



TEACH YOUR CHILD LESSONS

BeginningReads

Set 5

The nine books in this set all relate to animal body parts. 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, and decoding words that have the same spelling pattern as words they know.

To prepare for reading lessons, download and print all the Level 5 materials:

- Nine books downloadable at www.textproject.org/BeginningReads
 - › “A Garden” (5-1)
 - › “Corn!” (5-2)
 - › “Seeds We Can Eat” (5-3)
 - › “Lunch Time” (5-5)
 - › “Lettuce for Salad” (5-6)
 - › “Carrots for a Snack” (5-7)
 - › “Plants” (5-9)
 - › “Big Seeds, Little Seeds” (5-10)
 - › “Trees” (5-11)
- Text-only versions of these nine books
- Reader's Theatre That is Some Garden! (5-12)
- Word Magic sheets (5-1; 5-2; 5-5; 5-6; 5-9; 5-10)
- 100 Wonderful Word Sheets (5-3; 5-7; 5-11)
- Writing Sheets (5-3; 5-7; 5-11)

If you are beginning your instruction with Set 5, you will also need to print the last 100 Wonderful Word Sheet from Set 4 (100 Wonderful Words 4-11).

“A GARDEN” (5-1)

We want to make a garden. We need a box and some dirt. The box needs to be big so that roots can grow.

Then we get some seeds. We get lots of seeds. We put the seeds into the dirt.

Now we need to wait. Plants take time to grow.

First Reading of “A Garden”

- Read the title, “A Garden”, to your student and have him predict what the book will be about. Have your student find the title word—*garden*—in the book.
- Talk with your student about what is happening in the pictures. Where are the children? What are they doing? Have him point to the pictures of the seeds, the box, the dirt and the plants. Then have him scan the text and find the words *seeds*, *box*, *dirt*, and *plant*.
- 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.
- Point to the word *into* in the book and have your child notice that *into* is a word made from the words *in*, and *to*. Point to the words, *make*, and *take*, and notice that these words rhyme and have the same spelling pattern, a-k-e.

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 5-1. Have him read the words *but*, *at*, and *it* and identify the underlined patterns, u-t, a-t, and i-t.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *cat cut bat bit flat*
- 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: *hit hat hut fit fat*. 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-t, at; c-a-t, cat; b-a-t, bat; f-l-a-t; flat; h-a-t; hat; f-a-t; fat”

“b-u-t, but; c-u-t, cut; h-u-t, hut”

“i-t, it; b-i-t, bit; h-i-t, hat; f-i-t, fit”

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 5-1

but	at	it

“CORN!” (5-2)

Look at my yellow and white corn seeds. Do you see the roots growing from the seed? The roots are not green.

Do you see my corn plants growing in the dirt? They are green.

Do you see my lunch? It is yellow and white corn! Yum!

Silent Reading and Comprehension Check

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

First Reading of “Corn!”

- Read the title, “Corn!”, to your student and have him predict what the book will be about. Have your student find the title word—*corn*—three times in the book.
- Talk with your child about what is happening in the pictures. Have him point to the pictures of the plants, roots, and seeds and then scan the text and find the words plants, roots, and seeds. Have him notice that the corn the boy is eating is yellow and white and find the words *yellow*, and *white*.
- 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

- 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 5-2. Have your student read the words *like*, *black*, and *walk* and identify the underlined patterns, i-k-e, a-c-k, and a-l-k.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *back* *chalk* *crack* *stack* *strike*
- 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: *bike* *hike* *talk* *stalk* *track*. 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.

“l-i-k-e, like; s-t-r-i-k-e, strike; b-i-k-e, bike; h-i-k-e, hike”

“b-l-a-c-k, black; b-a-c-k, back; c-r-a-c-k, crack; s-t-a-c-k, stack; t-r-a-c-k, track;”

“w-a-l-k, walk; c-h-a-l-k, chalk; t-a-l-k, talk; s-t-a-l-k, stalk; ”

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 5-2

like	black	walk

“SEEDS WE CAN EAT” (5-3)

Sunflowers can grow very tall. Sunflowers can grow to be five or six feet tall.

The seeds of the sunflower can be kept to plant next summer. But you can also bake the sunflower seeds. You can have the baked seeds for a snack.

Seeds are not only for planting. Some seeds are for snacks, too. Yum!

Silent Reading and Comprehension Check

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

First Reading of “Seeds We Can Eat”

- Read the title, “Seeds We Can Eat”, to your student and have him predict what the book will be about. Have your student search for the title words—*seeds*, *can*—in the book.
- Talk with your student about what is happening in the pictures. Have your student point to the pictures of the seeds, and the sunflowers. Then have him scan the text and find the words *seeds*, and *sunflowers*.
- 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 (5-3) and have him find and pronounce the new bold words, *do*, *get*, and *make*. Have him reread “A Garden”, “Corn!”, “Seeds We Can Eat”, and find these three new words in these books.

Point to these words in the books, *that*, *take*, *bake*, *tall*, *be*, *snack*. Have your students find the words on the 100 Wonderful Words sheet that rhyme and have the same spelling pattern: *at*, *make*, *all*, *we*, *he*, *black*.

Writing and Rereading Without Pictures

Have your student reread “A Garden”, “Corn!”, and “Seeds We Can Eat” 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 and read all the words on that sheet.
- Give him Writing Sheet 5-3. Have him identify the pictures and read the picture words. Talk with him about foods that grow in “A Garden”. Have him write some sentences about vegetables he would plant in his garden.

100 Wonderful Words (5-3)

A	and	am	are	at	all		
B	black	but	big				
C	can	come	children				
D E	down	do					
F	for	from					
G	go	get					
H	have	he	has				
I J	it	is	in		just		
K L			like	little			
M N	my	make				not	
O	of	on	off				
P Q R	play				run	ride	
S	some	see	stop				
T	the	this	to	they			
U V	up						
W	we	with	was	walk			
X Y Z		you					

Writing 5-3

All these vegetables grow in “A Garden”. What vegetables would you plant in your garden? What vegetables do you like to eat? Write some sentences about the vegetables you like and would plant in your garden. Ask your tutor or parent to help with other words you need to spell.



corn



tomatoes



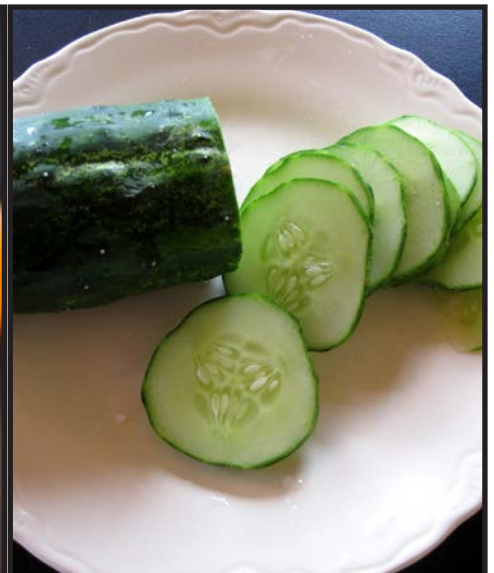
lettuce



carrots



peppers



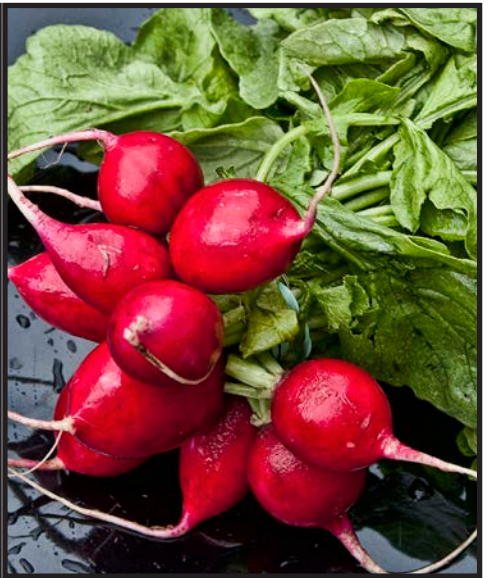
cucumbers



spinich



potatoes



radishes

“LUNCH TIME” (5-5)

I am eating corn for lunch. He grew the corn in his garden.

I am eating lettuce for lunch. She grew the lettuce in her garden.

Thank you for growing our lunches in your gardens.

First Reading of “Lunch Time”

- Read the title, “Lunch Time”, to your student and have her predict what the book will be about. Have your student search for the words—lunch, and lunches—in the book.
- Talk with your student about what is happening in the pictures. Have her find the pictures of the lettuce, corn, and garden and find the words lettuce, corn, and garden.
- 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.

Word Magic

- Give your student the Word Magic sheet 5-5. Have your student read the words *make*, *like*, and *black* and identify the underlined pattern, a-k-e, *i-k-e*, and *a-c-k*.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *snake snack stack strike shake*.
- 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: *bike bake brake tack stack*. 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 5-5

make	like	black

“LETTUCE FOR SALAD” (5–6)

We want to make a salad for lunch! We go to the garden to get lettuce for our salad.

Oh, no! What is that eating the lettuce? Birds!

We did not have a salad for lunch. The birds had lettuce for their lunch!

Silent Reading and Comprehension Check

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

First Reading of “Lettuce for Salad”

- Read the title, “Lettuce for Salad”, to your student and have her predict what the book will be about. Have your student find the title words—*lettuce*, *for*, *salad*—in the book and point to and say these words.
- Talk with your child about what is happening in the pictures. Have her point to the pictures of the birds, and find the word, *birds*.
- 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.

Word Magic

- Give your student the Word Magic sheet 5-6. Have your student read the words *get*, *but*, and *not* and identify the underlined patterns, e-t, u-t, and o-t.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *wet hot hut shut shot*.
- 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: *net nut cut cot spot*. 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 5-6

get	but	not

“CARROTS FOR A SNACK” (5-7)

I plant some carrots in my garden. I see little green plants coming out of the dirt.
The carrot plants grow bigger and bigger. But the carrots are too little to eat.
I wait and wait. Now the carrots have grown big. I can have carrots for a snack!

Silent Reading and Comprehension Check

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

First Reading of “Carrots for a Snack”

- Read the title, “Carrots for a Snack”, to your student and have her predict what the book will be about. Have your student find the title words—*carrots*, *for*, *a*, *snack*—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. Have her find the pictures of the plants and the garden. Then have her scan the text and find the words *plants*, and *garden*.
- 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 (5-7) and have your student find and pronounce the new bold words, *did*, *out*, *she*, and *what*. Have her quickly reread “Lunch Time”, “Lettuce for Salad”, and “Carrots for a Snack” and find these words in these three books.

Writing and Rereading Without Pictures

- Have your student reread “Lunch Time”, “Lettuce for Salad”, and “Carrots for a Snack” 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 her Writing Sheet 5-7. Have her identify the pictures and read the picture words. Have her write three or four sentences about what she likes to eat for lunch. Tell her to use the picture words and 100 Wonderful Words Sheet for spelling support. Help her spell any word that is not a picture word and is not on the 100 Wonderful Words Sheet.

100 Wonderful Words (5-7)

A	and	am	are	at	all		
B	black	but	big				
C	can	come	children				
D E	down	do	did				
F	for	from					
G	go	get					
H	have	he	has				
I J	it	is	in		just		
K L			like	little			
M N	my	make				not	
O	of	on	off	out			
P Q R	play				run	ride	
S	some	see	stop	she			
T	the	this	to	they			
U V	up						
W	we	with	was	walk	what		
X Y Z		you					

Writing 5-7

What do you like to eat for lunch? Write some sentences about your favorite lunch foods. Ask your tutor or parent to help with other words you need to spell.



hamburger



hot dog



pizza



sandwich



apple



taco



orange



carrots



salad

“PLANTS” (5-9)

I plant some apple seeds and sunflower seeds in the dirt. The seeds get water and sun all summer long.

It is the end of the summer. The sunflower seeds have grown into tall plants with sunflowers.

The apple seeds have grown into plants, too. But I will have to wait a long time to eat apples from these plants!

First Reading of “Plants”

- Read the title, “Plants”, to your student and have him predict what the book will be about. Have your student search for the words, *plant*, and *plants*, and find these words in the book.
- Talk with your student about what is happening in the pictures. Tell your child that the small tree is an apple tree and have him find the words, *apple*, and *apples*.
- 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 5-9. Have your student read the words *out*, *but*, and *not* and identify the underlined patterns, o-u-t, u-t, and o-t.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *shot shut shout scout spout*.
- 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: *got hot hut trot trout*. 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 5-9

out	but	not

“BIG SEEDS, LITTLE SEEDS” (5-10)

Look at these seeds. Some are little seeds and some are big seeds.

Do little seeds grow into little plants? Do big seeds grow into big plants?

Some little seeds will grow into big plants. Some big seeds will grow into little plants. This little seed grew into this big tree!

Silent Reading and Comprehension

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

First Reading of “Big Seeds, Little Seeds”

- Read the title, “Big Seeds, Little Seeds”, to your student and have him predict what the book will be about. Have your student find the words—*big*, *little*, *seeds*—in the book.
- Talk with your child about what is happening in the pictures. Have him point to the pictures of the plants and the tree and then scan the text and find the words *plants*, and *tree*.
- 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 5-10. Have your student read the words *did*, *ride*, and *and* identify the underlined patterns, i-d, i-d-e, and a-n-d.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *hand* *hid* *hide* *slid* *slide*.
- 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: *kid* *rid* *sand* *side* *glide*. 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 5-10

did	ride	and

“TREES” (5-11)

Trees are plants that grow from seeds just like corn and sunflowers do. This pine tree was once a pine seed.

Trees need water and sun to grow. They grow for a very long time. They grow for much longer than corn or sunflowers do.

This pine tree has been growing for a very long time. But it came from one pine seed.

Silent Reading and Comprehension

Before reading this new book, have your student reread “Plants”, and “Big Seeds, Little Seeds”. For the rereading, ask him to read it “to himself.” When he has finished reading, ask him to tell you what is happening on each page.

First Reading of “Trees”

- Read the title, “Trees”, to your student and have him predict what the book will be about. Have him find the words, *tree*, and *trees* in the book.
- Talk with your student about what is happening in the pictures. Tell him that the tree in the picture is a pine tree and have him find the word *pine*.
- 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 (5-11) and have him find and pronounce the new bold words, *look*, *these*, *very*, and *will*. Have him reread “Plants”, “Big Seeds, Little Seeds”, and “Trees” and find these words in these books.

Writing and Rereading Without Pictures

- Have your student reread “Plants”, “Big Seeds, Little Seeds”, and “Trees” 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 him Writing Sheet 5-11. Have him identify the fruits and talk about the plants they grow on. Have him write three or four sentences about his favorite fruits, using the 100 Wonderful Words sheet and the picture words for spelling support. Help him spell any word that is not a picture word and is not on the 100 Wonderful Words Sheet.

100 Wonderful Words (5-11)

A	and	am	are	at	all		
B	black	but	big				
C	can	come	children				
D E	down	do	did				
F	for	from					
G	go	get					
H	have	he	has				
I J	it	is	in		just		
K L			like	little	look		
M N	my	make				not	
O	of	on	off	out			
P Q R	play				run	ride	
S	some	see	stop	she			
T	the	this	to	they	these		
U V	up			very			
W	we	with	was	walk	what	will	
X Y Z		you					

Writing 5-11

There are lots of kinds of fruits. Write some sentences about your favorite fruits. Ask your tutor or parent to help with other words you need to spell.



apples



oranges



pears



bananas



blueberries



strawberries



grapes



cherries



watermelons

READER'S THEATER THAT IS SOME GARDEN! 5-12 (CULMINATING ACTIVITY FOR SET 5)

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 *yet, that, tall, small, be, bake, snack, so, no, tree, may, takes, and lots*. 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 (*get, at, all, we/he, play, black, make, see, not, and go*) to decode the rhyming words.
- 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.

“That is Some Garden! “

Reader 1: Look at our garden! We have lots of plants. Do you see some plants you know?

Reader 2: Yes. I see corn plants growing in the dirt. Can we eat the corn?

Reader 1: No, not yet. We have two kinds of corn. We have yellow corn and white corn.

Soon we can eat the corn for lunch.

Reader 2: Yum! I love “Corn!” What is this plant?

Reader 1: That is a sunflower. it is 5 feet tall. We can bake and eat the seeds soon.

Reader 2: Did you plant it as a big plant?

Reader 1: No, I planted sunflower seeds. and this is lettuce. We can eat it for lunch.

Reader 2: We can make a salad. I see you have carrots, too.

Reader 1: Yes. I like carrots. I eat them for a snack.

Reader 2: Look! Those birds are eating lettuce for lunch, too.

Reader 1: Oh, no! Go away, birds! You're eating my lunch!

Reader 2: What plant is this little plant?

Reader 1: That plant is my pine tree.

Reader 2: it is a tree? But it is so small!

Reader 1: My pine tree is small for now. it takes a long time for a pine tree to grow. Years from now, my small pine tree may be 100 feet tall.

Reader 2: This is some garden!

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