

About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 395

Book Summary

Eggy's Easy Out is the story of a young boy who likes to play baseball. Eggy's been catching things his older brother has been throwing at him since he was a baby, so it's only natural that Eggy is the catcher on his ball team. What he didn't count on catching was a big "egg." Young readers will enjoy the familiar topic told in first-person point of view, the animated illustrations, and the exciting ending.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Use the reading strategy of retelling to understand and remember fictional text
- Sequence story events
- Recognize long /e/ vowel digraphs ee and ea
- Identify types of sentences
- Understand content vocabulary

Materials

Green text indicates resources available on the website

- Book—*Eggy's Easy Out* (copy for each student)
- Chalkboard or dry erase board
- [Sequence, vowel digraphs worksheets](#)
- Word journal (optional)
- [Discussion cards](#)



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

Vocabulary

- High-frequency words: *always, are, even*
- Content words: *catcher, coach, Eggy, fastball, inning, Little League, mask, mitt, pitcher, pop-up, signals, tagged*

Before Reading

Build Background

- Ask students to tell about team sports they like to play. Make a list on the board. Have them tell the positions they have played as well as the good and bad things about being part of a team.
- Continue the discussion by asking students to share how they felt when they did something really well on the team, such as hitting a home run or making a basket.
- Ask them to tell how they felt when they struck out or missed a basket.

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: **Retell**

- Explain that good readers stop now and then during their reading to retell in their mind the events of a story. Stopping to retell the events of the story helps readers remember and understand what they are reading.
- Explain that when people retell a story or event, they explain the events in the order in which things happened. Point out that people retell stories as part of their daily lives, such as sharing what happened at school or in a television show.
- Model retelling a familiar story in detail, such as *Goldilocks and the Three Bears*.
Think-aloud: *When I retell Goldilocks and the Three Bears, it goes like this: Goldilocks comes to a house in the forest that belongs to three bears: a mama bear, a papa bear, and a baby bear. The bears leave the house for a walk in the forest while their porridge is cooling. Goldilocks goes inside the house, even though no one is home. First, Goldilocks sees three bowls of porridge on the table. She tries each one. The first bowl is too hot, the second bowl is too cold, and the third bowl is just right, so she eats it all up. Next, she sees three chairs and sits in each one. The first chair is too hard, the second chair is too soft, and the third chair is just right. However, the chair breaks, and Goldilocks falls to the ground.*
- Invite students to suggest information for the retelling of *Goldilocks and the Three Bears* and continue retelling the story.
- Have students place sticky notes on pages 5, 9, and 12. Explain that as they read, they should stop on these pages to think about what has happened so far in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As you preview the book with students, use vocabulary from the book in the discussion that you think may be difficult for students. Provide opportunities for students to say any new vocabulary words and talk about their meanings.
- Reinforce word-attack strategies by pointing to a word on the page, for example, *catcher*. Model how to identify the -er ending and locate the root word to help read the word.
Think-aloud: *I see this word ends with -er. Recognizing that the word has an ending helps me find the root word, and I see that it is a word I am familiar with: catch. Looking for parts of words, such as endings, is a good strategy to use to figure out new words. Then I can check that the word makes sense by reading the whole sentence.*
- Encourage students to add the new vocabulary words to their word journals.

Set the Purpose

- Have students read to find out what Eggy's easy out is. Remind them to stop occasionally to think about what has happened so far in the story.

During Reading


Student Reading

- **Guide the reading:** Direct students to read to the end of page 5. Have them reread the pages if they finish before everyone else.

- When they have finished reading, ask students what they read so far. Ask if the book is about what they thought it would be about. Ask them to tell about the characters and where the story takes place. Have students tell the important events that have occurred so far in the story. Model retelling using information that students provide.

Think-aloud: *I read that Eggy and Jordan are brothers. Eggy is the nickname his older brother Jordan gave him because his little baby head looked like an egg. Eggy has been catching things since he was a baby, and now he is the catcher on his ball team. During one game, the batter hit a fly ball that the coach yelled for Eggy to catch. I sure hope he does. I'm going to keep reading so I can find out, and then I'll be able to tell the story to someone else.*

- Continue the discussion by asking students to look at the illustration on page 4. Ask students what Eggy is doing for the pitcher. Ask students why the illustration on page 5 is drawn that way. Have them put their finger on Eggy.
- Have students read the remainder of the story. As they read, remind them to think about what happens so they can tell the story to someone else.

 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

- Reinforce that stopping to retell in their mind what they are reading helps students better understand the story. (It encourages students to pay close attention to the story elements and promotes active participation, which aids in retention.)
- **Think-aloud:** *Stopping to think about what was happening helped me better remember the events in the story. It helped me be more involved with what I was reading. Now that I have finished reading the story, I can give a good retelling of it.*


Teach the Comprehension Skill: **Sequence events**

- **Introduce and model:** Ask students who have heard the story *The Three Little Pigs* to raise their hands. Ask a volunteer to tell the events that happen in that story. Ask students if the story would be the same if the wolf tried to blow down the house of bricks before he blew down the houses made of straw and sticks. Explain that unless a story is told in the order in which it happened, it usually does not make sense. Explain that this is why it is good to think about the events that happen at the beginning, middle, and end of a story.
- **Check for understanding:** Discuss the sequence of events in *Eggy's Easy Out*. Ask students to think about what happened at the beginning, middle, and end of the story. Ask what would happen if they started reading at the end of the book (it would not make sense).
- **Discussion:** Ask students why they think Eggy told his brother about catching the pop fly and tagging the player out. Have them tell why they think Eggy said, "I really tried to forget that Jordan was there." Ask students why they think the teams clapped as Eggy and Jordan walked to the bench. Have them tell why they think Eggy wanted to know if he caught the ball. Ask students how they would feel if they were Eggy and had caught the ball.
- **Independent practice:** Introduce, explain, and have students complete the [sequence worksheet](#). If time allows, discuss their answers.

Build Skills

Phonics: Long /e/ vowel digraphs ee and ea


- Write the words *easy*, *head*, and *meal* on the board. Underline the *ea* in each word. Review that these letters can stand for two sounds: the long /e/ sound and the short /e/ sound. Have students turn to page 3 and find the word *head*. Ask how they know that this word does not have the long /e/ sound even though it has the *ea* spelling.
- Write the word *knee* on the board. Underline the *ee* letter combination and review that this letter combination usually stands for the long /e/ sound. Ask students to suggest other words that have the long /e/ sound. Write the words on the board.
- **Check for understanding:** Have students come to the board to circle the words that have the *ea* and *ee* spellings for the long /e/ sound.


 Have students turn to page 3 and reread it. Have them underline any word that contains the long /e/ sound. Ask students to tell the words they underlined (*people*, *me*, *real*, *even*). Have students look at the words and find the one that has the *ee* or *ea* spelling for the long /e/ sound (*real*).

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

Grammar and Mechanics: Types of sentences

- Review or explain that there are different types of sentences. Have students turn to page 3 and read the first sentence. Explain that this is a *declarative* sentence; it states something. Explain and model that it is read and said normally. Have students find the sentence on page 3 that has an exclamation point. Explain that this is an *exclamatory* sentence. This type of sentence expresses a strong feeling.
- Write the following sentence on the board: *Who caught the ball?* Review or explain that this is an *interrogative* sentence; it asks a question. Write the word *asking* on the board. Have students put their finger on the punctuation mark at the end of the sentence. Review or explain that this punctuation mark is the signal that the sentence asks a question. Model how your voice goes up at the end of question.
- **Check for understanding:** Write the following sentences on the board: *Baseball is my favorite sport to play.* *What is your favorite sport to play?* Have students explain to a neighbor which sentence is a statement sentence and which is an asking sentence and to explain why they think that way.

 **Independent practice:** Have students go through the book and underline one telling sentence that is said normally, one telling sentence that is said with more feeling, and one asking sentence. Have students read the sentences they selected to the group.

 **Extend the activity:** Have students use the inside front cover of their book to write an original example of each type of sentence. Have them exchange their sentences with another student and label the sentences *telling*, *telling!*, and *asking*.

Word Work: Content vocabulary

- Tell students that many of the words they read in the book are used to tell about playing baseball. Provide opportunities for students to talk about difficult words such as *inning* or *mitt*.
- **Check for understanding:** Have students work with a partner to find all the words in the book that have to do with baseball. Have them write the words on a separate piece of paper. Have the pairs share their list while you record the words on the board. Provide opportunities for students to read the new vocabulary words, talk about their meanings, and use the words in sentences.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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 them retell the story events to someone at home.

Extend the Reading

Realistic Writing Connection

Discuss Eggy's nickname. Ask students how they think he feels being called Eggy instead of his real name. Ask students how they know when a person thinks a nickname is nice or hurtful. Ask if they have ever called someone a nickname that the person liked or didn't like, or if they have ever been called a nickname. Have students write a story that involves Eggy's brother apologizing to Eggy for calling him by his nickname.

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

Social Studies Connection

Have students think about sports or other games they have played. As a group, categorize the sports or other games into two groups, *No Bumps and Bruises* and *Bumps and Bruises*. List the sports on the board as students categorize them. Encourage a friendly debate if students disagree about the categorization of a sport. Have students count the number of sports in each category to find which has more.

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:

- pause during reading to retell in their mind what is happening in the story; and tell in their own words after reading how this strategy helped them remember what they read
- write in their own words on a graphic organizer the events in the beginning, middle, and end of the story
- associate ee and ea with the long /e/ sound
- recognize types of sentences
- locate content vocabulary associated with baseball and use the words in sentences

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)