



LANGUAGE ARTS & LITERATURE

• LEVEL 1 •

ANSWER KEY



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



**FIRST EDITION THAT CORRELATES WITH
THE READING BOOSTER PROGRAM**

Written by Jenny Phillips and The Good and the Beautiful Team



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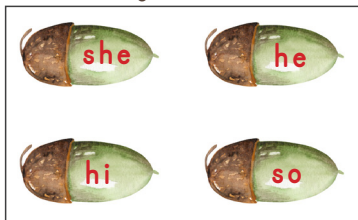
WHICH SQUIRREL WILL COLLECT MORE ACORNS?

- Have the child read the name of each squirrel. Lay the acorns out on the table. Have the child choose an acorn and read the word on it. If the word has a long vowel, the child should place it in the long vowel box. Words with short vowels go in the short vowel box. At the end have the child count the number of acorns in each box and see which squirrel has the most acorns or if they have an equal number of acorns.

Miss May



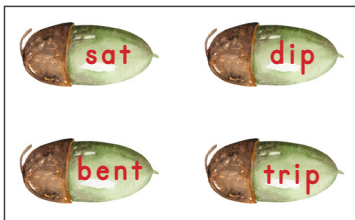
Long Vowel Box



Red Rob



Short Vowel Box



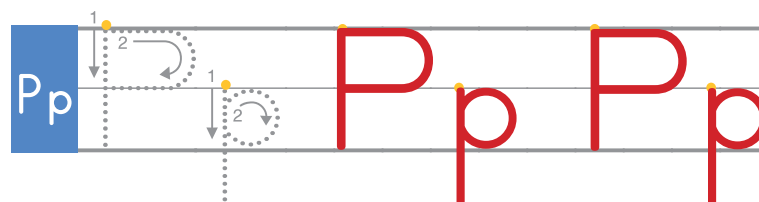
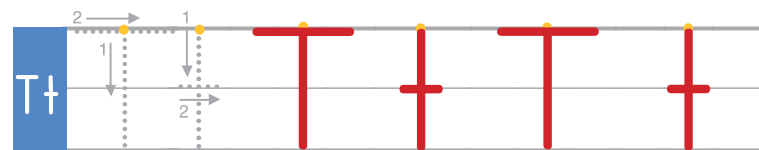
Note: This course includes only a very small amount of handwriting instruction—mainly for the purpose of refreshing the child’s mind in order to complete the exercises in the section. It is strongly recommended that the child complete a handwriting page at least 3 to 4 times a week in *The Good and the Beautiful Level 1 Handwriting Workbook* or another handwriting program.



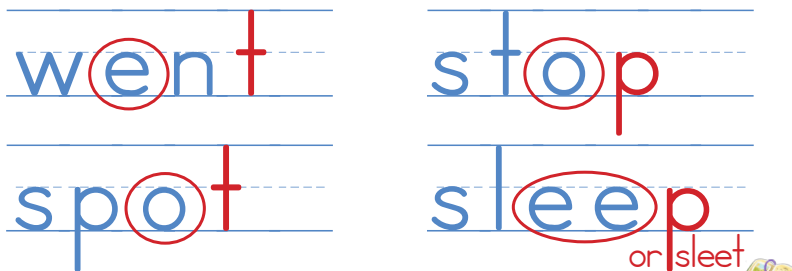
Independent Practice

Helpful Hint: After you read the “Independent Practice” instructions to the child, the child will usually, but not always, be able to complete the section independently. Help when needed.

Read to the child: Trace the letters, starting on the yellow dots, and then write both the uppercase and lowercase letters twice, starting on the yellow dots.

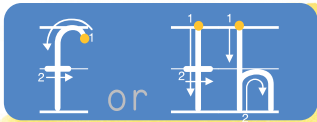


Read to the child: Write a lowercase T or P to create a word on each line. Then circle the vowels.



- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Completed



The previous page gives instructions for this exercise.

path

flip

bath

math

flap

Have the child say the vowels in order. [A, E, I, O, U, and sometimes Y] Then have the child point to each vowel in the blue circles and say the long sound of the vowel (the vowel's name).



Do not show the child the course book as you do this exercise. Create the first word of each pair of boxes with the tiles you cut out. Have the child read the word, pointing to each tile, saying its sound, and then putting the sounds together. (Even if the child knows how to read the word, this helps the child practice segmenting a word for spelling purposes.) Then tell the child the word in the second box of the pair. Have the child remove one tile and replace it with another one to create the word. Repeat the activity with the remaining word pairs.

sh ee p → sh ee t

g r ee n → g r ee t

s p ee d → s p ee ch

d	s	ch			
g	r	sh	ee	t	p n

Completed



Independent Practice

Read to the child: Draw a heart around all the words on the chart that contain a long E vowel sound. Long E says its name.

me	hen	pen
bet	be	wet
let	fed	he
she	leg	met

Read to the child: Draw a line from the beginning of the word to the correct ending for the word.

sna	ff
sni	ck

blen	d
gra	b

tra	t
trus	p

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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 Independent Practice




Read to the child: Fill in the missing letters for each word: SH or CH. Use correct letter formation, following the handwriting guide if needed.

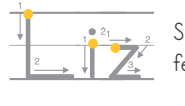
shack shut
bench lunch

Read to the child: These children are having birthdays! Read each clue, and then write the name under the correct child's picture. A person's name always starts with an uppercase letter, but the other letters in the name are usually lowercase.

 He has a red truck.

 He has three gifts.

 She has a blue hat.

 She is three and feels so much glee!




Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

 Independent Practice

Read to the child: Study the painting. Then read each word in green below and circle it if you see the item in the painting. Then color in each box below that has a word with a long E sound. Long E says its name.

	stamp	
deck		

Read to the child: In this course you will listen to audio narrations. These narrations will expose you to beautiful descriptive and sensory language, preparing you to complete your own oral narrations much later in the course and to write well in the future. On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Lesson 4 Audio Narration. Play the audio narration. 



Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Completed

- For five minutes, help the child work on memorizing the poem "Singing Time" or another poem of your choice. First, read the poem to the child. Then read it again, having the child repeat each pair of lines. Finally, read a line to the child and have him or her try to say the next line from memory. Continue for as long as the child's focus allows. You will continue working on this poem in future lessons.

Singing Time

By Rose Fyleman



I wake in the morning early
 And always, the very first thing,
 I poke out my head and I sit up in bed
 And I sing and I sing and I sing.



Independent Practice

COTTON SWAB PAINTING

Read to the child: Read each spelling word and copy each word twice. Then use cotton swabs and watercolor paint to make dots and fill in the apple tree.

no

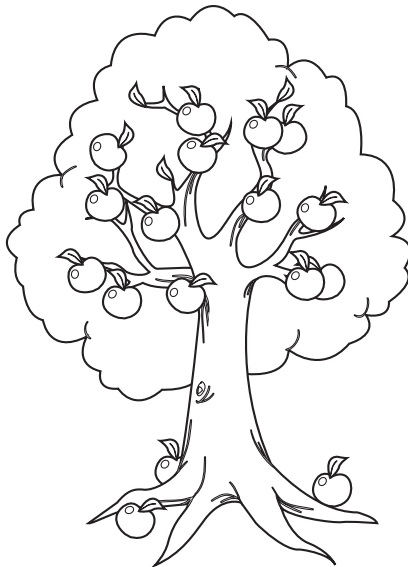
no

no

so

so

so



do

do

do

of

of

of



- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Completed



Independent Practice



Read to the child: Fill in the missing letters for each word: EE or AR. Use correct letter formation, following the handwriting guide if needed.

deep

dark

seed

card

Read to the child: These children are having birthdays! Read each clue, and then write the name under the correct child's picture. A person's name always starts with an uppercase letter, but the other letters in the name are usually lowercase.

He can jump up!
He has a drum.

She jumps with one leg.

He has a green hat.

She has a sweet dog.



Sam

Kit

Ann

Dan



- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Read to the child: Write your first and last name on the line below.

Read to the child: Fill in each blank with the appropriate word from the blue box.



I see her car.

I love to play the harp.

Yes, there are many stars.

There are three farm carts.

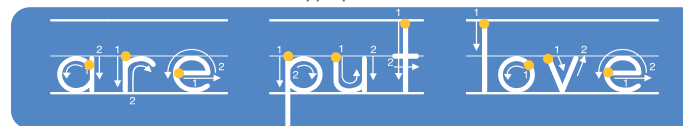
Is her farm big?

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Read to the child: Fill in each blank with the appropriate word from the blue box.



Will you put the dishes away?

I love hearing the hens in the barn.

We are or love going to feed the sheep.

“Yes, we are coming,” said Bill.

What are some things you love?

We can put the food in the pan.

Read to the child: Circle the correct spelling for each word.



- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Completed



Independent Practice

COTTON SWAB PAINTING

Read to the child: Read each spelling word, and then copy it, saying the letters aloud as you write. After you write each word, use cotton swabs and paint to make three dots to represent flowers on the landscape scene between the words. Let the paint dry before closing the book.

no so love
no so love



do of look
do of look



Read to the child: Fill in the missing letters for each word: SH or CH. Use the correct letter formation, following the handwriting guide if needed.

shark charm
bench sharp

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Completed



Independent Practice



Read to the child: Add a T or an N to each line to make a word. Then use watercolors and a brush to paint the flowers. Try making different tints and shades (as taught in Lesson 8) by mixing a little more water or black into the colors being used.

BRUSH PAINTING

for t
horn
corn
sport
born
short or shorn
thorn



Read to the child: Draw a line from the beginning of the word to the correct ending for the word.

w ark
p alk

ch alk
c all

pl alk
t ay

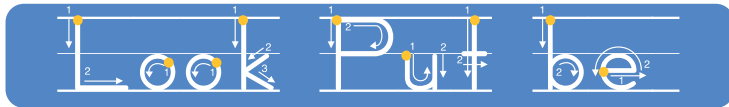
Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Read to the child: Write your first and last name on the line below.

Read to the child: Fill in each blank with the appropriate word from the blue box.



Look at those blue jays!

Put your pig in here.

Will we **be** last in line?

Look at the dog.

I will **be** there soon.

Put the ham on your plate.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



To give the child reading exposure to the unit spelling words, and to practice phonics principles learned in the course thus far, have the child read the text in each box and draw a line to its matching image.



She also likes to be in the tree.



There is one small grape in her hand.



She will pick some grapes.



The cart is full.



They are in the garden.



She can use the green can.

Completed



Independent Practice

Read to the child: Circle the correctly spelled word for each picture.



Read to the child: Create three words, each using AR and at least one letter from the blue bank.



Some options: far, car, bar, star, tar, arc, art, scar, cart, bars

Read to the child: Circle all the words that have a long A vowel sound.

lake	cave	flat
ate	plan	rake
man	made	trap

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Completed

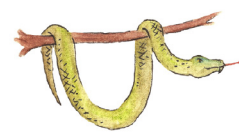
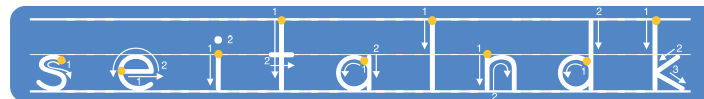


Independent Practice

Read to the child: Circle the correctly spelled word for each picture.



Read to the child: Write the word for each picture using letters from the blue bank.



snake



slide

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Read to the child: Study the painting. Then read each word in purple below and circle it if you see the item in the painting.



smoke

cliff

shade

bike

hill

lake

grass

slime

path

rock

sky

fire

king

slide

car

chalk

home

stone

ape

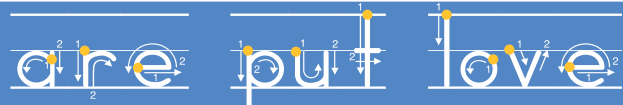
tree

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Read to the child: Fill in each blank with the appropriate word from the blue box.



I put or love the cake on your plate.

Sam and I love or are helping Mom.

We love our friends.

They are or love looking for gold.

I love our old home.

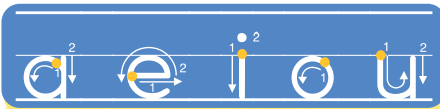
We put our feet in the lake.

Read to the child: Circle the correct spelling for each word.



- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

 Independent Practice

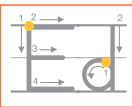


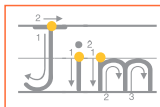
Read to the child: Write a vowel on each blank to create a real word. Every word ends with a Sneaky E, which is silent and makes the vowel before it say its name.


made tape dime
 or mode or dame, dome

cane robe here
 or cone or hare, hire

Read to the child: Read the clues for each pair of boots and write the correct name of each child under that child's boots. A person's name always starts with an uppercase letter, and other letters in a name are usually lowercase. The word in red is HAVE.

 They **have** stripes and are black.

 They are green and tall.

 They **have** cute spots.

 They are red.

Pam Jim Ed Wes

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

 Independent Practice

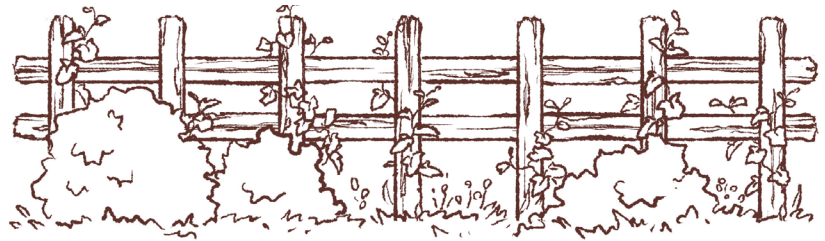
Read to the child: Draw a heart around each word on the chart that contains a long O vowel sound.

 no flop crop  robe  pole spot



BRUSH PAINTING

Read to the child: Fill in each blank with either a TH or a CH to make a word, and then use watercolor paint and a brush with a small tip to paint the picture.



beach with chase
 thing chart path
 bench each chime
 chop cheek moth

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

LESSON 21

EA: Part 4

- Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- Quiz the child on all the green spelling words on page 10 (no, so, love, her, of) and use the spelling practice ideas from that page to practice any words the child spelled incorrectly.

THE SECRET CARD

- Read to the child:** Someone wrote the teacher a very nice, secret thank-you card. It made the teacher happy. Let's figure out who wrote the secret card. Read the following paragraphs, which describe the children who did not write the card. Cross out the picture of the child when you know which child the paragraph is describing. The child who is not crossed out at the end is the one who wrote the secret card!

- Matt is neat, and he loves treats. He has a feast with lots of treats. He has red stripes.
- Blake does not cheat or sneak. He does not like beans with cream. Blake does not have long pants.



- Ellen dreams of going to the beach by the sea. She has stripes on. One hand is up.



- Meg can reach the peaches on the tree. She hikes each day. She has blue stripes.



Independent Practice

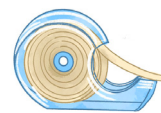
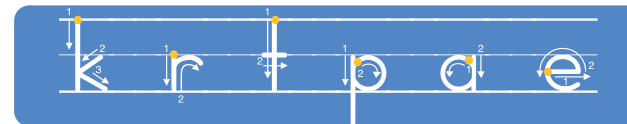
Read to the child: Cross out the word in each box that is a made-up word.

deep	need	part	art	vx	box	bean	fen
keeb	seed	cart	girt	fox	mix	reach	teach

Read to the child: Circle the number of individual letter sounds that are in the word for each image.

 2 3	 4 5	 3 4	 2 3
---	---	---	---

Read to the child: Write the word for each picture using letters from the blue bank.



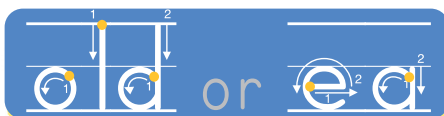
tape



rake

- Personal or Shared Reading:** For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

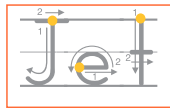
 Independent Practice




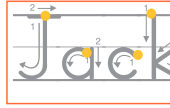
Read to the child: Fill in the missing letters for each word: EA or OLD. Use correct letter formation, following the handwriting guide if needed.

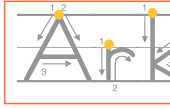
gold reach
cream sold or sea





Read to the child: Boats are often given names. All the boats below have names. Read the clues for each boat name and write the correct name under each boat. Names—even names of boats—always start with an uppercase letter, and the other letters in a name are usually lowercase.

 I have a star.

 My stripes do not go side to side.

 I have red at the bottom.

 I have a big green dot.

 Ark  Jack  Jet  Rob

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

 Independent Practice



Read to the child: Fill in the missing letters for each word: AR or OR. Use correct letter formation, following the handwriting guide if needed.

fork storm corn
Lord start arm

Read to the child: Draw two bubbles above each fish that has a word with a LONG vowel sound.

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Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.







Independent Practice

Read to the child: Cross out the word in each box that is a made-up word.

clean	mean	cone	tope	storm	torn	stay	pray
beach	reab	cape	here	blom	horn	tray	zy

Read to the child: Circle the letter the image ends with.

 g s	 t d	 g b	 m n
--	--	--	--

Read to the child: Draw a line from the beginning of the word to the correct ending for the word.

t ine	g — old	c each
sh alk	r — eep	p old
pr — ay	sh ipe	cr — y

Read to the child: Circle all the words that have a long A vowel sound.

<u>fake</u>	rat	black
<u>gate</u>	am	<u>late</u>
mask	<u>snake</u>	flat

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

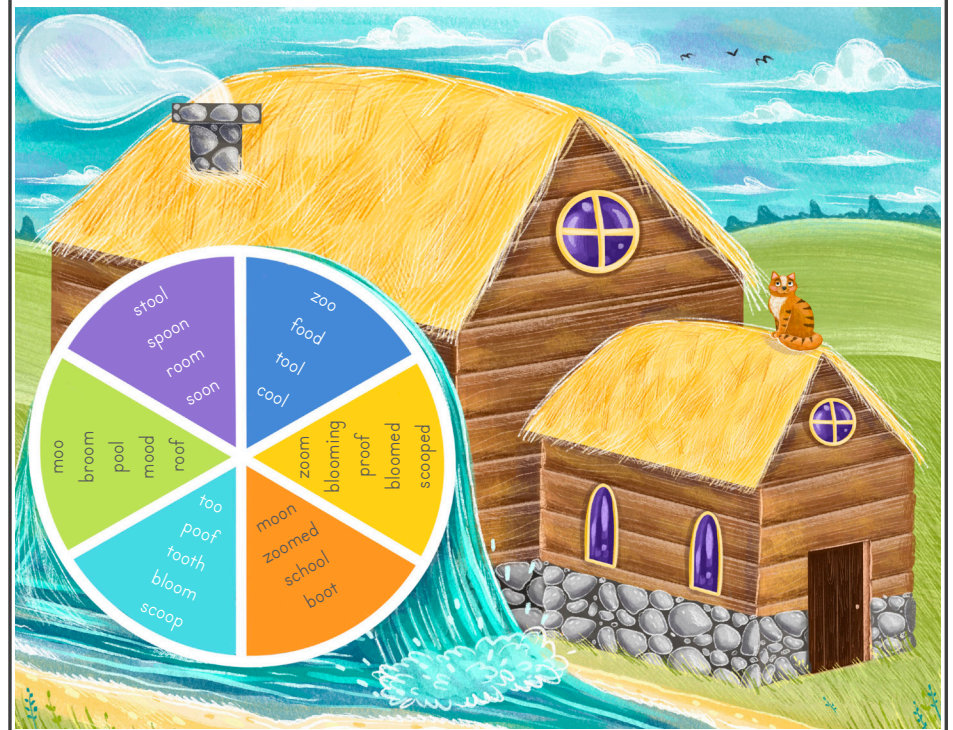
- Read to the child: The letters O and O together can make three different sounds. The most common sound of OO is /oo/ as in FOOD. On the waterwheel below, choose your favorite color and read the words in that section of the wheel. Then choose your next favorite color and so on until all the words have been read. Remember that the OO in these words says /oo/ as in FOOD. Turn the book to read the words. **Note:** Some words are pronounced differently in different regions. Adjust accordingly.

- Read to the child: Draw a line from the first half of each sentence to its matching second half.

It is cool — is by the stool.

The broom — in this room.

I use a tool to — fix the stool.

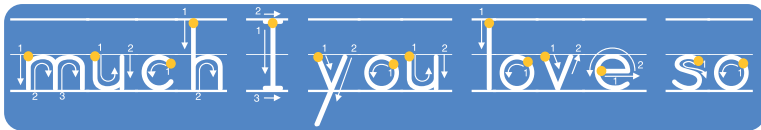




Independent Practice

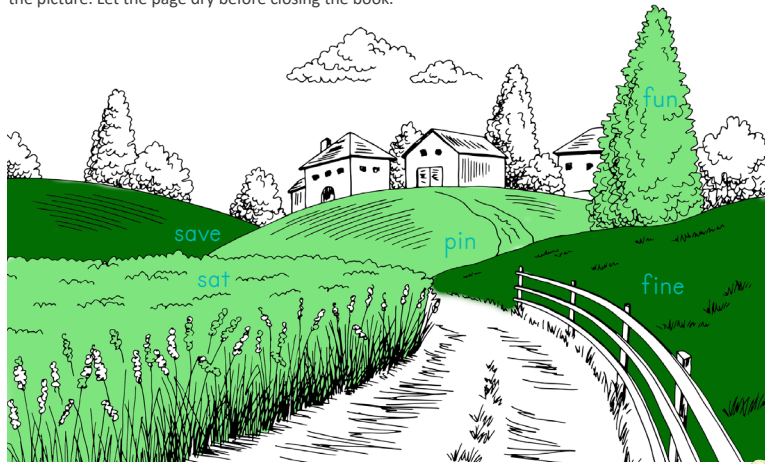
MIXED-UP SENTENCE

Read to the child: The sentence in the blue box is mixed up, and it's missing a period. On the blank line, write the words in the correct order. Don't forget the period. *Hint: A sentence always starts with an uppercase letter.*



I love you so much.

Read to the child: Create a dark green tint by adding very little water to your green watercolor paint. Create a lighter green tint by using a little more water. Paint the parts that contain a word with a LONG vowel dark green. Paint the parts that contain a word with a SHORT vowel light green. Paint the rest of the picture. Let the page dry before closing the book.



Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Read to the child: Read the information in the box below each house. Color in the circle by each box that explains one way a person could adapt to that environment.

It is so hot here.

Put on cool shorts.

Put on thick socks.

It is so dry.

Get a dog.

Dig more wells.

There are so many bugs.

Put on bug spray.

Make a cool pool.

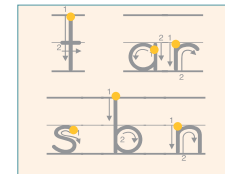
There are no trees but a lot of stones.

Live in a lake.

Make your home with stones.

Segment and Spell

Read to the child: Segment, or separate, and write the individual sounds to spell the word for each image. The sound /ar/ in these words is made with AR. Use the handwriting guide if needed.



s t ar

b ar n

Art

Read to the child: Draw a heart around each vowel.

g o

e h

i

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Read to the child: Draw a line from each word to its picture.

shells

ship

shapes

Read to the child: Circle each sentence that is true.

Answers will vary.

- I eat shells.
- I am on a bench.
- I take baths.
- I like to eat chips.

Read to the child: Read each spelling word, and then spell it aloud two times, clapping with each letter.

no | her | so | do | of | put

Read to the child: Each spelling word is listed in all lowercase letters. Write each word in all uppercase letters.

LOVE	love
ARE	are
LOOK	look
BE	be

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

- Read to the child: The letters O and O together can make three different sounds. You have already learned one sound of OO: /oo/ as in FOOD. Another sound of OO is /öö/ as in LOOK. The squirrel on this page is collecting acorns for the winter. Read the words in each row of acorns, and then circle all the acorns in the row that rhyme with the first acorn in the row. The squirrel gets those acorns for her winter storage!



look	hook	shook	cook	foot
wood	hoof	brook	stood	crook
good	nook	hood	book	looked

- Dictate the following words and have the child write the words on the blank lines provided (the OOK is already given): shook, took.

ook ook

 Independent Practice

MIXED-UP SENTENCE

Read to the child: The sentence in the blue box is mixed up, and it's missing a period. On the blank line, write the words in the correct order. Don't forget the period. Hint: A sentence always starts with an uppercase letter.

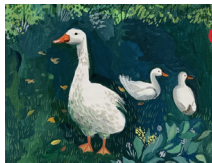


We ate lunch.

Read to the child: For each picture circle the description that is true.



- 1. The fox stood by the brook and looked at jumping fish.
- 2. The red fox is walking. It does not have a broom.

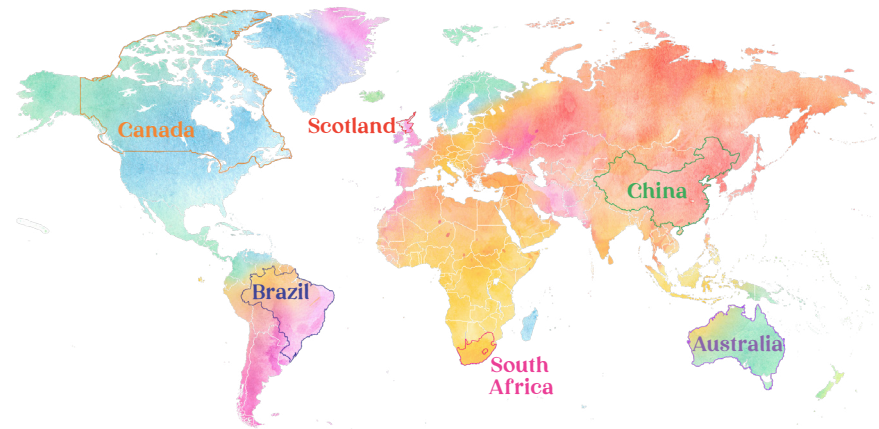


- 1. The ducks are not in a pool and are not in a school.
- 2. The ducks at the zoo eat food with a spoon.



- 1. It stood on my roof.
- 2. It does not have food. It is not in my room.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.





Independent Practice

MIXED-UP SENTENCE

Read to the child: The sentence in the blue box is mixed up, and it's missing a period. On the blank line, write the words in the correct order. Don't forget the period. Hint: A sentence always starts with an uppercase letter.



I will be so good.

Read to the child: Draw a line from the first half of each sentence to its matching second half.

The pool feels ~~to the moon.~~
 I wish I could zoom ~~very cool.~~
 "Please clean your ~~use eight more pigs.~~
 The pretty farm could ~~room," they said.~~

Read to the child: Circle each word on the chart that contains a long vowel sound.

shine	huge	kid	push	these	skate
cob	bride	cube	star	red	go

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

MIXED-UP SENTENCE

Read to the child: The sentence in the blue box is mixed up, and it's missing a period. On the blank line, write the words in the correct order. Don't forget the period. Hint: A sentence always starts with an uppercase letter.



God loves me.

Read to the child: Draw a line from the first half of each sentence to its matching second half.

I stacked a ~~zoom around the room.~~
 The boys will ~~in a line.~~
 We all walked ~~pile of wood.~~

Read to the child: Circle the correct word for each sentence.

I <u>ate</u> / eight fish.	I see ate / <u>eight</u> sheep.
Ate / <u>Eight</u> kids swim.	We <u>ate</u> / eight lunch.

Read to the child: Fill in each blank with either AR or OO to make a word, and then use colored pencils to color the landscape. Make each stripe in the picture a different shade of green or yellow.



pool
farm
stood
food
start
mood

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

LESSON 31

Spelling Words with OO: Sound 2

- Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- Complete the letter tiles activity.



LETTER TILES

On the free Good and Beautiful Letter Tiles app, go to Level 1 > Lesson 31 or use physical tiles. Dictate the words in the purple boxes and have the child spell the words using tiles. Not all words use OO by design so that the child has to think more about the vowel sound used in each word.

look took soon not pool good book dot food foot

- Have the child read the list of words and phrases below and circle words for objects that can be seen in the painting. Then have the child find and point to one of the plural words on the list.



- bench
- path
- basket
- girl
- dresses
- chalk
- seat
- thin cloth
- smoke
- three kids
- chin
- shin
- green grass
- spoon
- two sheep
- broom



Independent Practice

Read to the child: Read the clues and write the correct name under each child. People's names always start with an uppercase letter, and other letters in a name are usually lowercase.

He is a boy and likes to read.

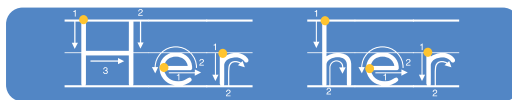
She does not have on a dress.

She does not sit on the grass or on a book.

She does not have a cat or red pants.



Read to the child: Fill in each blank with the word "her," and then read the sentences aloud. The first word in a sentence always starts with an uppercase letter.



Do you know her ?
Her name is Ann.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Say the following words to the child. Have the child clap the syllables and tell you how many there are.
 pop - corn foot - ball pink good - bye pur - ple hol - i - day

Help the child work on memorizing the poem. Read to the child: Let's review.

Singing Time

By Rose Fyleman

I wake in the morning early
 And always, the very first thing,
 I poke out my head and I sit up in bed
 And I sing and I sing and I sing.

1. When a vowel is long, it says its _____. [name]
2. How many letters are in the alphabet? [26]
3. What are the vowels? [A, E, I, O, U, and sometimes Y]
4. A consonant is every letter that is not a _____. [vowel]



Independent Practice

Read to the child: Fill in each blank with the word "are," and then read the sentences aloud. The first word in a sentence always starts with an uppercase letter.



Are _____ you ten years old?

We are _____ here.

Read to the child: Draw a line from the beginning of the word to the correct ending for the word.

sp	uck	ea	alk	t	oop
br	oon	ch	each	f	ood
tr	oom	p	ch	sc	ooth

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Completed



Independent Practice

Have the child read each spelling word and then spell it aloud two times, hopping with each letter.

love | no | her | so | be

Each spelling word is listed in all lowercase letters. Have the child write each word in all uppercase letters.

BE	be
DO	do
ARE	are
OF	of

Each spelling word is listed in all uppercase letters. Have the child write each word in all lowercase letters.

look	LOOK
put	PUT
love	LOVE
her	HER

Completed

Read to the child: Read each sentence. If the sentence is not true about the painting below, cross out the box.

There is a town.	An owl is X in the sky.
I see a brown cow.	There are clouds.
A hound is X on a couch.	The tree has X a mouth.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.





Read to the child: Let's do an activity to describe locations. I will read each sentence with one option, then read it again with another option. You tell me which is the best option to make the sentence true. I will help you locate the continents we talk about on the map on the previous page.

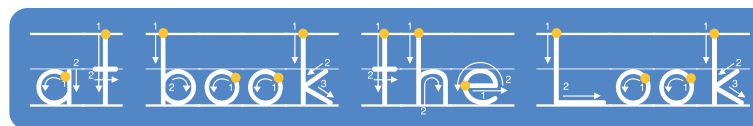
1. Australia is above below Asia.
2. Europe is next to far from Asia.
3. North America is to the left to the right of Europe.
4. Africa is next to far from Australia.



Independent Practice

MIXED-UP SENTENCE

Read to the child: The sentence in the blue box is mixed up, and it's missing a period. On the blank line, write the words in the correct order. Don't forget the period. *Hint: A sentence always starts with an uppercase letter.*



Look at the book.

Read to the child: Draw a line from the first half of each sentence to its matching second half.

- | | |
|---------------|------------------|
| The loud pig | fill the sky. |
| Dark clouds | to ten. |
| We should go | has a snout. |
| I could count | buy a good book. |

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Completed



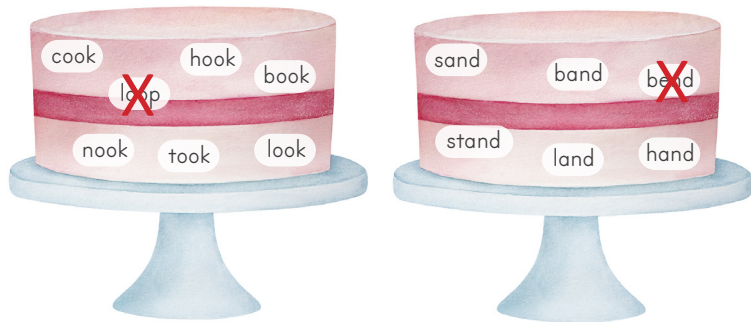
Independent Practice



Read to the child: Fill in the missing letters for each word: OO or OU. Use correct letter formation, following the handwriting guide if needed.

food out soon
good found

Read to the child: Read each word on the first cake aloud. Cross out the one word that does not rhyme with the rest of the words. Draw candles with flames on the cake and color them. Repeat the steps for the second cake.



Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Completed



Independent Practice

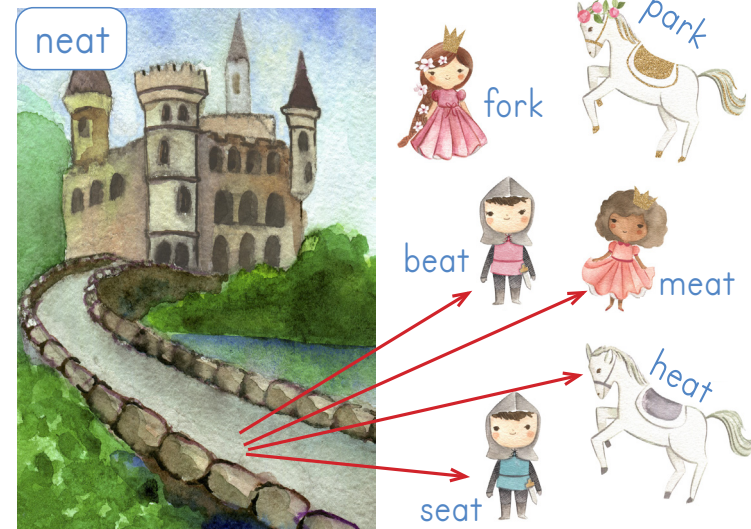


Read to the child: Fill in each blank with the word "look," and then read the sentence aloud. The first word in a sentence always starts with an uppercase letter.

Look at these gold forks.

Can you look at those horses?

Read to the child: A person or horse can only enter the castle today if the word by them rhymes with NEAT. Draw an arrow from the castle road to each person or horse that can enter the castle.



Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



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Independent Practice

Read to the child: Read and follow the instructions by each box. Try to read the instructions without help if possible. The word in purple is DRAW.

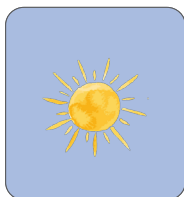
Draw a line that is green.



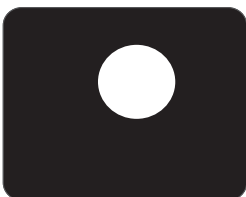
Draw one leaf that is very small and one leaf that is big.



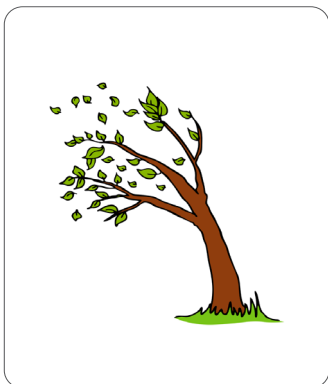
Draw a sun with blue sky around it.



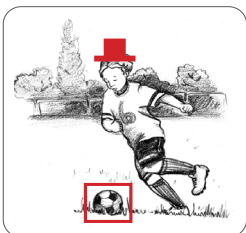
Draw a moon with a black sky around it.



Draw a very tall tree that bends.



Draw a box around the ball and a hat on the boy.



- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

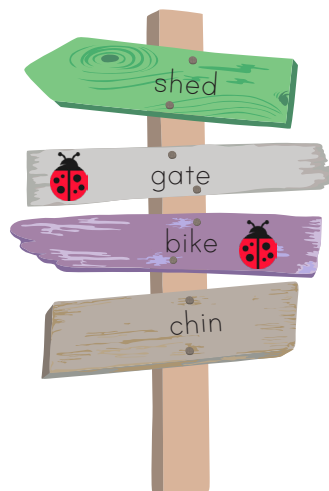
LESSON 40

UNIT 1 REVIEW

- The child completes the exercises with purple headers only. Correct the work. If the child makes one or more mistakes in a section, check the orange "Additional Practice" checkbox for that section. On another day the child will complete all the orange sections that are checked, if any. If the child still makes multiple mistakes, make sure the child understands why. Because there is so much review throughout this course and the next course level, the child is not expected to have the material mastered at this point in order to move on to the next unit.
- Note that you will need to administer the Reading Assessment section. There is no orange section for the Reading Assessment. Instead, you will be instructed in Unit 3 to repeat the assessment to see what progress has been made.

Long and Short Vowels

A long vowel says its name. Read each word and draw a bug on each sign that has a long vowel.



Additional Practice

Long and Short Vowels

A long vowel says its name. Read each word and draw a bug on each sign that has a long vowel.



Homophones

Circle the correct homophone in each sentence.

Ate <u>Eight</u> dogs nap.	He <u>ate</u> eight ham.
She has ate <u>eight</u> hens.	<u>ate</u> eight chips.

Additional Practice

Homophones

Circle the correct homophone in each sentence.

<u>ate</u> eight food.	I see ate <u>eight</u> ants.
Ate <u>Eight</u> cats sit.	We <u>ate</u> eight lunch.

Syllables and Plural Words

Read each of the words below, and then read them again while you clap the syllables. Then tell me if each word is plural or singular.

singular glove	plural spoons
plural couches	singular cloud


Additional Practice

Syllables and Plural Words

Read each of the words below, and then read them again while you clap the syllables. Then tell me if each word is plural or singular.

plural benches	singular owl
plural boots	plural lunches


Unit Spelling Words

 You learned how to spell words with many different phonics patterns, which means you now know how to spell hundreds of words. The unit spelling words are rule breakers that have to be memorized. I will tell you the spelling words, and you use the Letter Tiles app to spell them (Spelling Words: Unit 1). The child could also write the words on paper. Circle words the child spells incorrectly.

love	no	her	so	be
are	of	look	do	put

Additional Practice

Unit Spelling Words

 I will tell you the spelling words that you spelled incorrectly in the purple section we did, and you use the Letter Tiles app to spell them (Spelling Words: Unit 1). The child could also write the words on paper. Circle words the child spells incorrectly and continue practicing them until mastered.

Helpful Hint: Because there is so much review throughout this course and the next course level, the child is not expected to have the material mastered at this point in order to move on to the next unit.



Independent Practice

My Little Journal



Read to the child: Answer the question with a **complete sentence**. For example, “six years old” is not a sentence, but “I am six years old” is a complete sentence. Draw a picture for the sentence you write.

What is one thing you like that is found outside?

The child should have written a complete sentence beginning with a capital letter and ending with a punctuation mark.

The child should have drawn an illustration for his or her sentence.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

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Independent Practice

Read to the child: For each picture, circle the sentence that is true.



- The fox zoomed very fast up the hill and around the pretty garden.
- The sly red fox walks into the woods.



- The owl hoots and swoops down to the ground.
- The owl stood still on the branch.



- The chipmunk stood still on the stump.
- The chipmunk jumped off the tree and found a nut on the ground.

Read to the child: Fill in each blank with the correct word from the blue box, and then read the sentence aloud. The first word in a sentence always starts with an uppercase letter.



Was your book good?

Your friend is very kind.

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice



Read to the child: Fill in each blank with the word WAS, and then read the sentences aloud.

Was your mom cooking the food?

He was looking for more to drink.

Read to the child: This exercise gives practice with art and also reading colors and words with phonics principles you have been learning. Follow all the instructions in orange. The underlined word is DRAW. The word COLOR is in purple. The word APPLE is in red.



Actual colors and placement of items may vary.



- Color the thing standing on the boy.
- Find the apple and color it green.
- Now look for glasses and color them blue.
- Color a girl's dress pink.
- Draw a cloud on a book.
- Find the girl with her hand up. Draw a drink in her hand.

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

- Help the child begin memorizing the unit poem on the right. You may choose a different poem to memorize if desired.
- Read to the child: Let's review.
 1. When a vowel is long, it says its _____. [name]
 2. How many letters are in the alphabet? [26]
 3. What are the vowels? [A, E, I, O, U, and sometimes Y]
 4. A consonant is every letter that is not a _____. [vowel]

What Do You Suppose?

By Unknown

What do you suppose?
 A bee sat on my nose.
 Then what do you think?
 He gave me a wink
 And said, "I beg your pardon,
 I thought you were a garden."



Independent Practice

My Little Journal



Read to the child: Answer the question with a **complete sentence**. For example, "dogs" is not a sentence, but "I like dogs more than cats" is a complete sentence. Draw a picture for the sentence you write.

Do you like cats or dogs more?

The child should have written a complete sentence beginning with a capital letter and ending with a punctuation mark.

The child should have drawn an illustration for his or her sentence.

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Read to the child: Fill in each blank with the correct word from the blue box. Remember to start sentences with an uppercase letter. Not all the words are used.



The gift is from Dave.

Your dog is big!

Oh, the book is so good!

Read to the child: Draw a line from each word to its rhyming word. Then draw a flag on top of each mountain, drawing the same color of flag on the mountains with words that rhyme.

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Items Needed:
paintbrush
poster paint (green,
yellow, brown)

LESSON 46




Reading Sneaky E Exceptions


- Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- Write "done," "some," "have," "live" (short I sound), "love," and "come" on the whiteboard.


Read to the child: Silent E is an E that is silent. Sometimes when Sneaky E adds a Silent E to the end of a word, he does not make the vowel say its name. Let's practice some of the exceptions. Help the child read the words on the whiteboard. Then have the child read each word aloud again and write it, saying each letter aloud while writing.

English words cannot end in V. That is why a Silent E is added to HAVE, LOVE, and LIVE.

- Read to the child:** Read the names of the three children below.
- These three children are cousins. Their aunt is sick, so they each bought flowers for her. Let's figure out which child chose which plant by following these steps:
- Read all the words by a plant.
 - Find the word that is repeated.
 - Find that word under a child's name.
 - Write that child's name under the plant he or she chose!


Dean
 come


Jean
 some


Carson
 done



done	have
some	live
come	some

Jean



done	love
some	have
done	come

Carson



come	live
have	come
done	some

Dean

Independent Practice

Read to the child: On a separate piece of paper, paint a yellow flower with a green stem and leaves in a brown pot. Label the colors on the painting, using this guide:

● green
 ● yellow
 ● brown

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Independent Practice

Common and Proper Nouns

Read to the child: Cut out the word boxes below. Glue each in the correct column.

Common Nouns	Proper Nouns
water	Hank
bank	Frank
hill	Rome
aunt	Kate
	Aunt Jane
	Finland



Independent Practice

Read to the child: Read each spelling word, and then spell it aloud two times, clapping with each letter.

boy | come | more | done | none | move

Read to the child: Each spelling word is listed in all lowercase letters. Write each word in all uppercase letters.

was	WAS
oh	OH
your	YOUR
from	FROM

Read to the child: For each picture, circle the sentence that is true.



- 1. The girl with yellow boots walks her dog.
- 2. The girl with a green hood takes a walk with her dog.



- 1. The girl and the boy each read a book on the couch.
- 2. The kids have a lot of fun as they play.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Read to the child: Circle all the words for things that feel SOFT.

cloud	book	wood	spoon	rabbit	thorn	brick
cloth	kitten	fork	chalk	bench	cart	sock

- 1
- 2
- 3
- 4

Draw a Bee

Read to the child: Follow the steps to draw a bee in the blank box.

The child should have drawn a bee similar to the one shown in step 4 to the left.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Read to the child: Circle all the uppercase letters. If you get any letters incorrect, practice writing the uppercase and lowercase pair (e.g., Aa) for the letter a few times on a separate sheet of paper.

M i k n O J L p K j m N o P



Read to the child: Fill in each blank with the correct word: COME or NONE.

Will you come to see the pretty lake?

Well, none of the boys are here.



Have the child read the riddles and write the answers.

What am I?

I like to be wet.
I am often green.
I can be seen
sitting on lily pads.
You would not eat a fly,
but I would!

frog

What am I?

I can be found in homes,
but I do not like to be seen.
I sound a lot like the word HOUSE.
I am soft and small
and sneaky and fast.

mouse

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

My Little Journal



Read to the child: Answer the question with a **complete sentence**. For example, "six years old" is not a sentence, but "I am six years old" is a complete sentence. Draw a picture for the sentence you write.

What is a food that you really like?

The child should have written a complete sentence beginning with a capital letter and ending with a punctuation mark.

The child should have drawn an illustration for his or her sentence.

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.





Independent Practice

COTTON SWAB PAINTING

Read to the child: Read each word in blue aloud and copy each word twice. Put a plastic sheet behind the page, and then use cotton swabs and paint to fill each box with dots that represent the colors of each season. Add only a tiny bit of water to the watercolors. Let the paint dry before closing the book.

The box should be filled with dots of summer colors.	The box should be filled with dots of fall colors.	blue
		blue
		blue
The box should be filled with dots of winter colors.	The box should be filled with dots of spring colors.	brown
		brown
		brown

Read to the child: Circle the correct word for each sentence. The word TOO (with two Os) can mean ALSO or VERY.

The water is to / too cold.	Did he eat to / too much cake?
Give the card to / too Dad.	I would like to come to / too .

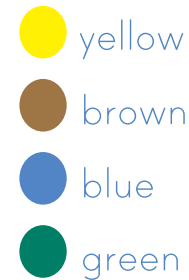
- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice



Read to the child: With crayons, markers, or colored pencils, draw a brown pot with a green cactus in it. Ideas are given at the top. Put a yellow flower on the cactus. Draw a blue sky behind the cactus. Then, with a marker, write the word for each of the colors next to that color on the picture you drew.



Drawing should include the following:

- brown pot
- green cactus in the pot
- yellow flower on the cactus
- blue sky
- labels for each color

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Read to the child: Cross out the word in each box that is a made-up word.

bank	sank	cow	z w	foot	stood	ink	pink
z ank	thank	town	wow	took	v ok	k ink	think

Read to the child: Write the word for each picture. Each word contains AR.



car



jar



harp

Read to the child: Circle all the words that have a long A vowel sound.

lane	path	hand
track	rake	grand

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Be or Bee?



Read to the child: Fill in the blanks with the correct word: BE or BEE.

- I was stung by a bee.
- Will you be home soon?
- I want to be helpful.
- A bee is on the bag.



Read to the child: Read each sentence, look at the picture, and circle the sentence if it is true.



- I see a ladder.
- I see an ape.
- There is a gray pipe on the side of the home.
- A cow is on the bed.
- There is a shelf of books.

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Completed



Independent Practice



Read to the child: Fill in each blank with the word WAS, and then read the sentences aloud.

Was your cat here? He was funny.

Read to the child: Follow all the instructions in orange.

Actual colors and placement of items may vary.



1. Spy the bird and color it yellow.
2. Find the boy and color his shirt blue.
3. Color the small girl's skirt pink.
4. Draw a bird on top of the boy.
5. Draw a cloud in the sky.
6. Look for the puppy and color it brown.
7. Spot the cat and make it gray.
8. Fill in the small girl's shirt with green.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Completed

Items Needed:
3 index cards
(optional)

LESSON 58

Action and Being Verbs

Note: In this course the child learns only the being verbs that do not need to be paired with a helping verb. For example, the being verb BEEN has to be paired with a helping verb: HAS BEEN. The being verb BEING has to be paired with a helping verb: IS BEING, WAS BEING, etc. Helping verbs are a more complex topic that will not be taught until a future level.

- Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- Read to the child: Study the painting on the next page. Describe what you see in the background. Is this a busy scene? Would it be fun to be working with the horses? Imagine how the horses would sound. Imagine how fresh the air would feel. We will use this painting today to talk about verbs.
- Read to the child: A **verb** tells what something or someone does. There are two types of verbs: action verbs and being verbs.

An **action verb** shows an action. For example, Amy LAUGHS. David JUMPS. The bird SINGS.

Here are some sentences about the painting. Read each sentence and circle the action verb in each sentence.

- A girl **works** hard.
- The hay **sits**.
- A man **helps**.
- The sun **shines**.

- Read to the child: A **being verb** uses a form of the verb TO BE. For example, Sam IS happy. Sam WAS happy. We WERE sad. I AM fine.

Point to each being verb in purple and read it.

am are is
was were

Now, I'll say a being verb, and you point to it in the purple box: were, is, am, was, are.

Here are some sentences about the painting. Read each sentence and circle the being verb in each sentence.

- The hills **are** green.
- They **were** working.
- The sun **was** hot.
- The girl **is** strong.

- Read to the child: Draw a line from the sentence to the animal it describes. Then circle the verb in each sentence and tell me if it is an action verb or a being verb.





Independent Practice

To or Too

Read to the child: Fill in the blanks with the correct word: TO or TOO. TOO can mean ALSO.

- I see the birds too.
- I go to the lake.
- I want a cat too.
- Please talk to Beth.



Read to the child: Read each sentence, look at the picture, and circle the sentence if it is true.



- A cat is on a pole.
- A stork is on a seat.
- A cloud is on the porch.
- Birds are on the roof.
- The flowers are made from gold.
- There are two seats.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Read to the child: Read the names of the three children below.

These three children are friends. Last summer they each got to pick out a sailboat for their family to rent. Figure out which child chose which sailboat by reading all the words by the first sailboat. Then determine which word is repeated. Find the repeated word under a child's name. That is the child who chose that sailboat. Write that child's name under the sailboat he or she chose. Do the same thing for each of the sailboats.



Paisley
daisy



Craig
rain



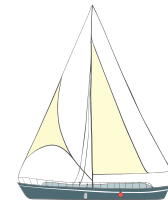
Faith
tailor



strain
tailor
drain

chair
tailor
waist

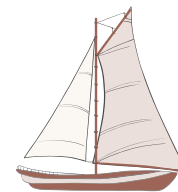
jail
maid
daisy



rainy
daisy
main

Faith

Paisley



chain
rain

claim
trait

daily
rain

Craig

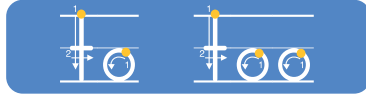


Independent Practice

To or Too

Read to the child: Fill in the blanks with the correct word: TO or TOO. TOO can mean ALSO.

- I see the deer too.
- I love deer too.
- The small deer likes to nap.
- I am trying to paint a deer.



Read to the child: Read each sentence, look at the picture, and put a star by the only sentence that is true. Then circle the verb in each sentence. Remember that the word IS is a being verb.



1. A silly sheep is on the tree.



2. A ladder is on a cloud.



3. It is so foggy.

4. A puppy surfs.



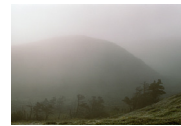
5. A car drives. ★

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Read to the child: Circle the word that best describes the picture.



skinny
sadly
foggy



happy
empty
hurry



windy
sorry
candy



messy
rocky
study



grassy
loudly
sticky



misty
softly
windy

MIXED-UP SENTENCE

Read to the child: The sentence in the blue box is mixed up, and it's missing a period. On the blank line, write the sentence in the correct order. Don't forget the period. Hint: A sentence always starts with an uppercase letter, which is also called a capital letter.






I found the cow.

Spot the Syllables

Read to the child: Fill in the circle for the number of syllables in the word depicted in the image. Then write the word for the image divided into syllables with a dash between the syllables. The blue box shows all the syllables used. The first one is completed as an example. Every syllable needs a vowel.

pump pea ti bird ger kin nut






	<input type="radio"/> 1 <input checked="" type="radio"/> 2	mag - net
	<input type="radio"/> 1 <input checked="" type="radio"/> 2	ti - ger
	<input checked="" type="radio"/> 1 <input type="radio"/> 2	bird
	<input type="radio"/> 1 <input checked="" type="radio"/> 2	pea - nut
	<input type="radio"/> 1 <input checked="" type="radio"/> 2	pump - kin

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Spot the Syllables

Read to the child: Fill in the circle for the number of syllables in the word depicted in the image. Then write the word for the image divided into syllables with a dash between the syllables. The blue box shows all the syllables used. The first one is completed as an example. Every syllable needs a vowel.

trac cloud der spi leaf tor

	<input type="radio"/> 1 <input checked="" type="radio"/> 2	mag - net
	<input type="radio"/> 1 <input checked="" type="radio"/> 2	trac - tor
	<input checked="" type="radio"/> 1 <input type="radio"/> 2	leaf
	<input type="radio"/> 1 <input checked="" type="radio"/> 2	spi - der
	<input checked="" type="radio"/> 1 <input type="radio"/> 2	cloud

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

PLURAL NOUNS: S or ES?

- Read to the child: Most **NOUNS** can be made plural by adding an S. Add ES to nouns that end with **SH, CH, Z, X, or S**.

Have the child write S or ES at the end of each word to correctly make the word plural.



trees

socks

benches

dresses

cracks

lamps

glasses

foxes

churches



Independent Practice

Read to the child: Circle the correct word for each sentence. The word TOO (with two Os) can mean ALSO or VERY.

The pail is to / **too** leaky.

Take the grain **to** / **too** the cows.

Give the turnip **to** / **too** the teacher.

The nurse can help to / **too**

Read to the child: Fill in each blank with the correct word from the blue box. Remember to start sentences with an uppercase letter.

was Oh your from boy

Dave is a **boy** _____.

My home is far **from** _____ here.

Is **your** _____ sister on the train?

I **was** _____ late.

Oh _____, I love the rain!



Read to the child: A verb tells what the subject does. There are two types of verbs: action verbs and being verbs. Read each sentence below. Then circle the verb with blue. The first one is completed as an example.

The family **sails**.

A train **stops**.

The rain **starts**.

The wind **is** strong.

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Completed

PLURAL NOUNS: S or ES?

Read to the child:
Most **NOUNS**
can be made plural
by adding an S. Add
ES to nouns that end
with SH, CH, Z, X, or S.

Read to the child:
Write S or ES at the
end of each word to
correctly make the
word plural.



ferns

tails

inches

classes

brushes

boxes

Read to the child: Using examples of the ferns above, draw one or two ferns with colored pencils.

Child should have drawn one or two ferns.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Completed



The family sails.

The ship sails.

The sun shines.

Sheep graze.

England is pretty.

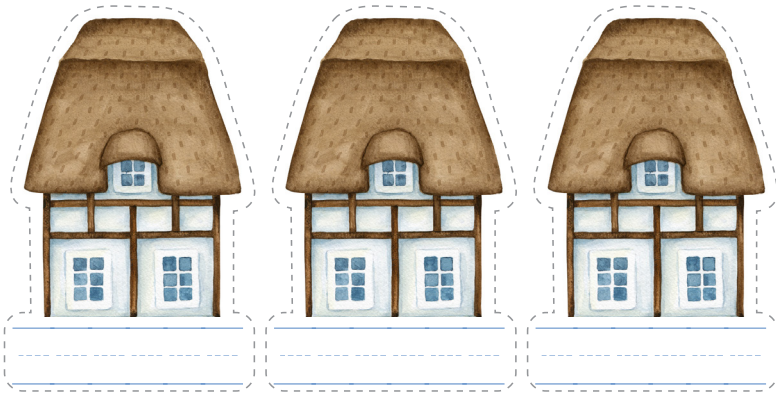
A bus turns.

The rain falls.

The sea was cold.

The map is cute.

Read to the child: Under each home, write one of these three words: "how," "now," "wow." Cut out the homes and glue them wherever desired on the last page of this lesson titled "My English Countryside." Add roads, bushes, trees, etc., with colored pencils or crayons.



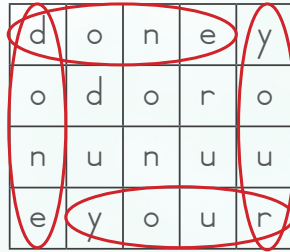
Say the words.



Say and trace the words.



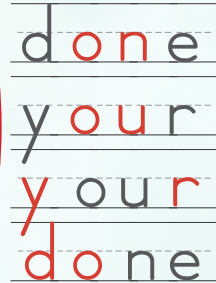
Circle each word twice.



Write each word in the correct set of boxes.



Fill in the missing letters.



- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Helpful Hint: This lesson requires a blank word processing document, so it is suggested that you have it open before starting the lesson.

LESSON 65



WH + Oral Narration

- Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- Read to the child: **Climate** means the type of weather a place has had over a long period of time. Climate tells us if a place is usually hot or cold, dry or wet, windy or not windy. The kind of climate people live in affects how they live. For example, you can't have lemon orchards in cold places because lemon trees don't do well in the cold. Also, you wear warmer, thicker clothing in cold areas. Even the kinds of houses that people build depend on the climate. In Samoa, for example, it is almost always warm, and many people do not have walls on their houses—just beams that let the breeze flow through and cool down the houses. But you would never want to have that kind of house in Alaska, where it is often snowy and freezing!

Whitney	while	wheat
Wheeler Farm	White Lake	who*
whom*	wham	whole*

- Take out the next page and give it to the child. Read to the child: Now you get to describe this photo of England. I will type your description as you say it aloud. If you want to change anything, I can go back and change it. If you need help or need to add more details, I can ask you some questions to help you.

Type out the narration as the child describes the photo. At times you may need to read to the child what was just written. Use the following questions to prompt the child if needed.

- The climate in England is moderate. That means it doesn't usually get really cold or really hot. England's climate is great for sheep because sheep don't like to get too cold or too hot. Speaking of sheep, you get to read the words on the sheep below. Remember that WH makes the sound /w/ as in WHAT.
- Read to the child: Some WH words, such as who, whom, and whole, are rule breakers*, and the WH makes the sound /h/. Read the words on the chart. Then circle each proper noun, which is the specific name of a person, place, or thing.

- Does the castle stand majestically or beautifully on the hill?
- Does the castle look old or new?
- What does the sun look like?
- Is the light reflecting on the water?
- What do the clouds look like?
- Where do you see shadow and light?
- What are the plants like that line the river?





Independent Practice

Read to the child: Look at the castle in the photo you just described. You get to ask the castle owner two questions. Start each question with a word that makes sense: what, where, how, or why.

What Where How Why

Why or How do you like it?

What is your name?

PLURAL NOUNS: S or ES?

Read to the child: Most **NOUNS** can be made plural by adding an S. Add ES to nouns that end with SH, CH, Z, X, or S.

Read to the child: Write S or ES at the end of each word to make the correct plural word. Then use colored pencils to draw vines and flowers on the arches.



arches

seats

drinks

classes

dishes

wheels

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

My Little Journal



Read to the child: Answer the question below with a **complete sentence**. For example, “stormy weather” is not a sentence, but “I like stormy weather” is a complete sentence. Draw a picture of the cover of the book or a scene from the book.

What is a book that you like?

The child should have written a complete sentence beginning with a capital letter and ending with a punctuation mark.

The child should have drawn a picture of the cover of the book mentioned above or a scene from the book.

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



LESSON 67



Reading Words with WR

- Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- Quiz the child on the green and yellow unit spelling words on page 115. Practice any words spelled incorrectly.
- Have the child work on memorizing the poem.

What Do You Suppose?

By Unknown

What do you suppose?
 A bee sat on my nose.
 Then what do you think?
 He gave me a wink
 And said, "I beg your pardon,
 I thought you were a garden."



wriggly	wren	written
wrapper	wrapped	wrinkly
whom	wham	whole

- Read to the child: WR makes the sound /r/ as in WRITE. Choose one of the stretches and circle it. Then read the words on the chart while you hold that stretch. I will hold up the course book for you to see while you read.



wrist	wrap	writer
write	wreath	wrench
wrote	wrong	wring

- Have the child spell these words aloud: far, jar, art, farm.
- Read to the child: You get to sort out sentences. Find the boxes on the next page and cut them out along the dashed lines. Then put the strips together in pairs to make sentences. *Hint: A sentence starts with an uppercase letter and ends with a period.*
- Read to the child: Complete these steps for each box below:

- Circle the verb. Tell me if it is an action verb or a being verb.
- Circle the subject of each sentence with a yellow pencil. Tell me if the subject is a common or proper noun.

A snail moves. action verb
common noun

Blake is kind. being verb
proper noun



Independent Practice

Read to the child: Start the question below with a word that makes sense: when, where, how, or why.

When Where How Why

Where is your purse?

MIXED-UP SENTENCE

Read to the child: The sentence in the blue box is mixed up, and it's missing a period. On the blank line, write the sentence in the correct order. Don't forget the period. *Hint: A sentence always starts with an uppercase letter, which is also called a capital letter.*

funny You are

You are funny.

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



That is	note on a wrapper.
Please	the wrong way.
The writer	has a sore wrist.
I wrote a	wrap the wreath.

Aesop Quiz

Have the child circle the correct answer.

- Was Aesop a real man?
 - no
 - yes
 - maybe
- What was Aesop's last name?
 - Baker
 - We do not know his last name.
 - Smith
- Aesop told many stories about _____.
 - people
 - dragons
 - animals

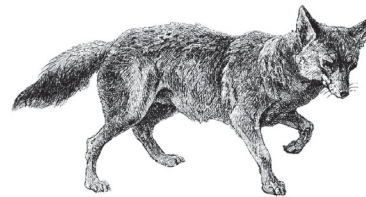
Have the child write the correct answer on the blank line.

- Aesop lived in Greece.
 - Greece
 - Africa
 - France
- Aesop was a slave.
 - baker
 - farmer
 - slave
- Aesop liked to tell stories.
 - write songs
 - make pots
 - tell stories

- Read Aesop's fable to the child. Have the child narrate (retell) the story in his or her own words. If needed, prompt the child or read the story to the child again. Then discuss the lesson the story teaches.

The Wolf in Sheep's Clothing

A wolf really wants a sheep for dinner, but he cannot get one because the shepherd watches the sheep so carefully. So the wolf decides to disguise himself. He clothes himself in a sheepskin and slips among the sheep. The wolf completely tricks the shepherd, and when the flock is penned into a fenced area for the night, the wolf is shut in with the rest. But the shepherd, that very night, needs a sheep for food. He takes the wolf instead of a sheep.



Independent Practice

Read to the child: Circle the correct word for each sentence. The word TOO (with two Os) can mean ALSO or VERY.

The air is to / too cold.

I go to / too the store.

I want to / too swim.

You are to / too late.

He is two / too years old.

I will come two / too

We have two / too fish.

I like apes two / too



Independent Practice

from boy

Read to the child: Fill in each blank with the word FROM or BOY.

The boy is from my town.

Read to the child: Follow all the instructions in orange.

Actual colors and placement of items may vary.



- Write the word "who" under the dog on the ground.
- Find the boy and color his pants green.
- Fill in the sun with yellow.
- Color the two dogs brown.
- Color any three flowers pink.
- Find the boy's cap and color it blue.
- Fill in the boy's shirt with red.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

PLURAL NOUNS: S or ES?

Read to the child: Most **NOUNS** can be made plural by adding an S. Add ES to nouns that end with SH, CH, Z, X, or S.

Read to the child: Read each word. Then write S or ES at the end of each word to correctly make the word plural.



bosses

flashes

wishes

beaches

s es

snails

sails

foxes

Say the word below.

done

Trace the word.

done

Circle the word 3 times.

d	o	n	e	d
o	d	o	n	e
n	u	n	u	s
o	d	o	n	e

Fill in the missing letters.

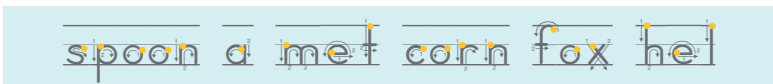
d	o	n	e
d	o	n	e
d	o	n	e

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

 Independent Practice

Spot the Syllables

Read to the child: Fill in the circle for the number of syllables in the word depicted in the image. Then write the word for the image divided into syllables with a dash between the syllables. The blue box shows all the syllables used. The first one is completed as an example. Every syllable needs a vowel.



	<input type="radio"/> 1 <input checked="" type="radio"/> 2	mag - net
	<input checked="" type="radio"/> 1 <input type="radio"/> 2	spoon
	<input type="radio"/> 1 <input checked="" type="radio"/> 2	hel - met
	<input type="radio"/> 1 <input checked="" type="radio"/> 2	a - corn
	<input checked="" type="radio"/> 1 <input type="radio"/> 2	fox

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

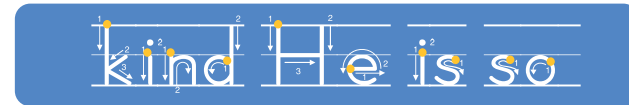
 Independent Practice

Read to the child: Complete the question with a word that makes sense: what, when, where, how, or why.

what when where how why
 Do you know **when** or how or why
 we will leave today?

MIXED-UP SENTENCE

Read to the child: The sentence in the blue box is mixed up, and it's missing a period. On the blank line, write the sentence in the correct order. Don't forget the period. *Hint: A sentence always starts with an uppercase letter, which is also called a capital letter.*



He is so kind.

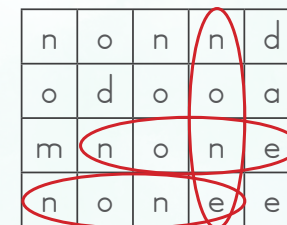
Say the word below.



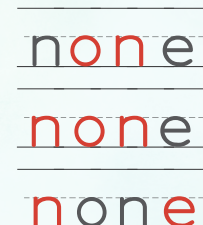
Trace the word.



Circle the word 3 times.



Fill in the missing letters.



Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

My Little Journal



Read to the child: Answer the question with a **complete sentence**, tracing the first part. Draw a picture in the box for the sentence you write. Don't forget to include a period at the end of the sentence.

What do you think about snakes?

Some ideas: neat, cool, scary, odd

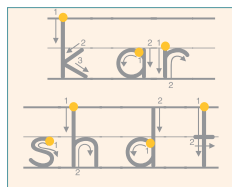
I think snakes are

The child should have written a complete sentence ending with a punctuation mark.

The child should have drawn an illustration of his or her sentence.

Segment and Spell

Read to the child: Write the individual sounds to spell the word for each image. Two letters together that make one sound (like SH or AR) go in one box. There is one box for each sound.



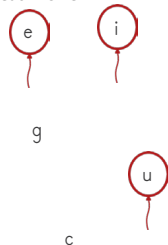
d ar t



sh ark

Art

Read to the child: Draw a balloon around each vowel.



Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Read to the child: Circle all the uppercase letters. If you get any letters incorrect, practice writing the uppercase and lowercase pair (e.g., Aa) for the letter a few times on a whiteboard.

Q r q S t s U R v T u W Y p



Read to the child: Fill in each blank with the correct word: COME or NONE.

Will you come and sit on the lawn?

Well, none of the straws are long.

Riddles!

Read to the child: Read the riddles and write the answers. Each answer contains OO.

What am I?

I am in the sky.
I am hard to see in the day.
I am round, and I shine.
A man has walked on me.

moon

What am I?

I am part of your body.
I am in your mouth.
I am hard and white.
I help you eat!
I am just one.

tooth

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Read to the child: Study the painting. Then read each word in purple below and highlight or circle it if you see the item in the painting.



- | | | | | |
|-------|-------|-------|--------|-------|
| lawn | whale | plant | tree | mouse |
| straw | rain | bird | ladder | house |
| hawk | wood | dirt | penny | goose |
| fawn | train | path | army | child |
| grass | nurse | river | wall | cow |

A or An?



Read to the child: Write the correct choice on each blank line: A or AN.

An ant is on a wrench.

An ax is on a log.

Independent Practice

Say the word.

move

Trace the word.

move

Circle the word 3 times.

c	m	n	e	m
m	o	v	e	o
n	v	e	u	v
o	e	m	n	e

Fill in the missing letters.

move
move
move

Say the word.

come

Trace the word.

come

Circle the word 3 times.

b	o	c	e	c
o	d	o	n	o
c	o	m	e	m
a	c	e	n	e

Fill in the missing letters.

come
come
come

Read to the child: Read each sentence. If the sentence is not true about the picture, cross out the box.

A cow is ~~in~~ the stream.

A cow ~~drinks~~ water.

Yellow frogs ~~jump~~ upon the roof.

Clouds are in the sky.

The girl holds a pail.

A pretty cat ~~searches~~ for a mouse.



- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

- Work on reviewing the poem memorized in the previous unit. Read to the child: Let's review.

Singing Time

By Rose Fyleman

I wake in the morning early
And always, the very first thing,
I poke out my head and I sit up in bed
And I sing and I sing and I sing.

1. When a vowel is long, it says its _____. [name]
2. How many letters are in the alphabet? [26]
3. What are the vowels? [A, E, I, O, U, and sometimes Y]
4. A consonant is every letter that is not a _____. [vowel]



Independent Practice

My Little Journal



Read to the child: Answer the question with a **complete sentence**. For example, "dogs" is not a sentence, but "I like dogs more than cats" is a complete sentence. Draw a picture in the box for the sentence you write.

Do you like summer or winter more?

The child should have written a complete sentence beginning with a capital letter and ending with a punctuation mark.

The child should have drawn an illustration of his or her sentence.

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

 Independent Practice

A or An?

Read to the child: Write the correct choice on each blank line: A or AN.

Is an ant on a plate?

An ape is on a rock.

Say the word.

more

Trace the word.

more

Circle the word 3 times.

m	o	n	m	m
o	o	o	o	o
k	u	r	r	r
m	o	r	e	e

Fill in the missing letters.

more
more
more

Say the word.

from

Trace the word.

from

Circle the word 3 times.

d	f	r	o	m
f	r	o	m	e
f	o	n	o	s
e	m	o	n	d

Fill in the missing letters.

from
from
from

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

 Independent Practice

Read to the child: Read each set of directions. Circle the name of the place where the directions take you.



Go to the only house on Fern Loop.

Where are you?

Shane's House Jenny's House

Go to the place that is the most south on Rose Street.

Where are you?

Art Shop Church

1. Start at the art shop.
2. Turn north on Hope Drive.
3. Turn east on Acorn Street.
4. Turn south on Rose Street.
5. Turn into the first place.

Where are you?

Shane's House Hotel

1. Start at the church.
2. Turn north on Rose Street.
3. Turn west on Acorn Street.
4. Turn north on Hope Drive.
5. Turn into the first place.

Where are you?

Art Shop Store

Say the words.

more

boy

Say and trace the words.

more
boy

Circle each word twice.

m o m e b
o b o y o
m o r e y
e m e u r

Write each word in the correct set of boxes.

b o y m o r e

Fill in the missing letters.

more
boy
more
boy

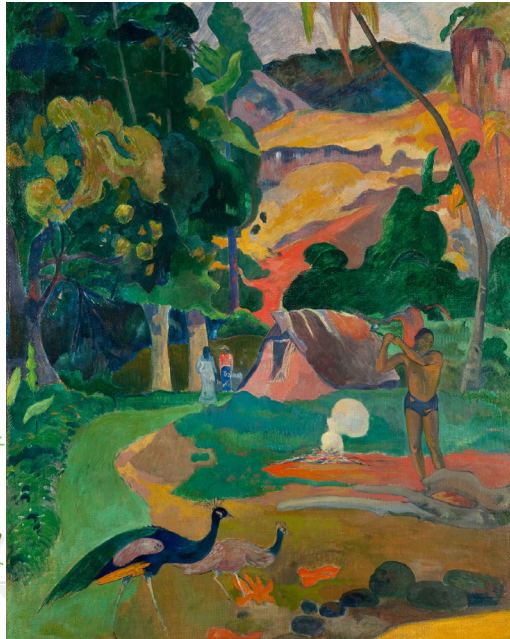
Read to the child: This scene is of French Polynesia. If the sentence is not true about the picture, cross out the box.

There are two peacocks.

The man sits and writes.

A whale is on the lawn.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Read to the child: Read each spelling word, and then spell it aloud three times, clapping with each letter.

was | boy | more | done | none | move

Read to the child: Each spelling word is listed in all uppercase letters. Write each word in all lowercase letters. Read each word aloud before rewriting it.

YOUR	your
FROM	from
COME	come



On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > [Open and Closed Syllables](#). Play the video. If the concept is already mastered, skip the video. After the video **read to the child:** Each word has a line dividing it into syllables. The first syllable of each word is open, so the vowel says its name. Read each word aloud, and then draw a line from the word to its picture.

robot / o t

remote / e m o t e

paper / a p e r

tiger / i g e r

Completed

Read to the child: Put a box around the nouns. A **noun** is a word for a person, place, or thing.

brain penny write
 snail open bird
 sing river

Read to the child: Put a box around the action verbs. An **action verb** shows an action.

ladder whale search
 eat draw bird
 sing sleep

Read to the child: Circle the correct word for each sentence.

It is time <u>to</u> / too go.	We are to / <u>too</u> late.
I love <u>to</u> / too play.	I am to / <u>too</u> sick.
I can <u>be</u> / bee kind.	A be / <u>bee</u> can buzz.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Completed

Additional Practice

Homophones

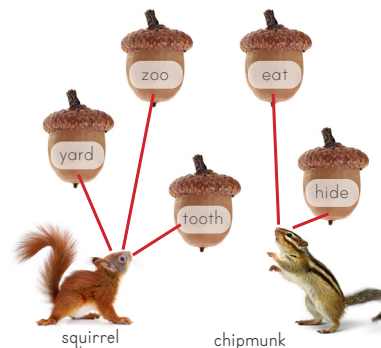
Circle the correct homophone in each sentence.

Give it <u>to</u> / too Mom.	I am to / <u>too</u> old.
A be / <u>bee</u> stung me.	I will <u>be</u> / bee good.

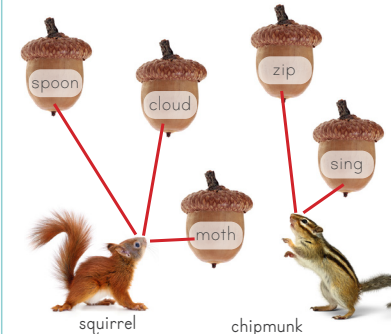
Additional Practice

Nouns and Verbs


Draw lines from the squirrel to the acorns that have nouns on them. Draw lines from the chipmunk to the acorns that have verbs on them.



Draw lines from the squirrel to the acorns that have nouns on them. Draw lines from the chipmunk to the acorns that have verbs on them.




Unit Spelling Words

 Quiz the child on the unit spelling words in the chart below. Have the child write the words, spell them aloud, or spell the words with the free Good and Beautiful Letter Tiles app (Level 1 > Spelling Words: Unit 2).

was	oh	your	from	boy
come	more	done	none	move

Additional Practice

Unit Spelling Words

 Quiz the child on the unit spelling words in the chart to the left. Have the child write the words, spell them aloud, or spell the words with the free Good and Beautiful Letter Tiles app (Level 1 > Spelling Words: Unit 2).





Independent Practice



Read to the child: Change each of the words in the box to its ING form to show what is happening in each picture. Write the ING word on the line next to the picture it describes.



eating



dashing



walking

A or An?



Read to the child: Write the correct choice on each blank line: A or AN.

An owl is on a tree.

A goose is on an egg.

Read to the child: Study the painting. Then read each word in purple below and highlight or circle it if you see the item in the painting.



waves

forest

rice

cloud

whale

table

candle

water

ladder

rock

stable

train

house

church

white

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



LESSON 82

Capitalization and Punctuation

- Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- Read to the child:** I will tell you two words, and you write them on the lines at the bottom of the page. Each word has ER at the end. Think of the word without ER first and then add the ER. **Dictate these words: taller, smaller.**
- Read to the child:** Under each creature circle the first word in the compound word, and then read the whole word to name the creature. The letters B - U - L - L spell BULL.



- Read to the child:** The words in green are the days of the week. Point to each word and read it. **Help the child read the words if needed.**

Wednesday Saturday Monday Thursday Friday Sunday Tuesday

- Read to the child:** Just as a room can get messy and needs to be cleaned up, sometimes writing needs to be cleaned up too. Editing is the process of fixing and cleaning up writing. Always capitalize names of people and pets, capitalize the word I, and start sentences with a capital letter. You already know that you should end sentences with either a period, a question mark, or an exclamation point. Place three short lines (≡) under letters in the purple sentences that should be capitalized. There are three mistakes.

John and i gave a Bible to frank. he thanked us.

You should also capitalize days of the week and months of the year. Place three short lines (≡) under letters in the orange sentences that should be capitalized. There are three mistakes.

In april we made pickles. next monday we will eat them.

- Read to the child:** When we edit our own writing, we can erase and fix our mistakes. When we want to show what should be fixed on someone else's paper, we use editing marks like those below. **Help the child complete the editing exercise below.**

Edit the Story

- Have the child edit the story using the editing marks shown in the box below. Remind the child that sentences should always start with uppercase letters and end with a punctuation mark. **There are four mistakes.**

Capitalize: ≡ Add a punctuation mark: ^ ^

Example: i made a cake for Mom. ^



The Peacock

what kind of pet do you think I have? It is not a turtle or a goldfish or a poodle. it is a peacock!

i think peacocks look so noble and lovely. ^



Independent Practice



On the Good and Beautiful Homeschooling app, go to Language Arts > Level 1 > Videos > Open and Closed Syllables. Play the video.

Read to the child: Each word has a line dividing it into syllables. The first syllable of each word is open, so the vowel says its name. Read each word aloud, and then draw a line from the word to its picture.



Say the words.

many

what

Say and trace the words.

many
what

Circle each word twice.

m	a	n	y	w
m	i	n	g	h
m	a	n	y	a
e	w	h	a	t

Write each word in the correct set of boxes.

w	h	a	t
---	---	---	---

Fill in the missing letters.

m	a	n	y
what			
many			
what			

Read to the child: Put a box around each action verb. An **action verb** shows an action.

crawl

snuggle

fence

freckle

cake

sky

read

draw

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



- Read to the child:** A sentence needs three things: 1) a subject (who or what is doing the action or being), 2) a verb (what the subject does), and 3) a complete thought. If a group of words is missing any of those things, it is called a fragment and is not a complete sentence. The groups of words below are each missing one of these things, so we call them fragments. I will read one of these fragments that is missing a subject. You change each fragment to a sentence by adding a subject. I will show you how to change the first two fragments to sentences by adding a subject, and then you will complete the rest as I read them.

- can pound the nail [Dad can pound the nail.]
- has a book [Mom has a book.]
- eats dinner [_____ eats dinner.]
- goes to sleep [_____ goes to sleep.]
- cuts the cake [_____ cuts the cake.]
- paints the wall [_____ paints the wall.]

- Read to the child:** I will tell you groups of words aloud that are fragments because they are missing verbs. You change each fragment to a sentence. I will show you how to change the first two fragments to sentences by adding a verb, and then you will complete the rest as I read them.

- the bird [The bird flies.]
- a little cat [A little cat sleeps.]
- the big dog [The big dog _____.]
- Dad and I [Dad and I _____.]



Independent Practice

so	me	any
----	----	-----

Read to the child: Fill in each blank with the correct word: SOME or ANY.I need some pickles.I do not have any muffins left.

Edit the Story

Have the child edit the story using the editing marks shown in the box below. Remind the child that sentences and days of the week should start with an uppercase letter. **There are five mistakes.**



Capitalize: ≡

Add a punctuation mark: ^ ^

My Pretty Cow

my pretty cow loves to eat grass. My brother and I take care of her each tuesday.

yesterday my cow got her hoof stuck in a hole. we helped her get it out. ^

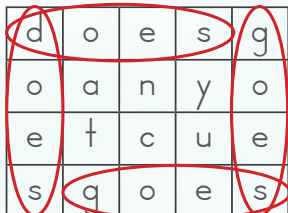
Say the words.



Say and trace the words.



Circle each word twice.



Write each word in the correct set of boxes.



Fill in the missing letters.



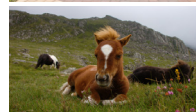
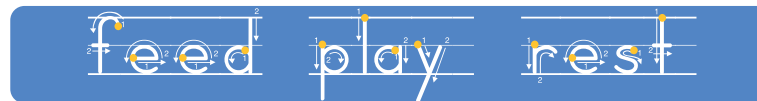
Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice



Read to the child: Change each of the words in the box to its ING form to show what is happening in each picture. Write the ING word on the line next to the picture it describes.



playing
feeding
resting

Read to the child: For each picture, circle the sentence that is true.



1. The horse has a thick, lovely mane.
2. The horse is friends with a panda and a zebra.



1. The dog runs across the swamp in alarm.
2. The dog has a huge stick in its mouth.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.





Independent Practice



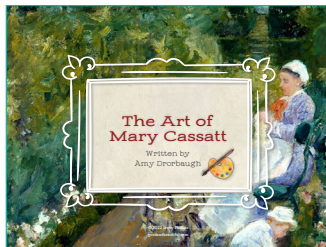
ART BOOK



On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Books > [The Art of Mary Cassatt](#). Play the video.

Have the child answer the following questions. If needed, have the child listen to the book again.

1. What did Mary Cassatt like to paint pictures of? [Answers may include portraits, people, mothers, and children.]
2. Would you enjoy painting a self-portrait (a painting of yourself) as Mary did? Why or why not? [Answers will vary.]



Riddles!

Read to the child: Read the riddles and write the answers.

What am I?

I am big and often red.
I am a building.
I can be used to store hay.
You might find horse stalls here
Or pigs or cows or goats.

barn

What am I?

I am a color,
But I am also a metal.
I am a nugget or a flake.
You are rich if you have a lot of me.
I sound close to the word OLD.

gold

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice



Read to the child: Fill in each blank with the correct word: DOES or GOES.

The book goes on the shelf.

The turtle does crawl on the rocks.

This food does taste good.

Edit the Story

Have the child edit the story using the editing marks shown in the box below. Remind the child that sentences, months, and days of the week should start with an uppercase letter. **There are six mistakes.**



Capitalize: ≡

Add a punctuation mark: ^ &#9633;

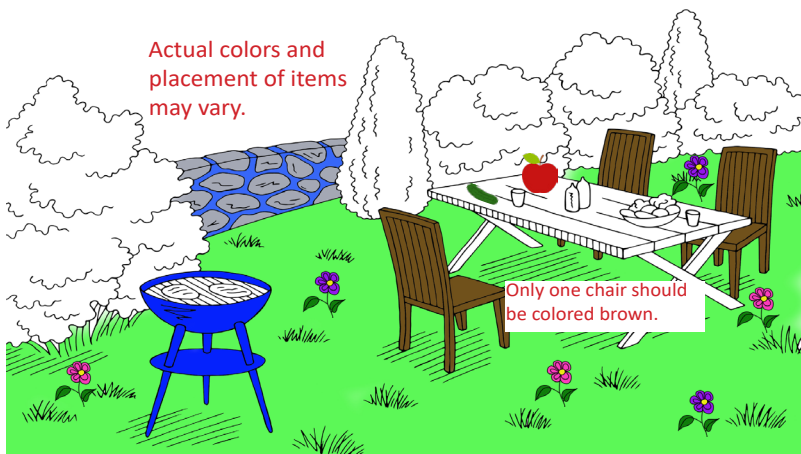
Up in the Sky

on wednesday we went to the beach. there were so many seagulls in the sky. we will come back in june, and I hope I can see the seagulls again .

Read to the child: Put a box around each action verb. An **action verb** shows an action.

snuggle whale write
wrestle tickle table
search Bible

Actual colors and placement of items may vary.



Only one chair should be colored brown.

1. Spy the grill and color it blue.
2. Color the grass light green.
3. Fill in one chair with brown.
4. Draw an apple on the table.
5. Spot the stone wall and color it blue and gray.
6. Draw a little pickle on the table.
7. Draw some pink and purple flowers on the lawn.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Read to the child: Color the rest of the picture above.



On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > [Open and Closed Syllables](#). Play the video. Skip the video if this concept is already mastered.






Read to the child: Each word is divided into syllables. Highlight the open syllables with yellow. Then read each word aloud and draw a line from the word to its picture. DINO is short for dinosaur.

music halo bacon human dino lasso

Spot the Syllables

Read to the child: Fill in the circle for the number of syllables in the word depicted in the image. Then write the word for the image divided into syllables with a dash between the syllables. The blue box shows all the syllables used. The first one is completed as an example. Every syllable needs a vowel.

school rack cone pop et corn pine

	<input type="radio"/> 1 <input checked="" type="radio"/> 2	bee - hive
	<input type="radio"/> 1 <input checked="" type="radio"/> 2	rack - et
	<input type="radio"/> 1 <input checked="" type="radio"/> 2	pine - cone
	<input type="radio"/> 1 <input checked="" type="radio"/> 2	pop - corn
	<input checked="" type="radio"/> 1 <input type="radio"/> 2	school

- Personal or Shared Reading:** For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

- Read to the child:** On each blank line, write the word in the green box combined with ING or ED. Remember to drop the E before adding ING or ED.

come + ing

coming

bake + ed

baked

move + ing

moving

care + ed

cared



Independent Practice

Say the words.

they

said

Say and trace the words.

they
said

Circle each word twice.

t	h	e	y	s
h	w	h	a	a
e	t	c	n	i
y	s	a	i	d

Write each word in the correct set of boxes.

t	h	e	y
s	a	i	d

Fill in the missing letters.

they
said
they
said

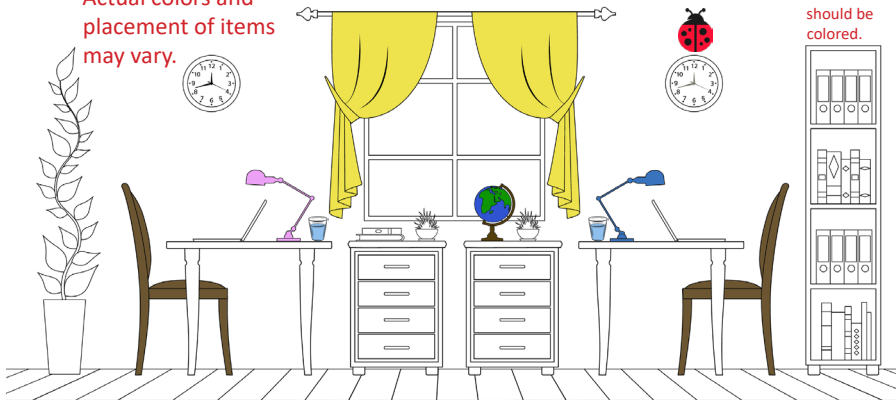
Read to the child: Put a box around each action verb. An **action verb** shows an action.

make panda swan
heart page pebble
open bake

Read to the child: Follow all the instructions in orange.

Actual colors and placement of items may vary.

A few of the books should be colored.




1. Spy the globe and color it.
2. Fill in the chairs with brown.
3. Color the curtains yellow.
4. Color a few of the books in the bookcase.
5. Draw a bug above a clock.
6. Color a lamp pink. Color the other lamp blue.
7. Spot the tables and draw a little cup on each table.

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

LESSON 89

Drop the E Spelling Rule: Part 2

- Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
-  Practice the green unit spelling words using the letter tiles app (Level 1 > Spelling Words: Unit 3) or any way desired: **any, many, what, some, there, school**. Use the spelling practice ideas on page 225 to practice any words the child spells incorrectly.
- Read to the child: If a base word ends in a Silent E, drop the E before adding a vowel suffix. On each blank line, write the word in the green box combined with ING or ED. Remember to drop the E before adding the ING or ED.

live + ing

living

like + ed

liked

shine + ing

shining

- Have the child read the chart below in the following manner:
 1. Say what each root word is (by dropping ING and adding a final Silent E in his or her mind).
 2. Read each word with the ING added.

ride	make	drive	close
riding	making	driving	closing
hide	shake	care	save
hiding	shaking	caring	saving
slide	take	shine	hope
sliding	taking	shining	hoping



Independent Practice

My Little Journal



Read to the child: Answer the question with a **complete sentence**, tracing the first part. Make sure to put appropriate spacing between words. Draw a picture in the box for the sentence you write.

What do you do on Saturdays?

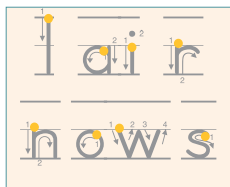
On Saturdays I

The child should have written a complete sentence ending with a punctuation mark.

The child should have drawn an illustration for his or her sentence.

Segment and Spell

Read to the child: Segment and write the individual sounds to spell the word for each image. Two letters together that make one sound (like SH or AR) go in one box. There is one box for each sound.



r ai n



ow l s

Art

Read to the child: Draw a cloud around each vowel.



Read to the child: Study the painting. Then read each word in purple below and highlight or circle it if you see the item in the painting.



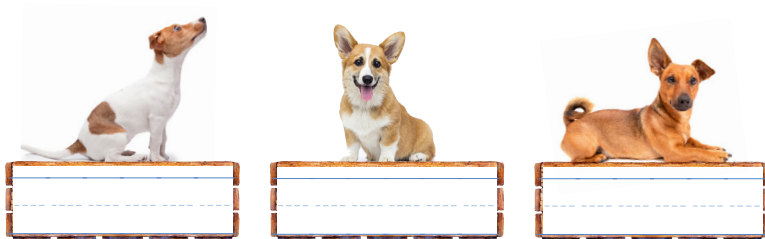
- white
- trail
- paw prints
- cloud
- bark
- wheel
- screw
- panda
- goose
- pine needle
- jaw
- swamp
- swan
- brown
- teacher
- stump
- river
- water
- army
- branch

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



- Read to the child: We are going to do an activity called "Which One Is the Winner?" It is another dog show contest, and you are the judge! In each box write the word I dictate to you. Dictate these words, telling the child that the /ow/ sound is made with OW: wow, how, now. Now choose which dog gets first place and draw a line from its box to the gold medal. Then choose second (silver) and third (bronze) places and draw a line to their medals.

WHICH ONE IS THE WINNER?



Independent Practice

Read to the child: When you add ED or ING to a word with a final Silent E, you drop the Silent E. On each blank line, write the word in the green box combined with ING or ED.

live + ed

lived

hope + ing

hoping

move + ed

moved

Spot the Syllables

Read to the child: Fill in the circle for the number of syllables in the word depicted in the image. Then write the word for the image divided into syllables with a dash between the syllables. The blue box shows all the syllables used. Every syllable needs a vowel.

blue sled cup tea cake pot brown

	<input checked="" type="radio"/> 1	<input type="radio"/> 2	sled
	<input type="radio"/> 1	<input checked="" type="radio"/> 2	cup - cake
	<input checked="" type="radio"/> 1	<input type="radio"/> 2	brown
	<input type="radio"/> 1	<input checked="" type="radio"/> 2	tea - pot
	<input checked="" type="radio"/> 1	<input type="radio"/> 2	blue

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.





Independent Practice



HADDIE'S HIDDEN GARDEN



On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > [Haddie's Hidden Garden: Chapter 2](#). Play the audio. The child may color the pictures below while listening if desired. If the child struggles to complete the assignments on this page correctly, have the child listen to the chapter again.



Read to the child: Underline the correct name for each person from *Haddie's Hidden Garden*.

Greta
Ma Rose
Aunt Rosa



Haddie
Jade
Hilda

Read to the child: Underline the correct answer for each question.

- Where does the chapter end? a hill a swamp the sea
- What word best describes Ma Rose? mean funny kind

Read to the child: Put a box around each action verb. An **action verb** shows an action.

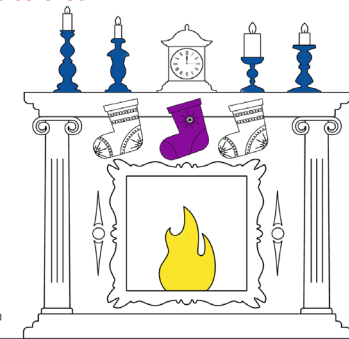
freckle apple **wrap**
zebra **sweep** tiger
chew turtle

Read to the child: Follow all the instructions in orange.

Actual colors
may vary.



Only one candlestick
should be colored.



- Find the fire and fill it in with yellow.
- Color the wreath green.
- Color one candlestick blue.
- Color the middle stocking any color.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Completed



Independent Practice

ing

Read to the child: Change each of the words in the box to its ING form to show what is happening in each picture. Write the ING word on the line next to the picture it describes.

roll drink stand



drinking



standing



rolling



HADDIE'S HIDDEN GARDEN



On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > [Haddie's Hidden Garden: Chapter 3](#). Play the audio. Then have the child summarize aloud to you the main events of the chapter. If the child struggles to tell the summary, have the child listen to the chapter again.



Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

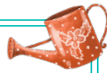
Completed



Independent Practice



HADDIE'S HIDDEN GARDEN



On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > [Haddie's Hidden Garden: Chapter 4](#). Play the audio. The child may color the map below while listening if desired. Also, have the child describe the character Haddie to you. If needed, prompt the child with questions like "Is she hardworking or lazy?" or "Does she like to learn?" and "What things does she like?"

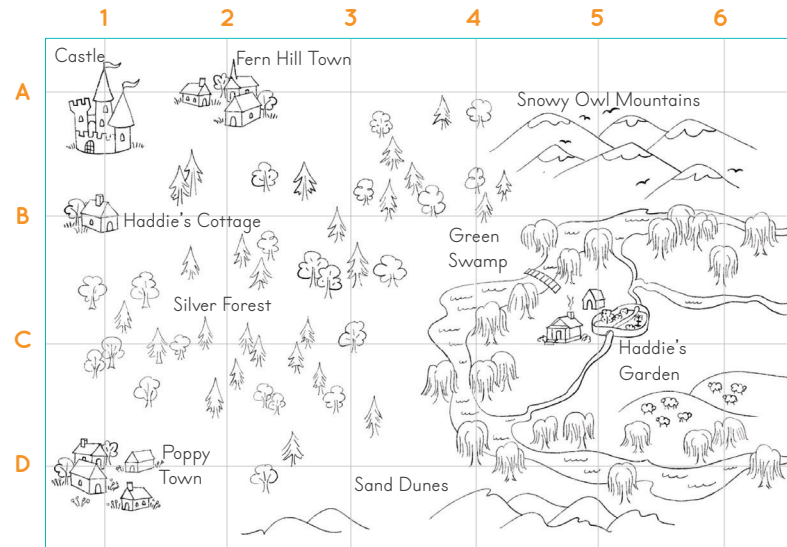


Read to the child: Answer the questions about the map of the setting of *Haddie's Hidden Garden*.

What is at D1? Poppy Town

What letter and number show where the castle is? A1

What letter and number show where Haddie's Hidden Garden is? C5



PLURAL NOUNS: S or ES?

Most **NOUNS** can be made plural by adding an S. Add ES to nouns that end with SH, CH, Z, X, or S.

Read to the child: Write S or ES at the end of each word to correctly make the word plural.



acorns poodles
torches foxes
cashews porches

Read to the child: Using the examples of acorns above, draw one or two acorns with colored pencils.

The child should have drawn and colored one or two acorns.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Read to the child: Answer the question with at least two full sentences. You may trace the first part of each sentence. Use words from the word bank or your own words.



If you could have a garden, what would it be like?

blue purple grapes pond berries
arches flowers and river benches
yellow roses wall trees gate

My garden would have

The child should have written a complete sentence ending with a punctuation mark.

My garden would also

The child should have written a complete sentence ending with a punctuation mark.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



 **Independent Practice**

Say the words.

Circle each word twice.

Fill in the missing letters.

there

girl

g	h	e	g	t
i	w	h	i	h
r	h	e	r	e
l	s	a	l	r
t	h	e	r	e

there
girl
there
girl

Say and trace the words.

there
girl

Write each word in the correct set of boxes.

g i r l t h e r e



HADDIE'S HIDDEN GARDEN

On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Haddie's Hidden Garden: Chapter 6. Play the audio. Then have the child answer the questions. If the child struggles to answer the questions, have the child listen to the chapter again.



Read to the child: Underline the correct answer for each question.

1. What does Haddie use to save Ma Rose? love a ladder gold
2. How does Ma Rose treat the king? meanly kindly terribly

LESSON 97

Unit 3 Homophones

- Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- Read to the child: The letters O and O together can make the sound /ōō/ as in BOOK. I will tell you two words, and you write them on the lines at the bottom of the page. Dictate these words: look, good.
- Read to the child: As you have learned, homophones are words that sound the same but are spelled differently and have different meanings. Look at the two homophones in the orange boxes. Point to the word RED in the box. This word is a color, the color red. Point to the word READ in the box. This means that you have read something like a book or a poem.

red read

Now, tell me a sentence that uses the word spelled R - E - D.

Tell me a sentence that uses the word spelled R - E - A - D.



- Read to the child: In each section below, read each sentence, and then draw a line from the blank spot to the correct word to fill in the blank spot.

The girl read a book. red
 The sock is red. read
 I put a read bucket in the sand. red
 We red five pages last night. read

Blake saw a read bird. read
 Dad red the letter. red
 I cut the read cloth. red
 We red ten chapters. red

- Read to the child:** Before we go over one more set of homophones, you get to relax while you listen to two fun poems. While I read, you may lie down or rest your head on the table and close your eyes.

The Wonderful Artist

By Unknown

The wonderful artist
Who made the trees
Paints the leaves
So beautifully.
A swirl of yellow
And orange, and red
Come floating down
About my head.
The wonderful artist
Is God above.
I thank Him for
His works of love.



Fireflies

By Elizabeth Madox Roberts

A little light is going by,
Is going up to see the sky,
A little light with wings.
I never could have thought of it,
To have a little bug all lit
And made to go on wings.

- Read to the child:** The two words in the boxes both sound like this: SUN. You already know the word spelled S - U - N. It is a fiery ball of hot gases in space. Point to the word in the orange box spelled S - U - N. Now point to the other word, spelled S - O - N. This word means a person's child who is a boy.



- Read to the child:** In each section below, read each sentence, and then draw a line from the blank spot to the correct word to fill in the blank.

The _____ is very hot.

His _____ will come with us.

The _____ went behind the clouds.

Hank has a two-year-old _____.

sun

son

The _____ is round.

I love to see the _____ rise in the morning.

Is your _____ going to stay with us?

How old is your _____?

son

sun



Independent Practice

Have the child complete the book report for *Haddie's Hidden Garden* (or another book the child recently read). If the child is overwhelmed by the assignment, the child can do it orally as you write it.

A Book Report

- On the purple line, write the title of a book you have recently read and liked.
- Finish the sentences on the orange lines.

I really like the book titled _____

I like the book because _____

I also like the book because _____

I am grateful for good books like this one.

The child should have finished the sentences and ended each with a punctuation mark.

- Personal or Shared Reading:** For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.





Independent Practice

there school some

Read to the child: Fill in each blank with the correct word: THERE, SCHOOL, or SOME.

I really enjoy school.

We hear some noise.

I put the can of oil over there.



Edit the Story

Have the child edit the story using the editing marks shown in the box below. Remind the child that sentences, months, and days of the week should start with an uppercase letter. **There are five mistakes.**

Capitalize: ≡

Add a punctuation mark: ^ ^



The Mailbox

Mom and i got a new mailbox last june. Every saturday i write a letter to Grandma. I put it in the mailbox and raise the flag ^.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Read to the child: Write the correct word—A or AN—on each blank line.

I saw an ape eat a bunch of bugs.

Edit the Story

Have the child edit the story using the editing marks shown in the box below. *Hint: A or AN is used incorrectly three times. There are six mistakes.*

Capitalize: ≡

Add a punctuation mark: ^ ^

Cross out any incorrect words and write the correct words.



The New Pony

Dad bought me a new pony! Yesterday, i took it for a ride for the first time. The pony was calm and smart. we saw an owl sleeping in a tree ^.

Read to the child: In each row circle all the words that are in the category given in the first box of the row.

Things on a Farm	barn	whale	goats	moon
Things in a Bedroom	puddle	dresser	bed	tiger

Completed

Read to the child: Study the painting. Then read each word in purple below and highlight or circle it if you see the item in the painting.



bubble **roof** tiger robot **ground**
 coil of rope paper **smoke** **boat** wrapper
water horse **house** bowl **wood**

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Completed



Independent Practice



Read to the child: Change each of the words in the box to its ING form. Write the ING word on the line next to the picture that shows which animal could be making the sound.



clucking



hooting



roaring

Read to the child: For each picture, circle the sentence that is true.



1. It is a stormy night at the lighthouse.
2. It is a calm night at the lighthouse.



1. The boy makes a lot of noise with a toy.
2. A boy counts the silver coins.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Read to the child: We are going to do an activity called "Which One is the Winner?" It is a Shetland pony contest, and you are the judge! In each box write the word I dictate to you. Dictate these words: *day, say, play*. Now choose which pony gets first place and draw a line from its box to the gold medal. Then choose second (silver) and third (bronze) places and draw a line to their medals.

WHICH ONE IS THE WINNER?



Independent Practice

Read to the child: When you add ED or ING to a word with a final Silent E, you drop the Silent E. On each blank line, write the word in the green box combined with ING or ED.

move + ed	m <u>ove</u> d
love + ing	lov <u>ing</u>
share + ed	sh <u>are</u> d

Read to the child: Circle the correct word for each sentence.

His <u>son</u> / sun is asleep.	The son / <u>sun</u> is really hot.
The son / <u>sun</u> rose.	Is your <u>son</u> / sun coming?

Read to the child: Follow all the instructions in orange.

Actual colors may vary.

One plant should be colored.

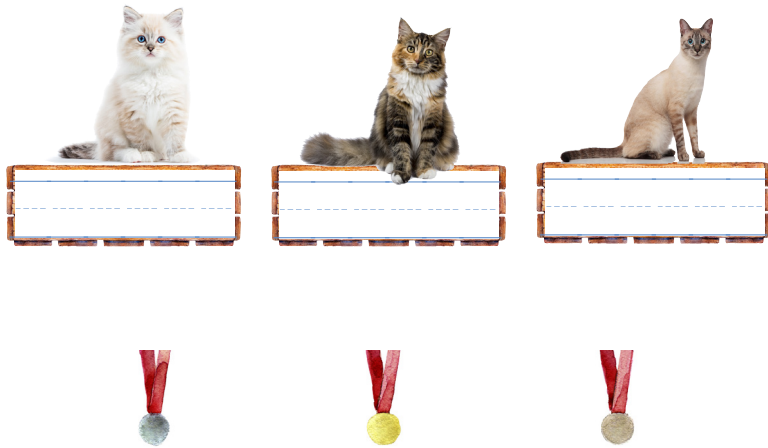
1. Draw a sun in the biggest frame.
2. Color the chair blue.
3. Put stripes on the lampshade.
4. Color the plant you like the most.
5. Draw yellow light coming out from under the lampshade.
6. On top of the books, draw a mug with steam coming out of it.
7. Circle the tallest plant.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



- Read to the child: We are going to do an activity called "Which One Is the Winner?" It is a cat contest, and you are the judge! In each box write the word I dictate to you. Dictate these words: way, this, then. Now choose which cat gets first place and draw a line from its box to the gold medal. Then choose second (silver) and third (bronze) places and draw a line to their medals.

WHICH ONE IS THE WINNER?



Independent Practice



Read to the child: Put a box around each noun. A **noun** is a person, place, or thing.

live stage swan
puzzle eat heart
shut leaf

Spot the Syllables

Read to the child: Fill in the circle for the number of syllables in the word depicted in the image. Then write the word for the image divided into syllables with a dash between the syllables. The blue box shows all the syllables used. Every syllable needs a vowel.

pur bike ple star pink can dy

	<input checked="" type="radio"/> 1 <input type="radio"/> 2	bike
	<input type="radio"/> 1 <input checked="" type="radio"/> 2	pur - ple
	<input checked="" type="radio"/> 1 <input type="radio"/> 2	pink
	<input type="radio"/> 1 <input checked="" type="radio"/> 2	can - dy
	<input checked="" type="radio"/> 1 <input type="radio"/> 2	star

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

Edit the Story

Have the child edit the story using the editing marks shown in the box below. **There are five mistakes.**



Capitalize: ≡ Add a punctuation mark: ^ ^
 Cross out any incorrect word and write the correct word.

The Fox Cubs

Yesterday, Mom and i spotted some fox cubs. we looked at them from far away. Oh, i saw ^a ~~on~~ fox cub tumble in a ball ^

Have the child read each spelling word and then spell it aloud three times, clapping with each letter.

girl | said | they | little | what | school

Each spelling word is listed in all uppercase letters. Have the child write each word in all lowercase letters.

ANY	any
MANY	many
SOME	some
THERE	there

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



LESSON 104

Prefixes

- Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- Read to the child: I am going to tell you a short sentence, and you write it at the bottom of the page. Make sure to put spaces between each word. The word NICE ends with CE. Remember that Softy E tickles words that end with CE and makes the C say its soft sound, /s/. Dictate this sentence and have the child write it at the bottom of the page: You are nice.
- Read to the child: The prefix RE can mean AGAIN. RETIE means to tie again. Find 15 words scattered in the picture on the next page and read them.
- Read to the child: We are going to practice multisyllable words that start with UN. First, read each syllable separately, and then put them together.
- Read to the child: A prefix is a short set of letters we add to the beginning of a word that changes the word's meaning. The prefix UN means NOT or REVERSE ACTION. UNSAFE means not safe. UNDONE means not done. Draw a line between the word and its meaning.

un - fixed
unfixed

un - cov - er - ing
uncovering

un - test - ed
untested

un - pre - pared
unprepared

unlike — not like

undone — not wise

unwise — not done

unclean — not happy

unfair — not clean

unhappy — not able

unable — not fair



Independent Practice

Read to the child: Uppercase letters are usually used only at the beginning of a sentence or for the first letter of a name. Cross out any letter in the middle or at the end of a word that is an uppercase letter and write the lowercase letter above it.

The whi~~t~~^e ri~~s~~^ce tas~~e~~^ts ve~~r~~^ry ni~~c~~ⁱe.



Read to the child: Fill in each blank with the correct word: THERE, SCHOOL, or SOME.

I see some swans.

I love school at home.

The lake is over there.



Riddles!

Read to the child: Read the riddles and write the answers. Each answer contains IGH T.

What am I?

I come from the sun.
I come from a lamp.
You cannot hold me,
But you can't see without me.

light

What am I?

This is when you see the moon.
This is when the stars shine.
This is when I get in bed.
This is the time that owls fly.

night

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

My Little Journal



Read to the child: Answer the question, tracing the first part.

What do you like to eat for dinner?

For dinner I like to eat

The child should have written a complete sentence ending with a punctuation mark.

Read to the child: When you add ED or ING to a word with a final Silent E, you drop the Silent E. On each blank line, write the word in the green box combined with ING or ED.

bake + ed

baked

move + ing

moving

live + ed

lived

This section is left blank intentionally for double-sided printing purposes.

Read to the child: Study the painting. Then read each word in purple below and highlight or circle it if you see the item in the painting.



- | | | | |
|-----------|--------|---------|--------|
| moonlight | turtle | white | night |
| toy | tiger | wrinkle | engine |
| thigh | saddle | whale | shirt |
| wasp | lawn | stage | celery |
| stars | tail | hoof | circus |

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Now, look at the painting again. You get to roll down the hill with your fingers as you read the words that go down the hill. Have the child read from ALWAYS to BUSH, following along under the words with his or her finger, making circles like rolling.

Now, pretend with your finger that you are flying through the sky and landing on the tree. Have the child read from CALM to MONTH, following along under the words with his or her finger flying from word to word.

Now, you get to add description to one more sentence. The sentence is "The bird flew." Retell the sentence in your own words, adding details, such as how things looked, sounded, and felt. Write the sentence in the "My Beautiful Sentences" section (the line labeled #2).

Now, as fast as you can, start at the word EYE and read all the words again as you move your fingers to walk on the path, roll down the hill, and fly in the sky like a bird.

My Beautiful Sentences

#1: _____

#2: _____

Independent Practice



Read to the child: Fill in the missing letters for each word: EA or EW.

r_e_a_d ch_e_w h_e_a_t

Completed

Read to the child: Read each set of directions. Circle the place the directions take you.



1. Start at the school.
2. Turn east on Ocean Street.
3. Turn south on Pine Lane.
4. Turn into the first place.

Where are you?

Mike's House Library

1. Start at the surf shop.
2. Turn north on Lighthouse Lane.
3. Turn west on Beach Street.
4. Turn into the first place.

Where are you?

Pet Shop Park

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Completed

LESSON 107

Adjectives



- Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
 - Practice the yellow unit spelling words using ideas on page 225 or using the letter tiles app: girl, said, they, little, does, goes.
 - Read to the child: An **adjective** describes a noun. Fill in the blank. An adjective _____. [describes a noun] Here are some adjectives that could describe the fish on this page: wet, cute, slimy, thin, spotted, bright, colorful.
- I am going to tell you some sentences, and you tell me the adjective in each sentence. (Adjectives are underlined.)

The ball is small.

This house is old.

I like the soft kitten.

The tired dog took a nap.

Tell me an adjective that describes the weather today. [cold, sunny, warm, etc.]

- Have the child complete the activity below by cutting out the word boxes and placing each one in the correct column.

Adjectives That Describe Christ

Adjectives That Describe Christ		Adjectives That Do Not Describe Christ	
kind	holy	greedy	mean
peaceful	loving	rude	hateful
happy	cheerful	selfish	
wise			



Independent Practice

My Little Journal



Read to the child: Answer the question with a complete sentence. Use the word bank if desired.

What color is your hair?

black brown blonde red

The child should have written a complete sentence beginning with a capital letter and ending with a punctuation mark.



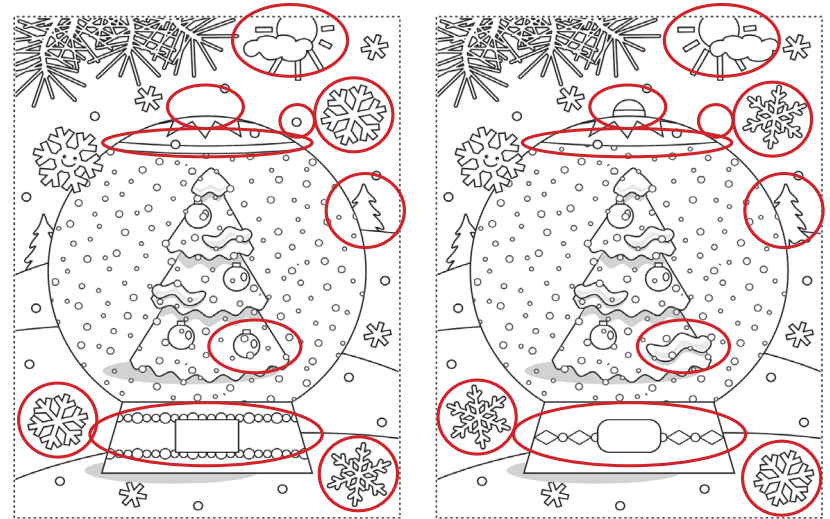
On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Audio > Lesson 107 Audio Narration. Play the audio narration. Have the child listen to and follow the instructions while looking at the painting on the next page.

Read to the child: You get to create a focus picture, where the colors you use make the home the focus of the picture. Using colored pencils, color the house a very light yellow or very light blue and the roof a light brown. Color the windows darker yellow, as if they are glowing with light. Color the bushes green. Then color the ground with light gray and brown. Color the sky dark gray and brown as if it is a big storm. Look at what you created and see how the house stands out against the dark and non-detailed background.

Actual colors may vary.



This section is left blank intentionally for double-sided printing purposes.



Read to the child: Let's imagine that it's Christmastime, and you are writing a letter to Grandma. The letter below shows an imaginary address for an imaginary grandma, but you will write your real address on the return address section. This section shows who the letter is from. Write the child's address on the whiteboard and have the child copy it. Explain what goes on each line.





Independent Practice

My Little Journal



Read to the child: Answer the question, tracing the first and last parts. Use words from the word bank if desired.

How old are you?

five six seven eight nine ten

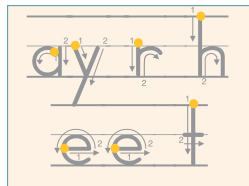
I am _____ years old.

Read to the child: In each row circle all the words that are in the category given in the first box of the row.

Things You See at Night	stars	sunshine	moonlight	sunrise
Things That Are Places	city	brother	town	school
People	baby	aunt	child	uncle

Segment and Spell

Read to the child: Segment and write the individual sounds to spell the word for each image. Two letters together that make one sound (like SH or AR) go in one box. There is one box for each sound.



h ay



t r ee

Art

Read to the child: Draw a triangle around each vowel.

h 

 o

j

m

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

LESSON 109

Verb Tenses

Preparation: Write the child a thank-you note and place it somewhere he or she will find it before the next lesson.

I paint a picture.

I will tell you a sentence in past tense. You tell it to me in present tense.

- Work on the reading booster cards, books, and/or games for 5 to 10 minutes.

I cleaned my room.

We shared our food.

We weeded the garden.

- Practice the green unit spelling words using ideas on page 225 or using the letter tiles app: any, many, what, some, there, school.

- Read to the child:** At the bottom of the page are three verbs in present tense. Write each of them in past tense on the blank lines.

- Read to the child:** A verb is in present tense when it is happening right now. For example, "I JUMP." When the action or state of being has not happened yet, it is in future tense. For example, "Tomorrow I WILL JUMP." When the action or state of being happened in the past, it is in past tense. For example, "Yesterday I JUMPED." When changing a verb to past tense, usually add ED to the end.

- Have the child read the poem.

The Robin

By Laurence Alma-Tadema



When Father takes his spade to dig
Then Robin comes along;
He sits upon a little twig
And sings a little song.

I will tell you a sentence in present tense. You tell it to me in past tense.

I live in New York.

I smile at you.

I push the stroller.

I will tell you a sentence in present tense. You tell it to me in future tense.

I go to the beach.

Or, if the trees are rather far,
He does not stay alone,
But comes up close to where we are
And bobs upon a stone.

float

floated

pull

pulled

want

wanted



Independent Practice


Have the child fill in each blank with a word from the box that makes sense.


ate eight be bee





- Jane made eight cards for Beth.
- She drew a flower and a bee.
- Soon she will be done.
- Jane ate the last roll.

Read to the child: Each word has a line dividing it into syllables. The first syllable of each word is open, so the vowel says its name. Read each word aloud, and then draw a line from the word to its picture.

music 

stapler 

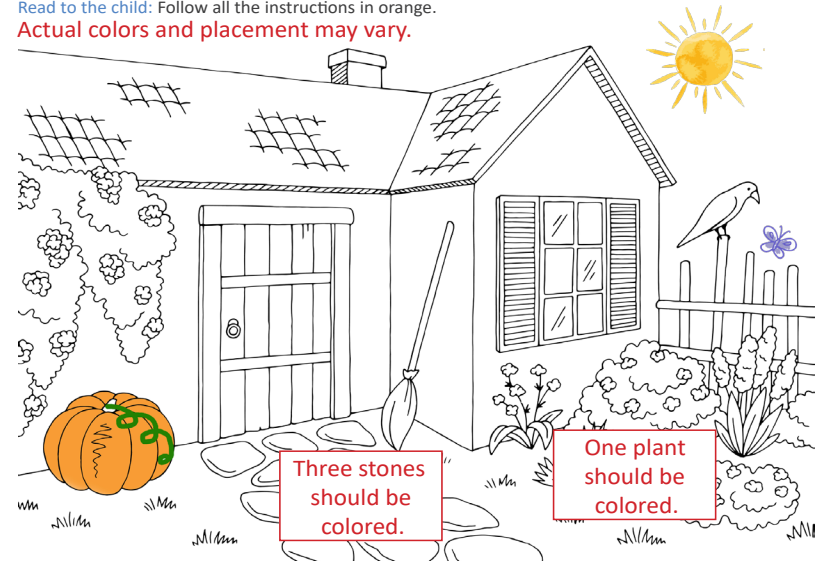
dino 

pirate 

Read to the child: Circle the correct word for each sentence. TOO can mean “too much” of something.

It is to / <u>too</u> hot.	The son / <u>sun</u> is bright today.
He loves his <u>son</u> / sun.	We will go <u>to</u> / too the beach.

Read to the child: Follow all the instructions in orange. Actual colors and placement may vary.



1. Draw a green vine on the pumpkin.
2. Color the pumpkin orange.
3. Color the plant that you like most.
4. Draw a butterfly above the fence.
5. Color three stones.
6. Draw a sun in the upper right corner.

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.





Independent Practice

Read to the child: Write the root word for each word shown. The root word is the word without any prefixes or suffixes. A prefix is at the beginning of a word, like UN or RE. A suffix is at the end of the word, like ING or LESS.

floating

float

rewrite

write

Read to the child: Under each photo, circle the adjective that describes the castle. A noun is a person, place, or thing. An adjective is a word that describes a noun.



tiny tall loud



hairy soft red



old young polite

Have the child read each spelling word and then spell it aloud three times, clapping with each letter.

any | little | many | said | school | some

The spelling word is listed in all uppercase letters. Have the child write the word in all lowercase letters.

DOES

does

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



LESSON 112

Irregular Past Tense

- Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- Read to the child:** What sound does AI make? [/ā/ as in the name of the letter A] The word FAITH uses AI for the long A sound. Dictate this sentence and have the child write it on the line at the bottom of the page: I have faith.
- Have the child tell you a sentence in present tense and future tense.
- Read to the child:** Write these words in past tense.

shout

shouted

wink

winked

curl

curled

- Read to the child:** Some verbs are irregular. They do not follow the rules. For example, think of the sentence "Today I eat." You would say, "Yesterday I ate." You would not say, "Yesterday I eated." On the charts below, I will read a present tense verb in green, and you read the matching irregular past tense verb in purple.

say	said
make	made
swim	swam
go	went
run	ran
take	took

fall	fell
fly	flew
slide	slid
ride	rode
am	was
build	built



Independent Practice



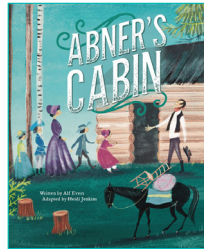
GEOGRAPHY BOOK



On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Books > [Abner's Cabin](#). Play the video.

Have the child answer the following questions. If needed, have the child listen to the book again.

1. Did the town change over time? [yes]
2. Did Abner's cabin end up getting pushed over by a bulldozer? [no]



Read to the child: Write the root word for each word shown. The root word is the word without any prefixes or suffixes. A prefix is at the beginning of a word, like UN or RE. A suffix is at the end of the word, like ING or LESS. One of the words has a prefix AND a suffix.

joyful

joy

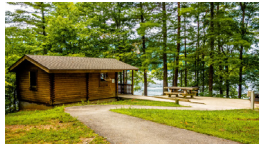
unneded

need

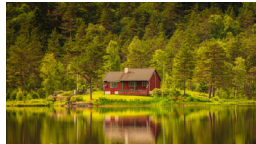
Read to the child: Under each photo, circle the adjective that describes the cabin. A noun is a person, place, or thing. An adjective is a word that describes a noun.



wet slimy nice



small huge round



red polite scary

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Independent Practice

My Little Journal



Read to the child: Answer the question, tracing the first part. Use words from the word bank if desired.

How do you feel today?

happy silly grateful upset tired

Today I feel so

Child should have written a complete sentence ending with a punctuation mark.

Read to the child: When you add ED or ING to a word with a final Silent E, you drop the Silent E. On each blank line, write the word in the green box combined with ING or ED.

have + ing

having

move + ed

moved

hide + ing

hiding

Have the child read each spelling word and then spell it aloud three times, clipping with each letter.

any | little | many | said | school | some

The spelling word is listed in all lowercase letters. Have the child write the word in all uppercase letters.

goes

GOES

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Items Needed:
stapler

LESSON 114

Synonyms and Antonyms

- Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- Assemble Review Flipper 2 at the end of this lesson. Have the child read the words on it.
- Read to the child: I will tell you two compound words. You tell me the two words that make up each compound word and then write the compound words on the lines at the bottom of the page. Dictate these words: bathtub, sandbox.
- Read to the child: A synonym is a word that means nearly the same thing as another word. For example, SMALL and LITTLE are synonyms. In each box, circle the two words that are synonyms.

big large happy fast tall speedy sad happy glad
end finish smart slow sick ill mad gentle angry

- Read to the child: An antonym is a word that means the opposite of another word. For example, HAPPY and SAD are opposites. In each box, write an antonym for the given word.

down <u>up</u>	slow <u>fast</u>
cold <u>hot</u>	good <u>bad</u>
short <u>long</u> or tall	young <u>old</u>

Independent Practice



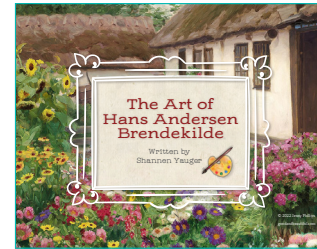
ART BOOK



On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Books > [The Art of Hans Andersen Brendekilde](#). Play the video.

Have the child answer the following questions. If needed, have the child listen to the book again.

1. Did Brendekilde like to paint people? [yes]
2. Did Brendekilde's paintings look like real life? [yes]



sun son read red

Read to the child: Fill in each blank with the correct word: SUN or SON, READ or RED.

She holds her son.

He buys a red toy.

I read a book about the sun.



- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Completed



Independent Practice

Note: Give the child a highlighter if possible. Read to the child: Study the painting. Then read each word in purple below and highlight or circle it if you see the item in the painting.



- windmill
- mice
- lawn
- zoo
- tree
- roof
- hillside
- train
- curvy line
- brown
- cow
- robot
- house
- mall
- white
- purple
- barn
- water
- chalk
- horse

Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.

Completed

LESSON 116

Commas

Helpful Hint: Our courses teach the Oxford comma (a comma before the final item in a series), as most stylebooks use Oxford commas. You may teach the child not to use Oxford commas if desired.

- Work on the reading booster cards, books, and/or games for 5 to 10 minutes.
- Read to the child: I will tell you two compound words. You tell me the two words that make up each compound word and then write the words on the lines at the bottom of the page. Dictate these words: bedtime, yourself.
- Note: These comma rules are only introduced here. They will be practiced and mastered in future course levels. 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. Today we are going to talk about two reasons we use commas.

Comma
,

First, put a comma between the day of the month and the year when writing the date. Read the date in the first green box and notice how the comma comes after the day of the month. Then read the dates in the other green boxes and add commas in the correct spots.

March 14, 2023 May 6, 1899 June 25, 2025 July 7, 1925

- Read to the child: Another reason we use commas is to separate words in a series. A series is a list of three or more things. Read the sentences in the first two purple boxes and write a 1, 2, and 3 above the three words in the series. [lions, tigers, hippos; kick, bite, yell] Notice how commas separate the words in the series. If there are only two words in the series, you do not use commas. Now read the sentences in the green boxes and add commas between the words in a series.

I like lions, tigers, and hippos. We shouldn't kick, bite, or yell.

I'll cook, read, and paint. I won't be mean, selfish, or grumpy.

I'd like to swim, dance, and hike. She'll jump, hop, and skip.

- Read to the child: Let's practice! Each box below is missing one comma. Add it.

I was born on May 3, 2010. I couldn't find my purse, keys, or hat.

Blank lines for writing practice.

- Read to the child: Imagine being in a room without sounds, colors, or smells. That would not be very interesting! Sounds, smells, and colors bring things to life. We use senses to experience our world.

What are our senses? [the ability to see, hear, touch/feel, smell, and taste]

When authors write, they can use sensory language to make the writing more interesting. This means they describe the way things look, taste, feel, smell, and sound.

- Read the poem to the child, stopping after each stanza to discuss sensory language (words that describe the way things look, taste, feel, smell, or sound).



Oh, Spring

By Jenny Phillips

Oh, spring,
You have come
To wake up all the trees,
Bring back the lovely song of birds,
And start the hum of busy bees.

Oh, spring,
You begin
To open blossoms that smell so sweet,
Give life to tiny, growing leaves,
And cover the world with green.

Oh, spring,
How I love
The warm sunshine on my hair,
The feel of freshness in the air,
The color painted everywhere.

Independent Practice

Read to the child: In each row circle all the words that are in the category given in the first box of the row.

Parts of the Body	pillow	window	elbow	eye
Clothes	shirt	skirt	soap	coat
Things That Are Cold	goat	snow	ice	freezer

Read to the child: Write the root word for each word shown. The root word is the word without any prefixes or suffixes.

groaning

groan

untoasted

toast

Read to the child: Draw a line from each sentence to the word that goes in the blank spot. One word is used twice.

I would like to talk to your ____.

The ____ gives us heat.

Yesterday I ____ a very good book.

Look at that funny ____ bug.

Your ____ drew a lovely mouse.

sun

son

red

read

Read to the child: Under each photo, circle the adjective that describes the scene. A noun is a person, place, or thing. An adjective is a word that describes a noun.



sad calm mean



tiny lovely angry



smart sharp pretty

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



- Read to the child:** We are going to do an activity called “Which One is the Winner?” It is a horse contest, and you are the judge! In each box write the word I dictate to you. **Dictate these words:** walk, talk, start. Now choose which horse gets first place and draw a line from its box to the gold medal. Then choose second (silver) and third (bronze) places and draw a line to their medals.

WHICH ONE IS THE WINNER?



Independent Practice

Read to the child: Each box below is missing one comma. Add it.

I was born on June 1,2007.

I won't be mean, angry,or bossy.

We left on May 15,2001.

I saw crows,toads, and swans.

We moved on April 4,2022.

I'll need soap, shampoo,and towels.

Read to the child: Uppercase letters are usually only used at the beginning of a sentence or for the first letter of a name. Cross out any letter in the middle or at the end of the word that is an uppercase letter and write the lowercase letter above it.

A larg~~e~~^e s~~o~~^rrk flew i~~n~~ⁿto the a~~r~~ⁱ.

Read to the child: An antonym is a word that means the opposite of another word. For example, HAPPY and SAD are antonyms. In each box write an antonym for the given word.

light dark

night day

dry wet

start end or finish

short long or tall

easy hard

Read to the child: Write the root word for each word shown. The root word is the word without any prefixes or suffixes.

lighter

light

unload

load

snowing

snow

- Personal or Shared Reading:** For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.





Independent Practice

ARTIST STUDY

Henry O. Tanner

Read to the child: Read the information about the artist, and then underline the correct answers to the questions.



Henry knew he wanted to be a painter when he was 13 years old. He made many paintings that showed people from the Bible. He was also an art teacher. One of his best-known paintings is called "The Banjo Lesson."



- At what age did Henry decide to be a painter?
25 13
- Did he teach art? yes no
- What does the painting to the right show?
Mary and Jesus as a boy Daniel in the lions' den



- What does the painting to the left show?
Adam and Eve Daniel in the lions' den

LESSON 119

Reader's Theater: "Mary Had a Little Lamb"

- Have the child complete the Unit 2 Reading Assessment on page 219 to track the reading progress the child has made.
- Read to the child:** Literature means any well-written works like books, poems, or stories. There are four main types of literature: fiction, nonfiction, poetry, and drama.

Fiction is an imaginary story not based on real people or events. Nonfiction is based on real people or facts. Is *Haddie's Hidden Garden* fiction or nonfiction? [fiction]

In the last lesson, you read an article about the artist Henry O. Tanner. Was that fiction or nonfiction? [nonfiction]

"Mary Had a Little Lamb" is a poem that was made into a song. Let's listen to it!



On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > [Mary Had a Little Lamb](#). Play the video.



On the Good and Beautiful Homeschool app, go to Language Arts > Level 1 > Videos > [The Story of Mary Had a Little Lamb](#). Play the video. Then complete the reader's theater again.

Drama is writing that is meant to be acted out, like in a play. Today we get to do a reader's theater. We will read part of a short play based on the poem "Mary Had a Little Lamb."

Take out the next page, cut it in half, and give the student copy to the child. If the child is a boy, and if desired, you can change the role to a boy named Billy. Tell the child that L - A - M - B spells LAMB. You read the part of Mary (Billy), and I will be the teacher. Directions to the actor are in brackets. You do not read aloud the words in the brackets. **Stand up and complete the reader's theater.**

We are going to do the reader's theater again, but first, let's watch a video that tells the fun, true story of "Mary Had a Little Lamb."



Independent Practice

Have the child read each spelling word and then spell it aloud three times, clapping with each letter.

any | many | what | some | there | school

The spelling word is listed in all uppercase letters. Have the child write the word in all lowercase letters.

THEY they

- Personal or Shared Reading: For 10 minutes or more, read a book from *The Good and the Beautiful Book List* on your own or aloud with your parent or teacher.



Completed

Homophones

Circle the correct homophone in each sentence.

Your <u>son</u> / sun is kind.	I <u>red</u> / <u>read</u> the book.
The <u>son</u> / <u>sun</u> is hot.	The apple is <u>red</u> / read.

Additional Practice

Homophones

Circle the correct homophone in each sentence.

The paint is <u>red</u> / read.	I <u>red</u> / <u>read</u> the story.
The <u>son</u> / <u>sun</u> shines.	How old is your <u>son</u> / sun?

Root Words

Write the root word for each word shown. The root word is the word without any prefixes or suffixes.

joyful

joy

unkind

kind

Additional Practice

Root Words

Write the root word for each word shown. The root word is the word without any prefixes or suffixes.

raining

rain

hopeful

hope

Unit Spelling Words



Quiz the child on the unit spelling words in the boxes below. Have the child write the words, spell them aloud, or spell the words with the free Good and Beautiful Letter Tiles app (Level 1 > Spelling Words: Unit 3).

any	many	what	some	there	school
girl	said	they	little	does	goes

Additional Practice

Unit Spelling Words



Quiz the child on the unit spelling words in the boxes to the left. Have the child write the words, spell them aloud, or spell the words with the free Good and Beautiful Letter Tiles app (Level 1 > Spelling Words: Unit 3).

