



LEVEL K PRIMER

COURSE BOOK



Master Letters | Master Numbers 1-15
Learn Long & Short Vowels | Read Simple Words
Rhyming, Sorting, and More

LEVEL K PRIMER

Written 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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About This Course

A child's attitude and perspective towards learning are shaped and molded in the preschool years when minds and hearts are most impressionable. Your personal enthusiasm and efforts in teaching and the way you go about teaching can help mold a mind and heart that loves not only learning, but the good and the beautiful in life.

When Should My Child Start This Course?

A child should start this course when the following criteria is met:

- He or she can sing most of the alphabet with or without the help of a parent.
- He or she knows the majority of letters and their sounds but ***has not mastered all of them.***
- He or she can count to ten.
- He or she knows basic shapes and colors.

What Does the Course Cover?

This course helps children ages 4-6 master letters and their sounds. It also teaches long and short vowels, phonemic awareness, isolating sounds in a word, reading simple one and two letter words, sight words (I, a, the, see), counting from 10-15, fine motor skills, rhyming, sorting, order of events, and more.

Some letters have more than one sound. This course teaches only the most common sound of each letter and the short and long sound of each vowel. Children will learn the other sounds of the letters in the Level K course. The creators of this course believe it is less confusing for children to first learn only the most common sound of each letter.

Although some handwriting exercises are included in this course, this not a handwriting course. It is

suggested that children start with The Good & the Beautiful Level 1 Handwriting Course when they are ready to begin The Good & the Beautiful Level K course.

What Does the Course Set Include?

- **Course Book** (Full-color, spiral-bound, 112 pages, 34 lessons)
- **My First Reading Book** (Full-color, spiral-bound, 5.5" x 4.25", 56 pages)

How to Get Started with This Course

To get started, simply gather the items needed for the course. ***No other preparation time is required for the entire course.***

To complete lessons, follow the instructions on each page. Text in blue is instructions to you; text in black is what you read to the child. When a page is completed, check the "completed" box in the upper right-hand corner of the page.

Extra Items Needed

- pencil
- crayons or colored pencils
- scissors
- glue stick
- 12 dried beans (any kind)
- 20 buttons
- 8 pennies, 8 nickels, 1 dime
- 6 cotton balls
- a clothespin
- a spoon

Should I do one lesson each day?

The number of lessons completed and the time spent with the child each day depends completely upon the child. Most four- and five-year-old children should be able to focus for 20-30 minutes, especially since the course includes many activities and different methods of learning. Our suggestion is that you watch for the child's cues and not push the child too far. Make learning enjoyable, and do not move too fast through the material.

Far more important than the academic learning is the time you will spend with the child and what she will learn from you as you display love, patience, and enthusiasm for learning. Rather than making it a goal to finish a lesson each day, make it a goal to make learning match the child's needs. For example, if the child is loving one of the games and wants to play it again and again, do it, and don't feel like you need to stop so that you have time to finish a full lesson that day. If the child is grumpy, you may want to pause and take a walk or do another activity until the child is in a better mood to learn. Also, make sure the child is not hungry or tired.

Important Safety Notice

This course suggests using small items such as dried beans. Please monitor all young children in your home around these items at all times to prevent problems with choking. If you feel these items put any children at risk, do not use them. All small items are optional, and the activities can be done without them.

Helpful Hints

- Be as positive as possible and look for genuine and meaningful ways to praise the child. For example, instead of saying, "You are so smart!" you might want to say things that praise the child's EFFORTS like, "You are such a hard worker. You are such a good listener today. I'm so grateful for your cheerful attitude. You are so much fun to work with. Your smile makes me so happy. Thank you so much for not giving up!"
- Some children may not be as far along as other children when it comes to motor skills. Let the child do as much as possible on his or her own with things such as cutting and gluing, but do not let the child get too frustrated before you help.

My First Reading Book

You will start using the *My First Reading Book* in Lesson 21. The lessons will instruct you when to have the child read each story.

The Vowel Song

A recording of "The Vowel Song" written by Jenny Phillips is available as a free download on www.jennyphillips.com/la in the Level K Primer section. If desired, use this song to help the child memorize the letters which are vowels. The course book does not instruct you to use the song. Just use the song when you would like, encouraging the child to sing along with you.

Important Note:

Children are not expected to MASTER any of the principles taught in this course, except for instantly recognizing all the letters and their sounds. This course is an INTRODUCTION to reading and principles such as long vowels. If a child is getting frustrated with a principle, don't push it; simply slow down or move on. All principles taught in this course are reviewed and taught in greater depth in the Level K course.

Items Needed:

- 12 dried beans

Lesson 1

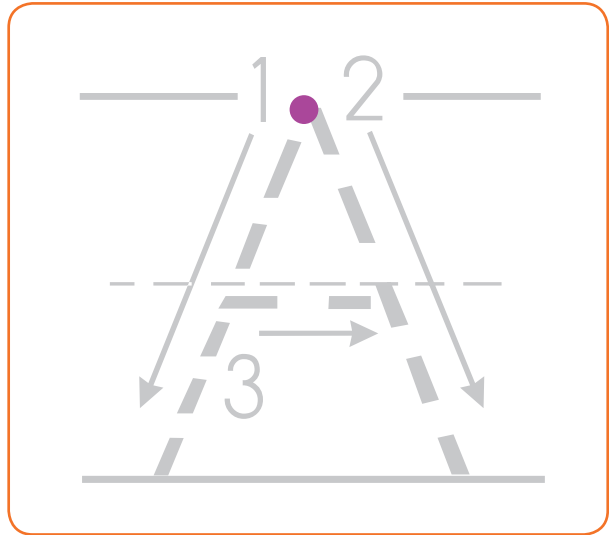
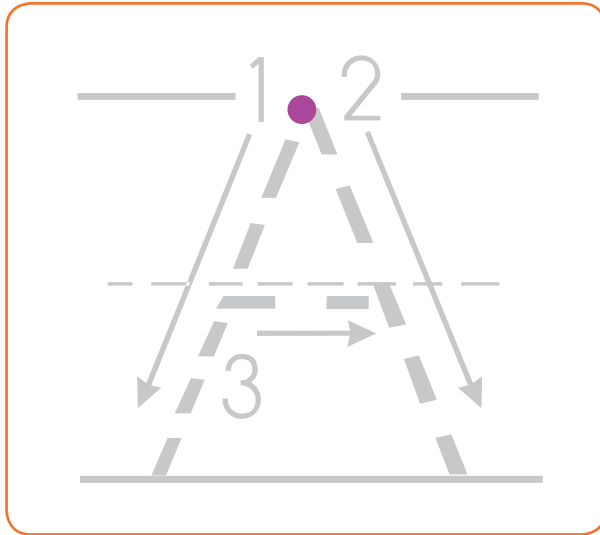
- ☐ **Read to the child and have the child complete the instructions:** I love reading, and I'm excited to teach you how to read! There are 26 letters in the alphabet. How many letters are in the alphabet? [26] Every letter makes a sound. We use letters and their sounds to read. We are going to talk about two letters in this lesson: A and T. Point to the uppercase A in the purple box. Point to the lowercase A. What does the letter A say? [/ă/ (as in APPLE)] Point to the uppercase T. Point to the lowercase T. What does the letter T say? [/T/]

Let's say all the sounds of the letters in the word AT. **Help the child isolate the sounds in the word AT.** [/ă/ and /T/] How many sounds are in the word AT? [2] What are the sounds? [/ă/ (as in APPLE) and /T/] What letters make the word AT? [A and T]

- ☐ **Have the child place a dried bean on all the uppercase A's.** Have the child say the sound of the letter as the bean is placed on it. Repeat for all the letters on the hearts.



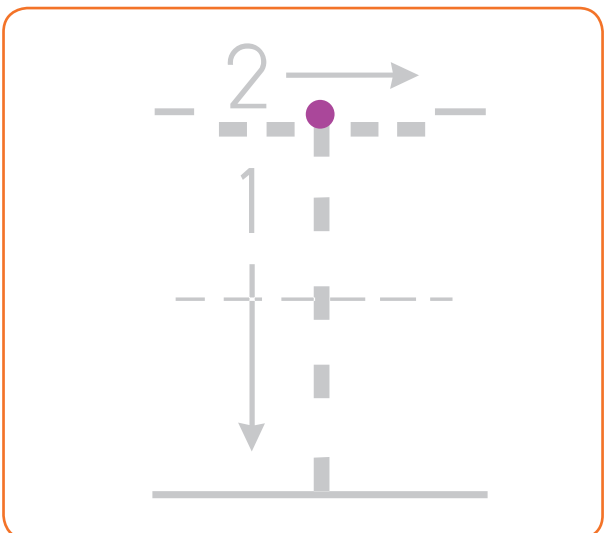
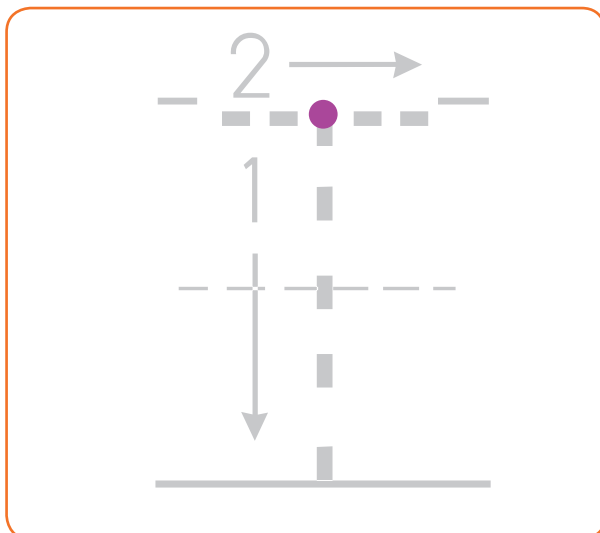
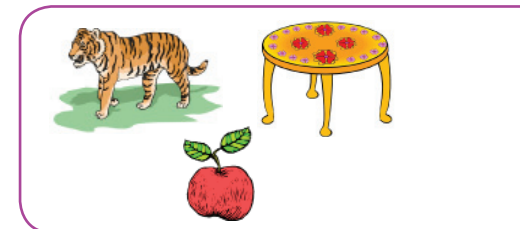
- ☐ Have the child trace the letters, starting on the purple dot and following the numbers.



- ☐ Sing the alphabet with the child.
- ☐ Read to the child: Count the uppercase As in the purple box. [2] Count the lowercase As. [2] What does the letter A say? [/ă/ (as in APPLE)] Count the uppercase Ts. [2] Count the lowercase Ts. [3] What does the letter T say? [/T/]

Tell me two words that start with A. [Pause for answers.](#) Tell me two words that start with T. [Pause for answers.](#)

- ☐ Have the child say the name of the images in the box and then tell you if each one starts with an A or a T.
- ☐ Have the child trace the letters, starting on the purple dot and following the numbers.



Items Needed:

- none

Lesson 2

- ☐ **Read to the child and complete the instructions:** Vowels are a special group of letters. The vowels are A, E, I, O, U, and sometimes Y. **Have the child practice saying the vowels with you several times.** Every word needs a vowel. Let's practice learning the vowels. For each line below, point to the letters and say the name of each letter. For the empty spot, say the name of the vowel that is missing.

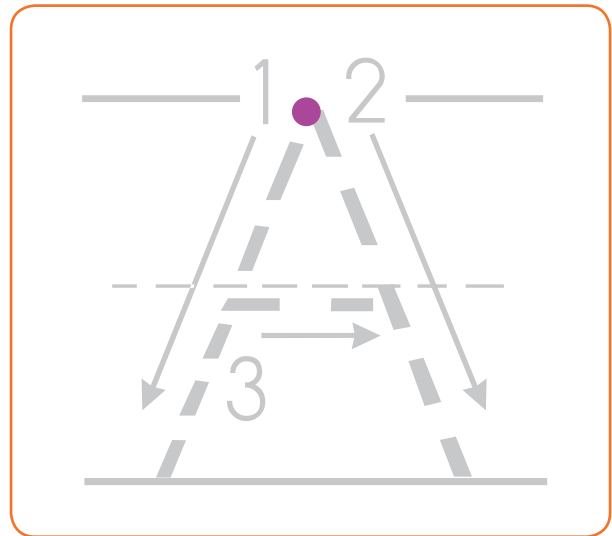
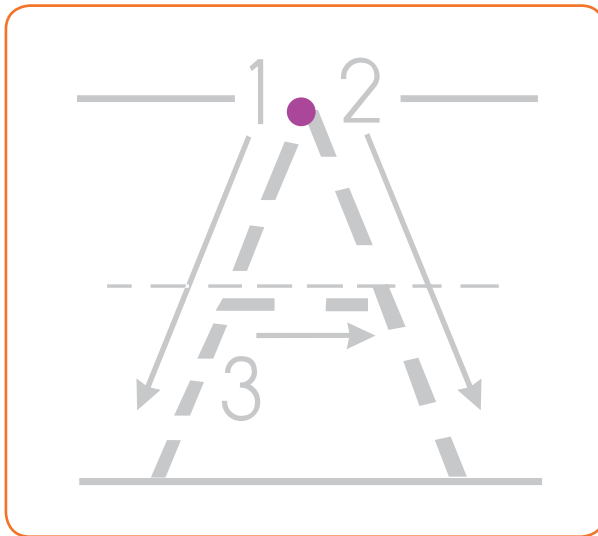
A E I O _ and sometimes y

a e i _ u and sometimes y

A E I O U and sometimes _

a e _ o u and sometimes y

- ☐ **Have the child trace the letters, starting on the purple dot and following the numbers.**



- ☐ **Have the child point to each letter in the purple box, say its sound, and then say its name (e.g. lowercase C or uppercase C).**
- ☐ **Read to the child:** In the last lesson, we talked about the word AT. Let's say all the sounds of the letters in the word AT. **Help the child isolate the sounds in the word AT.** [/ă/ and /T/] How many sounds are in the word AT? [2] What are the sounds? [/ă/ (as in APPLE) and /T/] What letters make the word AT? [A and T]



What animal is shown on this page? [cat] Let's say all the sounds of the letters in the word CAT. **Help the child isolate the sounds in the word CAT.** [/K/ and /ă/ and /T/] What letters make the word CAT? [C, A, and T]



Choose a Pet Cat

- ☐ **Read to the child and have the child complete the instructions:** Animals can bring us a lot of joy! Let's imagine that you get to choose one of the cats on this page to have as a pet. First, we will learn the pets' names. For each cat, point to the first letter in its name and say the sound the letter makes. I will then tell you the name of the cat. **Have the child point to the first letter in each name again and say the name of the letter.** Then let the child choose his favorite cat on the page. Tell the child that names always start with an uppercase letter, just like all the names on this page.



Items Needed:

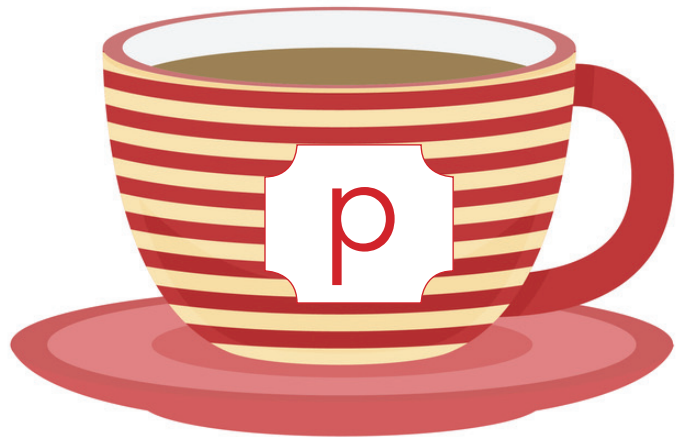
- spoon
- glue stick
- scissors

Lesson 8

- ☐ Have the child say the sound of each orange letter in the green box. Then have the child put the sounds together to read the word. Have the child say the sound of each blue letter. Then have the child put the sounds together to read the word.
- ☐ Give the child a spoon. Read to the child: I am going to tell you the NAME of a letter, and you find the mug on this page with that letter on it and pretend that you are stirring hot chocolate in that mug. Go through all the mugs several times.

Read to the child: I am going to tell you the SOUND of a letter, and you find the mug with that letter on it and pretend that you are stirring hot chocolate in that mug. Go through all the mugs several times.

it
hat



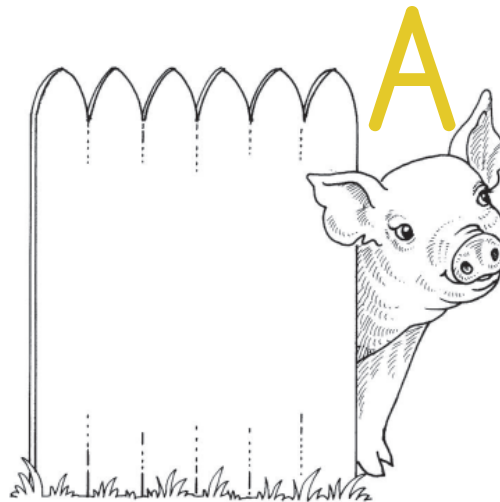
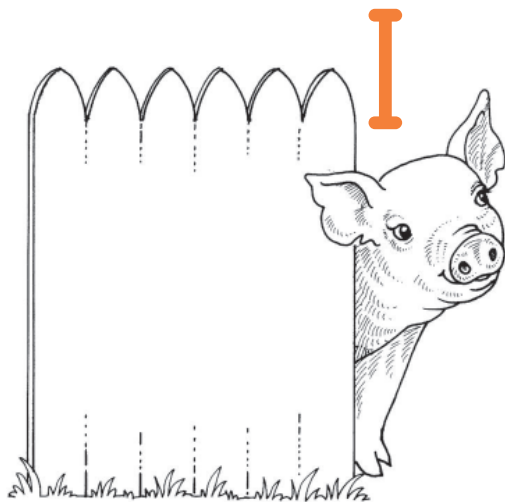
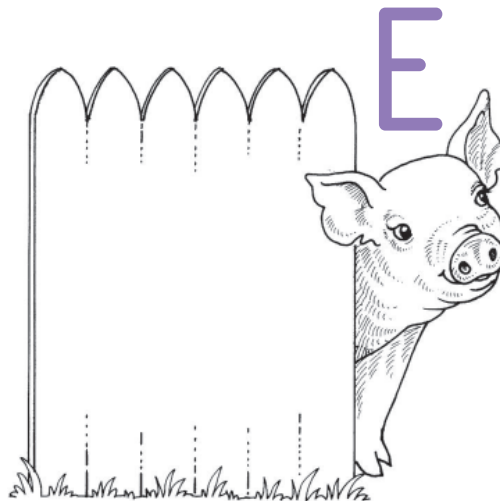
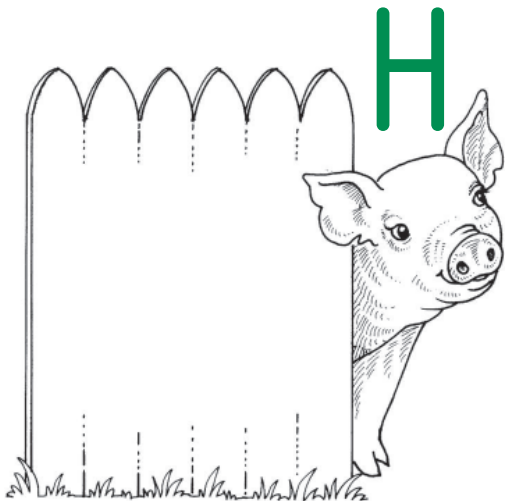
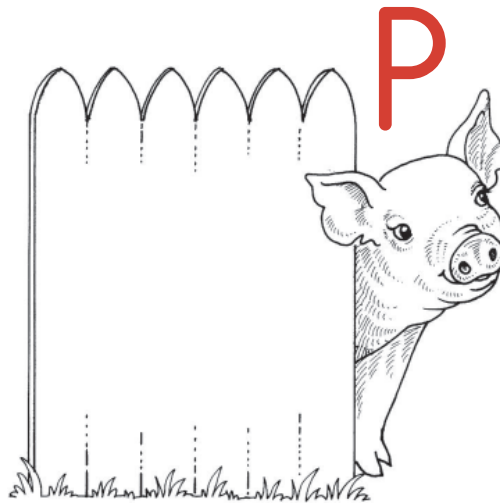
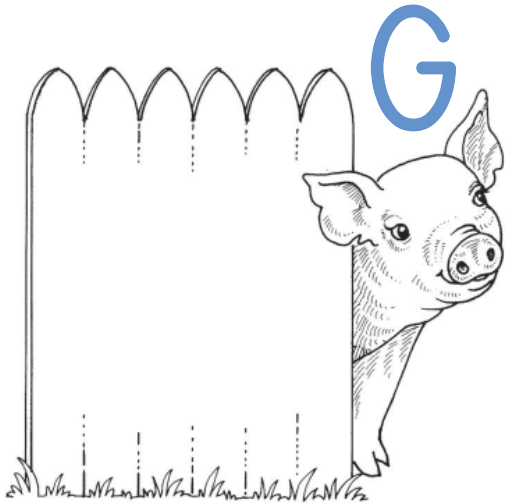
- ☐ Read the following words and have the child tell you if the A sound is long or short. If needed, remind the child that a long vowel says its name and a short vowel does not.

RAKE (long) **BAKE** (long) **CAT** (short) **BAT** (short) **GAME** (long)

- ☐ Have the child trace the letters, starting on the purple dot and following the numbers. Then, have the child write each letter two times.

Cut & Paste

Have the child say the name and sound of each capital letter by the pigs. Then have the child cut out the boxes on the side of the page that contain lowercase letters. It's OK if it is not cut well. Then have the child paste each letter onto the fence that matches the correct uppercase letter.



g

e

p

i

a

h

Items Needed:

- 8 nickels
- 8 pennies
- 8 buttons
- scissors

Lesson 11

Note: Some vowels have more than two sounds (which the child will learn in the Level K course). So as not to overwhelm the child, this course only teaches the most common short sound and the long sound.

☐ **Read to the child and complete the instructions:** Let's review. A long vowel says its name.

- What is the long vowel sound of A? [/ā/ (as in ABLE)]
- What is the long vowel sound of E? [/ē/ (as in FEET)]
- What is the long vowel sound of I? [/ī/ (as in HI)]
- What is the long vowel sound of O? [/ō/ (as in OPEN)]
- What is the long vowel sound of U? [/ue/ (as in UNIT)]

☐ **Have the child point to each vowel in the colored boxes on the side of the page and say the short sound and the long sound of each vowel:**

A = /ă/ as in AS & /ā/ as in ABLE

O = /ɒ/ as in OFF & /ō/ as in OPEN

E = /ĕ/ as in END & /ē/ as in FEET

U = /u/ as in UP & /ue/ as in UNIT

I = /ĭ/ as in IN & /ī/ as in HI

☐ **Take out this page and cut along the dashed yellow line on the trunk. Give the child eight nickels and eight pennies. Read to the child:** Let's imagine that this



trunk is for donations to help a family that just lost their home in a hurricane. Let's pretend that you are donating money. Hold up a penny. Hold up a nickel. A penny is worth one cent; a nickel is worth five cents. How much is a penny worth? [one cent] How much is a nickel worth? [five cents] Put three pennies in the trunk. Put one nickel in the trunk. Now, put two more nickels in the trunk. Put five more pennies in the trunk. Put five more nickels in the trunk.

a

e

i

o

u

The Name Game

- ☐ Give the child eight buttons. Read to the child and complete the instructions: There are eight children shown on this page. Their names are written below each picture. Let's imagine that these eight children all want a button. I will tell you a letter, and you place a button on the person whose name starts with that letter. Repeat twice.



Tina



Anna



Yazmin



Heather



Paul



Gabe



Isabel



Ed

- ☐ Have the child look at the green box. Have the child say the sound of each letter in a word, and then put the sounds together to read each word. If needed, tell the child that the vowels make the short sound.
- ☐ Read to the child: Let's review.
- There are 26 letters in the alphabet. How many letters are in the alphabet? [26]
 - Tell me a word that rhymes with HAT.
 - Tell me a word that starts with the letter G. Tell me a word that starts with the letter T. Tell me a word that starts with the letter P.

it
hit

Items Needed:

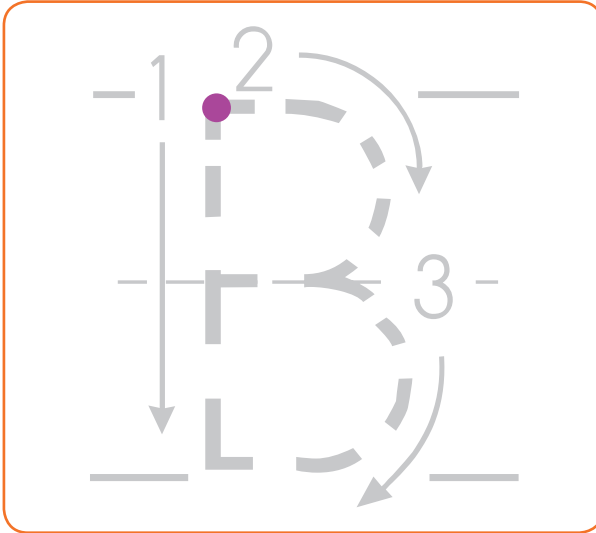
- crayons or colored pencils

Lesson 12

- ☐ **Read to the child and complete the instructions:** In this lesson, we are going to work on the letters D and B.

D d B b Point to the uppercase B. What does B say? [/B/] Point to the uppercase D. What does D say? [/D/] Point to the lowercase D. What does it say? /D/ Point to the lowercase B. What does it say? [/B/]

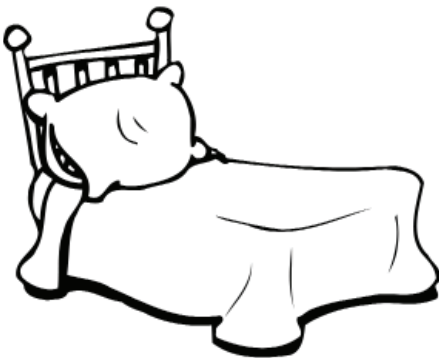
- ☐ **Have the child trace the letters, starting on the purple dot and following the numbers.**



- ☐ **Have the child point to each letter in the purple box, say its sound, and then say its name (e.g. lowercase D).**
- ☐ **Read to the child:** Let's say all the sounds of the letters in the word AT. **Help the child isolate the sounds in the word AT.** [/ă/ and /T/] How many sounds are in the word AT? [2] What are the sounds? [/ă/ (as in APPLE) and /T/] What letters make the word AT? [A and T]

Let's say all the sounds of the letters in the word BAT. **Help the child isolate the sounds in the word BAT.** [/B/, /ă/, and /T/] What letters make the word BAT? [B, A, and T]

- ☐ **Have the child color all the items that start with the letter B.**

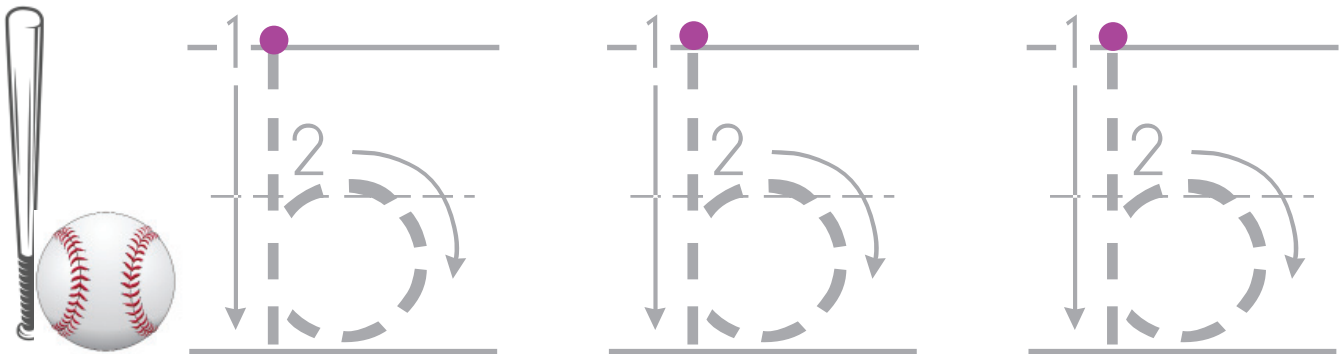


The Good & the Beautiful—Level K Primer

- ☐ **Read to the child:** We are going to practice writing lowercase Bs and Ds. Lowercase Bs and Ds look similar, and it is easy to mix them up. Point to the yellow B. Point to the yellow D.

b d

When we write a lowercase B, we start with the “bat” and then draw the “ball.” Have the child trace the lowercase letter Bs and each time say, “B starts with the bat.”



When we draw a lowercase D, we start with the “doughnut.” Have the child trace the lowercase letter Ds and each time say, “D starts with the doughnut.”



- ☐ **Read to the child and complete the instructions:** These are numbers 11, 12, and 13. Point to 11. Point to 12. Point to 13. What two numbers make 11? What two numbers make 12? What two numbers make 13?

11 12 13

The Good & the Beautiful—Level K Primer

Note: Confusing lowercase D and B is a common problem. It is extremely helpful to prevent or fix that early on by teaching children to recognize the difference in the letters by thinking about how they write them (e.g., starting at the TOP of lowercase B, and saying that is the top of the bat and saying the ball comes AFTER the bat).

- ☐ **Read to the child:** Lowercase D and B look similar, and they are easy to confuse. I am going to help you learn how to tell them apart easily. Lowercase D and B are in orange below. What letter does the word DOUGHNUT start with? [D] The letter D also starts with a doughnut—the round part of the letter. Put your finger on the purple dot on the lowercase D and trace the doughnut (the circle part). What letter does the word BAT start with? [B] The letter B also starts with a bat, the long line. Put your finger on the purple dot on the lowercase B and trace the bat with your finger. Always remember that the BALL (the circle part of lowercase B) comes after the bat.



- ☐ **Read to the child:** Tell me the vowels. [A, E, I, O, U, and sometimes Y] A consonant is any letter that is not a vowel. In each row below, one of the letters is a consonant. For each row, say the sound and name of each letter, and then circle the consonant. When you say the vowel sounds, say both the short sound and the long sound. Remember a long vowel says its name. We always say the short sound first. **Help the child remember to say the short and long sound for the vowels, always starting with the short sound:**

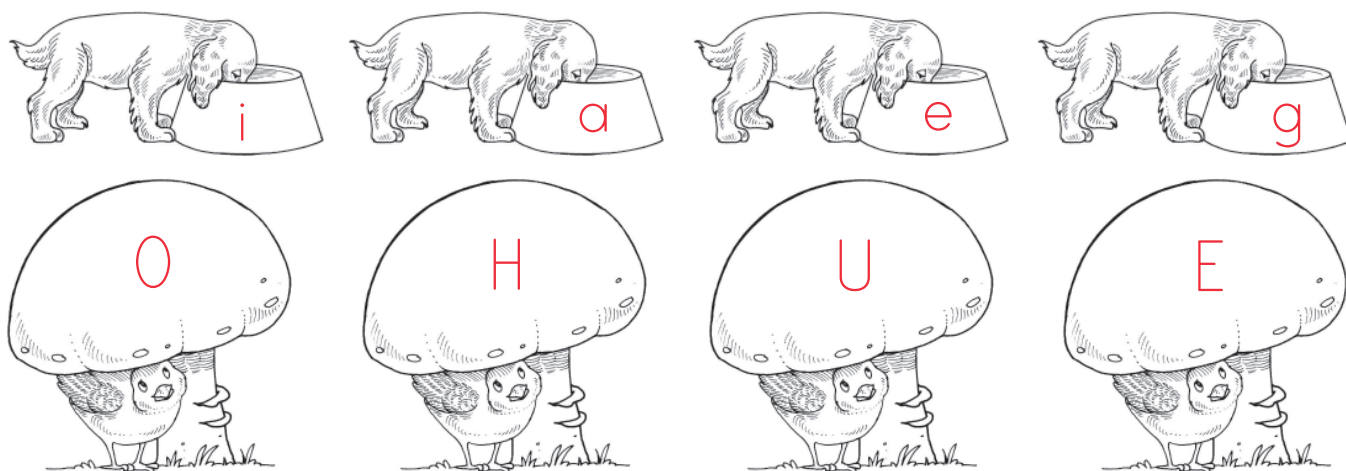
A = /ă/ as in AS & /ā/ as in ABLE

E = /ĕ/ as in END & /ē/ as in FEET

I = /ĭ/ as in IN & /ī/ as in HI

O = /ŏ/ as in OFF & /ō/ as in OPEN

U = /u/ as in UP & /ue/ as in UNIT



Items Needed:

- none

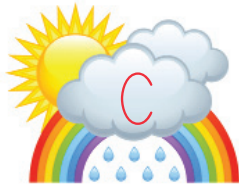
Lesson 13

- ☐ Sing the alphabet with the child and practice counting from 10-15.
- ☐ Have the child isolate the sounds in the words DAD and BED.
- ☐ Have the child say the sound of each orange letter in the green box. Then have the child put the sounds together to read the word. Have the child say the sound of each blue letter. Then have the child put the sounds together to read the word.

- ☐ Read to the child: This is the letter F: **F f** What does the F say? [/F/]

Point to each cloud below, and say the sound and the name of each letter. Circle all the clouds with an F.

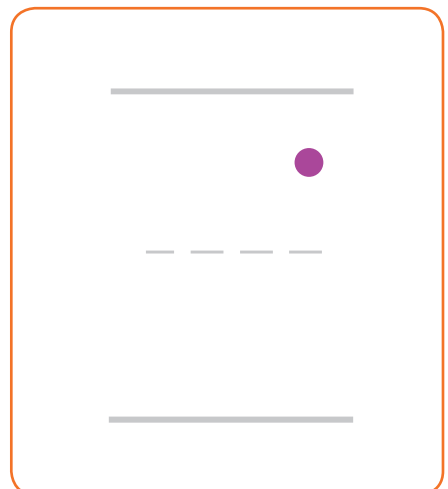
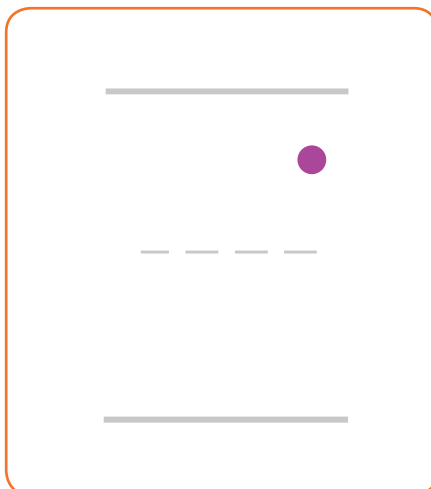
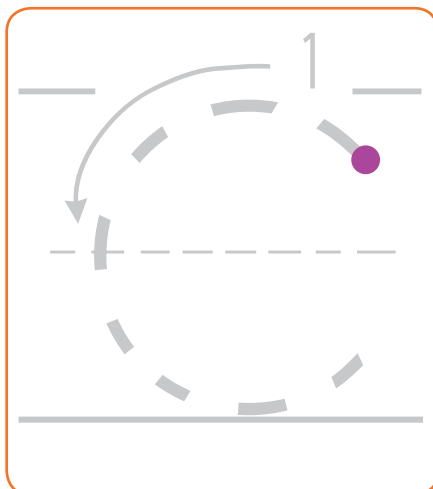
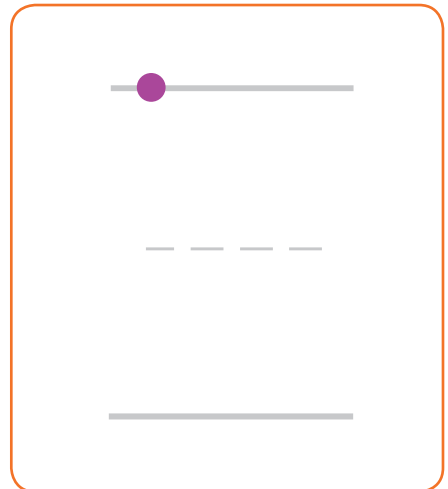
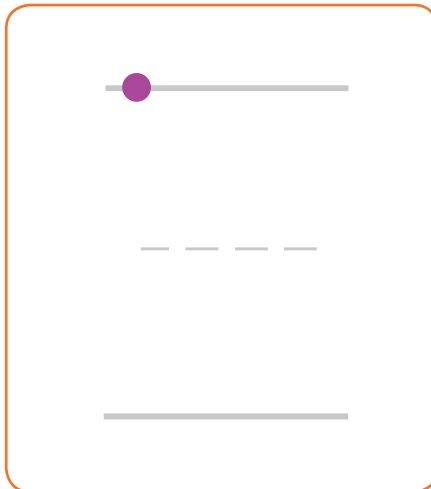
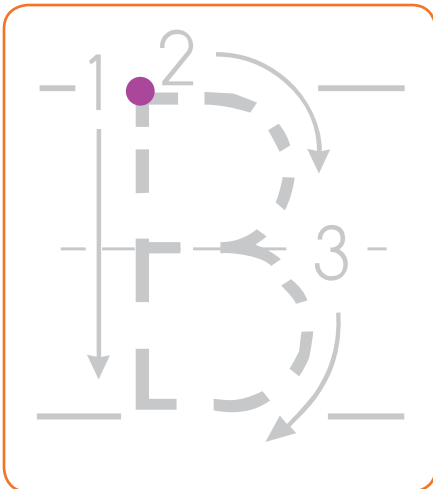
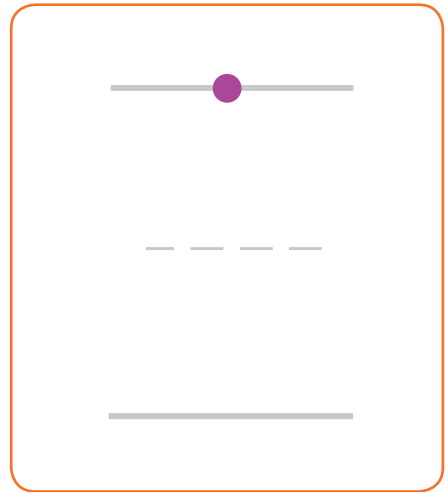
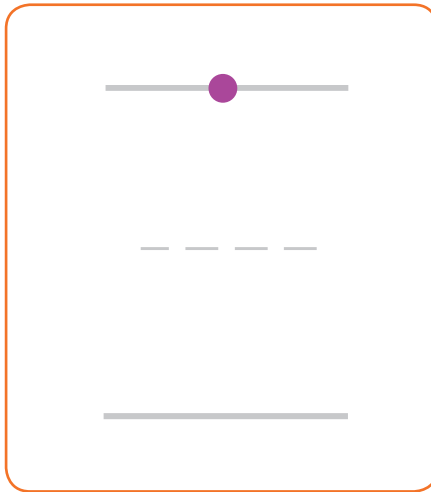
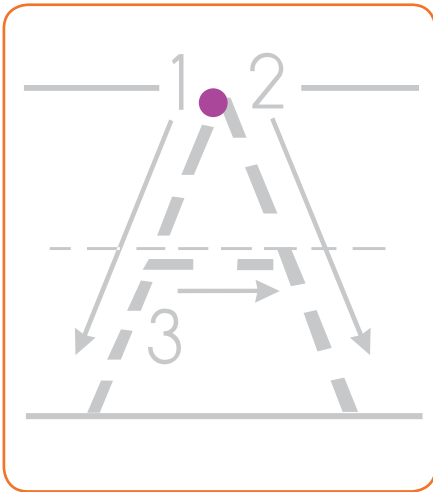
a t
h a t
b a t
p a t



- ☐ Read the following words and have the child tell you if the letter A is long or short. If needed, remind the child that a long vowel says its name.

FADE (long)**LAKE** (long)**SAT** (short)**HAT** (short)**MAKE** (long)

- ☐ Have the child trace and write the letters.



Items Needed:

- 8 buttons

Lesson 14

- ☐ Practice counting from 11-15 with the child. While counting, have the child point to the numbers below. Then, tell the child a number between 11 and 15 and have the child point to the number. Repeat with all the numbers several times.

11

12

13

14

15

fat
cat

- ☐ Have the child say the sound for each word in the green box (use the short vowel sound for A). Then have the child put the sounds together to read the word.

- ☐ Read to the child: This is the letter M: **M m** What does the M say? [/M/]

This is the letter S: **S s** What does the S say? [/S/]

- ☐ Give the child eight buttons. Read to the child and complete: Let's imagine that all the clothes below either need a button sewn on or a button replaced. I will tell you the name of a letter, and you put a button on the piece of clothing that is in the box with that letter. Complete until all the pieces of clothing have a button on them. Take the buttons off. Complete by saying the SOUND of the letter. Repeat all of these instructions.

M



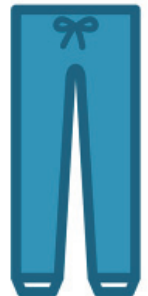
g



m



t



S



s



T



h



Items Needed:

- 20 buttons

Lesson 15

- ☐ Have the child read each word in the green box.
- ☐ Read to the child: This is the letter R: **R r** What does the R say? [/R/]
This is the letter L: **L l** What does the L say? [/L/]
- ☐ Have the child identify the letter that each image below starts with.

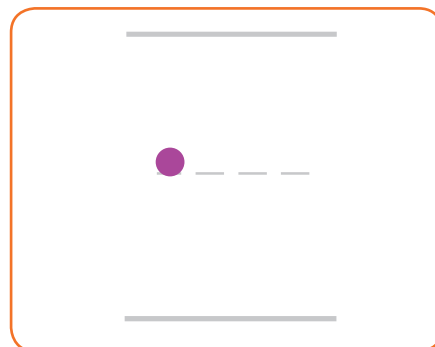
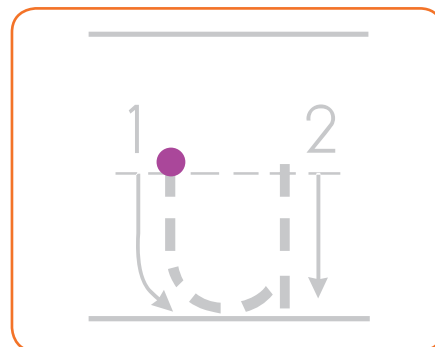
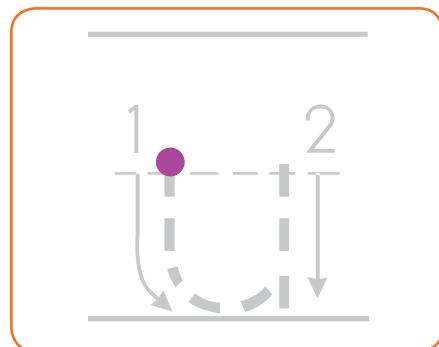
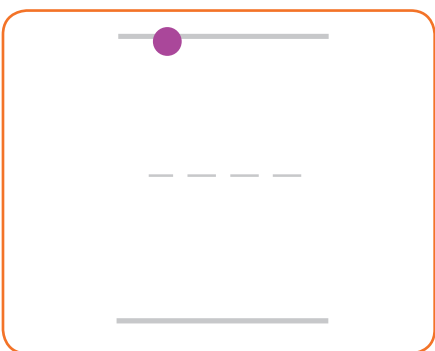
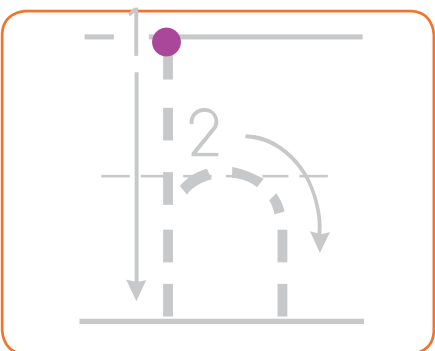
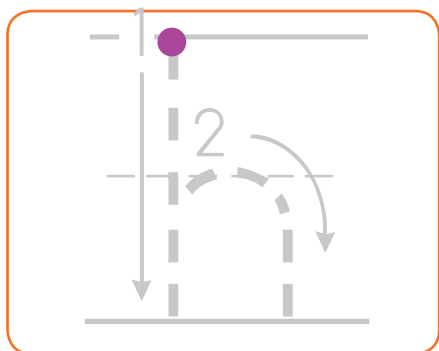
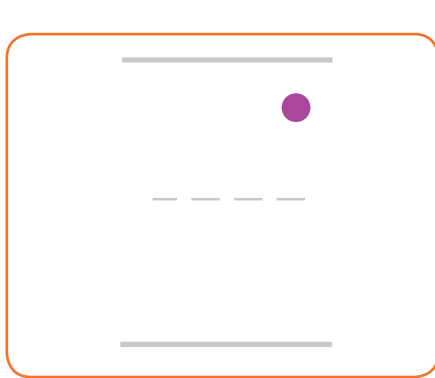
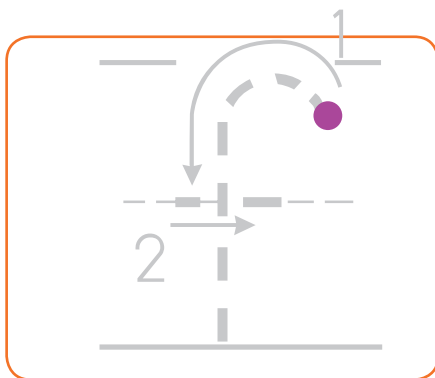
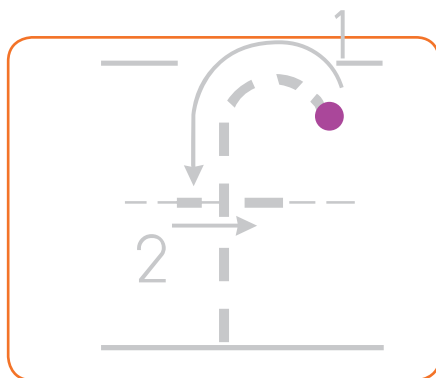
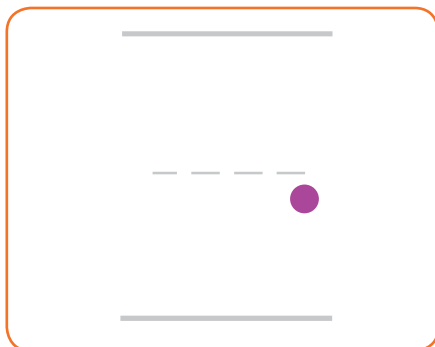
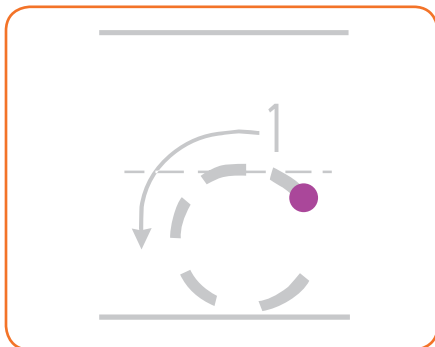
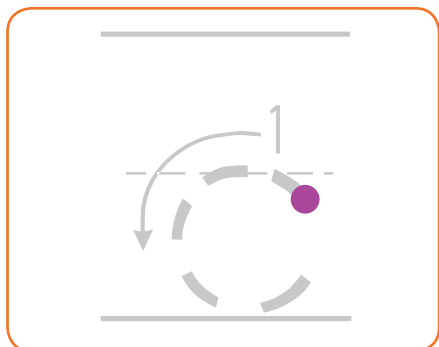
at
sat
mat



- ☐ For each letter on the chart below, have the child say the sound and the name of the letter (including if it is uppercase or lowercase) and then place a button on the letter. Remove the buttons. Review the vowels. [A, E, I, O, U, and sometimes Y] Have the child place a button on every letter on the chart that is a vowel.

R	L	r	O	P
B	M	S	m	e
Y	F	y	f	C
b	D	d	s	a

☐ Have the child trace and then write the letters.



The Good & the Beautiful—Level K Primer

☐ Discuss the picture with the child. (Do you like the dog? How do you know the dog cares for the girl?)
Read to the child, and have the child complete the instructions:

- Point to the dog. What are the sounds in the word DOG? What letters make the word DOG?
- Point to the umbrella. What letter does UMBRELLA start with?
- Point to the feather in the girl's hat. What letter does FEATHER start with? What letter does HAT start with? What letter does the word HAT end with? What are the sounds in the word HAT?
- What color are the girl's shoes? What letter does BLACK start with?
- Point to the girl's gloves. What letter does the word GLOVES start with?
- Point to the dog's mouth. What letter does the word MOUTH start with?



The Good & the Beautiful—Level K Primer

- ☐ **Read to the child:** Look at the pictures of the babies. Let's imagine that we go visit a friend who has triplet babies; triplet means three. The first baby we see is drinking a bottle. The second baby we see is holding a ball. The third baby we see is sleeping. Point to the first baby. Point to the second baby. Point to the third baby. Read the name of each baby. **Have the child make the sound for each letter in a name and then put the sounds together to read the name.**

**Ben****Dan****Sam**

- ☐ **Have the child draw a line from the uppercase letter to the matching lowercase letter. Then, have the child say the sound for each uppercase letter.**

G**m****M****g****N****i****L****r****H****n****R****h**

Sorting

Have the child cut out the boxes on the bottom of the page. Then have the child choose one of the boxes and tell you the name of the image and whether it starts with a short vowel or long vowel and paste it in the correct box. Remind the child that a long vowel says its name.

Starts with a Short Vowel

Starts with a Long Vowel




Trace and Read

Have the child trace the letter in the middle of each word and then read each word.


h  t

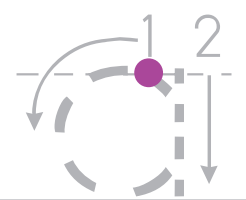
h  t

z  p

f  x

h  t

p  t

v  n

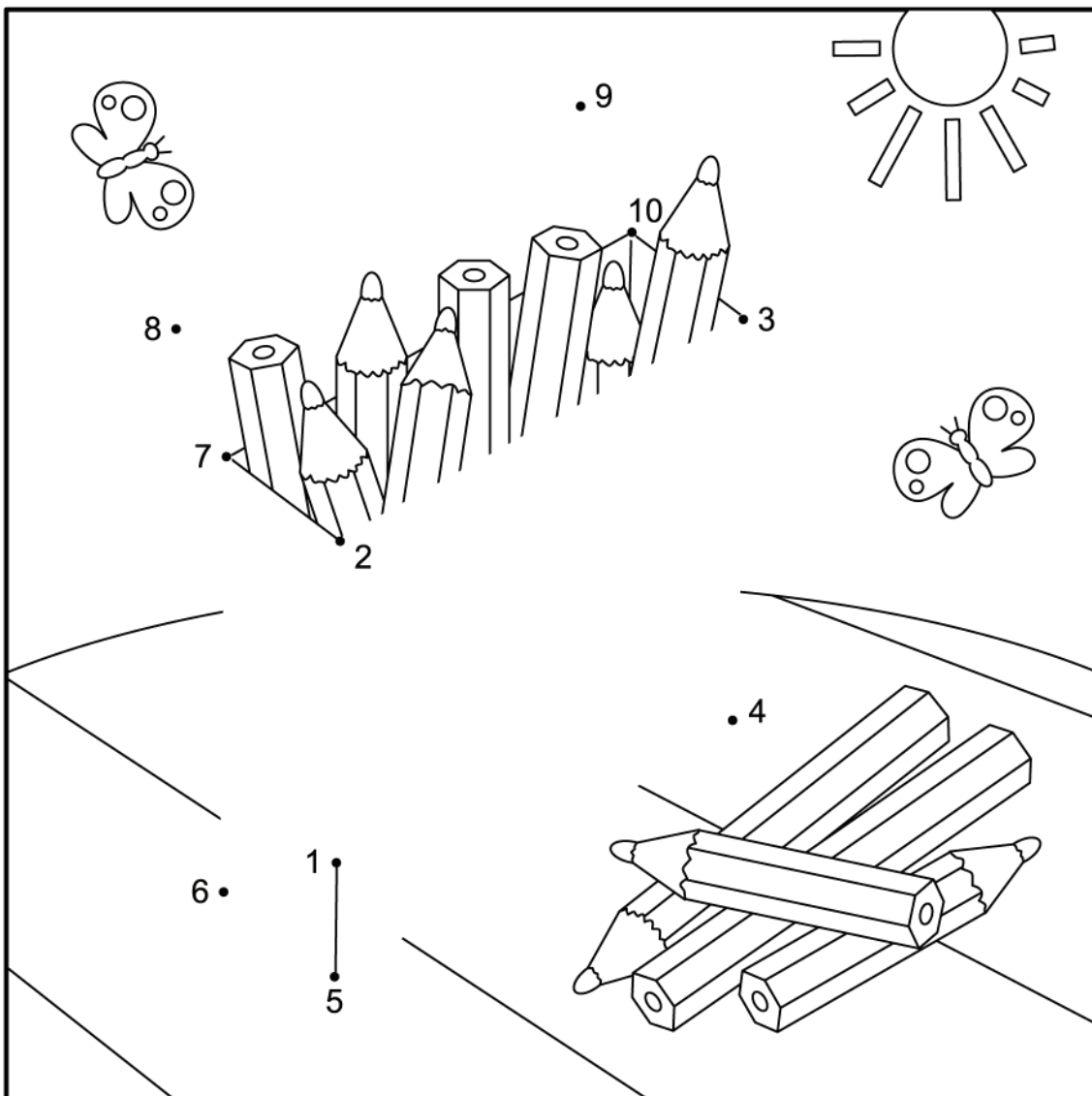
b  x

Items Needed:

- crayons or colored pencils
- *My First Reading Book*

Lesson 21

- ☐ Have the child point to each letter in the purple box, say its sound, and then say its name (e.g., lowercase D).
- ☐ Read to the child: Let's say all the sounds of the letters in the words SAT. Help the child isolate the sounds in the word SAT. [/S/ and [/ă/ and /T/] What letters make the word SAT? [S, A, and T]
- ☐ Have the child read the book *I Dig* in the *My First Reading Book*, included with the Level K Primer course set.
- ☐ Have the child complete the dot-to-dot below and color the picture.



X s
S t
T Z
i p
g l
H G

- scissors
- glue stick
- *My First Reading Book*

Lesson 22

- ☐ **Read to the child and complete the instructions:** Let's review. A long vowel says its name.
- What is the long vowel sound of A? [/ā/ (as in ABLE)]
 - What is the long vowel sound of E? [/ē/ (as in FEET)]
 - What is the long vowel sound of I? [/ī/ (as in HI)]
 - What is the long vowel sound of O? [/ō/ (as in OPEN)]
 - What is the long vowel sound of U? [/ue/ (as in UNIT)]
- ☐ **Read to the child:** As we have learned, when the letter I is by itself, it is the word I. Read the sentences in purple:

I dig. I sit. I sat.

When the letter A is by itself, it is the word A. Read the sentences in orange:

A cat sits. It is a cat. It is a dog.

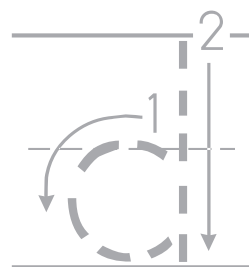
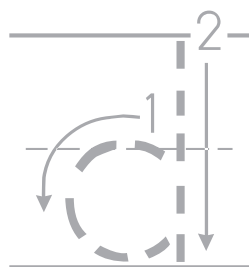
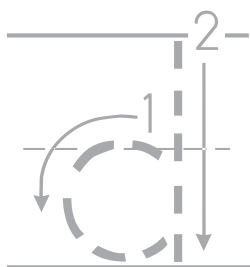
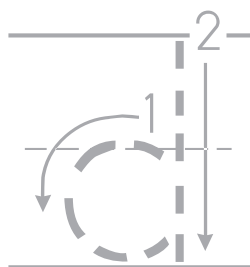
- ☐ **Have the child read the book *Kip* in the *My First Reading Book*, included with the Level K Primer course set.**
- ☐ **Read to the child:** Point to the place on the lowercase letter D (in blue) where you start the doughnut. Trace the “doughnut” while you say, “D starts with the doughnut.”

Point to the place on the lowercase letter B (in green) where you start the bat. Trace the “bat” while you say, “B starts with the bat.”

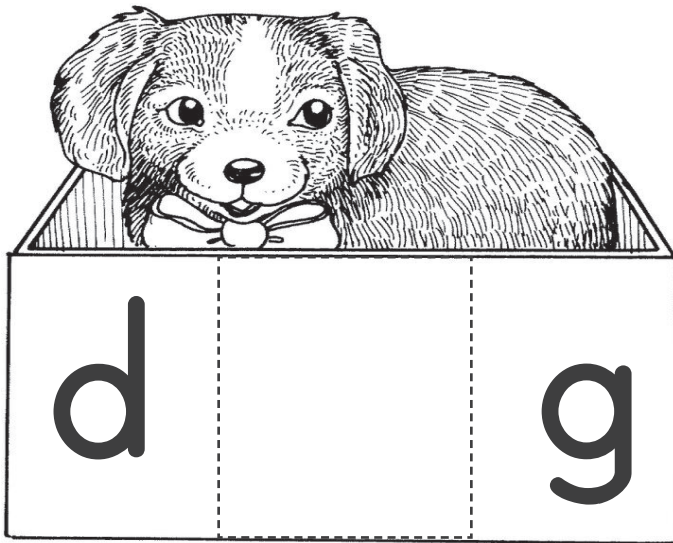
- ☐ **Have the child trace the letters while saying, “D starts with the doughnut.”**

d

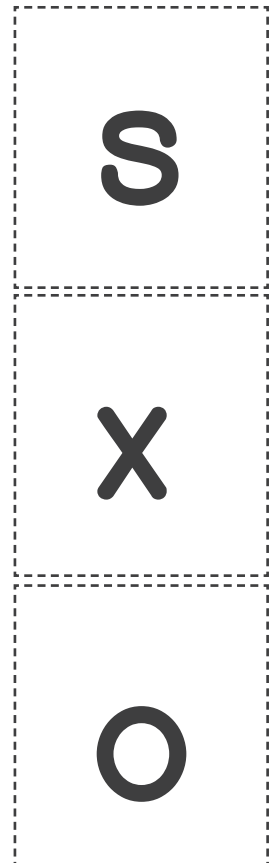
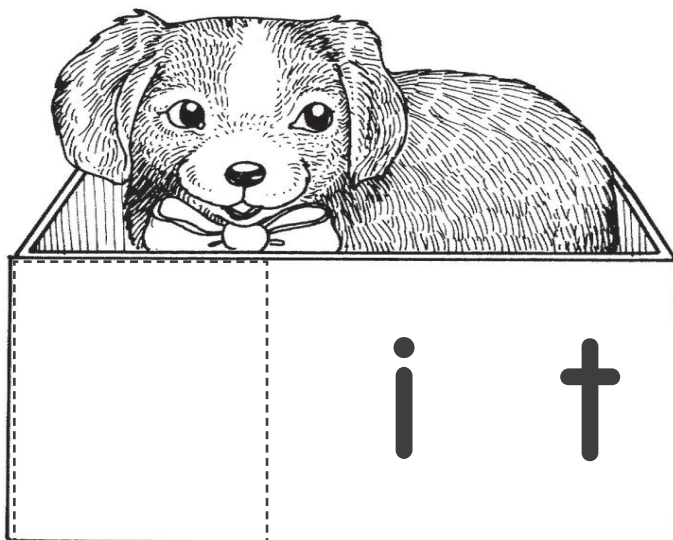
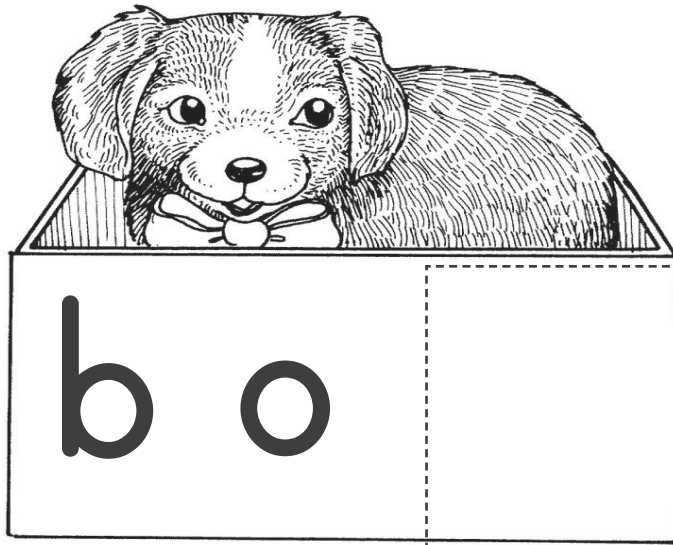
b



Cut & Paste



Have the child cut out the boxes on the bottom corner of the page that contain lowercase letters. It's OK if they are not cut well. Then have the child paste the letters in the correct boxes under the dogs to complete the words.



The Good & the Beautiful—Level K Primer



- ☐ Have the child read the words on all the clouds. Then ask the child which cloud represents the weather they hope will be outside tomorrow.
- ☐ Have the child tell you the vowels. [A, E, I, O, U, and sometimes Y]
- ☐ Have the child count from 10-15.

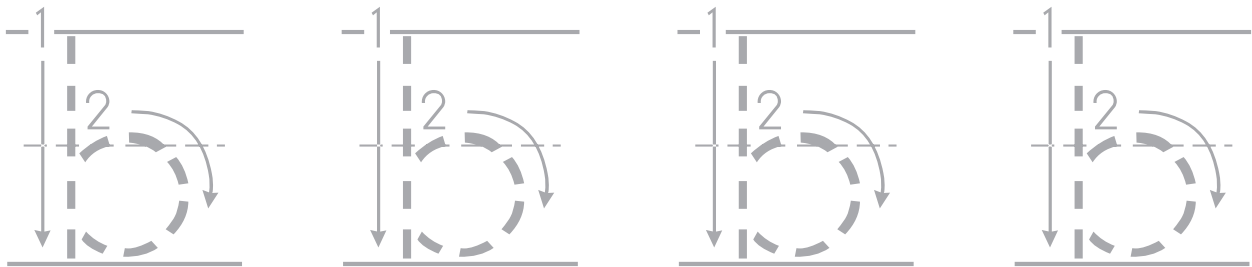
- ☐ **Read to the child:** Point to the place on the lowercase letter D (in blue) where you start the doughnut. Trace the “doughnut” while you say, “D starts with the doughnut.”

Point to the place on the lowercase letter B (in green) where you start the bat. Trace the “bat” while you say, “B starts with the bat.”

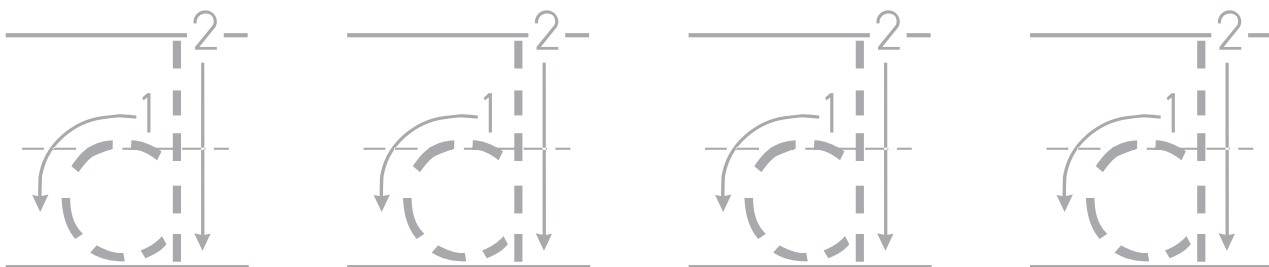
Repeat this activity.

- ☐ Have the child trace the letters while saying, “B starts with the bat.”

d
b



- ☐ Have the child trace the letters while saying, “D starts with the doughnut.”



The Good & the Beautiful—Level K Primer

☐ Read to the child and have the child complete the instructions:

- Point to the boat. What letter does BOAT start with?
- Point to a wave. What letter does WAVE start with?
- Point to the girl's apron. What letter does APRON start with? Does APRON start with a long or short vowel? [LONG; a long vowel says its name]
- Point to the sky. What letter does SKY start with?
- Point to the ocean. What letter does OCEAN start with? Does OCEAN start with a long or short vowel? [LONG; a long vowel says its name]
- Point to the sand. What letter does the word SAND start with?



Jozef Israëls (1824-1911)

First, Second, Third

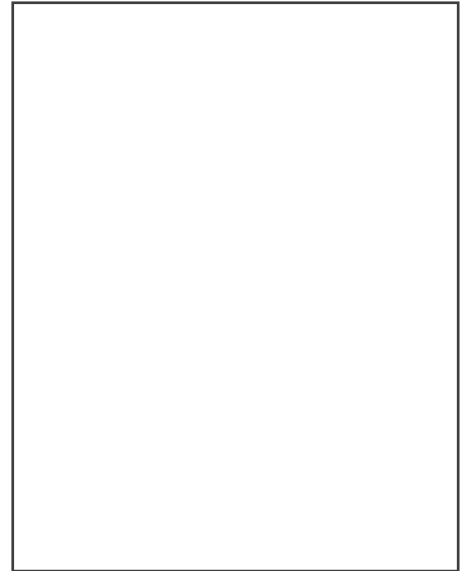
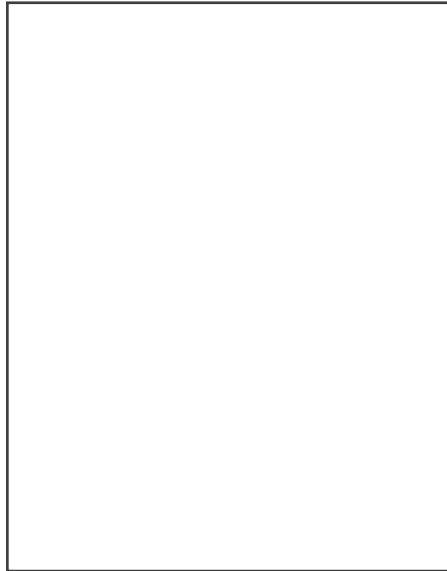
Help the child cut out the boxes with the dashed lines. Tell the child the following story. Have the child glue each picture in the correct box. Read the story again if needed.

Mary spent a wonderful day at her grandma's house. The air outside was cool and fresh, so she wanted to play outside. First, she played with bubbles. She watched them float on the breeze. Second, she played on the swing. All the playing made her hungry, so the third thing she did was eat watermelon!

What did Mary do FIRST?

What was the SECOND thing she did?

What was the THIRD thing she did?





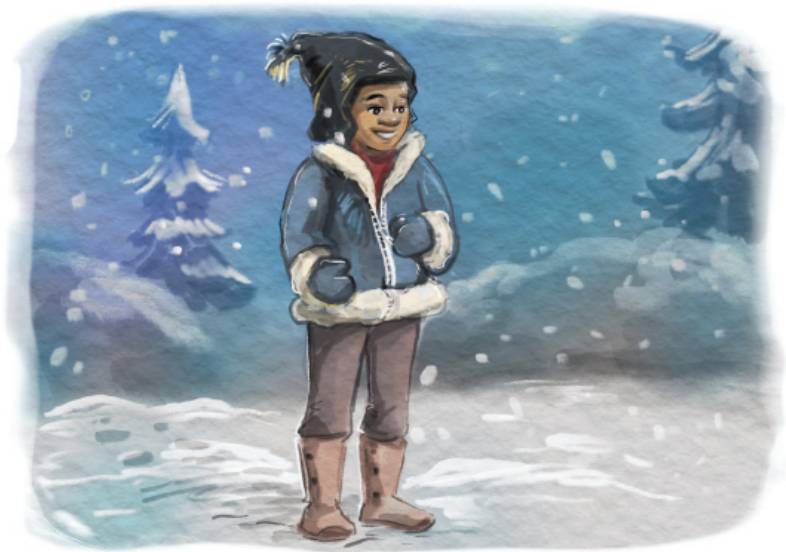
I DIG



I dig.



I sit.



I zip it.



I mix it.



KIP

Sip it.



Sit.



Kip is in it.





KIM



I get it.



I fix it.



I sit.



I sit.



TAD



I am Tad.



I SEE



I see a cat.



I see a hat.



I see Max.



BOB HAS A BOX



Kim has a dog.



Liz has a cat.



Sam has a dog.



Pam has a bed.



BEN HAD A HEN



Ben fed it.



Ben ran.



Get it!



He has it.