



LANGUAGE ARTS & LITERATURE

• LEVEL 2 •

COURSE BOOK

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



Items Needed

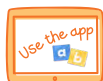
Course Set Items

	<i>Level 2 Course Book</i>
	<i>Reading Booster C Cards</i>
	<i>Reading Booster C Books Set</i>

Required Apps

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

Visit goodandbeautiful.com/apps for information on accessing these free apps, which can be accessed on a computer or mobile device.



This app icon is used whenever you need to use the letter tiles app.



This app icon is used whenever you need to use the homeschool app.

The Good and Beautiful Homeschool app includes

- how-to videos and helps,
- instructional videos for the student,
- video books that are integrated with the curriculum, and
- reading booster games.

*You may use your own physical tiles if desired.

Items to Always Have on Hand

	pencil, scissors, glue stick, tape, crayons or colored pencils, highlighter, several sheets of blank white paper
	whiteboard and dry-erase marker
	personal reading books at the child's reading level from <i>The Good and the Beautiful Book List</i> (available for free on goodandbeautifulbooklist.com)

Extra Items Needed for Unit 1

	2 quarters
	recording device (optional), timing device, word processing program
	cotton ball
	index cards
	stick or spoon
	tracing paper
	watercolor paper, watercolor paints, paintbrushes, tissue

Extra Items Needed for Unit 2

	timing device, word processing program
	cotton swabs, paint, paper
	spoon, butter knife, fork
	watercolor paper, watercolor paints, paintbrushes, tissue

Extra Items Needed for Unit 3

	2 small rewards
	a poster board or access to Google Slides
	access to Google Maps
	small plastic sheet (optional)
	timing device, word processing program
	watercolor paper, watercolor paints, paintbrushes, tissue
	white paint

The Good and the Beautiful Handwriting Level 2 workbook or another handwriting program should be used 3 to 4 days a week in conjunction with this course.

Suggested Coordinated Reading: My Third Readers

The Good and the Beautiful My Third Readers are designed to give the child extra independent reading practice at exactly the level the child is on, which boosts confidence and makes reading less overwhelming and a more enjoyable and positive experience.

There are different *My Third Readers* in the series (*My Third Nature Reader*, *My Third Africa Reader*, etc.). The physical readers are not integrated with this course, but all the *My Third Readers* follow the exact scope and sequence of the *Reading Booster C Cards*. For example, Story #16 in both

the *My Third Nature Reader* and the *My Third Africa Reader* covers the phonics concept OUR and OUGH that correlates with a reading booster card, and the books avoid any concepts the child has not learned yet. Use one set or all of them!

If you would like to use the *My Third Readers*, you can purchase them separately on goodandbeautiful.com.

Note: The *My First Readers* correlate with the *Reading Booster A Cards*. The *My Second Readers* correlate with the *Reading Booster B Cards*.



Integrated and Free Letter Tiles App

- Visit goodandbeautiful.com/apps for information on this free app, which can be accessed on a computer or a mobile device.
- Many lessons refer to this app for spelling practice. This app helps make spelling fun and allows the child to practice spelling many more words without becoming fatigued.
- The app has a different screen for each lesson that it is used in. Only the letters and phonograms needed for the lesson are included, which reduces frustration and time as the child does not have to look through all the letters of the alphabet to find the letters needed.
- The app lessons are not designed to have confetti or flashing lights when a word is completed. Rather, they are a gentle, yet fun way for children to simply practice spelling words. After a word is completed, you tell the child if the word is correct or not. If the word is incorrect, he or she can make corrections. If the word is correct, press the garbage can icon in the upper corner to erase the word.
- In place of the app, you can dictate words aloud and have the child write them, or you can use physical letter tiles (that you purchase on your own).



About This Course

Overview: Language Arts and Literature Courses

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

What This Course Covers

This course combines the following subjects:

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

Preparation

If you bought the physical course set, the only preparation needed is to read the About This Course section of the course book and booster cards.

If you are using the PDF download, you will need to print out and bind all the course items.

How to Complete the Course

Work on this course book 4 to 5 days a week. A full public school year is about 36 weeks, not including holidays and breaks. If you complete four lessons in this course per week, you will finish the course in 30 weeks. Some children may not finish a full lesson each day (and take longer than one school year to complete the course), while other children may finish more than one lesson a day (and finish the course in less than a year).

If your state requires a certain number of hours to be spent on language arts each day, or you finish

this course before the school year ends and do not want to start on the Level 3 course, consider adding reading booster games, a handwriting course, and/or extra reading time.

Each day, simply follow the instructions in the course book. Blue text indicates instructions to you, and black text is what you read to the child. Use the checkboxes to keep track of what you have already completed within a lesson.

Principles Behind This Course

• Easy to Teach and No Preparation Time

Parents with no expertise in language arts can give their children top-quality instruction without any preparation time. Spend time exploring and learning right along with the child.

• Connects Multiple Subjects

This course combines multiple subjects. Connecting learning in this manner creates deeper meaning and interest. It also eliminates the expense and trouble of purchasing and using 6 or 7 different courses.

• Emphasizes the Good and the Beautiful: God, Family, Nature, and High Moral Character

This course has a nondenominational Christian foundation, with the goal of producing not only intelligent minds but also high character and hearts that love God, nature, and good literature.

• Creates Excellent Writers and Editors

Writing well is one of the most important academic skills a child can gain. However, pushing younger children to complete writing assignments can overwhelm them and cause them to dislike writing. This is because most children in lower levels are still working on basic handwriting, reading, spelling,

and grammar skills. There are exceptions; some children are ready to write earlier. If you have young children who love to write, let them!

At lower levels, the best way to develop great writers is by

- using oral narration to have the child expand and improve sentences and organize information by summarizing aloud and narrating aloud his or her own stories.
- reading a lot of great literature to the child.
- teaching the child to read well so that he or she can begin reading great literature on his or her own.
- occasionally having the child complete simple, meaningful writing projects.
- teaching the child to think, through parent-child discussions.

Serious writing instruction begins in Level 4 and increases in emphasis with each course level.

Answer Key

A *Level 2 Answer Key* is available as a free download and includes answers only to select pages (not every page). To access the free download, go to goodandbeautiful.com, navigate to the Level 2 Language Arts product page, and click on the “FAQs, Helps, and Extras” button below the product image.

Unit Reviews/Assessments

The end of each unit contains a review that will track the child’s progress.

Poetry Memorization

Poetry memorization is a wonderful exercise for the young, growing mind. Author Laura M. Berquist wrote, “Familiarity with truly good poetry will encourage children to love the good” (*The Harp and Laurel Wreath*, page 9).

Memorization also boosts confidence, increases focus and attention span, strengthens the mental capacity of the brain, and builds in children’s minds an ability to understand and use complex language. Children learn by example, and their minds are most impressionable in the younger years. Ingraining their minds with examples of beautifully crafted language will help them build a solid foundation for lifelong learning and love of all things good and beautiful.

Teacher Read Aloud

Consider reading to the child daily or having the child listen to worthy, clean audio books. Choose books that are two to three levels higher than the child’s personal reading level and are of the highest literary and moral merit so that the child receives all the spiritual and academic benefits available through literature.

The Good and the Beautiful Book List (free download available at goodandbeautifulbooklist.com) includes hundreds of Jenny Phillips’ top-recommended, wholesome books for all reading levels and a list of Jenny’s top-recommended read alouds.

Reading good literature to children is priceless!

- The US Department of Education commissioned a two-year study to determine how America could “become a nation of readers.” The findings were simple: “The single most important activity for building the knowledge required for success in reading is reading aloud to children” (Richard C. Anderson, *Becoming a Nation of Readers*, 1985).
- Children can comprehend on a higher reading level than they can read, so delving into difficult plots and complex sentence structures will make children better readers and writers and increase their vocabulary.
- Utilizing quality literature is a powerful way to instill a foundation of high moral character in children.

Table of Contents

Unit I Overview Page	1
Lesson 1—Reading Words with QU	2
Lesson 2—Homophones.....	5
Lesson 3—Writing Sentences	8
Lesson 4—Spelling Words with QU and AY	10
Lesson 5—Geography: God’s Plan for the World	12
Lesson 6—Closed Syllables	15
Lesson 7—Open Syllables.....	17
Lesson 8—Spelling Rule: Caboose E.....	20
Lesson 9—Decoding Practice.....	22
Lesson 10—Decoding Practice.....	25
Lesson 11—Reading Words with KN	28
Lesson 12—Spelling Words with Sneaky E.....	32
Lesson 13—Spelling Rule: Double S, F, L, or Z at the End of Words.....	34
Important Reminder	38
Lesson 14—OR Can Say /er/	39
Lesson 15—Decoding Words	42
Lesson 16—Spelling Rules Review	44
Lesson 17—How to Write a Story	46
Lesson 18—Oral Narration: Short Story.....	48
Lesson 19—Common and Proper Nouns	50
Lesson 20—Sight Words: Group I.....	54
Lesson 21—Geography: Maps, Part I.....	57
Lesson 22—Heteronyms: Part I.....	62
Lesson 23—Spelling Rules Review	65
Lesson 24—Reading Words with OO	68
Lesson 25—Decoding Practice	70
Lesson 26—Using Complete Sentences to Write Answers to Questions.....	73
Lesson 27—Spelling Practice	76
Lesson 28—Our World Is a Blessing	78
Lesson 29—Reading Words with EAR	81
Lesson 30—Oral Narration: Short Story	84

Lesson 31—Spelling Practice	87
Lesson 32—Reading Words with EY.....	90
Lesson 33—Contractions	92
Lesson 34—Reading Practice with Poetry	95
Lesson 35—Spelling Words with EY	97
Lesson 36—Reading Words with Soft C and G	100
Lesson 37—Geography: North America, Part I	102
Lesson 38—Phonograms Review: EW, OW, OU.....	105
Lesson 39—Spelling Practice.....	107
Lesson 40—Unit I Review.....	109
Unit 2 Overview Page	112
Important Notes About Spelling.....	113
Lesson 41—Reading Words Where S Says /z/	114
Lesson 42—Literature and Oral Narration.....	117
Lesson 43—PH	120
Lesson 44—The Subject of a Sentence.....	122
Lesson 45—Reading Words with TCH	124
Lesson 46—Prefixes and Suffixes	126
Lesson 47—Geography: Maps, Part 2	128
Lesson 48—Spelling Rule: C or K at the Beginning or Middle of Words.....	131
Lesson 49—Heteronyms: Part 2	133
Lesson 50—Verbs	136
Lesson 51—O Can Say the Short U Sound	139
Lesson 52—UI and UE, Map Grids, Oceans.....	142
Lesson 53—Geography: The Equator	145
Lesson 54—ER and IR Reading and Spelling Practice.....	148
Lesson 55—Plural Nouns	150
Lesson 56—Messages in Books.....	153
Lesson 57—Sentence Diagramming: Step I.....	156
Lesson 58—Oral Narration: Personal Narrative	159
Lesson 59—Spelling Practice.....	161
Lesson 60—Sir Isaac Newton and His Dog, Diamond	163

Lesson 61—Sight Words: Group 2 + Reader’s Theater.....	166
Lesson 62—Three Things a Sentence Must Have.....	171
Lesson 63—Geography: The Amazing Nomads of Mongolia.....	174
Lesson 64—Commas in a Series.....	177
Lesson 65—MB and Articles.....	179
Lesson 66—Adjectives.....	182
Lesson 67—Sentence Diagramming: Steps 2 and 3.....	185
Lesson 68—DGE.....	188
Lesson 69—Verb Tenses.....	191
Lesson 70—Decoding Practice.....	195
Lesson 71—Geography: The Poles.....	197
Lesson 72—EIGH.....	199
Lesson 73—Root Words.....	202
Lesson 74—Reading Comprehension.....	205
Lesson 75—Synonyms and Antonyms Practice.....	208
Lesson 76—IE.....	212
Lesson 77—Spelling and Decoding Practice.....	215
Lesson 78—Geography: North America, Part 2.....	218
Lesson 79—Compound Words Practice.....	223
Lesson 80—Unit 2 Review.....	225
Unit 3 Overview Page.....	227
Important Notes About Reading.....	228
Important Reminder About Booster Cards and Books.....	229
Lesson 81—OUR and OUGH.....	230
Lesson 82—Commas in Dates and Greetings.....	233
Lesson 83—Drop the E Rule.....	236
Lesson 84—Geography: Oceans.....	238
Lesson 85—Art and Geography: Ohara Koson.....	240
Lesson 86—Silent Letters + Subject/Verb Agreement.....	243
Lesson 87—Geography: Maps, Part 3.....	245
Lesson 88—Oral Narration: Short Story.....	248
Lesson 89—TI Can Say /sh/.....	250

Lesson 90—Special Needs Around the World	253
Lesson 91—AIR.....	256
Lesson 92—CI	259
Lesson 93—Spelling Rules Practice	261
Lesson 94—Possessive Nouns	264
Lesson 95—Irregular Plural Nouns.....	268
Lesson 96—GN, IGN, AUGH.....	271
Lessons 97 & 98—Writer’s Workshop: About Me Booklet	273
Lesson 99—OR and IR Review	279
Lesson 100—Sight Words: Group 3 + Sensory Language	282
Lesson 101—Geography: Natural Resources	285
Lesson 102—Decoding Practice	287
Lessons 103 & 104—Geography Presentation.....	290
Lesson 105—AR and IR Review.....	294
Lesson 106—EI + Natural Disasters.....	297
Lesson 107—Irregular Past Tense.....	303
Lesson 108—AL, CH Can Say /k/, and The Ugly Duckling.....	305
Lesson 109—American Folklore	310
Lesson 110—Suffixes -ness and -ment	313
Lesson 111—Spelling Rules Practice	316
Lesson 112—Decoding Practice	318
Lesson 113—Letter Writing	323
Lesson 114—Types of Literature	326
Lesson 115—The Golden Touch: Part 1 + Y in the Middle of a Word.....	329
Lesson 116—The Golden Touch: Part 2 + Y in the Middle of a Word.....	332
Lesson 117—Reading Review: Shetland Pony Poetry.....	336
Lesson 118—Spelling Rules Practice	339
Lesson 119—Decoding Practice.....	342
Lesson 120—Course Review	345



At-a-Glance

Phonics Principles Taught

- Compound words
- Decoding practice
- Dividing words into syllables
- Glued sounds (letters have their own sounds but are hard to pull apart): AL, IGN, QU
- Open and closed syllables
- Phonograms (the letters together make one sound): AI, AIR, ANK, AR, AU, AUGH, AY, CH can say /k/, CI, DGE, EA, EAR, EI, EIGH, ER, EY, GN, IE, IGH, IR, KN, MB, OA, O can say the short U sound, OO, OR can say /er/, OUGH, OUR, PH, S says /z/, TCH, TI can say /sh/, UE, UI, Y in the middle of a word can make the long or short I sound
- Prefixes and suffixes
- Reading contractions
- Reading words with open syllables
- Reading words with soft C and G
- Root words/base words
- Short and long vowels
- Sight words
- Sneaky E (a Silent E that makes the vowel before it say its name)
- Suffixes -ness and -ment
- Words with silent letters

Grammar, Usage, and Punctuation

- Adjectives
- Alphabetical order
- Answering questions with complete sentences
- Antonyms and synonyms
- Articles
- Capitalization

- Commas in a series
- Commas in dates and greetings
- Common and proper nouns
- Editing
- Heteronyms
- Homophones: eye/I, for/four, hear/here, knew/new, meat/meet, one/won, see/sea, so/sew, to/too/two
- Irregular past tense
- Irregular plural nouns
- Plural nouns
- Possessive nouns
- Sentences, what makes a sentence, sentence diagramming
- Subjects
- Subject/verb agreement
- Verbs and verb tenses
- Writing contractions

Art, Geography, Literature, and Writing

- Art study, appreciation, and instruction
- Artist studies: Edward Mitchell Bannister, Fidelia Bridges, Ohara Koson, Konrad Mägi, Camille Pissarro, Carl Skånberg
- Editing and editing marks
- Geography: town/city, county, state/province, country, continents, planet, maps (creating maps; keys; legends; map symbols; grids; scales; cardinal directions; compass rose; locating landforms and man-made features on a map; labeling bodies of water and country names; using technology to explore maps; physical, political, and topographical maps), North America, patterns of human



At-a-Glance

(continued)

settlement in North America, oceans, boundary lines, geography of the child's own state/ province, house number and street address, natural disasters, North and South Poles, axis, equator, hemispheres, urban, rural, suburban, capital cities, Mongolia (nomads), weather and climate, humid, evaporation, cultures, natural resources, nonrenewable and renewable resources, vegetation, bay, grasslands, peninsula, plains, prairie, savanna, steppes

- Literature: American folklore, "Daniel and Prayer," "Diamonds and Toads" Reader's Theater, icon, legend, messages in books, nature journals, "Paul Bunyan," "Sir Isaac Newton and His Dog, Diamond," tall tales, "The Golden Touch" (King Midas adaptation), "The Miller of the Dee," "The Ugly Duckling," types of literature
- Oral narration: personal narrative, short story, summary, using sensory language
- Poetry appreciation and memorization
- Point of view
- Reader's theater (drama)
- Reading comprehension
- Rules of conversation
- Vocabulary
- Writing projects: "About Me" booklet, character sketch, creative writing, comparative essay, essay writing, letter writing, oral narration, personal narrative, poetry writing, sensory language, short story, thank-you note writing, writing descriptive sentences, writing sentences

Spelling Principles Taught

- Breaking words into syllables
- Contractions

- Non-decodable and high-frequency spelling words
- OR can say /er/
- Prefixes and suffixes
- Segmenting phonemes in a word
- Short words where Y says the long I sound
- Spelling words that end in Y
- Spelling words with AI, ALK, ALL, ANK, AR, AY, CH, EA, EAR, EE, ER, EY, IGH, IND, INK, IR, KN, OA, OLD, OO, OR, OU, SH, soft C and G, TH, QU, WH
- Spelling words with consonant blends
- Spelling words with -ed and -ing
- Spelling words with Sneaky E
- Spelling words with Sneaky E exceptions

Spelling Rules Taught

- **C or K at the Beginning or Middle of Words:** At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.
- **Drop the E:** If a base word ends in a Silent E, drop the E before adding a vowel suffix.
- **Plural Nouns:** Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S.
- **Double S, F, L, or Z at the End of Words:** At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.
- **Caboose E:** A Silent E is added to words to prevent them from ending in V or U because most English words do not end with the letters V or U.

How the Reading Booster C Target Symbols Work



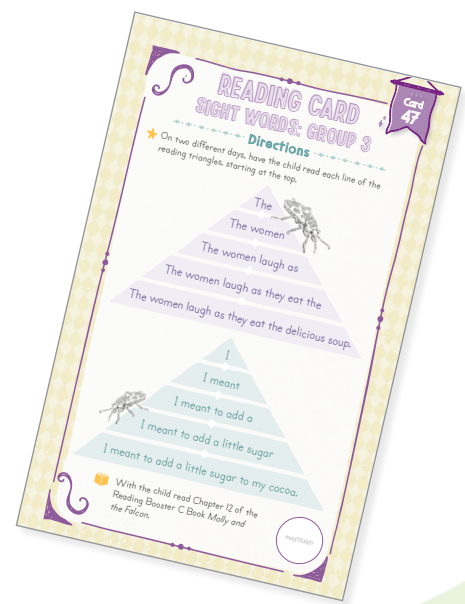
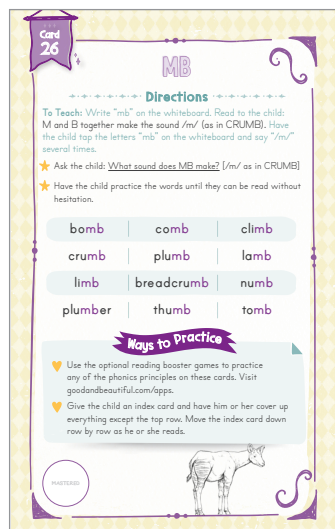
- Each lesson will direct you to work on reading booster cards and/or books. The child will go through the booster cards and books at his or her own pace. However, the child will need to have mastered some booster cards before completing certain lessons.
- This course book has a target booster card symbol (above) on many of the lessons. If a lesson has a target symbol on it, you should wait to start that lesson until the child has mastered all the booster cards up to and including the card number on the symbol. Some children will need to slow down or even pause lessons while they work exclusively with booster cards, books, and games. If the child is ahead of the booster card target, great! Keep going.
- Allow the child to go as fast as he or she feels successful and challenged. If the child finishes the *Reading Booster C Cards* and *Reading Booster C Books Set*, the child can start reading Level 3 books from *The Good and the Beautiful Book List* during the time that would have been spent on reading booster cards and books.
- It is highly recommended that you don't pause on the reading booster cards to catch up in the course book. This course book gives reading review practice of what has already been learned from the booster cards but mainly focuses on other concepts, such as spelling and writing. Children typically learn to read faster than they can learn to spell, and reading at a faster pace has huge benefits. Reading more overall and reading higher-level books will greatly improve spelling, vocabulary, and writing skills. It is not helpful to slow down learning reading to match the pace of learning spelling and other items that are naturally not learned as quickly at this level.

Scope & Sequence Reading Booster Cards

Note: Reading Cards, Poetry Reading Cards, and Review Cards that review phonics principles are not included in these lists.

READING BOOSTER A (CORRELATES WITH LEVEL K)

Card #	Principle(s)	Card #	Principle(s)
1	Blending to Read CVC Words: Part 1	26	Ending Consonant Blends ND and FT
2	Blending to Read CVC Words: Part 2	27	Ending Consonant Blends SK and ST
5	Sight Words: Group 1	29	SS, FF, LL
8	Words Where S Says /z/	31	Beginning Consonant Blends
10	CVC Words with the Short A Sound	32	Short Words Where Y Says the Long I Sound
11	CVC Words with the Short E Sound	34	AY
12	CVC Words with the Short I Sound	35	Sight Words: Group 3
13	CVC Words with the Short O Sound	37	SH
14	CVC Words with the Short U Sound	39	CH
17	Sight Words: Group 2	41	TH
18	Word Families: Group 1	43	ING
20	Word Families: Group 2	45	EE: Part 1
21	Word Families: Group 3	46	EE: Part 2
23	CK	48	Sight Words: Group 4
24	ALL	49	Inflectional Ending ED



READING BOOSTER B (CORRELATES WITH LEVEL 1)

Card #	Principle(s)	Card #	Principle(s)
1	Sight Words: Group 1	29	WH
3	AR	31	WR
4	ALK and OLD	32	Sight Words: Group 3
6	Sneaky E: Part 1	34	AW and AU
7	Sneaky E: Part 2	35	Words with Open Syllables: Part 1
9	EA	37	Softy E
10	OR	38	Consonant + LE
12	OO: Sound 1	40	A Says /uh/ and /ah/
14	OO: Sound 2	42	EW
16	OU and OW	43	IGH
18	Sight Words: Group 2	45	OY and OI
19	INK, ANK, IND	46	Contractions
21	Ending Es That Are Not Sneaky	48	Soft C and G
22	Words Ending in Y	49	Sight Words: Group 4
24	ER	51	OA and OE
25	IR	52	OW Can Make the Long O Sound
26	UR	54	Other Sounds of EA
28	AI	55	Words with Open Syllables: Part 2

READING BOOSTER C (CORRELATES WITH LEVEL 2)

Card #	Principle(s)	Card #	Principle(s)
1	QU	29	EIGH
3	KN	31	IE
5	OR Can Say /er/	33	OUR and OUGH
7	Sight Words: Group 1	35	Words with Silent Letters: Part 1
9	Sounds of OO	36	Words with Silent Letters: Part 2
11	Sounds of EAR	38	TI Can Say /sh/: Part 1
13	EY	40	TI Can Say /sh/: Part 2
15	Soft C and G	42	CI
17	PH	44	GN, IGN, AUGH
18	TCH	46	Sight Words: Group 3
20	O Can Say the Short U Sound	48	EI
22	UI and UE	49	AL
24	Sight Words: Group 2	50	CH Can Say /k/
26	MB	52	Y in the Middle of a Word: Part 1
27	DGE	53	Y in the Middle of a Word: Part 2

Scope & Sequence

Spelling

LEVEL K

➤ No spelling concepts in Level K are expected to be completely mastered at this level. ⚡

CONCEPTS PRACTICED

- Identifying missing letters in words
- Replacing a letter to make a new word
- Segmenting phonemes in a word
- Spelling CVC words (Consonant - Vowel - Consonant)
- Spelling one- and two-letter words
- Spelling plural words
- Spelling short words where Y says /ī/
- Spelling words where S says /z/
- Spelling words with beginning and ending blends
- Spelling words with ALL, AY, B and D, CH, EE, SH, TH
- Spelling words within word families

SPELLING WORDS TO MEMORIZE (HIGH-FREQUENCY AND IRREGULAR WORDS)

I	a	he	she	we	me	the	you	go	or
---	---	----	-----	----	----	-----	-----	----	----

LEVEL 1

➤ No spelling concepts in Level 1 are expected to be completely mastered at this level. ⚡

CONCEPTS PRACTICED

- Breaking words into syllables
 - Identifying missing letters in words
 - Segmenting phonemes in a word
 - Spelling compound words
 - Spelling high-frequency and irregular words
 - Spelling words that end in ED, EST, ER, ING, LY, Y
 - Spelling words with consonant blends, Sneaky E, Sneaky E exceptions, Softy E (makes C and G soft)
 - Spelling words with AI, ALK, ALL, ANK, AR, AY, CH, EA, EE, ER, EW, IGH, IND, INK, IR, OI, OLD, OO, OR, OU, OW, OY, SH, TH, UR, WH
- Plural Nouns:** Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S.
- Drop the E:** If a base word ends in a Silent E, drop the E before adding a vowel suffix.

SPELLING WORDS TO MEMORIZE (HIGH-FREQUENCY AND IRREGULAR WORDS)

love	no	her	so	be	do	are	of
look	put	was	oh	your	from	boy	come
more	done	none	move	any	many	what	some
there	school	girl	said	they	little	does	goes

LEVEL 2

CONCEPTS PRACTICED BUT NOT EXPECTED TO BE COMPLETELY MASTERED

- Breaking words into syllables
- Contractions
- Identifying missing letters in words
- Recognizing open and closed syllables
- Segmenting phonemes in a word
- Spelling words with open syllables
- Spelling words with AI, EA, ER, EY, IGH, IR, KN, OA, OR can say /er/, OW, QU, Softy E (CE and GE), UR

CONCEPTS TO MASTER BEFORE STARTING LEVEL 3

- Contractions LET'S and IT'S
- Spelling words with consonant blends
- Spelling words with ALK, ALL, ANK, AR, AY, CH, ED, EE, IND, ING, OLD, OO, OR, SH, Short Words Where Y Says the Long I Sound (cry, dry, etc.), Sneaky E, TH, WH

SPELLING RULES TO MASTER BEFORE STARTING LEVEL 3

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

C or K at the Beginning or Middle of Words: At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.

Double S, F, L, or Z at the End of Words: At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.

Drop the E: If a base word ends in a Silent E, drop the E before adding a vowel suffix.

Plural Nouns: Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S.

SPELLING WORDS TO MASTER BEFORE STARTING LEVEL 3 (HIGH-FREQUENCY AND IRREGULAR WORDS)

Words Reviewed from Levels K and 1

he	the	you	they	so	of	do	she
we	love	are	or	be	for	me	to
go	your	does	no	look	was	said	her
more	any	from	come	oh	there	boy	goes
none	what	some	girl	two	little	done	move
many	put	school					

Words New to Level 2

been	only	search	upon	brother	young	our	very
could	should	would	where	pretty	friend	blue	about
were	why	when	who	people	great		

PACING OF THE COURSE



Booster Cards and Lessons Do Not Move at the Same Pace

Phonics principles in the course book lessons and the booster cards **match the same sequence**. However, course book lessons and booster cards are **not meant to move at the same pace**. This ensures that things like writing and spelling instruction do not slow down reading, which is the most critical skill gained at this age. Most children can learn to read a lot faster than they can learn to spell and write, and improving reading fluency and speed at this level is the focus of this course.

It is strongly recommended that you work with the child on booster cards and/or books at the beginning (or end) of each lesson for 8 to 12 minutes. The time it takes for children to master booster cards and read booster books varies widely at this age.

If the Child Goes Faster Through the Booster Cards (which is completely fine)

- By working on the booster cards and/or books for 8 to 12 minutes daily, some children will move through the principles on the booster cards much more quickly than the principles are presented in the course book. This is completely fine! When the child gets to a principle in the course book that has already been mastered on a card, it is important to review and practice that principle. If the child finishes *Reading Booster C Cards* and *Reading Booster C Books Set*, the child can start reading Level 3 books from *The Good and the Beautiful Book List* during the time set aside for reading booster cards and books.

If the Child Goes Slower Through the Booster Cards (which is completely fine)

- By working on the booster cards and/or books for 8 to 12 minutes daily, some children will not be able to master booster card principles before they are presented in the course book. If this is the case, it is strongly recommended that you pause work on the course book and do any or all of the following items:
 1. Spend more time working on booster cards.
 2. Play reading booster app games.
 3. Read books in *The Good and the Beautiful My Third Readers* series, which follows the same sequence as the reading booster cards, allowing the child to read extra stories that focus on the exact principles on which he or she is working.

STOP



Complete these steps before beginning the course.

STEP 1

Before beginning this course, the child should be able to pass the Language Arts Level 2 Reading Assessment by reading the following passage in under 2 minutes with 6 or fewer mistakes.

Ben had wanted a white bunny for years, and he finally got one. He gave it food in the morning and late afternoon.

One stormy night Ben was curled up in bed. The wind blew, and the rain pounded on Ben's window.

"Oh no! I forgot to feed the bunny," he groaned. He did not want to go out into the cold, but he couldn't make a wrong choice. He got up, walked across the lawn to the large pen, and gave the bunny hay. He raced back to bed and felt joy in his heart. Being kind was great!

STEP 2

Open the *Reading Booster C Cards* and read the card instructions before beginning Lesson 1 in this course so that you understand how the *Reading Booster C Cards* correlate with this course.

STEP 3



On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > How to Use the Level 2 Language Arts Course and watch the video.

Taking a few minutes to watch the video will make your experience and the child's experience with the course so much more enjoyable and effective.

UNIT 1

Overview



*should be mastered by the end of the unit



Items Needed

- 2 quarters
- cotton ball
- index cards
- paintbrushes
- recording device (optional)
- stick or spoon
- timing device
- tissue
- tracing paper
- watercolor paints
- watercolor paper
- word processing program

PHONICS, READING, LITERATURE, ART, GEOGRAPHY

- Answering questions with complete sentences
- Art appreciation and practice
- Artist study: Camille Pissarro
- Common and proper nouns
- Compound words
- Decoding practice
- Editing
- Geography: continents, types of maps, North America, oceans, town/city, county, state/province, country, planet
- Heteronyms
- *Homophones (see/sea, for/four, hear/here, to/too)
- Literature: "Daniel and Prayer"
- Open and closed syllables
- Oral narration: short story
- Poetry memorization and reading
- *Phonics principles: AI, ANK, AR, AU, AY, EA, EAR, ER, EW, EY, KN, OA, OO, OOR, OR can say /er/, OY, QU, Sneaky E, Soft C and G, WH
- Reading comprehension
- Sight words
- Syllable divisions
- Writing: creative writing, essay writing, oral narration, poetry writing, short story, thank-you note writing, writing sentences

SPELLING

Unit Spelling Words to Memorize*

been	only
upon	brother
search	young

Spelling Review (from lower-level courses)*

he	the	you	they	so
of	do	she	we	love
does	or	be	for	me

Spelling Patterns to Master*

ALL AY SH CH TH OR

Unit Spelling Rules*

Double S, F, L, or Z at the End of Words: At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.

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

Spelling Practice

AI	EA	OO
ALL	EY	OR can say /er/
ANK	ING	QU
AR	KN	Sneaky E
AY	OA	Soft C and G
Contractions		

LESSON 1

Reading Words with QU

Helpful Hint: Lifelong preferences in literature develop at a young age. It is important to use this window of opportunity to help the child gain a love of good literature, including poetry—something relatively few children today are developing. The child will learn much from how you approach poetry. By not skipping poetry, enjoying it yourself, and being enthusiastic about it, you will help the child appreciate the power of poetry.

- Do not start this course until you have completed the “Master Before Starting This Course” *Reading Booster C Cards*.
- Work on reading booster cards or books for 8 to 12 minutes, following the booster card instructions.
- Read to the child:** I’m really excited to learn with you through this course. I won’t be your only teacher, though. Guess what else is going to be your teacher? Poetry! As I read poetry to you, and as you read poetry to me, it will not only help you practice reading but also place beautiful language patterns in your mind. This will help you to be a better writer now and throughout your whole life. Poetry will also help you recognize and appreciate beauty in the world around you, and it will help you develop a stronger heart and mind. Let’s get started.

The poem I am going to read talks about asters. Asters are flowers that look and smell beautiful and attract a lot of bees and butterflies. **Read the poem to the child. Then have the child read the poem to you.**

September

By *Edwina H. Fallis*

A road like brown ribbon,
A sky that is blue,
A forest of green

With that sky peeping through.
Asters, deep purple,
A grasshopper’s call,
Today it is summer,
Tomorrow is fall.

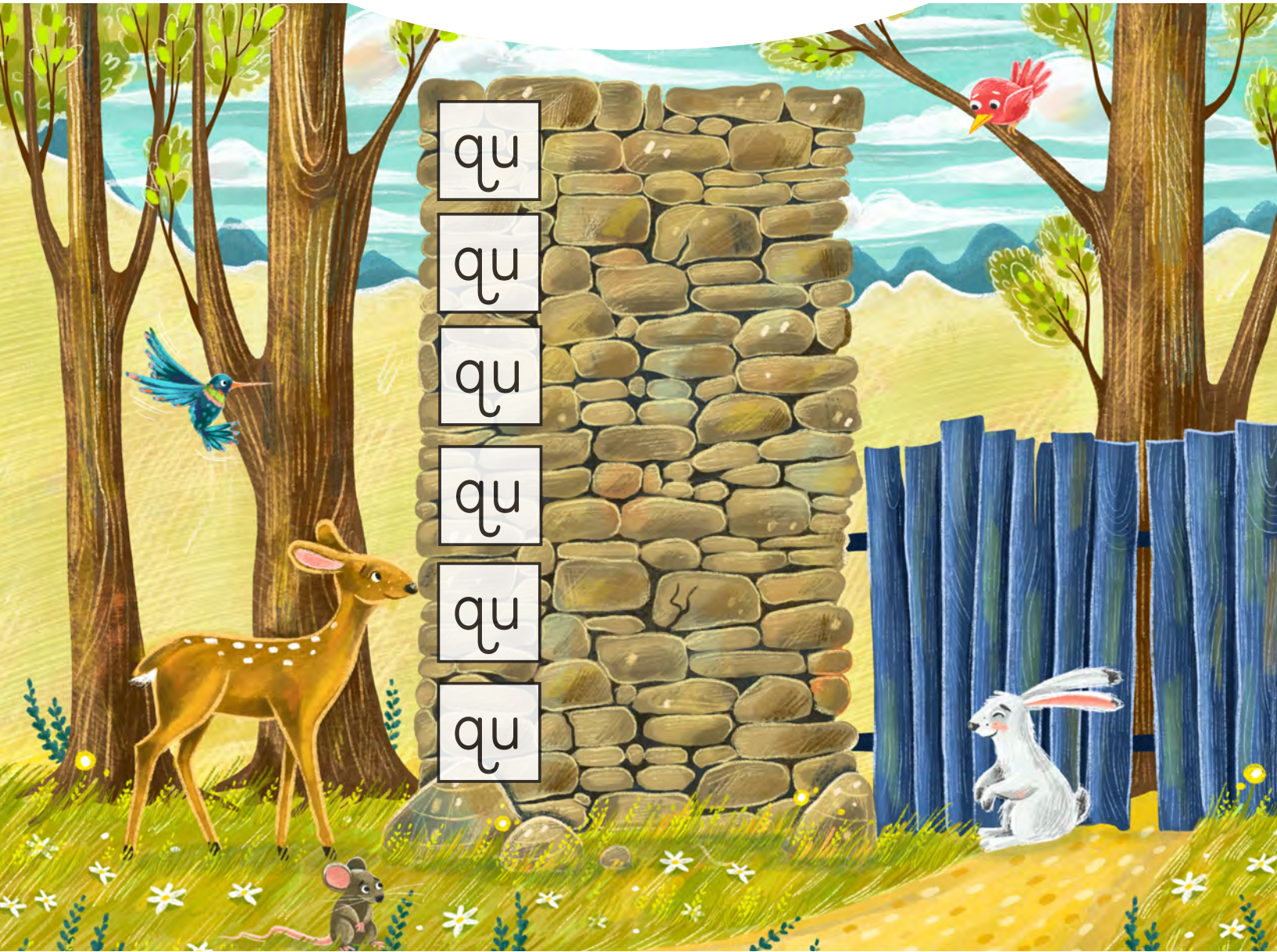


Have the child circle all the color words used in the poem. **Read to the child:** Poems paint pictures in our minds. Listen to this poem as I read it again, and then listen to me read a version of the poem without any use of color. **Read the poem above again, and then read the poem below. Discuss how the use of color helps the poem paint a more lovely picture.**

A road like ribbon, a sky, a forest
With that sky peeping through.
Asters, a grasshopper’s call,
Today it is summer, tomorrow is fall.

- Read to the child:** Through this course you will learn to read many new words, which will allow you to read so many more good and beautiful books and poems. Let’s learn about the letter Q. In English the letter Q is almost always paired with the letter U. The combination QU makes the sound /kw/ as in QUICK.
- Climb the Wall.** Have the child cut out the word boxes on the bottom of the next page. Spread the boxes out on the table. **Read to the child:** Let’s do an activity called “Climb the Wall.” Start at the bottom of the wall. Choose a box you cut out and put it next to the bottom QU box. Read the two boxes together to read the word. Then create the next word up the wall. Continue until you have finished climbing the wall. Then remove the boxes and climb the wall again with new words.

Climb the Wall



qu

qu

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Independent Practice

WRITING PRACTICE To describe yourself, fill in each blank using a word or words from the word bank by each sentence.

I have _____ eyes.

brown blue green hazel gray

I have _____ hair.

black brown blond red

I am _____ years old.

seven eight nine ten eleven

I _____ a pet.

have do not have

ART Draw a picture of your family or your home.

- Personal or Shared Reading: For 20 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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LESSON 9

Decoding Practice

Helpful Hint: Decoding is the skill of sounding out words that are not instantly recognized. If the child struggles with a word while reading, help the child identify and sound out any known phonics principles in the word, such as AY makes the long A sound; ER says /er/; C is soft before I, E, or Y; or Sneaky E makes the vowel say its name.

- Work on reading booster cards or books for 8 to 12 minutes.
- Have the child spell the following words aloud: way, sway, may, pray. Words in brown contain spelling patterns to master in this unit (see page 1).
- Read to the child:** A syllable is a letter or group of letters said with a single effort. I'll tell you a word, and you clap the syllables in the word with me. Say the following words aloud and clap the syllables with the child: winter: WIN - TER | absolutely: AB - SO - LUTE - LY | chair: CHAIR.

Syllables must contain at least one vowel. What must each syllable contain? [a vowel]

- Read to the child:** There are 12 types of true foxes in the world, and there are 12 rows of words below and on the next page. You will read the words on each row, and then I will read you the name of a type of fox.

In all these words, the vowel says its name if it is an open syllable. An open syllable ends with a vowel.

If a word has a double consonant, we divide the syllables between the consonants but only say the sound of the double consonant once. Remember that C is soft before I, E, and Y.

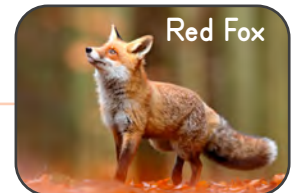
MEET THE FOXES

Read to the child: This Silent E does not make the vowel say its name. This Silent E is here because English words can't end in V.

detail

pebble

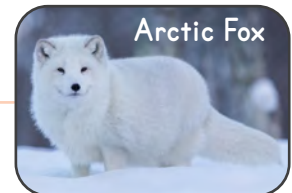
festive



shelter

level

excuse



escape

defense

entry





Independent Practice

WRITING PRACTICE With your best handwriting, copy the sentence, filling in the blanks with phrases from the box.

blue river misty mountain cute homes thick forest green grass

My favorite parts of the painting are the _____ and the _____.




- Personal or Shared Reading: For 20 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 17

How to Write a Story

- Work on reading booster cards or books for 8 to 12 minutes.
- Read to the child:** I will dictate a sentence. You write it on the line at the bottom of the page. When you are done, I'll tell you something fun to do. Remember to double the L at the end of a one-syllable word when the L comes right after a short vowel. **Dictate this sentence:** We will go home. **Have the child correct any mistakes.** Now draw a tiny home above the sentence.
-  On the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Videos > [How to Write a Story](#). Play the video.
- Read to the child:** To prepare for writing a story in the next lesson, choose and circle one of these outlines below that I will read to you, or you can create your own on another sheet of paper.

Beginning	Middle	Ending
Your new kitten is lost.	You pray for help and have the idea to look _____ (you decide a certain place).	You find the kitten.

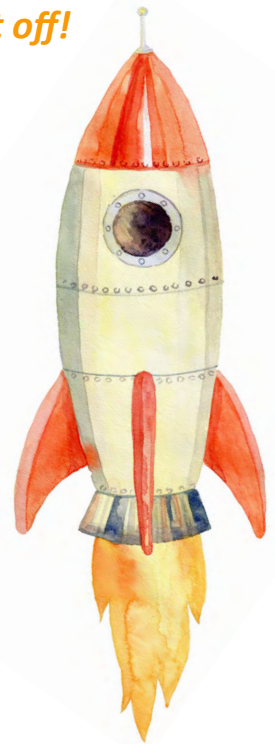
Beginning	Middle	Ending
Your main character is on a nature walk with Dad, looking for a special red bird.	They look everywhere and see other neat things, but not that special red bird.	Just as they are about to get back in the car, they see the bird. Your main character takes a picture of it.

Rocket Reading Review

- Have the child read the sentences below, which review words with WH, WR, OA, EA, and more. Start from the bottom and go up, like a rocket-launch countdown. If the child cannot read the sentences easily, consider practicing these sentences daily for the next few days.

Blast off!

1. Write it down.
2. Wrap the bread.
3. Whip the cream.
4. Lead the goat.
5. Use the soap.
6. Do not scream.
7. Cook the wheat.
8. Clear your throat.
9. Wear your coat.
10. Use a wrench.
11. Clean the boat.
12. When does the road end?
13. Do not wreck the boat.
14. Read to me while I clean.
15. Who will eat a whole peach?



SENTENCE DICTATION

Edit the Story

Use the marks shown in the box below to edit the story.

1. Sentences should start with a capital letter and end with a period, question mark, or exclamation point.
2. The word "I" should always be capitalized.

There are five mistakes.

Capitalize: ≡

Add a punctuation mark: ^ ^ ^



The Very Slow Sloth

Once i saw a sloth at the zoo. Looking closely, i could see its long claws. after waiting and waiting, i finally saw it move. I had never seen an animal walk so slowly, but in the water it moved faster

- Personal or Shared Reading: For 20 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 24



Reading Words with OO

- Work on reading booster cards or books for 8 to 12 minutes.
- Read to the child:** In the Bible it says, "Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven" (Matthew 5:16). We can let our light shine by being kind and doing nice things for other people. The light from a lighthouse can protect ships from crashing into the shore. When we let our light shine, we can be like a lighthouse, leading people to the safety of Christ. Today we get to see inside a lighthouse as we practice reading words with OO. First, read the words in the yellow boxes that end with OOR, which makes the sound /or/.

door floor poor



- Read to the child:** OO also makes the sound /oo/ as in FOOD. Read each sentence. Look at the lighthouse picture, and then tell me which sentence is the only true sentence.

A rooster is dancing in the ballroom.

There is a room to put your coat and boots.

A raccoon sleeps on a bed made with bamboo.

The smooth floor of the garage is great for riding scooters.

- Read to the child:** OO also makes the sound /oo/ as in BOOK. Read each phrase and point to it in the lighthouse.

place to cook | hook

bookcase | wooden dresser

blue bowl that could have cookies in it

been	only	search
upon	brother	young

- Have the child write each orange unit spelling word on a whiteboard.


ITEMS NEEDED:

- cotton ball

LESSON 29



Reading Words with EAR

- Work on reading booster cards or books for 8 to 12 minutes.
-  Practice the Unit 1 spelling words using the free Good and Beautiful Letter Tiles app (Level 2 > Spelling Words: Unit 1) or any way desired: **been, only, search, upon, brother, young.**
- Read to the child:** The letter combination EAR can make the sound /ear/ as in HEAR, /er/ as in HEARD, /air/ as in PEAR, or /ar/ as in HEART. There are no rules to help you know which of these sounds the letters EAR make, so you will need to memorize the words. Reading a lot helps! Give the child a cotton ball. Have the child read each box of words. Then have the child set the course book on the floor, kneel down, and try to drop the cotton ball so it touches the red bull's-eye. Repeat several times. * = two ways to pronounce



ear
hear
heard
fear
dear
tear*
pearl
wear
pear

earth
swear
gear
earn
search
near
bear
learn
smear

beard
spear
yearn
appear
dearly
year
hearing
heart
hearty

- Read to the child:** Compound words are two words put together to make one word. We are going to practice reading compound words that use the letter combination EAR. First, read each word, and then put the words together.

ear - drum
eardrum

earth - worm
earthworm

over - heard
overheard

ear - lobe
earlobe

ear - wax
earwax

swim - wear
swimwear

ear - ring
earring

ear - plug
earplug

spear - mint
spearmint

tear - drop
teardrop

head - gear
headgear

heart - beat
heartbeat



Independent Practice



With your parent's permission, on the Good and Beautiful Homeschool app, go to Language Arts > Level 2 > Audio > Lesson 29 Audio Narration. Play the audio narration. While you look at the paintings, listen and follow the instructions.



ITEMS NEEDED:

- index cards
- timing device

LESSON 38

Phonograms Review: EW, OW, OU

- Work on reading booster cards or books for 8 to 12 minutes.
- Read to the child: The photo on this page shows Jesse Owens. He realized at a young age that he was a very fast runner. While he was still in high school, Jesse tied with the world record for the 100-yard dash. He eventually won gold medals in the Olympics and broke five world records. Jesse trained and worked hard in order to become faster and faster. We can do the same thing with reading. Let's see if in one lesson, with practice and hard work, you can become faster at reading.



You will read the sentences below, and I will time you. Time the child while writing down words the child struggles with, and then record Time #1. If the child struggles with being timed, the timing can be skipped.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Who drew a nice tower? 2. The new crew is loud. 3. Don't frown; there is no danger. 4. Gazing at clouds sounds great! 5. Does the hound howl? 6. May I pick a few flowers? 7. Did you buy a bag of flour? 8. Is your house new? 9. Who threw the screw? 10. The strange bird flew away. | <ol style="list-style-type: none"> 11. The wind blew the clouds. 12. The towel is on the couch. 13. Now I hear the owl hoot. <p>Time #1 _____ Time #2 _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have the child complete the following for the words that you wrote down: <ol style="list-style-type: none"> 1. Write them on index cards. 2. Use the index cards as flashcards to practice the words until mastered. <input type="checkbox"/> Time the child reading the sentences again, and then record Time #2. |
|---|--|

LESSON 40

UNIT 1 REVIEW



- Only items that are helpful to have mastered at this point are assessed. 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 and consider continuing to practice the concepts missed.

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 Lesson 117 to assess the passage again to see what progress has been made.

- Read to the child:** This review gives you practice with major concepts from Unit 1, and it will also help you to be better prepared for any type of testing you will have to do in the future. I will read the instructions in each section to you. You will complete only the purple sections today.

Spelling Rule: Caboose E

Have the child write an E at the end of each word that needs a Caboose E so that the word does not end with V or U.

giv___	liv___	call___	mov___
--------	--------	---------	--------

Additional Practice

Spelling Rule: Caboose E

Have the child write an E at the end of each word that needs a Caboose E so that the word does not end with V or U.

hav___	quiz___	lov___	liv___
--------	---------	--------	--------

Homophones

Have the child circle the correct homophones.

- I **hear** / **here** the birds.
- The mail is **hear** / **here**.
- Do you **see** / **sea** the sunset?
- The **see** / **sea** is deep.
- I need **for** / **four** spoons.
- This key is **for** / **four** you.

Additional Practice

Homophones

Have the child circle the correct homophones.

- I **see** / **sea** a goose.
- A ship is on the **see** / **sea**.
- We **here** / **hear** the train.
- Put your coat over **hear** / **here**.
- The card is **for** / **four** you.
- I picked **for** / **four** peaches.

Reading Assessment

- Time the child as he or she reads the passage in purple. On a separate sheet of paper, use tally marks to count the number of errors made. If the child cannot read a word after a few seconds, tell the child the word (and count it as an error) and have the child continue reading. Pause the timer during any interruptions. Write the time and the number of errors made on the bottom of this page.

This Reading Assessment includes words using the phonetic principles taught throughout *Reading Booster C Cards*. Only booster cards through Card 16 are expected to be mastered at this point in the course. It is OK if your child struggles with some of the words in this assessment at this time. You will readminister this Reading Assessment in Lesson 117 so that you can measure your child's progress. It is highly suggested that you administer the Reading Assessments to make sure your child is progressing in reading fluency and accuracy.

My aunt lives in quite a beautiful area of our country. Straight behind her home is a group of high mountains.



Early in the morning today, I rode a donkey near her home.

I saw clouds as white as pearls, strange birds, a lake with a surface that appeared as clear as a mirror, a raccoon, and gently rolling hills.

All of these things seem proof to me of a grand Creator. I kneel and thank Him for this place of quiet peace and beauty that I dearly love.

Reading Assessment Scores

Time Lesson 40: _____ (date: _____) Lesson 117: _____ (date: _____)

of Errors Lesson 40: _____ (date: _____) Lesson 117: _____ (date: _____)

UNIT 2

Overview



*should be mastered by the end of the unit



Items Needed

- butter knife
- cotton swabs
- fork
- paint
- paintbrushes
- paper
- spoon
- timing device
- tissue
- watercolor paints
- watercolor paper
- word processing program

PHONICS, READING, LITERATURE, ART, GEOGRAPHY

- Art appreciation and practice
- Artist study: Konrad Mägi, Carl Skånberg
- Adjectives
- Articles
- Commas in a series
- Common and proper nouns
- Compound words
- Decoding practice
- Editing
- Geography: capital cities; cardinal directions; compass rose; maps (constructing a map—keys, legends, grids, scales, symbols, topographical map); house number and street address; Mongolia, Morocco; oceans, continents, the equator, hemispheres, North Pole, South Pole, axis; urban, rural, suburban; immigration, trade, local
- Heteronyms
- *Homophones (eye/I, knew/new, one/won)
- Literature: “Diamonds and Toads” Reader’s Theater, point of view, “The Miller of the Dee,” messages in books, nature journals, “Sir Isaac Newton and His Dog, Diamond”
- Oral narration: personal narrative
- *Phonics principles: AI, DGE, EIGH, ER, IE, IR, MB, O can say the short U sound, PH, S says /z/, TCH, UE, UI
- Plural nouns
- Poetry
- Prefixes and suffixes
- Reading comprehension
- Root words
- Sentence diagramming
- Sight words
- Subjects
- Syllable division rule
- Synonyms and antonyms
- Three things a sentence must have
- Vocabulary
- Verb tenses
- Verbs
- Writing: character sketch, creative writing, essay writing, oral narration, poetry writing, short story

SPELLING

Unit Spelling Words to Memorize*

our	very
could	should
would	where

Spelling Review (from lower-level courses)*

to	go	your	does	no
look	was	said	her	more
any	from	come	oh	

Spelling Patterns to Master*

AR ED EE OO SH TH

Short Words Where Y Says the Long I Sound (cry, etc.)

Unit Spelling Rule*

C or K at the Beginning or Middle of Words: At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.

Spelling Practice

AR

EAR

ER

EY

IGH

IR

OO

OR

Plural nouns

Prefixes and suffixes

Soft C and G

Softy E

LESSON 41

Reading Words Where S Says /z/

- Work on reading booster cards or books for 8 to 12 minutes.
- Read to the child:** There are three articles: THE, A, and AN. What are the three articles? [THE, A, and AN] Read the sentences in green. *Have the child point to the articles.*

The pearl is beautiful.

An ice palace shines.

- Read to the child:** In some words S in the middle of the word makes the /z/ sound. Choose the milkshake on the next page that looks like it would taste the best, read the words below it, and then check the box. Then choose the milkshake that looks like the next-best-tasting milkshake, read the words below it, and check the box. Continue until all the milkshakes are chosen.

Now let's play "That's My Milkshake!" I will choose my favorite milkshake in my mind. You choose a milkshake and read the words below it. When you get to the milkshake I chose, I will say, "That's my milkshake!" and the game is over. We will play this game three times, and I will pick a new milkshake each time. *Help the child sound out words as needed.*



Independent Practice

PLURAL WORDS AND SPELLING WORDS WITH OO

Plural means more than one. Write the plural word for each item. Hint: Each word contains OO.







COMMON AND PROPER NOUNS

Write a common noun that describes each proper noun. A common noun is a person, place, or thing. A proper noun is a SPECIFIC name of a person, place, or thing.

Mr. Parker

Emily

Pine Lake

That's My Milkshake!



cousin

husband

business



lose

risen

reason



result

disaster

confuse



music

season

thousand



easy

disease



deserve

observe



desire

reason



misery

seasons



Independent Practice

CREATIVE WRITING CORNER

First Sentences for Stories

Finish the sentences with your own ideas. Illustrate your favorite idea.

Once upon a time _____

Once in a great forest, there was _____



Personal or Shared Reading: For 20 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

LEVEL 1 HOMOPHONE REVIEW Write the correct homophone in each blank.

one = I have one shoe. | **won** = I won the contest.

My donkey _____ an award.

I purchased _____ glass mirror.

I have _____ aunt living near me.

Read the nature journal, and then circle the correct answers.


UNIT SPELLING WORDS

our	very	could
should	would	where

Read each word, and then spell it, raising your knee with each letter. Repeat two times.

NATURE JOURNAL READING COMPREHENSION

Chipmunks are the smallest members of the squirrel family. They eat nuts, seeds, berries, mushrooms, bird eggs, snails, and more.



Chipmunks

Most chipmunks dig underground tunnels for sleeping in and storing food.

Chipmunks can carry food in massive cheek pouches that are three times the size of their heads.



1. Does a chipmunk have white fur on its underside? **YES NO**
2. Do chipmunks eat snails? **YES NO**
3. Do chipmunks use whiskers to smell? **YES NO**

- For 20 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 51



O Can Say the Short U Sound

- Work on reading booster cards or books for 8 to 12 minutes.
- Have the child read the poem aloud:

Window Boxes

By Eleanor Farjeon

A window box of pansies
 Is such a happy thing.
 A window box of wallflowers
 Is a garden for a king.
 A window box of roses
 Makes everyone stand still
 Who sees a garden growing
 On a window sill.

- Read to the child:** Sometimes the letter O says /ŭ/ as in LOVE. Read the chart below each window box, and then tell me which window box you would most like to have on your bedroom window.
- Read to the child:** C and G are usually soft when they come before _____. [I, E, or Y] A verb tells _____. [what the subject does] There are two types of verbs: action verbs and being verbs. What are the two types of verbs? [action and being] Tell me an action verb. [e.g., jump] Tell me a being verb. [e.g., is]
- Read to the child:** Say this sentence five times while pointing to the points on the compass rose that each word represents: "Never eat soggy waffles."



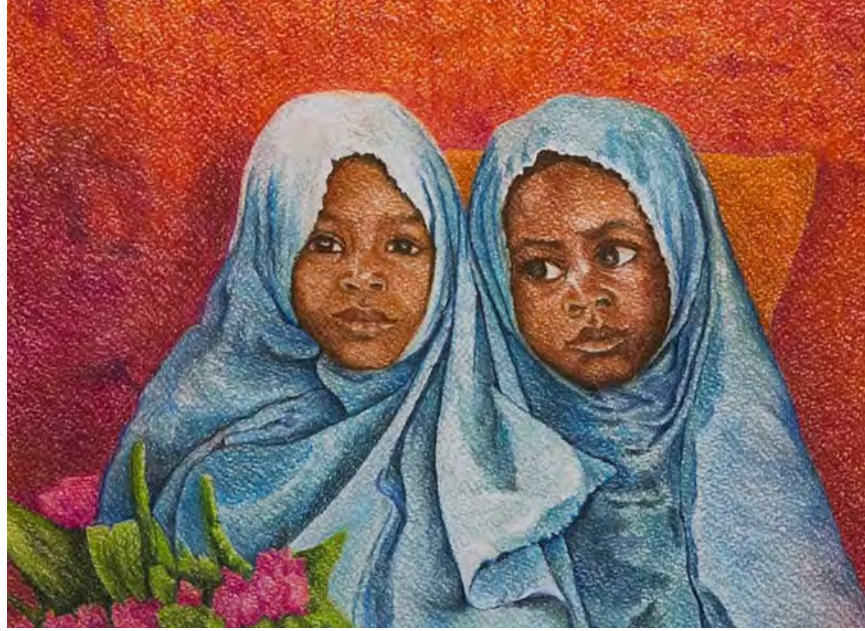
some	done
dove	glove
month	other
London	mother
contain	observe
discover	above

oven	Monday
color	company
brother	hover
wonder	recover
dozen	occur
another	compete

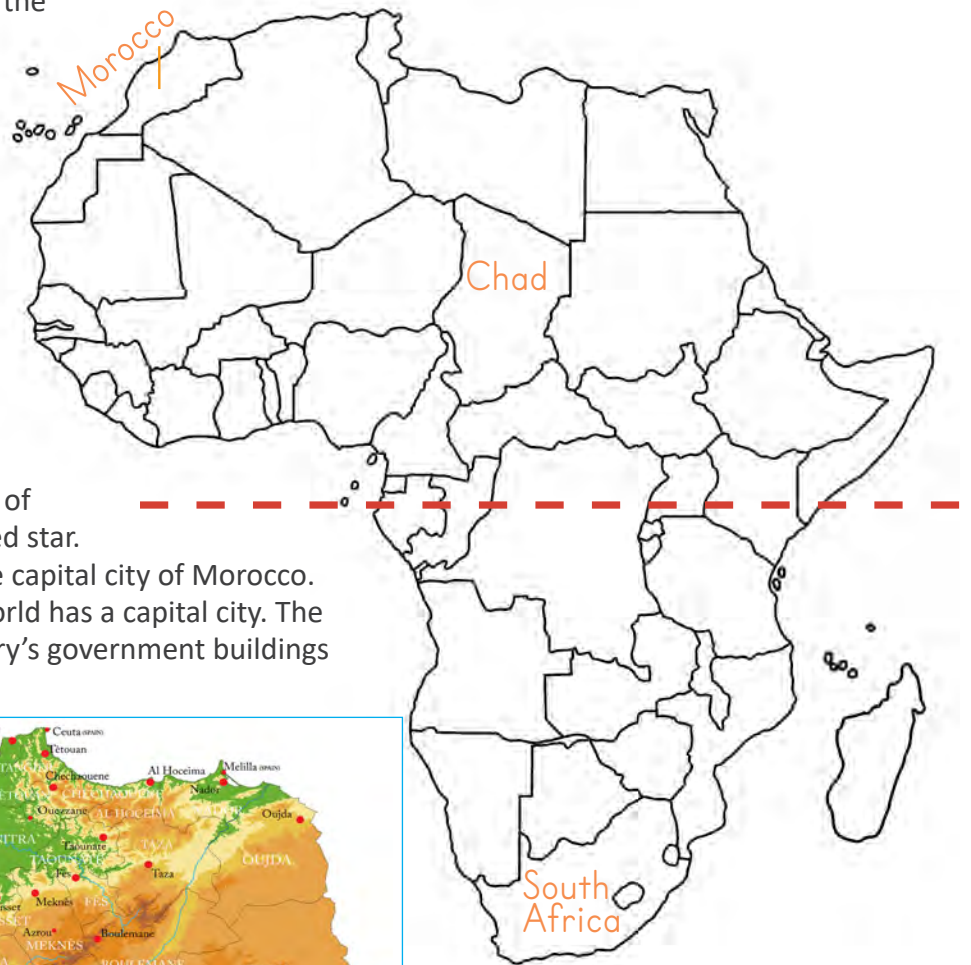
lovingly	connect
shove	son
come	shoved
shovel	second
complete	develop
income	shoving

Fun Fact: You can find more kinds of bats in countries by the equator because it is nice and warm—the way many bats like it!

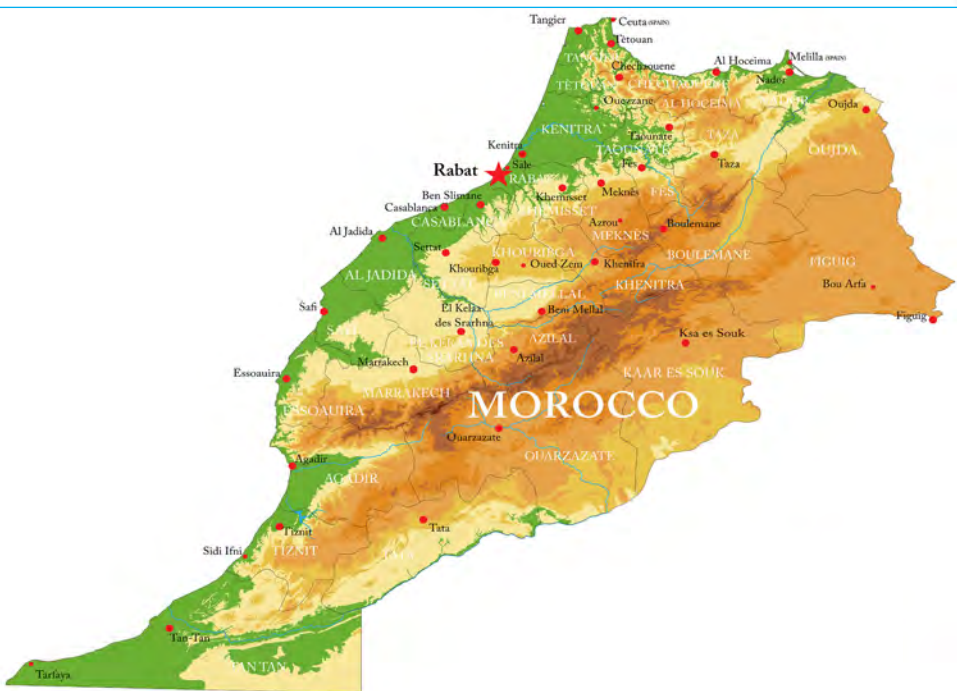
Read to the child: The painting on this page is made with chalk pastels. It shows two girls from Morocco. Look how precious these Moroccan girls are. Every person is beloved and made in the image of God. Morocco is a country in Africa. Look at the political map of Africa on this page. The red line on the map is the equator. Africa is divided into many countries. Some of the countries in Africa are in the Northern Hemisphere, above the equator. Some of the countries in Africa are in the Southern Hemisphere, below the equator.



Point to Morocco on the map. Is it in the Northern or Southern Hemisphere? [Northern] Tell me another country in Africa that is in the Northern Hemisphere. Tell me the name of a country in Africa in the Southern Hemisphere.



Look at the topographical map of Morocco below. Point to the red star. This is Rabat [ru-BOUGHT], the capital city of Morocco. Almost every country in the world has a capital city. The **capital city** is where the country's government buildings and government leaders are.



The brown on the map represents mountains. The darker the brown, the higher the mountain. Run your finger along the green area, where there are no mountains. Now run your finger along the highest mountains in Morocco.

LESSON 62

Three Things a Sentence Must Have

- Work on reading booster cards or books for 8 to 12 minutes.
- Have the child read the poem:

Trees

By Aileen Fisher

Trees just stand around all day
 And sun themselves and rest.
 They never walk or run away
 And surely that is best.
 For otherwise how would a
 Squirrel or robin find its nest?



- Read to the child:** A sentence is a group of words that starts with a capital letter; ends with a period, exclamation point, or question mark; and expresses a complete thought.

A sentence needs three things: a subject, a verb, and a complete thought.

A subject: A subject is who or what is acting or being in the sentence.

A verb: A verb can be an ACTION or BEING word (for example, RUN or IS).

If a sentence is missing a subject, verb, or complete thought, it is called a **fragment** and is not a complete sentence.

Let's review. What three things does a sentence need? [a subject, a verb, and a complete thought] If a sentence is missing any of those things, it is called a _____. [fragment] A fragment cannot stand on its own as a sentence.

- In the purple box, have the child circle what each fragment is missing: a subject or verb.

1. The green worm	SUBJECT VERB
2. Loves to help	SUBJECT VERB
3. Squirms around	SUBJECT VERB
4. The old apple tree	SUBJECT VERB
5. A bug on the log	SUBJECT VERB
6. Tries to help	SUBJECT VERB

- Read to the child:** A suffix is a group of letters added to the end of a word that changes the word's meaning. Read each word in the orange boxes, and then tell me the suffix added to each of these words. [-ed, -ing, -less]

planted

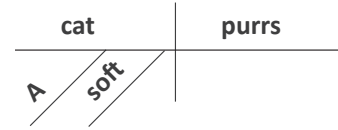
flying

endless



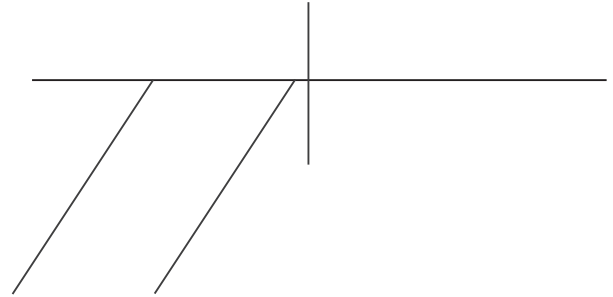
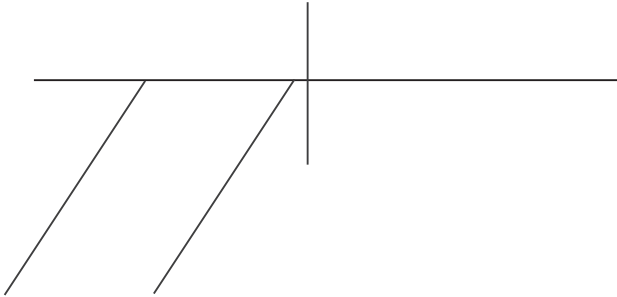
SENTENCE DIAGRAMMING

Diagram the sentences. Refer to the example or page 185 if needed.



The young lambs play.

A little cub climbs.



Say the words.

could

our

Circle each word twice.

c	o	u	l	d
o	u	g	u	u
u	r	t	u	i
l	o	o	u	r
d	l	o	u	s

Fill in the missing letters.

c _____

o _____

_____ ld

_____ r _____

Say and trace the words.

could

our

Write each word in the correct set of boxes.

- Personal or Shared Reading: For 20 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 74

Reading Comprehension

- Work on reading booster cards or books for 8 to 12 minutes.
- Have the child read the following story to you, which practices and reviews many

phonics principles learned in this course. Then have the child summarize the story orally, including the most important details. If needed, the child may read the story again.

Luke and the Lighthouse

Luke listened to the waves crashing against the beach. The bright sunlight was now hidden behind dark, frightening clouds, and the wind was sighing through cracks in the lighthouse.

“I hope Grandfather gets back quickly,” Luke said quietly. Soon it was twilight, and Grandfather still had not returned. Deep inside, Luke knew he needed to turn on the mighty light at the top of the lighthouse. He had seen his grandfather do it many times. But Luke was frightened by heights and did not want to go up the flight of narrow stairs leading to the light high in the red tower.

“Maybe there will be no ships tonight,” Luke told himself. But he knew the right thing to do. Ships might crash upon the high, sharp rocks near the shore without the searchlight to show them the way.

Luke got down on his knees and prayed. He

needed strength and courage.

After his prayer, Luke had faith. He took a deep breath.

It was now night, and the clouds were so dark that Luke could not see any starlight or moonlight. Lighting a candle, Luke went straight up the stairs. They creaked as he put his weight on them, but he did not stop. Finally, he was at the top! Luke turned on the mighty light. Its bright beams reached out into the dark night. In the spotlight, Luke could see a huge ship a little way off. Luke felt so good inside for doing what was right. He thanked God for helping him.

At midnight his grandfather arrived. “Oh, Luke,” he cried. “My car broke down. I am sorry I am so late. But look! You have turned on the light. You were very brave tonight.”



Using the map you drew on the previous page, fill in each blank with north, east, south, or west.

My house is _____ of the library. The park is _____ of the lighthouse.

The store is _____ of the lighthouse. Luke's house is _____ of the park.

CREATIVE WRITING CORNER

Character Sketch

The map you drew can spark hundreds of story ideas! It's fun to imagine and create. For this exercise you will think of an imaginary person in the town who would be an interesting character in a story. Fill in each circle about the character as you form the character in your mind. You don't have to write a story about the character. This is just an exercise to get your creativity flowing!

Name

Age

Pets

Eye Color

Favorite Hobby

Personality

Fears

Hair Color

- Personal or Shared Reading: For 20 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 80

UNIT 2 REVIEW

- Only items that are helpful to have mastered at this point are assessed. The child should complete only the exercises with purple headers. Correct the work. If the child makes one or more mistakes in a section, check the orange "Additional Practice" checkbox for that section. Note that you will need to administer the Reading Assessment section and that there is no orange section for the Reading Assessment. Rather, you will be instructed in Lesson 118 to assess the passage again to see progress made. On another day the child should complete all the orange sections that are checked, if any. If the child still makes mistakes, make sure the child understands why and consider continuing to practice the concepts missed.

Reading Assessment

- Time the child as he or she reads the passage in purple. On a separate sheet of paper, use tally marks to count the number of errors made. If the child cannot read a word after a few seconds, tell the child the word (and count it as an error) and have the child continue reading. Pause the timer during any interruptions. Write the time and the number of errors made at the bottom of the page.

In a certain drawer by the piano, I keep a guidebook about animals. I stretch out in front of the fireplace and read many paragraphs each night. The true things I learn fill me with wonder. Tonight I discovered that badgers can climb trees, and I learned about the average height and weight of lambs. I also learned that flies die when they are about a month old. I am most curious to learn about dolphins and elephants.



Reading Assessment Scores

Time Lesson 80: _____ (date: _____) Lesson 118: _____ (date: _____)

of Errors Lesson 80: _____ (date: _____) Lesson 118: _____ (date: _____)

UNIT 3

Overview



*should be mastered by the end of the unit



Items Needed

- 2 small rewards
- access to Google Maps
- a poster board or access to Google Slides
- paintbrushes
- small plastic sheet (optional)
- timing device
- tissue
- watercolor paints
- watercolor paper
- white paint
- word processing program

PHONICS, READING, LITERATURE, ART, GEOGRAPHY

- Art appreciation and practice
- Artist studies: Edward Mitchell Bannister, Fidelia Bridges, and Ohara Koson
- Commas in dates, series, and greetings
- Contractions
- Decoding practice
- Editing
- Geography: boundary lines, geography of the child's own state/province, creating maps, locating landforms and man-made features on a map, natural disasters, natural resources, North and South Poles, oceans, Zimbabwe, continents, hemispheres, cardinal directions, compass
- rose, bay, grasslands, peninsula, plains, prairie, savanna, steppes
- *Homophones (so/sew, meat/meet, review of Units 1 and 2)
- Irregular past tense
- Irregular plural nouns
- Literature: American folklore, icon, legend, myth, nature journals, "Paul Bunyan," tall tales, "The Golden Touch" (King Midas adaptation), "The Ugly Duckling," types of literature
- Oral narration: short story, summary, using sensory words
- *Phonics principles: AIR, AL says /ul/ as in local, AUGH, CH can say /k/, CI, EI, GN, IGN, OUGH, OUR, suffixes NESS and MENT, silent letters, TI can say /sh/, Y
- in the middle of a word
- Poetry reading and writing
- Possessive nouns
- Prefixes and suffixes
- Reading comprehension
- Rules of conversation
- Sentence diagramming
- Sight words
- Subject/verb agreement
- Syllable division rules
- Vocabulary
- Writing: "About Me" booklet, creative writing, comparative essay, letter writing, sensory language, thank-you note writing, writing descriptive sentences

SPELLING

Unit Spelling Words to Memorize*

pretty	friend	blue	about
were	let's	why	when
who	people	great	it's

Spelling Review (from lower-level courses)*

there	boy	goes	none	what
some	girl	two	little	done
move	many	put	school	

Spelling Patterns to Master*

ALK ANK IND INK OLD WH

Short words where Y Says the Long I Sound (cry, etc.)

Unit Spelling Rules*

Drop the E: If a base word ends in a Silent E, drop the E before adding a vowel suffix.

Plural Nouns: Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S.

Spelling Practice

AI	IGH	OU
AR	ING	OW
AW	IR	Soft C and G
EA	OA	QU
EE	OO	
EY	OR	



The Good AND THE Beautiful

Reading Booster

C

Cards

About The Good and the Beautiful Reading Booster Cards

- ★ These cards help children master phonics principles that boost reading speed, fluency, and confidence. The cards also help children master sight words, which are high-frequency words that often cannot be sounded out.
- ★ The *Reading Booster C Cards* are integrated with *The Good and the Beautiful Level 2 Language Arts Course*, but these cards can also be used as a stand-alone resource.
- ★ The booster cards will cover phonics concepts before the *Level 2 Language Arts Course* covers them. Children can learn to read faster than they are able to learn the other principles in the course. It is to the child's advantage to excel quickly in reading by using the booster cards and to continue toward reading mastery by using the *Level 2 Language Arts Course*.
- ★ The *Reading Booster C Books Set*, sold separately, correlates with these cards. The chapters of each book focus on the principles taught on a certain card or group of cards and include only phonics principles taught up to the point of that card. It is suggested that you purchase the *Reading Booster C Books Set* and have the child read the books that correlate with the cards as he or she practices the cards. The books can also be read again as a review of principles.
- ★ The reading booster games are available on the Good and Beautiful Homeschool app and correlate perfectly with these cards. There is a game that will give optional extra practice for each of the cards except for the reading and review cards. The free Good and Beautiful Letter Tiles app can be used for additional practice. Videos referenced in the booster cards can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 2 > Videos. Visit goodandbeautiful.com/apps for information on accessing these apps.

How to Use the Cards

1. Start with the **“Master Before Starting the Course”** cards. These cards should be mastered before beginning *The Good and the Beautiful Level 2 Language Arts Course*.
2. Then go through the cards in numerical order. To do so, practice 1 to 3 cards daily.
3. Once a card is mastered, have the child select a sticker from the back of the booster cards and place it on the **“Mastered”** circle at the bottom of the card. A card is considered mastered when the child meets one of the following criteria: 1) the child knows all the items on the card on the first try, or 2) after practicing, the child can easily and quickly complete each item on two different days.
4. **“Review Cards”** are placed intermittently throughout the cards and will prompt the child to review certain cards. When reviewing, if the child still knows all the items quickly, check off the corresponding review box on the **“Review Card.”** If the child has forgotten any principles, practice the card until it is once again mastered. When all the review boxes have been checked off, the child may complete the **“Review Card”** maze.



MASTER BEFORE STARTING THE COURSE

Vowels

- ★ Have the child say the short sound of each vowel. [/ă/ as in AS /ĕ/ as in ED /ĭ/ as in IN /ŏ/ as in ON /ŭ/ as in UP]
- ★ Have the child say the long sound of each vowel. [/ā/ as in APE /ē/ as in EVE /ī/ as in ICE /ō/ as in ODE /ū/ as in USE]
- ★ Have the child say the two long sounds of Y. [/ī/ as in SKY and /ē/ as in BABY]

Sight Words

These are sight words from the Booster B Cards.

know	were	word	away	water
their	again	yellow	child	aunt
because	warm	heart	don't	been
only	today	upon	once	also
search	other	brother	young	hour
eye	full	Mr.	both	Mrs.
pull	another	together	orange	people
bush	carry	always	build	month

OR CAN SAY /ER/

Directions

To Teach: Write “or” on the whiteboard. Read to the child: O and R together can make the sound /er/ (as in WORK). Have the child tap the letters “or” on the whiteboard and say “/er/” several times.

- ★ Ask the child: What sound does OR make? [/er/ as in WORK]
- ★ Have the child practice the words until they can be read without hesitation.

Regional accents can affect these pronunciations.

world | worm | worst | worker

worth | worthy | calculator | sailor

mayor | worship | worse | creator

survivor | visitor | author | mirror

Ways to Practice

- ★ Play bingo by writing the words on index cards and placing the cards facedown in a pile. Then draw a card, read the word on the card, and have the child find the word on this card and place a dried bean or other small object on it. The child gets “bingo” when he or she gets four words in a row. Play again, reversing roles.



MASTERED

READING CARD OR CAN SAY /ER/

Directions

- ★ On two different days, have the child read each line of the reading triangles, starting at the top.

The

The worker

The worker is known

The worker is known to carry

The worker is known to carry large mirrors.

The

The mayor

The mayor met the

The mayor met the sailor

The mayor met the sailor and his visitor.



MASTERCED



With the child read Chapter 3 of the Reading Booster C Book *Wesley and the Wolves*.

SOUNDS OF OO

Directions

To Teach: Write “oo” on the whiteboard. Read to the child: Two Os together can make several different sounds. In these cards we will learn the two most common sounds of OO. They are /oo/ (as in FOOD) and /oo/ (as in BOOK). Have the child tap the letters “oo” on the whiteboard and say “/oo/” and “/oo/” several times.

- ★ Ask the child: What sounds does OO make? [/oo/ and /oo/]
- ★ Have the child practice the words until they can be read without hesitation.

shook

booklet

groom

spool

wooden

raccoon

stoop

hoot

caboose

cocoon

proof

swoop

droopy

groove

troops

shampoo

Ways to Practice

- ♥ Use the optional reading booster games to practice any of the phonics principles on these cards. Visit goodandbeautiful.com/apps.

MASTERED

POETRY READING

SOUNDS OF OO

Directions

- ★ Have the child practice the poem until it can be read without hesitation.

Poetry Reading

Raccoon and Her Babies

Raccoon and her babies are sleeping at noon,
But soon they'll wake up to a beautiful
moon.

Looking for food, they'll head out as a troop,
Watching for owls that might make a great
swoop.

They'll run safely away from the sound of a
hoot

And happily eat grubs that they found on a
root.



With the child read Chapter 5 of the Reading Booster C Book *Wesley and the Wolves*.

MASTERED



SOFT C AND G

Directions

To Teach: Write “c” and “g” on the whiteboard. Read to the child: C and G are usually soft before E, I, or Y. The soft sound of C is /s/ (as in ICE), and the soft sound of G is /j/ (as in AGE). Have the child tap the letter “c” and say “/s/” several times and then tap “g” and say “/j/” several times.

- ★ Ask the child: What is the soft sound of C? [/s/ as in ICE] What is the soft sound of G? [/j/ as in AGE]
- ★ Have the child practice the words until they can be read without hesitation. NOTE: Only Cs and Gs before E, I, or Y are soft.

stencil | ice | fancy | gerbil

palace | office | logic | general

prince | sauce | cancel | surface


peace | angel | cereal | margin

citrus | strange | police | advance

energy | necklace | sentence | mercy

practice | justice | Lucy | circle

Ways to Practice

-  Have the child clap each time he or she reads a word and jump three times after each row.

MASTERED

READING CARD

SOFT C AND G

Directions

- ★ On two different days, have the child read each line of the reading triangles, starting at the top.

Place

Place a

Place a period after

Place a period after your

Place a period after your strange sentence.

Lucy

Lucy had a

Lucy had a surge in

Lucy had a surge in energy and

Lucy had a surge in energy and won the race.



With the child read Chapter 8 of the Reading Booster C Book *Wesley and the Wolves*.

MASTERED

POETRY READING

EIGH

Directions

- ★ Have the child practice the poem until it can be read without hesitation.

Poetry Reading

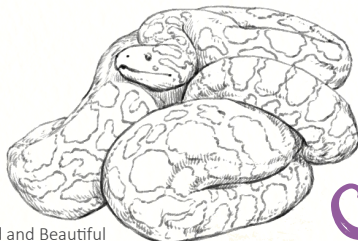
The Horse Sleigh

Eight mighty horses harnessed to a sleigh
Stamped their feet and let out a neigh,
Leaned into their collars with all their
weight,
And began to pull the heavy freight.
I watched from a tree limb, the highest of
heights,
As they pulled through the neighborhood and
out of sight.



With the child read Chapter 4 of the Reading Booster C Book *Molly and the Falcon*.

MASTERED



REVIEW

Directions

- ★ Have the child review each card listed below. Poetry Reading Cards and Reading Cards are not reviewed. If the child still knows all the items quickly, check off the corresponding review box. If the child has forgotten principles, practice the card until it is once again mastered. When all the review boxes have been checked off, the child may complete the maze.

Card 24

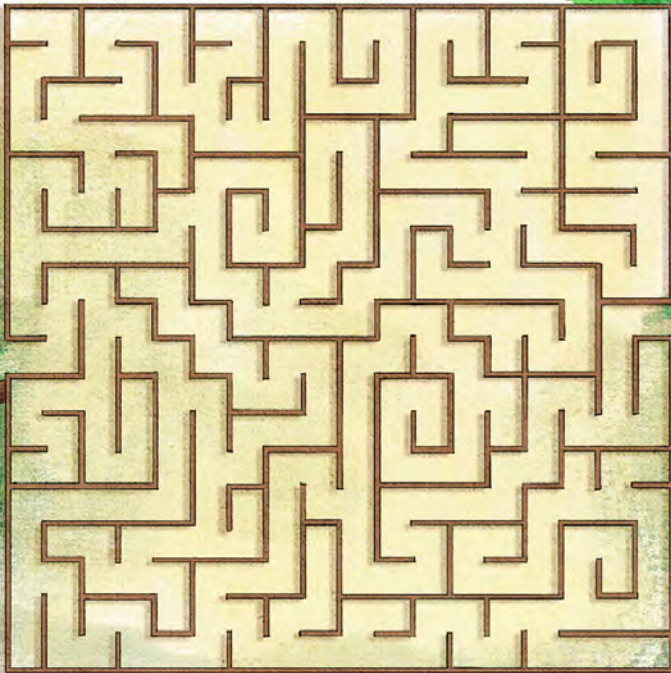
Card 26

Card 27

Card 29

Card 31

Card 33



Part 1

WORDS WITH SILENT LETTERS

Directions

- ★ Have the child practice reading the words until they can be read without hesitation.

castle | fasten | hustle | listen

nestle | wrestle | autumn | ballet

soften | honor | half | ghost

answer | sword | calf | subtle

rustle | receipt



MASTERED

Ways to Practice



Have the child tap his or her pencil on the orchid each time a word is read.

GN, IGN, AUGH

Directions

To Teach: Write “gn,” “ign,” and “augh” on the whiteboard. Read to the child: G and N together can make the sound /n/ (as in GNAT). I, G, and N together can make the sound /ɪn/ (as in SIGN). A, U, G, and H together can make the sound /aw/ (as in DAUGHTER). Have the child tap the letters “gn” on the whiteboard and say “/n/” several times. Repeat for “ign” and “augh.”

- ★ Ask the child: What sound can GN make? [/n/ as in GNAT] What sound can IGN make? [/ɪn/ as in SIGN] What sound can AUGH make? [/aw/ as in DAUGHTER]
- ★ Have the child practice the words until they can be read without hesitation.

gnat

sign

gnaw

align

gnash

gnarl

assign

design

taught

daughter

assignment

naughty

Ways to Practice

- ♥ Take four scraps of paper. Write three of the words on each scrap. Have the child read the words on a scrap of paper and then crumple it into a ball. When all the papers are in balls, have the child sit close to a wastebasket and try to throw the balls into the basket.

MASTERED

READING CARD

GN, IGN, AUGH

Directions

- ★ On two different days, have the child read each line of the reading triangles, starting at the top.

My

My daughter

My daughter taught

My daughter taught about

My daughter taught about special designs.



He

He ought

He ought to align

He ought to align the gnarled

He ought to align the gnarled wires.

MASTERED

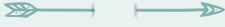


With the child read Chapter II of the Reading Booster C Book *Molly and the Falcon*.

SIGHT WORDS

Directions

★ Have the child practice reading the words until they can be read without hesitation.



cocoa

crayon

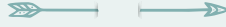
rule

journey

bald

women

cushion



soup

meant

cruel

mountain

fuel

laughter

sugar

Ways to Practice



Write the words on index cards. Lay the cards in a row on the floor and have the child jump from card to card as he or she reads the words.

MASTERED

Part 2

Y IN THE MIDDLE OF A WORD

Directions

- ★ Ask the child: What sounds can Y say in the middle of a word?
[/ɪ/ as in GYM and /ī/ as in HYPHEN]
- ★ Have the child practice the words until they can be read without hesitation.

style

type

rhyme

cycle

myself

python

lying

goodbye

analyze

Ways to Practice

- ★ Use the free Good and Beautiful Letter Tiles app (a-z) to have the child spell words on the chart above. You dictate the word (say it aloud) and have the child create it with the tiles.



MASTERED

READING CARD

Y IN THE MIDDLE OF A WORD

Directions

- ★ On two different days, have the child read each line of the reading triangles, starting at the top.

Let's

Let's analyze

Let's analyze the types

Let's analyze the types of crystals

Let's analyze the types of crystals with Sydney.



A

A typical

A typical song

A typical song contains symbols

A typical song contains symbols and rhymes.

MASTERED



With the child read Chapter 14 of the Reading Booster C Book *Molly and the Falcon*.



CONGRATULATIONS!

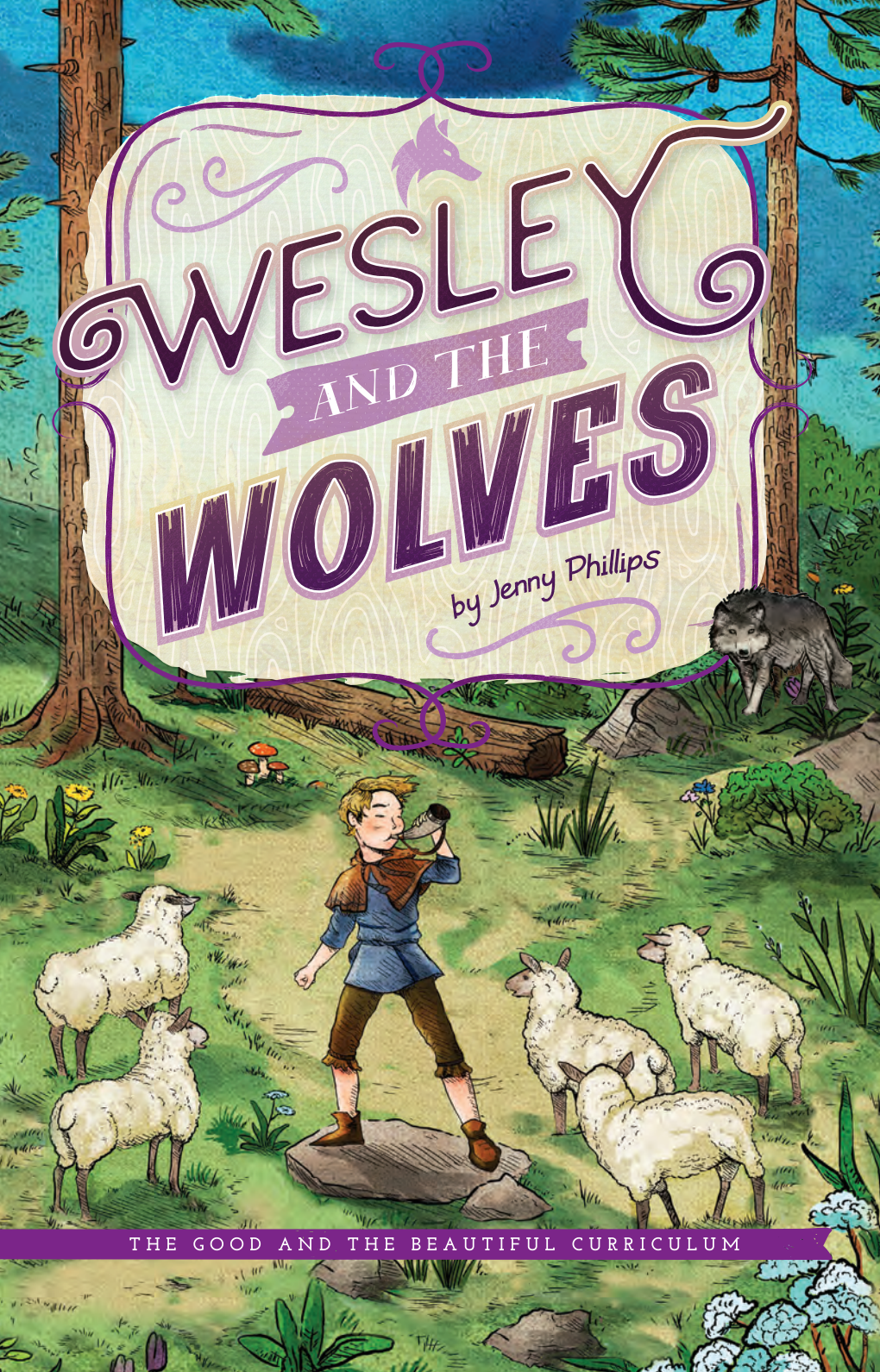
Yay!

You did it.

What's Next?

The child is now ready to read Level 3 books from *The Good and the Beautiful Book List*. If you are still completing *The Good and the Beautiful Level 2 Language Arts Course*, have the child read books from *The Good and the Beautiful Book List* in place of working on the Reading Booster C Cards and Books Set.





WESLEY AND THE WOLVES

by Jenny Phillips

THE GOOD AND THE BEAUTIFUL CURRICULUM



TABLE OF CONTENTS

1. QU	1
2. KN	10
3. OR Can Say /ER/	17
4. Sight Words: Group 1	23
5. Sounds of OO	31
6. Sounds of EAR	37
7. EY	45
8. Soft C and G	50
9. PH and TCH	57
10. O Can Say the Short U Sound	69



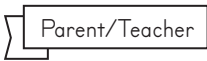
Chapter 1



The sun had just risen over the quiet valley, and rays of light danced around Wesley's home.

The squirrels darted quickly from tree to tree, and the birds chirped quite joyfully.

Wesley pulled off his quilt and jumped out of bed.



After saying prayers by his bedside, Wesley followed his usual morning routine. He quickly pulled on some shorts and ran outside, barefooted.

“Hello, sheep! Hello, squirrels! Hello, birds! Hello, sky!” he called as he dashed across the dew-covered carpet of grass.

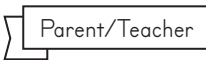
He then splashed into the gurgling stream for his daily morning dip. He sat down in his favorite spot where the water was the deepest. Refreshing coolness flowed around him, almost to his shoulders. He looked up and watched the pine trees waving back and forth gently in the breeze.

Ten minutes later, Wesley's mother called from the front door. “Wesley, time for breakfast!”



In the house lived Wesley, his little sister Alice, and their mother and father.

Wesley sat at the table and watched as his mother set a bowl of berries and cream, a quarter of a loaf of bread, a yellow square of butter, and a mug of sweet-smelling liquid in front of him.



“Wow,” exclaimed Wesley. “Thank you, Mother. This is the biggest breakfast I’ve ever had.”

“There’s a reason for that,” replied his mother with a sparkle in her eyes. “It’s a special day.”

“A special day?” Wesley wrinkled his forehead. “What do you mean?”

Wesley’s father cleared his throat. “Son, you are twelve years old now. We feel it is time for you to take on more responsibility.”

“Responsibility?” questioned Wesley. “What do you mean?”

“Well,” said his mother. “We think it is time for you to take our herd of sheep to the green pastures up in the mountains each day. You can start today after you milk the cow.”

Wesley was thrilled. He felt like a man as he gulped down his mother’s special fruit juice and chewed on the delicious bread. He had been waiting for this for so long.





Wesley's cow, Queen, was calm and sweet-tempered. With big squirts, Wesley squeezed the white liquid into the pail until it was filled.

"Looks like about twelve quarts," Wesley said to Queen. "You give the best quality milk."

Wesley then scooped up some hay to feed to Queen and noticed a square of wood on the floor where he had taken the hay.



The square of wood was a slightly different color than the rest of the wooden floor, and the square seemed to be tilted just a little bit. Wesley got on his hands and knees and pushed on the wooden square. To his surprise, the square flipped down, revealing a little, dark hole. Wesley lit a lamp and set it beside the shallow hole.

"A key!" he exclaimed as he put his hand into the hole and grasped a heavy, golden key that looked old and worn.

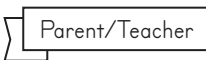
Wesley's first thought was that he should tell his father about the key. He put it back in the hole and put the square of wood back. However, he forgot all about the key when he saw his father next.





Later that morning, Wesley herded the sheep together and started leading them up to the pasture.

Wesley's little sister Alice decided to walk with him partway. They were great friends and hardly ever quarreled, but Wesley could be quite a teaser sometimes.



As the siblings walked together beneath the wide blue sky, they talked about the beautiful pear orchard their family owned. The pears were still green, but were getting big.

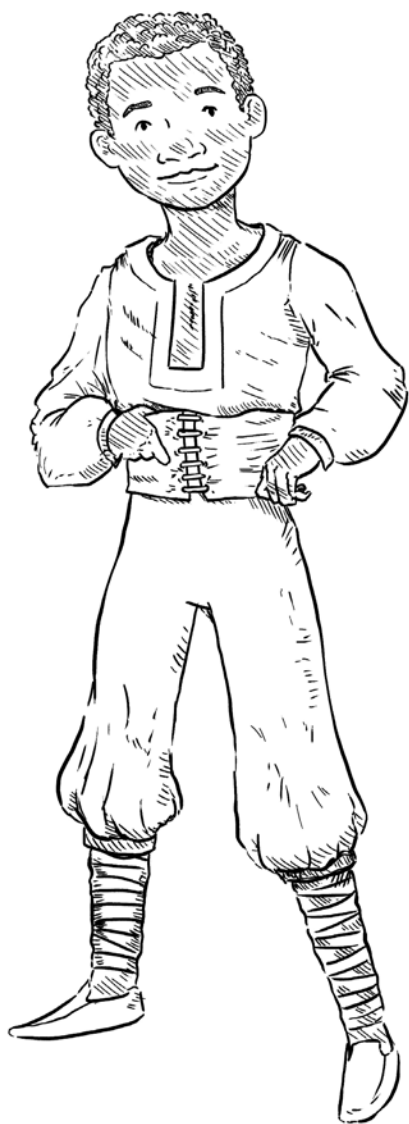
A quarter of the way up the trail, Wesley saw his friend, Arthur, who was his closest neighbor.

Arthur walked along the pathway with Wesley and the sheep.

"I have big news—HUGE news, HUMONGOUS news," Arthur proclaimed.

"What is it?" asked Wesley, giving all his attention to his friend.

"Well," began Arthur, "do you remember how we both want to learn how to read? Well, our village is going to have school at the town hall. They hired a school teacher, and school starts on Monday!"





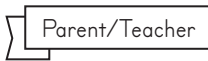
“School!” cried Alice. “Oh, that is the best news ever!”

“That’s amazing!” cried Wesley. “I have dreamed of going to school.”

Wesley stopped, and then he became quiet.

“What’s wrong?” asked Arthur.

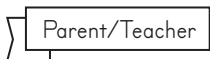
“I can’t go to school,” Wesley said quite sadly. “I have to take care of these sheep.”



“Don’t worry!” Arthur said in his usual cheerful voice. “Since most of the children in our village have to help their parents with the farms and animals and chores during the day, our teacher said he will start school mid-afternoon. You can make it in time if your parents let you bring the sheep home in the early afternoon.”

“Oh, I’m sure they will!” exclaimed Wesley joyously. “They have always wanted a school here in the village for Alice and me. They never had the chance to learn to read, so they can’t teach us about letters and words. Have you met the school teacher?”

“Yes, I have,” replied Arthur proudly. “He’s young. He told me that he has a special gift to give each student on the first day of class. I have no idea what it is.”



For the rest of the day, Wesley dreamed about going to school in just a few days.

“What could the special gift be?” Wesley asked himself. “I can’t wait to find out.”

Chapter 3

Challenge Words:
field
group
pears
several

Student

OR Can Say /ER/

On Monday, the world seemed wonderful to Wesley. He had finished his work with the sheep and was leaving for his first day of school. From over in a field, his father waved.

Parent/Teacher

Wesley waved back and then hurried down to the village, holding Alice's hand. Arthur joined them along the way.

"Do you think our teacher still has a gift for each of us?" Wesley asked his friend.

"Yes, I think so," replied Arthur. "I can't wait to find out."

"Look! A bald eagle!" Wesley suddenly cried, pointing to a grove of trees.

"Where?" asked Alice, who loved bald eagles. "I don't see it."

"Made you look," Wesley said with a laugh.

"That's not really funny," Alice said.

"Come on," Arthur urged. "Let's go faster. I don't want to be late for the first day."

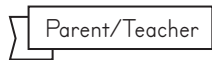
They finally reached the village hall. It barely held the 22 excited students.

"Welcome!" said the school teacher when everyone had quieted down. "I'm Mr. Duncan."



Wesley looked around. A world map hung on one wall. Books of many colors lined a shelf on another wall.

“We are first going to divide the class into two groups,” the teacher said, “a junior group and a senior group.”



Wesley waited for the teacher to say something about a special gift he had for each student. He did not have to wait long. Mr. Duncan plunked a heavy box onto his desk.

“I have something special for each one of you,” he began. “Place it on the edge of your desk, and I will explain why this gift is so valuable in a few weeks.”

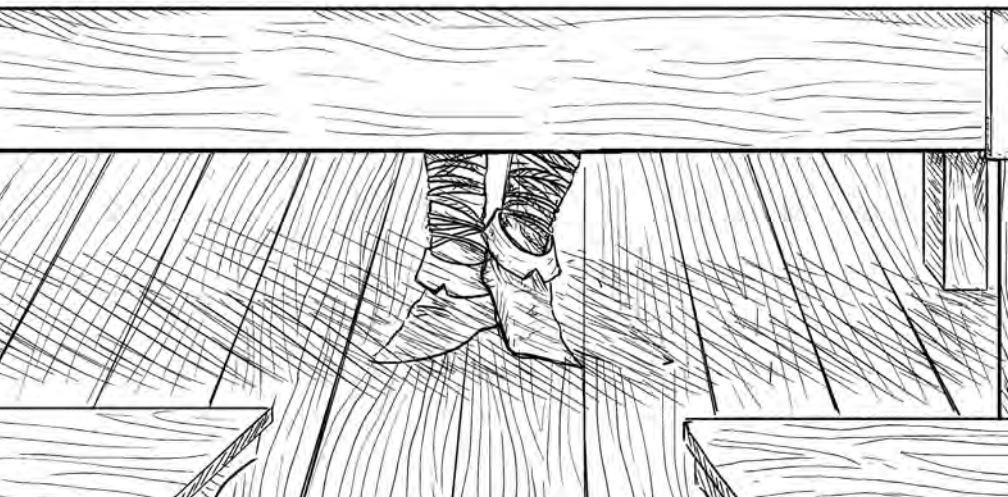
The room seemed to be holding its breath as the teacher opened the box. He pulled something out and put it on Alice’s desk. It was a rock.

“A rock!” Wesley was confused. It looked like just a plain, ordinary, smooth gray rock.

“I could find those any day down by the river,” Wesley thought. “Why does our teacher think these are so special?”

When the teacher set a rock on Wesley’s desk, Wesley picked it up. Yep! It looked just like an ordinary rock. He felt all around it and even tapped it on his desk. He did not see anything special.

“Maybe there is something inside of it,” Wesley wondered as the teacher began giving a lesson.





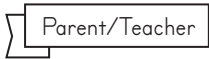
Wesley was excited as he left school. He had learned several letters that day, and his teacher said it would only be a few weeks until Wesley would be able to start reading words.

However, when he got home, his father looked worried.

“I have bad news,” he said.

“Did our cow get loose?” Alice asked.

“It’s worse than that,” Father said.



He held up a pear from their pear orchard. It was covered in brown holes.

“Codling moths,” Father said. “They have invaded the pears this year.”

“Oh, no!” Wesley said. “What are we going to do?”

“Well, we have to pick all the fruits this year and burn them. Then somehow we have to get a bunch of chickens.”

“Chickens?” cried Alice.

“Yes,” said Father. “The pesky insects will stay in the ground over winter. The chickens will find them and eat them, so we won’t have this problem next year. But that means we won’t have any pears this year—if we can even get chickens. We don’t have any money to buy them.”





Wesley frowned. The pears were a major part of their farm. In fact, without the pears, his family would not have money for things like flour, sugar, cloth, and candles.

The family had some savings, so they would make it through this year, but they had to prevent the moths from coming back next year.

Wesley made a worthy goal. "Somehow, I will find a way to help buy those chickens!"

Chapter 8

Soft C and G

Student

After a breakfast of apple cider, cereal, and slices of ham with a spicy sauce, Wesley and his father took the golden key and set out to find the door in the mountain. Father had the golden key in his pocket. The dawn was spreading gentle pink and orange rays of light across the green hills.

“I’m certain I can show you the place,” Wesley declared to his father. “I really did see a door in the mountain.”

Parent/Teacher

It felt wonderful to Wesley to be out in the cool morning with his father. Wesley felt sure that the door in the mountain contained the chest of gold.

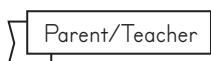
“We can buy the chickens we need to save the pear orchard!” Wesley thought.

When they came to the river above the pasture where Wesley watched the sheep, his heart beat with excitement. They were almost there.



Wesley was full of energy. He scanned the mountainside as they walked.

“There it is!” he cried, pointing to a group of tall bushes and a single wide tree. “The door is behind those bushes. I didn’t just imagine a door was there—I saw it when it was really windy and the bushes were blowing around.”



“I believe you,” Father said as he looked around. The river was still high and moving fast.

“We can’t cross the river now, Wesley. We need to wait for about two weeks. Now that summer is here, the water will really start to go down.”

“Can’t we build a bridge or go over on a raft or something, Father?” Wesley pleaded.

“I’m sure we *could* find a way,” Father said. “But it would take a lot of work to build a raft or a bridge, and it might even be dangerous. I know it is hard to wait, but it is only two weeks.”

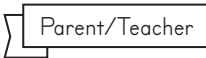
Wesley was disappointed. Two weeks felt like an eternity to him.



"I understand, Father," Wesley said, although he was disappointed. "I think we should—" Wesley stopped in the middle of the sentence.

"Look, Father! Do you see that giant hornets' nest hanging from the tree?"

Father nodded his head. "I see it. We are going to have to be really careful when we come back."



That afternoon, Wesley arrived at school. As he was walking up the school steps, he noticed that the girl in front of him named Cindy had a big poisonous spider crawling on her shoulder. It disappeared into her hair.

"A spider!" yelled Wesley. "I think it's a poisonous kind!"

Whirling around, the girl put her hands on her hips. "I am not going to fall for any of your teasing anymore, Wesley. My father was one of the men that ran up the mountain when you called wolf. Did you know that he left so quickly that he forgot to close the gate, and all the cows came in and trampled our corn patch? Don't tease me anymore."

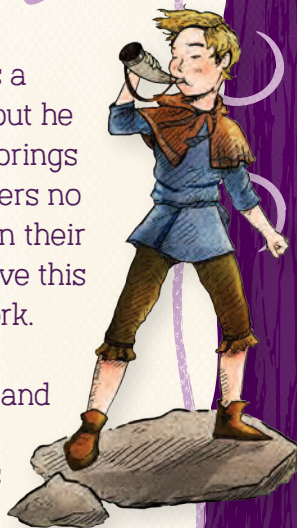
"But, I'm telling the truth!" Wesley cried.

The girl didn't listen, but a minute later, she screamed. The spider had bitten her. The teacher rushed her to the doctor.



WESLEY AND THE WOLVES

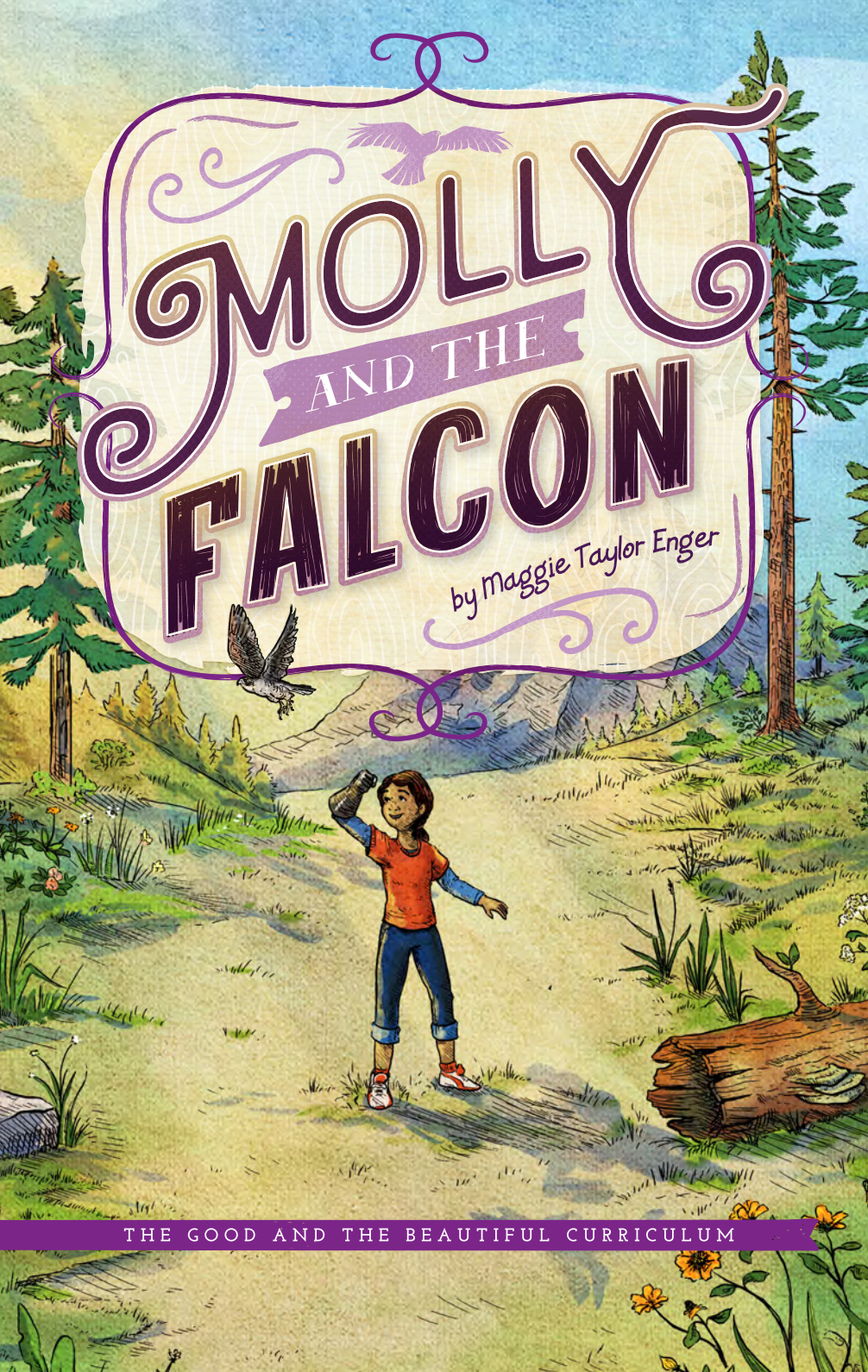
In this timeless tale, Wesley is a cheerful, good-hearted boy, but he likes to tease. When his teasing brings serious consequences, the villagers no longer trust him. How can he gain their trust again? Wesley wants to solve this problem, even if it takes hard work. He also wants to solve mysteries about two items he found: a key and a hidden door in a mountain! Kids will love following Wesley's story while learning new reading skills along the way.



 ORIGINAL PUBLICATION


The Good AND THE *Beautiful*
goodandbeautiful.com





MOLLY AND THE FALCON

by Maggie Taylor Enger

THE GOOD AND THE BEAUTIFUL CURRICULUM



TABLE OF CONTENTS

1. UI and UE	1
2. Sight Words: Group 2	7
3. MB and DGE	13
4. EIGH	20
5. IE	27
6. OUR and OUGH	33
7. Words with Silent Letters	41
8. TI Can Say /SH/ (Part 1)	48
9. TI Can Say /SH/ (Part 2)	56
10. CI	63
11. GN, IGN, AUGH	70
12. Sight Words: Group 3	79
13. EI, AL, CH Can Say /K/	86
14. Y in the Middle of a Word	92



Chapter 1

UI and UE



A sudden gust of wind cruised down through the pine trees that covered the steep hillside. It circled around a little white home with blue shutters, and then it swirled the dark hair of a 14-year-old girl named Molly. She was standing in the backyard of her new home, admiring the pink and orange hues of the sunset.



Suddenly, there was a loud clattering, and Molly whirled around. The sound had come from the shed in the yard, but she didn't see anything. Then something thumped against the shed wall, and Molly was sure that she saw a flash of white go past the shed window. As fast as her legs could carry her, Molly flew into the house and slammed and locked the door. She lived with her father in the cozy little rental home. They had only been there for one week. This was the first time Dad had left Molly alone at home while he went into the tiny town for some groceries.

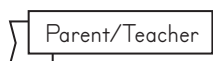
Breathing hard, Molly went to the dining room window and peeked through the curtains. The shed looked still and quiet.





She continued to watch and saw another sudden flash of white again through the shed window. After a moment, she heard her dad's truck rolling up the tree-lined avenue to her house.

"Phew!" said Molly aloud. She ran to the front door so quickly that she tripped over the rug and bruised her knee. She didn't even notice the pain because her mind was on what might be in the shed.



"Dad, there's something—or *someone*—in our shed!" Molly cried from the front porch.

"Stay in the house, Molly," he said seriously.

Through the window, Molly watched her dad walk around to the backyard and toward the shed. Another clattering made him pause a moment before continuing.

Carefully, he peered through the partially opened shed door. Molly realized she was holding her breath as her dad stood totally still, letting his eyes adjust to the dark shed.

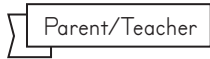
Then, he turned to the house with a smile on his face and motioned for Molly to come.

Molly let out her breath and wondered what he could possibly have found. She hurried out the back door toward him.



“It’s a bird of prey,” Dad said, “a hawk or a falcon, I think. But I really have no clue when it comes to bird species. We can peek inside, but stay behind me.”

Molly didn’t argue. As she took a step into the shed, she saw a few tools on a shelf and an old green wheelbarrow, but nothing else. Then Dad guided her eyes with his finger to a far corner. A large bird was standing still as a statue, watching them with huge yellow-ringed black eyes. It held one wing out oddly.



“It’s hurt,” Molly said. Her voice frightened the bird, and it tried to fly but only made it to a nearby shelf.

Dad shut the shed door. Molly noticed that it was already beginning to get dark out.

“What are we going to do?” Molly asked.

Dad rubbed his chin and thought. “Well, for tonight let’s keep the shed door shut and do some research. Then, hopefully we can get it some help first thing tomorrow morning.”

“Why are we keeping the door shut?” Molly asked.

“To keep the bird warmer and to protect it from any wild animals that might come into the shed at night.”

Molly nodded in understanding.

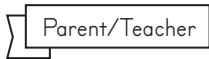




"We could feed it some juicy blueberries I picked up at the store today," Dad said. "Or do you think it would prefer grapes?"

"It's a bird of prey, Dad," Molly said with a grin. "They eat small animals, not fruit."

"Oh yes, I'm sure you're right. I didn't get any small animals at the store," Dad said with a laugh. "I didn't know we'd have a bird of prey to rescue."



Molly and her dad watched the bird through the shed window for at least another half hour. Molly especially was fascinated by the majestic animal, sitting up straight with its curved beak and its breast poking out. She studied it in the dim light until it got too dark to see anymore. Then she and her dad walked back to the house.

What would happen to the bird? Molly thought about this question as she gazed out her bedroom window at the star-filled sky for a long time before she fell asleep.

When she woke up in the morning, her first thought was of the injured bird in their shed. She hurried and got dressed and pulled on her shoes.

"Let's go see our bird of prey, Dad!" she called as she ran down the stairs.

Chapter 4

EIGH

A decorative banner with the word "Student" and three stars above it.

Student

A group of eighteen people gathered in the large yard of the falconer, Mr. Sanchez, who stood at the front of the group with his son, Simon. A majestic bird of prey was perched on Simon's extended arm.

Molly couldn't peel her eyes away from the majestic bird while Mr. Sanchez described the art of falconry to the homeschool group.

A decorative banner with the words "Parent/Teacher" and a ribbon-like border.

Parent/Teacher

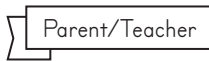
“Simon is holding a one-year-old red-tailed hawk that we call Zazzy,” Mr. Sanchez explained. “God has blessed her with the natural ability and instinct to catch wild prey, such as squirrels, rabbits, and pigeons. As licensed falconers, Simon and I have trained her to hunt with us as a team. For example, we take her to the edge of a forest and release her. She flies high, scouting out prey animals. When she finds one, she dives down and catches it. In the wild, she would then eat it, but as part of our team, she brings it to us, and then we reward her with food.”

A teenage boy raised his hand and asked, “How long did it take to train her to hunt with you?”





“Great question,” Mr. Sanchez said. “It only takes two to three weeks to train her to hunt. Then, after one year of flying with us, we will release her back into the wild. We usually only keep each bird for one year, although some falconers, like one of our neighbors, prefer to fly the same bird year after year. Zazzy is our eighth bird. She weighs only two pounds, but don’t let her weight fool you. She is a mighty hunter and can reach speeds of up to 120 miles per hour! How would you all like to watch Zazzy catch the lure?” he asked.



The group cheered! Simon put a whistle to his mouth and blew one short puff. Zazzy lifted her wings and flew from his arm. Then Simon bent down and picked up the end of a rope with a leather ball attached at the end and began swinging it round and round. Zazzy flew in circles above her admirers. Molly watched in awe as the red-tailed hawk beat her large wings, using her red tail feathers to steer her course. Suddenly, the beautiful hawk swooped down at Simon. With perfect timing, she reached her talons out and snatched something from the swinging leather ball. She landed gracefully on the ground next to Simon and ate whatever it was that she had grabbed from the ball.

“Good girl,” Simon said. He knelt down, setting his gloved arm next to Zazzy. She stepped onto his glove, and he stood up again. Zazzy was incredible!



★★
Student

For the next hour, Mr. Sanchez and Simon taught the homeschool group all kinds of amazing facts about falconry and birds of prey in general. The more Molly heard, the more she wanted to know. She had never in her life felt so excited to learn. At the end of the presentation, she gathered her courage to go ask Simon some questions.

Parent/Teacher

Simon was just as eager to teach as Molly was to learn. They talked for another hour about falconry. Other kids, from young children up to teenagers, chatted with them too, asking questions and introducing themselves to Molly.

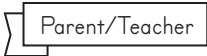
One girl named Aspen pleaded with Molly to come to their homeschool activities every Friday. “Next week we’re meeting at the bike park!” Aspen told her.



By the time Molly and her dad left that afternoon, Molly had made many new friends. She was excited to meet with them at the bike park next Friday!

Simon had insisted that Molly borrow his favorite book about falcons and said she could bring it back to him when she finished reading it.

That night, as Molly's dad read on the couch, Molly sat curled up in a big chair by the fireplace under the comforting weight of a heavy quilt. By the light of a lamp and the glowing fire, she read all about falcons.



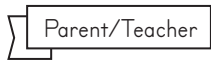
She was quite fascinated when she read about the history of falconry in Great Britain. For several thousand years, British falconers had used a variety of birds for hunting prey. The type of bird each individual used depended on the person's rank—peregrine falcons and gyrfalcons were for kings and earls, goshawks and sparrowhawks for the middle class, and kestrels for the servants.

She discovered that kestrels are amazing little birds of prey. The book explained that kestrels are able to hover in one place in the sky, like a helicopter, to watch for field mice, and then dive down and catch the little rodents.





Molly yawned. She realized she was getting very sleepy, so she closed the book. As she watched the flames dance slowly in the fireplace, she thought of the injured peregrine falcon she had found in the shed. She imagined him soaring above her out in a meadow, beating his wings at incredible heights. A sudden longing for adventures with the falcon filled her heart and mind.



The ringing of her dad's phone snapped her out of her thoughts.

"Excuse me, Molly," he said. "I need to take this call." He hurried from the living room to the kitchen to answer the phone.

"Wonderful! Yes, I can meet you there tomorrow," she heard him say. "This is very exciting. But I don't want Molly to know anything about this. Can we meet during my lunch break? Twelve o'clock sounds good. I'll see you then."

Molly greeted her dad when he came in. "Hi, Dad. What was that about?"

"Oh," he said, looking uncomfortable. "I didn't realize you could hear me. It's nothing you need to worry about. Now tell me, what was your favorite bird you saw today?"

Molly tried to answer his question, but she couldn't shake the mysterious phone conversation from her mind.

Chapter 11

GN, IGN, AUGH

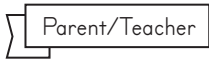


"We should have been getting home about now," Tara said, looking glumly at her watch.

It was late in the afternoon and still raining hard.

"Our parents are going to wish they had never sent their daughters on a hike," Molly said with a fearful voice. "What are we going to do?"

"We're going to stick together like Mom and Dad taught us," Tilly said.



Tara gained courage from her twin. "That's right!" she said. "Sticking together is the first rule of survival. And the second one is to stay calm and to stay put. That's exactly what we'll do!"

Molly looked at her friends. "Do you think they'll be able to find us here if we stay put?"

"We can sure hope and pray so," Tilly answered. "If we try to find our way out, we might just get more lost."



After another hour or so, the drizzling rain finally died down to a sprinkle and then stopped altogether. The first signs of evening crawled in. The clouds moved away, revealing a colorful sunset of amber gold, pink, and bright orange. It was all so lovely except for one thing—gnats! The tiny bugs appeared out of nowhere and started gnawing at the girls' faces and arms.

"Molly and Tilly," Tara said, waving gnats away from her face, "can I assign you two to gather wood for a fire? I'll try to get one started."





MOLLY AND THE FALCON

When Molly and her dad find an injured falcon, they can never guess the new experiences that are about to unfold. With the help of new friends, Molly learns much about birds of prey and dedicates herself to nurturing the falcon back to health. When she and her friends find themselves in a dangerous situation, their survival skills are put to the test. Parents and children alike will love reading and learning side by side in this delightful and inspiring tale.

