

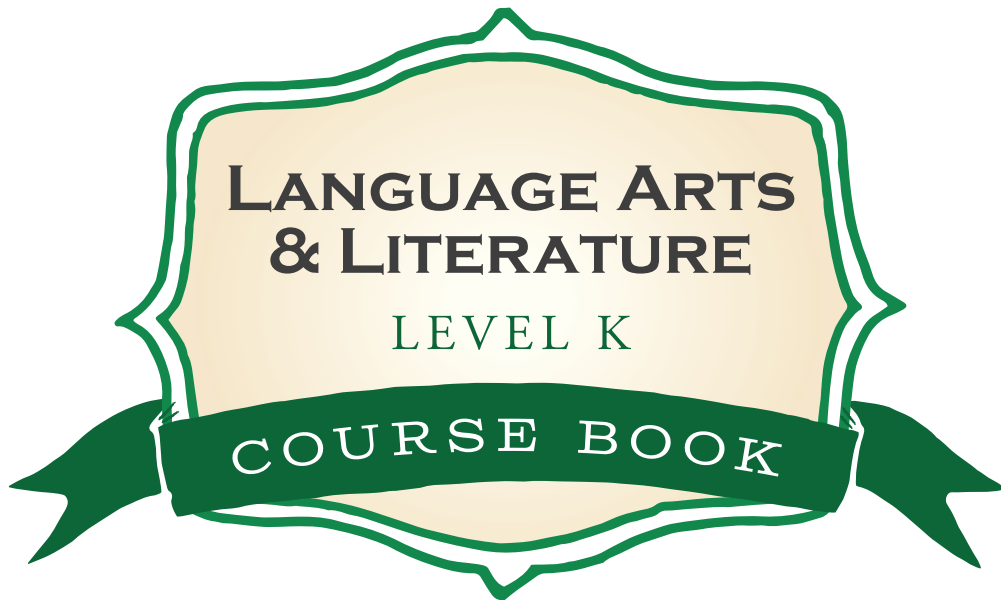
# LANGUAGE ARTS & LITERATURE

LEVEL K

COURSE BOOK



Phonics | Reading | Spelling | Literature  
Grammar & Punctuation | Art Appreciation



## **3RD EDITION**

Created by Jenny Phillips

A special thanks to the many educators, reading specialists,  
home school parents, and editors who gave invaluable input.



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# How This Edition Differs from Past Editions

## **The course is now divided into daily lessons of about the same length.**

With this change, you will finish the course in one school year if you complete one lesson a day, four days a week. However, parents should not feel that they have to finish an entire lesson in a day. On the other hand, some children will be able to finish more than one lesson a day and finish in less than one school year. In this case children can either continue to the next level or take a break until the next school year.

## **The daily checklist is now incorporated into the lessons.**

Past editions included a daily checklist of items to complete each day. With this new edition, there is no daily checklist. Everything is incorporated into the lessons. All that is required is to follow the lesson each day. In a little less than half the lessons, the beginning of the lesson prompts you to practice phonics cards and sight word ladders with the child. Poetry memorization and all spelling instruction and practice are integrated into the lessons. Children no longer need to use spelling charts, but they are included in the Appendix for parents who want extra practice for their children. Read the About This Course section for more information.

## **Principles are introduced more slowly, and review is incorporated into most lessons.**

Reorganization of the entire course introduces principles more slowly and incorporates a large amount of review.

## **More time is given for reading.**

We want children to dive into the wonderful world of reading as much as possible. Children read words and paragraphs in the lessons and mini books, but time is also set aside to have children read from *The Good and the Beautiful Beginner Books Boxed Sets* (or other books of high value on the same level).

## **The *Level K Reader* has only slight changes and is still not integrated with the course.**

The *Level K Reader* includes the same stories, but it includes more diverse images. The *Level K Reader* is not integrated with the course, but it complements the course. The course will tell you when the child is ready to read each section of the reader. The reader can be read before or after lessons, before bedtime, or whenever desired.

## **Lessons are shorter and include more activities.**

Carefully refined lessons are more focused and effective, which allows for shorter lessons without reducing the thoroughness of the course. In addition, more activities are included in place of many of the charts and dictation exercises included in previous editions.

## **Some lessons now include independent practice.**

Independent activities are now included in some lessons, helping the child to continue learning while allowing the parent time to work with other children.

# AT-A-GLANCE

## PHONICS AND READING

- b and d recognition
- consonant blends
- inflectional endings: ED and ING
- learning and reviewing 56 phonics cards
- one- and two-letter words
- SH, CH, TH
- short and long vowels
- short words with long vowels
- short words with Y
- sight words
- Silent E: job #1
- simple words
- the three sounds of ED
- vowels and consonants
- word families: AT, AN, ALL
- words with AY

## GRAMMAR, USAGE, AND PUNCTUATION

- capitalizing proper nouns
- capitalizing the word “I”
- homophones: to, too, two
- parts of speech: nouns and verbs
- plural nouns
- sentences
- starting sentences with a capital letter
- syllables
- using appropriate end punctuation

## OTHER

- antonyms
- art appreciation
- categories
- oral narration
- poetry memorization
- rhyming
- spelling patterns
- spelling: high-frequency and irregular words

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# ABOUT THIS COURSE

## What This Course Covers

This course combines the following subjects:

- Phonics
- Reading
- Spelling
- Grammar and Punctuation
- Literature
- Art Appreciation
- Poetry Memorization and Appreciation

The Good and the Beautiful *Level K Handwriting* course or another handwriting program should be used two or more days a week in conjunction with this course.

## Overview: Language Arts & Literature Courses Pre-K–8

- **Levels Pre-K–Level 3** focus heavily on phonics and reading and require one-on-one time with a parent or teacher each day. In Level K, art appreciation is taught, but this level does not include any art projects. You can use *The Good and the Beautiful Creative Arts & Crafts Projects for Levels K–3* once or twice a week for hands-on arts projects to do together as a family (children of any age will likely enjoy these projects). Geography is included in Levels 2 and above.
- **Levels 4 and above** are designed to be self-directed by the student, with parents using an answer key to check the work each day. However, parents may do as many lessons with the child as desired.
- **Levels do not match public school grade levels.** Have the child take the level assessment at [www.thegoodandthebeautiful.com](http://www.thegoodandthebeautiful.com) under the Language Arts section to determine which course level to use.

## 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 your child, rather than spending time preparing lessons.
- **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 6–7 different courses.
- **Emphasizes the Good and the Beautiful: God, Family, Nature, and High Moral Character**  
This course is faith-based (geared toward Christians of all faiths), 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**  
The creators of *The Good and the Beautiful* curriculum believe that learning to write 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, 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 1) teaching the child to think, through parent-child discussions; 2) reading a lot of great literature to the child; 3) teaching the child to read well so that he or she can begin reading a lot of great literature on his or her own; 4) occasionally having the child

complete simple, meaningful writing projects; and 5) having the child participate in oral narration often, which means he or she retells, in his or her own words, what was just read or heard and also tells his or her own stories and compositions orally instead of writing them down.

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

## Commonly Asked Questions

**Q: Does this course follow Common Core standards? How does it compare to public school?**

This course does not follow Common Core standards. This course maintains extremely high standards while exemplifying the good and the beautiful found in a values-based education.

**Q: What educational philosophies does the curriculum use?**

This course is not based on one specific educational philosophy or method. Rather, the creators of the curriculum intensely studied many different philosophies over a period of years and compiled what they felt were the best elements from several different philosophies, pulling mainly from Charlotte Mason.

**Q: Does the curriculum include doctrines specific to any certain Christian denomination?**

No. The goal of The Good and the Beautiful curriculum is not to teach doctrines specific to a particular Christian sect, but to teach general principles of moral character, such as honesty and kindness. The King James Version of the Bible is used when quoting Bible verses.

## Preparation

You do not need to read through the lessons ahead of time. Just open the course book each day and follow the instructions, learning along with the child, once you have completed the following preparation:

1. Separate the perforated phonics cards and label three quart-sized zipper bags "Learning," "Not Learned," and "Mastered." Place all the cards in "Not Learned" to begin with.
2. Cut each mini book in half vertically and fold them. Put two pages together (so page numbers go in order) and staple.

## Items Needed for the Course

- Course Book
- Phonics Cards
- 30 Mini Books
- Level K Reader (or a variety of wholesome, well-written books in the appropriate reading level)
- Some household items, listed on each unit overview page: pages 11, 51, 111, 149, and 167

### Suggested Items

- The Good and the Beautiful Beginner Books Boxed Sets to use for personal or shared reading

### Items to Always Have on Hand

- Scissors, glue, colored pencils or crayons
- Personal white board

## Level K Reader

The *Level K Reader* is designed to help children experience and love good and beautiful style images and stories at a young age. The reader contains three sections with full-color vintage illustrations.

## No Level K Supplement

The *Level K Primer* course has a supplement that is useful for children who need additional practice with principles. However, Level K does not have a supplement. Phonics principles are the only principles that should be **mastered** in Level K. For extra practice with phonics principles for Level K, we strongly suggest children read and re-read books from The Good and the Beautiful Beginner Books Boxed Sets.

## How To Complete the Course

**Work on this course book 4–5 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 a week, you will finish the course in 30 weeks. If you do five lessons a week, you will finish the course in 24 weeks. Some children may only finish half a lesson a day (and take longer than one school year to complete the course), while other children may finish 2–3 lessons a day (and finish the course in less than a year). Do not feel pressured to finish one lesson each day. It is more important that learning is

enjoyable and not rushed or overwhelming. Watch the child for cues that show how much work he or she can do in one session. **Please note that in this 3rd edition course book (unlike previous editions), spelling and poetry memorization are incorporated right into the lessons.**

**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 check boxes to keep track of what you have already completed within a lesson.

## Working with Multiple Children

Doing science and history subjects together as a family works well. However, children are often at different levels when it comes to reading and language arts, which are both important, foundational subjects. Thus, this curriculum is designed to be completed with each child individually—a time that you will both treasure.

Younger children (Levels K–3) will need more personal instruction. Older children (Levels 4+) can do most of the work on their own.

Other children can do personal reading, independent practice, or other subjects, such as handwriting or typing, while you are working with the child. If desired, you can also work with two or more children at a time. For example, one child can be working on a worksheet while you are working on an exercise with another child.

**Note:** At times you may want to have an older child work with a younger child. Older children may help younger children with their course book or listen to them read. Two older children may quiz each other on spelling, and so on. Siblings will love this special time together, it will increase family bonding, and it will help things go faster.

## No Answer Key Is Included

Because Level K teaches very basic concepts, no answer key is included.

## Assessments

The course will guide you when to complete assessments that will track the child's progress.

## Poetry

Poetry memorization is a wonderful exercise for the young, growing mind. ***Memorization of poetry and beautiful, powerful literature is a critical part of forming intelligent minds that appreciate and recognize the good and the beautiful.*** Author Laura M. Berquist wrote, “Familiarity with truly good poetry will encourage children to love the good” (*The Harp and Laurel Wreath*, pg. 9).

Memorization also gives confidence, increases focus and attention span, strengthens the 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 the good.

Poetry reading and memorization are incorporated directly into the lessons. Children will memorize two short poems as part of this course. If your child enjoys memorizing poetry and would like to memorize more, there are additional poems in the Appendix of this course book.

## How Spelling Works

Spelling is taught in the lessons. As children learn phonics principles for reading purposes, they also practice spelling. In addition, children practice high-frequency and irregular words right in the lessons.

*Note: If you want your child to practice additional spelling words, you can use the optional spelling charts in the Appendix. However, the spelling in the lessons should be sufficient for most children. In higher levels, as children read more, they will naturally be able to spell many more words. We believe spelling is important in Level K but that a greater focus should be on learning to read quickly and effectively.*

## High-Frequency & Irregular Words

Children learn and practice the following high-frequency and irregular words in the lessons:

## Unit 1

- One-letter words
- Simple two- and three-letter words
- Words with CK, SS, FF, and LL
- Word families

|     |    |     |
|-----|----|-----|
| off | of | the |
| to  | he | she |

## Unit 2

- Words with ending consonant blends
- Plural words
- Words with EE and AR
- Words with AY
- Words where A says /AH/ (e.g., ball, fall)
- Short words with long vowel sounds (e.g., sky, my)

|      |      |     |
|------|------|-----|
| you  | are  | her |
| look | girl | boy |
| love | one  | saw |

## Unit 3

- Words with beginning consonant blends
- Words with Silent E
- Words with SH, CH, and TH

|      |      |      |
|------|------|------|
| who  | two  | was  |
| they | come | our  |
| done | some | have |

## Unit 4

- Words with ED
- Words with ING

|       |      |       |
|-------|------|-------|
| said  | here | read  |
| three | for  | four  |
| five  | blue | seven |

## Unit 5

- Homophones: too, two, to
- Words with AR

|      |       |      |
|------|-------|------|
| does | were  | want |
| what | eight | too  |

## Dictating Words

When the course asks you to dictate a word or sentence, it means you say it aloud, and the child writes the word on a piece of paper or a whiteboard.

Also, occasionally try some fun ways to have the child write dictated words. For example, let the child use window markers, write on a mini whiteboard or chalkboard, write on the sidewalk with sidewalk chalk, and so on.

Allow the child time to make corrections to words or sentences immediately. Gently pointing out mistakes and requiring the child to correct them will not damage confidence. Also, make sure the child is using correct pencil grip and letter formation. If a letter is formed incorrectly, have the child erase the letter and write it correctly. Make sure a dictated sentence always starts with a capital letter and ends with appropriate punctuation. Make sure the word “I” is always capitalized.

## Not Rushing or Skipping Lessons

Repetition and review are vital parts of the learning process. If things feel repetitive, that is by design. There is no need to rush children through foundational concepts.

Also, it is highly recommended that you do not skip or rush through the literature and artwork sections. **Take time to expose the child to the good and the beautiful and send him or her the message that *learning is not just about excelling quickly in academic pursuits.* Teach him or her by example to take time for deeper learning, appreciation, and exploration. This is one of the keys to developing a love of learning.**

## Teacher Read-Aloud

Read to the child for at least 20 minutes a day or have the child listen to worthy, clean audio books. This can be done with all the children together. Choose books that are 2–3 levels higher than the child’s personal reading level.

It is important that you choose books of the highest literary and moral merit so the child receives all the spiritual and academic benefits available through literature.

The Good and the Beautiful Book List (free download available at [www.thegoodandthebeautiful.com](http://www.thegoodandthebeautiful.com)) includes hundreds of Jenny Phillips’ top-recommended, wholesome books for reading levels 3–10 and also contains a list of Jenny’s top-recommended read-alouds.

Reading good literature to children is priceless!  
Consider this information:

- The U. S. 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. Andersen, “Becoming a Nation of Readers,” 1985).
- Children who have good literature read to them are enthusiastic to become readers of good literature themselves.
- 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 increase their vocabulary.
- Utilizing quality literature, parents can teach children high moral values. Christ often taught with stories; stories are powerful teachers.

### **“My Book of Stories and Writings” Binder**

It is suggested that you get a 1” to 2” binder to store the child’s writings (poems, stories, etc.). This “My Book of Stories and Writings” binder may be used through all the K–8 courses. Level K does not include a lot of writing assignments. The number of writing assignments will increase with each level.

### **Mini Books**

Mini books target and reinforce phonics and reading principles the child is learning. The course indicates when to have the child read each mini book. Each mini book will be read by the child a total of two times.

The mini books are designed to be fun and interesting to children, while also containing messages about family, faith, nature, and high moral character.

The following mini books are included with the course:

- 1. Mom and Dad**
- 2. Is It a Dog?**
- 3. Is It a Cat?**
- 4. A Pet**
- 5. Ben Has a Book**
- 6. I Can**
- 7. Dogs and Cats**
- 8. Boys and Girls**
- 9. My Cat Is Lost**
- 10. Kids**
- 11. Jill**
- 12. Small Things**
- 13. Dan**
- 14. We Love to Read**
- 15. Who Can Pray?**
- 16. Kick It, Hit It, Toss It**
- 17. Spin and Skip**
- 18. Apples**
- 19. Smile**
- 20. Clocks**
- 21. God Gave Us the Sun**
- 22. Share**
- 23. Running, Hopping, Resting**
- 24. Pete Planted**
- 25. Dogs for Us to Love**
- 26. Wagon Ride**
- 27. To, Two, Too**
- 28. Working & Playing**
- 29. Jump!**
- 30. Emma Likes to Smile**

# BEFORE BEGINNING LEVEL K

Before starting the Level K course, the child needs to know all the uppercase and lowercase letters by name and the sounds they make. Some vowels and consonants make more than one sound. The child only needs to know the most common sound of each letter before starting the course. Use the chart below to test the child. The child should not start this course until he or she can pass this assessment.

If the child is in or entering kindergarten (or is in preschool), knows all the letters and their basic sounds, and can read simple words, administer the Level 1 assessment (available on [www.thegoodandthebeautiful.com](http://www.thegoodandthebeautiful.com)). If the child does not pass the Level 1 assessment, start with the Level K course. If the child passes the Level 1 assessment, start on the Level 1 course. It is not recommended that children ages 5–6 start with the Level 2 course, even if they can pass the Level 2 assessment, as they will miss foundational grammar and reading skills that will help them decode more difficult words to come. If the child is advanced, he or she will naturally move through the courses quickly without missing foundational grammar and reading skills.

## To Administer the Assessment

Point to each letter below and have the child name the letter, say its sound, and indicate whether the letter is uppercase or lowercase. If the child misses any letters or sounds, have the child practice those letters and sounds until mastered. The child will then be ready for the Level K course.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| a | w | c | d | L | f | h | g | i |
| j | B | l | D | n | P | y | R | J |
| s | t | u | v | Q | x | p | S | r |
| A | M | C | O | z | G | U | W | K |
| b | H | E | k | F | T | V | q | X |
| N | o | e | Y | I | Z | m |   |   |

# UNIT I

## OVERVIEW

### Spelling Words

|     |    |     |
|-----|----|-----|
| off | of | the |
| to  | he | she |



### Supplies Needed

- 3 dried beans or other small items (used in 5 different lessons)
- 9 index cards

### Major Phonics and Grammar Principles Taught

- Two-letter words
- One-letter words
- Three-letter words
- Short and long vowels
- CK
- SS, FF, LL
- Word families

### Writing and Other Principles Taught

- Literature appreciation
- Oral narration
- Reading comprehension
- Art appreciation
- Poetry appreciation
- Poetry memorization
- Sight word practice

### Mini Books Used

- *Mom and Dad*
- *Is It a Dog?*
- *Is It a Cat?*
- *A Pet*
- *Ben Has a Book*

**Helpful Hint:** Children starting the Level K course should be ready to start reading *The Good and the Beautiful Beginner Books Box A* as personal or shared reading. Shared reading means they read aloud to you. You may use other books, but it is important that they are the right level.



# LESSON 1

## Two-Letter Words: Part I



“Landscape in Lower Austria” by Leopold Munsch (1826–1888)

- Read to the child:** I am very grateful to be teaching you this course. Teaching good things and learning good things bring us joy! God created so many beautiful things in this world for us to enjoy. Look at the painting on this page. Tell me some of the things you see that can bring us joy. [Prompt if needed: trees, light, grass, hills, clouds, sky, animals, friends.] What are some of the colors you see in this painting? Pause for answers. Colors have words for their names: red, green, blue, white, yellow, and so on. Our world is full of words. You have already learned to read some words. In this course, you will learn to read many more.

□ **Read to the child:** Let's start with reading some short words. First say the sound for each letter. Use the short sound for the vowels. Then put the sounds together. (Note: Even if the child can read the words, it is helpful to teach the skill of separating sounds to prepare for more challenging words.)

i - t  
it

u - p  
up

a - t  
at

u - s  
us

i - n  
in

a - n  
an

□ **Read to the child:** Now I want you to tell me how to spell some words. I will say the word. First say each sound in the word and then tell me the letters.

am                  it                  is



### Independent Practice

Have the child trace the letters, starting on the yellow dot, then circle groups of letters that form real words.



Tracing practice on a four-line grid. The first row contains a vertical line 't', a word 'it', and a word 'at'. The second row contains a vertical line 's', a word 'us', and a word 'an'. Each letter and word is formed by dotted lines with numbered arrows (1 and 2) indicating stroke order. A yellow dot marks the starting point for each letter. The word 'an' is written below the baseline.

### ITEMS NEEDED:

3 dried beans or other small items

Completed

# LESSON 2

## Two-Letter Words: Part 2

- Practice sight word ladders.
- Practice phonics cards.
- Read to the child: Let's practice two-letter words. First say the sound for each letter. Use the short sound for the vowels. Then put the sounds together. (Note: Even if the child can read the words, it is helpful to teach the skill of separating sounds to prepare for more challenging words.)

a - s  
as

a - d  
ad

a - n  
an

u - s  
us

i - t  
it

a - m  
am

a - x  
ax

i - f  
if

o - x  
ox

- Read to the child: Let's play a game. Give the child three dried beans or other small items. Read the sentence in each box. Put a bean on the box if the sentence matches the picture.

It is on it.



It is in it.



It is  
on it.



- Read to the child:** Now I want you to tell me how to spell some words. I will say the word. First say each sound in the word and then write the letters. (For example, when spelling the word IT, the child will say the sounds /i/ and /t/ and then write the letters I and T. This will help the child to learn how to decode (to read) and encode (to write) words when spelling and reading.)

it

up

us

at

on



## Independent Practice

- Personal or Shared Reading:** For five or more minutes, have the child read books from The Good and the Beautiful Beginner Books Boxed Sets aloud to himself or herself.

*Helpful Hint: The Good and the Beautiful Beginner Books are created to align with what is being taught in this course. Other beginner books may be substituted, but may not follow the same learning path.*

# LESSON 4

## One-Letter Words

*Helpful Hint: Sight word ladders and phonics cards can be done at any point in the lesson, even at the end.*

- Practice sight word ladders.
- Practice phonics cards.
- The word A is pronounced differently in different countries. Experts in the U.S. are divided on how to pronounce the word A, some saying the long A sound and some saying /UH/. Teach the child whatever pronunciation you desire for the word A, explaining that it is pronounced in different ways. **Read to the child:** The word "I" is always capitalized. Capitalized means that we use an uppercase letter. Have the child read and write the words I and A and the sight words HE and SHE.

I

a

he

she

- Have the child read each sentence.

I am in it.

She is on it.

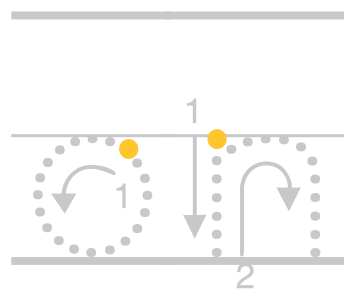
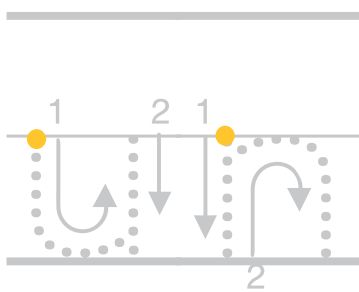
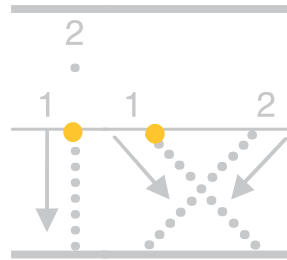
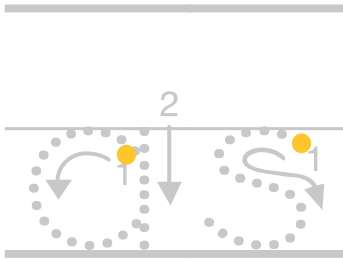
He is on a box.



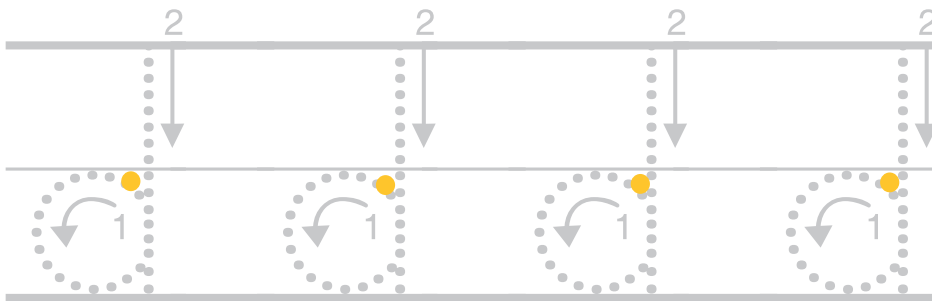
# Independent Practice

*If the child cannot correctly form the letters independently, you will need to guide him or her in this exercise.*

Have the child trace the letters, starting on the yellow dot and circle groups of letters that form real words.



Have the child trace the letters, starting on the yellow dot (writing the "donut" first).



Have the child add a "p" or "t" in the blank space, whichever will make a real word.

p or t?

a \_\_\_\_\_

i \_\_\_\_\_

u \_\_\_\_\_

# LESSON 11

## CK

- Read to the child:** In the next lesson, we are going to start reading a wonderful book titled *Bobby and the Big Road*. Look at the picture of Bobby at the bottom of the page. What animals do you notice in the picture? What letter does squirrel start with? [S] What letter does rabbit start with? [R] Have the child color the squirrel and the rabbit.

Have the child color the rock on which the boy is sitting. The word “rock” is spelled like this. Write the word “rock” on a sheet of paper or a whiteboard. When the letters C and K are next to each other, they make the sound /k/ as in ROCK. Let’s read some words that use C and K together. First say the sound for each letter. Use the short sound for the vowels. Then put the sounds together. Have the child color the rest of the picture, if desired.

pack  
pack

kick  
kick

pick  
pick

sack  
sack

deck  
deck

sock  
sock

lock  
lock

duck  
duck

lick  
lick

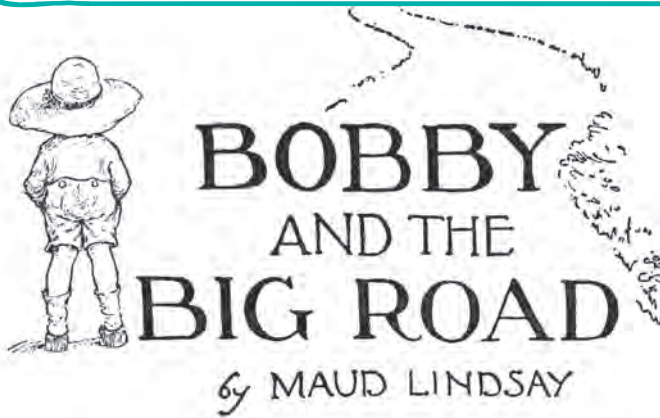
neck  
neck

sick  
sick



□ Complete the following items in this order:

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



## CHAPTER 1

### THE HOME IN THE COUNTRY

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

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

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

"Yes, indeed," said Father. "There will be a great roomy porch with flower vines climbing over it, and in the evenings, you and Mother and I will sit there **to** watch the stars."

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



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

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

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

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

- **Mini Book: *Is It a Cat?*** (Have the child read this mini book for the first time.)
- **Read to the child:** A poem is different from a story. A poem is usually written with short lines. When words have the same ending sound, they rhyme, like LID and KID or WAKE and MAKE. Poems often have rhymes.
- **Read the poem to the child. Then read the poem again, having the child repeat each line. Then discuss the symbolism in the poem. Discuss how a positive attitude can make everything, including learning, more pleasant.**

### The Valley of Grump

Margaret Colton, adapted by Jenny Phillips

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

And trash is scattered all over the place.

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

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

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

- **Complete the following items in this order:**

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

Bobby and his mother and father saw all kinds of beautiful things along the Big Road. What are some of the things they saw? What did the squirrel do when they first saw him? What did the squirrel do later that showed that he thought Bobby was his friend?

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



# LESSON 19

## Review

- Practice sight word ladders.
- Practice phonics cards.
- Have the child read The Good and the Beautiful Beginner Books to you (or other books on the same level).



### Independent Practice

## Is it True?

Have the child read each sentence out loud and then circle the sentence if it is true. Have the child cross out the sentence if it is false. This worksheet includes the word HAVE.

1. I have a pet bug.
2. Mom is fun.
3. A fox is on my bed.
4. I am a kid.
5. I have a big fat rat.
6. I have a box of logs.
7. I have a pet cat.

Add a letter to make a word.

ig  
at  
og



# LESSON 23

## Word Families: Part 3

- Read to the child:** We are going to learn words that end with the following sound. First say the sound for each letter. Use the short sound for the vowels. Then put the sounds together.

en

Great! Now we are going to add a letter before the sound /EN/. Say the sound of the first letter and then add /EN/.

Ben den men pen Ken hen

- Read to the child:** Great job! Point to the words on the line above that start with a capital letter. Those are names. Names always start with a capital letter. Let's review words that end with the letters AD.

pad bad sad lad mad

- Read to the child:** Before I, E, or Y, use "K" for the /K/ sound. Dictate the following words.

cap

do

kit

she

- Mini Book:** *Ben Has a Book* (Have the child read this mini book for the first time.)
- Have the child read this poem:

*Helpful Hint: If a child is resisting or seems overwhelmed by a task, evaluate why. For example, if the child melts down with spelling dictation, it may be that he or she does not yet have the handwriting skills needed, and it is too much to think of handwriting and spelling at the same time. Feel free to adjust the course in any way you see fit. For example, you may need to do a half lesson a day for a while, so the child can do more handwriting practice.*

Ben

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



# LESSON 25

## Unit I Assessment

- Complete the following assessment. If the child needs help in any of the areas, consider having the child read books from Beginner Books Box A (which practices the phonics principles taught in Unit 1) for several days or weeks before moving to Unit 2.

Time the child as he or she reads the following words. Help the child when needed. If the child takes longer than 60 seconds to read all the words, he or she may need more practice in this area.

|        |     |     |
|--------|-----|-----|
| I or l | of  | wig |
| a      | she | men |
| he     | off | rat |
| and    | fox | hit |
| to     | tug | jet |
| the    | cup | log |

- mastered
- needs more practice

Have the child say the short sound for each vowel.  
 Have the child say the long sound for each vowel.  
 If child cannot correctly complete this assessment without help, he or she may need more practice with long and short vowels.

- mastered
- needs more practice

- Administer **Reading Assessment A** in the Appendix.

# UNIT 2

## OVERVIEW

### Spelling Words

|      |      |     |
|------|------|-----|
| you  | are  | her |
| look | girl | boy |
| love | one  | saw |

### New Phonics and Grammar Principles Taught

- Ending consonant blends
- EE
- AR
- AY
- Plural words
- Syllables
- A can say /AH/
- B & D recognition
- Short words with long vowel sounds

### Writing and Other Principles Taught

- Literature appreciation
- Summarizing
- Reading comprehension
- Art appreciation
- Poetry appreciation
- Poetry memorization



### Supplies Needed

- 17 index cards
  - 8 coins (any kind)
  - Paper plate
  - Hole punch
  - 24–28 cotton balls
  - 12" piece of yarn (any color)
- Optional Items**
- Paint brush
  - Black and white paint
  - 2 googly eyes

### Mini Books Used in Unit 2

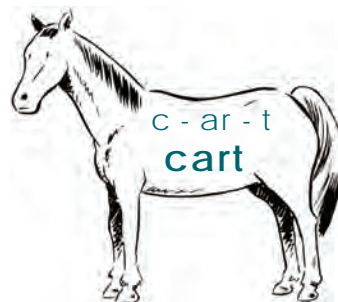
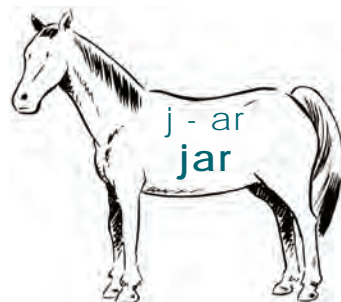
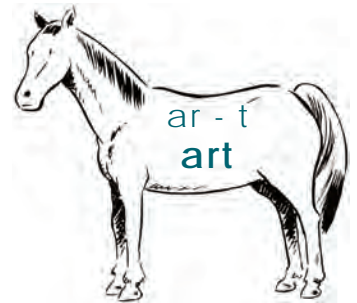
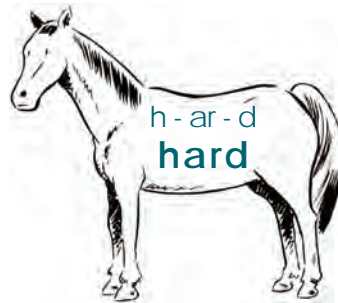
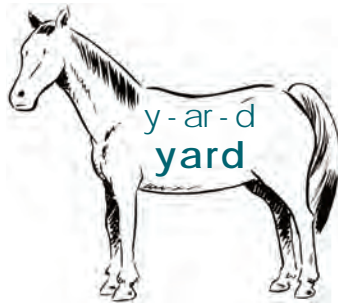
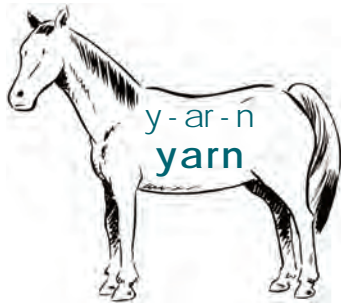
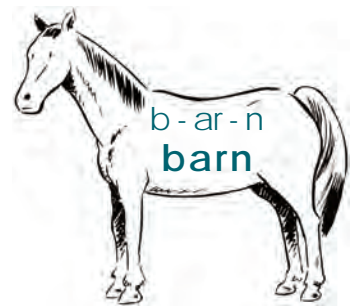
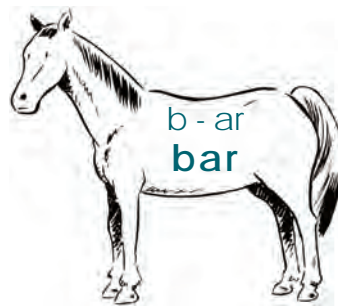
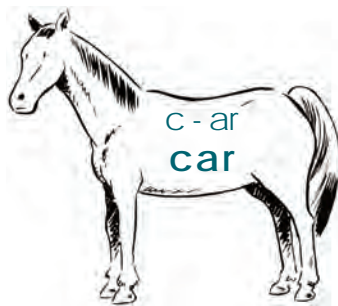
- *I Can*
- *Dogs and Cats*
- *Boys and Girls*
- *My Cat Is Lost*
- *Kids*
- *Jill*
- *Small Things*
- *Dan*
- *We Love to Read*
- *Who Can Pray?*

# LESSON 28

## AR Preview

- This lesson *briefly* previews AR, a phonogram that will be covered in greater depth in the Level 1 course. For more practice with AR, use The Good and the Beautiful Beginner Books Box B.

**Read to the child:** The letters AR together make the sound /AR/ as in CAR. First read each sound, then put them together to read the word. Then read the sentences.



1. It is **hard**.
2. I am in the **yard**.
3. We are in a **car**.
4. The **jar** is big.

- Have the child read The Good and the Beautiful Beginner Books to you (or other books on the same level).

# LESSON 32

## Ending Consonant Blends: Part 5

- **Read to the child:** Nature can bring us a lot of joy, especially when we notice things in nature that are beautiful and interesting. We can enjoy things in nature through our senses: smell, taste, sight, sound, and touch. Look at the picture below. The two children seem to be enjoying picking berries on the hillside. What do you think the children might be smelling and hearing? What might they be feeling? Look at the different shades of color in the grass and in the clouds.

You are going to read some imaginary sentences about this painting.

- Have the child read the following sentences:

1. The girl felt a gust of wind.
2. It is grand to be on the hill.
3. The girl can stand.
4. Did a wasp land?
5. They must rest.
6. They will see a nest.
7. The girl will help.
8. They just saw a fox.



“Berry Picking Children on a Summer Day,” by Gerda Wallander (1860–1926)

## ITEMS NEEDED:

8 coins (pennies,  
nickels, dimes,  
etc.)

# LESSON 38

## A Can Say /AH/

- Tell the child that the letter A sometimes makes the sound /AH/ as in FALL. Cut out the letter A on this page. For each word, have the child place the A in the blank box, and then read the word, reminding the child that in these words A says /AH/. Repeat.



- Have the child read the following sentences.

The wasp is small, and the ball is also small.

I see a tall palm tree.

They want to walk to the mall.

- Activity: Rhyming Cupcakes** Give the child eight coins (of any kind). Tell the child that he or she will buy the rhyming cupcakes on each row. Have the child read the words on each row of cupcakes and place the coins on the cupcakes that rhyme. (This activity is on the next page.)



hall



man



pack



ball



got



all



pick



tall



talk



call



walk



lip



win



hot



mall



fall



**ITEMS NEEDED:**

Paint brush  
Black and white paint  
Googly eyes

# LESSON 40

## Poetry

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

**Note:** Explain that RUBBERS are rubber rain boots.

### An April Day

Unknown

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

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



### Spider Webs

By Frederick Hall

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

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

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

#### OPTIONAL ART PROJECT

- Spider Handprint
1. Use a paint brush to apply black paint to your child's palm and four fingers (omit the thumb).
  2. Have the child make a handprint on white paper.
  3. Turn the paper around and make another handprint, overlapping the palm area.
  4. Paint over any extra white areas in the spider body, and let the paint dry.
  5. Paint a white smile and white circles for the eyes or attach googly eyes.
- Mini Book: My Cat Is Lost (Have the child read this mini book for the second and final time.)

# LESSON 41

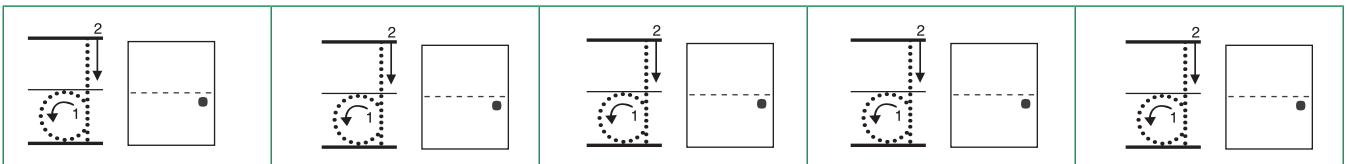
## B & D Recognition: Part I

- Read to the child as you show him or her how to form d and b: The lower case “d” likes donuts! That is why you always start with a circle (a donut) when writing a “d.” What does “d” like? [donuts] The lower case “b” likes baseball bats. That is why you always start with a bat when writing a lowercase “b.” What does “b” like? [bats] What does “d” like? [donuts]



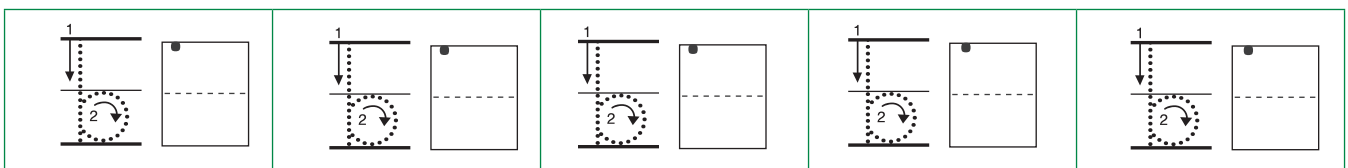
### d Likes Donuts

Have the child trace each lowercase “d,” and then write it in the box while saying, “d—donut comes first.”



### b Likes bats

Have the child trace each lowercase “b,” and then write it in the box while saying, “b—bat comes first.”



- **Activity: b & d Matching Game** Take out the following four pages. Cut out the squares. Lay all the pictures and “b” and “d” cards face up in random order. The child then matches a “b” or “d” card to each image to represent the first sound of the image.
- Dictate the following words and sentence. Make sure the child forms the “d” starting with a circle (donut) and the “b” starting with a line (bat).

did

had

bad

The dog is big.

- **Mini Book: Kids** (Have the child read this mini book for the first time.)

- Have the child say and trace the words below.

Say It

Trace It

cry cry

Say It

Trace It

fly fly

try try

dry dry

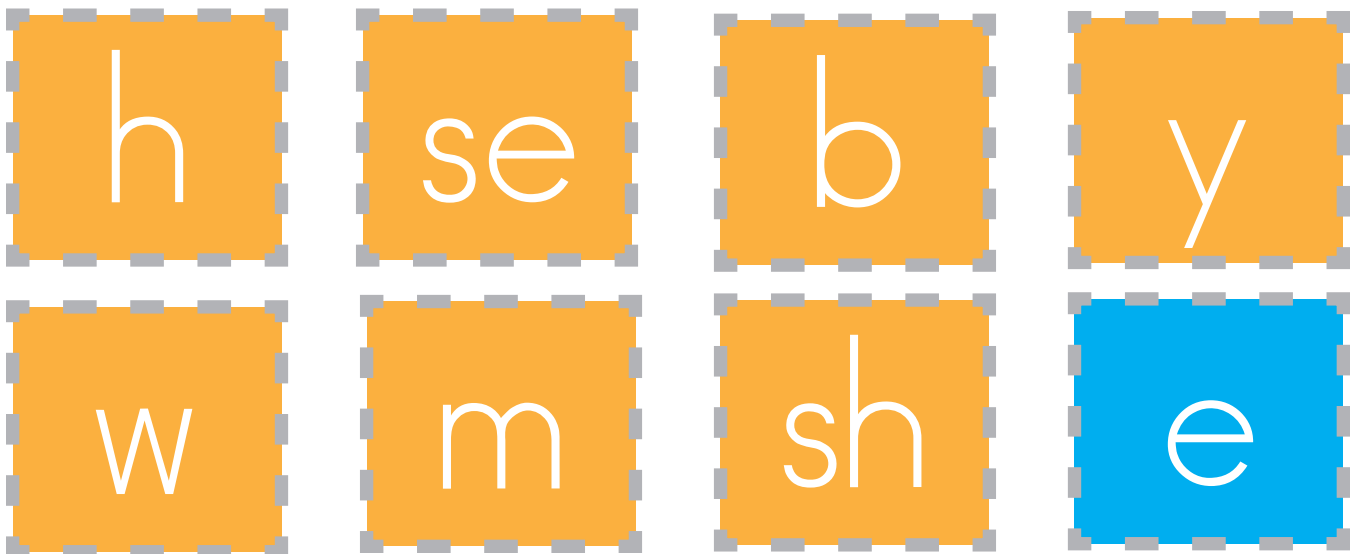
see see

she she

- Mini Book: Jill** (Have the child read this mini book for the second and final time.)
- Write the word **YE** on the board. Read to the child: The word **YE** means **YOU** and is used often in the Bible. Point to all the words that spell **YE** in the following Bible verse, and then I will read the whole verse to you.

“Therefore I say unto you, what things soever ye desire, when ye pray, believe that ye receive them, and ye shall have them.” Mark 11:24

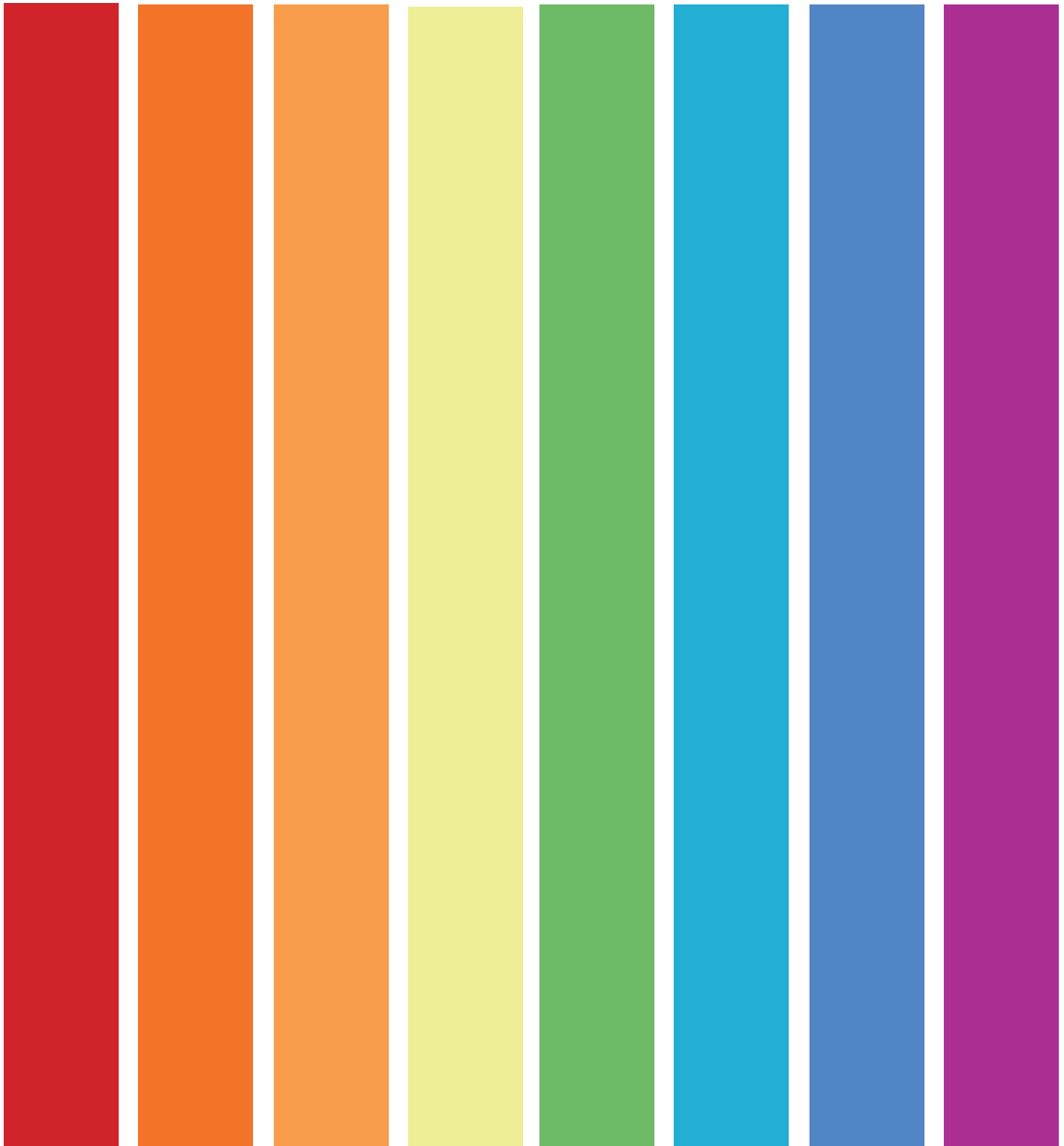
- Have the child cut out the squares below and spend several minutes forming words by putting together one orange square followed by the blue square.



- Mini Book: *Small Things*** (Have the child read this mini book for the second and final time.)
- Read to the child:** We are going to do a fun craft project to review our spelling words for this unit. We will start the rainbow craft in this lesson and finish it in Lesson 49.

Have the child cut out the strips of paper on this page. On each colored strip, have the child write one of the following spelling words two times. Leave space to write the words two more times during Lesson 49.

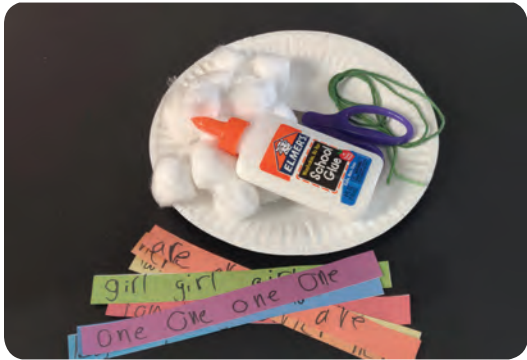
you   are   her   look   girl   boy   love   one



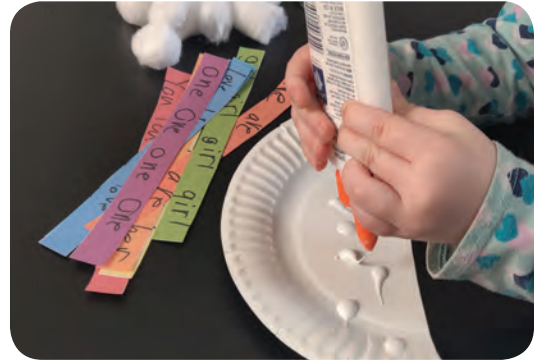
# Spelling Rainbow

## Supplies Needed:

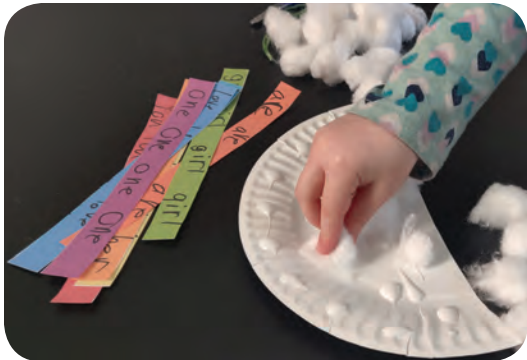
- 1 paper plate
- 12" piece of yarn
- glue
- 24-28 cotton balls
- scissors
- hole punch
- word strips created in Lesson 47



1. On the colored strips from the Lesson 47, have the child write each spelling word two more times. Gather the needed supplies.



2. Cut the paper plate in half and have the child place glue dots all around one half.



3. Have the child cover each dot with cotton balls to form a cloud. Next, help the child place each of the colored word strips in color order and glue them hanging vertically from the back of the cloud.

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



# UNIT 3

## OVERVIEW

### Spelling Words

|      |      |      |
|------|------|------|
| who  | two  | was  |
| they | come | our  |
| done | some | have |



### Supplies Needed

- Cereal, fruit snacks, raisins, fish crackers, or other small snacks
  - A pointer, such as a feather or straw
- Optional Items**
- 18 cotton balls

### Major Phonics and Grammar Principles Taught

- ALL
- Beginning consonant blends
- Silent E
- SH, CH, TH

### Writing and Other Principles Taught

- Sentences
- Ending punctuation
- Capitalization rules
- Reading comprehension
- Summarizing
- Art appreciation
- Poetry appreciation
- Poetry memorization

### Mini Books Used in Unit 3

- *Who Can Pray?*
- *Kick It, Hit It, Toss It*
- *Spin and Skip*
- *Apples*
- *Smile*
- *Clocks*
- *God Gave Us the Sun*
- *Share*



1. Cut out the circle below. Cut the slits on the black dashed lines.
2. Cut out the word strip on this page. Insert the strip into the slider so one word shows on the front.
3. Have the child pull the strip through while reading the words.



**ALL Word Slide**



# LESSON 58

## Sentences: Part 2

- Practice sight word ladders.
- Practice phonics cards.
- Read to the child:** Let's review. A sentence is a group of words that tells a complete thought. Sentences always start with a capital letter. Sentences always end with end punctuation: a period, a question mark, or an exclamation mark.

What punctuation mark do you see at the end of the numbered sentences below?  
[question mark] Point to all the question marks. A question mark tells us where the sentence stops and that the sentence is a question.

- Write the word WHO on the board and read it to the child. Have the child read the following sentences that contain the word WHO. Encourage the child to make the sentences sound like questions.

1. Who has two rats?
2. Who can love bugs?
3. Who went to the hills?
4. Who can run fast?
5. Who will kick the ball?
6. Who has two cans of jam?

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

### The Sweetest Place

Mary F. Butts

A meadow for the little lambs,  
A honey hive for bees,  
And pretty nests for singing birds  
Among the leafy trees.  
There's rest for all the little ones  
In one place or another;  
But who has half so sweet a place  
As baby with her mother?  
The little chickens cuddle close,  
Beneath the old hen's wing;  
"Peep! Peep!" they say. "We're not afraid  
Of dark or any thing."  
So, safe and sound, they nestle there,  
The one beside the other;  
But safer, happier, by far,  
Is baby with her mother.





# LESSON 62

## Beginning Consonant Blends: Part 3

- Practice sight word ladders.
- Practice phonics cards.
- Read to the child:

Let's study the painting on this page by Grace Hudson called "Greenie with Two Yellow Puppies." Is the focus of this painting the girl and the puppies or the landscape? Do you notice how the girl and the puppies are painted with details, but the landscape is not? This puts focus on the girl and puppies. Do you think the girl is enjoying the puppies? Would you enjoy being in the scene and playing with the girl and the puppies for a little while?

Let's use this painting to practice some reading. What kind of punctuation mark do the numbered sentences below have at the end? [question mark] Read the sentences below so that they sound like questions. These are questions you could ask the girl in the painting. If the sentence does not sound like a question, I will have you read it again. Read all the questions two times.



"Greenie with Two Yellow Puppies" by Grace Carpenter Hudson (1865–1937)

1. Is the grass soft?
2. May I play with the dogs?
3. Are the dogs small?
4. May I stand by you?
5. Are you glad to have dogs?
6. Can you smell the grass?
7. Will you go fast?
9. When will the sun go down?
10. May we look for frogs?
11. Can the dogs swim?

# LESSON 67

## Short Story about Honesty

- Read to the child:** I am going to read you a short story called “The Little Loaf” from *The New McGuffey Third Reader*. Please repeat each sentence after me during the first three paragraphs. **Explain what a famine is before you begin the story.**

### The Little Loaf



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

The hungry children gathered eagerly about the basket and fought for the bread because each wished to have the largest loaf. At last they went away without even thanking the good man.

But Gretchen, a poorly dressed little girl, did

not fight or struggle with the rest but remained standing a little ways away. When the badly behaved children had left, she took the smallest loaf, which alone was left in the basket, kissed the man’s hand in gratitude, and went home.

The next day, the children were as badly behaved as before, and poor, sweet Gretchen received a loaf barely half the size of the one she got the first day. When she came home, and her mother cut the loaf open, many new, shining pieces of silver fell out of it.

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

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

**Note:** Discuss the story with the child and/or have the child retell the story in his or her own words. Ask the child what Gretchen learned.

- Mini Book:** *Apples* (Have the child read this mini book for the second and final time.)
- Dictate the following words and sentence:

pipe

robe

side

note

late

We ride bikes.

# CIRCLE OF SENTENCES: Silent E

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

Come on the hike.

The hole is by the gate.

Some cats like games.

Come to my home.

Kate is done.

I hope you can come.

I hide some kites.

I want some tape.

- Dictate the following words and sentence.

**done      some      have**

**I made a plate.**

- Work with the child on memorizing the poem below.

## Manners

Florence A. Richardson

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



# LESSON 70

## Review

- Practice sight word ladders.
- Practice phonics cards.
- Mini Book: *Smile*** (Have the child read this mini book for the second and final time.)



### Independent Practice

who two was they come our

Have the child read each sentence and fill in the blank with the appropriate word in blue above. The child may use words more than once.

Do \_\_\_\_\_ have \_\_\_\_\_ dogs?

\_\_\_\_\_ made the cake?

It \_\_\_\_\_ time to \_\_\_\_\_ home.

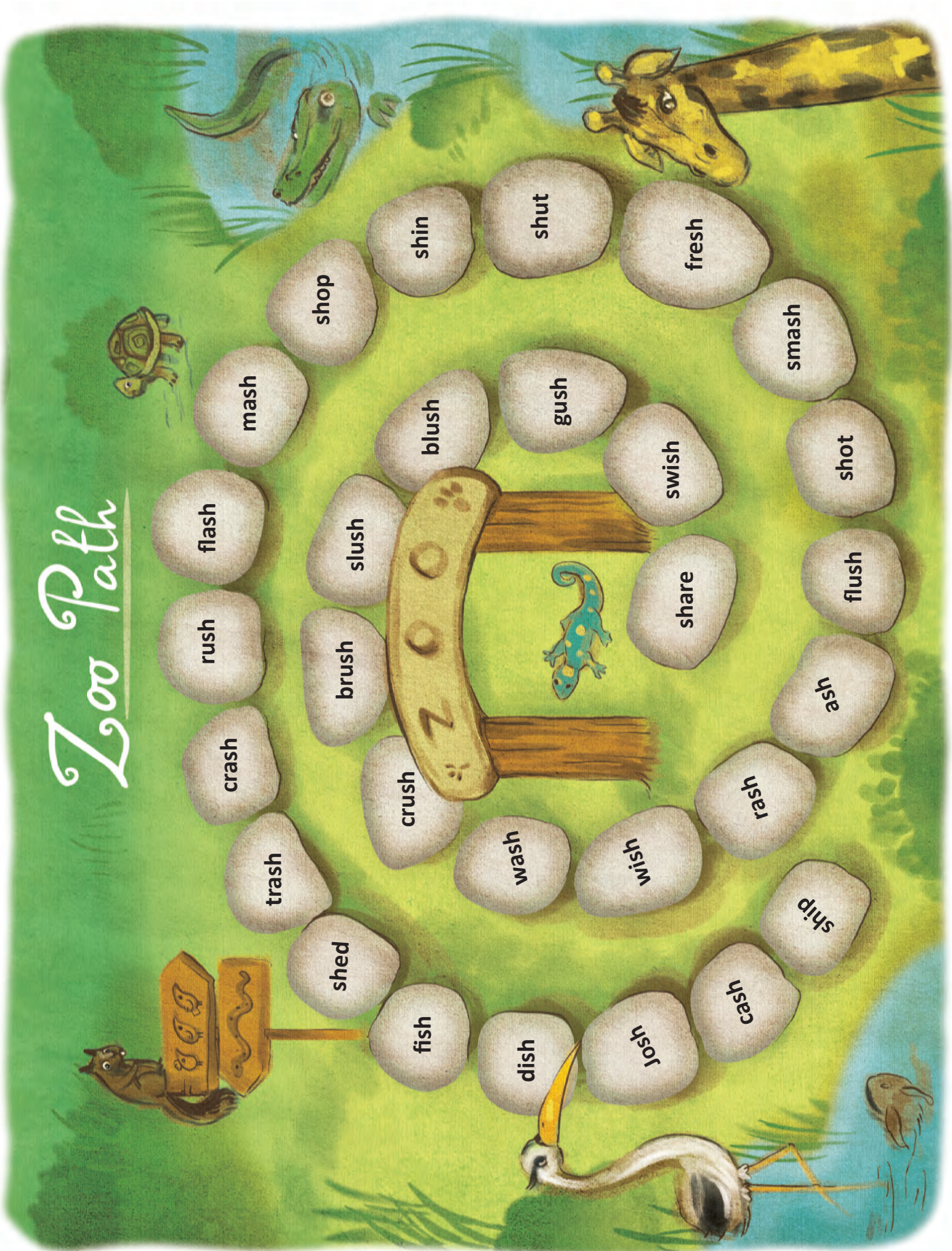
\_\_\_\_\_ have \_\_\_\_\_ bikes.

You can \_\_\_\_\_ to our home.

\_\_\_\_\_ truck \_\_\_\_\_ stuck in the mud.

\_\_\_\_\_ gave you the plant?

Have the child read each word and progress along the path.



# Zoo Path


# Cover It

Say a word on the chart below. Have the child find the word and put a Cheerio, fruit snack, Goldfish, raisin, other small snack, or a combination of these on the word. When all words are covered, the child may eat the snacks. Do this for each chart.

|      |       |       |
|------|-------|-------|
| ship | shine | shone |
| tape | dish  | shin  |
| fish | wish  | shut  |

|       |       |       |
|-------|-------|-------|
| lunch | bench | chat  |
| inch  | chin  | chip  |
| chop  | pinch | chime |

|       |       |      |
|-------|-------|------|
| path  | then  | that |
| shape | cash  | shed |
| bath  | bathe | with |



Your child is now ready  
to start reading  
Section 2 of the  
***Level K Reader***. Your  
child may also begin  
reading Beginner  
Books Box C for  
personal reading.

Have the child read Section 2 of the reader aloud to you or to himself or herself, outside of lesson time. Alternately, you may have the child read wholesome books that use the phonics principles learned so far.

# UNIT 4

## OVERVIEW

### Spelling Words

|       |      |       |
|-------|------|-------|
| said  | here | read  |
| three | for  | four  |
| five  | blue | seven |



### Supplies Needed

- 9 index cards

### Major Phonics and Grammar Principles Taught

- Inflectional endings  
ING and ED
- Review

### Mini Books Used in Unit 4

- *Share*
- *Running, Hopping, Resting*
- *Pete Planted*
- *Dogs for Us to Love*

### Writing and Other Principles Taught

- Oral narration
- Summarizing
- Art appreciation
- Poetry appreciation
- Poetry memorization





## Independent Practice

# Build a Word



Using letters from the blue box to begin the words, have the child create four words.

1. eep

2. eet

3. eed

4. eem

m  
b  
s  
w

Using letters/letter pairs from the yellow box to begin the words, have the child create four words.

1. arm

2. ark

3. arp

4. ar

M  
f  
st  
h

# LESSON 82

## Inflectional Ending ED: Part I

- Read to the child:** We are going to practice words that end with ED. ED can have three possible sounds: /ED/ like in handed, /D/ as in played, and /T/ as in missed. **Note:** Some parents and children have a hard time hearing the /T/ sound of ED, thinking it sounds more like a D, or preferring to pronounce it that way. That is totally fine. First say the base word and then say the ending. Then put the two together. Remember that the words TALK, WANT, and WALK use the third sound of A—/AH/.

talk - ed  
**talked**

end - ed  
**ended**

want - ed  
**wanted**

walk - ed  
**walked**

kiss - ed  
**kissed**

ask - ed  
**asked**

pull - ed  
**pulled**

lift - ed  
**lifted**

fill - ed  
**filled**

melt - ed  
**melted**

crash - ed  
**crashed**

pass - ed  
**passed**

land - ed  
**landed**

mix - ed  
**mixed**

fix - ed  
**fixed**

- Mini Book:** *Running, Hopping, Resting* (Have the child read this mini book for the second and final time.)
- Dictate the following words:

**fixed**

**lifted**

**played**

**crashed**

ITEMS NEEDED:  
9 index cards

# LESSON 87

## ED and ING Practice: Part 3

### Create a Word

- Write the following verbs on separate index cards: **pack | stack | ask | call | camp | bump | crack**. Then write the following inflectional endings on separate index cards: **ing | ed**. Lay all the verbs facedown in one column. Lay the cards with “ed” and “ing” facedown in another column. Have the child choose one card from each column and put the two cards together to form a word. Then have the child write the word in the appropriate column. Repeat until all the verbs have been written with -ing and -ed.

ED - happened in the past

ING - happening now

I \_\_\_\_\_  
I \_\_\_\_\_

I am \_\_\_\_\_  
I am \_\_\_\_\_

I \_\_\_\_\_  
I \_\_\_\_\_

I am \_\_\_\_\_  
I am \_\_\_\_\_

I \_\_\_\_\_  
I \_\_\_\_\_

I am \_\_\_\_\_  
I am \_\_\_\_\_

I \_\_\_\_\_  
I \_\_\_\_\_

I am \_\_\_\_\_  
I am \_\_\_\_\_

I \_\_\_\_\_  
I \_\_\_\_\_

I am \_\_\_\_\_  
I am \_\_\_\_\_

I \_\_\_\_\_  
I \_\_\_\_\_

I am \_\_\_\_\_  
I am \_\_\_\_\_

I \_\_\_\_\_  
I \_\_\_\_\_

I am \_\_\_\_\_  
I am \_\_\_\_\_

# UNIT 5

## OVERVIEW

### Spelling Words

|      |       |      |
|------|-------|------|
| does | were  | want |
| what | eight | too  |



### Supplies Needed

- 32 index cards
- A stack of picture books or chapter books (to analyze first

sentences)

### Optional Items

- Timer
- Fly swatter or mixing spoon

### Major Phonics and Grammar Principles Taught

- Nouns
- Verbs
- Homophones: TO, TWO, TOO
- Review

### Mini Books Used in Unit 5

- *Dogs for Us to Love*
- *Wagon Ride*
- *To, Two, Too*
- *Working & Playing*
- *Jump!*
- *Emma Likes to Smile*

### Writing and Other Principles Taught

- Oral narration
- Writer's workshops
- Categories
- Antonyms
- Summarizing
- Reading comprehension
- Art appreciation
- Poetry appreciation
- Poetry memorization

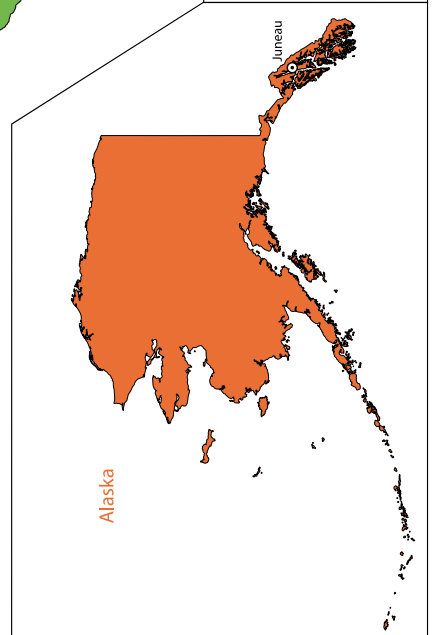
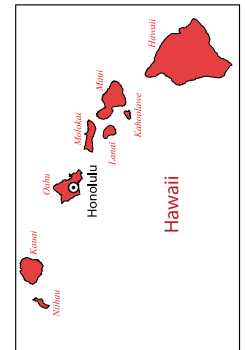
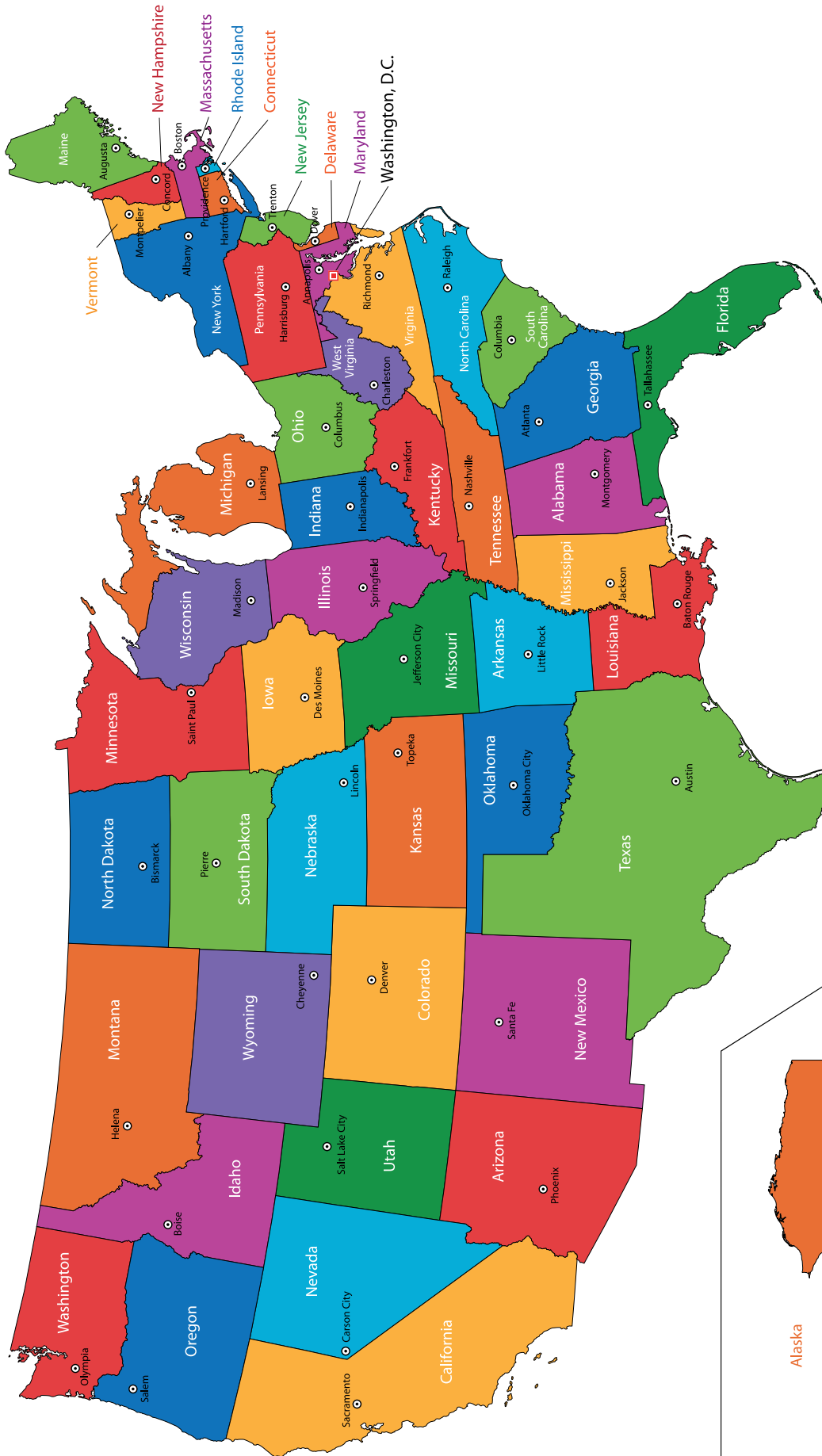
# LESSON 90

## Nouns: Part I

- Read to the child:** A noun is a word for a person, place, or thing. What is a noun? [a word for a person, place, or thing] Is the word “girl” a person, place, or thing? [person] Yes, it is a person, so it is a noun. Is the word “book” a person, place, or thing? [thing] Yes, so it is a noun. Is the word “kitchen” a person, place, or thing? [place] Yes, it is a place, so it is a noun. Things we cannot touch, such as love and hope, are “things” too, so they are nouns.
- Write PERSON, PLACE, and THING on the board. Have the child help you make a list of nouns that belong in each category.
- Noah’s Ark
  1. Have the child study the painting on this page. Tell the child: The painting depicting Noah’s ark was created by an artist named Edward Hicks. Edward lived in Pennsylvania and died over 170 years ago. Find Pennsylvania on the map on the next page and compare it to where you live. Explain that 50 states make up the United States of America.
  2. Ask the child if he or she likes the painting and what his or her favorite part is. Ask the child why he or she thinks the artist painted dark clouds in the sky.
  3. On the board, or on a poster, make a list of nouns the child sees in the picture.



"Noah's Ark" by Edward Hicks (1780–1849)



**ITEMS NEEDED:**

16 index cards  
Timer (optional)

# LESSON 93

## Verbs

- Read to the child:** A verb is an action or being word. An action verb shows something being done. For example, David JUMPS. The bird SINGS. A being verb uses a form of the verb TO BE. For example, Sam IS happy. Sam WAS happy. We WERE sad. They WILL BE good.

Have the child read each sentence and point to the verb. Have the child say if it is an ACTION verb or a BEING verb. [The being verbs are AM and IS in these sentences.]

- Pam jogs.
- I swim.
- Ben jumps.
- I am tall.
- She helps me.
- We hug.
- You run fast.
- Dan is big.

- Game: Make a Sentence**

Cut out the boxes at the bottom of the page. Have the child create two-word sentences and tell you which of the two words is the verb. Each time, tell the child that the other word that is not a verb is the SUBJECT (who or what is acting or being in the sentence).

- Dictate the following sentences. Have the child circle the verb in each sentence. [The verb is in red for your reference.]

Dad **drives** the jeep.

I **have** four pets.

- Game: Verb Chase**

Write the words in green on index cards. Spread the cards on the floor. Time the child for two minutes. The child should gather as many words that are verbs as he or she can. This activity may also be untimed, if desired. If the child needs help determining if the word is a verb, ask, "Is it something you DO, or is it a being word, like IS, AM, or ARE?"

sleep | green | jeep | run | am | is  
cry | street | swim | tree | sit  
seed | yard | clap | sheep | try

- Read to the child:** Let's review. Fill in the blank. There are two types of verbs: \_\_\_\_\_. [action verbs and being verbs] Tell me a sentence with an action verb and a sentence with a being verb.
- Mini Book:** *Wagon Ride* (Have the child read this mini book for the first time.)

**We** **I** **.** **You** **help** **hop** **play** **smile**

**ITEMS NEEDED:**

A stack of picture books or chapter books (to analyze first sentences)

# LESSON 95

## Writer's Workshop

- With the child explore the first lines of a stack of picture books or chapter books. Ask the child how well the first line captures his or her attention and makes him or her want to read more. On a separate paper, have the child write his or her own five possible first sentences of a book. The child will likely need your help to spell words. If possible, have the child sound out the words or parts of the words for which he or she knows the phonics principles. Place the sentences in the child's "My Book of Stories and Writings" binder.

# LESSON 96

## Review

- Practice sight word ladders.
- Practice phonics cards.
- Have the child sing the alphabet. Then have the child tell you the vowels [a, e, i, o, u, and sometimes y].
- Have the child read The Good and the Beautiful Beginner Books to you (or other books on the same level).

# LESSON 97

## Writer's Workshop

- Write a short story with the child! Have the child write a sentence, and then you write a sentence, each using a different color of pen or pencil. Keep alternating sentences until the story is finished. If desired, have the child illustrate the story. Place the story in the child's "My Book of Stories and Writings" binder.



# LESSON 105

## Review

- Practice sight word ladders.
- Practice phonics cards.

## Short Stories with Sight Words

These stories also include words using Silent E job #1, SH, TH, CH, and blends.

- Have the child read the following short stories.



Dad says I look so much like Mom. That made me glad because Mom is the best! She will let me sit up on her lap. She will play with me. I will try to be like my mom.



Can I jump into a book? No! Can I jump off that bench? Yes! Can I sit under the sun? Yes! Can I shut a book? Yes!



Who is that? Is it our Ted? Yes! We love our Ted. How old is he? He is one. We will pick him up and hug him. We will play with our Ted.



## Independent Practice

# PLURAL NOUNS

Have the child write the plural noun for each picture.



1.

---



---



---



2.

---



---



---



3.

---



---



---

Have the child read each word in the row and then circle the plural noun.

bike

ship

lakes

cake

chips

path

sheds

chin

game

rope

games

bench

lunch

wish

baths

homes

pipe

dime

plane

limes

rose

shape

frame

mops

# LESSON 114

## Writer's Workshop

- Practice sight word ladders.
- Practice phonics cards.
- Have the child write 2–3 sentences for each picture that could be a sentence from a story that takes place in the scene (a slice of a story). The child will likely need your help to spell words. If possible, have the child sound out the words or parts of the words for which he or she knows the phonics principles.

### A Slice of a Story



---

---

---

---

---

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---

---



---

---

---

---

---

---

---

---

# LESSON 116

## Review

- Practice sight word ladders and phonics cards for the last time during this course.
- Have the child read The Good and the Beautiful Beginner Books to you (or other books on the same level).



### Independent Practice

Write the correct form of the verb on the blank.

am

is

are



I \_\_\_\_\_ a good friend.

You \_\_\_\_\_ a good friend.

She \_\_\_\_\_ a good friend.

I \_\_\_\_\_ helping my friend.

They \_\_\_\_\_ helping her.

She \_\_\_\_\_ helping me.



# Nouns and Verbs

Cut out the word boxes below and paste nouns and verbs in the correct column.

| <b>Noun</b><br>A person, place, or thing | <b>Verb</b><br>An action or being word |
|--|--|
|  |  |

|      |     |     |     |
|------|-----|-----|-----|
| run  | jog | zip | sit |
| jump | am  | sun | log |
| box  | map | dad | pen |

# LESSON 120

## Reading Assessment

Note: No unit assessment is included for Unit 5. Feel free to move on to the Level 1 course or have the child read and reread books from the Beginner Books Boxed Sets until he or she can read them with confidence before moving on to the Level 1 course.

- Administer **Reading Assessment B** in the Appendix for the final time.

YOU FINISHED THE  
LEVEL K COURSE!



# APPENDIX: CHARTS & ASSESSMENTS

# READING ASSESSMENT A

1. Reading assessments give the child practice reading and help you track reading progress. KEEP THIS SHEET, as you will use it three times during the course.
  2. Keep track of the total time and the number of incorrect words. If the child says a word incorrectly and corrects it himself or herself, do not count the word as incorrect. Do not help the child with any of the words. If the child takes longer than about four seconds to read a word, tell the child the word and then mark the word as incorrect.
  3. These assessments do not have to be done on the same day.
- Have the child read the poem “I Am Me” on the next page. The child does not read the title or author. Write the date, the time it takes the child to read the poem, and the number of incorrect words.

|                      |                      |                      |
|----------------------|----------------------|----------------------|
| Date:                | Date:                | Date:                |
| _____                | _____                | _____                |
| :<br>_____           | :<br>_____           | :<br>_____           |
| Time                 | Time                 | Time                 |
| _____                | _____                | _____                |
| # of incorrect words | # of incorrect words | # of incorrect words |

- Have the child read Passage 1 on the next page. Write the date, the time it takes the child to read the passage, and the number of incorrect words.

|                      |                      |                      |
|----------------------|----------------------|----------------------|
| Date:                | Date:                | Date:                |
| _____                | _____                | _____                |
| :<br>_____           | :<br>_____           | :<br>_____           |
| Time                 | Time                 | Time                 |
| _____                | _____                | _____                |
| # of incorrect words | # of incorrect words | # of incorrect words |

- Have the child read Passage 2 on the next page. Write the date, the time it takes the child to read the passage, and the number of incorrect words.

|                      |                      |                      |
|----------------------|----------------------|----------------------|
| Date:                | Date:                | Date:                |
| _____                | _____                | _____                |
| :<br>_____           | :<br>_____           | :<br>_____           |
| Time                 | Time                 | Time                 |
| _____                | _____                | _____                |
| # of incorrect words | # of incorrect words | # of incorrect words |



# READING ASSESSMENT A

## Poem

### I am Me

By Jenny Phillips

I am not a bug.  
I am not a cat.  
I am not a pig.  
I am not a rat.  
I do not buzz like a bee.  
I do not fly like a bat.  
I am me,  
And that is just  
What I want to be.

## Passage 1

I run with my dog Bill. We go up a hill. It is fun to hop and swim. We see a frog on a log. It jumps!

## Passage 2

Mom has some hugs for me. She helps me pray, and she smiles all day. Dad gives me a kiss, and we play with a ball. Mom and Dad are the best!

# REVIEW PRACTICE CHART

\_\_\_\_\_

# of words in 60  
seconds

\_\_\_\_\_

# of words in 60  
seconds

\_\_\_\_\_

# of words in 60  
seconds

\_\_\_\_\_

# of words in 60  
seconds

\_\_\_\_\_

# of words in 60  
seconds

Time the child while he or she reads the words below. If the child takes longer than about four seconds to read a word, tell the child the word. Write how many words the child reads correctly in 60 seconds. You will be prompted to do this activity five times during the course.

shore

done

tape

sky

shine

some

path

slime

shape

come

fish

dime

chime

bake

flash

she

chop

cake

base

globe

that

class

snore

we

dry

take

spine

stove

slash

rake

blade

flame

these

try

fade

lane

those

lake

ship

wake

thine

thin

flying

wave

line

my

made

cave

shone

this

waste

smile

shame

cape

case

fly

chips

clash

hole

dish

# OPTIONAL ADDITIONAL POETRY MEMORIZATION

## I Have Memorized These Poems



I recited the poem to

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

\_\_\_\_\_

I recited the poem to

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



I recited the poem to

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

\_\_\_\_\_

### Why Spend Time on Poetry Memorization?

Poetry memorization is a wonderful exercise for the young, growing mind. **Memorization of poetry and beautiful, powerful literature is a critical part of forming intelligent minds that appreciate and recognize the good and the beautiful.** Author Laura M. Berquist wrote, "Familiarity with truly good poetry will encourage children to love the good" (*The Harp and Laurel Wreath*, pg. 9).

Memorization also gives confidence, increases focus and attention span, strengthens the 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 the good.

## The Goops

Gelett Burgess

The Goops they lick their fingers,  
And the Goops they lick their knives;  
They spill their broth on the tablecloth—  
Oh, they lead disgusting lives!  
The Goops they talk while eating,  
And loud and fast they chew;  
And that is why I'm glad that I  
Am not a Goop—are you?

## A Mother Who Reads to Me

Jenny Phillips

You might own a ruby ring,  
A great big home with fancy things,  
But I am richer far; you see.  
I have a mother who reads to me.  
  
I take my place upon her lap  
We travel far across the map  
Yes, I am more blessed than a king;  
I have a mother who reads to me.

## The Valley of Grump

Margaret Colton, Adapted by Jenny Phillips

The Valley of Grump is a sad, sad place  
Everyone cries and fights all day,  
No one has anything nice to say,  
And trash is scattered all over the place.  
  
The sun never shines in the Valley of Grump,  
And there are no flowers in that smelly old dump,  
No bees buzz, and no birds sing,  
And no one there has ever seen spring.

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

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

# OPTIONAL ADDITIONAL SPELLING PRACTICE

Spelling is taught directly in the lessons. As children learn phonics principles for reading purposes, they also practice spelling. If you want your child to practice additional spelling words, you may use the optional spelling charts here in the Appendix. However, **the spelling in the lessons should be sufficient for most children.** As children learn to read and are exposed to words through reading, they will naturally learn to spell many more words. We believe spelling is important in Level K but that a greater focus should be on learning to read quickly and effectively.

To use the spelling charts:

1. When the child can spell a word and read it without hesitation, check off the mastered box. Once all these words are mastered, they should be reviewed.
2. The child may color the image next to the chart once a chart is mastered. Remember that spelling words and patterns are covered throughout the course, and spelling rules are introduced in Level 1. The spelling words in this section are high-frequency and irregular words.

## Suggested Method for Practicing Spelling

### 1. Determine 5–7 words the child does not know how to spell.

- Quiz the child on the words on the following pages. If the child gets the word right the first time, check off the MASTERED and REVIEWED box. The child does not need to practice the word.
- If the child cannot spell a word correctly, write it on an index card. Repeat until 5–7 words are on the index card.

### 2. Practice the 5–7 words for 5–7 days.

- Once you reach Lesson #57, each day for spelling practice, have the child write sentences in a notebook that use the spelling words. Practice with handwriting skills and forming simple sentences is extremely beneficial at this level. Make sure the child starts each sentence with a capital letter and ends it with punctuation. Have the child try to sound out and spell all the words in each sentence before he or she asks for your help. Make sure the child always spells the spelling word correctly.
- After the child has written his or her spelling sentences, spend 2–3 minutes quizzing the child on the spelling words, or use fun ways to practice spelling words.

### 3. Have a spelling test.

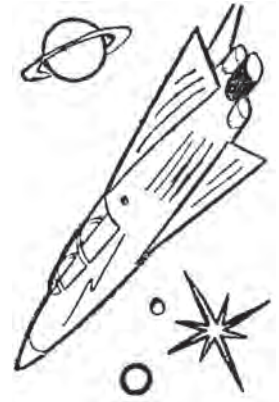
- After the child has practiced his or her 5–7 words for 5–7 days, administer a spelling test. Check off the MASTERED box for correctly spelled words. Put INCORRECT words on the index card for the next set of words to practice. Quiz the child with additional words on the charts in this section until there are 5–7 words total on the index card. Repeat steps 2 and 3.

# My Spelling Words

| Words | mastered                 | reviewed                 | Words | mastered                 | reviewed                 |
|-------|--------------------------|--------------------------|-------|--------------------------|--------------------------|
| it    | <input type="checkbox"/> | <input type="checkbox"/> | you   | <input type="checkbox"/> | <input type="checkbox"/> |
| is    | <input type="checkbox"/> | <input type="checkbox"/> | on    | <input type="checkbox"/> | <input type="checkbox"/> |
| in    | <input type="checkbox"/> | <input type="checkbox"/> | off   | <input type="checkbox"/> | <input type="checkbox"/> |
| as    | <input type="checkbox"/> | <input type="checkbox"/> | me    | <input type="checkbox"/> | <input type="checkbox"/> |
| mom   | <input type="checkbox"/> | <input type="checkbox"/> | be    | <input type="checkbox"/> | <input type="checkbox"/> |
| at    | <input type="checkbox"/> | <input type="checkbox"/> | he    | <input type="checkbox"/> | <input type="checkbox"/> |
| the   | <input type="checkbox"/> | <input type="checkbox"/> | she   | <input type="checkbox"/> | <input type="checkbox"/> |
| and   | <input type="checkbox"/> | <input type="checkbox"/> | we    | <input type="checkbox"/> | <input type="checkbox"/> |
| yes   | <input type="checkbox"/> | <input type="checkbox"/> | am    | <input type="checkbox"/> | <input type="checkbox"/> |
| no    | <input type="checkbox"/> | <input type="checkbox"/> | has   | <input type="checkbox"/> | <input type="checkbox"/> |

## Chart #1

Color the rocket when mastered.



| Words | mastered                 | reviewed                 | Words | mastered                 | reviewed                 |
|-------|--------------------------|--------------------------|-------|--------------------------|--------------------------|
| are   | <input type="checkbox"/> | <input type="checkbox"/> | like  | <input type="checkbox"/> | <input type="checkbox"/> |
| can   | <input type="checkbox"/> | <input type="checkbox"/> | let   | <input type="checkbox"/> | <input type="checkbox"/> |
| him   | <input type="checkbox"/> | <input type="checkbox"/> | to    | <input type="checkbox"/> | <input type="checkbox"/> |
| her   | <input type="checkbox"/> | <input type="checkbox"/> | will  | <input type="checkbox"/> | <input type="checkbox"/> |
| not   | <input type="checkbox"/> | <input type="checkbox"/> | do    | <input type="checkbox"/> | <input type="checkbox"/> |
| got   | <input type="checkbox"/> | <input type="checkbox"/> | ask   | <input type="checkbox"/> | <input type="checkbox"/> |
| God   | <input type="checkbox"/> | <input type="checkbox"/> | its   | <input type="checkbox"/> | <input type="checkbox"/> |
| go    | <input type="checkbox"/> | <input type="checkbox"/> | by    | <input type="checkbox"/> | <input type="checkbox"/> |
| my    | <input type="checkbox"/> | <input type="checkbox"/> | sky   | <input type="checkbox"/> | <input type="checkbox"/> |
| look  | <input type="checkbox"/> | <input type="checkbox"/> | try   | <input type="checkbox"/> | <input type="checkbox"/> |

## Chart #2

Color the rocket when mastered.





## Instructions

1. Print the pages **double-sided** on heavy copy paper. (Skip this step if you bought the printed version.)
2. Each single sheet makes one mini book. Cut the sheet in half on the red dotted line.
3. Fold the two sheets in half on the black dotted line. Put the two folded pages together (so page numbers go in order), and staple.

# KINDERGARTEN MINI BOOKS

3RD EDITION  
**SAMPLE**

It is Mom  
and Dad  
and Liz.



7

#1  
SAMPLE

© Copyright Lenny Phillips

Mom and Dad



It is Dad and Bob in the sun.

Dad is so fun.

5

2





It is Mom, Dad, Dan,  
Pam, and Ben.

1

# SAMPLE

6



Mom is a lot of fun.

3



Dad  
and  
Mom  
and  
Wes  
sit.



Mom and Bess and Matt sit.

4



Look! Is it a cat? Yes, it is.

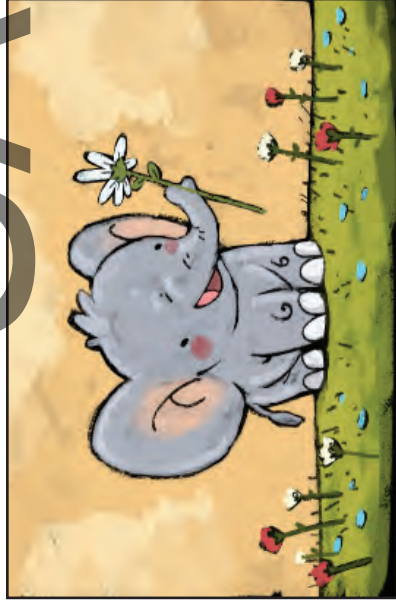


Is It a Cat?

7

#3 Challenge Word: look  
**SAMPLE**

© Copyright Jenny Phillips



Is it a hog? Look at it.  
It is not a hog.



Is it a dog? No, it is  
a fox. Look at it.

5

2



Look! It is so big. Is it  
a fox? No!

1

# SAMPLE

6



Look at it. Is it a bug?  
No, it is not a bug.

3



Is it a bug? Yes! It is a  
bug. Look at the bug.



Is it a cat? No! It can  
not be a cat.

4



Look, Ann has a pet dog.  
Do you like him?

7

SAMPLE

#4 Challenge Word: look

PLE

© Copyright: Lenny Phillips



Bud has a pet. Look at him.

5



A PET



Meg has a pet. She  
likes to look at her pet.

2



Kim has a pet. It is Max.

1

SAMPLE

6



Liz will hug the cat.

3



Pam likes her dog, Bill.



Look! The dog can hug a cat.

4



Ben has a book.



Ben Has a Book

7

#5 Challenge Word: book  
**SAMPLE**

© Copyright: Lenny Phillips



He is on the big books.



Sam has a lot of books.

5

2

The girl  
likes to help  
Mom. She  
must put  
the plant in  
the jug.

1



Bill and  
Meg went  
fast. They  
will let the  
boy go next.

SAMPLE

6

The mom  
helps her  
boy. She  
tells him to  
trust God.

3



The girl  
wants to  
help her  
soft pet.

4





Jill will give her mom  
and dad and cat a hug.

7

SAMP

#11 Challenge Word: give

LEFF

© Copyright Lenny Phillips



Jill likes her soft hat.  
It will not fall off.

5



Jill



Can Jill jump? Yes!  
It is so fun, but she is wet.

2





Jill will give her doll a kiss.



Jill will toss the duck to Nick.  
He will give it back to her.

1  
SAMPLE  
6



Jill has a lot of fun.  
She will not fall off.



Jill will give it to Bill.  
He will like it.



Dan will not try to fly. He will try to jump over a log.

7

#13 Challenge Words: there, over  
**SAMPLE**

© Copyright Lenny Phillips



Can you spy Dan over there? He has a red book. He can look at it.

5



**Dan**



Can Dan try it? Yes, you bet he can try.

2



Dan can fly it. See it up  
in the sky over there.

1

# SAMPLE

6



Will Dan cry? No! Can you  
see? He is OK.

3

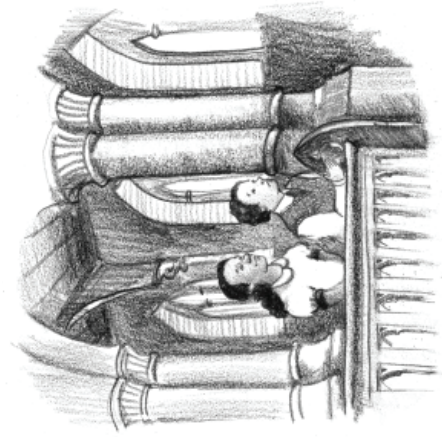


His hand is wet, but it will dry.



The ball is red. Dan can toss it  
over there. Matt can try to get it.

4



Who can pray? You can. I  
can. We can all pray.

7

SAMPLE

#15 Challenge Word: who

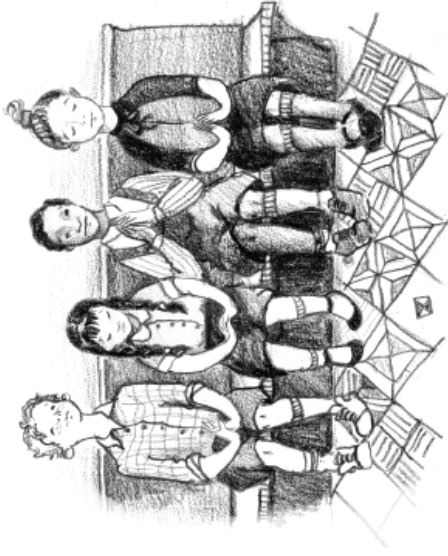
© Copyright Lenny Phillips



Who will pray?

Ann will. She loves to pray.

5



Who Can Pray?



Who can pray? May can pray.  
She prays by her bed.

2



Jake and  
Abe make a  
game. Do you  
want to play?  
Apples are fun.



## Apples

7

#18 Challenge Word: apple  
**SAMPLE**

© Copyright Jenny Phillips



The cute girl can  
take a bite. It is  
a big bite. She  
does not hate it.  
She loves it. She  
will put the core  
on a plate.



Ann wants to  
give the apple to  
you. She wants  
to trade the  
apple for a hug.  
Do you want to  
trade?

5

2

Kate gives  
some  
apples  
to her  
soft cat,  
Gabe.



1

Mom gives  
Blake an apple.  
He smiles at  
it. He picks it  
up and holds it  
for a long time.  
He will save it.



# SAMPLE

6

Eve and Jill  
smile and  
play. "It  
is time to  
bake a cake,"  
says Eve.



3

These apples  
are for Jane.  
They are not  
mine to take.



4



God gives us the sun. It shines  
on the gate and kisses the grass.

1

# SAMPLE

6



The sun has come. It is up. It is  
day and time to wake up.

3



I lay the book on my desk.  
I pray and get in bed.



The sun is not here at this home. But  
the sun will come when night is done.

4



Pete planted. Bees buzzed. The toy chugged. The girl skated. The flower smiled. The rocket zoomed!

7

SAMPLE

#24 Challenge Words: zoomed, flower, toy

© Copyright Lenny Phillips

PLE



The rocket zoomed into the sky.

5



## Pete Planted



The flower smiled as the bee passed by, humming a song.

2





Pete planted. He dug and put  
the seed in the hole. He had fun!

1

# SAMPLE



The bees buzzed for a long time. They went  
into these homes at the end of the day.

3



The toy chugged. The boy  
played with the toy all day.

6



The girl skated on the lake. She lifted  
up her leg and spun and spun.

4



Do you see that Emma smiles a lot?  
You can smile too. How much you  
smile is up to you!

7

#30 Challenge Words: today, teeth  
**SAMPLE**



Emma's mom gives them a cone. It is  
melting, so they eat it fast as they sit  
on the bench in the hot sun.

5



**Emma Likes  
to Smile**

© Copyright Lenny Phillips



Can Emma do it? Yes! Jan asks if she  
can try. Emma says yes! She tells Jan  
how to do it and smiles at her.

2



Emma is brushing her teeth. She is going to smile a lot today. You will see!

1

# SAMPLE



The kids like to help. Emma puts on a smile as she works in the hot sun.

3



Emma has a picnic. She sits with two kids on the blanket. They eat lunch, and then they eat a big cake. Yum!

6

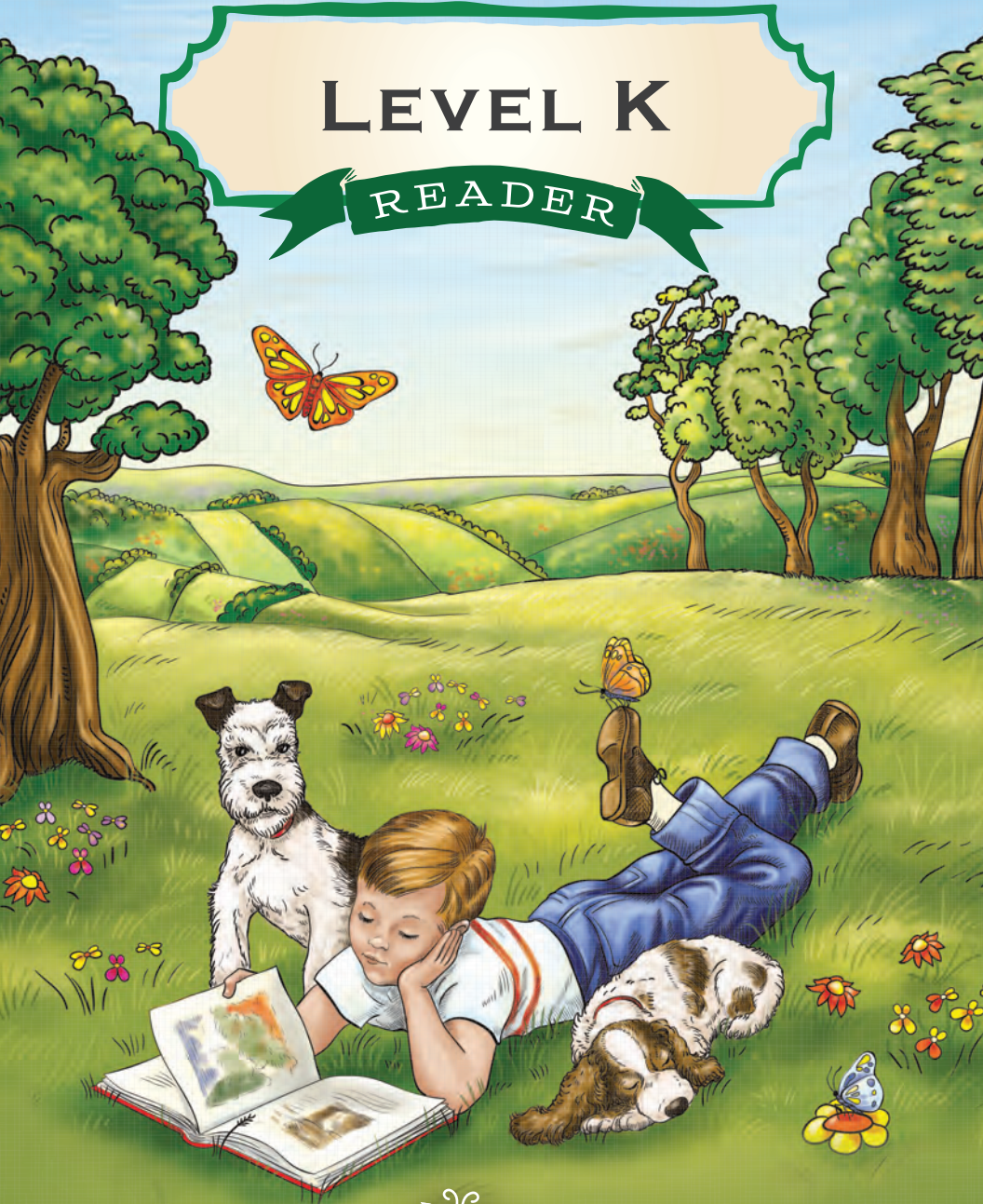


Two kids play with Ann. Ann loves this game. They play five times. Now they must go home. It is getting late.

4

# LEVEL K

## READER



  
THE *Good* AND THE *Beautiful*  
CURRICULUM

For use with the Level K course book



**THIRD EDITION**

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**Fun**



Tom has fun.



Tom runs.

His dog runs.





# Meg and Mack



Meg can play.

Mack can play.



Meg can do it.

Mack can do it.

We go.  
We look for bugs.  
It is fun.



Meg is on a box.



The dog is not on a box.

Matt is not on a box.



**We Play**

The girls can look.

The girls can look  
for a bug.



The girls can see a bug.

The girls can see a lot of bugs.





Look! Jan has a rock.



Look at Dad. He has a net.



We can see the sun rise.

We can see it shine on  
the grass and the plants.



God gave us birds to see.

We can see the birds fly.





# The Wagon

Alf helps Zack.

The boys put the box in  
the wagon.



They take the box for a ride.



Helping

Chad helps the boys  
and girls cross.



The boys and girls stay still until  
Chad says, "You may go."

Mrs. Ross helps Fran get  
a book.



The cat is stuck. Stan helps.



Look at Josh. He loves to  
help. He helps Mom.





This is Dad.

Dad helps the boys.



He digs a hole.

The dog looks in the hole.

## Zack and Dick Play.



They jump into the pile.

It is so much fun to play in  
the fall!

The day is done.

Dan sits.

Jan and her doll sit.

Jan and Dan will go to bed.





**Look What  
God Made!**



God made Moms.

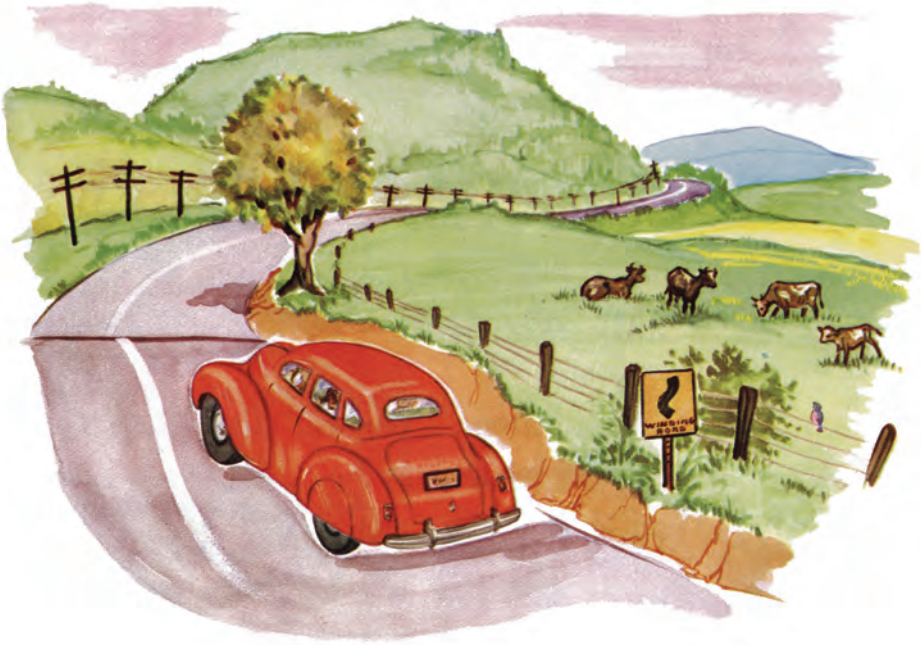
Moms play with us.

They love us so much, and they  
are so much fun.

God made Dads.  
Dads help us so much.  
Dads keep us safe.



God made green grass.



He made hills and trees and  
the blue sky.



God made you.

God made me.

He made all of us!



I am friends with Chad. We take his horse to the river. Can you see the horse in the trees?



We throw a stick into the water and Chad's dog gets it.





Time with  
Dad

Dad takes all of us on a walk.

We walk on a path by the trees.



# A Trip to the Farm



Uncle Steve was so glad they  
came, too.



They went on a fun ride.  
Alex liked to feel the wind  
and the sun.

"See what lives on the farm,"  
said Uncle Steve. "We have  
sheep, cows, pigs, and hens."



The kids went home,  
and it was time to eat.

We had a big picnic  
in Uncle Steve's yard.



We ate under the wide sky.



# PHONICS CARDS

## Notes

1. This pack includes all 164 phonics cards for grades K-2. However, children in the grade K course only need to learn cards 1-58. Children in grade 1 only need to learn cards 1-124. Children in grade 2 need to learn all 164 cards. If desired, children can learn more cards than their current grade level requires.
2. These phonics cards include not only phonograms (letters or letter combinations that represent a sound) but also common word families so children can quickly learn to recognize and read word chunks.
3. This program does not include phonograms for single consonants that have one sound. Child should know the sounds of all the consonants except c, g, and s (which have multiple sounds) before they start this course.
4. For most cards, child will just memorize the sound or sounds of the phonogram or word chunk. However, for some phonograms, child will memorize additional information such as, “/aw/ that we may NOT use at the end of words.”
5. For some vowels, not all possible sounds of the vowel are included. This is because some of the sounds are uncommon, and it is easier to teach those sounds later than confuse the child with so many different sounds they may not encounter often.

## If You Purchased the PDF File

Print sheets double sided on white or colored card stock, and then cut them out on the dotted lines. See instructions near the beginning of the course book for using the phonics cards with child.

## If You Purchased Physical Product

Cut out the cards on the dotted lines. See instructions near the beginning of the course book for using the phonics cards with child.

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1

a

2

e

3

i

4

o

5

u

6

g

7

s

8

c

e

/ĕ/ /ē/

edge even

a

/ă/ /ā/ /ah/

as able father

o

/ŏ/ /ō/ /oo/ /u/

otter ocean to come

i

/ĭ/ /ī/

in hi

g

/g/ /j/

go giant

u

/u/ /ue/ /oo/

cut unit rule

c

/c/ /s/

cut cent

s

/s/ /z/

sat is

9

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am

11

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57

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58

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59

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62

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63

or

64

ed

wh  
/wh/  
while

ee  
/ē/  
feet

qu  
/kw/  
quick

nk  
/ngk/  
sank

aw  
/aw/ that we MAY use at the end of words  
paw

er  
/er/  
her

ed  
/ed/ /d/ /t/  
added flowed dipped

or  
/or/ /er/  
horn work

feet meet  
teeth keep

what when  
why whale

chunk drink  
shrunken think

queen quick  
quiz quilt

her serve  
winter faster

saw draw  
paw lawn

born corn  
horn torn

spotted dipped  
hugged wished

73

oy

74

oi

75

ow

76

ou

77

ai

78

au

79

ir

80

ur



oi

/oy/

that we may NOT use at the end of words

oil

oy

/oy/

that we MAY use at the end of words

boy

ou

/ow/ /ō/ /ōō/

house soul youth

ow

/ow/ /ō/

how low

au

/aw/

that we may NOT use at the end of words

pause

ai

/ā/

that we may NOT use at the end of words

pain

ur

/er/

nurse

ir

/er/

bird

121

eigh

122

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123

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124

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125

ear

126

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127

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128

ph

oe

/ō/ that we MAY use at the end of words

toe

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/ē/ /ā/

key they

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creation

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/ōō/

juice

ear

/er/ /ear/

early hear

ph

/f/

phone

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/ē/ /ī/

grief pie

145

gn

146

augh

147

ei

148

steak  
break  
great  
bear

pear  
wear  
tear  
swear

149

si

150

mb

151

our

152

ci

augh  
/aw/  
daughter

gn  
/n/  
gnat

|       |       |
|-------|-------|
| steak | pear  |
| break | wear  |
| great | tear  |
| bear  | swear |

ei  
/ā/ /ē/  
vein receipt

mb  
/m̄/  
crumb

si  
/sh/ /z/  
mission vision

ci  
/sh/  
special

our  
/or/ /our/  
your hour

153

gnat  
sign  
gnome  
design

154

caught  
taught  
daughter  
laugh

155

lamb  
climb  
comb  
dumb

156

vision  
mission  
decision  
permission

157

detour  
fourth  
journey  
nourish

158

special  
social  
musician  
official

159

our  
hour  
flour  
sour

160

receipt  
receive  
deceive  
vein