

# TEACH YOUR CHILD LESSONS

## BeginningReads

### Level 2

The nine books in this set all relate to pets. 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 2 materials:

- Nine books downloadable at [www.textproject.org/BeginningReads](http://www.textproject.org/BeginningReads)
  - › “Big and Little” (2-1)
  - › “One, Two, Three” (2-2)
  - › “Play” (2-3)
  - › “Black and White” (2-5)
  - › “Can It Be?” (2-6)
  - › “Get the Ball” (2-7)
  - › “Dogs” (2-9)
  - › “Cats and Dogs” (2-10)
  - › “Do You See My Pet” (2-11)
- Reader's Theatre “Have You Seen My Pet” (2-12)
- Word Magic sheets (2-1, 2-2, 2-5, 2-6, 2-9, 2-10)
- Key Letter- Sound Pictures (2-1)
- 100 Wonderful Word Sheets (2-3, 2-7, 2-11)
- Writing Sheets (2-3, 2-7, 2-11)

If you are beginning your instruction with Set 2, you will also need to print the last 100 Wonderful Word Sheet from Set 1 (100 Wonderful Words 1-11).

## “BIG AND LITTLE” (2-1)

This dog is big.

This dog is little.

The dogs run and run.

### First Reading of “One, Two, Three”

- Read the title, “Big and Little”, to your student and have her predict what the book will be about. Have your student find the title words—*big*, *and*, *little*—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. Have her talk about the different dogs and what they are doing. Then have her scan the text and find the words *dog*, and *dogs*.
- 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 your child to 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 *the*, *and*, *is* on her most recent 100 Wonderful Words sheet (1-11) and count how many times these words occur in this book.

### 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. Your student will use the Key Pictures Sheet (2-1) to help with the beginning sounds of words.

- Give your student the Key Pictures Sheet and have her identify all the pictures and the letter they begin with. Tell her that she can use these pictures to help her decide the letter words begin with.
- Give your student Word Magic sheet 2-1. Have her read the words *and*, *it*. Tell her that lots of words rhyme with *and*, *it*. You can read and spell these words by deciding which word the new word rhymes with.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *sand sit fit land*.
- 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. Have her use the key pictures to figure out the beginning sound if she needs to.
- Give your student 4 sticky notes and say the following words: *bit band hit hand*. As you say each word have her decide which word 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.

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

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

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.



Key Pictures (2-1)



bird



cat



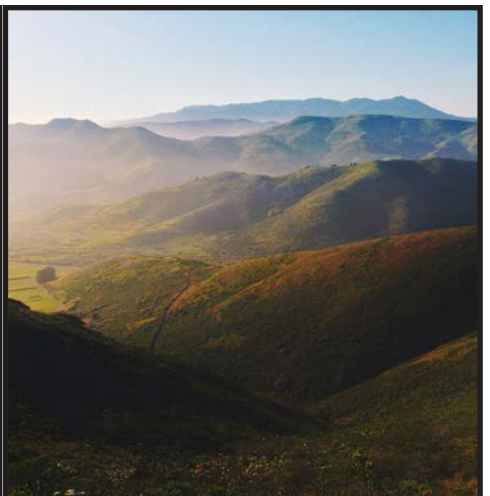
dog



fish



garden



hill



jam



kick



light





milk



nose



pencil



run



sun



teacher



van



water



zebra

Word Magic2-1

and	it

## “ONE, TWO, THREE” (2-2)

I have one cat.

You have two cats.

One, two, three. We have three cats!

### Rereading and Comprehension Check

Before reading this new book, have your student reread “Big and Little”. When she has finished reading, ask her to tell you what is happening on each page.

### First Reading of “One, Two, Three”

- Read the title, “One, Two, Three”, to your student and have her predict what the book will be about. Have your student find the title words—*one*, *two*, *three*—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. Have her talk about the different cats and what they are doing. Then have her scan the text and find the words *cat*, and *cats*.
- 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 your child to 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

This phonics activity is called Word Magic because students learn that by just adding or changing beginning letters, a word “magically” becomes another word. Your student will use the Key Pictures Sheet (2-1) to help with the beginning sounds of words.

- Give your student the Key Pictures Sheet and have her identify all the pictures and the letter they begin with. Tell her that she can use these pictures to help her decide what letter words begin with.
- Give your student Word Magic sheet 2-2. Have her read the words *am*, and *it*. Tell her that lots of words rhyme with *am*, and *it*. You can read and spell these words by deciding which word the new word rhymes with.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *Sam sit Pam bit*.
- 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. Have her use the key pictures to figure out the beginning sound if she needs to.

- Give your student 4 sticky notes and say the following words: *jam ham hit fit*. As you say each word have her decide which word 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.

“a-m, am, S-a-m, Sam, P-a-m, Pam, j-a-m, jam, h-a-m, ham”

“i-t, it, s-i-t, sit, b-i-t, bit, h-i-t, hit, b-i-t, bit ”

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 Magic2-2

am	it

## “PLAY” (2-3)

I play with my dog.

I play with my cat.

I play with my dog and cat.

### Rereading and Comprehension Check

Before reading this new book, have your student reread “Big and Little”, and “One, Two, Three”. When she has finished reading, ask her to tell you what is happening on each page.

### First Reading of “Play”

- Read the title, “Play”, to your student and have her predict what the book will be about. Have your student find the title word—*play*—in the book. Point to and say the word.
- Talk with your student about what is happening in the pictures. Have her talk about the cats and dogs, and what they are doing. Then have her scan the text and find the words *cat*, and *dog*.
- 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 your child to 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 (2-3). Have her find and pronounce the new bold words, *have*, *play*, *this*, and *you*. Have her reread “Big and Little” “One, Two, Three”, and “Play”. Find these four new words in these books.

### Writing Sheet

Give your student Writing Sheet 2-3. Have her read the words, *and*, *this*, *have*. Then have her write one of these words in each blank to tell about the picture.

## 100 Wonderful Words (2-3)

<b>A</b>	<b>and</b>	<b>am</b>					
<b>B</b>							
<b>C</b>							
<b>D E</b>							
<b>F</b>							
<b>G</b>							
<b>H</b>	<b>have</b>						
<b>I J</b>	<b>it</b>	<b>is</b>	<b>in</b>				
<b>K L</b>							
<b>M N</b>							
<b>O</b>	<b>of</b>	<b>on</b>					
<b>P Q R</b>	<b>play</b>						
<b>S</b>	<b>some</b>						
<b>T</b>	<b>the</b>	<b>this</b>					
<b>U V</b>							
<b>W</b>	<b>we</b>						
<b>X Y Z</b>		<b>you</b>					

### Writing 2-3

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

and this have



\_\_\_\_\_ cat is little.



\_\_\_\_\_ cat is big.



I \_\_\_\_\_ 2 dogs.



I \_\_\_\_\_ 3 cats.





A big dog \_\_\_\_\_ a little  
cat.



A big cat \_\_\_\_\_ a little  
dog.

## “BLACK AND WHITE” (2-5)

You see black dogs. You see white dogs.

You see white and black dogs.

You do not see green dogs!

### First Reading of “Black and White”

- Read the title, “Black and White”, to your student and have her predict what the book will be about. Have your student find the title word—*black*, and, *white*—in the book. Point to and say the word.
- Talk with your student about what is happening in the pictures. Have her talk about dogs and what colors they are. Then have her scan the text and find the word *dogs* four times.
- 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 your child to 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 Key Pictures Sheet and have her identify all the pictures and the letter they begin with.
- Give your student Word Magic sheet 2-5. Have her read the words *in*, and *it*.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *win sit fit fin*.
- 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. Have her use the key pictures to figure out the beginning sound if she needs to.
- Give your student 4 sticky notes and say the following words: *bit pin hit tin*. As you say each word have her decide which word 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 Magic2-5

in	it

## “CAN IT BE?” (2-6)

Can a cat be pink? No.

Can a cat be green? No.

Can a cat be black and white? Yes!

### Rereading and Comprehension Check

Before reading this new book, have your student reread “Black and White”. When she has finished reading, ask her to tell you what is happening on each page.

### First Reading of “Can It Be?”

- Read the title, “Can It Be?”, to your student and have her predict what the book will be about. Have your student find the title word—*can*, *it*, *be*—in the book. Point to and say the words.
- Talk with your student about what is happening in the pictures. Have her talk about the cats and what colors they are. Then have her scan the text and find the words *pink*, *green*, *black*, and *white*.
- 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 your child to 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 Key Pictures Sheet and have her identify all the pictures and the letter they begin with.
- Give your student Word Magic sheet 2-6. Have her read the words *am*, *and*.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *ham hand sand Sam*.
- 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. Have her use the key pictures to figure out the beginning sound if she needs to.
- Give your student 4 sticky notes and say the following words: *jam dam band land*. As you say each word have her decide which word 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 2-6

am	and

## “GET THE BALL” (2-7)

I play ball with my cat and dog.

Get the ball, cat. No, cat, no.

Get the ball, dog. Yes, dog, yes.

### Rereading and Comprehension Check

Before reading this new book, have your student reread “Black and White” and “Can It Be?”. When she has finished reading, ask her to tell you what is happening on each page.

### First Reading of “Get the Ball”

- Read the title, “Get the Ball”, to your student and have her predict what the book will be about. Have your student find the title words—*get*, *the*, *ball*—in the book and point to and say the words. Point out to her that it is a ball of yarn the cat is trying to get.
- Talk with your student about what is happening in the pictures. Have her talk about what the cats and dogs are doing. Then have her scan the text and find the words *cat*, and *dog*.
- 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 your child to 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 (2-7) and have her find and pronounce the new bold words, *black*, *can*, *see*, *with*. Have her reread “Black and White”, “Can It Be?” and “Get the Ball” and find these four new words in these books.

### Writing Sheet

Give your student Writing Sheet 2-7. Have her read the words, *can*, *some*, *see*. Then have her write one of these words in each blank to tell about the picture.

## 100 Wonderful Words (2-7)

<b>A</b>	<b>and</b>	<b>am</b>					
<b>B</b>	<b>black</b>						
<b>C</b>	<b>can</b>						
<b>D E</b>							
<b>F</b>							
<b>G</b>							
<b>H</b>	<b>have</b>						
<b>I J</b>	<b>it</b>	<b>is</b>	<b>in</b>				
<b>K L</b>							
<b>M N</b>							
<b>O</b>	<b>of</b>	<b>on</b>					
<b>P Q R</b>	<b>play</b>						
<b>S</b>	<b>some</b>	<b>see</b>					
<b>T</b>	<b>the</b>	<b>this</b>					
<b>U V</b>							
<b>W</b>	<b>we</b>	<b>with</b>					
<b>X Y Z</b>		<b>you</b>					

Writing 2-7

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

can    some    see



This cat \_\_\_\_\_ play.



This dog \_\_\_\_\_ play.



\_\_\_\_\_ little dogs



\_\_\_\_\_ a little cats





I \_\_\_\_\_ a black cat.



I \_\_\_\_\_ a black dog.

## “DOGS” (2-9)

Dogs can run. They run and run.

Dogs can dig. They dig and dig.

Dogs cannot fly. Birds can fly and fly.

### First Reading of “Dogs”

- Read the title, “Dogs”, to your student and have her predict what the book will be about. Have your student find the title word—*dogs*—in the book and point to and say the word.
- Talk with your student about what is happening in the pictures. Have her talk about what the dogs and birds are doing. Then have her scan the text and find the words *dig*, *run*, and *fly*.
- 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 your child to 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 Key Pictures Sheet and have her identify all the pictures and the letter they begin with.
- Give your student Word Magic sheet 2-9. Have her read the words *can* and *play*. Have her identify the underlined letters, an, ay. Tell her that all the words she is going to read and spell today will rhyme with play or can and will have the spelling pattern, a-y or a-n.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *day Dan say man*.
- 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. Have her use the key pictures to figure out the beginning sound if she needs to,
- Give your student 4 sticky notes and say the following words: *pay pan ran tan*. As you say each word have her decide which word 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 2-9

can	play

## “CATS AND DOGS” (2-10)

Cats are big. Dogs are big.

Cats are little. Dogs are little.

Dogs can run with balls. Cats cannot run with balls.

### Rereading and Comprehension Check

Before reading this new book, have your student reread “Dogs”. When she has finished reading, ask her to tell you what is happening on each page.

### First Reading of “Cats and Dogs”

- Read the title, “Cats and Dogs”, to your student and have her predict what the book will be about. Have your student find the title words—*cats*, *and*, *dogs*—in the book and point to and say the words.
- Talk with your student about what is happening in the pictures. Have her talk about what the cats and dogs are doing. Have her notice that there are big dogs and little dogs and big cats and little cats and find the words “Big and Little”.
- 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 your child to 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 Key Pictures Sheet and have her identify all the pictures and the letter they begin with.
- Give your student Word Magic sheet 2-10. Have her read the words *black*, and *play*. Have her identify the underlined letters, ack, ay. Tell her that all the words she is going to read and spell today will rhyme with play or black and will have the spelling pattern, *a-y* or *a-c-k*.
- As your student watches, write each of the following words on a small sticky note but do not pronounce these words: *day Jack ray sack*
- 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. Have her use the key pictures to figure out the beginning sound if she needs to,
- Give your student 4 sticky notes and say the following words: *pack pay tack way*. As you say each word have her decide which word 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 2-10

play	can



**“DO YOU SEE MY PET” (2-11)**

My pet is not a dog. It is not a cat.

My pet can fly. It is green.

I see my pet! It is a bird!

**Rereading and Comprehension Check**

Before reading this new book, have your student reread “Dogs” and “Cats and Dogs”. When she has finished reading, ask her to tell you what is happening on each page.

**First Reading of “Do You See My Pet”**

- Read the title, Do You See My Pet, to your student and have her predict what the book will be about. Have your student find the title word—*see*, *my*, *pet*—in the book and point to and say the 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 her 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 her reread the sentence containing the difficult word before continuing to read.

**100 Wonderful Words**

Give your student the new 100 Wonderful Words sheet (2-11) and have her find and pronounce the new bold words, *are*, *run*, and *my*. Have her reread “Dogs”, “Cats and Dogs” and “Do You See My Pet” and find these three new words in these books.

**Writing Sheet**

Give your student Writing Sheet 2-11. Have her read the words, *are is my run*. Then have her write one of these words in each blank to tell about the picture.

## 100 Wonderful Words (2-11)

<b>A</b>	and	am	<b>are</b>				
<b>B</b>	black						
<b>C</b>	can						
<b>D E</b>							
<b>F</b>							
<b>G</b>							
<b>H</b>	have						
<b>I J</b>	it	is	in				
<b>K L</b>							
<b>M N</b>	my						
<b>O</b>	of	on					
<b>P Q R</b>	play			<b>run</b>			
<b>S</b>	some	see					
<b>T</b>	the	this					
<b>U V</b>							
<b>W</b>	we	with					
<b>X Y Z</b>		you					

## Writing 2-7

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

are is my run



Some dogs \_\_\_\_\_ big.



Some dogs \_\_\_\_\_ little.



\_\_\_\_\_ dog is big.



\_\_\_\_\_ cat is big.



Dogs and cats can

\_\_\_\_\_



We can \_\_\_\_\_.



## READER'S THEATER "HAVE YOU SEEN MY PET" 2-12 (CULMINATING ACTIVITY FOR SET 2)

The Reader's Theater piece is intended for you and your student to read together and provides additional practice reading words in Set 2 books.

- 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 (2-11) and refer to it to highlight all the words on the 100 Wonderful Words sheet that are in the play.
- Once the words are highlighted, read the play to your student stopping to let her read the words she has just highlighted. 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.

### "Have You Seen My Pet?"

Reader 1: Have you seen my pet?

Reader 2: Can it fly? My pet can fly.

Reader 1: No, it cannot fly. it can dig and run.

Reader 2: is your pet pink and green, like my pet?

Reader 1: No, it is not pink or green. it is white.

Reader 2: is your pet little, like my pet?

Reader 1: No, my pet is big.

Reader 2: Does your pet eat a little or a lot?

Reader 1: It eats a lot of food.

Reader 2: Now I see! Take a look. is this your pet?

Reader 1: Yes, this is my dog!



## PHOTO CREDITS

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cat	©2008 by Nathan Forget in Flickr. Some rights reserved <a href="https://creativecommons.org/licenses/by/2.0/">https://creativecommons.org/licenses/by/2.0/</a>
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children running	©2011 by Jeff Boyd in Flickr. Some rights reserved. <a href="https://creativecommons.org/licenses/by-nc-nd/2.0/">https://creativecommons.org/licenses/by-nc-nd/2.0/</a> .
dog	©2010 by angela n. in Flickr. Some rights reserved <a href="https://creativecommons.org/licenses/by/2.0/">https://creativecommons.org/licenses/by/2.0/</a>
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