



About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 537

Book Summary

Anna sees her mother taking brightly painted Easter eggs out of a box. She learns that they were painted over one hundred years ago by her grandmother's grandmother in Ukraine. Anna's Grandmother Sasha tells her several stories, including one about painted eggs. As Anna listens to the stories, she learns how to paint pysanky eggs with her grandmother. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Sequence events
- Identify long /a/ digraphs
- Recognize and use quotation marks
- Place words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Anna and the Painted Eggs* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- *Sequence events, long /a/ digraphs, quotation marks worksheets*
- *Discussion cards*



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [Vocabulary a-z.com](http://www.vocabulary-a-z.com).

Content words:

Story critical: *fair (n.)*, *hatched (v.)*, *music box (n.)*, *pysanky eggs (n.)*, *Ukrainian (adj.)*, *village (n.)*

Enrichment: *brightly (adj.)*, *kistka (n.)*, *market (n.)*, *wind (v.)*

Before Reading

Build Background

- Write the phrase *Easter eggs* on the board. Ask students if they celebrate Easter, if so ask if they have ever painted eggs at Easter. Have them explain the process. Discuss the reasons for painting eggs and what they do with the eggs after painting them. If students do not celebrate Easter, ask if there is a holiday that they celebrate in the spring.
- Ask students to share stories, traditions, or items that are passed down through their families.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model using prior knowledge to read and understand text.
Think-aloud: *When I read a book, I try to think about what I already know about the topic of the book before I begin reading. When I read the title of this book and look at the pictures on the covers, I think this book is about Easter eggs. I already know some things about Easter eggs. My family gets ready to celebrate Easter by decorating eggs. On the evening before Easter, we boil the eggs and make many cups of colored dye. We dip the eggs in the dye to make brightly colored eggs. Sometimes we write on the eggs with a white crayon so that when the eggs are dipped in the dye, the words show up. On Easter Sunday afternoon, we have an Easter egg hunt. I wonder if Anna and her family will do some of the things that my family does to celebrate Easter.*
- Invite students to share how they connected to prior knowledge, based on the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Explain that stories are generally told in order from beginning to end.
- Model sequencing the main events of a story about a birthday party. Write key words about each event in order on the board as you describe them to students.
Think-aloud: *If I wanted to tell someone a story about my birthday party, I would need to include certain events in order to tell the story correctly. In my birthday story, first we went to the park. Next, my friends and family came to the party and brought presents. Then I blew out the candles on my cake while they sang "Happy Birthday." Next, I opened my presents. Last, I thanked my family and friends, and we all went home.*
- Explain that certain words are often used to explain a sequence of events. Use the key words on the board to tell the story in order to students, including words such as *first*, *next*, and *last*. Ask students to identify these sequencing words from the example.
- Tell the story using key words on the board to sequence the events of the story out of order. Ask students to explain why the order of the events is important (the sequence of events does not make sense when told out of order). Discuss with students that a story does not make sense when the events are out of order.
- Point out the difference between the sequence of events listed on the board and a retelling of the story about the birthday party (the retelling contains more detail and description; the list shows only the events that are most important for someone to understand the story). Ask students to provide details for each event from the story.

Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *Ukrainian*, *hatched*, and *village*.

Lesson Plan *(continued)*

Anna and the Painted Eggs

- Point out that these three words can be found in the story and that they are places mentioned in the story. Give groups of students three pieces of blank paper. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *hatched* in the dictionary. Explain that they will need to locate the word *hatch* as the base word. Invite a volunteer read the definition for *hatched*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 8 as you read the sentence in which the word *hatched* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out more about Anna and the painted eggs. Remind them to think about what they already know about the topic and the sequence of events as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 6. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.
Think-aloud: Before I began reading the story, I thought about how my family paints eggs. I used my experiences to predict what would happen in the story. When I read the first part of the story, I realized that the eggs from Anna's family were very different from the eggs that my family paints at Easter. The eggs that Anna's mom was getting out of the box were large goose eggs painted over one hundred years ago. My family paints new eggs each year, and we use small chicken eggs. However, we both have family traditions that have been passed down.
- Invite students to share how they connected with what they already knew as they read. Allow time for students to discuss how Anna's eggs and family traditions might be similar to and different from theirs.
- Write the following events on the board: *Anna's mother takes Easter eggs out of a box. They are large and brightly painted. They are Ukrainian Easter eggs called pysanky eggs. They are made from goose eggs painted over one hundred years ago. Anna also gets a music box from Grandmother Sasha. It has a dancing goose inside. After dinner Grandmother Sasha tells the story about the music box.*
- Discuss and circle the events that are most important to correctly tell the story (*Anna's mother takes Easter eggs out of a box. They are Ukrainian Easter eggs called pysanky eggs. Anna also gets a music box from Grandmother Sasha. After dinner Grandmother Sasha tells the story about the music box.*)
- Ask students to tell what the story is mostly about so far (Anna's family's Easter eggs). Review the circled events on the board. Point out that the other information includes details that are not necessary to the sequence of events.
- **Check for understanding:** Have students read to the end of page 12. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
- Ask students to name additional important story events and locate them in the book. Discuss the important events as a class and write them on the board in order.

Lesson Plan *(continued)*

Anna and the Painted Eggs

- Have students read the remainder of the book. Encourage them to continue to think about what they already know about Easter eggs as they read the rest of the story. Remind them to continue thinking about the sequence of the important story events as they read.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *As I read page 14, I thought about the stories that Grandmother Sasha tells to Anna. She tells the stories as she teaches Anna how to paint the eggs. I thought about how my aunts tell stories as well. I have learned many special things about my family because of the stories my aunts share with me during the holidays. I know that many families share stories in this way. I can't wait to tell these stories to my children someday.*
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about Anna's eggs. Invite them to share and explain their picture to the rest of the class.
- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Review the sequence of events in the story. Explain that good readers think about the sequence of events in a story to help them remember what they read.
- **Independent practice:** Have students complete the [sequence events worksheet](#).
- **Enduring understanding:** In this story, you learned that Grandmother Sasha tells stories to Anna about the reasons the special Easter eggs are made. Now that you have read and thought about this story, do you think it is important to learn things from family members? Why or why not?

Build Skills

Phonics: Long /a/ vowel digraphs

- Write the word *paint* on the board. Have students find the word on page 6 and read the sentence in which it is found.
- Ask students what vowel sound they hear in the word (long /a/). Circle the *ai* in the word and explain that in some words, two vowels together, called a *vowel digraph*, make one sound. Have students brainstorm additional examples of *ai* words and have them write the words on the board (*main, pail, paid, maid*, and so on).
- Write the word *away* on the board. Have students find the word on page 7 and read the sentence in which it is found.
- Ask students what vowel sound they hear at the end of the word *away* (long /a/). Circle the *ay* and explain that *ay* is another common digraph for the long /a/ sound. Have students brainstorm additional examples of *ay* words and have them write the words on the board (*day, say, May, hay, stay*, and so on).



Check for understanding: Have students look through the book to find and highlight examples of long /a/ vowel digraphs. Encourage them to compare their answers with a partner.

- **Independent practice:** Introduce, explain, and have students complete the [long /a/ digraphs worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Quotation marks

- Write the following sentence on the board: *"They're real eggs?" asked Anna.* Ask students which words in the sentence are being spoken. Explain that *quotation marks* are the punctuation marks around dialogue in a book. Discuss the difference between what is being said aloud by the character (*They're real eggs*) and what is not (*asked Anna*).
- Have students turn to page 5 in the book. Read the page aloud as students follow along. Ask students to give the thumbs-up signal while dialogue is being read aloud and give the thumbs-down signal when a character is not speaking.
- **Check for understanding:** Discuss the different words used in the text to indicate dialogue. Point out that words come directly before or after the quotation marks to show which character is speaking. Ask students to find the words used in the book. Write them on the board as students find them (*said, asked, read, explained*).
- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their responses.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of two words is the same, they must compare the next two letters instead.
- Write the words *brightly* and *painting* on the board. Have a volunteer explain which word would appear first in alphabetical order (*brightly*) and why (because *b* comes before *p* in the alphabet).
- Write the words *Easter* and *eggs* on the board. Point out that the words begin with the same letter (*e*). Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*Easter*, because the second letter, *a*, in *Easter* comes before the second letter, *g*, in *eggs*).
- Write the words *dinner* and *dancing* on the board. Have a volunteer explain which word would appear first in alphabetical order (*dancing*) and why.
- **Check for understanding:** Write the following words on the board: *mother, grandmother, family, dye, goose, music, drawing*. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice telling the sequence of events in the story to someone at home.

Extend the Reading
Realistic Fiction Connection

Have students draw a picture of a face that shows a feeling. Under the picture, have students write one sentence telling about their picture. Remind students to use capital letters and periods.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

Social Studies Connection

Provide books, maps, and Internet resources to help students locate Ukraine and learn more about the customs of this country. Also provide other examples of other folktales from this country. Discuss what they have learned about the people of Ukraine based on the folktales.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of connecting to prior knowledge to comprehend the text during discussion
- accurately sequence events during discussion and on a worksheet
- accurately write words that contain long /a/ digraphs during discussion and on a worksheet
- accurately recognize and use quotation marks during discussion and on a worksheet
- understand the process of arranging words in alphabetical order during discussion and on a separate piece of paper

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**