Parent Hacks (additional hacks are highlighted throughout)

- Find important vocabulary words in **bold** - focus on these to help “teach” each lesson
- Have fun and let your child(ren) help “teach” - they will know many of the routines and activities
- If you have access to [https://www.youtube.com/](https://www.youtube.com/), please open it before beginning
- Log-in to readyrosie.com to access additional videos to support learning
- When listening to the read aloud - it is great to pause the video and talk about what you’ve seen *(review)* and what you think will happen next *(predict)*
- When you see letters written like this `/c/` or `/t/` it means to make the sound of that letter
- If you are unable to print the materials, please hand-write/draw on a piece of paper or use items from around your home as a replacement.
- Activities for each day **do not** have to be completed at one time. Take your time and have fun!
Daily Greeting Song: Hello! Hello! Can You Clap Your Hands

- Wow-April is almost over! Look outside-do you see any changes? Draw a picture of spring changes (flowers growing, baby animals, etc.) and send it to your teacher (Dojo or email). Can you write a sentence about it?
- In school, we welcome children to the day using a greeting song. By continuing this at home, they will know it is time to learn.
- Please play this song each day: [https://www.youtube.com/watch?v=fN1Cyr0ZK9M](https://www.youtube.com/watch?v=fN1Cyr0ZK9M)
This Week’s Movement Videos

- Lego ABC Song: https://www.youtube.com/watch?v=gA-jeH3qX4g
- Cosmic Kids Yoga-Colonel Crockles the Crocodile: https://www.youtube.com/watch?v=obzFP6eEGAg
- Count to 20 and Workout: https://www.youtube.com/watch?v=_MVzXKfr6e8
- Shapes for Kids-2D Shapes: https://www.youtube.com/watch?v=beTDz9HSNOM
- Stand Up, Sit Down: https://www.youtube.com/watch?v=t9WAGkQUUL0
- Just Dance-Be Our Guest: https://www.youtube.com/watch?v=EernTFIMdbs

Note: Please enjoy one or two of these songs each day. You may replay them as often as you like.
<table>
<thead>
<tr>
<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you think the book will end?</td>
<td>How are the characters the same/different as you?</td>
<td>What is this story mostly about?</td>
</tr>
<tr>
<td>Who might be the characters in this story?</td>
<td>Can you think of another book that is similar to this one? How?</td>
<td>What are some key details from the story? (2 to 3)</td>
</tr>
<tr>
<td>What is the setting (where) of the story?</td>
<td>What does this story remind you of?</td>
<td>Who are some of the characters in the story?</td>
</tr>
<tr>
<td>What do you predict will happen in the story?</td>
<td>How are the characters feeling in the book? How do you know?</td>
<td>What is the setting of the story?</td>
</tr>
<tr>
<td>What do you notice on the cover of the book? What do you know about ______?</td>
<td>What are the characters doing in this picture?</td>
<td>What did you like/dislike about this book?</td>
</tr>
<tr>
<td>What is an author? What is an illustrator?</td>
<td>How do the pictures help you to understand the story?</td>
<td>What did you learn about _______ after reading this book?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Why do you think the book was called (title)?</td>
</tr>
</tbody>
</table>

*Read any book from home. Pick 1-2 questions from each column to ask your child(ren).*
Day 1 Read Aloud: One Bean

Introduce: One Bean

- “This book describes the **life cycle** of a bean. A **life cycle** describes the stages that living things go through as they grow and change over time. Listen carefully to find out more about the changes that happen as a bean seed grows into a bean plant with beans on it that people can eat.”

Listen: [https://www.youtube.com/watch?v=-J9OlW4K4CE](https://www.youtube.com/watch?v=-J9OlW4K4CE)

- Stop often and ask questions about the sequence of events. “Why do you think bean seeds grow into plants in the spring and summer and not in the winter?”
- Emphasize the passage of time: growth happens slowly and takes time.

After Reading:

- Talk about and sequence the bean life-cycle (**page 29**). Talk about the parts of the bean plant at various stages. Identify the parts people eat.
- Discuss the nature of the life cycle. “Why is it important for the bean plant to make seeds?”
Day 1 Math: Finger Counting

Need: Your Fingers!

- “We used our fingers to solve math problems last week. I have more addition problems for you.”
- Provide a scenario that includes a simple addition problem, such as, “I am going to the grocery store to buy vegetables. I want to buy two potatoes and three carrots. How many vegetables is that?”
- Encourage your child(ren) to use their fingers to solve the problem. If necessary, demonstrate how to represent the addition problem using your hands. Hold up 2 fingers on one hand and 3 fingers on the other. Then count each finger aloud, saying, “One, two . . . three, four, five!” Then say, “Two plus three equals five.”
- Repeat the process using other simple addition problems (next page).

All these strategies are accurate: a child might say, “Two and three more is five!” Others may say, “I counted two, three, four, five. Five!” or even “Three, four, five!” Others may put up 2 and then 3 fingers on the same hand and then count all the fingers from one.
Day 1 Math: Addition Scenarios

- Tonya had 2 cucumbers. She bought 1 more at the store. How many cucumbers does she have altogether?
- Jake’s friend gave him 3 green beans. His mom gave him 5 green beans. How many green beans does Jake have?
- Rylee has 4 zucchinis. Teagan has 2 zucchinis. How many zucchinis do they have in total?
- Lizzy’s uncle ate 5 carrots. Lizzy ate 4 carrots. How many carrots did they eat?
- Aleese bought 2 pieces of broccoli. Her cousin bought 2 more pieces of broccoli. How many pieces of broccoli did they buy?
- Pablo has 1 onion. Felipe has 5 onions. How many onions do they have?

*Feel free to create additional scenarios. Using fingers or objects to support understanding is okay!*
Day 1 English: Put them Together

Need: Just you!

● “We are going to put some sounds together to make a word. Listen carefully to each sound.”
● Model the process by giving the sound /b/ and the sound /ē/. Say each sound again, and explain, “When I put the sounds together, they make up the word bee.”
● “Now, it is your turn to put the sounds together to make a new word. /m/ - /ē/.” Repeat those sounds several times. “What word do you make when these sounds are put together?”
● Repeat with the following words:

<table>
<thead>
<tr>
<th>see</th>
<th>fee</th>
<th>she</th>
<th>gee</th>
<th>wee</th>
<th>tee</th>
<th>he</th>
</tr>
</thead>
</table>

**Challenge: Try a few three-phoneme words! (ex. /s/ /ē/ /d/)**

| seed | peek | sheep | seal |

**Note About Teaching Sounds:** Some sounds can be stretched (such as /m/ in “me” and /s/ in “see”). Others should be “clipped” (such as /b/, try to make as little “uh” at the end of the sound as possible).
Day 2 Read Aloud: In the Garden: Who’s Been Here?

Introduce: *In the Garden: Who’s Been Here?*
- "This book is about a garden where 2 children are **harvesting** some vegetables and flowers. That means they are picking the vegetables and flowers so they can use them. As the children harvest the vegetables and flowers, they find clues that animals have been in the garden, eating some of the plants. You will use the clues to figure out which animals have been in the garden."

Listen: [https://www.youtube.com/watch?v=IEzgCMBYeHk](https://www.youtube.com/watch?v=IEzgCMBYeHk)
- Each time the text asks, “Who’s been here?” pause the video and invite your child(ren) to use clues and prior knowledge to figure out what kind of animal might have visited the garden. Provide support by asking questions that focus on the clues. (Ex. On the sunflower page, ask, “What kinds of animals like to eat seeds? Have we learned about any animals that like seeds?”)
- If guesses are incorrect; focus on their good thinking and use of prior knowledge and evidence to make a reasonable prediction, rather than being “right.”
- If you lose their attention, skip discussing a few pages; go to the end where “Who’s Been Here?” is revealed.
Day 2 Read Aloud: In the Garden: Who’s Been Here?

After Reading:

- “Can you describe ways that animals are using the plants and soil in the garden?” (For example, the rabbit eats leaves for food. The crow eats corn. The mole uses soil for its home.) Emphasize the connections among the earth, plants, and animals.
- Encourage your child(ren) to explain how they made their prediction. Ask questions such as, “What do you know that helps you predict that a bird is eating the corn kernels?”
- “We will be learning even more about animals in the garden next week. We will learn about animals that help the soil and the plants in the garden!”

Model how you make a prediction. For example, “Hmm. I know that birds like sunflower seeds. I even use these seeds in my bird feeder. I think it is a bird that has been eating those seeds.” This is a way to show children that you can make a good prediction that is not correct, and that is okay. For example, “Oh, it was a chipmunk! That makes sense, too. I have seen squirrels and chipmunks eating seeds and nuts.”
Day 2 Math: Plant and Grow

Need: Just you!

- “We will use our counting skills as we think about what happens to seeds when they are planted. First, a seed grows into a plant. Then, the plant produces a seed that goes back into the ground to become another plant.”
- “Let’s crouch down and pretend to be little seeds.”
- “Slowly rise, like a plant growing, to a standing position while counting aloud to ten.”
- “Then, we’ll slowly sink back down, like a new seed from the plant, while counting backward from ten to zero.”
- Model moving from the crouched position and slowly rising, spreading out arms as though forming leaves until standing straight. Then, slowly crouch back down and curl into a tight little ball.

**Challenge:** Try counting up to fifteen or higher, then back down to zero.
Day 2 English: Put Them Together

Need: Just you!

- “Yesterday we blended sounds to make new words. We are going to put some other sounds together to make words. Listen carefully to each sound.”
- Model the process by giving the sound /b/ and the sound /oo/. Say each sound again, and explain, “When I put the sounds together, they make up the word *boo*.”
- “Now, it’s your turn to put the sounds together to make a new word. /h/ - /ī/. Repeat those sounds. (several times) What word do you make when these sounds are put together?”
- Repeat with the following words:
  - no (/n/ /ō/)  go  bye (/b/ /ī/)  doe  my (/m/ /ī/)  up  it  say (/s/ /ā/)  do (/d/ /oo/)

*Challenge: Try a few three-phoneme words (ex. /p/ /e/ /t/): log  big  cub  bat*

*Note About Teaching Sounds:* Some sounds can be stretched (such as /m/ in “me” and /s/ in “see”). Others should be “clipped” (such as /b/, try to make as little “uh” at the end of the sound as possible).
Day 3 Read Aloud: The Way I Feel

Introduce: *The Way I Feel*
- “Do you remember the book *Happy* and the emotions we have been learning about?” Review emotions. (next page)
- Show the book *The Way I Feel*; read the title and author’s name. (Janan Cain)
- “While listening, you are going to figure out what is causing the emotions and what would help the girl feel better or calm down.”

Listen: [https://www.youtube.com/watch?v=ITPUxVQ6Ulk](https://www.youtube.com/watch?v=ITPUxVQ6Ulk)
- As you come to an emotion that we have been learning about this week (such as *jealous*), pause the video and ask, “What might cause people to feel that emotion? What can you do to feel better or to handle strong emotions when you have them?”
- Discuss *jealous* in detail with the book illustration. “The child is jealous because she would like the parent to play with her, but the parent is with the baby. She feels *jealous*; she wants the attention that the baby is getting. How could she get attention in a positive way? Could she ask to play, too? What could she do while she waited for her parents to play with her?”

After Reading:
- “What was an emotion in the book? Why did the child feel that way? How could they handle their emotion?” *For children who need more support, go back to the book and talk through solutions.*
Day 3 Read Aloud: Book Cover and Emotions

How do you feel?

- Proud
- Angry
- Confused
- Shy
- Surprised
- Content
- Sad
- Excited
- Embarrassed
- Happy
- Scared
- Worried
Day 3 Math: Finger Counting

Need: simple addition scenarios about vegetables

- “Let’s solve more math stories! I want to buy 5 beets and 2 carrots. How many vegetables is that altogether?”
- Support your child(ren) to show 5 fingers on one hand and 2 fingers on the other. Ask again as they look at their fingers: “How many vegetables altogether?” Encourage him/her to count his/her fingers as needed.
- Ask, “How did you get your answer?” Notice and compliment your child’s attempt. (A great answer would be “I counted my fingers.”)

Using your fingers is okay! Some students may need to use objects to support their understanding. That’s okay too!
Day 3 Math: Addition Scenarios

- Emma bought 2 red peppers. Kevin bought 2 green peppers. How many peppers did they buy altogether?
- Daniela planted 4 carrot seeds. She planted 2 broccoli seeds. How many seeds did she plant in total?
- Gehrig gave his sister 3 cherry tomatoes. He gave his brother 5 cherry tomatoes. How many tomatoes did Gehrig give away?
- Tara bought 1 potato. Kevin bought 4 potatoes. How many potatoes did they buy?
- Sofia’s grandpa ate 1 ear of corn. Her uncle ate 3 ears of corn. How many ears of corn did they eat altogether?

Feel free to create additional scenarios.
Day 3 English: Blending Names

Need: blending name cards (page 31); place the cards in a paper bag

● “Do you remember the game we played when we put sounds together to make a new word? If I put the sounds /b/ and /ee/ together, what new word will I have?” (bee)

● “I have a bag that contains food. We are going to play a game where I say the sounds of a new word, and you will blend the sounds to make the word.”

● Model the process by choosing a card, saying the phonemes (sounds) in the word, and blending the word together: ex. /f/ /i/ /sh/ = fish.

● Choose another card and give the phonemes (sounds) to the word: “/s/ /oo/ /p/. Do you know this food? (soup) Say the food name aloud.”

● Continue this process with other food name cards. “We will play this game again tomorrow.”
Day 4 Read Aloud: Planting a Rainbow

Introduce: *Planting a Rainbow*

- Look at the books by Lois Ehlert (next page). Say: “Today we will be listening to a book by a very special author, Lois Ehlert. She loves nature and using collages to make her illustrations. Lois Ehlert glues little bits of paper, fabric, or other objects together to create a picture. Have you ever glued things onto paper to create a picture?” See examples of collages (on art activity page).
- “This book is about a child describing how she plants a garden each year with her mom. She calls it planting a rainbow. Listen and look for the many types of flowers the child plants in the garden. Think about why the child calls it planting a rainbow.”

Listen: [https://www.youtube.com/watch?v=MO-B9LNzORQ](https://www.youtube.com/watch?v=MO-B9LNzORQ)

- Pause the video to point to labels and signs.
- Focus on vocabulary such as bulb, seedling, sow, root, soil, etc.

Be sure to ask your child what he/she knows about each of these.

After Reading:

- “I didn’t see a rainbow in the book. Why does the child in the book call it planting a rainbow? What does the child mean?.”
- Support your child in finding reasons why the book is called *Planting a Rainbow*: “I think this book is called *Planting a Rainbow* because . . .”
Lois Ehlert Books

- Eating the Alphabet
- Leaf Man
- COLOR ZOO
- Fish Eyes
- Waiting for Wings
- Feathers for Lunch
# Planting a Rainbow

Cut out (from magazines) or draw things you could find in a garden for each color.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>orange</td>
<td>yellow</td>
<td>green</td>
<td>blue</td>
</tr>
</tbody>
</table>
Optional Art Activity: Collages

Lois Ehlert creates **collages** (she glues little bits of paper, fabric, or other objects together to create a picture). Here are some of her collages:

Follow these steps to create your own collage:

1. **Choose a base for your collage.** This can be a piece of paper. Using heavier paper is a good idea as you will be using a lot of glue. You can also use poster board, cardboard, canvas, an empty picture frame, or anything flat.

2. **Collect the items** to glue onto your base.
   Use your imagination, and anything you have on hand, to make your collage. Some of my favorite items are magazines, photos, and ribbon.

3. **Decide what glue to use.** No glue is perfect for all collage projects. Choose a glue that works for your materials and the results you want.

4. **Create your collage.** Make a plan by arranging your collage items on your base before you glue it down. Or you can just start gluing them down all over the base. You can use scissors to cut your items into the different shapes and sizes. You can also try tearing your items. Once your collage items are all in place, let it dry. Send a picture to your teacher!
Day 4 Math: What Number Now?

Need: square cards (page 33) or any household objects and a dark cloth/paper

- “We’ve played this game before. During this game, I will show you a set of squares, then we will count them together. After we have counted the squares, I will cover them and either add or subtract squares before showing them to you again. When I show the squares again, you’ll tell me how many there are now by saying the total number of squares.”
- Begin by showing 4 squares. Together count the total number of squares aloud. Point to the squares and say, “How many squares are there in all? That’s right; there are 4 squares in all. How do you know?”
- Cover the squares with the dark cloth/paper, and then hold up 1 more square and say, “Look!” as you place it under the cloth/paper. “How many squares are there now?”
- “Lift the cloth/paper. Now let’s count the squares again to check our answer.”
- Re-cover the squares and add or subtract a square, making sure your child(ren) see you add or remove a square. “How many squares are there in all?” Lift the cloth/paper and have your child(ren) count aloud.

Repeat the process with more or fewer squares for as long as interest allows.
Day 4 English: Blending Names

Need: blending name cards (page 35); place the cards in a paper bag

- “Do you remember the game we played when we put sounds together to make a new word? If I put the sounds /b/ and /ee/ together, what new word will I have?” (bee)
- “I have a bag that contains food name cards. We are going to play a game where I say the sounds of a new word and you blend the sounds to make a new word.”
- Model the process by choosing a card, saying the phonemes (sounds) in the word, and blending the word together: ex. /b/ /ee/ /n/ = bean.
- Choose another card and give the phonemes: “/n/ /u/ /t/. Do you know the healthy food? (nut) Let’s say the food name aloud.”
- Continue this process with other food name cards.
Day 5 Read Aloud: Planting a Rainbow

Introduce: *Planting a Rainbow*

- Show the book cover. “This story is called *Planting a Rainbow*. What do you remember about what is growing in the book?”

Listen: [https://www.youtube.com/watch?v=MO-B9LNzORQ](https://www.youtube.com/watch?v=MO-B9LNzORQ)

- “As you listen to the story and look at the pictures, I want you to raise a finger when you hear or see something that helps flowers grow.” If children do not notice it, point out that seeds and bulbs are planted in soil.
- On the pages that describe waiting for spring and for the soil to warm, ask “What warms the soil?” If they do not mention the sun, help them think about the sun and how it warms the soil in springtime. “What else do the plants need?” If they don’t mention rain, point out the raindrops and talk about how plants need water to grow.

After Reading:

- Discuss all of the things plants need to grow. Complete the activity on the next page.
Planting a Rainbow

Circle the things plants need to grow. Put an X on things plants do NOT need.

- Sun
- Donut
- Air
- Eggs
- Soil with nutrients
- Juice
- Sandwich
- Water
Day 5 Math: Grow, Grow, Grow

Need: just you!

- “Today we will count in a new way. We’ll pretend we are seeds being slowly placed into the ground as we count backward from ten to zero.”
- Everyone starts in a standing position and slowly lowers to a crouching position while counting backward from ten to zero.
- Then everyone yells, “Grow, grow, grow!” and safely jumps as high as possible.
- Repeat as long as your child has interest. Try using different jumps or silly counting voices to keep your child(ren) engaged.

**Challenge:** Start with numbers greater than ten as your child(ren) are able.
Day 5 English: Week’s Review

● Review English Language Arts skills from the week.
● Pick an activity(ies) to play again:
  ○ Play *Put Them Together* and ask your child(ren) to blend phonemes to create words. *(Day 1) (Day 2)*
  ○ Play *Blending Names* and ask your child(ren) to figure out the names of healthy foods. *(Day 3) (Day 4)*
Ready Rosie and Music Therapy

Look for a playlist from your child’s teacher to support learning at home!

https://www.readyrosie.com/

Head over to Ready Rosie!

Rockin 4 School:
https://www.youtube.com/watch?v=Aweou6RiQh4
Or draw the process on a piece of paper.

Time lapse video of a bean’s life cycle:
https://www.youtube.com/watch?v=w77zPATVTuI
Day 3 Blending Name Cards

<table>
<thead>
<tr>
<th>/s/</th>
<th>oo</th>
<th>/p/</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="soupe" /></td>
<td><img src="image2" alt="beet" /></td>
<td><img src="image3" alt="peach" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/b/</th>
<th>ē/</th>
<th>/t/</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image2" alt="beet" /></td>
<td><img src="image3" alt="peach" /></td>
<td><img src="image4" alt="rice" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/p/</th>
<th>ē/</th>
<th>/ch/</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="peach" /></td>
<td><img src="image4" alt="rice" /></td>
<td><img src="image5" alt="meat" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/r/</th>
<th>ī/</th>
<th>/s/</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5" alt="meat" /></td>
<td><img src="image5" alt="meat" /></td>
<td><img src="image5" alt="meat" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/m/</th>
<th>ē/</th>
<th>/t/</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5" alt="meat" /></td>
<td><img src="image5" alt="meat" /></td>
<td><img src="image5" alt="meat" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/b/</th>
<th>u/</th>
<th>/n/</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image6" alt="buns" /></td>
<td><img src="image7" alt="fish" /></td>
<td><img src="image8" alt="peas" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/f/</th>
<th>ī/</th>
<th>/sh/</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image6" alt="buns" /></td>
<td><img src="image7" alt="fish" /></td>
<td><img src="image8" alt="peas" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/p/</th>
<th>ē/</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="peach" /></td>
<td><img src="image8" alt="peas" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/f/</th>
<th>ī/</th>
<th>/g/</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image8" alt="peas" /></td>
<td><img src="image8" alt="peas" /></td>
<td><img src="image9" alt="fig" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/l/</th>
<th>ī/</th>
<th>/m/</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image9" alt="fig" /></td>
<td><img src="image9" alt="fig" /></td>
<td><img src="image10" alt="lime" /></td>
</tr>
</tbody>
</table>

Note: Sounds do not match spelling in all cases. /ē/ refers to the long e sound as in eagle. /ī/ - ice cubes, /ū/ - unicorn.
Day 4
Squares
Cut apart
Day 4 Blending Name Cards

<table>
<thead>
<tr>
<th>/b/ /ē/ /n/</th>
<th>/p/ /ē/</th>
<th>/n/ /u/ /t/</th>
<th>/ch/ /ē/ /z/</th>
<th>/f/ /ī/ /g/</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Green Beans" /></td>
<td><img src="image2.png" alt="Peanuts" /></td>
<td><img src="image3.png" alt="Walnuts" /></td>
<td><img src="image4.png" alt="Cheese" /></td>
<td><img src="image5.png" alt="Figs" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/d/ /ā/ /t/</th>
<th>/k/ /ā/ /l/</th>
<th>/s/ /ē/ /d/</th>
<th>/ē/ /g/</th>
<th>/y/ /a/ /m/</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image6.png" alt="Dates" /></td>
<td><img src="image7.png" alt="Broccoli" /></td>
<td><img src="image8.png" alt="Sunflower Seeds" /></td>
<td><img src="image9.png" alt="Hard Boiled Egg" /></td>
<td><img src="image10.png" alt="Sweet Potato" /></td>
</tr>
</tbody>
</table>

Note: Sounds do not match spelling in all cases. /ā/ refers to the long a sound as in acorn. ē refers to the long e sound as in eagle.