



# TEACH YOUR CHILD LESSONS

BeginningReads

## Set 4

The nine books in this set all relate to summer fun and games. After reading each group of three books, words are added to the 100 Wonderful Words sheet and students complete a writing activity using words from the three books. When students have read all 9 books in the set, they read the Reader's Theater piece which gives them additional practice reading words from all nine books.

To prepare for reading lessons, download and print all the Level 3 materials:

- Nine books downloadable at [www.textproject.org/BeginningReads](http://www.textproject.org/BeginningReads)
  - › “Too Hot!” (3-1)
  - › “In the Sun” (3-2)
  - › “Sand” (3-3)
  - › “Run and Hop” (3-5)
  - › “Top of the Hill” (3-6)
  - › “Up and Down” (3-7)
  - › “Hit the Ball” (3-9)
  - › “Fun with Friends” (3-10)
  - › “Pick a Game” (3-11)
- Print-only versions of these nine books
- Reader's Theatre “The Ball Game” (3-12)
- Word Magic sheets (3-1; 3-2; 3-5; 3-6; 3-9; 3-10)
- 100 Wonderful Word Sheets (3-3; 3-7; 3-11)
- Writing Sheets (3-3; 3-7; 3-11)

If you are beginning your instruction with Set 3, you will also need to print the last 100 Wonderful Word Sheet from Set 2 (100 Wonderful Words 2-12).

## “Too Hot!” (3-1)

Dan sat on the sand. It was too hot.

He got up. He got a mat.

Now Dan can sit on the sand.

### First Reading of “Too Hot!”

- Read the title, “Too Hot!”, to your student and have him predict what the book will be about. Have your student find the title words—*too*, *hot*—each time they occur in the book and point to and say each word.
- Talk with your student about what is happening in the pictures. Where are the children? What are they doing? Have him point to the sand. Then have him scan the text and find the word *sand*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have him finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.
- When your student has finished reading the book, have him locate the words *the*, *on*, *can*, and *it* on his most recent 100 Wonderful Words sheet (2-11) and count how many times these words occur in this book.
- Point to the words *sit* and *sand* in the book and have your child find the words with the same spelling pattern (it and and) on his 100 Wonderful Words sheet. Have him pronounce the words, and notice that these words rhyme and have the same spelling pattern.

### Word Magic

- This phonics activity is called Word Magic because students learn that by just adding or changing beginning letters, a word “magically” becomes another word.
- Give your student Word Magic sheet 3-1. Have him read the words *it*, *in*, and *am* and identify the underlined patterns, i-t, i-n, and a-m.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *sit Sam Pam pin pit*
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *bit dam jam fit win*. As you say each word have him decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.

- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

“i-t, it; s-i-t, sit; p-i-t, pit; b-i-t, bit; f-i-t, fit”

“i-n, in; p-i-n, pin; w-i-n, win”

“a-m, am; S-a-m, Sam; P-a-m, Pam; d-a-m, dam; j-a-m, jam”

By doing lots of magic word lessons, your student will learn that you can read and spell lots of words by thinking of words you know that rhyme and have the same spelling pattern.

Word Magic 3-1

am	it	in

## “IN THE SUN” (3-2)

Ben had a nap in the sun. He got hot and red.  
He had a swim. Then Ben was not hot.  
But he was still red!

### Silent Reading and Comprehension Check

Before reading this new book, have your student reread “Too Hot!”. For the rereading, ask the child to read it silently “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

### First Reading of “In the Sun”

- Read the title, “In the Sun”, to your student and have him predict what the book will be about. Have your student find the title words—*in*, *the*, *sun*—in the book and point to and say these words.
- Talk with your child about what is happening in the pictures. Have him point to the pictures of the boy red with sunburn and find the word *red*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

### Word Magic

- Give your student Word Magic sheet 3-2. Have your student read the words *and*, *am*, and *it* and identify the underlined patterns, a-t, a-m, a-l-l.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *band ham jam sit land*.
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *sand ram hit hand fit*. As you say each word, have him decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

“a-n-d, and; b-a-n-d, band; l-a-n-d, land; s-a-n-d, sand; h-a-n-d, hand;”

“a-m, am; h-a-m, ham; r-a-m, ram; j-a-m, jam”

“i-t, it; s-i-t, sit; h-i-t, hit; f-i-t, fit”

Word Magic 3-2

am	it	and

## “SAND” (3-3)

My dog digs in the sand. I sip some water.  
My dog digs in the sand. I jump in the water.  
My dog and I like it when it is hot.

### Silent Reading and Comprehension Check

Before reading this new book, have your student reread “Too Hot!” and “In the Sun”. For the rereading, ask the child to read it silently “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

### First Reading of “Sand”

- Read the title, “Sand”, to your student and have him predict what the book will be about. Have your student search for the title word—*sand*—in the book.
- Talk with your student about what is happening in the pictures. Have your student point to the pictures of the dog and the water. Then have him scan the text and find the words *dog* and *water*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

### 100 Wonderful Words

Give your student the new 100 Wonderful Words sheet (3-3) and have him find and pronounce the new bold words, *he*, *like*, *was* and *not*. Have him reread “Too Hot!”, “In the Sun” and “Sand” and find these four new words in these books.

### Writing and Rereading Without Pictures

- Have your student reread “Too Hot!”, “In the Sun” and “Sand” in the versions without the pictures. If your student can’t figure out a word or mispronounces a word, have him reread the sentence and figure out the word by thinking about what word would have these letters and make sense in this sentence.
- Have your student take out the most recent 100 Wonderful Words sheet (3-3) and read all the words on that sheet.
- Give your student Writing sheet 3-3. Have her read the words *not*, *is*, *have*, *run*, and *can*. Then have her write one of these words in each blank to tell about the picture.

## 100 Wonderful Words (3-3)

A	and	am	are				
B	black						
C	can						
D E							
F							
G							
H	have	he					
I J	it	is	in				
K L			like				
M N	my					not	
O	of	on					
P Q R	play				run		
S	some	see					
T	the	this					
U V							
W	we	with	was				
X Y Z		you					



### Writing 3-3

Write a word in the blank to tell about the picture.

not is have run can



This pet \_\_\_\_\_ big.



This pet is \_\_\_\_\_ big.



This pet \_\_\_\_\_ run.



This pet can \_\_\_\_\_ run.



We \_\_\_\_\_ a pet bird.



We \_\_\_\_\_ a pet cat and  
a pet dog.

## “RUN AND HOP” (3-5)

Tim and I play games.

We run up the hill. We run and run. Tim wins.

Tim and I hop down the hill. We hop and hop. I win!

### First Reading of “Run and Hop”

- Read the title, “Run and Hop”, to your student and have her predict what the book will be about. Have your student search for the title words—*run*, *and*, *hop*—each time they occur in the text and point to and say each word.
- Talk with your student about what is happening in the pictures. Who are the people? What are they doing? Have your student point to the pictures of the hill. Then have her scan the text and find the word *hill*. Tell them that the boy’s name is Tim. Have her find the word Tim three times in the book.
- After finding the title and picture words in the text, have your student read the text aloud. If she can’t pronounce or mispronounces a word, don’t correct her immediately. Have your student finish the sentence. Then, help her figure out the word by thinking about what word would have these letters and make sense in the sentence. Have her reread the sentence containing the difficult word before continuing to read.
- When your student has finished reading the book, have her locate the words *we*, *run*, *the* and *and* on her most recent 100 Wonderful Words sheet and count how many times these words occur in this book.

### Word Magic

- Give your student the Word Magic sheet 3-5. Have your student read the words *not*, *run* and *like* and identify the underlined pattern, o-t, u-n, and i-k-e.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *hot fun got Mike sun*.
- Have your student put each word on her Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *pot bike hike rot bun*. As you say each word, have her decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have her stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

“n-o-t, not; h-o-t, hot; g-o-t, got; p-o-t, pot; r-o-t, rot”

“r-u-n, run; f-u-n, fun; s-u-n, sun; b-u-n, bun;”

“l-i-k-e, like; M-i-k-e, Mike; b-i-k-e, bike; h-i-k-e, hike; ”

Word Magic 3-5

not	run	like



## “TOP OF THE HILL” (3-6)

We go up the hill. We run and run.

But the hill is big. So we walk. We walk and walk.

We get to the top of the hill. We sit in the sun.

### Silent Reading and Comprehension Check

Before reading this new book, have your student reread “Run and Hop”. For the rereading, ask the child to read it silently “to herself.” When she has finished reading, ask her to tell you what is happening on each page.

### First Reading of “Top of the Hill”

- Read the title, “Top of the Hill”, to your student and have her predict what the book will be about. Have your student find the title words—*top*, *of*, *the*, *hill*—every time they occur in the text and point to and say these words.
- After finding the title words in the text, have your student read the text aloud. If she can’t pronounce or mispronounces a word, don’t correct her immediately. Have your student finish the sentence. Then, help her figure out the word by thinking about what word would have these letters and make sense in the sentence. Have her reread the sentence containing the difficult word before continuing to read.
- When your student has finished reading the book, have her locate the words *of*, *we*, *the* and *run* on her most recent 100 Wonderful Words sheet and count how many times these words occur in this book
- Point to the words *sit*, and *sun* in the book and have your child find the words with the same spelling pattern (*it*, and *run*) on her 100 Wonderful Words sheet. Have her pronounce the words, and notice that these words rhyme and have the same spelling pattern.

### Word Magic

- Give your student the Word Magic sheet 3-6. Have your student read the words *like*, *black* and *play* and identify the underlined patterns, i-k-e-, a-c-k, and a-y.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *Mike pack way bike rack*
- Have your student put each word on her Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *sack pay may hike tack*. As you say each word, have her decide which of the three words it rhymes with and write

the word, using the pattern from that rhyming word to spell it. After writing each word, have her stick it under the other rhyming words on the Word Magic sheet.

- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

Word Magic 3-6

like	black	play

## “UP AND DOWN” (3-7)

Bill ran up the hill. He ran down the hill.

He ran up and down. Up and down, up and down.

He did not have a plan. Bill just ran and ran.

### Silent Reading and Comprehension Check

Before reading this new book, have your student reread “Run and Hop” and “Top of the Hill”. For the rereading, ask the child to read it silently “to herself.” When she has finished reading, ask her to tell you what is happening on each page.

### First Reading of “Up and Down”

- Read the title, “Up and Down”, to your student and have her predict what the book will be about. Have your student find the title words—*up*, *and*, *down*—each time they occur in the text and point to and say these words.
- Talk with your student about what is happening in the pictures. Tell her that the man in the picture is named Bill. Have her find the words *Bill* and *hill* and notice that they rhyme and have the same spelling pattern.
- After finding the title and picture words in the text, have your student read the text aloud. If she can’t pronounce or mispronounces a word, don’t correct her immediately. Have her finish the sentence. Then, help her figure out the word by thinking about what word would have these letters and make sense in the sentence. Have her reread the sentence containing the difficult word before continuing to read.

### 100 Wonderful Words

Give your student the new 100 Wonderful Words sheet (3-7) and have your student find and pronounce the new bold words, down, up, walk and just. Have her quickly reread “Run and Hop”, “Top of the Hill” and “Up and Down” and find these words in these three books.

### Writing and Rereading Without Pictures

- Have your student reread “Run and Hop”, “Top of the Hill” and “Up and Down” in the version without pictures. If your student can’t figure out a word or mispronounces a word, have her reread the sentence and figure out the word by thinking about what word would have these letters and make sense in this sentence.
- Have your student take out the most recent 100 Wonderful Words sheet and read all the words on that sheet.
- Give your student Writing Sheet 3-7. Have him read the words *not*, *up*, *down*, *is* and *play*. Then have him write one of these words in each blank to tell about the picture.



## 100 Wonderful Words (3-7)

<b>A</b>	and	am	are				
<b>B</b>	black						
<b>C</b>	can						
<b>D E</b>	<b>down</b>						
<b>F</b>							
<b>G</b>							
<b>H</b>	have	he					
<b>I J</b>	it	is	in		<b>just</b>		
<b>K L</b>			like				
<b>M N</b>	my					not	
<b>O</b>	of	on					
<b>P Q R</b>	play				run		
<b>S</b>	some	see					
<b>T</b>	the	this					
<b>U V</b>	<b>up</b>						
<b>W</b>	we	with	was	<b>walk</b>			
<b>X Y Z</b>		you					

**Writing 3-7**

Write a word in the blank to tell about the picture.

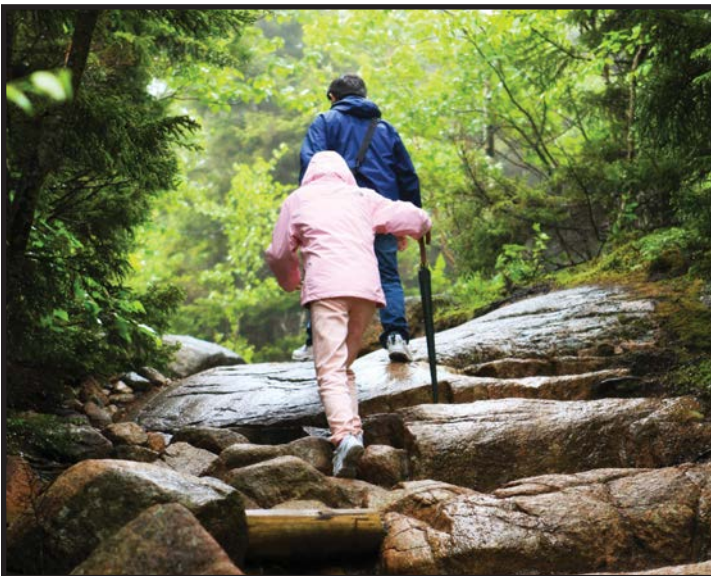
not up down is play



This hill \_\_\_\_\_ big.



This hill is \_\_\_\_\_ big.



We run \_\_\_\_\_ the hill.



We run \_\_\_\_\_ the hill.



We like to \_\_\_\_\_ on the  
hill.

## “HIT THE BALL” (3–9)

I am at bat. We can win.

But I have to hit the ball. I hit the ball.

I run and run. We win!

### First Reading of “Hit the Ball”

- Read the title, “Hit the Ball”, to your student and have him predict what the book will be about. Have your student search for the title words—*hit*, *the*, *ball*—and find these words in the book.
- Talk with your student about what is happening in the pictures. Point to the picture of the boy getting ready to bat and to the words, *at* and *bat*. Have your student pronounce these two words and notice that they rhyme and have the same spelling pattern.
- After finding the title and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.
- When your student has finished reading the book, have him locate the words *have*, *we*, *can* and *run* on his most recent 100 Wonderful Words sheet and find these words in the book.
- Point to the words *hit*, and *win* in the book and have your child find the words with the same spelling pattern (*it*, and *in*) on his 100 Wonderful Words sheet. Have him pronounce the words, and notice that these words rhyme and have the same spelling pattern.

### Word Magic

- Give your student Word Magic sheet 3-9. Have your student read the words *up*, *in*, and *am* and identify the underlined patterns, u-p, i-n, a-m.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *pup win jam tin ram*.
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *cup dam fin pin ham*. As you say each word, have him decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

Word Magic 3-9

am	up	in



## “FUN WITH FRIENDS” (3-10)

Ben has a ball. We kick Ben’s ball.

Sam has a ball. We hit Sam’s ball.

Will has a ball. We run with Will’s ball. It is fun to play ball with friends.

### Silent Reading and Comprehension

Before reading this new book, have your student reread “Hit the Ball”. For the rereading, ask the child to read it silently “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

### First Reading of “Fun with Friends”

- Read the title, “Fun with Friends”, to your student and have him predict what the book will be about. Have him find these title words—*fun*, *with*, *friends*—in the book. Tell him that the three friends in the book are named Sam, Will and Ben and have him find these names.
- Talk with your child about what the boys are doing in the pictures. Have him find the words *ball*, *hit*, *kick* and *run*.
- After finding the title and picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

### Word Magic

- Give your student Word Magic sheet 3-10. Have your student read the words *down*, *just* and *run* and identify the underlined patterns, o-w-n, u-s-t, a-y.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *say must town way dust*.
- Have your student put each word on his Word Magic sheet under the word with the same spelling pattern. As each word is added, have your student pronounce both rhyming words.
- Give your student 5 sticky notes and say the following words: *rust hay day gown gust*. As you say each word, have him decide which of the three words it rhymes with and write the word, using the pattern from that rhyming word to spell it. After writing each word, have him stick it under the other rhyming words on the Word Magic sheet.
- When all the sticky note words are in the columns, have your student orally spell and read all the rhyming words in each column.

Word Magic 3-10

down	just	run

## “PICK A GAME” (3-11)

Will picks a game. We run and run. Will wins the game.

Ben picks a game. We hop and hop. Ben wins the game.

I pick a game. We read and read. We all win at this game!

### Silent Reading and Comprehension

Before reading this new book, have your student reread “Hit the Ball” and “Fun with Friends”. For the rereading, ask the child to read it silently “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

### First Reading of “Pick a Game”

- Read the title, “Pick a Game”, to your student and have him predict what the book will be about. Have him find the title words—*pick*, *a*, *game*—in the book. Have him find the word *picks* and notice it is the word *pick* with the -s ending.
- Talk with your student about what the children are doing in the pictures. Have your student find the words *run*, *hop*, and *read*.
- After finding the picture words in the text, have your student read the text aloud. If he can’t pronounce or mispronounces a word, don’t correct him immediately. Have your student finish the sentence. Then, help your child to figure out the word by thinking about what word would have these letters and make sense in the sentence. Have him reread the sentence containing the difficult word before continuing to read.

### 100 Wonderful Words

Give your student the new 100 Wonderful Words sheet (3-11) and have him find and pronounce the new bold words, *at*, *all*, *to* and *has*. Have him reread “Hit the Ball”, “Fun with Friends”, and “Pick a Game” and find these words in these books.

### Writing and Rereading Without Pictures

- Have your student reread “Hit the Ball”, Fun with Friend and “Pick a Game” in the version without the pictures. If your student can’t figure out a word or mispronounces a word, have him reread the sentence and figure out the word by thinking about what word would have these letters and make sense in this sentence.
- Have your student take out the most recent 100 Wonderful Words sheet and read all the words on that sheet.
- Give your student Writing Sheet 3-11. Have him read the words *has*, *is not* and *the*. Then have him write one of these words in each blank to tell about the picture.



## 100 Wonderful Words (3-11)

<b>A</b>	and	am	are	at	all		
<b>B</b>	black						
<b>C</b>	can						
<b>D E</b>	down						
<b>F</b>							
<b>G</b>							
<b>H</b>	have	he	has				
<b>I J</b>	it	is	in		just		
<b>K L</b>			like				
<b>M N</b>	my					not	
<b>O</b>	of	on					
<b>P Q R</b>	play				run		
<b>S</b>	some	see					
<b>T</b>	the	this	to				
<b>U V</b>	up						
<b>W</b>	we	with	was	walk			
<b>X Y Z</b>		you					

### Writing 3-3

Write a word in the blank to tell about the picture.

not up down is play



This dog \_\_\_\_\_ a ball.



He \_\_\_\_\_ a ball.



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



He hits \_\_\_\_\_ ball.



The boy and the dog

\_\_\_\_\_.

## READER'S THEATER "THE BALL GAME" 3-12 (CULMINATING ACTIVITY FOR SET 3)

The Reader's Theater piece is intended for you and your student to read together and provides additional practice reading common words and decoding words that rhyme with known words.

- Begin the lesson by reading the title and having your student read the title with you. Next, have your student take out her most recent 100 Wonderful Words sheet and refer to it to highlight all the words on the 100 Wonderful Words sheet that are in the text.
- Once these words are highlighted, underline the words *got*, *hit*, *ball*, *bat*, *that*, *win*, *sat*, *plan* and *ran*. Have your student find the words on her 100 Wonderful Words sheet that have the same spelling pattern as the words you underlined and use these words (*not*, *it*, *all*, *at*, *in*, *can*) to decode the rhyming words.
- Finally, point to the words *cannot*, *plays* and *likes*. Have your student see that cannot is made up of the words *can* and *not* and that plays and likes are the words *play* and *like* with an -s ending.
- Once the words are highlighted and underlined, let your student decide if she wants to be Reader 1 or Reader 2 and read the play together. Read it a second time, switching parts.

### "The Ball Game" (3-12)

Reader 1: Did you get to play in the game?

Reader 2: Yes, I got to "Hit the Ball" with my bat.

Reader 1: Did you win?

Reader 2: You cannot win when a dog plays too.

Reader 1: You had a dog in the game?

Reader 2: Yes, Sam's dog, the one that likes to dig.

Reader 1: Did he dig in the game?

Reader 2: No, he sat down and was still. He saw me hit the ball. He ran to pick it up.

Reader 1: Oh, no! Did you have a plan for that?

Reader 2: No, we did not. Sam's dog got the ball and ran and ran.

Reader 1: and then?

Reader 2: We saw him take it to some water. Then he had a swim. Now we have no ball.

Reader 1: We can get you a ball.

Reader 2: Yes!!!



## PHOTO CREDITS

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