:

white liquid chalk  
marker or white  
crayon

## LESSON 118

## ED: Part 2



- Work on reading booster cards or books for 6 to 10 minutes.
- **Read to the child:** Hold up your thumbs like the hands in the picture. See how the first hand is like a lowercase B and the second hand is like a lowercase D? I will spell BED aloud several times, pointing to your hands for the letters B and D and the blank space in between for the letter E.
- **Give the child a liquid chalk marker or a white crayon. Read to the child:** Let's do a fun activity to practice words that end with ED. Read each word on the chalkboards below. Underline the word if it is something that you have done today.



- **Read to the child:** The words at the bottom of the page are missing the first letter. I will tell you the words aloud, and you write the missing letters. **Dictate these words:** day, say.
- **Have the child read the poem.**

## TWO DOGS

She had two dogs.  
They had so much fun.  
All the day long  
They played in the sun.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ay

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ay

**BONUS WORK**

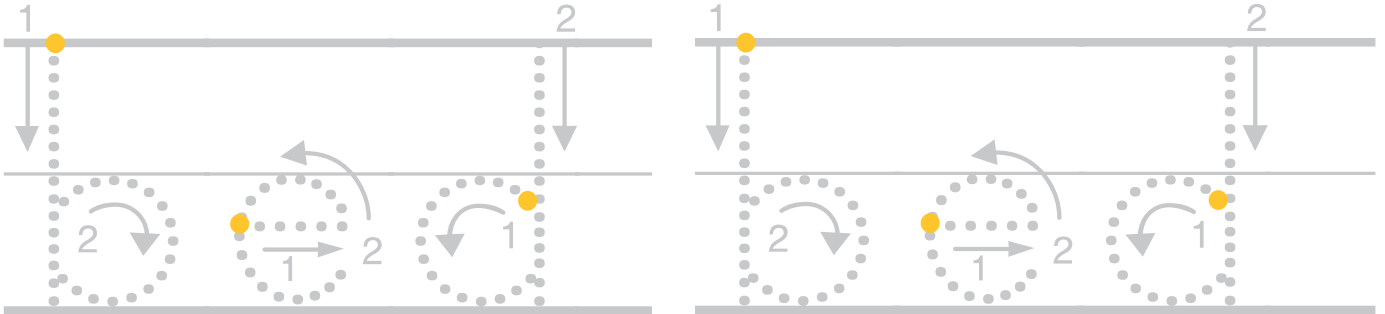
\* Have the child read a story from *My First Readers*.



# Independent Practice



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 at the top of this page.

# e



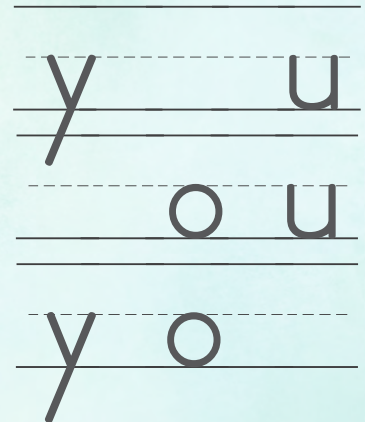
Trace the word.



Circle the word 3 times.

y	y	c	y
h	o	u	o
a	u	n	u
y	o	u	d

Fill in the missing letters.



## ITEMS NEEDED:

8 sticky notes

## LESSON 119

## Poetry and Reading Practice

- In place of booster cards/books, complete the Unit 1 Assessment on page 104 to review progress.
- **Note:** Repeated reading of the same passage increases confidence and fluency. Read to the child: In this lesson we are going to have fun reading poems about the night. You will read a poem called “So Many Sheep” three different times in the lesson. As we talked about in a previous lesson, runners practice running to get faster at running. Getting faster at reading also takes practice. It will be fun to see how much easier the poem is to read each time you read it. Read the poem for the first time.

## SO MANY SHEEP

Do you see any sheep?

I see many.

They sleep, sleep, sleep

So deep, deep, deep.

What will they do when day comes?

They will get up with the sun.



- **Read to the child:** Now I will read you a poem about the night. Then I will play you a song that was written to the words of the poem. As you listen to the song, you may lie down and close your eyes and notice how peaceful the song is. [Read the poem, and then on the Good and Beautiful Homeschool app, go to Language Arts > Level K > Audio > Mr. Owl.](#) Play the audio narration.



Mr. Owl

*By Unknown and Jenny Phillips*

Late at night when you're in bed,

Mr. Owl perks up his head.

He looks left and he looks right,

In the dark all through the night.

Hear him hoot when you're in bed,

When Mr. Owl perks up his head.

Beautiful world outside—even in the night.



- **Read to the child:** Now you read the poem “So Many Sheep” for the second time.

- **Read to the child:** Now I will read you another poem about the night. Then I will play you a song that was written to the words of the poem. As you listen to the song, you may lie down and close your eyes and notice how peaceful the song is. **Read the poem, and then on**



**the Good and Beautiful Homeschool app, go to Language Arts > Level K >**

**Audio > [Meadow of the Night](#). Play the audio narration.**

- **Read to the child:** Now read the poem "So Many Sheep" for the third time and tell me if it seemed any easier to read than the first time.

- 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.



Meadow of the Night  
By Frank Dempster Sherman

At evening when I go to bed  
I see the stars shine overhead;  
They are the little daisies white  
That dot the meadow of the night.



**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.

- bath
- bring
- see
- sky
- path
- wing
- bee
- try

**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.

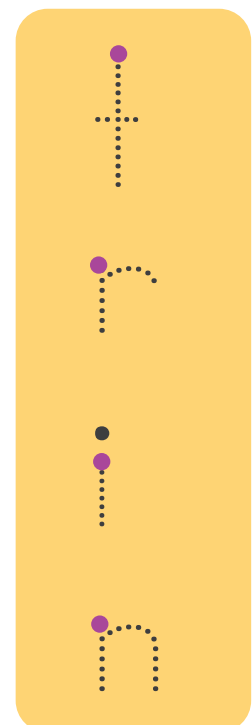
## Build a Word



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

ing  
nch

eed  
rash



**BONUS WORK**

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




# Independent Practice

Read to the child: Each picture shows a plural noun. Spell each word. Some letters are given.



## Segment and Spell



	o		



c			

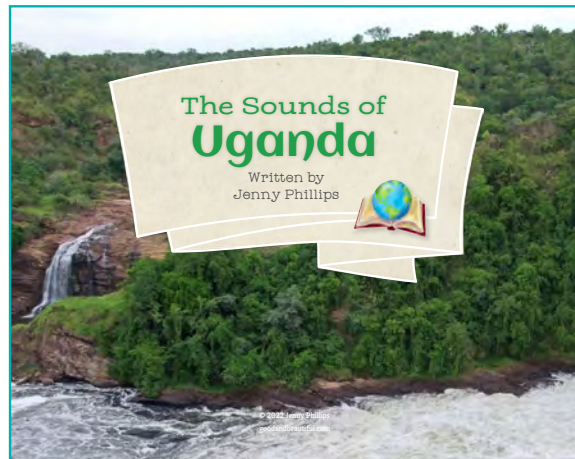


## GEOGRAPHY BOOK



Read to the child: In this course you have learned about different countries in the world. Now you get to listen to a book that will teach you about one more country. On the Good and Beautiful Homeschool app, go to Language Arts > Level K > Books > [The Sounds of Uganda](#). Play the video for the child.

Have the child explain some of the things he or she learned about Uganda. If needed, have the child watch the video of the book again.



## LESSON 120

# UNIT 3 REVIEW

- Administer the reading assessment on this page.
- On the next page, have the child complete the letter tiles activity with the purple header. If more practice is needed, complete the letter tiles activity with the orange header on another day.

Note: Because all the principles taught in this course are taught again or reviewed in our *The Good and the Beautiful Language Arts Level 1 Course*, only the reading assessment needs to be passed to move on to the next level. Principles such as nouns, verbs, and syllables are not expected to be mastered at this time.

### 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. The average expected time for this passage to take kindergarten-aged children is 1.5 to 2.5 minutes without missing more than four words. If it takes longer or the child has more mistakes than expected, have the child continue to work on *Reading Booster A Cards*, *Reading Booster A Books Set*, and reading booster app games, taking this assessment periodically and passing it before moving on to *The Good and the Beautiful Language Arts Level 1 Course*.

There are many sheep on the  
top of the hill.

Are they flying? No. They all  
stay and munch the fresh grass.

I sit on a rock by them and  
sing.



## Segmenting, Spelling Words with Blends, Unit Spelling Words



### LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level K > Lesson 120 or use physical tiles. For each box say the word aloud. Then have the child say the sound each letter makes and spell it with the tiles.

raft sand gift fast the you go or

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 120 or use physical tiles. For each box say the word aloud. Then have the child say the sound each letter makes and spell it with the tiles.

left soft must last the you go or