

# The Odd Egg

🗣️ = Language comprehension

📖 = Word recognition

## Group/Guided reading

### Introducing the story

- 🗣️ (*Questioning, Clarifying*) Read the title with the children, pointing to the words as you read them. Ask: *Why do you think the egg might be odd?*
- 🗣️ (*Prediction*) Ask: *What do you think will happen when the odd egg hatches?*
- 📖 Ask the children to sound out and blend the words *odd* (o-dd) and *egg* (e-gg) in the title. Talk about the grapheme "dd" in *odd* and "gg" in *egg*. Say that these graphemes both have two letters as code for a single sound. Ask them if they can find any other words in the story that have two of the same letters as code for one sound (*Biff, sell, will*).
- 📖 Pay attention to the tricky words used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.  
*to the we she they was said went*

### Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

### Reading the story

- Ask the children to read the story aloud and help where

necessary. Praise and encourage them as they read.

- (Clarifying) Pause at the end of page 62-⑤ and ask: *What does Mum need to buy so that they can hatch chicks?*
- (Clarifying) On page 62-⑤, point to the word *incubator* and help the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together. Talk about what the word means and ask: *Why does Mum get an incubator to put the eggs in?*
- (Prediction) Pause at the end of page 64-⑩ and ask: *What do you think has hatched from the odd egg?*
- W On page 65-⑪, point to the word *duckling* and ask the children to sound it out and blend the sounds to read the word, *d-u-ck-l-i-ng*. Talk about the graphemes “ck” and “ng” and ask the children if they can think of any other words that contain these graphemes. Remind them that the word *chicks* also has the grapheme “ck”.

**Observing** Can the children get the main idea of the story? Can they use their phonic knowledge to decipher new words?

### **Returning to the story**

- (Summarising) Ask the children to re-tell the story in their own words.
- (Analysing) Look again at page 61-② and ask: *Why is there a lamp over the pen that the chicks are in?*
- (Clarifying) Look again at page 64-⑧ and ask: *Why did only ten of the eggs hatch?*
- (Analysing) Look again at page 65-⑪ and encourage the children to look at Biff and Chip’s expressions. Ask: *How do you think they feel when they realise a duckling has hatched from the egg?*

### **Independent reading**

**Objective** Explore and experiment with sounds, words and texts. Read as independently as possible.

W As they read, encourage the children to sound out and blend new words, for example *p-e-n*, *s-e-ll*.

W Support children with reading challenge words:

*farm hatch incubator lamp turn*

If a word is too difficult, simply read the word for them.

- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

**Observing** Did the children read independently with emotion and confidence?

## **Speaking, listening and drama activities**

**Objectives** Organise what they say; listen to others; participate in drama activities by using language and actions to explore and convey situations and characters.

- Ask the children to suggest what might happen next in the story.
- Divide them into groups of four. Explain that they should pretend that they are Mum, Dad, Biff and Chip and role-play what they are going to do with the chicks and the duckling.
- Remind the children that the chicks will become chickens and that Mum and Dad will need to make sure they have lots of room in their back garden if they decide to keep them.
- Ask: *What will happen to the chicks and the duckling? Will Biff and Chip want to keep them? Will Mum and Dad want to keep them? What will they decide to do?*

## **Writing activities**

**Objectives** To write captions for pictures and drawings; to apply knowledge of letter/sound correspondence in writing; using features of different forms such as instructions.

- Provide the children with paper and a variety of pens, crayons and coloured pencils.
- Ask the children to draw an egg and a chick and label them. Encourage them to use their phonics skills to sound out and spell the words where appropriate.
- Remind them about how the eggs were cared for in the story.
- As a class write a set of instructions about how to hatch eggs. Ask the children to suggest ideas for each step as you scribe the set of instructions on the board.

**Observing** Do the children use correct spelling?

### **Cross-curricular suggestion**

Science – Life cycles. Talk to the children about how the chicks in the story hatched from eggs and that the eggs were laid by chickens. Write captions for the life cycle of a chicken on the board and ask children to draw their own life cycles, adding labels/captions to their diagrams. Encourage them to use their phonics skills to sound out and spell the words where appropriate.